



RESEARCH PAPER

Identifying Demotivating Factors affecting ESL Learners in Faisalabad: A Critical Inquiry

¹Zakia Shehzadi, Dr. Iram Rubab and Rahat Bashir*

1. M. Phil Scholar, Department of English (Linguistics), Riphah International University Islamabad, Faisalabad Campus, Punjab, Pakistan
2. Assistant Professor, Department of English, GC Women University Sialkot, Punjab, Pakistan
3. Principal Lecturer, Department of English, University of Central Punjab, Lahore, Punjab, Pakistan

*Corresponding Author rahat.bashir@ucp.edu.pk

ABSTRACT

This research delves into the identification of demotivating factors that significantly impact English as a Second Language (ESL) learners in Faisalabad, Pakistan. Recognizing the importance of motivation in the language learning process, this study employs a critical inquiry approach to scrutinize the multifaceted elements that hinder the motivation of ESL learners in Faisalabad. Utilizing a mixed-methods research design, both qualitative and quantitative data are gathered through surveys, interviews, and classroom observations. The results show that there are many motivating factors that positively affect the learner's attitude to learn English as a foreign language while de-motivation always discourage the students not only in intermediate level but also at all other educational levels such as school, college and university. By addressing these demotivating factors, educators can create a more conducive and supportive learning environment, fostering a positive attitude towards language acquisition among ESL learners in the region.

KEYWORDS Demotivation, ESL, Popular Motivating Factors, Second Language Acquisition

Introduction

Demotivating factors for English second language learners are ostensibly a primary explanation for Pakistan's English language educational system's partial failure. Since the time of colonial supremacy in the world, history has elevated English to the status of a global language. Formerly colonized countries, especially those on the Great Subcontinent of Indo-Pakistan, were forced to learn the language. Despite potential changes in the global language landscape, English has maintained its status thus far. These countries' youth are compelled to acquire it as a second language as a second. There has been a lot of study carried out in the country to determine the causes of English learners' inability after they have completed their educational careers. The fact that the problem remains unsolved has prompted the current researcher to pursue it as a research topic.

In Pakistan, English language indicates low water-mark of success. There are numerous explanations for this failure, and experts are still investigating them. The present research has chosen to examine de-motivational variables, which can be one of the reasons for failure in English teaching or learning. An external factor that undermines the motivating underpinnings of etiquette intentions or actions. Motivation, as contrasted to demotivation, is the act of pushing someone toward their intended goals or trying to obtain a desired position through the work we do with zeal. It always has benefits in terms of bettering both behavior and the environment. The polar opposite of motivation is demotivation. It denotes a lack of motivation to work. Don't give the desired work your

complete attention in order to realize to this dream. The phrase "de-motivation" refers to the polar opposite of motivation. The rise and fall of motivation and de-motivation is analogous to the ups and downs of the external circumstances in a variety of ways. De-motivation is the result of everything that causes you to fail.

Our students have a tendency to graduate or complete their master's degrees, but their skills in understanding and speaking English remain weak, and they are unable to comprehend things properly. When these students apply for jobs, their transcripts show high grades, but they are unable to explain their own points of view. When they go for an interview, they get disturbed because they do not have the full command to understand the questions, and that's why they cannot properly give the answers to the questions. Every organization has its own set of interview standards. Companies that have things that need to be advertised, for example, require customers who can be impressed by their commercials and buy their products. As a result, they require personnel who are fully capable of speaking English well. However, they are displeased with their performance during student interviews and reject them. As a result, the students have suffered a significant setback.

The case of complete or partial failure of English language teaching in Pakistan creates frowns on the foreheads of academia. The concern of thinking minds among them turned their gaze towards carrying out research on a variety of subjects as factors behind it. The present research has taken heed of de-motivation of ESL learner as one of the prospectively strong factor of this failure. The goal of this study is to identify the aspects that may contribute to challenges and to investigate the de-motivating factors that obstruct learning.

Literature Review

There has been a great deal of debate between L2 professionals about motivation, leading to the development of a wide range of different motivation theories over the years. Only a few scholars disagree: motivation encompasses the direction and magnitude of all human behavior (Ushioda, 2011). This means that it is in charge of choosing a plan of action, putting forth the required effort, and sticking with it (Ushioda, 2011). Motivated people choose to accomplish something, work hard to attain it, and continue doing so for a long time because of this (Dörnyei, 2001). All motivation theories are built on the answers to these three questions.

