

## Demotivation in a Chinese language classroom a case of UZCI students

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**ABSTRACT:** Demotivation is an understudied area in the field of second/foreign Language (L2). Recognizing the factors that contribute to students demotivation and removing language-learning barriers in language learning, can have a marked effect on motivation and language learning in general. Demotivating factors are essential factors, which negatively influence the learner's attitudes and behaviors and hence lead to undesired learning outcomes. This study sought to investigate the factors that contribute to the demotivation of Zimbabwean students studying Chinese as a foreign language at the University of Zimbabwe. The specific objectives of the study were to first establish the factors that demotivate learners of Chinese at the University of Zimbabwe. Secondly to establish the perceptions of both students and instructors concerning the issue of demotivation of Chinese language learners at the University of Zimbabwe. Lastly, to suggest measures that can be used to either maintain student's interest during the learning process in order to reduce demotivation or measures that can be used to remotivate already demotivated learners. Literature on past demotivation studies was thoroughly reviewed. The study took the qualitative approach and data was collected from participants through semi-structured interviews from a sample of 20 sophomore students and two Chinese native instructors from the University of Zimbabwe's Confucius Institute. Factors of demotivation were categorized into two, that is, instructor related factors and students related factors. The major demotivation factors found in this study were the instructor's poor methods of teaching, teacher's behavior, consistent failure of exams by students, difficulty of the language itself and work overload of the students. The main recommendations given by the researcher include, maintaining good teacher-student relationship, using diverse teaching material and methods in the language classroom, utilizing role models to guide students, running awareness campaigns on the effects of culture on learning of foreign languages, considering teacher and students emotions and providing counselling services to both students and teachers where necessary.

**Keywords:** De-motivation, de-motivational factors, CFL learning,

### I. INTRODUCTION

The focus on China as an emerging global economic giant has positioned the Chinese language in the circle of essential additional languages to learn in Zimbabwe. In Zimbabwe, the popularity of the Chinese language has also increased because China is now Zimbabwe's largest investor after decrease in trade with western countries (Mkize and Hamadziripi, 2019). The growing relations and growing Chinese community in Zimbabwe has led to a rapid increase in the number of students learning Chinese as a foreign language. Knowledge of Chinese language is now seen as essential for economic development. In light of this, Zimbabwe is host to one Confucius Institute (CI), which was established in 2006 at the University of Zimbabwe. Students currently enrolled at the institute consists of learners currently undertaking different majors at the University of Zimbabwe and they are doing Chinese as a course requirement for their various degrees. From 2007, Chinese language became part of the University's foreign languages department under the Faculty of Arts becoming one of the four foreign languages taught at university. To date different faculties other than the arts faculty has recently introduced the learning of Chinese language. Apart from Chinese being taught as a Bachelor of Arts course, it has been recently introduced as an honors course where students can choose to major in Chinese mandarin and linguistics only for three years. Students who major in Tourism and hospitality also study Chinese as part of their course requirements.

Motivation has been one of the most studied areas in foreign language learning. Gonzalez-Peileado and Rodriguez-Lopez (2017) summarized motivation as the force that encourages people to start learning a foreign language, or the force that influences learners to maintain their interest in learning. In other words motivation plays a major role during the learning process. Gonzalez-Peileado and Rodriguez-Lopez definition shows that motivation is associated with how much effort one puts into learning a language, the learning strategies students choose, the duration they take to grasp a required language competence and how they preserve knowledge after they have completed a programme of study. From this view, motivation can be seen as a continuous process that not only occurs at the start of something but also plays a role in the continuation process of it and how one then

deals with the challenges they face in the learning process. Gardner and Lambert, (1972) emphasize that, although language aptitude accounts for a considerable proportion of individual variability in foreign language learning achievement, motivational factors can override the aptitude effect. Motivation provides the primary incentive to initiate learning the foreign language and later the driving force to sustain the long and often tedious learning process. Without sufficient motivation even students with the most remarkable abilities and exposure to appropriate teaching methods and learning strategies cannot accomplish long term goals. Motivation has been identified by classical psychologists (Wlodkowski, 1985; Gardener, 1985, Gardner & Lambert, (1972) as one of the most important factors when learning a foreign language.

