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A validation study on EFL teachers' roles in Indonesian students' motivation and task engagement

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ABSTRACT

The investigation intended to develop and validate a survey for Indonesian English teachers of 5th graders. The instrument focused on their roles as models, motivators, scaffolders, and facilitators. It tapped into the teachers' perspectives on motivating children and encouraging them to engage with tasks that are conducive to their English development. Following the research methods by Creswell and Creswell (2012), we identified constructs, designed items, sought expert feedback, revised and piloted the items. The study involved 100 English teachers. Using Jamovi, exploratory (EFA) and confirmatory factor analyses (CFA) tested the validity and reliability of the questionnaire. EFA found four dimensions of teachers' roles: role models, scaffolders, engagement facilitators, and effective communicators, suggesting that teachers influence learning through instructional support, personal example, communication, and engaging students in meaningful tasks. Contextual and motivational factors included extramural English, student motivation, teacher motivation, and task formats, which reflect the theory's claim that learning is shaped by environmental exposure and motivation as they interact with classroom practices. All measures demonstrated both validity and reliability, with Cronbach's alpha ranging between .7 and .9. CFA confirmed the teacher role structure, as proved by the fit indices; contextual and motivational factors exhibited good model fit. The findings can help teachers choose strategies that better match young learners' development, emotions, and behavior in English classes, making instruction more responsive and effective. Teacher education programs can use them to design modules on positive learning environments, and policy-makers can shape the EFL curriculum and assessments to prioritize learner-centered, motivating teaching.

1. Introduction

This research is crucial to understand teachers' perceptions and influence on motivation and task engagement, particularly at the primary level. There is a demand in Indonesia for tools reflecting teachers' views on these topics that are culturally and developmentally suitable. The questionnaire investigates teachers' roles in student motivation, the motivation level of young learners (YLS), and their engagement with tasks in and beyond EFL classes. Despite extensive research on motivation and task engagement, hardly any research focuses on young English learners and tools that measure teachers' perspectives.

According to the UNESCO Institute for Statistics (2012), pupils in primary and lower secondary schools are considered YLS, typically aged 6 to 15, depending on the school system (Mihaljević Djigunović & Nikolov, 2019). In this research, YLS are defined as pupils aged 7 to 12 at

elementary school.

Many studies examine factors affecting EFL learners' motivation and task engagement, but research on how teachers shape these aspects among young Indonesian learners is limited. Most research focuses on older learners (e.g., Arndt, 2023; Wang & Gan, 2021; Zare & Derakhshan, 2024) and uses qualitative designs or small samples in quantitative ones, highlighting the need for quantitative tools to measure teachers' impact on their pupils' motivation and task engagement. Given that prior research had not specifically explored YLS' motivation and engagement in English tasks from the viewpoint of their teachers, but from the students' point of view (e.g., Azkarai & Kopinska, 2020), we constructed a new instrument by drawing on the literature. We reviewed key publications to design a questionnaire by selecting definitions for constructs related to teachers' influence on motivation and task engagement in additional language (L2) learning. In this paper, we

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summarize the findings, outline variables impacting YLs' motivation and task engagement, and describe how we designed and validated a questionnaire for teachers with 100 participants.

This study aims to fill an existing gap in the Indonesian EFL context by designing and validating a survey that captures the diverse roles of EFL teachers play in their YLs' motivation and task engagement. As Mihaljević Djigunović and Nikolov's (2019) study outlined a framework, we relied their ideas to develop and validate a new instruments for English teachers. The results will offer a reliable tool for future research and provide empirical insights to inform teachers' professional development and classroom practices to enhance YLs' English learning experiences.

The questionnaire was developed to address the cultural and contextual characteristics particular to Indonesian teachers of fifth-grade EFL classrooms to document locally grounded teaching practices and their views on YLs' motivation and engagement at a pivotal phase of primary English education. Numerous items emphasize universal themes of teachers' roles and contextual and motivational elements to guarantee that they are both meaningful and suitable for this context, but to allow for local characteristics to emerge. The language of the questionnaire was simplified and tailored to include expressions that Indonesian teachers would recognize, while examples and task references were derived from classroom activities (games, role play, individual, pair, and group work) prevalent in local schools. Moreover, the formulation of items incorporated cultural values such as continuous learning, peer collaboration, a role model, scaffolding, and an effective communicator to maintain relevance and authenticity. Validation by Indonesian EFL experts further confirmed that the content was consistent with the teachers' language proficiency and cultural norms. These adaptations allow the questionnaire to uphold conceptual coherence with the recognized roles of teachers, contextual and motivational factors, motivational and engagement theories, while being adapted to the Indonesian educational context.

This study was conducted in Indonesia to validate a new questionnaire. We aim to help educators, researchers, and policymakers enhance teaching methods that boost children's active participation in and enthusiasm for learning English. Addressing a gap in the literature, we focused on primary-level EFL settings to enrich the field of teacher development and curriculum planning. The aim is to improve the quality of English learning by highlighting teachers' roles in fostering YLs' motivation and engagement with tasks.

This investigation was designed to address two research questions:

1. What are the key components that constitute the questionnaire measuring the roles EFL teachers play in YLs' motivation and task engagement?
2. How psychometrically sound is the instrument for EFL teachers of Indonesian 5th-grade students?

2. Literature review

2.1. L2 learning motivation

L2 learning motivation includes three components: "the desire to learn the language, attitudes toward learning the language, and motivational intensity," including sustained commitment to learning the target language (Gardner, 2010, p. 9). It is a dynamic and multifaceted construct that shapes learners' behavior, engagement with, and performance in L2 learning tasks (Azpillicueta-Martínez & Lázaro-Ibarrola, 2023; Kristiawan et al., 2022; Villarreal & Lázaro-Ibarrola, 2022). In this work, motivation refers to YLs' interest and willingness to participate in and enthusiasm about learning tasks (Guo et al., 2023; Roothoof et al., 2022; Tsang & Lee, 2023; Vidergor, 2021).

