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An Exploratory Study on the Relationship between Demotivation and Academic Fields among Chinese EFL Learners

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Abstract :

The purpose of this study is to examine the relationship between demotivation and academic fields among Chinese EFL learners. To this end, a 33-item self-made questionnaire was administered to 128 Chinese tertiary EFL students. The collected data were processed by means of both descriptive and inferential analysis. The results identified eight salient demotivators: *Teaching Contents and Teaching Process*, *Teacher-related Factors*, *Classroom Learning Environment and Facilities*, *Deficient English Learning Abilities*, *Lack of Intrinsic Interest*, *Undesired Influences of Important Others*, *Textbooks and Teaching Materials*, and *Lack of Effective Learning Strategies*. The Independent T-test results showed that *English majors* were significantly different from the students of *International Trade* in the following four demotivators: *Teacher-related Factors*, *Teaching Environment and Teaching Facilities*, *Lack of Intrinsic Interest*, and *Undesired Influences of Important Others*. The findings of this study would be implicative for helping English teachers reduce the negative effect of demotivation in college English class in China and beyond.

Key Words: Academic fields, Chinese EFL learners, demotivation, relationship

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1 Introduction

As a newly emerged construct, demotivation has been one of the foci in second language acquisition in the past two decades. Previous research mainly centers on the identification of demotivation and demotivators among English as a Foreign Language (EFL) learners (e.g., Li & Zhou, 2017). These studies have justified the existence of demotivation to learn a second language (L2) and revealed the multiple sources of demotivators (Li, 2014a). The multiple sources are found to be situational and context-specific. However, previous studies mainly focus on the description of demotivators. Little is known about the relationships between demotivation and other factors at contextual, social, and learner levels. To bridge this gap, this exploratory study aims to investigate the relationship between demotivation and academic fields among Chinese EFL learners. To be specific, this study will examine the differences in demotivation to learn English between Chinese tertiary students of *English* and *International Trade*. The findings will provide implications for English teachers to reduce the detrimental effect of demotivation in English class and for English language teaching in China and other contexts with similar backgrounds.

2 Literature Review

2.1 Definition of Demotivation

Demotivation to learn a foreign language is first defined as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (Dornyei, 2001, p. 143). This definition takes demotivation as the negative counterparts of motivation. While motivation shall increase the tendency of an action, demotivation would decrease it. A demotivated learner is thus the one who was initially motivated to pursue a goal or to engage in an activity in second language learning but now has become disinterested in doing so because of detrimental influences of certain external factors. This view holds that demotivation is first triggered by external factors and that demotivation is a subsequent action after motivation.

Dornyei’s (2001) endeavor to define demotivation has been influential in the research of L2 demotivation. His definition indicates that demotivation starts mainly from external triggers that reduce motivation. However, this definition for L2 demotivation seems to be problematic in legitimating the role of internal forces. While claiming the external factors as the sole sources of demotivation, Dornyei lists reduced self-confidence and negative attitude toward the activity of learning a second language as sources of demotivation. Recent studies have revealed that external forces are not the sole source in engendering demotivation. Instead, both external and internal factors are found to work together to contribute to the formation of demotivation in second language learning process (e.g. Sakai & Kikuchi, 2009; Li, 2013). Based on the discussion above, the present study therefore proposes to expand demotivation as a construct covering not only external but also internal factors that reduce or diminish the learning motivation.

2.2 Research on Demotivation

Studies on demotivation initiated in the early 1990s. Gorham & Christophel (1992) examine students’ perception of teacher behaviors as demotivating factors in college class. Christophel & Gorham (1995) explore the causal effect of teacher immediacy on student demotivation. Gorham & Millette (1997) compare teachers’ and students’ perceptions of sources of demotivation.

Demotivation is later studied in relation to second/foreign language classroom. Oxford (1998) identifies four demotivators in foreign language learning: undesired student-teacher relationship, teachers' negative attitude towards the L2 class, mismatch between teaching style and students' learning style and unreasonably designed classroom activities. These studies are the pioneering effort in examining classroom demotivation. However, their foci are centered on teacher-related factors.

Different from previous studies which examined demotivation mainly from the perspective of teachers, Dornyei (2001) pays attention to the perceptions of those students who had been identified to be demotivated. He summarizes nine factors that might have caused demotivation in foreign language learning process: teacher-related factors, inadequate teaching facilities, reduced self-confidence, negative attitude towards learning the target language, second language as a compulsory course, interference of learning another foreign language, negative attitude towards learning target language countries, attitude toward peers around, learning materials. These nine factors present a holistic picture of demotivation from the demotivated students' perspective. However, it seems to take demotivation as a phenomenon that is only observed on demotivated students. It is unknown whether motivated students experience demotivation or not.

