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Title of your TFG	Learning English in the classroom: motivation and participatory factors in students of the English Studies Degree at the University of Alicante
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Abstract (150 words)

Motivation and participation are considered critical factors in the English language learning process. This work shows the comparison between the types of motivations existing in the first-and fourth-year students of the English degree at the University of Alicante. Additionally, it demonstrates the differences and similarities between the different perceptions of each course regarding the use of participatory factors such as ICT, in the classroom and consequently, how it affects student motivation. This information is vitally essential for constructive criticism and improvement of teaching and learning at the university level.

Key words (up to five)	Motivation, ICT, English language, students, participatory factors

Number of words	6769

Student's signature	**Tutor's signature**

Learning English in the classroom: motivation and participatory factors in students of the English Studies Degree at the University of Alicante

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1. INTRODUCTION

There are several factors which determine the human being in learning English, as specific techniques and more considerable effort are required by people interested in learning it. During the learning process, motivation and participation have become vital elements for its correct development.

We continually hear that students do not show interest or do not participate in academic issues, either because of the effort they must do in activities or topics that they do not like, are not interested or are too complicated. Therefore, motivation and participation always influence students. That is why a series of factors are needed that inspire, incite and encourage students to reach their goals.

Consequently, teachers should help students to raise interest and agree with the wishes, progress and welfare of them. Subsequently, the entire process must be managed so that the stated objectives can be achieved by facilitating strategies to face different tasks.

One of the reasons why I have decided to write about these factors when it comes to learning English is because it is an issue that affected me as a student many times, due to the low motivation I had during my classes and therefore it also had an impact on my participation. Thus, I consider that this is the main problem that concerns many students, and unfortunately, not much importance is given.

The proposal that is carried out in this paper is to demonstrate the importance of motivation and participation in the development and learning of the first- and fourth-year students of the English Studies degree at the University of Alicante (henceforth, UA). This study will pursue the achievement of the following objectives:

1. To know the motivating profile of first- and fourth-year students of the English Studies degree.
2. To know the usage of ICT in the first- and fourth-year classrooms.

3. To find possible solutions to achieve better motivation in the classroom using participatory factors such as ICT.

To accomplish these objectives, 30 students (it is explained in more detail in section 4) of the English Studies degree participated in the research, in which a questionnaire related to participation and motivation was employed.

This work will be structured into two distinct parts. The first part consists of explaining the most well-known motivation and participation theories to the present day, forming a basis for the definition of motivation and participation and knowing the participatory factors.

The second part of the work focuses on conducting a study, based on a questionnaire about motivational and participatory factors in the English classroom, which will be analysed according to the answers that the two courses of the English Studies degree have given. Afterwards, an analysis of results will be carried out and discussed. Finally, I will suggest some possible solutions.

2. BIBLIOGRAPHICAL REVIEW

Nowadays, many factors can make an English learner successful in the learning process. For this reason, student motivation must be considered, especially in settings where participatory approaches are used (Lightbown & Spada, 2013, p. 87). Throughout history, these factors have been studied by different scholars and researchers, and due to them, different theories or approaches to language learning appeared.

On the one hand, motivation has been considered an essential part of human learning, but on the other hand, its theoretical framework has been changing over the years. Due to these changes, there are different theories and definitions regarding motivation, since this term can be found in different fields, such as psychology,

cognitive, social, education and pedagogy (Lasagabaster, Doiz, & Sierra, 2014, pp. 52–53).

I will mention the three main periods that deal with motivation in education. These periods, according to Guerrero (2015) are:

1. The social-psychological period

2. The cognitive-situated period

3. The process-oriented period

First, the social psychological period (1959-1990 is characterised by the three great authors Robert Gardner, Wallace Lambert and Richard Clément (as cited in Dörnyei and Ushioda, 2013, p. 40.) and their theories on the student's perception of a second language, the speakers of the second language and their culture affect their ambition to learn a language. This theory was initiated in Canada, a country where it has two official languages, French and English. Gardner and Lambert (as cited in Dörnyei, 2001, p.16) postulated that the objectives that motivate us to learn a second language could be divided into two types of orientation. The first is the integrative orientation, which has a positive predisposition towards the group of a foreign language and the desire to interact with it. The second is the instrumental orientation, which is associated with the pragmatic benefits to be gained from acquiring a second language (henceforth, L2).

Gardner, Lambert and Clément (as cited in Dörnyei and Ushioda, 2013, pp 39-44), proposed that the ability to know the language of another community may be helpful because learners in Canada can have more motivation when learning the language due to the desire to be part of the social community, that is what it is known as integrative motivation. This type of motivation has three dimensions (Dörnyei & Ushioda, 2013, p.42): integrativeness attitudes toward the learning situation and motivation. The first dimension is related to interest in learning another foreign language. The second dimension refers to the student's attitude towards the language being taught. Finally,

