

Using Digital Storytelling to Reduce Demotivation during Covid-19 Pandemic: A Conceptual Study

Reza Anggriyashati Adara¹

Rido Budiman²

Novita Puspahaty³

Septia Dhama Yanti⁴

¹Corresponding Author, English Language and Literature Department of University Islam 45 Bekasi, Indonesia; reza.adara@gmail.com

² English Language and Literature Department of University Islam 45 Bekasi, Indonesia; rido@englishunisma.org

³ English Language and Literature Department of University Islam 45 Bekasi, Indonesia; novita@englit45bekasi.org

⁴ English Language and Literature Department of University Islam 45 Bekasi, Indonesia; septiadhamay@gmail.com

Received: 30 June 2022

Accepted: 18 July 2022

Published: 19 July 2022

Abstract

It has been argued that demotivation can negatively affect learners' interests in language learning. Thus, teaching strategies need to be performed in order to prevent or overcome demotivation. In this regard, using technology improves learners' motivation and reduces demotivation. As a part of technology integration into language classrooms, digital storytelling can be one of the strategies taken to reduce learners' demotivation. The present study is a conceptual study that aims to describe the potential benefits of integrating digital storytelling in EFL classrooms in trying times such as the Covid-19 pandemic. Besides discussing the merits of technology integration, especially digital storytelling in language classrooms, the present study will suggest strategies to integrate digital storytelling to increase motivation and decrease demotivation. The present study may merit educators and researchers interested in the discussions about using technology to minimize demotivation during challenging times such as the Covid-19 pandemic.

Keywords: demotivation, digital storytelling, language learning

To cite this article: Adara, R., Budiman, R., Puspahaty, N., & Yanti, S. (2022). Using Digital Storytelling to Reduce Demotivation during Covid-19 Pandemic: A Conceptual Study. *SALEE: Study of Applied Linguistics and English Education*, 3(2), 230-243. <https://doi.org/10.35961/salee.v3i2.506>

DOI: 10.35961/salee.v3i2.506

1. Introduction

Digital storytelling may help teachers to motivate students during the Covid-19 pandemic. Hartshorn and McCurry (2020) described that the Covid-19 pandemic negatively impacted students and teachers as their attention shifted from getting the education to surviving the pandemic. As students become less interested in language learning, maintaining students' motivation becomes more challenging due to the Covid-19 pandemic. Adara and Puspahaty (2021) state that the Covid-19 pandemic presents a unique challenge for teachers to motivate their students. To overcome such challenges, a strategy such as integrating digital storytelling into the language classrooms can be used to improve students' motivation. Several studies have noted that integrating digital storytelling into language classrooms is beneficial for enhancing learners' motivation (Adara & Haqiyah, 2020; Hava, 2019; Razmi, Pourali & Nozad, 2014). In addition, digital storytelling allows students to get involved with the learning process by producing content creatively (Moradi & Chen, 2019). As students are motivated and engaged with the learning process, they are likely to achieve their learning goals. The above points suggest that digital storytelling can be used as one of the strategies to improve students' motivation, especially during the Covid-19 pandemic.

In regards to motivation, several aspects can diminish it. One of those aspects is demotivation which Dörnyei and Ushioda (2013) define as the slow diminishment of motivation. When students are demotivated, they will not be able to sustain their interests in language learning (Vibuphol, 2016). It is why demotivation needs to be overcome or avoided at all costs. Related to the above paragraph, digital storytelling can be used to overcome students' demotivation. Although numerous studies have managed to investigate the effects of digital storytelling on students' motivation (Abderrahim & Navarro González, 2020; Adara, 2020a, 2020b; Adara & Haqiyah, 2020; Kasami, 2021), there is a lack of conceptual studies which specifically discusses how digital storytelling can be used to reduce demotivation during Covid-19 pandemic. The present study is a conceptual study that aims to describe the merits of digital storytelling to minimize students' demotivation. In addition, the present study will discuss steps that teachers can take to integrate digital storytelling into the classrooms. Besides filling the gap of knowledge due to insufficient studies on digital storytelling and demotivation, the present paper can be a milestone for similar studies, especially ones in the context of using technology for EFL (English as a Foreign Language) learning in Indonesia during Covid-19 pandemic.

2. Literature Review

2.1. Demotivation

It has been argued that external factors can only cause demotivation, but more studies refute the previous claim. Although demotivation has gained more popularity among researchers (Adara et al., 2021), the concept is usually mistaken for another concept called amotivation.

