



Motivational Patterns in EFL Classrooms: A Descriptive Study of Student Behaviour, Affect, and Classroom Factors at Shinas Vocational College

Dr. Adnan Mohammed Bataineh^{1*}, Mohammed Ali Al-Zaabi², Kashif Ali Sabiri³, Salma Ahmed Al-Ismaili⁴

Abstract

The current study aimed to examine the classroom behaviours, affective experiences, and motivational factors related to English as a Foreign Language (EFL) learning of Shinas Vocational College students in Oman. The study, in line with Self-Determination Theory, followed a quantitative descriptive design with the help of a questionnaire to get responses out of 117 students from various levels of English proficiency. The results suggest that students tend to have high behavioural engagement as indicated by regular attendance, completing their tasks, listening carefully and helping classmates. The affective responses were also positive, with confidence being the strongest indicator of emotion while enjoyment and personal relevance were moderate. The findings indicate that motivation on the students' part in this case mainly comes from competence, classroom structuring and peers while autonomous self-directed engagement is comparatively weaker. With respect to this; the study asserts that students are practically motivated in the class. However, they can enhance their intrinsic motivation and strengthening personal It can be a great source of learning English. The results furnish Omani higher education with context-specific evidence and provide suggestions for enhancement in EFL teaching, feedback practices, and classroom climate.

¹English Lecturer, University of Buraimi, Oman, Email: adnan.m@uob.edu.om, ORCID: 0000-0002-3888-4759

²English Language Instructor, Shinas Vocational College, Oman, Email: s9514@shinasvc.edu.om, ORCID: 0009-0007-3066-9185

³English Instructor, University of Buraimi, Oman, Email: kashif.s@uob.edu.om, ORCID: 0000-0002-8663-579X

⁴Independent Researcher, Email: gamal.arrooh22@gmail.com

Corresponding Author*: Dr. Adnan Mohammed Bataineh, English Lecturer, University of Buraimi, Oman, Email: adnan.m@uob.edu.om, ORCID: 0000-0002-3888-4759

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Introduction

It is well recognized that students' motivation to learn English as a Foreign Language (EFL) is one of the most important success factors. Within the field of higher education, motivation affects the quantity, quality, depth and persistence of students' engagement with their learning (Ryan & Deci, 2020) 3. In Oman English has a special status. In most higher education institutions, it is the medium of instruction. Moreover, it is a requirement for many jobs, and it signals readiness for the globalised labour market (Abraham, 2024). Yet, research has consistently shown that Omani students in higher education are not sufficiently motivated to fully engage with the process of learning English. As a result, the level of proficiency of graduates is not adequate for the communicative needs of the private sector (Abraham, 2024). Grasping what encourages or discourages student motivation within the EFL classroom is consequently more than an academic issue – it has national educational implications.

Importance of the Study

Research on student motivation in GCC higher education settings has grown significantly over the past decade; however, most studies have focused on motivation in general academic contexts and / or isolated teacher-related variables (Ishida & Sekiyama, 2024). Although there have been studies regarding individual factors in L2 learning, learning transfer was studied quite a bit but in more optimistically biased contexts (e.g., Cheng, 2009; Day et al., 2010; Kauffman & Daniels, 2018). Comparatively little attention has been paid to the specific behavioural and affective dimensions of motivation as experienced by students in foundation-level and applied sciences programmes, where the stakes for English proficiency are particularly high (Abraham, 2024). Students at Shinas Vocational College are expected to develop functional English competence as the basis for all subsequent academic study. However, little is known about the motivational dynamics relating to how they engage behaviorally and affectively with EFL learning. This study directly tackles this deficiency by analysing what students do in the EFL classroom as well as what they feel, so it can provide evidence to inform instructional design and institutional practice at Shinas Vocational College.

