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# Root Cause Analysis of Demotivation in the EFL Classroom: The Role of Task Value in a Monolingual Culture

**Jianling Xie\***

University of Houston-Downtown, USA

**Katarzyna Gallo**

Mississippi State University, USA

**Kristieona Epting**

Clemson University, USA

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## Abstract

While literature on factorizing demotivation in the EFL classroom is ample, little ground has been gained in understanding the root cause of demotivation. The purpose of the current study was to trace demotivation back to its origin by examining demotivator attribution differences between regular non-English major students and students who are enrolled in a dual degree English program. This study utilized the Learner Perceptions of Demotivators Scale (Xie et al., 2021) to gauge three demotivating factors including *negative teacher behavior*, *loss of task value*, and *low expectancy for success*. Data were collected from a sample of 320 undergraduate students in China. Among the three demotivating factors, the two student groups were only significantly different in terms of loss of task value even after controlling for gender, performance, and self-efficacy  $F(4,302) = 16.05, p < .001$ . The findings may shed light on the underlying reasons of demotivation in the EFL classroom. Practical implications and recommendations for future research are discussed.

## Keywords

Demotivation, second language acquisition, root cause analysis, loss of task value

## 1. Introduction

In our current world, English language serves as a bridge that connects people from different cultures. Its universal appeal derives from its extensive utilization in cultural exchange, international collaboration, diplomacy, and academia. It has become an indispensable part of educational curriculum in East Asian monolingual countries such as China and South Korea. Driven by globalization and urbanization, East Asia is one of the biggest markets in the world for English language learning. English-language training

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\*Corresponding author. Email: [xiej@uhd.edu](mailto:xiej@uhd.edu)

and education has become a booming industry in both countries. For example, in order to improve public English education in Korea, the Korean government has put significant investment into public school teachers' professional development (Moodie, 2022). However, the lavish spending did not lead to encouraging expected dividends (Kim & Kim 2016; Kim et al., 2018).

Motivation has a direct impact on how an individual learns. Motivation provides the primary impetus to initiate learning and later is the driving force to sustain it (e.g., Guilloteaux & Dörnyei, 2008). The impact is normally far reaching because it also determines the types of learning strategies used and an individual's cognitive processes. Motivation has been widely accepted by both the researchers and practitioners as one of the critical factors that influence the rate and success of English as a foreign language (EFL) learning (Dörnyei, 1998). Motivation is dynamic and malleable across contexts; it rises and falls over the course of learning. Sometimes an individual's motivation can be adversely affected, and demotivation may occur. Demotivation takes place due to many different factors: from experiences of failure with specific content knowledge to unsupportive teacher behaviors which foster a discouraging learning environment (Kikuchi, 2015; Xie et al., 2021). Demotivation is a primary cause of language learning failure in many EFL classrooms (Dörnyei & Ushioda, 2011). It has been linked to deterioration in group dynamics and difficulties in maintaining engagement (Falout et al., 2009). What are the reasons that cause EFL learners become demotivated while learning the target language? This issue does not concern only the linguists, but language instructors that observe their students losing their motivation in their classes. Root cause analysis is a process used to identify the most fundamental reason as to why a problem occurred. Therefore, understanding the underlying cause of demotivation is useful in determining the cause(s) of variation so that the appropriate improvement action can be implemented by practitioners and policymakers, and improvements can be sustained over time.

## 2. Review of Literature

### 2.1 Working definition of demotivation

Traditionally, motivation has been conceptualized and examined as a multidimensional construct. Motivational factors or motives have been operationalized as inducements which energize ongoing action (Dörnyei & Ushioda, 2011). While it is easy to intuitively understand the concept of demotivation as various negative influences that cancel out existing motivation, the researchers disagree regarding the exact meaning of this construct (e.g., Dörnyei, 1998; Kikuchi, 2015; Wang & Guan, 2020; Zhou, 2012). However, a general and broad consensus can be observed within the existing literature. Demotivation is: (a) a state of task disengagement or motivational deficit that deactivates behavior, (b) a feeling of incompetence and helplessness when faced with the activity, (c) a process whereby goal-directed activity shows little momentum or persistence, and (d) a drive that deenergizes the goal-oriented behavior (Xie et al., 2021).

