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Private High School Students' English Demotivation and Their Stereotyped Thoughts about Foreign Languages: A Mixed Method Study

Özel Okulda Öğrenim Gören Lise Öğrencilerinin İngilizceye Yönelik Demotivasyonları ve Yabancı Dile Yönelik Kalıplaşmış Düşünceleri: Bir Karma Yöntem Çalışması

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Abstract: This research aims to analyze the private high school students' English demotivation and their stereotyped thoughts about foreign languages. One of the mixed method research design, the concurrent triangulation design (Qualitative+Quantitative) was deployed in the present study. The research was carried out with students who learn at private high schools located within the province of Kahramanmaraş during 2018-2019 academic year. The research sample held a total of 298 students who were selected by random sampling method. The qualitative part of the study was conducted on the basis of the selection of the students for the focus group interview. The research utilized a criterion sampling method, one of the purposeful sampling methods, while determining the participants. The research employed the "Personal Information Form", "English Demotivation Scale" and "Stereotyped Thoughts about Foreign Languages Scale" developed as the quantitative data collection tools, while focus group interview as a qualitative data collection. The students' demotivation in English and their stereotyped thoughts about foreign languages were sought through the use of a semi-structured interview form consisting of 5 open-ended questions. Frequency analysis, independent-samples t-test, one way variance of analysis (ANOVA) and significance test (Bonferroni) were used during quantitative data analysis. Direct quotations were presented as a result of the focus group interviews. The research results revealed that private high school students had a higher level of demotivation in English. Besides, the students' demotivation levels were found to be free from any significant difference in terms of gender and receiving a foreign language course in advance, while a statistically significant difference was identified across their class level. Research results also suggested that the stereotyped thoughts about foreign languages level of the private high school students was above average. No significant difference was determined across the students' stereotyped thoughts about foreign languages in terms of their gender, class level and receiving a foreign language course in advance. The qualitative findings of the research supported those obtained from the quantitative research. Based upon the research results, various recommendations have been developed. The teaching materials such as course books may be supplemented via e-content, 2d-code and

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augmented reality applications. In-service trainings or seminars may be organized for the teachers to have gain deep information about increasing the students' motivation and eliminating their stereotyped thoughts.

Structured Abstract: Introduction: Stereotyped thoughts play a significant role in foreign language learning. Individuals do not only interact with the natives of a foreign language they want to learn but also with their culture and environment. Therefore, the unreasonable and unrealistic thoughts created against these cultures and environment can be stereotyped thoughts defined as obstacles in communication. Foreign language learners often do not seek to test whether such ideas are true or not, and avoid new information that may have an impact on their thoughts. In other words, they can be quite prejudiced and rejecting. All these may derive from learners' age, gender, learning styles, learning strategies, language aptitude, motivation and so on. The key factor in developing an environment which boosts foreign language learning success is to take into account all these individual differences. Of all, motivation is a significant factor on which learners have direct influence compared to the others such as age or language aptitude. However, as significant as motivation, there emerges another side of motivation student has encountered: demotivation. Demotivation refers to specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action. Upon analyzing the relevant literature, various studies have been conducted on students' demotivation and stereotyped thoughts about foreign language. However, there is no such a research specifically published on making an analysis of the private high school students' English demotivation and their stereotyped thoughts about foreign language. In addition, the pattern of the relations between demotivation and stereotyped thoughts about foreign languages is expected to open new gates in terms of guiding researchers and educators in the development of new methods and approaches to be used in the language teaching and learning process. As a result, this research aimed to analyze the private high school students' English demotivation and their stereotyped thoughts about foreign languages. The research problem was that "What are the demotivation levels of the private high school students in English and their stereotyped thoughts about foreign languages along with their views on demotivation and stereotyped thoughts about foreign languages?"

Method: This research utilized a mixed research model as the qualitative and quantitative research designs were used together. One of the mixed method research designs, the concurrent triangulation design (Qualitative+Quantitative) was deployed in the present study. This research was carried out with students who learn at private high schools located within the province of Kahramanmaraş during the 2018-2019 academic year. The research sample held a total of 298 students who were selected by random sampling method. The qualitative part of the study was conducted on the basis of the selection of the students for the focus group interview. The research utilized a criterion sampling method, one of the purposeful sampling methods, while determining the participants. The criteria were determined as; students must be from different grades in order to ensure diversity during the interview and that they have low academic achievement in English lessons as they are thought to have a low level of motivation and stereotyped thoughts about English. Thus, qualitative data were collected from 10 students. The research employed the "Personal Information Form" "English Demotivation Scale" and "Stereotyped Thoughts about Foreign Languages Scale" and focus group interview as data collection tools. Frequency analysis, independent samples t-test, ANOVA and Bonferroni were used during quantitative data analysis. Direct quotations were presented as a result of the focus group interviews.

Findings: The research results revealed that private high school students had a higher level of demotivation in English. Besides, the students' demotivation levels were found to be free from any significant difference in terms of gender and receiving a foreign language course in advance, while a statistically significant difference was identified across their class level. Research results also suggested that the stereotyped thoughts about foreign languages level of the students was above average. No significant difference was determined across the students' stereotyped thoughts about foreign languages in terms of their gender, class level and receiving a foreign language course in advance. The qualitative findings of the research supported those obtained from the quantitative research.

