

The Relation of English Tutors Teaching Style and Student's Motivation to Learn: Case Study of Hello English Course

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ABSTRACT

English has become one of the most important skills students need today, both for communication and future opportunities. In reality, many students in English courses still struggle with low confidence and lack of motivation, despite having voluntarily chosen to attend. However, limited empirical attention has been paid to the motivational dynamics within informal, semi-private learning environments. To fill this research gap, this study explicitly examines how tutors' teaching style and classroom language use affect students' motivation to learn English at Hello English Course, a semi-private English course in Indonesia. A qualitative case study approach was used, with 20 students from semi-private classes participating in a questionnaire through purposive sampling, and 3 students selected for semi-structured interviews based on varied responses ranging from positive, neutral, to mixed. The findings show that most students responded positively to the tutor's way of teaching, particularly when the tutor explained things clearly, gave everyone a chance to speak, offered supportive feedback, and kept the classroom atmosphere friendly. These factors made students feel more comfortable and willing to engage. The study concludes that teaching style and classroom language use play a significant role in shaping students' motivation, especially in small, informal class settings where personal interaction between tutor and student is more intensive. Implications for tutors and course organizers are also discussed.

Keywords: *Teaching Style, Students' Motivation, English Tutors*

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INTRODUCTION

Learning English has become something that many students feel they need today. English is used in many areas of life, from education and work to social media and international communication (Crystal, 2019; Jenkins, 2020). In a globalized world like today, the ability to communicate in English is often seen as an important skill that can open up more opportunities, both in academic and professional settings. Students are therefore expected not only to understand grammar and vocabulary, but also to actually use English in real situations, whether for speaking, writing, listening, or daily interaction (Richards, 2022). The demand to use English actively, not just passively understand it, puts a certain pressure on students, especially those who are still in the early stages of learning.

Not all students find it easy to stay motivated in learning English. Some feel that English is too difficult, others are not confident enough to speak, and some only join a class because they have to, not because they genuinely want to (Li, 2020; Ushioda, 2018). When motivation is low, students tend to be passive in class. They listen without participating, avoid speaking, and do not put much effort into improving. Over time, this kind of attitude can slow down their progress significantly. Motivation itself is not just about interest; it also involves effort, persistence, and how long a student is willing to keep learning (Al-Hoorie, 2018; Dörnyei & Ryan, 2019). Motivation is therefore not something that appears on its own. It needs to be supported by the right conditions, both from within the student and from the learning environment around them. Motivation is also not fixed. It can go up and down depending on

the situation (Lamb, 2017). At the beginning, students may feel excited, especially when they have a clear goal like improving their speaking or preparing for a job interview. When they start facing difficulties and do not feel supported, however, that excitement can fade quickly (Boo et al., 2018). A student who once felt enthusiastic about learning English might gradually lose interest when they feel they are not making progress or when the classroom does not feel like a comfortable place to learn. This is why the classroom environment and how a teacher delivers the lesson matter a lot. Students who feel comfortable and supported tend to stay more engaged, while those who feel ignored or confused are more likely to give up (Henry, 2021). In short, motivation in language learning is closely connected to what happens inside the classroom every day.

One problem that often makes motivation drop is the feeling of anxiety when using English. Many students are afraid to speak in front of others because they worry about making mistakes or being judged by their classmates (Horwitz, 2017; MacIntyre & Gregersen, 2019). This kind of fear is very common in English as a Foreign Language (EFL) classrooms, where students are expected to use a language they are still learning in front of an audience. This fear makes them choose to stay silent, even when they actually know the answer. The less they practice, the less confident they become, and this cycle keeps repeating (Dewaele & MacIntyre, 2019; Teimouri et al., 2019). Without enough practice, students cannot develop the fluency and confidence they need to communicate effectively. As a result, anxiety becomes one of the main reasons why students struggle to develop their speaking skills and stay motivated in learning English (Lee, 2021).