Dornyei's (2001) nine-taxonomy of demotivators is insightful into the generating mechanism of L2 demotivation and lays a theoretical foundation for later empirical studies in early 2000s. Trang & Baldauf (2007) explore Vietnamese students' resistance to learn English from the angle of demotivation. Sakai & Kikuchi (2009) analyze demotivators in Japanese EFL context and find demotivation existed among both motivated and demotivated learners. Tsang (2012) studies demotivation of learners of Japanese as a foreign language in the United States from a learning situational perspective. Li (2014b) finds that demotivators among Chinese EFL learners are related to lack of intrinsic interest, language learning abilities, undesired learning experiences, reduced self-confidence, teacher factors, teaching contents, value of learning English, teaching mode, poor learning conditions, learning materials, classroom environment, peer influence, other courses and extracurricular activities, and homework. Kim (2015) investigates demotivation among Korean EFL learners from the perspective of L2 Self and discovered three demotivators: lack of meaningful purpose, lack of improvement and success experiences, and lack of self-determination. Talaei & Eslami (2015) identify language learners, teachers, and class environment as the three potential sources for demotivation among Iranian EFL learners.

2.3 Research on Demotivation and Academic Fields

Recent studies have gradually shifted from the identification of demotivators among EFL learners to the explanation of the generation mechanism of this construct in the past decade. Efforts have been made to explain the formation of demotivation in association with achievement (Li & Wang, 2016), language proficiency (Hu, 2011; Najafi & Behjat, 2013), mastery goal orientation (Jahedizadeh, Ghanizadeh & Ghonsooly, 2016), gender (Lee & Lee, 2011), education level (Kaivanpanah & Ghasemi, 2011), and other learner variables (Gao & Zhang, 2016).

Among these learner variables, academic fields are considered to be a vital factor in explaining the relationship with demotivation (Alavinia & Sehat, 2012; Aliakbari &

Hemmatizad, 2015; Gao, 2014; Gao & Zhang, 2016). In their examination over the relationship between demotivation and academic majors, Alavinia & Sehat (2012) find no significant differences in the overall demotivation between different majors. However, they do find significant differences in the effect of teacher's personality and behavior as well as the learners' experience of failure between different majors. Aliakbari & Hemmatizad (2015) find a statistically significant difference in such demotivators as learning contents and materials, test scores, and lack of intrinsic motivation factors among different academic majors of Iranian students. Gao (2014) finds significant differences in such demotivators as lack of intrinsic interest and inadequate language learning abilities between Chinese university English majors and non-English majors. Gao & Zhang (2016) find no significant differences in demotivation between Chinese EFL learners of sciences and liberal arts.

The above review of literature reveals a dearth of research on L2 demotivation among Chinese EFL learners. It has also been apparent that current research has yielded inconsistent results in the relationship between different academic fields and demotivation. Further research is thus necessary. Therefore, this study aims to investigate the potential relationship between demotivation and academic fields among Chinese EFL Learners.

3 Research Design

3.1 Research Questions

This study aims to investigate Chinese university students' demotivation to learn English and its relationship with academic fields. Specifically, it addresses the following two questions:

- 1) What are the demotivators to learn English among Chinese university EFL learners?
- 2) Are there any significant differences in demotivation among the participants of different majors?

3.2 Demographical Information of the Participants

The participants for this study were 128 university students from a local technological university in central China. Of the 128 students, there were 18 boys and 110 girls; 55 *English* majors and 73 students in *International Trade*; 27 students in Grade 1, 33 in Grade 2, 38 in Grade 3, and 30 in Grade 4. The participants are averagely 20.57 years old. The oldest is 24 years old while the youngest is 18 years old. They have been averagely learning English for 10.16 years. The student's longest length of time spent learning English is about 14 years, while the shortest is five years.

3.3 Instrument

The instrument for this study is a self-designed questionnaire. It was designed according to some previous research (i.e., Li, 2013; Sakai & Kikuchi, 2009; Zhou & Wang, 2012). It consisted of two sections: the first section was concerned with the students' personal information, including their major, grade, age, and gender. The second section was made up of forty-four 5-point Likert scale items about English learning demotivation, with the answers ranging from strongly disagree (1) to strongly agree (5). Items with higher scores indicated higher possibility to cause students' English learning demotivation. The reliability of the questionnaire is determined by means of Cronbach alpha. The Cronbach alpha test shows that the reliability coefficient of the questionnaire is 0.920, which means this questionnaire has high reliability.

