



TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

MODALITY: RESEARCH REPORT

**“STUDENTS’ ATTITUDES AND MOTIVATION TOWARDS ENGLISH
LEARNING”**

Research report before obtaining the bachelor degree in National and Foreign Language Pedagogy, English Major.

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**PUJILÍ-ECUADOR
AUGUST 2023**

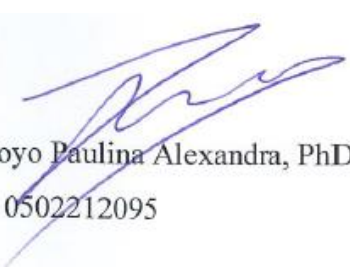
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In my capacity as a supervisor of the research report entitled “Students’ Attitudes and Motivation Towards English Learning”, and researched by Indira Jhuliané Espín Vásquez, with ID number 0503007627, for obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, August, 2023




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COMMITTEE APPROVAL

The research report entitled “Students’ Attitudes and Motivation Towards English Learning”, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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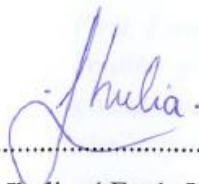


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GRATEFULNESS

First, I want to thank my God for allowing me to breathe presence in this world every day and giving me the opportunity to learn through challenges for which I have had to prepare both personally and professionally. For this reason, I would also like to thank my parents, my sister and my niece who have been my main teachers in this life and therefore are my greatest motivation for today to complete one of my goals on this earth. Lastly, and just as important, I thank all the staff of the Technical University of Cotopaxi, for opening the doors of education for me, where I was able to learn to train as a professional, fulfilling one of my dreams, which is to teach English. As well as my PhD tutor. Paulina Arias and my partner Elizabeth Gomez, who have been of great help in carrying out this project.

Jhuliané

DEDICATION

With all my love, I dedicate this project mainly to my parents, Paulina, and Fabian, who have been my fundamental pillars to keep me standing. They have taught me the true meaning of the things that really matter in life. Also, to my sister Priscila and my niece Sofía, who are a worthy example of the meaning of love. To my angel grandmothers, Mami Rosy and Mami Bequi, who still feel their great support and hugs thanks to their infinite energy. To my pets Gaia and Maria, who have given me their company and peace during this university process. Finally, I want to dedicate this project to all the people I met during this University period. Everything has been a great adventure full of laughter, tears, and a lot of learning, which could not have been better thanks to you.

Jhuliané

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ENGLISH MAJOR

THEME: “STUDENTS’ ATTITUDES AND MOTIVATION TOWARDS ENGLISH LEARNING”

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ABSTRACT

Nowadays, so many people, especially the youngest English learners, must have a positive attitude to achieve personal or academic results. In addition, motivation and attitude are fundamental components to learn English since it stimulates effort and commitment to the students’ objectives. The main goal of this quantitative-deductive research is to describe the attitudes and motivation towards English learning that present fifth, sixth and seventh grade students at “Jean Piaget” Educational Unit. The applied instruments were surveys made by Asmali (2017) in which the internal consistencies of the scales were $\alpha = .85$ and $\alpha = .87$ scales respectively. Furthermore, a validation of the translation of the instrument into Spanish was carried out, approved by 3 professors from the Technical University of Cotopaxi. The participants in this study were 78 middle school students from Unidad Educativa Jean Piaget, that is, students of fifth, sixth and seventh grade. Subsequently, the data was collected and analyzed using EXCEL. The results showed that most students have a high level of motivation in learning the English language. Finally, these results will allow English teachers to know the high level of motivation and attitude that students have and thus be able to equip them to prosper in an interconnected world. In addition, it is recommended to encourage future research in this field to adapt and improve language teaching strategies in response to the changing needs and aspirations of students.

Keywords: *Motivation, Attitudes, Young Learners, Academic goals, Language Teaching Strategies.*

UNIVERSIDAD TÉCNICA DE COTOPAXI
EXTENSIÓN PUJILÍ
PROGRAMA DE PREGRADO
DEPARTAMENTO DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS INGLÉS

TEMA: “ACTITUDES Y MOTIVACIÓN DE LOS ESTUDIANTES HACIA EL APRENDIZAJE DEL INGLÉS”

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RESUMEN

Hoy en día, muchas personas, especialmente los estudiantes de inglés más jóvenes, deben tener una actitud positiva para lograr resultados personales o académicos. Además, la motivación y la actitud son componentes fundamentales para aprender inglés ya que estimula el esfuerzo y el compromiso con los objetivos del estudiante. El objetivo principal de esta investigación cuantitativo-deductiva es describir las actitudes y motivaciones hacia el aprendizaje del inglés que presentan los estudiantes de quinto, sexto y séptimo grado de la Unidad Educativa “Jean Piaget”. Las encuestas aplicadas fueron realizadas por Asmali (2017) en las que las consistencias internas de las escalas fueron $\alpha = .85$ y $\alpha = .87$ escalas respectivamente. Además, se realizó una validación de la traducción del instrumento al español, aprobada por 3 profesores de la Universidad Técnica de Cotopaxi. Los participantes de este estudio fueron 78 estudiantes de secundaria de la Unidad Educativa Jean Piaget, es decir, estudiantes de quinto, sexto y séptimo grado. Posteriormente, los datos fueron recolectados y analizados utilizando EXCEL. Los resultados mostraron que la mayoría de los estudiantes tienen un alto nivel de motivación en el aprendizaje del idioma inglés. Finalmente, estos resultados permitirán a los docentes de inglés conocer el alto nivel de motivación y actitud que tienen los estudiantes y así poder equiparlos para prosperar en un mundo interconectado. Además, se recomienda fomentar futuras investigaciones en este campo para adaptar y mejorar las estrategias de enseñanza de idiomas en respuesta a las necesidades y aspiraciones cambiantes de los estudiantes.

Palabras clave: *Motivación, Actitudes, Jóvenes Estudiantes, Metas Académicas, Estrategias de Enseñanza de Idiomas.*

INDEX

TECHNICAL UNIVERSITY OF COTOPAXI	i
TUTOR'S ENDORSEMENT.....	ii
I CERTIFY THAT:.....	ii
COMMITTEE APPROVAL	iii
COPYRIGHT REFUSE.....	iv
GRATEFULNESS.....	v
DEDICATION.....	vi
ABSTRACT	vii
RESUMEN	viii
INDEX.....	ix
INDEX OF TABLES.....	xi
1. GENERAL INFORMATION.....	1
2. PROBLEM STATEMENT.....	2
2.1. Research question	4
3. OBJECTIVES.....	4
3.1. General Objective	4
3.2. Specific Objectives	4
4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.....	5
5. JUSTIFICATION	5
6. SCIENTIFIC AND TECHNICAL FOUNDATION	6
6.1. Background	6
6.2. Theoretical framework	8
6.2.1. English language learning.....	8
6.2.2. Teaching English to young learners	9
6.2.3. Motivation.....	10
6.2.4. Types of motivation	10
6.2.5. Importance of motivation in English language learning	11
6.2.6. Factors that influence students' motivation.....	12
6.2.7. How to enhance motivation in a EFL classroom	13
6.2.8. Motivational strategies in classroom	14
6.2.9. Attitudes towards learning a foreign language	14
6.2.10. Strategies to enhance students' attitudes towards English learning.....	15

