LEARNER PERCEPTIONS OF DEMOTIVATORS IN JAPANESE HIGH SCHOOL ENGLISH CLASSROOMS

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ABSTRACT

The primary purpose of this study is to investigate external and internal factors that act as learning demotivators that can discourage students from learning in Japanese high school English classrooms. More than 1,200 students responded to two questionnaires designed to measure five external demotivators, Teachers, Characteristics of Classes, Experiences of Failure, Class Environment, Class Materials, and one internal demotivator, Learners' Lack of Interest. Using the Rasch rating scale model and confirmatory factor analysis, the questionnaire results were analyzed to test the inter-relationships among the six hypothesized demotivators. Qualitative data were also obtained from an open-ended questionnaire asking the participants what demotivated them from learning.

Two models, a six-factor and a four-factor demotivation model, were tested. As the four-factor model displayed slightly better fit than the six-factor model, it was selected as the final model. In this model, the first-order latent variable that best explained Demotivation was Experiences of Difficulty ($\beta = .74$), which was followed by Class Environment ($\beta = .72$), and Loss of Interest ($\beta = .71$). In contrast to the findings of previous studies, teachers' direct behaviors ($\beta = .51$) were the least influential of all the demotivators studied.

In a follow up study, relationships between the teacher ratings of students' motivation, the students' perception of their current motivational level and their motivation in high school were investigated. Although it was anticipated that

students' self-reported motivational states and teacher ratings of students' motivation would have a reasonably strong relationship, a series of regression analyses indicated that the teacher rating of students' motivation was not significantly related to either motivational level. While students might appear to be motivated in the classroom from the teachers' point of view, the students might feel otherwise.

The first important finding concerned the two hypothesized demotivation models that were tested using confirmatory factor analysis. In the final four-factor model, the first-order latent variable that best explained Demotivation was Experiences of Difficulty followed by Loss of Interest, and Class Environment. In contrast to the findings of previous studies, teachers' direct behaviors were the least influential of all the demotivators studied. The results revealed that Japanese high school English learners can become demotivated due to difficult experiences they encounter or loss of interest in studying in the classroom. While influences from teacher behaviors can also cause demotivation, it appears that the approach or materials that focus on difficult reading passages and/or vocabulary cause the strongest sense of demotivation.

The second important findings concerned group differences. The high and low motivation groups and the male and female groups differed in their perceptions of Class Environment. However, no statistically significant differences were found among the first- and second-year groups, and the students attending academic and non-academic schools. The third finding was from the follow-up study. It was found that the teacher rating of students’ motivation is not related to the students’ perception of their current motivational level and their motivation in high school time. While students might appear to be motivated in the classroom from the teachers’ point of view, the students’ perception of their current motivational level and their motivation in high school can differ greatly.

Overall, the results revealed that Japanese high school English learners can become demotivated due to the difficulties they experience in the English language classroom, or a loss of interest in classroom study. While influences from teacher behaviors can also cause demotivation, this study shows that an approach or materials that focus on difficult reading passages and/or vocabulary cause the strongest sense of demotivation.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

Background of the Issue

How can teachers help students to be more motivated to learn a foreign language? This is a question that many foreign language teachers ask themselves. Researchers in the field of motivation in second language learning (e.g., Crookes & Schmidt, 1994; Dörnyei, 2001; Dörnyei & Ushioda, 2010; Oxford, 1996) have argued that motivation is a crucial factor in language learning and that there are a variety of steps that teachers can take to improve learner motivation. For instance, Dörnyei (2001) has suggested a number of practical strategies that can be used to motivate students in the classroom.

Unfortunately, despite the best efforts of teachers, many learners lose interest in foreign language learning. As Dörnyei (2001, p. 141) pointed out:

> Classroom practitioners can easily think of a variety of events that can have demotivating effects on the students, for example public humiliation, devastating test results, or conflicts with peers. If we think about it, 'demotivation' is not at all infrequent in language classes and the number of demotivated L2 learners is relatively high.

His concern is that no matter how hard teachers try to encourage their students, there will always be a certain number of demotivated learners. Demotivation seems to be particularly widespread in Japanese high school English classrooms and, as noted above, this can occur for a variety of reasons.

Many high school students in Japan face the challenge of having to study rigorously in order to pass competitive university entrance examinations. As Kikuchi (2006), who analyzed the entrance examinations of 20 private and public prestigious universities, observed, the reading passages in these exams are very difficult. Even though the Ministry of Education, Culture, Sports, Science and Technology (MEXT) (2003) stated clearly in the Course of Study Guidelines that promoting communicative skills and developing positive attitudes toward English are important goals of senior high school English courses, high school English classroom practices are frequently focused on the rote memorization of material designed to help prepare students to pass university entrance examinations (Hino, 1988; Gorsuch, 1998, 2001). Kikuchi and Browne (2009) asked 112 first-year university students to reflect on the high school English courses they had taken and found that most of the students perceived a large gap between the goals stated in the Course of Study guidelines and what teachers did in their high school English classes. For example, many students complained that English I, which is described as a four-skills class in the Course of Study guidelines, was actually a reading class in which they were primarily involved in translating sentences in the textbook. Is the practice of focusing on translating reading passages motivating for students who take classes that are supposed to be focused on English for communicative purposes? Some teachers might believe that this practice helps students perform better on university entrance examinations, but research shows that there are very few translation items on the university entrance examinations of prestigious, private universities (Kikuchi, 2006). Because this teaching practice can discourage students who cannot translate reading passages well or who want to use English as a tool of communication, it can be one cause of student demotivation.

Another potential cause of student demotivation is the requirement of many Japanese high school English teachers that students memorize a large number of vocabulary and idioms, or even entire reading passages. There is a great deal of anecdotal evidence that this widely used practice causes students considerable stress. I still remember my seventh grade teacher who asked every student in class to recite a passage from the textbook by memory. I was initially unable to memorize the uninteresting reading passage, but eventually, after long practice, I successfully recited the passage alone in front of the teacher. The teacher probably believed that the memorization of the passage would help me to understand and acquire English grammatical structures; yet, it was certainly a demotivating experience for someone like myself who liked English but who did not like to be forced to memorize uninteresting passages.

Statement of the Problem

In the kind of high school English classroom described above, numerous factors can cause students to become demotivated to study English. A number of researchers (e.g., Falout & Maruyama, 2004; Kikuchi, 2009; Kikuchi & Sakai,

2009) who have investigated the causes of Japanese English learners' demotivation have found that teachers are one of the main sources of student demotivation. However, Kojima (2004) contradicted these findings and stated that teachers are a weak demotivating factor based on the results of his survey of 2,198 high school students in western Japan.

Outside of the Japanese context, Dörnyei (2001) reviewed studies of learners' demotivation and concluded that "demotivation is a salient phenomenon in L2 studies and that teachers have a considerable responsibility in this respect" (p. 155). In this regard, studies in the field of instructional communication (e.g., Gorham & Christophel, 1992; Kearney, Plax, Hays, & Ivey, 1991; Zhang, 2007) have shed light on the kinds of teacher behaviors that can demotivate students in university lecture classes. However, despite the importance of this issue and the wealth of research conducted in foreign contexts, few motivation researchers have focused specifically on foreign language teachers' behaviors in Japanese high school contexts. This is an important issue because teachers who meet students in their classes frequently in Japanese high school contexts can exert a powerful effect on students' motivation. The kind of teacher behaviors that can demotivate students in foreign language classrooms can differ greatly from ones observed in university lecture classes. Identifying the kinds of teacher behaviors that can demotivate foreign language learners is important because teachers can be educated about demotivating classroom practices once they are identified.

There are other possible causes of demotivation besides teacher behavior. For instance, aspects of the curriculum that are related to teachers, such as tests, the handouts teachers make, the textbooks they select, or the class atmosphere they create can demotivate students. Some Japanese high school English teachers check their students' progress by giving vocabulary quizzes at the beginning of every class. Some learners can become demotivated to study English because of the vast amount of rote learning required to succeed in this kind of classroom. Some school administrators also place students into proficiency levels using test results. Being placed in the lowest level classes can potentially demotivate some students. Furthermore, some teachers give students a great deal of material to study, but the students might not have time to study them thoroughly because of the large number of classes that they must take as well as outside-of-class activities, such as school clubs. In this kind of situation, students can start to feel overwhelmed and lose their motivation. Although researchers have identified a number of potential demotivators, it is still unclear what kinds of classroom practices specifically demotivate learners and the degree to which each activity acts as a demotivator. Identifying the kinds of classroom practices that demotivate foreign language learners is also important for teacher education programs. It is important to clarify what factors demotivate foreign language learners and behaviors and general principles that contribute to effective, motivating classroom instruction.

In sum, there have been few empirical investigations of demotivation, and conflicting empirical results have been reported. Because of these sparse and conflicting findings, it is important to test factors that are hypothesized to demotivation in order to more clearly understand demotivators in foreign language learning.

Purposes of the Study

The purposes of this study are to (a) test the strength of internal learner factors (lack of interest and failure) by comparing how much internal and external factors differ in strength, (b) determine what kinds of English teacher behaviors act as learning demotivators for Japanese high school students, and (c) confirm a theoretical model explaining the interrelationships among demotivators in Japanese high school classrooms. To achieve these purposes, I use the Rasch rating-scale model, a structural equation model based on the findings of previous studies, and qualitative data obtained from a questionnaire.

Audience for the Study

First, it is hoped that the findings of the study will benefit researchers working in the areas of general education, general motivation, and foreign language acquisition. Specifically, the results can help clarify the causes of demotivation within a specific EFL environment, and this knowledge should add to our understanding of theories of motivation to learn foreign languages.

Second, Japanese high school teachers can benefit from this study. The results will allow them to better understand the possible causes of their students' demotivation and how to avoid being the cause of students' demotivation. As teachers gain a clearer understanding of the factors that have the potential to demotivate their students, Japanese high school students will also benefit.

The third major audience for the study is teacher trainers and teachers working in colleges of education. Currently, MEXT is working on establishing a teacher training program for practicing teachers, who would be required to undergo additional teacher training every ten years (MEXT, 2007). Colleges of education offer pre-service training to students who want to obtain teaching certificates to become high school teachers, and as such, they play a key role in developing the next generation of English teachers in Japan. It is hoped that the findings of this study will be used in both pre-service and in-service training programs.

Delimitations

This study is focused on demotivators among sixteen- and seventeen- year-old Japanese high school students. The majority of the participants are students attending *futsuka*, or general high schools, where the focus is on university entrance preparation, although some participants are from other types of schools that offer such courses as accounting, English, integral (*sogo*), international (*kokusai*), and science courses. These participants were attending high schools located in Gifu, Kanagawa, Yamanashi, Nagano, Akita, Fukushima, and Hokkaido prefectures. Because of the characteristics of the sample investigated in this study, the results cannot be generalized to English learners who are attending competitive high schools whose focus is on helping students to be admitted to prestigious Japanese universities, but can be generalized to high school learners who desire to be admitted to less prestigious universities. These kinds of participants were sought so that the results of the study would contribute to our understanding of the majority of Japanese students who do not attend highly competitive high schools.

A second delimitation concerns the fact that this study is primarily quantitative and is based on student self-perceptions gathered with a questionnaire at one point in time. It is ideal to gather multiple types of data, for instance, qualitative data, to investigate the causes of demotivation of certain learners using interviews or observations after identifying students who experienced motivational declines within a particular period of time. These delimitations should be considered when interpreting the results of the study.

Overview of the Study

The existing literature on demotivation is reviewed in Chapter 2. This chapter is divided into four main sections: the definition of demotivation, studies of demotivation in the field of instructional communication, studies of demotivation conducted outside of Japan, and studies of demotivation conducted in Japan. This chapter ends with the research questions that guide this study. The participants, instrumentation, and methodology used in this study are described in Chapter 3, and the development and validation of the instrumentation using qualitative analyses, factor analysis, and the Rasch rating scale model are described in Chapter

4. The preliminary results of the study are presented in Chapter 5. The results of the study are presented in Chapter 6 and the discussion of those results make up Chapter 7. A follow-up study designed to investigate the relationship among teachers' perceptions of their students' motivation, students' perceptions of their motivation and demotivators, and the results of that study are presented in Chapter 8. Finally, the limitations of the study, suggestions for future research, and final conclusions are presented in Chapter 9.

CHAPTER 2

REVIEW OF THE LITERATURE

Definition of Demotivation

Demotivation can broadly be defined as “the force that decreases students’ energy to learn and/or the absence of the force that stimulates students to learn” (Zhang, 2007, p. 213). Zhang, who conducted a study on demotivation utilizing the framework of instructional communication studies developed by Christophel and Gorham (Christophel & Gorham, 1995; Gorham & Christophel, 1992; Gorham & Millette, 1997), argued that various forces can become negative motivational influences.

According to Dörnyei (2001), demotivation is defined as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (p. 143). Demotivation is distinguished from amotivation, which refers to a lack of motivation that is most closely associated with self-determination theory (Ryan & Deci, 2002). Dörnyei considers demotivation to be related to specific external forces that cause a reduction in motivation. In Dörnyei’s (2001) conceptualization, amotivation refers to a lack of motivation caused by the realization that there is no point in studying a foreign language, or a student’s belief that studying a foreign language is beyond his or her capacity. Based on Vallerand’s (1997) conceptualization of amotivation, people can be amotivated because of various beliefs (e.g., capacity-ability beliefs, strategy beliefs, capacityeffort beliefs, and helplessness beliefs). Due to these kinds of sources, the relative absence of motivation can occur. As stated by Dörnyei (2001), "amotivation is related to general outcome expectations that are unrealistic for some reason, whereas demotivation is related to specific external causes" (p. 143).

The problem with this definition of demotivation, however, is that it has not yet been empirically determined whether demotivating factors are completely external or not. A number of researchers (e.g., Arai, 2004; Falout & Maruyama, 2004; Kojima, 2004; Tsuchiya, 2004a, 2004b, 2006a, 2006b) included in their studies of demotivation both external factors, such as teachers or class materials, and factors that are internal to the learner, such as a lack of self-confidence and negative attitudes. Despite his conceptualization of demotivation as caused by external factors, even Dörnyei listed two internal factors, reduced self-confidence and negative attitudes toward the foreign language, as sources of demotivation (Dörnyei, 2001). Therefore, in this study, I have added the notion of *internal* to Dörnyei's (2001) definition and define demotivation as "the specific internal and external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action." Hereafter, I refer to these individual internal and external forces as demotivators. Figure 1 below is provided to describe the conceptualizations of the focus of the study, demotivators. As seen, the focus of the study is both internal and external forces affecting learners' state of motivation to be decreased after their experience of class instructions.

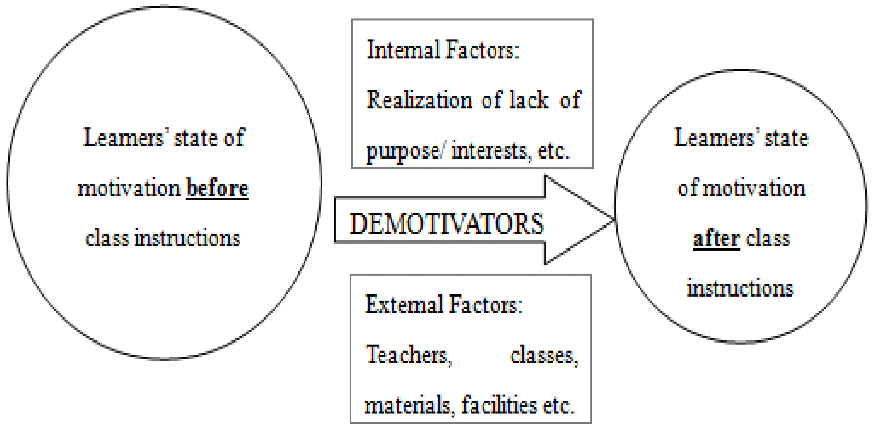


Figure 1. Conceptualizations of the focus of the study

It is also important to note that students' motivation to study English fluctuates (Koizumi & Kai, 1992; Miura, 2010; Sawyer, 2006). Demotivation does not necessarily mean a lack of motivation; demotivation also occurs, for instance, when a highly motivated student's motivation decreases to an average level. In terms of the motivational fluctuations, the level of motivation might decrease from the beginning of their English study over years. In this study, the internal and external factors of such decreases are investigated.

Studies of Demotivation in the Field of Instructional Communication

Scholars in the field of instructional communication who are interested in the communication that occurs in classrooms between teachers and students have focused on the causes of demotivation in the classroom. In this section, I review three studies (Christophel & Gorham, 1995; Gorham & Christophel, 1992; Gorham

& Millette, 1997) in which the causes of demotivation among college students in the United States were investigated. I also review a more recent study of the kinds of teacher misbehaviors that acted as demotivators among college students in four countries, the United States, China, Germany, and Japan.

Demotivators in College Lecture Classes

Gorham and Christophel (1992) investigated motivators and demotivators reported by 308 undergraduate college students studying at an American university. The researchers attempted to classify the different teacher behaviors that were identified as motivators/demotivators. The participants were asked to recall the class they had attended immediately before the class in which they were asked to complete a questionnaire that asked the participants what aspects of the class motivated/demotivated them. Of 2,404 motivators and demotivators listed by the participants, 20 categories emerged. Four categories reflected context factors (related to learners), six categories concerned structure/format factors (indirectly related to teachers), and ten categories were related to teacher behaviors (directly related to teachers). Of 728 motivators, 145 (20%) involved teacher behaviors, 445 (61%) involved context, and 138 (19%) concerned structure/format.

Of the 583 demotivator descriptions listed by the participants, 198 (34%) concerned teacher behaviors, 216 (37%) concerned structure/format, and 169 (29%) concerned context. Comparing the frequency of these factors, the researchers concluded that negative teacher behaviors were more immediately recognized as the cause of demotivation than the teachers' positive behaviors were regarded as the causes of motivation. Though this conclusion might seem unsupported, it allowed the researchers to make the distinction that "motivation is perceived by students as a student-owned state, while lack of motivation is perceived as a teacher-owned problem" (p. 250). In two follow-up studies with 319 different university students in which they investigated the differences in students' perceptions after one semester (Christophel & Gorham, 1995) and a comparison study with responses from 224 teachers and these students (Gorham & Millette, 1997), the researchers confirmed the same tendencies: The college students they surveyed tended to perceive motivators as student-owned and demotivators as teacher-owned. Among the three factors they identified, context (i.e., factors that teachers cannot control such as the subjective feelings students have towards the class instructions), structure or format (i.e., aspects related to the classroom instruction teachers presumably can control, such as unclear instructions, irrelevant assignments, or poorly designed classroom materials), and teacher behaviors (i.e., aspects that teachers should be able to control, such as boring lectures, monotonous tone of speaking, ineffective teaching styles), students consistently attributed more of their demotivation to teacher behaviors and structure than to context (Christophel & Gorham, 1995; Gorham & Christophel, 1992; Gorham & Millette, 1997).

Table 1 provides a summary of the numbers of mentions that they found for each sub-category. It is important to note that the demotivating categories are useful for analyzing foreign language classrooms. As seen below, many of the issues identified by the university students in their content courses are similar to what students from foreign language classrooms perceive as demotivating.

Table 1. *Categories of Demotivators* (based on Gorham & Christophel, 1992, p. 244)

Categories of demotivators
Context
1. Dislike subject area; subject is boring or redundant; subject too difficult; not seen as relevant (*n* = 100)
2. Time of day; length of class; sick of school; personal laziness; no challenge; poor health; don't feel I belong in college (*n* = 58)
3. Too many demands besides class (*n* = 22)
4. Not required; pass fail (*n* =17)
Structure
1. Dissatisfaction with grading and assignments; unclear instructions; irrelevant assignments; grading too hard or too easy; failure to perform well (*n* = 137)
2. General organization of material (text and lectures same, no relationship between text and lectures, too much reliance on videos/speakers, too rigid, makes material hard to grasp) (*n* = 129)
3. Behavior of other students (*n* = 21)
4. Physical classroom atmosphere (size of class, poor equipment; unattractive room) (*n* = 19)
5. No opportunity to participate; no feedback or constructive criticism (*n* = 19)
6. Textbook (*n* = 5)
Teacher
1. Boring; not dynamic; teacher is bored with class; unorganized lectures; unprepared; monotonous tone of speaking (*n* = 147)
2. Unapproachable; self-centered; egotistical; does not answer student questions; demonstrates favoritism; rigid; condescending; nagging; insults students; treats students like children (*n* = 103)
3. Negative physical appearance (*n* = 34)
4. Language barriers; vocabulary barriers; hard to understand speech (*n* = 25)
5. Digresses; too many stories; overkills points with examples (*n* = 23)
6. Not knowledgeable; not in control of classroom; low credibility (*n* = 23)
7. Irresponsible (does not show up for class; class runs short) (*n* = 18)
8. No office hours; not available for individual help (*n* = 12)
9. Non-immediate nonverbal behaviors (*n* = 8)
10. No sense of humor; loses temper; pessimistic (*n* = 6)

Note. Miscellaneous (*n* = 17); Total number of responses = 926.

Studies of Demotivators and Teacher Misbehaviors

What kinds of teacher behaviors can discourage students from learning? Kearney, Plax, Hays, and Ivey (1991) studied teacher misbehaviors, which they defined as "those teacher behaviors that interfere with instruction and thus, learning" (p. 310), using both an open-ended and a closed-response questionnaire. The participants were 254 undergraduate students enrolled in two interpersonal communication classes and 261 undergraduate students enrolled in introductory communication classes in an American university. An open-ended questionnaire was administered to the first group and a closed-response questionnaire was administered to the second group. The researchers identified 28 categories of teacher misbehaviors that were reduced to three dimensions: teachers' incompetence (e.g., confusing and/or boring lectures, unfair testing, and information overload), offensiveness (e.g., displays of favoritism, the use of putdowns and sarcasm, and the use of unreasonable or arbitrary rules), and indolence (e.g., being absent, tardy, unprepared and/or disorganized, and information underload).

Table 2 shows each category of factors identified by a factor analysis, the ranks of the number of times that the item appeared in the first questionnaire (R1), and the ranks of the means in the second questionnaire (R2) based on Kearney et al. (1991, pp. 314-315). In the first questionnaire, the researchers asked 254 college students to reflect on their college classes and to recall specific things that teachers had said or done that had demotivated them during a course. A total of 1,762 teacher misbehavior descriptions were generated. These descriptions were eventually coded into the 28 categories shown in Table 2.

Kearney et al. (1991) investigated the behaviors of college teachers that might be perceived as “misbehaviors” by students and how frequently students report their college teachers engaging in each type of misbehavior. Furthermore, the researchers attempted to identify meaningful factor structures underlying the teacher misbehavior categories. To those ends, Kearney et al. (1991) constructed a 28-item questionnaire with each item measured on a 5-point Likert scale. The questionnaire was administered to a group of college students (N = 261) to elicit how frequently their teachers in the previous class exhibited the same or similar behaviors. A factor analysis of the questionnaire items extracted three factors: incompetence (9 items), offensiveness (6 items), and indolence (6 items). Three teacher misbehaviors (straying from subject, unfair testing, and boring lectures) were ranked high on both questionnaires. This is an important study for researchers interested in investigating teacher behaviors as demotivators because some teacher misbehaviors in the college lecture classes were clearly identified. While this study was a report of how university lecturers can demotivate students, such practices as boring lectures, straying from the subject, and unfair testing practices can be observed in foreign language classes as well.

Table 2. *Teacher Misbehavior Categories* (based on Kearney, Plax, Hays, & Ivey, 1991, pp. 314-315)

Teacher misbehavior categories	R1	R2
Factor 1: **Incompetence**	10	17
Apathetic to students: Doesn't seem to care about the course or show concern for students, does not know the students' names, rejects students' opinions, and/or does not allow for class discussion.		
Bad grammar/spelling: Uses bad grammar, writes illegibly, misspells words on the exam (or on the board), and/or generally uses poor English.	28	16
Boring lectures: Is not an enthusiastic lecturer, speaks in monotone and rambles, is boring, too much repetition, and/or employs no variety in lectures.	5	1
Confusing/unclear lectures: Unclear about what is expected, lectures are confusing and vague, contradicts him/herself, jumps from one subject to another, and/or lectures are inconsistent with assigned readings.	9	4
Does not know subject matter: Doesn't know the material, unable to answer questions, provides incorrect information, and/or isn't current.	14	27
Foreign or regional accents: Teacher is hard to understand, enunciates poorly, and has a strong accent that makes it difficult to understand.	26	12
Inappropriate volume: Doesn't speak loudly enough or speaks too loud.	27	19
Information overload: Talks too fast and rushes through the material, talks over the students' heads, uses obscure terms, and/or assigns excessive work.	18	6
Unfair grading: Grades unfairly, changes grading policy during the semester, does not believe in giving As, makes mistakes when grading, and/or does not have a predetermined grading scale.	13	11
Factor 2: **Offensiveness**		
Sarcasm/putdowns: Is sarcastic and rude, makes fun of and humiliates students, picks on students, and/or insults and embarrasses students.	1	15
Sexual harassment: Makes sexual remarks to students, flirts with them, makes sexual innuendos, and/or is chauvinistic.	25	28
Shows favoritism/prejudice: Plays favorites with students or acts prejudiced against others, is narrow-minded or close-minded, and/or makes prejudicial remarks.	16	20
Negative personality: Teacher is impatient, self-centered, complains, acts superior, and/or is moody.	15	12
Verbally abusive: Uses profanity, is angry and mean, yells and screams, interrupts, and/or intimidates students.	11	26

(*Table 2 continues*)

(*Table 2 continued*)

Unreasonable/arbitrary rules: Refuses to accept late work, gives no breaks in 3-hour classes, punishes entire class for one student's misbehavior, and/or is rigid, inflexible, and authoritarian.	22	21
Factor 3: **Indolence**		
Absent: Does not show up for class, cancels class without notification, and/or offers poor excuses for being absent.	2	17
Deviates from syllabus: Changes due dates for assignments, behind schedule, does not follow the syllabus, changes assignments, and/or assigns books but does not use them.	20	7
Information underload: The class is too easy, students feel they have not learned anything, and/or tests are too easy.	19	14
Late returning work: Late in returning papers, late in grading and turning back exams, and/or forgets to bring graded papers to class.	24	5
Unprepared/disorganized: Is not prepared for class, unorganized, forgets test dates, and/or makes assignments but does not collect them.	12	25
Categories deleted in factor analysis		
Keeps students overtime: Keeps class overtime, talks too long or starts class early before all the students are there.	7	9
Early dismissal: Lets class out early, rushes through the material to get done early.	23	10
Strays from subject: Uses the class as a forum for her/his personal opinions, goes off on tangents, talks about family and personal life and/or generally wastes class time.	3	2
Unresponsive to students' questions: Does not encourage students to ask questions, does not answer questions or recognize raised hands, and/or seems "put out" to have to explain or repeat him/herself.	8	22
Inaccessible to students outside of class: Does not show up for appointments or scheduled office hours, is hard to contact, will not meet with students outside of office time and/or doesn't make time for students when they need help.	17	24
Unfair testing: Asks trick questions on tests, exams do not relate to the lectures, tests are too difficult, questions are too ambiguous, and/or teachers does not review for exams	4	3
Negative physical appearance: Teacher dresses sloppy, smells bad, clothes are out of style, and cares little about his/her overall appearance.	21	22

Note. R1 = Frequency ranks in the first questionnaire; R2 = Mean ranks in the second questionnaire.

Zhang (2007) investigated the relationship between teacher misbehaviors as originally conceptualized by Kearney et al. (1991) and college students' demotivation in the United States, China, Germany, and Japan. She asked 695 college students in these countries to complete a 28-item teacher misbehavior questionnaire and a 12-item motivation scale made up of 7-point bipolar adjectives (e.g., motivated/unmotivated, interested/uninterested, or involved/uninvolved) in order to measure the participants' motivational state (Christophel, 1990). Her participants included students attending universities located in the northeastern United States (n = 164), central mainland China (n = 197), southern Germany (n = 181), and central Japan (n = 153). Although teachers in the four countries were perceived as misbehaving infrequently, Zhang (2007) found that they also engaged in similar types of misbehavior, such as information overload, boring lectures, and straying from the subject. Among the three dimensions of teacher misbehaviors, teachers' incompetence was the greatest source of demotivation according to the students in all four countries.

These findings overlap with Kearney et al.'s (1991) categories of teacher misbehavior. In fact, of the 10 demotivators related to teacher behaviors, only two, lack of a sense of humor and nonverbal nonimmediacy, were not reported by Kearney et al. (1991). In contrast, of the 28 categories of teacher misbehaviors, only three (keeps students overtime, sexual harassment, and bad grammar/spelling) were not reported by Gorham and Christophel (1992) as demotivators. Although these studies on learning demotivators and teacher misbehaviors are not derived directly from foreign language learning settings, the twenty categories of demotivators in college classrooms summarized in Table 1 and the twenty-eight categories of teacher misbehaviors summarized in Table 2, are a logical place to start for researchers and teachers working in foreign language learning.

Studies of Demotivation Conducted Outside of Japan

Until recently, there has been few significant research conducted on demotivation in foreign language settings, with the only available studies being unpublished masters theses by Kohlmann (1996), Rudnai (1996), and Halmos (1997), and a conference paper that was delivered by Dörnyei (as cited in Dörnyei, 2001). Keblawi (2005) produced the first published study of demotivation in his investigation of Arab learners of English in Israel. More recently, Kim (2009) investigated demotivating factors among Korean learners of English attending junior high schools in Korea. No studies of student demotivation in foreign language settings have appeared in any of the major academic journals in the field of language teaching (e.g., *Applied Linguistics*, *Language Learning*, *Modern Language Journal, TESOL Quarterly, ELT Journal*, and *Language Teaching Research*) or in any of the major on-line research databases (e.g., EBSCO, JSTOR, and Science Direct). In this section, I review several well-conceived studies whose results appear useful in identifying demotivators among English language learners.

In an investigation of why demotivated learners had lost interest in studying English, Rudnai (1996) conducted interviews in Hungary with four male and eleven female students from two elite secondary schools and two vocational secondary students who identified themselves as unmotivated. Following Dörnyei's motivation model (1994), she prepared interview guides to cover demotivation concerning the language level, the learner level, and the learning situation level. After analyzing the frequencies of the reasons for demotivation that appeared in her topical analysis of the interview transcripts, she concluded that the most important elements concerned the learner levels and learning situation levels. Lack of self-confidence, caused mostly by negative past experiences and being placed into an inappropriate English proficiency level, lack of free choice, lack of good teachers, and lack of constancy in language learning in a relaxed and pleasant atmosphere were found to cause the participants' demotivation.

Dörnyei (2001) described small-scale interview studies in which he attempted to determine which classroom experiences could be identified by demotivated learners as demotivating rather than simply bad learning experiences that had been identified by a general cross-section of students. He presented the main demotivating factors based on structured 10-30 minute interviews with fifty secondary school students in Budapest, Hungary who were identified by their teachers or peers as being demotivated. The participants were studying either English or German as a foreign language. Based on the interviews, nine categories of demotivators emerged:

1. Teachers' personalities, commitment, competence, and teaching methods.
2. Inadequate school facilities (large class sizes, unsuitable level of classes

or frequent change of teachers).

3. Reduced self-confidence due to experiences of failure.
4. Negative attitudes toward the foreign language being studied.
5. The compulsory nature of foreign language study.
6. Interference from another foreign language that the pupils were studying.
7. Negative attitudes toward the foreign language community.
8. Negative attitudes of group members.
9. Course books used in class.

These nine categories accounted for 75 occurrences in the interview transcripts. Moreover, it was found that 30 occurrences (40%) concerned the first teacher-related category.

In another EFL context, Keblawi (2005) hypothesized that the majority of demotivating factors experienced by Arab learners of English were related to the immediate classroom learning context and especially related to the teacher. She asked 294 Arab learners of English (grades 9 and 10) in Israel who were attending three junior and three senior high schools to list the factors that frustrated or demotivated them while studying English. She also interviewed 25 of the students and 10 Arab English teachers in order to gain a more in-depth understanding of the demotivators. While English teachers were mentioned directly and indirectly by almost half the students as a demotivating factor, she also found that almost half of the students also perceived aspects of English, such as difficulties with grammar and vocabulary, as demotivating. These findings differed from the results of the two studies conducted in Hungary in that difficulties with grammar and vocabulary were not identified as demotivators.

