

# Intervention Strategies for Student and Teacher Related Demotivating Factors in English Language Learning

Zaldy Maglay Quines, Ph.D.

English Language and Preparatory Year Institute- Royal Commission for Jubail and Yanbu  
Jubail Industrial City, 31961, Kingdom of Saudi Arabia

[quines\\_z@yahoo.com.ph](mailto:quines_z@yahoo.com.ph) or [quinesz101@gmail.com](mailto:quinesz101@gmail.com)

ORCID: <https://orcid.org/my-orcid?orcid=0000-0003-0433-3091>

---

doi: <https://doi.org/10.37745/bje.2013/vol12n136684>

Published November 23, 2024

---

**Citation:** Quines Z.M. (2024) Intervention Strategies for Student and Teacher Related Demotivating Factors in English Language Learning, *British Journal of Education*, Vol.12, Issue 13, 66-84

---

**ABSTRACT:** *This study aimed to investigate the topmost intervention strategies that can prevent the effects of student and teacher-related demotivating factors in English language learning. The five-point Likert scale “Intervention Strategies for Student and Teacher-Related Demotivating Factors in English Language Learning” questionnaire was used in collecting data to answer the research questions. The questionnaire is consisted of 60 strategies that are designed to prevent student and teacher-related demotivating factors. The analysis of the gathered data revealed the following results. On student related demotivating factors, the following intervention strategies emerged as the most accepted techniques in preventing demotivation caused by poor learning styles, negative personality, and low competence: 1. review lessons and activities before the class; 2. avoid making noise/disturbances in the class; and 3. listen attentively to lessons that are difficult to understand. On teacher related demotivating factors, the following intervention strategies emerged as the most accepted methods in the prevention of demotivation caused by poor teaching styles, negative personality, and low competence: 1. provide activities that help students understand the lessons; 2. recognize good performances in the class; and 3. explain clearly difficult lessons. On the other hand, the following intervention strategies are perceived as the least accepted approaches in dealing with demotivation for both student and teacher related factors: (students) 1. identify strategies that help him understand the lesson; 2. accept teacher’s opinions that are against his ideas; 3. discover learning strategies that help him comprehend; (teachers) 1. relate the subject matter to students’ experiences; 2. accept consultation outside class hours; and 3. ask advice on how to easily teach a specific lesson.*

**Keywords:** Intervention Strategies, Motivation Strategies, Demotivating Factors, English Language Learning

---

## INTRODUCTION

Motivation is undoubtedly the most significant factor that teachers must develop in order to improve learning. Many concepts have been assumed to explain motivation. According to Williams and Williams (2011), there are five ingredients involved in motivation: student, teacher, content, method/process, and environment. Motivation is an indispensable element in effective and meaningful teaching and learning process. It does not only develop more positive behavior among learners, but it also offers a mental and psychological relief on the part of the teacher. When students are motivated to learn, the initiative of the teacher to expound and demonstrate the lesson is lessened. Warden & Lin (2000) considered motivation as one of the most influential factors in a person's success in second or foreign language learning. Skehan (1991) claimed that, after aptitude, motivation is the second strongest predictor of success in second and foreign language learning.

On the other hand, there are also the demotivating factors, which make learners lose their existing motivation and cause them to fail to reach adequate language proficiency. Dörnyei & Ushioda (2011) and Falout, Elwood, & Hood (2009) called demotivation the other or flip side of motivation, which undermines learners' willingness to study the target language. Trang and Baldauf (2007) showed that the loss of motivation due to particular circumstances is a serious problem in foreign language teaching. Cheng and Dörnyei (2007) believed that motivation becomes determining factor of successful language learning. When students are not motivated to do something, they are not motivated to accomplish a particular activity.

Negative effects in the process of language learning may contribute to demotivation. Quadir's (2017) research review showed that many researchers attribute demotivation to both internal factors (for example, self-efficacy, personality, and attitude towards the target language, community, and culture) and external factors (for example, teaching methods, and his competence, school facilities, textbooks, and classroom activities). Likewise, Dörnyei and Ushioda (2011) attributed demotivation to "particular learning-related events or experiences, such as performance anxiety, public humiliation, heavy work demands or poor test results" and "factors in the social learning environment, such as the personality and the attitude of the teacher or classroom counter-cultures and peer pressures". Clear understanding of the sources of demotivation in English language learning and possible intervention strategies can help teachers gain a fresher perspective into students' lack of initiative to succeed and their reluctance to persevere more on language learning. Awareness of the sources of demotivation also helps teachers and students identify intervention strategies that prevent demotivation.

