

# Demotivating factors in learning Japanese as a foreign language

## 日本語学習における動機減退要因

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### Abstract

In terms of student performance, there are a variety of factors that influence foreign language learning and student achievement. Language instructors hope that these factors are motivational, but often times they are demotivational. Such demotivating factors can affect an individual student's success as well as affect the rest of the class's performance as a whole. Therefore, this study attempts to identify and understand more thoroughly some factors involved in student demotivation by approaching this predicament from a point of view of native English speakers learning Japanese. Material collected through interviews with students learning Japanese as a foreign language forms the basis for the study's outcome. The students volunteered to participate in the study and were not singled out from their classmates for any particular reason. However, to meet the research's goal, the interviewer only selected students with more than five years of Japanese language learning experience. This research suggests that primarily four factors demotivate learners of Japanese.

### 1. Introduction

In terms of student motivation, a foreign language classroom is truly like a box of chocolates: you never know what you are going to get. Students may enter the classroom highly motivated, highly demotivated, or somewhere in between. Of these, it is perhaps the demotivated students who offer the most considerable challenge to foreign language teachers and to the success of any language program. Recently, demotivation studies are stimulating interest

by language researchers and the language education community as a whole. Dörnyei (1998, cited in Dörnyei, & Ushioda, 2011) pioneered research on demotivation inspiring researchers to continue examining demotivation specifically within a context for Japanese students learning English (Falout & Maruyama, 2004; Kikuchi, 2009; Sakai & Kikuchi, 2009; Tsuchiya, 2006). Because of Dörnyei's influence, focusing on demotivation factors is becoming more and more popular among researchers worldwide, not only in Japan (Tran & Richard, 2007; Zhang, 2007).

Research in the past decade has more or less delineated the main demotivating factors encountered by English-language learners. A number of studies have also explained the actual effect demotivation has on these students' success; however, researchers have yet to develop theories on demotivating factors in learners of other languages. Thus, it remains to be uncertain whether students studying languages other than English share the demotivating factors observed in English-language learners. If research can provide evidence that demotivating factors in English-language learners overlap with similar factors observed in learners of other languages, then similar measures already proven to be effective in counter measuring demotivation may be applied to Japanese-language learners as well as learners of all foreign languages. This would indicate that demotivating factors are universal, and not limited to learning English.

### 2 Literature Review

#### 2.1 Definition of demotivation

Despite a decade or more of study, researchers

are still at odds over the core aspects by which to define “demotivation” in language-learners. Therefore researchers have yet to designate a comprehensive definition for demotivation. Part of the issue preventing the classification of the term *demotivation* especially concerns defining demotivation as an entity separate from learner *motivation*. Dörnyei and Ushioda (2011) limit demotivation’s definition to external factors, defining the term as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (p.139). Dörnyei and Ushioda take one step further in defining demotivation by distinguishing it from *amotivation*, stating that “amotivation is related to general outcome-expectations that are unrealistic for some reason, whereas demotivation is related to specific external causes” (p.140). Therefore the complication researchers confront is distinguishing the terms motivation, demotivation, and amotivation as three independent factors, each with its own antecedent, and ideally their own unique solutions. Internal and external factors are fundamentally interrelated. For example, research collected by Kikuchi (2009) and Tsuchiya (2006) concludes that both tests and reduced self-confidence typify demotivating factors amongst English language learners in Japan. Many educators accept that test scores are external factors, but receiving less than expected test scores effectively reduce students’ self-confidence, making them internal factors. In this case, the test score and the student’s self-confidence affect the student’s learning in tandem, thereby making the two factors inseparable. Due to this fact, a number of researchers include external factors as well as internal factors as “demotivators” (Sakai & Kikuchi, 2009; Tsuchiya, 2006a; Kikuchi & Sakai, 2009), this widening the range of factors that can contribute to demotivation. In another example with a similar conclusion, researchers found that the actual language teacher can be considered as a potential demotivator (Christopher & Graham, 1995) since teachers have a direct influence on student attitudes. Teachers may offend or discourage students (albeit unknowingly), causing the student’s self-confidence to decline. Also, an instructor’s poor teaching methods may also cause students to become

demotivated. After considering the results of cases like these, this study regards demotivating factors (demotivators) as being both internal and external factors that negatively affect a learner’s motivation to study. Before continuing, two more points should be clarified in order to avoid confusion. When “Japanese learners/students” is mentioned, this study means those who use Japanese as a first language (Japanese L1), while “English learners/students” mean those who are English L1.