One factor that strongly affects how students feel in class is the tutor's teaching style. The way a tutor explains lessons, interacts with students, and manages classroom activities can make a big difference (Mercer & Dornyei, 2020). Teaching style is not just about the method or technique used in delivering a lesson. It also includes how a tutor responds to students' questions, how they handle mistakes, and how they create the overall atmosphere in the classroom. A tutor who is friendly, patient, and encouraging can help reduce students' fear of making mistakes, making them more willing to speak and participate (Xie & Derakhshan, 2021). When students feel that the tutor genuinely wants them to succeed, they are more likely to take risks in using English, which is an important part of language learning. Interactive methods like group discussions, pair work, or speaking tasks can also make learning feel more enjoyable and increase student engagement (Zhang, 2021). These kinds of activities give students a chance to use English in a more relaxed setting, which can gradually build their confidence over time. On the other hand, a tutor who gives unclear explanations or uses language that is too difficult can make students feel lost and frustrated, which eventually reduces their motivation (Bolkan, 2017). When students cannot follow the lesson, they may start to feel that English is simply too hard for them. Some may feel too embarrassed to ask for clarification, especially if the classroom atmosphere does not feel safe enough for that. As a result, they become passive learners who sit through the class without really understanding or engaging with the material. This shows that how a tutor teaches is just as important as what they teach, because the delivery of the lesson directly affects how students feel and how motivated they are to continue learning.

Another factor is how language is used in the classroom. In many English courses in Indonesia, tutors often mix English and Indonesian during lessons. For beginner students, this approach, known as translanguaging, can actually be helpful because they can connect new information in English with something they already understand in their first language (Cenoz & Gorter, 2021; Garcia & Wei, 2019; Macaro, 2018). For example, a tutor might introduce a new grammar rule in English first, then give a brief explanation in Indonesian to make sure everyone understands before moving on. When students understand the material better, they tend to feel less anxious and more willing to participate actively in class (Macaro, 2019). This sense of understanding is important because it builds students' confidence and makes them feel capable of learning English.

The balance of language use matters, however. If a tutor relies too much on Indonesian, students do not get enough exposure to English, which is something they need in order to

improve (Kim & Tatar, 2020). Exposure to English in the classroom is one of the few opportunities some students have to actually hear and use the language in a meaningful context. If a tutor only uses English without any support, beginner students may feel completely lost and unable to follow the lesson at all. This confusion can quickly turn into frustration and a lack of motivation. Finding the right balance between the two languages is therefore important to keep students both understanding the lesson and feeling motivated to keep learning.

English courses are a bit different from regular school classes. Students who join a course do so voluntarily, usually because they have a personal goal they want to reach, such as improving their speaking skills, preparing for work, or simply building confidence in using English (Benson, 2018; Reinders, 2020). This voluntary nature means that motivation plays an even bigger role, because there is no curriculum or grade forcing them to stay. If they feel the class is not helping them or is not enjoyable, they can simply stop coming. The way tutors teach and how they interact with students on a daily basis therefore becomes especially important in keeping students engaged and committed to their learning (Henry & Thorsen, 2018). In an informal learning setting like an English course, the relationship between tutor and student tends to be more personal, which gives tutors a greater opportunity to influence students' motivation directly. This is particularly relevant in the Indonesian context, where private and semi-private English courses have grown significantly in popularity as a complement to formal schooling (Lauder, 2008). Many students seek out these informal settings precisely because they offer a more relaxed and individualized experience than what is typically available in school classrooms.

To understand motivation more clearly, this study uses Self-Determination Theory by Deci and Ryan as a guiding framework (Deci & Ryan, 2000). The theory suggests that motivation grows stronger when three basic psychological needs are met. The first is autonomy, which refers to the feeling of having some control over one's own learning, such as being given the chance to speak freely or choose how to express ideas. The second is competence, which is the feeling of being capable and making real progress in learning. The third is relatedness, which is the feeling of being connected, accepted, and supported by the people in the learning environment (Deci & Ryan, 2000). In the classroom, tutors can actively support these three needs by giving students opportunities to speak and participate, providing clear and structured explanations, offering constructive feedback, and building a friendly and supportive atmosphere (Jang et al., 2019; Reeve, 2016, 2018). When these three needs are fulfilled, students are more likely to feel genuinely motivated rather than just going through the motions of attending class.

Self-Determination Theory is particularly useful as a framework in informal learning contexts like English courses because these settings are, by their nature, built on voluntary participation. Unlike formal school settings where students are required to attend, students at a course like Hello English Course are there by choice. This means their motivation is more directly observable and more sensitive to what happens inside the classroom. When the learning environment supports their psychological needs, they are likely to stay and engage. When it does not, they may simply choose not to return (Deci & Ryan, 2017). The theory therefore provides a strong basis for analyzing how tutor behavior shapes the motivational climate in this kind of setting.

