



# TECHNICAL UNIVERSITY OF COTOPAXI

## PUJILÍ CAMPUS

### EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

#### MODALITY: RESEARCH REPORT

**THEME: “MOTIVATION AS A FUNDAMENTAL FACTOR IN THE ONLINE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE”**

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

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APRIL - 2022**

## **TUTOR'S ENDORSEMENT**

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### **I CERTIFY THAT:**

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

Pujilí, March, 2022

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The research report entitled “**MOTIVATION AS A FUNDAMENTAL FACTOR IN THE ONLINE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE**”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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## **GRATEFULNES**

*We thank God for giving us wisdom and strength to complete this academic stage in our lives. To our parents for being the fundamental support during our academic formation, because with their unconditional love, help and motivation we can see us close to accomplish this goal. To our dear tutor MSc. Gina Venegas for her patience, understanding, knowledge and dedication that has guided us throughout our research project. Also, thanks to the teachers and authorities who have been a fundamental part of our professional formation.*

*Kathya & Jeniffer.*

## **DEDICATION**

*To my parents, sisters and niece for being present during my college life because with their values, advice and support at all times have made me the person I am today. And to see the culmination of this academic stage become a reality. To the beloved Technical University of Cotopaxi that was a second home because it gave me the opportunity to train professionally.*

*Kathya.*

## **DEDICATION**

*To my parents, siblings and family for being present in my university life because with their values, advice and support at all times have allowed me to be a responsible and determined person to see this academic stage culminated. To my beloved Technical University of Cotopaxi that was my second home because it gave me the opportunity to form me professionally.*

*Jeniffer.*

**TECHNICAL UNIVERSITY OF COTOPAXI**  
**PUJILÍ CAMPUS**  
**EDUCATIONAL SCIENCES, MAJORING IN ENGLISH**

THEME: “MOTIVATION AS A FUNDAMENTAL FACTOR IN ONLINE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE”

**Authors:**

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Montatigse Caza Jeniffer Mishel.

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**ABSTRACT**

The present research project aimed to determine the influence of motivation in the online learning of English as a foreign language. Motivation plays an essential role and has been taken as a reference for adequate academic performance. The participants of this research were the third semester students of the National and Foreign Language Pedagogy career of the Technical University of Cotopaxi. The study was descriptive with a qualitative approach through descriptive research, supported by a documentary bibliography. The technique applied for data collection was the survey, whose instrument was a questionnaire adapted from Gardner (2004) on motivation in learning English as a foreign language and Vargas (2020) on online learning. In the end, it was determined that motivation is a fundamental factor in the learning of this language in the online modality. Because it has an intrinsic and extrinsic influence on the students; provoking in them their own need to learn, improve their skills and reach their individual goals. Based on the results, the application of motivation is suggested since it improves the disposition and encourages the interest of the students in learning. In addition, it is recommended to have better management of technological tools because with their proper use it can make the learning process more effective.

**Keywords:** English foreign language, Motivation, Online learning.



**TECHNICAL UNIVERSITY OF COTOPAXI**  
**EXTENSIÓN PUJILÍ**  
**CIENCIAS DE LA EDUCACIÓN, MENCIÓN INGLÉS**

TÍTULO: "LA MOTIVACIÓN COMO FACTOR FUNDAMENTAL EN EL APRENDIZAJE ONLINE DEL INGLÉS COMO LENGUA EXTRANJERA"

**Autores:**

Andrade Carrillo Kathy Maricela.  
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**RESUMEN**

El presente proyecto de investigación tuvo como objetivo determinar la influencia de la motivación en el aprendizaje en línea del Inglés como lengua extranjera. Debido a que la motivación juega un papel esencial y se la ha tomado como un referente para un adecuado desempeño académico. Los participantes de esta investigación fueron los estudiantes de tercer semestre de la carrera de Pedagogía de los idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi. El estudio fue de carácter descriptivo con un enfoque cualitativo a través de una investigación descriptiva, apoyada en bibliografía documental. La técnica que se aplicó para la recolección de datos fue la encuesta, cuyo instrumento fue un cuestionario adaptado de Gardner (2004) sobre la motivación en el aprendizaje del Inglés como lengua extranjera y de Vargas (2020) sobre el aprendizaje en línea. Al final se determinó que la motivación es un factor fundamental dentro del aprendizaje de este idioma en la modalidad en línea. Debido a que influye de manera intrínseca y extrínseca en los estudiantes; provocando en ellos una necesidad propia de aprender, mejorar sus habilidades y alcanzar sus metas individuales Basándose en los resultados, se sugiere la aplicación de la motivación ya que mejora la disposición e incentiva el interés de los estudiantes en el aprendizaje. Además, se recomienda tener un mejor manejo de las herramientas tecnológicas porque con su adecuado uso puede efectivizar el proceso de aprendizaje.

**Palabras clave:** Aprendizaje en línea, Inglés como lengua extranjera, Motivación.

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## 1. GENERAL INFORMATION

**Theme:**

“Motivation as a fundamental factor in the online learning of English as a foreign language”

**Starting Date:**

March 2021

**Ending Date:**

February 2022

**Place of Research:**

The present project will be developed in the Technical University of Cotopaxi that is located in Simón Rodríguez Avenue, El Ejido neighborhood, San Felipe, Latacunga, Cotopaxi, Ecuador.

**Sponsoring Faculty:**

Pujilí Campus

**Sponsoring career:**

Educational Sciences, Majoring in English.

**Macro project of the career:**

Training processes in the Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

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**Knowledge area:**

Education

**Research line:**

Education and communication for human and social development.

**Research line of the career:**

Innovation in teaching and learning English as a foreign language.

## 2. PROBLEM STATEMENT

The increasing globalization in the world has caused great changes in society, giving rise to a rapid and growing cultural exchange through new technologies. New technologies offer immediate access to various contents through different media, allowing instantaneous knowledge of what is happening in the world and integrating society. Because of this integration, there is a need to learn a more universal language, which is English. Since the exchange of cultures makes the learning of foreign languages a basic element in the formation of a person and the learning of the English language is considered essential.

It is necessary to mention that in order to achieve effective learning, motivation is a fundamental factor, and online teaching is no exception because, together with a flexible and effective interaction between teachers and students, it improves learning results. In addition, this factor also intervenes in the teaching-learning process of a foreign language. Gardner (1985) mentions that "motivation is the combination of the intent plus the desire to obtain the goal of learning the language plus favorable attitudes toward language learning" (p.10). Since when students are motivated they actively participate in class, they are able to acquire new knowledge with ease and without any pressure.

Thus, in the country as a result of the health crisis, online learning has gained great relevance and likewise the learning of a foreign language such as English, which is important in the academic training of a person. However, its learning does not reach its full effectiveness due to the lack of motivation of the students.

However, it should be mentioned that despite the advantages of online learning there are crucial factors for its success; motivation being one of those factors (Bekele, 2010). That is, motivation is a key factor not only in the teaching process in face-to-face educational contexts but also in online learning environments. For this reason, motivation must be present and be an active part of the teaching-learning process.



Since, in several researches it has been shown that motivated students are more likely to engage in challenging activities, actively participate, enjoy and adopt a deep approach to learning, and show higher achievement, persistence and creativity (Ryan & Deci, 2000). Consequently, there is an important relationship between motivation and learning; as well as motivation with online learning which can be an incentive medium for learning a foreign language with the help of technology and the use of the Internet.

For this reason, and aware of the present problem, it has been considered necessary to pose the following research question: How does motivation influence the online learning of English as a foreign language in Third semester students of the National and Foreign Languages Pedagogy career at the Technical University of Cotopaxi?

### **3. OBJECTIVES**

#### **3.1. General Objective**

To determine the motivation influence on the online learning of English as a foreign language in Third semester students of the National and Foreign Languages Pedagogy career at the Technical University of Cotopaxi.

#### **3.2. Specific Objectives**

- To identify the conceptual foundations involved in motivation with respect to its importance in the online learning of English as a foreign language.
- To define the methodological procedure to know the incidence of intrinsic and extrinsic motivation in the online learning of English as a foreign language.
- To describe the support given by extrinsic and intrinsic motivation in the online acquisition of English as a foreign language.

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

**Table 1.**

*Activities and Tasks*

<b>Specific objective</b>	<b>Activities</b>	<b>Verification Means</b>
To identify the conceptual foundations involved in motivation with respect to its importance in the online learning of English as a foreign language.	- Bibliographic review. - Theoretical framework formulation.	- Background. - Theoretical framework.
To define the methodological procedure to know the incidence of intrinsic and extrinsic motivation in the online learning of English as a foreign language.	- Survey design, adaptation and implementation.	- Survey (Google forms).
To describe the support given by extrinsic and intrinsic motivation in the online acquisition of English as a foreign language.	- Analysis and discussion of the results of the instrument applied on the influence of motivation in students.	- Discussion of the data obtained. - Conclusions - Recommendations

**Elaborated by:** Andrade Carrillo Kathya Maricela and Montatigse Caza Jeniffer Mishel, 2022.

## 5. JUSTIFICATION

Teaching represents a challenge when it comes to finding new methods, strategies and ways of transmitting knowledge to students, especially in times when technology is part of everyday life in various aspects, making information and communication almost immediate. Therefore, today virtual education is one of the new methods of teaching a second language that has been implemented worldwide by the COVID-19 health crisis, as it has eliminated the barriers of distance and time.

