How EFL Students Operationalize Motivation in English Listening Learning: A Descriptive Quantitative Study

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ABSTRACT

Motivation plays a central role in shaping how English as a Foreign Language (EFL) learners engage with listening, one of the language skills most commonly associated with anxiety and disengagement. While previous studies have examined the relationship between motivation and listening achievement, few studies have described the specific strategies students use to apply and sustain motivation during listening activities. This gap is particularly evident among pre-service English teachers who will later teach listening in their own classrooms. This descriptive quantitative study aimed to describe the motivational orientations and self-regulated learning strategies used by second-semester English Education students in an English listening class. The participants were 16 second-semester students at the English Education Study Program, Universitas Riau Kepulauan (Unrika) Batam, selected through total sampling. Data were collected using a 20-item Likert-scale questionnaire distributed through Google Form. The questionnaire was adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) and covered two motivation components and five learning strategy components. Data were analyzed descriptively using items and subscale means, standard deviations, and categorical interpretation bands. The results indicate that students self-reported high levels of Help Seeking, Intrinsic Goal Orientation, and Effort Regulation. Extrinsic Goal Orientation and Elaboration were in the moderate category, while Metacognitive Self-Regulation was the weakest component. These self-reported findings suggest that students perceive themselves as motivated to invest effort and seek help, but they have not yet developed strong planning and monitoring strategies for listening. The study implies that listening instructors should provide explicit metacognitive scaffolding, such as pre-listening prediction tasks and post-listening self-monitoring checklists, to help students channel their existing motivation into more autonomous listening strategies.

Keywords*: english listening class; MSLQ; motivation; self-regulated learning*

INTRODUCTION

Listening is often described as the most invisible yet the most demanding of the four language skills (Field, 2008; Vandergrift & Goh, 2012), because it requires learners to process rapid, unrepeatable, and frequently accented spoken input in real time. For English as a Foreign Language (EFL) learners in Indonesia, listening classes are commonly reported as the most anxiety-inducing sessions in the curriculum, since students must simultaneously decode sound,

retrieve vocabulary, and construct meaning without the visual or contextual support available in reading or writing tasks (Ajmal & Kumar, 2020; Adalta, 2022). Within this demanding context, motivation has repeatedly been identified as the variable that most strongly predicts whether learners persist with listening practice or withdraw from it (Dörnyei & Ushioda, 2021; Gardner, 1985).

Motivation in second language learning has been theorized extensively, from Gardner's (1985) socio-educational model to Dörnyei's (2005) L2 Motivational Self System, which frames motivation as an interaction between learners' ideal and ought-to selves and their concrete learning experience. More recent work has continued to refine and, at times, question these frameworks: Hiver and Al-Hoorie (2020) replicated earlier vision-based motivation research and found only partial support for its predictive power, while Al-Hoorie et al. (2024) argued that the L2 Motivational Self System tradition faces a validation crisis because many studies measure motivational orientation without linking it to observable learning behavior. This critique is particularly relevant to listening instruction, where studies such as Maftoon and Alamdari (2020) and Polatcan et al. (2025) have shown that metacognitive and motivational variables jointly predict listening performance, yet rarely describe what students actually do, moment to moment, to keep themselves motivated during a listening task. Given this validation concern, the present study addresses the gap by using the concrete subscales of the MSLQ rather than a single global motivation score. This allows for a more specific examination of how different motivational and self-regulated learning strategies are applied in listening contexts.

In the Indonesian context specifically, research on listening has tended to concentrate on identifying problems and difficulties rather than on motivational behavior. Sari and Fithriyana (2019) and Adalta (2022) documented that second-semester English Education students frequently lose concentration, feel anxious, and struggle with unfamiliar accents or speech rate during listening class. Complementary research on self-regulation in Indonesian EFL settings, such as Hartono and Diasti (2023), Nadeak and Kuswandono (2024), and Mahmud and German (2021), has shown that students actively regulate their motivation and learning behavior in reading, writing, and online learning contexts, using strategies such as goal-setting, self-monitoring, and management of anxiety. However, comparable quantitative accounts of how students regulate and apply motivation specifically within listening class remain scarce, particularly for second-semester pre-service English teachers, whose motivational patterns may differ from those of general EFL learners because of their emerging professional identity as future teachers (Lee & Lee, 2021).

