



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Informe final del trabajo de Titulación previo a la obtención del título de  
Licenciado/a en Pedagogía del Idioma Inglés.**

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Theme: Motivation and Class Participation

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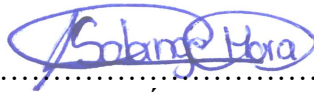
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## **DEDICATION**

**TO:**

Me for showing me that I am capable of anything despite the circumstances. To my dear parents for always being my support during this stage of my life. To my siblings and friends for allowing me to enjoy every day and for making me laugh with their stories.

Sol.

## **ACKNOWLEDGEMENTS**

First of all, I thank God for giving me life and helping me to reach my goals, as well as my parents who have supported me and made an effort to give me a good education throughout my life. To my grandparents who have always been there advising me and guiding me to be a good professional. To my friends who made this stage more fun and for always giving me opportunities to grow and show more of myself. Finally, I want to thank my tutor and teachers for being my learning guide and transmitting their knowledge.

Sol.

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**UNIVERSIDAD TÉCNICA DE AMBATO**

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**CARRERA DE PEDAGOGÍA DE LOS IDOMAS NACIONALES Y  
EXTRANJEROS**

**THEME:** "Motivation and class participation"

**AUTHOR:** Solange de los Ángeles Mora Garcés

**TUTHOR:** Lic. Mg. Manuel Xavier Sulca Guale

**ABSTRACT**

This current study analyzed the types of motivation, interaction and participation of students in EFL classes. A total of 62 university students (22 males and 40 females) participated in a descriptive, non-experimental investigation. The research was based on three research questions based on the objectives. In addition, data were collected by means of a survey with 20 items on a Likert scale that was validated by Cronbach's Alpha coefficient (0.831). The survey also included 3 open-ended questions. On the other hand, the results revealed that students use both intrinsic and extrinsic motivation, especially the extrinsic type of motivation based on identified regulation and external regulation. Students in class may use identified regulation because of the fact that students engage in certain academic activities such as studying because it is meaningful to them. Similarly, there are two types of participation that students promoted in class. Most students are most passive participants since it is easier for them to pay attention to classes and take notes in different assignments. This is due to several reasons including fear of making mistakes, low self-confidence, lack of preparation before class, apprehension of appearing unintelligent, fear of being criticized by teachers, and feelings of confusion. Nevertheless, based on active participation students enjoy sharing ideas with their peers to reinforce their knowledge to conducting discussions or debates. Finally, the results further revealed that students prefer learner-instructor interaction, as they find it more helpful in their learning when the teacher provides relevant information and is a guide for student learning.

*Key words: Motivation, class participation, learner interaction, external regulation, identified regulation.*

# UNIVERSIDAD TÉCNICA DE AMBATO

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### CARRERA DE PEDAGOGÍA DE LOS IDOMAS NACIONALES Y EXTRANJEROS

#### RESUMEN

El presente estudio analizó los tipos de motivación, interacción y participación de los estudiantes en las clases de EFL. Un total de 62 estudiantes universitarios (22 hombres y 40 mujeres) participaron en una investigación descriptiva y no experimental. La investigación se basó en tres preguntas de investigación basadas en los objetivos. Además, se recogieron datos mediante una encuesta con 20 ítems en una escala de Likert que se validó mediante el coeficiente Alfa de Cronbach (0,831). La encuesta también incluía 3 preguntas abiertas. Por otra parte, los resultados revelaron que los estudiantes utilizan tanto la motivación intrínseca como la extrínseca, especialmente la de tipo extrínseca basada en la regulación identificada y la regulación externa. Los estudiantes en clase pueden utilizar la regulación identificada debido al hecho de que los estudiantes se involucran en ciertas actividades académicas como estudiar porque es significativo para ellos. Del mismo modo, existen dos tipos de participación que los estudiantes promueven en clase. La mayoría de los estudiantes son participantes más pasivos ya que les resulta más fácil prestar atención a las clases y tomar apuntes en las diferentes tareas. Esto se debe a varias razones, como el miedo a cometer errores, la poca confianza en sí mismos, la falta de preparación antes de la clase, la aprensión a parecer poco inteligentes, el miedo a ser criticados por los profesores y la sensación de confusión. Sin embargo, a partir de la participación activa, los alumnos disfrutaban compartiendo ideas con sus compañeros para reforzar sus conocimientos a la hora de llevar a cabo discusiones o debates. Por último, los resultados revelaron además que los alumnos prefieren la interacción alumno-instructor, ya que les resulta más útil en su aprendizaje cuando el profesor proporciona información relevante y sirve de guía para el aprendizaje del alumno.

*Palabras clave:* Motivación, participación en clase, interacción del estudiante, regulación externa, regulación identificada.

## **B. CONTENT**

### **CHAPTER I**

#### **THEORETICAL FRAMEWORK**

##### **1.1 Research Background**

The background information for this research was obtained from scholarly sources, including journals, articles, and books. These sources provided relevant and valuable information to support and enhance the understanding of each variable under investigation.

Wang et al. (2019) led a research aiming to examine the relationships between need satisfaction, motivation, and outcomes as well as the differential effects of the three psychological needs. The research was carried out to 1549 students from 10 secondary schools in Singapore applying a descriptive approach. The research used questionnaires to identify the three psychological needs such as Students' need satisfaction, Students' motivational regulation and Intrinsic motivation inventory. The results revealed that students' psychological needs were positively related to autonomous motivation, which in turn led to more enjoyment, more appreciation, and less pressure. On the other hand, all three psychological needs were negatively associated with controlled motivation.

Ofori et al. (2019) investigated the teaching styles and motivational strategies of public primary school teachers in the Cape Coast Metropolis. This research was applied to public primary school trained teachers and students in the central region of Ghana. The methodology used was qualitative-descriptive because teachers applied questionnaires for the analysis of the research. The researcher concluded that the various teaching styles and motivational strategies employed by the trained teachers had a positive impact on improving students' academic performance.

Tasguin and Tunc (2018) conducted a survey of 251 high school students from schools located in Iğdır and Erzurum, eastern Turkey with the objective to examine the relationship between the secondary school students' level of effective participation and their motivation. The methodology applied was quantitative-descriptive because it goes according to the survey used, where some techniques such as "Effective Participation Scale" and "Intrinsic-Extrinsic Motivation Scale" were applied to collect data from the population. The results of the research showed that the participating female students were more engaged than the male students, as the female students were involved and communicated with their teachers, while the male students worked more independently. Finally, it was concluded that intrinsic motivation of academically engaged students increased positively, while that of disaffected students decreased as the class level increased.

Akib et al. (2018) carried out research to three junior high schools at South Sulawesi, Indonesia. This study focused on students' motivation, class participation and achievement in male and female class as well as mixed class. The research employed a mixed methodology, combining qualitative and quantitative approaches divided into three phases: First, a questionnaire was used to learn about student motivation; second, observation was used to learn about student participation using a checklist form as an instrument; and finally, the instrumental test was used to learn about student performance. Furthermore, this research utilized the six motivational factors such as self-efficacy, active learning strategies, science learning value, performance goal, achievement goal and learning environment stimulation. To conclude, this study demonstrated that there are no gender-based differences in the students' motivation in EFL classes. On the other hand, there were variations in the results as the male class scored the highest on the performance objective and achievement objective in the motivation factors while the female class scored the highest on the value of science learning and stimulation of the learning environment.

Dincer and Yesilyurt (2017) managed a study which objective was to investigate the relationships between English as a foreign language (EFL) learners' motivation to speak, autonomous regulation, autonomy support from teachers, and classroom engagement. This research was applied to EFL students at a public university in Turkey, with quantitative and qualitative approaches, of whom forty-two responded

to a questionnaire and seven participated in oral interviews. The results proved that the student's classroom environment has some impact on their motivation, feelings, and course achievement.

Aguirre et al. (2016) held a research study involving primary school students at a private school located in the Lima Metropolitan Area. The primary objective of the study was to explore how the use of songs in English helps motivating students while learning English as a Second Language (ESL). The research employed a mixed experimental methodology, combining qualitative and quantitative approaches through observations and questionnaires. Observation templates were used for the observations, which were divided into sections containing dimensions of motivation focused on student behavior such as motivation, participation, interest, and attention. On the contrary, questionnaires were of two types. The first was conducted at the end of a class without songs and the second at the end of a class with songs. The results evidenced that students are motivated to participate and are more involved in class activities when songs are used, this was analyzed by the observations made during the research.

## **1.2 Theoretical framework**

### **Independent Variable**

#### **Goal-directed behaviors**

According to Aarts et al. (2012), a goal can be defined as an desired state that an organism aims to achieve in the future and is committed to pursuing or avoiding. On the other hand, goal-directed behavior involves selecting actions based on the anticipated outcomes they can produce in a given situation. Therefore, the ability to engage in goal-directed behavior relies on the acquisition of response-outcome representations in specific situations, allowing individuals to anticipate the future outcomes of their actions (Zwosta et al., 2015).

Bay and Daniel (2003) pointed out that goal-directed behavior entails the decision-makers explicit recognition of the potential impact exerted by external sources such as the actions of others or uncontrollable situational variables on the eventual outcomes. Boekaerts (1998) declared that performance goals represent only a subset of the goals that students bring into the classroom. According to this perspective,

these goals cannot be seen as isolated driving forces within the educational setting. The overemphasis on goal-oriented behavior in the field of educational psychology has led researchers to excessively prioritize the pursuit of short-term performance and the achievement of a singular desired outcome.

Ajzen (1991) introduced the Theory of Planned Behavior (TPB) as a viable and enhanced theoretical framework, surpassing the Theory of Reasoned Action, through the inclusion of an additional construct known as Perceived Behavioral Control (PBC). This Integration of Perceived Behavioral Control into the model allows for a more accurate prediction of individuals' intentions and behaviors. The theory of reasoned action (TRA) postulates that the formation of behavioral intentions, which serve as proximal precursors to actual behavior, is contingent upon an individual's attitude and subjective norms. Attitudes are shaped by one's beliefs regarding the likelihood of a specific outcome resulting from engagement in a particular behavior. On the other hand, subjective norms are influenced by an individual's beliefs about the opinions and attitudes of significant others toward the performance of said behavior (Madden et al.,1992).

According to Hommel (2021), the speculation that human goal-directed behavior arises from the combined influence of selection criteria that vary in terms of their internal support such as biological drives, acquired needs, self-related factors, or other specialized influences carries significant implications for the development of theories and empirical investigations pertaining to cognitive and action control.

### **Student engagement**

Student engagement is the interaction between students and educational institutions, where both parties invest time, effort, and resources to enhance the student experience and promote positive outcomes in terms of learning, development, and institutional performance and reputation (Trowler, 2010). Student engagement refers to the extent to which students invest their time and energy in activities that have been proven to contribute to desired outcomes within the university setting. It also encompasses the strategies and initiatives employed by educational institutions to encourage and motivate students to actively participate in these activities (Kuh, 2009).