Motivation and this type of learning are also associated with each other. (Naranjo, 2009) states that "in the educational field, motivation should be considered as the positive disposition to learn and continue to do so in an autonomous way" (p.153). In other words, motivation is a fundamental part of the learner's learning process, because if the learner feels motivated, he or she will be more interested and will invest more time in seeking and acquiring new knowledge autonomously.

For this reason, in Ecuador, these virtual educational environments in education provide the opportunity for both students and teachers to connect from anywhere and at any time, allowing them to improve their learning skills in the English language. Therefore, the development of the necessary competencies for the English language is supported by the use of technological tools that provide teachers and students with an inclusive and participatory educational environment with contents in accordance with the current technological vanguard. Because of this, it is important that in this virtual environment there is motivation in students because they are prone to challenging activities, to actively participate, to enjoy and adopt a deep approach to learning and to show higher performance, persistence and creativity that are necessary to acquire a new language.

However, causes of dropout in virtual environments include feelings of isolation, frustrations with technology, and time constraints due to other responsibilities. But poor motivation has also been identified as a decisive factor contributing to high dropout rates; therefore, student motivation is considered a crucial factor for success in online learning environments. Taken together, these factors point to the need to reconsider motivation for learning in technology-rich environments.

Therefore, this research arose with the objective of knowing how motivation influences virtual classes of a foreign language such as English. For which the research was conducted with Third semester students of the National and Foreign Languages Pedagogy career at the Technical University of Cotopaxi. These are the direct beneficiaries with a total of 54 students, 12 men and 42 women. It is worth mentioning that in this research there are also indirect beneficiaries who are teachers who are part of the aforementioned career, since this research showed how motivation plays an important role in the teaching-learning process.

## **6. SCIENTIFIC AND TECHNICAL FOUNDATION**

### **6.1. Background**

Several studies have been conducted at the international and national level on the research topic of Motivation as a Fundamental Factor in Online Learning of English as a Foreign Language. These studies will help us to support our research report by demonstrating the influence that motivation has on online learning of English as a foreign language.

At the international level, several studies have been found, which are detailed below:

Mese & Sevilen (2021) conducted a study on the factors influencing EFL students' motivation in online learning. The purpose of this study was to explore students' perceptions of online learning and how it affects their motivation. This study was conducted in an English preparatory school in Turkey, with the participants being 12 students from an intact classroom. This study was a qualitative case study. Data were collected through semi-structured interviews and creative writing samples from the students. The results showed that students believe that online learning has a negative impact on their motivation because of aspects such as lack of social interaction, dissatisfaction with the content and organizational problems in the learning environment.

So also, Zaman (2015) conducted a study on the role of motivation in second language learning: a study of private university students in Bangladesh. The purpose of this study was to know the current scenario of motivation as well as its importance in the classroom. Four students from private universities participated in the research. It is worth mentioning that quantitative and qualitative methods were used to collect the data. A questionnaire was designed in order to measure students' motivation and an interview was conducted to examine the role of teachers in motivation. The results showed that other ways of teaching can be used to increase students' motivation.

Beluce & Oliveira (2015) performed a study on students' motivation to learn in virtual learning environments. The purpose of this study is to know the factors that are related to motivation for learning. This study was conducted in higher education courses in the continuing education

regime and the participants were 572 enrolled students from the Brazilian state of Paraná. The data were collected through the Teaching and Learning Strategies and Motivation to Learn in Virtual Learning Environments Scale, which had 32 items and six dimensions, three of which were intended to measure the variables of autonomous motivation, controlled motivation and demotivation. The results showed a positive correlation for autonomous motivational behavior, suggesting that online education requires student commitment and autonomy.

At the national level, several studies have been found, which are detailed below:

Ortega et al., (2020) performed a study on Motivation as a factor for English language learning in the Ecuadorian university context: Background, results and proposals. The purpose of this study was to determine and analyze the factors that influence university students to learn English. The participants for this study were 422 undergraduate students. The data were collected through questions related to integrative and instrumental motivation and also included an open-ended question to find out why the participants study English. The results showed that most of the participants study English for the benefits it brings; as well as revealed the importance of the methodology used by the teachers.

Vargas (2020) conducted a study on e-learning teaching in times of pandemic. The purpose of this study was to determine the virtual teaching methodologies used in times of pandemic. This study was carried out at the “Universidad Estatal del Sur de Manabí” and the participants were 83 students of the sixth semester of the Nursing Career. The data were collected using qualitative, quantitative, descriptive, analytical and deductive methods. The results showed that due to the health problems caused by covid-19, the use of technological tools in the teaching-learning process has been forced as it has been the only way to continue with the equation, and it was also evidenced that most students agree in obtaining a good academic performance online while others consider obtaining a low performance.

Similarly, Criollo (2012) conducted a study on the importance of educational motivation in the process of meaningful learning of the English language. The aim of this study was to determine the incidence of motivation in the mentioned process. The study was conducted in the Franciscan Educational Unit “La Inmaculada”, being the participants the students of the second year of

baccalaureate in sciences. It had a qualitative-quantitative approach through field and descriptive research. A questionnaire was used for data collection. The data showed that there was a lack of motivation among the students, for which a manual containing didactic activities was proposed.

## **6.2. Theoretical Framework**

### **6.2.1 Motivation**

(Bacigalupe & Mancini, 2011) define motivation as a term that refers to a variety of internal and external factors that initiate, sustain and direct behavior in relation to the subject's environment. In other words, motivation is the impulse or desire to perform certain actions taking into account the purpose of culminating and achieving the objectives set at the beginning; because when people are motivated, they are able to maintain the required effort during the time it takes to reach their determined objectives.

#### **6.2.1.1 Motivation in education**

Mattos (1963) mentions that "motivate is to awaken the interest and attention of the students for the values contained in the subject, exciting in them the interest to learn it, the pleasure of studying it and the satisfaction of fulfilling the tasks it demands" (p. 159). Therefore, motivation in the academic environment plays an important role because it influences the way students learn. Because motivated students improve their abilities and potential for success, they will not have difficulty advancing in their learning. .

For this reason, motivation greatly influences the way students learn, whether in a classroom or virtual environment, as motivated students will feel owners of their own learning, either because they need it, want it or want to be part of it, their interest in improving and bettering themselves day by day will allow them to break different limitations that may arise in their paths and thus achieve success in their learning. Moreno (1977) indicates that "a motivated student, based on his own interests and needs, will be in the best circumstances to learn" (p. 40).

#### **Types of motivation**

### ***Intrinsic motivation***

Morris & Maisto (2001) define intrinsic motivation as "the desire to perform a behavior that arises from the same behavior performed" (p. 348). That is, it arises naturally without the need for pressure or any reward, but is given by people's own intentions to achieve in whatever they want to do because they will enjoy exploring, learning and improving their skills and potential.

Hence, when people have intrinsic motivation, they act under their own interests, since they have psychological needs of autonomy, competence and the need to achieve a better relationship with themselves and with others, since they will feel the satisfaction of having achieved their goal. Reeve (2009) indicates that "intrinsic motivation arises spontaneously from the psychological needs of autonomy, competence and affinity of the person" (p. 83).

Moreover, intrinsic motivation is very important in student learning because it is linked to the interest and commitment required during the learning process, since the desire or taste for learning will allow students to achieve great academic achievements from their effort and dedication to overcome. Consequently, "the intrinsically motivated student is more willing to apply a significant mental effort during the completion of the task, to engage in richer and more elaborate processing and in the use of deeper and more effective learning strategies" (Lamas, 2008, p. 16).

In addition, (Reeve, 2009) mentions that intrinsic motivation must be constantly initiated through elements such as persistence, creativity, conceptual understanding and subjective well-being.

- ***Persistence.*** It is what allows people to remain in the activity, since as long as they are intrinsically motivated, they will want to remain in the action that is planned to perform.
- ***Creativity.*** It happens when intrinsic motivation is present in people spontaneously, since the actions they perform will be given by their own interest and without the need for pressure, thus flowing innately.
- ***Conceptual understanding.*** It exists when intrinsic motivation allows people to improve their understanding of what they are trying to learn, that is, not only to repeat the information, but to think, understand and assimilate their own interest in learning.



- ***Subjective well-being.*** It happens when people pursue goals intrinsically motivated, that is, out of self-interest to achieve them, so that self-esteem and confidence will be the basis for success in achieving the objective.

### ***Extrinsic motivation***

Romero & Pérez (2009) mention that extrinsic motivation is “associated to external factors; the person does not feel motivated by the nature of the task but conceives it as a means to achieve other ends” (p. 93). That is, it occurs when people perform such activities only to obtain an incentive or reward. Because their actions are based on external stimuli that are not under their control and do not come from internal motivation, since people seek other benefits such as money, good grades, social recognition, among others.

