International Journal of Research in English Education (IJREE)

Original Article **Published online: 30 December 2024.**

Enhancing University EFL Students' Motivation in Light of a Strategic Proposal

Samuel Antonio Barreto Pinzon[1*]

* Correspondence:
samuel.barreto@uniminuto.edu.co
1. Corporación Universitaria Minuto de Dios, Bogotá, Colombia

Received: 27 **July** 2024
Revision: 7 November 2024
Accepted: 23 December 2024
Published online: 30 December 2024

Abstract

This case study examines the influence of students' motivation on their EFL performance to identify motivational factors and as a result, it was created a proposal for increasing their motivation. The population selected was 126 first-semester students and 5 professors in charge of the EFL process at a private university in Colombia, Bogotá in the first and second semesters of 2023. Moreover, the methodology used was qualitative with a social constructivist worldview to research based on students' and professors' perceptions. That way, the collected results show that most students' extrinsic motivation causes their low EFL level when entering the program as students may be goal-oriented and short-term sustained, which can contribute to dropping out of the program. Therefore, it is recommended that professors take action to increase students' motivation by teaching students relevant topics, exposing the benefits of learning EFL, encouraging them to be self-directed students, promoting a safe environment, making them use e-learning tools and using gamified assessment/activity tools so that students can improve their academic performance.

Keywords: motivation, motivation strategies, gamified tools, university students' motivation, academic performance

[Downloaded from mail.ijreeonline.com on 2026-11-19]

1. Introduction

Motivation is a determining factor for students' success during their learning process, which becomes an important aspect when students encounter difficulties, as motivation is a way to enhance students' efforts to learn and avoid them getting bored with the process (Dörnyei, 2003). Therefore, motivation is to be energized to do a task developing it with different actions and behaviors making students have a better academic performance in English (Globe, 2004; Ryan & Deci, 2000). English is the most spoken language in the world, people are required to learn English to be included in this globalized world and have a better economic livelihood, which could be a motivation for students to learn English as a Foreign Language - EFL (Garzón León et al., 2024). However, according to Yepes (2015), learning English is important for long-term time goals to have interest; and thus, a better academic performance.

To clarify, in this specific research, most of the students entered without fulfilling the requirements given by the Ministry of National Education – MEN (2020), which students are asked to have at least a B1 level when finishing their studies in high school. That is why, this study inquired about their previous motivation before entering the program and motivation when they were studying in the program to check why they wanted to study EFL. Later, these students' motivation was categorized into intrinsic and extrinsic motivation types to know if it contributes to students' learning successfully or if it is a hindrance to students learning properly. In the same way, it compared the results of students' motivation with what professors thought about why students decided to enter the program. Finally, it is recommended that professors implement different strategies such as teaching students relevant topics (Lightbown & Spada, 2013), promoting a safe learning environment so students participate without the fear of making mistakes, and reducing anxiety problems (Deci & Ryan, 1985; Mirza, 2021), exposing benefits of learning EFL (Lightbown & Spada, 2013), guiding students to be self-directed in their learning (Christiansen et al., 2013), using technology with e-learning apps (Dimitroff et al., 2018) and implementing gamified assessment/activity tools which are considered to be beneficial because it enhances students' language ability and motivation (Alivia González, 2022; Buckley & Doyle, 2016)

1.1 Statement of the Problem

In a national study conducted in EFL programs at Universidad Nacional de Colombia the more positive experiences they have learning the language, the more motivation students have (Barrero, 2021); moreover, to increase their motivation students highlighted the importance of having foreigners in class to interact with them (Barrero, 2021). In the same way, based on a study carried out at the National University of Vietn7am (Nguyen, 2019), second-year students in the university are found to have a higher level of motivation rather than first-year students; reasons for this are the constant involvement in the environment and the English learning exposure (Nguyen, 2019). Furthermore, the students' parents' role is relevant in motivation as having the possibility to practice with them influences in a positive way students' attitudes, and behaviors (Nguyen, 2019). Besides, teachers' roles are relevant to students having high motivation by giving them comfort to participate in class, guiding them in class, mastering the language, and implementing interesting methodologies (Barrero, 2021). However, students' low scores, bad learning experiences, and the fear of being called by the teacher influence in a negative way their motivation (Barrero, 2021). In short, the fact of not having constant involvement in the case of first-year students, students' practice of the language, language exposure, parents' role mastering to practice the language with their children, and teachers' role of not just being aware but guiding them, creating a comfortable environment and implementing interesting methodologies can benefit students' motivation.

1.2 Research Questions

Based on this investigation results, the main research questions are:

- Does the previous practice before and when entering the program influence the kind of motivation students have?
- What are students' motivations before entering and when studying in the program?
- Are professors in charge of students' learning process aware of their motivation to study English?

[Downloaded from mail.ijreeonline.com on 2026-11-19]

2. Theoretical Framework

2.1 Motivation: Intrinsic and Extrinsic Motivation

Motivation is a key factor for students' successful learning practices because it influences students' behavior and enthusiasm for learning (Azar & Tanggaraju, 2020; Orhan-Özen, 2017). In fact, students' motivation influences the desire to participate in an active way, complete tasks, and benefit from educational practices like winning prizes in their learning context (Garavan et al., 2010; Naeem et al., 2022). In the same way, enthusiasm and interest are essential to students putting effort into completing a task (Di Serio et al., 2013; Yusriyah & Kurniawan, 2021). In general, setting goals for learning impacts students' motivation since having set them, they put effort into completing a specific task, allowing them to have satisfaction during the process; in this, teachers have an important role as they have to provide the path to students achieve them, and raise students reflection to recognize whether each class objective was achieved (Mirza, 2021; Rubrecht & Ishikawa, 2012).

Besides, Gardener (2001) proposed that a motivated person to learn a foreign language puts effort into completing a task, is persistent, and pays attention to the task. Equally, the person has goals and desires that one enjoys the effort put into fulfilling them. Despite this, the person is unsatisfied when failures are made and can identify what causes the performance in the learning process. Last, the person implements strategies to achieve their goals; as a result, the person is successful in their learning process (cited in Diaz, 2014; Rahman et al., 2021).

Having in mind, to be motivated in the learning process necessities to have behavior and enthusiasm because it involves a person being active and putting effort during the learning process (Azar & Tanggaraju, 2020; Orhan-Özen, 2017). To remark, the essentiality of motivation is setting clear goals to achieve and enjoy putting effort into completing tasks (Garavan et al., 2010; Gardener, 2001 cited in Diaz, 2014; Naeem et al., 2022). Furthermore, identifying what causes the performance and implementing strategies to achieve goals are other aspects of a person's motivation (Gardener, 2001 cited in Diaz, 2014).

Motivation factors play an important role in the EFL learning process as Al-Munawwarah (2018) affirms, in the EFL learning process students may have different kinds of motivation which belong to both intrinsic and extrinsic motivation, but intrinsic motivation is the one which could result in a more influential and effective motivator for students (Alcaraz, 2018). The social and self-pressure of getting external benefits through extrinsic motivation could discourage students. Based on Kapur's study (2015) extrinsically motivated students are goal-directed and result-oriented, that is, students set goals during the process and if they do not meet these goals and results they expect to get in the learning process such as not improving their English level as they do not have effective study skills and abilities to manage e-learning tools, they may even drop out the program or studies (Yusof et al., 2023). To conclude, based on Al-Munawwarah (2018) understanding those factors can help educators design effective learning curriculums that allow them to foster the EFL learning process and address possible problems with external factors that hinder the motivation of students.

There are two kinds of motivation known as intrinsic and extrinsic motivation. Intrinsic motivation is characterized by a person pursuing activities to get some benefits done for the person's own sake and being amused by doing those activities. According to (Fishbach & Woolley, 2022), what causes intrinsic motivation is the constant achievement gained doing a specific activity, further knowing that the person can achieve that only by doing that activity; thereafter, when the goal and the activity are very similar, the goal is got earlier. Hence, the developed activity must have a relation with its end goal to be considered as intrinsic motivation. It is worth clarifying that in intrinsic motivation, the person does not feel motivated by external benefits acquisition, which may not be related to the activity.

Extrinsic motivation is referred to as doing something to get a benefit or a goal not related to the activity done (i.e. a student who is learning English wants to grasp it to obtain more money in the future, here the student's goal is to get money mastering English, it means that there is a separable goal of learning English which is to come by profits). According to Rian and Deci (2000), extrinsic motivation is an individual to comply with an external requirement or demand purpose, the person does the activity being controlled by the feeling of pressure to avoid anxiety or to have ego-enhancements or pride; therefore, people do an activity to feel recognized by others as something they expect doing that activity (i.e. a student who learns phonetics wants to be considered by others as an intelligent person), and when people do an activity through regulations which may be values or needs set by oneself; the setting-goal is influenced by the previously mentioned regulations to get something (cited in Castillo-Mora et al., 2022).

[Downloaded from mail.ijreeonline.com on 2026-11-19]

2.2 Factors that Influence Students' Motivation

Students' motivation is influenced by different factors such as the need they have to learn the language and attitudes towards what it involves learning a language if they want to learn EFL to communicate in different contexts, they would be more likely to develop communicative skills for doing it (Conteh & Meier, 2014; Ishida et al., 2024; Lightbown & Spada, 2013). Moreover, the students' attitudes toward people who speak the language are factors of motivation because if they have a positive attitude, they would like to have more contact with people who use the language orally (Lightbown & Spada, 2013; Nguyen, 2019).

However, other factors may influence motivation in the class, according to Lightbown and Spada (2013) the teacher is the person who has more influence than the purposes or attitudes students have toward their learning. Consequently, they can make a positive contribution to students are motivated by teaching topics relevant to them regarding their age and abilities, making learning goals challenging, helping them to realize of benefits studying English such as studying abroad, using technology properly, and having a better economic livelihood; all of them can be possible by using technology to students are engaged in class (Dimitroff et al., 2018) and promoting a proper atmosphere (Johnson, 2017; Lightbown & Spada, 2013; Vatankha & Tanbakooei, 2014).

