



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

“EXPLORING INTRINSIC MOTIVATION IN ENGLISH LANGUAGE

LEARNING AMONG EFL STUDENTS”

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN

LANGUAGES

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Advisor's Approval

In my role as advisor of the research paper titled “ Exploring Intrinsic Motivation in English Language Learning among EFL Students,” prepared by De La Cruz Reyes William Wladimir and Tomalá Muñoz Jennifer Xiomara undergraduate student of the Pedagogy of National and Foreign Languages Major at the School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after having oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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Statement of Authorship

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Declaration

The information and content in this degree and research work are the responsibility of the author; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



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Tomalá Muñoz Jennifer Xiomara

Dedication I

This thesis is dedicated to my grandmother, whose unconditional love, wisdom, and lifelong support have been my foundation and have shaped the person I am today. To my beloved wife, Shirley Chalen, for her patience, partnership, and constant encouragement throughout this journey. Moreover, to my dear children, Pablo Tigrero, Shirley Orrala, and Eva De La Cruz, who are my greatest motivation, my daily inspiration, and the driving force behind every sacrifice and achievement. This accomplishment is entirely for you.”

- With love, De La Cruz Reyes William Wladimir

Dedication II

I dedicate this milestone to my beloved parents, Juan Carlos Tomalá Baque and Jessenia Elizabeth Muñoz Cochea, for their endless support, love, and guidance throughout my life. To my brothers, sisters, and especially to my grandmother, thank you for being my constant pillars of strength. This achievement belongs to all of you.

-With love, Tomalá Muñoz Jennifer Xiomara

Abstract

This study investigates perceptions and experiences of intrinsic motivation among EFL students at Universidad Estatal Península de Santa Elena (UPSE). Although intrinsic motivation is essential for English language learning, educational systems still rely on traditional methods that fail to engage students, causing low motivation. The researchers conducted semi-structured interviews with five fifth-semester undergraduate students in the Pedagogy of National and Foreign Languages (PINE) major. The results provide insights about how students perceive intrinsic motivation as a source of energy that empowers their commitment to learning and supports their academic success. Besides, repetitive tasks, lengthy teacher talk, and immediate error correction can reduce motivation by raising students' affective filters. To foster intrinsic motivation, the study recommends gamified approaches, collaborative activities, and the development of strong teacher-student relationships. Ultimately, the study found that intrinsic motivation is connected to students' English language learning and English teaching; it helps them become independent learners who practice English beyond the classroom.

Keywords: intrinsic motivation, EFL students, English language learning, student perceptions, affective filter, teaching strategies, learner autonomy.

Resumen

Este estudio investiga las percepciones y experiencias de los estudiantes de inglés como lengua extranjera (EFL, por sus siglas en inglés) de la Universidad Estatal Península de Santa Elena (UPSE) respecto de la motivación intrínseca. Aunque la motivación intrínseca es esencial para el aprendizaje del inglés, los sistemas educativos aún dependen de métodos tradicionales que no logran captar el interés de los estudiantes, lo que provoca una baja motivación. Los investigadores realizaron entrevistas semiestructuradas con cinco estudiantes de quinto semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros (PINE). Los resultados ofrecen una perspectiva sobre cómo los estudiantes perciben la motivación intrínseca como una fuente de energía que fortalece su compromiso con el aprendizaje y respalda su éxito académico. Además, las tareas repetitivas, las largas intervenciones del docente y la corrección inmediata de errores pueden reducir la motivación al elevar los filtros afectivos de los estudiantes. Para fomentar la motivación intrínseca, el estudio recomienda enfoques basados en la gamificación, en actividades colaborativas y en el desarrollo de relaciones sólidas entre docentes y estudiantes. En última instancia, el estudio determinó que la motivación intrínseca está vinculada al aprendizaje y a la enseñanza del inglés de los estudiantes; les ayuda a convertirse en aprendices independientes que practican el idioma más allá del aula.

Palabras clave: motivación intrínseca, estudiantes de EFL, aprendizaje del inglés, percepciones de los estudiantes, filtro afectivo, estrategias de enseñanza, autonomía del alumno.

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Introduction

Motivation is widely recognized as one of the most critical factors determining success in the English as a Foreign Language (EFL) learning process. Intrinsic motivation is defined as the willingness or desire to engage in learning for personal satisfaction, interest, and fulfillment rather than for external incentives, and it plays a fundamental role in language acquisition. Students with high levels of intrinsic motivation are more likely to develop a sense of autonomy, actively engage in classroom activities, and persist with challenging assignments. Consequently, this internal drive not only enriches the learning experience but also establishes a commitment between the student and the target language.

Despite the proven benefits of intrinsic motivation, numerous studies indicate that many educational systems continue to rely on traditional instructional methods that fail to nurture this internal drive. In many school environments, students struggle to stay engaged, often viewing English as a challenging obligation that is disconnected from their everyday lives. This reliance on uninspiring pedagogical approaches limits students' ability to become independent learners, often resulting in poor academic performance, limited growth, and minimal participation in their EFL programs.

In the Ecuadorian context, and specifically at the Universidad Estatal Península de Santa Elena (UPSE), the impact of motivation on student engagement has been a priority for researchers. While local studies have provided valuable insights into external motivating factors such as gamification and collaborative learning, most of this research has used quantitative methods to measure generalizable variables. As a result, a significant gap remains regarding qualitative explorations of how university students subjectively perceive and experience the

development of their own internal motivation. This leaves a void in understanding the actual lived experiences of EFL learners within the UPSE context.

To address this gap, the primary objective of this phenomenological study is to explore EFL university students' perceptions of intrinsic motivation in English language learning. By analyzing the experiences of fifth-semester students in the Pedagogy of National and Foreign Languages major, this research seeks to understand the role of intrinsic motivation in the classroom, describe the specific pedagogical activities that foster it, and analyze the perceived challenges and opportunities of maintaining it. This study aims to provide educators with a deeper understanding of students' subjective realities, offering insights to improve instructional practices and empower language learners.

Chapter I

The problem

Research Topic

Intrinsic motivation and English Language Acquisition

Title of the topic

Exploring Intrinsic Motivation in English Language Learning among EFL Students

Problem Statement

Learning the English language has become a priority for communicating with people across the world. Furthermore, English has been adopted in several countries as a second language, encouraging other countries to teach it as well. Thus, English is a lingua franca, acting as a general language to use for exchanging knowledge and cultural awareness (Khanh, 2022).

According to Deevi and Jahan (2023), the English learning process is a holistic approach that focuses on knowledge acquisition and emotional aspects, which fosters dependence on learning the English language. Motivation is seen as one of the most important factors in the EFL learning process. In many school environments, students experience difficulty staying engaged or interested in learning English.

Therefore, Phan (2025) highlighted that a lack of motivation causes poor student performance, stagnating students, and hindering academic growth. Besides, students who have intrinsic motivation tend to be better engaged in learning the English language because they find activities satisfying and interesting, creating new opportunities to use the language in meaningful lessons.

Nonetheless, Rocafuerte and Zambonino (2023) discussed negative teacher behaviors, such as a lack of guidance and emotional support within an academic framework; this triggers

different emotions, such as stress and discouragement, in learning English. Students' motivation and active engagement in their EFL classes are clues to generate a safe environment and attractive ways to bond with students' needs and inner feelings.

