

Seeking to Relieve Demotivation for Korean College Students Learning English *

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Demotivation is a relatively new and trending topic in the field of L2 learning. Previous studies have attempted to classify several factors related to demotivation and identify how those factors affect teachers and L2 learners. In the current study, a short questionnaire with items that can be classified into five demotivation factors based on findings from previous research ((a) Learning Contents & Materials, (b) Teachers' Competence & Teaching Styles, (c) Lack of Intrinsic Motivation, (d) Test Score, and (e) Peer Environment) was completed by 40 students at the end of a college English reading class. One of the goals is to probe how these demotivation factors affect students with different achievement levels. The results demonstrated that three of the factors (Teachers' Competence & Teaching Styles, Lack of Intrinsic Motivation, and Peer Environment) did not function as high demotivation factors, while the other two (Learning Contents & Materials and Test Score) were demotivating for low achievement level students. These results suggest that factors related to teachers, students, and fellow students were not demotivating while the textbook and scoring system were discouraging students in this course. Another important goal of this study is to propose how demotivation might be relieved in the classroom, especially related to test scores. After all, the ultimate goal of studying demotivation would be to eliminate it in order to maximize learning. With that in mind, it may be time to consider an alternative method of evaluating students in the classroom. Instead of maintaining the current practice of setting a fixed proportion of students who are allowed to receive good grades, an alternative could be introduced. For example, a credential-type acknowledgement based on the competency that the students achieve should be considered.

Keywords: demotivation factors, achievement levels, English learning, education system

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1 Introduction

One of the probably undisputed facts about second language (L2) learning is that some learners achieve a higher level of proficiency than other learners. There could be a myriad of factors accounting for such differences including nonlanguage factors such as anxiety, aptitude, and motivation. Among such factors, demotivation, or losing motivation to study the L2, is a relatively new topic that has gained popularity in the field of L2 learning. As for L2 English learning, there are many reports of demotivation influencing the proficiency level that the learners of varying native languages reach (e.g., Li & Zhou, 2013; Li & Zhou, 2017 for Chinese; Kikuchi, 2009; Sakai & Kikuchi, 2009 for Japanese; Lee, Kim & Bae, 2016; Yeo, 2014; Yeo & Lee, 2015 for Korean; Ngo, 2017; Trang & Baldauf, 2007 for Vietnamese among other languages).

Although there might not be a ‘one fit all’ account for the factors engaged in a single learner’s demotivation level, there seems to exist a general consensus on what factors (such as teacher-related issues, class materials, and learners’ lack of interest) can possibly contribute to demotivation. While this research intends to analyze results from a questionnaire on several potential demotivation factors, the purpose of this study does not solely lie in probing the demotivation factors of learners attending a particular college in Korea. Rather, based on the findings from the questionnaire, this research attempts to provide suggestions for the current Korean education system that can help eliminate or relieve the learners’ demotivation level. After all, the ultimate goal of all the demotivation research is probably to eradicate demotivation from the learners’ mind.

2 Literature Review

For the purpose of this study, demotivation can roughly be defined as internal and external forces that reduce or diminish the motivation to study English (Dörnyei, 2001; Falout & Maruyama, 2004; Sakai & Kikuchi, 2009). Such researchers in the field of L2 learning have viewed demotivation as one of the crucial factors in predicting the success of L2 learning. Demotivation is an interesting topic for not only researchers but also for teachers who have to deal with some students who barely have any motivation in their classrooms. It is no wonder that in one of the early demotivation studies, Chambers (1993) described a foreign language classroom situation of several schools in Leeds, UK, where learners attribute their lack of interest to teachers while the teachers accuse the demotivated pupils for their negative nature toward a language course.

Previous research on motivation and demotivation at the college level have identified several demotivating factors utilizing both quantitative and qualitative methods (Cho & Chung, 2014; Christophel & Gorham, 1995; Gorham & Christophel, 1992; Gorham & Millette, 1997; Jung, 2011; Yeo & Lee, 2015; Zhang, 2007 among others). The first demotivating factor is related to teachers: teachers' attitude, personality, language proficiency, and teaching style, for example. This is mentioned as the biggest demotivating factor in some of the studies. Second is related to the organization of the class. This can include class materials, contents and pace of the course, and boring lessons. The third factor is related to class environment, which includes lack of appropriate school facilities, attitude of classmates or friends, and compulsory nature of English classes. Besides these external demotivation factors, there were also some internal factors: lack of interest and experiences of failure. Students with lack of interest tended to think English taught at school was not practical and/or unnecessary. They also considered English as not important in the real world and/or were not interested in English-speaking cultures. Then, the source of experiences of failure were disappointing test or quiz scores, and not feeling accepted by teachers or peers, etc.

