

*Understanding Demotivation Factors, Countermeasures, and Insights Gained
From English as a Foreign Language (EFL) Learners*

Merissa Ocampo, Fukushima Gakuin College, Japan
Ryoji Takahashi, Fukushima Gakuin College, Japan

The Asian Conference on Language Learning 2019
Official Conference Proceedings

Abstract

Motivation, both intrinsic and extrinsic, are no doubt essential components to successful language learning. Addressing these factors, English as a Foreign Language (EFL) teachers in Japan exhaust their resources – thinking and employing a variety of strategies and materials - to encourage Japanese students and keep them motivated. However, in spite of these efforts, problems regarding decreased motivation are still seen to arise. Demotivation has become particularly noticeable among Japanese learners who show hesitation in speaking and participating in English class discussions. As noted by Uchioda (2013:9), ‘demotivation is obviously viewed as a significant phenomenon in English language education in Japan’. Hence, to identify the root cause of this problem, the current study focused on identifying the factors that demotivate and inhibit Japanese students’ participation in their English classes. In this research, a descriptive survey research design was utilized. The data used in the study was from the responses of 246 Reading classes’ students and 56 Communication Classes’ students from three universities in Tohoku. Respondents, who were initially identified using the purposive sampling technique, gave responses voluntarily. Data analysis revealed that Japanese EFL students patently lack interest in English as a class subject itself. Analysis of individual respondent profiles versus a variety of demotivating factors also unveiled significant differences. Further studies are recommended to address students’ lack of interest in English language learning and examine the sources of this problem.

Keywords: motivation, demotivation, English as a Foreign Language (EFL), language learning

iafor

The International Academic Forum
www.iafor.org

Introduction

Educators believe that motivation is a pre-requisite and a necessary element for student engagement in learning (Russell, Ainlet & Frydenberg, 2005; Ryan & Deci, 2009). It is also a driving force and fuels a learner's determination to learn independently despite the hardship of learning a second language. Teachers, in general, would agree with Kimura, Nakata, and Okumura (1999) that it is indeed a "key factor for success in language learning" and numerous studies have been conducted and various conclusions drawn about motivation and its underlying concepts (Lai, 2013, Kimura, Nakata & Okumura, 1999 & Ryan, 2008). In one such study, Kitjaroonchai (2012) reported seeing a difference between the academic achievement of students when their level of motivation was compared; hence, the more motivated the learners are, the higher the success rate that can be obtained. Gardner (1985), as cited by Kitjaroonchai (2012), explained that to identify the reasons behind student motivation, specifically, in language learning, it is necessary to deal with the understanding of students' main purpose in learning the language. Individual differences such as beliefs, attitudes, expectations, motivation levels, and affective states have significant effects on the foreign language learning process (Aydin & Zengin, 2008). Aside from this, teachers also consider themselves as a motivating factor in student learning and as a consequence they invest time in strategic planning and exploring what devices, materials, and techniques should be used to guarantee learning.

As demonstrated by the foregoing, studies about motivation that prove its positive influence on language learning has long been in existence. This recognition, however, has in no way whatsoever led to a situation where motivation is constantly close to a hundred percent rate; that everyone in the classroom is motivated and prepared to learn. Unfortunately, despite teachers' efforts to discover and apply different pedagogical strategies, issues relating to demotivation still arise. According to Dörnyei (2005), demotivation refers to "specific external forces that reduce or diminish the motivational basis of behavioral intention or an ongoing action". He also commented that many classroom practitioners can easily think of a variety of events and situations that can have demotivating effects on the students. For example, public humiliation, devastating low test results, or conflict with peers (Dörnyei, 2001:14). English teachers in Japan share Dörnyei's concern, as these kinds of factors can be seen to impact of the demotivation that appears particularly widespread in Japanese English language classroom. Demotivating factors in Japan include the need to pass examinations, memorize English passages, activities such as translating English passages into Japanese, and a boring classroom environment Kikuchi (2015: pxii). Inevitably, no matter how hard teachers try to encourage their students, there will always be a certain number of demotivated learners. However, as acknowledged by Dörnyei and Ushioda (2011), it may be very helpful to also study factors that negatively affect learners' motivation in the broader sociocultural context. Critical examination of the learners' contexts is necessary to understand what may be affecting them outside of the classroom and increase motivation in a greater number of students.