Moreover, Araya et al. (2025) stated that intrinsic motivation also allows students to enjoy the experience of learning, as well as develop a sense of autonomy when applying various strategies to overcome obstacles. However, numerous education systems continue to use traditional methods that do not support or encourage students' internal motivation, thus limiting students' ability to grow into independent and engaged learners.

The importance of intrinsic motivation for English as a foreign language (EFL) in the Ecuadorian context has been emphasized at multiple levels of study. As stated in research, students' motivation can be perceived by elements including the instructional method used within the classroom; the class climate created by the teacher; and the amount of freedom granted to make choices about student goals and to establish those goals autonomously.

. In addition, intrinsic motivation was found to be a primary motivator for increasing students' willingness to engage actively in their own learning. Although all of the previously mentioned studies provide insight into teaching strategies and the overall motivational factors that engage students, they do not explain students' experiences of developing their own intrinsic motivation to learn the English language at the university.

Justification

Intrinsic motivation is a key element in the acquisition of English as a Foreign Language (EFL). It affects how interested students become in the language and determines whether they can develop their own motivation to continue learning. According to Araya et al. (2025),

intrinsic motivation represents an individual's natural desire to engage in certain behaviors for reasons other than external incentives such as rewards, grades, and so forth.

In addition, intrinsic motivation gives the student a greater sense of autonomy and personal connection to their learning. According to Erniyati and Putra (2022), students who are motivated by the enjoyment and fulfillment derived from learning exhibit active participation in class, persistence through challenging assignments, and higher levels of overall academic achievement. Therefore, both engagement in learning and students' experiences while learning have been linked to intrinsic motivation.

In addition to the above-mentioned findings from other researchers on student motivation within an EFL setting, several studies have also shown that a variety of factors, including the classroom atmosphere, instructors' instructional practices, and individualized student learning objectives, can influence an EFL student's motivation.

Despite these research-based findings, several educational institutions continue to use traditional instructional methods to teach English. Unfortunately, these methods often fail to provide a supportive learning environment for students who wish to develop internally motivated behavior in their study of English. Consequently, in some cases, students studying English will show low levels of interest and take part minimally in their English Language Study program.

While numerous studies on motivation within the realm of EFL research exist, most either examined generalized motivating factors or used quantitative methods to examine student motivation. The primary shortcoming of most studies was that they described motivation in terms of measurable variables rather than providing insight into how students subjectively experience and perceive intrinsic motivation in their own unique learning environments. Due to the lack of qualitative research on this phenomenon, additional research is needed to investigate

students' lived experiences so that educators can better understand students' subjective perceptions and experiences of developing motivation toward learning English.

The study seeks to analyze students' perceptions about intrinsic motivation to learn the English language. Moreover, this research will collect perceptions of students' motivation during lessons at Universidad Estatal Península de Santa Elena (UPSE). In addition, it also examines how students feel about themselves as motivated learners, and how they think others see them as motivated learners. As such, this research will examine students' views on their own motivational processes as EFL learners.

Teachers can motivate their students, or have mostly researched student motivation. Therefore, this study will help fill the void left by past studies by describing the lived experiences of university students regarding their intrinsic motivation and thus developing a more detailed description of intrinsic motivation in the UPSE context.

Research Questions

Problem Question

- How do EFL university students experience and perceive intrinsic motivation during English language learning

Specific Questions

- How do EFL university students describe the importance of intrinsic motivation in their English language learning?
- What lived experiences do EFL university students relate to intrinsic motivation during English language learning?
- What aspects do EFL university students consider important in the development of their intrinsic motivation during English language learning?

Objectives

General Objectives

To explore EFL students' perceptions about intrinsic motivation in English language learning.

Specific Objectives

- To determine EFL students' perceptions regarding the role of intrinsic motivation in the classroom.
- To describe classroom activities that foster intrinsic motivation among EFL students.
- To analyze EFL students' perceptions regarding the challenges and opportunities of maintaining intrinsic motivation in the classroom.

Chapter II

Theoretical Framework

Background

This study will develop its theoretical framework by analyzing the applicable literature on intrinsic motivation and the learning of English as a foreign language. This theoretical framework will draw upon current studies to define the major theoretical and conceptual frameworks that can help to understand students' perceptions and experiences and what factors influence students' levels of intrinsic motivation when they learn languages.

International Background

Research on student motivation in Japan as well as other parts of Asia has also emphasized the role of intrinsic motivation in learning a foreign language like English. A current study by Yamamoto (2022) found that many Japanese EFL students do not exhibit high levels of intrinsic motivation toward English because they are often taught through an exam-oriented model where learning English is viewed as a way to obtain external rewards rather than internal interests. However, the research indicated that when students learn English and can relate it to their own goals or needs related to communicating in their native language, their level of intrinsic motivation toward English increased. As such, encouraging learner autonomy and finding ways to make learning relevant to each learner help improve learner involvement in EFL classes.

A study by Azzawi and Taha (2023) was conducted in Iraq and assessed the intrinsic motivation of university students while they were studying English. The findings showed that the majority of students had an exceptionally strong level of intrinsic motivation for using English. This type of motivation is the most natural way to use a language and allows students to be

active participants in classroom settings. Additionally, this research identified that intrinsic motivation can significantly assist students in being self-managers in their own learning process; therefore, allowing them to interact with the target language in meaningful ways.

Similarly, Li et al (2023) conducted research in China about the motivational profiles of English as a Foreign Language (EFL) learners. Their results indicated that students who exhibited greater amounts of self-determined (intrinsic) motivation demonstrated improved academic performance and were also more engaged. They further observed that both perceived autonomy and competence influenced intrinsic motivation; thus, they reinforced the significance of creating a learner-centered environment.

Latin America Background

The Latin American region is one of the areas most studied in relation to intrinsic motivation for learning English as a Foreign Language (EFL). A large number of studies in this region examine how students experience, feel, and develop their own intrinsic motivation to learn English. Several of these studies emphasize the role of variables such as the classroom environment, instructional methods, and student self-directedness as influential in learners' motivational levels. In addition, the Latin American literature highlights the value of investigating students' points of view and experiential reality to provide more purposeful and stimulating opportunities for students to develop their linguistic abilities. Thus, each of the following studies presents useful information regarding intrinsic motivation within various countries of Latin America.

In Colombia, research has recently explored how the classroom environment impacts students' motivation. Studies conducted by Escalante (2023) indicated that a student's intrinsic motivation was influenced by their teacher's instructional methods, social interactions in the

classroom, and ability to communicate effectively. According to the study, as teachers encourage and create opportunities for students to share ideas and collaborate on projects, students perceive English language instruction positively and are more motivated. This finding emphasizes that both contextually and pedagogically, there are many ways to increase or foster intrinsic motivation among English Language Learners (EFL).

In Addition, research in Brazil has explored how students experience intrinsic motivation in English as a Foreign Language (EFL). Ajmal et al. (2021) demonstrated that students' motivation increases when they are given opportunities for self-directed and collaborative learning and thus engage in authentic learning activities. Additionally, the research emphasized that students' experiences with their peers, their own participation in learning, and their own engagement with the material contribute to long-term motivational sustenance.

Similar to previous studies conducted in Indonesia. Erniyati and Putra (2022) found that students' motivation for studying English is directly connected to their individual goals or values towards the language. Results from the study also showed that students who perceived English as valuable for future educational and occupational purposes were much more likely to show greater intrinsic motivation. Overall, the results from the study suggest that students' beliefs are crucial in establishing their motivation for wanting to continue studying English.