Recent large-scale studies continue to confirm that intrinsic and extrinsic motivation operate as distinguishable, and at times competing, forces in EFL learning. Kashefian-Naeeini et al. (2024) found that intrinsic motivation among university EFL students was shaped differently by learner background factors than extrinsic motivation, while Almayez et al. (2025) demonstrated that self-regulated learning strategies mediate the relationship between motivation and language self-efficacy in online EFL environments. These findings reinforce the need to examine not only how strongly students are motivated, but which specific self-regulatory strategies channel that motivation into sustained listening practice, a distinction that remains underexplored in the Indonesian teacher-education context.

This gap is significant for two reasons. First, most available instruments and studies measure the level or type of motivation (e.g., instrumental versus integrative, ideal versus

ought-to self) but do not capture the applied, strategic dimension of motivation, that is, the concrete actions students take to sustain engagement when listening becomes difficult. Second, understanding this applied dimension has direct pedagogical value: if lecturers know how students actually operationalize motivation, for example through repetition, self-set targets, or reliance on feedback, they can design listening tasks and feedback mechanisms that reinforce these existing strategies rather than working against them. The present study addresses this gap by quantitatively describing how second-semester English Education students at Universitas Riau Kepulauan (Unrika) Batam apply motivation in their English listening class, using a Google Form questionnaire adapted from the Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich et al., 1991) to capture both motivational orientation and self-regulated learning strategies, interpreted through descriptive statistical analysis of mean scores, standard deviations, and composite subscale scores.

Based on this background, this study is guided by the following research questions: (1) What motivational orientations do second-semester English Education students report in relation to English listening class? and (2) How do these students apply or operationalize motivation into concrete strategies while learning to listen in English? By answering these questions, this study aims to extend the applied understanding of L2 motivation theory within the specific domain of listening instruction and to provide practical recommendations for listening pedagogy in a regional Indonesian teacher-education program.

METHOD

This study employed a descriptive quantitative design to describe how students apply motivation and self-regulated learning strategies in their English listening class. Data were collected through an online questionnaire using the MSLQ and analyzed descriptively.

Research Design

The research design used was descriptive quantitative research, which aims to systematically measure and describe a phenomenon as it naturally occurs, using numerical indices derived from a structured instrument (Creswell & Creswell, 2023). This design was considered appropriate because the study did not seek to test a hypothesis about causal relationships between variables, but rather to measure and describe the level of students' motivation and self-regulated learning strategies during listening activities, based on their responses to a structured Likert-scale questionnaire. Unlike qualitative descriptive research, which relies on interview or observational narratives, descriptive quantitative research summarizes numerical response patterns through descriptive statistics such as means, standard deviations, and categorical interpretation bands, consistent with the data collection and analysis procedures used in this study.

Participants

The participants of this study were 16 second-semester students. The participants consisted of 2 male and 14 female students, aged between 18 and 20 years of the English Education Study Program at Universitas Riau Kepulauan (Unrika) Batam who were enrolled in a Listening Skills course during the 2025/2026 academic year. Participants were selected using

a total sampling technique because the study focused specifically on one intact class in which all students had experienced the same listening course, syllabus, and instructor. All participants had studied English listening formally for at least one prior semester at the university level, ensuring that their responses reflected genuine classroom experience rather than complete novice impressions. To protect participants' privacy, students' real names and student identification numbers collected through the Google Form were not published; each respondent is instead referred to using an anonymous code (R1-R16) in the presentation of data. Informed consent was obtained from all participants prior to data collection. They were informed that participation was voluntary and would not affect their course grades.

