

**BASKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER PROGRAM OF ENGLISH LANGUAGE TEACHING WITH
THESIS**

**DEMOTIVATION AMONG MIDDLE SCHOOL STUDENTS IN
ENGLISH CLASSES AND TEACHER STRATEGIES TO
OVERCOME IT**

**PREPARED BY
HÜLYA AYBIKE ÖZEN**

MASTER THESIS

ANKARA, 2024

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THESIS ADVISOR

Asst. Prof. Dr. Ahmet Remzi Uluşan

ANKARA, 2024

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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İmza

Tez Danışmanı: Dr. Öğr. Üyesi Ahmet Remzi Uluşan, Başkent Üniversitesi

Jüri Başkanı: Doç. Dr. Aydan Irgatoğlu, Ankara Hacı Bayram Veli Üniversitesi

Jüri Üyesi: Dr. Öğr. Üyesi Gözde Balıkçı, Başkent Üniversitesi

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To my beloved family, Nihat, Leyla, and İlhan

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ÖZET

Hülya Aybike ÖZEN

İngilizce Derslerinde Ortaokul Öğrencilerinin Motivasyonlarını Kaybetme Nedenleri Ve Bunu Aşmaya Yönelik Öğretmen Stratejileri

**Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Ana Bilim Dalı
İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı
2024**

Öğrencilerin İngilizce derslerinde başarılı olmalarına yardımcı olmak için öğrencilerin motivasyonunu azaltan faktörleri bilmek ve bu faktörleri aşmak önemlidir. Bu nedenle, bu çalışma İngilizce derslerinde ortaokul öğrencilerini demotive eden faktörleri ve öğretmenlerin demotivasyon faktörlerini aşma stratejilerini araştırmıştır. Bu hedefe ulaşmak için çalışma, 2022-2023 bahar döneminde Türkiye'nin farklı şehirlerinde bulunan dört ayrı okulda gerçekleştirilmiştir: Ankara, İstanbul, Samsun ve Erzurum. Kapsamlı bir veri edinimi sağlamak için çalışmada karma yöntem kullanılmıştır.

Araştırmanın nicel kısmında Acarol (2020) tarafından geliştirilen Yabancı Dil Motivasyon Ölçeği (FLDS) kullanılarak 5-8. sınıflardaki 632 ortaokul öğrencisinden veri toplanmıştır. Bu ölçek, 5'li Likert ölçeğine göre derecelendirilen 32 maddeden oluşmakta ve beş alt boyutu kapsamaktadır: Öğretim Materyali, Öğretim Yöntemleri, Öğretmen Tutumları, Olumsuz Deneyimler ve Başarısızlık Deneyimi. Araştırmanın bulguları, Öğretim Materyali'nin en demotive edici faktör olduğunu gösterirken Öğretmen Tutumu'nun en az demotive edici faktör olarak ortaya çıktığını göstermiştir. Bu faktörlerin, cinsiyet, sınıf seviyesi, şehir, akademik başarı ve öğrenme deneyimi gibi çeşitli değişkenlerde farklılık gösterdiği belirtilmiştir. Ek olarak, çalışmanın nitel bölümünde, demotivasyon faktörlerini tanımlama ve aşma stratejileri üzerine detaylı bilgi edinmek amacıyla 10 İngilizce Öğretmeni ile yarı yapılandırılmış görüşmeler yapılmıştır. Öğretmenler, öğrencileri motive etmek için özgün ve teknolojik materyaller kullanmanın yanı sıra oyun içeren aktiviteler gibi interaktif unsurların yer aldığı öğrenci merkezli yaklaşımların önemini vurgulamışlardır. Olumlu öğretmen tutumları, açık kurallar ve kişiselleştirilmiş müdahaleler, öğrencileri ilgi

alanlarına ve öğrenme yollarına göre yeniden motive etmek için önemli unsurlar olarak belirlenmiştir.

Bu çalışma, dört okulu inceleyerek öğrenci motivasyonuna ilişkin değerli bilgiler sunmaktadır, ancak sınırlı kapsamı dolayısıyla gelecek çalışmalarda daha fazla araştırılmalıdır. Gelecekteki araştırmalar öğrencilerin motivasyon kaybına ilişkin bakış açılarını daha derinlemesine inceleyebilir, kültürel etkileri keşfedebilir ve motivasyon kaybına katkıda bulunan dış faktörleri araştırabilir. Derinlemesine yapılan bu araştırmalar, demotivasyon üzerinde anlayışımızı zenginleştirecek ve İngilizce derslerinde öğrenci motivasyonunu artırmaya yönelik hedeflenen stratejilerin geliştirilmesine olanak sağlayacaktır.

Anahtar Kelimeler: Motivasyon Kaybı, Öğrenci Motivasyonu, Dil Öğreniminde Motivasyon Kaybı, Motivasyon Kaybını Etkileyen Faktörler, Öğretmen Stratejileri

ABSTRACT

Hülya Aybike ÖZEN

Demotivation Among Middle School Students in English Classes And Teacher Strategies To Overcome It

**Başkent University
Institute of Educational Sciences
Department of Foreign Languages
Master Program of English Language Teaching with Thesis**

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To help students succeed in English classes, it is important to know and overcome the factors that reduce students' motivation. Therefore, this study investigated the factors that demotivate middle school students in English classes as well as teacher strategies to overcome demotivational factors. To achieve this goal, the study was carried out across four distinct schools situated in different cities in Türkiye—Ankara, Istanbul, Samsun, and Erzurum—during the spring semester of 2022-2023. A mixed-method design was employed to ensure a comprehensive acquisition of data.

In the quantitative part of the study, data was collected from 632 middle school students in grades 5th to 8th using the Foreign Language Demotivation Scale (FLDS) developed by Acarol (2020). This scale featured 32 items rated on a 5-point Likert scale and encompassed five sub-dimensions: Teaching Material, Teaching Methods, Teacher Attitudes, Negative Experiences, and Failure Experience. Results indicated that Teaching Materials ranked as the most demotivating factor, while Teacher Attitude emerged as the least demotivating. Notably, these factors varied across several variables such as gender, grade level, city, academic performance, and learning experiences. Additionally, in the qualitative part of the study, 10 EFL teachers were interviewed to gain valuable insights into their strategies for identifying and overcoming demotivation factors. Teachers stressed the importance of using authentic and technological materials to motivate students, along with student-centered approaches featuring interactive elements such as using games. Positive

teacher attitudes, clear rules, and personalized interventions were identified as crucial for re-motivating students based on their interests and learning paths.

This study offers valuable insights into student motivation by examining four schools, though its limited scope suggests opportunities for further exploration. Future research could delve deeper into students' perspectives on demotivation, the role of cultural influences, and external factors. This expanded research would enrich our understanding and enable the development of targeted strategies for boosting student motivation in English classes, ultimately leading to more effective and engaging learning environments.

Keywords: Demotivation, Student Demotivation, Demotivation in Language Learning, Factors of Demotivation, Teacher Strategies

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CHAPTER I

INTRODUCTION

This chapter provides background of the study, statement of the problem, significance of the study, aim of the study along with research questions and limitations of the study.

1.1. Background of the Study

The adoption of English as a medium of instruction in educational institutions worldwide is experiencing a notable upsurge, particularly in non-English-speaking nations. This trend can be attributed to several compelling reasons. English has ascended as the global lingua franca and holds paramount importance as the predominant mode of communication on the international stage. Consequently, there is a growing recognition among individuals and parents alike regarding the indispensable role of English proficiency in today's interconnected world. The significance of English learning in middle school extends far beyond the acquisition of vocabulary and grammar rules. It serves as a gateway to broader cultural understanding, critical thinking development, and enhanced communication abilities. Proficiency in English empowers students to engage with a wealth of knowledge, perspectives, and resources that transcend their immediate surroundings, fostering intellectual growth and intercultural competence.

However, the journey of learning a foreign language, particularly English, is multifaceted and fraught with challenges that can influence students both positively and negatively. Despite being exposed to similar learning opportunities and time frames, students exhibit considerable variability in their proficiency levels. The process of language acquisition is arduous and protracted, often spanning months or even years, contingent upon a multitude of factors. Therefore, the attainment of success in language learning cannot be solely reliant on rudimentary programs featuring simplistic and expedited methodologies. To navigate this intricate landscape effectively, it becomes imperative to discern and comprehend the underlying factors that shape the language learning experience.

Numerous factors intricately shape the language learning journey, encompassing social dynamics, physical environment, and the intricate landscape of human psychology. Within this complex mosaic, affective factors emerge as pivotal influencers, delving into the

realm of emotions and attitudes that profoundly impact language acquisition (Brown, 1994). Among these affective factors, motivation stands out as a cornerstone element, wielding significant influence over learners' engagement and progress in mastering a foreign language (Arnold, 1999:2). In the pursuit of language proficiency, learners often encounter a multitude of challenges, with motivation occupying a central position among them. Extensive research within the realm of education underscores the paramount importance of motivation, highlighting its role as a potent predictor of academic success (Gardner & Lambert, 1972; Dörnyei & Csizer, 1998; Skehan, 1989; Tremblay & Gardner, 1985; Gass & Selinker, 2008). Gardner (1985) delineates four key dimensions of motivation pertinent to language learning: the underlying motivations for language acquisition, the drive to achieve linguistic goals, the investment of effort, and fostering positive attitudes toward the target language. Indeed, the nexus between motivation and language proficiency emerges as a robust empirical finding, with studies consistently demonstrating a strong correlation between learners' motivational orientations and their linguistic competence (Dörnyei, 1994). Even within meticulously crafted learning environments, the absence of motivation can precipitate suboptimal outcomes, rendering instructional efforts futile and undermining the efficacy of pedagogical interventions. Thus, the significance of nurturing and sustaining motivation within the language learning context cannot be overstated. Cultivating an environment that fosters intrinsic motivation, fosters a sense of purpose, and nurtures positive attitudes toward language acquisition is paramount. By harnessing motivational drivers effectively, educators can unlock the full potential of learners, propelling them toward proficiency and fostering enduring engagement in the language learning process (Dörnyei, 2001).

While motivation has long been a focal point in language learning and instruction, its counterpart, demotivation, has often been overshadowed, particularly in contexts like Türkiye. Demotivation, characterized by a lack of interest, enthusiasm, or perceived competence in learning English, poses a significant barrier to academic achievement and personal growth (Boonchuayrod & Getkham, 2019). Understanding the multifaceted nature of demotivation is crucial for educators and stakeholders invested in cultivating engaging and effective learning environments. Christophel and Gorham (1995) highlight the significant impact of demotivational variables, suggesting that their absence can exert a more profound influence on students' motivation. The gamut of demotivating variables encompasses various facets, including teaching techniques, content relevance, instructional quality, access to resources, and technological integration (Crooks & Schmidt, 1991;

Dörnyei, 2001). Dörnyei (2001) further underscores the potency of demotivation, asserting that it exerts a stronger sway over language learning processes than motivation itself, often culminating in unsuccessful language acquisition endeavors. Indeed, the ramifications of demotivation loom large, impeding learning progress and contributing to instances of English comprehension failure (Hu, 2011: 88). Despite its palpable significance, demotivation remains a relatively underexplored terrain within the realm of language learning research. However, its emergence as a pivotal concern has not escaped the attention of scholars, educators, and policymakers alike. Teachers, in particular, are keen to unravel the primary demotivating factors impeding students' progress in English as a Foreign Language (EFL) or English as a Second Language (ESL) environments. Understanding why certain students excel while others falter in their language learning journey is paramount for educators seeking to optimize instructional practices and enhance students' English proficiency levels.

In light of its significance in language learning, it becomes imperative to identify effective strategies to counter demotivation and foster a culture of engagement and empowerment in English learning. Therefore, this study endeavors to explore the various factors contributing to demotivation among middle school students in the context of English learning. By delving into the underlying causes and manifestations of demotivation, this study aims to shed light on the complexities of student engagement and provide insights into potential teacher strategies to address this pervasive issue. By shedding light on both the antecedents and remedies of demotivation, this research seeks to equip educators with actionable insights to nurture resilient and motivated learners, thereby catalyzing meaningful progress in English language acquisition.

1.2. Statement of the Problem

One of the key elements influencing language acquisition is motivation, which directly affects students' efforts, usage of the required study techniques, desire to use the target language, and performance on academic tests (Spolsky, 1989; Scarcella & Oxford, 1992). This makes motivation crucial in language learning for students to be successful. However, throughout the process of learning a target language, students' motivation is vulnerable to a variety of harmful factors (Falout, Elwood, & Hood, 2009; Dörnyei & Ushioda, 2011; Kikuchi & Sakai, 2009). Over time, these factors cause them to become less motivated to start learning their target language. That is when demotivation arises, and the

learning process gets affected in a negative way. Demotivation is “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (Dörnyei, 2001a, p. 143). Demotivation has an adverse impact on both the process and results of language acquisition. It can have a negative impact on students' beliefs and actions toward English, English lessons, or the language teacher, reducing teacher motivation and group dynamics (Unal & Yelken, 2016). In both research circles and everyday classroom settings, the topic of demotivation holds significant weight, impacting not only students' language learning journeys but also the efficacy of teaching practices. When students experience demotivation, their ability to grasp the target language diminishes, and the overall learning process becomes less enjoyable. This is a concerning scenario for educators striving to foster dynamic and engaging learning environments. Thus, it becomes imperative for teachers to proactively monitor their students' motivation levels and diligently address any emerging signs of demotivation. Despite the paramount importance of mitigating demotivation, there exists a dearth of research focusing on the factors that contribute to students' disengagement in the language classroom. Nonetheless, recognizing the imperative to combat demotivation remains critical for educators. Witnessing a student succumb to demotivation can be disheartening for teachers, underscoring the urgency of understanding its root causes and implementing effective strategies to reignite students' passion for learning. By prioritizing the identification and elimination of demotivating factors, teachers can cultivate an environment conducive to sustained motivation and academic success. Empowering teachers with the knowledge and tools to inspire and support students who may be grappling with demotivation is paramount for fostering resilience and fostering a positive learning atmosphere (Oxford, 1988; Falout&Maruyama, 2004; Trang &Baldauf, 2007; Kikuchi, 2009; Tang & Hu, 2022). Thus, as educators navigate the complexities of language instruction, their commitment to understanding and addressing demotivation serves as a cornerstone for nurturing thriving and motivated learners.

L2 demotivation can be caused by both external and internal reasons. According to Dörnyei (2001b), demotivation refers to specific outside factors that lessen or worsen learners' motivation, such as teacher conduct and the classroom atmosphere. In contrast, Falout et al. (2009), concur that demotivation begins with a specific circumstance or setting as a demotivating trigger before it develops into an internalized process, such as a lack of confidence and a negative attitude toward L2. Despite divergent perspectives on how to address demotivation in language learning, researchers have agreed that demotivation is a

barrier that hinders second language learning, slows down the learning processes, and has a negative impact on learners' overall learning. Understanding and mitigating demotivation among students learning English holds paramount significance in shaping not only their linguistic proficiency but also their broader educational experiences and future trajectories. Demotivated students are prone to disengagement, hindering their ability to fully absorb and retain language knowledge and skills. Moreover, chronic demotivation can have far-reaching consequences, impacting students' self-perception, academic confidence, and long-term aspirations. In classrooms where demotivation festers unchecked, the overall learning environment may suffer, with ripple effects extending beyond individual students to affect group dynamics and instructional effectiveness. By proactively detecting and addressing demotivation, educators can cultivate a more vibrant and inclusive learning atmosphere conducive to sustained motivation, resilience, and ultimately, enhanced English language proficiency. This proactive approach not only empowers students to overcome challenges but also fosters a sense of agency and ownership over their learning journey, equipping them with invaluable skills and confidence to navigate future academic and professional endeavors effectively. Thus, the significance of detecting and solving demotivation transcends mere linguistic acquisition, encompassing broader educational outcomes and holistic student development.

1.3. Significance of the Study

Recognizing the multifaceted nature of language acquisition, it becomes imperative to scrutinize the demotivating variables that impede students' progress in learning English as a foreign language (EFL), while concurrently developing effective strategies to counteract them. This study holds significant importance as it ventures into a critical determinant influencing the dynamics of language learning. Demotivated students often find themselves disengaged from language lessons, consequently slowing down their proficiency development. Understanding the intricate web of factors contributing to students' lack of motivation is essential for reigniting their interest and fostering an environment conducive to effective language acquisition (İsaoğlu & Ergenekon Emir, 2020).

While extant research has made strides in uncovering demotivating factors among college or high school students, there exists a noticeable void in understanding these dynamics among secondary school students. This underscores the pressing need to delve deeper into the specific challenges faced by this demographic and address them proactively.

Given the pivotal role that teachers play in shaping the learning experience, it is imperative to equip them with a repertoire of motivational techniques while concurrently examining the underlying causes of demotivation. While previous studies have shed light on the origins of demotivation, there remains a notable gap in the literature concerning actionable strategies to re-engage students who have succumbed to disinterest in language study.

This study seeks to bridge this gap by investigating teachers' strategies for reigniting motivation among students in the language learning process, alongside delving into the nuanced variables contributing to demotivation. It is essential to recognize that both teachers and students alike acknowledge the critical role of motivation in achieving success in language learning endeavors. In moments of setback, students often cite a lack of motivation as a primary hindrance, while teachers express frustration over their perceived inability to inspire their students effectively. By shedding light on the factors that demotivate students and actively working to mitigate them, educators can elevate the quality of English language instruction. Understanding specific student factors such as demotivation empowers teachers to tailor their instructional approaches and cultivate an environment conducive to student engagement and success in language acquisition endeavors. Thus, this study serves as a critical step toward understanding and addressing demotivation in language learners, ultimately paving the way for more effective language teaching practices and enhanced learning outcomes.

1.4. Aim of the study

The present study aims to investigate the factors that demotivate middle school students in Turkiye and reveal the strategies teachers use to remotivate students who lack motivation in their classes. In this regard, this study will answer the following research questions:

- 1) What are the factors contributing to the demotivation of middle school students?
 - 1.a. Do the factors differ according to gender?
 - 1.b. Do the factors differ according to grade?
 - 1.c. Do the factors differ depending on the schools being in different cities in Turkiye?

1.d. Do the factors differ according to the academic achievement?

1.e. Do the factors differ according to the learning experience of students?

2) What kind of strategies do teachers use to cope with demotivated students in their classes?

1.5. Limitations

Firstly, the utilization of a five-point Likert Scale to collect quantitative data on the factors contributing to middle school students' demotivation may provide structured insights but might restrict the depth of understanding regarding students' specific reasons for feeling demotivated in English courses. Additionally, the inclusion of the researcher's own students as participants in the study raises concerns about potential biases or false information stemming from the student-teacher relationship. To address this, the researcher has diversified the participant pool by including students from various schools. Furthermore, the temporal constraints of the study, limited to data collected during the 2022 – 2023 academic year, may affect the generalizability of findings. As demotivating factors for students can fluctuate annually due to evolving educational contexts and external influences, the temporal constraints might impact the comprehensiveness of the study's outcomes, particularly concerning variations across different academic years. In addition, it's worth noting that teachers interviewed regarding strategies to re-motivate students who lose interest in class may report not encountering such issues or may lack specific strategies to address them. Moreover, while some teachers may highlight the use of technology as a means to re-engage students, disparities in access to technology across different regions due to socioeconomic factors may hinder its widespread implementation in classrooms.

However, despite these potential limitations, this study holds promise in offering valuable insights into understanding the factors contributing to middle school students' demotivation. By delving into this complex phenomenon, the study has the potential to shed light on underlying issues and challenges faced by students, thereby informing the development of targeted interventions and support strategies. Furthermore, this research not only benefits foreign language teachers by deepening their understanding of student demotivation but also equips them with effective instructional strategies to enhance student engagement and learning outcomes. Through a nuanced exploration of demotivation and its

implications, this study is expected to serve as a catalyst for improving educational practices and fostering a more conducive learning environment for all students.

CHAPTER II

LITERATURE REVIEW

This study aims to explore factors contributing to demotivation among middle school students and investigate teachers' strategies for addressing demotivational influences in their classrooms. The introductory chapter discusses motivation and demotivation in language learning, highlighting its factors, and provides an overview of existing research on demotivation, accompanied by illustrative examples of key findings. This framework lays the groundwork for a comprehensive examination of the dynamics of student demotivation and effective instructional strategies.

2.1. Motivation

There are a lot of researchers who examined the term 'motivation' and gave many definitions (Woolfolk, 1998; Elliot & Covington, 2001; Dörnyei, 2001; Kikuchi & Sakai, 2009). It is hard to give an exact definition for motivation because the investigations are all done in different areas. There are a lot of researchers who define motivation in different ways. Keller & Reigeluth (1983, p. 389) defined motivation as "the decisions people make regarding the experiences or objectives they will approach or avoid and the level of effort they will expend in this regard." Harmer (2001), on the other hand, states that motivation is the innate desire that propels an individual to carry out an activity and ultimately reach a goal. According to Williams and Burden (1997), motivation may also be defined as a particular kind of cognitive process that triggers the decision-making process in order to do an action that involves a sustained mental and physical effort in order to accomplish a goal. Rowel and Ensook (2009) define motivation as a psychological continuum that results from an individual's connection with their environment, fulfilling a vital role in learning and development. According to Pintrich (2003), people's choices and deeds, which are impacted by basic necessities as well as cultural and societal variables, lead to motivation. Gardner (1985) argues that motivation includes both the desire to learn a language and a person's attitude toward putting in a lot of effort to meet learning objectives. Singh (2011) defines motivation as the determination that propels individuals to pursue their objectives in the face of major setbacks. Elliot and Covington (2001) state that people's behaviors, objectives, and aspirations are all driven by their motivation. It may also be the motivation behind someone's decision to refrain from engaging in a particular action or to repeat it. According to Pardee

(1990), motivation pushes people to act and respond in a certain way or creates a propensity for doing certain things. Motivation, as defined by Narayanan (2006), is the rationale or cause for a person's behaviors.

Dörnyei (2001) believes that the concept of motivation is complex because it attempts to explain behaviors that are not adequately explained by a single theory. The issue about motivation is not a lack of theories or models explaining it, but rather an abundance of them. To develop a thorough understanding of motivation, numerous motivational theories and methodologies have been proposed. Therefore, attempting to elaborate on each idea and methodology outlined in this study's literature review would be impractical. As a result, this investigation focuses on four distinct motivational psychology theories: the self-determination theory, the self-worth theory, the attribution theory, and the self-efficacy theory.

2.2. Motivational Theories

Motivational theories are crucial as they help to understand why individuals behave in certain ways and what drives their actions. Given the limited scope of my thesis, this section focuses on four key motivational theories: the self-determination theory (Deci & Ryan, 1985), the self-worth theory (Covington & Beery, 1976; Covington, 1984) the attribution theory (Heider, 1958; Weiner, 1986), and the self-efficacy theory (Bandura, 1997). Delving into these motivational theories has provided profound insights into the outcomes of this study. These insights not only enhanced the interpretation of the study's results but also provided a broader context for understanding human motivation across diverse settings and circumstances.

2.2.1. The self-determination theory

Self-Determination Theory (SDT) is a psychological framework that encompasses the nature, structure, and functionality of individuals in action, highlighting their proactive capabilities to engage with and interpret the external environment (Ryan & Deci, 2017). As a meta-theory for motivational studies, SDT serves as a formal framework delineating intrinsic motivation alongside various forms of extrinsic motivation, while also delving into cognitive aspects of motivation. It offers a comprehensive lens for understanding human motivation and personality development, emphasizing the interplay between intrinsic and

extrinsic motivators and how social and cultural factors influence these dynamics. Central to SDT is the notion of self-determination, which involves the capacity to make choices and effectively manage interactions between oneself and the environment. Deci (1992) defines self-determined individuals as those who engage in activities with a strong sense of personal endorsement, indicating a genuine desire and active choice in their actions. Furthermore, Deci & Ryan (1980) highlight the distinction between controlling the environment and self-determination, defining the latter as the experience of freedom in initiating one's behavior, thus underscoring the intrinsic drive for autonomy within SDT.

Research guided by Self-Determination Theory (SDT) primarily centers on factors that enhance intrinsic motivation, various forms of extrinsic motivation, and overall psychological well-being. Deci and Ryan (1985) emphasized that the need for self-determination is a crucial driver of intrinsic motivation, echoing DeCharms's (1968) notion of the "desire to experience personal causation" as pivotal (p. 30). According to Deci and Ryan (1985), intrinsic motivation is deeply tied to the psychological need for competence and the broader pursuit of self-determination. Students who are intrinsically motivated engage in activities purely for their own enjoyment or interest (Schunk, Pintrich, and Meece, 2008). Deci and Ryan (1985) further noted that intrinsic motivation can foster emotional states of interest and enjoyment, leading to experiences of "flow," characterized by intense engagement and satisfaction (p. 29). Conversely, extrinsically motivated students undertake tasks as a means to attain external rewards, such as grades or prizes, highlighting the distinction between intrinsic and extrinsic motivations in academic settings.

Self-Determination Theory (SDT) serves as a conceptual framework for comprehending human motivation and self-regulation, elucidating how individuals pursue goals, achieve self-actualization, and attain a higher quality of life across domains like education, language learning, and beyond, where fundamental human needs can be met (Deci & Ryan, 2002; Ryan & Deci, 2000). This theory underscores three intrinsic psychological needs—autonomy, competence, and relatedness—that are essential for fostering a robust sense of self and psychological well-being (Ryan & Deci, 2020). Firstly, autonomy refers to the need to feel in control of one's actions and choices, acting volitionally with a sense of integration and self-endorsement (Baumeister & Leary, 1995; Reeve et al., 2003; Ryan & Deci, 2000). When individuals experience autonomy, they initiate and regulate their behaviors with a high degree of volition and a sense of choice. This sense of

autonomous choice, coupled with acknowledging one's feelings and opportunities for self-direction, enhances intrinsic motivation by enabling individuals to engage in activities that align with their values, preferences, and interests, leading to greater satisfaction and overall well-being. Autonomy support within social environments is assessed based on several key elements, including providing a meaningful rationale for behavior change, acknowledging individuals' feelings and perspectives, and adopting an interpersonal style that encourages choice while minimizing control (Deci, Eghrari, Patrick, & Leone, 1994). When students experience autonomy support, they perceive learning as more enjoyable and autonomous, especially when teachers adopt a less controlling demeanor and students feel they have meaningful choices (deCharms, 1976). Research has categorized self-determined students as 'origins,' whose behavior stems from internal needs and desires, in contrast to 'pawns' who feel controlled by external forces (deCharms, 1976). Autonomy-supportive teachers foster a sense of control and choice in students' learning experiences, contrasting with controlling teachers who restrict autonomy and choice, as observed in studies like Jones et al., (2009). To support students' autonomy effectively, educators should first reduce unnecessary social controls, as suggested by Reeve (1996). Subsequently, promoting autonomy and self-determination involves understanding students' perspectives, encouraging their initiatives, providing clear rationales for behavioral limits, validating negative emotions resulting from control, and adopting a noncontrolling communication style with positive reinforcement (Reeve, 1996). This multifaceted approach to autonomy support enhances students' motivation, engagement, and sense of self-direction in learning contexts.

Competence, another crucial psychological need, reflects individuals' desire to be effective in navigating their environment. Feeling competent drives individuals to seek out challenges that match their skills, fostering a sense of control and willingness to act (Baumeister & Leary, 1995; Reeve et al., 2003; Ryan & Deci, 2000). This innate need for competence is reinforced through feedback, which provides objective information about performance and helps individuals evaluate their effectiveness (Jones et al., 2009). Positive feedback that enhances perceived competence also boosts intrinsic motivation, while negative feedback can reduce perceived competence and intrinsic motivation (Deci et al., 1991; Deci, Cascio, and Krusell, 1975; Vallerand and Reid, 1984). Teachers play a vital role in fostering students' academic competence by offering optimally challenging tasks, providing feedback that reinforces competence, creating a supportive environment for risk-taking and learning from failures (Csikszentmihalyi, 1990). This emphasis on competence

and effective feedback loops contributes significantly to students' motivation, engagement, and overall academic success.

Relatedness, the final component of Self-Determination Theory, underscores the human need to form meaningful and secure attachments with others. When individuals feel a sense of relatedness, they experience emotional connection and interpersonal warmth in their relationships (Reeve et al., 2003; Baumeister & Leary, 1995; Deci & Ryan, 2002, Ryan & Deci, 2000). This need is met when individuals perceive that they are respected, understood, and cared for, fostering internal motivation to engage and persist in various contexts (Ryan et al., 2008). In educational settings, students' need for relatedness is fulfilled through genuine interpersonal interactions with teachers, parents, and peers (Furrer and Skinner, 2003). Notably, strategies that prioritize establishing caring relationships and rapport with students have been shown to significantly enhance relatedness and intrinsic motivation (Cheng and Dörnyei, 2007). Teachers can cultivate a sense of relatedness by demonstrating genuine interest, care, and support for their students, fostering an environment where students' ideas are valued and respected (Connell, 1990; Connell and Wellborn, 1991; Furrer and Skinner, 2003). This emphasis on relatedness contributes to a positive classroom climate that promotes students' emotional well-being, engagement, and overall motivation for learning.

In summary, Self-Determination Theory (SDT) highlights three crucial psychological needs: autonomy, competence, and relatedness. By fostering autonomy support, promoting competence, and nurturing meaningful relationships, SDT offers a framework for enhancing intrinsic motivation, well-being, and success across various domains. Integrating SDT principles into educational and organizational contexts can lead to positive outcomes, including increased motivation, engagement, and overall psychological well-being.

2.2.2. The self-worth theory

Self-Worth Theory, first proposed by Covington and Beery (1976), delves into the complex relationship between individuals' perceptions of self-worth and their motivation in seeking approval from others. This theory posits that individuals' sense of self-worth is intricately linked to their perceived level of competence, as highlighted by Wenzel and Wigfield (2009). Beery (1975) further theorized that one's self-worth corresponds to the

degree to which their ability is evident from their actions in the world, leading to a straightforward formula for self-worth: P (performance) = A (ability) = W (worth). In this model, ability and effort interact to influence performance, which in turn contributes to a person's sense of self-worth. The model highlights the dynamic relationship between internal beliefs about one's abilities, external performance outcomes, and the resulting impact on self-perception and motivation.

Urduan and Kaplan (2020) provide an insightful historical perspective on the development of Achievement Goal Theory (AGT), which is closely related to Self-Worth Theory. They highlight that AGT research consistently demonstrates the impact of different goal orientations on outcomes, such as mastery goals leading to positive outcomes like interest and effective strategy use, while performance-avoidance goals are associated with problematic outcomes such as poor achievement. Moreover, the association between performance-approach goals and high achievement, coupled with an array of emotions and strategies, underscores the multifaceted nature of motivation.

Covington's explanation of the interplay between human value and accomplishment offers valuable insights into how individuals, including school children and adults, perceive their worth based on achievements and abilities. The notion that high grades may signal worthiness while low grades could suggest worthlessness reflects the pervasive influence of achievement on self-worth perceptions (Wenzel & Wigfield, 2009). This perspective underscores the importance of understanding the intricate dynamics between self-worth, achievement, and motivation in educational and personal development contexts.

Self-worth theory posits that individuals' self-esteem is intricately linked to their perceived competence and performance. This connection influences how individuals protect their self-esteem by either striving for success or avoiding failure. For instance, individuals who believe in fixed intelligence may fear failure as it could reflect their inherent incompetence, leading them to avoid challenging tasks. Conversely, those who see abilities as malleable view failure as an opportunity for growth. In the literature, self-esteem and self-worth are often used interchangeably. According to Rosenberg (1976), self-esteem entails self-respect and a sense of worth, while its absence indicates feelings of unworthiness or inadequacy. Marsh (1990) distinguishes between global self-esteem, reflecting an overall evaluation of oneself, and specific self-esteem, focusing on particular aspects. Rosenberg et al. (1995) found that global self-esteem is more strongly related to psychological well-being,

while specific self-esteem is closely linked to behavioral outcomes. Both self-worth and global self-esteem center on self-evaluation, emphasizing an individual's sense of worth and competence. Thompson et al. (1995) observed that self-worth protective students had lower academic self-esteem and were uncertain about their global self-esteem, highlighting the impact of self-worth perceptions on various aspects of self-esteem.

In conclusion, the Self-Worth Theory offers crucial insights into the intricate relationship between individuals' perceptions of competence, performance, and self-worth, which significantly influence their motivation, behavior, and self-esteem. Recognizing and understanding this dynamic interplay is essential for educators, psychologists, and individuals alike, as it provides a framework for fostering positive self-perception, intrinsic motivation, and overall psychological well-being. By addressing the complexities of self-worth perceptions and their impact on achievement and self-esteem, we can create supportive environments that empower individuals to thrive and achieve their full potential.

2.2.3. The attribution theory

Attribution theory, pioneered by psychologist Heider (1958) and further developed by Weiner (1979), is a foundational concept in understanding how individuals perceive and explain the causes of behavior and events. It is often regarded as common sense psychology, as it reflects the natural inclination of individuals to make judgments about the reasons behind actions and outcomes (Kelley, 1967). According to Weiner (1991), individuals act as judges, seeking to understand and attribute causes to the events they observe. While various attributional conceptions have been proposed, Weiner's attribution theory stands out as the most comprehensive in its relationship to achievement motivation (Fiske & Taylor, 1984). Weiner's theory delves into how individuals perceive the causes of their behavior and how these perceptions can impact their motivation and subsequent behavior. In the context of learning a second language (L2), attribution theory is particularly relevant as it examines how learners assess their success or failure in language acquisition and how these beliefs influence their performance (Weiner, 2000). Dörnyei (2005) highlights the significance of attribution theory in understanding the challenges students face in learning a foreign language, particularly in dealing with failure and its impact on achieving language proficiency.

Attribution theory, as articulated by Kelley (1967), revolves around how individuals interpret events by attributing them to specific aspects of a relatively stable environment. It's about perceiving causality behind the success or failure of actions, especially when these causes aren't immediately observable. The process of attributing reasons for success or failure is inherent in human nature, guiding individuals to seek explanations and understanding behind their outcomes. This understanding allows them to predict and control future events, fostering sustained effort in areas where success has been attributed to personal effort, as indicated by Weiner (1990). For example, students who attribute their success to their effort are more likely to persist in their efforts in similar tasks, believing that effort can influence outcomes. Conversely, attribution research, such as that of Gobel and Mori (2007) and Hassaskhah and Vahabi (2010), shows that attributions for failure can vary, with some students attributing failure to lack of talent or effort while others attribute it to external factors like professors or the learning environment.

Heider (1958), credited as the founder of attribution theory, initially proposed that perceived causes of behavior depend on personal and environmental factors. The theory proposes that individuals tend to attribute the causes of behavior to either internal factors (dispositional attribution) or external factors (situational attribution). Dispositional attribution attributes behavior to personal traits, abilities, or characteristics, while situational attribution attributes behavior to external circumstances or environmental factors. This theory was expanded by Rotter (1966) to include the dimension of locus of control, which considers whether individuals perceive the cause of an event as internal (within their control) or external (due to outside factors). This framework provides a comprehensive understanding of how individuals attribute reasons for their actions and outcomes, shaping their motivation, behavior, and responses to success and failure in various contexts, including language learning and academic achievement.

Attribution theory encompasses three key dimensions - locus, stability, and control - that significantly influence individuals' motivation and behavior in tasks. Locus refers to how individuals perceive the cause of an event, whether they attribute it to internal factors within their control or external factors beyond their control. For instance, attributing success to internal factors like ability can boost self-efficacy and motivation for future success, whereas attributing success to external factors like luck may lead to less predictable expectations for future outcomes. Stability, the second dimension, assesses whether the

cause of an event is seen as enduring over time or fluctuating depending on circumstances. Factors like ability are often viewed as stable, while effort is seen as variable based on individual choices in each new situation. Finally, controllability gauges the extent to which individuals believe they can influence the cause of an event. Effort and strategy are deemed controllable because individuals can adjust their effort levels and choose strategies, whereas factors like ability, luck, and task difficulty are considered uncontrollable, as they are perceived as predetermined or outside the individual's influence. These dimensions collectively shape individuals' decisions to persist or disengage in tasks, impacting their motivation, self-efficacy, and expectancy for future success.

Attribution theory, as discussed by Weiner (1986), emphasizes that individuals are more inclined to attribute causes to unexpected situations, especially failures, prompting them to search for reasons behind these outcomes. The importance of an event also plays a role in determining attributions, with individuals being more likely to find causes for events that hold personal significance. Learners' attributions are influenced by various situational cues, including past experiences, feedback from teachers, observations of peers' performance, and their own self-perception, as highlighted by Weiner (1977). For instance, individuals with high self-esteem tend to attribute success to effort or ability rather than luck (Ames and Ames, 1984). These attributions, in turn, impact learners' expectancy, values, emotions, and beliefs about their competence, affecting motivational variables (Weiner, 2000). Research by Andrew and Debus (1978) and Meyer (1970) further underscores the significance of attributions in shaping individuals' expectations and behaviors. When failure is attributed to stable causes, such as lack of ability, expectancy of future success decreases. However, attributing failure to lack of effort, an internal and unstable cause, leads to maintained or increased expectancy of future success. Individuals high in achievement needs are more likely to attribute failure to effort, giving them a sense of control over their future performance.

