Factors Causing Demotivation in EFL Teaching Process: A Case Study

Selami Aydin
Balikesir University, Turkey

Studies have mainly focused on strategies to motivate teachers or the student-teacher motivation relationships rather than teacher demotivation in the English as a foreign language (EFL) teaching process, whereas no data have been found on the factors that cause teacher demotivation in the Turkish EFL teaching contexts at the elementary education level. Thus, this study aims to investigate the demotivating factors in EFL teaching at the elementary level. The study was designed as a qualitative case study, and involved face-to-face conversations, MSN talks and a diary maintained by the subject for data collection. The results showed that the problems were related to the teaching profession, curriculum, working conditions, students and their parents, colleagues and school administrators, and physical conditions. Keywords: English as a Foreign Language, Teaching, Demotivating Factors, Elementary Education, Case Study

The current research was conducted for three reasons. First, research on motivation and demotivation in the English as a foreign language (EFL) learning and teaching processes had thus far mainly focused on language learners, although some recent studies had been conducted on the relationship between the teacher and student motivation (Bernaus, Wilson & Gardner, 2009), which is defined by Harmer (2001) as a kind of an internal drive to encourage the individual to pursue a course of action. Second, as EFL learning is quite different from English as a native or second language acquisition, in terms of native and target cultures (Gardner, 2007) and from other learning areas, demotivating factors in the EFL teaching process performed by nonnative teachers of English appear to warrant research in the Turkish context. As an additional note, the term *demotivation* refers to the lack of effort, need and desire in teaching process. Third, studies mainly focused on three issues: (a) teacher motivation, (b) strategies to motivate teachers, and (c) student-teacher motivation relationship (Addison & Brundrett, 2008; Roth, Assor, Maymon, & Kaplan, 2007) rather than on the factors that demotivate the EFL teachers. Fourth, research activities on the issue were mainly performed descriptively and analytically, as can be seen in the related literature presented below. Thus, a qualitative research was needed to identify all the factors causing demotivation in the EFL teaching process.

As emphasized above, studies focused mainly on learner motivation and demotivation rather than on teacher demotivation in the EFL context. For instance, Lens and Decruyenaere (1991) examined the motivation and demotivation characteristics of secondary students. In another study, Chambers (1993) investigated the methods used to motivate foreign language learners. Furthermore, Christophel and Gorham (1995) observed the test-retest changes in state motivation of college students. In more recent studies, Littlejohn (2008) reviewed the factors affecting learner motivation, including the locus of control, a sense of value and purpose, self-esteem, and feelings of success; whereas Kikuchi (2009) researched the demotivating factors affecting Japanese high school EFL students. Similarly, Sakai and Kikuchi (2009) identified five factors of demotivation in high school EFL learners: (a) course content and material, (b) teacher competence and teaching style, (c) inadequate school

facilities, (d) lack of intrinsic motivation, and (e) test scores. Lastly, Falout, Elwood and Hood (2009) investigated the demotivating factors involved in EFL learning and the relationship between the past demotivating experiences and the present proficiencies, and concluded that the less proficient learners were the least likely to control their affective states to cope with the demotivating experiences.

The second reason that guided the current research, as mentioned previously, was that the demotivating factors in the EFL teaching process in the Turkish context appeared necessary due to cultural differences. In this context, the literature review indicated a serious lack of research on teacher demotivation in the Turkish context, as only one study was found on the issue. In this study conducted by Kızıltepe (2008), the aim was to identify the sources of motivation and demotivation among teachers at a public university. The motivating factors were identified as students, career and social status and ideals, whereas the demotivational factors were students, economics, structural and physical characteristics, research and working conditions. However, the research reviewed identified different factors that guided the current study. First, Kızıltepe's study focused on both motivation and demotivation, while the current study focused on only teacher demotivation. Second, the current study was designed to be a qualitative case study investigating the demotivating factors in the EFL teaching process in elementary education, whereas the study mentioned earlier used university teachers as their sample group.