Most studies on YLs' motivation use self-determination theory (SDT) introduced by Ryan and Deci (2020), distinguishing intrinsic and extrinsic motivation (Butler, 2015; Kanonire et al., 2022; Oga-Baldwin

et al., 2017; Tanaka & Kutsuki, 2018). Additionally, Dörnyei's (2019) L2 Motivational Self-System includes the ideal L2 self, ought-to L2 self, and L2 learning experience (Tseng, 2021). Mihaljević Djigunović and Nikolov (2019) found limited effectiveness of Dörnyei's theory due to YLs' low developmental levels. They pointed out that lower SES children often develop stronger ought-to L2 selves, while higher SES children form stronger ideal L2 selves, but neither fully prevents demotivation due to negative experiences.

In this study we used SDT (Ryan & Deci, 2020), which differentiates intrinsic and extrinsic motivation. SDT suggests that intrinsic motivation emerges when students participate in activities driven by authentic curiosity and enjoyment, whereas extrinsic motivation is fueled by external incentives or demands. Intrinsically motivated learners enjoy and find satisfaction in the activity itself, whereas extrinsically motivated behaviors aim for outcomes like rewards or avoiding negative consequences (Noels et al., 2000). Here, YLs' intrinsic motivation concerns the pleasure they may gain from working on English tasks, while extrinsic motivation is driven by the desire to achieve good grades, positive feedback, or others' approval. Using SDT, we explore the impact of EFL teachers' roles, such as being role models, providing scaffolding, facilitating engagement, and communicating effectively, along with contextual and motivational factors like task formats, extramural English, and teacher motivation, on these two types of motivation. The development of the scale was guided by SDT principles, ensuring that the survey items highlight teacher behaviors that foster either intrinsic or extrinsic motivation of both. Consequently, SDT acts as the foundational framework connecting teachers' roles to YLs' EFL learning motivation from the teachers' viewpoints.

The two types of motivation have been found appropriate for YLs (Butler, 2015; Kanonire et al., 2022; Oga-Baldwin et al., 2017; Tanaka & Kutsuki, 2018). Their motivation is influenced by engaging teaching practices (Hennebry-Leung & Xiao, 2023; Inostroza et al., 2024), peer collaboration (Lázaro-Ibarrola & Villarreal, 2021; Villarreal & Lázaro-Ibarrola, 2022), fun activities using gamification (Tsang & Lee, 2023; Vidergor, 2021), and English exposure through social media and extramural English (Jensen & Lauridsen, 2023; Leona et al., 2021). Motivation is also boosted by meaningful tasks (Roothoof et al., 2022) and positive teacher-peer interactions (Inostroza et al., 2024). Nikolov (1999) and Wallace and Leong (2020) stressed the importance of positive attitudes and social support, with Nikolov (1999) highlighting cognitively challenging and intrinsically motivating tasks.

2.2. L2 task engagement

Task engagement concerns learners' involvement in language learning through tasks (Philp & Duchesne, 2016). It has five dimensions: behavioral, emotional, cognitive, agentic, and social (Egbert et al., 2021). Behavioral engagement is about active participation, like time on task and following instructions (Dörnyei & Kormos, 2000; Oga-Baldwin, 2019; Philp & Duchesne, 2016). Emotional engagement relates to learners' feelings towards tasks, with positive emotions like joy and interest, and negative ones like anxiety and boredom (Sang & Hiver, 2021; Shao et al., 2019). Cognitive engagement involves awareness, attention, active thinking, effort, and self-regulation (Dao, 2021). Agentic engagement means learners actively shape L2 instruction by seeking clarifications and sharing opinions (Henry & Thorsen, 2020; Oga-Baldwin, 2019; Reeve, 2012). Social engagement is about readiness to initiate and participate in social interactions (Svalberg, 2009). Not all dimensions are studied in YLs' L2 learning: Oga-Baldwin and Nakata (2017) examined cognitive, emotional, and behavioral engagement; Wen (2021) focused on cognitive engagement, and Tsang (2024) looked at English class engagement without distinguishing dimensions.

Engagement is influenced by classroom environments (Oga-Baldwin et al., 2017), clear objectives like learning English in games (Tseng, 2021), scaffolding (Acosta-Gonzaga & Ramirez-Arellano, 2022), social climate (Cayubit, 2022; Derakhshan et al., 2022), and levels of learner,

lesson, and task (Aubrey et al., 2022). Another factor includes parental involvement (Lui et al., 2020; Torrecilla & Hernández-Castilla, 2020). Hiver et al. (2024) highlighted that individual traits and situational context, such as instructional setting and student experiences, also influence L2 engagement.

2.3. Teachers' roles

Teachers are crucial for success in learning EFL (Mihaljević Djigunović & Nikolov, 2019), shaping language learning by influencing language development and creating supportive environments (Hennebry-Leung & Xiao, 2023). Their roles include creating positive climates, enjoyable experiences, and offering appropriate tasks (Thibadeau, 2015). They guide students as controllers, organizers, tutors, and observers (Naibaho, 2019), model positive attitudes, facilitate and motivate YLs' participation in activities (Mihaljević Djigunović & Nikolov, 2019; Pinter, 2017), and design materials (Pinter, 2017). Teachers provide scaffolding, gradually removed as students gain independence (Cai et al., 2022; Mihaljević Djigunović & Nikolov, 2019; Reiser, 2023). To motivate YLs, they create positive environments, develop rapport, design engaging activities, offer feedback, encourage cooperation, and build bonds (Mihaljević Djigunović & Nikolov, 2019).

Motivational strategies are instructional methods that boost student motivation. These include four dimensions (Guilloteaux & Dörnyei, 2008): (1) Building motivation through positive teacher-student relationships and supportive environments; (2) Generating motivation by enhancing learners' self-belief and course attitudes; (3) Sustaining motivation with specific task encouragement, success experiences, and autonomy; (4) Encouraging self-evaluation with adaptive feedback and appropriate grading.

