

From Motivation to Demotivation to Remotivation: Motivational Fluctuations in EFL Classrooms

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This thesis investigates demotivation and remotivation in EFL learning to find the factors causing demotivation among EFL learners and the efficient remotivational strategies in overcoming demotivation.

The thesis offers a theoretical overview of the main currents in L2 motivation research and broadens the concept with the further investigation of demotivation and remotivation. The main references within the field of motivation are to Robert Gardner and Wallace Lambert, Edward Deci and Richard Ryan, and Zoltán Dörnyei. Concerning demotivation, the thesis draws in research studies investigating the demotivational factors experienced in different EFL contexts. The researchers in this field include Keita Kikuchi, Tae-Young Kim and Zoltán Dörnyei. Regarding remotivation, multiple studies investigating the remotivational factors helping overcome demotivation are presented. The researchers of this topic include Joseph Falout, Christopher Carpenter, Ema Ushioda, and others.

The meta-analysis showed variance between factors causing demotivation in different learning environments and cultures. The most common demotivational factors were teacher variables, course contents and teaching materials, and negative attitudes toward learning English. Data showed strong demotivation until high school, but lower again in college. Most of the efficient remotivational strategies were internal to the learner, such as a change in perspective, although situation-specific and social factors were significant too. Some suggestions were made concerning the exact strategies EFL teachers could use to promote the learners' remotivation.

Further research should investigate the efficiency of specific remotivational strategies to overcome demotivation among EFL learners. In addition, research should be conducted to examine the remotivational factors in Finland.

Key words: Language acquisition, foreign languages, motivation (mental objects), motivation (activity), study motivation, learning, language learning, language teachers, second language

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List of abbreviations

SLA	Second Language Acquisition
L2	Second/Foreign language
EFL	English as a Foreign Language
ESL	English as a Second Language

1. Introduction

A lack or a loss of motivation, or *demotivation*, among language learners is a phenomenon which must be familiar to every language learner and teacher. Despite the best efforts, most teachers have probably encountered students who seem to have lost their motivation for learning the foreign language (L2). Although English has a *lingua franca* status, English classrooms are no different. Given that English is learned in schools all over the world and most of the research on L2 motivation is concerned with English as a foreign language (EFL), it will be the main focus of this thesis as well.

Solving the reasons for the decrease in motivation is not always a simple task since it might have originated from a factor far back in the language learning journey. They might be the cause of specific learning experiences, social factors in the classroom or experiences outside the classroom in relation to other speakers of the L2 (Dörnyei and Ushioda 2011: 137). Given the wide variety of possible origins of demotivation, an understanding of the possible and probable factors causing this type of lack or loss of motivation in EFL classrooms needs to be established. In addition, a decrease in the level of motivation calls for a repairing action of increasing the motivational level i.e., *remotivation*. These actions can originate from the learner or they can be implemented by the teacher. Nevertheless, teachers are key players in the learners' language learning process and should thus have specific strategies in place for helping learners overcome a loss of motivation.

Typically, research has focused more on the positive attributes of motivation neglecting the negative influences on motivation. The developmental process of demotivation, and the repairing/remotivational strategies to overcome the loss or the lack of motivation are rarely treated in research, even less so together. To my knowledge, only four studies (Muhonen 2004; Jalkanen and Ruuska 2007; Hirvonen 2010; Amemori 2012) have been conducted in Finland on demotivation in EFL learning and none explicitly on remotivation. To date, no comprehensive overview of the research studies conducted on these two phenomena has been published. This present thesis functions as an overview of the theories and recent studies on motivation, demotivation and remotivation. Thus, the aim of this thesis is to investigate the cyclical nature of motivation from general motivation to demotivation to

remotivation, in order to understand the reasons and implications of these changes, and to provide an understanding of the possible strategies to use to combat demotivation from the perspective of learning English as a foreign language. The main emphasis of this thesis is on learning EFL. However, in the lack of appropriate evidence from studies on EFL, I draw in occasional examples from research studies on English as a second language (ESL) or learning another language than English as a foreign language.

In this thesis, I will review these specific phenomena in detail. In other words, I will be outlining, and overviewing research conducted on the decrease in the level of motivation, and the overcoming and repairing action of this loss of motivation. In Chapter 2, the most well-known theories in the field of L2 motivation will be overviewed. The presentation of these theories will proceed from the pioneering work of Gardner and Lambert to the most recent approaches of the 21st century. In Chapter 3, the reasons for demotivation in EFL classrooms will be discussed. First, the main concepts related to the phenomenon will be discussed, which will be proceeded by the effect of different factors on the factors causing demotivation. I will outline the differences in demotivational factors among learners at different educational levels and consider the cultural differences in the factors causing demotivation. In Chapter 4, the factors promoting remotivation and the strategies used to overcome demotivation in learning EFL will be investigated. Research findings will be gathered to determine the factors EFL learners have found helpful in remotivation. In addition, the role of EFL teachers in providing support and remotivational strategies to aid students overcome demotivation will be discussed. Finally, in Chapter 5, the implications of the findings in the research presented and suggestions for future research on the topic will be given. Next, the most important concept of motivation in SLA will be presented.

2. Motivation in Second Language Learning

Second language acquisition (SLA) is a complex multifaceted phenomenon influenced by several different factors. In addition to external factors, which are more or less the same for groups of learners, several individual differences influence the rate and success of second language acquisition, one of the most significant ones being motivation. Although there are other major factors influencing the rate and success of L2 acquisition, Pietilä (2015, 54) underlines that motivation may override deficiencies in language aptitude, another important variable in L2 learning. Researchers widely agree that motivation is one of the most crucial factors in determining the rate and success in SLA (see, for example, Dörnyei 1998; Gardner 1985; Reece and Walker 1997; Masgoret and Gardner 2003). Dörnyei (2005, 65) argues that motivation is the major driving factor in initiating L2 acquisition and the central factor in sustaining the sometimes difficult and long process of second language acquisition. Despite the use of the term in everyday language, motivation is a complex phenomenon, which becomes clear with the sheer number of different approaches and theories concerning what motivation truly consists of. Overall, researchers tend to agree that motivation determines behavior by initializing action and directing it (ibid.). However, there is disagreement in how this actually happens.

To properly understand how the willingness to study English as a foreign language evolves over time, we need to form a theoretical understanding of motivation in SLA and the factors affecting it. In this chapter, some of the best-known theories in the field of motivation in SLA will be overviewed. First, the pioneering work of the Canadian researchers Gardner and Lambert in terms of the *Socio-Educational Model of SLA* will be discussed. Secondly, I will outline the *Self-Determination Theory* and the concepts of extrinsic and intrinsic motivation. Thirdly, the *Process Model of L2 Motivation* will be overviewed, and the dynamic nature of motivation discussed. Finally, I will present one of the newest approaches in L2 motivation theorization, the *L2 Motivational Self System*.

2.1. Integrative vs. Instrumental Motivation

The Canadian researchers Robert Gardner and Wallace Lambert are often considered to be the pioneers of research in L2 learning motivation with their studies on learning French as a second language in Canada. Their research focus (1959; 1972) has been

mainly on the socio-psychological approach to motivation and SLA. Gardner (2007, 13) underlines that second language acquisition differs from other school subjects in that it is influenced by attitudes and stereotypes toward the target language community, factors unrelated to other school subjects. Thus, factors irrelevant to motivation in other school subjects need to be considered in L2 motivation.

Gardner is known for especially the *Socio-Educational Model of SLA* (1985), which explains the nature of motivation in SLA. In the model, Gardner explains the cognitive and affective dimensions of second language acquisition, with the first concerning the components of the language e.g., pronunciation or grammatical structures, and the latter concerning the acquisition of behavioral aspects and characteristics of the L2 community. The model divides language learning motivation into two categories, which are *integrative* and *instrumental motivation*, according to the specific goals and reasons of the learner for learning the L2. In his theory, Gardner (ibid.) underlines the significance of integrative motivation in SLA.

Gardner (1985) defines integrative motivation as the effort made by the L2 learner toward becoming a member of the target language culture. Thus, an integratively motivated learner wants to learn the language for pure interest toward the language and the culture of its speakers, and to become closer to the language community. Specific examples of integrative motivation might be willingness to communicate with speakers of that language and to learn to speak the language fluently. In their research, Gardner, Lalonde and Moorcroft (1985) found that learners with high levels of integrative motivation learned the L2 significantly faster than those with low levels of motivation overall. This suggests that integrative motivation is beneficial in L2 learning.

According to Gardner (1985) instrumental motivation means that the learner studies the L2 for a specific pragmatic goal. In other words, the learner wants to learn the language in order to achieve some other external goal. For example, knowledge of the language might give more job opportunities, be the requirement for higher education or give prestige status in the specific culture. Hence, an instrumentally motivated learner has no direct interests to communicate with the L2 speaking community.

