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Republic of Kazakhstan, Turkestane-mail: \*[nur\\_bakonti@mail.ru](mailto:nur_bakonti@mail.ru)**REASONS OF DEMOTIVATION AND ITS SOLUTIONS  
IN A PROCESS OF EFL TEACHING**

*This article is dedicated to identifying the influencing factors of demotivation in the process of EFL (English as a Foreign Language) teaching. We understand that motivation is crucial in education because, without motivation, students' interest in studying can be lost. For this reason, we attempted to uncover the effects of motivation and the factors of demotivation that could lead to a lower level of education quality. The reason for choosing this topic was that students begin the process of English learning with motivation and active participation in lessons. However, by the end of the academic process, we observed that students' interest had waned, resulting in lower educational quality, which in turn contributed to demotivation. In this case, the goal of this study is to clarify the influencing factors behind demotivation and to offer solutions for them. To conduct our research, we used a case study method, which helped us identify the reasons for demotivation, and interviews, which helped us consider solutions for this issue. We also conducted an in-depth literature review, which helped us discover all the information relevant to this study. By the end of this research, we were able to identify solutions to reduce student demotivation by addressing the factors of demotivation in the EFL learning process. We have also suggested ICT (Information and Communication Technology) applications and methods for EFL teaching that increase student motivation. We believe that this work will be beneficial for both learners and teachers who encounter issues related to motivation.*

*Also, we believe that gathering factors related to student demotivation will be beneficial for teachers in avoiding them and striving to make the educational process more effective.*

*Keywords: demotivation reasons, EFL teaching, higher education, student, English.*

## **Introduction**

The educational process is dynamic, often requiring teachers to make unexpected decisions in response to various situations. Therefore, it's crucial for us to pay close attention to potential scenarios that may arise. This is because all our decisions are aimed at creating a beneficial and high-quality teaching atmosphere. Additionally, we are responsible for imparting the knowledge we teach to our learners. However, while we strive to resolve all cases correctly, we encounter situations that we cannot resolve in the expected manner. One of these issues is the DEMOTIVATION of students, which leads to a loss of interest, decreased activity, and a lack of motivation to engage in learning activities. All the causes stemming from these reasons contribute to the foundation of lower educational quality.

Demotivation factors are widespread concerns among L2 teachers because they can lead to numerous problems in the educational process. This topic has also been of great significance to scholars in the field of English language learning. Why is this the case, and how can we address it?

We know that teacher's role is important in educational process but teachers can not reach any success without activeness of learners in teaching process, and all process held by both teachers and students motivations that lead them to do something by their desire, needs.

What motivated me to undertake this study?

The reason for conducting this study was the decrease in students' activity during the educational process, because it was noted that students begin with great interest at the beginning of the academic year, but at a certain stage of the educational process we noticed that students were demotivated. This circumstance is the one of the influencing factor in the decline in the quality of Education. In this regard, we have started to propose by studying the influencing factors and exploring the key ways.

Motivation is wide-spread topic all scientific and developed working areas, that without motivation we can not do anything. Because it is influential force that help us to do something. In this case, motivation is also important in the EFL teaching process because students' motivation can sometimes turn into demotivation at a certain stage of the educational process due to a lack of interest

in learning the language. We identified this transformation through the academic performance of learners.

We have gone through a lot of scientific works of scholars belonged to this area. Researchers Zoltan Dornyei and Tim Murphey notes that teachers recognize that motivation is co-regulated by all students in the classroom. This is because they understand how one highly motivated student can have a positive impact on classroom performance, and one demotivated student can have the opposite effect. Due to the interpersonal processes of group dynamics, one group affects another, efficiency decreases, as a result of which the quality of the educational process is destroyed [1]. From this we understood that students motivation is key point of educational process that influence quality of learning process. And also explains that everyone is responsible for educational process's quality.

On this regard, Hamid Tohidi and Mohammad Mehdi Jabbari states definition of motivation following «Powering people to reach high levels of performance and overcoming barriers in order to change and also motivation is the driver of leadership, control and persistence in human being behavior» [2]. Given definition explains that being have own desires to do something leads to be motivated person. But in some cases, situations can undermine our motivation and lead to demotivation. Continuing this opinion scholar Zoltan Dornyei defines that demotivation as pecific external forces that reduce or decrease the motivation basis of a behavior intention or an ongoing action. Demotivation, directly or indirectly brings about a negative influence as it reduces and slows down the learning process of the learner resulting in a negative effect on the learning process [3]. We know that even have well-developed methodological ability of teachers, but if we can not create great influential learning atmosphere, learners may have low results, it will be reason of being have demotivated students.

