



## What Teacher Confirmation Means to EFL Learners: High and Low Achievers' Voices

### Apa Makna Konfirmasi Guru Bagi Pelajar Bahasa Inggris Sebagai Bahasa Asing: Suara dari Siswa yang Berprestasi Tinggi dan Rendah

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#### Abstract

One of factors leading to the success of students' learning is interpersonal relationships between teachers and students. One indicator contributing to this relationship is communication; one of its aspects is teacher confirmation, happening in the classroom interaction. The current study aims to reveal students' perceptions on teacher confirmation as one of elements affecting student-teacher interpersonal relationships and how teacher confirmation affects their learning. This case study involved two high school students - high achiever and low achiever - selected from their English competence judged by the English teacher. Adapting Ellis' Teacher Confirmation Scale (2000), sequenced and open-ended interview was conducted to both students in order to collect the data. The findings show that teacher confirmation exists in the classroom interaction and is perceived by both participants. Notwithstanding, teacher confirmation does not equally give positive impacts on students' learning in general. In conclusion, high and low achiever responds teacher confirmation in different ways, resulted from factors which have not yet been explored in this study. Examining related intervening factors and the degree to which they affect how students perceive and respond to teacher confirmation is recommended for future research.

**Keywords:** *Teacher Confirmation, Interpersonal Teacher-student Relationships, Classroom Interaction*

#### Abstrak

Salah satu faktor penentu keberhasilan belajar siswa adalah hubungan interpersonal antara guru dan siswa. Salah satu indikator yang berkontribusi terhadap hubungan ini adalah komunikasi; dan salah satu aspeknya adalah konfirmasi guru yang diberikan dalam interaksi kelas. Penelitian ini bertujuan untuk mengungkap persepsi siswa terhadap konfirmasi guru dan bagaimana konfirmasi guru mempengaruhi pembelajaran mereka. Penelitian ini merupakan studi kasus yang melibatkan dua siswa SMA - siswa berprestasi tinggi dan berprestasi rendah - yang dipilih

berdasarkan kompetensi bahasa Inggris mereka yang dinilai oleh guru bahasa Inggris. Mengadaptasi Skala Konfirmasi Guru Ellis (2000), wawancara berurutan dan terbuka dilakukan kepada kedua siswa untuk mengumpulkan data. Temuan menunjukkan bahwa konfirmasi guru ada dalam interaksi kelas dan dirasakan oleh kedua partisipan. Namun, konfirmasi guru tidak memberikan dampak positif terhadap pembelajaran siswa secara umum. Kesimpulannya, siswa yang berprestasi tinggi dan rendah merespons konfirmasi guru dengan cara yang berbeda-beda, hal ini disebabkan oleh faktor-faktor yang belum dieksplorasi dalam penelitian ini. Meneliti faktor-faktor intervensi yang terkait dan sejauh mana faktor-faktor tersebut mempengaruhi cara siswa memandang dan merespons konfirmasi guru direkomendasikan untuk penelitian yang akan datang.

**Keywords:** *Konfirmasi Guru, Hubungan Interpersonal Guru dan Siswa, Interaksi Kelas*

## INTRODUCTION

There has been a general suggestion that a good teacher-student relationship is one of the sources for an effective instructional learning environment. The interpersonal relationship between teacher and students in the classroom is a crucial element affecting students' learning experiences and is the heart of teaching and learning (Babonea and Munteanu, 2012; Brinkworth et al., 2017). Therefore, the state of this relationship potentially influences a wide range of educational outcomes, such as students' academic achievement, affect, behavior, and motivation (Ellis, 2009; Goldman & Goodboy, 2014; Goodboy and Myers, 2008). Since teachers and students share equal responsibility for an effective implementation of learning and teaching processes; thus, they must work together to create a favorable learning environment through well-established classroom behavior and interaction. However, if the relationship is not brought up properly, it may result in negative attitudes among both parties such as depression, anxiety, burnout, etc (Gao, 2021). As a verbal behavior type of interpersonal relationship (Babonea and Munteanu, 2012; Dobrescu and Lupu, 2015; Tranca and Neagoe, 2018), teacher confirmation is one major instance of teacher positive interpersonal behaviors.