The importance of student engagement is growing as it is now regarded as a measure of effective classroom instruction and is increasingly recognized as a valuable outcome of efforts to enhance schools. Students exhibit engagement when they demonstrate interest and enthusiasm towards their academic tasks, persevere in their work despite difficulties, and derive visible satisfaction from their efforts (Fletcher, 2015). Groccia (2012) proposed the concept of student engagement. Groccia and Hunter (2012) encompassed multiple dimensions that go beyond mere learning behaviors. It encompasses a wide range of campus activities, both inside and outside the classroom, thus providing a holistic perspective of student engagement.

Student engagement provides a practical perspective for understanding and responding to the important dynamics, limits, and possibilities that higher education institutions face. It gives crucial insights into what students are doing, a framework for creating quality interactions, and a stimulant for generating fresh ideas about optimal practice. (Bennett, 2008). On the other hand, The term "student engagement" denotes the extent to which students actively participate in and demonstrate interest in their learning, as well as their level of connection to their classes, educational institutions, and peers (Axelson & Flick, 2010).

American psychologist Ralph Tyler was an early proponent of the concept of engagement, demonstrating the positive impact of time on task on learning with his pioneering research in the 1930s. In his seminal work, "Basic Principles of Curriculum and Instruction," Tyler emphasized that learning occurs through the active participation of the learner, suggesting that it is the actions of the learner that facilitate learning, rather than relying solely on the efforts of the teacher (Groccia, 2018). In other words, engaging in a range of productive educational activities also lays the foundation for the skills and dispositions people need to lead productive and satisfying lives. Put another way, engagement helps develop habits of mind and heart that expand their capacity for continuous learning and personal development (Kuh, 2003).

Quaye et al. (2019) suggested that student engagement can be succinctly characterized as the active participation in educationally effective practices, encompassing both in-class and out-of-class activities, which in turn yield a diverse array of quantifiable outcomes. Student engagement encompasses two fundamental



elements. The first pertains to the extent of time and effort students dedicate to their academic pursuits and other educationally meaningful endeavors. The second component of student engagement revolves around the strategic allocation of institutional resources and the organization of the curriculum, supplementary learning opportunities, and support services. These efforts aim to actively encourage student participation in activities that foster desirable outcomes, including but not limited to persistence, satisfaction, learning, and successful completion of their educational journey (Kuh et al., 2007).

The concept of student engagement has permeated the realm of higher education and student affairs literature over the past few decades. Scholars, administrators, and policymakers have positioned student engagement as a pivotal element of collegiate success. The notion of student engagement places emphasis on the responsibility of post-secondary institutions to offer students a multitude of opportunities that they may not encounter otherwise if they did not pursue a college education. Moreover, student engagement prompts institutional leaders to adopt strategies that cultivate a learning environment conducive to students' psychological, social, emotional, and physical well-being (Quaye et al., 2019).

### **Motivation**

Based on Spratt et al. (2012), motivation is the thoughts and emotions that drive and sustain our desire to engage in and persist in a particular activity, transforming our aspirations into action. Motivation exerts influence over various aspects, including, the initial decision-making process that prompts individuals to embark on a particular endeavor, the duration of their desire and commitment to pursue it, and the manner in which they strive to attain their goals. In other words, in the context of language learning, motivation assumes a paramount role. It stands as one of the pivotal factors that contribute to the success of language acquisition endeavors.

Ray (1992) emphasized that Freud's most prominent contribution to motivational theories was his differentiation between conscious and unconscious processes. Consciousness refers to all the elements, such as images or thoughts, that are the immediate focus of attention. Unconsciousness refers to all the elements of which one is not aware. Unconscious thoughts have a profound effect on behavior and exert

significant influence. For example, defense mechanisms serve as primary motivators of behavior as they aim to protect the ego. Additionally, personality development and motivation are influenced by the sexual stages of life, which emphasize three primary regions: oral, anal, and genital. These stages are considered of utmost importance as they are the initial sources of sexual irritation and satisfaction (Freud, 1915).

Motivation serves as a catalyst for individuals to attain elevated levels of performance and surmount obstacles that impede change. It acts as the driving force behind orientation, self-regulation, and perseverance in human behavior, exerting influence by either compelling or guiding individuals' actions toward a specific direction, and bolstering or preserving behaviors (Tohidi & Jabbari, 2011). Therefore, Lazowski and Hulleman (2016) established that motivation is commonly categorized into two main types: intrinsic motivation, which stems from internal sources and is driven by the sheer enjoyment of engaging in a task, and extrinsic motivation, which arises from external sources, such as the prospect of receiving financial compensation. However, within the realm of motivation research in psychology and education, there exists a diverse array of classifications and dimensions of motivation, encompassing various elements such as needs, drives, goals, aspirations, interests, and affects, among others.

Woodworth (1917) established a clear distinction between mechanisms and forces. The question of mechanisms pertains to how behaviors are produced, while the question of forces, or drive, pertains to why behaviors occur. In other words, it relates to the motivation behind behaviors. Impulses, which are necessary for behavior to occur, are generated by needs that exist within the organism. An impulse has three fundamental characteristics: intensity, direction, and persistence. The first characteristic refers to the level of activation produced by the drive, the second pertains to the approach and avoidance dimensions of the behaviors generated, and the third concerns the continuation of a behavior until the disparity between the optimal situation and the current situation is reduced.

According to Pintrich (2003) over the years, the importance of learner motivation has transitioned from being peripheral to becoming central in psychological and educational research. Nowadays, research on learner motivation holds a central position in investigations conducted within learning and teaching contexts.

Researchers who are interested in fundamental questions regarding how and why certain students appear to learn and thrive in school settings, while others struggle to develop the knowledge and cognitive resources necessary for academic success, must take into account the role of motivation. Moreover, researchers and educators who are focused on developing new instructional interventions, designing projects, reforming curricula, and creating innovative technology tools need to address student motivation issues and learn from all these reform efforts. However, despite the considerable interest in student motivation, motivational research can appear disjointed and diffuse, particularly to those who are not part of the motivational research community (Murphy & Alexander, 2000).

### **Intrinsic motivation**

Intrinsic motivation refers to behavior driven by internal rewards, meaning that it is the motivation to engage in a behavior that arises from within the individual because it naturally satisfies them. This stands in contrast to extrinsic motivation, which involves performing a behavior to obtain external rewards or to avoid punishment (Cherry, 2017). In developmental psychology, intrinsic motivation, which is closely linked to spontaneous exploration and curiosity, is considered a crucial concept. It has been argued that intrinsic motivation plays a fundamental role in driving overt cognitive development in humans (Oudeyer & Kaplan, 2007).

Based on Ryan and Deci (2000), the phenomenon of intrinsic motivation was initially observed and studied in experimental investigations of animal behavior. White (1959) stated that numerous organisms display exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or external rewards. Intrinsic motivation refers to engaging in an activity for the inherent satisfaction it provides, rather than for any separate outcome. When individuals are intrinsically motivated, they participate in activities because they find them enjoyable or challenging, rather than being driven by external stimuli, pressures, or rewards. These spontaneous behaviors, which clearly offer advantages to the individual, are not performed for any instrumental purpose, but rather for the positive experiences associated with personal growth and the enhancement of one's abilities (Ryan and Deci, 2000).

Intrinsic motivation is characterized as the motivation that arises from an individual's inherent interest or enjoyment in a task, rather than being influenced by external factors. Extensive research on intrinsic motivation has been conducted by social and educational psychologists since the 1970s. Studies in student evaluation have revealed a strong correlation between intrinsic motivation and both academic achievement and enjoyment. Students are more likely to exhibit intrinsic motivation when they attribute their educational outcomes to personal agency, possess a belief in their ability to achieve desired goals, and demonstrate a genuine interest in mastering a subject rather than solely focusing on rote learning for the purpose of achieving high grades (Tohidi & Jabbari, 20011).

Intrinsic motivation is typically defined as engaging in an activity simply for the sake of doing it, without any external incentives or reasons. For instance, a child playing baseball solely because they enjoy the activity and have a personal interest in it, rather than being driven by external factors (Reiss, 2012). In relation to Rian and Deci (200), in humans, intrinsic motivation holds significant importance as a form of motivation and volitional activity, although it is not the sole form. Right from birth, individuals in their optimal health state exhibit inherent characteristics of being active, curious, inquisitive, and playful beings. They demonstrate a pervasive inclination towards learning and exploring, driven by their own internal motivations rather than relying on external incentives. This innate motivational tendency plays a crucial role in cognitive, social, and physical development, as individuals enhance their knowledge and skills by pursuing activities aligned with their inherent interests. The inclination towards embracing novelty, actively assimilating information, and creatively applying acquired skills is not limited to childhood alone. Instead, it is a significant aspect of human nature that significantly impacts performance, persistence, and overall well-being across all stages of life.

Deci and Ryan (2013) commented that intrinsic motivation is regarded as the primary driving force behind an organism's active nature. Its recognition has brought attention to the notion that not all behaviors stem from external controls or impulsive urges. Consequently, this recognition has prompted important inquiries into how to conceptualize and integrate this newfound energy source into psychological theory. In this literature, we explore various endeavors made to elucidate these inquiries and

address the associated challenges. We commence by delving into the historical context, tracing the origins of the concept of intrinsic motivation within the empirical and psycho-dynamic traditions of psychology. On the other hand, the relationship between intrinsic motivation and performance is a subject of interest. The predictive power of intrinsic motivation on performance is contingent upon how the criteria for performance are defined, distinguishing between quality and quantity. It is important to note that in most practical domains, such as work, school, and healthcare, intrinsic motivation often coexists with the presence of external incentives. Hence, it is reasonable to hypothesize that the presence and contingent nature of performance-enhancing incentives can influence the association between intrinsic motivation and performance. The term "presence of incentives" refers to whether an incentive is offered, while "contingency" pertains to how the incentive is tied to performance, often reflecting expectations or contractual agreements (Cerasoli et al., 2014).

### **Types of intrinsic motivation**

According to Vallerand et al. (1992), intrinsic motivation can be categorized into three types: the motivation to knowledge, the motivation to accomplish things, and the motivation to experience stimulation. In the field of educational research, there is a long-standing history of studying intrinsic motivation to know. This concept is closely linked to various constructs, including exploration, curiosity, learning goals, intrinsic intellectuality, and ultimately, the innate drive to learn. In the realm of intrinsic motivation, the notion of intrinsic motivation to know can be characterized as engaging in an activity for the purpose of deriving pleasure and satisfaction from the process of learning, exploring, or comprehending novel information. An illustrative example of this can be observed in students who exhibit intrinsic motivation to know, as they engage in reading a book purely for the gratification of acquiring new knowledge (Harter, 1981).

