Exploring Demotivation in Second Language Classrooms: A Literature Review of Teacher and Student Variables

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Abstract: Recent research in second language acquisition has seen a surge in interest concerning the phenomenon of students' demotivation. Using a literature review, this paper explores the concept of L2 demotivation as the combined effects of internal and external factors that diminish a learner's drive to engage with the target language. It delves into the significant influences contributing to L2 demotivation, focusing on both teachers and students' variables. Teachers' variables encompass inappropriate teaching styles, attitudes, and low teaching quality, alongside instances of teachers' demotivation, all identified as pivotal contributors to students' demotivation by numerous studies. Additionally, students' demotivation can stem from intrinsic issues such as low self-esteem or diminished self-worth. The paper concludes by suggesting pedagogical implications, such as the need for teacher training programs that emphasize motivational strategies and fostering positive attitudes towards language learning. Furthermore, it advocates for the development of learner-centered approaches that address individual learner needs and provide opportunities for autonomy and self-expression in the language learning process, learning goals setting, task design, providing constructive feedback, inclusive classroom, cultural awareness, and leveraging technology in language learning. Lastly, the paper calls for further research into demotivation in second language learning to inform more effective pedagogical practices and interventions.

Keywords: L2 Motivation and Demotivation, Second Language Learning, L2 classrooms

1. Introduction

Studies on L2 motivation has been on a continuous pursuit, adapting to new perspectives and insights. Academics and instructors are deeply interested in exploring the complexities of motivation and its related elements to L2 learning. Their goal is to broaden the existing knowledge base and develop innovative methods that align with the evolving nature of language education. The influence of the social setting on an individual's motivation to learn a second language is profound. Current studies validate the importance of the learner's social context and interactions, as evidenced by the sustained relevance of Gardner's socio-educational model (Gardner, 1985). This theory asserts that the drive to learn an L2 is affected by personal differences and the community's attitude toward the language. For example, learners tend to be more motivated when they belong to a community that values the L2 (Ushioda, 2020)1. Recent research has also highlighted the role of the L2 Motivational Self System (L2MSS) in understanding learners' motivation. Constructs such as the ideal L2 self and ought-to L2 self-have been extensively studied, with findings suggesting the need for careful interpretation of the relationship between effort, proficiency, and L2MSS constructs (Feng & Papi, 2020; Papi et al., 2019; Papi & Khajavi, 2021)2. Additionally, complex systems theory has emerged as a method to explain the interactions between micro- and macro-structures surrounding the learner in influencing motivation, with socioeconomic status, dialogism, and anagnorisis identified as related variables (Aryadoust, Soo, & Zhai, 2023)3. These insights contribute to a more nuanced understanding of L2 motivation, emphasizing the multifaceted nature of motivational dynamics in language learning. As the field

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continues to evolve, future research is likely to uncover even deeper layers of complexity in the motivational processes of L2 learners.

Cognitive and situational elements, such as the dynamics within the classroom and self-perception, are vital to sustaining motivation for L2 learning. Present-day studies integrate concepts like self-determination and attribution theory, resonating with the foundational work of Dörnyei (Dörnyei, 2001; Weiner, 1985). The perceptions learners have of their capabilities and the importance they assign to the L2 are influential determinants of their motivation. Feeling autonomous and in control of their learning journey can foster a deeper intrinsic motivation (Aryadoust, Soo, & Zhai, 2023). The evolving aspects of motivation are gaining acknowledgment in modern research. Motivation is dynamic, adapting to the learner's experiences and aspirations. The L2 Motivational Self System (L2MSS) is a crucial framework for grasping these shifts, with recent inquiries exploring its fundamental concepts, such as the ideal L2 self and the ought-to L2 self (Feng & Papi, 2020; Papi et al., 2019; Papi & Khajavi, 2021). These investigations underscore the intricate link between effort, proficiency, and the elements of the L2MSS, emphasizing the importance of nuanced interpretation of the data (Al-Hoorie, 2018).

While much of the research has traditionally emphasized strategies to bolster and shape L2 learner motivation positively, recent scholarly attention has turned towards understanding the reasons behind students' demotivation in second language learning, and how to address such instances effectively. As underscored by Chong and Renandya (2019), it is crucial to recognize that language acquisition and instruction occur within a classroom environment that is interconnected with the broader external world, influenced by various factors that learners bring with them. Consequently, students may experience both positive and negative impacts during the learning journey, prompting a closer examination of these influences.