Overall, the attributional process emerges as a crucial determinant of students' expectancy of success in learning and performance contexts, both in academic and non-academic settings. It highlights the dynamic interplay between individual attributions, motivation, and behavior, shaping individuals' responses to success and failure. Attribution theory provides valuable insights into understanding how individuals interpret and react to their experiences, offering avenues for enhancing motivation and performance.

Understanding these attributional processes is essential for fostering motivation and enhancing performance, both in academic and non-academic settings.

2.2.4. The self-efficacy theory

Self-efficacy Theory, pioneered by Albert Bandura, centers on individuals' confidence in their ability to execute behaviors necessary for achieving specific performance goals (Bandura, 1977, 1986, 1997). This concept has garnered significant attention from researchers and educators alike, recognizing its pivotal role in shaping students' academic capabilities and motivation (Zimmerman, 2000). This theory is rooted in self-efficacy beliefs, reflecting individuals' confidence in controlling their motivation, behavior, and social environment, ultimately impacting their self-confidence and motivation levels (Pajares & Miller, 1994). For instance, individuals who perceive themselves as self-sufficient tend to exhibit higher levels of effort and resilience in tackling challenging tasks (Bandura, 1977).

Bandura (1997) highlighted the significance of assessing self-efficacy in a precise and behaviorally aligned manner, although assessments can sometimes adopt a broader perspective, as noted by Wigfield and Eccles (2000). Furthermore, Schunk and DiBenedetto (2020) expanded on this by explaining that self-efficacy can be evaluated concerning task performance (task efficacy) and the ability to learn tasks (learning efficacy). According to Bandura (1997), perceived self-efficacy refers to one's beliefs in their capability to organize and execute actions necessary for achieving specific goals. These beliefs in personal efficacy can profoundly influence a person's approach to their goals, including the effort they invest in tasks, their persistence and resilience in the face of challenges, the stress they experience under demanding circumstances, and their sense of accomplishment (Bandura, 1997).

Self-efficacy beliefs, as outlined by Bandura (1997), stem from four key sources of information: enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. Firstly, enactive mastery experiences refer to direct encounters with successfully mastering tasks or achieving goals, which can elevate self-efficacy when successful and lower it in cases of failure. Positive past experiences, as noted by Schunk (1991), tend to bolster self-efficacy, such as succeeding in tasks related to learning English like writing an essay or delivering a presentation. Secondly, vicarious experiences influence self-efficacy by observing others' competencies and achievements,

serving as effective models for enhancing personal efficacy beliefs. For instance, witnessing peers with similar language backgrounds improve their English proficiency through consistent practice can positively impact one's self-efficacy in language learning. Thirdly, verbal persuasion plays a crucial role in shaping self-efficacy through evaluative feedback. Positive reinforcement and expressions of faith in one's capabilities can strengthen self-efficacy beliefs, especially during challenging situations. Constructive feedback from teachers or peers regarding language progress can significantly boost self-efficacy in mastering English. Lastly, physiological and emotional states such as stress or calmness can influence self-efficacy. High stress levels can diminish self-efficacy, while managing emotions effectively can enhance it. In the context of learning English, coping with language-related stress positively and maintaining a positive attitude during challenging exercises contribute to higher self-efficacy in language acquisition. These four sources collectively contribute to individuals' beliefs in their capabilities, influencing their motivation, behavior, and ultimately, their success in learning English or any other domain.

In addition, five factors are identified by this theory as determinants of change: knowledge, self-efficacy, outcome expectancy, goals, and facilitators and impediments (Bandura, 2004, p. 144). Firstly, knowledge involves acquiring the necessary information and understanding the steps required for language acquisition. This encompasses learning grammar rules, expanding vocabulary, and grasping the intricacies of linguistic structures essential for effective communication in the target language. Secondly, self-efficacy in language learning involves believing in one's ability to execute actions needed for improvement, like engaging in conversations or writing essays in English. Thirdly, outcome expectancy plays a significant role in motivating language learners. It involves anticipating positive outcomes and benefits from language learning efforts, such as improved communication skills, enhanced cultural understanding, increased career opportunities, and personal growth. Fourthly, setting specific goals in language learning provides direction, focus, and a sense of purpose for learners. These goals can range from achieving a certain level of fluency to passing language proficiency exams or mastering specific language skills like reading, writing, speaking, and listening. Well-defined goals help learners track their progress, stay motivated, and adjust their learning strategies as needed. Lastly, facilitators and impediments play a critical role in influencing the language learning process. Facilitators, such as access to quality language instruction, supportive learning environments, interactive language practice opportunities, and positive reinforcement,

contribute positively to learners' progress and success. On the other hand, impediments like limited practice opportunities, lack of motivation, language anxiety, and external distractions can hinder learners' language acquisition efforts and impede their overall progress. Among these determinants, self-efficacy and outcome expectancy stand out as crucial. Self-efficacy, defined as beliefs in one's capability to organize and execute actions for managing situations, is considered foundational to human motivation and central to personal change (Bandura, 2004). These determinants collectively shape motivation, behavior, and ultimately, the success of language learning endeavors.

The self-efficacy motivational theory posits that students' willingness to invest effort in academic tasks hinges on their belief in their competence for the assigned task. These beliefs shape how students attribute success or failure outcomes. Self-efficacy significantly impacts activity choice, effort exertion, and persistence, guiding task approach strategies. High self-efficacy often leads to attributing success to ability and failure to lack of effort, while low self-efficacy may lead to attributions of success to luck and failure to low ability (Bandura, 1977). For instance, students with high self-efficacy are more likely to actively participate, tackle challenging tasks, work diligently, persist through difficulties, and exhibit fewer negative emotional reactions compared to those with lower self-efficacy (Bandura, 1997). Zimmerman and Kitsantas (1999) discovered a strong correlation between self-efficacy and intrinsic interest in a writing revision task. Additionally, measures of self-efficacy significantly correlate with students' perseverance and success in coursework (Hackett & Betz, 1989; Lent, Brown, & Larkin, 1984). Interestingly, individuals with initially high self-efficacy tend to maintain or even increase their self-efficacy following performance, contrasting with those starting with low self-efficacy (Chase, 2001). This underscores the dynamic nature of self-efficacy beliefs and their impact on academic engagement and success.

In summary, self-efficacy theory is a powerful framework that underscores the importance of individuals' beliefs in their capabilities to achieve success. It influences motivation, effort, persistence, and how individuals interpret and respond to challenges. By understanding and nurturing self-efficacy, individuals can enhance their performance, resilience, and overall well-being across various domains of life.

2.3. Types of Motivation

Motivation, a crucial driver of human behavior, has been extensively categorized by scholars into four distinct types: intrinsic motivation, extrinsic motivation, integrative motivation, and instrumental motivation (Ryan & Deci, 2000; Brown, 2007; Gardner & Lambert, 1959; Lepper et al., 2005; Schunk, Meece, & Pintrich, 2008; Necker & McElvany, 2010; Özgür & Griffiths, 2013). These classifications offer a comprehensive framework for comprehending the fundamental motives behind human actions and goal pursuits. Emerging from initial studies in language learning models, like Gardner and Lambert's (1959) socio-educational model that identified integrative and instrumental motivations, the field has progressed to encompass broader classifications proposed by Ryan and Deci (2000), who introduced intrinsic and extrinsic motivations based on internal versus external sources. This chapter aims to explore motivation types and their impacts in language learning, education, and psychology contributing to a better understanding of how motivation influences performance and well-being.

2.3.1. Intrinsic and extrinsic motivation

In the realm of motivation theory, Deci and Ryan's self-determination theory (1985; 1995) provides a foundational framework for understanding human motivation. According to this theory, motivation can be classified into two overarching types: intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to the internal drive and genuine interest individuals have in an activity for its inherent enjoyment or satisfaction. On the other hand, extrinsic motivation is characterized by external factors such as rewards, recognition, or tangible benefits that drive behavior, often unrelated to the activity itself. This introduction sets the stage for a deeper exploration of these fundamental motivation types and their implications across various contexts.

As humans, our innate curiosity and inclination to explore are evident from birth. Consider a newborn who instinctively brings objects to their mouth to understand and recognize them. This natural behavior is driven by the baby's motivation to discover and learn, without any expectation of receiving a reward or external incentive (Kaplan & Oudeyer, 2004). Expanding on this notion, Como and Rohrkemper (1985) describe intrinsic motivation as an internal mechanism within individuals that perpetuates their inclination toward learning and discovery. Hull (1943) posits that intrinsically motivated individuals

experience interest, enjoyment, feelings of competence, and self-determination, perceiving themselves as internally driven. In a similar vein, Deci and Ryan (1985), Gottfried (1985), and Dev (1998) define intrinsic motivation as arising from a curiosity-driven need to deepen understanding, excel in chosen areas, and engage in activities for their inherent value. This intrinsic drive, as a continuous process, involves initiating, persisting with, and deriving satisfaction from challenging tasks. Building upon this, DeCharms (1968) emphasizes the importance of individuals feeling like causal agents in their mastery attempts, a concept supported by Deci (1975), who suggests that intrinsically motivated behaviors stem from innate psychological needs for competence and self-determination. Ryan and Deci (2000) propose that intrinsic motivation represents a profound aspect of human potential, highlighting the innate drive to pursue new experiences, confront challenges, develop skills, explore, and acquire knowledge. This intrinsic motivation is particularly evident in situations where individuals face optimal challenges, leading to a state of deep immersion and focus known as "flow" (Nakamura & Csikszentmihalyi, 2014). Deci and Ryan (1985) posit that intrinsic motivation is most effective when individuals feel a sense of autonomy in their actions, rather than being controlled or driven by external rewards. Stipek (1993) supports this view by suggesting that effective learning occurs when learners are internally motivated to engage in learning activities, driven by their own interests and desires rather than external pressures. Noels' (2001a) study builds upon these ideas by investigating the relationship between teachers' communicative styles and students' motivation. The study found that students' perceptions of a teacher's controlling behavior negatively impacted their feelings of autonomy and competence in learning Spanish. This reinforces the concept that intrinsic motivation thrives in environments where individuals experience autonomy in their actions, highlighting the importance of fostering autonomy-supportive teaching practices for enhancing intrinsic motivation and facilitating effective learning experiences.

Many studies have noted a decline in intrinsic motivation as students progress to higher grades (Gottfried, et.al, 2007; Fleming, & Gottfried, 2001; Lepper, et.al, 2005). The decline in intrinsic motivation as students move to higher grades can be attributed to increased academic pressure, a more structured learning environment with less autonomy, social comparison with peers, diverse interests and responsibilities, perceived relevance of learning content, and parental/societal expectations regarding academic success. These factors collectively contribute to a shift in focus from intrinsic enjoyment of learning to external performance goals (Stipek,1998).

Self-determination theory (1985) posits that intrinsic motivation stems from three core psychological needs: autonomy, competence, and relatedness. Autonomy refers to the need for individuals to have control over their choices and actions, deciding what to do and how to do it. Competence involves feeling capable and effective in tasks, having the skills and resources to achieve goals successfully. Relatedness pertains to the need for meaningful connections and relationships with others, feeling valued, understood, and connected in social interactions. When these needs are satisfied, individuals are more likely to be intrinsically motivated, as they feel empowered, competent, and connected, leading to increased engagement, satisfaction, and well-being across various areas of life.

Topçu (2015) outlines several characteristics of individuals driven by intrinsic motivation. These individuals prioritize personal goals over external rewards, leading to faster learning, sustained excitement, resilience in the face of challenges, and a tendency to benefit from strategies requiring more effort. They actively engage in activities without seeking external validation and persist until they achieve success. Huitt (2011) suggests strategies to enhance intrinsic motivation in the classroom, such as explaining the importance of skills, allowing student autonomy in learning activities, fostering curiosity, incorporating interactive teaching methods like games and simulations, setting learning goals, relating learning to real-life contexts, and assisting students in creating action plans. These strategies aim to cultivate intrinsic motivation by empowering students, making learning meaningful and engaging, and encouraging active participation and self-directed learning.

All definitions of intrinsic motivation highlight that intrinsically motivated individuals are internally driven, displaying signs of psychological needs for competence, curiosity to learn, willingness to explore activities independently, and a quest for knowledge (Deci & Ryan, 1992). Walker et al. (2006) emphasize that intrinsically motivated learners actively and eagerly participate in activities, finding pleasure in the learning process as their needs are met. They also approach mistakes constructively, using them as learning opportunities rather than dwelling on errors. Overall, research indicates that individuals with intrinsic motivation play a more engaged and effective role in foreign language classes, contributing actively to their learning experiences (Takan, 2014).

Intrinsic motivation, although important, is not the sole type of motivation, as emphasized by Deci and Ryan (1985). Extrinsic motivation is a significant aspect of motivation that contrasts with intrinsic motivation. While intrinsic motivation stems from

internal factors such as interest and satisfaction in an activity, extrinsic motivation is driven by external rewards or consequences. This can include seeking teacher approval, aiming for high grades, or avoiding punishment (Deci & Ryan, 1992). Extrinsic motivation reflects varying degrees of internalization and integration of the value and regulation of behavior, as outlined in Self-Determination Theory (SDT). Vansteenkiste, Lens, and Deci (2006) elaborate on extrinsic motivation, emphasizing that it involves participating in activities for reasons external to the activity itself. When examining external motivation in the realm of foreign language learning, individuals driven by external factors approach language acquisition from a practical standpoint, as noted by Dörnyei (1994). An illustration of this would be learning a foreign language to secure a promotion or increase earning potential. Similarly, Brown (2007) characterizes extrinsic motivation in foreign language learning as individuals seeking to advance their careers, improve their standard of living, and boost financial income by mastering the target language. Extrinsic goals may include short-term objectives such as praise or grades, as well as long-term aspirations like job opportunities or social status. However, unlike intrinsic motivation, which is driven by internal satisfaction, extrinsic motivation may lead to short-term success, with motivation potentially diminishing after achieving a specific goal (Vansteenkiste, Lens, & Deci, 2006). While individuals driven by extrinsic motivation may use the goals associated with intrinsic motivation as a means to an end, it's inaccurate to claim that they don't derive enjoyment from their work. In fact, completing tasks can serve as a source of motivation for them, regardless of whether they find the task inherently enjoyable or not, according to Bainbridge (2012).

External factors influencing extrinsic motivation are varied and can include parents, teachers, grades, peer influence, rewards, the learning environment, and cultural contexts (Williams & Burden, 1997). According to Ryan et al. (1996), environments where authority figures such as teachers exert significant influence may enhance the effectiveness of extrinsic motivation strategies. Topçu (2015) outlines the characteristics of individuals with external motivation, noting that they seek approval, feel compelled to learn, exert minimal effort, regulate their behavior to achieve goals, and engage in activities primarily for rewards rather than intrinsic enjoyment.

According to Deci and Ryan (1992), extrinsic motivation can be categorized into four distinct types. The first type is external regulation, where behavior is driven by external factors such as rewards, praise, or avoiding punishment. This form of motivation is

characterized by seeking external incentives or outcomes. The second type, introjected regulation, involves internalized conditions that prompt individuals to act, often driven by feelings of guilt, shame, or a desire for approval. Identified regulation represents the next level, where behavior is driven by a recognition of its value or importance. Individuals engage in tasks because they understand and appreciate the benefits or relevance of the activity to their goals or personal development. Finally, integrated regulation reflects the highest level of extrinsic motivation, where behavior is entirely self-determined and aligned with personal beliefs, values, and identity. Individuals engage in activities because they see them as personally meaningful and reflective of who they are. These categories illustrate a spectrum from more externally driven motivations to those that are more internally driven and integrated into one's sense of self and purpose.

Kesin (2008) asserts that intrinsic and extrinsic motivation often compete with each other, although there are occasions when they align. Extrinsic rewards, according to Kesin, have a tendency to diminish intrinsic motivation toward completing tasks. Stipek (1998) supports this by suggesting that when external rewards are introduced, children may disregard their internal drive to accomplish tasks. Additionally, research by Kesin (2008), indicates a notable difference in learning outcomes between intrinsically and extrinsically motivated students. Intrinsically motivated learners tend to achieve more, potentially because they are also driven by extrinsic factors. Conversely, extrinsically motivated students are rarely found to possess intrinsic motivation.

In conclusion, the interplay between intrinsic and extrinsic motivation is recognized as essential in the realm of language learning. As highlighted by Topalov (2011) and echoed by Oletić & Ilić (2014), both forms of motivation play significant roles in fostering effective learning experiences. Therefore, it becomes imperative for educators to design lessons and activities that cater to both intrinsic and extrinsic motivators. Erdoğan and Tunaz (2012) emphasizes the importance of tapping into learners' natural curiosity and personal interests while providing challenging yet achievable tasks. This approach not only sustains motivation but also fosters a sense of accomplishment, leading to positive perceptions about learning. Kesin (2008) further emphasizes that a harmonious blend of intrinsic and extrinsic motivations reduces inner conflicts and encourages individuals to devote themselves fully to tasks. Ultimately, by understanding and harnessing the synergistic relationship between

intrinsic and extrinsic motivation, educators can create environments that inspire continuous engagement, dedication, and success in language learning and beyond.

2.3.2. Instrumental and integrative motivation

Gardner and Lambert (1972) identified two fundamental types of motivation in language learning: integrative and instrumental. Integrative motivation refers to learning a language with the aim of immersing oneself in the culture of its speakers, while instrumental motivation entails learning the language for practical purposes such as career advancement or achieving specific goals. Cook (2000) supports the notion that these motivations, as proposed by Gardner and Lambert, significantly influence second language learning outcomes. It's noteworthy that both integrative and instrumental motivations fall under the umbrella of extrinsic motivation, given their focus on external goals and outcomes. However, it's important to highlight that these motivations are not always mutually exclusive; some learners may exhibit both integrative and instrumental motivations simultaneously, while others may not strongly identify with either. This nuanced perspective is echoed by Schmidt and Watanabe (2001) emphasizing the complexity and variability in learners' motivational profiles when it comes to learning a foreign language.

Extrinsic motivation encompasses both instrumental and integrative motivations, each serving distinct purposes in language learning. Instrumental motivation, as the name suggests, involves using language as a tool to achieve specific objectives, such as passing exams or securing better job opportunities. Harmer (1983) suggests that learners driven by instrumental motivation see language mastery as a practical tool, acknowledging its role in achieving career success or social status. Lens et al., (2009) further emphasize that instrumental motivation often stems from the desire to improve one's economic standing or gain social recognition. This underscores the pragmatic nature of instrumental motivation, where learners see language learning as a strategic investment in their future prospects and social interactions. Despite being driven by external goals, instrumental motivation can also become internalized, leading to a sense of competence and mastery (Cameron & Pierce, 2002). This integration of external objectives with internal regulations underscores the multifaceted nature of instrumental motivation in language learning, where learners pursue language proficiency not just for its own sake but also for its practical benefits and personal development.

Integrative motivation, on the other hand, is a less common but impactful form of extrinsic motivation. While instrumental motivation focuses on achieving practical goals, integrative motivation revolves around a deeper connection with the language and its culture. Brown (1980) describes integrative motivation as the desire to integrate oneself into the second language group's culture, identifying with and becoming part of that society. This orientation towards integration reflects a sense of fulfillment and self-expression, akin to intrinsic motivation, as learners find meaning and satisfaction in using the language as a natural form of self-expression and connection with their sense of identity.

Integrative motivation in language learning involves a deep connection with the culture of the target language. As students progress in this motivation type, they begin to embrace the culture associated with the language they are learning. According to Brown (2007), integrative motivation is characterized by a positive sentiment toward the community of native speakers, emphasizing the importance of interacting with them and developing an affinity for their culture. Masgoret and Ward (2006) highlight the crucial role of integrativeness and motivation in the cultural learning process and socio-cultural adaptation. Allwright and Bailey (1991) further support this notion, stating that students' attitudes toward the target culture and its native speakers significantly influence their participation and success in language courses.

Successful language learners often exhibit integrative motivation by demonstrating admiration for the target culture and a desire to integrate into the society where the language is spoken (Falk, 1978). Moreover, learners with integrative motivation tend to achieve native-like pronunciation and excel in using the language for social interactions (Kestin, 2008). A concrete example of integrative motivation is a person aspiring to a teaching career; by learning the language spoken by their students, they aim to enhance communication and become a better educator (Lamb et al., 2019). This illustrates how integrative motivation stems from a personally meaningful reason for learning a language, reflecting a strong connection to both the language and its cultural context.

In summary, instrumental and integrative motivations are integral facets of language learning, each contributing distinct advantages and perspectives. Learners commonly amalgamate these motivations, recognizing their complementary roles in a comprehensive language acquisition process. As Brown (2000) asserts, both forms of motivation are

indispensable, with learners often blending aspects of instrumental and integrative motivations to enrich their language learning experiences.

2.4. Motivation in Language Learning

Motivation is a complex term in all fields but when it comes to learning a new language it is one of the most important factors we should take into consideration. In practice, motivation is essential to various aspects of second language acquisition. It significantly influences the initial phases of learning a new language and continues to act as a driving force throughout the challenging and occasionally lengthy learning journey (Dörnyei, 1998).

English is used as a universal language now and people in Türkiye want to learn English for varying reasons as well. A great number of students take English classes because they think it will help them in some manner. With the help of English, they hope to meet more people, go overseas, and complete educational requirements by earning more money. Students who lack sufficient motivation will not succeed in their attempts or in their dreams of learning. According to Brown (2000), the success or failure of any intricate task is often attributed to motivation, making it a frequently employed term in such contexts. Weiner (1986) presents a three-dimensional classification of individually perceived factors for accomplishment task success and failure: locus of causation, temporal stability, and controllability. First, the locus of causation dimension distinguishes between attributing causes to internal factors (within one's control) or external factors (outside one's control). The second dimension is stability, which relates to whether the cause is perceived as stable over time or as a more temporary, unstable factor. Finally, the third dimension is controllability, addressing the extent to which individuals believe they can influence or control the cause of the event. Together, these dimensions provide a framework for understanding how people attribute success or failure, influencing their emotions, motivation, and subsequent behaviors based on their perceptions of control, stability, and locus of causality.

Learning and motivation are equally important to reach a goal. Students can acquire new information and abilities through learning, and motivation can drive or incentivize them to continue their education (Nguyen, 2019). Given the growing importance of English as a foreign or second language in today's world, motivation plays a crucial part in language

acquisition and may be seen as a device that English language learners utilize to further their language skills. Language acquisition research relies heavily on motivation. This type of learning is characterized by a mix of positive attitudes toward language acquisition, effort, and a desire to attain the objective of language acquisition (Gardner,1985:10). There is widespread agreement among second language acquisition researchers on the importance of motivation to language learning success (Al-Sharief, 2013).

Earlier research on motivation sought to explore, within a social-psychological framework, how emotions, such as attitudes toward the language community, influence motivation for learning a second language. (Gardner and Lambert, 1972; Gardner, 1985). This approach was broadened in later research to include the cognitive processes that underpin language acquisition as well as the motivating effects of classroom-related factors (Dörnyei, 1994). The field has currently adopted socio-dynamic viewpoints that investigate the multifaceted aspect of L2 motivation, a domain that was insufficiently covered by previous methodologies (Dörnyei and Ushioda, 2011).

Motivation in language learning is always changing during the extended journey of mastering subjects. It involves a dynamic mental process that constantly evaluates and balances internal and external influences (Dörnyei and Skehan, 2003). Motivation is a dynamic element that varies from day to day and even lesson to lesson, in contrast to personality and aptitude. This makes motivation a challenging and obscure dynamic (Dörnyei, 2006). Student motivation is intricate and needs to be separated from the motivation to simply attend school. Some students might lack motivation for learning or academic goals, even if they're eager to be in school for other reasons. The motivation to study or perform well in exams is influenced by a mix of student traits and the situation they are in (Atkinson, 1964). This interaction between personal characteristics and the context can account for variations in motivation among students for a specific subject and why a student's motivation can differ across various subjects.

As previously mentioned, demotivation can stem from both internal and external factors. External factors are particularly important because they can significantly influence a student's learning environment and overall attitude toward their studies (Dörnyei, 2001a). Among these external factors, the role of teachers is especially critical (Bernaus & Gardner, 2008). During language lessons, a problem can arise when teachers don't know how to

motivate students or how to teach effectively, and they treat them as empty canisters waiting to be filled with information. The hardest thing for teachers to deal with isn't planning lessons or choosing a teaching methodology; rather, it's finding methods to inspire students and make their work engaging (Wilson and Wilson, 1916). Teachers should find engaging activities in which students can participate actively and the teacher should try to change the lesson dynamics once in a while so that the attention of students can be gained for the lesson. This can be done by using collaborative learning in some of the lessons so they can work in groups with their classmates. Laal & Ghodsi (2012) showed that students can work in groups long enough during a course. This also affects students' motivation levels to increase, and they can be focused in the lessons more.

Motivation is widely acknowledged by researchers and teachers to be a critical component affecting the success and rate of learning a second or foreign language (Dörnyei, 1998). Effective teaching requires an awareness of individuals' unique personalities as well as their characteristics. In Second Language Acquisition, certain students exhibit higher levels of motivation continuously than others. However, even these students may encounter periods of low motivation when faced with challenging concepts or receiving low test scores. Various distractions might induce fluctuations in excitement and commitment levels throughout a single class hour. Maintaining consistently high levels of motivation is challenging for students, and numerous distractions, both internal and external to the classroom, can easily lead their motivation levels to rise and fall. Thus, teachers should use a variety of strategies to prevent students from losing motivation, improve low motivation levels, and maintain high ones.

Eden and Leviatan (1975) proposed that people are motivated to finish tasks when those tasks are meaningful to them. If the reward for completing a task is attractive, it boosts motivation; conversely, if the incentive doesn't capture interest, motivation to complete the task decreases. Harter (1975) discovered that students' motivation rose when they succeeded in finishing an assignment that they believed took a reasonable amount of effort on their part. The students judged a task based on how much time it took for them to finish it.

Brophy (1983) argued that all people have the potential to be motivated to learn. However, their specific motivations are shaped by their experiences and conditioning. When it comes to learning a second or foreign language, motivation plays a crucial role in getting

started and staying engaged throughout the often lengthy and challenging process. Without sufficient motivation, even highly capable individuals may struggle to achieve their long-term language learning. Numerous academics have argued that success and failure in learning a foreign language are correlated, and they have emphasized that if students lack motivation, even the best-designed curriculum and syllabus would not be successful (Oxford & Shearin, 1994). Similar to this, adequate curriculum and effective instruction alone cannot guarantee student success; students also need a certain level of ambition (Dörnyei, 2005).

Some students in foreign language classes frequently score poorly on tests and examinations or fail them altogether due to insufficient motivation. This causes worried parents and teachers to have negative emotional reactions, which harms the student's reputation (Matthijssen, 1986; Vettenburg & Walgrave, in press) (Lens & Decruyenaere, 1991). Children learn early on from parents and teachers that doing well in school is essential to success in adulthood. However, if those children have a negative, pessimistic vision of their future, they will be less driven than their peers who have a good, optimistic outlook (Lens & Decruyenaere, 1991). Students' study motivation varies depending on how they individually understand or predict various future perspectives related to their academic work (Lens, 1987).

In summary, the nuanced and multifaceted nature of motivation in language learning underscores its pivotal role in shaping the success of students. Teachers navigate this dynamic landscape, employing diverse strategies to sustain motivation, considering the individual differences that influence students' learning experiences. This heightened awareness is essential for creating an environment that fosters continuous motivation and, consequently, successful language acquisition.

2.5. What is Demotivation?

According to Dörnyei (2001), demotivation is the term used to characterize certain extrinsic circumstances that decrease or lessen the motivational basis of a behavioral goal or ongoing action. Demotivation begins with an external source, or demotivating trigger, before it transforms into an internal process. Motivation must also exist before there can be a subsequent reduction (Falout et al., 2009). In contrast, Sakai and Kikuchi (2009) and Clare et al. (2019) included both internal and external factors when they examined demotivation.

Demotivation may also be defined as the absence of variables that promote learning or as any circumstances that reduce a student's motivation to study (Zhang, 2007). Demotivation should not be confused with another concept known as amotivation. Demotivation is defined as learners' gradual diminishment of positive attitudes, motivation, and actions toward language learning (Kojima, 2021), as opposed to amotivation, which is the condition of lacking the intention to continue an activity due to the inability to see the benefits of that activity (Adara & Puspahaty, 2021). Dörnyei and Ushioda (2011), draw a difference between "demotivated" and "amotivated" learners. They describe demotivated students as students who formerly had motivation but lost it as a result of detrimental external forces. Amotivated learners, on the other hand, lack any initial motivation to learn a language.

2.5 Demotivation in Language Learning

According to Dörnyei (1998), even with the right curriculum and instruction, people with the right qualifications cannot achieve language objectives without enough motivation. Unquestionably, motivation is one of the most important factors in learning a second language because it gives students the willpower to keep working toward language proficiency. However, there has recently been a shift toward demotivation, which is a different aspect of motivation in second language learning. Although the word "demotivation" might be mistaken for "no motivation," it refers to a lack of motivation (Dörnyei, 2001). While motivating factors have been shown to have positive overbearing effects, demotivating factors are the opposite of motivating factors and obstruct learning and result in the unsuccessful mastery of English proficiency (Hu, 2011). Understanding demotivators is crucial because, before introducing motivating elements to engage students in foreign language learning, teachers must first identify and address these demotivating factors that diminish learners' motivation levels to some extent. The process involves eliminating these demotivators and ultimately transforming them into motivators. In this regard, students' motivation was found to be more influenced by the lack of demotivation than by the presence of motivation (Christophel and Gorham, 1995). In essence, demotivation can be seen as a precursor to motivation in certain situations. Despite its importance, demotivation has received relatively little attention from researchers compared to the extensive focus on motivation.

Demotivation in the context of education is a multifaceted phenomenon, with factors contributing to it falling into two primary categories: internal and external (Çankaya, 2018). External demotivators stem from outside influences, such as teachers, learning environments, or instructional materials, while internal demotivators are linked to students' self-perception and can result in adverse effects (Jomairi, 2011). According to Dörnyei (2001), demotivation does not imply that a learner has entirely lost motivation, unlike amotivation, which is the absence of any motivation at all. Instead, demotivation is usually tied to outside factors like the teacher, learning materials, or the overall learning atmosphere. It's a temporary dip in motivation caused by these external things. However, Dörnyei (2001) suggests that if this demotivation keeps happening over time, it can eventually turn into amotivation. So, in simpler terms, facing demotivating factors frequently might lead to a total loss of motivation.

Studies in the past have indicated a predominant role of external factors in demotivation, with Ushioda (1998) noting that students are more often demotivated by external influences, such as dissatisfaction with teachers or learning environments, rather than internal factors like academic performance. Falout et al. (2009) believe the repercussions of demotivation extend beyond the individual learner, affecting attitudes, actions, classroom dynamics, teacher motivation, and ultimately leading to enduring negative learning outcomes. Demotivating factors were also identified by Dörnyei (2001) as external factors that negatively affect language learning motivation and may even stifle excitement for language learning activities.

In time different research perspectives highlight the impact of both internal and external factors on demotivation. These criteria were broadened by further study (Kojima, 2004, Arai, 2004; Falout and Maruyama, 2004; Tsuchiya, 2004a, 2004b, 2006a, 2006b) to include internal factors such as learners' negative attitudes and lack of self-confidence. Dörnyei's initial definition is proposed to be expanded to encompass both internal and external factors that discourage motivation. Over the last two decades, demotivation has been defined as a negative psychological process that is impacted by both external and internal variables. This process leads to negative psychological changes, poor language attitudes, low self-esteem, and higher levels of anxiety. This recognizes that diminished self-confidence and negative attitudes toward the foreign language can also play a role in demotivation (Dörnyei, 2001a). While low self-esteem and self-deprecation during learning

can contribute to long-term proficiency issues (Falout et al., 2009), positive engagement with English, such as through enjoyable activities like watching movies or listening to music, can positively influence student motivation.

Leading researchers on demotivation, such as Chambers (1993), Dörnyei (1998), and Oxford (1998), have emphasized the meaningful influence that unfavorable classroom characteristics and instructor attitudes have on demotivation. It is critical for both educators and researchers to understand the causes of demotivation since it provides vital insights into motivation theories and allows educators to avoid becoming a source of demotivation. Hu (2011) highlights that demotivating circumstances hinder the language acquisition process, resulting in negative long-term effects including failure, diminished self-esteem, and difficulty regaining motivation, making it a topic that deserves more investigation. That is why coping techniques for demotivation, as well as the reasons, may have a major impact on both motivation and learning results (Falout, 2012).

A growing problem in learning English is when students gradually lose interest, which has caught the interest of researchers. This issue leads to various problems like undesirable behaviors, poor learning outcomes, negative attitudes, demotivated teachers, and a decline in classroom dynamics (Falout et al., 2009). Students who struggle with low motivation and lack of interest often become frustrated in the classroom, which can lead to both unpleasant emotional reactions and possible academic underperformance. Numerous studies have been done on external factors that lead to demotivation, especially those that have to do with teachers and the dynamics of the classroom. Sakai and Kikuchi (2009) have highlighted teachers' aptitude and instructional styles as significant contributors of demotivation in particular circumstances.

Researchers, including Boonchuayrod and Getkham (2019), have identified a correlation between students experiencing demotivation and their performance in English. Bembenutty, Cleary, and Kitsantas (2013) build on this connection by asserting that low motivation and academic learning challenges are intertwined with the learning habits of students. In the realm of language learning, Falout et al. (2009) emphasize the negative impact of demotivation on students' attitudes toward the learning process. This sentiment is echoed by Falout (2012), who goes on to detail specific behaviors exhibited by individuals lacking motivation to learn a second language. These behaviors include disengaging from

the instructor, withdrawing from the learning process, and intentionally performing poorly on assessments and exams. Furthermore, Cheng (2012) and Kikuchi (2015) contribute to this discourse by observing that demotivated learners generally hold unfavorable attitudes toward their overall learning experience. Therefore, the connection between demotivation, academic performance, and attitudes toward learning appears to be a recurring theme in the research literature.

In conclusion, understanding and researching demotivating factors in education are imperative as they not only impact individual students' academic success, psychological well-being, and lifelong learning outcomes but also provide essential insights for educators to develop targeted interventions and strategies that foster a motivating and supportive learning environment.

2.6. Factors of Demotivation

Various factors influence students' motivation to learn English, while others act as barriers, hindering their language proficiency. These hindering elements are often labeled as sources of demotivation, defined as the force that hinders a student's learning journey (Falout and Falout, 2004). Factors contributing to students' discouragement in learning English or diminishing their enthusiasm are identified as demotivating factors (Dörnyei, 2001). Studies have indicated that demotivation can significantly impact learners' attitudes toward language learning (e.g., Crookes & Schmidt, 1991; Dörnyei, 2001a). A demotivated student may perceive studying in English as futile, especially when struggling to comprehend lectures delivered in the English medium, leading to further demotivation (Falout et al., 2009). Maladaptive responses, such as sleeping in class, ignoring teachers, and resisting studying, may further complicate the motivation issues of demotivated students (Arai, 2004). According to Chamber (1993), a demotivated student exhibits several characteristics, including low concentration, a lack of effort in learning, disinterest in the course, failure to bring or losing essential materials like textbooks or dictionaries, minimal or no engagement in homework, low self-esteem, negative or neutral reactions, reluctance to cooperate, and disruptive behavior towards other students. These traits collectively paint a picture of a student who is not actively participating in the learning process and failure to eliminate these negative factors from the learning environment can result in a lack of motivation. Consequently, investigating the factors causing demotivation in foreign or second language

learning is crucial for effective language acquisition (Kikuchi, 2011). In order to understand the demotivation process various research endeavors have explored it, revealing diverse factors affecting language learners. While these factors may differ based on variables like gender, country, study participants, and age they can be gathered under specific categories for better organization and analysis.

Demotivating factors in language learning can be categorized into two main subheadings as internal and external factors. Internal factors pertain to issues within the students themselves, such as low self-confidence, negative attitudes toward the language, fear of failure, or a lack of interest (Sahragard, Rahman; Alimorad 2013; Al-Khairiy, 2013). Learners may struggle when facing these psychological barriers that hinder their language acquisition. On the other hand, external demotivating factors involve challenges beyond the learners' control, including aspects related to teachers and the learning environment, such as insufficient resources or materials (e.g., textbooks, issues with study materials) and ineffective teaching methods (Jomairi, 2011; Trang & Baldauf 2007; Al-Khairiy, 2013). Addressing both internal and external factors is crucial to fostering a positive and motivating language learning environment, facilitating learners' progress and proficiency.