Using these demotivation factors, some studies researched their relationship with students' achievement level with Korean college students (e.g., Cho & Chung, 2014; Ha, 2019; Lee, Kim & Bae, 2016; Yoon & Kim, 2018). For example, Cho and Chung (2014) found that external factors caused higher demotivation level than internal factors for Korean college students, and low-proficiency students were more strongly affected by both the external and internal demotivating factors than high-proficiency students. Such difference between proficiency levels were also apparent in Yoon and Kim (2018) and Ha (2019) although the specific demotivation factors were all not identical. Then, Lee, Kim and Bae (2016) contain an interesting finding in that parent factor (such as parental pressure and expectation), which is usually not considered in other previous studies, was found to be a significant demotivation factor for mid to low proficiency students.

Overall, it seems clear that there exists a general agreement about the negative role that various demotivation factors play in L2 English learning at the college level. Especially, mid to low proficiency students seem to be influenced more by demotivating factors. However, it must be noted that the majority of the literature collected data by asking students to respond to questionnaires based on their previous experience. Thus, when the previous studies conclude that, for example, the teacher factor turned out to be a very strong demotivator, it can alarm the average teachers to think about their attitude in the classroom but it may not apply to most of the warm, understanding, and enthusiastic teachers. This may be so because college students could be inclined to think about the worst or at least one of the bad teachers they might have come across during the several years of English lessons when they are answering to a questionnaire item or having an

interview related to the teacher factor as a demotivator. Therefore, although the findings and conclusions in the literature may be true on average, they might not be helpful in trying to figure out a better way to remove some demotivator in a particular classroom that a particular teacher is teaching. The same stream of thought can be applied to other external and internal demotivation factors. For example, a student who is reportedly not interested in learning English might not have always lacked interest in English; the student might be experiencing a lack of interest at the moment of completing the questionnaire because the misery (s)he is experiencing currently in an English class might have overshadowed the pleasure from another English class years ago.

In addition, despite the meaningful findings from the various demotivation studies, there seems to be lack of research dealing with the effects of eliminating demotivating factors¹ or regarding how such demotivating factors should be removed. Of course, even without related research, we might be able to speculate that some demotivating factors can be relatively easily removed from the classroom once they are spotted; for example, if the attitude or the teaching style of teachers is the source of demotivation, measures (such as retraining teachers) can be taken in order to create a happier classroom for both the teachers and the students. Still, suggestions on how to relieve demotivation should be made.

Thus, the ultimate goal of this study is to propose the need to contemplate ways to relieve demotivation in the L2 classroom and suggest a possible solution. Most of the findings from the literature are not derived from a particular class and thus, may not be able to provide a specific solution for relieving demotivation from a particular class. Therefore, this study is conducted based on a single English class at a Korean university in an attempt to diagnose demotivating factors in the classroom and propose possible solutions to relieve demotivation in this specific classroom.

3 Method

This study analyzes results from a demotivation questionnaire given at the end of an English reading course. Participants are divided into three groups based on their achievement level (as represented by their final grade) in the course. Such categorization is to probe whether demotivating factors differ according to achievement levels and, if they do, to suggest customized solutions to relieve demotivation.

¹ Although quite rare, there are such studies. Takase (2003) reports that removing demotivating factors regarding the difficulty level of reading materials and the amount of post-reading assignments led to increased amount of reading and interest in a high school extensive reading environment.

3.1 Participants

There were 48 Korean students enrolled in an English reading class taught by the author. The main textbook for the course was ‘A little book of language’ by Crystal (2011), which consists of 40 short chapters about diverse and interesting aspects of human language from baby-talk to peculiar dialect of text messaging. This course covered only about half of the chapters due to limited time (2 hours a week for a semester).

Among the 48 students, data from 40 students who completed the voluntary questionnaire (described below) is analyzed. The proportion of the final grade that represents the achievement level in this study was predetermined by the policy of the university. A is reserved for a maximum of 25% of the total number of students, B for a maximum of 35%, and rest could be given C or lower. Among the 40 students who completed the questionnaire, 11 received A, 13 received B, and 16 received C.