Student motivation in EFL classrooms can be affected by not just desire but also classroom interaction quality and learning environment. Studies focusing on second language teaching indicate that learners are more likely to engage, persist in difficulty and enhance their efficacy for language use when their efforts are encouraged through supportive feedback and cooperative relations, as well as when they feel a sense of competence (Gan et al., 2021; Sun & Mu, 2023). A classroom set up that is positive will be organised and student responses are full and engaged, lessons should be respectful and emotionally responsive. This helps to build relatedness and relieve anxiety (Wang et al., 2024). Also, when the praise and feedback of the teacher is specific, timely, and focuses on the process rather than the end evaluation, they can act as motivating forces, as they can show the students that they made progress and that learning English is achievable (Peng, 2021). Because of this, motivation in the present study is treated as a multidimensional classroom phenomenon which is reflected in the students' behaviour, feelings, and responses to the learning environment.

Research Gap

The existing literature has largely identified broad motivational factors (teacher behaviour, peer interaction, curriculum relevance, self-efficacy, etc.) in EFL contexts (Ishida & Sekiyama, 2024; Peng, 2021). However, much of this research was conducted in East Asia or Europe. The empirical investigation in Oman and the wider Gulf cooperation council (GCC) context is quite limited (Abraham, 2024). Moreover, much of the research focuses on either motivational behaviour or feeling, but not the interaction of the two in one institution (Zhou et al., 2023). The researchers also point to the lack of studies that situate EFL motivation research in a strong theoretical framework that could explain the psychological and social mechanisms. This study seeks to address these two gaps by examining students' classroom behaviours, feelings and the motives that connect them at the same time. This will be done at a site-focused, contextually-driven case study at Shinas Vocational College.

Theoretical Framework: Self-Determination Theory

This study uses Self-Determination Theory (SDT) as its theoretical framework. Ryan and Deci's (2020) self-determination theory (SDT) explains that sustainable motivation depends on the fulfilment of three basic psychological needs: autonomy the sense of agency over one's own learning; competence the perception of being effective and capable; and relatedness the sense of connection to the teacher and peers. When the classroom environment meets their needs, students internalize their goals which results in intrinsic motivation (genuine interest, perseverance, and engagement) (Ryan & Deci, 2020). Students become unmotivated, or engage in merely extrinsically motivated behaviour, when thwarted (Al-Said, 2023). The efficacy of SDT has been validated in EFL contexts, establishing that conditions of instruction (teacher feedback and task design, for instance) and collaboration with peers determine students' need satisfaction and motivational states (Peng, 2021; McEown & Oga-Baldwin, 2019). Utilizing SDT at Shinas Vocational College allows the research to progress merely depicting what students do and feel, towards a theoretically-grounded explanation of the factors involved in their motivation. The three research questions are formulated as follows: RQ1 is about the expression of behavioural engagement as a motivational phenomenon; RQ2 is

about affective states that can indicate whether the psychological needs are being met or not; and RQ3 is about the interaction that needs to be explored to pinpoint the instructional factors, social factors, and personal factors that can pertain to the EFL motivation in this specific institutional setting.

Research Questions

This study seeks to answer the following three research questions:

1. Which are the classroom behaviours that students show in EFL lessons in Shinas Vocational College?
2. What are the affective experiences reported by the students at Shinas Vocational College during the English as foreign language (EFL) classroom?
3. What factors affect the motivation of the students in Shinas Vocational College in the context of the ELT classroom?

Literature Review

Motivation in Second Language and EFL Learning

Student motivation in second language acquisition has a long and productive history of research, where researchers regularly identify it as one of the strongest predictors of language learning success. Motivation in EFL Contexts are generally understood to be the force that instigates, sustains and directs learners' effort towards the attainment of their learning goals (Ushioda & Dörnyei, 2021). Two fundamental dimensions intrinsic motivation, which stems from a desire for genuine interest and enjoyment, and extrinsic motivation, which is influenced by external rewards and social pressure have been the subject of extensive studies related to EFL learner behaviour and performance (Sun & Mu, 2023). According to research, intrinsic motivation is a much stronger predictor of deep engagement and persistence than extrinsic motivation, with the latter rarely sustaining effort for a long time (Gan et al., 2021).

