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Relationship between Selected Demotivation Determinants and Achievement in Critical EFL Reading and Writing

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Abstract

This study investigated the interrelatedness of the perceived demotivation factors to learn English as foreign language (EFL) and achievement in critical reading and writing. The factors included learners' perceptions of learning difficulties, threats to self-worth, monotonous teaching, and poor student-teacher relationships. A basic premise behind the study is that demotivation to learn (EFL) is an issue in many international contexts and that there is at present a dearth of research into the interplay of the external, internal, and contextual determinants of demotivation and learners' EFL achievement. Eighty college-bound students (n = 80) enrolled in the university preparatory program of a Middle Eastern University which uses English as the medium of instruction in various fields of study participated in the study. There were 59 females (68.6%), 21 males (24.4%) and 6 participants with missing gender data (7%). The age of the participants ranged from 19 to 23 years. The native language of the participants is Arabic and they are all considered academically strong but needed to improve their English language and general academic literacy skills in order to succeed in their respective fields of specialization. Data were collected through administering a five-level strongly disagree – strongly agree likert-type scale and the critical reading and writing test scores on the Scholastic Aptitude Test (SAT). Results revealed a positive correlation between proficiency in critical reading and writing and between perceptions of threats to self-worth and learning difficulties. Likewise, while monotonous teaching was negatively correlated with proficiency in critical reading, it correlated positively with learning difficulties and threats to self-worth. Poor teacher relationship with learners was positively related to perceptions of learning difficulties, threats to self-worth, and to perceptions of learning difficulties. These findings suggest that teaching quality plays an important role in EFL motivation and achievement.

Keywords: Demotivation, EFL, critical reading, writing

Introduction

Learners' demotivation to study English as a second/foreign (ESL/EFL) is currently an important issue in second and foreign language acquisition research. Grounded in the tenets of the affective/humanistic theories and approaches to second/foreign language teaching and learning, motivation has attracted the attention of researchers and practitioners for quite some time now (e.g., Author, 2000; Dörnyei, 1990, 2005; Dweck & Legget, 1988; Gardner, 1985, 2004; Schunk, Meece, & Pintrich, 2014; Schunk & Usher, 2012). Along similar lines, many second language (L2) theorists and practitioners viewed motivation "as a key factor in L2 learning" (Ellis, 1994, p. 508), and "one of the most important factors influencing success or failure in learning the language." (McDonough, 1986, p. 142).

More recently, however, the concept of demotivation, defined as the learner's "reduced or diminished motivational basis for a behavioral attention or an ongoing action" (Dörnyei, 2001, p.143) seems to have been in the spotlight. Unlike the "a motivation"

construct which signifies absence of motivation, demotivation entails the initial presence of a certain level of motivation within the learner which has diminished due to the interaction of external environmental and learner internal factors that cause the learner to lose interest and stop exerting effort for learning. This is particularly the case in the context of English-as-a foreign language (EFL) teaching and learning in which learners' motivation/demotivation to learn English is regulated by various contextual pedagogical practices as well as integrative and instrumental considerations driven by the increasing vitality of English in the domains of commerce, technology, and education.

The question that many of the studies of the EFL demotivation phenomenon seem to have focused on thus far is "what factors contribute to EFL learners' demotivation?" (Al Shareif, 2013, p. 54). This line of research has led to the identification of a number of external factors that are mainly concerned with teachers' behavior, school facilities, and the learning difficulties involved in the foreign language (FL) being studied (Falout, Elwood, & Hood, 2009). Likewise, internal factors related to the learners' levels of self-confidence, intrinsic motivation, and attitudes have also been underscored (Falout & Maruyama, 2004). Yet, the results of the extant research into the determinants of demotivation among EFL learners in various national and socio-linguistic and cultural contexts are at present inconclusive. Furthermore, there is a dearth of research regarding the relationship between the demotivating factors identified in the literature and the EFL learners' reading and writing proficiency.