National Background

A national review of studies conducted in Ecuador on EFL motivation indicated that most of these studies focused on defining the elements that influence students' motivation to learn an additional language, especially in elementary to high school education. The results demonstrated that students need motivation to face challenges when learning English.

Furthermore, teachers must foster an academic relationship with students, acting as a supportive figure in the teaching-learning process (Soto et al., 2024).

At the local level, the Universidad Estatal Península de Santa Elena (UPSE) has contributed to research on motivation in the process of learning English. Soriano and Pilay (2025) investigated ways in which students' motivation can be enhanced using both an instrumental model and an integrative model. Additionally, other local studies have emphasized the importance of class environment, collaborative learning, and gamification in encouraging students to become more engaged; however, these same studies identified stress and lack of encouragement as factors that negatively affect students' willingness to participate. The results of these studies clearly indicate that motivation is not only a national concern; it is a local priority for institutions in Santa Elena.

Pedagogical Basis

Constructivism

Constructivism, developed by Jean Piaget in the seventies supports learners in constructing knowledge from their environment. The focus on student engagement in meaningful activities that encourage both reflection and student understanding has been emphasized throughout the literature (Ayu, 2024).

Constructivism also relates to the concept of intrinsic motivation within EFL learners, as students are encouraged to have a direct influence on their own learning process. Students completing meaningful tasks will also be more inclined to develop interest and enthusiasm in learning English, both of which are important characteristics of intrinsically motivated individuals. Thus, the application of constructivism can contribute toward developing learners

who learn for personal satisfaction and not for external incentives or rewards (Jasrial and Zaim, 2023).

Sociocultural

The Sociocultural Theory developed by Lev Vygotsky (1978) also recognizes social interaction as an influential factor in students' learning. Therefore, in EFL settings, it has been proven that students learn language skills and develop motivation through interactions with other students and through teacher-guided support. Sociocultural theory is very much related to intrinsic motivation because social interaction can foster students' feelings of community and self-confidence.

When students participate in group work or interact with one another while receiving help within their learning environments, they tend to be more engaged and motivated to utilize the target language. Hence, Sociocultural Theory supports the belief that interaction and collaboration are significant contributors to students developing intrinsic motivation to learn English (Nithideechaiwarachok and Chano, 2024).

Humanism

According to Kumari (2024), the humanistic theory was developed by Maslow, who created the Maslow hierarchy of needs based on motivation and self-regulation in different environments. In addition, Rogers created the unconditional Positive Regard, which emphasizes accepting and valuing students regardless of any condition. The core principles of humanism were a philosophy that relies on worth, dignity, and the development of human potential. Thus, people are considered independent learners using a self-directed approach to their knowledge acquisition rather than passive learners focusing on a knowledge reception process instead of deeper grasping of knowledge.

Furthermore, Herdita (2026) analyzed humanism in education as encompassing cognition, emotions, and other spiritual dimensions. This belief in human capacity for growth and positive change is fundamental to humanistic education. Humanism fosters a warm and supportive environment that makes students feel emotionally engaged; humanistic principles include:

Table 1

Humanistic principles

Humanistic principles
1. The intrinsic worth and dignity of each individual
2. The importance of personal growth and self-fulfillment
3. The value of personal responsibility and self-direction
4. The necessity of a supportive and nurturing educational environment
5. The recognition of the interconnectedness of cognitive, emotional, and social aspects of learning

Note. Humanistic principles (Wang, 2023).

Theoretical Basis

The theoretical foundation for this research stems from the idea of Intrinsic Motivation as it relates to English as a Foreign Language (EFL) acquisition. An example of intrinsic motivation is doing something for the process because one enjoys or is interested in what they are doing, or because it provides them with some internal sense of accomplishment; in contrast to extrinsic motivation, which includes being rewarded or having outside factors influence why one does something.

English language skills

According to Budiman et al. (2023), in an academic context, the most important English skills are reading, speaking, vocabulary, and writing, which are essential building blocks for

developing language fluency. However, they are only part of what is needed. Students who appear fully fluent in English may nonetheless struggle to express themselves effectively in academic settings, as they lack the words and phrases needed to connect their ideas and discuss with other people.

Table 2

Main English skills

Main English skills	
Speaking skills	(Huy et al., 2024) Grounded in productive skills, speaking skills are defined as the action of expressing ideas and opinions using verbal commands; speaking skills are essential for communication.
Writing skills	Based on productive skills, writing skills are important for academic and labor contexts. The use of correct word choice, spelling, and grammar provides students with outstanding delivery of ideas (Bora, 2024).
Reading skills	Jukkalkar (2025) stated that reading skills are centered in receptive knowledge; the words are decoded to generate understanding when reading text. Since it is a primary skill for analyzing inputs, it is important to develop strong reading comprehension skills.
Listening skills	Listening skills are essential to analyze oral stimuli from English speakers; listening skills allow us to retrieve meaning by using sounds to generate meaning (Nigora, 2024)

Notes: Main English language skills; (Huy et al., 2024) ;(Bora, 2024); (Jukkalkar, 2025); (Nigora, 2024)

Self-Determination Theory (SDT)

Howard et al. (2026) stated that intrinsic motivation is one of the core components of Self-Determination Theory (SDT). SDT theory states that all people have an innate tendency to satisfy their Psychological Needs to become more intrinsically motivated. These three basic Psychological Needs are Autonomy, Competence, and Relatedness. An individual has Autonomy when they can make choices regarding their own learning environment. A person has Competence when they feel able to accomplish their educational objectives. An individual experiences Relatedness when they feel a sense of connection to other people.

These psychological needs have a vital impact on fostering an intrinsic motivation for EFL learning. When the learner can express some degree of autonomy through choice-making, has confidence in their ability to learn English, and perceives interactions with both peers and teachers as positive, they will be more likely to be actively engaged in the learning process of English. This active engagement can lead to greater interest in the language, increased willingness to participate in English-related activities, persistence in learning English, and improvements in their English skill level over time.

Affective filter

The affective filters serve as indicators for teachers to address nervousness about the English language; teachers have to apply strategies to release that weight and allow peers to learn the foreign language. Affective filters focus on the critical influence of the learner's emotional state in the process of English language learning. Increased anxiety, low self-esteem, and lack of motivation are considered affective filters that stop the willingness to perform activities in the EFL classroom. The presence of affective filters leads to resistance from students and bad behaviors during the activities (Peng, 2025).

Learner Autonomy

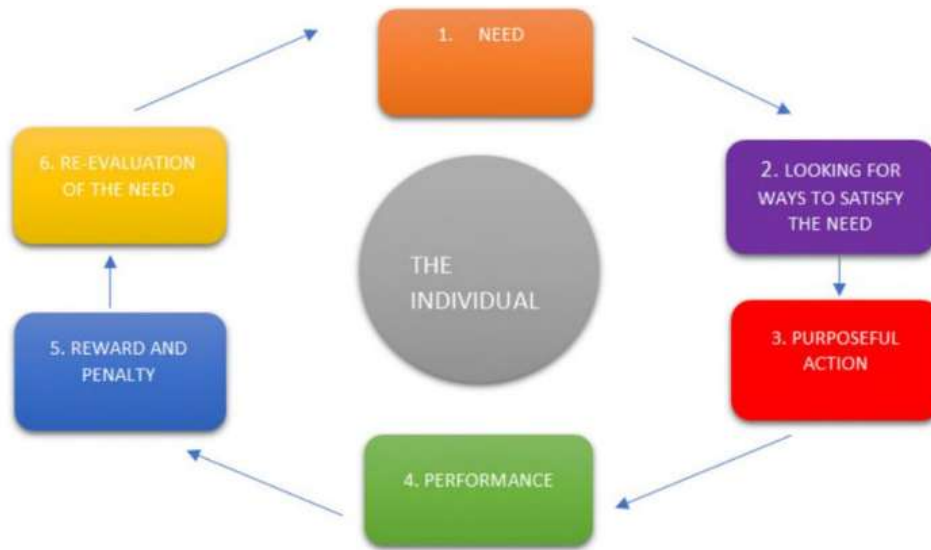
According to Tabiati (2026), far from traditional practices such as teacher-controlled activities, modern education shifts toward a student-centered approach. Furthermore, by fostering active participation in communicative activities, students rely on autonomy during classroom activities; teachers assess students' productions and provide advice if necessary.

