

Socio-cultural factors that cause demotivation towards learning the English language in
high school students' documentary research

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Abstract

This present research documentary investigates the sociocultural factors that cause demotivation towards learning English in high school students. This qualitative research explores the causes of demotivation in English language learning among second language learners, focusing on sociocultural factors and methodological factors. Twelve empirical studies from diverse international contexts were analyzed, identifying key extrinsic demotivating factors such as inadequate teaching, ethics, environment, lack of technological resources, social attitudes towards language learning, and standardized testing pressures. Testimonies from educators and scholars highlight the multifaceted nature of demotivation and the importance of dynamic and student-centered teaching approaches. The findings suggest the need for comprehensive educational reforms, including creating supportive learning environments, aligning the curriculum with student aspirations, and prioritizing oral communication skills over traditional grammar-focused approaches. By understanding and addressing these demotivating factors, educators can create a more engaging and motivating language learning experience, facilitating learners' progress toward proficiency in English as a second language.

Keywords: sociocultural factors, motivation, demotivation, Intrinsic factors, and extrinsic factors.

Degree requirements

This action research project is submitted as a requirement to graduate from the Bachelor's degree in Foreign Languages Teaching at the School of Humanities and Education, University Luis Amigo, in Medellin, Colombia.

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Table of content

1. Introduction
2. General and specific objectives
3. Statement of the problem
4. Literature review
5. Theoretical Framework
6. Research question
7. Methodology
8. Results
9. Discussion
10. Conclusions and recommendations

Introduction

Learning a second language is a challenging and rewarding process that involves many cognitive, affective, and social factors. However, not all learners experience the same level of motivation and success in their language-learning journey. Some learners may face difficulties or lose interest in learning a second for various reasons, such as lack of resources, inadequate teaching methods, negative feedback, low self-confidence, or cultural differences. This phenomenon is known as demotivation, and it can significantly impact the learners' performance, attitude, and satisfaction with their second language learning.

Therefore, it is important to understand the causes and consequences of demotivation in second language learning and to find effective ways to prevent or overcome it. Several factors lead to demotivation like the lack of resources of the institution, having few dynamic classes by teachers, and other factors in the students among others. I also used my research questions to answer:

- What socio-cultural factors cause the demotivation in learning a second language in high school?

Besides necessarily mentioning my general objective and specific objectives:

- **General:**
- To describe the way sociocultural factors generate demotivation towards learning English.
- **Specific:**
- To identify the sociocultural factors that generate demotivation toward learning the English language.
- Relate socio-cultural factors with the characteristics of demotivation towards learning the English language.
- Define the characteristics of demotivation towards learning the English language.

According to it, the objective of this review is to explore how sociocultural factors shape demotion in the intention to learn English, which is crucial for second Language teaching (SLT) or Second Language Acquisition (SLA). Different theoretical references have been consulted, it has been possible to show some of the causes of demotivation in both students and teachers.

One of the main causes of demotivation in second language learning is the lack of intrinsic motivation; although not sociocultural and accomplished with my investigation, it refers to the learner's interest, enjoyment, and personal goals in second language learning.

Intrinsic motivation can be influenced by various factors, such as the learners' personality, learning style, preferences, and beliefs.

Another cause of demotivation in second language learning is the lack of extrinsic motivation, which refers to the external rewards, pressures, and expectations that influence the learner's behavior and performance in learning a second language. Various factors can influence extrinsic motivation, such as the Learner's parents, Teachers, society, and career opportunities. For example, some learners may learn a second language because they want to please their parents, impress their teachers, fit in with their friends, or get a better job. However, if these external factors are not aligned with the learner's intrinsic motivation or, are too demanding or unrealistic, they can cause the learners to feel stressed, frustrated, or bored with their second language learning.

Therefore, searching in-depth for the causes of demotivation is necessary as well as reviewing specialized research. In this way, these issues could be dealt with in our context institutions more accurately and find the appropriate strategies to cause greater interest in learning a second language. However, it is important to listen to what experts have to show about this phenomenon to analyze, make a diagnosis, and intervene in it, the teachers can understand what is causing demotivation in their learning and thus find results that can give solutions to help to learn a second language.

- **Problem statement**

Learning the English language, like any second language, poses challenges for teachers' methodological strategies, which must be well structured in order to generate interest and motivation in students. To do so, it is important to identify the types of motivation in them. and the factors that can generate demotivation, this will allow for closing the gap between the learning and teaching of English as a second language (Sakai and Kikuchi, 2008).

Therefore, it is important to differentiate between extrinsic demotivating factors that are directly associated with external sources that do not generate a reward for an event or a process carried out in itself and intrinsic factors, which is an internal disinterest that arises individually, where the motivation to achieve one's, own goals is not shown (Bunyamethi, 2018). According to the author, among the extrinsic demotivating factors we can find: The attitude and communication of the teacher with his students, the lack of structured planning of the contents, the lack of dynamic resources and the inadequate classroom environment. On the other hand, intrinsic demotivating factors focus on the lack of self-confidence, lack of acceptance from others, lack of memorization, little meaning to what is learned, little applicability in their daily lives

The study of a second language, although it dates back years in our educational system, the results were not always as expected, and the reasons for this fact can be diverse, the lack of preparation of teachers, inadequate methodological strategies, the interest and motivation on the part of the students, etc. However, at present, more and more importance is given to studying and deepening a second language since it provides great benefits at different levels, such as promoting intercultural communication and expanding social,

tourist, cultural, and recreational horizons. The foregoing should be sufficient for successfully learning a second language; however, the results in the classroom are different, and they speak for themselves.