Objectives

The present study set to investigate the degree of interrelatedness among a number of external, internal, and language-based demotivating factors identified in the literature and their relationship with the reading and writing proficiency of a selected group of EFL learners. Specifically, the objectives focused on examining the relationship between learners' perceptions of the external demotivation factors of monotonous teaching and poor student-teacher relationships, the internal factor of threats to self-worth, EFL learning difficulties, and critical reading and writing proficiency. The rationale behind the selection of these factors is based on the proposition that they are the most prominent and widely-recognized determinants of demotivation across various linguistic and socio-cultural EFL national contexts. In addition, the study investigated whether high EFL achievers in critical reading and writing differ in their perceptions of the demotivation factors under investigation. A basic premise behind the study is that there is at present a need for expanding demotivation EFL research into the domain of exploring the role of demotivation in EFL proficiency.

Research Questions

The study addressed the following questions:

1. To what extents are the determinants of demotivation (learning difficulties, threats to self-worth, monotonous teaching, poor teacher-student relationship,) internally related?
2. To what extent are the determinants of demotivation (learning difficulties, threats to self-worth, monotonous teaching, poor teacher-student relationship) related to EFL critical reading and writing proficiency?
3. Are there statistically significant differences between high and low proficient EFL critical readers in terms of their perceptions of the demotivation factors under study?
4. Are there statistically significant differences between high and low proficient EFL writers in term of their perceptions of the demotivation factors under study?

The first question was motivated by the results of the literature review presented above and yielded inconclusive results regarding the interplay among the demotivation factors for EFL study. In addition, we wanted to investigate empirically the role of the demotivation factors in EFL critical reading and writing proficiency by testing whether these factors actually discriminate between high and low proficient EFL learners as suggested by Tsuchiya (2006) who reported that learners' level of proficiency (high versus low) discriminates among EFL learners on a number of demotivation factors.

Methodology

Materials and Methods

Participants. Eighty college-bound students ($n = 80$) enrolled in the university preparatory program of a Middle Eastern University which uses English as the medium of instruction in various fields of study including engineering, medicine, agriculture, business administration, humanities, and social sciences participated in the study. There were 59 females (68.6%), 21 males (24.4%) and 6 participants with missing gender data (7%). The age of the participants ranged from 19 to 23 years. The native language of the participants is Arabic and they are all considered academically strong but needed to improve their English language and general academic literacy skills in order to function well in all-English curricula and succeed in their respective fields of specialization. However, the number of the participants decreased slightly with the introduction of the list-wise deletion of missing cases when applied to the statistical analysis tests run in the study as will be shown in the subsequent sections below.

Materials. The participants' sense of demotivation was measured by a five-level strongly disagree – strongly agree Likert-type scale adapted specifically for the present study (See appendix A). This adaptation was based on a synthesis of the demotivation literature and resulted in 6 sub-scales pertaining to language learning difficulties (8 items, $\alpha = .75$), threats to self-worth (4 items, $\alpha = .58$), monotonous teaching (4 items, $\alpha = .60$), poor teacher-student relationship (6 items, $\alpha = .69$). The internal consistency alpha reliability values of the sub-scales were computed based on data from the present study. As such, although acceptable, results based on the sub-scales of alpha values of less than .65 should be interpreted with caution (threats to self-worth $\alpha = .58$ and monotonous teaching $\alpha = .60$). In addition, the critical reading and writing variables under study were assessed by a retired version of the scholastic aptitude test (SAT, 2015).

The critical reading section of the SAT test used in the present study lasted for 65 minutes and was comprised of a total of 52 multiple choice questions designed to assess students' comprehension of four passages of 500-750 words with graphs and tables, in addition to a set of paired passages designed to assess students' abilities to answer comparison-contrast questions. The passages presented information on various topics. The exam questions assessed the students' abilities to determine the purpose, supporting details, make inference, and guess meaning of words from context as well as determine the function of language structures, author's techniques, evidence support, and data interpretation.