3.2 Questionnaire

The questionnaire from Sakai and Kikuchi (2009) was modified for the current study. When analyzing the result of their 35-item questionnaire, they extracted 21 items and classified them into five demotivation factors through a principal axis factor analysis: (1) Learning Contents & Materials, (2) Teachers’ Competence & Teaching Styles, (3) Inadequate School Facilities, (4) Lack of Intrinsic Motivation, and (5) Test Scores². Among the 35 items in their questionnaire, only 20 items were extracted for this study due to the following reasons.

Table 1. Items Excluded from Sakai and Kikuchi (2009)

Item	Why excluded
I seldom had chances to communicate in English.	CLASS
Most of the lessons focused on translation.	CLASS
Most of the lessons focused on grammar.	CLASS
Most of the lessons were entrance examination oriented.	CLASS
I was expected to use (or speak and write) grammatically correct English.	CLASS
I was forced to memorize the sentences in the textbooks too often.	CLASS
I had difficulty memorizing words and phrases.	CLASS

² Sakai and Kikuchi aimed to identify common demotivating factors for Japanese high school students studying English, and they found that Learning Contents & Materials and Test Scores were demotivating factors especially for less motivated learners while Teachers’ Competence & Teaching Styles and Inadequate School Facilities were not perceived to be strong demotivators.

I got lost in how to self-study for English lessons.	CLASS
Computer equipment was not used.	FACILITY
Visual materials (such as videos and DVDs) were not used.	FACILITY
The Internet was not used.	FACILITY
LL equipment was not used.	FACILITY
Audio materials (such as CDs and tapes) were not used.	FACILITY
English was a compulsory subject.	CLASS
English questions did not have clear answers.	UNCLEAR

The main reason for such revision in the questionnaire was the different nature between Sakai and Kikuchi's research and the current study. While they focused on high school students' (from four different schools) demotivating factors for learning English in general, the current study dealt with university students' demotivating factors in a university reading class. Therefore, among their five demotivation factors, items related to Inadequate School Facilities were considered irrelevant for the reading class, which are classified as 'FACILITY' in the above Table 1. In the same vein, items asking about high school English classes, such as preparing for college entrance exam, memorizing phrases or sentences in the textbook, or focusing on grammar or translation, were excluded, which are classified as 'CLASS' in Table 1 above. One item was ruled out since it seemed not clear how the university students in this study could answer it, which are classified as 'UNCLEAR' in Table 1.

Table 2. Twenty Questionnaire Items Extracted from Sakai and Kikuchi (2009)

Item	Factor
English passages in the textbooks were too long.	1
English sentences dealt with in the lessons were difficult to interpret.	1
A great number of textbooks and supplementary readers were assigned.	1
Topics of the English passages used in the lessons were not interesting.	1
Topics of the English passages used in lessons were old.	1
The pace of lessons was not appropriate.	2
The teacher's pronunciation of English was poor.	2
The teacher ridiculed students' mistakes.	2
The teacher made one-way explanations too often.	2
The teacher's explanations were not easy to understand.	2
The teacher shouted or got angry.	2
I lost my understanding of the purpose of studying English.	3
I lost my interest in English.	3
I lost my goal to be a speaker of English.	3
I got a low score on the mid-term test.	4
I could not do as well on tests as my friends.	4

Seeking to Relieve Demotivation
for Korean College Students Learning English

The number of students in classes was large.	5
I did not like my classmates.	5
My friends did not like English.	5
I was often compared with my friends.	5
Factor 1: Learning Contents & Materials	
Factor 2: Teacher's Competence & Teaching Style	
Factor 3: Lack of Intrinsic Motivation	
Factor 4: Test Score / Factor 5: Peer Environment	

Thus, Table 2 above presents the 20 items for the questionnaire in the current study. The items are classified into five categories among which four (Learning Contents & Materials, Teachers' Competence & Teaching Styles, Lack of Intrinsic Motivation, and Test Score) follows Sakai and Kikuchi (2009): one of Sakai and Kikuchi's factors, Inadequate School Facilities, is excluded for the reason provided above. Another factor entitled 'Peer Environment' (factor 5) was created with four items that were not included in the 21 items (among 35 items) for detailed analysis in their study. These items primarily questioned the participants' perception regarding their classmates.

