



FACULTAT
D'EDUCACIÓ, TRADUCCIÓ,
ESPORTS I PSICOLOGIA

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THE IMPACT OF MOTIVATION AND EMOTIONAL FACTORS ON EFL CLASSROOM PARTICIPATION AND ENGAGEMENT

Treball de Final de Màster Universitari en Formació del Professorat d'Educació
Secundària Obligatòria i Batxillerat, Formació Professional i Ensenyaments
d'Idiomes (Especialitat en Llengua Anglesa)

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Any acadèmic 2024/2025

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Universitat de Vic, 30 de maig de 2025

ABSTRACT

This research explores the role of motivation in English as a Foreign Language (EFL) learning, focusing on how motivation, confidence, and classroom environment affect student engagement and participation. Drawing from key theories such as Gardner's socio-educational model, Deci and Ryan's Self-Determination Theory, and Krashen's Affective Filter Hypothesis, the study combines quantitative data from student questionnaires with qualitative data from classroom observations and a teacher interview. The findings show that students with higher motivation and confidence participate more actively, while anxiety acts as a significant barrier to engagement. Moreover, a positive and supportive classroom environment reduces stress and enhances student willingness to communicate. The research concludes that integrating motivational strategies and fostering emotional safety can significantly improve participation and academic success in EFL classrooms.

Keywords: motivation, confidence, anxiety, EFL, engagement, classroom environment

RESUM

Aquesta investigació analitza el paper de la motivació en l'aprenentatge de l'anglès com a llengua estrangera (EFL), centrant-se en com la motivació, la confiança i l'ambient d'aula influeixen en la participació i implicació de l'alumnat. A partir de teories com el model socioeducatiu de Gardner, la teoria de l'autodeterminació de Deci i Ryan, i la hipòtesi del Filtre Afectiu de Krashen, l'estudi combina dades quantitatives de qüestionaris amb dades qualitatives d'observacions d'aula i una entrevista a una professora. Els resultats mostren que els estudiants amb més motivació i confiança participen més activament, mentre que l'ansietat actua com una barrera important. A més, un ambient d'aula positiu i de suport redueix l'estrès i afavoreix la comunicació. L'estudi conclou que la integració d'estratègies motivacionals i la promoció d'un entorn emocionalment segur milloren la participació i l'èxit acadèmic.

Paraules clau: motivació, confiança, ansietat, EFL, implicació, ambient d'aula

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1. Introduction and objectives

One key objective of this study is to identify to what extent motivation increases student engagement in the classroom. Motivation plays a crucial role in driving students' participation, persistence, and enthusiasm for learning. (Gardner, 1985; Dörnyei, 2001). For this reason, it is essential to explore techniques that encourage students to stay focused and actively involved in their educational journey. Furthermore, this research aims to analyse different theories and examine strategies to determine the real impact of motivation in engagement. By analysing these methods, teachers can gain valuable insights into how to design lessons that capture students' attention and sustain their interest over time. Ultimately, the goal is to help teachers foster environments where students feel motivated to reach their full potential.

Another important focus of this research is to analyse the relationship between self-confidence and motivation. Confidence is widely recognized as a vital factor that enables students to take initiative, persevere through challenges, and achieve their goals. (Bandura, 1997). Moreover, students with high levels of self-confidence are often better equipped to handle failures and adapt to new situations. This research aims to explore how building self-confidence in learners can positively influence their motivation and long-term personal development. (MacIntyre & Gardner, 1991; Horwitz et al., 1986). In addition, it will assess how teachers can contribute to this process by providing constructive feedback, encouraging autonomy, and creating opportunities for students to succeed. By understanding this relationship more deeply, it becomes possible to develop strategies that empower students to achieve success with greater confidence.

Finally, this study will examine how supportive classroom environments can reduce student anxiety while boosting motivation. Anxiety often acts as a significant barrier to learning, preventing students from fully engaging with the material and achieving their potential. (Krashen, 1982; Dörnyei & Ushioda, 2011). However, classrooms that promote respect, inclusion, and emotional safety can alleviate these negative effects. For instance, open communication between teachers and students, as well as positive peer interactions, can help reduce feelings of stress. At the same time, such supportive environments tend to foster intrinsic motivation, as students feel more comfortable and confident in their abilities (Deci & Ryan, 1985). Therefore, understanding the link between classroom

atmosphere, anxiety reduction, and motivation is essential for creating spaces where students can thrive academically and emotionally.

Based on these objectives, the research questions that guide this study are:

- 1) To what extent does motivation influence student participation and engagement in English as a Foreign Language (EFL) classroom?
- 2) What is the relationship between student's self-confidence and their motivation in learning English?
- 3) How does the classroom environment affect students' anxiety and motivation levels in EFL learning contexts?

2. Theoretical framework

2.1. Motivation in EFL learning

Motivation plays a crucial role in language acquisition, influencing learners' engagement, persistence, and success. In fact, motivation is a combination of both internal and external factors that influence curiosity of people, behaviour and efforts of people towards not only education but also other contexts in life (Filgona, Sakiyo, Gwany, & Okoronka, 2020).

Understanding motivation in terms of education is necessary in order to develop effective teaching strategies that engage students and encourage long-term learning. Many theories have been proposed to explain how motivation works in learning environments, each offering different perspectives on what drives students to engage and succeed in their studies. All of these theories provide insights into motivation, the role of social and psychological factors, and how students' expectations affect their level of engagement.

Gardner's (1985) Socio-Educational Model distinguishes two main types of motivation: integrative motivation, which reflects a desire to connect with the culture of the target language, and instrumental motivation, which is driven by practical goals such as academic achievement or career advancement. Gardner's research showed that students motivated by cultural connection tend to have higher engagement. For instance, cultural elements such as music, movies, or traditions from the language's culture can make learning more engaging and help students build a stronger connection with that language.

Dörnyei (2001) expands on Gardner's work by emphasizing that motivation is not static but dynamic, influenced by personal experiences, classroom environments, and teaching methods. A student's motivation can fluctuate based on successes, failures, and external encouragement. For example, a student may start learning English for instrumental reasons, such as better job opportunities, but later develop integrative motivation after enjoying English-language films or making friends who speak English. Understanding this nature of motivation is crucial to maintain student engagement throughout the learning process.

Complementing these perspectives, Deci and Ryan's Self-Determination Theory (1985, 2017) identifies three fundamental psychological needs that sustain motivation: autonomy (having control over learning choices), competence (feeling effective and capable), and relatedness (experiencing meaningful social connections). When all these needs are satisfied, learners develop a stronger internal drive to learn and engage more actively in language acquisition. It is crucial that students are able to generate their own autonomy by involving them in decision-making. In addition, when students start formal schooling, their development is influenced by interpersonal relationships in the school setting, which positively affects their motivation to learn, behaviour, and cognitive skills (McFarland et al, 2016).

Furthermore, Expectancy-Value Theory (Eccles & Wigfield, 2002) proposes that motivation is influenced by learners' expectations of success and the perceived value of the learning task. Students who believe they can succeed and see English as useful or important tend to be more motivated and involved. However, if a student lacks confidence in their English abilities or does not see any relevance in learning English, their motivation will decline. Expectancy could be increased by providing support, encouragement, and achievable challenges that help students build confidence. Value can also be enhanced by showing students how English is relevant to their personal interests, academic goals, and future careers. For example, incorporating real-world applications such as interviews, English-language media, and interactive projects can make learning more meaningful and engaging.

Moreover, recent studies suggest that affective factors, such as self-confidence or anxiety, interact with motivation to shape language learning outcomes (Dörnyei & Ushioda, 2011). When students feel confident in their abilities, they are more likely to engage in language activities, whereas high levels of foreign language anxiety can create

a psychological barrier that lowers motivation and prevents participation. Teachers must consider how supportive classroom environments, interactive activities, and positive reinforcement can help maintain motivation and reduce anxiety.

2.2. Motivation, confidence and anxiety in Language Acquisition

Motivation, anxiety, and confidence are interconnected factors that significantly impact the students' success in acquiring a new language. These factors have been widely studied in applied linguistics and educational psychology, particularly for their impact on participation, engagement, and long-term language outcomes. The interaction between these elements can either enhance or hinder language learning, making it necessary for teachers to understand how they affect each other. (Dörnyei, 2001; Dörnyei & Ushioda, 2011; MacIntyre & Gardner, 1991).