the third dimension is related to the wish of learning a language and how they behave with it. Figure 1. Gardner's conceptualisation of the integrative motive summarizes very well the factors that define motivation in the context of second language learning, according to the Gardner model mentioned before:
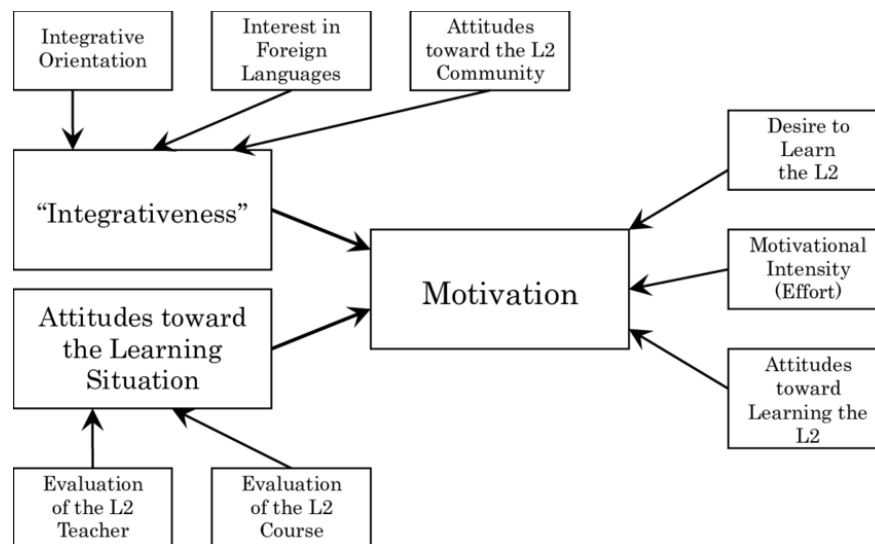

Figure 1 Gardner's conceptualisation of the integrative motive

The next period appeared in the 1990s, it is known as the cognitive-situated period. Many researchers believed that the study of second language motivation should have a more significant role in the educational field. Following this movement initiated by Schmidt and Crookes in their influential article ''Motivation: Reopening the research agenda'' published in 1991 in the journal *Language Learning* (Dörnyei & Ushioda, 2013, pp.46-47), many important theories appeared, one of them is the influential theory that appeared in 1994 by Zoltán Dörnyei. Dörnyei developed an L2 motivation theory that became the most used theory. This theory is based on motivation from the classroom perspective divided into three levels, which are: language level, learner level and learning situation level (Dörnyei, 2001, pp. 18–19).

The third period, known as the process-oriented approach, it appeared in turn of the change of the century. This period deals with the changes that can occur in motivation even when being in an L2 class; it is a dynamic view of motivation. The most prominent theory in this period is the second language motivation model process

created by Dörnyei and Itsván Ottó (1998), which was proposed with to explain the motivation process. This model is divided into three phases. First, there is an initial phase that can be referred to as choice motivation, which refers to the motivation that must be generated. In the second phase, the executive motivation is based on the continuous protection and maintenance of the motivation generated throughout the action carried out. And in the third phase, the motivational retrospection, which will help the students to know what types of activities motivate them or not. It can be very helpful for students because they will be able to assess whether the learning process has been negative or positive and if he will continue doing the activity or will stop the activity. There are not many articles and books on participation. I have observed that the percentage has increased from 2010 to 2019, and many theories have been appearing throughout history, and that can be very useful to apply them in language classes.

Many theories have been appearing throughout history, and that can be very useful to apply them in language classes. It is curious to see how the percentage of studies on motivation in the L2 classroom has increased considering it has been shown that motivation is crucial to contribute to the development of achieving or achieving student goals.

I have also found that there is not as much information about classroom participation because of most researchers assume that if there is no motivation in the classroom, there will not be a high percentage of participation. That is why many researchers have dedicated themselves to investigate the field of motivation in depth. Although there are not many articles and books on participation, I have observed that their percentage has increased from 2010 to 2019. Being the most recent example the article *Factors Influencing Classroom Participation: A Case Study of Bhutanese Higher Secondary Student* published on May 18, 2019, by Lekh Raj Ghalley and Budhi Man Rai. These recent works are an excellent point in favour of this field, as many researchers are beginning to pay attention and importance to class participation.

3. MOTIVATION AND PARTICIPATORY FACTORS

Motivation has a fundamental role in the classroom since if the students are not motivated, they will not feel involved during the lessons. This will cause the students to not participate during classes and ultimately, they will not learn.

3.1. Motivation

Motivation is a term that is present in many fields. A general definition of this term could be the one suggested by the authors Mariana Carrillo, Jaime Padilla, Tatiana Rosero and María Sol Villagómez in the article *La motivación y el aprendizaje* published in 2009, as a type of internal behaviour that encourages the person to do certain things to achieve something

Having obtained a general definition of motivation, I will go deeper into the definition of motivation in learning. Many researchers as Ema Ushioda defined motivation as ''a variable of importance in human learning, reflected in goals and directions pursued, levels of effort invested, depth of engagement, and degree of persistence in learning''(cited in Lasagabaster, Doiz, & Sierra, 2014, p. 31). Thus, motivation can be considered in learning as the interest that students have for their learning. This type of interest can be obtained, maintained or increased depending on the types of motivations that will be mentioned below.

There are different types of motivations. Among them, the most outstanding are intrinsic and extrinsic motivation (Walker, Greene, & Mansell, 2006, p.4). On the one hand, the intrinsic motivation main aim is to learn from mistakes and complications that may arise while learning, in other words, this motivation is characterised because students learn by their own decision, there is not any external factor. Instead, extrinsic motivation is based on learning for external reasons, such as because it is necessary to obtain a degree or because the student will obtain a reward. In other words, the student

takes part in activities because of different reasons which are not linked to the activities, such as the mentioned before (Mahada & Jafari, 2012, p. 232).

As I mentioned before, there are two orientations related to motivation, labelled as integrative orientation and instrumental orientation. These two types can affect and control the learning procedure (Dörnyei, 2001, p.16) for example, if a learner has motivation with an instrumental orientation would mean he or she is learning the language for personal benefits, whether for work or to pass an exam. Conversely, if the learner is motivated with an integrative orientation would mean that the learner has the desire to study the language, to be more efficient and to be part of their culture.