When a person feels motivated, they are more likely to engage in a certain activity, and they are more likely to stick with it. Motivating oneself to study a foreign language is a term used in this context (Çağlar, 2001). Teaching a second or foreign language can provide several challenges. Learning is made easier when a person's motivation is high. Learning a foreign language is impossible without a strong sense of purpose and dedication on the part of the student. Also, it is a complicated phenomenon that people run across all the time. Driven by energy, one can accomplish one's goals. A teacher might simply motivate a student to reach a goal by offering a reward. It's your responsibility as a student to get involved in the learning process. People who have successfully assimilated into a new culture can gain encouragement from this. It is a process that you're in charge of. A student's ability to stick to a learning habit depends on their level of motivation (Çağlar, 2001).

One of the most compelling reasons for learning English is the increasing interconnectedness of our world. In order to advance in the fields of politics, education, and business, people are forced to engage in competition and cooperation with those in

other countries. English fluency is a requirement for all Indonesian students upon graduation. Nevertheless, not all students are capable enough nor motivated to learn a language. Dörnyei (1990) as stated in Shaaban and Ghaith (2000) demonstrates that students' drive for achievement and the attribution of past failures motivate language learners via instrumental and integrative motivational subsystems. To round out the integrative motivational subsystem, he notes a desire to broaden one's perspectives and steer clear of provincialism, as well as a need for new experiences and challenges. In a classroom, the importance of motivation cannot be overstated. In contrast, a demotivated learner might have the opposite effect on the rest of the students in the classroom by spreading negative feelings and energy (Dörnyei & Murphey, 2003). Shaaban and Ghaith (2000) states that there are two sorts of motivation: intrinsic (interest, enjoyment, and intrinsic fulfillment) and extrinsic (external rewards, such as money, status, or other external rewards) (instrumental and inherent motivation).

Researchers in Canada helped Robert Gardner and Wallace Lambert build a social-psychological paradigm for studying human motivation (Dörnyei, 1994), which influenced much of the research on L2 motivation. In this approach, students' attitudes toward a given language group have an effect on their capacity to learn that language. This is the main premise (Gardner, 1985). In addition, Gardner and his colleagues established scientific study procedures in L2 research (Dörnyei, 1994). The introduction of standardized assessment methods by these researchers raised the bar for L2 research as well. It was via a series of examinations into L2 attitudes and motivations that Gardner came up with his notion of L2 motivation. Researchers are likely to find Gardner's motivation theory most intriguing when it comes to the concept of integrative motivation.

In Gardner's motivation theory, motivation and orientation are intertwined, as well as integrative motivation. An important benefit of orientation is that it helps to arouse and guide motivation in the direction of specific goals (Gardner, 1985). There are two kinds of orientation: integral and instrumental (Gardner, 1985). Integrative orientation reveals positive feelings for the L2 group and a desire to associate with and become like the members of that group. In contrast, a personal interest in people and culture can be seen in an integrative orientation, whereas an instrumental orientation focuses on gaining practical advantages and gaining reputation. When it comes to learning a language, motivation isn't the same as these other approaches because they just categorize the reasons for doing so (Gardner, 2001). When it comes to academic success, motivation is more important than orientations (Amemori, 2012).

According to Dörnyei (2003), process writing evolved as a response to the product approach because it satisfied the need to match the writing processes inherent in writing in one's native tongue, allowing learners to express themselves more effectively as individuals (Sun & Feng, 2009).

An important technique that has emerged in this new phase is Dörnyei's L2 motivating self-system (2008). When looking into L2 motivation, it's important to consider the concept of self as part of the system. L2 academics have long held that L2 is an important part of a learner's identity, despite mainstream psychology's focus on the concept of self (Ushioda 2011). Concepts like "potential selves" (Dörnyei 2008) are particularly relevant to this approach to self. Short- and long-term goals and ambitions are addressed in the first two components of Dörnyei's concept of possible selves. While the second component is based on a temporal history of L2 learning and L2-related experience, the third is based on a causal dimension.