6.2.11. Resources to improve students' attitude	15
7. METHODOLOGY	16
7.1. Research approach	16
7.2. Research method	16
7.3. Research context and participants.....	16
7.4. Instrument	17
8. ANALYSIS AND DISCUSSION OF RESULTS	17
8.1. Data collection analysis	19
8.1.1. Attitudes.....	20
8.1.2. Motivation.....	20
8.2. Discussion	21
9. ETHICAL CONSIDERATIONS.....	22
9.1. Consents.....	22
9.2. Research Impacts	22
10. CONCLUSIONS AND RECOMMENDATIONS.....	23
10.1. Conclusions	23
10.2. Recommendations	24
11. REFERENCES	25
12. ANNEX	28
Annex 1:	28
Data collection instrument	28
Annex 2	31
Letter addressed to university professors for the validation of the translation of the instrument	31
Annex 3	34
Validations of the translation of the instrument	34
Annex 4	37
Applied Instrument.....	37
Annex 5	41
Letter of acceptance addressed to the rector of the Unidad Educativa "Jean Piaget"	41
Annex 6	42
Informed Consents (psicologo y tutores de 5to 6to y 7mo).....	42

INDEX OF TABLES

Table 1: Activities and task system about the objectives proposed.....	4
Table 2: Attitudes.....	17
Table 3: Motivation.....	19

1. GENERAL INFORMATION

Theme: “Students’ Attitudes and Motivation Towards English Learning”

Starting Date: February 2023

Ending Date: August 2023

Place of Research:

Unidad Educativa “Jean Piaget”

Housing complex San Carlos, Rosa Darquea & Ayacucho Street. Latacunga - Ecuador

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Sponsoring career: National and Foreign Language Pedagogy English

Macro project of the career: Formative process in the teaching and learning of English as a foreign language in educational institutions in the Cotopaxi province.

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Research line of the career: Innovation in teaching and learning the English Language as a foreign language.

Keywords: Motivation, Attitudes, Young Learners, Academic goals, Language Teaching Strategies.

2. PROBLEM STATEMENT

Learning English as a second language, in addition to opening up opportunities, is essential as it is the most globalized language (Aziza, 2020). Nevertheless, teaching English to young learners faces ways to encourage students' motivation according to their requirements. Defining motivation as a psychological factor that impulses someone to generate a specific action (Kum & Estonian, 2022). There are many students who study English as a second language and some of them consider that learning is a complex and uninteresting process when there are not the accurate strategies to teach. As a consequence, they could feel demotivated when they are in English classes. Motivation plays an important role in English classes; it can be difficult to manage the interest in learning, since different strategies must be considered (Meşe & Sevilen, 2021).

There are various factors that make learning a new language difficult, one of which can be attributed to the students' attitude (Nguyen, 2019). Nonetheless, there are new teaching methods that stimulate the students' brain because education is no longer as outmoded as it used to be. At the moment, there are innovative strategies that teachers consider to accelerate and improve the learning process of students, focusing on their motivation as the main objective, recognizing that they should feel comfortable in their work area and that they can explore the language safely, as Bekkering & Ward (2020) say that students' participation and performance is essential for meaningful learning, for which motivation is key.

Motivation in English classes is the factor that has the most influence on learning, being the focus of educational research (Alyousif & Alsuhaibani, 2021). In addition, it is important to recognize that according to the study of Ranjha (2021), it has been reported that 40% of the demotivating factors are related to teachers. For this reason, this phenomenon should be studied by English teachers to opt for strategies that help students feel in a positive environment to learn with the correct didactic materials.

On the other hand, the factors that affect the motivation can be the influence of parents, teachers or even the attitude of the students (Rahman et al., 2017). Although the teachers are the most responsible for the motivation of the students, the parents, despite not being in constant contact with the language, have a significant influence on their children so that they have enthusiasm

and confidence to be interested in English. In addition, the emotional part of the students helps them understand and adapt behaviors and that is why Méndez & Bautista (2017) mention that emotional intelligence allows students to be participatory, especially in speaking skills.

Teaching English to enhance students' attitudes is a characteristic that teachers should be aware of, especially when dealing with children because it is time to produce their interest in learning a new language and for that, they need to be motivated by methodologies that maintain a playful strategy. Most school students prefer English classes to be developed in informal situations with ludic activities (Juraković et al., 2022). On the other hand, applying initiatives such as games, drama or role playing, with the appropriate body language, the motivation of the students will increase and classroom management will be also carried out successfully (Díez et al., 2020).

The study of this research will improve their commitment and persistence, foster a positive attitude towards the language and enable them to reach a higher level of proficiency in learning English (Islam, 2018). It is necessary to identify what are the activities that make the students want to learn a foreign language. It will be carried out to know the importance of the motivation and attitudes of students to have a second language acquisition since there is not so much research rooted in motivation and attitude in Ecuador especially, in the "Jean Piaget" Educational Unit

The educational context where this research will take place is focused on an urban area, specifically located in Cotopaxi, Latacunga. The Jean Piaget Educational Unit is a private educational center, founded in 1988 by Lic. Marina Campaña and Dr. Nora Tapia. Who embodied an idea that was to provide a different education where values and useful knowledge for the future of students are reinforced. That is why English has been highly taken into consideration since its opening. The students in which the research is focused are middle school students, that is; fifth, sixth and seventh grade, with a total of 78 students.

2.1. Research question

What attitudes and motivation towards English learning present fifth, sixth and seventh grades students?

3. OBJECTIVES

3.1. General Objective

To describe the attitudes and motivation towards English learning that present fifth, sixth and seventh grades students at “Jean Piaget” Educational Unit.

3.2 Specific Objectives

To define theories associated to young learners’ attitudes and motivation towards English learning.

To analyze data collected about young learners’ attitudes and motivation towards English learning.

To establish conclusions and recommendations about young learners’ attitudes and motivation towards English learning.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Table 1

Activities and tasks

Specific objective	Activities	Verification Means
To define theories associated to young learners' attitudes and motivation towards English learning.	<ul style="list-style-type: none"> - Search previous studies - Write relevant data to literature review. 	<ul style="list-style-type: none"> - Research Background - Theoretical Framework.
To analyze data collected about young learners' attitudes and motivation towards English learning.	<ul style="list-style-type: none"> - Design, adaptation, validation and application of data collection instruments - Analyze data collected - Data discussion. 	<ul style="list-style-type: none"> - Survey - Tabulated data - Analysis and discussion
To establish conclusions and recommendations about young learners' attitudes and motivation towards English learning.	<ul style="list-style-type: none"> - Defined conclusions and recommendations. 	<ul style="list-style-type: none"> - Conclusions and recommendations - Final Research Report

Note. Activities related to each specific objective are detailed in this table

5. JUSTIFICATION

The purpose of this project is to describe the attitudes and motivation towards English learning that present fifth, sixth and seventh grade students. It's crucial to recognize the importance of the students' feelings towards English so teachers can adapt their class to their individual needs. The data collected through this study, will be used to aware teachers' concerns about students' motivation and attitudes in every English environment. Also, it has the potential to provide information to improve the evolution of learning English as a second language.