Studies on motivation in the Zimbabwean context (Hamadziripi and Mkhize, 2013; Mkize and Chisoni, 2015) have shown that the University of Zimbabwe students are highly motivated to learn the language as students hardly miss classes at the beginning of the language course. Mkhize and Chisoni (2015) studies identified motivation factors for learning Chinese as desire to get scholarships, desire to learn foreign languages and culture and desire to self-develop. However, Language students seem to lack their initial enthusiasm to continue learning the language. Signs of truancy and lack of interest becomes visible in students behavior when they dropping the foreign language subject altogether. They are many factors that can contribute to students losing interest in continuing to learn a foreign language. These include personal factors, curriculum related factors and teacher related factors.

Demotivational factors are external factors that cause a decrease in motivational level (Dörnyei, 1994). This definition is supported by Aliakbari and Hemmatizad(2015), who defines language learning demotivating factors as elements that lead to the diminishing of students' motivation in a foreign language classroom. Demotivation can impact foreign language learning outcomes in different stages of language learning. However demotivation is not a permanent state of being and as such, learners can restore their motivation in the process of learning. Demotivation can be avoided if attention is given unto it. Investigating and identifying the factors that contribute to students demotivation in the learning process and avoiding them can reduce unnecessary delay and challenges when learning a foreign language.

Previous studies on demotivation (Pinar, 2018; Falout and Maruyama, 2004; Tsuchiya, 2004; Gorham and Christophel, 1992; Kikuchi and Sakai (2009a) identified factors such as Learning Contents and Materials, Teachers' Competence and Teaching Styles, Inadequate School Facilities, Lack of Intrinsic Motivation, and Test Scores as some of the significant factors contributing to students demotivation in foreign language learning. However, these studies were mostly quantitative and focused on demotivation factors in learning of English language in Asian institutions. Demotivation is a relatively new issue in the field of second/foreign Language (L2) because most studies (Wlodkowski, 1985; Gardener, 1985; Gonzalez-Peileado and Rodriguez-Lopez, 2017; Gardner and Lambert, 1972); Wijnia, Loynes and Derdis (2011) seemed to focus on motivation of students in learning foreign languages. However, recognizing and removing barriers can have a marked effect on motivation and attention to learning in general and ESL/EFL learning in particular. Demotivating factors are essential factors which negatively influence the learner's attitudes and behaviors and hence lead to undesired learning outcomes. The purpose of the present study was to investigate the major causes and contributors of students demotivation and suggest on the possible solutions for re-motivating students.

## **II. LITERATURE REVIEW**

The area of motivation has been the focus of different studies over the years. Studies on motivation highlighted the importance of motivation and described it as one of the determinants of second or foreign language achievement Dörnyei (1994). Just as Motivation has positive effect on foreign language learning, demotivation according to Hu (2001) is the other side of motivation and thus requires adequate attention.

Dörnyei (2001) was one of the earliest writers to contribute in the area of demotivation studies. He articulated the need to explore aspects related to demotivation extensively. Dörnyei (2001) indicated that when carrying out research on demotivation, it is essential to guarantee that the subjects under study are students who initially possessed the motivation to study the language. Dörnyei (2001) also pointed out the importance of studying demotivation from a student's standpoint as it helps us get a clear picture of what factors led to their demotivation. Dörnyei (1998) investigated the sources of demotivation listing the factors into 9 groups. Among them are teachers' personalities, competence, teaching methods, inadequate school facilities, reduced self-confidence, negative attitude toward the foreign language studied, compulsory nature of the foreign language study, interference of another foreign language, attitudes of group members.