Demotivation factors exhibit variability across contexts and individual learners. Various researchers have conducted studies to uncover these factors, revealing different aspects in diverse contexts. The dynamic nature of demotivation emphasizes the importance of recognizing these factors in specific learning environments.

Within the United States, Gorham and Christophel (1992) classified many motivating and demotivating factors, identifying three primary demotivators: a) contextual factors, b) structural/format-related factors, and c) teacher behavior factors. The findings highlighted that, notably, among foreign language learners, teacher behavior emerged as the most prominent demotivating factor. In a separate study conducted by Ushioda (1996) with 20 university-level French learners in Ireland, participants were tasked with identifying aspects they found demotivating in their second language learning. The results indicated that demotivating factors were associated with unfavorable elements of the institutionalized learning environment, including specific teaching methods, and learning tasks.

Gorham and Millette (1997) asked university teachers and students which factors they thought made students less motivated to do well in class and reach their learning goals. The results showed that both teachers and students agreed on the main demotivating factors. They mentioned similar things frequently and in a similar order. However, there was a difference in perspective. Teachers thought students were demotivated because of their performance and lack of skills, while students believed their demotivation was due to their teachers' behavior and personality. Oxford (1998) conducted a comprehensive study involving 250 American high school and university students to investigate specific demotivating factors. Through content analysis, four overarching themes emerged from the data. These included the teacher's personal relationship with students, the teacher's attitude towards the course or material, conflicts in teaching styles between teachers and students, and the nature of classroom activities. In contrast, Dörnyei's (1998) study focused specifically on demotivated pupils and identified key demotivating factors: 1) teacher-related factors such as personality, commitment, competence, and teaching method; 2) inadequate school facilities, such as large or inappropriate group sizes and frequent teacher changes; 3) diminished self-confidence stemming from experiences of failure or lack of success; 4) negative attitudes towards the second language (L2); 5) the compulsory nature of L2 study; 6) interference from studying another foreign language; 7) negative attitudes towards the L2 community; 8) group members' attitudes; and 9) dissatisfaction with the course book. According to a study made by Haycraft (1993), countries where English is not the primary language encounter various challenges in teaching and learning English as a second language. These challenges arise from demotivators like insufficient audio-visual facilities, unfavorable class environments, the use of inappropriate course materials, crowded classrooms, and ineffective teaching methods.

In the Japanese context, Sakai and Kikuchi (2009) applied a questionnaire to 656 high school students and identified six demotivators: class features, lack of interest, classroom atmosphere, course materials, teachers, and failure experiences. Arai (2004), on the other hand, conducted a survey involving high-proficiency university students revealing that demotivating factors for these students encompassed teaching methods, teachers' attitudes and personalities, and the proficiency of the instructor's language. Additionally, simple, and monotonous lessons with unengaging materials were identified as sources of demotivation.

Tsuchiya (2004) identified six factors that can demotivate English majors at the university level. These factors include seeing English as pointless, feeling incompetent, having low admiration, following an inconsistent study approach, experiencing discouragement, and lacking acceptance. Ikeno's (2003) study findings indicated that certain demotivating factors among Japanese students included a perceived lack of control over their learning, mistrust in teachers' abilities, skepticism about teachers' character, a perception of classes being solely focused on exams, feelings of inferiority regarding English proficiency, and negative attitudes from peers toward English learning. Moreover, Tsuchiya (2006a) examined factors influencing demotivation in unsuccessful English language learners in a university and identified nine demotivating aspects: a negative attitude toward the English community teachers, the obligatory nature of English study, classes, a pessimistic view of English itself, diminished self-confidence, unfavorable group attitudes, the absence of positive English-speaking role models, and ineffective learning methods. Hamada (2008) conducted a survey involving 234 Japanese first-year students in two public schools and 217 first-year students in two universities in the Kanto region of Japan. The study revealed that the most notable internal factor leading to demotivation among students was reduced self-confidence. External factors, specifically the nature of English tests and the characteristics of the English language, were identified as the primary elements causing demotivation among junior high school learners.

In Iran, Heidari and Riahipour (2012) interviewed teachers and students to gather insights for formulating a questionnaire on demotivating factors affecting language learners' speaking abilities. Subsequently, 70 language teachers and 120 language learners, chosen randomly, participated in the main data collection phase by responding to the questionnaire. The test results indicated that, according to students, teachers and equipment were perceived as the most demotivating factors among classes, and this distinction showed a significant difference compared to other factors. In another study conducted by Kaivanpanah & Ghasemi (2011), 327 high school and university students participated in a survey to identify the primary demotivating factors among Iranian language learners. This study identified five demotivating factors among participants: 1) Learning Contents, Materials, and Facilities, 2) Attitude towards English Speaking Community, 3) The Teacher, 4) Experience of Failure, and 5) Attitude towards Second Language Learning. Notably, 'Learning Contents, Materials, and Facilities' emerged as the most significant demotivator in second language (L2) learning. In addition, Ghadirzadeh et al. (2012) conducted a study that included 260 participants (150

males and 110 females) who were undergraduate students in engineering and human sciences at Islamic Azad University, Saveh Branch, Saveh, Iran. The participants were chosen from different levels, including faculty, educational group, and class, utilizing the multistage cluster sampling method. This research sought to identify the primary demotivating factors influencing English language learning among Iranian students. Following the approach of Sakai and Kikuchi (2009), the results of the principal component analysis comprised five factors: "Perceived individual competence deficiency," "Insufficient intrinsic motivation," "Inappropriateness of teachers' instructional methods and course content," "Insufficiency of university facilities," and "Emphasis on challenging grammar."

In Turkish context, Aygün (2017) conducted a study is to create and validate a survey instrument for assessing demotivation levels among university preparatory school students. Additionally, the research aimed to explore the various sources contributing to demotivation in this student population. As indicated by the study findings, language proficiency significantly influenced the demotivation levels of learners. Additionally, the type of educational institution and past experiences were identified as factors that impacted learners' levels of demotivation. Another research by Akay (2017) focused on high school students' demotivation and remotivation in English language lessons. According to the analysis results, it was found that students experienced demotivation because of a lack of interest in English, the teacher, the classroom environment, failure experience, and course materials.

Likewise, Ünal (2018) conducted a study focusing on the factors that demotivate secondary school students during their foreign language learning process. The research also explored how these students cope with these demotivating factors based on their perspectives and opinions. The subcomponents found in the study were categorized as Class Environment Teacher Characteristics, Lack of Interest towards the English language and English Classes, and Class Materials and Experience of Failure respectively. In addition, Bekleyen (2011) investigated demotivating factors influencing university students learning English as a foreign language. The participants were first-year students majoring in various fields at a Turkish state university. The study categorized demotivating factors into eight areas: school facilities, teachers, students' past experiences of success or failure, attitudes toward English, the obligatory nature of English, peer attitudes, negative perceptions of English speakers, and coursebooks.

2.6.1. Student-related factors

Student-related factors are critical components in the intricate web of demotivation within educational contexts. Research shows that some language learners struggle because they lack important qualities needed for learning, which can make them feel demotivated (Ranjha & Yasmin, 2021). These qualities can fall within the domain of student-related factors, including but not limited to, insufficient self-confidence or belief, negative attitudes toward the English language, students' experiences of failure, and related considerations (Gorham & Cristophel, 1992; Akay, 2017; Abaunza, et al., 2020). Also, if learners are not interested or determined to learn, it can slow down their progress and lead to demotivation (Falout & Maruyama, 2004). Some students start learning a new language without clear goals, and this lack of focus can result in not taking their studies seriously, leading to poor grades and, in turn, demotivation (Hamada & Kito, 2008; Hamada, 2011; Zhang & Ding, 2018; Kikuchi & Sakai, 2009). Understanding and addressing these student-related factors is essential for educators to comprehensively address demotivation and create a supportive and conducive learning environment that fosters motivation and academic success. Falout & Maruyama, (2004) also stated that preserving self-beliefs becomes crucial in remotivating students in language lessons.

Krishnan and Pathan's (2013) research uncovered that both interest and a lack of self-confidence were key demotivators. Students in the study linked their lack of motivation to the compulsory nature of learning English and a decreasing interest in the subject. Furthermore, the qualitative results from the study shed light on other factors contributing to demotivation, including the fear of making mistakes and shyness, which notably affected students' involvement in English learning. Similarly, Kikuchi's (2011) research affirms that lack of confidence and interest significantly demotivate high school Japanese students. While lack of self-confidence is an internal issue, creating a supportive and stress-free environment can serve as motivation for students, encouraging them to practice the English language without fear of making mistakes. Furthermore, in their study on high school students, Sahragard & Alimorad (2013) identified self-confidence as a key demotivating factor specifically for students with low motivation. The research established a significant correlation between self-confidence and the level of motivation.

In terms of students' experiences of failures, different research stated that it is an important role that influences their motivation to learn English (Falout and Maruyama

(2004); Hamada (2008; 2011); Kikuchi (2009); Kim (2009); Sakai & Kikuchi (2009). Receiving low grades in exams, perceiving oneself as lagging behind peers, and the resulting feelings of hopelessness collectively contribute to a negative impact on students' motivation to engage with the English language, deterring them from putting forth effort. Such experiences, along with similar setbacks, erode students' self-confidence and prompt them to assume a passive role in the learning process. A study made by Kaivanpanah & Ghasemi (2011) on high school students revealed that students' encounters with failure in language learning had an adverse impact on their motivation. Specifically, experiencing setbacks in language learning resulted in a diminished interest in pursuing proficiency in the second language. This suggests that language learners might not fully recognize the inherent value of language acquisition, indicating a need for teachers to emphasize the significance of language learning for purposes like communication and reading, rather than solely focusing on achieving high scores. Moreover, İsaoglu & Emir (2020) substantiated this assertion through a study conducted on high school students in Turkey. The researchers affirmed that obtaining low grades in examinations and falling behind peers can evoke sentiments of disappointment, consequently prompting students to invest minimal or no effort in their academic pursuits. A study conducted by Boonchuayrod & Getkham (2019) at a university in Thailand also found that the significant factors contributing to students' demotivation were linked to challenges encountered in their past English learning experiences. These challenges include receiving low scores, not achieving proficiency, lacking fundamental English knowledge, struggling with memorizing words and phrases, not understanding how to become lifelong learners, and losing direction in studying English. A recent study confirmed these findings and highlighted two main contributing factors to these failures: participants' difficulties in memorizing words and their tendency to compare themselves with more proficient peers in the classroom (Hama, 2022).

In the realm of language learning, students' attitudes toward English play a pivotal role in shaping their academic journey (Dörnyei, 2001; Hirvonen, 2010; Clare, et al., 2019). Negative attitudes, when harbored, can act as a catalyst for demotivation, significantly impacting the overall language acquisition process (Gardner and Tremblay, 1994). Falout et al. (2009) stated that students who demonstrate negative attitudes towards learning English may encounter greater difficulties in acquiring proficiency in the language and this can adversely influence their overall attitudes towards the learning process and lead to demotivation. Therefore, understanding the intricate relationship between attitudes and

demotivation is paramount for educators and researchers alike, as it unveils key insights into enhancing language learning experiences and fostering a positive linguistic environment. The demotivation factors related to the language learner's mentality may be addressed by encouraging and realizing the importance of the language (Ranjha & Yasmini, 2021). Furthermore, teachers can foster positive attitudes in students towards the language they are learning, boosting their eagerness to explore and understand the target culture (Kaivanpanah & Ghasemi, 2011).

Consistent with these findings, Amuzie & Winke (2009) conducted research in the United States involving 70 international students studying abroad. Their study similarly revealed that learners' academic endeavors are impacted by their attitudes toward the English language. Zhou (2012) & Li and Zhou (2013) carried out a similar study in a different context and found that Chinese participants were more prone to demotivation due to deficiencies in learning strategies and a negative attitude toward the target language/culture. Additionally, in their study at a Persian high school, Kaivanpanah & Ghasemi (2011) found that students' demotivation was notably influenced by their 'Attitude towards English Speaking Community.' This is consistent with prior research conducted by Dornyei (1998) and Falout & Maruyama (2004), indicating that having a pessimistic view of the L2 community influences the motivation to acquire the target language. Falout & Maruyama (2004) introduced a new perspective highlighting the correlation between learners' proficiency and attitudes. The research, which included 64 university students, found that factors causing demotivation among the lower-proficiency group included attitudes toward the L2 language, classes, self-confidence, instructors, and group members' attitudes, with self-confidence standing out as the most significant. Furthermore, it was noted that the lower-proficiency group began forming negative views about English earlier than those in the higher-proficiency group. Overall, these findings highlight the significance of addressing self-confidence and attitudes, particularly in lower-proficiency learners, to mitigate demotivation in English language studies.

2.6.2. Teacher related factors

Students' learning is enhanced by motivation (Theobald, 2006; Kim, 2011). The amount of drive that students have to learn is not solely determined by their own efforts; teachers play an important role in motivating children to learn (Bernaus & Gardner, 2008; Trang & Baldauff, 2007). This is because every action a teacher does will, either directly or

indirectly, affect a child's behavior. According to some of the relevant research, teacher-related factors are the main demotivator for students (Arai, 2004; Chambers, 1993; Gorham & Millette, 1997; Dörnyei, 1998; Trang & Baldauff, 2007; Hamada & Kito, 2008; Kikuchi, 2009). Gorham and Christophel's (1992) research revealed that students attribute their lack of motivation to the behavior of their teachers, whereas they attribute their motivation to themselves. This suggests that motivation is considered a responsibility of the student, whereas demotivation is seen as an issue with the teacher. In light of this understanding, we posit that when students are met with discouraging attitudes and instructional methods that lack encouragement from their teachers, they are likely to feel disheartened. Consequently, this feeling of disappointment contributes to their demotivation in utilizing English as the primary medium of instruction. Various aspects of teachers, such as their competency in the subject matter, instructional approaches, interpersonal connections with students, and pedagogical expertise, significantly impact students' interests and attitudes toward their studies. Dörnyei (1998) suggested that 40% of the factors detrimentally impacting student motivation can be attributed directly to teachers, with an additional 15% indirectly influenced by them. Quadir's (2017) research uncovered that teachers were primary demotivators for university students in Bangladesh as well as other researchers. His findings also delineated that factors related to teachers could be categorized into three main areas: teachers' attitude/personality, instructional style, and competence. In another study by Gorhan and Christophel (1992), they stated the students' motivation to study English may be influenced by the teacher's background knowledge, personality, and teaching style. As seen in these studies, various teacher-related factors emerge as influential contributors to student demotivation and can vary in different contexts.

Research indicates that students learn through various modalities, including visual, auditory, and kinesthetic methods, resulting in a diversity of teaching styles (Aelterman et al., 2019). For instance, while some educators prefer lecturing or facilitating discussions, others may prioritize providing reading materials or emphasizing rote memorization and practice (Sampermans et al., 2021). Also, teachers and students each have their own set of expectations. Students especially expect their teachers to possess expertise and deliver lessons that are interesting, clear, logical, easy to understand, and not excessively challenging (Takase et al., 2019). The teaching approaches used by instructors have a big impact on how motivated, engaged, and successful students are in school (Codina et al., 2018). These approaches, defined as an educator's preferred style of teaching (Visser et al.,

2006), are often categorized into two main types in academic literature: student-centered and teacher-centered (Kember et al., 2002; Trigwell, 2012). Trigwell (2012) further explains that when teachers adopt a specific approach aimed at transmitting knowledge to students within a particular context, it is referred to as a teacher-centered approach. Kikuchi (2009) found that Japanese high school students studying English as a foreign language were primarily demotivated by the conventional authoritarian teacher-centered approach. Lin's (2008) research supports this finding and states that educators who possessed a comprehensive understanding of language acquisition and adopted a less rigid pedagogical approach tended to achieve greater success with ESL students. Likewise, instructional methods play a crucial role in shaping individuals' attitudes and behaviors (Beusaert et al., 2013). Therefore, using supportive teaching methods that convey the value of English language learning is likely to boost students' motivation to participate in the subject, as noted by Tran (2013). Studies in the field have shown that structured, supportive, and autonomy-enhancing teaching techniques result in positive student benefits such as improved well-being, engagement, and motivation (Walsh et al., 2020). Conversely, teaching methods that are overly controlling are linked to negative consequences like boredom, lack of interest, and decreased motivation (Trigwell, 2012).

Ranjha and Yasmin's (2021) research, which analyzed previous studies, unveiled that the primary factors contributing to demotivation in language learning are the teaching methods and styles employed by language teachers. Findings revealed that a significant portion of studies indicate that the instructional methods utilized by language teachers are outdated and ineffective. These methods not only hinder students' comprehension of the language but also lead to demotivation. Correspondingly Kim and Kim (2016) found various demotivating factors among Korean EFL learners across primary and secondary levels. These included the imprecise way in which elementary school teachers taught, the excessive emphasis on grammar in secondary school, the pressure of rote learning, and unrealistic communicative engagements. In Krishnan and Pathan's (2013) study conducted on university students in Pakistan, findings indicated that students struggled with difficult explanations of topics by their teachers. Qualitative analysis suggested that teachers predominantly employed a one-man show or teacher-centered approach in the classroom, neglecting to provide feedback on students' queries. Moreover, the absence of constructive feedback from teachers emerged as a significant demotivating factor hindering students' English learning. Bain (2004) and Ferlazzo (2015a) emphasized the significance of feedback

in empowering students to take charge of their own learning and develop confidence in their abilities. According to Theobald (2006) and Ferlazzo (2015a), teachers who provide feedback on students' efforts help students believe that hard work can lead to successful completion of tasks and academic success. Another study by Tang and Hu (2022) aimed to explore how teachers' negative attitudes and teaching methods affect student motivation in learning English. The results showed a significant link between teacher negativity and student demotivation, indicating that students are influenced by teacher-related factors. When students perceive their teachers as discouraging, they react emotionally with disappointment towards English, leading to decreased motivation. Similarly, when teachers use discouraging teaching methods, students feel disappointed, further lowering their motivation levels. This is supported by Chang and Hwang (2018), who suggest that discouraging teaching techniques make students more demotivated about learning in English, as they develop negative perceptions about the usefulness of studying in English.

In numerous scholarly investigations concerning factors pertinent to the teaching profession, a consensus has emerged regarding the significance of teachers' attitudes and behaviors (Ross-Hill, 2009; Gorham & Christophel, 1992; Mahfoodh, 2017). Extensive empirical research within the field of education has underscored the pivotal role that these psychological and observable dimensions of teachers play in shaping educational outcomes and classroom dynamics. In an investigation by Oxford (2001), it was discovered that the proficiency of teachers and any openly negative attitudes they exhibit also strongly influence student motivation and could result in considerable demotivation if left unaddressed. The study revealed that teacher behaviors and attitudes associated with either excessive or inadequate control in the classroom were perceived as demotivating factors. Gorham & Christophel (1992) concluded that teachers have the capacity to enhance learner motivation by simply averting demotivation. The attitude in which a teacher interacts with students studying English as the medium of instruction can have a considerable effect on the emotions experienced by the students (Krischler & Pit-ten Cate, 2019). The attitudes of teachers have the potential to engender positive emotions, thereby fostering increased motivation for learning (Tang & Hu, 2022). Disappointment, as described by Levering (2000), is an unpleasant emotion that emerges when individuals fail to fulfill their anticipated outcomes or those of others. It is a prevalent experience, commonly encountered by individuals across various contexts. Within academic settings, students hold certain expectations of their teachers, as highlighted by Albers (2009). Particularly, students are significantly influenced

by the personalities, attitudes, teaching approaches, and behaviors exhibited by their teachers (Fernandez-Rio et al., 2017). Ünal (2018), conducted research in Türkiye on middle school students' demotivation factors and found that in this particular age group, it is widely recognized that students become more motivated when they feel that their teachers care about and are interested in them. However, students who participated in the study emphasized that their teachers often appeared indifferent and frequently expressed anger. It is seen that the positive and encouraging attitude of a teacher has been shown to positively influence students' attitudes and behavior (Lee, 2019), whereas a discouraging attitude is more likely to demotivate students in their English learning efforts (Li, 2022). Similarly negative teacher behavior was identified as the most significant demotivating factor in both the United States (Millette & Gorham, 1997; Kim, 2011) and Japan (Potee, 2002). Therefore, it's crucial to recognize the significance of appropriate teacher behavior in the classroom, as negative behaviors can significantly impact students, resulting in adverse perceptions of English that are challenging to overcome. Heidari and Riahipour's (2012) research underscore this point, demonstrating the detrimental effects of a teacher's display of anger and shouting at students. The study reveals that such negative attitudes from teachers can lead to a decrease in student motivation. Furthermore, the research consistently highlights the importance of affective factors, particularly teacher behavior, in cultivating students' willingness and motivation to participate in learning activities. Some studies also highlighted the teacher's personality as another factor contributing to student demotivation (Gorham & Cristophel, 1992, Dörnyei, 2001; Arai, 2004). It is noted that certain personality traits of teachers have both universal and culture-specific effects on student motivation. Across various cultural contexts, students commonly report that unclear explanations, lack of lesson preparation, aggression, and unfriendliness are demotivating factors attributed to teachers (Falout and Falout, 2004). All these findings underscore a notable correlation between teacher behavior, attitudes, and student motivation. Various aspects of teacher conduct, including warmth, empathy, expectations, commitment to order and safety, comprehension, challenge, emphasis on engagement, and reinforcement, were found to significantly influence student motivation (Soureshjani & Riahipour, 2012).

According to numerous studies (Dörnyei, 2001; Sahragard&Alimorad, 2013; Sakai & Kikuchi, 2009; Kim, 2009; Hamada &Kito, 2008; Meshkat&Hassani, 2012) the inadequacy or lack of experience of language teachers is perceived as a significant demotivating factor for learners. In a study investigating demotivating factors of Saudi high

school EFL students, Alyousif and Alsuhaibani (2021) found that the students identify teacher incompetence as a significant contributor to their demotivation. Furthermore, insights from student interviews further corroborate this finding, as one student mentioned feeling more inclined to trust internet sources for answers over their English teachers, indicating a lack of confidence in their instructors' explanations. Another student expressed frustration with the complexity of the teacher's explanations, which often left them feeling confused and uncertain about the correct answers. These comments collectively reflect the students' perceptions of teacher incompetence and difficulty in understanding explanations, significantly contributing to their demotivation in learning English. Similarly, in a study conducted on university students in Vietnam Trang & Baldauf (2007) found that teachers' poor mastery was an important factor in demotivating students. Many students experienced demotivation due to insufficient background knowledge of their teachers. Another study by Zhang (2007) conducted research spanning China, Germany, Japan, and America, revealing that the primary demotivating factor in English language learning across these countries was identified as teachers' incompetence. When looking at these findings the instructor should be qualified and possess the appropriate personality traits to effectively teach students the principles of the language while also motivating them to retain and, more importantly, apply the knowledge (Gardner, 2001).

Students consistently harbor certain expectations regarding their teachers. Typically, students perceive their teacher as a mentor or parental figure, anticipating guidance during difficult moments and straightforward teaching methods. However, when these expectations regarding their teacher and instructional approaches are not met, students can experience significant disappointment (Tang & Hu, 2022). Therefore, teachers must acknowledge the crucial link between their behavior and their students' learning motivation. Teachers are uniquely positioned to address demotivation effectively when they are aware of its existence (Trang & Baldauf, 2007). They should endeavor to establish a robust bond with their students to foster a positive and supportive learning environment. Teachers who build positive connections with their students have a significant impact on their motivation to learn (Ferlazzo, 2015a). Developing trust in these relationships requires ongoing effort, as teachers need to make an effort to understand their students' interests (Theobald, 2006). Teachers play a crucial role in sparking students' interest and self-assurance by actively encouraging their involvement in language learning activities (Dörnyei, 1994). To nurture this trust,

teachers should maintain an open-minded attitude and occasionally share their personal experiences of success, challenges, failures, and achievements.

Teachers are instrumental in fostering a supportive learning environment, often by promoting students' autonomy (Schuitema et al., 2016). Teachers may aid students in studying by encouraging greater responsibility and involvement in their own education by allowing them to choose their own learning goals and objectives (Theobald, 2006). Teachers assist students in connecting with their identity, personal interests, and beliefs by promoting their freedom of choice (Ferlazzo, 2015a). A study investigating students' perceptions of social support and autonomy from instructors, and their impact on self-regulated learning and achievement, found a significant connection between students' perceptions of autonomy support from their teachers and self-regulated learning (Schuitema et al., 2016). Additionally, skilled educators should understand that giving identical treatment to all students doesn't ensure fairness because each student is unique, and favoritism must be avoided. Despite the challenges posed by individual differences, proficient teachers rely on their knowledge of effective teaching methods for diverse students to continually enhance their ability to cater to all learners' needs (Heidari and Riahipour, 2012). It's crucial because a teacher's failure to grasp and respond to individual student needs can lead to decreased motivation (Lantolf & Genung, 2002; Farrell, 2015; Norton, 2001). Hence, teachers should treat students equitably, recognizing their individual differences and adjusting their teaching methods accordingly, without neglecting struggling students. When a teacher focuses more on high-achieving students and neglects those who struggle, the latter group may feel overlooked and unimportant in the classroom. This neglect can lead to decreased motivation, especially in terms of participating and speaking up. Hence, effective teachers must be careful to ensure that all students receive equitable attention. They should also avoid biases related to social or cultural backgrounds, abilities, disabilities, race, language, religion, or gender, which could affect their interactions with students.

2.6.3. Teaching method

In the context of education, a teaching method refers to a systematic approach or strategy employed by educators to facilitate learning experiences for students. This method encompasses a set of principles, techniques, and instructional practices used to impart knowledge, skills, and concepts to learners. Teaching methods can vary widely and may include lecturing, discussion, group work, problem-solving activities, demonstrations,

simulations, and more. The choice of teaching method often depends on factors such as the subject matter, learning objectives, student preferences, and the educational context.

The methodology employed in classroom lessons plays a pivotal role in shaping students' motivation levels (Ushioda, 1998; Trang & Baldauf, 2007; Kikuchi, 2009). An effective instructional approach fosters enthusiasm and active participation, enhancing student motivation, while a dull or poorly executed methodology may lead to decreased interest and demotivation (Dörnyei, 2001; Arai, 2004). Ushioda (1998) conducted a qualitative study on demotivation in L2 learning, focusing on 20 motivated undergraduate students learning French. The investigation revealed that nearly all students attributed their demotivating experiences to institutionalized learning contexts, including teaching methods, learning tasks, and coursework pressures. Also, Trang and Baldauf (2007) found that a majority of student participants acknowledged experiencing negative aspects of teaching methods. This underscores the importance of reevaluating the teaching methods employed in English (or other foreign language) instruction to identify potential mismatches between teaching methods and preferred student learning styles.

According to Fissler et., (2005) students employ diverse learning approaches, encompassing visual, auditory, kinesthetic, and other methods of comprehension. Consequently, teaching methods also exhibit variability (Aelterman et al., 2019). For instance, while some educators opt for traditional lecture delivery or interactive discussions, others emphasize reading materials or prioritize memorization and practical exercises (Sampermans et al., 2021). Highly controlling and traditional teaching methods are associated with negative outcomes such demotivation is specific as well as boredom and lack of interest (Trigwell, 2012). According to Kikuchi and Sakai (2009), the utilization of grammar-translation, vocabulary memorization, and strict adherence to grammar rules may have adverse effects on students' performance in both low and high stakes assessments. Similarly, Fallout (2012) identified demotivating factors among second language learners, pinpointing grammar-translation lessons and activities as significant contributors. In addition, Çankaya (2018) conducted research among university students in Türkiye and found that lessons overly focused on grammar, translation, and exams were significant demotivators for participants. Krishnan and Pathan's (2013) study further emphasize the negative impact of grammar-based teaching, with students attributing their loss of motivation to excessive emphasis on grammar memorization, exam-oriented lessons, and a

lack of opportunities for communication in English. This sentiment is echoed by Lehtikoinen and Leinonen (2010), whose study among upper secondary students in Japan identified grammar-based teaching as the primary cause of demotivation. The absence of a communicative approach further compounded students' lack of motivation for English language learning. In summary, these results highlight the significance of embracing student-centered, communicative teaching approaches to enhance motivation and involvement in language acquisition.

Studies in the literature have confirmed that supportive, structured, and autonomy-driven teaching methods result in positive student outcomes such as motivation, well-being, and engagement, (Walsh et al., 2020; Cudney & Ezzell, 2017). Additionally, Sugano and Mamolo (2021) found that cooperative learning, project-based learning, and individualized instruction significantly influence students' attitudes, with collaborative learning being the sole approach affecting their motivation. Their study among university students in the Philippines revealed that among these methods, cooperative learning stands out as the most influential in shaping both attitude and motivation. Therefore, it is essential for educators to adopt a dynamic and student-centered approach to teaching, incorporating interactive activities, real-world applications, and opportunities for student autonomy and collaboration (Vallerand & Bissonnette, 1992; Pintrich & Schunk, 2002). By doing so, teachers can create a stimulating learning environment that nurtures students' intrinsic motivation and facilitates meaningful learning experiences.

2.6.4. Classroom environment

The classroom environment plays a pivotal role in shaping students' attitudes, behaviors, and overall learning experiences (Dörnyei, 2009; Kim, 2009; Hannah, 2013). Among the myriad of factors influencing student motivation, the classroom environment stands out as a significant contributor (Oxford, 1998; Sharififar & Akzarbadeh, 2011; Hirvonen, 2010; Akay, 2017). One crucial aspect of this environment is the quality of relationships between students and teachers, as well as among peers, which can serve as sources of either motivation or demotivation.

Ünal's (2018) study delved into the factors contributing to demotivation among middle school students in English classes, pinpointing a notable challenge: the lack of environments conducive to utilizing information effectively. The absence of such environments hinders students' ability to actively engage with the target language they aim

to learn. This difficulty in applying the provided information significantly impacts students' proficiency and confidence in using the language. Consequently, addressing the need for supportive learning environments becomes paramount in fostering students' motivation and proficiency in language acquisition. Also in the study, various reasons for students' demotivation in language learning processes have been highlighted. Among these reasons, factors such as excessive noise in the classroom environment, insufficient implementation of learning activities by teachers, underutilization of interactive whiteboards, reliance on translation by teachers during lessons, and a tendency towards constant writing have been emphasized. The convergence of these factors contributes to students' demotivation in language learning, adversely affecting their motivation. Therefore, it underscores the importance of establishing a classroom environment that supports and motivates students in their language learning processes. Alavinia and Sehat (2012) similarly found that the educational setting greatly impacts the motivation levels of Iranian EFL high school students. They highlighted inadequate class scheduling and a lack of teaching materials and tools as the primary demotivating factors. These results emphasize the necessity of establishing a supportive learning environment with adequate resources and carefully designed teaching strategies to boost students' motivation and participation in learning English. Hirvonen (2010) examined demotivating factors among immigrant pupils in Finland's ninth-grade comprehensive school. She identified several demotivators within the learning environment, which fell into four subcategories: class scheduling, distracting behavior of classmates, changes in staff, and limited opportunities to use English. Upon analyzing the reasons behind these subcategories through student interviews, the timing of English lessons was often considered inconvenient, impacting their engagement. Negative behavior from classmates disrupted learning and contributed to demotivation. Furthermore, the frequent turnover of English teachers made it challenging for students to adjust to different teaching and assessment styles, further dampening their motivation. Moreover, the absence of chances to engage with native English speakers restricted students' opportunities to practice and use their language abilities.

In addition, Krishnan and Pathan (2013) conducted a study in Pakistan on undergraduate university students and discovered that ineffective classroom facilities were identified as a primary demotivating factor hindering students' ability to learn the English language effectively. Additionally, factors such as grouping students by proficiency levels, unfavorable relationships with classmates, and overcrowded classrooms were reported as contributing to their lack of motivation. These findings support Dörnyei's (1998) study,

which found that secondary school students in Budapest were also demotivated by the absence of adequate classroom facilities.

In order to create an optimal learning environment for second language (L2) learners, it is imperative to address various factors that may influence their motivation and engagement. Jomairi (2011), advocates for the integration of video projectors and language laboratories in university classrooms to alleviate the detrimental effects of inadequate facilities and enhance students' motivation levels. Morrissette (2001) emphasizes the importance of small-sized classrooms in facilitating effective L2 teaching and maintaining students' motivation and focus on assigned tasks. Chambers (1993) similarly suggests that overcrowded classrooms hinder students' ability to receive proper feedback from teachers, which in turn leads to demotivation in sustaining interest in English language learning. This implies that large class sizes can negatively impact students' motivation and hinder their language learning progress. Ifinedo (2003) suggests that teachers should strive to create learning environments that encourage active participation and foster meaningful relationships among students, promoting individualized learning plans and interactive learning approaches over passive instruction. Furthermore, Yu (2005) underscores the role of proper motivators, such as games, in cultivating a positive classroom atmosphere and increasing learners' motivation, thereby positively influencing their academic achievement. Indeed, all findings suggest that the instructional environment significantly impacts student motivation. Collaborative learning environments have been shown to have a positive effect on motivation, fostering engagement, cooperation, and a sense of belonging among students. In contrast, competitive environments tend to have adverse effects on students' motivation, potentially leading to feelings of anxiety, comparison, and disengagement (Dörnyei, 2009). By understanding the influence of different instructional contexts on student motivation, educators can create learning environments that promote positive attitudes towards learning and enhance overall student engagement and achievement.

2.6.5. Classroom materials

Material is a pivotal aspect influencing student motivation within English language classrooms, with numerous researchers underscoring its significance (Hamada & Kito, 2008; Dörnyei, 1998; Falout & Maruyama, 2004; Arai, 2004; Sakai & Kikuchi, 2009; Meshkat & Hassani, 2012). Based on literature research, it can be said that the quality,

relevance, and accessibility of materials can profoundly impact students' engagement and enthusiasm for learning. Demotivation often arises from deficiencies within the instructional materials employed. These shortcomings can manifest across diverse sub-dimensions, including technological insufficiencies, inadequacies in textbooks, and relevance of topics when past studies are searched. When classroom materials and equipment fail to align with the intended context, such as meeting students' needs and addressing the topic at hand, students may experience a sense of aimlessness and time wastage (Vakilifard, 2020). According to Pekrun et al. (2007), when a student does not find any positive or negative value in what they are doing, they feel bored; thus, they may not achieve anything and may experience failure. Consequently, considering various factors, including students' requirements, the topic under discussion, and the suitability of materials and equipment, becomes paramount. By addressing these aspects thoughtfully, educators can foster greater student motivation and energy levels, thereby promoting more effective communication skills (Heidari & Oghli, 2015). Afrough et al (2014) similarly concludes that a lack of speaking practice in classrooms contributes to demotivation in English language learning. It is noted that English language learners are predominantly focused on preparing for midterm and final examinations, with instructional materials primarily tailored for these assessments. Thus, it's crucial to consider factors like student needs, topic relevance, and suitable resources to maintain motivation (Vakilifard, 2020). In addition, previous research focusing on demotivation factors has consistently highlighted findings indicating that instructional materials used in language teaching may be unsuitable or uninspiring (Ranjha & Yasmin, 2021). These studies consistently reveal that either the materials are tedious and fail to engage learners, or they do not align with learners' proficiency levels, leading to a decrease in motivation. This suggests a correlation between uninspiring topics within learning materials and the inclusion of grammar-focused content in demotivating second language (L2) learning. This assertion finds support in Meshkat and Hassani's (2012) research which explored demotivating factors in English language learning from the learners' perspective. They found that Iranian students regarded the lack of school facilities and learning materials, such as an excessive emphasis on grammar and lengthy passages, as the main sources of demotivation. This finding also aligns with Sakai and Kikuchi (2009), who identified learning materials emphasizing grammar and textbooks as significant sources of student demotivation. Given that textbooks serve as the primary instructional resource within the Turkish education system, it's undeniable that their impact on students' motivation to learn English is significant. Hamada, 2008 & Sakai and Kikuchi, 2009 suggests that textbooks can

have a greater impact on students' motivation than even the teacher's personality or instructional approach. In addition, findings of Erdoğan & Tunaz (2012), indicate that students exhibit greater interest and learn more effectively when engaging in novel classroom activities, highlighting the demotivating effect of outdated and monotonous textbook content as well.

Furthermore, the absence of internet access and limited computer-assisted learning opportunities have been identified as significant demotivators for students in English language education (Heidari & Oghli, 2015; Khan, 2011; Falout & Falout, 2004; Ali & Pathan, 2017). This emphasizes the importance of dynamic instructional materials in fostering student motivation and enhancing learning outcomes. Kim (2010) suggests that integrating technology into the classroom can reinvigorate motivation, as evidenced by the substantial impact of mass media and Information Technology (IT) infrastructure on the motivation and attitudes towards English as a Foreign Language (EFL) among Korean high school students. Similarly, Genc (2009) found that various technological tools, including computers, projectors, videos, films, internet access, e-learning platforms, and multimedia resources, influence foreign language learning. Aligning with previous research, Kaivanpanah and Ghasemi (2011) discovered that the lack of resources such as DVDs, CDs, videos and computers contributes to students' demotivation among high school students in India. This trend was also observed by Heidari and Riahipour (2012) within the same context. Additionally, İsaoglu and Emir (2020) identified a similar pattern, highlighting the demotivating effects of insufficient auidal and visual materials and uninteresting coursebook texts. From all these finding it can be concluded that multimedia tools, educational apps, and online resources offer dynamic learning opportunities beyond traditional methods. Technology also bridges the gap between theoretical concepts and real-world applications, making learning relevant and meaningful. Ultimately, leveraging technology effectively can reinvigorate student motivation and transform the learning process.