Gardner and MacIntyre (1991) found that both integratively and instrumentally motivated learners learned L2 vocabulary faster than those lacking motivation, thus showing that both types of motivation have a driving force in L2 learning. Generally, integrative motivation has been demonstrated to be more advantageous in sustaining long-term success in L2 learning than instrumental motivation (see Ellis 1994; Crookes and Schmidt 1991). However, in certain cases it might actually be more beneficial to have high instrumental motivation. Pietilä (2015, 50) argues that instrumental motivation is useful especially in situations where there is no specific target language speaker community, which is often the case with learning English.

Nowadays, some parts of the theory of integrative motivation are being challenged, especially when it comes to learning English as a second language. Ushioda and Dörnyei (2009, 2) state that a central question of the debate is whether the concept of integrative motivation is applicable to learning English when there is no clear target language speaker group. As English has a *lingua franca* status and it is spoken all around the world, it might be challenging to be integratively motivated as there is no one specific target community associated with the language (Ushioda 2011, 200). However, it seems that at least English classrooms in Finland, the contexts of American and British English tend to be emphasized, thus giving ground for integrative motivation towards these English language communities. Responding to the dilemma mentioned above, Yashima (2002, 57) reconceptualizes integrative motivation to a more general international integrativeness, e.g., willingness to travel or work overseas, interest in foreign relations, willingness to communicate with people from different cultures and openness toward other cultures. Even in the context of Finland, with the *lingua franca* status of English, learning English might not necessarily be considered a gateway to integrating oneself into the American or British culture specifically, but rather having wider opportunities to integrate into almost any culture in the world. For this reason, the new conceptualization of integrativeness could be appropriate to the Finnish EFL context even if American and British cultures were emphasized. In addition, basic knowledge of English tends to be evermore widely a prerequisite for different institutions globally from work to education. Thus, more and more people might be learning English for instrumental reasons. Consequently, it

is not only integrative motivation that is advantageous, but instrumental motivation as well.

Another issue with Gardner's and Lambert's (1959) theory, as argued by Cheng and Dörnyei (2007, 154), is that although the integrative motive has clear implications in the language acquisition process, it was never intended to be explicitly used in L2 classrooms or to give any specific tools for teachers to motivate their students. This provoked research in the field of L2 motivation to search for a theory that would be more relevant to the L2 classroom (Dörnyei 2020, 40). In the following sections, the most widely accepted new approaches instigated by this need for reconceptualization of L2 motivation are presented.

2.2. Self-Determination Theory

Until the end of the 20th century, the field of SLA motivation was much dominated by the socio-psychological approach introduced by Gardner and his colleagues. In the 1990s, however, there was a shift toward cognitive approach to explaining language learning motivation. One of the most influential theories of this era is the *Self-Determination Theory* introduced by Deci and Ryan (1985) and applied to SLA by Noels et al. (2000). In this section, the Self-Determination Theory and its functions will be outlined.

The Self-Determination Theory is based on the three basic psychological needs humans have: *autonomy*, *competence* and *relatedness* (Deci and Ryan 2002). In the theory, the need for autonomy means that the person has a need to feel free to make decisions concerning themselves. Correspondingly, the need for competence means the need to feel capable of doing difficult tasks efficiently, but also wanting to increase one's own competence and practice the weaknesses. Respectively, the need for relatedness is the need to be in contact with others and feel like belonging to a social group. These basic psychological needs arise in motivation differently in particular situations.

The most important part of the Self-Determination Theory for L2 motivation research is the presentation of a continuum between two types of motivation: *extrinsic* and *intrinsic motivation* (Noels et al. 2000, 60). The concepts of intrinsic and extrinsic motivation do not form a dichotomy, since the origins of the motivation often are not

purely either intrinsic or extrinsic but lie somewhere in-between. But what are these concepts exactly and how do they manifest in practice?

According to Noels et al. (2000, 61) intrinsic motivation means the willingness to do something for the joy of doing the activity. In other words, intrinsic motivation originates from internal interest toward the performance of the task. For example, one might read books in English for the pure joy of having the experience of reading it English instead of reading it because of being told to. Vallerand and colleagues (Vallerand et al. 1989; Vallerand 1997) argue that intrinsic motivation can be divided into three sub-categories: *intrinsic motivation to know*, *intrinsic motivation toward accomplishments* and *intrinsic motivation to experience stimulation*. Vallerand (1997, 280) explains the intrinsic motivation to know as relating to exploration, intelligence, curiosity, learning goals, etc. Intrinsic motivation toward accomplishments is concerned with the feeling of satisfaction and pleasure gained when doing the activity and finishing it (ibid.). Intrinsic motivation to experience stimulation means the willingness to take part in activity that provides sensory pleasure and pleasant sensations (ibid.).

Noels et al. (2000, 61) define extrinsic motivation as action motivated by reaching an external incentive, such as getting a reward or avoiding being punished. Extrinsic motivation could be implemented by, for example, parents' order to study a certain language, earning allowance for doing the homework or getting detention for skipping class. Different types of extrinsic motivation have been determined which can be categorized along a continuum based on the level of self-regulation in the motivation: *external regulation*, *introjected regulation*, *identified regulation* and *integrated regulation* (Deci and Ryan 1985; Vallerand 1997). External regulation means direct external factors motivating the action, like rewards and punishments, and it involves the least amount of self-regulation (Vallerand 1997, 281). Introjected regulation is similar to external regulation, but instead of external influence, it is self-imposed, i.e., the person sets the rewards and constraints for themselves (ibid.). By identified regulation, Vallerand means action powered by the importance of the behavior for the individual themselves even if the actual performance of the action might be unpleasant e.g., reading a book for the joy of having read a book even if the actual process of reading was tedious. Integrated regulation involves the most self-regulation in personally relevant activities, which might be restricted at activity level

and by competing with other desires of the individual e.g., staying in to study instead of going out with friends (ibid.).

Research has shown more positive learning outcomes among learners with intrinsic motivation than with those with extrinsic motivation (Vallerand et al. 1993, 162). This suggests that intrinsic motivation would be more advantageous in L2 learning than extrinsic motivation. However, both have been also shown to lead to better outcomes than a lack of motivation (ibid.). The conceptualizations of the terms and their impact on L2 learning may seem similar to integrative and instrumental motivation. In fact, Noels (2001) found that intrinsic regulation correlated strongly with the integrative motive and extrinsic regulation correlated with the instrumental motive. Consequently, intrinsically motivated learners often also have integrative motives and extrinsically motivated learners possess instrumental motives. However, the concepts differ in their point of view, with integrative and instrumental concepts focusing on the direction of motivation and the intrinsic and extrinsic motivation focusing on the origins of motivation.

In addition to the motivational dimensions of intrinsic and extrinsic motivation, Deci and Ryan (1985) present a contrasting dimension to these, a dimension for a lack of motivation which they call *amotivation*. This will be discussed in the section 3.2.

2.3. Process Model of L2 Motivation and the dynamic nature

In the turn of the 21st century, applied linguistics took a dynamic turn with an increasing number of scholars adopting complex dynamic systems approach in their research (Waninge, Dörnyei and de Bot 2014, 704). This same shift has been seen in the field of SLA and L2 motivation research (ibid., 706). Hence, researchers have become increasingly more interested in the evolvement of L2 motivation over time and in different situations. Dörnyei (2003, 17) underlines that huge fluctuations in commitment might be encountered even within a single lesson, more so over an even longer period, like the full academic term. In response to the new understanding of the dynamic nature of motivation, different process models for motivation were introduced (see Williams and Burden 1997; Dörnyei and Ottó 1998). In this section, one of the best-known process models in L2 motivation will be outlined.

One of the most widely accepted and famous process models in L2 motivation is the *Process Model of L2 Motivation* by Dörnyei and Ottó (1998). They argue that the motivational process divides into specific temporal categories: *preactional phase*, *actional phase* and *post-actional phase*. These categories, or segments, describe the movement from initial willingness to setting actual goals to operationalizing the objectives, and how these processes are implemented and evaluated after the process (Dörnyei 2003, 18). Thus, each of these phases plays its own role in the overall motivational process with its own type and level of motivation.

In the Process model of L2 Motivation (Dörnyei and Ottó 1998), the first stage is the Preactional stage, which occurs before the learning event. The motivation at this stage is described by *choice motivation*, which initiates the choice for the specific learning goal (Dörnyei 2003, 18). The specific functions of the preactional phase are setting goals, forming intentions and initiating the intention enactment (Dörnyei and Ottó 1998, 47). In other words, this phase involves making plans, having initial hopes and wishes, figuring out the starting condition and finding proper means and resources for the action.

The second phase in the Model (Dörnyei and Ottó 1998) is the Actional phase i.e., the one in which the activity occurs. The corresponding motivational dimension of this stage is *executive motivation* (Dörnyei 2003, 20). The main functions of the actional phase are generating and implementing subtasks, appraisal from the environment and controlling the action with several different mechanisms (Dörnyei and Ottó 1998, 50). That is, this phase includes performing the action plan, comparing the process with initial expectations and preserving concentration and effort toward the activity to prevent distraction.

Finally, the third phase of the model (Dörnyei and Ottó 1998), the Postactional phase occurs after the goal is reached or the activity is terminated, and the corresponding motivational dimension is *motivational retrospection* (Dörnyei 2003, 20). This stage is concerned with evaluating the success in the process and its outcome, especially for future activity (Dörnyei and Ottó 1998, 51). More specifically, it includes the way in which performance is justified or attributed, analyzing their personal standards and dismissal of preliminary intention to allow further development in terms of new goals.