The Role of Teacher Feedback in Student Motivation

Teacher feedback is one of the most studied variables among the instructional factors that influence EFL motivation. Gan et al. (2021) surveyed 308 college students of the English Studies component and found that teacher feedback practices namely verification feedback, facilitative feedback and praise significantly influenced students' feedback motivation and their satisfaction with the course. Students who found teacher feedback useful and interesting tended to act on it. This feedback can be used to improve course satisfaction and academic performance (Gan et al., 2021). The kind and style of feedback – in particular facilitative and process-oriented feedback – enhance intrinsic motivation by contributing to students' perceptions of competence and autonomy.

Affective Factors: Emotions, Confidence, and Self-Efficacy

The affective dimensions of motivation, such as enjoyment, confidence and self-efficacy are key factors that engage EFL learners in language learning. The relationship between students' motivational constructs and the students' learning outcomes is significantly mediated by self-efficacy; students with higher self-efficacy engage in deeper learning behaviours, show persistence towards challenges, and report greater satisfaction (Sun & Mu, 2023). In EFL classroom settings, the perceived competence of students (one of the three major needs in SDT) needs to be built through feedback and tasks that are achievable in order to sustain motivation whatever their proficiency level.

Self-Determination Theory in EFL Motivation

According to current research findings about EFL motivation, a number of scholars refer to the Self-Determination Theory (SDT) for the reasons why some learners stay highly motivated, but others become demotivated. A systematic review of 111 second-language studies indicated that SDT mini-theories have grown widely used in language learning research and that basic psychological needs such as autonomy, competence and relatedness are consistently connected with motivation, engagement, and persistence in second language learning (Al-Hoorie et al., 2022). According to the SDT's language learning overview, students are more likely to succeed in learning when the environment promotes autonomy, helps the students feel competent, and provides a positive teacher-student relationship (selfdeterminationtheory.org, 2018). A study conducted in an Iranian EFL context revealed that competence exhibited the most robust positive relationship with motivation, while relatedness displayed a less strong positive association, and autonomy showed a less consistent pattern, indicating that SDT operates differently across contexts and learner groups (Zarfsaz & Hosseini, 2023). These findings of the study are significant to the present study because they show that classroom motivation is not created by a single factor. Rather classroom motivation develops from the interaction of need satisfaction, instructional support, and social relationships. They also provide reasons for exploring the behavioural and emotional engagement of students as both can show how capable, connected, and self-directed in the classroom. SDT can act as a lens for Shinas Vocational College to understand the role that feedback, classroom climate, and peer relations play in enhancing or discouraging EFL motivation.

Peer Interaction, Classroom Environment, and Social Motivation

The broader social and physical dimensions of the classroom beyond the individual learner and the teacher constitute a significant motivational force. Wang et al. (2024) reveal that students who feel like they belong in their class group are much more likely to participate, help other students and maintain an effort to learn. The socio-education environment,

including the peers, classroom and institution, could moderately predict the academic motivation of students. According to Wang et al. (2024), study motivation served as the mediating factor between the socio-education environment and academic performance.

Demotivation in EFL Contexts

For a full understanding of motivation, we need to also understand demotivation. Demotivation refers to the existence of particular external forces that reduce existing motivation. Demotivation is phenomena that has been noted before in EFL learning contexts. Zhou et al. (2023) showed that the absence of a learning environment, teacher behaviour, curriculum relevance and self-discipline have heavily demotivated students, which significantly reduce students' behavioural engagement and produce bad affective experiences. Thus, it is equally important to identify what demotivates Shinas Vocational College students while understanding what motivates them in the EFL classroom.

Methodology

Research Design

This research used a quantitative descriptive design, which is used when an entire atmosphere cannot be manipulated in an experimental design, and researchers prefer to measure and describe as it is occurring (Creswell & Creswell, 2022). A survey-based method was used in the current research, similar to EFL motivation researches (Gan et al., 2021; Sun & Mu, 2023).

Setting and Participants

This study is conducted in Oman's applied science institution Shinas Vocational College. There were four levels of English proficiency of the participants. They were from level 1, level 2, level 3 and post-foundation to show the full competence of the institution. Due to the feasibility limitations of the institutional context, the research resorted to convenience sampling (Creswell & Creswell, 2022).