In conclusion, addressing material-related demotivation requires a comprehensive approach that goes beyond simply considering the content itself. As highlighted by Unal (2018), diversifying teaching methods and activities to incorporate visually engaging materials and interactive exercises tailored to students' interests and needs is essential for enhancing motivation and improving learning outcomes. Additionally, the insights provided by Peacock (1997) and Richards and Renandya (2002) underscore the pivotal role of suitable

teaching materials in motivating second-language learners and sustaining their interest in language acquisition. Thus, educators must prioritize the development and utilization of well-crafted teaching materials that not only address the linguistic needs of learners but also stimulate their engagement and enthusiasm for learning. By adopting such an approach, educators can effectively mitigate material-related demotivation and create conducive learning environments that foster students' motivation and facilitate their language acquisition journey.

2.6.6. Other variables

In addition to the main factors of demotivation outlined previously, it is important to recognize that individual characteristics such as gender, age, and academic achievement may also influence students' levels of motivation and engagement in the language learning process.

2.6.6.1. Gender

Researching the influence of gender within motivation and demotivation contexts presents a formidable challenge due to the intricate interplay of numerous factors. Gender-related disparities in motivation outcomes are subject to contextual variations influenced by factors such as cultural norms, educational levels, and the specific demotivation factors at play. Consequently, providing definitive conclusions regarding the impact of gender on motivational dynamics becomes elusive, necessitating a comprehensive examination of multifactorial influences.

One common finding in research on demotivation is that female students tend to experience higher levels compared to their male counterparts. In this context, Kaivanpanah & Ghasemi (2011) conducted a study on Persian high school students and the results show that female students exhibited greater levels of demotivation compared to male students in relation to factors such as the teacher's influence and experiences of failure. When examining the demotivation levels of students in a Turkish high school, Ünal (2018) found consistent results based on gender. It was determined that female students are more demotivated in English learning processes compared to male students. Similarly, in a study conducted with high school students in Türkiye, Akay (2017) found that female students were more demotivated. In addition, Budak (2020) researched demotivational factors in a university in

Turkiye concluding that girls are more adversely affected by internal factors in their language learning compared to boys. The difference in motivation levels between male and female students can be explained by various reasons. As highlighted by Akay (2017), one significant factor is that girls tend to be more hesitant in speaking out in class, fearing they might make mistakes or struggle to express themselves. This fear is worsened by the possibility of facing ridicule or teasing from male classmates or being mocked by others when they do make errors. Moreover, according to Ünal (2018), the lack of attention or support from teachers adds to the demotivation experienced by female students. Both Akay (2017) and Ünal (2018) stress the importance of the classroom environment in understanding female demotivation. They note that girls are particularly affected by laughter or mockery from peers in response to their mistakes. These findings underscore the emotional impact on female students, especially within this age group.

Contrary to these findings, some research suggests that females exhibit greater motivation compared to male students. A study done in a private university in the Philippines, Poyraz & Poyraz (2018) found that female participants scored higher than male participants in terms of the impact of the English language on their economic and career advancement. Specifically, women seem to prioritize their presence in the business world more than men, hence they perceive the English language as a more crucial factor. Conversely, male participants do not prioritize the English language to the same extent as females, as they tend to prioritize production-based potentials over social issues in business. Additionally, a mixed-methods investigation into the impact of gender on English learning motivation revealed substantial differences in motivation levels among Turkish university students. Female students displayed significantly greater motivation levels in comparison to male students (Öztürk & Gürbüz, 2013). In a university conducted in Turkiye by Wang & Yang (2023), it was revealed that overall motivation to learn the second language (L2) was significantly higher among female learners in the Turkish context, in comparison to male learners. This suggests that gender indeed played a notable role in influencing L2 motivation. Also in this study they found out that female learners received greater levels of parental support and encouragement compared to their male counterparts. Additionally, a notable difference between male and female CFL learners was found regarding parental encouragement, with females scoring significantly higher in this motivational aspect than males. Furthermore, Guo and Zhou (2021) investigated the gender difference in learners, focusing on the link between teacher feedback and student motivation. They discovered that

females outperformed males across most motivational dimensions except for the ought-to L2 self aspect and intended learning efforts. Similarly, a similar pattern was noted among English learners in China, with females showing higher levels of intrinsic and extrinsic motivation, along with test anxiety. Females also placed greater emphasis on self-efficacy, communication, and connectedness compared to males. Genç and Aydın (2017) explored university students' attitudes toward learning English in Türkiye, revealing that female students generally hold significantly more positive attitudes toward English learning than males.

Within the context of demotivation in language learning, a recurring observation highlights a gender discrepancy, wherein male students often grapple with more pronounced feelings of demotivation compared to their female counterparts. As stated before the contradictory findings may stem from a combination of social expectations, educational priorities, perceived utility, and societal norms. One factor male students experience higher levels of demotivation could be cultural expectations, which may put pressure on male students to flourish in traditionally "masculine" fields rather than language learning, which may be viewed as more feminine. Additionally, instructional approaches may not suit male students' learning preferences, resulting in frustration and disengagement. Cultural conventions may also play a role, with male students being reticent to seek help or discuss their issues, thereby increasing their feelings of demotivation. In addition, Vakıfıfard et al. 2020 researched the factors that demotivate Persian learners in the classroom and the results suggest that male learners exhibited higher levels of demotivation compared to female learners concerning the factors of the Teacher and Attitude towards Foreign Language Learning. Similarly, in researching Persian high school students Kaivanpanah & Ghasemi, 2011 found that male students exhibited elevated levels of demotivation regarding their attitudes toward the English-speaking community in contrast to female students. In addition, the study by İsaoglu & Emir (2020), uncovered that male students consistently scored higher across all six dimensions compared to their female counterparts. This implies that factors concerning the classroom environment, teacher, class characteristics, class, materials, experience of failure, and lack of interest exert a notably stronger demotivating influence on male students than on female students. These findings are consistent with Lee & Lee's (2011) research, which investigated demotivating factors in elementary schools and similarly observed that all the factors examined had a significantly stronger demotivating impact on male students compared to females.

Contrary to these commonly observed results, some researchers argue that gender may not be a significant factor influencing demotivation. Çankaya (2018) conducted a study on demotivating factors among university students in Türkiye and found that both female and male participants mainly saw class characteristics as demotivating, while they did not view the teacher factor as demotivating. Therefore, there were no notable differences between female and male participants in their views on what factors were demotivating. Similarly, Jamshidi (2015) researched the demotivating factors among university students in Türkiye and found no significant difference between male and female students regarding their perceptions of demotivating factors. Ünal and Yelken (2016) explored demotivating factors among preparatory university students in Türkiye. Their investigation into the scale's subcomponents revealed no significant gender differences concerning lack of interest in the English language and English classes, as well as perceptions of teacher characteristics.

In conclusion, while gender may play a role in demotivation, its significance varies depending on numerous factors. The findings suggest that educators should recognize these gender differences when designing teaching approaches, employing more tailored strategies for each gender to effectively address their distinct motivational needs. However, it is important to acknowledge the complexity of these dynamics, as demotivation is influenced by a multitude of factors beyond gender alone. Therefore, adopting a nuanced and inclusive approach that considers various contextual, cultural, and individual factors is essential for fostering a motivating learning environment for all students.

2.6.6.2. Level / age

Among the many factors influencing student demotivation, the significance of students' age and class level stands out, yet these dimensions remain relatively unexplored in academic research. Despite their importance, there is a noticeable scarcity of studies examining the specific role of age in the demotivation process. However, acknowledging the pivotal influence of age-related developmental factors on students' motivational experiences is essential for educators striving to create learning environments that encourage sustained engagement and academic achievement. Understanding the intricate interplay between age-related dynamics and the unique challenges posed by different class levels is crucial for developing targeted interventions aimed at fostering long-term motivation and facilitating academic success.

Students can feel demotivated for different reasons according to their age. Firstly, younger students may experience demotivation due to factors such as a lack of perceived relevance of the material to their lives, difficulty in understanding abstract concepts, or a limited ability to connect present learning activities with future goals (Lee & Lee, 2011). Younger children often require concrete, hands-on learning experiences to maintain engagement, and when these are lacking, they may become disinterested or demotivated. Also according to Lee and Lee (2011), teachers' verbal expressions and teacher-centered teaching approaches were recognized as demotivating factors however Kim (2015) stated that elementary students did not directly attribute teachers as sources of demotivation during the interviews in his study. Conversely, older students, particularly adolescents, may face demotivation stemming from increased academic pressure, fear of failure, or a sense of disconnection between their interests and the curriculum (Chang & Cho, 2003; Trang & Baldauf, 2007). Adolescents undergo significant cognitive and emotional development, which can lead to fluctuations in motivation as they grapple with issues of identity, autonomy, and social dynamics (Hamada & Kito, 2008). Additionally, older students may encounter challenges related to the transition to more advanced coursework, where the increased complexity of material can be overwhelming and discouraging if not appropriately scaffolded (Sahragard & Alimorad, 2013; Al-Khairy, 2013; Çankaya, 2018). Moreover, as students progress through different developmental stages, their motivations may evolve, with younger children often being more intrinsically motivated by curiosity and exploration, while older students may place greater emphasis on extrinsic factors such as grades, peer approval, or college admission requirements (Dörnyei, 2001; Khan, 2011). Understanding these age-related differences in motivational dynamics is crucial for educators to tailor their instructional approaches and support mechanisms effectively to meet the diverse needs of students across the developmental spectrum.

In the limited body of research examining the influence of students' age and class level, divergent findings have emerged, complicating any definitive conclusions. While some studies highlight age as a significant factor contributing to student demotivation, others suggest it may not hold the same level of importance. Vakilifard (2020) investigated the demotivation factors among Persian language learners and the results indicate notable variations in "Learning Contents, Materials, and Facilities," "Experience of Failure," "Attitude towards Foreign Language Learning," "The Teacher," and "Attitude towards Persian Speaking community" among the three educational levels. Consequently, there was

an association found between learners' educational levels and demotivating factors. Ünal (2018) researched middle school students' demotivation levels and examined if there is a difference between the scores and grades that students are in. He observed that students in the 5th, 7th, and 8th grades tend to experience higher levels of demotivation compared to those in the 6th grade. The findings indicate that the level of demotivation among 5th-grade students is higher than that of 6th-grade students. This may be due to the fact that the 5th grade is a transitional year from primary to secondary education, leading to adjustment issues for students. In a similar context, Akay (2017) conducted a study focusing on high school students, which revealed that 12th-grade students exhibited the highest levels of demotivation. Furthermore, the analysis indicated a progressive increase in demotivation levels among students from 9th grade to 12th grade. Similarly, Kim and Seo (2012) found that among Korean elementary and high school students studying English as a foreign language (EFL), junior high school students showed the lowest motivation levels, with demotivation rising as students advanced to high school. In the same vein, İsaoglu and Emir (2020), revealed that the demotivation scores of 9th-grade students were notably lower than that of 10th-grade students across all sub-dimensions. Similarly, the score of 10th-grade students were significantly lower than those of 11th-grade students across all sub-dimensions. Consequently, it can be inferred that factors associated with teachers, class characteristics, classroom environment, experience of failure, course materials, and lack of interest become increasingly demotivating for students as they progress to higher academic levels. Moreover, in a study conducted on Iranian students majoring in English as a foreign language (EFL), it was noted that age can be regarded as a moderating factor that can provide deeper insight into the concept of motivation in second/foreign language education. In T.-Y. Kim's (2011) research, Korean elementary school students from grades three to six participated in a questionnaire survey aimed at understanding motivational patterns in their English learning. The findings revealed a decline in students' intrinsic motivation as they progressed through the grades. In conclusion, understanding the influence of age and academic level on demotivation is crucial for educators in designing tailored interventions to address students' evolving needs and sustain their motivation throughout their educational journey.

2.6.6.3. Proficiency level

The influence of students' proficiency levels on motivation within educational contexts is a multifaceted and crucial aspect of academic research. Proficiency levels, whether high or low, can impact students' experiences in terms of challenge, communication, comparison with peers, the educational system, and feedback (Keblawi, 2006; Trang & Baldauf, 2007).

Lower proficiency levels may contribute to feelings of frustration and inadequacy, hindering active participation and creating challenges in the learning process (Kikuchi, 2009).

Conversely, higher proficiency levels can lead to demotivation if the material lacks stimulation or if students feel undervalued in an environment that does not cater to their advanced needs (Gorham & Cristophel, 1992). Understanding the dynamic interplay between proficiency levels and motivation is essential for educators and policymakers to create inclusive and effective learning environments for all students.

Demotivation is not solely confined to students experiencing low academic success; rather, even highly motivated students may encounter diminished motivation for various reasons. The level and nature of demotivation can vary among students with differing English proficiency levels, as highlighted by Kim (2009). As an illustration, a research endeavor involving 900 university students of varying English language proficiency levels employed a questionnaire in Japan to assess both their English language mastery and perspectives on demotivational factors in foreign language courses (Falout, Elwood, and Hood, 2009). The demotivating factors were classified into three categories: external conditions within the learning environment, internal conditions of the learner, and responsive behaviors to demotivating experiences. The research revealed that individuals with lower proficiency levels, particularly those not majoring in English, demonstrated a lesser ability to regulate their emotional states in response to demotivating experiences. Also, the findings indicated that individuals with limited proficiency in English experienced demotivation stemming from internal factors such as a dearth of self-confidence and intrinsic motivation. In contrast, those with higher proficiency levels were demotivated by external factors, notably the instructional methods and lesson styles employed in the class. Consequently, it is evident that all students, irrespective of proficiency levels, may encounter demotivation in language learning processes, albeit the specific sources of demotivation may vary. Likewise, Falout and Maruyama (2004) obtained similar findings, revealing that individuals with lower proficiency levels conveyed encountering demotivation at an earlier stage in their formal education and were inclined to attribute it to internal factors, such as disappointment

in performance or diminished self-confidence. Conversely, those with higher proficiency levels tended to associate their demotivation with external factors, particularly teachers. Consequently, lower proficiency learners might find themselves caught in a self-reinforcing negative cycle involving decreased self-confidence, demotivation, and suboptimal academic performance. The findings of Boonchuayrod & Getkham (2019), aligned with and provided support for these results regarding proficiency levels. The study suggests that individuals with lower proficiency levels are significantly more affected by feelings of failure and negative attitudes towards English compared to those with moderate or high proficiency. This discrepancy may stem from the higher frequency of challenges and setbacks experienced by low-proficiency students in their English learning journey. Consequently, if students with lower proficiency levels struggle to find effective methods to enhance their skills, they may find themselves caught in a cycle of repeated failures. In contrast to these findings, Budak's (2020) research in a university suggests that the level of English proficiency does not exert any influence on the internal factors that demotivate students in language learning. This implies that factors such as self-confidence and intrinsic motivation may not vary significantly among learners with different levels of English proficiency, challenging the notion that lower proficiency levels are inherently associated with internal demotivating factors. Budak's (2020), findings provide an alternative perspective, highlighting the complexity and variability of factors contributing to student demotivation in language learning.

2.6.6.4 Academic achievement

The relationship between academic achievement and demotivation among students is intricate and significant (Bernaus et al., 2009; Deci & Ryan, 1985; Ball, 1977). Motivation significantly influences achievement in the second language learning process, affecting the frequency of employing learning strategies and ultimately impacting learning success (Li & Pan, 2009). Furthermore, Bembenuddy, et al., (2013) argue that students' learning behaviors are intricately connected to academic achievement difficulties and low motivation levels. Deci and Ryan's (1985) established self-determination theory and research demonstrate that factors including intrinsic motivation, extrinsic motivation, and achievement motivation significantly influence learners' academic performance. When students experience demotivation, whether due to internal factors such as self-doubt or external factors like unsupportive learning environments, their overall academic achievement is often

compromised. While it may be unrealistic to assert that motivation alone guarantees success, it is plausible to argue that a lack of motivation presents a significant obstacle to student achievement (Williams et al., 2015).

Pimsleur et al. (1962) conducted an important study on motivation and academic success. In this study, students in one group were given money as a reward based on how well they did in a language test. These students, who were motivated by the money, did better than the group that didn't get any rewards. This outcome underscores the significant influence of motivation on academic achievement. Keith et al., (1995) explored the influence of academic motivation on middle school students' achievement and found a significant correlation between students' motivation levels and their behaviors in the school setting. The findings are consistent with Sakai and Kikuchi's (2009) research, which asserts that low test scores represent one of the primary demotivating factors for Japanese high school students. The study revealed that these scores negatively affected students' motivation to engage in English learning. Consequently, educators must prioritize motivating students to perform well in examinations or tests, as this may enhance their confidence levels (Alavinia & Sehat, 2012). İsaoglu & Emir (2020) conducted a study to find the demotivating factors in a Turkish high school and the results of the study indicated a negative correlation between students' academic progression and demotivation, suggesting that students experience increased demotivation as they advance to higher academic levels. This observation is supported by Hamada's (2008) assertion that demotivation typically begins to manifest in the second year of junior high school, corroborating this trend. The statistical analysis conducted by Hu (2011) on Taiwanese EFL college students unveiled that a significant factor affecting EFL achievement was learning challenges, notably encompassing adverse experiences in memorizing vocabulary. Also Ranjha and Yasmin (2021) revealed that certain students struggle to grasp the language's structure or grammar, resulting in low grades on tests or exams. The mandatory nature of the subject or their subpar performance can occasionally dampen learners' spirits, leading to demotivation. The qualitative analysis findings of Krishnan and Pathan (2013) indicate that students who do not achieve high marks may develop feelings of inferiority compared to their peers who perform better, leading to demotivation. Consequently, the construct of demotivation emerges as a crucial factor influencing students' academic performance. Thus, it becomes imperative for students to cultivate perceptions about their abilities to excel in unfamiliar, challenging, or even unwelcome environments (Zeynali et al., 2019). Teachers may find it necessary to provide

special attention to these learners. For example, offering encouragement or setting goals for upcoming tests could be beneficial (Dörnyei, 2001b).

2.7. Research on Previous Studies of Demotivation

Many scholars have investigated the idea of demotivation in foreign/second language acquisition, specifically to identify the components that cause demotivation in various circumstances. İsaoglu and Ergenekon Emir (2020), studied the factors that demotivate high school students and in their study, they examined factors such as experience of failure, teacher and characteristics of the class, class environment, lack of interest, and class materials. The outcomes showed that among the demotivators, the elements relating to the classroom environment have the greatest impact on students' demotivation based on the results. On the contrary, Hama (2022) conducted a similar study and found the most significant element demotivating students to learn English is class characteristics. In a different study on demotivational factors affecting EFL learners Gulnaz et al. (2016), discovered that learners' motivation and interest in learning a foreign language are negatively impacted by crowded classes and also positive gestures and verbal praises should be used often by the teacher in the classroom to motivate students. Zeynali et al. (2019), noted that graduate students are both less likely to lose motivation when their instructors perform poorly and more likely to be driven to exceed expectations.

Demotivating factors were also examined by Falout et al (2009), by studying Japanese language learners. As a consequence of this investigation, demotivating factors were divided into three major categories: a) the learning environment's exterior factors, a learner's internal factors, and their response actions to demotivating situations. Similarly, Sakai and Kikuchi (2009), applied a questionnaire to high school students identifying five demotivators throughout the study: (a) learning content and materials; (b) teachers' qualifications and teaching methods; (c) inadequate school facilities; (d) a lack of intrinsic motivation; and (e) test results. According to the findings, many Japanese high school students, particularly less motivated pupils, found the elements of Learning Contents and Materials and Test Scores to be demotivating. Another study was conducted by Dörnyei (1998b), who explored a number of demotivating influences in 50 secondary school students. Structured interviews were used to get the data. The investigation showed nine demotivational factors in order of frequency. These included the teacher, low self-esteem, inadequate school infrastructure, unfavorable attitudes about the L2, the L2 course's

requirement that all students learn, interference with the study of another foreign language, unfavorable attitudes toward the L2 community, attitudes of group members, and the coursebook. Kim and Seo (2012) conducted a study on demotivation by gathering information from 6301 Korean primary school pupils and 17 instructors. They identified three demotivators: the teachers, high societal expectations, and the proficiency difference among the pupils. Soureshjani and Riahipour (2012), studied 215 Iranian male and female EFL students and teachers were chosen to complete the two designed questionnaires on speaking skill demotivators. After analyzing the collected data, it was discovered that students believed that the three most demotivating aspects for speaking ability were variables linked to teachers, equipment, and class usefulness. Aygün (2017) created a demotivation scale for EFL learners with the help of students in university preparation classes and found that there are four demotivating factors: a) prior experiences, b) aspects of the prep school curriculum, c) personal reasons, and d) the method of instruction.

As a result, there are several research concentrating on demotivation and language acquisition in the literature, these studies occasionally provide diverse results due to variances in student profiles and cultural perspectives.

2.8. Strategies for Remotivation

In the realm of language learning, students often face periods of demotivation, where their interest and engagement decline. This can be due to various factors such as academic challenges or negative experiences. However, it's equally important to address the process of remotivation, which is reigniting students' enthusiasm and commitment to learning (Ushioda, 1998). Acknowledging the detrimental effects of demotivation on language learning outcomes, researchers and educators have endeavored to understand the root causes and develop strategies for addressing these declines. Yet, merely identifying demotivating factors is inadequate from a pedagogical standpoint if effective methods for remotivation are not thoroughly explored (Sahragard & Ansaripour, 2014). By comprehensively understanding both the demotivation process and the subsequent steps involved in remotivation, educators and language instructors can effectively support students in overcoming obstacles and sustaining motivation throughout their language learning journey (Akay, 2017). Every student possesses unique intelligence, aptitudes, motivations, and learning preferences, and each classroom has its distinct characteristics. Therefore, there are no set methods for motivating students. Nevertheless, there are some motivational

frameworks to assist teachers in motivating students effectively in the classroom by various researchers.

Dörnyei's (2001) motivational theory, commonly known as the "L2 Motivational Self System," underscores the significance of self-perception in motivating language learners. This theory delineates three primary components that influence motivation in second language acquisition: the Ideal L2 Self, representing learners' envisioned proficiency in the target language; the Ought-to L2 Self, encompassing their perceived obligations or societal expectations regarding language proficiency; and the L2 Learning Experience, which comprises their actual encounters during the language learning process. Dörnyei contends that motivation stems from the dynamic interplay among these elements. When learners establish a link between their current self and their ideal L2 self, their motivation to engage in language learning activities intensifies. Additionally, a sense of duty or obligation towards their perceived ideal language proficiency further fuels motivation. Central to Dörnyei's approach is the recognition of motivation as a vital component in language learning. Throughout the book, Dörnyei emphasizes the necessity for teachers to understand and address the diverse motivational factors influencing their students. He advocates for the creation of a positive and supportive classroom environment, where students feel valued and encouraged to engage actively in their language learning journey. Practical strategies outlined in the book include setting clear learning objectives, incorporating varied and engaging activities, providing constructive feedback, and promoting autonomy and self-regulation among learners. By implementing these strategies, language educators can cultivate an environment that fosters intrinsic motivation, empowers students to take ownership of their learning, and ultimately enhances their language proficiency development. Dörnyei's work serves as a valuable resource for language teachers seeking to inspire and motivate their students in the L2 classroom, ultimately contributing to more effective language learning outcomes.

The ARCS model, created by Keller (1987) is a comprehensive instructional design framework targeted at increasing student engagement and motivation. It consists of four key components that govern the creation and implementation of effective learning experiences. The first component, attention, is concerned with holding students' attention and maintaining it during the learning process. This is accomplished by adding innovative and visually appealing resources that arouse students' interest and attract them to the course material. The

second element, relevance, emphasizes how important it is to make sure that the course material is meaningfully and directly connected to the objectives, interests, and life experiences of the learners. Learners are more likely to be motivated to interact with and grasp the subject when they believe it to be relevant to them. The goal of the third component, confidence, is to provide students a sense of self-assurance and belief in their capacity to complete the learning activities. This is achieved through giving learners clear directions, offering assistance, and organizing activities in a way that gradually increases their confidence as they proceed through the learning process. Finally, satisfaction is crucial for reinforcing learners' motivation and positive attitude towards learning. This component involves creating a supportive and rewarding learning environment where learners receive constructive feedback, meaningful rewards, and opportunities for personal growth and achievement. By integrating these four components—Attention, Relevance, Confidence, and Satisfaction—into instructional design, educators can create engaging and motivating learning experiences that not only capture learners' attention but also foster their intrinsic motivation, leading to enhanced learning outcomes and overall success.

Oxford and Shearing (1994) developed the Language Learning Strategies Model, which emphasizes the importance of learners' strategic behaviors in supporting motivation and success in second language learning. The three main parts of this strategy are social, metacognitive, and cognitive strategies. Cognitive strategies help in language comprehension and retention by utilizing mental processes such as inference and summarization. Metacognitive techniques rely on learners' abilities to plan, monitor, and assess their learning progress, allowing them to take control of their learning experience. Social techniques include interacting with people to practice and support language, build confidence, and create deep connections. By actively implementing these strategies, learners can improve their motivation, proficiency, and overall effectiveness in studying a second language.

Skinner et al. (2003) proposed a conceptual framework for remotivation, which addresses the process of reigniting motivation in individuals who have experienced a decline in their motivation levels. The framework begins with identifying triggering events, whether internal or external factors, that lead to a loss of motivation. Following this, efforts are made to reactivate motivation through various strategies such as positive reinforcement, goal-setting, and creating a supportive environment. The effectiveness of these interventions is

continually evaluated, allowing for adjustments to be made as necessary. Overall, the framework underscores the importance of recognizing and addressing declines in motivation and implementing targeted strategies to promote renewed engagement and success in individuals' pursuits.

Ushioda (2011) presents a motivational theory in the context of second language acquisition known as the "L2 Motivational Self System." This theory builds upon earlier work by Dörnyei (2001) and others, emphasizing the importance of the self in motivating language learners. The L2 Motivational Self System posits that learners are motivated by their Ideal L2 Self, which represents their desired image of themselves as proficient speakers of the target language, and their Ought-to L2 Self, which reflects their perceived obligations and responsibilities in language learning. Ushioda highlights the dynamic interaction between these two selves and the learner's language learning experience. The theory suggests that when learners perceive a connection between their current self and their Ideal L2 Self, they are more likely to be motivated to engage in language learning activities. Additionally, feelings of obligation towards their Ought-to L2 Self can also influence motivation. Ushioda's motivational theory underscores the importance of supporting learners in developing a positive and realistic self-concept in relation to language learning, fostering autonomy, competence, and relatedness to enhance motivation, and creating a supportive learning environment that encourages learners to strive towards their language learning goals. Overall, Ushioda's L2 Motivational Self System provides valuable insights into understanding and promoting motivation in language learning contexts.

The Possible Selves theory, introduced by Markus and Nurius (1986), delves into the multifaceted nature of self-concept and motivation. According to this framework, individuals not only have perceptions of their current selves but also envision "possible selves" representing ideal and feared future states. The ideal self embodies aspirations and desired achievements, while the feared self encompasses undesirable outcomes to be avoided. Markus and Nurius (1986) suggest that individuals are motivated to bridge the gap between their current selves and their ideal selves while simultaneously avoiding becoming their feared selves. This motivational process propels individuals to engage in behaviors aligned with their desired future selves and steer away from outcomes conflicting with their aspirations. The theory emphasizes the fluidity of these possible selves, acknowledging that they evolve over time through experiences, interactions, and environmental influences. In

essence, the Possible Selves theory underscores the significant role of future-oriented self-conceptions in driving present actions and decision-making processes.

Self-Discrepancy theory, articulated by Higgins (1987) provides insight into how individuals' self-concepts are influenced by internal standards and societal expectations, leading to emotional experiences such as anxiety and dissatisfaction. According to this theory, individuals compare their actual selves to two distinct mental representations: the "ideal self" and the "ought self." The ideal self represents the attributes and qualities individuals aspire to possess, while the ought self reflects the characteristics they believe they should possess based on external demands and societal norms. Discrepancies between the actual self and these internal standards lead to emotional discomfort. When the actual self falls short of the ideal self, individuals experience feelings of dejection and disappointment. Conversely, when the actual self deviates from the ought self, feelings of guilt and obligation arise. The theory posits that individuals are motivated to minimize these self-discrepancies to alleviate negative emotions, either by striving to attain the ideal self or by fulfilling the expectations of the ought self. Self-Discrepancy theory highlights how discrepancies between different self-representations can influence individuals' emotional experiences and motivate their behavior.

Self-Determination Theory (SDT), developed by Deci and Ryan (1985), is a psychological framework that explores the intrinsic and extrinsic motivations underlying human behavior. According to SDT, individuals possess three innate psychological needs: autonomy, competence, and relatedness. Autonomy refers to the desire for self-direction and the ability to make choices based on personal values and interests. Competence involves the need to feel effective and capable in one's actions and interactions. Relatedness pertains to the desire for meaningful connections and relationships with others. SDT posits that satisfying these psychological needs fosters intrinsic motivation, which leads to greater engagement, persistence, and well-being. Conversely, environments that thwart these needs may result in extrinsic motivation driven by external rewards or avoidance of punishment. SDT emphasizes the importance of supporting individuals' autonomy, competence, and relatedness to facilitate optimal motivation and psychological growth. The theory has broad applications across various domains, including education, work, sports, and healthcare, offering insights into how to promote intrinsic motivation and well-being in different contexts.

In addition to these frameworks, some researchers have also put forward suggestions for remotivation based on their research findings. These suggestions offer practical insights into revitalizing motivation in individuals who have experienced a decline in their motivation levels. Based on the research findings by Unal (2018) middle school students want more engaging language activities, teacher support, and meaningful learning experiences. To remotivate them, teachers should create interactive environments for using new words, incorporate modern technology like web 2.0 and augmented reality, and shift focus from test-solving to activities like games and projects that encourage active learning and critical thinking. These approaches can enhance student motivation and lead to more positive language learning experiences according to this research. Based on findings from a preparatory school in Turkiye, it is recommended to incorporate teaching emotional intelligence skills into the curriculum to enhance learners' abilities in foreign language learning. Additionally, avoiding repetitive activities in English as a Foreign Language lessons and restructuring preparatory programs' schedules can reduce learners' demotivation (Budak, 2020). In Akay's (2017) study students were interviewed on what remotivates them and they emphasized the importance of entertaining lessons and increased focus on speaking skills, as they find speaking to be the most challenging aspect of language learning. They also mentioned that using songs can be a valuable tool for remotivation, as music is something they enjoy and find engaging in the learning process. Additionally, students highlighted the significant role of technology in language learning motivation, particularly in transitioning from demotivation to remotivation. They emphasized that technology, being a major part of their lives as members of the zero generation, plays a crucial role in their engagement and motivation in English classes, similar to other subjects.

In Gulnaz et.al (2016) research, additional suggestions were proposed to boost motivation in the classroom. For instance, the teacher should deliver lectures with suitable sound and pace to capture learners' interest and focus. Incorporating engaging elements like games, puzzles, jokes, role plays, pair work, and group activities can make the learning environment more dynamic, participatory, and less formal, thus reducing strain. Increasing the frequency and availability of audio-visual aids in classrooms can facilitate well-planned and organized lessons, promoting active learning and memory retention. Moreover, using positive gestures and verbal rewards can further motivate learners, enhancing performance and fostering a positive learning atmosphere. Meng (2022), and Ren & Abhakorn (2022) similarly advocate for the pivotal role of teachers in shaping students' motivation to learn

English. They argue that negative experiences with teachers can lead to decreased motivation among students. Conversely, maintaining a positive attitude and employing effective pedagogical methods can empower students to navigate the challenges of learning English and embrace the associated stress and difficulty. When teachers demonstrate positivity and utilize encouraging teaching approaches, students are motivated on a daily basis to actively engage in their English learning journey. This highlights the critical impact of teachers' attitudes and instructional strategies on fostering students' motivation and success in English language education. To address the issue of negative experiences with teachers and maintain a positive learning environment, Tang & Hu (2022) states that universities can facilitate sessions between students and teachers to foster mutual understanding and address any concerns. Additionally, based on his research university management should collect feedback on teachers' attitudes and methods. If a teacher receives consistent negative feedback, they should undergo training or be replaced. Similarly, Al Kaboody (2013) believes that teachers have a crucial role in motivating learners and fostering positive attitudes toward learning the target language. By guiding students to utilize practical strategies such as creating positive expectations, offering incentives, managing procrastination and boredom, and reducing distractions, language teachers can empower their students to enhance their self-motivation.

Meece and McColskey (1997) emphasized that the goal of any educational program should focus on creating a learning environment that nurtures and stimulates students' intrinsic interest in learning. This can be achieved through several key factors. Firstly, the quality of instructional activities plays a crucial role in engaging students and promoting active participation. Secondly, the quality of student assessment and teacher feedback is essential in providing meaningful guidance and support for student learning and growth. Additionally, the classroom climate must foster high expectations for all students, encourage student autonomy and choice, promote cooperation and teamwork over individual competition, demonstrate knowledge of each student's unique needs, and effectively manage classroom behavior and discipline. By prioritizing these aspects, educational programs can create a conducive and enriching learning environment that motivates and empowers students to excel. Hama (2022) conducted a study on university students' demotivation reasons and suggested that to tackle the demotivating factors identified, additional pedagogical measures can be implemented. Firstly, improvements in English classes should focus on creating a communicative environment and designing learning activities that

prioritize learning outcomes rather than solely exam preparation. Secondly, selecting classroom materials that align with students' needs, interests, and real-world relevance is essential. Lastly, continuous teacher training is crucial for enhancing instructional techniques. It is recommended that the Ministry of Higher Education and Scientific Research in KRI restart professional development training courses to support teachers in improving their skills and practices. These measures, combined with the previous strategies, aim to create a motivating and effective learning environment for students.

In summary, implementing remotivation strategies is crucial in education to reignite students' motivation and engagement. Basic strategies include creating a supportive environment, providing feedback and rewards, designing engaging activities, promoting autonomy, and continuous professional development for teachers. These strategies contribute to improving learning outcomes and fostering a positive learning experience.

2.9. Characteristics of Generation Z

To implement effective strategies tailored to middle school students, educators must first gain a comprehensive understanding of their unique characteristics and nuanced traits. This is especially crucial in today's educational landscape, where middle schoolers predominantly belong to Generation Z (Gen-Z). This generation, born in the era of rapid technological advancement and the emergence of the internet in 1995, is characterized by being digital natives, quick decision-makers, and highly connected individuals (Seemiller & Grace, 2017; Dauksevicuite, 2016). Therefore, educators need to delve into Gen-Z's distinct preferences, values, and digital fluency to develop strategies that resonate with and effectively engage these students in the learning process.

In today's fast-paced world, instructors must adapt their teaching skills to cater to the needs of upcoming generations, especially Generation Z (Gen-Z). With teaching experiences spanning from Boomers to Gen Z, educators understand the necessity of evolving with changing student profiles. It's evident that relying solely on decades-old teaching methods is no longer effective. To create an impactful learning environment, teachers must have a deep understanding of their students, teaching methods, and instructional materials. This knowledge is crucial as it empowers educators to tailor their approaches and content to meet the unique needs and preferences of Gen-Z students, particularly in the context of teaching

English where digital fluency, multimedia resources, and interactive learning methods are becoming increasingly vital.

Generation Z, as noted by Kingston (2014) and Carter (2018), is characterized by their innovation and passion, particularly in areas such as mobile applications and YouTube content creation. They excel in earning money through these digital platforms and possess a knack for various proficiencies. Moreover, according to Töröcsik et al. (2014), members of this cohort exhibit a tendency to question and critique everything around them. A study by Salleh et al. (2017) further reveals that Gen Z individuals openly express their criticism or disagreement frequently, sometimes without exercising proper judgment. This characteristic can lead to impatience, minor defiance, and a preference for immediate satisfaction.

An additional aspect of Generation Z highlighted by Bejtkovsky (2016) is their limited attention span, attributable to the constant exposure to vast amounts of information on the internet since childhood. This information overload shapes their ability to focus on any one thing for an extended period. Therefore, Töröcsik et al. (2014) further emphasize the importance of simplification and directness in crafting information or messages tailored to Gen Z. Combining these insights, the Innovation Survey conducted by Northeastern University highlights that Generation Z thrives in hands-on learning environments where they can promptly put their newly gained knowledge into practice in real-world scenarios (Seemiller & Grace, 2017). This preference for practical learning ties back to their innovative nature, as they seek tangible outcomes and solutions to the challenges they encounter.