In this way, people will act under the consequences they seek to obtain or intend to avoid as their actions and behaviors will allow them to obtain external benefits so that extrinsic motivation arises on the basis of personal validation by a third party who will reward or reprimand the activity or action developed. Thus, once the objective of obtaining a reward or incentive has been achieved, the motivation will disappear in people.

Therefore, “the extrinsically motivated student will engage in certain activities only when these offer the possibility of obtaining external rewards; in addition, it is possible that such students opt for easier tasks, whose solution assures them of obtaining the reward” (Lamas, 2008, p. 16). Thus, in education, extrinsic motivation is often used very frequently by teachers, since it is based on rewards and punishments to motivate students to participate in class, but it is also evident that they will do so to obtain an incentive or reward, but not because of the internal desire to do it.

This type of extrinsic motivation according to (Reeve, 2009) is divided into the following 4 types:

- ***External regulation.*** It arises based on rewards and punishments and not by internal motivation.
- ***Introjected regulation.*** It happens when people perform different actions by the introjection of society to avoid internal emotions such as shame or guilt.

- **Identified regulation.** It is an internalized and autonomous motivation, in which people act out of self-interest because they consider the activity to be important and useful.
- **Integrated regulation.** It is the type of motivation that has a greater validation of autonomy since people perform actions because they reflect their values in the sense of self.

It is worth mentioning that in the educational field these two types of motivation take different paths, since students who possess intrinsic motivation will feel a spontaneous desire to learn, that is, their main objective is to understand in depth the contents to be taught and to master the processes in which they are involved. On the other hand, a student who has extrinsic motivation will be motivated only to obtain a personal benefit in return, such as getting a degree, getting a good job, or demonstrating self-improvement to others, so that academic activities are seen as a mere formality (Pintrich, 2000).

#### **6.2.1.2 Motivation for learning a foreign language**

Motivation is very important in learning a foreign language, due to the fact that the more motivated the students are, the more they will want to learn, which will allow them to easily achieve more meaningful learning, as they will have a predisposition and self-interest to advance in the language. Thus, motivation also contributes to developing their abilities, overcoming their limitations and reaching their own goals. (Gardner, 1985) defines motivation in language learning as the point at which a person strives to learn a language for the desire to do so and for the satisfaction experienced in doing it.

#### **Importance of the motivation for learning a foreign language**

Motivation is an essential part of the process of teaching and learning a foreign language because it determines success or failure in language acquisition. When learners are motivated, they enjoy their learning to the fullest, as the desire to improve and master the language leads them to be active and engaged participants in improving their learning skills. On the contrary, less motivated learners tend to get bored in class; they do not feel the slightest desire to participate or to carry out their academic activities. Therefore, (Spolsky, 1990) states that motivated students are able to

learn faster than less motivated ones, so motivation is considered a necessary element to improve learning outcomes.

### **Factors affecting motivation in learning English**

#### *Attitudes*

Attitudes in learning represent the way in which students act during the process of acquiring new knowledge, that is, the predisposition and interest they have to achieve meaningful learning. Therefore, attitude is one of the factors that contribute positively and negatively to students' learning, since the more positive the attitude, the higher the level of motivation to learn a new language. The learning of a language is a process of acculturation that requires a lot of reorientation, since there is a complex linguistic attitude change for the students, which can cause frustration when they do not understand it (Brown, 1987).

#### *Learning styles*

Ensure that teaching activities are sufficiently varied so that students can interact and respond to different learning environments (Lightbown & Spada, 2006). For this reason, it is important to implement different learning styles appropriate to students, as this allows students to process and retain new information in a meaningful way. This will also allow students to improve their learning skills.

#### *The teachers*

The role of teachers is to provide a multidimensional second language program that aims to develop linguistic competence in students (Hedge, 2000). In other words, teachers are the ones who must create a reliable environment for students, as this will allow students to feel motivated to develop their activities and be active participants in class.

### **6.2.1.3 Motivation and Computer-Assisted Language Learning (CALL)**

This term is used to refer to the field of technology in second or foreign language teaching and learning. Regarding the benefits offered by technology in the classroom, (Habley et al., 2008) comment that technology is a potential means of producing positive motivation for learning.

Thus, the use of a virtual tool such as this one adds interest and enhances the academic experience and allows students to be active, motivated and engaged in the learning process.

When language learners use real materials, they can develop their language skills in the classroom. Therefore, that the use of computers motivates and stimulates learners to communicate with each other more effectively through the use of applications and platforms (Bidabadi, 2013). Since, the use of this type of technology creates opportunities to learn and listen to the language from native speakers through authentic materials. For, CALL has come to include materials design, pedagogical theories, and modes of instruction (Beatty, 2013). That is, the use of computers and technological equipment in learning provides learners with more freedom and autonomy in their learning.

#### **6.2.1.4 Motivation of Online learning**

Online learning can be described as a form of distance education made possible by technological devices used by isolated learners in their own environments, away from the primary source of education (Hartnett, 2016). Due to the fact that this makes use of technology has provided great advantages, such as wider access to educational activities and learning opportunities. This learning requires those students' participation starts under their own responsibility in their own learning; they cannot just participate in the class with other students. Because it is requirement forces them to participate in the online class with their own awareness, to acquire new knowledge and information while interacting with the teacher and other students (Knowles & Kerkman, 2007).

Thus, motivation is another issue that requires in-depth analysis when it comes to online learning environments (Burston, 2003). Indeed, this factor is important in both face-to-face and online environments. For this reason, the online learning environment must address motivation and participation. Therefore, it is necessary that the activities and content are able to keep the attention of students because students have low levels of motivation when they do not participate in the activities.

Likewise, the relationship between online learning and learner motivation in a foreign language has been proposed. (Campbell & Sarac, 2018) proposed that technology is integrated into

language learning at an increasing rate in order to boost learners' motivation and maximize their understanding of content. Since computer-based activities can reduce affective filters and enable more foreign/second language learning to occur (Krashen, 1981). Therefore, computer activity tasks can often enhance the interaction between learners and linguistic materials, such as listening, reading, and writing of the target language.

### **6.2.2. Teaching and learning process**

Contreras (1994) defines the teaching and learning process as "the intentional communication system that takes place in an institutional framework and in which strategies are generated to provoke learning" (p. 23). In other words, it is a process of cooperation and interaction between the teacher and the student, since they are active participants in the teaching and learning process, since it is here that the student is the one who emphasizes the teachings provided by the teacher.

For this reason, the teaching and learning process is a communicative and pedagogical process that requires a dynamic participation in which the teacher and the student work together to develop an environment of trust and mutual respect through dialogue and interaction. Consequently, the teaching and learning process should be understood as: "a sequential, interactive and interdependent event, which can contribute to redefine and better perform the tasks, by each of the agents involved, teachers and students" (De la Fuente & Justicia, 2007, p. 537).

However, in order to understand the teaching and learning process, it is important to analyze teaching, learning and their interaction.

The teaching process refers to the transmission of information by the teacher as it is who imparts knowledge, assessment and performance to students, because while it is true that the teacher not only seeks to transmit knowledge, but is also the one who promotes values and attitudes in students so that they are able to acquire autonomy in the construction of their own knowledge and thus can better develop their skills and abilities. In this sense, Molina & García (2019) mentions that "the teaching process related to learning groups the acts performed by the teacher with the intention of raising situations that provide students with the possibilities of learning" (p. 396).

On the other hand, the learning process refers to the acquisition of new knowledge, skills or behaviors by students because this process occurs through experience, that is., it is acquired through observation and practice, so that in order to achieve meaningful learning, motives, needs and interest in learning have a great influence. Hence, Alonso et al. (1994) mention that learning "is a process of acquiring a relatively lasting disposition to change perception or behavior as a result of an experience" (p. 22).

Thus, interaction in the teaching and learning process plays an important role since it allows the teacher and student to create an environment of dialogue or interaction in which there is a reciprocal communication, thus facilitating the transmission and reception of knowledge in an adequate and meaningful way, which will improve the acquisition of knowledge, skills or attitudes. Therefore, Rizo (2007) understands "the teaching-learning process as something complex that requires a process of cooperation, product of the interaction between the two basic subjects involved in it: the teacher, instructor, coordinator or facilitator, on the one hand, and the student, learner, participant, on the other" (p.16).

### **Phases and elements involved in the learning process.**

(Yáñez, 2016) describes that 9 phases and elements are involved in the learning process, which will be detailed below:

#### ***Motivation***

Motivation is produced individually and spontaneously, since it is the impulse or will that the human being has to reach a goal and is aware of the effort needed to achieve it. In education, the more motivated the student is, the greater the intensity to achieve meaningful learning, thus being that motivation greatly influences the way the student learns.

#### ***Interest***

Interest in the learning process refers to the intentionality or affinity that a person has to achieve a certain goal. Therefore, the more a student is interested in learning, the greater his concentration and desire to advance in their learning will be, since the stimulation of interest in the student will

allow them to perform any activity with greater ease and productivity, since all their attention and all their strength will be focused on doing their work well until they achieve their goal.