A critical examination of the literature on second language motivation conducted by Dörnyei (2001) highlighted emerging themes in L2 motivation research that garnered scholarly attention. Notably, Dörnyei emphasized potential areas for future research, including teacher motivation, the relationship between motivation and learning strategies, willingness to communicate, methods to motivate language learners, and the phenomenon of demotivation. While existing motivation research typically focused on positive influences, there was a dearth of investigation into motivation as a negative concept. Previous studies by Chambers (1993), Dörnyei (1998), Oxford (1998), and Ushioda (1998) indicated that demotivation is prevalent in L2 learning, with teachers playing a role in its occurrence (as cited in Dörnyei, 2001, Chong, Renandya, and Rong, 2019). Dörnyei (2001) suggested the need for further exploration of this significant aspect of motivation. Despite the passage of a decade since 2001, Dörnyei and Ushioda (2013) noted in the second edition of their book on teaching and researching motivation a continued trend toward socio-dynamic perspectives on L2 motivation research and an interest in investigating the 'dark side' of motivation. They proposed that influences contributing to demotivation could be situated within the classroom environment or the broader sociocultural context. This underscores the complexity and relevance of studying demotivation, which warrants further investigation by L2 motivation scholars (as cited in Chong, Renandya, and Rong, 2019).

The paper commences by elucidating the concept of demotivation and offering a synopsis of related constructs explored by renowned scholars in the realm of second language (L2) motivation. Following this, it examines extant research that has pinpointed crucial factors linked to demotivation in the process of second language acquisition, with an emphasis on variables pertaining to both educators and learners. The paper further discussed how certain research gaps have been identified and addressed because of the research. Finally, it offers pedagogical implications and suggest future research directions to address critical gaps in current research areas.

2. Literature Review

2.1. The concept of demotivation

Demotivation is a term used in second language acquisition (SLA) to describe the phenomenon of learners losing their motivation to learn a foreign or second language. According to Dörnyei & Ushioda (2013), demotivation is defined as "specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action" (p.139). In other words,

demotivation occurs when learners encounter negative experiences or influences that lower their interest, enthusiasm, or confidence in language learning. To elaborate the concept of demotivation, Dörnyei & Ushioda (2013) propose a process-oriented model of L2 motivation that consists of three main phases: the preactional, the actional, and the postactional phase. Each phase involves different motivational influences and processes that affect the learner's engagement and persistence in language learning. Demotivation can occur at any phase of the model, depending on the learner's perception and evaluation of the external and internal factors that impact their motivation.

The preactional phase. The preactional pharse is the stage where the learner forms their initial goals and intentions to learn the target language. This phase is influenced by the learner's ideal L2 self, which is the image of themselves as a successful L2 user, and the ought-to L2 self, which is the image of themselves as meeting the expectations and obligations of others. Demotivation can occur in this phase if the learner does not have a clear or realistic vision of their ideal or ought-to L2 self, or if they perceive a large gap between their current and desired L2 selves.

The actional phase. The actional phase is the stage where the learner implements their goals and intentions and engages in language learning activities. This phase is influenced by the learner's motivated behaviour, which is the degree of effort, attention, and persistence they display in language learning, and the motivational control, which is the ability to regulate and sustain their motivated behaviour. Demotivation can occur in this phase if the learner faces difficulties, challenges, or failures in language learning, or if they encounter negative feedback, criticism, or pressure from others.

The postactional phase. This is the stage where the learner evaluates their outcomes and experiences and modifies their goals and intentions accordingly. This phase is influenced by the learner's causal attributions, which are the explanations they give for their success or failure in language learning, and the self-concept, which is the overall perception of themselves as a language learner. Demotivation can occur in this phase if the learner attributes their outcomes to external, uncontrollable, or stable factors, or if they develop a negative self-concept or low self-esteem.