When motivation is high, learners are more likely to stay engaged and take initiative, often accompanied by greater self-confidence and a lower sense of anxiety. However, when anxiety levels rise, confidence tends to decrease, which in turn negatively impacts motivation, leading to avoidance behaviour and disengagement from learning activities. Understanding the complex interaction among these factors is essential for educators aiming to support language learners effectively.

Anxiety, in particular, poses a major barrier to language acquisition. MacIntyre (1999) defines foreign language anxiety as “worry and negative emotional reaction aroused when learning or using a second language.” Horwitz, Horwitz, and Cope (1986) identify three distinct manifestations of this anxiety:

- Communication apprehension, or the fear of speaking and interacting in the target language, often results in students avoiding verbal participation.
- Fear of negative evaluation stems from worries about being judged by peers or teachers, which can lead to silence or reluctance to engage in tasks.
- Test anxiety emerges when learners experience excessive stress during assessments, reducing performance and sometimes causing complete avoidance of the learning process.

These forms of anxiety are especially detrimental in speaking activities, where performance is public and errors are more visible. Students fearing embarrassment or

failure often withdraw, limiting their exposure to real-time language use and, consequently, their progress.

Building on these concepts, Krashen (1982) introduced the Affective Filter Hypothesis, which posits that emotional variables such as anxiety, motivation, and self-confidence act as filters that affect how much language input is successfully processed. A high affective filter—caused by stress or fear—prevents learners from internalizing even comprehensible input, while a low filter allows the brain to absorb language more efficiently. Krashen's theory extends Chomsky's (1998) concept of the Language Acquisition Device (LAD) by emphasizing that while the brain is biologically equipped to acquire language, affective factors can interfere with this process.

In contrast, confidence plays a protective and empowering role. Students with high self-confidence are more inclined to engage in speaking, writing, and collaborative activities. They are more open to making mistakes and learning from them, which is essential for language development. This directly relates to the Affective Filter Hypothesis—when students feel confident, their affective filter lowers, creating optimal conditions for language acquisition.

A key component of confidence is self-efficacy, as introduced by Bandura (1997). Self-efficacy refers to a learner's belief in their ability to successfully perform specific tasks. In the context of EFL, students with high self-efficacy are more persistent, more likely to take risks, and more resilient in the face of challenges. Self-efficacy is shaped by various factors, including past experiences, encouragement from others, and the achievement of personal goals. Successful task completion builds confidence and leads to increased motivation, creating a positive feedback loop. Conversely, repeated failure may result in learned helplessness, where students feel their efforts are ineffective, leading to demotivation and disengagement.

To support learners, it is essential that teachers create emotionally safe classrooms where mistakes are normalized and confidence is cultivated. By providing constructive feedback, recognizing progress, and fostering a sense of belonging, educators can help students overcome fear, reduce anxiety, and build the confidence necessary for successful language learning.

2.3. Motivational strategies in the EFL classroom

As Plutarch said, education is like a fire that needs to be kindled, not a vessel to be filled. This metaphor describes the role of motivational strategies in teaching English as a Foreign Language (EFL), especially when working with students who lack initial interest or confidence. When it comes to students with little to no motivation, it may require more time, patience, and understanding. To foster an environment where students feel motivated to participate and engage actively in language learning, teachers must carefully consider how to integrate motivational strategies that address both emotional and cognitive factors. By incorporating practices that reduce anxiety, build confidence, and increase intrinsic motivation, it is possible to ignite that spark of motivation and set students on a path to success.

Dörnyei (2001) provides a comprehensive framework of motivational strategies in the language classroom, organized into three main categories: environmental, relational, and learning-related strategies. These practical approaches aim to reduce the affective filter (Krashen, 1982), promote emotional safety, and encourage student involvement through personalized, relevant instruction.

2.3.1. Classroom environment

Students who are comfortable in a learning space are better engaged, which leads to more meaningful, impactful learning experiences (Cole et al., 2021). What is more, creating a safe and confident environment is crucial for students in the classroom. Moreover, according to Dörnyei (2001), the classroom environment plays a critical role in shaping students' engagement and motivation. It is not just about physical space but also the emotional and social atmosphere. A positive climate can significantly reduce anxiety, increase confidence, and encourage active participation. When students feel safe and supported, they are more likely to take risks in using the language and to engage in learning activities without the fear of failure.

Group cohesion is a key strategy for building a positive environment. Encouraging collaborative work helps students feel connected and supported by their peers. Activities like group discussions, projects, or pair work allow students to practice language in a non-intimidating setting, lowering anxiety and boosting participation.

On another note, teachers should also focus on creating an inclusive atmosphere where mistakes are seen as part of the learning process. By offering constructive feedback

and emotional support, teachers can help students feel valued, which lowers the affective filter (Krashen, 1982) and encourages participation.

Another important strategy is to create a low-pressure environment by emphasizing risk-taking. Tasks should be low stakes, such as informal conversations or group activities, where students are free to experiment with the language (Dörnyei, 2001). Reducing the fear of making mistakes increases students' confidence and willingness to participate.

Teachers can foster such environment by establishing clear expectations of respect among students. Involving students in the process of creating a classroom contract or norms and regularly referring to and reviewing them with students. It is important to acknowledge all students' responses, even if they are wild or off-topic, to encourage participation and build confidence.

2.3.2. Relationships

Building quality relationships with students is fundamental to increasing their engagement and participation in language learning. When students feel valued and understood by their teachers, they are more motivated to engage in class activities, feel confident, and take risks in their learning. (McFarland et al., 2016).

In fact, research shows that early interpersonal relationships in a school setting can significantly impact students' motivation, behaviour, and cognitive development. This connection between teacher and student serves as a foundation for fostering intrinsic motivation, where students are eager to participate, collaborate, and invest in their learning process.

One effective motivational strategy is to get to know students' interests at the beginning of the school year and writing them down. This tool helps teachers learn about students' personal hobbies and passions. By understanding what excites and motivates their students, teachers can adapt lessons or tailor them in order to resonate with students on a deeper level. For example, if a teacher knows that a student loves sports, they can incorporate sports-related vocabulary, reading materials, or even role-playing activities about a game or match into lessons. This personalisation of content not only increases students' engagement but also fosters a sense of ownership over their learning, making them more willing to participate.

In addition, teachers can also invest time in getting to know students individually. Asking about students' weekends, extracurricular activities, and other personal interests helps establish rapport and build trust. show genuine interest in the students' necessities, worries, fears and interests. In fact, demonstrating a true interest in their lives, asking about their weekends or other activities they participate in, gives the teacher the opportunity to connect on a deeper level. This relationship-building helps students feel more comfortable in class, especially in a language-learning environment where speaking or making mistakes can be intimidating.

Another effective approach to relationship-building is through active listening and acknowledgment of students' contributions. Teachers who listen attentively to students' ideas and opinions can validate their feelings, which in turn encourages more involvement. (Dorneyi, 2001). Simple gestures like nodding, maintaining eye contact, or repeating what students say to show understanding are small but powerful ways to build trust. When students feel that their voices are heard, they become more motivated to participate, as they perceive that their contributions are valued by the teacher and their peers.

In a classroom with strong teacher-student relationships, students are also more likely to experience positive reinforcement. Teachers can offer praise not only for correct answers but also for effort, improvement, and risk-taking in language use. Recognizing students' attempts, even if they make mistakes, fosters a growth mindset, where students see language learning as a process of continuous development rather than a series of right or wrong answers. This approach lowers anxiety and increases students' willingness to participate, as they feel encouraged to contribute without the fear of judgment.

Fostering peer relationships is equally important. Encouraging students to work in pairs or groups helps them develop their social and communication skills while creating a sense of camaraderie. Group activities like collaborative projects, debates, or problem-solving tasks can help students feel more at ease, as they support each other in the language learning process. Positive peer interactions can motivate students to engage in classroom activities and feel part of a community that values participation and effort

Lastly, relationships with parents are also relevant. Involving parents and seeking their assistance can be beneficial in encouraging student motivation. Parents play a crucial role in students' motivation (Tóth-Király et al., 2022). Research shows that when parents

actively engage in their child's education, it positively impacts their motivation. Parents play a key role in shaping their child's academic attitudes and behaviours by providing support and encouragement. Rather than only reaching out when issues arise, establishing regular, positive communication is important. For example, making positive phone calls home before addressing any concerns can help build a supportive atmosphere. In addition, strategies like sending out weekly newsletters or inviting parents to classroom events can foster greater involvement and keep parents informed about their child's progress.

By maintaining this ongoing communication, teachers and parents can work together as a team with shared goals: supporting the student's motivation and success. When parents understand the importance of their involvement, they are more likely to actively support their child both at school and at home, creating a positive, motivating environment for the student.