Discussion, Conclusion & Recommendations: The research results revealed that private high school students had a higher level of demotivation in English. In the study conducted by Akay (2017), high school students' demotivation levels were found to be high. The analysis results also suggested that students mostly experienced demotivation in English lessons due to the teacher, classroom environment and course materials, lack of interest in English and English course and failure experience, respectively. The qualitative data results supported this finding in such a way that the students mostly experience demotivation due to teachers' attitude, their own mood, course book and the integration of the activities. The research results revealed that the

students' demotivation levels were free from any significant difference in terms of gender. Likewise, Çankaya (2018) noted that there were no statistically significant differences between female and male participants depending on their demotivating factors. Considering the students' class level, a statistically significant difference was identified across their demotivation levels in favor of the 12th graders. In the studies carried out by Akay (2017) and Kim and Seo (2012), students' demotivation levels were found to increase as class level increases. As a result of the research, no significant difference was identified across the students' demotivation levels in terms of receiving a foreign language course in advance. This striking finding of the research clearly shows that the students' demotivation levels do not change depending on the extra course they received before.

When the students' stereotyped thoughts about foreign languages were examined in terms of their gender, no significant difference was identified between males and females. That the students' stereotyped thoughts about foreign languages did not differ across gender signified that gender was not a significant factor affecting the students' stereotyped thoughts about foreign languages. A similar result emerged in the study conducted by Dağıstan (2017). As a result of the research, no significant difference was determined across the students' stereotyped thoughts about foreign languages in terms of class level and receiving a private English course in advance. The research findings also suggested that the mean of the students' stereotyped thoughts increased as their class level increased. Accordingly, the 12th grade students had the highest mean, showing that they enjoyed more stereotyped thoughts about foreign languages. This may be related to the students' suffering from the university exam anxiety. Last but not least, no significant difference was determined across the students' stereotyped thoughts about foreign languages in terms of receiving a foreign language course in advance. Accordingly, receiving a foreign language course in advance is not a significant indicator of the students' having stereotyped thoughts. Qualitative research findings illustrated that all students had stereotyped thoughts about foreign languages regardless of receiving a foreign language course in advance. Based upon the research results, various recommendations have been developed. Contents may be enriched and focus on four basic language skills separately may be developed and organized in order to attract the attention of the students. Besides, the teaching materials such as course books may be supplemented via e-content, 2d-code and augmented reality applications. For further researchers who are interested in conducting the other research but in the same scope, it will be better to compare the different high school types regarding students' problems in learning English.

Keywords: Foreign language education, English demotivation, stereotyped thoughts, private high school, high school students.

Öz: Bu araştırmanın amacı, özel okulda öğrenim gören lise öğrencilerinin İngilizce'ye yönelik demotivasyonlarının ve yabancı dile yönelik kalıplaşmış düşüncelerinin incelenmesidir. Karma araştırma yöntemlerinden, *yakınsayan paralel desen* (NİT+NİC) türünün kullanıldığı çalışmada, hem nitel hem de nicel aşamalar eş zamanlı olarak uygulanmıştır. Araştırma, 2018-2019 eğitim öğretim yılında Kahramanmaraş ili özel liselerde öğrenim gören öğrencilerle yürütülmüştür. Araştırmanın örneklemini ise rastgele örnekleme yöntemi ile seçilen toplam 298 öğrenci oluşturmaktadır. Nicel verilerin toplanmasında; araştırmacılar tarafından geliştirilen "Kişisel Bilgi Formu", Ünal ve Yanpar (2015) tarafından geliştirilen "İngilizce Demotivation Ölçeği" ve Ünal (2015) tarafından geliştirilen "Yabancı Dile Yönelik Kalıplaşmış Düşünceler Ölçeği" kullanılmıştır. Nitel veriler ise odak grup görüşmesi ile toplanmıştır. Katılımcıların İngilizce demotivasyonları ve yabancı dile yönelik kalıplaşmış düşüncelerinin belirlenmesinde açık uçlu 5 sorudan oluşan yarı yapılandırılmış görüşme formu kullanılmıştır. Nicel veriler, frekans analizi, bağımsız örneklem t testi, tek yönlü varyans analizi (ANOVA) ve anlamlılık testi (Bonferroni) ile analiz edilmiştir. Nitel veriler ise doğrudan alıntılar ile sunulmuştur. Araştırma sonucunda öğrencilerin İngilizce demotivasyon ölçeğine yüksek düzeyde görüş belirttikleri tespit edilmiştir. Bunun yanı sıra, öğrencilerin İngilizce demotivasyon puanları arasında sınıf düzeyi açısından anlamlı farklılık tespit edilirken, cinsiyet ve önceden herhangi bir kursa katılma durumu açısından anlamlı farklılık elde edilmemiştir. Araştırma sonuçları, öğrencilerin yabancı dile yönelik kalıplaşmış düşünce ölçeğine yönelik orta üstü düzeyde görüş belirttiklerini ortaya koymaktadır. Ayrıca, öğrencilerin yabancı dile yönelik kalıplaşmış düşünce puanları arasında cinsiyet, sınıf düzeyi ve önceden herhangi bir kursa katılıp katılmama durumu açısından istatistiksel olarak anlamlı bir farklılık olmadığı belirlenmiştir. Araştırmanın nitel bulguları nicel çalışmadan elde edilenleri desteklemiştir. Araştırma sonuçlarına dayalı olarak, ders kitapları gibi öğretim materyalleri; e-içerik, 2d kodlu ve artırılmış gerçeklik uygulamaları ile desteklenmeli, öğretmenlerin, öğrencilerin motivasyonlarını artırma ve kalıplaşmış

düşüncelerini ortadan kaldırma konusunda detaylı bilgi edinmeleri için hizmet içi eğitimler veya seminerler düzenlenmeli gibi öneriler geliştirilmiştir.