Previous literature has extensively documented the critical role of instructional behaviors in secondary and higher education frameworks. For instance, recent studies emphasize that teacher immediacy and structural guidance are pivotal in reducing performance anxiety within formal classrooms (Bolkan, 2017; Xie & Derakhshan, 2021). Furthermore, research on classroom interaction has thoroughly analyzed how teacher-centered setups often limit target language production due to large class sizes (Zhang, 2021). However, a notable gap in the existing literature remains: previous studies have largely overlooked the micro-level classroom interactions and translanguaging practices within informal, semi-private learning sectors. Most motivation frameworks, including Self-Determination Theory, have been tested in compulsory school environments where

institutional grades drive student compliance (Deci & Ryan, 2017). What previous investigations have not sufficiently explored is how these motivational needs are fulfilled when identical instructional styles are applied in small-scale, voluntary courses where learners possess distinct autonomy. This study contributes to the existing literature by expanding the scope of Self-Determination Theory into the under-researched domain of semi-private language centers. By examining the intersection of teaching style and flexible language switching in a non-formal setting, this research provides nuanced insights into how localized, intensive interactions can structurally foster language learning motivation.

This study focuses on students at Hello English Course, an informal English learning place where students join voluntarily to improve their skills. The study is guided by two main research questions: first, how does the tutor's teaching style and classroom language use look in practice; and second, how do these factors influence students' motivation in learning English. The findings of this study are expected to give useful insights for tutors and course organizers who want to create a more supportive and motivating learning environment, particularly in small and informal English learning settings.

METHOD

This study used a qualitative approach with a case study design to look at how tutor teaching style and classroom language use affect students' motivation in learning English at Hello English Course. A qualitative approach was chosen because the focus of this study is to understand how students actually feel and experience learning in the classroom, not to measure numbers or test a theory. This kind of approach is useful when the researcher wants to describe real situations and understand the reasons behind them in a more personal and detailed way (Creswell, 2014). Unlike quantitative experimental designs that control classroom variables or correlational designs that merely statisticalize relationships, a qualitative approach captures the fluid, shifting nature of human affect and motivation within an active learning environment. Even though a questionnaire was used as one of the data collection tools, it was not meant to produce statistics. It was used to get a general picture of students' opinions before exploring their experiences further through interviews.

Hello English Course was chosen as the research site for a few reasons. First, it is an informal learning place where students join on their own because they want to improve their English, not because they are required to. This makes motivation easier to observe because students are there by choice, so what happens in the classroom directly affects whether they stay engaged or not. Second, the classes at Hello English Course are semi private, meaning each class only has around three to five students. This small setting allows for more personal interaction between the tutor and students, which makes it an interesting place to study how teaching behavior influences motivation. Third, this kind of informal English course is very common in Indonesia, yet studies about it are still quite limited compared to research done in formal school settings. Looking at this context can give useful insights for many similar places. A case study design was used because this study focuses on one specific place and wants to understand it in detail. Yin (2018) describes a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, which fits the purpose of this study well. This design was specifically chosen over alternative non-experimental options, such as survey-only or phenomenological designs, because a case study bounds the research within a distinct operational system (the semi-private track). It allows the researcher to analyze how structural tutor behaviors interact directly with the specific physical constraints of a small-scale course without isolating the participants from their authentic daily context. The findings from a case study are closely connected to the actual context, which makes them more relevant and easier to apply to similar learning environments.

Respondents

The participants of this study were students from semi-private English classes at Hello English Course, which had a total of 33 students enrolled. From this group, 20 students took part in the questionnaire based on voluntary sampling, meaning only students who were willing and available were included. In a small-scale qualitative study like this, 20 participants is enough to collect useful data, especially when not all students are always present or interested in joining. These 20 students were considered a fair representation of the class since they chose to be involved on their own. Three students were then selected for interviews. They were chosen based on their questionnaire answers, with each one representing a different kind of response: positive, neutral, and mixed. This was done to make sure the interview data did not only reflect one type of opinion. By picking students with different views, the researcher could get a more complete and balanced understanding of what students actually experience in the classroom. To maintain anonymity, pseudonyms were assigned to the three interviewees: Citra (representing positive perceptions), Bayu (representing neutral and mixed perceptions), and Dinda (representing mixed and emerging perspectives).

