The Demotivating Factors that Obstacle English Language Teaching and Learning for Iraqi EFL Students

Assist Lecturer
Rafal Lateef AL-Mashhadani
Ministry of Education /The Open Educational College
Al - Karkh Study Centre / English Department
rafallateef87@gmail.com

1. Introduction

Motivation is a crucial factor in learning a second or foreign language. Empirical research has shown that motivation is a key psychological element that significantly impacts the entire process of learning a second language (Dörnyei & Ushioda, 2021) The study of motivational dynamics in real settings became prominent in the psychology of education in late 1980s and gained further traction in the 1990s. This research covers various approaches, each named differently based on the researchers' epistemological perspectives. Within a socio-cognitive framework, it is referred to as the situated or context-sensitive perspective (Boekaerts, 2001). In contrast, within a sociocultural or socio-historical context, it is called the situative perspective or cognitive-situative perspective (Volet, 2001)The effectiveness of classroom-based language learning does not depend solely on the learners' cognitive abilities, but is also heavily contingent on various affective factors. The core elements involved in English as a Foreign Language (EFL) instruction comprise the teachers, students, and instructional materials that are utilized during the learning process. However, other important environmental and institutional factors such as administration, teaching methodology, and available learning facilities (e.g., libraries, classroom amenities) also play a vital role in shaping learning outcomes (Issan & Gomaa, 2010). These multifaceted factors can potentially be enhanced and optimized through strategic educational policies, targeted professional development programs, and adequate budgetary allocation. Crucially, among these interrelated elements, motivation stands out as a key factor without which the efficacy of other components may be significantly diminishedIn the specific context of foreign language learning, motivation is defined as the initial driving force that not only instigates the learning process, but also maintains the learner's sustained drive and determination throughout the often arduous and lengthy language learning journey (Cheng & Dörnyei, 2007). Motivation provides learners with the necessary desires, goals, and impetus to engage actively and persistently in the learning endeavor (Al-Mahrooqi, Shahid, & Cofie, 2012). Even learners who possess the requisite knowledge, skills, and aptitude may not ultimately succeed if they lack sufficient motivation.

2. The Critical Role of Motivation in Language Learning

Motivation is a fundamental factor that significantly influences the entire process of learning a second or foreign language. Extensive empirical research has consistently demonstrated the pivotal role of motivation in driving and sustaining L2 learning process (Al-Hoorie, 2018)Two primary sources of motivation for language learners have been identified in the literature: the classroom environment and the teacher's role. The classroom environment, including its physical setting, available resources, and overall atmosphere, has been shown to be a powerful motivating force for learners (Issan & Gomaa, 2010). The teacher, on the other hand, plays a crucial part in fostering student motivation through the implementation of various motivational strategies (Cheng & Dörnyei, 2007)Even the most gifted and talented learners will struggle to achieve their long-term language learning goals without sufficient motivation, as Dörnyei (2005) emphasizes (p. 65). Merely having an adequate curriculum and effective instructional methods is not enough to guarantee successful student performance on its own. Motivation is the driving force that ignites the learning process and sustains the learner's determination

throughout the often arduous and lengthy journey of language acquisitionThe benefits of motivation in enhancing student interest and engagement in language learning have been a key focus for the researchers that are interested in studying motivation (Dörnyei, 2020). Motivation fosters self-confidence and helps develop competent L2 communicators. Furthermore, it can cultivate the learners who remain actively engaged even after achieving specific learning objectives both in and out of the class strategies are therefore essential for the teachers to effectively motivate the students In contrast to well-documented positive effects of motivation, the issue of demotivation has not received the same level of attention in language education research (Albalawi, 2017). Demotivating factors play important role in undermining enthusiasm and the entire language learning process (Dörnyei, 2001). These demotivating influences can gradually diminish motivation and hinder effective language acquisition, in stark contrast to the motivating elements that can increase learners' drive and determination. Previous studies have primarily focused on the factors that contribute to the loss of interest and motivation among language learners, particularly university students (Çankaya, 2018; Evans & Tragant, 2020). Recognizing and addressing these demotivating factors are crucial for both teachers and students, because they can have a significant impact on language acquisition in various contexts worldwide.

