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**EFL PREPARATORY SCHOOL STUDENTS' DEMOTIVATIONAL FACTORS
IN THE ENGLISH LEARNING PROCESS AT A PUBLIC UNIVERSITY**

**BİR DEVLET ÜNİVERSİTESİNDE İNGİLİZCEYİ YABANCI DİL
OLARAK OKUYAN HAZIRLIK SINIFI ÖĞRENCİLERİNİN İNGİLİZCE
ÖĞRENME MOTİVASYONLARINI OLUMSUZ ETKİLEYEN FAKTÖRLER**

YÜKSEK LİSANS TEZİ

Danışman: Doç. Dr. Saliha Defne ERDEM METE

Hazırlayan: Seher ÖZDEMİR

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**Savunma
Tez Jürisi**

DO. DR. BAHADIR CAHİT TOSUN
SELUK ÜNİVERSİTESİ
EDEBİYAT FAKÜLTESİ

DR. ÖĞR. ÜYESİ MEHMET AKİF BALKAYA
SELUK ÜNİVERSİTESİ
EDEBİYAT FAKÜLTESİ

DR. ÖĞR. ÜYESİ EMİNE EDA ERCAN DEMİREL
NECMETTİN ERBAKAN ÜNİVERSİTESİ
EĞİTİM FAKÜLTESİ

ÖZET

Küreselleşmeyle birlikte uluslararası iletişim kaçınılmaz hale gelmiştir. Ticari, sosyal, ekonomik ve kültürel ilişkilerde ortak bir dilin kullanılmasının önemli olduğu belirlenmiştir. İngilizce küresel dil olarak yaygın olarak kabul görmekte ve tüm uluslararası iletişimin İngilizce aracılığıyla gerçekleştiği görülmektedir. Bu nedenle, Türkiye'de eğitim süreci boyunca İngilizce öğrenimi ve öğretimine önemli bir vurgu yapılmaktadır. Literatürde İngilizce öğrenmede motivasyon üzerine çok sayıda çalışma bulunmaktadır. Bu çalışmada, Selçuk Üniversitesi Yabancı Diller Yüksekokulu'nda yabancı dil olarak İngilizce öğrenen hazırlık sınıfı öğrencilerinin İngilizce öğrenme motivasyonlarını olumsuz etkileyen faktörler incelenmektedir. Çalışmada nicel ve nitel verilerin birlikte kullanıldığı karma yöntem yaklaşımı kullanılmıştır. Nicel veriler motivasyon düşürücü faktörler ölçeği ve demografik bilgi formu aracılığıyla toplanırken, nitel veriler yarı yapılandırılmış görüşmelerle toplanmış ve betimleyici içerik analizi uygulanmıştır. Bu çalışmanın nicel sonuçlarına göre hazırlık sınıfı öğrencilerinin İngilizce öğrenme motivasyonlarını olumsuz etkileyen faktörler sırasıyla öğretim biçimi, kişisel nedenler, geçmiş deneyimler ve hazırlık okulu programının özellikleridir. Nitel verilerin sonuçlarına göre öğrenciler, yeterli konuşma pratiği yapamama, İngilizce öğrenmeye karşı ön yargılı olma, eğitim sistemi, devam zorunluluğu, fazla ders saati, öğretmen değişiklikleri gibi unsurlar nedeniyle motivasyon kaybı yaşadıklarını ifade etmişlerdir. Bu bulgulara dayanarak, öğrencilerin İngilizce öğrenme süreçlerinde nasıl motive edilebileceğine dair önerilerde bulunulmuştur. Bu çalışma, üniversitelerin hazırlık okullarında İngilizceyi yabancı dil olarak öğreten İngilizce öğretmenlerinin ve program geliştiricilerin motivasyonu olumsuz etkileyen nedenleri azaltmaya yönelik çözümler üretmelerinde bir rehber niteliği taşıyacaktır.

Anahtar sözcükler: Motivasyon, Motivasyonu Olumsuz Etkileyen Faktörler, Kaygı, Yabancı Dil Kaygısı

ABSTRACT

With globalization, international communication has become inevitable. It has been determined that the use of a common language is crucial in commercial, social, economic, and cultural relations. English is widely accepted as a global language, and all international communication is observed to take place through English. Therefore, throughout the education process in Türkiye, significant emphasis is placed on English learning and teaching. Numerous studies in the literature focus on motivation in learning English. This study examines the factors that negatively affect the English learning motivation of preparatory school students learning English as a foreign language at the School of Foreign Languages at Selçuk University. The study employs a mixed-method approach, gathering both quantitative and qualitative data. Quantitative data were collected through a scale measuring demotivational factors and a demographic information form, while qualitative data were gathered through semi-structured interviews and descriptive content analysis was conducted. According to the quantitative findings of this study, the demotivational factors in the English language learning process of preparatory school students are, respectively, the form of instruction, personal reasons, past experiences and the features of the preparatory school program. Qualitative data findings reveal that students feel demotivation due to factors such as failure to practice, having prejudice against learning English, education system, attendance obligation, excessive class hours and change of teachers. Based on these findings, recommendations have been made on how to motivate students in their English learning processes. This study serves as a guide for English teachers who teach English as a foreign language and program developers at preparatory schools of universities to find solutions for decreasing demotivation.

Keywords: Motivation, Demotivation Factors, Anxiety, Foreign Language Anxiety

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CHAPTER 1: INTRODUCTION

This chapter will cover statement of the problem, aim and significance of the study, assumptions of the study, limitations of the study, and definitions of key terms.

1.1. Statement of the Problem

The importance of knowing a foreign language, whether for academic, economic, or personal development purposes, is undeniable. At this point, English has become a global language. An individual who has a good command of English can communicate in different parts of the world, easily access information from anywhere, follow the world agenda firsthand, and travel to many countries without concern, regardless of language differences. For these reasons, as in many other countries, foreign language education is given great importance in Türkiye. Foreign languages are included in education programs at all levels, from preschool to postgraduate education. Most preschools in Türkiye provide foreign language education. However, achieving the desired outcomes in this language education process, which continues until university, remains challenging. Unfortunately, the expected results have not yet been fully achieved. Efforts and improvements in this area are continuously being made.

When studies conducted in our country are examined, it is evident that foreign language education has gained increasing importance over time. Many individuals invest significant time and money in learning a foreign language, with English emerging as the most preferred language. This preference is largely due to English's role in fostering relationships with other countries, particularly in cultural, economic, and technological fields. Consequently, English is used as the language of instruction in many universities. The methods employed in English language teaching play a critical role in the widespread adoption of the language (Özdemir, 2006). Students' opinions or inadequacies regarding English learning can act as barriers to achieving the desired proficiency level. Therefore, identifying students' motivation to learn a foreign language and designing suitable programs can positively influence the language learning and teaching process (Dörnyei et

al., 2014). It is suggested that a highly motivated student is likely to achieve greater success than one with low motivation, regardless of intelligence levels (Gömlöksiz, 2002).

When students' negative perceptions about language learning are examined, they are often attributed to feelings of inadequacy and anxiety. Learners motivated by their own needs are driven by intrinsic motivation, whereas those influenced by external rewards and punishments rely on extrinsic motivational tools (Mehdiyev et al., 2016). To achieve success in language teaching, it is crucial for teachers to motivate students during lessons in addition to demonstrating strong content knowledge, linguistic expertise, and personal competencies (Atay, 2004). Therefore, measuring the motivation levels of higher education students, which is a key factor in English language teaching success, becomes essential.

Excitement, determination, persistence, and motivation are regarded as critical components of success in foreign language learning. Excitement is crucial in foreign language learning as it encourages a positive outlook toward the process. Studies have shown that learners who experience enthusiasm and interest in their language studies are more likely to engage deeply with the material and perform better (Dörnyei, 2006). Determination is also essential for overcoming challenges and maintaining consistent effort in foreign language acquisition. Research highlights that learners with strong determination are better equipped to deal with the difficulties and setbacks often encountered in mastering a new language (Dörnyei, 2005). Persistence is another significant factor in achieving long-term success in learning a foreign language. Learners who persist through difficult phases and remain committed over time are more likely to achieve fluency and language proficiency (Nagle, 2021). Motivation is widely regarded as one of the most important predictors of success in learning a foreign language. It serves as the driving force that energizes and directs learners' behavior toward their language-learning goals (Masgoret & Gardner, 2003). The desire to learn a foreign language is a clear indicator of motivation, as it reflects a learner's intrinsic interest in and commitment to acquiring new linguistic skills (Noels et al., 2000).

Foreign language motivation is categorized differently by various scholars: Dörnyei (1994) classifies it into language level, learning level, and learning environment level; Gardner and Lambert (1972) differentiate between instrumental and integrative motivation; and Williams and Burden (1997) focus on external and internal factors. Integrative motivation refers to the desire to adopt the culture of the target language to integrate into a society, while instrumental motivation is associated with practical purposes such as reading scientific articles, translation, or career advancement (Brown, 1994).

Dörnyei's (1994) classification includes the language level, integrative and instrumental motivational systems. Among these, integrative motivation emphasizes being open-minded and respectful toward different cultural groups and lifestyles, eventually leading to identification with those communities, sometimes even distancing oneself from one's original group (Dörnyei, 2006). This perspective highlights the social and identity-related dimensions of language learning, illustrating how motivation can stem from a desire to belong and integrate into a different cultural context. In addition to this social dimension, Dörnyei also considers the individual's internal traits. The student level, for instance, consists of two motivational components: the need for achievement and self-confidence, focusing on traits that students have developed through their past experiences (Dörnyei, 1994). This level shows that personal history and emotional disposition play a critical role in shaping language learning motivation. Furthermore, motivation is not only influenced by internal and identity-based factors but also by external classroom dynamics. These are addressed at the learning environment level, which pertains to motivations associated with the course, the teacher, and the group dynamics (Dörnyei, 1994: p. 279-280). This illustrates the importance of the educational setting in either enhancing or inhibiting motivation. Building upon Dörnyei's model, Williams and Burden (1997) offer a broader categorization by distinguishing between intrinsic and extrinsic motivational factors. They emphasize that learners are influenced not only by personal interests and internal rewards but also by their surrounding social and cultural context. In this framework, external influences such as the role of parents, peers, and teachers become

especially relevant, indicating that motivation is deeply embedded within the learner's environment. This socio-contextual understanding of motivation aligns with Gardner's influential framework, which outlines a three-part structure of foreign language motivation: the desire to learn a language, motivational intensity, and attitude toward language learning. According to Gardner (1985: p. 10), foreign language motivation is defined as an individual's desire and effort to learn a language, combined with a willingness to engage in the necessary activities for achieving proficiency. His integrated view brings together both internal dispositions and external influences, reinforcing the idea that motivation is a complex interplay between personal and contextual factors.

Teachers and researchers (Gardner, 2000; Tremblay & Gardner, 1995) agree that motivation is one of the key factors influencing success in foreign or second language learning. Motivation helps compensate for deficiencies in language learning since even talented individuals cannot achieve their long-term goals without it, regardless of the quality of the program or the teacher (Krashen, 1981). Therefore, motivation must be prioritized when designing materials and programs for foreign language learning (Petrides, 2006). To enhance students' foreign language motivation, teachers should create a warm and supportive classroom environment, introduce students to individuals who have succeeded using the foreign language, encourage active participation in lessons, and promote awareness of the target language's culture and values (Karakış, 2014). Dörnyei and Ushioda (2001) highlight several strategies for maintaining foreign language motivation. These include making learning engaging and enjoyable, presenting tasks in a motivating manner, setting clear learner goals, fostering autonomy, using self-motivating techniques, and encouraging collaboration among learners.

Motivated foreign language students are likely to achieve success in the classroom environment. "Achievement orientation," which drives students to succeed at varying levels and for different purposes, is a critical factor to consider when designing educational activities. Researchers have examined why students with similar intelligence and abilities demonstrate differing achievement levels. According to achievement

orientation theory, these differences arise because students adopt diverse goals and are motivated to achieve success at different levels (Maehr, 1983; Ames, 1984).

In the literature on foreign language motivation, university students exhibit higher instrumental motivation (Al-Tamimi & Shuib, 2009; Uludağ, 2001). Some studies show male students have higher foreign language motivation than female students (Altan, 1994), while others suggest the opposite, with female students being more motivated (Ertan, 2008; Moriam, 2008; Pulat, 2010). Students' motivation tends to be high when they are required to study in English (Baştürkmen, 1995) and fluctuates throughout their education (Campbell & Storch, 2011; Emeksiz, 2016). Additionally, some studies report no significant difference between the integrative and instrumental motivation levels of female and male students (Ghanea, Pisheh, & Ghanea, 2011; Sayadian & Lashkarian, 2010; Rastegar et al., 2012; Sadighi & Zarafshan, 2006; Salem, 2006). It has also been found that students generally have high levels of instrumental motivation (Samad et al., 2012; Gültekin Talayhan, 2018), while their integrative motivation levels are moderate (Gültekin Talayhan, 2018). Integrative motivation has been identified as a strong predictor of success in foreign language learning (Hashimoto, 2002; Hernández, 2008), and motivation overall is strongly linked to language learning achievement (Karagül, 2019; Kesin, 2008). Strategies such as oral presentations can enhance students' motivation (Gürbüz, 2019). Instrumental motivation influences both high and low achievers, but integrative motivation has been shown to lead to greater achievement (Li & Pan, 2009; Samad et al., 2012). This study aims to deepen understanding by focusing on demotivation factors in foreign language learning.

1.2. Aim and Significance of the Study

Proficiency in English, which has become the world's language of communication and science, is now seen as a crucial need. As Demirel (2019) states, the need for communication arose as a result of the rapid progress and developments following World War II, along with growing economic, social, and cultural relations. Mastery of at least one foreign language, particularly English, has become essential to adapt to these changes.

Today, English is especially prevalent in international trade, where it serves as a lingua franca. In addition, English has become the dominant language in the scientific field, with many internationally recognized journals publishing their articles in English. This widespread use has established English as a global language. According to Crystal (2010), for a foreign language to be considered global, it must be prioritized in foreign language education, even in countries where it is not an official language. Crystal (2010: p. 7) also argues that the number of people using a language is less relevant to globalization than the dominance and power associated with the language. English fulfills the need for a global common language in international academic, business, and healthcare communities. For these reasons, it is no longer seen merely as a foreign language but as the language of the world (Tochon, 2009). English is learned not for pleasure but due to humanistic and utilitarian reasons, often driven by political, cultural, communicative, and economic necessities (Zheng, 2014; Qiong, 2004; Warschauer, 2000).

The objective of many students with proficiency in English is to achieve academic excellence in the language. Many university departments now offer English as the medium of instruction or have English-major programs. With the introduction of preparatory courses, students can choose between compulsory or optional English language education, depending on their individual circumstances. In preparatory schools, students receive 28-26 hours of intensive foreign language education per week for one academic year. According to the "Higher Education Principles on Foreign Language Teaching in Institutions" and the "Regulation on Foreign Language Preparatory Classes," weekly course hours in preparatory language programs amount to 20 hours, totaling 260 hours per semester (Ersoy & Yapıcıoğlu, 2015: p. 9). Despite the intensity of this program, challenges remain in achieving the desired level of success in foreign language teaching at universities. The inadequacy of foreign language teaching in universities is often attributed to issues with students, teachers/instructors, and the curriculum. Additionally, management and family-related problems are also considered contributing factors (Can & Can, 2014).

In relation to this problem, several factors have been identified. English lessons are primarily based on theory, with a lack of student participation and involvement in the learning process. There is a common belief that the university's approach to language teaching is ineffective, coupled with students' lack of effort and commitment of time. Additionally, there is no provision for a second foreign language besides English. The school administration has failed to implement second foreign language programs, and appropriate classroom conditions and resources are not provided. The absence of necessary tools and equipment further exacerbates the issue. Moreover, the program moves at a fast pace to keep up with the syllabus, without using methods that actively engage students (Gökdemir, 2005).

Language learning issues are observed at all levels of educational institutions in our country, and this failure is highlighted in various reports. According to the Türkiye Economy Policy Research Foundation (TEPAV) report (2011: p. 2-3), Türkiye ranks 43rd out of 44 countries on the English Proficiency Index (EPI). In 2014, Türkiye ranked 47th globally and last among 24 European countries (TEPAV, 2015). The reports suggest insufficient investment per student, limited opportunities and income levels for teachers, the quality of textbooks and course materials, inadequate use of extracurricular activities, low levels of student motivation and language proficiency, and failure to adhere to standards (TEPAV, 2011, 2015). Various studies (Can & Can, 2014: p. 44; Hamamcı, 2013; Kocaman, 2012; Yaman, 2018) have also identified problems in foreign language teaching, such as student apathy, failure to recognize the importance of learning a foreign language, excessive anxiety about grades, undervaluing the importance of foreign language learning in comparison to other courses, lack of supervision, and insufficient numbers of qualified teachers. Additionally, some researchers argue that the focus on quantitative changes rather than qualitative improvements has contributed to the issue. These factors, starting from teacher training to material quality, continue to affect foreign language learning today (Can & Can, 2014; Solak & Bayar, 2015).

Students often experience failure in the process of learning a foreign language, which negatively affects their motivation and self-perception. These experiences, unfortunately, contribute to a cycle of discouragement. As seen in various studies, there are numerous obstacles that hinder foreign language learning. Among these, one of the most significant challenges is students' lack of motivation towards language learning (Dörnyei, 1994). This lack of motivation often emerges from various internal and external factors, which, if not addressed, may evolve into a persistent state of demotivation. Demotivation in foreign language learning has been observed to create reluctance and hinder the acquisition process (Dörnyei & Ushioda, 2013). It manifests as reduced willingness to engage with learning tasks, leading to passive classroom behavior and diminished outcomes. Given this, sustaining high levels of motivation becomes a central concern in language education. This concern is especially relevant in English language teaching, which is inherently communication-oriented and requires learners to actively participate in order to make progress. Without sufficient motivation, students are unlikely to engage meaningfully with communicative tasks. In contrast, motivated learners tend to participate actively — that is, voluntarily, energetically, and attentively — in all classroom activities. Such participation is not merely desirable but essential, as it contributes directly to the development of core language skills. Therefore, motivation serves as the driving force behind active participation and sustained engagement in language learning. Supporting this view, a review of the literature reveals that motivation and demotivation have been extensively studied within the context of foreign language education (Yıldırım, 2011; Ünal & Yanpar Yelken, 2016). These studies reinforce the idea that understanding and addressing motivational dynamics is key to fostering successful learning experiences.

In studies on motivation, it has been consistently found that as the level of anxiety increases, both learning performance and language motivation tend to decline (Aida, 1994). This suggests that psychological factors play a foundational role in shaping learners' engagement with language acquisition. Alongside anxiety, another key variable that shapes motivation is self-efficacy belief, which has been widely acknowledged across multiple studies. When learners believe in their own capacity to succeed, they are more

likely to persist through challenges and maintain motivation. Additionally, individual differences are recognized as important contributors to motivational variation.

For example, Akbaba (2006: p. 349) emphasizes that characteristics such as intelligence, socio-economic status, and cultural background, together with students' attitudes toward school and academic subjects, are influential. These findings highlight the multifaceted nature of motivation, wherein both cognitive abilities and environmental influences converge to impact learner outcomes. This view is supported by Akdoğan (2004: p. 101), who notes that language development is shaped by a range of factors, particularly mental capacity, socio-economic status, and family-related circumstances. Such insights reinforce the argument that motivation is not solely an internal process but one deeply embedded in learners' social and familial contexts.

In this context, socio-economic status emerges as a recurring and significant variable affecting students' motivation to learn (Aktan, 2012). Indeed, economic background can influence not only access to educational resources but also the learner's overall readiness to engage with academic tasks. It has been suggested that children from wealthier families are often exposed to more cognitively stimulating environments at an early age, which contributes to both academic success and higher motivation levels (Bozavli, 2015: p. 80). These environments may include access to books, extracurricular activities, and parental guidance that together foster a more supportive learning atmosphere. Similarly, other studies highlight parental and economic status as some of the most decisive factors influencing motivational outcomes (Butler, 2015; Wong, 2007), indicating a strong correlation between a supportive home environment and sustained academic drive.

Moreover, parental factors not only affect academic performance but also shape students' motivational orientations. The influence of the family often extends beyond material support and into the realm of emotional encouragement and goal-setting. Shum et al. (2011) argue that the absence of family support is particularly detrimental to

instrumental motivation, which is essential for goal-directed learning. Without a supportive family structure, learners may struggle to maintain focus or perceive the value of academic pursuits. Parental education level is also considered to be closely associated with students' academic outcomes; research shows that highly educated parents are more likely to instill positive attitudes and foster intrinsic motivation in their children (Feinstein et al., 2004; Shahbaz et al., 2017). This suggests that the educational background of parents may indirectly shape learners' aspirations and their approach to learning.

In addition to socio-economic and familial influences, gender has also been investigated as a motivational variable. Gender-based differences may reflect broader cultural expectations and socialization patterns that influence how boys and girls approach learning tasks. While some studies report statistically significant differences in motivation levels across genders—often showing that female learners demonstrate higher motivation (Baker & MacIntyre, 2000; Meece et al., 2006; Wharton, 2000)—others, such as those by Akram and Ghani (2013) and Burgucu (2011), found no such differences. This divergence in findings implies that gender alone may not be a consistent predictor of motivation and that contextual factors likely mediate this relationship. Beyond gender, differences in motivation have also been observed across academic departments (Özçalışan, 2012) and proficiency levels (Aygün, 2017; Javid et al., 2012), suggesting that motivation is a complex, context-dependent phenomenon influenced by a range of interacting variables. Such variability underlines the importance of adopting a holistic view when evaluating the sources of language learning motivation.

Language acquisition and motivation for language learning are influenced by all these variables and are considered a holistic issue (Gömlüksiz, 2001: p. 217; Akdoğan, 2004: p. 101; Dörnyei & Csizer, 2005; Akbaba, 2006: p. 349). Understanding the extent to which these variables affect student motivation and how they interact is crucial in explaining overall motivation and success. Therefore, studies that examine these variables together are important for the literature. Moreover, the small number of studies focusing on higher education students is notable (Demir, 2018). Among existing studies, few have

examined the impact of all the variables affecting motivation and demotivation together (Çekirdek, 2014; Şanlı, 2016; Demir, 2018). For these reasons, there is a need for research that studies the various factors affecting foreign language motivation collectively. These studies are essential to improving students' motivation to learn a foreign language and identifying the factors influencing their learning status.

Aygün (2017, p. 7) uses the phrase “the dark side of motivation” to refer to demotivation and states that studies on demotivation carried out specifically for the context of EFL university students studying at preparatory schools in Türkiye are limited. It is important to have a deep understanding of the factors which demotivate preparatory school students, so that teachers and program developers can be more aware of the issue and be better equipped to work against obstacles to develop motivation. Therefore, Aygün (2017) developed a scale especially for students studying English at university preparatory schools in Türkiye, suggesting more investigation of the subject in different contexts. This study which will be carried out with EFL students studying at the Preparatory School of Foreign Languages at Selçuk University aims to contribute to the field by finding out in what ways factors of demotivation experienced by EFL students studying at the preparatory school change compared to previous studies, their relation to certain demographic factors and by learning the students’ opinions on the subject.

1.3. Research Questions

This study aims to answer the following questions below in order to explore the various factors that negatively impact EFL preparatory school students' motivation in the English learning process at Selçuk University. Specifically, it seeks to identify the underlying causes of demotivation, examine potential differences based on demographic characteristics, and understand students' opinions on the challenges they face in learning English.

1. What are the factors that demotivate EFL preparatory school students in the English learning process at Selçuk University?

2. Are there significant differences between EFL preparatory school students' demotivation factors in the English learning process and their demographic characteristics at Selçuk University?

2a. How do the students' demotivational levels differ according to age?

2b. How do the students' demotivational levels differ according to gender?

2c. How do the students' demotivational levels differ according to marital status?

2d. How do the students' demotivational levels differ according to proficiency level?

2e. How do the students' demotivational levels differ according to their faculty type?

2f. How do the students' demotivational levels differ according to the type of high school they graduated from?

2g. How do the students' demotivational levels differ according to their region of origin?

2h. How do the students' demotivational levels differ according to their mother's education level?

2i. How do the students' demotivational levels differ according to their father's education level?

3. What are the EFL preparatory school students' opinions about their demotivational factors in the process of learning English?

1.4. Assumptions of the Study

The current study has the following assumptions:

1. All participants voluntarily take part in the study.

2. Participants complete the instruments honestly, providing their real answers.

1.5. Limitations of the Study

The study is limited with 150 students enrolled at the English preparatory classes of the Preparatory School of Foreign Languages at Selçuk University.

1.6. Definitions of Key Terms

Motivation: The reason people engage in an activity, how long they are willing to continue, and the extent to which they are willing to exert effort in the process (Dörnyei & Ushioda, 2013: p. 4).

Demotivation: External forces that reduce or weaken the motivational foundation of behavior, diminishing or nullifying the existence of motivation (Dörnyei & Ushioda, 2013: p. 139).

Anxiety: A broad emotional state characterized by the perception of a weakness in preparing for a perceived threat or danger (Aydın & Zengin, 2008: p. 84).

Foreign Language Anxiety: The anxiety experienced by a foreign language learner within the classroom or the environment where the language is used (Gardner & McIntyre, 1993: p. 159).

CHAPTER 2: LITERATURE REVIEW

2.1. Motivation in Foreign Language Learning

Motivation originates from the Latin word “*movere*,” meaning “to move” or “to set in motion.” In Turkish, it is often translated as “isteklendirme” or “güdüleme” (Turkish Language Association, n.d.; Yılmaz & Turgut, 2016), both terms emphasizing the activation of inner energy toward action. In educational psychology, motivation is generally described as the sum of internal and external forces that propel an individual toward achieving a specific goal (Tohidi & Jabbari, 2011). Rather than being a static trait, it is conceptualized as a dynamic process that initiates, sustains, and directs behavior (Urhahne & Wijnia, 2023).

Motivation is also a key element in the process of learning a foreign language, often referred to as the “neglected heart” of language teaching (Gilakjani et al., 2012). It serves as a driving force that determines learners' engagement, persistence, and ultimate success in acquiring a new language (Toshnazarovna & Dmitriyevich, 2025). Without motivation, even the most well-structured language programs may fail to yield desired outcomes, as learners need both the desire and determination to advance their proficiency (Mehdiyev et al., 2016). Language acquisition is not merely about memorizing vocabulary and grammar rules; it is deeply influenced by psychological and emotional factors (Qatrunnada, 2025). Motivation provides the energy and direction for learners to persevere through challenges and stay committed to their language goals (Gilakjani et al., 2012). In contexts where English is taught as a foreign language, motivation becomes even more crucial, as exposure to the target language is limited, requiring additional effort from learners to seek opportunities for practice (Mehdiyev et al., 2016). Students with high motivation are more likely to engage actively in the learning process, take risks in communication, and develop strategies to improve their language skills independently (Toshnazarovna & Dmitriyevich, 2025). On the other hand, those lacking motivation often struggle with consistency and may give up easily when faced with difficulties (Qatrunnada, 2025). This dynamic nature of motivation makes it particularly relevant in

learning environments, where its influence extends beyond academic performance to encompass emotional and cognitive engagement. By providing individuals with energy, motivation not only shapes intention but also sustains persistence throughout the learning process (Akbaba, 2016).

In the specific context of foreign language learning, motivation is often considered the “*neglected heart*” of language teaching (Gilakjani et al., 2012). This metaphor underlines its central yet often overlooked role in determining learners’ engagement and success. Motivation acts as a psychological engine that drives learners’ participation, effort, and long-term commitment (Toshnazarovna & Dmitriyevich, 2025). No matter how well-designed a language program may be, the absence of learner motivation can severely limit its effectiveness (Mehdiyev et al., 2016). Language learning, after all, involves more than acquiring vocabulary and grammatical rules; it is closely tied to emotional resilience and self-regulation (Qatrunnada, 2025). Therefore, motivation is what provides learners with the psychological stamina to persist through setbacks and maintain focus on long-term goals (Gilakjani et al., 2012). This is particularly important in foreign language settings where exposure to the target language is limited. In such cases, learners must make conscious efforts to seek additional practice opportunities, making motivation even more critical to success (Mehdiyev et al., 2016). Highly motivated learners are more likely to take initiative, take risks in communication, and use strategic approaches to enhance their skills (Toshnazarovna & Dmitriyevich, 2025), while those lacking motivation may struggle with consistency and resilience in the face of challenges (Qatrunnada, 2025).