2.3.3. Learning approach and relevance

One of the key strategies for fostering student motivation is ensuring that the learning material is relevant to students' lives and interests. Research shows that when students can see the connection between what they are learning and their own experiences, they are more likely to engage with the material and remain motivated (Tóth-Király et al., 2022; Schunk, Pintrich, & Meece, 2008). This approach helps students recognise the value of their education beyond the classroom, increasing their intrinsic motivation to learn.

When lessons are linked to topics that are meaningful to students, they are more likely to engage in the learning process. This relevance makes learning more engaging and encourages students to take ownership of their academic journey (Wentzel, 1997). For instance, incorporating current events, personal interests, or career-related themes into lessons can help students see how their studies connect to future opportunities, personal goals, or current social issues.

Additionally, fostering a learning approach that encourages active participation and critical thinking enhances motivation. According to Vygotsky (1978), social interaction and collaborative learning are crucial for cognitive development and motivation. When students are given opportunities to explore concepts in ways that feel relevant and applicable, they are more likely to develop a deeper interest in the subject matter. Active learning strategies, such as inquiry-based learning, project-based learning, and problem-

solving tasks, allow students to engage with content in a way that encourages exploration and discovery (Biggs & Tang, 2011).

By shifting the focus from passive learning to an interactive approach, teachers can create an environment that is not only motivational but also conducive to deeper learning and personal growth (Deci & Ryan, 1985). These strategies help students see the importance of their education, increase their engagement, and nurture a sense of accomplishment and purpose in their learning process.

Ultimately, incorporating relevance into the classroom, alongside a student-centred learning approach, serves as a powerful motivational strategy. It helps students connect learning to their own lives and interests, boosting both motivation and academic outcomes (Hidi & Harackiewicz, 2000). It is unsurprising that if a foreign language learner is not exposed to relevant material, it may take longer for them to acquire the language and achieve their goals (Shatz, 2014). When students do not perceive the importance or real-world application of what they are learning, their motivation to learn may be diminished.

3. Methodology

The theories explored through the framework clearly emphasize the importance of motivation, confidence, and emotional factors in second language acquisition. These concepts form the foundation of the current research, which seeks to examine how such affective variables shape student engagement and participation in the EFL classroom.

This study follows a mixed-methods design, combining qualitative and quantitative approaches to explore how motivation, confidence, and classroom environment influence student participation in EFL contexts. The research is grounded in Gardner's (1985) socio-educational model and Krashen's (1982) affective filter hypothesis, providing a theoretical framework that emphasizes both motivational and emotional factors in language learning.

The research was conducted in three phases to build a layered understanding of student engagement:

1. Classroom observation was carried out first to gather real-time data on student behaviours and classroom dynamics.

2. This was followed by a student questionnaire, aimed at quantifying motivation levels, self-confidence, and emotional responses. The questionnaire was distributed during the final week of the practicum, allowing students to reflect on their experiences across the term.
3. Lastly, a semi-structured interview with the English teacher provided additional insights and helped triangulate the findings from the previous two phases.

By following this order, the study ensured a logical progression from spontaneous behaviour to self-reported attitudes and expert reflection, strengthening the validity of the conclusions drawn.

3.1. Participants

A total of 70 students aged 12-18 from a high school located in Mataró took part in this study. The selected students were studying 1st of ESO, 2nd of ESO and 1st of Batxillerat. These specific students were selected as they were the groups whom I spent more hours with when I did my practicum internship. At the same time, I have chosen different ages to see if there were any big differences. In the case of Group 1 and Group 2 (1st and 2nd of ESO), they all study English 5 hours per week as a compulsory subject. On the other hand, Group 3 (1st of Batxillerat), studies English 3 hours per week. Besides the students, their English teacher was interviewed. It is also relevant to mention that in the case of Group 3, their main English teacher is also their tutor.

3.2. Instruments and Data Collection

As mentioned before, in order to explore the research questions in depth, three main instruments were used to gather data: classroom observations, a student questionnaire, and a teacher interview. These tools were designed to explore various aspects of student motivation, confidence, participation, and emotional well-being in English language learning.

First of all, five classroom observations were conducted across three groups: 1st ESO B, 2nd ESO A, and 1st Batxillerat C. Each observation lasted approximately one hour and followed a structured rubric (See *Appendix 2*) assessing three key dimensions: engagement, motivation, and participation. Each dimension was evaluated using specific indicators, scored on a 1 to 5 scale.

Following the observations, students were given a structured 10 questions questionnaire (See *Appendix 1*) that included five multiple-choice and five Likert-scale questions to quantify students' motivation levels, participation habits, confidence when speaking English, and their emotional experience in class to gather quantitative and qualitative data. It was designed based on frameworks such as Gardner's (1985) socio-educational model and Krashen's (1982) affective filter hypothesis, measuring some aspects such as their levels of anxiety, confidence, and enjoyment during English lessons, in alignment with the hypothesis that positive emotions lower the "affective filter" and facilitate language learning.

The quantitative data gathered from the multiple-choice and Likert-scale questions was analysed using basic statistical techniques, including frequency analysis and percentage breakdowns, to identify general trends and patterns in students' motivation and emotional responses.

Finally, a 15-minute, face-to-face interview with the English teacher was conducted on March 13th in Catalan to contrast the students' perceptions with those of the teacher. The interview covered topics such as the teacher's perception of student motivation, strategies used to enhance participation and confidence, and any differences observed between the three student groups. The interview (See *Appendix 3*) was recorded, transcribed and analysed to identify patterns and insights that supported or contrasted with student survey responses and classroom observations. Excerpts from the interview included in the Results section were translated from Catalan into English.

Ethical considerations were carefully addressed throughout the research process. Informed consent was obtained from all participants, ensuring that they were aware of the purpose of the study. The anonymity and confidentiality of all participants were guaranteed, and no identifying information was collected.

4. Results

This section presents the findings from classroom observation, the questionnaire and the interview to an English teacher, with the aim of exploring students' motivation and their emotional responses toward learning English.

4.1. Observed motivation: Classroom observation

During the classroom observation conducted as part of my practicum, several key factors influencing student motivation were noted. The observed classroom setting were three different classes: 1st ESO B, 2nd ESO A and 1st of Batxillerat C.

Across these groups, I conducted five separate observations for each class. My analysis focused on three main aspects of student behaviour: motivation, engagement, and participation, rated on a scale from 1 to 5 (1 = very low; 5 = very high). Each observation lasted approximately 60 minutes, and data was collected through a scoring rubric designed to assess the three key dimensions. The average scores for each class across the five observations are summarised in *Table 1*:

Class	Engagement (avg)	Motivation (avg)	Participation (avg)	Total (avg)
1st ESO B	4.36	4.16	4.33	4.28
2nd ESO A	3.86	4.06	4.06	3.99
1st Batxillerat C	3.26	3.86	3.36	3.49

Table 1. Average Scores of Class Motivation, Engagement, and Participation by Group

The results in *Table 1* show that 1st ESO B consistently had the highest averages in motivation (4.16), engagement (4.36), and participation (4.33), suggesting this group demonstrated strong interest, focus, and involvement during classroom activities. 2nd ESO A scored slightly lower, particularly in engagement (3.86), indicating that while students were motivated and participated, their attention and focus were somewhat less consistent than those in 1st ESO B. 1st Batxillerat C had the lowest averages across all three categories, especially in engagement (3.26) and participation (3.36), possibly reflecting different challenges or motivational factors typical of older students.

These average scores provide a broad overview of how each class functions in terms of motivation and involvement. However, they only offer a general picture and do not capture the specific behaviors that contribute to these overall scores.

In order to gain a more detailed understanding of student behaviour and learning dynamics, the following table, *Table 2*, breaks down the broader categories of *motivation*, *engagement*, and *participation* into specific observable indicators. This allows for a more detailed analysis beyond the average scores presented earlier. Each indicator corresponds to the categories of *engagement*, *motivation*, and *participation*.

Engagement was assessed through three indicators. First, *on-task behaviour* refers to the extent to which students remained attentive and focused on learning activities without becoming distracted. Second, *active participation* captures the level of involvement students demonstrated during tasks, including their responsiveness, diligence, and enthusiasm. Lastly, *peer collaboration* evaluates students' ability to work constructively with classmates, highlighting their communication, cooperation, and mutual support during group work.

