EFL Learners' Motivation Revisited

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Abstract—**This study sought to discern the difference between factors that are perceived demotivating by demotivated and motivated learners of English in Vietnam setting. Data gathered from a 27-item questionnaire survey of 147 EFL learners reveals seven factors perceived as demotivating by both groups: student-related factors (self-esteem, experience of L2 failure, lack chance to use L2 in reality, classroom atmosphere) and teacher-related factors (test outside lessons, teachers' skill, teachers' knowledge). Findings from this study also reveal that demotivated students perceived more demotivating factors and with higher intensity than motivated ones.**

Index Terms—**motivation, demotivation, student-related factors, teacher-related factors**

I. INTRODUCTION

With English as an integral part of the globalization process in the recent decades, English learning becomes indispensable and widespread activity. Thanks to many studies in education-psychology field (eg. Dornyei, 1998, 2001a, 2001b; Oxford and Shearin, 1994), motivation finds its accurate position in L2 learning achievement, analogously as the heart to a body. From then on, the past decade has witnessed the "motivational renaissance" of 1990s, in which excessively plentiful of theories proposed to elucidate the multifaceted motivation of L2 learners.

When the boundaries of motivation territory are gradually expanded, together with it, the dark counterpart of motivation is discovered, i.e. demotivation. Only until this decade that demotivation is studied, examined and analysized worldwide. Nonetheless, demotivation and its components, in Vietnamese context, remain a neglected land.

Furthermore, recent economic development heightens the need for English mastery, thereby promote teaching English becomes a promising career. English teachers have encountered numerous problems upon pursuing the career. Among those are English learners who at first show great interest, dynamic and capable in learning, however gradually become passive, hesitate to cooperate in class, and get lower grades. This is also a typical case of demotivated learners reportedly encountered by several L2 teachers.

All the above-identified motives consequently account for the engagement in this research, which is guided by the ensuing research questions:

1) Are there any differences concerning demotivating factors in the perception of motivated and demotivated students in Vietnamese context?

2) Which demotivating factors have most negative influence in the perception of demotivated and motivated students in Vietnamese context?

II. LITERATURE REVIEW

A. Motivation and Demotivation

Motivation

Among factors determining L2 learning achievements such as aptitude, learner preferences, learner beliefs, and age of acquisition, motivation gains widespread acknowledgement as the most influential. Thus, being able to conceptualize motivation as exactly as possible will, without a shred of doubt, be beneficial to all who related, like educationalists, psychologists, teachers and learners, to name a few.

Though motivation has secured its dominant and preeminent position in L2 learning research, paradoxically, no consensus is actually reached on a satisfactorily precise definition of motivation (Oxford and Shearin, 1994). The long-term controversy put down to the complicatedness, multi-faceted, or multi-factored nature of motivation as a conclusion drawn by Dörnyei (1998, p.117), "Although 'motivation' is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept". Later on, Dörnyei (2001b, p. 7), ironically named it "as no more than an obsolete umbrella that hosts a wide range of concepts that do not have much in common". The complexity of motivation can be unified since them all intended to explain nothing less than the reasons for human behaviour (Dörnyei, Csizér, and Németh, 2006). Moreover, from observations of Dörnyei (2001b, p. 8), most scholars agree, at least, that motivation provides a source of energy that is responsible for "the *choice* of a particular action," "the *persistence* with it," and "the *effort* expended on it".

One popular definition proposed by Gardner (1985, p.10) in his eminent socio-educational model of language acquisition, regarded motivation as "*the combination of **effort** plus **desire** to achieve the goal of learning the language plus favourable **attitudes** toward learning the language.*" In this definition, three mentioned factors of effort, desire and attitude apparently belongs to the interior dimension of learners themselves. Thus, it is detectable that Gardner neglected social aspects of motivation such as learners stimulations linked to parents, teachers and peers, for instance.

Subsequently, a more thorough definition of L2 motivation is suggested, wherein motivation is a '*state of **cognitive or emotional** arousal*' which provokes a '*decision to **act**,,*' which results in '*sustained intellectual and/or physical **effort***' so that the person can '*achieve some previously set **goal***'(Williams and Burden, 1997, p.120). The two researchers consider the roles of both individual and contextual factors in motivation and the temporal aspect of motivation.

In recent period of process-oriented perspective, Dörnyei and Ottó (1998, p. 65) presented a rather well-rounded definition in recognition of many other authors' previous achievements gained through years of hard work on the field. They concluded that motivation is a '*dynamically changing cumulative **arousal** in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised, and (successfully or unsuccessfully) acted out*'. This umbrella term covers well the temporal, dynamic nature of motivation as well as points out its directive role in the cognitive process.

An extensive body of literature exists on classifying motivation into types based on varieties of criteria. **Integrative** motivation is perceived as "*a sincere and personal interest in the people and culture represented by the other language group*" (Lambert, 1974). **Instrumental** motivation refers to "*the practical value and advantages of learning a new language*" (ibid) such as, get good marks, pass an examination, or find better jobs/promotions etc. **Resultative** motivation suggests that their success in learning trigger more motivation, while failure does the opposite (Crookes and Schmidt, 1991). **Extrinsic** motivation, considered by most scholars to be the same as instrumental motivation, derives from a number of outside factors such as winning a prize or avoiding punishment (Deci and Ryan, 1985, p.49). Alternatively, **intrinsic** motivation, partly resemble integrative motivation, originates from learners' internal needs for competence and self-determination, satisfaction, and enjoyment (ibid, p. 32). According to the findings of most studies, **intrinsic** motivation to the L2 learning is responsible for learners' achievement more significantly than extrinsic one. However, in peculiar situations, the extrinsic may surpass or even internalized to be intrinsic. For instance, it holds true where the role of L2 is as means of wide communication; thus, the weight of each types of motivation relies on particular socio-cultural conditions. In a nutshell, these types of motivation are "*complimentary rather than as distinct and oppositional*" (Ellis, 1998) as a learner, in reality, often possesses a joint motivation of all abovementioned one.

Demotivation

Viewed as the negative counterpart of motivation, nonetheless, demotivation seriously fails to catch due scholarly concentration and thus receives scant empirical researches up to 1990s.

Dörnyei described demotives as "*specific **external** forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action*" (2001b, p.90). However, it appears to conflict with his later reference to "*external and internal demotivating factors*" (Dörnyei, 2007, pp.29-30). In the same vein, Sakai and Kikuchi (2009) indicate, researchers regard both internal factors and external factors as demotivators. In addition, the borderline between internal factors and external factors is indistinguishable at some points. Henceforth, the term "demotive" or "demotivator" appears in the present study is *"forces which subtract from the overall motivational basis of intended or ongoing action."* (Pigott, 2008 adapted from Dörnyei, 2001b, p.43) and demotivation to mean "*the state of a learner whose level of motivation is lacking enough to severely restrict progress*" (Pigott, 2008).

Looking at its role in L2 learning, though the picture remains rather blurred, Christophel and Gorham (1995) figure out that "*the strongest influence on motivation was not the presence of motivators in the classroom, but the absence of demotivators*." In the same vein, Rost (2004) warned, "*one demotivating act can negate or wipe out the positive effects of ten motivating acts*".