Learner personality and L2 anxiety have been studied together recently, and the results show that these characteristics have a complicated relationship (Dewaele & Pavlenko, 2002; Dewaele et al, 2008; Gregersen & Horwitz, 2002; MacIntyre & Doucette, 2010). Iranian English language learners and aspects of the L2MSS, such as the ought-to L2 self, are linked, according to Papi (2010).

There has been a great deal of investigation into the role that motivation plays in L2 student achievement. Various theoretical perspectives and research traditions define this field, according to Dörnyei, who emphasizes the enormous amount of research and study done on the subject (2001). According to Gardner (1985), success in language learning is largely determined by a student's level of motivation and attitude. L2 motivation has received the most attention in this field of research among all factors that influence the process of learning a second language since Lambert and Gardner's empirical and theoretical studies on the exact role of motivation and attitude in SLA from 1959 to 1962. Ellis (1994) uses Gardner's experiments as a starting point to evaluate a wide range of other studies showing how L2 motivation and attitude affect language acquisition. Long and Larsen-Freeman also offered a comprehensive review of many studies on motivation and attitude in SLA, some of which backed with Gardner's past findings and the motivational theory in language learning, while others did not.

Demotivation is a regular occurrence in L2 studies, according to earlier study. Despite the fact that it's an understudied issue, the majority of research are just that: introductions. The outcomes of earlier inquiries have led to a few conclusions. Furthermore, it is difficult to draw accurate conclusions from prior studies for two reasons. To begin with, there are different ways to classify demotes, making direct comparisons between studies problematic. Another area of disagreement among academics is whether demotivation is induced by both internal and external reasons. Dörnyei (2001) focus primarily on external DE motives, but Sakai and Kikuchi (2009) look at both external and internal DE motives. Dörnyei Prior research, on the other hand, allows some inferences to be formed. In the bulk of research, it was acknowledged that instructors were the biggest source of students' dissatisfaction. According to Dörnyei's (2001) study, the teacher was responsible for 40 percent of all demotivation instances. Boys were also more likely than girls to regard a teacher as a demotivating force.

Material and Methods

The main goal of this research was to see how demotivating variables affect college intermediate students. The goal of this research is to boost motivation and eliminate variables that may lead to demotivation in ESL students. So that students can apply the language more successfully in the real world, continue their studies, and pursue higher education at Pakistan's universities and graduate colleges. The mixed method technique was used as the main component of the qualitative study design, as well as quantitative research approaches. Quantitative research takes exact measurements of this study's circumstances and looks for a solution. It's critical to provide precise answers to inquiries like how many, how often, how much, who, and when. Qualitative research seeks to answer specific questions like how many, how often, how much, who, and when. Currently, a great deal of qualitative research is being conducted. The study's participants were intermediate students studying in Punjab colleges and the superior college of Faisalabad, who came from the same state as the English teachers at these schools, as well as the parents of intermediate students who were affected by the demotivating circumstances in question. Each of the four groupings has a population with both male and female members. An aggregate of 467 public two-year and four-year institutions operated in Punjab. There were degree colleges and 771 intermediate colleges among them.

Intermediate classes were present in both categories. Education Statistics in Pakistan (2019) Punjab had 26, 11, 319 intermediate students enrolled. There were 182,459 boys and 261,888 girls among them. There were 184,891 students who had finished intermediate education and were pursuing a bachelor's degree. This group of students had 59,187 men and 125,704 women (Pathan & Ali, 2010). The data was collected using a straightforward sampling strategy. This may be the sole option for the researcher due to the big population. Other strategies would yield an inexplicably large sample size. He'd lose a lot of money and time if he/she did that.

Results and Discussion

The partial failure of Pakistan's English language educational system is apparently due to demotivating conditions for English second language learners. History has raised English to the status of a global language from the time of colonial supremacy in the world. Formerly colonized countries, particularly those on the Indo-Pakistani Great Subcontinent, were forced to learn the language. English has maintained its standing despite prospective changes in the global language scene. The young of these countries are required to learn it as a second language. There has been a lot of research done in the country to figure out what causes English learners' incompetence after they finish their school.