Aliakbari and Hemmatizad (2015) carried out a survey on demotivation factors among Iranian secondary school students as well as Iranian university students. Their research was aimed at understanding the ways in which students overcome demotivation. The duo first describes demotivation factors as elements that lead to

diminishing students' motivation in a foreign language classroom. Their definition of demotivation supports Dörnyei (2001) who states that in order to discuss about demotivation, the subjects in question must have had the initial motivation to study the language. Using these foundations, Bednarova (2011) carried out a successful research where he investigated the negative impact of de-motivational factors on learners' motivation in learning English. Using a qualitative method for gathering data, his study approached demotivation from a learner's perspective, relating learner's experiences in understanding their initial motivation and the reasons why they got demotivated as well as how they cope with de-motivation. Results revealed that de-motivation was a crucial problem that negatively affected students' motivation and behavior in foreign language learning. Students perceived their teachers as prominent elements of demotivation.

Kikuchi and Sakai (2009), conducted a quantitative study through a 35-item questionnaire developed by themselves aiming at identifying demotivating factors among Japanese learners. They listed the following five main categories a) learning contents and materials, b) teachers' teaching styles, c) inadequate school facilities, d) lack of intrinsic motivation, e) test scores. The results indicated that the Learning Contents and Materials and Test Scores factors were ranked as the highest demotivating factors for many Japanese high school students whilst Teachers' Competence and Teaching Styles were not found as strong causes of demotivation which is contrary to what was suggested from previous studies.

Researchers like (Zhang, 2007; Gorham and Christophel, 1992; Millette & Gorham, 1997; Kim, 2011; Potee, 2002) also sought to understand demotivation from a teacher perspective. The studies show that in most cases teacher perspective often conflict with research that looks at demotivation from a student's point of view. The teacher perspective studies identifies factors such as teacher incompetence, lack of cultural empathy and favoritism. A research that was carried out in China, Germany, Japan and America by Zhang (2007) on demotivating factors in learning English language showed that the most demotivating factor was teachers' incompetence. Similarly, in the study of Gorham and Christophel (1992), teacher behavior ranked the highest demotivating factor among learners. The researchers concluded that teachers could promote learner motivation simply by preventing demotivation. Negative teacher behaviour was recognized as the most demotivating factor in the US (Millette & Gorham, 1997; Kim, 2011) and Japan (Potee, 2002). In as far as students are concerned, teacher-related factors are the major DE motives in language learning. In a contrasting view, teacher often perceive demotivation factors as related more to the students themselves.

However, contrary to what many researchers agreed that demotivation is mainly external, some researchers conducted studies on internal factors such as lack of self-confidence and negative attitude within learners themselves (Arai, 2004; Falout, et al., 2009; Tsuchiya, 2004; Ikeno, 2002). Ikeno (2002) research on demotivation showed that not only external factors are major demotives in language learning. Ikeno (2002) concluded that factors such as the lack of a sense of control over what one is learning and feelings of inferiority about one's foreign language ability were among the factors that contribute to students demotivation. Moreover, Tsuchiya (2004) found that the following nine demotivators having negative effect on unsuccessful learners, namely teachers, classes, the compulsory nature of some foreign languages like English, a negative attitude toward the English community, a negative attitude toward English itself, reduced self-confidence, negative group attitude, the lack of positive English speaking models and ways of learning.

Another research was conducted by Falout and Maruyama (2004) with an aim to find out whether demotivating factors differ between high and low proficiency learners before entering to college by employing a 49-item questionnaire constructed on the basis of nine categories suggested by Dörnyei (1998). The results showed that external factors were blamed for demotivation among learners, thus, protecting self-beliefs, provides remotivation of students. Falout and Maruyama (2004) also suggested that lower level learners were less likely to regard external factors as demotivating compared to higher proficiency learners.

Studies by (Jomairi, 2011, Hirvonen, 2010 and Yan 2009) discovered factors such as low self-confidence, and exam performance as some of the major contributors of students demotivation. Students with low self-confidence tend to feel uncomfortable in the language classroom and they easily give up. Sometimes constant failure itself makes students to lose hope and confidence among their peers and not see themselves succeeding in a particular subject they end up losing interest. Lack of motivation is also one of the internal factors that contribute to students demotivation in language learning. However, Dörnyei 1991 points out that although motivation is internal it is affected more by external factors. These external factors include teacher related factors, institution culture etc.

