



저작자표시-비영리-변경금지 2.0 대한민국

이용자는 아래의 조건을 따르는 경우에 한하여 자유롭게

- 이 저작물을 복제, 배포, 전송, 전시, 공연 및 방송할 수 있습니다.

다음과 같은 조건을 따라야 합니다:



저작자표시. 귀하는 원저작자를 표시하여야 합니다.



비영리. 귀하는 이 저작물을 영리 목적으로 이용할 수 없습니다.



변경금지. 귀하는 이 저작물을 개작, 변형 또는 가공할 수 없습니다.

- 귀하는, 이 저작물의 재이용이나 배포의 경우, 이 저작물에 적용된 이용허락조건을 명확하게 나타내어야 합니다.
- 저작권자로부터 별도의 허가를 받으면 이러한 조건들은 적용되지 않습니다.

저작권법에 따른 이용자의 권리는 위의 내용에 의하여 영향을 받지 않습니다.

이것은 [이용허락규약\(Legal Code\)](#)을 이해하기 쉽게 요약한 것입니다.

[Disclaimer](#)

2022 년 8 월

박사학위 논문

The Motivation Loop: Exploring EFL
College Students' and Their Native
English-Speaking Instructors'
Demotivation in the Offline Pandemic
Classroom

조선대학교 대학원

영어교육학과

Lisa Mynhardt

The Motivation Loop: Exploring EFL College Students' and Their Native English-Speaking Instructors' Demotivation in the Offline Pandemic Classroom

동기 고리: COVID-19 팬데믹 상황의 대면 수업에서 대학생
영어 학습자와 영어 원어민 교수의 탈동기 연구

2022 년 8 월 26 일

조선대학교 대학원

영어교육학과

Lisa Mynhardt

The Motivation Loop: Exploring EFL College Students' and Their Native English-Speaking Instructors' Demotivation in the Offline Pandemic Classroom

지도교수 김 경 자

이 논문을 교육학 박사학위신청 논문으로 제출함.

2022 년 4 월

조선대학교 대학원

영어교육학과

Lisa Mynhardt

리사의 박사학위논문을 인준함

위원장	영남대학교	교수	<u>배태일 (인)</u>
위원	조선대학교	교수	<u>차희정 (인)</u>
위원	조선대학교	장사	<u>이은하 (인)</u>
위원	조선대학교	연구 교수	<u>박현규 (인)</u>
위원	조선대학교	교수	<u>김경자 (인)</u>

2022 년 6 월

조선대학교 대학원

TABLE OF CONTENTS

TABLE OF CONTENTS	I
LIST OF FIGURES	IX
LIST OF TABLES	XI
LIST OF ABBREVIATIONS.....	XIV
ABSTRACT	XV
DEDICATION	XXI
ACKNOWLEDGEMENTS	XXII
CHAPTERS	
1. INTRODUCTION.....	1
1.1 Necessity of This Study	3
1.2 Research Purposes and Questions	5
1.3 Significance of This Study	8

2. LITERATURE REVIEW	11
2.1 Theoretical Framework	12
2.1.1 The Socio-Psychological Period	15
2.1.2 The Cognitive-Situated Period	16
2.1.3 The Process-Oriented Period	17
2.1.4 The Socio-Dynamic Period	18
2.1.5 A Three-leveled Model	21
2.2 Three Levels of Motivation	27
2.2.1 The Micro-level of Motivation	28
2.2.2 The Meso-level of Motivation.....	32
2.2.3 The Macro-level of Motivation	36
2.3 Three Levels of Demotivation	42
2.3.1 The Micro-level Demotivators	45
(i) Intrinsic Demotivation	46
(ii) Integrative Demotivation	47
(iii) Fear L2 Self	48
(iv) Performance Frustration	48
2.3.2 The Meso-level Demotivators	50
(i) Agent-specific Demotivational Components	52
(ii) Course-specific Demotivational Components	55
(iii) Negative University Context	58

(iv) The COVID-19 Pandemic as a Temporary Meso-level Demotivator	59
2.3.3 The Macro-level Demotivators	60
(i) Instrumental Demotivators	61
(ii) Negative Contextual Components	63
(iii) Negative Ought-to L2 Self	64
2.3.4 Commonality Between Demotivational Aspects	64
2.4 Learning Experiences and Remotivation	70
2.4.1 Student Remotivation and the Learning Experience	71
2.4.2 Teacher Remotivation and the Learning Experience	76

3. RESEARCH METHODOLOGY82

3.1 Research Context	82
3.2 Research Design	83
3.2.1 Participants	84
3.2.2 Data Collection Method	87
(i) Demographic Information Questionnaire	88
(ii) Student Demotivation in SLA and Classroom Engagement during Offline Learning in the Pandemic Questionnaire (SDCEQ)	89

(iii) Teacher Demotivation in English Language Teaching and Classroom Engagement during Offline Learning in the Pandemic Questionnaire (TDCEQ)	93
(iv) Teacher Observational Journal Entry	95
3.2.3 Data Collection Process	96
3.3 Data Analysis	98
3.3.1 Qualitative Data Analysis	98
3.3.2 Qualitative Analysis Methods	99

4. RESULTS AND DISCUSSION102

4.1 Student Reported Demotivating Constructs and Their Domains	103
4.1.1 Construct 1: Inadequacy of the Learning Environment.....	105
4.1.2 Construct 2: Negative Operant Teacher Behaviors.....	108
4.1.3 Construct 3: Insufficient Class Content and Materials.....	111
4.1.4 Construct 4: Detrimental Characteristics of Classroom Learning	113

4.1.5 Construct 5: Students' Demotivational Student Experiences	115
4.1.6 Construct 6: Levels of Student Interest	118
4.1.7 Learner Demotivational Domains	120
4.2 The Pandemic's Contributory Link to Student Demotivation	125
4.3 Teacher Reported Demotivating Aspects	136
4.3.1 Aspect Category 1: Influences of Students' Negative Attitudes and Behaviors	138
4.3.2 Aspect Category 2: Insufficiency of Class Facilities, Teaching Materials, and Curriculum	141
4.3.3 Aspect Category 3: Inappropriateness of Working Conditions	144
4.3.4 Aspect Category 4: Inadequacy of Workplace Interactions for Teacher Demotivation	147
4.3.5 Aspect Category 5: Unspecified Critical Incident Contributors	149
4.4 Teachers' Perceptions of Learners' Pandemic Related Demotivated Attitudes and Behaviors	153

4.4.1	Theme 1: Teacher’s Thoughts on Their Students’ Representations During the Learning Experience	157
4.4.2	Theme 2: Teachers’ Observations and Responses to Their Students’ Perceived Needs	162
4.4.3	Theme 3: Teachers’ Comments on Their Pedagogy for the Critical Incident Period	167
4.4.4	Theme 4: Socio-Contextual Comments on the Educational Environment	171
4.5	Cyclical Interaction Between Demotivational Processes.....	176
4.5.1	Loop 1: Recognized Student Demotivational Cycle...	179
4.5.2	Loop 2: Recognized Teacher Demotivational Cycle...	182
4.5.3	Loop 3: Recognized Interplay between Loop 1 and Loop 2	184
5.	CONCLUSION	189
5.1	Result Summary for the Research Questions	189
5.1.1	Research Question 1	190
5.1.2	Research Question 2	191

5.1.3	Research Question 3	192
5.1.4	Research Question 4	193
5.1.5	Research Question 5	194
5.2	Implications of the Study	196
5.2.1	Theoretical Implications of the Study	197
5.2.2	Practical Implications of the Study	198
5.3	Limitations	200
5.4	Contributions of the Study and Recommended Future Research	202
REFERENCES		204-236
APPENDICES		237
<i>Appendix A: Teacher Demotivation in English Language</i>		
	Teaching and Classroom Engagement During the Offline Learning in the Pandemic Questionnaire	237

<i>Appendix B: Student Demotivation in Second Language</i>	
Acquisition and Classroom Engagement During Offline	
Learning in the Pandemic Questionnaire	239
<i>Appendix C: Part B: Demotivation and Engagement</i>	
Questionnaire	241
<i>Appendix D: Teacher Demotivation in English Language</i>	
Teaching and Classroom Engagement During the Offline	
Learning in the Pandemic Questionnaire Part B	247
<i>Appendix E: QR Code Image</i>	<i>250</i>

LIST OF FIGURES

1 The Three Levels of the (De)motivational Identity System	25
2. Micro-level Demotivators concerning the Psychological Aspects of Agents.....	47
3. Meso-level Demotivators within the Learning Environment.....	51
4. Macro-level Demotivators within the Socio-Cultural Environment	61
5. Domain Prevalence within the (De)Motivation Identity System.....	122
6. Summary of the TDCEQ Qualitative Data	154
7. Theme 1: Teachers' Thoughts on Their Students' Representations During the Learning Experience.....	158
8. Theme 2: Teachers' Observations and Responses to Their Students' Perceived Needs.....	163

9. Theme 3: Teachers' Comments on Their Pedagogy for the Critical Incident Period	168
10. Theme 4: Socio-contextual Comments on the Educational Environment	172
11. Summary of the TOJE Qualitative Data	178
12. (De)Motivational Process Loop	186

LIST OF TABLES

1. Literary Summary of Learners' Internal Demotivational Aspects	66
2. Literary Summary of Learners' External Demotivational Aspects	68
3. Descriptive Summary of Student Participants	85
4. Descriptive Summary of Teacher Participants	86
5. Internal Consistency of SDCEQ Constructs	91
6. Internal Consistency of TDCEQ Aspects	94
7. Construct 1: Inadequacy of the Learning Environment.....	106
8. Construct 2: Negative Operant Teacher Behaviors	109
9. Construct 3: Insufficient Class Content and Materials.....	112
10. Construct 4: Detrimental Characteristics of Classroom Learning	114

11. Construct 5: Students' Demotivational Learning	
Experiences	116
12. Construct 6: Levels of Student Interest	119
13. External Pandemic Contributors	126
14. Internal Pandemic Contributors	128
15. Regression Summary: Internal Pandemic	
Contributors.....	131
16. Regression Summary: External Pandemic	
Contributors.....	132
17. Aspect Category 1: The Influence of Students' Negative	
Attitudes and Behaviors	139
18. Aspect Category 2: Insufficiency of Class Facilities,	
Teaching Materials, and Curriculum	143
19. Aspect Category 3: Inappropriateness of Working	
Conditions	146
20. Aspect Category 4: Inadequacy of Workplace Interactions	
for Teacher Demotivation	148

21. Aspect Category 5: Unspecified Critical Incident

Contributors150

22. Summary of Categories and Theme Codes155

LIST OF ABBREVIATIONS

AMCs	Agent-specific (De)Motivational Components
AP	Agent Performance
CCs	Contextual Components
CMCs	Course-specific (De)Motivational Components
EFL	English as a Foreign Language
IM	Intrinsic (De) Motivation
INTO	Integrative Orientation
INSTRO	Instrumental Orientation
ILS	Ideal L2 Self
LE	Learning Environment
L2MSS	Second Language Motivational Self System
PAA	Psychological Aspects of the L2 Agents
SDCEQ	Student Demotivation and Classroom Engagement Questionnaire
TDCEQ	Teacher Demotivation and Classroom Education Questionnaire
UC	University Context

ABSTRACT

The Motivation Loop: Exploring EFL College Students' and Their Native English-Speaking Instructors' Demotivation in the Offline Pandemic Classroom

Lisa Mynhardt

Advisor: Prof. Kim Kyung Ja, Ph.D.

Department of English Education

Graduate School of Chosun University

The aim of this exploratory research is twofold. First, explore how EFL learners and their teachers perceive their demotivation during the offline Pandemic learning experience. Then, the researcher aims to gain perspectives on the interaction between the demotivational processes of the EFL learner and the teacher. Despite limited research on EFL teacher demotivational influences, the importance of such research cannot be denied. Teachers carry the immense responsibility of helping their students reach their academic outcomes while maintaining adequate levels of demotivation (Dörnyei & Ushioda, 2011; Ushioda, 2020). Poorly motivated students are less likely to engage in tasks fully, and their negative attitudes create demotivational influences on teachers who observe them (Gong, Lai & Gao

2021; Johnson, 2000; Song & Kim, 2016). The significance of this dissertation study finds its source within this loop of observation and internalization that occurs to either fuel or extinguish EFL learners' and teachers' demotivation.

Through mixed methods design, the study addressed five research questions that explored the demotivational perceptions and interplay between such demotivation cyclical patterns of South Korean university teachers and their students in the EFL offline Pandemic classroom (Kim, 2009; Sakai and Kikuchi, 2009; Sugino, 2010). Quantitative results indicated that EFL students perceive their internal demotivational influences stem from the demotivational learning experiences within the offline context. As the classroom constitutes a significant part of the teachers' workplace, it is no surprise that the results indicated it to be their most significant source of demotivational influences. Qualitative analysis revealed that teachers often observe their students exhibit negative attitudes and behaviors that affect task engagement in the offline Pandemic classroom. Such observations contribute to the teacher's own demotivation, yet frequently lead to remotivational pedagogical interventions. Through qualitative analysis, the researcher also came to identify a series of loop patterns that illustrate the cyclical nature of the demotivational processes through which EFL learners and teachers experience their learning. The findings of this dissertation have general

practical implications that help L2 educators better understand the demotivational influences that their learners struggle with, especially during the offline Pandemic period. But also give insight into the demotivational influences that teacher must manage daily.

초록

동기 고리: COVID-19 팬데믹 상황의 대면 수업에서 대학생
영어 학습자와 영어 원어민 교수의 탈동기 연구

Lisa Mynhardt

지도교수: 김 경 자

조선대학교 대학원

영어교육학과

이 탐구 연구의 목적은 두 가지이다. 먼저, EFL 학습자와 교사가 오프라인 팬데믹 학습 경험 동안 그들의 의욕을 어떻게 인지하는지 탐구한다. 그런 다음, 연구원은 EFL 학습자의 동기부여 과정과 교사 사이의 상호 작용에 대한 관점을 얻는 것을 목표로 한다. EFL 교사의 동기부여 영향에 대한 제한된 연구에도 불구하고, 그러한 연구의 중요성은 부인될 수 없다. 교사들은 학생들이 적절한 수준의 의욕을 유지하면서 학업 결과에 도달할 수 있도록 돕는 막중한 책임을 지고 있다(Dörnyei & Ushioda, 2011; Ushioda, 2020). 동기가 부족한 학생들은 과제에 완전히 참여할 가능성이 낮고, 그들의 부정적인 태도는 그들을

관찰하는 교사들에게 동기부여적인 영향을 미친다 (Gong et al., 2021; Johnson, 2000; 송 & 김, 2016). 이 논문 연구의 중요성은 EFL 학습자와 교사의 의욕을 자극하거나 소멸시키기 위해 발생하는 관찰과 내실화의 루프 안에서 그 근원을 찾는다.

혼합 방법 설계를 통해, 이 연구는 EFL 오프라인 팬데믹 교실에서 한국 대학 교사와 학생들의 이러한 동기부여 주기 패턴과 상호 작용을 탐구한 5 가지 연구 질문을 다루었다 (김, 2009; Sakai and Kikuchi, 2009; Sugino, 2010). 정량적 결과는 EFL 학생들이 오프라인 컨텍스트 내의 강등 학습 경험에서 비롯되는 내부 강등 영향을 인식하고 있음을 나타냈다. 교실이 교사들의 일터에서 중요한 부분을 구성하기 때문에, 그 결과가 그것이 교사들의 의욕적인 영향의 가장 중요한 원천이라는 것을 보여준 것은 놀라운 일이 아니다. 정성적 분석에 따르면 교사들은 오프라인 팬데믹 교실에서 학생들이 과제 참여에 영향을 미치는 부정적인 태도와 행동을 보이는 것을 종종 관찰한다. 이러한 관찰은 교사 자신의 의욕을 꺾는 데 기여하지만, 종종 원격 교육적 개입으로 이어진다. 정성적 분석을 통해 연구원은 EFL 학습자와 교사가 학습을 경험하는 감압 과정의 순환적 특성을 보여주는 일련의 루프 패턴도 확인하게 되었다. 본 논문의 연구 결과는 L2 교육자가 특히 오프라인

팬데믹 기간 동안 학습자가 어려움을 겪는 강등적 영향을 더 잘 이해하는 데 도움이 되는 일반적인 실제적 시사점을 가지고 있다. 그러나 교사들이 매일 관리해야 하는 의욕적인 영향에 대한 통찰력도 제공한다.

DEDICATION

To my loving family near and far.

ACKNOWLEDGEMENTS

The following dissertation is not the result of my efforts in seclusion from the world I engage in daily. My academic environment and support system have profoundly and constantly influenced me. Despite the enormous effort needed, my Ph.D. journey has been one of the most exciting and immersing experiences that have brought me closer to everyone.

Firstly, I would like to express my sincere gratitude to my academic advisor Professor Kyung Ja Kim. Without her uninterrupted, patient, generous, and unwavering support, I would not have been able to produce this study. Her continued guidance ensured that I not only stayed on task but felt encouraged and taken care of. Thank you, Professor Kim, for having a sharp mind and an even sharper eye.

Besides my academic advisor's efforts, I would like to thank my dissertation panel for their constructive criticism that enabled me to focus and expand my research perspective. In particular, I would like to extend my sincerest appreciation to Professor Tae In Bae. His direct and precise feedback provided the support that drove many of the expansions, which helped shape this dissertation.

During my Ph.D. candidature, I have been surrounded by bright and enthusiastic professional EFL instructors. The concepts and ideas in this dissertation sprang from the numerous debates and discussions we had over the last two and a half years. I want to extend my sincerest thanks to you all for giving, guiding, and supporting me during this process. Our interactions have helped me become a better EFL teacher and find my feet in the academic setting. In particular, I want to thank my friend Erin Heath Kim for her expertise and editing support. Likewise, Erin O'Reilly Lim, thank you for your friendship and emotional care in the workplace and at home.

Being far from South Africa has been challenging during my journey. The Pandemic has made the distance feel even more acute. Yet, the continued contact with my mother through text messages and phone calls has been a soothing balm to help ease the pressures I have endured. I want to thank my strong and resilient mother for teaching me what it means to have an infallible work ethic. She is the one that taught me not to shy away from hard work and pursue my dreams with a tenacious spirit. Thank you, 'mams,' you are an ever-present force in my life.

Lastly, but most importantly, I want to thank the love of my life. Louis Mynhardt, thank you for taking every step of this journey with me. I felt your presence surround me, and I am immeasurably thankful to have you. You were there to drive me forward when I felt stuck. Most unselfishly, you

cared for our three girls in my absence. Thank you for being my partner in this life. I look forward to being just as supportive, encouraging, and loving when you reach the milestones of your Ph.D. journey.

1. INTRODUCTION

In the third edition of their book, *Teaching and researching motivation*, Dörnyei and Ushioda (2021) undoubtedly set the tone for motivational research and theories' multiple facets in the coming decades. The inspiration for this dissertation was found in their words, “motivation theories intend to explain nothing less than why humans think and behave as they do, and it is very doubtful that the complexity of this issue can be accounted for by a single comprehensive theory” (p. 11). Nevertheless, not even the bastions of L2 motivational research could have foreseen the changes the COVID-19 Pandemic would bring to L2 language learning. Perhaps the evolution of motivational research, as with Korean educational reform prospects, has been expedited by the onset and continuation of the Pandemic.

Before and during the Pandemic, my focus as an EFL practitioner was on creating a learning experience that drives my students toward their goals while staving off demotivation. Therefore, adjusting my class strategy to ensure my students' needs were met while retaining efficacy was particularly important when returning to offline learning later in the Pandemic. As a novice researcher, I became deeply invested in L2 motivational strategies to remotivate my EFL learners in the first few weeks of the 2021 spring

semester. Despite my best efforts to motivate and engage my students, there remained a noticeable withdrawal. My students physically came to class but seemed disinterested, unwilling to engage, and demotivated. Determined, I sought a solution to their apparent demotivation and consulted with my colleagues about their perceptions.

Conversations led to action research on the topic. This action research focused on investigating teachers' perceptions of their students' demotivational levels and task engagement during their offline Pandemic classes (Mynhardt, 2021). The findings showed that demotivation and task engagement levels were predominantly influenced by whether the teachers are learner- or teacher-centric orientated in their pedagogy. This pilot study gave insight into the relationship between teachers' perceptions and their identities. It also suggested that a process occurred whereby teachers observed their students' demotivation, internalized these observations, and then adjusted their pedagogy to satisfy their students' needs and support engagement.

Teacher observations influence on teaching demotivation remained unclear during the initial study. Likewise, questions remained as to whether teacher observations of EFL student demotivation were accurately perceived. The Pandemic caused hardships and required concessions to education for

teachers and students alike. However, more research is needed on demotivation for teachers and students within the Pandemic context. Furthermore, a possible interplay between EFL learner demotivation and EFL teachers' demotivational responses emerged. With so many unanswered questions, the necessity of this dissertation research arose.

1.1 Necessity of This Study

With so much research done on L2 learning demotivation, the significance of this dissertation stands to be proven relevant. It is well known in research that motivation is essential for effective second language acquisition (Ryan & Deci, 2000). Motivation plays a vital role in learners' academic success. Thus, it is imperative to eliminate the possible demotivational influences from the learning experience to maintain the proper trajectory (Chambers, 1999; Guilloteaux & Dörnyei, 2008; Kormos, Csizer & Csizer, 2008). Research has been done on how learner demotivation affects teachers' effective teaching pedagogy. It has been found that in addressing learner demotivation, teachers can design EFL classes more effectively. However, little is known about how learner demotivation affects teachers on a professional (and personal) level and to what extent the teacher's identity is concerned during this process.

The current study hopes to shed some light on this aspect by exploring teacher accounts of this nature. The Pandemic has affected all aspects of L2 learning and teaching, both known and unknown. An investigation is warranted into what impact the Pandemic has had on the demotivation of EFL learners and teachers during their learning and tasks in the offline classroom. Due to this, this dissertation study is most appropriate and timely as teachers and learners return to their offline classrooms more permanently. The information gathered through this study could inform teachers in addressing demotivational remnants from the Pandemic and thus create more effective learning experiences. With motivation processes in flux during this challenging time, a deeper understanding of what influences are present and how they impact the relationships between L2 teachers and learners is needed. Furthermore, this investigation is a logical first step toward understanding the demotivational identity of teachers and students when in an unstable educational timeframe like the Pandemic.

Research is yet to thoroughly investigate the link between the learners' demotivation to learn during interactive engagement and the teacher's demotivational response to such engagement (or lack thereof). Likewise, little is known about the interaction of learners' demotivational representations with the demotivational perceptions of the teacher. Practical

insight into demotivation and identity is needed if teachers provide a rich L2 learning experience that leads to academic outcomes for their students. By understanding their learners' demotivational influences and representations within the classroom, teachers gain insights that promote job satisfaction and contribute to positive teacher identity.

Furthermore, this dissertation study might reveal significant theoretical insights for developing L2 demotivational research, particularly during unstable educational periods. Thus, the researcher feels that the current research will provide necessary considerations for L2 learning and teaching demotivation and facilitate an understanding of the importance of addressing demotivation in English as a foreign language learning.

1.2 Research Purposes and Questions

The necessity of this dissertation study prompts clear research aims. Based on the initial action research and literature, it is necessary to conduct a mixed-method study to systematically explore the multiple facets of demotivation for L2 learners and teachers within the Pandemic context. Understanding how motivation processes impact learning in the educational environment is also beneficial. The learning environment is a solid predictor for use in the measurement of intended learning effort and, ultimately, the

learning achievement of students (Dörnyei, 2001a, 2019; Dörnyei & Ushioda, 2013). This dissertation explores EFL students' and teachers' demotivation and how this demotivation interacts within the offline Pandemic context. Attention will be given to six facets of the EFL learners' and teachers' demotivation.

First, this study proposes exploring EFL learners' reports on the demotivational influences present and which domain (external or internal) these reside in during their Pandemic learning experiences. Next, the study endeavors to examine whether the Pandemic situation, as experienced by EFL learners, has a relational effect on these learners' demotivation. Thirdly, this dissertation study will consider EFL teachers' level of demotivation to teach their EFL students and the self-reported impact of the Pandemic on their pedagogical motivations. Furthermore, it is warranted to investigate how teachers perceive their EFL learners' demotivational levels to be influenced by the Pandemic situation. Next, the researcher aims to understand the impact of teachers' observations and perceptions on their pedagogical demotivation. Finally, this dissertation study will explore the demotivational relationship cycle between teachers and students and which remotivational strategies teachers employ to alter the outcomes of these demotivational loops.

To better understand how the offline Pandemic learning environment has influenced EFL learners' demotivation, what aspects of teachers' pedagogical demotivation are impacted, and what the nature of the interaction between teachers' and students' demotivation is, the following research questions are postulated.

1. In which domain (internal or external) do students predominantly report their demotivation within the Pandemic context?
2. What link does the Pandemic, as a critical incident, have to fluctuations in students' demotivational levels?
3. What demotivational aspects do teachers report primarily influencing their pedagogy within the Pandemic teaching environment?
4. What demotivational attitudes and behaviors do teachers perceive their EFL students to exhibit in response to their Pandemic learning experiences, and how do teachers respond to these to aid in remotivating their students?
5. What is the nature of the interaction between teacher motivational processes (demotivational or remotivational) and their perceived student demotivational fluctuation within their offline Pandemic learning experiences?

1.3 Significance of This Study

The current dissertation study contributes to the field of L2 demotivation in language learning in the following four ways. Firstly, South Korea has continued its efforts to bring about educational reform, and developments have intensified with the Pandemic (Kim, Kim & Kim, 2017; Kim & Kim, 2021). Actions regarding online educational opportunities for learners of all fields have been brought to the forefront (Kirkpatrick, 2016). Korea has already started considering and testing elements of meta-verses in the educational sector. This indicates that perhaps traditional classrooms will be redesigned in the near future.

Despite the evolution of the academic environment, a greater understanding of how dramatic changes can impact learner demotivation should be obtained to help steer the direction of educational reform. An overview of the literature shows little research on learner demotivational processes upon returning to learning after a critical incident (such as the Pandemic). The findings of this study could help develop an understanding of the impact of offline Pandemic language learning and thus help inform ongoing educational reform, whether online or offline.

Secondly, with the ever-increasing pressure on teachers globally to continue effective post-pandemic EFL teaching, research into how

demotivation affects student task engagement could inform practical pedagogy upon returning to the classroom. Understanding how students experience the learning environment could be valuable and impacts their language learning demotivation. With these insights, teachers can assist language learners in recuperating their motivational levels and thus increase their levels of task engagement to foster higher academic achievement.

Thirdly, despite researchers making headway in understanding teachers' demotivation and how this affects their professional identity, minimal regard has been given to the impact of the Pandemic context on this. This study hopes to reveal new insights into the complex concepts related to L2 teacher demotivation and how it influences their L2 pedagogy within this context. Knowledge gained can facilitate a better understanding and aid teachers in combating teaching overwhelm and burnout. The practical implications gained may also support teachers in designing educational experiences that remotivate L2 learners and themselves, thus fostering demotivational rehabilitation within this context.

Finally, few studies have fully explored the complex relationship between language learners' and teachers' demotivational processes. The Pandemic has contributed to problematic and altered interactions between learners and teachers. The learners' needs drive the teacher's pedagogy (Albalawi & Al-

Hoorie, 2021; Falout, 2012), while reciprocal engagement encourages the teacher (Black & Deci, 2000; Dörnyei & Ushioda, 2021; Gong, Lai & Gao, 2021; Turner & Thielking, 2019). The way teachers experience their students' demotivation when learning a second language might affect their demotivation to teach such students. Thus, this dissertation's contributions might prove insightful. The current study could contribute to the complex arena of L2 demotivational theory and practice with these four points in mind.

2. LITERATURE REVIEW

Ushioda (2009) argues that motivation is “an organic process that emerges through the complex system of interrelations” (p. 220). Researchers can no longer subscribe to only one principal school of thought when investigating L2 learner and teacher motivation or demotivation to make sense of this complex system. L2 learners and teachers are inherently linked to the context where they find themselves active participants (Dörnyei & Ushioda, 2021; Gong et al., 2021; Turner & Thielking, 2019). The external and internal context in which L2 learners and teachers function significantly influences their motivational levels. Due to the Pandemic situation, traditional classrooms have been replaced by technologically driven classrooms that blur the boundaries between students’ and teachers’ school and home lives. It becomes unclear how this change in context has impacted the learners and teachers as they are so profoundly linked. Students’ perceptions of an L2 learning process are influenced by their contact with and interactions with others. Research has yet to fully explore how the Pandemic has altered this for learners and teachers alike. In chapter two, EFL learners and their teachers’ (de)motivational identities will be examined as a basis for understanding by viewing the theoretical framework that underpins

this research and how this three-leveled framework can be interpreted in terms of motivation and demotivation. Finally, the chapter will conclude with the presentation of remotivational aspects of learning and teaching experiences.

2.1 Theoretical Framework

The importance of considering multiple and dynamic factors affecting students' demotivation in learning L2s has been highlighted in more recent research. Researchers have offered extensive and diverse perspectives on L2 learner demotivation (Thorner & Kikuchi, 2020). Investigations have uncovered more about what maintains, positively influences, decreases, and re-establishes learner motivation with each study. Research can now finally regard Dörnyei and Ryan's (2016) words, "what would be needed to revitalize the domain is a new emphasis on the dynamics of demotivation, exploring how certain demotivational causes interact with personal and situational characteristics, leading to a decrease in motivation in some cases but not in others" (pp. 100-101). The educational environment is changing at an accelerated pace. Thus, renewed efforts need to be employed to fully understand the motivational identity of the teacher and the students of the EFL classroom. Many theories have been formulated to understand

motivation's dynamic nature and demotivation. However, few researchers have attempted to fully categorize all the dynamic and unique aspects of L2 language learning (de)motivation in a unified, leveled framework that can be applied to both agents functioning in the multi-modal educational environment.

Considering the complexities and dynamics of L2 teachers and learners, Dörnyei (2009) provides a clearer picture of the roles and relationships during language learning but by no means a universally comprehensive one. Dörnyei considers L2 learners and teachers as the agents that interact within the learning environment. As a result, he emphasizes their motivational identities as expressed through their behavior and attitudes during the learning experience (Dörnyei, 2009a). Understanding how learners and teachers express their agency within a particular learning experience will help provide more precise insights into what effect individual influences can have on their motivation. Despite extensive research on L2 (de)motivation, a clear framework for theoretical applications has not yet been developed to guide researchers using multiple perspectives. Some consideration of learner and teacher motivational identity and the theory contributing to these constructs is needed if (de)motivation is to be explored within the Pandemic situation. For this dissertation, motivational identity refers to the complex,

dynamic, and changing motivational (particularly demotivators) characteristics that a teacher or learner might exhibit through their agency within the educational environment.

Constructs associated with L2 language learning motivation have been identified and divided into four main periods based on theoretical approaches and shared views (Dörnyei & Ushioda, 2011). Each period has been indicative of how L2 learner motivation is approached and contributed to understanding the topic. Forming the basis on which the three-leveled framework is constructed, attention is given to the following four periods (Giuseppe & Orazzi, 2020):

- The socio-psychological period (1959-1990)
- The cognitive-situated period (throughout the 1990s)
- The process-oriented period (the beginning of the new century)
- The socio-dynamic period (presently used)

Each period presents a new focal point to approach and interpret L2 language learning motivation within the educational environment. These approaches and interpretations inform the construction of the leveled framework in varying ways. The investigation into motivation is underwritten by the researchers' ability to identify influential features of L2 learners' motivations (internal and external) within their learning situation. Therefore, each

prominent period refers to these influential features stemming from the learners' socio-cultural context and educational environment.

2.1.1 The Socio-Psychological Period

The most prominent researchers during the socio-psychological period can be said to be Robert Gardner and Wallace Lambert. These researchers' contributions extended to the orientations influencing L2 language learners' desires to (a) integrate themselves into the society where the language they are learning is spoken and/or (b) for practical purposes such as career and financial benefits (Gardner, Lalonde & Moorcroft, 1985). Upon receiving much criticism for initial findings, Gardner et al. (1985) clarified that integrativeness and instrumentality are two orientations motivating students' independent learning efforts, but which are separate from the context where the formal L2 learning process occurs. Integrativeness and instrumentality are thus orientations that influence L2 learning motivation on a more individualistic basis within their particular situational context.

2.1.2 The Cognitive-Situated Period

The learner's situational context embeds much of the L2 learner's attitudes and thoughts on the process of learning. These cognitive functions can thus not be easily separated from contextual elements. The cognitive-situated period saw Deci and Ryan (1985) categorize motivators into intrinsic and extrinsic influences on motivation. This categorization identified L2 motivational influences stemming from the learner's psychology and the environment in which the learning takes place. With this approach to L2 motivation and the formulation of self-determination theory, Deci and Ryan (1985) can organize motivational constructs more effectively into cognitive, affective, and behavioral variables. The crucial interplay between the internal (psychological) and external (learning environment influencing the cognitive process) influences are recognized and extended by Dörnyei (1994) in his design of three levels of analysis. Dörnyei's (1994) three-leveled framework of L2 learner motivation consists of all the properties that belong to a language system. The three levels include:

- The language level
- The learner level
- The learning situation level

The language level includes L2 learners' choices based on the extent the language appeals to the learner within the social context (particular nationality's propensity toward learning a specific language). At the same time, the learner level pertains to the attributes that belong to the learner, such as individual psychological traits and differences (Dörnyei, 2005, 2020a). The final level in Dörnyei's framework emphasizes the importance of the constituents that impact the L2 learner within the formal learning environment. Dörnyei's framework influences the constructed theoretical framework of this research project's respective three levels in differing ways.

2.1.3 The Process-Oriented Period

The process-oriented period as seen through Dörnyei and Otto's (1998) research, gives insights into the action sequences that strongly influenced L2 learner motivational processes. In their research, Dörnyei and Otto (1998) divided the learning process into three distinct phases: preactional, actional, and postactional. Through their research, new insight can be gained into when and how learners attribute motivational influences during their learning. Ushioda (1996) contributes to the process-oriented period by emphasizing the change and simultaneous stability of motivation the L2 learner perceives during the learning process. In her research, Ushioda (1996) contributes that

L2 learners exercise “motivational control or self-motivation, which helps the learner to rediscover the motivation that might have been lost during the learning process” (p. 245). This motivational control could thus be seen as a precursor to remotivation. The process-oriented period thus significantly shifts perspectives of motivation from L2 learners being passive receivers of influential motivators to those of dynamic and active discerners of multi-variable motivational influencing aspects.

2.1.4 The Socio-Dynamic Period

The socio-dynamic period indicates three main theoretical orientations commonly used in motivational analysis research (Dörnyei & Ushioda, 2011). The three main orientations are ‘Complex dynamic Systems’ theory (CDS), the person-in-context construct, and the ‘L2 Motivational Self System’ (L2MSS).

CDS theory consists of multiple theoretical influences. Among these dynamic systems theory is one of the most prominent as it includes elements of different elements which change over time and are interrelated (Larsen-Freeman, 1997). The correlation of CDS theory with the socio-cultural context of the learner is undeniable. The social context and cultural influences in which the learning happens are crucial when analyzing

motivational orientation (Dörnyei, 2017, 2020b). These social and cultural influences are ingrained in the learner context and thus contribute to the learner's inability to fully control their motivation during the L2 learning process (Verspoor, Lowie & Van Dijk, 2008).

Ushioda (2009) underpins the importance of the interaction between the learner and the “multiple micro-and macro-contexts in which the person is embedded, moves and is inherently part of” (p. 220). Based on this person-in-context construct, the learner's connection to various social and cultural contexts is considered when analyzing L2 motivation. Such contextual influences undoubtedly influence L2 learners' motivational levels to increase or decrease at times. Ushioda's (2009) findings thus support those presented by Dörnyei (2001) when he argues that “human motivation is to a large extent socially shaped, and this contextual dependence is particularly prominent when the target behavior is the learning of an L2” (p. 65). The inextricable nature of L2 language learning motivation from the context surroundings in which the learning takes place means that the learner experiences many influences at any given time. Such influences are dynamic and constantly fluctuating since no learner can separate their learning process from the contextual elements in which it occurs. The learning experience thus serves as a middle ground in which the learning process can occur

without separating the person from the sociocultural contexts in which they function.

