

Socioeducational Observations In, Motivation Strategy to Achieve Pupil Participation in English Class in Secondary Education for Synergy



Dr. Claudio-Rafael Vasquez-Martinez¹, Dra. Imelda Molina-Lona², Dr. Felipe Gonzalez-Gonzalez³, Dr. Francisco Flores-Cuevas⁴

¹University of Guadalajara. Av. Universidad 203. Zip Code 48280, Puerto Vallarta. Mexico

²Secundaria Aguascalientes

³Autonomous University of Tamaulipas

⁴University of Guadalajara

ABSTRACT: Socioeducational observations in motivation is a fundamental basis for learning a second language, ensuring that secondary school students are willing to learn when spoken to in a language they do not know, is the challenge that is sought to be achieved with the strategy presented in this document; the strategy entitled "The best of the best" is made up of a series of activities that involve motivation through group competition, use of the Pygmalion Effect to promote values and self-esteem in students, management of their goals, playful and self-reflective activities; this with the final purpose of achieving in students the willingness to actively participate in the classes of a second language in secondary education.

KEYWORDS: Socioeducational, motivation, observations, willingness to attend classes, Pygmalion effect, learning.

1. INTRODUCTION

This work arises from the need of teachers who teach a second language to high school students, when faced with various barriers to achieve that the teaching process develops and is achieved effectively, such as: lack of interest of students, lack of motivation, to the individual barriers that students present due to their age, family and social context, among others (Mabry, 2022), (Garcia, 2023). This research document presents a strategy to develop in a second language class, in this case English in high school, this strategy proposes a competition of places in which students will seek to reach first places through effort and compliance with class activities presented by the teacher; activities that include developing the language through the four basic skills of the language in a playful way and using the Pygmalion Effect by the teacher to promote values in students such as respect, punctuality, teamwork, responsibility and self-esteem (Gonzalez-DeHass, 2020), (Dunnett, 2024).

2. STATE OF THE ART

The motivation that has always been the immediate need of our educational process, according to Aguirre (1995) in "the motivation for learning", mentions that the motivation is positive when within a climate of encouragement, cordiality, conviction without pressure, the student is led to convert the learning objectives into felt needs and, therefore, direct their best efforts towards achieving them. Achieving a positive motivation today increases the challenges that we have to successfully fulfill this proposal, our students lack interest and, as Tapia (1999) states in the book "Psychology of instruction to teaching and learning in secondary education" stating that the lack of motivation and interest in learning is a fact frequently confirmed by secondary school teachers, mentions that many students lack the interest and motivation necessary to learn, normally these students pay little attention and work little (Al-Hoorie, 2022), (Thorpe, 2022), (Liu, 2024), (Rablin, 2024).

Tapia states the importance of manipulating the role of the teacher in the educational process, since the work inside the classroom is the most concrete expression of the concept that the teacher has of his profession, from there the didactic method that he uses is derived, as well as the way in which he uses the resources at his disposal to awaken the interest of his students.

English, one of the most spoken languages in the world, is our immediate need as a country bordering one of the nations with the most hegemonic power of our era, such as the United States of America.

Over time, various methods of teaching a second language have emerged, according to Martin (2009) the evolution of the methods of acquiring a second language has had a preponderant role in educational matters, he considers that with the appearance of humanism, a methodological perfection of these arises.

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Self-determination theory according to Deci (1985), postulates that human motivation can be intrinsic or extrinsic, depending on the degree to which an activity satisfies the basic psychological needs of autonomy, competence, and relatedness. In the context of the English classroom, students who experience a greater sense of autonomy in their learning, who feel competent in mastering the language, and who enjoy positive relationships with their peers and teachers, are more likely to be intrinsically motivated and actively participate in classroom activities (Khalidi, 2024), (Gritter, 2024), (Stuart, 2023).

The learning environment created by the teacher, the structure of the classroom, peer interactions, and feedback all affect students' motivation and participation in the English classroom. A positive motivational climate, characterized by emotional support, effective communication, and a focus on progress and improvement, will promote greater student participation (Urgolo, 2023), (Seglem, 2022), (Gonzalez-DeHass, 2020).