The writing section lasted for 35 minutes and included 44 multiple choice questions based on four passages designed to test students' editorial skills. The passages included errors in punctuation, word choice, sentence structure, and parts of speech which the students were supposed to fix by making the correct choices from a series of 4 multiple choice options. The exam questions focused on assessing students' abilities to strengthen a passage by adding a supporting detail, an introductory sentence, or a conclusion in order to make the passage more impactful. In addition, other questions focused on word replacement in context, expression of ideas, Standard English conventions, and data interpretation.

Data collection and analysis. The researcher obtained the consent of the participants as well as the approval of the program administrators and implementers to administer the questionnaire and to collect, analyze, and report data according to the established institutional research board (IRB) policies and guidelines. Participants agreed to participate in the study on a voluntary basis and were assured that responses should be honest, will remain anonymous, and will be used for research purposes only. The researcher read the questionnaire items aloud to the participants who then recorded their responses by indicating their level of agreement with the statements after making sure that they have understood all items.

Four composite scores of the variables of learning difficulties, threats to self-worth, monotonous teaching, and poor teacher relationships were computed by adding the scores of each respondent on the sub-scale items that measure the variables. Descriptive statistics and Pearson product-moment correlation coefficients were then computed among the variables and the critical reading and writing scores of the participants in order to determine the degree interrelatedness among the determinants of demotivation and learners' achievement in critical EFL reading and writing. In addition, we conducted two Multivariate Analysis of Variance (MANOVA) tests in order to address the questions regarding whether learners' levels of achievement in critical reading and writing proficiency (high versus low) discriminate or do not discriminate among the participants in terms of their demotivation scores on the variables under study. The participants' levels of high and low critical reading and writing proficiency were determined based on the median split score of 480 in reading and 410 in writing and used as independent variables in the MANOVA analyses whereas the demotivation scores on the sub-scales were used as dependent variables.

Literature Review

Demotivation Factors

The impetus of demotivation research seems to be attributed to the domain of instructional communication (Mahbudi & Hosseini, 2014). Numerous studies have investigated demotivation in university lectures on various subjects both in North American universities (e.g., Gorham & Christophel, 1992) as well as in China, Germany, Japan and the United States of America (e.g., Zhang, 2007). The Gorham and Christophel, (1992) study identified teacher behavior and its related factors (not knowledgeable, unenthusiastic teaching, not in control of classroom, no sense of humor, low credibility, loss of temper, etc.) to be at the top of the list of the demotivating factors, followed by classroom structure-related factors (physical classroom atmosphere and dissatisfaction with grading) as well as factors that are out of the teacher's control such as time of the day and the length of class. These findings were corroborated by those of Zhang (2007) who reported, based on empirical evidence from the four countries under study, that teachers' boring lectures, unfair testing practices, and information overload are the main factors in learners' demotivation.

In the context of second/foreign language teaching and learning, Falout, Elwood, & Hood, (2009) reported that many second language researchers have identified the "attributions of demotivation specific to L2 learning across wide contexts - learning in English in Japan (Falout & Flout, 2005), Hungary (Dörnyei, 1998), and Vietnam (Trang & Baaldauf, 2007) as well as learning French in Ireland (Ushioda, 1998, 2001)", (p. 404). These researchers concluded that the research findings across these contexts are remarkably similar where external factors most often influence the internal learner conditions and lead to demotivation.

However, "researchers do not all agree that demotivation is solely external." (Sakai & Kikuchi, 2009, p. 58). Rather, the learner internal factors of lack of self-confidence and negative attitudes towards foreign language learning may also diminish motivation (e.g.,

Arai, 2004; Falout & Maruyama, 2004; Kojima, 2004, Tsuchiya, 2006). The extant EFL demotivation research has also underscored the role of the language learning difficulties faced by EFL learners as they acquire the syntactic and semantic systems of a language other their own as the diminishing factors of motivation (e.g., Author, 2008; Ganschow & Sparks, 1986; Keblawi, 2005; Qashoa; 2006).