Despite the significance of demotivation in general and EFL learning in particular, to date, most research has been exploratory by nature and findings vary across cultures and grade levels.

### 2.2 External influences on demotivation

In one of the pioneering studies done by Dörnyei (1998), 50 Hungarian high school EFL learners were recruited for interviews and six major demotivating factors were identified. These included: 1) teacher-related factors, 2) institutional facilities issues, 3) lowered self-efficacy, 4) negative attitude towards the target language, 5) compulsory nature of the target language, and 6) textbooks. The most prominent category was teacher-related factors which constituted 40% of the entire frequency of occurrences. Dörnyei's pioneering study led to a subsequent surge in EFL demotivation research, where many

researchers have investigated the six categories to identify demotivating factors in various contexts. Further evidence supported Dörnyei's (1998) findings. Teacher or teaching behavior (e.g., not giving clear instruction, criticizing students, and not caring for students' disinterest in the subject) was most cited by EFL learners as having the strongest negative impact on their motivation (e.g., Hirvonen 2010; Muhonen, 2004; Oxford, 1998; Ushioda, 1998; Wang & Guan, 2020).

While the study of demotivation in second/foreign language acquisition (L2) first started in Europe, it blossomed in Asia, especially in East Asia. By using a questionnaire, Hamada and Kito (2008) discovered the key demotivating factors for Japanese high school students. The findings indicated similar demotivators to the previous studies such as teacher's competence and traditional teacher-centered approach. Similarly, Kim et al. (2018) identified several major demotivators among Korean EFL learners from primary to secondary level and found that teacher's inability to convey the subject knowledge effectively correlates with learner demotivation. By interviewing Vietnamese college students, Trang and Baldauf (2007) also suggested that changes in teaching and curriculum practices would be helpful in combating demotivation.

### 2.3 Internal influences on demotivation

By asking 65 Japanese university students to write about their experiences of demotivation, Ikeno (2002) discovered that a lack of a sense of control over what one is learning was endorsed by most participants. Trang and Baldauf (2007) also identified internal factors such as low self-esteem, experiences of failure, and negative attitudes towards English as possible sources of learner-related or internal demotivators. In particular, the demotivator of experiences of failure was reported to be the most detrimental internal influence. Some participants reported that their failure to make sufficient progress in their previous classes caused them to become demotivated. Others felt that English was difficult due to challenges in pronunciation, vocabulary, and grammar. Sakai and Kikuchi (2009) worked on discovering and comparing the demotivational factors amongst motivated and less motivated students. It was reported that both groups of learners felt that other than external factors (e.g., textbooks) their low scores on tests contributed greatly to their demotivation in learning English. The factor of test score was part of what the researchers hypothesized as representation of experiences of failure. Furthermore, Kim (2009) also found that the difficulty of the English language was the most demotivating trigger among Korean high school English learners.

The findings derived from research conducted in Japan and Korea were confirmed by scholars from China (Xie et al., 2021; 2018; Zhou, 2012; Zhou & Wang, 2012). Such findings supported the proposition that other than external factors (e.g., teacher-related influences), intrinsic issues such as learner's experiences with past failures might greatly impact demotivation levels.

In medicine, it is easy to understand the difference between treating the symptoms and curing the condition. While factorizing demotivation is important, only treating symptoms will not fix the underlying reasons for demotivation. Despite much research exploring various demotivators in EFL learning, the construct is elusive. The primary limitations of previous studies are: (a) approaching demotivation without an in-depth analysis of the problem; and (b) neglecting individual differences in motivational beliefs (e.g., self-efficacy and task value). Human beings differ in their motivational beliefs and these differences may provide EFL researchers with new insights because they are relatively stable and reliably predictable.