Students' belief in their ability to learn and use English, as well as their perception of their competence in the language, influence their motivation and willingness to participate in learning activities. Students will be more motivated if they feel competent in their language skills and confident in their ability to achieve their goals in English class (Rettinger, 2022), (Nordengren, 2022), (Muhammad, 2025), (Weber, 2024).

Different pedagogical approaches, such as project-based learning, the use of educational technology, and the integration of playful activities, can increase students' motivation and participation in English class. These techniques allow students to learn in an active and relevant way, which increases their interest and commitment to language learning (Garcia, 2023), (Gray, 2024), (Dunnnett, 2024), (Kullberg, 2024).

For the purposes of this research, it is appropriate to mention the strategies that are proposed to be applied, such as: Pygmalion Effect, motivation through competence, application of playful activities, promotion of values, among others.

According to Rosenthal (1968), the Pygmalion Effect is based on the expectations of one individual towards another that can influence the performance and behavior of that person. These showed how positive expectations of teachers towards certain students led to better academic performance of those students (Jones, 2025), (Eggen, 2024), (Crawford, 2024), (Ripp, 2023), (Rawitt, 2023), (Doyle, 2023).

3. METHODOLOGY

This research presents a work using a qualitative approach using the phenomenological method through the observation technique and for this purpose the anecdotal diary of both the researcher and the students was adapted as an instrument, due to which the following is developed:

The strategy is applied with a secondary school group, which is composed of 35 students. The selection of this group is based on specific criteria that include the diversity of the group in terms of academic performance, behavior and socioeconomic background.

The proposal involves a constant competition of the student in which he must achieve the first places in the stipulated accommodation for the development of the strategy. (Figure 1)

The dynamics of the competition are explained below: At the beginning of the project, the students are accommodated in descending order in terms of the grade obtained from the diagnostic exam. That is, the student who obtained the best result will be at the beginning of the accommodation (number 1), the others are accommodated in descending order to their result.

X (7)	X(8)	X (21)	X (22)	X (35)	X (36)
X (6)	X(9)	X (20)	X (23)	X (34)	X (37)
X (5)	X(10)	X (19)	X (24)	X (33)	X (38)
X(4)	X(11)	X (18)	X (25)	X (32)	
X(3)	X(12)	X (17)	X (26)	X (31)	
X (2)	X(13)	X (16)	X (27)	X (30)	
X (1)	X(14)	X (15)	X (28)	X (29)	

X (Tt)

Figure 1. Accommodation Chart

Source: self-made

In the chart above you can see the students' placement at the beginning of the project. Students move through this placement, since they constantly change places in the following circumstances:

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The student will lose his place if:

- He does not comply with the required material for class: notebook, books, English-Spanish dictionary, any material previously requested for work.
- He does not complete the entire task.
- He does not do class work in the same
- He talks in such a way that this interrupts the class.
- If he utters any loud, offensive or disrespectful word towards any member of the class.
- If he decides to leave the classroom by his own decision (go to the bathroom, talk to a classmate, etc.).
- If he made a mistake within the “Seven Game” or “ABC’S” strategy
- He arrives late to class or misses it.

If a student loses his place, he must place himself at the end of the row. In this way, the classmates who were behind him, in the order of row, will advance one place.