The questionnaires were designed in Chinese for the purpose of making it easier for the students to understand and to answer. Besides, a brief introduction was presented at the

beginning so as to help the students to understand the purpose of the questionnaires and to avoid incomplete answers. Instructions were also announced orally by the teachers who distributed and collected the questionnaires to ensure the validity of the data.

3.4 Data Collection and Analysis

A number of 160 copies of the questionnaire were distributed to the participants. The participants were asked to reflect on their past experiences when providing responses. Moreover, they were instructed that the survey was for research purposes only, and that the information they gave would not affect their final scores of the course. The participants were allowed 30 minutes to complete the questionnaires. Finally, 156 copies were collected but 28 of them were found invalid because of blank or incomplete questionnaires. Therefore, there were 128 valid copies of the questionnaires.

All the collected questionnaires were numbered and processed by means of the Statistics Package for the Social Sciences 20.0 (SPSS 20.0). To answer Research Question 1, factor analysis was first performed to identify the demotivational patterns of the participants. In order to answer Research Questions 2 which examines the differences in demotivation between students in different majors, Independent T-test was performed with an alpha level set at 0.05.

4 Results and Discussion

4.1 Demotivators to Learn English among the Participants

The participants' responses to the questionnaire were first subjected to an exploratory factor analysis for the purpose of answering the first research question which inquires the demotivation features of the participants. The KMO value .821 (close to 1.0) and Bartlett's Test of Sphericity .000 (<0.05) showed that there were significant correlations among the variables in the questionnaire (Table 1). Therefore, it can be concluded that there were common factors and the questionnaire data were suitable for factor analysis.

Table 1 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.821
	Approx. Chi-Square	2037.294
Bartlett's Test of Sphericity	df	528
	Sig.	.000

The items whose factor loadings and communalities are lower than .400 were deleted in the factor analysis. The factor analysis with varimax rotation produced 5 factors with eigenvalues greater than 1.0 (Table 2). According to Table 2, the eigenvalues for all the eight factors were above 1.000. The cumulative variance of these eight factors was 64.640%, which can interpret very well all the variances in Table 3, suggesting a high construct validity of the questionnaire.

Table 2 The Eight Factors Generated by the Exploratory Factor Analysis

Factor	Eigenvalue	Variance %	Cumulative %
1	9.419	28.542	28.542
2	2.969	8.998	37.540
3	2.072	6.279	43.819

4	1.752	5.308	49.127
5	1.448	4.389	53.516
6	1.347	4.081	57.598
7	1.230	3.726	61.323
8	1.094	3.316	64.640

An examination over the eight extracted factors reveals that they fall into two broad categories: the internal factors (Factor 4, 5, and 8) and the external factors (Factor 1, 2, 3, 6, and 7).

Table 3 displays the labels assigned to the five extracted external factors, the actual items each factor subsumed, the corresponding loadings. Factor 1 includes six variables involving the overnumbered vocabulary, grammar, and sentences (Item 22), the exam-oriented class (Item 24), the translation-featured class (Item 23), uninteresting assignment (Item 26), passive learning (Item 27), and the too many learning materials (Item 21). These items are related to the teaching process and contents. Therefore, this factor is terms as *Teaching Contents and Teaching Process*.

Factor 2 has six variables pertaining to teacher immediacy (Item 13), teachers' preferences for well-achieved students (Item 12), teacher personality (Item 14), teacher competence (Item 15), teaching style (Item 17), and teacher criticism (Item 18). These variables refer to the negative influence of teacher-related factors on L2 demotivation, such as teacher personality, teaching competence, and teaching style. This factor is thus named *Teacher-related Factors*.

Factor 3 compasses four variables related to the overcrowded classroom (Item 29), the underequipped classroom facilities (Item 30), poor conditioned projectors (Item 28), and little availability of access to multimedia resources (Item 31). These four items are about the detrimental effect of inadequate classroom learning conditions and facilities on L2 demotivation. Therefore, this factor is defined as *Classroom Learning Environment and Facilities*.

