



UNIVERSIDAD TÉCNICA DE COTOPAXI

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA MODALIDAD: INFORME DE INVESTIGACIÓN

Título:

The role of motivation in EFL students' learning

Trabajo de titulación previo a la obtención del título de Magíster en Lingüística
Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera

Autor:

Luis Antonio Sisalema Baño

Tutor:

Olga Lorena González Ortiz PhD.

**LATACUNGA –ECUADOR
2023**

APROBACIÓN DEL TUTOR

En mi calidad de Tutor del Trabajo de Titulación “The role of Motivation in EFL students’ learning” presentado por Luis Antonio Sisalema Baño, para optar por el título magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera

CERTIFICO

Que dicho trabajo de investigación ha sido revisado en todas sus partes y se considera que reúne los requisitos y méritos suficientes para ser sometido a la presentación para la valoración por parte del Tribunal de Lectores que se designe y su exposición y defensa pública.

Latacunga, febrero, 17, 2023

.....
PhD. Olga Lorena González Ortiz
CC. 1002377271

APROBACIÓN TRIBUNAL

El trabajo de Titulación: “The role of Motivation in EFL students’ learning”, ha sido revisado, aprobado y autorizada su impresión y empastado, previo a la obtención del título de Magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera; el presente trabajo reúne los requisitos de fondo y forma para que el estudiante pueda presentarse a la exposición y defensa.

Latacunga, febrero, 17, 2023



Mg. Marco Paúl Beltrán Semblantes
CC. 0502666514
Presidente del tribunal



Mg. Amparo de Jesús Romero Palacios
CC. 0501369185
Miembro tribunal 2



Mg. Eduardo Vladimir Sandoval Vizueté
CC. 0502104219
Miembro tribunal 3

DEDICATORIA

Este trabajo de investigación va dedicado con todo mi amor a mis preciosos hijos Isaac y Francis (Panchito) quienes con su dulzura y amor me acompañaron en mis desvelos animándome a culminar este sueño, ahora si amores por fin lo logramos. A mi hermana Jaqueline por enseñarme que la vida te da golpes, pero con fe y esperanza se puede superar cualquier obstáculo, a mis sobrinos Esteban y Daniela, ojalá algún día yo me convierta en su fuerza para que puedan seguir avanzando en su camino.

Luis Sisalema

AGRADECIMIENTO

Con mucho cariño a ti Dios por ser mi guía y permitirme culminar con éxito un sueño más, a mis padres Aurelio y Esmeralda, quienes han sabido guiarme y motivarme a superarme profesionalmente.

A mi esposa que, con su amor y paciencia, me ayudo alcanzar mis objetivos. A mis suegros por su apoyo incondicional, por estar conmigo en todo momento gracias.

A mi tutora PhD. Olga Lorena Gonzales Ortiz que, gracias a su guía y supervisión me ayudo a culminar con éxito este trabajo.

A mi querida Institución Educativa “Alfonso Ricardo Troya” por abrirme sus puertas y permitirme realizar mi investigación, y a todos mis compañeros y amigos, gracias por motivarme a culminar este sueño.

A la Universidad Técnica de Cotopaxi, a mis maestros por haber compartido sus conocimientos y permitirme concluir con una etapa de mi vida, a mis preciados amigos(as) por sus locuras y experiencias vividas durante este proceso.

Luis Sisalema

RESPONSABILIDAD DE AUTORÍA

Quien suscribe, declara que asume la autoría de los contenidos y los resultados obtenidos en el presente Trabajo de Titulación.

Latacunga, febrero, 17, 2023



.....
Luis Antonio Sisalema Baño
CC. 1803723939

RENUNCIA DE DERECHOS

Quien suscribe, cede los derechos de autoría intelectual total y/o parcial del presente trabajo de titulación a la Universidad Técnica de Cotopaxi.

Latacunga, febrero, 17, 2023



.....
Luis Antonio Sisalema Baño
CC. 1803723939

AVAL DEL PRESIDENTE

Quien suscribe, declara que el presente Trabajo de Titulación: “The role of Motivation in EFL students’ learning”, contiene las correcciones a las observaciones realizadas por los miembros del tribunal en la pre defensa.

Latacunga, febrero, 17, 2023



.....
Mg. Marco Paúl Beltrán Semblantes
CC. 0502666514

UNIVERSIDAD TÉCNICA DE COTOPAXI
DIRECCIÓN DE POSGRADO

**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL
IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

Título: The role of motivation in EFL students' learning

Autor: Sisalema Baño Luis Antonio

Tutor: Olga Lorena González Ortiz PhD.

RESUMEN

La presente investigación tiene como finalidad conocer la influencia de la motivación en el aprendizaje del inglés como lengua extranjera en los estudiantes de 10mo de EFL en la “ESCUELA ALFONSO RICARDO TROYA. La investigación tuvo un enfoque de método mixto, de tal manera que se apoyó en una indagación documental bibliográfica, de campo y de intervención social. El tipo de investigación fue descriptivo combinado con una asociación de variables independiente (Motivación) y dependiente (Aprendizaje de estudiantes de inglés como lengua extranjera). La técnica para la recolección de datos fue una encuesta que se realizó a 34 estudiantes, esta encuesta se desarrolló en base a un pre-test y post-test de 10 preguntas abiertas y cerradas, con las preguntas 1 y 4 se determinó la importancia del aprendizaje del Inglés, mientras tanto que con la pregunta 5 se conoció que los temas estudiados en clase motivaron significativamente a los estudiantes, así mismo con las preguntas 6,7 y 8 se comprobó que utilizando actividades motivacionales incremento y mejoró el aprendizaje del Inglés, en cambio con las dos últimas preguntas se determinó que con el usos de recursos tecnológicos y material atractivo se motiva y se crea aprendizajes significativos. El análisis de los resultados se obtuvo aplicando el programa IBM SPSS Statistics el cual permitió comprender el problema planteado. En conclusión, se pudo demostrar que el rol de la motivación influye en el aprendizaje del idioma Inglés como también la importancia de utilizar actividades motivacionales en las clases pues permiten crear ambientes que promuevan un aprendizaje interactivo y significativo y más aún poder cumplir con las expectativas que tienen los estudiantes cuando aprenden este importante idioma.

PALABRAS CLAVES: Aprendizaje, inglés como lengua extranjera, Motivación, actividades motivacionales.

**UNIVERSIDAD TÉCNICA DE COTOPAXI
DIRECCIÓN DE POSGRADO**

**MAESTRÍA EN MAESTRÍA EN LINGÜÍSTICA APLICADA A LA
ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

Theme: The Role of motivation in EFL students' learning.

**Author: Lcdo. Luis Antonio Sisalema Baño
Tutor: PhD. Olga Lorena González Ortiz**

ABSTRACT

The purpose of this research is to know the influence of motivation in learning English as a foreign language in 10th EFL students at "ESCOLAR ALFONSO RICARDO TROYA". The research has a mixed method approach, in such a way that it is supported by a bibliographical, field, and social intervention documentary inquiry. The type of research is descriptive combined with an association of independent variables (Motivation) and dependent variables (EFL students' learning). The technique for data collection was a survey that was conducted on 34 students, this survey was developed based on a pre-test and post-test of 10 open and closed questions, with questions 1 and 4 the importance of the study English learning was determined, while with question 5 was known that the topics studied in class significantly motivated students, likewise with questions 6, 7 and 8 was found that using motivational activities increased and improved English learning, however with the last two questions was determined that with the use of technological resources and attractive material, significant learning was created. The analysis of the results was obtained by applying the IBM SPSS Statistics program which allowed to understand the problem posed. In conclusion, it was possible to demonstrate the role of motivation influences the learning of the English language as well as the importance of using motivational activities in English classes to create environments that promote interactive and meaningful learning and even more to be able to meet the students' expectations, they when they learn this important language.

KEYWORDS: English as a Foreign language, Learning, Motivation, motivational activities.

INDEX OF CONTENTS

PORTADA.....	i
APROBACIÓN DEL TUTOR.....	ii
APROBACIÓN TRIBUNAL	iii
DEDICATORIA	iv
AGRADECIMIENTO	v
RESPONSABILIDAD DE AUTORÍA	vi
RENUNCIA DE DERECHOS.....	vii
AVAL DEL PRESIDENTE.....	viii
RESUMEN.....	ix
ABSTRACT	x
INTRODUCTION.	1
1. Justification	1
2. Problem statement	3
3. Research questions	6
4. Research objectives	6
4.1 General objective.....	6
4.2 Specific objectives.....	6
CHAPTER I THEORETICAL FRAMEWORK.....	7
1.1 Theories about motivation.....	7
1.1.1 Intrinsic and Extrinsic Motivation.	7
1.1.2 Intrinsic motivation theory.....	8
1.1.3 Extrinsic motivation theory.....	8
1.1.4 Self-determination theory.....	9
1.1.5 Krashen’s Input Hypothesis	9
1.1.6 Krashen’s affective filter hypothesis.....	10
1.2 EFL students’ learning	10

1.2.1	Learning styles theory.....	11
1.2.2	Kolb’s learning style theory.....	11
1.2.3	Reid’s Perceptual Learning Styles theory.....	12
CHAPTER II. MATERIALS AND METHODS.....		15
2.1	Research approach.....	15
2.2	Research method.....	15
2.3	Type of research.....	16
2.4	Population and sample.....	16
2.5	Techniques and instruments:.....	17
2.6	Research proposal:.....	17
2.6.1	Description of the intervention.....	17
CHAPTER III.....		22
3.1	RESULTS.....	22
3.2	DISCUSSION.....	33
CONCLUSIONS AND RECOMMENDATIONS.....		34
CONCLUSIONS.....		34
RECOMMENDATIONS.....		35
BIBLIOGRAPHY.....		36
ANNEXES.....		46
ANNEX I.....		46
ANNEX II.....		49
ANNEX III.....		52
ANNEX IV.....		54
ANNEX V.....		72

CHARD INDEX

Table 1. The importance of studying English	23
Table 2. Confidence when speaking English	24
Table 3. The importance of motivation.....	25
Table 4. To be motivated increases attention.....	26
Table 5. Suitable topics to improve learning	27
Table 6. Motivational activities promote learning.....	28
Table 7. Group work activities motivates learning.	29
Table 8. Motivational activities to improve students' skills.	30
Table 9. Technology in the learning process	31
Table 10. Atractive material motivates students's learning.....	32

GRAPHICS INDEX

Graph 1. The importance of studying English	23
Graph 2. Confidence when speaking English	24
Graph 3. The importance of motivation.....	25
Graph 4. To be motivated increases attention.....	26
Graph 5. Suitable topics to improve learning.....	27
Graph 6. Motivational activities promote learning	28
Graph 7. Group work activities motivates learning.	29
Graph 8. Motivational activities to improve students' skills.	30
Graph 9. Technology in the learning process.....	31
Graph 10. Atractive material motivates students's learning.....	32

INTRODUCTION.

Motivation is a crucial factor that drives human behavior, guiding us toward our goals and aspirations. It is the force that propels us forward, providing us with the energy and determination to pursue our dreams and overcome obstacles. Motivation can be influenced by a variety of factors, including our beliefs, values, emotions, and environment. Understanding motivation is essential for personal growth, success in the workplace, and overall well-being. In this rapidly changing world, it is important to stay motivated, adaptable, and resilient in the face of challenges.

Thus, in terms of education effective teachers understand the importance of motivation in language learning and are skilled at creating a positive and engaging learning environment. They can inspire students to develop a love for the language, by introducing them to interesting and relevant materials, using a variety of teaching activities to cater to different learning styles, and providing regular feedback and encouragement (Zaree, 2017, p. 37).

Additionally, this research presents meaningful information for teachers who want to notice the importance of motivation and how it could help them to improve their teaching approaches by encouraging students to use English in real-life situations, such as through motivational activities, teachers can help students develop the confidence and skills needed to communicate effectively in English.

1. Justification

This research is important for both teachers and students because it focuses on the importance of motivation as well as motivational activities. Since that it is a crucial factor in the success of English as a Foreign Language (EFL) learning. There is a vast body of research highlighting the importance of motivation in EFL students' learning around the world. According to Rahimi et al. (2021) writes, “Motivation is essential for EFL learners to persist in language learning, especially when facing challenges and obstacles” (p.20). The study finds a positive correlation between motivation and EFL learners' achievement, highlighting the importance of motivation in language learning.

In addition, another study by Chen (2019) emphasizes, “the role of motivation in EFL learners' willingness to communicate in English” (p.46). The study focuses on how motivation positively correlated with students' self-efficacy and willingness to communicate in English, which in turn, led to better language proficiency. So, motivation plays a vital role in EFL students' learning around the world. Motivated learners are more likely to persist in language learning, adopt effective learning strategies, communicate more in English, participate actively in classroom activities, and achieve better learning outcomes.

Furthermore, motivation is a crucial factor in English as a foreign language (EFL) students learning in Latin America, an example is in their study on the motivational activities used by EFL teachers in Colombia, Henao et al. (2019) found that teachers' motivational strategies significantly influenced their students' motivation and performance. The authors concluded that "motivation is a critical factor for effective EFL learning, and teachers should incorporate motivational strategies in their instructional practices" (p. 124).

Therefore, this research is very useful because it encourages finding motivational strategies that increase the student's desire to learn and to improve their skills through applying playful activities that arise motivation in the classroom which is the main problem detected in students.