Table 1
Teachers cannot take all students into consideration in the large class

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
10%	20%	16%	30%	24%

The first demotivating aspect is that "teachers cannot consider a large class in a large class." The students' replies revealed that the majority of them strongly agree with the statement (15%), implying that it is extremely true; but, if the responses 4 and 5 are aligned, the number rises to 27 percent, about double that of the strongly disagree and disagree responses. Whereas the neutral responses number three is only 16 percent, which is relatively low when compared to the positive and negative responses alone.

Positive responses account for 54% of the total, indicating that the classes should not be surpassed beyond a certain point. Learning will be harmed if this does not happen. Both positive and negative replies reveal that the majority of people accept the fact that professors can't handle a huge class. Dealing with large classes presents a number of difficulties for teachers: student diversity, lack of flexibility, classroom climate management, difficulty setting and enforcing classroom behavior, minimal attention to students, limited monitoring of students' learning, and difficulty engaging students.

It leads to poor classroom management, inefficient student control, poor planning and assessment, and increased teacher strain, according to the study. Large class sizes increase disruptive behavior, frustrates to the instructor's efforts, and have a negative impact on the health of the teacher.

Table 2
Learning Contents, Materials, and Facilities are less for learning

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
14%	14%	12%	40%	20%

The 2nd factor which is understood as demotivation "Learning Contents, Materials, and Facilities are less for learning". The responses of the students clearly showed that a large number is strongly agreed with statement which is 30% which also suggested this

statement is powerful response in yes. While, we see the column no 4 and 5 showing that this percentage is almost 2% more than the negative responses. If we see the neutral or column no 3 its only 6% percent which indicates this is also less than of positive responses.

Positive responses are 60% which shows that learning contents, related assesses and facilities should be provided in the classrooms.

Negative responses are 28% which tell us that a smaller number of students give miner response towards this question which is 2% less than the positive responses.

If we analysis this data we can easily judge that the mostly learners want relevant learning contents, better facilities and such kind of materials which help the learners for creative and effective learning. Students in this age group seek to acquire new skills in order to expand their knowledge. However, most professors are either unaware of or have not discovered a source for providing enough facilities for students. Students did not discover any form of interest in learning English in the early years of their studies. Most of the time, Materilas does not provide according to the kids' skills. Students and teachers can be distressed by a lack of resources in the classroom. Students and teachers are not only upset, but they are also unable to learn to their maximum potential since they are not provided with adequate resources.

Students are affected in two ways by the quality of their school facilities. For starters, a lack of facilities inhibits a student's capacity to engage in numerous studying and extracurricular activities. Second, a lack of facilities has a detrimental impact on a teacher's job satisfaction, which reduces their desire to educate.

Table 3
Attitude towards Second Language Learning is negative

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
10%	8%	22%	46%	14%

The third demotivating issue, "A negative attitude toward second language learning," also receives a lot of favorable feedback. The responses to this question reflect a favorable outlook. If we look at columns 1 and 2, which show strongly disagree and disagree, we can see that 9 percent of the students agree on this point of view. In comparison, column 4 and 5 shows that highly agree and agree are both 30%. It is apparent that the learners are in agreement on this subject. It's a large percentage, indicating the students' positive response. On this question, 11% of people answered in the negative.

Positive replies account for 60% of all responses in the study. It was stated that in order to learn effectively, one's attitude toward L2 should be favorable. Negative responses are 18% of the whole which is the almost 1% of the positive response. Here the neutral responses are 22% which are also more than the negative responses.

Here we can say that the learners want a positive and healthy atmosphere towards learning English as a second language.

Our society's problem is that they refuse to accept English as their primary medium of communication. They believe that English is a foreign language and that it cannot become the official language of their country. As a result, they develop a negative attitude towards English language and are unwilling to study it. Parents and students recognize the long-term value of language learning in terms of job-related skills, but they overlook the larger picture of language learning's long-term benefits, which include the development and reinforcement of literacy skills, improvement on cognitive and problem-

solving tasks, increased confidence and self-esteem, and increased cultural awareness and development of cultural sensibilities, which are needed now more than ever in an increasingly globalized world.

Table 4
It is boring for you to test students' creditability only by written exam.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
2%	12%	20%	30%	36%

The 4th of demotivation is "It is boring for you to test students' creditability only by written exam". The responses of the learners showed that most are agreed or strongly agree with the statement. Total responses of the column 4 and 5 show the positive responses which are 35% of the whole. This percentage shows that this statement is highly true. While column 1 and 2 shows the negative responses the learners which are 8%. Neutral responses are 8% which is very low percentage as compare to positive and negative responses.