The third and last reason to perform the current study was that the earlier studies had mainly focused on teacher motivation and strategies to motivate teachers and the student-teacher demotivation relationship rather than on teacher demotivation. In addition, research on teacher motivation in the EFL context examined the motivational strategies (Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, 2008; Williams & Burden, 1997). For instance, Connie (2000) researched teacher motivation and demotivation in the Mexican EFL context in a descriptive study and suggested that better performance among students, well-motivated students, successful activities, support and respect by administrators and a flexible curriculum were the factors that motivated teachers. Additionally, Bernaus, Wilson and Gardner (2009) investigated the relationship between teacher and student motivation and its effects on achievement. In this survey study, research participants were 31 teachers and 694 students. They concluded that a close relationship between them increased the degree of achievement.

Among the limited studies available on teacher demotivation, Doyle and Kim (1999) conducted a study on teacher motivation and discovered that salary, teacher-administrator relationships, problems related to advancement, curriculum, course books, heavy workload, lack of teaching autonomy and job security were the factors leading to demotivation. Furthermore, Connie (2000) found that the demotivating factors included a lack of enthusiasm in teaching, low salary, a lack of teaching materials, a heavy workload and an inflexible curriculum. Similarly, based on the responses of a questionnaire, Tiziava (2003) found that EFL teachers in Greece received rather low salaries. In a correlational research, Zhang (2007) investigated teacher misbehaviors as learning demotivators across the American, Chinese, German and Japanese cultures, and noted that most teacher misbehaviors were related to learning demotivators pan-culturally and within each culture. Moreover, in a study that collected data using questionnaires and semi-structured interviews, Addison and Brundrett (2008) had focused on the type of issues impacting motivation and demotivation, and concluded that poor responses from the children and the workload factors caused the demotivation. Similarly, based on group discussions and interviews, Mooij (2008) examined the reasons for teacher motivation and demotivation in government-run schools and highlighted the need for a new professional ethos and culture. Additionally, in a correlational study, Linares, Diaz, Fuentes, and Acien (2009) examined the teachers' perceptions of problems in schools in Spain, Hungary and the Czech Republic, and found that learner

demotivation affected teachers. Finally, in a survey study, Hettiarachchi (2010) investigated the elements of teacher motivation and demotivation in the EFL context and concluded that teacher transfers, the discrepancy between curriculum and learners' ability and the poor relationship existing between colleagues were the demotivating factors.

In conclusion, the current study appears to contribute to the related literature for three reasons. First, studies on motivation and demotivation mainly focused on the EFL learners rather than teacher motivation and demotivation. Second, while motivation and demotivation include cultural aspects, only one study was found on EFL teaching in the Turkish context. Third and last, the studies in terms of EFL teachers mainly focused on motivation, strategies to motivate teachers and student-teacher motivation relationship rather than teacher demotivation. Most of the studies on teacher demotivation researched some of the factors quantitatively and analytically rather than investigating all of the factors holistically and qualitatively. Thus, the current study aims to qualitatively investigate the factors causing demotivation in the EFL teaching process.

Method

The current paper, designed to be a qualitative case study, "an approach to research that facilitates exploration of a phenomenon within its context, using a variety of data sources" (Baxter & Jack, 2008, p. 544), is based on the constructivist paradigm that requires a close collaboration between the researcher and the subject (Crabtree & Miller, 1999), and depends on participant perception. In addition, the study, designed as a qualitative case study, was to identify the factors that caused teacher demotivation in the EFL teaching process. In other words, the purpose was to analyze the process in which particular factors demotivated the teacher during the teaching process. To avoid answering the issue generally, and to reasonably define the scope of the topic, the case was restricted by time, place, activity, definition and context (Creswell, 1998; Miles & Huberman, 1994; Stake, 1995). A descriptive research type was chosen as it appeared necessary to describe the phenomenon in a real life context, allowed the exploration of individuals and relations, and depended on one's perspective (Yin, 2003). As the study was aimed at examining the demotivation factors in the EFL teaching process, the study was conducted holistically to explore the various factors influencing the earlier mentioned process. Thus, although this study does not contain specific propositions, the conceptual framework is limited to describe the factors based on the participant's teaching experiences during data interpretation.

