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English day: Impact on motivation of english language teaching undergraduates¹

Día del Inglés: Impacto en la Motivación de los Estudiantes de Licenciatura en Inglés

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Abstract

This study investigates how the English Day, an extracurricular activity, influences intrinsic and extrinsic motivation among English as a Foreign Language (EFL) undergraduates. Conducted at a public university in Florencia, Caquetá, Colombia, the qualitative case study involved thirty (30) participants from the English Language Teaching (ELT) program at Universidad de la Amazonia. Through semi-structured interviews and grounded theory analysis, the research aimed to analyze the role of the English Day in motivating ELT undergraduates. Results revealed that the majority of participants felt intrinsically motivated to use English during the event. Interestingly, some initially reported extrinsic motivation, which transformed into intrinsic motivation upon participation in the English Day activities. This study provides valuable insights into how the English Day extracurricular activity influences both intrinsic and extrinsic motivation among undergraduates.


Keywords: Intrinsic motivation, Extrinsic motivation, Extracurricular activities, English Day.


Resumen

Este estudio investiga cómo el English Day, una actividad extracurricular, influye en la motivación intrínseca y extrínseca de los estudiantes del programa de Licenciatura en Inglés. Este estudio de caso cualitativo se llevó a cabo en una universidad pública en Florencia, Caquetá, Colombia, e involucró a treinta (30) participantes del programa de Licenciatura en inglés de la Universidad de la Amazonia. A través de entrevistas semiestructuradas y análisis de teoría fundamentada, la investigación tuvo como objetivo analizar el papel del Día de Inglés en motivar a los estudiantes de ILE. Los resultados revelaron que la mayoría de los participantes se sintieron intrínsecamente motivados para usar el inglés durante el evento. Curiosamente, algunos reportaron inicialmente motivación extrínseca, que se transformó en motivación intrínseca al participar en las actividades del English Day. Este estudio proporciona información valiosa sobre cómo la actividad extracurricular del English Day influye en la motivación tanto intrínseca como extrínseca entre los estudiantes universitarios.

Palabras clave: Motivación intrínseca, motivación extrínseca, actividades extra curriculares, English Day.

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Introduction

Implementing extracurricular activities is a highly effective teaching and learning strategy to foster motivation for learning English as a Foreign Language (EFL). Lunenburg (2010) emphasizes that extracurricular activities are not just an optional addition but an integral and essential component of education. Research by Narkabilova (2021) supports this, indicating that students can significantly improve their English skills through participation in these activities, allowing them to apply and develop their strengths. Consequently, the development of extracurricular activities also enhances intrinsic motivation. Accordingly, EFL students who are intrinsically motivated are more likely to tackle the challenging tasks involved in learning the target language with a positive mindset.

Certainly, in the context of the English Language Teaching (ELT) program at Universidad de la Amazonia, extrinsic motivation appears to be a significant factor driving the acquisition of the English language by many undergraduates. As noted by Dang et al. (2021), students influenced by extrinsic motivation are often studying due to external rewards rather than a genuine interest in the subject matter. This reliance on rewards can hinder deep learning and a lasting understanding of the language.

The prevalence of extrinsic motivation in this scenario may be attributed to the lack of effective strategies within classrooms that nurture intrinsic motivation. Consequently, students may not develop a sustained passion for learning EFL, resulting in a shallow understanding of the ELT process.

To address this concern, it is crucial for professors to employ alternative academic methods that foster intrinsic motivation among their students. By creating engaging and meaningful learning experiences, educators can inspire a genuine interest in the language beyond external rewards. This shift towards intrinsic motivation is essential for students to develop a deep and lasting understanding of the English language. Hence, our article addresses the necessity of examining whether the introduction of the English Day as an extracurricular activity enhances both intrinsic and extrinsic motivation among undergraduates enrolled in the ELT program at Universidad de la Amazonia.

Literature Review

Motivation

Motivation is the driving force behind human actions, persistently present throughout various aspects of life. Defined by Cook & Artino (2016) as an internal state that activates, directs, and sustains behaviour toward specific goals, motivation provides the energy and direction necessary for achievement. In education, motivation plays a pivotal role in student success, as noted by Wigfield et al. (2019), Stirling (2014), and Usmanovna & Oybekovna (2018). They highlight that in the increasingly complex landscape of education, motivation becomes crucial for students to navigate challenges effectively and engage in goal-oriented behaviors.