Positive responses are 70% of the whole which suggest that leaners choice also can be taken in to consideration otherwise learning would be affected.

Negative responses are 14% of the whole which is almost 1% of the whole.

It is clearly judgment that students' creditability does not check only through written exams, it can be check in different ways such as oral questions, group discussion, prostration's or in other ways. This is not an appropriate method of judging students and their ability just on the basis of exams or tests, because some students can be the best players or in any other field. How can we conclude that this student does not have a high IQ simply because he or she did not perform well on the exems or tests? As a result, it is an unjust rule for pupils who excel in other areas.

Table 5
It is boring that teachers only focus on the textbooks

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1%	6%	12%	42%	30%

The learners' replies in column 4 and 5 are highly agree and agree, respectively, and account for 35 percent of the total. While those people who are strongly disagree or disagree in columns 1 and 2 is 8%, which is only 0.5 percent of the total responses, which is a very small percentage. Column 3 indicates the learners' neutral responses, which account for 7% of the total.

Positive replies account for 70% of the total, indicating that teachers do not solely rely on text books, because if they did, learning would not provide the desired effects.

Negative responses are 16% of the whole which is the 2.25% of the whole.

Positive responses show that leaners want other sources of learning such as multimedia, slides, group discussion. There are no workshops for teachers who are undergoing training to improve their teaching methods. Teachers aren't paying attention to this issue, either. They usually stick to the conventional teaching methods, which include using a text book as a source of information. Students' comments also indicate that they wish to study in innovative methods. Other resources, such as photographs, images, and assignment work, can be used to enhance learning. Teachers can present documentaries about the students' subjects, which can help them study more effectively.

Table 6
English teaching pays too much attention to grammar

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
2%	6%	8%	44%	40%

The sixth demotivating element is defined in Table 6. "Grammar is overemphasized in English classes." The learners' replies show that the majority of them strongly disagree and disagree with the assertion, accounting for 42% of the total, indicating that the statement is false. When we look at the percentages of highly agree and agree alienated, we discover that it's only 5%, or 1% of unfavorable replies. Even when the neutral comments are taken into account, they are nearly equal to the positive ones, which account for 4% of the total.

Negative responses account for 84 percent of all responses, demonstrating the diversity of viewpoints on this topic. Positive responses account for 8% of the total data for this question. We live in a country where English is used to assess the credibility of others based on their ability to communicate in English. As a result, teachers devote more time in class on English. They are always concentrating on the grammar and sentences. They are always focused on tenses and ignore everything else that could help the kids study more effectively. Teachers confront numerous problems in this regards, including a lack of student motivation in studying, particularly English language instruction connected to grammar, insufficient institute facilities, and limited learning hours.

Table 7
The children's different mother tongues make it challenging to communicate effectively

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
6%	20%	20%	32%	22%

The 7th factor which is understand as demotivation "The children's different mother tongues make it challenging to communicate effectively.". The responses of the students clearly showed that a large number is strongly agreed with statement which is 23% which also suggested this statement is powerful response in yes. While, we see the column no 4 and 5 showing that this percentage is almost 2% more than the negative responses. If we see the neutral or column no 3 its only 13% percent which indicates this is also less than of positive responses.

Positive responses are 46% which shows that second language learning is always a challenge for the learners because they have different mother tongues.

Negative responses are 12% which tell us that a smaller number of students give miner response towards this question which is 2% less than the positive responses. Total negative responses are 28% of the whole.

If we analysis this data we can easily judge that the mostly learners want English make easy for them through different ways methods because all have different communication languages. The use of a child's mother tongue aids in the development of critical thinking and literacy abilities. According to studies, students who learn in their mother tongue have a superior knowledge of the curriculum. When a child transitions to a second language, skills learned in the mother tongue do not need to be retaught.

For example, a child may be raised until school age in a certain language spoken by their mother, father, or other family members at home, but owing to residing in another country, the child begins to adopt the language spoken in group or school interactions.

However, if the youngster returns home frequently and speaks another language, the influence may be mitigated.

