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An Analysis of Korean University Students' Demotivation and Remotivation in the EFL Classroom

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This study investigated the demotivation and remotivation factors of English learning for Korean university students in EFL situations. The sample group totaled 175 university students who took various types of English courses. The data collection consisted of a survey with closed questions, and individual interviews with a randomly selected sample of the student population. The data was processed by frequency and correlation analysis as well as a one-way analysis of variance based on participants' TOEIC scores. The findings were split into three categories: remotivation methods, demotivation factors, and remotivation factors. The findings highlighted that low-level students lacked remotivation methods while high-level students used remotivation methods more frequently. The main demotivation factors were lack of basic language ability and the core focus on tests. The leading remotivational factors were triggered by receiving satisfactorily high test scores and future job prospects. Additional significantly different results by student level are noted.

[remotivating methods/remotivating factors/demotivating factors]

I. INTRODUCTION

The motivation of acquiring a second language has been the topic of countless studies. For decades, numerous academics have insisted that motivational factors play a major role in determining the success of second language acquisition (Dörnyei, 2001; Gardner & Lambert, 1972; Williams, 1994). Especially, when students learn English in EFL (English as a foreign language) classrooms, motivation takes a core role in making English education achievements.

Dörnyei (2001) proposes that motivation in L2 learning is never static. It is a continuously changing process throughout the interactions with the learners' social and educational environment. Demotivation and remotivation factors affect the student to various degrees within themselves and according to their current situation while immersed in the second language (Dörnyei, 2001; Ushioda, 1998, 2001).

In accordance with previous research on motivation, the purpose of the study is to collect data on how university students perceive the cause of their demotivation and their subsequent attempt to remotivate themselves in their EFL courses. Due to globalization, a lot of pressure has been put on Korean society to acquire a communicative level of English. However, many students fall short of their English proficiency goals due to lack of motivation caused by many years of rote learning. The persistent dilemma for English educators is how to positively remotivate the university students effectively.

Considering the consensus on the findings till now, this research tries to provide information on what remotivates college students and in what ways can teachers positively influence demotivated students in their classrooms. This study investigates the following research questions:

1. Is there a relation between TOEIC score and students' remotivation method?
2. What are the significant demotivation factors by level?
3. What are the significant remotivation factors by level?

II. LITERATURE REVIEW

1. Motivation

Gardner and Lambert's (1972) epic 10-year study on SLA indicated that learners' level of foreign language realization was linked to their aspiration of assimilating with the linguistic-cultural group. However, identifying a specific group is skewed with English being used a lingua franca for communication (Lamb, 2007). Furthermore, employees who use a second language for personal gain may not interact with the target language group (Block & Cameron, 2002). With this information, we can separate motivation into instrumental and integrative. Integrative motivation would result in communication and amalgamation; while instrumental motivation would fill the requirements for getting a job or raise (Dörnyei, 1990).

Dörnyei modified his earlier research on the L2 self to account for the EFL learners' various types of motivation. The ideal L2 self contains the motivational factors

perceived for the successful acquisition of the L2 (Dörnyei, 2005). The additional two L2 selves are described in the following appropriate sections.

Presently, research in language learning motivation is altering perspective from what causes motivation to how it changes. The noticeable shifts in L2 leaner's motivation congeal with this new direction as language learning motivation is seen as volatile. In this view, motivation is a process which is prone to change and effects the learner through internal and external factors. Dörnyei (2001) encompasses this new direction with the process-oriented approach. The process-oriented approach takes into account how motivation is achieved and upheld, as well as the fluctuations it goes through during the L2 learning process (Ushioda, 1998, 2001; Williams & Burden, 1997).

2. Demotivation

The third category of the *L2 self* described by Dörnyei is labeled the *ought-to L2* (2005, 2009). The ought-to L2 is a stage where learners are experiencing effects from demotivational factors which makes them perceive that they are not achieving an adequate level of language proficiency. The level of motivation is calculated by subtracting demotivating factors from positive influences (Dörnyei, 2001). A learner's motivation can be decreased by numerous internal and external reasons. Internal factors include frustration and resistance to engage (Bacon & Finnemann, 1990). External factors include teacher aspects and syllabus requirements (Christophel & Gorham, 1995).

Demotivation aspects which have already taken a foothold of the students before they even stepped into the learning environment are referred to as antecedent conditions. Possible antecedent influences are attitude (Schunk, 1985), desire (Vernon, 1969), and self-perception (Bandura, 1981). Gorham and Christophel research findings which were derived from university surveys concluded that instructors can influence student motivation positively; however, the instructors have a greater possibility of preventing demotivation (1992).