According to Cilliers's (2017) study on university students' preferences in lessons, conducted through anonymous questionnaires, students expressed a desire for increased integration of technology in teaching and learning strategies. Cook (2015) also affirms that post-secondary students from Generation Z express a preference for the integration of technology and visual media within educational contexts. Shatto and Erwin (2016) further emphasized in their article that Generation Z, being highly technology-oriented and inclined towards self-directed learning, necessitates urgent adaptation from instructors. They were born into a digital world, and this pervasive digital presence, from education to romantic relationships, is inseparable from their lives (Fourhooks, 2015). Due to their immersion in a media-rich environment and constant connectivity, Generation Z has developed a proficiency for multitasking, as noted by Turner (2015), who highlights that their frequent use of technology and social media platforms fosters this ability to handle multiple tasks

simultaneously. As a result, incorporating video-based learning, intrapersonal learning strategies, online study materials, and mobile applications into educational practices becomes essential for meeting the needs of this generation (Seemiller & Grace, 2017; Cilliers, 2017).

Miller and Mills (2019) highlight the positive self-perceptions among Gen Z individuals, including traits like loyalty, care, progressiveness, accountability, and strong will. However, Çora (2019) paints a contrasting picture, describing them as impatient, bored, and self-centered, leading to a diminished sense of loyalty compared to previous generations. This dichotomy is further accentuated by their communication preferences. Szromek et al. (2019) note that Gen Z's primary mode of communication is through social media, where texting has surpassed online talking in popularity, as revealed by Hughes (2018). Despite their comfort with digital communication, active participation in class may pose challenges for Gen Z, as highlighted by Seemiller and Grace (2019). They may hesitate to speak up due to concerns about their reputation and a desire to avoid being labeled as slow learners. This hesitancy might stem from their individualistic tendencies which can sometimes result in a lack of strong communication skills (Igel & Urquart, 2012; Törocsik et al., 2014). Living in a technology-saturated environment, characterized by instant access to information and communication, can contribute to Gen Z's expectation of instant gratification and, in turn, lead to feelings of withdrawal or disengagement from society (Salleh et al., 2017; Turner, 2015). Moreover, this constant exposure to digital content and communication methods can make Gen Z more susceptible to feeling hurt or discouraged, underscoring the need for educators and society to understand and address these challenges (Seemiller & Grace, 2017). In summary, Gen Z's digital upbringing has shaped their perceptions, communication styles, and expectations, necessitating a nuanced approach in education and engagement strategies.

Building on the challenges and characteristics outlined earlier, addressing the educational needs of Generation Z requires a tailored approach. Northern and Petrelli (2017) advocate for customization not only in delivering materials but also in offering diverse versions of content. This aligns with the inclusive classrooms prevalent in many developed countries, where Gen Z students experience differentiated instruction and collaborative tasks that celebrate classroom diversity (Sparks & Honey, 2014). Within collaborative learning environments, activities revolve around students, encouraging self-accountability, consciousness, regard, and a recognition of diverse perspectives among Generation Z

(Kuran, 2020). However, various studies (Bejtkovský, 2016; Turner, 2015; Salleh et al., 2017) indicate that despite their individualistic nature, Gen Z may not always prefer to work in teams. While they are often lauded for their intelligence, self-direction, and information processing speed compared to previous generations, their inclination towards individual work may pose challenges in collaborative settings (Igel & Urquhart, 2012; Töröcsik et al., 2014). Therefore, integrating customized and diverse learning materials along with student-centered collaborative tasks can cater to the unique educational needs of Generation Z, fostering their growth, understanding, and engagement in the learning process.

Continuing from the previous discussion about tailoring education to Generation Z's needs, Seemiller and Grace (2019) emphasize that teachers today are tasked with a dynamic role in education and they note the shift towards guiding students through vast information rather than merely transferring knowledge. This necessitates the creation of student-centered curricula that align with Gen Z's preferences and integrate technology as a valuable educational tool (Network, 2019). Gen Z learners, known for their preference for visual learning, thrive in collaborative and interactive environments, as highlighted by Rothman (2016). However, teachers must also help them navigate information overload, as emphasized by Demir and Sönmez (2021). This requires a balance between utilizing technology effectively and providing guidance to ensure accurate synthesis of ideas.

To establish an effective learning environment, teachers need to think critically and creatively, considering new classroom designs, interactive technology, and outdoor teaching possibilities (Stern, 2014). Moreover, when teaching languages to Generation Z, it's essential to use methods that resonate with their preferences, such as incorporating social media, teamwork, computer programs, and project-based learning (Misiura, 2018). Zaitseva (2018) also suggests motivating Gen Z students through technology like Moodle, including games, role-playing, and a flexible curriculum with various learning materials to address distractions.

In conclusion, understanding the characteristics of Generation Z, such as their preference for visual learning, collaboration, and technology integration, is crucial in designing effective remotivation strategies for students. Educators should create student-centered, interactive learning experiences, incorporate technology, and guide students through information overload to align with Gen Z's preferences and foster an engaging, motivating environment.

CHAPTER III

METHODOLOGY

This chapter focuses on the research design, setting and participants, sampling technique, data collection tools, and data analysis.

3.1. Research Design

This study employed a mixed-method research design to thoroughly investigate the demotivation factors affecting middle school students. Quantitative data was collected via a questionnaire consisting of two parts: a 'Personal Information Form' and the 'Foreign Language Demotivation Scale (Acarol, 2020)'. This structured questionnaire allowed for the systematic gathering of demographic details alongside specific demotivation indicators. Simultaneously, qualitative data was gathered through semi-structured interviews with teachers to delve into the strategies employed to re-motivate students. The qualitative data collected from these interviews underwent content analysis, a systematic and replicable method for condensing voluminous text into concise content categories using explicit coding rules (Stemler, 2001). This analytical process facilitated the extraction of meaningful interpretations and insights, enabling the uncovering of underlying patterns, comprehension of relationships between concepts, and the generation of novel understandings or hypotheses regarding the phenomenon under examination, specifically the process of remotivation. This comprehensive methodological approach ensured a deep understanding of both the demotivation factors and the strategies used to address them, providing a holistic perspective on the research topic.

3.2. Setting and Participants

The study was conducted during the second term of the 2022-2023 academic year. For the quantitative part the participants included 632 middle school students from Ankara, İstanbul, Samsun, and Ağrı, encompassing both private and public schools in Türkiye. The questionnaire was distributed to students in the 5th, 6th, 7th, and 8th grades across private and primary schools in the country. The participants were categorized based on their grade levels, with 152 students in the fifth grade, 191 in the sixth grade, 176 in the seventh grade, and 113 in the eighth grade. To ensure a comprehensive representation, the questionnaire

was randomly distributed to all students within these grade levels. For a detailed breakdown of demographic information regarding student participation, please consult Table 1.

Table 1.

Demographic Distribution of the Students

Variables		Frequency	Percent
Age	10 Age	41	6,5
	11 Age	166	26,3
	12 Age	178	28,2
	13 Age	166	26,3
	14 Age	81	12,8
Gender	Female	341	54,0
	Male	291	46,0
Class	Fifth	152	24,1
	Sixth	191	30,2
	Seventh	176	27,8
	Eighth	113	17,9
City	Ankara	252	39,9
	Samsun	139	22,0
	İstanbul	145	22,9
	Erzurum	96	15,2
Learning Experience (Year)	1-3	87	13,8
	4-7	374	59,2
	8-11	147	23,3
	12-15	24	3,8
Academic Achievement	85-100	353	55,9
	70-84	145	22,9
	60-69	66	10,4
	50-59	42	6,6
	0-49	26	4,1
Parental Expectation	High	380	60,1
	Medium	219	34,7
	Low	33	5,2

As shown in the table the participants in this study range from 10 to 14 years old, with 6.5% aged 10, 26.3% aged 11, 28.2% aged 12, 26.3% aged 13, and 12.8% aged 14. The gender distribution among students showed that 54% were female and 46% were male, reflecting a relatively balanced representation.

In terms of educational levels, the participants were distributed across grades five through eight. Notably, 24.1% were in fifth grade, 30.2% were in sixth grade, 27.8% were in seventh grade, and 17.9% were in eighth grade. This distribution ensured a diverse and representative sample from middle school settings across various regions.

Geographically, the participants were also diverse, with 39.9% from Ankara, 22% from Samsun, 22.9% from İstanbul, and 15.2% from Erzurum. This geographical spread added richness to the study by capturing perspectives from different cultural and regional backgrounds.

Regarding their English learning experience, a wide range was observed among participants. Specifically, 13.8% had 1-3 years of English learning experience, 59.2% had 4-7 years, 23.3% had 8-11 years, and 3.8% had 12-15 years. This variation in experience levels provided valuable insights into the impact of cumulative learning experiences on language attitudes and proficiency.

Academic achievement among participants varied as well, with 55.9% scoring between 85-100, 22.9% between 70-84, 10.4% between 60-69, 6.6% between 50-59, and 4.1% scoring below 49. This range of academic performance levels offered a comprehensive view of the participants' scholastic abilities.

Furthermore, parental expectations regarding their children's English learning were categorized as high for 60.1%, medium for 34.7%, and low for 5.2%. This aspect highlighted the importance placed on English language acquisition by parents and its potential influence on students' motivation and engagement in language learning activities.

For the qualitative part of the study, interviews were conducted with 10 teachers who work in middle schools. These teachers were specifically selected from schools in Ankara, İstanbul, Erzurum, and Samsun, where students had participated in the quantitative part of the study. There were 4 teachers from Ankara, 2 from İstanbul, 2 from Erzurum, and 2 from Samsun, providing a diverse representation across different geographical locations. In addition, the teachers varied in grades, with 2 teaching 5th grade, 3 teaching 6th grade, 3 teaching 7th grade, and 2 teaching 8th grade. The interviews were arranged either face-to-face or via Zoom, based on each teacher's schedule and location convenience. This comprehensive approach allowed for a thorough exploration of demotivation factors in English language learning, while maintaining confidentiality and respecting the privacy of the participating schools and teachers.

3.3. Sampling

Sampling is a fundamental research technique used to select a subset of individuals from a larger population to gather data. This allows researchers to generalize findings from the sample to the entire population without needing to survey every individual. Doherty (1994) categorizes sampling into two main types: probability sampling and non-probability sampling.

Convenience sampling was employed in this study as part of a non-probability sampling strategy. Convenience sampling involves selecting participants based on their easy accessibility rather than using a random selection process. In the context of this study, the researcher leveraged her professional contacts and networks to gather data from different schools in Turkiye. This included reaching out to specific teachers who were likely to participate in the interviews, thus making the sampling process more convenient and feasible.

3.4. Data Collection Tools

Two main sources of data were utilized for this study: quantitative data and qualitative data. While collecting both data, participants were briefed about the research before data collection commenced, ensuring ethical standards and respect for their autonomy throughout the process. The researcher clearly communicated that participation in the study was entirely voluntary, emphasizing that the data collected would only be used for research purposes and with explicit consent from the individuals. Additionally, participants were informed about their right to withdraw from the study at any point and to request the research findings if they wished to do so.

The quantitative data were gathered through a questionnaire consisting of two parts. The first part included seven questions focusing on the demographics and school life characteristics of students. The second part comprised 35 items aimed at capturing demotivating factors using the Foreign Language Demotivation Scale (FLDS) developed by Acarol (2020). Qualitative data on the other hand were obtained via semi-structured interviews. These methods were chosen to comprehensively explore demotivation factors among language learners and find strategies to remotivate them. In-depth explanations of these research tools can be found in the following sections of the study.

3.4.1. Foreign language demotivation scale

The study utilized the Foreign Language Demotivation Scale (FLDS) by Acarol (2020) to investigate the factors that demotivate students in English lessons. This scale, rooted in the Attribution Theory of Motivation by Heider (1958) and further developed by Weiner (1972), delves into how individuals perceive the causes behind their successes and failures. Consequently, the scale aims to pinpoint sources of demotivation in foreign language learning, formed from individuals' own causal explanations for demotivation in this context.

The FLDS contains 35 items and is structured into five subdimensions: teaching methods (11 items), teaching material (8 items), teacher attitudes (6 items), failure experience (7 items), and negative attitudes (3 items). Participants rated these items on a five-point Likert scale ranging from strongly agree (5) to strongly disagree (1). The questionnaire was translated into Turkish to facilitate better understanding and ensure the reliability of responses.

The Cronbach's Alpha reliability coefficient of FLDS in the Acarol's study was found to be ,929 for the whole scale. The Cronbach Alpha reliability coefficient obtained in this research is ,900 (Tablo 2.1). These results indicate that the instrument and sub-scales are reliable.

The reliability of the Foreign Language Demotivation Scale (FLDS), as assessed by Cronbach's Alpha coefficient, is a crucial aspect of this research. The original study of Acarol (2020) initially reported a high-reliability coefficient of ,929 for the entire scale, indicating strong internal consistency. In the present research, it was obtained a Cronbach Alpha reliability coefficient of ,900 (Tablo 2.1), further affirming the reliability of the FLDS instrument and its sub-scales. The high reliability coefficients obtained for the Foreign Language Demotivation Scale (FLDS), as highlighted in Table 2, underscore its robustness and dependability in capturing demotivation factors among language learners. These results not only enhance the validity of our findings but also instill confidence in the instrument's ability to yield consistent and accurate results across diverse contexts and populations.

Table 2.

Reliability Analysis Results

Scale and Sub-Dimensions	Cronbach's Alpha	Item Number
FLDS Total	,900	35 Items
Teaching Methods	,769	11 Items
Teaching Material	,719	8 Items
Teacher Attitudes	,766	6 Items
Failure Experience	,818	7 Items
Negative Attitudes	,718	3 Items

3.4.2. Semi-structured interview

The qualitative part of the study involved semi-structured interviews to explore the techniques teachers use to address student demotivation. Semi-structured interviews offer a balance between guided conversation and open discussion, allowing for flexibility while maintaining focus on key topics. The interviews were guided by six open-ended questions that sought to understand teachers' perspectives on factors contributing to student demotivation, its impact on language learning, and strategies for re-engaging students. The interview questions were informed by previous research on demotivation factors and re-motivation processes (Farjami et al., 2018; Acarol, 2020; Kikuchi & Sakai, 2009; Wang & Littlewood, 2021; Unal & Yelken, 2016; Song & Kim, 2017). The interviews were conducted with 10 voluntary teachers in Turkish or English, based on their preferences, to help them feel comfortable expressing their opinions in their preferred language. Additionally, the questions were reviewed and validated by an expert in language learning to ensure their relevance and effectiveness. A consent form was provided to obtain permission from the teachers. Semi-structured interviews were conducted either face-to-face or via Zoom, chosen based on participants' locations and availability. The interviews were scheduled at times convenient for the teachers to ensure a comfortable and open dialogue.

After data collection, the interviews were transcribed and translated into English for analysis. The goal of this qualitative study was to gain insights directly from teachers, as they play a crucial role in monitoring and influencing student motivation. By gathering their experiences and observations, the study aimed to better understand the challenges and strategies associated with addressing student demotivation.

3.5. Data Analysis

Data for this study were collected using a combination of qualitative and quantitative methods. Quantitative data were gathered through the Acarol (2020) questionnaire (FLDS) to explore demotivation factors. The qualitative data collected were analyzed using the IBM SPSS 26 package program, enabling a comprehensive analysis of the data to draw meaningful conclusions from the study. The study included 632 students, and it was found that the data from the FLDS and its sub-dimensions demonstrated a normal distribution after examining Skewness and Kurtosis values. Following the criteria set by Hair et al. (2013) and Gürbüz and Şahin (2016), data with Skewness and Kurtosis values falling within the range of +1 to -1 are considered to exhibit a normal distribution. As a result, parametric analysis methods were utilized to test the hypotheses, taking into consideration the normal distribution of the data (see Table 3 for details).

Table 3.

Test of Normality

Scale and Sub-Dimensions	Skewness	Kurtosis
FLDS Total	,320	-,346
Teaching Methods	,290	-,289
Teaching Material	,504	-,070
Teacher Attitudes	,948	,944
Failure Experience	,390	-,741
Negative Attitudes	,345	-,772

The reliability of the FLDS and its sub-dimensions was assessed using Cronbach's alpha coefficient, indicating very high reliability. Following this, frequency analysis was conducted to understand the demographic and school-life characteristics of the students. Subsequently, a descriptive analysis provided general insights into the average scores of students across FLDS and its sub-dimensions. To further explore the data, independent sample t-tests, and ANOVA analysis were utilized to determine potential differences in FLDS and sub-dimension scores based on demographic and school life characteristics. The ANOVA analysis led to the application of the Tukey test, which helped identify significant differences between specific groups.

In crafting the research report, a significance level of $p < .05$ with a 95% confidence interval was utilized. This choice reflects a standard approach in statistical analysis, ensuring the reliability and robustness of the study's conclusions. By employing this standard significance level, the study aimed to minimize the risk of drawing erroneous conclusions and to enhance the validity of the statistical analyses conducted. This rigorous methodology not only strengthens the credibility of the study's results but also contributes to the broader scientific discourse by adhering to established statistical practices.

The qualitative data gathered from 10 EFL teachers underwent content analysis following Creswell's (2014) procedures. These teachers were the instructors of students who took part in the quantitative phase. The teachers engaged in semi-structured interviews either in-person or via Zoom, depending on their location. Subsequently, the researcher interpreted the data, identifying recurring themes based on frequency. These themes were then elaborated upon to elucidate strategies to remotivate students in English classes.

CHAPTER IV

FINDINGS

This chapter delves into the comprehensive analysis and outcomes derived from both quantitative and qualitative research. The first part outlines the findings from the FLDS (Factors Leading to Demotivation Scale) and clarifies the various factors that contribute to demotivation. Moreover, it investigates whether these factors are influenced by variables such as gender, age, city, academic performance, students' learning experiences, and parental expectations. The second part presents the outcomes of the qualitative research, which involved semi-structured interviews conducted with teachers. The primary objective was to discover strategies for remotivating students.

4.1. Findings of Quantitative Data

4.1.1. What are the factors contributing to the demotivation of middle school students?

This question aimed to identify the factors that cause demotivation among middle school students. A questionnaire was administered to students in four cities across grades 5th through 8th. The FLDS scale comprises five sub-dimensions: Teaching Methods, Teaching Material, Teacher Attitudes, Failure Experience, and Negative Attitudes. Students responded to 32 items related to these sub-dimensions using a 5-point Likert scale. Table 4 provides an overview of which subscale is most commonly experienced by middle school students.

Table 4.

Descriptive Findings of FLDS and Sub-Dimensions

Scale and Sub-Dimensions	$\bar{X} \pm Sd.$	Taken Min-Max.	Can be Taken Min-Max.
FLDS Total	2,42 ± 0,64	1,14 – 4,29	1,00 – 5,00
Teaching Methods	2,46 ± 0,70	1,00 – 4,73	1,00 – 5,00
Teaching Material	2,65 ± 0,80	1,00 – 5,00	1,00 – 5,00
Teacher Attitudes	1,90 ± 0,82	1,00 – 5,00	1,00 – 5,00
Failure Experience	2,51 ± 1,02	1,00 – 5,00	1,00 – 5,00
Negative Attitudes	2,55 ± 1,12	1,00 – 5,00	1,00 – 5,00

It is seen that the FLDS average score of the participants is 2,42 out of 5 ($\bar{X}\pm Sd$). While the FLDS score can vary between 1,00 and 5,00, the participants received a FLDS score between 1,14 and 4,29. The table indicates that Teaching Material (2,65) has the highest impact on middle school students' demotivation, followed by Negative Attitudes (2,55), Teaching methods (2,46), and Failure Experience (2,51). Notably, Teacher Attitudes (1,90) appear to have the lowest score that influences middle school demotivation based on the FLDS scores.

4.1.2. Do the factors differ according to gender?

The analysis results examining the differences in FLDS and its sub-dimensions scores based on students' gender are presented in Table 5.

Table 5.

FLDS and Sub-Dimension Scores by Gender of Students

Scale and Sub-Dimensions	Gender	n	Mean	SD	t-Test	p
FLDS Total	Female	341	2,44	0,63	0,700	,484
	Male	291	2,40	0,65		
Teaching Methods	Female	341	2,44	0,69	-0,575	,566
	Male	291	2,47	0,71		
Teaching Material	Female	341	2,64	0,80	-0,241	,810
	Male	291	2,66	0,80		
Teacher Attitudes	Female	341	1,89	0,79	-0,413	,680
	Male	291	1,92	0,85		
Failure Experience	Female	341	2,63	1,02	3,150	,002*
	Male	291	2,37	1,01		
Negative Attitudes	Female	341	2,56	1,09	0,363	,717
	Male	291	2,53	1,16		

***p<.05**

The analysis revealed no statistically significant differences in the average FLDS total scores based on students' age ($t=0.700$; $p>0.05$). Similarly, when examining the sub-dimensions, there were no statistically significant differences found in teaching methods scores ($t=-0.575$; $p>0.05$), teaching material scores ($t=-0.241$; $p>0.05$), or teacher attitudes scores ($t=-0.413$; $p>0.05$).

However, it was observed that the average failure experience scores varied significantly based on students' gender ($t=3.150$; $p<0.05$). Specifically, female students ($\bar{X}=2.63$) had a higher failure experience score compared to male students ($\bar{X}=2.37$). Additionally, no statistically significant differences were found in the average negative attitudes scores based on students' gender ($t=0.363$; $p>0.05$).

4.1.3. Do the factors differ according to grade?

The analysis results, testing the variations in FLDS and its sub-dimensions scores based on the students' grade level, are presented in Table 6.

Table 6.

FLDS and Sub-Dimension Scores by Grade

Scale and Sub-Dimensions	Class	n	Mean	SD	F Test	p	
FLDS Total	Fifth	152	2,30	0,62	3,499	,015*	*p<.05
	Sixth	191	2,45	0,64			
	Seventh	176	2,42	0,56			
	Eighth	113	2,55	0,73			
Teaching Methods	Fifth	152	2,29	0,68	4,391	,005*	
	Sixth	191	2,52	0,70			
	Seventh	176	2,45	0,65			
	Eighth	113	2,57	0,76			
Teaching Material	Fifth	152	2,48	0,74	5,882	,001*	
	Sixth	191	2,66	0,83			
	Seventh	176	2,64	0,69			
	Eighth	113	2,89	0,90			
Teacher Attitudes	Fifth	152	1,89	0,82	0,826	,480	
	Sixth	191	1,86	0,81			
	Seventh	176	1,89	0,71			
	Eighth	113	2,00	0,95			
Failure Experience	Fifth	152	2,39	1,01	1,066	,363	
	Sixth	191	2,54	1,02			
	Seventh	176	2,52	0,98			
	Eighth	113	2,60	1,11			
Negative Attitudes	Fifth	152	2,49	1,12	0,341	,796	
	Sixth	191	2,60	1,16			
	Seventh	176	2,52	1,04			
	Eighth	113	2,57	1,19			

The analysis revealed a statistically significant difference in the average FLDS total scores among students based on their grade ($F=3.499$; $p<0.05$). The Tukey test results

indicated that eighth-grade students ($\bar{X}=2.57$) obtained a higher FLDS total score compared to fifth-grade students ($\bar{X}=2.29$).

Upon examining the sub-dimensions, it was found that the average teaching methods scores among students significantly differed based on their grade ($F=4.391$; $p<0.05$). According to the results of the Tukey test, fifth-grade students ($\bar{X}=2.29$) had a lower teaching methods score compared to both sixth-grade students ($\bar{X}=2.52$) and eighth-grade students ($\bar{X}=2.57$). Based on the analysis, it's reasonable to infer that eighth-grade students experience higher levels of demotivation regarding teaching methods. This could be attributed to the fact that these students are preparing for high school exams in Turkiye, possibly leading to an emphasis on lecture-based lessons in their classes.

The analysis revealed a statistically significant difference in the average teaching material scores based on the students' grades ($F=5.882$; $p<0.05$). Similarly to teaching methods, eighth-grade students ($\bar{X}=2.89$) obtained a higher teaching material score compared to fifth-grade students ($\bar{X}=2.48$). This trend could potentially be attributed to the eighth graders' focus on preparing for high school exams, leading to a curriculum heavily centered on test-solving rather than incorporating engaging or enjoyable materials.

On the other hand, the analysis did not find any statistically significant differences in average scores for teacher attitudes ($F=0.826$; $p>0.05$), failure experience ($F=1.066$; $p>0.05$), or negative attitudes ($F=0.341$; $p>0.05$) based on students' grade. This indicates that teacher attitudes and students' experiences of failure and negative attitudes remain relatively consistent across different grade levels, highlighting potential areas for further exploration in understanding how these factors impact student motivation and academic outcomes.

4.1.4. Do the factors differ depending on the schools being in different cities in Turkiye?

The analysis results testing whether the FLDS and sub-dimensions scores differ according to the city of the students are shown in Table 7.

Table 7.

FLDS and Sub-Dimension Scores by City of Students

Scale and Sub-Dimensions	Class	n	Mean	SD	F Test	p
FLDS Total	Ankara	252	2,28	0,65	24,890	,001*
	Samsun	139	2,25	0,52		
	İstanbul	145	2,77	0,61		
	Erzurum	96	2,52	0,58		
Teaching Methods	Ankara	252	2,43	0,71	6,168	,001*
	Samsun	139	2,28	0,66		
	İstanbul	145	2,62	0,67		
	Erzurum	96	2,53	0,69		
Teaching Material	Ankara	252	2,36	0,73	36,018	,001*
	Samsun	139	2,54	0,67		
	İstanbul	145	3,12	0,78		
	Erzurum	96	2,87	0,78		
Teacher Attitudes	Ankara	252	1,88	0,83	23,959	,001*
	Samsun	139	1,53	0,49		
	İstanbul	145	2,31	0,91		
	Erzurum	96	1,89	0,72		
Failure Experience	Ankara	252	2,28	1,02	14,100	,001*
	Samsun	139	2,43	0,96		
	İstanbul	145	2,94	0,97		
	Erzurum	96	2,55	1,00		
Negative Attitudes	Ankara	252	2,36	1,15	9,271	,001*
	Samsun	139	2,39	1,09		
	İstanbul	145	2,90	1,03		
	Erzurum	96	2,73	1,09		

*p<.05

The analysis revealed a significant difference in the average FLDS total scores based on the city of students ($F=24.890$; $p<0.05$). The Tukey test results indicated that, except for the difference between Ankara and Samsun, the differences in scores between other cities were statistically significant. Istanbul had the highest mean score of 2.77, while Samsun had the lowest mean score of 2.25. This means that students from different cities generally showed varying levels of demotivation, with some cities significantly differing from each other in terms of demotivation levels according to the FLDS scores.

Upon analyzing the sub-dimensions, it was determined that significant differences exist in all the sub-dimensions based on students' city of residence. According to the Tukey test results, except for Ankara and Samsun, the differences in scores between other cities

were statistically significant, highlighting varying levels of demotivation or perceptions across different cities.

When looked deeper into the sub-dimensions significant differences were found in the average teaching method scores based on the city of students ($F=6.168$; $p<0.05$). Istanbul had the highest mean score of 2.62, and Samsun had the lowest mean score of 2.28.

Moreover, teaching material scores differed significantly based on city ($F=36.018$; $p<0.05$). Istanbul had the highest mean score of 3.12, while Ankara had the lowest mean score of 2.36.

Teacher attitudes scores also showed significant differences among cities ($F=23.959$; $p<0.05$). Istanbul had the highest mean score of 2.31, and Samsun had the lowest mean score of 1.53.

Additionally, failure experience scores varied significantly by city ($F=14.100$; $p<0.05$). The Tukey test results clearly indicate that students from Istanbul with an average mean score of 2.94 have a significantly greater experience of failure than students from other cities.

Similarly, negative attitudes scores differed significantly based on city ($F=9.271$; $p<0.05$). Istanbul had the highest mean score of 2.90, and Ankara had the lowest mean score of 2.36.

Upon analyzing the comprehensive scores, it's evident that Istanbul stands out with the highest scores across all sub-dimensions, signaling a higher level of demotivation compared to other cities. However, it's crucial to refrain from generalizing these results, as further research is needed to delve into the underlying causes contributing demotivation.

4.1.5. Do the factors differ according to academic achievement?

The analysis results testing whether the FLDS and sub-dimensions scores differ according to academic achievement are shown in Table 8.

Table 8.

FLDS and Sub-Dimension Scores by Academic Achievement of Students

Scale and Sub-Dimensions	Academic Achievement	n	Mean	SD	F Test	p
FLDS Total	85-100	353	2,20	0,58	32,643	,001*
	70-84	145	2,61	0,59		
	60-69	66	2,72	0,58		
	50-59	42	2,81	0,62		
	0-49	26	3,06	0,57		
Teaching Methods	85-100	353	2,29	0,67	13,101	,001*
	70-84	145	2,57	0,65		
	60-69	66	2,69	0,68		
	50-59	42	2,74	0,73		
	0-49	26	2,93	0,68		
Teaching Material	85-100	353	2,51	0,76	7,209	,001*
	70-84	145	2,76	0,80		
	60-69	66	2,84	0,81		
	50-59	42	2,90	0,81		
	0-49	26	3,06	0,90		
Teacher Attitudes	85-100	353	1,72	0,69	14,206	,001*
	70-84	145	2,08	0,91		
	60-69	66	1,94	0,78		
	50-59	42	2,41	0,95		
	0-49	26	2,48	0,94		
Failure Experience	85-100	353	2,11	0,89	44,094	,001*
	70-84	145	2,81	0,92		
	60-69	66	2,16	0,94		
	50-59	42	3,14	0,93		
	0-49	26	3,63	0,84		
Negative Attitudes	85-100	353	2,21	1,08	21,873	,001*
	70-84	145	2,89	1,05		
	60-69	66	3,05	0,94		
	50-59	42	2,86	1,00		
	0-49	26	3,42	1,14		

*p<.05

It was determined that the average FLDS total scores of the students show a statistically significant difference according to academic achievement of students ($F=32,643$; $p<,05$). According to the results of the Tukey test, students with 85-100 academic achievements ($\bar{x}=2,20$) have lower FLCAS total scores than students with other academic achievements.

As academic achievement increases, the FLDS total score decreases, indicating a reverse relationship between academic success and FLDS scores.

When the sub-dimensions are examined the analysis of teaching methods scores revealed a statistically significant difference ($F=13.101$; $p<0.05$) based on academic achievement levels. According to the Tukey test results, students with academic achievements ranging from 85 to 100 ($\bar{X}=2.29$) scored lower in teaching methods compared to their peers with different academic achievements. This suggests that as academic achievement increases, the average teaching score decreases.

Similarly, an examination of teaching material scores also demonstrated a statistically significant difference ($F=7.209$; $p<0.05$) correlated with students' academic achievements. The Tukey test showed that students with academic achievements falling within the 85-100 range ($\bar{X}=2.51$) had lower teaching material scores than students with other academic achievements. Again, this indicates as academic achievement increases the average teaching material score decreases.

The average teacher attitudes scores showed a statistically significant difference ($F=14.206$; $p<0.05$) based on academic achievement levels. Upon closer examination using the Tukey test, it became apparent that students with academic achievements in the 85-100 range ($\bar{X}=1.72$) had lower teacher attitudes scores compared to their peers with different academic achievements. This pattern suggests that as academic achievement increases, the teacher attitudes score decreases.

Additionally, the average failure experience scores exhibited a considerable difference ($F=44.094$; $p<0.05$) depending on students' academic achievements. The Tukey test indicated that students with academic achievements within the 85-100 range ($\bar{X}=2.11$) reported lower failure experience scores than students with other academic achievements. Again, this reflects that as academic achievement rises, the failure experience score tends to decrease.

Lastly, analysis of the average negative attitudes scores revealed a statistically significant difference ($F=21.873$; $p<0.05$) in relation to students' academic achievements. According to the Tukey test, it was observed that students with academic achievements in the 85-100 range ($\bar{X}=2.21$) had lower negative attitudes scores compared to students with other academic achievements. This finding underscores the inverse relationship between academic achievement and negative attitudes scores, indicating that as academic achievement increases, negative attitudes scores decrease.

Upon examining the comprehensive data on academic achievement, a discernible pattern emerges: students with higher academic achievement scores appear to be more motivated, while those with lower academic achievements tend to experience greater levels of demotivation.

4.1.6. Do the factors differ according to the learning experiences of students?

The analysis results testing whether the FLDS and sub-dimensions scores differ according to the learning experiences of students are shown in Table 9.

Table 9.

FLDS and Sub-Dimension Scores by Learning Experience of Students

Scale and Sub-Dimensions	Learning Experience	n	Mean	SD	F Test	p
FLDS Total	1-3 Years	87	2,53	0,61	3,522	,015*
	4-7 Years	374	2,45	0,66		
	8-11 Years	147	2,33	0,59		
	12-15 Years	24	2,16	0,57		
Teaching Methods	1-3 Years	87	2,42	0,75	0,620	,602
	4-7 Years	374	2,47	0,69		
	8-11 Years	147	2,46	0,68		
	12-15 Years	24	2,28	0,69		
Teaching Material	1-3 Years	87	2,69	0,71	3,097	,026*
	4-7 Years	374	2,70	0,82		
	8-11 Years	147	2,55	0,78		
	12-15 Years	24	2,29	0,72		
Teacher Attitudes	1-3 Years	87	1,91	0,87	0,084	,696
	4-7 Years	374	1,91	0,71		
	8-11 Years	147	1,88	0,82		
	12-15 Years	24	1,87	0,75		
Failure Experience	1-3 Years	87	2,91	0,95	8,522	,001*
	4-7 Years	374	2,53	1,04		
	8-11 Years	147	2,29	0,95		
	12-15 Years	24	2,08	1,01		
Negative Attitudes	1-3 Years	87	2,82	1,08	6,832	,001*
	4-7 Years	374	2,63	1,12		
	8-11 Years	147	2,25	1,11		
	12-15 Years	24	2,17	0,93		

*p<.05

The analysis revealed a statistically significant difference in the average FLDS total scores among students based on their learning experience (F=3.522; p<0.05). According to the results of the Tukey test, it is seen that 1-3 years experienced students ($\bar{X}=2,53$) have a

higher FLDS total score than 12-15 years experienced students ($\bar{X}=2,16$). The results indicate that as students gain more experience, there is a noticeable decrease in their FLDS total scores.

When the sub-dimensions are analyzed, it's seen that the average teaching methods scores of the students do not exhibit a statistically significant difference based on their learning experience ($F=0.826$; $p>0.05$). However, a distinct pattern emerges in the average teaching material scores, showcasing a statistically significant difference ($F=3.097$; $p<0.05$) across varying levels of student experience. The Tukey test results unveil that students with 12-15 years of experience ($\bar{X}=2.29$) score lower in teaching material compared to those with 1-3 years of experience ($\bar{X}=2.69$) and 4-7 years of experience ($\bar{X}=2.70$). This indicates that as experience increases, teaching material scores tend to decrease.

Moving on, when examining the average teacher attitudes scores, no statistically significant difference is observed concerning student learning experience ($F=0.084$; $p>0.05$). Conversely, the average failure experience scores exhibit a notable difference ($F=8.522$; $p<0.05$) based on the learning experience of students. According to the Tukey test, students with 1-3 years of experience ($\bar{X}=2.91$) report higher failure experience scores compared to others. This suggests that as experience increases, failure experience scores tend to decrease.

Furthermore, the average negative attitudes scores show another statistically significant difference based on learning experience ($F=6.832$; $p<0.05$). The Tukey test reveals that students with 8-11 years of experience ($\bar{X}=2.25$) score higher in negative compared to those with 1-3 years of experience ($\bar{X}=2.82$) and 4-7 years of experience ($\bar{X}=2.63$). As experience increases, there is a tendency for negative attitude scores to decrease.

4.2. Findings of Qualitative Data

This part involves the analysis of semi-structures interviews conducted with 10 EFL teachers to uncover their strategies to remotivate students. The answers provided by teachers were transcribed and coded using content analysis. The results attained from the teachers are shown below.

Question 1: How would you describe your students' attitudes toward English lessons?

Question 1 aims to understand students' levels of engagement, interest, and motivation in English classes as observed by their teachers. This question helps identify whether students are enthusiastic, disinterested, or struggling in lessons, and sheds light on challenges they may face in learning English.

Table 10.

The attitudes of students toward English lessons

Codes	Frequency
Curious/Eager/Interested	6
Creative	2
Prejudice	2
Not interested	3

The table reveals both positive and negative attitudes toward English lessons among students, as described by teachers. Teachers attribute these varying attitudes to students' different personalities and proficiency levels, suggesting that students' engagement can change depending on various factors. The Curious/Eager/Interested category, which combines three responses, has a frequency of 6, indicating that students generally demonstrate enthusiasm and openness to engagement. This suggests that students who display curiosity, eagerness, and interest may be expressing similar positive attitudes toward English lessons. On the other hand, the Not Interested and Prejudice categories show frequencies of 3 and 2, respectively, representing groups of students who lack interest in English lessons or hold negative biases against learning English. Despite these negative attitudes, the overall trend suggests a range of attitudes toward English lessons among students, with a majority showing positive engagement, while others may need additional support to overcome disinterest or prejudice.