Generally, English has been one of the most widely spoken languages. That is why it is included as a foreign language in the educational system of so many countries (Garton et al., 2011). For this reason, the main results of this research may be a contribution to those who are involved in the teaching-learning process of this recognized foreign language. Especially, an insight will be provided to English teachers so that motivation and attitudes can be identified as a main factor in their students' learning.

This quantitative-descriptive research is considered an important success achievement since it highlights the importance of motivation and attitudes toward English language learning. Moreover, it's important to conserve and develop teaching methodologies focusing on incentivizing students to boost their classroom objectives. On the other hand, this research project has used human, material and financial resources to make a compilation of students' perspectives about their motivation and attitudes. Consequently, due to the aforementioned, the execution of the present research project "Students' Attitudes and Motivation Towards English Learning" is viable.

That is why, this study is important because throughout the student life, it can be noticed that the educational system in Ecuador has some shortcomings regarding the teaching of English. Especially, it can be observed that teachers often do not consider the motivation and attitudes of the students, which is essential for them to receive comprehensive instructions and achieve primarily academic objectives. Therefore, this study is conducted to contribute to the development of the English level in schools. Thus, it is considered important to analyze the motivation and attitudes of students, mostly the younger ones, in order to enhance teaching techniques as professionals in English education.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1. Background

Previous research about 'Young Learners' Attitudes and Motivation to Learn English' by Asmali (2017), was conducted to represent the views of second grade students regarding their motivation and attitudes towards learning English. The participants were 192 students from

three different primary schools in the province of Turkey. In addition, a focus group was carried out with nine students. This research used a mixed method design. According to the descriptive statistical results, it was possible to determine that English was the second favorite subject of the students and more than 85% of the participants want to continue learning the language. However, it should be considered that the attitude of the parents was an important factor for children to learn. The activities that students preferred in English classes were singing songs, playing games, and they even mentioned that painting activities make them happy too. In conclusion, it was established that young learners had a positive attitude towards learning English since they are motivated by the teacher, who has favorable strategies for their learning.

Alyousif & Alsuhaibani (2021) also have made 'A Study of Teachers' Strategies to develop Students' Interest towards Learning English as a Second Language' where its main objective was to investigate teachers' strategies on how they attract student interest to learn English as a second language. The participants were 45 fourth-year students from two different classes and two English teachers. Being a small-scale study, survey questionnaires were used for both teachers and students. The questionnaires were made with open and closed questions and were examined around the strategies of the teachers in teaching English. As main results, more than 90% of the students strongly agreed that they like teachers to apply the use of ICT and music. Teachers also mentioned that feedback is important to assist the development of students' motivation. The study concludes that teaching English can be a challenge for teachers since the interest of students must be captured with specific strategies to stimulate their learning through meaningful work materials.

On the other hand, Chalaune (2021) in his study 'Motivational techniques used in teaching English at the basic level' aims to know the different motivational techniques used at the basic level and to explore the perception of teachers about the role of motivation at the basic level language students. The participants are three English teachers and five classes of each are observed. This study used a mixed-method ethnographic research design and to carry it out, tools such as observation and interview were used, where opinions were obtained on the motivation strategies, which were qualitatively analyzed. The main finding of this study was that teachers make use of different strategies aimed at motivation such as group work, in pairs, use of playful material or prizes. This to improve their collaborative, communicative and creative skills. In addition, teachers mentioned that praise, motivational phrases and even the

key expressions of greetings, are effective techniques to improve both their motivation and their academic performance. It also coincides with the previous analyzed paper by Alyousif & Alsuhaibani (2021) in which feedback helps to identify what students are doing in class and what they need to improve. To conclude the project, it was determined that motivational strategies are of great value to motivate students. However, it is the teachers themselves who must maintain motivation and carry out activities such as role-playing, vocabulary games or rewards, since they are essential to keep students active and to play crucial roles in the classroom.

Due to the studies expressed, I consider it necessary to carry out this study focused on the interest of students' motivation and attitudes, to know its impact on learning English since it can usually be identified as an obstacle for some of them. So, as English teachers, it is our duty to develop positive attitudes in students of the language. It is important to consider the opinion of the educational reality of students when learning English, that is, knowing their strengths and being able to complement quality teaching.

6.2. Theoretical framework

6.2.1. English language learning

Perception Language is the main means of communication as it allows us to share our thoughts and ideas with other human beings (Setiyadi, 2020). There are several languages around the world, however English is the most globalized language and is often considered a universal language. Countries that learn English as a second language recognize the importance of skills and therefore incorporate it into education systems (Vonkova et al., 2021). Within language learning we find different skills such as speaking, writing, reading and listening. The goal of learning English is to obtain better educational, social and employment opportunities. Learning a new language is a powerful tool that helps us communicate and adapt to different environments (Putra, 2020).

Nowadays, the globalized world allows us to study English as a skill that we must master since it is the most internationalized language, so it is important to become familiar and thus be able

to connect effectively with other cultures (Mansfield & Poppi, 2012). Nevertheless, Palomo (2018) tells us that the educational system prepares us with language teaching to perform it even in the world of work, which is broader if English is spoken as a second language. In other words, learning English today is a social and educational need that adopts useful communication skills for the academic and work environment.

In this day and age, bilingualism is a frequent skill lately since it is fundamental in the educational system of Ecuador and in many other parts of the world. Learning English will also benefit our creativity since when we are learning it, we stimulate our brain and improve mental capacity. Despite the benefits, there are difficulties when it comes to learning English because learning a foreign language must be taught correctly from an early age. According to Sempértegui (2022), the English Proficiency Index (EF EPI) 2022, Ecuador ranks 82 out of 111 countries in the world, being one of the worst levels of English in the world. This means that in Ecuador there is no acceptable standard in language proficiency.

6.2.2. Teaching English to young learners

Young learners have the advantage of developing a native-like pronunciation because their language skills are still developing which allows them to learn new sound patterns easily. Another perspective that is had when teaching English from an early age is that the cognitive benefits are promoted, improving their ability to solve problems (Cameron, 2001). Taking these factors into account, Nilsson (2020) considers it is beneficial to start language learning early, although it is important to provide appropriate and engaging learning experiences that are appropriate for young learners.

English is a compulsory subject in the first grades of primary school. This means that students must study English as part of their study plan. This preference for English is driven by the growing demand for English language skills and the belief among parents that proficiency in English gives their children better opportunities. That is why the strategies to manage the teaching of English as a second language in children must be considered by teachers to establish tasks, deliver materials and provide feedback (Nilsson, 2020).

The role of the teacher is crucial when it comes to young language learners. In this context, the teacher is a linguistic and motivational model that provides guidance to students. As it is claimed by Nasution (2011), the teachers who work in this educational stage must have adequate training providing the necessary skills to effectively address the physical, intellectual, affective, social and moral development of children at an early stage (Pokrivčáková, 2020). It must be understood how children learn and develop their skills in different areas, such as language, motor skills, emotions and social interactions. The student environment must be safe, stimulating, and positive that fosters children's growth and learning. For this reason, activities are planned and designed to promote the active participation of children, provide emotional support and build relationships of trust with them and their families.