## 2.2 Demotivators for learning English

Through quantitative and qualitative analyses, researchers have identified several demotivating factors for Japanese students learning English. Researchers may also consider these factors when studying motivation, however, this paper addresses these factors only in how they relate to demotivation. Due to the nature of factor analysis and authors’ preferences for naming, reported names for factors differ, but they share a common concept (Kikuchi & Sakai, 2009; Sakai & Kikuchi, 2009; Tsuchiya, 2006; Hamada & Kito, 2008). In no particular order the commonly reported demotivators are (1) teachers, (2) learning environment, (3) reduced self-confidence, (4) traditional assessment, (5) lack of intrinsic motivation, (6) lesson style, and (7) materials.

### (1) Teachers

Studies such as Christophel and Gorham (1995), Gorham and Christophel (1992), and Gorham and Millette (1997) first regarded demotivation as what they call “teacher-owned.” Many other studies consider teachers as potential demotivators themselves (Hasegawa, 2004; Falout & Maruyama, 2004; Zhang, 2007). Specifically, a teacher’s personality, commitment, competence, and teaching method may elicit demotivation (Dörnyei, 1998). Researchers in Japan typically hear responses such as these from interviewees: “teachers’ explanations are not easy to understand,” “teachers have poor pronunciation,” “teachers have a one-way teaching style,” and “teachers have arrogant attitudes” (Kikuchi & Sakai, 2009; Hamada, 2011).

## (2) Learning environment

While this factor does not appear to have too much of an influence on Japanese English-learners, research often lists demotivating factors such as classmates and friends or the inadequate use of school facilities and resources (Kikuchi & Sakai, 2009). The class's attitude is another component of the learning environment, so a negative group-attitude also causes demotivation (Tsuchiya, 2006) and falls under this category. Negative group-attitudes manifest themselves in a variety of ways. For example, cases where the English-learner's friends are not interested in English, or times when students make fun of each other for making mistakes, both affect the learning environment and demotivate students. Researchers conclude that the learning environment also includes factors other than interpersonal relationships. Shizuka (2009) warns that using the latest technical equipment is not inherently effective, and only benefits the students when the instructor utilizes it appropriately.

## (3) Reduced self-confidence

The other six demotivators each have an effect on both a learner's self-confidence and successfully learning a language. This raises the question of whether or not self-confidence should be treated as simply another product of the demotivators, or whether it is a demotivator in and of itself. So, this research discriminates between self-confidence and *reduced* self-confidence, the latter being a demotivator. This research shows that reduced self-confidence is not strictly a result of the other demotivators, but that it is an independent agent of demotivation itself. Falout, Elwood, and Hood (2009) advance the notion that more proficient language learners build self-confidence during L2 learning, while less proficient learners tend to criticize themselves (often unnecessarily) when success seems unobtainable. Reduced self-confidence relates to Bandura's (1977) well-established "self-efficacy theory." The self-efficacy theory explains that those whose self-efficacy is low are likely to attribute their failure to a lack of competence, rather than a lack of effort. Anxiety over making mistakes in the L2 may be considered yet another cause of reduced self-confidence

(Hamada, 2011). Therefore, one's success or failure at learning an L2 figures prominently into this category.