Instruments

Data were collected using a structured questionnaire distributed through Google Form, consisting of 20 Likert-scale items ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument was adapted from the Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich et al., 1991), a widely used instrument for measuring students' motivational orientations and self-regulated learning strategies in a specific course. For this study, students were asked to respond to each item with direct reference to their Listening Skills class. The instrument covered two motivation components, namely Intrinsic Goal Orientation (items 1-3) and Extrinsic Goal Orientation (items 4-7), and five learning-strategy components, namely Metacognitive Self-Regulation (items 8, 9, 10, 11, 19, and 20, with item 8 reverse-scored), Organization (items 12-13), Elaboration (item 14), Effort Regulation (items 15 and 18), and Help Seeking (items 16-17). This structure allowed the study to capture not only students' general motivational orientation but also the specific self-regulatory strategies through which that motivation is applied in practice, consistent with Pintrich's (2000) view of motivation and self-regulation as interconnected components of learning. A limitation of this study is that the adapted MSLQ was not formally validated for the listening-class context prior to use. It should also be noted that the Elaboration component was measured by only one item, thus results related to this component should be interpreted with caution.

The adaptation process involved contextualizing the original MSLQ items to refer explicitly to the participants' Listening Skills course rather than to a generic course, for example by rewording generic phrases such as "this class" into "this listening class," so that item content remained applicable to a listening-based learning context rather than to reading- or lecture-based tasks. Scoring followed the standard MSLQ procedure: responses were recorded on a 5-point scale (1 = strongly disagree to 5 = strongly agree), and item 8 was reverse-scored prior to being included in the Metacognitive Self-Regulation composite, consistent with Pintrich et al.'s (1991) original scoring guidelines. Subscale composite scores were then computed by averaging the item scores, including the reverse-scored item, within each of the seven subscales. Prior to distribution, the adapted item wording was reviewed internally by the research team for clarity, contextual relevance, and consistency with the original MSLQ construct definitions. However, no formal expert-panel content validation or pilot reliability testing (e.g., Cronbach's alpha) was conducted for this specific listening-class adaptation; this is acknowledged as a limitation of the present study in the Conclusion, and a formal reliability and validity check is recommended before the adapted instrument is used in future research.

Data Collection Procedures

Data collection was conducted between 20 and 30 June 2026 on the Unrika Batam campus. Prior to data collection, informed consent was obtained through a consent statement at the beginning of the Google Form. Students were informed that participation was voluntary, anonymous, and would not affect their course grades. They were also given the option to decline participation without any penalty. To minimize potential influence from the lecturer-researcher relationship, the researcher emphasized that responses would be used solely for research purposes. Prior to analysis, all personal identifiers such as names and student identification numbers were removed and replaced with anonymous codes (R1-R16). The Google Form link, containing the participants' name and student number fields alongside the 20 Likert-scale items, was shared with the 16 participating students at the end of the semester, after they had completed all scheduled listening sessions, so that their responses would reflect a full semester of experience with the listening course. Students completed the form independently, and all 16 students submitted complete responses, resulting in a 100% response rate. During initial data screening, one respondent's answers were found to consist of the identical minimum score (1) across all 20 items, a pattern commonly associated with careless or straight-line responding. Because no follow-up interview was available to confirm whether this reflected genuine extremely low motivation or inattentive responding, this response was retained in the primary analysis (n = 16) reported in this study, and this decision is revisited as a limitation in the Conclusion.

