

TEACHING STYLES AND EFL STUDENTS' INTRINSIC AND EXTRINSIC MOTIVATION IN UNIVERSITY WRITING COURSES

¹*Muhammad Dzimar, ¹Eros Meilina Sofa

¹English Education Department, Education and Teacher Training, Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, Indonesia

*Corresponding Author Email: muhammad.dzimar@mhs.uingusdur.ac.id

Article Info	Abstract
Article History Received: May 2026 Revised: July 2026 Accepted: September 2026 Published: October 2026	<i>This study examined the relationship between a lecturer's teaching styles and EFL students' intrinsic and extrinsic motivation in a writing course. Employing a mixed-methods design, quantitative data were collected through a Likert-scale questionnaire administered to 38 first-semester students, while qualitative data were obtained through semi-structured interviews with eight selected participants. The quantitative data were analyzed using correlation and multiple regression techniques, while thematic analysis was used for the qualitative data. The findings showed that the five teaching styles were jointly and significantly associated with intrinsic motivation ($F = 5.133$, $p = .001$) and extrinsic motivation ($F = 7.872$, $p < .001$). However, no individual teaching style showed a statistically significant partial association with intrinsic motivation (all $p > .05$). In contrast, expert ($t = 2.529$, $p = .017$) and personal teaching styles ($t = 2.495$, $p = .018$) showed significant unique associations with extrinsic motivation, while formal authority, facilitator, and delegator styles did not. Qualitative findings indicated that facilitator and delegator approaches could support autonomy and engagement but required sufficient guidance to avoid confusion and unequal participation. Overall, intrinsic motivation was associated with a combination of teaching approaches and students' internal factors, whereas extrinsic motivation was particularly associated with expert and personal teaching styles. The findings suggest that lecturers in EFL writing courses should combine clear explanations and subject expertise with personal guidance, feedback, and adequate instructional support while promoting student autonomy.</i>
Keywords EFL classroom; Learning motivation; Teaching styles; Learning styles; Writing skills:	
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INTRODUCTION

Learning motivation plays a crucial role in determining students' engagement and academic performance, particularly in courses that require active participation and continuous practice, such as writing (Fachrunnisa et al., 2025; Yang & Gao, 2024). In higher education contexts, maintaining students' motivation remains a significant challenge for lecturers. In a writing course at a university in Indonesia, several students were frequently late or delayed attending class despite already being on campus. This recurring pattern suggested potential problems related to students' engagement and motivation, particularly in a course that demands sustained participation, continuous writing practice, and repeated revision. Such behavior prompted the researchers to examine how students' perceptions of lecturer teaching styles are associated with their motivation in a writing course. A positive classroom

environment and constructive communication foster students' intrinsic motivation and promote their cognitive, emotional, and behavioral engagement in learning (Pan, 2023).

Writing presents specific motivational demands because successful EFL writing requires more than the ability to produce sentences in English. Students need to sustain cognitive effort while generating ideas, organizing arguments, selecting appropriate vocabulary, applying grammatical knowledge, and responding to feedback through repeated revision (Wahid & Sudirman, 2023; Haerazi & Kazemian, 2021). Writing motivation is therefore a complex and multidimensional construct that may involve students' interest in writing, confidence in their abilities, perceived task value, emotional responses, and willingness to persist when difficulties occur. EFL students may experience writing anxiety, particularly when they are uncertain about their linguistic ability or when they perceive writing tasks as difficult. Feedback can also have different motivational consequences: constructive feedback may strengthen students' confidence and engagement, whereas feedback that students find unclear, overly controlling, or difficult to implement may create uncertainty and reduce their willingness to revise (Polat & Dedeoğlu, 2023; Haerazi et al., 2020). Previous language proficiency and writing confidence may further influence how students respond to writing tasks, revision, and assessment. Thus, maintaining motivation in an EFL writing course requires sustained cognitive and emotional engagement rather than merely initial interest in the activity.

English Language Education has become one of the major aspects of the university education system, with many universities offering the course as part of their curriculum. English in this era of globalization has become significant in various fields (Andayani, 2022; Chen et al., 2021; Hasanah et al., 2025). The significance of English Language Education can be attributed to the increasing need for students to be proficient in English. The evolution of English education has consistently shown improvement in students' English proficiency and their ability to learn English independently (Zein et al., 2020). In this sense, students have to be actively involved in academic activities such as writing that require critical thinking and creativity. Student engagement is important to cover interests and motivation as part of students' understanding in learning (Hasanah et al., 2025), and the success of English Language Education depends on students' full engagement in learning activities.

The demanding nature of writing also makes lecturers' teaching practices an important aspect of the learning environment. Teacher quality makes an important contribution to students' learning experiences and in language classrooms, lecturers serve as a vital link that integrates teaching strategies with learners' understanding (Kusumajati et al., 2017). In skill-based subjects such as academic writing, lecturers act not only as imparters of knowledge but also as facilitators through different learning stages (Amallia & Seinsiani, 2026; Hong & Ganapathy, 2017). The concept of Teaching Styles by Grasha (1996), explains five major teaching styles: Expert, Formal Authority, Personal Model, Facilitator, and Delegator, which influence students' perception and approach in writing-based English Language Education.