Autonomy in education is considered an important component for academic processes. Learners must possess autonomy in their learning process by using activities or resources to drive English language improvement. By allowing students to take over the learning process with teacher guidance, they can select resources based on their needs, fostering asynchronous work (Mohebbi, 2025).

Motivation

Motivation is established as a driver or guiding behavior over time and in intensity, based on external and internal emotional factors. Furthermore, motivation describes the choice to succeed and have satisfaction in living; it also considers the passion of performing actions with deep willpower. Lastly, self-confidence supports the regulation of motivation by believing in oneself in hard situations, where determination plays an important role (Turker and Bahceci, 2023).

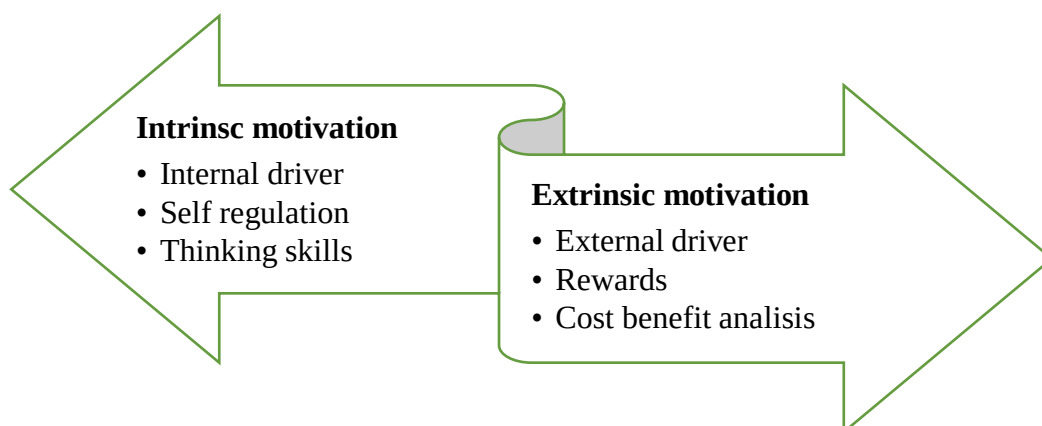
The motivation process starts with necessities, addressing concerns of their goals. Then comes the urge to seek ways to accomplish needs after establishing them. This process is followed by action and performance, which are based on the mechanism used by the individual to accomplish a necessity. Rewards and penalties depend on performance. After fulfilling needs, there is a process of self-reflection of needs insights (Perdana et al., 2022).

Figure 1*Motivation process*

Note. The figure below shows the process of motivation starting from necessities, looking for ways to satisfy the need, purposeful action, performance, reward and penalty, and re-evaluation of the need.

Intrinsic Motivation and Extrinsic Motivation

All actions driven by external stimuli such as tangible rewards or positive outcomes are known as extrinsic motivation. These factors elicit motivated behavior using a cost-benefit approach, triggering motivated choices when benefits outweigh costs. On the other hand, intrinsic motivation is related to the willingness to do activities when drivers emerge from internal desire and self-reflection to accomplish their own process of outcomes; this influences goal expectation in action and control (Morris et al., 2022).

Figure 2*Intrinsic motivation vs Extrinsic motivation*

Note. The figure represents the key characteristics of intrinsic motivation and extrinsic motivation.

Intrinsic Motivation in EFL

Intrinsic motivation involves doing something simply because it gives you a feeling of personal fulfillment through the act of doing that thing versus receiving some kind of reward. Intrinsic motivation relates directly to learners' internal interest in tasks, perceived value of those tasks, and how actively engaged they are in the learning process (Gan et al., 2023).

Additionally, Intrinsic motivation is particularly important in educational contexts because it encourages students to actively participate, persist with challenging tasks, and develop a deeper understanding of the subject matter. In EFL learning, intrinsically motivated students are more likely to engage with the target language meaningfully, practice independently, and maintain long-term interest in improving their language skills.

Intrinsic Motivation strategies

There are strategies to promote intrinsic motivation in students. Wang (2023) stated that to promote intrinsic motivation, teachers should use modern principles of education, such as a student-centered approach, less teacher talk, and providing freedom in the classroom without

overlapping boundaries. A student-centered approach boosts motivation because it provides autonomy in the learning process, internalizes the willingness to learn, and creates independent learners.

Gamification online (David and Weinstein, 2024) mentioned that the main principles of gamification, based on fun and a rewarding system, can be established in the classroom. When teachers use technology tools focused on gamifying EFL activities, students tend to engage more effectively due to their connection with technology and attractive games that use social skills in an interactive learning environment. Furthermore, research has focused on presential games and their impact on students' social skills and language acquisition, instead of online games that improve student response systems.

Silitonga et al. (2023) researched AI technology and the influence of intrinsic motivation. AI technologies are the newest technology that has been integrated into English language education. Teachers often cannot provide help to students when monitoring mistakes. AI chatbots act as a supportive tool to answer questions about English language skills, so comprehensive feedback needs to be delivered to reinforce English skills.

Legal Basis

Constitución de la República del Ecuador

The constitutional basis for this research is the Constitution of the Republic of Ecuador, which establishes that education is an inherent right of each citizen and one of the most important ways to foster both individual and collective development. Articles 26 and 27 state that education is a long-term process that must ensure equality, inclusion, and quality learning opportunities for all citizens; therefore, they have an impact on how we can develop our learners throughout their academic lives.

In addition, Article 26 indicates that while education is a right of the citizens, it is also a responsibility of the state. Therefore, it guarantees accessibility and active participation in the educational process. On the other hand, Article 27 states that education should be centered around students, including all students, and aims to develop students holistically. It also promotes critical thinking, creativity, and the skills and abilities necessary for EFL education.

In the Constitución de la República del Ecuador (2008), the following articles are mentioned:

Art. 26. - Education is a right of individuals throughout their lives. It is also an inescapable and inexcusable duty of the State. It is a priority area of public policy and state investment. It guarantees equality and social inclusion and is an indispensable condition for a good life. People, relatives, and the community have the right to be involved in the educational process. (Constitución de la República del Ecuador, 2008).

Art. 27. - Education will be centered on the human being. It will guarantee their holistic development, respect for human rights, and the provision of a sustainable environment and democracy. Education will be mandatory, pluricultural and inclusive, ensuring quality education for citizens. It will promote gender equity, justice, solidarity, and peace. Finally, Education will promote critical thinking, individual and community initiative, and other skills for human development. (Constitución de la República del Ecuador, 2008).