The learner comes to the L2 learning experience with an array of psychological aspects that influence their motivation. The ‘L2 Motivational Self System’ (L2MSS) is a hypothesized model in which the possible selves and future representations of a learner self are expressed (Csizer, 2020; Ushioda & Dörnyei, 2009a). In his construct, Dörnyei (2009a) distinguishes three components of the L2MSS impacting L2 learner motivation as: ideal L2 self, ought-to L2 self, and L2 learning experience. With such components existing at all times during the learning process within the learning environment, the learner filters observations drawn from the immediate and extended (sociocultural) context to influence their motivational levels. This process is arguably very complex, dynamic, and ever-changing, thus deserving deep research.

The persistence of the socio-dynamic period attests to the complex nature of the elements needed for genuinely comprehensive analysis in L2 language learning motivation research. Researchers must organize such influences in a coherent structure to give credence to the aforementioned theoretical foundations. Such a structure has been attempted and expressed through three-leveled frameworks.

2.1.5 A Three-leveled Model

Some support for a tiered approach to analyzing (de)motivational influences can be seen when considering the theoretical background. The use of such a leveled approach to analysis is well-founded in previous literature and theory, such as Gayton's (2018) research. The current dissertation study will use a variation of the Micro-, Meso-and Macro-level, as proposed in Gayton's analysis considering the influences of Dörnyei's work. A three-level model facilitates a more comprehensive yet straightforward approach to organizing data for analysis, given the many existing theories and models. When considering L2 motivational influences in literature, the divisions between various analysis levels have been developed numerous times. However, each level's internal content and organization differ across such studies.

Dörnyei (1994) presents one of the first three-level frameworks when he divides his analysis perspective into the learner level (micro-influences) and learning situation level, which links the meso- and Macro-levels through instrumentality associated with goal attainment. Further clarification of the internal constituents of what constitutes the levels was found in Dörnyei's (2001) work. In his research, he adds two possible perspectives when L2 motivation is studied within the socio-cultural context- the ' macro-

perspective, focusing on broader societal influential processes, and the micro-perspective, focusing on the individual learners' idiosyncratic perceptions of the environment. Further developments in Dörnyei's (2009) research emphasize the interaction and dynamic nature of the processes in which the L2 motivational changes can be observed. He argues that "dynamic processes are obviously involved in human learning/growth or social change, but they can be associated with various interactions of different levels of an issue (for example, micro and macro)" (p. 110). In this dissertation study, Dörnyei's views of the changeable and dynamic nature of influences on L2 (de)motivation are used to construct the constituents of the Macro-level for analysis. The intense focus in Dörnyei's work on the broader societal influences on motivation is more desirable to account for the variations observed during the Pandemic situation.

The constructs that make up the Micro-level of the model are drawn from the internal or psychological aspects of motivation (Bernaus, Wilson & Gardner, 2009; Csizér & Dörnyei, 2005; Dörnyei, 2009, 2010; Gardner et al., 1985; Guilloteaux & Dörnyei, 2008; Ushioda, 1998, 2001). This aspect has been underlined by Ushioda (2017) with the addition of social activity into her Micro-level analysis. The importance of social interaction in the learning process is highlighted and found crucial to stimulate motivation during the

learning process. Ushioda (2017) highlights this by stating that ‘institutional structures’ exercise pressures on the ‘Micro-level of social activity’ where language learning and interaction occur. The influence of social interaction on motivational levels has become particularly relevant since the Pandemic placed restrictions on such interactions.

The introduction of the Meso-level of influential motivational elements often occurs at the intersection between the Micro-level (learner’s psychological influences) and the Macro-level of the greater socio-cultural context. Ushioda (2017) also draws attention to this by highlighting the interaction that L2 learners experience during the learning process within the classroom. Undeniably, there is a robust correlation between the micro and the meso levels since L2 learners interpret their learning process within the institutional context through their Micro-level perceptions. The locus of the Meso-level can thus be said to be the learning experience itself. Dörnyei (2019) proposes a definition of this learning experience when he contends “the L2 Learning Experience as the perceived quality of the learners’ engagement with various aspects of the language learning process” (p. 26). By considering the Learning Experience as the primary constituent of the Meso-level, an analysis of the fluctuating and dynamic qualities of (de)motivation during the learning process can be done.

Gayton's (2018) research theorized a similar three-way framework analyzing motivational influences at the micro-meso-macro levels. However, her model appears unclear when describing the variable involved in the phenomenon. Gayton (2018) describes the framework levels as; "the Micro-level of the immediate classroom; the Meso-level of home; and wider school influences; and the Macro-level of more global influences" (p. 385). Nevertheless, Gayton's (2018, pp. 387-388) three-level model helps researchers better to understand the interaction among variables in L2 learning processes. In trying to include constituents, which belong to (a) psychological reactions to the 'immediate classroom activities –Micro-level, (b) the 'wider' learning environment –Meso-level, and the 'more global' socio-cultural context –Macro-level, into L2 learning motivation research, Gayton's (2018) has influenced researchers (Giuseppe & Orazzi, 2020).

The dissertation researcher feels it appropriate to extend this three-level model to explore EFL teachers' and learner motivation. This dissertation ensures that the researcher does not overlook the teacher's motivation in the classroom nor its practical implications on learner demotivation (Syamananda, 2017). To gain more insight into the Pandemic's influence on EFL learners and teacher motivational fluctuations, attention must be placed on the foundational motivation systems. This is what demotivates learners

and teachers and what could remotivate them(Dörnyei & Ushioda, 2011; Falout & Maruyama, 2004; Li, 2021; Ryan & Deci, 2020). The researcher provides a visual reference ‘map’ of L2 learners’ and teachers’ motivational systems (below). Figure 1 can be viewed for understanding the analysis and methodologies used in this study.

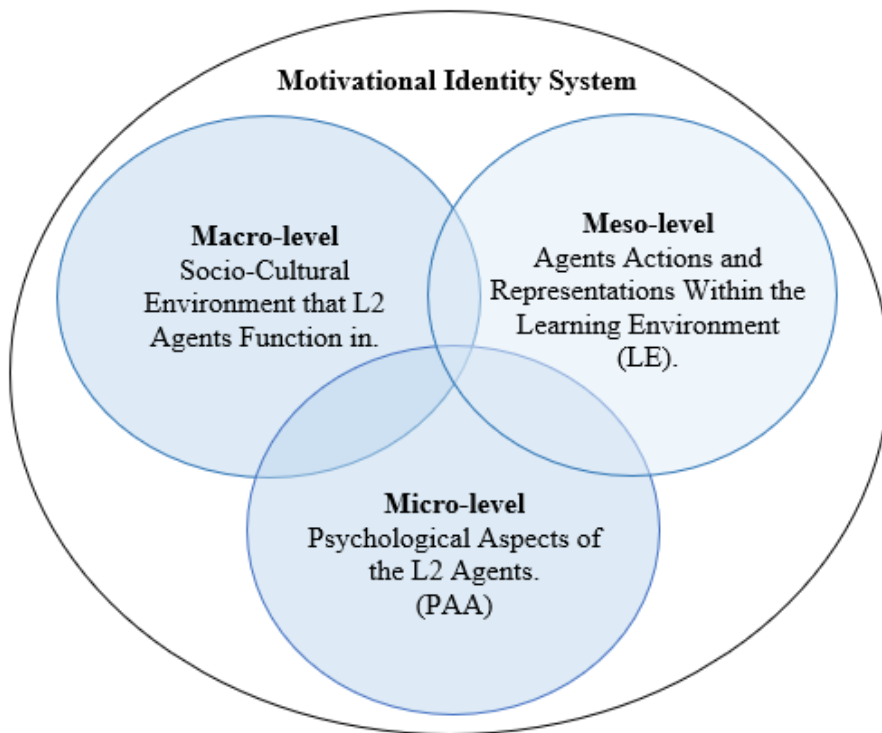


FIGURE 1

The Three Levels of the Motivational Identity System

Gayton's (2018) tripartite model is modified to include more general influential features that EFL learners and teachers could encounter during the learning process in which they are active participants. Greater weight is also placed on the redefining of the source interpretation (intrinsic and extrinsic) of motivational expressions (Ryan & Deci, 2020) as well as the focus on the presentation of engagement within the classroom (Dörnyei, 2019, 2020b). The adapted three-level model hypothesized in this dissertation study is not represented as a hierarchical structure since it accounts for the motivational identity systems and their representations during the learning process of both the teacher and the learner. The absence of a strict hierarchical structure that is only marginally supported by statistical analysis (see 4.1) is indicative of how differences across the three levels are not always clear-cut. The model includes aspects of influential features relevant to motivation, demotivation, and remotivation. Therefore, some constituents could be assigned to different levels based on interpretation (Dörnyei & Al-Hoorie, 2017; Giuseppe & Orazzi, 2020).

Such flexibility in analysis and interpretation is needed to compensate for the contextual realities that EFL teachers and teachers face during the COVID-19 Pandemic. The following subsections provide an overview of relevant motivational, demotivational, and remotivating elements that form

part of the motivational identity system of EFL learners and teachers in the South Korean educational setting during the Pandemic. Each of the three levels will be discussed based on their influential constituents and how such constituents have been represented in the existing literature.

2.2 The Three Levels of Motivation

"Motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do" (Dörnyei, 2001a, p. 1). Dörnyei's definition of motivation seems to be a simplified version of Vroom's (1964). Vroom's definition more clearly addresses the direction that drives human behaviors and thus nods at such behaviors' positive or negative natures. The expression of such motivation is evident in the attitudes and behaviors of the agents of the L2 learning environment. The Pandemic has brought about numerous changes to these expressions. Researchers across the globe will have to take up the call to make sense of these by measuring and coherently documenting such changes. It is logical for this study to follow in the footsteps of so many before and turn to demotivation research to understand how L2 learners' and teachers' (de)motivation has been affected by the COVID-19 Pandemic situation.

To better understand learners' and teachers' motivational fluctuations in the face of the Pandemic situation, the researcher adopted a modified three-level approach to analyze the quantitative and qualitative data. Due to the growth and social changes that the Pandemic situation has caused, the researcher deems it appropriate to tailor this dissertation study to adopt a leveled approach to (de)motivational analysis. Multiple levels of consideration lead to more detailed results that contribute to research and practice. What constituents are regarded to form part of each level will be discussed in the following subsections.

2.2.1 The Micro-level of Motivation

The first level of analysis of L2 learning and teaching (de)motivation is the Micro-level, which is identified here with and linked to the Psychological Aspects of the L2 Agents (PAA) (Dörnyei, 2005; 2009b; Dörnyei & Ryan, 2016; Han & Yin, 2016; Moodie, 2020; Praver & Oga-Baldwin, 2008; Syamananda, 2017). Like the other two levels of analysis, the Micro-level is structured with different sub-components to distinguish between motivators and demotivators (see 2.3). Trajectories of L2 learning motivation at the Micro-level are organized into four constituents – Intrinsic Motivation (IM), Integrative Orientation (INTO), Ideal L2 Self (ILS), and Agent's

Performance (AP) (Figure 1). Intrinsic Motivation (IM) is considered “the energy source that is central to the active nature of the organism” (Deci & Ryan, 1985, p. 11). Intrinsically motivated students develop a particular interest in the L2 and obtain an internal reward without "obvious or appreciable external rewards" (Deci & Ryan, 1985, p. 11). The IM of the teacher is often cited as the foundation of the teachers’ beliefs and values (Song & Kim, 2016).

IM includes positive emotions that “promote resilience by triggering productive reactions to stressful events” (MacIntyre & Gregersen, 2012, p. 197). Several studies dealing with intrinsic motivation have been conducted in the South Korean context (Bailey, Almusharraf & Hatcher, 2021; Kim & Kim, 2016; Kim, 2006). Research has not considered EFL learners’ reactions to stressful events such as those COVID-19 brings. The intrinsic motivation of an agent of the learning environment drives them to function within the learning experience despite the expected future material reward. According to Subakthiasih and Putri (2020), EFL learners rely more on intrinsic motivation than extrinsic motivation to learn English during the Pandemic. They look for “the pleasure and interest in the activity; the activity is undertaken because of the spontaneous satisfaction that is associated with it”

(Noels, 2001, p. 45). Likewise, IM possession allows L2 agents to stave off negative influences during impactful events in the learning environment.

Integrative Orientation (INTO) was established through the research efforts of Gardner (1985). INTO is identified when students appear “to stress interaction with members of a particular “community for social-emotional purposes” (Gardner, 1985, p. 11). Indeed, “integrative orientation toward learning the second language is a favorable attitude toward the language community, and an openness to other groups in general (i.e., an absence of ethnocentrism)” (Gardner, 2001, p. 5). Native English- Speaking EFL teachers demonstrate a level of INTO through their willingness to participate in the South Korean community where they serve as teachers (Deci & Ryan, 2013; Doyle & Kim, 1999). Research on the views of Integrative Orientation as it applies to the South Korean context is well explored with the rise of English as a global language. For this study, INTO was included because of the Pandemic situation’s effect on social distancing. Online language learning and social media applications facilitate a closer connection between the EFL learner and the English language community (Bailey, Almusharraf & Hatcher, 2021; Choi & Bang, 2021).

A different category within the PAA is the Ideal L2 Self (ILS) (Dörnyei, 2009a; Ushioda & Dörnyei, 2009). Although the researchers mentioned

above did not intend to extend the Ideal L2 Self-concept to L2 teachers, it can be argued that the EFL teacher identity encompasses elements of an ideal self (Boyatzis & Dhar, 2022). The teacher as an agent in the learning environment does possess a constructed Ideal L2 teacher self from which their teaching beliefs manifest (Kiziltepe, 2008).

Cognitive abilities are explored through the category Agent's Performance (SP). In particular, it is noticed that: "motivation is typically treated as an 'affective' variable and is thus contrasted with the cognitive variable of language aptitude. However, almost all influential contemporary motivation theories in psychology are cognitive, and affective (i.e., emotional) issues hardly ever feature on motivation research agendas" (Dörnyei, 2009b, p. 183). Despite the little research interest that Agent (student and teacher) Performance, as an element in isolation, has received in research, it has been well documented within the South Korean context as essential to EFL learners. The high-stakes testing mindset of South Korean EFL learners has made them prone to pressures of a performance nature (Kim et al., 2017; Kim & Kim, 2021; Kim, 2022). It is relevant to consider the person-in-context constructs (Ushioda, 2009) when the influences of the Pandemic on the Micro-level are analyzed. The Pandemic influences within a particular period may have long-term effects that stretch across the expanse

of the L2 learners' full learning path. Similarly, EFL teachers' inner motivational orientations are vital in how they express themselves within a particular context. The various constituents of the Micro-level are of great import when analyzing the influences that bring about fluctuations in L2 motivation.

2.2.2 The Meso-level of Motivation

Despite this, intrinsic and extrinsic motivation concepts cannot adequately describe the motivational system of an individual. Dörnyei (2001) has previously argued that human motivation is largely socially shaped. This contextual dependence is particularly prominent when the target behavior is learning an L2 due to “the multifaceted nature and role of language itself” (Dörnyei, 2001a, p. 65). Hence, the socio-cultural environment surrounding L2 agents is crucial for analyzing the data collected for this dissertation during the Pandemic in South Korea.

The Meso-level analysis corresponds to the Learning Experience (LE) in Dörnyei's earlier research (2009a). Initially, Dörnyei equated the Learning Experience to that of the ‘learning situation level’ during his investigations using a three-level framework (Dörnyei, 1994, 1998). The analysis of the Meso-level LE mainly focuses on teachers' and subject coordinators'

decisions. These decisions might directly influence agents' L2 motivation and demotivation, echoing what was theorized for the Meso-level by Gayton (2018). The LE has been largely ignored in L2 learning motivation studies (Dörnyei, 2019) but strongly analyzed in demotivational studies (cf. Thorner & Kikuchi, 2020). As Dörnyei (2019) advised: “it appears that the interest in the potentials of the self-approach has overshadowed this research need, thereby leaving the L2 Learning Experience the Cinderella of the L2 Motivational Self System” (p. 22).

Complex dynamic systems and socio-cultural theory inform the allocation of constituents to the Meso-level of the Motivational Identity System, which this study considers dynamically interrelated within a complex socio-cultural environment. The current dissertation study takes advantage of this perspective to glean a possible snippet of insight into how (de)motivation is changed during this impactful learning period. It should be noted that complex dynamic systems “have only limited predictive power” if used this way (Dörnyei, 2014, p. 99). The complex dynamic systems consist of several interacting subsystems, none of which will be entirely stable at any time (Verspoor et al., 2008). As a result, learners cannot wholly control their L2 learning processes. This lack of control during the L2 learning processes

makes L2 learners and, by extension, their teachers particularly vulnerable to incidents that influence their motivation to decline, even if only momentarily.

Three main sub-component categories of motivators belonging to the LE's Meso-level are Agent-specific Motivational Components (AMCs), Course-specific Motivational Components (CMCs), and University Context (UC). Agent-specific Motivational Components (AMCs) include the agent's personality, participant style, feedback, and relationship with the other agents of the environment (Dörnyei, 1994). These elements of the AMC are exhibited through the agents' engagement representations within the Learning Experience (Dörnyei, 2019). Teachers are consequently deemed principal stakeholders in creating a positive attitude of L2 learners towards their L2 since their representations are closely observed (Albalawi, 2017; Kim, 2015; Ranjha et al., 2021; Ushioda, 1998). However, very little research has been attempted to understand better the students' role as the counterpart in the LE. Course-specific Motivational Components (CMCs) consist of the syllabus, the teaching materials, the teaching and learning methods, and the learning tasks (Dörnyei, 1994).

CMCs directly influence some aspects of teachers' work, influencing the L2 learner. Egbert's (2020) investigation into how the focus on task engagement could be beneficial in supporting L2 motivation and thus

promote academic achievement during the Pandemic is illuminating. Content, materials, and topics are analyzed together with the ‘Group-specific Motivational Components,’ which explore group dynamics in an L2 class (Dörnyei, 1994). More recently, Dörnyei (2019) labeled this aspect as “one’s peers, consisting of relevant areas of group dynamics/classroom management, particular social acceptance, group cohesiveness, norms of operation and tolerance” (p. 25). A negative relation to teacher support was measured in terms of the emotional engagement of EFL learners, whereas it was positively related to student cohesiveness during online Pandemic learning (Han, Geng & Wang, 2021).

University Context (UC) includes motivators from decisions made by L2 departments regarding L2 course organization and provisions, for example, number of teaching hours, facilities, number of students per class, and extra-curricular activities. L2 agents might be motivated by the small number of class participants and their university institution’s state-of-the-art facilities. The UC is particularly interesting in this dissertation study since the Pandemic has directly influenced elements under this sub-category. Dörnyei (2019) expressed this concept with the term ‘school context,’ which is defined as the “various aspects of belonging to the school community, adopting school norms and developing general academic confidence” (p. 25).

Observing Meso-level constituents gives a clearer picture of external forces that facilitate (de)motivational change of the L2 agents during their learning process.

2.2.3 The Macro-level of Motivation

The focus on continuously reshaping motivation and demotivation over time and in the environment where L2 learning processes occur aligns with theories embedded in the so-called socio-dynamic period. Dörnyei and Ushioda (2011) sum up the characteristics of this period stating that it explores “how motivation develops and emerges through the complex interactions between self and context” (p. 70). The importance of the socio-cultural context is thus undeniable as it closely relates to the L2 agents that function within said context. Sakai and Kikuchi (2009) recognize the importance of contextually derived internal and external sources of motivation despite research tendencies to focus on the Ideal L2 Self and the Ought-to L2 Self (Boo, Dörnyei & Ryan, 2015). A connection between EFL/L2 teachers and their students’ L2 learning has also been established in literature by viewing their shared educational experiences within the same context (Chambers, 1999; Kim & Kim, 2015; Kim & Zhang, 2013; McKay, 2002).

The Macro-level analysis corresponds to the research's Socio-cultural Environment (SCE) factor. The SCE focuses on variables belonging to the socio-political environment where relations of power and social trends play a role in L2 motivation (Getie, 2020; Liu et al., 2020; Trang & Baldauf, 2007; Vidak & Sindik, 2018). It encompasses societal components which motivate students (Ushioda, 2020). Macro-level constituents have extensively been addressed within the South Korean Context, specifically regarding the societal pressures EFL learners face to learn English. Learners find in the context where they are embedded "energy sources and motivational forces" (Dörnyei & Ottó, 1998, p. 47).

The COVID-19 situation has particularly affected this element since social trends were popularized through social media sources. Vallerand (1997) explored the multiple contextual factors which improve L2 learners' motivation with a "hierarchical model of intrinsic, extrinsic motivation and amotivation" (pp. 295-296). This model demonstrated that 'situational level,' 'contextual level,' and 'global level' factors play a crucial role in L2 learning motivation. Therefore, Vallerand's (1997) study informs the macro level of this dissertation since he emphasizes the context and situations where L2 learning dynamics occur. Vallerand's (1997) findings align with Vygotsky's

(1981) socio-cultural theory, which argues that all forms of behavior are socially and culturally constructed.

With poor working conditions, low status, and heavy workload among the chief complaints to affect teacher job satisfaction, the macro-contextual influences are liable for a decline in teacher motivation within the educational setting (Peterson & Ruiz-Quintanilla, 2003). The research in this dissertation study finds the Meso-level socio-political and contextual components very relevant since societal motivators foster L2 motivation (Kim & Kim, 2016).

Previous studies' outcomes and theoretical frameworks contributed to creating three constituent categories to code (de)motivators involved in L2 learning processes at the macro level. These constituents consist of; Instrumental Orientation (INSTRO), Contextual Components (CCs), and Ought-to L2 Self (OLS). Instrumental Orientation (INSTRO) includes socio-culturally constructed pragmatic reasons for learning an L2. Gardner (1985) described students who are instrumentally orientated as those who are learning an L2 "because it would be useful in obtaining a job or it would make them better educated" (p. 11). Traditionally, instrumentality forms part of the Micro-level analysis since it often stems from L2 learners' personal goal setting, including the psychological willingness to communicate

(Dewaele, 2018; Giuseppe & Orazzi, 2020; Yashima, 2020). Within the three-leveled model's Macro-level, instrumentality refers to the socio-cultural propensities to drive socially accepted norms to integrate and seek out a particular L2 proficiency. Norton (2013) gives insight into this when he states that L2 (de)motivational changes are due to learner negotiation and resistance to the diverse positions their particular socio-cultural context offers. Based on Korean society's economic, political, strategic, and social needs, English has been considered a more useful language to learn than others (Kim, 2012; Park, 2019). The pragmatic reasons foreign nationals engage in EFL teaching within the South Korean context stems from the financial benefits this particular country provides (Moodie, 2020).

The category of Contextual Components (CCs) includes a vast range of variables linked to the influence received from the environment where the agents live and function. CCs represent the context that Dörnyei et al. (2006) call the 'milieu.' The particular CCs of the Pandemic situation are emerging as the virtual context is being considered in literature being published and thus are very relevant to the understanding of the L2 learners' and teachers' motivational identity (Kim, 2022). In the milieu, individuals are influenced by trends, fashions, and dynamics of power which change agents' perceptions and attitude towards certain L2s and their related cultural

communities. Depending on the perception of an L2 speaking group in a society, individuals feel social distance (Brown, 2000) or, contrarily, cultural affinity. In this sense, the role of the media and social networks is considered very influential.

The Ought-to L2 Self (OLS) does not simply consider the role of external variables that influence L2 agents. L2 agents are motivated by the OLS when they feel that people around them ought to see them function in the same capacity as a proficient L2 agent (Dörnyei, 2009b). Much like INSTRO, OLS traditionally stems from the psychological aspects of the L2 learner within the Micro-level. Yet, Oakes (2013) and Oakes and Howard (2022) contended that OLS is not a motivator for adult L2 learners who make independent decisions based on their findings. However, within a particular socio-cultural context, the opinions of broader society place pressures on individual agents that (de)motivate them (Cho, 2016; Kim, 2012; Kim & Kim, 2012; Oh, 2022). By taking a somewhat post-structuralist position, motivation on the Macro-level should be explored, considering their relations within the surrounding environment. The sub-systems of the MIS can thus account for the relationships between and among level constituents within the system (Giuseppe & Orazzi, 2020; McNamara, 2012). Only when

this is done can L2 motivation's continually fluctuating and dynamic nature be accounted for in the analysis.

Dörnyei (2014) accounts for the elements needed to make up such a dynamic motivational system by looking at its two or more features. If a teacher constituted an element to this system and a student the other, the system would be able to account for their interactions and interdependences over time within a contextual framework. Such a dynamic system would consist of multiple components that all interact, and a change in one system would most certainly contribute to a change in other parts. Changes in the individual pieces are not entirely predictable, and thus, research will continue to uncover multiple versions of the expressions of motivation in L2 language learning. The onset and continued effect of the Pandemic undoubtedly influence the motivational systems of both the learner and the teacher.

In more contemporary research studies, L2 motivation is seen as the ever-changing interaction processes of the context agents' internal and external complex learning experiences (Kikuchi, 2015, 2019). By leaning on what Ushioda (2009) refers to as a 'person-in-context relational view,' a positive change in motivational research is observed. Researchers now consider motivation an ongoing process that fluctuates based on the learners' observations and interpretations of their L2 learning and experiences. Many

motivational aspects influence L2 achievement, and L2 classroom experiences mediate the impact of these aspects. This mediation of aspects is likely to change over time (Cho, 2016; Kim & Kim, 2021; Oh, 2022).

2.3 Three Levels of Demotivation

“A ‘demotivated’ learner is someone who was once motivated but has lost his or her commitment/interest for some reason” (Dörnyei, 2001a, p. 142). Dörnyei’s definition of a demotivated learner is further generalized by Kikuchi (2015) when he states, “Demotivation is the negative process that pulls learners back” (p. 1). To understand what would render a learner demotivated, researchers have given demotivation much attention despite it being a relatively new issue in L2 motivation. Researchers have dedicated the last few decades to reporting on the elements that cause discouragement within the learning experience.

Considering the diversity and individuality of learners’ demotivation influences, it seems natural that teachers would likewise experience internal and external demotivation. However, research on what influences is causative for teacher motivation level fluctuations is sparse since the focus tends to be on the L2 learner (Falout, 2010). In his paper on Turkish teachers’ demotivation, Aydin (2012) clarifies that the lack of research on teacher

demotivation stems from a focus on three issues thus far; (a) teacher motivation, (b) strategies to motivate teachers, and (c) student-teacher motivation relationships. He points to the profound need to closely investigate the causes of teacher demotivation through qualitative and quantitative means. Approaching novel teacher demotivation research through qualitative means seemed to be the best way to understand what affects teachers during their daily activities; thus, most researchers chose this path (Aydin, 2012; Kiziltepe, 2008; Sugino, 2010; Wangchuk, 2007). Likewise, this dissertation study also takes up this call.

Initially, thinkers like Dörnyei limited demotivation to the “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (Dörnyei, 2001a, p. 143) when conducting their studies. Researchers attributed these demotivational influences to external pressures the L2 learner or teacher experienced within the learning environment. The classification of demotivators of this nature soon became known as external demotivation. However, many researchers found this construct limiting as it did not fully encompass all the facets of demotivational influences. More recent findings point out the psychological reasons for demotivation attached to internal elements of a language learner (Arai, 2004; Falout & Falout, 2004; Kikuchi, 2009). These internal

demotivators became crucial for analyzing demotivation, and theoretical progress was made.

Demotivational factors are as dynamic and changeable as motivation itself and are often linked to the particular contextual features of the learning environment (Al-Khairy, 2013; Dörnyei, 2019; Kikuchi, 2015; Kim, 2015; Trang & Baldauf, 2007). The same theoretical treatment should be applied in a three-level analysis method to fully comprehend the dynamic nature of demotivation as a part of EFL learners' and teachers' motivational identity. A rich and theoretically inclusive analysis can only be done by applying the three-leveled approach to understanding demotivation.

The three-leveled approach ensures that demotivation's dynamic and changing nature can be fully comprehended despite the researcher focusing on the learning experience within a particular contextual timeframe of the offline Pandemic learning period. By employing a three-leveled view of demotivators, the researcher can take notice of both the external components (Dörnyei, 2001b) and the internal components of demotivation (Sakai & Kikuchi, 2009). Additionally, with the continued contribution of researchers, studies have reported similar demotivation factors in the English language learning process that can now be regarded as more universal (Ranjha, 2021). In understanding demotivating aspects impacting the agents of a particular

learning experience, attention must be paid to the learner and teachers' influential features (Boyatzis & Dhar, 2022; Giuseppe & Orazzi, 2020; Ryan & Deci, 2020). The researcher of this study aims to fully explore the nuances of demotivation within the Pandemic by paying closer attention to the three-levels demotivators related to the MIS. The well-established theories associated with demotivational research can be employed to analyze the multi-dimensional aspects of demotivation in the EFL context of the agents. More insight can also be gained into the demotivational cycle that stems from the interactions between learners and teachers (Dörnyei & Ushioda, 2021; Gao et al., 2022; Li, 2021; Turner & Thielking, 2019). The following sub-sections will focus on the theoretical basis of each of the three levels of demotivational aspects used in this dissertation study.

2.3.1 The Micro-level Demotivators

L2 learners often have socio-cultural solid connections to the context in which they learn English and will experience a wide range of emotions during the learning experience. These “emotions such as fear, anger, distress, and joy are a salient part of our everyday lives, affecting both our thinking and our behaviors” (Dörnyei, 2009b, p. 184). This dissertation study analyses the adverse psychological reactions to the L2 learning and teaching

process at the Micro-level. However, categories adapted from Giuseppe and Orazzi's (2020) study are used to code the demotivators in participant responses for the PAA elements. This dissertation study will be applying the same categories conventionally used for motivators and extending them to demotivation. All categories are transformed with a negative connotation, as in Figure 2 below. The demotivators at the Micro-level for the Psychological Aspects of the Agents (PAA) sub-concepts include; Intrinsic Demotivation (ID), Integrative Demotivation (INTD), Feared L2 Self (FLS), Performance Frustration (PF).

(i) Intrinsic Demotivation (ID)

Intrinsic Demotivation (ID) consists of a lack of enjoyment and the loss of interest in learning or teaching an L2 because it is no longer relevant to the agents' lives (Sakai & Kikuchi, 2009). Within the same category, intellectual challenge is essential but should not overwhelm the agent within the learning experience. The challenge of learning or teaching an L2 can stimulate an agent's productivity (IM). Sometimes, it can be detrimental to motivation in continuing engagement and participation within L2 tasks (ID).

This category explores agents' lack of pleasure in learning or teaching an L2 which was previously noticed in another study on demotivation of

learners of French in Ireland (Ushioda, 1998). Similarly, Johnson (2000) mentions in her research that a lack of enthusiasm for teaching the L2 and a heavy workload contribute to ID influences on the EFL teacher.

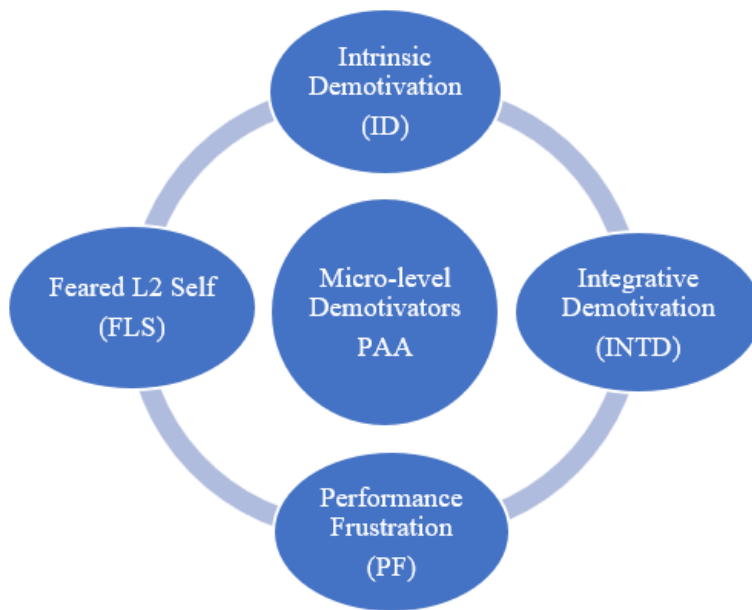


FIGURE 2

Micro-level Demotivators Concerning the Psychological Aspects of Agents

(ii) Integrative Demotivation (INTD)

Integrative Demotivation (INTD) is a demotivator when agents are not eager to immerse themselves in an L2 context or mingle with L2 learners

(teachers) or speakers (learners) in a specific community. Students who experience cultural shock or a traumatic event in a foreign country might be affected by INTD. However, qualitative data analysis did not identify the emergence of themes related to this category of demotivators.

(iii) Feared L2 Self (FLS)

The Feared L2 Self (FLS) has been theorized by Fryer and Roger's (2018) recent study on the transformations in the L2 self-construct. The FLS refers to the L2 agents' experience of 'not being able to perform linguistically as [he/] she had hoped' (Fryer & Roger, 2018). Students might lose hope of becoming fluent and proficient multilingual and knowledgeable individuals or fear becoming incompetent L2 speakers, as Markus and Nurius (1986) suggested. The teacher might fear discovering a lack of professional capacity by their peers or the L2 learners they teach.

(iv) Performance Frustration (PF)

Performance Frustration (PF) is experienced by L2 agents when they face difficulties in learning or teaching an L2 regarding their result expectations and cognitive capacities (i.e., memorizing words). This frustration is sometimes caused by students' lack of progress in learning an L2 and,

consequently, receiving poor grades in tests and exams. Likewise, teachers who receive low student evaluations on their performance experience PF as a demotivator. A lack of positive results impacts agents' self-confidence and their positive attitude towards the L2 learning process and the L2 itself (Kim, 2009; Trang & Baldauf, 2007).

As a result, demotivated students might experience a spectrum of negative emotions (MacIntyre, 2017; MacIntyre et al., 2020), for example, shame (Galmiche, 2018), guilt (Teimouri, 2018), fear and preoccupation (MacIntyre & Doucette, 2010), anger, sadness, disappointment, and hopelessness (Piniel & Albert, 2018). Anxiety is the most studied negative emotion in L2 learning (Gkonou, Daubney & Dewaele, 2017), which is associated with feelings such as “tension, nervousness, worry, dread, upset, and similar terms” (MacIntyre & Gregersen, 2012, p. 195). According to Horwitz, Horwitz and Cope (1986), “anxiety can be a significant obstacle to overcome in learning to speak another language” (p. 125). Anxiety is “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (MacIntyre & Gardner, 1994, p. 284). Şimşek and Dörnyei (2017) asserted that learners might become affected by anxiety when creating and imagining their L2 self, i.e., the ‘Anxious self.’ Demotivation research has not fully addressed the

anxieties of the EFL teacher as a demotivator within the LE. This research is very much needed if teachers, as agents of the LE, are not to be entirely overwhelmed by the Pandemic situation's psychological implications.

2.3.2 The Meso-level Demotivators

The learning environment at the Meso-level has been extensively analyzed in studies on L2 learning demotivation, as listed by Kikuchi (2009, 2015) and Thorner and Kikuchi (2020). Teachers' strategies, course design, and university facilities were identified as the main demotivating components for students learning an L2 (Falout et al., 2009; Kikuchi, 2015; 2017; Thorner & Kikuchi, 2020). Horwitz et al. (1986) explored the negative emotions stemming from the learning environment, such as classroom and test anxiety. These two types of anxiety were also analyzed in Dewaele and MacIntyre's (2014, 2016) more recent and recent studies (Dewaele & Li, 2018; Gkonou et al., 2017). It was hypothesized that teachers could not be exclusively "blamed as a source of demotivation. [They are] also influenced by the school curriculum, which is part of a bigger system" (Kikuchi, 2017, p. 142). Hence, three categories were created for demotivators to include the most significant number of variables involved in students' LE and mitigate the "vagueness of how to experience [LE] should be understood and

operationalized” (Dörnyei, 2019, p. 23). This coding system is intended to provide a framework that includes elements under and out of teachers’ control.