Given its pivotal role, a deeper understanding of motivational types can provide further insight into how motivation influences behavior. One widely accepted classification distinguishes between intrinsic and extrinsic motivation. Intrinsic motivation refers to the internal satisfaction and curiosity associated with learning a language, whereas extrinsic motivation is driven by external rewards such as grades, employment opportunities, or social recognition. Rather than existing in isolation, these two motivational forces often interact and influence one another (Ömür & Çubukçu,

2017). Recognizing this interplay provides a useful framework for examining how motivation operates in real-world language learning contexts, setting the stage for more targeted pedagogical approaches.

2.1.1. The Effects of Intrinsic and Extrinsic Motivation

Studies have shown that motivation is widely acknowledged as a key determinant of success in learning a second or foreign language. Two primary types of motivation “intrinsic and extrinsic motivation” play a significant role in shaping a learner's engagement and persistence in language acquisition (Legault, 2020). Intrinsic motivation refers to engaging in an activity for its inherent satisfaction and enjoyment rather than for any external rewards. It is non-instrumental, meaning the activity itself is the reward. A learner who studies English because they genuinely enjoy reading English literature or conversing with native speakers exemplifies intrinsic motivation (Ng & Ng, 2015). Extrinsic motivation occurs when an individual is motivated by external factors, such as rewards, recognition, or avoiding negative consequences. Learners who study English to pass an exam, secure a job, or meet parental expectations demonstrate extrinsic motivation (Kashefian-Naeeni et al., 2024). Although intrinsic motivation is often seen as superior due to its association with long-term learning engagement, extrinsic motivation can also serve as a useful tool, especially in structured educational environments (Vakilifard et al., 2015).

Studies indicate that learners with high intrinsic motivation tend to perform better academically and develop stronger language proficiency over time. This is because intrinsically motivated learners are more likely to engage in deep learning strategies, explore language materials independently, and persist through difficulties (Calder & Staw, 1975). Additionally, their enjoyment of the process fosters creativity, problem-solving skills, and a greater willingness to take risks in language use (Ng & Ng, 2015). On the other hand, extrinsic motivation can drive short-term success, especially in structured learning environments. Learners who study to obtain high grades or meet graduation

requirements may achieve impressive test scores. However, unless they develop intrinsic motivation over time, their engagement with the language often declines after the external rewards are removed (Legault, 2020).

Both intrinsic and extrinsic motivation play significant roles in foreign language learning. While intrinsic motivation leads to deeper engagement, creativity, and long-term success, extrinsic motivation can serve as an initial driving force, especially in structured learning environments. However, the ideal scenario is one where extrinsic motivation evolves into intrinsic motivation, ensuring sustained interest and mastery in language learning. Therefore, educators should strive to create a balanced learning environment that nurtures both motivational types to maximize student success and enjoyment in the language-learning process.

2.1.2. Gardner's Motivational Approach and Language Learning

Robert C. Gardner's motivational approach to language learning, particularly articulated through his influential Socio-Educational Model, has played a foundational role in shaping how scholars and educators understand the psychological and social dimensions of second language acquisition. Gardner's framework stands out for its integration of affective and cultural components, moving beyond purely linguistic or cognitive perspectives. At the core of his model lies the distinction between integrative and instrumental orientations in motivation. Integrative motivation reflects a learner's desire to adopt the language as a gateway into a new cultural community — to form authentic relationships with native speakers and internalize aspects of the target culture (Gardner, 1968). This type of motivation is often driven by curiosity, openness, and a sense of identity alignment with the language and its speakers. In contrast, instrumental motivation is rooted in more practical concerns — learning a language to achieve specific goals such as advancing one's career, succeeding in academics, or gaining social prestige (Masgoret & Gardner, 2003). However, Gardner's model does not simply present these as binary or opposing forces. Instead, he frames them as complementary dimensions that may coexist within learners to varying degrees. The broader Socio-Educational Model

also includes three additional constructs that interact with motivation: attitudes toward the learning situation, integrativeness, and language aptitude (Tremblay & Gardner, 1995). Gardner emphasizes that motivation is not limited to effort alone; it also includes the learner's desire to achieve and their enjoyment of the learning process. Learners who hold positive attitudes toward the language and its cultural context are more likely to be engaged, resilient, and ultimately more successful in their language learning journey. Empirical findings based on Gardner's research consistently demonstrate that learners with integrative motivation tend to achieve higher proficiency over time. This is largely attributed to their emotional connection to the language, which supports sustained engagement and a deeper commitment to mastering it (Gardner, 1968). Such learners are more inclined to seek authentic interaction and immersion opportunities, thereby accelerating their progress and reinforcing their motivation.

One of the contributions of Gardner's model is its strong emphasis on attitudinal and cultural factors, an area that had often been overlooked in earlier cognitive models. According to Gardner, learners who view the target language as a bridge to meaningful intercultural connection are more likely to remain motivated in the long run. This perspective is particularly relevant in naturalistic learning environments, where exposure to real-life communication and cultural integration is central. That said, Gardner does not undervalue instrumental motivation; in certain contexts, such as exam-driven education systems or professional training programs, external goals can effectively mobilize learners and support measurable achievement, even if such motivation may not result in long-term language retention or cultural affinity (Masgoret & Gardner, 2003).

Gardner's influence has extended well beyond his original model, inspiring subsequent theories that incorporate evolving understandings of human motivation. For instance, Self-Determination Theory (Deci & Ryan, 1985) builds on his work by distinguishing between intrinsic and extrinsic motivation and emphasizing autonomy and self-regulation. Similarly, Dörnyei's L2 Motivational Self System (2009) introduces the concept of the "ideal L2 self," proposing that learners' visions of their future selves are

powerful motivators in the language learning process (Kálmán & Eugenio, 2015). Despite these advancements, Gardner's contribution remains central. His insistence that language learning is not merely cognitive but profoundly social and emotional continues to shape both pedagogical strategies and language education policy around the world. The enduring relevance of integrative motivation, in particular, underscores the need to view language learning as a personal, relational, and culturally embedded experience (Gardner, 1968).

2.2. English Learning Processes of Preparatory Class Students

The English learning process in preparatory classes plays a significant role in shaping students' proficiency, motivation, and overall success in acquiring a foreign language. In Türkiye and many other countries, preparatory year programs are designed to equip students with the necessary linguistic skills before their transition into their academic programs. These programs vary in structure, goals, and impact on learners' motivation. Below, we will examine the goals and structure of preparatory class education, its impact on motivation, and its status and implementation in Türkiye, using the sources provided.

2.2.1. Goals and Structure of Preparatory Class Education

Preparatory class education plays a crucial role in equipping students with the necessary language skills to help them succeed both in their academic studies and future professional careers. These programs are designed to provide learners with a strong foundation in English, ensuring that they can effectively comprehend, communicate, and produce language at a level that will allow them to perform well in university coursework and beyond. Many universities consider preparatory education a fundamental step before students embark on their degree programs, as it ensures that they possess the required linguistic competence to engage with academic content delivered in English. The primary objectives of preparatory class education extend beyond basic language acquisition and focus on building comprehensive linguistic and academic competencies. One of the main goals of these programs is to enhance students' overall language proficiency, enabling

them to develop strong reading, writing, listening, and speaking skills. These core skills are crucial for academic success, as they allow students to effectively understand lectures, participate in discussions, complete written assignments, and deliver presentations (Karataş et al., 2016).

Another critical aim of preparatory programs is to encourage students to become autonomous learners, fostering self-directed learning habits that will benefit them throughout their academic and professional lives. By promoting independent study strategies, these programs help students develop effective time management, self-discipline, and problem-solving skills, all of which contribute to lifelong learning and adaptability in professional settings (Alghamdi, 2016).

Moreover, preparatory education focuses on developing academic English skills, which are essential for students to succeed in higher education environments. In addition to basic language skills, preparatory courses emphasize academic writing, critical reading, formal speaking, and structured listening exercises. These aspects of language learning help students navigate university-level coursework more effectively, enabling them to write well-structured essays, understand complex academic texts, and engage in meaningful discussions with peers and instructors (Tavil, 2006).

The structure of preparatory education programs varies across different institutions, but most universities adopt intensive English instruction models that aim to rapidly improve students' linguistic abilities. Typically, these programs are structured around the four core language skills: reading, writing, listening, and speaking. Some institutions use a modular system, allowing students to progress through different levels based on their performance in proficiency exams. This system provides flexibility and ensures that students advance at a pace suited to their learning needs. In contrast, some universities implement a fixed curriculum, where all students follow a standardized syllabus and must pass a final proficiency exam to complete the preparatory year successfully. Regardless

of the model, these programs are designed to equip students with the linguistic and academic competencies necessary for success in their future studies (Deveci, 2014)

2.2.2. The Effects of Preparatory Class on English Learning Motivation

In recent years, the role of preparatory English programs in shaping students' language learning motivation has received increasing attention in the field of second language acquisition. These programs, often designed as a bridge between secondary education and university-level instruction, serve not only to improve linguistic competence but also to foster the motivational foundations essential for sustained engagement (Hessel, 2019). Motivation in this context is a complex, multidimensional construct influenced by personal goals, contextual variables, and the learner's self-regulatory capacity. As Dörnyei (2005) notes, language learning motivation is dynamic and context-dependent, and preparatory programs offer a unique context where both intrinsic interests and extrinsic incentives can converge to support learner development.

Motivation in preparatory education can be examined in terms of intrinsic and extrinsic factors, as well as the role of self-regulated learning. While some students are intrinsically motivated, meaning they study English for personal interest and enjoyment, others are extrinsically driven, meaning they learn English because of external pressures, such as passing exams, obtaining a degree, or securing better job opportunities. Both forms of motivation influence students' engagement levels and language learning progress, and preparatory classes can enhance and sustain motivation through well-designed instruction and a supportive learning environment (Karataş et al., 2016). One of the most significant ways preparatory programs enhance motivation is by helping students set clear academic and career-related goals. Many learners recognize that English proficiency is a crucial skill for both their future academic success and career advancement, which makes them more determined to put in the necessary effort during the preparatory year. Studies indicate that students enrolled in preparatory class programs demonstrate higher levels of

goal-oriented motivation compared to those in non-intensive language programs, as they are aware of the long-term benefits of mastering English (Karataş et al., 2016).

Another key factor that contributes to increased motivation in preparatory classes is the development of self-regulated learning strategies. Many successful students in preparatory programs exhibit autonomous learning behaviors, such as setting language learning goals, managing their study time effectively, monitoring their own progress, and adopting personalized study strategies that work best for them. However, not all students enter preparatory education equipped with strong self-regulation skills. Those who struggle with independent learning and self-discipline often experience motivation gaps, leading to difficulties in keeping up with the coursework (Alghamdi, 2016).

In addition to individual goal-setting and self-regulation, external social and classroom dynamics play a significant role in shaping students' motivation levels. The attitudes and teaching styles of instructors, the classroom environment, and peer interactions all contribute to either enhancing or diminishing motivation. Studies suggest that students are more likely to stay motivated when they receive positive feedback from their teachers, engage in interactive and communicative activities, and experience a supportive classroom atmosphere where they feel comfortable using the target language (Tavil, 2006).

2.2.3. The Status and Implementation of Preparatory Classes in Türkiye

In the context of Türkiye's expanding internationalization in higher education, English preparatory classes have become a prominent component of university programs. These classes aim to equip students with the linguistic competence required for academic studies conducted in English-medium departments. The increased implementation of preparatory education reflects both institutional policy shifts and the growing recognition of English as a gateway to academic and professional advancement. However, the effectiveness and consistency of these programs vary significantly across institutions. As highlighted by Selvi (2011), the lack of a unified national framework for preparatory class

instruction often leads to disparities in curriculum design, teacher qualifications, and assessment standards, raising important concerns regarding equity and educational quality in language instruction.

Preparatory class education in Türkiye has undergone significant changes over the years, reflecting the country's increasing emphasis on English language proficiency. Many universities offer preparatory class programs to help students develop the necessary language skills before starting their academic studies. In some institutions, students are required to take an English proficiency exam upon admission, and those who fail to meet the required level are placed in preparatory programs (Paker & Özkardeş-Döğüş, 2017). However, not all preparatory programs equally meet students' learning needs. Research indicates that many existing curricula do not align with students' expectations and real-world language use, as coursebooks often serve as the primary syllabus without sufficient adaptation to student needs. This mismatch between curriculum design and learner requirements highlights the need for flexible, student-centered approaches that integrate speaking, listening, and academic skills to better prepare students for university-level studies (Tavil, 2006). Another challenge is the lack of real-world language exposure, as many preparatory programs prioritize academic English skills while failing to provide sufficient opportunities for students to practice English in authentic communicative settings (Deveci, 2014).

To address the challenges in preparatory education and enhance its effectiveness, universities have been focusing on improving students' motivation and learning experiences. Research suggests that motivation plays a crucial role in students' academic achievement, and universities have been seeking ways to create more engaging and meaningful learning environments to sustain motivation throughout the preparatory year. Studies emphasize that positive learning attitudes, exposure to target language culture, and interactive learning experiences contribute to students' willingness to continue learning English and improve their performance in assessments (Altiner, 2018).

2.3. Factors That Negatively Affect Motivation in Language Learning

Although preparatory class programs are implemented to strengthen students' motivation and language learning foundations, not all learners respond positively to these environments. The effectiveness of such programs varies depending on individual learner characteristics, institutional practices, and contextual realities. In many cases, despite structural support, students may encounter difficulties that hinder their motivation to learn. Understanding the sources of these motivational challenges is essential for improving both instructional practices and learner outcomes. Motivation plays a crucial role in the success of language learning, yet several factors can negatively impact a learner's engagement, persistence, and overall progress. These demotivating factors can be categorized into three main areas: personal factors (student-related factors), environmental factors, and curriculum and assessment systems.

2.3.1. Personal Factors (Student-Related Factors)

Personal Factors (Student-Related Factors) in language learning can be examined through two key aspects: insufficient language background and time management with lack of learning resources.

2.3.1.1. Insufficient Language Background

One of the most common barriers to English language learning in preparatory classes is an insufficient prior knowledge of English, which puts students at a disadvantage from the outset. Many learners, especially those from non-English-focused educational backgrounds, enter preparatory programs with limited vocabulary, poor grammar knowledge, and weak listening and speaking skills. This lack of linguistic foundation makes it difficult for students to grasp new concepts, understand course materials, and actively participate in classroom discussions (Bensoussan, 2014).

Another significant issue related to insufficient language background is the lack of exposure to authentic English use. Many students in preparatory programs come from

educational systems where English learning was limited to grammar-based instruction, with little to no focus on practical communication skills. As a result, these students struggle with oral fluency, listening comprehension, and spontaneous speaking tasks, which are crucial for real-life communication and academic success. Studies have shown that students who primarily learned English through rote memorization and translation exercises often lack the confidence and ability to engage in meaningful conversations, leading to increased anxiety and resistance toward active participation (Trang & Baldauf, 2007).

Additionally, research highlights that students with limited English background often experience demotivation due to early failures and repeated difficulties in understanding the language. When students consistently struggle to follow lessons, complete assignments, or perform well in assessments, they may develop a negative attitude toward English learning, which further inhibits their progress. Some students internalize their struggles and start to believe that they are simply not capable of learning English, leading to self-doubt and reduced effort (Tuan, 2011).

To address these challenges, educators and institutions need to implement targeted support mechanisms that cater to students with insufficient language backgrounds. This may include remedial language courses, additional tutoring, and curriculum adjustments that focus on gradual skill development rather than immediate proficiency expectations. Providing students with more opportunities for real-life language exposure, such as interactive activities, peer collaboration, and multimedia-based learning, can also help them bridge the gap between theoretical knowledge and practical language use (Trang & Baldauf, 2007).

2.3.1.2. Time Management and Lack of Learning Resources

Effective time management is one of the biggest difficulties faced by preparatory class students. Many learners find it challenging to allocate sufficient time for English learning due to their other academic responsibilities, personal commitments, or ineffective

study habits. Research has shown that students who lack time management skills tend to procrastinate, struggle with task prioritization, and fail to complete assignments on time, all of which negatively impact their language learning progress (Zheng et al., 2018).

A common issue among preparatory class students is their inability to maintain a consistent study schedule, leading to sporadic and inefficient learning sessions. Studies indicate that students who develop structured study routines and set clear learning goals are more likely to improve their English proficiency, whereas those who engage in last-minute cramming or rely on passive learning methods like memorization without understanding often fail to retain language skills (Kormos & Csizer, 2014). Furthermore, learners who struggle with time management often fail to engage in self-regulated learning, which is essential for long-term academic success (Nguyen et al., 2018).

In addition to time management challenges, limited access to learning resources is another major barrier that prevents students from making significant progress in English proficiency. Language learning is highly resource-dependent, requiring exposure to authentic materials, interactive activities, and structured instructional support. However, many preparatory class students lack access to adequate learning materials, which hinders their ability to develop and reinforce language skills effectively (Campbell & Storch, 2011). The quality and availability of learning resources vary significantly across different institutions, affecting students' learning experiences and motivation levels. In some preparatory programs, students rely solely on course textbooks, which may not be sufficient for building communicative competence. Research suggests that students benefit more from diverse learning resources, including online platforms, multimedia content, and interactive exercises, as these materials provide real-world language exposure and contextualized learning opportunities (Zheng et al., 2018).

Studies have shown that time management difficulties and lack of learning resources are significant barriers to effective language learning in preparatory programs. Poor time management habits lead to inconsistent learning, procrastination, and lack of

engagement, while limited access to diverse learning materials restricts students' ability to practice and reinforce their language skills. To address these issues, universities should provide structured time management training, diverse learning resources, and institutional support to help students navigate their language learning journey more effectively. Encouraging self-regulated learning strategies and increasing access to digital and interactive tools can further help students overcome these challenges and achieve greater academic success.

2.3.2. Environmental Factors

Environmental factors in language learning can be examined through two key aspects: classroom environment and teacher attitudes.

2.3.2.1. Classroom Environment

The classroom environment is a crucial factor influencing students' motivation, engagement, and overall success in language learning. A supportive, interactive, and well-structured learning atmosphere can foster student participation, reduce anxiety, and improve learning outcomes. A motivating classroom environment is often characterized by positive group dynamics, effective teacher leadership, and collaborative student interactions. Research highlights that class cohesion and a sense of community play a key role in enhancing motivation, as students who feel comfortable and connected to their peers are more likely to actively participate in class discussions and learning activities (Dörnyei & Muir, 2019). Interpersonal relationships within the classroom, including both student-student and student-teacher interactions, are crucial in creating a supportive and engaging language learning environment. The physical and academic aspects of the classroom also contribute to students' learning motivation and performance. A study by Nugroho et al. (2020) emphasizes that a conducive learning environment, which includes well-organized classroom facilities, adequate learning materials, and an encouraging academic atmosphere, positively influences language acquisition and academic performance.

Furthermore, the psychological aspect of the classroom environment significantly impacts students' academic self-efficacy. Research indicates that students who perceive their classroom as supportive and engaging are more likely to develop higher self-confidence, motivation, and a positive attitude toward language learning. On the other hand, a stressful or unsupportive classroom can lead to increased anxiety, lack of participation, and poor language retention (Daemi et al., 2017).

In conclusion, a well-structured and motivating classroom environment is essential for fostering engagement, reducing anxiety, and promoting effective language learning. By creating an atmosphere that encourages collaboration, active participation, and positive social interactions, educators can significantly enhance students' motivation and overall success in acquiring a second language. Institutions should focus on improving classroom dynamics, providing adequate resources, and implementing student-centered teaching practices to optimize the learning experience (Kember et al., 2010; Wu, 2003).

2.3.2.2. Teacher Attitudes

Teachers' attitudes significantly impact students' motivation, engagement, and overall language learning success. Supportive, enthusiastic, and student-centered teaching can foster a positive learning environment, while negative or indifferent teacher attitudes can contribute to demotivation, and a lack of progress in students' language acquisition. Teacher motivation and professional commitment also play a role in shaping classroom dynamics. Studies indicate that teachers with a strong commitment to their profession and a positive attitude toward teaching English tend to implement more engaging and effective instructional strategies, which in turn enhances students' interest and motivation (Tuan, 2012).

One of the key elements of teacher motivation strategies is classroom intervention, which involves direct efforts by the teacher to create a motivational learning environment. Research has shown that teachers who implement motivation-focused instructional practices can significantly increase students' language learning motivation and

achievement. These strategies may include positive reinforcement, providing clear learning goals, and fostering a supportive and interactive classroom environment (Alrabai, 2016). Another crucial factor in teacher attitudes is the way teachers perceive their role in influencing students' motivation. Studies have shown that teachers who believe they have a direct impact on students' motivation tend to adopt more student-centered teaching approaches, which include engaging activities, interactive discussions, and meaningful feedback. On the other hand, teachers who view motivation as an inherent student trait may not actively work to enhance it, leading to a passive or uninspiring learning environment (Alqahtani, 2015). Furthermore, teacher enthusiasm and engagement in lesson delivery directly affect students' learning attitudes and motivation levels. Research suggests that students are more likely to be motivated when their teacher demonstrates passion for the subject, interacts positively, and encourages active participation. A lack of enthusiasm, monotone instruction, or an overly strict and authoritarian approach can make students feel disconnected from the learning process, leading to lower engagement and motivation (Sugita McEown & Takeuchi, 2014).

Overall, studies indicate that teacher attitudes are a fundamental factor in shaping students' motivation and success in foreign language learning. Teachers who adopt a positive, encouraging, and student-centered approach can significantly boost students' motivation, engagement, and confidence, leading to better academic performance and language acquisition.

2.3.3. Curriculum and Assessment Systems

The structure and implementation of curriculum and assessment systems are central to shaping students' motivation in English language preparatory programs. Overly intensive or misaligned course content, combined with exam-oriented teaching practices, can diminish learners' intrinsic interest and lead to increased anxiety. In many institutions, the heavy reliance on standardized exams and rigid syllabi results in students perceiving language learning as a task of memorization rather than meaningful communication. As

highlighted by Paker and Özkardeş-Döğüş (2017), when assessment methods and curriculum content are not adapted to students' proficiency levels or real-life language use, motivation tends to decline sharply. Therefore, effective curriculum and assessment design must balance academic goals with communicative relevance, fostering both competence and sustained learner interest. Curriculum and assessment systems can be examined under the subheadings of course intensity and suitability, and exam pressure and assessment methods.

2.3.3.1. Course Intensity and Suitability

The number of course hours and the intensity of lessons also play a significant role in demotivation. Overly packed schedules with long class hours can lead to burnout, making students lose interest in learning English. Shousha (2018) found that when EFL programs focus heavily on completing the syllabus rather than ensuring students' comprehension and engagement, learners tend to become disengaged. Similarly, if lessons are too short or lack interactive elements, students may not feel they are making meaningful progress, further exacerbating their demotivation. Another challenge arises when students perceive the pace of the course as too fast or too slow. According to Huwari et al. (2023), when students struggle to keep up with the speed of instruction, they experience anxiety and frustration, leading to a loss of confidence and motivation. Conversely, if lessons move too slowly, students may find them unchallenging and lose interest. This highlights the importance of balancing course intensity with students' proficiency levels.

The suitability of course content is another critical aspect that affects students' motivation. When students feel that the content they are learning is irrelevant to their personal goals, academic needs, or future careers, their engagement declines. Students are more motivated when they see a direct connection between their language studies and their professional aspirations. However, the concept of non-flexible curriculum that does not accommodate diverse student needs is discussed in various ways, particularly in the

context of EFL motivation and course suitability (Bahouset al., 2011). Furthermore, traditional teaching methods that emphasize rote memorization and grammar-focused instruction often fail to engage students effectively. Shousha (2018) argues that teachers should incorporate more interactive and student-centered methods to maintain students' interest and motivation. The lack of communicative activities and real-life applications of the language can make students feel that their learning is purely academic and not applicable in real-world contexts.

Previous studies have confirmed that course intensity and suitability are significant demotivating factors in EFL learning. Overloaded course materials, excessive textbooks, long and rigid class hours, and irrelevant or unengaging course content contribute to students' loss of motivation. To address these issues, educators should aim to create a balanced curriculum that provides meaningful, engaging, and appropriately paced learning experiences. Ensuring that course materials are relevant, interactive, and aligned with students' needs can enhance motivation and foster a more effective learning environment.

2.3.3.2. Exam Pressure and Assessment Methods

Assessment methods and exam pressure are among the most significant demotivating factors in EFL learning. Many educational systems heavily rely on standardized testing, making students more focused on passing exams rather than developing real communicative competence. This emphasis on test performance creates a stressful learning environment, discouraging students from engaging in meaningful language learning experiences.

In many EFL contexts, students' academic and career opportunities depend on their test scores, intensifying their stress levels. For instance, an excessive focus on standardized tests has led to a phenomenon called "test mania" where students prioritize test-taking strategies over actual language acquisition. Similarly, South Korean students experience intense pressure from college entrance exams, which heavily weigh English

proficiency tests. As a result, students' motivation shifts from mastering English as a tool for communication to merely achieving high test scores (Shih, 2008). The dominance of summative assessment, particularly multiple-choice and grammar-heavy tests, restricts students' ability to develop their communicative skills. Huang (2012), found that students in test-driven environments often view English learning as a requirement rather than an opportunity, which negatively impacts their intrinsic motivation. This requirement-based motivation has been shown to correlate with lower engagement and increased anxiety, as students study English merely for passing tests rather than for practical use. Furthermore, in Korea, Song & Kim (2017), observed that many students become demotivated when their exam-focused education prevents them from using English in real-life situations. The rigid nature of assessment methods limits creative learning experiences, making students feel that their learning is dictated by external pressures rather than personal interest.

The dominance of summative assessment, particularly multiple-choice and grammar-heavy tests, restricts students' ability to develop their communicative skills. To counteract the negative effects of exam pressure, researchers suggest shifting from traditional high-stakes testing to formative assessment. Huang (2012), highlights the importance of assessment for learning emphasizing student growth rather than mere test results.

2.4. Studies on Demotivation in Learning English

Both international and national research have provided valuable insights into the issue of demotivation in English language learning. The following studies illustrate common patterns as well as context-specific factors that negatively influence learners' motivation.

2.4.1. Studies Conducted Abroad

Adara et al. (2019), in their study aimed to compare demotivating factors affecting two different groups of Indonesian EFL learners by employing a mixed-methods approach. The participants included 85 university students from a private university in

Indonesia, divided into two groups: 44 English literature majors and 41 communication studies majors. Data were collected using a questionnaire adapted from Sakai and Kikuchi (2009), along with semi-structured interviews with six students (three from each group). The study aimed to explore both the common and differing factors that lead to demotivation in English language learning. Quantitative findings showed that the most significant demotivating factors for both groups were teachers' competence and teaching style, lack of intrinsic motivation, and inadequate school facilities. However, slight variations were found in how students rated the impact of these factors. For instance, students from the communication studies group reported a higher lack of intrinsic motivation than those studying English literature. Qualitative data supported these results, with students expressing dissatisfaction over grammar-focused teaching, lack of engaging activities, and poorly equipped learning environments. Despite recognizing the role of facilities, most participants emphasized the teacher's influence as central to sustaining or undermining their motivation. The authors concluded that demotivation in EFL learning is shaped by both external factors, such as instructional methods and resources, and internal factors like learner attitudes and interest. They stressed the critical role of teachers in delivering engaging, communicative lessons tailored to students' needs and suggested improving both instructional approaches and institutional support to mitigate demotivation.

Fathi et al. (2019), conducted a qualitative study to explore the demotivating factors affecting Iranian EFL learners in language institutes. The research was carried out in Kermanshah, Iran, involving 15 male students who had previously failed their English courses. Participants were selected through purposive sampling, focusing on those with repeated difficulties in English learning. Data were collected using semi-structured individual interviews and focus group discussions. The responses were analyzed through content analysis to identify recurring themes. The findings revealed five key sources of demotivation: teaching methodology, teacher personality, anxiety, peer-related issues, and the physical classroom environment. Among these, inappropriate teaching methods emerged as the most prominent factor negatively influencing motivation. Participants also

expressed that teachers' personalities and student-teacher relationships played a critical role in their engagement. The study concludes that demotivation is a multi-dimensional construct and that improving instructional quality and teacher-student interactions is essential to sustain motivation in EFL contexts.