The study implemented a two-step procedure: data collection and data analysis. Data were gathered from three sources, Microsoft Messenger (MSN) chats, face-to-face conversations, and a diary maintained by the subject. To analyze and organize the data, the saved version of the MSN talks, notes from face-to-face conversations and the diary were saved as Microsoft Word documents. Then, the data from three sources were analyzed separately in line with the research topic to link the data to the issue. Therefore, the data outside the scope of the research topic were deleted. Next, the data collected from three sources were classified in relation to the demotivating factors in the teaching process on a concept map. Finally, the data were presented in the order of importance, from the most repeated factor to the least repeated one (see Appendix 1).

As mentioned above, the research was done qualitatively as it attempted to identify all the factors that demotivate teachers during the EFL teaching process. Thus, the significance, purpose, research methodology, tools, the rationale behind subject choice and the role of the researcher were explained to the subject participating in the study. As the research involved MSN talks, face-to-face conversations and a diary, a claim for exemptions was presented. Therefore, the approval that was sought from the International Review Board (IRB) through

Necatibey Education Faculty of Balikesir University was granted. It was also emphasized that subject privacy would be respected, and that participation was voluntary. Further, the study was stated to be conducted within the bounds of respect for the subject, that there was no risk at all in participating in the study (Mack, Woodsong, MacQueen, Guest, & Namey, 2005), and that the outcomes of the study would be beneficial to EFL teachers in service, teacher trainers and pre-service teachers of English, education politicians and curriculum developers. Finally, the study was conducted only after delineating the research ethics and purposes of the research to the participant.

The author of this paper had begun training pre-service EFL teachers soon after he completed his PhD dissertation on the use of computers in testing EFL writing skills. While his interest lay in research related to the use of technology, language testing and writing in the course of foreign language learning and teaching, he decided to conduct research on the demotivating factors in the current EFL teaching process due to some problems identified by the graduates during their teaching process. Following a painstaking search, the author noted a singular lack of research on the factors that demotivate Turkish EFL teachers in the teaching process. Further, prior research had been mainly descriptive, and thus, not all of the problems were investigated in a deeper and broader perspective. Therefore, the author strongly believed that a qualitative study was mandatory to systematically identify all the issues that demotivate teachers. In conclusion, the outcomes of the study are directly related to the needs of EFL teachers in service, and will lead to significant contributions to the current literature in terms of development of a scale to analyze the factors on the issue, by narrowing the topic for further research.

The Subject

The subject, Elif, is a 26-year old EFL teacher. She completed her elementary and secondary education in Balikesir, a town in the Marmara region of Turkey. Her high school English teacher at impacted her greatly as he inspired her to finally become an English teacher, although she "cannot recall his last name to find him on Facebook." Another good reason for her to become an English teacher was the common knowledge that "teaching is a good profession for women." After graduating from the Education Faculty, she worked at an elementary school in a small town near Balikesir for three years. Now married, she is currently working at another elementary school in a town called Zonguldak. While she taught 28 hours a week at her former school, she is currently teaching 15 hours a week. She believes that teaching fewer hours is much better as she feels more productive and efficient as a teacher. As she states, she loves children and teaching them. One of the main reasons for choosing Elif as a participant was that she had a good relationship and maintained close communication with the researcher during her student years, which continued even after she began working as an EFL teacher. Another reason was that she had great sensitivity to teaching as a profession, and therefore was good at observing the teaching environment. She was informed before, during and after the research process about the aims, procedure, output and ethics of the study, meaning that the dignity of the subject would be respected. Also, it was emphasized that there were no psychological or social risks, and that the benefits of the knowledge gained would be shared. Finally, the informed consent form in which the subject stated that her participation in the study was both conscious and voluntary was signed by the participant (Law et al., 2007).

Tools

The tools for data collection included face-to-face conversations, MSN chats and a diary maintained by the subject. The case study was limited to face-to-face and MSN chats and a diary maintained by the subject over the course of a year to determine the factors causing demotivation in a natural context. The research was carried out qualitatively as the tools mentioned helped to provide data from the participant's perspective.

Procedure

This study was a qualitative case study, as it was not possible to conduct a descriptive study because of the lack of holistic research on the demotivation factors on the EFL teaching process in the Turkish context. This implied that it was necessary to carry out a qualitative case study to reach a deeper understanding of the research issue (Law et al., 2007). The study employed a two-step procedure: Data collection and Data analysis.