Aligned with this, Dörnyei (2007:213), considering China, Japan, and the United States in addition to Japan, defines demotivation as 'the force that decreases students' energy to learn and/or the absence of the force that stimulates students to

learn'. However, one problem with these definitions is that it has not yet been empirically determined whether or not demotivating factors are completely external. Despite this conceptualization of demotivation as being caused by external factors, even Dörnyei (2011) lists two internal factors; reduced self-confidence and negative attitudes towards the foreign language, as sources of demotivation. Therefore, Kikuchi (2011) has added the notion of internal to Dörnyei's definition and defines demotivation as 'the internal and external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action (Kikuchi, 2015:3). Aydın (2012) noticed the same problem with regard to student demotivation in Turkey, leading him to discover the growing body of work that discusses student demotivation. Building on this base, he conducted a qualitative study that addressed demotivation focusing on the teaching process. His study lists the following areas as causative of demotivation: teaching position, curriculum, working conditions, students and parents, school administrators and physical conditions.

Like any other part of the world, as indicated by the studies mentioned above, demotivation among language learners in Japan is shifting and procuring higher rates (Falout, 2012). The EFL learners in this country who expressed negativity in EFL learning have been shown to be those who lost or experienced decreased motivation as they continued the process of EFL learning (Falout & Maruyama, 2004). Also, in this context, Kikuchi & Sakai (2009) find that use of Noncommunicative Methods (which focus on grammar learning or university entrance examination preparation without the communicative use of English), were perceived to be a demotivating factor by many Japanese learners of English. Some of the students characterized their response to demotivators as a feeling of tiredness and sleepiness from part-time jobs and a feeling that English is not necessary for their lives. Some even emphasized that they felt that English is of no advantage in their job hunting, a finding similar to that of Kikuchi (2015:107). In the case of one of the learners in Kikuchi's study, little change in motivation was observed and the urgency of learning English appeared to be completely out of the informant's consciousness right up to the moment of the interview. This student, who was so busy with other aspects of her life and she did not want to take the time to study English, can be seen as characteristic of such learners in contemporary Japan. The student's candid admission that she might study English harder if she needed it in the future, offered a glimmer of hope for educators who, like the authors, are concerned with the propagation of the English language in Japan.

It is true nowadays, and it appears to have been perennially the case that ESL/EFL teachers experience difficulty in encouraging Japanese students to speak out and participate in classroom discussions. Therefore, as concerned practitioners in the field of language education, the researchers, aiming to develop and maintain motivation in the cycle of EFL learning, seek to explore and unpack the concept of demotivation among EFL learners at selected universities in Japan. Towards this end, this study seeks to clearly identify the reasons behind student's demotivation in EFL learning which inhibit them to actively participate during language classes. Within this mode of inquiry, a comparison between two groups of EFL classes and the factor influencing such discouragement was also conducted.

Methodology

The descriptive survey research design was utilized in this study. Three universities in Tohoku, Japan were chosen as the locale for this research. From these institutions, 302 students from two different classes – Communication (56) and Reading classes (246) - were included as respondents. They were selected through the use of the purposive sampling technique. The researchers have purposely chosen the universities they are affiliated with and picked the classes that are focusing on English as the students' foreign language.

The respondents were asked to answer voluntarily the *Demotivation Questionnaire*, adapted from Sakai & Kikuchi (2009), in the form of a checklist. This was composed of two parts. The first part included the personal profile of the respondents: age, sex, first language, and highest educational attainment. The second part was composed of statements grouped according to the following six different demotivating factors: Teachers, characteristics of classes/learning content, experiences of failure, class environment and facilities, class materials, and lack of interest. There were 35 items in this questionnaire, which utilized a scale of 1 to 5 (5 as the highest) as per the responses: 1 - Not true; 2 - Mostly not true; 3 - Neither true nor untrue; 4 - To some extent true; and, 5 - True. It was written in English together with a translation of the respondents' first language (L1) which is Nihongo (Standard Japanese). The data gathered were analyzed through the use of statistical tools such as weighted mean and One-Way Analysis of Variance (ANOVA) in determining whether there are significant differences among the variables. In terms of supplementary qualitative input, one of the researchers also engaged in informal friendly and homely talks with several respondents to reach towards a genuine understanding of why these students were less motivated to study English.