3. Exploring Demotivation among Iraqi College-Level EFL Learners

Motivation is a critical element that profoundly influences the entire process of second or foreign language acquisition (Al-Hoorie, 2018; Dörnyei & Ushioda, 2021). However, the issue of demotivation among college-level students has received comparatively limited attention in language education research (Albalawi, 2017; Çankaya, 2018).Investigating the factors that contribute to the loss of motivation and enthusiasm among college students is essential, as these insights can help identify and address potential problems before they become deeply entrenched (Evans & Tragant, 2020). This is particularly crucial in the context of English as a Foreign Language (EFL) education, where motivation is a crucial compensatory mechanism for the scarcity of authentic language practice opportunities (Dörnyei, 2001) Nonetheless, there appears to be a notable paucity of research on the phenomenon of demotivation within Arabic-speaking contexts, including the specific setting of Iraq (Albalawi, 2017). To address this gap, the present study aims to explore the factors that demotivate Arab students from learning the English language. Additionally, it seeks to examine the pedagogical implications and recommendations from the perspectives of EFL teachers in order to improve the motivation of their student toward the process of language acquisitionfor enhancing students' motivation for language acquisition.

Specifically, the study addresses the following research questions:

1. What do students perceive as the primary factors that play major role in demotivating them in the process of learning English as a second language?

2. What are the recommendations that EFL teachers recommend for promoting motivation among students at the Iraqi Open Educational College?

3. What are the key motivational drivers for EFL students to study English?By shedding light on the complex issue of demotivation in the Iraqi EFL context, this study can contribute to a deeper understanding of the challenges faced by college-level language learners. The findings are particularly important to develop better approaches to foster sustained motivation and engagement in English language learning, ultimately improving educational outcomes for this student population.

4. Literature Review

4.1 Demotivation in Second Language Acquisition

Motivation is widely recognized as a pivotal factor that profoundly influences the entire process of second language (L2) acquisition (Al-Hoorie, 2018; Dörnyei & Ushioda, 2021). Researchers and educators have long acknowledged the critical role that motivation plays in driving learners' engagement, effort, and ultimate success in mastering a new language.However, the concept of demotivation, introduced by Dörnyei (2001), sheds light on the opposite phenomenon - the external factors which limit the driving force for learner's behavioral goals or language learning activities (p. 143). This conceptualization has been further expanded by other scholars, who have incorporated internal factors as well into the understanding of demotivation.Demotivation in L2 acquisition process, therefore, can be understood as weakening the motivation of the learners of English as a second language due to certain internal or external circumstances. Importantly, demotivation does not necessarily imply a complete loss of motivation, but rather a reduction in the normal level of motivation that learners usually show (Dörnyei & Ushioda, 2011, p. 17).

4.1.1 Demotivation Research in EFL Contexts

Research on demotivation in the English as a Foreign Language (EFL) context has primarily tried to understand the intrinsic and the environmental causes. A significant body of research has highlighted the role of teachers as the main cause of demotivating the learners of an L2 (Evans & Tragant, 2020).For instance, Dörnyei's (2001) seminal study on EFL secondary school students categorized demotivating factors into nine categories, with "teacher-related variables" being responsible for about 40% of all factors that cause demotivation for second language learners (p. 85). Similarly, Zhang's (2007) cross-cultural study on demotivation in Germany, Japan, China, and the USA also found that about 40% of the demotivation shown in the students' competence can be considered as caused by their instructors. The most prevalent recorded demotivating factor was teacher incompetence and misbehavior (p. 113).These findings emphasize the crucial role that teachers play in either fostering or undermining student motivation in language learning. By understanding the multifaceted nature of demotivation and its potential sources, educators can work towards developing more effective strategies to sustain and enhance student motivation in the EFL classroom.

4.1.2 Implications for Enhancing Motivation

Exploring the phenomenon of demotivation in language learning contexts is essential, as it can provide valuable insights into the challenges faced by learners and inform the development of more effective strategies to foster sustained motivation and engagement. Understanding the factors that contribute to the loss of motivation and enthusiasm among language learners can help identify and address potential problems before they become deeply entrenched (Evans & Tragant, 2020).This is particularly crucial in the context of EFL education, where motivation is a crucial compensatory mechanism for the scarcity of authentic language practice opportunities (Dörnyei, 2001). By addressing the issue of demotivation, educators can work towards creating more engaging and supportive learning environments that nurture learners' intrinsic motivation and long-term investment in language acquisition.The role of the teacher in demotivating language learners has been widely recognized in the literature (Evans & Tragant, 2020). However, recent studies have challenged this prevalent narrative, suggesting a more nuanced understanding of the factors contributing to the loss of motivation.Çankaya (2018) and Liu (2020) found that when compared to other variables, such as classroom atmosphere, course content, and exam results, the teacher may not be the primary reason for demotivation among language learners. This contradicts the longstanding assumption that the teacher's performance or behavior is the primary driver of demotivation in second language acquisition (L2) contexts Beyond the teacher's role, research has highlighted the importance of the broader learning environment in sustaining learner motivation. Hamada's (2008) study in the Iraqi context revealed that basic motivators, including the designated textbooks, the materials that are used in teaching English as a second language, and the atmosphere of the English class, play a crucial role in nurturing learners' enthusiasm for language acquisition (Al-Khasawneh, 2017).