Ellis (2000, p.265) defined teacher confirmation as “the transactional process by which teachers talk and interact with students that make them feel they are valuable and significant individuals”. It allows students to feel that they are endorsed, recognized, and acknowledged for their behaviors; thus, confirmation becomes the most crucial aspect in enhancing one's feelings of appreciation (Dailey, 2010; Sieburg, 1985). This definition relates to the importance of students' acknowledgment in the classroom mirrored by the communicative messages the teachers communicate and interact with. It is believed that teacher communication behaviors affect not only students' behavior but also their emotional responses (Mottet et al., 2006) which further influence their learning outcomes. Ellis (2000) reported that students perform higher levels of cognitive learning, affective learning, and motivation when the teachers have confirmation behaviors in the classroom. In other words, students' perception of teacher confirmation fosters a supportive classroom climate, which in turn promotes student learning. It is agreed that if learning is conducted in a supportive and comfortable atmosphere enhanced by trust and respect in teacher-student relations, the motivation to learn will increase. As a result, students' intrinsic motivation is believed to serve as the best predictor of learning engagement contributing to high academic achievement.

Moreover, teacher confirmation is consistent with key principles of the broaden-and-build theory (Goldman and Goodboy, 2014) claiming that positive emotions improve students' cognitive abilities. This relationship, furthermore, appears to be heavily influenced by the extent to which receiving confirmation improves students' effect and feelings toward the instructor and classroom (Ellis, 2000). In other words, Ellis (2000) confirmed that the effectiveness of confirmation may be attributable to an increase in students' positive emotions, which helps to explain a strong positive relationship between teacher confirmation behaviors and students' learning outcomes. Accordingly, as a result of his study on understanding what teachers do to be perceived as confirming in the classroom, four categories of teacher confirmation are suggested: teachers' responses to student questions; demonstrated Interest in the student and in their learning; teaching style; and aberrant disconfirmation (see Ellis, 2000).

Apart from Ellis (2000) who discovered that unique variance in affective and cognitive learning was the results of teacher confirmation behaviors, similarly, Goodboy and Myers (2008) revealed that teacher confirmation leads to some positive impacts: (a) more student communication for the relational, functional, and participatory motives and less communication for the excuse-making motive, (b) more student participation (see Campbell et al., 2009; Hsu, 2012), (c) less challenging behavior, and (d) greater cognitive learning, affective learning, state motivation, and satisfaction. Further, Sidelinger and Butterfield (2010) also found that a positive classroom environment is caused by the relationship between teacher confirmation and student-to-student connectedness. Thus, it is clear that teacher confirmation is an important classroom resource that teachers need to tap into as they try to engage their students.

Some other research has also informed advantages of teacher confirmation in the class, such as the tendency to picture students' emotional outcomes (Goldman et al., 2014), reduced receiver apprehension (Goldman et al, 2018), lead students' views to more positive attitudes towards the course and the course' completion (Hsu, 2012), increase students' motivation (Shen and Croucher, 2018; Croucher et al, 2021), and improve the teacher and students' interaction in the class (Johnson and LaBelle, 2020). Those studies reflect that student attitudes toward instruction can be enhanced by receiving confirmation from teacher, illustrating the considerable association between teacher confirmation behaviors and student-related outcomes. Considering teacher confirmation as a crucial issue in learning and since little research has been done regarding this topic in the Indonesian EFL context, the current research aimed to reveal students' voices on how they view teacher confirmation in classroom interaction by digging deeper into the students' voices from a contrast academic background. Departing from the belief that the exact practice of their interaction and its effect on students' learning is crucially important, the findings are hoped to be useful for teachers to be more aware of the effect on confirmation given on students' engagement in classroom interaction so that it can result in better interpersonal teacher-student relationship.

## **RESEARCH METHOD**

The current study used a qualitative methodology with a case study design. According to Creswell et al. (2007) and Gillham (2000), qualitative research is a method for examining and comprehending meaning derived from social or humanitarian issues analyzed from specific themes to general themes, as well as interpreting the meaning of the data. Case study research, furthermore, is a type of

study that focuses on an individual, a group, or a sizable community (Creswell, 2012; Gillham, 2000; Hamied, 2014). The term "case study" in this study refers to an attempt to provide in-depth information on students' voice, regarding how they perceive teacher confirmation in classroom interaction. In addition, this research is considered as a case study since it aims to explore voices from two different students in a certain context. From 30 students in one of the 11th grade classes, 2 students were chosen by considering their academic engagement and achievement. One participant is the high achiever student in the class, and another is the low achiever. There are some reasons why the two students were selected. Firstly, the selection is based on the earlier discussed theory in that teacher confirmation strongly affects students' motivation and academic engagement which in turn affect their academic achievement. Regarding this, two students from contrastive academic achievements fit the theory. Secondly, two students are considered appropriate for this study due to their openness and availability to fully participate in the study. There are previously two related studies the researcher conducted to the two students in relation to their English learning motivation. This fact serves as good sources for a case study since there must be unique and special relation between the researcher and the participants in which the researcher knows the participants very well (Creswell, 2012).