External Factors

Monotonous teaching seems to emerge as the top-ranking external attribution of demotivation among foreign language learners across various national contexts. For instance, Arai (2004), Gorsuch (2000), O'Donnel, (2005) and Taguchi (2005) all attribute the demotivation of EFL learners in Japan to the dominance of the monotonous grammar translation pedagogy which emphasizes vocabulary memorization and limits class activities and practice. Similarly, Hasegawa (2004) maintains, based on qualitative data, that Japanese EFL learners consider their negative experiences with teachers to be the most demotivating factor, a finding that was also endorsed by Trang and Baldauf, Jr. (2007) who suggested that the teaching methods of teachers who emphasize memorization are the main source of demotivation for the Vietnamese learners of English. These findings furthermore corroborate the contentions of Dörnyei (1998) who reported that the teacher's personality, commitment, competence, and testing methods are the most important demotivating determinants among Hungarian secondary school students studying either English or German as a foreign language. The findings are also in agreement with those of Jomairi (2011) and Tabatabaei and Molavi (2012) who concluded that the improper teaching methods employed by teachers are the major cause of demotivation among undergraduate Iranian students majoring in English.

Along similar lines, the affective qualities of the teacher – learner relationships have been proven to be an important variable associated with effective social functionality, behavior problems, achievement, and motivation for learning (Roorda & Koomen, 2013). Based a recent meta-analysis of 99 carefully-selected studies on the teacher-student relationships (TSR's) and students' achievement and engagement, these researchers concluded that TSR's are "significantly associated with" --- "engagement in learning activities" (493).

Internal Factors

Learners' self-esteem and its related corollaries of self-concept, self-confidence, and self-worth are recognized as crucial factors that affect learners' achievement and motivation. This is especially the case in the context of second/foreign language learning where the learner's self-concept is probably challenged by performance in a language other than his/her own, which may lead to heightened self-consciousness and fear as suggested by Horwitz, Horwitz, and Kope (1986). This affects the learner's evaluative attitude about himself/herself and thereby may negatively impact accomplishments and motivation for learning.

In the context of EFL teaching and learning, numerous studies have established a possible positive link between learners' feelings of self-worth and their performance (e.g., DeFraine, Van Damme, & Ongheda, 2007; Koosha, Ketabi, & Kassaian, 2011; Liu, 2008). These researchers, among others, maintain that EFL learners with higher sense of self-worth outperform their counterparts who feel less confident to communicate in the target language and are demotivated to participate in class activities (Fatemi & Vahidnia, 2013). Likewise, Rudnai (1996) reported, based on a series of interviews with unmotivated secondary and vocational school students, that the learners' lack of self-confidence is the most prominent factor in demotivation, followed by factors related to the learning situation and teachers'

lack of skills, and finally learning in a stressed environment. Along similar lines Falout and Maruyama (2004) underscored the role of the learners' lack of self-confidence as the top demotivating factor among English language learner.

Language Learning Difficulties

Ganschow and Sparks (1986) identified difficulties with phonological, syntactic, and semantic coding as learning difficulties which negatively affects the motivation of second language learners. These researchers proposed the Linguistic Coding Deficit/Difference Hypothesis (LCDH) that language-based difficulties, particularly phonological and syntactic aspects, lead to low motivation and anxiety among L2 learners (Sparks & Ganschow, 1991). The extant demotivation research, particularly in the context of the present to study, seems to support the LCDH hypothesis. For instance, Qashoa (2006) concluded that difficulties with the English language aspects such as vocabulary, structure, and spelling are the most demotivating factors among Arab EFL learners. Along similar lines, Author (2008) emphasized the role of using interesting and reader-friendly material as the most important motivator for Saudi EFL college-bound learners. Similarly, Keblawi (2005) considers difficulties with English grammar and vocabulary to be the most demotivating factors for Arab EFL learners.

The preceding review of the extant demotivation research suggests that conclusions regarding whether external (teacher-related), internal (learner-related), or language-based factors determine demotivation for ESL/EFL study are presently less than perspicacious, context-situated, and are more likely to emerge in an interrelated manner.