Motivation is a fundamental element that affects students' persistence and achievement in learning a foreign language, especially in academic writing. It refers to a tendency that directs and maintains student learning behavior toward specific academic goals (Yu & Xu, 2023). Ryan and Deci (2000) Self-Determination Theory (SDT) categorizes motivation into intrinsic and extrinsic types. Intrinsic motivation emerges when students write because they find the activity inherently interesting and satisfying (Fishbach & Woolley, 2022). Conversely, extrinsic motivation stems from outside influences, such as academic evaluations and time constraints (Iqbal et al., 2023). Both are significant in writing courses, and understanding them helps explain how lecturers' teaching styles may influence students' willingness to participate in writing activities.

Previous studies have extensively examined the association between lecturers' teaching approaches and students' learning motivation (Anwar et al., 2020; Gyori & Czakó, 2020; Jiang & Zhang, 2021; Obiosa, 2020). These studies generally suggest that teaching practices and learning motivation are related. However, an unresolved problem remains. Existing evidence does not clearly explain whether different teaching styles are associated with intrinsic and extrinsic motivation in the same way, particularly in the specific context of EFL writing. A positive overall relationship between teaching practices and motivation does not indicate which particular teaching styles are uniquely associated with each motivational dimension. Moreover, statistical findings alone provide limited explanation of how students actually experience teaching practices such as expert explanation, formal rules, personal guidance, facilitated discussion, or delegated responsibility when facing the specific demands of writing. Consequently, it remains unclear why some teaching practices may support motivation for some students while presenting challenges for others. This unresolved issue is particularly relevant in EFL writing, where students' motivation may interact with task difficulty, feedback experiences, confidence, autonomy, and persistence.

The novelty of the present study lies in four related aspects. First, it integrates Grasha's five teaching-style categories with SDT to conceptually connect observable lecturer practices with students' intrinsic and extrinsic motivation. Second, instead of treating motivation as a single outcome, the study separately examines intrinsic and extrinsic motivation to identify whether the five teaching styles show different patterns of association with each dimension. Third, the study applies this theoretical integration to an Indonesian first-semester EFL writing course, a context in which students are beginning their university-level academic writing experiences and may encounter particular challenges related to linguistic difficulty, confidence, assessment, and independent learning. Fourth, the study employs a mixed-methods design in which qualitative interviews are used to explain students' experiences and provide deeper insight into the statistical patterns identified in the quantitative analysis. Therefore, the study moves beyond simply asking whether teaching styles and motivation are related by examining how different teaching styles are associated with distinct forms of motivation and how students interpret these practices in their writing experiences.

RESEARCH METHOD

Research Design

This research employed an explanatory sequential mixed-methods research design in which quantitative data collection was conducted using a cross-sectional correlational study research approach because lecturer teaching styles were not manipulated and had already taken place in the classroom setting. Sharma (2019), cited by Kerlinger (1964), refers to research involving independent variables that have already emerged and are in place. Correlation and multiple regression analyses were conducted to examine the relationships between lecturer teaching styles and EFL students' intrinsic and extrinsic motivation in the writing course. Following the quantitative analysis, qualitative data were collected through semi-structured interviews with participants selected purposively based on the quantitative findings, particularly students representing different levels of intrinsic and extrinsic motivation. As stated by Creswell (2015), mixed-methods research integrates quantitative and qualitative approaches to provide a more comprehensive understanding of a research problem. Integration in the present study occurred at the interpretation stage, where the qualitative findings were connected with and used to explain the quantitative results, thereby providing deeper insights into the statistical patterns and students' experiences of lecturer teaching styles and motivation.

Research Participants

A total of 38 first-semester students from one class in the English Language Education Department at a university in Pekalongan, Indonesia, participated in the quantitative phase of this study during the 2025 academic year. The class consisted of 38 enrolled students, and all 38 students completed the questionnaire, resulting in a 100% response rate. All submitted questionnaires were complete and usable for analysis, and no responses were excluded due to missing or incomplete data. The participants were Indonesian EFL students who were actively enrolled in the writing course. The study did not collect specific demographic information regarding the participants' age and gender; therefore, these characteristics are not reported. Likewise, detailed information regarding prior writing experience was not collected. The first-semester students were selected because they had begun their university-level English language learning, including writing instruction, making the context relevant for examining students' motivation in an EFL writing course.

The population is the scope of the study, providing context and guidance to the reader (Casteel & Bridier, 2021). Following Arikunto (2017), recommendation that all members of a population of fewer than 100 participants may be included as research participants, this study employed total sampling. The inclusion criterion was that students were actively enrolled in the writing course during the period of data collection, and all eligible students voluntarily participated. Participation was not part of the course assessment and did not affect students' grades, course standing, or academic evaluation. In addition, eight respondents were selected for follow-up semi-structured interviews based on their questionnaire results, with four representing different levels of intrinsic motivation and four representing different levels of extrinsic motivation. This purposive selection was intended to provide more comprehensive insights into students' engagement and learning experiences and to explain the quantitative findings.

Instruments

The study employed a questionnaire and semi-structured interviews. The questionnaire was developed based on Grasha's (1996) teaching-style framework and Self-Determination Theory proposed by Ryan and Deci (2000). The teaching-style questionnaire consisted of 30 items representing five teaching styles: Expert, Formal Authority, Personal Model, Facilitator, and Delegator, with six items for each subscale. Students' motivation was measured using 12 items, consisting of six items for intrinsic motivation and six items for extrinsic motivation. Teaching styles served as the independent variables, while intrinsic and extrinsic motivation served as the dependent variables. All items were presented in Indonesian to ensure that the participants clearly understood the statements. The items were rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating stronger perceptions of the relevant teaching-style or motivation dimension. The questionnaire was distributed through Google Forms, which facilitated the collection and recording of participants' responses (Patel & Joseph, 2016).