Data Analysis Techniques

The Likert-scale responses were analyzed descriptively by calculating the mean score and standard deviation for each of the 20 items and for each of the seven MSLQ subscale composites (Intrinsic Goal Orientation, Extrinsic Goal Orientation, Metacognitive Self-Regulation, Organization, Elaboration, Effort Regulation, and Help Seeking). Item 8 was reverse-scored prior to computing the Metacognitive Self-Regulation composite. Mean scores were then categorized into five interpretive bands based on equal class intervals of the 1-5 scale: 1.00-1.79 (very low), 1.80-2.59 (low), 2.60-3.39 (moderate), 3.40-4.19 (high), and 4.20-5.00 (very high). The resulting patterns across items and subscales were interpreted within a quantitative descriptive framework, focusing on which motivational and self-regulatory components students relied on most and least in their listening class, and what this pattern suggests about how motivation is concretely applied in practice.

RESULTS

This section presents the findings obtained from the Google Form questionnaire distributed to 16 second-semester English Education students (n = 16). The results are organized into two parts: (1) the item-level descriptive results for all 20 MSLQ-based Likert items, which address Research Question 2 by showing which concrete motivational and self-regulatory behaviors students report using most and least, and (2) the composite results for the

seven underlying subscales, which address Research Question 1 by describing students' overall motivational orientations and self-regulatory profile in their English listening class.

Table 1

Item-Level Descriptive Results of Students' Motivation and Learning Strategies in Listening Class (n = 16)

No.	Item Statement (Subscale)	Mean	SD	Category
1	I prefer course material that really challenges me so I can learn new things (Intrinsic Goal Orientation)	3.56	0.96	High
2	I prefer material that arouses my curiosity, even if it is difficult to learn (Intrinsic Goal Orientation)	3.31	0.79	Moderate
3	The most satisfying thing for me is trying to understand the content as thoroughly as possible (Intrinsic Goal Orientation)	3.44	0.81	High
4	Getting a good grade in this listening class is the most satisfying thing for me right now (Extrinsic Goal Orientation)	3.25	1.29	Moderate
5	My main concern in this listening class is improving my overall GPA (Extrinsic Goal Orientation)	3.50	1.26	High
6	I want to get better grades in this listening class than most other students (Extrinsic Goal Orientation)	3.38	1.09	Moderate
7	I want to do well in this listening class to show my ability to family, friends, or employer (Extrinsic Goal Orientation)	3.38	0.96	Moderate
8	I often miss important points during class because I am thinking of other things (reverse-scored; Metacognitive Self-Regulation)	3.19	0.91	Moderate
9	I make up questions to help focus my listening (Metacognitive Self-Regulation)	3.31	1.01	Moderate
10	I skim new material first to see how it is organized (Metacognitive Self-Regulation)	3.31	0.95	Moderate
11	I think through a topic and decide what I am supposed to learn rather than listening passively (Metacognitive Self-Regulation)	3.06	0.77	Moderate
12	I outline the material to help organize my thoughts (Organization)	3.38	0.96	Moderate
13	I go through the material and my notes to find the most important ideas (Organization)	3.25	0.86	Moderate
14	I try to relate new material to what I already know (Elaboration)	3.38	0.81	Moderate
15	I make good use of my study time for this course (Effort Regulation)	3.44	0.96	High
16	I ask the instructor to clarify concepts I do not understand well (Help Seeking)	3.38	0.96	Moderate
17	I ask another student for help when I cannot understand the material (Help Seeking)	3.69	1.25	High
18	Even when the material is dull, I keep working until I finish (Effort Regulation)	3.38	0.96	Moderate
19	I try to determine which concepts I do not understand well (Metacognitive Self-Regulation)	3.62	0.89	High
20	I set goals for myself to direct my study activities (Metacognitive Self-Regulation)	3.44	1.03	High

(Source: Google Form questionnaire data, 20-30 June 2026)

As shown in Table 1, the highest-rated items were item 17, asking another student for help when the material is not understood (M = 3.69, high), and item 19, trying to determine which concepts are not understood well (M = 3.62, high), followed by item 1, preferring challenging material in order to learn new things (M = 3.56, high). The lowest-rated item was item 11, thinking through a topic and deciding what to learn from it rather than listening passively (M = 3.06, moderate), followed closely by item 8, missing important points because of mind-wandering (M = 3.19 after reverse-scoring, moderate). No item fell into the low or very low category, and no item reached the very high category, indicating that students' responses were concentrated in the moderate-to-high range across nearly all indicators, with standard deviations (SD = 0.77-1.29) suggesting a moderate degree of variation among the 16 respondents. In relation to Research Question 2, this item-level pattern indicates that the concrete strategies students apply most consistently are seeking peer help and identifying gaps in their own understanding, while the strategies they apply least consistently are the more deliberate, forward-planning behaviors involved in deciding what to focus on before listening begins.