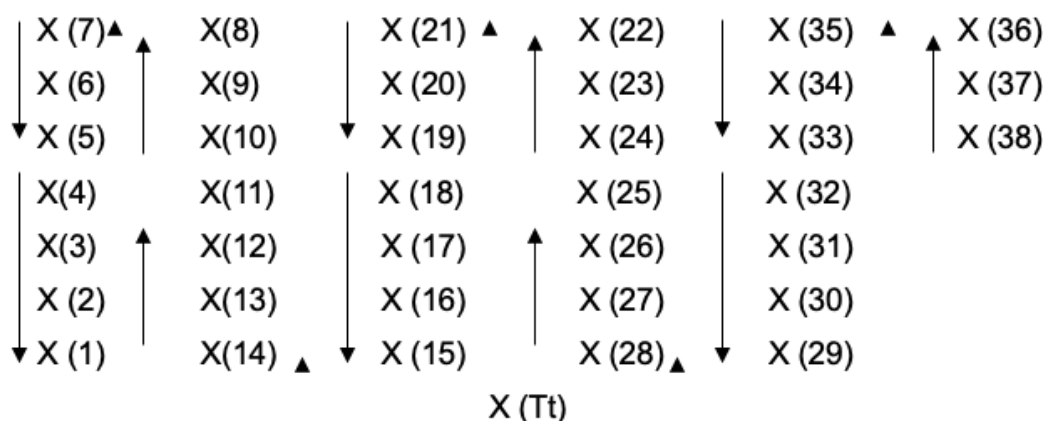


Figure 2. Advance Chart

Source: self-made

The student will obtain places in the following way:

- For relevant participation in class.
- By doing class work correctly and within the time allotted for it.
- By complying with the stipulations in the class rules.
- By winning the best of the best competition.

The motivation for the application of this strategy is: The student will get a 10 in his project grade, as long as he is in the first 7 places of the arrangement (Figure 1) on the day of the project's end.

The “Class-Yess” consists of attracting the student's attention with the expression “CLASS” emitted in a different way and using body movements each time it is used; the student answers this: “YES” in the same way that the teacher emitted the previous one and making the movements that he did.

The Pygmalion effect strategy is used continuously throughout the class. Focusing on some students according to the diagnosis of individual needs, this strategy is used to promote values such as: respect, tolerance, punctuality, responsibility, self-esteem, among others.

The strategy called “SEVEN GAME” is frequently used at the end of classes within the last 5 minutes of class, it consists of the following: students are numbered in English in the order that the teacher tells them, the students must pronounce the numbers correctly, except for the number 7, the multiples of 7 and the numbers ending in 7; instead of these the student will only clap.

The previous strategies, as stated, were applied continuously within the group in question for a period of 15 classes, which corresponds to 5 weeks in the implementation of a class project.

The base observation of the technique selected for the purposes of this document is carried out in a basic level group made up of 35 students, during a period of five weeks, 15 sessions of 50 minutes each were observed; These classes focused on oral production activities, listening comprehension, and group dynamics designed to encourage active student participation.

4. RESULTS

According to what was recorded in the researcher's diary and the students' diary, which were used as evaluation instruments for the purposes of this research, the following information was obtained:

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Student Participation throughout the period of application of the strategy, a progressive increase in student participation was observed. Figure 3 shows the comparison of student participation from the beginning to the end of the project; this from both the researcher's and the students' points of view.