Based on the explanations of demotivation in the educational process, we established specific goals for our research and aimed to present the results as suggestions for improving the educational process. These goals include:

- Providing the results of students' pre-tests and post-tests.
- Identifying differences between these test results, with lower scores indicating potential demotivation.
- Exploring the reasons behind students' demotivation.
- Offering solutions based on the experiences of EFL teachers.

All the test results taken from 1st year students of Korkyt Ata Kyzylorda University. The title of the subject: Foreign languages. Before starting academic year we have test as a review all English grammar, vocabulary and all four skills. Then at the end of the academic we have took that test again to know how the process were changed than before. Only one group have chosen for providing

research because we have compare between two test differentiation and through it we could clarify demotivating factors.

### **Materials and methods**

Learning English is going increase rapidly than before, because we are living developed century which regards to know many international languages that to understand and access international information. In this case researchers Meirbekov A. K. and Abzhekenova B. G. states that «Multilingualism is a modern requirement. Including learning English is one of the main goals, because being able to speak English give us many opportunity for the future development. As well as, nowadays number of user English is going increase rapidly. So, making conditions to learn language easily and quickly is important» [4]. Nowadays, each second news comes us from developed countries and its language is mostly English. This needs invite people to learn English and be independent person due to the language. But each thing has own advantages and disadvantages which affect our goals in learning process. One of them is motivation. That we want to learn English by our wanting and concerning our needs but the difficulties which had been in EFL learning process made us to be demotivated, including: vocabulary range, grammatical comprehension, not satisfied language skills and etc. such kind of situation also be learners of non-language students which is studying another profession but as 1st year students they need to study English.

In this case we divide students into two groups:

- Students who want to study English and have an interest to learn it and consider as a language which will be beneficial for their future working areas.
- Students who do not want to study English and not have any needs to learn language, also consider unnecessary subjects.

The second group of students usually face demotivation and be a reason of lower quality of EFL learning process.

Continuing with these considerations, Dorney says motivation helps most students learn the foreign language. Many studies have found a link between the level of motivation and achievements. Thus, all researchers agree on the impact of motivation on language learning [5]. Why researchers agree with this statement because motivation is internal desires that people tries to do something and want to know new things and try to do it by themselves. So on role of motivation is bigger than our needs. Because motivation be a reason of having needs, desires, wants and etc. Not being have such things comes to demotivational situations. But conditions have been in educational process also affect to students' motivation. For example: facilities in classrooms, old methodological luggage of teachers and teaching materials. On this point, scientist Dorney identified nine factors which shown as a influential for EFL teaching process as following:

- teachers' attitude and teaching method;
- lack of convenience in school;
- lack of self-confidence;
- negative attitude to the foreign language studied;
- learning a foreign language out of needs;
- mixing of other foreign languages studied by students;
- lack of positive attitude to English-speaking communities;
- group communication;
- textbooks studied in the classroom [3].

All factors given above have essential impact on learners demotivation, cause of these factors students lose their interest to learn English. Not having correct information about benefits of learning English and helpful sides of it lead them to be ineffective. Going on such kind of factors we can identify many demotivating ways of EFL teaching. Above, we mentioned that both teachers and students share responsibility for the educational process. In other words, even if students have a strong interest in learning the language, if the teaching method is of low quality, the process will yield poor results. On the contrary, if students lose interest, teachers' pedagogical abilities may not be effective, even if they make efforts to improve. Therefore, we aimed to establish a connection between students' results and teachers' experiences. The results we present help clarify the differences in outcomes before and after the educational process, with lower results potentially being a cause of student demotivation. We also sought to gather teachers' experiential insights regarding such situations.

About factors of demotivation Gorham and Christophed cataloged the main factors of demotivation in teaching process such as unenthusiastic teaching, dissatisfaction with grading, and boring subject. But they concluded that paying attention on the learners motivation teachers can solve this problem [6]. As a result of scholars Turgay Han, Ayşegül Takkaç-Tulgar, Nilüfer Aybirdi defines as major factors that demotivate students were identified as poor group-work atmosphere, test worry, failure experiences, and education system [7]. In summary, to enhance the quality of students' learning, comprehensive control is necessary, and the teacher must be a methodically competent specialist. Only through this can the balance of motivation be effectively adjusted. Keeping on this idea researchers Chang & Cho provided study that they asked from students to write essay pointing about eight main factors of demotivation. And on this regard found main 8 factor of demotivation [8] (Figure 2).