More recently, Kim (2009) studied causes of demotivation among Korean learners of English. She asked 220 junior high school students to respond to a 31-item questionnaire (4-point Likert scale) that was designed to measure seven demotivational factors derived from previous studies: characteristics of English classes, experiences of failure or difficulty of English learning, textbook, inadequate learning environment, testing concerns, lack of interest, and teachers. Based on a principal axis factor analysis using a direct oblimin rotation, the researcher extracted the following five factors: Difficulty of Learning English, Teachers ' Competence and Teaching Styles, Characteristics of English Classes, Reduced Motivation and Interest, and Inadequate Learning Environment. While Difficulty of Learning English was found to be the most demotivating factor, Teachers ' Competence and Teaching Styles and Inadequate Learning Environment were not strong attributions of demotivation.

The author speculated that this finding reflects the common notions among students in Korea that English is a difficult language to acquire because they are expected to memorize a large amount of vocabulary and study complex grammatical constructions. She also speculated that this result is due to the participants’ cultural belief that teachers have the authority to decide what students study and teachers should be respected and trusted.

Kim (2009) published a qualitative study conducted in Canada using the Activity-system model (Engestrom, 1999) to analyze the dynamics of two Korean ESL immigrant's L2 learning motivation. The researcher conducted monthly semi-structured interviews over a period of 10 months and identified two participants' changes of L2 learning motivation in terms of four themes (job motivation, communicative need, self satisfaction, and amotivation/demotivation). The results indicated that the dynamism in ESL learning motivation can be explained in a series of longitudinal activity-system models made, and that it is not the learning context itself but each participant's recognition of it that plays a key role in creating, maintaining, and terminating ESL learning motivation.

As for the participants' demotivation, this study showed that various contextual factors outside of the classroom such as job motivation, communicative need, and self-satisfaction about their life in general affect strongly in demotivation. It is notable that two adult participants who are in early thirty's indeed recognize such issues to affect their decrease of motivation and their perception changed in a different way over 10 months of the study**.**

Studies of Motivational Fluctuations Conducted in Japan

Studies focused exclusively on demotivation started to appear about a decade ago. However, as Sawyer (2007) has stated, a reasonable amount of evidence of motivational fluctuations had accumulated as far back as approximately two decades ago. In this section, I review four studies (Hayashi, 2005; Koizumi &

Kai, 1992; Miura, 2010; Sawyer, 2007), all of which identified similar participants' pattern of changes in motivation in the Japanese high school settings.

Koizumi and Kai (1992) conducted a cross-sectional study of the attitudes and motivation of 93 first-, 103 second-, and 104 third-year junior high school students using a 40-item questionnaire that consisted of three sections: (a) perceived value of English, (b) specific images associated with English and motivational strength, and (c) general attitudes towards learning English. The researchers studied the relationship between attitudinal variables and time spent studying English, the use of learning strategies, and self-rated achievement. Five factors, which roughly corresponded to the original subscales on the questionnaire, were extracted.

Based on the analysis of the three school year groups, Koizumi and Kai (1992) concluded that as students get older, their appreciation for the usefulness of communicative English sometimes declines. In addition, the third-year students felt that it was less necessary to learn English for communicative purposes or to gain familiarity with English-speaking people than the first-year and second-year students. The researchers argued that this supports the assumption of decline in motivation and matches the observation made by Nudelman (1985), who explained this phenomenon as a gradual shift from intrinsic to extrinsic motivation.

Hayashi (2005) studied patterns of motivational change among 481 Japanese college students over 9 years (3 years in junior high school, 3 years in high school, and 3 years in college). He attempted to explain these patterns using the framework of self determination theory (Deci & Ryan, 1985). The participants were asked to respond to questionnaire items about their levels of L2 motivation during the 9-year period, specifically the periods when their motivation was the strongest and the weakest, and the reasons why it was strong and weak during those periods. Hayashi used cluster analysis to identify four motivation developmental patterns: high-high, low-low, high-low, and low-high.

Based on the analysis, he argued that initial motivation was the result of intrinsic motivation, and that initial motivation could be sustained only if the students internalized extrinsic reasons to study English. He also showed that the participants' motivation declined moderately from junior high school to university, increased slightly when the students were in their final years of junior high and high school, and declined relatively sharply after entering the university.

Similarly, Sawyer (2007) studied the motivational fluctuations of Japanese learners of English (N = 120) by administering a questionnaire asking about eight years of their English study (three years in junior high school, three years in high school, and two years in college). He created an instrument in which the participants were asked to mark their levels of motivation to learn English at the beginning and end of each year in school beginning with the first year in junior high school (Grade 7). The participants also wrote comments concerning their learning and learning motivation. The statistical analyses supported Hayashi's findings, as they indicated that the learners' motivation was high at the beginning of junior high school but it often declines, motivation decreases from the first to second year in high school but increases in the third year when the students are preparing for university entrance examinations, and motivation is high immediately before the university entrance examinations but decreases after the students enter a university. In conclusion, Sawyer concluded that the results of his study corroborated previous studies that found U-shaped curves in motivational levels during the junior high school, more of a J-shaped curve in high school, and generally lower levels of motivation in university.

Miura (2010) studied the long-term L2 learning motivational changes of 196 Japanese university students using a retrospective approach. She used a survey to investigate the participants' perceived level of motivation and the rank order of their motivational reasons over seven years. She found the following: (a) the participants' motivational levels changed frequently after they started learning English; (b) their motivational levels were affected by entrance examinations in their final years of junior high and high school; (c) the patterns of motivational change between high and low proficiency university students differed. Both groups were similar in the first two years, but they started to differ in their final year of junior high school. In addition, the high proficiency group maintained a higher degree of motivation than the low proficiency group throughout junior high school and university; (d) the rank order of the three goal-related reasons changed over time, while the intrinsic and social reasons were stable; and (e) the rank orders of motivational reasons between high and low proficiency students differed. The high proficiency group ranked long-term goals relatively high, while the low proficiency group ranked short-and medium-term goals relatively high.

In sum, the studies conducted in Japan investigating motivational fluctuations show similar patterns of change among Japanese learners of English. As Sawyer (2009) described, levels of motivation during junior high school start high, decline, but rise again towards the end of junior high school, thus forming a U-shaped curves. During senior high school, the levels of motivation stay low, but increase toward the end of senior high school, thus forming a J-shaped curve. Entrance examinations seem to be the key in motivating learners in high school. Given that some of the changes are motivational declines, it stands to reason that Japanese secondary school learners often experience some degree of demotivation to study English while in junior and senior high school.

Studies of Demotivation Conducted in Japan

Recently, several studies have been conducted on the demotivation of Japanese learners of English (e.g., Arai, 2004; Falout, Elwood, & Hood, 2009; Falout & Maruyama, 2004; Hamada, 2008; Kikuchi, 2009; Kikuchi & Sakai, 2009; Kojima, 2004; Tsuchiya, 2004a, 2004b, 2006a, 2006b). Several of these researchers attempted to categorize demotivating factors on the basis of L2 Japanese learners' responses to open-ended questions. Ikeno (2003) asked 65 Japanese university students majoring in education and humanities to write about their experiences of motivation and demotivation. He collected 89 motivating experiences and 76 demotivating experiences and proposed 22 categories for the motivating factors and 13 categories for the demotivating factors. Some of the demotivating factors reported by the participants were the lack of a sense of control over what one is learning (n = 12), distrust in the ability of teachers (n = 11), doubts about the teacher's character (n = 8), a sense of classes being solely examination-oriented (n = 6), feelings of inferiority about one's English ability (n = 5), and peers' negative attitude toward English learning (n = 2). In the conclusion, he listed a variety of limitations of the study including that the findings could only be considered preliminary because they were based on a small sample of students. He called for more research designed to gather episodes of motivating and demotivating experiences from a variety of learners in various learning contexts.

Hasegawa (2004) investigated 125 junior high school students and 98 senior high school students' experiences with English learning and demotivation using an open-response questionnaire. Six questions asked the respondents whether they liked studying English, their overall grade, what they liked or disliked about their English classes, whether they ever lost interest in studying, and a description of the situation that caused them to lose interest in studying English. She qualitatively analyzed the data and found that experiences related to teachers were the most frequently cited source of demotivation for both junior and senior high school students. However, it was difficult to understand whether she asked the participants questions that would adequately reveal the sources of their demotivation. She asked them to describe "when and in what situations you lose interest in studying (p.

127)” in English classroom. Although her analysis was simply counting the number of times each key theme was mentioned, she concluded that inappropriate teacher behaviors might exert a “strong impact” on student demotivation (p. 135). Her finding seems to corroborate to Dörnyei’s (2001) claim.

Kikuchi (2009) attempted to identify demotivation factors as perceived by English learners who experienced six years of high school English education in Japan. He constructed an open-ended questionnaire based on Dörnyei’s (2001) nine categories of demotivation and administered it to 47 Japanese students attending a public university in eastern Japan. In addition, he interviewed five students attending three colleges with the same nine questions in order to obtain more insight into the sources of their demotivation. Using the matrices for analyzing qualitative data recommended by Brown (2001) and Huberman and Miles (1994), he identified five demotivating factors: teachers’ behavior in the classroom, the use of the grammar-translation method, the presence of tests/university entrance examinations, a focus on memorizing vocabulary or reading passages, and dissatisfaction with the textbook/reference book.

Other researchers have explored demotivation using Likert-scale questionnaires, an approach that allows for the use of statistical analyses. Falout and Maruyama (2004) used a 49-item questionnaire designed to measure six constructs made on the basis of reviewing Dörnyei (2001) to examine whether lower-proficiency and higher-proficiency learners of English differed in terms of demotivating factors before entering college. The participants, 64 college students from two science departments, were selected from two English proficiency levels as measured by an in-house institutional test. Six categories of questions concerning teachers, courses, attitudes toward the English-speaking community, attitudes toward English itself, attitudes of group members, and self-confidence, were asked. The participants were also asked to reflect on their English study before entering college and respond to the 49 items by indicating their degree of agreement with each item using a 6-point Likert scale. By comparing the means of the items obtained for each of the six categories, the researchers found that the main demotivating factors for the lower-proficiency group were self-confidence, attitudes toward the L2 itself, courses, teachers, and the attitudes of group members (in descending order). For the higher-proficiency group, self-confidence was the most demotivating factor with the other factors being relatively neutral. Although the higher- and lower-proficiency groups had been demotivated to the same degree, the lower-proficiency group started to develop negative attitudes towards English earlier in their language learning experience than the higher-proficiency group.

Falout, Elwood, and Hood (2009) explored the causes of demotivation in a large-scale study of 900 Japanese university students using a 52-item questionnaire designed to measure motivating and demotivating experiences and conditions as well as the students' reactive behaviors to these. Based on a principal component factor analysis using oblique rotation, the following six external/internal demotivating factors and three reactive factors were extracted: Teacher Immediacy, Grammar-Translation, Course Level, Self-Denigration, Value, Self-Confidence, Help-Seeking, Enjoyment-Seeking, and Avoidance. The authors reported that not all of these factors were demotivating factors. Teacher Immediacy had the highest average endorsement rating of the nine factors while Grammar-Translation had the lowest average. Based on the findings, the researchers suggested that teachers should avoid potentially demotivating practices such as monotonous teaching, and instead incorporate a variety of teaching methods. In addition, they suggested that learning outcomes can be improved by helping students maintain their self-confidence and develop adaptive self-regulatory skills.

In order to identify the characteristics of lower-proficiency learners, Tsuchiya conducted several studies (Tsuchiya, 2004a, 2004b, 2006a, 2006b). She listed nine demotivating factors based on two previous studies (Tsuchiya, 2004a, 2004b): (a) teachers, (b) classes, (c) compulsory nature of English study, (d) negative attitude toward the English community, (e) negative attitude toward English itself, (f) reduced self-confidence, (g) negative group attitude, (h) lack of a positive English speaking model, and (i) ways of learning. She developed a 37-item questionnaire based on these nine categories and administered it to 129 first-year Japanese university students soon after they entered the university (Tsuchiya, 2006a). Based on the results of an English proficiency test, she divided the students into a low-proficiency group (n = 72) and a high-proficiency group (n = 57). Statistically significant differences were found for all nine demotivation factors between these two groups, with the low-proficiency group being more demotivated than the high-proficiency group for every factor. The other main finding concerned the difference between these groups on the rank order of the demotivating factors. While external factors, such as classes, teachers, negative group attitude, and the compulsory nature of English study, were perceived to be more demotivating than internal factors, such as negative attitude toward the English community or English itself, and reduced self-confidence, for the low-proficiency participants, there was a mix of internal factors and external factors in the rank order of the high-proficiency participants. For instance, the English class they had taken was the most demotivating factor for the high-proficiency group while reduced self-confidence was the second most demotivating factor. In sum, Tsuchiya showed that the motivational state of low-proficiency Japanese learners of English differs from that of high-proficiency Japanese learners, and she listed the demotivating factors for each group.

Another way that Likert-type questionnaires have been used is in conjunction with learners' responses to open-ended questions. In order to identify common demotivators for Japanese learners of English, Arai (2004) first asked 33 Japanese university students to describe demotivating experiences in foreign language classrooms and their immediate reactions to those experiences. Most of the participants were English major who were considered to be highly proficient in the language. She collected 105 comments and categorized them into four areas: (a) teachers, (b) classes, (c) class atmosphere, and (d) other. The first category, teachers, accounted for 46.7% of the responses, followed by boring or monotonous classes (36.2 %), class atmosphere (13.3 %), and other (3.8%).

Based on this study, Arai (2005) investigated demotivating experiences in language classes and students' reactions to those demotivating experiences with 118 Japanese university students with various majors using a 32-item Likert-type questionnaire consisting of 21 items designed to measure demotivating experiences in language classes and 11 items designed to measure the students' reactions to demotivating experiences. In her analysis, she simply analyzed the percentages of respondents who chose 3 or 4 on the 4-point Likert scale. Arai reported that more than 60% of the respondents chose monotonous lesson procedures, boring lessons, teachers' bad pronunciation, translation-focused lessons, and teacher's non-interactive style as demotivating. Arai also reported students' reactions to demotivating experiences, finding that more than 60% of the students ended up simply studying on their own, or giving up and just attending the remaining classes without seriously trying to learn.

In a 2006 conference paper, Arai (2006) examined differences in teachers' perceptions of students' demotivation with 20 junior/senior high school teachers and 17 college teachers. She compared the means of student and teacher responses to a Likert-type questionnaire and concluded that while monotonous lesson procedures, teachers' bad pronunciation of English, and an exclusive focus on translation were ranked high among students, the teachers did not perceive them as strong demotivators. On the contrary, not understanding the lesson, not being able to communicate well with teachers, and inadequate responses to student errors were ranked high by the teachers. Because the only data presented were the rank order of the means for the student group and the teacher group and a simple graph showing the overall response pattern of the students, the findings are difficult to interpret or generalize; however, these findings support the conclusions of other studies in which students indicated that boring or monotonous lessons, a strong focus on translation, and teachers' poor pronunciation were demotivating.

Hamada (2008) explored causes of demotivation among Japanese learners of English attending a junior/senior high school. This group of participants distinguished his study from previous studies carried out in Japan, as the participants in most of the previous studies were only university or senior high school students. He asked 36 junior high school and 54 senior high school students to respond to a 26-item questionnaire (5-point Likert scale) that was based on work by Kikuchi and Sakai (2009) and Hamada and Kito (2008). The questionnaire was designed to measure (a) Learning Environment and Facilities, (b) Teacher's Competence and Teaching Style, (c) English, (d) Non-Communicative Methods, and (e) Course Books. He also included nine open-ended question items on the questionnaire. Based on the results of this study, Hamada concluded that demotivators for junior high school learners differed from those reported by high school learners. For instance, in the qualitative analysis, he found that the textbook was not mentioned frequently because it included very few difficult vocabulary items or reading passages. He argued that the factor related to the teacher (i.e., Teacher's Competence and Teaching Style) was not the main cause of demotivation among Japanese junior and senior high school learners. While grammar study seemed to be a powerful demotivator for the junior high school participants, materials were considered to be the strongest demotivator for the high school learners of English.

Kojima (2004) proposed and tested models of demotivation among English learners in Japan and administered two consecutive surveys to 2,198 high school students (720 private girls' school students, 906 private boys' school students, and 572 public coeducation school students). In the first survey, the participants completed two open-ended questions about situations in which they felt demotivated and the reason why the situations were perceived as demotivating. As seen in Table 3, he classified 1,980 responses into three main categories of demotivators (language level, learner level, and learning situation level) based on Dörnyei's (1994) motivation model, and then made subcategories for each of the main categories. In Table 3, two subcategories of the language level (labeled the outside of class level), three subcategories of the learner level, and five subcategories of the learning situation level (labeled within the class level) are presented with the number of times that they were selected by the participants as well as further notes concerning the subcategories.

Based on the results of the first survey and previous studies, a closed-response questionnaire was constructed and administered in order to gather data that could be used to test his hypothesized structural equation model of English language demotivation. As seen in Figure 2 (translated based on Kojima, 2004, p. 42), the five constructs that made up the model were the language level problem, the learner level problem, the learning situation level problem, the students' listening problem, and the problem concerning the amount of homework.

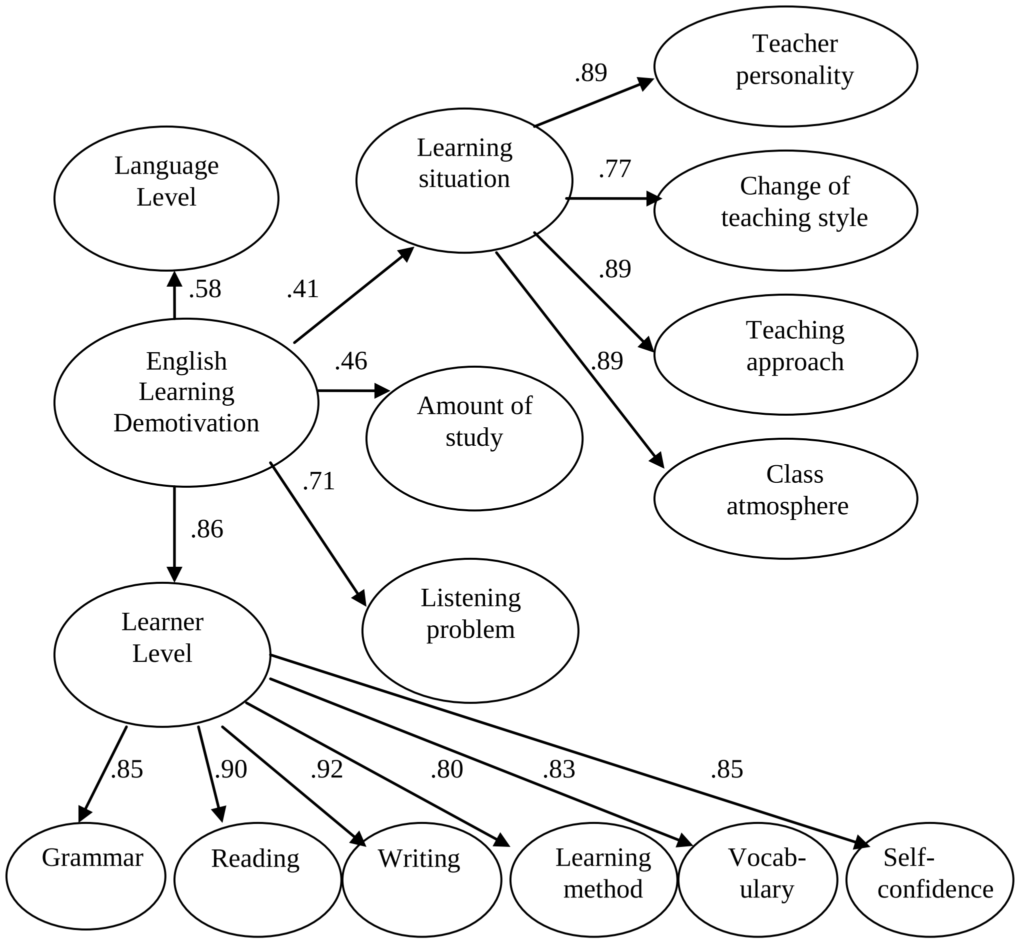
While the first three constructs were taken from Dörnyei (1994), the last two were made only after finding that the three-construct demotivation model he had originally hypothesized did not have good fit indices. After Kojima added two more constructs that were originally sub-categories of the learning situation and learner level, the model displayed acceptable fit. His final results demonstrated that the learner level problem influenced demotivation the most, followed by the language level problem and the learning situation level problem. One interesting finding was that the students' listening ability and the amount of homework were also demotivating factors for the senior high school students in his sample, something that was not reported in any of the studies with university students reviewed above.

It can be argued, however, that this model was not well constructed. First, the final model (see Figure 2) was a data driven model that was created after an examination of modification indices. In other words, this model was not constructed entirely based on a priori theory. Second, Kojima admitted that one of the flaws of the model is that there are too many paths under the two latent variables, learner level and learning situation. Third, the starting point was a motivation model rather than a demotivation model. Fourth, Kojima did not distinguish between internal and external factors, and this distinction is potentially crucial in the development of a demotivation model. Finally, it is important to note that Kojima’s model suffers from mono-method bias (Trochim & Donnelly, 2006) given that he gathered data using a single method (i.e., via a questionnaire).

Table 3. *Categories of Demotivators Identified by Kojima* (2004, p. 31)

Categories of demotivators
Language Level <outside of class> (*n* = 118)
1. Learners’ view toward English (*n* = 8)
Feeling toward English speaking people (8)
2. Learners’ view towards English learning (*n* = 110)
Lack of opportunities to use English (30); Lack of need to learn English (80)
Learner Level (*n* = 1,148)
1. Lack of understanding toward content of learning(*n* = 707)
Content of classes (257); Grammar (143); Listening (52); Speaking (39); Writing (33); Reading (98); Translation (56); Communication with native speakers (29)
2. Anxiety toward ways to learn English (*n* = 167)
Ways to study English (68); Dictionary (18); Memorization of vocabulary (81)
3. Loss of self-confidence (*n* = 274)
Learners’ failure at tests and presentations (222); Comparison with others (52)
Learning Situation Level <within classroom context> (*n* = 714)
1. Teacher (*n* = 97)
Teachers’ personality (68); Teachers’ reaction (29)
2. Characteristics of classes (*n* = 288)
Style of classes (141); Speed of classes (83); Class atmosphere (37); Class materials (18)
3. Tests (*n* = 96)
Quizzes and vocabulary tests (48); Mid-term/final tests (48); University entrance examinations (18)
4. Amount of study (*n* = 140)
Work in-class (98); homework (42)
5. Evaluation (*n* = 93)
Test score (12); Balance between amount of study and grades (81)

Note. Miscellaneous (*n* = 71); Total number of responses = 1,980.



Note. GFI = 0.906; AGFI = 0.890; RMSEA = 0.052

Figure 2. Model of English learning demotivation (Kojima, 2004, p. 42).

More recently, Kikuchi and Sakai (2009) explored possible demotivating factors using an approach similar to Kojima's (2004). Based on the findings of an earlier qualitative study (Kikuchi, 2009), they developed a 35-item questionnaire designed to measure possible demotivating factors for Japanese high school students. The participants were 112 students attending three private universities in Tokyo and Shizuoka. The participants were asked to complete the questionnaire on the Internet.

Based on a principal axis factor analysis using a direct oblimin rotation, five factors were extracted: (a) Course Books, (b) Inadequate School Facilities, (c) Test Scores, (d) Non-Communicative Methods, and (e) Teachers' Competence and Teaching Styles. In order to examine whether these five factors differed, the mean scores of the items loading on the five factors were calculated and compared using a one-way analysis of variance (ANOVA). The results showed a statistically significant difference among the five factors. Course Books (M = 2.92, SD = 1.00) and Non-Communicative Methods (M = 2.92, SD = 0.93) were perceived as more demotivating than Teachers' Competence and Teaching Styles (M = 2.87, SD = 0.92) and *Test Scores* (M = 2.74, SD = 1.09). Inadequate School Facilities (M = 2.33, SD = 0.93) was perceived as the least demotivating factor.

Whereas Kikuchi and Sakai (2009) asked college students to reflect back on their demotivating experiences in the high school English classroom, Sakai and Kikuchi (2009) directly investigated the causes of demotivation among 676 high school learners of English, as well as the differences between more motivated learners and less motivated learners. They collected data regarding demotivating experiences using the 35 Likert-scale items originally developed by Kikuchi and Sakai (2009) as well as open-ended questions that asked about the participants' motivating and demotivating experiences in their high school classrooms. Based on a principal axis factor analysis using a direct oblimin rotation, they extracted the following five factors: (a) Learning Contents and Materials, (b) Teachers' Competence and Teaching Styles, (c) Inadequate School Facilities, (d) Lack of

Intrinsic Motivation, and (e) Test Scores. They also asked the participants about their current motivational state. Based on the responses to this question, they divided the participants into more motivated and less motivated groups and ran a two-way ANOVA with general motivation to study as a between-subjects factor and the mean scores of the items loading on the five factors as a within-subjects factor. No group differences were found for Teachers' Competence and Teaching Style or Inadequate School Facilities. Less motivated learners considered the other three factors (Learning Contents and Materials, Lack of Intrinsic Motivation, and Test Scores) to be more demotivating than more motivated learners to a statistically significant degree. Contrary to what previous research suggested, they concluded that Teachers' Competence and Teaching Styles was not a very strong cause of demotivation compared to Learning Contents and Materials or Test Scores for both the more and less motivated groups. They also showed that both more and less motivated learners did not perceive Inadequate School Facilities as demotivating. It appears that what teachers bring to the classroom like learning contents and materials are crucial than how teachers behave.

Summary of Previous Findings

A more detailed summary of the demotivating factors reported in previous key studies is shown in Appendix H. Although the factors reported in previous studies vary, researchers reported the following six common factors:

1. Teachers: Teachers' attitudes, competence, language proficiencies, personalities, and styles.
2. Characteristics of classes: Course contents and pace, focus on difficult grammar or vocabulary, monotonous and boring lessons, sense of being university entrance exam related, and an emphasis on memorization.
3. Experiences of failure: Disappointment due to test scores, lack of acceptance by teachers and others, and feelings being unable to memorize vocabulary and idioms.
4. Class environment: Attitude of classmates, the compulsory nature of English study, friends' attitudes, inactive classes, inappropriate levels of lessons, and inadequate use of school facilities, such as not using audio visual materials.
5. Class materials: Unsuitable or uninteresting materials (e.g., too many reference books and/or handouts. Textbook topics are old).
6. Learners' lack of purpose: The perception that the English used at schools is not practical and unnecessary. Little admiration for English speaking people.

Gaps in the Literature

To date, no researchers have yet tested theories of demotivation based on common findings from previous studies. The only demotivation model has been Kojima's, which was largely derived from Dörnyei's model of motivation (1994). However, as noted above, the model was not based on a theory of learner demotivation. In order to obtain good fit indices, he revised his original model and added the amount of the homework and listening comprehension problems as separate constructs. By doing this, he violated the principle of testing an a priori model; his model was modified to fit the characteristics of his sample. Thus, no theory-based structural demotivation model has been proposed and tested in the field of second language acquisition.

Although Kojima (2004) constructed a model based on his extensive survey studies and he found that teachers' behaviors are not strong demotivators compared to demotivators related to other factors, this assertion needs further investigation because his finding differs from that of other researchers.

Kearney, Plax, Hays, and Ivey (1991) identified twenty-eight categories of professors' behaviors. Also, researchers working in Japan (Kikuchi, 2009; Kikuchi & Sakai, 2009; Sakai & Kikuchi, 2009) have identified certain teaching methods and characteristics of the lessons that students considered demotivating. Yet, there are few investigations of teacher misbehavior in Japanese English high school classrooms. Although there are studies in the field of instructional communication on the influence of teacher behavior toward learners' demotivation, no researchers have investigated what kinds of teacher behavior can be demotivating in the field of foreign language teaching.

Purposes of the Study

The first purpose of this study is to propose and test a demotivation model based on specific demotivators identified in previous studies. This purpose is important as the models tested in this study are an initial step in the development of a demotivation model based on theory.

The second purpose of the study is to investigate whether the hypothesized model has acceptable fit with three groups of English language learners: (a) males and females, (b) students attending academic and non-academic high schools, and (c) students with high and low English learning motivation. It is important to confirm that the proposed model fits different groups and to investigate changes in the path coefficients for those groups.

The third purpose of this study is to address the lack of research on the influence of teacher misbehavior in the foreign language classroom. This involves identifying what specific kinds of teacher behaviors are perceived as demotivating by foreign language learners.

Research Questions

The following research questions are investigated in this study.

1. To what degree are the following six factors, Teacher Behavior, Characteristics of Classes, Experiences of Failure, Learning Environment, Class Materials, and Loss of Interest, perceived as demotivating by Japanese high school students?
2. To what degree do these six factors differ for gender, school grades, academic/non-academic schools, and English learning motivation?
3. What are the specific English teacher behaviors that act as learning demotivators for Japanese high school students?

CHAPTER 3

METHODS

Participants

The participants in the main study were 1,334 Japanese senior high school students attending seven high schools in seven prefectures (Akita, Fukushima, Gifu, Hokkaido, Kanagawa, Nagano, and Yamanashi). They completed the questionnaire in March and April, 2008. In the Japanese academic calendar, the school year starts in April. In one school, the teachers agreed to administer the questionnaire at the beginning of the school year in April with all their third-year students (n = 225). Because the school year had just begun, they were considered second-year students for the purposes of this study. The participants had spent one year (n = 617), two years (n = 617), or three years (n = 31) in their respective high schools.

Seven high school teachers cooperated with this project and agreed to ask students in their high schools to respond to the questionnaire. Before administering the questionnaire, the teachers were asked to read the instructions aloud at the beginning of the questionnaire (See Appendix E) and inform the participants that participation in the study was not mandatory. The instruction sheet asked the teachers to allow the students 15-20 minutes to complete the questionnaire, and to make it clear to the students that their personal information would be protected.

After receiving the questionnaire responses from the cooperating teachers, the questionnaire responses were checked and the data were entered into a

Microsoft Excel 2007 spreadsheet program (Microsoft, 2007). During this process, a number of students were excluded from the study for the following reasons: 35 participants stated that they would not allow the use of their data for research purposes, 27 participants indicated that they had studied abroad, and five participants left a large number of the items blank. In the end, the responses from 1,267 students were used for the analyses.

Instrumentation

The Sakai-Kikuchi Questionnaire

The Sakai-Kikuchi Questionnaire (see Appendix A for the Japanese version and Appendix B for the English version), originally used by Sakai and Kikuchi (2009), is made up of three parts. In this study, the data obtained from the second part of the questionnaire were analyzed with the Rasch rating-scale model and the data from the third part were analyzed qualitatively.

The questions in the first part elicited the participants' background information concerning (a) age, (b) sex, (c) experience staying abroad, (d) achievement on the STEP test, and (e) motivation to learn English. In the last question, the students were asked "How motivated are you to learn English?" The students were required to choose one of the following alternatives: 1: *I have almost no motivation;* 2: *I have a little motivation;* 3: *I have moderate motivation;* and 4: *I have high motivation*.

The second part of The Sakai-Kikuchi Questionnaire consisted of 35 items measured on a 5-point Likert scale. These 35 items were designed to measure six constructs derived from previous demotivation studies: teachers (items 10-15), characteristics of classes (items 1-6), experience of failure (items 7-9, 27, and 30), class environment (items 21-25, 28, and 29), class materials (items 16-20 and 35), and lack of interest (items 31-34). The question that was put to the students was: "How much is the following statement true for you as a demotivating factor?" The students were required to select one of the following alternatives: 1 = *Not true*; 2 = *Mostly not true*; 3 = *Not true or untrue*; 4 = *To some extent true*; and 5 = *True*. The statements were based on Kikuchi (2009) and Kikuchi and Sakai (2009).

The third part consisted of two open-ended questions asking the participants to describe experiences that increased or lowered their motivation to study English. The first question asked about experiences that increased their motivation, and the second question asked about experiences that decreased their motivation. The respondents were asked to freely share their experiences in Japanese.

Demotivation Questionnaire

After performing a Rasch rating scale analysis with the responses to the Sakai-Kikuchi Questionnaire and analyzing the responses from the open-ended questions, the questionnaire was revised and the Demotivation Questionnaire (pilot version) was produced (See Appendix C for the Japanese version and Appendix D for the English translation) and piloted. After conducting the pilot study, the

Demotivation Questionnaire was revised and the final revision was written and administered (See Appendix E for the Japanese revision of the Demotivation Questionnaire and Appendix F for the English translation). This questionnaire was designed to measure six constructs: teachers (7 items), characteristics of classes (9 items), experience of failures (6 items), class environment (6 items), class materials (7 items), and loss of interest (5 items). Table 4 shows the items that were designed to measure each construct.