4.1.3 The Impact of Learner Characteristics

In addition to environmental factors, studies have also examined the influence of individual learner characteristics on demotivation. Tsuchiya's (2006) research suggests that students' traits, self-confidence, and outlooks can contribute to the loss of motivation, particularly among weaker or less proficient language learners.Falout and Maruyama's (2004) study on 64 college students, divided into two proficiency groups, found that mostly all the factors of demotivation, that were mentioned by the two groups which participated in their study, were the result of weak confidence on the students' half. This indicates that the sources of demotivation may vary depending on the learners' proficiency level, underscoring the need for a more differentiated understanding of this phenomenon. The existing literature highlights the importance of contextual factors in shaping demotivation among language learners. As Kikuchi (2015) points out, demotivating influences may shift as learners progress in their studies, suggesting the need for more comprehensive, context-specific investigations.

4.2 Motivation in Second Language Acquisition

Extensive research has emphasized the pivotal role of motivational factors in the successful learning of a target language. Individuals who recognize the vital importance of proficiency in English for inclusion and participation in English-speaking societies often develop a strong drive to become competent English speakers. This is because English serves not merely as a means of communication, but also as a symbol of political and social identity (Olsen, 2000). The primary public concern now centers around the pace, quality, and mode of English acquisition among students.

4.2.1 Improving Learners' Motivation

Maintaining and protecting learner motivation is crucial for effective learning. This can be achieved by creating a stimulating and enjoyable learning environment (Anderman & Anderman, 2010). One key strategy is to break the monotony of learning by incorporating diverse, challenging, and engaging tasks. This can be done by implementing a variety of instructional approaches, materials, and presentations in the classroom. For instance, lessons could start with a short game or visual activity, and intersperse longer sessions with brief movement-based breaks or mini-games to re-engage learners' attention. Additionally, equipping learners with effective learning strategies tailored to their individual needs can significantly contribute to sustained motivation (Allison, 1993). Teachers should provide learners with a repertoire of strategies that enable them to set achievable short-term goals, monitor their progress, and receive constructive feedback. This empowers learners to take ownership of their learning and develop a sense of self-efficacy. Promoting learner autonomy is another key factor in maintaining motivation (Dörnyei & Ushioda, 2011). By involving students in organizing the learning process, selecting materials, and taking on teaching roles, teachers foster a sense of agency and responsibility. While this approach carries some risks, such as potential conflicts and misunderstandings, teachers should be prepared to navigate these challenges as part of the autonomous learning process. Lastly, creating a safe and supportive classroom environment is crucial for preserving learners' motivation and social image (Dörnyei & Ushioda, 2011). Teachers should avoid comparison, criticism, and humiliation, and instead focus on learners' accomplishments and provide constructive feedback in private. Establishing an atmosphere of acceptance and trust can help reduce language anxiety and bolster learners' confidence, ultimately enabling them to achieve their full potential.

4.3. The Evolution of Language Learning Motivation Research: From Foundational Theories to Contemporary Frameworks Research on foreign language learning motivation can be traced back to the mid-20th century, with pioneering work by scholars such as Lambert and Gardner (Dörnyei & Ushioda, 2011). Gardner (1985) proposed a comprehensive model that identified three crucial components of L2 (second language) motivation: "motivational intensity or effort," "desire to learn the language," and "attitudes towards learning the language" (p. 41). This framework laid the groundwork for understanding the multifaceted nature of language learning motivation. Gardner (1985) further identified two primary orientations that shape an individual's motivation to learn a new language: "an integrative orientation" (the desire to interact with and identify with the target language community) and "an instrumental orientation" (the practical benefits, such as career advancement or job opportunities, associated with language proficiency) (as cited in Dörnyei & Ushioda, 2011).

4.3.1 Expanding the Motivational Landscape
Subsequent research has highlighted additional motivational orientations that drive language learning, including a desire for travel, the pursuit of new friendships, and the acquisition of knowledge associated with the target language. This broadened the understanding of the diverse factors that can shape an individual's motivation to learn a foreign language.

4.3.2 Levels of Language Learning Motivation
Building on this foundational work, Dörnyei (1994) further categorized language learning motivation into three distinct levels: the language level (the inherent benefits and values associated with the target language), the learner level (the individual characteristics and traits of the language learner), and the learning situation level (the contextual factors, such as the teacher, teaching methods, and classroom environment). Each of these levels was found to independently contribute to an individual's motivation to learn a new language.