6.2.3. Motivation

Motivation refers to a complex and multifaceted concept. Although its definition may vary according to perspectives, it is suggested that motivation is one of the aspects that cannot be denied within human existence (Vincent & Kumar, 2019). In addition, it can be recognized as a process that guides people to reach a goal. This emphasizes the emotional, social, biological, and cognitive forces that activate human behavior in daily activities. Maslow (1970) has developed a theory about human motivation and hierarchy of needs where people are motivated by basic needs that must be met to find personal growth. According to Albert Bandura in (Kurt, 2020), his social learning theory emphasizes the influence of observation and modeling on motivation, since it is mentioned that people can be motivated by having an example of behavior and its consequences.

6.2.4. Types of motivation

There are several types of motivation that are influential in people's behavior. It is important to identify them to have a significant impact on comportment, understanding the needs of each person in order to adapt strategies that improve their commitment and performance.

Two of the main types of motivation will be defined in the following points:

Intrinsic Motivation

This type of motivation comes from personal tastes and interests. That is, the person is motivated by finishing a task as a satisfaction of achievement. In addition, this motivation can be caused by an impulse of pleasure to learn or participate in something specific and to the person's liking. It has a more experience-focused approach and can even be without an external reward (Ryan & Deci, 2020). Self-determination, personal growth and improvement are key to trigger intrinsic motivation.

Extrinsic motivation

Extrinsic motivation refers to when it comes from external factors such as rewards or some type of social recognition (Malek et al., 2020). It is common to avoid punishment as it avoids negative consequences. That is, the person performs a task to obtain an external reward, such as working for a paycheck or exercising to lose weight. It has an external focus where stimulation is necessary for lasting satisfaction.

6.2.5. Importance of motivation in English language learning

Providing step-by-step guidance and sufficient support during instructional stages is indeed crucial for enhancing students' motivation, keeping them engaged, managing their behavior, and avoiding confusion (Muñoz et al., 2020). In a specific educational context, in learning a second language, motivation is essential according to Gardner's socio-educational model (Gardner & Lalonde, 1985; Dornyei, 2001) in which motivation is considered the main component that establishes success or failure in learning a language. So, motivation is seen as the driving force that enables students to reach their goal of language proficiency. Ollero (2017) claims that motivation plays a crucial role in learning and educational settings as it influences students' engagement, perseverance, and overall success.

On the other hand, in the classroom we can observe motivation as the effort, focus and commitment that students show to achieve compromising results. Motivated learners are more

likely to actively participate, persist in their efforts, and demonstrate a higher level of dedication towards their language learning goals.

In general, motivation is relevant in language learning, as it influences learners' attitudes, commitment and willingness to invest the time and effort necessary to acquire language skills (Seven, 2020). Understanding and fostering motivation in the classroom can help create an environment that promotes successful language learning outcomes.

6.2.6. Factors that influence students' motivation

There are some factors that affect students' motivation and can be classified as internal and external (Abdulkadhum & Adhiem, 2019). These factors affect the learning experience and students' outcomes. Here is a breakdown of these factors:

Internal factors

Attitude: The student's attitude towards learning is important as it refers to their openness to new ideas and their enthusiasm to participate in the learning process.

Study habits: The techniques, strategies, and routines used by students to acquire and retain knowledge effectively. This includes time management, organization, note-taking skills, and active study participation.

Prior knowledge: The existing knowledge and understanding that a learner brings to a new learning experience. Prior knowledge can influence how new information is processed, integrated, and connected with existing knowledge.

External factors

Social factors: The influence of peers, family, and the broader social environment on a students' learning experience. Supportive relationships, collaboration, cultural norms, and expectations can affect motivation and commitment.

Curriculum and instruction: The design, content, and delivery of the curriculum, as well as the teaching methodologies used by teachers. A relevant and well-designed curriculum, along with effective instructional strategies, can improve student engagement and learning outcomes.

Learning resources and materials: The availability and accessibility of resources such as textbooks, technology, libraries, laboratories, and other learning materials. These resources can provide opportunities for exploration, practice, and reinforcement of concepts.

Physical setting: The physical environment in which teaching and learning take place. Factors such as classroom layout, lighting, temperature, and comfort can affect students' attention, focus, and overall learning experience.

It is important for educators to recognize and address internal and external factors to create an optimal learning environment that supports student motivation, attitudes, and learning outcomes. By understanding these influences, educators can adapt their teaching strategies and provide the necessary support to meet the diverse needs of students.

6.2.7. How to enhance motivation in a EFL classroom

The main variable which is essential for learning, is motivation since it is the commitment where the goals are based. The goals can be short-term, such as learning a certain number of words in a week, or long-term, when they find themselves in a situation where they have to put into practice what they have learned in English classes. That is why authentic materials such as didactic articles, songs, the use of movies or even use technological resources are used so that students can link their learning with situations of personal interest. That is, the tastes and interests of the students. In this way, their intrinsic motivation will increase and also a comfortable learning environment will be formed where students can make mistakes and learn from them.

It is important to recognize that a comfortable environment allows students to be confident in communicating in English and to participate actively. In other words, their social interaction is promoted which can also be improved with strategies such as organizing extracurricular activities such as speaking with native people or practicing in more real situations (Muñoz et al., 2020).

6.2.8. Motivational strategies in classroom

Teaching strategies play a fundamental role in the teaching and learning process at different educational levels because they are used to carry out practices and academic tasks in order to obtain good results in student learning (Filgona, 2020). Teachers in the classroom are the ones who guide students in their educational learning process. Strategies help in organizing knowledge and facilitating learning in the classroom. Teachers need to experiment with different strategies and select those that are most effective for the needs of their students. Motivational techniques are particularly important, as they enhance student engagement and contribute to the overall effectiveness of the teaching process (Mirhadizadeh, 2016).

On the other hand, learners of a new language, such as English, can adopt several positive attitudes in learning. However, each person is different, so it is important to find the strategies and approaches that work best to develop and strengthen each students' attitudes. These motivational classroom strategies aim to foster a positive learning environment, stimulate student interest, and promote active engagement in the educational process (Girmus, 2011). By tailoring these strategies to individual students' needs and preferences, teachers can help maintain and increase their motivation in the classroom.

6.2.9. Attitudes towards learning a foreign language

The attitude of the students is essential to acquire a second language since a positive attitude facilitates this determining process. For this, it is important to point out that factors such as teaching methods, didactic material, learning environment, and social and cultural context are factors that influence language learning (Ameen, 2023). Lately, foreign language teachers have given greater importance to the challenges that affect the performance of their students since

they are influenced by various social, cultural, economic and educational aspects. Student attitude improves overall student performance by relying on a mix of age-appropriate pedagogical approaches, appropriate material, and a deep understanding of students' social and cultural reality (Gömleksiz, 2010).