A study by Berendsen et al. (2022) on the relationship between motivation and English proficiency among Chilean university students found a positive correlation between motivation and English proficiency. The authors concluded that "students who are motivated to learn English are more likely to achieve a higher level of proficiency" (p. 157). So, this study demonstrates that motivation is a critical factor in EFL learners' learning outcomes in Latin America. Teachers should incorporate motivational strategies in their instructional practices, and learners' intrinsic motivation, interest in the language, and belief in their ability to learn the language should be fostered to enhance their EFL learning.

The COVID-19 pandemic has disrupted traditional learning methods and has had a significant impact on EFL students' motivation in Ecuador. In a study by Matts et al. (2021), they found that "the lack of face-to-face interaction and reduced social support during the pandemic harmed EFL students' motivation." (p.7). This study indicates that maintaining and fostering EFL students' motivation during and after the pandemic is critical in promoting their language learning and development in Ecuador. Therefore, EFL teachers should implement motivational strategies and create a positive learning environment that supports students' motivation and engagement.

Motivation when learning any subject is without a doubt the foundation and engine of learning (Martín, 2015). Therefore, this research is very useful because it encourages finding motivational strategies that increase the student's desire to learn and to improve their skills through applying playful activities that arise motivation in the classroom which is the main problem detected in students.

It is our responsibility as English teachers to promote environments that favor said motivation, making use of strategies concrete, and various materials, and updating and promoting meaningful learning in our students. The methods and theories regarding learning a foreign language and motivation must be adapted to each group, taking into account the needs of each of them.

The direct beneficiaries of this research are the students of 10th level class "A" of the School of Basic Education "Alfonso Ricardo Troya", and the indirect is the entire educational community.

2. Problem statement

English is one of the most influential languages worldwide and its acquisition depends on different factors that determine the students' success in their learning process. Thus, to examine the impact of motivational variables on the improvement of instructive forms since it permits the investigation of distinctive sorts of motivation that change agreeing to the degree of autonomy accomplished by learners, conjointly considers the interaction with the instructing environment (Vergara et al., 2019, p. 464).

The study of English as a foreign language is mandatory in Ecuador, so in public schools, the level of students' motivation affects their educational goals. According to Schütz (2019), "Learning requires important cooperation within the target dialect - common communication in which speakers are involved not with the shape of their words but with the messages they are passing on and understanding". (p. 570). Additionally, the absence of results examining the motivational profile of students at Alfonso Ricardo Troya can influence students when they tend to learn L2 properly.

Furthermore, teachers and authorities do not realize the importance of motivation in learning environments, in addition, teachers just focus in full fill their planning instead of paying attention to the students' interests, the absence of support from authorities in and out of the school is worrying and additionally, teachers feel fear of being punished when they want to change their way of teaching. Therefore, it is assumed that during the teaching and learning process we will have some effects such as unsuccessful L2 teaching, stressful class management, low speaking fluency, weak learning, and teachers and students unmotivated.

For that reason, examining the influence of the role motivation on students at Alfonso Ricardo Troya school in the school year September 2021 July 2022 is suitable and necessary because it will benefit the ELT, since that, trying to examine students' motivation in EFL learning is quite complex. Findings determine that learners feel unmotivated to learn English because of an over-focus on writing skills and grammatical structures. Pre-structured programs and uninteresting materials leave little room for communicative systems (Bahous, 2011, p. 23). A study by Pilco (2015) remarks:

Teachers do not use methodological strategies to motivate students through dynamics and games in the classroom, which causes the student does not to be motivated to acquire new knowledge. Moreover, the role of the teacher must be capable of optimizing the conditions for the teaching/learning process of foreign languages is adequate. The obsolete idea of the teacher's knowledge maintaining a single function

of control of class and explanation of the activity has been replaced by another in which conveyed other roles that foster motivation and a positive attitude to the acquisition of these second languages.

In addition, students consider that going to school is a routine. Consequently, motivation and success of learning L2 depends on many factors, but to guide students to recognize the importance of English and give them the resources to learn it will define the success or failure of teachers and learning how to motivate students is one of the most difficult components of becoming a teacher also it is, perhaps, one of the most significant.

Students that are motivated are more determined to study and collaborate, so both students and teachers love teaching a class full of enthusiastic students. According to Ghilay (2015) remarks that, “student motivation is defined as a process in which students' attention is drawn to their academic goals and their efforts are directed toward realizing their academic potential” (p.23). Thus, some learners are naturally attracted to study and are self-motivated even if a student lacks this innate desire, a good teacher can make learning enjoyable and motivate them to achieve their goals.

Thus, the materials and resources used in class influence on students’ motivation. Deci et al. (2013) emphasized that, “students must believe that the materials they are learning are relevant to the real world, while also being positively related to components of their inner makeup like as age, level of education, social views, intellectual aptitude, and emotional maturity” (p. 45). Hence, language teaching materials have a serious influence on role in language learning and teaching.

For all these reasons exposed before the **problem** has been formulated in the following way **how does the role of motivation influence on 10th EFL students’ learning at “ALFONSO RICARDO TROYA SCHOOL” in the school year 2021-2022.** For the investigation, questions have been formulated that help to identify relevant aspects that cause the research problem

3. Research questions

- How does the role of motivation influence the learning of EFL 10th grade students at the "ESCUELA ALFONSO RICARDO TROYA"?
- What are the weaknesses that students present in learning the English language?
- How the integration of motivational activities would help students in learning the English language?

4. Research objectives

4.1 General objective

- Determine how the role of motivation influences the learning of English in 10th-level students at "Alfonso Ricardo Troya school."

4.2 Specific objectives

- Diagnose the weaknesses that students present in learning the English language
- Propose motivational activities that help students to improve their learning of the English language.

CHAPTER I THEORETICAL FRAMEWORK.

1.1 Theories about motivation

Motivation has been a relevant issue in language learning during history, and it is considered essential for generating positive effects in any activity (Redondo et al., 2015), p 2). In addition, Motivation includes the biological, emotional, social, and cognitive strengths that stimulate performance. The word "motivation" is frequently used to explain why a person performs something (Cherry et al.,2022). So that, the term motivation is used as the essential factor that encourages the human being to take action to approach a particular position or take a position concerning a new condition (Rovai et al., 2007). This aspect is crucial in any activity that the human being takes, which is why it should be taken into account in the learning process. Moreover, (Purmama et al., 2019) establish that, “Motivation is one of the most significant things in the learning process”. Without motivation, the purposes of learning are tough to be achieved. When learners have it in the learning process, they will more understand with the materials, especially English” (p. 593).

1.1.1 Intrinsic and Extrinsic Motivation.

The difference between intrinsic and extrinsic motivation has been intensively studied, and the distinction has thrown crucial insight into both developmental and pedagogical method science (L.Deci et al., 2000), p. 54). According to (Rayan et al., 2022) “the foremost fundamental refinement is between natural inspiration, which alludes to doing something since it is intrinsically curiously or pleasant, and outward inspiration, which alludes to doing something since it leads to a distinguishable result.” (p. 55).

1.1.2 Intrinsic motivation theory.

It is something that motivates a person to achieve an aim that is internal because any kind of activity is developed for personal gratification without waiting for an external price. Now, intrinsic motivation occurs when students are connected due to internal rewards because they love learning or they are interested in a subject. According to Rovai et al. (2007), “understudies learn to esteem learning for its claim merits, notwithstanding of any outside components. An illustration of natural inspiration may be an understudy learning modern lexicon words since they cherish to examined” (p. 418).

Mathewson (2019) remarks that, “motivating students’ natural inspiration to memorize may be a more successful methodology to urge and keep understudies interested. And it’s more than that. Understudies learn way better when spurred this way”. So, students can show more effort in facing challenging activities that will give them a more profound understanding of the knowledge they are studying.

Thus, providing motivational activities allows the students to create a real interest in learning the English language, which is why important that must teachers create lessons with a focus on intrinsic motivation which will drive students to participate and excel.

1.1.3 Extrinsic motivation theory.

It refers to external factors that encourage or force someone to perform any activity because they want to earn a reward or avoid being punishment (Bernazzani et al., 2019). In other words, extrinsic motivation is related to external factors. Blake (2021) writes that, “the student is motivated to learn or achieve not by personal interest or desire for growth, but from a desire to please others by meeting expectations set by parents, teachers, or factors like the desired GPA”. Moreover, teachers can provide external motivation providing create a good environment in the classrooms, giving small prizes, tokens, extra credit, stickers, grades, etc. will benefit the classroom management.

Besides, extrinsically motivated students will work on a task even when they have little interest in it because they are engaged in the activity in order to earn a reward or avoid a correction, for instance, studying because they want to get a good grade.

According to Cherry (2022), “some of the time the outside compensate may be dodging discipline or a negative result. For case, somebody may lock-in in behavior to maintain a strategic distance from being disgraced or judged” (p.11).

1.1.4 Self-determination theory

The concept of self-determination influences the decisions that individuals make as well as how they manage their lives and it is linked to some important factors in their daily lives such as work, education, and health, among others, in addition it is connected with the intrinsic motivation. Indeed, Cherry (2022) remarks, “self-determination theory suggests that people are motivated to grow and change by three innate and universal psychological needs and it suggests that people can become self-determined when their needs for competence, connection, and autonomy are fulfilled” (p.12). Also, self-determination theory is an approach of human motivation and personality that proposes that people can become self-determined when their demands for competence, relatedness, and autonomy are satisfied. Lopez et al. (2021) emphasizes that “given self-determination also has a large impact on motivation. If the individual themselves believe they can manage themselves properly, they would more than likely find more motivation in whatever task they wish to carry out” (p. 23). In education, teachers should provide suitable and reliable feedback to the students since they will feel good about the work they have achieved and the progress they are having in their learning.

1.1.5 Krashen’s Input Hypothesis

A study by Krashen (1986) found:

Second language acquisition can be obtained easily with good motivation with the affective filter. The input of the information should be high quality to understand in a better way. He observes it is indispensable an affective filter to acquire a second

language through experience. It denotes an intrinsic processing system where learners can learn through effective factors. Based on this, he proposes that it is essential to have a good relationship between affective filter and SLA. It permits learners to understand the comprehensive input. Theoretically, the affective factors are fundamental to learning the SLA through the input in the teaching-learning process (p. 320).

1.1.6 Krashen's affective filter hypothesis

How the Affective filter hypothesis in the second language affects teaching on students' learning motivation toward L2 because some students have very poor performance due to they have little or not enough motivation (Du, 2009). Based on Krashen's affective filter hypothesis, which aims to cultivate students' active learning affective factors through examining the intrinsic relationship between the students' affective factors and L2 learning. Moreover, the attitudinal variables can influence the success of acquiring L2, so formal teaching does not help learners acquire a second language efficiently. He estimates that acquiring a second language shows a Natural order including grammatical morphemes and the learner's attitude toward the L2 regardless of their first language (Gozali, 2016).

1.2 EFL students' learning

There are numerous diverse hypotheses of how people learn. What takes after could be an assortment of them, and it is useful to consider their application to how your students learn conjointly how you instruct in educational programs (Dunn, 2002). To Susan et al. (2010), writes, "learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning". (p. 03). Thus, learning in education involves an understanding between prior ideas and new knowledge set up in a context.

Moreover, Learning is not something produced by *students*, but rather something learners themselves produce (Keith et al., 2022, p. 3). It is the straightforward consequence of how students understand and answer to their experiences. According to Leng (2020), "learning is a persevering alter in behavior, or within the capacity to

act in a given mold, which comes about from none or other shapes of involvement” (p. 20).

1.2.1 Learning styles theory

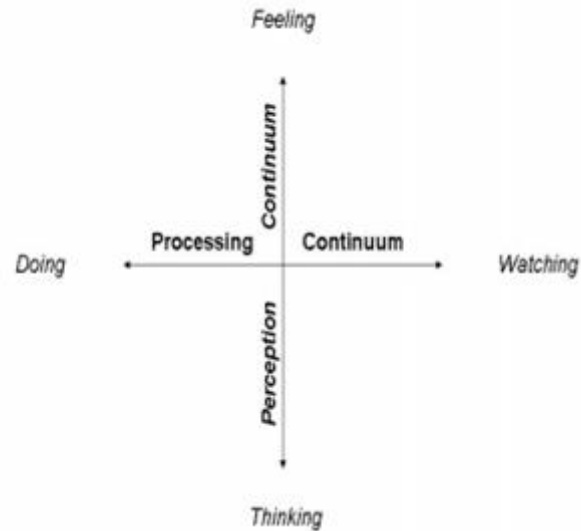
Rhalmi (2011) remarks, “learning of unused information depends on what is as of now known, so the development of information starts with our perception and acknowledgment of occasions and objects through concepts we as of now have”. Since students learn in different ways, it looks difficult to change the learning style of each student in the classroom (Malvik, 2020). For that reason, it is important that teachers should find out teaching approaches so that they can cope with various learning styles shown in students. Bacon et al. (2015) writes, “the conduct in which people regularly obtain, hold, and recover data”. Learning styles are considered to have an important role in the process of teaching and learning activity.

1.2.2 Kolb’s learning style theory.

Learning styles perform an important role in the lives of scholars. When learners identify their learning style, they will be able to combine it with their learning process (Rao, 2018). So that, according to Xu (2011), “classified people into one of four learning styles based on a scientific computation which infers from the individual’s score on a self-report instrument which measures inclinations for discernment and handling”.