3.2. Participatory factors

Motivation is a significant factor for participation since students are not motivated, they will not participate in the classroom either. Participation is understood as the intervention of students in the classroom, either passively or actively (Bergmark & Westman, 2018, pp. 1352-1353). This term has always been a factor of crucial importance in the classroom to obtain positive learning, since thanks to it, students can demonstrate that they know more, have entirely understood the lesson and that they will be able to put into practice the theory taught during the lessons. Participation in the classroom helps students to obtain an active role. On the contrary, uninspiring classrooms would be found where the students are not motivated (passive role) at all and the teachers only cover the didactic material to give the lesson (Cohen, 1991, p.699).

According to Teresa Morell (2009), it is necessary to increase participation in university classrooms because she believes that increased participation would benefit students as they improve their oral expression skills. They also increase interest and motivation, work on instrumental, technological and interpersonal skills and take an active part in the process of understanding and learning.

In order to have an increase in participation, the different participatory factors must be taken into account that determines the levels of participation in the classroom and that influence the classroom to have a positive learning environment and thereby increase the level of participation (Ghalley & Rai, 2019, p.2). The participatory factors that must be considered are the profile of the student, the structure of the classroom, the role of the teacher, the classroom climate and confidence. Finally, a factor that is becoming more important and I am going to focus on, the use of information and communication technologies (henceforth, ICT).

The use of new technologies as an educational instrument has been the subject of research for years. It brings great benefits in classrooms not only to students but also to teachers. Some of these benefits are collected in the book *Guía para la integración de las TIC en el aula de idiomas* written by Antonia Domínguez and Miriam Fernández in 2006.

Firstly, one of the most important benefits is motivation. ICT offers a new way of teaching, but they are also a more dynamic way of participating and learning. One example is the use of some electronic devices forasmuch as these elements are considered very motivating for students since it acquires greater autonomy, which is very beneficial for their teaching-learning process.

ICT can be a tool for students to acquire knowledge more straightforward and playful way. It is also an excellent tool to work from cooperation and especially interactivity. Another beneficial point is the large number of applications, games, platforms that can be found to work in or outside the classroom. Furthermore, by using these applications or platforms, students will learn in a much faster, dynamic and effective way; consequently, they will have an active role in participation (Herrero, 2014, pp. 173-188). The use of these new technologies is useful for students of all kinds of ages, from primary students to university students due to their different forms of learning, it manages to capture the attention of each of the students.

Despite having so many advantages, ICT also has a series of disadvantages (Levicoy, 2014). One of those disadvantages is the high cost that determines the use of ICT in classrooms. In addition to being expensive, ICTs represent an extra investment of time due to the operation of the devices, and the search for information since both the teacher and the student must select what they are interested in, since, in many cases, the information that is found is not very reliable, that is why the teacher must control the search carried out by their students or even make a previous selection, always bearing in mind that it offers them all the content.

Finally, another critical aspect that worries everyone is the ICT training of teachers, since there are still many teachers who disagree with the use of new technologies in the classroom, partly due to the lack of training in this regard and their insecurities (Tondeur, van Braak, Ertmer, & Ottenbreit-Leftwich, 2016, pp. 555-575).

Within university classrooms, there are different ICT resources and tools that are successful. On the one hand, computers, tablets, and interactive whiteboards are the most widely used technologies. It is worth noting the great importance that the computer has had and continues having in education (Romero, 2009, pp. 4-9). Its introduction and development have meant a significant change, not only educational but also socially. Other resources, such as digital whiteboards have revolutionised education since it complements the traditional blackboard, an essential element when teaching, and in some cases replaces it. (Colás, de-Pablos, & Ballesta, 2018, pp. 10-11).

On the other hand, some applications and games that can be used in the classroom. Through its use, the classes are more attractive, encourages student participation, facilitates understanding, it can be used in all subjects and benefits students already they can follow the class more easily. The tools mentioned below have been chosen because they can help to improve the expositions in class:

- EdPuzzle: Is an application that allows editing and modifying videos to adapt them to the needs of the classroom.

- PowToon: Is an application where students and teacher can create animated videos and presentations, reproducing itself in a kind of caricature, of a person speaking showing dialogue boxes that the user has written.

- Mentimeter: This tool helps users to organise their ideas using graphics and online presentations and to share them with others.

- PowerPoint: A program that allows creating presentations interactively.

The following tools may be useful to work in groups, to study and to evaluate the students:

- Quizlet: This is a tool for flashcards, that has integrated games, follow the student's progression and helps them to look for images.

- Kahoot: This is the most famous tool by which both teachers and students can create interactive multiple-choice exercises in the classroom to learn or reinforce learning.

- Hot Potatoes: Six tools or programs that allow creating multimedia exercises. It is usually found in the Moodle platform.

- Moodle: This platform is useful for creating and managing online learning spaces adapted to the needs of teachers and students.

- Quizizz: This website allows creating online questionnaires so that students can answer in three different way.

-Socrative: Tool that can be used to know the students' response in real-time through computers and mobile devices.

- Plickers: Tool that allows students to carry out tests and questions in an effortless, dynamic and attractive way and to obtain the answers in real-time, seeing who has answered well and who has not.

These are just some of the many tools that can be used in class. As a result, the use of information and communication technologies, in addition to offering endless tools, also open the horizons of students and enrich their learning.

4. METHODOLOGY

This study has been carried out in the English Studies degree at the University of Alicante. A total of 30 students, aged between 18 and 27 years, have participated. The main reason why this number of people participated is due to the current situation in which we find ourselves. Due to the coronavirus pandemic, it was impossible for me to meet with my colleagues and to know more information regarding the questionnaire.