Fostering a good attitude in students strengthens their motivation towards learning a foreign language as it encourages them to commit to their studies (Radhi, 2020). We know that learning a new language takes time, practice and study. That is why an important characteristic in the attitude is persistence, which is, having the disposition not to give up easily. On the other hand, confidence increases a positive attitude and allows students to actively participate and communicate without fear. As teachers, it is recommended to have an open and receptive attitude, giving way to new ways of teaching and enriching the development of their students' skills (Sewbihon, 2020). In this way, they will reflect these characteristics in themselves, opening up to new experiences and having a positive attitude even in the face of mistakes, since being natural in learning, they serve as feedback to be a better student every day (Ahmed et al., 2021).

6.2.10. Strategies to enhance students' attitudes towards English learning

The classroom environment is essential for students to develop positive attitudes. A supportive environment that fosters positive teaching-learning allows students to express their opinions and practice the language in class. On the other hand, English teachers can use a relationship strategy, in which English is compared with real situations according to the age of the students. For example, we can make use of different resources, such as music, and thus reach everyday situations of the students. Çakmak (2022) mentions that encouraging active participation by recognizing achievements will allow students to celebrate their progress and have a positive attitude, making them more participatory.

6.2.11. Resources to improve students' attitude

The list of resources that teachers can use is very large, even with the numerous technologies that we have today. However, the significance is essential. That is, adapt basic resources such

as books, audios or audiovisuals to improve the attitude of students. The resources that are used must be adapted to the reality and age of the students so that they feel identified with different situations and can have significant learning (Radhi, 2020).

7. METHODOLOGY

7.1. Research approach

This project was applied through a quantitative-deductive approach which was based on collecting quantitative data through a standardized instrument. Then the data was analyzed to reach a conclusion of the deductive process, where a result can be generated through a theory or hypothesis. As mentioned by Soiferman (2010), this approach is based on deductive logic.

Also, the project has applied a quantitative approach to find out what the attitude and motivation are in middle school English students, such as fifth, sixth and seventh grade, where 78 students from “*Jean Piaget*” *Educational Unit* participated. Therefore, the quantitative approach was chosen, since is permitted to investigate the phenomenon in an organized way, obtaining numerical data that answered the research question.

7.2. Research method

To develop this study, a descriptive research method was applied since it helps to detail the attitudes and motivation of the participants. The descriptive method focuses on the context of the participants without manipulation by the researcher (Manjunatha, 2019). In addition, a non-experimental design has been chosen since it reveals characteristics of the population based on an instrument which variables could not be manipulated.

7.3. Research context and participants

This research has been developed at 'Jean Piaget' Educational Unit, located in the city of Latacunga, Cotopaxi. The participants in this study were 78 middle school students, that is, students of fifth, sixth and seventh grade. Likewise, it is important to recognize that this

population has been selected since the students study in a private context and in which the teaching of English is prioritized. Therefore, it's important to point out the characteristics that English teachers should consider to keep the students motivated and also, what the students' attitudes towards learning English are. Finally, it should be noted that the study worked with all the students intended to work with, and for this reason it was not necessary to apply for a sample.

7.4. Instrument

The instrument applied, was based on a survey developed by Asmali (2017), in which the internal consistencies of the scales were $\alpha = .85$ and $\alpha = .87$ for attitude and motivation scales respectively. The reliability of the quantitative instrument was estimated with Cronbach's alpha.

Besides that, a validation of the translation of the instrument had to be carried out since the surveys to the fifth, sixth and seventh grade students were applied in their mother tongue, Spanish. Furthermore, this instrument was selected since it has two fundamental variables, such as the questions related to attitude and motivation, especially in basic level education students. The questionnaire was divided into two sections. The first section was aimed to find out young learners' favorite school subject, their ideas regarding how they had expected to learn English before they started learning it, the activities in their English classes, and their ideas about where they could see an English speaker. In other words, those questions were related to the attitude of the students towards English learning. Then, the second section aimed to measure learners' likes, dislikes, and their reason to learn English, it means, those questions were related to the students' motivation.

8. ANALYSIS AND DISCUSSION OF RESULTS

Table 2
Attitudes

Questions	Parameters	f	%
I would like to continue learning English	Yes	45	58
	A little	22	28
	No	5	4
	I don't know	7	9

	Yes	33	42
It is fun to learn English.	A little	32	41
	No	12	15
	I don't know	1	1
	Yes	66	85
My parents say that learning English is important.	A little	3	4
	No	4	5
	I don't know	5	6
	Yes	59	76
I like my English teacher	A little	12	15
	No	4	5
	I don't know	3	4
	Yes	24	31
Our English book is fun.	A little	40	51
	No	12	15
	I don't know	2	3
	Yes	56	72
My parents are happy that I learn English.	A little	5	6
	No	2	3
	I don't know	15	19
	Yes	32	41
I like English.	A little	38	49
	No	6	8
	I don't know	2	3
	Yes	17	22
I'm looking forward to English classes.	A little	29	37
	No	23	29
	I don't know	9	12
	Yes	25	32
I am good at English.	A little	36	46
	No	12	15
	I don't know	5	6
	Yes	25	32
English is easy to learn.	A little	25	32
	No	24	31
	I don't know	4	5

Note: this table shows the results about the attitudes

Table 3
Motivation

Questions	Parameters	f	%
Which one is the happiest moment for you in English classes?	Playing games	38	49
	Writing	16	21
	Singing	8	10
	Repeating words	16	21
	To speak with the tourists	16	21
Why do you learn English?	Because it is our class	11	14
	To speak English	35	45
	Because I like it	16	21
	Playing games	1	1
Which one is the most boring one for you in English classes?	Singing	3	4
	Writing	24	31
	Repeating words	8	10
	Waiting friends to finish the activity	42	54
	Writing	9	12
	Saying words	11	14
	Painting	29	37
Which one is your favorite activity in English classes?	Cut and paste activities	4	5
	Singing	4	5
	Playing games	17	22
	Repeating words	4	5
	Repeating words	1	1
	Playing games	1	1
	Answering teacher's questions	46	59
	Painting	4	5
Which one is the most difficult for you in English classes?	Cut and paste activities	3	4
	Writing	9	12
	Singing	6	8
	Saying words	8	10

Note: this table shows the results about the attitudes

8.1. Data collection analysis

Findings of the data analysis are presented fulfilling the research objective, which was to describe the attitudes and motivation towards English learning that present fifth, sixth and seventh grades students at “Jean Piaget” Educational Unit. Data were analyzed in the light of the research questions and classified them in two categories, attitudes and motivation. The data obtained from the surveys were analyzed using Microsoft Excel.

8.1.1. Attitudes

El The analysis of table 2 about attitudes, are that 58% of participants would like to continue learning English, 28% a little, 9% don't know and the lowest percentage rate was no with 5%. About learning English, 42% of participants say it is fun, 41 % a little but 15% showed that no it is fun to learn English, and the minority with 1% don't know. Besides that, it is been shown that 85% of parents say that learning English is essential while 6% don't know, 5% claim that no and 4% mentioned a little. On the other hand, 76% of participants like the English teacher. 15% mentions a little. However, 5% and 4% choose 'no' and 'little' respectively. According to the English book, students claim it is a little fun with 51%, while 31% yes, 15% no. Lastly, 3% don't know.