The recent EFL demotivation studies offer more nuanced perspectives. For example, while learners of all academic levels are subject to demotivation, they may address it differently depending on their academic classification. In a study of 300 students from a college in China, half of whom were freshmen and half were sophomores, Wang and Guan (2020) observed differences in handling demotivation. While both groups viewed their teachers as a major source of demotivation, the sophomores self-reflected more

and took ownership of their motivation deficits to a greater degree than freshmen, who heavily relied on teachers to motivate them. Additionally, researchers in Spain examined the reasons behind dropout in adult EFL environments by comparing dropouts ( $n = 154$ ) and persistent learners ( $n = 106$ ). They found that dropouts tend to attribute their demotivation to external factors, commonly mentioning poor teaching practice and a lack of speaking practice (Evans & Tragant, 2020). Therefore, the current study is rooted in the knowledge that utilizing a comparison group (e.g., persistent learners/highly motivated learners) in the root cause analysis of demotivation allows researchers to draw conclusions from causal reasoning and help practitioners make informed decisions in EFL teaching.

### 3. The Current Study

Analyzing the root cause of demotivation will allow to address the problem properly and optimize the underlying motivational systems and processes. Therefore, the purpose of the current study is to trace demotivation back to its origin by examining demotivating factor attribution differences between regular non-English major students and students who are enrolled in a dual degree English literature program.

The category of college EFL learners in China is very broad, encompassing English majors who are typically self-motivated, as well as extremely motivated ones who are enrolled in a dual degree English program, and the least motivated ones (enrolled in one non-English degree) who are typically required to take English classes, and English proficiency is often a requirement for graduation. The problem of how to teach those least motivated ones effectively is common among college English teachers in China.

A dual degree, sometimes called a double degree or joint degree, allows a student to work toward two degrees simultaneously. When candidates graduate from the dual-degree English program, they get two degrees—a bachelor's degree in English literature in addition to a bachelor's degree in arts or science. In addition to paying more tuition fees, dual-degree English students have substantially more requirements to fulfill than students pursuing a single degree. Pursuing two degrees result in tight class schedules and a busy life outside of class. Thus, candidates are usually extremely motivated and passionate about English learning.

We hypothesize that group differences drawn from this unintended quasi-experimental design may help researchers answer the question of why demotivation occurred in the first place and demystify the underlying reasons of it. In addition, if significant group difference(s) was (were) found, further analyses will be conducted by controlling for potential covariates such as gender, performance, and self-efficacy. Gender, academic performance, and self-efficacy all play roles in shaping achievement motivation, as demonstrated by seminal psychological and educational research (e.g., Wigfield & Eccles, 2000; Pajares & Valiante, 2001).

Learning a foreign language often involves more instances of failure than other cognitive tasks. This is because it demands a substantial investment of time, effort, and commitment. Therefore, demotivation occurs, but there is great psychological variability in how people respond to demotivation due to individual differences such as gender, English proficiency, motivational beliefs, and personality traits (Evans & Tragant, 2020; Jahedizadeh et al., 2016; Han et al., 2019; Xie et al., 2018; Xie et al., 2021).

The focus of the present study on the root cause of L2 demotivation addresses two issues:

- (1) Do typical non-English major students and students enrolled in a dual degree English program react to demotivators differently?
- (2) If research question one analyses demonstrate differences, are they still valid after controlling for gender, performance, and self-efficacy?

## 4. Method

### 4.1 Participants

A total of 320 college junior and senior students from a university in southeast China were recruited. College junior and senior students have completed two years of college English learning and generally have a better understanding of the college EFL classroom context than freshmen and sophomores. Among the 320 (191 females, 129 males) participants recruited, 38 were enrolled in a dual degree English program. Approximately only 50 out of thousands of undergraduate students enroll in a dual English literature program annually in the target university.