Anahtar Kelimeler: Yabancı dil eğitimi, İngilizce demotivasyon, kalıplaşmış düşünce, özel lise, lise öğrencileri

Introduction

Recently, English has become highly significant as an international language around the world. Most countries urge the students to learn it through compulsory programs in schools and universities. Yet, English which was initially learned only by primary and secondary school students has been taught in university after a certain time in Turkey. Within the framework of harmonization with the European Union, foreign language education has taken its place in the curricula based on the European Union Foreign Language Level System starting from primary education. At that point, the significance of foreign language teaching and its role in intercultural communication have been considerably emphasized. Küçükahmet (2009) stated that teaching is also a teaching process, referring to the fact that foreign language education cannot be achieved without communication. When the process of communication and education is considered together, the teacher and the student have the roles of source and receiver in this process. If individuals fail in recognizing the messages and the type of the messages, there may emerge a communication conflict (Dökmen, 2013). The attitudes and behaviors observed by the transformation of communication into conflict represent the thoughts that individuals create in their minds. The main reason leading to these thoughts is the 'stereotyped thoughts' that individuals are probably not aware of (Dökmen, 2013).

The concept of stereotyped thought was defined by various researchers in different ways. The term was first proposed by Lippmann (1922) with the purpose of referring to the images in our head. Psychiatrists used this concept to describe a disorder in which the same posture, movement, and speech pattern are mechanically and frequently repeated. Nowadays, etiologists and clinical psychologists define stereotyped thoughts as routine, repetitive and rigid behaviors (Harlak, 2000). In social sciences, the concept is defined as beliefs belonging to a group; mental formations that signify dividing people into a set of species; entrenched, schematic miscognitive forms having the function of facilitating decision-making in understanding the environment (Hortaçsu, 1998). Tezcan (1974) defined the concept as the "certain mental processes and stereotyped ideas that tend to simplify the thoughts in our minds". Considering the definitions mentioned above, stereotyped thoughts are based on the idea that certain features found in humans should not always be rational and unrealistic, rather they only exist.

Stereotyped thoughts play a significant role in foreign language learning. Individuals do not only interact with the natives of a foreign language they want to learn but also with their culture and environment. Therefore, the unreasonable and unrealistic thoughts created against these cultures and environment can be stereotyped thoughts defined as obstacles in communication (Dökmen, 2013). Stereotyped thoughts can affect the attitudes, thoughts and feelings of the individuals towards the foreign language. Individuals with stereotyped ideas towards foreign languages may enjoy the following characteristics:

1. *Overgeneralization:* These individuals tend to overgeneralize as if they could not solve the problems they face while learning a foreign language and they are in the fright of making mistakes.

2. *Exchanging efforts:* Individuals who are in an effort to exchange want to direct others to learn foreign languages.

3. *Wish to Goodness*: These individuals have some regrets for their past lives regarding foreign language education. They have the idea of "I wish I had understood the significance of leaning a foreign language in advance".

4. *Polarization*: These individuals think that those who are good at foreign languages are much more respectable, popular and sophisticated compared to those who do not.

5. *Totalitarianism*: These individuals have a totalitarian idea that they are qualified only when they read or speak and they act as if they knew everything about the language.

6. *Absolutism*: These individuals think that they must go to a course or receive private lessons in order to learn a foreign language. They also argue that they must certainly be successful in foreign language exams.

7. *Personalization*: Individuals who make personalization think that they cannot succeed in learning the language even if they study, and they cannot learn it because they are shy.

8. *Over-devotion*: These individuals state that they do not want to learn foreign languages in order not to lead their families to economic problems to, or that they only try to learn that language when their families want (Ünal, 2015).

Foreign language learners often do not seek to test whether such ideas are true or not, and avoid new information that may have an impact on their thoughts. In other words, they can be quite prejudiced and rejecting. All these may derive from learners' age, gender, learning styles, learning strategies, language aptitude, motivation and so on. The key factor in developing an environment which boosts foreign language learning success is to take into account all these individual differences. Of all, motivation is a significant factor on which learners have direct influence compared to the others such as age or language aptitude. Harmer (2001, p. 51) defined motivation as "a type of an internal drive to urge the individual to seek a course of action". As Dörnyei (1998, p. 43) stated "Motivation has been widely welcomed by not only teachers but also researchers as one of the major factors that affect the success of foreign language learning". Thus, motivation is a crucial factor in second and foreign language learning. It has been regarded one of the factors affecting individuals' success at the greatest level in foreign language learning. Besides, previous researches have revealed that the students who are less motivated are less likely to be successful in language learning (Dörnyei, 1994, 2005; Dörnyei and Ushioda, 2011; Gardner, 2007; Kikuchi & Sakai, 2009).

However, as significant as motivation, there emerges another side of motivation student has encountered: *demotivation*. Demotivation is quite new in the field of motivation related to foreign language learning. Muhonen (2004) emphasized that this dark side of motivation has been disregarded in the second and foreign language learning. Dörnyei (2005, p. 143) portrayed demotivation as "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action". Demotivation concerns negative effects reducing or cancelling out motivation (Dörnyei 2001b; Kaivanpanah and Ghasemi, 2011). A demotivated student is the one who was once motivated, yet lost his/her interest for some reasons. These reasons are of great importance to prevent students from being demotivated. Dörnyei and Ushioda (2011) identified various factors resulting in demotivation. These are;

- The teacher (personality, commitment, competence, teaching method)
- Inadequate school facilities (group is too big or not the right level; frequent change of teachers)
- Reduced self-confidence (experience of failure or lack of success)
- Negative attitude towards L2
- Compulsory nature of L2 study
- Interference of another foreign language being studied
- Negative attitude towards L2 community