Before further statistical analysis, item validity was examined using item-total correlations. All items measuring the five teaching styles were retained, while two extrinsic motivation items, Y2e ($r = .311$) and Y2f ($r = .143$), did not meet the predetermined validity criterion and were excluded from further analysis. The final instrument therefore contained 40 usable items. The internal consistency of the final instrument was assessed using Cronbach's Alpha and showed a coefficient of .964, indicating high internal consistency. Construct validity was further considered through the theoretical development of the instrument based on Grasha's teaching-style categories and SDT's distinction between intrinsic and extrinsic motivation. The qualitative strand used semi-structured interviews to explore students' experiences of the five teaching styles and their motivation in the writing course. Pseudonyms or coded labels were used to protect participants' identities (Fox et al., 2015).

Data collection was conducted in several stages. First, the researcher requested permission from the lecturer responsible for the writing course to conduct the study. After obtaining permission, the researcher sent the Google Forms link to one of the students in the class and asked the student to distribute it through the class WhatsApp group. The questionnaire was therefore distributed by a student rather than directly by the course lecturer. Before completing the questionnaire, participants were informed about the purpose of the study and that their participation was voluntary. All 38 students completed the questionnaire, and all responses were complete and usable for analysis. Participation in the study was not part of the course assessment and did not affect students' grades, course standing, or academic evaluation. To protect anonymity, the questionnaire responses were collected without including students' identities in the reported results. After the quantitative data had been analyzed, eight participants were selected purposively for semi-structured interviews to provide deeper explanations of the quantitative findings.

Data Analysis

Quantitative data were analyzed using IBM SPSS Statistics version 26. Descriptive statistics were first used to summarize the data before inferential analysis. Item validity was assessed using Pearson product-moment correlations between each item and the total score based on the responses of all 38 participants. The validity test was intended to assess the extent to which the instrument accurately measured the targeted constructs, while the reliability test will focus on the consistency of the measurement results (Weakley et al., 2021). An item was considered valid when its item-total correlation exceeded the critical r value at the .05 significance level. The reliability of the instrument was assessed using Cronbach's Alpha. Two items measuring extrinsic motivation did not meet the validity criterion and were excluded from subsequent analysis; this decision was based on the results of the item-validity test, although the use of the same sample for item evaluation and subsequent hypothesis testing was considered when interpreting the findings. Before regression analysis, the relevant assumptions were examined, including normality, linearity, multicollinearity, and heteroscedasticity. Pearson correlation analysis was then conducted to examine the direction and strength of the relationships between lecturer teaching styles and students' intrinsic and extrinsic motivation, followed by multiple linear regression to examine the joint and unique associations of the five teaching styles with each motivation dimension.

Qualitative interview data were analyzed thematically following Braun and Clarke (2006) and Creswell (2015). The researcher repeatedly read the interview transcripts, identified meaningful segments, assigned initial codes, and grouped related codes into broader themes (Naeem et al., 2024; Saldaña, 2020). The themes were reviewed and refined in relation to the research questions and quantitative findings, while accounts that did not fully support the dominant patterns were retained to consider negative cases. The researcher also maintained records of the coding and theme-development process to support transparency and reflected on how his role and assumptions might influence the interpretation of the data. Integration occurred at the interpretation stage by comparing the quantitative results with the qualitative themes (Nowell et al., 2017). In this explanatory sequential design, the interview findings were used to explain, elaborate on, and contextualize the numerical patterns, particularly the differences between the joint significance of the regression models and the unique associations of individual teaching styles with intrinsic and extrinsic motivation (Vaismoradi & Snelgrove, 2019). Anonymity procedures were applied as a safeguard to protect participants' privacy (Gadotti et al., 2024). Throughout the research process, the principles of confidentiality, anonymity, and respect for participants' rights were strictly maintained.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This section presents the findings in response to the research questions concerning the relationships between the five teaching styles and EFL students' intrinsic and extrinsic motivation in the writing course. Descriptive statistics were first used to identify the overall patterns of students' perceptions of the five teaching styles and the two motivation dimensions. Pearson correlation and multiple regression analyses were then conducted to examine the relationships between the variables, followed by qualitative findings to explain and provide deeper insight into the quantitative patterns. Overall, the quantitative findings showed statistically significant regression models for both intrinsic and extrinsic motivation within the present sample. However, the individual predictors showed different patterns: no teaching style demonstrated a statistically significant unique association with intrinsic motivation, whereas the Expert and Personal Model teaching styles showed statistically significant unique associations with extrinsic motivation.

Table 1
Descriptive Test

Variables	Mean	SD	Minimum	Maximum
Expert	26.42	2.796	21	30
Formal	26.55	2.882	20	30
Personal	26.45	3.477	16	30
Facilitator	26.84	3.349	14	30
Delegator	27.11	2.985	19	30
Intrinsic	25.87	3.103	17	30
Extrinsic	16.79	2.384	12	20

Table 1 presents the descriptive statistics of the five teaching styles and the two dimensions of students' motivation. The results show that the X5 had the highest mean score ($M = 27.11$, $SD = 2.985$), followed by the (X4) ($M = 26.84$, $SD = 3.349$), X2 ($M = 26.55$, $SD = 2.882$), X3 ($M = 26.45$, $SD = 3.477$), and X1 ($M = 26.42$, $SD = 2.796$). For students' motivation, Y1 had a mean score of 25.87 ($SD = 3.103$), while Y2 had a mean score of 16.79 ($SD = 2.384$). These results indicate that, based on the mean scores, the Delegator teaching style was the most strongly perceived teaching style among the participants, while intrinsic motivation showed a higher mean score than extrinsic motivation.