Instruments

Data were collected using two main qualitative instruments: a diagnostic questionnaire and semi-structured interviews. The diagnostic questionnaire consisted of 10 items, which were carefully adapted from the standard *Learning Climate Questionnaire* (LCQ) originally developed by Deci and Ryan to measure autonomy-supportive instructor behaviors. The adaptation was necessary to align the theoretical prompts with the specific operational realities of an informal, semi-private tutoring course. The statements in the questionnaire were written in simple, accessible language so students could read and answer them easily without cognitive overload. To capture a holistic motivational climate, the 10 items were operationalized across three core psychological dimensions of Self-Determination Theory: autonomy support (Items 1, 2, and 6), competence support (Items 3, 4, 7, and 10), and relatedness or classroom belonging (Items 5, 8, and 9). Before it was deployed in the actual study, the questionnaire underwent an expert validation process where it was checked and validated by a language teaching expert to ensure the items were clear, pedagogically appropriate, and highly relevant to the overarching research goals. The second instrument was a semi-structured interview protocol consisting of 10 open-ended questions targeting specific operational activities within the classroom and their perceived effects on psychological states.

Procedures

The research was carried out in systematic sequential stages to protect data integrity and respect participant rights. First, administrative permission was secured from the course organizers at Hello English Course. Next, the 20 participating students were briefed on the purpose of the study and signed informed consent forms. The questionnaire was administered digitally during a designated session outside of active instruction times to prevent distraction. Following the collection and preliminary sorting of the questionnaire responses, semi-structured interviews were conducted individually with the three selected respondents (Citra, Bayu, and Dinda). These interviews were flexible, allowing the researcher to ask follow-up questions and let students talk freely while staying on topic. The interviews were conducted in a deliberate mix of English and Indonesian. Each structural question was asked in English first, then thoroughly explained in Indonesian to make sure students could understand the nuances completely and feel comfortable giving detailed, comprehensive answers. Interestingly, the students themselves chose to respond mostly in English, demonstrating their willingness and developing confidence to use the target language in a real communicative context outside formal classroom activities.

Data Analysis

All qualitative data gathered from both the questionnaire descriptions and full interview transcriptions were analyzed using thematic analysis. The researcher began by reading through all the text responses and transcription logs multiple times to gain a holistic, deep understanding of what the students were saying. Following the rigorous six phase thematic analysis approach proposed by Braun and Clarke (2006), the analysis progressed systematically: first, the data were thoroughly familiarized; second, initial codes were generated at a line-by-line level; third, codes were collated into broader emerging themes; fourth, the potential themes were reviewed against the entire data set; fifth, the specific themes were refined and explicitly named; and sixth, the final analytical narrative was produced. The primary themes identified were teaching style characteristics, classroom language balancing, autonomy support, competence development, relatedness or classroom belonging, and fluctuations in motivation. The final interpretation of the data was explicitly mapped onto the conceptual framework of Self-Determination Theory (Deci & Ryan, 2000) to demonstrate how structural tutor choices and linguistic practices in the classroom play a functional role in shaping students' motivation to learn English.

FINDINGS AND DISCUSSION

The study was conducted at Hello English Course, which specializes in offering semi private English instruction designed for individuals seeking tailored communicative development. Each group consists of approximately three to five students. This structural arrangement is completely different from regular formal schooling or large language institutes in Indonesia, which usually have ten, twenty, or even more students sitting together in a rigid, lecture-style room. The smaller class size at Hello English Course fundamentally alters the instructional dynamic: each student receives immediate, direct attention from the tutor and is presented with frequent, inescapable chances to speak and interact during the lesson. A typical instructional session follows a structured routine: before the main lesson begins, students undergo a short speaking or translation warmup where they take turns responding one by one to personalized prompts. This structural routine makes classroom interaction feel focused, intensive, and highly personal. However, the precise amount of time and individual attention each student receives can still vary on a daily basis depending on how many people show up for that specific session. Out of the 33 total students enrolled across the semi-private tracks, 20 students completed the questionnaire, and three of these individuals (Citra, Bayu, and Dinda) provided detailed narratives during follow-up interviews to enrich the findings.