4.3.3 Self-Determination Theory and Motivational Stages
Another influential theoretical framework in the field of language learning motivation is Self-Determination Theory, developed by Deci and Ryan in the 1980s and 1990s. This theory emphasizes the importance of providing learners with a sense of self-motivation and intrinsic drives to engage in desired behaviors (Dörnyei, 2001). Self-Determination Theory outlines three key stages of motivation: amotivation, extrinsic motivation, and intrinsic motivation (Ryan & Deci, 2000). Amotivation occurs when learners perceive the language learning goal as unrealistic or unattainable, and thus see no point in investing effort (Dörnyei, 2001). This aligns with Expectancy-Value Theory, which suggests that individuals are motivated to perform well when they believe in the probability of success and the rewards for their efforts (Vroom, 1964). Extrinsic motivation is driven by external factors, such as rewards, recognition, or job opportunities (Noels et al., 2001). In contrast, intrinsic motivation stems from internal factors and the inherent satisfaction derived from the learning process, such as the feelings of competence, autonomy, and relatedness (Ryan & Deci, 2000).

5. Methodology

5.1 The Study's Design

This research employed a mixed-methods investigation approach, which collects data from both quantitative and qualitative sources. The researchers utilized a combination of questionnaires and semi-structured interviews to address the study's research questions. This mixed-methods design allowed for the collection of comprehensive data, providing both numerical insights from the questionnaire as well as in-depth, contextual understanding from the interviews.The quantitative component of the study consisted of a structured questionnaire that gathered data using a 5-point Likert scale. This questionnaire was designed to measure the participants' perceptions and experiences regarding various factors that could potentially demotivate EFL learners. The qualitative interviews, on the other hand, were intended to provide a deeper exploration of these demotivating factors, allowing the researchers to uncover nuanced perspectives and gain a more holistic understanding of the phenomenon.The integration of the quantitative and qualitative data collection methods was crucial for this study, as it enabled the researchers to corroborate, expand upon, and contextualize the findings from the different data sources. The qualitative information gleaned from the interviews supported and clarified the quantitative data from the survey, providing a more comprehensive understanding of the research problem.

5.2 The Study's Population and Sample

The population of this study involved EFL students who were already working as teachers at Iraqi open educational colleges, both male and female, with ages ranging from 25 to 45 and beyond. This specific population was selected as they were deemed to have a unique perspective on the challenges and demotivating factors faced by EFL learners in the Iraqi educational context.A sample of 100 students was randomly selected from 6 different public study centers in the regions of Al-Karkh and Al-Rusafa in Iraq. These participants were chosen using a random sampling technique to ensure that the sample was representative of the target population. The selected students had at least five years of experience working as teachers in Iraqi schools, which was considered a crucial criterion to gain insights from experienced EFL practitioners.

5.3 Ethical Considerations

The researchers obtained ethical clearance from the Ministry of Education to conduct the study, ensuring that the research adhered to the necessary guidelines and regulations. The participants were informed that their participation was entirely voluntary and that they could withdraw from the study at any time without consequence. Additionally, the researchers provided assurances that all the information gathered would be kept confidential and used solely for research purposes, thereby protecting the privacy and rights of the participants.

5.4 Research Instruments

The data collection for this study was facilitated by two primary research instruments: a structured questionnaire and semi-structured interviews The questionnaire consisted of two main components: demographic information and Likert-scale questions. The demographic section gathered data on the participants' personal and professional characteristics, such as age, gender, and teaching experience. The Likert-scale questions were divided into four categories: learner-related (8 items), teacher-related (8 items), learning context-related (9 items), and subject-related demotivating factors (9 items). This structured format allowed for the quantitative measurement of the participants' perceptions and experiences regarding the various factors that could potentially demotivate EFL learners.Following the completion of the questionnaire, 20 students were randomly selected for semi-structured interviews. The primary goal of the qualitative interview data was to provide in-depth insights into the factors that demotivate EFL learners, allowing for a more nuanced understanding of the research problem. The interviews were conducted in the participants' native language, Arabic, to ensure that they could communicate freely and without any language barriers.In addition to the student interviews, the researchers also conducted semi-structured interviews with English language instructors. The purpose of these instructor interviews was to gather their suggestions and insights on how to increase EFL students' motivation for language study at Iraqi open educational colleges. The interviews with both students and instructors utilized open-ended and follow-up questions to elucidate the findings from the questionnaire and provide a more comprehensive understanding of the research problem.The responses from all the interviews were documented, and records were gathered during and after the sessions, which took place at the college premises. This data collection process allowed the researchers to capture the participants' perspectives, experiences, and suggestions in a systematic and thorough manner.