Dörnyei (2001b, p.142) describes a demotivated learner as "*someone who was once motivated but has lost his/her commitment/interest for some reason*". Demotivated learners show a lack of interest in the L2 or L2 community culture, hesitate to participate in any class activities, have no intimate affiliation with teacher and/or peers. Consequently, they harbour ever-growing diffidence in classroom environment. Eventually, these learners end up with appalling learning outcomes, which in turn aggravate remaining motivation. Once such a wicked circle materializes, it turns almost unbreakable.

Amotivation

Amotivation, or *learned helplessness*, a concept emerged in self-determination theory. Amotivation is defined as the situation in which people lack the motivation to take any action seeing that *'there is no point...'* or *'it's beyond me...'* (Deci and Ryan, 2000). This happens when they lack self-efficacy or a sense of control on the desired outcome. Thus, the amotivated learner sets no goal and hold neither intrinsic nor extrinsic motivation to make any move.

B. Motivation Theories

The macro social, psychological perspective stage (1950s-1990)

The subsection covers the pioneering theory and dominant cornerstone "the socio-educational model of second language acquisition" of Robert Gardner and his associates as it has been the most influential in the L2 motivational

research from its birth up to now.

Gardner's (1985) social psychological approach classified L2 learners' goals, into two categories, *integrative* orientation and *instrumental* one. An integrative orientation embraces a positive attitude toward a L2 community, together with an inner aspiration to learn the L2 communicate and understand more about the culture, values, and beliefs etc. of L2 community. Instrumental orientation refers to a desire to learn L2 merely for such material rewards as improved career, or financial prospects.

Integrativeness is measured by three factors: attitudes towards the target language group, interest in foreign languages, and integrative orientation. *Motivation* is also measured by three factors: motivational intensity (the amount of effort invested in learning the language), attitudes toward L2 learning, and the desire to learn the target language. *Attitudes toward the learning situation*, or one's reactions to the immediate context, is measured by two scales: attitudes toward the teacher and toward the course.
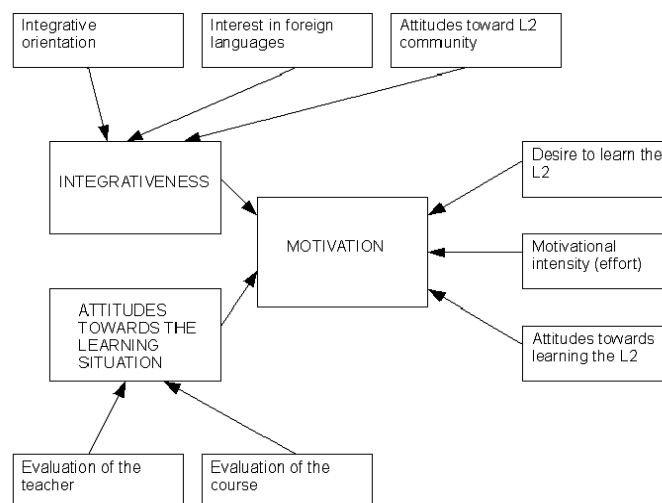

Figure 1. Conceptualization of integrative motivation (Pigott, 2008)

Prevailing as it is, the model is not without weaknesses. Four detectable drawbacks of Gardner's framework addressed by Oxford and Shearin are listed as follows. Firstly, the terms *integrative* and *instrumental* are certainly not adequate to embrace such reasons for studying as mere linguistic interest for its own sake, increase self-esteem and create a desired social image etc. Secondly, the framework overlooks the dynamically changing and temporal nature of motivation. Thirdly, it does not account for the differences of foreign language and second language in motivation. Fourthly, except for social psychology, it makes no mention of other psychological approaches. Oxford and Shearin (1994), on one hand, respected the domineering model, and then called "*for an expanded conceptualization that will draw from many subfields of psychology*".

The micro cognitive-situated perspective stage (early 1990s)

Up to early 1990s, the socioe-ducational model developed by Gardner and associates dominated research into language learning motivation. As Gardener's perspective was too broad in one way and limited in the other, 1990s witnessed the shift from a macro to a micro perspective of motivation. Whilst the macro perspective of L2 motivation focused on the social aspects of motivation, the micro perspective was narrowed down to practically explain how motivation worked in specific learning situations such as language classrooms.

The expectancy-value theory (EVT)

The expectancy-value theory (EVT) is credited to Dr. Martin Fishbein for his considerable contribution in the early to mid 1970's. Expectancy is defined as "*individuals beliefs about how well they will do on upcoming tasks, either in the immediate or longer-term future*" (Eccles and Wigfield, 2002, p. 119). And value is perceived as "*the value of a task is determined by both the characteristics of the task and by the needs, goals, and values*" of the task performer (ibid, p. 89). To be precise, only when such task seeks to fulfill one's needs, to reach one's goals, or to confirm personal values, does it grow to be meaningful to the performer.

Motivation to perform a task crucially depends on these two factors "*individual's expectancy of success in a given task*" and "*the value the individual attaches to success on that task*" (Dörnyei, 2001b, p.20). Thus, the greater expectancy one holds about their success and the greater value they attach to the task, the stronger the motivation to learn and overcome learning's barrier grows.

Self-determination Theory (STD)

Self-determination Theory (STD), first proposed by Deci and Ryan (1985), is a has been one of the most influential approaches in motivational psychology (Dörnyei, 2003, p.7). It is in the theory that motivation is first categorized and labeled either as *intrinsic*, deriving from internal needs, or as *extrinsic*, deriving from instrumental influences.

The study of motivation begins with the 'why' question of behavior. From SDT perspective, these goals or reasons

for engaging are driven by three psychological needs (i.e., the needs for autonomy, competence and relatedness) that are crucial in the energization of human behavior. People are motivated to satisfy these needs because they are considered essential for personal growth and well-being. (Deci and Ryan, 1985).

Autonomy is classified from the least to the most autonomous: external regulation, introjected regulation, identified regulation and integrated regulation. The last is the most autonomous and internalized form of external regulation. It refers to behaviors that are instrumental but harmonious with one's sense of self and is similar to intrinsic motivation (Deci, Ryan, and Williams, 1996).

Attribution Theory

Widely reckoned as a dominant theory in psychological motivation researches, Attribution Theory concerns with perceived causes people attribute to the successes and/or failures in life, thereby understanding achievement behavior (Weiner et al., 1971). They can, for example, blame an academic failure on being lack of effort, lack of ability or someone else's fault.

Achievement can be attributed to effort, ability, level of task difficulty, or luck. Causal dimensions of behavior are locus of control (i.e. the location of a cause), stability (i.e. relative endurance of a cause over time), and controllability. Depending on where and what causal dimension one attributes success or failure, it turns to yield positive or negative results. For instance, failure attributed to low ability is more damaging in terms of future progress than failure attributed to low effort (Dornyei, 2001a, p.10)

Self-Efficacy Theory

Self-efficacy is a kind of personal expectation or judgment concerning one's capability to accomplish some task. Schunk (1991) defines self-efficacy as "*an individual's judgments of his or her capabilities to perform given actions*" (p.207). He also claims that "*there is evidence that self-efficacy predicts ... academic achievement*" (ibid, p.207). Likewise, Bandura (1977) confirms, self-efficacy affects the amount of effort and persistence that a person devotes to a task. Therefore, the more people believe in themselves to achieve their goals, the stronger and higher their motivation is. If their own evaluation is positive, their motivation and self-efficacy will be enhanced.