With respect if parents are happy that participants learn English it indicates 72% yes, 19% don't know. Meanwhile, 6% a little, and 3% no. Also, it is been exposed that 49% of participants liked English, 41% yes, and the lowest percentages rates were 'no' with 8% and they did not know with 3%. Accordingly, if they are looking forward to English classes it is exhibit that 37% a little, 29% no, 22% yes, and 12% don't know. Regarding if participants are good at English the data shows that 46% are a little, 32% yes, 15% no, and finally 6% don't know. The same percentage of 32% to the parameters yes and little with respect if English is easy to learn, 31% no, and the lowest percentage 5% don't know.

8.1.2. Motivation

According to the table 3 about motivation, where the first question is about happiest moment for participants in English classes. In the first place, there is 'playing games' with 49%, in the second place with the same percentage 21% are writing and repeating words, and finally, singing with 10%. Furthermore, about why participants learn English shows different statements with their percentages 'to speak English' with 45%, 'to speak with the tourists' and 'because I like it' with the same percentage of 21%, at last with 14% 'because it is our class'. Regarding the following question about what activity is the most boring one for participants in English reveals the highest percentage of 54% to 'Waiting friends to finish the activity', followed by 'Writing' with 31%, with a low percentage we have 'repeating words' with 10%, 'singing' with 4% and 1% to 'playing games'.

What is more, the favorite activities in English classes according to the participants' responses, 'painting' had the higher percentage with 37%, then we have 'playing games' with 22%, 'saying words' with 14%, 12% to 'writing'. Lastly, 'cut and paste activities', 'singing', and repeating words' obtain the same percentage 5%. The activities most difficult to students in English classes, the higher is 'answering teacher's questions' with 59%, with a middle percentage we have 'writing' with 12%, 'saying words' with 10%, and 'singing with 8%'. On the other hand, the lowest rate percentage is 'painting' with 5%, and 4% for 'cut and paste activities. Finally, with the same percentage 1% 'repeating words' and 'playing games'.

8.2. Discussion

Attitude, and motivation are "key factors that influence in the success of learning English language" (Cabonce, 2019, p. 1). Because, the "attitudes are related positively to motivation, with people who have a positive attitude being more likely to be motivated to learn English" (Anokye, 2022, p. 93). There are some relevant aspects to consider such as the students' parents' opinions about the importance of learning the English language because a high percentage of them would like their children to learn English and they feel happy with this. Due "In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally" (Nishanthi, 2018, p. 871). Another main thing is that students like the English teacher because they learn "new things, the possibility of communicating with foreign people, and entertaining atmosphere of English classes" (Asmali, 2017, p. 58).

Besides, applying games to teach new knowledge or remember previous knowledge, "games have a special role in any foreign language teaching programme because they facilitate foreign language learning especially for young learners" (Yolageldili & Arıkan, 2011, p. 219). On the other hand, students would like to continue learning English because to "learn English requires constant practice and patience" (Nishanthi, 2018, p. 871). Some students indicated that they like this language and it is easy to learn. And it is "playing a vital role in their lives, either currently or in the future" (Tamimi & Shuib, 2009, p.44). On the other hand, they indicated that the most boring activity is waiting for classmates to finish the activity. Finally, few students enjoy learning English to speak it, since others said that answering the teacher's questions is the

most difficult activity in English classes. This can be because "they were still nervous about using English, particularly while speaking" (Anokye, 2022, p. 92)

9. ETHICAL CONSIDERATIONS

9.1. Consents

First, a letter addressed to the rector was made where it was authorized that the project be carried out in the educational unit. Then, informed consent was obtained from the psychologist of the institution who also verified that the instrument does not violate the rights of children. Besides, each tutor of the 3 different courses also accepted and offered their consent to carry out the surveys in their worthy courses. The surveys were carried out by the students anonymously and they had the option of not answering any question if they had requested it. A general communication was sent to the parents and representatives to inform them of the investigative process that was carried out and due to time and occupations of the parents, they were asked that only those who do not consent to the participation of their representatives send their negative answer. However, all the parents agreed.

9.2. Research Impacts

This study will have an educational and social influence because research reveals students' attitudes and motivations toward studying English. This study may provide English teachers with information on the different forms of motivation—intrinsic and extrinsic—as well as the factors—internal and external—that affect students' attitudes. The researcher also believes that this study can provide data for subsequent studies on motivation and attitude. Since our educational system does not place a lot of attention on students' attitudes and motivation improvement, the researcher advises comparing intrinsic and extrinsic motivation to determine which is more effective or what elements influence students' attitudes more. The researcher had some difficulties when doing the study, but they were able to overcome them by making the right choices. Finally, this study exhorts English teachers to comprehend and use various tactics and resources to enhance students' attitudes and motivation to support their language learning and skill development. They can thus produce positive results.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1. Conclusions

The analysis of theories related to motivation and attitudes among young students reveals the interaction between psychological factors and educational contexts. The importance of intrinsic and extrinsic motivation is highlighted. That is, the autonomy and competence to foster a genuine desire to learn among young people. The analyzed theories emphasize the level of effort and commitment that young students invest in their educational activities. The formation of attitudes and motivational patterns in an educational context also depends on educators since they are in charge of designing effective pedagogical strategies, creating supportive learning environments and cultivating positive attitudes towards learning the English language.

Regarding the students' attitudes and motivation toward English learning the more relevant aspects were the importance of the English language, the students' thoughts about their English teacher, and the participant's happiness with learning a foreign language for this reason most students would like to continue learning English. There are highlighted activities like playing games, and painting that catches students' attention and reinforce their motivation. Furthermore, the main reason to learn English is to speak with other people. Nonetheless, waiting for friends to finish the activity is boring for them, and answering the teacher's questions can result difficult for the social and attitude factors.

Finally, attitudes and motivation represent psychological factors that are important in the educational context because it characterize the students' perceptions towards English learning. Thus, young learners are interested in acquire a foreign language when teachers have a good teaching procedure based on strategies such as playing games or fulfill meaningful activities that students like the most. That is, students' attitudes vary according to the activities proposed by the teachers. Therefore, is a duty of teachers to design or select activities according the young learners' needs and interests to increase their motivation.

10.2. Recommendations

The analysis of theories on motivation and attitudes in young students provides recommendations to improve education and the learning environment. This includes valuing effective pedagogical strategies that involves interactive teaching methods. Also, it is important to recognize the students' needs to boost motivation and attitude.

It is recommended to consider and improve factors such as teaching methods, social and cultural context, didactic material, and learning environment because in this way it generates a positive attitude to learn and catch the majority of knowledge developing students' English skills. Also, it is needed to understand internal and external factors to create an adequate learning environment. Besides, educators can use more technological and didactic tools or resources like playing games, songs, movies, flashcards, and so on to motivate students to learn a new language.

It is suggestible that the teachers consider students' needs and interests due to they are different worlds, they have different choices and not at all them learn in the same way. Hence, they have to plan the class and select the teaching resources creatively, choosing activities that motivate the students to learn the English language in order to avoid the boring and monotonous classes because attitudes and motivation are related to the way that the teacher presents the content to the class to young learners.