To clarify, students being grabbed in class is important because if students have motivation, they are engaged in contributing to have a high performance (Ryan & Deci, 2009; Woolfok & Margetts, 2007). On the other hand, teachers must include students' cultural or identity aspects owing to each learning context is different; therefore, those may contribute to students' participation- increasing aspects (Rashid, 2018). In addition, according to Vatankha and Tanbakooei (2014), the students' context interaction influences their motivation, so it is recommended close people of students and teachers give them support to promote intrinsic and extrinsic motivation to students by providing them economic support and convince students to learn English relating it with their likes so that they do not decrease their motivation during the learning process because of difficulties to do tasks (Busse & Walter, 2013; Ishida et al., 2024).

Furthermore, according to Christiansen et al. (2013), teachers have to encourage students to reflect on their learning process and identify aspects of improvement; that way, students are self-directed in their learning; this is for the benefit of students to determine their goals to study, they choose the topic, space, and time, and it is fun for them (Medina et al., 2024). These aspects motivate students, to become lifelong learners, and use the knowledge in their lives. Apart from this, according to Arends and Kilcher (2010), and Medina et al. (2024), teachers have to create a safe environment in the class because it involves students being engaged, the permanence of students' feeling of being in a secure, respectful and supportive environment through relationship construction among teachers and students or just students. In the same way, creating an environment to students communicate in a free way their opinions without the fear of being judged is important (Arends & Kilcher, 2010; Fievre, 2021). Lastly, to promote motivation by peer groups working is recommended to students' increase motivation and performance (Arends & Kilcher, 2010).

2.3 Gamified Assessment

Gamification is the games used in contexts that do not necessarily involve being in a game atmosphere (Zarzycka-Piskorz, 2016). It could be beneficial for students who find themselves in a traditional learning environment since it provides different opportunities to motivate and engage them to learn; in the same way, students have enjoyable experiences that enhance language learning and problem-solving skills (Dehghanzadeh et al., 2021; Figueroa, 2015; Rego, 2015). Hence, according to Rego (2015), all of these motivation and engagement aspects could be possible by students setting goals to be the winners of the game, building clear rules of the game, looking for accurate aesthetics of the game such as visuals, colorful elements, and contrasts, using resources to students have a unique experience, promoting collaboration among students to develop tasks in the game, designing a virtual reward that can make students compete and get higher rankings in the game, and giving them feedback that causes students to behave, think, and act in a correct way to keep and stimulate learning (Ahmed et al., 2022). In the assessment design process, teachers should be attentive by considering all the previous elements mentioned before and the learning outcomes teachers expect students to achieve with them (Ardi & Rianita, 2022).

Assessments are important in an educational context as they measure the progress of students, there are formative assessments that are characterized to be tasks such as homework assignments or question and answer tests (Zhang & Crawford, 2023); instead, the novel assessment includes games into assessments helping them to enhance students performance and engagement (Song & Sparks, 2019) because it helps students to have positive experiences learning

[Downloaded from mail.ijreeonline.com on 2026-11-19]

with a good learning environment that allow students to feel comfortable since they can learn from their experiences making inductive corrections and having fun of them (Georgiou et al., 2019; Wood et al., 2013). To implement gamified assessments is important to include different important elements such as feedback, quizzes, points, digital badges, leaderboards, and awards, among others (Zhang & Hasim, 2022) through the use of different games that help them to be responsible, autonomous and confident during the students' learning process (Ahmed et al., 2022). That is why, teachers have an important role in designing games characterized to be well-planned because they include all the previous characteristics of a proper designing game to students improve engagement, motivation, and learning performance (Ahmed et al., 2022).

3. Methodology

This qualitative case study gathered the population's perceptions to understand the meaning of this specific group that belongs to a context with a particular case of study (Creswell & Creswell, 2018). Therefore, a rigorous analysis is needed to present evidence for the argument through the conception of the population chosen (Gerring, 2016). Having in mind that, Yin (2018), classified different types of case study, the exploratory and descriptive were the ones applied in this investigation. In the descriptive type, the population's perceptions in context are considered, and the exploratory is sought to find something new in the investigation for contributing uniquely to the field. That is why, based on the research results a proposal for enlarging students' motivation was built; the reliability and trustworthiness were confirmed through other studies' findings. However, it would be better to implement the proposal with the population chosen for reliability and trustworthiness confirmation in future research proposals.

3.1 Population

The population chosen for the study was 126 first-semester students and 5 professors in charge of the EFL learning process from the bachelor's degree in foreign languages program in a private university in Bogotá, Colombia in the first and second semester of 2023. The informed consent signature from the chosen population was required so that they knew the research objectives and, its implications, and their identities were protected. Students had an age average of 16-20 years old most of them are women and came from public high school education, presenting a low performance in English based on the national exam handed over at the end of their high school education called Prueba Saber 11. Professors had a bachelor's degree in foreign languages diploma with at least a master's degree in English Language Teaching (ELT).

3.2 Data Collection

Through an e-survey, 126 students were asked to give their perspectives about what was their previous motivation before entering, and when studying in the program; this motivation was classified into intrinsic and extrinsic motivation with figures representing percentages and their insights; furthermore, four focus groups with these students, in each 5-6 students so that the researcher could have more information about their perspectives on the reason why they entered to the bachelor's degree program; this was useful to compare with the data collected in the survey as the data from both instruments matched, giving the project reliable information. Then, professors were asked with an interview to provide their opinions about the reason they thought students entered the program; as a result, the data collected was compared and analyzed from students' and professors' perspectives with other studies. All the population researched was asked to sign an informed consent to protect their identities; moreover, in the project, equity and trustworthiness were promoted by creating safe and non-judging spaces, and ensuring that whatever they had to say would be kept anonymous.

3.3 Procedure

To analyze the data of the instruments used, it was necessary to follow the steps given by Creswell and Clark (2017), for qualitative research the first step is preparing the data, which means transcribing the data collected and codifying it; in this research, the data was codified using a hand-written codebook. Then, the second step is exploring the data which focuses on checking all the data collected to start creating the codes and categories for interpreting it. Later, the third step is analyzing the data and its objective is to build major and minor themes or categories based on the coding process. The fourth step is representing the analysis in which the researcher has to choose figures to represent the data (in this study it was chosen Canva (https://www.canva.com/) to represent qualitative data, and Excel to represent graphics with percentages), the researcher also had to look for quotes and other studies to give enough evidence of what was gathered in the research. Interpreting the analysis is the fifth step, in which the researcher has to explain

[Downloaded from mail.ijreeonline.com on 2026-11-19]

what was collected in the study through the analysis review major and minor themes, and compare the study findings with previous research. The sixth step is to validate the data, there are many strategies to do it; but, for this study, it was chosen to develop this step using quality-checking instruments with the tutor of this main research, triangulation with the use of three instruments collection, and reliability with the comparison of these study findings with others.

4. Results

4.1 Students' Motivations and Reasons to Learn EFL.

Students' previous and current motivation to learn English was analyzed by classifying it as intrinsic and extrinsic motivation. For instance, information on students' reasons decision to be enrolled in this major was collected and analyzed to check if their goals fit the program's mission and vision. It is important because their short-term and long-term goals influence their motivation. Finally, the reasons why students started to study this program were collected and analyzed considering professors' perspectives to check if they were aware of their students' goals. That was done also to prepare their classes to reach their students' goals. Firstly, previous types of students' motivation were classified, considering the ones who did not practice and the ones who practiced the language to check if the fact of preceding autonomous practice somehow influenced their motivation.

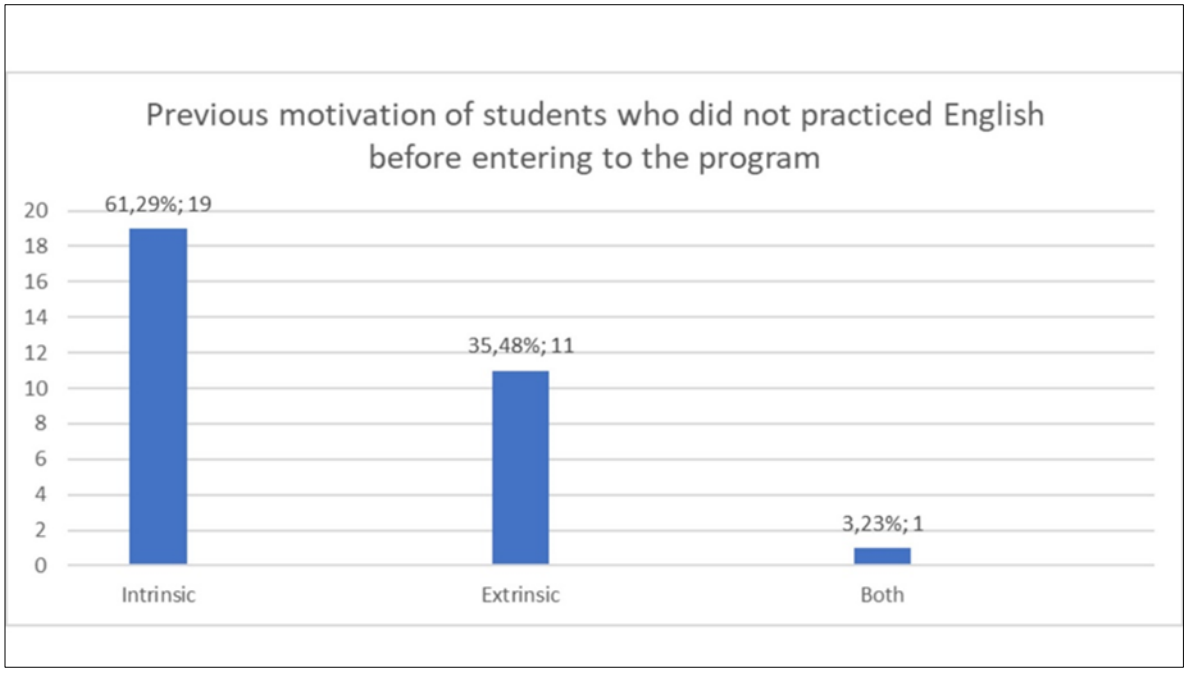


Fig. 1. Previous students' motivation regarding the ones who did not practice English before the beginning of their university studies**.** *Source: Own elaboration based on e-surveys implemented to first-semester students in the bachelor's degree in foreign languages program at a private university in Bogotá, Colombia.*

The previous figure shows that most students who did not practice English before starting the program were intrinsically motivated (61,29%). Moreover, 35,48% of students had extrinsic motivation. Lastly, 3,23% of students had both types of motivations. Students were asked to provide specific reasons related to their motivation to be in this major and learn EFL to categorize their answers as intrinsic and extrinsic motivation.