Nevertheless, self-efficacy alone will not lead students to engage in tasks unless students also hold positive outcome expectations and believe that the tasks have value, as represented in contemporary expectancy–value theory (Guilloteaux, 2007).

The process-oriented perspective stage (late 1990s-present)

A process-oriented approach can potentially integrate various research trends, wished to synthesize, within a unified framework, various lines of research on motivation in the L2 field and in educational psychology.

The model consists of three temporal stage: *preactional* stage, *actional* stage and *postactional* stage. In the first stage, termed *preactional*, the motivation needs to be generated. The motivation in this stage is referred to as *choice motivation* because the generated motivation leads to the selection of the goal or task that a learner starts to pursue. Secondly, the motivation needs to be maintained and protected during the action (actional). This motivational dimension is also referred to as *executive motivation*. Thirdly, following the completion of the action, a learner evaluates how things went (postactional). This, in turn, contributes to the selection of the activities that a learner pursues in the future (Dörnyei, 2003). The key tenet of the process-oriented approach is that each of the three stages of the motivated behavioral process cycle is associated with different motives (Dörnyei, 2001b).

III. RESEARCH METHODOLOGY

A. Participants

The participants comprise 147 full-time students from various departments of University of Social Sciences and Humanities, Ho Chi Minh City (USSH-HCMC) such as Sociology, Press and Communication, Literature and Language, Education Management, French Linguistics and Literature, Human Resources Management, History, and Oriental Studies.

B. Instrument

"Questionnaire was opted with consideration for its apparent multi-advantage and particular suitability for quantitative research" (Dörnyei, 2003). The questionnaire was utilized in this research and is composed of two sections: Background information and Questions on demotivating factors. The first part aims to build up profiles of the respondents including gender, age, and length of English learning. The second part is composed of 27 questions, three of which is guided open whereas the rest were closed-ended ones. Out of 23 closed-ended questions, questions 3-7 and 9-13 are concerned with student-related demotivating factors whereas questions 14-26 look at external teacher-related demotivating factors. The entire questionnaire was worded in respondents' first language, i.e. Vietnamese to ensure full understanding of all respondents, thus, increase the validity of responses. 180 questionnaires were delivered to the participants and 147 completed responses were returned for the response rate of 81.67%.

TABLE 1.
DIMENSIONS OF DEMOTIVATING FACTORS

Dimensions	Closed-ended questions
Student-related factors	
Attitude towards English	3, 4, 5, and 7
Attitude to language environment	6 and 9
Self-efficacy and self-esteem	10 and 11
Experiences of failure or lack of success	12 and13
Teacher-related factors	
Teacher personality and behavior	17, 20, and 26
Teacher competence	14, 21, and 23
Teaching method	15, 16, 19, 22, and 24
Grading and assessment	18 and 25

IV. DATA ANALYSIS

A. Group Division

The total number of 147 subjects is classified into three groups on the basis of their responses to the first question regarding their present status of motivation, viz.:

1. Students belong to Motivated Students (MS) Group if their answers are A.
2. Students belong to Demotivated Students (DS) Group if their answers are B.
3. Students belong to Amotivated Students (AS) Group if their answers are C.

Within the scope of the current study, in consent with Dörnyei's (1998) remark that "only demotivated students, or those who have experienced demotivation, can indicate the actual reasons that resulted in their loss of interest in language learning", and the definition of Amotivated learners in the literature review, only MS group and DS group was counted as valid and taken into consideration for the present comparative study. Data obtained from AS group will be briefly analyzed for further reference. Here is the number (N) of students in each group after all data is processed:

TABLE 4.1
MOTIVATION DISTRIBUTION

Group	N	Percentage
MS	102	69 %
DS	35	24 %
AS	10	7 %
Total	147	100%

Figure 4.1 Motivation distribution
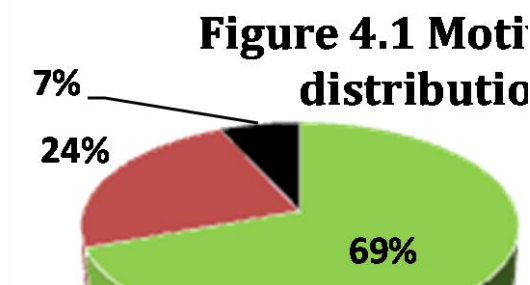
As presented in Table 4.1, the number of students belonging to MS Group is much higher than that of students belonging to DS Group; i.e. two unequal sample sizes. Though many controversies are born over the potential problem of validity caused by such inequality, it can be justified by means of subsequent arguments. Sampling method employed is simple, unlimited and random, thereby "some discrepancy between the numbers in the comparison groups would be expected" (Schultz and Grimes, 2002). Furthermore, "the appeal of equal group sizes in a simple randomised controlled trial is cosmetic, not scientific" since any actions to force equal group sizes "potentially harms the unpredictability of treatment assignments" and thus "can allow bias to creep" into the research (ibid, p.960). In addition, as randomness is appreciated for neutralised inherent possible disparities at the very first place, interventions at any stage render that attempt useless. As Schultz and Grimes (2002) crystallizes, "Such unpredictability reflects the essence of randomness."

B. Data Analysis

The 27-item questionnaire consists of 23 closed-end questions for students internal and external teacher-related factors; plus three open-ended questions for free writing opinions and comments of students on other roots of demotivation toward English learning. The first section deals with analysis of responses to closed-ended questions and the second with the analysis of responses to open-ended questions.

Analysis of responses to closed-ended questions

Out of all 23 closed-ended questions, questions 3-7 and 9-13 are concerned with student-related factors whereas questions 14-26 with teacher-related demotivating factors.

Student-related factors

Attitude toward English (Question 3, 4, 5, and 7)

Question 3 on *"Complicated grammar, difficult pronunciation, lots of vocabulary, etc."* collects information about the students' attitude toward the studying of components of English language such as grammar, vocabulary, pronunciation, etc.; in other words, toward English language itself.

Figure 4.2 Students' attitude towards L2 itself
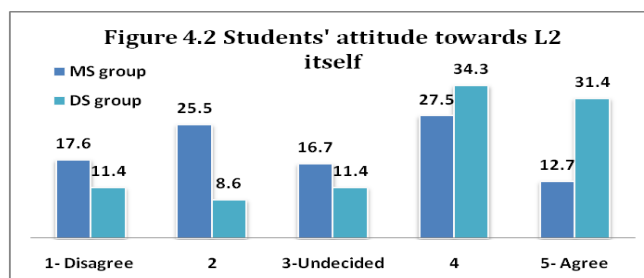
As displayed in Table 4.2, about 65% of DS Group admit their negative attitude and anxiety toward English itself, whilst only about 40% of MS Group agree so. Comprehensibly, more demotivated students than motivated ones adopt a negative attitude. However, by and large, the issue receives rather strong agreement from both the groups, demonstrating the widespread anxiety among students in face with a huge volume of "to-be-memorized" grammar and vocabulary. Thus, it casts no doubt that students' fear and anxiety grow day by day along with the increasing of linguistic knowledge that should be grasped. In compliance with Expectancy-Value Theory, as students' anxiety increase, their hopes and belief in potential success decrease, in part leading to demotivation in English learning. This finding suggests teachers' responsibility to help ease away students' misconception and anxiety.

Question 4 **"*I don't like cultures and histories of American, British, Western countries etc.*"** enquires about students' attitude toward cultures and histories of English-speaking countries, in short, attitude toward English community.