Step one: Data collection. As previously stated, two reasons guided the choice of subject: The first reason was that she had a good relationship and maintained close communication with the researcher during both her student and teachers years. Secondly, she showed sensitivity and good observation skills during her teaching years. After the participant was informed about the significance, aims, contributions and output, including the data collecting tools and the procedure of the study at the beginning of the first semester of academic year 2010-2011, the subject declared that she would participate in the study voluntarily and consciously, and it was assumed that she would reflect her realistic experiences in the research setting (Law et al., 2007).

Three instruments were used to ensure the validity of the data obtained: face-to-face conversations, MSN talks and a diary maintained by the subject. First, the data were limited to the factors that demotivate EFL teachers. Therefore, during the face-to-face conversations and MSN talks, the researcher and subject discussed the teaching environment and problems related to EFL teaching. The researcher took notes during real conversations, and saved the MSN chats. During the earlier conversations and chats, the questions mainly focused on general issues that relate to demotivation during the teaching process whereas later ones focused on more specific issues in a natural context. For instance, while she criticized the curriculum in a general sense in her earlier talks, she later mentioned the difficulties in teaching vocabulary due to the problems related to the curriculum design. In this sense, the researcher did not conduct a pilot or field test as the natural flow of conversations directed the researcher inductively. The effectiveness of the questions in conversations was ensured by the data obtained from MSN conversations and the diary kept by the participant. The reason why MSN conversations were used was that it was not possible to meet on weekdays. Conversations were held twice a week, one through MSN and one face-to-face, while she wrote in her diary twice a week. As emphasized before, there were no preconceived questions or claims during these conversations or diary entries. The process lasted nearly one academic year. During this time, the subject also maintained a diary recording her observations, perceptions and beliefs about the teaching settings. As the data was collected from three different sources, over one academic year, it was assumed that the saturation of the data was achieved to meet the purpose of the research (Law et al., 2007). The entire process, data collection, saving and analysis, was carried out by the researcher.

Step two: Data analysis. The data collected were stored in a database for retrieval, concept mapping and categorization, as Yin (1993) suggests. Then, the data from the sources

were contextualized separately in lines. In the concept mapping process, the data, noted line by line, were transferred on to three concept maps derived from each data source. To validate the data, the findings from all three sources were compared using the concept maps. When comparing the statements in each concept map the findings appeared similar; therefore, it was assumed that the data ensured validity. Finally, in the categorization process with the scope limited to the demotivation factors in the EFL teaching process, the data were divided into sections such as teaching profession, curriculum, working conditions, students and their parents, colleagues and school administrators, and physical conditions. The analysis was based on pattern matching, a technique proposed by Yin (1993). Given that the data were valid, it could be stated that there were no possible influences of the researcher during collection, interpretation and evaluation of the data (Seliger & Shohamy, 1989).

Results

The results of the study revealed six main factors for demotivation in the EFL teaching process: problems related to the (a) teaching profession, (b) curriculum; (c) working conditions, (d) students and their parents, (e) colleagues and school administrators, and (f) physical conditions.

The findings demonstrated that the subject encountered certain problems pertaining to the lack of knowledge about the teaching profession and other related issues. To begin with, she found it quite hard to control the stress she experienced:

> I still do not know what kind of teacher I am. I want my students both to respect and love me, but I don't know how to create a balance. The result is that I feel great stress during the classes.

Another problem she encountered was a general one regarding the teaching process, as she believed it was not possible to teach if the learners did not want to learn. Further, she lacked knowledge in using appropriate methods and techniques to teach vocabulary, grammar and basic language skills:

> I know that the students should memorize vocabulary. I don't know how to improve the vocabulary knowledge of my students. … I cannot teach the simple present tense. My students cannot understand the difference between the main verb and helping verb. They still think that the helping verb "do" is the main verb.

She also suffered from the lack of experience on how to deal with and teach special children, as is seen from the excerpts below:

> One schizophrenic mother, one abandoned child, one unemployed father, one jailed father… I teach 300 students out of 600. Nearly half of my students suffer because of their parents. How can I expect success from them? … The children who are gravely ill… I cry for my students for hours. I think I should decrease my sensitivity like my colleagues at the school.