Dörnyei & Ushioda (2013) clarified that demotivation does not mean the total elimination of the original positive source of motivation; rather, it means that the resulting motivational force has been significantly weakened by a very harmful factor, while acknowledging that other positive factors might also have an effect. A case to demonstrate this idea was how a student who had become disinterested in learning English because of the teacher's dislike might still recognize the value of this language as a possible global language. The process-oriented model of L2 motivation is a dynamic and complex framework that captures the temporal and contextual aspects of motivation in language learning. . It also emphasizes the role of the learner's self and identity in shaping and being shaped by their motivation.

Table 1. The process-oriented model of L2 motivation

Stage	Description	Key factors
Pre-actional Stage	L2 Learners form and interest in learning and set their goals.	L2 self-system, ideal, and learning experience.
Actional Stage	Learners implements the intention and engages in learning.	Motivational strategies (self-monitoring, feedback, and praises
Post-actional Stage	L2 learners reflect on the outcomes and makes attributions.	Goal satisfaction, casual explanations, new intentions.

Table1, summarizes the main features of the process-oriented model of L2 motivation according to Dörnyei and Ushioda (2013). The process-oriented model of L2 motivation highlights the dynamic and iterative nature of L2 motivation, emphasizing that demotivation can arise at various stages of the language learning process. Understanding these potential sources of demotivation can inform educators

and learners on how to mitigate challenges and cultivate a supportive and motivating learning environment.

According to Deci and Ryan (1985), L2 demotivation is a state of reduced or absent motivation that occurs when an individual experiences a loss of interest or value in an activity due to external factors. Demotivation does not mean the complete elimination of the original positive source of motivation, but rather the significant weakening of the motivational force by a harmful influence. Demotivation is different from amotivation, which is the lack of motivation caused by an individual's sense of helplessness and incompetence when confronted with a task, but not because of a missing initial interest. Deci and Ryan (1985) proposed a self-determination theory that explains how different types of motivation (intrinsic, extrinsic, and amotivation) are influenced by the degree of autonomy, competence, and relatedness that individuals perceive in their learning environment. They also developed three sub-theories: cognitive evaluation theory, organismic integration theory, and causality orientations theory, to account for the factors that affect intrinsic motivation, extrinsic motivation, and individual differences in motivation, respectively.

Dörnyei and Uchida (2013) defined L2 demotivation as "specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action" (p. 139). They argued that demotivation is not a stable trait, but a dynamic process that can be influenced by various contextual and personal factors, such as the learning environment, the teacher, the curriculum, the learner's self-concept, and the learner's goals. They also suggested that demotivation can be reversed or prevented by enhancing the learner's positive motivation, such as the ideal L2 self, the ought-to L2 self, and the L2 learning experience. The main difference between Deci and Ryan (1985) and Dörnyei and Shinoda (2013) is that the former focused more on the psychological needs and types of motivation that underlie L2 learning, while the latter focused more on the specific external factors and processes that affect L2 motivation and demotivation. Deci and Ryan (1985) viewed demotivation as a state of low or no motivation, while Dörnyei and Ishida (2013) viewed demotivation as a dynamic phenomenon that can change over time and across situations. Deci and Ryan (1985) also distinguished demotivation from amotivation, while Dörnyei and Uchida (2013) did not explicitly address the concept of amotivation in their framework.

Other scholars had challenged the notion of demotivation proposed by Dörnyei and Ushioda (2013), highlighting its complexity and multifaceted nature. Arai (2004) emphasizes the significance of monotonous classroom atmosphere and teachers' behavior as prominent demotivators, while also noting the influence of learners' self-esteem, interest, and anxiety on motivation levels. Falout and Maruyama (2004) view any disruptive influence as a potential demotivator, asserting that demotivation is not a fixed trait but a dynamic state subject to change over time. They suggest that learners can overcome demotivation through coping strategies and positive attributions. Kojima (2004) employs structural equation modeling to identify five factors of demotivation among high school students, including teachers, classes, learning content, learning environment, and personal reasons, with negative impacts observed on proficiency and attitudes.

Tsuchiya (2004a, 2004b, 2006a, 2006b) identifies nine demotivating factors among unsuccessful English learners, ranging from negative attitudes toward teachers and classes to a lack of intrinsic motivation and positive English-speaking models. Sakai and Kikuchi (2009) develop a questionnaire measuring demotivation among high school students, extracting factors such as textbooks, inadequate school facilities, test scores, noncommunicative teaching methods, and teachers' competence and styles. They explore the relationship between demotivation and proficiency, gender, and school types. These scholars collectively argue for a redefined and expanded understanding of demotivation to encompass both external and internal influences that diminish motivation to study the target language. They underscore the need to acknowledge the diverse contextual and individual factors shaping demotivation, calling for a more comprehensive approach in conceptualizing and addressing this phenomenon.