Results and Discussion

The quantitative data analysis of the student-respondents' responses revealed the demotivating factors that inhibited Japanese learners' performance and participation during their English classes and Communication and Reading classes in particular. Significant differences were also discovered with the application of One-way Analysis of Variance (ANOVA).

Table 1: Consolidated Responses on Demotivation Factors

Demotivating Factors	Mean	Std Dev	Verbal Interpretation
Part A. (Teachers)	1.59	0.95	Not true
1. Teachers' pronunciation of English was poor.	1.55	0.93	Not true
2. Teachers ridiculed students' mistakes.	1.38	0.86	Not true
3. Teachers made one-way explanations too often.	1.74	1.00	Not true
4. Teachers' explanations were not easy to understand.	1.81	1.07	Mostly not true
5. Teachers shouted or got angry.	1.41	0.88	Not true
6. The pace of lessons was not appropriate.	1.65	0.93	Not true
Part B. (Characteristics of classes)	2.52	1.40	Mostly not true

/Learning contents)			
7. I seldom had chances to communicate in English.	2.53	2.13	Mostly not true
8. Most of the lessons focused on translation	2.69	1.34	Neither true/not true
9. Most of the lessons focused on grammar.	2.63	1.26	Neither true/not true
10. Most of the lessons were entrance examination oriented.	2.38	1.27	Mostly not true
11. I was expected to use (or speak and write) grammatically correct English.	2.44	1.24	Mostly not true
12. I was forced to memorize the sentences in the textbooks too often	2.25	1.28	Mostly not true
13. The number of students in classes was large.	2.68	1.30	Neither true/not true
Part C. (Experiences of failure)	2.53	1.30	Mostly not true
14. I had difficulty memorizing words and phrases.	3.11	1.47	Neither true/not true
15. I got low scores on tests (such as mid-term and final examinations).	2.76	1.28	Neither true/not true
16. I got lost in how to self-study for English lessons.	1.98	1.09	Mostly not true
17. I could not do as well on tests as my friends.	2.77	1.42	Neither true/not true
18. I was often compared with my friends.	2.03	1.24	Mostly not true
Part D. (Class environment and facilities)	2.38	1.19	Mostly not true
19. Computer equipment was not used.	3.01	1.64	Neither true/not true
20. Visual materials (such as videos and DVDs) were not used.	2.69	1.58	Neither true/not true
21. The Internet was not used.	3.07	1.65	Neither true/not true
22. Language Learning equipment was not used.	2.78	1.56	Neither true/not true
23. Audio materials (such as CDs and tapes) were not used.	1.78	1.13	Not true
24. I did not like my classmates.	1.84	1.13	Not true
25. My friends did not like English.	2.71	1.42	Neither true/not true
Part E. (Class materials)	2.45	1.26	Mostly not true
26. Topics of the English passages used in lessons were not interesting.	2.42	1.27	Mostly not true
27. English passages in the textbooks were too long.	2.34	1.22	Mostly not true
28. English sentences dealt with in the lessons were difficult to interpret.	2.49	1.21	Mostly not true
29. A great number of textbooks and supplementary readers were assigned.	2.21	1.20	Mostly not true
30. Topics of the English passages used in	2.12	1.01	Mostly not true

lessons were old.			
31. English questions did not have clear answers.	2.03	1.05	
Part F. (Lack of interest)	2.63	1.36	Neither true/not true
32. English was a compulsory subject.	3.67	1.66	To some extent true
33. I lost my understanding of the purpose of studying English.	2.24	1.37	Mostly not true
34. I lost my interest in English.	2.18	1.31	Mostly not true
35. I lost my goal to be a speaker of English.	2.19	1.23	Mostly not true

Table 1 shows the items grouped according to the six demotivating factors. *Teachers*, comprising of statements about the teachers' abilities demonstrated inside the classroom, obtained a general weighted mean of 1.59 (*Not true*). The next factor is *Characteristics of classes /Learning Contents*, which included statements regarding the appropriateness of the content of the lessons taught to the learners. It obtained 2.52 (Mostly not true) as the weighted mean. The third factor is *Experiences of failure*, comprising statements about student shortcomings during classes, which garnered a weighted mean of 2.53 (Mostly not true). The fourth factor, *Class environment, and facilities*, dealing with the physical and social state of the students inside the classroom, garnered a general weighted mean of 2.38 (Mostly not true). Following this, the fifth area, *Class materials*, including items regarding the educational tools used in teaching, achieved a weighted mean of 2.45 Mostly not true. Sixthly, *Lack of interest*, dealing with students' view about the inclusion of the English subject in the curriculum, obtained a weight of 2.63 (Neither true/not true).