Figure 4.3 Students' attitude towards L2 community
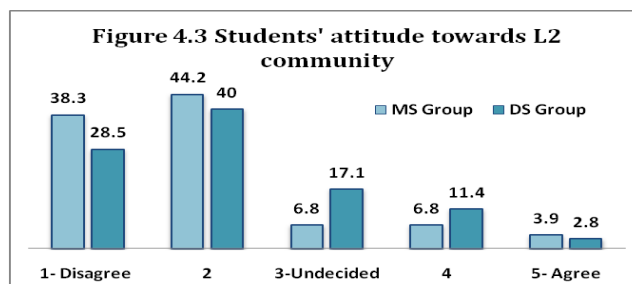
Results obtained from responses of both groups convey an encouraging message to all teachers as the vast majority of MS Group (82.5%) and of DS Group (68.5%) reject the notion of negative attitude to English community. Put it another way, even demotivated students, besides motivated students, find English community attractive and attention-grabbing. Thus, this finding triggers ideas and potential solution on how to tackle with demotivated students.


Figure 4.4 Students' attitude towards compulsory nature of L2 learning
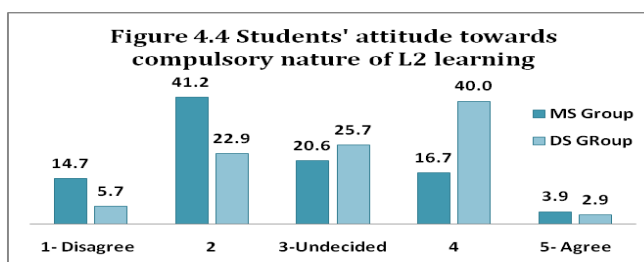
Question 5 *"I am pushed to study English at school"* deals with the question whether the compulsory nature of English in education system demotivate students.

As reported in the literature review, Dörnyei (1998) concluded that demotivated students regard compulsory English learning as one of demotivating factors. Just as expected, somewhat similar result is found in the current study based on the data displayed in Figure 4.4. Interestingly enough, around two thirds of MS Group show "*partly disagreement*" in contrast to the "*partly agreement"* (the author's emphasis) from two thirds of DS Group.

Here raises the question as to what underlying reasons that lead both groups to make the choice of "*partly agreement/disagreement*" and not the other. One possible answer can be simple that the students just avoid the two extremes; this argument, however, seems to be shaky in comparison with their responses for other questions in this study.

With another attempt, the phenomenon, simply put, can be explained in light of Self-Determination Theory. Along with two other psychological needs for competence and relatedness, the basic need for autonomy is continually sought to be satisfied as it is "*essential to human functioning and well-being*" (Ryan and Deci, 2002). Once English learning is compulsory, that socially accepted pressure can exert, either conscious or unconscious, negative impact on the students' motivation. This explanation holds true for Western individualist culture; however, in Vietnamese collectivist context, such autonomy is undoubtedly not that much sought for. As noted in Phan's (2010, p. 232) research, "*the utility of only self-determination theory is insufficient in explaining the types of motivation that these female Vietnamese technical English majors experienced*". She advises taking Vietnamese social and cultural values into consideration, such as "*the respect for learning and knowledge, respect for the teacher, attribution of successes and failures to effort, filial piety, the concept of face, and the sense of belonging,*" to avoid misinterpreting Vietnamese students' motivation (ibid, p. 232). The complexity of integrative influence from these values can somehow account for the "partly agreement" or "partly disagreement" of Vietnamese students.

Question 7 "*I don't think English is crucial to my future career"* gathers data of the students' awareness of English role to their future careers.

Figure 4.5 Students' awareness of L2's role to future career
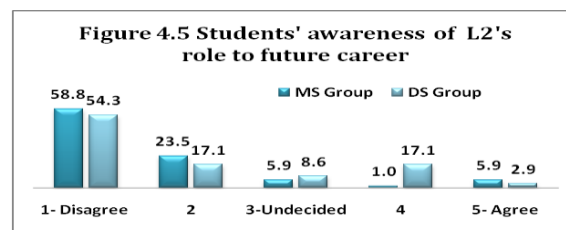
As regards the role of English to future career, the vast majorities (over 50%) belong to both groups affirm their awareness of its undeniably potential worth. The number of other choices gradually decrease, indicating the equivalent decrease of demotivation. This result, in concert with lots of previous findings, suggests reasonable exploitment of students' expectation in decreasing demotivation and enhancing motivation.

Contextual factors (classroom atmosphere, present opportunity to practice and use)

Figure 4.6 Students' opinion on classroom astmosphere
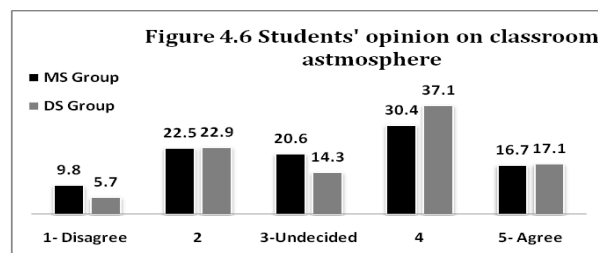
Question 6 *"Atmosphere in classroom is boring/tense/cold"* seeks to identify the influence of negative classroom atmosphere on students.

Classroom atmosphere is attributable to three aspects, namely, classroom activities, interactions among peers and between students and teachers. On balance, responses from the demotivated as well as the motivated can be roughly considered as parallel for each and every item. As the most frequent choice of MS Group and DS Group is Partly Agree, it all points to the conclusion that atmosphere should be given sufficient heed to yield fruits in terms of students' motivation. Since cosy and relaxed atmosphere is probably borne out of teachers' proactive management of class and classroom activities during lectures, presentations and other activities, to reach such achievement is mainly up to teachers to give it a try.

Question 9 "At *present, I seldom have chance to use English in practice*" is designed to find out whether limitation of students' present chances to practice and use English have any demotivating impacts.

Figure 4.7 Students' chances on actual use of L2
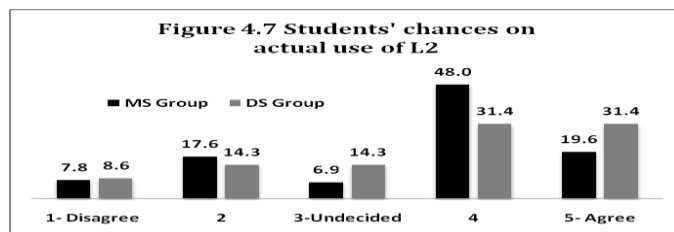
In response to question 9, 31.4% demotivated students agree as compared to 19.6% motivated students. Meanwhile, 48% motivated students in comparison to 31.4% demotivated students choose "partly agree". Above all, that lack of opportunity to practice and to put English into use is, to some extent, responsible for students demotivation in most cases. Thus, a recommendation for the sake of both teacher and students is increasing the amount of students' speaking time, or the number of meaningful activities with practical use of English, by means of student-centered methods, task-based approach, communicative approach, games etc. Briefly stated, both groups are consistent with each other on the demotivating influence of contextual aspect.