Findings

The alpha level of 0.05 was set as the minimum level indicator of statistically significant difference in all the tests run to address the study questions. The subsequent sections present the results of the correlational and MANOVA analyses intended to respectively determine the degree of interplay among the demotivation factors and EFL proficiency in critical reading and writing as well investigate whether high EFL achievers differ from their low achieving counterparts in their perception of the demotivation factors under study.

Question 1 and Question 2

In order to address question 1 regarding the extent to which the determinants of demotivation (learning difficulties, threats to self-worth, monotonous teaching, poor teacher-student relationship,) internally related and their relationship with critical reading and writing, a Pearson Product Moment correlational analysis was conducted.

Correlational Analysis

The results of the correlational analysis are reported in Table 1 and reveal the following aspects of interest:

Table 1

Correlations of Demotivation Variables and Critical Reading and Writing (N = 80)

Variable	1	2	3	4	5	6
1. Critical Reading	-					
2. Writing	.30**					
3. Learning Difficulties	-.06	.04				
4. Threats to Self-Worth	-.20	-.15	.34**			
5. Monotonous Teaching	-.26*	-.15	.27*	.26*		
6. Poor Teacher Relationship	.01	.04	.24*	.51**	.33**	

* P < .05

** P < .01

First there is high positive correlation between proficiency in critical reading and writing proficiency ($r = .30$, $p = .00$). Second, EFL learners' perceptions of threats to their self-worth is positively related to learning difficulties ($r = .34$, $p = .00$). Third, monotonous teaching is negatively correlated with proficiency in critical reading ($r = -.26$, $p = .04$). Conversely, monotonous teaching was found to be positively related to learning difficulties ($r = .27$, $p = .03$) and to threats to self-worth ($r = .26$, $p < .04$). Fourth, poor teacher relationship with learners is positively related to perceptions of learning difficulties ($r = .24$, $p = .04$), to threats to self-worth ($r = .51$, $p = .00$), and to perceptions learning difficulties ($r = .33$, $p = .01$).

Question 3

In order to address question 3 regarding whether high and low proficient EFL critical readers differ in terms of their perceptions of the demotivation factors under study, a Multivariate Analysis of Variance (MANOVA) test was conducted. Critical reading proficiency with two levels (high versus low) was used as an independent variable and the participants' scores on the demotivation variables under study as dependent variables.

Table 2 below presents descriptive statistics (mean and standard deviation) and F values of the perceptions of the demotivation factors by the levels of critical reading proficiency (High versus Low).

Table 2

Descriptive Statistics (Mean and Standard Deviation) and F Values of the Perceptions of the Demotivation Factors by the Level of Critical Reading Proficiency (High versus Low)

P Variable	High		Low		df	F
	M	SD	M	SD		
Learning Difficulties 3.74 .05*	18.32	5.76	20.18	3.85	67	
Threats to Self-Worth 1.31 .25	7.50	2.96	8.80	2.62	69	
Monotonous Teaching .96	14.33	2.74	14.44	2.74	72	.00
Poor Teacher Relationship 2.52 .11	21.88	2.66	21.38	3.48	72	

* P < .05

The MANOVA results showed a statistically significant difference between the high achievers and the low achievers in critical reading $F(5, 67) = 3.74$, $p = .05$ on the demotivation variable of learning difficulties. The mean score and standard deviation of the high and low achieving participants were 18.32 (SD 5.76) and 20.18 (SD 3.85), respectively. This suggests that the high achieving critical readers felt less learning difficulties than their low achieving counterparts. However, there were no statistically significant differences between the two groups of achievers in critical reading on the remaining demotivation variables of threats to self-worth, monotonous teaching, and poor teacher relationships.

Table 3 below presents descriptive statistics (mean and standard deviation) and F values of the perceptions of the demotivation factors by the levels of writing proficiency (High versus Low).