According to the majority of respondents, most of the statements provided regarding demotivation are not true for them. The verbal interpretations mostly lie under the categories *Not true* and *Mostly not true*. The same results were obtained by the consolidated responses when the statements, together with responses, were analyzed individually. However, despite the similarity of the findings, one statement revealed a significant discovery. Item no. 32, *English was a compulsory subject*, under the factor, *Lack of Interest*, obtained the highest weighted mean, which is 3.67, and was the only item that got a verbal interpretation of *to some extent true*. This implies that *Teachers*, *Characteristics of classes/Learning contents*, *Experiences of failure*, *Class environment and facilities*, and *Class materials* were not considered by the learners as demotivating factors in language learning, but rather, starkly, it was their own *lack of interest* that inhibited them to perform and participate during their English class discussions.

Table 2: One-way ANOVA Analysis

Factors (Demotivation)	Age	Sex	Class
Teachers	0.64	0.034*	0.006*
Characteristics of classes/ Learning contents	0.32*	0.409	0.026*
Experiences of failure	0.222	0.374	0.452
Class environment/Facilities	0.038*	0.924	0.055
Class materials	0.534	0.587	0.830
Lack of Interest	0.340	0.895	0.554

Table 2 presents the difference in the responses of the Japanese students about their demotivation in learning the English language. When grouped according to their age, it was found that there were significant differences in the perceived demotivating factors in learning the English language in the *Characteristics of classes/Learning contents*, $p=0.032$ and in the fourth factor (Class Environment/Facilities), $p=0.038$.

When grouped according to their Sex, there was a significant difference found between the male and female respondents in their responses grouped under the Teacher factor, $p=0.034$. When grouped according to the class to which they belong, Communication and Reading classes, significant differences were found in the following factors: Teacher, $p=0.006$, and Characteristics of classes/Learning contents, $p=0.026$.

Discussion

The analysis of the data collected revealed the demotivating factors inhibiting these students to participate in English classes: *Teachers; Characteristics of classes /Learning Contents; Experiences of failure; Class environment and facilities; Class materials; and, Lack of interest*. The responses for each factor were examined and yielded substantial findings leading to the achievement of the goals of this study.

Many studies consider *teachers* themselves as potential demotivators (Hasegawa, 2004 and Falout & Maruyama, 2004). Specifically, a teacher's personality, commitment, competence, and teaching method may elicit demotivation (Dörnyei & Otto, 1998). Researchers in Japan typically hear responses such as the following from interviewees: "teachers' explanations are not easy to understand," teachers have poor pronunciation," "teachers have a one-way teaching style," and "teachers have arrogant attitudes" (Kikuchi & Sakai, 2009). However, based on this study's results, teachers, in general, were not considered a factor that demotivates students' learning since EFL/ESL teachers in Japan, based on the responses, are considered good at pronunciation, make appropriate and clear instructions during classes and do not ridicule students' mistake during discussions. In contrast, Chambers (1999) obtained a diverse result wherein he concluded that students' demotivation was primarily caused by teachers. Considering the difference in the era when the studies were conducted, it can be inferred that teachers improve over time as regards their role in encouraging and being an instrument of language learning.

One of the limitations of demotivation studies has been that studies were often based on students' self-reports gathered with a questionnaire at one point in time. This limits the conclusions because of the concerns regarding the accuracy of self-report data. In order to deal with mono-method bias (Trochim & Donnelly, 2008), qualitative data gathering through interviews and class observations will allow for a more detailed investigation of the causes of demotivation in foreign language learners and could both confirm the results. As mentioned, in response to this concern, one of the researchers informally interviewed some of the respondents about why several students thought that they could not understand a teacher's explanation in English. Table 3 shows the conversation between the teacher and a student:

Table 3: Conversation between teacher and student

T: Why do you think that you don't understand teacher's explanation in English? (なぜ学生たちは先生の説明は理解できないと思いますか?) ?
S: Because it is in English. (だって英語で説明していたから)
T: But it is an English class, right? (でもこれは英語のクラスだから)
S: Yes, but I don't know English. English is difficult. (やだやだやだ英語がわからない。英語はむすかしい!)
T: Would you like to use your imagination to understand what the teacher says? (先生の説明は理解するためにイマジネーションをすればどう?)
S: No. I don't know English. (やだやだ英語はわからないから)
T: Would you like to try to understand English with your best effort? あなたは最善を尽くして英語を理解しようとしませんか?
S: No. I don't know English. English is difficult. I don't need English. (やあだ! 英語はわからない。英語はむすかしいです。英語ははいらない。)
Teacher, study Japanese harder so you can explain the lesson in Japanese. 先生、日本語をもっと勉強して、レッスンを日本語で説明できるようにしてください。

This conversation revealed the students' self-concept and self-efficacy beliefs with regard to learning English. In this connection, Kikuchi, 2015 (cited from Zimmerman, 2000) is illustrative, saying that self-efficacy is the person's level of confidence (belief) that they can successfully carry out an action to achieve a specific goal in a particular setting under certain conditions. Importantly, the basic premise of self-efficacy theory is that people's beliefs in their capabilities to produce desired effects by their own actions are the most important determinants of the behaviors people choose to engage in and how much they persevere in their efforts in the face of obstacles and challenges (Maddux, 2013:335). Furthermore, instead of taking the responsibility to study English harder, some of the students were expecting foreign teachers to study Japanese to explain English lessons in Japanese for their own convenience. In this case, the researchers were challenged in their quest to further deepen their knowledge as to why EFL students, particularly in Japan, often consider teachers as one of their demotivators, despite the huge effort these educators were investing to encourage and relate to their students' psychological and cognitive-related needs.

Characteristics of classes and Learning contents, likewise, did not contribute to the decrease of motivation among the learners, since class sizes in Japan are often proportionate and conducive to EFL learning. In addition, they were also given chances to express themselves and communicate using the language. Students were also exposed to the study of different language skills such as grammar, translation, and oral communication.

The next mentioned factor, *Experiences of failure*, as concluded, did not constrain Japanese learners since they, according to their answers, did not experience difficulty in memorizing words and phrases in English. High test scores were also obtained by the respondents, particularly, during midterm and final examinations; moreover, they can be independent learners capable of self-studying. However, some of the students revealed in the informal interview, that too many words to remember made them

panic by merely seeing them. Because of this, one of the researchers of this study made all activities and examinations in class to be done in either pair or in groups. *Never alone* is the empowering phrase that fuels students' desire to at least change their mindset from *I can do it* (Maddux, 2011) towards *I will do it*.

Hence, *experiences of failure* did not inhibit these students in learning English. Sakai and Kikuchi (2009), discovered, contrary to this result, that *experiences of failure* was one of the main causes of the learners' decreased motivation in second language learning.

In terms of physical environment, Japanese students were provided ample tools and equipment such as the Internet and audio-visual materials to adequately facilitate the process of learning. Therefore, *Class environment and facilities* were not considered by these learners as a demotivating factor. In the same way, understanding the role of the use of class materials led to the interpretation that this was not involved in student demotivation since the teachers had been using authentic, appropriate and updated learning materials during class discussions. Positive responses regarding the utilization of learning materials such as texts, passages, textbooks, and supplementary readings were also exemplified and reflected on the results of the study. Contrary to the aforementioned findings, it was concluded that not all EFL learners, who enrolled and were attending their language classes, were willing to undergo such academic undertakings.

Despite the awareness and understanding of the purpose of learning the English language, some still hold to the notion that English is merely a compulsory subject and that adversely affected the Japanese learners' motivation to partake fully during EFL learning classes.

Significant differences in the responses of the student-respondents were found when they were grouped according to their profile. Differences were shown in *Characteristics of classes/Learning contents* and in *Class environment/facilities*, where older students have a lower rating, which means that more students of age 22 do not agree that the two mentioned factors were demotivating them. In addition, a difference in the students' responses was observed in the *Teacher* factor in terms of sex. More female students did not agree that their EFL teachers contributed to their demotivation.