*English self-efficacy and English self-esteem*

Figure 4.8 Students' self-efficacy on L2 learning
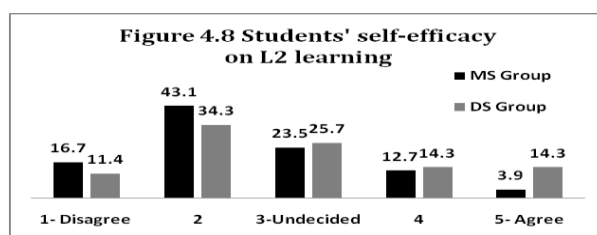
Question 10 "*I don't think I have capability to study English*" investigates students' self-efficacy on English learning.

As shown in Figure 4.8, the bulk of MS Group and Ds Group decides to choose "Partly disagree", thereby highlighting their beliefs in own capabilities to learn English. However, roughly one fourth of both groups express no opinion for their very own linguistic capabilities; in addition, one fourth of DS group either "agree" or "partly agree" to admit their "supposedly incapability' of English learning.

Upon previous analyses of the positive correlation between self-efficacy and motivation, such misconception in one's learning has given way to the floods of demotivation, which in turn threaten to entirely destroy students' self-efficacy and self-confidence. Serving as a alarm bell, the finding contributes to start teachers finding ways to help such students break the repetitive "*affective cycle*" that "*the more they blame themselves, the worse they perform; the worse they perform, the more they blame themselves*." (Falout and Falout, 2004).

Question 11 "*I'm afraid of making mistakes, of losing face with friends when speaking or writing English*" collects the students' opinion on their confidence when it comes to English performance.

Figure 4.9 Students' self-confidence in participating classroom activities
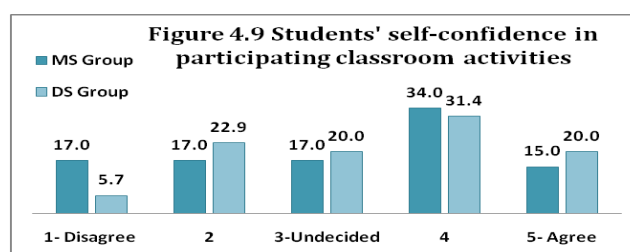
What is indicated in the figure is quite contrary to expectation, 49% of MS Group and 51.4 % DS Group admit, to some extent, their lack of self-confidence. All things considered, both groups produce virtually the same amount of each choice. Such a result seems, at first, incomprehensible. In Vietnamese collectivist context where self-confidence, together with self-reliance, dependence etc. never have been fully and appropriately encouraged, this result is somewhat understandable.

Experiences of failure or lack of success

Figure 4.10 Students' experiences of L2 failure
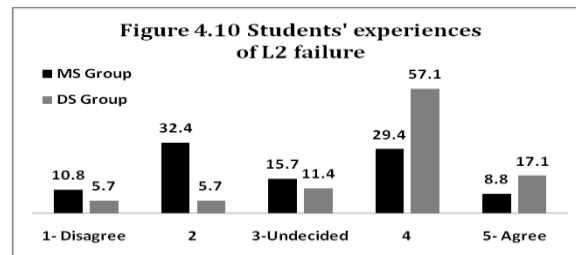
Question 12 "So *far, my English results have never been satisfactory*" concerns with students' experience of failure in English study and its impact on motivation.

In terms of previous results, as illustrated in Figure 4.10, the tendency of agreement was ticked by 57.1% plus 17.1% of students belong to DS Group stand out against all other choices. For students of MS Group, about 38% make the same choice. As more demotivated students are dissatisfied with their scores than the motivated one, a possible underlying assumption can be made that DS group get lower scores than MS group. Echoing many previous findings, once again, the demotivating influence of unsatisfactory achievement, or in other words, experience of failure or lack or success, proves true in Vietnamese context.

Question 13 *"Teaching pace in class is too quick"* relates to students' attitude to teaching pace.

Figure 4.11 Students' attitude to teaching pace
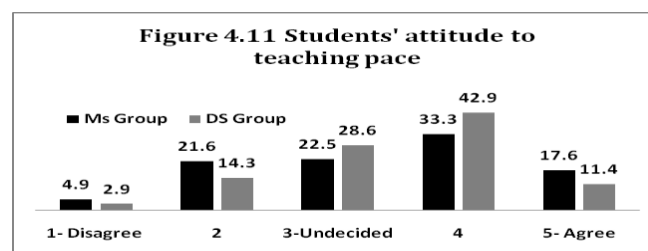
As regards improper teaching pace, most of the students generally imply being left-behind classmates or teachers' continuous speaking regardless of students' understanding, a type of academic failure. As indicated in Figure 4.11, roughly over 50% of both groups have gone through such an uneasy experience, which left them abandoned, reduced self-esteem and thus, demotivated. Hence, met in order to diminish such demotivation, the reasonable expectation of appropriate teaching pace for students' proficiency is to be more properly met.

Summary of results and further integrative analysis

Table 4.4 shows the means and standard deviations of the factor scores based on student responses on the 5-point Likert scale with the middle item scored three. The results are listed in order of strength from the strongest at the top.

As displayed in Table 4.4, to the demotivated set, (1) low English results, (2) negative attitude toward English itself, (3) lack of chance to use English, (4) high-speed teaching pace, (5) negative classroom atmosphere, (6) lack of self-esteem and (7) compulsory English learning are seven factors accounting for students' demotivation. Meanwhile, in the opinion of the motivated set, four demotivating factors are revealed, viz. (3), (4), (5), and (6). At the other end, it seems quite a inspiring finding that both groups are aware of English role in future career, nurture positive affection toward English community, and are fairly self-efficacious in English learning.

TABLE 4.4
DESCRIPTIVE STATISTICS OF STUDENT-RELATED DEMOTIVATING FACTORS

MEAN			STANDARD DEVIATION	
DS Group	MS Group		DS Group	MS Group
Q12 - English results	3.76	2.93	1.017	1.206
Q3 - Attitude to English itself	3.68	2.92	1.342	1.325
Q9 - Chances to use English	3.63	3.54	1.308	1.216
Q13 - Teaching pace	3.46	3.37	.980	1.151
Q6 - Classroom atmosphere	3.38	3.22	1.206	1.248
Q11 - Self-esteem	3.37	3.13	1.215	1.338
Q5 - Compulsory English learning	3.12	2.53	1.008	1.072
Q10 - Self-efficacy	2.86	2.44	1.240	1.040
Q4- Attitude to English community	2.12	1.94	1.079	1.042
Q7-Awareness of English role	2.06	1.65	1.516	1.081

Note : Q12 = Question 12, Q3 = Question 3, etc.

Teacher-related factors
Teacher personality and enthusiasm
Question 17 *"Teachers are distant, apathetic with students (e.g. do not answer students' questions afterschool, etc.)"* is interested in students' opinions on their teachers' personality and enthusiasm to students.

Figure 4.12 Teacher's personality and enthusiasm
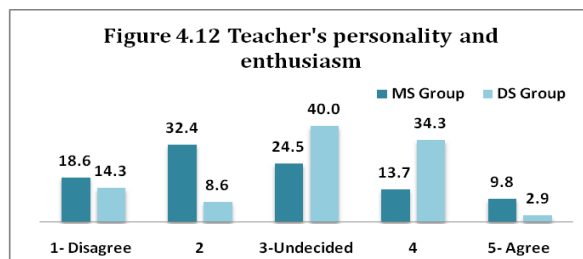
In response to this question concerning teachers' enthusiasm, astonishingly 40% of DS Group and 25% of MS Group say nothing; probably it is due to their own indifference to teacher or passivity, or lack of eagerness to the lessons that can push them to ask anything after class. Meanwhile, 37% DS together with 24% MS attribute their demotivation to teachers' lack of enthusiasm with students. By comparison, over 75% demotivated students either pay no attention or blame on their teachers lacking dedication, way more than 48.5% motivated students who choose so.