The questionnaire was given to the students at the end of the final exam. The instruction stated that the purpose of the questionnaire was to (1) collect students' opinion about the class so as to create a better curriculum in future semesters, and (2) collect data for research. It was emphasized that the result of the questionnaire had absolutely no impact on the final grades of the students, and that they could choose not to participate. Then, the students were asked to choose one number from a 5-point Likert type scale: 1: Not true; 2: Mostly not true; 3: Not either true or untrue; 4: To some extent true; 5: True.

3.3 Analysis

This study does not attempt to utilize any statistical analysis to demonstrate any correlation between a certain demotivating factor and achievement level, since this is a relatively small scale study dealing with one particular English reading course and the focus is on proposing ways to relieve demotivation (rather than determining the most influential demotivating factor in this course). The scores of items in each category are averaged to indicate the scores for each demotivation factor, ranging from minimum 1 point if all items are given 1 to maximum 5 points if all items are given 5. Then, the scores of each demotivation factor is classified into one of the followings to indicate the degree of demotivation: low, medium, or high. Scores of 2 or lower are sorted as 'low'; if all items in a category are given 2s, which results in an average of 2, it can be interpreted that the category was "mostly not" a

demotivation factor, and any score lower than 2 can at least be interpreted as well. Then, scores of higher than 3 are labelled as ‘high’; at least one item in a category needs to be given at least a 4 (assuming all other items are given 3s) in order to get an average of higher than 3, which can be interpreted as at least some items in the category being considered as a demotivation factor “to some extent”. Other scores in-between, higher than 2 thru 3 or lower, belong to ‘middle’.

4 Results and Discussion

Each participants’ average scores in each of the five demotivation factors were converted into one of the three degree of demotivation explained above. The results of each demotivation factor and its relationship with participants’ achievement level will be presented.

Table 3. Result of Factor 1 (Learning Contents & Materials)

Achievement Level	Degree of Demotivation			Total
	Low	Medium	High	
A	5 (45.5%)	5 (45.5%)	1 (9.1%)	11
B	4 (30.8%)	8 (61.5%)	1 (7.7%)	13
C	1 (6.3%)	6 (37.5%)	9 (56.3%)	16

Table 3 demonstrates the result for factor 1, Learning Contents & Materials. Most of A and B students did not consider Learning Contents & Materials as a high demotivation factor; but this does not necessarily mean that Learning Contents & Materials was a low demotivation factor since there were a considerable proportion of A and B students (45.5% and 61.5% respectively) who considered factor 1 as a medium degree demotivator. However, Learning Contents & Materials tended to be a high demotivation factor for most C students (56.3%); only one student considered factor 1 as a low degree demotivator. Thus, A and B students did not consider Learning Contents & Materials as highly demotivating, which was in sharp contrast with the attitude of C students. It is worth noting that there is an A student with high demotivation level as well as a C student with low demotivation level.

Table 4. Result of Factor 2 (Teachers' Competence & Teaching Styles)

Achievement Level	Degree of Demotivation			Total
	Low	Medium	High	
A	10 (90.9%)	1 (9.1%)	0	11
B	11 (84.6%)	2 (15.4%)	0	13
C	9 (56.3%)	5 (31.3%)	2 (12.5%)	16

Table 4 shows the result of factor 2, Teachers' Competence & Teaching Styles. Most students at all achievement levels evaluated Teachers' Competence & Teaching Styles as a low demotivator, although C students tended to regard this factor as more demotivating compared to A and B students. Still, it seems plausible to conclude that Teachers' Competence & Teaching Styles was not a strong demotivation factor, as 30 of the 40 students responded 'Low' for this factor. This result contrasts the findings in some of the literature (mentioned above) that the teachers' incompetence is a strong demotivator. However, the current study is not the first to eliminate the teacher factor from the list of strong demotivators as some other studies such as Yeo (2014, p.241) also note that "the teacher factor which was identified as the main demotivating factor in other studies conducted in western countries is not the main demotivator...".