2.2. Demotivation variables in second language classrooms

Teachers Demotivation Variables. Dörnyei (1998) was one of the first researchers to explore the causes of demotivation among 50 Hungarian students who were learning English or German as foreign languages. He found nine types of factors that could lower their motivation, such as: the quality of the

teachers, the conditions of the institutions, the learners' self-esteem, the learners' attitude to the language they were learning, the obligation to learn the language, the interference from another foreign language, the learners' perception of the target language community, the learners' relationship with their peers, and the textbooks used in the classes. The most frequent and significant factor was related to the teachers, which accounted for 40 percent of the total occurrences. This study sparked a lot of interest in the topic of L2 demotivation, and many other researchers followed Dorney's (1998) framework to examine the sources of demotivation in different contexts. They also confirmed that teachers had the most negative impact on student motivation (Flout & Maruyama 2004).

In Asia, where teachers often have a dominant role in the classroom, more studies were done to investigate how teacher-related factors affected learner demotivation. Kikuchi (2009) revealed that the main reason for Japanese secondary EFL students to lose motivation was the traditional and authoritarian way of teaching by the teachers. Trang and Baldur (2007) also found that the teachers' teaching methods were the biggest cause of demotivation among Vietnamese EFL students. In Quadir's 2017 study, three key aspects of teacher demotivation were identified. Firstly, the study emphasized the significant influence teachers wield over students' levels of motivation. This places a crucial responsibility on educators to employ engaging teaching styles and maintain positive attitudes, as these factors greatly impact students' desire to learn. Moreover, the research highlighted a disparity in perceptions between students and teachers regarding the sources of demotivation, indicating a communication gap that must be bridged. Understanding students' perspectives is essential for teachers to adapt their methods accordingly and prevent disconnection. Additionally, the study defined L2 demotivation as stemming from external influences, such as societal attitudes or the learning environment, which can gradually internalize and diminish students' interest over time. Hence, Quadir's 2017 study underscores the necessity of addressing teacher demotivation factors to foster a conducive learning environment that promotes student motivation and enriches the educational experience. It also emphasizes the continuous need for teacher training and development to empower educators with the skills and knowledge required for effective motivation strategies.

Kim et al. (2018) also found some key factors that demotivated Korean EFL learners from primary to secondary level. They reported that the teachers' lack of clear delivery for primary levels, the teachers' unrealistic and grammar-focused English lessons for secondary levels, and the teachers' pressure of memorization were common demotivators. They inferred that the teachers' failure to deliver the lesson in a way that stimulated and supported the learners was associated with high levels of learner demotivation. In his 2017 review of educational literature from the 2000s, Lamb explored various teacher-related factors that could impact student motivation. He identified several teaching styles that could potentially demotivate learners. These include an overly authoritative style (referenced in Little John, 2008), a hands-off or laissez-faire style (Oxford, 2001), and an unfriendly demeanor (Yi Tsang, 2012). All of these were highlighted as detrimental influences on student motivation. Lamb further emphasized that a teacher's lack of empathy and understanding towards the unique needs of each student could also lead to a decrease in motivation. This point was supported by several studies (Norton, 2001; Lantolf & Genung, 2002; Farrell,2015). In addition, Lamb pointed out that certain negative teaching practices could harm a learner's motivation. These include a teacher's inadequate subject knowledge (Trang & Balladur, 2007), excessive negative feedback (Busse,2013), and a monotonous approach to classroom tasks (Fallout, Elwood & Hood,2009).