Question 20 *"Teachers (seemingly) show favoritism among students and/or classes"* reflects students' opinion on teachers' bias and its effect on them.

Figure 4.13 Students' opinions on teachers' bias
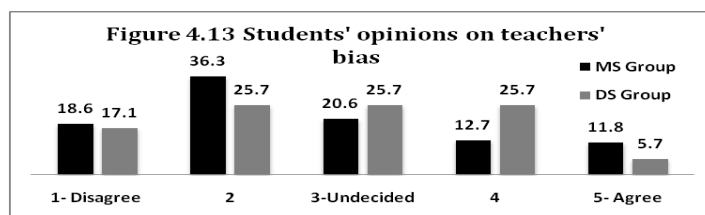
As shown in Figure 4.13, each 25% of DS Group chooses Partly Disagree, Undecided, and Partly Agree. Such confusing results only reveal a blurred image on how demotivated students perceive teachers' favoritism in classroom. Still, with careful observation, it is sound to conclude that teachers' discrimination has diverse impacts on every other students; just consistent with Hamada's (2011) observation after reviewing many studies on the field, "*the demotivators vary from learner-to-learner*". On the other side, noticeably 36.3% and 18.6% MS Group either partly oppose or oppose, respectively, to the idea of the statement. Hence, such percentage tells us that motivated students suffered less from teachers' bias than demotivated ones.

Question 26 *"Teachers are too strict (e.g. late students get minus marks, are not allowed in, no private chat, etc.)"* looks into students' revelation of whether teachers' strictness demotivate them.

Figure 4.14 Students' opinions on teachers' strictness
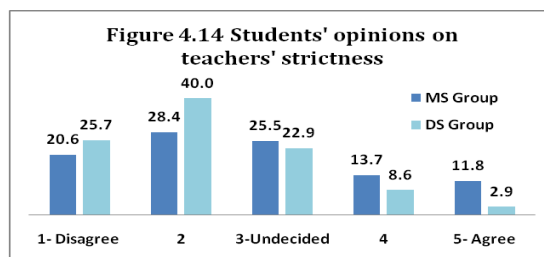
Contrary to expectation, up to 65.7% demotivated students, accompanied by 49% motivated students, refuse the common thought that strict teachers either scare or cast anxiety on all students, especially the less-proficient ones.

Teachers' competence
Question 14 *"Teachers' skills are poor (e.g. wrong pronunciation, intonation, or vague explanations)"* aims to find out how students perceive when their teachers' instructional skills are poor.

Figure 4.15 Students' opinion on teachers' poor skills.
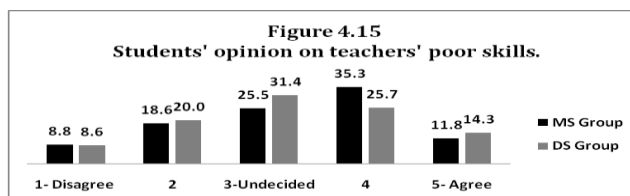
Whereas roughly over one fourth of both groups have no ideas if teachers' poor skills they may have negative effects on them, the rest of 47 % MS Group and 40% of DS Group say "Yes" to the question. Quite comprehensible, for example, students once discovered such a wrong pronunciation case, they tends to cast a growing doubt on their teachers since. In addition, most students often easily misinterpret bad intonation as lack of competence. Vague explanations and, instruction, similarly potentially exert negative impact on students' motivation to English learning.

Question 23 *"Teachers' knowledge is limited (e.g. make lots basic mistakes, give superficial explanations)"* tackles with the issue of teachers' knowledge.

Figure 4.16- Students' opinion on teachers' limited knowlege.
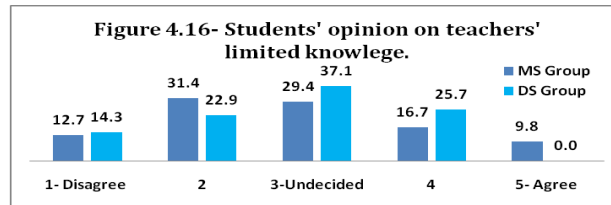
The highest rate of "Undecided students" indicates that rarely do they find teachers masking such mistakes or else, it may due to lack of linguistic knowledge or self-esteem to say that way. Another possible explanation based on cross-cultural knowledge can be exploited here. In truth, this question turns into somewhat sensitive when poses in Vietnamese environment, where the time-honored tradition of showing respect for parents and teachers has always been cherished; thus it is possibly too much to ask students to judge the knowledge of their teachers. Thus, it seems easy to understand the reason why 44% MS and 37 % DS voice that they are against such idea of question 20.


Figure 4.17 Students' opinion on teachers' shared knowlege.
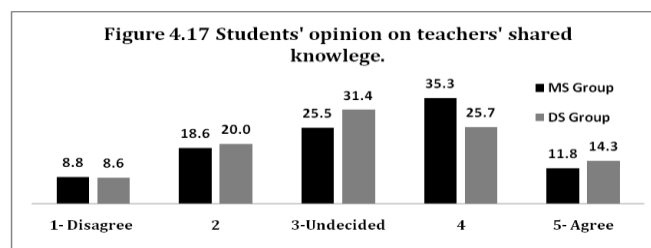
Question 21 *"The knowledge shared during class is useless/inappropriate for students."* concentrates on to what extent the knowledge teachers share in class met the expectations and needs of students.

While around one third of MS Group plus one fourth of DS Group claim that the teachers' shared knowledge does not met their expectations, one third of DS Group and one fourth of MS Group choose "Undecided" item. On balance, however, the pattern of choices made by each group fairly resemble, indicating the same pattern of attribution to the demotivating factors of unexpected knowledge in class. Besides, the selection of "Undecided" item is explainable via several assumptions such as lack of heed to teachers' lectures or no solid expectations or needs at the very beginning of English course.

Teaching method

Question 15 "*Teachers seldom conduct variety of activities*" is interested in whether teachers' conventional teaching method, specifically in class activities acts as a demotivator to students. Besides, Question 22 *"Teachers seldom praise students' achievement"* is posed to gather students' responses on whether the inadequate encouragement from students turns out to be a demotivating factor.

Figure 4.18 Students' opinions of teaching method: repetitive activities and lack of praises.
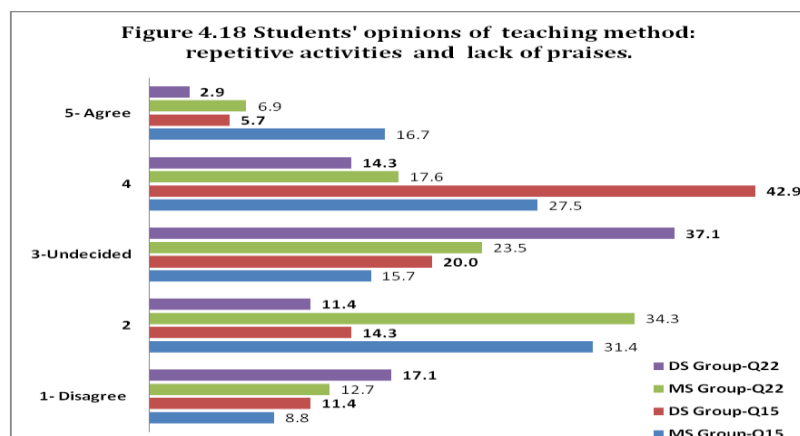
In terms of the disheartening influence attributed to teachers' repetitive activities, 43% of DS group ticks number 4,

i.e. "Partly agree" in comparison to 31.4% MS Group choose the otherwise, number 2. In terms of demotivation caused by teachers' scare of praises, 37.1% DS Group gives no opinion while 34.3% of their friends in MS Group agree to some extent.