- Attitudes of group members
- Coursebook

Thus, foreign language learning processes have been taken into consideration by the researchers. Upon analyzing the relevant literature, various studies have been conducted on students' demotivation (Akay, 2017; Al-Sharief, 2013; Butt, Khosa, Malghani, Khosa, and Bukhari, 2016; Challa, 2015; Falout and Maruyama, 2011; Jahedizadeh et al., 2016; Kikuchi, 2009; Kim and Kim, 2015; Muhonen, 2004; Sakai and Kikuchi, 2009; Rashidi, Rahimi, and Alimorad, 2014; Trang and Baldauf, 2007; Ünal and Yanpar, 2015; Ünal, 2018) and stereotyped thoughts about foreign language (Aronson, Cohen and McColskey, 2009; Brooks-Lewis, 2012; Dağistan, 2017; Ekici and Yılmaz, 2013; Ekşi, 2009; Gilbert and Hixon, 1991; Heinzmann, 2009; Hilton and Hippel, 1996; Karabayev and Tutkun, 2001; Ünal, 2015; Popovic, 2004; Spencer, Steele and Cluim; 1998). However, there is no such a research specifically published on making an analysis of the private high school students' English demotivation and their stereotyped thoughts about foreign language. In addition, the pattern of the relations between demotivation and stereotyped thoughts about foreign languages is expected to open new gates in terms of guiding researchers and educators in the development of new methods and approaches to be used in the language teaching and learning process. This research has been conducted with high school students. In their study, Kim and Kim (2015) have emphasized that learning a language motivation decreases as age increases across primary and high school students. Therefore, demotivation causes problems in English learning for the high school students. As a result, this research aimed to analyze the private high school students' English demotivation and their stereotyped thoughts about foreign languages. The research problem was that "What are the demotivation levels of the private high school students in English and their stereotyped thoughts about foreign languages along with their views on demotivation and stereotyped thoughts about foreign languages?". Hence, answers to the following sub-problems were sought:

1. What are the participation levels of the private high school students regarding demotivation in English?
2. Do the students' demotivation levels significantly differ across their;
 - gender,
 - class level,
 - receiving a private English course in advance?
3. What are the participation levels of the private high school students regarding their stereotyped thoughts about foreign languages?
4. Do the students' stereotyped thoughts about foreign languages significantly vary across their;
 - gender,
 - class level,
 - receiving a private English course in advance?
5. What are the private high school students' views regarding their demotivation in English and stereotyped thoughts about foreign language?

Method

Research Design

This research utilized a mixed research model as the qualitative and quantitative research designs were used together. Creswell and Plano Clark (2018) have defined mixed-method research as the class of research in which a researcher collects and analyzes qualitative and quantitative data together into a single study. Creswell's (2015) reasons for choosing mixed method was taken into consideration in favoring mixed method in this research and each stage of the research was conducted through following Creswell's mixed method processes. Prerequisite factors to deploy a mixed method research are presented as follows:

- Obtain two different perspectives, one retrieved from quantitative data and one retrieved from qualitative data
- Obtain a more comprehensive view and much more data regarding the problem,
- Add to instrument data (quantitative information) details about the setting, place and context of personal experiences (qualitative information)

Considering the prerequisite factors mentioned above, a mixed research model was welcomed since there was a need for having access to a more comprehensive view regarding stereotyped thinking towards foreign language and demotivation under the strength of quantitative and qualitative data. One of the mixed method research designs, the concurrent triangulation design (Qualitative+Quantitative) was deployed in the present study. This method generally uses separate quantitative and qualitative methods as a means to compensate the weaknesses inherent within one method with the strengths of the other method (Creswell and Plano Clark, 2018; Teddlie and Tashakkori, 2015). In this method, the quantitative and qualitative data collection is concurrent, and happens in one phase of the study. The researchers can choose it when his/her time is limited. The priority should be equal between these two methods, yet in practical implementation, the priority may be given to either the quantitative or the qualitative phase. This method generally combines the research results of the two methods during the interpretation phase. Besides, comments and interpretations are made. Figure 1 depicts the design of the research.

Figure 1. The concurrent triangulation method

Sampling Procedure

This research was carried out with students who learn at private high schools located within the province of Kahramanmaraş during the 2018-2019 academic year. The research sample held a total of 298 students who were selected by random sampling method. Table 1 depicts demographic information regarding the participants.

Table 1: Demographic Information Regarding the Participants

	<i>Variables</i>	<i>f</i>	<i>%</i>
Gender	Female	167	56.0
	Male	131	44.0
Grade	9 th grade	59	19.8
	10 th grade	82	27.5
	11 th grade	96	32.2
	12 th grade	61	20.5
Receiving an English course in advance	Yes	96	32.2
	No	202	67.8
TOTAL		298	100.0

Table 1 portrays that 167 (56.0%) of the students were female and 131 (44.0%) were male. Considering the grades, the student are mostly 11th graders (f=96, 32.2%), and the fewest is the 9th graders (f=59, 19.8%), while they mostly did not receive an English course in advance (f=202, 67.8%), and few receiving the course (f=96, 32.2%).

The qualitative part of the study was conducted on the basis of the selection of the students for the focus group interview. The research utilized a criterion sampling method, one of the purposeful sampling methods, while determining the participants. The criteria were determined as; students must be from different grades in order to ensure diversity during the interview and that they have low academic achievement in English lessons as they are thought to have a low level of motivation and stereotyped thoughts about English. Thus, qualitative data were collected from 10 students. Among the participants, 4 were male and 6 were female students. Besides, 3 out of 10 students were the 9th graders, 2 were the 10th graders, 3 were the 11th graders and 2 were the 12th graders.

Data Collection Tools

Quantitative Data Collection Tools

Personal Information Form: A form was developed in order to determine the demographic information regarding high school students. The form includes questions related to the participants' gender, class level and the status of receiving a private English course in advance.

English Demotivation Scale: The research employed the "English Demotivation Scale", which was developed by Ünal and Yanpar (2015). The exploratory factor analysis results indicated that the scale has one factor having four-subcomponent factorial structure with 20 items and explains 57.85% of the total variance. The subcomponents of the scale are teacher characteristics, lack of interest towards English and English classes, class environment and class materials, and experience of failure. The Cronbach's alpha internal consistency coefficient was identified as 0.91 for the overall scale. The scale was found to have acceptable fit indices values related to the model. This scale was used after the necessary permission was granted. Cronbach's alpha reliability coefficient was recalculated for this study and determined to be 0.87 for the overall scale.