<b>Sources of Student and Teacher Related Demotivating Factors</b>	
<b>Teachers</b>	<b>Students</b>
<p style="text-align: center;"><b>Poor Teaching Styles</b></p> <p><b>The teacher does not...</b></p> <p>A. use learning technologies in the classroom.            B. identify strategies that help students understand the lesson.            C. involve all students on instructional activities.            D. give clear explanation to a lesson.            E. prepare lessons and activities before the class.            F. write important lessons and reminders on the board.            G. give challenging activities.            H. relate the subject matter to students' experiences.            I. provide activities that help students understand the lessons.            J. employ humor to create a stress-free environment.</p>	<p style="text-align: center;"><b>Poor Learning Styles</b></p> <p><b>The student does not...</b></p> <p>A. participate on activities that help him understand the lessons.            B. develop knowledge on learning strategies/techniques by inquiry.            C. listen attentively to the explanation of the teacher.            D. identify strategies that help him understand the lesson.            E. write important lessons and reminders on notes.            F. review lessons and activities before the class.            G. appreciate humor to maintain a stress-free environment.            H. learn to use instructional technologies in the classroom.            I. participate on instructional activities with enthusiasm.            J. join voluntarily on challenging activities.</p>
<p style="text-align: center;"><b>Negative Personality</b></p> <p><b>The teacher does not...</b></p> <p>A. accept consultation outside class hours.            B. show enthusiasm/energy to teach.            C. provide positive feedback for good performances.            D. consider students' opinions that are against his opinion.            E. monitor students' participation in the class.            F. recognize good performances in the class.            G. encourage/help students develop students' skills.            H. avoid getting angry from minor issues.            I. establish good rapport with students.            J. maintain peace and order in the class.</p>	<p style="text-align: center;"><b>Negative Personality</b></p> <p><b>The student does not...</b></p> <p>A. observe his behavior in the class.            B. accept teacher's opinions that are against his ideas.            C. show initiative to develop his performance.            D. avoid making noise/disturbance in the class.            E. demonstrate enthusiasm/energy to learn.            F. participate seriously on activities in the class.            G. avoid getting annoyed for minor issues.            H. establish good rapport with classmates and teachers.            I. understand negative feedback from the teacher.            J. consult teachers after classes.</p>

<b>Low Competence</b>	<b>Low Competence</b>
<p><b>The teacher does not...</b></p> <p>A. present technology based learning activities.</p> <p>B. ask questions to students to ensure comprehension.</p> <p>C. ask advice on how to easily teach a specific lesson.</p> <p>D. discover motivating teaching techniques.</p> <p>E. prepare activities that help students understand the lessons.</p> <p>F. write important explanation on the board.</p> <p>G. study and prepare his lessons in advance.</p> <p>H. give extra time and effort to explain the lesson.</p> <p>I. explain clearly difficult lessons.</p> <p>J. solicit feedback (students) about his performance.</p>	<p><b>The student does not...</b></p> <p>A. ask questions for better comprehension.</p> <p>B. discover learning strategies that help him comprehend.</p> <p>C. develop skills in completing activities.</p> <p>D. focus on understanding difficult lessons.</p> <p>E. listen attentively to lessons that are difficult to understand.</p> <p>F. give extra time and effort to understand the lesson.</p> <p>G. participate actively on technology based learning activities.</p> <p>H. ask advice on how to easily learn a difficult lesson.</p> <p>I. take down notes explanations of the teacher.</p> <p>J. read his lessons ahead of time.</p>

**Figure 1: Sources of Student and Teacher Related Demotivating Factors**

Figure 1 expounds the sources of student and teacher related demotivating factors in English language learning. The ideas presented on the figure was a reflection of the researcher based on the results of his two studies, “Demotivating Factors in English Language Learning as Perceived by Newly Hired English Language Teachers”, and “Factors that Demotivate English Language Learning as Perceived by Preparatory Year Students”. Quines (2023) found out that the two leading demotivating factors in English language learning were “student and teacher related factors”. The content of the five-point Likert scale “Intervention Strategies for Student and Teacher-Related Demotivating Factors in English Language Learning” questionnaire was based on this figure.

<b>Intervention Strategies for Student-Teacher-Related Demotivating Factors</b>	
<b>Teachers</b>	<b>Students</b>
<p style="text-align: center;"><b>Poor Teaching Styles</b></p> <p><b>The teacher should...</b></p> <p>A. use learning technologies in the classroom.</p> <p>B. identify strategies that help students understand the lesson.</p> <p>C. involve all students on instructional activities.</p> <p>D. give clear explanation to a lesson.</p>	<p style="text-align: center;"><b>Poor Learning Styles</b></p> <p><b>The student should...</b></p> <p>A. participate on activities that help him understand the lessons.</p> <p>B. develop knowledge on learning strategies/techniques by inquiry.</p> <p>C. listen attentively to the explanation of the teacher.</p>