Nowadays, the dynamic nature of motivation is widely agreed on and more research has been conducted studying motivational development over time (see, for example, Pawlak 2012; Poupore 2013; Waninge et al. 2014; Gardner et al. 2004; Dörnyei et al. 2006). Motivation is thus no longer considered as a constant feature of the language learner, but rather a constantly changing variable in the learning process. This means that motivated learners do also experience decreases in their motivation and unmotivated learners might experience increases in their motivation. Also, motivation might manifest differently in different situations and in different phases of the learning process. These ideas of the dynamic nature of L2 motivation will be further developed in chapters 3 and 4.

Humans are complex creatures who take part in the multidimensional phenomenon of second language acquisition. Their reactions to both internal and external stimuli influence their willingness to perform action and their behavior. In the next section, the relationship between the perceptions of the individual and their aspirations for future selves related to their L2 learning will be treated.

2.4. L2 Motivational Self System

The 21st century has already seen several developments in the research and theorization of L2 motivation. The focus of research in psychology on the idea of the ‘self’ has been the main driving force in one of the latest developments on L2 motivation research. Dörnyei (2009, 9-10) claims there has been a need for a reconceptualization for motivation, as the concept of integrativeness presented by Gardner and Lambert (1959) did not correspond to the new concepts in motivational research in psychology, such as self-determination, and due to the lack of appropriateness of the concept in some L2 learning contexts, such as learning English given its *lingua franca* status. One of the newest reconceptualizations of L2 motivation is the *L2 Motivational Self System* (Dörnyei 2005, 2009). In this section, I will present this particular approach to L2 motivation and the concept of the ‘self’.

The theory of the L2 Motivational Self System originates from the theory of Higgins and associates (see Higgins 1987; Higgins et al. 1985) on the ‘self’ with the notions of the *ideal self* and the *ought self*. Dörnyei has then applied these concepts to L2 motivation with an additional component. The L2 Motivational Self System (Dörnyei 2005, 2009) divides the individual motivational attributes into three components: the *Ideal L2 Self*, the *Ought-to L2 Self* and the *L2 Learning Experience*.

The essence of the theory is the learners' desire to make the actual self more like the future potential or goal selves. Thus, L2 motivation in this theory is the desire and the effort made into achieving the attributes of the future potential selves.

The ideal self is someone we aspire to become. If that ideal self can speak the L2, it acts as a strong motivator for us to learn the L2 to become more like the ideal self, or in this case the ideal L2 self (Dörnyei 2009, 29). This component relates to earlier motivation models in that the traditional integrative and internalized instrumental motives typically lie under this component (*ibid.*). Hence, for example, the ideal L2 self could be someone who speaks the language fluently and often communicates with other speakers of the L2.

Dörnyei (2009, 29) states that the ought-to L2 self includes the abilities the individual considers they ought to possess to meet others' expectations and to avoid conflict. This component covers the more extrinsic instrumental motives in traditional motivation theories (*ibid.*). For example, they might think everyone studying in higher education ought to know English, which is why they study English to fill that expectation. Given the emphasis on the expectations of others, this component has some similarities with extrinsic motivation in the self-determination theory (Deci and Ryan, 1985).

The third component of the L2 Motivational Self System, the L2 learning experience, concerns motivational factors in relation to the immediate L2 learning environment and related experiences (Dörnyei 2009, 29). These include teacher-related factors, the curriculum, the learning group and experiences of success. After this concept being fairly neglected in research and in theorizing compared to the future selves, Dörnyei (2019, 24-25) specified the definition of the L2 Learning Experience as the engagement of the learners with several aspects of the L2 learning process, including learning tasks, curriculum and teaching materials, school environment, peers and the teacher. Dörnyei (*ibid.*, 21) underlines that this dimension is just as important as the other two despite the lack of focus on research. This means that L2 motivation is not only related to cognitive and internal factors, but that environmental factors are in a central role too. However, more research is needed to properly understand the specific functions of this dimension in L2 motivation.

Since the L2 Motivational Self System was introduced, the SLA field has adopted the self-based approach in explaining the factors motivating L2 learning action (Boo, Dörnyei and Ryan 2015). Dörnyei (2009, 9) argues that the implications of the L2 Motivational Self System for the field of SLA are significant since it explicitly adopts the concept of the self from psychology into the research in SLA. Thus, the support for the concept does not lie only on SLA motivation research but also on the motivational research in the field of psychology.

Overall, the motivational theories and the research on L2 learning motivation has advanced a great deal over the recent decades. The development of the theories has been from general and abstract to more specific and concrete (Pietilä 2015, 54). Through rigorous research, motivation has established its status as one of the most significant individual variables influencing L2 learning. However, as we have seen in the previous sections, motivation is constantly changing, including occasional decreases in the level of a learner's motivation. In the next chapter, this dimension, the lack or loss of motivation will be discussed in detail.

3. Demotivation

It is not only positively motivational factors that influence the choices for action, but also negative factors. Sometimes the individual might lack or lose motivation they had before. The key concept relating to lack or loss of motivation is *demotivation* (and amotivation), which will be investigated in detail in this chapter. Firstly, I will start by defining the concept with regards to amotivation and the components of demotivation. Secondly, the effect of educational level on the demotivational factors experienced in EFL learning will be outlined. Thirdly, a comparison of cultural factors in demotivation will be examined by drawing in research from outside Finland and from Finland.

3.1. Definition

The concept of demotivation is a fairly recent phenomenon with research dating back to the turn of the 21st century, although the overall phenomenon has been discussed before (e.g., Deci and Ryan 1985). In this section, the concept of demotivation and its constituents will be presented. Firstly, I will outline the key definitions for demotivation. Secondly, the concept of *amotivation* mentioned in section 2.2. will be presented and contrasted with the concept of demotivation. Thirdly, research on the factors causing demotivation will be overviewed. Finally, evidence for the dynamicity of demotivation will be covered.

What comes to defining demotivation, some disagreement exists between researchers. Dörnyei (2001, 143) defines demotivation as the external factors that reduce or diminish the level of motivation an individual has toward performing an action. However, some researchers disagree with this definition. The issue with Dörnyei's definition is whether or not all factors causing demotivation are actually external. According to Kikuchi (2011, 11), several studies on demotivation, even one by Dörnyei himself, have included internal factors within the demotivational factors even though the definition employed states only external factors causing demotivation. Within the factors causing demotivation, these studies have included external factors, such as *teacher variables* and *teaching materials*, and internal factors, such as *negative attitudes* and *low self-confidence*, without explicit mention of some of the factors being internal (ibid.).

Obviously, demotivation is not only the result of external factors as several internal factors may also lead to a lack or a loss of motivation. For example, negative experiences when using the L2 may decrease motivation to further learn and use the language. In response to the confusion of factors causing demotivation, Kikuchi (2011, 11) argues that some of the factors often identified as external demotivational factors are in fact internal. Thus, he goes on to redefine demotivation as certain external **and internal** factors that affect motivation negatively (ibid.; emphasis added). Kikuchi (ibid., 12) underlines that demotivation does not always signify a low level or an inexistence of motivation, since demotivation can also occur among highly motivated learners decreasing their motivation to average level. It simply means a decrease in the level of motivation from the previous level no matter the size of this decrease. Some might argue that a slight decrease in the level of motivation among highly motivated learners is irrelevant if their level of motivation is still fairly high. However, the factors causing only a slight decrease in motivation in some learners may have drastic consequences among others. Thus, in this thesis, the most significant demotivational factors overall will be investigated even if they are not significant among all participants.

3.1.1. Amotivation

As mentioned earlier, the lack of motivation was one of the three motivational dimensions presented in the Self-Determination Theory (Deci and Ryan 1985). In the theory, they called this dimension *amotivation*.

In the Self-Determination Theory, Deci and Ryan (1985) contrast both intrinsic and extrinsic motivation with amotivation, which they define as a lack of motivation due to the belief that the activity would not lead to satisfactory outcomes. This might include lack of skills needed to perform the activity, belief of not achieving the desired outcome or difficulty and amount of effort needed to perform it. These are factors certainly encountered in the L2 classroom, which might influence the willingness of the students to learn the language. Vallerand (1997, 282) argues that amotivation originates from different beliefs the individual has about the activity and success for example, helplessness beliefs, strategy beliefs, capacity-effort beliefs and capacity-ability beliefs, which might decrease the level of motivation. Noels et al. (2000, 62) claim that in the state of amotivation, the learner has no desire, neither

intrinsic nor extrinsic, to perform the activity and thus might discontinue the language learning when given the chance.

Although the concepts of demotivation and amotivation are very similar, they have some definitional differences. Dörnyei (2001, 143) explains the difference between demotivation and amotivation in that amotivation is concerned with the individual's distorted or unrealistic expectations of the outcome of the activity, unlike demotivation, which means the influence of certain external factors on motivation. Thus, amotivation concerns more the individual perceptions of the learning process instead of factors directly influencing the process. In this thesis, the focus will be on demotivation.