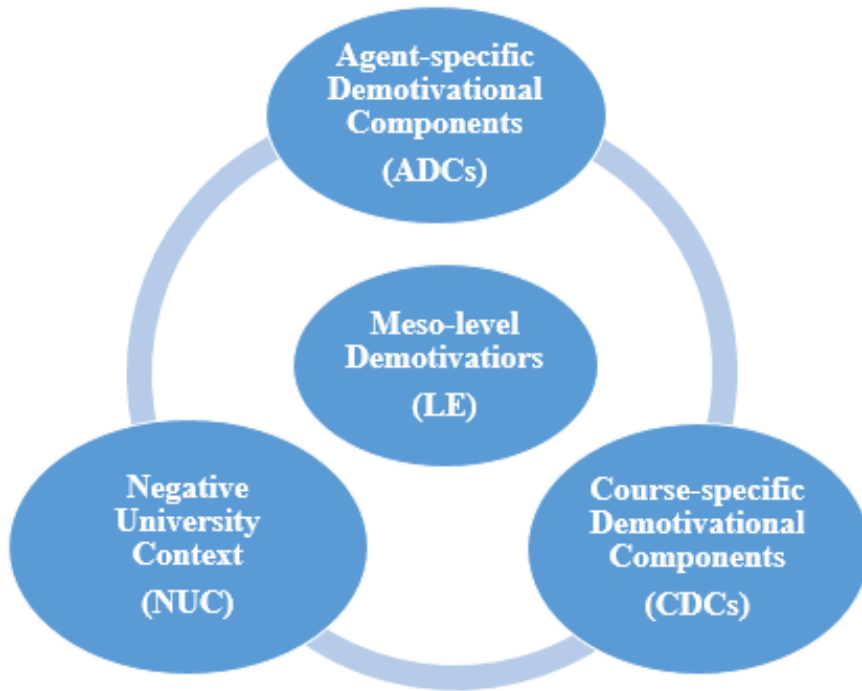


FIGURE 3

The Meso-level Demotivators Within the Learning Environment

The same categories for motivators are also used to code demotivators. Sakai and Kikuchi (2009) found five demotivating factors within the formal learning environment: (a) learning contents and materials; (b) teachers’

competence and teaching styles; (c) inadequate school facilities; (d) lack of intrinsic motivation and (e) test scores. These five components are combined into three broader sub-component categories of demotivators at the Meso-level of analysis; Agent-specific Demotivational Components (ADCs), Course-specific Demotivational Components (CMSs), and Negative University Context (NUC). The Meso-level demotivators can be seen in Figure 3 above.

(i) Agent-specific Demotivational Components (ADCs)

Agent-specific Demotivational Components (ADCs) entail teachers' teaching styles, methods, and approaches which negatively affect students' interest in continuing learning an L2. Previous research considered their teaching styles and clarity in explanations as the main demotivating variables (Akay, 2017; Johnson, 2000; Kim et al., 2017; Kim & Kim, 2017; Minor, 2021; Wang & Littlewood, 2021). Instructors' own demotivation might hinder students' motivation (Kikuchi, 2019; Kubanyiova, 2014, 2020; Oxford & Shearin, 1994). Instructors' lack of personality and manners (Song & Kim, 2017) might also be an element that disadvantages learners' L2 acquisition enjoyment. Correspondingly, Sugino (2010) found learners' attitudes to be demotivating for teachers who share the LE. The use of the

target language in the class (Castellotti & Moore, 1997; Littlewood & Yu, 2011) and the absence of native speaker instructors (Doucet & Cowan, 2015) are also factors related to teachers' performances which play a role in students' demotivation.

Dörnyei (2001a) argues that “two-thirds of the reported sources of demotivation are teacher-owned” (p. 145). This entails what teachers do or do not do in an L2 classroom. Ushioda (1998) indicated that inappropriate teaching methods used during L2 learning cause learners' motivation to decline. The use of inappropriate teaching methods impacts learner and teacher demotivation. Sugino (2010) articulated that the lack of choice in instructional methods impacted teachers teaching methods and thus their motivational levels negatively.

Decades later, similar findings would continue to be found despite the unique and individual context of each learning experience learners are subject to (Arai, 2004; Chang & Cho, 2003; Dörnyei, 2001b; Hamada, 2011; Nabila, Cahyono & El Khoiri, 2021; Santosa & Riady, 2021; Trang & Baldauf, 2007; Vaklifard, Ebadi, Zamani & Sadeghi, 2019; Vidak & Sindik, 2018). The attitude and teaching behaviors of teachers during the learning experience have also been cited for causing a decline in learner motivation as they contribute to difficulties in task completion and learner success (Al-

Khairy, 2013; Arai, 2004; Chang & Cho, 2003; Falout & Falout, 2004; Kikuchi, 2009; Vakilifard et al., 2019). The tenor of teaching competence, qualities, and expertise related to teaching style has also been put forth as a demotivating factor among L2 learners during their learning experience (Adara, Nuryadi & Rahmat, 2021; Dörnyei, 2001a; Gorham & Christophel, 1992; Kim, 2009; Sakai & Kikuchi, 2009).

The L2 learners tend to carry internal demotivation with them into their learning experience, and thus they are often apparent through the learner's attitude (Falout & Maruyama, 2004; Vakilifard et al., 2019). Attitudes toward foreign language learning can be attributed to a lack of self-confidence associated with L2 learning goals (Chambers, 1993; Gorham & Christophel, 1992; Hamada, 2011; Sakai & Kikuchi, 2009). L2 teachers within the LE will undoubtedly perceive such attitudes expressed through behaviors. Other instances where external elements could lead to internal demotivation can be seen in negative peer attitudes, learning pressure, and undue influence (Al-Khairy, 2013; Dörnyei, 2001b; Keblawi, 2006)

In the context of South Korean demotivation research, Kim (2009) adds proficiency level as another possible influence on the demotivation of South Korean high school students. Similarly, Kim and Ma (2013) found a link between proficiency levels, gender, and levels of demotivation of high

school-aged learners. Their investigation also uncovered that all demotivating factors showed significant differences when considering the L2 proficiency, but there were no significant contributions concerning gender differences. Lee (2018) correspondingly found the lack of essential language ability to be demotivating among South Korean EFL university students and added that test-driven practices also impacted students' demotivation. In their study of South Korean college students, Joo and Park (2015) found that learner-related factors, inside the classroom, teacher-related, and outside classroom factors were high in demotivation. A negative correlation was found between all the demotivation factors and English ability (Joo & Park, 2015). Considering the dominance of demotivational factors, Ma and Cho (2014) saw results that revealed that teaching methods were the most significant external factor reported, while internal demotivation was derived from a decrease in self-confidence.

(ii) Course- specific Demotivational Components (CDCs)

Course-specific Demotivational Components (CDCs) demotivate L2 agents who do not like the content, materials, and topics chosen for an L2 course. Indeed, it is not always appropriate to praise teachers for motivating students and their 'interactive support' (Ushioda, 2014, p. 44) and blame

teachers for demotivated students despite their crucial and essential role in L2 learning (Gayton, 2018). Language departments and universities' syllabus and curriculum choices control L2 teachers, who must follow their subject coordinator and L2 department guidelines. Strategies applied to L2 lessons are also demotivators for L2 agents who would like more communicative teaching approaches (Arai, 2004; Kikuchi, 2015; Kiziltepe, 2008; Sugino, 2010); Thorner & Kikuchi, 2020). Unpopular topics and materials proposed in class are also deemed strong demotivators echoing previous studies on L2 learning demotivation (Trang & Baldauf, 2007).

According to Ranjha's (2021) summation, at least 22 foundational studies report this particular feature concerning L2 learner demotivation. The reasoning behind content and material being designated the most impactful on learner demotivation stems from the fact that students often found the material or content inappropriate or uninteresting (Arai, 2004; Gorham & Christophel, 1992; Hamada, 2011; Kikuchi, 2009; Kim, 2009; Vidak & Sindik, 2018). The materials used while teaching a second language cannot be considered, in isolation, as a demotivating factor since the teacher is directly involved in how it is used within the learning experience (Sugino, 2010). Nevertheless, the demotivational impact of the lack of content and material choice on L2 teachers has only received limited research attention.

The lack of appropriate teaching material and an inflexible curriculum was found to be demotivational for teachers within the L2 learning environment (Johnson, 2000; Kiziltepe, 2008; Sugino, 2010).

Literature has yet to establish what correlation teacher demotivation has as a negative influence on learner motivation for their learning experience. This lack might be due to particular nuances in which learners could feel such teacher demotivation. One instance where teacher demotivation might be perceptible, if not directly, is the learning environment. The classroom environment has been reported to impact learner demotivates despite its diverse contexts directly. Ranjha (2021) indicated several studies that either note the learning environment directly or indirectly affects L2 learner demotivation. Classroom learning should be adequately designed, and educational facilities appropriately allocated to support the L2 learning experience. Anything falling short of learner expectations could cause a decline in their focus, make them miss learning opportunities, and give rise to a drop in their motivational levels (Adara et al., 2019; Arai, 2004; Chang & Cho, 2003; Dörnyei, 2001; Hamada & Kito, 2008; Kim, 2009; Lui et al., 2020; Oxford, 1998; Sakai & Kikuchi, 2009; Vidak & Sindik, 2018).

(iii) Negative University Context (NUC)

Negative University Context (NUC) is also a demotivational category. The classroom size, the equipment used, and the number of students in a lesson might reduce the efficiency of L2 teaching and consequently demotivate students (Chambers, 1993; Gorham & Christophel, 1992; Kikuchi, 2019; Sakai & Kikuchi, 2009). NUC can be detrimental for agents who would like to benefit from more services, better facilities, extra-curricular cultural activities, or accessible exchange programs overseas to improve their LE. The particular human relationships within the university context were found to be an aspect of demotivation for teachers if they were negatively inclined (Kiziltepe, 2008; Sugino, 2010).

Brereton (2019) points out which demotivational category can be deemed the most influential in his investigation of EFL teachers' demotivation outside of a particular context. He found that teachers from diverse nations found, overwhelmingly so, that elements related to management were the source of their demotivation. In contrast to the previous two categories, this category of demotivators is strongly related to structural issues that might be ingrained in L2 learning regulations and policy within the South Korean university system.

(iv) The COVID-19 Pandemic as a Temporary Meso-level Demotivator

Literature only recently started to consider the impact of the COVID-19 Pandemic on L2 agents' demotivation. The Pandemic is often chunked into one of the existing demotivating aspects since its features and influences are not easily distinguished from other elements (Afrough, Rahimi & Zarafshan, 2014). Literature has not regarded the Pandemic as a source, although it is temporary, of Meso-level demotivators. Although the impact of the Pandemic on L2 agent demotivation is unclear when grouped into existing demotivational elements, its influence on demotivation could be considered in isolation (Adara & Najmudin, 2020; Adara, Puspahaty, Nuryadi & Utama, 2021; Adara & Puspahaty, 2021; Evans & Tragant, 2020; Han et al., 2021; Han, Takkaç-Tulga & Aybirdi, 2019; Vonkova, Jones & Moore, 2021). While existing literature does not describe the Pandemic as a stand-alone factor affecting learner demotivation, the interpretations of Gao, Liu, and Liu (2022) give new insights.

In their research, Gao et al. (2022) consolidate all internal and external demotivation influences under 'Critical Incident.' The researchers in Gao et al. (2022) define a critical incident as problems or challenges occurring in a particular context that exceed the L2 agents' capability to absorb its negative influences. They also explain that these incidents are unanticipated,

unplanned, and influential on motivation. Furthermore, Gao et al. (2022) also point out that L2 agents are often overwhelmed to the extent that they can no longer employ standard coping mechanisms when faced with such critical incidents. With the changes to the educational environment and elements of the micro-, meso-, and macro- leveled influences, the researcher in this dissertation study includes the Pandemic as a critical incident when analyzing the data. The dynamic and changeable nature of L2 motivational processes stands to be influenced by such critical incidents. Thus, this dissertations researcher believes it should be considered a major influential demotivator for L2 agents.

2.3.3 The Macro-level Demotivators

The three sub-component categories of motivation at the Macro-level become demotivators when they negatively influence agents' motivation in learning or teaching an L2. The three components, as can be seen in Figure 4, are Instrumental Demotivation (INSTRD), Negative Contextual Components (NCCs), and Negative Ought-to L2 Self NOLS).

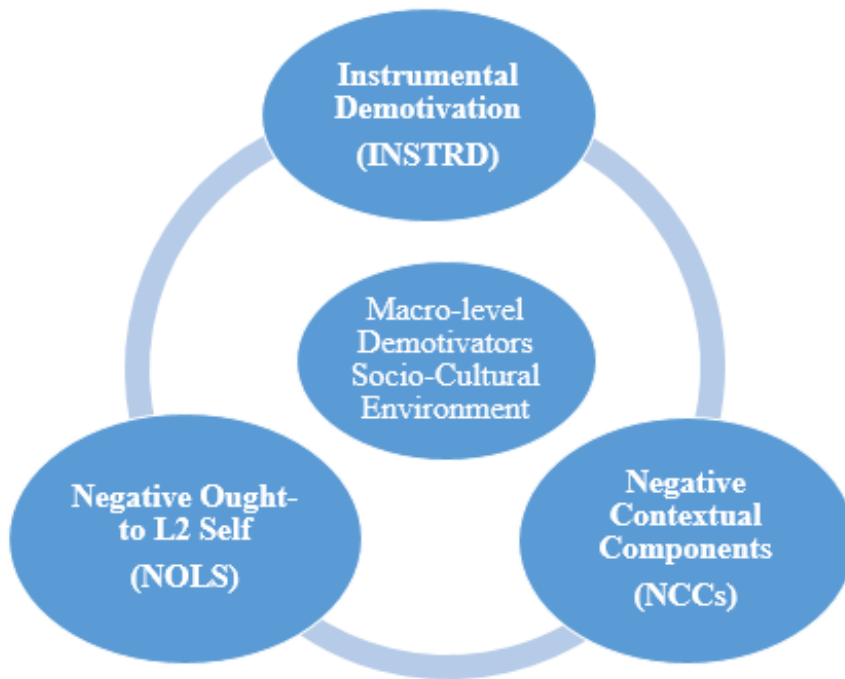


FIGURE 4

The Macro-level Demotivators Within the Socio-Cultural Environment

(i) Instrumental Demotivation (INSTRD)

Whenever agents realize that the L2 is not helpful for their future professional and academic careers, they feel demotivated by INSTRD. Demotivated students give up their goals to achieve a certain level of L2 knowledge for multiple reasons, such as work positions and credit points for compulsory or optional/elective L2 subjects. A lack of opportunities to use the L2 for future job applications is not automatically considered a

demotivator. Qualitative data can explore this aspect and understand how many students felt demotivated by the abovementioned dynamics (Giuseppe & Orazzi, 2020).

INSTRD affects teachers differently than it does learners, and past research has not yet wholeheartedly explored the instrumental motives of teachers. With this area relatively unexplored, some difficulty extending INSTRD to EFL teachers exists. Possible links to INSTRD lie in the lack of professional progression that L2 teachers feel when they are not given enough time for research or the opportunity to pursue professional development (Ryan, 2009). Lack of social recognition was later addressed as another major contributor to teacher demotivation. This element is closely linked to learner interactions during the educational experience and relates to teachers' self-esteem within the South Korean context (Kim & Kim, 2015). INSTRD might be detrimental for those agents who fulfill university requirements or prioritize different goals unrelated to their L2 process, as observed by Nagle (2018). INSTRD might also be triggered by restrictions imposed on social interaction considering the lack of traveling and participation in exchange program scholarship overseas (L2 learners) and L2 teaching employment in a foreign nation (teachers). Aydin (2012) found that

teachers' dominant demotivational factor is issues related to their teaching profession.

(ii) Negative Contextual Components (NCCs)

NCCs demotivate L2 agents when external variables hamper or do not facilitate agents' L2 learning and teaching processes, for example, when an L2 (or its cultural representatives such as celebrities) is negatively perceived and undervalued. Although not so classified, internal demotivating factors were present in the ESL/EFL teachers in the qualitative study of Doyle and Kim (1999). In their study conducted in California, EFL teachers found more substantial external factors affecting their motivation in the classroom.

Responding to interview questions, teachers indicated that testing and curriculum systems of Korea and excessive administrative duties diminished their motivation in the classroom (Doyle & Kim, 1999). Highlighting the impact of particular contextual features associated with specific teaching environments, it becomes clear that demotivational factors are associated with the particular teaching experience in which the teacher has to function.

(iii) Negative Ought-to L2 Self (NOLS)

NOLS demotivate agents when people around them strongly and explicitly oppose their decision to study or teach an L2. People around students construct an image of learners who are not expected to learn a specific L2 but, instead, a different L2 or no L2s. The socio-cultural views of the importance of English are prominent within South Korea. Learning English is key to participating in the global context (Kim, 2022). Since the participants of this study were adult L2 learners who were predominantly studying English literature as their major, NOLS is not expected not to influence student demotivation.

2.3.4 Commonality Between Demotivational Aspects

Various internal demotivators relating to a lack of meaningful purpose, lack of improvement and success experience, and lack of self-determination were likewise found in the study based on Dörnyei's (2005, 2009a) ideal L2-self and ought-to self-concepts (Kim, 2015). A standard set of demotivational factors can be found even when students' demotivation is measured across their total educational experience (from elementary school until college). South Korean EFL learners point to their internal

demotivation from L2 learning difficulties and their predominant external influence for demotivation being teacher-related factors (Kim & Kim, 2016).

Unique and altering in nature, demotivating factors are individual to the L2 learner in their particular learning experiences within the educational environment of the specific context (Dörnyei, 2019). Understanding the source of learner demotivation for the relevant context can prove insightful for teachers. Since research has not fully discovered how demotivational behaviors and attitudes of EFL learners affect teachers' pedagogical demotivation, teachers' responses to their students' demotivation might be found insufficient. The demotivation of L2 learners, left unchecked, will amount to learners' non-achievement of their academic goals.

In his meta-analysis of 44 studies reporting on foreign language learner demotivating factors, Ranjha (2021) categorized demotivational aspects into 32 distinct characteristics. The results of this study do not distinguish between the internal or external nature of demotivation as earlier research has done (Dörnyei, 2001a; Kikuchi, 2009) and indicated that the number of factors mentioned per study also varied. The 32 distinct characteristics of demotivation could be reversely attributed to the three levels of demotivators as proposed for analysis in this dissertation study. Demotivational characteristics are often context-specific, and thus the varying numbers

present in one EFL learning environment are expected. Despite this reality, commonality exists between one EFL learning context and another, and researchers have found that universal demotivating factors are present and relevant to their particular learning experiences.

Building on Ranjha’s (2021) analysis, Table 1 indicates common internal demotivational aspects reported in the literature as relevant to this study. Table 2 shows aspects classified for external demotivators impacting L2 agents within the South Korean context. Although not as comprehensive as Ranjha’s (2021) list of publications, the summary of literature associated with demotivating aspects stands to guide this dissertation study’s findings interpretations.

TABLE 1

Literary Summary of L2 Learners’ Internal Demotivational Aspects

Level of Analysis	Demotivational Aspect Addressed	Literature
Micro-level Demotivators (Derivatives of the constructs derived from the agent’s interests)	Intrinsic Demotivators: Instances include but are not limited to; lack of interest in learning, lack of belief, lack of confidence, missing of learning goals, learner’s hostile attitude, student-teacher conflicts, and	Akay, 2017a; Al-Khairi, 2013; Chambers, 1993; Chang & Cho, 2003; Dörnyei, 2001, 2019; Dörnyei & Ushioda, 2011; Falout & Maruyama, 2004; Gao et al., 2022; Gorham & Christophel, 1992; Hamada, 2011; Jung, 2011; Kikuchi & Sakai, 2009; Kim & Ma, 2013; Kim &

	negative interference by the community.	Zhang, 2013; Sahragard & Ansaripour, 2014; Sakai & Kikuchi, 2009; Tanaka, 2017; Trang & Baldauf, 2007; Vidak & Sindik, 2018; Zhang, 2007
Micro-level Demotivators (Derivatives of the constructs derived from LE)	Performance Frustration: Processes negatively influence students' emotions, for example, evaluation processes, negative peer experiences, learning difficulties, lack of self-study efficiency, fear of punishment and anxieties, negative socio-cultural interferences, and proficiency issues.	Albalawi, 2017; Christophel & Gorham, 1995; Hamada, 2011; Jung, 2011; Keblawi, 2005; Kikuchi, 2019; Kim, 2009; Kim & Ma, 2013; Kim & Seo, 2012; Lee, 2018; Sakai & Kikuchi, 2009; Trang & Baldauf, 2007
Meso-level Demotivators (Derivatives of the Constructs derived from Agents' emotional perceptions of others' attitudes and behaviors)	Agent Specific Components: Teachers' attitudes, personality types, and non-verbal actions are open for interpretation through negative emotional interpretation of the students.	Akay, 2017b; Albalawi, 2017b; Al-Khairi, 2013; Arai, 2004; Falout, Elwood & Hood., 2009; Falout & Maruyama, 2004; Gao et al., 2022; Kikuchi, 2009; Kim, 2009; Kim & Ma, 2013; Kim & Seo, 2012; Lee, 2018; Li, 2021; Oxford, 1998; Trang & Baldauf, 2007; Vakilifard et al., 2019

TABLE 2

Literary Summary of L2 Learners' External Demotivational Aspects

Level of Analysis	Demotivational Aspect Addressed	Literature
Meso-level Demotivators (Derivatives of constructs concerning LE)	Course-specific Demotivational Components: The physical classroom space and equipment are needed to conduct learning processes.	Akay, 2017a; Amemori, 2012; Arai, 2004; Chang & Cho, 2003; Gao et al., 2022; Hamada, 2011; Johnson, 2000; Littlejohn, 2008; Oxford, 1998; Tanaka, 2017
Meso-level Demotivators (Derivatives of constructs concerning agents' actions)	Agent-specific Demotivational Components: Teaching methods, teaching style, teaching competence, and strategies employed.	Adara & Puspahaty, 2021; Arai, 2004; Chang & Cho, 2003; Dörnyei, 2001; Hamada, 2011; Kim, 2009; Kim & Ma, 2013; Kim & Seo, 2012; Sahragard & Ansaripour, 2014; Sakai & Kikuchi, 2009; Trang & Baldauf, 2007; Ushioda, 1998; Vidak & Sindik, 2018
Meso-level Demotivators (Derivatives of constructs concerning Materials and Content)	Course-specific Demotivational Components: Textbooks, workbooks, learning materials, topics, and other content used during learning.	Akay, 2017b; M. S. Ali & Pathan, 2017; Al-Khairy, 2013; Arai, 2004; Christophel & Gorham, 1995; K. Falout & Falout, 2004; Hamada, 2011; Kikuchi, 2015, 2019; Kim, 2009; Kim & Ma, 2013; Kim

		& Seo, 2012; Lee, 2018; Sahragard & Ansaripour, 2014; Sakai & Kikuchi, 2009; Trang & Baldauf, 2007; Vakilifard et al., 2019; Vidak & Sindik, 2018
Meso-level Demotivators (Derivatives of constructs concerning characteristics of the classroom)	Course-specific Demotivational Components: Task design, lack of facilities needed to fulfill learning needs, nature or subject of focus, over-emphasis on a particular aspect of learning, and workload problems.	Albalawi, 2017; Arai, 2004; Chang & Cho, 2003; Falout & Falout, 2004; Gao et al., 2022; Kim, 2009; Kim & Ma, 2013; Kim & Seo, 2012; Lee, 2018; Li, 2021; Li & Zhou, 2017; Littlejohn, 2008; Oxford, 1998; Sakai & Kikuchi, 2009; Tanaka, 2017; Ushioda, 1998
Macro-level Demotivators (Derivatives of constructs related to educational policy and institutional regulations.	Negative Contextual Components Task design, lack of facilities needed to fulfill learning needs, nature or subject of focus, over-emphasis on a particular aspect of learning, and workload problems.	Albalawi, 2017; Arai, 2004; Chang & Cho, 2003; Falout & Falout, 2004; Gao et al., 2022; Kim, 2009; Kim & Ma, 2013; Kim & Seo, 2012; Lee, 2018; Li, 2021; Li & Zhou, 2017; Littlejohn, 2008; Oxford, 1998; Sakai & Kikuchi, 2009; Tanaka, 2017; Ushioda, 1998

2.4 Learning Experiences and Remotivation

A dynamic interplay between the aspects affecting the motivational levels of teachers and learners exists when they participate in the educational experience. No matter how many demotivating factors are in the given context, total L2 learning and teaching demotivation is neither immediate nor everlasting (Albalawi, 2021). However, if left unchecked, the transition from temporary demotivation to amotivation's passivity and feeling of purposelessness could lead learners and teachers alike into utter L2 learning helplessness (Ryan & Deci, 2017). The directive becomes apparent to those participating in the learning experience, reverses the trajectory, and regains interest in L2 learning, for this is remotivation.

Remotivation is not a novel concept in L2 language learning, and Ushioda defines it as the process of "getting your motivation online again" (Ushioda, 1988, p. 86). She also states that long-term incremental declines and recoveries without total loss of motivation are part of motivation's maintenance process (Ushioda, 2001). Due to the link of motivational identity to a language learning mindset, displays of demotivational behaviors could be interpreted as a need for intervention and remotivational strategies to be employed during learning experiences. Fallout (2010, 2012) states that four approaches to mindsets for conducting motivation exist and are:

- Concentrating on L2 incentives or pressures
- Focusing on the L2 study using outcome-oriented self-regulation
- Reconnecting to the enjoyable aspects of L2 learning through temporary study relief
- Relationship formation with others inside and outside of the classroom

2.4.1 Student Remotivation and the Learning Experience

Maintaining motivation means that students must attain a system to alter their motivational levels to contribute to favorable outcomes continuously. For many L2 learners, the achievement of such outcomes is tantamount to those of the Ideal L2 self (Dörnyei, 2001). Albalawi (2021) explains that the ideal L2 self's presumed motivational effect is derivative of the discrepancy between the current and ideal states. Learner mindset is linked to the ability of L2 students to visualize their ideal self as vividly as possible as the ultimate end goal. Without such an end goal, the learner will be prone to demotivation over time (Kikuchi, 2019). A consideration applicable to the remotivation of language learners is that, similar to demotivating factors, remotivating factors are context-specific (Sahragard & Ansaripour, 2014). Alternatively, as Carpenter, Falout, Fukuda, Trovela, and Murphey (2009)

bluntly put it, "there is no one-size-fits-all remotivational package suitable for the student participating in the learning experience. Attention should thus be paid to which internal and external factors could remotivate language learners during their learning experiences in and out of the classroom.

Regarding external remotivating factors, the primary source of remotivation is the L2 teacher and their pedagogical behaviors since they are commonly the locus of learners' motivational fluctuations (Akay, 2017). The teaching strategies of a competent and creative L2 teacher employed in the classroom can go a long way to mitigate external demotivating factors of learners. Teachers hold an influential position in the educational system, and their motivational strategies are essential in re-energizing student motivation (Chambers, 1993; Jung, 2011; Mansoor, Samad & Iqbal, 2021; Shim, 2016; Tang & Baldauf, 2007; Ushioda, 1998). Similarly, remotivational contributions associated with L2 communicative and interactive classroom methods have benefited students (Kim & Kim, 2020; Sahragard & Ansaripour, 2014). Kikuchi (2009, 2017) recommends that information technology usage both inside and outside the classroom could contribute to external learner remotivation. Although external remotivating factors might seem the easiest to manipulate in the learning environment, researchers agree that learners developing internal remotivation strategies over time could be

more robust (Akay, 2017; Trang & Baldauf, 2007; Wang & Littlewood, 2021).

Common misconceptions exist about the nature of many remotivating factors as they seem to be externally linked yet are genuinely connected to the internal psychological aspects of a learner's motivation. L2 self-constructs often facilitate internal remotivating factors such as the L2 learner's self-confidence, L2 self-efficacy, and L2 self-determination. In essence, the internalization of the externally observed remotivator initiates either the long-term or short-term remotivational strategy of the L2 learner (Falout, 2013). This internalization process is what Dörnyei (2001, 2003, 2009a, 2019) considers the closing of the gap between the current L2-self and the L2- ideal observed in the task engagement of learners within their learning experiences.

In her study, Ushioda (2001) found four categories of internal remotivational strategies that the L2 learners employed to combat their motivational fluctuations. She stated that they used;

- focusing on rewards and future tasks,
- concentrating on L2- goal-oriented self-regulation,
- taking breaks from their L2 studies, and
- seeking out social support for their motivational issues.

It should be noted that only Ushioda's last category, seeking social support, can occur during L2 classroom learning through teacher and peer conversations. Therefore, it is no surprise that seeking social support as a remotivation strategy is deeply connected to the specific context of the L2 learner (Sahragard & Ansaripour, 2014). Carpenter et al. (2009) corroborate Ushioda's (2001) findings by adding that teachers should foster the social support learners seek for remotivation by creating an L2 learning environment that encourages open discussion during the learning experiences. In a more recent study, Han et al. (2019) also confirmed that many student remotivational strategies used tactics based on exposure to concepts in the classroom but actualized outside of them. They found students to use independent study, seeking support, a change in perspective, positive thinking, ignoring others' opinions, and goal-orientedness as the most useful for remotivation (Han et al., 2019). It seems to limit to think of the L2 learning experience's remotivational power as only involving events within the L2 classroom. Thus, it can be regarded as far more appropriate to attach the learning experience to the more significant educational contextual period of L2 learning for remotivation.

During Jung's (2011) investigation of Korean EFL students' perceptions of demotivational and remotivational factors at the college level, a new

division of categories based on their L2 experiences was devised for demotivation and remotivation. Jung (2011) found that the categories; of external factors, internal factors, learning situation, and the learner to be better suited and representative of the internalization process for remotivation. Likewise, Song and Kim (2017) found participants in their remotivational group to indicate the role of a positive self-concept, mentioning willpower and confidence mainly, was linked to their potential outcomes. They also stated that the tremendous remotivating driving force was related to context-relevant features. The Korean high school students had particular awareness of the necessity of English.

Only a few studies have endeavored to approach learner demotivation and remotivation from a learner traits perspective due to the individualistic nature of the results, causing problems with generalization. Nevertheless, a consensus has been reached on the continual change of L2 learners' motivational identity from motivated, demotivated, and remotivated across their whole learning process (Cho & Chung, 2014). In Cho and Chung's (2014) research, attention was given to learners' proficiency level as a possible trait to influence the demotivation and remotivation of college-aged students in South Korea. Since proficiency level had already been strongly linked to demotivation within this particular context (Kim, 2009), Cho and

Chung (2014) concerned themselves with whether remotivation occurred intentionally through internal factors or unintentionally by external factors. The study revealed that low proficiency learners relied more on intentional (internal) remotivational strategies than their higher proficiency counterparts. However, similar to previous studies, students drew from internal and external remotivational sources (Ma & Cho, 2014). The most crucial conclusion made from Cho and Chung's (2014) work is that lower proficiency learners need more opportunities to encounter remotivational strategies in their instructional setting. These English language learners need to receive teacher support during their learning experience to avoid facing demotivation repeatedly.

2.4.2 Teacher Remotivation and the Learning Experience

Much of the responsibility of helping students maintain their L2 language learning motivation during their learning experiences has been placed on teachers. Research has yet to fully understand or investigate what mainly aids teachers in maintaining their motivational processes while engaging in L2 teaching. Similarly, understanding what aspects influence demotivation in L2 language learners and assistance in understanding how teachers maintain their pedagogical motivation during the educational experience may

be found by looking into what demotivates them. Possible solutions can be established only when it is known what external and internal factors contribute to teacher demotivation.

In their study of what could enhance teacher motivations, Azad and Ketabi (2013) offered three solutions: (1) improvement of their working conditions, (2) cooperation and relationships for EFL context problem solving, (4) expressions of administrative support and appreciation. The connection of internal and external demotivation to their psychological factors is never more evident than when examined in terms of a teacher's motivational identity. It is a relief from the stress associated with their educational experiences that serve as remotivating in many instances, even preventing teacher burnout (Falout, 2010; Küçükoğlu, 2014). Improvements in teachers working conditions are often found to relieve their stress levels and thus remotivate them to teach their L2 learners.

In her study, Agustiani (2016) remarks that handling the challenges associated with the learning experiences in the classroom leaves teachers feeling exhausted and demotivated. Her opinion is that if this is not addressed, it could hinder the success of their teaching and thus negatively impact learner achievement (pp. 678-679). The internal remotivation affecting teachers stems from being more enjoyable, engaging, and

psychologically rewarding. Dörnyei (2005) states that motivation waxes and wanes as a dynamic, situational, and psychologically experienced state within multi-dimensional contexts. The interactions with L2 learners within the learning experience could contribute to teacher remotivation since the attitudes and behaviors teachers commonly observe often cause deep demotivation (Sugino, 2010).

Contrary to Dörnyei's (2005) views, Ushioda (2003) states that motivation is not an individual concept but "a socially mediated phenomenon" (p. 90) and that teachers are not exempt from the social influences of the educational environment they teach in. Thus, to explore teacher remotivational factors, researchers need to consider the broader societal context in which teachers function (Kim & Zang, 2013). With this in mind, Falout (2010) states that foreign language instructors working abroad might be susceptible to emotional exhaustion, depersonalization, and a sense of low personal accomplishment if their motivation is not adequately maintained.

Falout (2010) concludes that cultivating and maintaining necessary motivation is connected to facets of self-regulation and teacher agency, which help them achieve their personal goals in the long term and mitigate the stressful impact of short-term problems. He suggests a three-point

strategy approach for the teachers to use while maintaining their motivation or activating remotivation. Falout s (2010) focus on internal remotivation relates to his first strategy, imploring teachers to manage their emotions during interactions with students, colleges, and administrative departments. He explains that when teachers are faced with incongruences between the actual and desired outcomes, emotional coping skills need to be used to help remotivate them internally. Gaining social support during stressful conditions will aid teachers in finding relatedness that helps them maintain well-being and thus regain lost motivation (Falout, 2010). The external support that learning and teaching communities bring helps teachers build relationships and fosters deeper connections that help remotivate them throughout their careers (Song & Kim, 2016). Falout (2010) recommends maintaining teachers' professional capacity to remotivate them as his final strategy.

Professional efficacy may be the most relevant factor for connecting L2 learners' remotivation with their teachers within the educational experience. As Mushayikwa and Lubben (2009) explain, professional efficacy and classroom efficacy are two underlying psychological forces that drive teachers toward self-directed professional development. Teachers' professional development goes a long way to stimulate job satisfaction,

serving as a (re)motivational influence. Through the teachers' professional development, learners also gain a source of remotivation, for more effective teachers make for better educational experiences for both teachers and learners. Professional development can serve to remotivate teachers in times when their educational environment provides them with demotivating circumstances. Reshaping their initial ideal teacher self-images for a more attainable feasible one by blending the ought-to and feared selves during demotivation can help teachers make the necessary adjustments to their motivational levels and thus help them maintain efficacy (Sahakyan, Lamb & Chambers, 2018).

One instance where teachers have employed the remotivating power of professional development is that of the Covid-19 Pandemic. In their study investigating the adaptation to online teaching during the COVID-19 school closure periods, König, Jäger-Biela, and Glutsch (2020) found that teacher competence and teacher education opportunities to learn digital competence saw higher efficacy when teaching their classes. The teaching efficacy meant that teachers retained adequate motivation levels without the demotivating factors stemming from standard external demotivates overwhelming them and leading to burnout (Küçüköğlü, 2014; Sugino, 2010).

The change in the L2 learning experience brought about by the critical incidents related to the Pandemic situation has undoubtedly affected the motivational identity systems of L2 agents. The full extent of the Pandemic's effect on agents' three levels of (de)motivators as they relate to the influences hindering their participation has not wholly been addressed by researchers. Agents' strategies to remotivate themselves and those with whom they share the L2 learning environment will be helpful in the post-pandemic classroom. Research should be done considering the complex nature of the interactions between teachers' - and students' motivational identities throughout their shared experiences in their unique educational environment. This dissertation study aims at understanding this complex interaction by looking into EFL learners' and teachers' motivational cycles and interpreting instances where their motivational loops interact due to the external demotivation caused by the Pandemic.

3. RESEARCH METHODOLOGY

In Chapter Three, the researcher outlines the particulars of the research method employed in this dissertation study. To fully explore the purpose of this study and answer the beforementioned research questions, this study used systematic collection procedures and analyzed the gathered data meticulously. The process included considerations about the research context, design, sampling, research instruments, data collection methods, and data analysis methods.

3.1 Research Context

This dissertation study's student- and teacher participants are found at the same private University in South Korea. The University is one of the oldest private universities in South Korea, and around 33, 000 students are enrolled each year. The University employs, on average, 800 full-time staff members that function in academic and administrative capacities. Despite the University being private, the two distinct characteristics of South Korea's English education policies (frequent and numerous innovations and the role of the MOE) are maintained (Chung & Choi, 2016).