<p>E. prepare lessons and activities before the class.          F. write important lessons and reminders on the board.          G. give challenging activities.          H. relate the subject matter to students' experiences.          I. provide activities that help students understand the lessons.          J. employ humor to create a stress-free environment.</p>	<p>D. identify strategies that help him understand the lesson.          E. write important lessons and reminders on notes.          F. review lessons and activities before the class.          G. appreciate humor to maintain a stress-free environment.          H. learn to use instructional technologies in the classroom.          I. participate on instructional activities with enthusiasm.          J. join voluntarily on challenging activities.</p>
<p style="text-align: center;"><b>Negative Personality</b></p> <p><b>The teacher should...</b></p> <p>A. accept consultation outside class hours.          B. show enthusiasm/energy to teach.          C. provide positive feedback for good performances.          D. consider students' opinions that are against his opinion.          E. monitor students' participation in the class.          F. recognize good performances in the class.          G. encourage/help students develop students' skills.          H. avoid getting angry from minor issues.          I. establish good rapport with students.          J. maintain peace and order in the class.</p>	<p style="text-align: center;"><b>Negative Personality</b></p> <p><b>The student should...</b></p> <p>A. observe his behavior in the class.          B. accept teacher's opinions that are against his ideas.          C. show initiative to develop his performance.          D. avoid making noise/disturbance in the class.          E. demonstrate enthusiasm/energy to learn.          F. participate seriously on activities in the class.          G. avoid getting annoyed for minor issues.          H. establish good rapport with classmates and teachers.          I. understand negative feedback from the teacher.          J. consult teachers after classes.</p>
<p style="text-align: center;"><b>Low Competence</b></p> <p><b>The teacher should...</b></p> <p>A. present technology based learning activities.          B. ask questions to students to ensure comprehension.          C. ask advice on how to easily teach a specific lesson.          D. discover motivating teaching techniques.          E. prepare activities that help students understand the lessons.</p>	<p style="text-align: center;"><b>Low Competence</b></p> <p><b>The student should...</b></p> <p>A. ask questions for better comprehension.          B. discover learning strategies that help him comprehend.          C. develop skills in completing activities.          D. focus on understanding difficult lessons.          E. listen attentively to lessons that are difficult to understand.</p>

<p>F. write important explanation on the board.                  G. study and prepare his lessons in advance.                  H. give extra time and effort to explain the lesson.                  I. explain clearly difficult lessons.                  J. solicit feedback (students) about his performance.</p>	<p>F. give extra time and effort to understand the lesson.                  G. participate actively on technology based learning activities.                  H. ask advice on how to easily learn a difficult lesson.                  I. take down notes explanations of the teacher.                  J. read his lessons ahead of time.</p>
---	---

**Figure 2: Intervention Strategies for Student and Teacher Related Demotivating Factors**

Figure 2 shows the intervention strategies for student and teacher related demotivating factors. The ideas presented on the figure suggest some intervention strategies designed to prevent or lessen the impact of demotivation in English language learning.

## LITERATURE:

### Motivation and Demotivation

In order to facilitate a meaningful interaction or discussion during the teaching-learning process, the presence of motivation in every activity must be closely observed. McDonough (2007) viewed motivation as the driver of human action in achieving a particular purpose. Hall (2011) believed that motivation is a fundamental factor in the fulfilment of any activity. So, not surprisingly, researchers have considered it one of the crucial factors in second language learning. He also asserted that “It is difficult to imagine anyone learning a language without some degree of motivation. He added that experienced teachers often attribute language learners’ success or failure to presence or absence of motivation. Dörnyei (2018) revealed that motivation has been widely accepted by teachers and researchers as one of the key factors that influence the rate and success of language learning. He believed that teachers can turn a language classroom into a motivating learning environment by discussing a variety of motivational strategies that focus on the learner's vision, individual learning experience, and group experience. He concluded by stating that any motivational practice has to begin by motivating the teachers themselves: if a teacher is motivated, his/her class is likely to follow suit.

During the teaching-learning-process, there are some situations or factors that hinder the accomplishment of a productive and meaningful learning. These demotivating factors usually come from people who are closely involved in the teaching-learning-process. According to Abu-Baker, Sulaiman, & Rafeai (2010), identification of learners’ demotivating factors before or during the actual implementation of the language program is important because it can influence decisions to “the choice of language to be learned, the kinds of activities that learners are more inclined to engage in, the types and extent of proficiency that learners expect to attain, the degree of external

intervention needed to regulate learning, and the extent of engagement in the long run”. Dörnyei (2001) claimed that demotivation arises from various factors and undermines the motivational basis of behavior or an occurring action.

A demotivated learner is one who was once motivated but has lost all or part of his or her obligation for or interest in the act of learning. Chambers (1993) used questionnaires to tap into students' and teachers' beliefs about demotivation in L2 learning. Teachers' and students' reasons for students' demotivation were different. According to the teachers, the causes of demotivation were related to psychological, attitudinal, social, historical, and geographical factors, while the students' reasons for demotivation included such factors as teachers' behaviors, material, and class size.