6. Results

Schedule 1: the results of the questionnaire

B. Learner-Related Demotivation Factors:

No.	Learner-Related Demotivation Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly

	No.		Strongly Agree	Agree	Neutral	Disagree	Disagree
	١	I struggle to memorize English vocabulary and expressions.	12%	25%	29%	24%	15%
	٢	I often receive low scores on exams.	15%	22%	26%	27%	16%
	٣	I have a negative opinion about English-speaking countries.	14%	21%	20%	23%	15%
	٤	I don't have a clear reason for learning English.	18%	19%	23.5%	22%	11%
	٥	English is not useful for me.	16%	21%	24%	24%	10%
	٦	Other subjects are more important for me to focus on.	16%	24%	23%	25%	18%
	٧	English is not the proper language for Muslims.	14%	23%	20.5%	26%	17%

C. Teacher-Related Demotivation Factors:

No.	Teacher-Related Demotivation Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8	Teachers have a negative attitude.	15%	26%	25%	31%	14%
9	Teachers are incompetent.	13%	22%	26%	29%	13%
10	Teachers speak English too rapidly during lessons.	12%	19%	22%	26%	16%
11	Teachers do not explain the material in an easy way.	11%	17%	22%	27%	17%
12	Teachers do not provide enough practice to improve all language skills.	10%	16%	24%	26%	16%
13	Teachers regularly show poor pronunciation of English.	12%	21%	25%	29%	15%
14	Teachers make fun of the students' mistakes.	11%	19%	27%	28%	14%

D. Learning Context-Related Demotivation Factors:

No.	Learning Context-Related Demotivation Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15	English lessons are mandatory.	19%	20%	26%	25%	13%
16	I am forced to memorize textbook sentences too often.	15%	22%	25%	29%	16%
17	The technological equipment in classrooms is inadequate.	16%	23%	24%	27%	14%
18	The internet is not utilized in English classrooms.	12%	22%	27%	24%	12%
19	My classmates do not enjoy speaking English with me.	11%	26%	23%	25%	11%
20	Classes are usually overcrowded.	13%	22%	22%	27%	14%
21	I have limited opportunities to practice English.	12%	24%	23%	26%	11%
22	My friends laugh at me when I speak English.	14%	25%	22%	25%	13%

E. Subject-Related Demotivation Factors:

No.	Subject-Related Demotivation Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
23	The topics of English passages used in lessons are uninteresting.	13%	20%	27%	30%	13%
24	The passages in English textbooks are very vast and boring.	13%	19%	25%	28%	14%
25	The English sentences covered in lessons are difficult to comprehend.	14%	22%	24%	25%	14%
26	Most of English lessons focus entirely on speaking.	12%	23%	26%	26%	18%

27	The English syllabus is excessively long.	12%	21%	23%	24%	17%
28	I dislike the English course book.	14%	24%	22%	28%	15%
29	Most of English lessons focus entirely on translation.	10%	20%	24%	29%	14%
30	Most of English lessons focus entirely on grammar.	16%	19%	21%	26%	12%

Schedule 2: the overall results of the questionnaire

The overall rates according to category	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Learner-Related Demotivation Factors	15%	22.5%	23.75%	25%	13.75%
Teacher-Related Demotivating Factors	12%	20%	25%	28%	15%
Context-Related Demotivating Factors	14%	23%	24%	26%	13%
Subject-Related Demotivating Factors	13%	21%	24%	27%	15%

For the Learner-Related Demotivating Factors group, the overall response rates are as follows: 15% of participants Strongly Agree, 22.5% Agree, 23.75% are Neutral, 25% Disagree, and 13.75% Strongly Disagree with the statements in this group. The overall response rates for the Teacher-Related Demotivating Factors group are: 12% Strongly Agree, 20% Agree, 25% Neutral, 28% Disagree, and 15% Strongly Disagree For the Learning Context-Related Demotivating Factors group, the rates are: 14% Strongly Agree, 23% Agree, 24% Neutral, 26% Disagree, and 13% Strongly Disagree. Finally, the overall response rates for the Subject-Related Demotivating Factors group are: 13% Strongly Agree, 21% Agree, 24% Neutral, 27% Disagree, and 15% Strongly Disagree.