### ***Attention***

Attention has an important impact on the teaching and learning process as it allows the student to orient their concentration and thinking and thus better interpret any type of event with greater clarity and precision. In this case, the constancy and stability of attention will allow the student to grasp with greater clarity any information given by the teacher so that he will interpret in a better way the information given and this will allow the student to interweave his ideas in order to generate a meaningful learning.

### ***Acquisition***

The process of acquisition of knowledge is a phase of learning that allows the student to learn and develop his intelligence, since this is where the initial contact with the contents provided in a subject starts. It is here where the student builds and develops their knowledge since they will be able to reason and interpret different events under their own reality.

### ***Comprehension***

Comprehension in the learning process is a fundamental phase for the student because this is where the student has the ability to analyze and interpret the information in a critical and meaningful way. That is to say, this phase of comprehension seeks that the student grasps the general in unity with the particular, the singular and the essential, since the student will have to understand the subject to be treated and put it into practice in the future, not in a textual or rigid way, but in an understandable and precise way.

### ***Assimilation***

Assimilation within the learning process allows the student to keep the positive aspects of the knowledge and experiences to which he was immersed, that is, the student will be the one who will keep the different knowledge in the medium and long term, either for different reasons that may cover his interests or because it can be used in the course of his learning.

### *Application*

Application is such an important phase in the learning process due to the state of internal satisfaction that it can cause in the student because this is where the student puts into practice the knowledge acquired in an effective and positive way. Therefore, the correct application of a knowledge or experience to a new situation will allow checking and verifying how adequate the student's learning development has been.

### *Transference*

Transference is a phase of learning in which the learner is able to transfer and maintain the knowledge acquired during learning, since what has been learned is useful for real life, allowing the learner to apply what has been learned in other situations or contexts.

### *Evaluation*

The evaluation is a final phase of the learning process because here the teacher is the one who will evaluate the student in order to know the current state of their learning, since the results of the evaluation will determine whether the learning process is redirected, modified or maintained at the same pace.

#### **6.2.2.1 Learning English as a foreign language**

According to Metzler (2018) "Foreign language education (FLE) is the academic discipline concerned with the teaching and learning of second foreign language(s) (L2) in institutional, primarily school contexts" (p. 10). English is considered the most studied language in the world as a foreign language due to the fact that the number of people who speak it as a second language is three times greater than the number of native speakers.

When referring to English as a foreign language, it means learning a language different from the mother tongue; that is, one that is not used in everyday life or the environment in which the students' activities take place (Mei, 2008). That is, the student only has the opportunity to develop the learning of the English language during their training, that is, when they are in educational institutions, and perhaps in certain types of activities, thus limiting the occasions in which the



student can communicate in this language, since the number of times the student practices the language outside the classroom is minimal.

On the other hand, 75% of the academic bibliography is written in English (Quezada, 2011). Thus, in order to access updated information, a student must have knowledge of this language to conduct research. For this reason, its teaching has achieved great importance in the academic field and has become part of the curriculum of many educational institutions.

For this reason, Ecuador, like other countries around the world, is aware that knowledge of the English language could guarantee access to better opportunities for employment, studies or business. Thus, educational initiatives have been carried out to promote its teaching and learning for more than three decades. As a result, English as a foreign language was incorporated into the national curriculum at all levels of the educational system (Ministerio de Educación, 2016), establishing that the expected level of proficiency will be regulated by the Common European Framework of Reference for Languages.

#### **6.2.2.2 ICT and language learning**

ICT are the acronym for information and communication technology and are defined as the set of technological tools used to communicate, disseminate, store and manage information. Therefore, any type of technology used for this purpose is part of them, achieving long-distance communication between human beings.

Thus, ICT have become a tool of constant use for language learning, since the proper use of these tools allows learning to be complementary and active. In this regard, Morrisey (2008) points out that these tools "are strongly motivating for students and provide more active learning encounters" (p. 84). Among the most commonly used tools for language teaching are: free software, slide presentations, videos, and virtual platforms, among others.

It should be noted that ICT play an important role in education in general, as well as in the learning of a foreign language. These tools raise the quality of the educational process, breaking down the barriers of space and time, allowing interaction and collaboration between people for

the collective construction of knowledge, facilitating access to quality information sources and the development of individuals (Cobo, 2009). Because thanks to the Internet, both students and teachers have access to a wide variety of linguistic materials. The integration of technology in foreign language learning is known as Computer-Assisted Language Learning (CALL).

### **6.2.2.3 Computer-Assisted Language Learning (CALL)**

Computer-assisted language learning (CALL) refers to the fact that during the teaching- learning process the learner makes use of technological tools to improve foreign language proficiency. Beatty (2013), who defines CALL as “any process in which a learner uses a computer and, as a result, improves his or her language” (p. 7).

#### **The history of CALL**

According to (Warschauer & Healey, 1998) the history of CALL can be divided into three stages: behavioral CALL, communicative CALL and interactive CALL. Each stage is detailed below:

#### ***Behavioristic CALL***

This was formed in the late 1960s and was used in the 1970s under the influence of the audio lingual teaching method. Gündüz (2005) states that "at this stage, the computer was seen as a mechanical tutor that did not allow learners to work at an individual pace, which hindered motivation" (p. 198). In addition, it included extensive grammar explanations and translation exercises (Warschauer & Healey, 1998).

#### ***Communicative CALL***

In the 1980s, communicative CALL corresponded with cognitive theories that emphasized that learning was a process of discovery, expression and development. The software developed included text reconstruction programs and simulations (Gündüz, 2005). It focused attention on what learners did to communicate.

#### ***Interactive CALL***

In the 1990s, this new approach appeared. According to (Gündüz, 2005) it influenced many teachers to use social and learner-centered methods. In this approach, learners are allowed to make use of technological devices during the language learning process.

### **CALL as a methodology to teach EFL**

- The effectiveness of the use of computers in the language classroom depends on the way the teacher and students use them (Gündüz, 2005). Some of the benefits of technology could be summarized as follows:
- Implementation of a series of multiple dialogues, applications and authentic mechanisms that not only suit the current needs but also the needs of the learners (Cennamo, 1993).
- Feedback and direct communication with learners fostered their self-construction and information management skills, which contributed to improved self-confidence (Hyland, 2000).
- Motivation is furthered both among students and teachers. Interesting and challenging content helps students focus, thus motivating them to work harder (Cheng & Dörnyei, 2007) where as teachers are challenged to experiment and research, thereby developing their personal skills and interests (Beatty, 2013)

#### **6.2.2.4 Online learning**

"Online learning or also known as e-learning is one of the new conceptions of education in which there are still many controversies about its definition, its scope, the way in which it is carried out and its elements". (Alvarez et al., 2005, p. 19). This distance learning modality makes use of the network and facilitates communication between teachers and students. In addition, this type of learning modality has been adopted in educational institutions as a strategy for student formation.

Online learning is the new learning modality to which students have adapted; this was a drastic change for teachers, students and parents of all ages due to the appearance of Covid-19, a disease that affected the whole world. This measure was taken in education in order to preserve the health of all and so classes moved from face-to-face to online education. But with the current way of learning, some problems have arisen in the use of resources for the teaching and learning process

to be effective because as mentioned by (UNESCO, 2020) learning must continue and governments must support institutions and teachers to develop materials and activities accessible to all.

#### **6.2.2.5 Online English language learning**

Learning English via the Internet is done through the use of electronic media, computers and a network. “Online learning is also known as e-learning, e-learning, online learning, Internet-based learning, virtual learning, or web-based learning” (Indriastuti, 2019, p. 400). The use of the internet in the learning process today is not only an alternative but has become a necessity.

Moreover, online learning offers learners the opportunity to practice and acquire communicative skills as well as to know their strengths and weaknesses in the target language and to study collaboratively with their peers geographically distant from them (Palloff & Pratt as cited in Ramadani, 2021). Based on this view, online learning can help channel and stimulate students' thoughts to arouse students' interest in learning and learning can be effective.

#### **Advantages Online English language learning**

(Cai, 2012) mentions that online English learning has some advantages that could be summarized as follows:

- The abundant teaching resources that the Internet provides where text information, images and audio data on almost any topic can be easily found. In addition, search engines can find a huge amount of information that can be obtained for free, making it very convenient and interesting.
- Easy access to information because if students are interested in a topic, they can immediately find relevant information to learn and discuss. Nowadays, students have cell phones where they can store texts, images and sounds. Students can read articles in English and listen to the voice. This easy access to information creates a small environment for them to learn English.

- Another is the effect of "direct interest" is caused by the need to discover the thing itself. The role of direct interest in English learning is very important because it makes learning interesting and results in better performance due to the high degree of concentration.