Figure 2 – Factors of demotivation by Chang & Cho's study

All given factors effects students' knowledge to learn English and reduces quality of educational process and be a reason of students' demotivation.

We have used case study method including pre-test and post-test and then provided interview between English teachers to conclude the study through their working experience opinions given this topic.

Test consists of 25 questions according grammar comprehension, vocabulary and skills especially reading. Each test has 5 version to choose. Test provided by platform «Google form».

In the pre-test and post-test, we administered the same tests to assess the learners' progress, specifically to determine how well students remembered previous lessons and to identify the percentage of students who achieved lower results than before. It's important to note that there was a 15-week educational process between the two tests. The results that exhibited differences indicated student demotivation, which can be attributed to factors suggested by scholars.

After that we have provided interview between English teachers to identify the reason of these results. And why do students be demotivated? Why do they show lower results? And etc.

### **Results and discussion**

Firstly, we made a assessment criteria for each test. Through this assessment we can assess the students' score due to this test (Table 1).

Table 1 – assessment criteria of students' score.



Table 1 – Assessment criteria of students’ score

Assessment	Percent %
Excellent	90–100
Nice	71–89
Sufficient	51–70
Not – satisfactory	1–50

Table 2 – Results of students’ due to the provided test

Students	Pre-test	Post-test	Average score
1	65	35	50
2	95	90	92
3	<b>30</b>	<b>30</b>	<b>30</b>
4	<b>45</b>	<b>35</b>	<b>40</b>
5	95	70	83
6	<b>40</b>	<b>45</b>	<b>43</b>
7	80	50	65
8	95	45	70
9	90	95	92
10	80	85	85
11	70	55	63
12	<b>50</b>	<b>35</b>	<b>43</b>
13	<b>35</b>	<b>55</b>	<b>45</b>
14	65	65	65
15	100	75	88
16	100	95	97
17	65	50	58
18	<b>55</b>	<b>35</b>	<b>45</b>
19	60	55	57

The above results are the test results of students (Table 2). We evaluated these results using the assessment criteria and considered the results of low-performance students as the effect of demotivating conditions. № 3,4,6,12,13,18 students results was lower and it is cause of demotivation.

In order to discuss low indicators, we analyzed the comparative balance of results and the causes of demotivation from the point of view of teachers, relying on the work experience of teachers, and considered the key ways.

As part of the research, interview were conducted with English teachers at the university. This interview was aimed to identify demotivation factors that be a reason of these results. The following questions were asked to determine the views of English teachers on the demotivation of students. How do you understand the term «demotivation»

- What is the reason of demotivation students’?
- Why do learners results change before and after?
- How can you solve such kind problems?

For the interview included 20 respondents to answer (Table 3). We also suggested this scores to know Why learners are demotivated? And What is the reason of showing lower results?

Table 3 – The results of interview due to the survey

Category	Code	Citation	Interpretation
Meaning of «demotivation»	Lack of interest in doing something	<b>[transcript 1]</b> I understand demotivation as a condition when a learner is lack of interest in doing something. He/she becomes passive in having such activities.	Due to the opinion of this respondent she thinks that not being have wishes to do something reduce its quality. And it affect for process.
	enthusiasm about your work	<b>[transcript 5]</b> Lack of interest in and enthusiasm about your work	To lose their interest and reduction of enthusiasm
	guide them be demotivated person	<b>[transcript 3]</b> not have any goals and purpose to their educational way guide them be demotivated person	Without any direction to reach something leads people to be demotivated
	losing student’s motivation	<b>[transcript 7]</b> Find out losing student’s motivation in learning	Respondent notices that not having any motivation leads to lose it