Question 4

In order to address question 4 regarding whether high and low proficient EFL writers differ in terms of their perceptions of the demotivation factors under study, a Multivariate Analysis of Variance (MANOVA) test was conducted. Writing proficiency with two levels (high versus low) was used as an independent variable and the participants' scores on the demotivation variables as dependent variables

Table 3

Descriptive Statistics (Mean and Standard Deviation) and F Values of the Perceptions of the Demotivation Factors by the Level of Writing Proficiency (High Versus Low)

P Variable	High		Low		df	F
	M	SD	M	SD		
Learning Difficulties .59	19.50	5.00	19.51	4.45	67	.28

Threats to Self-Worth .71	7.93	2.62	8.65	2.95	69	.13
Monotonous Teaching .50	14.26	2.90	14.52	2.59	72	.45
Poor Teacher Relationship .84	21.58	3.26	21.55	3.17	72	.03

The results of the MANOVA on the demotivation variables by levels of writing proficiency (high versus low) did not show significant differences between the two groups of learners on of the demotivation variables under investigation.

Discussion

The present study aimed to investigate the degree of interrelatedness among a number of external, internal, and language- dependent demotivation factors in learning EFL as well as examine the role of these factors in critical reading and writing proficiency. The obtained results support a number of hypotheses and propositions regarding EFL teaching and learning, in general, and the possible causes of demotivation among learners in particular. First, we found a statistically significant correlation between the critical reading and writing achievement levels of the participants in the study. This supports the view in EFL education that reading and writing are interrelated skills that develop together and calls for teaching language an in integrated manner. More specifically, this finding suggests that reading and writing instruction should not be compartmentalized given that both skills are cognitive process that involve a number of strategies related to generating ideas, constructing meaning, and monitoring how successfully the message has been constructed. Furthermore, reading instruction provides insights into how to spell, punctuate, use proper grammar and structure/organize texts as suggested by Duke, N., Caughian, Juzwik, and Martin, N. (2013), and Culham (2014). Meanwhile, writing enhances reading comprehension, fluency, and word-solving skills as reported by Graham and Hebert (2011).

Second, the results support another widely-accepted view in EFL teaching and learning that the learning difficulties faced by learners negatively affects their self-concepts and may have undesired effects on their perceptions of self-worth and motivation to persist and to exert efforts in learning a language other their own. This calls for utilizing developmentally-appropriate teaching practices to motivate learners and thereby avoid frustrating them with difficult tasks and reading texts that may be at the frustration reading level beyond their linguistic and cognitive levels or include unfamiliar concepts and culturally-distant materials. Frustration with learning due perceived task difficulties can lead to behavior problems, low self-esteem, and poor self-concepts. Consequently, it is recommended that teachers involve learners in developmentally-appropriate practices as well as remedial programs to support learning and boost achievement and motivation.

Third, monotonous teaching was found in the present study to be negatively correlated with critical reading achievement, which underscores the importance of effective teaching in boosting learner's achievement. This is especially so given that monotonous teaching also correlated positively with learning difficulties and threats to learners' self-worth. That is, the more the learners perceived that the teaching style of their teacher to be monotonous, the more they felt that learning is rather difficult and that they do not see themselves efficacious and confident in their abilities to surmount the learning difficulties that face them. Likewise, we found that the quality of the teacher's relationship with learners to be also related to learners' perceptions of learning difficulties and feelings of threats to their self-worth. In this regard, it is important for teachers to provide the requisite personal

and academic support to ensure an effective EFL learning environment conducive to learning and achievement.

The findings of the present study concerning the external demotivating factor of monotonous teaching are in agreement with those of Dörnyei (1998), Hasegawa (2004), Jomairi (2011), Tabatabaei and Molavi (2012), and Trang and Baldauf, Jr. (2007) who reported, based on empirical evidence from various international contexts, that teacher's personality, commitment, competence, and improper teaching and testing methods are the most important demotivating determinants among foreign language learners. The results are also in agreement with those of Author (2008) who emphasized the role of developmentally-appropriate teaching practices and the use of interesting and reader-friendly material as the most important motivators among Saudi EFL college-bound learners. As such, the results of present study further validate and support a growing international and cross-cultural trend in EFL demotivation research that teachers' qualifications and abilities to engage learners in EFL learning play a major role across various linguistic and cultural contexts.