[Downloaded from mail.ijreeonline.com on 2026-11-19]

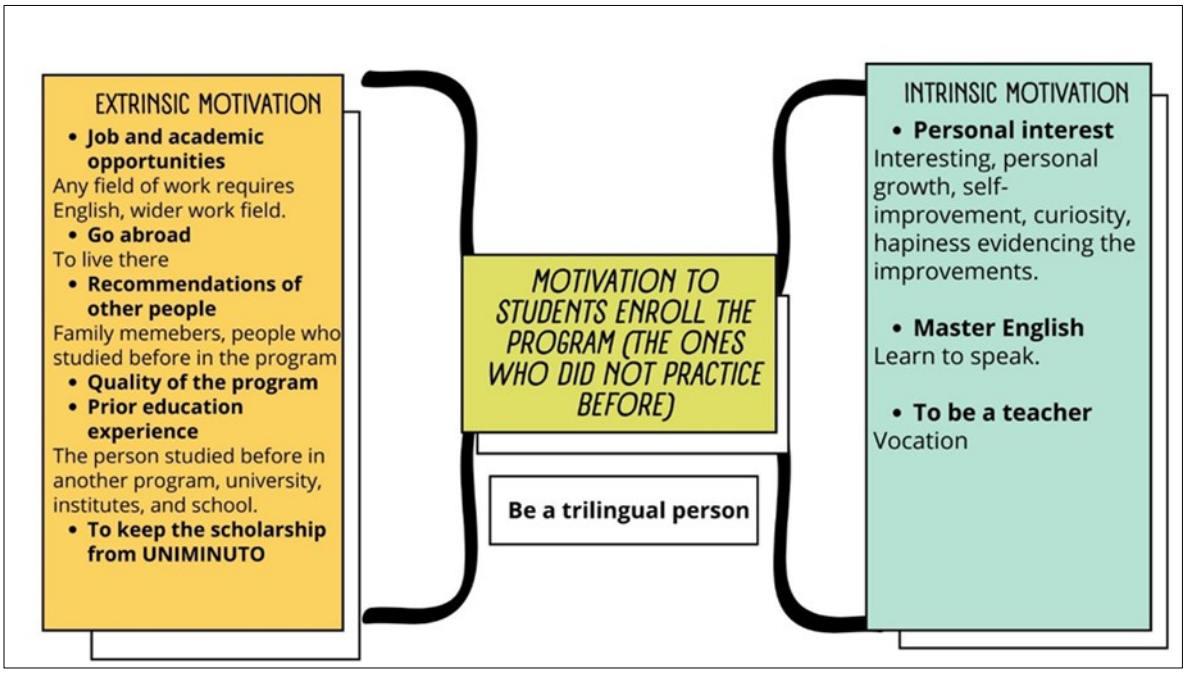


Fig. 2. Motivation of students who did not practice English before their university studies *Source: Own elaboration based on e-surveys implemented to first-semester students in the bachelor's degree in foreign languages program at a private university in Bogotá, Colombia*.

The figure shows that intrinsically motivated students had a personal interest in learning English as they thought that learning a foreign language would give them personal growth, self-improvement opportunities, and happiness evidenced in improvements. In this category, students likewise thought it was interesting to learn the language, and they had the curiosity to learn it since they considered the English accent, way of speaking of other people, and pronunciation interesting to them. Instead, other students wanted to learn English to master the language speaking with others. Finally, other students stated they had the vocation to be teachers, which may give people who use EFL a higher social status and the opportunity to interact with international peers.

On the other hand, extrinsically motivated students wanted to study English because of job and academic opportunities as any field normally requires English, and it has a wider job field. Instead, other students stated that they wanted to travel abroad to live, study, or work in an English-speaking country. Conversely, other students conveyed they studied because of relatives, friends, or people's recommendations who studied in the major before. Other students said that they learned about the quality of the program, the bachelor's degree was accredited as a high-quality major by the MEN; so it gave them confidence and motivation to study it. In contrast, other students pointed out that because of their prior education experience in another program, university, institute, or school that was not fully satisfactory, they chose this bachelor's degree. Finally, other students outlined that they wanted to take advantage of a scholarship given by UNIMINUTO.

Finally, students with both types of motivation stated that they wanted to be bilingual or trilingual speakers. That could be because they like speaking other languages or because it can offer external benefits (remunerated job opportunities, facilities to travel abroad, creating connections and contacts with international people and companies, among others).Likewise, students who had practiced English before entering the program were enquired about their motivations for entering the program. They were also categorized into intrinsic and extrinsic motivation.

[Downloaded from mail.ijreeonline.com on 2026-11-19]

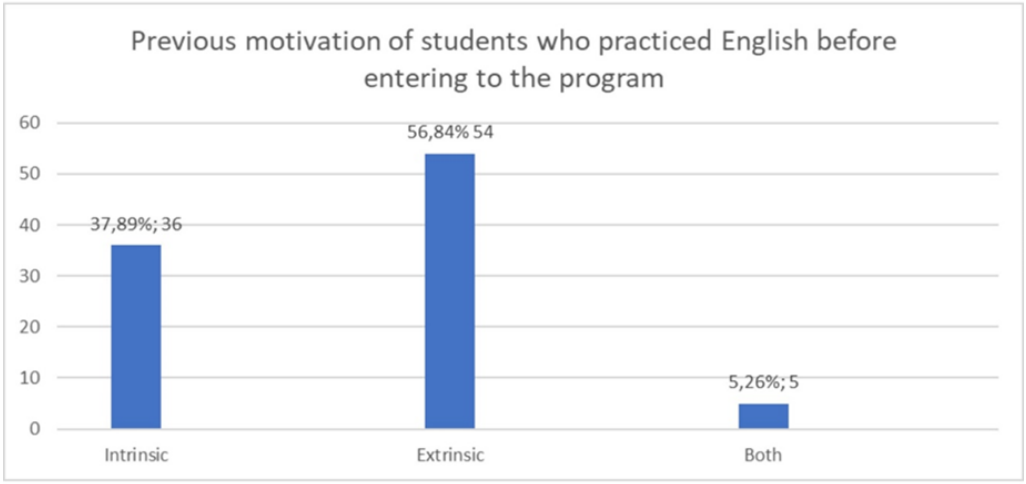


Fig. 3. Previous intrinsic and extrinsic motivations of students who had practiced English before entering the program *Source: Own elaboration based on e-surveys implemented to first-semester students in the bachelor's degree in foreign languages program at a private university in Bogotá, Colombia.*

56,84% of students were extrinsically motivated. 37,89% of students showed intrinsic motivation reasons. Finally, 5,26% of students are intrinsically and extrinsically motivated. Besides, these students were asked about prior motivations for selecting this major. These reasons were categorized into intrinsic, extrinsic, or both types of motivation.

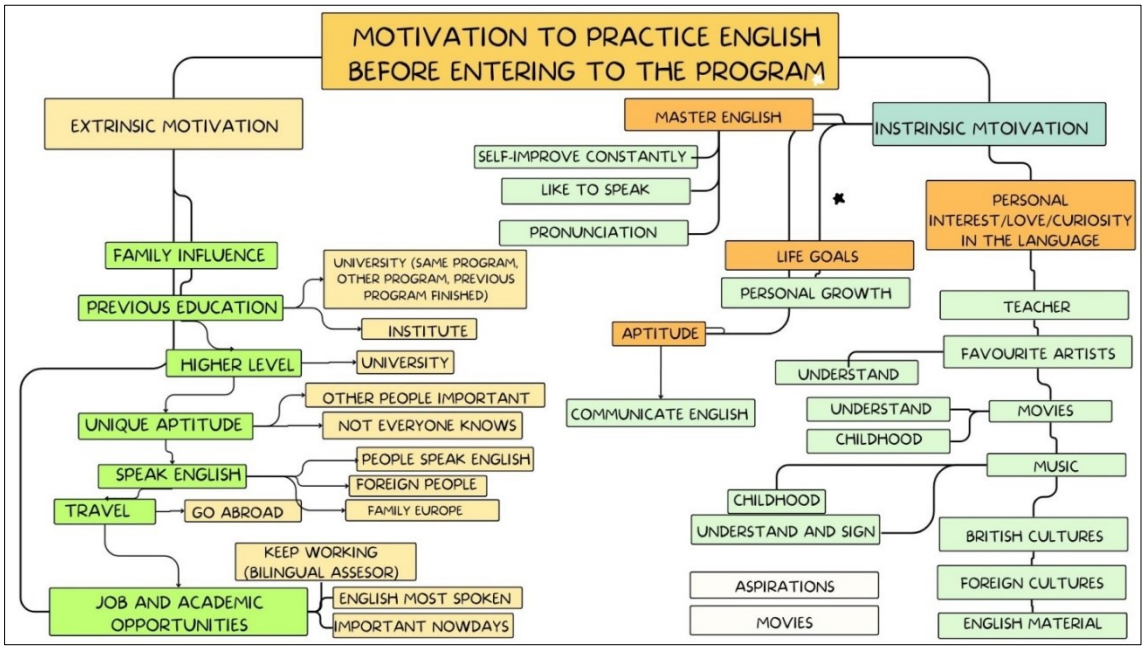


Fig. 4. Previous types of motivation students who had practiced English before entering the program. *Source: Own elaboration based on e-surveys implemented to first-semester students in the bachelor's degree in foreign languages program at a private university in Bogotá, Colombia.*

[Downloaded from mail.ijreeonline.com on 2026-11-19]

The figure purports that intrinsically motivated students had a personal love/interest/curiosity for the language regardless of their desire to be EFL teachers. They liked artists who speak English, so they wished to understand what they say; they liked English-speaking movies since their childhood; so, they wanted to understand them in their original language; they liked music in English since their childhood, so they wanted to fully understand and interpret their lyrics to perform them and sing along. They stated they were fond of English-speaking cultures like the British American, and Australian cultures, so they demonstrated interest in real-life material to get deeper knowledge about these cultures. Likewise, other students stated that they had life goals for personal growth. Equally, some wanted to master English for self-improving reasons to increase their self-esteem, and confidence and belong to a social group that speaks English. They liked to speak English with others, and others found pronunciation fascinating. At least, other students' motivation was because they had the aptitude to learn different foreign languages.