Connecting demotivation and language proficiency, Falout and Maruyama (2004) surveyed 164 university students using six types of demotivators: 1) teachers, 2) courses, 3) attitudes towards English speaking people, 4) attitude toward English, 5) self-confidence, and 6) attitude of group members. Less proficient learners regarded self-confidence, attitudes towards the L2 courses and teachers, and attitudes of group members as the most demotivating. More proficient learners, viewed self-confidence as the most significant demotivating factor. While less proficient students related their demotivation to their feelings, more proficient students related their motivational problems to extrinsic factors and claimed to be more in control of their feelings and attitudes.

Identifying common demotivating factors among Japanese high school students, Sakai, H., & Kikuchi, K. (2009) explored and extracted five demotivating factors: (a) Learning Contents and Materials, (b) Teachers' Competence and Teaching Styles, (c) Inadequate School Facilities, (d) Lack of Intrinsic Motivation, and (e) Test Scores. The results showed that the Learning Contents and Materials and Test Scores factors were demotivating factors for many Japanese high school students, especially for less motivated learners. Contrary to what previous research suggested, Teachers' Competence and Teaching Styles was not a very strong cause of demotivation compared to Learning Contents and Materials or Test Scores for both more and less motivated groups. This study also showed that both more and less motivated learners did not perceive Inadequate School Facilities as demotivating.

The study of Keblawi (2006) on 294 middle and high school English learners and 10 English teachers identified learning group, course books, the assessment system, and the teacher, as demotivating. Hirvonen (2010) studied demotivating factors and explored the range and nature of both external and internal demotives. Based on this study the external demotives experienced by participants fell into four themes: The teacher, learning material and course contents, learning environment, and simultaneous learning of many languages. The internal demotives, negative influence related to the participants themselves, fell into three themes: experience of failure, the lack of success, and attitudes toward English. The findings of this study indicated that the teacher

often had been the most influential demotive in the learning experience of English by the participants.

In the Iranian context, Sahragard and Alimorad (2013) investigated demotivating factors in the public schools of Shiraz, Iran, and found the following sources of demotivation: 1) lack of self-confidence, 2) teachers' incompetence, 3) lack of interest in English, 4) lack of school facilities, 5) unfitting learning contents and context, 6) focus on grammar, and 7) unsuitable teaching styles. Rashidi, Rahimi, and Alimorad (2014) studied the discursive construction of demotivation in four Iranian EFL learners and concluded that demotivation is not a one-dimensional and static construct; rather, it is multi-dimensional, dynamic, and changing and is socially and historically constructed with the passage of time. The learners' past and present learning experiences in the immediate language learning context, their future selves as well as the macro-social and political factors all contribute to the construction of EFL learners' demotivation. Meshkat and Hassani (2012) identified four sources of demotivation: lack of facilities in schools, overemphasis on grammar, lengthy passages, and high expectation to be grammatically correct.

### **Motivational Strategies as Instructional Interventions**

What are motivational strategies? According to Guilloteaux and Dornyei (2008), motivational strategies are strategies used by teachers to help learners steer their efforts towards achieving the relevant learning goals. They considered motivational strategies as "instructional interventions applied by the teacher to elicit and stimulate student motivation".

Dornyei (1994) suggested a number of motivational strategies that were based on his own experience as well as on the findings from other educational studies that examined students' motivation. He grouped his list of 30 motivational strategies into three levels: the language level, the learner's level and the learning situation level. Guilloteaux and Dornyei (2008) conducted a large-scale study of Korean learners (25 teachers and more than 1300 students) to investigate definable and observable motivational teaching strategies. The strategies included establishing relevance, promoting integrative values, promoting instrumental values, arousing curiosity, scaffolding, promoting cooperation, and promoting autonomy. They grouped the strategies into four categories: teacher discourse, participation structure, encouraging positive retrospective selfevaluation, and activity design. The study found that teachers' motivational strategies were linked to an increase in students' motivation and motivational state.

Bernaus and Gardner (2008) looked at motivational strategies from another perspective, differentiating between what they referred to as innovative strategies and traditional strategies. The first emphasize a focus on language structure and are more teacher centered (e.g., having students do grammar exercises and laying down the norms to be followed in the class). The second are more student centered and emphasize the communicative aspects of the language by using, in particular, audio-visual and new technologies. The study, which involved 31 teachers and their 694 students in Catalonia, Spain, compared student and teacher perceptions of the use of 26



motivational strategies and their effect on students' motivation and English achievement. The researchers measured the students' levels of anxiety and motivation intensity as well as the students' English language proficiency. It was found that the students' perceptions of the frequency of use of the different strategies did not always correlate with the teachers' perceptions. In other words, the students and teachers agreed on the relative frequency of some strategies but not on others. The teacher-reported use of traditional and innovative motivational strategies was not linked to students' motivation, anxiety, or achievement. However, the students' perception of these strategies tended to be linked to their motivation and language anxiety at both the class and the individual levels.