### **Disadvantages Online English language learning**

- The disadvantages of online learning according to (Munir, 2009) are as follows:
- When learning is online, classes are taught virtually, so the interaction between teachers and students is still lacking.
- Sometimes in this type of learning the focus is more on the technological aspect than on the educational aspect. The learning process will be hindered, when the teacher does not know and master the strategies, methods and techniques based on information technologies.
- In this learning modality, the motivation and high capacity for independent learning of the students themselves is very necessary.
- Not all students can take advantage of all the facilities of the Internet in online teaching and learning.
- Lack of knowledge and ability to handle applications and the web and Internet properly. This is because there are differences in the skills and understanding of students and teachers in the operation of teaching.

## **7. METHODOLOGY**

### **7.1 Type of research**

The following research is a descriptive project because it allows us to know the influence that motivation has on the online learning of English as a foreign language. Therefore, being a research of this type allows detailing the characteristics of the phenomenon to be investigated for which a data and information collection of concepts of the proposed variables is carried out, which are taken to an analysis. (Calderón, 2006) defines descriptive research as a process of collecting, analyzing, classifying and tabulating data on practices, processes and cause-effect relationships. The descriptions of these characteristics were done in two different ways. First the research methodology, where its main characteristics is the analysis and deduction of content from a theoretical framework and second the use of a descriptive method that permits the analysis and discussion of survey.

### **7.2 Research design**

(Lincoln & Guba, 1995) mention that in the qualitative research design, everything related to the study phenomenon must be investigated, i.e., the different perspectives on it are collected in order to identify the aspects to be taken into account for data collection. So, the researcher must have a thorough knowledge of everything related to the phenomenon under study, as this will allow the researcher to have a clear and neutral vision that does not influence the interpretation of the data obtained.

### **7.3 Research approach**

Thus, the Qualitative Method was also applied in this research, since it allows for greater detail and facilitates the sharing of facts and phenomena. And also, the Quantitative Method was also applied because the work requires an investigation of cause and effect variables to identify the problem.

#### **7.4 Data collection technique and instrument**

The research technique used for data collection was the survey and the instrument used was a questionnaire. The proposed questionnaire was adapted from the Attitude/Motivation Test Battery (AMTB) questionnaire developed by Gardner (2004) because this is used to know the motivation of students studying English as a foreign language. In addition, we adapted the questionnaire developed by Vargas (2020) in which questions related to online education are framed. We adapted 13 questions to the context of motivation in online learning English as a foreign language; these were closed-ended questions. This questionnaire was applied online and sent to the 54 students of the Third semester of the National and Foreign Languages Pedagogy career at the Technical University of Cotopaxi.

## **8. ANALYSIS AND DISCUSSION OF RESULTS**

The survey was applied to Third semester students of the National and Foreign Languages Pedagogy career at the Technical University of Cotopaxi. It was divided into two parts, the first part consisted of general information questions; the data obtained are detailed below: The participants were a total of 54 students, of which 40 were female and 14 students were male. In addition, it was found that 46 students belong to the range of between 18 and 23 years, 6 students belong to the range of between 24 and 28 years and 2 students belong to the range of 29 years or more. Additionally, the data show that 85.2% of the students connect through fixed internet and the remaining 14.8% connect through mobile data.

The second part included questions related to the proposed topic and the data obtained are detailed below:



**1. You consider that motivation is important in the online learning of English as a foreign language.**

**Table 2.**

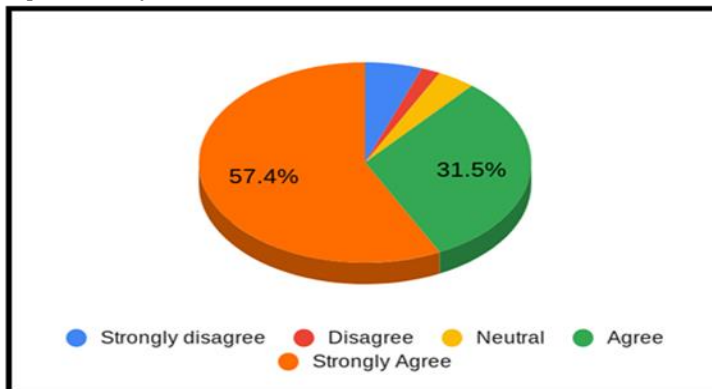
*Importance of Motivation*

Option	Frequency	%
Strongly disagree	3	5.6
Disagree	1	1.9
Neutral	2	3.7
Agree	17	31.5
Strongly Agree	31	57.4
TOTAL	54	100

Source: Students of the Third semester of the National and Foreign Languages Pedagogy career.

**Graphic 1.**

*Importance of Motivation*



Source: Students of the Third semester of the National and Foreign Languages Pedagogy career

In this question 57.4 % and 31.5 % of the respondents answered that they strongly agree and agree as they consider motivation important in online EFL learning, while 5.6 %, 3.7 % and 1.9% answered strongly disagree, neutral and disagree respectively. Therefore, motivation is a fundamental factor in the learning process because it occurs spontaneously and naturally in the learner, so that the desire to learn, their needs and future prospects stimulate them to learn effectively in order to achieve meaningful learning. Consequently, (Ormrod, 2005) mentions that motivation is an internal state that encourages the learner to act on his or her own learning because it directs and maintains the interest and desire to learn, since motivation determines whether and how something is learned

## 2. You consider that the use of ICTs in learning English as a foreign language helps to:

**Table 3.**

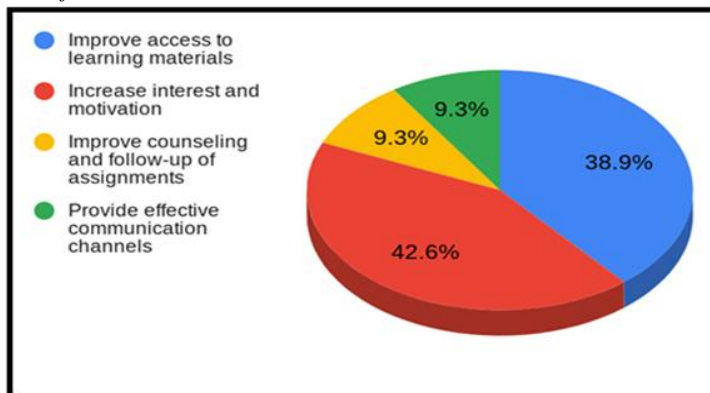
*Use of ICTs*

Option	Frequency	%
Improve access to learning materials	21	38.9
Increase interest and motivation	23	42.6
Improve counseling and follow-up of assignments	5	9.3
Provide effective communication channels	5	9.3
TOTAL	54	100

**Source:** Students of the Third semester of the National and Foreign Languages Pedagogy career.

**Graphic 2.**

*Use of ICTs*



**Source:** Students of the Third semester of the National and Foreign Languages Pedagogy career.

In this question, 42.6% responded that the use of ICTs helps to improve access to learning materials, 38.9% responded that it helps to increase interest and motivation, while 9.3% and 9.3% responded that it helps to improve the evaluation and monitoring of assignments and to provide effective communication channels. Hence, ICTs are important in the teaching and learning process by being a support resource for the teacher and the learner. Since they provide a constructive and meaningful preparation to enrich, transform and complement the academic path. Thus, Cobo (2009) mentions that ICTs in education "raise the quality of the educational process, breaking the barriers of space and time, allowing interaction and collaboration between people for the collective construction of knowledge, facilitating access to quality information sources and the development of individuals" (p. 306).

### 3. You demonstrate a good attitude towards the learning you receive.

**Table 4.**

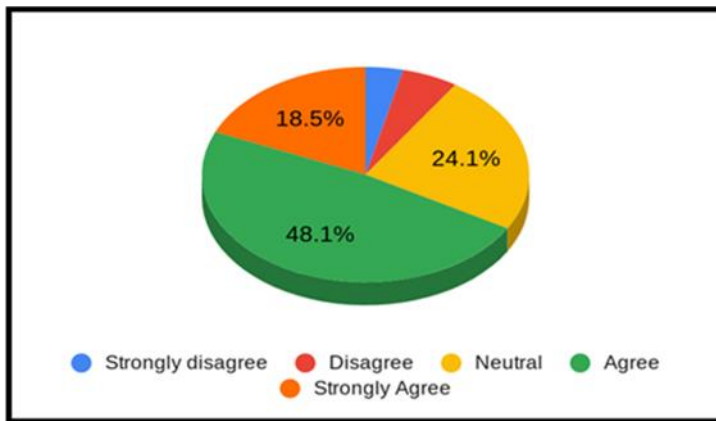
*Good Attitude*

Option	Frequency	%
Strongly disagree	2	3.7
Disagree	3	5.6
Neutral	13	24.1
Agree	26	48.1
Strongly Agree	10	18.5
TOTAL	54	100

Source: Students of the Third semester of the National and Foreign Languages Pedagogy career.

**Graphic 3.**

*Good Attitude*



Source: Students of the Third semester of the National and Foreign Languages Pedagogy career.