On the other hand, extrinsically motivated students practiced their EFL because of family influences. Subsequently, other students stated they were motivated because of previous education at another university during the same program, other program, or other vocational courses. Moreover, other students had a motivation to get a higher level to start this degree. Equally, other students practiced that language because it was a unique aptitude that not everyone could easily master. Likewise, other students had the motivation to speak with English-speaking people. Similarly, other students practiced it as they wanted to travel abroad. Ultimately, other students wanted a remunerated job or international academic opportunities in English-speaking countries, or other countries that use English as a second or lingua franca. Finally, others wanted to apply for bilingual job offers.

Finally, both motivated students had other dreams. Other students were motivated by movies. To clarify, both motivations were considered as students' general aspirations were not specified. So, they could be aspirations to learn the language because they wanted to learn it or to get external rewards (travel abroad, extra money, etc.). Students who stated they were motivated by English-speaking movies, did not specify if they liked these movies or were just interested in learning English. In general, the main students' previous motivation was more extrinsic than intrinsic as 43,6% were intrinsically motivated, whereas 51,5% were extrinsically motivated, and 4,7% of students evidenced both types of motivation.

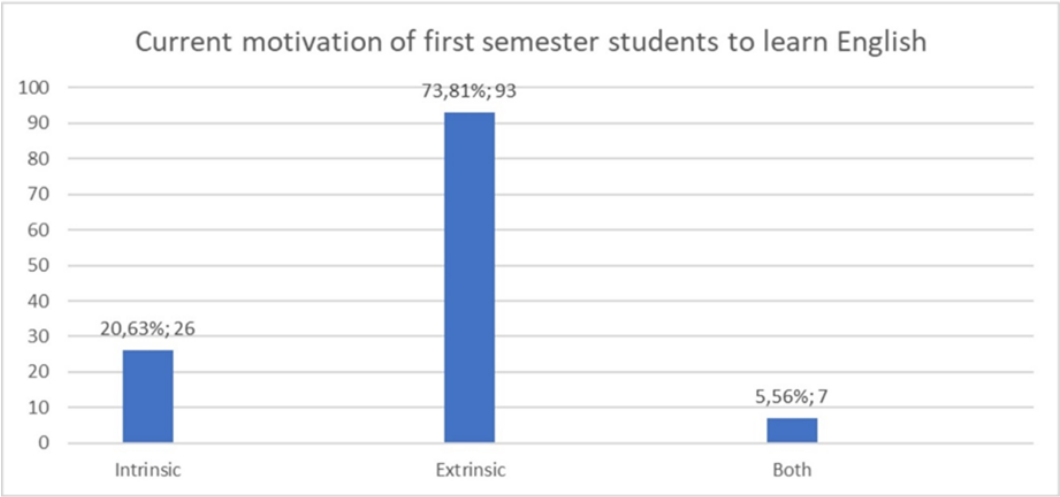


Fig. 5. The motivation of students when studying in the program is categorized into intrinsic and extrinsic motivation. *Source: Own elaboration based on e-surveys implemented to first-semester students in the bachelor's degree in foreign languages program at a private university in Bogotá, Colombia.*

The figure shows that students were more extrinsically than intrinsically motivated when they commenced their major. 20,6% were intrinsically motivated. 73,8% were extrinsically motivated. Finally, 5,5% of students demonstrated to

[Downloaded from mail.ijreeonline.com on 2026-11-19]

have both types of motivation. Based on Figures 1 & 3, 22,3% of students started to have extrinsic motivations, and 0,8% of students began to have both types of motivation when they started the program.

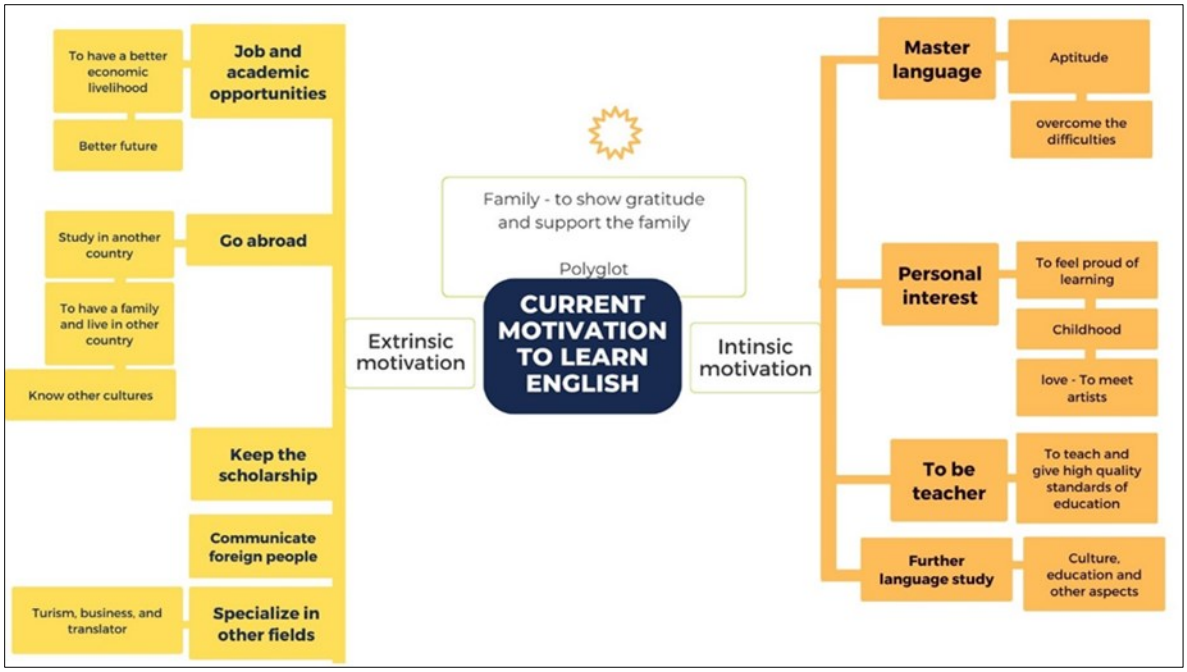


Fig. 6. Students' motivation to learn English while studying their first semester in the program. Source: Own elaboration based on e-surveys implemented to first-semester students in the bachelor's degree in foreign languages program at a private university in Bogotá, Colombia.

The figure extracts that intrinsically motivated students who wanted to master English have the aptitude to learn the language and to overcome difficulties evidencing proof of personal and professional growth. Similarly, other students stated they had a personal interest because they felt proud to learn a language an interest that came from their childhood, and they had the desire to meet English-speaking celebrities or influencers around the world. Other students dissected to want to be EFL teachers as their vocation to transmit their knowledge and expertise to others following the MEN high education standards motivates them. In the end, other students wanted to study further the language's cultures, history, and its acquisition or learning process.

On the other hand, extrinsically motivated students wanted to specialize in different fields such as tourism, business, or translation and interpreting. Other students wanted to leverage the scholarship provided by UNIMINUTO. Other students desired to be abroad to study, to work, have a family live in another country, and to meet new cultures. Finally, other students wanted to study to have more jobs and international academic opportunities to shape a better life quality in the future.

Students with both motivations wanted to show gratitude to their families by learning the language and economically supporting them. Others wanted to be polyglots. To clarify, the ones who wanted to be polyglots felt fond of learning the language obtaining an internal (self-esteem) and external reward. Other influences were checked on students' motivation to study this major, so professors inquired about students' reasons for deciding to study this degree to double-check and compare with students' responses.

[Downloaded from mail.ijreeonline.com on 2026-11-19]

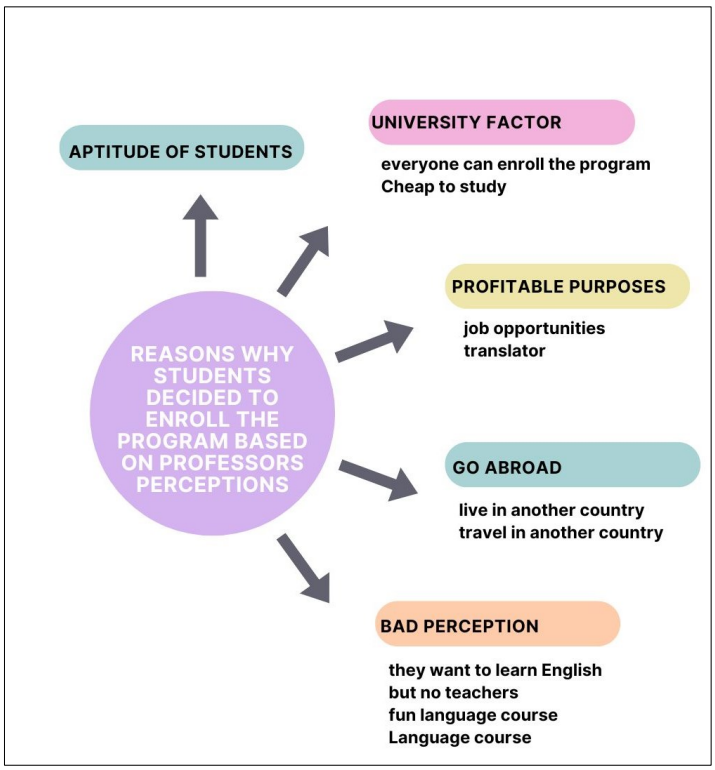


Fig. 7. Reasons why students decided to be in this major based on their professors' perceptions. Source: Own elaboration based on interviews implemented with professors in charge of the English learning process of first-semester students in the bachelor's degree program at a private university in Bogotá, Colombia.