In order to find participants' voices on teacher confirmation, a sequenced open-ended interview, consisting of two series, was carried out. The interview items derived and adapted from Ellis' The Teacher Confirmation Scale (2000), known as TCS related to how students view teacher confirmation. The items seek answers in terms of three dimensions: (a) teachers' responses to questions, (b) demonstrated interest in students and their learning, and (c) teachers' teaching style. The list of the question items can be seen in the appendix. As the initial step in collecting data, pilot study on students' achievement is conducted by having discussion with the homeroom teacher who is also the English teacher in the class. This discussion aims at selecting suitable participants, who vary in terms of academic engagement and achievement, for the study purpose. After getting official permission from the school, the first interview was conducted.

In order to reveal the participants' perspectives on teacher confirmation given by the teacher in the classroom and to encourage participants' openness in the interview, the first interview started with general aspects such as asking and encouraging them to narrate about the teacher as well as digging information on their overall impression of the teacher. Then, the interview continued to dig into Ellis' (2000) three dimensions of teacher confirmation mentioned. In order to triangulate the data, the interview was continued to the second zoom meeting by exploring more students' voices on teachers' responses to questions, demonstrating interest in students and their learning, and teachers' teaching style. The data obtained were organized beginning with data transcription, focus, and categorization by referring to Ellis' themes on teacher confirmation.

## **RESULTS AND DISCUSSION**

### **Results**

Related to the aim of this research in that it seeks to reveal students' voices on teacher confirmation and how it affects them in learning, the researcher finds out that there are contrasting answers from study participants, the high achiever student and the low achiever one. By means of the interviews, the study revealed some findings. Below a description of results obtained. The description is divided into three points based on the dimension of teacher confirmation by Ellis' (2000).

### Teacher's Responses to Questions

Regarding the first dimension in teacher confirmation called teachers' response to students' questions, the students were asked first about whether or not and how often they ask questions in the class. Both of them mentioned that they often ask questions in the class. However, while the high achiever student always asks questions related to the topic of the lesson learned because she needs to understand the materials she has not yet understood, the low achiever often asks random questions, and mostly the questions are out of the topic. The reason behind this is that this low achiever wants the atmosphere of the class to stay fun. Even Though the two participants reported that they have different topics to bring when asking questions, both of them agree that the teacher is always willing to answer the questions and even the teacher does not hesitate to answer. Especially for the questions related to the materials being learned, the teacher answers both directly and spontaneously. The participants' related voices can be seen in the following excerpt.

**Table 1.** Student's views on teacher's response to questions

High achiever	<p>“...jika saya bertanya, guru memberikan jawaban yang jelas dan singkat. Jawabannya tersebut membantu saya paham dengan mudah. Gurunya juga langsung memberikan respon.”</p> <p>(...if I asked questions, the teacher gave clear and concise answers. It helps me to understand easily. The teacher also directly responds to my questions.)</p>
Low achiever	<p>“...jika pertanyaan saya relevan sama pelajaran, gurunya pasti senang karena ada respon atas materi yang sedang diterangkan. Gurunya senang juga jika ada yang bertanya, ‘Bu, kalau ini bagaimana?’ Jadi, gurunya merasa benar-benar diperhatikan dan dihormati di kelas.”</p> <p>(...If my questions are relevant to the lesson studied, the teacher must be happy since there she got attention while and after explaining the materials. The teacher likes it when someone asks “What is this, miss?” Thus, the teacher feels that her existence is considered and respected in the classroom.)</p>

From the students' answers, it can be seen that they have positive views on how the teacher responds to their questions. When they were next asked whether they like the responses or not, both of them strongly stated that they like it. However, the low achiever expects that the teacher still shows the same energy when the questions asked are out of the topic.