So that, Kolb's learning model is based on two continuums that form a quadrant:

Figure 1 Continuum of learning according to Kolb



Source: Saul McLeod (2017)

- Processing Continuum: Our approach to a task, such as preferring to learn by doing or watching.
- Perception Continuum: Our emotional response, such as preferring to learn by thinking or feeling.

1.2.3 Reid's Perceptual Learning Styles theory.

A study by Gokalp (2013) found:

There are six perceptual learning fashion components, which are visual learning, sound-related learning, material learning, kinesthetic learning, gather learning, and personal learning.

1) Visual Major Learning. They learn well from seeing words in books, on the chalkboard, and in workbooks. They don't require as much verbal clarification as a sound-related learner, and they can frequently learn alone.

(2) Auditory Major Learning. They learn by tuning in to clarifications and hearing words rehashed boisterously. They may keep in mind information

through perusing out loud or moving their lips as they examined when learning unused stuff.

(3) Kinesthetic Major Learning. They are beyond any doubt information well when they viably take an intrigued in works out, field trips, and role-playing inside the classroom.

(4) Tactile Major Learning Style Preference. That's, working on tests in a research facility, taking care of, and building models, and touching and working with modern materials give them the most successful learning situations.

(5) Group Major Learning. They esteem gather interaction and classwork with other understudies, and they keep in mind data way better when they work with two or three classmates. and they will be more fruitful in completing work well when they work with others.

(6) Individual Major Learning. They get it fabric best when they learn it alone, and they make way better advance in learning when they work by themselves. They learn best when they work alone.

In addition, when we talk about learning and teaching, we realize how children, teenagers, and adults learn and what the process needs to be followed to reach for acquiring an L2, so there are some of them:

Behaviorism:

McLeod (2020) writes, “ behaviorism is a theory of learning which states all behaviors are learned through interaction with the environment through a process called conditioning” (p. 24). Moreover, certain activities, such as imitation, guide the development of language. According to behaviorists, children directly select the speech through interactions with their surroundings.

Cognitivism:

Cognitivism could be a theory of learning that considers almost the method that happens inside of the learners. Wijayanti (2013) remarks, “it stresses on the process

happens inside the human mind, acquisition of the language, and internal mental structure and the role of teacher is to understand students ‘positions that will influence to the learning outcome’ (p. 36).

Constructivism:

Which its founder was Piaget and teachers apply it every single day in their classes to help students learn. Mukhalalati et al. (2019) adds, “knowledge is actively constructed based on a learner’s environment, the constructivist theory approaches pedagogy and learning holistically, focusing comprehensively on the internal cognitive mechanisms that underlie the learning processes, participation, and social interaction”. (p. 69). Moreover, instructors must advance collaboration and alter their lessons based on the earlier level of performance of the lesson. Once they recognize students’ existing information, teachers must work to develop their understanding of those contents (Kurt, 2021).

The Nativist Theory:

This theory took force in the 20th century and is attributed to the linguist Noam Chomsky who affirms that children learn a language naturally (Universal grammar). In other words, the language children are uncovered to is exceptionally small and accurately shaped. When individuals talk, they make slips of the tongue, frequently hinder themselves, alter their minds, and so on, so the listening around them isn't fair replicated. They learn the rules of the dialect and utilize them to create sentences they’ve never listened to from anybody or anywhere (Xavier, 2020)

CHAPTER II. MATERIALS AND METHODS.

2.1 Research approach

This research approach was mix method (qualitative and quantitative). Qualitative strategy implants an included advantage to the exploratory capability that researchers got to investigate and examine their investigation considers. According to Alase (2017) “qualitative approach permits analysts to advance and apply their interpersonal and subjective aptitudes to their investigation exploratory forms”. In general, in the world of education, qualitative research has the objective of describing the process of educational activities based on what is in the field as study material.

Moreover, it was quantitative because it will use a survey which will be applied to a define number of students. Bhandari (2022) remarks, “a quantitative approach is a method of collecting and analyzing numerical information. It can be utilized to discover designs and midpoints, make expectations, test causal connections, and generalize comes about to more extensive populaces”. Furthermore, it used an intentional statistical process for convenience, in other words, the researcher selects the population and the specific number of students as well as the tool that will help to identify if through motivation students are influenced in learning the English language.

For that reason, the researcher used the mix method approach because he measured something moreover, he explored ideas, aspects, qualities, thoughts, and meanings.

2.2 Research method

The case study was used because is the most greatly used strategy in the educational world and researchers select this method as a strategy without understanding the factors or variables that can influence the result of their investigation. Since

significant time and assets are required in conducting the investigation (Yasir Rashid, 2019). In addition, the case study was applied on students of 10th year of basic education to analyze the role of motivation and its influence on the process of learning the English language and another relevant factors that helped to carry on the research to develop the proposal as well the investigator knew students' points of view and thoughts about how important is the role of motivation in their learning process.

2.3 Type of research

The research method was descriptive. The descriptive approach points to precisely and methodically portray a populace, circumstance, or marvel. It can reply to what, where, when, and how questions, but not why questions. Not at all like in exploratory inquire about, the analyst does not control or control any of the factors, but as it were watches and measures them (McCombes, 2022). Moreover, according to Hunter et al., (2019), "To address a specific research aim, the primary author believed that an exploratory descriptive qualitative approach was the most suitable. A subsequent review of the relevant literature identified a number of published research articles, which claimed to use an "exploratory descriptive qualitative" design". Furthermore, descriptive research is based on the premise that problems can be solved and practices improved through observation, analysis, and description. The most common descriptive research method is the survey, which includes questionnaires, personal interviews, phone surveys, and normative surveys. It is widely used in education, nutrition, epidemiology, and the behavioral (Koh et al., 2000). Thus, the researcher used this method because it provided a good perception of the functioning of a phenomenon and how the factors or elements that compose it behave.

2.4 Population and sample

The participants that were considered for this research are from Alfonso Ricardo Troya which consists of two working days morning and afternoon additionally it constitutes a total of 670 students and by a simple, random, and intentional sampling 10th level of basic education belonging to the morning section was chosen, which with a total of 34 students with an average age of 13 to 15 years old, divided into 10 boys and 24 girls

who are legally enrolled in the current school year will take part of this research to analyze the role of motivation in their English process. In addition, it is important to clarify that it was not used any statistical method to take the sample, that is why the intentional sampling was carried out. Also, this sampling is available and appropriate, thus the level of English is suitable because they reach A2 according to CEFR which is one of the requirements of this research and for the objectives which were set up.

2.5 Techniques and instruments:

In the present investigation, the survey was used as a technique and as a questionnaire instrument (pre-test/post-test) that was addressed to 10th-level students to gather information according to the topic raised. A pre-test was carried out to analyze the importance of motivation in the learning of English, and with the post-test, it was determined whether or not the integration of said activities was significant.

2.6 Research proposal:

The application of motivational strategies allows students to have opportunities to improve their learning in environments where they can feel committed to their training process through innovative and interactive motivational activities that allow learning the English language. In addition, English classes will not be monotonous, and they will be directed to situations where motivation contributes to student's learning by using an adequate pedagogy. Thus, this current research proposal focuses on motivational activities such as song, games, word search and crossword puzzles that allowed learners to increase their motivation when they acquire the L2 dynamically and interactively.

2.6.1 Description of the intervention.

After having carried out the research at "Alfonso Ricardo Troya" School, it has been detected that motivation influences the learning of the English language, considering that motivation is a very important factor in the development of activities within the classroom and at the same time allows the student to maintain a positive posture towards learning and developing their linguistic skills.

In addition, is aware for students and teachers that applying encouraged activities benefits the acquisition and even more get better results in terms of the teaching and learning process. Thus, motivational activities will benefit students, and teachers and at the same time show the authorities the importance that these activities to activate deep learning in English classes in the tenth-year students at “Alfonso Ricardo Troya” School.

Then, the current intervention started on May 2nd, 2022 with the application of a survey that allowed knowing with more certainty the activities that tenth-year students like the most as well as measure the level of students’ motivation in learning English (AMTB Survey prepared by Gardner), with this relevant information the intervention was planned in three moments. The first moment was based on establishing motivational activities that allowed to guide the process of the proposal, this means, planning, action and reflection, and of course moment of evaluation.

The second moment was based on the pedagogical models that the teacher supported the proposal and allowed it to comply with the stated objectives, such as the constructivist model. According to Zajda (2021) “The key idea of constructivism is that meaningful knowledge and critical thinking are actively constructed, in a cognitive, cultural, emotional, and social sense, and that individual learning is an active process, involving engagement and participation in the classroom” (p. 12).

Even more this model facilitates the learning process and motivates learners to become the protagonists of their learning as we can see on the activity planned on May 5th, 2022 through a music at the beginning of the class, the song was faded which was suitable for students’ level of English and even more this song motivated them to learn, it was played for over 40 minutes, jointly using material such as worksheets, lyrics of the song and teachers’ tools like radio and overhead projector that also was very useful to develop the activity dynamically and enjoyable.

In the second intervention which accured on May 9th, 2022, in this time the researcher used a crossword activity to practice and learn more verbs in the simple past tense, and to motivate the students to learn English, this crossword puzzle had some past verbs

for the students to practice. They completed the puzzle by finding the correct past tense verbs for each description and also the teachers used technological tools to make the class pleasant. The time was 40 minutes. In addition, the teacher used the Learner-Centered Approach that Olugbenga (2021) remarks, “A learner-centered approach views learners as active agents. They bring their own knowledge, past experiences, education, and ideas – and this impacts how they take on board new information and learn” (p. 25). Thus, this approach focuses on learners' individual needs and let them create, communicate, think critically, and choose but overall take care of them as a big family, empathize with them, and immerse them in challenging activities.

The third moment was based on the structure itself of the proposal that is based on motivational activities such as songs, games, word search, and crossword puzzles jointly applying with the methodology and approach before exposed in which the students are the main actor of the teaching and learning process. In addition, the material used in the classes as well as the technological resources allowed to catch students' attention even more helping to motivate the learning in the class

On May 12th, 2022, with the use of a word search for over 40 minutes to make students learn specific vocabulary about holidays and tourism. It is important to point out that this kind of motivation activity allows students not to get bored in class and obtain a dynamic environment of learning and even more facilitate the assimilation of the knowledge, in addition, worksheets were important to develop this activity as well as technological tools.

On May 16th, 2022. In this time the researcher applied a bingo game, this activity is commonly used in the classroom since it is an easy game and everybody can play it. For this reason, the teacher used Bingo as a motivational activity because learners feel motivated and get confident during the process of learning. The time required for this game was 40 minutes as well as worksheets and technology tools were required.

On May 19th, a role-play was applied in this class to enhance students' skills since in this activity which 40 minutes were required in it the learners practiced and role played a conversational situation in a restaurant, it is an effective language teaching tool that

involves all of the students interactively because role plays also promote and maintain students' motivation, by delivering an environment that is full of fun and entertainment. In addition, it promotes collaborative group work.

On May 27rd, a crossword puzzle was used to motivate students practice the form of irregular verbs, since that these verbs need to be learnt by heart. Additionally, a cross word puzzle is a tactic activity to get students more engaged and paying attention to the information the teacher is presenting.

June 3rd, a motivational game was applied to increase students' interest in learning new vocabulary about technology and also to reinforce spelling. In the classroom, playing games boosts student motivation in general. Students are driven to learn, pay attention, and participate in assigned tasks when they are playing games. Games encourage students to take ownership of their own learning and to work as a team (Victoria, 2022)

On June 6th, a song was used by the researcher to motivate students to reinforce action verbs for 40 minutes. Additionally, songs are one of the most pleasing ways to motivate students to learn English and encourage fluency, further correct accent, and improve speech. Using songs helps learners enhance their listening and pronunciation skills. Also, students could enrich their language skills, therefore, is an ideal technique to support the new English vocabulary, jointly with worksheets that make this activity more accurate.

On June 13th, 2022, the researcher applied the post-test to verify if the intervention had influenced the students' motivation in the English learning process. Due to the strike the post-test was applied in a virtual way through out a link made in forms.

2.7 Data analysis plan:

The data processing was carried out through the application of a post-test, which granted information to measure the role of motivation in the learning of English regarding the application of this research

The techniques used in the research are:

- Once the information was collected, the questionnaire data was tabulated correctly.
- Subsequently, the frequencies were translated into percentages by applying the IBM **SPSS** Statistics program. This software provides researchers with tools to quickly query data and formulate hypotheses, run procedures to clarify relationships between variables, identify trends, and make predictions.
- The statistical tables were represented graphically.
- The statistical results were analyzed and interpreted.

CHAPTER III.

3.1 RESULTS

Through the collection of data obtained through the post-test of tenth-year students of the “Alfonso Ricardo Troya” School, it proceeded to carry out the corresponding tabulation, analysis, and interpretation of results.

The data obtained are presented in the frequency tables containing the alternatives of each question, with their respective percentage, according to the totality of the population surveyed.

In the same way, the graphical representation of results is shown in the form of graphs for each question and item.

To validate the questionnaire, the SPSS program was used, so that the research has a high level of reliability.

After the numerical analysis, of each question, the analysis and interpretation were made based on the results.