Falout and Maruyama (2004) were concerned with demotivators between low and high level learners of English in university. To gather data, they used a questionnaire with six categories of question items: teachers, courses, attitude toward English speaking community, attitude toward English itself, self-confidence, and attitude of group members. The results indicated that reduced self-confidence, attitude toward an L2, courses, teachers, and attitude of group members turned out to be the sources of demotivation for low-level learners; while high-level learners tend to attribute their demotivation more to the learner factor, that is, reduced self-confidence. Falout and Maruyama (2004) also suggested that low-level learners had experienced negative attitudes toward the English language earlier than the other levels of learners. Kim and

Ma (2013) investigated Korean high school students demotivating factors in learning English dependent on their proficiency levels, revealing that difficulty of learning English, plus grades and test scores were primary and secondary sources of demotivation among learners. They also found that less proficient learners relatively encountered demotivating factors much more frequently than those who were not in an L2 learning context. Jung (2011) examined the motivation factors of Korean university students from their kindergarten to university period. His results followed that during the students' high school period, their demotivation occurred the most, and the most motivation occurred in elementary school as well as their college period.

3. Remotivation

Motivation in education simply stated is having the craving to learn. A learner, if not motivated, must have some degree of motivation in order for a decrease to occur in motivation which would lead to a state of demotivation (Dörnyei, 2001). At times the reasons and will-power seem lost. Remotivation is what can get a learner back in sync with their goals by increasing motivation. According to Ushioda's results, students can remotivate themselves by either ignoring demotivation events to promote self-esteem or by being proactive with their own techniques and strategies (1998, 2001).

Pertaining to remotivating or retaining motivation theories emerge from Dörnyei. Dörnyei surmises that a learner creates an L2 individual self which maintains their L2 learning motivation (2009). Therefore, remotivation is spurred by keeping in touch with L2 individual self. According to Dörnyei L2 learning experience category, which is a stage of creating an L2 self, the learner receives stimulus to continue forming an L2 *self identity* (2005, 2009).

Trang and Baldauf (2007), by analyzing stimulated recall essays from college students in Vietnam of Foreign Language learning experience, demonstrated that internal factors were significantly more effective to learners' overcoming demotivation than external ones in learning. Daif-Allah and Alsamani (2014) firstly set out specifying nine external demotivating factors, and secondly implemented a set of remotivating strategies in L2 instructional settings. To do this, they devised practical remotivating strategies which could stimulate intrinsic and external motivational components such as classroom atmosphere, the introduction of in-class work session, and class size. The findings obtained from the study were that these strategies ultimately provided the appropriate learning condition, which in turn might increase the levels of remotivation and interest to learn.

Cho and Chung (2014) investigated what were the demotivating and remotivating factors of Korean L2 learners in learning English depending on learners' proficiency

levels. Regarding demotives in learning English in general, the external factor was found to be the main cause of the learners' demotivation. The results also indicated that there existed statistically significant differences for the external and internal factors between two groups. In terms of the remotivating factors, the internal sources appeared to be more influential than the external ones in regaining learners' interest toward English learning between the two groups.

Based on the previous research on demotivation and remotivation, this research investigated the demotivation and remotivation factors by level. So far, most studies on the demotivation and remotivation of English learning were mainly investigated through quantitative research. In this study, qualitative research was also conducted through interviews to understand the specific reasons for demotivation and re-motivation, which are difficult to extract with quantitative research. Through analyzing the factors that affect students' past demotivation and remotivation, the study aims to provide suggestions for students to study English more successfully depend on their proficiency level.

III. RESEARCH METHOD

1. Participants

In this research, of the total 175 students who participated in the survey, 91 were male (52% of the total), and 84 were female (accounting for 48% of the total). Therefore, the men and women participants were nearly evenly distributed.

To divide students' level into high and low proficiency categories, their TOEIC scores were used. The data collected is depicted in Table 1 below.

TABLE 1
Students English Proficiency Level

TOEIC Score	Number	Percentage (%)
Under 400 (low)	79	45.1
400~700 (mid)	68	38.9
Over 700 (high)	28	16.1
Total	175	100

In the distribution of the students, the majority were in the low and mid proficiency group. As calculated in the previous table, there are 79 participants in low proficiency level, 68 participants in mid proficiency level, and the remaining 28 participants in high proficiency level.

TABLE 2
Studying Hours

Studying Hours	Number	Percentage (%)
0	61	(34.9%)
1~3	78	(44.6%)
4~7	21	(12.0%)
Over 8	15	(8.6%)

The amount of time that students spend on studying English per week is shown in Table 2. The percentage of students that do not study is 34%. The students who study 1 to 3 hours is 44.6%, 4 to 7 hours 12%, and over 8 hours 8.6%. The majority of the respondents stated that they study 1~3 hours. However, the second most common response at 34.9% was not to study English at all.

TABLE 3
Staying Abroad Experience

Experience	Number	Percentage (%)
No	138	(78.9%)
Yes	37	(21.1%)

The majority of students who participated in the questionnaire responded that they did not study abroad. According to the survey, 78.9% students have no experience studying abroad while 21.1% students studied abroad.

2. Instruments

This research paper collected data from a survey and selected follow-up interviews. Randomly selected students from three universities in South Korea participated in the

survey. Completed and returned surveys totaled 175: B University 72, H University 64, and D University 39. Note, the survey was written in Korean.