During the research period, the student- and teacher participants returned to the classroom for the second time since the onset of the COVID-19 Pandemic. Online to in-class offline learning conversion commenced in the second part of the fall semester of 2021. All participants had experienced online and offline instruction throughout 2021 under the social distancing measures imposed by health authorities and the University. Teacher participants readjusted their courses to their previous offline format while continuing to use LMS systems developed and implemented by the University.

3.2 Research Design

As Ponce, Pagán-Maldonado, and Gómez (2020) stated, educational research in the 21st century has the challenge of not being a static research phenomenon. It is dynamic and responsive to the institutional context in which it occurs. Thus, to accommodate the social relations and intricacies accompanying demotivation research, the researcher chose to design this dissertation with a mix-method approach (Brannen & Moss, 2012). A mixed-methods research design, which coalesces quantitative and qualitative data for a thorough analysis, worked best to meet this study's purposes (Creswell & Creswell, 2017). The researcher employed an ethnographical research

strategy in response to observations in her professional capacity to capture the experiences and perceptions of a particular group of participants in their educational environment. Attention was given to ensure that the expedited data collection timeline did not disrupt participants, and no prescriptions for academic achievement were imposed.

3.2.1 Participants

The researcher used convenience sampling with voluntary participation to recruit and gather data from all participants. The researcher gained approval from the College of General Education to approach all its foreign English teachers and request their assistance in distributing the questionnaires to their students during the final two-week period of the semester. The researcher asked the foreign English teachers to share a QR code via the LMS system with their student groups to gain voluntary participation in line with COVID-19 policies. Manual distribution of survey questionnaires was discouraged due to the spread of COVID-19, and the researcher did not personally approach students. Data gathered from the teacher participants was gained through electronic questionnaires after email requests for voluntary participation were sent to all foreign faculty within the College of General Education after the fall 2021 semester. The researcher relied on professional

interaction and rapport to gain involvement from her colleagues.

Descriptive summaries of the participants are presented in Table 3 (Student Participants) and Table 4 (Teacher Participants), respectively. Despite low response rates, 82 participants associated with the University as either students ($n=60$) or teachers ($n=22$) participated in this dissertation study.

TABLE 3

Descriptive Summary of Student Participants

English Level			Learning Experience		Interest Level		
1	2	3	1	2	1	2	3
16	30	14	51	9	3	36	21

Learning experience: 1= 3-5 years, 2= more than 5 years.

English level: 1= Below average level, 2= Average level, 3= Above average level.

Interest Level: 1= Low interest, 2= Average interest level, 3= High interest level)

The researcher obtained 60 valid responses from undergraduate students with a mean age of 20 years within the College of General Education.

Student participants were predominantly at the end of their first year of study (81.7%), who were 34 male students (56.7%) and 26 female (43.3%). The student participants studied in various majors, including English Literature and English, but 51 participants (85%) reported having between 3 to 5 years of intensive English Language learning experience. Student participants self-

reported an average ($n=36$, 60%) to high ($n=21$, 60%) interest in English language learning and likewise self-classified their English ability level as either below average ($n=16$, 28%), average ($n=30$, 50%), or above average ($n=14$, 22%).

TABLE 4

Descriptive Summary of Teacher Participants

Teaching Experience*			Years at University**		
1	2	3	1	2	3
6	10	6	4	13	5

*1= 5-10 years, 2=10-15 years, 3= More than 15 years

** 1=Less than 5 years, 2=5-10 years, 3= More than 10 years

The total of valid responses gained from teacher participants was 22. Teacher participants were equally distributed among both genders (male=50%, female=50%) and had a mean age of 42.3 years. Teachers participating in this research were well qualified and had numerous years of teaching experience within South Korea. Only six teachers (27.3%) reported having between 5-10 years of teaching experience, ten teachers (45.5%) reported having between 10-15 years of experience, and six teachers (27.3%) had more than 15 years of cumulative experience. Experienced teachers added value to this study as they could give their viewpoints on their

students' learning experiences and their pedagogical suppositions. The teacher participants of this study have spent numerous years teaching at the university (the majority of teachers had been with the university between 5-10 years (59.1%)). It is important to note that all teacher participants taught at the university before the onset of the COVID-19 Pandemic. The teacher participants shared their experiences of switching from online to offline learning during the fall 2021 semester of the university.

3.2.2 Data Collection Method

The study collected quantitative and qualitative data to explore the participants' perceptions. Two data collection instruments included demographic information questionnaires and surveys (described below). The other instruments required no additional demographic information since a selected group provided observational reports within the teacher participant pool. Most of the subscales used in the present study were adapted from established literature on demotivation assessment, demonstrating high reliability. Adaptations and additions to the survey items were drafted, discussed, and reviewed by an expert in English Education. The use of these questionnaires and surveys aligns with satisfying criteria needed for quantitative and qualitative research, the current research aims, and afford

the flexibility required (Gutiérrez & Penuel, 2014) for research in demotivation as part of English language learning and teaching.

(i) Demographic Information Questionnaire

All study participants were asked to complete the Demographic Information Questionnaires first (see Appendix A and B). This questionnaire included seven items in the format of multiple-choice or short answers. It aimed at obtaining participants' gender, age, institutional background, experiential background, and current English language interest (teachers' current teaching interests were ascertained). The research purposes and use of data description were presented before the question sets to ensure that participants understood that their participation in the study would not impact their relationship with the university. Participants were offered a snack as gratuity for participating in the research study on completion if they wished to identify themselves. The participants were also informed that by completing the Demographic Information Questionnaire and the accompanying survey, they would be providing informed consent to use the data given therein (Bradford & Cullen, 2012).

(ii) Student Demotivation in SLA and Classroom Engagement during Offline Learning in the Pandemic Questionnaire (SDCEQ)

To explore which influential features students perceived as having a negative impact on their learning motivation during the Pandemic, participants were asked to complete the SDCEQ survey. Students reported their perceptions of their offline learning experience with the SDCEQ using a closed-question survey method. The SDCEQ scales (see Appendix C) were based on the frameworks from Kikuchi and Sakai (2009) as influenced by Dörnyei (2001). The SDCEQ design was likewise influenced by the situational adaptations necessitated by the Pandemic, as discussed in Han et al., 2021 (based on Skinner, 2008). This survey was one of two used in this dissertation to answer the research questions. The main section of the survey is comprised of a 38-item questionnaire. The responses were measured with a five-point Likert scale using answers ranging from 1 (strongly disagree), 2 (disagree), 3 (neither disagree nor agree), 4 (agree), and 5 (strongly agree), taking the structural recommendations of Kikuchi and Sakai, 2009, into account within the current educational climate (Han et al., 2021). The 38 items were designed to measure the six constructs of demotivation distilled in Kikuchi's literature.

The survey items were adapted to reflect the contextual realities of the Pandemic and the participant demographic (South Korean). Considering demotivational constructs found in the literature (Arai, 2004; Dörnyei, 2001a; Falout & Maruyama, 2004; Kikuchi & Sakai, 2009; Kim, 2009), the current study included aspects related to the particular learning environment (7 items), the effects of English Language teachers (6 items), class content and material (5 items), characteristics of the classes (6 items), experiences of failure (7), and demotivation related to interest (6 items). The original survey design included positive and negative phrased items to prevent participants from needlessly skewing their responses (Kikuchi & Sakai, 2009; Kim, 2009).

Original items were modified to meet the needs of this study by focusing on the Pandemic, as a critical incident, in the EFL learning course and the particular offline educational situation. In addition, irrelevant items were removed, and linguistic adjustments were made to ensure participants' responses were appropriate.

The items in the survey were not presented to the student participants in the organized categories stated above but instead in a randomized fashion to combat response bias and add to the responses' reliability (Peer & Gamliel, 2011).

A Cronbach's Alpha analysis was performed to ascertain each constructed category's internal consistency. The items of the variable sets were found to be adequately related to each other, taking into account the small group of participants and the number of items in each set. Sixty student participants completed the 38 items of the questionnaire. Construct 1, Inadequacy of the Learning Environment subscale consisted of 7 items and produced an alpha value of .665. Construct 2 originally had 7 items of the Negative Operant Teacher Behaviors, but Item 11 was removed to strengthen the alpha value for the subset (Cronbach's alpha=.594).

TABLE 5

Internal Consistency of SDCEQ Constructs

Construct Categories	Item <i>N</i>	Alpha
Construct 1: Inadequacy of the Learning Environment	7	.665
Construct 2: Negative Operant Teacher Behaviors	6	.594
Construct 3: Insufficient Class Content and Materials	5	.865
Construct 4: Detrimental Characteristics of Classroom Learning	6	.713
Construct 5: Demotivational Student Learning Experiences	7	.563
Construct 6: Levels of Learner Interests	5	.770

The third subset consisted of Construct 3, which deals with Insufficient Class Content and Materials. Construct 3 produced an alpha value of .865

from the 5 items it contained. An alpha value of .713 was gained by the subset of Construct 4, Detrimental Characteristics of Classroom Learning's 6 items. Construct 5; Demotivational Student Learning Experiences contained two items that needed to be reverse coded to ensure consistency with the subset (Items 14 and 34). Upon recording, an alpha value of .563 was attained for the subset's 7 items. The final subset consisted of Construct 6, Adequacy of Learner Interests, and produced an alpha value of .770 for the subset's 5 items.

Construct 1, Construct 2, and Construct 5 appear to have produced alpha values below ($\alpha > .700$) which would be deemed statistically necessary to confirm the internal consistency of the instrument subscales. Nevertheless, these alpha values for these three subscales are within the acceptable range for the number of participants and the area of research (Taber, 2018).

All Constructs and their items were found to relate to each other adequately. Due to this adequacy, none of the items needed to be removed. All items were thus used during subsequent qualitative data analysis. The results are reported in Table 5 above.

(iii) Teacher Demotivation in English Language Teaching and Classroom Engagement during Offline Learning in the Pandemic Questionnaire (TDCEQ)

The TDCEQ (see Appendix D) contained 43 items (42 Likert scales and one open-ended prompt) adapted from Sugino's studies investigating Teacher demotivational factors in the Japanese language teaching context (Sugino, 2010). Following the premise of development and adaptations Sugino (2010) made to Hughes's Teacher Job Satisfaction Questionnaire (2006), this dissertation study similarly used a five-point Likert scale format. After an initial response prompt directing the respondents to pay attention to personal perceptions and experiences, a choice could be made in terms of the following five points; 1 (strongly disagree), 2 (disagree), 3 (neither disagree nor agree), 4 (agree), and 5 (strongly agree). The items were used to measure aspects that could be regarded as sources of teacher demotivation. In a study by Kiziltepe (2008) and reviewing the results found in Sugino's (2010) study, the researcher concluded that the 43 items could be sorted into five possible categories.

The aspects relating to teacher demotivation included Student attitudes toward the teacher, Class facilities, Teaching materials and curriculum, Working conditions for teacher demotivation, Human relationships for

teacher demotivation, and Other Pandemic related elements for teacher demotivation. Minor revisions were made to Sugino’s (2010) original 37 items, and the internal consistency of each aspect category with its corresponding items were measured. Item revisions included rephrasing to adjust the contextual framework suitable for foreign EFL teachers and including concepts related to modern technology used in teaching EFL in the Korean context. Furthermore, several items were added to the original questionnaire to reflect the inclusion of the COVID-19 Pandemic situation.

TABLE 6

Internal Consistency of TDCEQ Aspects

Aspect Categories	Item <i>N</i>	Alpha
Aspect 1: Influences of Students’ Negative Attitudes and Behaviors	10	.915
Aspect 2: Insufficiency of Class Facilities, Materials & Curriculum	12	.910
Aspect 3: Inappropriateness of Working Conditions	10	.942
Aspect 4: Adequacy of Workplace Interactions for Teacher Demotivation	5	.786
Aspect 5: Unspecified Critical Incident Contributors	4	.838

A Cronbach’s Alpha analysis was conducted to ensure that the items used to construct the subscale categories were all adequately related to each other. The internal consistency analysis revealed that all the Aspect Categories (1-5)

attained an alpha value above .700. Thus, the internal consistency of all the subscales used in the questionnaire was suitable and related well with each other. The Cronbach's Alpha analysis results can be viewed below in Table 6.

The questionnaire was found to have high internal consistency, and the adaptations contributed to satisfying the study's context and accommodating the research aims. The additional five items to reflect the effect of the Pandemic on the possible demotivation of teachers, in the research context, aligned the questionnaire with the research aims.

Drawing from the qualitative case study done by Aydin (2012), the researcher added the open-ended response prompt to the final part of the TDCEQ. The response prompted teachers to fully recount their professional experiences regarding demotivational elements within the research context. The TDCEQ questionnaire was reviewed and validated by an expert in the field to aid content validity.

(iv) Teacher Observational Journal Entry

The selected teacher participants provided additional qualitative data in the form of an observational journal entry. The selected teachers were asked to provide the researcher with a relevant extract from their practice journal, which they feel is relevant to their observations of the offline Pandemic

classroom. Each electronic journal entry was included for qualitative analysis after screening for authorship using AI-driven authorship verification software (Unicheck).

3.2.3 Data Collection Process

Surveys are a flexible and pervasive method of efficiently collecting quantitative data. This study used these instruments for the data collection on all the research questions posed. After the design of the SDCEQ survey, items were translated from English to Korean by a Ph.D. candidate in the department of English Linguistics. Upon review, the translation was verified and digitized using Google forms. To ensure ease of distribution of the survey, cumbersome links were converted to a singular QR code (see Appendix E) and inserted into an email request to foreign English teachers in the College of General Education. Due to the nature of the distribution and the request for teachers to share the QR code via the University's learning management system, a return rate could not be calculated. Teachers were asked to guide how to complete the survey and recommend that students participate freely after their final examination process in these teachers' respective classes. This would ensure that no undue influence could be garnered on students taking their classes. This particular distribution method

was preferred due to the constraints of social distancing and regulations associated with preventing the spread of COVID-19. The request to teachers for the distribution occurred in the first week of December 2021, and student responses were gathered until the end of December 2021.

The TDCEQ survey was similarly prepared and digitized but not translated, as the intended respondents were all native English speakers employed within the College of General Education. In contrast to the distribution of the SDCEQ, no QR code was generated since the survey link (Google Forms) would be shared directly with foreign English teachers (Appendix E). An initial request for voluntary participation in the study was sent in mid-January 2022 via mass departmental email. Responses to the request came at a sluggish pace due to the winter break. The researcher sent provoking emails asking for more participation until the end of the collection period in February 2022.

The Observational Journal Entries were requested from selected teacher participants. Six teacher participants were sent an electronic request for an observational entry from their practice journal, which they felt was relevant to the offline Pandemic teaching situation. From the six requests, four teacher participants provided the researcher with their practical observations on how they experienced the offline Pandemic classroom.

3.3 Data Analysis Method

Data Analysis methods included quantitative and qualitative analysis and will be discussed in the following sub-sections.

3.3.1 Quantitative Data Analysis

The researcher used statistical analysis software SPSS21 for Windows to analyze the quantitative data related to all relevant research questions, which helped draw more valid conclusions (Lunenburg & Irby, 2008). The following statistical procedures analyzed the quantitative data in this study:

1. Descriptive statistics, such as frequencies, means, and standard deviations, summarize the participants' responses to the background information, SDCEQ, and TDCEQ.
2. Reliability coefficients were calculated to evaluate the internal consistency of the overall SDCEQ and TDCEQ. The alpha coefficients for each factor were also calculated.
3. Multiple Linear Regression was done to estimate the relationship between the Pandemic-related independent variables (extracted from the SDCEQ) and the Construct (1-6) dependent variables (omitting the items used to construct the independent variables).

3.3.2 Qualitative Analysis Methods

Mixed methods were selected because they connect, integrate, and link qualitative and quantitative approaches (Creswell, 2010, p. 51) and allow the researcher to investigate L2 learning “in real-world situations.” In addition to the quantitative analysis, qualitative content analysis was done for the student survey (SDCEQ) and the teacher’s survey (TDCEQ). “Careful, systematic attention to qualitative data analysis is required of the serious qualitative researcher” (Lunenburg & Irby, 2008, p. 201).

To perform the qualitative analysis on the SDCEQ, items found in the student survey were considered independently of their construct category on which the instrument design was based. (De)motivation researchers often use mixed methods to analyze the data quantitatively before analyzing it qualitatively. Although researchers employ open-ended questions in such surveys for qualitative means, it is not uncommon to have closed questionnaire items to obtain quantitative and qualitative data (Amorati, 2019; Palmieri, 2019; Schmidt, 2011).

In addition to the quantitative analysis, qualitative content analysis was done for the open-ended response prompt in the teacher’s survey (TDCEQ). Inductive and deductive analysis (Patton, 2015) was used since pre-established factorial categories were identified in the primary research on the

instrument. The prompt required interpretation, and it was needed to construct themes related to the Aspect categories used in this dissertation study. The qualitative protocols were categorized, themes identified, and then attributed to the relevant Aspects for careful interpretation.

Also, Observational Journal Entries from teacher participants provided valuable qualitative insights. These entries were analyzed similarly inductively and deductively as the open-ended response prompt from the TDCEQ. The researcher used the same theme constructs derived from the Aspects used to categorize the quantitative dataset of the TDCEQ.

It should be noted that the journal entries were screened a second time, and particular attention was given to phrases that indicated a cyclical or loop experience regarding demotivation. The researcher outlined this dissertation study's critical methodological design elements in chapter three. Through careful researcher observations, consideration as to the research context, research design, sampling, and instruments necessitated for the study was given to ensure that data collection and analysis methods could clearly be expressed. This study's researcher is confident in the findings of this research because data was gathered and analyzed with within- and between methods triangulation in mind (Denzin, 2010).

Using various qualitative methods to explore the research issues in the survey instruments, the researcher ensured that within-method triangulation was achieved. The researcher likewise endeavored to ensure between-method triangulation when contrasting the quantitative and the qualitative methods used in the TDCEQ. The researcher found it particularly beneficial to use a mixed-methods design because the findings' convergent nature could be extracted. The researcher was sure to include multiple methods of data collection on the same phenomenon simultaneously and an expert-reviewed all instruments before analysis. Concurrently, theory triangulation was employed to analyze the qualitative data to ensure consistent results. Primary qualitative analysis used inductive reasoning to construct themes. Still, it triangulated these theme constructs by employing deductive reasoning based on existing factor knowledge to ensure the data analysis yielded trustworthy findings. Contribution to this chapter provides that the following results and discussion in chapter four can be interpreted clearly and reliable.

4. RESULTS AND DISCUSSION

Viewing chapter 4, quantitative and qualitative analysis results can be found. The first section provides results pertaining to the Student Reported Demotivating Constructs, in which detailed results related to each construct category can be derived in answering research question one. Results of the Pandemic's demotivational effect on students across all constructs of research question two will be discussed. After that, results for the Teacher Reported Aspects affecting teacher demotivation and their prominent features could be viewed in answering research question three. The final section indicates findings on the qualitative content analysis derived from the open-ended response prompt in the TDCEQ. The researcher will use insights from the teacher participants' Observational Journal Entries to resolve research questions four and five, along with the qualitative results from the open-ended response prompt. The results in this chapter are presented and simultaneously discussed to highlight the importance and relevance of the results.

4.1 Student Reported Demotivating Constructs and Their Domains

The results of the quantitative and qualitative analysis of the SDCEQ survey in relation to answering Research Question 1 are summarized in the following subsections. Means obtained from descriptive statistics show which of the six constructs EFL learners reported as the source of their demotivating influences in learning an L2 in offline instruction during the Pandemic. The following tables and sections will first discuss the six related construct categories established in prior literature (Sakai & Kikuchi, 2009). Construct 1: *Inadequacy of the Learning Environment* explores EFL learners' views of items that negatively impact their motivation and thus contribute to demotivation due to the particular learning environment in which they participate (see 4.1.1).

As for Construct 2, *Negative Operant Teacher Behaviors*, items that pertain to EFL teachers teaching methods, general strategy, and overall demeanor are investigated concerning their impact on student demotivation (see 4.1.2). The demotivational impact of class content and the value of materials used in the EFL learning experience were analyzed and compiled into Construct 3' s *Insufficient Class Content and Materials* category (see 4.1.3). In Construct 4, *Detrimental Characteristics of Classroom Learning*, the researcher looked into the classroom dynamics and the particular

characteristics of the class design that negatively influence student motivation (see 4.1.4). As for Construct 5, *Demotivational Student Learning Experiences*, consideration was given to those instances during the learning process where students considered themselves negatively affected by the demotivators (see 4.1.5). Finally, Construct 6, *Levels of Student Interest*, dealt with the EFL learners' general level of interest and whether it could be deemed sufficient for their current learning experience at this point (see 4.1.6).

A more detailed look at their reports will be examined qualitatively to clarify the quantitative results and better understand how EFL learners' demotivation changed during their offline Pandemic learning experience. The descriptive results of the construct categories (1-6) are interpreted qualitatively by mapping the construct items to a specific domain (internal and external) of demotivation within the three-tiered approach established in the literature (see 4.1.7).

Viewing learners' perceptions of EFL through such a lens will provide new insights into how they experience instances of demotivation during this particular critical incident period (Oh, 2022). These insights will enable researchers and practitioners to further develop their conceptual and practical frameworks in L2 learner demotivation.

4.1.1 Construct 1: Inadequacy of the Learning Environment

Construct 1 is associated with 7 items related to student demotivation in the EFL learning environment. A comprehensive summary of the results for Construct 1 can be found below in Table 7. The items in this construct indicate how students experience their external learning environment and how elements such as school facilities (Items 26, 27, and 38), inactive classes (Item 20), attitudes of classmates (Item 44), and physical constraints on attendance (Item 28 and 29) are reported by students as demotivating. The construct mean was calculated as 2.44. This mean indicates that nearly half of the participants reported feelings of demotivation related to the particular EFL learning environment of the Pandemic offline classroom. Student participants indicated that their demotivation under this construct was primarily due to external sources related to their classmates' interactions within their learning environment. Student participants indicated that their participation in classroom discussions within the Pandemic offline learning environment contributed to their demotivation, as seen in Item 44 ($M=3.55$). Students were not concerned about their lack of interactivity with their classmates (Item 27, $M=1.75$) and indicated that this item was the least indicative of their demotivation within the construct.

TABLE 7

Construct 1: Inadequacy of the Learning Environment

Items	1*	2	3	4	5	<i>M</i>	<i>SD</i>
20. The offline classes were uncomfortable in comparison to online classes.	18**	16	16	9	1	2.32	1.11
26. The computer equipment was underused or broken in the classroom.	21	17	12	6	2	2.14	1.15
27. The LMS system was not used in the classroom.	28	22	7	3	0	1.75	0.88
28. The social distancing policies made going to class difficult.	2	8	25	13	10	3.14	1.24
29. Getting to the classroom was uncomfortable due to Covid-19 rules.	3	11	24	12	8	2.36	1.19
38. Audio-visual materials were not used during classes.	27	21	7	5	0	1.83	0.94
44. It is difficult to participate in class discussions regardless of the class environment (on/offline).	8	21	24	3	1	2.45	0.87
Total						2.44	0.62

1*=strongly disagree, 2=disagree, 3= neither disagree nor agree, 4= agree, 5=strongly agree

**These numbers indicate participants' responses to the survey items.

It is important to note that the items directly related to the Pandemic learning environment directly (Items 28 and 29) influenced participants regarding their demotivational impact on the learning environment. The nature of learning experiences in a particular environment is often an

indicator of potential academic success (Dörnyei, 2019). For example, language learning may not be as successful as initially hoped if the learning environment is inadequate and demotivating.

The literature has shown that demotivational constructs related to the learning environment should be considered significant. In line with the findings of the literature (Akay, 2017a; Amemori, 2012; Arai, 2004; Chang & Cho, 2003; Getie, 2020; Li & Zhou, 2017b; Littlejohn, 2008), the results of Construct 1 suggest that the adequacy of the learning environment can be considered an essential element in determining the source of demotivation for language learners in this context.

In contrast, findings from the pre-pandemic literature have shown that the effects of the learning environment play a minor role in determining student demotivation (Kikuchi, 2009; Sakai & Kikuchi, 2009). Students' pressure when participating in their EFL learning experiences, such as discussions, contributed the most to demotivation in this construct. The results might be expected considering Lopez and Tun's (2017) findings of the negative feelings that both male and female students have regarding verbal participation in the EFL classroom.

However, participants indicated that interactions with their classmates had the least impact on their demotivation. The social constraints required to

teach offline safely were still demotivating, as most students indicated that the Pandemic somewhat influenced their feelings of demotivation within Construct 1, at least for the time being. With this knowledge, teachers can soften the blow to students' demotivation by using instructional modalities that ease EFL learners into offline classrooms.

4.1.2 Construct 2: Negative Operant Teacher Behaviors

Table 8 shows the six items that makeup Construct 2. Construct two concerns negatively perceived teacher behaviors contributing to students' demotivation during their learning experiences. In summary, Construct 2 was reported to contribute to students' overall demotivation during their Pandemic offline learning experience in a lesser way. The second construct reached a mean of 2.39. Items indicating particular instances of demotivation include teacher attitudes (Item 12), teaching competence (Item 18 and 10), and teaching style (Items 9 and 13). Item 13, the demotivational impact of teachers' lack of feedback on students' production, was the most vigorously reported ($M = 2.42$). Similarly, item 9 ($M = 2.45$), which connects to the teachers' teaching style, was said to impact the students' feeling of demotivation during the offline learning experience.

TABLE 8

Construct 2: Negative Operant Teacher Behaviors

Item	1	2	3	4	5	<i>M</i>	<i>SD</i>
9. The teachers' explanations were not easy to understand.	20	10	14	11	2	2.45	1.25
10. The teacher's mask made their English speaking more difficult to understand.	24	15	16	5	0	2.03	1.01
12. The teacher's movements while talking bothers me.	24	19	8	4	4	2.12	1.25
13. The teacher lacks in providing feedback on my work.	9	5	14	13	18	3.42	1.41
18. The teachers' English speaking was too fast.	22	13	13	9	1	2.25	1.17
25. The teacher could not understand me with my mask on.	26	12	11	8	1	2.10	1.18
Total						2.39	0.70

Perhaps a credit to the teachers' competence, the low mean score ($M = 2.03$) of item 10 would indicate the efforts exerted by teachers to adapt their teaching so as not to hamper their students' learning through their

mask-wearing. Students reported that the mask-wearing of their teachers had a negligible effect on their demotivation within Construct 2.

The result shows that the influence of teachers' behaviors within the offline classroom is not as significantly demotivating compared to pre-pandemic research. The teacher has been widely cited as being the external source of most student demotivation (Adara & Puspahaty, 2021; Arai, 2004; Chang & Cho, 2003; Dörnyei, 2001a, 2019; Hamada, 2011; Sahragard & Ansaripour, 2014; Sakai & Kikuchi, 2009; Trang & Baldauf, 2007; Ushioda, 1998).

Research by Kim and Seo (2012) and Kim and Ma (2013) has also explored the possible role of the teacher in Korean EFL learners' demotivation but found that other external factors were more significant. Consequently, the relatively inconclusive mean reported in this study concerning the teaching style of the teacher differs from those reported in Kim (2015), Kim et al. (2017), and Tanaka (2017). It was found that students reported a greater source of demotivation within the EFL classroom due to the teacher's tendency to focus on testing or grammatically correct English usage. The results for this particular construct in this study show that, within this specific context during the critical incident, Korean EFL students are not

particularly demotivated by the external influence of the teacher in the offline Pandemic classroom.

4.1.3 Construct 3: Insufficient Class Content and Materials

The third construct considers the overall demotivational impact of class materials and content used in the offline Pandemic classroom and contains five items. Table 9 outlines how the sufficiency of materials impacts learners' demotivation and invites them to report on their feelings concerning content interest and amount. Items related to the impact of class materials and content were reported below the midpoint on the scale, and the construct only reached a mean of 1.80. Students indicated that Item 39 ($M = 1.85$) had the most considerable effect on their learning experience since teachers seemed to underutilize the textbook in their offline classroom learning.

The suitability of learning materials was not reported to significantly impact the students' motivational decline. This can be seen in the low mean scores ($M = 1.75$) of Items 36 and 37. It should be noted, however, that the findings above differ greatly from previous research, which has established that course content and materials are among the most salient factors affecting demotivation (Afrough et al., 2014; Ali & Pathan, 2017; Amemori, 2012; Sakai & Kikuchi, 2009; Shim, 2016).

TABLE 9

Construct 3: Insufficient Class Content and Materials

Items	1	2	3	4	5	<i>M</i>	<i>SD</i>
35. The topics in the book used in class were not interesting.	30	15	11	4	0	1.82	0.97
36. The topics of the English books used in the classes were old.	29	18	12	1	0	1.75	0.84
37. Online materials (PPT' s, recourses, videos or extra reading) were not used.	32	18	4	5	1	1.75	1.02
38. Audio-visual materials were not used during classes.	27	21	7	5	0	1.83	0.94
39. The teacher did not use the book in the lessons.	31	15	7	6	1	1.85	1.09
Total						1.80	0.78

Student participants seem to indicate demotivation regarding course materials, similarly to those in Dörnyei's (1998) study as quoted by Dörnyei in his paper of 2001. Course content and materials were found less frequently to demotivate. Class content and materials seem to have gone unnoticed as a demotivational element since learners had access to multi-modality education by implementing online learning methods necessitated by the Pandemic (Egbert, 2020). With most Universities retaining their online content for use within the offline classroom and using more

technology to support such usage, students did not strongly report class material or content to demotivate their learning experience.

4.1.4 Construct 4: Detrimental Characteristics of Classroom Learning

The six items, which reached a mean of 2.46 in total, are related to the detrimental characteristics of in-classroom learning and are summarized in Table 10. The potential impact of the compulsory nature of English study (Items 15 and 16), time blocks and pace for classes (Items 17 and 21), inadequate use of school facilities (Item 19), and student discomfort relating to modality (Item 30) are what Construct 4 reports on. Of importance to note is the demotivating effect the expectation of using grammatically correct English had on students' overall learning experiences (Item 16, $M=3.40$). Conversely, students showed that lesson speed (Item 17) had minimal impact on their demotivation ($M=1.73$).

However, students reported in Item 19 that switching to offline Pandemic learning impacted their demotivation ($M=2.82$) and thus their learning experience in general. Due to the scope of the constructed category, research on the demotivational effect of the classroom characteristics has been limited.

TABLE 10

Construct 4: Detrimental Characteristics of Classroom Learning

Items	1	2	3	4	5	<i>M</i>	<i>SD</i>
15. Most of the lessons were examination-oriented.	18	22	12	6	2	2.20	1.09
16. I was expected to use (or speak and write) grammatically correct English.	7	8	13	15	14	3.40	1.32
17. The pace of the lessons was not appropriate.	29	18	13	0	0	1.73	0.80
19. The switch from online to offline classes was confusing.	11	9	22	13	3	2.82	1.14
21. The time spent in class seemed too long in comparison to online classes.	20	13	13	8	3	2.37	1.24
30. Not being able to freely interact with my classmates made me uncomfortable.	28	22	7	3	0	1.75	0.86
Total						2.46	0.74

Lee (2018) found that the classroom features could significantly impact the demotivational levels of students since they externally affected their learning experience in many ways. Unlike those results, students in this

study indicated that a particular item (having to speak grammatically correct English) significantly impacted their demotivation.

This study's results echo the results found in Kim (2009) and Kim and Seo (2012) and seem to be a marked trend for Korean EFL learners. Online learning presented EFL learners with plenty of challenges, including the limitations brought about by technology. However, students remain affected by these challenges as they indicate that difficulties in online activities are influencing their demotivation (Subakthiasih & Putri, 2020).

4.1.5 Construct 5: Students' Demotivational Student Experiences

Table 11 shows how experiences of failure are associated with student demotivation during their offline learning as Construct 5. Overall, the seven items in this construct indicated that students found these instances of failure to have a demotivating effect as the construct mean was well above the midpoint ($M=2.99$). The items in Construct 5 give a view of how students relate instances of disappointment regarding scores (Item 22), lack of acceptance by teachers (Item 14), feelings of failure at assimilating linguistic knowledge (Item 41 and 46), and feelings of inability to memorize English language knowledge (Item 23 and 24) as contributing elements to their demotivation. The highest impact on demotivation was reported in terms of

the students' disappointment concerning their achievement scores (Item 22, $M=3.07$) gained through testing.

TABLE 11

Construct 5: Students' Demotivational Learning Experiences

Items	1	2	3	4	5	<i>M</i>	<i>SD</i>
14. I failed to understand despite the teachers' prompting questions.	6	7	10	16	20	3.60	1.34
22. I got lower scores on tests than I expected (such as midterm and final examination).	9	7	22	14	7	3.07	1.21
23. I had difficulty memorizing English vocabulary or concepts.	8	10	21	12	8	3.05	1.21
24. I was unsure of how-to self-study for English classes.	11	11	18	9	10	2.95	1.33
34. When I was in the classroom, I didn't feel good.	11	17	22	4	4	2.63	1.08
41. I struggled to explain how I solved problems.	6	10	28	13	1	2.90	0.93
46. It is difficult to do class activities online.	11	10	20	15	1	2.71	1.11
Total						2.99	0.62

Likewise, students showed difficulty memorizing English vocabulary and concepts to correlate with their demotivational levels (Item 23, $M=3.05$).

Construct 5 cannot fully account for all the emotional responses EFL learners might have had during offline Pandemic learning experiences. As a result, it is expected that negative emotions are a part of each learner's psychology and are challenging to account for.

Contrarily, this construct's results reverberate what literature has had to say (Albalawi & Al-Hoorie, 2021; Christophel & Gorham, 1995; Jung, 2011; Trang & Baldauf, 2007). The demotivation associated with feelings of failure within a particular learning experience, especially during a critical incident, has affected students of all proficiency levels (Lee, 2018). Academic achievement is a valuable commodity within the Korean EFL arena (Jung, 2011; Kim, 2009; Kim & Ma, 2013). Not achieving desired results is often demotivating and emotionally devastating. Thus, the results in this study are unsurprising considering the particular context. Rather than relying on quantitative measures, qualitative methods are more appropriate for exploring the Pandemic's impact on EFL learners' emotional loads in the classroom. As human beings, the emotional effect of the Pandemic on everyday experiences is undeniable.

4.1.6 Construct 6: Levels of Student Interest

The results in Construct 6, as seen in Table 12, indicate the adequacy of student interest during the Pandemic situation. The overall factor mean of 3.57 for the six items shows that students report themselves adequately interested in English despite the offline Pandemic learning experience. The high mean score can mean that EFL learners consider learning the L2 applicable and necessary and offers insight into their general admiration for English-speaking people (Csizér, 2020).

Viewing items grouped into Construct 6, lower mean scores indicate learner demotivation for this particular context. For Item 31, students ($n=20$) reported being unwilling to participate in the offline Pandemic classroom discussion ($M=2.35$). Similarly, students expressed less interest in asking their teachers questions during the learning experience ($n=23$), meaning they were demotivated to do so ($M=2.25$). Nevertheless, Kim et al. (2017) found that demotivation can often lead to higher levels of student interest since it coincides with the Ought-to self, as described by Dörnyei (2006). A level of disinterest would not necessarily amount to demotivation within the learning experience. An entirely acceptable notion is that a student can be interested in English learning and simultaneously demotivated (Kim, 2015; Kim & Kim, 2016; Song & Kim, 2017).

TABLE 12

Construct 6: Levels of Student Interest

Items	1	2	3	4	5	<i>M</i>	<i>SD</i>
31. I gave my opinions during class discussions.	20	12	17	9	2	2.35	1.19
32. I asked the teacher questions.	23	14	12	6	4	2.25	1.27
40. My ideas and suggestions are used during classroom discussions.	6	6	21	17	8	3.28	1.14
42. When we worked on something in class, I got involved.	2	0	10	25	20	4.10	0.92
43. This course increased my interest in learning English.	2	1	18	22	14	3.82	0.95
45. The Pandemic situation does not affect my English learning interest.	6	9	22	15	5	3.05	1.10
Total						3.57	0.74

The results of this study thus can be interpreted to show that students might be interested in English but demotivated by such interest when faced with the pressures of the critical incident period while engaging in their learning experience (Gao et al., 2022). College often rekindles the interest of EFL learners in learning English (Adara et al., 2019; Albalawi, 2017; Lee, 2018; Santosa & Riady, 2021). Considering the studies above and the

particular demographics of the EFL learners (English-related majors), the high-interest levels reported by these particular students are unsurprising.

However, considering these higher mean scores, perhaps the Pandemic has not fully gained a foothold in students' interests. Results can be regarded as valuable since they seem to indicate that EFL learner interest levels might be able to withstand the effects of critical incidents despite altering some classroom behaviors during the offline Pandemic period.