Teacher 1: *“Usually students attitudes vary so much, and it depends on many factors. The factors are students’ experience, their personal interest, their attitude, their relationship with the teacher whether they like it or they are afraid of the teacher because you know it might happen, and in general, I find young learners as curious.”*

Teacher 3: ‘*So I would say usually if students are good at English they are prone to like English lessons but if they feel that they have some missing points or if they have a prejudice against English, they are usually demotivated or they are usually not very interested in the lesson.*’

Teacher 8: ‘*Some of my students are really eager to learn English. They are really motivated, but some of them are not interested in, because because they are not aware of the importance of English in their lives.*’

Question 2: Have you ever experienced a time when your students felt demotivated? If yes, what kinds of behavioral changes do you observe when students are demotivated?

This question aims to understand teachers' observations and experiences related to student demotivation. All responses indicated that teachers have indeed experienced demotivation in the classroom, which is a common occurrence in the language learning process. The question also seeks to identify specific behavioral changes such as withdrawal, inattention, disruptive behavior, or avoidance that teachers observe in students when they become demotivated in lessons. By exploring teachers' perspectives, this question sheds light on how demotivation affects the classroom environment and learning process, providing valuable information for developing targeted interventions to enhance student motivation and engagement.

Table 11.

Behavioral actions of demotivated students

Codes	Frequency
Disruptive	6
Avoidance	3
Withdrawal and Silence	4
Lack of focus	5

There were various answers and examples from the teachers, but they were coded under four titles. **Disruptive behavior(f=6)** captures students who stand up and talk with each other, disrupting the class and affecting the learning environment. **Avoidance behavior (f=3)** encompasses students who seek ways to escape the lesson, such as asking to go to the

bathroom or trying to distance themselves from the lesson. This code also includes students avoiding eye contact and raising their hands, indicating a reluctance to engage in classroom activities and escape from the teacher. **Withdrawal and Silence (f=4)** capture students who withdraw and become silent when they are demotivated. They may stop participating in class discussions or activities and become noticeably quiet. **Lack of focus (f=5)** refers to students who lose their attention and become distracted during the lesson. This can manifest in various ways, such as falling asleep, drawing, or becoming involved in unrelated activities that take them off track.

Teacher 3: *‘The younger children when they’re demotivated, they usually get distracted or they start to draw something or they deal with another lesson topic, they solve questions on other lesson topics, or they just start talking to their friends’*

Teacher 4: *‘In general, they tend not to engage in the activities in the classroom and they speak more than ever their attention span gets shorter in the lesson and they feel more like they can't do whatever we are doing at that moment.’*

Teacher 6: *‘If the student is naturally passive, they prefer to remain silent and not write anything in their notebook or book. If they are generally active and energetic, then they tend to disrupt the class by talking too much and being distracted by what's happening around them.’*

Teacher 8: *‘When students are demotivated, I observe that they bury themselves in a big silence. They behave just like they are not in the classroom, and we don't see them and they don't see us. They behave like that, and they start. So they get lost.’*

Teacher 10: *‘They start to just stand up and try to talk with each other, and they were not listening at all, I can say. And they were sleeping. They were just trying to go to the bin to throw some trash, or they were trying to get some permission to go to the restroom. They were basically trying to escape.’*

Some teachers also stated some ideas and strategies to overcome such behaviors during the interview. One effective approach they emphasized is forming mixed-ability groups to encourage collaboration and inclusive participation across different skill levels.

Another strategy they stated was to capture students' attention at the start of the lesson and create a comfortable learning environment by pairing them with peers they trust. Additionally, teachers emphasize the importance of early intervention and one-on-one engagement to prevent demotivation from spreading and negatively impacting the entire class. By using personalized and inclusive methods, teachers can maintain students' motivation and active participation throughout the school year. Fostering a supportive classroom environment encourages open communication and proactive addressing of behavioral issues, further helping to keep students engaged and motivated.

Teacher 1: *‘I experienced a situation when the students with the better English level don't want to participate in some group activities with the students who have worse English level, so in this case, I usually apply you know group activities and I insist on having mixed students in the groups.’*

Teacher 4: *‘Generally I try to just touch my students at the beginning to get their attention, attract their attention to the lesson back, and if it doesn't work, I try to just give a chance to them to speak to engage and I make them partners with their best friends or someone with someone they feel relaxed and comfortable.’*

Teacher 7: *‘So catching demotivated students is very important because if we can't prevent this, the entire class's motivation begins to decline. I think it's necessary to engage one-on-one with such students; otherwise, we can't catch up with them by the end of the year.’*

Question 3: In which classroom activities (reading, writing, listening, speaking) do you think middle school students get demotivated the most?

This question aims to identify which specific classroom activities middle school students find most challenging or uninteresting. By pinpointing these areas, educators can understand the specific aspects of learning that contribute to students' demotivation. This insight can help teachers adjust their teaching methods and materials to better engage students and improve their overall learning experience.

Table 12.

Activities leading to demotivation

Codes	Frequency
Reading activities	7
Listening activities	1
Writing activities	7

According to the teacher interviews, nearly all the teachers identified reading and writing as the most challenging activities that demotivate students during lessons. Teachers cited the need for students to remain passive and focused for extended periods as a source of boredom. Additionally, the requirement for students to take on personal responsibility and work independently, particularly in writing, can be difficult for Generation Z students who are used to quick and easy access to information through technology. Furthermore, teachers mentioned that the fear of making mistakes during writing tasks also contributes to demotivation, as students may hesitate to engage fully or express themselves freely. In reading and writing activities, students often become passive and bored due to the time and attention required. When it comes to listening activities, only one teacher highlighted it as another source of demotivation because these tasks require sustained attention, leading to students losing focus due to their shorter attention spans. Lastly, in the question, speaking was also provided as an option but none of the teachers identified it as a source of demotivation for students. Instead, teachers noted that speaking is the area where students can freely express their ideas, interact with their peers, and be more active in the classroom. This engagement likely helps to maintain their motivation and interest in the lesson.

Teacher 3: *“If there are students that feel confident in their English speaking skills then speaking lessons are the most fruitful and most fun lessons.”*

Teacher 4: *“Generally in reading and writing because these are harder than the others. They have to focus more they have to do more they cannot just circle the answers. That's why they have to just take their own responsibility and focus and do something on their own. that's why it's a little bit harder than the other so reading and writing I may say.”*

Teacher 6: *“Their attention span has really shortened. In the past, people would read pages of books, but now they can barely read 1-2 pages. That's why, particularly in*

reading and listening activities in the classroom, which require more time and focus than other activities, I think students are really more demotivated. They see these as unnecessary, don't want to do them, and I constantly observe them being interested in other things.’’

Teacher 7: *"So, in the last 4-5 years, I think the children are very demotivated when it comes to reading because they don't want to read long texts. This might be the impact of technology because now that children have easy access to everything and can easily gather information, they don't want to put in a lot of effort for something, so I struggle most with reading. Similarly, they are very demotivated about writing because it's not something they do willingly. Compared to 4-5 years ago, they're far behind in this aspect as well. I think this is again due to the impact of technology because children no longer enjoy activities that strain their brains."*

Teacher 10: *‘‘Reading and writing, but especially writing I can say because they do not like to sit and write about some given task because they think that they're gonna make some mistakes during the writing and they do not like those kinds of stuff.’’*

Question 3.1: What strategies do you use to help students stay motivated during these activities?

This question aims to uncover how an educator keeps students engaged and enthusiastic in the different classroom activities. Understanding these strategies is crucial because student motivation is a key factor in academic success, participation, and overall learning outcomes. Motivated students are more likely to engage with the material, persist in challenging tasks, and achieve better results. The question also sheds light on the educator's ability to adapt lessons to meet diverse student needs and foster a positive, interactive learning environment.

Table 13.

Strategies for overcoming demotivating activities

Codes	Frequency
Applying Reading Strategies	3
Structured Writing	6
Group and Pair Work	2

Real Life Integration	2
Integrating Speaking	3

Teachers employed various strategies to address student demotivation during reading, writing, and listening activities. These strategies were collected under 5 titles. **Applying Reading Strategies (f=3)** refers to the use of specific techniques and approaches to improve students' reading comprehension and engagement. These strategies might include breaking down the text into smaller sections, asking questions after each paragraph, or using prediction and scanning techniques. Teachers noted that they use these strategies primarily to engage all students and foster active participation during reading activities. **Structured Writing (f= 6)** refers to providing students with clear guidance and support throughout the writing process. This approach includes step-by-step instructions, templates, examples, and constructive feedback to help students enhance their writing skills, streamline the process, and identify their strengths and weaknesses. **Group and Pair Work (f= 2)** refers to the use of collaborative learning techniques, such as group work and pair work, to engage students in activities and prevent them from getting bored during reading and writing activities. Teachers stated that by working together, students can learn from one another and stay motivated. **Real Life Integration (f=2)** includes incorporating real-life contexts and materials into classroom activities, such as using everyday situations and songs in listening exercises or providing materials that students find enjoyable and relatable. **Integrating speaking (f=3)** refers to the practice of including speaking tasks alongside other activities, such as reading or writing. For example, speaking tasks might be assigned after reading activities to facilitate discussion and interaction among students.

Teacher 1: *“Reading keeps students silent while one person is active so that activity should be done in a different way. I mean to make them follow the text is so difficult so that's why I prefer if students do some pre-reading activity like just guess what the text is about than scan the text before you read it, try to find information or just what do you think is the best title, give them some extra activities to make them read, all of them, then I can attract everyone to reading.”*

Teacher 4: *“In reading lessons I try to make my lessons more engaging. I prefer group and pair works more than ever. I try to teach them the strategies how to read a text better and how to analyze a text better. Apart from that right after the reading activities your*

lesson has to follow with a speaking task because if you give a speaking task at the end they have to come together with their friends so they think like they're not doing something about the lesson but they're with their friends so it helps. In writing lessons I give an example, I teach them how to write step-by-step, I give them examples, I ask questions, I let them personalize the subject and I simplify whatever we are doing whatever we are writing.''

Teacher 6: *'My solution is for reading, I constantly have students read paragraphs. Instead of reading an entire text at once, I have them read paragraph by paragraph and immediately ask questions after each one. This way, instead of waiting for 10-15 minutes for the text to finish, they are exposed to activities at intervals of two to three minutes, keeping them more engaged. For listening activities, as I mentioned, I try to support them with real classroom situations, songs, and materials from everyday life that they enjoy. In writing activities, I give them prepared templates. I tell them they need to change some things according to their preferences from these templates. This way, I observed that they are more motivated.''*

Teacher 7: *'Well, this may not be very realistic within the curriculum, but when things align with real life, they can become more motivated. When there are topics that align with real life, that interest them, and that they can talk about and develop further, they become more engaged and motivated. We try to choose these types of content. Especially when we ask them about their own experiences on a topic and have a conversation, their motivation increases. In other words, I observe that when a psychological connection is established with the students, their motivation increases.''*

Teacher 10: *'Generally, I try to invite students into speaking sessions while, while they are writing, for example, we try to have some guided writing sessions, and then I make them stop and I ask some questions at the same time, it becomes some kind of a speaking activity, too. Otherwise, they do not, you know, just sit and write about the issues. When they speak, they feel like, okay, they are into it.''*

Question 4: How does demotivation create barriers in learning English?

This question aims to gather insights from teachers about the specific challenges and obstacles students face due to demotivation in the context of learning English. The goal is to

understand the various ways in which a lack of motivation hinders students' progress and performance in learning English. By exploring teachers' experiences and observations, the interviews seek to identify patterns, root causes, and potential solutions for addressing demotivation in the classroom.

Table 14.

Barriers of Demotivation

Codes	Frequency
Psychologic Barrier	4
Passive Learning	3
Learning Disruption	6

All teachers agreed that demotivation is the most significant barrier to language learning. They all pointed out how demotivation disrupts the language learning process and impacts students psychologically. As a result, all the themes in the table are interconnected and stem from demotivation. Firstly, **Psychologic Barrier (f = 4)** encompasses the emotional and psychological obstacles that demotivation creates in learning English. It includes feelings of discouragement, lack of confidence, anxiety, or perceived inability to succeed. These barriers can prevent students from fully engaging with the language learning process. **Passive Learning (f=3)** refers to a lack of active engagement in learning due to demotivation. Students may become passive learners, exhibiting behaviors such as limited participation, lack of initiative, and minimal interaction with the material or teacher. This can hinder their progress and comprehension. Lastly, **Learning Disruption (f = 6)** was the most common response. It involves the process where learning stops or slows down, encompassing disruptions in focus, attention, and understanding. This leads to challenges in absorbing new information and effectively completing tasks.

Teacher 2: “ *The most famous sentence is I can't understand, I can't do anything. So we can just give them some clear and simple instructions because in middle school most of the students, if they get demotivated, they have difficulty in understanding the instructions and they're just, you know, looking around with you know, eyes no meaning. So we can give them clear and simple instructions maybe, we can break a task into simple and smaller parts so they can understand easily.* ”

Teacher 4: *‘‘If it lasts so long it definitely creates a barriers in learning English because there's a feeling like they believe that they cannot manage that, they cannot cope with that anymore so if you feel sad all the time so you cannot just feel the happiness inside this is the same thing I think it happens to some of my student too.’’*

Teacher 5: *‘‘So of course, it stops everything. It ends up with being a passive student they don't want to read it they don't want to do anything so it stops learning English I think.’’*

Teacher 7: *‘‘Demotivation presents many obstacles because it's something we observe often. When students place a psychological barrier between themselves and English, they're already putting up a block from the start. They think, 'I can never learn this, I can never reach this level.' They compare themselves too much with their peers. I always tell my students to compare themselves to themselves. Think about where you started and where you are now, because learning English isn't something that can happen instantly. Here, we liken it to an olive tree—it may take years to reach a certain point. But to reach that quota, you always need to put in effort, so of course, demotivation is a significant obstacle, but it's not an insurmountable one.’’*

Teacher 10: *‘‘Yeah, definitely. First of all, they do not want to attend those classes. They feel like they closed all of their perceptions about that lesson. They do not want to listen. They do not want to do any given tasks. They do not want to complete anything. So they just basically ignore the lesson, ignore the teacher, and, you know, it creates a barrier, of course.’’*

Question 5: What kind of techniques/methods do you apply to prevent students from being demotivated during the lesson? Can you explain in terms of; a) classroom environment, b) teaching materials, c) attitudes of teachers, d) teaching methods and process.

This question seeks to gain insight from teachers about the specific strategies they use to keep students motivated during lessons. It explores how teachers manage the classroom environment, including the physical and social aspects, to maintain engagement. It also looks at the types of teaching materials teachers use, such as textbooks, multimedia, and technology, to capture students' interest. Additionally, it examines how teachers'

attitudes, including their enthusiasm and approachability, impact students' motivation. Finally, the question aims to understand the specific teaching methods and processes teachers use to sustain students' motivation throughout the lesson.

Question 5.1: What techniques do you use to prevent students from being demotivated in terms of the classroom environment?

Table 15.

Strategies for Classroom Environment

Codes	Frequency
Seating Arrangement	6
Clear Classroom Rules	4
Decorative Classroom	2

As seen from the table the most frequent answer was **Seating Arrangement (f=6)** which teachers emphasized is important in managing the class and leading the classroom activities. Teachers stated different arrangements, such as U-shaped, pair seating, or groups, depending on the lesson's objectives and the class dynamics. Effective seating arrangements can foster collaboration, facilitate classroom management, and enhance student engagement and participation. Another frequent answer was **Clear Classroom Rules (f=4)** which encompasses the establishment and communication of clear, consistent rules and expectations for classroom behavior and academic conduct. By setting clear guidelines, teachers help create a structured and disciplined environment where students know what is expected of them. This can contribute to a more focused and productive learning experience. Lastly, some teachers mentioned **Decorative Classroom (f=2)** which contains the usage of visual elements such as posters, student craft work, or themed decorations to enhance the classroom environment. These decorative touches can make the classroom more inviting and stimulating for students, sparking their interest and helping them feel more connected to the learning space. In addition to the strategies listed in the table, teachers also emphasized the importance of fostering a positive atmosphere, incorporating outdoor learning, and practicing classroom adaptability to prevent student demotivation. Although these answers were not frequent enough to be included in the table, they still provide valuable insights into

effective teaching practices and the various approaches teachers use to maintain student motivation during lessons.

Teacher 1: *“If they work on a project or if they work in groups, they can change their seats. I think that the classroom environment is based mostly on how student knows the classroom rules first because you know it gives you the base when you come to the classroom they're ready or they're not ready it depends on the rules then they should have their responsibilities.”*

Teacher 4: *“Changing, managing the seats is a nice option actually. I do that or I sometimes use posters and some student craft work around. I sometimes take them out of the classroom it also helps too because they are just like between indoors whatever you do if you don't change the place it doesn't help.”*

Teacher 8: *“I always try to get a kind of friendly classroom environment, but with the barriers, of course, with the lines, red lines between teacher and student. But I try to set a friendly atmosphere and I always tell them mistakes are acceptable, always acceptable in the classroom, and we never judge each other. I try to impose those things, those rules to my classrooms and teaching.”*

Question 5.2: What kind of teaching materials do you use to prevent demotivation?

The question seeks to understand how different types of teaching materials, such as multimedia resources, real-life examples, visual aids, interactive technology, and other innovative instructional materials, can enhance the learning experience and sustain student interest. By examining the materials teachers choose and how they use them, the interview provides insight into effective strategies for preventing demotivation and fostering a positive learning environment.

Table 16.

Teaching Materials for Motivation

Codes	Frequency
Visual Supplements	4
Integrating Technology	3

Teachers emphasized the importance of teaching materials in students' motivational process. They stated **Visual Supplements (f=4)** as the most frequent material used to enhance students' interest and motivation. This code includes the use of visual aids such as images, PPTs, videos, and other multimedia resources to enhance students' understanding and engagement with the lesson. Visual supplements can help students better comprehend complex concepts, provide context, and maintain interest in the material. Teachers mentioned that **Integrating Technology (f=3)** is an effective way to engage students in the lesson, especially Generation Z students who thrive in digital environments. They highlighted that utilizing technology helps connect with students through their preferred learning methods, leading to improved comprehension and sustained interest. This code includes the use of digital tools such as interactive whiteboards, online resources, and multimedia presentations. Technology can make lessons more engaging, interactive, and accessible for students.

Games (f=3) were also another material that teachers stated to enhance motivation. It encompasses the use of games and playful activities as teaching materials. These may include language games, quizzes, puzzles, and other interactive activities designed to make learning fun and enjoyable. Games can help students retain information, practice language skills, and stay motivated during the lesson.

Teacher 1: *“Young learners like to look at some visual supplement so it's a must for my lesson. I usually provide my lesson with PPT plus some videos of course cartoon-like videos otherwise because you know scientific information is going to be more difficult than cartoon-like videos.”*

Teacher 2: *“There are some web two tools, as you know. I love just including them in my lessons because technology is in our lives every single day and students are really into it, so including it in our lessons is a good idea for this stage group.”*

Teacher 3: *“When you try to engage them in a game and you bring game related teaching materials usually they get more motivated because although it is still about the lesson topic, just them knowing that they're not going to sit and listen but they are going to participate in an activity makes them more motivated I think.”*

Teacher 5: *‘‘We use technology and also sometimes games, general knowledge questions, brain teasers, puzzles and also riddles so it makes them enthusiastic about the lesson.’’*

Teacher 7: *‘‘Especially at the 5th and 6th-grade levels, they still need visuals. If visuals decrease, they lose interest in this area. I think digital teaching materials are becoming part of our lives and should be included because children are already intertwined with technology; they are considered digital natives. Therefore, digital activities capture their interest more. I think these need to be incorporated into teaching and the classroom more because I believe that when technology is used in moderation, it has a positive impact on learning.’’*

Question 5.3: Do you think attitudes of teachers affect the demotivation process? How?

This question aims to understand the impact that a teacher's attitude, approach, and behavior have on students' motivation levels during the learning process. By asking teachers about this, the interview seeks to uncover specific ways in which teachers' attitudes can either foster motivation or contribute to demotivation in students. The question explores how aspects such as the teacher's enthusiasm, supportiveness, fairness, and ability to create a positive classroom environment can influence students' engagement, interest, and success in learning. Ultimately, the question seeks to identify effective teaching strategies and practices that promote student motivation and learning.

Table 17.

Teacher Attitudes and Motivation

Codes	Frequency
Positive Attitude and Support	7
Teacher Enthusiasm	2
Setting Rules	3

All the teachers interviewed agreed that teacher attitudes play a significant role in influencing student motivation. Positive attitudes from teachers can boost motivation, while negative attitudes may lead to demotivation. Teachers interviewed aim to maintain a positive

and supportive approach to prevent student demotivation. Upon analyzing and coding the responses, three key themes emerged related to teacher attitudes and motivation. **Positive Attitude and Support (f=7)** which has the highest frequency involves teachers demonstrating an encouraging and supportive demeanor towards students. This includes being approachable, showing love to their students, building trust, pushing them to be autonomous learners and offering assistance to help students navigate challenges. Teachers who keep a positive attitude create a safe space where students feel comfortable speaking up and asking for help, which can help prevent demotivation. **Teacher Enthusiasm (f=2)** refers to the teacher's energy, motivation, and passion for teaching. When teachers approach lessons with enthusiasm, it can be contagious and inspire students to engage more actively. Enthusiastic teachers often create an engaging and lively classroom atmosphere that encourages participation and interest in learning. Lastly, **Setting Rules (f=3)** includes the establishment of clear classroom rules and expectations at the beginning of the course or academic year. Teachers said that by providing structure and consistency, they create a stable classroom where students know what is expected of them. This helps avoid disruptions and keeps a positive environment for learning.

Teacher 2: *‘It’s a must actually at the beginning of every single year we should set the rules together in the class with students and as a teacher. And then we should always remember that we are like a role model in the class. So as I told you before, I think we should help them. Help them in terms of social and emotional skills. Our role is not only teaching in the class, we should also be a role model, we should also be a promoter in the class for the students. In this way, if we ensure that we know them well, we know their strengths, weaknesses.’*

Teacher 3: *‘One thing I realize is when you feel sad and down or that thing is not going well for you the students are more demotivated because they sense that you are not very eager to teach and they get demotivated as well but if you go into the classroom with high energy and you make them feel that you want to be in that lesson and you want to teach that lesson they usually are more motivated because you have more capacity to talk to them, to engage them when they’re distracted but if that day is not going well for you and you are less energetic this affects the motivation of the students as well so I think the attitudes of teacher are very important in the motivation of students.’*

Teacher 4: *‘Always positive to be honest even if it's a problematic student it doesn't matter. I always approach positively to my students that's number one rule and the second one I try to create a fair and free environment. You have to give them a chance to get their own responsibility, take the control over their own learning so it helps them and they feel like they're doing something it's not the teacher who is just ruling the classroom all the time and you have to give them a chance to participate in every single step of the lesson of course it's not like you're giving everything to them it's not like that but still they have to feel like they have a word to say and teacher will listen to them.’*

Teacher 6: *‘From my years of experience in language education, I've learned that at first, students need to like and trust the teacher. This is definitely much more important in English than in other subjects. If the students truly like the teacher and trust them, even if they don't listen to the lesson, they at least try not to make noise, which helps motivate them once they realize they're learning something.’*

Question 5.4: Do you use any specific teaching methods or techniques to keep students motivated and engaged during lessons?

This question aims to discover the specific strategies and methods that teachers use to keep students motivated and engaged during lessons. It seeks to understand the approaches that teachers find most effective in maintaining students' interest and enthusiasm for learning. By exploring these techniques, the interview can reveal insights into successful teaching practices that help prevent demotivation and enhance the learning experience.

Table 18.

Motivation Strategies and Teaching Methods

Codes	Frequency
Teaching Approaches	4
Real-Life Applications	2
Student-Centered Learning	3

This question was challenging to analyze because teachers provided a variety of diverse answers, making it difficult to categorize their responses into specific techniques or methods. Some teachers either couldn't recall specific teaching approaches or provided too

general answers for the question. Therefore, all diverse methods were grouped under the broader theme of **Teaching Approaches (f=4)**, including Total Physical Response (TPR), which combines language learning with physical movement; game-based learning, which uses interactive games to engage students and reinforce learning; the Presentation, Practice, Production (PPP) technique, which structures lessons from introducing new content to practicing and applying it; and using language codes to capture students' interest and improve comprehension. Responses related to **Real-life Applications (f=2)** involve using authentic materials, real-life topics, and giving students a sense of purpose for learning English. By connecting lessons to real-world contexts and students' personal experiences, teachers stated that they aim to increase motivation and relevance. Lastly, **Student-centered Learning (f=3)** involved all answers related to student engagement like group work, encouraging active participation, and allowing students to take control of their learning. By involving students in the learning process and making them feel valued, teachers strive to foster a positive and interactive classroom environment.

Teacher 2: *“I think the important thing here is we should help them to have a sense of purpose and meaning. Why are we learning this and how should I use it in my real life, if we give them a real meaning and purpose then they can maybe believe in themselves in a better way.”*

Teacher 3: *“When you engage students in the lesson and give them a sense of power in the classroom, it motivates them. Instead of being the only authority, you make decisions together, so they feel involved. In the past, teachers were the sole authority in the classroom, and students were expected to just listen passively. Now, the education system has changed, and teachers let students be more active and share authority. This makes students more motivated because they have a say in decision-making.”*

Teacher 5: *“We generally use all the skills that they need like pre while and post stages. We use these processes all the time in each skill of the language. So for the pre part of our lessons we generally ask some mind puzzling questions to take their attention. In while teaching, they learn with the group, so I'm trying to make them groups and for the post part we generally finish with a game because they are used to them and they want to play games all the time.”*

Teacher 6: *‘Initially, I try to prioritize the activities that students find more important. Unfortunately, there is a mistaken approach in Turkiye with an education system that focuses too much on grammar and vocabulary, and I've noticed that when we conduct grammar and vocabulary activities, students become more engaged in the lesson. To break this pattern, I continuously bring in authentic materials and speaking activities based on real-life situations. For example, I try to incorporate content from places like YouTube that capture students' attention. I manage the process this way.’*

Teacher 10: *‘Generally TPR, I can say, because it just makes the students feel much more active in the class. And I think when they move, especially if you're talking about middle school students, I know they feel much more energetic and they are doing some moves. I don't know, when they move around, let's say they feel mostly involved in the class.’*

Question 6: What methods do you use to remotivate a student who has already been demotivated in class?

This interview question aims to find out the techniques and strategies teachers use to re-engage and remotivate students who have become demotivated early in the school year. It seeks to understand how teachers identify and address the root causes of demotivation, and what specific methods they employ to bring students back on track, helping them regain interest and enthusiasm for learning.

Table 19.

Remotivation Strategies for Demotivated Students

Codes	Frequency
Building Confidence	5
Building Positive Relationships	5
Individualized Approach	4

Teachers offered consistent responses regarding strategies to remotivate students who have been demotivated. The identified themes in the table are closely related, as the teachers believe that a positive attitude from the teacher towards the student is crucial in this process. According to the responses from teachers, there are three key themes that can help

remotivate a student who has been demotivated in class. Teachers frequently mentioned the theme of **Building Confidence (f=5)**, which involves providing positive feedback and setting achievable goals for students. This helps them regain faith in their abilities and includes offering positive reinforcements such as praise, plus marks, or treats like chocolates. Teachers also emphasized the significance of **Building Positive Relationships (f=5)**, which involves connecting with students personally and building trust and understanding. By learning about students' interests and preferences, teachers can establish strong relationships that create a more supportive and engaging learning environment. Many teachers suggested that taking the time to understand students' personal likes and interests is key to building strong relationships with them. Lastly, **Individualized Approach (f=4)** was also a strategy mentioned by teacher mostly involving solving the problem outside of the classroom. It emphasizes working with students one-on-one trying to understand them and address their specific needs. This personalized attention will also help to build positive relationships and foster trust. As mentioned before all three themes are connected with each other and they play a curial role in remotivating students. Dealing with student demotivation can be challenging without the active involvement of teachers. Teachers play an essential role in helping students regain motivation and succeed in language learning. Their support and guidance are crucial to the process.

Teacher 2: *“First, I try to build a positive relationship with the students and then maybe I can include some social, and emotional skills in my lesson. I can foster positive emotions and I can help him or her identify pluses and minuses, what do I have in my pocket and what can I do to add more things into my pocket maybe.”*

Teacher 3: *“Connecting with that student outside of classroom, not only saying that they should study more but instead of that, trying to get to know the student, trying to get to know their interests and so on. For example I had a student this year he was diagnosed with attention deficit disorder, and he wasn't very interested in English. He really liked cars and when I met him and when we started to get to know each other, I started asking questions about cars in lesson, and when I did that he usually started talking. Or in the writing practices everybody wrote about different things, but I always let him write about cars whatever the topic is so I think realizing that your students are individuals who have different opinions and different traits and different personalities is the thing when you're dealing with your motivation.”*

Teacher 5: *“We try to encourage them like hitting on shoulders, touching their hand, sometimes giving a chocolate or asking would you like to eat a toast with me or drink something with me like these kind of personal things. Then also, if he has some hesitations about academic process, we tell them to trust their selves. If he does a little thing for English we appreciate it, we praise it and we say well done, good job and he turns back to our lessons.”*

Teacher 7: *“In this situation, it's necessary to work individually because it's very difficult to engage a demotivated student who believes they can't succeed within the class. Therefore, it becomes essential to communicate with them and talk about how everyone goes through the same challenges and that with effort and determination, nothing is impossible. It's important to change their perspective. In other words, I think working individually outside of class is necessary.”*

Teacher 9: *“Maybe for, even for the small things like bringing his or her books to the class, I put a plus and, or doing a part of his or her homework again I give a plus. So, I want him or her to say that, okay, in that lesson, I can get a plus and I can do better.”*

CHAPTER V

DISCUSSION

This chapter explores the multifaceted aspects of demotivation among middle school students within English learning environments. The quantitative part of the study identified demotivating factors affecting students, also examining potential variations based on students' gender, class, academic achievement, city, and learning experiences. On the other hand, the qualitative part delved into the strategies employed by teachers to counteract these demotivating influences, offering valuable insights for remotivation. Furthermore, the results of this study are compared with findings from similar studies, both aligning and contradicting the current study, to provide a comprehensive understanding of motivation in English language education.

5.1. Discussion of Research Questions

This study utilizes a mixed research design to collect both quantitative and qualitative data. Qualitative data were obtained through Acarol's (2020) FLDS questionnaire, while quantitative data were gathered via interviews with 10 EFL teachers. This section aims to address the following research questions:

- 1) What are the factors contributing to the demotivation of middle school students?
 - 1.a. Do the factors differ according to gender?
 - 1.b. Do the factors differ according to grade?
 - 1.c. Do the factors differ depending on the schools being in different cities in Turkiye?
 - 1.d. Do the factors differ according to academic achievement?
 - 1.e. Do the factors differ according to the learning experience of students?
- 2) What kind of strategies do teachers use to cope with demotivated students in their classes?

5.1.1 What are the factors contributing to the demotivation of middle school students?

Acarol's (2020) Foreign Language Demotivation Scale was utilized in this study to examine the factors influencing demotivation among middle school students. The scale was applied to 632 middle school students from diverse cities, allowing for a comprehensive analysis of demotivation factors. To ensure clarity and accuracy, the scale was translated into Turkish, facilitating better understanding among the students and enhancing the precision of the study's outcomes. The FLDS, with its 35 items, encompasses five significant sub-dimensions—Teaching Methods, Teaching Materials, Teacher Attitude, Failure Experience, and Negative Attitude. These sub-dimensions were key in assessing various aspects contributing to middle school students' demotivation, providing valuable insights into the educational environment's impact on student motivation levels. Analysis of the data, as shown in Table 4, revealed that among all participants, the sub-dimension with the most significant impact on middle school students' demotivation was Teaching Material, followed by Negative Attitudes, Teaching Methods, and Failure Experiences. Notably, Teacher Attitude emerged as the least demotivating factor in the study. There are many studies who similarly investigated the factors of demotivation for students in English classes. Unal (2018) aimed to find the primary demotivating factors for middle school students in Türkiye and he stated them as failure experiences, classroom environment, and course materials. Following these, teacher-related factors were also noted as the least demotivating factor similarly to the study's findings. In addition, J. Lee and C.-H. Lee (2011) conducted a survey among 170 Korean elementary students in fifth and sixth grades to identify factors that demotivate them in learning English. They found eight demotivating factors, with reduced motivation and interest, difficulty in learning English. From these factors class characteristics was found as the most significant. The study also revealed that students attributed the difficulty of learning English and demotivating aspects of English classes to grammar learning and vocabulary memorization. Additionally, students felt overwhelmed by the workload, such as homework and vocabulary memorization, leading to a loss of motivation and interest in learning English. A different research by Tavanapour & Chalak (2019) was conducted on demotivation factors among Iranian EFL students at a university revealed that class characteristics and teaching methods were the most commonly cited demotivators among participants. Therefore, they stated that enhancing the motivation of Iranian EFL learners could be achieved by altering class characteristics, environments, and teaching methods, as well as involving them in authentic conversations and tasks. Conversely, teacher competence

was identified as the least impactful demotivator. Çankaya's (2018) study with university students in vocational schools showed that Teacher Competence wasn't a major demotivator, unlike Class Characteristics and Class Environment. Most participants were demotivated by grammar-heavy, exam-focused lessons, and translation-oriented methods, indicating a need for more communicative activities like real-life conversations and language games to boost motivation. Contrary to the current study's findings, learners didn't find Inadequate Class Materials demotivating. Kukichi and Sakai (2009) conducted a study on senior high school students to identify significant demotivating factors, yielding findings similar to the current research. The primary factors identified were Learning Contents and Materials, Teachers' Competence, and Teaching Styles. Specifically, lessons heavily focused on grammar or utilized textbooks containing lengthy or challenging passages were perceived as highly demotivating by these learners. Moreover, Teachers' Competence and Teaching Styles were not found to be strong contributors to demotivation in this context. Likewise, İsaoglu and Ergenekon's (2020) research on demotivating factors among high school students found similar results to the previous study. They found that the classroom environment had the most significant impact, closely followed by class materials. Teachers were again identified as having the least impact on students' demotivation. When we generally look at the research done on demotivation factors, it is uncommon to find teacher-based factors as less impactful. Most research emphasizes the significant role of teachers and often identifies them as the primary demotivating factor. However, this dynamic can vary due to various underlying factors such as school type, teachers' educational backgrounds, their own motivation levels, or the specific level of students they are engaging with. While some studies, such as the ones mentioned, indicate that teachers are not significant demotivators, it's important to note that other research emphasizes their pivotal role as the most influential factor in student demotivation. (Bekleyen, 2011; Kojima, 2004; Falout & Maruyama, 2004; Soureshjani & Riahipour, 2012; Zhang, 2007). In a study done with university students to examine their demotivation factors Vidak & Sindik (2018) stated that demotivation is influenced mostly by the teacher, teaching materials, and teaching methodology. Alyousif and Alsuhaibani (2021) conducted a study investigating demotivating factors among Saudi high school EFL students in public schools regarding English learning. Their findings highlighted subject-related and teacher-related factors as the most commonly reported demotivators. Specifically, students expressed dissatisfaction with grammar-centric syllabi, uninteresting topics, and limited opportunities for English practice, all of which had a negative impact on their motivation for learning English. Additionally, the perceived incompetence of English

teachers and their ineffective explanations were identified as further demotivating factors for Saudi EFL students.

As it is seen the exploration of demotivation factors among EFL students has yielded diverse findings across numerous studies. Generalizing one specific factor as more demotivating than others is challenging due to the complexity of underlying factors. These variations in research outcomes can be attributed to a multitude of reasons. Cultural differences, varying educational systems, levels of school support, teaching methodologies, student backgrounds, and individual learning preferences all contribute to the differences in perceived demotivating factors. Therefore, it becomes apparent that the demotivation experiences of EFL students are heavily influenced by contextual elements such as the country they are in, the support provided by their schools, and a range of other factors.