Specifically, within the realm of EFL learning, motivation is intertwined with students' willingness to complete assignments and their anticipation of positive outcomes, as discussed by Pinner (2013). This motivation is a key determinant of students' achievement in linguistic lessons. Therefore, EFL teachers must prioritize fostering students' motivation to yield better learning outcomes, as suggested by Ilter (2009). Understanding and leveraging the factors that drive student motivation is essential for successful EFL acquisition.

In essence, motivation stands as an essential element in the pursuit of knowledge, particularly in the context of EFL learning.

Intrinsic motivation. Intrinsic motivation, stemming from within oneself, is a powerful force that drives individuals to acquire knowledge in areas they find personally rewarding. Hennessey et al. (2015) describe this form of motivation as the drive learners' harness to engage with tasks for the sheer joy and satisfaction of the activity itself. This intrinsic motivation is characterized by a sense of self-determination, perceived control over commitments, and can significantly enhance self-awareness in educational settings. Echoing this view, Valerio (2012) emphasizes the critical role intrinsic motivation

plays in a student's learning and overall development, underscoring its importance as a key element in pedagogy for teachers to cultivate a desire for new understandings across different subjects.

The significance of intrinsic motivation extends to the realm of EFL teaching and learning. Indeed, Oraif (2018) and Moskovsky & Alrabai (2009) assert that intrinsic motivation is particularly crucial for the successful acquisition of foreign languages. This form of motivation empowers learners to effectively pursue their goals in EFL contexts. Additionally, Zoghi, & Malmeer (2013) highlights that many effective EFL learning environments heavily rely on intrinsic motivation. As a result, intrinsic motivation is more likely to persist over time, enriching both linguistic and cognitive abilities. Ultimately, intrinsic motivation significantly influences the success of EFL learning outcomes for learners.

Extrinsic motivation. Extrinsic motivation is the driving force behind actions influenced by external stimuli. As noted by Vatankeh & Tanbakooei (2014), this form of motivation manifests when students engage in academic activities primarily to attain rewards or avoid punishments. Consequently, their focus shifts away from genuine learning, instead becoming overly concerned with outcomes that are disconnected from cognitive development. Legault (2020) further illustrates that extrinsically motivated students complete tasks to achieve a favourable score rather than out of a desire for knowledge acquisition. Consequently, their emphasis lies on passing subjects or maintaining high grades rather than pursuing broader educational and personal goals.

In the context of EFL learning, extrinsic motivation is viewed unfavourably. It has historically been the primary driving force for many EFL students, who undertake tasks based on external pressures such as avoiding punishments, securing rewards, meeting job requirements, fulfilling duties, financial considerations, travel opportunities, personal challenges, establishing global connections, enhancing cognitive abilities, and gaining a better grasp of scientific concepts, among others. However, Bénabou & Tirole (2003), Sansone & Harackiewicz (2000), and Teo et al. (1999) argue that this extrinsic motivation often leads students to perceive EFL learning as a mere obligation, making it more challenging to achieve meaningful progress. Therefore, relying solely on extrinsic motivation is not conducive to effective EFL learning outcomes.

The English Day.

The English Day is an event that addresses the need for a dedicated day where students can engage with EFL in a more authentic setting, showcasing their learning and interaction with diverse cultures in a lively and enjoyable manner. During this event, students have the opportunity to sing, act, dance, recite poetry, tell stories, and participate in various fun activities using the target language. Sinaga (2018) emphasized that students' motivation to excel in EFL was notably high, and the English Day event could significantly improve their English proficiency through real-life interactions. Therefore, such activities should be incorporated into school programs, even if not all participants are fluent in EFL, as it encourages practice and learning. The English Day at Universidad de la Amazonia is developed as follows:

Table 1.
English Day description.

English Day activities	
Activity	Description
Stands	Stands are designed to provide an approach to native English countries' culture. Some of those countries are United Kingdom, Australia, Canada, and United States. Thus, EFL students and others can be aware of some history of the countries, try some typical food, and participate in games in which they can test their knowledge concerning the information previously provided.
Karaoke	Karaoke is an activity that leads students to sing in English. Therefore, students choose a song they want to perform in front of others. This performance is not competition, but its purpose is practicing pronunciation while having fun.
Just dance	Just dance is a video dance game in which several students can participate at the same time. With this activity, students enjoy dancing following a dance choreography they see on a screen.