3.1.2. Factors causing demotivation

Language learning is a different kind of experience for every learner, which is why the reasons causing demotivation differ from one learner to another. To properly understand the root causes for a decrease in the motivation to study languages, it is necessary to understand all the factors that might cause it. Proper understanding of the phenomenon and its causes enables building strategies that help prevent demotivation in EFL classrooms. In this section, research attempting to categorize the main causes for demotivation will be overviewed.

One of the earliest studies investigating demotivation in EFL classrooms was conducted by Rudnai (1996), studying 15 Hungarian secondary school and vocational school students learning English. Using interviews structured according to Dörnyei's motivation model (1994), she examined the students' demotivational factors for studying English. Rudnai found that the factors causing demotivation among the participants were *learner-related factors*, such as low self-confidence caused by negative experiences, and *learning situation-related factors*, such as being in a group of wrong proficiency-level, lack of choice in the studies, changing factors in teaching and the atmosphere and lack of competence of teachers. As one of the earliest studies on demotivation, this study gave a rough overview of the types of factors that might cause demotivation among EFL learners. The findings showed that the factors causing demotivation are not only external, but that internal factors cause demotivation too.

In an unpublished study, Dörnyei (1998, cited by Dörnyei 2001) investigated the classroom experiences that tend to cause demotivation among 50 Hungarian

secondary school students studying either English or German as an L2 using an interview. From the responses in the interview, he identified nine categories of demotivating factors in L2 learning: *teacher-related factors* (personality, teaching methods, competence), *inadequacy of school facilities* (group sizes, too easy or difficult level of classes, constantly changing teachers), *lowered self-confidence because of earlier failure*, *attitudes toward the L2*, *the compulsory nature of the L2 learning*, *interference of other languages*, *attitudes toward the L2 speaker community*, *attitudes toward classmates*, and *teaching materials*. Out of these nine categories, teacher-related factors were mentioned significantly more often than any other factor. The findings offer a comprehensive categorization of the factors causing demotivation which could be used in future research to ensure the similarity of the categorization and thus allow the reliable comparison of findings between research studies.

In an attempt to provide valid instruments for investigating demotivation in EFL learning specifically to use in the Japanese context, Kikuchi and Sakai (2009) investigated demotivation in English classrooms on private Japanese universities. Data was collected from 112 university students learning English using a 35-item questionnaire. The analysis suggested five types of demotivational factors to cause demotivation among Japanese EFL learners: *course books*, *noncommunicative teaching methods*, *teaching styles and competence of teachers*, *test scores*, and *inadequate school facilities*. The categorization showed some overlap with the categories suggested by Dörnyei (1998, cited by Dörnyei 2001) although some differences remained. The questionnaire battery has been used in some future studies on demotivation (see, for example, Ghanizadeh and Jahedizadeh 2015).

These categorizations of demotivational factors mentioned above give an idea of the types of factors that cause demotivation in EFL classrooms. However, since no standardized categorization of the demotivational factors exists, different research studies often use their own categorizations emerging from the data. For this reason, differences in the categories and the level of categorization (e.g., internal and external vs. specific demotivational factors) exist in the studies presented in the following sections.

3.1.3. Dynamic nature of demotivation

In the chapter 2.3., the dynamic nature of motivation was established. Given that demotivation is one type of dynamic change in the level of motivation, its dynamic

nature in inarguable. Turner and Waugh (2007, 229) underline that learners in academic environments are unique individuals who act and react differently to both external and internal signals, thus causing variance in learner variables, such as behavior, motivation and perception. In this section, research on learner demotivation in the long-term will be overviewed to form an understanding on the developments of demotivation over time.

In a case study of two Korean immigrants in Canada, Kim (2010) studied their motivational and demotivational trajectories as ESL students over a 10-month period. The participants took part in semi-structured interviews once a month over the 10-month period. The data was analyzed using Engeström's (1999) Activity-systems model. The results showed that longitudinal activity-system models were successful in explaining the dynamic nature of ESL motivation and demotivation, and that the awareness of the participants of the ESL context played a central role in causing, maintaining and decreasing ESL motivation. In other words, the main factor causing demotivation was their awareness of their immigrant status in Canada and their lack of knowledge of English compared to native English speakers. In addition, after achieving comprehensible English proficiency, the lack of corrective feedback from interlocutors was a demotivating factor among the participants. It is important to note, however, that this was a case study only investigating the motivational trajectories of two English learners in a very specific context. Thus, more information is needed to support the findings of the studies to make generalizations on the motivational fluctuations.

In a recent study, Kikuchi (2019) investigated changes in the motivation of four university students in Japan in a longitudinal case study over a two-year period. On a monthly basis, the participants, who took part in international studies at university, were interviewed based on their motivational trajectories and asked to fill a questionnaire based on Dörnyei's (2005) L2 Motivational Self System. Changes in the participants' motivation were analyzed quantitatively and motivational and demotivational factors were analyzed qualitatively. The motivational trajectories, as well as the motivational and demotivational factors were shown to be different between each participant. All of them experienced the *teacher's or their classmates' lack of motivation* as a demotivational factor for themselves. The participants *struggled to find opportunities to practice English*, which was related to demotivation. However,

the main finding of the study was the richness and uniqueness of different experiences and motivational and demotivational factors affecting L2 learning. Thus, one could argue that it is not specific factors that cause different demotivational patterns, but rather the reaction to different experiences and stimuli. Similar to findings of this study, in a longitudinal study on the dynamics of motivation among Japanese university students in a longitudinal research over two semesters, Kikuchi (2017) found the social environment outside education to be a significant factor in determining the changes in motivation.

The results found in the research demonstrated above show that demotivation is in fact constantly changing and situation specific. However, the findings of these studies suggest that social factors might be a leading factor in causing changes in demotivation over time. Nevertheless, the lack of support for this hypothesis calls for more research on the issue as most of the research conducted on demotivation has been cross-sectional rather than longitudinal.

3.2. The effect of learner education level

As we have already seen, just like motivation, demotivation is a complex phenomenon with several influential factors causing it. At different ages, learners possess different cognitive capacities. These capacities influence the way they perceive and make sense of the world, and how they behave in certain situations. Similarly, this influences their motivation and demotivation in the language classrooms. In this section, I will overview evidence suggesting what demotivational factors are the most significant among learners at different educational levels to find if variation exists based on the school level.

Kim and Kim (2019) carried out a meta-analysis on the demotivational factors affecting EFL learning across learner at different levels of education. In their analysis, they included 19 research studies from the South Korean EFL context ranging from elementary school-level pupils to university students. The results showed two demotivational factors arising from the comparison of the findings across educational levels: *difficulties in learning English* and *teacher-related factors*. Elementary school students were more often than others demotivated by *social factors* and less often by *teacher-related factors*, while junior high school students were more influenced by *learning difficulties in English* and *assessment*. Studies on high school students indicated they were more demotivated by *not understanding the EFL teaching* and the

discrepancy of English proficiency among the learners. Among university students, the major demotivational factors were shown to be *low self-confidence* and *negative experiences in EFL learning*. The findings of the meta-analysis suggest that the most influential factors in demotivation do indeed vary across educational levels. Given the number of studies included in the meta-analysis, it provides reliable evidence for the differences across educational levels that should be investigated in other cultural contexts too.

Ghanizadeh and Jahedizadeh (2015) investigated the causes for demotivation in the Iranian EFL context between learners studying English in two different types of institutions: universities and private language institutes. The subject group consisted of 250 participants, 125 from both institutions. In the data collection, they employed a demotivation questionnaire from Sakai's and Kikuchi's (2009) research with 35 demotivational items, which they had translated into Persian. The results showed that demotivators related to *teachers* and *experiences of failure*, and *teachers* and *class materials* showed strong positive correlation. In addition, the results indicated that demotivational factors were influential in causing burnout among the participants. Thus, this research shows demotivation does not only influence young learners but also learners at higher institutions.

Recently, Evans and Tragant (2020) investigated the reasons for demotivation and dropout among adult EFL learners to find the factors influencing these variables among learners with little to no compulsion for the L2 learning. The data were gathered, using a questionnaire, from two groups of participants; 154 dropouts and 106 learners who continued their L2 studies. The questionnaire measured three components: group characteristics, attitudes and the perceptions of the L2 learning experience of the dropouts. The results showed a relationship between *negative attitudes toward the teacher and the course*, and *an instrumental motive toward learning English* with the *level of demotivation* encountered. Additionally, demotivated learners justified their decision to drop out the class by external factors e.g., *teacher-variables*, *a lack of communicative exercises*, and *a gap between their desired English proficiency and their perceived proficiency*. Thus, this research shows that teacher variables and specifically the negative attitudes towards these variables are a significant demotivational factor among adult learners too. What is especially significant in the findings of this research is that the findings clearly show how the

demotivational factors might in some cases lead to quitting the L2 learning. Although the participants had no obligation to study English, the demotivational factors were significant enough for some learners to quit their English studies. More research should be conducted on the relationship between demotivational factors and dropout among younger EFL learners to find whether some factors are significant enough to cause dropout among them too.