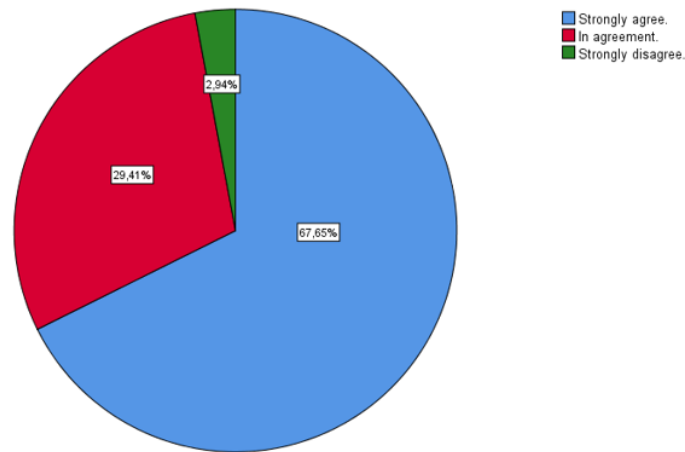
Question 1. Studying English is important because I will be able to communicate better with English-speaking people.

Table 1. The importance of studying English

		Frequency	Percentage	Percentage Valid	Percentage accumulated
Valid	Strongly agree.	23	67,6	67,6	67,6
	In agreement.	10	29,4	29,4	97,1
	Strongly disagree.	1	2,9	2,9	100,0
Total		34	100,0	100,0	

Produced by: Luis Sisalema

Source: Survey from 10th level students of “Alfonso Ricardo Troya School”.



Graph 1. The importance of studying English

Analysis: 34 students surveyed, 67.65% indicate that they are strongly agree with the study of English will benefits their communication with English-speaking people, 29.41% mention that they are in agreement while 2,94% respond that they are strongly disagree. Rumsey (2020) writes, “Studying a foreign language can increase cultural knowledge and can help you feel more confident when travelling, also a fact that learning a second language improves brain functionality” (p. 86).

Interpretation: Most students strongly agree that studying English will help them to develop better in their professional life and will provide them with many opportunities to achieve their goals in the future.

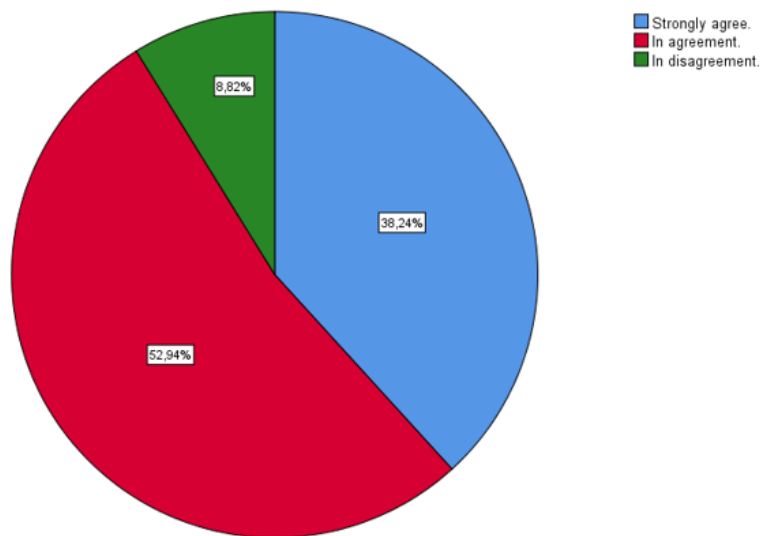
Question 2. I feel very comfortable when I have to speak in English.

Table 2. Confidence when speaking English

		Frequency	Percentage	Percentage Valid	Percentage accumulated
Valid	Strongly agree.	13	38,2	38,2	38,2
	In agreement.	18	52,9	52,9	91,2
	In disagreement.	3	8,8	8,8	100,0
	Total	34	100,0	100,0	

Produced by: Luis Sisalema

Source: Survey from 10th level students of "Alfonso Ricardo Troya School".



Graph 2. Confidence when speaking English

Analysis: 38.24% of students surveyed indicate that they are strongly agree about feel comfortable when they have to speak in English, 52.94% indicate that they are in agreement when they speak English, meanwhile that 8.82% mention that they are in disagreement.

Interpretation: A good part of 10th-level students feels very comfortable when they have to speak in English, since they learn a new language and know a new culture and customs, in addition, feeling relaxed allows them to improve their skills and increase the desire to participate attention in the classroom.

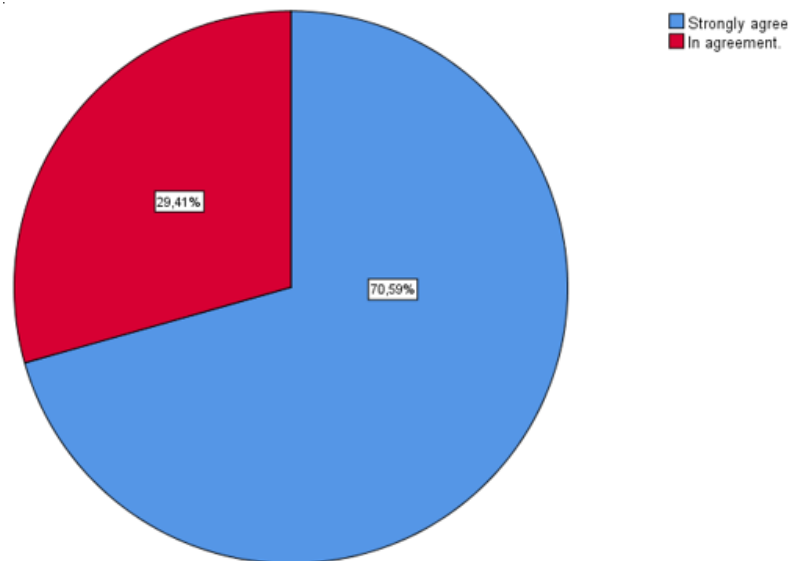
Question 3. Did you consider that motivation was important for learning the English language?.

Table 3. The importance of motivation.

		Frequency	Percentage	Percentage Valid	Percentage accumulated
Valid	Strongly agree	24	70,6	70,6	70,6
	In agreement.	10	29,4	29,4	100,0
	Total	34	100,0	100,0	

Produced by: Luis Sisalema

Source: Survey from 10th level students of “Alfonso Ricardo Troya School”.



Graph 3. The importance of motivation.

Analysis: In the question about whether they consider that motivation is important for learning the English language, it shows that 70.59% strongly agree and with 29.41% they are in agreement that motivation is important.

Interpretation: Motivation is extremely important for students, it revitalizes the classroom, and makes the lessons more attractive and dynamic, allowing teachers and students to become partners and the main actors in the path of learning a new language. Tambo et al. (2022) emphasizes that “motivation has become a very important factor in the process of teaching and learning of students, including adequate motivational strategies in the classroom.” (p. 5).

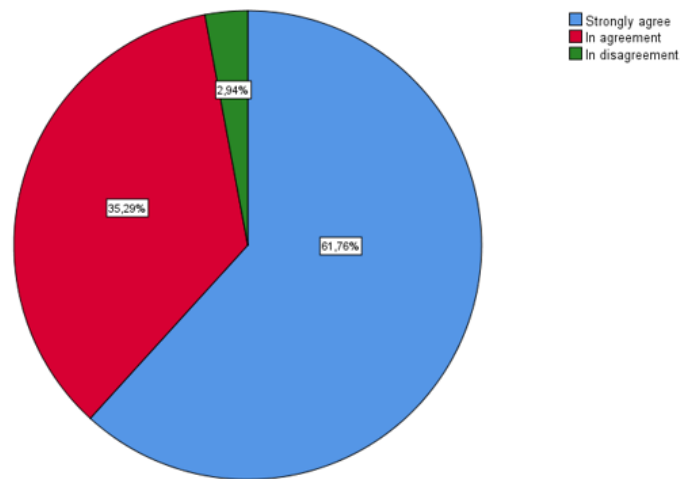
Question 4. If I am motivated I learn English better, I am aware of the work and I do not get distracted.

Table 4. To be motivated increases attention.

		Frequency	Percentage	Percentage Valid	Percentage accumulated
Valid	Strongly agree	21	61,8	61,8	61,8
	In agreement	12	35,3	35,3	97,1
	In disagreement.	1	2,9	2,9	100,0
	Total	34	100,0	100,0	

Produced by: Luis Sisalema

Source: Survey from 10th level students of “Alfonso Ricardo Troya School”.



Graph 4. To be motivated increases attention.

Analysis: 61.76% of the students surveyed indicate that they strongly agree when they are motivated, they are not distracted, 35.29% indicate that they agree that motivation motivates their learning, while a 2.94% mention a disagreement.

Interpretation: Most of the students surveyed state that when they are motivated, they learn English better, they are attentive to work, and they are not distracted, for this reason, the student should be motivated in the classroom as it contributes positively to the teaching-learning process and motivation allows. Mina (2019) adds, “motivation plays a relevant issue for the students since it would move them toward participation in class.” (p. 11).

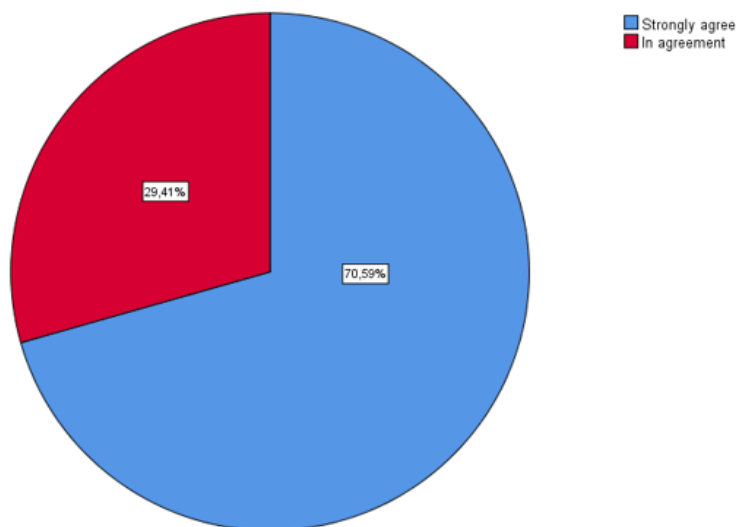
Question 5. Did you consider that the topics studied in class helped in your learning?.

Table 5. Suitable topics to improve learning

		Frequency	Percentage	Percentage Valid	Percentage accumulated
Valid	Strongly agree	24	70,6	70,6	70,6
	In agreement	10	29,4	29,4	100,0
	Total	34	100,0	100,0	

Produced by: Luis Sisalema

Source: Survey from 10th level students of “Alfonso Ricardo Troya School”.



Graph 5. Suitable topics to improve learning

Analysis: In the question, do you consider that the topics discussed in class helped your learning, 70.59% affirm that they are strongly agree, and 29.41% state that they are in agreement.

Interpretation: Taking the above data as a starting point, it can be deduced that the topics that the teacher chose for teaching English were very helpful for students and motivate themselves and improve their learning, in addition, students today seek to participate in their learning. and can recognize activities which are interested to them will improve the acquisition of a second language. Hanna et al. (2021) states, “with thoughtful topics, such design can support deeper collaboration among teachers and pupils, foster knowledge sharing, and even develop pupils’ motivation.” (p. 12).

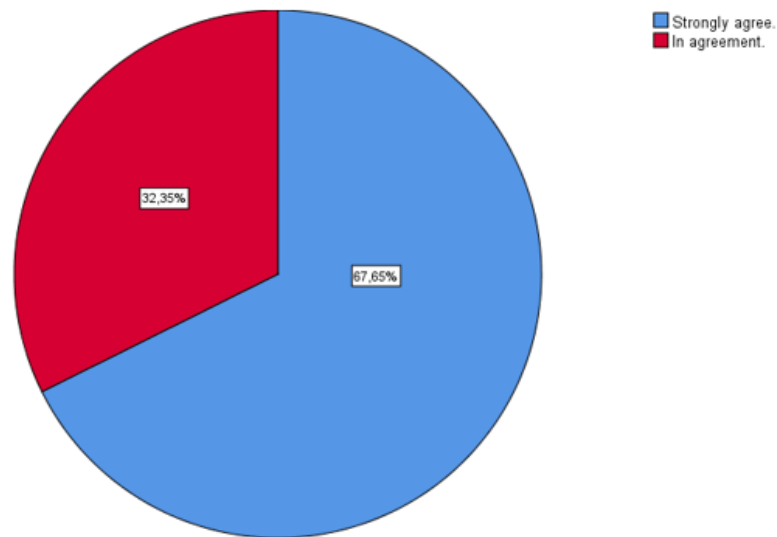
Question 6. Motivational activities such as songs, games, crossword puzzles and word search motivated your learning of English.

Table 6. Motivational activities promote learning.

		Frequency	Percentage	Percentage Valid	Percentage accumulated
Valid	Strongly agree.	23	67,6	67,6	67,6
	In agreement.	11	32,4	32,4	100,0
	Total	34	100,0	100,0	

Produced by: Luis Sisalema

Source: Survey from 10th level students of “Alfonso Ricardo Troya School”.



Graph 6. Motivational activities promote learning

Analysis: Motivational activities motivate learning, 67,65% of the students surveyed affirmed that they are strongly agree, and 32,35% stated that they are in agreement.