## (4) Traditional assessment

Perhaps unsurprisingly, research indicates a distinct connection between test-taking and self-confidence. In a study by Hamada (2011), interviews with high school students revealed that poor test results conspicuously reduced students' self-confidence. However, what these interviews did reveal was that term-tests created by students' regular teachers are likely to be stronger demotivators than achievement tests created by cram schools, or *juku*. The interviewees' responses indicate that it is the numerical value in the form of a grade on the test that has the direct impact on a student's demotivation level. The numerical grade leaves nothing to the imagination on the part of the student and clearly places that student's performance on a definite scale ranging between success and failure.

## (5) Lack of intrinsic motivation

In recent years the importance of extrinsic motivation on learning an L2 has been emphasized (Hiromori, 2003), but intrinsic motivation remains a powerful motivator. Losing one's intrinsic motivation directly causes demotivation, whether or not this affects *amotivation* remains to be studied. Sakai and Kikuchi (2009) label a learner's interest in English, their personal goal of becoming proficient speaker, and a learner's purpose for studying English as three intrinsic motivators. Therefore, losing interest, losing focus on accomplishing their goal to be a speaker of English, or losing purpose all lead to the demotivator, "a lack of intrinsic motivation." Interestingly, a lack of intrinsic motivation does not seem to be an influential demotivator for learners whose motivation is higher (Sakai & Kikuchi, 2009). The potential remains that motivated learners are more *extrinsically* motivated, and do not consider intrinsic motivation as a significant demotivator.

## (6) Lesson style

Education-critics find fault with the tendency of Japanese English-education's seemingly exclusive

focus on grammar at the expense of a teaching method that favors a more active, communicative verbal approach. Researchers interpret non-communicative methods, grammar-translation, rote memorization, and teacher-centered lecture styles, all of which are widely used in Japan, as demotivating factors (Kikuchi, 2009; Kikuchi & Sakai, 2009; Sakai & Kikuchi, 2009; Christopher, et al., 2009). Teachers face the dilemma of wanting to design lessons that focus on (or at least favor) more communicative language usage, which MEXT's Course of Study (2011) also emphasizes, but the reality is they feel obligated to teach for university entrance exams. These entrance exams do not share the emphasis on communicative language usage that the MEXT's Course of Study does. Two studies thoroughly investigated the English components on university entrance examinations, one by Brown and Yamashita (1995), and a more recent one by Kikuchi (2006). Critics claim (perhaps rightly so) that Japanese university entrance examinations benefit those who exhibit the skills necessary to simply take a test, rather than truly assess one's language ability.

## **(7) Materials**

Teaching materials may cause demotivation in a variety of ways, many of which may only be superficial such as a book cover does not look "cool" or the use of flashcards. In one study by Hamada and Kito (2008) a participant, who admittedly did not like English, mentioned in an interview that high school textbooks have fewer pictures than those of junior high textbooks. As superficial as such observations may seem though, such opinions may hint at credible material assessments worthy of further study. However, there may also be more genuine, not so easily identifiable reasons materials cause demotivation. For example, the manner by which materials transition students from simply identifying vocabulary words' meanings to actually applying those words to authentic situations, may prove difficult for some learners. If the material in question glosses over details that are obvious to the creator (presumably a native or near-native English speaker) and does not provide explanations that the student can relate to or at the very least understand,

then the material changes from an agent for learning to an agent of demotivation. Research concludes that the degree to which learning materials either motivate or demotivate learners depends solely on the individual's preference. Two separate studies (Kikuchi & Sakai, 2009; Sakai & Kikuchi, 2009) conclude that course books and learning content are prominent demotivators. However a third study by Meehan (2009) suggests that an individual's language ability determines the extent to which class materials demotivate them. Meehan convincingly shows that amongst students with TOEIC scores ranging from 580 to 740, course materials did *not* appear to be influential demotivators. Sakai and Kikuchi (2009) note yet another variable in the relationship of class materials to students: *motivated* learners tend to regard class materials as formidable demotivators, while *demotivated* learners cited materials as demotivators much less frequently.

## **2.3 Aim of this research**

The purpose of this study is to examine what demotivates learners of Japanese as a foreign language.