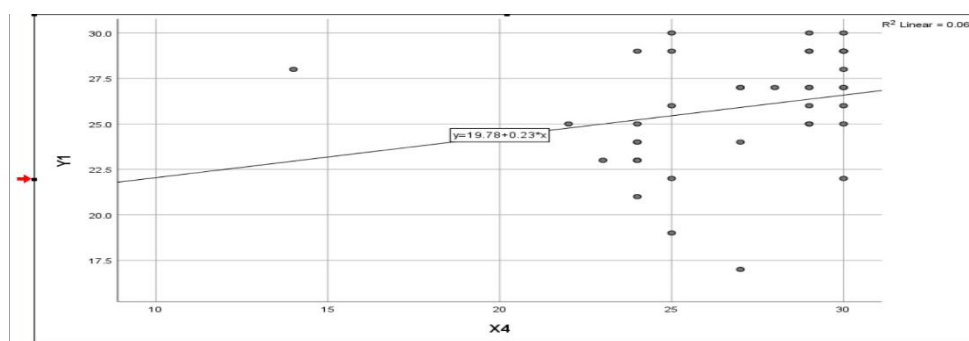
The results of the validity test indicate that most questionnaire items met the acceptable criteria, as the r -values exceeded the minimum threshold. All items across the teaching style variables, Expert (X1), Formal (X2), Personal (X3), Facilitator (X4), and Delegator (X5), were found to be valid. Similarly, most items in the intrinsic motivation variable (Y1) and extrinsic motivation variable (Y2) also showed acceptable validity. However, two items, Y2e ($r = .311$) and Y2f ($r = .143$), did not meet the validity criteria. Therefore, these two items were excluded from further analysis to ensure the accuracy and quality of the research instrument, as their correlation values were below the required threshold. Therefore, these items were excluded from further analysis to ensure the accuracy and reliability of the measurement instrument.

The instrument achieved a reliability coefficient of .964, demonstrating an outstanding degree of internal consistency across its items. This result demonstrates that the items function cohesively in measuring the intended constructs and that the responses obtained are stable and dependable. In other words, the instrument exhibits strong measurement precision and can be considered highly reliable for subsequent statistical procedures, including correlation and regression analyses. Therefore, the questionnaire was deemed appropriate to be retained as the primary tool for collecting data in this study. It can be presented in Table 2.

Table 2
Linearity Test

Items	Y1		Y2	
	Sig. Linearity	Standard deviation	Sig.	Standard deviation
X1	.001	.309	.001	.984
X2	.001	.164	.029	.358
X3	.001	.057	.000	.477
X4	.139	.423	.001	.641
X5	.000	.419	.000	.037

The study performed a linearity assessment to confirm that the links between independent and dependent variables satisfied the assumption of linearity essential for multiple regression. In the Y1 model, the significance values in the Linearity column for variables X1, X2, X3, and X5 are less than 0.05, indicating linear relationships between these variables and Y1. However, for variable X4, the obtained significance level is higher than 0.05, suggesting that the relationship between X4 and Y1 is not statistically linear. Nevertheless, the overall relationship pattern in the Y1 model still satisfies the general



assumption of linearity. The findings can be illustrated in Figure 1.

Figure 1. scatterplot Y1 and X4

The data showed that for the Y2 model, all independent variables, including X5, have significance values less than 0.05 in the Linearity test, indicating linear relationships between these variables and Y2. Although the Deviation from Linearity measure for the relationship between X5 and Y2 is less than 0.05, indicating a slight deviation from perfect linear association, the scatter plot graph indicates a positive linear association without prominent curvilinear relationships. Hence, based on both statistical and graphical analyses, the assumption of linearity is generally satisfied, and the multiple linear regression analysis can proceed. The findings can be presented in Figure 2.

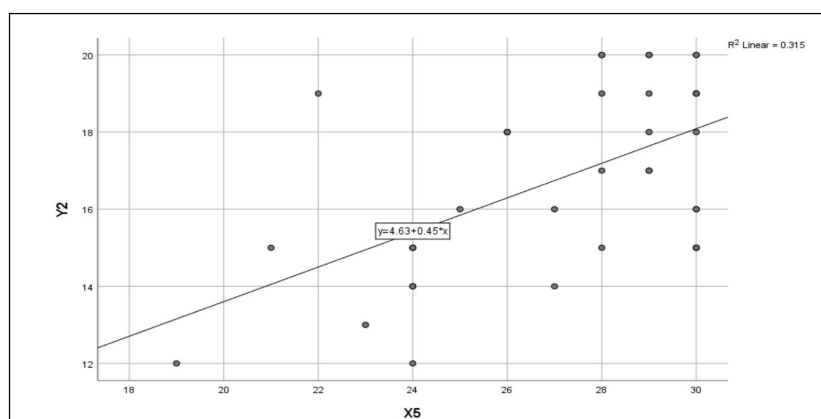


Figure 2. scatterplot Y2 and X5

Based on the analysis data, the classical diagnostic testing informed that the regression model complies with the required statistical standards. Examination of multicollinearity indicates that each independent variable has a tolerance value greater than 0.10 and a VIF below 10, thereby demonstrating that the predictors are not highly intercorrelated. This means that each teaching style dimension contributes uniquely to the model without causing redundancy or instability in the estimation. Furthermore, the normality test demonstrates that the significance values for both dependent variables are above 0.05, suggesting that the residuals follow a normal distribution. These results demonstrate that both the multicollinearity and normality assumptions have been satisfactorily fulfilled, allowing the regression analysis to be conducted with confidence. Therefore, the data are considered appropriate and statistically sound for further correlation and multiple linear regression analysis. It can be presented in Table 3.