Wang & Guan (2020), conducted a quantitative study exploring psychological demotivation among Chinese EFL learners through the lens of positive psychology. The study involved 265 students enrolled in a Chinese-foreign cooperation program at Henan University. Using a questionnaire, the authors examined the relationship between psychological demotivation and English test achievement. The instrument measured three core demotivating dimensions: teacher-related factors, self-related factors, and institution-related factors. The data were analyzed using multifactor ANOVA, Pearson correlation, and regression analyses. Results revealed that teacher-related factors (uninspiring teaching styles, lack of interaction), self-related issues (low confidence, fear of speaking), and institutional challenges (textbook difficulty, limited engagement opportunities) all contributed significantly to demotivation. Notably, a significant negative correlation was found between psychological demotivation intensity and English test scores: students who reported higher levels of demotivation tended to perform worse academically. Regression analysis showed that for freshmen, all three factors influenced performance, while for sophomores, self-related factors were most predictive. The study emphasizes that demotivation is multifaceted and varies with academic level, highlighting the need for tailored interventions. The authors advocate for experiential learning, motivational strategies, improved digital literacy, and greater teacher-student collaboration to sustain learners' motivation in international programs.

Samani et al. (2021), in their study investigated demotivating factors in EFL learning and examined the role of socio-demographic variables in shaping students' motivation. The study was conducted in Bam City, Iran, among high school students from different types of schools, including public, vocational, private, and schools for gifted students. A stratified sampling method was used to ensure representation from various

school types. The researchers collected data using a structured questionnaire and analyzed the responses using factor analysis and one-way ANOVA. The study identified three primary demotivating factors: learner-related factors, learning environment, and teacher influence. Notably, students from different school types exhibited varying levels of demotivation, with those from public schools reporting the highest levels of discouragement. Demotivated students frequently cited themselves as the main reason for their lack of progress in English, highlighting the role of internal factors such as self-confidence and attitude. The study concludes that both internal and external factors contribute to demotivation, and addressing these issues requires targeted interventions at both the individual and institutional levels.

Talpur et al. (2021), in their quantitative research, examined the key factors that demotivate Pakistani college students in learning the English language. The sample included 200 students (100 male and 100 female) from two colleges in Khairpur Mir's district. Data were collected using a structured questionnaire adapted from Sakai and Kikuchi's (2009) demotivation scale, consisting of 35 close-ended items related to six key dimensions: teacher, class characteristics, experiences of failure, class environment, class materials, and lack of interest. Descriptive statistics, including mean and standard deviation, were computed using SPSS. The findings revealed that the most significant demotivating factors were students' experiences of failure and lack of interest. Specifically, poor exam performance, inability to match peers' achievements, and unclear learning objectives contributed to reduced motivation. Class materials and teacher-related issues, such as lack of engagement or poor pronunciation, also contributed to demotivation, although to a lesser extent. Conversely, factors such as large class sizes and the compulsory nature of English were reported as the least demotivating. The study concludes that addressing these barriers, especially through improved teaching approaches and classroom engagement, could enhance students' motivation and academic outcomes.

Minalla (2022), in his study investigated the impact of EFL learners' demotivation on interactive learning situations in EFL classrooms from teachers' perspectives. The research was conducted in Saudi Arabia, involving EFL university instructors from the University of Tabuk and its affiliated colleges. A total of 42 instructors participated in the study, including 19 Ph.D. holders and 23 M.A. holders, all of whom had varying years of teaching experience. The study employed both qualitative and quantitative data collection methods, utilizing structured interviews and questionnaires to assess how demotivated students influence classroom interactions. The findings indicated that demotivated learners significantly disrupt interactive classroom activities, negatively affecting not only their own learning but also group dynamics and teachers' instructional effectiveness. Teachers reported that demotivated students tend to pay little attention to instructions, avoid classroom participation, and fail to engage in cooperative learning activities such as group discussions and pair work. Additionally, these students often ignore essential information necessary for completing interactive tasks, leading to delays in achieving learning objectives. The study recommends designing interactive classroom activities that are culturally relevant and personally meaningful to students. By aligning instructional materials with students' cultural backgrounds and daily experiences, educators can potentially stimulate their interest and encourage active participation.

Dang et al. (2023), in their study conducted a mixed-methods study to explore demotivating factors in English for Specific Purposes (ESP) learning among tertiary students at Hanoi Law University in Vietnam. The research aimed to identify key demotivating factors affecting ESP competence, drawing on data from 357 students via questionnaires and semi-structured interviews with 85 students and 14 teachers. The study focused on four main sources of demotivation: teacher-related factors, student-related issues, infrastructure-related challenges, and university/faculty-level shortcomings. Quantitative data revealed dissatisfaction particularly with teacher preparation, insufficient learning materials, and inadequate institutional support. Qualitative findings supported this, showing that many students viewed ESP courses as unhelpful and lacked opportunities to apply knowledge in practical contexts. Teachers echoed concerns about

pedagogical limitations and insufficient administrative investment in ESP. The authors conclude that improving infrastructure, fostering learner autonomy, updating course materials, and equipping ESP instructors with both pedagogical and domain

Huwari et al. (2023), in their study examined the factors that demotivate Jordanian undergraduate students in learning English as a Foreign Language. The study was conducted at Zarqa University in Jordan, with a total of 110 undergraduate students from the Faculty of Arts participating. The researchers employed a quantitative approach, collecting data through a questionnaire. This questionnaire consisted of 35 questions on a five-point Likert scale, covering six key demotivating factors: class characteristics, teacher attitude, course content and materials, effects of poor grades, classroom atmosphere, and lack of self-confidence and interest. The findings revealed that classroom environment was the most significant demotivating factor affecting students' English learning experience, whereas lack of self-confidence and interest were the least demotivating elements. The study highlights the need for further research to develop strategies that can mitigate these demotivating factors and enhance students' motivation in learning English.

Zhou et al. (2023), in their study examined the demotivating factors affecting Chinese EFL college students in a blended learning environment. Conducted in Mid-East China, the study involved 272 sophomores from various majors. Using a 34-item questionnaire adapted from previous demotivation scales, the researchers identified five key factors; negative teacher behavior, loss of task value, low expectancy for success, inappropriate learning environment, and lack of self-discipline in online learning. The results showed that inappropriate learning environment was the most significant demotivator, while a newly discovered factor “lack of self-discipline” highlighted students' struggles with focus in online settings. Additionally, less motivated students perceived most factors as more demotivating than their motivated peers.

Dunifa (2024), in his study, investigated the sociocultural factors contributing to students' demotivation in learning English in rural Indonesia. The research was conducted in Miendogunu Village, Buton, Sulawesi, area in Indonesia, and employed a confessional ethnographic approach. The study involved 32 participants, including 21 students, nine parents, one English teacher, and the school principal. Data were collected through in-depth interviews and observations. The findings identified three key sociocultural factors responsible for students' demotivation: ethnocentric stereotypes (viewing English as a foreign culture and thus less important), skepticism toward the utility of English, and a "slow living" lifestyle that discourages urgency in education. The study emphasizes the need for interventions that address these sociocultural barriers, including raising awareness about the importance of English in the modern world while preserving local cultural identity.

Qasemi et al. (2024), in their study examined the demotivating factors affecting Afghan EFL learners and explored strategies to re-motivate them. The research was conducted at Jawzjan University, Afghanistan, using a qualitative approach. Data were collected through open-ended interviews with university students studying English. The study identified several key demotivating factors, including a lack of awareness about the global dominance of English, insufficient teacher and family support, economic hardships, an overemphasis on non-professional courses, the frequent use of local languages in English classes, and limited opportunities to practice English outside the classroom. Based on these findings, the study suggests that teachers should focus on providing constructive feedback, incorporating audiovisual learning materials, and selecting teaching content that aligns with students' interests and proficiency levels. The researchers emphasize that addressing these issues could significantly enhance motivation among Afghan EFL learners.

Xie et al. (2024), in their study, explored the root causes of demotivation in EFL classrooms, focusing on task value perception in a monolingual cultural setting. The study was conducted in China and involved 320 undergraduate students, divided into two

groups: regular non-English majors and students enrolled in a dual-degree English program. The researchers utilized the Learner Perceptions of Demotivators Scale to assess three demotivating factors: negative teacher behavior, loss of task value, and low expectancy for success. The findings showed that the two student groups significantly differed only in their perception of task value, even after controlling for factors such as gender, academic performance, and self-efficacy. This indicates that students' motivation is highly influenced by how much value they assign to learning English. The study concludes that teachers and policymakers should focus on increasing the perceived value of English learning by emphasizing its practical applications and career benefits.

2.4.2. Studies Conducted in Türkiye

Bekleyen (2011), in her study examined demotivating factors affecting university students learning English as a foreign language at Dicle University, Türkiye. The study included 74 freshman students from Mechanical Engineering, Electronics, and Medicine programs who attended English courses eight hours per week. Data were collected using a researcher-designed questionnaire based on Dörnyei's (1998) demotivation framework, including Likert-scale items and an open-ended question. The findings showed that students' demotivation mainly stemmed from their belief that learning English was unnecessary for their future careers. Additionally, heavy coursework in their major subjects reduced their willingness to learn English. Other demotivating factors included inadequate classroom equipment, the difficulty of coursebooks, and past negative experiences in primary and high school language education. However, teachers were not identified as a major source of demotivation. The study suggests that integrating English into subject-specific courses and increasing interactive learning opportunities could help improve students' motivation.

Çankaya (2018), in her study, examined demotivating factors in learning English among vocational school students in Türkiye. The study used a 35-item questionnaire, which was completed by 60 university students from Tourism, Marketing, and Food

Technology departments. Descriptive statistics were used to analyze the most and least demotivating factors. The findings revealed that class characteristics (grammar- and translation-focused lessons, exam-oriented teaching) were the most significant demotivating factors, while teacher-related factors (competence, pronunciation, teaching style) were perceived as the least demotivating. Additionally, no significant differences in demotivation were found based on gender, class level, or department. The study suggests that more communicative and interactive teaching methods should be integrated to improve motivation and engagement in English learning.

Han et al. (2019), in their study, examined demotivating factors in the EFL learning process and the strategies used by Turkish university students to overcome demotivation. The study included 469 first- and second-year EFL students from four state universities in Türkiye. A mixed-methods approach was used, combining a demotivation questionnaire and face-to-face interviews with a subgroup of students. The results identified six major demotivating factors: teacher-related factors, class characteristics, failure experiences, class environment, class materials, and lack of interest. The study also found that female students were more demotivated than males, particularly regarding class characteristics and failure experiences. Additionally, students reported negative peer attitudes, large class sizes, and an exam-oriented education system as further sources of demotivation. The study suggests that teachers should create a more engaging and supportive classroom environment to help students overcome demotivation and improve their English learning experience.

Dağgöl (2020), in her study, investigated the relationship between academic motivation and learner empowerment among 150 vocational high school students learning English in Türkiye. The study used a mixed-methods approach, collecting quantitative data through the Academic Motivation Scale and Learner Empowerment Scale, while qualitative data were gathered through open-ended questions. The findings revealed that students generally had a moderate level of motivation and empowerment, and a positive correlation was found between the two. This suggests that higher motivation leads to a

stronger sense of autonomy, confidence, and engagement in learning English. The qualitative analysis supported these findings, showing that students who enjoyed English and saw its usefulness were more motivated, while those who found it difficult or irrelevant had lower motivation. The study emphasizes the teacher's role in fostering a supportive and engaging learning environment, providing meaningful feedback, and encouraging autonomous learning strategies to enhance both motivation and empowerment in EFL classrooms.

İsaoğlu & Ergenekon Emir (2020), in their study, examined demotivating factors affecting English learning among high school students specializing in social sciences in Türkiye. The study used the Demotivation Scale and collected data from 4073 students across 12 regions of Türkiye using a stratified sampling method. The findings revealed that classroom environment was the most significant demotivating factor, followed by course materials and class characteristics. Experience of failure was ranked as the fourth most demotivating factor, while teacher-related factors had the least impact on demotivation. The study also found a significant correlation between demotivation and gender, academic level, and achievement, with male students reporting higher demotivation levels than females. Additionally, students in higher grades experienced increasing levels of demotivation, particularly due to class environment and course materials. The study suggests improving classroom settings, integrating engaging materials, and using interactive teaching methods to reduce demotivation in EFL learning.

Erdin & Akar (2021), in their study, explored demotivational factors affecting preparatory school university students learning English in Türkiye. The study was conducted at three private universities in Istanbul, with 67 preparatory class students participating. A quantitative survey design was used, and data were collected through Aygün's (2017) Demotivation Scale, which includes 32 Likert-scale items categorized under four factors: personal reasons, past experiences, preparatory school program features, and instructional methods. The findings revealed that the form of instruction was the most significant demotivating factor, as students felt that the content was irrelevant to

their academic needs. Personal reasons also contributed to demotivation, followed by institutional policies and school facilities. Past negative experiences with English learning had a relatively smaller impact. The study found no significant differences in demotivation levels based on gender, English proficiency level, or high school background. The authors suggest that reforming instructional methods, integrating more engaging content, and aligning curriculum with students' academic and professional needs could help reduce demotivation in preparatory school students.

Alkur & Gündoğdu (2021), in their study, explored the factors affecting English speaking performance among preparatory class students at a state university in Türkiye. The study employed a qualitative case study design, collecting data through semi-structured interviews with 20 A1-level students during the 2020-2021 academic year. The findings revealed that students' speaking performance was shaped by psychological, social, and educational factors, all of which were closely tied to motivation levels. Among psychological factors, a sense of achievement and feeling comfortable positively influenced speaking performance, whereas fear of making mistakes and shyness led to lower participation and motivation. Social factors also played a role; students who felt comfortable with their classmates and environment were more motivated to speak, while those in online learning settings felt isolated and less engaged. Educational factors, such as preparing before speaking activities and group work, increased motivation and participation, whereas crowded classrooms and online education negatively impacted both motivation and performance. The study highlights the importance of motivation in developing speaking skills. It suggests that teachers should create low-anxiety environments, encourage interactive speaking activities, and use engaging methods to enhance students' motivation and confidence in speaking English.

Aydın (2021), in her study, investigated the relationship between 21st-century skills, achievement-oriented motivation, and motivation for learning English among preparatory class students at Bülent Ecevit University, Türkiye. The study adopted a correlational research design, collecting data from A1, A2, and B1-level students using

three scales: the Multidimensional 21st Century Skills Scale, Achievement-Oriented Motivation Scale, and Motivation for Learning English Scale. The findings revealed that students had high levels of 21st-century skills, achievement-oriented motivation, and motivation for learning English. However, gender and foreign language proficiency did not significantly affect these variables, while department and program type did. A moderate, positive correlation was found between 21st-century skills and both types of motivation, with 21st-century skills predicting 45% of achievement-oriented motivation and 16% of motivation for learning English. The study suggests teacher training on modern teaching strategies to enhance students' motivation and skill development in English learning.

Budak & Mede (2022), in their study, examined the relationship between emotional intelligence, foreign language anxiety, and demotivational factors among 148 B1-level students in an English preparatory program at a foundation university in Istanbul, Türkiye. The study employed a correlational quantitative method, using three adapted scales: the Emotional Intelligence Quotient Inventory, the Foreign Language Classroom Anxiety Scale, and the Demotivational Factors Scale for Turkish preparatory school students. The findings revealed that students were moderately anxious and demotivated in their English learning process. A significant positive correlation was found among emotional intelligence, foreign language anxiety, and demotivational factors, suggesting that higher emotional intelligence was associated with lower anxiety and demotivation. The most demotivating factors included past negative experiences in language learning, personal reasons, and instructional methods. The study highlights the importance of addressing students' emotional intelligence in language programs to reduce anxiety and demotivation, thereby enhancing learning outcomes.

Göksel and Adıgüzel (2022), in their study, examined the relationship between learner autonomy and attitudes towards online learning among preparatory class students at a public university in Türkiye. The study adopted a quantitative approach using a single and relational survey design, collecting data from 135 English preparatory class students

during the 2021-2022 academic year. Data were gathered through the Learner Autonomy Scale and the Attitudes Towards Online Learning Scale. The results indicated that students' learner autonomy levels were moderate, with no significant differences based on gender, department, English proficiency, or reading habits. However, autonomy levels differed significantly based on whether the preparatory program was mandatory or voluntary and the number of weekly study hours. Furthermore, students' attitudes towards online learning were found to be generally low, and these attitudes did not significantly vary based on gender, department, or study habits. Lastly, a weak but positive correlation was found between learner autonomy and attitudes toward online learning, suggesting that more autonomous learners tend to have slightly better attitudes towards online education.

Doğan (2023), in her thesis, explored the relationships between attitudes towards online learning, English self-efficacy beliefs, and lifelong learning tendencies among university preparatory class students studying via distance education. Conducted at Necmettin Erbakan University in Türkiye, the study involved 371 students from the English preparatory program during the 2020-2021 academic year. The researcher employed a correlational survey model, collecting data through three scales; the Attitude Towards Online Learning Scale, the English Self-Efficacy Beliefs Scale, and the Lifelong Learning Tendency Scale. The findings indicated that students' attitudes towards online learning were at a moderate level, while their English self-efficacy beliefs were slightly higher than average, and their lifelong learning tendencies were slightly below average. Gender differences were observed in online learning attitudes, with female students showing more positive attitudes. However, gender had no significant effect on self-efficacy beliefs or lifelong learning tendencies. Additionally, a weak positive correlation was found between students' English self-efficacy and their online learning attitudes, while a weak negative correlation was observed between lifelong learning tendencies and English self-efficacy. The study suggests that fostering self-efficacy may improve students' engagement in online learning environments.

Turan and Duruhan (2023), in their study, examined the perspectives of university preparatory class students on homework assigned in English courses. Conducted at a state university in Türkiye, the study used a phenomenological research design, involving 20 students who participated in semi-structured interviews. The collected data were analyzed through content analysis, resulting in 54 different codes extracted from 10 interview questions. The findings revealed that students perceived homework as beneficial for reinforcing course content and practicing language skills. However, they struggled with assignments due to the excessive number of unfamiliar words. Students expressed highly positive opinions about using Schoology software for assignment management. When asked about homework preferences, the majority preferred group assignments and practice-oriented tasks. Moreover, students agreed that completing assignments contributed to their academic success. Reading was identified as the most challenging and least engaging subject in homework, while Writing was the skill in which students sought the most help and experienced the greatest improvement. The study suggests that educators should consider students' preferences when designing assignments to enhance engagement and effectiveness.

Regarding English language learning, several factors can demotivate students and hinder their progress. One of the most common challenges is the complexity of grammar structures; English grammar's numerous rules and exceptions can be overwhelming for many learners (Al-Khairy, 2013). In addition to grammar difficulties, a limited vocabulary often restricts students' ability to express themselves effectively, which can lead to frustration and disengagement (Hu, 2011). This is closely linked to the broader issue of language barriers—struggling to understand or communicate in English frequently becomes a source of discouragement (Akteruzzaman & Sattar, 2020). Furthermore, many students suffer from a lack of confidence, particularly due to fear of making mistakes or speaking in front of others, which negatively affects their self-esteem (Ranjha et al., 2021). Repetitive lessons, such as continuously reviewing the same material or being placed in classes that do not match one's language level, also contribute to boredom and disinterest (Ranjha et al., 2021). Another critical factor is the absence of clear motivation; when

students do not have a strong sense of purpose or an understanding of the real-life benefits of learning English, they are more likely to lose interest (Trang & Baldauf, 2007). Additionally, inadequate resources—including outdated or insufficient learning materials—can impede progress (Ghadirzadeh, Hashtroudi, & Shokri et al., 2012). This is often exacerbated by teaching approaches that fail to engage students or by instructors who are unresponsive to learners' needs (Ghadirzadeh, Hashtroudi, & Shokri et al., 2012). Test-related stress is another major demotivating factor; when instruction is overly focused on exams rather than real-life communication, students may experience heightened anxiety (Sakai & Kikuchi, 2009). Finally, a lack of immersion, or limited opportunities to use English outside the classroom, prevents learners from reinforcing their knowledge and applying it in practical contexts (Van Le, 2024).

While many studies have identified various demotivating factors in English language learning, there remains a gap in research that specifically addresses the interplay between these factors and the demographic, institutional, and personal contexts of learners in preparatory programs in Türkiye. Although general patterns of demotivation have been explored, fewer studies have adopted a mixed-methods approach to capture both the quantitative prevalence and the qualitative depth of these factors within a university setting. Moreover, research that focuses on the lived experiences of preparatory school students—particularly those enrolled in intensive foreign language programs—remains limited. Therefore, this study aims to fill that gap by identifying and analyzing the demotivating factors that affect preparatory students' English learning processes at a Turkish university. The findings are expected to inform both classroom practices and institutional policies, offering insight into how motivation can be sustained in foreign language education contexts.

CHAPTER 3: METHODOLOGY

3.1. Research Design

This study employed a mixed-method research design, combining both quantitative and qualitative approaches. Mixed-method research provides a broader perspective by integrating the strengths of both methodologies, enhancing the depth and validity of findings (Creswell & Clark, 2018). Quantitative data were collected using a scale and a demographic information form to evaluate various factors that reduce students' motivation during the process of learning English. These data were analyzed and interpreted to identify the relationships between motivational barriers and students' demographic characteristics.

The study was specifically conducted within the framework of an explanatory sequential design, where quantitative data were collected and analyzed first. Based on these findings, a qualitative data collection phase was designed to gain deeper insights into the results (Ivankova et al., 2006). Qualitative data were gathered through semi-structured interviews, enabling students to articulate their views on specific factors that reduce their motivation during English learning. This qualitative approach complemented the quantitative findings, providing deeper insights into students' experiences and perceptions.

By integrating these methods, the study tries not only to identify factors negatively affecting students' motivation but also to explore how these factors relate to students' demographic characteristics, individual experiences in learning English, and their suggestions for improving motivation.

3.2. Participants

This study was conducted with students of English as a Foreign Language (EFL) enrolled in the Preparatory School of Foreign Languages at Selçuk University during the 2023-2024 academic year. Using the convenience sampling method, students who were willing to participate and easily accessible to the researchers were selected (Etikan et al.,

2016) For the collection of quantitative data, a sample of 150 preparatory school students was formed by administering a demographic information form along with the Motivational Factors Scale. Additionally, for the qualitative dimension, 15 students selected through the convenience sampling method participated in semi-structured interviews to explore their views on demotivating factors they encountered while learning English. Thus, while a total of 150 students contributed to the quantitative aspect of the study, 15 students provided qualitative insights through interviews.

3.3. Data Collection Instruments

In this study, quantitative data were collected using a scale and a demographic information form (see Appendix 1), while qualitative data were gathered through a semi-structured interview (see Appendix 2). The demographic information form included questions about participants' age, gender, marital status, proficiency level, faculty type, high school type, region of origin, and parental education level. The semi-structured interview form was developed with input from experts in the field, ensuring its content validity, which was achieved through expert review by three specialists in language education, confirming the appropriateness of the questions for exploring students' experiences and perspectives.

The scale used in the study was developed by Aygün (2017), consisting of 32 items designed to identify factors that demotivate students in learning English. Responses were graded on a 5-point Likert scale, ranging from “Strongly Disagree” (1) to “Strongly Agree” (5). The items were grouped into four factors: personal reasons, past experiences, program characteristics, and teaching methods. The scale's scoring method involved summing the scores of individual items to calculate subscale scores and an overall demotivation score. Higher scores indicated greater levels of demotivation (Aygün, 2017). Büyüköztürk (2005) states that the reliability coefficient should be .70 or higher. The scale underwent confirmatory factor analysis and reliability testing during its development, with results showing strong reliability coefficient (Cronbach's $\alpha = .911$) and alignment with the expected factor structure.

By incorporating both quantitative and qualitative methods, this study not only identified demotivating factors but also explored how these factors were influenced by students' demographic characteristics and individual experiences.

3.3.1. Reliability Analysis

Reliability analysis of the scale for the present study was conducted. When the study carried out according to this scale was examined, firstly, the items in the scale were analyzed using Reliability Analysis.

Table 3. 1. .Rules for Cronbach's Alpha Reliability Analysis

>.9	Excellent
>.8	Good
>.7	Acceptable
>.6	Questionable
>.5	Poor
<.5	Unacceptable

In the study conducted by Büyüköztürk (2005), it was determined that the reliability coefficient should be above .70. Therefore, the internal consistency reliability (Cronbach's Alpha) was determined as $\alpha = .907$. This value shows the excellent internal consistency of the items in the scale. The value obtained here is interpreted as indicating that the 32 items show unidimensionality and homogeneity. In addition, the reliability results of the sub-dimensions of this scale were determined as follows: Factor 1: .725 (Personal Reasons); Factor 2: .712 (Past Experiences); Factor 3: .749 (Features of Preparatory School); Factor 4: .884 (The Form of Instruction). It was determined that the internal consistency reliability results of Factors 1, 2, 3, and 4 were at an acceptable level (above .70).

3.3.2. Normality Analysis

In the study, before analyzing the relationship between the variables, a normality analysis was performed for the scales. The skewness and kurtosis values for the variables related to the scale and sub-dimensions are presented in Table 3.2. To meet the normal distribution criteria, the kurtosis value should be between -3 and +3 (Kallner, 2018: 26), and the skewness value should be between -2 and +2 (George & Mallery, 2010).

Table 3. 2. Normality Analysis

Scale	Skewness	Kurtosis	Std error skewness	Std error kurtosis
Demotivating factors	0,101	-0,785	0,1	0,2
Personal Reasons	0,422	-0,713	0,1	0,2
Past Experiences	0,178	-0,902	0,1	0,2
Features of Preparatory School	0,256	-0,857	0,1	0,2
The form of Intruccion	0,365	-0,745	0,1	0,2

Table 3.2. shows skewness, kurtosis, and their standard errors for various scales, including Demotivating Factors, Personal Reasons, Past Experiences, Features of Preparatory School, and The Form of Instruction. The results indicate that the skewness and kurtosis values for all items fall within acceptable ranges, suggesting no significant deviation from normality.

3.3.3. Validity Analysis

Whether the data obtained from this study are suitable for exploratory factor analysis is explained by the Kaiser-Meyer-Olkin (KMO) and Bartlett Test (Çokluk et al., 2012; Büyüköztürk, 2010; Karagöz & Kösterelioğlu, 2008). A high Kaiser-Meyer-Olkin value indicates that each variable in the scale can be well predicted by the other variables. If the values are zero or close to zero, it is not possible to make valid interpretations based on these values because there is a dispersion in the correlation distribution. As a result of the Kaiser-Meyer-Olkin Test, if the value is lower than 0.50, it is interpreted that factor analysis cannot be continued (Çokluk et al., 2012: p. 207).

Table 3. 3. KMO and Barlett's Test

Kaiser-Meyer-Olkin		0,895
Measures of Sampling Adequacy		
Barlett's Test of Sphericity	Approx Chi Square	3256,962
	Df	385
	Sig.	,000

The results of the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity indicate that the data is suitable for factor analysis. The KMO value is 0.895, which is categorized as "meritorious," demonstrating that the sample size and correlations among variables are adequate for factor analysis. Additionally, Bartlett's Test of Sphericity yields a Chi-Square value of 3256.962 (df = 385) with a significance level of $p = 0.000$, confirming that the correlation matrix is not an identity matrix and that the variables are interrelated. These results affirm that the data meets the necessary assumptions for proceeding with factor analysis.

In the study, it was determined that unrotated principal component analysis was performed to identify the factor structures of the scale during the exploratory factor

analysis. This scale consists of 4 factors, and the total variance explained by these factors was 73.6%. Subsequently, factor rotation was performed using the varimax technique.

Considering the items in each dimension of the scale, the factors were named as follows.

Factor 1: Demotivation resulting personal reason (9 item)

Factor 2: Demotivation based on past experiences (5 item)

Factor 3: Demotivation resulting from features of preparatory school program (5 item)

Factor 4: Demotivation resulting from the form of instruction (13 item)

It has been determined that the post-rotation factors and factor loadings are shown in Table 3.4 below.