In the context of intrinsic motivation to accomplish things, individuals actively engage with their surroundings in order to experience a sense of competence and generate distinctive accomplishments (Deci & Ryan, 1985). The concept of intrinsic motivation towards achievements can be described as participating in an activity for the purpose of deriving pleasure and satisfaction from the process of striving to accomplish or generate something (Vallerand et al., 1992). Based on Vallerand et al.

(1992), intrinsic motivation to experience stimulation occurs when an individual actively participates in an activity with the intent of encountering sensations that are stimulating in nature. These sensations can include sensory pleasure, aesthetic experiences, as well as feelings of fun and excitement, all of which are derived from the individual's engagement in the activity.

### **Extrinsic Motivation**

Extrinsic motivation refers to a form of motivation that is stimulated by external rewards. These rewards can manifest in either concrete forms, such as monetary compensation or academic grades, or abstract forms, such as recognition or reputation. In contrast to intrinsic motivation, which emanates from an individual's internal drive, extrinsic motivation is solely contingent on external factors and incentives (Cherry, 2022).

Learners have the capacity to engage in actions driven by extrinsic motivation in various ways. These actions may be accompanied by feelings of resentment, resistance, and disinterest, or they can be approached with a mindset of willingness that reflects an internal acceptance of the task's value or utility. Extrinsic motivation entails being externally compelled to take action, yet it is embraced by the individual themselves and is therefore adopted willingly. For educators, comprehending these distinct forms of extrinsic motivation and the factors that cultivate each type is a crucial inquiry. This is particularly significant as educators cannot solely rely on intrinsic motivation to facilitate learning since many of the tasks, they assign may lack inherent interest or enjoyment. Consequently, understanding how to promote more active and volitional forms of extrinsic motivation, as opposed to passive and controlling forms, becomes an indispensable strategy for achieving success in the realm of teaching (Ryan & Deci, 2000).

According to Tohid and Jabbari (2011), extrinsic motivations refer to rewards such as money and grades. Social psychological research has indicated that these extrinsic rewards can lead to over-justification, resulting in a subsequent reduction in intrinsic motivation. Self-determination theory proposes that individuals can internalize extrinsic motivation if the task aligns with their values and beliefs, there by helping to satisfy their basic psychological needs. Extrinsic motivation focuses on the

importance an individual assigns to the outcomes or goals of an action, as well as the probability of attaining them. On the other hand, intrinsic motivation relates to the enjoyment or significance associated with the activity itself (Staw, 1989).

Ryan and Deci (2000) mentioned that extrinsic motivation occurs when an activity is performed with the intention of achieving a separate outcome, contrasting with intrinsic motivation, which focuses on the enjoyment of the activity itself. However, self-determination theory (SDT) recognizes that extrinsic motivation can differ in terms of its level of autonomy. For instance, a student who completes their homework solely to avoid parental punishment is extrinsically motivated but lacks personal endorsement and choice. Conversely, a student who completes their homework because they believe it is beneficial for their future career is also extrinsically motivated but possesses personal endorsement and a sense of choice. These examples illustrate the varying degrees of autonomy within different forms of extrinsic motivation.

### **Types of extrinsic motivation**

There are three types of extrinsic motivation (external, introjected, and identified regulation). External regulation involves the use of external factors, such as rewards and constraints, to regulate behavior. An example of this is when a student explains that they study the night before exams because they feel compelled to do so by their parents. In this case, external regulation serves as a mechanism for influencing and controlling the student's actions by relying on external motivators and pressures (Vallerand et al.,1992). According to Li (2023), external regulation refers to engaging in a particular behavior to fulfill the expectations of others or to obtain external rewards. For instance, a student who studies diligently in order to achieve high grades and receive material rewards from their parents exemplifies external regulation. The distinction between external regulation and intrinsic motivation highlights the importance of fostering internal drive and genuine interest in order to promote more meaningful and sustainable motivation.

Introjected regulation refers to the internalization of external reasons for one's actions. For instance, an individual may state that they study the night before exams because they believe that is what good students are expected to do. In this case, the

motivation to study is driven by a sense of obligation or guilt rather than personal interest or genuine enjoyment of the activity. While introjected regulation represents a step towards internalizing motivations, it still falls short of intrinsic motivation, where individuals engage in activities for the inherent satisfaction and personal significance they derive from them (Vallerand et al.,1992). In other words, Introjection refers to adopting a behavior or cause without fully accepting it. For instance, a student who dedicates extensive practice time to playing the piano for a recital out of fear that others will judge her if she performs poorly exemplifies introjected regulation. This form of regulation is still considered controlled because the behavior is driven by internal pressures, such as reducing guilt or anxiety, boosting ego or pride, or maintaining self-esteem and a sense of personal worth (Li, 2023).

Vallerand et al. (1992) suggested that identified regulation refers to an individual's recognition and endorsement of a behavior that is perceived as personally chosen. For instance, a student expressing, "I have made the decision to dedicate tonight to studying because it holds significant importance to me" exemplifies identification. In this case, the motivation to study is driven by a genuine personal value and intrinsic interest in the activity. Identification represents a higher level of self-determination compared to other forms of regulation, as individuals willingly engage in behaviors that align with their own beliefs, goals, and interests. Nevertheless, identified regulation refers to the conscious recognition and appreciation of a goal or activity as personally valuable and significant. Individuals who exhibit identification are motivated by their own intrinsic interest in the activity, rather than solely relying on external factors (Li, 20203).

### **Intrinsic and Extrinsic Motivation**

The differentiation between intrinsic and extrinsic motivation suggests that significant human motives can be categorized into two types, commonly known as drives. Extrinsic motivation encompasses the basic drives of hunger, thirst, sex, and the avoidance of pain and anxiety, as proposed by Hull-Spence. On the other hand, intrinsic motivation consists of non-survival needs or ego motives, such as curiosity, competition, autonomy, and play (Reiss, 2012). In performance contexts, intrinsic motivation plays a more significant role, particularly in terms of quality rather than



quantity, as well as in work and physical activities compared to school-related tasks. Extrinsic motivation, on the other hand, appears to have a lesser impact. Additionally, intrinsic motivation is found to be a moderately strong predictor of quantity criteria, although not as strong as incentives. This highlights the importance of intrinsic motivation in performance contexts (Cerasoli et al., 2014).

According to Ryan and Deci (2000), the distinction between intrinsic and extrinsic motivation has been the subject of extensive study, providing valuable insights into both developmental and educational practices. Intrinsic motivation represents the innate human inclination to learn and absorb information, and it continues to be recognized as an important construct. On the other hand, extrinsic motivation can vary in terms of its level of autonomy, ranging from external control to true self-regulation. The relationships between these two types of motivation and the fundamental human needs for autonomy, competence, and relatedness are also explored.

The distinction between intrinsic motivation and extrinsic motivation is based on individuals' perceptions of the reasons behind their behaviors. In recent years, there has been a broader acceptance of the concept of intrinsic motivation, which is now commonly used to measure factors such as liking, enjoyment, interest, curiosity, and the desire to seek challenges (Lepper et al., 2005).

## **Dependent Variable**

### **Learning environment**

The learning environment is the physical setting, emotional or psychological factors, and social or cultural influences that impact the progress and maturation of an adult involved in an educational endeavor (Hiemstra, 1991). An intelligent learning environment refers to a scenario where learners can differentiate themselves from the contextual situations of the real environment in which they are situated. This implies that the system is capable of offering learning support that aligns with the learner's specific circumstances in real-world contexts (Hwang, 2014).

According to Hiemstra (1991), the enhancement of learning environments starts with education professionals taking personal initiatives to improve their understanding and practices. The general atmosphere of a learning environment is shaped by

various aspects, including physiological, psychological, social, and physical elements. It is crucial to customize these elements to specific situations, as adult learning environments should be designed to meet the unique needs, interests, and expectations of individuals (White, 1972).

The Model Adaptive Learning Environments program aims to facilitate the inclusion of students with disabilities, as well as those in need of compensatory and remedial education, into general education settings. This program focuses on creating visible and tangible strategies to ensure the integration and support of these students within the broader educational framework (Fuchs, 1988). The Adaptive Learning Environments Model (ALEM) aims to achieve the overarching objective of facilitating diverse learning styles among students. By doing so, it seeks to optimize learning outcomes and create and sustain school environments that provide the best possible opportunities for academic success for the majority of students (Wang et al., 1984).

Comprehensive, intricate, and interactive learning environments offer the opportunity to replicate real-world experiences and generate captivating experiences that are not typically accessible in direct form. Moreover, these learning environments frequently enable learners to express their thoughts and ideas through the utilization of diverse symbol systems. By providing these features, learning environments enhance the learning process and foster meaningful engagement for learners (Winn, 2002).

### **Students learning**

According to Dewey (1916), student learning is characterized as a dynamic and never-ending enterprise, in which individuals actively interact with their environment, draw on their past experiences, and constantly shape and reshape their understanding of the world. This process is deeply intertwined with the fabric of life itself, as students acquire knowledge through practical application, introspection, and active participation in useful experiences that facilitate their personal and intellectual development.

Problem-based learning (PBL) is an instructional technique that enables students to acquire knowledge by engaging in problem-solving activities. This student-centered

approach emphasizes active learning and the development of critical thinking abilities (Silver, 2004). Educational research shows a keen interest in exploring the cultivation of self-directed learning approaches within problem-based learning (PBL). Self-directed learning involves learners assuming accountability for their own learning journey by setting objectives and actively seeking out resources and strategies to accomplish them. In the realm of PBL, the significance of self-directed learning intensifies as learners actively participate in problem-solving exercises and take ownership of their learning experience (Hmelo & Cote, 1996).

The field of learning theory investigates the processes through which individuals gain knowledge, skills, attitudes, and behaviors. It encompasses a range of theories and models that elucidate the learning process and inform educational approaches. Learning theories can be categorized into distinct perspectives, including behaviorism, cognitivism, constructivism, and social learning theory (Hartley, 2008). Note-taking is a widely adopted technique utilized by students and learners across various educational levels. It entails the act of capturing and documenting essential information, ideas, and concepts while engaging in lectures, readings, or other learning endeavors. Proficient note-taking has the potential to improve understanding, retention, and retrieval of information, while also aiding in the organization and integration of knowledge (Hartley & Davies, 1978).

Cognitive factors encompass the cognitive processes and capacities that contribute to learning, including attention, memory, problem-solving, and critical thinking abilities. These factors are fundamental in shaping how students acquire, process, and retain information. Conversely, contextual factors pertain to the external influences on learning, such as the classroom setting, instructional approaches, social dynamics, and cultural norms. These contextual factors exert a significant impact on the learning experience (Laurillard, 1978). Laurillard (1978) suggested that the interplay between cognitive and contextual factors in student learning is intricate and diverse. Cognitive factors can be impacted by the learning context, while the context itself can shape and facilitate cognitive processes. For instance, an immersive and nurturing learning environment has the potential to augment students' motivation, attention, and memory, thereby fostering more favorable learning outcomes.