Stereotyped Thoughts about Foreign Languages Scale: This research also employed "Stereotyped Thoughts about Foreign Languages Scale" developed by Ünal (2015). Exploratory and confirmatory factor analyses were conducted during the development of the scale. The exploratory factor analysis revealed that the tool possesses 8 factors and 42 items, and explains 33.84 % of the total variance. The factors of the tool are overgeneralization, exchanging effort, wish to goodness, polarization, totalitarianism, absolutism, personalization and over-devotion. The Cronbach's alpha internal consistency coefficient was identified as 0.87 for the overall scale. In the present study, the Cronbach's alpha internal consistency coefficient was found to be .86 for the overall scale. Fraenkel, Wallen and Hyun (2015) stated that the Cronbach Alpha coefficient of .70 and above is considered as reliable. Based on this reference, these two scales can be said to be reliable.

Qualitative Data Collection Tool

Focus Group Interview: This research utilized focus group interview with a view to unveiling the private high school students' views regarding their demotivation in English and stereotyped thoughts about foreign language. One of the advantages of using the focus group interview in studies is that it provides an in-depth knowledge thanks to hearing of an individual's response to the questions by others and from his own thoughts within the framework of these responses and to make additional comments (Yıldırım and Şimşek, 2008). A semi-structured interview form was used for the focus group interview since semi-structured interview forms are less structures, open-ended and flexible forms. By this way, the researcher has the opportunity to shape the interviews (Merriam, 2009). Within the scope of the research, the students' demotivation in English and their stereotyped thoughts about foreign languages were sought through the use of a semi-structured interview form consisting of 6 open-ended questions. While developing the open-ended questions in the form, 2 teaching staff from the department of Foreign Language Education, 1 English teacher with at least 6 years of teaching experience in high schools and 1 PhD student in the Curriculum and Instruction Department were consulted.

After the necessary corrections were made in the light of the experts' feedback, the form got its last version with 5 open-ended questions. The interview lasted approximately 70 minutes and it was recorded by voice record with the consent of the participants. The interview was transcribed line by line and the analysis of the transcription was made. Besides, the students were ensured on the point that their names would not be used in any way. Therefore, ten colours (blue, purple, yellow, white, green, black, red, pink, brown, grey) were determined for the students and each was asked to choose one and identify themselves as "I am blue" etc. before starting their speeches in order to avoid confusion. Thus, the participants' expressions were presented according to the colors they chose in the presentation of the findings related to the focus group interview.

Data Analysis

The research confirmed whether data provided the general requirements of the parametric tests. Thus, the Kolmogorov Smirnov test was used to whether the data distributed normally. The analysis results suggested that English demotivation ($K-S=.002, p<.05$) and stereotyped thoughts about foreign languages ($K-S=.002, p<.05$) did not demonstrate normal distribution. However, even small deviations from the normal can be statistically significant in the studies conducted with a large sample. Considering the relevant literature, it is recommended that the range interval, the proximity of mode, median and arithmetic mean, skewness and kurtosis coefficients, histograms and Q-Q graphs be taken into account in order to determine whether the data demonstrates normal distribution (Ho, 2006; Seğer, 2015; Pallant, 2017).

This research examined skewness and kurtosis coefficients in order to determine whether normality is ensured. Pallant (2017) emphasized that skewness and kurtosis coefficients should be between +2 and -2. As a result of the analysis, the coefficient of skewness is -.696 and the coefficient of kurtosis is .668 for the demotivation scale. As for the stereotyped thoughts about foreign languages scale, the coefficient of skewness is .171 and the coefficient of kurtosis is .996. Based on this result, the data can be said to demonstrate normal distribution. At that point, parametric tests were conducted since the data were normally distributed. SPSS 15.0 package program was used in order to perform the descriptive and inferential statistics. In this regard, .05 was determined as significance Level. Frequency analysis, independent-samples t-test, one way variance of analysis (ANOVA) and significance test (Bonferroni) were used during quantitative data analysis. As for the qualitative data analysis, the interview was transcribed line by line and the analysis of the transcription was made. Direct quotations were presented verbatim in the findings section to elicit substantive information regarding the participants' views and feelings on the topic of interest.

Findings

Quantitative Findings of the Research

This part presents findings obtained after testing the sub-problems. All findings concluded after analyses are displayed in Tables and interpreted. The order of findings is the same with the order of the sub-problems.

Table 2 shows the independent sample t-test results related to whether private high school students' demotivation levels significantly differ across their gender.

Table 2: Independent Samples T-Test Results of Private High School Students' Demotivation in terms of Gender

Tool	Gender	N	$\bar{X}$	Sd	df	t	p
Demotivation scale	Male	131	65.34	15.68	296	-1.692	,092
	Female	167	68.76	18.48			

* $p < .05$

Table 2 revealed that the private high school students' demotivation levels did not significantly vary across their gender [$t(296) = -1.692$, $p > .05$].

Table 3 shows the independent sample t-test results related to whether private high school students' demotivation levels significantly differ across the status of receiving a private English course in advance.

Table 3: Independent Samples T-Test Results of Private High School Students' Demotivation in terms of Receiving a Private English Course in Advance

Tool	Course	N	$\bar{X}$	Sd	df	t	p
English	Yes	96	67.88	17.59	296	.422	,674
Demotivation	No	202	66.97	17.28			

According to Table 3, no significant difference was identified across the private high school students' demotivation levels in terms of the status of receiving an English course in advance [$t(296) = .422$, $p > .05$].

Table 4 suggests the one-way ANOVA results related to whether private high school students' demotivation levels significantly differ across their class level.