Firstly, they thought their students had, at first, a wrong conception of the major as they just wanted to learn English, but they did not claim to be foreign language teachers Therefore, students thought it was like an intensive language course. Equally, other professors stated that their students want to travel abroad to study, work, or live in a developed English-speaking country. Other professors contended students wanted to study this degree for profitable purposes of having a renumerated job opportunities such as being an official translator or interpreter. After, other professors identified students in this major entered with non-entering requirements for this major at the program and it was cheaper than other programs in the city. In the end, a few professors conveyed students studied it because of their special aptitude and mastery to command the language.

To sum up, students' motivation for studying and reasons why they decided to enter were similar to their professors' statements (see Figures 6 & 7). The following statements represent them:

"Yo iba a entrar a un curso de inglés pero pues pagar 5 millones por un año no vale la pena, entonces yo pregunte y me dijeron que acá enseñan inglés y pues esto es lo que me gusta y pues puedo aprender inglés desde cero." (First semester student in the bachelor's degree in foreign languages program at UNIMINUTO in a focus group)

"las personas que hablaban fluidamente se les ve muy interesante, se me hace algo muy divino." (First semester student in the bachelor's degree in foreign languages program at UNIMINUTO in a focus group)

"Yo la verdad no me metí por la licenciatura, sino porque yo quiero ser poliglota." (First-semester student in the bachelor's degree in foreign languages program at UNIMINUTO in a focus group)

"el inglés abre muchas puertas para varios trabajos y salir del país." (First semester student in the bachelor's degree in foreign languages program at UNIMINUTO in a focus group)

Furthermore, professors added other reasons not given by students. One of them is that there are no requirements to be accepted into the program. The following statement represents what the professors stated:

[Downloaded from mail.ijreeonline.com on 2026-11-19]

"UNIMINUTO, one of the strengths that this program has, is that any person can enroll, they don't need to have a minimum English level from the ICFES exam or anything like that. Just if they want to study, they can enroll, that's it." (Professor in charge of the English learning process of first-semester students in the bachelor's degree in foreign languages program at UNIMINUTO in an interview)

Later, students added two reasons more why they decided to study this bachelor's degree. They were because it was interesting to see how people speak fluently and an admiration for English-speaking famous people. The following statements represent what students are exposed to:

"pues digamos que también digamos yo admiro mucho a una persona a Olivia Rodrigo, ella es gringa, entonces ella como que cuando yo veía las entrevistas me parecía muy chévere, entonces como que yo decía me gustaría entender todo lo que dice o varios artistas." (First semester student in the bachelor's degree in foreign languages program at UNIMINUTO in a focus group)

"las personas que hablaban fluidos se les ve muy interesante, se me hace algo muy divino." (First-semester student in the bachelor's degree in foreign languages program at UNIMINUTO in a focus group)

5. Discussion

An influential factor in learning EFL appropriately is motivation as extensive research confirms it. Thereafter, students' motivation determines their success in learning EFL as Bradford (2007), highlights the importance of motivation in higher education students who have a goal-oriented behavior, which based on Mirza (2021) is a motivation type influenced by behavior based on factors within an individual behavior that allows one to achieve a goal. This may come from external or internal factors that based on Mili and Maniruzzaman (2020) stimulate the desire in people to be interested, and persistent in fulfilling a goal. To clarify, there are two categories of motivation which are intrinsic (comes within the person's desire) and extrinsic (comes because of an external aim). To answer the research questions of this project, it was necessary to compare this study's results with other studies so that the information provided is reliable.

- Does the previous practice of students before and when entering to the program influence the kind of motivation students have?

When asking students about their motivation before entering the program, students who did not practice EFL frequently before entering the program were more intrinsically motivated (see Figure 1). Consequently, Alcaraz (2018) shows that students learn better if they are intrinsically motivated because they are more concentrated and they have the joyfulness to put more effort into doing tasks (Gardener, 2001 cited in Diaz, 2014; Naeem et al., 2022); enthusiasm, interest and set specific goals are other main factors in their learning process to students reach that feeling of satisfaction; and that way, they have successful learning practices (Di Serio et al., 2013; Rubrecht & Ishikawa, 2012; Yusriyah & Kurniawan, 2021). Intrinsic motivation (enthusiasm, interest and set specific goals) is important for having students successful learning, even if it is little, it contributes to a successful EFL learning process (Alcaraz, 2018).

In contrast, students who practiced EFL before entering the program had more developed their extrinsic motivation (see Figure 3). According to Schunk and Zimmerman (2008), intrinsic motivation has more benefits because students have a long-sustaining motivation, making them achieve higher learning achievements. However, students with extrinsic motivation respond better to activities of competition to win rewards offered and to learn new information. Moreover, based on Lowman (1990) extrinsic motivation is better because through rewards students learn more quickly than the ones with intrinsic motivations.

To remark, when students who practiced their EFL before commencing the program were asked about their main motivations, some answered that they had the aptitude to learn, which is a major aspect because regarding Gonzáles (2011) aptitude is the skill to learn how to do a task. Parry (1984) defines aptitude in learning a language as the ability to learn and understand a language because the student has the desire to learn and put more effort into completing tasks (cited in Oxford, 1990).

To conclude, most of the students' previous motivation before entering the program is extrinsic as 51,5% belong to it. Nevertheless, intrinsic motivation is more beneficial as Fen and Kiat (2015) state that students have self-sustained motivation and desire to learn that comes from internal factors either personal enjoyment, curiosity, or interest. Therefore, the professors' role is relevant because this intrinsic motivation is gained through students' constant

[Downloaded from mail.ijreeonline.com on 2026-11-19]

achievement doing a task (Fishbach & Woolley, 2022); having this in mind, teachers are recommended to provide a clear path for to students achieve learning goals and encourage students to reflect at the end of each class so that they recognize if class objectives were achieved or not (Mirza, 2021); equally, teachers through participation and engaging materials, learning would be more valuable for students, increasing this intrinsic motivation; that is why, teachers have to design and apply careful materials and activities to engage students in class, keeping intrinsic motivation high to learn EFL.

- What are students' motivations before entering and when studying in the program?

Before entering to the program, the percentage of students extrinsically motivated was 51,5%; on the other hand, 43,6% of students were intrinsically motivated; last, 4,7% of students had both motivations. It turns out to have a disadvantageous context before university students' entry owing to students through intrinsic motivation can achieve better learning outcomes. Apart from this, students were inquired about their motivations when they were studying in the program. 73,8% of students were extrinsically motivated. Therefore, it could be a problem for students in their academic performance as Alcaraz (2018) maintains that they also should be intrinsically motivated to learn successfully, even if there are few reasons to boost intrinsic motivation. Therefore, based on Ehrman et al. (2003) teachers play a decisive role in students increasing intrinsic motivation because they can provide learning possibilities to fulfill their needs for competence, self-esteem, and enjoyment to be more intrinsically motivated (Ishida et al., 2024).

Likewise, motivation can be enhanced through one of the most important factors, the teachers' role, which by including relevant topics to students in relation to their age and abilities (Ishida et al., 2024; Lightbown & Spada, 2013), creating a positive class environment to students have the feeling of safety, respectfulness and confidence to participate in class (Johnson, 2017; Medina et al., 2024; Vatankha & Tanbakooei, 2014), students' close people or teachers' support (Busse & Walter, 2013; Ishida et al., 2024), promote students' self-reflection in their learning process to students recognize strengths and weaknesses and giving students choices to make decisions could increase their persistence, to be self-directed and manage their own learning process (Christiansen et al., 2013; Ehrman et al., 2003; Medina et al., 2024). Therefore, motivation depends on the context, its participants, and circumstances.

In contrast, students with extrinsic motivation are goal-directed and result-oriented, which means that if they do not fulfill the goals set such as improving their English level through effective study skills or e-learning tools usage, they may drop out of their studies (Kapur, 2015; Yusof et al., 2023). In short, having the percentage of 73,8% of students extrinsically motivated when studying in the program; there are important challenges for professors to include in their classes activities and material that engage students to maintain students' intrinsic motivation.

- Are professors in charge of students' learning process aware of their motivation to learn English?

Last, it was important to ask why students decided to enroll in the program based on professors' perceptions because it could be related to the types of motivation students had. According to Dörnyei (2001), motivation is defined as the choice of a particular action, the effort expended, and persistence. Dörnyei (2001) states that motivation explains why a person decides to do an activity, how hard a person is going to work to achieve it, and how long a person is going to keep doing the activity. Despite this, motivation could be influenced by other factors such as cultural norms, social policy, teachers, peers, and learning activities (Deci & Ryan, 1985; Williams & Burden, 1997). When talking about the learning context, which is influenced by EFL teachers, peers, and learning activities, teachers must be aware of the types of motivation their students have. In this research, professors are really aware of students' motivation as comparing students' perspectives, both students and professors added two other different reasons; this can mean that from the professors' side, having the knowledge of them can be a favorable point for students' learning process. However, it is not known specific activities used by professors to increase students' motivation so that it is known in detail their effectiveness based on previous studies. Therefore, Mirza (2021) recommends that professors are called to provide students with quality instruction, input, interaction, and opportunities for meaningful output based on their main motivations. That way, students would keep a higher intrinsic or extrinsic motivation during their undergraduate studies.