Clearing the misconception is imperative because it will provide a better approach to handling demotivation. While demotivation refers to the diminution of motivation, amotivation is losing motivation entirely. The latter happens as learners feel incompetent to learn the target language or feel that their efforts are useless (Dörnyei & Ushioda, 2013). Unlike amotivation, which is resulted from unrealistic expectations of learners (Dörnyei & Ushioda, 2013), demotivation can be defined as numerous extrinsic factors which might decline the learners' willingness to learn the target language (Dörnyei in Li, 2021). Besides dividing demotivation and amotivation, internal factors are likely to influence demotivation based on the latter view. However, several studies argue that demotivation is not only influenced by external factors of learners such as the teaching environment, teachers, peers, or families but also by internal factors such as students' confidence, attitudes toward language learning, and others. Multiple studies claim that internal factors may also affect demotivation (Arai, 2004; Falout & Maruyama, 2004; Tsuchiya, 2004). Thus, the latter interpretation of the causes of demotivation includes internal and external factors that lead to demotivation (Falout et al., 2009; Li, 2013; Li, 2021). Thus, it can be inferred that both internal and external factors can lead to learners' demotivation.

Furthermore, demotivation needs to be investigated because it may provide insights on how to overcome demotivation and add discussions on motivation. Distinctive psychological patterns that lessen demotivation and lead to more positive foreign language learning attitudes have been the centers of investigation in several studies (Adara, 2018; Adara et al., 2019; Adara et al., 2021; Adara & Najmudin, 2020; Han et al., 2019; Kim et al., 2017). The interest in demotivation is due to the negative influence of demotivation on learners' interests in acquiring the target language. Dubbed the negative side of motivation (Rastegar et al., 2012), it has been argued that every failure in foreign language learning can be traced to the existence of demotivation factors in learners (Kaivanpanah & Ghasemi, 2011). In addition, the latter study argues that the language learning process can be more grueling if demotivation comes into the equation. Besides that, Evans and Tragant (2020) show that demotivation can make adult learners forsake their studies. As adult learners are demotivated by insufficient teaching practices, lack of communicative practices, and the differences in their desired level of fluency and their current level of fluency, they are likely to discontinue learning the target language. Thus, demotivation seems to be an urgent matter that needs to be overcome. Conducting an investigation on demotivation and factors that lead to demotivation will provide more understanding of how to identify demotivation among students and factors that cause demotivation (Adara & Najmudin, 2020). The above factors show the severity as well as reasons for investigating demotivation. Besides helping teachers to reduce demotivation (Ghadirzadeh et al., 2013), examining demotivation can give insights into more effective learning of the target language (Kikuchi, 2011). In addition, investigating demotivation provides more insights into understanding motivation theories (Falout et al., 2009; Hamada & Kito, 2008; Hasegawa, 2004; Sakai & Kikuchi, 2009). It can be said that

examining demotivation does not only merit discussions on eradicating demotivation but also helps to understand motivation theories.

Numerous factors can cause demotivation. Chong et al. (2019) divide the factors into teacher-related and student-related factors. One of the earliest studies on demotivation was conducted by Dörnyei (1998) as he investigated foreign language contexts in Hungary. His study identified nine demotivating factors such as teacher-related factors, school facilities issues, reduced self-confidence, poor attitudes toward the target language, compulsory nature of target language learning, interference from another foreign language, and the course books. The results of his study found teacher-related factors as the most significant ones. In the Asian context, conducting an extensive review on subjects related to demotivation, Kikuchi and Sakai (2009) suggest course books, inadequate school facilities, test scores, non-communicative methods, teachers' competence, and teaching as the causal agents of demotivation. Furthermore, Kim et al. (2018) found teachers' lack of clear teaching styles, the heavy focus on grammar teaching, and unrealistic expectations toward students as the most significant demotivation factors. It can be inferred from Kim et al.'s (2018) study that students can be demotivated when teachers are too focused on teaching grammar less communicatively. Similar results were reported in a study by Adara et al. (2019). As teachers become too focused on teaching grammar and forsake the communicative aspects of language teaching, students tend to be demotivated. In addition, Lamb (2017) shows other relevant teacher-related factors such as the over-controlling teaching approach, too relaxed teaching approaches as well as unapproachable attitudes of teachers. Moreover, students can be demotivated if teachers do not show understanding or lack of insensitivity toward students' learning needs. It can be concluded that various teacher-related factors might incite demotivation among students. The following paragraph will discuss how to solve demotivation due to teacher-related factors.