Motivation was also analysed using three key indicators. *Persistence in tasks* reflects students' ability to continue working even when tasks were perceived as challenging or repetitive. *Initiative taking* refers to students starting tasks independently, asking questions, or seeking additional information without external prompts. *Interest in content* measures students' emotional and cognitive engagement with the subject matter, as expressed through curiosity or enthusiasm for the lesson topics.

Participation was observed through the following indicators. *Verbal participation* includes students' spoken contributions such as answering questions, making comments, or participating in discussions. *Willingness to share opinions* assesses the students' confidence and openness in expressing their own ideas, especially in whole-class settings. Finally, *engagement in group tasks* refers to the extent to which students collaborated, contributed, and took responsibility during group activities.

Category	Indicator	1st ESO B	2nd ESO A	1st Batxillerat C
Engagement	On-task behaviour	4	3.5	3.8
	Active participation	4.5	4	3.2
	Peer collaboration	4.6	4.1	2.8
Motivation	Persistence in tasks	3.8	4	4.3
	Initiative taking	4.2	4	3.5
	Interest in content	4.5	4.2	3.8
Participation	Verbal participation	4.3	3.9	3.5
	Willingness to share	4.0	4.1	3.6
	Group task engagement	4.7	4.2	3

Table 2. Overview of Engagement, Motivation, and Participation in 1st ESO, 2nd ESO and 1st of Batxillerat observations

The data shown in *Table 2* revealed notable differences in engagement, motivation, and participation among the three student groups. In terms of engagement, 1st ESO B scored highest across all indicators, with on-task behaviour at 4.0, active participation at 4.5, and peer collaboration reaching 4.6. This suggests that younger students were more consistently focused and involved, especially during collaborative activities. The 2nd ESO A group showed moderate engagement scores ranging from 3.5 to 4.1, indicating a balanced but less intense level of on-task behaviour and collaboration. Meanwhile, 1st Batxillerat C scored lower on peer collaboration (2.8) and active participation (3.2), though on-task behaviour remained relatively high at 3.8.

Regarding motivation, persistence in tasks was highest among 1st Batxillerat students at 4.3, reflecting sustained effort, followed by 2nd ESO A at 4.0, and slightly lower for

1st ESO B at 3.8. Initiative taking was highest in 1st ESO B (4.2), with 2nd ESO A close behind (4.0), and lower in 1st Batxillerat (3.5). Interest in content showed the highest score in 1st ESO B (4.5), slightly decreasing through 2nd ESO A (4.2) to 1st Batxillerat (3.8). These figures suggest that while older students demonstrate greater persistence, younger students exhibit more proactive engagement and interest.

In the category of participation, 1st ESO B again scored highest in verbal participation (4.3), willingness to share opinions (4.0), and group task engagement (4.7), indicating robust and consistent involvement. The 2nd ESO A group had moderate scores in these areas, with verbal participation at 3.9 and group engagement at 4.2. The 1st Batxillerat group scored lowest in group task engagement (3.0) and somewhat lower in verbal participation (3.5), though willingness to share opinions remained slightly higher at 3.6.

Overall, the table shows a trend where younger students demonstrate higher engagement and participatory behaviours, particularly in group settings, while older students maintain persistence and focus, though with somewhat reduced interactive participation.

By analyzing both the overall averages and the specific behavioral indicators, the study aims to present a more holistic understanding of the student experience within each class.

4.2. Perceived motivation: Questionnaire to students

The questionnaire began with a set of demographic questions, including students' age and the main language spoken at home. These variables were included as they are considered potentially influential in shaping language learning attitudes and motivation (Dörnyei, 2005). Understanding whether learners grow up in a monolingual or multilingual environment, and their stage of cognitive development, can help contextualize their responses to the questions that follow. Most participants were aged between 12 and 15 years old, and while Spanish and Catalan were the main languages spoken at home for most students, a small percentage reported using other languages, suggesting a degree of linguistic diversity within the classroom context (See *Figure 1* and *Figure 2*).

1. Quina edat tens?

70 respostes

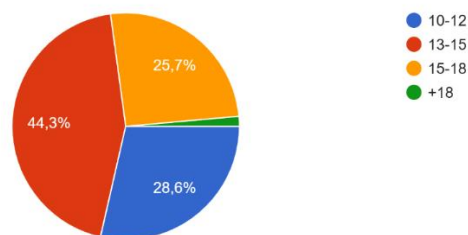


Figure 1. Distribution of student ages participating in the study

2. Quina llengua es parla a casa teva? (Pots escollir-ne més d'una opció)

70 respostes

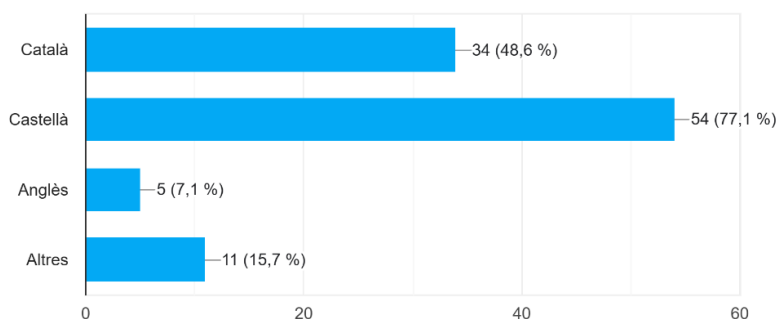


Figure 2. Languages spoken at home by participants

The results of the questionnaire shown in *Figure 3* indicate a generally high level of motivation among the students. When asked about their motivation in general academic contexts, 78.6% of the respondents affirmed that they feel motivated with their studies overall. Specifically, regarding English, 71.4% of the students expressed feeling motivated to learn the language (See *Figure 4*).

7. Diries que et sents motivat amb els estudis en general?

70 respostes

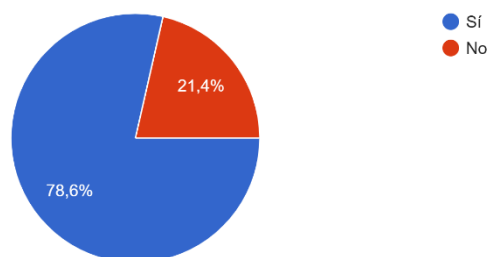


Figure 3. Students' motivation regarding studies

8. Diries que et sents motivat amb l'anglès?

70 respostes

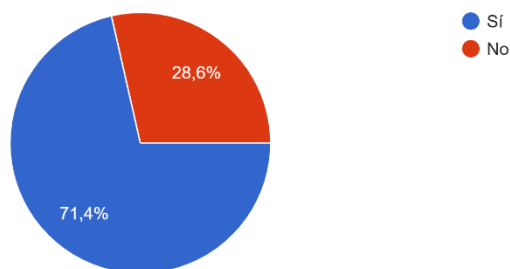


Figure 4. Students' motivation regarding English

Further insights into students' attitudes and interests were revealed through statements related to their enjoyment of English (Figure 5). When responding to the statement "I like learning English," 67.1% of students agreed or strongly agreed, while 30% remained neutral, and only a small minority (2.9%) strongly disagreed. In addition, when asked whether they enjoyed participating in English class activities, 55.7% reported positive attitudes, with 41.4% agreeing and 14.3% strongly agreeing. However, 35.7% responded neutrally, and a small portion of students expressed some level of disagreement.

3. M'agrada aprendre anglès.

70 respostes

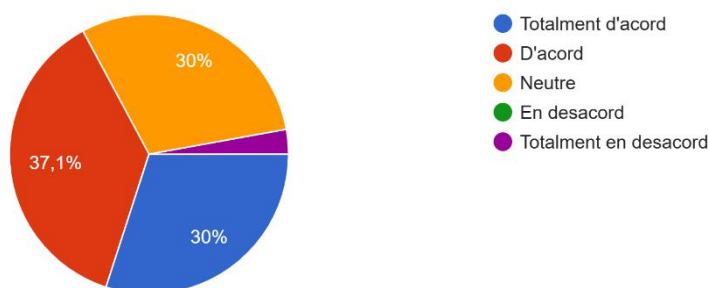


Figure 5. Student attitudes toward enjoyment of learning English

These findings highlight a generally favourable view of English learning, although a significant number of students appear to be neither particularly enthusiastic nor opposed to classroom participation (See Figure 6). This aligns with Gardner's (1985) socio-educational model, which emphasizes that positive attitudes toward the language and the learning situation contribute to greater motivation.