Interpretation: It is considered that motivational activities are very important resources to establish motivation in the classroom and avoid fatigue and lack of attention that occurs when the student has to maintain attention for long periods. Paredes (2017) writes, “motivational activities should be including in the teaching and learning process, since it is effective in motivational and vocabulary aspects”

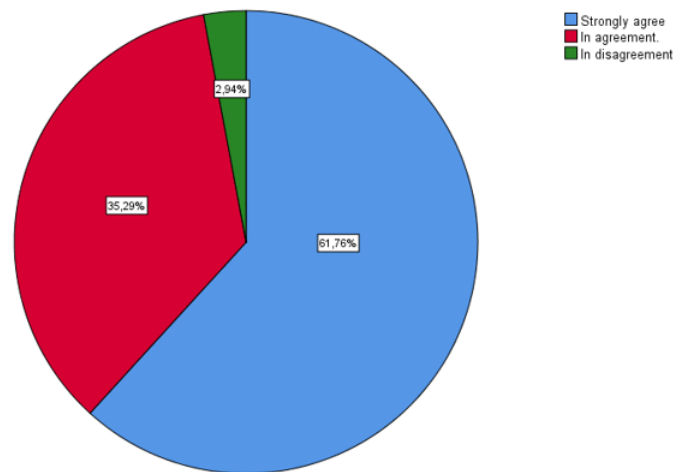
Question 7. Group work motivated your learning of the English language and strengthened their knowledge.

Table 7. Group work activities motivates learning.

		Frequency	Percentage	Percentage Valid	Percentage accumulated
Valid	Strongly agree	21	61,8	61,8	61,8
	In agreement.	12	35,3	35,3	97,1
	In disagreement	1	2,9	2,9	100,0
	Total	34	100,0	100,0	

Produced by: Luis Sisalema.

Source: Survey from 10th level students of “Alfonso Ricardo Troya School”.



Graph 7. Group work activities motivates learning.

Analysis: In the question about group work activities, 61, 76%, affirm that they are strongly agree, and 35,29% stated that they are in agreement and 2,94% indicate that they are in disagreement.

Interpretation: The surveyed students indicate that working in groups motivates them and helps to strengthen their knowledge, in addition, significant learning is promoted in the students since a more interactive and dynamic training space is provided the learning process will arise, thus students are in charge of building their knowledge through collaborative work among them. Harmer 2007 (as cited in Vallarino, 2022) suggests that “group work has shown to have positive results when it comes to creating a harmonious learning environment.” (p. 1)

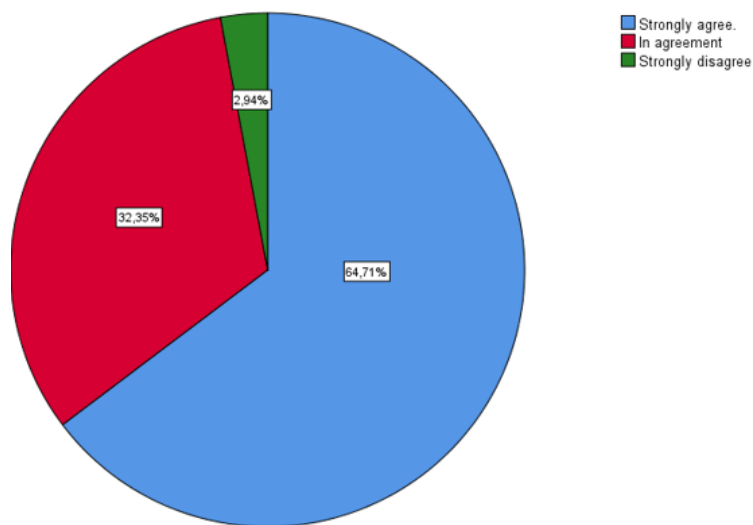
Question 8. When the teacher used motivational activities, your reading, writing, speaking and audio improved.

Table 8. Motivational activities to improve students' skills.

		Frequency	Percentage	Percentage Valid	Percentage accumulated
Valid	Strongly agree.	22	64,7	64,7	64,7
	In agreement	11	32,4	32,4	97,1
	Strongly disagree	1	2,9	2,9	100,0
	Total	34	100,0	100,0	

Produced by: Luis Sisalema.

Source: Survey from 10th level students of "Alfonso Ricardo Troya School".



Graph 8. Motivational activities to improve students' skills.

Analysis: 64.71% students consider that they are strongly agree when the teacher used motivational activities improved their skills, and 32.35% indicate that they are in agreement and 2.94% indicate that they are in disagreement.

Interpretation: A high percentage of students surveyed consider that the motivational activities proposed by the teacher enriched their skills, Monar (2022) points out that “motivational activities increase attention, relevance, confidence and satisfaction that help to improve the learning process in students.” (p. 67).

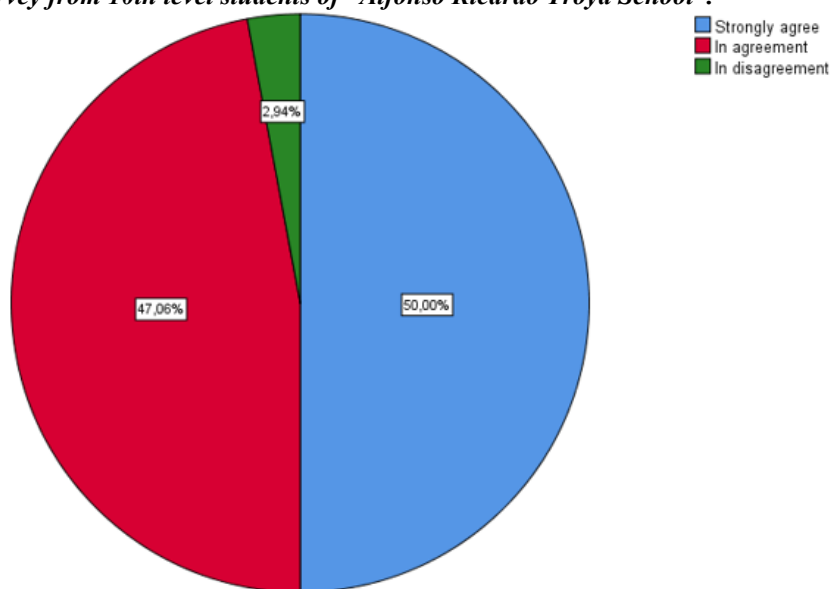
Question 9. The technological tools used by the teacher improved your learning.

Table 9. Technology in the learning process

		Frequency	Percentage	Percentage Valid	Percentage accumulated
Valid	Strongly agree	17	50,0	50,0	50,0
	In agreement	16	47,1	47,1	97,1
	In disagreement	1	2,9	2,9	100,0
	Total	34	100,0	100,0	

Produced by: Luis Sisalema.

Source: Survey from 10th level students of “Alfonso Ricardo Troya School”.



Graph 9. Technology in the learning process.

Analysis: Thus, 50.00% of the students surveyed mention that they are strongly agree that the technological tools used in class improved their learning, 47.06% indicate that they are in agreement and 2.94% respond that they are in disagreement.

Interpretation: The students in a significant percentage point out that the technological tools used by the teacher in class helped to improve their learning, with this background it can be determined that the technological tools are very helpful for the teacher and even more for student because it improves the acquisition of a second language more interactively and dynamically. Waddell (2015) remarks, “students should embrace technology benefits and using it into the classroom improve the teaching practice” (p.10).

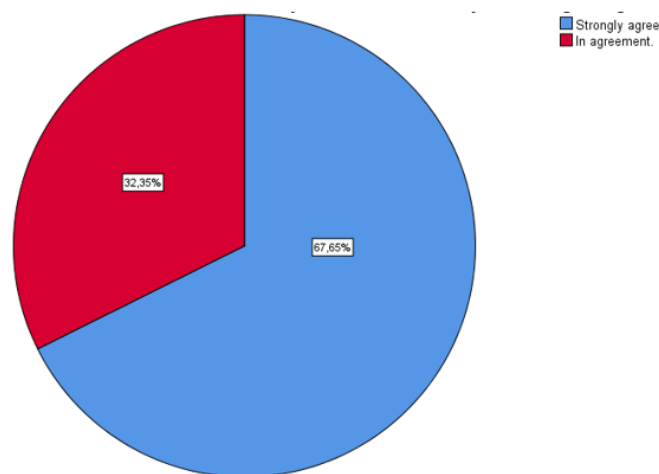
Question 10. The attractive material used by the teacher motivated your learning of English.

Table 10. Attractive material motivates students's learning.

		Frequency	Percentage	Percentage Valid	Percentage accumulated
Valid	Strongly agree	23	67,6	67,6	67,6
	In agreement.	11	32,4	32,4	100,0
	Total	34	100,0	100,0	

Produced by: Luis Sisalema.

Source: Survey from 10th level students of "Alfonso Ricardo Troya School".



Graph 10. Attractive material motivates students's learning.

Analysis: 67.65% of the students surveyed mention that they strongly agree that the use of attractive material used by the teacher motivates them to learn English, and 32.35% indicate that they are in agreement.

Interpretation: Students in a significant percentage point out that attractive material motivates the learning of a second language knowing this the use of attractive and relevant material greatly influences the student's behavior and allows them to be more motivated to learn. According to Gutiérrez (2017), “teachers has to think of that students expect a classroom with attractive materials, this means innovated resources, moreover, a class that has different materials is where learning will occur in a better way” (p. 12)

3.2 DISCUSSION.

The findings of the data analysis suggest that motivation is a critical factor that influences the success of the learning and teaching process of the English language. The positive response from the students indicates that motivational activities such as songs, games, word search, crossword puzzles, group work, and themes are essential components that improve their motivation and learning which is supported in the study conducted by Harmer 2007 (as cited in Vallarino, 2022).

It is evident from the research that learners consider English language learning is crucial in today's globalized world. They believe that English offers significant opportunities, and being proficient in the language can be beneficial for their future prospects this affirmation is really closed with the study conducted by Berendsen et al. (2022). Additionally, the findings reveal that when learners are motivated, they feel comfortable while speaking and become more attentive, which further enhances their learning process.

The research also highlights the importance of choosing interesting themes or topics while teaching English, which can significantly contribute to the learners' motivation and learning process that Ghilay (2015) shows in his study. The incorporation of motivational activities, also plays a crucial role in improving the learners' skills and encouraging their desire to learn.

Moreover, the use of technological tools and attractive materials during the learning and teaching process is seen as a significant factor that can enhance the learners' motivation and learning that Waddell (2015) emphasizes in his research. These resources create a motivational environment in which students feel comfortable, confident, and excited about participating in any activity presented by the teacher.

In conclusion, the research emphasizes the significance of motivation in the learning and teaching process of the English language. It suggests that incorporating motivational activities can enhance the learners' motivation, attention, and desire to learn.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- Motivation played a very important role in improving English language learning, as students presented a positive attitude, enjoyed learning the language, showed better performance, interaction, and participation during class, and even more, they enthusiastically completed the activities proposed by the teacher, generating meaningful learning.
- Among the educational weaknesses that have been detected in English language learning, deficiencies were observed in listening, reading, writing, and speaking skills, characteristics that affect their learning process and performance in the classroom. Therefore, it is important to include motivational activities such as auditory, reading, and writing activities with the aim of making the class more interactive and engaging, thus contributing to the strengthening of these skills.
- A large number of students agree that motivational activities such as word searches, crossword puzzles, songs, and games using technology generated a high level of motivation. Therefore, it is important for teachers to include activities that attract the attention of students and help them achieve their learning objectives.

RECOMMENDATIONS

- Encourage teachers at the Alfonso Ricardo Troya Basic Education School to integrate modern and interactive motivational activities into various areas of study, knowing that students are attracted to novelty, all with the aim of improving the teaching and learning process.
- Promote the creation of new motivational activities to meet the needs of all students, including those with learning and attention difficulties, through the use of support materials such as auditory, visual, reading, and writing, to show students what is expected of them to learn, as teachers know that students have different learning styles.
- Create more interaction and dynamism in the classroom through the use of motivation, allowing students to strengthen their learning in and outside of class and enabling teachers to fulfill their planned content.

BIBLIOGRAPHY

Bacon, D. R., & Hartley, S. W. (2015). ERIC. ERIC.

<https://eric.ed.gov/?id=EJ1130344>

Bahous, R. (2011, August). *Motivating Students in the EFL Classroom: A Case Study of Perspectives*. Research Gate.

https://www.researchgate.net/publication/268286697_Motivating_Students_in_the_EFL_Classroom_A_Case_Study_of_Perspectives

Berendsen, L., & RamosGálvez. (2022, July 11). *Exploring Students' Entry Profiles: English Proficiency Level, Affective Variables, and Academic Performance in a Chilean English Teacher Education Program*. Colombian Applied Linguistics Journal. <https://www.redalyc.org/journal/3057/305771224031/html/>

Bernazzani, S. (2019, July 10). *Intrinsic and Extrinsic Motivation: What's the Difference? Hubspot*. <https://blog.hubspot.com/marketing/intrinsic-and-extrinsicmotivation#:~:text=Intrinsic%20motivation%20involves%20doing%20something,a%20reward%20or%20avoid%20punishment.>

Bernazzani, S. (2021, June 10). *Intrinsic and Extrinsic Motivation: What's the Difference? Hubspot*. <https://blog.hubspot.com/marketing/intrinsic-and-extrinsicmotivation#:~:text=Intrinsic%20motivation%20involves%20doing%20something,a%20reward%20or%20avoid%20punishment.>

Bhandari, P. (2022, October 10). *Quantitative Research: Definition, Methods, Types and Examples*. Scribbr. <https://www.scribbr.com/methodology/quantitative-research/>

Blake, C. (2021, March 12). *Cultivating Student Motivation: Tips and Strategies. Resilient Educator*. <https://resilienteducator.com/classroom-resources/cultivating-student-motivation/>

Campo, L. M. (2006, September). *The Influence of the U.T.E. English*. Repositorio.espe.edu.ec.