The studies presented above show some differences in the demotivating factors among learners learning English at different levels and institutions. Carreira (2011) argues that motivation toward learning English in Japan decreases as the learners advance in their education. Conversely, Jung (2011) found EFL demotivation increased from elementary school to high school and reversed in college. Although the research presented above give only a small idea of the phenomenon, it is still clear great variation exists between different education levels and types of educational institutions. Therefore, demotivational factors influencing EFL learners on one educational level cannot be assumed to be determining factors in the motivation of learners at different educational levels without deeper familiarization on factors affecting learners of that level. Also, some of the differences found in the studies presented above might be partly influenced by cultural factors. In the next section, cultural differences in demotivational factors will be investigated.

3.3. Cultural differences in demotivation

Although demotivation itself might be a global phenomenon, it emerges differently in different context. In this section, the cultural differences between the factors causing demotivation will be discussed. The aim is to find whether the factors causing demotivation in EFL classrooms vary from one culture to another. Firstly, research on demotivation carried outside will be overviewed. Secondly, I will present research on demotivation encountered by EFL learners in Finland.

3.3.1. Demotivation in EFL classrooms outside Finland

Due its status as a *lingua franca*, English is studied as a foreign language all over the world. However, each culture has its own value systems, educational structures and courses of action. Hence, the problems encountered in the EFL classrooms in different cultures are not necessarily always the same. Next, research on demotivational factors among EFL learners will be overviewed from different parts of the world.

In a recent study, Hill and Pottier (2018) researched the factors causing demotivation among French learners of English, given that France ranks last among the EU countries in English proficiency despite the equal access to education and educated teachers as other European countries. The research adopted a qualitative approach using a constructivist grounded theory to investigate demotivation among 12 French vocational school students learning English using informal and conversational interviews. The researchers found that demotivational factors the learners faced originated from the *gaps between their actual, ought-to and ideal selves*, which caused *negative affections* leading them to avoid using English. Their suggestion for future practice was to emphasize the pursuit for the ideal self to avoid the ideal becoming a distant illusion causing even more demotivation. Since the motivational theorization was based on the L2 Motivational Self System unlike other studies conducted on demotivation, it is difficult to compare these results to other studies using a very different approach.

Kim (2009) investigated demotivating factors among EFL learners in junior high school in South Korea using a questionnaire. The questionnaire consisted of 31 items with Likert scales to investigate seven demotivational factors gathered from earlier research: *characteristics of EFL classes, difficulties or previous experiences of failure in learning English, course book, deficient learning environment, exam stress, lack of interest in learning English and teacher variables*. The results showed that only five of these factors caused demotivation in the learners with difficulties in learning or previous experiences of failure being the most significant factor. The two factors not causing demotivation were teacher variables and deficient learning environment, although these factors have been shown to play a role in demotivation in EFL classroom in other studies. According to the author's speculations, these discrepancies to other studies may be explainable by cultural differences. She claims that EFL teaching in South Korea is very demanding due to a high amount memorization of vocabulary and complex grammatical structures, which might explain why many were demotivated due to difficulties in learning. This idea is supported by other researchers in a similar cultural context in Japan (see Falout et al. 2009; Murphey et al. 2009; Kikuchi 2009) such as Ryan (2009, 410) who argues the huge emphasis on final examinations and structure-based English teaching in Japanese schools is extremely stressful for the learners. Additionally, Kim (2009, 263) suggests that the lack of

influence of teacher variables on demotivation, unlike in other research, may be explained by the fact that in South Korea teachers are highly appreciated and thus should not be disrespected. Conversely, Kim and Kim (2019) identified teacher variables as significant demotivational factors in Korea and Kikuchi and Sakai (2009) and Kikuchi (2019) in a similar cultural context in Japan.

Much of the research on demotivational factors in EFL learning has been conducted in Japan and South Korea. In these countries, grammar-translation approach is a widely used teaching method, and the high school education is strongly influenced by pressure for success in the university entrance exams (Cho 2004; Yook 2010). Falout et al. (2009, 404) claim that factors causing demotivation tend to be of little variation despite the cultural context with external factors being the most influential ones and teacher variables rising above other factors. While this is true, there is still great variation in the individual factors found to be significant in different cultures. As this overview has shown, teacher variables were less significant in some cases in South Korea and Japan, whereas the teaching practices were more significant in these cultures than in others.

3.3.2. Demotivation in EFL classrooms in Finland

Although demotivation is a fairly new concept, some research has already been conducted in Finland as well. Our interest is on the context of Finland for obvious reasons. Thus, studies on demotivation in EFL classrooms in the context of Finland will be reviewed next.

In her thesis, Muhonen (2004) investigated the demotivational factors among 9th grade EFL learners. Her aim was to investigate what these factors were, which of them were frequently encountered, did they correlate with gender and did they correlate with overall learning success. The data consisted of written reports on the learners' demotivation toward learning English by 86 9th grade students in Finland. The demotivational factors mentioned in the written reports were thematized and evaluated based on their frequencies and orders of significance as determining factors among participants. The factors were compared to the gender of the students and their overall learning success, which was determined by their previous grade reports. Muhonen found that the demotivational factors consisted of five corresponding themes: *teacher variables*, *teaching materials*, *learner variables*, *learning environment* and *learner attitudes toward English language* with teacher variables

being the most negative factor. No significant differences in the demotivational factors between boys and girls were found. Analysis on school success showed that learners who experienced negative attitudes toward English as a demotivational factors also had significantly lower grade point averages than those who experienced teacher variables or teaching materials as demotivational factors. This is significant in that it suggests that some demotivational might have more drastic effects on the L2 learning success. More research should be conducted on the effect of different demotivational factors on L2 learning success to establish whether this is actually true.

In their thesis, Jalkanen and Ruuska (2007) studied affective factors in EFL classrooms among primary school learners to find their personal feelings about the English lessons and reasons for the anxiety during the lessons. The data were gathered from 44 Finnish 5th and 6th grade learners of English using a questionnaire with open-ended questions and a written report. In addition, three pupils from each class were interviewed further in a semi-structured interview. The data was thematized to find the main affective factors concerning the EFL classes. A third of the participants reported liking English, whereas almost a half of them did not. The researchers found that demotivational factors outlined by Dörnyei (2001, 141-144) were also found to be demotivational factors in their research, including *teacher variables*, *negative attitudes toward the L2*, *group attitudes* and *teaching materials*. Their findings corresponded with the findings of Muhonen (2004) in that the teacher variables were frequent as negative factors influencing L2 learning.

In her thesis, Amemori (2012) examined EFL learning demotivation among Finnish university students. The aim of the research was to find and rank the factors causing demotivation in learning EFL, and to find whether the factors mentioned were influenced by gender, university faculty and English proficiency. 109 students from the Faculty of Humanities and the Faculty of Business and Economics in two Finnish universities answered a questionnaire on demotivational factors influencing their motivation to learn English. The factors were thematized and their frequency and importance were analyzed and compared to the variables of gender, faculty and English proficiency. The results showed seven different themes of demotivational factors: *attitudes toward learning English*, *the nature of English classes*, *teacher variables*, *educational system*, *learning environment*, *course contents and materials*, and *lowered self-confidence*, with attitudes toward learning English being the most

significant one. Some similarities and some differences were found between participants of different genders, faculties and English proficiencies.

Differing slightly from previous studies conducted in Finland, Hirvonen (2010) investigated demotivating factors in EFL classroom among 9th grade immigrant pupils. The aim of the research was to find the internal and external factors causing demotivation in EFL learning and the solutions for treating demotivation. Data was gathered from seven 9th grade immigrant pupils learning English using semi-structured interviews. The factors that arose from the data were thematized to find the most significant factors causing demotivation among the participants. Hirvonen found that most of the demotivational factors were external, with the external demotivational factors being *teacher variables, course contents and materials, learning environment, and simultaneity of studying several languages*. The internal demotivational factors among the participants were *previous experiences of failure, lack of success and negative attitudes toward English*. These findings show similarities with the two earlier studies (Muhonen 2004; Jalkanen and Ruuska, 2007) in the demotivational factors in EFL learning, despite the fact that the participants in this research were of immigrant origin. This suggests that the factors experienced decreasing motivation in EFL classrooms tend to be quite similar between learners of different levels and background in similar learning environments. However, it is important to note that these four studies only give a glimpse of the factors influencing EFL learning motivation among the particular participants in Finland, and thus more research on the topic is needed to make generalizations of the phenomenon.

In addition to the factors causing demotivation, Hirvonen (2010) investigated the factors that helped the participants handle their demotivation. She found that despite the several demotivating factors mentioned by the participants, they had survived fairly well with them. The main reasons mentioned against demotivation were *the lingua franca status of English, positive attitudes toward education, using English outside school and positive attitudes toward English*. These positive factors compete with the demotivational factors by trying to justify learning the L2. In the next chapter, strategies like these used for remotivation will be investigated.