In the comparison of the two English classes – Communication and Reading, it was shown that with regard to both the following factors, *Teacher* and *Characteristics of Classes/ Learning Contents*, Reading class students were absolute and agreed more that these two were never the reasons behind their demotivation as compared to those in Communication class.

It must be noted that though differences in the mean ratings were found, nevertheless, the overall results yielded that, except for *Lack of interest*, the student-respondents did not regard the remaining factors (*Teachers, Characteristics of classes/ Learning contents, Experiences of failure, Class environment/Facilities, and Class materials*) as inhibiting elements and contributors to demotivation amongst Japanese EFL learners.

Conclusion and Future Directions

In line with the results presented, it is recommended that a parallel study comparing EFL and ESL learners be conducted. Furthermore, a qualitative analysis as regards the role played by culture as reflected in the varied outcomes may be usefully undertaken. In addition, a study continuing to dig deeper within the fundamental demotivation factor amongst Japanese learner, which was revealed to be lack of interest, may be considered as filling in the gaps in research to date and leading to a further, more nuanced research perspective. This could well involve probing internal factors such as lack of confidence, students' attitudes towards English and learners' vision of life and its relationship to their future-self as EFL learners.

In addition, the researchers are considering to probe the idea of self-imaging as an EFL learner and the effectiveness of the Family Environment Mode Approach (FEMA) in the EFL classroom (Ocampo, 2016), which is an approach that aims to establish a trusting relationship between teacher and students. This affective environment allows both teachers and students to talk openly about their academic-related issues and personal relationship, thus creating a stress-free classroom environment. Furthermore, English language teachers need to become more aware of a variety of affective factors such as demotivation, test anxiety, and foreign language anxiety (Rastegar, Akbarzadeh & Heidari (2012). Teachers can help students with necessary coping skills such as positive thinking to deal with demotivation factors. Practical ways to achieve this include giving students a chance for self-autonomy and allowing them to take control of their own learning process; involving capacities, abilities, attitudes, willingness, decision making; and assessment either as a language learner or as a communicator inside or outside the classroom during their lifetime (Chitashvili, 2007). Furthermore, learners with sufficient autonomy are allowed to develop and exercise this autonomy in order to solve and create an array of solutions to any number of problems related to learning within themselves and with their classmates.

Finally, it is also important to consider the fact that students' motivation to study English fluctuates (Koizumi & Kai, 1992; Miura, 2010). The level of students' motivation might decrease or increase at any time according to both external and internal factors around them. Because of this, when approaching the ingrained problem of demotivation, self-regulation, which is closely tied to autonomy and even motivation and illuminates "from within" with shared intentions and purposes (Ushioda, 2008:25), must be enhanced.

References

Aydin S. & Zengin B. (2008). "Anxiety in foreign language learning: a review of the literature," *The Journal of Language and Linguistic Studies*, vol. 4, no.1, pp.81-94, 2008.

Aydin S. (2012). Factors Causing Demotivation in EFL Teaching Process: A Case Study. *The Qualitative Report*, 17 (51), 1-13. Retrieved from: <http://nsuworks.nova.edu/tqr/vol17/iss51/1>

Chambers, G.N. (1999). *Motivating Language Learners*. Clevedon: Multilingual Matters.

Chitashvili N. (2007). The Concept of Autonomy in Second Language Learning. *Georgian Electronic Scientific Journal: Education Science and Psychology*, 2007, No.2 (11) p 17.

Dörnyei Z. & Otto, I. (1998). Motivation in Action. A process model of L2 motivation. *Working Papers in Applied Linguistics* (Thames Valley University, London) 4, 43-69.

Dörnyei Z. & Ushioda E. (2011). *Teaching and Researching: Motivation*. Second Edition. Harlow: Longman. 2010. 326 pp.

Dörnyei Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates.

Dörnyei Z. (2007). Creating a Motivating Classroom Environment. *International Handbook of English Language Teaching*, 2007. Chapter 43, 719-731.

Falout J. (2012). Coping With Demotivation: EFL Learners' Demotivation Processes. *The Electronic Journal for English as a Second Language*. Volume16, No. 3

Falout J. & Maruyama, M. (2004) A comparative study of proficiency and learner demotivation. *The Language Teacher* 28, 3-9.