Table 4: One-Way ANOVA Results of Private High School Students' Demotivation in terms of Class Level

Tool	Class level	N	$\bar{X}$	SD	SV	SM	df	F	p	Bonferonni
English Demotivation	9 th	59	62.69	19.74	BG	1525.534	3	5.278	.001	4>1,2,3
	10 th	82	65.94	14.76	WG	289.033	294			
	11 th	96	66.62	18.86						
	12 th	61	74.46	13.48						
	Total	298	67.26	17.36						

Table 4 displays that the private high school students' demotivation in English significantly differed across their class level, [$F(3,294) = 5.278$, $p < .05$]. Upon examining the Bonferroni analysis results conducted to determine the differences among groups, the students who are the 12th graders had higher demotivation levels than those in the 9th, 10th and 11th grades.

Table 5 shows the independent sample t-test results related to whether private high school students' stereotyped thoughts about foreign languages significantly differ across their gender.

Table 5: Independent Samples T-Test Results of Private High School Students' Stereotyped Thoughts about Foreign Languages in terms of Gender

Tool	Gender	N	$\bar{X}$	Sd	df	t	p
Stereotyped thoughts	Male	131	120.90	21.31296	296	-1.873	.062
	Female	167	125.75	22.80			

* $p < .05$

Table 5 revealed that the private high school students' stereotyped thoughts about foreign languages levels did not significantly vary across their gender [$t(296) = -1.873$, $p > .05$].

Table 6 shows the independent sample t-test results related to whether private high school students' demotivation stereotyped thoughts about foreign languages levels significantly differ across the status of receiving an English course in advance.

Table 6: Independent Samples T-Test Results of Private High School Students' Stereotyped Thoughts about Foreign Languages in terms of Receiving an English Course in Advance

Tool	Course	N	$\bar{X}$	Sd	df	t	p
Stereotyped thoughts	Yes	96	123.40	27.10	296	-.115	.908
	No	202	123.72	19.61			

According to Table 6, no significant difference was identified across the private high school students' stereotyped thoughts about foreign languages levels in terms of the status of receiving an English course in advance [$t(296) = -.115$, $p > .05$].

Table 7 suggests the one-way ANOVA results related to whether private high school students' stereotyped thoughts about foreign languages levels significantly differ across their class level.

Table 7: One-Way ANOVA Results of Private High School Students' Stereotyped Thoughts about Foreign Languages in terms of Class Level

Tool	Class level	N	$\bar{X}$	SD	SV	SM	df	F	p
Stereotyped thoughts	9 th	59	122.76	21.28	BG	152.879	3	.306	.821
	10 th	82	122.54	21.84	WG	498.948	294		
	11 th	96	123.61	23.30					
	12 th	61	125.91	22.43					
	Total	298	123.62	22.25					

Table 7 displays that the private high school students' demotivation in English significantly did not significantly vary across their class level, [$F(3,294) = .306$, $p > .05$].

Qualitative Findings of the Research

This part presents the findings obtained from the focus group interview which was performed for the purpose of exploring the private high school students' views regarding the factors affecting their motivation and their stereotyped thoughts about foreign languages. The order of the findings is presented in line with the interview questions.

The first question posed to the students during the interview was related to their views regarding motivation in foreign language lessons. The analysis results suggested that students had different but mostly common views on their motivation in lessons. Some of the students expressed that they did not experience demotivation in foreign language lessons, while others mentioned that high motivation depends largely upon teachers' attitude, their own mood, course book, and the integration of the activities. Some students' views on their motivation are presented below.

Grey	<ul style="list-style-type: none"> • "The films and TV series with English subtitles, games, a good job opportunity increase my motivation for learning foreign languages."
Purple	<ul style="list-style-type: none"> • "Foreign language lesson may sometimes be boring and forcing even if you are willing to learn. This situation does not result from the teacher, friends or classroom atmosphere. It is totally related to my mood. If I do not feel good, I don't want to learn new vocabulary or grammar topics. In short, I don't want to do anything, so I feel demotivated."
Blue	<ul style="list-style-type: none"> • "I am always into learning a foreign language and my motivation is really high since learning a foreign language has become part of my life. That is, it is not just a lesson form e. I do not care about the English exams or something like that ... I just want to learn it for my further life."
Green	<ul style="list-style-type: none"> • "I am not interested in learning a foreign language, so I am demotivated. I only study it for the exams and that is all for me.."
Brown	<ul style="list-style-type: none"> • "If we do enjoyable activities and if the lesson is active, of course my motivation gets higher. However, my motivation decreases if the teacher only teaches grammar structure and makes us take notes. I need interactive lessons for high motivation."
White	<ul style="list-style-type: none"> • "Learning a foreign language is one of my big dreams. I want to learn lots of languages. However, the English course book is boring, so my motivation gets lower. I think we should mostly learn vocabulary in order to speak fluently."

The second question of the interview was related to whether students enjoy stereotyped thoughts about foreign languages or not. As a result of the analyses, almost all the students participating in the interview were identified to have stereotyped thoughts about foreign languages. These stereotyped thoughts are mostly interrelated with their overgeneralization, wish to goodness and totalitarianism. Some students used such expressions presented below in their explanations on having stereotyped thoughts about foreign languages.

White	• "I can speak English, so I know English well."
Green	• "I wish I made learning foreign languages a part of my life, but it is too late..."
Purple	• "My accent is very bad so I cannot speak English or any other languages. Moreover, I couldn't understand the things I listen."
Grey	• "I will not be able to speak when I encounter a foreigner since I don't know grammar and vocabulary."
Red	• "I cannot be successful in English. My vocabulary knowledge is limited. I am always doing wrong."