Considering that little research focuses on examining YLs' English language motivation and task engagement from their teachers' perspective, we developed an instrument based on relevant publications (e.g., Guilloteaux & Dörnyei, 2008; Jensen & Lauridsen, 2023; Leona et al., 2021; Mihaljević Djigunović & Nikolov, 2019; Pinter, 2017; Sisytawan et al., 2022).

2.4. Teachers' questionnaire construct

This questionnaire comprises two parts; the first part, examines teachers' roles in EFL classrooms. These roles are as role models (Mihaljević Djigunović & Nikolov, 2019; Pinter, 2017), scaffolding providers (Cai et al., 2022; Mihaljević Djigunović & Nikolov, 2019; Reiser, 2023), learning facilitators (Sisytawan et al., 2022), and effective communicators (Guilloteaux & Dörnyei, 2008). Teachers model correct English (Pinter, 2017), offer scaffolding (Mihaljević Djigunović & Nikolov, 2019), and motivate with appropriate tasks, and communicate clearly to enhance learning.

Section two addresses contextual and motivational factors. External factors include watching videos and gaming (Jensen & Lauridsen, 2023; Leona et al., 2021). Internal factors involve classroom tasks like individual or group activities (Mihaljević Djigunović & Nikolov, 2019; Roothoof et al., 2022), with pair tasks enhancing motivation (Azkarai & Kopinska, 2020; García Mayo, del, & Imaz Agirre, 2019; Villarreal & Lázaro-Ibarrola, 2022). Motivation affects student engagement, depending on both teacher and student motivation (Guilloteaux & Dörnyei, 2008; Mihaljević Djigunović & Nikolov, 2019). Effective teachers are passionate and growth-oriented (Mihaljević Djigunović & Nikolov, 2019). Student motivation involves learning desire, attitude, and effort (Gardner, 2010).

3. Method

3.1. Research design

This study utilized a quantitative approach to developing and

validating a survey in Indonesian primary schools to ensure the questionnaire's theoretical and statistical soundness, and aiming to identify its theoretical dimensions and confirm its validity and reliability.

3.2. Context of the study

The validation study took place at public and private elementary schools in Padang, Indonesia, where students learn English as a mandatory subject starting at third grade in one class per week. The teachers who teach English have different educational backgrounds; some have degrees in teaching English, while others were trained to teach young learners English at the primary school level. This study focused on English teachers in the fifth grade.

3.3. Participants

This research involved 100 teachers of 5th graders learning English. They were chosen using a convenience sampling technique from 364 public and 74 private elementary schools in Padang. We invited EFL teachers who were willing to participate from accessible schools, considering time, location, and resource constraints through the Department of Education and Culture for Padang City and 100 teachers accepted the invitation. Participants had relevant EFL experience with children to be involved in the validation process. Table 1 shows participants' characteristics along their gender, age, teaching experience, and educational background.

3.4. Instrument

The instrument was an online questionnaire developed for this study. It consisted of 35 items: teachers' roles (18 items) and contextual and motivational factors (17 items), see Appendix A. The survey used 4-point Likert scale items to avoid neutral answers and encourage respondents to choose if they agree or disagree (Dörnyei & Taguchi, 2010). The questionnaire was in English. In this section, we share how it was developed.

The instrument was created using the framework suggested by Mihaljević Djigunović and Nikolov (2019), ensuring construct validity through literature-based item generation. We designed items reflecting how teachers scaffold children's learning, such as "I paraphrase what I mean when students look puzzled" and "I use visuals to support what I mean." Items addressing task formats were also included, for example, "I often ask my students to work in groups" and "I assign pair work to encourage collaboration." We also developed items reflecting teachers' roles as effective communicators, such as "I use fluent English to make sure my pupils understand me" and "I respond to my students' questions

Table 1
Participant demographic characteristics.

Variables	Descriptor	Number	Percentage
Gender	Men	9	9
	Woman	91	91
Type of school	Public	83	83
	Private	17	17
Age range	24 - 29	34	34
	30 - 35	38	38
	36 - 41	16	16
	42 - 52	12	12
Years of English teaching experience	1-5	45	45
	6-10	44	44
	11-15	6	6
	15 +	5	5
Education background	Diploma in English education	15	15
	BA in English Education	74	74
	MA in English education	6	6
	Others	5	5

or comments in their L1 in English.” Additionally, items related to teachers' roles as facilitators of engagement (Sistryawan et al., 2022) were created, for example, “I often use games to practice English in an engaging way” and “I use role-plays to simulate real-life situations.” Items related to teachers serving as role models were based on the literature (Mihaljević Djigunović & Nikolov, 2019; Pinter, 2017). Examples include “I model the correct use of sentence structures in my English lessons”; “I always use correct grammar when speaking with my students.” Items addressing teachers' and students' motivation were based on the frameworks of Guilloteaux and Dörnyei (2008) and Mihaljević Djigunović and Nikolov (2019). Examples include “I am enthusiastic about improving my English” and “I participate in professional development workshops to enhance my English proficiency” (teachers' motivation); “My pupils want to use English in their free time activities” and “My pupils know that English is useful for them” (students' motivation). Items on extramural English were developed along previous research (Jensen & Lauridsen, 2023; Leona et al., 2021), for example, “I integrate into my classes what my pupils know in English from their activities”; “I encourage my pupils to share what they pick up in English.”

3.5. Procedure

First, we obtained ethical approval from the Institutional Review Board of the Doctoral School of Education, University of Szeged, No. 24/2024, on 21 December 2023. This research was carried out using an online survey, and we recognize our ethical and professional obligation to conduct it in a responsible and morally sound manner.