## METHODOLOGY AND PROCEDURES

This part presents the research objectives, research methodology, research respondents and instruments used in the study.

**General Objective:** This study aimed to analyze intervention strategies that can prevent the effects of student and teacher-related demotivating factors in English language learning.

**Specific Objectives:** It sought to answer the following questions:

What intervention strategies do students consider the most effective in preventing **student-related** English language learning demotivation along these areas?

- a. Poor Learning Styles
- b. Negative Personality
- c. Low Competence

What intervention strategies do students consider the most effective in preventing **teacher-related** English language learning demotivation along these areas?

- a. Poor Learning Styles
- b. Negative Personality
- c. Low Competence

## RESEARCH METHODOLOGY

The study used descriptive statistics like frequency counts, percentages, weighted means, to analyze data to answer descriptive questions.

### Respondents and Research Instruments

The respondents of this study were the 24 B1+ level students from ELPYI- Jubail Technical Institute, Royal Commission of Jubail and Yanbu, Kingdom of Saudi Arabia. They were selected on the basis of systematic and convenience sampling where all students in one section were taken as respondents. The participants received and answered the research questionnaire "Intervention Strategies for Student and Teacher-Related Demotivating Factors in English Language Learning". The questionnaire is divided into two categories: 1) Intervention Strategies for Student-Related

Demotivating Factors in English Language Learning; 2) Intervention Strategies for Teacher-Related Demotivating Factors in English Language Learning.

### Data Collection, Analysis, Discussion

The research questionnaire “Intervention Strategies for Student and Teacher-Related Demotivating Factors in English Language Learning” was distributed to respondents. The data gathered were analyzed with the use of descriptive statistics, such as frequency counts and percentages

## RESULTS

**Table 1. Intervention Strategies for Student’s Poor Learning Styles (%)**

Intervention Strategies for Student Related Demotivating Factor: Poor Learning Styles		Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree
<b>To develop good learning styles, an English language student should...</b>						
1	review lessons and activities before the class.	0	5	0	45	50
2	listen attentively to the explanation of the teacher.	5	5	0	55	35
3	write important lessons and reminders on notes.	5	15	5	40	35
4	appreciate humor to maintain a stress-free environment.	15	20	10	30	25
5	participate on activities that help him understand the lessons.	15	10	25	30	20
6	learn to use instructional technologies in the classroom.	20	25	10	25	20
7	join voluntarily on challenging activities..	25	25	10	20	20
8	participate on instructional activities with enthusiasm.	15	25	25	20	15
9	develop knowledge on learning strategies/techniques by inquiry.	15	25	25	25	5
10	identify strategies that help him understand the lesson.	10	40	20	15	15

Table 01 shows the percentage (%) of intervention strategies for student’s poor learning styles. The result reveals that students should “review lessons and activities before the class” tops the suggested strategies with 95% acceptance. Students should “listen attentively to the explanation of the teacher” comes as second positively accepted strategy with 90%, followed by “write important lessons and reminders on notes” with 75%. Students should “identify strategies that help him understand the lesson” is the least preferred intervention strategy with only 30%.

**Table 2. Intervention Strategies for Negative Personality (%)**

<b>Intervention Strategies for Student Related Demotivating Factor: Negative Personality</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>No Idea</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>To develop a positive personality, an English language student should...</b>						
1	avoid making noise/disturbance in the class.	5	5	5	50	35
2	demonstrate enthusiasm/energy to learn.	5	5	10	60	20
3	participate seriously on activities in the class.	0	15	10	45	30
4	avoid getting annoyed for minor issues.	10	10	10	35	35
5	establish good rapport with classmates and teachers.	15	10	25	35	15
6	understand negative feedback from the teacher.	15	30	15	20	20
7	consult teachers after classes.	25	30	10	20	15
8	observe his behavior in the class.	15	20	35	15	15
9	show initiative to develop his performance.	25	30	20	15	10
10	accept teacher's opinions that are against his ideas.	25	25	20	20	5

Table 02 shows the percentage (%) of intervention strategies for student's negative personality. The result reveals that students should "avoid making noises/disturbances in the class" tops the suggested strategies with 85% acceptance. Students should "demonstrate enthusiasm/energy to learn" comes as second positively accepted strategy with 80%, followed by "participate seriously on activities in the class" with 75%. Students should "accept and clarify negative feedback from the teacher" is the least preferred intervention strategy with only 25% approval and 50% rejection.