Table 4. *Correspondence of Constructs for Questionnaire*

Construct	Item number
Teachers	5, 6, 17, 18, 30, 34, 36
Characteristics of classes	19, 20, 21, 22, 25, 32
Experience of failures	7, 8, 13, 15, 33, 39
Class environment	10, 23, 28, 35, 37, 40
Class materials	1, 9, 12, 14, 16, 27, 38
Loss of interest	2, 3, 11, 24, 26

The respondents were asked to choose one of four responses: 1 = *Not true*; 2 = *Mostly not true*; 3 = *To some extent true*; and 4 = *True* for 40 items after responding to the same instructions as the previous version: “How much is the following statement true for you as a demotivating factor?” In Japanese, the demotivating factor was phrased as *Yaruki wo nakusu mono*. Literally, this means a decrease in motivation to take action.

While six items were deleted from the pilot version, four background questions originally written by Tanishima (1999) were added in order to ask for the participants’ estimates of their motivation in English learning. This information was used to compare participants who had high- and low-motivation for studying English. The results of the Demotivation Questionnaire are used to identify the relationships among the six factors of demotivation using confirmatory factor analysis.

Procedures

The final version of the Demotivation Questionnaire was created after the initial analysis and necessary revisions were made. Through my personal network, I found eight high school teachers who agreed to administer the questionnaire to their classes. The teachers were asked to explain the purpose of the project and tell the students that participation in the study was not mandatory; the students were free to indicate that they did not want their responses to be included in the analyses by writing “I do not allow the use of this data” in Japanese at the end of the questionnaire in the space provided. After administering the questionnaire, the cooperating teachers returned the questionnaires to the researcher via mail.

Developing a Model of Student Demotivation

Based on the above review of studies of demotivation among Japanese learners of English, the model shown in Figure 3 was constructed and tested using confirmatory factor analysis. This model tests the strength of two learner-internal demotivation factors, loss of interest and experience of failure, and four external factors, teachers, characteristics of classes, class environment and class materials.

Thus, one purpose of this model is to test the degree to which internal and external factors differ in their contribution to learning demotivation. This model also tests how teacher factors differ in terms of their strength as demotivators compared to characteristics of classes, class environments, and class materials. It consists of six constructs; Teacher Behavior (7 items), Characteristics of Classes (5 items), Class Environment (6 items), Class Materials (7 items), Experiences of Failure (6 items), and Loss of Interest (5 items) covering factors reported in key studies of demotivation in Japan (See Appendix K).

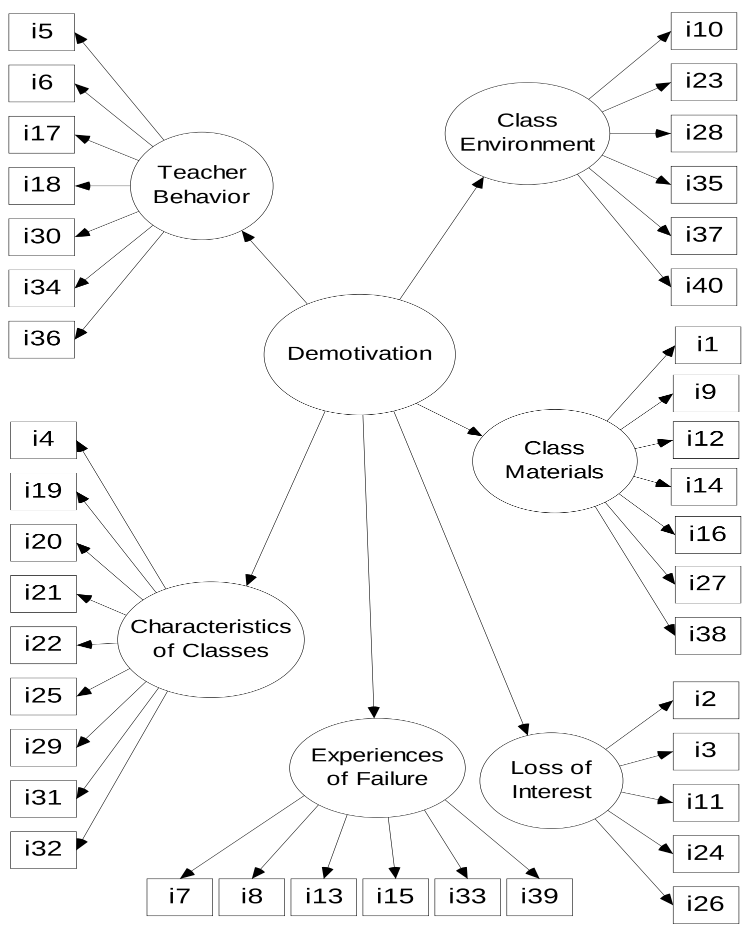


Figure 3. Theoretical model of student demotivation.

Analyses

In order to answer the first and second research questions, a Rasch rating scale analysis and exploratory factor analysis are used. The purpose is to check the factor structure of the hypothesized six-factor model. Once the items defining each construct are confirmed, a confirmatory factor analysis is run using Amos 16.0 (Arbuckle, 2007) to test the hypothesized structural demotivation model.

The third research question is answered using two approaches. First, multi-group analyses are conducted to identify the difference between three groups: male and female students, students attending academic and non-academic schools, and less motivated and more motivated learners of English. Based on the procedure described in Byrne (2001), the differences in the factor structure and the influence of each demotivator between each group are determined.

The second approach is based on the unanalyzed qualitative data obtained from Sakai and Kikuchi (2009). Using twenty demotivators identified by Gorham and Christophel (1992) and twenty-eight teacher misbehaviors identified by Kearney et al. (1991) as the basis of the analysis, data matrices (Brown, 2001; Huberman & Miles, 1994) are constructed for the analysis and presentation of the qualitative data.

Huberman and Miles (1994) suggested three processes in qualitative data analysis: data reduction, data display, and conclusion drawing/verification. Brown (2001) and Huberman and Miles (1994) argued for the effectiveness of using data matrices during these processes. By using matrices, researchers can display the data efficiently after coding the data and conclusions can be drawn and verified. In this study, data matrices are used to reduce and display the considerable amount of qualitative data obtained from the open-ended questions in The Sakai-Kikuchi Questionnaire.

The Rasch Model

A Rasch rating scale analysis was conducted to confirm the reliability and validity of the questionnaires and to obtain interval data to be used in subsequent analyses. King and Bond (2003, p. 3) stated that the Rasch family of models "exhibits the property of specific objectivity, or, of producing fundamental measures-person-free estimates of item difficulties." Introduced first by Georg Rasch in 1960, Rasch analysis is recognized as a family of statistical techniques which can be used to assess the validity and reliability of tests and surveys. Several researchers in the field of TESOL (e.g., Irie, 2005; Sick, 2007; Weaver, 2005) have used Rasch analysis in their survey studies. The Rasch measurement model is a probabilistic mathematical model that makes it possible to establish the location of items and persons on a single measurement continuum. Item difficulty and person measures are calibrated on the same logit scale that ranges from about - 3 to + 3 with an item mean of zero. The Rasch model assumes that if a person endorses a more extreme statement, she should also endorse all less extreme statements, and that an easy-to-endorse item is always expected to be easily endorsed by all respondents (Wright & Masters, 1982).

In this study, the questionnaire data will be analyzed with the Rasch rating scale model (Wright & Masters, 1982). The formula for the Rasch rating scale model is as follows (Linacre, 2006, p. 13):

$$\log (P_{nij} / P_{ni}(j\text{-}1)) = B_n - D_i - F_j$$

where

P_{nij} is the probability that person n encountering item *i* is observed in category *j*,

B_n is the "ability" measure of person *n*,

D_i is the "difficulty" measure of item *i*, the point where the highest and lowest categories of the item are equally probable. F_j is the "calibration" measure of category *j* relative to category *j*-1, the point where categories *j*-1 and *j* are equally probable relative to the measure of the item.

Item and person fit.

Rasch analysis provides fit statistics indicating the degree to which the data fit the model. Item misfit can be caused by poorly written items, items measuring an unintended construct, uncooperative respondents who respond to the questionnaire randomly, or the presence of different groups of participants with unique characteristics.

Four fit statistics are typically calculated, infit mean-square (Infit MNSQ), outfit mean-square (Outfit MNSQ), and standardized fit statistics that complement the two mean-square statistics, a standardized infit statistic (Infit ZSTD), and a standardized outfit statistic (Outfit ZSTD).

As stated by Bond and Fox (2007), the infit MNSQ statistic is a weighted standardized residual that is sensitive to irregular response patterns for items located near the person's ability estimate or persons whose ability is near an item's difficulty estimate. The residual values indicate the discrepancy between the predicted performance as defined by the Rasch model and the observed performance of the item or person. Infit MNSQ, which is favored by many researchers, is computed by weighting the squared standardized residual by their individual variances to reduce the effect of outliers (Smith, 2002, p. 210). Perfect fit to the model is indicated by a mean-square value of 1.0. Values below 1 indicate dependency in the data while values above 1 indicate noise (Linacre, 2006).

In contrast to the infit statistics, outfit statistics are more sensitive to the responses of persons whose estimated ability is well above or below the item's difficulty. Outfit MNSQ is an average of the standardized residuals and as such, is computed from the standardized sum of squared residuals across all observations. Like the Infit MNSQ statistic, values below 1 indicate dependency in the data while values above 1 indicate noise.

In the standardized fit statistics, the mean square values are expressed as *t*-values in the *t*-distribution. Many researchers also report those standardized fit statistics, Infit ZSTD and Outfit ZSTD. Perfect fit to the model is indicated by a standardized value of zero. A Z_{std} criterion of > 2.0 for person and item measures is the criterion that is often used to flag misfitting items at the $p < .05$ level (Bond & Fox, 2007). Because the standardized fit statistics become overly sensitive when used with large *N*-sizes, such as that in this study, the mean-square statistics are used to determine (mis)fit to the model. Bond and Fox (2007, p. 243) suggested that reasonable ranges for Infit and Outfit MNSQ are between 0.6-1.4. This criterion was adopted in this study.

Rasch reliability and separation.

The Rasch model provides reliability estimates for both persons and items. Rasch Person Reliability, R_p, estimates "the replicability of person placement across other items measuring the same construct" (Bond & Fox, 2007, p. 284). In other words, it estimates the consistency of person order measured by the items. R_p is defined as the ratio of the sample variance adjusted for measurement error to the total observed variance (Smith, 2001). It ranges between 0 and 1 (Wright & Masters, 1982), and it is analogous to Cronbach's alpha (Cronbach, 1951).

Instead of R_p, Smith (2001) recommended using the person separation index, G_p, to estimate how well the sample is spread out along the linear scale in comparison to the error of the scale. G_p is the ratio of the sample standard deviation adjusted for measurement error to the Root Mean Square Measurement Error. Wright and Masters (1982) explained it as:

$G_p = (R_p /(1- R_p))^{½}$

where

G_p is person separation index,

R_p is Rasch person reliability.

According to Smith (2001), larger separation indices represent higher reliability than smaller separation indices. G_p is "an estimate of the spread of separation of person on the measured variable" (Bond & Fox, 2007, p. 313) and it provides the estimate of the sample standard deviation in standard error units (Wright & Masters, 1982).

Item separation is "an estimate of the spread or separation of items on the measured variable" (Bond & Fox, 2007, p. 313). It indicates the capability of the scale measures in defining a line of increasing intensity reflected to the extent to which the measures are distant on the line (Wright & Masters, 1982). Some researchers also report Item Strata, H_i, calculated as $H_i = (4\ G_p+1)/3$, which is useful to estimate "the number of statistically distinct levels (separated by at least three errors of measurement) of person ability the items have distinguished" (Smith, 2001, p. 287). This gives an indication of the comprehensiveness of coverage of the construct by the items and is more conservative than the separation index G_p (Wright & Masters, 1982, 2002).

Rasch principal components analysis of item residuals.

The Rasch model is useful for reducing complex data to a unidimensional variable because it constructs a one-dimensional measurement system based on the observational data (Linacre, 2006; Smith, 2002). All systematic variation in the data is collapsed into one latent variable and the observational residuals appear as random noise when the data fit the model. A review of the residuals can allow researchers to detect which items and which persons misfit the construct of identified by the Rasch model.

The Rasch principal components analysis of the item residuals produces several important statistical results that help researchers discern unexpected additional constructs in the item residuals (Linacre, 2006; Smith, 2002). In a residual PCA, the variance explained by the Rasch model is regarded as the primary factor and can be seen as the unrotated first principal component in a standard PCA. Additional factors extracted are reported as a proportion of the unexplained variance, and the researcher should carefully look for meaningful patterns that would indicate the presence of one or more additional constructs. Fisher (2007, p. 1095) suggested in his rating scale instrument quality criteria that (a) variance explained by measures should be more than 50%, and (b) unexplained variance explained by the first contrast should be below 15% and the eigenvalue should be less than 3.0 in order to confirm a reasonable degree of unidimensionality.

The Rasch PCA of item residuals examines the residual correlations produced by calculating the difference between the observed and the expected response to each item. The Rasch model is the first component extracted in the analysis, and in the case of a reasonably unidimensional construct, it normally accounts for more than 50% of the variance. Other possible dimensions present in the data are in the residual contrasts; thus, it is desirable that the amount of variance accounted for by the first residual contrast is small (ideally < 10% for questionnaire data with eignenvalues of < 3.0 being good and < 1.5 excellent).

Confirmatory Factor Analysis

Confirmatory factor analysis (CFA) is used to test the hypothesized demotivation model in this study. This type of analysis falls under the umbrella of the statistical technique called Structural Equation Modeling (SEM). Hoyle (1995, p. 1) stated that SEM is a "comprehensive statistical approach to testing hypotheses about relations among observed and latent variables," while Byrne (2001) described SEM as "a statistical methodology that takes a confirmatory approach (i.e., hypothesis-testing) to the analysis of a structural theory" (p. 3). Observed variables, represented as rectangles, correspond to measurement scores on surveys or tests while latent variables, represented as circles, are hypothesized constructs that cannot be observed directly, but inferred from responses to the observed variables. Directional arrows, which indicate hypothesized directions of causality, are used to indicate the hypothesized relationship between these observed variables and latent variables. Structural models are evaluated with "goodness of fit" indexes, which indicate how well the relationships among the latent variables and observed variables account for the data. Schumacker and Lomax (2004) stated that model specification, model identification, model estimation, model testing, and model modification are the basic building blocks of SEM. Amos 16.0 (Arbuckle, 2007) is used for all SEM analyses in this study. The specific SEM technique used to test the hypothesized model is confirmatory factor analysis (CFA).

Fit indices.

Kline (2005) stated that there are dozens of fit statistics available such as CMIN (Chi square), GFI (Goodness of Fit Index), TLI (Tucker-Lewis index), CFI (Comparative Fit Index), RMSEA (Root Mean Source Error of Approximation), and SRMR (Standardized root mean square residual), and various researchers recommend reporting different fit indices. According to Schumacker and Lomax (2010, p. 76), good fit is indicated by GFI or CFI values that are at least .90 and preferably above .95, and SRMR values less than .05. RMSEA values below .08 indicate adequate fit while those below .05 indicate good fit. In this study, these four fit indices were used to judge the model fit.

CHAPTER 4

QUESTIONNAIRE DEVELOPMENT

In this chapter, I present the process of developing the Demotivation Questionnaire used in this study. Originally, Kikuchi and Sakai (2007) and Sakai and Kikuchi (2007) developed The Sakai-Kikuchi Questionnaire. To develop the Demotivation Questionnaire for this study, I analyzed qualitative data obtained from the original Sakai-Kikuchi Questionnaire, but which was previously unanalyzed by Sakai and Kikuchi (2007). Based on the analysis, several items were added to create the Demotivation Questionnaire (pilot version). I piloted this version and analyzed it using the Rasch rating scale model.

Qualitative Analysis of the Sakai-Kikuchi Questionnaire

In this section, qualitative data obtained from the Sakai-Kikuchi Questionnaire is presented in order to show the process of constructing the Demotivation Questionnaire. In order to analyze the qualitative data, I asked a university professor who holds a master's degree in teaching English as foreign language and has more than 10 years' experience teaching both at high schools and universities to code the data. This rater and I initially divided the qualitative data into categories. For instance, a response such as, "I feel that my motivation declines when I keep memorizing example sentences, when I use the translation websites, when I struggle with understanding long passages, or when I ask myself whether I need English in my future life or not," was divided into four units and coded as four demotivators: memorization, translation, reading, and lack of need for English. Furthermore, two undergraduate students who are Japanese-English bilinguals translated the Japanese data into English.

Table 5 displays the results of the data analysis. Six categories of demotivators were identified: teachers (1a-d), characteristics of classes (2a-d), experiences of failure (3a-d), class environment (4a-c), class materials (5a-c), and loss of interest (6a-c).

Among the 549 response tokens, 92 tokens (17%) were related to teachers. Among these 92 tokens, four sub-categories were identified: teachers' attitude or behavior (n = 17); teachers' instructional style (n = 43); negative feeling toward teachers (n = 8); and other factors related to teachers (n = 8). About a quarter of the tokens concerned the difficulty of a teacher's explanation (n = 23). More than five participants stated that a teacher's bad instruction style (n = 11), poor English pronunciation (n = 7), or insults (n = 5) were demotivating. Five participants also stated that they were demotivated because of dislike of their teacher.

The raters categorized 110 tokens as characteristics of lessons. In this category, four sub-categories emerged: focus on grammar/translation (n = 26); content of classes (n = 40); styles of classes (n = 25); and test related factors (n = 19). More than ten participants noted that being required to memorize (n = 16), a

Table 5. *Categories of Demotivators Obtained from The Sakai-Kikuchi Questionnaire (N = 549)*

1(a) Teachers' attitude or behavior (*n* = 17)	**1(b) Teachers' instructional Style (*n* = 43)**	**1(c) Negative feeling toward teachers (*n* = 8)**	**1(d) Other factors related to teachers (*n* = 8)**
- Teacher insults students (5) - Teacher's remarks about the students' poor performance (3) - Teacher compares one student with another (3) - Teacher gets angry (2) - Teacher shouts (2) - Teacher's voice is unclear (2)	- Teacher's explanation is difficult to understand (23) - Teacher has a bad instruction style (11) - Teacher has bad English pronunciation (7) - Teacher strays from the subject (2)	- Hate the teacher (5) - Doesn't like the teacher's odor - Doesn't like the teacher's personality - Teacher has too much pride	- Change of teachers (6) - Teacher comes too early or stays late in the classroom (2)
2(a) Focus on grammar/translation (*n* = 26)	**2(b) Content of classes (*n* = 40)**	**2(c) Styles of classes (*n* = 25)**	**2(d) Test related factors (*n* = 19)**
- Focus on studying grammar (14) - Unable to translate English sentences (3) - Complicated or difficult translation (2) - Asked to be grammatically accurate (2)	- Requires a lot of memorization (16) - Boring class (12) - Lack of chances to communicate in English (7) - Level of classes is too high (5)	- Pace of the class is too fast (12) - Pace of the class is too slow (3) - Class is dull and long (2) - One-way lecture style (2) -When classes are conducted entirely in English (2) - Having pair- or group work tasks (2) - Having game-oriented activities (2)	- Wide range of things to be studied for mid-term/final tests (9) - Many quizzes (6) - When finished taking tests (2) - Mid-term/final tests require only memorization (2)
3(a) Difficulty with tests (*n* = 30)	**3(b) Difficulty with memorization (*n* = 12)**	**3(c) Difficulty with understanding classes (*n* = 15)**	**3(d) Difficulty with grammar/vocabulary (*n* = 30)**
- Bad test results (22) - Not improving grade even though I studied (6) - Lost points because of careless mistakes (2)	- Cannot memorize vocabulary (8) - Cannot memorize even after trying many times (4)	- Cannot understand the class (8) - Cannot comprehend spoken English (4) - Did not know how to study (3)	- Lack of vocabulary knowledge (16) - Did not understand English grammar (14)

(*Table 5 continues*)

(*Table 5 continued*)

4(a) Friends related (*n* = 6)	**4(b) Media related (*n* = 3)**	**4(c) Classroom related (*n* = 2)**
- Cannot catch up with friends (4) - Friends around me are good at English (2)	- Lack of use of CD (2) - Test is based on the audio materials used in class	- Classroom temperature - Do not want to move to a different classroom
5(a) Textbooks (*n* = 24)	**5(b) Amount of materials (*n* = 21)**	**5(c) Vocabulary in materials (*n* = 16)**
- Passages are difficult (6) - Passages are too long (9) - Uninteresting topics (5) - Difficult questions (4)	- Many assignments(17) - Many materials to study before class (2) - Assignments were required (3)	- Many unknown words (16)
6(a) Lack of necessity to study English (*n* = 5)	**6(b) Lack of goals to study English (*n* = 4)**	**6(c) Doubt in English taught at school (*n* = 10)**
- I feel that English is not necessary in my life (5)	- Lost my reason for studying English (2) - Do not have a reason to study English (2)	- I feel that the English studied at school is impractical (10)

focus on studying grammar (*n* = 14), boring classes (*n* = 12), and a fast pace (*n* = 12) were demotivating.

Eighty-seven tokens were categorized into the third category, experience of failure, which was divided into four subcategories: difficulty with tests (*n* = 30); difficulty with memorization (*n* = 12); difficulty understanding the class (*n* = 15); and difficulty with grammar/vocabulary (*n* = 30). More than one fourth of the tokens concerned poor test results (*n* = 22), followed by lack of vocabulary knowledge (*n* = 16), and an inability to understand English grammar (*n* = 14).

The fourth category, class environment, was made up of 11 tokens; this was the least among the six categories. This category was divided into three subcategories: friends related (*n* = 6); media related (*n* = 3); and classroom related (*n* = 2). More than half of the tokens in this category concerned issues related to friends. Four participants stated that they felt demotivated because they could not catch up with their friends or because friends around them are good at English (*n* = 2).

Class material, the fifth category, included three sub-categories: textbooks (*n* = 24); amount of materials (*n* = 21); and vocabulary in materials (*n* = 16). Many assignments (*n* = 17) or many unknown words in the materials (*n* = 16) were perceived as demotivating by many participants. Passages that were too difficult (*n* = 6) or too long (*n* = 9) or uninteresting topics (*n*=5) were also perceived as demotivating by more than five participants.

The last category, loss of interest, which included 19 tokens, was made up of three sub-categories: lack of necessity to study English (*n* = 5); lack of goals to study English (*n* = 4); and doubt in the English taught at school (*n* = 10). Although this category is the second smallest category, it includes important negative feelings toward English such as that the English studied at school is not practical (*n* = 10) or English is not necessary in their life (*n* = 5). Some participants also noted that they lost purpose in studying English (*n* = 2) or they do not have a reason to study English (*n* = 2). The main idea of demotivation in this category deals with the learners' loss of interest in studying English.

Principal components analysis of item residuals of the Demotivation Questionnaire (Pilot Version).

After the qualitative analysis of the Sakai-Kikuchi Questionnaire was completed, 11 items (items 36-46) were added to Demotivation Questionnaire (Pilot Version). After going through the matrix presented in Table 5, I identified ideas which were not covered in the Sakai-Kikuchi Questionnaire. I prepared additional items so that more items were available to measure each of the six constructs (teachers, characteristics of classes, experiences of failure, class environment, class materials, and loss of interest).

A Rasch principal components analysis (PCA) of item residuals (Wright, 2000) was conducted using Winsteps 3.51 (Linacre, 2006) to check the dimensionality of each of the six constructs. Fisher (2007) suggested various ranges for interpreting person and item measurement reliability, and person and item strata (see Table 6). These criteria are used in this study.

Table 6. *Rasch Reliability and Strata Criteria (based on Fisher, 2007)*

Criterion	Poor	Fair	Good	Very Good	Excellent
Person and item measurement reliability	< .67	.67-.80	.81-.90	.91-.94	> .94
Person and item strata separated	2 or less	2-3	3-4	4-5	> 5

The Rasch PCA residual loadings for each subscale are shown in Table 7. Each of the 35 questionnaire items was designed to test one of the six demotivating factors (teachers, characteristics of classes, experiences of failure, class environment, class materials, and loss of interest). A Rasch PCA of residuals was conducted six times with the respective items designed to measure each of the six factors.

Table 7. *Rasch PCA of Item Residual Results for Six Factors on the Demotivation Questionnaire (Pilot)*

Factor	Variance explained by the Rasch model (eigenvalue)	Variance explained by the first contrast (eigenvalue)
Teachers	53.6% (6.4)	13.5% (1.8)
Characteristics of classes	46.8% (7.9)	9.5% (1.6)
Experiences of failure	63.7% (10.5)	10.4% (1.7)
Class environment	52.9% (6.6)	8.1% (1.6)
Class materials	51.2% (7.3)	13.0% (1.9)
Loss of interest	59.7% (7.1)	12.6% (1.7)

Table 8 shows that the infit/outfit mean-square statistics were all within the critical value range of 0.60 to 1.40 (Bond & Fox, 2007) except for item 38 (School English being unpractical). Similar to the results for the analysis of the Sakai-Kikuchi Questionnaire, there was a wide spread of item difficulty estimates found in each category.

Rasch person reliability (R_p), Rasch person separation index (G_p), and item strata statistic (H_i) are presented for each subscale of demotivators. As recalled from Chapter 3, R_p estimates the replicability of person placement across various items measuring the same construct (Bond & Fox, 2007), G_p is an estimate of the spread of separation of person on the measured variable (Bond & Fox, 2007), and H_i indicates the comprehensiveness of coverage of the construct by the items and is more conservative than the separation index G_p (Wright & Masters, 1982, 2002). These data also indicated that there was comprehensive coverage of the construct by the items, well above the acceptable range described in Table 8.

In Table 8, 46 items of demotivators are presented in each respective section (teachers; characteristics of classes; experiences of failure; class environment; class materials; and loss of interest). The dotted line in each section of the table represents the demarcation between positive loadings and negative loadings for each subscale. For example, the subscale related to teachers shows that there are items loaded positively (5 items) or negatively (4 items). All the factors had a mixture of salient structure coefficients (factor loading greater than .40) and non-salient structure coefficients (factor loading less than .40).

After the pilot study, it was deemed necessary to make the questionnaire shorter so that burden on the respondents would be lessened. Because this questionnaire would be distributed by busy high school teachers using their class time to administer the questionnaire to their high school students, I considered deleting items that tapped into the same construct as determined by the Rasch analysis. After a careful check of the infit and outfit mean-square statistics, it was decided to delete item 38 (Infit MNSQ = 2.07; outfit MNSQ = 2.38). Items 12, 21, 24, 28, 30 were deleted as well because there were other items with similar difficulty estimates.

Table 8. *First Residual Component of Six Factors in the Rasch Analysis*

No.	Item description	Logit	Infit MNSQ	Outfit MNSQ	Factor loadings
1. Teachers (k = 9, R_p = .91, G_p = 3.19, H_i = 4.59)					
40	The approach that a teacher used was not good	-1.05	0.87	0.87	.78
14	Teachers’ explanation were not easy	-1.43	0.90	0.97	.55
11	Teachers' English pronunciation was poor.	-0.13	0.85	0.85	.31
13	Teachers made one-way explanations often.	-0.07	1.20	1.25	.22
39	I could not get along with the teachers	1.27	0.89	0.87	.02
30	I was often compared with my friends.	0.88	0.94	0.78	-.68
15	Teachers shouted or got angry	0.22	1.10	1.11	-.64
12	Teachers ridiculed students' mistakes.	1.10	1.28	1.14	-.43
5	I was expected to use grammatically correct English	-0.79	1.21	1.25	-.32
2. Characteristics of Classes (k = 9, R_p= .89, G_p= 2.89, H_i = 4.19)					
2	Most of the lessons were focused on translation	0.01	0.91	0.93	.56
41	The class was monotonous.	0.11	1.18	1.20	.49
43	There were too many teacher-made handouts.	-0.88	1.04	0.99	.44
10	The pace of the lessons was not appropriate.	0.57	1.05	1.08	.32
1	I seldom had chances to communicate in Eng.	-0.29	0.97	1.09	-.54
4	Most of the lessons were entrance examination oriented.	0.48	1.09	1.05	-.43
3	Most of the lessons were focused on grammar.	0.33	0.90	0.89	-.41
42	The amount I needed to study for the test was too much.	-0.40	0.91	0.87	-.26
6	Required memorizing passages in textbooks	0.04	1.01	0.97	-.21
3. Experiences of Failure (k = 6, R_p= .86, G_p= 2.52, H_i = 3.69)					
27	I could not do as well as my friends on tests.	0.66	1.15	1.22	.74
8	I got low scores on tests.	0.40	0.83	0.84	.72
37	I did not understand grammar even though I studied.	-0.29	1.11	1.12	-.63
7	I had difficulty memorizing words and phrases.	-0.37	1.23	1.21	-.43
36	I started not to understand the content of the class.	-0.55	0.60	0.61	-.26
9	I got lost in how to self-study for English lessons.	0.15	1.05	1.11	-.09
4. Class Environment (k = 9, R_p= .76, G_p= 1.79, H_i = 2.72)					
26	The number of students in the classes was large.	-0.37	0.87	1.02	.78
28	I did not like my classmates.	0.18	1.82	2.21	.55
25	Audio materials were not used.	-0.07	0.97	1.09	.31
31	English was a compulsory subject	0.22	1.09	1.25	.22
29	My friends did not like English.	-0.84	0.92	0.86	.02
23	The Internet was not used.	0.48	0.99	0.82	-.68
21	Computer equipment was not used.	0.95	0.76	0.63	-.64
22	Visual materials were not used.	-0.22	0.96	1.04	-.43
24	LL equipment was not used.	-0.33	0.81	0.73	-.32

(*Table 8 continues*)

(*Table 8 continued*)

5. Class Materials (k = 6, R_p= .91, G_p= 3.23, H_i = 4.64)					
44	There were too many words that I didn't understand in the reading passage.	-0.09	0.97	1.02	.65
18	The English sentences dealt with in the lessons were difficult to interpret.	-0.15	0.98	0.98	.61
17	The English passages in the textbooks were too long.	-0.15	0.60	0.58	.49
16	The topics of the English passages used in lessons were not interesting.	0.86	1.16	1.22	-.59
35	English questions did not have clear answers.	0.20	1.03	1.09	-.56
20	The topics of the English passages used in lessons were old.	-0.26	1.21	1.19	-.42
19	A great number of textbooks and supplementary readers were assigned.	0.24	1.08	1.18	-.03
6. Loss of Interest (k = 3, R_p= .74, G_p= 1.67, H_i = 2.56)					
38	English studied at schools was not practical.	-1.63	2.07	2.38	.92
33	I lost my interest in English.	0.70	0.86	0.77	-.78
34	I lost my goal to be a speaker of English.	0.37	0.83	0.82	-.62
45	I do not have specific goals for studying English.	0.37	0.89	0.86	-.15
46	I do not think that I will use English in the future.	-0.24	0.73	0.73	-.10
32	I lost my understanding of the purpose of studying English.	0.42	0.61	0.57	-.05

Summary

In this chapter, I described how the Demotivation Questionnaire was developed. First, I showed the analysis of qualitative data obtained from the Sakai and Kikuchi Questionnaire (2007). Then, I showed the Rasch analysis of quantitative data obtained from the 35-item Sakai and Kikuchi Questionnaire. Lastly, I presented how the Demotivation Questionnaire (pilot version) worked in the piloting session conducted with 123 college students using the Rasch rating scale model. Using this process, the final version of the Demotivation Questionnaire was constructed.

CHAPTER 5

PRELIMINARY ANALYSIS RESULTS

After the initial data screening using SPSS and AMOS, descriptive statistics were checked. Also, a Rasch analysis of the questionnaire data using Winsteps was conducted. In this chapter the process of these analyses were presented.

Data Screening

The Demotivation Questionnaire was completed by 1,334 Japanese high school students. The data were initially entered into a Microsoft Excel spreadsheet (Microsoft, 2007). Before the data screening, the data obtained from 67 participants were deleted: 35 respondents stated that they would not allow their data to be used in the study, 5 respondents left more than five items blank, and 27 respondents had lived overseas for more than one year. After deleting these participants' responses, 1,266 cases were left for analysis. A general description of the 1,266 participants is presented in Table 9.

As seen in Table 9, the participants were attending eight high schools located in Gifu, Kanagawa, Yamanashi, Nagano, Akita, Fukushima, and Hokkaido prefectures. Seven hundred eighty-one students (62%) were taking general courses and 482 students (38%) were attending other courses such as accounting, English, integrated studies, international studies, and science courses. The number of first- or second-year senior high school students was the same (*n* = 617), and this number included 226 students from school H, where the questionnaire was administered in April when the new school year started. As noted in Chapter 3, these students were technically third-year students, but they were coded as second-year students because the questionnaire was administered at the beginning of the new academic year. Thirty-one students in school B were third-year students when the questionnaire was administered in February. Five hundred and fifty-two participants were male (43%) and 702 participants (55%) were female. Eight participants did not provide information about their gender.

