

dariannavo, [01.06.2023 17:30] This study initially attempts to discuss motivation and demotivation in the field of second language acquisition and additionally to explore the main factors causing demotivation in learning English among university students of vocational school. Thus, it can be implied that learners' motivation can be increased via more communicative activities including real life conversations, language games, etc. The most salient finding is that among six groups of demotivation factors, the most mentioned one by all participants was class characteristics which includes such reasons as learners' being unsatisfied with the course contents and pace, focus on grammatical structures, focus on university entrance exams and the memorization of the language; while the least one is teacher factor. Descriptive statistics were employed in order to identify the most and the least demotivating factors grouped into 6 main categories such as (a) Class Characteristics (b) Class Environment (c) Experiences of Failure (d) Lack of Intrinsic Motivation (e) Class Materials and (f) Teacher. In general, the most frequently mentioned demotivating factor by all participants at Malkara Vocational School was Class Characteristics ($M=2.65$) which can be explained by students' unwillingness for grammar, exam and translation-oriented lessons. While the differences in demotivation may be explained by these three variables to some extent, some other variables should be paid attention for their role in demotivation such as motivation level, beliefs, attitudes, social background, personality, proficiency of learners etc. Analysis results showed that both female and male participants regard class characteristics mostly as demotivating while they perceive teacher factor as a non-demotivator. In this respect, there were no significant differences between female and male participants in terms of their demotivating factors on the contrary to what previous Tsuchiya (2004) reported. dariannavo, [01.06.2023 17:30] It is a fortunate result for the researcher which implies that teacher's attitude, teaching competence, language proficiency, personality, and teaching style do not demotivate the learners. In contrast, the least demotivating factor was teacher ($M= 1.43$) on the contrary to what many studies suggested (Zhang, 2007; Gorham & Christophel, 1992; Kim, 2011). That reveals the teacher's focus on learners motivation and her use of motivational strategies in her classrooms for increasing learners' motivation