Last of all, she complained about the lack of computer knowledge and negative attitudes towards computer use in teaching, as she specified that she could not use the computer as well as she wished she could.

The second demotivating factor was a problem related to the curriculum. First, the findings showed that she lacked supportive material for classroom use as she reiterated that "it

would be helpful to use some additional material in her classes." The second sub-factor was the invalid examination questions that were featured on the central examination, which is an official and central examination for the selection and placement of elementary school students in high schools. She stated that "the questions in the exam were not asked from within the scope of the course content she had taught." Also, she had problems with the unbalanced activities in the course books and the lack of unity and coherence in the books:

> I don't think that the course book for the fourth grade is good enough to teach. I finished the entire unit in only one hour. … The units in the book are not consistent with each other. Thus, I have to decide what I should teach without using the course book.

Fourth, she highlighted that "there were insufficient exercises given in the book to solve," and thus, "it took much less time to do them during classes." The final problems regarding curriculum were the imbalance between the contents of the course books and DYNED (Dynamic and Education: a computer-based foreign language learning program used in elementary schools), and the imbalance between the scope of the vocabulary and the learners' levels:

> If I were a student, I wouldn't use DYNED because it is useless to study class 4 subjects for class 8 students. … There is too much vocabulary to teach in the course book. I don't think the words such as 'persuasion', 'refuse' or 'prohibition' is easy to teach to 7th grade students. I am not sure whether they use these words in their native language or not.

The third main factor that demotivated the subject was the working conditions. First, she had financial problems, as she felt her salary was quite insufficient to meet her needs. Second, the weekly teaching workload was too much and she stressed that she could not make time to check her students' homework. Third, regular duties, social activities for students and some unexpected duties at school were other sources of problems, as stated below:

> I hate being the teacher on duty. It happens once a week. No one is permitted to sit down or drink anything, while on duty. We cannot leave the corridor until the teachers start their classes. Moreover, I am usually late for my own classes. I have no time to check the course book or to copy papers for the class. …. I had to cancel my class due to a social activity at school. The purpose of the activity was to help children to discover themselves. However, the students stayed back in the bus, played computer games, and chatted. I cannot say that the ones who were responsible for the activity were happy with the situation. … I received a document today. I was assigned as member of a bomb search team. Was it a joke? No. I did the assignment. But I couldn't see how I could possibly find a bomb in the school garden. Maybe, I need to smell, or decide which cable I should cut off, red or blue?

The fourth factor included the problems concerning students and their parents. At the outset, she complained about the children's actions, as noted below:

> Today, I heard that one of the students recorded a teacher and published it in Facebook. This made me feel very nervous. I hope I have not appeared in a video on the internet.

The second problem arose from the affective states of children. For instance, she complained that learners had a low level of motivation as seen in the following excerpts:

> I gave some flash cards to teach how to tell names, ages, countries, and nationalities within a role-play activity. When I asked a question, only two students answered correctly. I really don't know whether it is really difficult to answer. …. Last year, before examination period, I said to my students they could check their notebooks during exams. My purpose was to motivate them to keep their notebooks. I failed again and again.

In addition, she complained that the parents showed a serious lack of interest in their children, that students had mainly negative attitudes towards learning English, and that learners had a high degree of computer unfamiliarity in terms of learning activities via the computer:

> I am forcing my students to study using the computer with DYNED but I think they feel anxious about using computers.

The fifth factor was related to colleagues and school administrators. More specifically, she suffered from two problems: communication problems with colleagues and school administrators and ideological discrimination by the school administrators:

> One of the students in my class says that the school administrator wants him to inform him when teachers come late to classes. … If you have similar political opinions, you won't have any problem with the school administrator. If not, you have to be very careful, and take no chances to commit a mistake.

The sixth and last factor was related to the physical conditions in the school climate. First, she complained about the crowd, bad acoustics and noise within the classrooms as emphasized below:

> Classrooms are rather crowded. Thus, I tried to teach them the directions in the garden. I understand that the problem was not the classroom but the large number of the students. …. I cannot conduct listening activities because there is a really bad acoustic in the classroom. Therefore, the students are not interested in even the most entertaining song. … I have some work to do in classes such as performance tasks, group work, and pair work. However, I cannot, as there is too much noise in the classroom.