Question 16 *"Teachers correct students' mistakes critically and severely"* focuses on teachers' correction strategy that may reduced students' motivation , meanwhile Question 24 *"Teachers seldom correct students' mistakes or give informative feedback."* concerns with teacher's informative feedback.

Concerning the demotivating force of teachers' correction strategies, the percentage of DS Group who choose "Undecided" takes up to 40% whereas 43.1% of MS Group disagree to some extent. Such highest rate of choice among DS Group for the no-comment choice, once again, may attributable to their lack of concentration to the teachers and/or lessons in class, or their indifference to class activities. In contrast, of all motivated students, 43 % partly disapprove and 15% disapprove such demotivating factors of correction strategy employed.
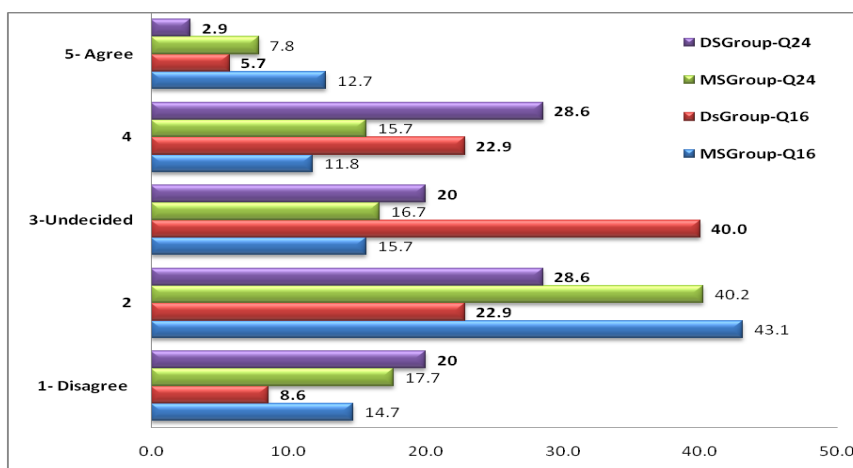

Figure 4.19 Students' opinion on teachers' correction strategy and informative feedback

Overall, there exists a tendency that more demotivated students' scores higher while motivated students scores much lower within scope of current study.

Question 19 *"Teachers give vague explanation on the objects and benefits of activities and exercises"* looks at the issue that how teachers inform students of class activities and exercises can be a factor of demotivation.
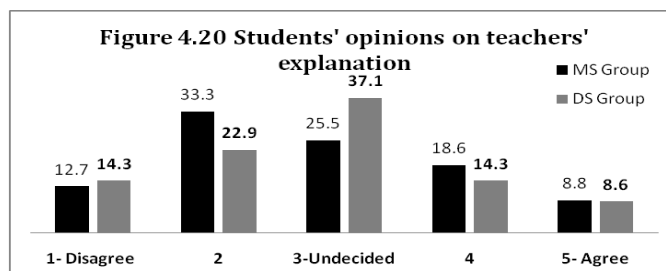
As can be seen from the figure, the highest bar is labeled "Undecided" in the selection of DS Group. Alternatively, around one thirds of MS Group, to a certain extent, object to the thought. As usual, the highest rate lies in the range of three middle choices, whereas the other two extremes receive relatively moderate selection.

Grading and assessment

Question 25 *"Teachers give tests outside lessons"* asks students for their opinions if teachers give tests outside lessons.
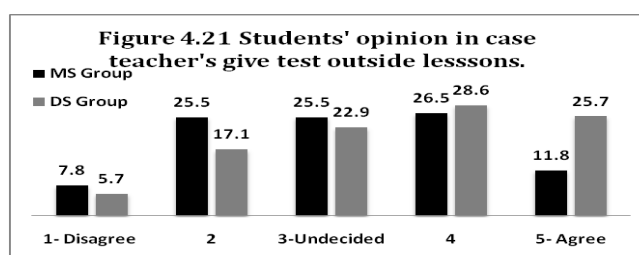
With a glance, it is simple to detect a slight variance between the three middle choices of both MS and DS Group. On the second look, however, one difference is found lying in the highest intensity choice of Agree made by approximately

one fourth of DS Group. For both sets of students, relatively more DS than MS find it demotivating that teachers gives test outside lessons. In light of L2 self-efficacy, a handful of self-efficacious students will seek ways to demonstrate the extra-knowledge gained outside class while the others find it quite frustrating as it turns every effort they make to studying hard into uselessness. Another way to understand this trend, drawing upon other findings on the correlation between achievement and motivation, they all look for secure satisfactory scores rather than taking risks in an unknown land.

Question 18 *"Teachers are hard on marks and highly demanding"* aims at solicit students' responses on the issue that in case teachers are highly demanding and economical in marks.

Figure 4.22 Students' opinion on teacher's grading and acceesment
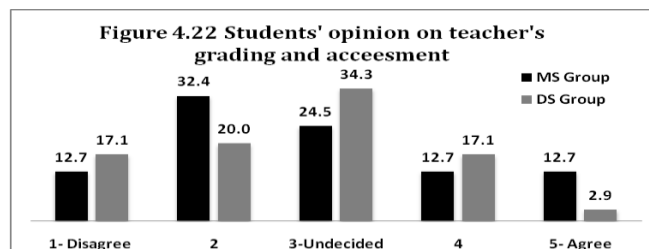
What is worthy of notice is the recurrence of "Undecided" high proportion chosen, by DS Group. When first reaching upon this figure, the author has to check the data once again to assure that there is no mistake and the figure is precisely drawn. About 37% of DS Group in addition to 45% students of MS Group expresses their disagreement to the point of interest.

Summary of the analysis on teacher-related factors

TABLE 4.5
DESCRIPTIVE STATISTICS OF TEACHER-RELATED DEMOTIVATING FACTORS

	MEAN		STD. DEVIATION	
	DS Group	MS Group	DS Group	MS Group
Q25 - Test outside lessons	3.51	3.09	1.222	1.161
Q15 - Repetitive activities	3.18	3.12	1.158	1.269
Q14 - Teacher's poor skills	3.17	3.23	1.175	1.151
Q21- Useless knowledge	3.06	2.77	1.197	1.094
Q17- Teacher's apathy	3.03	2.63	1.071	1.222
Q16 - Teacher's correction strategy	2.94	2.64	1.027	1.251
Q19 - Vague explanation	2.79	2.77	1.149	1.165
Q20 - Teacher's bias	2.77	2.63	1.19	1.258
Q23 - Teacher's limited knowledge	2.74	2.79	1.01	1.163
Q22 - Scare praises	2.69	2.7	1.105	1.138
Q18 - Teacher's high demand	2.66	2.79	1.096	1.233
Q24 - No informative feedback	2.66	2.65	1.187	1.452
Q 26 - Teacher's strictness	2.23	2.68	1.031	1.276

Note: Q25 = Question 25, Q15 = Question 15, etc.