In order to avoid demotivation due to teacher-related factors, teachers need to improve their teaching approaches and integrate technology into their teaching methods. To enhance teaching styles, Lamb (2017) posits the idea that teachers need to be motivated to do their jobs. Lamb and Wedell (2015) suggested that motivated teachers encourage students more. Chong et al. (2019) argue that motivated teachers would have more energy and be more committed by providing various classroom activities, offering more approachable attitudes, and understanding learners' individual needs. It can be said that teachers with more motivation to teach can come up with more diverse teaching approaches that can attract students' interests, leading to motivated students. Therefore, teachers must be trained with various teaching styles that suit students' interests. In this regard, Sundqvist and Olin (2013) offer the idea of providing teachers with in-service teacher training, hoping it would lead to more motivated teachers. The results of Sundqvist and Olin's (2013) study show that teachers are more eager to incorporate various teaching activities into the classrooms after they are

exposed to in-service teacher training that shows teachers new approaches to teaching. Performing various teaching activities that can improve students' learning results is considered valuable for making students more engaged with the learning process and diminishing demotivation (Ushioda, 2013). In addition, as teachers are more empowered in their jobs, teachers are more likely to be motivated in the classrooms, leading to motivated learners (Chong et al., 2019). Other studies suggest similar ideas (Adara et al., 2021; Bernaus et al., 2009; Lamb & Wedell, 2015). A study by Çelik and Kocaman (2016) suggests that providing students with effective learning strategies and developing individual-based and learner-centered teaching methods can assist students in defeating language barriers. Besides joining in-service teacher development programs, teachers can use technology to expose learners to language inputs. In addition to motivating students (Adara & Haqiyah, 2021; Tavakoli et al., 2019), it has been argued that technology can empower teachers by understanding how the external media changes the attitudes of learners (Chong et al., 2019). For instance, teachers can browse the latest trends to attract students' interest. The latter can be used as additional teaching material. Digital storytelling may have its merits in improving students' motivation. Adara et al. (2019) suggest that students may feel disappointed when teachers do not use technology such as computer labs to help them gain more knowledge in English. Chong et al. (2019) argue that changing teaching methods may be complicated in the beginning, but it can have a positive impact on students' motivation. The weight of evidence suggests using teachers' development programs and technology to increase teachers' and learners' motivation.

Besides teacher-related factors, learner-related factors can lead to demotivation. Trang and Baldauf (2007) list factors such as poor negative self-esteem, failure experiences, as well as negative attitudes toward English as demotivators. Furthermore, experiences of failure are shown to be the most significant demotivator as their respondents are likely to cope with an arduous learning process when they feel that they failed to make progress in language learning. In addition, as the respondents thought they failed to make similar progress as their peers, they would be demotivated. Besides the above factors, feeling disappointed with test scores can lead to demotivation. Sakai and Kikuchi (2009) show that low scores on tests can make students feel demotivated. Similarly, the study by Adara and Najmudin (2020) on the differences between students' demotivation factors before and after the Covid-19 pandemic shows that test scores are the most significant demotivation factor after the Covid-19 pandemic took place. Besides failure experiences and disappointment with test scores, lack of self-confidence can lead to demotivation. As students feel they fail to make progress and are disappointed with their low test scores, they tend to have negative self-confidence and feel demotivated (Chong et al., 2019). In addition, Song and Kim's (2017) study on students' demotivation in South Korea shows that being inferior to their peers and failing to get admission to an English high school can lead to demotivation. The above points illustrate how intrinsic factors can demotivate students.

Learner-related factors can be solved by creating bonds between students and teachers. The results of Adara and Najmudin (2020) show that as students were demotivated during the isolation, they would feel less demotivated when teachers keep in touch and motivate them through chatting. By keeping in touch with students, teachers can remind students of their personal goals to learn the target language, such as getting good jobs or a better salary. As students remember the benefits of learning English, they might be more motivated to learn English (Adara, 2018; Adara & Puspahaty, 2021). Li and Ting (2017) remarked that maintaining students' interests in English is important because their goals as fluent speakers will be more straightforward. It can be inferred that teachers and students can overcome learner-related factors through constant affirmations of students' language learning goals.