According to this question, 48.10 % of the respondents answered that they agree because they show a good attitude towards the learning received, 24.1% answered neutral, 18.5% answered that they totally agree, while 5.6% and 3.7% answered totally disagree and disagree respectively. So, attitude within learning plays an important role because it refers to the favorable disposition that the student has to learn, since to the extent that the student has a good attitude he will put more emphasis on attending class, doing his homework and creating good habits to achieve his learning objective more easily. Hence (Cárdenas, 2008) defines attitude as a positive or negative predisposition that determines personal intentions that influence personal behavior.

#### 4. You work almost every day to improve your English skills.

**Table 5.**

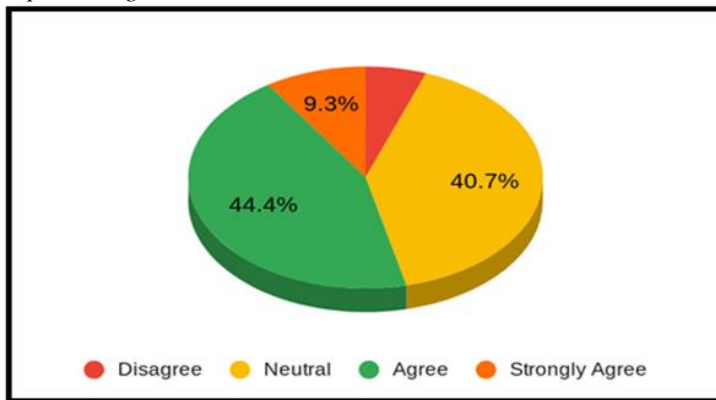
*Improve English Skills*

Option	Frequency	%
Strongly disagree	0	0
Disagree	3	5.6
Neutral	22	40.7
Agree	24	44.4
Strongly Agree	5	9.3
TOTAL	54	100

Source: Students of the Third semester of the National and Foreign Languages Pedagogy career.

**Graphic 4.**

*Improve English Skills*



Source: Students of the Third semester of the National and Foreign Languages Pedagogy career.

The 44.4% of the respondents answered that they agree because they consider that working almost every day improves English skills, 40.7% answered neutral, while 9.3% and 5.6% answered that they strongly disagree and disagree respectively. Thus, learning a foreign language such as English requires constant practice as it requires the availability and flexibility of the student's time to achieve continuous learning, since dedication and effort in the language will allow the student to improve the level of their learning skills. For this reason, Vines (2015) mentions that "it is impossible to establish precisely the number of hours needed to learn a new language, since reaching a good level depends on many factors such as motivation, experience, attitude and aptitude of the student" (p. 10).

## 5. You feel confident when participating in class.

**Table 6.**

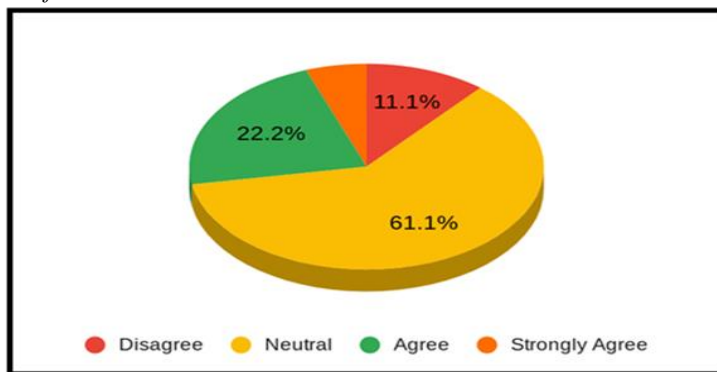
*Confident*

Option	Frequency	%
Strongly disagree	0	0
Disagree	6	11.1
Neutral	33	61.1
Agree	12	22.2
Strongly Agree	3	5.6
TOTAL	54	100

Source: Students of the Third semester of the National and Foreign Languages Pedagogy career.

**Graphic 5.**

*Confident*



Source: Students of the Third semester of the National and Foreign Languages Pedagogy career.

In this question, 61.1% of the respondents answered neutral, 22.2% answered agree, 11.1% answered strongly agree because they feel confident in participating in class, while 5.6% answered disagree because they do not feel confident. So, confidence is essential in the learning process, since when a student has sufficient confidence in the school environment, the student will be more enthusiastic to participate in class and their learning will be spontaneous without the need for external incentives. Hence, Conejeros et al. (2010) mention that "trust generates an adequate climate for learning, for dialogue, for the resolution of conflicts and problems, for motivating learning and innovation. Trust gives security to the teacher and the student, facilitates communication and inter-subjectivity among the actors" (p. 38)

## 6. When the class is difficult, you struggle to understand it.

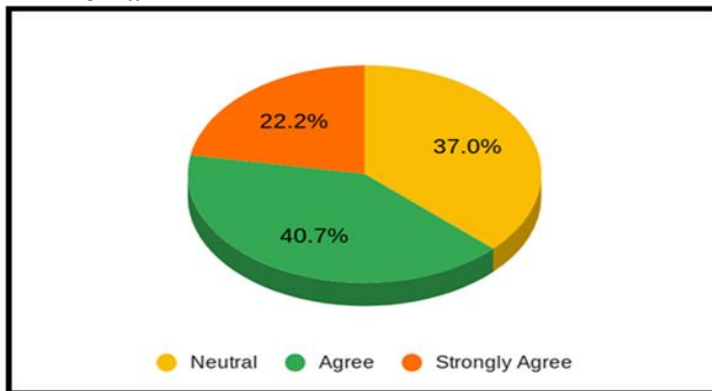
**Table 7.**

<i>Learning Difficulties</i>		
<b>Option</b>	<b>Frequency</b>	<b>%</b>
Strongly disagree	0	0
Disagree	0	0
Neutral	20	37.0
Agree	22	40.7
Strongly Agree	12	22.2
<b>TOTAL</b>	<b>54</b>	<b>100</b>

**Source:** Students of the Third semester of the National and Foreign Languages Pedagogy career.

**Graphic 6.**

*Learning Difficulties*



**Source:** Students of the Third semester of the National and Foreign Languages Pedagogy career.

The 40.7% of the respondents answered that they agree because when the class is difficult, they struggle to understand it, 37% answered neutral, that is to say they are not inclined in favor or against the proposed statement, while 22.2% answered that they strongly agree with the proposed statement. So, learning difficulties can often become complex for the student, as this may be due to different problems such as low self-esteem, frustration or poor use of teaching strategies by the teacher. Thus, (Romero & Cervan, 2005) state that learning problems can disable the student to learn in a meaningful way since there may be different school problems, low school performance and specific learning difficulties that prevent the student from achieving good learning and adaptation.

## 7. You pay no attention to distractions and concentrate on completing your tasks.

**Table 8.**

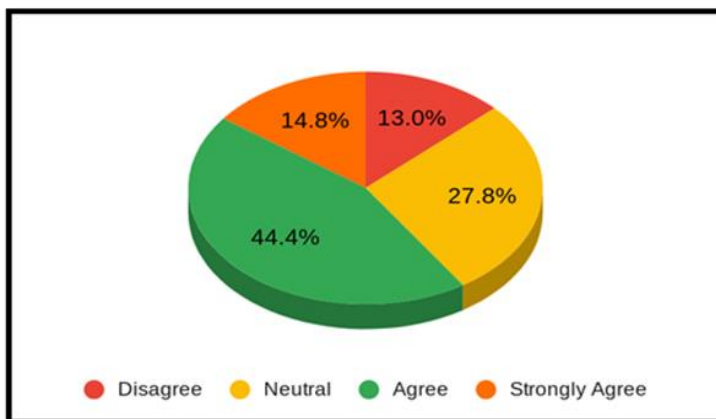
*Distractions and Concentrate*

<b>Option</b>	<b>Frequency</b>	<b>%</b>
Strongly disagree	0	0
Disagree	7	13.0
Neutral	15	27.8
Agree	24	44.4
Strongly Agree	8	14.8
<b>TOTAL</b>	<b>54</b>	<b>100</b>

**Source:** Students of the Third semester of the National and Foreign Languages Pedagogy career.

**Graphic 7.**

*Distractions and Concentrate*



**Source:** Students of the Third semester of the National and Foreign Languages Pedagogy career.

The 44.4% of the respondents answered that they agree because they do not pay attention to distractions and prefer to concentrate on the completion of their tasks, 27.8% answered neutral, 14.8% answered strongly agree and 13% answered that they disagree. Thus, when a student is intrinsically motivated, distractions will not be an impediment to fulfill their activities because the desire to learn, to deepen their knowledge, to improve will be paramount for the student. Thus, Reeve (1994) defines intrinsic motivation as "a natural motivation that arises spontaneously from a person's psychological needs for autonomy, competence, and affinity" (p. 83).