Among the participants, half of them belong to the first-year, and the other half belongs to the fourth-year. Overall, 26 students were women, and 4 were men. Considering the vast majority of the participants were women, gender has not been accounted for as an independent variable in this research.

The reasons that only first and last year students participated is that the perspectives of the students of each course can provide useful information to improve the learning and teaching process in university classrooms. Additionally, I consider that there may be more differences between first-and fourth-year students since first-year students had just started to study the degree while fourth-year students are finishing.

To collect information on the type of motivation of the students, the level of participation and participatory factors in the classroom, an adaptation of two questionnaires has been used, such as an adaptation of the modified Harter's Motivation Questionnaire (1980, 1981), Gardner's Attitude and Motivation Test Battery (AMTB), which is a very used questionnaire and finally, some questions of own elaboration because I would like to know the opinion of my colleagues. This questionnaire comprises 27 questions designed to find out information of the students' motivation and the participatory factors towards learning English in the classroom

(see Appendix 1 and Appendix 2) and it took the participants an average of 5-10 minutes to answer all the questions.

Firstly, this questionnaire presents a section in which the student must enter personal data, such as their age, gender and academic year. Once the students have filled the data, the second block of the questionnaire is divided into two main parts:

1. Analysis of different types of motivation among students

2. Participatory factors used in the classroom

The first section is intended to analyze the answers related to the different types of motivation. The second has the purpose of knowing the participatory factors used in the classroom and the level of participation in the classroom. The questions in each section are assessed on a five-point Likert scale (1 =Strongly disagree; 5 =Strongly agree), short answers (Yes or no) and open-ended questions (students' opinion). Once I had gathered all the data, I placed the results in Excel to be able to carry out the analysis and, to be able to represent them using graphs that clarify the conclusions.

5. DATA ANALYSIS AND RESULTS

5.1. Analysis of different types of motivation among students

I will analyse the first section of the second block of the questionnaire. This section consists of twenty questions aimed to evaluate the integrative and instrumental orientation and the intrinsic and extrinsic motivation of the students of both courses.

In Figure 2, the overall mean of the percentages obtained from the ten questions related to intrinsic motivation and integrative orientation in first-year students is as follows:
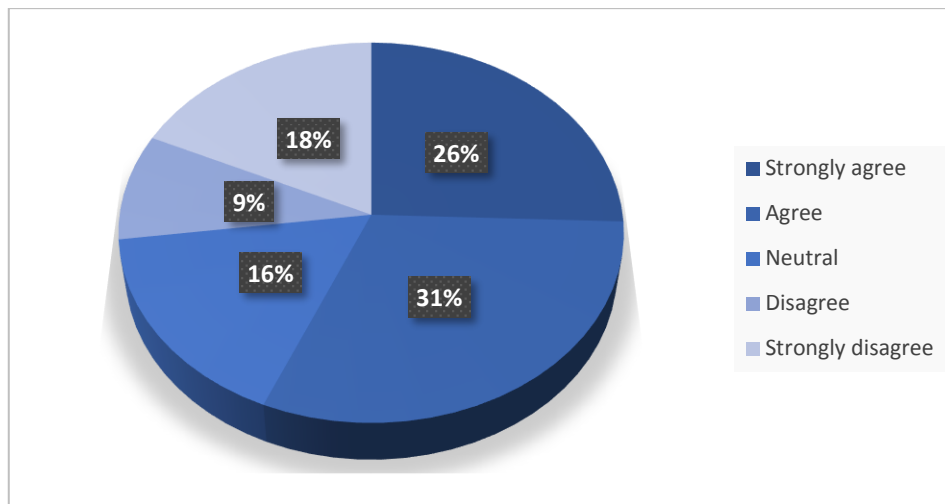
The pie chart shows that 26% of the students totally agree that studying English is totally useful because it helps students to understand better the culture and literature of other countries. They also affirm that they enjoy doing challenging activities and questions in class since they want to learn new things; therefore, it can be assumed that they have the desire to learn for their interest. Over 31% agree that learning English allows them to share ideas and communicate with other foreigners. Around 16% of students have a neutral opinion about learning English allows to freely participate in academic, social or professional activities with groups from other cultures, as they consider that other factors, including anxiety or nervousness, may affect. Conversely, 9% disagree in solving strenuous activities on their own, as they consider that they would not be learning anything and would have difficulties solving the activities. A small minority (18%) of students do not like to choose difficult tasks. Therefore, they do not have that interest or desire to learn only for pleasure and that they prefer to perform easy tasks.

Regarding the results obtained in the nine questions related to extrinsic motivation and instrumental orientation (Figure 3), the pie chart provides the following data:
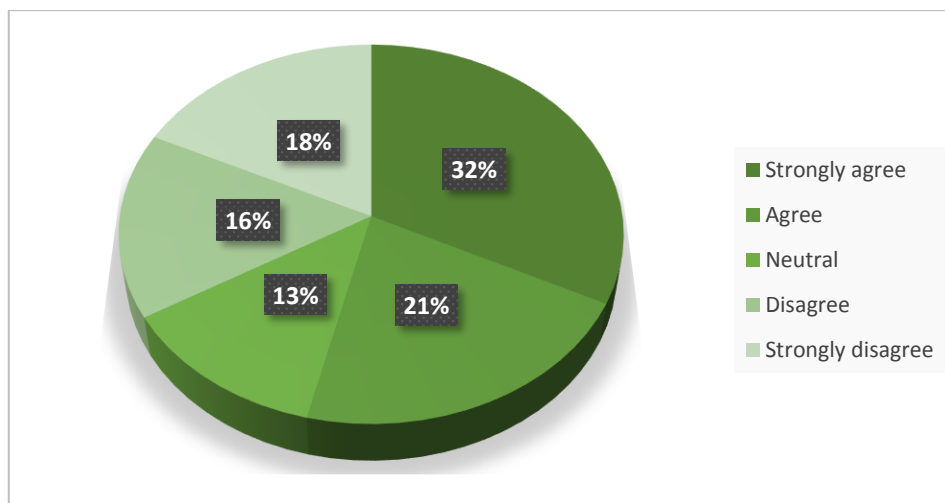
Figure 3 Extrinsic Motivation and Instrumental Orientation: First Year