Shadowing	In order to improve speaking skills, shadowing is a dubbing students carry out of movies or series parts. To develop this activity, students not only have to take into consideration actors' lips movements, but also, they must care about pronunciation and accent quality.
Role plays	Role play is a physical performance students develop to show the public a story. Those acting activities can be either original or taken from an existing show. Through this kind of shows, students are expected to memorize dialogues and play them with accurate speaking skills production.

Methodology

We chose a qualitative research approach to investigate the impact of the English Day on both intrinsic and extrinsic motivation among undergraduate students enrolled in the ELT program at Universidad de la Amazonia. As Tenny et al. (2022) suggest, qualitative research allows for an in-depth exploration of societal issues, providing valuable insights and understanding. Additionally, Hesse-Biber (2010) notes that this approach enables researchers to construct a narrative of their social environment, serving as interpreters of various perspectives on a given phenomenon.

The decision to employ a qualitative study aligns with the objectives of our research and the specific data collection instruments required for this investigation. Our primary aim was to understand the influence of the English Day event on the motivation levels of EFL students, both intrinsic and extrinsic. Accordingly, we sought to explore these impacts by considering the students' experiences, perceptions, and reflections within the context of a case study.

A case study approach, as described by Lapan., Quartaroli., & Riemer (2011), is particularly suitable for our research. It is a method used to thoroughly describe complex phenomena, such as recent events, topics, or plans, in order to gain a deeper understanding of a specific concern. Similarly, Crowe et al. (2011) and Hancock et al. (2017) highlight that a case study allows for a comprehensive and multifaceted investigation of complex issues within actual contexts.

Through our qualitative case study approach, we aimed to gain a deeper understanding of how the English Day event fosters motivation among ELT students. By shedding light on its significance in their language learning journey, we sought to answer the question: How does the English Day foster intrinsic and extrinsic motivation in undergraduate students from the ELT program at Universidad de la Amazonia?

Setting and Participants. This study was conducted at a public university in Florencia, Caquetá. The participants of this research are undergraduate students enrolled in the English Language Teaching (ELT) program at Universidad de la Amazonia. The study included a total of thirty (30) participants, consisting of eighteen (18) men and twelve (12) women. The participants volunteered to take part in the study and provided signed informed consent.

Data Collection Instruments

For the data collection process, we opted to use a semi-structured interview method.

Interview. Interviews are valuable tools that researchers can tailor to suit various study designs. As Sullivan (2012) notes, qualitative interviews are versatile data collection instruments that are beneficial across a range of methodological approaches. Through these interviews, researchers can pose a variety of questions, allowing for a comprehensive exploration of participants' perspectives and experiences.

Furthermore, according to Hannan (2007), interview questions are designed to uncover information about attitudes, opinions, and meanings. As such, interviews are commonly implemented by investigators as an essential means of both gathering data and gaining valuable insights.

In our study, we carried out qualitative interviews to gather perspectives on the English Day event and its influence on the motivation of participants. This approach allowed us to delve deeply into the experiences and viewpoints of the undergraduate students in the ELT program at Universidad de la Amazonia.

Data analysis procedures

To analyse the gathered data, we considered using the grounded theory method, as it is a suitable approach for examining qualitative information. Notably, Jones et al. (2004), Strauss & Corbin (1997), and Walker & Myrick (2006) assert that grounded theory enables researchers to develop new qualitative theories based on social processes and perceptions. This method allows for a deeper exploration, providing a clear understanding of events, and is widely used across various social fields.

In particular, Hutchinson (2004) emphasizes the relevance of grounded theory in describing and analysing educational phenomena. Researchers employing this approach do not start with predetermined hypotheses; instead, they follow an inductive process based on the collected data. Therefore, grounded theory is recognized as one of the most influential data analysis approaches, offering reliable outcomes, especially in educational contexts.