The second and last problem for her was the bad school climate in terms of technology. This implied that she lacked technology and had inadequately equipped computer labs for computer-based EFL learning, as given below:

> I prepared some papers to use in the class but the copy machine was out of service. Therefore, I used the blackboard. I don't know how much time I lose while I use the board. … DYNED! The computer teacher quit the school and a teacher of Turkish language is responsible for the computer laboratory. I don't think my students will use the lab because most of the computers are out of service.

Conclusions and Discussion

The main result obtained from this study was that there are six main factors that cause demotivation during the EFL teaching process. They included problems relating to the (a) teaching profession, (b) curriculum, (c) working conditions, (d) students and their parents, (e) colleagues and school administrators, and (7) physical conditions. To begin with, the lack of knowledge about the teaching profession and some related issues including the lack of knowledge of teaching methodology, dealing with special children and the use of computers in classes, and the difficulties with stress control are the main sources of demotivation. Second, some problems relating to the curriculum, such as lack of supportive material for classroom use, invalid central examinations, and problems with the course books regarding the disunity and coherence, and imbalanced activities presented in the books are another source of demotivation. Third, it was concluded that difficult working conditions become another demotivating factor. Specifically, this includes financial problems, heavy workload and problems concerning regular duties and social activities within the school environment. Fourth, a few problems arose from the students themselves and their parents. For example, violence and abuse were noted in addition to a low motivational level among the learners, their negative attitudes and perceptions of EFL learning and ignorance of computer use in the learning process, and lack of parental interest. All these go toward making a teacher feel demotivated. Fifth, the communication problems among the teachers and the ideological discrimination by school administrators were also factors leading to demotivation the during EFL teaching process. Lastly, problems relating to the physical conditions, such as crowded classrooms, noise, and bad school climate about educational technology created demotivation in the EFL teaching process.

To end, it can be stated that the conclusions reached in the study were not preconceived by the researcher. The results found in the present study were compared to the findings from earlier studies and discussed. They are summarized as follows. Concurring with the findings of the study by Kızıltepe (2008), the current research concluded that the demotivational factors included the students, economics, structural and physical characteristics, and working conditions. However, research was not a factor found in the current study, as the sample studied was an EFL teacher at an elementary school, while the sample group in Kızıltepe's study (2008) involved teachers at the university level. Further, the current study identified that salary, teacher-administrator relationships, curriculum, course books, heavy workload and the lack of materials were demotivating factors (Addison & Brundrett, 2008; Connie, 2000; Doyle & Kim, 1999; Hettiarachchi, 2010; Linares et al., 2009; Tiziava, 2003;). Interestingly, the results of the present study revealed that the problems related to advancement, and lack of teaching autonomy and job security (Doyle & Kim, 1999) were not among the teacher demotivating factors. In conclusion, the results of the current study indicated that the factors causing teacher demotivation were similar to those identified in earlier research, although in the present paper the factors were examined holistically and quantitatively, along with their sub-factors.

Given that the current research concludes that the certain demotivating factors have been identified in the teaching process, it is possible to emphasize that demotivation may have some negative effects. In a general sense, it can be stated that demotivation constitutes a barrier for a continuing, improving, interesting and enjoyable teaching and learning. Thus, in the scope of the conclusions reached in the study, some practical recommendations can be made. Firstly, the teacher training curriculum developed by the Higher Education Council for all the teacher training institutions requires revision in terms of the methodology employed in the courses, computer assisted/based EFL teaching and learning, and special education for children. This calls for a deeper and broader knowledge of those in the teaching profession

and pedagogy to increase their motivation levels during their teaching activities. Further, the issues mentioned should be correlated to the content of current teacher training curriculums. Therefore, the content of in- and pre-service EFL teacher training should focus on strategies such as managing emotions, joining communities, and boosting efficacy (Falout, 2010).