<http://repositorio.espe.edu.ec/jspui/bitstream/21000/3720/1/T-ESPE-ENG-032457.pdf>

Chen. (2019, June 10). *The Impact of Intrinsic and Extrinsic Motivation on College Students' Creativity in China*. ScienceDirect.

<https://www.sciencedirect.com/science/article/abs/pii/S0346251X18309114>

Cherry, K. (2021, March 15). *What Is Self-Determination Theory?* Verywell Mind.

<https://www.verywellmind.com/what-is-self-determination-theory-2795387#:~:text=Self%2Ddetermination%20theory%20suggests%20that,connection%2C%20and%20autonomy%20are%20fulfilled.>

Cherry, K. (2022, November 8). *What Is Self-Determination Theory?* Verywell Mind.

<https://www.verywellmind.com/what-is-self-determination-theory-2795387>

Cherry, K. (2022, October 22). *What Is Extrinsic Motivation?* VeryWellMind.

<https://www.verywellmind.com/what-is-extrinsic-motivation-2795164>

Colyn DeGraaff, G. A. (2021, May 21). *Engage Students with a Smart Word Search*.

TechNotes Blog. <https://blog.tcea.org/engage-students-with-a-smart-word-search/>

Deci, E., & Ryan, R. (2013). *Intrinsic Motivation and Self-Determination in Human Behavior*. Springer Science & Business Media.

<https://doi.org/10.1007/978-1-4899-2271-7>

Du, X. (2009, August). *The affective filter in second language teaching*. Canadian

Center of Science and Education. <https://doi.org/10.5539/ass.v5n8p116>

Dunn, L. (2002, June 27). *Learning and teaching briefing papers series*. University

of Glasgow. https://www.gla.ac.uk/media/Media_29410_smxx.pdf

Garcés, E. G. (2021, October 25). *¿Cómo influye el uso de las tecnologías en la*

enseñanza del idioma inglés en la educación superior? [Bachelor's thesis, Pontificia Universidad Católica del Ecuador Sede Ambato]. Repositorio PUCE-SA.

<https://repositorio.pucesa.edu.ec/handle/123456789/3389>

Ghilay, Y. (2015, May 17). *Using L1 in teaching vocabulary to low English proficiency level learners*. International Electronic Journal of Elementary Education, 7(3), 391-406. <https://doi.org/10.26822/iejee.2015531191>

Gokalp, M. (2013, October 7). *The effects of teaching English through literature on EFL learners' fluency development*. Scientific Research, 5(10), 1049-1062. <https://doi.org/10.4236/ce.2014.511114>

Gozali, A. (2016, August 16). English vocabulary learning strategies of Indonesian junior high school students: *The case of English immersion program*. Universitas Sumatera Utara. <https://repositori.usu.ac.id/handle/123456789/17457>

Gutiérrez, V. (2017, March 17). *Análisis de la influencia de la tecnología en la enseñanza del inglés en la educación superior [Master's thesis, Universidad Técnica de Loja]*. Repositorio Universidad Técnica de Loja. <https://dspace.utpl.edu.ec/bitstream/123456789/17400/3/Valle%20Guti%C3%A9rrez%20Silvia%20Natalia.pdf>

Hanna Reinius, K. H. (2021, October 12). *The design of learning spaces matters: Perceived impact of the deskless school on learning and teaching*. ResearchGate. https://www.researchgate.net/publication/348549155_The_design_of_learning_spaces_matters_perceived_impact_of_the_deskless_school_on_learning_and_teaching

Harrison, C., & Killion, J. (2007, September 1). *Ten roles for teacher leaders*. *Educational Leadership*, 65(1), 74-77. <https://www.ascd.org/el/articles/ten-roles-for-teacher-leaders>

Henao, J., & Gomez, P. (2019). *A study on teachers' motivational strategies*. *Aarhat Multidisciplinary International Education*, 1(3), 10-17. <https://doi.org/10.5281/zenodo.3864649>

Herrera, C. (2016). English language students and their motivation to learn the language [Bachelor's thesis, Universidad Técnica Particular de Loja]. Repositorio UTPL.

https://dspace.utpl.edu.ec/bitstream/123456789/16137/1/Ca%3b1ar_Herrera_Segundo_Humberto%2c%20Jumbo_Jumbo_Irma_Maribel.pdf

Jafari, S. S. (2013, October). *The role of emotional intelligence in EFL teachers' performance in Iran*. *Theory and Practice in Language Studies*, 3(10), 1809-1816. <https://doi.org/10.4304/tpls.3.10.1809-1816>

Hoffses, K. P. (2018, August). *10 Ways to Help Your Child Succeed in Elementary School*. KidsHealth. <https://kidshealth.org/en/parents/school-help-elementary.html>

Topping, K. J. & Dewaele, J.-M. (2022, May 10). The Influence of Parental Factors on Children's Learning: *A Review of Recent Research*. *Review of Education*, 10.1002/rev3.3353.

Koh, E. T. & Owen, W. L. (2000). The Effects of Parental Involvement on Students' Academic Achievement: A Meta-Analysis. In W. G. Scarlett & S. S. Liao (Eds.), *Family-School Links: How Do They Affect Educational Outcomes?* (pp. 113-140). Springer Link. https://link.springer.com/chapter/10.1007/978-1-4615-1401-5_12#citeas

Krashen, S. D. (1986). *Principles and Practice*. Pergamon Press. http://www.sdkrashen.com/content/books/principles_and_practice.pdf

Kurt, D. S. (2021, February 21). *Constructivist Learning Theory*. Educational Technology. <https://educationaltechnology.net/constructivist-learning-theory/>

Deci, R. L., & Ryan, M. R. (2000, January). The "What" and "Why" of Goal Pursuits: *Human Needs and the Self-Determination of Behavior*. ScienceDirect. <https://www.sciencedirect.com/science/article/pii/S0361476X99910202>

Lawless, C. (2019, September 16). *What is Learner-Centered Training?* LearnUpon. <https://www.learnupon.com/blog/learner-centered/>

Zhang, L., & Ritzhaupt, A. D. (2021, February 25). The Effectiveness of Instructional Design Features in Game-Based Learning: *A Review and Synthesis*. ScienceDirect. <https://www.sciencedirect.com/science/article/abs/pii/S0346251X14000190>

Leng, L. (2020, May 24). *Investigating the Impact of Goal Orientation and Metacognitive Strategy Use on English Listening Comprehension Performance*. Frontiers. <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00449/full>

Lopez, G. (2021, January 4). *Self-Determination Theory*. Simply Psychology. <https://www.simplypsychology.org/self-determination-theory.html#define>

Malvik, C. (2020, August). *Types of learning styles*. Rasmussen University. <https://www.rasmussen.edu/degrees/education/blog/types-of-learning-styles/>

Martín, J. L. (2015, January 30). Motivation: *The road to successful learning*. Universitas Psychologica, 14(2), 527-535. http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902015000200009

Mathewson, T. G. (2019, March). *Intrinsic motivation is key to student achievement, but schools kill it*. The Hechinger Report. <https://hechingerreport.org/intrinsic-motivation-is-key-to-student-achievement-but-schools-kill-it/>

Matts, J., & Gallardo, X. (2021, May 12). *La importancia de la inclusión digital en el aula*. ConcienciaDigital. <https://www.concienciadigital.com/educacion/importancia-de-la-inclusion-digital-en-el-aula/>

McCombes, S. (2022, October 10). *Descriptive research: Definition, types, methods, and examples*. Scribbr. <https://www.scribbr.com/methodology/descriptive-research/>

McLeod, S. (2020, January 10). *Behaviorism*. Simply Psychology. <https://www.simplypsychology.org/behaviorism.html>

Mina, D. M. (2019, January 23). *Análisis de los métodos de enseñanza del idioma inglés en la escuela de idiomas de la Fuerza Aérea Ecuatoriana* [Analysis of English

language teaching methods at the Ecuadorian Air Force Language School].

ESCUELA SUPERIOR POLITECNICA DEL LITORAL.

<https://www.dspace.espol.edu.ec/retrieve/31c8565d-0c9a-4105-8a5b-2e971954bb8e/D-CD265.pdf>

Molina, B. (2021, April). *Motivation in Colombian College Students Learning English as a Foreign Language using Expectancy Value Theory and Socio Educational Model.* <https://repositorio.unal.edu.co/handle/unal/79483>

Monar, R. T. (2022, June 30). *La enseñanza del inglés en los centros de idiomas de la península de Santa Elena* [Teaching English in language centers on the Santa Elena Peninsula]. Universidad Estatal Paninsula de Santa Elena.

<https://repositorio.upse.edu.ec/handle/46000/7946>

Mukhalalati, B. A. (2019). Adult Learning Theories in Context: A *Quick Guide for Healthcare Professional Educators*. SAGE Journals, 68-69.

Ni, H. (2012, July 3). *Impact of Classroom Climate on College Students' Learning Motivation.* Journal of Talent Development and Excellence, 2(7), 214-219.

<https://www.academypublication.com/issues/past/tpls/vol102/07/25.pdf>

Okay, A., & Balçıkanlı, C. (2017, July 24). The Effect of Blended Learning Environments on Student Motivation and Student Engagement: A *Study on Social Studies Course*. SAGE Open, 7(3), 1-12.

<https://sfl.education.springeropen.com/articles/10.1186/s40862-017-0032-0>

Olugbenga, M. (2021, October). *The Learner-Centered Method and Their Needs in Teaching*. Research Gate.

https://www.researchgate.net/publication/355378497_The_Learner_Centered_Method_and_Their_Needs_in_Teaching

Pakarinen, E., Aunola, K., & Kiuru, N. (2014, July). *The Cross-lagged Associations between Classroom Interactions and Children's Achievement Behaviors.* Learning and Individual Differences, 33, 83-89.

<https://www.researchgate.net/publication/262921644> The Cross-lagged Associations between Classroom Interactions and Children's Achievement Behaviors

Paredes, D. E. (2017, March 10). *La Enseñanza de la Matemática: Una Propuesta Basada en la Resolución de Problemas y Modelación Matemática*. [Master's thesis, Universidad de Cuenca]. REPOSITORIO UNIVERSIDAD DE CUENCA.

<http://dspace.ucuenca.edu.ec/bitstream/123456789/28389/3/Tesis.pdf>

Pilco, J. A. (2015, November 1). *La Aplicación de la Motivación y su Influencia en el Aprendizaje*. [Bachelor's thesis, Universidad Técnica de Ambato].

<https://repositorio.uta.edu.ec/handle/123456789/13888>

Purmama, N. A., & Rahayu, N. S. (2019, July). *Students' motivation in learning English*. Project.

<http://download.garuda.kemdikbud.go.id/article.php?article=1089930&val=16394&title=Students%20Motivation%20in%20Learning%20English>

Rahimi, & Zhang. (2021, September 12). *Motivation and e-learning English as a foreign language: A qualitative study*. ResearchGate.

<https://www.researchgate.net/publication/335729494> Motivation and E-Learning English as a foreign language A qualitative study

Rahman, H. A., Rajab, A., & Wahab, S. R. (2017, January). *Factors affecting motivation in language learning*. ResearchGate.

<https://www.researchgate.net/publication/311998480> Factors Affecting Motivation in Language Learning

Rao, X. (2018, July). *Learning theories that impact English teaching and learning*. ResearchGate Logo.

<https://www.researchgate.net/publication/326248066> Learning Theories that Impact English Teaching and Learning

- Rayan, R., & Deci, E. (2022, May 25). Autonomy, competence, and relatedness: *Motivation for mastery and performance orientations*. ScienceDirect. <https://www.sciencedirect.com/science/article/pii/S0361476X99910202>
- Redondo, R. E., & Martín, J. L. (2015, July). Motivation: *The road to successful learning*. ResearchGate. https://www.researchgate.net/publication/281231619_Motivation_The_Road_to_Successful_Learning
- Rhimi, M. (2011, April 25). *Ausubel's Learning Theory*. My English Pages. <https://www.myenglishpages.com/blog/ausubels-learning-theory/>
- Rovai, A. (2007, July 23). *Social presence in online learning communities*. LearnTechLib. <https://www.learntechlib.org/p/20022/>
- Rovai, A., & Ponton, M. (2007, July 3). *Development of an instrument to measure classroom community*. LearnTechLib. <https://www.learntechlib.org/p/20022/>
- Rumsey, C. (2020, August 10). Why it is important to learn English. Studio Cambridge. <https://www.studiocambridge.co.uk/why-it-is-important-to-learn-english/>
- Sara, J. (2013, October). *The Effect of Task-Based Language Teaching on Developing Speaking Skills among the Palestinian Secondary EFL Students*. ACADEMY PUBLISHER. <https://www.academypublication.com/issues/past/tpls/vol03/10/27.pdf>
- Schmidt, H. G. (2006, September 5). *The Process of Problem-Based Learning: What Works and Why*. Springer Link. <https://link.springer.com/article/10.1007/s10459-006-9012-8>
- Schütz, R. E. (2019, October). *Stephen Krashen's Theory of Second Language Acquisition*. <https://www.sk.com.br/sk-krash-english.html>
- Seven, M. A., & Engin, A. O. (2007). The Importance and Effect of Using Aid Materials. ERIC. <https://eric.ed.gov/?id=ED497456>

Susan A. Ambrose, M. W. (2010, April 24). *Seven Research-Based Principals for Smart Teaching*.