Research Instrument

The structured questionnaire was used to collect data that was divided into two parts. The first part included demographic information in terms of skill level, age range, sex, and nationality. The present part 2 consisted of 23 items with five-point Likert scale (1 = Not at all characteristic of me; 5 = Very characteristic of me) measuring the behavioural and affective dimension of the student's motivation. These items align with validated instruments from past similar motivation researches (Gan et al., 2021).

Validity and Reliability

The alignment of each questionnaire item with the study's research questions and theoretical framework established content validity. According to Creswell & Creswell (2022), the questionnaire's internal consistency reliability was estimated using Cronbach alpha. The values greater than 0.70 are considered acceptable in educational research. Before starting the main data collection, a pilot study was conducted to confirm item clarity and language ease.

Data Collection and Ethical Considerations

Before data collection, research ethical approval was obtained. All participant were informed about voluntary participation and confidentiality of their responses. (Govil, 2013) To ensure a high response and completion rate, questionnaires were administered on paper during an assigned class session.

Data Analysis

We utilized IBM SPSS Statistics to analyse the data. To answer RQ1 and RQ2, frequencies, means (M) and standard deviations (SD) were calculated for all Likert-scale items. To test RQ3, cross-tabulation and subgroup comparisons across demographic variables were employed. All findings were interpreted in the context of Self-Determination Theory (Ryan & Deci, 2020).

4. Results

The final sample consisted of 117 valid responses, obtained from the students at Shinas Vocational College representing all levels of English proficiency (See Table 1). Level three students comprised the largest subgroup (n = 49), followed closely by post-foundation students (n = 46), while level two students were lower in number (n = 15) and level one students were lowest in number (n = 7). The sample consisted mostly of males (n=75) females 36, 3 respondents selected "other"; 3 cases were missing on gender. The sample nationality was mainly Omani (n=111) with only 2 non-Omani and 4 who preferred not to say. The results mainly represent the motivational orientations of Omani foundation and post-foundation EFL learners in an applied sciences college context as evidenced by these demographic characteristics.. The demographic profile of the respondents is presented in Table 1.

Table 1. Demographic distribution of respondents by English level

Level	n	%
Level three	49	41.9
Post foundation	46	39.3
Level two	15	12.8
Level one	7	6.0

4.1 Classroom behaviours

The behavioural items show that respondents reported strong everyday classroom practices. The most highly rated item was I came to class every day which achieved a mean of 4.21 (SD = 1.03), suggesting attendance was one of the most consistently endorsed behaviours in our sample. The statement “I do all the activities and exercises” had a mean value of 4.15 and a standard deviation of 1.08. Meanwhile, “I am confident that I can learn and do well in class” had a mean value of 4.14 and a standard deviation of 1.02. There were some other behaviours that were highly endorsed like helping classmates (M = 4.01, SD = 1.20), listening carefully in class (M = 3.96, SD = 1.16) and wanting to learn (M = 3.91, SD = 1.22). The general distribution indicates that students are mostly committed, compliant, and somewhat active EFL lesson participants. Table 2 presents the descriptive statistics for the behavioural items.

Table 2. Descriptive statistics for classroom behaviours

Item	M	SD	Min	Max
I study on a regular basis	3.38	1.13	1	5
I put forth effort	3.70	1.16	1	5
I do all the activities and exercises	4.15	1.08	1	5
I pay attention to the teacher in online classes	3.75	1.27	1	5
I look over class recordings and notes to make sure	3.68	1.25	1	5
I understand the material	3.86	1.12	1	5
I am organized	3.64	1.11	1	5
I take good notes in class	3.68	1.21	1	5
I listen carefully in class	3.96	1.16	1	5
I come to class every day	4.21	1.03	1	5
I find ways to make the course material relevant to my life	3.58	1.31	1	5
I try to apply course material to my life	3.48	1.30	1	5
I find ways to make the course interesting to me	3.70	1.22	1	5
I really want to learn	3.91	1.22	1	5

The item “I sometimes ask the teacher for extra explanations after class” received least endorsement (M = 3.32, SD = 1.43). It was followed by “I have fun in class” (M = 3.34, SD = 1.34), “I study on a regular basis” (M = 3.38, SD = 1.13), and “I try to apply course material to my life” (M = 3.48, SD = 1.30). While such scores are above the midpoint of the scale, they are noticeably weaker than attendance, task completion, and confidence. The behavioural profile is

therefore indicative of strong participation and effort in class, but less consistent evidence of self-initiation of academic extension beyond the lesson.