## **3 Method**

### **3.1 Participants**

Six Australian university students in Melbourne participated in this study, each with a different university major which was not necessarily related to Japanese Studies. In order to satisfy the purpose of this study, the researchers chose participants who had a number of years of Japanese language learning experience. The interviewer of this study chose this university for no other reason than he had a personal connection at the university who could facilitate the interviews. Based on their Japanese oral communication skills, the interviewer gauges their proficiency level from upper-intermediate to advanced. Table 1 shows the participants' general profiles. The names have been changed for privacy.

### **3.2 Materials**

The interviewer prepared five questions based on a review of conclusions from similar research. The interview items are in English in Appendix A.

Table 1  
*The interviewees' profiles*

Names*	Area of study	Years of Japanese study	Self-assessed Motivation level
Ann	Cinema	5	Low
Cathy	Human structure and function-anatomy	8	High
Nikki	Bio-medicine	8	High
Jim	Accounting and finance	7	Fairly high
Brian	Physiology	7	High
Beck	Psychology	7	Low

### 3.3 Procedure

The researcher conducted semi-structured interviews in English with the aforementioned Australian university students. Dörnyei recommends such an interview style in his study (Dörnyei & Cheng, 2007). An overview of demotivation had been already revealed (Dörnyei, 2001; Dörnyei & Ushioda, 2011; Kikuchi & Sakai, 2009; Sakai & Kikuchi, 2009; Tran & Richard, 2007; Zhang, 2007). The research aimed to follow up certain developments and was designed to let interviewees elaborate on certain issues. The researcher conducted the interviews on March 2011, in person and on campus at the university. Each interview lasted from fifteen to twenty-five minutes. The interviewer recorded the proceedings with a voice recorder for reference and for coding the participants' responses. The two authors coded the data individually then discussed their initial results. The more details of the process is seen in Appendix B.

### 3.4 Analysis

The two authors analyzed the data in the following manner. First, the researchers transcribed each interview into a Microsoft Excel spreadsheet. Second, by working with the transcribed data, the researchers individually coded the data and categorized the data. We discussed and categorized the participants' responses into the following five categories: learning environment, learning content and materials, psychological factors, teachers and lessons, and miscellaneous. The two researchers agreed most coding, but regarding categorization, one categorized "teachers and lessons" and one; the other separated it into two. After discussion, we decided to make it one, the teachers and

lessons, because the components seemed interrelated. We then analyzed the data from the aspect of the group they were sorted into, comparing the interviewees' responses and the groupings with prior studies' cases. As was mentioned, how demotivating factors are referred to varies from researcher to researcher. The details of the interview appear in Appendix C and D.

## 4 Results

### 4-1. Learning environment

This factor consists of two components: classmates and lack of exposure to authentic Japanese language usage. Japanese language learners share these concerns with English language learners. It should be pointed out that all foreign language learners may in fact share these concerns, namely that classmates and a lack of exposure to authentic use of the target language has a major effect on the learning environment. In the case of Japanese English-learners, students have reported that their classmates are silent and the classroom atmosphere is not lively (e.g., few students respond when the teacher raises a question), which demotivates them. Tsuchiya (2006) raises this issue in her study, mentioning how some classes have a negative group attitude. In Hasegawa's (2004) study, the participants complained about their classmates being noisy; the classmates appeared to be a worse demotivator than the teachers. As another trait, Nikki found it demotivating that other students were much more proficient than her. She added that if she believed that she could achieve the same level of proficiency as her friend, it would be motivating. While negative group attitudes are often pointed out as a demotivating factor in such studies as Kikuchi's (2009), the higher proficiency of classmates



as a demotivating factor is much less reported.

On the contrary, what is notable about the participants' comments is that a lack of exposure to Japanese was demotivating for them. All six learners had studied in Japan however, upon returning to Australia they lacked the opportunity to use Japanese in their daily life. In a sense, for them Japanese language learning shifted from JSL to JFL. Although we live in a highly technological and connected world, accessing Japanese language through the Internet or by other means of technology does not meet the needs these students have for exposure to the language. Their comments hint that they desire a language learning environment where Japanese is more ubiquitous. While the Japanese language was considered to provide integrative motivation (Gardner, 1985) for them when they were learning in Japan, it now possibly accounted for only part of their instrumental motivation, as the comment "priority is low back in Australia" shows. It would not continue as integrative motivation anymore. In Japan, the majority of students had not studied abroad, so their learning environment provided an interesting insight.