In addition, Lamb (2017) posits that the factors that demotivate learners are intrinsically linked to the motivation levels of their teachers. In other words, a teacher's lack of motivation often mirrors the sources of learner demotivation. Building on this, Lamb and Wedell (2015), along with Bernaus, Wilson, and Gardner (2009), suggest that teachers who are themselves highly motivated and inspired are likely to enhance their students' motivation. The rationale behind this is that motivated teachers tend to be more energetic and committed. They are likely to offer a variety of classroom activities and display a greater degree of approachability, interest, and adaptability in catering to the diverse needs of their students. In essence, these factors, according to Lamb, could significantly undermine a student's motivation to learn. In essence, Lamb's review underscores the critical role that teachers play in shaping student motivation, and highlights the need for effective, empathetic, and engaging teaching practices. A teacher's lack of motivation can significantly influence and potentially exacerbate a student's lack of motivation in the classroom. This correlation was also highlighted in the work of Chong, Renandya,

and Rong (2019). Therefore, fostering teacher motivation is crucial not only for the educators themselves but also for the overall learning experience and motivation of their students.

In a study conducted by Sundqvist and Olin (2013), they explored how teachers in Sweden managed the issue of student demotivation in their English as a Foreign Language (EFL) classrooms. The authors focused on the challenges faced by these teachers in reconciling the English taught within the school environment and the English used outside of it, often referred to as extramural English. This study was a response to a national evaluation by the Swedish Schools Inspectorate, which found the overall quality of teaching to be below standard. Interestingly, this was in contrast to the strong performance of Swedish youth in international English evaluations. Sundqvist and Olin (2013) reported instances where English was not used at all in EFL classrooms. They also found that some teachers rarely altered their teaching methods and failed to address the needs and interests of their students. Furthermore, these teachers did not take into account the students' use of extramural English. This disregard led to a disconnect between the English learned in school and the English used outside of it, causing students to become demotivated.

Following their training, educators were surveyed to assess any potential improvements in their teaching skills and effectiveness. A significant number of participants reported incorporating various tools and student experiences into their teaching methodologies, particularly in English as a Foreign Language (EFL) classrooms. These innovative teaching strategies have proven to be effective in engaging students and mitigating language learning demotivation, as suggested by Ushioda (2013), referenced in Sundqvist & Olin (2013). It is clear that empowering teachers to enhance their teaching methods can boost their motivation, which in turn can positively influence student motivation. This notion aligns with the theories proposed by Lamb and Wedell (2015) and Bernaus, Wilson, and Gardner (2009) regarding the correlation between teacher and student demotivation. Given these insights, it would be of significant value to explore the direct relationship between second language (L2) teacher demotivation and its impact on student demotivation. Despite the importance of this topic, only a handful of researchers, such as Karavas (2010), Aydin (2012), and Wyatt (2013), cited in Chong, Renandya, and Rang (2019), have conducted studies that explicitly establish a connection between these two factors. Therefore, further investigation in this area is warranted.

Students Demotivation Variables. In addition to teacher-related variables, student-related factors are frequently examined in second language (L2) motivation research. Trang and Balduaf (2007) identified several elements, including low self-esteem, past failures, and negative attitudes towards English, that could lead to a decrease in learner motivation. Among these, past failure experiences were found to be the most impactful internal factor. Students who had not made sufficient progress in previous classes often felt they were lagging behind their peers due to substantial knowledge gaps, which resulted in a loss of motivation in their current lessons. Furthermore, students with negative attitudes towards English often found the language challenging to learn due to difficulties with pronunciation, vocabulary, and grammar. This led to a loss of interest in learning the second language and subsequent demotivation.

Contrary to previous research that emphasized the influence of teachers, Sakai and Kikuchi (2009) aimed to address the gaps in motivational research by comparing demotivational factors between motivated and less motivated learners. They found that both groups were demotivated by situational and coursebook factors, such as a lack of practice opportunities, uninteresting textbook topics, and low test scores. The factor of low test scores was linked to learner failure experiences. Less motivated learners also cited a lack of intrinsic motivation and poor test scores as demotivating factors. These findings suggest that intrinsic factors, such as past failure experiences, can also influence levels of demotivation, in addition to external factors, such as teacher-related influences (as cited in Chong, Renandya, and Rong, 2019). This underscores the complexity of L2 motivation and the need for a comprehensive approach in its study and application.

The study conducted by Song and Kim (2017) revealed that their respondents' perceptions of learning experiences were akin to those of Sakai and Kikuchi (2009). They categorized "attribution" as a combination of learners' self-confidence, past learning experiences, and determination. They found that learners' perceptions of their own learning experiences were the most crucial aspect of "attribution" in relation to motivation. Instances of low test scores or exam errors led learners to feel inferior to their peers, resulting in demotivation. Similarly, learners who failed to gain admission to an English high school, which they regarded as superior, also experienced demotivation. These studies collectively

demonstrated that learners' self-esteem is closely tied to their academic performance, and poor results in language exams can lead to demotivation.