Following the grounded theory approach, we adhered to its recommended process. Initially, we transcribed the interviews to analyse and identify preliminary categories and subcategories. Subsequently, these categories emerged based on the research question, objectives, and the most relevant evidence. We then proceeded to code the information into these categories and subcategories, labelling the data to begin constructing our grounded theory. Finally, the categories that emerged from this process were organized in the following table:

Table 2.
Research categories

Research question	Category	Subcategory
<i>How does the English Day foster intrinsic and extrinsic motivation in undergraduate students from the ELT program at Universidad de la Amazonia?</i>	Undergraduates' intrinsic motivation perception	Undergraduates' intrinsic motivation for practicing communicative skills.
		Undergraduates' intrinsic motivation in relation to the English Day as a real context.
	Undergraduates' extrinsic motivation perception	The undergraduates shifted from extrinsic to intrinsic motivation during the English Day.
		The undergraduates felt extrinsically motivated in activities that did not engage them.

Results and Discussion

Undergraduates' intrinsic motivation perception

After conducting interviews with the participants, we discovered that the majority of them (83%) reported feeling intrinsically motivated in relation to the English Day. It was evident that most undergraduates felt excited whenever they had the opportunity to showcase their EFL skills during this event. Consequently, they found the English Day to be highly beneficial. This sentiment is supported by Albayrak & Sener (2021), who observed that students experienced intrinsic motivation towards the English language when participating in extracurricular activities. Similarly, the English Day, as an extracurricular activity, provided enriching experiences that most participants in our research found meaningful for fostering intrinsic motivation.

Furthermore, we also noted that some undergraduates expressed concerns about the irregularity of the English Day and the challenges faced by the ELT program in developing other extracurricular activities. Nevertheless, the overarching sentiment was that the participants felt intrinsically motivated, focusing more on the opportunity to apply their communicative skills rather than external factors. Albayrak & Sener (2021) support this observation, stating that when students feel intrinsically motivated, they achieve

significant results in the target language, particularly in improving their communicative skills through such activities.

We hold the previous information with the samples below.

Yep. I felt intrinsically motivated because. I think it's a really good opportunity to improve my abilities to practice with another people, and to talk just practice. I mean, I think that's it. (Sample 5).

in my case I really felt intrinsically motivated because I. I'm not seeing or having any English class, so I decide to go. Because that type of activities or extracurricular activities intrinsically motivated me to go, and because I consider that it is an excellent activity because it makes me feel like I want to participate, I would like to do something for presenting them. (Sample 25).

The viewpoints expressed by the participants clearly highlight that the English Day fosters intrinsic motivation, as they view it as beneficial for their EFL learning process. The activities organized during the English Day were designed to use the language in a fun and engaging way. This aspect is crucial because the undergraduates did not find the activities tedious or burdensome. On the contrary, they were eager to participate, allowing them to engage with the English language without feeling pressured by external factors.

In this context, it is evident that the English Day serves as an alternative method to enhance the EFL skills of undergraduates. The enjoyable and voluntary nature of the activities encourages active participation and provides a positive environment for language practice. This intrinsic motivation, driven by the desire to engage and have fun, plays a significant role in improving their English language proficiency.

In summary, the findings suggest that the English Day enhances undergraduates' communicative skills based on the intrinsic motivation they experience during these activities. This category encompasses two subcategories: "The undergraduates feel intrinsically motivated to practice their communicative skills during the English Day" and "The undergraduates felt that the English Day provides a real context to use the target language".

Undergraduates' intrinsic motivation for practicing communicative skills. The present subcategory highlights that undergraduates felt intrinsic motivation towards practicing EFL due to the English Day offering activities that allow them to use their English skills. Alnaeem (2021) supports this notion, stating that EFL students are inclined to engage in extracurricular activities as they provide entertainment while also offering opportunities to practice English abilities. Participants in our study similarly expressed that the English Day was conducive for them to practice their communicative skills compared to regular classroom tasks, which they found less advantageous. Alnaeem (2021) further asserts that classroom activities often prioritize acquiring grammar structures over actual language production.

This information underscores the necessity of implementing extracurricular activities such as the English Day, which fosters intrinsic motivation to practice communicative skills specifically. We complement the aforesaid information with the following notions.

Interviewer. What are the perceptions you have got concerning the English day as an extracurricular activity to foster intrinsic motivation on EFL students?

I consider that English Day is a good activity or extracurricular activity because we normally we come here, we study this like a traditional education and we don't develop our skills. So English Day is a good opportunity to develop our skills, as students as teachers, as humans as people. (Sample 9).