Table 9. *Background Information About the Participants Who Completed Demotivation Questionnaire*

School	Location	Course/Type	Grade	*N*	Gender
School A	Gifu	General/Public	1	37	35 males, 36 females, 2
			2	36	unknown
School A	Gifu	Science/Public	1	35	40 males, 32 females, 1
			2	38	unknown
School B	Kanagawa	Integral/Public	1	138	104 males, 87 females,
			2	25	1 unknown
			3	31	
School C	Kanagawa	General/Private	1	39	39 males
School D	Yamanashi	General/Public	1	107	88 males, 115 females,
			2	97	1 unknown
School D	Yamanashi	English/Public	1	36	31 males, 33 females
			2	28	
School E	Nagano	General/Public	2	101	58 males, 41 females, 2 unknown
School F	Akita	General/Private	1	72	111 females
			2	39	
School G	Fukushima	General/Public	2	75	33 males, 42 females
School G	Fukushima	International/Public	2	76	20 males, 56 females
School G	Fukushima	Accounting/Public	2	75	25 males, 50 females
School H	Hokkaido	General/Public	1	151	77 males,100 females, 1
			2	27	unknown

As recommended by Byrne (2001), list-wise deletion was used as the first step in data screening. Among the 1,266 responses, 56 persons were deleted from the analysis because they had failed to respond to one or more questions. Another

61 participants were deleted because they were univariate outliers, with *z*-scores > 3.29. Two multivariate outliers were detected using the Mahalanobis distance procedure suggested in Byrne (2001) using Amos 16.0. After removing these two multivariate outliers, 1,146 cases remained for analysis.

Table 10 shows the descriptive statistics generated by the responses from these participants. Histograms for these 40 items were plotted and examined using SPSS 15.0. An examination of the frequency histograms indicated that all variables had approximately normal distributions.

Table 10. *Descriptive Statistics for the Demotivation Questionnaire Items (N = 1,146)*

Con.	No.	Item Description	*M*	*SD*	*Skew.*	*SES*	*Kur.*	*SEK*
CM	1	English sentences were difficult.	2.63	0.82	-0.19	0.07	-0.45	0.14
LI	2	I lost my goal to be a speaker of English.	1.98	0.82	0.53	0.07	-0.28	0.14
LI	3	I lost the purpose of studying English.	1.92	0.79	0.61	0.07	0.01	0.14
TB	4	The teacher made too many handouts.	1.97	0.76	0.57	0.07	0.16	0.14
TB	5	Teachers' explanations were not easy.	2.32	0.84	0.31	0.07	-0.44	0.14
TB	6	Teachers' pronunciation was poor.	2.02	0.78	0.73	0.07	0.56	0.14
EF	7	I could not do as well on tests as my friends.	2.18	0.83	0.33	0.07	-0.39	0.14
EF	8	I did not understand grammar even if I studied.	2.67	0.87	-0.23	0.07	-0.61	0.14
CM	9	Many textbooks and supplementary readers were used.	2.08	0.75	0.59	0.07	0.42	0.14
CE	10	My friends did not like English.	1.60	0.57	0.42	0.07	-0.07	0.14
LI	11	I didn't have specific goals for studying English.	2.18	0.88	0.25	0.07	-0.74	0.14
CM	12	Topics of the passages were not interesting.	2.19	0.77	0.30	0.07	-0.22	0.14
EF	13	I got low scores on tests.	2.33	0.86	0.17	0.07	-0.61	0.14
CM	14	English questions did not have clear answers.	2.14	0.75	0.46	0.07	0.12	0.14

(*Table 10 continues*)

(*Table 10 continued*)

			M	*SD*	*Skew.*	*SES*	*Kur.*	*SEK*
EF	15	I had difficulty memorizing words/phrases.	2.50	0.88	-0.04	0.07	-0.71	0.14
CM	16	There was too much unknown vocabulary.	2.73	0.87	-0.32	0.07	-0.55	0.14
TB	17	Teachers made one-way explanations too often.	2.21	0.80	0.47	0.07	-0.08	0.14
TB	18	The approach the teachers used was not good.	2.15	0.84	0.54	0.07	-0.15	0.14
CC	19	Lessons were focused on translation.	2.04	0.73	0.55	0.07	0.44	0.14
CC	20	Lessons were focused on entrance exams.	1.83	0.70	0.79	0.07	1.16	0.14
CC	21	The class was monotonous.	2.14	0.82	0.48	0.07	-0.16	0.14
CC	22	I was forced to memorize the sentences in the textbooks.	2.03	0.79	0.60	0.07	0.16	0.14
CE	23	The Internet was not used.	1.63	0.65	0.80	0.07	0.66	0.14
LI	24	I lost interest in English.	2.11	0.89	0.43	0.07	-0.56	0.14
CC	25	Most of the lessons were focused on grammar.	2.21	0.82	0.34	0.07	-0.33	0.14
LI	26	I did not think that I would use English in the future.	2.06	0.87	0.52	0.07	-0.41	0.14
CM	27	The topics of the English passages were old.	1.76	0.62	0.54	0.07	0.99	0.14
CE	28	Audio materials were not used.	1.71	0.61	0.57	0.07	0.93	0.14
CC	29	I was asked to study too much information for tests.	2.20	0.82	0.34	0.07	-0.36	0.14
TB	30	Teachers shouted or got angry.	1.81	0.80	0.94	0.07	0.71	0.14
CC	31	The pace of the lessons was not appropriate.	2.10	0.81	0.48	0.07	-0.11	0.14
CC	32	I seldom had chances to communicate in English.	2.12	0.82	0.45	0.07	-0.23	0.14
EF	33	I got lost in how to self-study for English lessons.	2.33	0.88	0.22	0.07	-0.63	0.14
TB	34	I could not get along with the teachers.	2.06	0.85	0.66	0.07	-0.02	0.14
CE	35	Visual materials were not used.	1.81	0.70	0.68	0.07	0.67	0.14
TB	36	Teachers expected me to use correct grammar.	1.92	0.70	0.61	0.07	0.72	0.14
CE	37	English was a compulsory subject.	1.88	0.73	0.70	0.07	0.70	0.14
CM	38	The English passages in the textbooks were too long.	2.25	0.87	0.25	0.07	-0.63	0.14
EF	39	I started not to understand the class content.	2.46	0.95	0.05	0.07	-0.91	0.14
CE	40	The number of students in the classes was large.	1.72	0.62	0.60	0.07	1.05	0.14

Note. Con. = Construct; Skew. = Skewness; Kur. = Kurtosis. TB = Teacher Behavior; CC = Characteristics of Classes; CE = Class Environment; CM = Class Materials; LI = Loss of Interest; EF = Experiences of Failure.

A Rasch Analysis of the Dimensionality of the Questionnaire Items

The dimensionality of the items in Demotivation Questionnaire was assessed using a Rasch Principal Components Analysis (PCA) of item residuals to determine which items formed fundamentally unidimensional constructs. As Bond and Fox (2006) noted, researchers can use this analysis to "identify any common variance among those aspects of the data that remained unexplained or unmodeled by the primary Rasch measure" (p. 253). It was hypothesized that the questionnaire items would form six constructs: Teacher Behavior, Characteristics of Classes, Experiences of Failure, Class Environment, Class Materials, and Loss of Interest.

Initially, all 40 items from Demotivation Questionnaire were analyzed together in order to permit all the items to interact with one another. The underlying logic was that the residuals would not be randomly distributed; the residuals for items designed to measure the same construct would be correlated, and these correlations would be evident in the residuals loadings. Table 11 shows the items and their respective residual loadings in the initial analysis. The six constructs the items are hypothesized to measure are indicated in the far left column: Teacher Behavior (TB), Characteristics of Classes (CC), Experiences of Failure (EF), Class Environment (CE), Class Materials (CM), and Loss of Interest (LI). The Rasch model explained 57.5% of the variance (eigenvalue = 54.0), and the first residual contrast explained 5.2% of the variance (eigenvalue = 4.9) in the initial analysis.

Table 11. *Rasch PCA of the Demotivation Questionnaire (40 items)*

Item	Loading	Logit	Infit MNSQ	Outfit MNSQ
TB18	.66	-.18	1.10	1.15
TB6	.60	.12	1.17	1.24
TB34	.56	.03	1.16	1.20
TB17	.56	-.31	.95	1.01
TB5	.55	-.53	1.05	1.17
CC21	.52	-.15	1.05	1.22
CC31	.50	-.05	1.01	1.10
TB30	.44	.64	1.29	1.35
TB36	.29	.37	.76	.79
CE28	.20	.93	.77	.83
CC32	.20	-.09	1.20	1.28
CM27	.19	.78	.72	.72
CE35	.19	.67	.90	.87
CC20	.17	.63	.92	.99
CE40	.14	.91	.90	.94
CC22	.11	.13	.96	1.07
CE23	.09	1.16	1.04	.98
CM4	.08	.26	1.09	1.22
CM14	.02	-.17	.90	.96
CM12	.02	-.23	.95	1.02
CM9	.01	.00	.87	.92
CC29	.00	-.25	.95	.97
LI26	-.46	.07	1.16	1.18
LI24	-.46	-.05	1.15	1.16
LI11	-.45	-.19	1.16	1.21
LI2	-.45	.25	1.14	1.15
LI3	-.42	.41	1.06	1.06
EF8	-.39	-1.16	1.06	1.14
EF15	-.39	-.86	1.10	1.19
EF13	-.38	-.50	1.05	1.12
EF39	-.33	-.78	1.01	1.05
CM38	-.33	-.37	.97	1.01
EF33	-.32	-.52	.98	.97
CM1	-.31	-1.08	.99	.98
CC22	-.30	-1.27	1.06	1.12
EF13	-.23	-.22	1.12	1.22
CC25	-.09	.09	.78	.79
CM16	-.01	1.30	.77	.73

Note. TB = Teacher Behavior; CC = Characteristics of Classes; CE = Class Environment; CM = Class Materials; LI = Loss of Interest; EF = Experiences of Failure.

As shown in Table 11, items TB5, TB6, TB17, TB18, TB30, TB34, and TB36, which were hypothesized to form Factor 1 (Teacher Behavior) on the Demotivation Questionnaire, had high positive loadings between .29 and .66, while items LI2, LI 3, LI 11, LI 24, and LI 26, which were hypothesized to form Factor 6 (Loss of Interest), had high negative loadings between -.39 and -.46. As the five items measuring Loss of Interest appeared to form a unidimensional construct, given that the residual correlations of the items designed to measure this factor had loadings > .40, a Rasch PCA of item residuals analysis was conducted again with only the five items measuring Loss of Interest. The Rasch model explained 58.7% of the variance (eigenvalue = 7.1), and the first residual contrast, explained 13.7% of the variance (eigenvalue = 1.7). Given the amount of variance explained by the Rasch model, the low eigenvalue of the first residual contrast, and the results of the exploratory factor analysis (See Table 10), it was concluded that these items formed a fundamentally unidimensional construct. Third, the data were recalibrated after removing the six items measuring Loss of Interest to clarify the factor structure of the remaining items. As shown in Table 12, items EF7, EF8, EF13, EF15, EF16, EF33, and EF39, which were hypothesized to form Factor 3 (Experiences of Failure), and items CM9, CM12, CM14, CM27, and CM38, which were hypothesized to form Factor 5 (Class Materials), had residual loadings > -.40. In order to determine whether these two sets of items formed different constructs, the items hypothesized to measure Factor 3 and Factor 5 were analyzed.

Table 12. *Rasch PCA of Item Residuals Results for the Demotivation Questionnaire (Factors 1-5)*

Item	Loading	Logit	Infit MNSQ	Outfit MNSQ
TB18	.60	-.17	1.07	1.12
TB34	.56	.05	1.16	1.18
TB6	.54	.14	1.15	1.19
TB17	.48	-.31	.92	.96
CC21	.47	-.15	1.03	1.17
TB5	.47	-.53	1.02	1.11
TB30	.46	.68	1.30	1.35
CC31	.43	-.04	.99	1.06
TB36	.27	.39	.77	.78
CM27	.24	.83	.74	.74
CE28	.23	.98	.79	.83
CE35	.19	.71	.91	.88
CC20	.15	.66	.94	1.00
CE23	.15	1.21	1.08	1.02
CC32	.14	-.08	1.22	1.30
CE40	.14	.96	.92	.94
CC22	.09	.15	.99	1.08
CM4	.07	.28	1.13	1.24
CE10	.06	1.36	.81	.77
CM12	.02	-.22	1.00	1.08
EF15	-.56	-.87	1.12	1.21
EF13	-.54	-.51	1.08	1.15
EF8	-.54	-1.18	1.10	1.18
EF16	-.52	-1.29	1.06	1.12
EF39	-.45	-.79	1.04	1.08
CM38	-.43	-.37	1.01	1.03
EF33	-.40	-.52	1.03	1.06
CM1	-.40	-1.10	1.04	1.19
EF7	-.38	-.22	1.14	1.24
CC25	-.34	-.26	.93	1.01
CC29	-.16	-.25	.95	.96
CC19	-.15	.11	.81	.81
CE37	-.13	.50	.88	.83
CM9	-.12	.02	.88	.91
CM14	-.09	-.16	.91	.96

Note. TB = Teacher Behavior; CC = Characteristics of Classes; CE = Class Environment; CM = Class Materials; EF = Experiences of Failure.

Table 13 displays the results of the Rasch PCA of item residuals of the 12 items that make up Experiences of Failure (Items EF7, EF8, EF13, EF15, EF16, EF33, and EF39) and Class Materials (Items CM9, CM12, CM14, CM27, and CM38). As shown in Table 13, most of the items designed to measure Experiences of Failure had high negative residual loadings while all the items from Factor 3 (Class Materials) had high positive residual loadings, except for item CM38. These results indicated that the two sets of items were plausibly measuring different constructs. The Rasch model explained 55.5% of the variance (eigenvalue = 14.7), and the first residual contrast explained 7.1% of the variance (eigenvalue = 1.9). Although these results met the criteria for establishing unidimensionality, as the variance explained by the Rasch model was > 50% and the first residual contrast was < 3.0, it was decided to analyze the items designed to measure Class Materials and those designed to measure Experiences of Failure separately. The item residual loadings divided as hypothesized: the items measuring Class Materials clustered together and the items measuring Experiences of Failure also clustered together. A Pearson correlation of the Rasch person ability estimates for Class Materials and Experiences of Failure produced a coefficient of $r = .73$, $p < .01$ (one-tailed). Thus, there was a significant relationship between the Rasch person measures derived from the items measuring Experiences of Failure (Factor 3) and Class Materials (Factor 5).

Next, a Rasch PCA of item residuals analysis was conducted with only the items measuring Experiences of Failure. The Rasch model explained 63.7% of the variance (eigenvalue = 10.5), and the first residual contrast explained 10.4% of the variance (eigenvalue = 1.7). Given the amount of variance explained by the Rasch model (> 50%) and the low eigenvalue of the first residual contrast (< 3.0), it was concluded that these items formed a reasonably unidimensional construct.

Table 13. *Rasch Item Residuals for PCA of the Demotivation Questionnaire (Factors 3 and 5)*

Item	Loading	Measure	Infit MNSQ	Outfit MNSQ
CM12	.65	.26	1.20	1.30
CM27	.64	1.41	1.04	1.05
CM14	.42	.33	.99	1.03
CM9	.39	.53	1.00	1.05
CM38	.01	.09	.99	.99
EF15	-.51	-.49	.92	.94
EF16	-.36	-.99	.91	.95
EF8	-.35	-.86	.95	.98
EF13	-.31	-.07	.88	.90
EF39	-.28	-.40	.98	.99
EF7	-.21	.27	1.07	1.11
EF33	-.10	-.09	.96	.96

Note. CM = Class Materials; EF = Experiences of Failure.

A Rasch PCA of item residuals was then conducted with the items designed to measure Factor 5, Class Materials. The Rasch model explained 51.2% of the variance (eigenvalue = 7.3), and the first residual contrast explained 13.0% of the variance (eigenvalue = 1.9). These results indicated that the items formed a reasonably unidimensional construct. Rasch person ability estimates were calculated first using the items measuring Class Materials and then the items measuring Experiences of Failure. The person ability estimates correlated at .73. Although this correlation coefficient makes it clear that the two dimensions are related, the approximately 50% ($.73^2 = 53.29\%$) overlap between the two variables does not convincingly indicate that they are a single construct.

Next, the remaining 13 items that loaded on Teacher Behavior (Items TB5, TB17, TB18, CC21, CC31, and TB34) and Characteristics of Classes (Items CC19, CC20, CC22, CC25, CC29, CC32, and TB36) were analyzed together. The results of the analysis are shown in Table 14. As shown in Table 14, most of the items designed to measure Teacher Behavior (Factor 1) had high positive residual loadings while most the items measuring Characteristics of Classes (Factor 2) had high negative loadings. In addition, the separation of the items designed to measure Teacher Behavior and Characteristics of Classes was clear after applying the > .40 criterion for a significant residual loading.

To check the dimensionality of the items measuring Teacher Behavior (Factor 1), a Rasch PCA of item residuals was conducted this time with only items TB5, TB6, TB17, TB18, TB30, TB34, TB36. The Rasch model explained 53.6% of the variance (eigenvalue = 10.4) which was slightly greater than the 50% criterion, and the first residual contrast explained 11.3% of the variance (eigenvalue = 2.2). This eigenvalue was below the 3.0 criterion. Together these results indicated that the items formed a fundamentally unidimensional construct.

A Rasch PCA of item residuals was then conducted with items CC19, CC20, CC21, CC22, CC25, CC32 from Characteristics of Classes (Factor 2). The Rasch model explained 46.8% of the variance (eigenvalue = 7.9), which was slightly below the 50% criterion, and the first residual contrast explained 9.5% of the variance (eigenvalue = 1.6). This eigenvalue was near the 1.4 criterion for random noise. The Rasch person reliability (person separation) estimate was .71 (1.57). This separation value for the participant ability estimates is slightly below the recommended 2.0 criterion, and it indicates that a number of participants had similar person ability estimates.

Table 14. *Rasch PCA of Item Residuals for the Demotivation Questionnaire (Factors 1 and 2)*

Item	Loading	Logit	Infit MNSQ	Outfit MNSQ
TB18	.68	-.23	.85	.85
TB5	.52	-.62	.88	.97
TB34	.51	.01	1.02	.99
TB17	.50	-.37	.77	.81
CC31	.34	-.08	.86	.89
CC21	.22	-.20	.88	.92
TB30	.18	.70	1.21	1.17
CC25	-.57	-.33	1.16	1.25
CC19	-.50	.08	.96	.97
CC22	-.38	.12	1.04	1.08
CC20	-.38	.68	.98	1.01
CC29	-.31	-.31	1.09	1.13
TB36	-.22	.30	.79	.79
CC32	-.17	-.12	1.28	1.37

Note. TB = Teacher Behavior; CC = Characteristics of Classes.

Although there was a statistically significant relationship between the Rasch person measures of the items measuring Teacher Behavior and those measuring Characteristics of Classes, $r = .72$, $p < .01$ (one-tailed), the approximately 50% overlap ($.72^2 = 51.84\%$) indicated that the two variables were related but fundamentally independent.

Rasch Analysis of the Six Constructs

In the following sections, the category structure functioning of the items comprising each construct was initially inspected and when necessary, rating scale categories that did not show adequate separation were combined. Next, item fit to the Rasch model was examined for each of the items measuring the six hypothesized constructs (Teacher Behavior, Characteristics of Classes, Experiences of Failure, Class Environment, Class Materials, and Loss of Interest). Finally, the Wright map, which shows the items measuring each construct and the participants is presented. The empirical item hierarchy shown on the Wright map and the degree to which item difficulty estimates fit the participant ability estimates are discussed.

Linacre (1997) suggested that the following criteria be considered when optimizing rating scales using a Rasch rating scale model.

1. There are at least 10 observations of each category.
2. The observed distribution is reasonably normal.
3. Average measures advance monotonically with category.
4. Outfit mean squares are less than 2.0.
5. Step calibrations advance monotonically.
6. Step difficulties advance by at least 1.4 logits.
7. Step difficulties advance by less than 5.0 logits.

The above criteria were used when analyzing rating scale functioning of the six demotivation constructs.

Teacher Behavior

Table 15 shows the rating scale functioning statistics for the six items measuring *Teacher Behavior*. There were at least 10 observations in each category, as the category with the smallest observed count was *Strongly Agree* with 501 observations. No irregularities in category observation frequency were detected, and the categories displayed unimodal distributions but with negative skew and peak at category 2 (*Disagree*). The average measures advanced monotonically (τ_1 = -3.07, τ_2 = .88, τ_3 = 2.19), but the increase from the first to second threshold was 1.31 logits, which was slightly below the 1.4 logit criterion; however, as this result was close to the criterion, no categories were combined. Category fit to the Rasch model was good. Overall, the evidence suggests that the rating scale categories for Teacher Behavior were functioning effectively.

The results of the PCA of item residuals indicated that the Rasch model accounted for 57.0% of the variance (eigenvalue = 8.0), and the first residual contrast accounted for 12.3% of the variance (eigenvalue = 1.7). As suggested by Linacre (2006), the variance accounted for by the Rasch model should be > 50% and the eigenvalue of the first residual contrast should be less than 3.0. Given these criteria, the results suggested that the items formed a reasonably unidimensional construct.

Table 16 reports the Rasch item fit and calibration statistics. The item calibrations ranged from -.85 (item TB5) to .97 (item TB30). The point-measure correlations were consistently high (.61-.80). Item 30 had an Infit MNSQ

Table 15. *Category Structure Functioning for Teacher Behavior*

Category	Count	(%)	Infit MNSQ	Outfit MNSQ	Structure measure	Category measure
1 Strongly disagree	1185	(17)	1.07	.97	None	(-4.18)
2 Disagree	4008	(57)	.80	.83	-3.07	-1.13
3 Agree	1336	(19)	.92	.94	.88	1.54
4 Strongly agree	501	(7)	1.17	1.34	2.19	(3.45)

statistic slightly greater than the 1.4 criterion. This degree of misfit might have occurred because many of the respondents probably have not encountered teachers who shouted or got angry in the classroom. Item TB30 is also distinctive because it is the only item concerning the emotional state of teachers. Because of its marginal fit, the Rasch person ability estimates were obtained using all six items, then item TB30 was temporarily deleted and the person ability estimates were recalculated. The resulting Pearson correlation of $r = .98$ ($p > .01$) indicated that item TB30 did not disturb the measurement of the construct, so the item was retained.

Table 16. *Rasch Item Fit and Calibration Statistics for Teacher Behavior*

Item	Measure	*SE*	Infit MNSQ	Infit ZSTD	Outfit MNSQ	Outfit ZSTD	Pt-meas. correlation
TB30	.97	.06	1.42	8.3	1.38	7.0	.64
TB36	.54	.06	1.26	5.3	1.25	4.8	.61
TB6	.16	.05	.98	-0.4	.91	-1.8	.73
TB5	-.85	.05	.79	-5.5	.85	-3.5	.78
TB17	-.51	.05	.83	-4.2	.84	-3.5	.76
TB18	-.31	.05	.75	-6.2	.72	-6.5	.80

Note. Pt-Meas. Correlation = Point-measure correlation.

The Rasch item reliability (item separation) estimate was .99 (11.02), indicating that the item difficulty estimates were well separated in relation to their standard errors. The Rasch person reliability (person separation) estimate was .72 (1.59). This separation value for the participant ability estimates is slightly below the recommended 2.0 criterion, and it indicates that a number of participants had similar person ability estimates.

Figure 4 shows the Wright map for Teacher Behavior. The logit scale, which ranges from -5 to +3, is shown on the far left side of the map. To the right of the logit scale are the participants, who are represented by number signs (#) and periods (.). The items measuring Teacher Behavior on Demotivation Questionnaire are displayed on the right side of the vertical line. The placement of items according to their difficulty estimates and the persons according to their ability estimates is graphically displayed along the common logit scale. Note that in this study, Rasch person ability means the tendency to endorse the questionnaire items. Thus, high person ability means a person who has highly endorsed the questionnaire items.

To illustrate, person A (measure -.50 logits on the variable map) has the same location as item TB17. Person A would have a 50% probability of endorsing this item, as this participant’s ability estimate places his or her ability exactly at the same level as item TB17 on the logit scale. Likewise, items located above this item on the map are harder for this participant to endorse; thus, these items have less than a 50% probability of being endorsed by Person A. In this example, Person A has less than 50% probability of agreeing that *Teachers’ poor pronunciation* is *demotivating*.

Item TB5 (*Teachers' explanations were not easy*; difficulty estimate = -.85) was the easiest item to endorse, while item TB30 (*Teachers shouted or got angry*;

difficulty estimate = .97) was the most difficult item to endorse. Item TB30 is more difficult to endorse than item TB36 (*I was expected to use correct grammar*; difficulty estimate = .54). Both of these items concern the idea of pressure being placed on students. In contrast to this idea, the four easiest to endorse items, Item 6 (difficulty estimate = .16), item TB18 (difficulty estimate = -.31), item TB17 (difficulty estimate = -.51), and item TB5 (difficulty estimate = -.85) are criticisms of the teachers' performance.

The participants perceived items related to teachers' explanations as demotivating. This is unsurprising given that previous researchers (e.g., Kikuchi & Sakai, 2009; Sakai & Kikuchi, 2009) have reported that teachers' one-way explanations are demotivating. In contrast, the participants did not perceive teachers' losing their temper as demotivating, possibly because they rarely or never encountered teachers who shouted or got angry.

A comparison of the locations of the means (M) for the person measures (left side) and item measures (left side) show that the mean person measure (*M* = -.79; *SD* =1.68) is lower than that for the item measures (*M* = .00; *SD* =.62). This indicates that overall, the participants had some difficulty endorsing this set of items, which means that they did not perceive the issues described by these items as highly demotivating.

```
----------------------------------------------------------------------------------
Persons more sensitive   | More difficult to endorse items
to demotivators          |
        3             .  +
                      .  |
                        T|
                      .  |
                         |
        2             .  +
                      .  |
                         |
                     .#  |
                         |
                    .##  |T
        1                +  TB30 Teacher shouts or gets angry.
                    .## S|
                         |S
                   .###  |  TB36 Teacher expects students to be accurate.
                         |
                      .  |  TB6 Teacher has bad pronunciation.
        0         .####  +M
                         |
                         |  TB18 The approach the teacher used was not good.
                 A#####  |  TB17 Teachers made one-way explanations too often.
                         |S
                        M|  TB5 Teachers’ explanations were not easy.
       -1                +
          .############  |T
                         |
                         |
                         |
                   ####  |
       -2                +
                         |
                         |
                    ### S|
                         |
                      .  |
       -3             .  +
                    .##  |
                         |
                      .  |
                         |
                    .##  |
       -4                +
                        T|
                         |
                     .#  |
       -5          .###  +
Persons less sensitive   | Easier to endorse items
to demotivators          |
----------------------------------------------------------------------------------
```

Note. Each '#' = 24 persons. Each . = 1 person. M = mean; S = 1 *SD* from the mean; T = 2 *SD*s from the mean.
Figure 4. Wright map for *Teacher Behavior*.

Characteristics of Classes

As shown in Table 17, the rating scale for Characteristics of Classes met a number of the criteria described by Linacre. A sufficient number of participants responded to each category, category fit to the Rasch model was excellent, and the average measures advanced monotonically (τ_1 = -2.29, τ_2 = .67, τ_3 = 1.62); however, the increase from the first to second threshold was 0.95 logits, which is well below the 1.4 logit criterion. For this reason, categories 3 (*Agree*) and 4 (*Strongly agree*) were combined. The results, which are displayed in Table 18, indicate that combining the two categories resulted in threshold values that were well separated (τ_1 = -1.45, τ_2 = 1.45), category fit to the Rasch model was good, and the scale advanced monotonically.

Table 17. *Category Structure Functioning for Characteristics of Classes (4-point Scale)*

Category	Count	(%)	Infit MNSQ	Outfit MNSQ	Structure measure	Category measure
1 Strongly disagree	2197	(20)	.96	.94	None	(-3.42)
2 Disagree	5938	(54)	.83	.83	-2.29	-.89
3 Agree	2208	(20)	1.03	1.09	.67	1.17
4 Strongly agree	602	(5)	1.13	1.30	1.62	(2.94)

Table 18. *Category Structure Functioning for Characteristics of Classes (3-point Scale)*

Category	Count	(%)	Infit MNSQ	Outfit MNSQ	Structure measure	Category measure
1 Strongly disagree	2197	(20)	.93	.97	None	(-2.56)
2 Disagree	5938	(55)	.96	.96	-1.45	-.23
3 Strongly agree	2738	(25)	1.05	1.27	1.45	(1.73)

The Rasch PCA of item residuals for this construct indicated that the Rasch model accounted for 50.9% of the variance (eigenvalue = 9.3), and the first residual contrast accounted for 8.5% of the variance (eigenvalue = 1.5). It is unlikely that a second significant dimension exists in the data given the size of the eigenvalue in the first residual contrast, which was well below the 3.0 criterion and approximately the same as the 1.4 criterion that has been identified as the level of random noise.

Table 19 shows the Rasch item fit and calibration statistics for the items measuring Characteristics of Classes. The item calibrations ranged from -.35 to .69. The participants easily endorsed item CC25 (*Most of the lessons were focused on grammar*) and item CC29 (*The amount of information for tests was too much*) as possible demotivators, while they did not endorse item CC20 (*Lessons were focused on entrance exams*) as demotivating. The point-measure correlations ranged from .52-.63, and the items' fit to the Rasch model using the infit/outfit mean square criterion of 0.6-1.4 was acceptable.

Table 19. *Rasch Item Fit and Calibration Statistics for Characteristics of Classes*

Item	Measure	*SE*	Infit MNSQ	Infit ZSTD	Outfit MNSQ	Outfit ZSTD	Pt-meas. correlation
CC4	.26	.05	1.19	4.0	1.29	5.9	.52
CC32	-.14	.04	1.19	4.2	1.24	5.3	.55
CC21	-.22	.04	.98	-.4	1.04	1.0	.62
CC31	-.10	.05	1.00	-.1	1.04	1.0	.61
CC29	-.32	.04	.99	-.1	1.02	.6	.62
CC25	-.35	.04	.96	-.9	1.01	.3	.61
CC22	.11	.05	.94	-1.3	.95	-1.2	.64
CC20	.69	.05	.90	-2.4	.89	-2.5	.59
CC19	.06	.05	.81	-4.6	.83	-4.1	.63

Note. Pt-Meas. Correlation = Point-measure correlation.

The Rasch item reliability (item separation) estimate was .98 (7.89). This indicated that the item difficulty estimates were well separated in relation to their standard errors. The Rasch person reliability (person separation) estimate was .59 (1.19). This value indicates that many of the participants had similar person ability estimates.

As shown in Figure 5, a comparison of the locations of the means (M) for the person measures (left side) and item measures (right side) show that the mean person measure (*M* = -.82; *SD* = 1.32) was lower than the mean item measure (*M* = .00; *SD* = .40). This indicates that the participants had difficulty endorsing the items overall. The Wright map also shows that some participants' ability estimates were well below the item difficulty estimates, indicating that they weakly endorsed the items, that is, they did not find the situations described by the items as particularly demotivating. Item CC25 (*Most of the lessons were focused on grammar*; difficulty estimate = -.35) and item CC29 (*The amount of information for tests was too much*; difficulty estimate = -.32) were the easiest items to endorse, while item CC20 (*Lessons were focused on entrance exams*; difficulty estimate = .69) was the most difficult item to endorse. In general, the participants perceived that the grammar-translation approach, which is used frequently in Japanese secondary school English classes and which requires students to memorize grammar and study a large amount of information for tests, as demotivating. Many students likely feel overwhelmed with the difficulty of understanding grammar and the number of grammatical rules they are supposed to learn. In contrast, they did

```
-----------------------------------------------------------------------------------
Persons more sensitive | More difficult to endorse items
to demotivators        |
                      T|
                    .  |
                    .  |
                    .  |
    1              .#  +
                  .##  |
                  .##  |T CC20 Lessons were focused on university exams
                    . S|
                 ####  |S CC4  Too many handouts
             .  #####  |  CC22 Forced to memorize sentences
    0         .#######  +M CC19 Lessons were focused on translation
                       |  CC21 Monotonous  CC31 Not good pace  CC32 No comm.
           .#########  |S CC25 Memorize grammar   CC29 Amount of content for tests
                       |
          .##########  |T
        .############ M|
   -1                  +
                .####  |
                       |
                 .###  |
                       |
                  .##  |
   -2                 S+
                  .##  |
                    .  |
                       |
                   .#  |
                       |
   -3            .###  +
                      T|
                    .  |
                   .#  |
                       |
   -4                  +
                       |
                  .##  |
                       |
                       |
   -5            .###  +
Persons less sensitive |  Easier to endorse items
to demotivators        |
-----------------------------------------------------------------------------------
```
Note. Each '#' = 15 persons. Each . = 1 person. M = mean; S = 1 *SD* from the mean; T = 2 *SD*s from the mean.
Figure 5. Wright map for *Characteristics of Classes.*

not endorse the idea that lessons focused on university examinations are demotivating, possibly because they are aware of the importance of passing one or more of these examinations.