## 8. You believe that learning English facilitates communication with people from different countries and cultures

**Table 9.**

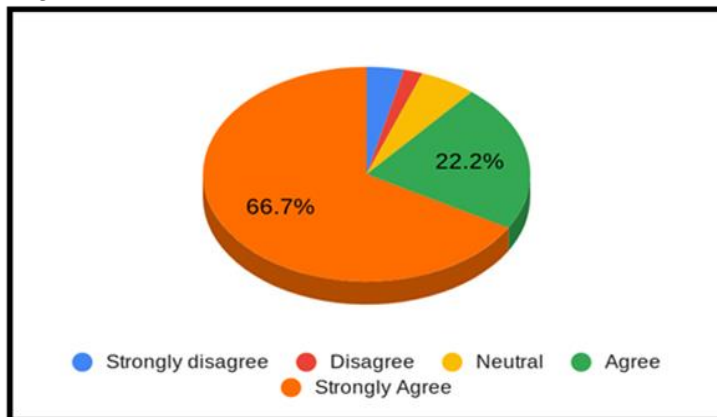
*English Facilities Communication*

Option	Frequency	%
Strongly disagree	2	3.7
Disagree	1	1.9
Neutral	3	5.6
Agree	12	22.2
Strongly Agree	36	66.7
TOTAL	54	100

Source: Students of the Third semester of the National and Foreign Languages Pedagogy career.

**Graphic 8.**

*English Facilities Communication*



Source: Students of the Third semester of the National and Foreign Languages Pedagogy career.

Out of a total of 54 students, 66.7% and 22.2% of the respondents strongly agreed and agreed respectively. In addition, 5.6%, 3.7% and 1.9% responded neutral, strongly disagree and disagree respectively. In other words, most of the students believe that learning English is a means that facilitates communication with people from other cultures. Therefore, it can be determined that culture plays a very important role in learning a foreign language, since knowing the different traditions, customs, beliefs or social behaviors allows having a deeper knowledge of the language to be acquired.



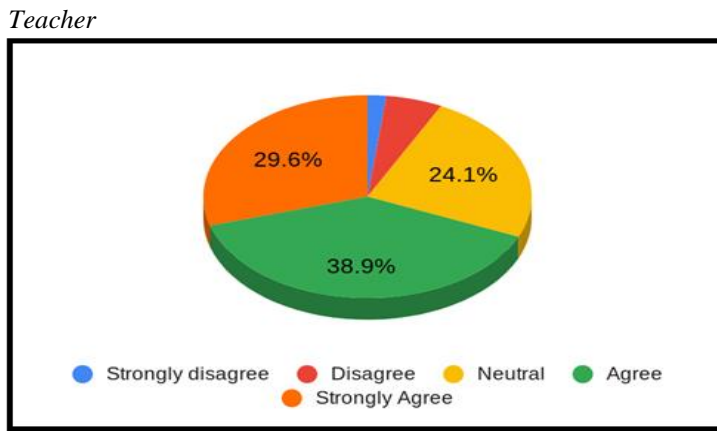
### 9. You consider the teacher to be a motivating agent in online learning.

**Table 10.**

<i>Teacher</i>		
Option	Frequency	%
Strongly disagree	1	1.9
Disagree	3	5.6
Neutral	13	24.1
Agree	21	38.9
Strongly Agree	16	29.6
TOTAL	54	100

**Source:** Students of the Third semester of the National and Foreign Languages Pedagogy career.

**Graphic 9.**



**Source:** Students of the Third semester of the National and Foreign Languages Pedagogy career.

In this question of the total respondents 38.9% and 29.6% answered agree and strongly agree respectively, while 24.1% chose the neutral option and the minority corresponding to 5.6% and 1.9% answered, disagree and strongly disagree respectively to the proposed statement. The data shows that the majority of students consider that for online learning of English as a foreign language the teacher is an important part of improving motivation in students. Teachers within learning play a vital role in creating a supportive environment. By supporting students' interests, teachers help develop interest, engagement, which aids motivation (Schuitema et al., 2016; Stearns, 2013). Therefore, teachers help students increase their responsibility and engagement by enabling them to achieve goals.

**10. You consider that the use of new didactic technological tools strengthens the learning of English as a foreign language.**

**Table 11.**

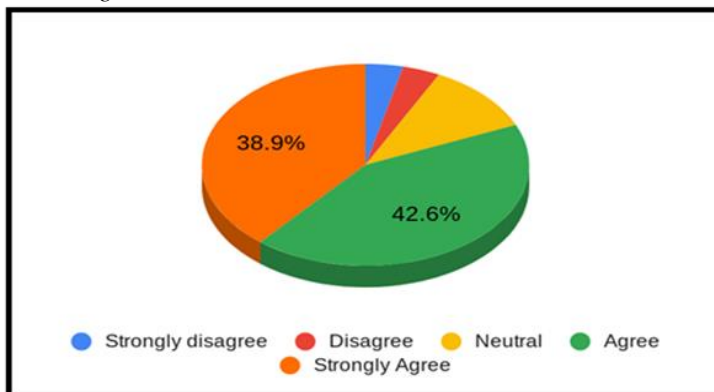
*Technological Tools*

Option	Frequency	%
Strongly disagree	2	3.7
Disagree	2	3.7
Neutral	6	11.1
Agree	23	42.6
Strongly Agree	21	38.9
TOTAL	54	100

**Source:** Students of the Third semester of the National and Foreign Languages Pedagogy career

**Graphic 10.**

*Technological Tools*



**Source:** Students of the Third semester of the National and Foreign Languages Pedagogy career

In this question the majority 42.6% and 38.9% answered agree and strongly agree respectively, indicating the importance of the use of new technological tools in online English learning; while 11.1% chose the neutral option and the minority 3.7% answered both disagree and strongly disagree respectively. "Online education has a challenge because it must establish a complex relationship between theory and practice, for which it makes use of different applications that support it" (Arias et al., 2012, p. 22). So it can be noted that the use of these technological tools are important for motivation in learning, since they are an external factor that helps in the interest in the realization of the different activities.

**11. You consider that the classes taught by the teachers through the different technological tools are:**

**Table 12.**

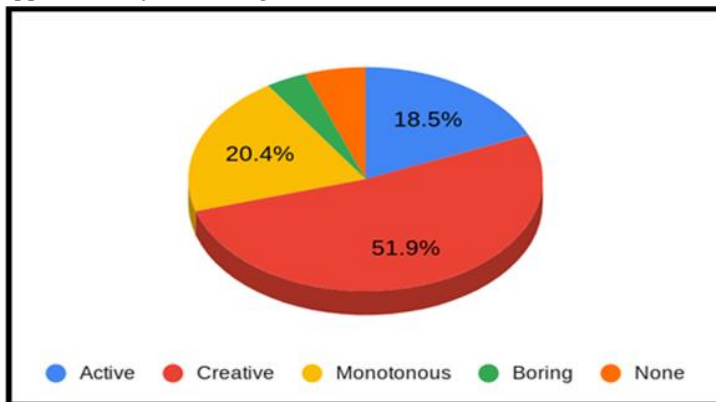
*Application of Technological Tools*

<b>Option</b>	<b>Frequency</b>	<b>%</b>
Active	10	18.5
Creative	28	51.9
Monotonous	11	20.4
Boring	2	3.7
None	3	5.6
<b>TOTAL</b>	<b>54</b>	<b>100</b>

**Source:** Students of the Third semester of the National and Foreign Languages Pedagogy career.

**Graphic 11.**

*Application of Technological Tools*



**Source:** Students of the Third semester of the National and Foreign Languages Pedagogy career.

According to the data obtained, most of the students, representing 51.9% and 18.5% percent, responded that the classes taught through these tools are creative and active, respectively. However, 20.4% considered them monotonous and, to a lesser extent, 5.6% and 3.7% answered none and were boring. (González, 2012) expresses that including new resources to teaching, taking advantage of those that technology provides, with the purpose of generating attractive environments, student motivation and increased student interest, generating interactive study habits. For these reasons it is necessary to integrate technology as a vital resource considering that students are connected to it.

## 12. The digital platforms used by teachers in their classes are:

**Table 13.**

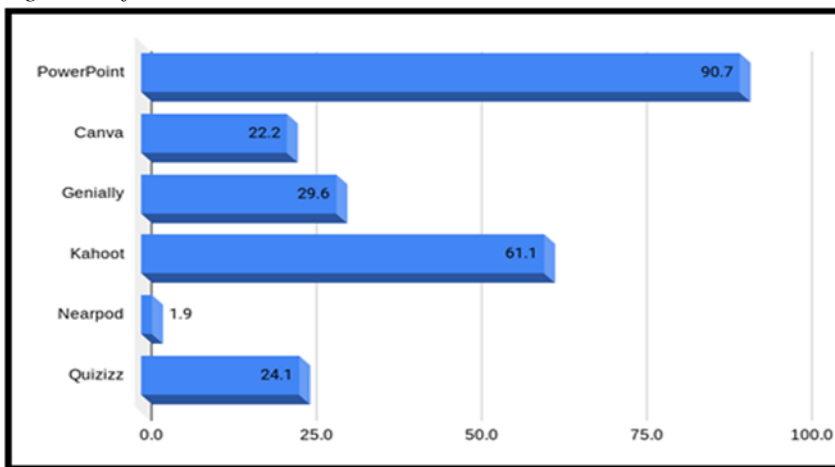
*Digital Platforms*

Option	Frequency	%
PowerPoint	49	90.7
Canva	12	22.2
Genially	16	29.6
Kahoot	33	61.1
Nearpod	1	1.9
Quizizz	13	24.1

**Source:** Students of the third semester of the National and Foreign Languages Pedagogy career.

**Graphic 12.**

*Digital Platforms*



**Source:** Students of the third semester of the National and Foreign Languages Pedagogy career.

According to the data obtained, it was shown that the digital platform most used in classes is PowerPoint, since 90.7% choose this option, followed by Kahoot with 61.1%. Then we have that 29.6%, 24.1% and 22.2% chose Genially, Quizizz and Canva respectively; while only 1.9% chose Nearpod. According to Beatty (2013) “digital platforms can be defined as “the hardware and software environment designed to automate and manage development academic formation activities” (p. 33). In other words, they are tools to facilitate learning, communication and collaboration.