First, 32% of the students totally agree that studying English can be very useful when it comes to getting a good job and being able to be more successful. They also consider that knowing English provides them with more opportunities in the working world and the educational field. A very curious fact is that most of the students totally agree to carry out activities if they get something in return, such as more points. Instead, only the smallest part (20%) of the students would accept to do a task without receiving anything in return, simply just for learning more. One-fifth part of first-year students agree that studying English is important to be a person with more knowledge and skills. A minority (13%) have a neutral opinion regarding reading texts in English just for the simple fact that teachers ask them for it since it can be assumed that they also read because they like it. Finally, by adding the last two percentages together, it can be seen that 34% of the students do not agree to ask questions in class just so that the teacher knows that they are participating and can obtain additional points.

Now I will examine the responses obtained by fourth-year students regarding intrinsic motivation and integrative orientation:
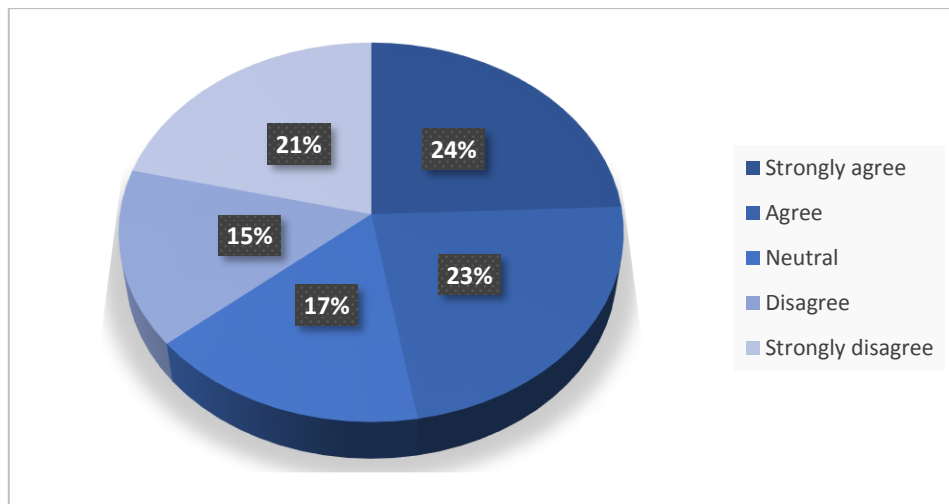
Figure 4 Intrinsic Motivation and Integrative Orientation: Fourth Year

The pie chart (Figure 4) illustrates that the fourth-year students coincide with the first-year students, and they totally agree that studying English helps students to understand better the culture and literature of other countries. They also strongly agree that studying English helps them associate with people of different nationalities and learn more about their values and beliefs. On the other hand, 23% of students also agree with first-year students that learning English allows them to communicate with foreign people. About 17% of the students have a neutral opinion regarding enjoying doing challenging activities because they may have difficulties when carrying out these tasks and as a result have no interest. They also have a neutral opinion regarding free participation in academic, social or professional activities with different cultural groups; as the first-year students, they consider that other factors make it difficult for them to carry out these activities. Apparently, 31% (21% strongly disagree and 15% disagree) do not agree that they ask questions in class just to learn more or choose the most difficult tasks because they enjoy finding out how they can be done.

The following figure deals with the mean of the responses obtained regarding extrinsic motivation and instrumental orientation in fourth-year students.
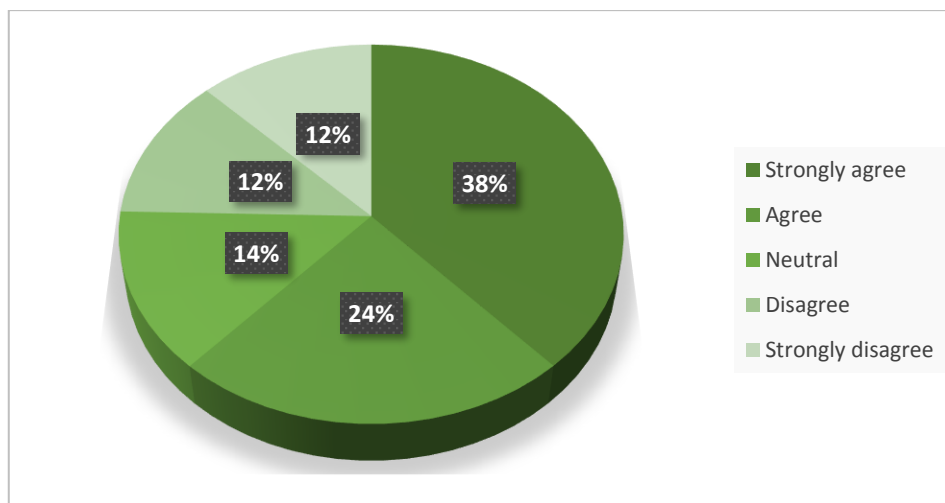
Figure 5 Extrinsic Motivation and Instrumental Orientation: Fourth Year