According to these insights, EFL classes do not provide enough opportunities for undergraduates to practice their English skills. Instead, they continue to follow a "traditional education" approach, as pointed out by one of the participants. Conversely, the participant emphasized that the English Day offers activities where undergraduates can apply their EFL skills. Additionally, considering the participants' viewpoint, the opportunity to use the target language also benefits professors. In other words, the English Day motivates not only undergraduates from the ELT program but also professors and others outside the program. It is noteworthy that most of the participants expressed similar beliefs.

An activity about the English Day is gonna be held for example, when it comes to speaking, it's just a little free and I'm going to be able to explore my skills and I'm gonna be there. And I'm pretty sure that I'm talking behalf in behalf of most of my classmates because they are over here in this degree trying to seek out some improvement when it comes to the whole language. So, for sure they'll be like totally motivated intrinsically to improve. (Sample 20).

Building upon the previous notion, undergraduates feel intrinsically motivated to participate in the English Day because it provides a space for them to explore and refine their English skills. The participants also mentioned that undergraduates actively seek to enhance their proficiency in producing the target language. Being part of such an extracurricular activity allows them to identify their weaknesses and develop strategies to overcome them. This is facilitated by the English Day's activities, which enable practice both individually and in groups.

Undergraduates' intrinsic motivation in relation to the English Day as a real context. Regarding this subcategory, participants revealed that the English Day provides a genuine environment for them to actively use the English language. This aligns with Alghonaim's (2021) perspective, suggesting that EFL students should be assessed through activities that create authentic contexts for understanding and producing the target language. Examples include role plays, songs, class discussions, among others. These activities motivate EFL students to engage with the English language, as they simulate real-life situations where language skills are applied. The participants' views underscore the need for real or simulated contexts to practice their English skills, particularly the communicative aspects.

In line with the concept of the English Day as a real context, eighty percent (80%) of the interviewees expressed feeling intrinsically motivated. It became evident that the participants did not have adequate opportunities in their regular classes to use the language authentically. According to their perspectives, the classroom environment did not feel like a genuine way to communicate in the target language. Thus, when discussing the English Day, they viewed it as a real context where they could finally utilize and produce the English language. For instance, the English Day featured activities showcasing different countries and their cultures, providing a platform for authentic language use.

This suggests that participants felt intrinsically motivated because the English Day offered a real-world context for language production, aligning with Alghonaim's (2021) assertion that students may lack motivation if educators do not provide authentic contexts for practicing the foreign language. This demonstrates a connection between the findings of our research and the outcomes observed by Alghonaim (2021).

So, the following excerpts provide examples that illustrate what was previously discussed.

Interviewer. What are the perceptions you have got concerning the English Day as an extracurricular activity to foster intrinsic motivation on EFL students?

Regarding with half heard from some classmates, I consider that this type of activities actually enriches or just foster their intrinsic motivation by the thought that they were there in a truly contextualized environment. So that's when you take a leak, how important and how useful it is English in real life. So I think that's definitely connected with intrinsic motivation. (Sample 21)

This type of activities in fact makes you feel like. We could feel the mmm there is something, so some sort of necessity to improve or to enhance your English skills of course because you take a look at how English is used and how it's comprehended in a real context. So that's why this type of risk or like the stunts was like you could find some places where English is used. England, Australia, archenemy it and in that way I think that your strength and motivation can be boosted. (Sample 20)

OK, I think the university should implement more activities like English day because we as English students need an English environment. Yeah, we don't have any space to practice or English, so we need an English environment. Here Florencia or even here in the university are just few environments when we can like speak English. And most of the students are not like increasing motivation to speak in their house or maybe they are in their house, but they cannot speak with someone. So, I do like this like English Day

or kind of activity like that. It can allow, allow us to practice our English. So that's so important that the university and maybe us, we as students and future teachers create this space. (Sample 18)

With the aforementioned perspectives in mind, the participants highlighted the fundamental role of the English Day in fostering their intrinsic motivation to use the target language. They emphasized the lack of real contexts available to them for practicing the English language, including within classrooms, at home, and in other spaces outside the university. Consequently, the participants emphasized the importance of creating extracurricular activities as a means of providing authentic English environments. Specifically, they suggested activities that simulate foreign places, such as those found in English-speaking countries.