Table 3
The Results of Correlation Test Between Variables

Items	Y1		Y2	
	Sig.	r	Sig.	r
X1	.001	.517	.000	.573
X2	.002	.492	.030	.352
X3	.003	.466	.000	.667
X4	.138	.245	.000	.547
X5	.000	.579	.000	.562

The associations between predictors X1–X5 and outcome variables Y1 and Y2 were evaluated using their corresponding Sig. values. For Y1, it is observed that the significance values for X1 (.001), X2 (.002), X3 (.003), and X5 (.000) are less than 0.05. The analysis demonstrates that several independent variables are significantly related to Y1. Conversely, X4 has a significance value of .138, exceeding the 0.05 criterion, which indicates the absence of a statistically significant relationship with Y1. Moreover, the significance values for Y2 reveal that all the independent variables (X1, X2, X3, X4, and X5) have significance values less than 0.05. Specifically, the significance values for X1 (.000), X2 (.030), X3 (.000), X4 (.000), and X5 (.000) indicate significant correlations between these predictors and Y2. This implies that all the independent variables have a significant relationship with Y2, and it is highly unlikely that the relationship between these variables and Y2 is due to chance.

The difference in results obtained from Y1 and Y2 is quite interesting. While all five independent variables are significantly related to Y2, none of the independent variables, particularly X4, is significantly related to Y1. This indicates that perhaps the factor represented by X4 does not play an important role in explaining variations in Y1 but does play a role in explaining variations in Y2. From the results obtained from the correlation analysis, it appears that all independent variables are significantly related to both dependent variables, particularly Y2. The results obtained from the correlation test support the continuation of further statistical testing, such as regression testing, to explore the strength and direction of these relationships. The results obtained also suggest that there is substantial support for the proposed model, particularly in explaining Y2.

Table 4
The Results of F test Analysis

Items	F	Sig.
Y1	5.133	.001
Y2	7.872	.000

The joint significance of the independent variables in explaining the dependent variable was tested using an F-test. The result indicates that for the Y1 model, the results 5.133 with a significance level of .001, which is less than 0.05. This implies that the independent variables have a significant joint effect on Y1. Consequently, the regression model for Y1 meets the criteria for further analytical procedures. For Y2, the obtained F-value of 7.872 with a p-value of .000 < 0.05 demonstrates that the predictors jointly influence Y2 in a statistically significant manner. Thus, the Y2 regression model is considered adequate for explaining the dependent variable's variance.

Table 5
The Results of T-test Analysis of Teaching Styles and Intrinsic Motivation

Items	t	Sig.	B	Std.error	Coe. Beta
Constant	1.695	.100	7.688	4.535	
X1	1.474	.150	.328	.222	.295
X2	.239	.813	.050	.211	.047
X3	1.428	.163	.328	.230	.368
X4	-1.811	.080	-.376	.208	-.406
X5	1.619	.115	.354	.218	.340

X*Y1

Table 5 indicates that none of the five teaching styles had a statistically significant unique effect on intrinsic motivation at the 5% significance level. The Expert teaching style (X1) obtained a t-value of 1.474 with a significance value of .150 and a standardized beta coefficient of .295. The Formal Authority teaching style (X2) showed a t-value of .239, a significance value of .813, and a beta coefficient of .047. The Personal Model teaching style (X3) obtained a t-value of 1.428 with a significance value of .163 and a beta coefficient of .368. The Facilitator teaching style (X4) showed a t-value of -1.811, a significance value of .080, and a beta coefficient of -.406. Meanwhile, the Delegator teaching style (X5) obtained a t-value of 1.619 with a significance value of .115 and a beta coefficient of .340. Since all significance values were greater than .05, none of the five teaching styles demonstrated a statistically significant individual effect on intrinsic motivation. Although Facilitator had the largest standardized beta coefficient in absolute value ($\beta = -.406$), its effect was not statistically significant ($p = .080$).

Table 6
The Results of T-test Analysis of Teaching Styles and Extrinsic Motivation

Items	t	Sig.	B	Std.error	Coe. Beta
Constant	.596	.555	1.867	3.132	
X1	2.529	.017	.389	.154	.456
X2	-1.577	.125	-.230	.146	-.278
X3	2.495	.018	.396	.159	.578
X4	-.445	.659	-.064	.143	-.090
X5	.489	.628	.074	.151	.092

X*Y2

The results of the t-test for extrinsic motivation show that Expert (X1) and Personal Model (X3) teaching styles had statistically significant individual effects on students' extrinsic motivation. Expert obtained a t-value of 2.529, with a significance value of .017 and a standardized beta coefficient of .456, while Personal Model obtained a t-value of 2.495, with a significance value of .018 and a beta coefficient of .578. Since both significance values were below .05, these two teaching styles significantly contributed to students' extrinsic motivation. In contrast, Formal Authority (X2) was not statistically significant ($t = -1.577$, $p = .125$, $\beta = -.278$), Facilitator (X4) was not significant ($t = -.445$, $p = .659$, $\beta = -.090$), and Delegator (X5) was also not significant ($t = .489$, $p = .628$, $\beta = .092$). Among the five teaching styles, Personal Model had the largest standardized beta coefficient ($\beta = .578$),

followed by Expert ($\beta = .456$), indicating stronger unique contributions to extrinsic motivation compared with the other teaching styles.