Conversely, a disruptive or unsupported context can impede cognitive processes and obstruct learning progress.

### **Interaction**

According to Simpson and Galbo (1986), interaction refers to the mutual exchange of actions and responses within a wide array of relationships, encompassing both verbal and non-verbal, conscious and unconscious, lasting and temporary. It is perceived as an ongoing and evolving process, representing communication in its broadest interpretation. In essence, interactions are reciprocal occasions that necessitate no less than two items and two actions. Interactions transpire when these things and happenings impact one another. A didactic interaction is an occurrence that transpires between a learner and his or her surroundings. Its goal is to react to the learner in a way that alters his or her behavior toward an educational aim (Wagner, 1994).

Interaction serves as a characteristic of successful instruction, whereas interactivity serves as a characteristic of modern instructional delivery systems, especially those that employ telecommunications technologies (Wagner, 1989). Simpson and Galbo (1986) suggested that the learning process heavily relies on interaction, which plays a fundamental role in the creation of knowledge that forms the foundation of school subjects. This knowledge is continuously developed and passed on through ongoing encounters. More specifically, the interaction between students and teachers serves as the primary tool for learning within the school environment.

In accordance with Webb (1982), in cooperative learning environments, the main differentiating factor is the presence of student interaction. In these settings, students typically collaborate to accomplish tasks, while in other learning environments, students may work individually at their desks or receive instruction in larger groups where most of the interaction is between the teacher and the student. However, a teacher's interaction with learners may involve "doing" activities with learners not necessarily related to the assigned learning task. A multi-way active relationship offers learners a variety of ways to connect with the teacher and the subject matter according to their individual needs and learning styles (Wagner, 1994).

Based on Sharan (1980), different types of interaction can have varying effects on achievement. While the significance of interaction for learning is widely acknowledged, it is specifically within the context of small groups collaborating on academic tasks that these team-learning methods aim to impact students' cognitive learning. Nevertheless, the discussion of learning events can be narrowed down by focusing on three types of interaction: learner-content, learner-instructor, and learner-learner (Moore, 1989).

## **Types of interaction**

### **Learner-Content Interaction**

Learner-content interaction refers to the interaction between the learner and the subject matter or content being studied. This interaction is a fundamental aspect of education, as it is through engaging intellectually with the content that the learner's understanding, perspective, and cognitive structures undergo changes. Without learner-content interaction, education cannot take place (Moore, 1989). In other words, learner-content interaction refers to the direct engagement of students with learning materials, such as multimedia, lectures, and handouts. This form of interaction is highly regarded by researchers as the most essential for effective learning. It enables students to independently access and consume the learning materials, utilizing features like pausing, rewinding, repeating, and fast-forwarding to enhance their comprehension and mastery of the subject matter (Gutierrez, 2021).

### **Learner-Instructor Interaction**

According to Moore (1989), the learner-instructor interaction involves the engagement between the learner and the knowledgeable individual who has developed the subject material or is serving as an instructor. In this form of interaction, remote instructors strive to accomplish specific learning objectives. In spite of that, the learner-instructor interaction encompasses the transfer of information, feedback, guidance, and assistance between the learner and the instructor, with the instructor assuming different roles such as a guide, facilitator, expert, or supporter based on the context. While learners can also engage with their peers, the presence of the instructor throughout the course is deemed advantageous. Ongoing feedback from the instructor aids in clarifying concepts, reinforcing key

points, rectifying interpretations, and fostering learner engagement and motivation (Gutierrez, 2021).

The learner-instructor interaction encompasses more than just leading a whole-class lesson. It also involves providing feedback and guidance to the learner. Feedback given during the lesson serves as a formative assessment process, allowing students to make revisions and enhancing their understanding. This process not only deepens learning but also engages and motivates students (Karlson, 2020). Moore (1989) indicated that the impact of the teacher on learners is significantly higher in situations where there is direct interaction between the learner and the teacher, compared to situations where the interaction is solely between the learner and the instructional content. When preparing instructional material for learner-content interaction, educators have the opportunity to design written and recorded materials that serve multiple purposes, including motivating learners, delivering presentations, facilitating the application of concepts, evaluating progress, and even providing emotional support to students.

### **Learner-Learner Interaction**

According to Moore (1989), learner-student interaction refers to the interaction among learners, either individually or in groups, with or without the immediate presence of an instructor. This type of interaction can be highly beneficial and, at times, crucial for effective learning. Student-student interaction leads to increased learning and high satisfaction with the course. This is probably because learners are motivated to learn when they are in a group. They stop feeling isolated and benefit from the feedback of others (Gutierrez, 2021).

### **Class participation**

Classroom participation is commonly recognized as an embodiment of active learning, which encompasses the cognitive investment, active involvement, and emotional commitment of students in their educational journey (Brownson, 2013). Classroom participation serves as a tangible manifestation of active learning or engagement, imparting various benefits such as enhanced learning outcomes, critical thinking skills, writing proficiency, cultural sensitivity, time management aptitude,

interpersonal competence, and refined listening and speaking abilities (Czekanski & Wolf, 2013).

As stated by Howard and Henney (1998), class participation is widely regarded as a compelling indication of active learning or engagement, which confers numerous advantages including enhanced learning outcomes, the cultivation of critical thinking abilities, improved writing proficiency, a heightened appreciation for cultural diversity, effective time management skills, as well as strengthened interpersonal, listening, and speaking competencies. Otherwise, class participation serves a dual purpose of acting as both a source of motivation and recognition for students who actively contribute to the classroom environment. Nevertheless, it is acknowledged that students frequently encounter challenges in understanding the specific requirements and expectations associated with class participation. This lack of clarity may stem from teachers themselves grappling with uncertainties regarding their own expectations (Petress, 2006).

Class participation holds significant importance in the academic setting. However, not all students feel comfortable participating, as certain personality traits may hinder their willingness to speak up in class. Additionally, some students may lack the necessary skills to actively engage in class discussions due to previous educational experiences that did not encourage class participation (Gopinath, 1999). Nevertheless, participation refers to students actively engaging in classroom activities such as answering questions, asking questions, making comments, and participating in class discussions. However, it is worth noting that not all students feel at ease when it comes to participating in class, which can lead to a lack of active involvement (Vandrick, 2000).

Classroom discourse is a prevalent and commonly embraced instructional approach. Addressing the challenges associated with student engagement is crucial for enhancing the quality and efficacy of discussions. Specifically, concerns arise regarding students who exhibit limited willingness to participate voluntarily. This emphasis on active participation and skillful facilitation of dialogue has implications for evaluating student engagement. While some educators view grading student participation as a motivational tool and a means of communicating priorities, others

advocate for the voluntary nature of students' involvement in discussions (Dallimore et al., 2004).

Wooldridge (2008) suggested that there are several strategies available to promote active participation in the classroom. These include addressing students by their names, encouraging them to provide more detailed explanations, and acknowledging and praising their valuable contributions. Additionally, incorporating games into the learning process is highly recommended for fostering active engagement. Games have a unique combination of fun and competitiveness, which can effectively motivate students to strive for optimal performance. Conversely, when efforts are made to bridge the gaps between home and school in terms of interaction patterns and styles, there is a potential for enhanced student engagement, motivation, and participation in classroom learning. This holds significant importance as it enables us to investigate whether the reduction of disparities between home and school environments ultimately leads to improvements in academic achievement and literacy development (August & Shanahan, 2006).

The participation model is described as a process where individuals undergo a validated transformation from being an individual into becoming a sociocultural individual through sociocultural activities. This transformation involves taking on new responsibilities, redefining one's membership in a community of practice, and changing one's own sociocultural practices (Matusov, 1998). In accordance with Rogoff (1987), *Evaluating Development in the Process of Participation* is a highly valuable resource for evaluators and development practitioners who aim to improve the efficacy of their work. Through the adoption of participatory evaluation, these professionals can cultivate inclusive and collaborative approaches that empower communities and result in development outcomes that are both sustainable and impactful.

Susak (2016) explored the diverse elements that impact student engagement and participation in classroom activities, including the role of the teacher, the classroom atmosphere, student engagement levels, self-assurance, and cultural factors. Consequently, these factors collectively contribute to the establishment of a nurturing classroom environment, the cultivation of student engagement, the development of



confidence, and the consideration of cultural aspects to facilitate active student participation.

Jacobs and Chase (1992) identified multiple rationales for refraining from grading class participation. Firstly, teachers often fail to provide guidance on enhancing participation. Secondly, the interpretation of student behavior is challenging and subjective. Thirdly, participation tends to favor outgoing individuals, placing shy or introverted students at a disadvantage. Fourthly, maintaining accurate records poses problems. Lastly, defending participation scores in the face of scrutiny proves to be difficult. Assessing class participation can serve as a means of conveying positive messages to students regarding the types of learning and cognitive abilities that a teacher deems important. This could include the progression of critical thinking skills, engagement in active learning, the cultivation of effective listening and speaking abilities essential for professional achievement, and the capacity to actively contribute to discussions within a specific field of study (Bean & Peterson, 1998). Bean and Peterson (1998), assessing class participation poses complex challenges in terms of equitable distribution of participation, preventing extroverted students from dominating discussions while others remain silent. To ensure fair assessment of class participation, teachers must create an enabling environment that allows all students to participate.

According to Cross and Angelo (1998), it has been observed that designing activities in which participants can report on previously prepared tasks makes it easier for more reserved students to feel more comfortable participating in class. In this regard, the authors describe how a calculus teacher adapted a technique for assessing student learning to encourage active participation in discussions. On the other hand, Bean and Peterson (1998) suggested that the quality of student performance during class discussions can be improved if the teacher establishes consistent and clear standards for assessing classroom participation. The choice of approach to assessing participation depends on the pedagogical objectives and methods of the course. In addition to effective written assignments, the method used by the teacher to assess class participation is an important indication of the type of thinking and learning that is valued in the course.

Student participation in class can be considered a form of self-disclosure. This participation can manifest itself through different dimensions, such as classroom discussion, asking questions, and students' willingness to express their opinions and feelings. It is important to note that student participation and the manner in which it is manifested will depend on the content of the disclosure by the teacher, the course content, and the establishment of classroom norms (Goldstein & Benassi, 1994). Learning involves the acquisition of new knowledge, skills or behaviors. In this sense, students should adopt an active approach in their pursuit of knowledge. This implies that students should be proactive in seeking and receiving information both inside and outside the classroom. How students seek and receive information is often reflected in their classroom behaviors. These behaviors can range from passive to active participation (Abdullah et al., 2012). The active participation of students in classroom activities plays a crucial role in facilitating effective learning. Besides engaging in verbal exchanges with both their peers and the instructor, consistent attendance in class is imperative for fostering participation. Regular attendance enables students to actively partake in classroom instruction and various activities (Gomez et al., 1995).