The survey was broken down into three sections. The first segment of the survey inquired about the students and their background information. Standard information included their major, gender, and TOEIC score. In addition, three more open-ended short answer questions were added to acquire data about students' study hours, study tools, and experience abroad. The second segment comprised of 17 demotivational statements. The third set of questions centered on 12 remotivation factors. All the tables used the Likert scale style of data collection.

Interviews were conducted one week after the questionnaire to obtain additional information for qualitative research. Four low-level students and three high-level students were interviewed. There were 14 interview questions which were related to demotivation and remotivation. Interviews were conducted in the classroom. Students were allotted 10 minutes per question. The interviews were recorded and then transcribed. Among them, the contents related to the hypothesis were extracted and summarized. Interview questions were the same regardless of their level. The results of the interviews are described in the research findings. On research findings, the researcher numbered the students and labeled high-level and low-level students as capital H and L, respectively.

The questionnaire and interview items of de-motivation and re-motivation were reconstructed according to the purpose of this study with reference to the questionnaire items of Yeo (2014) and Ma (2014).

IV. RESEARCH FINDINGS

The South Korean university students had previously participated in English courses. The findings of the research focused on English learning motivation factors and motivation recovering factors.

1. Remotivating Method

Table 4 below is the grouping of responses from the question about the kind of studying methods students use when they lose interest in study English.

TABLE 4

Remotivating Method

Learning Method	Number	Percentage (%)
English drama, movie	61	34.9
Pop song	13	7.4
Vocabulary studying	15	8.6
Contact foreigner (conversation)	11	6.3
Etc.	16	9.1
None	59	33.7
Total	175	100

Most students (34.9%) answered that they watch an English drama or movie in order to remotivate them to study English. Secondly, an unexpected result from 15 (8.6%) students who responded that they memorize vocabulary to bring their interest back to studying English. Thirdly, students listen to pop songs to regain an interest in studying English. Another 11 (6.3%) said they take a conversation class to have an opportunity to meet foreigners. There were other opinions such as playing English related games, taking a TOEIC test, and thinking about their future. However, 59 (33.7%) students said even though they lose interest in studying English, they do not try any remotivating method. Unfortunately, the students lacking the will to attempt any type of remotivation technique was the second highest ranking response and implies that a lot of students do not have any special method when they lose interest in studying English. The next analysis researched if there is any relation between remotivating method and TOEIC score. Check Table 5 below for an overview of the results.

TABLE 5

The Relationship of Remotivation Method and TOEIC Score

Learning Method	TOEIC Score			χ^2	p
	Under 400	400~700	Over 700		
English drama, movie	25 (31.6%)	20 (31.3%)	16 (50.5%)	3.957	.138
Pop song	6 (7.6%)	5 (7.8%)	2 (6.3%)	.082	.960
Vocabulary studying	7 (8.9%)	5 (7.8%)	3 (9.4%)	.082	.960
Contact foreigner (conversation)	1 (1.3%)	7 (10.9%)	3 (9.4%)	6.249	.044
Etc.	8 (10.1%)	5 (7.8%)	3 (9.4%)	.230	.891
None	32 (40.5%)	22 (34.4%)	5 (15.6%)	6.329	.042
Total	79 (100%)	64 (100%)	32 (100%)		

In the student low-level category, 40.5% indicated they do not have any remotivating method, which is the highest percentage among the three levels. A slight drop in the student mid-level category, with 34.4% of them, specifying they also do not have any remotivating method. In other words, more mid-level students use remotivating method then the low-level students. However, only 15.6% of high-level students said they do not have remotivating method which is significant spread from the mid and low level students.

Notable points are that the mid and high level students are attending native speaker conversation courses as a remotivation method at 10.9% and 9.4%, respectively, but only 1.3% at of the low-level students pick this method. This infers that conversation with native speakers is more of a burden to low-level students.

2. Demotivating Factors

The results of the survey on the demotivation of students are depicted in Table 6 below.

TABLE 6

Demotivation Factors for Learning English

Demotivation Factors	Number	Mean*	Standard Deviation
1	175	2.99	.837
2	175	2.55	.907
3	175	2.85	.871
4	175	2.87	.903
5	175	2.63	.900
6	175	2.93	.897
7	175	2.70	.911
8	175	2.30	.899
9	175	2.68	.831
10	175	2.58	.840
11	175	2.23	.914
12	175	2.43	.894
13	175	2.21	.899
14	175	2.84	.902
15	175	2.85	.979
16	175	1.70	.834
17	175	2.68	.965

* minimum value: 1, maximum value: 4

The survey was conducted with 175 students using a minimum value of 1 and a maximum value of 4. The highest average score was 2.99 on item 1: "I think that the reason for my demotivation when I study English is because of my lack of basic skills in English." Therefore, many students have lost interest in English due to their deficiency in the foundation of English. Kim (2012) also insisted that a main demotivation factor was difficulty of English learning due to student's deficiency in basic skills. The second highest average score was 2.93, which is item 6: 'I only concentrate on the lessons for the test and do not find the lessons useful in real life'. As the Korean English language education system is focused on tests, it can be seen that the students lose interest because of this. The third highest average score was on item 4 (2.87). Item 4 is 'Because I do not understand the difficult English grammar'. This indicates that even though the students have learned English grammar for a long time in class, they still feel the grammar is difficult and is a cause of demotivational degradation. The questions tied with fourth highest average are items 3 and 15 with an average of 2.85. The third item is 'I do not know how to study English by myself.' These results correspond with the question of 'remotivation learning' in Table 6 where has 33.7% of students answered that they have no special learning method. item 15 is 'Even if I studied English, I could not use it in my daily life'. This points out that the EFL English environment, which only uses Korean outside of class is a factor that deteriorates the motivation to learn English.