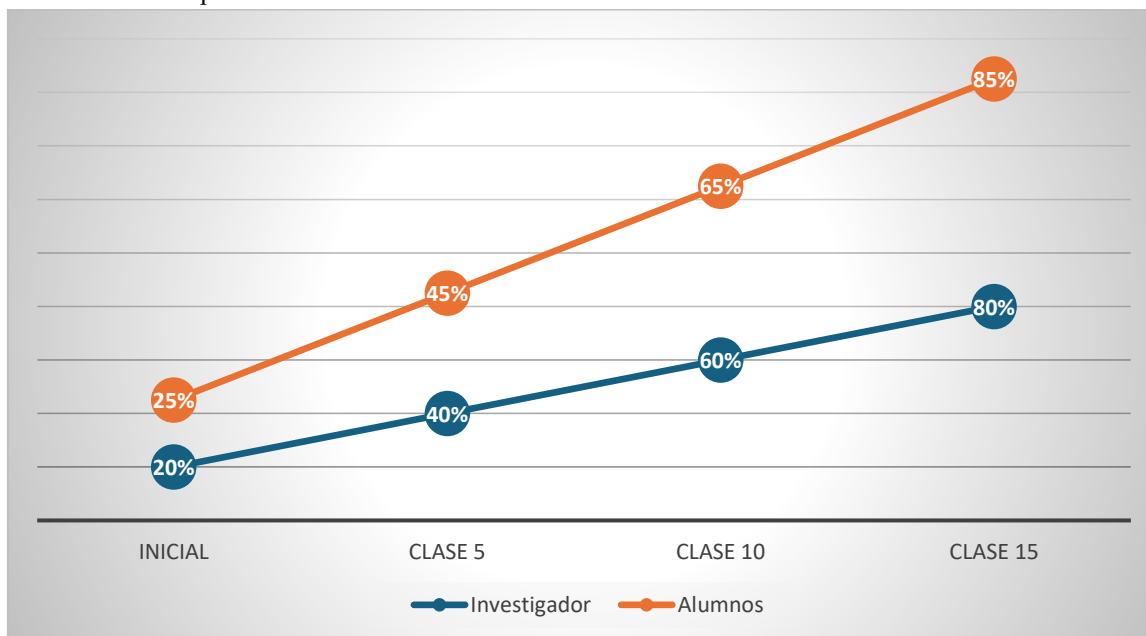


Figure 3. Participation Comparison
Source: self-made

According to the researcher's diary, in the first classes, the percentage of students who participated actively was 20%. As the motivational strategies were implemented, this percentage increased steadily, reaching 80% in the final class. On the other hand, the students' diary showed that within the first classes, only 25% of the students showed that they actively participated in the oral activities. With the implementation of motivational strategies, this percentage increased progressively until reaching 85% of students participating in the final class.

Attitudes of Interest and Expressions of Satisfaction

The students' attitudes of interest and expressions of satisfaction also showed a notable improvement. At the beginning of the project, according to the researcher's records, only 30% of the students showed a clear interest and expressed satisfaction with the class activities, on the other hand, the students registered 40% at the beginning. At the end of the project, the researcher's diary reports an increase to 85%, while the students' diary shows 90% interest through expressions of satisfaction to the class, as shown in Figure 4.



Figure 4. Attitudes of interest or satisfaction
Source: self-made

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Improvement in Fluency in English Expressions

The students' fluency in English expressions improved considerably. Figure 5 shows the comparison in this area between what was shown at the beginning of the project in terms of the improvement of the fluency of the language, 25% of the students demonstrated an acceptable fluency in their expressions in English according to the researcher's diary, while the students in their daily writings show that 30% of them consider themselves to have a regular or acceptable fluency. Towards the end of the project, 75% of the students, with pleasure and even expressions of astonishment, consider that their fluency increased to good, while from the researcher's perspective this percentage increased to 70%.