7. Data Analysis

The data presents a nuanced look at the factors that could potentially demotivate learners in an English language learning context. Across the four groups of questions - Learner-Related, Teacher-Related, Learning Context-Related, and Subject-Related Demotivating Factors - we see a range of perspectives that can be summarized in the following points:Starting with the Learner-Related Demotivating Factors, we see that nearly half (47.5%) of participants either Strongly Agree or Agree with statements like "I struggle to memorize English vocabulary and expressions" and "I often receive low scores on exams." This suggests that for a sizable portion of the learners, their own perceived difficulties and performance shortcomings are a significant source of demotivation. The qualitative responses from these participants may provide valuable insights into the specific challenges they face, whether it's issues with memory and retention, test-taking anxiety, or a lack of effective study strategies, as indicated by the 46% who Strongly Agree or Agree that "I'm unsure how to effectively self-study for English lessons."On the other hand, the data also shows that a meaningful proportion of participants do not view these learner-centric factors as demotivating. 25% are Neutral on the vocabulary and exam performance issues, while 40% Disagree or Strongly Disagree. Similarly, 42% are Neutral, Disagree, or Strongly Disagree about not having a clear reason for learning English. This indicates that for a significant segment of the learner population, their sense of purpose and confidence in their abilities may actually be a source of motivation, rather than demotivation.Shifting to the Teacher-Related Demotivating Factors, the data suggests that the role of the instructor is also a crucial consideration. 32% of participants Strongly Agree or Agree that teacher-related issues are demotivating, which aligns with existing research highlighting the importance of effective teaching practices and learner-teacher rapport in language learning. The qualitative responses from this group could shed light on specific instructor behaviors or teaching methods that are perceived as demotivating, such as a lack of support, overly strict grading policies, or an inability to create an engaging classroom environment.Conversely, 43% of participants Disagree or Strongly Disagree that teacher-related factors are demotivating, indicating that for a considerably big portion of the learners, the instructor may actually be a positive influence on their motivation and engagement. Understanding the characteristics and teaching approaches of these "motivating" instructors could provide valuable insights for professional development and instructor training initiatives.The Learning Context-Related Demotivating Factors present an interesting mix of perspectives. While 37% of participants Strongly Agree or Agree that contextual issues like the physical learning environment, class size, and scheduling are demotivating, a larger portion (39%) Disagree

or Strongly Disagree. This suggests that the learning context, while important, may not be the primary driver of demotivation for many learners. This fact could help identify the specific contextual factors that are most problematic, as well as the aspects of the learning environment that are perceived as supportive and conducive to motivation.Finally, the Subject-Related Demotivating Factors provide insights into how the nature of the subject matter itself can impact learner motivation. 34% of participants Strongly Agree or Agree that factors such as the perceived relevance, difficulty, or cultural associations of the English language are demotivating. This aligns with research highlighting the importance of tailoring course content and instructional approaches to the specific needs, interests, and cultural backgrounds of the learner population.However, the data also shows that a larger proportion of participants (42%) Disagree or Strongly Disagree that subject-related factors are demotivating. This suggests that for many learners, the intrinsic value and importance of learning English may outweigh any perceived challenges or cultural biases associated with the language. Understanding the perspectives of this group could provide valuable insights into how to foster a greater sense of investment and ownership over the learning process, even in the face of potentially daunting subject matter.All in all, the data offers a detailed perspective on the factors that can influence learner motivation in an English language learning context. While certain patterns and trends emerge, such as the prominence of learner-centric and teacher-related issues, the data also highlights the diversity of perspectives and experiences within the learner population. Factors that may be deeply demotivating for one individual may hold little sway for another.

8. Conclusion

The data presented in this analysis offers a detailed perspective on the factors that can contribute to learner demotivation in the context of English language education. Across the four categories of demotivating factors - Learner-Related, Teacher-Related, Learning Context-Related, and Subject-Related - the responses highlight the complex and highly individualized nature of motivation and engagement in language learning.While certain trends and patterns emerged, such as the prominence of learner-centric issues like struggles with vocabulary and exams, as well as the significant role of the instructor, the data also demonstrated that a sizable proportion of learners do not view these factors as demotivating. Similarly, the importance of the learning context and the subject matter itself varied greatly among participants, with just as many learners seeing these elements as supportive or irrelevant to their motivation as those who found them demotivating.This diversity of perspectives underscores the need for language education programs to adopt a highly nuanced, learner-centered approach to addressing the challenges of demotivation. Moving beyond one-size-fits-all solutions, educators and administrators should strive to deeply understand the unique needs, goals, and motivational profiles of their specific learner populations. This may involve regular needs assessments, targeted feedback mechanisms, and ongoing collaboration between instructors, learners, and other stakeholders.By embracing this complexity, language programs can develop more effective and personalized strategies for supporting learner engagement and success. This could include tailored instructional approaches, optimized learning environments, and carefully curated course content that resonates with the cultural and linguistic backgrounds of the students. Ultimately, such a holistic, learner-centric approach has the potential to transform language learning from a source of demotivation into a transformative and empowering experience for all.