### 4.2 Measures

Learner Perceptions of Demotivators Scale (LPDS; Xie et al., 2021) was utilized to measure learner perceptions of demotivators in the present research. The LPDS consists of 24 items divided into three subscales: *Negative Teacher Behavior* (e.g., “Teachers are not responsive to our learning needs.”), *Loss of Task Value* (e.g., “I don’t see the value of learning English.”), and *Low Expectancy for Success* (“I really want to master English, but I don’t know how.”). Items were rated on a 4-point Likert scale from 4 = *Strongly Agree/Very Demotivating* to 1 = *Strongly Disagree/Not Demotivating at All*. Higher scores imply higher levels of demotivation. The LPDS was found to have excellent reliability (the Cronbach’s  $\alpha$  values range from .79 to .88).

Students’ English performance was measured by their self-reported College English Test “Band 4” score, better known as CET 4 (National College English Testing Committee, 2006), which is a well-established English language proficiency test in China, and often used by institutions as one of the criteria for their graduates’ degree attainment. The National College English Test (CET) is a large-scale standardized exam administered by the Ministry of Education in China. In 2017 alone, nearly 10 million people took CET4 and CET6, the exam’s two levels (Gu, 2018). This large number of test takers suggests that more people take the CET than any other English test for non-native speakers of English. The fundamental purpose of the CET is to comprehensively evaluate English education in Chinese colleges and universities. It is widely recognized among Chinese institutions and employers.

The Grade 9 French Survey designed by Netten et al. (1999) was adopted to gauge self-efficacy (Cronbach’s  $\alpha = .84$ ). This scale was specifically designed to gauge self-efficacy in L2 classrooms. Although it was designed for adolescent learners, it is appropriate for the young adults in the present research since their average age was around 20.5 years. Slight modifications were made to items included in this survey to adjust to an English classroom. For example, each time the word “French” appears in the scale, it was replaced by “English” (e.g., “I am certain I can master the skills needed for a successful English learner.”). All items were rated on a 4-point Likert scale from 4 = *Strongly Agree* to 1 = *Strongly Disagree*. A higher score indicates a higher level of self-efficacy.

### 4.3 Procedure

The surveys were administered to the students during a 30-minute class break. Moreover, students were required to reflect on their past two years of English learning experiences in a college EFL classroom. The principle of voluntary participation was strictly abided by so that students would not be forced to participate in the research. They were assured regarding confidentiality and anonymity of their answers.

#### 4.4 Data Analysis

The data were analyzed using SPSS v.24.0 as follows:

To examine the differences between typical non-English major students and students enrolled in a dual degree English program in demotivating factor attribution (teacher behavior, loss of task value, and experiences of failure served as dependent variables), three separate independent-samples *t*-tests were performed as the first step using the Bonferroni corrected  $\alpha$ .

Since the two groups were significantly different with regard to *loss of task value*, to test how uniquely enrolling in a dual degree English program predicts loss of task value, a hierarchical regression was conducted by controlling for gender and CET score. Specifically, for the first block (Model 1) analysis, gender was analyzed. In the next step, students' CET score and self-efficacy level were added for the second block (Model 2) analysis. The variable of interest (dual degree enrollment) was then added for the third block (Model 3) analysis.

Hierarchical regression is a way to show if variables of the interest (e.g., whether enrolling in a dual degree English program) explain a statistically significant amount of variance in task value after controlling for all other confounding variables (gender, performance, and self-efficacy). This is a framework for model comparison rather than a statistical method. The conceptual and statistical steps are as follows:

Model 1: Loss of task value = Intercept + Gender

Model 2: Loss of task value = Intercept + Gender + CET score + Self-efficacy level

Model 3: Loss of task value = Intercept + Gender + CET score + Self-efficacy level +  
Dual degree enrollment

## 5. Results

RQ1: *Do typical non-English major students and students enrolled in a dual degree English program react to demotivators differently?*

Three separate independent *t*-tests were conducted to address the first research question. Interestingly, the two groups were not significantly different in *negative teacher behavior* ( $t = 0.39, p = .35$ ) or *low expectancy for success* ( $t = 1.7, p = .05$ ); they were only significantly different in *loss of task value* after Bonferroni adjustment ( $t = 4.0, p = .004$ ). To be specific, students enrolled in a dual degree English program were more likely to value the L2 learning task.