Table 3. 4. Factors and Factor Loadings

Items and Factors	Factor Loadings
Factor 1: Demotivation resulting personal reasons	
21. I have the feeling that I just study to pass the preparatory class.	0,874
14. I find it boring to learn English all year round.	0,836
29. The number of words to learn decreases my motivation.	0,821
10. My family puts pressure on me to complete the preparatory school program within one year.	0,754
4. Preparatory school program does not appeal to my needs.	0,736
1. I do not have adequate facilities to practise out of the class.	0,798
18. I do not have sufficient time to practise out of the class.	0,812
25. I am not in favor of having English as the medium of instruction in my department.	0,802
7. I do not have any sources to study out of the class.	0,763
Factor 2: Demotivation based on past experiences	
31. We have been learning the same things since primary school.	0,814
5. I have not learned anything as to English since primary school.	0,716
27. My English teachers in the past were incompetent in teaching.	0,689
16. I have always had difficulty learning English.	0,742
8. I have not been informed how to study English so far.	0,783
Factor 3: Demotivation resulting from features of preparatory school program	

3. Compulsory attendance decreases my motivation.	0,836
22. Course hours are quite a lot.	0,754
28. Weekly syllabuses are quite intensive.	0,862
17. The great number of exams affects my motivation negatively.	0,875
32. There is a gap between what we learn in the class and difficulty level of exams.	0,892
Factor 4: Demotivation resulting from the form of instruction	
23. We are not provided with a variety of grammar exercises in the lessons.	0,716
30. Teachers do not do interesting activities in the lessons.	0,785
2. English that I learn here does not prepare me for academic English in my department.	0,796
6. I find the lessons quite boring.	0,812
20. Our preferences are not taken seriously through the teaching process.	0,825
11. We always study grammar.	0,836
9. Teachers give the lessons in a dull way.	0,812
15. What we cover in the class does not correspond to the real life.	0,869
19. Teachers give the lessons in a complicated way.	0,754
26. Teachers do not encourage us to participate in the lessons.	0,785
13. The lessons are given beyond our proficiency level	0,682
24. Teachers do not benefit from technology during the lessons.	0,668
12. The classrooms are very crowded.	0,574

The factor analysis yielded four distinct factors, with each factor capturing a unique aspect of the data. The items and their respective factor loadings are detailed below:

Factor 1: Demotivation Resulting from Personal Reasons

This factor includes items related to personal challenges, such as lack of motivation to learn English, family pressures, and lack of adequate study facilities. The factor loadings for this group range from 0.736 to 0.874, indicating strong associations between the items and this factor.

Factor 2: Demotivation Based on Past Experiences

This factor captures items related to difficulties in learning English and the perceived lack of progress from primary school onward. The factor loadings for this dimension range from 0.689 to 0.814, showing consistent contributions from all items.

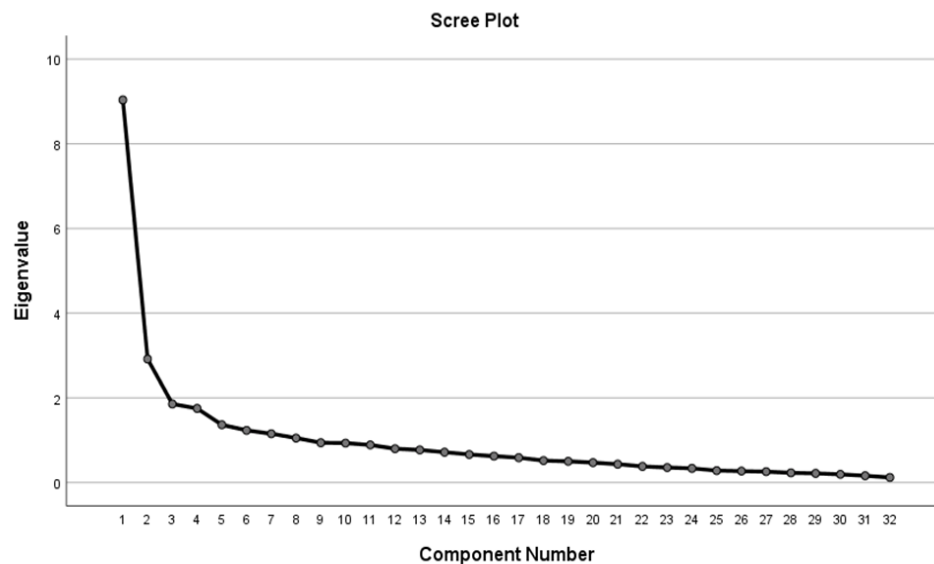
Factor 3: Demotivation Resulting from Features of Preparatory School Programs

This factor reflects issues associated with the educational programs, such as inadequate course hours, poor quality of exams, and difficulty adjusting to the preparatory program. The loadings range from 0.754 to 0.892, demonstrating a strong connection to this factor.

Factor 4: Demotivation Resulting from the Form of Instruction

This factor focuses on issues with the teaching process, such as overly complicated lessons, lack of technological integration, and unengaging teaching methods. The loadings for these items range from 0.574 to 0.869, signifying robust contributions.

Graph 3. 1. Scree Plot



The scree plot presented in Graph 3.1 visualizes the factor structure based on eigenvalues corresponding to the components analyzed. The x-axis represents the

component number, while the y-axis displays the eigenvalues. The plot demonstrates a sharp decline in eigenvalues from the first component to subsequent components, indicating that the initial few components explain most of the variance in the data. After the second point, the eigenvalues level off, suggesting diminishing explanatory power for additional components.

This pattern follows the “elbow criterion,” where the inflection point in the curve (between two distinct points) determines the optimal number of factors to retain. Here, it is evident that the factor structure is normal, with the steep drop indicating the most meaningful factors, while the plateau represents less significant components. This analysis confirms the appropriateness of the factor solution derived from the data.

CHAPTER 4: FINDINGS

In this section, the findings regarding the demotivating factors related to the English language learning process of EFL preparatory class students at Selçuk University are presented.

4.1. Findings on Individual Characteristics of Participants

Table 4.1 presents the frequency and percentage distributions of the demographic characteristics of the individuals in the sample group for this study, which aimed to determine the demotivating factors affecting the English learning process of EFL preparatory class students at Selçuk University.

Table 4. 1. Demographic Characteristics

Age	Frequency (f)	Percentage (%)
18-20	135	90.0
21-23	10	6.7
24-26	3	2.0
27-29	0	0
30+	2	1.3
Total	150	100
Gender	Frequency (f)	Percentage (%)
Female	99	66.0
Male	50	33.3
No Answer	1	0.7
Total	150	100
Marital Status	Frequency (f)	Percentage (%)
Single	147	98.0
Married	2	1.3
Divorced	1	0.7
Total	150	100

Proficiency Level	Frequency (f)	Percentage (%)
Elementary	6	4.0
Pre-Intermediate	66	44.0
Intermediate	45	30.0
Upper-Intermediate	26	17.3
Advanced	7	4.7
Proficiency	0	0
Total	150	100
Faculty Type	Frequency (f)	Percentage (%)
Faculty of Architecture	0	0
Faculty of Literature	74	49.3
Faculty of Education	0	0
Faculty of Engineering	1	0.7
Faculty of Science	2	1.3
Faculty of Economics and Administrative Sciences	30	20.0
Other	43	28.7
Total	150	100
Graduation from High School	Frequency (f)	Percentage (%)
Anatolian High School	102	68.0
Science High School	3	2.0
Other	45	30.0
Total	150	100
Region of Origin	Frequency (f)	Percentage (%)
Marmara Region	34	22.7
Central Anatolia Region	78	52.0
Aegean Region	8	5.3
Eastern Anatolia Region	3	2.0

Mediterranean Region	18	12.0
Black Sea Region	7	4.7
Southeastern Anatolia	2	1.3
Total	150	100
Mother's Education Level	Frequency (f)	Percentage (%)
Primary School	41	27.3
Middle School	28	18.7
High School	47	31.3
University	28	18.7
Master's Degree	4	2.7
PhD	1	0.7
No	1	0.7
Total	150	100
Father's Education Level	Frequency (f)	Percentage (%)
Primary School	27	18.0
Middle School	21	14.0
High School	42	28.0
University	51	34.0
Master's Degree	5	3.3
PhD	4	2.7
Total	150	100

When the demographic characteristics of the participants in this study were examined, the following results were found: 90.0% were between the ages of 18-20, 6.7% were between the ages of 21-23, 2.0% were between the ages of 24-26, and 1.3% were 30+; 66% were female, 33.3% were male, and 0.7% did not report their gender; 98.0% were single, 1.3% were married, and 0.7% were divorced. According to the participants'

exams they took before starting the preparatory school education and the scores they obtained, which determined their placement into different class levels; 4.0% were at an elementary level, 44.0% were at a pre-intermediate level, 30% were intermediate, 17.3% were upper-intermediate, and 4.7% were advanced; 49.3% graduated from the Faculty of Literature, 0.7% from the Faculty of Engineering, 1.3% from the Faculty of Science, 20% from the Faculty of Economics and Administrative Sciences, and 28.7% from other faculties; 68.0% graduated from Anatolian High Schools, 2.0% from Science High Schools, and 30.0% from other high schools; 22.7% were from the Marmara Region, 52% from the Central Anatolia Region, 5.3% from the Aegean Region, 2.0% from the Eastern Anatolia Region, 12.0% from the Mediterranean Region, 4.7% from the Black Sea Region, and 1.3% from the Southeastern Anatolia Region. Among the mothers, 27.3% (41 individuals) have completed primary school, while 18.7% (28 individuals) have completed middle school. The largest group, 31.3% (47 individuals), have completed high school. Another 18.7% (28 individuals) have obtained a university degree, while 2.7% (4 individuals) have a master's degree. Only 0.7% (1 individual) has earned a PhD, and another 0.7% (1 individual) has no formal education. Regarding the fathers, 18.0% (27 individuals) have completed primary school, and 14.0% (21 individuals) have completed middle school. A total of 28.0% (42 individuals) have completed high school, while 34.0% (51 individuals) hold a university degree. Additionally, 3.3% (5 individuals) have obtained a master's degree, and 2.7% (4 individuals) have earned a PhD.

4.2. Findings of the Study

4.2.1. Factors That Decrease Foreign Language Preparatory School Students' Motivation in English Language Learning Process

The research question in this study was to determine the factors that demotivate university students. To address this, the results of the subcategories under demotivation factors were analyzed, and each sub-factor was examined individually.

Table 4. 2. Descriptive Statistics for Subheadings of Demotivation Factors

Source of Demotivation	N	M	SD
Personal Reasons	150	3,81	0,629
Past Experiences	150	3,71	0,763
Features of Preparatory School Program	150	3,38	0,942
The Form of Instruction	150	3,94	0,669

Table 4.2 presents the descriptive statistics for the subheadings of demotivation factors, including the mean (M) and standard deviation (SD) for each source of demotivation across a sample of 150 participants (N = 150). The following observations can be made:

The Form of Instruction has the highest mean score (M = 3.94, SD = 0.669), indicating that participants perceive instructional methods as the most significant source of demotivation among the subheadings analyzed.

Personal Reasons also have a high mean score (M = 3.81, SD = 0.629), suggesting that individual challenges, such as lack of motivation or family-related pressures, play a considerable role in demotivation.

Past Experiences scored slightly lower (M = 3.71, SD = 0.763), reflecting participants' perceptions of previous negative experiences as another notable source of demotivation.

Features of Preparatory School Program has the lowest mean score (M = 3.38, SD = 0.942), suggesting that while it contributes to demotivation, its impact is relatively less significant compared to other factors.

The mean and standard deviation scores on the scale regarding demotivation due to teaching methods are presented in Table 4.3 below.

Table 4. 3. Descriptive Statistics for Demotivation Based on the Form of Instruction

Demotivation resulting from the form of instruction	M	Sd
23. We are not provided with a variety of grammar exercises in the lessons.	4,03	1,028
30. Teachers do not do interesting activities in the lessons.	3,41	1,243
2. English that I learn here does not prepare me for academic English in my department.	3,76	1,108
6. I find the lessons quite boring.	3,60	1,082
20. Our preferences are not taken seriously through the teaching process.	3,67	1193
11. We always study grammar.	3,71	1,162
9. Teachers give the lessons in a dull way.	3,89	1,026
15. What we cover in the class does not correspond to the real life.	4,06	0,965
19. Teachers give the lessons in a complicated way.	4,10	0,928
26. Teachers do not encourage us to participate in the lessons.	4,18	0,961
13. The lessons are given beyond our proficiency level	4,29	0,833
24. Teachers do not benefit from technology during the lessons.	4,11	0,986
12. The classrooms are very crowded.	4,38	0,824

Table 4.3 shows that the mean (M) and standard deviation (SD) scores for items related to demotivation stemming from the form of instruction. The following observations can be made:

- Highest Sources of Demotivation:

“Item 13: The lessons are given beyond our proficiency level” has the highest mean score (M = 4.29, SD = 0.833), indicating that students feel most demotivated when the

lessons are too advanced for their current abilities. Students feel that the lessons are not tailored to their proficiency level, causing a mismatch between the teacher's priorities and the students' needs. As a result, students struggle to comprehend the content, leading to demotivation.

“Item 12: The classrooms are very crowded” also ranks highly ($M = 4.38$, $SD = 0.824$), suggesting that overcrowded learning environments are a significant contributor to demotivation. The noise from overcrowded classrooms makes it difficult for students to hear and understand their teachers. Furthermore, teachers face challenges in managing students, organizing group activities, and providing adequate guidance, leading to a lack of student engagement and motivation.

“Item 26: Teachers do not encourage us to participate in the lessons” ($M = 4.18$, $SD = 0.961$) highlights the importance of teacher-student interaction in maintaining motivation.

- Moderate Sources of Demotivation:

“Item 11: We always study grammar” ($M = 3.71$, $SD = 1.162$) and “Item 2: English that I learn here does not prepare me for academic English in my department” ($M = 3.76$, $SD = 1.108$) point to dissatisfaction with repetitive teaching methods and their lack of applicability to academic needs.

- Lower Sources of Demotivation:

The lowest mean score is associated with “Item 30: Teachers do not do interesting activities in the lessons” ($M = 3.41$, $SD = 1.243$), though the relatively high standard deviation suggests that responses to this item are more varied among students.

The relatively lower mean score values for “Item 30: Teachers do not do interesting activities in the lessons” ($M = 3.41$), “Item 6: I find the lessons quite boring” ($M = 3.60$), Item 20: Our preferences are not taken seriously through the teaching process ($M = 3.67$)

indicate that student perceptions about some aspects of instruction vary considerably. Lower mean scores reflect less widespread dissatisfaction but still indicate areas for improvement in teaching methods.

As a result of the analysis, the main factors that demotivate students in terms of the form of instruction were identified as overcrowded classes, lessons being above their proficiency level, teachers not encouraging participation, and the absence of technology in lessons. On the other hand, the least demotivating factors were found to be teachers not conducting interesting activities in lessons. This suggests that while activities may be interesting, students need more encouragement to participate actively. Addressing these issues could improve the overall learning experience and motivation levels.

The mean and standard deviation scores related to demotivation due to personal reasons are shown in Table 4.4 below.

Table 4. 4. Descriptive Statistics for Demotivation Based on Personal Reasons

Demotivation resulting from personal reasons	M	Sd
21. I have the feeling that I just study to pass the preparatory class.	3,17	1,331
14. I find it boring to learn English all year round.	3,94	1,142
29. The number of words to learn decreases my motivation.	3,89	1,145
10. My family puts pressure on me to complete the preparatory school program within one year.	3,62	1,491
4. Preparatory school program does not appeal to my needs.	3,70	1,320
1. I do not have adequate facilities to practice out of the class.	3,38	1,210
18. I do not have sufficient time to practice out of the class.	3,62	1,229
25. I am not in favor of having English as the medium of instruction in my department.	4,43	0,920
7. I do not have any sources to study out of the class.	3,87	1,152

Table 4.4 presents the mean (M) and standard deviation (SD) scores for items related to demotivation caused by personal reasons. The results provide insights into the perceived impact of various personal challenges on student demotivation. The following points can be emphasized:

- Highest Sources of Demotivation:

“Item 25: I am not in favor of having English as the medium of instruction in my department (M = 4.43, SD = 0.920)” has the highest mean score, indicating strong opposition among participants toward the use of English as the primary language of instruction.

“Item 29: The number of words to learn decreases my motivation (M = 3.89, SD = 1.145)” and “Item 7: I do not have any sources to study out of the class (M = 3.87, SD = 1.152)” are also significant sources of demotivation.

- Moderate Sources of Demotivation:

“Item 4: Preparatory school program does not appeal to my needs (M = 3.70, SD = 1.320)” and “Item 10: My family puts pressure on me to complete the preparatory school program within one year (M = 3.62, SD = 1.491)” reflect dissatisfaction with the preparatory program and external pressures as additional sources of demotivation.

“Item 18: I do not have sufficient time to practice out of the class (M = 3.62, SD = 1.229)” also indicates time-related barriers as a demotivating factor.

- Lower Sources of Demotivation:

“Item 21: I have the feeling that I just study to pass the preparatory class (M = 3.17, SD = 1.331)” has the lowest mean score, indicating a comparatively lesser impact as a source of demotivation.

“Item 1: I do not have adequate facilities to practice out of the class”(M = 3.38, SD = 1.210)” reflects a moderate concern for lack of resources.

The standard deviation values range from 0.920 to 1.491, indicating varying levels of agreement among participants regarding the different sources of personal demotivation.

The highest standard deviation (SD = 1.491) for “Item 10: My family puts pressure on me to complete the preparatory school program within one year” suggests that the intensity of this pressure varies widely among respondents.

The results of analysis demonstrate that while some personal reasons (lack of resources, external pressure, and the use of English as a medium of instruction) significantly contribute to demotivation, others (studying just to pass, inadequate facilities) have relatively less impact. These findings highlight the importance of addressing personal challenges, such as providing adequate study resources, mitigating the burden of external pressure, and aligning the curriculum with students’ needs, to reduce demotivation and improve learning outcomes.

Table 4.5 provides information about the descriptive statistics, including the mean (M) and standard deviation (SD), for items related to demotivation caused by past experiences. The following observations summarize the findings below the table.

Table 4. 5. Descriptive Statistics for Demotivation Based on Past Experiences

Demotivation based on past experiences	M	Sd
31. We have been learning the same things since primary school.	3,45	1,432
5. I have not learned anything as to English since primary school.	3,81	1,336
27. My English teachers in the past were incompetent in teaching.	3,44	1,359
16. I have always had difficulty learning English.	4,09	1,072
8. I have not been informed how to study English so far.	3,75	1,083

- Highest Source of Demotivation:

The statement “Item 16: I have always had difficulty learning English” has the highest mean ($M = 4.09$, $SD = 1.072$), indicating that students perceive persistent challenges in learning English as the most significant source of demotivation among past experiences. The relatively low standard deviation ($SD = 1.072$) suggests consistency in students’ responses to this item.

- Other Notable Sources of Demotivation:

“Item 5: I have not learned anything as to English since primary school” has a high mean score ($M = 3.81$, $SD = 1.336$), reflecting dissatisfaction with the lack of progress in learning English over time.

“Item 8: I have not been informed how to study English so far” also scores relatively high ($M = 3.75$, $SD = 1.083$), suggesting that inadequate guidance on effective learning strategies contributes to demotivation.

- Lower Sources of Demotivation:

“Item 31: We have been learning the same things since primary school” ($M = 3.45$, $SD = 1.432$) and “Item 27: My English teachers in the past were incompetent in teaching” ($M = 3.44$, $SD = 1.359$) have the lowest mean scores, indicating that while these factors are still relevant, they are perceived as less demotivating compared to others. The relatively high standard deviations ($SD = 1.432$ and $SD = 1.359$, respectively) for these items indicate greater variability in students’ perceptions.

The means of the items range from 3.44 to 4.09, indicating that all items reflect a moderate to high level of demotivation based on past experiences. Standard deviations range from 1.072 to 1.432, suggesting varying degrees of agreement among participants. Items with higher standard deviations (“Item 31: We have been learning the same things since primary school”, “Item 27: My English teachers in the past were incompetent in

teaching”) show more diverse opinions, whereas items with lower standard deviations (“Item 16: I have always had difficulty learning English”, “Item 8: I have not been informed how to study English so far”) reflect greater consensus.

Table 4.6. illustrates the mean (M) and standard deviation (SD) scores for items related to demotivation resulting from features of the preparatory school program. The following points can be highlighted below the table.

Table 4. 6. Descriptive Statistics for Demotivation Based on Features of Preparatory School

Demotivation resulting from features of preparatory school program	M	Sd
3. Compulsory attendance decreases my motivation.	2,79	1,481
22. Course hours are quite a lot.	3,35	1,450
28. Weekly syllabuses are quite intensive.	3,41	1,389
17. The great number of exams affects my motivation negatively.	3,40	1,320
32. There is a gap between what we learn in the class and difficulty level of exams.	3,96	0,970

- Highest Source of Demotivation:

The statement “Item 32: There is a gap between what we learn in the class and difficulty level of exams” has the highest mean score ($M = 3.96$, $SD = 0.970$), indicating that discrepancies between classroom content and exam difficulty levels are perceived as the most significant source of demotivation. The relatively low standard deviation ($SD = 0.970$) suggests strong agreement among participants regarding this issue.

- Other Notable Sources of Demotivation:

“Item 28: Weekly syllabuses are quite intensive” ($M = 3.41$, $SD = 1.389$) and “Item 17: The great number of exams affects my motivation negatively” ($M = 3.40$, $SD = 1.320$)

are also significant contributors to demotivation, reflecting concerns about the workload and frequent assessments in the program. “Item 22: Course hours are quite a lot” has a mean score of 3.35 with a relatively high standard deviation ($SD = 1.450$), indicating some variation in perceptions of the program's intensity.

- Lowest Source of Demotivation:

“Item 3: Compulsory attendance decreases my motivation” has the lowest mean score ($M = 2.79$, $SD = 1.481$), suggesting that mandatory attendance is a less significant factor for most participants. The higher standard deviation ($SD = 1.481$) indicates diverse opinions on this issue.

The findings suggest that the mismatch between classroom learning and exam difficulty, along with the intensity of the curriculum, are the most demotivating features of the preparatory school program. Conversely, compulsory attendance is a less significant concern but is marked by a greater variability in responses. These findings highlight the need for aligning instructional content with assessment difficulty and managing the workload to reduce student demotivation.

4.2.2. Findings Related to Socio-Demographic Characteristics of Students and Descriptive Statistics of Mean Scores of Demotivation Factors

Table 4.7 presents the findings of an ANOVA test conducted to examine the relationship between age groups of university students and their levels of demotivation, as well as the sub-dimension scores of demotivation factors.

Table 4. 7. ANOVA Results on the Relationship Between Age Groups and Demotivation Factors of University Students

	Group	N	Mean	Sd	F	P
Demotivation Factors	18-20	135	3,75	0,602	0,190	0,903
	21-23	10	3,89	0,582		
	22-26	3	3,77	0,332		
	27-29	0				
	30+	2	3,88	0,838		

Personal Reason	18-20	135	3,81	0,636	0,174	0,914
	21-23	10	3,88	0,661		
	22-26	3	3,56	0,157		
	27-29	0	0			
	30+	2	3,67	0,629		
Past Experiences	18-20	135	3,71	0,776	0,648	0,585
	21-23	10	3,87	0,632		
	22-26	3	3,10	0,141		
	27-29	0				
	30+	2	4,00	0,849		
Features of Preparatory School	18-20	135	3,38	0,934	0,674	0,569
	21-23	10	3,18	1,133		
	22-26	3	3,60	0,566		
	27-29	0				
	30+	2	4,20	1,132		
The form of instruction	18-20	135	3,91	0,659	1,260	0,291
	21-23	10	4,33	0,772		
	22-26	3	4,19	0,489		
	27-29	0				
	30+	2	3,81	0,925		

The main points to be considered according to ANOVA analysis are summarized below in Table 4.7:

1. Demotivation Factors: The overall demotivation levels across the age groups show no statistically significant differences ($F = 0.190$, $p = 0.903$). The mean values are relatively close, indicating consistent perceptions of demotivation across all age groups.
2. Personal Reason: Personal reasons for demotivation do not show any significant variance among age groups ($F = 0.174$, $p = 0.914$). The group aged 21-23 shows a slightly higher mean score (mean = 3.88) compared to others.
3. Past Experiences: There is no significant difference in past experiences as a factor contributing to demotivation across age groups ($F = 0.648$, $p = 0.585$). The group aged 30+ exhibits a slightly higher mean score (mean = 4.00) compared to younger groups.

4. Features of Preparatory School: The features of preparatory schools also fail to show significant differences among age groups ($F = 0.674$, $p = 0.569$). The age group 30+ reported the highest mean score (mean = 4.20) in this category.
5. The Form of Instruction: Finally, the form of instruction shows no statistically significant differences among the age groups ($F = 1.260$, $p = 0.291$). The age group 22-26 slightly leads in the mean score (mean = 4.19) compared to others.

For all the measured factors, the p-values are above the typical threshold of 0.05, meaning there is no statistically significant difference across the age groups for any of the factors analyzed ($p > 0.05$). The variation in means and standard deviations reflects individual group trends, but these differences are not large enough to be statistically meaningful according to the ANOVA test.

Table 4.8 shows the findings of an ANOVA test conducted to examine the relationship between gender and demotivation, as well as the sub-dimension scores of university students.

Table 4. 8. ANOVA Results on the Relationship Between Gender and Demotivation Factors of University Students

	Group	N	Mean	Sd	F	P
Demotivation Factors	Female	99	3,76	0,530	0,042	0,959
	Male	50	3,77	0,720		
	No Answer	1	3,60			
Personal Reason	Female	99	3,78	0,579	0,316	0,729
	Male	50	3,87	0,727		
	No Answer	1	3,67			
Past Experiences	Female	99	3,74	0,683	0,208	0,812
	Male	50	3,65	0,912		
	No Answer	1	3,60			
Features of	Female	99	3,38	0,923	0,024	0,976
	Male	50	3,40	0,999		

Preparatory School	No	1	3,20			
	Answer					
The form of instruction	Female	99	3,94	0,598		
	Male	50	3,94	0,801	0,117	0,890
	No	1	3,61			
	Answer					

The ANOVA test results in Table 4.8 are as follows:

1. Demotivation Factors: The ANOVA analysis revealed no statistically significant difference in demotivation factors between genders ($F = 0.042$, $p = 0.959$). The mean scores for females (3.76) and males (3.77) are almost identical, indicating that both genders experience similar levels of demotivation.
2. Personal Reason: The results indicate no significant variation in personal reasons for demotivation based on gender ($F = 0.316$, $p = 0.729$). Although males scored slightly higher (mean = 3.87) compared to females (mean = 3.78), this difference is not statistically meaningful.
3. Past Experiences: Past experiences as a factor for demotivation showed no statistically significant difference between genders ($F = 0.208$, $p = 0.812$). Females scored slightly higher (mean = 3.74) than males (mean = 3.65), but the difference is not significant.
4. Features of Preparatory School: No significant differences were observed in perceptions of preparatory school features across genders ($F = 0.024$, $p = 0.976$). The mean scores for females (3.38) and males (3.40) are very similar.
5. The Form of Instruction: The form of instruction does not significantly impact demotivation levels between genders ($F = 0.117$, $p = 0.890$). Both females and males reported identical mean scores (3.94).

In conclusion, the findings demonstrate that gender does not significantly influence any of the examined factors related to demotivation or its sub-dimensions ($p > 0.05$). Both

males and females exhibit consistent mean scores across all categories, reflecting similar experiences and perceptions.

The findings regarding the relationship between marital status and demotivation, as well as the sub-dimension scores of university students, are presented in Table 4.9. The following points can be highlighted below the table.

Table 4. 9. ANOVA Results on the Relationship Between Marital Status and Demotivation Factors of University Students

	Group	N	Mean	Sd	F	P
Demotivation Factors	Single	147	3,76	0,598	0,070	0,933
	Married	2	3,88	0,840		
	Divorced	1	3,91			
Personal Reason	Single	147	3,81	0,633	0,264	0,768
	Married	2	3,67	0,629		
	Divorced	1	4,22			
Past Experiences	Single	147	3,70	0,767	0,222	0,801
	Married	2	4,00	0,849		
	Divorced	1	4,00			
Features of Preparatory School	Single	147	3,37	0,942	0,730	0,470
	Married	2	4,20	1,131		
	Divorced	1	3,40			
The form of instruction	Single	147	3,94	0,671	0,048	0,953
	Married	2	3,81	0,925		
	Divorced	1	3,85			

1. Demotivation Factors: The ANOVA results indicate no statistically significant difference in demotivation factors across marital status groups ($F = 0.070$, $p = 0.933$). The mean scores for single (3.76), married (3.88), and divorced (3.91) individuals are relatively similar.
2. Personal Reason: There is no significant variation in personal reasons for demotivation based on marital status ($F = 0.264$, $p = 0.768$). While divorced individuals have a slightly higher mean score (4.22) compared to single (3.81) and married (3.67) individuals, the differences are not statistically significant.