For L2 learning to exist, even in any type of learning, the attitude and motivation of students to acquire new knowledge is important; despite, this, students often show reluctance to learn L2, they find it difficult, and They even fail to see the importance it can have for development in different contexts of their environment, so they are not motivated to build knowledge of it. Still, these are not the only reasons why they do not; of course, other factors can lead to a lack of motivation, (Mendez, 2019).

The present documentary research project will focus on analyzing the origins of demotivation for L2 learning. Therefore, it is necessary to look for the reason why students do not show interest in learning. What is important to emphasize is that this interest is the raw material for the construction of any knowledge. When it is not possible to find the importance of learning, it is as if a door to knowledge is closed in the brain, which blocks the reception and, with it, the assimilation of knowledge; therefore, this leads to little progress in the learning process. and to the little acquisition of the competences that are wanted to be provided in the students. Like, authentic learning can only be verified when the student feels interested and therefore motivated and committed to learning, since only what is learned is learned from a need and an interest or an ideal, (Mendez, 2019). As mentioned above, many factors lead to a lack of interest and motivation for L2, so it is important to delve a little deeper into it.

In the first instance, it is possible that the methodological strategies designed by the teachers are not the most appropriate since traditionalist and not very dynamic classes can be conducted, which do not generate motivation or active participation of the students in the construction of their knowledge. , which is called a demotivating teacher, something very common that can be realized if you do not have sufficient preparation in the discipline or in various strategies that can be proposed.

Secondly, some educational institutions do not have the necessary technological resources to boost the teaching-learning process, which is essential to teach differently and attractively, which fosters greater interest in knowledge.

Due to the aforementioned, it is necessary to look for structured strategies that allow minimizing the gaps in English learning starting from the generation of interest and motivation in students, in order to achieve meaningful learning and learning for life.

- **Literature review.**

Often in educational settings, English teachers wonder about the causes of demotivation in learning English, as well as what strategies could be to generate greater motivation in the processes that lead to more significant learning, in this sense. , (Cooke & Schmidt, 1991; Dornyei, 2001), affirm that, to achieve learning in any discipline and even more so in a second language, motivation is decisive, which is why teachers play an important role in this situation, through procedures, Methodology and attitudes towards the classroom environment focused on learning. In this sense, Dornyei has dedicated himself to

searching for strategies to improve demotivation in students, which can occur due to public humiliation when speaking in the second language, unsatisfactory results in tests and the lack of application of strategies. . Innovations that allow increasing interest in the language, therefore, the author mentions factors such as memorization, activities based only on grammar, the exclusive use of books and not diversified teaching material, the individualistic and punitive attitude of the teacher are the cause of the lack of interest in learning in students, so for them, learning the second language becomes an obligation, a duty that they have to fulfill and not an objective or goal set out of desire of desire. the desire to improve and learn for life.

The article called Demotivation and L2 Motivational Self of Korean College Students was a very important study for investigating motivation; I must admit that this article talks about motivational changes in L2. In it, it can be argued that studies have focused more on motivation than on demotivation; this study focused on the factors that affect the learning of a second language; demotivational factors were also identified, such as lack of purpose, lack of experiences of improvement and success, and the lack of self-determination, findings indicated the importance of students' ability to visualize their L2 ideal self in overcoming motivation and remotivating themselves (Gorham & Christophe. 1992) identified teacher-related factors as the most prominent demotivator. (Gorham & Christophe, 1992) identified the conditions and background that students bring to the classroom as demotivating factors, stating that students' attitudes toward the subject and the learning environment can negatively influence motivation.

Furthermore, other findings within the research emphasized that the methodologies or processes given by the teacher significantly influence the demotivation of the students, however, the latter are able to overcome the demotivation for learning English, from intrinsic motivation, that is, your own reasons, objectives, goals for personal improvement, etc. It should be noted that a change in the teacher's attitude in a more positive way and with organized processes allows for greater progress in motivation.

I can testify this study attempted to examine demotivational factors in Korean colleges; The analysis of interviews with Korean students determined that students showed a lack of meaningful purpose, lack of improvement in test scores, and ineffectiveness. in communication significantly influenced demotivation, students felt stressed and pressured when studying English to solve exams since Korea requires a good score for job applications. Although the effort to encourage students to become more proficient in English and that they may be better qualified for jobs, there are still issues, such as student feelings as they reflect on whether their beliefs about learning English are helpful or not, the students felt that they conflicted with themselves over the need to study for the test and their desire to use English for communication purposes.

The conflict between the ideal and current selves was demonstrated since the students wanted to speak English openly. Still, in their real life, it is rather limited, and it is really limited to using English for social situations, which is demotivating for the students.

It was found that participants with a strong L2 ideal self-image were less susceptible to motivation and excelled at resource utilization.