Briefly, the curriculum needs dramatic and fundamental changes at both pre- and in-service teacher training levels. Second, the course books used for elementary education need a crucial revision in terms of unity and coherence between the units and a clearer presentation of the main language skills and knowledge areas involving vocabulary and grammar. Thus, the Department of Educational Planning and Program Development, a unit that is responsible for course book preparation and development, plays a key role in the revision of the course book materials in close cooperation with the EFL teachers and teacher trainers. Also, the central examination questions should be valid, and in line with the course contents to motivate both the EFL teachers and learners in the classroom settings. Third, as teachers need to work under better working conditions, it becomes mandatory to solve their economic problems and to offer a moderate workload. Further, the responsibility of teachers concerning social activities and regular duties during school time should be redesigned to increase their motivation and efficiency in their teaching activities. Therefore, regular duties should be limited to acceptable working hours, every week. Fourth, strong and close cooperation among teachers, school administrators, parents and guidance experts must be fostered to give professional solutions to the problems regarding violence and abuse among the students. Also, in the light of the scientific findings, target groups must be informed and instructed by professional guides and experts to not only decrease the violence and abuse among children but also to encourage teacher-student-parent relationships. Hence, regular seminars for students, teachers, parents and administrators, and guidance activities for problematic children need to be organized to keep violence and abuse under control and to induce parental interest in their children. Additionally, teachers should be trained to cope with low motivation among children and the negative attitudes and perceptions toward EFL learning and computer usage in the learning activities. Fifth, during in-service training sessions, school administrators should be made aware of their behavior towards teachers and be encouraged to eliminate personal and political discrimination against teachers. Last, the authorities responsible for the educational and economic policies should take steps to reduce the number of students in each class and to strengthen the technological infrastructure in all the schools.

Regarding the limitations, the current research has been limited to one case concerning the demotivating factors in EFL teaching. Moreover, the scope of the study was confined to MSN chats, face-to-face conversations, and a diary maintained by the subject and the data collected from these sources. As this study examined the above mentioned factors holistically and synthetically, further studies focused analytically on each of the factors in the Turkish EFL context are undoubtedly warranted. In other words, further research should focus on the effects of the factors and sub-factors found in the current study on the level of motivation and demotivation as there is a lack of research on teacher demotivation, as emphasized previously.

References

Addison, R., & Brundrett, M. (2008). Motivation and demotivation of teachers in primary schools: The challenge of chance. *Education 3-13, 36*(1), 79-94.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, *13*(4), 544-559. Retrieved from http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf

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

Chambers, G. (1993). Taking the "de" out of demotivation. *Language Learning Journal, 7,* 13-16.

Christophel, D. M., & Gorham, J. (1995). A test-retest analysis of student motivation, teacher immediacy, and perceived courses of motivation and demotivation in college classes. *Communication Education, 44*(4), 292-306.

Connie, R. J. (2000). *Factors influencing motivation and de-motivation of Mexican EFL teachers.* Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages, Vancouver, BC, Canada.

Crabtree, B. F., & Miller, W. L. (1999). *Doing qualitative research,* Thousand Oaks, CA: Sage.

Creswell, J. (1998). *Research design: Qualitative, quantitative, and mixed methods approaches.* Thousand Oaks, CA: Sage.

Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research, 2*, 203-229.

Doyle, T., & Kim, M. Y. (1999). Teacher motivation and satisfaction in the United States and Korea. *MEXTESOL Journal, 23*(2), 35-48.

Falout, J. (2010). Strategies for teacher motivation. *The Language Teacher, 34*(6), 27-32.

Falout, J., Elwood J, & Hood, M. (2009). Demotivation: Affective states and learning outcomes. *System: An International Journal of Educational Technologies and Applied Linguistics, 37*(3), 403-417.

Gardner, R. C. (2007). Motivation and second language acquisition. *Porta Linguarum, 8,* 9-20.

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.

Harmer, J. (2001). *The practice of English language teaching*. Essex, UK: Longman.

Hettiarachchi, S. (2010). ESL teacher motivation in Sri Lankan public schools. *Masters Theses and Doctoral Dissertations.* Paper 316. Retrieved from http://commons.emich.edu/theses/316

Kikuchi, K. (2009). Listening to our learners' voices: What demotivates Japanese high school students? *Language Teaching Research, 13*(4), 453-471.