Experiences of Failure

The rating scale categories for the items measuring *Experiences of Failure* performed well based on Linacre's guidelines. The step difficulties between categories were more than the recommended 1.4 logits and less than 5.0 logits, the fit statistics were within the acceptable range, and the categories advanced monotonically (τ_1 = -2.53, τ_2 = .12, τ_3 = 2.41) (See Table 20).

Table 20. *Category Structure Functioning for Experiences of Failure*

Category	Count	(%)	Infit MNSQ	Outfit MNSQ	Structure measure	Category measure
1 Strongly disagree	892	(12)	1.15	1.13	None	(-3.68)
2 Disagree	2952	(41)	.88	.89	-2.53	-1.23
3 Agree	2548	(36)	0.92	0.95	.12	1.29
4 Strongly agree	778	(11)	1.05	1.06	2.41	(3.58)

The Rasch PCA of item residuals analysis indicated that the Rasch model accounted for 57.1% of the variance (eigenvalue = 8.0), and the first residual contrast accounted for 12.7% of the variance (eigenvalue = 1.8). These results suggested that the construct was fundamentally unidimensional given the relatively large amount of variance accounted for by the Rasch model and the small eigenvalue of the first residual contrast.

The Rasch item fit and calibration statistics for the items measuring Experiences of Failure are displayed in Table 21. The item calibrations ranged from -.71 to .64. The participants strongly endorsed item EF8 (*I did not understand grammar points even if I studied*) and weakly endorsed item EF7 (*I could not do as well on tests as my friends*). The point-measure correlations were consistently high

(.69-.76), and the items fit the Rasch model well using the infit/outfit mean square criterion of 0.6-1.4.

The Rasch item reliability (item separation) estimate was .99 (8.89), and the person reliability (person separation) estimate was .73 (1.66). This degree of person separation, which is below the 2.0 criterion, indicates that many participants had similar person ability estimates.

Table 21. *Rasch Item Fit and Calibration Statistics for Experiences of Failure*

Item	Measure	*SE*	Infit MNSQ	Infit ZSTD	Outfit MNSQ	Outfit ZSTD	Pt-meas. correlation
EF39	-.15	.05	1.07	1.9	1.07	1.6	.75
EF15	-.26	.05	1.05	1.9	1.07	1.8	.72
EF7	.64	.05	1.04	.9	1.06	1.5	.69
EF33	.23	.05	1.01	.3	1.01	.2	.72
EF8	-.71	.05	.95	-1.3	.96	-1.0	.74
EF13	.25	.05	.84	-4.2	.84	-4.1	.76

Note. Pt-Meas. Correlation = Part-measure correlation.

As observed in Figure 6, the mean (M) of the person measures (*M* = -.11; *SD* =1.54) was slightly lower than that for the item measures (*M* = .00; *SD* =.43). This indicates that overall the items were somewhat difficult for many of the participants to endorse; thus, many participants were not strongly demotivated in regards to the Experiences of Failure variable.

Item EF8 (*I did not understand grammar even if I studied*; difficulty estimate = -.71) was the easiest item to endorse, while item EF7 *(I could not do as well on tests as my friends*; difficulty estimate = .64) was the most difficult item to endorse. Items EF8, EF15, and EF39, the three easiest to endorse items, all concern being cognitively overwhelmed. Items EF7 and EF13, which were more difficult to

```
----------------------------------------------------------------------------------
Persons more sensitive | More difficult to endorse items
to demotivators        |
     3                T+
                .##    |
                       |
                       |
               .###    |
     2                 +
               ####    |
                      S|
          .########    |
                       |
     1                 +
        .##########    |T
                       |  EF7 I could not do as well on tests as my friends.
          .########    |S
                       |
                  .    |  EF13 I got low scores on tests.
     0 .############   +M EF33 I got lost in how to self-study for English lessons.
                      M|  EF39 I started not to understand the class content.
         .#########    |  EF15 I had difficulty memorizing words/phrases.
                       |S
                  .    |  EF8 I did not understand grammar even if I studied.
       .###########    |T
    -1                 +
       .###########    |
                  .    |
                       |
              .#### S|
                       |
    -2                 +
               .###    |
                       |
                       |
                .##    |
                       |
    -3                 +
                      T|
                .##    |
                       |
                       |
                       |
    -4                 +
                 .#    |
                       |
                       |
                       |
    -5        .####    +
Persons less sensitive | Easier to endorse items
to demotivators        |
----------------------------------------------------------------------------------
```

Note. Each '#' = 12 persons. Each . = 1 person. M = mean; S = 1 *SD* from the mean; T = 2 *SD*s from the mean.

Figure 6. Wright map for *Experiences of Failure.*

endorse, concern students' poor performance on tests. Thus, the participants perceived cognitively demanding tasks as demotivating while they were less demotivated by low test scores.

Class Environment

As shown in Table 22, the rating scale for the items designed to measure *Class Environment* worked well based on Linacre's guidelines with one exception: The step difficulty between category 3 (*Agree*) and category 4 (*Strongly Agree*) was .63, which is considerably less than the recommended 1.4 logits. For this reason categories 3 and 4 were combined. The resulting category functioning for the 3-point rating scale is shown in Table 23.

Table 22. *Category Structure Functioning for Class Environment (4-point Scale)*

Category	Count	(%)	Infit MNSQ	Outfit MNSQ	Structure measure	Category measure
1 Strongly disagree	1624	(26)	.87	0.82	None	(-4.18)
2 Disagree	4069	(64)	.83	.90	-3.07	-.92
3 Agree	523	(8)	1.06	1.01	1.07	1.55
4 Strongly agree	129	(2)	1.42	1.70	1.70	(3.14)

Combining the two categories resulted in threshold values that were well separated (τ_1 = -2.10, τ_2 = 2.10), the categories fit the Rasch model, and the scale advanced monotonically.

The PCA of item residuals analysis indicated that the Rasch model accounted for 40.3% of the variance (eigenvalue = 4.1), and the first residual contrast accounted for 13.5% of the variance (eigenvalue = 1.4). The fact that the

Table 23. *Revised Category Structure Functioning for Class Environment (3-point Scale)*

Category	Count	(%)	Infit MNSQ	Outfit MNSQ	Structure measure	Category measure
1 Strongly disagree	1624	(26)	.87	0.82	None	(-3.19)
2 Disagree	4069	(64)	.83	.90	-2.10	-.23
3 Agree	652	(10)	1.09	1.35	2.10	(2.03)

Rasch model accounted for less than 50% of the variance was likely due to the low degree of person separation (1.12). Because the unexplained variance accounted for by the first residual contrast was less than the 3.0 criterion recommended by Linacre (2006), and equal to the 1.4 criterion for random noise, it is unlikely that a significant second dimension is present in the data.

Table 24 reports the Rasch item fit and calibration statistics. The item calibrations ranged from -.73 to .67. The participants strongly endorsed item CE37 (*English was a compulsory subject*) and weakly endorsed item CE10 (*My friends did not like English*). The point-measure correlations ranged from .67-.75, and the items fit the Rasch model using the infit/outfit mean square criterion of 0.6-1.4.

Table 24. *Rasch Item Fit and Calibration Statistics for Class Environment*

Item	Measure	*SE*	Infit MNSQ	Infit ZSTD	Outfit MNSQ	Outfit ZSTD	Pt-meas. correlation
CE 37	-.73	.06	1.08	1.6	1.20	3.4	.70
CE 23	.43	.07	1.08	1.4	.99	-.2	.72
CE 40	.00	.06	1.05	.9	1.00	.1	.69
CE 10	.67	.07	.97	-.5	1.03	.6	.67
CE 35	-.41	.06	.91	-1.7	.90	-1.9	.75
CE 28	.04	.06	.87	-2.4	.85	-2.6	.73

Note. Pt-Meas. Correlation = Part-measure correlation.

The Rasch item reliability (item separation) estimate was .98 (7.40), and the Rasch person reliability (person separation) estimate was .56 (1.12). Thus, while the item difficulty estimates were well separated in relation to their standard errors, the same was not true for the person ability estimates.

As shown in Figure 7, the mean for the person measures (*M* = -1.62; *SD* = 1.51) was much lower than that for the item measures (*M* = .00; *SD* =.47); thus, many of the participants weakly endorsed the items measuring Class Environment. The Wright map also suggested a floor effect problem with the items; persons with ability estimates below -1.61 were not measured precisely (i.e., the standard error of their person ability estimates rose significantly to between 1.11 and 1.88) because no items were available to measure persons at that level of ability.
Item CE37 (*English was a compulsory subject*; difficulty estimate = -.73) was the easiest item to endorse, while item CE10 (*My friends did not like English*; difficulty estimate = .68) was the most difficult item to endorse. In general, the participants seemed to perceive that the compulsory English nature of English classes as demotivating while they did not view the influence from friends who dislike English as demotivating. The lack of video and audio materials were viewed as being somewhat more demotivating than not using the Internet, possibly because most respondents had no strong expectations of using computers in a high school classroom.

Class Materials

As shown in Table 25, the rating scale for the items measuring Class Materials worked well based on Linacre's guidelines. There was a sufficient

```
-------------------------------------------------------------------------
Persons more sensitive |More difficult to endorse items
to demotivators        |
                    . T|
                       |
     1              .  +T
                    .  |
                    .  |  CE10 My friends did not like English.
                       |S CE23 The Internet was not used.
                    .  |
                  .#   |
     0                 +M CE28 No audio materials              CE40 Many students
                      S|
                .###   |  CE35 Visual materials were not used.
                       |S
                       |  CE37 English was a compulsory subject.
                    .  |
    -1 .############   +T
                       |
                       |
                       |
               .#### M|
                       |
    -2                 +
                       |
                       |
                .###   |
                       |
                       |
    -3                 +
                 .## S|
                       |
                    .  |
                       |
                 .##   |
    -4                 +
                       |
                    .  |
                       |
                      T|
                 .##   |
    -5      .#######   +
Persons less sensitive | Easier to endorse items
       to demotivators |
-------------------------------------------------------------------
```

Note. Each '#' = 29 persons. Each . = 1 person. M = mean; S = 1 *SD* from the mean; T = 2 *SD*s from the mean.

Figure 7. Wright map for *Class Environment.*

number of responses in each category, the step difficulties were more than the recommended 1.4 logits and less than 5.0 logits, the categories advanced monotonically (τ_1 = -2.54, τ_2 = .39, τ_3 = 2.15), and category fit to the Rasch model was acceptable.

Table 25. *Category Structure Functioning for Class Materials*

Category	Count	(%)	Infit MNSQ	Outfit MNSQ	Structure measure	Category measure
1 Strongly disagree	1334	(16)	1.01	1.00	None	(-3.68)
2 Disagree	4113	(48)	.87	.88	-2.54	-1.11
3 Agree	2423	(28)	.93	.96	.39	1.29
4 Strongly agree	683	(8)	1.17	1.27	2.15	(3.36)

The Rasch PCA of item residuals indicated that the Rasch model accounted for 55.1% of the variance (eigenvalue = 8.6), and the first residual contrast accounted for 10.8% of the variance (eigenvalue = 1.7). These results indicated that the items formed a fundamentally unidimensional construct given that the Rasch model accounted for more than 50% of the overall variance, the amount of variance in the first residual contrast was negligible, and the eigenvalue of the first residual contrast was well below the 3.0 criterion and near the 1.4 level of random noise.

Table 26 reports the Rasch item fit and calibration statistics. The item calibrations ranged from -.1.21 to 1.42. The participants strongly endorsed item CM16 (*There was too much vocabulary that I didn't understand*) and weakly endorsed item CM27 (*The topics of the English passages were old*). The point-measure correlations ranged from .54 to.70, and the items displayed good fit to the Rasch model using the infit/outfit mean square criterion of 0.6-1.4. The Rasch item reliability (item separation) estimate was 1.00 (17.30), indicating that the items' difficulty estimates were well separated in relation to their standard errors. The

Rasch person reliability (person separation) estimate was .66 (1.40), which indicated that many of the participants' ability estimates were the same or similar.

Table 26. *Rasch Item Fit and Calibration Statistics for Class Materials*

Item	Measure	*SE*	Infit MNSQ	Infit ZSTD	Outfit MNSQ	Outfit ZSTD	Pt-Meas. Correlation
CM12	.14	.05	1.06	1.5	1.09	2.0	.59
CM1	-.97	.04	.98	-.6	1.03	.9	.64
CM14	.22	.05	1.01	.2	1.03	.7	.62
CM38	-.04	.05	1.00	.1	1.01	.2	.70
CM9	.44	.05	.97	-.8	1.00	.0	.61
CM16	-1.21	.04	.98	-.6	1.00	-.1	.69
CM27	1.42	.05	.96	-1.0	.95	-1.1	.54

Note. Pt-Meas. Correlation = Point-measure correlation.

As shown in Figure 8, the mean of the person measures (*M* = -.47; *SD* =1.28) was lower than that for the item measures (*M* = .00; *SD* =.82); this indicates that the items were difficult to endorse for many of the participants. Item CM16 (*There was too much vocabulary that I didn't understand*; difficulty estimate = -.97) was the easiest item to endorse, while item CM27 (*The topics of the English passages were old*; difficulty estimate = 1.42) was the most difficult item to endorse. The participants perceived that too much unknown vocabulary (item CM16) or difficult to comprehend sentences (item CM1) were demotivating. Both of these items concern linguistic issues. The respondents did not view old topics (item CM27) or the use of many books and supplementary readers (item CM9) as demotivating. As observed in the Experiences of Failure construct, difficulties associated with grammar and vocabulary are often demotivating for students.

```
-----------------------------------------------------------------------------------
Persons more sensitive | More difficult to endorse items
to demotivators        |
     2             .# T+
                       |
                  .#   |T
                       |
                  .#   |  CM27 The topics of the English passages were old.
                       |
     1            .###  +
                      S|S
              .######  |
                     . |  CM9  Many books and supplementary readers were used.
            .########  |
                     . |  CM12 Topics were not interesting.  CM14 Unclear answers
     0    .###########  +M CM38 The English passages in the textbooks were too long.
                       |
        .############  |
                      M|
                       |
          .##########  |S
    -1               .  +  CM1  English sentences were difficult.
            .########  |  CM16 There was too much unknown vocabulary.
                       |
                .####  |
                      S|T
                     . |
    -2              ##  +
                       |
                     . |
                  .##  |
                       |
    -3              ## T+
                       |
                       |
                  .##  |
                       |
    -4                  +
                       |
                       |
                   .#  |
                       |
    -5            .##  +
Persons less sensitive | Easier to endorse items
to demotivators        |
-----------------------------------------------------------------------------------
```

Note. Each '#' = 15 persons. Each . = 1 person. M = mean; S = 1 *SD* from the mean; T = 2 *SD*s from the mean.

Figure 8. Wright map for *Class Materials.*

Loss of Interest

As shown in Table 27, the rating scale for the items measuring Loss of Interest worked well. There was a sufficient number of responses in each category, the step difficulties were more than the recommended 1.4 logits and less than 5.0

logits, the categories advanced monotonically (τ_1 = -3.74, τ_2 = .43, τ_3 = 3.31), and the rating scale categories also showed acceptable fit to the Rasch model.

The PCA of item residuals indicated that the Rasch model accounted for 62.1% of the variance (eigenvalue = 8.2), and the first residual contrast accounted for 12.8% of the variance (eigenvalue = 1.7). These results suggested that the items formed a fundamentally unidimensional construct given that the Rasch model accounted for a large portion of the variance and the eigenvalue of the first residual contrast was only a little above the 1.4 criterion level indicating random noise.

Table 27. *Category Structure Functioning for Loss of Interest*

Category	Count	(%)	Infit MNSQ	Outfit MNSQ	Structure measure	Category measure
1 Strongly disagree	849	(16)	1.06	1.00	None	(-4.8)
2 Disagree	2809	(53)	.92	.93	-3.74	-1.6
3 Agree	1325	(25)	.91	.87	.43	1.8
4 Strongly agree	307	(6)	1.19	1.30	3.31	(4.45)

Table 28 shows the Rasch item fit and calibration statistics. The item calibrations ranged from -.59 to .63. The participants strongly endorsed item LI11 (*I don't have specific goals for studying English*) and weakly endorsed item LI3 (*I lost the purpose of studying English*). The point-measure correlations ranged from .83 to.85, and the items displayed good fit to the Rasch model using the infit/outfit mean square criterion of 0.6-1.4. The Rasch item reliability (item separation) estimate was .98 (6.87), indicating excellent separation among the item difficulty estimates. The Rasch person reliability (person separation) estimate was .77 (1.84), which was slightly below the 2.0 criterion. This value indicates fair separation among the person ability estimates in relation to their standard errors.

Table 28. *Rasch Item Fit and Calibration Statistics for Loss of Interest*

Item	Measure	*SE*	Infit MNSQ	Infit ZSTD	Outfit MNSQ	Outfit ZSTD	Pt-meas. correlation
LI24	-.30	.06	1.15	3.2	1.14	2.9	.83
LI11	-.59	.06	1.06	1.4	1.06	1.3	.84
LI26	-.05	.06	.97	-.8	.95	-1.1	.85
LI2	.31	.06	.92	-1.9	.89	-2.3	.84
LI3	.63	.06	.85	-3.4	.84	-3.4	.84

Note. Pt-Meas. Correlation = Point-measure correlation.

As observed in Figure 9, the mean for the person measures (*M* = -.97; *SD* = 2.21) was considerably lower than that for the item measures (*M* = .00; *SD* =.43), indicating that many of the participants had difficulty strongly endorsing the items that made up this construct. The loss of easily endorsable items meant that participants with lower ability estimates were not measured as precisely as those with higher ability estimates.

Item LI11 (*I don't have specific goals for studying English*; difficulty estimate = -.59) was the easiest item to endorse, while item LI3 (*I lost the purpose of studying English*; difficulty estimate = .63) was the most difficult item to endorse. These two items have almost the same wording but have very different difficulty estimates. One reason could be that item LI11 might be measuring amotivation while item LI3 might be measuring demotivation. Items LI2 and LI3 were more difficult to endorse perhaps because they are more abstract and general than item LI11. Items LI11 and LI24 are plausibly related because students who are unlikely to formulate specific goals in studying English have little interest in English, while items LI2 and LI3 ask about students' lack of general goals for studying English.

```
-------------------------------------------------------------------------------
Persons more sensitive | More difficult to endorse items
to demotivators        |
    4                  +
                    .  |
                       |
                      T|
                    .  |
    3                  +
                       |
                       |
                   .#  |
                       |
    2                  +
                 .###  |
                       |
                       |
                  .## S|
    1               .  +
                       |T
                .####  |  LI3  I lost the purpose of studying English.
                       |S LI2  I lost my goal to be a speaker of English.
                       |
    0           .####  +M LI26 I do not think I will use English in the future.
                       |
                       |S LI24 I lost interest in English.
                    .  |  LI11 I don't have specific goals for studying English.
              .######  |T
   -1                 M+
                       |
                       |
        .############  |
                    .  |
   -2                  +
                       |
                 .###  |
                       |
   -3                  +
                      S|
                 .###  |
                       |
                    .  |
   -4                  +
                 .###  |
                       |
                    .  |
   -5                  +
                  .##  |
                      T|
                       |
   -6      .#########  +
Persons less sensitive | Easier to endorse items
to demotivators        |
-------------------------------------------------------------------------------
```
Note. Each '#' = 21 persons. Each . = 1 person. M = mean; S = 1 *SD* from the mean; T = 2 *SD*s from the mean.

Figure 9. Wright map for *Loss of Interest.*

The intercorrelations among the person measures for the six constructs identified through the Rasch analysis are reported in Table 29. Three pairs of constructs (Teacher Behavior-Characteristics of Classes, Characteristics of Classes-Class Materials, and Experiences of Failure-Class Materials) were strongly correlated ($r > .70$). This can be explained by speculating that the characteristics of classes are strongly defined by teachers, who are often the center of the classroom, and class materials, which constitute the topics and task types the students engage with. Class materials that include difficult vocabulary and grammar are plausibly related to the experiences of failure. While most factors correlated to a similar degree (r = .51-68), Teacher Behavior-Experiences of Failure and Teacher Behavior-Loss of Interest were the least strongly correlated at .38 and .31, respectively. The participants did not see a strong relationship between teachers and the experiences of failure possibly because these items measuring experiences of failure are directed at learner internal factors such as difficulty memorizing words and not understanding the content, not external factors such as teachers' influence.

Table 29. *Correlations Among the Six Demotivation Variables*

	1	2	3	4	5	6
1. Teacher Behavior	---					
2. Characteristics of Classes	.72*	---				
3. Experiences of Failure	.38*	.60*	---			
4. Class Environment	.54*	.68*	.47*	---		
5. Class Materials	.54*	.74*	.73*	.60*	---	
6. Loss of Interest	.31*	.51*	.51*	.54*	.55*	---

Note. Correlations are based of Rasch person ability estimates.
* $p < .01$

CHAPTER 6

RESULTS

In this chapter, the results of the statistical analysis of Demotivation Questionnaire are presented. After the initial data screening using SPSS and AMOS, and a Rasch analysis of the questionnaire data using Winsteps described in the previous chapter, the data were factor analyzed, and the resulting constructs were tested using confirmatory factor analysis.

The statistical results are presented in the order of the following research questions posed in Chapter 2:

1. To what degree are each of the following six factors, Teacher Behavior, Characteristics of Classes, Experiences of Failure, Learning Environment, Class Materials, and Loss of Interest, perceived as demotivating by Japanese high school students?
2. To what degree do these six factors differ for gender, English grades, academic/non-academic schools or English learning motivation in English ability?
3. What are the specific English teacher behaviors that act as learning demotivators for Japanese high school students?

An exploratory factor analysis, and a confirmatory factor analysis are presented to answer the first research question. Multiple group confirmatory factor analyses of the demotivation model are used to answer the second research question. The results of research questions 1 and 2 are used to answer the third research question.

Exploratory Factor Analysis Results

An exploratory factor analysis was conducted prior to testing the hypothesized CFA model. Using SPSS 15.0, 40 items from Demotivation Questionnaire were subjected to a principal axis factor analysis in order to simplify the factor structure. Promax rotation, one type of oblique rotation that maximizes the interpretability of a model whose factors are intercorrelated, was selected based on the intercorrelations shown in Table 32. In order to determine the number of factors to rotate, two criteria were used: the scree plot and the interpretability of the factor solution. The results of the exploratory factor analysis are presented in Table 30.

Although it was hypothesized that six constructs would be identified (Teacher Behavior, Characteristics of Classes, Experiences of Failure, Class Environment, Class Materials, and Loss of Interest) only four factors were identified by the exploratory factor analysis. Several items loaded > .60 on each of the four factors. Items EF7, EF8, EF13, EF15, EF 16, EF33, and EF39, concerning Experiences of Failure, had strong loadings on factor one. Items TB5, TB6, TB17, TB18, and TB34, concerning Teacher Behavior, loaded on factor two. Items CE10, CE23, CE28, CE35, and CE40, concerning the Class Environment, had strong

Table 30. *Results of the Principal Axis Factor Analysis Using Promax Rotation*

Item	Item descriptions	F1	F2	F3	F4	h^2
EF16	There was too much vocabulary that I did not understand in the readings.	**.81**	.03	-.14	-.11	.49
EF15	I had difficulty memorizing words and phrases.	**.80**	-.13	-.01	-.08	.48
EF13	I got low scores on tests (such as mid-term and final examinations).	**.79**	-.17	.06	-.09	.49
EF8	I did not understand grammar even though I studied.	**.75**	-.02	-.19	.05	.47
EF39	I started not to understand the class content.	**.71**	.09	-.09	.08	.56
EF7	I could not do as well on tests as my friends.	**.62**	-.11	.10	-.09	.34
EF33	I got lost in how to self-study for English lessons.	**.60**	-.02	.03	.09	.43
CM38	The English passages in the textbooks were too long.	**.58**	-.02	.11	.07	.47
CM1	English sentences were difficult.	**.49**	.08	-.17	.02	.33
CM25	Most of the lessons were focused on the grammar.	**.48**	.18	.14	-.09	.43
CC29	The amount of information for the tests was too much.	**.48**	.02	.08	.17	.40
CM9	A lot of textbooks and supplementary readers were assigned.	**.40**	.14	.16	-.06	.32
CM14	English questions did not have clear answers.	**.38**	.14	.16	-.02	.32
CC19	Lessons were focused on translation.	**.33**	.07	.22	.10	.37
TB18	The approach the teacher used was not good.	-.05	**.93**	-.14	.00	.70
TB5	Teachers' explanations were not easy to understand.	.03	**.86**	-.22	.02	.58
TB17	Teachers made one-way explanations too often.	.06	**.78**	-.07	-.02	.59
TB6	Teachers' pronunciation of English was poor.	-.01	**.73**	.02	-.07	.47
TB34	I could not get along with the teachers.	-.01	**.68**	.12	.05	.53
CC31	The pace of the lessons was not appropriate.	.04	**.63**	.06	-.03	.46
CC21	The class was monotonous.	-.01	**.56**	.19	-.06	.45
TB30	Teachers shouted or got angry.	-.19	**.46**	.33	.06	.41
CE28	Audio materials (such as CDs and tapes) were not used.	-.08	-.01	**.82**	-.06	.55
CE23	The Internet was not used.	-.12	-.16	**.81**	.04	.48
CM27	The topics of the English passages used in lessons were old.	.04	.02	**.71**	-.11	.53
CE35	Visual materials (such as videos and DVDs) were not used.	-.03	.05	**.69**	.04	.48
CE10	My friends did not like English.	.02	-.05	**.67**	-.07	.42
CE40	The number of students in classes was large.	-.03	-.11	**.65**	.13	.38
TB36	I was expected to use (or speak and write) grammatically correct English.	.05	.11	**.48**	-.01	.46
CC20	Lessons were focused on entrance exams.	.08	.24	**.48**	-.05	.34
CE37	English was a compulsory subject.	.02	-.05	**.38**	.27	.49
CC22	I was forced to memorize the sentences in the textbooks too often.	.15	.19	**.32**	.05	.35
CC32	I seldom had chances to communicate in English.	.11	.18	**.26**	-.01	.22

(*Table 30 continues*)

(*Table 30 continued*)

CC4	The teacher made too many handouts.	.04	.13	**.24**	.18	.23
LI3	I lost the purpose of studying English.	-.13	.00	.01	**.91**	.71
LI 2	I lost my goal to be a speaker of English.	-.08	-.04	.03	**.85**	.66
LI 26	I did not think that I will use English in the future.	.03	.01	-.01	**.81**	.65
LII1	I don't have specific goals for studying English.	.04	-.04	.01	**.79**	.61
LI24	I lost interest in English.	.12	-.02	.01	**.71**	.62
CM12	Topics of the passages were not interesting.	.12	.20	.07	**.26**	.27

Note. Con. = Construct; TB = Teacher Behavior; CC = Characteristics of Classes; CE = Class Environment; CM = Class Materials; LI = Loss of Interest; EF = Experience of Failure.

loadings on factor three. Items LI8, LI13, LI15, LI33, and LI39, concerning Loss of Interest, loaded on factor four. Using the criterion that components with four or more loadings above .60 in absolute value are reliable, regardless of sample size (Stevens, 2002), all four factors were clearly identified. Stevens also suggested using loadings > .40 for interpretation purposes based on the idea that a variable should share at least 15% of its variance with the construct it measures. Using this criterion, each factor received significant loadings from five or more items.

As hypothesized, the four factors were moderately correlated. As shown in Table 31, most pairs of factors correlated similarly (r = .47-59). *Teacher Behavior* and *Class Environment* correlated most strongly at .59, while *Teacher Behavior* and *Loss of Interest* displayed the weakest correlation (r = .31).

Table 31. *Correlations Among the Four Demotivation Factors*

Factor	1	2	3	4
1. Experiences of Difficulty	---			
2. Teacher Behavior	.47*	---		
3. Class Environment	.56*	.59*	---	
4. Loss of Interest	.58*	.31*	.55 *	---

* $p < .01$

Reconceptualization of the Constructs

Table 32 provides a summary of the two factor structures identified by the Rasch PCA of the residuals (six-factor model) and EFA (four-factor model). The same items loaded on Loss of Interest, while the items that loaded on Teacher Behavior, Experiences of Failure, and Class Environment differed slightly. Three items that did not load > .40 on the Rasch PCA of item residuals loaded on Teacher Behavior (item TB6) and Experiences of Difficulty (items CM38 and EF39). The items that measured Characteristics of Classes in the six-factor model did not emerge as an independent factor in the EFA. Also, three items that measured Class Materials (items CM9, CM12, and CM14) in the six-factor model did load on any factor in the EFA. As seen in Table 30, the items designed to measure Characteristics of Classes loaded weakly on Teacher Behavior, Experiences of Difficulty, and Class Environment while items designed to measure Class Materials loaded weakly on Experiences of Difficulty. Item CM27, which was designed to measure Class Materials, loaded on a different factor, Class Environment.

Table 32. *Summary of the Differences Between the Six- and Four-Factor Models*

Model	Name of factors	Items
Six-factor model	1. Teacher Behavior	TB5, TB17, TB18, TB34
	2. Characteristics of Classes	CC19, CC20, CC22, CC25, CC29
	3. Class Environment	CE10, CE23, CE28, CE35, CE40
	4. Class Materials	CM9, CM12, CM14, CM27
	5. Experiences of Failure	EF8, EF13, EF15, EF16
	6. Loss of Interest	LI2, LI3, LI11, LI24, LI26
Four-factor model	1. Teacher Behavior	TB5, TB6, TB17, TB18, TB34
	2. Class Environment	CE10, CE23, CE27, CE28, CE35
	3. Experiences of Difficulty	ED8, ED13, ED15, ED16, ED38, ED39
	4. Loss of Interest	LI2, LI3, LI11, LI24, LI26

Testing the Hypothesized Demotivation Model

Using Confirmatory Factor Analysis

In this section, I first show the results of a confirmatory factor analysis of the six-factor demotivation model. This is the model proposed in Chapter 2 and partly validated by the results of the Rasch analysis described in the previous section. Next, a CFA of a four-factor model based on the EFA results described below is tested. Lastly, a series of multi-group analyses of the four-factor CFA model are run to examine the differences between four contrasting groups (first-and second-year high school students, male/female students, students with high/low motivation, and students attending academic/non-academic schools).

The Six-Factor Demotivation Model

Based on the initial hypotheses and the results of the Rasch analysis, the best indicators of each the original six constructs were selected. Items that loaded > .35 on the Rasch PCA of item residuals were retained in the model. As displayed in Figure 10, six first-order constructs, Teacher Behavior (4 items), Characteristics of Classes (5 items), Experiences of Failure (4 items), Class Environment (5 items), Class Materials (4 items), and Loss of Interest (5 items), were hypothesized to define a second-order factor, Demotivation. The six first-order latent variables were defined by a minimum of four observable variables.

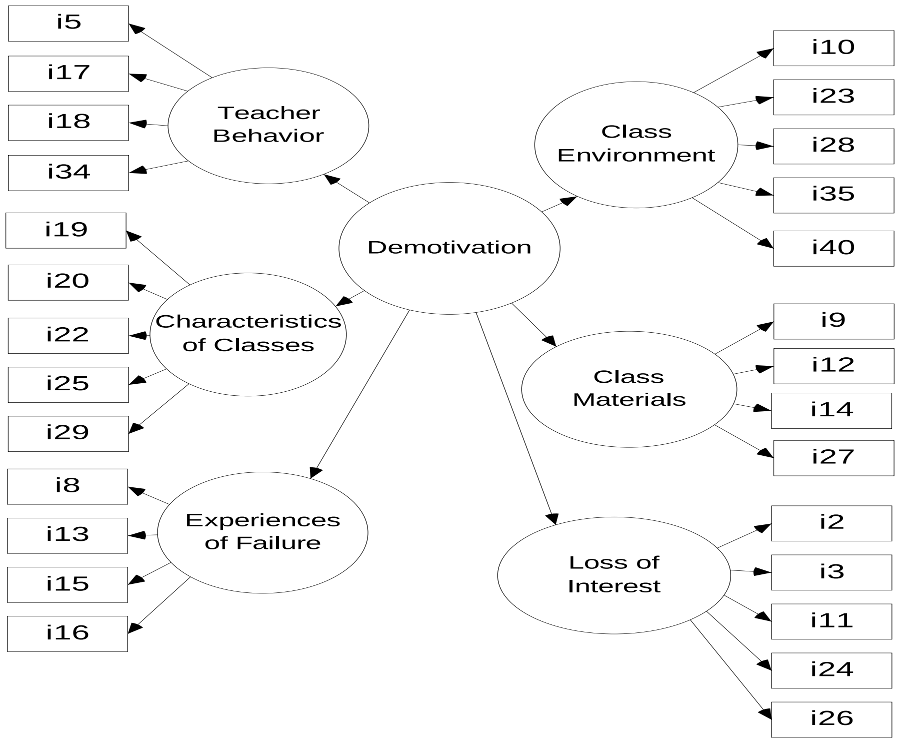


Figure 10. Hypothesized six-factor demotivation model.