3. Past Experiences: Past experiences as a factor for demotivation do not show statistically significant differences among marital status groups ($F = 0.222$, $p = 0.801$). Divorced individuals have a slightly higher mean score (4.00) compared to single (3.70) and married (4.00) individuals.
4. Features of Preparatory School: The features of preparatory schools show no significant variation by marital status ($F = 0.730$, $p = 0.470$). Married individuals have a higher mean score (4.20) compared to single (3.37) and divorced (3.40) individuals, but the differences are not statistically meaningful.
5. The Form of Instruction: The form of instruction also does not yield statistically significant differences across marital status groups ($F = 0.048$, $p = 0.953$). The mean scores are consistent among single (3.94), married (3.81), and divorced (3.85) individuals.

In summary, across all examined factors in Table 4.9, no statistically significant differences were found based on marital status ($p > 0.05$). While slight variations in mean scores exist, they are not large enough to be considered meaningful in this analysis.

Table 4.10. presents the findings on the relationship between proficiency level and demotivation factors and sub-dimensions.

Table 4. 10. ANOVA Results on the Relationship Between English Proficiency Levels and Demotivation Factors of University Students

	Group	N	Mean	Sd	F	P
Demotivation Factors	Elementary	6	4,33	0,363	3,062	0,019
	Pre-Intermediate	66	3,76	0,654		
	Intermediate	45	3,55	0,589		
	Upper-Intermediate	26	3,87	0,376		
	Advanced	7	3,91	0,532		
Personal Reason	Elementary	6	4,11	0,507	1,910	0,112
	Pre-Intermediate	66	3,77	0,713		
	Intermediate	45	3,66	0,566		
	Upper-Intermediate	26	4,02	0,479		

Past Experiences	Advanced	7	3,98	0,515	2,549	0,042
	Elementary	6	4,43	0,463		
	Pre-Intermediate	66	3,59	0,821		
	Intermediate	45	3,63	0,721		
	Upper-Intermediate	26	3,93	0,554		
Features of Preparatory School	Advanced	7	3,80	0,945	3,418	0,011
	Elementary	6	4,27	0,845		
	Pre-Intermediate	66	3,56	0,889		
	Intermediate	45	3,13	0,968		
	Upper-Intermediate	26	3,09	0,794		
The form of instruction	Advanced	7	3,43	1,241	3,674	0,007
	Elementary	6	4,51	0,450		
	Pre-Intermediate	66	3,96	0,716		
	Intermediate	45	3,66	0,632		
	Upper-Intermediate	26	4,11	0,405		
	Advanced	7	4,15	0,840		

Table 4.10 provides a detailed statistical analysis of the relationship between proficiency levels (Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate, and Advanced) and demotivation factors, along with their sub-dimensions. Findings include the following:

1. Demotivation Factors: The ANOVA analysis revealed a statistically significant difference in demotivation factors across proficiency levels ($F = 3.062$, $p = 0.019$). Students at the elementary level reported the highest mean score (4.33), while intermediate level students had the lowest mean score (3.55). This indicates that students in lower proficiency levels may experience higher levels of demotivation compared to those at intermediate levels.
2. Personal Reason: No statistically significant difference was observed in personal reasons for demotivation across proficiency levels ($F = 1.910$, $p = 0.112$). The highest mean score was recorded for upper-intermediate students (4.02), while

intermediate students had the lowest mean score (3.66). These differences are not large enough to indicate meaningful variation.

3. Past Experiences: There is a statistically significant difference in past experiences contributing to demotivation among proficiency levels ($F = 2.549$, $p = 0.042$). The highest mean score was reported by elementary students (4.43), while the lowest mean score was observed for pre-intermediate students (3.59). This suggests that students at the elementary level are more impacted by past experiences than those at higher levels.
4. Features of Preparatory School: The features of preparatory school show statistically significant variation across proficiency levels ($F = 3.418$, $p = 0.011$). The highest mean score was observed for elementary students (4.27), whereas intermediate students had the lowest mean score (3.13). This indicates that students at the elementary level may find preparatory school features more demotivating compared to those at intermediate levels.
5. The Form of Instruction: A statistically significant difference was found in perceptions of the form of instruction across proficiency levels ($F = 3.674$, $p = 0.007$). The highest mean score was recorded for elementary students (4.51), while intermediate students reported the lowest (3.66). This suggests that students in elementary courses may feel more affected by the form of instruction compared to those at intermediate levels.

Across multiple factors, students at the elementary level consistently reported higher mean scores, suggesting they may experience greater demotivation compared to students in higher proficiency levels. Statistically significant differences were observed for demotivation factors, past experiences, features of preparatory school, and the form of instruction ($p < 0.05$), while personal reason did not show significant variation ($p > 0.05$).

Table 4.11. outlines the relationship between university students' faculty type and their levels of demotivation, as well as its sub-dimensions, using ANOVA for statistical analysis.

Table 4. 11. ANOVA Results on the Relationship Between Faculty Type and Demotivation Factors of University Students

	Group	N	Mean	Sd	F	P
Demotivation Factors	Faculty of Literature	74	3,77	0,651	0,207	0,934
	Faculty of Engineering	2	4,09			
	Faculty of Science	1	3,53			
	Faculty of Economics and Administrative Sciences	30	3,69	0,557		
	Other	43	3,77	0,536		
	Faculty of Literature	74	3,78	0,632		
Personal Reason	Faculty of Engineering	2	3,33		0,468	0,759
	Faculty of Science	1	3,22			
	Faculty of Economics and Administrative Sciences	30	3,87	0,602		
	Other	43	3,85	0,654		
	Faculty of Literature	74	3,80	0,781		
	Faculty of Engineering	2	4,60			
Past Experiences	Faculty of Science	1	3,00		1,394	0,239
	Faculty of Economics and Administrative Sciences	30	3,48	0,766		
	Other	43	3,68	0,715		
	Faculty of Literature	74	3,40	0,971		
	Faculty of Engineering	2	4,20			
	Faculty of Literature	74	3,40	0,971		
Features of	Faculty of Engineering	2	4,20			
	Faculty of Literature	74	3,40	0,971		

Preparatory School	Faculty of Science	1	3,40		0,218	0,928
	Faculty of Economics and Administrative Sciences	30	3,38	0,910		
The form of instruction	Other	43	3,33	0,944		
	Faculty of Literature	74	3,96	0,754		
	Faculty of Engineering	2	4,38			
	Faculty of Science	1	3,85			
	Faculty of Economics and Administrative Sciences	30	3,83	0,619	0,304	0,875
	Other	43	3,95	0,548		

As seen in the Table 4.11, The departments include the Faculty of Literature, Faculty of Engineering, Faculty of Science, Faculty of Economics and Administrative Sciences, and “Other” (miscellaneous or unspecified departments). Key findings include the following:

1. Demotivation Factors: The overall demotivation levels across the departments show no statistically significant differences ($F=0.207$, $p=0.934$). The mean values are relatively similar, with the Faculty of Engineering showing slightly higher demotivation (mean = 4.09) compared to others.
2. Personal Reason: Personal reasons for demotivation also show no significant variance among departments ($F=0.468$, $p=0.759$). The Faculty of Economics and Administrative Sciences and “Other” departments have slightly higher mean scores (3.87 and 3.85, respectively).
3. Past Experiences: There is no significant difference in past experiences as a factor for demotivation across departments ($F=1.394$, $p=0.239$). The Faculty of

Engineering has the highest mean score (4.60), while the Faculty of Science has the lowest (3.00).

4. Features of Preparatory School: Preparatory school features also fail to show significant variation among departments ($F=0.218$, $p=0.928$). The Faculty of Engineering again exhibits a higher mean score (4.20).
5. The Form of Instruction: Finally, the form of instruction shows no statistically significant differences ($F=0.304$, $p=0.875$), with similar means across all departments.

In summary, the table suggests that while there are slight variations in demotivation factors and sub-dimensions across students' faculty types, none of these differences reach statistical significance. This implies that demotivation factors are relatively uniform across faculties, indicating that these challenges may be more influenced by general student experiences rather than specific faculty type contexts.

Table 4.12 analyzes the relationship between the school of graduation (Anatolian High School, Science High School, and Other schools) and demotivation factors, along with their sub-dimensions, using ANOVA for statistical testing.

Table 4. 12. ANOVA Results on the Relationship Between High School Type and Demotivation Factors of University Students

	Group	N	Mean	Sd	F	P
Demotivation	Anatolian High School	102	3,76	0,587	0,124	0,883
	Science High School	3	3,95	1,259		
	Other	45	3,74	0,604		
Factors	Anatolian High School	102	3,80	0,661		

Personal Reason	Science High School	3	4,06	1,336	0,155	0,857
	Other	45	3,81	0,543		
Past Experiences	Anatolian High School	102	3,79	0,737	1,917	0,151
	Science High School	3	4,00	1,414		
Features of Preparatory School	Other	45	3,53	0,781	0,633	0,533
	Anatolian High School	102	3,36	0,871		
The form of instruction	Science High School	3	4,10	1,273	0,036	0,964
	Other	45	3,41	1,08		
	Anatolian High School	102	3,93	0,662		
	Science High School	3	3,92	1,197		
	Other	45	3,96	0,679		

The following points can be highlighted below:

1. Demotivation Factors: The ANOVA analysis indicates no statistically significant difference in demotivation factors across the types of schools graduated ($F = 0.124$, $p = 0.883$). Students from Anatolian High Schools reported a mean score of 3.76, those from Science High Schools scored 3.95, and students from “Other” schools scored 3.74. These results suggest that demotivation factors are consistent regardless of the high school type.

2. Personal Reason: There is no significant variation in personal reasons for demotivation among the school groups ($F = 0.155$, $p = 0.857$). The mean score was 3.80 for Anatolian High School graduates, 4.06 for Science High School graduates, and 3.81 for students from “Other” schools. Although Science High School graduates had slightly higher mean scores, the differences are not statistically significant.
3. Past Experiences: Past experiences as a factor of demotivation showed no statistically significant difference between the groups ($F = 1.917$, $p = 0.151$). Science High School graduates reported the highest mean score (4.00), while graduates from “Other” schools scored the lowest (3.53). Despite these variations, the differences are not statistically meaningful.
4. Features of Preparatory School: No significant differences were found regarding the features of preparatory school across school types ($F = 0.633$, $p = 0.533$). Graduates from Science High Schools had the highest mean score (4.10), followed by those from “Other” schools (3.41) and Anatolian High Schools (3.36). While the mean for Science High School graduates is slightly higher, the variation is not significant.
5. The Form of Instruction: The form of instruction also does not show any significant difference between groups ($F = 0.036$, $p = 0.964$). Anatolian High School graduates reported a mean score of 3.93, Science High School graduates scored 3.92, and graduates from “Other” schools scored 3.96. These nearly identical scores indicate that perceptions of instruction methods are uniform across all school types.

In summary, the findings demonstrate that there are no statistically significant differences across the school types for any of the examined factors ($p > 0.05$). While minor differences in mean scores exist, they are not large enough to suggest meaningful variations in demotivation or its sub-dimensions.

Table 4.13 presents the findings on the relationship between the region of origin of university students and demotivation factors.

Table 4. 13. ANOVA Results on the Relationship Between Region of Origin and Demotivation Factors of University Students

	Group	N	Mean	Sd	F	P
Demotivation Factors	Marmara Region	34	3,84	0,452	2,499	0,025
	Central Anatolia Region	78	3,77	0,478		
	Aegean Region	7	3,64	1,040		
	Eastern Anatolia Region	3	3,81	0,113		
	Mediterranean Region	18	3,81	0,499		
	Black Sea Region	7	3,01	1,383		
	Southeastern Anatolia	3	4,36	0,022		
Personal Reason	Marmara Region	34	3,89	0,498	2,328	0,036
	Central Anatolia Region	78	3,79	0,496		
	Aegean Region	7	3,60	1,182		
	Eastern Anatolia Region	3	3,96	0,170		
	Mediterranean Region	18	3,96	0,560		
	Black Sea Region	7	3,16	1,371		
	Southeastern Anatolia	3	4,61	0,079		
Past Experiences	Marmara Region	34	3,79	0,547	1,627	0,144
	Central Anatolia Region	78	3,74	0,655		
	Aegean Region	7	3,69	1,264		
	Eastern Anatolia Region	3	3,67	0,416		
	Mediterranean Region	18	3,71	0,761		
	Black Sea Region	7	2,89	1,601		

Features of Preparatory School	Southeastern Anatolia	3	4,20	1,131	1,124	0,352
	Marmara Region	34	3,62	0,914		
	Central Anatolia Region	78	3,35	0,822		
	Aegean Region	7	3,00	1,514		
	Eastern Anatolia Region	3	3,53	0,808		
	Mediterranean Region	18	3,42	0,991		
	Black Sea Region	7	2,74	1,384		
	Southeastern Anatolia	3	3,50	0,990		
The form of instruction	Marmara Region	34	3,99	0,577	2,165	0,05
	Central Anatolia Region	78	3,96	0,563		
	Aegean Region	7	3,96	0,924		
	Eastern Anatolia Region	3	4,00	0,204		
	Mediterranean Region	18	3,98	0,645		
	Black Sea Region	7	3,13	1,411		
	Southeastern Anatolia	3	4,58	0,054		

The relationship between the region of origin of university students and their demotivation factors, along with its sub-dimensions, is analyzed in Table 4.13 using ANOVA. Statistically significant differences are observed in some dimensions, highlighting the influence of regional background on student experiences.

1. Demotivation Factors: The analysis reveals significant differences across regions ($F=2.499, p=0.025$). Students from the Southeastern Anatolia region report the highest mean score (4.36), indicating higher levels of demotivation, while students from the Black Sea region report the lowest mean score (3.01).

2. Personal Reason: Personal reasons for demotivation also show significant variation across regions ($F=2.328$, $p=0.036$). Southeastern Anatolia students again report the highest mean (4.61), followed by students from Eastern and Mediterranean regions (both 3.96). Students from the Black Sea region have the lowest mean (3.16).
3. Past Experiences: Although there is no statistically significant difference for past experiences ($F=1.627$, $p=0.144$), students from Southeastern Anatolia again report the highest mean (4.20), while students from the Black Sea region show the lowest mean (2.89).
4. Features of Preparatory School: This sub-dimension shows no significant differences among regions ($F=1.124$, $p=0.352$), but Southeastern Anatolia students score relatively higher (3.50) compared to students from the Black Sea region (2.74).
5. The Form of Instruction: Differences in the form of instruction are marginally significant ($F=2.165$, $p=0.05$). Students from Southeastern Anatolia again report the highest mean score (4.58), while students from the Black Sea region report the lowest (3.13).

There is a statistically significant difference in overall demotivation and personal reasons based on students' region of origin, with students from Southeastern Anatolia consistently reporting the highest levels ($p<0.05$). These results suggest that cultural, educational, or socio-economic factors tied to regional background may play a role in shaping students' experiences and attitudes. However, no statistically significant differences were observed in the sub-dimensions of past experiences, features of the preparatory school program, and the form of instruction based on students' region of origin ($p>0.05$).

Table 4.14 provides information about the relationship between the education level of university students' mothers and demotivation factors. The following points can be highlighted below the Table 4.14.

Table 4. 14. ANOVA Results on the Relationship Between Mothers' Educational Background and Demotivation Factors of University Students

	Group	N	Mean	Sd	F	P
Demotivation Factors	Primary School	41	3,80	0,506	0,130	0,992
	Middle School	28	3,73	0,489		
	High School	47	3,71	0,685		
	University	28	3,80	0,685		
	Master's Degree	4	3,67	0,884		
	PhD	1				
	No	1				
Personal Reason	Primary School	41	3,78	0,517	0,306	0,933
	Middle School	28	3,74	0,594		
	High School	47	3,80	0,724		
	University	28	3,94	0,679		
	Master's Degree	4	3,78	0,770		
	PhD	1	4,22			
	No	1	3,67			
Past Experiences	Primary School	41	3,69	0,741	0,142	0,990
	Middle School	28	3,61	0,801		
	High School	47	3,74	0,698		
	University	28	3,77	0,930		
	Master's Degree	4	3,73	0,945		
	PhD	1	4,00			
	No	1	3,60			
Features of Preparatory School	Primary School	41	3,55	0,884	0,373	0,895
	Middle School	28	3,21	0,739		
	High School	47	3,33	1,002		
	University	28	3,41	1,122		
	Master's Degree	4	3,33	1,419		
	PhD	1	3,40			
	No	1	3,20			
The form of instruction	Primary School	41	4,02	0,587	0,285	0,943
	Middle School	28	3,99	0,523		
	High School	47	3,86	0,789		
	University	28	3,,92	0,709		
	Master's Degree	4	3,80	0,980		
	PhD	1	3,84			
	No	1	3,62			

1. Demotivation Factors: The ANOVA results indicate no statistically significant differences in demotivation factors based on the education level of the students' mothers ($F = 0.130$, $p = 0.992$). The mean scores are nearly identical across groups, with Primary School and University graduates scoring the highest (3.80), while Master's Degree holders scored slightly lower (3.67). These results suggest that the mother's education level does not influence overall demotivation factors.
2. Personal Reason: There is no significant difference in personal reasons for demotivation by maternal education level ($F = 0.306$, $p = 0.933$). The highest mean score was reported for students whose mothers had a PhD (4.22), while the lowest score was for No education (3.67). Despite this variation, the differences are not statistically meaningful.
3. Past Experiences: Past experiences showed no significant variation across the groups ($F = 0.142$, $p = 0.990$). The mean scores ranged from 3.61 for Middle School graduates to 4.00 for students with mothers holding a PhD. These minor differences do not reach statistical significance.
4. Features of Preparatory School: The features of preparatory school also showed no significant differences based on maternal education level ($F = 0.373$, $p = 0.895$). The mean scores varied slightly, with Middle School graduates scoring the lowest (3.21) and University graduates scoring higher (3.41). These variations are not statistically relevant.
5. The Form of Instruction: There was no significant variation in perceptions of the form of instruction across maternal education levels ($F = 0.285$, $p = 0.943$). The mean scores were fairly consistent, with Primary School graduates reporting the highest score (4.02) and No education reporting the lowest (3.62). These results indicate that mothers' education level does not influence perceptions of instructional methods.

For all demotivation factors and their sub-dimensions indicating no statistically significant differences based on the mother's education level ($p > 0.05$). Although there are minor variations in mean scores, they do not suggest meaningful impacts.

Table 4.15 shows the relationship between the education level of university students' fathers and their levels of demotivation, including its sub-dimensions, through ANOVA analysis. The following points can be highlighted below the Table 4.15.

Table 4. 15. ANOVA Results on the Relationship Between Fathers' Educational Background and Demotivation Factors of University Students

	Group	N	Mean	Sd	F	P
Demotivation Factors	Primary School	27	3,76	0,505	2,263	0,052
	Middle School	21	3,87	0,868		
	High School	42	3,58	0,462		
	University	51	3,91	0,486		
	Master's Degree	5	3,22	1,338		
	PhD	4	3,61	0,458		
Personal Reason	Primary School	27	3,74	0,467	1,709	0,137
	Middle School	21	3,98	0,919		
	High School	42	3,64	0,573		
	University	51	3,94	0,549		
	Master's Degree	5	3,44	1,054		
	PhD	4	3,97	0,483		
Past Experiences	Primary School	27	3,74	0,743	0,594	0,705
	Middle School	21	3,76	0,988		
	High School	42	3,62	0,655		
	University	51	3,80	0,683		
	Master's Degree	5	3,25	1,611		
	PhD	4	3,50	0,663		
Features of Preparatory School	Primary School	27	3,48	0,903	3,920	0,002
	Middle School	21	3,35	0,960		
	High School	42	3,03	0,811		
	University	51	3,71	0,875		
	Master's Degree	5	2,25	1,684		
	PhD	4	3,60	0,632		
The form of instruction	Primary School	27	3,95	0,611	1,575	0,171
	Middle School	21	4,07	0,949		
	High School	42	3,80	0,552		
	University	51	4,07	0,565		
	Master's Degree	5	3,54	1,307		
	PhD	4	3,44	0,560		

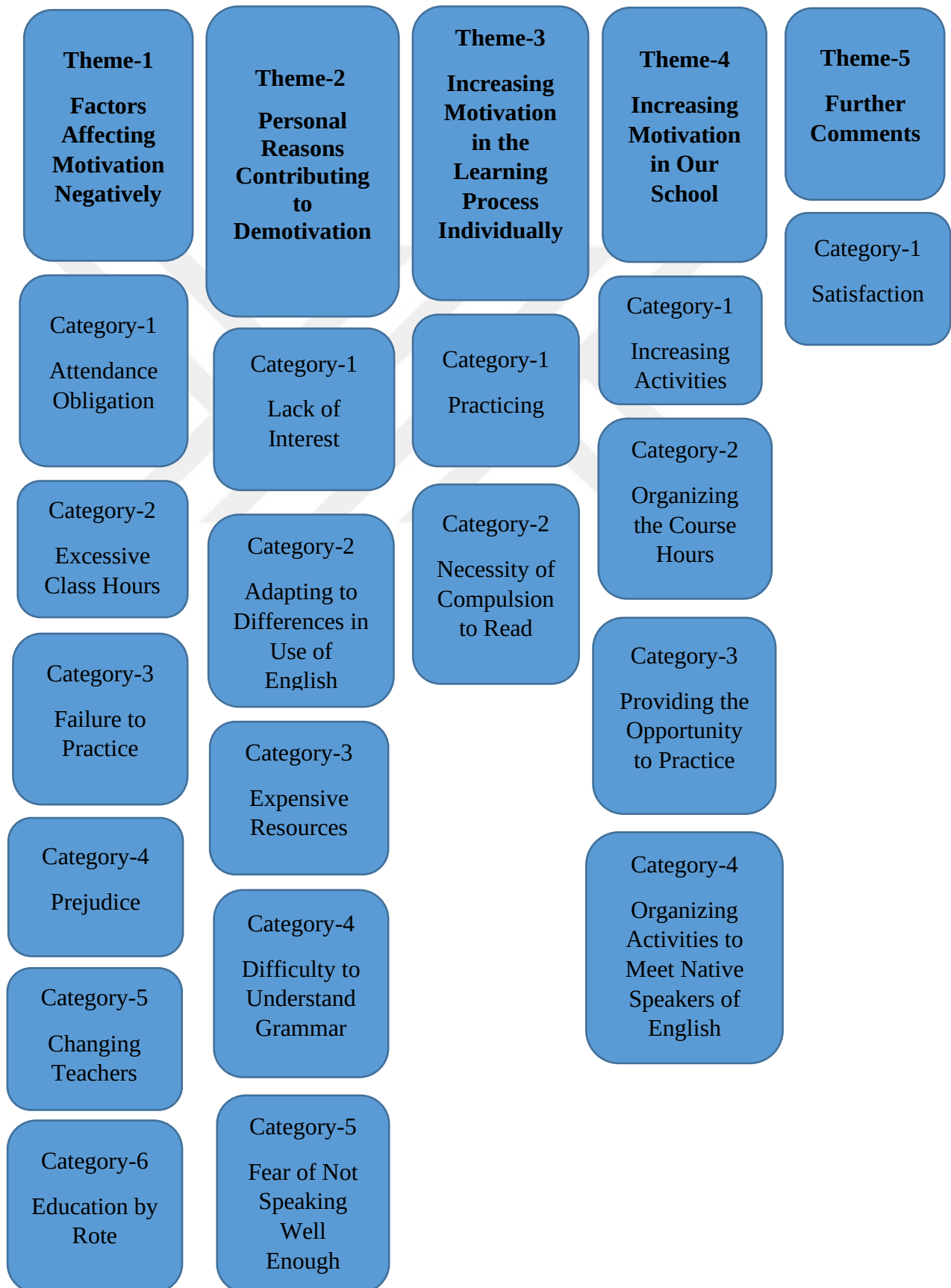
1. Demotivation Factors: The ANOVA analysis shows a marginally non-significant difference in demotivation factors based on fathers' education levels ($F = 2.263$, $p = 0.052$). Students whose fathers had a university degree reported the highest mean score (3.91), while those with fathers holding a master's degree reported the lowest mean score (3.22). This suggests a slight variation in demotivation, but it is not statistically significant at the 0.05 level.
2. Personal Reason: There is no statistically significant difference in personal reasons for demotivation across fathers' education levels ($F = 1.709$, $p = 0.137$). The highest mean score was reported by students whose fathers had a PhD (3.97) and the lowest by those with fathers holding a master's degree (3.44). These differences, however, do not reach statistical significance.
3. Past Experiences: Past experiences also showed no significant differences among groups ($F = 0.594$, $p = 0.705$). The mean scores ranged from 3.25 for students whose fathers had a master's degree to 3.80 for those with fathers holding a university degree. These results indicate that fathers' education levels do not significantly impact past experiences related to demotivation.
4. Features of Preparatory School: The features of preparatory school exhibited a statistically significant difference among groups ($F = 3.920$, $p = 0.002$). Students with fathers holding a university degree reported the highest mean score (3.71), while those with fathers holding a master's degree reported the lowest (2.25). This suggests that perceptions of preparatory school features are influenced by the father's education level.
5. The Form of Instruction: The form of instruction showed no significant variation across groups ($F = 1.575$, $p = 0.171$). The highest mean score was observed for students whose fathers had a middle school or university education (4.07), and the lowest for those with fathers holding a master's degree (3.54). These differences are not statistically meaningful.

Among the factors analyzed, only features of preparatory school showed a statistically significant variation based on fathers' education levels ($p < 0.05$). Other factors, including overall demotivation, personal reasons, past experiences, and the form of instruction, did not exhibit significant differences ($p > 0.05$).

4.2.3. Findings Related to the Semi-Structured Interview

This section presents the findings and interpretations from the semi-structured interview conducted as part of the qualitative dimension of the research. The qualitative data were evaluated and interpreted using descriptive content analysis (Yıldırım & Şimşek, 2016). A classification of themes and categories were made. The interview was conducted with 15 voluntary students studying English at the Preparatory School of Foreign Languages at Selçuk University. Five questions were asked in Turkish, and the interviews were conducted face-to-face. The students' responses were then translated into English by the researcher and researcher's supervisor. Five distinctive themes were assigned separate categories. Meaningful codes were identified for each category to provide quotations and comments of the participants. The themes and their corresponding categories are presented in Figure 4.1. The factors that negatively impacted the participants' motivation in learning English were found out. The participants were coded as P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, and P15.

Figure 4. 1. Themes and Categories



4.2.3.1. Theme 1: Factors Affecting Motivation Negatively

When examining the theme, based on the participants' responses, the following categories and codes emerged: attendance obligation, excessive number of class hours, lack of practice, prejudice, frequent teacher changes, and rote learning. These categories highlight the key factors that participants identified as influencing their motivation negatively in learning English.

Table 4. 16. Factors Affecting Motivation Negatively

Category	Codes	f
Attendance Obligation	"The attendance requirement negatively affects the process of learning English."	2
Excessive Class Hours	"My motivation is generally high, but my motivation decreases due to the high number of class hours and absenteeism could be more flexible."	2
Failure to Practice	"Not practicing enough, not being exposed to speaking practice"	4
Prejudice	"I always had a prejudice against learning English."	3
Changing Teachers	"The factor that negatively affected my motivation in the process of learning English was the constant	1

	change of our English teacher.”	
Education by Rote	“In our country, there is a rote learning style in language education.”	3

The following statements provide direct insights from participants regarding the demotivating factors they encountered in their English learning experiences. Participant 1 stated, *“The attendance requirement negatively affects the process of learning English because I am not interested in every unit we cover, so I don't feel like attending some classes.”* (Category: Attendance Obligation). Similarly, Participant 2 commented, *“My motivation is generally high, but my motivation decreases due to the high number of class hours and absenteeism could be more flexible. I also think that we would not suffer by taking note of how much absenteeism per semester rather than calculations about absenteeism.”* (Category: Excessive Class Hours). Participant 3 noted, *“Not practicing enough, not being exposed to speaking practice, we do not have difficulties because we know Turkish, but when we go abroad we have to speak English, we have to force it in Türkiye and improve.”* (Category: Failure to Practice). Another issue was voiced by Participant 5, who said, *“I always had a prejudice against learning English. This had a negative impact on my motivation to learn English. Therefore, I think all students' prejudices should be broken in the process of learning English. Besides, my English teacher organized English cinema activities to make me like English.”* (Category: Prejudice). Participant 7 shared, *“The factor that negatively affected my motivation in the process of learning English was the constant change of our English teacher. Therefore, my commitment and interest in the course decreased. I am not taking this course very fondly at the moment.”* (Category: Changing Teachers). Additionally, Participant 11 stated, *“In our country, there is a rote learning style in language education. This is the most important thing that affects our motivation in our English learning process.”*

(Category: Education by Rote). Participant 14 explained, *“I have been trying to learn English since primary school. In our country, there is no practical language teaching, so I cannot use the language we learn. This negatively affects my motivation.”* (Category: Failure to Practice). Lastly, Participant 15 noted, *“The most important factor that changes my perspective towards English at school and affects my motivation negatively is the high number of English class hours.”* (Category: Excessive Class Hours).