4. Remotivation

Given that motivation is dynamic and in constant fluctuation caused by both internal and external influences, it is natural to experience stretches of a decrease in motivation. In a case where a learner starts to lose motivation toward learning the L2, strategies to reverse the course of action of the motivational level are usually put in place. These strategies used to gain back the level of motivation are called *remotivation*.

It is widely accepted that it is a part of the teacher's job to act as motivator for their students using a variety of motivational strategies despite the motivational trajectories the learner has experienced (for research on motivational strategies, see Cheng and Dörnyei 2007; Dörnyei and Csizér 1998; Dörnyei and Guilloteaux 2008; Sillanpää 2012). These are strategies that would be generally useful in motivating the language students overall. However, in this thesis, I will not be covering general motivational strategies used by L2 teachers. Instead, I will be focusing on strategies used specifically in response to demotivation as a repairing force to increase the level of motivation after a decrease. Although these types of motivational strategies probably do overlap, some approaches might still be more appropriate in this specific circumstance.

In the following sections, the motivational strategies used for remotivation in L2 learning will be investigated from different points of view. Firstly, a working definition for remotivation in L2 learning will be given. Secondly, the strategies employed by learners themselves will be covered in the case when they have experienced demotivation and want to gain back their motivation for learning the L2. Thirdly, the strategies used by teachers in response to demotivation among their students will be examined to find how demotivation in the classroom is treated by the L2 teachers.

4.1. Definition

Although some studies have been conducted investigating remotivation despite it being a fairly recent research topic, not many explicit definitions have been suggested for the concept. In this section, a few conceptualizations of the term will be presented.

The earliest definition for remotivation is one by Ushioda (1998, 86). She defines remotivation as the process of making motivation online again. Despite the compactness of this definition, it captures the essence of remotivation. A more

thorough conceptualization has been offered by Falout et al. who explain remotivation as follows:

...how learners are able to reverse this trend of increasing cognitive dissonance (feeling uncomfortable tensions caused by conflicting beliefs) and decreasing motivation by looking at the strategies they use to cope with the pressures, to make meaning of their situations and actions, and to revive their motivation to learn EFL – the processes of their remotivation. (Falout et al. 2013, 328)

Even though these two definitions differ slightly, the main principle is the same: remotivation means the changes made and the strategies used in order to promote motivation in order to overcome demotivation.

In a study to survey the types of remotivational strategies that could be used by L2 learners, Ushioda (2001) investigated the remotivational strategies used by Irish learners of L2 French. She identified the following four categories of remotivational strategies used to combat the motivational fluctuations encountered in L2 learning: *concentration on rewards and future tasks* (e.g., a trip to France or an upcoming exam), *concentration on the L2 studies by goal-oriented self-regulation*, *taking breaks from the L2 study* and *seeking social support for the motivational issues*.

Carpenter et al. (2009, 9) argue that no motivational theory exists that would be applicable to each L2 learner, and thus teachers should attempt to create an environment where learners can openly discuss their demotives. Sahragard and Ansari-pour (2014, 89-90) suggest the application of this idea to remotivational strategies too as they are often context specific. This would implicate that rather than attempting to find patterns of predetermined remotivational factors of strategies, a bottom-up approach should be implemented to find the influences in that specific situation and context. This is the case with a majority of the research on remotivation, since no standardized categorization for the types of remotivational factors or strategies have been outlined.

4.2. Students' strategies

As we have seen, demotivation is a phenomenon often encountered in the EFL classrooms. To overcome this decrease in motivation toward learning English, different kinds of strategies can be employed. Sometimes, it is the learners themselves who employ these remotivational strategies to promote their own motivation. In this

section, I will overview studies investigating the kinds of strategies EFL students use for remotivating themselves and which factors they have found to be remotivating in the past.

In a recent study, Han et al. (2019) studied demotivational factors and remotivational strategies used by Turkish EFL learners. The participants were 469 Turkish students studying English in four Turkish universities. The participants answered a questionnaire on the factors causing demotivation and their current level of motivation. In addition, 30 participants were randomly selected for an interview on their demotivation and remotivational strategies. The analysis of the remotivational strategies indicated the strategies employed by the students were *independent study*, *seeking assistance*, *a change in perspective*, *positive thinking*, *ignoring others' opinions* and *goal-orientedness*. The findings show that most of the frequent strategies were internal to the learners and related to change in perception of the L2 learning process. Nevertheless, the importance of social support also arose as one of the frequently used remotivational strategies.

Jung (2011) investigated Korean EFL students' perceptions of demotivational and remotivational factors affecting their EFL studies at college. 125 college students answered a 43-item questionnaire on their experiences with motivation, demotivation and remotivation. The demotivators and remotivators experienced by the students were divided into four categories: *external factors*, *internal factors*, *learning situation* and *the learner*. The findings indicated that the most influential remotivating factors among learner-variables and the learning situation were *interest toward English language* (learner factor), *self-confidence with English* (learner factor), *appropriate teaching method* (learning situation) and *placement into the correct proficiency-level group* (learning situation). In addition, internal factors were found to be more effective in remotivating the EFL learning than internal factors e.g., they became more motivated through *understanding the utility of English language* and their *desire to have a higher proficiency in English*. Thus, this study suggests much of the remotivation originates from the learner themselves, although some situational and external factors play a role in remotivation too. The importance of internal factors in overcoming demotivation are supported by the findings of Trang and Baldauf Jr. (2007) who found that the central factors for overcoming demotivation among Vietnamese EFL learners were internal factors e.g., *awareness of the utility of English*,

personal motives, self-determination, self-improvement and positive attitudes for learning English.

Falout (2013) investigated demotivation and remotivational coping strategies among EFL students in Japanese universities. Overall, 157 university students answered a questionnaire consisting of open-ended questions on their demotivation and remotivational strategies for regaining and maintaining their motivation in taking compulsory EFL courses. The data was analyzed to find short-term and long-term remotivational strategies and to find how these differed between students with positive and negative self-confidence. The findings indicated that an early implementation of remotivational strategies was crucial for self-confidence and achieved proficiency in the long-term. Students with positive self-confidence reported the use of *social support* as a remotivational strategies being central in their remotivation, whereas students with negative self-confidence reported they would have benefitted from such support. In conclusion, the results of this study suggest the early adoption of remotivational strategies and the use of social support as the central strategy.

The research presented above underline the remotivational factors that have been found effective in overcoming demotivation. The studies support the internal factors, such as a change in perspective, as successful in overcoming demotivation. However, some also note the importance of situational, environmental and social factors. In terms of social factors in promoting remotivation, teachers are in a central position due to their closeness to the L2 learning situation. In the next section, the importance of teachers in overcoming demotivation will be discussed further.

4.3. Teachers' role

In the previous section, the importance of social support in gaining remotivation in EFL classrooms was established. While this social support can correspond to different players of the social circle, it is obvious that teachers are in the central role in this social support for remotivating the EFL learning. In this section, the ways in which teachers can execute this support to promote their students' remotivation will be investigated.

Carpenter et al. (2009) studied the post-demotivational remotivation among Japanese university students. 285 Japanese university students reflected on their EFL learning experiences in the previous years in junior high school and high school. They

rated their motivation levels for each school year and reported the major demotivational and remotivational factors they had encountered. The analysis showed roughly three different groups of participants based on their motivational trajectories: *strong demotivation and average remotivation*, *average demotivation and strong remotivation* and *no demotivation* (i.e., their motivational level only increased, which means they never encountered demotivation and thus no remotivation either although the motivational level increased). This suggests that the group with average demotivation and strong remotivation had dealt with the demotivation relatively more successfully than those with strong demotivation and average remotivation. The findings showed the group with strong remotivation used cognitive-affective self-regulation outside the classroom, whereas the group with average remotivation often felt helplessness with the remotivational strategies. Instead, they reported they craved social support to help with their remotivation which successful remotivators reported they had available for them. These findings were in line with those of Falout et al. (2003) in terms of the social support of teachers, peers and family being the most influential remotivating factor for EFL learners. Thus, in the light of these findings, the exact ways in which teachers could provide this social support for learners to promote their remotivation need to be examined.

To evaluate this research, it is important to note that the demotivational factors the groups suffered from were also different between the groups of participants. The group with strong demotivation were more often demotivated by the *difficulty of the lessons* and a *lack of self-confidence*, whereas the group with average demotivation was more likely to be demotivated by the *teaching method* and the *quality of teaching*. Consequently, it might be that there are differences in the effort needed to overcome the different types of demotivation. In other words, if the demotivators encountered by the group with strong demotivation were more difficult to overcome, the remotivational strategies they use might seem less efficient due to the higher amount of effort needed to remotivate. Obviously, more research would be necessary to verify this hypothesis.

Akay (2017) examined the demotivating factors affecting Turkish EFL students and their suggestions for remotivational strategies concerning teaching and the use of technology in classrooms to overcome demotivation. The subject group consisted of 579 high school students in Turkey learning English as a foreign language.

The results showed that the teaching practices suggested by high school students to promote remotivation were *making the lessons more fun, the use of conversational exercises, doing projects, the use of visual materials and the use of songs in teaching*. Alternatively, the suggestions for promoting remotivation by the use of technology were *watching videos during lessons, using computers, using interactive boards and playing digital games*. If these strategies were supported by more research, they could be considered in EFL teaching as teacher practices to overcome learner demotivation and to promote remotivation.