In conclusion, the constitutional framework, articles 26-27, provides an explicit basis to support intrinsic motivation in EFL learning. This is evident from the fact that the constitution states that education has to be student-centered; participatory; develop critical thought; and develop the students' individual skills. Therefore, the way the constitution emphasizes these points provides the basis for developing school practices that promote student involvement in

their own education because of inherent interest, as opposed to coercion by external pressures (Constitución de la República del Ecuador, 2008).

In addition, the emphasis on the promotion of inclusiveness, quality, and all-round development clearly indicates the need to implement pedagogic techniques that generate engaging and meaningful learning environments. Such environments are crucial for the creation of conditions necessary for students to develop autonomy, self-confidence, and engagement three factors that significantly reinforce students' intrinsic motivation in the English language classroom.

The constitutional framework not only guarantees students' rights to education but also provides the theoretical basis for pedagogies that foster students' intrinsic motivation to learn English. For this reason, it is truly relevant to the goals of this study.

Ley Orgánica de Educación Superior (LOES)

Hernández et al. (2024) analyzed the mechanism by which third-level education institutions are offered to citizens. Teaching quality, transparency, resource management, and equal access are highlighted, ensuring a proper higher education at the end of the schooling process. The law also reinforces the idea that education is an essential component of Ecuador's cultural, scientific, and social development.

Articles 3, 4, 5, and 6 of the law describe that higher education is a right in humanistic development that impacts the country. Education must remain public; however, private universities offer flexibility in accessing private education. Moreover, the right to equal opportunities is based on academic merits and perspectives of high-quality knowledge to serve the country. This includes waiving enrollment costs through graduation; it also ensures quality education, participation in evaluations, freedom of expression, and access to scholarships.

Ultimately, the articles foster professional freedom of investigation without political or religious peer pressure. Overall, the laws emphasize the principles of the Ecuadorian Constitution by affirming that education is a right and that the government has a duty to ensure opportunities for academic growth and professional development.

Chapter III

Methodological framework

Qualitative Research

Bhangu et al. (2023) stated that qualitative research is used specifically in the social sciences and the humanities; the approach relies on non-statistical, non-numeric data collection methods and instruments. Qualitative research explores events and analyzes people's experiences and cultures, providing accurate arguments about phenomena or remarkable events.

Cilic (2020), cited by Dzogovic and Bajrami (2023), examined the impact of qualitative research in higher education, which is driven by the analysis of possibilities or hypotheses about learning phenomena, supported by interviews with the educational community. Qualitative data consists of opinions, experiences, beliefs, and behaviors, which are inferred to project research outcomes.

Researchers adopted qualitative research to explore the role of intrinsic motivation in English language education. The field experience will focus on English students' perceptions and personal beliefs to support the investigation. A qualitative approach allows researchers to focus on human perceptions, permitting data extraction and post-analysis in discussions.

Type of Research

Phenomenological study

According to Creswell (2013), cited by Kaşkaya et al. (2025), phenomenological research supports the study of stories experienced by individuals as a concept for research. The main objective of the phenomenological approach is to uncover individuals' experiences and perceptions through analysis. Then, the data is interpreted, generating a universal meaning that investigators can grasp.

Behaviors that influence low motivation levels have to be investigated by addressing concerns and situations that either hinder or improve the individual's skills. In EFL university settings, such as stress, challenges, and so forth, these factors affect motivation, so it is crucial to research the close relationship between intrinsic motivation and these factors.

Data collection techniques

Focus group

According to Geampana and Perrotta (2025), a focus group is a research technique used to collect data through group interaction. The group comprises a small number of carefully selected people who discuss a given topic. Focus groups are used to identify and explore how people think and behave; they are used for why, what, and how questions aligned with open-ended questions.

The students provided their consent to answer questions; researchers guarantee confidentiality and data use for academic purposes. The researcher will conduct focus group meetings through Zoom to ensure attendance and flexibility for PINE students. This online approach facilitates connection with participants of the study. The students provided their consent to answer the questions, and the researchers will not disclose the participants of the study.

Research instruments

Questionnaire

Holmes (2023) defined questionnaires as a set of specific questions related to a research topic, which is used to obtain information from respondents. The questionnaire serves to collect data using accurate questions to reveal people's thoughts and knowledge. Through solid

questions, participants can be confident answering, so they can elaborate on their experiences and provide interesting details to support the research topic.

Researchers will construct a set of eight questions to extract information from English language students, and the answers will be used to infer qualitative data for discussion and in-depth analysis. The questions must relate to the variables of investigation, such as intrinsic motivation and English language learning. This questionnaire aims to fulfill the research questions and collect key points of participants' beliefs.

Type of questions

Open questions

Al-Jaghoub (2025) described that open-ended questions aimed at educational purposes allow researchers to collect every detail due to the structure of the questions. The participants, either teachers or students, are allowed to express their ideas without restriction. Furthermore, these questions must be suitable for bringing attention to and gathering valid information from participants. The researchers will develop a series of eight questions using an open-ended model, using wh-questions and investigative inquiries. Participants must answer the questions accurately because open-ended questions are important.

Population and Sample

In qualitative research, a population is the full group of people or items that share specific characteristics and are variables of a study. Because it is usually too expensive and difficult to investigate an entire group, researchers cannot collect data from every single person. Therefore, the population is the larger group that researchers focus their investigation on. On the other hand, researchers select a sample, which is a smaller, more manageable group carefully taken from the target population. This sample provides the real data needed to make estimates about the whole

population using statistics. A sample must reflect the specific group's characteristics. If researchers use poor methods to choose their sample, it creates bias, which seriously damages the accuracy and usefulness of the study's final findings (Scârneeci-Domnişoru, 2024; Hossan et al., 2023).

The population involves University students at Universidad Estatal Peninsula de Santa Elena belonging to the Bachelor's in Pedagogy of National and Foreign Languages. The undergraduate students have different experiences with motivation issues; first, students are shy and feel alone because of embarrassment. Moreover, Last semester, students were mostly autonomous; they already knew how to self-regulate themselves. Fourth- to sixth-year students are in transition to learning English and learning how to teach it; this creates motivation challenges.

Researchers selected the sample from the fifth semester of the bachelor's degree in Pedagogy of national and foreign languages. These students are in the middle of their academic journey. They have to overcome challenges related to English subjects and introductory subjects of English language teaching. These factors led to low motivation due to academic pressure. Therefore, five fifth-semester students were interviewed about the role of intrinsic motivation in improving English language learning. They shared their experiences and arguments about intrinsic motivation in the classroom.

After administering the research instrument, the data collected regarding students' beliefs were extracted using open-ended questions. Then the information will be pondered with theoretical backgrounds to perform a comparative or descriptive analysis of variables and correlations involved in English language learning. The following chapter demonstrates the opportunities and benefits of intrinsic motivation in the process of English language learning.

Chapter IV

Analysis of Findings

Brief Analysis of Findings

This initial phase of analysis categorized the qualitative data from the student interviews and focus group to align with the theoretical framework. By organizing the direct transcriptions into specific themes such as the general role of motivation, the nature of classroom activities, and the sources of internal drive, the study establishes a structural foundation for the research. These preliminary categorization steps prepare the raw data for a more comprehensive interpretation of the students' lived experiences within the English language learning process.