The researchers found that EFL learners often regain interest in learning English once they enter college (Adara et al., 2019; Albalawi, 2017; Lee, 2018; Santosa & Riady, 2021). Considering the studies above and the particular demographics of the EFL learners (English-related majors), the high-interest levels reported by these students are unsurprising. However, considering these higher mean scores, perhaps the Pandemic has not fully gained traction among students. Despite some classroom behavior changes during the offline Pandemic period, it appears that EFL learners' interest levels can withstand critical incidents.

4.1.7 Learner Demotivational Domains

The closer qualitative investigation of the items within the constructs used to gather quantitative data provides new insights into grasping EFL learner

demotivation. Classifying the demotivational influences as belonging to the internal or external domain will facilitate practical interventions to alleviate L2 learner demotivation. It is challenging to assign roles without a systematic approach to identifying them (Giuseppe & Orazzi, 2020; Kikuchi, 2019; MacIntyre & Gardner, 1994). The proposed framework (as constructed in Chapter 2) was employed to qualitatively sort the survey items between the three Motivational Identity System (MIS) levels. A visual summary of the results can be viewed in Figure 5.

The four components of the Micro-level demotivators are all within the internal domain. In an overview of the constructs used in the quantitative analysis (Sakai & Kikuchi, 2009), items can be sorted into four components as most items belong to either Construct 5 or 6. Qualitative analysis revealed that most of the strongest demotivational influences reported by EFL learners that impacted their learning experience fell within the internal and Micro-level components.

The quantitative data revealed five items most frequently reported (Items 14, 22, 23, 31, and 32). Items related to Performance Frustration (PF) were the most reported to impact the internal demotivation of learners within the offline Pandemic context (Items 14, 22, and 23). Well above half of the student participants ($n=46$) indicated agreement on the scale to the statement

“I failed to understand despite the teachers prompting questions” (Item 14, $M=3.60$).

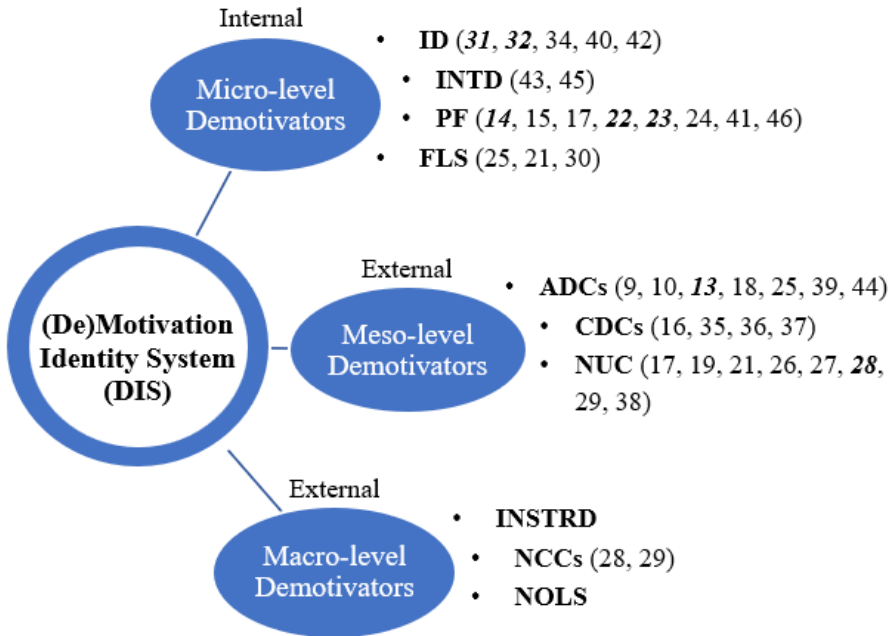


FIGURE 5

Domain Prevalence within the (De)Motivation Identity System

Such a high frequency of reports indicates that many students feel internally demotivated due to their feelings of frustration within the classroom. Performance-related frustration regarding scores and difficulty memorizing was also frequently reported by students to affect their internal demotivation (Items 22, $M=3.07$ and 23, $M=3.05$).

Student interest in Items 31 and 32 of Construct 6 was waning, suggesting demotivation. These two items were frequently reported to impact the internal Intrinsic Demotivators (ID) within the Micro-level analysis. Student frequencies indicated the context impacting their ID when they reported negatively to statements; ‘I gave my opinions during class discussions’ (Item 31) and ‘I asked the teacher questions’ (Item 32).

Contrary to the Micro-level findings, the Meso-level demotivators represent the external influences on EFL learners’ demotivation. The Meso-level components related to Agent-specific Demotivational Components (ADCs), Course-specific Demotivational Components (CDCs), and Negative University Context (NUC) yielded three frequently reported demotivational influences. The three items indicating externally derived demotivational influences were Items 13, 16, and 28. Despite descriptive statistics indicating that the mean scores were higher for the three items, the external influences are outnumbered by the internal ones.

With five stand-out items reported within the Micro-level of demotivators, it becomes apparent that EFL students’ demotivating influences stem predominantly from the internal domain. The data indicate that most students report Performance Frustration as the most significant internal component (Albalawi, 2017; Christophel & Gorham, 1995; Kikuchi, 2019). No clear

link to the Pandemic's influence on such internal demotivating components was directly indicated. However, the literature supports the psychological impact of critical incidents on L2 learners' internal and external demotivation (Gao et al., 2022).

In answer to research question one, EFL student participants within this context predominantly report their demotivation to be influenced by elements related to Construct 5: *Demotivational Student Learning Experiences* ($M=2.99$). This result aligns with the literature since research has often been cited to indicate that South Korean EFL learners struggle related to academic performance and feelings of failure (Jung, 2011; Kim, 2009; Kim & Ma, 2013; Lee, 2018). The influence of the Pandemic on this particular construct is not self-evident, as the items that this construct represents are related to the learner's psychology. The qualitative analysis revealed that the source of their demotivational influences is indeed within the internal domain.

The five prominently reported items related to the Micro-level demotivators showed that students are most affected by their Performance Frustrations when engaging in learning experiences. While these frustrations contribute to a sense of internal demotivation within the South Korean EFL context, it remains challenging to consider the Pandemic offline

circumstances. Gao et al. (2022) comment on this to aid understanding and says, “But not every incident is important to learners or influences their learning motivation. Only incidents that overwhelm their normal coping mechanisms play a key role” (p. 7).

Understanding students’ demotivational influences are no crystal ball to fixing their attitudes and behaviors. Nevertheless, knowing which domain an EFL learner’s demotivation occurs in can aid understanding and facilitate remotivational activities to help remedy such demotivation’s manifestations. Internal demotivation is often expressed through the attitudes and behaviors of the learner in the form of poor task engagement (Kim, 2022).

Understanding these expressions and their source influences will aid teachers in designing remedial learning experiences to help their students regain their motivation and are thus worthwhile.

4.2 The Pandemic’s Contributory Link to Student Demotivation

The following section shows the multiple regression analysis results by predicting variables derived from the Pandemic situation as a critical incident during L2 learning. According to Gao et al. (2022), L2 learners are sporadically exposed to intense situational periods that drastically affect their motivation levels during their L2 learning trajectory. Like the Pandemic’s

drastic changes to the EFL learning environment, situations can either positively or negatively influence agents' (de)motivation. Li (2021) similarly found that such critical incidents constitute a vital part of the language learning development of EFL learners. Research has not yet investigated the effect of prolonged critical incidents, such as the Pandemic, on language learner motivation. This dissertation study aims at aiding understanding by reflecting on the results of the multiple regression analysis in this regard.

TABLE 13

External Pandemic Contributors

	Items	<i>M</i>	<i>SD</i>
10	The teacher's mask made their English speaking more difficult to understand.	2.03	1.01
20	The offline classes were uncomfortable in comparison to online classes.	2.32	1.12
21	The time spent in class seemed too long in comparison to online classes.	2.37	1.23
28	The social distancing policies made going to class difficult.	3.13	1.21
29	Getting to the classroom was uncomfortable due to Covid-19 rules.	2.35	1.20
	Total	2.51	0.83

The multiple regression analysis used predicting variables extracted from the SDCEQ survey. Items were selected after screening, and two independent variables were constructed for use in the multiple regression.

Items stemming from the Pandemic situation were either *External Pandemic Contributors* (Items 10, 20, 21, 28, and 29) or *Internal Pandemic Contributors* (Items 19, 25, 30, 45, and 46) based on the literature.

These two categories of items are summarized in Table 13 and Table 14 below. In line with research findings on what constitutes sources of demotivation, each item was carefully screened (Adara et al., 2019; Al-Khairy, 2013; Dörnyei, 2019; Dörnyei & Ushioda, 2011; Falout & Falout, 2004; Kaivanpanah & Ghasemi, 2011; Kikuchi, 2009; Kim, 2009; Kim & Seo, 2012; Ranjha et al., 2021; Sakai & Kikuchi, 2009; Trang & Baldauf, 2007). Particular attention was given to Dörnyei's classifications of internal and external motivational influences (Dörnyei, 2001a, 2009a, 2019; Dörnyei & Ushioda, 2021). Items related to external forces that influence motivational levels were placed under the category of *External Pandemic Contributors*.

Likewise, consideration was given to the research done by Kikuchi and Sakai regarding the selection of internal demotivating factors (Kikuchi, 2009; Kikuchi & Sakai, 2009a; Sakai & Kikuchi, 2009). As found in the literature, internal demotivation often re-counts to internalizing external forces effects, leading to intense feelings regarding the situation. Thus, items related to internalizing factors leading to students' emotional responses were

categorized under *Internal Pandemic Contributors*. After extracting the particular items from the survey, descriptive statistics of each independent variable were analyzed. The *Internal Pandemic Contributors* were recorded to have an independent variable mean score of 3.59, while the *External Pandemic Contributors* measured at a mean of 2.51.

TABLE 14

Internal Pandemic Contributors

	Items	<i>M</i>	<i>SD</i>
19	The switch from online to offline classes was confusing.	2.82	1.14
25	The teacher could not understand me with my mask on.	2.10	1.76
30	Not being able to freely interact with my classmates due to social distancing made me uncomfortable.	2.25	1.27
45	The pandemic situation does not affect my English learning.	3.05	1.10
46	It is difficult to do class activities online.	2.71	1.11
	Total	3.59	1.37

According to the internal and external predictors, the Pandemic's demotivating effect on students' offline EFL learning experience can be

viewed in Table 15 and Table 16. Various positive effects were observed when each dependent variable (Student Demotivating Construct 1-5) was regressed on the predicting variables consisting of the *External Pandemic*- and *Internal Pandemic Contributors*. Results show that the *Internal Pandemic Contributor* as a predictor significantly impacts the dependent variables.

When the *Internal Pandemic Contributors* variable was regressed with the *Inadequacy of the Learning Environment* dependent variable, results yielded an R-squared of .454 ($p=.001$). The analysis revealed that the dependent variable *Negative Operant Teacher Behaviors* had an R-squared of .391 ($p=.022$), indicating its significance. When the independent variable was regressed against the dependent *Insufficient Class Content and Materials* variable, it was found to have an R-squared value of .478 and significantly linked ($p=.001$). *Detrimental Characteristics of Classroom Learning* was measured in the regression and was found significant with an R-squared of .487 and a p -value of .001. *Demotivational Student Experiences* were comparatively only borne an R-square of .195 ($p=.254$). This result indicates no significant relationship between the increase of the internal Pandemic contributors concerning the dependent variable items in this category. Similar results were also found when the internal Pandemic

contributor variable was analyzed against the Levels of Student Interest dependent variable.

The *Internal Pandemic Contributors* show a significant predictive correlation to the Student Demotivational Construct categories in all but two. Thus, it would be appropriate to conclude that the data shows that if the internal demotivation derived from the contributors generated by the Pandemic would increase, a significant probability exists that the demotivational impact on the associated student reported constructs. As a critical incident, the Pandemic's influence shows that students' internal demotivation is most significantly affected by the predictors related to the *Detrimental Characteristics of Classroom Learning*, $t=5.098$, $p=.001$. These results are in line with the results in section 4.1. As the learning environment changes during a critical incident such as the Pandemic situation, whether within the societal context or during the learning experience itself, the pressures brought about by these influences of the Pandemic indubitably affect EFL learners' internal (de)motivational states. EFL learners carry their internal demotivation when they enter the offline classroom, and any other influences stemming from the critical incidents stand to impact them (Dörnyei & Ushioda, 2021; Ranjha et al., 2021; Sakai & Kikuchi, 2009).

TABLE 15

Regression Summary: Internal Pandemic Contributors

Dependent variables	<i>Adj-R²</i>	β	<i>t</i>	<i>p</i>
Inadequacy of the Learning Environment	.454	.491	4.219	.001
Negative Operant Teacher Behaviors	.391	.291	2.369	.022
Insufficient Class Content and Materials	.478	.468	4.111	.001
Detrimental Characteristics of Classroom Learning	.487	.575	5.098	.001
Students' Demotivational Learning Experiences	.195	.163	1.152	.254
Levels of Students Interest	-.012	.114	.720	.474

The regression analysis quantitatively illustrates this interaction in no unclear terms and points the finger at one particular factor as the key to this process. The *Detrimental Characteristics of Classroom Learning* construct was shown to have been the most significantly impacted by the Pandemic's contributors. As in literature, the classroom characteristics have been shown to significantly influence the overall state of learner motivation (Albalawi, 2017b; Kim, 2009; Kim & Ma, 2013; Kim & Seo, 2012; Lee, 2018). A connection to interaction and relationships that EFL learners form with their teachers and peers in how it shapes their learning experiences (Falout & Maruyama, 2004; Gao et al., 2022; Li, 2021; Littlejohn, 2008; Tanaka, 2017). Student learning experiences can fluctuate regularly depending on students'

perceptions regarding the influences of the classroom characteristics upon these experiences.

TABLE 16

Regression Summary: External Pandemic Contributors

Dependent variables	<i>Adj-R²</i>	β	<i>t</i>	<i>p</i>
Inadequacy of the Learning Environment	.454	.291	2.502	.015
Negative Operant Teacher Behaviors	.391	.442	3.597	.001
Insufficient Class Content and Materials	.478	.338	2.972	.004
Detrimental Characteristics of Classroom Learning	.487	.216	1.917	.061
Demotivational Student Experiences	.195	.368	2.608	.012
Levels of Students Interest	-.012	-.184	-1.161	.251

Unlike the effect of the internal contributors, the *External Pandemic Contributors* show a limited correlation when regressed with all dependent variables constructs. Looking at each dependent variable separately, *Inadequacy of Learning Environment* was found not as significantly impacted by the *External Pandemic Contributors* as a predictor ($R^2=.454$, $p=.015$) as the other dependent variables. The *Negative Operant Teacher Behaviors* as *External Pandemic Contributor* can be regarded as the most significant influence ($R^2=.391$, $p=.001$) on EFL learner demotivation. When

considered in context, the regression results show a correlation of external Pandemic contributors with the category *Insufficient Class Content and Materials* ($R^2=.478$, $p=.004$).

As teachers in the offline classroom use instructional material to perform their tasks, thus it is no surprise that the influence of the independent variable would likewise predict a relational rise in demotivation within the classroom. The *External Pandemic Contributors', Detrimental Characteristics of Classroom Learning* was found to have the most significant positive correlation concerning the external predictors ($p=.001$) within this offline Pandemic context. The interchange of internal and external elements leading to the demotivation of EFL learners has been linked in the literature to be the two sides of the same coin. They relate to L2 language learning (de)motivation in the occurrence of a critical incident (Gao et al., 2022; Littlejohn, 2008). The external contributors that are outside the control of the learner during their learning experiences can be absorbed to a certain degree, and intrinsic motivation might even be said to overcome such pressures as they form part of the educational environment (Ali & Pathan, 2017; Black & Deci, 2000; Dörnyei, 2005; Falout & Maruyama, 2004; Kim & Kim, 2021; Mansoor et al., 2021). Elements that contribute to internal

demotivation might challenge EFL learners since they often relate to particular versions of L2 learner identity (Dörnyei-L2 Self System).

Literature has indicated that remotivation is connected to internal demotivators and that proficiency levels play a contributory role in the motivational identity of EFL learners (Jung, 2011; Kim, 2009; Lee, 2018). Many students who have lower proficiency levels lack the ability to self-correct and remotivate their internal orientations. Only higher-level proficient learners can alter their motivational trajectory in this way. Thus, the burden and weight of the responsibility fall on the teacher (Gao et al., 2022).

In answering research question two, the results from the regression suggest that if the external and internal Pandemic contributors were to increase and affect the characteristics of classroom learning to a greater extent, a rise in student demotivation would ensue. Regression results showed that the Internal Pandemic Contributors were the most significantly linked to the demotivational influences associated with *The Inadequacy of the Learning Environment*, *Insufficient Class Content and Materials*, and *Detrimental Characteristics of Classroom Learning* ($p=.001$). The current dissertation study has given insight into the domain in which EFL learners' demotivational influences are found (see 4.1). The regression results thus

strengthen the notion that the Pandemic's influences can be felt psychologically and emotionally during their learning experiences.

Although the regression does not provide a definitive explanation, it stands to reason that student demotivation might increase within Korean offline university classrooms if the critical incident (Pandemic) persists (Falout & Maruyama, 2004; Jung, 2011; Kim, 2009; Kim & Ma, 2013; Kim & Seo, 2012; Lee, 2018). Korean University EFL classrooms often include mixed proficiency demographics, and classroom characteristics may not be able to accommodate this. The regression results indicated a predictive correlation between the *External Pandemic Contributors* and the *Negative Operant Teacher Behaviors* variables. The external influences of teachers on their EFL learners have been well documented within the South Korean context. However, the critical incident's external contributions seem to aggravate learners' negative perceptions of their teachers in offline Pandemic classrooms (Gao et al., 2022; Oh, 2022). Thus, demotivation would become particularly cumbersome if external pressures from the Pandemic situation continue, as indicated by the regression results.

It is more likely that the prolonged critical incident will demotivate EFL learners taking offline EFL classes (Dörnyei, 2019). It is possible to consider the learning environment as a dynamic (de)motivational ecosystem which

influences the (de)motivational dynamics of its agents based on their characteristics at any given time (Csizér & Dörnyei, 2005; Dörnyei, 2014; Dörnyei & Ushioda, 2011; Gao et al., 2022). Teachers and students are affected by changes in this system, and their remotivation is interdependent. With higher proficiency level students being able to stave off the demotivational influences of the internal and external Pandemic contributors, thus remotivating themselves, lower-level students need their teachers. These lower-level students need teachers to notice their demotivational behaviors and attitudes and act pedagogically on their behalf (Kim, 2009). The multiple regression results' predictive power can aid in understanding the influence of the continuation of the Pandemic. Teachers can help struggling or demotivated EFL learners regain motivation by adapting their classroom strategies. Additionally, educators and administrators can adjust curriculum and content when critical incidents occur by incorporating information on the effects of critical incidents.

4.3 Teacher Reported Demotivating Aspects

Teachers must maintain their motivational levels as the dominant role in the classroom in guiding L2 learning processes. EFL teachers' demotivation while teaching their classes hinders their students' motivation (Kikuchi,

2019; Kubanyiova, 2014; 2020; Oxford & Shearin, 1994). In understanding what demotivational influences are prevalent during offline Pandemic learning, the TDCEQ survey's quantitative results are considered through the following sub-section investigation.

The descriptive statistics reveal that teachers experience overwhelming demotivational influences by indicating high mean scores for all the Aspect categories within the analysis. Attributing teacher demotivation to just one salient aspect becomes more challenging, with all aspects giving near similar results. Even so, the relevance of individual aspect categories results is still worth considering in light of the particular teaching situation of the Pandemic. The following subsections will consider all five aspect categories influencing EFL teacher demotivation. Aspect categories included in this analysis and discussion are; *Influence of Students' Negative Attitudes and Behaviors, Insufficiency of Class Facilities, Teaching Materials and Curriculum, Inappropriateness of Working Conditions, Inadequacy of Workplace Interactions for Teacher Demotivation, and Unspecified Critical Incident Contributors.*

4.3.1 Aspect Category 1: Influence of Students' Negative Attitudes and Behaviors

Table 17 summarizes the results of the *Influence of Students' Negative Attitudes and Behaviors* (Aspect Category 1) on teacher demotivation within the offline Pandemic classroom. For Aspect Category 1, a mean combined score of 3.21 was achieved, making this category the second-highest reported demotivate among all considered. Aspect Category 1 consists of ten items that describe classroom student behaviors (Items 1, 2, 4, and 5), such as task engagement and participation (Items 6, 7, and 9), which affect the demotivation of teachers during their teaching experience.

Equally, teachers are strongly influenced by the attitudes (Items 3, 8, and 10) their students exhibit during their learning experience, as they often contribute to teachers' demotivation (Sugino, 2010). Item 2, students' sleep during class time, was most reported to have a demotivational effect on teachers ($M=3.72$) as it exhibits behavior that indicates particular disinterest that can be negatively perceived. On the opposite end of the spectrum, Item 7, the use of the Korean language during instructional periods, was reported to be the least demotivating behavior students displayed.

TABLE 17

Aspect Category 1: Influence of Students' Negative Attitudes and Behaviors

	Items	1*	2	3	4	5	<i>M</i>	<i>SD</i>
1.	During the class, students constantly use their phones for non-academic purposes.	2**	5	5	9	1	3.09	1.11
2.	Students sleep during my class time.	3	3	2	3	11	3.72	1.55
3.	Students have a rude or rebellious attitude.	5	2	1	3	11	3.59	1.71
4.	Students disregard my assignments or homework.	4	6	4	5	3	2.86	1.36
5.	Students do not bring their books, stationery, or personal computers.	3	7	2	1	9	3.27	1.61
6.	Students make negative gestures or comments when I ask them to do something.	5	1	2	6	8	3.50	1.60
7.	Students speak Korean during group work or among partners.	10	6	4	2	0	1.91	1.02
8.	Students seem disinterested in learning English.	1	4	6	6	5	3.45	1.18
9.	Students don't engage in their pair- or group work.	3	4	5	3	7	3.32	1.46
10.	Students show different or rude attitudes toward female teachers.	3	4	5	3	7	3.32	4.46
	Total						3.21	1.08

1*= Strongly Disagree, 2= Disagree, 3= Neither disagree nor agree, 4= Agree, 5=Strongly Agree.

**These numbers indicate participants' responses to the survey items.

Item 3 should be considered to fully understand how demotivating teachers find students' attitudes and behaviors ($M=3.59$) within the

classroom environment since half of the participants reported that this significantly impacts their overall demotivation. Comparable to their students, teachers are also sensitive to the educational environment they teach in. Many factors have been linked to teacher demotivation (Brereton, 2019). These, in turn, affect their teaching experience. As students are the recipients of the teachers' teaching efforts, they are often a source of great encouragement and contribute to job satisfaction.

Likewise, disruptive behavior or poor attitude can also impact how the teachers experience their teaching environment. Student attitudes and behaviors have been recorded to affect the teacher during the EFL learners' learning experience (Azad & Ketabi, 2013; Brereton, 2019; Doyle & Kim, 1999; Gong et al., 2021; Turner & Thielking, 2019). Behaviors such as sleeping during the lesson and smartphone use were some of the most damaging influences (Bernaus et al., 2009; Johnson, 2000). Likewise, in this study, teachers' reported that sleeping affected how they perceived their students, contributing significantly to their demotivation. In Wangchuk (2007), it was found that rude or disruptive behavior greatly impacted the teachers' motivational levels, thus corroborating the results of this study.

Contrary to the data gathered from this study's teacher participants, Kiziltepe (2008) found that teachers found it particularly disheartening when

students did not use English during classroom activities. This often leads to feelings of demotivation. Literature indicates similar results as this dissertation study, that when students exhibit a general disinterest in their EFL learning, teachers' demotivates often increase significantly (Kim & Zhang, 2013; Praver & Oga-Baldwin, 2008; Song & Kim, 2016). The results for this aspect category thus show a specific link between the attitudes and behaviors and teachers' demotivation due to their shared learning experience within the educational environment.

4.3.2 Aspect Category 2: Insufficiency of Class Facilities, Teaching Materials, and Curriculum

Table 18 shows a summary of results regarding the twelve items that indicate the demotivational effect of having insufficient offline classroom facilities (Items 12, 13, 15, and 16), teaching materials (Items 18, 19, 21, and 22), and curricula (Items 11, 14, 17, and 20). Despite indicating that Aspect Category 2: *Insufficiency of Class Facilities, Teaching Materials, and Curriculum* ($M=3.17$) plays a role in teacher demotivation, teachers reported it most negligible impacts on their overall demotivation while offline teaching.

The most salient impact on teacher demotivation was reported as Item 13 ($M=3.81$) regarding problems with the classroom equipment needed for teaching. This was closely seconded by Item 21 ($M=3.68$) about teaching material's fixed and inapplicable nature. Teacher participants recorded responses to Item 22 ($M=2.00$), material being unfixed or non-specific, to least affect their demotivation.

What, where, and whom teachers engage with during their students' learning experience can significantly influence how enjoyable a teacher's teaching experiences are. The classroom and teaching facilities have been found to influence the quality of the lessons teachers can give and thus can play a significant role in the motivation to teach classes (Bennell, 2004).

In this dissertation study, teachers indicated that they found learning facilities and equipment to have the most impact on their demotivation to teach offline during the Pandemic. This study's participants' demotivation seems to be very similar in terms of facilities to those found in prior literature (Ghanizadeh & Mousavi, 2018; Hettiarachchi, 2013; Khanal, Bidari & Nadif., 2021; Oxford, 1998; Tsygalnitsky, 2018).

TABLE 18

**Aspect Category 2: Insufficiency of Class Facilities, Teaching Materials,
and Curriculum**

Items	1	2	3	4	5	<i>M</i>	<i>SD</i>
11. There is no consistency in curriculum or clear program goals.	3	4	5	6	4	3.18	1.33
12. Low teacher evaluations from students.	3	2	5	4	8	3.55	1.44
13. Problems with the classroom equipment needed for my classes.	1	3	5	3	10	3.82	1.30
14. The teaching methods are fixed or prescribed.	2	1	9	4	6	3.50	1.22
15. The classroom facilities are poor or uncomfortable.	2	5	4	3	8	3.45	1.44
16. The classroom size (too small/too large).	5	6	4	5	2	2.68	1.32
17. Discrepancy between teachers' expectations and students' expectation.	1	4	8	4	5	3.36	1.18
18. Changing of teaching materials too often.	4	5	6	5	2	2.82	1.26
19. Emphasis on TOEIC or Test based teaching.	5	1	5	6	5	3.23	1.48
20. Great differences in the abilities of students in the same class.	6	2	6	7	1	2.77	1.31
21. Teaching materials are fixed or not adaptable.	2	2	4	7	7	3.68	1.29
22. Teaching materials are not fixed and non-specific.	8	8	4	2	0	2.00	0.98
Total						3.17	0.92

Nevertheless, many researchers report that facilities were not the main contributor to teachers' demotivation when considering the external sources

of teacher demotivation. Leung (2019) found that material and content being too rigidly fixed was teachers' leading cause of demotivation. Still, the results prove contrary in the educational context of this study. EFL teachers working within universities in Korea have often reported that testing-driven curricula are demotivating to their teaching efforts (Han & Yin, 2016). This is similar to the results found for Aspect Category 2 of this study. With materials and content often being fixed within a particular educational environment curriculum and teachers being contractually bound to this curriculum, it can be seen that Aspect Category 2's demotivational effect does influence teachers during offline learning in the EFL classroom.

4.3.3 Aspect Category 3: Inappropriateness of Working Conditions

Table 19 summarizes how teachers report the *Inappropriateness of Working Conditions* as the most significant factor ($M=3.38$) impacting their demotivation. The ten items found in Aspect Category 3 give us insight into how the working conditions teachers have to teach under can contribute to their levels of demotivation.

In Aspect Category 3, working conditions include the facets of preparation and teaching (Items 23, 29, and 30), the administration and logistics involved in teaching (Items 24, 26, and 28), matters concerning

their employment stipulations (Items 27 and 29), and professionalism (Items 25, 31, and 32). The most important item of note is the effect of the unstable employment system in which EFL teachers find themselves (Item 26, $M=4.09$). Item 26 is closely followed by low wages for EFL teachers (Item 27, $M=3.90$) regarding its demotivational impact. In contrast to these items, teachers report problems commuting to and from their classes as the least cumbersome (Item 28, $M=2.63$) yet disparaging.

Working conditions are deeply connected to job satisfaction and are directly related to teachers' intrinsic motivation. Dissatisfaction with the conditions under which teachers must work has served as an external demotivator among teachers (Kim & Kim, 2015, referring to Herzberg 1968). Thus, it is no surprise that teachers' participants in this study would find working conditions significantly contributing to their demotivation during this particular time. The stability of teachers' employment was the most reported to affect teacher demotivation within this context. Employment stability has been well documented to influence the motivational levels of EFL teachers (as well as other occupations) (Doyle & Kim, 1999; Kim & Zhang, 2013; Song & Kim, 2016). It can be deemed a particular external demotivator significantly affecting teacher motivation (Sugino, 2010; Kiziltepe, 2008; Bennell, 2004).

TABLE 19

Aspect Category 3: Inappropriateness of Working Conditions

Items	1	2	3	4	5	<i>M</i>	<i>SD</i>
23. Long teaching hours without proper breaks.	4	2	4	6	6	3.36	1.46
24. Heavy administrative burden (grading and paperwork).	3	2	4	8	5	3.45	1.34
25. Lacking time for professional development (study and research).	4	3	8	2	5	3.05	1.40
26. The employment system is unstable (teaching hours are not ensured).	2	0	4	4	12	4.09	1.27
27. Low payment.	2	1	5	3	11	3.91	1.34
28. Commuting problems or difficulty getting to work.	7	4	5	2	4	2.64	1.50
29. No bonuses or pay for extra work.	3	2	7	2	8	3.45	1.44
30. Extra work is required in terms of planning and preparations.	3	5	4	4	6	3.23	1.45
31. Feelings of anger or anxiety when in the classroom.	7	0	4	5	6	3.14	1.64
32. Gender discrimination in the workplace.	5	1	3	4	9	3.50	1.63
Total						3.38	1.17

Personal challenges caused by the Pandemic, such as commuting to campus, were reported to have the most negligible effect on demotivation. Participants showed that the teaching experience, not the road leading to this point, is the source of aspects affecting motivational levels among teachers.

4.3.4 Aspect Category 4: Inadequacy of Workplace Interactions for Teacher Demotivation

Aspect Category 4 reveals the considerations of workplace interactions and their bearing on teachers' feelings of demotivation, as summarized in Table 20. The six items contained in Aspect Category 4 ($M=3.37$) depict the level of demotivation teachers feel regarding their interactions with administration (Items 33, 35, and 38) and their colleagues (Items 34, 36, 37, and 38). Within Aspect Category 4, teachers report Item 33 (Lack of administrative appreciation) to most impact their demotivation ($M=3.72$).

Despite being the highest reported item within the factor, all items were above the mid-point. The least impactful item can be seen in item 37 ($M=2.54$), but the result indicates that their inadequate interactions with their colleagues demotivate teachers. Interestingly, teachers seem to internalize negative comments by their colleagues (Item 34, $M=3.54$), thus reporting this as a consideration in terms of their overall demotivation. Sugino (2010) showed that human relationships determine the directional effect of teachers' motivation levels.

TABLE 20

Factor 4: Inadequacy of Workplace Interactions for Teacher

Demotivation

Items	1	2	3	4	5	<i>M</i>	<i>SD</i>
33. Little appreciation or recognition from the administration.	2	2	5	4	9	3.73	1.35
34. Negative comments by colleagues.	3	3	4	3	9	3.55	1.50
35. Lacking communication between administration and teachers.	3	1	4	9	5	3.55	1.30
36. Lacking communication between teachers.	3	3	6	7	3	3.18	1.26
37. Collogues do not offer assistance or constructive opinions.	6	4	7	4	1	2.55	1.22
38. Disorganized or unprofessional conduct.	4	0	4	5	9	3.68	1.48
Total						3.37	1.02

Teachers value how their students perceive them (as language role models) and how their colleagues regard them. This dissertation study indicated that teachers found the lack of administrative support and inadequate levels of appreciation to affect their demotivational levels. The results resound what was found in the literature (Bennell, 2004; Kim & Kim, 2015; Kiziltepe, 2008).

Suggestions on the importance of adequate support and appreciation by the administration were among the aspects that influenced feelings of demotivation among teachers. University EFL teachers are often said to work alone within their institutions and place great weight on their value for their students' experience instead of contributing to their colleagues. Thus, it is no surprise that teachers report their interactions with their peers to have the least demotivational effect. The external elements that tend to lend themselves toward demotivation are often not from a singular source but stem from more tremendous institutional pressures (poor support and working conditions), and the interactions teachers have within their educational environment (Kiziltepe, 2008; Sugino, 2010). Teacher demotivation cannot be isolated to a handful of external or internal measures since the environment is constantly changing as society does.

4.3.5 Aspect Category 5: Unspecified Critical Incident Contributors

Aspect Category 5, as summarized in Table 21, indicates the *Unspecified Critical Incident Contributors* of the COVID-19 situation that influence teacher demotivation. With an aspect category mean of 3.17, this factor is deemed to play a role in teacher demotivation without permanence or prominence. Item 41, lack of incentives or allowances for difficulties caused

by the Pandemic, was highly reported ($M=3.50$) to influence teachers' feelings of demotivation.

TABLE 21

Aspect Category 5: Unspecified Critical Incident Contributors

Items	1	2	3	4	5	<i>M</i>	<i>SD</i>
39. Discomfort when accessing facilities on campus due to Covid-19.	5	3	5	6	3	2.95	1.40
40. Restriction of teaching ability due to Covid-19 regulations.	2	3	6	7	4	3.36	1.22
41. Lack of incentives or allowances for difficulties caused by the Pandemic.	2	3	5	6	6	3.50	1.30
42. Physical limitations on teaching ability due to Covid-19 mask-wearing regulations.	7	3	2	6	4	2.86	1.58
Total						3.17	1.13

The Pandemic can affect the level of demotivation experienced by EFL teachers throughout Aspect Category 5, as all items extensively crossed the mid-point on the recorded scale. The least weighty item to influence teachers seems to be the physical limitations related to mask-wearing (Item 42, $M=2.86$). However, the impact of the COVID-19 Pandemic on teachers' overall demotivational state can be seen. Bennell (2004) found that certain

behavioral sanctions placed on teachers were particularly demotivating for them. Multi-level policies and regulations by which teachers must abide form part of a teacher's everyday life. The Pandemic saw an onslaught of new ministerial and institutional rules imposed on teachers within their teaching environment. Some of these regulations directly impacted teaching methods and teacher behaviors.

Unsurprisingly, the offline Pandemic classroom would present numerous external pressures that would lead to a decline in the motivational levels of teachers. Teachers reported the lack of incentives or allowances related to difficulties caused by the Pandemic to have negatively influenced their teaching experience and thus led to demotivation. Parallels to Kiziltepe's (2008) study found that economic means were a source of teacher demotivation, within the five distinguishable factors he recorded. Equally, Bennell (2004) found a lack of incentives to play a role in teachers' demotivation. The Pandemic might account for some contributing factors that aid in the demotivation of teachers in the offline classroom. Despite the Pandemic's temporary influence, teachers may be able to self-regulate their demotivation if they are aware of its influence (Gao et al., 2022).

In answer to research question three, teachers report pedagogical demotivation concerning all aspect categories during their Pandemic

teaching situation if the mean scores are considered. Closer inspection of the aspect categories reveals that teachers felt their demotivation was the most significantly influenced by items within Aspect Category

3: *Inappropriateness of Working Conditions*. During the Pandemic, teachers feel significant demotivational influences, resulting in a mean score of 3.38 in Aspect Category 3. Since working conditions directly relate to how satisfied teachers are with their employment, the Pandemic's inextricable influence might have been deeply felt (Doyle & Kim, 1999; Kim & Zhang, 2013; Song & Kim, 2016).

Still, results remain comparable to pre-pandemic literature except for Pandemic-related consequences contributing to teacher fatigue (Bennell, 2004; Kiziltepe, 2008; Sugino, 2010). Gaining insight into how teachers experience their demotivational influences within the learning environment can guide policy and institutional administration in understanding the overall impact on teachers. Aiding teachers by creating more appropriate working conditions in which teachers can function will amount to better teaching. If teachers are to improve their EFL learners' motivational levels within the offline Pandemic classroom, they must ensure that their demotivation is addressed (Gao et al., 2022).