The level and forms of participation in learning activities are crucial when both teachers and students interact. This participatory approach fosters the exchange of information, stimulates interest, and cultivates a sense of respect between teachers and students (Abdullah et al., 2012). In order to enhance their English language proficiency, students should be encouraged to actively participate in class discussions. This opportunity allows them to utilize the language and contribute to their success in language learning (Sayadi, 2007).

Based on Tatar (2005), teachers express concern about the lack of active participation or silence shown by non-native English speakers, as classroom discussions are of great importance in the learning process. When students remain passive, they miss out on valuable learning opportunities. Active participation in class is often encouraged and valued in all disciplines. In addition, class participation often contributes to student assessment.

Caspi et al. (2006) suggested that student engagement in academic activities can be classified into two main aspects: academic engagement and social engagement.

Academic engagement refers to behaviors directly associated with the learning process, such as the amount of time students spend on assignments or their participation in organized learning activities. On the other hand, social engagement refers to students' interactions with teachers and peers. This division allows for a comprehensive understanding of students' involvement in the academic and social aspects of their education. Class participation contributes to students' construction of meaningful knowledge and reflects their overall ability. Marks (2000) found that variations in academic engagement among students were largely attributed to individual differences, highlighting the importance of student personalities in this context (Caspi, 2006).

The degree of student participation is influenced by a variety of factors, including the dynamics of student-teacher interaction within the classroom. Contextual elements such as class size, gender distribution, disciplinary context, teacher gender and specific teaching practices that promote participation play an important role. In addition, individual factors such as gender, age, and perceived level of overall student involvement in the classroom were taken into account, along with student perceptions of various student behaviors (Crombie, 2003). According to Fassinger (1995), there is a marked contrast between students who actively participate in class discussions and those who remain silent. While some students enthusiastically participate in class activities daily, others refrain from speaking from the initial presentations. The type of class format plays an important role in this disparity, as discussion-oriented classes tend to promote critical thinking through student participation. Encouraging students to ask questions and make comments during class sessions can contribute greatly to their intellectual growth and development.

The connection between self-esteem, communication apprehension, and active engagement in the classroom is examined in this study. Communication apprehension refers to the uneasiness or nervousness individuals feel when communicating in different social situations, such as the classroom. Consequently, individuals with low self-esteem are more prone to experiencing heightened levels of communication apprehension, which can impede their inclination to participate in classroom discussions. Students with low self-esteem may be afraid of being evaluated or criticized by their peers, resulting in their reluctance to voice their

opinions during class (Phillips et al., 2004). Risley (1998) proposed that active involvement in verbal communication plays a significant role in achieving academic success in a foreign language learning environment. Encouraging students to engage in oral participation is essential for their linguistic growth and proficiency. Nevertheless, anxiety can significantly influence the extent of oral involvement in the foreign language classroom. Language learners may face language-related apprehension, leading to reduced or minimal verbal engagement. This anxiety could stem from concerns about negative evaluations from peers or challenges in interpersonal interactions.

Several variables, including age, gender, attendance, and sense of accountability, have the potential to impact student engagement in the classroom. These factors can affect both the motivation and capability of students to actively participate in class discussions (Howard et al., 1996). Multiple factors contribute to student engagement, including class size, the atmosphere within the classroom, the behavior of instructors, and the unique characteristics of students (Rocca, 2010).

Students denote the organizational structure of their classroom and the subsequent impact on their level of engagement. Factors such as class size, overall classroom climate, instructor behavior, and unique student characteristics can significantly influence students' perceptions and willingness to actively participate in classroom activities. Therefore, it is crucial to establish a supportive and inclusive classroom environment that encourages active participation. Students are more willing to participate when they feel valued, respected and included in the learning process (Weaver & Qi, 2005).

### **Active participation**

Active participation in a lesson is a deliberate and conscious effort by teachers to encourage students to engage actively in the learning process. This form of participation serves as a central focus for the entire class, involving overt student behaviors such as writing, describing, or identifying. Through active participation, students have the opportunity to practice and reinforce their understanding of concepts as they are being taught. Additionally, it allows teachers to monitor student learning in real-time during the lesson. Overall, active participation plays a crucial

role in enhancing student engagement and facilitating effective learning experiences (Pratton & Hales, 1986). It is crucial to engage students in the learning process. This can be achieved by establishing a collaborative learning environment, where both the student and the teacher play active roles. By encouraging students to integrate new information with their existing knowledge, they can effectively apply their learning to real-world situations and solve practical problems (Nierenberg, 1998).

Murray and Lang (1997) suggested that incorporating active student participation through various methods like class discussion, cooperative learning, debates, role-plays, problem-based learning, and case studies can enhance the effectiveness of learning. This approach leads to significant growth in areas such as oral communication, critical thinking, problem-solving skills, and active class engagement. Furthermore, active class participation serves as a facilitator for student learning and problem-solving abilities.

### **Passive participation**

Based on Lev-On and Adler (2013), passive participation is characterized by motivations stemming from a perceived lack of necessity, apprehension towards criticism, concerns about personal abilities, technological challenges, and the dynamics of community interaction. There are passive learners who originate from diverse cultural backgrounds. These learners, who exhibit limited receptiveness to acquiring knowledge, tend to engage in minimal reading and lack preparation before attending classes. Consequently, they adopt a passive demeanor, opting to remain seated and take notes rather than actively participate or ask questions. This inclination towards passivity may have been ingrained in these individuals since childhood, possibly influenced by family socialization practices (Abdullah et al., 2012).

Abdullah et al. (2012) suggested that students reflect passive participation during class discussions for several reasons. These include difficulties in maintaining concentration during class or study time, feelings of fear, low self-confidence, lack of preparation before class, apprehension of appearing unintelligent, fear of being criticized by teachers, and feelings of confusion. Consequently, these factors contribute to reduced participation in class discussions. However, passive

participation can be attributed to various additional factors, including concerns related to technology and apprehension about the redundancy of one's role. Both of these reasons significantly contribute to a lack of active contribution (Lev-On & Adler, 2013).

### **1.3 Objectives**

#### **General Objective**

To analyze learner's motivation and class participation.

#### **Specific Objectives**

- To identify the types of learner motivation that are most promoted in EFL classrooms.
- To distinguish the most common types of classroom participation.
- To examine the types of class interaction that students are mostly engaged with.

#### **Fulfillment of objectives**

All objectives were successfully achieved by collecting data through a survey, effectively addressing the three research questions.

It was essential to introduce students to motivation in class and active participation. This was accomplished by providing informative slides and engaging the students through interactive questions. The survey served as a valuable tool for students to identify the various types of motivation implemented in class and to assess their own experiences with these types. Furthermore, the questionnaire facilitated the analysis of the different modes of participation employed by students during classroom activities. Notably, passive participation emerged as one of the most prevalent forms.

Gaining insight into students' perspectives was of utmost importance, particularly in relation to the types of interaction they engaged in most frequently. The survey included three open-ended questions, allowing students to express their opinions on motivation, participation, and interaction in the classroom. This qualitative data provided valuable insights into students' perceptions and experiences in these areas.

## **CHAPTER II**

### **METHODOLOGY**

#### **RESOURCES AND MATERIALS**

##### **2.1 Materials**

To successfully carry out this study, the utilization of both technological and human resources was essential. In terms of human resources, the participation of intermediate students was crucial. As for technological resources, various devices such as laptops and smartphones were utilized. Furthermore, Microsoft Forms was employed as a survey creation tool, while the data collected was analyzed using the SPSS software (Statistical Package for Social Science).

##### **Instruments**

A survey was used and applied to 62 students of the intermediate level of the major to develop this study. Consequently, the survey was divided into three main sections corresponding to the research questions: What types of motivation do students use in EFL classrooms? What are the most common types of class participation? What type of interaction do students engage the most in class?

The survey consisted of items using the Likert scale, with options ranging from 5. always, 4. often, 3. sometimes, 2. rarely and 1. never, as well as an open-ended question in each section. In total, there were 20 multiple-choice questions and 3 open-ended questions directly related to the main objectives of the study. The first section of the survey focused on identifying the types of motivation that learners predominantly utilize in EFL classrooms. This section comprised of 6 items that employed the Likert scale, along with 1 open-ended question. Moving on to the second section, the survey aimed to distinguish the most common types of classroom participation. This section included 8 questions that employed the Likert scale, along

with an additional open-ended question. Lastly, the third section of the survey aimed to examine the types of class interaction that students are predominantly engaged with. This section consisted of 6 items that utilized the Likert scale, as well as 1 open-ended question. Overall, the survey was structured in a way that effectively addressed the main objectives by assessing different aspects of motivation, participation, and class interaction.

Story and Tait (2019) defined that surveys play an important role in gathering information on practices, attitudes, and knowledge. Just like any other research, surveys should have well-defined research questions and employ a minimal number of high-quality survey questions or items that are relevant to the target population. Additionally, the survey questions should yield reliable and valid results, consistently producing the same outcomes and measuring what they are intended to measure. In summary, the Cronbach's coefficient was utilized to assess the reliability of the survey, yielding a value of 0.831 and it was also validated by experts. This indicates that all the survey questions were deemed reliable. Furthermore, the collected data and results were analyzed using the statistical software SPSS (Statistical Package for the Social Sciences).

### **Population**

In this study, a total of 62 participants were selected. The participants consisted of 40 females and 22 males, of which 58 of them were mestizos and 4 are indigenous and aged between 18 and 25. These participants were chosen due to their backgrounds as pre-service teachers, indicating that they had spent a significant amount of time learning and applying various methodologies and innovative strategies in their lesson planning. Additionally, they were equipped with technological devices such as laptops and cell phones, which they regularly incorporated into their classrooms to remain up-to-date with modern advancements in education.

### **Table 1**



### *Population*

<b>Population</b>	<b>Participants</b>	<b>Percentage</b>
Male	22	35,5 %
Female	40	64,5 %
Total	62	100 %

Note: Pre-service teachers surveyed

### **Ethical considerations**

In academic research, the consent of the students participating in this descriptive study was crucial. To uphold the privacy and confidentiality of the participants, the survey results were collected anonymously. The study adhered to six ethical principles aimed at safeguarding the public good of research and statistics. These principles encompass maintaining data confidentiality, recognizing the potential risks and limitations of new research methods and technologies, complying with legal requirements, considering public acceptance of the project, and ensuring transparency in the collection, use, and sharing of the gathered data (UK Statistics Authority, 2022).