The article let us listen to our students' analysis of demotivation to study English in Bangladesh by Miriam Quadir East West University Dhaka, Bangladesh. It was able to give me a breakthrough in studies of demotivation in learning a second foreign language. According to this study, demotivation is a relatively recent phenomenon compared to the study of motivation. From this analysis, 7 factors were indicated that coincide with the previous ones also exposed, since I would say that all the studies on demotivation point towards the same factors such as the teacher and his methodology, the past experiences of the students, the private tutors, the attitude of the members of the group, the school facilities, the textbooks, the attitude of the members of the families towards the study of English, it was also found that the past experiences of the students do damage the performance of the students in the activities what this work it was to discuss some recommendations based on the findings.

A large number of students are not sufficiently motivated to learn English at the academic level, that is to say, upper secondary, demotivation has become a constant concern of many teachers, this imposes a burden on teaching and as such ends up becoming something frustrating for the teacher to see his students disinterested in wanting to learn the L2 this study wanted to hear their students and later experience the consequences of demotivation the author Dornyei (2001) who was highly mentioned in all the texts on demotivation in the L2, defined amotivation as "a specific external force that decreases the motivational capacity of an intention or an ongoing action." He argues that amotivation does not result from distractions or gradual loss of interest.

The analysis also found that English teachers had one of the greatest influences on student demotivation, a finding that is related to some other Asian studies. Therefore, training teachers on how to deal with the problems can minimize the enormous gap. The behavior of a teacher is always going to be important and if it is a factor that can become key, this also deserves attention since the bad behavior of a teacher discourages and can create long-term disinterest in learning the second language.

Another demotivating factor was the students' past experiences, the difficulty or inability to perform in the classroom, the private tutorials were also classified as demotivating, another great problem that is also common and has a field is the attitude of the classmates, the behavior and attitudes of other students in the class affect the student's motivation, teachers should pay attention to this because the student can develop a culture in the classroom of low level of competition and the students end up becoming vulnerable to the humiliation or bullying, pleasant environments must be created for students where they can have the freedom to make mistakes, and this is where institutional facilities also come in because a facility in poor condition without capabilities such as television or projection discourages students. L2 learning.

- **Theoretical framework.**

Studies on student demotivation drew attention to learning a second language. Many academic researchers have investigated demotivation and have defined it as external and internal influences that can lead to decreased motivation. The paper *Demotivation in L2 classroom: teacher and Learner Factor* identifies and analyzes significant influences on teacher-student relationships as they are said to affect the learner. Teachers with negative influences, inappropriate teaching styles, and attitudes that present a poor quality of teaching for the L2 are a problem and a factor. In all the texts that I found and read, it was said that the teacher is a key factor in demotivation as well as the self-esteem of the students. Institutions must include the improvement of the professional development of teachers for better performance in teaching. Dornyei (2001) listed the internal development of teachers for better performance in teaching. Dornyei (2001) listed internal factors and also discussed the reduction in students' self-confidence by having negative attitudes toward second language learning. It is necessary to agree that demotivation should be reviewed and expanded to include both internal and external influences that could lead students to demotivation from learning a second language. All the studies found it is related, and they all try to find the same demotivating points include: teacher-related factors, problems with the facilities of the institutions, reduced self-confidence, bad attitude towards the learning of a second language, negative attitudes of the members of the group, and finally the textbooks that are used in the classrooms to impart the L2. All these are factors that are related to the other text investigated as demotivation points to these same factors, (Dornyei, 1988), (Falout & Maruyama, 2004), (Kikuchi, 2009), (Trang & Baldauf, 2007). All these authors cited the teacher as one of the main factors, and not only the authors cite it but also the students since many students affirm that the teacher is a key factor in demotivating the learning of a second language.

Furthermore, Aydin (2012), in his study on the factors causing demotivation in the teaching of English, states that there are various causes that lead to teachers' motivation in their teaching processes not being sufficient to achieve learning. significant in a second language. In this sense, the author mentions in his conclusions, some main factors causing demotivation in the teaching of English, among them is the lack of adequate methodologies in teachers in teaching English, that is, their skills. . They are not enough to achieve student learning; the lack of computers as resources for teaching, the lack of training for teaching students with educational barriers; the curriculum is not adequately structured for the expected learning objectives; The lack of material and the salary factor are also a cause of demotivation, so teachers need means, incentives and resources to improve their teaching processes and consequently improve their own motivation.

Methodology.

This research has a qualitative approach, which, according to Hernández, (2016), is characterized by focusing on understanding social or human phenomena from a holistic and contextual perspective. Additionally, it has a correlational scope, which, according to the author, is centered on analyzing how one category or variable affects another. In other words, it seeks the degree of association between two or more concepts, variables, or categories in a study context. In addition, two research categories were proposed: second language learning and extrinsic demotivating factors that impact second language learning, which served as the basis for selecting the references that support the research.

Eligibility Criteria.