#### **4-2. Learning content and materials**

Three components were identified for this issue: politeness, *kanji*, and reading. Politeness and *kanji* can be as demotivating as "English features" (Hamada, 2011) from the point of language characteristics. For many learners of Japanese, the honorific style is so difficult that they have a hard time using casual Japanese and official Japanese, which therefore become demotivating factors. In learning English, vocabulary is often described as a demotivator because one word shares different meanings depending on the situation (Hamada, 2011).

Based on the collected data, reading can be considered demotivating for many Japanese learners, namely because of *kanji*. Summarizing the obtained data, demotivating aspects of *kanji* are the number that must be learned, but that are easily forgotten if not used. Australian JFL students also complain that *kanji* is not difficult for Chinese students, which they feel gives them an unfair disadvantage. This stems

from the notion of language distance. In our view, this phenomenon helps explain the difficulty in learning vocabulary or grammar in English for many Japanese learners. Grammar gives a negative impression to Japanese learners of English because of the prevailing demotivating teaching method, *Grammar translation method*, in Japan (Kikuchi, 2009). The participants in this study, however, showed little dislike of grammar, but showed negative attitudes towards reading. One of the students even mentioned that grammar was fairly easy to understand.

#### **4-3. Psychological factors**

This category consists of several issues. First of all, though there is also some difference between high schools and universities regarding the difficulty of what should be learned, it is only the differences between junior high and senior high schools that are often mentioned in Japan (Hamada, 2010). The participants in this study complained that the Japanese they learned in high school was taught communicatively and was not challenging. In Japan, Japanese students are often shocked when they enter high school because of the amount of grammatical rules and amount of new vocabulary they need to study. Second, a low priority on the need for learning Japanese was discussed. Japanese as a foreign language has a different demand in Australia, and is not as high as the need for English in Japan. Because of this, teachers and learners alike inevitably count on intrinsic motivation. Third, interestingly, one of the participants commented that she should know better because she had been studying Japanese for 8 years. Lending theoretical support from Bandura's (1993) self-efficacy theory, learners with a higher self-efficacy attribute their failure to a lack of effort, which explains her case.

On the other hand, as is often the case with Japanese learners, test-taking is also a demotivator. This is closely related to reduced self-confidence because of the difficulty of Japanese. Beck commented that she was too far behind to be able to catch up any more. Some Japanese learners of English share this same feeling. The interviewee in Hamada (2010) reveals how anxiety about falling behind other

classmates can trigger demotivation.

#### 4-4. Teachers and lessons

Another point of contention the interviewees shared concerned their respective language instructors and the very “classes” themselves.

Regardless of whether “teachers” and “classes” are treated separately or not, they seem to demotivate the interviewees of this study rather than inspire the students to achieve their language goals. Some of the students responded that their teachers appeared to show little interest in teaching, and/or did not appear to understand how to adequately deliver the lesson material to the class. With this type of response, one can see how difficult it is to differentiate where to separate the “teacher” from the “class.” The teacher directly affects the method by which the lesson is executed. But such questions remain as, what if the teacher is well liked by the students, and it is the teaching method that is flawed? (As in a head teacher or department head dictates a prescribed teaching method to be used in all classes regardless of teachers’ wishes.) Or, what if the students have superficial reasons for not liking the teacher, but the teaching methods are flawless? In future interviews, the researchers will pose more thorough follow up questions to discern the basis of this reported demotivating factor or factors.