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12. ANNEX

Annex 1:

Data collection instrument

S/N	Expressions	Yes	A little	No	I don't know
1.	I would like to continue learning English.				
2.	It is fun to learn English.				
3.	My parents say that learning English is important.				
4.	I like my English teacher				
5.	Our English book is fun.				
6.	My parents are happy that I learn English.				
7.	I like English.				
8.	I'm looking forward to English classes.				
9.	I am good at English.				
10.	English is easy to learn.				

Asmali (2017)

Expressions	Answers
<ul style="list-style-type: none"> Which one is the happiest moment for you in English classes? 	Playing games
	Writing
	Singing
	Repeating words
<ul style="list-style-type: none"> Why do you learn English? 	To speak with the tourists
	Because it is our class
	To speak English
	Because I like it
<ul style="list-style-type: none"> Which one is the most boring one for you in English classes? 	Playing games
	Singing
	Writing
	Repeating words
	Waiting friends to finish the activity
<ul style="list-style-type: none"> Which one is your favorite activity in English classes? 	Writing
	Saying words

	Painting
	Cut and paste activities
	Singing
	Playing games
	Repeating words
<p>Which one is the most difficult for you in English classes?</p>	Repeating words
	Playing games
	Answering teacher's questions
	Painting
	Cut and paste activities
	Writing
	Singing
	Saying words

Annex 2

Letter addressed to university professors for the validation of the translation of the instrument



Formulario
de Solicitud

Pujilí, 13 de Junio, del 2023

PhD. Vicente Rodrigo Tovar Viera

Docente de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Presente.

Yo **Espín Vásquez Indira Jhuliané** con cédula de ciudadanía No. **0503007627**, me dirijo a usted de la manera más comedida para solicitarle que participe como juez validador(a) de la traducción del instrumento que pretendo aplicar como parte de mi investigación cuyo objetivo general es describir las actitudes y la motivación frente al aprendizaje del inglés que presentan los estudiantes de quinto, sexto y séptimo de básica de la 'Unidad Educativa Jean Piaget'. Para lo cual, adjunto el instrumento a aplicarse y el formato de validación para el mismo. Dicho instrumento está realizado por Asmali (2017). Además, cabe mencionar que el instrumento ha sido sometido a un proceso de validación de consistencia interna por el autor, cuyos resultados fueron $\alpha = .85$ y $\alpha = .87$ para las escalas de aptitudes y motivación. La presente adaptación del instrumento ha sido tomada como el modelo a ser utilizado por mi persona para aplicarlo al contexto de la investigación.

De antemano agradezco su gentileza con este estudio,

Atentamente,

ESPÍN VASQUEZ INDIRA JHULIANÉ

050300762-7

Recibido
15:15 pm



Pujilí, 13 de Junio, del 2023

MSc. Castro Bungacho Sonia Jimena

Docente de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Presente.

Yo **Espín Vásquez Indira Jhuliané** con cédula de ciudadanía No. **0503007627**, me dirijo a usted de la manera más comedida para solicitarle que participe como juez validador(a) de la traducción del instrumento que pretendo aplicar como parte de mi investigación cuyo objetivo general es describir las actitudes y la motivación frente al aprendizaje del inglés que presentan los estudiantes de quinto, sexto y séptimo de básica de la 'Unidad Educativa Jean Piaget'. Para lo cual, adjunto el instrumento a aplicarse y el formato de validación para el mismo. Dicho instrumento está realizado por Asmali (2017). Además, cabe mencionar que el instrumento ha sido sometido a un proceso de validación de consistencia interna por el autor, cuyos resultados fueron $\alpha = .85$ y $\alpha = .87$ para las escalas de aptitudes y motivación. La presente adaptación del instrumento ha sido tomada como el modelo a ser utilizado por mi persona para aplicarlo al contexto de la investigación.

De antemano agradezco su gentileza con este estudio,

Atentamente,

ESPÍN VASQUEZ INDIRA JHULIANÉ

050300762-7



Pujilí, 13 de Junio, del 2023

MSc. Amparo de Jesus Romero Palacios

Docente de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Presente.

Yo **Espín Vásquez Indira Jhuliané** con cédula de ciudadanía No. **0503007627**, me dirijo a usted de la manera más comedida para solicitarle que participe como juez validador(a) de la traducción del instrumento que pretendo aplicar como parte de mi investigación cuyo objetivo general es describir las actitudes y la motivación frente al aprendizaje del inglés que presentan los estudiantes de quinto, sexto y séptimo de básica de la 'Unidad Educativa Jean Piaget'. Para lo cual, adjunto el instrumento a aplicarse y el formato de validación para el mismo. Dicho instrumento está realizado por Asmali (2017). Además, cabe mencionar que el instrumento ha sido sometido a un proceso de validación de consistencia interna por el autor, cuyos resultados fueron $\alpha = .85$ y $\alpha = .87$ para las escalas de aptitudes y motivación. La presente adaptación del instrumento ha sido tomada como el modelo a ser utilizado por mi persona para aplicarlo al contexto de la investigación.

De antemano agradezco su gentileza con este estudio,

Atentamente,

ESPÍN VASQUEZ INDIRA JHULIANÉ
050300762-7

Recibido
13/junio 2023
13:00
M. A.
050300762-7

Annex 3

Validations of the translation of the instrument

**UNIVERSIDAD
TÉCNICA DE
COTOPAXI**

**Carrera de
Pedagogía de los
Idiomas**

INFORMACIÓN GENERAL

VALIDEZ	SI	NO
El instrumento es aplicable	/	
APLICABLE ATENDIENDO A LAS OBSERVACIONES		
Validado por: 	C.I.: 	Firma:
Teléfono: 	Fecha: <u>14/06/2023</u>	
E-mail: @utc.edu.ec		

ASPECTOS DE VALIDACIÓN



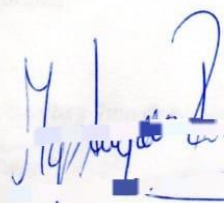





**UNIVERSIDAD
TÉCNICA DE
COTOPAXI**



**Carrera de
Pedagogía de los
Idiomas**

INFORMACIÓN GENERAL

<p>VALIDEZ</p>		<p>SI</p> <p><input checked="" type="checkbox"/></p>	<p>NO</p> <p><input type="checkbox"/></p>
<p>El instrumento es aplicable</p>		<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>APLICABLE ATENDIENDO A LAS OBSERVACIONES</p>			
<p>Validado por:</p> <p></p>	<p>C.I.:</p> <p></p>	<p>Firma:</p> <p></p>	
<p>Teléfono:</p> <p></p>	<p>Fecha: <u>14/06/2023</u></p>	<p></p>	
<p>E-mail: @utc.edu.ec</p>			

ASPECTOS DE VALIDACIÓN




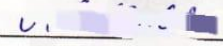

Revisar cada uno de los ítems del instrumento y marcar con una X dentro del recuadro, según el criterio que asigna a cada uno de los ítems.