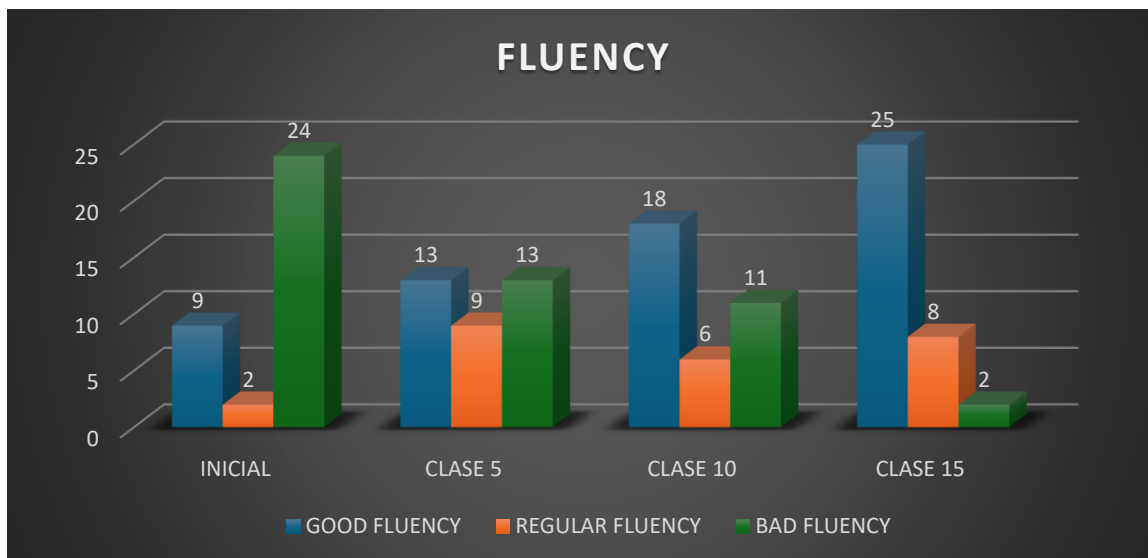


Figure 5. English language fluency
Source: self-made

Improvement in English Pronunciation

English pronunciation also showed significant improvements. Initially, only 20% of the students had an adequate pronunciation. At the end of the project, 65% of the students had significantly improved in this aspect. However, the results of the students' diaries showed a constant progress. Initially, only 35% of the students had an adequate pronunciation. At the end of the project, 70% of the students expressed in their writings that they had improved significantly in this aspect.

Figure 6 shows these achievements according to the level of English reached by the students at the beginning of this research, as well as the transition of the students in the levels (good, average and bad) of pronunciation of the language, until reaching the final figures, which show 23 students at a good level, with 16 students reaching this level during the development of this research (figure 6)

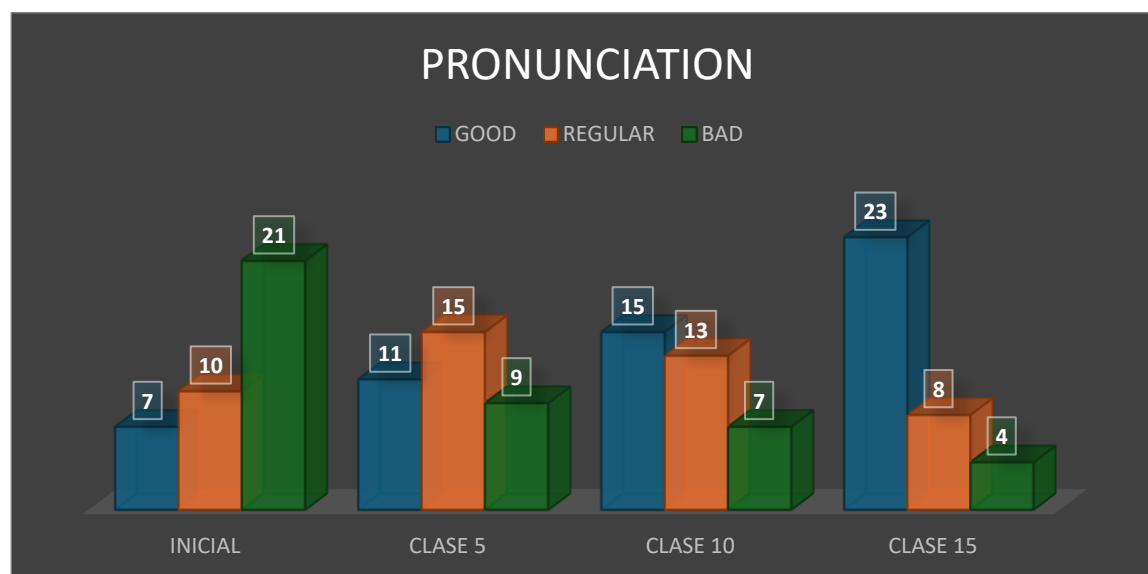


Figure 6. English language pronunciation.
Source: self-made

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According to the above, an increase can be clearly observed in each of the aspects analyzed (Figure 7), which has a direct impact on the students' motivation in class. The gradualness of these increases is observed in the researcher's diary.