4.2 Affective experiences

The affective findings are positive but moderately so. The most robust affective item pertained to ‘Confidence in learning’ with a measure of “I am confident that I can learn and do well in class,” (4.14; SD = 1.02). Following this, the phrase, “I really want to learn” ranked third, with an M of 3.91 and an SD of 1.22. “I find ways to make the course interesting to me (M = 3.70, SD = 1.22) was next. Finally, “I have fun in class” came at M = 3.34 with an SD of 1.34. The results suggest that students have a general positive attitude toward EFL learning but it is not the case that they feel equally invested in the subject. The affective responses of the respondents are summarised in Table 3.

Table 3. Descriptive statistics for affective experiences

Item	M	SD	Min	Max
I participate in class	3.81	1.13	1	5
I ask questions when I do not understand the teacher	3.56	1.31	1	5
I have fun in class	3.34	1.34	1	5
I participate actively in small group discussions	3.88	1.23	1	5
I sometimes ask the teacher for extra explanations after class	3.32	1.43	1	5
I help my classmates	4.01	1.20	1	5
I get good grades	3.82	1.13	1	5
I do well in the tests	3.58	1.09	1	5
I am confident that I can learn and do well in class	4.14	1.02	1	5

The weaker items on the affective scale were those that involved personal connection and self-driven elaboration process such as “I find ways to make the course material relevant to my life” (M = 3.58, SD = 1.31), “I try to apply course material to my life” (M = 3.48, SD = 1.30), “I ask questions when I don’t understand the teacher” (M = 3.56, SD = 1.31). This means that students generally feel capable and somewhat interested. However, the stronger feelings of personal investment, enjoyment and seeking clarification proactively are only in moderate development. All in all, the affective dimension is positive, but not as intense as the behavioural dimension.

4.3 Factors influencing motivation

The factors of motivation were not designed as a factor-analytic scale but derived from the strongest patterns in the behaviour and affected items as this was seen as a more descriptive instrument as a questionnaire. The data reveal that competence, classroom discipline, peer support, and interactional engagement are the most prominent motivational conditions. High scores for confidence, attendance, task completion, and helping classmates suggest that motivation is sustained where (a) students feel it is possible to succeed and (b) the learning environment fosters connections with others.

Table 4 highlights the strongest motivational indicators emerging from the questionnaire.

Table 4. Motivational indicators inferred from the questionnaire

Item	M	SD	Min	Max
I come to class every day	4.21	1.03	1	5
I do all the activities and exercises	4.15	1.08	1	5
I am confident that I can learn and do well in class	4.14	1.02	1	5
I help my classmates	4.01	1.20	1	5

Item	M	SD	Min	Max
I listen carefully in class	3.96	1.16	1	5
I really want to learn	3.91	1.22	1	5
I participate actively in small group discussions	3.88	1.23	1	5
I understand the material	3.86	1.12	1	5
I get good grades	3.82	1.13	1	5
I pay attention to the teacher in online classes	3.75	1.27	1	5

At the same time, the relatively weaker scores on relevance, application in daily life, after-class clarification, and fun suggest that motivation less strongly affected by autonomous interest and more strongly by the structure of the class and immediate task demands. The research implies that, in practice, students are more motivated when the classroom provides them with clarity about expectations, opportunity to succeed at completing work, and opportunity to interact with peers and teachers. The competence-centered and socially-mediated pattern of motivation is not strongly autonomous, nor is it very intrinsically self-propelled.