The findings presented above indicate that the teachers are in an important role to provide social support for the learners experiencing demotivation. However, not much research exists on the specific remotivational strategies teachers should use and which of them would benefit the learners the most.

5. Discussion & Conclusion

In this thesis, the motivational fluctuations encountered in the EFL classrooms have been outlined and overviewed. First, the main developments in the research of L2 motivation were outlined. The different ways in which L2 motivation can manifest were discussed and the understanding of the dynamic nature of motivation was established. The basic understanding of the key components in the field of SLA motivational research and the dynamic nature of motivation allowed further investigation of the changes in the level of L2 motivation in the following chapters.

After having had formed the understanding on motivation in SLA, I presented the issues related to the decrease in the level of L2 motivation i.e., demotivation. Demotivation was covered from different points of views. It was discussed in terms of the main components of demotivation and the theoretical differences with a similar concept, amotivation, without forgetting the discussion on the dynamic essence of demotivation and the changes in demotivation over time. The research showed that demotivation did evolve over time and it was mainly influenced by external and social factors. I also outlined how the educational level of the language learners affected which types of demotivational factors were the most detrimental in EFL learning. These results indicated that the factors causing demotivation differed between learners at different educational levels, and that demotivation seemed to increase as the learners advanced in their education until they reach college or university when their motivation increased again, although some research contradicted this idea. Next, I overviewed research from outside Finland and from Finland to determine if cultural factors caused differences in the factors causing demotivation. The findings showed that among young learners in South Korea, teacher-variables were less significant than in other cultures where teacher-variables were typically the most significant demotivational factor. In addition, Japanese and Korean EFL learners were often demotivated by the structure-based teaching methods. In France, the demotivational problems were caused by discrepancy between the learners' actual, ought-to and ideal selves. In the case of Finland, the most significant demotivational factors were teacher variables, course contents and materials and negative attitudes toward English. Overall, the findings showed that the factors affecting negatively the L2 motivation vary greatly from one situation and cultural context to another.

The discussion on the issues causing demotivation led us to the possible strategies used to overcome demotivation in an attempt to achieve remotivation i.e., an increase in the level of motivation after experiencing a lack or a loss of motivation. I outlined research on the strategies used by EFL students in order to remotivate themselves after having experienced a loss of motivation. The research showed that the main ways for remotivating oneself were internal to the learner, such as focusing on the utility of the English language and changing perspective. In addition, the importance of social support came up in the findings, which led to the discussion on the importance of teachers in remotivating their learners. The research showed that the students found teacher support as a part of social support important in regaining their motivation and students without inefficient remotivation reported that they would have benefitted from such support from teachers. However, lack of research in this area prevented drawing any conclusions on the particular tactics that could be used by L2 teachers to promote remotivation among their learners. In conclusion, this thesis managed to cover a bulk of research of a fairly new field. The final outcome of this thesis was that the factors causing demotivation vary greatly between educational levels, types of institutions, cultures and situations, and remotivational strategies are often successful in overcoming the demotivational difficulties, although the ways in which it can be promoted is under-researched still.

The research findings presented in this thesis provide useful knowledge of the motivational difficulties experienced by EFL learners. By drawing information from several studies, I have demonstrated the central sources of demotivation in EFL learning to be teacher variables, teaching content and materials, and negative attitudes toward English. Thus, I suggest these factors to be considered in teacher training, for future English teachers to learn how to consciously prevent learner demotivation and to be aware of the possible factors causing it. Additionally, as discussed in Chapter 4.1. concerning L2 teachers, the teacher trainees too should be taught to create a classroom environment where the learners can openly express difficulties with demotivation. If teachers were more conscious of the significance of the factors causing demotivation, they could better prevent them from harming the motivational levels of learners. Learner demotivation is a phenomenon which every EFL teacher will definitely encounter during their career. What is then needed is specific tools for preventing, recognizing and overcoming demotivation as early as possible.

What comes to research gaps, the thesis revealed a lack of research in some specific areas. Firstly, in the case of demotivation, the general aim of research was to discover the factors causing demotivation in a particular situation, which often involved categorizations of the demotivational factors. However, what lacked in the field was research compiling findings from several studies to provide a standardized definition and categorization of the factors causing demotivation in EFL learning. This kind of widely accepted categorization would benefit future research on the issue, and the comparison and the unification of findings from different contexts.

Secondly, what I discovered is that remotivation is a very under-researched topic. A few studies have been conducted on remotivation in different situations, but most of these were based on student reflections on their motivational development during their whole history of EFL studies. These kinds of reports are not always reliable as participants might have false recollections of their motivation and the factors helping them overcome demotivation. Thus, I would suggest especially longitudinal research on the motivational trajectories and the strategies used for remotivation so that they could be examined while the development is happening rather than relying on the participants' memory over a period of several years. Also, I suggest more research to be conducted on remotivation in the context of Finland as no research conducted here explicitly treated the remotivational strategies for overcoming demotivation among Finnish EFL students.

Thirdly, although the research on remotivation showed teachers were in an important role in helping learners remotivate through social support, there was a severe lack of research investigating the actual procedures for doing this. Thus, I suggest research to be conducted on the efficiency of different specific teacher strategies in helping EFL learners overcome demotivation and to remotivate. Overall, the research findings are often applicable only to the specific context. Consequently, I suggest more research to be conducted examining the influence of different contextual settings on the influential demotivational factors and the successful remotivational strategies.

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Appendix. The Finnish summary

1. Johdanto

Tämän tutkielman aiheena on englantia vieraana kielenä opiskelevien kokema motivaation lasku tai puute, eli demotivaatio, ja motivaation tason nostamiseksi käytetyt strategiat, eli remotivaatio. Motivaation väliaikainen tai pysyvä lasku on yleinen ilmiö vieraan kielen oppimisessa ja sille voi olla monia syitä, joten on tärkeää luoda ymmärrystä mahdollisista motivaatiota heikentävistä tekijöistä ja mahdollisista taktiikoista motivaation laskun vaikutusten vähentämiseksi vieraiden kielten opiskelussa.

Sekä demotivaatio että remotivaatio ovat molemmat uusia ja vain vähän tutkittuja aiheita. Demotivaatiota käsitteleviä tutkimuksia on toteutettu Suomessa vasta neljä (Muhonen 2004; Jalkanen ja Ruuska 2007; Hirvonen 2010; Amemori 2012), eikä yhtäkään, joka olisi eksplisiittisesti käsitellyt remotivaatiostrategioita. Lisäksi yhtäkään kattavaa katsausta tutkimuksista demotivaation ja remotivaation saralla ei ole vielä toteutettu. Tästä syystä tämän tutkielman tarkoituksena on koota yhteen teorioita ja tutkimuksia demotivaatiosta ja remotivaatiosta näiden ilmiöiden paremman ymmärryksen luomiseksi.

2. Motivaatio

Motivaatio on yksi merkittävimmistä vieraan kielen oppimiseen vaikuttavista tekijöistä. Tutkijat ovat yksimielisiä siitä, että motivaatio on avainasemassa toiminnan aloittamisessa ja ohjaamisessa. Erimielisyyksiä ilmenee kuitenkin siinä, miten tämä tarkalleen ottaen tapahtuu. Tässä kappaleessa esitellään yleisimpiä teorioita vieraan kielen oppimismotivaatiosta.

Vieraan kielen oppimismotivaation alan pioneereina pidetään kanadalaisia tutkijoita Robert Gardneria ja Wallace Lambertia. Gardner (1985) on luonut *Sosio-educationalisen vieraankielenoppimismallin* (engl. *the Socio-Educational Model of SLA*), missä hän esittelee kaksi erityyppistä motivaatiosta: *integratiivisen* ja *instrumentaalisen* motivaation. Hän määrittelee integratiiviseksi motivaatioksi yksilön halun oppia vierasta kieltä voidakseen tulla osaksi vieraan kielten puhujayhteisöä. Instrumentaalilla motivaatiolla hän sen sijaan tarkoittaa vieraan kielen opiskelua jonkin muun pragmaattisen tavoitteen saavuttamiseksi, kuten työn saamiseksi. Teoriassaan Gardner painottaa erityisesti integratiivisen motivaation merkitystä vieraan kielen oppimisessa.

Deci ja Ryan (1985) puolestaan esittivät kognitiivisen itsemäärämisteorian (engl. *Self-Determination Theory*), missä esitellään kaksi erilaista motivaatiota: *sisäinen* (engl. *intrinsic*) ja *ulkoinen* (engl. *extrinsic*) motivaatio. Sisäisellä motivaatiolla tarkoitetaan tyypillisesti oppijasta itsestään lähtöisin olevaa motivaatiota tehdä aktiviteettia sen tekemisen tuottaman ilon vuoksi. Ulkoisella motivaatiolla sen sijaan tarkoitetaan ulkoisten tekijöiden, kuten palkkioiden tai rangaistusten aiheuttamaa motivaatiota. Tutkimustulokset korostavat sisäisen motivaation positiivista vaikutusta oppimistuloksiin.