As the pie chart shows, 38% of the final year students, totally agree (like the first-year students) that studying English is necessary to get a good job, to be a person with more skills, knowledge, success and have more opportunities for their professional career or the educational field. On the other hand, 24% think that they do not like to carry out complex activities and that they only read texts in English because the teachers ask them for them and because they are going to get extra points for their final grade. Like first-year classmates, they would do activities if they had something in return. A curious fact is that most of the students (88%) agreed on this question. Over 14% of the students have a neutral opinion regarding asking in class so that the teacher knows that they are participating, it can be assumed that other factors may influence this. On the contrary, 24% (12% strongly disagree and 12% disagree) of the students think that they like to do complicated exercises in class and that they will have no problem doing extra activities without having extra points.

5.2. Analysis of participatory factors used in classroom

After analysing the first section, I will analyse the second section of the questionnaire (Appendix 2). This section consists of eight questions aimed to evaluate the participatory factors used in the first-and fourth-year students.

Similar results have been obtained in the question about the types of ICT used in class. Both first-and fourth-year students mentioned that the types of ICT generally used in class are electronic devices, such as smartphones or laptops. They also mentioned that they often use many presentation programs such as PowerPoint. Finally, students agree that they use learning platforms such as Kahoot, Socrative, EdPuzzle and Moodle.

There is a high percentage regarding the question about the benefits of ICT in participation. Many of the students consider ICT useful in the development of the class. The most noticeable thing about the high percentages is that 100% of fourth-year students consider that ICTs are very useful, while only 73.3% of first-year students consider the same. On the other hand, a small number (26,7%) of first-year students have a contrary opinion. This result put forward that there is a part of the first-year students who consider the opposite, despite being their first year at university.

A question was also asked regarding the types of ICT tools that students would add in the classroom. Quite varied responses were obtained among the participants of both courses. As the pie chart represents, (Figure 6), 50% of the students proposed learning techniques in the form of games to achieve better participation results, including some platforms such as Plickers, Quizizz, Socrative, Hot Potatoes and Kahoot. Many students would introduce these types of educational platforms as a way of helping students to be more interested in participating in order to show off knowledge. Apparently, 23% of the students would add blogs and forums to be able to exchange ideas and share information. About 17% of students would add presentation platforms such as Canvas, Drive, Prezi or PowToon. A curious fact is that they also mentioned PowerPoint and they suggested that this platform is useful, but the professors should update their presentations and improve their visuals because sometimes the slides are tedious, confusing or there is too much text. Another fact to consider when using a PowerPoint to give a lecture is that they should make sure that they leave enough time for the students to copy, or at least to understand what it is said on the slide.

The pie chart shows that a minority of the students proposed more drastic changes, such as adding digital whiteboards so that the classes are interactive, and the students want to participate more.
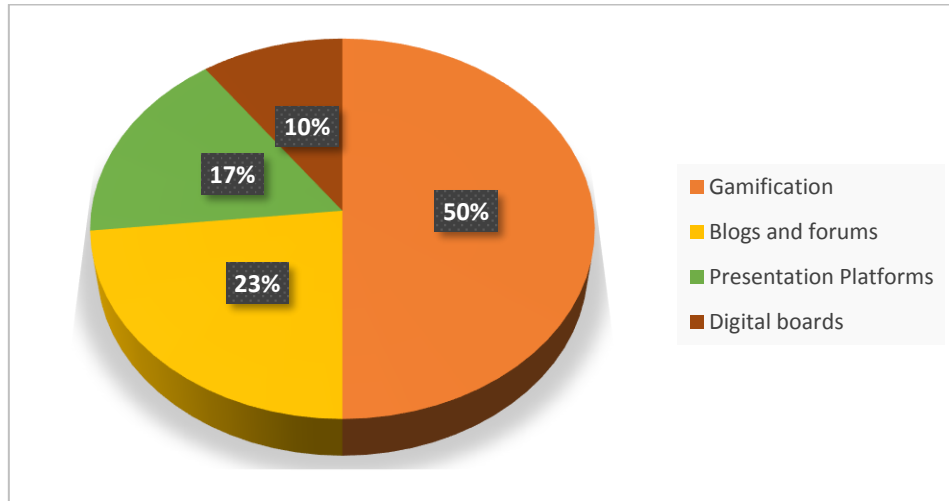

Figure 6 Types of ICT tools

The following question is related to the satisfaction of the students about the methodology used by the teachers when it comes to improving participation. From the results, I obtain that both first- (67%) and fourth- (60%) year students are highly dissatisfied. Therefore, the next question is based on knowing the reasons for such negative responses.

Due to the responses obtained, the students consider that the methodology used by the teachers is not at all correct. First-year students consider that teachers do not motivate students to learn their subject since they use traditional and boring methods that do not allow class participation. In the second place, fourth-year students state that teachers do not encourage students to participate, as classes are very monotonous. Students believe that the methodology teachers use is not helpful at all if they want to transmit some knowledge. Both courses coincide in that teachers tend to ask questions to students who tend to speak more in class and ignore the shyness of others. Participation is usually mandatory. This causes students to feel anxiety about participating because they feel forced, especially those students who have social anxiety.

Concerning the question about whether the teachers' lessons motivate students to participate, I can affirm that both courses have chosen the negative option. According to the chart, 60% of the first-year students chose that they were not motivated to participate, while 53% of the fourth-year students responded negatively.