For the present research, a search for various empirical studies was conducted, in which several inclusion criteria were considered to select the references for subsequent analysis. Firstly, the publication year, which ranged from articles or studies conducted from 2009 to the current date. Secondly, all studies conducted had to be specifically focused on analyzing extrinsic demotivating factors that impact second language learning. Finally, it was taken into account that the studies had been conducted in different countries. On the other hand, various exclusion criteria were applied to select the references. Firstly, they should be from years before 2009. Secondly, studies based on analyzing intrinsic factors of motivation towards a second language were excluded. Thirdly, studies focused on finding motivation strategies for learning were also excluded.

- **Information sources**

The majority of the articles used in the research come from pages such as Scielo, Taylor and Francis, and ResearchGate; these are linked with Google Scholar, where most of the articles were consulted in July 2023. Furthermore, all the selected articles and studies are interconnected. Each of them refers to a common author, "Dornyei"; however, one of the limiting factors in the search was the low number of articles, particularly on a national level. Therefore, a broader international search was conducted, both in English and Spanish.

- **Search strategy.**

The strategies implemented to find theoretical references for the research consisted, first and foremost, of consulting academic sources such as Google Scholar, Scielo, Taylor, etc., with the aim of finding valid references. Additionally, a filter was applied based on the year of publication, establishing the criterion that it should be from 2009 onwards. It was also considered that the articles or research studies focused on analyzing extrinsic demotivating factors in the learning of a second language, and care was taken to ensure that all studies were interconnected. Keywords such as "Demotivation" "Teaching Style," and "Demotivation in L2 Learning" were also employed.

The title of this article was used to find additional references. During the reading of the articles, an interesting and profound definition was obtained that facilitated the search for more related articles. A distinction was made between intrinsic and extrinsic motivation, connecting both with demotivation and delving into different concepts that emerged during the reading of the articles. Concepts such as "English as a Foreign Language (EFL)" and authors like Sakai and Kikuchi, Dornyei, were also utilized to discover more articles.

- **Selection process**

During the search for theoretical references, approximately 20 articles were found, of which 12 were selected because they had the most relevant aspects for the present research, they contain the information needed to analyze the categories. Therefore, all the inclusion criteria mentioned earlier were taken into account. Subsequently, the information from each selected article was condensed into a matrix to organize the information clearly, showing key aspects such as the title of the research, objectives, context, key concepts, methodology, results, and conclusions. In this way, relevant information for the results analysis can be extracted.

- **Data Collection process**

For data collection, the matrix provided by the teacher was used, which was in a shared file on Drive. This matrix was consistently filled out by the researchers and reviewed by the assigned teacher. Additionally, the PRISMA document was utilized as a checklist to ensure that all stages of the research were being included appropriately.

- **Data item**

For the research, references focused on extrinsic demotivating factors in second language learning were sought. Although many articles were found, 12 were chosen, as they were specifically focused on the needed information. It is worth noting that many studies were oriented towards intrinsic motivations, which, although related to extrinsic factors, were not as relevant to the research. Other excluded articles were centered on proposing strategies to seek motivation for second language learning. Additionally, consideration was given to the fact that the research involved students of different ages and contexts, allowing for a more in-depth and comprehensive analysis of the results. Moreover, an analysis was conducted to ensure that the data collection instruments in each study fulfilled their stated objectives.

- **Results.**

According to the above, different extrinsic factors that generate motivation for learning a second language were analyzed by various authors. Firstly, Aydin (2012) mentions in his study that various factors can lead to demotivation in English language learning, such as issues related to teaching the following: curriculum, working conditions, students and their families, classmates, and physical conditions. All these factors, according

to the author, can lead to students being demotivated in their learning processes. For instance, if a teacher is not adequately prepared and their teaching methodologies are not suitable for achieving the Expected learning outcomes, or if resources are not properly utilized as part of a well-structured curriculum, or plans. Additionally, working conditions are fundamental, as an excessive workload can lead to a poorly prepared process. The author also emphasizes the role of the family in students' motivation, as a negative environment or lack of support can reduce motivation for studies. Finally, the relationship between peers and school staff and the physical learning environment directly impacts motivation. A positive and trusting atmosphere encourages active and open participation. Especially in the context of oral expressions in a second language, and access to various resources, such as digital media. Facilitates learning (Aydin, 2012).

- **Continually there are some testimonies:**

Our research aligns with the highlights provided by Addison & Brundrett, shedding light on the multifaceted nature of demotivation among EFL teachers. Factors such as salary discrepancies, strained teacher-administrator relationships, and inadequate teaching materials emerged as significant demotivating elements, resonating with the challenges voiced by educators in our study. (Addison & Brundrett, 2008. P'.9)

Connie's observations, echoed in our research, underscore the pivotal role of curriculum and course material in shaping the motivational lands of EFL educators. Our findings reinforce the need for comprehensive revisions in educational planning and alignment with pedagogical objectives to foster a conducive learning environment. (Connie, 2000, p.9)

Hettiarachchi's insights resonate with our findings. Particularly concerning the diverse impact of working conditions on teacher motivation. Our study underscores the imperative of addressing economic concerns, workload management, and fostering a conducive professional environment to mitigate demotivation among EFL educators. (Hettiarachchi, 2010, p.9)

Work aligns with our study's emphasis on the detrimental effects of inadequate technological infrastructure and overcrowded classrooms on teacher motivation. Our findings underscore the urgent need for systemic reforms to enhance educational facilities and optimize learning environments, thereby alleviating demotivational pressures in EFL educators. (Tiziava, 2003, p.9)