Clarity and Expertise

The first theme emerging from the interviews was clarity and expertise, particularly in relation to the Expert teaching style. Participants emphasized that lecturer mastery of academic writing and their ability to explain complex concepts clearly helped them understand the material and encouraged them to improve their writing. Clear explanations were perceived as making the learning process easier to follow and increasing students' interest in developing their writing skills. As explained: *"In that case, I think the expert teaching style still influences intrinsic motivation because if I like it from within myself and the lecturer teaches by providing knowledge about the correct academic writing concepts, it will definitely make me more enthusiastic about writing good essays."* (Lotus, Interview). *"In my opinion, this teaching style greatly influences my intrinsic motivation. When lecturer explain the material clearly and demonstrate a good command of the material, I become more interested in understanding the writing material and try to write better."* (Rose, Interview)

This response illustrates a recurring pattern in which students valued not only the lecturer's knowledge but also the ability to communicate that knowledge in an understandable way. Another participant connected clear explanations with external academic goals, stating: *"In my opinion, teaching style can influence extrinsic motivation. When lecturer explain the material well, and in an easy-to-understand manner, I am more motivated to study because I want to get good grades, pass the course, and prepare myself for future employment."* (Lily, Interview)

Together, these accounts indicate that clarity and expertise could support students' motivation through both interest in improving their writing and the pursuit of academic outcomes. However, the interviews also showed that expertise alone was not always sufficient. One participant felt that a lecture-oriented approach could become confusing and boring when the lecturer knowledge was not effectively communicated: *"No, because it's just like a lecture; the lecturer's knowledge is not maximized, so what is confusing cannot motivate students to learn. It tends to be boring."* (Star, Interview).

Structured and Pressure

Participants described structured rules, clear expectations, and grading standards as having both positive and negative effects on their motivation. On the positive side, clear structure helped students understand what they needed to study and encouraged them to become more disciplined in completing their academic work. As Moon explained: *"Yes, when the lecturer clearly explains the rules, assignments, and grading criteria, students become more focused on earning good grades so they can pass the course. Additionally, with clear standards in place, students also feel more motivated to take their assignments seriously because doing so helps them aim for the highest possible grade."* (Moon, Interview)

However, the interviews also showed that an emphasis on external standards and grades could create pressure. Jasmine described this concern as follows: *"A formal teaching style has an extrinsic influence because relying too heavily on extrinsic motivation can lead to burnout, for example, from a lack of praise, especially if there's no clear grading scale, which can be discouraging if students receive low grades."* (Jasmine, Interview)

In addition, Daisy emphasized that formal rules did not necessarily strengthen students' internal interest in learning because such rules were perceived as external influences: *"It doesn't have much of an effect because the rules are more of an external influence rather than something that comes from within me."* (Daisy, Interview)"

Taken together, these responses indicate a tension between structure and pressure. Clear rules and expectations could help students maintain discipline and understand academic requirements, while excessive reliance on grades and external standards could create pressure or fail to stimulate genuine internal interest. Thus, the qualitative findings suggest that formal structure may be most supportive when it provides sufficient clarity and direction without becoming overly controlling.

Modelling and Personal Support

The third theme emerging from the interviews was modelling and personal support, particularly in relation to the Personal Model teaching style. Participants highlighted the importance of lecturer providing examples, individual attention, feedback, and direct interaction. These practices helped students feel supported, develop greater confidence, and improve their writing performance. One participant emphasized the role of examples provided by the lecturer in developing confidence and motivation: *"In my opinion, that personalized teaching style influenced my writing because the professor frequently assigned tasks and always provided examples first, and that also boosted my intrinsic motivation because I became more confident and motivated to write good essays, and my essays turned out better as a result."* (Lotus, Interview)

Personal attention and direct interaction were also perceived as making students feel valued and supported during the learning process. Moon explained: *"In my opinion, this does make a difference, because when professors are closer to their students, for example, by frequently offering attention, feedback, or engaging in direct discussions, students feel more valued and supported."* (Moon, Interview). In addition to supporting confidence and engagement, personal support was connected to students' academic goals. Jasmine described the lecturer's role as similar to that of a mentor: *"Yeah, because this teaching style is really great, it's like having a mentor, as I mentioned earlier, so it feels more meaningful and motivating to graduate and get the highest grades possible."* (Jasmine, Interview)

These findings indicate that modelling and personal support can strengthen students' motivation by providing concrete examples, increasing confidence, and creating a sense of being valued and supported. The findings also show that students associated this teaching style with both their learning experience and academic achievement. Thus, the Personal Model approach appeared to be most beneficial when lecturer combined modelling with appropriate personal attention and support.