Early researches (Dörnyei 1991; Dörnyei, 1998) have pointed to the importance of culture and teacher student relationships in the language classroom. Oxford (1998) and Ushioda (1998) agreed with the view that teacher's

personal relationship with the student, teacher's attitude towards the course and the material, cultural differences contribute towards students demotivation in the language classroom. Factors such as the teachers teaching style, choice of teaching material, and conflicting religions can contribute to boredom in the language classroom as well as result in negative attitude towards each other in the language classroom. The role of the language teacher is one of the most important roles that has a major influence on language students. As a key factor, the teacher can either motivate or demotivate language students.

In the Zimbabwean context, research has been done (Mkize and Chisoni, 2015; Hamadziripi and Mkize, 2013), regarding Chinese language learning motivating factors. The area of demotivation has remained untouched. Although Mkize and Chisoni (2015) looked at motivation in Chinese language learning, their study only focused on the different ways and strategies, which teachers can use to motivate students to learn Chinese language in Zimbabwe. The scope of their study did not include the factors that hinder motivation. Other studies by (Pinar, 2018; Falout and Maruyama, 2004; Tsuchiya, 2004; Gorham and Christophel, 1992; Kikuchi and Sakai (2009a) in the area of demotivation have focused on demotivating factors for the English language and from students perspective which gives a one sided view to the issue of demotivation. Research that incorporates both the teachers and learners perspectives to demotivation in the language classroom is limited. The present research seeks to understand demotivation from both parties the language learners together with their teachers. Both the students and teachers views on the factors they perceive to contribute towards learners demotivation were taken into consideration to conclude on which factors are major demotives in the Zimbabwean context.

### III. RESEARCH DESIGN

The theoretical background of this study was sought from the available literature in terms of books; academic articles internet etc. Being a descriptive study, the students were asked to write a short essay stating their learning experiences being specific of the issues they found annoying during their Chinese language learning process that have affected their perceptions about learning Chinese. Only the students with whom the teachers had identified as demotivated were chosen to participate in this study. The second year students were used for this study because they have an adequate experience in Chinese language learning and they still have another year to complete their studies. The teachers for the second year students were interviewed in order to give their views regarding the issue of demotivation in students.

#### Research Questions

This study will be directed by the following research questions:

1. What are the university of Zimbabwe foreign language learner's undergraduates' demotivating factors for learning Chinese as a foreign language as perceived by both learners and university instructors ?
2. What measures need to be taken to maintain student's interest in language learning and remotivate them to continue learning the language?

#### Sample of the Study

The sample of this study consists of 20 sophomores taken from a population of 46 students currently in their second academic year studying Chinese at the University of Zimbabwe as a Bachelor of Arts general course. The students were required to write a short essay regarding their language learning experiences giving details on the factors that they think makes them hate / or lose interest in learning the Chinese language. No guidelines or limitations were given and students were assured that their privacy would be guaranteed. The students only had to specify their gender. The results were presented in terms of factors to do with learning conditions and environment, curriculum, teacher related, family and society. A semi structured interview was used was carried out with 2 Chinese native teachers who were available and had agreed to participate in the research. They were asked to give their general thoughts and comments on some of the factors as suggested by the students as demotivation factors and their own suggestions were taken into consideration.

#### Results and discussion

The results are presented according to the most mentioned factors to the least mentioned factors from students perspectives to teachers perspectives as presented in the following table

Factors as perceived by students	Factors as perceived by teachers
<ul style="list-style-type: none"><li>• Teaching strategies</li><li>• Teacher behavior</li><li>• Difficultness of the language</li></ul>	<ul style="list-style-type: none"><li>• Lazy students</li><li>• No motivation</li><li>• Reluctance to learn</li></ul>

itself <ul style="list-style-type: none"> <li>• Teacher ignorance of students culture</li> <li>• Teacher anger management issues</li> <li>• Chinese is not beneficial</li> <li>• Lack of practice time</li> <li>• Teacher incompetence</li> </ul>	<ul style="list-style-type: none"> <li>• Students wrong attitude to language learning</li> <li>• Inappropriate learning strategies.</li> <li>• Lack of understanding between both teacher and students</li> </ul>
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#### IV. DISCUSSION OF RESULTS