**UNIVERSIDAD
TÉCNICA DE
COTOPAXI**



**Carrera de
Pedagogía de los
Idiomas**

VALIDEZ		SI	NO
El instrumento es aplicable		/	
APLICABLE ATENDIENDO A LAS OBSERVACIONES			
Validado por: 	C.I.: 	Firma: 	
Teléfono: 	Fecha: <u>17/07/2023</u>		
E-mail: <u>@utc.edu.ec</u>			

Annex 4

Applied Instrument

Encuesta sobre la actitud y motivación de los estudiantes frente al aprendizaje del inglés

Nombre del encuestador: Indira Jhuliané Espín Vásquez

La presente encuesta tiene como objetivo describir la actitud y motivación de los estudiantes de 5to, 6to y 7mo de básica frente al aprendizaje del inglés en la ‘Unidad Educativa Jean Piaget’.

Instrucciones: Leer con atención y pintar la respuesta de la manera más honesta.

Expresiones		Si	Un poco	No	No sé
1.	Me gustaría continuar aprendiendo inglés				
2.	Aprender inglés es divertido				
3.	Mis padres dicen que aprender inglés es importante				
4.	Me agrada mi profesor de inglés				
5.	Nuestro libro de inglés es divertido				
6.	Mis padres están felices que aprenda inglés				
7.	Me gusta el inglés				

8.	Estoy deseando que lleguen las clases de inglés				
9.	Soy bueno en el inglés				
10.	Es fácil aprender inglés				

Expresiones	Respuestas
¿Cuál es el momento más feliz para ti en las clases de inglés?	Jugar
	Escribir
	Cantar
	Repetir palabras
¿Por qué aprendes inglés?	Hablar con turistas
	Porque son nuestras clases
	Para hablar inglés
	Porque me gusta
.	Jugar

<p>¿Qué es lo más aburrido para ti en las clases de inglés?</p>	Cantar
	Escribir
	Repetir palabras
	Esperar que mis compañeros terminen la actividad
<p>¿Cuál es tu actividad favorita en las clases de inglés?</p>	Escribir
	Decir palabras
	Pintar
	Actividades de cortar y pegar
	Cantar
	Jugar
	Repetir palabras
<p>.</p>	Repetir palabras
	Jugar
	Responder las preguntas del profesor

¿Qué es lo más difícil para ti en las clases de inglés?	Pintar
	Actividades de cortar y pegar
	Escribir
	Cantar
	Decir palabras

Annex 5

Letter of acceptance addressed to the rector of the Unidad Educativa "Jean Piaget"



Carrera de
Pedagogía de los
Idiomas

M. Sc., Nora Tapia

RECTORA DE LA UNIDAD EDUCATIVA "JEAN PIAGET"

Presente.-

De nuestras consideraciones

Yo, Indira Jhuliané Espín Vásquez, alumna de la **Universidad Técnica de Cotopaxi** pertenecientes al **Octavo** semestre, paralelo "A" de la Carrera de **Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés**, solicito a usted muy comedidamente autorizar el desarrollo de la investigación acerca de **'Students' Attitudes and Motivation Towards English Learning'** en su prestigiosa institución de su acertada regencia en el periodo académico **2022 – 2023**, cuyos resultados serán parte del proyecto que se presentará como proceso de titulación. Cabe destacar que la investigación se desarrollará observando lineamientos éticos y sus resultados se utilizarán únicamente con fines académicos y de divulgación científica.

FACULTAD DE CIENCIAS HUMANAS Y EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS – OCTAVO A

Estudiante	Número de cédula	Firma
Indira Jhuliané Espín Vásquez	0503007627	

FIRMA Y SELLO

Annex 6

Informed Consents



Carrera de
Pedagogía de los
Idiomas

HOJA DE CONSENTIMIENTO INFORMADO

Título de investigación: 'Students' Attitudes and Motivation Towards English Learning'

Investigador: Indira Jhuliané Espín Vásquez 0503007627

Contacto institucional: indira.espin7627@utc.edu.ec

Extensión Pujilí (593) 03 2252205 / 2252307 Ext. 203

Yo, Sol en calidad de tutor de los estudiantes de Quinto Año de la Unidad Educativa "Jean Piaget" consiento que Indira Jhuliané Espín Vásquez estudiante de la Universidad Técnica de Cotopaxi extensión Pujilí, utilice la información y comentarios derivados de la investigación denominada '**Students' Attitudes and Motivation Towards English Learning**' de mis representados, que emiten de manera voluntaria, para fines académicos y científicos, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlos de manera personal.

Firma

C.I.: 0503007627



HOJA DE CONSENTIMIENTO INFORMADO

Título de investigación: 'Students' Attitudes and Motivation Towards English Learning'

Investigador: Indira Jhuliané Espín Vásquez 0503007627

Contacto institucional: indira.espin7627@utc.edu.ec

Extensión Pujilí (593) 03 2252205 / 2252307 Ext. 203

Yo, Sra. [Redacted] en calidad de tutor legal de los estudiantes de Sexto consiento que Indira Jhuliané Espín Vásquez estudiante de la Universidad Técnica de Cotopaxi extensión Pujilí, utilice la información y comentarios derivados de la investigación denominada '**Students' Attitudes and Motivation Towards English Learning**' de mis representados, que emiten de manera voluntaria, para fines académicos y científicos, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlos de manera personal.

Latacunga, 14 de junio de 2023

[Redacted Signature]

Firma

C.I.: [Redacted]



HOJA DE CONSENTIMIENTO INFORMADO

Título de investigación: 'Students' Attitudes and Motivation Towards English Learning'

Investigador: Indira Jhuliané Espín Vásquez 0503007627

Contacto institucional: indira.espin7627@utc.edu.ec

Extensión Pujilí (593) 03 2252205 / 2252307 Ext. 203

Yo, Alejandro en calidad de tutor legal de los estudiantes de Séptimo..... consiento que Indira Jhuliané Espín Vásquez estudiante de la Universidad Técnica de Cotopaxi extensión Pujilí, utilice la información y comentarios derivados de la investigación denominada '**Students' Attitudes and Motivation Towards English Learning**' de mis representados, que emiten de manera voluntaria, para fines académicos y científicos, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlos de manera personal.

Latacunga, 16 de junio de 2023



Firma

C.I.: 600000000



HOJA DE CONSENTIMIENTO INFORMADO

Título de investigación: 'Students' Attitudes and Motivation Towards English Learning'

Investigador: Indira Jhuliané Espín Vásquez 0503007627

Contacto institucional: indira.espin7627@utc.edu.ec

Extensión Pujilí (593) 03 2252205 / 2252307 Ext. 203

Yo, [Redacted] titularidad de psicólogo de los estudiantes de la Unidad Educativa "Jean Piaget" consiento que Indira Jhuliané Espín Vásquez estudiante de la Universidad Técnica de Cotopaxi extensión Pujilí, utilice la información y comentarios derivados de la investigación denominada '**Students' Attitudes and Motivation Towards English Learning**' de mis representados, que emiten de manera voluntaria, para fines académicos y científicos, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlos de manera personal.

Latacunga, 16 de junio de 2023

[Handwritten Signature]

Firma

C.I.: 05-25-370