4. Participo a les classes d'anglès quan la professora m'ho demana.

70 respostes

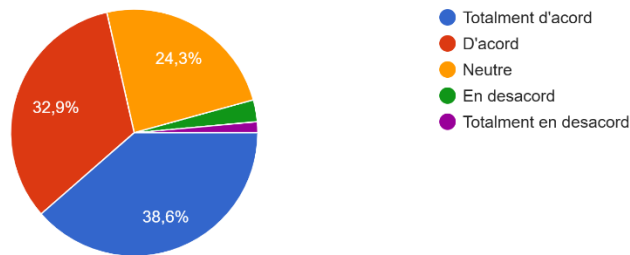


Figure 6. Frequency of student participation in English class when they are asked to do it

In addition to general attitudes, the questionnaire also included items aimed at understanding students' willingness to participate in classroom activities (Figure 7). While over half of the students (55.7%) reported enjoying participating in English class, a deeper look reveals that a huge portion of students remain hesitant or neutral.

3. M'agrada participar a les activitats de la classe d'anglès.

70 respostes

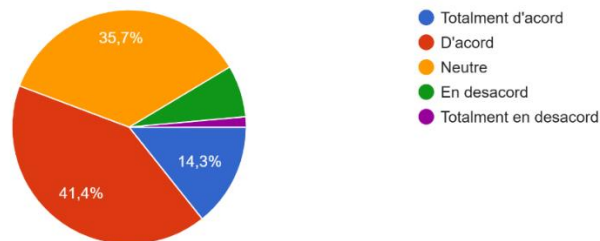


Figure 7. Willingness to participate

This hesitation appears to correlate strongly with the emotional part of speaking in class shown in Figure 8. Most of students (57.1%) reported feeling “a little nervous” when required to speak in English. Only 20% said they felt “confident and comfortable,” while 15.7% felt “very uncomfortable.” Additionally, 7.1% indicated that they do not speak English in class at all. These results suggest that speaking remains a source of anxiety for many students, which could potentially hinder their willingness to participate actively in oral tasks. This is consistent with Horwitz and Cope’s (1986) concept of foreign language anxiety, which can negatively affect learners’ performance and confidence in communicative tasks.

4. Com et sents quan has de parlar en anglès a classe?
70 respostes

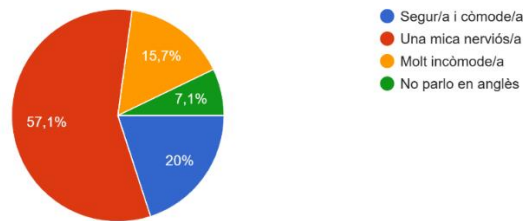


Figure 8. Students' feelings when speaking English

The questionnaire also asked students to choose or suggest strategies or activities that would help them feel more at ease when speaking English in class (See Figure 9). Many responses pointed to the need for a safe, low-pressure environment. For instance, 55,7% of students mentioned that working in pairs would make them feel much more comfortable. Other common suggestions included being allowed to have more time to prepare what they want to say, choosing the speaking topics and incorporating more video-based explanations during lessons.

5. Què t'ajuda o t'ajudaria a sentir-te més còmode/a parlant en anglès? (Pots escollir-ne més d'una opció)
70 respostes

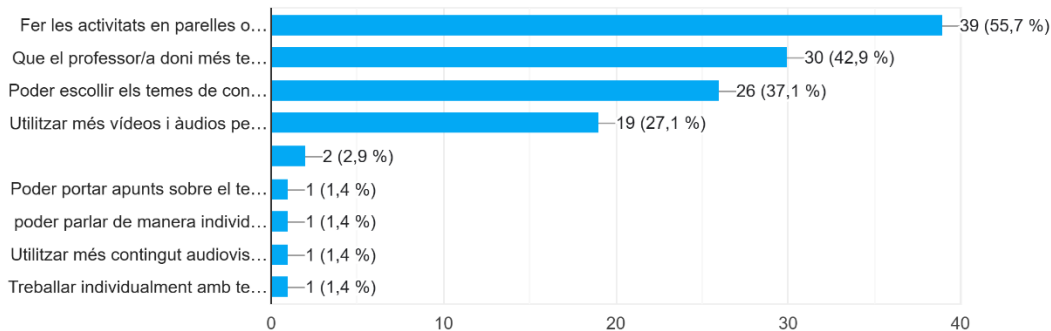


Figure 9. What made students feel more comfortable when speaking English

Students were also asked about the types of activities that they find most motivating when learning English. As shown in Figure 10, the most frequently mentioned activity was “listening to music I like and being able to understand the lyrics”, cited by 41 students. This was closely followed by “playing games” (38 mentions), “watching videos

or movies I like” (37 mentions), and “classroom conversations about topics that interest me” (35 mentions).

9. Quin tipus d'activitats creus que et motiven més a l'hora d'aprendre anglès? (Pots escollir-ne més d'una opció)

70 respostes

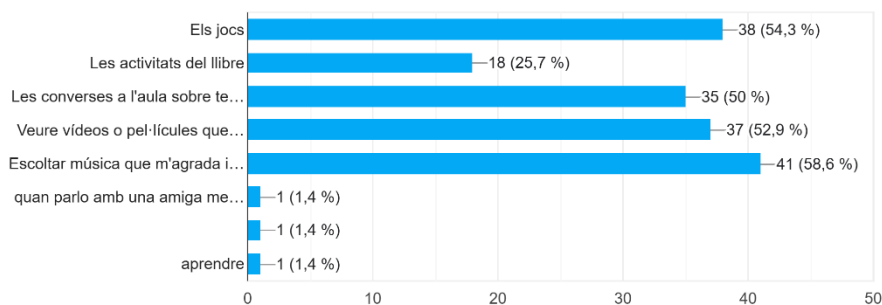


Figure 10. Types of activities that made students feel more motivated

These preferences shown in *Figure 10* reflect a clear tendency toward learning experiences that are entertaining, relatable, and personally meaningful. In contrast, more traditional academic practices such as “textbook activities” received fewer mentions (18), highlighting the importance of integrating more dynamic and interactive elements into classroom practice.

Moreover, students were asked whether they considered English a potentially useful tool for their future (See *Figure 11*). A significant 88.6% of students indicated that they believed English would be beneficial for their professional careers, while 64.3% saw it as useful for their personal lives. It is noteworthy that, despite some students expressing low motivation or even dislike towards learning English, the majority still acknowledged its importance for their future. In fact, most students selected both professional and personal usefulness, highlighting a general awareness of the language’s value beyond the classroom context.

6. Creus que l'anglès et serà útil en un futur? (Pots escollir-ne més d'una opció)

70 respostes

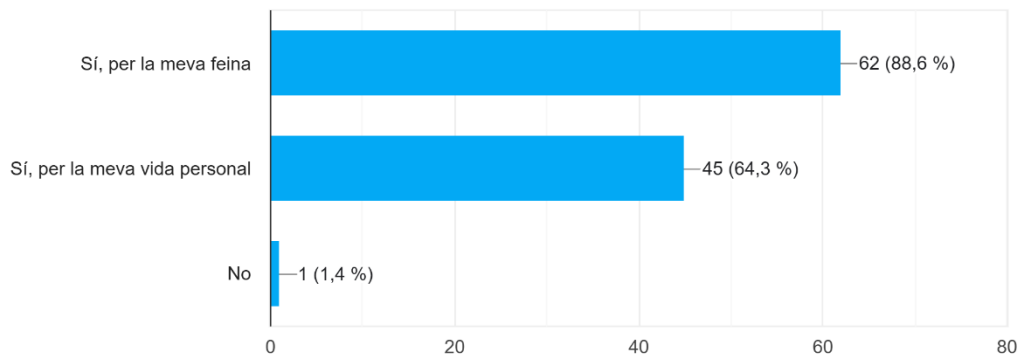


Figure 11. Usefulness of English in the students' future

Overall, the results suggest that students are relatively motivated and interested in learning English, especially when it involves content that connects with their real-life interests and entertainment habits. However, the emotional discomfort reported when speaking English indicates that confidence-building strategies should be a key focus in the classroom. By incorporating activities that students find enjoyable and emotionally safe, teachers may be able to enhance both motivation and participation in English language learning, as supported by recent research on affective factors in second language acquisition (Ushioda, 2011).

4.3. Interview with an EFL teacher

To better understand the results from the observations and the questionnaire, a short interview was carried out with the English teacher of the groups involved in the study. The questions used in the interview were based on the same themes explored in the questionnaire, such as student motivation, participation, confidence, and classroom environment. This helped ensure that the interview followed a similar line and allowed for a clearer comparison between what students said and how the teacher perceived their behaviour and attitudes.