Reason of demotivation	<p>new technologies, old method of teaching</p> <p>to blame students</p> <p>poor student-teacher relationship</p> <p>Self –confidence</p>	<p><b>[transcript 10]</b>not having classroom facilities with new technologies, old method of teaching</p> <p><b>[transcript 8]</b> To blame students when they make mistakes</p> <p><b>[transcript 13]</b> Being poor student – teacher relationship. That is, teacher can not create educational atmosphere which teacher and students’ relationship has a balance</p> <p><b>[transcript 18]</b>if student don’t have self-confidence, they can not reach any success, and being non progressive person reduce their motivation. In this case, I want to mention results of students shown above and consider their problem cause of self-confidence</p>	<p>Actually, classroom equipment, method of teaching are main factors which affect in EFL teaching, so on, lack of such kind of things reduce quality of education and this affect of motivation of students</p> <p>Without support ,of course ,students will be demotivated. They lose their interest.</p> <p>This statement totally true, because even have good methodological ability, the students lose his/her motivation if students can not express his/ her ideas and not have good relations with teacher. Especially, EFL classrooms must be communicative</p> <p>We know that being self-confident person leads person to do anything even they made mistake they do it again till the done it right. So. Student sometimes lose their motivation when they are not self-confident.</p>
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<p>Solutions of that reasons</p>	<p>To use modern critical and creative thinking techniques and methods</p>	<p><b>[transcript 20]</b>today’s educational process is mostly changed than before and generations thought also changed so, to increase their interest with sample methods is impossible. Using modern methods are beneficial and avoiding decision from such factors</p>	<p>Being modern teacher and being professional competitive teacher help teachers to motivate students and to create great educational atmosphere. Due to this opinion we suggest to include more games and ICT belonged applications that motivate students and make them active in a process of EFL learning.</p>
	<p>To support students</p>	<p><b>[transcript 17]</b> not to blame students when they have problems due to their academic performance, on the contrary, teachers need to support learners for their each little achievements</p>	<p>Educational process is changeable, we face a lot of cases and occasion which show the way to make a decision. One of them it not blame students for their mistakes, on the contrary, you should to support them. They would not be demotivated and it helps to rise the quality of learning process.</p>
	<p>To use more creative and critical thinking methods</p>	<p><b>[transcript 16]</b> each recommended details are important in a process of EFL teaching, so on, using more effective methods: such as: cluster, mind map concept wheel, values ladder, jigsaw guessing, fishbowl, ripple – effect methods.</p>	<p>We totally agree with this point of view, because we can not reach any success if we can not create creative atmosphere, in this regard these given methods will be useful to motivate and engage students to EFL learning process.</p>

In connection with the above interview, we decided to record the use of the proposed methods and ICT belonged application:

Mind map method – dedicated to gather all ideas due to one topic. It is good idea to use for low language level learners. Because it helps them to remember all materials provided before.

Cluster – a graphic method of systematizing the material before getting to know the main source or text. Thoughts are arranged in a certain order. This technique has a potential at the stage of increase motivation.

Concept wheel methods – EFL development methods which help students to improve vocabulary and in our case it will be beneficial for encourage student.

Jigsaw guessing – methods helps students to be active and encourage them to be winner due to process of EFL learning when they doing tasks

ICT belonged application:

Flippity – ([www.flippity.net](http://www.flippity.net)) – allows you to divide students into groups and into groups proposed by the teacher, asking questions on a new topic by brainstorming at the beginning of the lesson and answering questions in different cells.

Interactive whiteboards ([www.explaineverything.com](http://www.explaineverything.com), [www.vucac.com](http://www.vucac.com)) allows you to present materials collected within the framework of the topic through various program functions.

Socrative – ([www.socrative.com](http://www.socrative.com)) based on the test program, it aims to offer students various exercises when performing reading, listening exercises, and students can work without mistakes by viewing the final results.

Kahoot – ([www.kahoot.com](http://www.kahoot.com)) – a program for game-based work that teachers can use in groups and pairs, as well as for individual work. Students can compete on a level with other students. This has a beneficial effect on increasing the interest of students.

Englishworksheets – ([www.englishworksheets.com](http://www.englishworksheets.com)) an effective software application for the development of individual answer sheets in English, using this system, the teacher can prepare special worksheets on the topics that he conducts

### **Conclusion**

Whole researching process explained us being professional teacher is needed in educational way. Because without that to solve occasions which they face is impossible. And as a big problem we proved that demotivation is one big core of EFL teaching. Without solving factors of demotivation we can not do anything. Otherwise, we reduce quality over listing all demotivation problems. Because one student's demotivation affect to all students' in educational area. In this case we decided to suggest main solutions for factors of demotivation.

– To be modern teacher and use more beneficial and creative methods and games which make the classroom environment effective. It helps to engage all students in one centre. And to avoid monotonous learning process. Especially, EFL teaching process regards being creative and to invite learners be multilingual. In this regard we suggest ICT belonged

– To support students for their little achievements because they try even to learn English and try to understand it even it is not ,other tongue, so we should support them for their small steps in EFL teaching. it leads us productivity

– To provide lesson with ICT technologies and to use many computed-based tasks, because new generations digital ability well-developed and to encourage them we need to go with that way which beneficial for both of teacher and student

We think these main 3 steps will be helpful and useful for users who has a problem due to demotivation. And to avoid them when have such situations. As the concluding idea Selami Aydin states that difficulties with stress control also be a reason of demotivation. Self-control must be have because without it to work with different kind of students is not easy [9].