The third question of the interview was related to the attempts that can be effective in changing the students' stereotyped thoughts in a positive way. The participants explained that foreign languages should be related to daily life, the activities should be integrated into the courses, language classes should be separated according to students' levels, and language should be taught with its culture. The students' views on the attempts are displayed as following.

Black	• "Learning a foreign language is not just to learn it regardless of the culture. The cultural characteristics of the country should also be taught to the students. If it is achieved, I can learn the language without any stereotyped thoughts."
Green	• "Language classes should be arranged according to students' levels. The individuals with low self-confidence do not afraid of speaking in lower class levels. For example, in our class, one of my friends do not want to speak because there are students who know English well and this person hesitates from these students. May be, this student thinks that they will make fun of him/her."
Purple	• "In fact, the activities such as debates, drama and role plays can play an important role in changing stereotyped thoughts."
Grey	• "My stereotyped thoughts can change in a positive way if the language is related to daily life. Because I start believing myself while speaking. If we see it as a normal process, then we get more interested in it."
Pink	• "Learning grammar and vocabulary can break my stereotyped thoughts..."

When it comes to the fourth question that was related to the factors leading to demotivation of the students, the students emphasized that the fear of making mistakes, the negative comments made by their friends, the vapidty of the topics, the difficulty in pronunciation and so on. lead them to feel demotivated during the foreign language lessons. Some students used such expressions presented below in their explanations on demotivating factors.

Brown	<ul style="list-style-type: none"> "The fear of making mistakes makes me feel demotivated during the lessons. In addition, the topics are not updated and I get tired of learning the same things, especially grammar."
Red	<ul style="list-style-type: none"> "Some of our friends in our class are really proficient in English. Sometimes I have difficulty in understanding them while they are talking in English. Moreover, I have never been a student who is interested in learning a new language, which makes me feel demotivated during the lessons."
Grey	<ul style="list-style-type: none"> "Especially grammar and difficult vocabulary items. These are the factors which make me demotivated during the lessons. I cannot concentrate on the lesson, I got bored and I just want to sleep. When I don't understand the things that are mentioned, my motivation level also decreases."
Green	<ul style="list-style-type: none"> "My problem is not about the foreign language lessons. I have a problem with myself..."
Yellow	<ul style="list-style-type: none"> "I sometimes feel demotivated in the lessons. For example, I want to give answers to the questions posed by our teacher, but I am afraid of making mistakes while speaking. When I mispronounce the words, I start thinking that there is no use in learning a foreign language."
Purple	<ul style="list-style-type: none"> "This year, the English course book is really boring. The vagidity of the topics makes me feel demotivated in the lessons. Another point is that some of our friends make fun of your pronunciation and they are laughing. The teacher angrily warns them, but my desire for listening to the lesson is negatively affected."

As the last question, the students were asked whether learning a foreign language will make contributions to their future lives. The research analysis revealed that all the students said "yes" about the contributions of learning a language. They were found to consider language learning as a need for going abroad, a good job opportunity, working life, using the websites, learning new cultures, using social media and so on. The participants expressed their views on the contributions as follows.

Blue	<ul style="list-style-type: none"> "I believe that learning a language will provide great opportunities for me in university years and in the working life. Besides, learning languages will provide me with having full self-confidence in terms of both in social and academic life."
Green	<ul style="list-style-type: none"> "If we know different languages, we can go abroad without any fear. We can easily learn other countries' cultures and traditions. In addition, it is my dream to read the classical literature with its original language as translated versions do not give you the same feeling."
Purple	<ul style="list-style-type: none"> "I want live abroad in the future, so I must learn a foreign language. It will be a need for me in order to learn the country's culture, to communicate effectively with the foreign people. Other than this, if I stay in Turkey, it will be indispensable for me to know a foreign language for my job."
Pink	<ul style="list-style-type: none"> "I think that learning a foreign language will be beneficial for me in using websites and social media. Likewise, it will also play a significant role in my career choice in the future."
Black	<ul style="list-style-type: none"> "I have not made any decisions for my future life yet. However, I am sure that knowing a foreign language will make me go a step further in working life."

Result, Discussion and Recommendations

This research examined the demotivation levels of the private high school students in English and their stereotyped thoughts about foreign languages along with their views on demotivation and stereotyped thoughts about foreign languages. The research results revealed that private high school students had a higher level of demotivation in English. In the study conducted by Akay (2017), high school students' demotivation levels were found to be high. The analysis results also suggested that students mostly experience demotivation in English lessons due to the teacher, classroom environment and course materials, lack of interest in English and English course and failure experience, respectively. The qualitative data results supported this finding in such a way that the students mostly experience demotivation due to teachers' attitude, their own mood, course book and the integration of the activities. Similar results emerged in the studies conducted by Falout and Maruyama (2011); Ghadirzadeh, Hashtroudi and Shokri (2012); Kikuchi (2009); Muhonen, (2004); Sakai and Kikuchi, 2009; Trang and Baldauf (2007); Ünal and Yelken (2015). Chambers (1993) concluded that learning material was a powerful demotivating factor along with the teacher. The course book was determined as a demotivating factor in Dörnyei's (1998) list of demotivating factors.

The research results revealed that the students' demotivation levels were free from any significant difference in terms of gender. This may be due to the fact that both male and female students are influenced by the teacher's attitudes at the same level. Likewise, Çankaya (2018) noted that there were no statistically significant differences between female and male participants depending on their demotivating factors. On the contrary, Ünal (2018), Akay (2017), Tsuchiya (2004), Wei (2009) and Andreou et al. (2005) concluded that female students are much more demotivated during English learning process than males. Furthermore, all the students participating in the focus group interview emphasized that the fear of making mistakes, the negative comments made by their friends, the vapidness of the topics, and the difficulty in pronunciation lead them to feel demotivated during the foreign language lessons. The findings of this research are in line with those of Haryanto, Makmur, Ismiyati and Aisyah (2018).