4.4 Teachers' Perceptions of Learners' Pandemic Related Demotivated Attitudes and Behaviors

It is widely accepted that gaining qualitative perspectives on survey instruments produces a richer understanding of participants' responses. Participant responses to the open-ended response prompt (TDCEQ) produced insights into teachers' perspectives of what occurs in their offline Pandemic classrooms. The 22 teachers who participated in the study provided their thoughts on both established categories 99% of the time ($n=21$). The two categories were developed to distinguish responses referencing one aspect of demotivational influences or multiple aspects. The category construction simplified the thematic formulation within the dataset through deductive procedures. Each category was defined more clearly into associated themes related to the survey Aspect Categories, as established in the literature and used in constructing the TDCEQ survey (Sugino, 2010). A summary of the qualitative data organization can be seen in Figure 6 below.

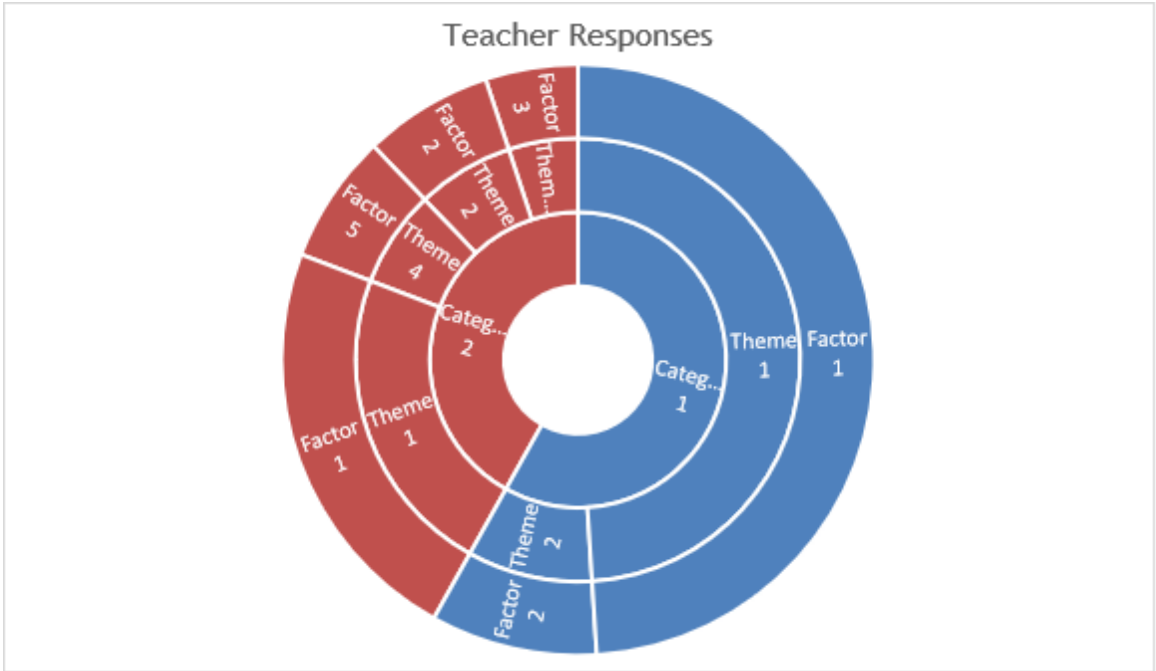


FIGURE 6

Summary of the TDCEQ Qualitative Data

Twelve (52.38%) of the responses were coded into Category 1. Category 1 organized responses related to only one theme at a time. The themes of Category 1 are either related to Theme 1: *Teacher’s Thoughts on Their Students’ Representations During the Learning Experience* or Theme 2: *Teacher’s Observations and Responses to Their Students’ Perceived Needs*. The theme constructs were inductively interpreted from the dataset.

TABLE 22

Summary of Categories and Theme Codes

Category	Theme	Description
Category 1	Theme 1	<i>Teachers' Thoughts on Their Students' Representations During the Learning Experience</i>
	Theme 2	<i>Teachers' Observations and Responses to Their Students' Perceived Needs</i>
Category 2	Theme 1	<i>Teachers' Thoughts on Their Students' Representations During the Learning Experience</i>
	Theme 2	<i>Teachers' Observations and Responses to Their Students' Perceived Needs</i>
	Theme 3	<i>Teachers' Comments on Their Pedagogy for the Critical Incident Period</i>
	Theme 4	<i>Socio-Contextual Comments on the Educational Environment</i>

Additionally, data organized into Category 2 found nine teacher responses (47.61%) could be coded for multiple themes. Category 2 themes included Theme 1 and Theme 2 as in Category 1. Then, Theme 3: *Teachers' Comments on Their Pedagogy for the Critical Incident Period* and Theme 4: *Socio-Contextual Comments on the Educational Environment* were added. Categories and themes produced during the coding process are summarized in Table 22 below to facilitate understanding. Teachers' responses coded into Category 2 would indicate greater sensitivity to the Pandemic influence

within their classrooms and more detailed explanations of their perceptions of their students and their demotivation.

Category 1 codes produced twelve protocols, and their related themes were either associated with Theme 1 or Theme 2. The protocols were prearranged as follows: eleven were coded only for Theme 1 and regarded Aspect Concept 1 (*Influence of Negative Student Attitudes and Behaviors*) from literature and the TDCEQ. One protocol in Category 1 was coded to Theme 2 and correlated to Aspect Concept 2 (*Insufficiency of Class Facilities, Teaching Materials, and Curriculum*) literature and the survey used to assess teachers' demotivation sources. Similarly, Category 2's multiply coded protocols mostly concerned Theme 1 ($n=8$) and Theme 2 ($n=6$), with the additional mentioning of Theme 3 ($n=2$) and Theme 4 ($n=3$). Protocols sorted into Theme 3 were closely linked to Aspect Construct 3 (*Inappropriateness of Working Conditions*). While Theme 4 protocols related to Aspect Category 5 (*Unspecified Critical Incident Contributors*) of the TDCEQ survey. No comments on Aspect Category 4 (*Inadequacy of Workplace Interactions*) appeared directly mentioned in any protocols and thus were not included in the thematic analysis. Each theme unearthed in the analysis will be accounted for in the following subsections.

4.4.1 Theme 1: Teacher’s Thoughts on Their Students’ Representations During the Learning Experience

Theme 1 pertained to the teacher participants’ thoughts on the students’ representations during the learning experiences in the offline Pandemic classrooms. Teachers recounted their observations and thoughts on students’ representations in the classroom. The protocol responses showed that teachers expressed that their EFL students represented their learning motivational identity in learning behaviors, task engagement, and learner attitudes. A schematic depiction of theme one can be seen in Figure 7 below.

Teachers perceived their EFL students’ representation relatively negatively throughout the learning experiences of the offline Pandemic period. They often reported that student demotivation was evident in students’ learning behaviors during class time. Teacher participant 9 (TR9) reports on this observation by stating, “Since we have returned to an in-class teaching situation, I have noticed that student engagement and motivation has gone down.” Demotivated learning behaviors include the absence of interaction when addressed and minimal effort during the learning experience.

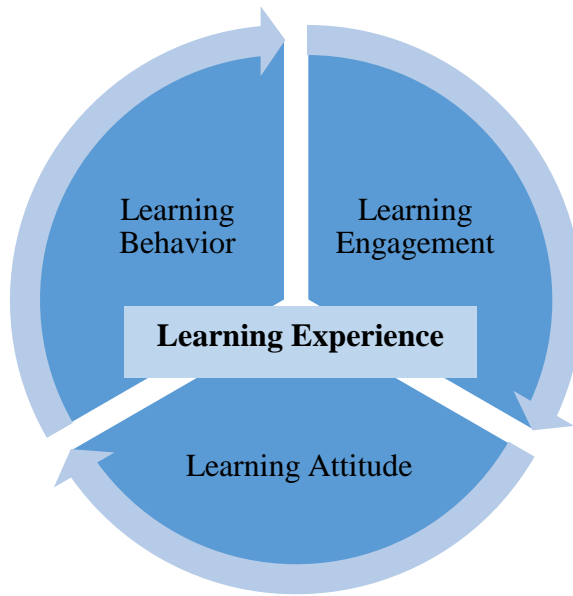


FIGURE 7

**Theme 1: Teachers’ Thoughts on Their Students’ Representations
During the Learning Experience**

The effect of students’ observed behavior negatively impacts teachers’ motivational levels, often leading to teacher demotivation. TR 19 shares their reflection on their experience of demotivation when saying, “I find myself feeling more demotivated to teach after going back to classes.” The interrelation effect of learner motivational levels with that demotivation reported by teachers is readable in the comment by TR 1 when they state, “When they just stare blankly at me, and I have put all my energy into it, I

feel utterly defeated.” Student behavioral observations are an external source of demotivation for teachers (Sugino, 2010) and can have more significant consequences on the motivational levels of the teacher.

There is a slight distinction between learning behaviors expressed by EFL students and their attitudes. With similar negative influences on teachers’ motivational levels, attitudes are often considered external demotivators that are interpreted and thus internalized. The observer of these attitudes attaches meaning and thus internalizes it. When student attitudes are internalized after being observed as unfavorable, the motivational level of teachers is often impacted negatively. Evidence of this internalization of the observed attitudes of students is illustrated in the response of the TR5 comment, “When students are disinterested, it drains the energy I have for the class.”

Task engagement is necessary to facilitate the language learning process, and thus teachers often set learning outcomes for the learning experience to include adequate engagement with the target language. Although student attitudes and behaviors contribute to learning engagement, the willingness to participate during tasks is crucial (Dörnyei, 2009b, 2010, 2014). Teacher observations about task engagement profoundly affect teachers’ motivational levels to the extent that they drive the teachers’ responses during the learning experiences (Aydin, 2012; Barın et al., 2018). As influenced by low or lack

of engagement during their instructed tasks, teachers' feelings of demotivation can alter their instructional strategy to ensure efficacy. TR 9 gives an explanation of this phenomenon in their comment;

Students seem more timid and less willing to interact during group work and in-class discussions, and fewer students offer to participate. Because of this, I have found myself using teaching methods that I don't usually apply in my classroom (TR9).

The response from TR 6: "It makes it hard to engage with students who do not want to talk and are not interested in engaging with me or fellow students." shows the mutual effect that lower motivational student levels have on teachers. When EFL learners represent their demotivation through their attitudes, behavior, and engagement, it can serve as external sources for teachers' demotivation (Farjami & Assadi, 2020). Similarly, these observations often negatively influence teachers' attitudes, behaviors, and engagement during their teaching experience.

Theme 1's findings can be deemed in line with the quantitative analysis's Aspect Category 1 (*The Influence of Students' Negative Attitudes and Behaviors*). Teacher participants commented on how they negatively observed the attitudes and behaviors of their students in their offline class, thus echoing Items 2, 8, and 9. In particular, Item 8, "Students seem

disinterested in learning English,” was predominantly rephrased in participants’ comments concerning the impact on their demotivation (83.3% of mentions in this category). The high comment rate of Item 8 seems consistent with the quantitative data ($M=3.45$). Next, two participants provided comments of a lesser extent on Item 9 (“Students don’t engage in their pair- or group work”) as found in Aspect Category 1, thus, simulating the quantitative data as well ($M=3.31$). With nineteen of the twenty-two teacher participants either directly or indirectly commenting on Aspect Category 1, it would be fair to state that this is the dominant factor in the qualitative findings.

Theme 1 of the qualitative findings reverberates the frequency of the quantitative results that teachers are most perceptive of their students’ demotivational behaviors and attitudes during critical incidents in the classroom learning experiences. EFL student behaviors and attitudes are manifestations of their own (de)motivational responses to internal and external elements within the learning environment during their learning (Al-Khairy, 2013; Chang & Cho, 2003; Falout & Falout, 2004; Jahedizadeh, Ghanizadeh & Ghonsooly, 2016; Kaivanpanah & Ghasemi, 2011; Ranjha et al., 2021). Student-centered teachers often observe and perceive these attributes and attach pedagogical meaning to them (Mynhardt, 2021). This

meaning-making process affects the teachers' motivational levels positively or negatively. Within this realm, the qualitative findings of this study can be applied. Teachers' perceptions of their students' attitudes and engagement behaviors during the learning experience have been found to indicate demotivating factors within literature (Dörnyei, 2019; Dörnyei & Ushioda, 2021; Farjami & Aidinlu, 2018; Sugino, 2010). However, it remains unclear how teacher observations are internalized as demotivation and to which extent they are used to maintain their pedagogical development, lending itself to teacher demotivation.

4.4.2 Theme 2: Teachers' Observations and Responses to Their Students' Perceived Needs

Communicative teaching practices lend themselves to a student-centered approach to teaching. Teachers continually assess their students' needs ensuring that their pedagogy yields efficacy. These assessments guide L2 learning and influence learners' motivation trajectory, which is necessary for academic achievement (Bernaus et al., 2009; Chambers, 1999; Gardner et al., 1985; Moodie, 2020). EFL teachers make pedagogical assessments based on their observations of students' fulfillment and their represented motivational responses. Theme 2 revealed that students' motivational representation

reflects their responses to the teachers' expectations, strategy adaptation, and eliminating discrepancies that affect efficacy.



FIGURE 8

Theme 2: Teachers' Observations and Responses to Their Students' Perceived Needs

As the teacher observes each element and pursues positive student outcomes, especially during critical incidents like the Pandemic, they continually adjust their pedagogy. Yet, their observations can negatively influence their own motivational levels (Igawa, 2009; McKay, 2002;

Syamananda, 2017). The teachers' observations and responses to their students' perceived needs are visually displayed in Figure 8 above. EFL teachers base their pedagogy on numerous factors. Their pedagogical beliefs and motivational level heavily influence the teachers' teaching identity. Setting pedagogical expectations and standards helps teachers satisfy their teaching goals and ensures that students receive clear guidelines of what they should aim for to achieve their outcomes (Gao et al., 2022). If EFL learners do not show the motivation needed to meet the pedagogical expectations teachers might have for them, teacher perceptions will lower their motivation (Dörnyei & Ushioda, 2021; Turner & Thielking, 2019). Therefore, teachers internalize this discrepancy negatively, contributing to their demotivation.

We can see this in the comment by TR12 when they recount,

I ask them what they expect to get out of the class. If they do not meet the expectations I set out for them, it is their own grade that suffers (TR12).

Teachers may have a discrepancy elimination response to their observations and feelings of demotivation stemming from their students' lack of motivation during the Pandemic learning experience. The experience itself can cause pedagogical observations after the fact. As this response closely resembles the students' closing the gap between their current L2-self

and their L2 Ideal-self to remotivate themselves, teachers too can be subject to the L2MSS (Dörnyei & Ushioda, 2011, 2021; Gong et al., 2021). The teacher’s discrepancy response can aid their remotivation if the pedagogical changes produce success during the following teaching experience. This qualitative conclusion is expressed as follows.

I can see the dynamic with the same material in different environments with different sets of students. So, if one class is a failure, but the other is a success, I have an opportunity to try and identify what might be the problem (TR22).

Contrarily, the opposite remains plausible and can lead to further teacher demotivation if the teaching strategy adaptations are ineffectual. This possibility is expressed in TR21’s comments on their observation during the learning experiences. Their comment, “However, the feeling that I was letting down my students pushed me to change my teaching approach and try to meet the students at their level.” expresses this.

The qualitative findings in Theme two are consistent with the quantitative results related to Aspect Category 2 (*Insufficiency of Class Facilities, Teaching Materials, and Curriculum*). Theme 2 is allied to Aspect Category 2, as most of the participants’ comments alluded to Item 17 (Discrepancy between teachers’ and students’ expectations) of the TDECQ. They indicate

that demotivation stems from expectations regarding material and curriculum content disparities during the offline Pandemic learning experience. The analysis's findings support the quantitative dataset's results (Item 17, $M=3.36$).

Teachers' responses to student behavior and attitudes related to teachers' pedagogy often stimulate pedagogical variations (Black & Deci, 2000; Csizér & Dörnyei, 2005; Dörnyei, 2014; Dörnyei & Ryan, 2015; Getie, 2020; Gong et al., 2021; Lopez & Tun, 2017; Mynhardt, 2021). Upon perceiving their students' demotivation (external), teachers indicated in their responses that they often alter their teaching methods to stimulate motivational responses within their created learning environment. This teacher-led behavior is in response to the demotivation they experience. The internalization of such an external demotivator prompts changing behaviors, more in line with their imagined teacher Ought-to self (Dörnyei, 2009b, 2010; Kim, 2015; Kim et al., 2017; Kim & Kim, 2021). Since the remotivation process of the teacher has not been thoroughly investigated by researchers, it is unknown if there is a relationship between this internalization of external demotivators and the behaviors teachers exhibit to alter their teaching methods. But, if successful, students will perceive their teachers' efforts as motivating and thus engage in remotivating patterns of their own.

4.4.3 Theme 3: Teachers' Comments on Their Pedagogy for the Critical Incident Period

A high correlation between emotional well-being and motivational levels occurs during a critical incident affecting L2 language learning (Gao et al., 2022). It is unknown whether teachers also face similar constructs surrounding their emotional and motivational states during such periods, as the research is scant. Nevertheless, an assumption can be made that due to their shared experiences in the educational environment, those critical incidents, like the Pandemic, will influence both teacher and learners' (de)motivation. Teachers' comments related to those mentioned above are seen in Figure 9 below.

When in the educational environment, teachers will react negatively to external pressures (Sugino, 2010), or the challenge of the situation will serve as a remotive to adapt their pedagogy (Mushayikwa & Lubben, 2009; Mynhardt, 2021; Sahakyan et al., 2018). The adaptations to their teaching methods, responses, and general pedagogy are habitually based on their observations of their students during a critical incident during the learning experience.

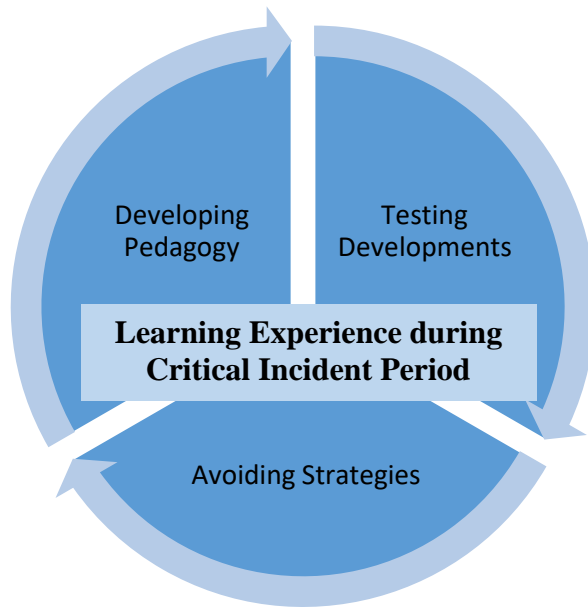


FIGURE 9

Theme 3: Teachers' Comments on their Pedagogy for the Critical Incident Period

In the analysis of the qualitative data, teachers' comments reflected these responses to the external pressures of the Pandemic in a similar way. Their responses, however, were not a single occurrence but consisted of a continuous process due to the link to their motivational identity systems (Dörnyei, 2019; Dörnyei & Ushioda, 2021). Teachers commented on how their observations of their students initiated the process of making adaptations to their pedagogy based on their (de)motivational level. When

teachers feel externally influenced by their observations, the influence either initiates a demotivational effect or serves as remotivation. This notion is evident in a comment of TR3 when they say,

I like testing out educational theories and methods to see if they work with the problems I encounter in my teaching and that my students encounter in their learning (TR3).

The remotivational effect grounds teachers to make changes and test out new theories in the classroom. It is possible to view this remotivational influence to adapt pedagogy based on student observations from TR3 when they state,

During the Pandemic, more of my students are traumatized and shy compared to pre-pandemic times. Their trauma and shyness are not demotivational but instead push me to learn (TR3).

The analysis of Theme 3 also revealed that not all teachers internalize their observations and generate remotivation when making observations of their students' struggles during critical incidents. The data shows that teachers' external pressure could have a more considerable demotivational impact on the teacher and thus lower their motivation to adapt their pedagogy. TR 19 comment is an example of this negative response,

I find myself feeling more demotivated to teach after going back to classes (after COVID-19). My students don't seem interested, and I feel like I am fighting an uphill battle with them (TR19).

Related to Aspect Category 3 (*Inappropriateness of Working Conditions*), Theme 3 indicates the demotivation or remotivational influence of working conditions during a critical incident on teachers. Teacher comments reflect the quantitative data from Item 31 (Feelings of anger or anxiety when in the classroom, $M=3.13$). Teachers have emotional responses when they observe external pressures during the learning process. Two participants commented on their emotional response to their students and how it related either to their demotivation or served to revitalize their motivation to adapt their pedagogy.

Before the Pandemic, EFL learners reported the teacher as the most salient external demotivator during their EFL learning experiences (Adara & Najmudin, 2020; Adara, Nuryadi & Rahmat, 2019; Kang, 2019; Minor, 2021; Ohata, 2018; Pigott, 2008; Vidak & Sindik, 2018). Likewise, the literature showed (Kim & Kim, 2015; Sugino, 2010) that teachers also reported their students as the predominant source of their demotivation. The findings from the open-ended question suggest that teachers still say their students have the most striking negative impact on their motivational levels (Aspect Category 1: *Influence of Students' Negative Attitudes and Behaviors*). The critical

incident's demotivation has seemed to exacerbate the situation, often prompting a pedagogical response for teachers that either induce remotivation or further adds to it. Dörnyei (2001, 2017, 2019) and later Dörnyei and Ushioda (2021) asserted that the interaction between the teacher and the EFL learner is fundamental in the motivational process needed to facilitate academic achievement. Thus, teachers must alter their methods to alleviate the external demotivators within the learning experience of the offline Pandemic EFL classroom.

Further investigation of the effect of a critical incident, such as the Pandemic learning experience on teachers' motivational process, is needed to fully understand such an occurrence's influence. Furthermore, a better understanding of the process of testing new pedagogy in response to the teachers' responses to their learners' demotivation over a prolonged time is needed.

4.4.4 Theme 4: *Socio-Contextual Comments on the Educational Environment*

Data analysis related to Theme 4 showed that teacher participants commented on their perceptions of the Pandemic's socio-contextual influence on the educational environment. During the coding of the

comments, teachers indicated three areas where the Pandemic impacted the educational environment and thus inadvertently affected teacher motivational levels. The analysis of Theme 4 revealed that influences pertained to the Personal Socio-cultural Context, Student's Socio-cultural Learning Context, and the Larger Socio-cultural Context of the educational environment. These three areas influenced teachers' motivational levels when teaching offline classes during the Pandemic.

A visual representation of these findings is shown in Figure 10 following.

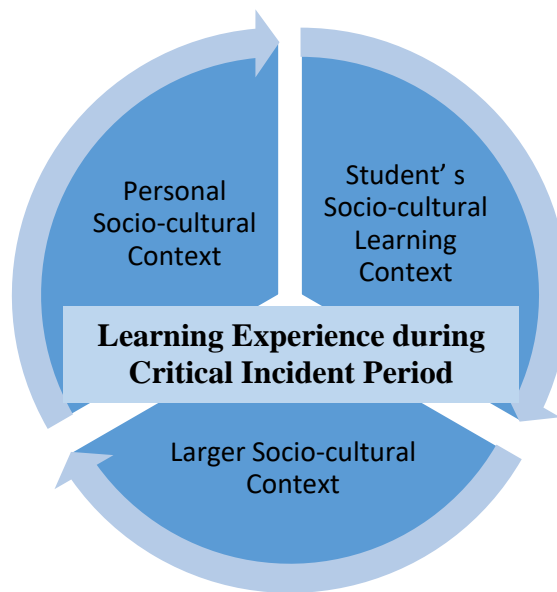


FIGURE 10

Theme 4: Socio-contextual Comments on the Educational Environment

Few studies have been done on how particular manifestations during the learning experience affect teachers' (de)motivational levels. To gain insight into the novel situation teachers were confronted with during the Pandemic, literature considering the effect on students' motivation during critical incidents needed to be consulted (Gao et al., 2022). The socio-contextual educational environment has significantly affected teachers' well-being, particularly teacher burnout (Gong et al., 2021; Turner & Thielking, 2019). Theme 4's analysis considered the Pandemic's effect on the socio-contextual impact on the teachers' motivation.

The analysis revealed that teachers often commented on the personal effect of the socio-contextual pressures they felt in conjunction with their students' observed reactions. This is understandable since both teachers and students form part of the larger community when engaging in the educational environment. An illustration of this grouping of their socio-contextual response is seen in a comment by TR19;

There is so much confusion and restriction that it takes twice the effort to get them to participate and actually use the teaching time productively (TR19).

This grouping of the socio-contextual external pressure influences can impact teachers negatively and thus lead to their demotivation (Black & Deci,

2000; Dörnyei, 2009b; Gong et al., 2021; Turner & Thielking, 2019). The impact of the students' socio-contextual learning context is an element considered by teachers when they assess the external influences during their motivational process. Teachers' observations of the socio-contextual difficulties their students' experience serve as an evidentiary component to justify lower student motivation. As student-centered teachers, these observations can impact teacher motivation as an external influence, yet not always negatively. In their comment, TR16 alludes to this when they say,

Many students have mixed schedules, online and offline classes, maybe they need consistency, as they feel annoyed by going to the campus just for my one or two classes when the rest of their schedule is offered online. Annoyance can lead to lack of effort (TR16).

A general acceptance of the Pandemic's inevitable socio-contextual influences does not negatively impact teachers' motivation. This finding contrasts with the findings of Tripp (2011), in which the contextual influences often drove the professional development of teachers. Despite not being spotlighted as critical incidents during their investigation of career motivational trajectory, researchers had alluded to socio-contextual factors negatively influencing teacher motivational levels when a particularly stressful period arose (Doyle & Kim, 1999; Johnson, 2000; Song & Kim,

2016). Findings related to Theme 4 seem mismatched to those found in the quantitative analysis.

Two comments were coded to Theme 4's socio-contextual expressions. These two comments mimicked results from the quantitative analysis, particularly considering Aspect Category 5 (*Unspecified Critical Incident Contributors*) in correlation to Item 40. The socio-contextual restriction placed on teachers from COVID-19 regulations was reasoned to influence teachers' motivational levels, thus reverberating the quantitative results ($M=3.36$). Participants' comments on instances where they felt hampered by these restrictions impacted their ability, competence, and (de)motivation. Although the comments proved that the socio-contextual impact was not always internalized to influence them negatively.

The qualitative analysis revealed four themes concerning what teachers perceive their students' attitudes and behaviors within the offline classroom to be. The findings in relation to research question four can thus be summarized as follows. Teachers perceive their students to exhibit demotivated attitudes and behaviors in response to their offline Pandemic learning experiences in various ways. The most prevalent of these appears to be a lack of engagement in the classroom. Due to these perceptions, teachers often respond by either altering their pedagogy after assessment or endeavor

to provide stable and unchanging pedagogical strategies within the critical incident period (Gong et al., 2021).

Gaining insight into teachers' perceptions and how they interpret them will allow for identifying (de)motivational influences within the learning experience (Gao et al., 2022). Once so identified, teachers and administrators can work together to find workable remedies for remotivating the teachers and the L2 learners they teach. Theoretical insight into how teachers perceive their learners' demotivation through task engagement (or lack thereof) can also be had. Extending theoretical application to the sphere of EFL teacher demotivational research.

4.5 Cyclical Interaction Between Demotivational Processes

The educational experience can be regarded as the total learning and teaching experience in which the EFL actors (student and teacher) participates (Csizér & Dörnyei, 2005; Dörnyei, 2019; Dörnyei & Ryan, 2015). Alongside other internal and external factors, the teacher affects the students' learning experience in either a positive (motivating) or negative (demotivating) way. Similarly, the student has been shown, as a predominant factor, to affect teacher (de)motivation alongside a hodge-podge of other influences (Black & Deci, 2000; Dörnyei & Ushioda, 2021; Gong et al.,

2021; Sahakyan et al., 2018; Turner & Thielking, 2019). It stands to reason that an interrelation effect exists within the educational experience.

Considering the multiple pedagogical processes that come to light through the inductive reasoning shown through themes 1-4. Teachers' perceptions seem to fuel their pedagogical reactions to their students' learning needs. Not only is the interaction present, but a cyclical loop model could also be hypothesized. Dörnyei (2009, 2010, 2014), in his research, remarks on the process-oriented nature of motivation for EFL learners, thus providing literature that suggests that motivation alters across time within distinct situational contexts based on the learners' individual experiences. Considering their shared educational experience, teachers and learners can be said to experience a similar process in their motivation identity.

Research has not yet addressed what constitutes and what is the nature of the teachers' motivational cycle. Yet, the findings of this study could aid in gaining some insights into the interplay between the motivational cycle of the teacher and that of the EFL learner. By exploring teachers' observations as provided by four teacher participants utilizing their Observational Journal Entries, the researcher of this dissertation study hopes to shed some light on this interplay between the demotivational loops of the teacher and those of their students.

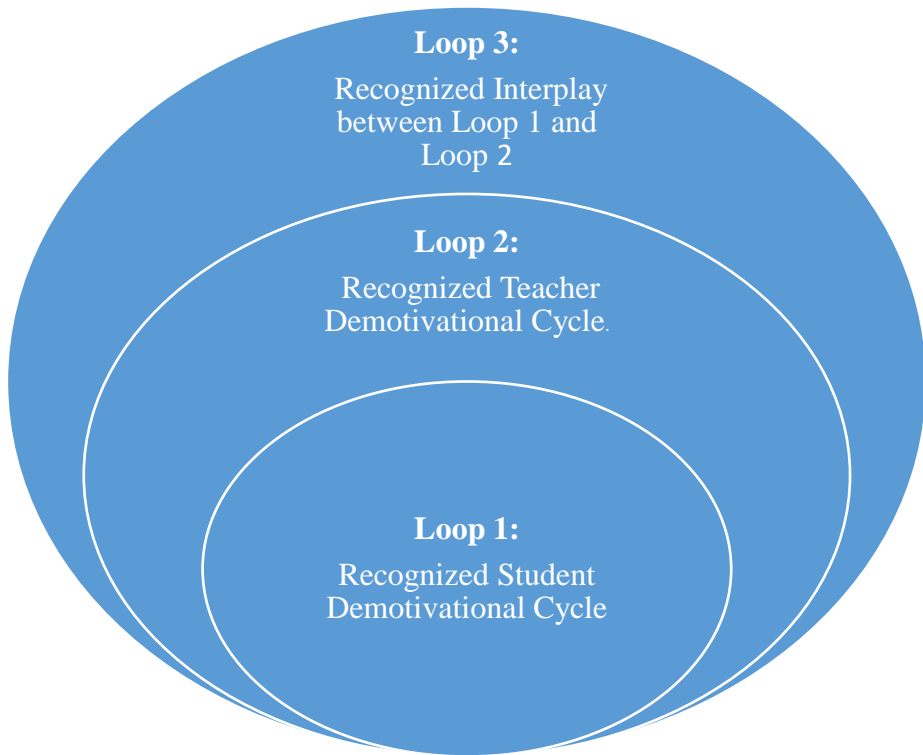


FIGURE 11

Summary of the TOJE Qualitative Data

The Teacher Observational Journal Entries (TOJE) were coded using deductive analysis methods using the demotivational constructs and themes generated in the previous sections. TOJEs were used to code the data into one of three themes related to the established demotivational Constructs, Aspect Categories, and pre-established Themes. The three coded themes

established through the TOJE are Loop 1: Recognized Student Demotivational Cycle, Loop 2: Recognized Teacher Demotivational Cycle, and Loop 3: Recognized Interplay between Loop 1 and Loop 2. Figure 11 above indicates the three themes established by the TOJEs.

The researcher offers a simplified expression of the (de)motivational process loop with the following. Demotivating elements (internal and external) influence the EFL students within the learning experience of a particular context (see 4.1), thus causing them to exhibit Loop 1. Teachers perceive these demotivational responses by observing their students' negative behaviors and attitudes (see 4.3 and 4.4). The teacher observations likely contribute to teacher externally derived demotivation contributing to the establishment of Loop 2 (see 4.4). The students restart the interplay loop when they perceive the teachers' (de)motivation as an influential element to their own (de)motivation giving rise to Loop 3. The following subsections will provide a detailed discussion of each cycle to understand better how it impacts the learning agents.

4.5.1 Loop 1: Recognized Student Demotivational Cycle

Student-Centric teachers are particularly observant of their students (de)motivational behaviors and attitudes (Mynhardt, 2021). The teacher's

observations in the classroom often steer the instructional methodology to help motivate students to achieve their outcomes (Choi & Bang, 2021; Giuseppe & Orazzi, 2020; Kim, 2006; Kim & Kim, 2016; Kim, 2022). Thus, one of the teachers' responsibilities is to recognize their students' negative attitudes and behaviors as a potential indication of their demotivation (Dörnyei Ushioda, 2021; Turner & Thielking, 2019). Recognizing such student demotivation is part of teachers' continuous evaluation when observing their students, as it helps them adjust their pedagogy.

The offline Pandemic situation has made teachers very sensitive to their students' needs as they frequently reflect on their own. The teacher participants acknowledge this sensitivity to identifying their students' demotivation, as seen in an extract from TOJE1a;

The most obvious to me is the participation level. I have to bend over backward and constantly encourage students to open their mouths (TOJE1a).

With this statement, the teacher recognizes Loop 1 and their students' unwillingness to participate in spoken tasks. The negative influence on the teacher's own motivation is likewise evident. The lack of engagement on the part of the students is a source of demotivation for teachers (Chang & Cho,

2003; Falout & Falout, 2004; Jahedizadeh et al., 2016; Kaivanpanah & Ghasemi, 2011; Ranjha et al., 2021).

The comment from TOJE2a further illustrates the existence of Loop 1. The teacher expresses his opinion on the cause of this student's negative behavior when he says;

It was relatively easy to see why students were disengaged in class; physical and mental fatigue, demotivated, and external factors like exams and assignment deadlines (TOJE2a).

This comment shows that teachers are not oblivious to the demotivating influences students struggle with when attending their offline classes. The use of the teachers' observations to adjust during their offline Pandemic EFL lessons are indications that teachers are attuned to their responsibility of facilitating (re)motivation in the classroom (Csizér & Dörnyei, 2005; Dörnyei, 2019; Dörnyei & Ryan, 2015). TOJE3a's entry provides further evidence stating;

I was also more aware of their cues that showed me how much participation they were comfortable with and how much they were not (TOJE3a).

The need for recognizing and responding to student demotivation during critical incidences such as the Pandemic is of paramount importance (Adara

& Puspahaty, 2021). Such recognition of Loop 1 indications will help students make immediate and strategic adjustments to their pedagogy in remotivating their students. Taking up this responsibility will ensure that teachers remain the impactful influence on students' motivational processes as seminal researchers' theories indicate them to be (Dörnyei, 2001b; Ryan and Deci, 2015). Only through the teacher's efforts can the critical incident's adverse effects end their influential impact on student motivation.

4.5.2 Loop 2: Recognized Teacher Demotivational Cycle

The influence of negative student attitudes and behaviors on teacher demotivation has been well documented in the literature (Azad & Ketabi, 2013; Brereton, 2019; Doyle & Kim, 1999). The current study has also indicated that the teacher participants in the research context have reported their students' negative attitudes and behaviors as impacting their own demotivation (Aspect Category 1, $M=3.21$). Unsurprisingly, teachers would take note of their own demotivation (Loop 2) when they account for their observations related to their students' demotivational representations. The noticing of student demotivation can often trigger negative emotional responses for teachers. These emotional responses often influence teachers' demotivation, as shown in TOJE4a's words;

It's like a shot to the gut when they just stare blankly at me. I know they are struggling to get motivated, but what am I supposed to do? (TOJE4a).

Loop 2 is established now when teachers recognize their own demotivational feelings when they see their EFL learners struggle with their demotivation. Yet, teachers are not simply overcome by such emotions. Comments such as those by TOJE3b;

One thing I observed is that before I adjusted my classroom approach, I felt that I had to increase my energy level to bring up the class's energy. (TOJE3b)

This comment indicates that some hesitation can arise when the demotivational influence is noticed. Teachers seem to be more resilient to demotivational influences than their students. The responsibility placed upon them for the well-being of their students' motivational levels and overall goal achievement seems to drive them (Gao et al., 2022; Gong et al., 2021)

Similar reports of this type of choice mechanism have been seen in the responses coded under Theme 3: Teachers' Comments on Their Pedagogy for the Critical Incident Period (see 4.4.3). Literature likewise suggests that teachers are more resilient to demotivational influences exhibited by their

students, particularly during the offline Pandemic learning environment (Mushayikwa & Lubben, 2009; Mynhardt, 2021; Sahakyan et al., 2018).