Prior to the study by Sakai & Kikuchi, other researchers had also determined that factors related to teachers were not the primary cause of demotivation. Rudnai (1996), for instance, conducted interviews with secondary students to understand the reasons behind their dwindling interest in learning English. She concluded that the main triggers for demotivation were learner-related issues, such as low self-confidence stemming from negative past experiences, and problems related to the learning environment (as cited in Sakai & Kikuchi, 2009). Similarly, a survey by Falout & Maruyama (2004) on university students' demotivation found that low self-esteem was the most significant demotivating factor for both lower and higher-level learners. Moreover, Kojima's (2004) study on high school students' demotivation revealed that internal factors, such as learners' proficiency levels, had a substantial impact on demotivation (as quoted in Sakai & Kikuchi, 2009). These findings underscore the importance of addressing learner-related factors in efforts to enhance motivation in language learning.

In a recent study conducted by Xaypanya, Ismail, and Low (2017), they sought to identify the factors contributing to demotivation in English as a Foreign Language (EFL) classes among undergraduate students in Laos. Their findings indicated that learner-related factors were the predominant influences. The researchers identified and scrutinized five key dimensions of demotivation through a survey questionnaire. These dimensions included foreign language anxiety, challenges in achieving linguistic accuracy, issues with the curriculum, lack of resources and support, and negative attitudes towards the learning environment. Among these dimensions, foreign language anxiety emerged as the most significant contributor to demotivation. This finding was further substantiated by referencing the works of other researchers such as Horwitz (2016) and Gardner (2009), who posited that foreign language anxiety is a prevalent negative psychosocial phenomenon among EFL learners. Consequently, as learners become increasingly self-aware of their English proficiency, their foreign language anxiety intensifies, thereby serving as an additional source of learner-related demotivation. While earlier scholars like Dörnyei (1998; 2001b) argued that external influences were the primary sources of demotivation, numerous recent studies have challenged this assertion. As evidenced by the studies cited in the preceding paragraphs (e.g., Sakai & Kikuchi, 2009), there is a growing body of research that contradicts the claim that external factors are the main contributors to demotivation, instead highlighting the significance of student variables to demotivation.

Other research conducted over the past decade has underscored that factors contributing to demotivation in learning are not solely related to teachers, but also significantly tied to learners themselves. This aligns with the perspectives put forth by Dörnyei & Ushioda (2011) regarding the multifaceted nature of demotivation. The authors stressed the importance of recognizing that individual learners may respond differently to identical classroom procedures and stimuli. In a similar vein, Lamb (2017) compared the results of cross-sectional and longitudinal studies, discovering a multitude of demotivating factors for learners with varying levels of proficiency (Falout & Maruyama, 2004) or motivation (Sakai & Kikuchi, 2009). For instance, some learners might experience a cycle of demotivation due to past negative learning experiences (e.g., Lamb, 2011, as cited in Lamb, 2017). Conversely, other learners seemed to remain unaffected by adverse classroom experiences (Campbell & Storch, 2011).

Hence, this paper argues for the necessity of contextual consideration when examining each reported source of demotivation. It cautions against the generalization of findings to diverse classroom settings, given the dynamic and intricate nature of demotivation. This approach acknowledges the complexity of the learning process and the multitude of factors that can influence a learner's motivation.

3. Educational Implications

The field of demotivation research is currently in a fascinating state, with various scholars unveiling its complexity, akin to that of motivation. This complexity has numerous pedagogical consequences for teachers and policy makers. Studies that have demonstrated a strong correlation between teachers and student demotivation suggest that teachers should persistently strive to enhance their professional competencies which align with the viewpoint of Sundqvist and Olin (2013) that proactive measures and