Four fit indices were used to judge the model fit: GFI, CFI, SRMR, and RMSEA. According to Schumacker and Lomax (2010, p. 76), good fit is indicated by GFI or CFI values that are at least .90 and preferably above .95, SRMR values less than .05, and RMSEA values below .08 indicate adequate fit while those below .05 indicate good fit. As displayed in Figure 11, this model did not achieve an acceptable level of fit on three of the four fit indices (GFI = .893, CFI = .897, SRMR = .059, RMSEA = .062, 90% CIs [.059, .065]). In addition, the path coefficient between *Demotivation* and *Class Materials* exceeded 1.00. As Toyoda (2007) suggests, this path coefficient between *Demotivation* and *Class Materials* also indicates that the model was not working well. Therefore, this model was rejected and an alternative model was tested.

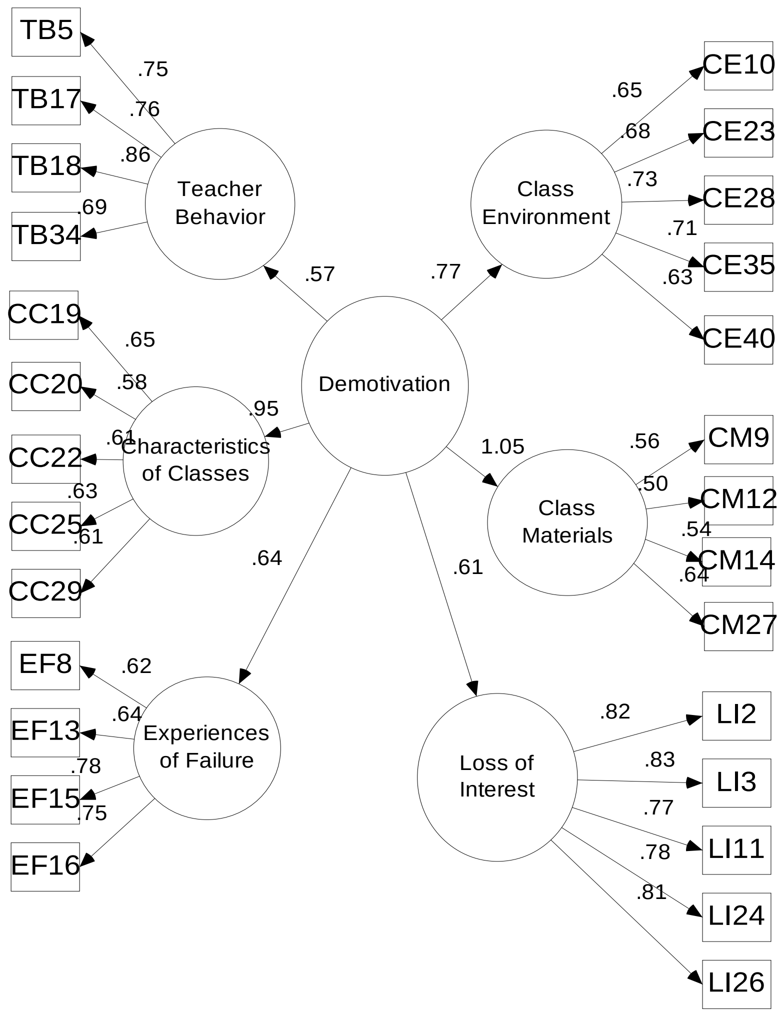


Figure 11. Specification of the hypothesized six-factor demotivation model.

The Four-Factor Demotivation Model

A second model was hypothesized based on the results of the principal axis factor analysis (See Table 30). This four-factor model is revised from the originally hypothesized six-factor model using the 20 items shown in Figure 12. The correlations among the variables are shown in Appendix I. The four constructs, which were slightly revised from the original four constructs (Teacher Behavior, Class Environment, Experiences of Failure, and Loss of Interest), were named Teacher Behavior, Class Environment, Experiences of Difficulty, and Loss of Interest. As shown in Figure 12, these four first-order factors, define a second-order factor, Demotivation. In the following sections, I review the four constructs derived from the exploratory factor analysis, which are used as the latent variables in the following CFA. I also describe the differences between the six- and four-factor models of demotivation.

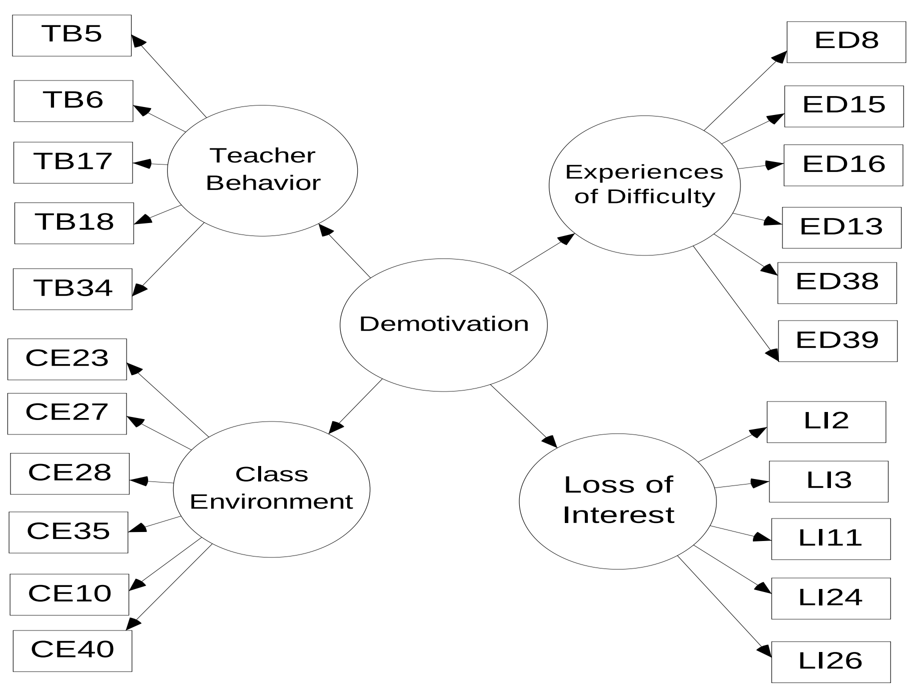


Figure 12. Hypothesized four-factor demotivation model.

Teacher behavior.

The Teacher Behavior latent variable consists of five observed variables: items TB5, TB6, TB17, TB18, and TB34. The reliability of this construct was acceptably high (α = .87). According to the factor analysis results, the participants in this study perceived teachers' poor instructional approach (item TB18), difficult explanations (item TB15), one-way explanations (item TB17), and poor pronunciation (item TB6) as well as the students' inability to get along with teachers (item TB34) as one construct. Among the seven items originally designed to measure this construct, item TB30 (*Teachers shouted or got angry*) and item TB36 (*Teachers expected to use correct grammar*) had loadings on this factor of .46 and .48, respectively. In order to retain only the best indicators of this latent variable, it was decided not to include those two items and to use the five items (items TB5, TB6, TB17, TB18, and TB34) with the strongest loadings.

Class environment.

The Class Environment latent variable consists of six observed variables: items CE10, CE23, CE27, CE28, CE35, and CE40. The reliability of this construct was acceptable (α = .84). According to the results of the exploratory factor analysis, the participants perceived their friends' dislike of English (item CE10), the Internet not being used (item CE23), old topics of the English passages used (item CE27), audio materials not being used (item CE28), visual materials not being used (item CE35), and large numbers of students in the class (item CE40) as one construct.

Five of the six items (items CE10, CE23, CE28, CE35, and CE40) were hypothesized to measure this factor. Item CM27 (*Old topics of the English passages used*), which was originally hypothesized to be part of Class Materials, loaded on this factor at .71 and was thus included as part of the Class Environment factor.

The exploratory factor analysis indicated that the participants perceived that the items measuring Characteristics of Classes, Class Environment, and Class Materials were part of the same construct (See Table 30); this differed from the original hypothesis in which these three constructs were hypothesized to be independent. The items measuring the three constructs were all related to the environment that students face in the classroom. Five items (item CC4, CC20, CC22, CC32, and TB36), which were originally hypothesized to measure different constructs, loaded on this factor. The participants perceived being required to memorize sentences in the textbook, a focus on university entrance examination preparation, and a lack of chances for communication in English as parts of the Class Environment construct.

Experiences of difficulty.

This latent variable consisted of six observed variables: items EF8, EF13, EF15, CM16, EF33, and EF39. The reliability of this construct was acceptable (α

= .85). According to the results of the exploratory factor analysis, the participants perceived not understanding grammar even after studying it (item EF8), low scores on mid-term/final tests (item EF13), difficulty memorizing words and phrases (item EF15), many unknown vocabulary items in a reading text (item CM16), getting lost in self-study in English lessons (item EF33), and an inability to understand the content of the class (item EF39), as part of the same construct. Items EF13, EF15, and CM16 are directly related to linguistic factors (grammar and vocabulary), and items EF8, EF33, and EF39 concern struggles to acquire linguistic knowledge.

Originally, this construct, which was called Experiences of Failure, was made up of items EF8, EF13, EF15, EF33, and EF39. However, as seen in Table 30, items CM1, CM9, CM16, CC25, and CC29, which were originally hypothesized to measure Class Materials and Characteristics of Classes, loaded on this factor; thus, this construct was reconceptualized and renamed Experiences of Difficulty because it was defined by items concerning learners' difficulties with vocabulary, grammar, and the materials that they study.

Loss of interest.

The latent variable Loss of Interest consists of six observed variables: items LI2, LI3, LI11, LI24, and LI26. The reliability of this construct was high (α = .90). The exploratory factor analysis results supported the original hypothesis that losing one's goal to become a speaker of English (item LI2), not understanding the purpose of studying English (item LI3), not having specific goals for studying

English (item LI11), losing interest in English (item LI24), and the students' belief that they will not use English in their future (item LI26) measure the same construct.

Confirmatory Factor Analysis Results

Results for the Four-Factor Demotivation Model

Four first-order latent variables were included in the hypothesized four-factor demotivation model (Teacher Behavior, Class Environment, Experiences of Difficulty, and Loss of Interest). As displayed in Figure 13, this model fit moderately well: GFI = .911; CFI = .920; SRMR = .055; RMSEA = .064, 90% CIs [.061, .068] (χ^2 = 1176.32, 205 *df*, p < .01), but while the RMSEA index met

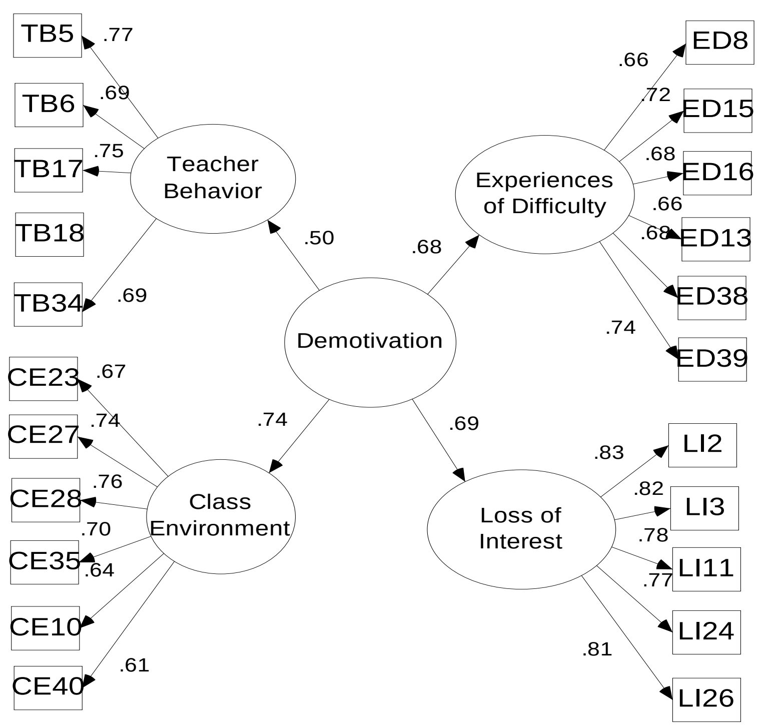


Figure 13. Standardized coefficients for the four-factor demotivation model.

the .08 criterion for acceptable fit, it did not meet the .05 criterion for good fit. Therefore, the model was respecified using covariance between errors among several items as described in the next section.

Respecification of the Four-Factor Demotivation Model

To achieve a better fitting model and to investigate whether some of the apparent error variance was systematic, I examined the modification indexes for evidence of misfit. Four parameters were added to the model by correlating the errors of e4-e5, e7-e8, e13-e14, and e21-e22. These were error terms for items TB5 and TB6, items CE27 and CE28, items ED15 and ED16, and items LI2 and LI3, respectively. The moderate to fairly strong correlations between these error terms (.24, .27, .44, and .41, respectively) indicated that some of the error variance in the model was systematic and interpretable.

This belief is supported by speculation that the participants in this study perceived a relationship between the clarity of teachers' explanations and their English pronunciation ability (e4-e5), the use of old topics in the textbook and a lack of use of audio materials (e7-e8), difficulty memorizing vocabulary and encountering unknown vocabulary/idioms (e13-e14), the perceived need to become able to speak English and the need to learn English (e21-e22) as being related.

The participants might have perceived that the issues raised by these pairs of items asked were similar. The clarity of the teachers' explanations and the teachers' pronunciation (e4-e5) both concern teachers' oral production. The use of old topics and not using audio materials (e7-e8) are related because they both concern pedagogical materials and conservative Japanese secondary school English teachers use old topics and do not teach listening. Difficulty memorizing vocabulary and encountering unknown vocabulary or idioms (e13-e14) are related items that concern problems with unknown lexis. The need to become able to speak English and the need to learn English (e21-e22) are related, as both concern English as a tool for communication.

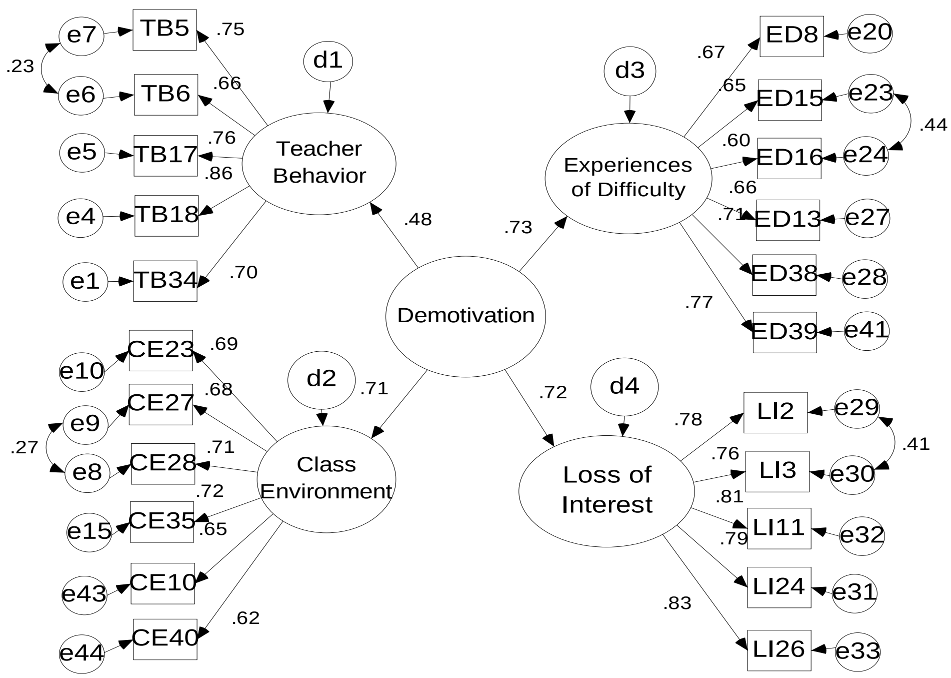


Figure 14. Final version of four-factor demotivation model.

Figure 14 shows the revised four-factor demotivation model (χ^2 = 758.41, 201 *df*, *p* < .01). All the goodness of fit indices were within the acceptable range (GFI = .942; CFI =. 939; SRMR = .055; RMSEA = .049, 90% CIs [.046, .053]). Two-digit numbers appearing on each hypothesized parameter are standardized estimates derived from the participants' responses to the questionnaire items. The standardized estimates, which are analogous to a standardized regression coefficient among the four latent valuables (Teacher Behavior, Class Environment, Experiences of Difficulty, and Loss of Interest) and Demotivation, show that the effect of Teacher Behavior was weaker than that from Class Environment, Experiences of Difficulty, or Loss of Interest.

Multiple Group Analyses

A useful feature of SEM is the possibility of examining a theoretical model with more than one sample simultaneously. In this study, the model was tested with four contrasting groups of participants: first- and second-year high school students, male and female students, students with high and low motivation, and students attending academic and non-academic high schools. The purpose of this analysis was to determine whether the different groups of participants differed on some paths in the demotivation model.

Table 33. *Summary of the Fit Indices of the Eight Groups*

	Male	Female	HS1	HS2	LowM	HighM	Acad	NonA
CMIN	527.21	508.201	494.445	547.161	563.312	440.864	554.672	449.694
GFI	.912	.928	.924	.917	.919	.932	.934	.911
CFI	.944	.952	.950	.942	.937	.960	.954	.945
RMSEA	.057	.049	.052	.055	.055	.047	.049	.054
SRMR	.062	.057	.065	.059	.059	.050	.057	.058

Note. HS1 = First-Year High School Group; HS2 = Second-Year High School Group; Hmot = High Motivation Group; Lmot = Low Motivation Group; Acad = Academic High School Group; NonA = Non-Academic High School Group.

Table 33 presents fit indices for eight models. After confirming that the fit indices were acceptable for all groups, differences in the parameter estimates for the each pair were examined. Table 34 summarizes the difference of path coefficients between each pair of groups. Between first- and second-year high school students, none of the corresponding parameters were significantly different ($p < .05$). Between the male and female students, statistical significance was observed in the path between Class Environment and Demotivation. Between the students with high and low motivation, two corresponding parameters were statistically different ($p < .05$): One was between Class Environment and Demotivation and the other was between Loss of Interest and Demotivation. Between the academic and non-academic high school groups, none of the corresponding parameters were significantly different ($p < .05$). One notable finding was that the high motivation group is more affected by Loss of Interest and Class Environment.

Table 34. *Summary of the Path Differences Among the Eight Groups*

Path	HS1	HS2	Male	Female	Hmot	Lmot	Acad	NonA
Teacher Behavior ←Demotivation	.27	.30	.30	.29	.30	.29	.31	.28
Experience of Difficulties ←Demotivation	.41	.40	.47	.37	.38	.37	.38	.48
Class Environment ←Demotivation	.28	.34	.36*	.28*	.38**	.28**	.31	.31
Loss of Interest ←Demotivation	.45	.45	.44	.46	.44**	.32**	.43	.48

Note. HS1 = First-Year High School group; HS2 = Second-Year High School Group; Hmot = High Motivation group; Lmot = Low Motivation group; Acad = Academic High School group; NonA = Non-Academic High School group.
* $p < .05$, ** $p < .01$

One possible reason for this finding is that amotivated and demotivated students might be conflated. The motivation of amotivated students cannot decrease because they are already without motivation.

Summary

In this chapter, I presented the results of the exploratory factor analysis, and confirmatory factor analysis. Four demotivation factors (Teacher Behavior, Class Environment, Experiences of Difficulty, and Loss of Interest) were extracted with the exploratory factor analysis. In the CFA model (See Figure 14), Teacher Behavior contributed to demotivation weakly compared to Class Environment, Experiences of Difficulty, and Loss of Interest. Multiple group analyses indicated that the high and low motivation groups differed statistically in terms of the degree that Class Environment and Loss of Interest affected demotivation. The male and female groups differed statistically in terms of the degree that Class Environment affected Demotivation. The participants who assessed themselves as having high motivation perceived Class Environment, Experiences of Difficulty, and Loss of Interest as factors with a stronger effect than students with low motivation. On the other hand, the participants who assessed themselves as having low motivation perceived Teacher Behavior to be as demotivating as Class Environment.

CHAPTER 7

DISCUSSION

In this chapter, I summarize and interpret the results for each research question.

Research Question 1: Perceptions of Demotivators

Research question 1 asked to what degree each of the following six factors, Teacher Behaviors, Characteristics of Classes, Learners' Experiences of Failure, Class Environment, Class Materials, and Learners' Interest, were perceived as demotivating by the Japanese high school participants.

Four kinds of analyses were presented in Chapters 4 and 5 in answer to this question. First, the participants who responded to The Sakai-Kikuchi Questionnaire (Open responses) perceived all six categories of demotivators to some degree (See Table 5). Among 549 responses, 20% (110 units) concerned the characteristics of classes, 17% (92 units) concerned teacher behaviors,16% (87 units) were about the experiences of failure, 11% (61 units) were about class materials, 3% (19 units) concerned loss of interest, and 2% (11 units) were about class environment.

Second, a Rasch PCA of item residuals was conducted to assess the dimensionality of the items in Demotivation Questionnaire. Six constructs (Teacher Behaviors, Characteristics of Classes, Learners' Experiences of Failure, Class

Environment, Class Materials, and Learners' Interest) were hypothesized to exist, and all six were identified by the Rasch analysis.

Third, an exploratory factor analysis using principal axis factoring with promax rotation was conducted. Although the original six-factor model was confirmed with the Rasch PCA of item residuals, only four constructs (Teacher Behavior, Class Environment, Experiences of Difficulty and Loss of Interest) were identified with the exploratory factor analysis. The largest amount of variance was explained by Experiences of Difficulty (30.13%), followed by Teacher Behavior (7.84%), Class Environment (5.04%), and Loss of Interest (3.33%).

Fourth, a confirmatory factor analysis using the four constructs identified by the exploratory factor analysis was conducted. In the final version of the second-order model, Teacher Behavior made the smallest contribution to the Demotivation latent variable while the other three latent variables made nearly identical contributions. The standard regression coefficients for each parameter related to Demotivation were Teacher Behavior (.51), Class Environment (.72), Experiences of Difficulty (.74) and Loss of Interest (.71). The squared multiple correlation indicated that 24% of the variance in Demotivation was explained by Teacher Behavior, 51% was explained by Class Environment, 54% was explained by Experiences of Difficulty, and 52% was explained by Lack of Interest.

The principal axis factor analysis and the confirmatory factor analysis confirmed that the participants were able to differentiate teacher behavior and the class environment that teachers create. The indirect influence of teachers, such as not using technology in the classroom, using English passages that were based on old topics, and large class sizes, all of which teachers cannot control easily, were perceived as more demotivating than difficult or one-way explanations by the teacher, the teacher's poor pronunciation, or the instructional approach that teachers use in classroom.

This finding sheds the light on an unexplored area of research on instructional communication in foreign language learning. As reviewed in Chapter 2, researchers in instructional communication (e.g., Christophel & Gorham, 1995; Zhang, 2006) have reported a strong relationship between inappropriate teacher behavior and demotivation. However, the findings of this study indicate that pedagogical materials and the class environment were generally stronger demotivators than teacher behavior, at least as it was measured in this study.

This finding can be explained in two ways. First, it is in agreement with some L2 motivation literature. For instance, Dörnyei and Ushioda (2010) stated that instructional context factors, such as task and materials, evaluation practices, and grouping structures, can strongly affect learner motivation for L2 learning. Although other social and cultural influences, such as teachers, peer group, school, family, and society are potentially powerful contextual factors, as acknowledged by Dörnyei and Ushioda (2010), the findings of this study indicate that pedagogical materials and class environment, contextual factors that students must deal with on a daily basis, can affect learners' demotivation strongly in the foreign language classroom.

This finding can be compared to the studies of demotivation conducted in the field of instructional communication in which researchers such as Christophel and Gorham (1995), Gorham and Christophel (1992), and Gorham & Millette (1997) studied sources of demotivation in a large lecture on communication theory. They found that the most powerful demotivators were teachers' behaviors**.** In contrast to such findings, the Japanese participants in this study are less influenced by the teachers' behavior and explanations and influenced more strongly by the pedagogical materials.

Second, it is possible that the participants in this study did not believe that they had been taught by teachers who displayed inappropriate behavior. For instance, many teachers probably did not shout or get angry; this supposition is supported by the finding that this item was difficult for most of the participants to endorse (see Table 16). Although only a few students reported such behavior in a qualitative study by Kikuchi (2009), it is unlikely that many students have experienced such teacher behaviors.

Research Question 2: Differences Among Groups

Research Question 2 asked whether there are any differences among the demotivating factors for gender, grade in school, students attending academic and non-academic schools, or English learning motivation. Three statistically significant differences were found. The first two concerned the high and low motivation groups, which differed for Class Environment and Loss of Interest.

This finding indicates that the perception of those two demotivators differs considerably between more motivated and less motivated learners in this study. It also lends support to the findings reported by previous researchers, such as Falout and Maruyama (2004) and Sakai and Kikuchi (2009), who reported that less motivated learners are more sensitive to demotivators than more highly motivated learners. It is possible that students who are more motivated are more able to self-regulate their cognitive and emotional states when they encounter demotivators. For instance, learners who have a clear goal or reason to study the foreign language and are therefore motivated, might not perceive potential demotivators as demotivating. Learners who are relatively motivated to learn might be more likely to overlook negative aspects of the learning environment, interpret many environmental conditions positively or at least neutrally, and keep their focus on learning rather than on environmental conditions.

In contrast, in a recent interview study, Kikuchi (2009) observed the opposite tendency with students with low motivation. Learners who did not have clear goals and who were relatively unmotivated to study English noticed many potential demotivators, such as unmotivated classmates, the monotonous nature of the lessons, and their own poor understanding of the lessons. It is plausible that learners who are not intrinsically or extrinsically motivated might perceive many aspects of their learning environment as demotivating, in part because they are not inclined to interpret their environmental conditions positively.

The third significant difference was found for the male and female participants, who differed for Class Environment. The male participants were more sensitive to demotivators concerning the learning environment. As observed by Nyikos (2008, p. 79), due to generally lower motivation, males appear to need explicit, essential information, and concrete, visual examples. A lack of such support can cause male learners to feel demotivated. In a classroom environment in which audio or visual materials are not used and teachers rely merely on their own verbal explanations, male learners might become demotivated by what they perceive as a high degree of abstractness.

This finding also lends support to the existing literature indicating that female and male students differ in the process of second language learning (see, Ellis, 2008, pp. 313-316 for a thorough discussion of this issue) as well as in other academic areas. For instance, in the field of school psychology, Meece, Glienke, and Burg (2006) observed that male students tend to be positively motivated in mathematics, science, and sports, while female students show more positive motivation toward language arts and reading. In addition, they also noted that these gender differences in motivation are evident early in school, and increase for reading and language arts over the course of schooling. Such findings indicate that gender differences in motivation are a potentially widespread phenomenon. Male-female differences are relatively unexplored areas in the area of foreign language learning demotivation studies; thus, the findings of this study shed light on the difference between the genders in foreign language classrooms in Japan.

Research Question 3: English Teacher Behaviors

Research question 3 asked about the English teacher behaviors that act as learning demotivators for Japanese high school students. This research question was answered using descriptive statistics, Rasch analysis, exploratory factor analysis, and confirmatory factor analysis. First, the descriptive statistics (See Table 10) showed that the means of three items: CM16 (*Too much vocabulary that I did not understand*), EF8 (*I did not understand grammar even if I studied*), and CM1 (*English sentences were difficult*), and EF15 (I *had difficulty in memorizing word phrases*) were 2.73, 2.67, and 2.63 respectively, on the 4-point Likert scale. As 2.5 is in the middle of *Disagree* and *Agree* on the 4-point scale (1 = *Strongly disagree*, 2 = *Disagree*, 3 = *Agree*, and 4 = *Strongly agree*), this provides a weak indication that the participants generally agreed with the three statements. In addition, the Rasch difficulty estimates for these items were between -1.08 and -1.30 logits (see Table 11). Given that 1.00 is the item mean in Rasch modeling, these negative difficulty estimates indicate that the respondents found these three items easy to endorse compared to the other items on this scale (see Figures 6 and 8 for a visual display of the relationship between the person ability estimates and item difficulty estimates for these two items).

Note that these items are not from the Teacher Behavior construct. They are from Class Materials and Experiences of Failure, which are indirectly related to teachers. These items, which concern the difficulty and the amount of vocabulary and grammar presented by teachers, appear to measure something like cognitive complexity and/or cognitive overload. Arguably, while Japanese secondary school teachers need to focus on relatively low frequency lexis and advanced grammatical structures if they are to prepare their students to comprehend the reading passages on the university entrance examinations, it is also important that they avoid presenting students with a curriculum that is focused too heavily on memorization and grammatical accuracy. They should instead strive to create a good balance among the different aspects of foreign language learning. For instance, Nation (2007) discusses the importance of balancing what he calls the four strands: learning through meaning-focused input, learning through meaning-focused output, learning through deliberate attention to language items/features, and developing fluent use of known language items/features. Although requiring students to study difficult vocabulary or grammatical structures is a part of the four strands, teachers also need to provide other kinds of activities where students can process meaning-focused input, express meanings that are important to them using meaning-focused output, and have opportunities to develop greater fluency with structures they have already partially acquired. Even though it is difficult to implement such activities due to various factors like pressures to prepare students for university entrance examinations, or from superiors and colleagues at school (Wistner, Sakai, & Kikuchi , 2007), it is important to try to have the well-balanced instruction in order to maintain students' motivation.

This finding highlights the importance of teachers carefully implementing difficult classroom tasks, an issue that previous researchers have commented on.

Researchers working in Japan, such as Kikuchi (2009), Kikuchi and Sakai (2009), and Sakai and Kikuchi (2009), have argued that providing students with tasks at an appropriate level of difficulty is important for preventing demotivation. In Japanese high schools, for instance, asking students to memorize large numbers of difficult lexical items is a common approach used by teachers to prepare students for university entrance examinations (Kikuchi, 2006, Kikuchi & Browne, 2009). However, there are limits to the extent to which teachers can assign such tasks, given that students will perceive such tasks as boring and/or impossible to do successfully at some point. In addition, teachers cannot ignore the fact that asking students to read passages with complex grammar and large number of unknown lexical items can be demotivating for many students (Kikuchi, 2009; Kikuchi & Sakai, 2009; Sakai & Kikuchi, 2009), as it can give students a sense of hopelessness as they face what they perceive to be an overwhelming cognitive task.

How can high school teachers deal with this issue? Arguably, it is important that they should mix more difficult activities and easier activities, and the continuous implementation of difficult readings, which appears to occur frequently in Japanese secondary school English classrooms, should be avoided. Reviewing a wide range of L2 literature in the reading comprehension, Grabe (2009) suggests that the ideal reading curriculum should include the practice of comprehension skills that combine awareness of grammar, main-idea identification, and comprehension strategies. He also suggests that lessons should be structured around pre-reading, during-reading, and post-reading activities with variations in the level and complexity of the texts and associated tasks. This variety of reading activities that are pitched at different levels of text difficulty and that are focused on teaching comprehension strategies, might be one way to avoid giving students the feeling that they cannot succeed in the class.

The results of the exploratory and confirmatory factor analysis showed that students consider teachers' poor instructional approach, difficult or one-way explanations, and poor pronunciation as sources of demotivation. This finding corroborates the findings of previous researchers (Falout & Maruyama, 2005; Kikuchi, 2009; Kikuchi & Sakai, 2009; Sakai & Kikuchi, 2009) investigating demotivation in Japan, and suggests that some classroom teachers should reexamine their teaching approach. When teachers explain difficult concepts to students, they need to carefully consider how to make them comprehensible. Some teachers also probably need to reexamine the clarity of their English pronunciation, and presumably other aspects of their English competence. As H. D. Brown (2001) suggests, good English language teachers should have good competence in speaking, writing, listening, and reading English. Displaying adequate English competence is likely a "face validity" issue for teachers, as students who perceive their teacher as being relatively unskilled at using the foreign language, might conclude that they cannot learn from such a teacher and might not respect the teacher's position as an authority on the subject.