The following question is related to the previous question since it is based on knowing the reasons for their negative responses. The students consider that their lessons do not motivate them to participate because teachers do not use more ICT tools, do not innovate their lesson and due to that their lessons are boring. They also have affirmed that they were just a few times motivated to participate in class because the teachers had a great sense of empathy and knew that to get participation, they needed students to feel confidently knowledgeable on the contents. Therefore, they consider that proactiveness is a result of interest and learning, and many teachers do not transmit interest in the lessons. The last thing that they mention and perhaps the most important and interesting is that they consider that if teachers are not motivated with the contents, the students are not going to be motivated as well.

Finally, the results obtained on the last question about increasing participation if the teacher encouraged students, are quite clear, since 93% of students, both first- and fourth- year, have stated that they would participate more in class if teachers encouraged them, either by giving extra points or rewards or doing dynamic and interactive activities.

6. CONCLUSIONS

Once the results of this study are presented, the conclusions will be made by answering the research questions present in previous points.

Firstly, one of the main objectives of this study was to find out the motivating profile of first-and fourth-year students in the English Studies degree. As it is shown in Figure 7, according to the data analyzed previously, it has been possible to know that the first-year students have 52% intrinsic motivation. Hence, the students are motivated by

internal factors, and they want to learn and to have more knowledge about the degree subjects. Nevertheless, they also have 48% of extrinsic motivation; that is, there are also external factors that motivate students to study English.

The motivational profile of first-year students is a clear example that there may be an overlap between having the intrinsic motivation and instrumental orientation, since students may have a particular interest in learning English but also want to get good marks so they can have a better future.
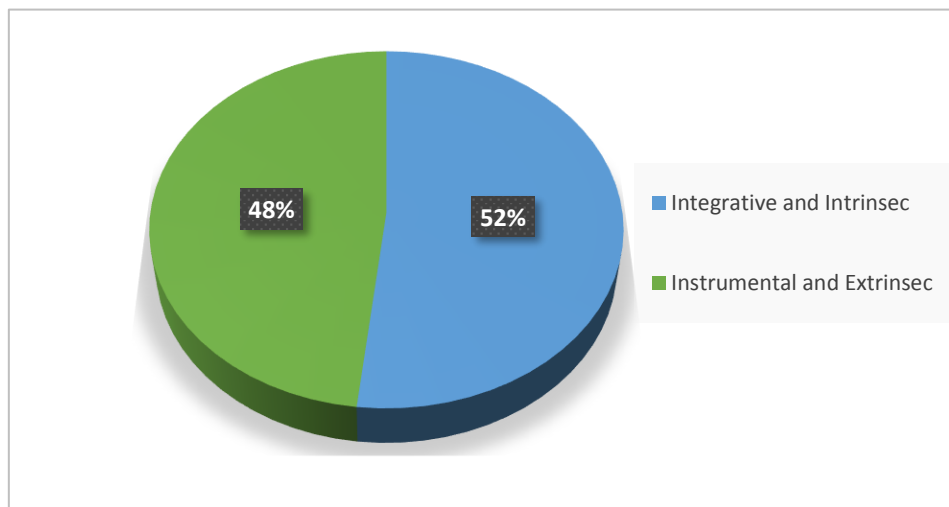

Figure 7 Types of motivation: First Year

The motivating profile that fourth-year students have towards learning English is clearly extrinsic (Figure 8); therefore, students are motivated by external factors. Students choose behaviours, not because they enjoy or find them satisfactory, but to get something in return or to avoid an adverse result. In view of all that has been mentioned so far, one may suppose that fourth-year students are more aware that they are closer to the working world. In contrast, first-year students have a similar motivation profile because they have just entered to the degree, and they are more excited to learn for their interest.
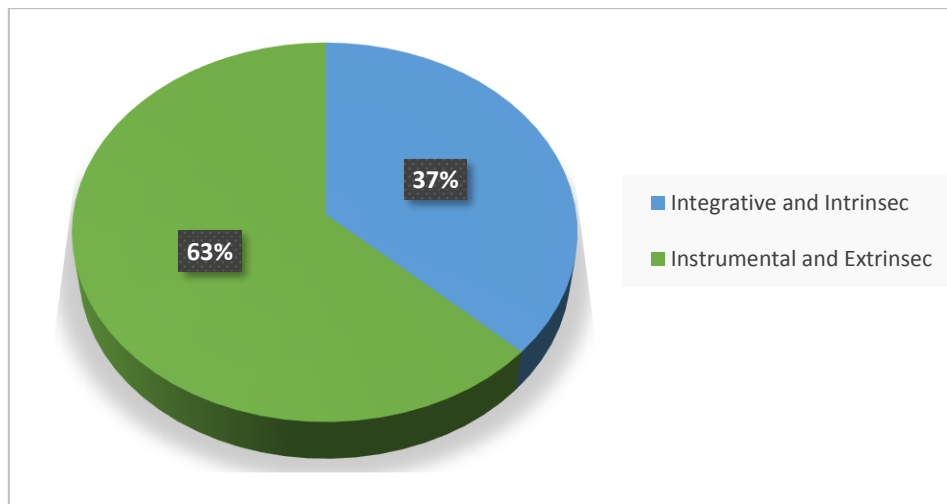
Figure 8 Types of motivation: Fourth Year

The next objective was to know the use of ICT in the classrooms of both courses. The data analyzed in the previous section shows that both courses use the same ICT tools, among the main ones I find PowerPoint and Kahoot. Students consider that these types of tools are useful and benefit participation in a class, but due to the misuse of methodologies in a class by the teacher, these tools cannot be used very well. Consequently, students consider that it is necessary to innovate the ICT tools used in classes in order to obtain greater motivation to participate in class.