RQ2: *If Research Question One analyses demonstrate differences, are they still valid after controlling for gender, performance, and self-efficacy?*

Pearson's correlations were computed to determine whether significant correlations exist between self-efficacy, CET score, and loss of task value, followed by a hierarchical regression to address the second research question. Both CET score ( $r = -.28, p < .001$ ) and self-efficacy ( $r = -.36, p < .001$ ) were negatively correlated with loss of task value. In line with the *t*-test result, enrolling in a dual degree English program significantly and independently predicted L2 task value ( $p = .003$ ). Specifically, at step1, gender did not contribute significantly to the regression model,  $F(1,305) = 2.63, p = .11$ ; and accounted for 0.9 % of the variation in L2 task value. At step 2, academic performance and self-efficacy contributed significantly to the regression model,  $F(3,303) = 17.95, p < .001$ ; and accounted for 15 % of the variation in L2 task value. At Step 3, introducing group classification (whether enrolled in a dual English program) explained an additional 2.4% of variation in L2 task value and this change in  $R^2$  was significant,  $F(4,302) = 16.05, p < .001$ . Model 3 explains L2 task value better than Model 1 and Model 2, suggesting enrolling

in a dual English program explains L2 task value above and beyond gender, performance, and self-efficacy. Table 1 presents a summary of the hierarchical regression analysis.

Table 1  
*Hierarchical Regression Analysis Predicting Loss of Task Value*

Predictor	<i>B</i>	SEB	$\beta$	<i>R</i> <sup>2</sup>
Step 1				.01
Gender	.82	.51	.09	
Step 2				.15**
Gender	.57	.50	.06	
CET Score	-.01*	.004	-.14*	
Self-efficacy	-.55**	.11	-.30**	
Step 3				.18**
Gender	.52	.50	.06	
CET Score	-.01	.49	-.10	
Self-efficacy	-.55**	.10	-.30**	
Dual degree	.21**	.71	.16**	

Note. \* $p < .05$ , \*\* $p < .001$ .

## 6. Discussion

Typical non-English major students and students enrolled in dual degree English program reacted similarly in terms of expectancy for success and unsupportive teacher behavior. The two groups were only significantly different in *loss of task value* and typical non-English major students were less interested in the L2 learning task. This was further confirmed by the findings derived from the hierarchical regression as dual degree enrollment was found significant even when gender, performance, and self-efficacy level were held constant.

One of the most obvious difficulties for East Asian students stems from the fundamental differences between English and their native languages. Linguistically, the phonetic system, the syntactic structure, and semantics of the languages are so different that the transition from one language to the other involves tremendous efforts from the learner (Cho, 2004). Different linguistic traits affect all the skills (listening, speaking, reading, and writing) and make learning English a serious challenge for East Asian learners. For them, even the vocabulary required to understand English can be overwhelming – not to mention the mastery required to function academically. Further, language learning requires cognitive sensitivity to patterns such as the grammatical regularities that govern how word or sentence forms. Drop in learning ability happens at the threshold of adulthood and facility in language learning drastically declines at around puberty or earlier (e.g., Hartshorne et al., 2018). In addition, L2 intrinsic motivation usually decreases with age (e.g., Ghenghesh, 2010). Consequently, most EFL learners in China face unique challenges in learning the target language and have low expectancy for success.