constructive methodologies could be instrumental in mitigating demotivation among learners of English as a Foreign Language (EFL). Sundqvist and Olin (2013) also recommended that teachers should try to make the lessons more engaging, relevant, and challenging, and provide positive and constructive feedback to learners. By tailoring instruction to align with learners' zones of proximal development, a concept introduced by Lantolf & Thorne (2006, 2008), educators can stimulate learners' ideal L2 self. This approach can help narrow the disparity between learners' ideal and actual selves (Sundqvist & Olin, 2013). In addition, teachers can address the needs of students with limited exposure to English by leveraging technology outside of curriculum hours. Understanding how the external media environment shapes learners' attitudes can enable teachers to more effectively utilize the benefits of Information Technology (IT) to augment their instruction. Moreover, as teachers enhance their professional development, they are likely to gain greater confidence and capability in managing the challenges posed by demotivation in the classroom. Although the process of altering teaching methodologies can be arduous and time-consuming, it has the potential to yield positive and enduring impacts on learner demotivation (Sundqvist & Olin, 2013).

Inadition, Renandya (2015) proposed intriguing perspectives on how educators could focus on the 5 Ts of motivation, namely, Teacher (T1), Teaching Methodology (T2), Text (T3), Task (T4), and Test (T5), to actively engage students in their learning process. He advocated for teachers to introspect on factors specific to their classrooms that are within their sphere of influence and take responsibility for motivating students in diverse ways. The teacher (T1) should strive to be an effective exemplar, demonstrating care and support towards the language learning needs of students. Teachers should be well-versed with a variety of teaching methods (T2) and exhibit proficiency in lesson planning. They should motivate students by diversifying teaching methods, offering choices, and infusing lessons with elements of intrigue and novelty. The choice of text (T3) or instructional materials should be appropriately aligned with the learners' levels to facilitate meaningful engagement with the content. Language learning tasks (T4) should be designed with tangible outcomes in mind and should be optimally challenging and attractive to the learners, as cited in Chong, Renandya, and Rong (2019).

Beyond the conventional high-stakes tests (T5), teachers should incorporate learner-friendly assessments such as project work and portfolios. These alternative forms of assessment can help reduce students' anxiety levels and foster their intrinsic motivation. Effective management of the 5 Ts (Teacher, Teaching Methodology, Text, Task, Test) can enable teachers to create a more conducive and ideal learning environment for language learners, thereby helping to alleviate learner demotivation. In terms of addressing learner-related sources of demotivation, teachers can assist students in devising strategies to self-regulate their learning. Song and Kim (2017) proposed that adopting more effective study methods could help students manage exam stress, thereby reducing demotivation. Students can also be guided to find meaning in second language (L2) learning by setting personal goals and cultivating positive attitudes over the long term. Sakai and Kikuchi (2009) echoed this sentiment, advocating for learners to find purpose in their L2 learning and encouraging teachers to help learners set realistic goals for their tests to mitigate the effects of demotivation (as cited in Chong, Renandya, and Rong, 2019).

Kim et al. (2018) explored the relationship between the development of resilience and tenacity and effective goal setting for English as a Foreign Language (EFL) learners. They posited that clear goal setting enhances resilience and that specific and precise goals are crucial in boosting L2 motivation. In other words, when a goal is vague and its relevance and value are not well-understood by EFL learners, their resilience level fluctuates, which in turn influences levels of demotivation. Moreover, tenacity, or the ability to persist in the face of short-term demotivation, is also vital in reducing demotivation over the long run.

Therefore, it is reasonable to suggest that educators could assist learners in managing their own learning through learning strategies to achieve a significant reduction in demotivation. Setting clear and specific goals for their learning outcomes and progress can help increase their motivation and focus. Also, seeking professional development, building supportive relationships, and finding intrinsic rewards was another recommendations by the authors to enhance teachers motivation towards second language teaching. Monitoring and adjusting their own learning process and strategies can also help them become more aware of their strengths and weaknesses and improve their teaching efficiency.

The process-oriented model of L2 motivation, which outlines how motivation evolves over time and across different phases of language learning, provides valuable insights for language teachers. Here are elaborations on six possible pedagogical implications for language teachers:

Goal setting. Language teachers can assist learners in establishing clear and attainable goals for their language learning journey. By regularly monitoring progress and achievements, teachers can activate and sustain learners' ideal and ought-to L2 selves. These selves represent the envisioned future successful L2 users learners aspire to become, fostering motivation by aligning learning efforts with personal aspirations.