#### 4-5. Miscellaneous

Two points should be noted for this category. One point refers to value of language as a commodity for securing a career, and the other refers to students’ conceptions of the relationship between language and its respective culture. First, unlike the Japanese English L1 students, the six Australian Japanese L2 learners cannot expect as many career opportunities to become available for them in their future since Japanese language speakers are not as high demand as English language speakers are in Japan. Second, although we are of the opinion that language and culture are inseparable, based on Ann’s comments, she believes that one can learn a language and achieve proficiency regardless of having an interest in the culture.

## 5 Conclusion

We came to the following conclusion: concerning the category “learning environment” the Australian participants’ reported that their classmates usually formed sub-groups within the class based on their common interests in Japanese culture. This has an effect on the classroom environment to such an extent that the participants in this survey felt as though it hindered their motivation. These groups reportedly took passive roles in classroom activities when what the participants’ desire was more active and lively classroom environment. Also concerning the learning environment, there is perceived to be a gap between high school and university, which has an added effect on the participants’ demotivation. In Japan on the other hand, normally the gap between junior high school and senior high school is raised as an issue.

Regarding learning content, *kanji* and politeness are absolute causes of demotivation because of their difficulty, which Japanese students learning English would hardly experience. Among psychological factors, the big jump from high school to university is a demotivator. This is also peculiar to the participants in this study. With regard to teachers, negative attitudes appear to demotivate students, while teachers’ verbal behavior or precise instructions are criticized in Japan. Listed under others, the lack of a need for Japanese in Australia was raised as an example. In Japan, the social need for English has been growing. For example, Rakuten and Uniqlo officially have stated that their employees need to use English. Compared with this increasing necessity for English, the need for the Japanese language has not received a highly valued status in Australia. Thus, the instrumental intrinsic and extrinsic motivation for learning Japanese is inevitably lower. On the other hand, Japanese learners of English can motivate themselves using four different tactics: intrinsically instrumental motivation, extrinsically instrumental motivation, intrinsically integrative motivation, and extrinsically integrative motivation.

In terms of teaching English in Japan, based on the findings in this study, we can suggest that teachers teaching English in Japan should take advantage of “native speaker-ism,” the belief that native speakers of

English are superior to those whose first language is not English. Most students in this study are resistant to their “otaku” classmates, who are nerdy and absorbed in anime culture, and Japanese *otaku* cultures do not necessarily attract all who are interested in learning Japanese. On the other hand, Japanese students possess a generally positive attitude toward native speakers of English. Second, the Australian students consider their performance in a positive way, while Japanese learners are less likely to do so. To prevent further demotivation, teachers should teach their students how to utilize their failures in a positive way like Australian students do when learning Japanese. Lastly, social requirements for young people to have English skills in Japan are quite high now; the same need for Japanese skills do not apply in Australia. Even if people acquire a high proficiency of Japanese in Australia, it does not necessarily guide them to find an ideal job. In Japan, teachers can take advantage of the current situation and encourage students by showing them how English can contribute to their future careers. As Dörnyei and Ushioda (2011) mention, extrinsic motivation is often considered to undermine intrinsic motivation. However, extrinsic motivation to learn English in many Japanese contexts is powerful (Hiromori, 2003).

This study has limitation of generalization; and the participants we monitored might not necessarily be typical learners of Japanese. However, to our knowledge, this is the first exploratory study to research demotivation on learning Japanese among foreign students. This new perspective toward demotivation should provide a fresh opportunity for us to consider the ongoing demotivation phenomena, and attempt to improve the situation.

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#### Appendix A: Primary Questions used in the Interview

1. How long have you been studying?
2. Why did you choose to study Japanese?
3. Are you motivated?
4. Please tell me as concretely as possible why you are/were not motivated
5. Is there any demotivating reason?

After the interviewer asked these questions, the interviewer asked more questions, depending on each interviewee.

#### Appendix B: Procedure of the interview (Based on Dörnyei, 2007)

##### (1) Opening the interview

- To establish credentials and create a friendly atmosphere, I explained the purpose of the study, and made an agreement that the data from the interview would be used only for the purpose of the analysis, and that names or personal information would remain confidential.
- To facilitate a relaxed, non-threatening atmosphere in which the student would feel comfortable to express him/her self, I introduced myself and talked about daily topics casually.