A number of factors affect learners' motivation; in particular, the role of the teacher was seen essential in determining the attitude to the language and in supplying motivation. The relevance of teacher behavior to student motivation has long been acknowledged (e.g., Skinner & Belmont, 1993). Teachers can affect student motivation in ways that either facilitate or impede learning. Under the umbrella of social cognitive theory, Bandura (1986) suggested that individuals can learn by observing others in social contexts. He posited that individuals respond to their environment based on their beliefs and values. As significant social models, teachers and their classroom practices influence students' academic beliefs and values. The source of motivation may be internal to the learner, but when the social surrounding (e.g.,

positive teacher behavior) meets students' learning needs, motivation will flourish. On the other hand, teachers' negative behavior towards students adversely affects students' learning outcomes. No man is an island, and it is possible that students who perceive teachers to be unsupportive are demotivated simply because their academic beliefs and values were negatively influenced by the social surrounding.

Task value predicted students' persistence. Learners tend to persist in learning when they see the value of what they are learning, regardless of discouraging teacher behaviors and prior failure experiences. This corroborates *expectancy-value theory* (Wigfield & Eccles, 2000), a widely accepted model of motivation, posits that the individual value placed on the task is a central determinant of motivation to learn. From the motivational aspect of task value, Higgins (2007) defined value in terms of the relative worth of an activity and also as the psychological experience of being attracted to an activity. Task value is strongly tied to achievement-related choices. For example, a girl who values English learning is more likely to invest more effort when faced challenging learning task than a girl who does not value English learning. The theoretical model further differentiates task value into two main components: *intrinsic value* (i.e., *personal enjoyment*), and *utility value* (i.e., *perceived usefulness for future goals*). These values are *subjective* because individual assign different values to the same activity. English proficiency is valuable to some EFL learners but not to others. This aligns with the constitution of the students who are enrolled in a dual degree English program. Typically, students who are enrolled in a dual degree English program: (a) have a strong personal interest in English language learning, (b) intend to study in an English-speaking country in the future, (c) plan to have English-related jobs after graduation, and (d) intend to pursue a terminal degree in their discipline. This also suggests that the root cause of demotivation might be the task value and the task outcome perceived by an individual. Thus, by implication, the solution to demotivation appears to be task value intervention in this monolingual culture. While in large, monolingual societies it may feel as if "one nation, one language" is the norm, multilingualism is more common worldwide and has been throughout human history. Students need to know that learning a foreign language can break down communication barriers and transcend national boundaries. It connects people from different walks of life, reinforcing the values of diversity and inclusivity. In a world marked by cultural diversity, English plays an important role in creating a sense of unity among people with varying linguistic backgrounds.

## 7. Implications

What students learn in class does not always seem germane to their own lives. For example, students who major in traditional Chinese medicine, might not see the utility value of English learning for their future career. Consequently, when taking English classes is required, and seems to have minimal practical use, students may find themselves demotivated despite educator's endeavor to engage. Interventions designed to relieve demotivation can take many forms. For example, a teacher might try to make an academic activity more interesting by changing formats of the task, assigning group projects, or embedding learning tasks in games. However, it is not always feasible to change the nature of a learning task or activity. A teacher cannot change the fundamental principles of L2 learning, but he or she may be able to change the way students think about learning English as a foreign language.

*Interest Development.* Interest refers to a specific relation between person and action (Dewey, 1913). It differentiates between situational and individual interests. While situational interest depends on time and situation, individual interest associates with a relatively stable personality characteristic. High interest behaviors reflect intrinsic motivation, positive emotion, and a strong personal relationship with certain actions (e.g., enrolling in a dual English program). Whereas personal or individual interest is based on the inherent enjoyment of the task itself, *individual* interest derives from repeated situational interest. Hidi and Renninger (2006) proposed a four-stage model of interest development that charts the transition from situational interest to personal interest. They argue that interest is the outcome of an