Kızıltepe, Z. (2008). Motivation and demotivation of university teachers. *Teachers and Teaching: Theory and Practice, 14*(5-6), 515-530.

Law, M., Stewart, D. Letts, L., Pollock, N., Bosch, J., & Westmorland, M. (2007). Guidelines for critical review form: Qualitative studies. *Qualitative Review Form Guidelines*, 1-12.

Lens, W., & Decruyenaere, M. (1991). Motivation and de-motivation in secondary education: Student characteristics. *Learning and Instruction 1*(2), 145-159.

Linares, J. J. G., Diaz, A. J. C., Fuentes, M. C. P., & Acien, F. L. (2009). Teachers' perceptions of school violence in a sample from three European countries. *European Journal of Psychology of Education, 24*(1), 49-59.

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.

Mack, N., Woodsong, C., MacQueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative research methods: A data collector's field guide.* Research Triangle Park, NC: Family Health International.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded source book* (2nd ed.). Thousand Oaks, CA: Sage.

Mooij, J. (2008). Primary education, teachers' professionalism and social class about motivation and demotivation of government school teachers in India. *International Journal of Educational Development, 28*(5), 508-523.

Roth, G., Assor, A., Maymon, Y. K., & Kaplan, H. (2007). Autonomous motivation for teaching. *Journal of Educational Psychology, 99(4)*, 761- 774.

Sakai, H., & Kikuchi, K. (2009). An analysis of demotivators in the EFL classroom. *System: An International Journal of Educational Technologies and Applied Linguistics, 37*(1), 57-69.

Seliger, H., & Shohamy, E. (1989). *Second language research methods.* Oxford, UK: Oxford University Press.

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Tiziava, K. (2003). *Factors that motivate and demotivate Greek EFL teachers*. Unpublished master's thesis. University of Edinburgh, Edinburgh.

Williams, M., & Burden, L. R. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge, UK: Cambridge University Press.

Yin, R. K. (2003). *Case study research: Design and methods.* Thousand Oaks, CA: Sage.

Zhang, Q. (2007). Teacher misbehaviors as learning demotivators in college classroom: A cross-cultural investigation in China, Germany, Japan, and the United States. *Communication Education, 56*(2), 2009-227.

Appendix

Demotivating Factor in EFL Teaching Process

Main Factors	Sub-factors	
Problems related to teaching profession	Teacher's affective states	Low level of stress control
		Negative attitudes towards computer use in teaching
	Lack of knowledge of teaching methodology	General problems in teaching
		Difficulties in teaching vocabulary, grammar and basic language skills
		Lack of knowledge about special children
Problems related to curriculum	Lack of supportive material for classroom use	
	Invalid central examinations	
	Problems related to course books	Imbalanced activities in course books
		Lack of unity and coherence between the units in the course books
		Lack of exercise in the course books
		Mismatch between the course books and DYNED activities
		Mismatch between the amount of vocabulary and students' level
Working conditions	Financial Problems	
	Heavy workload	
	Regular duties and social activities	
Problems related to	Problems related to	Violence and abuse among children

students and parents	students	Children with special problems	
		Affective states of children	Low level of motivation
			Negative perceptions of EFL learning
			Negative perceptions of teachers
		Computer unfamiliarity among children	
	Lack of parental interest		
Problem related to colleagues and school administrator	Lack of communication between teachers		
	Ideological discrimination by school administrators		
Problems related to physical conditions	Crowded classrooms	Noise	
	Bad school climate regarding technology	Lack of technology support	

Author Note

Selami Aydin is an assistant professor at English Language Teaching Department at Balikesir University. His research has mainly been in language testing, EFL writing, individual differences, and technology in EFL learning. His articles have appeared in some national and international journals. Aydin teaches ELT courses for pre-service English teachers. Correspondence regarding this article can be addressed to: Selami Aydin, ELT Department, Necatibey Education Faculty, Balikesir University, 10100 Balikesir, Turkey; E-mail: saydin@balikesir.edu.tr.

Aydin, S. (2012). Factors causing demotivation in EFL teaching process: A case study. *The Qualitative Report, 17*(Art. 101), 1-13. Retrieved from http://www.nova.edu/ssss/QR/QR17/aydin.pdf