5.1.1.1. Do the factors differ according to gender?

According to the results displayed in Table 5 for the FLDS total scores, there wasn't a notable distinction among the demotivation scores when sorted by gender. However, upon delving into the sub-dimensions, a significant difference emerged in failure experience. Notably, female students exhibited higher failure experience scores compared to male students. There are several research conducted on demotivation and gender and found the same results as the current study. For example, Zhou et al. (2023) researched Chinese college students' demotivation factors based on gender and the outcomes indicated that there were no statistically significant variations between male and female learners. Similarly, a study on high school Iranian EFL students also showed that there was no significant correlation between students demotivation scores and their gender (Ghafournia & Farhadian, 2018). In addition, Vidak and Sindik (2018) studied Russian university students and concluded that there were no statistically significant distinctions between genders concerning the various forms of student demotivation. Likewise, the findings from research conducted on Turkish high school students learning English as a foreign language showed that both female and male participants had equally low scores indicating that there was no statistically significant difference observed between female and male participants (Çankaya, 2018). When it comes to the sub-dimensions female students exhibit higher levels of demotivation compared to male students. This pattern is also observed in the failure experience, with Persian female students demonstrating higher scores compared to their male counterparts (Vakilifard et al., 2020). Budak's (2020) research on demotivational factors in a Turkish university also

highlights a similar trend that girls tend to be more adversely affected by internal factors in their language learning compared to boys. This discrepancy raises questions about the underlying reasons and implications for teaching practices. One significant factor, as pointed out by Akay (2017), is the hesitancy of girls to speak up in class. This hesitation often stems from a fear of making mistakes or struggling to express themselves, compounded by the potential for ridicule or teasing from male classmates or others when errors occur. This fear of judgment can significantly impact girls' confidence and motivation in learning English. Furthermore, Unal (2018) emphasizes the role of teacher attention and support in shaping students' motivation levels. The lack of acknowledgment or encouragement from teachers can contribute to the demotivation experienced by female students, further widening the gender gap in language learning outcomes. The classroom environment plays a crucial role in understanding female demotivation, as noted by both Akay (2017) and Unal (2018). The emotional impact of laughter or mockery from peers, especially in response to mistakes, can be particularly detrimental to girls' motivation, especially within the university context. Hsieh's (2004) research adds another dimension by highlighting differences in attribution styles between men and women. Men often attribute successful outcomes to high ability, leading to higher self-efficacy beliefs in foreign language learning compared to women. On the other hand, Nelson and Cooper (1997) found that boys tend to be more ego-protective in failure situations, while girls may make self-defeating attributions for success, attributing it to unstable, external factors.

When discussing the broader context of demotivation among genders, Kaivanpanah and Ghasemi (2011) discovered that female students tend to experience higher levels of demotivation compared to their male counterparts, particularly concerning two key factors which are teacher and experience of failure. Additionally, Aliakbari and Hemmatizad (2015) found that female students were significantly more demotivated than males due to four main factors: lack of proper facilities, poor test scores, low intrinsic motivation, and inadequate learning materials. Dörnyei's (1998) research further supported these trends by revealing that female students face more demotivation concerning teacher-related factors. Likewise, Genç and Aydın (2017) concluded that female learners often display more positive attitudes toward learning the language compared to males. One potential explanation could be the greater fear among female students of making language mistakes in class, leading to heightened anxiety and demotivation.

Conversely, other research has shown contrasting results, indicating that male students may actually experience higher levels of demotivation compared to their female counterparts. Tavanpour and Chalak's (2019) study highlighted significant differences in demotivation factors between male and female Iran EFL college students within academic contexts. The results indicated that males experienced higher levels of demotivation compared to females, aligning with Hyde's (2005) findings on lower motivation among males in language learning. This correlation also supports Buser et al., (2014) notion that males tend to be less competitive than females. Similarly, Acat and Demiral (2012), in a study conducted in Turkiye, found that female students displayed significantly higher motivation levels than their male counterparts (Han et al., 2019). Meshkat and Hassani (2012) delved deeper into specific factors, noting that males were more demotivated in terms of learning content, materials, and teacher competence and styles. These findings resonate with previous studies (Gardner & Lambert, 1972; Mendi, 2009; Csizer & Dörnyei, 2005) that consistently show female students as more motivated in language learning. The higher motivation levels observed among female students could be attributed to societal changes in Turkiye, where women aspire to higher status and recognition in society and the business world. Proficiency in a foreign language, such as English, is seen as a key qualification for achieving these goals, thus driving female students' motivation. Also, Poyraz & Poyraz (2018) emphasized that regarding the impact of English language skills on female's economic and career advancement. This discrepancy can be attributed to women's stronger aspirations for success in the business realm compared to men, leading female participants to perceive English language proficiency as a more crucial factor. Conversely, male participants tend to prioritize production-based potentials over social aspects in business, resulting in a lower recognition of the importance of English language skills for career and economic improvement. According to Muhonen (2004), a notable proportion of boys perceived their teachers as demotivating in his study. While past research has focused on boys' and girls' attitudes towards language learning and their academic achievements, there is a lack of specific research on demotivation among genders. However, studies like those by Barton (1997) and Callaghan (1998) suggest that girls generally exhibit more interest in learning foreign languages, potentially leading teachers to have lower expectations for boys. This dynamic could contribute to boys' inclination to attribute demotivation to teachers. Additionally, the impact of a teacher's expectations on students' motivation and confidence might explain why boys also tended to attribute demotivation to themselves.

In conclusion, the research on demotivation across genders presents a nuanced picture with varying outcomes. While some studies suggest that female students exhibit higher levels of demotivation, particularly regarding factors like inadequate facilities, test scores, and intrinsic motivation, others propose the opposite trend, indicating that male students might face more significant demotivational challenges. However, it's worth noting that there are also findings indicating no significant difference between genders in terms of demotivation related to factors such as teacher influence, class environment, materials, and lack of interest like the present study. These divergent findings underscore the complexity of motivational dynamics influenced by gender-specific factors such as social expectations, classroom experiences, fear of making mistakes, and peer interactions. Understanding these underlying reasons is crucial for designing targeted interventions and creating supportive learning environments that address the unique motivational needs of both male and female students.

5.1.1.2. Do the factors differ according to grade?

The aim of this research question was to investigate potential variations in middle school students' levels of demotivation across different grades. The findings, as presented in Table 6, revealed significant differences among students based on their grade level. Specifically, the total demotivation scores indicated that 8th-grade students exhibited higher demotivation compared to 5th-grade students. When examining the sub-dimension scores, it's evident that 8th-grade students emerge as the most demotivated group, particularly concerning teaching methods and teaching material. Eighth-grade students may experience more demotivation compared to fifth-grade students due to several factors. One of the most important reasons is the fact that 8th-grade students are preparing for a university entrance exam in Turkiye. The pressure to perform well on this exam can contribute to feelings of stress, anxiety, and demotivation among students. This added academic burden can further compound the challenges faced by 8th-grade students and may contribute to a sense of overwhelm and decreased motivation. Also, there can be increased academic pressure with challenging coursework and higher expectations, amplified social and peer pressure, potential disengagement with subjects or teaching methods, external factors like family or personal issues, a perceived lack of progress, and the risk of burnout from continuous demands. The high scores in the teaching method sub-dimension may stem from the lessons heavily relying on lectures with limited interactive activities because of exam preparation.

Additionally, the materials utilized might be restricted, emphasizing test-solving and memorization rather than engaging learning experiences. Addressing these issues requires a holistic approach that involves providing academic support, creating a positive and supportive school environment, addressing mental health and well-being, and offering opportunities for students to explore their interests.

Various studies on demotivation and grade have echoed the findings of this research. For instance, Vakilifard et al. (2020) highlighted significant differences in students' educational levels within an Iranian context. Similarly, in a study conducted by T.-Y. Kim (2011) among Korean elementary school students from grades three to six, it was observed that as students advanced in grade levels, their intrinsic motivation decreased. In the Turkish context, Akay (2017) discovered a trend of increasing demotivation from primary to high school, with 12th graders being the most affected. This pattern aligns with the observations of Kim and Seo (2012) among Korean EFL learners, where junior high school students exhibited the weakest motivation levels. Further reinforcing these findings, Çankaya (2018) noted higher demotivation scores among second-class university students compared to their first-class counterparts, particularly concerning class characteristics. Moreover, Unal (2018) examined the levels of demotivation according to grade levels in a Turkish middle school and it has been observed that students in 5th, 7th, and 8th grades are more demotivated compared to 6th grade. The findings of this study revealed that 5th-grade students' levels of demotivation were higher than those of 6th-grade students. This could be due to the fact that the 5th grade is a transition class from primary to middle school, which may cause students to experience adaptation problems. İsaoglu & Ergenekon Emir's (2020) research added depth by revealing that 9th graders showed lower demotivation scores than 10th graders, and 10th graders scored lower than 11th graders across various dimensions. This suggests that factors like teachers, class dynamics, and lack of interest increasingly contribute to demotivation as students progress academically, a trend further supported by Hamada's (2008) observation that demotivation often begins in the second year of junior high school.

In summary, demotivation tends to increase as students progress through grade levels in all the studies stated. Transition periods, like moving from primary to middle school or junior to senior high, often coincide with peaks in demotivation. Understanding and addressing factors such as teacher quality, class dynamics, and individual interest are

essential for creating a positive learning environment and supporting students' motivation throughout their academic journey.

5.1.1.3. Do the factors differ depending on the schools being in different cities in Turkiye?

This question aims to explore whether there are variations in the factors that cause demotivation among students, depending on whether their schools are located in different cities in Turkiye. Table 7 findings highlight significant differences in students' average FLDS scores based on their city. Specifically, while Ankara and Samsun did not exhibit significant differences in total scores, a noteworthy distinction emerged when compared to other cities. Istanbul displayed the highest mean score, indicating a higher level of demotivation compared to other cities, while Samsun showed the lowest mean score, suggesting they experienced the least demotivation among the surveyed cities. Upon examining the sub-dimensions, the consistent trend of scores persists, with Istanbul scoring the highest and Samsun along with Ankara scoring the lowest across dimensions such as Teacher Attitudes, Teaching Methods' Failure Experiences, Teaching Materials, and Negative Attitudes. This alignment reinforces the notion that Istanbul students faced more significant challenges or sources of demotivation within these specific areas compared to their counterparts in Ankara and Samsun and Erzurum.

This study addresses a significant research gap by examining demotivation across different cities, an area largely overlooked in existing studies. By providing new insights into this field, our research contributes valuable knowledge that was previously missing. While there are no studies directly comparing the same cities, we can draw comparisons with studies conducted in specific cities to enrich our understanding. For instance, Budak (2020) focused on a university in Istanbul and found that participants cited past experiences as their primary demotivator. The questions in this category revealed students' sentiments of stagnation in their English learning journey since primary school, attributing it to a lack of progress and guidance. They conveyed persistent struggles with the language, critiqued the effectiveness of past teachers, and highlighted a sense of monotony and repetition in their learning experiences. This aligns with our study's Negative Attitudes and Failure Experience subcategories, where Istanbul showed the highest scores among cities. Also, Budak's participants noted that instructional format was least demotivating, highlighting issues like crowded classrooms, monotonous grammar focus, and lack of engaging activities. These

findings underscore the need for varied, interactive teaching approaches to counter demotivation among students, a perspective that enriches and extends the existing scholarly discourse.

In a separate study comparing learners' motivation across different geographic regions, it was found that participants from the Mediterranean Sea region placed significant importance on English language proficiency for global cultural integration, surpassing participants from other regions in this aspect (Poyraz & Poyraz, 2018). Additionally, students from this region exhibit the highest levels of intrinsic motivation toward learning English in the current study. The researcher pointed out that the significant preference observed among participants from the Mediterranean Sea region for emphasizing the importance of English proficiency may be attributed to the region's pivotal role in Turkish tourism. According to the researcher, this region's substantial contribution to the nation's economy and employment underscores why individuals from this area prioritize English language skills for their professional and cultural engagements on an international level.

İsaoğlu (2020) conducted a study in a university in Ankara and the results indicated that among the factors contributing to demotivation, those related to the course's characteristics had the most significant impact on students. The results from the study are echoed in the current study's findings, particularly evident in Table 6. Among the five sub-dimensions, the highest score for participants from Ankara was related to Teaching Methods, mirroring the factor of Course Characteristics identified in İsaoğlu's research. Following closely in his study were factors associated with the nature of the course and attitudes toward English making them a notable source of demotivation after course characteristics and learning materials. Additionally, factors related to the course's nature and attitudes toward English emerged as the third strongest demotivator for students. Conversely, teacher-related factors were identified as the least influential source of demotivation by the participants. This aligns with the current study's findings, where participants from Ankara exhibited the lowest mean score among the five sub-dimensions in Teacher Attitudes, further reinforcing this trend.

Jamshidi (2015) conducted a study focusing on the demotivation factors among English Language teaching students specifically in speaking classes. Similar to the current study, the participants in Jamshidi's study were drawn from universities located in Erzurum and Ankara. The study revealed that factors related to the teaching-learning environment and

teacher attributes, followed by learner-related factors, were among the most demotivating factors. There were no notable differences between respondents from Ankara and Erzurum in terms of their perceptions of these learner demotivating factors. Similarly, there were no significant differences between respondents from Erzurum and Ankara universities regarding their perceptions of demotivating factors within the teaching-learning environment. It's worth noting that in this study, content and materials were considered a subset of the teaching-learning environment. This suggests that learners might not be entirely satisfied with the content and materials provided in this context. In contrast to this study, the current research identified differences in the perception of teaching materials between the cities of Erzurum and Ankara. The results presented in Table 6 indicate that participants from Erzurum appear to be more demotivated by teaching materials when compared to participants from Ankara. The observed differences in the perception of teaching materials between Erzurum and Ankara may stem from disparities in the quality and availability of these materials. Erzurum might have access to fewer or lower-quality resources compared to Ankara, leading to higher levels of student demotivation.

While this study has contributed new and valuable insights regarding whether demotivation factors vary according to city, there still remains a notable lack of comprehensive research in this area. In the current study's findings, Istanbul emerged as the city with the highest mean scores across all sub-dimensions related to demotivation. However, it's essential to note that these findings could be influenced by several factors such as school type, cultural backgrounds of students, socioeconomic factors and various other aspects unique to each city. Therefore, further research is crucial to understand the nuanced reasons behind these variations and to fill the existing research gap effectively. Exploring how factors like school environment, teacher-student interactions, societal norms, and educational resources differ across cities can provide valuable insights into addressing demotivation more comprehensively in diverse educational settings.

5.1.1.4. Do the factors differ according to the academic achievement?

This question seeks to investigate the potential correlation between demotivation factors and academic achievement. Specifically, it aims to understand whether there are differences in demotivation factors based on varying levels of academic success. The findings presented in Table 8 reveal significant distinctions in the total FLDS scores depending on academic achievement. Notably, there appears to be an inverse relationship

between academic success and FLDS scores, indicating that students with lower academic performance (49-0) tend to exhibit higher levels of demotivation compared to their higher-achieving (100-85) counterparts. When examining the sub-dimensions related to Teaching Material, Teacher Attitudes, Failure Experience, and Negative Attitude, the contrast between academic achievement and FLDS scores remains consistent. Specifically, students with GPAs of 85-100 in English lessons scored lower across all sub-dimensions, while those with GPAs of 49-0 scored higher in demotivation. Although there are slight variations in the other scores, they are minimal due to their close grouping.

There are similar studies examining the impact of academic achievement in FLDS. For instance, J. Lee and C.-H. Lee (2011) interviewed seven 6th-grade students from a private elementary school who had different levels of English proficiency. They discovered that students with lower proficiency were significantly more affected by demotivating factors such as decreased motivation, negative attitudes towards the second language, and sensitivity towards grades, especially when compared to students with higher proficiency. Consequently, poor academic outcomes had a stronger demotivating effect on students with lower proficiency, similar to the current study's findings. Furthermore, Mnyandu (2001) investigated the impact of self-determined behavior and achievement motivation on students' academic performance, focusing on Grade six learners in Africa. His findings suggested that both intrinsic and extrinsic motivation played a role in academic success. Additionally, the research highlighted that students who received lower grades tended to experience a decline in their motivation towards the subject matter.

In another study by İsaoglu and Ergenekon Emir (2020), correlating results were found with high school students in Turkiye indicating that a decrease in motivation was associated with lower academic achievement among students. This implies that when students are less demotivated, their GPAs, reflecting their success, tend to be higher. Similarly in a study focused on English as a Foreign Language (EFL) at a university level, Falout et al. (2009) discovered that increased self-regulation was linked to higher levels of proficiency. On the flip side, students who sought help more frequently tended to have lower proficiency levels. The study also observed that when demotivated, highly proficient learners were less likely to depend on others and more inclined to manage their learning independently, engaging in intrinsically motivating activities related to their studies. Aygün (2017) further supports this notion, indicating a notable impact of proficiency levels on the

degree of demotivation experienced by students in a preparatory school in Turkiye. Those with lower proficiency levels showed higher levels of demotivation compared to their more proficient counterparts. This implies that achieving proficiency over a longer period may be perceived as challenging for students with lower proficiency, potentially leading to feelings of helplessness. Consequently, students at lower proficiency levels may benefit from more engaging and enjoyable activities, appealing teaching approaches, and increased encouragement to actively participate in their lessons.

Some studies corroborate the findings of the current study, indicating that higher academic achievement among students is often associated with increased demotivation scores. These studies provide additional insights into the differences between low and high-proficiency students, shedding light on various aspects related to motivation and academic performance. For instance, K. J. Kim (2009a) surveyed Korean junior high school students, comparing high-proficiency (HP) and low-proficiency (LP) learners. LP students felt demotivated due to English learning difficulties, while HP students were demotivated by translation-focused classes and their learning environment. In a related study in Korea, Y.-A. Cho & H. Y. Chung (2014) categorized university students based on their scores into HP and LP groups. LP learners were more affected by external factors like inappropriate materials and teacher-related issues, while both groups identified teaching methods as demotivating. LP students showed higher sensitivity to teachers' behaviors, potentially due to their early English learning stages. They also experienced more self-denigration and lower self-esteem, contributing to their demotivation alongside challenges in the learning environment. Furthermore to these findings, Falout and Maruyama (2004) proposed that lower-level learners were less inclined to view external factors as demotivating in contrast to their higher proficiency counterparts. This indicates a nuanced understanding of how different proficiency levels can influence students' perceptions of demotivating factors.

Moreover, some studies indicate that individual learner differences also might affect the demotivation and academic achievement process (S. H. Choi, S. A. Kim, & Y. J. Park, 2013; Y.-A. Cho & H. Y. Chung, 2014). K. J. Kim (2012) highlighted that when students receive low scores and perceive it as a failure in English learning, they may become demotivated. However, some students are spurred to put in more effort after receiving low scores. This difference can be attributed to how much students internalize the importance of English learning. If they value English highly despite difficulties, they are more likely to

remain motivated. Conversely, if they don't see its value, poor test results may lead to demotivation, indicating a link between internalization of English learning's external value and demotivation among university students. Shin (2013) delved into self-efficacy differences between students who saw an increase in their test scores and those who didn't, surveying 166 university students in Korea. The findings showed that both groups valued external rewards associated with high test scores, but those with score increases were more sensitive to external rewards. This suggests that how much students internalize external aspects plays a pivotal role in their motivation levels.

Sarıyer (2008) pinpoints that students are significantly affected when they receive low grades in exams despite their success in class activities and studies, and when they feel they cannot perform as well as their peers. Additionally, struggling with the learning process in class due to a weak foundation in English has been identified as a negative factor in her study.

In addition, Hu (2011) found that difficulties in learning, particularly struggles with memorizing vocabulary, negatively impacted English as a Foreign Language (EFL) achievement. Similarly, in a study by Getkham, students expressed challenges in memorizing English vocabulary and grammar, leading to perceptions of English as difficult. These findings suggest that students at different competency levels experience demotivation in varying ways. Low-proficiency students are notably demotivated by experiences of failure and negative attitudes towards English compared to moderate and high-proficient students. This could stem from low-proficiency students encountering more frequent difficulties and failures in their English learning journey. Consequently, if they are unable to find effective ways to improve, they may continue to face repeated setbacks.

The studies conducted on demotivation and academic achievement consistently align with the findings of the current study, with no opposing research in the field. Several factors can contribute to this phenomenon. Firstly, low academic achievers often encounter more frequent difficulties and failures in their learning journey, leading to a sense of frustration and discouragement. Secondly, negative attitudes towards English, coupled with a perception of English as a challenging subject, can exacerbate demotivation among these students. Additionally, the lack of perceived progress and success in their academic endeavors can diminish their motivation to engage actively in English classes. These factors collectively create a cycle where low academic success leads to increased demotivation,

highlighting the need for targeted interventions and support mechanisms to address the unique challenges faced by these students.

5.1.1.5. Do the factors differ according to the learning experience of students?

This question aims to explore whether demotivation factors vary based on students' learning experiences. The FLDS scale was categorized into four groups based on years of learning: 1-3, 4-7, 8-11, and 12-15. Students selected their group based on when they began learning English, showcasing a range of starting points. Some initiated their English education in kindergarten, while others commenced during later grades in public schools. Additionally, certain students took private courses from early ages, highlighting the diverse pathways through which students acquire English language skills. This diversity in starting ages and learning contexts underscores the multifaceted nature of students' English learning experiences. The study revealed a significant difference in total FLDS scores based on students' learning experience years as shown in Table 9. Specifically, those with 12-15 years of experience had lower mean scores in FLDS, while students with 1-3 years of experience showed higher FLDS scores. The groups with intermediate experience showed minor variations, likely due to their proximity in years. These results suggest a trend that as students accumulate more learning experience, their demotivation scores tend to decrease. Upon analyzing the sub-dimension scores, notable differences emerged in Teaching Materials, Failure Experience, and Negative Attitudes. These differences similarly showed that as students gain more experience, there is a tendency for these sub-dimensions to decrease.

When searching through existing studies in the field, a gap was found regarding the impact of years of experience on students' English learning and demotivation. Therefore, this study provides fresh insights into the field of demotivation by exploring this specific aspect. While there aren't many studies directly comparable to this one, some existing research does highlight the significance of learning experiences in influencing student motivation. For example, Falout et. al (2009) conducted a survey among university students in Japan to explore the factors that lead to demotivation in learning English as a foreign language (EFL). They also examined how past demotivating experiences intertwine with current English proficiency levels. The study underscored that students with limited experience to second language learning and lower proficiency tend to be more vulnerable to negative effects from demotivating factors, unlike their more experienced or proficient peers. This vulnerability arises from their reduced ability to manage emotional responses when

faced with demotivators, as highlighted in the cross-sectional analysis. Additionally, the research suggests that as students progress in their schooling or mature, they get more experienced and tend to develop stronger self-regulation skills. This process becomes particularly noticeable when students engage in activities that inherently motivate them. Over time, these experiences can help students better navigate and cope with demotivating factors, contributing to their overall resilience in language learning. Therefore, the relationship indicated by the analysis partially supports the notion that metacognitive and coping strategies are acquired over time. Students can integrate these self-regulatory techniques into their learning approaches as they progress.

Similarly, Lo et al. (2022) found that students' learning motivation was significantly influenced by their experiences in academic service learning. Positive learning experiences, whether tied to projects or pedagogical methods, led to increased motivation and a stronger belief in their ability to succeed in the subject. Notably, pedagogical experiences had a slightly greater impact on motivation compared to project-related experiences, highlighting the importance of teacher preparation and feedback in boosting student motivation. The study emphasizes that learning experiences play a crucial role in shaping motivation, not only directly affecting outcomes but also indirectly influencing motivation as a mediating factor. Moreover, Ren and Abhakorn (2022) conducted research to investigate how learning motivation impacts the learning achievements of international students in Chinese universities, with a focus on the moderating influence of learning experience. The study confirmed that learning experience strengthens the link between learning motivation and outcomes. Acting as a moderator, learning experience significantly improved the model's ability to explain these relationships, highlighting its effectiveness in this role. These findings align with prior research emphasizing the pivotal role of learning experience in educational endeavors.

Moreover, Islam (2019) conducted a study aimed at delving into the perspectives of Pakistani undergraduate English as a Foreign Language (EFL) learners concerning their learning experiences within their immediate educational setting. The primary objective was to uncover the thoughts, feelings, and insights of these students regarding various factors influencing their learning. The findings of the study highlighted the significant role of L2 learning experiences in enhancing students' motivation, aligning with previous research mentioned. Particularly in the Pakistani context, the motivational impact of teachers,

academic institutions, classroom settings, and students' school backgrounds (English and Urdu medium) emerged as crucial factors. Participants' satisfaction with their learning experiences seemed intertwined with their self-confidence and academic achievements, possibly leading them to overlook certain learning challenges. Similar to the current study, participants with an English medium background and strong communication skills in his study exhibited higher levels of confidence and satisfaction with their English learning experiences compared to those with an Urdu medium background or less proficient language skills. To address this disparity, educators can play a pivotal role in creating an inclusive and motivating learning environment. This includes providing necessary motivational tools, encouraging participation among less proficient and introverted students, and understanding and addressing the psychological and social barriers that hinder their active engagement in the classroom.

In conclusion, the link between demotivation factors and students' learning experiences is a critical aspect that significantly impacts the demotivation process. Through various studies, it has become evident that students' experiences within the learning environment play a substantial role in shaping their levels of motivation or demotivation. Factors such as the quality of teaching, the classroom atmosphere, the relevance of the curriculum, and individual learning preferences all contribute to either fostering motivation or triggering demotivation among students. Less experienced students often face greater demotivation in their learning journey for various reasons. Firstly, they may perceive the learning material as particularly challenging as found in the results of the current study, leading to feelings of frustration and inadequacy. Comparing themselves to more experienced peers can also contribute to demotivation, as they may feel at a comparative disadvantage or less capable. Additionally, slower progress or difficulties in grasping concepts can create a sense of stagnation, further dampening motivation. Limited support or guidance for less experienced students can exacerbate this issue, as they may not receive the necessary assistance to navigate challenges effectively. Moreover, the study's findings highlight that fear of failure or making mistakes can induce anxiety, reducing students' inclination to participate in learning activities. Without clear goals or a sense of purpose in their learning, less experienced students may struggle to find intrinsic motivation. Addressing these factors through supportive teaching methods, personalized guidance, clear goal-setting, and creating a positive and inclusive learning environment can play a crucial role in mitigating demotivation among less experienced learners.

5.1.2. What kind of strategies do teachers use to cope with demotivated students in their classes?

The interviews conducted with 10 EFL teachers provided valuable perspectives and strategies to prevent student demotivation. To start, the teachers interviewed mentioned that their students generally exhibit positive attitudes, showing curiosity and enthusiasm for learning a new language. However, they also noted that as all students they are easily demotivated in lessons from time to time and the teachers believe demotivation creates a barrier in learning English like as it creates psychologic barriers makes students passive in the learning process and learning disruption. However, they also noted that like many students, theirs can occasionally be demotivated during lessons. This demotivation, they believe, hinders English learning and creates psychological barriers, causing passive behavior and disruptions in the learning process. In addition, when asked about behavioral changes observed in demotivated students, the teachers mentioned a range of responses depending on individual student characteristics. Commonly mentioned behaviors included disruptive actions in the classroom due to boredom with lessons, avoidance of lessons by seeking ways to escape or withdrawing into silence as a form of non-participation. These findings underscore the importance of implementing effective re-motivating strategies in English teaching and learning contexts.

To gain a deeper understanding of the demotivation process within the learning environment, teachers were asked about the activities during which students tend to become most demotivated. The predominant response from teachers was that students often feel demotivated during reading and writing activities as they find them boring. Pishghadam et al. (2016) affirmed this observation, noting that EFL learners often lack interest in specifically writing tasks due to the perceived boredom associated with developing writing skills in EFL classrooms. According to the insights gathered from teacher interviews, this could stem from students' struggle with taking personal responsibility for their learning. The prolonged focus required for reading or writing activities without proper guidance may lead to students feeling disoriented and viewing the tasks as useless. To address this issue, it becomes crucial to teach students to become autonomous learners and utilize effective reading and writing strategies during these activities. Saryer's (2008) study reinforces this idea by showing that a considerable number of teachers in their research often or consistently assign students responsibilities for their own learning. The notion of Learner autonomy

refers to students taking an active and independent role in their learning, as outlined by Benson (2001), and Little (1991). Supporting learner autonomy includes assigning responsibilities, involving students in setting classroom rules, minimizing teacher control, promoting peer learning, allowing error correction, and offering choices in learning, as recommended by Dörnyei (1994, 1998, 2001b). Moreover, many teachers in the study mentioned that they primarily teach reading strategies and structure their lessons in stages. For writing tasks, they often utilize structured approaches such as templates or guided writing to facilitate the process. Furthermore, they underscored the significance of integrating real-life topics into writing and reading activities. This approach enables students to better engage with the material and enhances their learning experience. Tavanapour & Chalak (2019) also highlight the importance of engaging students in real-life conversations, tasks, and experiences, as these activities are known to have a profound impact on motivation levels. The findings also suggest that incorporating group and pair work activities can increase engagement and maintain student motivation during English lessons. Gulnaz et al., (2015) also confirmed by stating teachers should employ group and pair work to enhance motivation in the classroom. Interesting activities during the tasks not only reduce the strain of formality but also make the classroom environment more dynamic, involved, and participatory.

To identify specific strategies for preventing demotivation, teachers were asked to share their coping strategies across various sub-dimensions, including classroom environment, teaching materials, teacher attitudes, and teaching methods. These sub-dimensions are integral components of creating a motivating and effective learning environment. A positive classroom environment, supported by engaging teaching materials, teacher attitudes, and varied teaching methods, plays a pivotal role in shaping students' motivation and overall learning experience. When these dimensions are optimized, students feel valued, comfortable, and eager to participate actively in lessons. Teachers' positive attitudes and support further enhance students' confidence and enthusiasm for learning, while diverse teaching methods keep lessons dynamic and engaging. By prioritizing these dimensions and implementing strategies that promote motivation and engagement, educators can create a conducive atmosphere for student success and achievement.

When analyzing the specific strategies provided by teachers for the sub-dimension of the classroom environment, which establishes the tone and atmosphere for learning,

several key strategies emerged. Most of the teachers mentioned arranging the seating of students. Strategic seating plans that encourage collaboration and minimize distractions can enhance engagement and focus. A positive classroom atmosphere created by the seating layout can also foster participation and make students feel more comfortable and motivated to learn. Some teachers also mentioned that seating arrangements can be structured to promote a disciplined and calm classroom environment, especially in situations where demotivated students exhibit disruptive behavior. The lack of seriousness, inappropriate behavior, and noise exhibited by some students in the classroom can reduce their desire to learn English (Sarıyer, 2008). Therefore it is important to address these behavioral issues and create a conducive learning environment that promotes engagement, focus, and enthusiasm for language learning. Teachers also emphasized the importance of cultivating a friendly classroom environment while maintaining clear boundaries. They highlighted the notion that while it's important for students to feel a sense of connection and positivity towards their teacher, setting clear classroom rules from the start is equally essential. These rules establish expectations for behavior, participation, and engagement, providing students with clear guidelines for success. By creating structure and consistency, rules reduce anxiety and distractions, allowing students to focus on their learning tasks. Additionally, clear rules promote mutual respect, positive interactions, and accountability among students and teachers, fostering a positive classroom atmosphere. When students understand the expectations and consequences, they are more motivated to meet those expectations and actively participate in learning activities. Some teachers also mentioned changing the classroom environment from time to time and decorative classrooms are useful in maintaining the motivation of students.

Other studies have also contributed significant insights into the influence of the classroom environment on student motivation, providing valuable considerations to keep in mind. For example, Dörnyei (2001) also highlighted the significance of fostering a positive and supportive classroom atmosphere, wherein students feel valued and motivated to actively participate in their language learning process. He recommends some practical strategies for the classroom environment like defining clear learning goals, integrating diverse and captivating activities, offering constructive feedback, and encouraging autonomy and self-regulation in learners. Moreover, Chambers (1993) highlights the detrimental impact of overcrowded classrooms on student motivation within the classroom environment. These conditions often lead to unequal opportunities for students to receive

adequate feedback from teachers, resulting in a decline in motivation to maintain interest in learning English. Similarly, Morrissette (2001) underscores the significance of reducing classroom sizes to enhance effective interaction between students and teachers. Smaller class sizes promote more effective teaching practices and help keep learners motivated and focused on completing their assigned tasks. Farjami et al. (2018) identified specific elements of the physical classroom environment that can have a negative impact on learners' motivation levels. Factors such as dim lighting, unattractive decorations, and uncomfortable furniture may contribute to a negative attitude among students, thereby adversely affecting their motivation. Similarly, Gorham and Christophel (1992) found in their study that aspects like class size, inadequate equipment, and unappealing classroom aesthetics were perceived as sources of demotivation. These findings underscore the importance of creating a conducive and appealing classroom environment to foster student motivation. Furthermore, Han et al. (2009) conducted a study involving EFL students who identified two ways in which their classmates diminish their motivation levels. Firstly, students experience stress due to competition among peers. Secondly, when attempting to speak in front of the class, students feel demoralized by their classmates' actions of humiliating them, resulting in decreased motivation. Therefore, to address competition-related stress and feelings of humiliation among classmates, teachers can promote collaboration over competition, encourage positive feedback, and provide opportunities to build public speaking confidence. Also as stated in the current study's findings establishing clear rules in the classroom and fostering a positive class culture of empathy and inclusivity are also key strategies to create a supportive and motivating learning environment.

When it comes to teaching material as a sub-dimension of demotivation teachers stated that they are important in shaping students' motivation levels. Engaging and diverse materials can ignite curiosity and make learning enjoyable, especially when they're personalized to students' interests and presented in various formats. McColskey (1997) also stated the importance of variety in the activities while teaching. He noted that active, hands-on activities are more engaging than passive learning methods, generating greater interest among students. Conversely, stagnant or irrelevant teaching materials can lead to boredom and disinterest, while overly complex or inaccessible resources may cause frustration and demotivation. Similarly, Krishnan and Pathan (2023) noted students can experience demotivation due to factors such as an overwhelming number of textbooks and supplementary readings, lack of engagement with uninteresting topics, and the utilization of

outdated and irrelevant teaching materials. Moreover, the students in their study highlighted boring lectures, lengthy English lessons, and uninteresting textbooks as sources of demotivation. These aspects contribute to students' disengagement and reduced enthusiasm for learning, echoing the sentiments expressed by teachers in the current study.

When the teachers in the current study were asked about their strategies to prevent demotivation in terms of Teaching Materials, they mostly mentioned visual supplements, integrating technology, and including games in the lesson. They emphasized the effectiveness of visual aids such as pictures, videos, and PowerPoint presentations in enhancing students' motivation and maintaining their focus throughout the learning process. These aids simplify complex information, improving comprehension and memory retention, which in turn, fosters a sense of achievement and encourages further learning. Additionally, visual aids cater to different learning styles, offering a personalized learning experience. Teachers also underscored the crucial role of integrating technology, especially considering Gen Z learners' inclination towards technological engagement. They mentioned that Gen Z students are more interested in topics related to their technological proficiency and find them inherently engaging. Teachers highlighted the use of various technological tools such as digital web resources, online games, and applications, which not only cater to students' interests but also encourage collaborative engagement with peers during tasks. This study aligns with previous research stating that technology use can boost students' motivation (Alyousif & Alsuhaibani, 2021; Halat, 2013; Godzicki et al., 2013). Furthermore, Genc (2009) similarly discovered that various technological tools such as computers, projectors, videos, films, the internet, e-learning platforms, and multimedia resources significantly influenced foreign language acquisition. Moreover, Akay (2017) explored some ways for rekindling students' motivation, finding that their responses clustered around two main themes: teaching methods and technological integration. Similarly, Kim (2010) highlighted the significance of mass media and Information Technology (IT) infrastructure in shaping the motivation and attitudes of Korean high school students towards learning English as a Foreign Language (EFL). In addition, Negron (2018) highlighted that integrating technology into the classroom serves as a positive motivator, as it aids students in learning English effectively. High school participants in the study emphasized that the incorporation of technology, such as Tablets and iPods, into the curriculum could lead to improved job prospects. They also noted that access to online databases facilitated their acquisition of new vocabulary and enhanced pronunciation skills. Students' feedback consistently indicates a

strong correlation between motivational factors in language learning and the effective use of technology. This convergence underscores the pivotal role of innovative teaching approaches and technological advancements in fostering motivation and enhancing language learning outcomes.

The teachers in the current study's interviews also recommended incorporating games and various interactive activities in the classroom, such as puzzles, quizzes, and other engaging games. They noted that these activities not only aid in better information retention but also keep students motivated throughout the lesson by actively involving them in the learning process. Gulnaz et al., (2015) supported the findings of the current study also stating that it's beneficial to include engaging elements like jokes, puzzles, games, role plays, and collaborative activities in the lecture. Erdoğan and Tunaz (2012) reinforced this idea through their study, where students were randomly asked questions in a classroom setting after two weeks of lessons without using the MEB schoolbook. In one class, 4th-grade students expressed that game-based and video-based activities were more enjoyable compared to the activities from the MEB book. Additionally, in the same study conducted by Erdoğan and Tunaz (2012), 7th-grade students were introduced to novel activities such as story folding, puppet dialogues, and voice recording during their lessons for the first time. These activities were particularly engaging for the students, as they were not included in the standard curriculum (MEB book). The students provided positive feedback about these lessons, which utilized more enjoyable activities. Informal interviews indicated that the students' motivation appeared to be higher following these changes. Their increased participation and productivity during the lessons further supported this observation. The study suggested that the curriculum should be revised to include real-life activities such as songs, games, or videos to enhance student engagement and motivation. Overall, by incorporating games and interactive activities, teachers can create a positive and motivating classroom environment that inspires students to become active participants in their own learning and achieve better academic outcomes.