4.5.3 Loop 3: Recognized Interplay between Loop 1 and Loop 2.

The third loop is more representative of the interaction between the (de)motivation of the EFL learners and the (de)motivation of the teacher during the learning experience. Since many of these instances occur on an ongoing basis and in a near-automatic way, research has not been able to fully explore nor account for this interplay. However, it has been well documented that teachers impact their L2 learners alongside many other elements of demotivation (Chang & Cho, 2003; Hamada, 2011, Kim, 2009, Kim & Ma, 2013). Likewise, teacher demotivation has been impacted by the negative student behaviors and attitudes exhibited during the learning experience (Doyle & Kim, 1999, Johnson, 2000; Song & Kim, 2016; Turner & Thielking, 2019).

There is an undeniable interplay between the (de)motivational processes of the teacher and the students within the EFL learning experience. The offline Pandemic situation has made teachers more aware of it. TOJE1b comments on this by stating, “I try to accommodate their monotony of learning with interesting activities, and sometimes they perk up.” This

indicates that the teacher participant precedes their actions with an observation of the (de)motivation of their students (Loop 1)(Choi & Bang, 2021; Kim, 2006; Ryan & Deci, 2020; Tripp, 2011). The interpretation of such negative student behavior or attitudes impacts the teacher (de)motivation (Loop 2). Yet, the observation triggers a pedagogical response within the teacher to help students (re)motivate and thus help them adjust their levels of engagement (Lee, 2018). If the strategy is successful, students are remotivated, and the teacher will observe this remotivation (initiating Loop 2 on a positive note). Loop 3 is best expressed in Figure 12, and the interplay's orientation (positive or negative) is noted.

The orientation of Loop 3 can either be positive (TOJE1b) or negative, as can be seen in TOJE4b's words.

I saw they were sleepy, I tried sounding more enthusiastic about the part of the lesson, but my intentions to give them a jumpstart failed. I felt bad for them but mostly exhausted afterward (TOJE4b).

Teachers' efforts could be negatively perceived when the instructional strategy fails to resonate with their EFL students. Students' perceptions of their teachers' behaviors are influential in their demotivation (Trang & Baldauf, 2007; Ushioda, 1998).

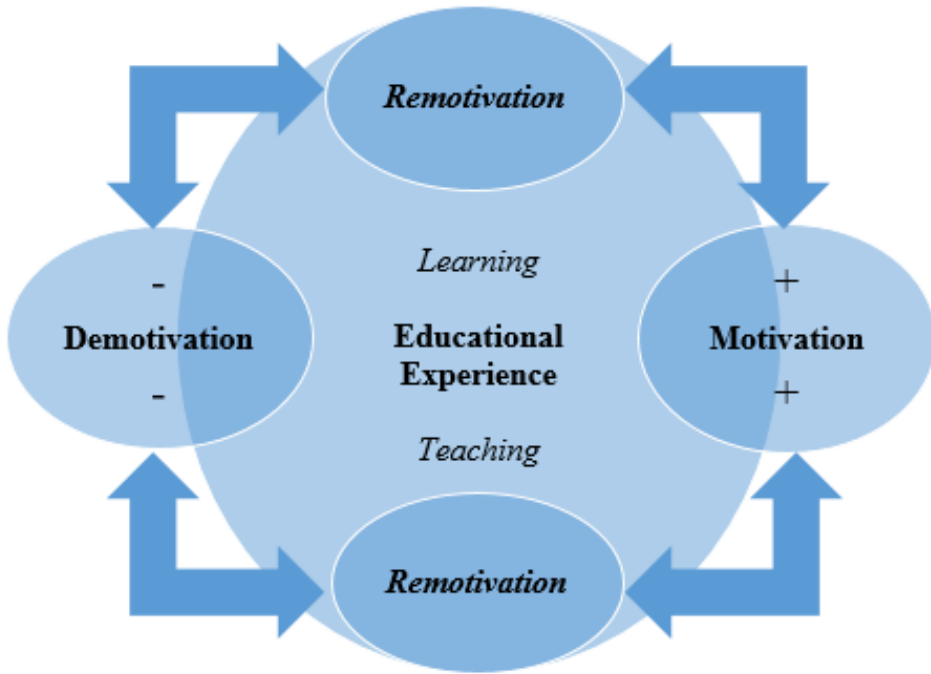


FIGURE 12
(De)Motivational Process Loop

Taking stock of the EFL learners (de)motivation (Loop 1) as well as mitigating teachers' responses to such demotivation (Loop 2) is essential if both parties do not wish to perpetuate such demotivation (Loop 3). It is even more paramount that the interplay between the agents' (de)motivational identity processes be monitored during critical incidents since they bring even more vital demotivational elements which impact them. During the

Pandemic learning experiences that agents share, teachers need to understand these loops and know how to function within them (Gao et al., 2022). By doing so, teachers can stave off the lasting effects of their EFL learners' demotivation and perhaps even rekindle their motivational flames.

Research question five asked about the nature of the interaction between the teacher's motivation and their perceived student demotivational fluctuation within the offline Pandemic learning experience. The findings of the qualitative analysis revealed that the nature of this interaction points toward a (de)motivational process loop's existence. Teachers' have complex observations and perceptions of their EFL learners during the learning experiences. The quantitative and qualitative findings in this dissertation study indicate that teachers experience negative influences from their perceptions of their students' attitudes and behaviors during their teaching. The demotivating impact of learner attitudes and behaviors is consistent with the literature as well (Azad & Ketabi, 2013; Brereton, 2019; Doyle & Kim, 1999; Gong et al., 2021; Turner & Thielking, 2019)

In response to teacher demotivation, the teacher reflects on their practices and chooses to alter their pedagogy to address their students' lack of engagement and negative attitudes or remain passively demotivated. Changing their teaching methods could lead to renewed pedagogical

motivation (remotivation) for the educational experience teachers try to create. The teacher will resultantly alter the learning experience. The EFL student begins the cycle again by experiencing the adapted learning experience, which either aids or hinders their motivation for that particular experience. The motivational process loop of both the teacher and their students can be negatively affected by critical incidents during the EFL learning experience. Nevertheless, the data from this dissertation study indicates that the Pandemic's influence as a demotivational element is more felt by teachers than their students.

5. CONCLUSION

This dissertation aimed to understand how the Pandemic influenced EFL learners' and teachers' motivational levels and engagement behaviors and whether an interplay between teachers' and students' motivational processes exists during the Pandemic's offline classes. A mixed-method investigation was employed to gain five research questions' quantitative results and qualitative findings. A summary of the significant findings related to the research questions, implications of this study, relevant limitations, and the study's contributions to future research are found in the following subsections. By understanding the results presented in this study, L2 language learning motivation can be better understood and thus lead to particular pedagogical implications and more significant research opportunities for better understanding.

5.1 Result Summary for the Research Questions

The results and discussions from chapter four can be summarized to gain an overview of the findings of this dissertation study. Each research question is individually answered and linked to a contribution to the knowledge within motivation research.

5.1.1 Research Question 1

Research question one aimed to establish which domain (internal or external) EFL students predominantly reported their demotivational influences within the offline EFL Pandemic context. The quantitative results showed EFL student participants within this context predominantly reported their demotivation to be influenced by elements related to Construct 5: *Demotivational Student Learning Experiences* ($M=2.99$). The qualitative analysis revealed that the source of their demotivational influences is indeed within the internal domain.

The five prominently reported items related to the Micro-level demotivators showed that students are most affected by their Performance Frustrations when engaging in learning experiences. The results of this research question are like pre-Pandemic and Online Pandemic literature findings (Jung, 2011; Kim, 2009; Kim & Ma, 2013; Lee, 2018). The answer to research question one gives new insight into the diversity of learning experiences students must undertake before graduating. The results also underwrite an understanding of how (de)motivational levels fluctuate in response to EFL learners' internal emotional reactions and the learning environment during a critical incident such as the Pandemic.

5.1.2 Research Question 2

The regression analysis answered research question two, suggesting that if the external and internal Pandemic contributors were to increase and affect the characteristics of the classroom learning to a greater extent, so would a rise in student demotivation ensue. Regression results showed that the Internal Pandemic Contributors were the most significantly linked to the demotivational influences associated with *Inadequacy of the Learning Environment, Insufficient Class Content and Materials, and Detrimental Characteristics of Classroom Learning* ($p=.001$). Although the regression does not provide a definitive explanation, it stands to reason that student demotivation might increase within Korean offline university classrooms if the critical incident (Pandemic) persists (Falout & Maruyama, 2004; Jung, 2011; Kim, 2009; Kim & Ma, 2013; Kim & Seo, 2012; Lee, 2018).

The regression results indicated a predictive correlation between the External Pandemic Contributors and the Negative Operant Teacher Behaviors variables. The external influences of teachers on their EFL learners have been well documented within the South Korean context. The multiple regression results' predictive intensity can aid in understanding the influence of the continuation of the Pandemic. Teachers can help struggling

or demotivated EFL learners regain motivation by adapting their classroom strategies

5.1.3 Research Question 3

Research question three asked what pedagogical demotivation teachers report impacting their teaching of students in the offline EFL Pandemic classroom. Teachers report pedagogical demotivation concerning all aspect categories during their Pandemic teaching situation if the mean scores are considered. Closer inspection of the aspect categories reveals that teachers felt their demotivation was the most significantly influenced by items within *Aspect Category 3: Inappropriateness of Working Conditions*. During the Pandemic, teachers feel significant demotivational influences, resulting in a mean score of 3.38 in Aspect Category 3. Since working conditions directly relate to how satisfied teachers are with their employment, the Pandemic's inextricable influence might have been deeply felt (Doyle & Kim, 1999; Kim & Zhang, 2013; Song & Kim, 2016). Literature suggests that the working conditions in which teachers teach are closely related to their overall job satisfaction. Furthermore, prior research links job satisfaction to teachers' intrinsic motivation since they consider teaching a vocation rather than a mere occupation. More research is needed to fully understand the influences

of internal and external pressures related to teacher demotivation within the offline Pandemic context.

5.1.4 Research Question 4

The study showed the following in answering research question four about what demotivational attitudes and behaviors teachers perceive their students to exhibit and how teachers respond to their educational experiences. The qualitative data revealed that nearly all teachers commented on their students' behaviors and attitudes brought about by the Pandemic. The tenor of these comments indicates that students were negatively affected by the Pandemic situation and that they had observed demotivated student behavior and attitudes within their offline Pandemic classrooms. Due to these observations, teachers indicated that they often responded and adapted their teaching methodology and strategical approaches. These changes were to aid their students in regaining their motivation and thus elicit higher levels of classroom engagement. The illustrations in the teachers' comments are consistent with the literature in which a call to alter instructional methodology is often presented as a course correction for learner demotivation. Gaining a deeper understanding of teacher perceptions during

classroom learning can aid in helping researchers uncover how the motivations of L2 learners affect those of their teachers.

5.1.5 Research Question 5

Research question five asked about the nature of the interaction between the teacher's motivation and their perceived student demotivational fluctuation within the offline Pandemic learning experience. The findings of the qualitative analysis revealed that the nature of this interaction points toward a (de)motivational process loop's existence. Teachers' have complex observations and perceptions of their EFL learners during the learning experiences. The quantitative and qualitative findings in this dissertation study indicate that teachers experience negative influences from their perceptions of their students' attitudes and behaviors during their teaching. The demotivating impact of learner attitudes and behaviors is consistent with the literature as well (Azad & Ketabi, 2013; Brereton, 2019; Doyle & Kim, 1999; Gong et al., 2021; Turner & Thielking, 2019)

Through shared educational environments and experiences, the teachers' and EFL learners' motivational loops often interact. The interaction between teachers and their EFL learners is as dynamic and changeable as motivation itself since the learning experience is co-created within the given context

(Loop 3). The nature of this interaction depends on variables both within and out of the teacher's control, and their motivation will fluctuate accordingly. The findings of this dissertation study suggest exciting and new avenues for motivational research in the future.

This dissertation study explored six aspects of EFL agents (learners and teachers) (de)motivational identity processes and how these processes interact within the South Korean online Pandemic context. First, this study explored EFL learners' reports on the demotivational influences and found them to be predominantly related to Construct 5: *Demotivational Student Learning Experiences*. The demotivational influences reported had their locus in the internal domain. Next, the dissertation study's investigations revealed that the Pandemic situation, as experienced by EFL learners, has a relational effect on these learners' demotivation. Thirdly, this dissertation study considered EFL teachers' level of demotivation to teach and found that teachers reported demotivation across all aspects, particularly related to Aspect Category 3: *Inappropriateness of Working Conditions*.

Furthermore, qualitative findings revealed teachers' sensitive perceptions of their EFL learners' demotivational levels within the offline Pandemic classroom. Such perceptions influence the teachers' (de)motivation and guide them to employ remotivating pedagogical strategies. Finally, this

dissertation study explored teachers' and students' (de)motivational loops. It established that an interplay creates a (De)motivational Process Loop that can facilitate remotivation for both EFL learners and their teachers during the learning experience.

The findings gained through the five research questions facilitated a better understanding of how the offline Pandemic learning environment has influenced EFL learners' demotivation, what aspects of teachers' pedagogical demotivation are impacted, and the nature of the interaction between teachers' and students' demotivation is.

5.2 Implications of the Study

With such a large amount of data about multiple aspects of L2 motivational research, this dissertation study has promising implications for theory and practice. Although many aspects of this study's findings are novel, the research done in this dissertation will bring about some new considerations. The following subsection will introduce the theoretical and practical implications for L2 teachers and students; motivation, demotivation, and remotivation research.

5.2.1 Theoretical Implications of the Study

This study provides nascent contributions to EFL demotivational research. By investigating demotivation concerning the changes in the learning experience and environments, understanding can be gained about the unique nature of L2 learners' motivational systems. This will enable us to understand how they fluctuate during a critical incident. The results from research question one could aid in developing L2 demotivational theory since the impact of prolonged external pressures presented by a critical incident could be internalized to form part of the learners' Micro-level demotivators. A new perspective of the dynamic and changing identity of L2 agents (de)motivational process systems can contribute to theory.

Furthermore, the findings of this dissertation can be applied to research concerning L2 language teachers' (de)motivational systems based on the results of research question three. As teachers also struggle with the discrepancy between their Ought-to-teacher beliefs and their Ideal-teacher self, the L2MSS can be extended to the L2 teacher, along with the constructs of teacher identity (Dörnyei & Otto, 1998; Dörnyei & Ryan, 2016).

The various factors found in this EFL learning context have been shown to affect EFL learners' demotivation and can be used to comprehend similar demographics further. Student demotivating aspect categories have shifted

compared to the Pre-pandemic literature. The learning experiences might change with learner perceptions of the educational environment as the Pandemic winds down or reoccurs. Thus, insights can be gained to ascertain the future EFL needs of learners and teachers in a Post-COVID context. A new theoretical hypothesis (as shown from findings related to research question five) can be made from the results seen in this dissertation. The findings of this study could contribute to the understanding of the next theoretical shift for L2 motivational research when progression from motivational processes to cyclical motivational identity becomes apparent in the research of L2 teachers and learners alike.

5.2.2 Practical Implications of the Study

The Pandemic has brought about rapid educational change in many countries. Teachers made immediate changes to their instructional methodology to aid their students in attaining their academic outcomes within the classroom. These changes have been recorded in research questions one through three. This dissertation study contributes to understanding the impact of the shift from online Pandemic EFL learning back to the classrooms, whether they are traditional or not. This study has many implications for teachers as they can contribute to their practical

understanding of how this shift in the learning environment can bring about instructional change as it influences their students' motivation. The findings in remotivational processes can aid teachers in creating tasks and activities that speak to learner (re)motivational needs and help them create a motivating educational experience for their students. The research insights gained from findings in this dissertation could also help teachers design tasks and materials that support the remotivation of their students during a critical incident or transitional period that would otherwise impact their motivation negatively. By understanding the effects of the Pandemic on learner motivational identity, teachers can pre-emptively mitigate negative factors during their learning experiences.

Apart from practical implications that help teachers teach more effectively, teachers may also find relevance for their professional development within this study. With a greater understanding of the cyclical nature of teacher motivation, introspection could indicate areas where growth is needed. In the same way, teachers can create pedagogical designs that help them gain feedback on their L2 learners' demotivation during critical incidents. The interaction between the teacher's motivational loop and that of the student could also prove helpful in fostering effective material and content design for post-pandemic EFL curricula, ensuring efficacy. These

design changes might support educational reform during the rise of ‘meta-education.’

5.3 Limitations

The specificity of this dissertation research has apparent limitations concerning the context, sampling, and design. The study was done within a singular private university where the researcher is employed. Thus, the results cannot be regarded as representative of all university contexts within Korea. Participating teachers were all foreign language instructors within the same department. No Korean EFL teachers participated in this research project. Therefore, the contextual viewpoints are limited to foreign participants. A semester-specific contextual period expedited the research timeframe, leading to further limitations in the data gathering process.

The number of participants in this study is also relatively low. Only a limited amount of EFL foreign teachers approached their students for participation. With only a few teachers posting QR codes, further limitations on sampling numbers occurred, creating control issues regarding respondents’ bias. Lack of control during gathering responses meant a lower response rate than anticipated, and time limitations made follow-up requests for participation impossible. Respondent bias can slightly skew student

participant responses. A portion of the students was from the researchers' EFL classes, where adaptations were already in place.

Teacher participant numbers were also limited and cannot be regarded as representative of a larger population. Teachers had been through institutional and curriculum changes that left them suspicious of any questionnaires about their teaching or views. Even though the researcher assured them of their privacy and the independent nature of the study, many teachers still did not want to participate.

Despite the overarching mixed-method design, insights into the demotivation of the EFL learners were only quantitatively viewed without gathering richer responses through open-ended questions. The omission of qualitative data from the student survey accommodated the students' time limitations since the participation period extended into their final examination period. The results of this study illustrate the multi-faceted nature of demotivation (Bailey et al., 2021). It should be noted that the inclusion of other relevant items into both teacher and student questionnaires could yield different results. An analysis of factors unique to this period was not conducted in the study. Instead, it relied on an adaptation of established questionnaires to make their findings. Ideally, a factor analysis would have been undertaken if the response rate of participants reached due proportions.

This would have aided in a more representative study that could be more generally applicable. Additionally, the results of this study could be regarded as representative of a particular context in a particular timeframe. They thus cannot be generalized to other periods of critical incidents that could occur in the future.

5.4 Contributions of the Study and Recommended Future Research

The implications for research remain evident despite the limitations. Researchers should attempt to replicate factorial elements within larger samples within various settings to understand which demotivation factors indicate EFL learner and teacher demotivation during the offline Pandemic period. Teacher participant diversity should also be considered for richer yielding data and further understanding what influences EFL teacher demotivation. To balance the external Pandemic-related items, further research should include variables pertaining to internal demotivators (Kim, 2006; Ryan & Deci, 2020). This will ensure that results represent the evolving nature of motivation within the learning experience.

A longitudinal study is needed to observe and recount the fluctuations of demotivation of EFL learners within this context to broaden the understanding of demotivational change as the Pandemic ends. Similarly,

investigations into how teacher demotivation changes as the Pandemic ends should be done over the long term to provide insights into teacher demotivation. Lastly, this study unlocks a door into the multi-faceted interactions of EFL learners and teacher motivation levels during their learning encounters. To understand the learning experience, it would be valuable to examine the cyclical nature of motivation across timeframes and how the teacher's loop connects with the EFL learners. Finally, value can be sought in multidisciplinary research into all aspects of this study concerning academic achievement in the offline Pandemic classroom.

The findings of these future studies could prove fascinating, contributing to the understanding and wealth of (de)motivational research. This dissertation study's findings give insights that aid in understanding how the Pandemic influenced EFL learners' and teachers' (de)motivation levels and engagement behaviors. This study also helps shine a light on the nature of the interaction between teachers' and students' demotivational processes, at least during the Pandemic offline classes.

REFERENCES

- Adara, R. A., & Najmudin, O. (2020). Analysis on the differences in EFL learners' demotivating factors after the COVID-19 pandemic. *Jurnal Ta' Dib*, 23(2), 2580–2771.
- Adara, R. A., Nuryadi, N., & Rahmat, A. N. (2019). Investigating the difference in demotivation factors: A case study of two groups of Indonesian EFL learners. In *Journal of English Language Studies*, 4. Retrieved February 10, 2021, from the World Wide Web: <http://jurnal.untirta.ac.id/index.php/JELS>
- Adara, R. A., & Puspahaty, N. (2021). How EFL learners maintain motivational factors and positive attitudes during COVID-19 pandemic: A qualitative study. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 5(2), 277–298. <https://doi.org/10.29240/ef.v5i2.3398>
- Adara, R. A., Puspahaty, N., Nuryadi, N., & Utama, W. (2021). Demotivation factors' differences of high school EFL learners during COVID-19 pandemic: A quantitative study. *EnJourMe: Culture, Language, and Teaching of English*, 6(2), 100–110. <https://doi.org/10.26905/enjourme.v6i2.6519>
- Afrough, T., Rahimi, A., & Zarafshan, M. (2014). Foreign language learning demotivation: A construct validation study. *Procedia - Social and*

Behavioral Sciences, 136, 49–53.

<https://doi.org/10.1016/j.sbspro.2014.05.286>

Agustiani, M. (2016). Teachers' demotivation in English language teaching: Causes and solutions. *Proceedings of the 2nd SULE-IC*, 673–681.

Akay, C. (2017). Turkish high school students' English demotivation and their seeking for remotivation: A mixed-method research. *English Language Teaching*, 10(8), 107–122. <https://doi.org/10.5539/elt.v10n8p107>

Albalawi, F., H. E. (2017). L2 Demotivation among Saudi learners of English: The role of the language learning mindsets. *Studies in Second Language Learning and Teaching*, 9(1), 1-14.

Albalawi, F. H., & Al-Hoorie, A. H. (2021). From demotivation to remotivation: A mixed-methods investigation. *SAGE Open*, 11(3).

<https://doi.org/10.1177/21582440211041101>

Ali, M., & Pathan, Z. (2017). Exploring factors causing demotivation and motivation in English language among college students of Quetta, Pakistan. *International Journal of English Linguistics*, 7(2), 81–89.

<https://doi.org/10.5539/ijel.v7n2p81>

Al-Khairy, M. H. (2013). English as a foreign language learning demotivation factors as perceived by Saudi undergraduates. *European Scientific Journal*, 9(31), 1-14

- Amemori, M. (2012). *Demotivation to learn English among university students in Finland*. Retrieved March 25, 2021, from the World Wide Web:
<https://jyx.jyu.fi/bitstream/handle/123456789/38512/URN:NBN:fi:jyu-201209112368.pdf>
- Arai, K. (2004). What “demotivates” language learners? Qualitative study on demotivational factors and learners’ reactions. *Bulletin of Toyo Gakuen University*, 12(3), 39–47.
- Aydin, S. (2012). Factors causing demotivation in EFL teaching process: A case study. *The Qualitative Report*, 17, 1–13. Retrieved October 10, 2021, from the World Wide Web: <http://www.nova.edu/ssss/QR/QR17/aydin.pdf>
- Azad, S., & Ketabi, S. (2013). A comparative study of Iranian and Japanese English teachers’ demotivational factors. *Pan-Pacific Association of Applied Linguistics*, 17(1), 39–55.
- Barın, M., Han, T., & Sari, Ş. (2018). Factors affecting teacher motivation and demotivational-reasoning in a second service area school in Turkey: A single-case research. *Journal of Language and Linguistic Studies*, 14(4), 226–242.
- Bailey, D., Almusharraf, N., & Hatcher, R. (2021). Finding satisfaction: intrinsic motivation for synchronous and asynchronous communication in the online

language learning context. *Education and Information Technologies*, 26(3), 2563-2583.

Bennell, P. (2004). Teacher motivation and incentives in Sub-Saharan Africa and Asia. *Knowledge and Skills for Development, Brighton*, 1(1), 1–52.

Bernaus, M., Wilson, A., & Gardner, R. C. (2009). Teachers' motivation, classroom strategy use, students' motivation, and second language achievement 1. *Europe: Policy Developments Porta Linguarum*, 12, 25–36.

Black, A. E., & Deci, E. L. (2000). The effects of instructors' autonomy support and students' autonomous motivation on learning organic chemistry: A self-determination theory perspective. *John Wiley & Sons, Inc. Sci Ed*, 84(6), 740–756.

Boo, Z., Dörnyei, Z., & Ryan, S. (2015). L2 motivation research 2005-2014: Understanding a publication surge and a changing landscape. *System*, 55, 145-157.

Boyatzis, R., & Dhar, U. (2022). Dynamics of the ideal self. *Journal of Management Development*, 41(1), 1-9. <https://doi.org/10.1108/JMD-09-2021-0247>

Bradford, S., & Cullen, F. (2012). *Research and research methods for youth practitioners*. Oxon, RN: Routledge

- Brannen, J., & Moss, G. (2012). Critical issues in designing mixed-methods policy research. *American Behavioral Scientist*, 56(6), 789–801.
<https://doi.org/10.1177/0002764211433796>
- Brereton, P. (2019). Teacher low points: A qualitative study into experiences of demotivation in ELT. *ELT Research*, 34, 29–32. Retrieved November 17, 2021, from the World Wide Web:
<https://www.researchgate.net/publication/330954807>
- Carpenter, C., Falout, J., Fukuda, T., Trovela, M., & Murphey, T. (2009). Helping students repack for remotivation and agency. In *JALT2008 conference proceedings*, 259-274. Tokyo, Japan: JALT Publications.
- Castellotti, V., & Moore, D. (1997). Alternner pour apprendre, alternner pour enseigner, de nouveaux enjeux pour la classe de langue. [Interchangeto learn, interchangeto teach, new strategies for an L2 class]. *Études de linguistique appliquée*, 389-392. Retrieved November 17, 2021, from the World Wide Web: <https://www.proquest.com/docview/1307658004?fromopenview=true&pq-origsite=gscholar>
- Chambers, G. (1993). Taking the “de” out of demotivation. *Language Learning Journal*, 7(1), 13–16.

- Chambers, G. (1999). *Motivating language learners*. Bristol, UK: Multilingual Matters.
- Chang, S. M., & Cho, C. H. (2003). Demotivating factors in foreign language learning. July, *In the twelfth international symposium on English teaching*, 257–264.
- Cho, M. (2016). L2 motivational self-system of Korean high school and university learners of English. *Korean Society of Applied Linguistics*, 32(1), 27–50.
- Christophel, D. M., & Gorham, J. (1995). A test-retest analysis of student motivation, teacher immediacy, and perceived sources of motivation and demotivation in college classes. *Communication Education*, 44(4), 292–306.
- Creswell, J. W., & Creswell, D. J. (2017). *Qualitative, quantitative, and mixed methods approaches*. Newbury Park: Sage Publications.
- Csizér, K. (2020). The L2 motivational self-system. In M. Lamb, K. Csizér, A. Henry, & S. Ryan (Eds.), *The Palgrave handbook of motivation for language learning* (pp. 71-93). Cham, Switzerland: Palgrave Macmillan.
- Csizér, K., & Dörnyei, Z. N. (2005). Language learners' motivational profiles and their motivated learning behavior. *Language Learning*, 55, 613–659.

- Deci, E. L., & Ryan, R., M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of Research in Personality*, 19(2), 109–134.
- Deci, E. L., & Ryan, R. M. (2013). *Intrinsic motivation and self-determination in human behavior*. Springer Science & Business Media.
- Dewaele, J. M., & Li, C. (2018). Editorial of the special issue “Emotions in SLA.” *Studies in Second Language Learning and Teaching*, 8(1), 15-19.
- Dewaele, J. M., & MacIntyre, P. D. (2014). The two faces of Janus. Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237-274.
- Dewaele, J. M., & MacIntyre, P. D. (2016). Foreign language enjoyment and foreign language classroom anxiety: The right and left feet of the language learner. In P. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Positive psychology in SLA*, 215-236. Bristol, UK: Multilingual Matters.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273-284.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117–135.
- Dörnyei, Z. (2001a). *Teaching and researching motivation*. Harlow, England: Pearson Education.

- Dörnyei, Z. (2001b). *Motivational strategies in the language classroom*.
Cambridge: Cambridge University Press.
- Dörnyei, Z. (2003). *Questionnaires in second language research*. Mahwah, N.J:
Lawrence Erlbaum Associates.
- Dörnyei, Z. (2005). *Psychology of the language learner. Individual differences in
second language acquisition*. Mahwah, N.J: Lawrence Erlbaum Associates.
- Dörnyei, Z. (2006). Individual differences in second language acquisition. *AILA
Review*, 19(1), 42-68.
- Dörnyei, Z. (2007). Research methods in applied linguistics. *Quantitative,
qualitative, and mixed methodologies*. Oxford: Oxford University Press.
- Dörnyei, Z. (2009a). The L2 motivational self-system. In Z. Dörnyei, & E.
Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9–42).
Bristol, UK: Multilingual Matters.
- Dörnyei, Z. (2009b). *The psychology of second language acquisition*. Oxford:
Oxford University Press.
- Dörnyei, Z. (2014). Researching complex dynamic systems: ‘Retrodictive
qualitative modeling’ in the language classroom. *Language Teaching*, 47(1),
80-91.
- Dörnyei, Z. (2017). Conceptualizing L2 learner characteristics in a complex,
dynamic world. In L. Ortega, & Z. H. Han (Eds.), *Complexity theory and*

language development. In celebration of Diane Larsen-Freeman (pp. 79-96).

Amsterdam: John Benjamins.

Dörnyei, Z. (2019). Towards a better understanding of the L2 learning experience, the Cinderella of the L2 motivational self-system. *Studies in Second Language Learning and Teaching*, 9(1), 19-30.

Dörnyei, Z. (2020a). From integrative motivation to directed motivational currents: The evolution of the understanding of the L2 motivation over three decades. In M. Lamb, K. Csizér, A. Henry, & S. Ryan (Eds.), *The Palgrave handbook of motivation for language learning*, 39-69. Cham, Switzerland: Palgrave Macmillan

Dörnyei, Z. (2020b). *Innovations and challenges in language learning motivation*. London: Routledge.

Dörnyei, Z., & Al-Hoorie, A. H. (2017). The motivational foundation of learning languages other than English: Theoretical issues and research directions. *The Modern Language Journal*, 101(3), 455-468

Dörnyei, Z., & Ottó, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics. Thames Valley University*, 4, 43-69.

Dörnyei, Z., & Ryan, S. (2016). *The psychology of the language learner revisited*. New York: Routledge.

- Dörnyei, Z., & Ushioda. (2011). *Teaching and researching motivation (Eds) Zoltán Dörnyei and Ema Ushioda Second Edition*. Retrieved December 11, 2020, from the World Wide Web: www.pearson-books.com
- Dörnyei, Z., & Ushioda, E. (2013). *Teaching and Researching Motivation Zoltán Dörnyei and Ema Ushioda Second Edition*. Retrieved December 11, 2020, from the World Wide Web: www.pearson-books.com
- Dörnyei, Z., & Ushioda, E. (2021). *Teaching and Researching Motivation (3rd ed.)*. Taylor and Francis. Retrieved February 8, 2022, from the World Wide Web: <https://www.perlego.com/book/2355226/teaching-and-researching-motivation-pdf>
- Doyle, T., & Kim, Y. M. (1999). Teacher motivation and satisfaction in the United States and Korea. *MEXTESOL Journal*, 23(2), 35–48.
- Egbert, J. (2020). The new normal? A pandemic of task engagement in language learning. *Foreign Language Annals*, 53(2), 314–319. Retrieved October 10, 2021, from the World Wide Web: <https://doi.org/10.1111/flan.12452>
- Falout, J. (2010). Strategies for teacher motivation. *The Language Teacher*, 34(6), 27–32.
- Falout, J. (2012). Coping with demotivation: EFL Learners' remotivation processes. *The Electronic Journal of English as a Second Language*, 16(3), 1–29.

- Falout, J., Elwood, J., & Hood, M. (2009). Demotivation: Affective states and learning outcomes. *System*, 37(3), 403–417.
<https://doi.org/10.1016/j.system.2009.03.004>
- Falout, J., & Maruyama, M. (2004). A comparative study of proficiency and learner demotivation. *LANGUAGE TEACHER -KYOTO- JALT*, 28(8), 3–10.
- Falout, K., & Falout, M. (2004). The other side of motivation: Learner demotivation. In K., Bradford-Watts, C., Ikeguchi, & M. Swanson, M. (Eds.), *JALT2004 Conference Proceedings*, 280–289. Retrieved January 10, 2022, from the World Wide Web: <https://jalt-publications.org/archive/proceedings/2004/E81.pdf>
- Farjami, F., & Aidinlu, N. A. (2018). EFL Teachers' perceptions of intermediate learners' demotivation and the strategies used to reduce demotivation in an Iranian context. *IJEAP*, 7(2), 93–109.
- Farjami, F., & Assadi, N. (2020). Demotivating factors in an Iranian private language institute: Do teachers and students think the same? *Iranian Journal of English for Academic Purposes*, 9(2), 29–41.
- Galmiche, D. (2017). Shame and SLA. *Apples –Journal of Applied Language Studies*, 11(2), 25-53.

- Gao, L., Liu, H., & Liu, X. (2022). Exploring senior high school students' English learning demotivation in mainland China. *Frontiers in Psychology, 13*.
<https://doi.org/10.3389/fpsyg.2022.822276>
- Gardner, R. C., Lalonde, R. N., & Moorcroft, R. (1985). The roles of attitudes and motivation in second language learning: Correlational and experimental considerations. *Language Learning, 35*(2), 207–227.
- Gayton, A. M. (2018). A context specific approach to L2 motivation in Anglophone settings: A first step towards theory development. *The Language Learning Journal, 46*(4), 384-397.
- Getie, A. S. (2020). Factors affecting the attitudes of students toward learning English as a foreign language. *Cogent Education, 7*, 1–37.
- Ghanizadeh, Z., & Mousavi, A. (2018). A qualitative in-depth analysis of the determinants and outcomes of EFL teachers' motivation and demotivation. *International Journal of Instruction, 11*(4), 175–190. Retrieved January 10, 2022, from the World Wide Web:www.e-iji.net
- Giuseppe, M., & Orazzi, D. (2020). Motivation and demotivation in second language learning at Australian universities. Retrieved December 10, 2021, from the World Wide Web:
<https://www.researchgate.net/publication/347861866>

- Gkonou, C., Daubney, M., & Dewaele, J. M. (2017). *New Insights into Language Anxiety. Theory, Research and Educational Implications*. Bristol, UK: Multilingual Matters.
- Gong, Y. F., Lai, C., & Gao, X. A. (2021). Language teachers' identity in teaching intercultural communicative competence. *Language, Culture and Curriculum*, 1–17.
- Gorham, J., & Christophel, D. M. (1992). Students' perceptions of teacher behaviors as motivating and demotivating factors in college classes. *Communication Quarterly*, 40(3), 239–252.
- Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly*, 42(1), 55–77. Retrieved March 10, 2021, from the World Wide Web: <https://doi.org/10.1002/j.1545-7249.2008.tb00207.x>
- Gutiérrez, K. D., & Penuel, W. R. (2014). Relevance to practice as a criterion for rigor. *Educational Researcher*, 43(1), 19–23. Retrieved January 11, 2021, from the World Wide Web: <https://doi.org/10.3102/0013189X13520289>
- Hamada, Y. (2011). What demotivates and what prevents demotivation. In *Annual Research Report on General Education Akita University*. Retrieved January

23, 2021, from the World Wide Web:

https://www.academia.edu/31704610/Demotivating_factors_in_learning_Japanese_as_a_foreign_language_

Han, J., Geng, X., & Wang, Q. (2021). Sustainable development of university EFL learners' engagement, satisfaction, and self-efficacy in online learning environments: Chinese experiences. *Sustainability (Switzerland)*, 13(21).