2.2. Digital Storytelling

Reducing students' demotivation can be conducted through digital storytelling. As a language with a foreign language status, English has its level of difficulty. Different language environments and cultures are a challenge for English teachers and learners. In the English as Foreign Language (EFL) classrooms, teachers do not only face the challenge of helping their students develop the necessary reading, writing, speaking, and listening skills in their second language (L2), but they also face the challenge to provide learners with meaningful and authentic opportunities to apply and practice such skills in the classroom as they lack direct contact with English culture (Christiansen & Koelzer, 2016). The latter factor might affect students' interest in English language learning. Besides that, the Covid-19 pandemic may contribute to the variable of students' demotivation in learning English. In this regard, digital storytelling can be a tool to boost students' interest in EFL classes during the Covid-19 pandemic. Burmark (2004) introduced digital storytelling as a high-value technology for collecting, creating, researching, and blending visual images with text. He believed that integrating visual images with written texts would broaden and accelerate student understanding by increasing the student's interest in discovering new ideas. Christiansen and Koelzer (2016) argue digital storytelling is a great tool to help EFL students develop language and literacy skills in authentic and meaningful ways.

Furthermore, digital storytelling may help students master the skills to effectively interact and communicate with other English speakers in online and offline contexts through digital and multimodal literacy practices. Rance-Roney (2008) adds that digital storytelling can assist the learning process effectively in EFL classrooms because it can develop multimodal communicative competence by promoting a learner-centered environment for EFL learners. Additionally, some studies show that digital storytelling can improve students' motivation (Adara & Haqiyah, 2020; Aktas & Yurt, 2017; LoBello, 2015; Xie, 2016). For instance, a study by Hava (2021) on the impacts of digital storytelling on students' motivation and satisfaction levels in the EFL learning process shows a significant improvement in participants' motivation and self-confidence to learn English. Adara and Haqiyah (2020)

argue that such an increase in the levels of motivation after the application of digital storytelling may be attributed to the nature of digital storytelling consumed by mass, making students more motivated to learn English to produce better digital stories. In regards to the present study, the use of digital storytelling may lessen students' demotivation levels.

3. Methodology

The present study uses a conceptual approach. In this sense, a conceptual study can be defined as non-empirical papers beyond summaries of recent studies and integration of literature with an integrated framework, added values, and directions for future inquiries. Unlike a theory paper that proposes a new theory, conceptual papers aim to be a bridge for existing theories, work across disciplines and extend our scope of thinking (Cropanzano, 2016; Gilson & Gilbert, 2015). Similar to empirical studies, conceptual papers intend to develop new knowledge by carefully choosing sources of information that are combined according to a set of norms (Jaakola, 2020). However, arguments in conceptual studies are not taken from data like empirical studies but prior concepts and theories (Hirschhiem, 2008). Thus, the present paper will not only be a summary of studies on demotivation and digital storytelling. The present paper will act as a bridge on how digital storytelling can be used to reduce demotivation.

Furthermore, the present paper will use a model approach to present its discussions. Jaakola (2020) categorized conceptual studies into four types of research designs; theory synthesis, theory adaptation, typology, and model. The present paper will use the model research design. The latter is described as one that identifies issues related to a subject by revealing the causes, results, and units related to the researched subject (Jaakkola, 2020; MacInnis, 2011). Furthermore, a model research design explores the previously unexplored relationships between constructs, introduces new forms, or describes why some aspects of the process can lead to particular results (Cornelissen, 2017; Fulmer, 2012). Although the model research design may have its merits, the causal agent needs to be addressed before developing propositions (Cornelissen, 2017). In this sense, the causal agent in the present study refers to digital storytelling as it seeks to describe and predict how digital storytelling can be used to reduce students' demotivation. The present paper will use existing theories as well as results to develop the possible relationship between the integration of digital

storytelling into language classrooms and the diminution of demotivation among students. Following is a figure which describes the research flowchart:

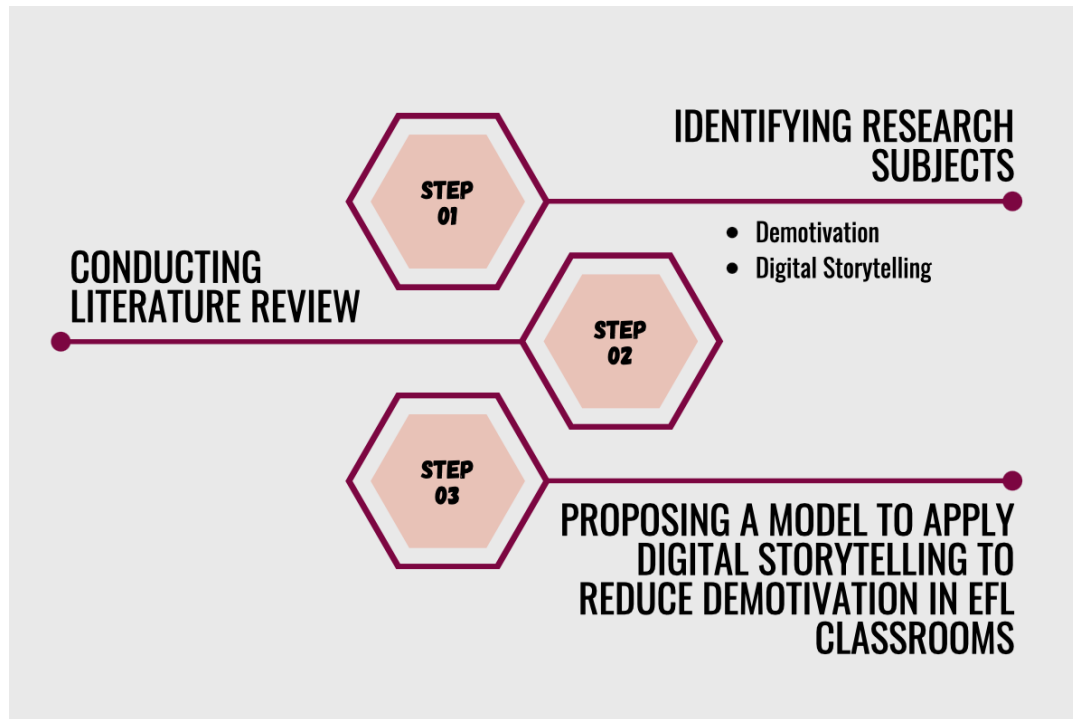


Figure 1. Research Flowchart

4. Discussions

The present section aims to discuss how digital storytelling can be integrated into EFL learning. However, to ensure the effectiveness of the integration of digital storytelling in language classrooms, teachers need to know whether every student possesses good electronic gadgets such as tablets, smartphones, laptops, or computers to access or create digital storytelling. Adara et al. (2019) report that insufficient technology in language classrooms may demotivate students. Nevertheless, it does not mean teachers should forsake the idea of integrating digital storytelling into language classrooms when one or two students do not have electronic gadgets. If the schools or language institutions have computer labs that can be used for language classrooms, teachers can use the computer lab to teach English with digital storytelling. Besides that, O’Byrne et al. (2018) propose a three-step training called ACD (Awareness, Creation, Discussion) which can be used in an environment where technology access is insufficient. Related to the present paper, the aforementioned training will be adapted so that they can be used to reduce demotivation in language classrooms. The following paragraph will discuss the adapted steps of O’Byrne et al. (2018).

The first step is being aware of the advantages of digital storytelling for students' motivation. Understanding the benefits of digital storytelling is essential because teachers can invest more time and effort in creating digital storytelling with students. The next step is creation. If technology such as the internet or electronic gadgets is scarce, teachers can tell students to create a storyboard on a piece of paper. Then students can draw the plan from their storyboards, and teachers can scan the pictures using a scanner or digital camera. Students can also record the reenactment of their plan. Audio can be added later for the students' liking. The last step is discussion. Teachers should encourage students to discuss their work in front of their peers. Besides giving students chances to talk about their creations, such activity may benefit students' speaking skills. A study by Lee (2014) found that the oral proficiency skills of students can be improved through digital storytelling. Besides motivating students to develop stories abundant in language and quality, creating digital storytelling gives students a more meaningful chance to exercise their language skills. However, the latter point needs to be investigated in a future study about the correlation between digital storytelling and students' willingness to speak. The above steps illustrate how digital storytelling can be applied to language classrooms. Applying those steps may help prevent or reduce demotivation among students.

Nevertheless, the aforementioned steps are not made of stone. Christiansen and Koelzer (2016) recommend several ideas for using digital storytelling to improve students' language skills. In addition, Adara and Haqiyah (2019) developed a set of digital storytelling lesson plans that can be applied in language classrooms. Language teachers can apply those recommendations. Nonetheless, teachers need to know which approaches that suit their students' needs. By understanding students and providing them with teaching approaches tailored to their needs, teachers can avoid demotivation among students.