Teachers also emphasized the importance of authentic materials during the interviews because students relate them to their personal lives. If the materials seem meaningless, they tend to lose interest and pay less attention. Similar to the current study's outcomes, Sariyer (2008) researched high school students' demotivation factors in Turkey and also stated that many activities in the classroom lack real-life relevance, fail to provide

opportunities for English communication and speaking, heavily rely on textbooks, and lack engaging activities, leading to students' lack of enthusiasm for participation. Muhonen's (2004) research further supports this idea and states that the textbook and exercise book emerged as the most impactful sources of demotivation in his study. These materials were commonly perceived as dull, immature, and containing exercises that were either too easy or too challenging. Additionally, Chambers (1993) also criticized course books and teacher-produced materials for various shortcomings. Likewise, Trang and Baldauf Jr. (2007) found textbooks to be demotivating due to their boring nature or lack of alignment with students' proficiency levels. It's evident that coursebooks play a crucial role and can significantly impact students' learning experiences.

When choosing learning materials, such as textbooks, it's crucial to include engaging elements like games, diverse activities, and technology to keep students motivated and active in class. Additionally, considering factors such as everyday relevance and entertainment value can enhance the learning environment and promote student engagement. Overall, selecting the right teaching elements involves creating a dynamic and enjoyable learning environment that meets students' interests and needs (Dörnyei, 2001a).

When transitioning to another dimension, teachers were questioned about the impact of their attitudes on the motivation process and the strategies they employ to prevent demotivation. The most commonly mentioned strategy was maintaining a positive attitude and providing support. Teachers emphasized the importance of being approachable and showing care for their students, as this fosters a strong connection and keeps students motivated during lessons. This approach also helps build trust and reduces student anxiety, creating a more comfortable learning environment. Additionally, teachers highlighted the significance of providing appropriate support by assisting students with tasks and encouraging them to become autonomous learners. Another key strategy mentioned was setting clear rules at the start of the academic year. These rules, along with clearly stated expectations, encourage students to take responsibility for their actions and make informed choices, thus contributing to a positive classroom atmosphere. Moreover, this approach promotes respect and creates a safe, fair environment conducive to learning. Teachers also highlighted the significance of their own enthusiasm in maintaining student motivation during lessons. They emphasized that the energy and motivation of the teacher play a crucial role in shaping the classroom atmosphere. If the teacher lacks enthusiasm, it can negatively

impact students' motivation, as a dynamic and energetic classroom environment is key to keeping students engaged. Therefore, maintaining high levels of motivation as a teacher is essential for fostering an active and positive learning environment.

Numerous studies have delved into the relationship between teachers and student motivation, as well as strategies to prevent demotivation. Han et al. (2019) emphasized the importance of teacher attitude in demotivation, as participants in the study mentioned negative responses from teachers contributing to fears of negative evaluation and speaking anxiety among students. Furthermore, in Acarol's (2020) research, a student noted that teachers' actions can hinder English learning, especially when teachers lack proficiency or use aggressive behavior. Therefore, teachers showing a positive attitude and building trust are crucial to overcoming these demotivators, as mentioned in the current study. Sariyer's (2008) research confirms this strategy, as most students in her study found sincere and enthusiastic attitudes and supportive behaviors to be effective strategies. This aligns with the findings of the current study, highlighting the interconnectedness between students' needs and teachers' strategies. Additionally, Fernandes (2019) confirmed that effective communication skills positively impact students' academic achievements by fostering understanding and perception of the teacher as a skilled communicator and credible motivator.

In another study by Gorham and Millette (1997), it was argued that demotivators related to teachers significantly impacted the motivation of EFL students. Students in the study highlighted the incompetence of English language instructors and their unclear explanations as the most prevalent demotivating factors. Responding to what students expressed, teachers interviewed in the current study highlighted the importance of thoroughly explaining and establishing rules, including their expectations at the beginning of lessons, as previously mentioned. This comprehensive approach to setting rules and clarifying expectations was proven effective in the study, aligning with the demotivation factors identified by students in another study.

Moreover, Meece and McColskey (1997) state that when students are constantly directed on what to do and how to do it without room for personal agency, they have limited chances to develop a sense of responsibility for their learning and self-management strategies. They suggest that teachers can impact students' motivation to learn by allowing them opportunities to have some control over their learning process, thus fostering

independence among students as also stated by the teachers interviewed in this study. Han et al. (2019) supported this idea, noting that seeking support from individuals who can provide assistance is a strategy for coping with demotivation. Both teachers and peers are involved in offering emotional support to students dealing with stress or demotivation.

Students' energy and enthusiasm for learning can diminish from time to time and it can require ongoing external support, often provided by teachers. Therefore, teachers play a vital role in fostering student motivation by supporting autonomy, relevance, connectedness, and competence, as well as demonstrating interest and confidence in teaching the subject.

In the interviews regarding teaching methods, teachers provided valuable insights into maintaining student motivation. They emphasized the importance of employing an adaptable teaching approach that caters to students' diverse needs. Relying solely on one teaching method, whether grammar-focused or game-based, may not be effective as students' needs can vary based on the learning task. Teachers emphasized the importance of incorporating real-life applications into lessons to maintain student motivation and engagement. This involves using authentic materials and providing a clear purpose for learning, as students are more motivated when they see lessons as relevant and useful. Adopting a flexible teaching approach with real-life connections can significantly enhance student motivation. This strategy aligns with S. Kim's (2015) study conducted with university students, where learners were asked about their past experiences with English learning and current challenges. One demotivating factor identified was the absence of a meaningful purpose. Students often faced a conflict between their desire to acquire English communication skills and their practical learning objectives, such as job applications, leading to a lack of motivation. Similarly, Pekrun et al. (2007) suggest that when students fail to see value in their tasks, they may experience boredom and struggle to achieve success. This boredom is linked to a lack of interest, which diminishes motivation for completing tasks and impacts students' perceptions of classroom activities. Thus, providing students with a clear purpose and meaningful context, as highlighted in the current study's findings, can be an effective strategy for overcoming demotivation factors related to relevance and interest in learning.

Additionally, student-centered teaching emerged as one of the most frequently mentioned techniques employed by teachers in the current study's findings to prevent demotivation. Teachers underscored the significance of fostering an environment where

students actively participate and take ownership of their learning journey. This approach goes beyond traditional methods, encouraging collaborative learning through group work and pair activities. By placing students at the forefront and allowing them to lead discussions, explore concepts, and engage in meaningful interactions, teachers empower students to develop critical thinking skills, problem-solving abilities, and a sense of autonomy. This student-centered approach not only enhances motivation but also cultivates a deeper understanding of the subject matter and promotes lifelong learning habits. Likewise, Mnyandu (2011) suggested that teachers should foster a sense of competence among learners while discouraging dependency in the classroom. This can be achieved by granting students freedom and responsibility to act independently at times, allowing them to feel self-determined in their behavior. Alyousif & Alsuhaibani (2021) similarly suggested incorporating competitive and collaborative activities to enhance students' motivation. Similarly, Jeong (2019) discovered that collaborative online activities in EFL settings can be motivating for students.

When exploring the reasons behind students' demotivation due to teaching methods, several studies have provided similar insights. For example, Han et al. (2019) identified the education system as a demotivating factor, with participants expressing dissatisfaction with dull, teacher-centered courses and teaching methods focused on rote memorization. This approach hindered their creativity in using the language, and some criticized the impracticality of the syllabi. Similarly, K. J. Kim's (2012) study revealed that Korean junior high school students found the challenge of learning English, particularly complex sentences and grammar, to be a significant demotivating factor. In a Japanese study by Kikuchi (2009), students also highlighted the grammar-intensive teaching approach as a primary demotivator. In the Turkish context, Çankaya (2018) concluded from their findings that students mainly lose motivation due to grammar-centric, translation-focused, and exam-oriented lessons. This aligns with Krishnan and Pathan's (2023) research, where grammar-based teaching emerged as the most prominent demotivating factor. Students expressed frustration with excessive grammar emphasis, lack of English communication opportunities, and memorization requirements without a communicative learning approach to boost motivation.

These studies collectively underscore the detrimental impact of grammar-heavy, teacher-centered teaching methods on student motivation, highlighting the need for more

engaging and student-centered approaches in language education. Like this current study's findings suggests shifting the focus towards student-centered methodologies that encourage active participation, collaboration, and meaningful interactions, educators can foster a more conducive learning environment. This approach not only enhances students' motivation and engagement but also nurtures their critical thinking, problem-solving skills, and creativity. Therefore, embracing student-centered and engaging teaching practices is imperative to meet the diverse needs of learners and cultivate a lifelong love for learning.

In response to the final interview question, teachers discussed effective strategies for remotivating students who have lost motivation in learning English. Among the most frequently mentioned techniques were building students' confidence and fostering positive relationships. Teachers emphasized the importance of providing positive feedback and reinforcement, such as praise for achievements or small rewards like chocolates and stickers, which helped students feel motivated and capable of mastering the language. Praise and reward are said to be effective ways of providing feedback to students for their positive behaviors (Burden, 1995; Hancock, 2002; Slavin, 2000). The teachers observed that these actions instilled a sense of belief and encouraged students to practice more to improve. Dörnyei (2001a, 2001b) also supports this idea in his study by stating that when students receive praise for their achievements, they feel satisfied with their learning process. This sense of satisfaction encourages students to be more motivated in class.

Additionally, the findings highlighted the significance of personal connections between teachers and students. When educators took the time to understand students' interests and preferences on a personal level, learners felt valued and were inspired to rediscover their enthusiasm for learning English. Individualized Approach also emerged as a technique teachers employed to remotivate students. This approach entails addressing the issue outside the classroom and engaging with students one-on-one. By doing so, teachers gain deeper insights into the root causes of demotivation and can tailor suitable methods to re-engage each student effectively. Furthermore, this personalized approach fosters positive relationships with students, as previously mentioned, which in turn boosts motivation levels.

The strategies uncovered in our current study's findings are supported by numerous pieces of research. For instance, Alison (1993) emphasizes that many teachers overlook the positive contributions students make while focusing on their mistakes and errors. If students don't get noticed for their good efforts, they might wonder why they should keep trying and

this feeling can grow over time. On the other hand, if teachers acknowledge even small positive actions from students, including those who sometimes cause disruptions, it can help handle discipline problems more comfortably. Guan (2022) further mentions the feedback provided by teachers regarding students' performance serves as a direct reflection of the effort students invest in learning English. When teachers offer constructive feedback and encouragement, students feel acknowledged and motivated to continue their efforts. On the contrary, if feedback is overly critical or lacks patience, students may perceive their hard work as unrewarding and become demotivated, hindering their progress in mastering the language. Therefore, teachers should always be careful not to trigger students' negative experiences and try to be positive in those times. Tang and Hu (2022) suggests another approach to lessen negative experiences by organizing sessions between students and teachers at universities. These sessions aim to promote mutual understanding and address any concerns, thereby fostering a positive learning environment.

Keller (1987) also highlighted the importance of confidence as a strategy for remotivating students, emphasizing its role in building self-assurance and belief in students' capabilities to effectively participate in learning activities. This aspect involves creating a nurturing and motivating learning environment, where students receive constructive feedback, meaningful incentives, and opportunities for individual growth and success. Sariyer's (2008) research findings further support this notion, emphasizing that positive and informative feedback enhances students' self-confidence and self-worth. Building on this, Gulnaz et al. (2015) suggest that teachers should consistently use positive gestures and verbal praise in the classroom to stimulate learners' motivation. The purpose of such positive reinforcement is to enhance performance, encourage appropriate behavior, and foster a sense of accomplishment among learners. Maintaining a positive attitude and employing effective pedagogical approaches are essential in enabling students to learn in English and tackle the challenges associated with it as the medium of instruction. Meng (2022) and Ren & Abhakorn (2022) affirm that students are motivated when they encounter teachers with positive attitudes who employ encouraging teaching methods consistently. These approaches not only foster motivation but also help students embrace the daily challenges of learning in English.

Understanding the root causes of demotivation is paramount in the teaching and learning process. However, merely identifying these factors is not sufficient as actionable

solutions must also be sought. The findings of this study provide valuable insights into both demotivating factors and strategies for remotivation, revealing a correlation between them. This holistic understanding is essential for educators to effectively address demotivation and implement targeted strategies to reignite students' enthusiasm for learning.

CHAPTER VI

CONCLUSION

The conclusion section summarizes the research findings regarding demotivating factors in middle school students and the corresponding strategies employed by teachers. It discusses the pedagogical implications of these findings, offering insights into enhancing student motivation and engagement in the classroom. Additionally, suggestions for further studies are provided for educators and researchers, aimed at refining teaching practices and assessing the long-term effectiveness of various methods or approaches.

6.1. Summary of Findings

The study aimed to identify the key factors contributing to the demotivation of middle school students during their English lessons. To achieve this, Acarol's (2020) Foreign Language Demotivation Scale, comprising 35 items distributed across five sub-categories—Teaching Materials, Teaching Method, Teacher Attitudes, Failure Experience, and Negative Attitudes—was utilized to gather qualitative data from students. Furthermore, an analysis was conducted to ascertain whether these sub-dimensions varied based on students' gender, class, city, learning experience, and academic achievement. Upon gathering data on these demotivating factors, the qualitative part of the study focused on exploring specific strategies employed by teachers to counter demotivation and remotivate students in the language learning process. This qualitative data was collected through semi-structured interviews conducted with 10 EFL teachers.

When the sub-dimensions were examined, Teaching Materials received the highest score from middle school students, followed by Negative Attitudes, Teaching Methods, Failure Experience, and Teacher Attitudes. Other studies yielded similar results, with Teaching Materials consistently ranking highest and Teacher Attitudes scoring lowest (Kikuchi & Sakai, 2009; İsaoglu & Ergenekon, 2020; Çankaya, 2018). Conversely, several studies identified Teacher Attitudes as the primary demotivating factor for EFL students, contradicting the findings of this study (Falout & Maruyama, 2004; Alyousif & Alsuhaibani, 2021; Bekleyen, 2011). Additionally, when examining whether factors vary based on certain variables, it was determined that there was no significant difference in the overall demotivation scores based on gender. However, female students exhibited higher mean

scores of demotivation specifically within the Failure Experience sub-dimension. Similar studies have corroborated these findings, suggesting that female students often experience heightened fears related to making mistakes or facing humiliation in the classroom (Budak, 2020; Vakilifard et al., 2020; Akay, 2017; Unal, 2018). Upon examining the variable of grade to assess whether factors change accordingly, it was discovered that 8th-grade students tended to exhibit higher scores in FLDS, while 5th-grade students tended to display lower scores. This suggests that as students progress to higher grade levels, their demotivation levels increase (Kim, 2011; Akay, 2017; Çankaya, 2018; Hamada, 2008). Specifically, in the context of this study, it was proposed that 8th graders might demonstrate higher levels of demotivation due to their preparation for university entrance exams. The lessons and materials during this period often become more tedious, focusing heavily on grammar and vocabulary, which can contribute to student demotivation. Significant differences were observed when examining the variable of city, except for the scores between Ankara and Samsun, which did not show a significant contrast. Istanbul exhibited the highest demotivation score among the cities, while Samsun had the lowest. It is important to note that there aren't many studies comparing cities in terms of demotivation, so this study provides new insights into how city location may impact students' motivation levels. Additionally, these findings may vary depending on underlying factors such as the location of the school, cultural norms, socioeconomic factors, and students' backgrounds. The variable of academic achievement also revealed notable differences in students' demotivation scores. An inverse relationship was observed, where students with higher academic scores (100-85) exhibited lower demotivation scores, while those with lower academic performance (49-0) displayed higher demotivation mean scores. This suggests that as students become more experienced and proficient in the language, their anxiety decreases, and they feel more at ease in the classroom, leading to higher motivation levels (Lee & Lee, 2011; Mnyandu, 2001; Falout et al., 2009; Aygün, 2017). The last variable of students' years of learning experiences also yielded significant differences in the mean scores of demotivation. The findings revealed that students with greater experience (12-15 years) had lower scores compared to those with less experience (1-3 years). This aligns with the earlier variable of academic achievement, suggesting that as students accumulate more experience, they become more proficient and feel more at ease when completing tasks. These findings indicate a pattern where students' demotivation scores typically decrease as they gain more learning experience. It's worth noting that there are currently no studies exploring the

relationship between students' years of learning experience and demotivation, making this study particularly insightful in providing new perspectives on this topic.

Qualitative interviews were conducted with ten EFL teachers to explore their perspectives on student demotivation within the classroom. The aim was to gain insight into how demotivated students are perceived and to understand the strategies these teachers employ to prevent and address demotivation. Throughout the interviews, all teachers noted the occurrence of student demotivation, which they identified as potentially leading to psychological barriers, passive learning, and disruptions in the learning process. Demotivated students often show disruptive behavior and a lack of focus during lessons, displaying withdrawal symptoms such as silence or attempting to avoid participation. Additionally, teachers observed that writing and reading activities were particularly prone to causing students to lose interest and become bored. To address these challenges, teachers employ various strategies, including incorporating reading strategies, structured writing tasks, engaging speaking activities centered around real-life topics, and encouraging collaborative group and pair work among students.

Teachers were also questioned about their strategies for preventing demotivation, focusing on aspects like classroom environment, teaching materials, teacher attitudes, and teaching methods. When discussing the classroom environment, teachers emphasized the significance of seating arrangements, clear classroom rules, and a visually appealing classroom. They highlighted the importance of strategically grouping students for tasks to facilitate peer learning. Additionally, creating a positive and friendly atmosphere, enforcing clear rules for classroom management, and enhancing interest through posters or decorations were identified as effective measures to keep students engaged and motivated in lessons. Furthermore, regarding teaching materials, teachers emphasized the necessity of incorporating visual aids to enhance student comprehension. They also stressed the importance of integrating technology, particularly since middle school students belong to Generation Z and are inherently familiar with technology. Additionally, diversifying materials to cater to all students' interests and integrating educational games during lessons were cited as effective strategies to promote engagement and motivation among students.

When discussing teacher attitudes, educators emphasized the value of fostering positive relationships with students, noting that trust and a strong bond can significantly improve the learning environment. Providing support to students was also highlighted as

crucial, as it helps them feel valued and boosts their confidence throughout their learning journey. In terms of teaching methods, teachers underscored the importance of student-centered lessons, where students take responsibility for their learning while teachers assume the role of facilitators rather than dominators in the classroom. They also cautioned against relying solely on one teaching method, as this can lead to student demotivation. In many research grammar and vocabulary memorization seem to be the most demotivators (Han et al., 2019; Krishnan & Pathan, 2023; K. J. Kim, 2012). Therefore, they recommended integrating game-based activities and fostering more communicative lessons to actively engage students in the teaching and learning process.

Teachers discussed strategies for student remotivation in learning English during their final interview responses. They emphasized the importance of boosting students' confidence and nurturing positive relationships. Providing positive feedback, acknowledging achievements, and offering small rewards like chocolates or stickers were cited as effective ways to motivate students. These practices are supported by research by Burden (1995), Hancock (2002), and Slavin (2000), which highlight the effectiveness of praise and rewards in encouraging positive behaviors. The study also highlighted the importance of personal connections between teachers and students. Understanding students' interests and preferences on a personal level inspired learners to rediscover their enthusiasm for learning English.

In conclusion, this study has identified key factors contributing to demotivation among middle school students and has explored effective teacher strategies to address and overcome this challenge. By understanding these factors and implementing targeted strategies, educators can create a more supportive and motivating learning environment for students, ultimately enhancing their overall engagement and academic success.

6.2. Pedagogical Implications

The findings from the research on demotivation factors among middle school students unveil a complex interplay of variables that significantly influence students' motivation levels and overall academic experiences. Understanding the nuanced factors contributing to student demotivation, including teaching materials, teaching methods, teacher attitudes, and student experiences, is essential for educators and institutions seeking to create a more engaging and supportive learning environment. By delving into these

implications, educators can gain valuable insights into effective strategies to mitigate demotivation, enhance student engagement, and promote positive learning outcomes.

This understanding underscores the importance of teachers adopting a proactive approach. Being mindful of how teaching materials, instructional methods, and their own attitudes can directly impact student motivation levels is crucial. The integration of authentic and technological resources into lesson plans not only enhances engagement but also increases the relevance of content, thereby mitigating demotivation linked to uninspiring materials. Additionally, embracing a student-centered instructional approach, which includes interactive activities, game based learning, and collaborative tasks, can effectively prevent student burnout and foster sustained motivation throughout the learning process.

Moreover, creating a positive and supportive classroom environment is essential for nurturing motivation among students. Educators can achieve this by establishing clear expectations, maintaining a friendly and approachable demeanor, and incorporating visual enhancements that stimulate interest and engagement. Flexible seating arrangements, opportunities for group work, and platforms for creativity and self-expression further contribute to fostering a sense of belonging and motivation among learners. Tailored support, personalized learning plans, and the promotion of self-efficacy are indispensable strategies for rekindling motivation in demotivated students and facilitating their academic success.

Institutions and schools should also prioritize the creation of a stimulating learning environment that caters to the diverse needs and interests of students. This involves a collective effort to implement proactive measures, such as curriculum adjustments, professional development for teachers, and the provision of resources that support interactive and engaging learning experiences. Syllabus design specifically plays a crucial role in creating a motivating learning environment. Educators should strive for a balanced and dynamic curriculum that integrates authentic, relevant, and technological resources to cater to diverse learning styles and interests. Incorporating interactive elements such as multimedia presentations, hands-on activities, project-based learning, and real-world applications can enhance engagement and foster intrinsic motivation among students.

By incorporating these pedagogical implications into educational practice, educators can effectively address demotivation factors and cultivate a motivating and enriching

learning environment conducive to student success, well-being, and lifelong learning in middle school students.

6.3. Suggestions for Further Studies

The study initially utilized a questionnaire to gather data from students regarding demotivating factors. However, further interviews with students could offer a more detailed understanding of the underlying causes of these factors. Also, exploring variables such as learning experiences and city-specific influences could offer valuable insights, especially considering the limited existing research that delves into these particular aspects. To expand on these insights, schools could be categorized into private and public institutions to assess potential differences in materials used, teaching methods employed, and teacher attitudes, which could impact student motivation levels. Additionally, exploring the nuances of internal and external motivation could unveil factors outside the school's immediate scope, such as parental expectations or cultural backgrounds, that may contribute to student demotivation. Furthermore, investigating variables like students' exposure to English media (e.g., watching English TV series, listening to English songs) and their impact on motivation levels could provide a more comprehensive understanding of factors influencing student motivation. These suggestions for further research can contribute significantly to refining strategies and interventions aimed at addressing demotivation among middle school students.

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APPENDICES

APPENDIX 1: Foreign Language Demotivation Scale

YABANCI DİL DEMOTİVASYON ÖLÇEĞİ

Değerli öğrenciler, bu anket İngilizce derslerinde öğrencilerin motivasyonunu azaltan faktörleri araştırmayı amaçlamaktadır. Aşağıdaki soruları dürüst ve samimi olarak cevaplamanız çalışmanın güvenilirliği açısından önem taşımaktadır. Bu anketteki maddeler için doğru ya da yanlış cevap yoktur. Her bir ifadeyi okuduktan sonra, lütfen size en çok hitap eden ifadeyi işaretleyiniz. Vereceğiniz cevaplar bilimsel bir araştırmaya ışık tutacağından boş bırakmanızı önemle rica ederiz. Katkımız için teşekkürler.

YAŞ:

CİNSİYET: Kız Erkek

SINIF: 5.sınıf 6. sınıf 7.sınıf 8.sınıf

BULUNDUĞUN ŞEHİR:

KAÇ YILDIR İNGİLİZCE ÖĞRENIYORSUN: 1-3 yıl
 4-7 yıl
 8-11 yıl
 12-15 yıl

DERS BAŞARINIZ NEDİR? : (85-100)
 (70-84)
 (60-69)
 (50-59)
 (0-49)

AİLENİN İNİLİZCE ÖĞRENME BEKLENTİSİ: Yüksek Orta Düşük

İngilizce öğrenmek için yeterli motivasyonum yok, çünkü ...		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	İngilizce derslerinde kendimi ifade etme fırsatı bulamıyorum.	1	2	3	4	5
2	İngilizce derslerinde kelime bilgisi (vocabulary) öğretimine önem verilmiyor.	1	2	3	4	5
3	İngilizce sınavlarının gerçek bilgiyi ölçmediğini düşünüyorum.	1	2	3	4	5
4	Öğretilen İngilizce ihtiyaçlarımı karşılamıyor.	1	2	3	4	5
5	İngilizce derslerindeki aktiviteler oldukça sıkıcı.	1	2	3	4	5
6	İngilizce derslerinde kullanılan öğretim yöntemlerinin etkili olmadığını düşünüyorum.	1	2	3	4	5
7	İngilizce derslerinde sık sık Türkçe konuşuluyor.	1	2	3	4	5
8	İngilizce derslerinde sürekli dilbilgisi (grammar) öğretiliyor.	1	2	3	4	5
9	İngilizce derslerinde konuşma aktivitelerine (speaking) önem verilmiyor.	1	2	3	4	5
10	İngilizce derslerinde sürekli aynı şeyleri görüyoruz.	1	2	3	4	5
11	İngilizce derslerinde öğretici aktivitelere yer verilmiyor.	1	2	3	4	5
12	İngilizce derslerinde teknolojiyi çok etkili kullanamıyoruz.	1	2	3	4	5

13	Bize sunulan olanakların ve/veya materyallerin yetersiz olduğunu düşünüyorum.	1	2	3	4	5
14	Sınıflar çok kalabalık.	1	2	3	4	5
15	Bizlere yurtdışında eğitim imkânı sunulmuyor.	1	2	3	4	5
16	İngilizce derslerinde kullanılan içerikler (materyaller) güncellikten oldukça uzak.	1	2	3	4	5
17	İngilizce derslerinde kullanılan kitapların verimli olmadığını düşünüyorum.	1	2	3	4	5
18	Yaşadığım çevrede pratik yapma imkânım yok.	1	2	3	4	5
19	Bulduğum çevrede İngilizceye yeterince maruz kalamıyorum.	1	2	3	4	5
20	İngilizce öğretmenleri ile iyi anlaşamıyorum.	1	2	3	4	5
21	İngilizce dersini Türk öğretmenlerin vermemesi gerektiğini düşünüyorum.	1	2	3	4	5
22	İngilizce öğretmenlerinin derse iyi hazırlık yaparak geldiklerini düşünmüyorum.	1	2	3	4	5
23	İngilizce öğretmenlerinin öğrencilere karşı tavırları (tutumları) oldukça kaba/kötü.	1	2	3	4	5
24	İngilizce öğretmenlerini yetersiz buluyorum.	1	2	3	4	5
25	İngilizce öğretmenlerinin dil öğretimi konusunda başarılı olmadıklarını düşünüyorum.	1	2	3	4	5

26	İngilizce sınavlarından sürekli düşük alıyorum.	1	2	3	4	5
27	İngilizce öğrenmeye başladığımdan beri İngilizce öğrenemedim.	1	2	3	4	5
28	Daha kendi ana dilimizi doğru dürüst öğrenemiyoruz / konuşamıyoruz.	1	2	3	4	5
29	Hiçbir zaman İngilizce konuşamayacağımı düşünüyorum.	1	2	3	4	5
30	Sınıf içerisinde İngilizce konuşurken utanıyorum.	1	2	3	4	5
31	İngilizce konuşurken gülünç duruma düşmekten ve dalga geçilmesinden korkuyorum.	1	2	3	4	5
32	Kendimi yetersiz gördüğüm için İngilizce konuşmak istemiyorum.	1	2	3	4	5
33	İngilizcenin farklı bir dil ailesinden olması öğrenmeyi oldukça zorlaştırıyor.	1	2	3	4	5
34	İngilizcenin konuşulduğu ortamlarda bulunmak beni rahatsız ediyor.	1	2	3	4	5
35	İngilizcenin, yazıldığı gibi okunmayan bir dil olması öğrenmeyi zorlaştırıyor.	1	2	3	4	5

APPENDIX 2: Semi-Structured Interview Questions in Turkish

- 1) Öğrencilerinizin İngilizce 'ye karşı tutumunu nasıl betimlersiniz?
- 2) Ders esnasında öğrencilerinizin demotive olduğunu deneyimlediniz mi? Cevap evet ise, demotive olan öğrencilerde ne tür davranış değişiklikleri gözlemliyorsunuz?
- 3) Ortaokul öğrencilerinin hangi sınıf etkinliklerinde (okuma, yazma, dinleme, konuşma) en çok motivasyon kaybına uğradığını düşünüyorsunuz?
 - a) Bu etkinlikler sırasında öğrencilerin motive olmalarına yardımcı olmak için hangi stratejileri kullanıyorsunuz?
- 4) Demotivasyon İngilizce öğrenmede ne tür engeller oluşturur?
- 5) Öğrencilerin ders esnasında demotive olmaması için ne tarz teknikler uyguladığınızı aşağıdaki başlıklarla açıklar mısınız?
 - a) sınıf ortamı
 - b) öğretim materyalleri
 - c) öğretmenlerin tutumları
 - d) öğretim yöntemleri ve süreci
- 6) Demotive olmuş bir öğrenciyi tekrar motive etmek ve derse katmak için ne gibi yöntemler kullanırsınız?

APPENDIX 3: Semi-Structured Interview Questions in English

- 1) How would you describe your students' attitudes toward English lessons?

- 2) Have you ever experienced a time when your students felt demotivated? If yes, what kinds of behavioral changes do you observe when students are demotivated?

- 3) In which classroom activities (reading, writing, listening, speaking) do you think middle school students get demotivated the most?
 - a) What strategies do you use to help students stay motivated during these activities?

- 4) How does demotivation create barriers in learning English?

- 5) What kind of techniques/methods do you apply to prevent students from being demotivated during the lesson? Can you explain in terms of; a) classroom environment, b) teaching materials, c) attitudes of teachers, d) teaching methods and process.

- 6) What methods do you use to remotivate a student who has already been demotivated in class?

APPENDIX 4: Permission Letter

Yüksek Lisans Tez Ölçeği Hk. > Gelen Kutusu x



Aybike Özen <[redacted]>

Alıcı: k [redacted]

25 Şub 2023 Cmt 18:54



Kenan Hocam merhabalar,

Başkent Üniversitesi İngiliz Dili Öğretimi bölümünde yüksek lisans öğrencisiyim ve demotivation üzerine bir çalışma yapıyorum. Tezinizde geliştirdiğiniz ölçeğin bana da yarar sağlayabileceğini düşündüğümden sizden kendi tezimde uygulamak için izin istiyorum. İzin verdiğiniz takdirde uygun şekilde alıntı yapacağım. Uymam gereken belirli şartlar veya koşullar varsa lütfen bana bildirin. Sizden haber bekliyorum.

Saygılarımla,

Aybike Özen



Kenan Acarol <[redacted]>

Alıcı: ben

28 Şub 2023 Sal 22:21



Merhaba hocam,

Tabii ki kullanabilirsiniz.

İyi çalışmalar dilerim.

Öğr. Gör. Kenan Acarol

Yıldız Teknik Üniversitesi

Yabancı Diller Yüksekokulu

Evrak Tarih ve Sayısı: 09.02.2023-205124



1993

BAŞKENT ÜNİVERSİTESİ
Akademik Değerlendirme Koordinatörlüğü

Sayı :E-62310886-605.99-205124

Konu :Etik Kurul İzni (Hülya Aybike Özen)

09.02.2023

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 30.12.2022 tarih ve 191997 sayılı yazınız.

Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Hülya Aybike Özen'in, Dr. Öğretim Üyesi Ahmet Remzi Uluşan danışmanlığında yürütmeyi planladığı "İngilizce Derslerinde Ortaokul Öğrencilerinin Motivasyonlarını Kaybetme Nedenleri ve Bunu Aşmaya Yönelik Öğretmen Stratejileri" adlı tez önerisi değerlendirilmiş ve bilgilerinize ekte sunulmuştur.

Prof. Dr. M. Abdülkadir VAROĞLU
Kurul Başkanı

Ek: Değerlendirme Formu

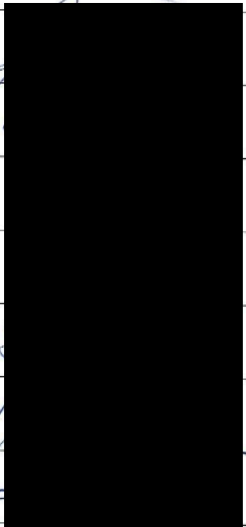
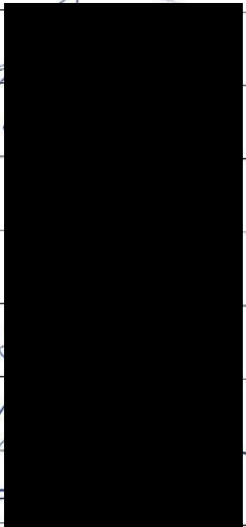
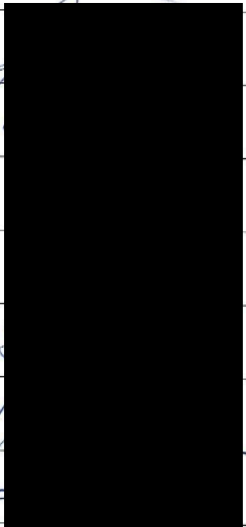
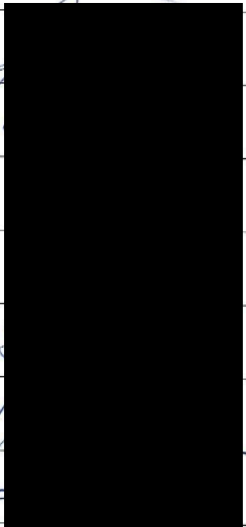
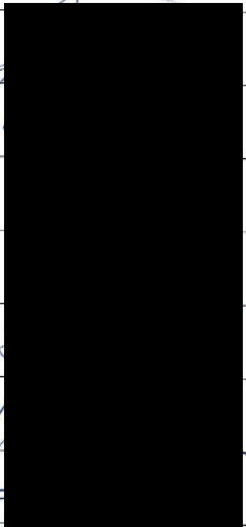
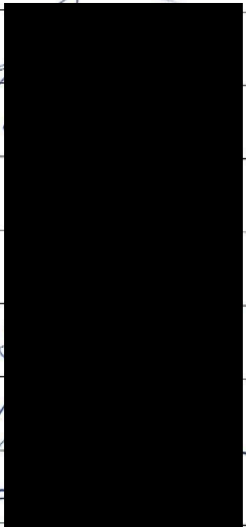
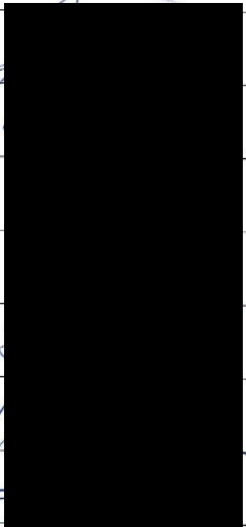
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31 OCAK 2023

İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Hülya Aybike Özen'in, Dr. Öğretim Üyesi Ahmet Remzi Uluşan danışmanlığında yürütmeyi planladığı "İngilizce Derslerinde Ortaokul Öğrencilerinin Motivasyonlarını Kaybetme Nedenleri ve Bunu Aşmaya Yönelik Öğretmen Stratejileri" adlı tez önerisi değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir. Bilgilerinize saygılarımızla sunarız.

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Prof. Dr. Kudret Güven	Olumlu /Olumsuz Olumsuz K	
Prof. Ali Sevgi	Olumlu/Olumsuz	
Prof. Dr. Işıl Bulut	Olumlu/Olumsuz	
Prof. Dr. Sadegül Akbaba Altun	Olumlu/ Olumsuz	
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Prof. Dr. Özcan Yağcı	Olumlu/ Olumsuz	

Prof. Dr. Sadegül Akbaba Altun, Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Hülya Aybike Özen'in, Dr. Öğr. Üyesi Ahmet Remzi Uluşan danışmanlığında yürütmeyi planladığı "İngilizce Derslerinde Ortaokul Öğrencilerinin Motivasyonlarını Kaybetme Nedenleri ve Bunu Aşmaya Yönelik Öğretmen Stratejileri" adlı tezin çalışılabileceği; ancak, tezde kullanılacak ölçeğin sahibinden izin alınması ve adaptasyonunun yapılmasının gerektiğini belirtmişlerdir.

Prof. Dr. Özcan Yağcı, Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Hülya Aybike Özen'in, Dr. Öğr. Üyesi Ahmet Remzi Uluşan danışmanlığında yürütmeyi planladığı "İngilizce Derslerinde Ortaokul Öğrencilerinin Motivasyonlarını Kaybetme Nedenleri ve Bunu Aşmaya Yönelik Öğretmen Stratejileri" adlı tez önerisinin uygun olduğu düşüncelerini iletmışlerdir.