Facilitator Teaching Style

The Participants described classroom discussions, opportunities to ask questions, lecturer feedback, and guidance as important features of the learning process. These practices were perceived as supporting students' engagement, confidence, writing improvement, and academic achievement. Rose emphasized that discussion and feedback could increase students' enthusiasm for learning and improving their writing: *"Yes, the facilitator's teaching style has influenced my intrinsic motivation because the discussions and feedback from the instructor have made me more enthusiastic about learning and improving my writing skills."* (Rose, Interview)

In addition to increasing engagement, feedback was perceived as helping students understand their abilities and develop greater confidence. Lotus explained: *"Intrinsically, the facilitator's teaching style makes a difference, because when I see this, I can ask the instructor for feedback, and that helps them assess my abilities and boosts my confidence."* (Lotus, Interview). Feedback was also associated with students' ability to identify and correct weaknesses in their writing, which could contribute to better academic results. As Lotus stated: *"If the extrinsic factors have an impact, like the teaching style that involves giving feedback, I can identify my mistakes and correct them, which helps me improve my grades."*

(Lotus, Interview). Lily connected the facilitator approach with more serious engagement in learning and students' future-oriented academic goals: *"In my opinion, it has a significant impact. With the facilitator-style teaching approach, I feel more motivated to study seriously because I want to achieve good results, and I also feel that the material I'm learning will be useful for my future."* (Lily, Interview).

These responses reveal a consistent pattern in which feedback and participation supported motivation through several interconnected processes. Discussion encouraged students to become more engaged in learning, feedback strengthened confidence and helped students identify areas for improvement, and the resulting improvement in academic performance supported extrinsic motivation. At the same time, students connected their learning experiences with broader future goals. Thus, the Facilitator teaching style appeared to be most beneficial when interaction and feedback were accompanied by meaningful guidance.

The qualitative findings also revealed that participation and feedback were not always sufficient on their own. Some participants reported that not all students were active during discussions, while others indicated that insufficient explanation of core concepts could make facilitator-oriented learning less effective. As Sun explained, *"The drawback is a lack of understanding of the material; even though the instructor acts as a facilitator, it's not enough if the core concepts aren't explained in depth."* (Sun, Interview). Rose similarly noted that *"sometimes not all students are active in discussions, so only a few students are more engaged in the learning process."* (Rose, Interview).

Delegator Teaching Style

Participants described opportunities to work independently and take responsibility for understanding the material as motivating because they encouraged students to become more responsible for their own learning. However, the benefits of autonomy were closely dependent on the availability of sufficient guidance from the lecturer. Moon described independent learning as a challenge that encouraged greater effort and Lily emphasized the sense of responsibility created by being given greater independence: *"In my opinion, a delegating teaching style can influence intrinsic motivation. Because the professor trusts students to complete assignments or understand the material more independently, I feel challenged to study more seriously."* (Moon, Interview). *"Yes, the delegative teaching style makes me more motivated to learn because I feel a sense of responsibility to understand the material on my own."* (Lily, Interview)

Autonomy was also connected to students' external academic goals. Lily explained that the responsibility associated with independent learning encouraged her to strive for better academic results: *"In my opinion, the delegating style used by the instructor influences my extrinsic motivation because, as individuals, we become aware of our own abilities, whereas group work requires us to think as a team rather than independently. This allows me to strive for better grades."* (Lily, Interview). However, the interviews also indicated that autonomy was not equally beneficial for all students. Some participants needed clearer explanations and more direct guidance to understand the learning material. Sun stated: *"This teaching style also influences my extrinsic motivation. The responsibilities assigned make me want to get good grades and graduate with the best possible results. I also realize that academic writing skills are important for my thesis and future career."* (Sun, Interview)

Autonomy can encourage students to take responsibility, experience challenge, and pursue academic goals. However, the qualitative findings also suggest that independent learning requires an appropriate level of lecturer support. Students who are not sufficiently prepared for independent learning may experience difficulty when responsibility is transferred to them without adequate explanation or guidance. Thus, autonomy appears to be

most productive when it is accompanied by appropriate scaffolding rather than being provided without sufficient instructional support.

Discussion

These results showed that teachers' instruction style had a significant impact on both intrinsic and extrinsic motivation of students but in different ways. Specifically, the five dimensions of teaching styles predicted both intrinsic motivation and extrinsic motivation. This means that teaching styles contributed to students' motivational experience. The findings indicate motivation was impacted by different contextual and instructional factors (Dörnyei & Ushioda, 2011; Ryan & Deci, 2000). The influence of classroom practices and instructional environment on motivation and students' engagement in learning activities (Jang, 2019; Mills & Blankstein, 2000). No unique predictors of intrinsic motivation were found, while Expert and Personal Model predicted extrinsic motivation. This means that students can experience teachers' instruction as an integral instructional profile rather than five independent dimensions.

One can distinguish two explanations for the difference between the overall regression model and individual predictors. First, students' experience of teaching styles can be the result of their perception of teaching styles as an integrated instructional profile. In fact, in their practice, teachers explain materials in the Expert way, create rules like Formal Authorities, show how to write in the Personal Model way, give feedback like Facilitators, and encourage independent learning like Delegators. This means that these practices can overlap in students' classroom experiences. Correlation results also show the links between several dimensions of teaching styles although the VIF and tolerance values did not show multicollinearity problems. It means that the lack of significant unique effects cannot mean that teaching styles do not have any relations to motivation. Instead, overlapping of these instructional practices may result in non-distinguishable contribution of each of them. Moreover, the relatively small sample size (38 students) can reduce the power of statistics.