Interpretation of interviews

Table 3

Analysis of Students' Perceptions and Authors' Statements

Question	Students' Perceptions	Authors' Statements
The Role of Motivation in the English Classroom	Students considered motivation the essential "energy" for their academic journey; it also provides resilience when they do not fully understand the input.	Students' motivation influences their level of participation, engagement with the learning process, and persistence in completing language learning assignments (Soto et al., 2024; Turker and Bahceci, 2023).
The Impact of Unattractive Activities	Students tend to feel bored due to repetitive activities or doing grammar exercises, which hinder motivation.	Education systems continue to use traditional methods that do not encourage enough motivation to develop (Araya et al., 2025).
Specific Demotivating Factors	Students reported that class is too quiet when the teacher's talking time is extended and when strong teacher-centered activities are used.	Increased anxiety, low self-esteem, and lack of motivation are considered affective filters that stop the willingness to perform

		activities in the EFL classroom (Peng, 2025).
Frequency of Engaging Activities	Students mentioned that teachers usually use exciting warm-ups using multimedia and technologies. Besides, other teachers do not do anything special to get our attention.	Traditional methods are commonly used to teach English. It often fails to provide a supportive learning environment for students (De La Cruz and Tomalá, 2025).
Motivation Strategies	Students used to work in groups for projects and use educational technology tools such as Kahoot. They engage by bonding with students and sharing their experiences. Project-based tasks,	Students' motivation increases when teachers use a student-centered approach to collaborative learning, using modern technologies, and thus engage in authentic learning activities (Ajmal et al., 2021);(Wang 2023).
Fostering Engagement	Students highlighted that when teachers create rapport and provide clear instruction, the class is full of enjoyment, establishing a deep bond among teachers and students.	Autonomous activities are crucial for practicing and reflecting on performance, addressing weaknesses, and identifying opportunities to improve (Mohebbi, 2025).
The Influence of Intrinsic Motivation	Students elaborated that great experiences listening to music and movies in the English language trigger internal motivation and love for the language.	Students' motivation for studying English is directly connected to their individual goals or values towards the language (Erniyati and Putra, 2022)
Final Thoughts on Intrinsic Motivation	Teachers need to guide students in English language learning; students also need to reflect on and recognize the importance of their efforts rather than their grades.	Intrinsically motivated students practice independently and maintain long-term interest in improving their language skills (Gan et al., 2023).

Note. Interpretation table of the focus group; the table uses the questions to create categories and generate a solid statement of students' answers.

The Role of Motivation in the English Classroom

The role of motivation is perceived as a kind of willingness, described as an energy fuel that promotes correct language acquisition. Therefore, motivation is seen as a confidence builder and inspiration to keep trying when students struggle with complex topics. Soto et al. (2024) demonstrated that student motivation is directly influenced by classroom interaction and engagement with the learning process. Motivation plays a crucial role in English language education, focusing on students' needs and understanding their language-learning environment.

Unattractive Activities

Unattractive activities include traditional, repetitive tasks and extended homework that cause boredom and lead to disengagement. Teachers based their teaching practices on controlling the class instead of promoting students to exchange ideas. Araya et al. (2025) stated that education systems often rely on traditional, uninspiring methods that fail to nurture the internal motivation students need, thus limiting their ability to grow into independent and engaged learners.

Specific Demotivating Factors

The most mentioned demotivating factor was teachers applying a repetitive routine in the class. Silence, prolonged teacher speech, and a lack of support in the activities are considered specific demotivators. Nevertheless, affective factors also played an important role in education; students felt discouraged when classrooms were too noisy, and most teachers focused on strict rules and grammar exercises. As Peng (2025) suggests, increased anxiety, low self-esteem, and a

lack of motivation function as affective filters that stop the willingness to perform activities in the EFL classroom, leading to student resistance.

Frequency of Engaging Activities

Teachers widely use engaging activities; however, they rarely deviate from standard textbook exercises to interactive activities that help students develop thinking skills. The engaging activities launched by students are based on warm-up activities such as questions, short video reflections, pictures, or educational games. These inconsistencies highlight the reality that several educational institutions continue to use traditional instructional methods to teach English, which unfortunately often fail to provide a supportive learning environment for students (De La Cruz Reyes & Tomalá Muñoz, 2025).

Motivation Strategies

To foster better participation, teachers utilized collaborative and gamified strategies. Students also praised the use of digital tools like Kahoot for points, alongside flashcards and communicative activities that required speaking with different classmates. Furthermore, project-based tasks and the use of real-world materials like YouTube videos or English newspapers were also highlighted as highly effective. Gamification strategies increase both student motivation and participation; motivation thrives when students are given opportunities for self-directed and collaborative learning through authentic activities (Ajmal et al., 2021; Wang, 2023).

Fostering Engagement

Engagement is connected to motivation when students feel a strong sense of support and autonomy. Engagement starts from the very first time in the class, providing a warm, welcoming environment. Constructive feedback, rather than harsh corrections, makes a great difference.

Autonomous activities are crucial for practicing and reflecting on performance, addressing weaknesses, and identifying opportunities to improve (Mohebbi, 2025).

The Influence of Intrinsic Motivation

Inspiration to achieve personal goals and interests is a driver of intrinsic motivation. Loving the English language involves a deep immersion in music, movies, culture, or video games. Others were driven by future aspirations, such as traveling abroad to talk to native speakers or, in some cases, studying to become excellent English teachers themselves to help children in the future. Intrinsic motivation represents an individual's natural desire to engage in certain behaviors for reasons other than external incentives like grades. A student's drive to study English is directly connected to their individual goals and personal values toward the language (Erniyati and Putra, 2022).

Final Thoughts on Intrinsic Motivation

After reflecting on intrinsic motivation and discussing important categories, teachers need to support students in finding their own path for the English language. Intrinsic motivation is necessary for real learning from mistakes and improving English language proficiency. Students agreed that the English language creates independent learners who will continue to practice outside the university walls. Gan et al. (2023) stated that intrinsic motivation supports students' motivation because they are engaged with the English language, practice independently, and maintain a long-term commitment to mastering their English skills.

After analyzing the categories and statements, the preliminary results showed that intrinsic motivation is crucial because it provides the essential energy that builds student confidence, encourages active participation, and helps learners overcome the fear of speaking. Furthermore, collaborative and gamified teaching strategies reinforce engagement, and the use of

authentic material motivates students due to strong connections and emotional bonding, creating a supportive environment.

Chapter V

Conclusions and Recommendations

Conclusions

After the analysis of the findings, the researchers could generate conclusions for the study. Exploring students' perceptions, the importance of intrinsic motivation as a driver for their English language learning was addressed. English language connects with students' aspirations and immersion in the language through music, video games, and professional goals. Intrinsic motivation turns students into independent learners who practice the language, focusing on long-term skill mastery rather than simply studying for external rewards like grades.

Therefore, it was determined that intrinsic motivation has an important role in promoting students' active participation and engagement. It serves as a driver for commitment to learning because the English language connects with students' goals, encouraging them to practice, reflect on mistakes, and reinforce skills. Furthermore, intrinsic motivation makes students eager and determined to stay focused when they encounter complex or difficult topics, rather than disengaging from the lesson.

Interactive activities foster students' motivation; the activities must be dynamic, interactive, and collaborative, including gamification and technology. Online resources such as Kahoot and YouTube videos turn classes into enjoyable experiences that connect with students' needs or aspirations; also, project-based tasks, focusing on group activities, help present interesting topics to capture students' attention.