Other significant differences between motivation and remotivation factors were discovered dependent on student's level. First notice that nine items among the motivation factors for learning English by student level showed significant differences, which is close to half of the items. The results are shown in the next Table 7.

TABLE 7

Demotivation Factors by Level

Demotivation Factor	TOEIC Score	Students	Average	Standard Deviation	F	*p*
1	under 400	79	3.30	.774	17.764	.000
	400~700	68	2.90	.715		
	over 700	28	2.32	.863		
2	under 400	79	2.75	.854	8.368	.000
	400~700	68	2.57	.919		
	over 700	28	1.96	.793		
3	under 400	79	3.15	.786	19.302	.000
	400~700	68	2.82	.791		
	over 700	28	2.07	.813		

	under 400	79	3.06	.852		
4	400~700	68	2.84	.857	6.094	.003
	over 700	28	2.39	.994		
	under 400	79	2.71	.865		
5	400~700	68	2.68	.854	2.486	.086
	over 700	28	2.29	1.049		
	under 400	79	2.66	.846		
8	400~700	68	2.01	.855	13.302	.000
	over 700	28	1.96	.793		
	under 400	79	2.54	.917		
11	400~700	68	2.00	.792	9.121	.000
	over 700	28	1.93	.940		
	under 400	79	2.87	.838		
14	400~700	68	3.03	.880	7.341	.001
	over 700	28	2.29	.937		
	under 400	79	2.90	.955		
15	400~700	68	2.99	.938	4.463	.013
	over 700	28	2.36	1.026		
	under 400	79	2.81	.988		
17	400~700	68	2.72	.928	4.186	.017
	over 700	28	2.21	.876		

Among the learner factors items (Questions 1 to 5), items 1 to 4 had significant results. Since 4 out of the 5 learner factor items resulted in a significant difference among the levels, we can surmise this result is the fact that there are many demotivational factors that are caused by learners' factors according to the level of students. A more in-depth look at the items is outlined below.

Item 1 is that students' learning motivation is lowered because they do not have basic knowledge of English. The low-level students' average score 3.30 is close to 'very agree'. The high-level students' average score is 2.32 which is close to 'not quite so.' Here we see the lack of basic skills of low-level students leads to a decline in English learning motivation. There was a similar mention in the low-level group during the student interviews.

> *I do not have an English foundation, so it is difficult to understand the teacher's explanation. (L4)*

There are a lot of parts that I don't know in English, so I feel English is difficult. (L5)

Item 2 also shows a significant difference among the leveled groups. The item was 'the motivation to learn English was deteriorated because it was difficult to memorize English words or phrases'. The average of the high-level students was 1.96 while the average of mid-level students and low-level students were 2.57 and 2.75, respectively. This indicated that mid-level and low-level students are more likely to suffer from the difficulty of memorizing English words or phrases.

There was also a difference in the level of question that the motivation of learning decreased because they did not know how to do study English by themselves, item 3. In particular, by taking the difference between the high and low level averages gives 1.08, which was larger than the other items. The average of the low-level students is 3.15, which means that low-level students do not know how to study and their motivation decreases.

Item 4, 'students get demotivated because they can't understand difficult grammar' showed the difference among three groups was also notable. This implies that the lower the student level is the more serious demotivation the student gets due to the difficult English grammar. In the interviews, many low-level students also expressed the difficulty of English grammar.

The teacher did the lesson on the assumption that students knew basic grammar knowledge, but I did not understand it. Therefore, the lesson was difficult. (L1)

There is too much grammar in the English class, so it is hard to understand. (L3)

The next items 6 through to 12 represented teaching method factor statements for English learning demotivation. Among these items, only item 8 and 11 had significant difference by level. The 8th item is that 'The English class is too difficult to cause motivation deterioration'. This expresses that the lower the English level, the more difficult it is to learn English and the less interesting it is. The 11th is the item that 'The English sentences covered in the class cannot be understood'. The lower the English level, the higher the percentage of the difficulty of understanding English sentences. However, overall, students didn't feel it is as difficult as the 8th item.