Factor 6 includes four variables referring to undesired relationship with peers (Item 33), peer bully of one's poor English (Item 34), families' overemphasis of the value of English (Item 42), and teachers' repeated reminds of the importance of English (Item 43). These items are about the negative influence of important people on L2 demotivation. This factor is thus termed *Undesired Influences of Important Others*.

Factor 7 has three variables covering the monotonous after-text exercises (Item 9), unauthentic languages in the textbooks (Item 20), and the less interesting topics of the texts (Item 10). This factor is therefore named *Textbooks and Teaching Materials*.

Table 3 Rotated Factor Loadings of the External Factors

Item	Loading	Mean	SD
Factor 1 Teaching Contents and Teaching Process			
2 Too many words, grammar, and sentence to memorize	.760	2.843	1.0971
2		7	5
2 To learn English only for exam is boring	.700	2.867	1.0601
4		2	7

2	Translation-featured class is boring	.690	2.757	1.0019
3			8	4
2	Assignments are of no interest	.668	2.851	.93984
6			6	
2	I do not like the teacher-dominated English class	.536	2.789	1.0090
7			1	3
2	Too many reference books in class	.428	2.835	1.0331
1			9	3
Factor 2 Teacher-related Factors				
1	English teacher is not easy going	.744	2.476	.99578
3			6	
1	English teacher prefers the well achieved students	.714	2.656	.97559
2			2	
1	English teacher is easy to lose temper	.702	2.296	.99889
4			9	
1	English teacher is unable to explain language points clearly	.645	2.453	1.0711
5			1	6
1	English teacher's teaching methods fail to attract us	.632	2.546	1.0184
7			9	1
1	English teacher criticizes us when we do not do well	.602	2.351	.96056
8			6	
Factor 3 Classroom Learning Environment and Facilities				
2	English class is overcrowded	.824	2.656	1.0381
9			2	5
3	Classroom facilities are poor equipped	.779	2.695	1.0835
0			3	8
2	multimedia conditions are not well functioning	.680	2.429	1.0550
8			7	5
3	little use of multimedia resources in class	.509	2.585	1.0906
1			9	0
Factor 6 Undesired Influences of Important Others				
3	I do not like some students in my class	.672	2.476	.97983
3			6	
3	Some students laugh at my English	.611	2.429	.96948
4			7	
4	I dislike families to push me into learning English harder	.611	2.523	1.1151
2			4	4
4	I dislike English teacher to often tell to learn English well	.583	2.500	1.0348
3			0	3
Factor 7 Textbooks and Teaching Materials				
9	The exercises after each unit are boring	.770	2.843	1.0971
			8	5
2	The contents in textbooks are boring	.578	2.976	1.0901
0			6	5
1	The topics of some texts are boring	.476	2.976	1.1045

0

6

0

Table 4 presents the labels assigned to the five extracted external factors, the actual items each factor subsumed, the corresponding loadings. Factor 4 includes five variables involving the participants' English achievement (Item 2), their inability to learn English grammar (Item 3), vocabulary (Item 1), pronunciation (Item 4), and writing (Item 5). This factor is therefore named *Deficient English Learning Abilities*.

Factor 5 has three variables relating to the participants' little interest in taking English-related jobs in future career expectancy (Item 37), loss of interest in English class (Item 36), and indifference to English if not required by the nature of English as a compulsory course (Item 38). This factor is thus termed *Lack of Intrinsic Interest*.

Factor 8 encompasses two variables relating to the participants' poor mastery of learning strategies such as inference (Item 40), and methods of remembering vocabulary and grammar (Item 39). This factor is thus named *Lack of Effective Learning Strategies*.

Table 4 Rotated Factor Loadings of the Internal Factors

Item		Loadings	Mean	SD
Factor 4 Deficient English Learning Abilities				
3	I do not like English because my English is poor	.829	2.4922	1.07949
2	I do not like English because my grammar is poor	.794	2.6719	1.13713
1	I am afraid of learning vocabulary	.675	2.6016	1.19276
4	I am not confident in learning pronunciation	.589	2.8594	1.19536
5	I am frustrated with my writing	.505	2.7734	1.07377
Factor 5 Lack of Intrinsic Interest				
37	no plan to do English-related jobs in future	.749	2.7578	1.04803
36	no interest in English class	.650	2.5859	.98434
38	no interest in learning English, but it is a required course	.612	2.6250	1.02719
Factor 8 Lack of Effective Learning Strategies				
40	I do not know how to infer and guess from context	.730	2.9453	.99849
39	I do not know how to memorize vocabulary and grammar	.590	2.8281	1.13018