5. Conclusion

Demotivation is a negative aspect of language learning that needs to be removed from students as demotivation can lead to the loss of interest in learning the target language. In order to prevent or reduce demotivation, technology can be applied in language classrooms. The present paper suggests the use of digital storytelling to overcome demotivation. The present paper applies a model approach of conceptual study by using existing theories and empirical studies to propose steps that can be used in EFL classrooms to diminish demotivation among students. Using ACD steps, the present paper asks educators to be aware of the benefits of digital storytelling to their students. In addition, the present paper advises teachers to involve students in creating digital storytelling to make the language lessons more meaningful. Lastly, students are recommended to discuss their digital stories in front of the class to improve their language skills. Although the present paper proposes the aforementioned steps, teachers are free to apply any strategies that they think may suit their

students' interests and needs better. The most important thing is understanding what students need and tailoring the lessons to those needs, lessening students' demotivation.

References

- Abderrahim, L., & Navarro González, D. (2020). The Impact of Digital Storytelling on the Motivation and Engagement of Young Foreign Language Learners. In *Technology and the Psychology of Second Language Learners and Users* (pp. 517–541). Springer International Publishing. https://doi.org/10.1007/978-3-030-34212-8_20
- Adara, R. A. & Haqiyah, A. (2019). *Digital Storytelling for English Lessons* (E. . Suryana (ed.); 1st ed., Vol. 1). CCLS.
- Adara, R. A. (2018). Demotivating Factors of Indonesian College Students to Learn English as A Foreign Language. *Sukma: Jurnal Pendidikan*, 2(1), 1–24. [https://doi.org/10.32533/02101\(2018\)](https://doi.org/10.32533/02101(2018))
- Adara, R. A. (2020). Improving Early Childhood Literacy by Training Parents to Utilize Digital Storytelling. <https://doi.org/10.2991/assehr.k.200808.039>
- Adara, R. A. (2020). The differences in Indonesian ESL students' motivation and perceptions of NEST and NNEST. *JET ADI BUANA*, 5(01). <https://doi.org/10.36456/jet.v5.n01.2020.2139>
- Adara, R. A., & Haqiyah, A. (2021). Improving Indonesian EFL Learners' Motivation Through Computer Assisted Learning (CALL). *Journal of English Language Studies*, 6(1), 110. <https://doi.org/10.30870/jels.v6i1.9119>
- Adara, R. A., & Najmudin, O. (2020). ANALYSIS ON THE DIFFERENCES IN EFL LEARNERS' DEMOTIVATING FACTORS AFTER COVID 19 PANDEMIC. *Ta'dib*, 23(2). <https://doi.org/10.31958/jt.v23i2.2373>
- Adara, R. A., Nuryadi, N., & Nasution, R. A. (2019). Investigating the Difference in Demotivation Factors: A Case Study of Two Groups of Indonesian EFL Learners. *Journal of English Language Studies*, 4(2). <https://doi.org/10.30870/jels.v4i2.6228>
- Adara, R. A., & Puspahaty, N. (2021). How EFL Learners Maintain Motivational Factors and Positive Attitudes during COVID-19 Pandemic: A Qualitative Study. *ENGLISH FRANCA : Academic Journal of English Language and Education*, 5(2), 277. <https://doi.org/10.29240/ef.v5i2.3398>
- Adara, R. A., Puspahaty, N., Nuryadi, N., & Utama, W. (2021). Demotivation factors' differences of high school EFL learners during Covid-19 pandemic: A quantitative study. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, 6(2), 100–110. <https://doi.org/10.26905/enjourme.v6i2.6519>
- Adara, R., & Haqiyah, A. (2020). The Effects of Integrating Digital Storytelling to Students' Motivation. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 131–145. <https://doi.org/10.19109/ejpp.v7i2.6023>