Fourth, the results of the MANOVA results showed a significant difference between high and low critical reading achievers in their perceptions of leaning difficulties in reading materials unfamiliar or at the frustration reading level. However, the results did not show any further statistically- significant differences in the perception of the demotivation factors under study between the high and low reading and writing achievers. These finding contradict those of Tsuchiya (2006) who reported that learners' level of proficiency (high versus low) discriminates among EFL learners on a number of demotivation factors. This suggests that EFL proficiency is impacted by a range of reader-related, context-specific, and task- particular factors that warrant further research in various linguistic and cross-cultural contexts. Of particular importance in this regard would conducting mixed-methods and qualitative studies situated in the socio-cultural classroom contexts in order to describe the complexities of the emergence and development of EFL proficiency effective dispositions.

Limitations

The findings of the present study should be interpreted with some caution given that they are based on self-reported data. Likewise, the findings have limited generalizability into other EFL contexts and populations characterized by a host of socio-cultural and linguistic variables related to the vitality of English as well as other socio-cultural and linguistic variables that may impact learners' demotivation to study EFL.

Recommendations

Further research is recommended to examine the generalizability of the findings of the present study. Of particular interest would be studies that employ mixed methods methodologies and complex system analysis approaches to probe into the complex nature of the demotivation phenomenon and the affective variables that impact EFL learning, more generally.

Conclusion

The present study has shed some light on the interplay among the demotivation factors and the critical reading and writing proficiency levels of EFL college-bound learners. The study implications suggest that several external, internal, and context-specific factors may interact together to impact learners' motivation to persist and make efforts in order to acquire the target language of English. Consequently, teachers, administrators, and other stakeholders should encourage meaning learning, promote the use of diversified teaching methods, and avoid monotonous teaching and memorizations of grammar rules and vocabulary in order to engage learners and increase their motivation. Likewise, it is

important to embrace the efforts of learners and to boost their feelings of self-worth through building positive teacher relationships in a stressed-reduced and positive environment of mutual respect and appreciation.

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Appendix A

Name:

Gender: M F

First Foreign Language: English French Other:

Please indicate your level of agreement with the statements listed below according to the following scale:

1. Strongly Disagree (SD)
2. Disagree (D)
3. Undecided (U)
4. Agree (A)
5. Strongly Agree (SA)

Learning Difficulties		SD	D	U	A	SA
1	Bad at memorizing vocabulary	1	2	3	4	5
2	Confused by English grammar	1	2	3	4	5
3	English writing is hard for me	1	2	3	4	5
4	English phonetic is hard for me	1	2	3	4	5
5	Confused by English pronunciation	1	2	3	4	5
6	Poor listening comprehension	1	2	3	4	5
7	Having problems in comprehending sentences	1	2	3	4	5
8	Having problems in reading comprehension	1	2	3	4	5
Threats to Self-worth		SD	D	U	A	SA
9	Practicing pronunciation in front of my classmates is embarrassing because I might be made fun of by them	1	2	3	4	5
10	When compared with my siblings by my parent, I feel irritated	1	2	3	4	5
11	I feel that my teachers only like those who earn good grades in tests. If I don't, I'll be looked down upon	1	2	3	4	5
12	I was mocked by my classmates when I fail my tests	1	2	3	4	5
Monotonous Teaching		SD	D	U	A	SA
13	Boring lecturing	1	2	3	4	5
14	Repetition of listening practice	1	2	3	4	5
15	Cramming and reciting vocabulary and sentence patterns	1	2	3	4	5
16	Fast lecturing, leaving no time to catch up	1	2	3	4	5
Poor Teacher-student Relationship		SD	D	U	A	SA
17	Teacher's impatience terrifies me	1	2	3	4	5
18	Teachers humiliation on low achievers terrifies me	1	2	3	4	5
19	Disagree with teacher's ' attitude in teaching	1	2	3	4	5
20	Only high achievers gain teachers' appraisal	1	2	3	4	5
21	Teachers mocking and scolding on my poor performance irritates me	1	2	3	4	5
22	Teachers are easy to become emotional	1	2	3	4	5