Table 2
Composite Results of the Seven MSLQ Subscales (n = 16)

Subscale	Items	Mean	SD	Category	Rank
Help Seeking	16, 17	3.53	0.97	High	1
Intrinsic Goal Orientation	1, 2, 3	3.44	0.74	High	2
Effort Regulation	15, 18	3.41	0.88	High	3
Extrinsic Goal Orientation	4, 5, 6, 7	3.38	0.95	Moderate	4
Elaboration	14	3.38	0.81	Moderate	4
Organization	12, 13	3.31	0.75	Moderate	6
Metacognitive Self-Regulation	8(r), 9, 10, 11, 19, 20	3.26	0.56	Moderate	7

(Source: Composite scores computed from Google Form questionnaire data, 20-30 June 2026)

Table 2 shows that, at the subscale level, students applied motivation most strongly through Help Seeking (M = 3.53, high), followed by Intrinsic Goal Orientation (M = 3.44, high) and Effort Regulation (M = 3.41, high). Extrinsic Goal Orientation and Elaboration were tied in the moderate category (M = 3.38), followed by Organization (M = 3.31, moderate), while Metacognitive Self-Regulation was the lowest-rated subscale overall (M = 3.26, moderate), despite containing two of the individually highest-rated items (items 17 and 19 in Table 1 belong to Help Seeking and Metacognitive Self-Regulation respectively). In relation to Research Question 1, this composite profile indicates that students' overall motivational orientation in listening class is uneven rather than uniform: they are relatively strong at recognizing what they do not understand and at seeking help for it, but comparatively less consistent in the more deliberate, forward-planning aspects of self-regulation, such as skimming material beforehand, generating questions to guide their listening, or actively deciding what to learn before engaging with the material. As a sensitivity check, when the one respondent whose answers were flagged as a possible straight-line response (all items scored 1) was excluded, the overall grand mean across all 20 items rose from 3.38 (n = 16) to 3.54 (n = 15), while the

relative ranking of subscales remained unchanged, suggesting that the overall pattern of results reported above is not driven solely by that single response.

DISCUSSION

This section discusses the findings in relation to the research questions and relevant literature. The discussion is organized into several themes: Help Seeking, Intrinsic Goal Orientation, Metacognitive Self-Regulation, and Pedagogical Implications.

Help Seeking as the Dominant Strategy

The findings of this study indicate that second-semester English Education students at Unrika Batam apply motivation in their listening class unevenly across different motivational and self-regulatory components rather than experiencing it as a single, uniform state. Using the MSLQ framework (Pintrich et al., 1991; Pintrich, 2000), the results show that students draw most strongly on Help Seeking, Intrinsic Goal Orientation, and Effort Regulation, while Metacognitive Self-Regulation, the subscale most closely associated with deliberate planning and monitoring, was comparatively the weakest link. This pattern responds directly to the validation concerns raised by Al-Hoorie et al. (2024), who argued that motivation research often fails to specify which concrete behaviors accompany a given motivational orientation; the present study addresses this by identifying, subscale by subscale, precisely where students' applied motivation is strong and where it is comparatively underdeveloped.