- Aktas, E., & Yurt, S. U. (2017). Effects of Digital Story on Academic Achievement, Learning Motivation and Retention among University Students. *International Journal of Higher Education*, 6(1). <https://doi.org/10.5430/ijhe.v6n1p180>
- Arai, K. (2004). What „demotivates“ language learners? : Qualitative study on demotivational factors and learners“ reactions. *Bulletin of Toyo Gakuen University*, 12, 39–47.
- Bernaus, M., Wilson, A., & Gardner, R. C. (2009). Teachers’ motivation, classroom strategy use, students’ motivation and second language achievement. *Porta Linguarum*, 12. <https://doi.org/10.30827/digibug.31869>
- Burmark, L. (2004). Visual Presentations that Prompt, flash & transform. *Media and Methods*, 40(6).
- Çelik, Ö., & Kocaman, O. (2016). Barriers Experienced by Middle School Students in the process of Learning English. *International Journal of Psychology and Educational Studies*, 3(1), 33–48. <https://doi.org/10.17220/ijpes.2016.01.003>
- Christiansen, M. S., & Koelzer, M.-L. (2016). Digital Storytelling: Using Different Technologies for EFL. *Mextesol*, 40(1).
- Cropanzano, R. (2016). Writing Nonempirical Articles for Journal of Management: General Thoughts and Suggestions Three Types of Articles The Theory Article: Proposing a New Conceptual Model. *Journal of Management*, 35(6).
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. In *Language Teaching* (Vol. 31, Issue 3). <https://doi.org/10.1017/S026144480001315X>
- Dörnyei, Z., & Ushioda, E. (2013). *Teaching and Researching: Motivation*. Routledge. <https://doi.org/10.4324/9781315833750>
- Evans, M., & Tragant, E. (2020). Demotivation and dropout in adult EFL learners. *TESL-EJ*, 23(4).
- Falout, J., & Maruyama, M. (2004). A Comparative Study of Proficiency and Learner Demotivation. *The Language Teacher*, 28(8), 3–9.
- Falout, J., Elwood, J., & Hood, M. (2009). Demotivation: Affective states and learning outcomes. *System*, 37(3). <https://doi.org/10.1016/j.system.2009.03.004>
- Ghadirzadeh, R., Hashtroudi, F., & Shokri, O. (2013). Study of the Effective Factors on the University Students’ Underachievement in English Language Learning. *English Language Teaching*, 6. <https://doi.org/10.5539/elt.v6n11p122>
- Gilson, L. L., & Goldberg, C. B. (2015). Editors’ Comment: So, What Is a Conceptual Paper? In *Group and Organization Management* (Vol. 40, Issue 2). <https://doi.org/10.1177/1059601115576425>
- Hamada, Y., & Kito, K. (2008). Demotivation in Japanese high schools. *JALT2007 Conference Proceeding*, 168–178.
- Han, T., Takkaç-Tulgar, A., & Aybirdi, N. (2019). Factors Causing Demotivation in EFL Learning Process and the Strategies Used by Turkish EFL Learners to Overcome their

- Demotivation. *Advances in Language and Literary Studies*, 10(2).
<https://doi.org/10.7575/aiac.all.v.10n.2p.56>
- Hartshorn, J. K., & McMurry, B. L. (2020). The Effects of the COVID-19 Pandemic on ESL Learners and TESOL Practitioners in the United States. *International Journal of TESOL Studies*. <https://doi.org/10.46451/ijts.2020.09.11>
- Hasegawa, A. (2008). Student demotivation in the foreign language classroom. *Takushoku Language Studies*, 107, 119–136.
- Hava, K. (2019). Exploring the role of digital storytelling in student motivation and satisfaction in EFL education. *Computer Assisted Language Learning*.
<https://doi.org/10.1080/09588221.2019.1650071>
- Hirschheim, R. (2008). Some guidelines for the critical reviewing of conceptual papers. In *Journal of the Association for Information Systems* (Vol. 9, Issue 8).
<https://doi.org/10.17705/1jais.00167>
- Jaakkola, E. (2020). Designing conceptual articles: four approaches. *AMS Review*, 10(1–2). <https://doi.org/10.1007/s13162-020-00161-0>
- Kaivanpanah, S., & Ghasemi, Z. (2011). An Investigation into Sources of Demotivation in Second Language Learning. *Iranian Journal of Applied Linguistics (IJAL)*, 14(2), 89–110.
- Kasami, N. (2021). Can digital storytelling enhance learning motivation for EFL students with low proficiency and confidence in English? *The EuroCALL Review*, 29(1).
<https://doi.org/10.4995/eurocall.2021.12754>
- Kikuchi, K. (2011). *LEARNER PERCEPTIONS OF DEMOTIVATORS IN JAPANESE HIGH SCHOOL ENGLISH CLASSROOMS*. Temple University.
- Kikuchi, K., & Sakai, H. (2009). Japanese learners' demotivation to study English: A survey study. *JALT Journal*, 31(2).
- Kim, T. Y., Kim, Y., & Kim, J. Y. (2018). A Qualitative Inquiry on EFL Learning Demotivation and Resilience: A Study of Primary and Secondary EFL Students in South Korea. *Asia-Pacific Education Researcher*, 27(1).
<https://doi.org/10.1007/s40299-017-0365-y>
- Kim, T.-Y., Kim, Y., & Kim, J.-Y. (2017). Structural Relationship Between L2 Learning (De)motivation, Resilience, and L2 Proficiency Among Korean College Students. *The Asia-Pacific Education Researcher*, 26(6), 397–406. <https://doi.org/10.1007/s40299-017-0358-x>
- Lamb, M. (2017). The motivational dimension of language teaching. In *Language Teaching* (Vol. 50, Issue 3). <https://doi.org/10.1017/S0261444817000088>
- Lamb, M., & Wedell, M. (2015). Cultural contrasts and commonalities in inspiring language teaching. *Language Teaching Research*, 19(2).
<https://doi.org/10.1177/1362168814541716>