Other contrasting answers were revealed when the students were asked about their motivation in learning in relation to how the teacher responded to their questions. The answers from the high achiever student who stated that teacher confirmation in responding to questions really affects their learning in a positive way are different to the answers from the low achiever students. He stated that teacher confirmation may give positive influence, but it may not. This depends on how the teacher confirms his answers. The table 2 below shows how their motivations are influenced by the teacher's confirmation.

**Table 2.** effect of teacher confirmation to students' learning

High achiever	<p>“...jika, misalkan saya bertanya, lalu dijawab oleh gurunya, saya merasa lebih semangat untuk belajar karena ada feedback yang langsung saya dapatkan. Motivasi saya juga meningkat. Saya suka bertanya dan mendapatkan respon baik</p>
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*dari guru yang membuat saya semakin menyukai pelajarannya. Semangat saya belajar juga membantu kelancaran saya dalam ujian nantinya.”*

(...if, for example, I ask a question and then I get answered, I am more enthusiastic about learning because I get feedback. My motivation also increases. I love asking questions and the teacher responds nicely, so I like learning even more. That I am passionate about studying helps me to perform well in exams.)

Low achiever *“...apapun respon guru sebenarnya tidak memberi pengaruh apa-apa bagi saya. Tapi, terkadang cara guru merespon, semisal cara A, juga membuat saya ingin bertanya lagi. Tapi, kontennya bisa berhubungan dan bisa juga tidak berhubungan dengan pelajaran. Terkadang, saya justru tidak tertarik kalau gurunya merespon dengan cara B (cara lain).”*

(“...whatever the teacher's response actually doesn't affect me, but sometimes I feel that if the teacher responds in an A way, it makes me want to ask again. But the content can be related or not related to the lesson. Sometimes I am not interested if the teacher responds in B way.)

### **Demonstrated Interest in Students and Their Learning**

This dimension of teacher confirmation seeks to reveal students' voices on how they view teacher interest in them and how it affects their learning motivation. Both of the students being asked claimed that the teacher knows them and considers their existence, and these affect their performance in the classroom. Interestingly, even though the samples in this study come from a very contrasting background of academic achievement and motivation, the teacher does not neither underestimate nor appraise one from another, as exemplified below.

**Table 3.** Students' views on teacher's demonstrated interests

High achiever *“Tahu... Sepertinya sangat tahu karena guru Bahasa Inggris ini adalah wali kelas di kelas saya dan saya adalah ketua kelas.... Itu tercermin dari sikapnya dan komunikasi antara kami... “saya pernah merasa malas belajar dan memiliki mood yang sedang buruk..., dan gurunya sepertinya berusaha mengerti saya.... Pengertian ini juga membuat saya semakin semangat belajar.”*

(I think the teacher knows me because she is my homeroom teacher and I am also the chairperson in the class.... It is reflected from her attitude and we have intense communication... "I was once in a class where I was too lazy to study, and I had bad mood... and the teacher tried to understand me... it excites me to learn.)

Low achiever *“Saya rasa guru saya tahu siapa saya dan menghargai keberadaan saya di kelas. Ini membantu saya lebih percaya diri di kelas.... Tapi guru saya tahu saya karena saya bermasalah di sekolah dan dia membantu menyelesaikannya. Jadi, saya termotivasi untuk berubah lebih baik dan untuk tidak menambah masalah lagi atau menghindar saja. Sebenarnya saya merasa segan terhadap guru saya tapi dia tetap baik walau sedikit marah.*

(I think the teacher knows me, and she considers me in the class. It helps me to become more confident in class.... but she does because I had problems at school and she helped me fix the problem. I become motivated to change and it encourages me to no longer create problems. I just want to avoid it. I feel bad about the teacher but she is still kind to me, just a little bit angry.)

From the answers, it can be seen that the teacher builds a friendly approach to both of the students regardless of their levels of academic achievement and motivation. One of the students is the chairperson in the class while another is a

student who often creates problems in the school. Their attitudes are very different, but the teacher’s attitude towards them is supportive so that both of them agree that this kind of teacher confirmation contributes to their motivation in learning even though the low achiever has different motives to change. Yet it can be clearly seen that the low achiever respects the teacher and considers the teacher’s feelings.

### Teacher’s Teaching Style

The last category of teacher confirmation is the teacher’s teaching style. The students were asked how they view the teacher’s teaching style, their preferences, and how it affects their learning. Similar to the previous two dimensions of teacher confirmation, this category also finds out students’ positive voices in that both of them like the way the teacher teaches in the class. However, it is also found that even though the students like how the teacher teaches, a pathetic voice rises from the low achiever. It can be seen in table 4 below.