Despite these strategies, maintaining intrinsic motivation becomes a challenging task when educators rely on unattractive practices, such as repetitive grammar exercises, compliance with the established curriculum, or disproportionate teacher talk time, leading to a loss of the

student-centered approach. These teaching practices, along with harsh or immediate error corrections, raise students' affective filters by inducing anxiety, boredom, and a fear of interacting.

However, developing intrinsic motivation in students ensures an engaged classroom and provides a safe environment. The topics can be arranged by addressing students' aspirations and thoughts, generating rapport. Therefore, getting to know students is crucial for adapting activities to their hobbies and interests.

Finally, it was concluded that developing intrinsic motivation in the EFL classroom ensures engagement and willingness to learn English. Teachers have to use interactive technologies to make students participate in the classroom and build knowledge. Furthermore, it is important to maintain motivation in the classroom by keeping students' objectives clear and supporting them in their English language journey.

Recommendation

Teachers should recommend cultivating intrinsic motivation because it helps students stay engaged in the language acquisition process. Students must connect the English language with their needs or personal interests. Actively guiding students in connecting English language acquisition to their personal interests and future aspirations is the key to encouraging participation.

Teachers should help students find the purpose of the language rather than relying on dull activities. By nurturing these personal connections, instructors can facilitate the development of independent, autonomous learners who are motivated to practice their skills outside of the university environment.

English teachers must implement interactive and gamified strategies, such as collaborative group work and digital tools, using attractive topics for students. These activities capture students' attention and foster participation. Furthermore, incorporating authentic, real-world materials into the curriculum can create a great learning experience; teachers must use these strategies to support students' English learning.

Educators need to actively work to reduce students' affective filters by minimizing practices that provoke anxiety and hinder motivation. Teachers should prioritize creating a safe space where students feel comfortable taking risks and learning from their mistakes without the fear of judgment.

Lastly, teachers should focus on establishing a warm, supportive classroom environment, starting from the very beginning of each lesson. Motivating students with engaging topics and interactive activities builds rapport, improves comprehension of instructions, and offers constructive feedback rather than focusing solely on strict rules. By providing positive reinforcement and allowing students autonomy to make choices, it feels like a supportive community that maximizes students' intrinsic drive to learn.

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Annexes

Annex A: Certificate of Antiplagiarism

La Libertad, julio 19 de 2026

Certificado Sistema Antiplagio

En calidad de tutor del trabajo de titulación denominado research **“Exploring Intrinsic Motivation in English Language Learning among EFL Students”** elaborado por los estudiantes **De La Cruz Reyes William Wladimir And Tomalá Muñoz Jennifer Xiomara**, de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio **Compilatio**, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **10%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

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Nieto Herrera Diego Josue, Msc.

Tutor

Annex B: Compilatio certificate



Informe de análisis
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Annex C: Questionnaire

Questionnaire

This questionnaire is directed to Pedagogy of National and Foreign Languages fifth-semester students at Universidad Península Santa Elena.

1. What is the role of motivation in an English classroom?
2. When teachers run unattractive activities, does it hinder your motivation?
3. What specific factors provoke low motivation in the classroom?
4. How often do teachers run activities driven to attract your attention in the classroom?
5. What motivation strategies do English teachers usually implement in the activities?
6. What factors foster your engagement during your English learning process?
7. In your experience, how has intrinsic motivation influenced your process of English language learning?
8. What are your final thoughts about the importance of intrinsic motivation to encourage the development of English language skills in the classroom?

Annex D: Infographics

Question	Students' Perceptions	Authors' Statements
What is the role of motivation in an English classroom?	Motivation is very important. It is like the energy for students. The role of motivation is to make studying active and give students confidence. It helps you participate and lose the fear of speaking, so we need motivation to continue trying and not give up when we do not understand.	Students' motivation influences their level of participation, engagement with the learning process, and persistence in completing language-related learning assignments (Soto et al., 2024).
When teachers run unattractive activities, does it hinder your motivation?	When the teacher only reads a book or does a long grammar exercise, I feel tired. My brain stops working, and I lose my attention. Activities make me feel bored and sleepy. If the activity is boring, I feel like I do not want to learn. If an activity is bad or too long, I do not want to participate. When the activities are repetitive, I lose interest quickly. I feel like I am wasting my time, and I stop participating in class.	Many education systems continue to use traditional methods that do not support or encourage students' internal motivation, thus limiting students' ability to grow into independent and engaged learners (Araya et al., 2025).
What specific factors provoke low motivation in the classroom?	For me, it is when the class is too quiet, when the teacher speaks for two hours without stopping, or when we do the same activity every day. Too much copying	Increased anxiety, low self-esteem, and lack of motivation are considered affective filters that stop the willingness to perform activities in the EFL

	from the board, reading very long texts without help. When the teacher only focuses on rules and Excel, and when the classroom is very noisy. When the teacher corrects every little mistake immediately, it makes me afraid to speak; also, when the teacher speaks too fast or uses vocabulary that is too difficult for our level.	classroom. The presence of affective filters leads to resistance from students and bad behaviors during the activities (Peng, 2025).
How often do teachers run activities driven to attract your attention in the classroom?	Sometimes some teachers bring video games or music to start a class, but other teachers say Open your book to page 12 and do not do anything special to get our attention. Not very often, something someday. The lessons are very interactive, but other times, when you follow the book for two hours, it can be boring. Regular teacher-room activities are right to distract your attention at the beginning of the class. They try to use pictures, warm-up questions, or short videos to make us focus before the main lesson. University professors try to start with a dynamic question, a game, or a short story to wake us up and help us focus.	Several educational institutions continue to use traditional instructional methods to teach English. Unfortunately, these methods often fail to provide a supportive learning environment for students (De La Cruz Reyes & Tomalá Muñoz, 2025).

What motivation strategies do English teachers usually implement in the activities?	They often use growth work. Collaborating with friends is fun. They also use apps like Kahoot for points. They use digital tone and games. They also use flag cards or ask us about our personal lives. They use points, prizes, and digital games. They also use communication activities where we have to talk to different classmates. They usually use competitions. For example, the first group to finish a task gets a prize or extra points. They also use teamwork and project-based tasks, and sometimes they bring real materials like English newspapers or YouTube videos.	Using gamification strategies increases both student motivation and participation (Nieto, 2026). Students' motivation increases when they are given opportunities for self-directed and collaborative learning and thus engage in authentic learning activities (Ajmal et al., 2021).
What factors foster your engagement during your English learning process?	I participate more when the teacher smiles, speaks clear English, and helps us when we make mistakes. Dynamic activities like basics or dynamic games are also helpful, as are using laptops or phones for learning. A friendly teacher is also very important for my engagement. Good connections with a teacher and classmates make the classroom feel like a family. When I can choose my own topics for	When the learner can express some degree of autonomy through choice-making, has confidence in their ability to learn English, and perceives interactions with both peers and teachers as positive, they will be more likely to be actively engaged in the learning process of English (Ryan & Deci, 2020b).

	presentations, freedom makes me happy. Also, when the teachers give positive comments, it makes me work harder. Seeing my own progress posters boosts my engagement. When my speaking is better than last month, I get excited.	
In your experience, how has intrinsic motivation influenced your process of English language learning?	I love English music and movies. This love is my internal motivation because I like the language I practice at home. I want to travel to other countries and talk to people; this personal goal is my intrinsic motivation. My extrinsic motivation is that I want to help children learn English in the future. My intrinsic motivation is my future. I want to be an excellent English teacher. I want to understand English through video games and books. This is my extrinsic motivation. It helps me because I learn vocabulary naturally while I enjoy my hobbies.	Intrinsic motivation represents an individual's natural desire to engage in certain behaviors for reasons other than external incentives such as rewards, grades, etc. (Ryan & Deci, 2020). Students' motivation for studying English is directly connected to their individual goals or values towards the language (Ramírez, 2023).
What are your final thoughts about the importance of intrinsic motivation to urge the	Awesome, teachers need to help students feel loved for learning English. External things like grades are not enough; intrinsic motivation is the most important	Intrinsically motivated students are more likely to engage with the target language meaningfully, practice independently, and maintain long-term interest in

development of English language skills in the classroom?	thing. If a student is happy to learn, they learn fast. To conclude, intrinsic motivation is necessary for real learning; it may be glossed over, but the love for the language stays. In conclusion, intrinsic motivation is the key. A student needs internal reasons to learn. My final thought is that intrinsic motivation creates independent students. If you have it, you practice outside the university.	improving their language skills (Gan et al., 2023).
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Annex E: Transcription of focus group.