### **Procedure**

The research in this study was carried out meticulously and systematically, adhering to a detailed procedure to ensure a thorough examination of the topic at hand. The first and crucial step involved conducting an extensive bibliographical research on motivation and class participation. To gather relevant information, significant efforts were made to explore various sources, such as books, articles, and scholarly databases. The literature review conducted was not limited to a single source; instead, multiple libraries and platforms, including Research Gate, Taylor and Francis, E-book, and Google Scholar, were extensively utilized to gather a diverse range of perspectives on motivation and class participation.

After completing the bibliographical research, the next significant step involved the construction of a survey aimed at investigating the correlation between motivation and class participation. To develop this instrument, the specific objectives identified earlier were translated into three research questions that encompassed the desired insights. Each research question necessitated a meticulous examination of the

gathered bibliography to identify key themes, trends, and practical implications. This process entailed a thorough analysis focusing on factors such as motivation and class participation, and empirical findings, which were then transformed into well-crafted survey questions. Additionally, to encourage participants to provide their unique perspectives and expand their knowledge, three open-ended questions were included. These open-ended questions aimed to explore unexplored areas beyond the existing literature, allowing participants to offer original insights and valuable contributions. Throughout the process of survey development, multiple iterations and revisions were conducted to ensure the clarity, relevance, and comprehensibility of the questions.

Once the survey had been carefully structured, it underwent a validation process to evaluate its reliability and validity. A pilot test was carried out with ten participants from the eighth semester who completed the survey and provided valuable feedback. The feedback received during the pilot test was thoroughly examined, and necessary adjustments were made to improve the clarity and effectiveness of the survey. The data obtained from the pilot test were manually entered into the Statistical Package for the Social Sciences (SPSS) software to perform validation procedures, utilizing statistical measures like Cronbach's alpha coefficient. The high coefficient value of 0.831 indicated a strong internal consistency and reliability of the survey instrument.

The research progressed from validation of the survey to the data collection phase. During this phase, the survey was given to students in third, fourth, and fifth semester. Before administering the survey, a preliminary intervention was conducted to ensure that students had a good understanding of the meaning and types of motivation, participation and interaction. The intervention aimed to fill in any knowledge gaps and provide students with the necessary background information. By doing so, the intervention promoted students' active involvement and meaningful participation in the subsequent survey.

To streamline the process of survey administration, the survey link was distributed to the course chairs. The survey was thoughtfully structured, with sections dedicated to gathering general information and addressing the research questions. Participants were encouraged to provide honest and thoughtful responses, drawing on their personal experiences regarding motivation and class participation. After data

collection, the survey data underwent rigorous analysis using SPSS software. Quantitative data were analyzed using appropriate statistical techniques, such as mean calculation and the creation of data tables. Meanwhile, qualitative data from the open-ended questions were manually analyzed using thematic analysis techniques to identify significant patterns, themes, and emerging ideas.

After analyzing the data, the study drew insightful conclusions and formulated meaningful recommendations. These findings not only added to the existing knowledge on classroom motivation and engagement, but also offered practical implications for educators and researchers. The comprehensive research process, which included literature review, survey development, validation, data collection, and analysis, ensured the study's rigor and strength, thereby increasing its credibility and significance in the academic community.

## **2.2 Methods**

### **Mixed Approach**

This investigation utilized a mixed approach, combining qualitative and quantitative research approaches. Mixed methods research involves integrating various qualitative and quantitative elements, including viewpoints, data collection methods, analysis techniques, and inference strategies. The purpose of this approach is to achieve a comprehensive and in-depth understanding of the research topic while also seeking corroboration of findings (Schoonenboom & Johnson, 2017). According to Bhandari (2023), qualitative research entails the collection and analysis of non-numerical data, such as text, video, or audio, with the aim of comprehending concepts, opinions, or experiences. This approach allows for a deep exploration of a problem or the generation of novel research ideas. Mcleod (2023) pointed out that quantitative research encompasses the collection and analysis of numerical data using statistical methods. The primary objective is to generate objective and empirical data that can be measured and expressed in numerical terms. This type of research is commonly employed to test hypotheses, identify patterns, and make predictions. In contrast, qualitative data is descriptive in nature and pertains to phenomena that can be observed but not measured, such as language.

### **Descriptive**

The study utilized a descriptive research methodology to examine and explicate data and findings with the aim of assessing the accuracy and viewpoint of students. The research was conducted within an authentic classroom environment to ensure a genuine portrayal of student behavior. The methodology involved the administration of surveys and meticulous interpretation of responses, taking into account students' individual experiences and knowledge, to gather information. This approach facilitates a comprehensive comprehension of students' perspectives and yields more precise insights into their thoughts and perceptions. McCombes (2023) affirmed that descriptive research is a suitable option when the objective is to identify and analyze characteristics, frequencies, trends, and categories associated with a particular topic or problem. It proves particularly useful when there is limited existing knowledge about the subject. Descriptive research is typically classified as a quantitative research approach, although qualitative research methods can also be employed for descriptive purposes. To ensure the validity and reliability of the outcomes, careful attention should be given to developing an appropriate research design.

Descriptive studies represent the initial exploration into novel domains of scientific investigation, establishing a groundwork for comprehending diverse facets condition by means of explicit, precise, and quantifiable delineations. Descriptive studies endeavor to address the fundamental inquiries of who, what, why, when, where, and additionally, the consequential aspect denoted as "so what?" (Grimes & Schulz, 2002). Researchers employ the descriptive approach to enhance their comprehension of the subject by gathering data and elucidating its features and attributes. Various techniques, including surveys, questionnaires, interviews, and observation, can be utilized to collect data for descriptive studies. It is imperative for researchers to precisely define the target population, identify the specific aspects they intend to evaluate, and meticulously execute a well-designed descriptive study (Sirisilla & Sirisilla, 2023).

**Research questions:**

What type of motivation do students use most in the classroom when learning English?

What types of participation do teachers encourage most in class?

What type of interaction is most promoted in EFL classes?

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

This section presents the analyzed data with the goal of addressing the three research questions outlined in the study objectives. The results obtained from the survey will be utilized to provide a comprehensive understanding of the topic. The data was processed using SPSS software to calculate the mean and effectively organize the findings from the open-ended questions.

What type of motivation do students use most in the classroom when learning English?

What types of participation do teachers encourage most in class?

What type of interaction is most promoted in EFL classes?

**Table 2**

*Types of motivation*

Item	Mean
I like to take the initiative and seek for information independently in my classes	3,58
<b>I feel satisfied to make an effort to be at the top of the class</b>	<b>3,31</b>
<b>I feel excited when I actively participate in a classroom activity</b>	<b>3,68</b>
<b>I need to get good grades to make my parents proud of me</b>	<b>3,90</b>
I feel obligated to learn English because I believe it is the right thing to do	3,40
<b>I feel happy when I get good grades because it is important to me</b>	<b>4,23</b>

Note: The following scales were used to derive the measures: 1. Always, 2. Often, 3. Sometimes, 4. Rarely, and 5. Never.

## **Analysis and Interpretation**

Research Question: What type of motivation do students use most in the classroom when learning English?

The study revealed that the results did not vary much, indicating that students use both intrinsic and extrinsic motivation when learning English. However, extrinsic motivation based on identified regulation was the most used by students, with a mean of 4,23 points. Consequently, another commonly adopted type of extrinsic motivation is external regulation, with a mean score of 3,90. Although this type of extrinsic motivation is driven by the simple fact of receiving external rewards, students apply it quite frequently when learning English. Interestingly, the type of intrinsic motivation based on motivation to experience stimulation, which occurs when students actively participate in an activity with the purpose of experiencing happiness, obtained a relatively lower mean score of 3,68. Contrary to this, students seem to prefer making important academic decisions based on the fact that they hold significant importance for them. This suggests that the type of intrinsic motivation based on motivation to accomplish things is not as widespread among students. Additionally, the data indicates that this type of motivation obtained a mean score of 3,31. This suggests that students do not frequently use it.

Based on the results, it can be inferred that most students use both intrinsic and extrinsic motivation when learning English. Regardless, the use of extrinsic motivation has a higher percentage, implying that students perform most of their academic activities because they are driven by external pressures or rewards and not so much because they enjoy doing it. Overall, the study highlights the prevalence of extrinsic motivation and the limited use of intrinsic motivation among English language learners.

### **Table 3**

### *Types of participation*

<b>Item</b>	<b>Mean</b>
<b>I like to participate in class discussions very much</b>	<b>3,18</b>
<b>I enjoy sharing ideas with my classmates to reinforce my knowledge</b>	<b>3,61</b>
I feel pleased when I participate in class whenever I have the opportunity	3,37
<b>I try to ask questions to my teacher</b>	<b>3,18</b>
<b>When I am in classes, I prefer to sit still quiet and take notes rather than participate</b>	<b>3,79</b>
I have difficulty maintaining concentration during class	3,47
I do not participate in classes because I am afraid of being criticized by my teachers and peers	3,37
I find it difficult to participate in class because I am not well prepared in some topics	3,44

Note: The following scales were used to derive the measures: 1. Always, 2. Often, 3. Sometimes, 4. Rarely, and 5. Never.

### **Analysis and Interpretation**

Research Question: What types of participation do teachers encourage most in class?

The study found that teachers encourage both passive and active participation in class, as indicated by their similar mean scores. Moreover, passive participation emerged as one of the most prevalent forms employed by teachers, with students preferring to listen attentively and take notes during class, yielding a mean score of 3,79. Conversely, the active participation type is commonly adopted when students engage in group work and exchange ideas with their peers, resulting in a mean score of 3,61. Interestingly, there is a comparable range of preference for passive participation, indicating that students are inclined to refrain from asking teachers numerous questions and are less enthusiastic about participating in class discussions. This is supported by the relatively lower mean score of 3,18, implying that students do not frequently engage in class interaction or pose inquiries to their teachers.

The research findings indicate that a significant proportion of students demonstrate a limited inclination towards frequent class participation and a reluctance to pose

questions to their professors. Many students find it more comfortable and practical to adopt a passive approach, focusing on attentiveness and note-taking rather than engaging in class discussions on new topics. Furthermore, despite teachers' preference for active student participation, the data suggests that this form of engagement is not widely embraced by students, who tend to prioritize attentiveness and note-taking as their primary mode of involvement with the subject matter.

**Table 4**

*Types of interaction*

Item	Mean
I use different didactic materials in class for example books, posters, brochures, among others.	3,44
<b>I prepare different written materials for my classroom presentations.</b>	<b>3,29</b>
My teacher clarifies different concepts to reinforce important points.	3,73
<b>My teacher provides me with information and guidance about my questions in specific topics.</b>	<b>3,79</b>
I interact with my teacher to reinforce my knowledge and clarify my doubts about a particular subject.	3,58
<b>I am fond of doing group activities with my classmates.</b>	<b>3,52</b>

Note: The following scales were used to derive the measures: 1. Always, 2. Often, 3. Sometimes, 4. Rarely, and 5. Never.