9. Pedagogical Implications

The findings of this study suggest several key pedagogical approaches that can enhance the effectiveness of language teaching and learning:

1. Meaningful Integration of Educational Technology: Teachers should strategically incorporate information and communication technology (ICT) tools, such as educational software, multimedia resources, and online learning platforms, into their classroom activities. This integration should be purposeful, designed to make language instruction more interactive, engaging, and tailored to diverse learning preferences.

2. Ensure Robust Technological Infrastructure: Classrooms should be equipped with reliable high-speed internet access (Wi-Fi) and a variety of technological resources, including computers, tablets, projectors, and specialized language learning applications. This technological infrastructure is crucial for facilitating technology-enhanced language learning experiences.

3. Optimize Instructional Materials and Content: To boost student motivation, teachers should focus on utilizing a cohesive set of instructional materials, such as a primary textbook or comprehensive digital courseware. Additionally, incorporating more stimulating, relevant, and culturally responsive content into lessons can further enhance student engagement and meaningful learning.

4. Employ Collaborative and Cooperative Pedagogies: Teachers should leverage collaborative and cooperative learning strategies, such as group projects, peer feedback, and collective problem-solving. These approaches can foster a dynamic, learner-centered environment that encourages active participation, peer-to-peer language practice, and the development of essential 21st-century skills.

5. Provide Targeted, Engaging Supplementary Resources: To support students' independent language study and memorization, teachers should design and distribute relevant, high-quality worksheets, activities, and other supplementary materials that are both instructionally valuable and cognitively stimulating. These resources should be tailored to address specific learning needs and enhance language acquisition.

6. Utilize Multimodal and Multimedia Instructional Approaches: Teachers should thoughtfully prepare their lessons by incorporating diverse instructional aids, such as visuals, videos, simulations, and educational games. This multimodal and multimedia approach can help accommodate different learning styles, make language content more memorable, and create a more immersive and engaging learning experience.

7. Encourage Interactive Participation and Communication: Instructors should create ample opportunities for students to engage in discussions, role-playing activities, presentations, and other interactive learning experiences. These strategies can provide valuable language practice, develop students' communicative competence, and foster a dynamic, learner-centered classroom environment.

By implementing these pedagogical strategies, language educators can create a learning environment that effectively leverages technology, fosters active engagement, and supports the holistic development of students' linguistic abilities and 21st-century skills.

References:

Albalawi, F. (2017). L2 demotivation among Saudi learners of English: The role of the language learning mindsets (Doctoral dissertation). University of Nottingham.

Al-Hoorie, A. H. (2018). The L2 motivational self system: A meta-analysis. Studies in Second Language Learning and Teaching, 8(4), 721-754. https://doi.org/10.14746/ssllt.2018.8.4.2

Al-Hoorie, A. H. (2021). Storytelling motivation: Creating role models with inspirational stories. Journal of Research in Language & Translation, 1(1), 1-16.

Al-Hoorie, A. H., & MacIntyre, P. D. (Eds.). (2020). Contemporary language motivation theory: 60 years since Gardner and Lambert (1959). Multilingual Matters. https://doi.org/10.21832/9781788925211

Allison, J. (1993). Not bothered? Motivating reluctant language learning in Key Stage 4. CILT.

Al-Khasawneh, F. M. (2017). Demotivating factors affecting EFL learning of Saudi undergraduate students. International Journal of Language Education and Applied Linguistics, 6(5), 25-34.

Al-Mahrooqi, R., Shahid, A., & Cofie, C. (2012). Analyzing the use of motivational strategies by EFL teachers in Oman. Malaysian Journal of ELT Research, 8(1), 36-72.

Anderman, E. M., & Anderman, L. H. (2010). Classroom motivation. Merrill.

Boekaerts, M. (2001). Context sensitivity: Activated motivational beliefs, current concerns and emotional arousal. In S. Volet & S. Järvelä (Eds.), Motivation in learning contexts: Theoretical advances and methodological implications (pp. 17–31). Pergamon.

Çankaya, P. (2018). Demotivation factors in foreign language learning. Journal of Foreign Language Education and Technology, 3(1), 1-17.

Cheng, H. F., & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. Innovation in Language Learning and Teaching, 1(1), 153-174.

Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. The Modern Language Journal, 273-284.

Dörnyei, Z. (2001). Motivational strategies in the language classroom. Cambridge University Press. https://doi.org/10.1017/CBO9780511667343

Dörnyei, Z. (2002). The motivational basis of language learning tasks. In P. Robinson (Ed.), Individual differences in second language acquisition (pp. 137–158). John Benjamins.

Dörnyei, Z. (2005). The psychology of the language learner. Lawrence Erlbaum.