1. What is the role of motivation in an English classroom?

- **PINE student 1:** Motivation is very important. It is like the energy for students. When you are motivated, you want to listen to the teacher, do your homework, and speak with your classmates. Without motivation, class is boring, and you do not learn.
- **PINE student 2:** The role of motivation is to make studying active. When you are motivated, you do not care about making mistakes. You want to practice and improve your skills.
- **PINE student 3:** The role of motivation is to give confidence to the student. If you are motivated, you try to speak English. Even if your grammar is bad, it changes your attitude.
- **PINE student 4:** Motivation is everything. It helps you to participate and lose the fear of speaking. If you are motivated, you try to practice English, even if it is difficult.
- **PINE student 5:** Motivation helps us to pay attention. Learning a new language is so hard, so we need motivation to continue trying and not give up when we do not understand.

2. When teachers run unattractive activities, does it hinder your motivation?

- **PINE student 1:** Yes. When the teacher only reads a book or does long grammar exercises, I feel tired. My brain stops working, and I lose my attention. It makes me want to look at my phone.

- **PINE student 2:** Yes, a lot. Bad activities make me feel bored and sleepy. If the activity is not dynamic, my mind goes to other places, and I do not understand the lessons.
- **PINE student 3:** Yes. It lowers my motivation totally. If the activity is boring, I feel like I cannot learn. I look at the clock and wait for the class to end.
- **PINE student 4:** Yes, totally. If an activity is bad or too long, I do not want to participate. I wait for the class to finish. It makes learning feel like a difficult obligation.
- **PINE student 5:** Yes, it hurts my motivation. When the activities are repetitive, I lose interest quickly. I feel like I am wasting my time, and I stop participating in class.

3. What specific factors provoke low motivation in the classroom?

- **PINE student 1:** For me, it is when the class is too quiet, when the teacher speaks for two hours without stopping, or when we do the same activity every day.
- **PINE student 2:** Too much copying from the board, reading very long texts without help, and a teacher who does not look happy to be there. Also, when classmates do not want to work in groups.
- **PINE student 3:** When the teacher only focuses on rules. Another factor is when the classroom is very noisy, and you cannot hear the audio for the listening exercise.
- **PINE student 4:** When the teacher corrects every little mistake immediately, it makes me afraid to speak. Another factor is a very dark or sad classroom environment with no interactions.
- **PINE student 5:** A bad environment where students laugh at your pronunciation. Also, when the teacher speaks too fast or uses vocabulary that is too difficult for our level.

4. How often do teachers run activities driven to attract your attention in the classroom?

- **PINE student 1:** Sometimes some teachers bring video games or music to start a class, but other teachers say, "Open your book to page 12" and do not do anything special to get our attention.
- **PINE student 2:** Not very often. Some days the classes are very interactive, but other days you follow the book for two hours. It depends on the teacher.
- **PINE student 3:** Regular. Teachers run activities right away to attract your attention at the beginning of the class, like a short conversation, vocabulary, or role-play.
- **PINE student 4:** I think they do it quite often, two or three times a week. They try to use pictures, warm-up questions, or short videos to make us focus before the main lesson.
- **PINE student 5:** University professors try to start with a dynamic question, a game, or a short story to make us wake up and focus.

5. What motivation strategies do English teachers usually implement in the activities?

- **PINE student 1:** They often use group work. Collaborating with friends is fun. They also use apps like Kahoot for points, or they give us interesting topics to talk about, like movies or foods.
- **PINE student 2:** They use digital tools and games. They also use flashcards or ask us about our personal lives and experiences to connect the lesson to our real world.
- **PINE student 3:** They use points, prizes, and digital games. They also use communicative activities where we have to talk to different classmates to get information.

- **PINE student 4:** They usually use competitions. For example, the first group to finish a task gets a prize or extra points. They also use role-play activities where we pretend to be tourists or actors.
- **PINE student 5:** Well, they use teamwork, project-based tasks, and sometimes they bring real materials like English newspapers or videos from YouTube to make the class modern.

6. What factors foster your engagement during your English learning process?

- **PINE student 1:** I participate more when the teacher smiles, speaks clear English, and helps us when we make mistakes. Good energy in the classroom makes me feel happy and safe to learn.
- **PINE student 2:** Dynamic activities like debates or games. It is also like when we use laptops or phones for learning. A friendly teacher is also very important for my engagement.
- **PINE student 3:** A good connection with a teacher and classmates makes the classroom feel like family. I feel engaged; I want to speak or participate in everything.
- **PINE student 4:** I feel engaged when I can choose my own topics for presentations; freedom makes me happy. Also, when the teachers give positive comments, it makes me work harder.
- **PINE student 5:** Seeing my own progress fosters my engagement. When my speaking is better than last month, I get excited. Clear explanations from the teacher also help.

7. In your experience, how has intrinsic motivation influenced your process of English language learning?

- **PINE student 1:** I love English music and movies. This love is my internal motivation because I like the language, and I practice at home. I do not study just for an exam. I study because I want to speak fluently.
- **PINE student 2:** I want to travel to another country and talk to people. This personal goal is my intrinsic motivation. It helped me to listen to podcasts in English every night.
- **PINE student 3:** My intrinsic motivation is that I want to help children learn English in the future. This passion makes me study vocabulary and improve my pronunciation every day.
- **PINE student 4:** My intrinsic motivation is my future. I want to be an excellent English teacher. This dream helps me study hard, even when the grammar is very complicated.
- **PINE student 5:** I want to understand English video games and books. This is my intrinsic motivation. It helps me because I learn vocabulary naturally while I enjoy my hobbies.

8. What are your final thoughts about the importance of intrinsic motivation to urge the development of English language skills in the classroom?

- **PINE student 1:** Teachers need to help students find their own love for English. External things like grades are not enough. When you really want to learn from your heart, speaking and listening skills develop much faster.

- **PINE student 2:** Intrinsic motivation is the most important thing. If a student is happy to learn, they learn fast. Teachers should focus on making English fun, not just using memory tests.
- **PINE student 3:** To conclude, intrinsic motivation is necessary for real learning. Grades pass, but the love for the language stays. Teachers must inspire students who want to learn.
- **PINE student 4:** In conclusion, intrinsic motivation is the key. A student needs an internal reason to learn. If you do not know English, you will never speak it well, so teachers must inspire that love.
- **PINE student 5:** My final thought is that intrinsic motivation creates independent students. If you have it, you practice outside the university. Teachers need to find what the students like and use it.