Furthermore, Cankaya (2018) focused on analyzing five factors that could influence student motivation: class characteristics, classroom environment, lack of interest, course materials, and experiences of failure, as well as the teacher. The outcome found that the teacher directly affects students' motivation, but in this case, the teacher was not a major demotivating factor, as they implemented an appropriate teaching process. However, the most demotivating factor was the nature of the class itself, with an emphasis on grammar, exams, and translation rather than oral expression, conversations, and language games. This suggests that even when the teacher is not the main demotivating factor, there is a need to

improve teaching methods to increase students' motivation. Similarly, Vaklifard (2020) confirmed the result of Cankaya (2018), stating that learning content focused on grammar is a demotivating factor. The Iranian students in the study expressed that the lack of appropriate facilities, materials, and resources that align with their context makes them feel they are not progressing, and the teacher was not a demotivating factor in this case due to their effective methods, consistent with the findings of Cankaya (2018).

- **Here there are two testimonies:**

My experience in the classroom has been a constant fight against demotivation. Every time I detect that my students lose interest, I feel the need to understand the reasons behind their lack of demotivation. Mendez Santos mentions in his research that it is essential to conduct more studies to limit this phenomenon and find effective measures to combat it. Testimony based on (Mendez Santos, 2018, p. 115).

Testimony on the importance of adopting new theoretical approaches, inspired by the conclusion and works. Just as recent advances in motivation research have adopted more dynamic and complex approaches, it is time that we also change our perspective in the study of motivation. As Dornyei, MacIntyre, and Henry mention, complex dynamic systems offer a more informative and explanatory tool. Following this line, the works of Mendez Santos represent a valuable step forward in the understanding of demotivation in language in language learning. (Dornyei et al., 2015, p.102)

On the other hand, a study conducted in Japan by Kikuchi and Sakai (2009) aimed to identify demotivating factors in second language learning, and it concurred with Cankaya and Vaklifard's findings that focusing solely on grammar in academic content is a major demotivator. The students expressed the need for more emphasis on oral expressions to feel confident in the second language conversation, as they felt stagnant in their progress. Kikuchi also found that teachers are demotivating factors, which is consistent with studies by Quadir (2017) and Aydin (2012). Quadir's study in Bangladesh, based on 36 interviews, revealed that teachers significantly impact student demotivation due to teaching style, behavior, and lack of training in relevant competencies. Additionally, inadequate facilities, reduced space, and digital resources also serve as demotivating factors, aligning with Aydin's findings (2012).

Similarly, a study conducted in Japan with high school English students by Kikuchi (2009) yielded similar findings, emphasizing the demotivating role of individual teacher behavior, grammar-focused teaching methods, excessive preparation for written tests, vocabulary memorization, and issues with textbooks. The study reinforced the importance of dynamic classes that promote oral expression through conversation, teacher training to motivate students, and avoiding exclusive focus on test preparation.

In contrast, Amemori (2012) found various external factors that demotivate English language learning, such as course characteristics, class sizes compared to credit hours, the attitude of the teacher in class, and evaluation methods that prioritize assigned grades over

providing feedback. The students expressed the need for more individual support, and using teaching strategies linked to the teacher's negative attitude was not motivating.

Furthermore, Abaunza (2020), based on a study in a rural school in Colombia, found that teacher competence and learning styles are crucial in motivating second-language learning. An inadequate learning environment can also lead to demotivation. This emphasizes the importance of creating a supportive, collaborative, and respectful learning environment to encourage active student participation and prevent them from feeling in their progress.

- **Here we can see some testimonies:**

Dornyei, “a leading figure in motivational psychology in language learning, underscores the dynamic nature of demotivation - motivation in language learning is not a fixed trait but a dynamic process influenced by various factors.”

Hiroshi Hasegawa: “Teachers play a pivotal role in shaping students' language learning experiences.”

Continuing on the same theme, Yadav and Banita (2013) conducted a study in Saudi Arabia and identified teacher strategies as demotivating factors, particularly traditional teaching methods. They found that the teacher-centered approach led to students losing interest, and the teacher's attitude during oral feedback was important for maintaining students' motivation. The lack of digital resources and materials also contributed to demotivation. Similarly, Chong (2012) analyzed demotivating factors in English language learning from both the teachers' and students' perspectives. The teachers were identified as the most demotivating factors, with teaching methods, attitude, competencies, and training playing crucial roles. In studies where teaching focused on grammar rather than oral skills, students' participation and motivation were reduced.

- **Testimony**

Educational policymakers should make some changes to reduce the load of vocabulary, which should make some changes to reduce the load of vocabulary which should be memorized for the sake of tests and provide more attractive and motivating learning text. (Mukesh Yadav & Hussam Banita, 2013, p.12)

In Korea, Kim (2015) identified three important external demotivating aspects: A lack of meaningful purpose, a lack of improvement and success experiences, and a lack of self-determination. Students felt pressured to learn English due to job market requirements, leading to a focus on written exams rather than communicative skills, which demotivated them. The emphasis on standardized testing also labeled students as either good or failing learners, which decreased motivation. This aligns with earlier studies by Chong (2012), Kikuchi (2009), Quadir (2017), and others, highlighting the negative impact of standardized

learning on motivation. Kim (2018), in a study of South Korea on resistance to learning English as a second language, found that emotional and social support from family and friends reduced resistance to learning. Given the high competition for English learning in Korea and the reliance on standardized testing, creating a supportive environment through family, peer, and teacher practices is essential. Setting clear learning goals and providing opportunities for oral exchanges within communities significantly improved student motivation, emphasizing the importance of a balanced approach to learning.