As argued by Kikuchi and Browne (2009), in-service training of Japanese high school teachers should be conducted frequently so that they have opportunities to reexamine their teaching approach and develop greater fluency in using English in the four skills. Most high school teachers do what they do because they see it as their job to get students into good universities (i.e., pass difficult entrance examinations); thus, they ask students to memorize a great deal of vocabulary and complex grammar. Teachers might have pressure to teach in a traditional way from various sources such as school administrators, other teachers, students, parents, and the need to protect the school's reputation (Wistner, Sakai, & Kikuchi, 2007). Most Japanese secondary school teachers do not know any other way to teach because grammar-translation is how they were taught and how they were trained to teach. As Kikuchi (2006) argued, tremendous changes in English education can only occur when the entrance examination system changes.

Not only should teachers consciously avoid engaging in behaviors that might lead to student demotivation, but they should also work to increase students' engagement and motivation and maintain them. Irie (2005) showed how one good teacher positively maintained students' motivation over three years of study.

There is ample literature informing teachers about motivating strategies (e.g., Cheng & Dörnyei, 2007; Guilloteaux & Dörnyei, 2008; see the list of motivating strategies in Dörnyei, 2001, pp. 116-140). A few examples of motivating strategies related to this study are presented below. Teachers should keep these motivational strategies in mind while being conscious of the points discussed in this section.

1. Regularly use small-group tasks where students can work together.

2. Vary the learning tasks and other aspects of teaching as much as possible.

3. Focus on the motivational flow and not just the information flow in the class.

4. Encourage learners to select specific, short-term goals.

5. Design tests focused on what learners can rather than cannot do; include improvement options.

CHAPTER 8

FOLLOW-UP STUDY

Purposes of the Study

In this chapter, I present the results of the follow-up study conducted after the main study. The purpose of this study was to examine the relationship between self-perceived motivation, and the teachers' perception of the learners' level of motivation and the four demotivation factors identified in this study. Three hypotheses were investigated:

1. The combination of the four demotivators, the students' self-rating of their motivational level in high school, and their current motivational level predicts the teachers' rating of the students' motivation.
2. The combination of the four demotivators predicts the students' self-rating of their motivational level in high school.
3. The combination of the four demotivators predicts the students' self-rating of their current motivational level.

Methods

Participants

The participants in the follow up study were 133 Japanese college students (83 first-year students, 33 second-year students, 13 third-year students, and 4 fourth-year students) attending a private university in eastern Japan. Of the 133 students, 38 were 18 years old, 53 were 19 years old, 28 were 20 years old, 9 were 21 years old, and 5 were 22 years old. There were 60 male and 74 female participants. The students' majors varied form humanities to science. Most of them were taking one mandatory English class mainly focusing on reading comprehension with Japanese professors twice a week.

Instruments

Demotivation Questionnaire for college students (see Appendix G) asked the university students to reflect on their perception of demotivators in high school. Based on Demotivation Questionnaire, one section was added so that the participants could provide a self-assessment of their current level of motivation for studying English as well as their perceived level of motivation for studying English in high school. The following four items were used: *I am confident of my performance on English tests*, *I am good at studying English*, *I have a good aptitude for English studying*, and *I study English eagerly in my English courses*. The participants rated their degree of agreement to these statements using a 4-point Likert scale (1 = *Strongly disagree*; 4 = *Strongly agree*).

An exploratory factor analysis was conducted for 8 items including these newly added items as well as self-perceived level of motivation for studying English in high school. Using SPSS 15.0, 8 items from Demotivation Questionnaire for college students were subjected to a principal components analysis in order to examine the factor structure. The results of the exploratory factor analysis are presented in Table 35. All eight items loaded strongly (> .60) on one factor. Therefore, it was concluded that these items form a fundamentally unidimensional construct.

Table 35. *Principal Component Analysis Results for Self-Perceived Level of Motivation*

Item	Item description	F1	F2
CM 1	I am confident of my performance on English tests.	.82	.38
CM 2	I am good at studying English.	.88	.35
CM 3	I have a good aptitude for English studying.	.85	.37
CM 4	I study English eagerly in my English courses.	.63	.43
HM 1	I was confident of my performance on English tests.	.78	-.50
HM 2	I was good at studying English.	.87	-.35
HM 3	I had a good aptitude for English studying.	.88	-.30
HM 4	I studied English eagerly in my English courses.	.67	-.37

Note. CM = Current motivation; HM = Motivation in high school.

Procedures

In the middle of spring semester 2009, three Japanese professors teaching English language classes in the university were contacted. A note was given to them explaining the procedure (See Appendix I). They agreed to administer the questionnaire at the end of the semester and return the questionnaire with their perceptions of their current students' degree of motivation for studying English. They estimated the level of each student's motivation using a 6-point Likert scale (1 = *Very weak*; 6 = *Very strong*). Students in five classes that met twice a week completed the questionnaire. The questionnaire was completed at the end of spring semester in the middle of July, 2009. The cooperating teachers reported that the administration of the questionnaire took 15-20 minutes of class time (See Appendix J for a sample report).

Results

Hypothesis 1 stated that the combination of four demotivators, the students' self-rating of motivational level in high school, and current motivational level predicts the teachers' rating of the students' motivation. This hypothesis was tested using standard multiple linear regression analysis.

A standard multiple linear regression analysis was conducted to evaluate the degree to which the students' perception of four demotivators (Teacher Behavior, Experiences of Difficulty, Class Environment, and Loss of Interest), the self-perceived motivation for studying English in high school and their current self-perceived level of motivation predicted the teacher ratings of the students' motivation.

The assumptions of the regression were checked and met. No participants had a z-score > 3.29, the criterion for identifying univariate outliers. The variance inflation factor (VIF) and tolerance statistics were also checked to assess the assumption that no multicolinearity was present. The statistics were within the acceptable ranges.

The Rasch item and person reliability and separation statistics for the measured variables in the follow-up study are shown in Table 36. The Rasch item reliability (item separation) estimate ranged from .83-.97 (2.22-6.04). Especially, there was excellent Rasch item separation for Motivation in High School and Current Motivation. The Rasch person reliability (person separation) estimate was .59-.83 (1.20-2.25). Person separation among four of six variables were around the 2.0 criterion. This value indicates fair separation among the person ability estimates in relation to their standard errors.

Table 36. *Rasch Item and Person Reliability and Separation Statistics for the Measured Variables*

Variable	Item reliability	Item separation	Person reliability	Person separation
Teacher Behavior	.83	2.22	.81	2.04
Experiences of Difficulty	.88	2.75	.72	1.62
Class Environment	.86	2.45	.61	1.25
Loss of Interest	.86	2.51	.59	1.20
Motivation in High School	.96	5.22	.83	2.25
Current Motivation	.97	6.04	.79	1.96

Descriptive statistics for the independent and dependent variables are shown in Table 37. There is more variance in the responses to Loss of Interest, Motivation in HS and Current Motivation. Note that the raw score, not a Rasch logit, is shown for the teacher rating. The mean (*SD*) of the teacher rating was 4.35 (1.38). The small *SD* indicated that there was a lack of variance in the teachers' rating, perhaps because the teachers were unable to distinguish many of the students' motivational levels.

As seen in Table 38, the teacher ratings of the students' motivation was not correlated with any of the demotivation variables. All the demotivation variables were significantly correlated with one another at $p < .01$, except for Teacher Behavior and Class Environment, and Teacher Behavior and Motivation in High School.

Table 37. *Descriptive Statistics for the Variables in the Regression Model*

Variable	Min.	Max.	*M*	*SD*	Skew.	*SES*	Kur.	*SEK*
Teacher Behavior	-5.41	3.80	-0.77	2.21	-0.73	0.21	-0.08	0.42
Experiences of Difficulty	-5.17	5.02	-0.22	1.98	-0.76	0.21	0.96	0.42
Class Environment	-5.76	3.55	-2.25	2.07	-0.39	0.21	-0.54	0.42
Loss of Interest	-6.85	7.02	-2.53	3.22	0.30	0.21	-0.33	0.42
Motivation in HS	-8.33	8.23	-1.46	4.41	0.41	0.21	-0.37	0.42
Current Motivation	-8.31	7.87	-1.77	3.62	0.42	0.21	0.28	0.42
Teacher Rating	1	6	4.35	1.38	-0.35	0.21	-0.90	0.42

Note. Skew = Skewness; Kur = Kurtosis. Except for the teacher rating, the statistics are based on Rasch person ability estimates (logits).

Table 38. *Means, Standard Deviations, and Intercorrelations for Teacher Ratings of Students' Motivation, Four Demotivators, and Student' Self-Assessed Motivation*

Variable	*M*	*SD*	1	2	3	4	5	6	7
1. Teacher Behavior	-0.77	2.21	---	.56**	.62**	.07	-.29**	-.25**	-.09
2. Experiences of Difficulty	-0.22	1.98	.56**	---	.54**	.37**	-.60**	-.45**	-.18*
3. Class Environment	-2.25	2.07	.62**	.54**	---	.31**	-.32**	-.35**	-.02
4. Loss of Interest	-2.53	3.22	.07	.37**	.31**	---	-.50**	-.43**	-.10
5. Motivation in High School	-1.46	4.41	-.29**	-.60**	-.32**	-.50**	---	.65**	.19*
6. Current Motivation	-1.77	3.62	-.25**	-.45**	-.35**	-.43**	.65**	---	.13
7. Teacher rating of students' motivation	4.35	1.38	-.09	-.18*	-.02	-.10	.19*	.13	---

Note. Correlations are based on Rasch person ability estimates (logits) except for the teacher rating, which is a raw score.
** $p < .01$, * $p < .05$

A standard multiple linear regression analysis was conducted using Teacher Rating of the Students' Motivation as the dependent variables and the other five variables as independent variables.

As seen in Table 39, none of the predictors were significantly related to the teacher rating of the students' self-perceived level of motivation, $F(4, 126) = 1.39$, $p = .24$. The sample multiple correlation coefficient was .04 indicating that approximately 4% of the variance of the criterion variable in the sample was accounted for by the linear combination of the predictors.

Table 39. *Regression Analysis Summary for Four Demotivators and Students' Perception of Motivation Predicting Teacher Rating of the Students' Motivation*

Variable	*B*	*SE B*	Β	*T*	*p*
Teachers Behavior	-.03	0.08	-0.05	-0.44	.66
Experiences of Difficulties	-.09	0.09	-0.13	-0.95	.34
Class Environment	.09	0.08	0.13	1.05	.30
Loss of Interest	-.01	0.05	-0.03	-0.23	.82
Motivation in High School	.04	0.04	0.12	0.88	.38
Current Motivation	.01	0.05	0.02	0.15	.88

Note. R^2 =.05 (N = 132, p < .001)

Therefore, the hypothesis that the combination of the four demotivators, self-perceived motivational level in high school, and current self-perceived level of motivation are predictors of the teachers' perceptions of the students' current level of motivation was rejected. However, two additional analyses were done in the interest of exploring the relationship between the four demotivators and the self-perceived motivational level in high school and current self-perceived level of motivation.

Hypothesis 2 stated that the combination of four demotivators predicts the students' self-perceived motivational level in high school. This hypothesis was tested by conducting a standard multiple linear regression analysis.

The linear combination of these measures was significantly related to the criterion variable, $F(4, 126) = 26.06$, $p < .01$. As shown in Table 40, two predictors (Experiences of Difficulty and Loss of Interest) were significantly and negatively related to students' self-perceived motivational level in high school. The sample multiple correlation coefficient of .67 indicated that approximately 45% of the variance of high school motivation in the sample was accounted for by the linear combination of the four demotivators.

Table 40. *Regression Analysis Summary for Four Demotivators Predicting Self-Perceived Motivation in High School*

Variable	*B*	*SE B*	Β	*T*	*p*
Teacher Behavior	-0.08	0.18	-0.04	-0.43	.67
Experiences of Difficulty	-1.11	0.20	-0.50	-5.65	.00
Class Environment	0.17	0.19	0.08	0.87	.39
Loss of Interest	-0.46	0.10	-0.33	-4.48	.00

Note. R^2 =.45 (N = 132, p < .001)

The third hypothesis stated that the combination of four demotivators predicts the students' self-rating of their current motivational level. This hypothesis was tested with a standard multiple linear regression analysis. As seen in Table 41, two predictors (Experiences of Difficulty and Loss of Interest) were significantly related to students' current motivation. The linear combination of these measures was significantly related to the criterion variable, $F(4, 126) = 12.83$, $p < .01$. The sample multiple correlation coefficient was .29, indicating that approximately 80% of the variance of current motivation in the sample can be accounted for by the linear combination of the four demotivators.

Table 41. *Regression Analysis Summary for Four Demotivators Predicting the Current Self-Perceived Level of Motivation*

Variable	*B*	*SE B*	Β	*T*	*p*
Teacher Behavior	-.03	0.17	-0.02	-0.20	.842
Experiences of Difficulty	-.49	0.18	-0.27	-2.65	.009
Class Environment	-.18	0.18	-0.10	-1.00	.319
Loss of Interest	-.34	0.10	-0.30	-3.54	.001

Note. R^2 = .29 (N = 132, p < .001)

Discussion and Conclusion

The series of regression analyses indicates that the teacher rating of students' motivation is not significantly related to the students' perception of their motivational at university and their motivation during high school. While students might appear to be motivated in the classroom from the teachers' point of view, the students' perception of their current motivational level and their motivation in high school can be greatly different. This gulf between the teachers' and students' perceptions might have occurred for at least four reasons.

First, teachers' understanding of students' motivation judged from their class performance and attendance might not be a reliable indicator of students' motivation. Students might come to classes regularly and appear to be participating, but they may do so in order to pass the course. English classes are mandatory for them, and they probably come to classes and participate well so that they may get necessary credits.

Second, it is possible that teachers cannot provide accurate estimates of students' motivation because of the number of students in the class (typically more than 30 students per class in this institution) and because the teachers might have few opportunities to interact personally with individual students. The teachers who participated in this follow-up study usually teach four courses per semester, so they are interacting with over 100 students in most semesters. Although they might be able to accurately identify students with unusually high or low motivation, they might be less accurate where the majority of students are concerned.

Third, the lack of a relationship between the student and teacher perceptions might have arisen from the fact that the questionnaire is primarily measuring perceptions of past situations, while the teachers' ratings were for the present semester.

Fourth, it is possible that either the teachers cannot accurately perceive which students are and are not motivated, the student's self-ratings are not valid, or both are true to some degree.

It is also noteworthy that Experiences of Difficulty and Loss of Interest generally have a higher beta-weight than the other variables; this suggests that the more motivated students are, the less vulnerable they are to demotivators. As discussed in the previous chapter, motivated learners probably do not perceive many potential demotivators as a significant source of demotivation; instead, they might ignore potential demotivators or notice them but not be affected.

To sum up, it was shown that teacher ratings of students' motivation were not accurate estimates of students' self-reported motivational state in this study. Although it was anticipated that students' self-reported motivational states and teacher ratings of students' motivation would have a reasonably strong relationship, this hypothesis was not supported.

This discrepant perception of students' motivation of themselves and by teachers can be explained by social-cognitive theory (Bandura, 2001). Although students and their teachers might share a common perception, social-cognitive theory suggests that their differing roles within the school will likely lead to different perceptions. For instance, teachers might feel more positively about the students' motivation because they might have greater control over the environment while students might hold less favorable views of the school climate as they have less power. Even though students were doing what they were told to do and they appeared motivated from the teachers' point of view, it is possible that they might have been primarily motivated to engage in classroom tasks in order to pass the course and get the credits they need for graduation.

In a study of middle school students towards the perception of their science classes in a school in Australia, Fisher and Fraser (1983) reported that teachers rated their classrooms as more orderly and organized than students. The teachers reported greater student involvement and greater teacher support than did their students. The gap between students' and teachers' perceptions of overall school climate was also observed by Mitchell, Bradshaw, and Leaf (2009) in their study of school climate of 1,881 fifth-grade students and their 90 homeroom teachers in an elementary school un the United States. In a study of needs assessment conducted in a Japanese college, Kikuchi (2005) also observed that there is a gap of the perception of students' needs in English classes between students (n = 434) and teachers (n = 53). In sum, these studies support Bandura's (2001) proposal that teachers' and students' differing roles within the school can lead to different perceptions of the same situation.

As suggested by Dörnyei and Ushioda (2010, p. 159), more research on the interplay of demotivators with other factors, such as more general motivational dispositions or other personality characteristics, is needed. This is one of the many unexplored areas in demotivation studies. This follow-up study suggests that the interplay of demotivators with teachers' perceptions of students' motivation should be studied carefully. It was hypothesized that teachers' ratings of the participants' motivation would correlate significantly with the students' self-perceived levels of motivation, but the hypothesis was not supported.

CHAPTER 9

CONCLUSION

In this chapter, I provide a summary of the findings, discuss the limitations of the study, make suggestions for future research, and list some of the theoretical and pedagogical implications of the study. I end the chapter with final conclusions.

Summary of the Findings

To the best of my knowledge, this is the first published study in which the factor structure of demotivators in language learning has been examined. Using responses from more than 1,000 Japanese high school students, questionnaire data were obtained concerning learners' perspectives on what demotivated them in their English language classrooms. There were three main findings in this study.

The first important finding concerned the two hypothesized demotivation models that were tested using confirmatory factor analysis. In the final four-factor model, the first-order latent variable that best explained Demotivation was Experiences of Difficulty followed by Loss of Interest, and Class Environment. In contrast to the findings of previous studies, teachers' direct behaviors were the least influential of all the demotivators studied. The results revealed that Japanese high school English learners can become demotivated due to difficult experiences they encounter or loss of interest in studying in the classroom. While influences from teacher behaviors can also cause demotivation, it appears that the approach or materials that focus on difficult reading passages and/or vocabulary cause the strongest sense of demotivation.

The second important findings concerned group differences. The high and low motivation groups and the male and female groups differed in their perceptions of Class Environment. However, no statistically significant differences were found among the first- and second-year groups, and the students attending academic and non-academic schools. This finding suggested that teachers must try to create an appropriately motivating classroom environment especially for male students and students with low motivation.

The third finding was from the follow up study. It was found that the teacher rating of students' motivation is not related to the students' perception of their current motivational level and their motivation in high school time. While students might appear to be motivated in the classroom from the teachers' point of view, the students' perception of their current motivational level and their motivation in high school can differ greatly.

Limitations

This study is subject to three main limitations. First, the study is primarily quantitative and is based on student self-reports gathered with a questionnaire at one point in time. The results obtained from such a single method suffers from mono-method bias. Using only one method entails that danger that I measured not only the trait I set out to measure, but also additional non-random variance such as self-flattery or social desirability. A multi-trait, multi-method approach should be used to avoid mono-method bias (Trochim & Donnelly, 2006). For instance, test scores or motivation questionnaire scores should been included to deal with this problem. Qualitative data gathered through interviews and class observations would allow for a more detailed investigation of the causes of demotivation in foreign language learners and could both confirm and supplement the quantitative results.

A second limitation of this study is that it is cross-sectional. Cross-sectional studies only provide a snapshot of the process of demotivation in foreign language learning. This is an important limitation given that demotivation is a process that occurs over time and the definition of demotivation includes the idea that a previously motivated student loses motivation—a phenomenon that can only be detected by taking multiple measurements over time.

The third limitation concerns the way in which the level of current motivation was measured. Because the participants' level of motivation in this study was measured with only four items, measurement precision was not high. In addition, the teacher measure of student motivation was based on a single item. The measurement of this variable can also be improved by having the teachers provide ratings of various aspects of student motivation (e.g., homework completion rate, attendance, in-class attitude, and engagement in pair and group work).

The fourth limitation is related to the third one. Amotivated learners and demotivated learners were not distinguished in this study. If learners who had completely lost their motivation to study had been identified, the results might have been more informative. The demotivators identified by such learners could be profitably compared with those identified by other kinds of learners.

The fifth limitation concerns the Japanese translation of the term, "demotivators." In an interview study, Kikuchi (2009) found that learners might find the phrase *Yaruki wo nakusaseru mono* difficult to understand. Perhaps this idea needed to be explained to some of the participants. These limitations should be considered when interpreting the results of the study.

Suggestions for Future Research

The findings in this study must be regarded as preliminary. Much work remains to be done in this area, as few researchers have investigated demotivation to date. I would like to propose four ideas for further studies.

First, the demotivation model presented in this study should be tested in different contexts in order to determine whether the factors identified in this study are identifiable in different contexts. Both the six- and four-factor models had similar fit indices. Even though the four-factor model was selected as the best fitting model in this study, it is possible that other models (e.g., a six- or five-factor model) might be optimal in other educational contexts.

Second, researchers need to conduct longitudinal investigations of demotivation. As several researchers (e.g., Dörnyei, 2001; Shoaib & Dörnyei, 2005; Ushioda, 2001) have pointed out, motivation, and presumably demotivation, should be seen as a dynamic process that changes over time. Longitudinal studies conducted over two years or more need to be conducted in order to arrive at a reasonably complete understanding of the dynamic character of demotivation. Such longitudinal designs would permit researchers to better detect the ebb and flow of both motivation and demotivation.

Third, future researchers must conduct mixed-method or qualitative studies in order to more fully understand the nature of demotivation. Speaking directly with students and hearing their stories can provide a more situated look at the reasons for demotivation and how different demotivators operate with different individuals and in different educational contexts. If such stories are supplemented with quantitative data, a more complete picture of demotivation can be obtained.

Fourth, amotivated learners and demotivated learners should be distinguished because amotivated learners cannot experience demotivation. Given that demotivation means that students were once motivated and then something happened to make their motivation decrease, studies of demotivation must be focused on learners who were once motivated.

Fifth, once demotivated learners are identified, it is possible for researchers to investigate the reasons for both their demotivation and possibly, their remotivation. This issue is extremely important, given the widespread finding that some form of (re)motivation underlies most learning. Gaining a better understanding of how learners become remotivated can potentially shed important light on the construct of motivation and provide usable implications for classroom teachers.

Final Conclusions

The four demotivators identified in this study lend support in understanding the current motivation literature. For instance, Dörnyei (2005) states that current motivation concepts can be synthesized into three dimensions, Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. Lack of Goals/Interests identified in this study is related to Ideal L2 Self while all other factors, teacher behavior, environment, and experience of difficulties being related to L2 Learning Experience (i.e., situation-specific motives being related to the immediate learning environment and experience). Interestingly, factors related to Ought-to L2 self (i.e., the attributes that learners believe they ought to possess in order to avoid possible negative outcomes) were not detected as demotivator. Clearly, this study shows that lack of ideal L2 Self and inappropriate L2 learning experience can be perceived as demotivators by the EFL learners surveyed. This indicates that studying demotivators in language learning helps in understanding existing motivation literature.

Reflecting on the literature on demotivation, this study showed that demotivators should be conceptualized as both external and internal forces. Based on the result of this study, I cannot completely agree that “motivation is perceived by students as a student-owned state, while lack of motivation is perceived as a teacher-owned problem" (Gorham & Christophel, 1992, p. 250). There are obviously learners' internal factors functioning as demotivators and teachers cannot be completely blamed for the existence of such factors.

It is hoped that this study serves as a partial foundation for better understanding the causes of demotivation for one group of foreign language learners. Although more research is needed to expand and deepen our knowledge about foreign language learners' demotivation and obtain practical implications for addressing this problem, this study provides some understanding of the reason why some Japanese students become demotivated in their high school English classrooms.

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APPENDICES

APPENDIX A
THE SAKAI-KIKUCHI QUESTIONNAIRE (JAPANESE VERSION)

<u>高校での英語学習に関するアンケート</u>

高校における英語学習に関する調査です。回答は匿名で扱われます。個人が特定されることは決してありませんので、正直に答えてください。

1	年齢　1．15 歳　　2．16 歳　　3．17 歳　　4．18 歳　　5．19 歳
2	性別　1．男性　　2．女性
3	高校の種類　1．全日制普通課　　2．その他 （　　　　　　　　　　　　　　）
4	海外に 1 年以上滞在したことはありますか　　1．なし　　2．あり
5	4 で「あり」と答えた方は、滞在した国・地域を書いてください。 （　　　　　　）
6	4 で「あり」と答えた方は、滞在期間を記入してください。（　　　　）年 （　　）ヶ月
7	次の理由は英語学習のやる気をなくすものとしてどれくらい当てはまりますか。 <u>高校での</u>自分の経験に基づいて回答してください。

番号		全くあてはまらない	当てはまらない	どちらでもない	当てはまる	とても当てはまる
1	英語でコミュニケーションをする機会がなかったから。	1	2	3	4	5
2	英語を訳すことが多かったから。	1	2	3	4	5
3	文法に関する学習が多かったから。	1	2	3	4	5
4	大学入試のための授業が多かったから。	1	2	3	4	5
5	文法的に正しい英語を使うこと（話すことや書くこと）を求められたから。	1	2	3	4	5
6	教科書本文の暗記をさせられることが多かったから。	1	2	3	4	5
7	英単語・熟語を覚えられなかったから。	1	2	3	4	5
8	定期テスト（例：中間・期末・実力テスト）の結果が悪かったから。	1	2	3	4	5
9	英語の予習・復習方法がわからなくなったから。	1	2	3	4	5
10	授業のペースが適切ではなかったから。	1	2	3	4	5
11	先生の英語の発音が悪かったから。	1	2	3	4	5
12	先生が生徒の間違いを馬鹿にした態度をとったから。	1	2	3	4	5

13	先生の一方的な説明が多かったから。	1	2	3	4	5
14	先生の説明がわかりにくかったから。	1	2	3	4	5
15	先生が感情的にどなったり怒ったりしたから。	1	2	3	4	5
16	授業で扱う英文のトピック（話題）が興味深くなかったから。	1	2	3	4	5
17	教科書の文章が長かったから。	1	2	3	4	5
18	授業で扱う英文の内容が難しかったから。	1	2	3	4	5
19	教科書や副読本がたくさん与えられたから。	1	2	3	4	5
20	授業で扱う英文のトピック（話題）が古いものだったから。	1	2	3	4	5
21	コンピュータ設備を使わなかったから。	1	2	3	4	5
22	映像教材（ビデオ・DVD）を使わなかったから。	1	2	3	4	5
23	インターネットを使わなかったから。	1	2	3	4	5
24	LL 教室の設備を使わなかったから。	1	2	3	4	5
25	音声教材（CD やテープ）を使わなかったから。	1	2	3	4	5
26	1 クラスの生徒数が多かったから。	1	2	3	4	5
27	友達と比べてテストの得点がとれなかったから。	1	2	3	4	5
28	クラスメートが嫌いだったから。	1	2	3	4	5
29	まわりの友達が、英語が嫌いだったから。	1	2	3	4	5
30	友達とよく比較されたから。	1	2	3	4	5
31	英語が必修科目であったから。	1	2	3	4	5
32	英語を学ぶ目的がわからなくなったから。	1	2	3	4	5
33	英語に興味がなくなったから。	1	2	3	4	5
34	英語のできる人にならなくていいと思ったから。	1	2	3	4	5
35	英語の問題の回答が明確でなかったから。	1	2	3	4	5

自分が英語を勉強するやる気が**高まった経験**がもしあれば、以下の欄に具体的に教えてください。

自分が英語を勉強するやる気が**減退した経験**がもしあれば、以下の欄に具体的に教えてください。

APPENDIX B
THE SAKAI-KIKUCHI QUESTIONNAIRE (ENGLISH VERSION)

1	Age 1. 15 2. 16 3. 17 4. 18 5. 19					
2	Gender 1. Male 2. Female					
3	Type of HS you are attending 1. Futsu 2. Other. Please specify. ( )					
4	Have you lived abroad for more than one year? 1. No 2. Yes					
5	If you answer yes on Q. 4, please indicate in which country or city you lived. ( )					
6	If you answer yes on Q. 5, please indicate the length of your stay. ( ) yrs ( ) m					
7	How much is the following statement true for you as a demotivating factor for your English study? Please circle the number on each question based on your experience.					
NUMBER		NOT TRUE	MOSTLY NOT TRUE	NEUTRAL	TRUE TO SOME EXTENT	TRUE
1	I seldom had chances to communicate in English.	1	2	3	4	5
2	Most of the lessons were focused on translation.	1	2	3	4	5
3	Most of the lessons were focused on grammar.	1	2	3	4	5
4	Most of the lessons were entrance examination oriented.	1	2	3	4	5
5	I was expected to use (or speak and write) grammatically correct English.	1	2	3	4	5
6	I was forced to memorize sentences in the textbooks too often.	1	2	3	4	5
7	I had difficulty memorizing words and phrases.	1	2	3	4	5
8	I got low scores on tests (such as mid-term and final examinations).	1	2	3	4	5
9	I got lost in how to self-study for English lessons.	1	2	3	4	5
10	The pace of the lessons was not appropriate.	1	2	3	4	5
11	Teachers' English pronunciation was poor.	1	2	3	4	5
12	Teachers ridiculed students' mistakes.	1	2	3	4	5
13	Teachers made one-way explanations too often.	1	2	3	4	5
14	Teachers' explanations were not easy to understand	1	2	3	4	5
15	Teachers shouted or got angry.	1	2	3	4	5
16	The topics of the English passages used in the lessons were not interesting.	1	2	3	4	5
17	The English passages in the textbooks were too long.	1	2	3	4	5

18	The English sentences dealt with in the lessons were difficult to interpret.	1	2	3	4	5
19	A great number of textbooks and supplementary readers were assigned.	1	2	3	4	5
20	The topics of the English passages used in the lessons were old.	1	2	3	4	5
21	Computer equipment was not used.	1	2	3	4	5
22	Visual materials (such as videos and DVDs) were not used.	1	2	3	4	5
23	The Internet was not used.	1	2	3	4	5
24	LL equipment was not used.	1	2	3	4	5
25	Audio materials (such as CDs and tapes) were not used.	1	2	3	4	5
26	The number of students in the classes was large.	1	2	3	4	5
27	I could not do as well as my friends on tests.	1	2	3	4	5
28	I did not like my classmates.	1	2	3	4	5
29	My friends did not like English.	1	2	3	4	5
30	I was often compared with my friends.	1	2	3	4	5
31	English was a compulsory subject.	1	2	3	4	5
32	I lost my understanding of the purpose of studying English.	1	2	3	4	5
33	I lost my interest in English.	1	2	3	4	5
34	I lost my goal to be a speaker of English.	1	2	3	4	5
35	English questions did not have clear answers.	1	2	3	4	5

Please describe experiences that increased your motivation to study English freely below.

Please describe experiences that decreased their motivation to study English freely below.