6. Conclusion

There is a huge influence on students' previous English practice in their type of motivation because students who had not been studying the language previously had an intrinsic motivation to learn, which based on the authors is beneficial because it contributes in a meaningful way to learners' success. In contrast, students who practiced English before

[Downloaded from mail.ijreeonline.com on 2026-11-19]

entering the program were found to have extrinsic motivation, which based on the authors has some benefits such as students responding better to competitions in class and learning is faster in that way. However, intrinsic motivation benefits learning since students have a long-sustained motivation. Moreover, these students who practiced before entering the program expressed that they had the aptitude to learn the language, which based on the authors, is good because they want to learn, and they make efforts to do it.

Furthermore, students were asked about their motivation when they studied in the program, and results show that 73,8% of students were extrinsically motivated. Comparing this last percentage with the previous motivation of students, most of them were in the same way extrinsically motivated (51,5%), which means that the extrinsic motivation of students increased when they were in the program (22,3%). Thus, professors have an important role since they can influence students' motivation by providing different materials to increase extrinsic motivation and enjoyment, allowing students to make decisions in class, and considering students' needs, students may be more motivated. Teachers have an important role in the students' learning process, it was important to create concrete strategies based on this study and other studies' results so that both students and professors are aware of the actions they can take to improve students' motivation and have learning success; most of the strategies are directed to professors to include them in classes. (see these strategies in the recommendations section).

6.1 Implications of the Study

This study highlights the importance of students' motivation in the English learning process, the kind of motivation is identified and through a deep analysis with other research findings; intrinsic motivation is found as the most beneficial to students having better performance during their learning journey. However, in this study, most of them have extrinsic motivation leading to a big challenge for professors in charge of their learning process as they are one of the most influential factors in students' motivation. Although this study inquired and verified that professors are aware of students' motivation, it was not researched the way they include and increase them in classes; for this, it was proposed strategies professors can implement in their classes would be relevant in future studies strategies professors use to increase students motivation were identified, investigated and compared with the ones proposed in this study to evaluate their effectiveness on students.

6.2 Recommendations

Having in mind the population's perceptions of the study (Figure 6) and previous studies results, it is recommended that professors implement different strategies to motivate students:

6.1 To Know the Main Competence Students Expect To Develop Using the Language

This is an important factor because if students consider communicating with others as something important to give evidence of their improvements, they may put this into their goals; and accordingly, they expect the feeling of satisfaction of doing it (Lightbown & Spada, 2013; Mirza, 2021; Rubrecht & Ishikawa, 2012). Therefore, professors have to keep in mind this by creating activities that involve students' EFL communicative competences improvement and development of skills they see as important to students' satisfaction and goals-fulfillment when learning.

6.2 Teach Students Relevant Topics

Students' motivations in this study were to know more about the language culture, history, and the acquisition of a language. Therefore, professors having in mind can plan their classes with them since students find them relevant; that way, they could be more motivated in classes (Ishida et al., 2024; Lightbown & Spada, 2013). Moreover, including aspects of the students' context in the class such as cultural celebrations or food is relevant to students' participation because they would feel they are included in the class and belong to the class context (Rashid, 2018).

6.3 To Students Realize the Benefits of Learning EFL

Professors can in some classes expose cases of success from different people who have learned EFL and the benefits brought to their lives (Ministry of National Education - MEN, 2014). Professors have to expose these cases regarding students' motivation; in this case, they want to meet other celebrities, study abroad, have job opportunities, be EFL teachers, tourists, business workers, and translators. However, professors need to clarify that the main purpose of the program is to instruct EFL teachers so that students are aware that they have to perform as teachers during the program (Reyes Rincón & Plata Peñafort, 2018), the no-fulfillment learning goals are avoided; and thus, there are no drop-out

[Downloaded from mail.ijreeonline.com on 2026-11-19]

rates (Kapur, 2015; Yusof et al., 2023). In the same way, professors have an important role in choosing the cases carefully because, through the narration of the experience of these people, students may identify with it; therefore, if students see the whole learning process description of some people with a final success in the end, they may feel motivated of keep learning even if there are difficulties since as some other people go through it and could overcome them, they would perceive that it is possible to overcome them and have success.

6.4 Self-directed Learning

This is beneficial because students in study groups meet to study the language, so in this, they can choose the topic, space, and time and set their goals for cramming during these spaces. Teachers' role in encouraging them to be self-directed is important as through the self-reflection process students can identify if they learn the class topic properly and if not students can recognize aspects to improve (Medina et al., 2024). That way, students become self-directed in their learning process being beneficial because students increase motivation and apply the knowledge acquired in their daily activities (Christansen et al., 2013).

6.5 Safe Environment

It is important to professors create an environment to students feel comfortable participating without the fear of being judged (Fievre, 2021); it could be through the creation of different rules in the class (Coram Life Education, n.d.), to take into account the characteristics of students is important so that the professor can support the students creating tasks to students overcome difficulties (Busse & Walter, 2013), use inclusive language to students understand the instruction (if it is necessary to use gestures so that students understand better the message) (Oxford University Press ELT, 2023), and promote collaborative tasks to students improve English skills (Arends & Kilcher, 2010) as it is favorable for making new relationships, have self-confidence, increase responsibility, and respect different views of their classmates (Alghamdy, 2019). Moreover, professors should make students appear that mistakes are normal and even beneficial for their learning process (Western Governors University, 2022); finally, professors have to create a relationship with their students by teaching dynamically with a good sense of humor to students increase their motivation (Usman et al., 2016).

6.6 Use e-learning Apps

Students through the use of e-learning apps defined as apps related to technology may contribute to students' autonomy, motivation, and enjoyment using them (Chhabra, 2012; Mindog, 2016). Thus, according to Cox (2023), Parr (2024a), and Parr (2024b), apps that may work for teens or adults to learn English for free are Duolingo, Memrise, 20 questions, Categories, Crossword puzzles/word searchers, Bilingual, The Mixxer, Reddit, LigoDeer, Mondly, Busuu, Beelinguapp, HelloTalk, ELSA, LearnEnglish Grammar from British Council page and Podcasts pages such as LearnEnglish podcast from the British Council (https://learnenglish.britishcouncil.org/general-english/audio-series/podcasts), Voice of America: Learning English (https://learningenglish.voanews.com/), Espresso English (https://www.espressoenglish.net/); there are some other with an obligatory or optional fee to use the apps such as Preply, Tandem, Rosetta Stone and Babbel. All of these applications are designed to students improve all their communicative competences through interacting with other students or people to enhance their speaking and writing, having the possibility to be tutored by a professional in the language, and taking courses regarding students' interest in this study (culture and history), practicing the language with specific materials, images, quizzes, and games, improving pronunciation with the support of these apps and obtaining input with the page instruction so that; then, is produced with different activities.

6.7 Gamified Assessment/activity Tools

Professors have an important role in motivating and engaging students to learn EFL as they have more influence than other factors to these students' aspects (motivation and engagement) would be met. That is why, it is recommended to implement gamification so that students are assessed during their learning process owing to it increases not just motivation and engagement, but also responsibility, autonomy, and confidence during the students' learning experience. Some digital applications are presented (it was chosen as digital applications because they are beneficial to gamifying based on (Zhang & Hasim, 2023) to professors use to gamify in their classroom based on different research studies.

[Downloaded from mail.ijreeonline.com on 2026-11-19]

6.7.1 Quizlet

It enhances students' vocabulary and pronunciation proficiency through flashcards (Cox, 2023). It is considered a beneficial app since with the implementation of sounds and images students improve in a significant way the word acquisition (Ali et al., 2012). Equally, students can practice with activities so that the vocabulary reviewed is practiced (Crandell, 2017). Similarly, Atalan and Subaşu (2023) study, students found this app as an opportunity to have a playful context, increasing their autonomy, performance, and collaborative skills. However, in the previous study, it was affirmed that professors using this app need to plan space in class to present examples in different contexts to use the words learned.

6.7.2 Kahoot

It is an e-learning application that offers a gamification experience in class because it has characteristics such as surveys, discussions, and quizzes making the learning context for students filled with engagement, enjoyment, and challenges, and in general students can enhance their language learning process (Alharthi, 2020; Cox, 2023, Yürük, 2019). The application allows students to check their learning through the game completion, where they can compete with all of their classmates for the best ranking score, which is determined by correct answers selection and speed to answer each question.

6.7.3 Cram

The use students need to improve their spelling, sentence structure, and vocabulary (Gil-Acirón, 2022; Ocriciano, 2016); this can be possible through pre-made flashcards and essays for students with different options in the application, they can build an understanding of diverse concepts and learn new subjects of the language (Cox, 2023).

6.7.4 Jeopardy

It is an application with a television game show format giving the possibility for the host of the game (professor) to ask a question, and the players (students) can answer the question; as the players answer correctly, the questions are harder (Cox, 2023). It could be a beneficial app to implement in class because it provides an interactive and competitive atmosphere in class through the question-and-answer format that makes it possible to recall what was learned easier, improve the motivation of students through the formulation of curious questions based on students' interest in the game and apply this learning in different situations (Imsen, 2017; Zhang & Hasim, 2023).

6.7.5 Quizizz

It is a technological application characterized to be a tool to assess through a quiz competition, where different features of the app such as its attractive and interactive display give students encouragement, enthusiasm, and enjoyment to complete the quiz (Hasanah et al., 2021; Noviasmy et al., 2023).

6.7.6 EdPuzzle

It is a gamified tool that has the feature to create or take videos from different websites like YouTube, and TED Talk, among others; so, students complete a specific questionnaire giving the possibility for the professor to check and grade each student's activity (Navarro Henares, 2021). This application is considered favorable for students since it increases the involvement of students in activities inside and outside the classroom and enhances students' cognitive skills (Kuckian et al., 2022).