Second, to validate the questionnaire, we invited three experts to give us feedback on the items and their overall views on the survey. One of the experts had decades of experience working with and researching young L2 learners, their motivation and task engagement, whereas two teachers were closely familiar with the teaching and learning situation in Indonesia. They checked the questionnaire to ensure its theoretical robustness, clarity, and contextual appropriateness. They examined each item for content validity, verifying if it accurately represented the intended constructs related to teachers' roles, task formats, extramural English, teacher motivation and learners' motivation from teachers' perspectives. The three experts considered the phrasing of each statement to ensure suitability for English teachers at the primary level, checked for theoretical consistency with the dimensions, evaluated item relevance within the Indonesian EFL context, and identified redundant or unclear items. Furthermore, they examined the response scale to confirm its suitability for teachers' understanding. With the help of their feedback, we modified five items to ensure strong content and construct validity.

Finally, the 35-item English questionnaire was sent to the participants via WhatsApp in November 2024 through the Department of Education and Culture for Padang City. Participation was optional and allowing withdrawal at any time and supported by written consent collected from all teachers prior to data collection. Teachers agreed to participate in the study via a Google Form.

3.6. Data analysis

Data analysis used EFA, CFA, and descriptive statistics with jamovi (2.3.28.0). AVE, Cronbach's alpha, and CR were calculated. A cut-off $\geq .50$ ($p < .001$) showed strong relationships (Hair et al., 2018). For 100 respondents, the factor loading cut-off was .40 (Hair et al., 2018). Fit indices: $\chi^2/df \leq 3$, CFI and TLI $\geq .90$, SRMR $< .08$, RMSEA $\leq .05$ (Hu & Bentler, 1999). AVE $\geq .50$ suggested good convergent validity (Fornell & Larcker, 1981). Acceptable α was .7 to .95, with .80 to .90 as good reliability (George & Mallery, 2019; Tavakol & Dennick, 2011). CR $> .60$ was an acceptable internal consistency reliability (Fornell & Larcker, 1981).

4. Results

4.1. EFA results

EFA applied maximum likelihood for factor loadings and communalities using Varimax rotation and Kaiser Normalization (Hair et al., 2018). Teachers' roles and contextual and motivational factors were tested separately. The KMO values (teachers' role = 889, contextual and motivational factors = .864 $> .80$) (Kaiser, 1974) and Bartlett's Test of Sphericity (teachers' role: $\chi^2 = 986$, $df = 153$, $p < .001$; contextual and motivational factors: $\chi^2 = 897$, $df = 136$, $p < .001$) confirmed data suitability for factor analysis.

The first section details four teacher role factors accounting for 58.9% variance: scaffolding (18.32%), engagement (17.05%), role models (15.42%), and communication (8.15%). The second section addresses contextual and motivational factors, comprising 55.9% variance: student motivation (16.5%), task formats (15.4%), teacher motivation (13.8%), and extramural English (10.3%). Figs. 1 and 2 show eigenvalues, retaining factors with values over 1 (Kaiser, 1974).

Table 2 presents the model fit measures. The RSMEA and TLI values for both sections indicated a good model fit (Hu & Bentler, 1999), although the p-value suggested a misfit, revealing that the model did not fully align with the data.

Table 3 shows EFA results with maximum likelihood extraction and varimax rotation. Factor loadings ranged from .029 to .938, categorized into role models, scaffolding, engagement facilitators, and communicators. Role models had strong indicators: vocabulary (.757) and sentence structures (.807) (Hair et al., 2018). Some items had higher loading in another factor but we group them as related factor based on the literature such as item 5, 21, and 27. Items 5, 18, and 21 had low loadings, indicating weak factor contributions, but we kept them as they had clear conceptual relevance and acceptable communality and good model fit, although item 21 had marginal communality (.3) (Hair et al., 2018).

4.2. CFA of the teachers' questionnaire

The CFA used jamovi app version 2.3.28.0 (The jamovi project, 2022) to test factor structure and latent variable explanation. Model fit for teachers' roles showed that Chi-square ($\chi^2 = 152$, $df = 98$, $p < .001$) indicating poor fit, but fit measures showed good fit, see Table 4 (Hu & Bentler, 1999); The model fit was good overall. The questionnaire on contextual and motivational factors had a poor Chi-square fit ($\chi^2 = 149$, $df = 98$, $p < .001$), but other indices were good (Hu & Bentler, 1999). The overall model fit for both constructs were good.

The results of analysis showed that all items contributed to their factors, with role model items having moderate to strong interplays (Hair et al., 2018), whereas items 6, 21, and 33 were weaker. Items 11 and 15 were removed following established theoretically meaningful modification indices, and item 5 was reassigned to the effective communicator factor. The final questionnaire included 33 items (See Table 5).

Extramural English has the highest AVE (.6), indicating good convergent validity (Fornell & Larcker, 1981). Effective communicator and task formats have lower AVEs (.42), but their CR values (.7) over .60 suggest adequate validity (Fornell & Larcker, 1981). Most factors like role model, extramural English, and students' motivation have consistent CR values $\geq .80$ (Hair et al., 2018). However, effective communicators' and task formats' CR of .7 indicate adequate internal consistency, and additional refinement could enhance construct reliability (Hair et al., 2018).

Cronbach's alpha (α) indicates internal consistency: α from .7 to .95 is acceptable (Tavakol & Dennick, 2011); .80 to .90 is good (George & Mallery, 2019), “Effective communicator” and “task format” items had an acceptable reliability (.7) (George & Mallery, 2019), and others indicated good reliability (See Table 5).