##### (2) Conducting the interview

- To make the interview flow naturally and rich in detail, I focused primarily on listening and being patient, and avoiding rushing or interrupting.
- The first questions (What is your major? How long have you been studying Japanese?) and the second question (Are you motivated to study Japanese?) were given.

The interview proceeded; depending on how the student answered the second question.

(3) Ending the interview

- To obtain any comments that might be relevant or

important and which may not have been covered, I asked a question such as “Do you have anything else you would like to add?” I re-expressed my gratefulness and respect, and finished the interview.

### Appendix C. Details of comments from the participants

(a) Learning environment	(b) Learning content and materials	(c) Psychological factors
Classmates (3) <ul style="list-style-type: none"> <li>• I don't like them</li> <li>• They are Otaku (anime)</li> <li>• They overuse the word <i>kawaii</i></li> <li>• They come from different majors (Hard to make friends)</li> <li>• They are in different grades (sophomore/ junior)</li> <li>• They are silent (When teacher speaks, nobody responds)</li> <li>• Sb is demotivated, which demotivates me (2)</li> </ul>	Difficult Kanji (6) <ul style="list-style-type: none"> <li>• Too many to learn</li> <li>• Reading with Kanji</li> <li>• For Chinese students, it is easier</li> <li>• Hiragana and Katakana are ok</li> <li>• If don't keep using, forget</li> </ul>	Something other than tests <ul style="list-style-type: none"> <li>• Whenever something else is on my mind, I get demotivated</li> </ul>
Having much smarter classmates <ul style="list-style-type: none"> <li>• Cannot catch up</li> <li>• i+1 level is ok</li> </ul>	Writing <ul style="list-style-type: none"> <li>• Because of Kanji</li> <li>• Reading is fine</li> </ul>	Shock from High school to University <ul style="list-style-type: none"> <li>• Much more difficult at university</li> </ul>
Lack of exposure (2) <ul style="list-style-type: none"> <li>• In Japan: reasons to learn and people to talk</li> <li>• In Australia: to pass, having other priorities</li> </ul>	Reading <ul style="list-style-type: none"> <li>• Speaking, grammar, hiragana, katakana are ok</li> </ul>	Test (3) <ul style="list-style-type: none"> <li>• Bad scores ruin much effort</li> <li>• Test kills joy</li> <li>• Pressure</li> </ul>
Low priority <ul style="list-style-type: none"> <li>• Priority is low back in Australia, compared to when in Japan.</li> </ul>	Politeness (2) <ul style="list-style-type: none"> <li>• Differentiation of casual and politeness (<i>desu</i> &amp; <i>masu</i>)</li> </ul>	Self-confidence <ul style="list-style-type: none"> <li>• Lost self-confidence because of the difficulty</li> </ul> Pressure <ul style="list-style-type: none"> <li>• Affective filter goes up Should know better</li> <li>• Already studying for 8 yrs Cannot go back to review</li> <li>• Too far behind to make up for</li> </ul>

### Appendix D. Details of comments from the participants

(d) Teachers and lessons	(e) Other
Teacher (2) <ul style="list-style-type: none"> <li>• I didn't study because of the teacher</li> <li>• Teacher not knowing what she is doing</li> <li>• Teacher was not interested in teaching.</li> </ul>	Use for future <ul style="list-style-type: none"> <li>• Maybe I will use in the future, being not sure.</li> </ul>
Materials <ul style="list-style-type: none"> <li>• Not interesting</li> </ul>	Home environment <ul style="list-style-type: none"> <li>• My parents speak Japanese and I don't need to study any more.</li> </ul>
Lecture style (3) <ul style="list-style-type: none"> <li>• Pace too fast (2)</li> </ul>	Speaking speed <ul style="list-style-type: none"> <li>• When people speak too fast, I don't understand, so get demotivated.</li> </ul>
Difficulty	Lack of interest <ul style="list-style-type: none"> <li>• Not interested in Japanese culture</li> </ul>