Considering the students' class level, a statistically significant difference was identified across their demotivation levels in favor of the 12th graders. In the studies carried out by Akay (2017) and Kim and Seo (2012), students' demotivation levels were found to increase as class level increased. This may result from the fact that students feel obliged to study harder for being successful in university entrance exam. Thus, they may give less importance to the foreign languages. In his study, Ünal (2018) found that the 5th graders were more demotivated compared to the 6th graders. The researcher explained that the reason for this may be that the 5th grade is a transition class from primary to secondary education, so students may have problems with adaptation.

As a result of the research, no significant difference was identified across the students' demotivation levels in terms of receiving a foreign language course in advance. This striking finding of the research clearly shows that the students' demotivation levels do not change depending on the extra course they received before. This may be related to the major factor of demotivation, that is, the teacher. Likewise, it is noteworthy that in most of the previous studies related to demotivation learners considered factors related to teachers as one of the most demotivating factors (Chambers, 1993; Dörnyei, 1998; Gorham and Christophel, 1992). In fact, individuals learning language at private courses are expected to have high motivation as they are free from any exam anxiety and the private courses use the various learning and teaching strategies to enable students to improve their English in practice. Moreover, Tokdemir (2000) stated that the students receiving private language courses have a high level of English and they are motivated.

Research results suggested that the stereotyped thoughts about foreign languages level of the private high school students was above average, meaning that the students' views towards language learning are influenced by their stereotyped thoughts. Dörnyei (1998) stated that foreign language

learners can be quite prejudiced and rejecting, which may derive from learners' age, gender, learning styles, learning strategies, language aptitude, motivation and so on. Dağıstan (2017) noted that secondary school students do not have stereotyped thoughts about foreign languages. In the present study, the students were also found to have stereotyped thoughts due to the overgeneralization, exchanging effort, wish to goodness, polarization, totalitarianism, absolutism, personalization and over-devotion. In tune with the quantitative findings, the qualitative findings also showed that the students enjoy stereotyped thoughts about foreign languages such as overgeneralization, wish to goodness, totalitarianism.

When the students' stereotyped thoughts about foreign languages were examined in terms of their gender, no significant difference was identified between male and females. That the students' stereotyped thoughts about foreign languages did not differ across gender signified that gender was not a significant factor affecting the students' stereotyped thoughts about foreign languages. A similar result emerged in the study conducted by Dağıstan (2017). Unlike these findings, Spencer, Steele and Cluim (1998) found that females had more stereotyped thoughts which affected their mathematical performance. However, Karabayev and Tutkun (2001) concluded that female students had fewer stereotyped thoughts compared to males.

As a result of the research, no significant difference was determined across the students' stereotyped thoughts about foreign languages in terms of class level and receiving a private English course in advance. The research findings also suggested that the mean of the students' stereotyped thoughts increased as their class level increased. Accordingly, the 12th grade students had the highest mean, showing that they enjoyed more stereotyped thoughts about foreign languages. This may be related to the students' suffer from the university exam anxiety. Similarly, Öner and Gedikoğlu (2007) revealed no significant difference across the students' stereotyped thoughts about foreign languages in terms of their class level. The fact that English education available in all high school types has been similarized in the framework of a specific program in recent years may be an indicator of stereotyped thought developed by the students at the same rate.

Last but not least, no significant difference was determined across the students' stereotyped thoughts about foreign languages in terms of receiving a foreign language course in advance. Accordingly, receiving a foreign language course in advance is not a significant indicator of the students' having stereotyped thoughts. Qualitative research findings illustrated that all students had stereotyped thoughts about foreign languages regardless of receiving a foreign language course in advance. During the interview, the students were determined to put emphasis on the attempts that can be effective in changing their stereotyped thoughts in a positive way. They explained that foreign languages should be related to daily life, the activities should be integrated into the courses, language classes should be separated according to students' levels, and language should be taught with its culture.

The research results also suggested that all the students said "yes" about the contributions of learning a language. They were found to consider language learning as a need for going abroad, a good job opportunity, working life, using the websites, learning new cultures, using social media and so on. In this regard, it is likely that the students are aware of the significance of foreign language learning, yet some internal and external factors lead them to have stereotyped thoughts about the languages and be demotivated. Based upon the research results, various recommendations have been developed:

- The research results revealed that the private high school students' demotivation levels were high, and their stereotyped thoughts about foreign languages were above average. Contents may be enriched and focus on four basic language skills separately may be developed and organized in order to attract the attention of the students. Besides, the teaching materials such

as course books may be supplemented via e-content, 2d-code and augmented reality applications.

- Foreign language learning-teaching processes may be developed as entertaining, collaborative and experiential learning with the aim of making students aware of the fact that language courses have a different learning-teaching process compared to the other courses.
- This research utilized mixed method research model so as to analyze the private high school students' demotivation levels in English and their stereotyped thoughts about foreign languages. Various studies may be conducted on demotivation levels in English and their stereotyped thoughts about foreign languages through use of research models such as longitudinal, action research and case study in order to make significant contributions to the literature.
- For further researchers who are interested in conducting the other research but in the same scope, it will be better to compare the different high school types regarding students' problems in learning English.
- The research results pointed out that teachers take active roles in motivating the students' during foreign language learning process. Therefore, in-service trainings or seminars may be organized for the teachers to have gain deep information about increasing the students' motivation and eliminating their stereotyped thoughts.
- The research on demotivation can also be extended outside the school, taking into account that language learning takes place elsewhere too.
- Research results showed that the students got demotivated due to teaching materials and course books. Therefore, virtual environments may be developed through internet support for the purpose of improving students' speaking skills especially outside the classroom. Teachers may be recommended to use various applications such as e-twinning effectively in order to provide students with contacting to other students from other English-speaking countries.

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