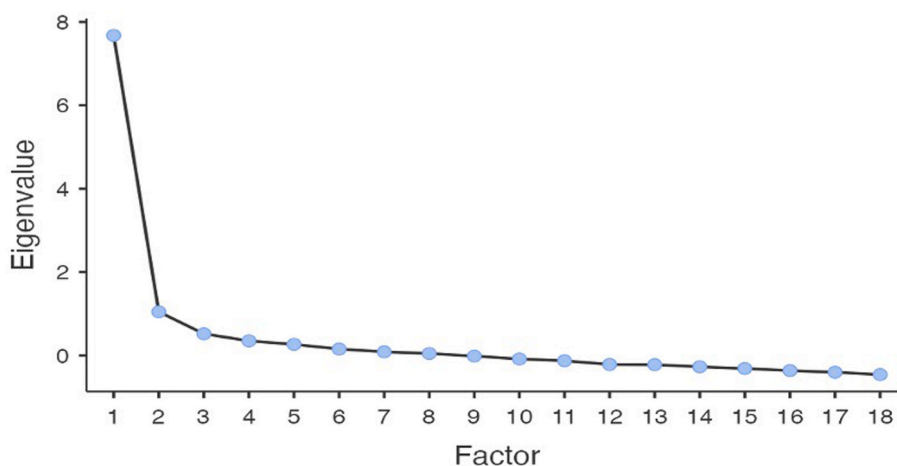


Fig. 1. Screen plot of teachers' role.

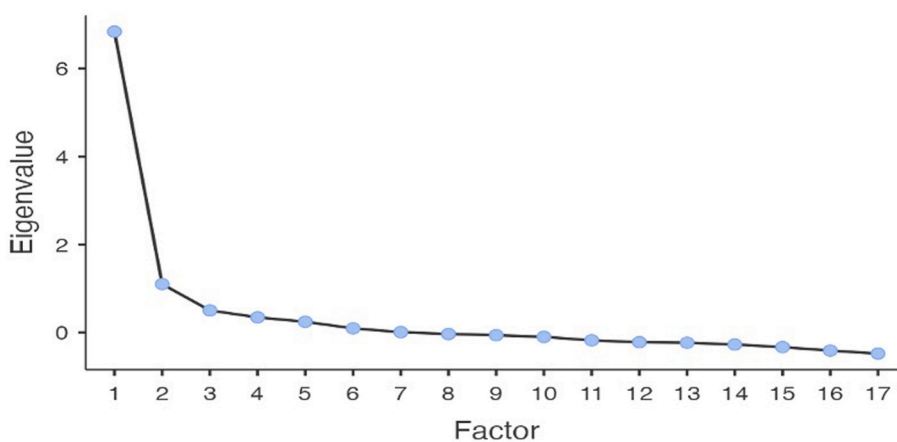


Fig. 2. Screen plot of contextual and motivational factors.

Table 2 Model fit measures.

	RMSEA	TLI	Model test		
			χ^2	df	p
Teachers' roles	.055	.941	114	87	.027
Contextual and motivational factors	.055	.942	97.1	74	.037

Role models moderately connect with scaffolding (.653) and engagement facilitators (.573), and strongly with effective communicators (.792). Scaffolding strongly connects with engagement facilitators (.935) and effective communicators (.864). Engagement facilitators strongly link with effective communicators (.772).

Fig. 3 shows four latent variables: role model, scaffolding, engagement facilitators, and effective communicators. Effective communicators are linked to three items (I17, I18, and I5). Item 1 (I1) is strongly linked to the role model (.761), and item 2 (I2) is moderately linked (.665). Effective communicators strongly interact with role models (.792), who in turn moderately connect to scaffolding (.653) and engagement facilitators (.573).

Extramural English moderately links to students' motivation (.616), strongly to teachers' motivation (.798), and task formats (.769). Students' motivation moderately connects to teachers' motivation (.641) and task formats (.646). Teachers' motivation is strongly correlated with task formats (.844).

Fig. 4 shows four latent variables: extramural English, students'

motivation, teachers' motivation, and task formats, connected to observed variables. Item 20 (I20) strongly links extramural English (.922), while item 21 (I21) links to extramural English moderately (.452). Double-headed arrows illustrate correlations, indicating a strong link between extramural English and teachers' motivation, and a moderate link to students' motivation.

5. Discussion

Regarding research question one, EFA and CFA revealed four factors in teachers' roles: role models, scaffolding, engagement facilitators, and effective communicators and through these roles they influence their pupils' motivation and task engagement of YLs in EFL classrooms. These findings are consistent with what the literature claimed teachers' roles to include, namely, they are role models (Mihaljević Djigunović & Nikolov, 2019; Pinter, 2017). As role models, teachers impact young learners' English learning motivation by demonstrating positive attitudes and confidence in English is essential. In scaffold their pupils' development (Cai et al., 2022; Mihaljević Djigunović & Nikolov, 2019; Reiser, 2023), teachers offer structured but adaptable support by dividing tasks into manageable steps, using visual aids and gestures, and providing constructive feedback, while avoiding excessive correction or control that could limit autonomy (Cameron, 2001). The role of an engagement facilitator stresses or facilitate learning (Sistyawan et al., 2022) stresses the importance of creating interactive, enjoyable, and culturally relevant learning experiences, like games, songs, and collaborative projects, to sustain motivation and reduce dependency on rote learning (Pinter,