Retrieved December 11, 2021, from the World Wide Web:

<https://doi.org/10.3390/su132111655>

Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3(1). Taylor and Francis Ltd. Retrieved January 18, 2021, from the World Wide Web:

<https://doi.org/10.1080/2331186X.2016.1217819>

Han, T., Takkaç-Tulgar, A., & Aybirdi, N. (2019). Factors causing demotivation in EFL learning process and the strategies used by Turkish EFL learners to overcome their demotivation. *Advances in Language and Literary Studies*, 10(2), 56. Retrieved January 11, 2022, from the World Wide Web:

<https://doi.org/10.7575/aial.v.10n.2p.56>

Hettiarachchi, S. (2013). English language teacher motivation in Sri Lankan public schools. *Journal of Language Teaching and Research*, 4(1), 1–11.

Retrieved January 13, 2022, from the World Wide Web:

<https://doi.org/10.4304/jltr.4.1.1-11>

Horwitz, E. K, Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.

Igawa, K. (2009). Initial career motivation of English teachers: Why did they choose to teach English. *Shitennoji University Bulletin*, 48(9), 201–226.

Jahedizadeh, S., Ghanizadeh, A., & Ghonsooly, B. (2016). The role of EFL learners' demotivation, perceptions of classroom activities, and mastery goal in predicting their language achievement and burnout. *Asian-Pacific Journal of Second and Foreign Language Education*, 1(1). Retrieved June 11, 2021, from the World Wide Web: <https://doi.org/10.1186/s40862-016-0021-8>

Johnson, C. R. (2000). Factors influencing motivation and de-motivation in Mexican EFL Teachers. *ERIC*, 1-22. Retrieved January 17, 2021, from the World Wide Web: <https://eric.ed.gov/?id=ED459605>

Joo, M., & Park, S. (2015). Demotivating and remotivating factors in learning English- centered for middle and lower level. *English Literature* 21, 28(2), 351–374.

Jung, S. K. (2011). Demotivating and remotivating factors in learning English: A case of low level college students 1. *English Teaching*, 66(2), 47–72.

- Kaivanpanah, S., & Ghasemi, Z. (2011). An investigation into sources of demotivation in second language learning. In *Journal of Applied Linguistics*, 14(2), 23-47.
- Kang, S. G. (2019). Seeking to relieve demotivation for Korean college students learning English. *Journal of Pan-Pacific Association of Applied Linguistics*, 23(1), 21–36. Retrieved June 6, 2021, from the World Wide Web: <https://doi.org/10.25256/paal.23.2.2>
- Keblawi, F. (2005). Demotivation among Arab learners of English as a foreign language. In M Singhal and J Lontas (Eds.). *Proceedings of the Second International Online Conference on Second and Foreign Language Teaching and Research - September 16-18, 2005- Initiative, Innovation, and Inspiration*, 49–78.
- Khanal, L. P., Bidari, S., & Nadif, B. (2021). Teachers’ (de)motivation during COVID-19 pandemic: A case study from Nepal. *International Journal of Linguistics, Literature and Translation*, 4(6), 82–89. Retrieved January 12, 2022, from the World Wide Web: <https://doi.org/10.32996/ijllt>
- Kikuchi, K. (2009). Listening to our learners’ voices: What demotivates Japanese high school students? *Language Teaching Research*, 13(4), 453–471. Retrieved June 16, 2021, from the World Wide Web: <https://doi.org/10.1177/1362168809341520>

- Kikuchi, K. (2015). *Demotivation in second language acquisition: insights from Japan*. Bristol, UK: Multilingual Matters
- Kikuchi, K. (2019). Motivation and demotivation over two years: A case study of English language learners in Japan. *Studies in Second Language Learning and Teaching*, 9(1), 157–175. Retrieved June 26, 2021, from the World Wide Web: <https://doi.org/10.14746/ssllt.2019.9.1.7>
- Kikuchi, K., & Sakai, H. (2009a). Japanese learners' demotivation to study English: A survey study. *JALT Journal*, 31(2), 183–204.
- Kim, J. (2022). Korean EFL students building and sustaining new perspectives through global literary texts. *Sustainability Switzerland*, 14(3), 1-14. <https://doi.org/10.3390/su14031372>
- Kim, K. J. (2009). A comparative analysis of demotivation in secondary English classes. *English Language Education*. 15(4), 75–94.
- Kim, S. (2015). Demotivation and L2 motivational self of Korean college students. *English Teaching*, 70(1), 29–55. Retrieved December 16, 2021, from the World Wide Web: <https://doi.org/10.15858/engtea.70.1.201503.29>
- Kim, T. Y., & Kim, Y. (2021). Structural relationship between L2 learning motivation and resilience and their impact on motivated behavior and L2 proficiency. *Journal of Psycholinguistic Research*, 50(2), 417–436.

Retrieved January 17, 2022, from the World Wide Web:

<https://doi.org/10.1007/s10936-020-09721-8>

Kim, T. Y., Kim, Y., & Kim, J. Y. (2017). Structural relationship between L2 learning (de)motivation, resilience, and L2 proficiency among Korean college students. *Asia-Pacific Education Researcher*, 26(6), 397–406.

Retrieved June 16, 2021, from the World Wide Web:

<https://doi.org/10.1007/s40299-017-0358-x>

Kim, T. Y., & Kim, M. (2017). Demotivators and remotivation strategies in L2 learning: A case study of Korean EFL students. *Foreign Languages Education*, 24(2), 45–74. Retrieved June 16, 2021, from the World Wide

Web: <https://doi.org/10.15334/FLE.2017.24.2.45>

Kim, T. Y., & Kim, Y. (2016). EFL learning demotivation in the Korean context: Similarities and differences across school levels. *English Language & Literature Teaching*, 22(1), 135–156. Retrieved June 16, 2021, from the World Wide Web: <https://www.researchgate.net/publication/312449515>

Kim, T. Y., & Seo, H. S. (2012). Elementary school students' foreign language learning demotivation: A mixed methods study of Korean EFL context. *The Asia-Pacific Education Researcher*, 21(1), 160–171.

Kim, T. Y., & Zhang, Q. M. (2013). Research on second language teacher motivation: From a Vygotskian activity theory perspective. *SNU Journal of*

Education Research, 22, 1-29. Retrieved June 16, 2021, from the World

Wide Web: <https://www.kci.go.kr/kciportal>

[/ci/sereArticleSearch/ciSereArtiView.kci?sereArticleSearchBean.artiId=ART001831114](https://www.kci.go.kr/kciportal/ci/sereArticleSearch/ciSereArtiView.kci?sereArticleSearchBean.artiId=ART001831114)

Kim, T. Y., & Kim, Y. K. (2015). Initial career motives and demotivation in teaching English as a foreign language: Cases of Korean EFL teachers. *Porta Linguarum*, 24, 77-92. Retrieved June 20, 2021, from the World Wide Web:

<https://hispadoc.es/download/articulo/5197998.pdf>

<https://hispadoc.es/download/articulo/5197998.pdf>

Kim, W. (2012). The role of Korean EFL student motivation in second language learning. *Korean English Society*, 12(4), 633–653.

Kim, Y. S., & Ma, J. H. (2013). What makes Korean high school students demotivated in learning English? *English Language and Literature*, 26(3), 297–318.

Kim, Y. K., & Kim, T. Y. (2012). Korean secondary school students' L2 learning motivation: comparing L2 motivational self-system with socio-educational model. *English Language & Literature Teaching*, 18(1), 115–132.

Kirkpatrick, R. (2016). English language education policy in Asia. *In Language Policy (Netherlands)*, 11, 245–264. Springer Nature. Retrieved June 20, 2021, from the World Wide Web: https://doi.org/10.1007/978-3-319-22464-0_11

- Kiziltepe, Z. (2008). Motivation and demotivation of university teachers. *Teachers and Teaching*, 14(5–6), 515–530.
- Kormos, J., Csizér, K., & Csizér, C. (2008). Age-related differences in the motivation of learning English as a foreign language: Attitudes, selves, and motivated learning behavior. *Language Learning Research Club*, 58(2), 327–355.
- Küçükoğlu, H. (2014). Ways to cope with teacher burnout factors in ELT classrooms. *Procedia - Social and Behavioral Sciences*, 116, 2741–2746.
<https://doi.org/10.1016/j.sbspro.2014.01.647>
- Kubanyiova, M. (2014). Motivating language teachers. In D. Lasagabaster, A. Doiz, & J. M. Sierra (Eds.), *Motivation and foreign language learning*, 71–89. Amsterdam: John Benjamins.
- Larsen-Freeman, D. (1997). Chaos/ complexity science and second language acquisition. *Applied Linguistics*, 18(2), 141–165.
- Lee, J. (2018). An analysis of Korean university students' demotivation and remotivation in the EFL classroom. *English Language and Literature Education*, 24(1), 1–25.
- Leung, R. C. Y. (2019). Teacher-orientated pedagogical practices for reducing demotivation in English language learning contexts in Japan. *Jissen Women's University CLEIP Journal*, 5, 9–20.

- Li, C. (2021). Understanding L2 demotivation among Chinese tertiary EFL learners from an activity theory perspective. *Frontiers in Psychology, 12*. Retrieved August 20, 2021, from the World Wide Web: <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.704430/full>
- Li, C., & Zhou, T. (2017a). A questionnaire-based study on Chinese university students' demotivation to learn English. *English Language Teaching, 10*(3), 128–135. <https://doi.org/10.5539/elt.v10n3p128>
- Littlejohn, A. (2008). The tip of the iceberg: Factors affecting learner motivation. *RECL Journal: A Journal of Language Teaching and Research, 38*(2), 214–225.
- Littlewood, W., & Yu, B. (2011). First language and target language in the foreign language classroom. *Language Teaching, 44*(1), 64–77.
- Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Corwin Press. Retrieved December 20, 2021, from the World Wide Web: <https://psycnet.apa.org/record/2008-00634-000>
- Mansoor, A., Samad, A., & Iqbal, M. (2021). Re-fueling L2 learners' motivation: Exploring ESL undergraduate learners' perceptions about the re-motivating factors of a public sector university in Pakistan. *Journal of Research Society of Pakistan, 58*(1), 180-189.

- MacIntyre, P. D., & Doucette, J. (2010). Willingness to communicate and action control. *System*, 38(2), 161–171.
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2), 283-305.
- MacIntyre, P. D., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching*, 2(1), 193-213.
- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954-969.
- McKay, S. L. (2002). *Teaching English as an international language: Rethinking goals and perspectives*. New York: Oxford University Press.
- Mendez Lopez, G., & Bautista Tun, M. M. (2017). Motivating and demotivating factors for students with low emotional intelligence to participate in speaking activities. *Profile Issues in Teacher' Professional Development*, 19(2), 151–163.
- Minor, A. K. (2021). From motivation to demotivation to remotivation: Motivational fluctuations in EFL classrooms. *A Thesis from the University of Turku*. Retrieved January 20, 2022, from the World Wide Web:

https://www.utupub.fi/bitstream/handle/10024/151315/Kiehela_Alina_opinnayte.pdf?sequence=1&isAllowed=y

Moodie, I. (2020). Commitment to the profession of ELT and an organization: A profile of expat faculty in South Korea. *Language Teaching Research*.

Retrieved January 20, 2022, from the World Wide Web:

<https://journals.sagepub.com/doi/abs/10.1177/1362168820938814>

Mushayikwa, E., & Lubben, F. (2009). Self-directed professional development - Hope for teachers working in deprived environments? *Teaching and Teacher Education*, 25(3), 375–382. Retrieved January 20, 2022, from the World

Wide Web: <https://doi.org/10.1016/j.tate.2008.12.003>

Wide Web: <https://doi.org/10.1016/j.tate.2008.12.003>

Mynhardt, L. (2021). Investigating EFL teachers' perceptions on students'

motivation and task engagement in the offline pandemic classroom. *ESP*

Review, 3(1), 25–40.

Nabila, A., Cahyono, B. Y., & El-Khoiri, N. (2021). Demotivation level and

demotivators among EFL students in home online English learning during

the pandemic. *Journal of English Education and Linguistics Studies*, 8(2),

429–457.

Nagle, C. (2018). Motivation, comprehensibility, and accentedness in L2 Spanish:

Investigating motivation as a time-varying predictor of pronunciation

development. *The Modern Language Journal*, 102(1), 199-217.

- Noels, K. A. (2001). New orientations in language learning motivation: Towards a model of intrinsic, extrinsic, and integrative orientations and motivation. *Motivation and second language acquisition*, 23, 43-68.
- Norton, B. (2013). Identity and second language acquisition. In A. Carol Chapelle (Ed.), *The Encyclopaedia of Applied Linguistics*, 1-8. Hoboken, N.J.: Blackwell Publishing.
- Oakes, L. (2013). Foreign language learning in a ‘ monoglot culture’:
Motivational variables amongst students of French and Spanish at an English university. *System*, 41, 178-191.
- Oakes, L., & Howard, M. (2022). Learning French as a foreign language in a globalized world: an empirical critique of the L2 Motivational Self System. *International Journal of Bilingual Education and Bilingualism*, 25(1), 166-182.
- Oh, Y. K. (2022). Examining the effect of L2 motivation factors on the development of L2 achievement: Using multilevel latent growth curve model. *Asia Pacific Education Review*. 1-15. Retrieved February 20, 2022, from the World Wide Web: <https://link.springer.com/article/10.1007/s12564-021-09737-2>

- Ohata, K. (2018). *The impact of learner demotivation: Retrospective accounts of Japanese EFL learners*. 1–21. Retrieved January 20, 2022, from the World Wide Web: https://jflr.ut.ac.ir/mobile/article_75582.html
- Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 78(1), 12-28.
- Park, S. (2019). Factors affecting attitudes of EFL learners toward English classes and the moderating effect of the ideal L2 self. *Mirae Journal of English Language and Literature*, 24(4), 207–225.
- Patton, M. Q. (2015). *Qualitative research and methods: Integrating theory and practice*. Thousand Oaks, California: SAGE Publications
- Peer, E., & Gamliel, E. (2011). Too reliable to be true? Response bias as a potential source of inflation in paper-and-pencil questionnaire reliability. *Practical Assessment, Research, and Evaluation*, 16(1), 9. Retrieved January 25, 2022, from the World Wide Web: <https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1264&context=p> are
- Peterson, M. F., & Ruiz-Quintanilla, S. A. (2003). Cultural socialization as a source of intrinsic work motivation. *Group & Organization Management*, 28(2), 188–216. <https://doi.org/10.1177/1059601103251228>

- Pigott, J. (2008). Toward classroom-friendly models of motivation: A data-led investigation into student perceptions of motivating and demotivating classroom factors, and the relationship between student orientations and preferred classroom activities. *Unpublished Master of Arts dissertation: Birmingham: University of Birmingham, UK*. Retrieved January 25, 2022, from the World Wide Web: <https://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/appliedlinguistics/JPiggottTowardClassroom-friendlyModelsofMotivation.pdf>
- Piniel, K., & Albert, A. (2018). Advanced learners' foreign language-related emotions across the four skills. *Studies in Second Language Learning and Teaching*, 8(1), 127-147.
- Ponce, O. A., Pagán-Maldonado, N., & Gómez Galán, J. (2020). Philosophy of educational research: New epistemological, methodological, and historical approach. *International Journal of Educational Excellence*, 6(2), 63–79. <https://doi.org/10.18562/ijee.058>
- Praver, M., & Oga-Baldwin, W. (2008). What motivates language teachers: Investigating work satisfaction and second language pedagogy. *Polyglossia*, 14(2), 1–8.

- Ranjha, M. I., Asghar, S. A., Abbasi, K. J., & Yasmin, S. (2021). Internal vs. external demotivating factors in a foreign language learning: An analysis of the past studies. *Psychology and Education*, 58(5), 5903–5916.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Ryan, S. (2009). Self and identity in L2 motivation in Japan: The ideal L2 self and Japanese learners of English. *Motivation, Language Identity and the L2 Self*, 120, 143.
- Sahakyan, T., Lamb, M., & Chambers, G. (2018). 4. Language teacher motivation: From the ideal to the feasible self. In *Language Teacher Psychology*, 53–70. Multilingual Matters. Retrieved January 25, 2022, from the World Wide Web: https://www.researchgate.net/profile/Taguhi-Sahakyan/publication/320311170_Language_Teacher_Motivation_From_the_Ideal_to_the_Feasible_Self/links/5af616f50f7e9b026bcee41e/Language-Teacher-Motivation-From-the-Ideal-to-the-Feasible-Self.pdf
- Sahragard, R., & Ansaripour, & E. (2014). Demotivating and remotivating factors among MA Students of TEFL: An Iranian case. *International Journal of Society, Culture & Language*, 2(1), 2014.

- Sakai, H., & Kikuchi, K. (2009). An analysis of demotivators in the EFL classroom. *System*, 37(1), 57–69.
- Santosa, I., & Riady, Y. (2021). Demotivating factors of EFL learners of Indonesian undergraduate students during pandemic COVID-19: Gender differences. *Linguists: Journal of Linguistics and Language Teaching*, 7(1), 118. <https://doi.org/10.29300/ling.v7i1.4933>
- Shim, J. Y. (2016). Investigating the motivational factors of high school students in Korea in learning English. *Proceedings of the Spring Conference of the Contemporary English and American Language and Literature Society*, 116–118. Retrieved January 25, 2022, from the World Wide Web: <https://papersearch.net/thesis/article.asp?key=3915330>
- Şimşek, E., & Dörnyei, Z. (2017). Anxiety and L2 self-images: The ‘ anxious self.’ In C. Gkonou, M. Daubney, & J. M. Dewaele (Eds.), *New Insights into Language Anxiety. Theory, Research and Educational Implications*, 51-69. Bristol: Multilingual Matters
- Song, B., & Kim, T. Y. (2016). Teacher (de)motivation from an activity theory perspective: Cases of two experienced EFL teachers in South Korea. *System*, 57, 134–145. <https://doi.org/10.1016/j.system.2016.02.006>

Song, B., & Kim, T. Y. (2017). The dynamics of demotivation and remotivation among Korean high school EFL students. *System*, 65, 90–103.

<https://doi.org/10.1016/j.system.2016.12.010>

Subakthiasih, P., & Putri, I. G. A. V. W. (2020). An analysis of students' motivation in studying English during COVID-19 pandemic. *Linguistic, English Education and Art Journal*, 4(1), 126–141.

<https://doi.org/10.31539/leea.v4i1.1728>

Sugino, T. (2010). Teacher demotivational factors in the Japanese language teaching context. *Procedia - Social and Behavioral Sciences*, 3, 216–226.

<https://doi.org/10.1016/j.sbspro.2010.07.036>

Syamananda, P. (2017). Factors affecting EFL teachers' motivation in Thai university: A case study of EFL teachers at tertiary level. *Journal: Language Education and Acquisition Research Network Journal*, 10(2).

Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in science education*, 48(6), 1273-1296.

Tanaka, M. (2017). Examining EFL vocabulary learning motivation in a demotivating learning environment. *System*, 65, 130–138.

<https://doi.org/10.1016/j.system.2017.01.010>

- Thorner, N., & Kikuchi, K. (2020). The process of demotivation in language learning. In M. Lamb, K. Csizér, A. Henry, & S. Ryan (Eds.), *The Palgrave handbook of motivation for language learning*, 367-388. Cham, Switzerland: Palgrave Macmillan.
- Tragant, E., Evans, M. (2020). Demotivation and dropout in adult EFL learners. *The Electronic Journal for English as Second Language*, 23(4). Retrieved January 25, 2022, from the World Wide Web:
<https://files.eric.ed.gov/fulltext/EJ1242642.pdf>
- Trang, T. T. T., & Baldauf, R. B. (2007). Demotivation: Understanding resistance to English language learning- The case of Vietnamese students. *THE JOURNAL OF ASIA TEFL*, 4(1), 79–105.
- Tripp, D. (2011). *Critical incidents in teaching: Developing professional judgement* (classic edition). London: Routledge
- Tsygalnitsky, E. (2018). On dynamicity of demotivation: a case study of teacher-related factors. *文藝言語研究= Studies in Language and Literature*, 73, 77–94. Retrieved January 25, 2022, from the World Wide Web:
<https://core.ac.uk/download/pdf/153387933.pdf>
- Turner, K., & Thielking, M. (2019). Teacher wellbeing: Its effects on teaching practice and student learning. *Issues in Educational Research*, 29(3), 938–960.

- Ushioda, E. (1996). Developing a dynamic concept of L2 motivation. In T. Hickey, & J. Williams (Eds.), *Language, education, and society in a changing world*, 239-245. Clevedon, UK: Multilingual Matters.
- Ushioda, E. (1998). Effective motivational thinking: A cognitive theoretical approach to the study of language learning motivation. *Current Issues in English Language Methodology*, 77.
- Ushioda, E. (2001). Language learning at university: Exploring the role of motivational thinking. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition*, 93–125. University of Hawai’ i Press.
- Retrieved January 25, 2022, from the World Wide Web:
<https://www.cambridge.org/core/journals/annual-review-of-applied-linguistics/article/abs/new-themes-and-approaches-in-second-language-motivation-research/C9CEAEA9992B0D02DCBBFC6F46531BFC>
- Ushioda, E. (2009). A person-in-context relational view of emergent motivation, self and identity. In Z. Dörnyei, & E. Ushioda (Eds.), *Motivation, language identity and the L2 self*, 215-228. Bristol UK: Multilingual Matters.
- Ushioda, E. (2017). The impact of global English on motivation to learn other languages: Towards an ideal multilingual self. *The Modern Language Journal*, 101(3), 469-482.

- Vallerand, R. J. (1997). Toward a hierarchical model of intrinsic and extrinsic motivation. *Advances in Experimental Social Psychology*, 29, 271-361.
- Vakilifard, A., Ebadi, S., Zamani, M., & Sadeghi, B. (2019). Investigating demotivating factors in foreign language learners: The case of non-Iranian Persian language learners. *Cogent Education*, 6(1).
<https://doi.org/10.1080/2331186X.2019.1690232>
- Verspoor, M., Lowie, W., & Van Dijk, M. (2008). Variability in second language development from a dynamic systems perspective. *The Modern Language Journal*, 92(2), 214-231.
- Vidak, N., & Sindik, J. (2018). English language learning demotivation of university students. *Coll. Antropol*, 42(2), Retrieved January 27, 2022, from the World Wide Web: <https://hrcak.srce.hr/file/302433>
- Vonkova, H., Jones, J., Moore, A., Altinkalp, I., & Selcuk, H. (2021). A review of recent research in EFL motivation: Research trends, emerging methodologies, and diversity of researched populations. *System*, 103.
<https://doi.org/10.1016/j.system.2021.102622>
- Vroom, V., H. (1964). *Work and Motivation*. Wiley. Retrieved January 25, 2022, from the World Wide Web: <https://psycnet.apa.org/record/1964-35027-000>
- Vygotsky, L. S. (1981). The instrumental method in psychology. In J. V. Wertsch (Ed.), *The concept of activity in Soviet psychology*, 135-143.

Wangchuk, S. (2007). Teachers need motivation. *Kuensel Newspaper Online*.

Retrieved January 27, 2022, from the World Wide Web:

[Http://Www.Kunselonline. Com/Modules.Php](http://www.kunselonline.com/modules.php).

Zhang, Q. (2007). Teacher misbehaviors as learning demotivators in college classrooms: A cross-cultural investigation in China, Germany, Japan and the United States. *Communication Education*, 56(2), 209–227.

APPENDIX A

Teacher Demotivation in English Language Teaching and Classroom Engagement During the Offline Learning in the Pandemic Questionnaire.

Part A: Biographical Information

By completing all aspects of the following survey, the EFL teacher permits using the data generated herewith. All information gained and comments shared will be used for research purposes associated with the study conducted by the researcher. None of the information gathered through this survey (and its parts hereafter) can or will be used in any evaluation-related processes by Chosun University.

Please answer all of the following information as honestly and thoroughly as possible.

Gender: ___ Male ___ Female

Age: _____

Teaching Context: _____ EFL (EGC) _____ ESL

_____ Other (_____)

Student demographic: _____ Freshman _____ Sophomore _____

Junior ___ Senior

Class type: _____ Conversational English _____ Speaking _____

Reading _____ Writing _____ ESP

Experience: _____ (1-5 years) _____(6-10 years) _____ (10-15 years)
_____(15+ years)

Years at Chosun: _____ (1-4 years) _____(5-9 Years) _____(10+
years)

APPENDIX B

Student Demotivation in Second Language Acquisition and Classroom Engagement During Offline learning in the Pandemic Questionnaire.

It would be appreciated if you could take some time to complete this questionnaire. All information will be treated as strictly confidential and has no relation to academic performance or affiliation with your college outcomes. Please answer honestly and freely.

팬데믹 상황에서의 대면 수업 중 제 2 언어 학습의 의욕 저하에 대한 설문지. 시간을 내어 이 설문지를 작성해 주시면 감사하겠습니다. 주어진 모든 정보는 엄격히 기밀로 취급되며 학업 성적이나 대학 성적과 관련이 없습니다. 솔직하고 자유롭게 대답해 주세요.

Part A: Biographical information:

Gender: ___ Male ___ Female
 Age: ___
 Major: ___
 Year: ___ First ___ Second ___ Third ___ Fourth
 English learning experience: ___ 3-5 years ___ 5-8 years ___ more than 8years.
 English proficiency level: ___ low/beginner ___ intermediate
 ___ high intermediate ___ low advanced ___ advanced.
 General interest in English learning: ___ very little ___ average ___ enthusiastic

파트 A: 인적 사항:

1) 성별: 남 여

2) 연령: ____세

3) 전공: _____

4) 학년: 1 학년 2 학년 3 학년 4 학년

5) 영어 학습 경력(대학생 기간 중): 3-5 년 5-8 년 8 년 이상

6) 영어 수준: 매우 낮음 낮음 보통 높음 매우 높음

7) 영어 학습에 대한 관심도: 매우 적음 보통 매우 많음

APPENDIX C

Part B: Demotivation and Engagement Questionnaire

Have you experienced feelings of demotivation or lack of willingness to participate in class due to the reasons below? Please indicate your agreement to the statement corresponding to the number that follows, (1) STRONGLY DISAGREE, (2) DISAGREE, (3) NEITHER DISAGREE NOR AGREE, (4) AGREE, (5) STRONGLY AGREE.

Factor 1: Teachers: (Teachers' attitude, teaching competence, language proficiency, personality, and teaching style)

8. The teachers' English speaking was too fast.
9. The teachers' explanations were not easy to understand.
10. The teacher's mask made their English speaking more challenging.
11. The teacher went out of his/her way to help me.
12. The teacher moves about the class to talk with me.
13. The teacher provides feedback on my work.
14. The teacher's questions help me to understand.

Factor 2: Characteristics of classes: (Course contents and pace, focus on complex grammar or vocabulary, monotonous and boring lessons, focus on university exams and the memorization of the language.)

16. Most of the lessons were examination-oriented.
17. I was expected to use (or speak and write) grammatically correct English.
18. The pace of the lessons was not appropriate.
19. The switch from online to offline classes was confusing.
20. The offline classes were uncomfortable in comparison to online classes.
21. The time spent in class seemed too long in comparison to online classes.
46. It is difficult to do class activities online.

Factor 3: Experiences of failure: (Disappointment due to test scores, lack of acceptance by teachers and others, and feeling unable to memorize.)

- 22. I got lower scores on tests than expected (such as midterm and final examinations).
- 23. I had difficulty memorizing English vocabulary or concepts.
- 24. I was unsure of how-to self-study for English classes.
- 25. The teacher could not understand me with my mask on.

Factor 4: Class environment: (Attitude of classmates, compulsory nature of English study, friends' attitudes, inactive classes, inappropriate levels of the lesson, and inadequate use of school facilities such as not using audio-visual materials.)

- 26. The computer equipment was underused or broken in the classroom.
- 27. The LMS system was not used in the classroom.
- 28. The social distancing policies made going to class challenging.
- 29. Getting to the classroom was uncomfortable due to Covid-19 rules.
- 30. Not being able to interact with my classmates due to social distancing freely made me uncomfortable.
- 31. I gave my opinions during class discussions.
- 32. I asked the teacher questions.
- 33. I explained my ideas to other students.
- 34. When I was in the classroom, I felt good.
- 44. I actively participate in class discussions regardless of the class environment (on/offline).
- 45. The pandemic situation does not affect my English learning.

Factor 5: Class materials: (Not suitable or uninteresting materials (for example, too many reference books and handouts)

- 35. The topics in the book used in class were not attractive.
- 36. The topics of the English books used in the classes were old.
- 37. Online materials (PPTs, resources, videos, or extra reading) were not used.
- 38. Audio-visual materials were not used during classes.

39. The teacher did not use the book in the lessons

Factor 6: Interest: (Sense of English used at schools is not practical and unnecessary.

Little admiration toward English-speaking people.)

40. My ideas and suggestions are used during classroom discussions.

41. I am asked to explain how I solve problems.

42. When we worked on something in class, I got involved.

43. This course increased my interest in learning English.

Korean Translated Version

파트 B: 동기 부여 및 참여도 감소 설문지:

다음과 같은 이유로 수업에 참여할 의욕이나 참여도가 떨어진 적이 있습니까? 각 항목마다 (1) 강하게 동의하지 않음, (2) 동의하지 않음, (3) 동의하지 않음, 동의하지 않음, (4) 동의, (5) 강하게 동의합니다.

요인 1: 선생님들: (교사의 태도, 교수 능력, 교사의 언어 능력, 교사의 성격, 교수 방식)

8) 선생님들이 영어를 너무 빠르게 말해서

9) 선생님들의 설명이 이해하기 어려워서

10) 선생님들의 마스크 때문에 영어를 이해하기 어려워서

11) 선생님들이 학생에게 너무 관심을 줘서

12) 선생님들이 강의 시간에 돌아다니면서 학생이 수업을 잘 듣고 있는지 확인하기 위해 학생에게만 말을 걸어서

13) 선생님들이 학생의 과제에 대한 피드백을 줘서.

14) 학생의 이해를 돕기 위해 선생님의 질문을 해서

요인 2: 수업의 특성: (강의 내용과 속도, 어려운 문법이나 어휘에 집중, 단조롭고 지루한 수업, 대학 시험과 언어 암기에 집중)

15) 시험 위주의 수업이어서

16) 나는 문법적으로 올바른 영어 문장을 구사해야 한다는 부담감을 가진 적이 있다.

17) 강의 속도가 적절하지 않아서.

19) 온라인 수업에서 오프라인 수업으로의 전환 때문에

20) 오프라인 수업이 온라인 수업에 비해 불편해서.

21) 온라인 강의에 비해 수업 시간이 너무 길어서.

46) 온라인으로 수업 활동을 하는 것은 어렵습니다.

요인 3: 실패 경험 : (시험성적에 따른 실망감, 교사 등의 수용 부족, 암기불능)

22) 나는 시험에서 (중간고사, 기말고사 등) 기대보다 낮은 점수를 받은 경험이 있다.

23) 나는 영어단어나 개념을 외우는 데 어려움을 느낀 적이 있다.

24) 나는 영어를 스스로 공부하는 방법에 대해 확신이 서지 않는다.

25) 학생이 마스크를 쓰고 있어 선생님이 학생의 말을 제대로 이해하지 못해서

요인 4: 수업 환경: (반 친구들의 태도, 영어 공부의 의무성, 친구들의 태도, 비활동적인 수업, 수업의 부적절한 수준, 시청각 자료를 사용하지 않는 것과 같은 학교 시설의 부적절한 사용)

- 26) 교실 내 컴퓨터 장비가 사용 중이거나 고장 나 있어서
- 27) 교실에서 LMS 시스템(사이버 캠퍼스)을 사용하지 않아서.
- 28) 사회적 거리두기 정책 때문에 등교하는 것이 힘들어서.
- 29) Covid-19 규정 때문에 교실까지 가는 것이 불편해서.
- 30) 반 친구들과 자유롭게 교류할 수 없어서.
- 31) 나는 수업 시간에 내 의견을 말하는 편이다.
- 32) 나는 선생님께 질문을 하는 편이다.
- 33) 나는 다른 학생들에게 내 생각을 설명하는 편이다.
- 34) 나는 교실에 있을 때 기분이 좋다.
- 44) 저는 수업 환경(온/오프라인)에 상관없이 수업 토론에 적극적으로 참여합니다.
- 45) 대유행 상황은 나의 영어 학습에 영향을 미치지 않는다.

요소 5: 수업 자료: (적합하지 않거나 재미없는 자료(예: 참고서 및/또는 유인물))

- 35) 교재의 주제가 재미 없어서
- 36) 교재의 주제가 오래돼서
- 37) 온라인 자료(PPT, 자료, 비디오 또는 추가 읽기)를 사용하지 않아서
- 38) 수업 중에 시청각 자료를 사용하지 않아서
- 39) 수업시간에 교재를 사용하지 않아서.

요소 6: 영어에 대한 관심도: (학교에서 사용되는 영어 실력은
실용적이지 않고 필요하지 않다. 영어 모어 화자에 대한 약간의 동경을
가지고 있다. 등)

- 40) 나는 아이디어와 제안을 수업 내 토론시간에 사용한다.
- 41) 나는 문제를 해결하는 방법을 설명하라는 요청을 받은 적이 있다.
- 42) 나는 수업 시간에 무언가를 할 때 열심히 참여했다.
- 43) 나는 이 수업을 통해 영어에 대한 관심이 높아졌다.

APPENDIX D

Teacher demotivation in English language teaching and classroom engagement during the offline learning in the Pandemic Questionnaire.

Part B:

Teacher demotivational factors (Questions adapted from the Toshiko Sugino study (Teacher demotivational factors in the Japanese language teaching context). This questionnaire was adapted from the Teacher Job Satisfaction Questionnaire (TJSQ) by Hughes (2006). It employs a five-point Likert scale format.

Directions:

The following statements refer to factors influencing teachers' feelings about their job. These factors are related to teaching and the individual's perceptions that may demotivate them. When answering statements, choose the numeral representing the degree indicated below.

- 1) Strongly disagree
- 2) disagree
- 3) Neither disagree nor agree
- 4) Agree
- 5) Strongly Agree

Factor 1: Students' Attitudes for Teacher Demotivation

- 1) During the class, students constantly use their phones for non-academic purposes.
- 2) Students sleep during my class time.
- 3) Students have a rude or rebellious attitude.
- 4) Students disregard my assignments or homework.
- 5) Students do not bring their books, stationery, or personal computers.
- 6) Students make negative gestures or comments when I ask them to do something.
- 7) Students speak Korean during group work or among partners.

- 8) Students seem disinterested in learning English.
- 9) Students don't engage in their pair- of groupwork
- 10) Students show different or rude attitudes toward female teachers.

Factor 2: Class Facilities, teaching material, and curriculum for teacher demotivation

- 11) There is no consistency in curriculum or clear program goals.
- 12) Low teacher evaluations from students.
- 13) Problems with the classroom equipment needed for my classes.
- 14) The teaching methods are fixed or prescribed.
- 15) The classroom facilities are poor or uncomfortable.
- 16) The classroom size (too small/too large)
- 17) The discrepancy between teachers' expectations and students' expectations.
- 18) Changing of teaching materials too often.
- 19) Emphasis on TOEIC or Test based teaching.
- 20) Great differences in the abilities of students in the same class.
- 21) Teaching materials are fixed or not adaptable.
- 22) Teaching materials are not fixed and are non-specific.

Factor 3: Working conditions for Teacher Demotivation

- 23) Long teaching hours without proper breaks.
- 24) Heavy administrative burden (grading and paperwork).
- 25) Lacking time for professional development (study and research).
- 26) The employment system is unstable (teaching hours are not ensured).
- 27) Low payment
- 28) Commuting problems or difficulty getting to work.
- 29) No bonuses or pay for extra work.
- 30) Extra work is required in terms of planning and preparations.
- 31) Feelings of anger or anxiety when in the classroom
- 32) Gender discrimination in the workplace.

Factor 4: Human Relationships for Teacher demotivation

- 33) Little appreciation or recognition from the administration.
- 34) Negative comments by colleagues.
- 35) Lacking communication between administration and teachers.
- 36) Lacking communication between teachers.
- 37) Collogues do not offer assistance or constructive opinions.
- 38) Disorganized or unprofessional conduct.

Factor 5: Other factors for teacher demotivation

- 39) Discomfort when accessing facilities on campus due to Covid-19.
- 40) Restriction of teaching ability due to Covid-19 regulations.
- 41) Lack of incentives or allowances for difficulties caused by the Pandemic.
- 42) Physical limitations on teaching ability due to Covid-19 mask-wearing regulations.

Part C: Open-ended question:

Please describe how you feel your students' behaviors and attitudes affect you as a teacher in the offline Pandemic classroom:

APPENDIX E