**Table 3. Intervention Strategies for Low Competence (%)**

Intervention Strategies for Student Related Demotivating Factor: Low Competence		Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree
<b>To improve low competence, an English language student should...</b>						
1	listen attentively to lessons that are difficult to understand.	10	10	0	40	45
2	give extra time and effort to understand the lesson.	5	10	5	40	40
3	take down notes explanations of the teacher.	5	5	15	30	45
4	read his lessons ahead of time.	20	20	5	25	30
5	develop skills in completing activities.	10	10	20	25	25
6	focus on understanding difficult lessons.	10	10	35	25	20
7	participate actively on technology based learning activities.	20	25	20	20	15
8	ask questions for better comprehension.	15	15	40	15	15
9	ask advice on how to easily learn a difficult lesson.	15	15	40	25	5
10	discover learning strategies that help him comprehend.	12	20	44	20	4

Table 03 shows the percentage (%) of intervention strategies for student's low competence. The result reveals that students should "listen attentively to lessons that are difficult to understand" tops the suggested strategies with 85%. Students should "give extra time and effort to understand the lesson" comes as second strategy with 80%, closely followed by "take down notes explanations of the teacher" with 75%. Students should "discover learning strategies that help him comprehend" is the least preferred intervention strategy with 25% acceptance.

**Table 4. Intervention Strategies for Poor Teaching Styles (%)**

<b>Intervention Strategies for Teacher Related Demotivating Factor: Poor Teaching Styles</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>No Idea</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>To develop good teaching styles, an English language <u>teacher</u> should...</b>						
1	provide activities that help students understand the lessons.	0	0	0	50	50
2	prepare lessons and motivating activities in advance.	0	5	5	45	45
3	write important lessons and reminders on the board.	5	5	5	45	40
4	identify strategies that motivate students participate in lesson.	20	10	10	30	30
5	employ humor to create a stress-free environment.	15	20	10	25	30
6	use learning technologies in the classroom.	25	25	5	25	20
7	maximize the use of technology in the class.	20	30	10	20	20
8	involve all students on instructional activities.	10	15	40	25	10
9	give challenging activities.	10	15	25	15	15
10	relate the subject matter to students' experiences.	10	25	40	10	15

Table 04 shows the percentage (%) of intervention strategies for teacher's poor teaching styles. The result reveals that teachers should "give clear explanation to a lesson" tops the suggested strategies with 100% acceptance, 0% rejection. Teachers should "prepare lessons and motivating activities before the class" comes as second strategy with 90% acceptance, 0% rejection, and 8% undecided, followed by "write important lessons and reminders on the board" with 85%. Teachers should "relate the subject matter to students' experiences." is the least preferred intervention strategy with 25% approval.

**Table 5. Intervention Strategies for Negative Personality (%)**

**Intervention Strategies for Teacher Related Demotivating Factor:  
 Negative Personality**

To develop positive personality, an English language <u>teacher</u> should...		Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree
		A	B	C	D	E
1	recognize good performances in the class.	5	5	5	45	40
2	avoid getting angry from minor issues.	0	5	15	40	40
3	show enthusiasm/energy to teach.	5	15	5	40	35
4	encourage/help students develop students' skills.	5	5	20	35	35
5	establish good rapport with students.	20	10	5	35	30
6	maintain peace and order in the class.	10	10	20	30	30
7	provide positive feedback for good performances.	10	15	40	25	10
8	consider students' opinions that are against his opinion.	5	25	40	15	15
9	monitor students' participation in the class.	20	15	40	15	10
10	accept consultation outside class hours.	25	45	10	10	10

Table 05 shows the percentage (%) of intervention strategies for teacher's negative personality. The result reveals that teachers should "recognize good performances in the class" tops the suggested strategies with 85% acceptance. Teachers should "avoid getting angry from minor issues" comes as second strategy with 80%, followed by "show enthusiasm/energy to teach" with 75%. Teachers should "accept consultation outside class hours" is the least preferred intervention strategy with 20% acceptance and 70% rejection.

**Table 6. Intervention Strategies for Low Competence (%)**

**Intervention Strategies for Teacher Related Demotivating Factor:  
 Low Competence**

To improve low competence, an English language <u>teacher</u> should...		Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree
		A	B	C	D	E
1	explain clearly difficult lessons.	5	5	10	40	40
2	write important explanation on the board.	5	5	15	45	30
3	study and prepare his lessons in advance.	5	10	20	30	35
4	give extra time and effort to explain the lesson.	5	15	25	35	20
5	discover motivating teaching techniques.	5	20	25	25	25
6	prepare activities that help students understand the lessons.	15	10	30	20	25
7	solicit feedback (students) about his performance.	10	20	35	10	25
8	present technology based learning activities.	15	15	35	15	20
9	ask questions to students to ensure comprehension.	20	20	30	15	15
10	ask advice on how to easily teach a specific lesson.	15	20	40	10	15

Table 06 shows the percentage (%) of intervention strategies for teacher’s low competence. The result reveals that teachers should “explain clearly difficult lessons” tops the suggested strategies with 80%. Teachers should “write important explanation on the board” comes as second strategy with 75%, followed by “study and prepare his lessons in advance” with 65%. Teachers should “ask advice on how to easily teach a specific lesson” is the least preferred intervention strategy with 25% acceptance.