Table 4.5 shows means and standard deviations of the teacher-related factor scores based on student responses on the 5-point Likert scale with middle item scored three. Thus, factors with mean over three will be counted as valid. The results are listed in order of strength from the strongest at the top.

As displayed in Table 4.5, to the demotivated set, the following factors rank as five top demotivating factors: (1) test outside lessons, (2) repetitive activities, (3) teachers' poor skills, (4) useless shared knowledge in class and (5) teachers' apathy toward students. Meanwhile, to the opinions of the motivated set, with the exception of factors number (4) and (5), they consider no more than three first factors (1), (2) and (3) as demotivating.

At the other end, all the means of the remaining factors are over 2.5 (save for Q26), which indicates the strong force of teacher-related demotivating factors. One noteworthy that, when it comes to the teacher-related demotivating factors, the highest choice of both groups, especially the DS Group, attaches to "Undecided" item. Whether it stems from lack of attention to teachers and/or lessons, indifference to class activities or other reasons, this phenomenon is in urgent need of clarifying. Though small, the difference is of importance in comparison to choices made at the other sections, which deal with internal factors related to students themselves.

Analysis of responses to closed-ended questions

Out of all 147 subjects, 133 give responses to the open-ended question (Question 2), concerning the general reasons what demotivating students' learning. The guided open-ended question appears at the beginning so that the students can

freely speak up their own opinons without being affeted by latter pre-written statements. After data being processed , classified into main themes and counted, here come the results.

Among all responses, the highest choice pertains to grammar and vocabulary learning. Some of them complains of huge amount of "have-to-be-memorized" vocabulary and grammar points, both of which they claim to forget right after that. Meanwhile the others get scared of having to write, listening or speak in English. "*Disappointing bad grades*" is seated in the second place on the list of top demotivating factors. Teacher-related factors as well as teaching method rate fifth. It is worth noticing that, demotivation stemming from lack of basic knowledge is strongly emphasized by a number of motivated and demotivated students. Boredom from lessons and teachers' styles, not able to keep up with classmates, social pressure or even laziness, difficult pronunciation, and time-consuming English learning are identified as sources of demotivation.

Ensuing are several original comments written by students belong to motivated group, classified under main themes:

1. Lack of facicilites and courses: "*So bad that there is good English center at Thu Duc campus and even around the whole district*" (Student 6); "*Academic course is not qualified and practical enough* " (Student 12)

2. Students lacks effective learning strategies: "*Studying English takes a lot of time*" (Student 9); "*I get demotivated after a long time no studying*"(Student 40) ; "*English exams draw near and there's so much to learn*" (Student 60); "*Long time no studying and I have forgotten almost everything*" (Student 61)

3. Teachers' ineffective teaching method in raising students' interest, motivation and inadequate explanations on the benefit of lessons: "*Studying English is not interesting*" (Student 11); "*Teachers never bring an interesting atmosphere to class*"(Student 56); "*I have to learn grammar that is not able to be put into practice*"(Student 24); "*I can't keep up with what teachers said and make no progress so far*"(Student 34);"*I don't understand what teachers talk about in class*" (Student 108)

4. Students' lack of self-efficacy and autonomy: "*Pressure to study demotivates me. And back to the past, the high school teachers is not qualified*" (Student 20); "*I have always been bad at English and get scared with the thought of having to study*" (Student 37)

5. Students' lack of basic knowledge for long: " *I missed basic knowledge since high school, and have to study under pressure of grades and qualification, thus lose interest* (Student 58); "*I lose basic knowledge for long, since then I acquire nothing and make no improvement*" (Student 68)

Among the dull picture appears an encouraging example of persistence: "*I failed National English Certificate Level A three times but I will try anyway*" (Student 75). Meanwhile the demotivated students claimed the root of their demotivation:

"*Whenever I learn English, I feel demotivated due to my lack of basic knowledge, of persistence, of determination as well as no appropriate learning strategies, in part due to the teachers' boring method*" (Student 105)

"*No basic knowledge plus pressure of certificate*" (Student 119)

"*I failed four times successively when trying to take A-Certificate*" (Student 120)

"*It is due to my laziness*" (S122) and "*Laziness to study vocabulary*" (Student 125)

V. DISCUSSION AND CONCLUSION

The results of the data analysis will now be discussed with reference to existing literature body. First, the author will revisit the research question posed as the guiding star for the whole study. Then, the finding is to be compared and contrasted in reference to the existing knowledge.

In response to the research question as to the existence of differences between demotives in perception of motivated and demotivated students in Vietnamese context, the answer is brief "yes". In details, according to the analysis above, each group holds a strong contrast with the other group on the demotives in terms of English results, attitude to English itself, teachers' shared knowledge in class, teachers' personality and test outside lesson. Each difference has already been explained in light of discussed theories of cognitive motivation.

TABLE 4.6 DEMOTIVATING FACTORS IN THE PERCEPTION OF MOTIVATED STUDENTS	
STUDENT-RELATED FACTORS	**TEACHER-RELATED FACTORS**
(1) low English results,	**(8) test outside lessons**
(2) negative attitude toward English itself	**(9) conventional teaching method**
(3) lack of chance to use English	**(10) teachers' poor skills**
(4) high-speed teaching pace	(11) useless shared knowledge in class
(5) negative classroom atmosphere	(12) teachers' apathy
(6) lack of self-esteem	
(7) compulsory English learning	

As displayed in Table 4.6, while the demotivated students perceive twelve demotivating factors, the motivated pick out only seven demotives. Moreover, in most cases, the demotivated choose higher intensity item in comparison to the motivated one. The difference of two groups suggests teachers employing different strategies to remedy.

In response to the sub-question, which demotivating factors have most negative influence in the perception of demotivated and motivated students in Vietnamese context, seven following factors are mutual choice of both groups.

TABLE 4.8
DESCRIPTIVE STATISTICS OF DEMOTIVES IN PERCEPTION OF BOTH DS GROUP AND MS GROUP

DEMOTIVES	MEAN
Q9 - Chances to use L2	3.56
Q13 - Teaching pace	3.39
Q6 - Classroom atmosphere	3.26
Q14 - Teacher's poor skills	3.21
Q25 - Test outside lessons	3.20
Q11 - Self-esteem	3.19
Q15 - Repetitive activities	3.13

Standing on the extensive body of literature, the findings do confirm some previous results while question and complement some others. In comparison to demotives found by Dornyei (1998), (Phan, 2010) (with three demotives already cancelled out at the beginning), the finding has reinforced the negative influence of contextual factors, of misconception in learners' linguistic abilities, and of teacher-related factors. As presented above, the study found that teacher-related factors, whether directly as skills, teaching methods, personality or indirectly classroom atmosphere, or tests, account for a leading proportion in the whole picture of demotivation in students' perception. The similarity found in the present study reflects the fact that these factors are universally accepted as demotives.

However, the present findings contradict what Dornyei (1998) found in the case of "*attitude toward English community*" factor. In contrast to the opinion of Hungarian students, both motivated and demotivated Vietnamese hold strong warm affection for English community. This dissimilarity might well be explained in light of cross-cultural difference between the attitudes of Hungary and Vietnamese students to English community. One conclusion that the cultural aspect of motives as well as demotives should always be taken into consideration in conducting research.

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