Table 8
Teachers are inexperienced in teaching

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4%	12%	16%	38%	30%

The 8th demotivating factor is "Teachers lack teaching experience" also get a lot of positive feedback. The responses to this question reflect a favorable outlook. If we look at columns 1 and 2, which show strongly disagree and disagree, we can see that 8% of the students disagree with this point of view. In comparison, column 4 and 5 reveal that the percentage of people who strongly agree and agree is 34 percent. It is evident that all of the students agree on this topic. It's a large percentage, indicating the students' positive response. On this question, 8% of people answered in the negative.

Positive replies account for 68 percent of all responses in the study. It was stated that in order to learn effectively, one's attitude toward L2 should be favorable.

Negative responses are 16% of the whole which is the almost 1% of the positive response. Here the neutral responses are 16% which are also more than the negative responses.

Here we can say that the learners want educated and experienced teachers for good learning. Teacher experience is likely to be the most important factor in personnel policies that affect current employees in education: it is a cornerstone of traditional single-salary schedules; it drives teacher transfer policies that prioritize seniority; and it is widely regarded as a major source of inequity across schools and, as a result, a target for redistribution. Teachers with greater experience are more effective in boosting student accomplishment than those with less experience. This isn't merely due to the fact that more experienced instructors are more likely to work in schools and classrooms with better-off children. Even after accounting for this reality, studies still find that more experienced teachers are more successful on average than teachers with less years in the classroom.

Table 9
Teachers show preferences to those who are good at learning English

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
8%	18%	20%	28%	26%

In the 9th one column no 4 and 5 gives the learners responses which are strongly agree and agree and its 27%. While column no 1 and 2 or strongly disagree or disagree is 13% which is the 30 percent of the total responses which is very low percentage. Column no 3 shows the neutral responses of the learners which is 10% of the whole.

Positive responses are 54% of the whole which suggest that teachers do not only focus on those students who are good in learning English but give their attention to the all students. Negative responses are 26% of the whole which is the almost half of the whole. Positive responses show that leaners want proper attention of teachers. Improving students' relationships with instructors has significant, positive, and long-term consequences for both academic and social growth of kids. Improving students' relationships with their teachers alone will not result in academic gains. Students who have tight, good, and supportive relationships with their teachers, on the other hand, will achieve higher levels of accomplishment than students who have more friction in their interactions with their professors. If teachers give their attention only those who are good in English then how relationship will be strong between teachers and student.

Table 10**The overcrowded classroom made me less interested in learning English**

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
16%	8%	18%	28%	28%

Define the 10th demotivating factor in question 12. "I was less interested in learning English because of the overcrowding in the classroom." The students' responses revealed that the majority of them strongly agree with the statement (28 percent), implying that it is highly true; however, when the responses 4 and 5 are aligned, the percentage rises to 28 percent, nearly double that of the strongly disagree and disagree responses (both of which are only 12 percent). Whereas the neutral response numbers three is only 9%, which is quite low when compared to the positive and negative reactions alone.

Positive comments account for 56% of the total, indicating that the classes should not be surpassed beyond a certain point. Learning will be harmed if this does not happen. Negative responses account for 24% of the total, or nearly half of the data in a democratic sense.

We may simply deduce that the majority of students prefer small classes for better learning. Because of the lack of space, fresh air, and excessive noise levels, overcrowded classrooms contribute to poor learning circumstances, which can lead to a lack of concentration and even stress among students. Overcrowding can make it difficult for children to pay attention to what their teachers are saying and can even lead to behavioral problems. Teacher and student absenteeism are more likely to be higher in overcrowded schools than in schools without overcrowding. Because individuals with large classes are more inclined to seek other positions, class size has an impact on the capacity to retain excellent teachers.

Table 11**Attitude towards English Speaking Community is not appreciated**

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
32%	38%	13%	4%	13%

Question 11 defines the 13th demotivating issue in ESL learning that pupils do not accept. The learners' replies show that the majority of them strongly disagree and disagree with the assertion, accounting for 32% of the total, indicating that this statement is not true. When we look at the strongly agree and agree alienated comments, we discover that the percentage is only 8.5 percent, or 1% of negative responses. Even if we take into account the neutral responses, which are nearly equal to the positive responses (6.5 percent), the neutral responses are nearly equal to the positive ones.

Negative comments account for 70% of all responses, demonstrating the diversity of viewpoints on this topic. Positive responses account for 17% of the total data.