6.7.7 Socrative

It is a digital tool that aids students' learning process in the sense of acquiring critical thinking skills, promoting collaboration among students, and engaging them in the learning process (El Shaban, 2017). In this app, professors can create quizzes with different game modes so students compete individually way or in groups, the interesting feature of this app is the mode called "Exit Ticket Quiz", where at the end of the class professors can ask their students how well they have understood the topic of the class, then students can describe what they have learned in class and finally give examples of their knowledge (Navarro Henares, 2021).

[Downloaded from mail.ijreeonline.com on 2026-11-19]

6.7.8 Classcraft

It is a gamified tool that allows professors to have the whole class virtually through the use of this. This is regarded as helpful in improving students' reading comprehension, especially in making inferences; similarly, the app provides benefits to students' performance, engagement, motivation, and participation (Armanda & Indriani, 2023; Rivera-Trigueros & Sanchez-Perez, 2020). Joining the class created, students can choose the character they want to be, with different customs and devices. The key benefit of this app is that professors can award students or punish them according to their behavior or performance in class. Therefore, gaining awards will allow students to get benefits in class that could be agreed upon among students and professors. In contrast, losing "Health points" or punishing students because of their behavior or performance will represent consequences that; in the same way, could be agreed upon among professors and students (Navarro Henares, 2021).

6.7.9 Super Teacher Tools

It provides many different activities for students to engage in collaborative and joyful tasks, which could be beneficial to students foster spelling, sentence structure, and vocabulary (Navarro Henares, 2021; Ocriciano, 2016).

References

Ahmed, A. A. A., Widodo, M., Komariah, A., Hassan, I., Sukmana, N., Ali, M. H., & Rohi, A. (2022). Assessing the effects of gamification on developing EFL Learners' idiomatic knowledge: Do attitudinal factors contribute to the learning of the idioms with the game? *Education Research International, 2022*(1).

Alcaraz Cárceles, I. M. (2018). Intrinsic motivation in the EFL classroom: preferred taxonomies for classroom activities. *Journal on Studies in English and Literature (IJSELL), 3*(2), 126-137. https://core.ac.uk/download/pdf/235853173.pdf

Alghamdy, R. Z. (2019). EFL learners' reflections on cooperative learning: Issues of implementation. *Theory and Practice in Language Studies, 9*(3), 271-277.

Alharthi, S. (2020). Assessing Kahoot's impact on EFL students' learning outcomes. *TESOL International Journal, 15*(5), 31-64.

Ali, Z., Mukundan, J., Baki, R., Ayub, A. F. M. (2012). Second language learners' attitudes towards the methods of learning vocabulary. *English Language Teaching, 5*(4), 24-36. http://dx.doi.org/10.5539/elt.v5n4p24

Al-Munawwarah, S. (2018). Students' motivation in EFL learning. *Tell-us Journal, 4*(2), 107-119. https://doi.org/10.22202/tus.2018.v4i2.2779

Alvia González, G. N. (2022). *The influence of gamification on speaking skills.* Facultad de Filosofía, Letras y Ciencias de la Educación: Universidad de Guayaquil.

Ardi, P., & Rianita, E. (2022). Leveraging gamification into EFL grammar classes to boost student engagement. *Teaching English with Technology, 22*(2), 90-114.

Armanda, M. L., & Indriani, L. (2023). The effect of using Classcraft on EFL students' reading comprehension. *Metathesis: Journal of English Language, Literature, and Teaching, 7*(1), 47-59.

Atalan, E., & Subaşu, G. (2023). The impact of Quizlet on teaching pronunciation to 9th grade EFL students. *Turkish Online Journal of Educational Technology-TOJET, 22*(4), 222-230.

Azar, A. S., & Tanggaraju, D. (2020). Motivation in second language acquisition among learners in Malaysia. *Studies in English Language and Education, 7*(2), 323-333. https://doi.org/10.24815/siele.v7i2.16506

Barrero Molina, L. (2021). *Motivation in Colombian college students learning English as a foreign language using expectancy value theory and socio educational model.* Universidad Nacional de Colombia.

Bradford, A. (2007). Motivational orientations in under-researched FLL contexts: Findings from Indonesia. *RELC Journal, 38*(3), 302-323. https://doi.org/10.1177/0033688207085849

[Downloaded from mail.ijreeonline.com on 2026-11-19]

Buckley, P., & Doyle, E. (2016). Gamification and student motivation. *Interactive Learning Environments, 24*(6), 1162–1175.

Busse, V., & Walter, C. (2013). Foreign language learning motivation in higher education: A longitudinal study of motivational changes and their causes. *The Modern Language Journal, 97*(2), 435-456.

Castillo-Mora, M., Escobar-Murillo, M., Barragán-Murillo, R., & Cárdenas-Moyano, M. (2022). La Gamificación como herramienta metodológica en la enseñanza. *Polo del Conocimiento, 7*(1), 686-701. doi:https://doi.org/10.23857/pc.v7i1.3503

Chhabra, P. (2012). Use of E-learning tools in teaching English. *International Journal of Computing & Business Research, 3,* 2229-6166. http://researchmanuscripts.com/isociety2012/9.pdf

Christiansen, E., Kuure, L., Mørch, A., & Lindström, B. (2013). *Problem-based learning for the 21st century.* Aalborg university.

Conteh, J., & Meier, G. (2014). *The multilingual turn in languages education: Opportunities and challenges.* Multilingual Matters

Coram Life Education. (n.d.). *Creating a safe learning environment.* SCARF. https://www.coramlifeeducation.org.uk/scarf/creating-a-safe-learning-environment

Cox, T. (26th July 2023). *ESL apps & games: A guide for students, parents, and educators.* Preply. Recovered on 24th June 2024. https://preply.com/en/blog/esl-apps-and-games/

Crandell, E. R. (2017). *Quizlet flashcards for the first 500 words of the academic vocabulary list.* Unpublished master's thesis. Utah: Brigham Young University. Department of Linguistics and English Language

Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research.* Sage publications.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches.* Sage publications.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior.* New York: Plenum Press.

Dehghanzadeh, H., Fardanesh, H., Hatami, J., Talaee, E., & Noroozi, O. (2021). Using gamification to support learning English as a second language: A systematic review. *Computer Assisted Language Learning, 34*(7), 934-957. https://doi.org/10.1080/09588221.2019.1648298

Di Serio, Á., Ibáñez, M. B., & Kloos, C. D. (2013). Impact of an augmented reality system on students' motivation for a visual art course. *Computers & Education, 68,* 586-596. https://doi.org/10.1016/j.compedu.2012.03.002

Diaz, D. (2014). *Factores de dificultad para el aprendizaje del inglés como lengua extranjera en estudiantes con bajo rendimiento en inglés de la Universidad Icesi. (Tesis de maestría)*. Universidad Icesi, Biblioteca Digital – Universidad icesi. https://repository.icesi.edu.co/biblioteca_digital/handle/10906/76938

Dimitroff, A. R., Dimitroff, A. J., & Alhashimi, R. (2018). Student motivation: A comparison and investigation of ESL and EFL environments. *International Journal of Curriculum and Instruction, 10*(2), 1-13.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom.* Cambridge: Cambridge University Press.

Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. *Language Learning, 53*(1), 3-32. https://doi.org/10.1111/1467-9922.53222

Ehrman, M. Leaver, B. Oxford, R. (2003). A brief overview of individual differences in second language learning. *System, 31*(3), 313-330. https://doi.org/10.1016/S0346-251X(03)00045-9

El Shaban, A. (2017). *The use of Socrative in ESL classrooms: Towards active learning.* Teaching English with Technology, 17(4), 64-77.

Fen, C., & Kiat, P. (2015). A review of intrinsic and extrinsic motivations of ESL learners. *International Conference on Culture, Languages and Literature 2015At: Kuala Lumpur, Malaysia*.

[Downloaded from mail.ijreeonline.com on 2026-11-19]

https://www.researchgate.net/publication/278025827_A_Review_of_Intrinsic_and_Extrinsic_Motivations_of_ESL_Learners

Fievre, M. (26th October 2021). *Cultivating the classroom as a safe space.* Edutopia. https://www.edutopia.org/article/cultivating-classroom-safe-space/

Figueroa, J. (2015). Using gamification to enhance second language learning. *Digital Education Review, 21,* 32-54.

Fishbach, A., & Woolley, K. (2022). The structure of intrinsic motivation. *Annual Review of Organizational Psychology and Organizational Behavior, 9,* 339-363. https://www.annualreviews.org/doi/full/10.1146/annurev-orgpsych-012420-091122

Garavan, T. N., Carbery, R., O'Malley, G., & O'Donnell, D. (2010). Understanding participation in e-learning in organizations: A larger-scale empirical study of employees. *International Journal of Training and Development, 14*(3), 155-168. https://doi.org/10.1111/j.1468-2419.2010.00349.x

Garzón León, J. S., Martínez Parra, M. F., Barreto Pinzón, S. A., & Cely Betancourt, B. L. (2024). Causas de las Bajas Competencias Comunicativas en Inglés Como Lengua Extranjera: Consideraciones y Reflexiones. *Ciencia Latina Revista Científica Multidisciplinar, 8*(1), 4827-4845. https://doi.org/10.37811/cl_rcm.v8i1.9820

Georgiou, K., Gouras, A., & Nikolaou, I. (2019). Gamifcation in employee selection: The development of a gamifed assessment. *International Journal of Selection and Assessment, 27*(2), 91–103.

Gerring, J. (2006). *Case study research: Principles and practices.* Cambridge University Press.

Gil-Acirón, L. Á. (2022). Benefits of gamification in second language learning. *Epos, 38,* 103-126.

González, D. (2011). *The effects of aptitude and motivation on the acquisition of EFL in young learners.* http://hdl.handle.net/2445/48301

Hasanah, N., & Ali, S. M. (2021). Enhancing students' vocabulary mastery by using first letter card media at the first semester students of accounting at State Islamic Institute (IAIN) Parepare. *JURNAL EDUKASI NONFORMAL, 2*(2), 42–49.