Tambo Monar, R. T. (2022, June 30). *The Effect of Vocabulary Learning Strategies on Vocabulary Retention and Motivation in EFL Learners*. Repositorio de la Universidad Estatal Península de Santa Elena.

<https://repositorio.upse.edu.ec/handle/46000/7946>

Vallarino, R. A. (2022, February 2). *Repositorio Universidad Casa Grande*.

Retrieved from

<http://dspace.casagrande.edu.ec:8080/bitstream/ucasagrande/3284/1/Tesis3352YCAg.pdf>

Vergara-Morales, J., & Valle, M. D. (2019, October). *Motivational profiles related to the academic satisfaction of university students*. ResearchGate.

https://www.researchgate.net/publication/334898890_Motivational_profiles_related_to_the_academic_satisfaction_of_university_students

Victoria. (2022, September). *11 Benefits to Playing Games in the Classroom (Resources Included)*. Teach Starter. <https://www.teachstarter.com/au/blog/10-benefits-to-playing-games-in-the-classroom/>

Waddell, J. (2015, March 27). *The Role of Technology in the Educational Process*. College of Education. <https://education.msu.edu/green-and-write/2015/the-role-of-technology-in-the-educational-process/>

Wijayanti, D. N. (2013, January 18). *Cognitivism Theory of Language Teaching and Learning*. mydreamarea.

<https://mydreamarea.wordpress.com/2013/01/05/cognitivism-theory-of-language-teaching-and-learning/>

Xavier, A. (2020, November 7). *The Nativist Theory*. Scientific Editing.

<https://www.scientific-editing.info/blog/the-nativist-theory/>

Xu, W. (2011, April). *The Effects of Cooperative Learning on Students' Achievement and Motivation*. *Theory and Practice in Language Studies*, 1(4), 413-417.

<https://www.academypublication.com/issues/past/tpls/vol01/04/15.pdf>

Yasir Rashid, A. R. (2019, July 24). *Effect of Mind Mapping on Students' Academic Achievement and Attitudes towards English Course*. *SAGE Journals*.

<https://journals.sagepub.com/doi/full/10.1177/1609406919862424>

Zajda, J. (2021, October 25). *The Role of Education in Social Justice and Democracy*.

SpringerLink. https://link.springer.com/chapter/10.1007/978-3-030-71575-5_3

Zaree, A. (2017, October 20). *The Relationship between Critical Thinking and Language Learning Strategies among Iranian EFL Learners*. *ScienceDirect*.

<https://www.sciencedirect.com/science/article/abs/pii/S0959475216300950#!>

ANNEXES

ANNEX I



UNIVERSIDAD TÉCNICA DE COTOPAXI
MAESTRÍA EN LINGÜÍSTICA APLICADA A LA
ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA



PRE- TEST

Test AMTB en español, instrumento utilizado para la recolección de información de la investigación sobre aspectos relacionados con la motivación.

INSTITUCION EDUCATIVA ALFONSO RICARDO TROYA

Encuesta dirigida a estudiantes de décimo año paralelo “U”

Objetivo: Analizar el rol de la motivación en el aprendizaje del idioma Ingles

Note: This is the Spanish -language version of the Attitude/Motivation Test Battery (AMTB) for use with secondary school students studying English as a foreign language. All the questions were taken from the AMTB written by. R. C. Gardner.

Esta encuesta es una versión en español del Test escrito por Gardner llamado Attitude/Motivation Test Battery (AMTB)-

Below you have a series of statements with which you can agree or disagree. Mark one of the alternatives you have under each of the statements, depending on your agreement or disagreement. For example:

(a) Spanish footballers are better than Brazilians.

Strongly agree. ()

In agreement ()

In disagreement ()

Strongly disagree ()

You could mark any of the 4 options depending on your agreement or disagreement. Now read the statements below, marking one of the 4 options you have for each statement. Keep in mind that there are no right or wrong answers, we just want to know your opinion. **Please mark one option for each statement.**

1.- Studying English is important because I will be able to communicate better with English-speaking people.

Strongly agree. ()

In agreement ()

In disagreement ()

Strongly disagree ()

2.- I feel very comfortable when I have to speak in English.

Strongly agree. ()

In agreement ()

In disagreement ()

Strongly disagree ()

3.- Did you consider that motivation was important for learning the English language?

Strongly agree. ()

In agreement ()

In disagreement ()

Strongly disagree ()

4.- If I am motivated I learn English better, I am aware of the work and I do not get distracted.

Strongly agree. ()

In agreement ()

In disagreement ()

Strongly disagree ()

5.- Did you considered that the topics studied in class helped in your learning?

Strongly agree. ()

In agreement ()

In disagreement ()

Strongly disagree ()

6.- Motivational activities such as songs, games, crossword puzzles and word search motivated your learning of English

Strongly agree. ()

In agreement ()

In disagreement ()

Strongly disagree ()

7.- Group work motivated your learning of the English language and strengthened their knowledge.

Strongly agree. ()

In agreement ()

In disagreement ()

Strongly disagree ()

8.- When the teacher used motivational activities, your reading, writing, speaking and audio improved

Strongly agree. ()

In disagreement ()

Strongly disagree ()

9.- The technological tools used by the teacher improved your learning.

Strongly agree. ()

In disagreement ()

Strongly disagree ()

10.- The attractive material used by the teacher motivated your learning of English

Strongly agree. ()

In agreement ()

In disagreement ()

Strongly disagree ()

THANKS FOR YOUR HELP!

ANNEX II

Post-test

Test AMTB en español, instrumento utilizado para la recolección de información de la investigación sobre aspectos relacionados con la motivación. INSTITUCION EDUCATIVA ALFONSO RICARDO TROYA

Encuesta dirigida a estudiantes de décimo año paralelo "U"
OBJETIVO: Analizar el rol de la motivación en el aprendizaje del idioma Ingles

1.- Estudiar inglés es importante porque podré comunicarme mejor con gente de habla inglesa.

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

13/11/22, 22:27 Test AMTB en español, instrumento utilizado para la recolección de información de la investigación sobre aspectos relacionados con la motivación. INSTITUCION EDUCATIVA ALFONSO RICARD...

2.- Me siento muy a gusto cuando tengo que hablar en inglés.

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

3.- Considera usted que la motivación es importante para el aprendizaje del idioma inglés

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

4.- Si estoy motivado aprendo mejor inglés, estoy pendiente del trabajo y no me distraigo.

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

5.- Considera usted que los temas estudiados ayudaron en su aprendizaje.

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

13/11/22, 22:27

Test AMTB en español, instrumento utilizado para la recolección de información de la investigación sobre aspectos relacionados con la motivación. INSTITUCION EDUCATIVA ALFONSO RICARD...

6.- Las actividades motivacionales como canciones, juegos, crucigramas, sopa de letras y películas motivaron su aprendizaje del Inglés

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

7.- El trabajo grupal motivó su aprendizaje del idioma inglés y fortaleció sus conocimientos

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

Activar Wind
Ve a Configuraci

8.- Cuando el profesor utilizo actividades motivacionales mejoró su lectura, escritura, habla y audio

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

9.- Las herramientas tecnológicas utilizadas mejoraron su aprendizaje.

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

13/11/22, 22:27

Test AMTB en español, instrumento utilizado para la recolección de información de la investigación sobre aspectos relacionados con la motivación. INSTITUCION EDUCATIVA ALFONSO RICARD...

10.- El material atractivo que utilizó el docente motivó su aprendizaje del inglés.

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

ANNEX III

IMPLEMENTATION OF THE INTERVENTION

MOTIVATIONAL ACTIVITY USING PUZZLES



MOTIVATIONAL ACTIVITY USING TECHNOLOGICAL TOOLS

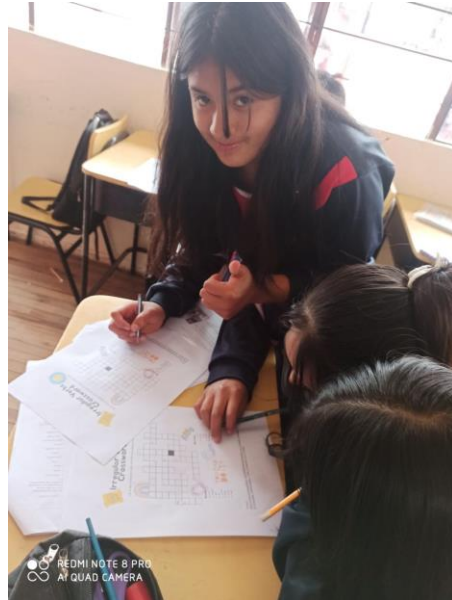


MOTIVATIONAL ACTIVITY USING SONGS



<https://youtu.be/dRwF1G2VUsY>

MOTIVATIONAL ACTIVITY USING CROSSWORDS



English FUN!

Guide of Motivational activities





Source: <https://www.pixtastock.com/illustration/59662349>

Making both teaching and learning successful can be done by utilizing music as a resource when teaching English. Because singing is a common way of expression for students, music aids in their self-confidence and relaxation. Additionally, music is actual content that is so rich in grammatical, lexical, and vocabulary elements that it may be used for speaking exercises and natural dialogues.

OBJECTIVE:

To promote learning of the English language through the music to motivate the students' learning.

DESCRIPTION:

The students will listen to an English song to develop different skills.

MATERIALS:

Internet, Song, Laptop, cellphone and worksheets

DEVELOPMENT:

The Teacher: Invites students to listen to a song.

Gives students some instructions to develop the activity.

Shows the chart the song's letter.

Plays the song and suggests the students to listen carefully.

The Students:

Listen to song and follow the letter.

The Teacher:

Plays the song again if necessary.

Gives each one of the students a worksheet.

Explains to the students the worksheet.

Invites them to sing the song.

The Students:

Fill in the blanks and complete the song with their predictions of what the missing words will be.

Check their answers with another pair of students.

The Teacher:

Plays the song again so that students may check their answers.

Checks if the task is well done.

Corrects possible mistakes with the whole class.

The Students:

Sing whole song in class.

The Teacher:

Pays attention to the participation of all students for evaluate.

TIME: 40 minutes.

Faded



1. Listen and choose the correct option.

You **was / were** the shadow light

Did you feel us?

Another **start / star**

You fade away

Afraid **my / our** aim is out of sight

Wanna see us

Alive

Where are you now?

Where are you now?

Where are you now?

Was / Were it all in my fantasy?

Where are you now?

Was / Were you only imaginary?

Where are you now?

2. Listen to the song and match the words to the correct picture.

I'm faded

So lost

I'm faded

I'm faded

So lost

I'm faded

These shallow **water**, never met

What I needed

I'm letting go

A deeper dive

Eternal **silence** of the sea

I'm breathing

Alive

Where are you now?

Where are you now?

Under the sea

But faded lights

You set my **heart on fire**

Where are you now?

Where are you now?

Where are you now?

Atlantis

Under the sea

Under the sea

Where are you now?

Another dream

The **monsters running** wild inside of me

I'm faded

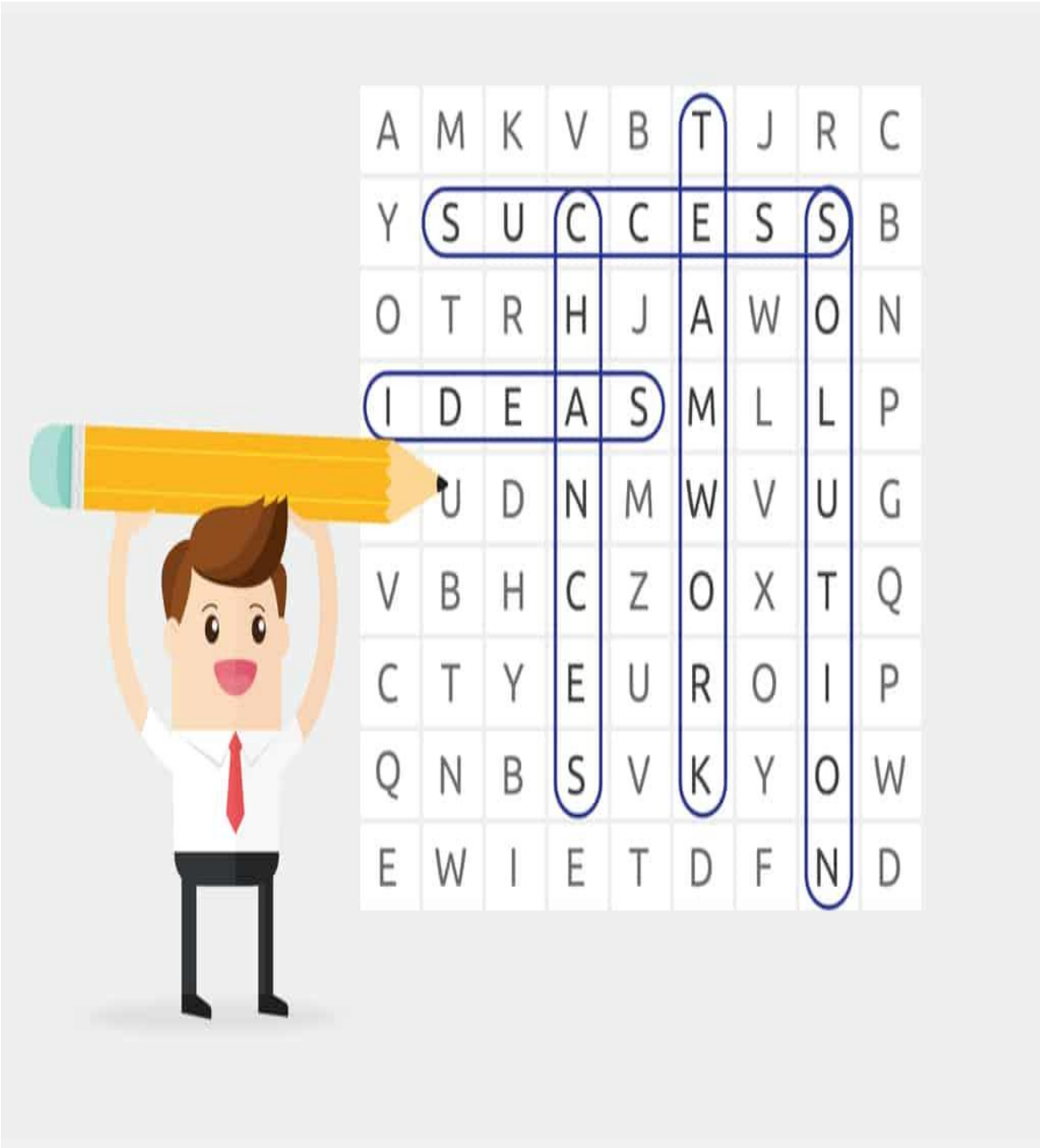
I'm faded

58 So lost

I'm faded



WORD SEARCH



Source: <https://www.gamesver.com/word-search-what-is-it-objective-purpose-and-more/>