The high rating of Help Seeking (Table 2), particularly asking peers for help (item 17, M = 3.69), is consistent with self-regulated learning literature emphasizing peer and instructor support as an accessible resource-management strategy (Pintrich, 2000; Panadero, 2017). This finding also aligns with Indonesian-context studies such as Hartono and Diasti (2023) and Nadeak and Kuswandono (2024), who likewise found that Indonesian EFL students actively seek assistance from instructors and classmates to regulate their learning, although those studies examined online learning and academic reading rather than listening specifically.

This pattern is also consistent with Al-Ghazo's (2023) finding that strategies external to the listening text itself, such as notetaking, meaningfully improved EFL learners' listening comprehension, suggesting that students' reliance on external resources, whether peers, instructors, or supporting techniques, is a broadly preferred coping mechanism when listening comprehension becomes difficult. Similarly, Ramadhan and Aminatun (2024) found that authentic materials such as TED Talks were positively received by EFL learners partly because such materials invited learners to seek clarification and discuss content with classmates, echoing the present study's finding that Help Seeking was the most strongly applied component of motivation. In the listening classroom, this suggests that students treat social support, rather than solitary strategy use, as their most readily available tool for coping with comprehension difficulty.

Intrinsic Goal Orientation and Effort Regulation

The high score for Intrinsic Goal Orientation (Table 2; items 1 and 3 in Table 1) supports Gardner's (1985) and Dörnyei and Ushioda's (2021) emphasis on the motivational value of

engaging with challenging and meaningful content for its own sake, and is compatible with Ajmal and Kumar's (2020) finding that listening motivation among EFL learners is closely tied to a genuine desire to understand spoken English rather than to grades alone. This finding is also broadly consistent with Kashefian-Naeeini et al.'s (2024) observation that intrinsic motivation among EFL university students operates somewhat independently of extrinsic pressures and is shaped more by personal engagement with the learning content than by demographic or institutional factors.

Because participants in this study are pre-service English teachers, this intrinsic orientation may additionally be reinforced by their emerging professional identity, consistent with Lee and Lee's (2021) argument that learners' developing sense of themselves as competent language users strengthens engagement with demanding skills such as listening, and with Fortinasari et al.'s (2023) account of the professional self-reflection that student teachers develop during their teaching practicum.

The moderate rating of Extrinsic Goal Orientation, sitting just below the three highest subscales, suggests that grades and social comparison (items 4 and 6) play a real but secondary role relative to intrinsic engagement and help-seeking, a pattern broadly compatible with Hiver and Al-Hoorie's (2020) finding that vision- and comparison-based motivation predicts learning outcomes only partially once other motivational variables are accounted for.

Metacognitive Self-Regulation as an Area for Development

In contrast, the comparatively low rating of Metacognitive Self-Regulation, and specifically of item 11 (thinking through what one is supposed to learn rather than listening passively, M = 3.06) and item 8 (mind-wandering during class, M = 3.19 after reverse-scoring), points to a gap between students' willingness to invest effort and seek help and their capacity to plan and monitor their own listening process.

This finding echoes Maftoon and Alamdari's (2020) conclusion that metacognitive strategy instruction significantly improves both metacognitive awareness and listening performance, implying that the relatively weaker self-regulation observed here is not a fixed trait but a strategy gap that structured instruction could address. It is also consistent with Vandergrift and Goh's (2012) metacognitive listening cycle, which explicitly separates planning, monitoring, and evaluating as distinct stages that many learners do not perform spontaneously without guidance.

This gap between effort or help-seeking and metacognitive regulation is not unique to listening: Nourazar et al. (2022) found that Iranian EFL learners' writing performance improved significantly after scaffolded metacognitive strategy instruction, indicating that metacognitive weaknesses are often responsive to explicit teaching rather than fixed traits. Heydarnejad et al. (2022) further showed that learners' foreign language anxiety and self-assessment are closely tied to grit and self-regulatory capacity, suggesting that the moderate Metacognitive Self-Regulation scores observed in the present study may also interact with the listening-related anxiety documented in earlier Indonesian studies (Adalta, 2022).