The strong influence of Expert and Personal Model on extrinsic motivation reveals the explanation of how different practices may contribute to the fulfillment of academic and future-oriented goals of students. The expert teaching was associated with such features as clear explanations and lecturer's mastery of academic writing, whereas personal model teaching included demonstration, examples, personal attention and feedback. The students associated these types of teaching with their desire to get good grades, pass the course, increase writing skills, graduate from university and find employment after. Thus, Lily pointed out that thanks to clear explanations given by lecturer she was becoming more motivated because she wanted to obtain good grades, pass the course and be prepared for future employment. Similarly, Lotus noted that the examples provided by lecturer helped her become more confident and motivated to write better essays. The results found in the current study coincide with the results obtained (Jiang & Zhang, 2021; Kusumajati et al., 2017). According to the Self-Determination Theory, clear explanations, modeling, feedback, and personal support could positively influence the students' sense of competence (Deci & Ryan, 2008; Grasha, 1996; Jiang & Zhang, 2021). The fact that the students emphasized grades, courses, and future goals means that competence-supporting experiences were quite often associated with extrinsic rather than pure intrinsic motivation.

It should be mentioned that the results related to the Formal Authority, Facilitator, and Delegator teaching styles also show that they can play both supporting and challenging roles in students' perception. The Formal Authority teaching style was positive when it was supported by clear rules and structure as they made students understand what they should do, whereas too many rules led to the pressure and the emphasis on the grades. The Facilitator teaching was associated with discussions, participation, feedback, and increased confidence;

thus, Rose noted that discussions and feedback made her more interested in writing improvement, whereas Lotus noted that the feedback from the lecturer helped her find her mistakes and increase grades. The Delegator teaching style promoted responsibility and independent learning; thus, Moon mentioned that independent work posed a challenge and motivated her to learn better. The findings of the current study coincide with the research on autonomy, interaction, feedback, and supportive teaching styles (Deci & Ryan, 2008; Jeon, 2022; Keerthigha & Singh, 2023; Taat et al., 2020; Yu & Xu, 2023). However, Some students reported confusion or difficulty when lecturer did not provide adequate explanation, suggesting that autonomy is most productive when combined with competence support and appropriate scaffolding.

The results of the current study confirm previous findings about the role of teaching style in student motivation. Like other authors (Jiang & Zhang, 2021; Keerthigha & Singh, 2023; Taat et al., 2020). The findings show that teaching style, engagement, autonomy support, feedback, and interactions between the lecturer and the student have a motivational function. At the same time, the findings confirm SDT-based claims that students' motivational experiences depend on their autonomous and competence-supporting environments (Guay, 2022; Ryan & Deci, 2000). However, the current findings contrast with the literature on teaching style and motivation that would imply the unique effect of a specific teaching style on student motivation because some styles significantly correlated with motivation lost their significance when controlling for other styles. Hence, the results provide a different insight into how teaching style can impact motivation because some teaching styles do not remain significant when considering others, depending on their combination and a small sample size.

The current findings should be discussed with attention to the specific setting of Indonesian universities and students taking their EFL writing course. The participants were first-semester students who had to develop their skills in academic writing, which is a complex task that requires accuracy, organization, knowledge of conventions, feedback, and increased independence. Qualitative findings showed that students often mentioned connection between the lecturer teaching styles and grade, course completion, graduation, thesis, and future employment, while at the same time appreciating confidence, participation, feedback, and understanding. Therefore, in this particular context of Indonesian EFL writing course, students' motivational experiences were related to both immediate needs and future goals.

CONCLUSION.

This study concludes that the five lecturer teaching styles jointly predicted variation in both intrinsic and extrinsic motivation among EFL students in the writing course. However, no individual teaching style made a statistically significant unique contribution to intrinsic motivation, whereas Expert and Personal Model teaching styles made significant positive contributions to extrinsic motivation. These findings suggest that students may experience lecturer teaching styles as a combined instructional profile rather than as completely independent practices. The qualitative findings further indicate that autonomy-oriented approaches, particularly Facilitator and Delegator styles, can support students' participation, responsibility, and confidence, but their effectiveness depends on adequate explanation, feedback, and instructional guidance.

Pedagogically, the findings suggest that lecturers should adopt a balanced combination of expertise, modelling, feedback, participation, structure, and autonomy rather than relying exclusively on one teaching style. In particular, clear explanations and modelling may be useful for supporting students' academic and future-oriented goals, while autonomy should be accompanied by sufficient scaffolding to prevent confusion and disengagement. Nevertheless, the findings are limited by the relatively small sample and the focus on students

from a single EFL writing class, which limits the generalizability of the results and the ability to identify small unique effects. Future research should therefore involve larger and more diverse samples, multiple EFL writing contexts, and longitudinal or mixed-methods designs to examine how students' motivational experiences develop over time and how combinations of teaching styles are experienced across different learning contexts.

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INFORMED CONSENT STATEMENT

Respondents in this study are volunteers. By taking part, participants confirm that they understand the study's purpose and procedures and agree to participate willingly. Their identities will remain confidential, and all data will be used only for research. Participants may withdraw at any time without penalty.

DATA AVAILABILITY STATEMENT

The data used in this study cannot be made publicly accessible due to the need to protect participant privacy and comply with applicable ethical research standards.

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