The environmental factor questions of English learning demotivation were items 13 to 17. Among these items, items 14, 15 and 17 had significant difference by level. The highest average of the items was 15. Item 15 was 'even if you study English, you will not be able to use it in everyday life'. The average in the low-level was 2.90 and the average in the high-level was 2.36, which was higher than that of the 14th and 17th item. The low-

level students showed an average of 0.54 above the high-level students. This implies that as the student's level is lower if the student has more chances to use English in everyday life, it can be very helpful to enhance learning motivation. Item 14 is 'motivation deterioration occurs because students learn English for a long time without a goal', and item 17 is 'the motivation deterioration occurs because of the pressure to learn English unconditionally'. The average of item 14 and 17 was higher as the student's level decreases. The evaluation method and the early class time were not significant as the demotivational factors of English learning.

The results of this study are as follows: First, 4 items were significant among 5 items that involved learner factors, 2 items were significant among 7 items that are related to teaching method, and 3 items were significant among 5 items that are related to environmental factor. Therefore, the data results indicate that the factors that have the most influence on the demotivation for learning English by level are the learner factors, and the ones that have the least influence are the teaching method factors. Kikuchi and Sakai (2009) also argue that learning materials and grades were the main demotivation factors rather than teachers. In addition, the students' individual interviews revealed the following: the university students answered that they all had the least desire to study English during their high school stage.

> *I did not like high school English. At high school, teachers only focused on students who were good at SAT and ignored low-level students; hence, not encouraging us. (L1)*

> *High school English is too implicit. Because it is problem-oriented and problem-centered on SAT, It is mainly focused on mechanical learning and memorization. (H1)*

In their personal interview, students reported that they were least motivated to study English at high school during their school years regardless of their level. However, the reasons were slightly different. The high-level did not like the mechanical learning which mainly focuses on the university entrance exam, and the low-level students felt alienated because teachers only focused on top students in the school. Jung (2011) who surveyed 125 Korean college students claimed that demotivation occurred most frequently in high school. Therefore, a fundamental alternative to high school English education is needed. Students should be divided into classes according to their level properly and teachers should also pay attention to low-level students. In addition, high school English education which is centered on university entrance examination should be varied. Researchers confirm these students' sentiments on the stress induced by performing well on the university entrance exams (Kim, 2009; Lee & Kim, 2014)

3. Remotivating Factors

Item 16 received the lowest average score which was 1.70. Item 16 is 'I have classes early in the morning.' This expresses that early classes do not lead to a decrease in students' motivation to learn English. The next lowest average is item 13 with score of 2.21. Item 13 states ‘The students are not satisfied with the class evaluation method’. Therefore, teachers’ evaluation method is not a significant factor for students’ demotivation. A closer look at the results can be viewed in the following Table 8, which display the 12 remotivation items.

TABLE 8

Remotivation Factors for Learning English

Re-motivation Factors	Students	Mean*	Standard Deviation
1	175	2.97	.816
2	175	2.87	.903
3	175	2.97	.909
4	175	2.87	.932
5	175	2.27	.911
6	175	2.78	.896
7	175	2.56	.926
8	175	2.87	.907
9	175	2.16	.843
10	175	3.17	.754
11	175	2.15	.947
12	175	2.58	.899

* minimum value: 1, maximum value: 4

The remotivation factors can be categorized into two elements internal and external. The external elements comprise of items 2- 5, 9- 12 and 7; while 1, 6, 8 are internal in nature. Items 1 and 10 relate to scores, whereas items 2, 5 and 6 relate to teachers. Item 3 investigates social tool recognition. Item 4 is about real-life medium. The influence of friends corresponds to items 7 and 11. Item 8 is linked to English conversation. Item 9 is connected to a new learning environment, while Item 12 enquires about learning methods and strategies.

For remotivation, the highest average score was on item 10 with a mean score of 3.17, which was also the highest among all the motivational and remotivational criteria on the questionnaire. Item 10 "When I get good score in English, I want to study again", demonstrates that receiving high scores on English tests is a major motive restorative factor for the students. The second highest average score is 2.97 on item 3. The item stated that 'English is a necessary subject for obtaining employment, so even though I have difficulty, I will try again.' Obviously future graduates become remotivation due to having a strong interest in employment because most of the institutions require official English score when applying for a position. The third highest average is tied with item 2 and 4, both receiving a 2.87. Item 2 was 'If your teacher encourages you, you will want to study English again'. Students encouraged with positive stimulation seem to have a willingness to study again. Item 4 'I do not have enough chances to speak, but if I am showed visual stimuli like foreign films/images in class then I am interested in English again.' When the students responded to remotivation statements in Table 4, 34.9% of the students answered that they watch foreign movies or dramas in the majority of their classes. Nowadays, students are accustomed to various forms of media such as videos through mobile phones which can heighten their interest in learning English again through graphical content.

The lowest average score is item 11 with an average of 2.15. Item 11 was 'Group activities help English learning is interesting again'. Therefore, group activity is not remotivation factor. The second lowest item is the average of 2.16, item 9. Item 9 is 'I am interested in studying English again by supplementing the contents through the lecture of the Internet or institute'. This illustrates that the internet or institute's lectures are not a big factor to get interested in learning English again.

Table 9 examines the motivation factors of English learning remotivation by level, where 5 out of 12 items were found to be significant.