interaction between a learner and a particular task. The potential for interest lies within the person, but the task and context moderate interest as well as its continued development (e.g., [Hidi & Renninger, 2006](#)). The fact that interest is moderated by both task and the environment indicates that interventions have the potential to both activate interest and support the maintenance of interest. The four-stage model of interest development is as follows: (a) a trigger sparked by the content or the context is necessary to activate a short-term affective and cognitive change that leads to a temporary increase in interest, (b) if this activated situational interest is further promoted, typically by external sources, it can translate into a more maintained situational interest, (c) the learner starts to play a more active role in their interest development in order to develop emerging individual interest, and (d) interest has become more self-generated and well-maintained, it does not necessarily require external support to develop. Repeated experiences of situational interest can have powerful and wide-ranging effects on how students think about the task at hand. If a learner has little prior personal interest to start with, the teacher needs to trigger initial situational interest, in the hope of the temporary interest will gradually become more permanent and internalized. Several strategies exist for meeting this challenge such as offering meaningful choices to students to support their autonomy, selecting well-organized materials that promote interest, and providing the background knowledge needed to fully understand a subject ([Schraw et al., 2001](#)).

## **8. Limitations and Recommendations for Future Research**

Ideally, research is conducted with a representative random sample of the population so that the results are highly generalizable. Given the size of the population and the significant regional disparities of higher education in China, the dataset used for the present study may not provide a full picture of the story. For future research, data need be collected from different regions to provide a more in-depth perspective. For example, variations will likely occur between samples from coastal regions and major urban agglomerations and peripheral and less urbanized counterparts. It is likely that the urban settings offer more jobs requiring mastery of English, thus the possibility of upcoming employment may increase the perceived task value.

Achievement motivation theorists have been attempting to explain students' achievement-related behaviors. From the perspective of task value, demotivation is explained by the extent to which individuals value the task. Besides sparking students' personal interest (intrinsic value) through repeated situational interest generated by the teacher, educators should also help students see beyond the immediate activity (e.g., EFL learning) to the long-term benefits it produces (empowering them to succeed in a globalized world). While students may not enjoy an activity, they may value a later reward or outcome it produces ([Wigfield & Eccles, 2000](#)). English proficiency is integral to their vision of their future and instrumental to their pursuit of other goals because it is essential for career advancement and social integration in many countries.

We are at the brink of the Artificial Intelligence (AI) revolution in education, including foreign language education. Adaptive educational systems allow for students to move through the material at differing paces, while intelligent educational systems may act as tutors and help to clarify student misconceptions. These ideas are increasingly incorporated into foreign language education in the form of intelligent computer-assisted language learning applications ([Pokrivcakova, 2019](#)). This will likely increase students' autonomy and may increase their perceived task value. It is important to track these AI developments not only in terms of efficacy of foreign language learning, but also in terms of effects on student motivation.

Motivation can be seen as traits or stable characteristics of individuals, but it can also be seen as a temporary state that fluctuates in response to environmental or internal states. Thus, it is advisable to observe those motivation or demotivation-related variables over an extended period. Longitudinal

studies have many advantages in comparison with a cross-sectional study in advancing knowledge about demotivation, notably in providing information about onset, continuity, and within-individual change. For example, they can establish sequences of demotivation and performance and connections between different demotivators (teacher behavior, experiences of failure, and loss of task value) that might otherwise not be linked. The current study has opened promising views for future research on demystifying the underlying reasons of L2 demotivation.

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**Jianling Xie**, PhD, is an Assistant Professor of Psychology at the University of Houston-Downtown. Her research unites two strands of significant educational inquiry: (a) the development of motivational processes associated with learning and academic outcomes in school settings, and (b) functions of affect for motivation and achievement.

**Katarzyna Gallo**, PhD, is an Assistant Professor of Educational Psychology at Mississippi State University. Her research interests involve creativity, problem solving, and writing as a cognitive process.

**Kristieona Epting** is a graduate student of Applied Psychology with a concentration in Industrial and Organizational Psychology at Clemson University. Her research interests involve human behavior in the workplace and work-life interface.