2000-luvun vaihteessa alettiin painottaa motivaation dynaamista luonnetta, mikä johti Dörnyein ja Ottón (1998) *Vieraan kielen oppimismotivaation prosessimallin* (engl. *Process Model of L2 Motivation*) luomiseen, joka erittelee kolme eri motivaation vaihetta: *toimintaa edeltävä vaihe* (engl. *preactional phase*), *toimintavaihe* (engl. *actional phase*) ja *toiminnan jälkeinen vaihe* (engl. *postactional phase*). Jokaiseen vaiheeseen liittyy omanlaisensa motivaatio, joka saattaa erota muiden vaiheiden motivaatioiden tasosta ja suunnasta.

Yksi uusimmista motivaatioteorioista on psykologian alalle juurensa juontava Dörnyein (2005; 2009) motivaatiomalli (engl. *L2 Motivational Self System*), joka korostaa oppijan erilaisia *miniä* (engl. *self/selves*) vieraan kielen oppimisessa. Mallin keskiössä on *vieraan kielen ideaaliminän* (engl. *L2 Ideal Self*) ja *vieraan kielen velvollisuusminän* (engl. *L2 Ought-to Self*) tavoittelu. Mallin kolmas ulottuvuus on *vieraankielenoppimiskokemus* (engl. *L2 Learning Experience*), joka korostaa oppijan ympäristöön liittyvien tekijöiden vaikutusta vieraan kielen oppimismotivaatioon.

3. Demotivaatio

Motivaation dynaamisen luonteen vuoksi vieraan kielen oppijat saattavat ajoittain kohdata motivaation puutetta tai laskua, eli demotivaatiota. Tässä kappaleessa tutkitaan demotivaatiota aiheuttavia tekijöitä.

Demotivaatio tarkoittaa tietyn tyyppistä muutosta motivaation tasosta, joten on ymmärrettävää, että myös demotivaatio saattaa vaihdella ajan kuluessa. Pitkäaikaisten tutkimusten (Kim 2010; Kikuchi 2017; 2019) tulokset ovat osoittaneet vaihtelua demotivaation tasossa. Merkittäviksi demotivaation lisääntymiseen vaikuttaviksi tekijöiksi koettiin koulun ja koulun ulkopuolisen ympäristön ja opettajan vaikutukset, sekä tilaisuuksien puutteet englannin kielen käyttämiseen. Tärkein tulos oli kuitenkin motivaation kehityksen ja siihen vaikuttavien tekijöiden yksilöllisyys.

Demotivaation tasossa ja sitä aiheuttavissa tekijöissä on havaittu eroja eri kouluasteiden välillä. On havaittu demotivaation nousevan lukioon tultaessa, mutta laskevan jälleen yliopistossa (Jung 2011). Kokonaisuudessaan englannin oppimisvaikeudet, opettajaan liittyvät tekijät ja negatiiviset asenteet olivat yksiä merkittävimmistä demotivaatiota aiheuttavista tekijöistä kaikilla kouluasteilla, joskin yksittäisissä tekijöissä ja niiden tärkeysjärjestyksissä saattoi olla eroavaisuuksia (Kim ja Kim 2019). Eri kouluasteilla koettua demotivaatiota vertailevia tutkimuksia ei kuitenkaan ole toteutettua montaa.

Tutkimukset eri demotivaatiota aiheuttavista tekijöistä soittavat, että kulttuurien välillä on eroja merkittävimmiksi koetuissa tekijöissä. Ranskalaisten englannin opiskelijoiden merkittävämmäksi demotivaatiota aiheuttavaksi tekijäksi paljastui suuri etäisyys *todellisen minän* ja *ideaaliminän* välillä (Hill ja Pottier 2018). Etelä-Koreassa ja Japanissa todettiin *kielioppipohjaisten opetusmenetelmien* ja *arvioinnin* olevan merkittävä syy demotivaatiolle (Kim 2009; Falout ja muut 2009). Lisäksi opettajaan liittyvät tekijät olivat eri kulttuureissa merkittäviä joitain korealaisia tutkimuksia lukuunottamatta (kts. Kim ja Kim 2019; Kikuchi 2019). Suomessa teetetyissä tutkimuksissa merkittävämmät demotivaatiota aiheuttavat tekijät olivat *opettajaan liittyvät tekijät, opetuksen sisällöt ja opetusmateriaalit* ja *negatiiviset asenteet englannin opiskelua kohtaan*.

4. Remotivaatio

Remotivaatiolla, eli uudelleenmotivoinnilla, tarkoitetaan motivaation tason kasvamista siinä koetun laskun jälkeen. Remotivaatiossa käytetyillä strategioilla tarkoitetaan siis nimenomaan motivaation laskuun reagoimiseen ja sen yli pääsemiseen käytettyjä strategioita. Tässä kappaleessa käsitellään mahdollisia remotivaatioon käytettäviä strategioita.

Monilla oppijoilla on omia strategioita, joita he käyttävät oman motivaation tason palauttamiseksi. Han ja muut (2019) selvittivät turkkilaisten yliopistossa englantia opiskelevien opiskelijoiden remotivointistrategioiden olevan *itsenäinen työskentely, avun pyytäminen, näkökulman muuttaminen, positiivinen ajattelu, muiden mielipiteiden huomiotta jättäminen* ja *määrätietoisuus*, eli oppijan sisäiset strategiat olivat merkittäviä remotivaatiossa. Myös Jung (2011) selvitti oppijan *sisäisten tekijöiden* olevan *oppimistilanteeseen liittyvien tekijöiden* lisäksi tärkeimpiä motivaation palauttamisessa, vaikkakin jotkin yksittäiset *tilannesidonnaiset* ja *ulkoiset tekijät* nousivat myös merkittävimpien tekijöiden joukkoon. Falout (2013) painotti

sosiaalisen tuen merkitystä remotivaatiossa ja sai selville, että aikainen remotivointistrategioiden käyttöönotto oli ratkaisevan tärkeää itsevarmuuden säilyttämisessä ja saavutetussa englannin kielitaidossa pitkällä aikavälillä. Carpenterin ja muiden (2009) tutkimus osoitti, että korkea remotivaation kokeneet opiskelijat pitivät *sosiaalista tukea* merkittävänä syynä motivaation palauttamiselle, kun taas heikon remotivaation kokeneet olisivat kaivanneet enemmän tällaista tukea. Akayn (2017) tutkimuksessa englannin opiskelijat ehdottivat opettajille strategioita oppilaiden remotivoimiseksi. Yleisimmät strategiat olivat *oppituntien muuttaminen hauskemmiksi, keskustelutehtävien toteuttaminen ja projektityöskentely*, ja teknologian käyttöön liittyvistä *videoiden katsominen oppitunneilla, tietokoneiden käyttö ja älytaulujen käyttö*.

5. Päätelmät

Tutkielmassa selvitettiin englantia vieraana kielenä opiskelevien kokeman demotivaation syitä ja remotivointistrategioita. Tutkimukset osoittivat yleisimmiksi syiksi motivaation laskulle opettajaan liittyvät tekijät, oppijan asenteet vierasta kieltä kohtaan, sekä opetuksen sisällöt ja oppimateriaalit. Englannin opiskelijoiden remotivoinnissa yleisimpiä helpottavia tekijöitä olivat oppijan sisäiset tekijät, oppijan ympäristöön liittyvät tekijät, sekä sosiaalinen tuki opettajalta ja lähipiiriltä.

Tässä tutkielmassa olen esittänyt kattavan kokoelman tutkimuksia demotivaatiosta ja remotivaatiosta, jotka auttavat luomaan ymmärrystä kyseisistä ilmiöistä. Tässä tutkielmassa selvitettyä tietoa tulisi hyödyntää opettajankoulutuksessa, jotta tulevat englannin opettajat osaisivat mahdollisimman aikaisessa vaiheessa tiedostaa, tunnistaa ja hoitaa oppijoiden motivaatiota laskevia tekijöitä ja käyttää oikeanlaisia tehokkaita remotivointistrategioita siinä prosessissa. Tämä johtaisi oppijoiden korkeampaan motivaation tasoon ja parempiin oppimistuloksiin englannin opiskelussa.

Tutkielmassa esitellyt tutkimukset paljastivat jotain aukkoja tutkimuksessa demotivaatioon ja remotivaatioon liittyen. Motivaation laskua on jo tutkittu jonkin verran, mutta alalla on puutetta standardoidusta luokittelusta demotivaatiota aiheuttavista tekijöistä. Remotivaatio on hyvin vähän tutkittu aihe, joka vaatii lisää tutkimusta konkreettisista remotivaatiota tukevista strategioista. Lisäksi remotivaatiotutkimukset perustuvat usein oppijoiden jälkikäteistarkasteluihin omasta motivaatiosta, joten suosittelisin enemmän pitkäaikaistutkimusta aiheesta, jotta ilmiöitä voitaisiin tutkia luotettavammin silloin, kun ne todellisuudessa tapahtuvat.