Table 3
EFA of the teachers' questionnaire

Dimensions/items	Factor				Uniqueness (u ²)	Communality (h ²) (h ² = 1 - u ²)
	1	2	3	4		
Teachers' roles						
Role models						
1. I always use clear pronunciation when speaking with my students.	.469	.094	.619	.116	.375	.625
2. I always use correct grammar when speaking with my students.	.246	.014	.567	.269	.546	.454
3. I model the correct use of vocabulary in my English lessons.	.029	.368	.757	.112	.279	.721
4. I model the correct use of sentence structures in my English lessons.	.209	.173	.807	.065	.271	.729
Scaffolding						
5. I paraphrase what I mean when students look puzzled.	.314	.361	.400	.263	.542	.458
6. I use tasks my pupils enjoy as often as possible.	.576	.276	.225	.261	.474	.526
7. I use visuals to support what I mean.	.549	.459	.313	.100	.380	.62
8. I use simple tasks before more challenging ones.	.593	.386	.268	.124	.413	.587
9. I integrate what my pupils say in L2 into my talk in English.	.613	.373	.169	.113	.444	.556
10. I give children a lot of encouraging oral feedback.	.619	.444	.042	.263	.348	.652
11. I give my pupils frequent corrective written feedback on their work.	.612	.186	.231	.056	.535	.465
Engagement Facilitators						
12. I often use games to practice English in an engaging way.	.224	.730	.196	.187	.344	.656
13. I use role-plays to simulate real-life situations.	.344	.738	.027	-.001	.336	.664
14. I set a time limit for each task.	.334	.507	.176	.279	.522	.478
15. I use yes/no questions to scaffold comprehension.	.243	.577	.340	.047	.490	.51
16. I ask children to guess meaning in context.	.487	.489	.229	.118	.457	.543
Effective communicators						
17. I use fluent English to make sure my pupils understand me.	.189	.155	.234	.938	.005	.995
18. I respond to my students' questions or comments in their L1 in English.	.380	.172	.302	.326	.629	.4
Contextual and motivational factors						
Extramural English						
19. I integrate into my classes what my pupils know in English from their activities.	.212	.353	.397	.685	.204	.796
20. I encourage my pupils to share what they pick up in English.	.223	.347	.369	.762	.113	.887
21. My pupils often play games in English in their free time.	.343	.195	.062	.323	.736	.3
Students' Motivation						
22. My pupils know more English than what I teach them.	.650	.137	-.138	-.001	.540	.46
23. My pupils can figure out things in English on the internet.	.718	.168	.180	.236	.368	.632
24. My pupils want to use English in their free time activities.	.779	.064	.343	.073	.265	.735
25. My pupils know that English is useful for them.	.577	.095	.433	.222	.421	.579
26. My pupils are highly motivated to learn English.	.597	.310	.226	.225	.446	.554
Teachers' Motivation						
27. I am enthusiastic about improving my English.	.094	.436	.410	.286	.552	.448
28. I participate in professional development workshops to enhance my English proficiency.	.103	.138	.700	.165	.453	.547
29. I find opportunities to learn new ideas about teaching English to young learners.	.182	.317	.614	.235	.434	.566
30. I collaborate with my colleagues to share ideas about teaching children English.	.158	.557	.485	.188	.395	.605
31. I am enthusiastic about teaching English to young learners.	.288	.688	.418	.155	.245	.755
Task Formats						
32. I often ask my students to work in groups.	.066	.577	.037	.076	.655	.345
33. I assign pair work to encourage collaboration.	.181	.541	.118	.326	.554	.446
34. I give individual tasks to encourage independent learning.	.214	.549	.227	.238	.544	.456
35. I encourage my students to give each other feedback about their performance.	.334	.389	.355	.219	.563	.437

Note. 'Maximum likelihood' extraction method was used in combination with a 'varimax' rotation.

Table 4
Model fit measures.

	SRMR	RMSEA	CFI	TLI	Model test		
					χ ²	df	p
Teachers' roles	.058	.074	.931	.916	152	98	<.001
Contextual and motivational factors	.063	.072	.937	.923	149	98	<.001

2017). As effective communicators (Guilloteaux & Dörnyei, 2008) teachers cultivate warmth and empathy, they use appropriate language tuned to their learners' level so that it is understood, and express respect in classroom interactions, reflecting Indonesian cultural values of harmony and politeness. These insights indicate that Indonesian EFL teacher education should focus not only on L2 proficiency but also on developing interpersonal, motivational, and pedagogical skills. This study highlights that teachers play these specific roles in the English language learning of their pupils, in line with previous studies.

This research highlights four interconnected elements, extramural English exposure, student motivation, teacher motivation, and task

formats, that collectively influence the engagement and success of young learners in English language learning. Extramural English, or exposure to English outside of school, enhances learners' input and bolsters intrinsic and extrinsic motivation, in line with previous findings (Jensen & Lauridsen, 2023; Leona et al., 2021), suggesting that teachers should encourage students to engage with enjoyable, age-appropriate English media and link these experiences to classroom activities (Cameron, 2001; Mihaljević Djigunović & Nikolov, 2019; Nikolov, 1999; Nikolov & Mihaljević Djigunović, 2019; Pinter, 2017). Student motivation, a key component of their learning persistence, thrives when teachers serve as role models, provide supportive feedback, and create activities that promote autonomy and enjoyment (Deci & Ryan, 2000). Teachers' motivation affects the successful application of these strategies, with motivated teachers acting as facilitators of engagement and effective communicators, fostering a positive emotional environment that retains learners' interest (Dörnyei & Kubanyiova, 2013). Furthermore, well-constructed task formats, interactive, collaborative, and relevant, translate both teacher enthusiasm and extramural experiences into active participation in the classroom (Mihaljević Djigunović & Nikolov, 2019; Pinter, 2017). Together, these factors indicate that successful EFL teaching involves cultivating teacher enthusiasm,

Table 5
CFA of the teachers' questionnaire.

Constructs/factors	Items	Factor loadings	AVE	α	CR
Teachers' roles					
Role model	Item1	.761	.6	.8	.8
	Item2	.665			
	Item3	.764			
	Item4	.817			
Scaffolding	Item6	.712	.6	.9	.9
	Item7	.795			
	Item8	.751			
	Item9	.716			
Engagement facilitator	Item10	.755	.5	.8	.8
	Item12	.742			
	Item13	.739			
	Item14	.692			
Effective communicator	Item16	.739	.4	.7	.7
	Item17	.618			
	Item18	.614			
	Item5	.716			
Contextual and motivational factors					
Extramural English	Item19	.909	.6	.8	.8
	Item20	.922			
	Item21	.452			
Students' motivation	Item22	.514	.5	.8	.9
	Item23	.784			
	Item24	.808			
	Item25	.741			
Teachers' motivation	Item26	.748	.5	.9	.9
	Item27	.675			
	Item28	.586			
	Item29	.724			
Task formats	Item30	.775	.4	.7	.7
	Item31	.836			
	Item32	.469			
	Item33	.682			
	Item34	.713			
	Item35	.706			

incorporating learners' extramural English experiences, and using playful, meaningful tasks that encourage intrinsic and extrinsic motivation. Enhancing EFL outcomes involves boosting teacher motivation, training in task-based and motivational teaching, and ensuring English exposure beyond the classroom.