At a broader level, Chen's (2022) meta-analysis of self-regulated learning interventions in second language learning confirmed that structured SRL instruction reliably improves both strategy use and self-efficacy across learner populations, while An et al. (2021) demonstrated that technology-assisted self-regulated learning tools can effectively scaffold planning and

monitoring behaviors among EFL learners, offering a potential practical avenue for addressing the metacognitive gap identified in the present study.

Read together with the moderate Organization and Elaboration scores, this overall profile suggests that these second-semester students are motivated and willing to work hard and seek help, but have not yet developed the more autonomous, planning-oriented study habits that typically distinguish advanced self-regulated learners. These results also resonate with a broader body of recent self-regulated learning research in EFL contexts. Su et al.'s (2023) systematic review of self-regulated language learning among Chinese college EFL learners identified motivation, strategy use, and learning environment as the most consistently reported variables shaping self-regulated learning outcomes, a pattern reflected in the present study's uneven subscale profile. Zhang (2024) similarly found that structured self-regulation strategy training improved not only motivation but also willingness to communicate and self-efficacy among EFL learners, while Wang and Yang (2025) reported that a self-regulated learning intervention significantly strengthened Chinese EFL students' strategic competence alongside their motivation, reinforcing the pedagogical implication that Metacognitive Self-Regulation, the weakest component identified here, is a trainable rather than fixed characteristic. In Southeast Asian contexts closer to the present study's setting, Suwanwong et al. (2022) and Nong et al. (2023) both reported that undergraduates' self-regulated learning and motivation levels were sensitive to instructional context and could shift with structured support, while Tang et al.'s (2024) survey of EFL undergraduates similarly found uneven self-regulated motivation profiles across strategy types, closely mirroring the pattern of strong Help Seeking and Effort Regulation alongside weaker Metacognitive Self-Regulation observed among the Unrika Batam participants.

Pedagogical Implications for Listening Instruction

In terms of practical contribution, this small-scale, context-specific study provides a descriptive account of how second-semester English Education students at Unrika Batam apply motivation and self-regulated learning strategies in a listening class. Using the established MSLQ framework, the findings suggest that motivational orientation and self-regulated learning strategies do not move together uniformly; a class can show simultaneously high effort and help-seeking alongside only moderate metacognitive regulation. While not intended as a broad theoretical validation, this applied perspective offers additional evidence to complement studies that report a single aggregate motivation score without differentiating its components.

Practically, the findings suggest several implications for English listening classrooms. First, instructors can formally structure peer-help activities, such as "listening buddy" discussions after audio tasks, to leverage students' existing tendency to seek help without fostering over-reliance. Second, lecturers teaching listening courses, particularly in English teacher-education programs, should build explicit metacognitive scaffolding into listening tasks, such as pre-listening prediction questions, guided note-organization templates, and structured post-listening self-monitoring checklists, since students already bring strong effort and help-seeking motivation that such scaffolding could channel into more autonomous listening strategies. Finally, to sustain Intrinsic Goal Orientation, course materials should include authentic and challenging listening texts that arouse curiosity, rather than focusing solely on test-oriented exercises.

CONCLUSION

This study set out to describe how second-semester English Education students at Universitas Riau Kepulauan (Unrika) Batam apply motivation in their English listening class. Based on a 20-item MSLQ-based questionnaire completed by 16 students through Google Form, the study found that students apply motivation most strongly through Help Seeking, Intrinsic Goal Orientation, and Effort Regulation, all in the high category, while Extrinsic Goal Orientation, Organization, and Elaboration were moderate, and Metacognitive Self-Regulation was the comparatively weakest component. These findings indicate that motivation in listening class is not a single, uniform quantity but a set of unevenly developed components, with students already showing strong effort and help-seeking behavior that has not yet been matched by equally strong planning and monitoring strategies. Practically, this suggests the need for explicit metacognitive scaffolding in listening instruction to channel students' existing motivation into more autonomous learning strategies.

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