5. Discussion

The findings give a clear, contextualized picture of student motivation at Shinas Vocational College. The evidence suggests students aren't disengaged. In fact, the data show that students report relatively strong attendance, effort, confidence and participation, along with moderate enjoyment and perceived relevance. It appears that motivation is not absent as a functioning classroom phenomenon, but it does not show uniform results across behavioural emotional and social dimensions. Assembling the Profile of Academic Motivation, academic discipline, confidence, and peer support were observed to be the three most robust features. The observed pattern in the classroom environment supports competence and relatedness but not autonomy.

5.1 Interpretation of RQ1

The behavioural results are largely consistent with Self-Determination Theory and the wider motivation literature presented in the introduction and literature review. Ryan and Deci's SDT framework suggests learners' persistence, engagement, and effort in learning activities is impacted by the satisfaction of three basic psychological needs. Students receptive to learning are always actively engaged, while components of self-determination theory predict the extent of their engagement with recommended learning. As such, since motivational students display observable commitment and social engagement, high scores for attendance, task completion, and listening and helping classmates thus fit prediction. The findings are also consistent with the study of Al-Hoorie et al. (2022), which revealed that autonomy, competence, and relatedness positively correlate with motivation and engagement in second language learning. The current study provides the strongest observable evidence primarily for competence and relatedness: confidence is high and peer helping is prominent.

Simultaneously, the data are only partial consistent with a stronger autonomy-oriented interpretation. Zarfsaz & Hosseini (2023) reported in their Iranian EFL study, that competence was the strongest positive predictor of motivation, while autonomy had mixed or negative effects. The findings of the Shinas Vocational College are more consistent with the pattern than the strongly autonomy-driven model, as the most salient are attendance, task completion and confidence, not the generation of study behaviours outside class. The interpretation is reinforced by the relatively lower score for regular study and after-class explanation-seeking. As a result, the findings of RQ1 are consistent with SDT at the level of competence and relatedness but are less consistent with a reading of motivation that is heavy on autonomy.

5.2 Interpretation of RQ2

The affective findings are largely consistent with the literature on self-efficacy, classroom emotion, and motivational engagement. Self-efficacy enhances engagement in language learning, persistence in the face of challenges, and satisfaction with learning activities according to Sun and Mu 2023. The current data strongly support that statement, as confidence is the most affective item, as well as one of the strongest items on the entire questionnaire. This shows that many learners of the English language find it easy and think they can do well in class. A finding like this one is theoretically important because confidence often functions as the emotional link between effort and persistence in EFL. However, the affects' pattern is only partially in alignment with works that highlight enjoyment as a key motivating force. Peng (2021) and Gan et al. (2021) suggest that positive emotional experience and support of the teacher's feedback can strengthen intrinsic motivation and satisfaction in the classroom environment. The study revealed that the presence of enjoyment was indeed there, but not particularly strong and was weaker than the confidence, effort and attendance. There is a difference that makes a difference. It indicates that pupils can be emotionally secure enough students to

function well without enjoying or loving the subject too much. The Shinas vocational college findings add to this research by suggesting that positive motivation can be expressed in a more practical competence-based way as opposed to strong enjoyment based on intrinsic motivation.

5.3 Interpretation of RQ3

Based on the data, competence, classroom structure, peer interaction, and teacher-mediated support have been identified as the most salient motivational factors. This squarely fits theory and findings concerning teacher feedback and the social environment. Gan et al. (2021) shows that feedback can enhance motivation when it develops competence and enables learners to see progress as achievable. Firstly, they are confident listeners; Secondly, they take part in their own task; Finally, they regularly take part. The article points out that Wang et al. (2024) recognised the effects of the socio-educational environment on academic performance not directly, but indirectly through study motivation. The authors suggested that peer context matters, institutional context matters, and co-curricular context also matters. Evidence in the present study supports that claim of the social nature of learning, because helping classmates and participating in small-group discussion are among the stronger items. Thus, the motivational structure at Shinas Vocational College is socially embedded and not individually isolated.