The order of the eight demotivators' mean values from the highest to the lowest is as follows (Table 5): *Textbooks and Teaching Materials* (mean = 2.9323), *Lack of Effective Learning Strategies* (mean = 2.8867), *Teaching Contents and Teaching Process* (mean = 2.8242), *Deficient English Learning Abilities* (mean = 2.6797), *Lack of Intrinsic Interest* (mean = 2.6562), *Classroom Learning Environment and Facilities* (mean = 2.5918), *Undesired Influences of Important Others* (mean = 2.4824), and *Teacher-related Factors* (mean = 2.4635). According to Table 5, the top three demotivators with highest mean values are *Textbooks and Teaching Materials*, *Lack of Effective Learning Strategies*, and *Teaching Contents and Teaching Process* respectively. The last three demotivators with lowest mean values are *Classroom Learning Environment and Facilities*, *Undesired Influences of Important Others* and *Teacher-related Factors* respectively.

Table 5 Overall Features of the Participants' Demotivators (N=128)

Demotivator	N	Minimum	Maximum	Mean	SD
F7 (Textbooks and Teaching Materials)	128	1.00	5.00	2.9323	.84530
F8 (Lack of Effective Learning Strategies)	128	1.00	5.00	2.8867	.90973
F1 (Teaching Contents and Teaching Process)	128	1.17	5.00	2.8242	.73867
F4 (Deficient English Learning Abilities)	128	1.00	5.00	2.6797	.84195
F5 (Lack of Intrinsic Interest)	128	1.00	5.00	2.6562	.84072
F3 (Classroom Learning Environment and Facilities)	128	1.00	5.00	2.5918	.85911
F6 (Undesired Influences of Important Others)	128	1.00	5.00	2.4824	.81761
F2 (Teacher-related Factors)	128	1.00	5.00	2.4635	.73648

In summary, the findings reveal that the participants seem to be mainly demotivated by *Teaching Contents and Teaching Process*, *Teacher-related Factors*, *Classroom Learning Environment and Facilities*, *Undesired Influences of Important Others*, and *Textbooks, Teaching Materials, Deficient English Learning Abilities, Lack of Intrinsic Interest*, and *Lack of Effective Learning Strategies*. These results indicate that the students might be most possibly demotivated by such factors as *Textbooks and Teaching Materials, Lack of Effective Learning Strategies*, and *Teaching Contents and Teaching Process*. Of the eight factors, the first five are external factors (79.86%) and the last three are internal factors (20.14%). While showing that demotivation is the result of the interplay of external factors and internal factors, the results of this study indicate that external demotivators are more influential than the internal ones on Chinese EFL learners' demotivation to learn English.

4.2 Differences in Demotivation between Different Academic Fields

Independent T-test was performed in order to examine the differences in demotivation between students of *English majors* (SEM) and students of *International Trade* (SIT). Table 6 presents the Independent T-Test results on demotivation between the *English Majors* and *Students of International Trade*. Apparent differences can be observed in the overall means of the participants' demotivators between the two groups of students. As shown in Table 6, the P values [Sig. (2-tailed)] for Factor 2 (*Teacher-related Factors*), Factor 3 (*Classroom Learning Environment and Facilities*), Factor 5 (*Lack of Intrinsic Interest*), and Factor 6 (*Undesired Influences of Important Others*) are 0.000, 0.047, .001 and .008 respectively, which are all below the .05 level. The findings indicate that there are statistically significant differences in these four demotivators between the *English majors* and the students of *International Trade*. The findings disagree with Gao & Zhang (2016) who found no significant differences in demotivation between Chinese EFL learners of sciences and liberal arts. However, these findings confirm Alavinia & Sehat (2012), Aliakbari & Hemmatizad (2015), and Gao (2014).

