(De)motivation in preparatory EFL classrooms

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Abstract

This survey study aimed to explore EFL learners’ (de)motivation in the preparatory classes at a tertiary institution in Northern Cyprus. It administered questionnaires to 105 preparatory learners and 30 language teachers. The statistical analysis revealed the Cronbach’s alpha reliability coefficient of .88 for the Learners’ version, and .89 for the Teachers’ version of the questionnaire. The analysis of the language learners’ self-reports showed an overall adequate level of their motivation, whereas the teachers’ perceptions were less positive. Importantly, the findings of the present survey indicated congruence between the participants’ positive survey reports in terms of the Teacher Factor. However, the learners’ self-reports on low motivational level in terms of self-confidence, and the teachers’ perceptions of their learners’ lack of motivation in terms of the attitude of group members, attitude to English, the language course, as well as self-confidence warranted attention. These results are discussed in relation to the pertinent literature, and pedagogical implications are suggested for the language institution in the context of the survey.

Keywords: de(motivation), (de)motivational factors, EFL preparatory learners, EFL teachers, survey