4.2.3.2. Theme 2: Personal Reasons Contributing to Demotivation

The categories related to personal reasons contributing to demotivation in the process of learning English are as follows: lack of interest in the subjects covered, difficulty adapting to differences in teachers’ use of English, expensive resources, difficulty in understanding grammar and fear of not speaking well enough.

Table 4. 17. Personal Reasons Contributing to Demotivation

Category	Codes	f
Lack of Interest	“I am not interested in any of the topics covered.” "I think the topics covered in English class are ridiculous, so I am not interested in them at all. I think current issues can be discussed in books."	4
Adapting to Differences in Teachers’ Use of English	"My English teachers use a very different language. As the teacher changes, the use of English also changes."	4

Expensive Resources	“Self-confidence problems due to expensive resources”	2
The Difficulty of Understanding Grammar	"I think different systems should be used in English language teaching. I think we should get rid of this rote English teaching."	2
Fear of Not Speaking Well Enough	"I always think that I need to speak well in English in class. I am afraid that my friends will condemn me and I will say something wrong."	3

The following are selected excerpts from participants, illustrating various sources of demotivation in English language learning. Participant 1 stated, *“I am not interested in any of the topics covered.”* (Category: Lack of Interest). Similarly, Participant 5 remarked, *“I think the topics covered in English class are ridiculous, so I am not interested in them at all. I believe current issues could be discussed in books, which would engage us more. The topics in the books should be organized better.”* (Category: Lack of Interest). Participant 12 echoed this sentiment, saying, *“I don’t like any of the topics covered in English class; they don’t interest me at all. I get very bored.”* (Category: Lack of Interest). In terms of emotional and psychological barriers, Participant 8 explained, *“I always feel that I need to speak perfectly in English in class. I am afraid my friends will judge me if I make a mistake. Because of this, I have become disenchanted with English.”* (Category: Fear of not speaking well enough). Participant 3 linked their motivation loss to financial constraints, stating, *“Self-confidence problem due to expensive resources is a factor.”* (Category: Expensive Resources). Issues related to the teaching system were also

highlighted. Participant 10 noted, *“I think we cannot learn English because of the rote learning system used in English teaching. This system should be abandoned in favor of practical English teaching.”* (Category: The Difficulty of Understanding Grammar), a view also shared by Participant 15, who commented, *“I think different systems should be used in English language teaching. We should get rid of this rote approach to English teaching.”* (Category: The Difficulty to Understand Grammar). Finally, Participant 13 described challenges in adjusting to changes in teaching style, stating, *“My English teachers use a very different language. As the teacher changes, the use of English also changes. I find it difficult to integrate into the lesson.”* (Category: Adapting to Differences in Teachers’ Use of English).

4.2.3.3. Theme 3: Increasing Motivation in the Learning Process Individually

When the themes related to individual activities aimed at preventing factors that negatively affect motivation in the English learning process and increasing motivation were analyzed, the following categories were determined: practicing in English and necessity of compulsion to read.

Table 4. 18. Increasing Motivation in the Learning Process Individually

Category	Codes	f
Practicing	"Forcing us to practice speaking more, motivational seminars should be given."	5
Necessity of Compulsion to Read	"I think English needs to be practiced, English needs to be used. That's why our teachers need to give us more homework."	10

The following student statements reflect strategies and classroom practices that contributed to sustaining or enhancing their motivation in English learning. Participant 1 shared, *“In order to keep my motivation alive, I read in English in my own areas of interest.”* (Category: Necessity of Compulsion to Read). Similarly, Participant 5 emphasized the importance of active language use by stating, *“I think English needs to be practiced, English needs to be used. That's why our teachers need to give us more homework, they need to make us talk to each other in this way.”* (Category: Necessity of Compulsion to Read). Participant 7 described a personal initiative inspired by their teacher, saying, *“My teacher always gives us books to read to improve our English and I believe that this is the way to improve our English, so I bought a lot of English books to read.”* (Category: Necessity of Compulsion to Read). Participant 14 also pointed to the impact of reading assignments, stating, *“When we started English class, our teacher gave us a list of current English books to read and always encouraged us to read them. These books changed my perspective on English.”* (Category: Necessity of Compulsion to Read). Reinforcement through reward was mentioned by Participant 11, who said, *“Our English teacher rewards us for reading books to increase our motivation for class. That's why we compete in class to read more English books.”* (Category: Necessity of Compulsion to Read). On the other hand, classroom speaking activities were emphasized by Participant 3, who noted, *“Forcing us to practice speaking more, motivational seminars should be given.”* (Category: Practicing). Participant 9 explained, *“Our English teacher gives us English games to increase our motivation for the lesson and helps us learn English with games.”* (Category: Practicing), while Participant 13 stated, *“As our teacher increases our English practice, our interest in the lesson increases. We discuss current issues in English in class.”* (Category: Practicing). Participant 3: *“Forcing us to practice speaking more, motivational seminars should be given.”* (Category: Practicing).

4.2.3.4. Theme 4: Increasing Motivation at Our School

When analyzing the answers to the question "What kind of studies should be done in your school to prevent the factors that negatively affect motivation and to increase

motivation in the process of learning English? Do you think that the studies that can help in this regard are sufficient in your school?", the following categories were identified: increasing activities, organizing the course hours, providing the opportunity to practice, organizing activities to meet native speakers of English.

Table 4. 19. Increasing Motivation at Our School

Category	Codes	f
Increasing Activities	"Increasing activities that require active participation in the lessons will play an important role."	6
Organizing the Course Hours	"Maybe lesson times can be organized or we can organize the same lessons on the same day as a whole day."	4
Providing the Opportunity to Practice	"We need to practice in English class. Our teachers should direct us to this. I think this way we can speak English fluently."	2
Organizing Activities to Meet Native Speakers of English.	"We can improve by practicing on the spot, by having famous people give seminars and making attendance compulsory, and making a small trip abroad."	3

The following comments illustrate students' suggestions on how to enhance motivation in English language education. Participant 1 stated, *"I think increasing activities that require active participation in the lessons will play an important role in increasing motivation. For example, interest in English can be increased through various branches of art such as English theaters, cinemas, books. Although it is not at a sufficient level, I like the activities in our school for this purpose."* (Category: Increasing Activities). Supporting this view, Participant 6 remarked, *"I think we need to increase the number of activities in which we can actively use English in order to learn better in our English education. In this way, active activities should be used in the lesson. For example, English cinema and theater."* (Category: Increasing Activities). Similarly, Participant 13 emphasized the value of interactive methods, saying, *"In English lessons, I think active activities should be increased and mutual group training should be carried out in order to improve our English. I think this way we can speak English more easily and our interest in English can increase."* (Category: Increasing Activities). On the other hand, Participant 2 proposed a change in scheduling by suggesting, *"Maybe lesson times can be organized or we can organize the same lessons on the same day as a whole day."* (Category: Organizing the Course Hours). In line with this, Participant 4 noted, *"I think the hours of English lessons at school should be increased in order to teach English more comfortably. This way we will be more knowledgeable about English."* (Category: Organizing the Course Hours), and Participant 15 added, *"By increasing the lesson hours, we can be more effective with English."* (Category: Organizing the Course Hours). Other participants highlighted the importance of real-life exposure. For instance, Participant 3 expressed, *"Partially sufficient, we can improve by practicing on the spot by having famous people give seminars and making attendance compulsory and making a small trip abroad."* (Category: Organizing Activities to Meet Native Speakers of English), while Participant 11 suggested, *"In teaching English, I think trips abroad can be organized so that we can practice English during these trips."* (Category: Organizing Activities to Meet Native Speakers of English). Lastly, Participant 9 focused on the classroom environment, stating,

“We need to practice in English class. Our teachers should direct us to this. I think this way we can speak English fluently.” (Category: Providing the Opportunity to Practice).

4.2.3.5. Theme 5: Further Comments

When the answers to the question “Do you have any further comments you would like to express on this subject?” are analyzed, it is seen that the theme here is that English satisfaction.

Table 4. 20. Further Comments

Category	Codes	f
Satisfaction	“I don't think there is anything that needs to be done in our school other than what I have explained.”	15

The following student statements reflect a generally positive perception of the English education provided at their school. Participant 3 shared a strong sense of appreciation, stating, *“I feel lucky that our school has a quality education that offers us most of the opportunities, most of our teachers are competent and have developed themselves.”* Similarly, Participant 1 acknowledged the overall quality of instruction while also recognizing that there is always room for improvement: *“English education in our school is good, but of course it can be improved.”* Reinforcing this positive view, Participant 4 expressed contentment with the current state of the English program, noting, *“I don't think there is anything that needs to be done in our school other than what I have explained.”* These remarks suggest that, from the students’ perspectives, the school’s approach to English education is largely effective and well-received.

In the study, as a result of the interviews, the main factors that decrease the motivation of foreign language preparatory school students in the process of learning

English were determined as attendance obligation, excessive class hours, failure to practice, prejudice, changing of teachers, and education by rote. The results of the frequency analysis according to the responses given by the university students are shown in Table 4.21.

Table 4. 21. Factors that decrease motivation in English language learning

Factors	Frequency (f)	Percent (%)
Attendance Obligation	2	13,3
Excessive Class Hours	2	13,3
Failure to Practice	4	26,6
Prejudice	3	20
Changing of Teachers	1	6,8
Education by Rote	3	20

The percentages of the main factors stated by the participants were identified as follows: 26.6% of the participants pointed to failure to practice as a significant factor, while 20% of the participants indicated prejudice and education by rote as key demotivation issues. Additionally, 13.3% of the participants mentioned excessive class hours and attendance obligation as factors that negatively impacted their motivation. Finally, 6.8% of the participants noted the changing of teachers as a contributing factor to their demotivation.

CHAPTER 5: DISCUSSION

5.1. Discussion for Research Question 1

The first research question of the study was “What are the factors that demotivate EFL preparatory school students in the English learning process?”

In the current study, the scale used to identify the sources of demotivation among students developed by Aygün (2017) was utilized in conjunction with a demographic information form at Selçuk University. The study primarily analyzed the results of the subcategories under the factors that reduce university students’ motivation, with each subfactor examined separately. These factors include Form of Instruction, Personal Reasons, Past Experiences, and Features of the Preparatory School Program.

The analysis revealed that the subcategory of *form of instruction* had the highest mean score ($M = 3.94$, $SD = 0.669$), indicating that participants perceived instructional methods as the most significant source of demotivation among the subcategories analyzed. Specific factors contributing to this finding include structural and instructional challenges highlighted by the highest-scoring items. For instance, “Item 13: *The lessons are given beyond our proficiency level*” ($M = 4.29$, $SD = 0.833$) reveals that students feel demotivated when lessons are not tailored to their current abilities, leading to difficulty in comprehension and a mismatch between teacher priorities and student needs. Similarly, “Item 12: *The classrooms are very crowded*” ($M = 4.38$, $SD = 0.824$) reflects the significant impact of overcrowded environments, where noise, limited teacher attention, and challenges in organization undermine motivation. Another prominent factor, “Item 26: *Teachers do not encourage us to participate in the lessons*” ($M = 4.18$, $SD = 0.961$), underscores the importance of teacher-student interaction in fostering engagement. Moderate sources of demotivation, such as dissatisfaction with repetitive teaching methods (“Item 11: *We always study grammar*,” $M = 3.71$, $SD = 1.162$) and the lack of applicability of learned English to academic needs (“Item 2: *English that I learn here does not prepare me for academic English in my department*,” $M = 3.76$, $SD = 1.108$), further emphasize the need for instructional improvement. On the other hand, lower-scoring

items, like “Item 30: *Teachers do not do interesting activities in the lessons*” ($M = 3.41$, $SD = 1.243$), suggest that while some aspects of instruction are less universally criticized, they still require attention to enhance engagement. These findings clearly demonstrate that overcrowded classes, lessons exceeding proficiency levels, lack of encouragement for participation, and the absence of technological integration are major factors driving demotivation. Conversely, less significant factors, such as teachers not conducting interesting activities, indicate areas with more varied student perceptions. The findings can be attributed to structural and instructional challenges within the educational environment. Lessons exceeding students’ proficiency levels likely stem from rigid curricula and insufficient adaptation to diverse skill levels. Overcrowded classrooms diminish teacher-student interaction, making it harder to address individual needs. Additionally, repetitive teaching methods and limited encouragement for participation reflect a lack of innovative strategies and engagement-focused practices. Addressing these instructional challenges through innovative and effective strategies is essential to improving teaching styles and the overall learning experience, ultimately boosting student motivation.

Additionally, *personal reasons* were found to have a high mean score as well ($M = 3.81$, $SD = 0.629$), suggesting that individual challenges play a substantial role in demotivation. Among these challenges, the strongest source of demotivation was opposition to using English as the medium of instruction in their department (“Item 25: *I am not in favor of having English as the medium of instruction in my department*,” $M = 4.43$, $SD = 0.920$). This finding underscores a significant disconnect between students’ preferences and the language policies of their educational programs. Additionally, “Item 29: *The number of words to learn decreases my motivation*” ($M = 3.89$, $SD = 1.145$) and “Item 7: *I do not have any sources to study out of the class*” ($M = 3.87$, $SD = 1.152$) emerged as notable factors, emphasizing the burden of vocabulary acquisition and the lack of external resources as key contributors to demotivation. Moderate sources of demotivation included dissatisfaction with the preparatory school program’s alignment with students’ needs (“Item 4: *Preparatory school program does not appeal to my needs*,”

M = 3.70, SD = 1.320) and external pressures such as familial expectations to complete the program within a year (“Item 10: *My family puts pressure on me to complete the preparatory school program within one year,*” M = 3.62, SD = 1.491). Time constraints for practicing English outside the classroom (“Item 18: *I do not have sufficient time to practice out of the class,*” M = 3.62, SD = 1.229) further highlight the impact of scheduling conflicts on student motivation. On the other hand, items such as “Item 21: *I have the feeling that I just study to pass the preparatory class*” (M = 3.17, SD = 1.331) and “Item 1: *I do not have adequate facilities to practice out of the class*” (M = 3.38, SD = 1.210) had relatively lower mean scores, indicating less widespread dissatisfaction with these aspects. However, these factors still suggest areas for improvement to ensure a more engaging and supportive learning environment. The standard deviation values ranging from 0.920 to 1.491 highlight the variability in student experiences, particularly regarding family pressure to complete the program, where the intensity of the pressure varies significantly among participants. These findings emphasize the importance of addressing personal challenges through measures such as providing adequate study resources, reducing external pressures, and tailoring the curriculum to better meet student needs. In conclusion, personal reasons significantly impact motivation, and this influence can be attributed to the interplay between external pressures, resource availability, and alignment of educational practices with student preferences. Addressing these challenges through psychological support services, enhanced resource access, and more flexible, student-centered policies could mitigate demotivation and lead to improved learning outcomes.

Past experiences ranked slightly lower (M = 3.71, SD = 0.763), reflecting participants’ perceptions of previous negative experiences as another notable source of demotivation. Among these, the statement “Item 16: *I have always had difficulty learning English*” (M = 4.09, SD = 1.072) emerged as the highest source of demotivation, indicating a persistent struggle that students face in mastering the language. The relatively low standard deviation suggests strong consensus among students regarding this challenge. Similarly, dissatisfaction with the lack of progress over time is evident in the statement “Item 5: *I have not learned anything as to English since primary school*” (M =

3.81, SD = 1.336), and inadequate guidance on how to study English, highlighted by the item “Item 8: *I have not been informed how to study English so far*” (M = 3.75, SD = 1.083), further emphasizes the impact of unsupported learning strategies on student motivation. On the other hand, lower-scoring items, such as “Item 31: *We have been learning the same things since primary school*” (M = 3.45, SD = 1.432) and “Item 27: *My English teachers in the past were incompetent in teaching*” (M = 3.44, SD = 1.359), reflect less widespread dissatisfaction but still indicate areas that warrant improvement. The relatively high standard deviations for these items suggest more varied opinions among students, possibly due to differences in individual experiences. The range of mean scores (3.44 to 4.09) indicates a moderate to high level of demotivation stemming from past experiences, with varying degrees of consensus as shown by standard deviation values (1.072 to 1.432). The reasons for these findings could stem from systemic and instructional shortcomings in English language education. Persistent struggles may result from insufficiently tailored teaching methods and inadequate early intervention to address foundational gaps. The lack of progress over time and repetitive learning could reflect outdated curricula and a failure to adapt to evolving educational needs. Inadequate guidance on study strategies may be due to a lack of teacher training in personalized instruction or a limited focus on self-directed learning skills. Additionally, varying experiences with teacher competency could be influenced by inconsistent teacher qualifications and support across different schools and regions.

The features of the preparatory school program had the lowest mean score among the subcategories (M = 3.38, SD = 0.942), indicating that while these factors contribute to demotivation, their impact is relatively less significant compared to other categories. However, within this subcategory, certain elements stand out as notable sources of demotivation. The item “Item 32: *There is a gap between what we learn in the class and difficulty level of exams*” (M = 3.96, SD = 0.970) had the highest mean score, suggesting that discrepancies between classroom instruction and the complexity of exams are perceived as the most significant challenge. The relatively low standard deviation reflects strong agreement among students on this issue, emphasizing the need to align instructional

content with assessment standards. Other factors contributing to demotivation include the intensity of the curriculum, as highlighted by “Item 28: *Weekly syllabuses are quite intensive*” ($M = 3.41$, $SD = 1.389$) and “Item 17: *The great number of exams affects my motivation negatively*” ($M = 3.40$, $SD = 1.320$). These findings reflect concerns about workload and the frequency of assessments. Similarly, the number of course hours (“Item 22: *Course hours are quite a lot,*” $M = 3.35$, $SD = 1.450$) adds to the perception of program intensity, although the variability in responses suggests mixed opinions among participants. Conversely, the statement “Item 3: *Compulsory attendance decreases my motivation*” ($M = 2.79$, $SD = 1.481$) had the lowest mean score, indicating that this factor is less significant for most students. However, the high standard deviation suggests greater variability in perceptions about mandatory attendance, indicating that it may still impact specific subsets of students. While the preparatory school program features have a lower overall effect on demotivation, these findings suggest that elements such as misalignment between instruction and exams, workload, and program intensity require attention. The reasons for these findings could derive from several systemic and programmatic issues. The misalignment between instruction and exam difficulty likely arises from poor coordination between curriculum developers and assessment designers, leading to a disconnect between what is taught and what is tested. The perception of an overly intensive curriculum may be due to unrealistic pacing or a lack of prioritization in content delivery. Frequent exams and high course hours could reflect an emphasis on quantity over quality, potentially overwhelming students without enhancing learning outcomes. Mixed responses to mandatory attendance suggest varying student needs and external factors such as work or personal commitments influencing perceptions. To address these challenges, program contents should be reviewed, and adjustments should be made based on student feedback to ensure better alignment between classroom learning, assessments, and the overall demands of the program. This approach could help create a more balanced and motivating learning environment.

As a result, the findings across the four key sources of demotivation (*form of instruction, personal reasons, past experiences, and features of the preparatory school*

program) highlight a multifaceted challenge in creating a supportive and engaging learning environment. Instructional methods emerged as the most significant source of demotivation, with factors such as lessons exceeding proficiency levels and overcrowded classrooms undermining student engagement. Personal challenges, including opposition to English as the medium of instruction and inadequate study resources, also played a substantial role, emphasizing the importance of addressing individual differences and providing tailored support. Past experiences, such as persistent struggles with learning English and inadequate guidance, further highlight the lasting impact of negative educational encounters on motivation. While the features of the preparatory school program contributed less to overall demotivation, issues such as the misalignment between classroom content and exam difficulty, and curriculum intensity, remain critical areas for improvement. These findings underscore the need for a holistic approach that addresses both structural and individual factors. Recommendations include aligning instructional content with assessment levels, introducing innovative teaching methods, reducing curriculum intensity, and enhancing psychological and academic support services. By addressing these interconnected issues, educators can create a more inclusive, engaging, and motivating learning environment that fosters student success.

The findings related to the first research question in this study do not fully align with the results reported by Aygün (2017). In her study, Aygün concluded that students' motivation was most negatively affected by the features of the preparatory school program, followed by past experiences related to learning English, personal reasons, and, least of all, the form of instruction. This ranking differs from the current study, in which personal reasons were found to be a stronger source of demotivation. Interestingly, despite the assumption that private universities may provide more supportive and resource-rich learning environments, Aygün's data—which includes students from both public and private institutions—showed higher levels of demotivation linked to institutional features. One might expect the opposite: that enhanced instructional variety and facilities in private institutions would lower demotivation. This unexpected finding could be attributed to heightened expectations among private university students, who may become more easily

dissatisfied when institutional offerings fall short. It may also reflect greater academic pressure or misalignment between student expectations and curricular goals in private settings. On the other hand, the current study, conducted in a public university, suggests a more uniform perception of institutional features—possibly due to lower initial expectations or more consistent instructional delivery across public settings.

The findings obtained in the present study regarding the first research question partially align with those of Muhonen (2004). In her study, Muhonen (2004) analyzed the demotivational factors affecting students' learning of English as a second language using both quantitative and qualitative methods. Her analyses revealed that the primary source of demotivation was the teacher. Within the teacher category, she examined factors such as teaching methods, lack of competence, and personal characteristics, identifying the teacher as the main source of demotivation for students. Other sources of demotivation were determined in the following order: learning materials, school environment, the students' own characteristics, and negative attitudes towards English. These findings were found to align with those of the present study. While the demotivational factors are not entirely different, their rankings show some variation. This could be attributed to differences in educational systems, cultural contexts, and personal characteristics between countries. However, the fact that similar factors negatively impact students' language learning in both countries suggests that this issue might be regarded as a universal problem.

Regarding the first research question, the findings of the present study strongly align with those of Trang and Baldauf (2007), who categorized demotivational factors in English language learning into internal and external domains. In their study, external factors accounted for 64% of the demotivation sources, with teacher-related issues—particularly teaching methods—emerging as the most dominant cause (26%). This is consistent with the current study's identification of the form of instruction as the most significant demotivating factor ($M = 3.94$), supported by high ratings for items such as lessons exceeding students' proficiency levels and overcrowded classrooms. Both studies

highlight how unresponsive, monotonous, or overly difficult instructional practices diminish student motivation, suggesting a cross-contextual pattern in the influence of teaching styles. Moreover, Trang and Baldauf reported that teacher behavior and competence, including favoritism, disinterest, and strictness, were notable contributors—an observation echoed in this study through students' negative perceptions of limited teacher encouragement and lack of interaction ("teachers do not encourage us to participate," $M = 4.18$). The recurrence of these issues across contexts underscores the central role of teachers in shaping motivational outcomes. In terms of internal or personal factors, Trang and Baldauf emphasized experiences of failure (17%) and negative attitudes toward English (16%) as primary internal demotivators. Similarly, the present study identified personal reasons ($M = 3.81$) as the second most influential category, with students reporting demotivation stemming from opposition to English as the medium of instruction, vocabulary burden, and lack of study resources. The similarity in internal motivational barriers points to the universal impact of learners' self-perceptions and emotional responses, regardless of educational setting. However, one point of divergence lies in the relative emphasis on assessment-related issues, which were minimally reported in Trang and Baldauf's work (1%) but appeared more prominently in the present study through concerns about the misalignment between classroom content and exam difficulty ($M = 3.96$). This may reflect contextual differences in institutional assessment design or curriculum coordination. Both studies converge on the primacy of instructional and teacher-related demotivators, while also revealing that internal struggles such as language anxiety and disengagement continue to play a substantial role. These shared patterns highlight the importance of teacher training, differentiated instruction, and affective support mechanisms, particularly in preparatory language programs where learner diversity is high and instructional pressure is intense.

Falout et al., (2009) focused on different perspectives that demotivate students in their studies. However, in the recommendations of the study results, they emphasized that teachers should adopt more motivating pedagogical strategies and create more student-centered and socially interactive classroom environments. The findings of this study focus

on the factors influencing demotivation in the process of learning English as a foreign language. The results reveal that the most significant demotivating factor for students is the grammar-translation methodology, which is widely practiced in Japan. This approach negatively impacts students' motivation and engagement. Additionally, the study identifies a correlation between past experiences of demotivation and current language proficiency. Students who employ effective self-regulation strategies demonstrate higher levels of proficiency, while those with lower proficiency are more affected by internal factors such as self-denigration. Furthermore, students with lower proficiency levels exhibit less capacity for self-regulation when facing demotivation. They are less likely to engage in activities that enhance intrinsic motivation. These findings have common points regarding the first research problem of the current study. For example, in this study, form of instruction was found to be the highest demotivating factor. According to this finding, teachers developing new pedagogical strategies can increase motivation. Demotivating factors related to students' personal characteristics can be reduced with student-centered approaches.

The findings of the study of Kikuchi (2009), are highly similar to the findings of the first research problem of the current study. The study of Kikuchi (2009), identifies key factors that demotivate Japanese high school students in learning English. Teacher-related issues, such as the grammar-translation method, unclear pronunciation, and critical attitudes, were significant contributors. Additionally, the focus on rote memorization for tests and high-stakes university entrance exams further discouraged students. Textbooks were often described as outdated, uninteresting, and difficult to comprehend, while the reliance on unhelpful reference materials compounded the problem. Environmental factors, including large class sizes and inadequate facilities, also played a role. Overall, the findings highlight the need for more engaging, communicative, and student-centered approaches in English education to address these challenges. These findings, similar to both previous different research findings and the findings of the current study, indicate that there are common demotivating factors in students learning English as a second language internationally.

When comparing the quantitative findings of this study with those of Bekleyen (2011), both identify instructional and structural challenges as key demotivating factors in EFL learning. In this study, the most significant demotivators were form of instruction, personal reasons, and past experiences, with students struggling due to overcrowded classrooms, lessons exceeding proficiency levels, and repetitive teaching methods. Similarly, Bekleyen (2011) found that students were demotivated by inadequate classroom equipment, difficult coursebooks, and past negative language learning experiences. However, a key difference lies in career-related motivation. The findings of this study do not highlight career concerns as a major demotivator, whereas Bekleyen (2011) found that students lacked motivation because they believed English was unnecessary for their future careers. This suggests that career relevance plays a crucial role in motivation, particularly in non-language-focused academic programs. Additionally, while this study identified teacher-student interactions as a factor affecting motivation, Bekleyen (2011), found that teachers were not a major source of demotivation. This difference may stem from varying teaching styles or differences in student expectations between general preparatory programs and field-specific English courses. Overall, both studies emphasize the importance of improving instructional approaches and addressing structural limitations. However, while this study suggests that curriculum misalignment and personal struggles are key demotivators, Bekleyen (2011) highlights career relevance and resource limitations as more significant concerns.

The findings of Kaivanpanah & Ghasemi (2011), offer meaningful points of comparison with the present study, as both explore the multi-dimensional nature of demotivation in English language learning. One of the most notable areas of alignment lies in the emphasis on instructional content, materials, and classroom facilities as a primary source of demotivation. In their study, grammar-heavy materials, lack of engaging audiovisual resources, and limited access to technological tools were cited as major issues—paralleling the current study's identification of the form of instruction as the most demotivating factor ($M = 3.94$). Items such as lessons being beyond learners' proficiency level and overcrowded classrooms reflect similar concerns about instructional

mismatch and inadequate learning conditions. Both studies also underline the crucial role of teachers in influencing learner motivation. Kaivanpanah & Ghasemi (2011), emphasize how teaching style and classroom behavior can either support or hinder student engagement, a theme mirrored in the current study's finding that teachers failing to encourage participation ($M = 4.18$) is a significant demotivator. These parallel observations reinforce the conclusion that pedagogical strategies and interpersonal dynamics between teachers and students are vital components of a motivating language learning environment. Another point of intersection is the impact of learners' past failures, particularly in vocabulary acquisition and exam performance, which Kaivanpanah & Ghasemi (2011) identified as damaging to student confidence and persistence. This aligns closely with the past experiences dimension in the current study ($M = 3.71$), where participants cited long-standing difficulties in learning English and inadequate guidance on study methods. These patterns highlight the long-term effects of early negative academic experiences on future motivation. However, the two studies diverge in their attention to sociocultural attitudes. Kaivanpanah & Ghasemi (2011) found that negative perceptions of English-speaking communities and the compulsory nature of language learning contributed to demotivation—factors that were less prominent in the current study. This contrast may stem from contextual differences in how English is positioned socially and institutionally in Iran versus Türkiye. While both countries promote English for academic mobility, the perceived cultural relevance or acceptance of English may vary among learners. In conclusion, although the categorization and cultural framing of demotivation differ slightly, both studies emphasize similar underlying themes, uninspiring instruction, teacher-related issues, personal failure, and resource limitations. These commonalities highlight the need for more engaging, inclusive, and learner-centered pedagogical approaches across different EFL contexts.