TABLE 9

Remotivation Factors for English Learning by Level

Remotivation Factor	TOEIC Score	Students	Average	Standard Deviation	F	*p*
5	under 400	79	1.90	.727	14.587	.000
	400~700	68	2.50	.938		
	over 700	28	2.75	.928		
7	under 400	79	2.24	.866	10.692	.000
	400~700	68	2.74	.874		
	over 700	28	3.04	.922		

	under 400	79	2.67	.858		
8	400~700	68	3.04	.888	3.733	.026
	over 700	28	3.04	.999		
	under 400	79	1.94	.722		
9	400~700	68	2.35	.894	5.323	.006
	over 700	28	2.32	.905		
	under 400	79	3.03	.784		
10	400~700	68	3.29	.692	2.762	.066
	over 700	28	3.29	.763		
	under 400	79	2.44	.828		
12	400~700	68	2.57	.935	3.577	.030
	over 700	28	2.96	.922		

The items with significant differences are items 5, 7, 8, 9 and 12. Among the items, the average difference of item 5 and 7 between the high and low level groups was relatively high.

The fifth item is that 'when you start classes in English or begin your classes in English, you will be interested in learning English again'. This item is an external factor and teacher factor. The average of the high-level students is 2.75, and the average of the low-level students is 1.90, which is 0.85 difference. Although the English speaking class and the English teaching method grew to be the remotivating factor for all the levels, the difference of ability between the high and low level students caused large mean disparities. Item 7 is an external factor and influence of friends. The item 7 question is "I think I should study English again if I see a friend who is good at English more than me concentrating on the lesson". The average of the high-level students was 0.8 higher than the average of the low-level students. It can be seen that the high-level students have a greater influence on English learning remotivation due to their friends than the low-level students.

Among the significant items, the items with the smallest difference between the high and low level students were items 8 and 9. Item 8 is that 'I take English class and study hard because I want to talk with a foreigner'. This is an internal factor and is an item related to English conversation. The average difference between the high and low level students was 0.37. This shows that the desire to communicate with foreigners is a remotivation factor, both for the high and low level students. In interviews, both high and low level students said that having conversations with foreigners motivates them to study English. In addition, a survey of 183 college students by Lee and Kim (2014) also

suggested that communication with foreigners is a factor in increasing the students' motivation during college.

I want to speak English well and talk to a foreigner. (L3)

I would like to express everything I want to say with foreigners in English. (H1)

I'm good at English. I want to make foreign friends and work in foreign countries. (H4)

Item 9 is an external factor, which is related to the new learning environment, as a question that the students are interested in learning English again if they catch up English through the lecture of online or institute. This was also the cause of remotivation for the high, mid, and low level students, but the average of the high-level students was 0.38 higher than the low-level students. So, the difference was not large.

Finally, a significant difference was also noted in question 12. Item 12 is 'when students learn how to solve problems and how to study English in class, they are interested in learning English again'. This is external factor and corresponds to learning methods and strategies. The average of the high-level students was 0.52 higher than the average of the low-level students. This indicates that learning English strategies for all levels of students is a remotivational factor. Ushida concludes students invigorate remotivation by being proactive with strategies (2001). Item 10 was $p = .066$, so which was close to the significant results. Item 10 is 'If the English score is good, I want to study English again'. It is an external factor and a score factor. Regardless of the level, the results show that the motivation of learning increases when the score gets better. Additional interview responses related to remotivation uncovered opinions that the low-level students shared in common.

When I am praised for knowing something, I want to study English again. (L4)

If teacher praises me, I want to study. (L2)

When the teacher kindly answers the questions and praises me, I want to study. (L3)

As such, the low-level students seem to be more motivated by the teacher's praise than the high-level students because they have had less confidence in their English ability and have been hurt by high-level student-focused classes. Teacher's encouragement would counteract the loss of confidence low-level students experience from fear of failure

which Dornyei discussed in his 2001 research. On the other hand, there were many opinions that high-level students had remotivation when the test results were good.

Comprehensively, the factors that showed significant difference of remotivation of English learning by level were the factors of strategy, influence of friends, English conversation, new learning environment, learning method, and teacher factor. Interestingly, when investigating factors of demotivation according to learners' level, teaching method had the least influence; but remotivation factors according to the level, teaching method showed a significant difference. Compiling with the contents of individual interviews, it can be seen that the praise and attention from the teacher to the low-level students and the lesson which is conducted in the English to the high-level students are the factors of the remotivation.

V. CONCLUSION AND LIMITATIONS

As a teacher, the ideal class is one with every student fully motivated. But in reality, teachers often face on a number of students who lose their interest. This research started from the curiosity of how the teachers can install motivation in the students again. The research found students' demotivation and remotivation factors as well as their motivation methods. Furthermore, additional analysis is giving the significant difference according to student's level of language proficiency.

First, the remotivation methods were examined. Six remotivation methods which are English drama, pop song, vocabulary studying, conversation with foreigner, or none, etc., were ranked. Among those methods, there were significant differences in a couple of items. First, mid and high level students were much more likely to use conversation with foreigner than low-level students as a remotivation method. Second, as the student's English level decreases they indicate an increase in the lack of use of a remotivaton learning method.