In summary, teachers' roles showed acceptable fit indices (CFI .931, TLI .916, SRMR .058, RMSEA .074) (Hu & Bentler, 1999), whereas the contextual and motivational model had a good fit (CFI .937, TLI .923, SRMR .063, RMSEA .072) (Hu & Bentler, 1999). These outcomes suggest that the model accurately reflects the data gathered regarding the roles of teachers and contextual and motivational elements in Indonesian fifth graders' English learning. In the literature, these variables have been investigated separately, whereas in our study, they are integrated. Some factors influenced learners' motivation include engaging instructional methods (Hennebry-Leung & Xiao, 2023; Inostroza et al., 2024), peer collaboration (Lázaro-Ibarrola & Villarreal, 2021; Villarreal & Lázaro-Ibarrola, 2022), fun activities using gamified learning (Tsang & Lee, 2023; Vidergor, 2021), English exposure through social media and extramural English (Jensen & Lauridsen, 2023; Leona et al., 2021), meaningful tasks (Roothoof et al., 2022), and positive teacher-peer interactions (Inostroza et al., 2024). Furthermore, learners' engagement is influenced by classroom environments (Oga-Baldwin et al., 2017), scaffolding (Acosta-Gonzaga & Ramirez-Arellano, 2022), social climate (Cayubit, 2022; Derakhshan et al., 2022), levels of task (Aubrey et al., 2022), and situational context, including instructional setting (Hiver et al., 2024). Therefore, this study offers a new model including all these variables.

As for research question two, the questionnaire is valid and reliable. It had good convergent validity with most AVE values above .50 (Fornell & Larcker, 1981). Despite 'effective communicator' and 'task formats' having lower AVE values (.4), they had acceptable α values (.7), and CR values over .7 ensured adequate convergent validity (Fornell & Larcker,

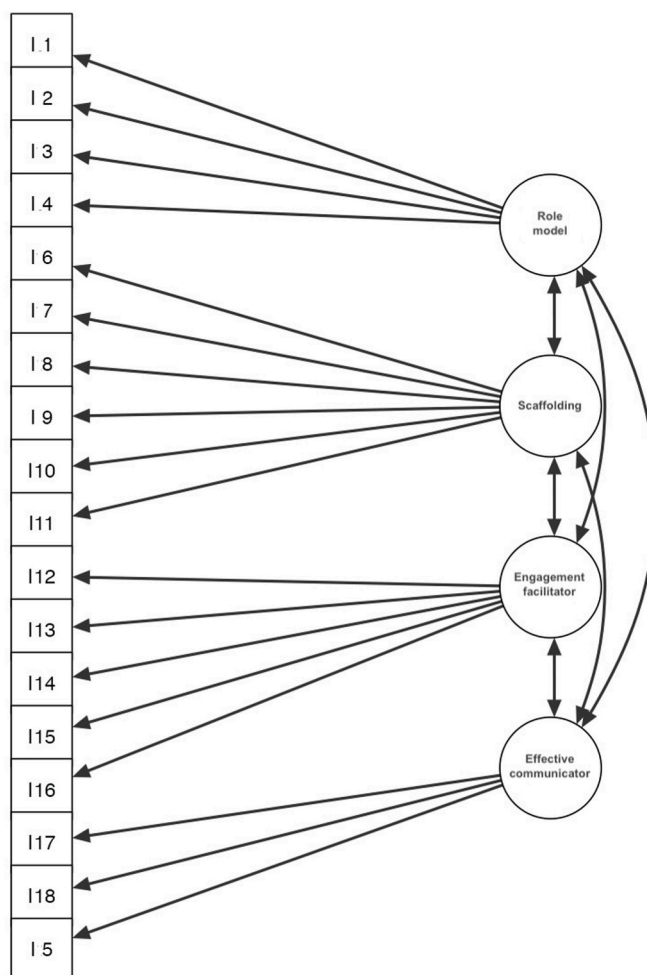


Fig. 3. Structure of teachers' roles.

1981). Six factors had good α values (Tavakol & Dennick, 2011), indicating high item correlation and significant factor measurement contribution.

In sum, the survey measured what it aimed to measure: EFL teachers' roles, contextual and motivational factors in motivating Indonesian children, and their task engagement. Results showed that all items contributed to their factors, which showed moderate to strong interplays (Hair et al., 2018). Items 11, 15, and 26 were removed as they did not confirm their factors. See Appendix B for the final questionnaire.

The validated instrument is a useful resource for educators, allowing them to assess and reflect on the influence of their instructional approaches on YLs' intrinsic and extrinsic motivation, as well as their engagement in English learning activities. For policymakers, the questionnaire can guide the creation of teacher training programs and curriculum guidelines that focus on motivational teaching strategies and learner-centered approaches. By connecting the research outcomes to classroom implementation and educational policymaking, the study can offer deeper insights into how the validated tool can improve English language instruction for YLs in Indonesia.