**Table 4.** Students’ voices on teacher’s teaching style

<p>High achiever</p>	<p><i>“..Cara guru mengajar membuat saya lebih paham.... Penjelasannya singkat dan poin-poin pentingnya dijelaskan .... lalu kami diberi latihan soal. Cara guru ini cocok sama zona aman cara belajar saya juga... saya sangat setuju bahwasanya cara guru mengajar mempengaruhi motivasi saya belajar.... Jika siswa suka pelajarannya, tapi gurunya tidak mendukung, saya rasa itu tidak akan terlalu efektif. Jadi, itu juga tergantung dari metode yang digunakan guru dalam mengajar menurut saya.”</i>                  (The teacher’s teaching style helps me understand the lesson. The teacher first explains important points of the lesson and after that we do exercise. This style fits my comfort study. I do agree that the teacher’s teaching style affects my learning motivation. Even though the students love the lesson, but the teacher does not support it, the lesson will be less effective. Thus, it depends on the teacher.)</p>
<p>Low achiever</p>	<p><i>“... Saya memang pada dasarnya malas belajar....Metode guru tidak berpengaruh bagi saya....”</i>                  (...I am not into studying. Teacher’s method does not affect me...)</p>

A pessimistic attitude is reflected from the low achiever’s voices. The student mentions that his motivation will stay low regardless of the teacher’s teaching style. In other words, teacher confirmation, even though it fulfills students’ expectations, may not always both directly and obviously influence students’ learning and motivation instantly.

### Discussion

The purpose of this study was to reveal the student's voices on how they view teacher confirmation and how they perceive its effects on their learning. Similar to the findings from previous studies that have been conducted on the relationship between teacher confirmation and students’ motivation as well as academic engagement, this study finds out that there is some expected situation where teacher confirmation does have influences on students. Positive voices from the high achiever on how she views teacher confirmation as a catalyst for her learning confirms Goodboy and Myers’

(2008) findings figuring out that more students' positive communication, participation, good behavior, and increased learning and learning motivation result from teacher confirmation given to students. In similar fashion, Campbell et al (2009) discovered that students who gave their teachers higher teacher confirmation ratings are more likely to put forth more effort in that class. This classroom participation is also coincident with Hsu's (2012) study discovering that The more affirming behaviors they thought their teacher exhibited, the less fear or anxiety students felt during the learning process. As a result, there is an improvement in quality toward the teacher's attitude and the course as well as an increase in student participation in learning activities.

What this current research and previous studies found asserts Ellis' (2004) dimensions of teacher confirmation whereby teacher confirmation has positive and immediate impacts on student apprehension, which in turn affects their enthusiasm, affective learning, and cognitive learning. In their study related to connectedness between teacher confirmation and student apprehension, Goldman et al (2021) concluded that positive and strong relationships resulted from teacher confirmation - student learning relationship. Additionally, Sidelinger and Butterfield (2010) found out that teacher confirmation assists the development of students' relationships with their teachers and peers and helps to shape their learning environments. A delicate balance between these two factors gives encouragement for general student learning involvement. However, despite the positive effects of teacher confirmation that were expected and revealed on high achieving students - even though previous research specializing the students learning influenced by making categorization of high achiever student and the low achiever one is not yet to be found - it appears that teacher confirmation behavior does not totally influence the low achiever or low motivated student to engage more in learning. Instead, still, the low achieving student considers the teacher's feelings. That this student realizes that he no longer wants to create problems in the classroom implies the teacher's feeling is considered. This behavior is in line with the previous research findings whereby the teacher's communicative behaviors in the classroom have a valuable influence over students' sympathetic responses (Titworth et al., 2013), in this case.

Through this attitude, therefore, even though the low achiever students stated that the way the teacher responds to his questions does not really affect his learning, it is reflected that he is eager to ask questions, yet often out of the topic questions, when the teacher responds to the questions in particular ways. Notwithstanding, the low achiever's interest and attention is engaged and shaped during the classroom which portrays the existence of teacher and students' interaction in the class like previously studied by Johnson and LaBelle (2020). In other words, Sense of belonging to the classroom and motivation to speak are represented through his behaviors. Therefore, practically, these results coincide with recent findings from Shen and Croucher (2018) and Croucher et al (2021) who figured out that confirming behavior of teachers stimulates students' attention and motivation. Goldman and Goodboy (2014) also unraveled that when teachers respond to students' questions, demonstrate interest in students' learning experiences, and employ an interactive teaching style in the classroom, students experience a multitude of emotional benefits including increased emotional interest, emotional support, and a more positive experience in the classroom. Thus, even though teacher confirmation just positively affects student's emotion, not yet touching student's academic performance, this serves as initial input for teachers in doing certain roles to get students engaged in learning.