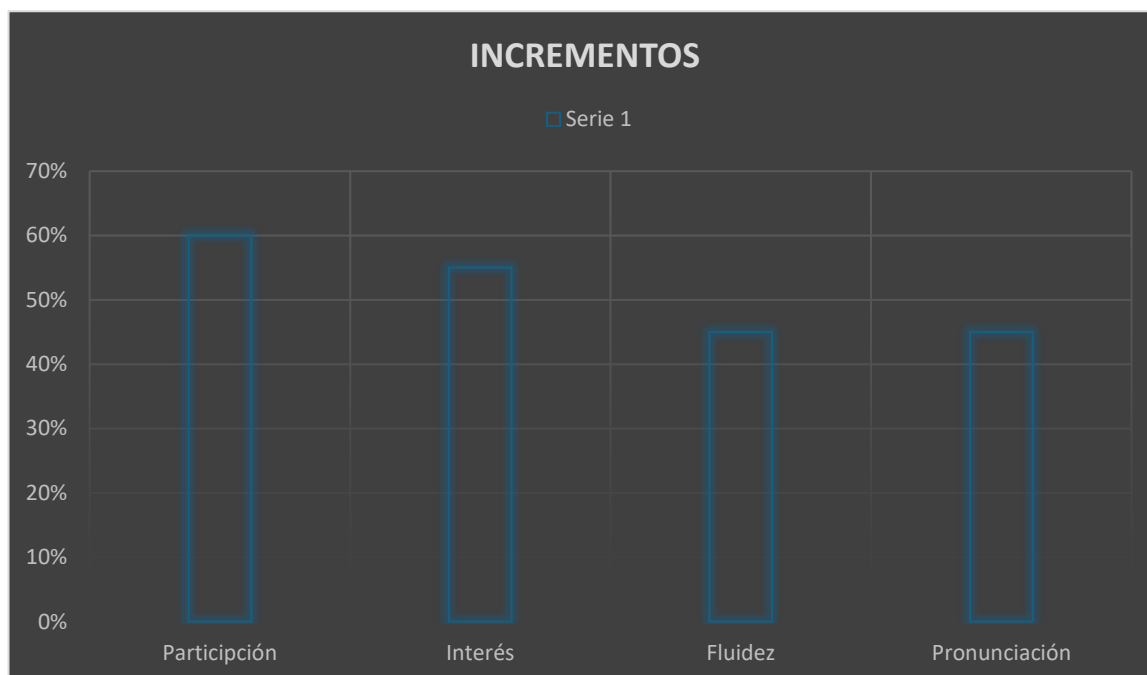


Figura 7. Percentage increase

Source: self-made

5. CONCLUSIONS

The results obtained demonstrate the effectiveness of the strategy implemented to motivate high school students to actively participate in English classes. The researcher's diary was confirmed as a valid and reliable tool to evaluate the impact of the strategy, providing a detailed and consistent record of daily observations. The use of the students' diary as an evaluation instrument has allowed obtaining a complete and detailed view of the learning process and has demonstrated the success of the motivation strategy in English classes (Garcia, 2023).

The recording of both diaries allowed us to see, with the passage of each of the classes immersed in this process, the increase in the interest of the majority of the students in class, to observe the increase in the number of hands raised when requesting participation, to notice this interest in their faces, even in their impatience to be considered by the teacher. Even when this participation was allowed by the teacher, the students were satisfied to be considered and even encouraged each other to participate. This was gradually damaged, so much so that in the last classes of the project that was used for this purpose, it was necessary to ask each student if they agreed to participate, in order for all of them to feel included in the participation; since the demands of these and the number of raised hands required that this be done (Gray, 2024), (Kullberg, 2024).

When the participations were carried out, it could be observed that while one classmate was taking the floor, the others were practicing what they would say when it was their turn to do so. This was observed by listening to the whispers and the fixed glances to make sure that what they would say would allow them to keep their place in the seating arrangement or advance places in it (Jones, 2025), (Crawford, 2024).

The promotion of values through the use of the Pygmalion Effect was evidenced in the improvement of attitudes of targeted students and to whom this effect was applied, the journals showed their opinions in which they themselves expressed feeling interested and wanting to continue participating (Mabry, 2022), (Al-Hoorie, 2022).

There were classes at the end that were exclusively dedicated to oral participation by students in order to give everyone the opportunity to do so. This is clear evidence of the increase in participation, interest, satisfaction, and improvement in fluency and pronunciation; it indicates that the strategies used succeeded in creating a positive and stimulating learning environment. These results are encouraging and suggest that the implementation of motivational techniques, such as those that make up the "Best of the Best" strategy, have a significant impact on the active participation of students in the process of learning a second language (Liu, 2024), (Stuart, 2023), (Doyle, 2023).

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