The factors were categorized into three different groups. From the students point of view the factors were divided into teacher related, curriculum related, as well as language difficulty itself. For the teachers the factors were more students related. As presented in the table above the students complained more about the teaching strategies used in the language classroom. The students indicated that the Chinese class used to be interesting in the beginning but it is becoming more and more boring over time. One student wrote:

*The teacher uses the same teaching technique, she starts by introducing us to new words, practice with us to read conversation that are in the textbook. She also requires that we say out new sentences using the grammar patterns, which we would have just learnt. For me I get bored, I now know that learning Chinese we lean in a routine way it is boring for me now.*

These traditional teaching methods and techniques can become boring over time. When the teaching style becomes monotonous and predictable, students can easily get bored in the language classroom. With the spread of technology, the language teacher needs to diversify their teaching methods by incorporating the use of technology. The use of diverse teaching methods can help maintain the students' interest in the language classroom. As indicated by some of the students, they tend to enjoy when they watch short movies or documentaries about Chinese culture in class. It becomes easier to remember visual images than trying to remember grammar patterns. The language teachers commented regarding the issue of teaching techniques and methodology. They pointed out that the major concern was the computer lab and other electronic teaching materials were old and most of them they cannot be used. Teachers however tend to use the traditional methods that are readily available for their teaching.

Another major contributor to students demotivation as raised by the students was the teacher's behavior and attitude in the language classroom. Some students indicated that, the language teachers have negative attitudes towards them and they indicated that their teachers did not give them enough attention as compared to other students in class. This factor was more common among the male students than it was to female students. The most probable reason why male students received less attention was that they missed classes more often as compared to their female counterparts because of other commitments. Male students are most likely to have openly shared their opinions in the language classroom more than the female students which is more of a cultural factor in the language classroom.

One male student wrote:

*Our language teacher is usually not willing to listen to our pleas especially if we miss class or hand in assignments late. However, it is not the same for female students in class. The teacher gives more attention to females than he does to male students. He does not seem to give enough attention to everyone in class. This study reveals that teachers can have biasness in terms of gender.*

In terms of teachers' behaviors few students highlighted that language instructors were quick to anger. There are often some misunderstandings in the language classroom. In the end, students explained that they are afraid of their language teachers and are, a little intimidated to participate in the language classroom because if they fail the teacher might raise their voice at them or shout at them. In turn, students are now afraid of their teachers and they do not enjoy learning anymore. When the language teachers were asked to comment on the question of favoritism in the language classroom, they stated that the boys seem disrespectful in the language classroom, and often have many issues and concerns and in the end their teachers hardly trust them.

Other factors that were established in this study were Level of difficulty of the language, continued failure and time factor. The results show that the higher the language level the lower the number of students attending class or lower the pass rate. The Chinese language is a complicated language and for Zimbabwean students the

writing system and the unique grammar makes it more difficult and challenging to master the language. A student wrote:

*Chinese is difficult we have to learn the characters, pronunciation writing and grammar. All of these are challenging because we are used to the English alphabet. There is just too much to learn in Chinese and the teaching time is little. My schedule is always tight I don't get time to study Chinese compared to my other courses I will definitely choose to major in other subjects and drop Chinese language because after all what is important is to graduate with good grade and attain a good overall class degree.*

Teachers on the other side also perceive the difficultness of the Chinese language as one of the factors contributing to students demotivation in the learning process. They exclaimed that they have to give homework and extra work for students to do after work. According to the teachers, students are required to spend more time learning Chinese in order for them to produce better results. In the end, Chinese language learning becomes tiring and students do not seem to have enough time on their hands to spend on Chinese language learning considering they have other courses too. Finding the balance between Chinese language learning and other courses required for degree completion is the biggest challenge for most students hence they end up losing interest in Chinese language learning because of its demanding nature.

Other students also mentioned workload as one of the issues contributing to demotivation in the language classroom. A student exclaimed that the language teacher gives students homework to do every day resulting in the workload being too much to cope with considering that they are other courses that the students have to do and carry out assignments. Examination results semesters showed that the failure rate was higher for Chinese than other subjects. Students viewed Chinese became a stressful subject and most students end up losing interest in learning the subject because it demands more time from the students.