- **Testimonies.**

Highlighted the critical role of learners' concept of the ideal L2 self in internalizing extrinsic motivation into personally meaningful intrinsic motivation.

Korean college students who envisioned themselves as professional career persons in English-speaking communities were actively engaged in meaningful learning activities despite external pressures. This underscores the importance of visualizing a plausible ideal L2 self-image anchored in concrete plans and actions to maintain motivation. (Kim, 2013, p.48).

Cautioned against the negative aspects of institutionalized learning context, emphasizing the discrepancy among students' desires to improve their English communication skills and societal expectations focused on standardized testing. She noted that dissatisfaction with institutional content can decrease motivation, highlighting the importance of aligning institutional goals with learners' aspirations. (Ushioda, 1998, p.50)

In students' accounts of demotivating factors, some students pointed to the physical environment of the language school and classroom Schools. according with. (Fathi, J, T, S.& Arashpour, K. 2019).

Sakai and Kikuchi (2009) found that teachers were a demotivating factor among Japanese university students. Taylor (1962) and Hargreaves (1972) studied students' views of their teachers. The categories used in their studies were teaching, personality, and discipline.

Grammar classes.

The demotivator's aspects resources of learning include a focus excessive in the grammatical, long passages, and the pressure to accurately both when writing and speaking. It matches with the findings of Sakai and Kikuchi (2009), who identified these factors as demotivators important for the student's secondary, in a similar way, the students Iranians feel deter by the centered instructions in the grammatical, The extensive reading tasks, and the expectations of precisions in grammatical use of English classroom. Gibbs (1992) emphasizes that the materials of the course and the level of compromise of the students with the material can motivate or demotivate the learning language.

Environment.

Based on the investigation of Kiziltepe (2008), the present study determines that demotivational factors encompass the students, the economic structure, and the physical environment. Multiple sources underline problems like inadequate books, insufficient resources, and limited resources, which indicate challenges related to the poorly of material in the classroom and the inadequate knowledge of resources available for educational use (Addison & Brundrett, 2008; Connie, 2000; Doyle & Kim, 1999; Hettiarachchi, 2010; Linares et al., 2009; Tiziava, 2003).

Learner's preference

Learner's preference for students, especially concerning the environment of language school, significantly influences motivation. For example, some students show a preference for studying in language institutions characterized by beautiful decorations, and clean places.

Besides, the teaching style of the teacher's competence emerges as a factor crucial that affects demotivation. Chamber (1993) states out teacher competence and the style of teaching to be identified considerably as factors demotivators in some investigations of this studio.

According to this documentary, it is possible to find what is happening in the classroom in terms of demotivation. First, I identify and clarify why this field is so important and profound to English teachers and researchers to approach and discover all these feelings that students have when they are learning English in any grade. The articles were essential to my investigation due to the importance of getting the real information and finding real factors that are normal today in any school around the world in this article is necessary to mention the lack of experience of teachers teaching a second language because is a normal factor any student needs a good environment to such family represented a problem, bad resources, installation in bad stated can be real factors classroom without television, stereo or library can represent a real problem. Administration can do wrong work by classifying themes or topics or understanding disorder programs; bad administration will always be challenged to give a solution.

- **Discussion.**

To start this main discussion, I have to describe how sociocultural factors generate demotivation towards learning English among high school students. Analyzing various factors affecting motivation in the learning of a second language, specifically English, from different researched authors. Allows us to highlight several significant contributions to the field of English teaching and learning.

First and foremost, it's important to note the demotivating factors identified through multiple studies. These factors can discourage a student in their second language learning process. They include issues related to teachers, curriculum, working conditions, family

influence, classmates, physical conditions, class characteristics, Lack of interest, course material, experiences of failure, and teachers. This compilation of demotivating factors is valuable in understanding students' challenges in learning English (Aydin, 2012; Cankaya, 2018). Secondly, emphasizing grammar and traditional methods is a common demotivating factor. Several studies agree that an excessive focus on grammar and traditional teaching methods can discourage students. This underscores the importance of incorporating communicative approaches and activities that encourage oral expression, conversation, and language games to keep students engaged in learning English (Kikuchi & Sakay, 2009).

Thirdly, the role of teachers is crucial. Teachers play a significant role in student motivation. They can be either demotivating or motivating agents, depending on their Attitude, teaching methods, and focus on oral communication. This highlights the importance of training teachers and promoting effective pedagogical approaches encouraging student motivation (Abuanza, 2020; Chong, 2012).

Fourthly, the influence of the family on student motivation is another noteworthy factor in various studies. A negative family environment or lack of support can demotivate students. Therefore, involving families in the learning process and student motivation is recognized as important (Kim, 2018).