Second, the students' demotivation factors were surveyed. As a whole, the number one cause of students' demotivation reported, which averages 2.99, was that their basic language ability is not enough. The next highest response of demotivation factor was that the core focus of the class was on the test, i.e. not geared toward practical use (average 2.93). Followed by the third most cited response as a demotivational factor, they do not understand English grammar which averaged 2.87. When the demotivational data was crossed checked by group level, 9 items happened to have significant differences among the 17 items. Among the 17 items, items 1 to 5 are learner factors, items 6 to 12 are teaching method factors, and items 13 to 17 are environmental factors. Four of five items of learner factors, two of seven items of teaching method factors and

three items out of five items of the environmental factors showed significant difference by level. Therefore, it can be noted that the factors that have the most influence on the motivation factors of English learning motivation by level are the learner factors, and the ones with the least influence are the teaching method factors. It is observed that unlike the tendency of middle school learners who lose their motivation due to factors related to teachers (Choi & Kim 2013; Dornyei,1998), college students' motivation is further degraded by the difficulties experienced by the learners themselves.

Third, the students' remotivational factors were taken into consideration. Remotivation factors in the general population; the highest average is item 10 at 3.17, which is if they had a high test score they will study again. Item 3 gave remotivation due to future potential for job prospects which averaged at 2.97. Last, item 2 and 4 were tied at 2.87 which are teacher's encouragement and visual stimulation, respectively. As a result of examining the remotivation factors of English learning according to level, 5 out of 12 items were found to have significant differences. Among the five significant items, the following items are noteworthy. Item 5 was 'when you start classes in English or begin your classes in English, you will be interested in learning English again'. Item 5's average difference between the two groups was the biggest which was 0.85. Item 7, "I think I should study English again if I see a friend who is good at English more than me concentrating on the lesson". Item 7's high-level students' average was 0.8 higher than low-level students. Through this, it can be seen that the English class through English is the remotivation method for both the high and low level, but it is a higher remotivation method for the high-level due to the difference in ability. Furthermore, the high-level students are more influenced by their friends than the low-level students when it comes to remotivation occurrences. The smallest difference between high and low level students is item 8, and item 8 is that they try to listen to the English class earnestly because they want to talk with foreigners. In other words, both high and low level students have the desire to communicate with foreigners. In a study of motivation related research which was conducted by Lee and Kim (2014), the results of the questionnaire also suggested that instrumental factors such as communication with foreigners were a motivational factor for university students.

Suggestions based on the research are stated in four aspects. First, student should be separated by level properly. According to the research high-level students satisfying their need depends on the comparable grouping. Therefore, if the level is properly divided, low-level students can build up their fundamental knowledge more firmly, and high-level students can work harder by competing with similar-level students. These days, university classes attempt grouping on ability but not stringently. Second, during the interviews, the students with low-levels stated that teacher praise was the main factor in motivation recovery. Students with low-levels are often anxious and lack confidence,

so if teachers show more interests and give a lot of compliments, the students will acquire remotivation in English learning. Third, methods have to be developed to fulfill the low-level students' needs. Low-level students suffer from low basic ability so educators need to increase basic course and grammar practice to build their fundamental English knowledge. Furthermore, the low-level students lack self-study skills, so teachers should help the students develop their own study method. Fourth, expose mid and high level students to English through native English speaker's classes. The low-level students feel stress when communicating with native speakers. In contrast, interacting with native speakers was quite an important remotivation method for mid and high level students. Classes taught in English were also a way to remotivate the high-level students. Therefore, it would be helpful to increase the motivation of their English learning if many native English speaking classes are provided to the students who have good English language skills.

This study has limitations because the researcher examined only universities in Daejeon for one semester. Future research will reveal deeper insights into demotivation and remotivation factors if researchers study university students across the country and conduct more follow-up interviews over a longer period.

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APPENDIX A

Survey

안녕하세요. 아래의 문항들은 여러분의 학습동기 저하 요인과 회복 요인을 알아보기 위한 것입니다. 영어학습을 해오면서 생각하고 겪은 일을 솔직하게 대답해 주시면 됩니다. 답변한 내용은 개인정보 보호법 제 18 조에 따라 결코 다른 사람에게 공개되지 않으며 오직 연구의 목적으로만 사용할 것입니다. 감사합니다.

설문지

□ 학과:_____ □ 성별:_____ □ 토익점수:_____

□ 지난 학기동안 영어 수업 외에 일주일에 몇 시간 영어 학습을 했습니까? ___ 시간

□ 어학연수나 해외거주 경험이 있습니까?

□ 영어공부가 하기 싫어질 때 영어공부에 다시 흥미를 느끼려고 본인이 사용하는 방법은 무엇인가요?

※ 아래 문항에 대해 1, 2, 3, 4 중 해당되는 것에 O 표해 주세요.