The findings of Ünal & Yanpar Yelken (2016) share significant parallels with the present study, particularly in identifying teacher-related factors as one of the most prominent sources of demotivation among Turkish preparatory school students. In both studies, teachers' personality, teaching competence, and attitude toward students emerge

as key elements influencing learners' engagement. In the current study, this is reflected in high mean scores for items such as teachers failing to encourage participation ($M = 4.18$) and lessons being delivered beyond students' proficiency levels ($M = 4.29$), which align closely with the earlier study's emphasis on the impact of teacher behavior and instructional approach. Both studies also underscore the role of students' internal perceptions, such as lack of interest in English, low self-esteem, and experiences of failure, as contributors to demotivation. This corresponds with the "personal reasons" and "past experiences" categories in the present research ($M = 3.81$ and $M = 3.71$, respectively), where participants reported discouragement due to pressure to succeed, prior language struggles, and disconnection from English as an academic requirement. The similarity in these findings highlights the recurring role of affective factors, such as confidence and perceived language value, in shaping learners' motivational states. Furthermore, Ünal & Yanpar Yelken (2016) highlight learning materials and classroom environment, noting the absence of instructional technologies and student-centered practices as barriers to motivation. These observations are consistent with the present study's emphasis on overcrowded classrooms ($M = 4.38$) and repetitive or outdated instructional methods as demotivators. The mutual identification of these structural challenges points to a systemic issue in Turkish preparatory programs, where rigid curricula and insufficient integration of modern pedagogical tools limit learner engagement. However, while both studies report demotivation related to exam pressure and failure, Ünal & Yanpar Yelken (2016) place greater emphasis on the lack of technological and pedagogical innovation, whereas the present study highlights the misalignment between instructional content and assessment standards ($M = 3.96$) and curricular overload. This difference may reflect institutional variations in program design, where resource allocation and exam frameworks differ between universities. Collectively, the convergence between the two studies reinforces the significance of both teacher quality and student perception in language motivation, while contextual differences in curriculum structure and instructional resources may explain minor discrepancies. Together, the findings emphasize the need for a comprehensive, student-centered reform

in preparatory education that simultaneously addresses instructional practices, emotional support, and resource development.

Upon analyzing the quantitative findings of this study alongside those of Huwari et al. (2023), several similarities and differences emerge regarding the key demotivating factors in EFL learning. Both studies identify classroom-related factors, instructional challenges, and student attitudes as significant contributors to demotivation. However, the relative impact of these factors differs between the two studies, reflecting variations in educational settings and student perceptions. A key similarity is the importance of classroom environment in shaping motivation. The findings of this study reveal that form of instruction was the most significant demotivating factor, with students citing overcrowded classrooms, lessons exceeding their proficiency levels, and lack of encouragement from teachers. Similarly, Huwari et al. (2023) found that classroom atmosphere was the most impactful demotivating factor among Jordanian EFL learners. This suggests that both structural and environmental aspects of the classroom setting play a critical role in students' language learning experiences. Addressing issues such as class size, teaching strategies, and student engagement may help reduce demotivation in both contexts. Another common finding is the role of instructional materials and course content in affecting motivation. The findings of this study indicate that students struggled with misalignment between instruction and their academic needs, repetitive teaching methods, and a demanding curriculum. Similarly, Huwari et al. (2023) found that course content and materials were significant demotivators, implying that the way English is taught and the materials used can either engage or discourage students. Both studies highlight the need for curriculum adjustments that align with student proficiency levels and learning preferences. Despite these similarities, a notable difference is the impact of personal factors on demotivation. The findings of this study show that personal reasons, such as opposition to English as the medium of instruction, difficulty adapting to different teaching styles, and external pressures like family expectations and time constraints, significantly contributed to demotivation. In contrast, Huwari et al. (2023) found that lack of self-confidence and interest were the least impactful demotivating factors among

Jordanian students. This suggests that while external pressures and personal challenges are more prominent in the Turkish preparatory school context, Jordanian students may be more affected by external classroom conditions than by their intrinsic motivation levels. Another difference lies in the role of grades in shaping motivation. While the findings of this study do not highlight grades as a primary demotivating factor, Huwari et al. (2023), found that the effects of poor grades were a notable source of demotivation. This suggests that assessment methods and grading policies may play a more critical role in student motivation in Jordan compared to the Turkish preparatory school setting. Overall, both studies emphasize the influence of classroom-related and instructional factors on student motivation, but the relative importance of personal factors and grading systems differs between contexts. The findings of this study suggest that reducing instructional rigidity, improving course alignment with proficiency levels, and addressing external pressures could help mitigate demotivation. Meanwhile, Huwari et al. (2023) indicate that enhancing classroom atmosphere and refining assessment strategies may be key solutions for Jordanian students. This comparison highlights the importance of context-specific interventions to address demotivation in EFL learning.

In conclusion with regard of first research question, the findings across studies highlight that form of instruction and individual challenges emerge as the most significant sources of demotivation among learners. The high mean scores for these factors underscore the necessity of optimizing teaching styles and addressing students' personal problems through innovative educational strategies and psychological support services. While past negative experiences also contribute notably to demotivation, fostering positive learning experiences can mitigate their impact. Lastly, although the features of the preparatory school program have a relatively lower influence on demotivation, their importance should not be overlooked, as they may interact with other factors to exacerbate the issue. Overall, these results emphasize the need for a comprehensive approach that focuses on enhancing instructional quality, addressing individual differences, and creating a supportive learning environment.

5.2. Discussion for Research Question 2

The second research question of the study was: “Are there significant differences between the factors that reduce the motivation of EFL preparatory school students in the English learning process and their demographic characteristics?”

For the second research problem’s first sub-problem (2a) regarding how students’ demotivational levels differ according to age, the ANOVA analysis results showed that there were no statistically significant differences in demotivation levels among age groups across all measured factors, including overall demotivation ($F = 0.190$, $p = 0.903$), personal reasons ($F = 0.174$, $p = 0.914$), past experiences ($F = 0.648$, $p = 0.585$), features of the preparatory school ($F = 0.674$, $p = 0.569$), and the form of instruction ($F = 1.260$, $p = 0.291$). While slight variations in mean scores existed—for example, the 30+ age group scoring higher in past experiences and features of the preparatory school—these differences were not statistically significant ($p > 0.05$). This indicated that demotivation factors were perceived relatively consistently across all age groups. This could be due to the shared nature of the learning environment, curriculum design, and teaching methods, which affect students similarly regardless of age. The slight variations observed, such as higher scores in past experiences among older students, may stem from accumulated prior educational challenges or differing expectations. However, these differences are not significant enough to indicate age as a major determinant of demotivation, reinforcing the idea that structural and instructional factors are the primary drivers of demotivation across all age groups. This finding contrasts with Ghenghesh (2010), who reported a significant decline in motivation with increasing age among students learning English as a foreign language. In her study, students in higher grades (Grades 9 and 10) scored significantly lower on several motivational variables, including integrative orientation, attitudes towards studying English, and satisfaction with learning. These declines were corroborated by qualitative interview data, in which older learners consistently expressed diminished interest and engagement compared to younger students. Ghenghesh (2010), attributed this drop to several external factors, especially teacher-related and course-

specific issues, such as unengaging instruction and lack of support. The contrast between these findings and the current study's results may stem from differences in educational settings and age range definitions. While Ghenghesh (2010), focused on secondary school students experiencing developmental shifts in motivation, the participants in the current study—university preparatory students—may already possess more stabilized academic attitudes and a shared institutional context that buffers age-related variation in demotivation. Thus, while Ghenghesh's (2010) study points to a temporal decline in L2 motivation during adolescence, the present findings suggest that institutional uniformity at the university level may neutralize such effects, resulting in relatively consistent demotivation levels across age groups.

According to sub-problem (2b), the ANOVA analysis disclosed no statistically significant differences in demotivation levels between genders across all examined factors. The mean scores for females and males were nearly identical, including overall demotivation ($F = 0.042$, $p = 0.959$), personal reasons ($F = 0.316$, $p = 0.729$), past experiences ($F = 0.208$, $p = 0.812$), features of the preparatory school ($F = 0.024$, $p = 0.976$), and the form of instruction ($F = 0.117$, $p = 0.890$). These findings point out that gender does not significantly impact students' experiences of demotivation, as both males and females exhibit similar perceptions and mean scores across all categories. Both males and females are exposed to the same curriculum, teaching methods, and institutional structures, which likely contribute to their similar perceptions of demotivation. This uniformity may also reflect the broader trend of equal access to and participation in education, minimizing gender-based disparities in experiences within this context. This finding do not align with Akay's (2017) study, which found that female high school students were more unmotivated. However, in the current study, gender was not a factor in motivation reduction among university students. The difference between Akay's (2017) study and the current research regarding the impact of gender on demotivation could be attributed to differences in educational context, socio-cultural factors, and sample characteristics. Akay's (2017), study focused on high school students, where external pressures and gender roles may have a stronger influence, while the current study involved

university students, who typically have greater autonomy and maturity. Additionally, socio-cultural shifts over time may have reduced gender disparities in education. Variations in sample size, demographics, or institutional settings could also account for the differing results. Similarly, Han et al. (2019) reported statistically significant gender-based differences in certain demotivating factors. Specifically, their t-test analysis revealed that female students experienced higher levels of demotivation than males in relation to class characteristics and experiences of failure. This discrepancy may be attributed to the differing sensitivity levels, self-perceptions, or learning expectations of female learners, as Han et al. (2019) noted that personal issues such as anxiety and lack of self-confidence were more frequently cited by female participants. The divergence between the Han et al. (2019)'s study and current study could also stem from differences in sample demographics, institutional culture, or measurement instruments. While the present study emphasizes a trend toward gender equality in educational experiences and motivational challenges Han et al. (2019) findings highlight that gendered experiences of demotivation may still persist in some contexts, particularly in areas related to classroom dynamics and emotional resilience.

Related to sub-problem (2c) regarding how students' demotivational levels differed according to marital status, the ANOVA analysis revealed no statistically differences in demotivation levels among marital status groups across all examined factors. The mean scores for single (3.76), married (3.88), and divorced (3.91) individuals were relatively close, including overall demotivation ($F = 0.070$, $p = 0.933$), personal reasons ($F = 0.264$, $p = 0.768$), past experiences ($F = 0.222$, $p = 0.801$), features of the preparatory school ($F = 0.730$, $p = 0.470$), and the form of instruction ($F = 0.048$, $p = 0.953$). These findings demonstrate that marital status does not significantly impact students' experiences of demotivation, as individuals across different marital statuses exhibit similar perceptions and mean scores across all categories. This could be because all students, regardless of their marital status, face similar challenges in the learning environment, such as curriculum structure, teaching methods, and institutional policies. The relatively close mean scores suggest that factors contributing to demotivation are more influenced by

shared academic and structural conditions rather than personal life circumstances like marital status.

For the sub-problem (2d), ANOVA analysis displayed statistically significant differences in demotivation factors across proficiency levels ($F = 3.062$, $p = 0.019$). Elementary-level students reported the highest mean score (4.33), while intermediate-level students reported the lowest mean score (3.55). Statistically significant differences were also found for *past experiences* ($F = 2.549$, $p = 0.042$), *features of the preparatory school* ($F = 3.418$, $p = 0.011$), and the *form of instruction* ($F = 3.674$, $p = 0.007$). However, *personal reasons* did not show a significant difference ($F = 1.910$, $p = 0.112$). The higher levels of demotivation among elementary-level students likely stem from their limited foundational skills, which make language learning more challenging and frustrating. They may struggle to keep up with instruction, feel overwhelmed by assessments, or face a significant gap between their current abilities and curricular demands. Additionally, inadequate support structures, such as lack of individualized attention or tailored teaching methods, may exacerbate these challenges. Findings suggest students at lower proficiency levels, particularly elementary-level students, experience higher levels of demotivation compared to students at intermediate or higher levels, suggesting the need for targeted support at the foundational stages of learning. These findings are strongly supported by Zou and Xu (2016), who identified a clear relationship between learners' English proficiency and their experience of demotivation. Their study, which examined vocational college students in China, found that students with lower proficiency levels reported significantly higher levels of demotivation. Specifically, "learning failures" were cited as a critical demotivating factor among less proficient learners, including frequent struggles with vocabulary, grammar, and general comprehension. The study also highlighted that inappropriate handling of learning materials and traditional teaching styles disproportionately affected lower-level students, as these approaches failed to meet their foundational learning needs. This supports the current study's interpretation that elementary-level learners may feel overwhelmed by academic demands and lack the necessary support, which contributes to their elevated demotivation scores. Moreover,

Zou and Xu (2016), emphasized that demotivation in lower proficiency groups was exacerbated by a lack of intrinsic motivation and an uninspiring classroom environment, factors that mirror the challenges identified in this study. Thus, both sets of findings converge to underline the critical need for differentiated instruction and targeted interventions for students at lower English proficiency levels.

The ANOVA analysis indicated no statistically significant differences in demotivation levels across different faculties (2e). The mean scores were similar, including overall demotivation ($F = 0.207$, $p = 0.934$), *personal reasons* ($F = 0.468$, $p = 0.759$), *past experiences* ($F = 1.394$, $p = 0.239$), *features of the preparatory school* ($F = 0.218$, $p = 0.928$), and *the form of instruction* ($F = 0.304$, $p = 0.875$). The lack of statistically significant differences in demotivation levels across different faculties suggests that the factors driving demotivation are not faculty-specific but are instead rooted in shared experiences within the preparatory school context. All students, regardless of their faculty, are exposed to the same curriculum, teaching methods, and institutional structures, leading to consistent perceptions of demotivation. Additionally, the preparatory school environment likely standardizes learning conditions, minimizing variability in demotivation factors across faculties. This uniformity indicates that structural and instructional elements, rather than faculty-related differences, are the primary contributors to student demotivation. This result is supported by the findings of Göksel & Adıgüzel (2022), who also reported no statistically significant differences across faculties in relation to learner autonomy and attitudes towards online education among English preparatory school students. Their study, which included students from five different faculties—Engineering, Forestry, Business, Education, and Political Science—used Kruskal-Wallis analysis and found that neither learner autonomy levels nor attitudes toward online learning significantly varied by faculty ($p > .05$). This consistency across faculties suggests that shared institutional practices, such as a centralized preparatory program with uniform curricula and teaching models, may neutralize the potential impact of disciplinary background on students' learning attitudes and motivational states. These findings align with the current study's conclusion that demotivation is shaped more by

structural and instructional factors than by faculty-specific influences. It further supports the notion that the preparatory school context tends to create a standardized educational environment, leading to homogenous experiences among students, regardless of their academic departments.

The analysis of the sub-problem (2f) showed no statistically significant differences in demotivation levels among students from different high school types. The mean scores for Anatolian High School (3.76), Science High School (3.95), and Other schools (3.74) were very close, including overall demotivation ($F = 0.124$, $p = 0.883$), *personal reasons* ($F = 0.155$, $p = 0.857$), *past experiences* ($F = 1.917$, $p = 0.151$), *features of the preparatory school* ($F = 0.633$, $p = 0.533$), and *the form of instruction* ($F = 0.036$, $p = 0.964$). Gömleksiz (2002) found in his study that half of the students did not begin university with a good level of foreign language proficiency. One of the main reasons for this was that foreign language courses in high school were either taught by teachers outside their field of expertise or passed without actual instruction. One possible reason could be that the preparatory school environment imposes a standardized curriculum, teaching methods, and assessment practices that overshadow any differences in educational experiences from various high schools. As a result, students from Anatolian, Science, and other high schools face similar challenges, such as instructional misalignment or workload, which affect their motivation uniformly. Another reason could be that the gap between high school and university-level education levels the playing field, as students from all backgrounds may equally struggle with adapting to the demands of the preparatory school regardless of their prior education. This result is consistent with the findings of Erdin & Akar (2020), who also reported no statistically significant differences in demotivation levels based on the type of high school students graduated from. Their One-Way ANOVA analysis showed that students from Anatolian High Schools, Science High Schools, Religious High Schools, Private High Schools, and Vocational-Technical High Schools all demonstrated similar levels of demotivation ($p > .05$). This suggests that, despite differing educational backgrounds, students entering preparatory school encounter a common instructional environment that minimizes the effects of prior schooling on their motivation. Just as in

the current study, Erdin & Akar (2020), argued that structural and instructional factors—such as course content, teaching quality, and the uniform nature of the preparatory program—play a larger role in shaping student motivation than do differences in high school education. Both studies reinforce the notion that the preparatory school experience tends to “level the playing field,” creating uniform motivational challenges across diverse high school backgrounds.

Sub-problem (2g) showed statistically significant differences in demotivation levels across regions for overall demotivation ($F = 2.499$, $p = 0.025$) and *personal reasons* ($F = 2.328$, $p = 0.036$). Students from Southeastern Anatolia reported the highest levels of demotivation (4.36 overall), while students from the Black Sea region reported the lowest (3.01 overall). However, no significant differences were found for *past experiences* ($F = 1.627$, $p = 0.144$), *features of the preparatory school* ($F = 1.124$, $p = 0.352$), or *the form of instruction* ($F = 2.165$, $p = 0.050$). Findings suggest that regional differences may influence students' overall demotivation and personal reasons for demotivation, possibly due to socio-economic or educational disparities. Cultural factors and varying regional attitudes toward education may also contribute to these differences. In her study, Ekinici (2017) emphasizes the importance of the language learning process not being independent of the cultures of individuals and the geography in which they grew up and the effectiveness of these elements in language learning.

Analysis of Sub-problem (2h) revealed no statistically significant differences in demotivation levels based on the mother's education level across all factors. The mean scores were consistent, including overall demotivation ($F = 0.130$, $p = 0.992$), *personal reasons* ($F = 0.306$, $p = 0.933$), *past experiences* ($F = 0.142$, $p = 0.990$), *features of the preparatory school* ($F = 0.373$, $p = 0.895$), and *the form of instruction* ($F = 0.285$, $p = 0.943$). These findings point out that students may rely more on institutional support and personal effort in this context, reducing the influence of the mother's educational background on their motivation. This consistency highlights the equalizing effect of the educational environment on students' perceptions of demotivation.

For the second research problem's last sub-problem (2i) regarding how students' demotivational levels differed according to their father's education level, the ANOVA analysis revealed a statistically significant difference for the *features of preparatory school* ($F = 3.920$, $p = 0.002$), with students whose fathers had a university degree reporting higher demotivation (3.71) compared to those whose fathers held a master's degree (2.25). However, no significant differences were observed for overall demotivation ($F = 2.263$, $p = 0.052$), *personal reasons* ($F = 1.709$, $p = 0.137$), *past experiences* ($F = 0.594$, $p = 0.705$), or *the form of instruction* ($F = 1.575$, $p = 0.171$). These findings indicate that while the father's education level may slightly influence perceptions of preparatory school features, it does not significantly impact other demotivation factors. Similarly, Arıcı (2012), in his study, emphasizes that the family's educational background significantly impacts children's language development. A rich and nurturing family environment fosters not only linguistic but also psychosocial, moral, and cognitive growth. When parents actively engage in their child's education—providing exposure to verbal and cultural content, such as stories, songs, and diverse vocabulary—their children benefit from improved language skills and lifelong learning habits. Conversely, a lack of parental involvement or a low-education household environment poses challenges, potentially hindering a child's language acquisition and overall development. The study highlights the importance of parents' educational level in shaping a supportive, resourceful, and interactive home learning atmosphere.

The difference in demotivation levels based on the father's education level but not the mother's may reflect differing societal or cultural roles traditionally associated with parental education. In many contexts, fathers with higher education levels might have greater expectations for their children's academic performance, potentially contributing to students feeling more pressure or dissatisfaction, particularly regarding institutional features like the preparatory school. This could explain why students whose fathers have a university degree report higher demotivation compared to those with fathers holding advanced degrees, as the expectations might be more demanding but not paired with additional support or understanding. On the other hand, the mother's education level might

not yield significant differences because maternal influence may be perceived as more emotionally supportive rather than academically demanding in such contexts, leading to a more consistent impact across education levels. These findings suggest that the preparatory school's features may interact more with expectations and pressures tied to paternal education levels, whereas general factors of demotivation remain consistent regardless of parental education levels.

When comparing the overall quantitative findings of this study with those of Han et al. (2019), both identify class characteristics, instructional factors, and personal struggles as key sources of demotivation in EFL learning. In this study, form of instruction was the most significant demotivating factor, with students highlighting overcrowded classrooms, misaligned instruction, and repetitive teaching methods. Similarly, Han et al. (2019) found that class characteristics, large class sizes, and an exam-oriented education system negatively impacted motivation. These similarities suggest that structural issues in the Turkish higher education system continue to play a critical role in shaping student motivation. However, a key difference is the role of gender in demotivation. While this study found no significant impact of gender on demotivation levels, Han et al. (2019) reported that female students were more demotivated than males, particularly in relation to classroom characteristics and failure experiences. This contrast may stem from differences in sample composition or contextual factors affecting gender-related perceptions of English learning. Another difference lies in the impact of peer influence. While this study focuses on personal and instructional challenges, Han et al. (2019) identified negative peer attitudes as an additional source of demotivation. This suggests that social learning dynamics may influence motivation levels, particularly in environments where students feel unsupported or judged. Both studies emphasize the importance of enhancing classroom environments and instructional methods to reduce demotivation. While this study highlights curriculum alignment and structural improvements, Han et al. (2019) further suggests that addressing peer dynamics and gender-related differences may also help improve student engagement in EFL learning.

Aygün's (2017) study and the findings of current research share several commonalities in identifying the major demotivational factors affecting English language learning among Turkish preparatory school students. Both studies reveal that instructional methods, personal reasons, past experiences, and the preparatory school program's structure are significant sources of demotivation. Additionally, in both studies, faculty type and high school type were found not to have a statistically significant effect on students' demotivation levels, suggesting that demotivational factors are more deeply rooted in individual and institutional experiences rather than the type of faculty or prior educational background. Aygün's (2017) study and current research also align in showing that students at beginner proficiency levels experience higher levels of demotivation compared to intermediate and upper-intermediate students. This common finding suggests that as students progress in their language proficiency, their confidence in learning English increases, reducing the impact of certain demotivational factors. Additionally, both studies highlight that negative past experiences, particularly with teachers, play a crucial role in shaping students' attitudes toward learning English. The presence of ineffective teaching methods, a lack of engaging instructional materials, and rigid curricular structures were also emphasized in both studies as major contributors to demotivation. However, some differences emerge between the two studies, particularly regarding the weight of individual factors in demotivation. While Aygün (2017) found that features of the preparatory school program, such as the intensity of the curriculum, compulsory attendance policies, and exam pressure, had a notable impact on students' motivation, the present study suggests that form of instruction played the most dominant role. This discrepancy could stem from contextual differences in institutional policies and student demographics. This could be also attributed to the fact that students with more educated parents might have had greater exposure to English outside the classroom, reducing their dependence on formal instruction. The present study was conducted at Selçuk University, where the preparatory school system might differ in its regulations and expectations from those in Aygün's (2017) research setting. Additionally, regional variations and differences in students' backgrounds could have influenced the emphasis on personal factors in this

study. Another notable distinction is that Aygün's (2017) findings placed no emphasis on gender, age, marital status, regional background, and parental education levels as variables affecting demotivation, whereas the present study suggests that students' gender, age, marital status, regional background, and parental education levels besides proficiency level, university type, highschool type and faculty type may have an indirect influence on their approach to English learning. Overall, while both studies confirm the overarching role of instructional methods, past experiences, and personal challenges in shaping demotivation, the differences in findings highlight the importance of considering institutional and individual factors together. The emphasis on personal reasons in this study suggests that addressing students' psychological barriers and learning anxieties through more student-centered teaching approaches could be an effective strategy to reduce demotivation. Additionally, future research could further explore how contextual factors, such as institutional policies shape students' experiences in preparatory school programs.

In conclusion, the analysis revealed that demographic factors such as age, gender, marital status, faculty of enrollment, high school type, and mother's education level did not significantly influence students' demotivation levels. However, proficiency level and region of origin were found to have statistically significant effects, with elementary-level students and those from Southeastern Anatolia reporting higher levels of demotivation. Additionally, the father's education level showed a significant impact on perceptions of preparatory school features but not on other demotivation factors. Overall, the findings suggest that while some demographic variables influence specific aspects of demotivation, most factors are perceived consistently across diverse student groups.

5.3. Discussion for Research Question 3

The third research question of the study was: "What are the EFL preparatory school students' opinions about their demotivational factors in the process of learning English?" In order to obtain information on the third research question of the study, students' opinions on the subject were obtained through interviews. Based on the findings obtained

from the interviews conducted within the scope of the study, five themes were identified. These include “*Factors Affecting Motivation Negatively, Personal Reasons Contributing to Demotivation, Increasing Motivation in the Learning Process Individually, Increasing Motivation at Our School, and Further Comments.*” In this context, the following findings were obtained.

The first theme of the qualitative part of the study is factors affecting motivation negatively, and the findings reveal several key factors that affect students’ motivation to learn English. The theme is categorized as attendance obligation, excessive class hours, failure to practice, prejudice, changing teachers, and education by rote. Attendance obligation emerged as a demotivating factor, with students expressing frustration about being required to attend all classes, especially when the content did not align with their interests. “*The attendance requirement negatively affects the process of learning English because I am not interested in every unit we cover, so I don't feel like attending some classes.*” (Participant 1, Category: Attendance Obligation). Similarly, excessive class hours were reported as a burden, with participants suggesting more flexibility in attendance policies to accommodate their needs and avoid burnout. “*My motivation is generally high, but my motivation decreases due to the high number of class hours and absenteeism could be more flexible.*” (Participant 2, Category: Excessive Class Hours). Failure to practice was identified as a critical issue, with students emphasizing the lack of speaking practice and exposure to real-world English usage. “*Not practicing enough, not being exposed to speaking practice... when we go abroad we have to speak English, we have to force it in Türkiye and improve.*” (Participant 3, Category: Failure to Practice). This gap in practical application reduces their ability to use the language effectively outside of academic settings. Prejudice against English was also noted, where preconceived negative attitudes hindered motivation. “*I always had a prejudice against learning English. This had a negative impact on my motivation to learn English. My English teacher organized English cinema activities to make me like English.*” (Participant 5, Category: Prejudice). Changing teachers was another demotivating factor, as frequent transitions disrupted students’ connection with the course and their learning continuity.

“The factor that negatively affected my motivation in the process of learning English was the constant change of our English teacher. I am not taking this course very fondly at the moment.” (Participant 7, Category: Changing Teachers). Finally, education by rote, characterized by a focus on memorization rather than practical skills, was seen as a significant limitation in the language learning process, further diminishing students’ motivation. *“In our country, there is a rote learning style in language education. This is the most important thing that affects our motivation in our English learning process.”* (Participant 11, Category: Education by Rote). These findings are consistent with earlier studies on demotivating factors (Bahramy & Araghy, 2013; Chambers, 1993; Muhonen, 2004; Sakai & Kikuchi, 2009; Zhang, 2007). These findings also underline the importance of addressing structural and pedagogical shortcomings in English education. To enhance motivation, it is essential to introduce more flexible attendance policies, reduce the intensity of class hours, and incorporate practical, engaging learning activities that emphasize real-world language use. Breaking down prejudices through interactive and enjoyable methods, ensuring consistency in teaching staff, and shifting from rote learning to a more application-focused approach are crucial steps to improve students’ experiences and outcomes in language learning. By addressing these factors holistically, educators can foster a more motivating and effective learning environment.

The findings under Theme 2 reveal various personal factors that significantly contribute to students’ demotivation in learning English. These factors include a lack of interest, difficulties in adapting to differences in teachers’ use of English, expensive resources, challenges with understanding grammar, and a fear of not speaking well enough. Many students expressed a lack of interest in the topics covered in English classes, describing them as unengaging or irrelevant. *“I am not interested in any of the topics covered.”* (Participant 1, Category: Lack of Interest). Others emphasized that current content fails to attract their attention and suggested improvements. *“I think the topics covered in English class are ridiculous, so I am not interested in them at all. I believe current issues could be discussed in books, which would engage us more. The topics in the books should be organized better.”* (Participant 5, Category: Lack of Interest).