Another important factor that students pointed out as demotivating factor was constant failure of exams or in class test. A high number of students losing interest in learning Chinese language at the University of Zimbabwe included those who failed constantly in their mid-semester exams as well as HSK<sup>1</sup> exams. Most students who constantly fail exams will end up feeling they are not good enough to learn the language. Constant failure can impact on students' self-esteem resulting in demotivation in the language classroom. A student exclaimed

*My constant failure and poor performance makes me embarrassed to keep on learning the language. It seems I am not smart enough compared to my peers. Sometimes I try to make individual efforts to study hard and practice the Chinese language on my own. However, reading further seems to be a problem since the internet is not readily available for me at the same time we cannot borrow Chinese books and other extra material from the Chinese library.*

For language learning to be successful and interesting, students need to feel good about themselves in the language classroom. Constant failure often causes students to lose self-confidence. Self-confidence according to (Dorneyi, 1998) is vital for self-motivation and language development. It is the driving force to self-study and self-development in the learning process.

Other students felt that exam failure especially HSK exam limits one's chances of acquiring a scholarship to further your studies in China. According to Mkize & Chisoni (2014) Scholarships getting a scholarship is one of the major factors that motivate students to learn Chinese language. Students from the University of Zimbabwe have always been given opportunities to visit China or further their studies in China universities through various scholarships. Students who excel in Chinese language learning are often awarded with scholarships to study further either master's degree or further their Chinese knowledge in mainland China. In other words, constant failure is an indication that one's chances of being chosen to visit China or one's chances of qualifying for scholarships are limited. This results in students getting demotivated to learn the Chinese language.

The availability of learning materials together with time factor remains major issues for Chinese language learners at the University of Zimbabwe. Students explained that although textbooks are available in the library, permission to borrow library books and learning materials is never granted to the learners. At the same time student's timetables are often fully packed leaving the students with no enough time for self-study. The time at

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<sup>1</sup> HSK is a standardized Chinese proficiency test that students can partake in order to test their language level.

university is not enough for learners to get adequate study time. Their day is filled with other courses and they hardly have time for independent study.

Some students indicate lack of family support. They said that foreign languages are regarded as feminine and the society discourages boys from learning such subjects in school. Even if male students might be interested in learning foreign languages, they suffer embarrassment and discouragement as they face the community hence shy away from practicing the language outside of the classroom context. For some female students they indicated that they do not receive enough support to learn Chinese from their families. Chinese is time consuming, most students find it hard to balance between home responsibilities, and school activities hence they are often discouraged to pursue their studies in Chinese language.

### **Recommendations on maintaining students' interest**

The researcher suggests the following methods and strategies to help decrease students demotivation, to help maintain students' interest in learning the language as well as re engage learners in the learning process.

#### **Create and maintain a good teacher student relationship.**

Teacher student relationships are pivotal in trying to promote students interest in learning a language. Instructional strategies, instructional styles, teacher's attitudes towards students etc., can either hinder or enhance student's interest in foreign language learning. To most students teachers can play the role of role models. According to previous research (Dorneyi, 1998 ), Teachers are often ignorant of their actions and the impact of their actions to their language students. The language teacher needs to be conscious of their actions, behaviors and attitudes in the language classroom for their actions and behaviors help cement teacher and students relationships during the learning process.

#### **Strategically choose teaching methods and approaches**

Scholars such as Nikolov (2001) demonstrates how inappropriate instructional styles can hinder otherwise motivated students. A planned lesson helps in achieving teaching objectives, which will facilitate a smooth lesson and avoids students' loss of interest. For foreign language teaching, organization becomes one of the important keys to successful teaching. To avoid repetitions in the language classroom, planning lessons ahead of time can help minimize confusions as well as both learner and teacher frustration. Lacking definite planning and strategy will result in a classroom that has management issues and disorganized. Students needs structure as well as boundaries. The language teacher should choose methodologies and approaches that suits each lesson and activity.