Word searches are excellent gamification methods for increasing vocabulary and capturing students' attention. They enhance word recognition while also supporting the learning of context cues. It makes sense to find words like fossils, bones, footprints, or extinct when reading about dinosaurs. Additionally, word searches might assist students with cognitive difficulties that impair their spelling. They can aid in the development and reinforcement of vocabulary in a way that generates brief happy moments with each successful word discovery by presenting words in a more straightforward and engaging style. (Colyn DeGraaff, 2021)

OBJECTIVE:

To practice and learn words related to tourism using a word search in simple past tense to motivate the students to learn English.

DESCRIPTION:

This crossword puzzle has some past verbs for the students to practice. They will complete the puzzle by finding the correct past tense verbs of each description.

MATERIALS:

Crossword puzzle with words related to tourism, overhead projector, pen.

DEVELOPMENT:

The Teacher:

Explains that the word search consists of 18 words related to tourism.

Emphasizes the words in the word search may be placed horizontally, vertically, or diagonally.

The Students:

Remember the reading which was read in the last English class related to tourism

The Teacher:

Hands out the worksheet to each student.

The Students:

Identify the words.

The Teacher:

Encourages students to complete the activity.

The Students:

Have to work finding out the words in the word search paper.

Check their own answers.

Evaluation:

Listen to teacher for correcting some mistakes.

TIME: 40 minutes.

WORD SEARCH
HOLIDAYS AND TOURISM



1.- Find these words travel words in the puzzle.

museum
book
sightseeing
tour
coach
trip

tourist
luggage
brochure
reception
cancel
sunbathe

culture
guide
accommodation
hire
check in
terminal

Source: <https://www.cambridgeenglish.org/images/vocabulary-games-and-activities.pdf>

Crossword Puzzle



Source: <https://www.gamesver.com/21-compelling-benefits-and-advantages-of-crossword-puzzles/>

Crossword puzzles can be used to learn English or have a beneficial impact. Crossword puzzle solving requires a variety of practical abilities, including vocabulary, logic, and spelling. One advantage of employing crossword puzzles in the classroom is that they are connected with recreation and can be less daunting for pupils. To complete any crossword puzzle, a person must be able to identify and understand the terms being used. Furthermore, they are a popular way for people to unwind. A crossword puzzle can help someone not worry about anything because it keeps the brain occupied. A crossword puzzle can be finished and left feeling satisfying and give pupils a chance to review recently learned vocabulary and pick up new words.

OBJECTIVE:

To practice and learn more verbs in simple past tense, and to motivate the students to learn English.

DESCRIPTION:

This crossword puzzle has some past verbs for the students to practice. They will complete the puzzle by finding the correct past tense verbs of each description.

MATERIALS:

Crossword puzzle with verbs in simple past tense, laptop and students' materials

DEVELOPMENT:

The Teacher:

Explains that the crossword puzzle consists of 13 clues about verbs in simple past.

The Students:

The words in the puzzle may be hidden across, down, diagonally, forward, or backward.

The Teacher:

Writes down and explains some past verbs to the students.

Hands out the worksheet to each student.

The Students:

Identify the verbs.

The Teacher:

Encourages students to complete the activity.

The Students: Listen to their teacher, find the number and write the corresponding verb.

Have to work through the puzzle on their own worksheet paper.

Check their own answers.

Evaluation: Listen to teacher and write the verbs in simple past tense.

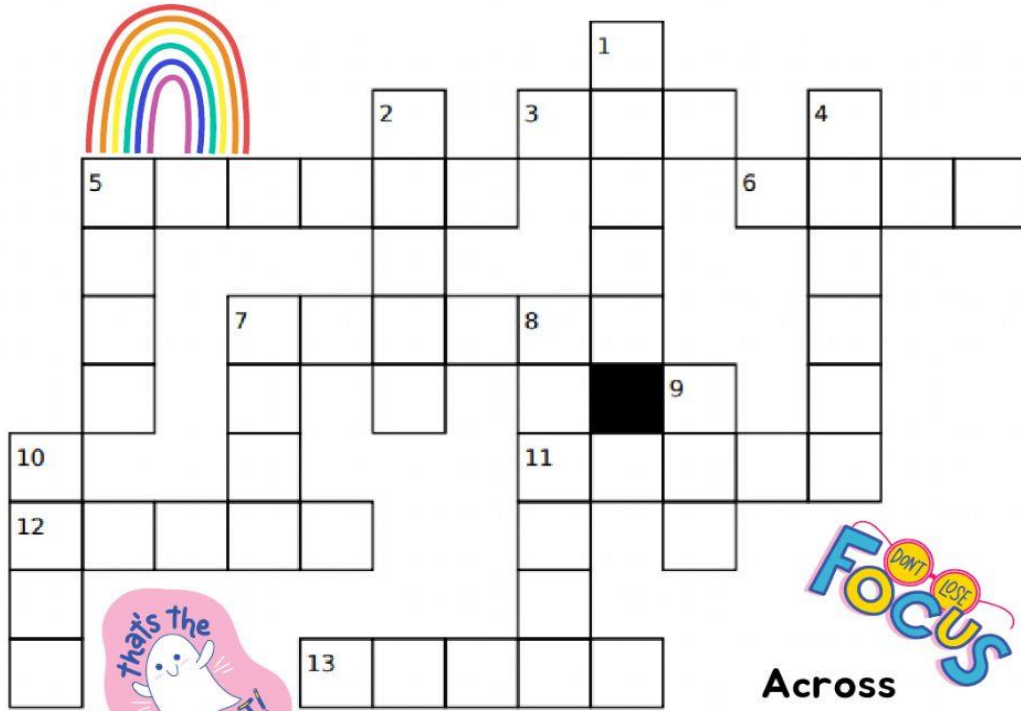
TIME: 40 minutes.



Irregular Verbs Crossword



Fill in the crossword with the Past Participle of the verbs.



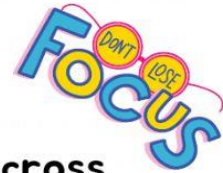
Down

- 1. build
- 2. begin
- 4. get
- 5. be
- 7. come
- 8. hide
- 9. have
- 10. feel



Across

- 3. cut
- 5. break
- 6. go
- 7. catch
- 11. draw
- 12. eat
- 13. drink



Source:

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(E SL\)/Irregular verbs/Irregular Verbs Crossword jn1274709nl](https://www.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(E+SL)/Irregular+verbs/Irregular+Verbs+Crossword+jn1274709nl)

HANG MAN



The complexity of the hangman game encourages students to make guesses about the words based on the theme. It is a great technique to improve vocabulary, practice spelling, and maintain attention on the teaching and learning process.

OBJECTIVE:

To enhance students' vocabulary throughout a game to catch students interest in reinforce their spelling

DESCRIPTION:

This activity helps students to improve their spelling of place and increase their interest in learning English.

MATERIALS:

Internet, laptop and overhead projector

DEVELOPMENT:

The Teacher:

Provides enough information to develop the game.

Makes a short feedback about spelling

Encourages students to participate in the game.

Plays the game as many times as necessary

The Students:

Listen to the teacher for asking questions.

Participates in the game saying a letter to complete the word

The Teacher:

Supports to students so they gain confidence in the activity they are developing.

The Students:

Work with the classmates so that they feel involved with the target language.

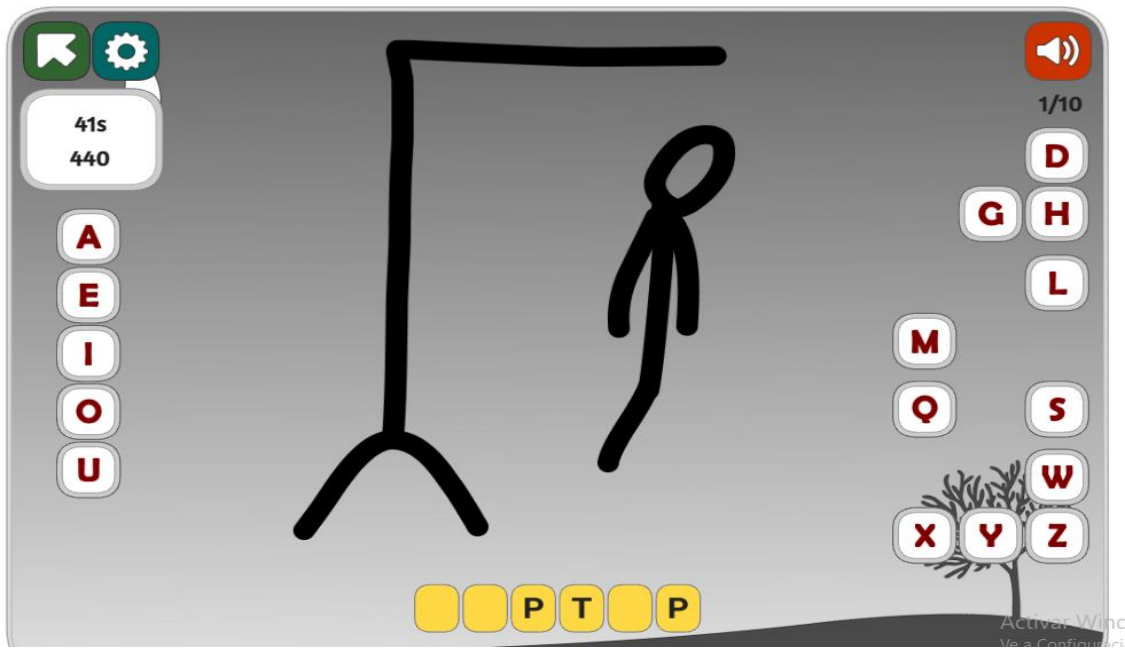
Student, who guesses the word is the winner.

The Teacher:

Will ascertain if the students are motivated by this game.

Evaluates the activity through observation.

TIME: 40 minutes.



Source: <https://www.gamestolearnenglish.com/hangman/>

WORDWALL



Cree mejores lecciones de forma más rápida

Inicio Características Planes de precios

Iniciar sesión

Registrarse

Rueda del azar
EXPRESSIONS FOR ASKING TO THE TEACHER HELP

USE THE WORDS IN PARENTHESES WITH THE EXPRESSIONS GIVEN

INTERACTIVOS

- Rueda del azar
- Cartas al azar
- Abre la caja
- Anagrama

Mostrar todo

EXPRESSIONS FOR ASKING TO THE TEACHER HELP

Compartir


Source: <https://wordwall.net/es/resource/47139955>

ANNEX V

APPROVAL OF THE PRINCIPAL OF THE ALFONSO RICARDO SCHOOL

Ministerio de Educación
Gobierno del Ecuador

Escuela de Educación Básica "Alfonso Ricardo Troya"
Dirección: Oyambaro y Yahuarcocha Teléfono: 032408406 Correo Electrónico: 18h00145@gmail.com



Ambato, 27 de Abril del 2022

Msc. Bertha Morales

DIRECTORA DE LA ESCUELA ALFONSO RICARDO TROYA


Presente. –

De mi consideración:

Por medio de la presente me dirijo a usted de la manera más comedida, a la vez augurándole éxitos en las funciones a usted encomendada, solicito de manera cordial se me permita realizar mi trabajo de investigación previo a la obtención de mi título de cuarto nivel, misma que está programada desarrollarla con los estudiantes en los niveles de básica elemental y superior jornada matutina.

Siendo conocedor de su alto espíritu de colaboración para con los docentes de la institución anticipo mis más sinceros agradecimientos.

Atentamente:



Lic. Luis Sisalema.
Cdl. 1803723939

Recibido
24-04-2022
Bertha Morales

REDMI NOTE 8 PRO
AI QUAD CAMERA