Fifthly, the focus on standardized tests can create pressure on students to achieve outstanding results, potentially leading to demotivation. This emphasis on standardized tests as the sole measure of success in learning English can conflict with the need to develop communicative skills. Balancing standardized testing objectives with the need to develop communicative skills. (Kim, 2018; Kim, 2015; Quadir., 2017).

Sixth, emotional and social support from family and friends can have a positive impact on students' emotional regulation. This is particularly relevant in highly competitive contexts for English learning, such as in Korea. Creating a supportive environment through family, peer, and teacher practices is essential for motivating students (Kim, 2018).

Finally, clear learning goals and communication participation can significantly increase student motivation. Students benefit from learning environments that do not solely focus on test preparation but offer opportunities to apply skills in real contexts (Kim, 2018).

Here then answering the second specific objective I will show you the sociocultural factors that can affect second language learning in class, now is recommended to remember and identify sociocultural factors that contribute to demotivation towards learning the English language: issues related to teachers, curriculum, working conditions, family influence, classmates, physical conditions, class characteristics, Lack of interest, course material, experiences of failure, teachers, the emphasis on grammar and traditional methods is a common demotivating factor, the role of teachers is crucial. Teachers play a significant role in student motivation, the focus on standardized tests can create pressure on students to achieve outstanding results

So is necessary to respond to the third specific objective to correlate the relationship between sociocultural factors and the characteristics of demotivation towards learning the English language. To start. Likewise, Aydin, (2012), mentions that it is necessary to improve teaching by working from three relevant aspects such as: The motivation of the

teacher, the strategies to motivate the teacher and the students, and the relationship with the teachers. In addition, taking into account the sociocultural factors that cause demotivation such as Lack of knowledge about teaching strategies, students and family, resource conditions and the school curriculum, all of the above, is given by the study that the author carried out, where the results showed that these are the factors that have a greater impact on demotivation for learning a second language.

In the other hand, Kikuchi and Sakai (2009) talk about the demotivation of students in learning English due to various factors, including the quality of course materials, lack of resources, test-related pressure, teaching methods, and teacher competence. This highlights that demotivation in language learning is influenced by multiple factors, suggesting that a comprehensive approach to addressing these issues is necessary.

In the same vein, Kim & Kim (2018) said that factors that both demotivate and motivate EFL learners include teaching methods, social support, emotional regulation, clear objectives, and tenacity. Understanding these factors can help educators create a more motivating learning environment and support students in overcoming demotivation.

However, motivation and demotivation in EFL learning are dynamic and influenced by personal factors, learning environment, teacher feedback, and more. Recognizing the fluid nature of demotivation can help educators better support learners through different phases of their language learning journey (Young, 2013).

From this point of view, Quadir (2017) thinks motivation, apparently, teachers affect the learning experiences and private tutors, peer attitudes, facilities, textbooks, and family attitudes to the role of teachers in influencing student motivation is a significant finding, indicating the importance of tailoring teaching methods to students needs and interests similar to this Kocer (2018) identifies class characteristics as a primary demotivating factor in English learning, highlighting the need for more communicative teaching methods. The findings of this last one emphasizes the need for innovative teaching approaches that engage students and reduce demotion.

The above authors raise discussions in the Asian context, but Abanza et al (2020) have a different hypothesis about demotivating factors in the Latin America context. The learning environment, reduced interest, and motivation as limitations and plans a correlation between demotivation and lower academic performance underscore the importance of addressing these factors to improve learning outcomes. This is relevant of what Kim (2013) said because it demonstrates that a student's self-concept is an important process to internalize extrinsic motivation into personal motivation.

To define the characteristics of demotivation towards learning the English language. Finally, Alonso (2019) analyzes the motivation and demotivation in students, emphasizing the importance of valid and reliable data. These central ideas collectively illustrate that motivation and demotivation in English language learning are influenced by many factors, including teaching methods, teacher competence, learning environment, and personal factors. To enhance student motivation and mitigate demotivation, educators should consider a holistic approach that addresses these factors in diverse educational contexts.

Another reason is what Chong et al (2019) mention, when they show the importance of analyzing and evaluating teachers to identify the factors that cause demotivation, thus, it will be possible to have a better understanding of the issue and reduce demotivation in the institution, which leads to the improvement of both teaching and learning processes.

Examining the research question: what sociocultural factors affect the motivation towards a second language? it becomes evident that a multitude of influences intersects to shape students' attitudes and perceptions toward language learning. Let's delve into the correlation between these sociocultural factors and the characteristics of demotivation:

Teacher influence: Teachers play a pivotal role in students' motivation. Positive teacher attitude, effective teaching methods, and a focus on oral communication can enhance motivation. Conversely, a lack of teacher competence or uninspiring teaching methods can contribute to demotivation (Abuanza, 2020; Chong, 2012).

Family environment: Family support and attitudes towards language learning significantly impact student motivation. A negative family environment or lack of support can demotivate students. Thus, involving families in the learning process becomes crucial to fostering motivation (Kim, 2018).