The findings are also in accordance with Zhou et al.'s (2023) demotivation framework in a less direct way. Sources of demotivation identified in their study were low relevance, weak support and poor learning environments. In this dataset, fun and after-class clarification are students' least preferred item characteristics. It does not indicate outright demotivation, but it does suggest the motivational system is not maximally deep and self-sustaining. While students seem to stay motivated in a functional sense, that motivation does not get fully transmogrified into strong enjoyment or autonomous follow-through in the classroom. This is a substantial and rather cautious extension of the literature: the students are engaged, but their motivation is so far largely conditional, based around competence and structure rather than on interest per se.

5.4 Theoretical implications

According to the study, the components of an EFL may not be similarly in the order of salience or relevance. The data imply that at Shinas Vocational College, competence is the most observed energetic force, relatedness through peer support is also present but autonomy is comparatively weaker. This is in line with the Iranian context reported by Zarfsaz & Hosseini (2023), where competence had the strongest motivational effect. It also supports McEown and Oga-Baldwin's claim that SDT can beneficially be applied in formal language learning contexts, but that its profile is practical-context dependent. In this study, SDT helps explain why students may show diligence and confidence even though they do not report equally strong enjoyment or self-directed application.

The findings also carry practical theoretical implications for elucidating the difference between motivation as participation and motivation as deep internalization. Students at Shinas Vocational College demonstrate clear participation as well as following the ideas and the contribution to the class. The theoretical distinction makes a difference for SDT-based interpretation because it suggests that the classroom environment may satisfy competence needs without significantly activating autonomy. The current study is thus an extension of previous research. It shows that a student group may be motivationally functional but still fall short of the most autonomous and most intrinsically sustained forms of engagement.

6. Recommendations

The recommendations provided to the teachers, institutional leaders, and future researchers are validated by the results. These recommendations are not general but rather stem directly from the motivational pattern observed at Shinas Vocational College.

6.1 For teachers

Teachers ought to maintain the approaches that seem to maintain students' motivation already, especially clear classroom structure, completion tasks, peer collaboration. Lessons need to be redesigned to enhance their enjoyment and relevance as these were only moderate in the data. Teachers can achieve this by connecting English tasks with students' vocational pathways, everyday communication needs, and workplace situations. Professors must create routine opportunities for guided questions while in and after class. The low score for asking for additional explanation suggests that students may not yet see after-class clarification as a natural opportunity for learning.

6.2 For administrators

College administrators must aid through their professional development regarding formative feedback and student-centered classroom interaction via SDT-informed teaching. According to the results, students already react positively to competence-based support, but the institution should create other visible mechanisms of academic help outside class. Learning clinics, consultation hours, peer mentoring, and structured support sessions can all be used. These actions would help moderate commitment become stronger internalization.

6.3 For policymakers

The curriculum policy for the colleges of applied sciences should integrate more contextualized content and assessment tasks with students' actual academic and occupational needs. The disaster management-related material presently being utilized at school (Grade 6 to 8) and college levels (Degree colleges) is an invaluable resource for educators. Policymakers must also encourage assessment systems which reward process, participation and progress and not only final performance. This would match the literature showing feedback and learning climate are central to motivation in the EFL milieu.

6.4 For future research

Future research should expand the current design in four ways. To begin with, they should use a larger and more balanced sample across levels and gender. Another recommendation is that they should attempt to use questionnaires in conjunction with interviews or focus groups so that students will be able to explain why their confidence may be high, but their enjoyment is only medium. Furthermore, validated subscales concerning autonomy, competence and relatedness should be used to test SDT specifically. Fourth, they need to assess whether this motivational profile is local to Shinas Vocational College or a system-wide issue by comparing it with other Omani institutions.

7. Conclusion

The evidence yielded from the study shows that students at Shinas Vocational College are practically motivated in classroom context, but their motivation is more competence than involvement. The students come along regularly, do the tasks, listen carefully, support each other, and make a confident statement about their ability to do well, but only report modest feeling of enjoyment, relevance and initiative after class. The study findings corroborated well with the self-determination theory and prior research which have shown that competence and relatedness motivations play an important role in EFL, but autonomy is less so. Motivational improvement in the EFL classroom will not only have to do with keeping students engaged but also deepening the personal meaning and internalization of that engagement. Therefore, the current study adds context-specific evidence from Oman showing this.

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