Task design. Educators have the ability to design learning tasks that are intellectually engaging, meaningful, and suitably challenging. Tasks that necessitate interaction and collaboration among peers can enrich the learning experience by fostering active participation and engagement. The subjective evaluation of the learning process by learners, referred to as their second language (L2) learning experience, is enhanced when tasks are designed to be enjoyable and personally significant.

Feedback. The provision of constructive feedback that recognizes learners' efforts and accomplishments is of paramount importance. Positive, specific feedback bolsters learners' self-efficacy beliefs their confidence in their ability to succeed and expectancy their belief in the feasibility of language acquisition. Such feedback cultivates a supportive learning environment conducive to sustained motivation.

Classroom climate. The creation of a positive and inclusive classroom environment is crucial for nurturing learners' attitudes and emotions towards language learning. A supportive environment where learners feel safe, respected, and valued fosters positive relationships with peers and the teacher. This positive climate contributes to learners' overall motivation and engagement with the language and the learning community.

Cultural awareness. The integration of cultural elements into language teaching provides learners with exposure to authentic materials, intercultural communication, and cultural comparisons. This exposure stimulates learners' interest and curiosity in the language and its associated culture, enhancing their integrative orientation. By fostering a sense of belonging to the L2 community, cultural awareness promotes deeper engagement with language learning.

Technology. The use of technology in language instruction can make learning more interactive and engaging. Online platforms, multimedia resources, and digital tools cater to diverse learning styles and preferences, offering learners autonomy and flexibility in their language practice. The integration of technology into language instruction expands access to resources and opportunities for language acquisition, promoting motivation through varied and dynamic learning experiences. By adopting these pedagogical implications, language educators can create a dynamic and enriching learning environment that nurtures motivation, fosters language proficiency, and empowers learners to achieve their linguistic goals.

4. Suggestions for future studies

Expanding Theoretical Frameworks. Future research could further explore less commonly utilized theoretical frameworks such as Dynamic Systems Theory (DST) to analyze demotivation. DST offers a fresh viewpoint where language learners are seen as active participants within a dynamic system, enabling the exploration of their interactions with various events and individuals both within and outside classrooms. This perspective provides novel insights, viewing motivation and demotivation as elements of a dynamic system that may fluctuate differently for learners within the same classroom.

Mixed Research Methods. To enrich the field of demotivation studies, future research could adopt a combination of quantitative and qualitative methods, including interviews, reflective essays, and surveys. This approach could facilitate a longitudinal investigation of fluctuations in motivation over time, providing a more comprehensive understanding of L2 demotivation.

Investigating Demotivation Among Older Learners. Given the projected increase in the elderly population globally, investigating demotivation among older learners is crucial. Studying lifelong education for the elderly and the factors driving their motivation or demotivation in learning is timely. Future research could focus on this demographic, examining their L2 learning experiences and identifying significant motivators and demotivators for these learners.

Examining the Correlation Between Motivation and Demotivation. The study by Kim and Kim (2015) revealed a positive correlation between motivation and demotivation among older EFL learners, suggesting that demotivation may increase in certain aspects alongside motivation. Future research

could delve deeper into this relationship, exploring how motivation and demotivation interact and influence each other in the context of L2 learning.

Impact of Social Interactions and External Factors. The study by Kikuchi (2017) suggests that learners' motivation may be shaped by their social interactions and other external factors. Future research could investigate this further, examining how different social learning environments both within and outside classrooms affect L2 demotivation.

5. Conclusion

Given the acknowledgment that learners may encounter various adverse influences throughout their learning journey, it is opportune to delve into and reassess the discourse surrounding the "negative aspect" of motivation in L2 acquisition. This paper presents an overview of the theoretical aspects of demotivation and explores numerous studies examining significant factors, including those related to teachers and learners. Additionally, the paper proposes strategies for mitigating demotivation in the L2 classroom. Although the demotivation literature covered in this paper is not exhaustive, the paper analysis offers insights into this relatively nascent research area. Specifically, it sheds light on potential answers to practical questions such as why certain EFL learners experience demotivation despite the abundance of literature on motivational techniques, and how scholars can understand and interpret the relationship between motivation and demotivation, applying this understanding in educational settings. This paper contends that addressing such practical inquiries will inspire further applied research aimed at optimizing students' learning experiences for more effective L2 acquisition.

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