**Analysis and Interpretation**

Research Question: What type of interaction is most promoted in EFL classes?

Surprisingly, the results indicated that students are engage in all three types of interaction in class: learner-content, learner-instructor, and learner-learner interaction, with a similar mean since the data is not very varied. Nevertheless, the majority of students show that student-instructor interaction is the most promoted and encouraged in EFL classes, as they feel more comfortable when the teacher provides relevant information to help them understand a topic, with a mean of 3,79 points. Learner-learner interaction was not one of the highest results; however, it is one of the interactions that students generally engage in more frequently in class, either individually or in groups. On the other hand, this type of interaction is not commonly



used by students, resulting in a lower mean of 3,52. Learner-content interaction also shows some lack of practice among students, as they generally do not enjoy creating materials for better understanding, as evidenced by a mean of 3,29, indicating that this type of interaction is not practiced frequently by students in class.

The findings of the study imply that the majority of students engage in more interaction with their professors during class, as they find it helpful in clarifying doubts and improving their understanding of specific subjects. On the other hand, student interaction focused on the content and learning materials appears to be less commonly utilized among university students. Despite the emphasis placed by instructors on promoting interaction among students for enhanced participation, the data suggests that students often prefer to interact with their professors rather than their peers or the course material provided to them during class.

**Table 5**

*Open-ended questions*

<b>Question 1</b>	<b>Answer</b>	<b>Total</b>
What type of motivation do you think do you use the most?	I believe that I predominantly rely on intrinsic motivation.	47
	I consider that I use extrinsic motivation more.	15
	Total	62
<b>Question 2</b>	<b>Answer</b>	<b>Total</b>
What type of participant do you think you are in your classes?	I assume I am an active participant.	20
	<b>I suppose that I am a passive participant.</b>	<b>41</b>
	I am both an active and passive participant.	1
	Total	62
<b>Question 3</b>	<b>Answer</b>	<b>Total</b>
What type of interaction do you prefer when learning?	Learner-content interaction	20
	<b>Learner-instructor interaction</b>	<b>27</b>
	Learner-learner interaction	14
	<b>Learner-content and learner-learner interaction</b>	<b>1</b>
	Total	62

Note: Qualitative findings derived from the open-ended questions

## **Analysis and Interpretation**

Table 5 displays the findings of the open-ended questions employed to strengthen the research questions:

Open-ended question 1, “What type of motivation do you think do you use the most?” The results indicate that the predominant form of motivation utilized by students is intrinsic motivation, which garnered the highest number of responses. Intrinsic motivation is characterized by students engaging in activities for their personal enjoyment rather than to seek approval from others. One type of intrinsic motivation is knowledge-based motivation, which entails a curiosity-driven approach to learning. Another type is achievement-based motivation, which fosters a sense of competition among students. The final type is stimulation-based motivation, which encourages active participation from learners. Conversely, a smaller proportion of students reported relying on extrinsic motivation in the classroom. In spite of that, upon analyzing the mean results, it was evident that students tend to possess a higher level of extrinsic motivation than intrinsic motivation when it comes to learning English.

Open-ended question 2, “What type of participant do you think you are in your classes?” According to the results, the majority of participants use passive participation in class, indicating that they prefer to remain seated and pay attention to the class rather than ask questions. This type is very common among students, as many times they do not ask questions out of fear of being criticized. In addition, 20 students mentioned that they actively participate in class, indicating that they enjoy discussions and debates. Interestingly, one student uses both types of participation in class, both passive and active, which allows for better development for both the student and the teacher. It is worth mentioning that teachers often prefer active participation from students, but many times it does not work as intended. They mentioned that they like to brainstorm, which goes against what teachers usually teach in class.

Lastly, Open-ended question 3, “What type of interaction do you prefer when learning?” Based on the results, the respondents expressed a preference for learner-instructor interaction when it comes to learning. This type of interaction requires

both student and teacher participation, with the teacher assuming different roles such as facilitator or guide for the student. Additionally, a significant number of participants mentioned a preference for learner-content interaction, where they have direct interaction with the educational material presented in class when learning. However, only 14 students preferred learner-learner interaction, which is not very common as it is often observed that students generally prefer group or pair work for better understanding. But analyzing the results, this was not the case. Similarly, out of the entire group of respondents, only one preferred both learner-content and learner-learner interaction. Therefore, it can be concluded that student interaction is more directed towards the instructor.

## **Discussion**

The following three research questions were formulated with the aim of investigating the nature of motivation, participation, and interaction exhibited by students during the learning process.

Question 1: *What types of motivation do students use in EFL classrooms?*

Following the analysis, it was noted that students use both intrinsic and extrinsic motivation. Nonetheless, the predominant source of motivation for most students was the extrinsic type of motivation based on identified regulation. This particular form of extrinsic motivation pertains to decision-making processes influenced by the personal relevance attributed to the task or objective at hand. Cerasoli et al. (2014) pointed out that intrinsic motivation plays a more significant role, particularly in terms of quality rather than quantity, as well as in work and physical activities compared to school-related tasks. In contrast, the participants expressed a preference for relying on external incentives to drive their motivation. Thus, Ryan and Deci (2000) noted that, learners possess the ability to engage in actions motivated by external factors in various ways. Extrinsic motivation, which involves being compelled to act externally but embraced willingly by the individual, is a crucial concept for educators to grasp. This understanding is necessary because educators cannot solely depend on internal motivation to facilitate learning, especially when the assigned tasks may not inherently spark interest or enjoyment. Hence, it becomes imperative to comprehend how to encourage more active and self-driven forms of

extrinsic motivation, rather than passive and controlling forms, to effectively achieve teaching objectives.

Furthermore, Reiss (2012) argued that the differentiation between intrinsic and extrinsic motivation suggests that meaningful human motives can be classified into two types, commonly known as drives. However, Ryan and Deci (2000) mentioned that intrinsic and extrinsic motivation have provided valuable insights for both developmental and educational practices. It should be emphasized that the use of both types of motivation is more relevant to the predominance of one than the other.

*Question 2: What are the most common types of class participation?*

The results of the study revealed that a significant proportion of students show a preference for passive participation in the learning process, opting to take notes and listen attentively during class. Tyler (1930) emphasized that learning occurs through active student engagement, suggesting that it is the actions of the learner that facilitate learning, rather than relying solely on the efforts of the teacher. Similarly, Quaye et al. (2019) suggested that student engagement can be succinctly characterized as active participation in educationally effective practices, encompassing both in-class and out-of-class activities, which in turn produce a diverse range of measurable outcomes. However, students tend to adopt a more passive approach to their participation in class.

Based on Abdullah et al. (2012), learning involves the acquisition of new knowledge, skills or behaviors. In this sense, students should adopt an active approach in their pursuit of knowledge. This implies that students should be proactive in seeking and receiving information both inside and outside the classroom. How students seek and receive information is often reflected in their behaviors in the classroom. These behaviors can range from passive to active participation. Consequently, Abdullah et al. (2012) suggested that students reflect passive participation during class discussions for several reasons. These include difficulties in maintaining concentration during class or study time, feelings of fear, low self-confidence, lack of preparation before class, apprehension of appearing unintelligent, fear of being criticized by professors, and feelings of confusion. Consequently, these factors contribute to reduced participation in class discussions. Hence, these factors could

account for the findings that suggest a prevalence of passive engagement among students.

Question 2: *What type of interaction do students engage the most in class?*

Previous results indicated that one of the types of interaction most used by students is learner-instructor interaction, implying that the teacher provides them with relevant information for better understanding. Moore (1989) mentioned that learner-instructor interaction encompasses the transfer of information, feedback, guidance and assistance between the learner and the instructor, with the instructor assuming different roles, such as guide, facilitator, expert or supporter, depending on the context. Although learners may also interact with their peers, the presence of the instructor throughout the course is considered advantageous. In other words, Gutierrez (2021) emphasized that continuous feedback from the instructor helps to clarify concepts, reinforce key points, rectify interpretations, and foster learner engagement and motivation. This leads us to determine that in this case the role of the teacher is very important for the students, which is why this type of interaction occurred more frequently.

On the other hand, Gutierrez (2021) recommended that learner-content interaction is the most essential for effective learning. It allows learners to independently access and consume learning materials, using features such as pause, rewind, replay and fast-forward to enhance their understanding and mastery of the subject matter. Therefore, according to Moore (1989), learner-learner interaction leads to greater learning and a high degree of satisfaction with the course. This is probably because learners are motivated to learn when they are in a group. Regardless, the survey findings indicate that students do not commonly engage in this type of interaction, implying that it is an effective method for facilitating easier retention of learned information.

Finally, Sharan (1980) suggested that diverse forms of interaction can yield different outcomes in terms of academic achievement. While the importance of interaction in the learning process is widely recognized, it is particularly within the framework of small group collaborations on academic assignments that these team-learning approaches aim to influence students' cognitive learning. This refers to the fact that

the use of the three types of interaction learner-content, learner-instructor, and learner-learner is recommended for better academic performance, and based on the results the predominant interaction is learner-instructor interaction.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

Upon thorough analysis and processing of the survey data, the subsequent conclusions were derived:

The types of motivation most commonly encouraged in EFL classrooms are both intrinsic and extrinsic motivation. However, based on the data the most frequent were extrinsic types of motivation, especially identified regulation and external regulation. Identified regulation refers to students making important decisions based on their personal investment in their studies. On the other hand, external regulation involves students conforming to the expectations of others or seeking external rewards. Additionally, the students' most prominent form of intrinsic motivation is found in their motivation to experience stimulation. This occurs when individuals actively engage in activities with the intention of deriving satisfaction from their participation.

In terms of classroom participation, the predominant types observed were active and passive participation. However, the study reveals that passive participation is more prevalent among students. This suggests that most students prefer to maintain a passive role in class, opting to remain seated quietly and take notes rather than actively engaging in discussions or debates. This tendency towards passive participation is often attributed to students' fear of making mistakes and being subject to ridicule from their peers or teachers.

In the classroom, students tend to be more engaged in the learner-instructor interaction. This type of interaction encompasses the exchange of information, feedback, guidance, and assistance between the learner and the instructor, who serves as an expert in the subject matter or takes on various roles such as a guide, facilitator,

expert, or support, depending on the specific context. Importantly, students feel a sense of confidence when they pose questions to the instructor and receive feedback or clarification on the topic or their queries. This is why learner-instructor interaction is more commonly observed within the classroom.