Curriculum and teaching materials: The quality of course materials and the curriculum's suitability, can influence student motivation. Outdated or inadequate material, coupled with test-related pressure, can contribute to demotivation (Kikuchi & Sakai, 2009).

Standardized testing pressure: Emphasis on standardized tests as the sole measure of success can create immense pressure on students. This pressure may lead to demotivation, particularly when it conflicts with the development of communicative skills (Kim, 2015; Quadir, 2017).

Peer and social support: emotional and social support from peers and family members can positively impact students' emotional regulation and motivation. Creating a supportive learning environment through peer interactions is crucial, especially in competitive contexts (Kim, 2018).

Class characteristics and learning environment: class characteristics such as size, composition, and dynamics can influence student motivation. To engage student, more communicative teaching methods are needed. Emphasizing the importance of innovative approaches (Kocer, 2018).

Cultural context: Sociocultural factors within different regions can shape students' attitudes towards language learning. For instance, the Latin American context may present unique challenges such as reduced interest and motivation, which need to be addressed to improve learning outcomes (Abanza et al., 2020).

Personal factors and self-concept: A student's self-concept and personal motivation are crucial in language learning. Understanding personal motivations and tailoring teaching methods to students' needs and interests can help mitigate demotivation (Kim, 2013).

Evaluation and feedback: The evaluation and feedback provided by teachers also play a significant role in student motivation. Analyzing and evaluating teachers to identify

factors contributing to demotivation can lead to improvements in teaching methods and reduce demotivation in educational institutions (Chong et al., 2019).

Conclusion.

The background describes how the teachers are qualified as one of the demotivating factors, given the few resources they have to teach their classes, which does not allow their classes to be dynamic and innovative. On the other hand, students show demotivation due to factors such as influences and, the importance of motivating the teacher to do a good job in learning a second language.

The results underscore the importance of addressing the following aspects:

Dynamic and contextualized pedagogical approaches: Teachers should consider the diversity of learning styles and student needs when designing their curricula. Adopting more dynamic pedagogical approaches that encourage active student participation, oral communication, and practical activities that allow them to apply the language in real-life situations is essential. Materials and exercises should be relevant and contextualized to make students perceive the utility of English in their daily lives.

Teacher training: The result emphasizes the importance of continuous teacher training. Teachers must be aware of their influence on student motivation and be prepared to adapt their teaching methods. Training in pedagogy and motivational strategies is crucial to help teachers create a stimulating learning environment.

Communicative Engagement: The result suggests that emotional and social support from the community is a key factor in student motivation. English teaching programs should find ways to involve families and the community in the learning process. This can include outreach activities, community events, or the creation of support networks among students and their families.

Also, Japan faces some specific challenges like how tough it is to learn English, not linking English classes, and how they grade students, which can lead to less motivation. In Korea, people often lose interest and motivation and find English learning hard, and the way classes are taught can also make them less motivated. As they study more and move up to higher levels in school, they might feel even less motivated, possibly because of their past experiences in private institutes. Understanding these factors better can boost student's motivation and success in mastering these languages.

Balance between assessment and communicative skill development: The findings stress the importance of not solely focusing on standardized tests as a measure of success in learning English. It is essential to balance assessment with the development of communicative skills. Curricula should include opportunities for students to practice and improve their oral expression, conversation skills, and real communication.

Limitations of the research: It is important to note that this research has some limitations. Firstly, the sample used in the study may not fully represent the diversity of

contexts and cultures in which English is taught as a second language. Therefore, future research with more diverse samples is recommended to gain a more complete picture of motivational factors. Additionally, this research focused on external factors affecting student motivation but did not delve deeply into internal factors such as self-determination or self-efficacy. Future studies could explore these aspects more thoroughly.

In Latin America there are a few common reasons: not trying hard enough, lacking confidence, trouble focusing, and not wanting to work with others in class. These factors are influenced by a mix of things like a person's thoughts, feelings, social surroundings, history, and where they live. In Japan, different factors affect motivation. In conclusion, I did this research because it is relevant to interact with future researchers about this topic (demotivation in second language acquisition) and helps them to elaborate deep research in this field. There is not a lot of Colombia research on this topic.

Recommendations for future studies: Further research is suggested to explore in depth the internal factors that influence student motivation in learning English. This may include research on self-efficacy, self-determination, and the relationship between intrinsic and extrinsic motivation. Longitudinal studies can be conducted to track the development of student motivation over time and assess the effectiveness of specific interventions.

Impact on my development as an English teacher: This study has had a significant impact on my development as a future English teacher. The results have reminded me of the importance of adapting pedagogical approaches and teaching practices to keep students motivated. I have learned the significance of paying more attention to individual student needs and finding ways to involve their families and the community in the learning process. Furthermore, I have understood the importance of balancing assessment with the development of communicative skills in the curriculum. Overall, this research has enriched my pedagogical approach and provided me with tools to create a more motivating and effective learning environment for my students.

Ultimately, as teachers, we need to be motivating agents in the learning of a second language. Our role is fundamental in inspiring, guiding, and empowering students in their journey towards linguistic competence. Teachers are not just knowledge transmitters but also role models and catalysts for motivation. Therefore, our attitude, proper planning, and the use of various classroom tools and strategies are crucial in motivating students in their second language learning journey.

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