Seeing from how the teacher confirms students' attitude, the confirmation given shows that the teacher is aware of the teacher's role in the classroom. The teacher does not only transfer knowledge to the students but also is responsible to build interpersonal relationships with the students. This finding is confirmed by the theory explained by Gao (2021) in that a teacher's role in instructional learning environments is beyond the transmission of content and pedagogical knowledge. In other words, Teachers must be aware that the interpersonal behaviors they use in interactions with their students (for example, confirmation) are just as important as their knowledge and instructional skills. More particularly, and in line with previous instructional communication research, the confirming behaviors of demonstrating interest and interactive teaching style were most strongly predicted by students' emotional responses (Ellis, 2000). Similarly, several studies have found a strong positive relationship between teacher immediacy behaviors and emotional interest, which is similar to those dimensions (Frymier, 1993; Mazer, 2012.). The findings of this study also reflect the general judgment, since more than a decade, teacher confirmation behaviors in the classroom tend to enhance students' perceptions of themselves, learning engagement, and learning achievement (Ellis, 2000, 2004; Goodboy & Myers, 2008).

Considering that teacher confirmation contributes to positive teacher-student relationships and the investment of student motivation, the needs to create and maintain teacher interpersonal behaviors should be enhanced. It is regarded in line that Misbah et al (2022) previously found that students' experiences of teachers' interpersonal behavior affect how they evaluated their competency levels, in part through intrinsic motivation gained. Not only related to students' competency levels, creating and maintain interpersonal relationships indicate positive contributions in enhancing student classroom participation (Munzaki, 2019; Nathania, 2023). They serve as important inputs to develop more than just student-teacher relationships; furthermore, they enhance professionalism and teaching quality.

## **CONCLUSION**

In conclusion, findings of this study reflect that teacher confirmation exists in the classroom interaction, however, due to intervening factors teacher confirmation does not equally give positive impacts on students' academic performance in general. Researching the intervening factors for teachers to provide meaningful confirmation in classroom interaction is encouraged for future research. In addition, past research has extensively examined students' perceptions of teacher confirmation in the classroom, but less research has focused on the perceptions of specific levels of students. As a consequence, examining the nature of teacher-student relationships across specific levels of students is also recommended for prospective studies. Moreover, I contend that while confirmation appears to play a stronger role in higher achiever's academic engagement, it does not inherently increase the learning quality. Future research should also continue to explore this notion as educational scholars continue to study effective teaching practices. To sum up, future research is needed to examine the relationship between teacher confirmation and learning engagement as well as outcomes of low achieving or motivated students. If such relationships exist, the extent to which such relationships may be mediated by student effort and other factors can be further examined.

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## APPENDIX

### Interview Items (Adapted from Ellis' Teacher Confirmation Scale, 2000)

- a. Items to reveal students' voice on teacher' confirmation in classroom
1. Do you often ask questions to your teacher in the classroom?
  2. What causes you to ask the questions/ not ask the questions?
  3. How does the teacher respond to your questions?
  4. Do you like your teacher's responses? Why/why not?
  5. If the teacher responds to you that way, does it motivate you in learning?
  6. Related to your teacher's response, what part gives you positive energy in learning English and what parts gives you the negative one?
  7. What do you expect from the teacher's response in order to help you stay motivated?
- b. Items to reveal students' voice on teacher' interest in students and their learning
1. Do you think the teacher knows you?
  2. Do you think that the teacher shows / communicates that she is interested in you and your learning?
  3. Is your participation in the classroom encouraged by the teacher?
  4. When the teacher considers you in the classroom, do you become motivated?

5. How do the teacher's interests in you and your learning contribute to your motivation in learning?
- c. Items to reveal students' voice on the teacher' teaching style
1. Does your teacher use a variety of teaching styles in the classroom? Please mention.
  2. What teaching style do you prefer the most and what teaching style do you least prefer?
  3. Do you have expectations on the teacher's teaching style?
  4. How does the teacher's learning style contribute to your motivation in learning