In short, as a teacher we need to be ready for all cases that face and to develop methodological ability and pedagogical support lerans and value each steps of them. Because L2 learners perceives learning foreign languages as hard as they think, so we should motivate them and explain them opportunities which EFL learning gives.

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## **EFL ОҚЫТУ ПРОЦЕСІНДЕГІ ДЕМОТИВАЦИЯНЫҢ СЕБЕПТЕРІ ЖӘНЕ ОНЫ ШЕШУ ЖОЛДАРЫ**

*Бұл мақала EFL оқыту процесінде демотивацияға әсер ететін факторларды анықтауға арналған. Біз мотивация білім беру процесінде өте маңызды екенін білеміз, өйткені мотивациясыз студенттердің оқуға деген қызығушылығы жоғалады. Осы себепті біз сапалы білім деңгейінің төмендеуіне әкелетін мотивацияның әсері мен демотивация факторларын анықтауға тырыстық. Бұл тақырыпты таңдаудың себебі студенттердің ағылшын тілін үйрену процесін мотивациямен бастауы және сабаққа белсенді қатысуы болды, бірақ оқу процесінің соңында біз студенттердің қызығушылығы жоғалып, білім сапасы бұрынғыдан төмен болып, демотивацияның себебі болып табылатынын байқадық. Осы ретте бұл зерттеудің мақсаты демотивацияның болуына әсер ететін факторларды нақтылау және оларды шешу жолдарын ұсыну болып табылады. Зерттеуді жүргізу*

үшін біз демотивацияның себебін анықтауға көмектесетін кейс-стади әдісін және осы жағдайды шешудің нұсқаларын қарастыруға көмектесетін сұхбаттарды қолдандық. Сондай-ақ, осы зерттеуге қатысты барлық ақпаратты табуға көмектесетін әдебиеттерге терең шолу жасадық. Осы зерттеудің соңында біз EFL оқу процесінде демотивация факторларына назар аудара отырып, студенттердің демотивациясын төмендетудің шешімдерін таба аламыз. Сондай-ақ, біз студенттердің ынтасын арттыратын EFL оқытудың АКТ-ға негізделген (ақпараттық-коммуникациялық технологиялар) қосымшалары мен әдістерін ұсындық. Бұл жұмыс мотивацияға байланысты проблемалары бар студенттер мен мұғалімдерге пайдалы болады деп сенеміз. Сондай-ақ, оқушылардың демотивациясына байланысты жинақталған факторлар мұғалімдерге олардан аулақ болып, білім беру процесін тиімді етуге тырысады деп сенеміз.

*Кілтті сөздер:* демотивация себептері, EFL оқыту, жогары білім, студент, ағылшын тілі.

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## **ПРИЧИНЫ ДЕМОТИВАЦИИ И ИХ РЕШЕНИЯ В ПРОЦЕССЕ ОБУЧЕНИЯ EFL**

*Данная статья посвящена выявлению факторов, влияющих на демотивацию в процессе преподавания EFL. Мы знаем, что мотивация имеет решающее значение в процессе образования, потому что без мотивации интерес студентов к учебе был бы потерян. По этой причине мы попытались выяснить эффекты мотивации и факторы демотивации, которые станут причиной снижения уровня качественного образования. Причиной выбора этой темы было то, что студенты начинают процесс изучения английского языка с мотивацией и активно участвуют в уроках, но в конце учебного процесса мы заметили, что интерес студентов пропал, а качество образования стало ниже, чем раньше, и является*



*причиной демотивации. В данном случае цель данного исследования – прояснить факторы, влияющие на наличие демотивации, и предложить пути их решения. Для проведения исследования мы использовали метод кейс-стади, который помог нам выявить причину демотивации, и интервью, которые помогают нам рассмотреть варианты решения этого случая. Также предоставлен углубленный обзор литературы, который помогает нам обнаружить всю информацию, относящуюся к этому исследованию. В конце этого исследования мы можем найти решения по снижению демотивации студентов, обратив внимание на факторы демотивации в процессе обучения EFL. Также мы предложили ИКТ (информационно-коммуникационные технологии) как приложения и методы преподавания EFL, которые повышают мотивацию студентов. Мы считаем, что эта работа будет полезна как учащимся, так и учителям, у которых есть проблемы из-за мотивации. Также мы считаем, что накопившиеся факторы, обусловленные демотивацией учащихся, учителям будет выгодно избегать их и стараться сделать образовательный процесс эффективным.*

*Ключевые слова: причины демотивации, преподавание EFL, высшее образование, студент, английский язык.*

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