#### **Teaching methods should match learners' styles or vice versa**

Haque BB States that if there is a mismatch between teaching methods and learning styles, foreign language learning can result in failure, frustration, and demotivation. Instructional styles should put into consideration learner related factors such as their, age, their motivational orientations, and even their learning strategies. In other words it is important for teachers to consider their students when planning lessons because their teaching objectives should match the students' needs.

#### **Availability of role models who can engage with students from time to time**

Students often need someone to look up to. Graduate students who were successful in learning the language can act as role models to the students currently learning the language. Visiting lecturers can also help in instilling confidence to students, reassuring students of the importance of learning the language and the chances students can get after successful learning of the language. Seminars and related events and activities should be constantly held in order to promote interaction between role models and language learners. Language students need to look at the person and admire to be like them hence a positive relationship is necessary between the two.

#### **Awareness of the effects of different cultures in the language classroom**

Teachers need to be aware of the differences in cultures between them and their language students. There is need for familiarizing with the students culture to avoid misjudging the language student's attitude and actions thereby promoting good relationships between language students and their teachers. Because most of the language teachers at the University of Zimbabwe are of Chinese, decency intercultural communication is involved. There is need therefor to fully understand both cultures before communication in order to minimize misconceptions and miscommunications.

### **Counselling services for both language teachers and students.**

Both student and teachers need to constantly receive counselling in foreign language learning and teaching. The subject of psychology is of utter importance in the language classroom. Language teachers and learners can suffer from culture shock, home sickness etc that can negatively impact their attitude their behavior, their emotions in the language classroom.

### **University needs to allocate more time for Chinese teaching**

Chinese is a complicated subject that requires more time. Students need to practice more for successful acquisition of Chinese characters or Chinese tone. Chinese is a tonal language, these tone marks affect the meanings of words hence new language learners need to be accurate in speaking Chinese in order to portray the meaning they want to say.

## **V. CONCLUSION**

The study revealed that instructor related factors such as: use of conventional teaching methods, negative attitudes towards students and favoritism were the main factors contributing to demotivation. The lesser factors identified were difficulty of the Chinese language, constant failures of student and work overload. These findings align with findings by Mkize and Chisoni (2015) whose studies revealed that more than half of the students who participated in their research were mainly demotivated or discouraged by factors such as teacher favoritism of some students, use of old methods of teaching by teachers and negative attitude of teachers. However, these results contrast with Hamdziripi and Mkize (2019) who showed that teacher attitude had less effect on student's achievement. This research aligns with previous studies. From Millette and Gorham, 2002; Potee, 2002 who show that teacher behaviors and related factors are higher contributors of demotivation in the language classroom.

The researcher suggests that teachers need to come up with new and unconventional teaching strategies to maintain students' motivation in the language classroom. Secondly, teacher-student relationships need to be improved to enable efficient learning. Thirdly, they must find ways to re-motivate students such as counselling and creating a harmonious learning environment, which is favorable to the learning of foreign languages.

The students should be given the platform to highlight the challenges they face during the learning process, express their major concerns in the learning process whilst the instructor must be given a better chance to express their points of view. There are not many differences in terms of how students view the subject of demotivation based on their gender because the sample population was too small to be conclusive on that variable. The only difference is that the teachers themselves have a negative attitude towards male students resulting in some male students getting demotivated to learn Chinese. Female students also regarded teachers negative attitude as a contributing factor to demotivation however, their perspective was not entirely based on teacher favoritism in class but more to do with teacher anger issues and fear of failure

### **Limitations of the study**

The following points can be stated as the limitations of the present study:

- The subjects in this study represent only University of Zimbabwe's Confucius Institute and therefore these studies cannot be generalized to a large population.
- The valid questionnaires were only 17 and thus the number was too limited. A larger sample might give different results. The results cannot be generalized to a larger group.
- The demotivating factors investigated in the survey were limited to 3 categories, teacher related, curriculum related and student related factors as a result, not all demotivating factors were included.

### **Suggestions for further research**

The findings and discussion of the study reveal several significant issues, which need further research. One of the main concerns for future studies is to establish how culture affects the learning of Chinese at UZ. Factors such as, beliefs, attitudes and norms should be paid attention to.

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