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An Exploratory Study on the Relationship between Demotivation and Academic Fields among Chinese EFL Learners

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Abstract :

The purpose of this study is to examine the relationship between demotivation and academic fields among Chinese EFL learners. To this end, a 33-item self-made questionnaire was administered to 128 Chinese tertiary EFL students. The collected data were processed by means of both descriptive and inferential analysis. The results identified eight salient demotivators: *Teaching Contents and Teaching Process, Teacher-related Factors, Classroom Learning Environment and Facilities, Deficient English Learning Abilities, Lack of Intrinsic Interest, Undesired Influences of Important Others, Textbooks and Teaching Materials, and Lack of Effective Learning Strategies*. The Independent T-test results showed that *English majors* were significantly different from the students of *International Trade* in the following four demotivators: *Teacher-related Factors, Teaching Environment and Teaching Facilities, Lack of Intrinsic Interest, and Undesired Influences of Important Others*. The findings of this study would be implicative for helping English teachers reduce the negative effect of demotivation in college English class in China and beyond.

Key Words: Academic fields, Chinese EFL learners, demotivation, relationship

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