The interview with A.R provided valuable insights into the various factors that influence student motivation in the classroom, which align closely with the observations made. The teacher discussed how motivation in English classes varies across different

age groups, but also highlighted some universal factors that impact all students, regardless of their academic level.

She began by highlighting that student motivation is not static but “tends to change and depends on various factors.” Younger students, particularly those in 1st ESO, typically show higher motivation because they see English as a “new opportunity.” This form of intrinsic motivation contrasts with that of Batxillerat students, whose motivation is more “focused on results,” such as exam preparation and future academic goals. These observations support the study’s findings on the shift from intrinsic to extrinsic motivation with age.

According to A.R, there are noticeable motivational differences between the three student groups. She describes 1st ESO students as “curious” and more likely to engage in activities “for fun or interest,” while 2nd ESO students exhibit a more conscious motivation, influenced by “social and academic perceptions.” In contrast, Batxillerat students are often less engaged unless they have a specific interest in English, reinforcing the idea that internal motivation can decline unless actively supported by relevance and personalization.

On the topic of influencing factors, the teacher identifies the classroom environment as a critical element: “a positive and supportive classroom can help increase motivation.” She also stresses the importance of relevance, noting that students are more engaged when they see English as useful “for travel, cinema, or work abroad.” However, she warns that motivation declines when students “don’t see a real connection between the language and their interests or goals.” This directly aligns with the theoretical foundation laid by Krashen’s affective filter hypothesis and Eccles and Wigfield’s expectancy-value theory.

A.R strongly affirmed the relationship between motivation and confidence, stating that “students who feel more confident in their language skills are more motivated to participate.” Conversely, those who “don’t see themselves as competent” often fear making mistakes, which limits their involvement. This perspective mirrors the findings of Bandura’s (1997) self-efficacy theory, emphasizing how belief in one’s abilities fosters perseverance and engagement.

Individual differences also play a major role in shaping motivation. She pointed out that students with high self-confidence are more likely to take on challenges, while those with “low self-esteem or negative perceptions of their abilities” are more hesitant. This is

particularly true for Batxillerat students, where academic performance becomes increasingly visible and important. Such insights reinforce the need for differentiated instruction and emotionally responsive teaching strategies.

In discussing group dynamics, the teacher explained that feeling accepted within a peer group enhances motivation. She noted that class motivation is influenced by “competition or cooperation,” especially when students observe that their peers are “motivated and participate actively.” This aligns with Dörnyei’s emphasis on group cohesion as a motivator in language classrooms.

When comparing Batxillerat and ESO students, she again emphasizes that older students are more “practical” and “pressured,” which can reduce their motivation if they feel unsuccessful. In contrast, ESO students display a more “playful and curiosity-driven” approach to learning. However, she acknowledges that this intrinsic motivation can shift if students recognize English as “a valuable skill for their future.”

Regarding the relationship between motivation and academic success, the teacher is unequivocal: “Motivation has a direct impact on academic success.” She explains that motivated students are “more likely to try, persist, and look for ways to improve,” making learning more effective. Yet she wisely points out that motivation alone isn’t everything, suggesting a balanced view of student success.

Finally, when asked for advice for teachers, A.R suggests creating “a positive and inclusive environment” where students feel “valued and especially listened to.” She emphasizes the importance of helping students see English as “a useful and relevant tool” in their lives.

All in all, her reflections reveal that student motivation is shaped by complex factors such as age, confidence, relevance, and classroom environment. Her views reinforce the importance of adaptive, student-centred teaching approaches that boost curiosity, build confidence, and connect language learning to students’ lives. To sustain students’ drive and promote academic success, teachers must create inclusive environments and help students recognise the real-world value of English.

5. Discussion

This study aimed to explore how motivation, confidence, and classroom environment influence student participation and engagement in EFL classes. The results show that motivation has a strong influence on how students participate and engage in English classes. This supports the ideas from previous research, including Gardner (1985), Dörnyei (2001), and Krashen (1982), who also stated that motivation, feelings, and the classroom environment play a key role in second language learning. By analysing student surveys, classroom observations, and an interview with a teacher, this study provides answers to the three main research questions.

To begin with, the first research question asked: *To what extent does motivation influence student participation and engagement in EFL classrooms?* The findings clearly show that students who are more motivated tend to be more involved in classroom activities. For instance, younger students in 1st ESO showed higher levels of curiosity and enthusiasm, especially during group tasks. Their motivation was mainly intrinsic, meaning they enjoyed the activities themselves. In contrast, older students, such as those in 1st Batxillerat, were more extrinsically motivated, often focusing on exams or future academic goals. These differences reflect Gardner's (1985) distinction between integrative and instrumental motivation, and Dörnyei's (2001) theory that motivation changes over time depending on students' age, goals, and experiences. Despite these differences, in both cases motivation was directly related to greater participation and classroom engagement.

The second research question focused on *the relationship between students' self-confidence and their motivation to learn English*. Results from the questionnaire showed that students who felt confident in their English skills were more willing to speak in class and take part in activities. This is in line with Bandura's (1997) theory of self-efficacy, which says that people are more motivated when they believe in their own ability to succeed. On the other hand, students who lacked confidence often felt nervous or afraid of making mistakes, especially during speaking tasks. Some even avoided participating altogether. This matches Horwitz et al.'s (1986) concept of foreign language anxiety, which can limit students' participation even when they are motivated. These findings show that self-confidence is not only connected to motivation but is also necessary to help students overcome fear and engage more actively in class.

The third research question examined *how the classroom environment affects students' anxiety and motivation levels*. Observations and student feedback showed that a respectful, safe, and inclusive classroom atmosphere helped students feel more relaxed and motivated. When students believed their ideas were valued and that mistakes were accepted, they were more confident to participate. Students also mentioned that working in pairs, having preparation time before speaking, and discussing topics they liked helped them feel more comfortable. These findings support Krashen's (1982) Affective Filter Hypothesis, which explains that high anxiety can block language input and reduce learning. A positive classroom environment helps lower this affective filter, allowing students to learn more effectively and stay motivated.

Another important finding is that students are more motivated to learn English when they see it as useful and connected to their lives. For instance, most students agreed that learning English would help them in the future—for their careers or to understand music, movies, or social media. This matches Eccles and Wigfield's (2002) Expectancy-Value Theory, which says that students are more motivated when they see a task as important and believe they can succeed. Making learning relevant and meaningful, especially through real-life examples, appears to be a key strategy for increasing student motivation.

Another finding related to motivation is the drop in motivation from 1st of ESO to 1st of Batxillerat. This may be due to increased academic pressure, a shift in focus toward exams, and a loss of interest in classroom activities. While younger students showed more curiosity and intrinsic motivation, older students were more extrinsically motivated, often seeing English as just another subject. This is in line with Dörnyei and Ushioda's (2011) view that motivation changes over time, and with Hidi and Harackiewicz (2000), who argue that interest declines if learning isn't adapted to students' needs. These results suggest the importance of keeping lessons engaging and relevant, especially for older students.

Although the results were generally positive, there may be some limitations to this study. The research was conducted in a single high school with a relatively small group of students, so the results may not reflect the experiences of students in other schools or regions. There is also the possibility of response bias, since students might not always answer survey questions honestly, and classroom observations might have been affected by the presence of the researcher.

Furthermore, the study did not explore the effects of other factors such as gender, socioeconomic status, or cultural background, which could also influence motivation. Also, other external factors such as the classroom environment, teacher-student relationships, or personal issues outside of the classroom may impact student motivation and, consequently, the results of the study. While these factors were not the primary focus of this research, they are important to consider as potential influences on student engagement. These are important areas for future research.

6. Conclusion

This research set out to understand how motivation, confidence, and the classroom environment influence student participation and engagement in English as a Foreign Language (EFL) learning. Through a combination of classroom observations, student questionnaires, and a teacher interview, the study has shown that these three elements are strongly connected and play a crucial role in students' success and involvement in English lessons.

The results confirmed that motivation is essential for student engagement. Motivated students, whether they are driven by interest or future goals, tend to participate more, stay focused, and enjoy learning English more. However, the type of motivation can change with age. While younger students were often more intrinsically motivated, older students were more focused on exams and future careers, showing a more extrinsic type of motivation.

The study also highlighted that self-confidence is closely related to motivation. Students who felt confident about their English skills were more likely to participate, take risks, and speak in class. On the other hand, those who were afraid of making mistakes or being judged often avoided participating, especially in oral tasks. This shows that building students' confidence is just as important as teaching the language itself.