Table 6 Independent T-test on Demotivation between SEM and SIT

Demotivators	Major	N	Mean	SD	t	df	Sig. (2-tailed)
F1 (Teaching Contents and Teaching Process)	SEM	55	2.7212	.76716	-1.374	126	.172
	SIT	73	2.9018	.71191			
F2 (Teacher-related Factors)	SEM	55	2.1970	.68199	-3.731	126	.000
	SIT	73	2.6644	.71605			
F3 (Classroom Learning Environment and Facilities)	SEM	55	2.4182	.91674	-2.008	126	.047
	SIT	73	2.7226	.79447			
F4 (Deficient English Learning Abilities)	SEM	55	2.5964	.87981	-.972	126	.333
	SIT	73	2.7425	.81273			
F5 (Lack of Intrinsic Interest)	SEM	55	2.3697	.78219	-3.492	126	.001
	SIT	73	2.8721	.82333			
F6 (Undesired Influences of Important Others)	SEM	55	2.2636	.74290	-2.692	126	.008
	SIT	73	2.6473	.83732			
F7 (Textbooks and Teaching Materials)	SEM	55	2.8909	.96023	-.479	126	.633
	SIT	73	2.9635	.75269			
F8 (Lack of Effective Learning Strategies)	SEM	55	2.8455	.95681	-.444	126	.658
	SIT	73	2.9178	.87803			

The students of *International Trade* seem to be more significantly demotivated by these four factors than the *English major* students. The first significant difference is the *Teacher-related Factors*, which is also reported in Alavinia & Sehat (2012). They found significant differences in the effect of teacher's personality between different majors. This might be first because teachers for English majors are traditionally considered to be more competent in language proficiency and qualification. Those teachers might be more skillful in motivating their students in learning English than the teachers for non-English major students.

The second significant difference is *Classroom Learning Environment and Facilities*. This finding is not reported in the literature of demotivation research. This might be caused by the fact that English majors are often taught in small class with a group of about 20-30 students. By contrast, non-English majors like students of *International Trade* are often found to be taught in large class with at least 50 students in a group. In addition, language laboratories are often provided for English majors, while non-English major students often have very limited access to these language learning facilities on campus. Therefore, it is possibly more likely for students majoring in *International Trade* to feel negatively motivated.

The third significant difference is *Lack of Intrinsic Interest*. This result echoes Gao (2014) and A liakbari & Hemmatizad (2015). English major students usually show a greater interest in the target language than non-English majors. Otherwise, most of them would not have taken English as their major in college. Though most Chinese EFL learners are found to be more instrumental than integrative in their English learning motivation (Chen, Warden & Chang, 2005), non-English majors, compared with English majors, are more instrumentally motivated to learn English. This strong instrumentality does not necessarily help maintain long-term motive for language learning once a previous goal has been achieved. Thus, when passing the National

English Matriculation, non-English majors like students of *International Trade* are more likely to be demotivated in college.

The last significant difference is the *Undesired Influences of Important Others*. This might be because non-English majors are often taught in large-sized class. Students in such large class have few opportunities to receive frequent feedback from their English teachers. Particularly, when they encounter difficulties or suffer from setbacks in English learning, they might have limited access to receiving immediate guide from teachers. On the other hand, the students within a large class are confronted with pressure to handle interpersonal relationship with other peers, which might pose challenges to their affective abilities. By contrast, English majors, enjoying small-sized class, have more opportunities to receive feedback from their teachers and to interact with peers. Therefore, it is more likely for non-English majors to be demotivated.

5 Conclusion

This study has investigated 128 university students' demotivators to learn English and the differences in demotivation between students in different majors and grades. It has found that demotivation in English learning was common among Chinese tertiary EFL learners. They seem to be mainly demotivated by the following factors: *Teaching Contents and Teaching Process*, *Teacher-related Factors*, *Classroom Learning Environment and Facilities*, *Deficient English Learning Abilities*, *Lack of Intrinsic Interest*, *Undesired Influences of Important Others*, *Textbooks and Teaching Materials*, and *Lack of Effective Learning Strategies*. The findings of the study have also indicated that English majors were significantly different from the students of *International Trade* in the following four demotivators: *Teacher-related Factors* (teacher personality, teaching competence, and teaching style), *Classroom Learning Environment and Facilities*, *Lack of Intrinsic Interest*, and *Undesired Influences of Important Others*.

The findings of this study would be implicative for helping English teachers reduce the detrimental effect of demotivation in college English class. For example, teachers are suggested to strength students' intrinsic motivation. Only a strong interest in language and language learning could students become more willing to maintain their effort in learning English. Given the differences in demotivation among EFL learners of different academic fields, teachers and curriculum designers are suggested to take academic fields into account while designing and developing English class to students of different majors. As for the deficiency of effective learning strategies among the learners, a strategy-embedded instruction is thus necessary to be incorporated into English language curriculum (Li, 2014c).

This study is an exploratory attempt to examine the relationship between demotivation and academic fields. Larger samples of more academic fields and triangulated data collection methods are suggested to be integrated in future research.

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