Table 5. Result of Factor 3 (Lack of Intrinsic Motivation)

Achievement Level	Degree of Demotivation			Total
	Low	Medium	High	
A	9 (81.8%)	2 (18.2%)	0	11
B	10 (76.9%)	3 (23.1%)	0	13
C	7 (43.8%)	6 (37.5%)	3 (18.8%)	16

Table 5 presents the result of factor 3, Lack of Intrinsic Motivation. The result shows a very similar pattern to that of factor 2, Teachers' Competence & Teaching Styles. Lack of Intrinsic Motivation was a low demotivation factor for the majority of A and B students (81.8% and 76.9% respectively); even for C students, there were more number of students who considered it as a low demotivation factor than those who considered it as medium or high demotivation factor.

This result regarding Lack of Intrinsic Motivation is worth further investigation. Numerous researches have provided evidence to prove that motivation is a strong predictor of success in language learning (Dörnyei &

Ushioda, 2009; Masgoret & Gardner, 2003; Skehan, 1989; Ushioda & Dörnyei, 2012). The result of the current study seems to support the claim to some extent; there are less proportion of C students (43.8%) who indicated Lack of Intrinsic Motivation as a low demotivator compared to A students (81.8%) and there are three C students who considered Lack of Intrinsic Motivation as a high demotivator whereas there are no such A or B students. However, the fact that seven out of total 16 C students (43.8%) reported low degree of demotivation deserves more attention because this clearly demonstrates that there are many underachieving students in spite of decent level of motivation. These students who do not consider themselves as lacking intrinsic motivation are probably the type of students whose good traits such as their good attitude in class and interest in the topic do not directly translate to satisfactory grades.

Table 6 shows the result of factor 4, Test Score, which in this study indicated the mid-term result; students were informed of their mid-term scores a week after the mid-term was conducted. As expected, Test Score was generally a low degree demotivator for A students although there were five students (45.5%) who reported uncertainty about their mid-term result probably due to feeling insecure about their ranking in the class. About half of B students (53.8%) thought they did well in the test, while there were three students in each of the medium and high category. As for C students, most of them thought they did not do well in the previous exam and none of them belonged to the low category. The result seems to reflect the fact that Test Score is directly related to the students' achievement level, and probably seems to be the strongest demotivation factor for the students' achievement level³.

Table 6. Result of Factor 4 (Test Score)

Achievement Level	Degree of Demotivation			Total
	Low	Medium	High	
A	6 (54.5%)	5 (45.5%)	0	11
B	7 (53.8%)	3 (23.1%)	3 (23.1%)	13
C	0	5 (31.3%)	11 (68.8%)	16

Table 7 demonstrates the result of factor 5, Peer Environment. Approximately equal proportion of A students considered Peer Environment as a low or medium demotivator (45.5% and 54.5% respectively). As for B

³ It is worth noting Ma and Cho's (2014) report, that 'grading and assessment for English exam' are the strongest external remotivating factor, can be considered to be in the same vein with the finding here.

students, majority (69.2%) reported that it was a low level demotivation factor and others (30.8%) medium level. Then, C students showed a similar trend to A students with about equal proportion of students reporting Peer Environment as a low or medium demotivator (50% and 43.8% respectively) except that there was one student who considered the peer environment disturbing. All other students' Peer Environment results, regardless of their achievement level, can be interpreted as not much of a demotivation factor.

Table 7. Result of Factor 5 (Peer Environment)

Achievement Level	Degree of Demotivation			Total
	Low	Medium	High	
A	5 (45.5%)	6 (54.5%)	0	11
B	9 (69.2%)	4 (30.8%)	0	13
C	8 (50%)	7 (43.8%)	1 (6.3%)	16

To sum up, three of the five factors that were posited to be demotivation factors, Teachers' Competence & Teaching Styles, Lack of Intrinsic Motivation, and Peer Environment, turned out not to be high demotivation factors across all achievement levels (except for a handful of students) in this study. On the other hand, the other two factors, Learning Contents & Materials and Test Score, were high demotivating factors for underachieving students. Especially, the Test Score factor was a very strong demotivator for C students.

Based on the above findings, solutions to relieve demotivation in this English reading class can be proposed. The results suggest that Teachers' Competence & Teaching Styles, Lack of Intrinsic Motivation, and Peer Environment are not high demotivating factors. For the small proportion of students who considered these factors as highly demotivating, collaborative and continuous efforts from the teacher and students to find ways to alleviate these demotivating factors seem to be a decent solution.

Then, the other two factors, Learning Contents & Materials and Test Score, that were highly demotivating especially for C students deserve more consideration. Among these two factors, Learning Contents & Materials seems to have a rather simple solution. The teacher and students can hold discussions about the topics and contents for the class, which can lead to less demotivation. As suggested in Takase (2003), demotivating factors hindering learners from reading can be removed to some degree when they are given a variety of reading materials they could choose from.