Another key conclusion is that a supportive and positive classroom environment helps reduce student anxiety and increases motivation. When students feel safe, respected, and included, they are more comfortable speaking and engaging in activities. Using strategies such as pair work, relevant topics, and adding preparation time can help students feel more relaxed and willing to participate.

Finally, the study showed that students are more motivated when they see English as useful and relevant to their personal and professional lives. This means that teachers should try to connect lessons to students' real interests, goals, and experiences to keep them engaged.

Although the findings are encouraging, this study was limited to one school and a specific group of students. Future research could explore how motivation is affected by other factors such as gender, cultural background, or learning styles. It would also be interesting to study how motivation changes over a longer period of time.

Overall, motivation, confidence, and emotional safety are not just “extras” in language learning, they are essential. Teachers have the power to make a big difference by creating positive environments, encouraging students, and making learning meaningful. When students feel motivated and supported, they are more likely to enjoy learning English and reach their full potential.

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8. Appendix

8.1. Appendix 1: Class observation rubric

Date	Group	Category	Indicator	Score (1–5)
24/02/2025	1st ESO B	Engagement	On-task behaviour	
24/02/2025	1st ESO B	Engagement	Active participation	
24/02/2025	1st ESO B	Engagement	Peer collaboration	
24/02/2025	1st ESO B	Motivation	Persistence in tasks	
24/02/2025	1st ESO B	Motivation	Initiative taking	
24/02/2025	1st ESO B	Motivation	Interest in content	
24/02/2025	1st ESO B	Participation	Verbal participation	
24/02/2025	1st ESO B	Participation	Willingness to share ideas	
24/02/2025	1st ESO B	Participation	Group task engagement	
24/02/2025	2nd ESO A	Engagement	On-task behaviour	
24/02/2025	2nd ESO A	Engagement	Active participation	
24/02/2025	2nd ESO A	Engagement	Peer collaboration	
24/02/2025	2nd ESO A	Motivation	Persistence in tasks	
24/02/2025	2nd ESO A	Motivation	Initiative taking	
24/02/2025	2nd ESO A	Motivation	Interest in content	
24/02/2025	2nd ESO A	Participation	Verbal participation	
24/02/2025	2nd ESO A	Participation	Willingness to share ideas	
24/02/2025	2nd ESO A	Participation	Group task engagement	
24/02/2025	1st Batxillerat C	Engagement	On-task behaviour	
24/02/2025	1st Batxillerat C	Engagement	Active participation	
24/02/2025	1st Batxillerat C	Engagement	Peer collaboration	
24/02/2025	1st Batxillerat C	Motivation	Persistence in tasks	
24/02/2025	1st Batxillerat C	Motivation	Initiative taking	
24/02/2025	1st Batxillerat C	Motivation	Interest in content	
24/02/2025	1st Batxillerat C	Participation	Verbal participation	
24/02/2025	1st Batxillerat C	Participation	Willingness to share ideas	
24/02/2025	1st Batxillerat C	Participation	Group task engagement	
25/02/2025	1st ESO B	Engagement	On-task behaviour	
25/02/2025	1st ESO B	Engagement	Active participation	
25/02/2025	1st ESO B	Engagement	Peer collaboration	
25/02/2025	1st ESO B	Motivation	Persistence in tasks	
25/02/2025	1st ESO B	Motivation	Initiative taking	
25/02/2025	1st ESO B	Motivation	Interest in content	
25/02/2025	1st ESO B	Participation	Verbal participation	
25/02/2025	1st ESO B	Participation	Willingness to share ideas	
25/02/2025	1st ESO B	Participation	Group task engagement	
25/02/2025	2nd ESO A	Engagement	On-task behaviour	
25/02/2025	2nd ESO A	Engagement	Active participation	
25/02/2025	2nd ESO A	Engagement	Peer collaboration	
25/02/2025	2nd ESO A	Motivation	Persistence in tasks	
25/02/2025	2nd ESO A	Motivation	Initiative taking	
25/02/2025	2nd ESO A	Motivation	Interest in content	

25/02/2025	2nd ESO A	Participation	Verbal participation
25/02/2025	2nd ESO A	Participation	Willingness to share ideas
25/02/2025	2nd ESO A	Participation	Group task engagement
25/02/2025	1st Batxillerat C	Engagement	On-task behaviour
25/02/2025	1st Batxillerat C	Engagement	Active participation
25/02/2025	1st Batxillerat C	Engagement	Peer collaboration
25/02/2025	1st Batxillerat C	Motivation	Persistence in tasks
25/02/2025	1st Batxillerat C	Motivation	Initiative taking
25/02/2025	1st Batxillerat C	Motivation	Interest in content
25/02/2025	1st Batxillerat C	Participation	Verbal participation
25/02/2025	1st Batxillerat C	Participation	Willingness to share ideas
25/02/2025	1st Batxillerat C	Participation	Group task engagement
26/02/2025	1st ESO B	Engagement	On-task behaviour
26/02/2025	1st ESO B	Engagement	Active participation
26/02/2025	1st ESO B	Engagement	Peer collaboration
26/02/2025	1st ESO B	Motivation	Persistence in tasks
26/02/2025	1st ESO B	Motivation	Initiative taking
26/02/2025	1st ESO B	Motivation	Interest in content
26/02/2025	1st ESO B	Participation	Verbal participation
26/02/2025	1st ESO B	Participation	Willingness to share ideas
26/02/2025	1st ESO B	Participation	Group task engagement
26/02/2025	2nd ESO A	Engagement	On-task behaviour
26/02/2025	2nd ESO A	Engagement	Active participation
26/02/2025	2nd ESO A	Engagement	Peer collaboration
26/02/2025	2nd ESO A	Motivation	Persistence in tasks
26/02/2025	2nd ESO A	Motivation	Initiative taking
26/02/2025	2nd ESO A	Motivation	Interest in content
26/02/2025	2nd ESO A	Participation	Verbal participation
26/02/2025	2nd ESO A	Participation	Willingness to share ideas
26/02/2025	2nd ESO A	Participation	Group task engagement
26/02/2025	1st Batxillerat C	Engagement	On-task behaviour
26/02/2025	1st Batxillerat C	Engagement	Active participation
26/02/2025	1st Batxillerat C	Engagement	Peer collaboration
26/02/2025	1st Batxillerat C	Motivation	Persistence in tasks
26/02/2025	1st Batxillerat C	Motivation	Initiative taking
26/02/2025	1st Batxillerat C	Motivation	Interest in content
26/02/2025	1st Batxillerat C	Participation	Verbal participation
26/02/2025	1st Batxillerat C	Participation	Willingness to share ideas
26/02/2025	1st Batxillerat C	Participation	Group task engagement
27/02/2025	1st ESO B	Engagement	On-task behaviour
27/02/2025	1st ESO B	Engagement	Active participation
27/02/2025	1st ESO B	Engagement	Peer collaboration
27/02/2025	1st ESO B	Motivation	Persistence in tasks
27/02/2025	1st ESO B	Motivation	Initiative taking
27/02/2025	1st ESO B	Motivation	Interest in content
27/02/2025	1st ESO B	Participation	Verbal participation
27/02/2025	1st ESO B	Participation	Willingness to share ideas
27/02/2025	1st ESO B	Participation	Group task engagement