“I don't like any of the topics covered in English class; they don't interest me at all. I get very bored.” (Participant 12, Category: Lack of Interest). Another common challenge was the need to adapt to differences in teachers' use of English, as students found it difficult to adjust when teaching styles or linguistic usage varied with each new teacher. *“My English teachers use a very different language. As the teacher changes, the use of English also changes. I find it difficult to integrate into the lesson.”* (Participant 13, Category: Adapting to Differences in Teachers' Use of English). The high cost of resources was another barrier, leading to self-confidence issues among students who could not afford the necessary materials. *“Self-confidence problem due to expensive resources is a factor.”* (Participant 3, Category: Expensive Resources). Additionally, the difficulty of understanding grammar, particularly due to the persistence of rote learning systems, further discouraged students. *“I think we cannot learn English because of the rote learning system used in English teaching. This system should be abandoned in favor of practical English teaching.”* (Participant 10, Category: The Difficulty of Understanding Grammar). *“I think different systems should be used in English language teaching. We should get rid of this rote approach to English teaching.”* (Participant 15, Category: The Difficulty of Understanding Grammar). Finally, a significant number of students reported a fear of not speaking well enough in class. They worried about being judged or ridiculed by their peers for making mistakes, which led to feelings of anxiety and disengagement from language learning. *“I always feel that I need to speak perfectly in English in class. I am afraid my friends will judge me if I make a mistake. Because of this, I have become disenchanted with English.”* (Participant 8, Category: Fear of not speaking well enough). To address these issues, it is critical to make English lessons more relevant and engaging by incorporating contemporary and relatable topics into teaching materials. Consistency in teaching methods and language use among instructors should be prioritized to reduce the need for constant adaptation. Reducing the financial burden of learning resources by providing affordable or free alternatives could enhance access and confidence. Shifting from rote grammar teaching to practical, application-focused methods would improve understanding and motivation. Lastly, fostering a supportive and judgment-free classroom

environment would encourage students to practice speaking without fear, thereby enhancing their confidence and willingness to engage. Research suggests that motivated students tend to perform better in language learning, even if they are less talented than their peers (Gömleksiz, 2002). Motivation and self-confidence are critical for success in language acquisition (Krashen & Terrell, 1995). These interventions could collectively mitigate personal challenges and improve motivation in English language learning.

The findings under Theme 3 can be claimed to emphasize strategies to enhance motivation in the learning process through individual efforts. Two key categories emerged: practicing in English and the necessity of compulsion to read. Practicing speaking English was frequently highlighted as a critical method to increase motivation. Students suggested that being compelled to practice more often and participating in activities such as motivational seminars or classroom discussions on current issues in English significantly boost their interest in the subject. *“Forcing us to practice speaking more, motivational seminars should be given.”* (Participant 3, Category: Practicing). *“As our teacher increases our English practice, our interest in the lesson increases. We discuss current issues in English in class.”* (Participant 13, Category: Practicing). One participant specifically noted how interactive classroom activities, such as English games, made the learning process more engaging and enjoyable. *“Our English teacher gives us English games to increase our motivation for the lesson and helps us learn English with games.”* (Participant 9, Category: Practicing). The necessity of compulsion to read was also seen as vital in maintaining motivation. Many students believed that regular reading assignments tailored to their interests and levels helped improve their skills and enthusiasm for learning English. *“In order to keep my motivation alive, I read in English in my own areas of interest.”* (Participant 1, Category: Necessity of Compulsion to Read). Some participants mentioned being rewarded for reading books, which fostered a competitive yet encouraging classroom environment. *“Our English teacher rewards us for reading books to increase our motivation for class. That's why we compete in class to read more English books.”* (Participant 11, Category: Necessity of Compulsion to Read). Others described how their teachers' encouragement toward reading shaped their

attitudes. *“When we started English class, our teacher gave us a list of current English books to read and always encouraged us to read them. These books changed my perspective on English.”* (Participant 14, Category: Necessity of Compulsion to Read). *“My teacher always gives us books to read to improve our English and I believe that this is the way to improve our English, so I bought a lot of English books to read.”* (Participant 7, Category: Necessity of Compulsion to Read). *“I think English needs to be practiced, English needs to be used. That's why our teachers need to give us more homework, they need to make us talk to each other in this way.”* (Participant 5, Category: Necessity of Compulsion to Read). To enhance individual motivation in the learning process, educators should focus on integrating frequent and practical English practice into their teaching methods. This could include classroom discussions on relevant topics, interactive activities, and motivational events like seminars. Additionally, assigning tailored reading materials and creating a reward-based system for reading accomplishments could sustain students' interest and foster a positive learning environment. By aligning these strategies with students' needs and interests, both speaking and reading practices can significantly contribute to a more engaging and effective learning experience (Acat & Demiral, 2002).

Theme 4 highlights school-level strategies to enhance students' motivation for learning English. Four key categories were identified: increasing activities, organizing course hours, providing the opportunity to practice, and organizing activities to meet native speakers of English. The most frequently mentioned strategy was increasing activities that require active participation in lessons. Students emphasized the importance of integrating creative and engaging activities such as English theater, cinema, and group training. *“I think increasing activities that require active participation in the lessons will play an important role in increasing motivation. For example, interest in English can be increased through various branches of art such as English theaters, cinemas, books.”* (Participant 1, Category: Increasing Activities). *“I think we need to increase the number of activities in which we can actively use English in order to learn better in our English education. For example, English cinema and theater.”* (Participant 6, Category: Increasing Activities). *“Active activities should be increased and mutual group training*

should be carried out in order to improve our English." (Participant 13, Category: Increasing Activities). These activities were noted to make lessons more interactive and enjoyable, fostering greater interest in the subject. Another recommendation was organizing course hours to make lessons more effective. Some students suggested restructuring lesson times, such as grouping lessons on the same day or increasing the hours allocated to English. *"Maybe lesson times can be organized or we can organize the same lessons on the same day as a whole day."* (Participant 2, Category: Organizing the Course Hours). *"I think the hours of English lessons at school should be increased in order to teach English more comfortably."* (Participant 4, Category: Organizing the Course Hours). *"By increasing the lesson hours, we can be more effective with English."* (Participant 15, Category: Organizing the Course Hours). These changes, they argued, would provide more focused and comprehensive learning experiences. The opportunity to practice English, particularly in class, was also seen as essential. Students believed that active practice would enable them to speak English more fluently and confidently. *"We need to practice in English class. Our teachers should direct us to this. I think this way we can speak English fluently."* (Participant 9, Category: Providing the Opportunity to Practice). Teachers directing students toward practical applications of the language was identified as a key motivational factor. Lastly, organizing activities to meet native speakers of English was proposed as a way to improve motivation. Suggestions included inviting guest speakers, organizing seminars with prominent individuals, and offering trips abroad to practice English in real-life contexts. *"Partially sufficient, we can improve by practicing on the spot by having famous people give seminars and making attendance compulsory and making a small trip abroad."* (Participant 3, Category: Organizing Activities to Meet Native Speakers of English). *"In teaching English, I think trips abroad can be organized so that we can practice English during these trips."* (Participant 11, Category: Organizing Activities to Meet Native Speakers of English). These opportunities would not only enhance language skills but also inspire students through direct cultural and linguistic immersion. To increase motivation at the school level, educators should incorporate more interactive and creative activities that actively engage students in using

English. Restructuring course hours to allow for more focused learning and increasing opportunities for in-class practice should be prioritized. Additionally, creating opportunities for students to interact with native speakers—through events, seminars, or travel—can offer invaluable real-world exposure and further enhance their enthusiasm for learning English. These measures collectively have the potential to transform the learning environment and significantly boost students' motivation (Akpınar, Dellal, & Günak, 2009).

Theme 5 reveals that students view the English education at their school positively, with no significant additional improvements deemed necessary. The main category identified is satisfaction, reflecting the general satisfaction of participants with the quality of teaching and the resources provided. Several participants expressed appreciation for the efforts of their school in delivering a quality English education. *“I feel lucky that our school has a quality education that offers us most of the opportunities, most of our teachers are competent and have developed themselves.”* (Participant 3, Category: Satisfaction). *“I don't think there is anything that needs to be done in our school other than what I have explained.”* (Participant 4, Category: Satisfaction). Students noted that most teachers are competent and well-developed in their expertise, contributing to a positive learning environment. While some students acknowledged room for improvement, they generally believed that the current system provides sufficient opportunities to learn and grow in English proficiency. As one student stated, *“English education in our school is good, but of course it can be improved.”* (Participant 1, Category: Satisfaction). While the overall sentiment is positive, the findings suggest that continuous improvement should still be a priority. Schools could leverage this positive feedback to further enhance their programs by integrating innovative teaching methods, providing personalized learning opportunities, and maintaining high standards in teacher training and resources. Ensuring that students' evolving needs and expectations are met will sustain their satisfaction and motivation in the long term.

When comparing the qualitative findings of current study with those of Turan and Duruhan (2023), a key difference emerges in how students perceive academic workload and engagement in English learning. The findings of this study reveal that students feel burdened by attendance obligations, excessive class hours, and a lack of speaking practice, all of which contribute to frustration and burnout. In contrast, Turan and Duruhan (2023), found that students generally viewed homework as beneficial for reinforcing learning, despite struggling with vocabulary challenges. However, both studies agree that difficulties in understanding new words negatively impact engagement and motivation. Another critical contrast is in student attitudes toward structured learning activities. The findings of this study indicate that students feel demotivated by rote learning methods, rigid teaching structures, and the overwhelming intensity of preparatory education. Conversely, Turan and Duruhan (2023) found that students responded positively to structured assignments, particularly when technology and collaborative work were involved. This suggests that while long hours of instruction may reduce motivation, well-designed, interactive assignments can provide a more engaging alternative. Additionally, both studies highlight the importance of adaptability in teaching methods. The findings of this study indicate that students struggle with varying teacher styles, limited interaction, and a lack of personal connection in the classroom. On the other hand, Turan and Duruhan (2023), found that students appreciated digital learning tools like Schoology, which made assignments more manageable and organized. This suggests that flexible, student-centered teaching approaches, including digital resources and collaborative tasks, could help reduce demotivation caused by rigid instruction. The comparison between these studies suggests that students are not necessarily opposed to structured learning but rather to monotonous, inflexible instruction. While the findings of this study emphasize burnout due to extensive class hours and repetitive teaching methods, Turan and Duruhan (2023), highlight that technology-supported, collaborative assignments may sustain motivation by making learning more engaging. To address these issues, a balance between academic rigor and student-friendly instructional strategies is essential in English preparatory education.

In comparison with the qualitative findings of this study with those of Qasemi et al. (2024), several similarities and differences emerge regarding demotivating factors in EFL learning. Both studies highlight the importance of instructional quality, student engagement, and external influences in shaping motivation levels. However, while this study focuses on structural and pedagogical shortcomings within a university preparatory school setting in Türkiye, Qasemi et al. (2024) emphasize broader socio-economic and cultural challenges faced by Afghan EFL learners. A key similarity between the two studies is the role of instructional factors in demotivation. The findings of this study reveal that students struggle with rigid teaching methods, excessive class hours, limited speaking practice, and a lack of engaging classroom activities. Similarly, Qasemi et al. (2024) found that the frequent use of local languages in English classes and an overemphasis on non-professional courses hinder students' motivation. Both studies suggest that pedagogical adjustments, such as interactive teaching methods and tailored course content, are necessary to create a more engaging learning environment. However, a major difference is the extent of external pressures influencing student motivation. The findings of this study indicate that students experience demotivation due to family expectations, time constraints, and the high cost of learning resources. In contrast, Qasemi et al. (2024) emphasize more severe external challenges, such as economic hardships, insufficient teacher and family support, and limited awareness of English's global importance. While this study suggests that better teaching strategies and more interactive activities could mitigate demotivation, Qasemi et al. (2024) argue that addressing broader socio-economic issues and increasing institutional support is essential for improving EFL learning in Afghanistan. Another notable contrast lies in the proposed solutions for re-motivation. The findings of this study suggest that reducing attendance burdens, incorporating interactive activities, and restructuring teaching strategies could enhance student engagement. Meanwhile, Qasemi et al. (2024) advocate for the use of audiovisual materials, constructive feedback, and context-appropriate content selection to help students overcome demotivation. This difference highlights how educational environments shape the effectiveness of motivational strategies—while structural and

methodological changes may be sufficient in some contexts, deeper systemic reforms are necessary in others. Overall, both studies emphasize the importance of improving instructional methods and providing targeted support to mitigate demotivation in EFL learning. However, while the findings of this study focus on classroom-related and personal challenges within a structured university setting, Qasemi et al. (2024) highlight wider socio-economic and cultural barriers that extend beyond the classroom. This comparison suggests that motivation strategies must be tailored not only to individual learning environments but also to the broader socio-cultural context in which students are learning English.

As a result of comparing the qualitative and quantitative findings, it is evident that the qualitative data strongly supports and complements the quantitative results. Both approaches highlight the significant role of instructional methods, personal challenges, and structural factors as primary contributors to demotivation in learning English. The qualitative insights, such as issues with excessive class hours, rote learning, and lack of practical applications, align closely with the quantitative findings, which emphasize instructional methods as the most impactful factor. Similarly, personal reasons, such as opposition to English as the medium of instruction and resource limitations, are consistently identified as substantial barriers in both datasets. Furthermore, while the quantitative data highlights the misalignment of preparatory school program features, the qualitative findings provide depth by revealing students' perceptions of activities, teacher consistency, and curriculum intensity. Together, these findings underscore the importance of addressing both structural and personal challenges through comprehensive, student-centered strategies to foster motivation and improve the learning environment.

CHAPTER 6: CONCLUSION

6.1. Demotivation Factors

This section presents the findings regarding the demotivating factors identified in the English language learning process for preparatory school students at Selçuk University. Using both quantitative and qualitative data, several factors were found to hinder students' motivation and progress in learning English. In this study, the factors contributing to demotivation in English language learning among university preparatory students were analyzed, focusing on aspects such as attitudes toward English, class characteristics, demographic factors, teacher and student interactions, and teaching materials. The results highlight the necessity of context-specific studies in gaining an understanding of the demotivation factors.

Based on quantitative data, the study explored the factors that demotivate EFL preparatory school students in their English learning process. Findings highlighted various sources of demotivation categorized into form of instruction, personal reasons, past experiences, and features of the preparatory school program. The analysis further examined the influence of demographic variables such as age, gender, marital status, proficiency level, region of origin, and parental education levels.

Key Findings

1. Form of Instruction:

- The most significant source of demotivation, with students highlighting issues like lessons exceeding their proficiency levels, overcrowded classrooms, and lack of encouragement from teachers.
- Structural and instructional challenges such as repetitive methods and misalignment with academic needs were also notable.

2. Personal Reasons:

- A major factor influencing demotivation, driven by opposition to English as the medium of instruction, the burden of vocabulary acquisition, and limited access to study resources outside the classroom.
- External pressures, such as family expectations and time constraints, further exacerbated demotivation.

3. Past Experiences:

- Negative past experiences, such as persistent struggles with English and inadequate guidance, were significant but less impactful than the form of instruction and personal reasons.
- Repetitive learning and dissatisfaction with progress since primary school were recurring themes.

4. Features of the Preparatory School Program:

- The least impactful category overall, but notable factors included the gap between instruction and exam difficulty, an intense curriculum, and frequent assessments.

5. Impact of Demographic Factors:

- Age, gender, marital status, faculty of enrollment, high school type, and mother's education level had no statistically significant effect on demotivation levels.
- Proficiency level and region of origin significantly influenced demotivation, with elementary-level students and those from Southeastern Anatolia reporting higher levels.

- Father's education level affected perceptions of preparatory school features, reflecting possible differences in expectations and pressures.

The study concludes that demotivation in EFL preparatory school students is primarily driven by instructional and personal challenges, while demographic factors such as age, gender, and marital status have minimal impact. Addressing proficiency level gaps, regional disparities, and structural issues in teaching and curriculum design is crucial to fostering a more motivating learning environment.

The qualitative part of the study explored EFL preparatory school students' opinions on demotivational factors in learning English. The findings highlight structural, personal, and contextual issues, as well as potential strategies to improve motivation. Based on qualitative data, key points can be stated as:

1. Factors Affecting Motivation Negatively

- Attendance obligation and excessive class hours were burdensome, leading to frustration and burnout.
- Failure to practice speaking, prejudice against English, changing teachers, and reliance on rote education were significant demotivators.
- Addressing these structural and pedagogical shortcomings is vital for fostering motivation.

2. Personal Reasons Contributing to Demotivation

- Students cited lack of interest, difficulty adapting to varying teacher styles, high resource costs, grammar challenges, and a fear of speaking errors as major barriers.
- Consistent teaching methods, affordable resources, practical grammar instruction, and a judgment-free classroom environment are recommended solutions.

3. Individual Efforts to Enhance Motivation

- Regular practice in speaking and compulsory reading assignments were seen as effective in boosting engagement.
- Interactive activities like English games and discussion-based classes were particularly motivating.

4. School-Level Efforts to Boost Motivation

Suggestions included:

- Increasing interactive activities like theater and cinema sessions.
- Restructuring course hours for efficiency.
- Providing more in-class practice opportunities.
- Facilitating meetings with native speakers through events, seminars, or travel programs.

5. Positive Feedback on English Education

- Students appreciated the quality of teaching and resources, expressing general satisfaction.
- Continuous innovation in teaching methods and personalized learning approaches can further enhance motivation and outcomes.

The study combined quantitative and qualitative analyses to explore factors demotivating EFL preparatory school students in learning English, revealing both statistical trends and in-depth perspectives. Quantitative findings highlighted that instructional factors, such as lessons exceeding proficiency levels, overcrowded classrooms, and repetitive teaching methods, were the most significant sources of demotivation. Personal reasons, including opposition to English as the medium of instruction, high resource costs, and family pressures, also contributed substantially. Qualitative results supported these findings, emphasizing structural and pedagogical

shortcomings such as excessive class hours, failure to practice speaking, and rote learning methods. Additionally, personal challenges like lack of interest, fear of making mistakes, and difficulty adapting to varying teaching styles were echoed. The interplay between the results shows that while the quantitative data identified key demotivators statistically, the qualitative insights provided richer context, illustrating how these factors are experienced by students.

6.2. Practical Implications for Teachers

To address these demotivational factors, the following recommendations are proposed:

1. **Diversifying Teaching Methods:** Teachers should incorporate interactive, student-centered activities such as multimedia tools, group work, and real-life applications to make lessons engaging.
2. **Providing Speaking Practice:** Opportunities for debates, discussions, and presentations should be increased to encourage the use of English in a communicative context.
3. **Reducing Cognitive Load:** Teachers can focus on manageable learning objectives, provide regular feedback, and pace lessons appropriately to reduce student anxiety and build confidence.
4. **Consistency in Teacher Assignments:** Minimizing teacher turnover can create a stable learning environment, fostering trust and better connections with students.
5. **Emotional and Psychological Support:** Schools should implement support systems, such as counseling services and peer support networks, to help students overcome personal barriers and build self-confidence.

These practical steps can help to address the challenges identified in this study and improve the overall learning experience for EFL preparatory school students.

6.3. Suggestions for Future Research

Based on the findings, the researcher provides several recommendations for future studies:

- **Larger Population:** Future research should involve a larger sample size to ensure more generalizable results.
- **Focus on Philology Students:** The study participants were not philology students, so conducting similar research with philology students in an EFL preparatory school is highly recommended to see the differences and comment the results.
- **Comparison between Public and Private Universities:** Since the study was only conducted at a public university, it is suggested to conduct similar research at a private university to compare the findings.
- **Longitudinal Study:** A longitudinal study could track how attitudes toward English language learning evolve over time. This would help identify the factors that contribute to a positive shift in students' motivation and attitudes.

By addressing these suggestions, future research could provide deeper insights into the factors influencing demotivation in English language learning and suggest more effective interventions to improve student engagement. Further research is needed to investigate how these factors might manifest differently across a larger population, philology students, various types of universities and time which could help to tailor more effective motivational strategies for EFL learners, teachers and curriculum developers.

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APPENDICES

APPENDIX 1

HAZIRLIK PROGRAMINDA OKUYAN ÖĞRENCİLERİN İNGİLİZCE ÖĞRENMEYE KARŞI MOTİVASYONLARINI AZALTAN UNSURLAR ÖLÇEĞİ

Bilgilendirilmiş Onam Formu

Bu çalışmada, Selçuk Üniversitesi Yabancı Diller Yüksekokulu Hazırlık Programında okumakta olan öğrencilerin İngilizce öğrenme sürecinde motivasyonlarını olumsuz yönde etkileyen unsurlar hakkında veri toplanması ve bu veriler doğrultusunda bilimsel değerlendirilmeler yapılması amaçlanmaktadır. Çalışma iki aşamadan oluşmaktadır. Birinci aşamada demografik bilgi formu içeren bir ölçek uygulanacak, ikinci aşamada ise yaklaşık 15 gönüllü öğrenci ile yüz yüze bir görüşme yapılacaktır. Araştırmaya katılım tamamen gönüllülük esasına göredir. Çalışma sırasında uygulanacak testler ve yanıtlamanız gereken sorular, genel olarak kişisel rahatsızlık verecek nitelikte değildir. Araştırmaya katılmayı reddedebilir veya başladıktan sonra devam etmek istemediğinize karar verip yarıda bırakabilirsiniz. Bu hakkınızı kullanmanız durumunda, hiçbir olumsuz tutumla ya da sonuçla karşılaşmayacaksınız. Elde edilen bilgiler yalnızca araştırmacı tarafından değerlendirildikten sonra bilimsel maksatlı kullanılacaktır.

Ölçeği ilk sayfadan başlayıp, yönergelere uyarak sırayla ve sayfa atlamadan yapmanız çok önemlidir. Çalışmanın veri toplama aşamasının sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Verdiğiniz bilgiler kesinlikle gizli tutulacaktır. Lütfen adınızı cevapladığınız ölçeğin hiçbir yerine yazmayınız. Ölçeğin yanıtlanması yaklaşık 15-20 dakika alacaktır. Bu ölçekleri doldurmanın bilinen hiçbir riski bulunmamaktadır.

Bu araştırma, Selçuk Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili ve Edebiyatı ikinci öğretim tezli yüksek lisans öğrencisi Seher Özdemir tarafından gerçekleştirilmektedir

Araştırmaya katılmayı kabul ettiğiniz için teşekkür ederim.

ONAM FORMU :

Çalışma ile ilgili bilgiler bana sözlü olarak aktarıldı. Çalışma ile ilgili tüm sorularıma yeterli cevaplar aldım. Çalışmaya kendi rızamla gönüllü olarak katılmayı ve verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

İMZA

DEMOGRAFİK BİLGİ FORMU

1.Yaşınız:

☐18-20 ☐21-23 ☐24-26 ☐27-29 ☐30 ve üstü

2.Cinsiyetiniz:

☐Kadın ☐Erkek

3.Medeni durumunuz:

☐Bekar ☐Evli ☐Boşanmış

4.İngilizce Seviye Kurunuz:

☐Elementary ☐Pre-Intermediate ☐Intermediate ☐Upper Intermediate
☐Advanced ☐Proficiency

5.Öğrenim göreceğiniz fakülte:

☐Mimarlık Fakültesi ☐Eğitim Fakültesi ☐Fen Fakültesi
☐Edebiyat Fakültesi ☐Mühendislik Fakültesi ☐İktisadi ve İdari Bilimler Fakültesi
☐Diğer

6.Mezun olduğunuz lise türü:

☐Anadolu Lisesi ☐Fen Lisesi ☐Diğer

7.Geldiğiniz bölge:

☐Marmara Bölgesi ☐Doğu Anadolu Bölgesi ☐Güneydoğu Anadolu Bölgesi
☐İç Anadolu Bölgesi ☐Akdeniz Bölgesi
☐Ege Bölgesi ☐Karadeniz Bölgesi

8.Annenizin eğitim durumu:

☐İlkokul ☐Üniversite
☐Ortaokul ☐Yüksek Lisans
☐Lise ☐Doktora

9.Babanızın eğitim durumu:

☐İlkokul ☐Üniversite
☐Ortaokul ☐Yüksek Lisans
☐Lise ☐Doktora

II) İNGİLİZCE ÖĞRENME MOTİVASYONU AZALTAN UNSURLAR HAKKINDAKİ GÖRÜŞLER

Aşağıdaki ifadelerin İngilizce öğrenme sırasında motivasyonunuzu olumsuz yönde etkileme derecesini belirtiniz.

İngilizce öğrenirken kendimi isteksiz buluyorum, çünkü...	Tamamen Kahıyorum	Kahıyorum	Kısmen Kahıyorum	Kahıyorum	Kısmen Kahıyorum	Kahıyorum
1. Sınıf dışında pratik yapmak için imkanım yok.						
2. Burada öğrendiğim İngilizce beni bölümdeki akademik İngilizceye hazırlamıyor.						
3. Devam zorunluluğunun olması motivasyonumu azaltıyor.						
4. Hazırlık programı ihtiyaçlarıma hitap etmiyor.						
5. İlkokuldan beri İngilizce dersi var ama öğrenemiyorum.						
6. Dersleri çok sıkıcı buluyorum.						
7. Sınıf dışında çalışmak için kaynağım yok.						
8. Şimdiye kadar nasıl çalışacağım konusunda bilgilendirilmedim.						
9. Öğretmenler dersi sıkıcı anlatıyor.						
10. Ailem hazırlığı bir yılda bitirmem konusunda baskı yapıyor.						
11. Sürekli gramer çalışıyoruz.						
12. Sınıflar çok kalabalık.						
13. Dersler seviyemizin üzerinde anlatılıyor.						
14. Bir yıl boyunca sadece İngilizce öğrenmeyi sıkıcı buluyorum.						
15. Derslerde işlenen konular gerçek hayatla ilgili değil.						
16. Hayatım boyunca bu dili öğrenmede zorlandım.						
17. Sınav sayısının çok fazla olması motivasyonumu olumsuz						
18. Sınıf dışında pratik yapmak için zamanım yok.						
19. Öğretmenler dersleri çok karmaşık anlatıyor.						
20. Öğretim süresince isteklerimiz dikkate alınmıyor.						
21. Sadece hazırlık sınıfını geçmek için çalıştığımı hissediyorum.						
22. Ders saatleri çok fazla.						
23. Derslerde çeşitli gramer alıştırmaları yapılmıyor.						
24. Derslerde teknolojiye yararlanılmıyor.						
25. İngilizcenin bölümümde öğretim dili olmasına karşıyım.						
26. Öğretmenler bizi derse katılmaya teşvik etmiyor.						
27. Geçmişteki öğretmenlerim öğretme konusunda yetersizdi.						
28. Ders programı çok yoğun.						
29. Öğrenilmesi gereken sözcük sayısı motivasyonumu azaltıyor.						
30. Derslerde ilgi çekici aktiviteler yapılmıyor.						
31. İlkokuldan beri sürekli aynı şeyleri öğrenip duruyoruz.						
32. Sınavların seviyesi sınıfta öğrendiklerimizin çok üzerinde.						

APPENDIX 2

Görüşme Formu

1- İngilizce öğrenme süreci içerisinde sizin motivasyon durumunuzu olumsuz etkileyen faktörler olduğunu düşünüyor musunuz?

- Varsa bunlar nelerdir?

2- Eğer varsa, İngilizce öğrenme süreci içerisinde sizin motivasyon durumunuzu olumsuz etkileyen faktörlere katkı sağlayan kişisel sebepleriniz nelerdir?

3- İngilizce öğrenme süreci içerisinde motivasyon durumunuzu olumsuz etkileyen faktörlerin önlenmesi için ve motivasyonun artırılması için sizce bireysel olarak nasıl çalışmalar yapılmalıdır?

- Siz bu konuda bireysel olarak ne gibi çalışmalar yapıyorsunuz?

4- Sizce okulunuzda İngilizce öğrenme süreci içerisinde hem motivasyonu olumsuz etkileyen faktörlerin önlenmesi hem de motivasyonun artırılması ile ilgili ne tür çalışmalar yapılmalıdır?

-Okulunuzda bu konuda yardımcı olabilecek çalışmaların yeterli olduğunu düşünüyor musunuz?

5- Bu konuda belirtmek istediğiniz başka bir görüşünüz var mı?