<영어 학습 동기 저하 요인>

(1=전혀 그렇지 않다; 2=약간 그렇지 않다; 3=약간 그렇다; 4=매우 그렇다)

문항	1	2	3	4
1.영어에 대한 기본 실력이 부족하기 때문이다.				
2.영어 단어나 구문을 외우는 것이 어렵기 때문이다.				
3.영어 공부를 스스로 어떻게 해야 할지 모르기 때문이다.				
4.어려운 영어 문법을 이해하지 못하기 때문이다.				
5.영어 학습의 반복적인 실패 때문이다.				
6.시험을 위한 수업에만 집중하고 실생활에 유용한 수업을 하지 않기 때문이다.				
7.영어 수업이 교과서 내용에만 치중되어 있기 때문이다.				
8.대부분의 영어 수업이 수준에 맞지 않게 너무 어렵기 때문이다.				
9.대부분의 수업이 읽고 해석하는 것 중심이기 때문이다.				
10.대부분의 수업이 문법 중심 수업이기 때문이다.				
11.수업에서 다루는 영어문장을 이해할 수 없기 때문이다.				
12.수업 방식이 재미없기 때문이다.				
13.영어 성적 평가 방식에 만족하지 않기 때문이다.				
14.목표 없이 영어 학습을 장기적으로 하기 때문이다.				
15.영어 학습을 했다고 해도 일상에서 사용할 수 없기 때문이다.				
16.아침 일찍 수업을 하기 때문이다.				
17.영어를 무조건 배워야 한다는 압박감 때문이다.				

1~5: learner factor 6~12: teaching method factor 13~17: environmental factor

<영어 학습 동기 회복 요인>

(1=전혀 그렇지 않다; 2=약간 그렇지 않다; 3=약간 그렇다; 4=매우 그렇다)

문항	1	2	3	4
1.학점을 잘 받고 싶어서 수업을 다시 집중해서 열심히 듣는다.				
2.선생님이 격려해주면 다시 영어 공부하고 싶은 마음이 생긴다.				
3.영어는 취업에 필요한 과목이기 때문에, 어려워도 다시 도전해본다.				

4.말할 기회는 없지만, 수업시간에 외국 영화 같은 영상을 보여주면 다시 영어에 관심이 생긴다.				
5.영어로 수업하거나 영어인사로 수업을 시작하면, 다시 영어공부에 흥미가 생긴다.				
6.영어 선생님에 대한 좋은 감정을 가지고 있어서 다시 집중해본다.				
7.나보다 영어를 잘하는 친구가 수업에 집중하는 모습을 보면 다시 영어 공부 해보자는 생각이 든다.				
8.외국인과 대화하고 싶어서 될 수 있으면 영어수업을 열심히 들으려고 노력한다.				
9.인터넷 강의 또는 학원을 등록해서 따라가지 못한 내용을 보충하면 다시 영어공부에 흥미가 생긴다.				
10.영어점수가 잘 나오면 다시 공부하고 싶은 마음이 생긴다.				
11.조별활동은 영어학습을 다시 흥미롭게 한다고 생각한다.				
12.수업시간에 문제 풀이 전략이나 영어 공부하는 방법을 배웠을 때 다시 영어공부에 관심이 생긴다.				

1: score (internal)
10: score (external)
2, 5: teacher (external)
6: teacher (internal)
3: Social tool recognition (external)
4: A real-life medium (external)
7, 11: Influence of friends (external)
8: English conversation (internal)
9: new learning environment (external)
12: Learning methods and strategies (external)

APPENDIX B

Interview Questions

1. 영어를 언제 처음 배웠나요?
2. 영어 공부를 하는 이유는 무엇인가요?
3. 영어 학습을 할 때 동기 저하를 일으키는 요인은 무엇이라고 생각하십니까?
원인을 생각나는대로 열거해주세요.
4. 영어 수업을 들을 때 가장 여러분에게 영향을 주는 동기 저하 원인은 무엇입니까?
5. 영어 수업을 들을 때 가장 여러분에게 영향을 주는 재동기원인은 무엇입니까?
6. 시험성적이 동기 저하에 영향을 준다고 생각하십니까?
7. 초, 중, 고, 대학 중 영어 학습 동기저하가 된 때는 언제이고 이유는 무엇입니까?
8. 영어가 힘들어도 다시 공부하게 되는 이유는 무엇입니까?
9. 영어 공부 시 주로 사용하는 도구는?

10. 영어 공부에 미디어를 사용하는 것이 도움이 되나요? 그 이유는?
11. 외국인처럼 영어를 유창하게 말할 수 있게 된다면 무엇을 하고 싶나요?
12. 영어를 학습할 때 동기 저하의 경험이나 그것을 극복한 경우를 설명해주세요.
13. 졸업 후에도 영어공부를 계속 하고 싶은가요?
하고싶다면 말하기, 듣기, 읽기, 쓰기 중에서 어떤 영역을 하고 싶은가요?
14. 영어가 아닌 배우고 싶은 다른 언어가 있나요?

Examples in: English
Applicable Language: English
Applicable Level: University

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