## **4.2 Recommendations**

While extrinsic motivation can be effective, it is essential to foster intrinsic motivation as well. Teachers can create an environment that encourages students to find personal value and enjoyment in learning. This can be accomplished by incorporating engaging and meaningful activities, allowing students a sense of autonomy, and providing opportunities for self-expression and creativity. To enhance the identified regulation, teachers can actively involve students in setting goals and determining the relevance of their learning. By understanding their individual interests and aspirations, students can develop a greater sense of belonging and intrinsic motivation toward their studies. By implementing these recommendations, teachers can help create a classroom environment that promotes a balance between intrinsic and extrinsic motivation, ultimately improving students' language learning experiences and outcomes.

To encourage active participation in the classroom, it is important to create a supportive environment in which students feel comfortable expressing their opinions and are not afraid of ridicule when they make mistakes. On the other hand, applying interactive teaching methods can lead to encouraging students to actively participate, such as group discussions, debates or problem-solving activities. Finally, incorporating technology or multimedia resources such as online discussion forums or interactive presentations can facilitate student participation and interaction. In general, the recommendation would be to create a positive and inclusive learning environment that addresses students' fear of making mistakes and encourages them to actively participate in class discussions and activities.

To promote student-instructor interaction, teachers should create a classroom environment that fosters active student participation. This can be accomplished through a variety of strategies, such as asking open-ended questions, encouraging students to share their ideas and opinions, and providing opportunities for small group discussions or collaborative projects. It is important for teachers to create a



safe and supportive environment in which students feel comfortable asking questions and seeking clarification. Teachers should establish an open-door policy, provide opportunities for individual discussion or consultation, and create a nonjudgmental atmosphere in which students feel encouraged to actively engage with the instructor.

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## ANNEXES

### Annex 1

#### ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

### CARTA DE COMPROMISO

Ambato, 07 de septiembre 2023

Doctor  
Marcelo Nuñez  
Presidente  
Unidad de titulación  
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Motivation and class participatioon" propuesto por el/la estudiante Mora Garcés Solange de los Ángeles, portador/a de la Cédula de Ciudadanía, 1805374731 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Lcda. Sarah Jacqueline Iza Pazmiño, Mg.  
Coordinadora de la Carrera  
0501741060  
0984060528  
sj.iza@uta.edu.ec



## Annex 2

### Survey

Link for the survey: <http://bit.ly/41i9g6S>

**Universidad Técnica de Ambato Facultad  
de Ciencias Humanas y de la Educación  
Pedagogía de los Idiomas Nacionales y  
Extranjeros  
Survey: Motivation and class  
participation**

Dear Students:

The survey will utilize the information provided for a study titled "Motivation and class participation" The data collected through this survey will be handled with strict confidentiality (La encuesta utilizará la información proporcionada para un estudio titulado "Motivación y participación en clase". Los datos recolectados a través de esta encuesta serán tratados con estricta confidencialidad.)

Thank you for willingly and freely participating in this study. (Gracias por participar voluntaria y libremente en este estudio.)

solangemora54@gmail.com [Cambiar cuenta](#)



No compartido

I have read the preceding paragraph and am ready to voluntarily take part in the survey. (He leído el párrafo anterior y estoy dispuesto a participar voluntariamente en la encuesta.)

Yes

No

## Personal Information ( Información Personal)

### Gender (Género)

- Male (Masculino)
- Female (Femenino)
- Prefer not to say (Prefiero no decirlo)

### Nationality (Nacionalidad)

- Ecuadorian
- Other

### Age (Edad)

- 18 - 20
- 21 - 25
- 30+

### Native language (Idioma nativo)

- Spanish (Español)
- English (Inglés)
- Quichua (Quichua)
- Other (Otro)

### Ethnicity (Etnia)

- Mestizo (Mestizo)
- White (Blanco)
- Afro-Ecuadorian (Afroecuatoriano)

## Types of Motivation.(Tipos de Motivación)

For the following statements, select one of the options:

**5. Always, 4. Frequently, 3. Occasionally, 2. Rarely, 1. Never,**

Para las siguientes afirmaciones, seleccione una de las opciones:

**(5. Siempre, 4. Frecuentemente, 3. Ocasionalmente, 2. Rara vez, 1. Nunca.)**

1. I like to take the initiative and seek for information independently in my classes

Me gusta tomar la iniciativa y busco información de forma independiente en mis clases.

- 5.Always (Siempre)
- 4.Frequently (Frecuentemente)
- 3.Occasionally (Ocasionalmente)
- 2.Rarely (Rara vez)
1. Never (Nunca)

2. I feel satisfied to make an effort to be at the top of the class.

Me siento satisfecho de esforzarme por ser el primero de la clase.

- 5.Always (Siempre)
- 4.Frequently (Frecuentemente)
- 3.Occasionally (Ocasionalmente)
- 2.Rarely (Rara vez)
1. Never (Nunca)

### Sección sin título Types of participation (Tipos de participación)

For the following statements, select one of the options:

5. Always, 4. Frequently, 3. Occasionally, 2. Rarely, 1. Never,

Para las siguientes afirmaciones, seleccione una de las opciones:

(5. Siempre, 4. Frecuentemente, 3. Ocasionalmente, 2. Rara vez, 1. Nunca.)

1. I like to participate in class discussions very much.

Me gusta participar en los debates en clase mucho.

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

2. I enjoy sharing ideas with my classmates to reinforce my knowledge.

Disfruto compartir ideas con mis compañeros para reforzar mis conocimientos.

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

### Types of interaction (Tipos de interacción)

For the following statements, select one of the options:

5. Always, 4. Frequently, 3. Occasionally, 2. Rarely, 1. Never,

Para las siguientes afirmaciones, seleccione una de las opciones:

(5. Siempre, 4. Frecuentemente, 3. Ocasionalmente, 2. Rara vez, 1. Nunca.)

1. I use different didactic materials in class for example books, posters, brochures, among others. (**Learner-Content Interaction**)

Uso diferentes materiales didácticos en clase tales como libros, carteles, folletos, entre otros. (**Interacción alumno-contenido**)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

2. I prepare different written materials for my classroom presentations. (**Learner-Content Interaction**)

Diseño diferentes materiales escritos para mis presentaciones en clase. (**Interacción alumno-contenido**)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

### Annex 3

#### Conbrach's Alpha validation

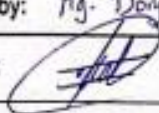
##### Reliability Statistics

Cronbach's Alpha	N of Items
,831	20

Note: Reliability statistics with Cronbach's Alfa of the 20 questions with Likert scale.

Annex 4

**A. CHECKLIST VALIDATION**

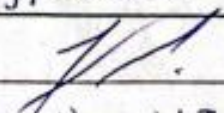
ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓			✓	✓		✓			
2	✓		✓			✓	✓		✓			
3	✓		✓			✓	✓		✓			
4	✓		✓			✓	✓		✓			
5	✓		✓			✓	✓		✓			
6	✓		✓			✓	✓		✓			
7	✓		✓			✓	✓		✓			
8	✓		✓			✓	✓		✓			
9	✓		✓			✓	✓		✓			
10	✓		✓			✓	✓		✓			
11	✓		✓			✓	✓		✓			
12	✓		✓			✓	✓		✓			
13	✓		✓			✓	✓		✓			
14	✓		✓			✓	✓		✓			
15	✓		✓			✓	✓		✓			
16	✓		✓			✓	✓		✓			
17	✓		✓			✓	✓		✓			
18	✓		✓			✓	✓		✓			
19	✓		✓			✓	✓		✓			
20	✓		✓			✓	✓		✓			
21	✓		✓			✓	✓		✓			
22	✓		✓			✓	✓		✓			
23	✓		✓			✓	✓		✓			
<b>General Aspects</b>										<b>Yes</b>	<b>No</b>	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					✓	NOT APPLICABLE						
Validated by: Mg. Doris Cumbe					ID: 1803694569			Date: 27-10-2023				
Signature: 					Email: dm.cumbe@uto.edu.ec							
Place of work: UTA					Academic degree: Master in TEFL							
<p><b>Note.</b> Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los Instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												



### A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what is stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓			✓	✓		✓			
2	✓		✓			✓	✓		✓			
3	✓		✓			✓	✓		✓			
4	✓		✓			✓	✓		✓			
5	✓		✓			✓	✓		✓			
6	✓		✓			✓	✓		✓			
7	✓		✓			✓	✓		✓			
8	✓		✓			✓	✓		✓			
9	✓		✓			✓	✓		✓			
10	✓		✓			✓	✓		✓			
11	✓		✓			✓	✓		✓			
12	✓		✓			✓	✓		✓			
13	✓		✓			✓	✓		✓			
14	✓		✓			✓	✓		✓			
15	✓		✓			✓	✓		✓			
16	✓		✓			✓	✓		✓			
17	✓		✓			✓	✓		✓			
18	✓		✓			✓	✓		✓			
19	✓		✓			✓	✓		✓			
20	✓		✓			✓	✓		✓			
21	✓		✓			✓	✓		✓			
22	✓		✓			✓	✓		✓			
23	✓		✓			✓	✓		✓			
<b>General Aspects</b>										<b>Yes</b>	<b>No</b>	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE										<input checked="" type="checkbox"/>		
NOT APPLICABLE												
Validated by: <i>Mg. Edgar Encalada T.</i>							ID: 0501824171		Date: 27/10/2023			
Signature: <i>[Signature]</i>							Email: <i>eg.encalada@uta.edu.ec</i>					
Place of work: <i>UTA - FCHE - PINE</i>							Academic degree: <i>Magister</i>					
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												

### A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓			✓	✓		✓			
2	✓		✓			✓	✓		✓			
3	✓		✓			✓	✓		✓			
4	✓		✓			✓	✓		✓			
5	✓		✓			✓	✓		✓			
6	✓		✓			✓	✓		✓			
7	✓		✓			✓	✓		✓			
8	✓		✓			✓	✓		✓			
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10	✓		✓			✓	✓		✓			
11	✓		✓			✓	✓		✓			
12	✓		✓			✓	✓		✓			
13	✓		✓			✓	✓		✓			
14	✓		✓			✓	✓		✓			
15	✓		✓			✓	✓		✓			
16	✓		✓			✓	✓		✓			
17	✓		✓			✓	✓		✓			
18	✓		✓			✓	✓		✓			
19	✓		✓			✓	✓		✓			
20	✓		✓			✓	✓		✓			
21	✓		✓			✓	✓		✓			
22	✓		✓			✓	✓		✓			
23	✓		✓			✓	✓		✓			
<b>General Aspects</b>										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					NOT APPLICABLE							
Validated by: <i>Mg. Xavier Sulca</i>					ID: 1802447548			Date: Nov. 1 2023				
Signature: 					Email: <i>manuelxsulca@uta.edu.ec</i>							
Place of work: <i>Universidad Técnica Ambato</i>					Academic degree: <i>Magister</i>							
<p><b>Note.</b> Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												

## Annex 5

### Urkund Report

#### FINAL RESEARCH WORK

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##### ORIGINALITY REPORT

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