APPENDIX C
DEMOTIVATION QUESTIONNAIRE (PILOT VERSION)

<u>高校での英語学習に関するアンケート</u>

高校における英語学習に関する調査です。回答は匿名で扱われます。個人が特定されることは決してありませんので、正直に答えてください。

1	年齢　1. 15 歳　　2. 16 歳　　3. 17 歳　　4. 18 歳　　5. 19 歳				
2	性別　1. 男性　　2. 女性				
3	高校の種類　1. 全日制普通科　　2. その他（　　　　　　　　　　　　）				
4	海外に 1 年以上滞在したことはありますか　　1. なし　　2. あり				
5	4 で「あり」と答えた方は、滞在した国・地域を書いてください。（　　　　　）				
6	4 で「あり」と答えた方は、滞在期間を記入してください。（　　）年（　）ヶ月				
7	次の理由は英語学習のやる気をなくすものとしてどれくらい当てはまりますか。 <u>高校での</u>自分の経験に基づいて回答してください。				
番号		全くあてはまらない	当てはまらない	当てはまる	とても当てはまる
1	先生が文法的に正確な英語を使うことを求めたから。	1	2	3	4
2	先生の英語の発音が悪かったから。	1	2	3	4
3	先生が生徒の間違いを馬鹿にした態度をとったから。	1	2	3	4
4	先生の一方的な説明が多かったから。	1	2	3	4
5	先生の説明がわかりにくかったから。	1	2	3	4
6	先生が感情的にどなったり怒ったりしたから。	1	2	3	4
7	先生が友達とよく比較したから。	1	2	3	4
8	先生と性格が合わなかったから	1	2	3	4
9	先生の教え方が悪かったから	1	2	3	4
10	英語でコミュニケーションをする機会がなかったから。	1	2	3	4
11	英語を訳すことが多かったから。	1	2	3	4
12	文法に関する学習が多かったから。	1	2	3	4
13	大学入試のための授業が多かったから。	1	2	3	4
14	教科書本文の暗記をさせられることが多かったから。	1	2	3	4
15	授業のペースが適切ではなかったから。	1	2	3	4
16	授業が単調だから	1	2	3	4
17	定期テストの範囲が長すぎたから	1	2	3	4

18	プリントがたくさん配られたから	1	2	3	4
19	英単語・熟語を覚えられなかったから。	1	2	3	4
20	定期テスト（例：中間・期末・実力テスト）の結果が悪かったから。	1	2	3	4
21	英語の予習・復習方法がわからなくなったから。	1	2	3	4
22	友達と比べてテストの得点がとれなかったから。	1	2	3	4
23	授業がわからなくなったから。	1	2	3	4
24	文法が勉強してもわからなかったから。	1	2	3	4
25	コンピュータ設備を使わなかったから。	1	2	3	4
26	映像教材（ビデオ・DVD）を使わなかったから。	1	2	3	4
27	インターネットを使わなかったから。	1	2	3	4
28	LL 教室（マルチメディア教室）の設備を使わないから。	1	2	3	4
29	音声教材（CD やテープ）を使わなかったから。	1	2	3	4
30	1 クラスの生徒数が多かったから。	1	2	3	4
31	クラスメートのことが嫌いだったから。	1	2	3	4
32	まわりの友達が、英語が嫌いだったから。	1	2	3	4
33	英語が必修科目であったから。	1	2	3	4
34	授業で扱う英文のトピック（話題）が興味深くなかったから。	1	2	3	4
35	教科書の文章が長かったから。	1	2	3	4
36	授業で扱う英文の内容が難しかったから。	1	2	3	4
37	教科書や副読本がたくさん与えられたから。	1	2	3	4
38	授業で扱う英文のトピック（話題）が古いものだったから。	1	2	3	4
39	英語の問題の回答が明確でなかったから。	1	2	3	4
40	英文にわからない単語が多かったから	1	2	3	4
41	英語を学ぶ必要がわからなかったから。	1	2	3	4
42	英語に興味がないと感じたから。	1	2	3	4
43	英語のできる人にならなくていいと思ったから。	1	2	3	4
44	学校で学ぶ英語は実用的でないと感じたから。	1	2	3	4
45	自分には英語を学ぶのに目標がないから	1	2	3	4
46	自分は、将来英語を使わないと思ったから	1	2	3	4

APPENDIX D
ENGLISH TRANSLATION OF DEMOTIVATION QUESTIONNAIRE
(PILOT VERSION)

This is for the research to investigate English learning at the high school level. Your personal information will be protected. Please share your honest feeling towards the questions bellow.

1	Age 1. 15 2. 16 3. 17 4. 18 5. 19
2	Gender 1. Male 2. Female
3	Type of HS you are attending 1. Futsu 2. Other. Please specify. ( )
4	Have you lived abroad for more than one year? 1. No 2. Yes
5	If you answer yes on Q. 4, please indicate in which country or city you lived. ( )
6	If you answer yes on Q. 5, please indicate the length of your stay. ( ) yrs ( ) m
7	How much is the following statement true for you as a demotivating factor for your English study? Please circle the number on each question based on your experience.

NUMBER		NOT TRUE	MOSTLY NOT TRUE	TRUE TO SOME EXTENT	TRUE
1	I seldom had chances to communicate in English.	1	2	3	4
2	Most of the lessons were focused on translation.	1	2	3	4
3	Most of the lessons were focused on grammar.	1	2	3	4
4	Most of the lessons were entrance examination oriented.	1	2	3	4
5	I was expected to use (or speak and write) grammatically correct English.	1	2	3	4
6	I was forced to memorize sentences in the textbooks too often.	1	2	3	4
7	I had difficulty memorizing words and phrases.	1	2	3	4
8	I got low scores on tests (such as mid-term and final examinations).	1	2	3	4
9	I got lost in how to self-study for English lessons.	1	2	3	4
10	The pace of the lessons was not appropriate.	1	2	3	4
11	Teachers' English pronunciation was poor.	1	2	3	4
12	Teachers ridiculed students' mistakes.	1	2	3	4
13	Teachers made one-way explanations too often.	1	2	3	4
14	Teachers' explanations were not easy to understand	1	2	3	4
15	Teachers shouted or got angry.	1	2	3	4
16	The topics of the English passages used in lessons were not interesting.	1	2	3	4

17	The English passages in the textbooks were too long.	1	2	3	4
18	The English sentences dealt with in the lessons were difficult to interpret.	1	2	3	4
19	A great number of textbooks and supplementary readers were assigned.	1	2	3	4
20	The topics of the English passages used in lessons were old.	1	2	3	4
21	Computer equipment was not used.	1	2	3	4
22	Visual materials (such as videos and DVDs) were not used.	1	2	3	4
23	The Internet was not used.	1	2	3	4
24	LL equipment was not used.	1	2	3	4
25	Audio materials (such as CDs and tapes) were not used.	1	2	3	4
26	The number of students in the classes was large.	1	2	3	4
27	I could not do as well as my friends on tests.	1	2	3	4
28	I did not like my classmates.	1	2	3	4
29	My friends did not like English.	1	2	3	4
30	I was often compared with my friends.	1	2	3	4
31	English was a compulsory subject.	1	2	3	4
32	I lost my understanding of the purpose of studying English.	1	2	3	4
33	I lost my interest in English.	1	2	3	4
34	I lost my goal to be a speaker of English.	1	2	3	4
35	English questions did not have clear answers.	1	2	3	4
36	I started not to understand the content of the class.	1	2	3	4
37	I did not understand grammar even though I studied.	1	2	3	4
38	I thought that the English studied at schools was not practical.	1	2	3	4
39	I could not get along with the teachers.	1	2	3	4
40	I thought that the approach that the teacher used was not good.	1	2	3	4
41	The class was monotonous.	1	2	3	4
42	The amount I needed to study for the test was too much.	1	2	3	4
43	There were too many teacher-made handouts.	1	2	3	4
44	There were too many words that I didn’t understand in the reading passage.	1	2	3	4
45	I do not have specific goals for studying English.	1	2	3	4
46	I do not think that I will use English in the future.	1	2	3	4

APPENDIX E
DEMOTIVATION QUESTIONNAIRE (FINAL VERSION)

高校での英語学習に関するアンケート

高校における英語学習に関する調査です。回答は匿名で扱われます。結果の集計やまとめにおいて、個人が特定されることは決してありません。正直にまた率直に答えてください。

A. あなた自身について教えてください。選択肢のある質問には、番号に〇をしてください。

1	クラス	（　　　）年（　　　）組
2	年齢	1. 15歳　2. 16歳　3. 17歳　4. 18歳　5. 19歳
3	性別	1. 男性　2. 女性
4	高校の種類	1. 全日制普通科　2. その他（　　　　　）
5	海外に1年以上滞在したことはありますか	1. なし　2. あり
6	5で「あり」と答えた方は、滞在した国・地域を書いてください。	（　　　　　　　）
7	5で「あり」と答えた方は、滞在期間を記入してください。	（　　　）年（　　　）ヶ月
8	英語検定は何級に合格していますか。　1.（　　　）級　中学・高校（　　　）年生の時 2. 受けたことがない	

B. みなさんの英語という科目に対する感じ方を教えてください。次の4つの質問のそれぞれの中で自分に当てはまるものの番号に〇をつけてください。

		全く当てはまらない	当てはまらない	当てはまる	とても当てはまる
1	英語のテストには、自信がある方です。	1	2	3	4
2	英語の勉強が得意な方です。	1	2	3	4
3	自分は、英語の勉強に向いている方です。	1	2	3	4
4	英語の授業に、積極的に取り組む方です。	1	2	3	4

C. 次の理由は高校における英語学習の<u>**やる気をなくすもの**</u>としてどれくらい当てはまりますか。自分の経験に基づいて、番号に〇をつけてください。

		全く当てはまらない	当てはまらない	当てはまる	とても当てはまる
1	授業で扱う英文の内容が難しかったから。	1	2	3	4
2	英語のできる人にならなくていいと思ったから。	1	2	3	4
3	英語を学ぶ必要がわからなかったから。	1	2	3	4
4	プリントがたくさん配られたから	1	2	3	4
5	先生の説明がわかりにくかったから。	1	2	3	4
6	先生の英語の発音が悪かったから。	1	2	3	4
7	友達と比べてテストの得点がとれなかったから。	1	2	3	4
8	文法が勉強してもわからなかったから。	1	2	3	4
9	教科書や副読本がたくさん与えられたから。	1	2	3	4

10	まわりの友達が、英語が嫌いだったから。	1	2	3	4
11	自分には英語を学ぶのに目標がないから	1	2	3	4
12	授業で扱う英文のトピック（話題）が興味深くなかったから。	1	2	3	4
13	定期テスト（例：中間・期末・実力テスト）の結果が悪かったから。	1	2	3	4
14	英語の問題の解答が明確でなかったから。	1	2	3	4
15	英単語・熟語を覚えられなかったから。	1	2	3	4
16	英文にわからない単語が多かったから	1	2	3	4
17	先生の一方的な説明が多かったから。	1	2	3	4
18	先生の教え方が悪かったから	1	2	3	4
19	英語を訳すことが多かったから。	1	2	3	4
20	大学入試のための授業が多かったから。	1	2	3	4
21	授業が単調だから	1	2	3	4
22	教科書本文の暗記をさせられることが多かったから。	1	2	3	4
23	インターネットを使わなかったから。	1	2	3	4
24	英語に興味がないと感じたから。	1	2	3	4
25	文法に関する学習が多かったから。	1	2	3	4
26	自分は、将来英語を使わないと思ったから	1	2	3	4
27	授業で扱う英文のトピック（話題）が古いものだったから。	1	2	3	4
28	音声教材（CDやテープ）を使わなかったから。	1	2	3	4
29	定期テストの範囲が長すぎたから	1	2	3	4
30	先生が感情的にどなったり怒ったりしたから。	1	2	3	4
31	授業のペースが適切ではなかったから。	1	2	3	4
32	英語でコミュニケーションをする機会がなかったから。	1	2	3	4
33	英語の予習・復習方法がわからなくなったから。	1	2	3	4
34	先生と相性が合わなかったから	1	2	3	4
35	映像教材（ビデオ・DVD）を使わなかったから。	1	2	3	4
36	先生が文法的に正確な英語を使うことを求めたから。	1	2	3	4
37	英語が必修科目であったから。	1	2	3	4
38	教科書の文章が長かったから。	1	2	3	4
39	授業がわからなくなったから。	1	2	3	4
40	1クラスの生徒数が多かったから。	1	2	3	4

あなたの回答は匿名で慎重に扱われます。調査の結果は英語学習者の皆さんを理解すること及び研究目的に使われます。その趣旨に同意していただき、**意見の使用を「許可する」の□に○をつけてください。**もし、どうしてもこの調査において自分の回答の使用を許可したくないという場合は、その右の空欄に「許可しない」と書いてください。**□許可する**　　＜　　　　　　　　　　　　　　＞

回答し忘れはありませんか。以上です。ありがとうございました。

APPENDIX F
ENGLISH TRANSLATION OF DEMOTIVATION QUESTIONNAIRE (FINAL VERSION)

Questionnaire about your English study at your high school

This is for the research to investigate English learning at the high school level. Your personal information will be protected. Please share your honest feeling towards the qustions bellow.

A. Question about yourself. Please write circle on the number if there are multiple choices.

1	Class	(　　　　) Year (　　　　) Class
2	Age	1. 15　2. 16　3. 17　4. 18　5. 19
3	Gender	1. Male　2. Female
4	Type of HS you are attending	1. Futsu　2. Other. Please specify. (
5	Have you lived abroad for more than one year?	1. No　2. Yes
6	If you answer yes on Q. 5, please indicate in which country or city you lived.	(　　　　)
7	If you answer yes on Q. 5, please indicate the length of your stay.	(　　　　) years (　　　　) month
8	Which grade of STEP have you passed?	1. (　　　　) th grade　Obtained in (　　　　)th grade 2. Not obtained yet.

B. Please share your feelings about your English courses. Respond to each of the four questions bellow and indicate which best applies you.

		NOT TRUE	NOT MOSTLY TRUE	TRUE TO SOME EXTENT	TRUE
1	I am confident of my performance on English tests.	1	2	3	4
2	I am good at studying English.	1	2	3	4
3	I have a good aptitude for English studying.	1	2	3	4
4	I study English eagerly in my English courses.	1	2	3	4

C. How much is the following statement true for you as a **demotivating factor** for your English study? Please circle the number on each question based on your experience.

		NOT TRUE	NOT MOSTLY TRUE	TRUE TO SOME EXTENT	TRUE
1	English sentences dealt with in the lessons were difficult to interpret.	1	2	3	4
2	I lost my goal to be a speaker of English.	1	2	3	4
3	I lost my understanding of the purpose of studying English.	1	2	3	4
4	There were too many handouts that teacher made.	1	2	3	4
5	Teachers' explanations were not easy to understand	1	2	3	4
6	Teachers' English pronunciation was poor.	1	2	3	4
7	I could not do as well on tests as my friends.	1	2	3	4
8	I didn't understand grammar even though I studied.	1	2	3	4
9	A great number of textbooks and supplementary readers were assigned.	1	2	3	4

10	My friends did not like English.	1	2	3	4
11	I don’t have specific goals for studying English.	1	2	3	4
12	Topics of the English passages used in lessons were not interesting.	1	2	3	4
13	I got low scores on tests (such as mid-term and final examinations).	1	2	3	4
14	English questions did not have clear answers.	1	2	3	4
15	I had difficulty in memorizing words and phrases.	1	2	3	4
16	There were too many vocabularies that I didn’t understand in reading.	1	2	3	4
17	Teachers made one-way explanations too often.	1	2	3	4
18	I thought that the approach that teacher used was not good.	1	2	3	4
19	Most of the lessons focused on translation.	1	2	3	4
20	Most of the lessons were entrance examination oriented.	1	2	3	4
21	The class was monotonous.	1	2	3	4
22	I was forced to memorize the sentences in the textbooks too often.	1	2	3	4
23	The Internet was not used.	1	2	3	4
24	I lost my interest in English.	1	2	3	4
25	Most of the lessons focused on the grammars.	1	2	3	4
26	I think that I will not use English in my future.	1	2	3	4
27	Topics of the English passages used in lessons were old.	1	2	3	4
28	Audio materials (such as CDs and tapes) were not used.	1	2	3	4
29	The amount of content I needed to study for the test was too much.	1	2	3	4
30	Teachers shouted or got angry.	1	2	3	4
31	The pace of lessons was not appropriate.	1	2	3	4
32	I seldom had chances to communicate in English.	1	2	3	4
33	I got lost in how to self-study for English lessons.	1	2	3	4
34	I could not get along with teachers.	1	2	3	4
35	Visual materials (such as videos and DVDs) were not used.	1	2	3	4
36	I was expected to use (or speak and write) grammatically correct English.	1	2	3	4
37	English was a compulsory subject.。	1	2	3	4
38	English passages in the textbooks were too long.	1	2	3	4
39	I started not to understand the content of the class.	1	2	3	4
40	The number of students in classes was large.	1	2	3	4

Your responses to this survey are completely anonymous. They will be used for the sole purpose of research. If you consent to this use, please circle the space next to ″agree.″ If you would NOT like your responses used in this way, write ″don’t agree.″

Thank you for your time! Please check the questionnaire sheet one more time.

APPENDIX G
DEMOTIVATION QUESTIONNAIRE FOR COLLEGE STUDENTS (FINAL VERSION)

高校での英語学習に関するアンケート

<u>高校における英語学習</u>に関する調査です。結果の集計やまとめにおいて、この回答結果が成績に反映されることは決してありません。正直にまた率直に答えてください。

A. あなた自身について教えてください。選択肢のある質問には、選択肢の左の〇にマークをしてください。

1	学籍番号( ) 氏名[カタカナで]( )	
2	年齢	〇18歳 〇19歳 〇20歳 〇21歳 〇22歳以上
3	性別	〇男性 〇 女性
4	出身高校の種類	〇全日制普通科 〇その他( )
5	海外に1年以上滞在したことはありますか	〇 なし 〇 あり
6	5で「あり」と答えた方は、滞在した国・地域を書いてください。	( )
7	5で「あり」と答えた方は、滞在期間を記入してください。	( )年( )ヶ月

B. みなさんの英語という科目に対する感じ方を教えてください。**<u>高校時代、また現在に関して</u>**次の4つの質問のそれぞれの中で自分に当てはまるものの〇をぬりつぶしてください。

		高校時代				現在			
		全く当てはまらない	当てはまらない	当てはまる	とても当てはまる	全く当てはまらない	当てはまらない	当てはまる	とても当てはまる
1	英語のテストには、自信がある方です。	〇	〇	〇	〇	〇	〇	〇	〇
2	英語の勉強が得意な方です。	〇	〇	〇	〇	〇	〇	〇	〇
3	自分は、英語の勉強に向いている方です。	〇	〇	〇	〇	〇	〇	〇	〇
4	英語の授業に、積極的に取り組む方です。	〇	〇	〇	〇	〇	〇	〇	〇

C. 次の理由は**<u>高校における英語学習</u>**のやる気をなくすものとしてどれくらい当てはまりますか。自分の経験に基づいて、各問いの中で自分に当てはまるものの〇をぬりつぶしてください。

		全く当てはまらない	当てはまらない	当てはまる	とても当てはまる
1	授業で扱う英文の内容が難しかったから。	〇	〇	〇	〇
2	英語のできる人にならなくていいと思ったから。	〇	〇	〇	〇
3	英語を学ぶ必要がわからなかったから。	〇	〇	〇	〇
4	プリントがたくさん配られたから	〇	〇	〇	〇
5	先生の説明がわかりにくかったから。	〇	〇	〇	〇
6	先生の英語の発音が悪かったから。	〇	〇	〇	〇
7	友達と比べてテストの得点がとれなかったから。	〇	〇	〇	〇
8	文法が勉強してもわからなかったから。	〇	〇	〇	〇
9	教科書や副読本がたくさん与えられたから。	〇	〇	〇	〇
10	まわりの友達が、英語が嫌いだったから。	〇	〇	〇	〇
11	自分には英語を学ぶのに目標がないから	〇	〇	〇	〇

12	授業で扱う英文のトピック（話題）が興味深くなかったから。	○	○	○	○
13	定期テスト（例：中間・期末・実力テスト）の結果が悪かったから。	○	○	○	○
14	英語の問題の回答が明確でなかったから。	○	○	○	○
15	英単語・熟語を覚えられなかったから。	○	○	○	○
16	英文にわからない単語が多かったから	○	○	○	○
17	先生の一方的な説明が多かったから。	○	○	○	○
18	先生の教え方が悪かったから	○	○	○	○
19	英語を訳すことが多かったから。	○	○	○	○
20	大学入試のためのような授業が多かったから。	○	○	○	○
21	授業が単調だから	○	○	○	○
22	教科書本文の暗記をさせられることが多かったから。	○	○	○	○
23	インターネットを使わなかったから。	○	○	○	○
24	英語に興味がないと感じたから。	○	○	○	○
25	文法に関する学習が多かったから。	○	○	○	○
26	自分は、将来英語を使わないと思ったから	○	○	○	○
27	授業で扱う英文のトピック（話題）が古いものだったから。	○	○	○	○
28	音声教材（CDやテープ）を使わなかったから。	○	○	○	○
29	定期テストの範囲が長すぎたから	○	○	○	○
30	先生が感情的にどなったり怒ったりしたから。	○	○	○	○
31	授業のペースが適切ではなかったから。	○	○	○	○
32	英語でコミュニケーションをする機会がなかったから。	○	○	○	○
33	英語の予習・復習方法がわからなくなったから。	○	○	○	○
34	先生と相性が合わなかったから	○	○	○	○
35	映像教材（ビデオ・DVD）を使わなかったから。	○	○	○	○
36	先生が文法的に正確な英語を使うことを求めたから。	○	○	○	○
37	英語が必修科目であったから。	○	○	○	○
38	教科書の文章が長かったから。	○	○	○	○
39	授業がわからなくなったから。	○	○	○	○
40	1クラスの生徒数が多かったから。	○	○	○	○

あなたの回答は匿名で慎重に扱われます。調査の結果は英語学習者の皆さんを理解すること及び研究目的に使われます。その趣旨に同意していただき、**<u>意見の使用を「許可する」の口に○をつけてください。</u>**もし、どうしてもこの調査において自分の回答の使用を許可したくないという場合は、その下の空欄に「許可しない」と書いてください。

口許可する ________________

回答し忘れはありませんか。以上です。ありがとうございました。

APPENDIX H
DEMOTIVATION QUESTIONNAIRE FOR COLLEGE STUDENTS
(ENGLISH TRASLATION OF FINAL VERSION)

<u>Questionnaire about your English study at your high school</u>

This is for the research to investigate English learning at the high school level. Your personal information will be protected. Please share your honest feeling towards the qustions bellow.

A. Question about yourself. Please write circle on the number if there are multiple choices.

1	ID Number（ ）Name（ ）
2	Age 1. 18 2. 19 3. 20 4. 21 5. Over 22
3	Gender 1. Male 2. Female
4	Type of HS you are attending 1. Futsu 2. Other. Please specify.（ ）
5	Have you lived abroad for more than one year? 1. No 2. Yes
6	If you answer yes on Q. 5, please indicate in which country or city you lived. （ ）
7	If you answer yes on Q. 5, please indicate the length of your stay. （ ）years（ ）months
8	Which grade of STEP have you passed? 1. （ ）th grade Obtained in（)th grade 2. Not obtained yet.

B. Please share your feelings about your English courses. Respond to each of the four questions bellow and indicate which best applies you.

		High School Time				Current Time			
		NOT TRUE	MOSTLY NOT TRUE	TRUE TO SOME EXTENT	TRUE	NOT TRUE	MOSTLY NOT TRUE	TRUE TO SOME EXTENT	TRUE
1	I am confident of my performance on English tests.	1	2	3	4	1	2	3	4
2	I am good at studying English.	1	2	3	4	1	2	3	4
3	I have a good aptitude for English studying.	1	2	3	4	1	2	3	4
4	I study English eagerly in my English courses.	1	2	3	4	1	2	3	4

C. How much is the following statement true for you as a **<u>demotivating factor</u>** for your English study? Please circle the number on each question based on your experience.

		NOT TRUE	MOSTLY NOT TRUE	TRUE TO SOME EXTENT	TRUE
1	English sentences dealt with in the lessons were difficult to interpret.	1	2	3	4
2	I lost my goal to be a speaker of English.	1	2	3	4
3	I lost my understanding of the purpose of studying English.	1	2	3	4
4	There were too many handouts that teacher made.	1	2	3	4
5	Teachers' explanations were not easy to understand	1	2	3	4
6	Teachers' English pronunciation was poor.	1	2	3	4
7	I could not do as well on tests as my friends.	1	2	3	4
8	I didn’t understand grammar even though I studied.	1	2	3	4
9	A great number of textbooks and supplementary readers were assigned.	1	2	3	4

10	My friends did not like English.	1	2	3	4
11	I don't have specific goals for studying English.	1	2	3	4
12	Topics of the English passages used in lessons were not interesting.	1	2	3	4
13	I got low scores on tests (such as mid-term and final examinations).	1	2	3	4
14	English questions did not have clear answers.	1	2	3	4
15	I had difficulty in memorizing words and phrases.	1	2	3	4
16	There were too many vocabularies that I didn't understand in reading.	1	2	3	4
17	Teachers made one-way explanations too often.	1	2	3	4
18	I thought that the approach that teacher used was not good.	1	2	3	4
19	Most of the lessons focused on translation.	1	2	3	4
20	Most of the lessons were entrance examination oriented.	1	2	3	4
21	The class was monotonous.	1	2	3	4
22	I was forced to memorize the sentences in the textbooks too often.	1	2	3	4
23	The Internet was not used.	1	2	3	4
24	I lost my interest in English.	1	2	3	4
25	Most of the lessons focused on the grammars.	1	2	3	4
26	I think that I will not use English in my future.	1	2	3	4
27	Topics of the English passages used in lessons were old.	1	2	3	4
28	Audio materials (such as CDs and tapes) were not used.	1	2	3	4
29	The amount of content I needed to study for the test was too much.	1	2	3	4
30	Teachers shouted or got angry.	1	2	3	4
31	The pace of lessons was not appropriate.	1	2	3	4
32	I seldom had chances to communicate in English.	1	2	3	4
33	I got lost in how to self-study for English lessons.	1	2	3	4
34	I could not get along with teachers.	1	2	3	4
35	Visual materials (such as videos and DVDs) were not used.	1	2	3	4
36	I was expected to use (or speak and write) grammatically correct English.	1	2	3	4
37	English was a compulsory subject.。	1	2	3	4
38	English passages in the textbooks were too long.	1	2	3	4
39	I started not to understand the content of the class.	1	2	3	4
40	The number of students in classes was large.	1	2	3	4

Your responses to this survey are completely anonymous. They will be used for the sole purpose of research. If you consent to this use, please circle the space next to "agree." If you would NOT like your responses used in this way, write "don't agree."

Thank you for your time! Please check the questionnaire sheet one more time.

APPENDIX I
LETTER FOR COOPERATING UNIVERSITY TEACHERS (IN JAPANESE AND ENGLISH)

〈お願い〉

先日はこちらの研究プロジェクトのデータ収集にご協力いただけるとのご承諾ありがとうございました。もしよろしければ先生の授業中の１０分から２０分ほどをお借りして、受講学生へのアンケート調査を行っていただけないでしょうか。受講生数分になるようにアンケートを添付いたしました。

先生に行っていただきたい作業は以下の通りです。

(a) ご都合のよい時間で授業中の英語科目受講生へのアンケートの実施をして頂くこと。なお、実施の際に本アンケートが高校英語での英語学習に関するものであること、各設問にはもれのないように記入するようにアナウンスをお願いいたします
(b) 授業内の学習態度、課題提出度、学期末の成績評価などを考慮の上で各受講学生のモチベーションの度合い(1 *一番低い*‐6 *一番高い*)を受講者名簿に記入して頂くこと。

平成 21 年 7 月 7 日
菊地恵太

〈Note〉

Thank you very much for agreeing to collect questionnaire data for this research project. Could you please give 10-20 minutes of your class time for students to fill in the questionnaire? Copies of the questionnaires are included in this package.

Here are what I'd like you to do:
(a) Please administer the questionnaire at your convenient time. I appreciate if you could remind students that this questionnaire is for their experience in their high school time and they shouldn't skip any questions.
(b) Please let me know the degree of each student's motivation level (1 *lowest*-6 *most strong*) using your estimates based on their class participation, assignments and their grades.

2009/7/7
Keita Kikuchi

APPENDIX J
SAMPLES OF RECORDS USED FOR FOLLOW-UP STUDY

ｵｸﾇｷ　ﾋﾄﾐ	奥貫仁美	xAPB1118	5
ﾀｸﾞﾁ　ｴｲﾅ	田口瑛菜	xAPB2207	5
ﾂﾁﾊｼ　ﾏﾕﾐ	土橋真由美	xAHW110x	6
ﾓﾘ　ｴﾘﾅ	森恵理那	xAHW1221	6
ｼﾛﾐｽﾞ　ｱｲ	白水愛	8ABCx215	6
ｽｽﾞｷ　ｼｮｳﾍｲ	鈴木祥平	8AEB121x	欠
ｵｵｻｶｷ　ﾉﾌﾞｱｷ	大榊延明	7ASP120x	2
ｷﾑﾗ　ﾅﾂﾙ	木村翔	7ASP221x	2
ﾀｷｸﾞﾁ　ｼｭﾝｽｹ	滝口俊介	7ASP310x	2
ﾐｼﾏ　ｼﾞｭﾝ	三島淳	7ASC3x11	欠
ｶｼﾞｳﾗ　ﾃﾂﾛｳ	梶浦哲朗	7AER110x	3
ｵｵﾀ　ﾀｶﾕｷ	太田尭之	7AER121x	3
ｾｷﾓﾄ　ﾕｳｽｹ	関本裕亮	xAHK320x	欠
ｲﾏｲ　ｱﾘｻ	今井亜利沙	xAHM112x	欠
ｺﾊﾞﾔｼ　ﾄﾓｷ	小林智紀	xAED210x	6

APPENDIX K
REVIEW OF FACTORS REPORTED IN KEY STUDIES OF DEMOTIVATION IN JAPAN

	Arai (2004)	Falout & Maruyama (2004) Falout et al., (2009)	Tsuchiya (2004, 2006)	Ikeno (2003)	Kojima (2004)	Kikuchi (2009); Kikuchi & Sakai (2009); Sakai and Kikuchi (2009)
Teacher	-Teachers' attitudes toward students -Teachers' personalities -Teachers' language proficiencies or teaching methods	-Teachers -Teacher immediacy	-Teachers not good at teaching -Teachers not enthusiastic about teaching	-Distrust in the ability of teachers -Doubts about the character of teachers	-Learning situation level problems (e.g., Teachers' personality, change of teachers)	-Teachers' competence and styles in classroom
Characteristics of classes	-No provision of feedback -Monotonous and boring lessons	-Course contents and pace, level -Grades/Scores -Entrance exams -Vocabulary -Grammar-Translation	-Pace of the lesson -Inappropriate levels -Inconsistent way of studying English	-Sense of being solely exam-oriented	-Learning situation level problem (e.g., boring classes, focus on translation, class atmosphere) -Difficult grammar -Difficult listening	-Grammar translation method -Tests/college entrance exam -Memorization nature of class/vocabulary
Experiences of failure		-Disappointment in performance -Self-confidence -Self-denigration	-Reduced self-confidence -Sense of Incompetence or discouragement - Lack of acceptance by significant others	-Lack of a sense of control over what one is learning -Feeling of inferiority about one's English ability	-The learner level problem (e.g., couldn't translate from English-Japanese -Couldn't read English due to difficult vocabulary -Couldn't memorize	-Test score

Class environment	-Class being not active -Other students' unwillingness to communicate -Studying with higher level classmates.	-Attitude of classmates	-Friends' attitudes -Compulsory nature of English study.			-Inadequate School Facilities
Class materials	-Uninteresting materials				- Too many assignments for preview/review, or over summer	-Textbook/ reference book related
Learners' interests		-L2 itself -Attitude toward L2 community -Value	-Negative attitude toward the English community/ English itself -Lack/little admiration of positive English speaking model	-Peers' negative attitude toward English learning	-The language level problem, (e.g., felt English is useless, unnecessary)	

APPENDIX L
CORRELATIONS AMONG CONFIRMATORY FACTOR ANALYSIS VARIABLES

	L1	L2	L3	L4	L5	E1	E2	E3	E4	E5	D6	C1	C2	C3	C4	C5	C6	T1	T2	T3	T4	T5
L1	-																					
L2	.41	-																				
L3	.24	.25	-																			
L4	.24	.32	.38	-																		
L5	.25	.33	.45	.67	-																	
E1	.17	.34	.35	.65	.64	-																
E2	.26	.37	.30	.65	.62	.63	-															
E3	.21	.37	.29	.64	.61	.61	.76	-														
E4	.27	.24	.57	.38	.42	.34	.31	.30	-													
E5	.21	.25	.47	.31	.33	.28	.24	.25	.46	-												
D6	.15	.16	.47	.24	.27	.23	.18	.22	.38	.42	-											
C1	.21	.20	.49	.28	.32	.29	.24	.25	.44	.48	.65	-										
C2	.12	.18	.50	.31	.33	.30	.27	.28	.46	.49	.43	.45	-									
C3	.47	.40	.30	.26	.31	.20	.23	.25	.28	.23	.23	.24	.2	-								
C4	.42	.46	.21	.31	.31	.25	.32	.29	.23	.19	.90	.18	.12	.53	-							
C5	.40	.46	.28	.34	.31	.29	.34	.34	.28	.24	.21	.22	.19	.49	.45	-						
C6	.45	.48	.23	.28	.28	.2	.29	.27	.23	.20	.15	.20	.16	.52	.49	.63	-					
T1	.18	.15	.28	.11	.15	.14	.16	.11	.20	.13	.20	.13	.22	.25	.14	.25	.22	-				
T2	.21	.19	.13	.70	.70	.70	.10	.80	.13	.80	.12	.90	.10	.28	.16	.29	.28	.6	-			
T3	.23	.22	.31	.16	.19	.17	.14	.14	.24	.20	.26	.16	.19	.29	.19	.31	.27	.56	.48	-		
T4	.24	.18	.29	.15	.16	.12	.15	.12	.18	.13	.18	.13	.16	.29	.17	.28	.27	.67	.57	.66	-	
T5	.30	.25	.29	.22	.28	.17	.20	.18	.26	.14	.20	.14	.12	.41	.25	.35	.32	.48	.49	.53	.59	-