Table 1. Distribution of Student Responses on Questionnaire Items (N = 20)

Item No.	Questionnaire Statement Description	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am given many chances to speak English in class.	5	10	4	1	0
2	The tutor gives students choices in learning activities.	3	12	5	0	0
3	The tutor explains the lessons and rules clearly.	17	3	0	0	0
4	The classroom tasks help me understand English better.	4	12	4	0	0
5	The tutor's use of language is easy to follow.	2	13	5	0	0
6	Speaking opportunities increase my learning motivation.	8	10	2	0	0
7	Feedback from the tutor increases my motivation.	4	12	4	0	0
8	I feel supported by the tutor during difficult tasks.	3	14	3	0	0
9	I feel like I am an active part of the class community.	2	14	4	0	0
10	I feel highly interested in learning English in this class.	18	2	0	0	0

Pedagogical Structure and Autonomy Support in Small-Scale Settings

The first dimension explores how the tutor's instructional style sets the classroom boundaries and provides choices, mapping directly onto questionnaire items 1 and 2. The data reveals that the tutor's style is characterized by a high degree of structure combined with interpersonal warmth. For Item 1, which examined speaking opportunities, 15 out of 20 students expressed explicit agreement (5 strongly agreed, 10 agreed). In a semi-private setup, speaking is a central requirement rather than an option. Citra highlighted this operational demand during her interview:

"The tutor always asks us one by one. There is no way to hide in a class of four people, but it's good because I am forced to practice speaking and it makes me less afraid over time."

However, the intensive nature of a small classroom affects students unevenly depending on their initial confidence levels. As Bayu elaborates:

"More confident students tend to dominate the conversation naturally because they respond faster. Quieter ones like me sometimes wait until the tutor explicitly calls our name, otherwise we just stay quiet."

Dinda echoed this dynamic, highlighting the necessity of deliberate teacher prompts to balance active participation:

"My shyness often made me hesitate at first. I appreciated that the tutor gently prompted me by saying, 'What about you, Dinda?' without creating an intimidating environment."

Regarding Item 2, which measured student choice and autonomy within activities, 12 students agreed and 3 strongly agreed, while 5 remained neutral. This indicates that student autonomy at Hello English Course is functional but strictly bounded by a predetermined curriculum framework. Citra noted that structural decisions are tightly controlled by the instructor:

"We do not design the lesson. The path is highly organized and directed by the tutor. We only get minor options, such as choosing between two speaking topics or deciding whether to work individually or in pairs."

This structured autonomy aligns closely with [Reeve, \(2016\)](#), who argued that strict instructional frameworks and autonomy support are complementary; structure provides the safe perimeter within which minor choices feel meaningful and protective to language learners.

Instructional Clarity, Task Calibration, and Competence Development

The second theme evaluates how clearly pedagogical inputs are delivered and processed (Items 3 and 4). Item 3, which evaluated the clarity of explanations, yielded the highest positive consensus in the study, with 17 students strongly agreeing and 3 agreeing. Citra remarked that contextual delivery was key to her comprehension:

"The tutor is excellent at explaining grammar rules because she uses real-life context and situational examples instead of just writing abstract formulas on the board."

Nevertheless, clarity is highly sensitive to the physical pacing of the target language delivery. Bayu noted a specific barrier:

"The explanations are very clear, but when the tutor gets excited, she speaks too fast in English, and I miss some parts completely."

Dinda confirmed that her ability to follow complex concepts rested entirely on vocal pacing:

"My comprehension depended heavily on whether the tutor maintained a deliberate, measured speaking pace. If she speeded up, my understanding dropped."

For Item 4, concerning classroom tasks, 16 students agreed and 4 were neutral. Tasks function as a dual mechanism for validation or frustration depending on how well they align with prior knowledge. While Citra felt the exercises were well-calibrated, Bayu expressed difficulty when unintroduced vocabulary appeared:

"Sometimes the translation exercises are difficult because they contain vocabulary we haven't learned yet, which makes me feel stuck and a bit detached."

Dinda highlighted the mitigating role of teacher scaffolding during task-induced confusion:

"I felt a lot of occasional confusion during complex writing tasks, but the tutor's step-by-step guidance and breakdown helped me complete them without giving up."

Classroom Language Balancing and Translanguaging Practices

Item 5 examined the tutor's language choice, accumulating 13 agreements and 5 neutral responses, marking it as the operational item with the lowest level of absolute consensus. At Hello English Course, the tutor utilizes a system of fluid translanguaging, deliberately switching between English and Indonesian to maintain comprehension. Both Bayu and Dinda emphasized that a total English immersion policy would create severe affective and cognitive blockades. Dinda stated explicitly:

"If the tutor explains everything in English without switching to Indonesian for difficult phrases, I get lost, lose track, and stop paying attention because I don't understand anything."

