Demotivation-Reducing Strategies Employed by Turkish EFL Learners in L2 Writing

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Abstract : Motivation for learning a foreign language is needed for learners of any foreign language to effectively learn language skills. However, there are some factors that lead to the learners' demotivation. Therefore, teachers of foreign languages, most notably English language which turned out to be an international language for academic and business purposes, need to be well aware of the demotivation sources and know how to reduce learners' demotivation. This study is an attempt to explore demotivation-reducing strategies employed by Turkish EFL learners in L2 writing. The researchers used a qualitative case study and employed semi-structured interviews to collect data. The informants recruited in this study were 20 English writing lecturers who were selected through purposive sampling among university lecturers/instructors at the state and non-state universities in Istanbul and Ankara. Interviews were transcribed verbatim, and MAXQDA software (version 2022) was used for performing coding and thematic analysis of the data. Findings revealed that Turkish EFL teachers use 18 strategies to reduce language learners' demotivation. The most frequently reported strategies were: writing in a group, writing about interesting topics, writing about new topics, writing about familiar topics, writing about simple topics, and writing about relevant topics. The findings have practical implications for writing teachers and learners of the English language.
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