Through this research, it has been possible to understand the usefulness of the use of ICT in classrooms, what consists of and the motivation generated by students to learn by playing, having fun, overcoming challenges and achieving rewards. Besides, it has great value for learning English, since it makes it easier for students to show continuous interest and gradually progress in order to get the goals they want.

The last objective of this study is to search for possible solutions to achieve better motivation in the classroom using participatory factors such as ICT. Due to the responses obtained through the questionnaire, I have been able to observe that many students demand that the ICT tools used in classrooms must be innovative, dynamic and creative. Thereby, it should be helpful to increase the use of gamification in the classroom, since it has very positive results in the learning process in students of any age and particularly when they study English, making it a beneficial methodology.

Other options to increase motivation would be updating presentation programs since many students think that teachers use only the PowerPoint platform. Instead, as it has been shown in the previous sections, there are many programs that could be used to attract the student's attention.

Furthermore, there are many applications that favour openness toward sociability and participation in classes. Of course, not all can be used for the same subjects, since they vary according to the content of each subject, but it is necessary for teachers to know about these platforms in order to put them to use.

Many students are tired of receiving monotonous and disinterested lessons from teachers. By this, I do not mean that the teacher is to blame for this situation since the complexity of this matter is understandable and therefore their opinion should be taken into account, but due to the limited time and space, I will not focus in this part. Consequently, it would be necessary to obtain a larger sample of results to be able to replicate the study and, thus, obtain more valid and reliable conclusions.

All in all, it seems to me that the results obtained in the study provide us with interesting information on the type of student motivation and the use of ICT that can be taken into account, in order to introduce improvements in the teaching methodologies of the English Studies degree at the University of Alicante.

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8. LIST OF FIGURES

9. Appendices

9.1. Appendix 1

Questionnaire about Motivation and Participation in the English Studies Degree

The general objective of this study is to know the level of motivation and participation between first- and fourth-year students in the English Studies degree. The information obtained from this questionnaire is completely anonymous and will be exclusively academic. This questionnaire will take you around 5-10 minutes. Thank you very much for participating!

Choose the year/course you belong to *
- o 1st Year
- o 4th Year

Gender *
- o Female
- o Male
- o Other

Age

FIRST SECTION

<u>Intrinsic Motivation and Integrative Orientation</u>

1. Studying English enables me to share my knowledge with other people and communicate with foreigners better *

	Strongly disagree			Strongly agree	
	1	2	3	4	5

2. Studying English enables me to appreciate other country's arts and literature *

	Strongly disagree			Strongly agree	
	1	2	3	4	5

3. Studying English helps me to associate with the people of different nationalities and learn about their values and beliefs *

Strongly disagree   Strongly agree

1   2   3   4   5

4. Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups *

Strongly disagree   Strongly agree

1   2   3   4   5

5. Studying English enables me to achieve maximum proficiency *

Strongly disagree   Strongly agree

1   2   3   4   5

6. I ask questions in class because I want to learn new things *

Strongly disagree   Strongly agree

1   2   3   4   5

7. I work on problems to learn how to solve them *

Strongly disagree   Strongly agree

1   2   3   4   5

8. I do extra tasks because I can learn about things that interest me, even if I don't get extra points *
   o   Yes
   o   No

9. If I get stuck on a problem, I keep trying to figure out the problem on my own *

Strongly disagree   Strongly agree

1   2   3   4   5

Extrinsic Motivation and Instrumental Orientation

10. Learning English is important because it will be useful in getting a good job

Strongly disagree   Strongly agree

$$1 \qquad 2 \qquad 3 \qquad 4 \qquad 5$$

11. Learning English is very important for making me a knowledgeable and skilful person *

Strongly disagree   Strongly agree

1   2   3   4   5

12. Being proficient in English can lead to more success and achievements in life *

Strongly disagree   Strongly agree

1   2   3   4   5

13. Knowing English will help me get better opportunities to further my education local / abroad and career *

Strongly disagree   Strongly agree

1   2   3   4   5

14. I don't like to figure out difficult tasks in class *

Strongly disagree   Strongly agree

1   2   3   4   5

15. I read English texts because the teacher wants me to *

Strongly disagree   Strongly agree

1   2   3   4   5

16. I ask questions because I want the teacher to notice me *

Strongly disagree   Strongly agree

1   2   3   4   5

17. If the teacher gives extra points for doing a task, I will do it *
   o   Yes
   o   No

18. When I make a mistake, I like to ask the teacher how to get the right answer *

Strongly disagree   Strongly agree

1   2   3   4   5

19. I like difficult problems because I enjoy trying to figure them out *

Strongly disagree   Strongly agree

1   2   3   4   5

9.2. Appendix 2

SECOND SECTION

<u>Participation and ICT tools</u>

20. What ICT (Information and Communications Technology) tools are used in your classes? *

21. Do the ICT tools used in your classes help or not help class participation? *

   ○ Help
   ○ Do not help

22. What ICT tools would you introduce in the classroom to facilitate participation? *

23. Are you satisfied with the methodology used by teachers to achieve better participation? *

   ○ Yes
   ○ No

24. If your answer to the previous question is negative, please explain the reasons

25. Do the way teachers teach lessons motivates you to participate? *

   ○ Yes
   ○ No

26. If your answer to the previous question is negative, please explain the reasons

27. Would you participate more in class if the teacher encourages you? For example, giving extra points or rewards *

- ○ Yes
- ○ No