In summary, the undergraduates indicated that they experienced intrinsic motivation when using the English language, primarily due to the authentic environment provided by the English Day activities.

Undergraduates' extrinsic motivation perception

The second category revealed that the English Day motivated the participants extrinsically to a small extent (17%) when attending the event. To clarify, drawing from Molina-Leal & Peña-Cerón's (2020) insights, extrinsic motivation was identified in students who performed activities solely to obtain a score. These students experienced extrinsic motivation worked under pressure, did not perform at their best, and reported feeling more nervous. Similarly, a minority of participants in this research felt extrinsically motivated to earn a score or solely to sign the attendance list during the development of the English Day as an extracurricular activity. Additionally, Yusof & Abugohar (2017) suggest that extracurricular activities involving memorization tend to elicit extrinsic motivation. Therefore, if extracurricular activities are conducted properly, they are likely to facilitate the emergence of the most suitable type of motivation.

Comparably, the undergraduates who experienced extrinsic motivation in our research did not feel satisfied with activities that involved memorization, as these did not provide an opportunity for real EFL usage. The excerpts displayed below provide insights from the participants regarding extrinsic motivation:

Interviewer. Did you feel extrinsically motivated when extracurricular activities as the English Day take part in the English Language Teaching program? Why?

Personally, when the English Day takes part, I feel extrinsically motivated because I was very stressed, and I only went to it because I had to be part of an activity. Days before I worked really hard to finish that activity, I had to paint, cook and decorate so that is not my thing. (Sample 3)

In my case, I'm not sure, but I think yes, because most of the time when we participate in the events or their activities like that, we are focused on the grade or to sign the attendance. I mean, the activities are fun but not when you have to put a lot of effort to present an activity. (Sample 23)

In sample 03, the participant mentions engaging in activities such as painting, cooking, and decorating for the English Day event. However, he found the preparation for these activities stressful, which led to experiencing extrinsic motivation. It is important to note that the aforementioned activities do not involve practicing EFL. Similarly, in sample 23, the participant acknowledges that extracurricular activities like the English Day are enjoyable. However, the process of developing scoring activities for the event made him feel extrinsically motivated. From these contributions, it is evident that extrinsic motivation is fostered when designing complex scoring activities for such events.

This category contains the following two subcategories: "The undergraduates shifted from extrinsic to intrinsic motivation during the English Day" and "The undergraduates felt extrinsically motivated in activities that did not engage them."

The undergraduates shifted from extrinsic to intrinsic motivation during the English Day.

This subcategory illustrates how undergraduates' extrinsic motivation shifted to intrinsic motivation during the development of the English Day as an extracurricular activity. The results of our interviews

reveal that forty-three percent (43%) of the participants initially felt extrinsically motivated due to external factors, but later experienced intrinsic motivation. Darmawati (2022) explains that students' extrinsic motivation tends to persist when engaging in traditional activities, as these often lack interaction and entertainment. This leads students to feel obligated to complete such tasks rather than genuinely enjoying them. Therefore, Darmawati (2022) insights suggest that students have the ability to unconsciously transition to intrinsic motivation when learning environments offer interactive activities that provide emotional and cognitive satisfaction. These ideas were supported by the observations during the semi-structured interviews conducted, where participants expressed experiencing a shift in their motivation.

This shift occurred because the engaging nature of the English Day activities encouraged undergraduates to change their motivation. Additionally, we observed that tasks initially stimulated extrinsic motivation in individuals to complete an action. Furthermore, the levels of intrinsic motivation increased as entertaining and engaging activities were able to foster such motivation among the undergraduates. The following interview samples provide justification for this information.

Interviewer. What type of motivation (intrinsic or extrinsic) did you experiment to participate in the English Day?

Well, I'm not sure about this because umm... I went to the English day just because I had to make a video, so basically, I was extrinsically motivated because I was part of some activities on the English day, but then I wanted to stay and see the rest of activities during this English day on my own because they seemed fun, so yes I was kind of intrinsically motivated at the end. (Sample 26)

In my case I felt both of them extrinsic at first because I had to go, but then it became intrinsic because I wanted to stay and also to be part of the English day activities because they were meaningful for me. (Sample 18)

I felt obligated to come because the professor told us to come because she had to make us sign the attendance but later when the presentations started, I chose to stay because the activities were fun and I had curiosity of what was going to happen then. (Sample 16)

As observed in the previous discussions, extrinsic motivation played a significant role in motivating some participants to participate in the English Day as an extracurricular activity. These undergraduates attended the event due to external factors, indicating that without extrinsic motivation, many of them might not have engaged in academic events like the English Day. Initially, the undergraduates perceived their participation as an obligation, but later transitioned to feeling intrinsically motivated. This illustrates the possibility of transitioning from extrinsic to intrinsic motivation, highlighting the dynamic nature of motivation in the learning process.