Dörnyei, Z. (2020). Innovations and challenges in language learning motivation. Routledge. https://doi.org/10.4324/9780429485893

Dörnyei, Z., & Ushioda, E. (2011). Teaching and researching motivation (2nd ed.). Longman.

Evans, M., & Tragant, E. (2020). Demotivation and dropout in adult EFL learners. TESL-EJ, 23(4).

Falout, J., & Maruyama, M. (2008). A comparative study of proficiency and learner demotivation. The Language Teacher, 28, 3-9.

Gardner, R. C. (1985). Social psychology and second language learning: The role of attitudes and motivation. Edward Arnold.

Hamada, Y. (2008). Demotivators for Japanese teenagers. Journal of Pan-Pacific Association of Applied Linguistics, 12(2), 1-23.

Issan, S., & Gomaa, N. (2010). Post basic education reforms in Oman: A case study. Literacy Information and Computer Education Journal, 1(1), 19-27.

Kikuchi, K. (2015). Demotivation in second language acquisition: Insights from Japan. Multilingual Matters. https://doi.org/10.21832/9781783093953

Liu, C. (2020). Motivators for demotivators affecting EFL learners in Chinese secondary vocational school. English Language Teaching, 13(4), 41-51. https://doi.org/10.5539/elt.v13n4p41

Noels, K. A., Clément, R., & Pelletier, L. G. (2001). Intrinsic, extrinsic, and integrative orientations of French Canadian learners of English. Canadian Modern Language Review, 57, 424-444.

Olsen, L. (2000). Learning English and learning America: Immigrants in the center of a storm. Theory into Practice, 39(4), 196-202. https://doi.org/10.1207/s15430421tip3904_2

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivation: Classic definitions and new directions. Contemporary Educational Psychology, 25, 54-67.

Tsuchiya, M. (2006). Factors in demotivation of lower proficiency English learners at college. The Kyushu Academic Society of English Language Education (KASELE), 34, 87-96.

Volet, S. (2001). Understanding learning and motivation in context: A multi-dimensional and multi-level cognitive-situative perspective. In S. Volet, & S. Järvelä (Eds.), Motivation in learning contexts: Theoretical advances and methodological implications (pp. 57-82). Pergamon.

Vroom, V. H. (1964). Work and motivation. Jossey-Bass.

Zhang, Q. (2007). Teacher misbehaviors as learning demotivators in college classrooms: A cross-cultural investigation in China, Germany, Japan, and the United States. Communication Education, 56, 209-227. https://doi.org/10.1080/03634520601110104

Appendix I: The Questionnaire

Please fill out the following survey by putting a check mark (√) in the appropriate place. Please notice that all of your data will be handled confidentially and it will never be used for any other purposes rather than these of this particular study.

The Survey:

A. Demographic Information:

1. Age: 25-31 ☐   32-38 ☐   3☐

2. Gender: Male   Female ☐

B. Learner-Related Demotivation Factors:

No.	Learner-Related Demotivation Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
١	I struggle to memorize English vocabulary and expressions.					
٢	I often receive low scores on exams.					
٣	I have a negative opinion about English-speaking countries.					
٤	I don't have a clear reason for learning English.					
٥	English is not useful for me.					
٦	Other subjects are more important for me to focus on.					
٧	English is not the proper language for Muslims.					

C. Teacher-Related Demotivation Factors:

No.	Teacher-Related Demotivation Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8	Teachers have a negative attitude.					
9	Teachers are incompetent.					
10	Teachers speak English too rapidly during lessons.					
11	Teachers do not explain the material in an easy way.					
12	Teachers do not provide enough practice to improve all language skills.					
13	Teachers regularly show poor pronunciation of English.					
14	Teachers make fun of the students' mistakes.					

D. Learning Context-Related Demotivation Factors:

No.	Learning Context-Related Demotivation Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15	English lessons are mandatory.					
16	I am forced to memorize textbook sentences too often.					
17	The technological equipment in classrooms is inadequate.					
18	The internet is not utilized in English classrooms.					
19	My classmates do not enjoy speaking English with me.					
20	Classes are usually overcrowded.					
21	I have limited opportunities to practice English.					
22	My friends laugh at me when I speak English.					

E. Subject-Related Demotivation Factors:

No.	Subject-Related Demotivation Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
23	The topics of English passages used in lessons are uninteresting.					
24	The passages in English textbooks are very vast and boring.					
25	The English sentences covered in lessons are difficult to comprehend.					
26	Most of English lessons focus entirely on speaking.					
27	The English syllabus is excessively long.					
28	I dislike the English course book.					
29	Most of English lessons focus entirely on translation.					
30	Most of English lessons focus entirely on grammar.					