The other demotivating factor, Test Score, however, seems to be a more difficult and complicated issue to come up with a solution. In most cases, neither the teacher nor the students at a university can do anything

about the grading system. In other words, as long as the teachers are required to give grades like A, B or C to predetermined proportion of students based on their performance, there will always exist students who are on the way to receive unsatisfactory grades. Then Test Score will always be a very powerful demotivating factor for the students. Some low achieving students will always feel like A is not for them if they cannot survive the competition and be included in the top rank, even if they are interested and motivated about the course. In this sense, it might be time to question whether the current grading system is beneficial for learners. If the main reason for learners' demotivation is closely related to the grading system, it might be worth thinking about a better way to evaluate the learners.

For example, Rose (2016) suggests that grades, the basic method of evaluating performance in the current system of higher education, should be replaced with competency⁴. Once students demonstrate their competency on the topic by measures such as completing assignments on time and receiving good scores on tests (even if they might have to be given a couple of more chances if they fail the first test), a credential-type acknowledgment (possibly Pass/Incomplete rather than A/B/C grades) can be awarded. If the ultimate goal of L2 education is to help students become proficient in the target language, why shouldn't we aim to teach a course where all participating students can finish with a passing credential instead of only a small proportion of students feeling good about their A grade?

Rethinking the current grading system will require attention and support not only from the teachers and students but also from the education administrators and even the public, which could be time-consuming and difficult to accomplish. However, if we can turn away from our everyday ritual of sorting out a certain proportion of students to award them with A grades, we might be able to create a happier classroom environment for all learners without sacrificing the high standard of education we are trying to provide. The stress caused by tests and final grades can be traded for interest toward the topic and motivation to pass the course to receive credentials for students who are considered low achieving under the current grading system and also for high achieving students.

5 Conclusion

This study collected data from 40 students who took a college English reading course from the author. They completed a questionnaire that was

⁴ Interested readers may refer to <https://www.wgu.edu/about/competency-based-education.html> and <https://www.prnewswire.com/news-releases/wgu-named-best-value-school-by-university-research--review-for-second-consecutive-year-300063690.html> to read about how competency-based education is actually employed.

modified from Sakai and Kikuchi (2009) designed to investigate demotivation factors in English learning according to students' different achievement levels. The questionnaire for this study consisted of five demotivation factors that were found to be demotivating in previous researches: Learning Contents & Materials, Teachers' Competence & Teaching Styles, Lack of Intrinsic Motivation, Test Score, and Peer Environment.

The analyses of the results demonstrate that among the five demotivation factors, Teachers' Competence & Teaching Styles, Lack of Intrinsic Motivation, and Peer Environment were not demotivators across all achievement levels in this class. The other two factors, Learning Contents & Materials and Test Score, however, were high demotivation factors for low achievement level students.

An important question can be raised based on the result of this study. Since one of the ultimate goals of studying demotivating factors would be to eliminate them in order to maximize learning, what happens when some of the demotivating factors are removed? In the current study, the result can be interpreted that the students did not lack intrinsic motivation, did not think the teacher was obstructing their motivation, and their classmates were in general not discouraging for them. Among the other two factors that were concluded to be demotivating, Learning Contents & Materials can also be eliminated in class by using topics that interest students in addition to more careful course planning by the teacher. Then, only Test Score is left as a demotivator, which the teacher nor the students cannot do anything about. In other words, as long as the teachers are required to grade students and give them different credits, Test Score will always remain as a demotivation factor for English learners.

The current research has limitations in that it cannot have dealt with every demotivation factors in detail with restricted number of participating courses and learners. Still, most of the widely acknowledged demotivation factors were investigated. It seems possible to remove the majority of the demotivation factors by individual efforts of teachers and students. However, under the current education system, which takes it for granted to grade students, at least some proportion of the students in classrooms will always be discouraged by their test scores. If the true aim of English teaching is to help students gain a language tool that will benefit their lives rather than to line them in order according to their test results, we must start thinking about ways to revise the system, such as implementing competency-based evaluation system, as to truly empower the students rather than to stress them in the midst of competition for an 'A' grade, even if it may seem difficult to achieve in a short period of time.

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