The undergraduates felt extrinsically motivated in activities that did not engage them. This subcategory emphasizes how certain activities that solely focused on input towards students influenced their extrinsic motivation. Furthermore, this subcategory reveals that undergraduates felt extrinsically motivated by activities that did not involve them. The outcomes of the interviews indicate that forty percent (40%) of the participants felt extrinsically motivated regarding activities that did not engage them in practicing the target language. As mentioned by Muñoz-Restrepo et al. (2020), when students are driven solely by extrinsic motivation in their learning processes, it can lead to complexities, frustrations, and lack of enjoyment. Therefore, it is crucial to engage students in activities that create an environment conducive to fostering intrinsic motivational strategies. Similarly, Zakhir (2019) suggests that extracurricular activities should promote interaction patterns to involve students effectively and encourage participation. Institutions that lack extracurricular activities often see the negative effects of extrinsic motivation on students. These insights support the observations made previously.

It is evident that not feeling included in activities can lead undergraduates to lose focus and interest in participating. Merely being a spectator is insufficient to engage successfully in practicing EFL. Consequently, extrinsic motivation is promoted when undergraduates participate in activities without genuine inner motivation, as their intrinsic desires are not fulfilled. The following statements exemplify the information provided above:

Interviewer. What type of performances do you think are more meaningful for you to feel extrinsically motivated while practicing EFL? Why?

I think that the English day is a great activity for us as English students, but activities that make me feel extrinsic motivation are those in which I can't be part of, instead of the ones in which I can participate in. (Sample 23)

I think that when I feel intrinsically motivated is when I can see a type of activity that I really want to develop and be part of, not just as a viewer. (Sample 17)

When it comes to practicing the English, I think it will be more meaningful the games that put on practice your knowledge because sometimes the songs are just songs and then you stay as a viewer and you don't sing, you are seeing a person but you don't practice this, at least you, I don't know. I think with activities that make you practice it will be more meaningful. (Sample 15)

As observed, simply receiving input did not sufficiently engage undergraduates in various activities conducted during the English Day. The participants were highly extrinsically motivated when carrying out these activities, as they required additional participation to complete the tasks and feel intrinsically motivated. They also suggested specific activities that could enhance participation among students to amplify the impact of intrinsic motivation. The participants emphasized the importance of encouraging EFL students through activities that actively involve them, highlighting the crucial role this plays in the success of extracurricular events such as the English Day.

Conclusions

In summary, the English Day proves to foster intrinsic motivation to a great extent and extrinsic motivation to a certain extent among undergraduates in the ELT program at Universidad de la Amazonia. The intrinsic motivation is evident in several ways. Firstly, undergraduates feel intrinsically motivated to practice their communicative skills during the English Day activities. When these activities allow them to use the English language for communication, they are eager to participate. Secondly, the English Day provides a real context for using the target language, which further fuels their intrinsic motivation. This aspect is particularly valuable as it creates an authentic environment that is lacking in other academic spaces.

On the other hand, extrinsic motivation is also present to a certain extent. Some undergraduates initially attend the English Day due to external factors such as scoring assigned by professors' activities. However, once they participate in the event, they often transition to intrinsic motivation driven by their own desire to engage in the activities. Additionally, there are activities within the English Day that do not effectively engage all undergraduates, leading to extrinsic motivation for those tasks.

In conclusion, the English Day as an extracurricular activity is effective in fostering intrinsic motivation among ELT undergraduates at Universidad de la Amazonia. However, it is also important to consider and foster extrinsic motivation to encourage initial attendance and participation. As students engage in the activities and experience the real context of using the English language, they are more likely to transition to intrinsic motivation. This creates a valuable opportunity for EFL undergraduates to practice and produce the English language in a meaningful and authentic setting.

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