6. Conclusions and implications

The questionnaire was developed through a thorough literature review, expert validation, and then tested with 100 Indonesian EFL teachers teaching fifth-grade YLs. Four key EFL teacher roles in inspiring and engaging YLs include role models, scaffolding, engagement facilitators, and communicators. Four key contextual and motivational factors comprise extramural English, student and teacher motivation, and

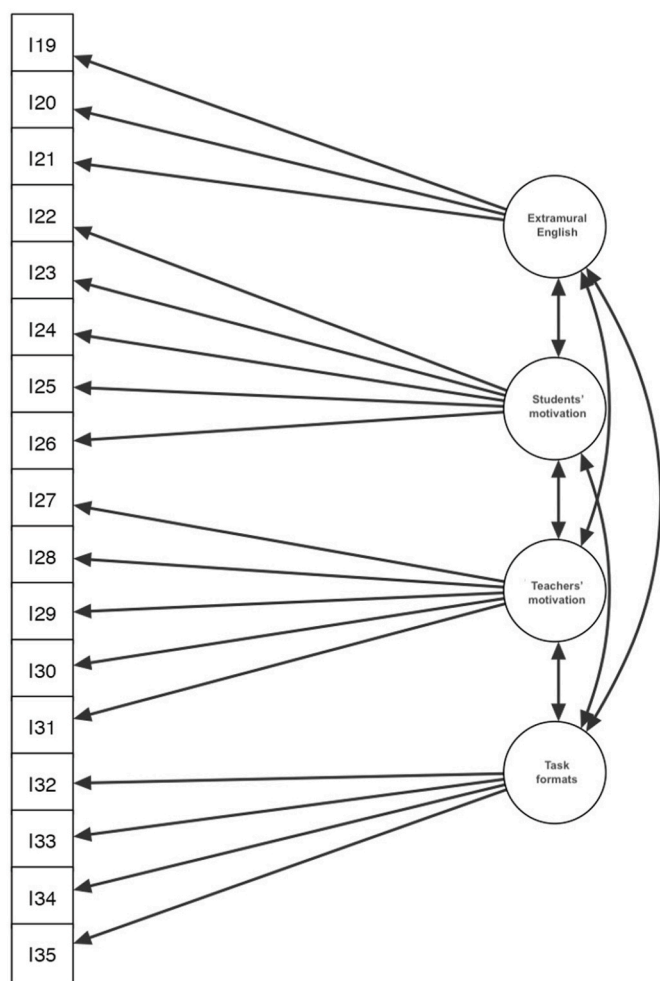


Fig. 4. Structure of contextual and motivational factors.

task formats. The model showed strong fit and validity (CFI, TLI, SRMR, RMSEA), confirming its reliability and construct validity; therefore, the questionnaire can be used for surveying English teachers.

This study provides insights into effective teaching, bridging a gap in the existing body of research concerning the practices of EFL teachers at the primary level. The findings offer teachers a better understanding of essential classroom practices with their young learners. These include establishing supportive environments, employing age-appropriate tasks, promoting learner motivation, and aiding the study of EFL teacher roles and contextual and motivational factors in elementary schools from the teachers' perspectives.

Teachers can benefit from the results as they evaluate their roles beyond language instruction, encompassing being motivators, facilitators, and emotional supporters. Practically, the findings can assist teachers in selecting strategies that match young learners' development, feelings, and behaviors in English classes more closely, thereby enhancing the responsiveness and effectiveness of their teaching.

This study can potentially impact EFL teaching, teacher education, and educational policy in Indonesia. It identified which roles of teachers can boost learners' motivation and task engagement, helping teachers use effective instructional methods, such as using enjoyable and appropriate tasks. Teacher education programs can use these findings to create modules on positive learning environments, whereas policymakers can shape the EFL curriculum and evaluations to focus on learner-centered teaching enhancing and maintaining learner motivation. Overall, the study provides a evidence-based basis for improving English education for YLs in Indonesia.

7. Strengths of the research

This study has several strengths. 1) It tackles a significant but under-researched topic by examining EFL teachers' roles in influencing Indonesian YLs' motivation and task engagement. 2) It extends beyond description by designing and validating a questionnaire, providing a psychometrically robust tool for future research and practice; the thorough validation enhances the reliability and construct validity of the findings. 3) By emphasizing teachers' roles, the study offers actionable insights for classroom practice and teacher professional development. 4) Its focus on children's motivation and task engagement aligns with current language learning theories, yielding both theoretical and methodological contributions to EFL education for young learners.

8. Limitations and future research

Several limitations of this research are also obvious: 1) the number of respondents was only 100. Future research should incorporate a more substantial sample size to enhance the reliability and transferability of the findings (Lorenzo-Seva & Ferrando, 2024; MacCallum et al., 1999). 2) The data were gathered from a convenience sample of Indonesian primary school English teachers in Padang, which limits the transferability of the findings to other regions or educational levels and other areas. 3) The research depended on self-reported questionnaire responses; there is a possibility that participants' responses were affected by social desirability or personal perceptions. 4) We focused on the creation and validation of a survey instrument, without collecting data on classroom interactions or observing changes in motivation and engagement over time. 5) We used qualitative comments from the experts about the content to underpin content validity; their result cannot be quantified.

Future research should address these issues by further validating the survey in different areas in Indonesia, a variety of educational settings, and modifying it with different age groups and a larger sample size. Incorporating qualitative methods, such as observational studies or teacher interviews, would allow researchers to triangulate the datasets. Additionally, longitudinal studies could reveal how teachers' roles affect students' motivation and engagement over time and use quantitative CVI for expert validity judgements.

CRedit authorship contribution statement

Mai Sri Lena: Writing – review & editing, Writing – original draft, Visualization, Methodology, Investigation, Formal analysis, Data curation, Conceptualization. **Marianne Nikolov:** Writing – review & editing, Validation, Supervision.

Informed consent

This study was conducted as an online survey, and we acknowledge our moral and professional responsibility to carry out this research ethically and responsibly. Written informed consent was obtained from all participants. The participants were all adults, and their participation was entirely voluntary.

Data availability statement

The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

Ethics statement

We confirm that the research adhered to the Declaration of Helsinki and that informed consent was obtained from all participants.

Ethical approval

Approval was obtained from the Institutional Review Board of the Doctoral School of Education, University of Szeged (Number: 24/2023, dated 21 December 2023).

Declaration of the use of AI

The authors declare that no AI assisted technologies were used during any stage in the preparation of this article.

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Declaration of competing interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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Appendix A. Supplementary data

Supplementary data to this article can be found online at <https://doi.org/10.1016/j.ssaho.2026.102542>.

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