- Lee, L. (2014). Digital news stories: Building language learners' content knowledge and speaking skills. *Foreign Language Annals*, 47(2). <https://doi.org/10.1111/flan.12084>
- Li, C. (2021). Understanding L2 Demotivation Among Chinese Tertiary EFL Learners From an Activity Theory Perspective. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.704430>
- Li, C., & Zhou, T. (2017). A Questionnaire-based Study on Chinese University Students' Demotivation to Learn English. *English Language Teaching*, 10(3). <https://doi.org/10.5539/elt.v10n3p128>
- Li, L. (2011). Why they loathe learning English? A study on Chinese college EFL learners' demotivators. *Proceedings - 2011 4th International Conference on Information Management, Innovation Management and Industrial Engineering, ICIII 2011*, 3. <https://doi.org/10.1109/ICIII.2011.433>
- LoBello, C. (2015). *The Impact of Digital Storytelling on Fourth Grade Student Motivation to Write*.
- Maguire, M., & Delahunt, B. (2017). Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars. *AISHE-J*, 3.
- Meredith, J. (1993). Theory Building through Conceptual Methods. *International Journal of Operations & Production Management*, 13(5). <https://doi.org/10.1108/01443579310028120>
- Miao Yee Clare, C., Renandya, W. A., & Qiu Rong, N. (2019). Demotivation in L2 classrooms: Teacher and Learner Factors. *LEARN Journal: Language Education and Acquisition Research Network*, 12(2).
- O'Byrne, W. I., Houser, K., Stone, R., & White, M. (2018). Digital Storytelling in Early Childhood: Student Illustrations Shaping Social Interactions. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.01800>
- Rance-Roney, J. (2008). Digital Storytelling for Language and Culture Learning. *Essential Teacher*, 5(1).
- Rastegar, M., Akbarzadeh, M., & Heidari, N. (2012). The Darker Side of Motivation: Demotivation and Its Relation with Two Variables of Anxiety among Iranian EFL Learners. *ISRN Education*, 2012. <https://doi.org/10.5402/2012/215605>
- Razmi, M., Pourali, S., & Nozad, S. (2014). Digital Storytelling in EFL Classroom (Oral Presentation of the Story): A Pathway to Improve Oral Production. *Procedia - Social and Behavioral Sciences*, 98, 1541–1544. <https://doi.org/10.1016/j.sbspro.2014.03.576>
- Sakai, H., & Kikuchi, K. (2009). An analysis of demotivators in the EFL classroom. *System*, 37(1). <https://doi.org/10.1016/j.system.2008.09.005>
- Song, B., & Kim, T. Y. (2017). The dynamics of demotivation and remotivation among Korean high school EFL students. *System*, 65. <https://doi.org/10.1016/j.system.2016.12.010>

- Sundqvist, P., & Olin-Scheller, C. (2013). Classroom vs. extramural english: Teachers dealing with demotivation. *Linguistics and Language Compass*, 7(6).
<https://doi.org/10.1111/lnc3.12031>
- Tavakoli, H., Lotfi, A. R., Biria, R., & Wang, S. (2019). Effects of CALL-mediated TBLT on motivation for L2 reading. *Cogent Education*, 6(1).
<https://doi.org/10.1080/2331186X.2019.1580916>
- Tsuchiya, M. (2004). Nihonjin daigakuseino eigokakushuuheno demotivation (Japanese university students' demotivation to study English). *The Chugoku Academic Society of English Language Education Kenkyukiyo* 34, 34, 57–66.
- Ushioda, E. (2013). Motivation and ELT: Looking Ahead to the Future. In *International Perspectives on Motivation*. https://doi.org/10.1057/9781137000873_13
- Vibulphol, J. (2016). Students' Motivation and Learning and Teachers' Motivational Strategies in English Classrooms in Thailand. *English Language Teaching*, 9(4), 64.
<https://doi.org/10.5539/elt.v9n4p64>
- Xie, J. (2016). Digital Storytelling to Promote EFL Students' Motivation and Efficiency in Content-Based Classroom. *Education Journal*, 5(6).
<https://doi.org/10.11648/j.edu.20160506.17>