Bayu supported this preference, noting that strategic code-switching relieves immediate classroom anxiety:

"When the tutor translates core concepts into Indonesian, I instantly feel a sense of relief. It acts as an instructional scaffold that keeps us from feeling completely overwhelmed."

This evidence directly reinforces the assertions of [Cenoz & Gorter, \(2021\)](#) and [Macaro, \(2018\)](#), who argue that purposeful, non-punitive code-switching prevents learner disengagement in foreign language settings.

Affective Dynamics: Teacher Feedback, Support, and Classroom Belonging

The final theme maps questionnaire items 6 through 10 onto the emotional climate and the psychological needs for relatedness and interest. Item 6 showed that 18 out of 20 students believed active speaking opportunities increased their motivation. Citra remarked:

"The more I speak in class, the more motivated I feel to learn new vocabulary at home so I can use it actively in the next session."

Conversely, item 7 demonstrated that while feedback supports competence, its delivery can trigger acute vulnerability. Citra favored the balanced approach used by the instructor, but Dinda admitted feeling exposed during public corrections:

"When I make an error and the tutor corrects me directly in front of everyone, I feel a bit nervous and embarrassed, even though I know she is trying to help me."

This emphasizes that within micro-classrooms of 3 to 5 students, individual errors are highly visible, requiring acute instructional sensitivity ([Hattie & Timperley, 2007](#)). For general teacher support (Item 8), 17 students agreed, with Bayu noting that an uncritical environment alters his willingness to attempt hard work:

"Knowing that the tutor won't get angry or judge me if I don't understand a rule makes me feel safe and willing to try hard exercises."

Interestingly, for classroom belongingness (Item 9), 14 students agreed, but 4 remained neutral and 2 strongly agreed. The small class size does not automatically produce social cohesion if severe proficiency gaps exist between peers. Dinda disclosed a profound sense of relative isolation:

"Sometimes when the others speak so fluently, I feel like I don't belong here because my English is still basic. It makes me feel isolated despite the small group."

Finally, Item 10 showed a high level of overall satisfaction, with 18 students strongly agreeing that they are interested in the class. Citra attributed this to the "relaxed, low-pressure atmosphere," while Bayu connected it directly to utilitarian career needs.

Synthesis through Self-Determination Theory

Integrating these thematic findings through the lens of Self-Determination Theory ([Deci & Ryan, 2000](#); [Ryan & Deci, 2020](#)) demonstrates that in an informal educational setting where participation is voluntary, motivation cannot rely on external grades or regulatory enforcement. It depends entirely on the situational quality of the classroom experience.

The tutor supports autonomy by providing consistent, inevitable speaking turns and minor localized task choices (Reeve, 2018). Competence is fortified through clear contextual explanations and guided feedback, though it remains vulnerable to excessive delivery speed and uncalibrated task difficulties. Lastly, relatedness is established via a warm, non-threatening interpersonal style. However, as shown by Dinda's interview narrative, perceived competence gaps between classmates can easily fracture a student's sense of belonging, requiring tutors to actively manage socio-emotional boundaries even within small-scale groups to ensure motivation remains self-determined and sustained (Henry & Thorsen, 2018).

CONCLUSIONS

This study evaluates the interplay between tutor teaching style and classroom language choices in the semi-private track at Hello English Course. Theoretically, it extends Self-Determination Theory (SDT) by demonstrating how autonomy, competence, and relatedness operate within voluntary, non-formal learning contexts characterized by heightened interpersonal sensitivity. It also advances translanguaging theory by framing balanced code-switching not only as a cognitive support strategy but also as an affective stabilizer that reinforces learners' sense of competence and reduces foreign language anxiety. Practically, the findings suggest that tutors and course organizers should prioritize flexible, learner-centered instruction rather than rigid, lecture-based approaches. Tutors can enhance engagement by adjusting instructional pacing, using low-pressure prompts, providing sensitive corrective feedback, and strategically balancing English and Indonesian according to learners' comprehension needs. Cooperative activities can further support less-confident and introverted learners. Future research should examine diverse non-formal institutions through longitudinal observations and incorporate instructors' perspectives.

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