Gardner, R.C. (1985) *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.

Hasegawa, A. (2004) Student demotivation in the foreign language classroom. *Takushoku Language Studies*, 107, 119-136.

Kikuchi K. (2015). Student and teacher perceptions of learning needs. A cross analysis. *Shiken: JALT Journal* 28(1), 8-20.

Kikuchi K. (2011). Learner perceptions of demotivators in Japanese high school English classrooms. Unpublished doctoral dissertation, Temple University, Tokyo.

- Kikuchi K. (2015). Demotivation in Second Language Acquisition. Insights from Japan. Second Language Acquisition SLA, Multilingual MATTERS, St. Nicholas House, 31-34 High Street, Bristol BS1 2 AW, UK, 2015, p.xii.
- Kikuchi K. & Sakai H. (2009). Japanese Learners' Demotivation to Study English: A Survey Study. *JALT Journal*, Vol. 31, No. 2, November 2009.
- Kimura, Nakata, and Okumura (1999). Language Learning Motivation of EFL Learners in Japan A Cross-Sectional Analysis of Various Learning Milieus. *JALT Journal*
- Kitjaroonchai, (2012). Motivation toward English language learning of students in secondary and high schools in education service area office 4, Saraburi province, Thailand. *International Journal of Language and Linguistics*, 1(1), 22-33.
<http://dx.doi.org/10.11648/j.ijll.20130101.14>
- Koizumi, R. and Kai, T. (1992) Changes in attitudes, motives, and perceived attainments in Learning English: A cross-sectional study in seventh through ninth grade. *Fukuoka Kyoiku Daigaku Kiyo (Fukuoka University of Education)* 41,297-307.
- Lai, H. T., & Ting, K. (2013). English language learners' perception on motivational changes. *English Language Teaching*, 6(8), 10-20.
<http://dx.doi.org/10.5539/elt.v6n8p10>
- Maddux, J.E. (2011). Self-Efficacy: The power of believing you can. In S.J. Lopez and C.R. Synder, the *Oxford Handbook of Positive Psychology* (pp. 335-343). New York: Oxford University Press.
- Ocampo, M. (2016). Brainwaves of Emotion among Japanese EFL Learners as Proof of the Effectiveness of Family Environment Mode Approach (FEMA). *PEOPLE: International Journal of Social Sciences*, 2(1), 196-211.
- Rastegar M., Akbarzadeh M. & Heidari N. (2012). The Darker Side of Motivation: Demotivation and Its Relation with Two Variables of Anxiety among Iranian EFL Learners. *International Scholarly Research Network, ISRN Education*, Volume 2012, Article ID 215605, p 8.
- Ryan S. (2008). The ideal L2 selves of Japanese learners of English. Ph. D thesis, The University of Nottingham. Retrieved from:
<http://eprints.nottingham.ac.uk/10550/1/ryan-2008.pdf>
- Ryan, R. M., & Deci, E. L. (2009). Promoting self-determined school engagement: Motivation, learning, and well-being. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook on motivation at school*. (pp. 171-196). New York: Routledge
- Russell, V. J., Ainley, M., & Frydenberg, E. (2005). Student motivation and engagement. *Schooling Issues Digest*. Australian Government, Department of Education, Science and Training.

Sakai, H. & Kikuchi, K. (2009). An analysis of demotivators in the EFL classroom. *System* 37, 57-67.

Trochim, W. & Donnelly, J. (2008). *The Research Methods Knowledge Base* (3rd Edition). Cincinnati, OH: Atomic Dog.

Ushioda, E. (2008) Motivation and good language learners. In C. Griffiths (ed) *Lesson from Good language Learners* (pp.19-34). Cambridge: Cambridge University Press.

Ushioda, E. (2013). Foreign language motivation research in Japan: An “insider” perspective from outside Japan. In M. Apple, D. Silva and T. Fellner (eds) *Language Learning Motivation in Japan* (pp. 1-14). Bristol: Multilingual Matters.

Zimmerman, B.J (2000). “Attaining self-regulation: a social cognitive perspective,” in *Handbook of Self-Regulation*, M. Boekaerts, P. R. Pintrich, and M. Zeidner, Eds., pp. 13–39, Academic Press, San Diego, Calif, USA, 2000.

Contact email: merissao@yahoo.com