Hecker, J., & Kalpokas, N. (n.d.). *The ultimate guide to qualitative research – part 1: the basics.* Atlas. Ti. https://atlasti.com/guides/qualitative-research-guide-part-1/case-studies

Imsen, G. (2017). *Elevens Verden* (5th ed). Universitetsforlaget.

Ishida, A., Manalo, E., Sekiyama, T. (2024). Students' motivation to learn English: the importance of external influence on the ideal L2 self. Front. *Educ., 8,* 1264624.

Johnson, D. (2017). The role of teachers in motivating students to learn. *BU Journal of Graduate Studies in Education, 9*(1), 46-49.

Kapur, S. (2015). Understanding the characteristics of an adult learner. *Jamia Journal of Education, 2*(1), 111-121. https://www.researchgate.net/publication/287488944_Understanding_the_Characteristics_of_an_Adult_Learner

Kuckian, S., Adams, J., & Anil, V. (2022). Utilization of ED puzzle: An interactive tool in teaching practices. *International Journal of Special Education, 37*(3), 1633-1647.

Lightbown, P., & Spada, N. (2013). *How languages are learned. Oxford handbooks for language teachers.* Oxford University Press.

Lowman, J. (1990). Promoting motivation and learning. *College Teaching, 38*(4), 136-139.

Medina Grefa., J. A. ., Hidalgo Rojas , G. F., & Chiluisa Chiluisa , M. J. (2024). Strategies used by teacher to develop motivation to learn english in context of public education. *Revista Científica De Innovación Educativa Y Sociedad Actual "ALCON", 4*(4), 69–78. https://doi.org/10.62305/alcon.v4i4.183

MEN. (2014). *Programa Nacional de Inglés 2015-2025.* Bogotá D.C.

[Downloaded from mail.ijreeonline.com on 2026-11-19]

Mili, A., & Maniruzzaman, M. (2020). *The role of learners' Motivation in English language learning at the tertiary level in Bangladesh.*

Mindog, E. (2016). Apps and EFL: A case study on the use of smartphone apps to learn English by four Japanese university students. *Jalt Call Journal, 12*(1), 3-22.

Ministry of National Education - MEN. (29 de septiembre de 2020). *Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. Portal MEN - Presentación.* https://www.mineducacion.gov.co/portal/men/Publicaciones/Guias/115174:Guia-No-22-Estandares-Basicos-de-Competencias-en-Lenguas-Extranjeras-Ingles

Mirza, S. B. (2021). Role of motivation in English language learning: A real challenge. *The Creative Launcher, 6*(4), 224-229. https://doi.org/10.53032/tcl.2021.6.4.33

Naeem, W., Jamal, S., & Khan, S. A. (2022). Students English language proficiency and their academic motivation. *Journal of Languages, Culture and Civilization, 4*(4), 423-431.

Navarro Henares, T. (2020). *The effectiveness of gamification tools to teach and learn EFL: a survey-based study on L1 Spanish-Catalan secondary school students* [Master thesis, Universitat de les Balears]. https://dspace.uib.es/xmlui/handle/11201/157594

Nguyen, H. (2019). Motivation in learning English language: a case study at Vietnam National university, Hanoi. *European Journal of Educational Sciences, 6*(1), 1857-6036.

Noviasmy, Y., Hasanah, N., & Dalle, A. (2023). Applying Quizizz Application as an assessment tool For EFL students. *Inspiring: English Education Journal, 6*(1), 12-22.

Ocriciano, M. (2016): IELTS writing: A gamification journey. *Cambridge English Research Notes, 64*, 31–38.

Orhan-Özen, S. (2017). The effect of motivation on student achievement. In E. Karadag (Ed.), *The factors effecting student achievement* (pp. 35-56). Springer. https://doi.org/10.1007/978-3-319-56083-0_3

Oxford University Press ELT. (14th March 2023). *Enhancing learner self-confidence.* https://teachingenglishwithoxford.oup.com/2023/03/14/enhancing-learner-self-confidence/

Oxford, R. L. (1990). *Styles, strategies, and aptitude: Connections for language learning.* Document Resume, 73. https://www.researchgate.net/publication/336376014_Extrinsic_motivation_factors_in_learning_English_as_second_language

Parr, M. (7th January 2024a). *The ultimate guide to the best language exchange apps and websites of 2024.* Preply. Recovered on 24th June 2024. https://preply.com/en/blog/language-exchange-app/

Parr, M. (7th March 2024b). *Best apps to learn English: Get fluent with these 17 must-have apps (2024).* Preply. Recovered on 24th June 2024. https://preply.com/en/blog/best-apps-to-learn-english/

Rahman, A. R.M. M., Jalaluddin, I., Kasim, Z. M., & Darmi, R. (2021). Aliya madrasah students' motivation for learning English inBangladesh. *Journal of Language and Linguistic Studies, 17*(1), 70-84. Doi: 10.52462/jlls.5

Rashid, M. (2018). *Exploring the factors that influence students' participation in English classrooms at Ibri College of Applied Sciences in Oman.* The University of Leeds (Doctoral dissertation). https://etheses.whiterose.ac.uk/20300/

Rego, I. M. S. (2015). Mobile language learning: How gamification improves the experience. In Y. Zhang (Ed.), *Handbook of mobile teaching and learning* (pp. 1-12). Springer.

Reyes Rincón, J., & Plata Peñafort, C. (2018). *Construcción de representaciones sociales del docente de lenguas extranjeras acerca de su ejercicio: estudio de caso en una Universidad Colombiana.* Signo y pensamiento. 37(73).

Richard, A., & Kilcher, A. (2010). *Teaching for student learning.* Routledge Press.

[Downloaded from mail.ijreeonline.com on 2026-11-19]

Rivera-Trigueros, I., & Sánchez-Pérez, M. D. (2020). Classcraft as a resource to implement gamification in English-medium instruction. In M. Sánchez-Pérez (Ed.), *Teacher training for English-medium instruction in higher education* (pp. 356-371). IGI Global. https://doi.org/10.4018/978-1-7998-2318-6.ch017

Rubrecht, B. G., & Ishikawa, K. (2012). Language learning motivation: Applying the L2 motivational self system. International *Journal of Language Studies, 6*(4), 71-96. https://www.academia.edu/6050054/Language_learning_motivation_Applying_the_L2_Motivational_Self_System

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*(1), 54-67. https://doi.org/10.1006/ceps.1999.1020

Ryan, R. M., & Deci, E. L. (2009). Promoting self-determined school engagement: Motivation, learning, and well-being. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook on motivation at school* (pp. 171-196). New York: Routledge.

Schunk, D. H., & Zimmerman, B. J. (Eds.). (2008). *Motivation and self-regulated learning: Theory, research, and applications.* Routledge.

Song, Y., & Sparks, J. R. (2019). Building a game-enhanced formative assessment to gather evidence about middle school students' argumentation skills. *Educational Technology Research and Development, 67,* 1175–1196.

Usman, B., Silviyanti, T. M., & Marzatillah, M. (2016). The influence of teacher's competence towards the motivation of students in learning English. *Studies in English Language and Education, 3*(2), 134-146. https://www.researchgate.net/publication/316034226_The_Influence_of_Teacher's_Competence_towards_the_Motivation_of_Students_in_Learning_English

Vatankhah, M., & Tanbakooei, N. (2014). The role of social support on intrinsic and extrinsic motivation among Iranian EFL learners. *Procedia social and behavioral sciences, 98,* 1912-1918.

Western Governors University (2022). 15 tips for creating a safe learning environment. *https://www.wgu.edu/blog/15-tips-creating-safe-learning-environment2202.html*

Williams, M., & Burden, M. (1997). *Psychology for language teachers.* Cambridge: Cambridge University Press.

Wood, L., Teras, H., Reiners, T., & Gregory, S. (2013). The role of gamification and game-based learning in authentic assessment within virtual environments. *Research and Development in Higher Education: The Place of Learning and Teaching, 36,* 514–523.

Woolfolk, A., & Margetts, K. (2007). *Educational psychology.* NSW, Australia: Pearson. Prentice Hall.

Yepes, A. (2015). Causas del bajo rendimiento académico en el área de inglés en los estudiantes de grado noveno del colegio Franciscano Jiménez de Cisneros en la ciudad de Ibagué (Trabajo de especialización). Universidad del Tolima. https://repository.ut.edu.co/entities/publication/076b1fe4-3fd0-497b-8eef-23317467866d

Yin, R. K. (2018). *Case study research and applications* (Vol. 6). Thousand Oaks, CA: Sage.

Yürük, N. (2019). Edutainment: Using Kahoot! As A review activity in foreign language classrooms. *Journal of Educational Technology and Online Learning,* 89-101. doi:10.31681/jetol.557518

Yusof, R., Harith, N. H. M., Lokman, A., Batau, M. F. A., Zain, Z. M., & Rahmat, N. H. (2023). A study of perception on students' motivation, burnout and reasons for dropout. *International Journal of Academic Research in Business and Social Sciences, 13*(7), 403 – 432.

Yusriyah, H. R., & Kurniawan, D. (2021). Interest and enthusiasm in learning English as foreign language in senior high school and how both relate to English achievement. *IDEAS: Journal on English Language Teaching & Learning, Linguistics & Literature, 9*(2).

Zarzycka-Piskorz, E. (2016). Kahoot it or not? Can games be motivating in learning grammar? *Teaching English with Technology, 16*(3), 17-36.

[Downloaded from mail.ijreeonline.com on 2026-11-19]

Zhang, S., & Hasim, Z. (2023). Gamification in EFL/ESL instruction: A systematic review of empirical research. *Front Psychol, 13*. https://doi.org/10.3389%2Ffpsyg.2022.1030790

Zhang, Z., & Crawford, J. (2023). EFL learners' motivation in a gamified formative assessment: The case of Quizizz. *Education and Information Technologies, 29*(5), 6217-6239.

[Downloaded from mail.ijreeonline.com on 2026-11-19]