## SUMMARY OF FINDINGS

This part summarizes all the research questions with their answers based on the analyzed and interpreted data.

**Specific Objectives:** It sought to answer the following questions:

1. What intervention strategies do students consider the most effective in preventing **student-related** English language learning demotivation along these areas?

a. Poor Learning Styles

- review lessons and activities before the class
- listen attentively to the explanation of the teacher
- write important lessons and reminders on notes

b. Negative Personality

- avoid making noise/disturbances in the class

- demonstrate enthusiasm/energy to learn
- participate seriously on activities in the class
- c. Low Competence
  - listen attentively to lessons that are difficult to understand
  - give extra time and effort to understand the lesson
  - take down notes explanations of the teacher
- 2. What intervention strategies do students consider the most effective in preventing **teacher-related** English language learning demotivation along these areas?
  - a. Poor Teaching Styles
    - provide activities that help students understand the lessons
    - prepare lessons and activities before the class
    - write important lessons and reminders on the board
  - b. Negative Personality
    - recognize good performances in the class
    - avoid getting angry from minor issues
    - show enthusiasm/energy to teach
  - c. Low Competence
    - explain clearly difficult lessons
    - write important explanation on the board
    - study and prepare his lessons in advance

## CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

The following statements are the conclusions and recommendations based on the findings of this study.

### **Intervention Strategies for Student Related Demotivating Factors**

To develop good learning styles, English language students should review their lessons and activities before they enter their classes. They also need to listen attentively to the explanation of the teacher specially if the lesson is quite difficult to understand. They should also write important lessons and reminders on their notes so that when they forgot the explanation given, they have something to review.

To develop a positive personality, English language students should avoid making noises or disturbances in the class because this would hinder the process of discussions. They also need to observe proper behavior during class discussions or activities following the guidelines or reminders given by the teacher. Moreover, students should demonstrate enthusiasm and energy to learn by attending their classes on time, submitting their activities on the given schedule, and participating actively in all activities.



To improve low competence, English language students should listen intently to lessons that are difficult to understand; give extra time and effort to understand the lesson; and read their lessons ahead of time. The intervention strategies given in developing competence are similar to the strategies given in developing poor learning styles because they are closely connected. When the students have poor learning styles, their competence will be affected.

### **Intervention Strategies for Teacher Related Demotivating Factors**

To develop good teaching styles, English language teachers should give clear explanation to the lesson they are discussing. They should prepare lessons and activities ahead of time so they can see the possible problems or challenges of the strategies, activities, and instructional materials they use in processing the lessons. In addition, they should write important lessons and reminders on the board, and they need to monitor if students are taking down notes these lessons and reminders.

To develop positive personality, English language teachers should recognize good performances in the class. Teachers should avoid getting angry from minor issues. They should not focus much time to noisy students, dirty classroom, etc. These issues only require reminders from students. Furthermore, teachers should show students their care about their development by helping them process difficult activities.

To improve low competence, English language teachers should ask advice or help from other teachers on how to easily teach a specific lesson. They should identify and prepare activities that help students understand the lessons. Also, they need to discover motivating teaching strategies or techniques to avoid dullness of the teaching-learning process.

### **Statement of Competing Interest**

The author has no competing interests.

### **REFERENCES**

- Abu Baker, K., A., Sulaiman, N. F., & Rafeai. Z. A. M. (2010). Self-determination theory and motivational orientations of Arabic learners: A principal component analysis. *GEMA Online TM Journal of Language Studies*, 10(1), 71-86.  
<http://www.myjournal.my/public/article-view.php?id=13265>.
- Bernaus, M., & Gardner, R. C. (2008). Teacher motivation strategies, student perceptions, student motivation, and English achievement. *Modern Language Journal*, 92(3), 387–401. <https://doi.org/10.1111/j.1540-4781.2008.00753.x>
- Chambers, G. (1993). Taking the “de” out of demotivation. *Language Learning Journal*, 7(1), 13-16.  
<https://www.tandfonline.com/doi/abs/10.1080/09571739385200051?journalCode=rllj20>.