27/02/2025	2nd ESO A	Engagement	On-task behaviour
27/02/2025	2nd ESO A	Engagement	Active participation
27/02/2025	2nd ESO A	Engagement	Peer collaboration
27/02/2025	2nd ESO A	Motivation	Persistence in tasks
27/02/2025	2nd ESO A	Motivation	Initiative taking
27/02/2025	2nd ESO A	Motivation	Interest in content
27/02/2025	2nd ESO A	Participation	Verbal participation
27/02/2025	2nd ESO A	Participation	Willingness to share ideas
27/02/2025	2nd ESO A	Participation	Group task engagement
27/02/2025	1st Batxillerat C	Engagement	On-task behaviour
27/02/2025	1st Batxillerat C	Engagement	Active participation
27/02/2025	1st Batxillerat C	Engagement	Peer collaboration
27/02/2025	1st Batxillerat C	Motivation	Persistence in tasks
27/02/2025	1st Batxillerat C	Motivation	Initiative taking
27/02/2025	1st Batxillerat C	Motivation	Interest in content
27/02/2025	1st Batxillerat C	Participation	Verbal participation
27/02/2025	1st Batxillerat C	Participation	Willingness to share ideas
27/02/2025	1st Batxillerat C	Participation	Group task engagement
28/02/2025	1st ESO B	Engagement	On-task behaviour
28/02/2025	1st ESO B	Engagement	Active participation
28/02/2025	1st ESO B	Engagement	Peer collaboration
28/02/2025	1st ESO B	Motivation	Persistence in tasks
28/02/2025	1st ESO B	Motivation	Initiative taking
28/02/2025	1st ESO B	Motivation	Interest in content
28/02/2025	1st ESO B	Participation	Verbal participation
28/02/2025	1st ESO B	Participation	Willingness to share ideas
28/02/2025	1st ESO B	Participation	Group task engagement
28/02/2025	2nd ESO A	Engagement	On-task behaviour
28/02/2025	2nd ESO A	Engagement	Active participation
28/02/2025	2nd ESO A	Engagement	Peer collaboration
28/02/2025	2nd ESO A	Motivation	Persistence in tasks
28/02/2025	2nd ESO A	Motivation	Initiative taking
28/02/2025	2nd ESO A	Motivation	Interest in content
28/02/2025	2nd ESO A	Participation	Verbal participation
28/02/2025	2nd ESO A	Participation	Willingness to share ideas
28/02/2025	2nd ESO A	Participation	Group task engagement
28/02/2025	1st Batxillerat C	Engagement	On-task behaviour
28/02/2025	1st Batxillerat C	Engagement	Active participation
28/02/2025	1st Batxillerat C	Engagement	Peer collaboration
28/02/2025	1st Batxillerat C	Motivation	Persistence in tasks
28/02/2025	1st Batxillerat C	Motivation	Initiative taking
28/02/2025	1st Batxillerat C	Motivation	Interest in content
28/02/2025	1st Batxillerat C	Participation	Verbal participation
28/02/2025	1st Batxillerat C	Participation	Willingness to share ideas
28/02/2025	1st Batxillerat C	Participation	Group task engagement

8.2. Appendix 2: Questionnaire for students in Catalan

1. Quina edat tens?

Resposta oberta

2. Quina és la llengua principal que parles a casa?

- Català
- Castellà
- Una altra llengua (especifica): _____

3. Et sents motivat/da amb els teus estudis en general?

- Molt en desacord
- En desacord
- Neutre
- D'acord
- Molt d'acord

4. Et sents motivat/da per aprendre anglès?

- Molt en desacord
- En desacord
- Neutre
- D'acord
- Molt d'acord

5. T'agrada participar a les activitats d'anglès a classe?

- Molt en desacord
- En desacord
- Neutre
- D'acord

- Molt d'acord

6. T'agrada aprendre anglès?

- Molt en desacord
- En desacord
- Neutre
- D'acord
- Molt d'acord

7. Com et sents quan has de parlar en anglès a classe?

- Em sento molt incòmode/a
- Em poso una mica nerviós/a
- Em sento còmode i segur/a
- No parlo anglès a classe

8. Què t'ajudaria a sentir-te més còmode parlant anglès a classe? (Pots marcar més d'una opció)

- Fer activitats en parelles
- Tenir temps per preparar el que vull dir
- Poder escollir el tema de què parlar
- Veure vídeos explicatius abans de parlar
- Altres: _____

9. Quines activitats et motiven més a l'hora d'aprendre anglès? (Escull-ne les que vulguis)

- Escoltar música i entendre les lletres
- Jugar a jocs
- Veure vídeos o pel·lícules que m'agradin
- Converses sobre temes que m'interessen

- Activitats del llibre de text
- Altres: _____

10. Creus que l'anglès pot ser útil per al teu futur?

(Pots marcar més d'una opció)

- Sí, per a la meva carrera professional
- Sí, per a la meva vida personal
- No ho crec
- No ho sé

8.3. Appendix 3: Interview with A.R (12/03/2025)

1. Quin és el teu punt de vista general sobre la motivació dels estudiants en les classes d'anglès?

La motivació dels alumnes sol ser canviant i depèn de diversos factors. En general, els més petits mostren una motivació més elevada, ja que veuen l'anglès com una nova oportunitat. En canvi, els estudiants de Batxillerat tenen una motivació més enfocada a resultats, com la preparació per a exàmens o per a la seva futura carrera. La motivació de tots els grups també pot ser influenciada pel seu propi nivell d'autoestima i les seves capacitats.

2. Has observat alguna diferència en la motivació entre els tres grups d'estudiants (1r d'ESO, 2n d'ESO i 1r de Batxillerat)?

Sí, és clar. Els estudiants de 1r d'ESO tenen molta curiositat i estan més disposats a participar en activitats per pura diversió o interès. La motivació de 2n d'ESO comença a ser més conscient, però també es veu influenciada per les seves percepcions socials i acadèmiques. Pel que fa al Batxillerat, la motivació sovint es redueix una mica perquè molts estudiants estan més centrats en altres matèries que consideren més importants per a la seva futura carrera. Tot i així, aquells amb més interès per l'anglès tenen una motivació més interna.

3. Quins factors creus que poden afectar la motivació dels estudiants per participar en classe d'anglès?

Crec que n'hi ha molts. Per exemple, l'ambient de l'aula té un gran impacte; un ambient positiu i de suport pot ajudar a augmentar la motivació. A més, la percepció que l'anglès té una aplicació pràctica, ja sigui per viatges, pel cinema o per treballar a l'estranger, pot motivar els estudiants. D'altra banda, si els estudiants no veuen una connexió real entre l'idioma i els seus interessos o els seus objectius, la seva motivació pot abaixar molt.

4. Creus que hi ha relació entre la motivació dels estudiants i la seva confiança en l'anglès?

Sens dubte. Els estudiants que se senten més confiats a l'hora de demostrar les seves habilitats lingüístiques solen estar més motivats a participar. Quan un estudiant sap que és bo en la llengua, tendeix a estar més disposat a posar-hi esforç i a gaudir del procés d'aprenentatge. D'altra banda, els estudiants que no es veuen competents poden sentir-se desmotivats perquè temen fer errors o sentir-se vergonyosos, la qual cosa limita la seva implicació.

5. Com influeixen les diferències individuals en la motivació dels estudiants, com ara el nivell d'autoconfiança o les percepcions de les seves habilitats lingüístiques?

Les diferències individuals són molt importants. Els estudiants que es veuen com a capaços solen tenir una motivació més elevada perquè tenen la confiança per provar coses noves i assumir reptes. Aquells amb baixa autoconfiança o amb percepcions negatives de les seves habilitats solen ser més reticents a participar, i la seva motivació es pot veure afectada. Això és especialment evident en els estudiants de Batxillerat, on el rendiment acadèmic és més visible i crucial.

6. Quina influència creus que té el grup en la motivació dels estudiants?

El grup classe és un factor important. Quan se senten acceptats i part d'un grup, això pot augmentar la seva motivació. La motivació també pot ser influenciada per la dinàmica de competència o cooperació entre els estudiants, especialment quan veuen que els seus companys estan motivats i participen activament. Si el grup crea una atmosfera de suport mutu, segurament se sentin més segurs per implicar-s'hi.

7. Com veus la motivació dels estudiants de Batxillerat en comparació amb els de l'ESO? Hi ha alguna diferència destacada?

Com t'he comentat abans, la motivació dels alumnes de Batxillerat tendeix a ser més pràctica, orientada cap als exàmens i les carreres universitàries a les que aspiren. A més, molts se senten més pressionats, la qual cosa pot disminuir la seva motivació si no assoleixen la matèria. Els estudiants d'ESO, en canvi, encara tenen una motivació més divertida i més vinculada a la curiositat i la passió per aprendre sense la pressió d'un futur immediat. Però aquesta motivació pot canviar si perceben que l'anglès és una habilitat valuosa per al seu futur.

8. En la teva opinió, quin impacte creus que té la motivació en l'èxit acadèmic dels estudiants?

A veure, és innegable que la motivació té un impacte directe en l'èxit acadèmic. És cert que els alumnes motivats són més propensos a esforçar-se, a persistir davant les dificultats i a buscar maneres de millorar. Quan els estudiants estan motivats, el seu aprenentatge és més efectiu perquè s'involucren més en les tasques i no es rendeixen fàcilment. Tot i així, penso que no ho és tot.

9. Quins consells donaries als professors per ajudar a millorar la motivació dels estudiants en l'anglès?

Mmm, jo no soc gaire bona donant consells. Diria que els professors han de crear un ambient positiu i inclusiu, on els estudiants se sentin valorats i sobretot escoltats. També és important aconseguir d'alguna manera que els estudiants vegin l'anglès com una eina útil i rellevant per a la seva vida diària. Crec que fomentar la seva autoconfiança i celebrar els petits èxits és necessari per mantenir la seva motivació.