A bad attitude has equally negative consequences for you and those around you. You'll notice that your communication style has been harmed, which increases the risk of miscommunication. You'll grow more closed-minded and incapable of open communication. We make unreasonable goals for ourselves or try to change too much at once. Then, when we run into a stumbling block, we overreact and potentially abandon our strategy, reinforcing our negative attitude. We believe that any uneasy sensation is unjustified and indicative of our own weakness. As a result, we abandon ourselves.

The narrator has a good attitude toward English. He regards English as a "priceless commodity." But he wants to establish that English has no negative impact on the people's religious and cultural customs.

Table 12
Multimedia resources are seldom used in our classrooms

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
8%	12%	28%	16%	36%

Demotivation is the 12th factor to consider. "In our classes, multimedia materials are hardly utilized. The students' responses clearly demonstrated that a big percentage of them strongly agree with the statement (26 percent), implying that this statement has a strong yes response. While the numbers in columns 4 and 5 reveal that this percentage is nearly 2% higher than the negative replies. The percentage of people who strongly disagree and disagree is 10%. When we look at the neutral or column no. 3 responses, we see that they account for only 7% of the total, indicating that they are also less than positive comments.

Positive comments account for 62% of all responses, indicating that multimedia should be employed in classrooms for better and faster learning. Negative responses account for 20% of all responses, indicating that a lower percentage of students (2% less than positive responses) respond negatively to this subject.

If we look at the data, we can see that the majority of learners want multimedia gadgets and other related items to help them study more creatively and effectively. The importance of teaching this skill becomes apparent, and modern techniques and procedures are used.

Traditional techniques of grabbing students' attention, increasing their enthusiasm in the classroom, and achieving classroom goals have been replaced by the use of technology and multimedia materials. Traditional techniques of capturing students' attention, increasing motivation, and achieving learning objectives are being replaced by the use of technology and multimedia resources. The impact of multimedia materials on English language proficiency is examined in this article, which focuses on basic general education pupils in schools.

Conclusion

This research findings shed light on how failure has been identified as a factor that has the greatest impact on teachers' teaching styles as a result of educational standards, demands, and criteria. The demotivating aspect is also one that has a significant impact on pupils' learning. A student's ability to deal with various events in the classroom is enhanced by the range of educational resources available in a rich stimulating environment. Affective learning is also influenced by one's educational background and prior learning experiences. The learner becomes more confident and mature in his or her learning as he or she gains more experience. In terms of adopting a teaching style, accumulating knowledge, and eradicating demotivation, the teacher's relevant but appropriate and sufficient educational background is also important.

Students' failure experiences are the most influential element that leads to demotivation. This demotivation includes issues such as the pupils' failure to memories phrases and terminology, as well as their low or disappointing exam scores. It was discovered that students' failures in language acquisition had a detrimental impact on their source of inspiration. In truth, inability to learn a language is a common occurrence caused students to lose interest in studying a second language. According to the statistics gathered, the majority of beginning English learners suffers behavioral issues from classmates and teachers. Is it tedious for you to simply use tests to assess students? According to the survey, 55% of starting English learners has difficulty because of other people's behavior, but 45% have no such issues. According to the evidence

gathered, we are simply taught dumb English in colleges. According to this questionnaire statement, 55.5 percent of beginning English learners believes that rowdy pupils cause major problems, whereas 44.3 percent claim there is no problem in this scenario.

Recommendations

These suggestions are made in light of findings of this research. These are the requirements of the day, in order to compete with global educational standards, should be addressed.

- Teachers should be able to successfully incorporate information and communication technology (ICT) into their classrooms.
- Wi-Fi should be available and Technology should be readily available in the classroom.
- Multimedia audiovisual aids and computers Teachers should have access to the materials. A learning atmosphere that is piques their interest in their studies and concentrates their efforts at this level.
- The curriculum that is being taught should be reviewed and modified to meet the demands of this age group, as it has a big impact on the teachers' learning methods.
- Teachers must provide suitable and interactive worksheets to help pupils memorize and self-study. It is the responsibility of the teachers that to provide the things that encourage the students and make them enable to study by self and providing them home works which increase interest of self-learning.
- It is suggested that teachers use drawings, movies, or games to properly prepare lessons.

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