- Cheng, H. F., & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. *Innovation in Language Learning and Teaching*, 1(1), 153-174. <https://doi.org/10.2167/illt048.0>.
- Dörnyei, Z. (2018). Motivating students and teachers. In J. I. Liantas (Ed.), *The TESOL encyclopedia of English language teaching* (Vol. 7, pp. 4293–4299). Hoboken: Wiley. <https://doi.org/10.1002/9781118784235.eelt0128>.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Language Journal*, 78(3), 273–284. <https://doi.org/10.2307/330107>
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press. <https://assets.cambridge.org/052179/0298/sample/0521790298ws.pdf>.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow, England: Pearson Longman.
- Falout, J., Elwood, J., & Hood, M. (2009). Demotivation: Affective states and learning outcomes. *System*, 37(3), 403–417. <http://dx.doi.org/10.1016/j.system.2009.03.004>.
- Falout, J., & Maruyama, M. (2004). A comparative study of proficiency and learner demotivation. *The Language Teacher*, 28(8), 3-9. <https://jalt-publications.org/tlt/articles/447-comparative-studyproficiency-and-learner-demotivation>
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
- Guilloteaux, M., & Dörnyei, Z. (2008). Motivating Language Learners: A Classroom-Oriented Investigation of the Effects of Motivational Strategies on Student Motivation. *TESOL Quarterly*, 42, 55-77.
- Hall, G. (2011). *Exploring English language teaching: Language in action*. London: Routledge. <https://doi.org/10.4324/9780203827840>.
- Hirvonen, M. (2010). *Demotivation in Learning English among Immigrant Pupils in the Ninth Grade of Comprehensive School*. (Thesis) University of JYÄSKYLÄ, Department of Languages. <http://www.ccesenet.org/journal/index.php/elt>.
- Keblawi, F. I. (2006). Demotivation among Arab learners of English as a foreign language. In M. Singhal, & J. Liantas (eds.), *Proceedings of the second international online conference on second and foreign language teaching and research* (pp. 49-78), September 16-18, 2005. Irvine, CA: The Reading Matrix Inc.
- Loewen, S., & Reinders, H. (2011). *Key concepts in second language acquisition*. Basingstoke: Palgrave Macmillan.
- McDonough, S. (2007). Motivation in ELT. *ELT Journal*, 61(4), 369-371. <https://doi.org/10.1093/elt/ccm056>.
- Mercè Bernaus, Anne-Marie Masgoret, Robert C. Gardner & Edith Reyes (2004) Motivation and Attitudes Towards Learning Languages in Multicultural Classrooms, *International Journal of Multilingualism*, 1:2, 75-89. <https://doi.org/10.1080/14790710408668180>.
- Meshkat, M., & Hassani, M. (2012). Demotivating factors in learning English: The case of Iran. *Social and Behavioral Sciences*, 31, 745–749. <https://doi.org/10.1016/j.sbspro.2011.12.134>.

- Muhonen, J. (2004). Second language demotivation: factors that discourage pupils from learning the English language. Unpublished M.A. Thesis. University of Jyväskylä, Jyväskylä, Finland.
- Qashoa. S. (2006). Motivation among learners of English in the secondary schools in the eastern coast of the UAE. Dubai: Institute of Education-British University.
- Quadir, M. (2017). Let us listen to our students: An analysis of demotivation to study English in Bangladesh. *The English Teacher*, 46(3), 128-141.  
<https://journals.melta.org.my/index.php/tet/article/view/467>.
- Quines Z.M. (2023) Demotivating Factors in English Language Learning as Perceived by Newly Hired English Language Teachers, *International Journal of English Language Teaching*, Vol.11, No.2, pp.,18-30.  
<https://www.eajournals.org/wp-content/uploads/Demotivating-Factors.pdf>
- Rashidi, N., Rahimi, M., & Alimorad, Z. (2014). Iranian university English learners' discursive demotivation construction. *Iranian Journal of Language Teaching Research*, 2(2), 35-49. Retrieved from [http://ijltr.urmia.ac.ir/article\\_20412.html](http://ijltr.urmia.ac.ir/article_20412.html).
- Sahragard, R., & Alimorad, Z. (2013). Demotivating factors affecting Iranian high school students' English learning. In M. Cortazzi, & L. Jin (Eds.), *Researching cultures of learning* (pp. 308-327). London: Palgrave MacMillan.
- Sakai, H., & Kikuchi, K. (2009). An analysis of demotivators in the EFL classroom. *System*, 37(1), 57-69. <http://dx.doi.org/10.1016/j.system.2008.09.005>.
- Skehan, P. (1991). Individual differences in second language learning. *Studies in Second Language Acquisition*, 13(2), 275-298. <https://doi.org/10.1017/S027226310000997>.
- Song, Y. Z. (2005). Motivation and demotivation in L2 learning. *Sino-US English Teaching*, 2(7), 79-81.
- Trang, T., & Baldauf, R. (2007). Demotivation: Understanding resistance to English language learning: The case of Vietnamese students. *The Journal of Asia TEFL*, 4(1), 79-105. Retrieved from [http://journal.asiatefl.org/main/main.php?inx\\_journals=11&inx\\_contents=308&main=1&sub=3](http://journal.asiatefl.org/main/main.php?inx_journals=11&inx_contents=308&main=1&sub=3)
- Williams, K., & Williams, C. (2011). Five key ingredients for improving motivation. *Research in Higher Education Journal*, 11. <http://aabri.com/manuscripts/11834.pdf>.
- Warden, C. A., & Lin, H. J. (2000). Existence of integrative motivation in an Asian EFL setting. *Foreign language annals*, 33(5), 535-545. <https://doi.org/10.1111/j.1944-9720.2000.tb01997.x>