**13. Based on the sanitary problems caused by COVID-19, which has forced us to adopt this new modality of teaching and learning, you consider that your academic performance and acquisition of competences will be:**

**Table 14.**

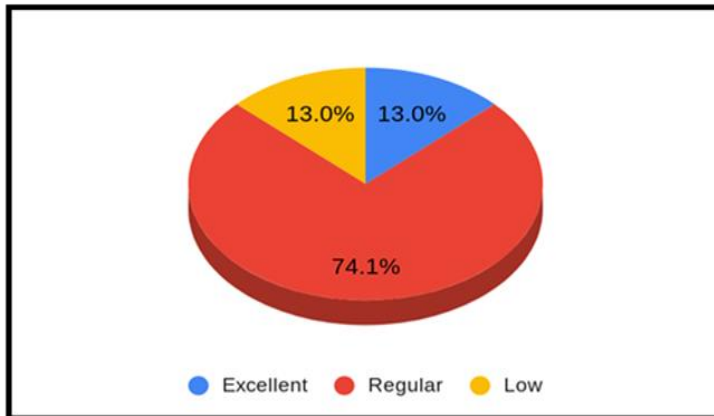
*Academic Performance and Acquisition of Competences*

<b>Option</b>	<b>Frequency</b>	<b>%</b>
Excellent	7	13
Regular	40	74.1
Low	7	13
<b>TOTAL</b>	<b>54</b>	<b>100</b>

**Source:** Students of the third semester of the National and Foreign Languages Pedagogy career.

**Graphic 13.**

*Academic Performance and Acquisition of Competences*



**Source:** Students of the third semester of the National and Foreign Languages Pedagogy career.

In this question, the majority of respondents representing 74.1% considered that the online education received during the health crisis will be regular, while the excellent and low options were chosen by 13% each. Due to the suspension of face-to-face classes, the need to maintain learning has imposed challenges that countries have learning has imposed challenges that countries have addressed by means of different alternatives and virtual solutions.

## **9. RESEARCH IMPACTS**

This research, being of an educational nature, does not have a technical or environmental impact, since it is aimed at knowing the influence that motivation has on the online learning of English as a foreign language in the National and Foreign Languages Pedagogy career at the Technical University of Cotopaxi, which makes it has a social and formative impact, since it involves the educational actors, thus allowing to improve the interaction between teachers and students in order to improve the teaching and learning process.

## **10. CONCLUSIONS AND RECOMMENDATIONS**

### **10.1 Conclusions**

In the elaboration of this project it is concluded:

- Motivation positively influences the process of online learning English as a foreign language as it is composed of affective and cognitive aspects that allow students to realize persist and achieve a set goal in their learning.
- Students are intrinsically and extrinsically motivated. They are intrinsically influenced because it arises from their own needs to learn a foreign language online, achieving their learning goals through desire, effort and good attitude, developing in them concentration and confidence. While extrinsically they are influenced by external aspects that encourage learners to perform their activities. An extrinsic factor of importance is the role of the teacher, who contributes to create a safe and pleasant environment in which students do not feel afraid to participate in class.
- In addition, the results showed that aspects of intrinsic motivation are important in the online learning of English as a foreign language. When we talk about intrinsic motivation we mean that students feel more interest in learning when there is an external stimulus such as the insertion of ICT, technological tools and digital platforms; as these can help to encourage and motivate them and thus obtain better results. Additionally, it was possible to conclude that students perceive that the online education they are receiving will be at a regular level, suggesting the great challenges that this learning modality faces in order to achieve a better effectiveness.

### **10.2 Recommendations**

- After the research carried out, it is recommended to take into account a fundamental factor such as motivation to improve the development of the classes by building an environment of interest and confidence.
- To achieve the proposed learning objectives, it is necessary for students to be intrinsically motivated in order to maintain a more active participation. Therefore, it is essential to

support extrinsic aspects such as teaching methods and techniques to achieve meaningful learning.

- Teachers must make effective use of technological tools and digital platforms, since in the online modality they play an essential role since their proper application allows classes not to become monotonous and boring.



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## 12. ANNEXES

### 12.1 Annex 1. Student Survey

**Questionnaire addressed to third semester students of the Pedagogy of National and Foreign Languages career at the Technical University of Cotopaxi.**

Dear:

The present instrument aims to collect data for the research "Motivation as a fundamental factor in the online learning of English as a foreign language". The instrument has been developed from items applied and validated in previous research related to the proposed topic (Vargas, 2020; Gardner, 2004). The data you provide is confidential and will be used for academic purposes only. By answering this questionnaire, you are giving your consent to participate as an informant for the ongoing research.

Thank you for your collaboration.

General Information

E-mail address: \*

Tu respuesta \_\_\_\_\_

Type of identification: ID card-passport (N°): \*

Tu respuesta \_\_\_\_\_

Phone number: \*

Tu respuesta \_\_\_\_\_

Gender: \*

Male

Female

Other

Ethnicity: \*

- Indigenous
- Afro-Ecuadorian
- Mestizo(a)
- Montubio (a)
- White
- Other

You connect to class through: \*

- Fixed Internet
- Mobile data
- Cyber

## Section 1



- Read each item carefully.



You consider that motivation is important in the online learning of English as a foreign language. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

You consider that the use of ICT in learning English as a foreign language helps to: \*

- Improve access to learning materials
- Increase interest and motivation
- Improve counseling and follow-up of assignments
- Provide effective communication channels

☰  
You demonstrate a good attitude towards the learning you receive. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

You work almost every day to improve your English skills. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

You feel confident when participating in class. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

When the class is difficult, you struggle to understand it. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

You pay no attention to distractions and concentrate on completing your tasks. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

You believe that learning English facilitates communication with people from different countries and cultures. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

You believe that learning English facilitates communication with people from different countries and cultures. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

You consider the teacher to be a motivating agent in online learning. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

You consider the teacher to be a motivating agent in online learning. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

You consider that the use of new didactic technological tools strengthens the learning of English as a foreign language. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

You consider that the classes taught by the teachers through the different technological tools are: \*

- Active
- Creative
- Monotonous (explaining without arousing interest)
- Boring
- None

The digital platforms used by teachers in their classes are: \*

- PowerPoint
- Canva
- Genially
- Kahoot
- Nearpod
- Quizizz

Based on the sanitary problems caused by COVID-19, which has forced us to adopt this new modality of \* teaching and learning, you consider that your academic performance and acquisition of competences will be:

- Excellent
- Regular
- Low

## 12.2 Annex 2. Tutor's Curriculum Vitae

### CURRICULUM VITAE



#### 1.- DATOS PERSONALES

NOMBRES Y APELLIDOS: GINA SILVANA VENEGAS ÁLVAREZ

FECHA DE NACIMIENTO: 25-ENERO-1969

CEDULA DE CIUDADANÍA: 0501598643

ESTADO CIVIL: CASADA

NUMEROS TELÉFONICOS: 2812918 - 0995323286

E-MAIL: gina.venegas@utc.edu.ec  
giniven1@yahoo.com

#### 2.- ESTUDIOS REALIZADOS

NIVEL SECUNDARIO: COLEGIO Y NORMAL SUPERIOR “MANUELA CAÑIZARES”

NIVEL SUPERIOR: UNIVERSIDAD TÉCNICA DE COTOPAXI  
UNIVERSIDAD CENTRAL DEL ECUADOR  
ESCUELA POLITÉCNICA DEL EJÉRCITO

#### 3.- TÍTULOS

**GRADO:** LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, ESPECIALIDAD INGLÉS.

#### TÍTULO/GRADO DE POSGRADO

- MAGISTER EN EDUCACIÓN SUPERIOR
- DIPLOMA SUPERIOR DE LA ENSEÑANZA DE INGLÉS  
COMO SEGUNDA LENGUA

#### **4.- EXPERIENCIA LABORAL**

- UNIVERSIDAD TÉCNICA DE COTOPAXI
- UNIVERSIDAD DE LAS FUERZAS ARMADAS E.S.P.E.
- INSTITUTO TECNOLÓGICO SUPERIOR AERONÀUTICO
- UNIDAD EDUCATIVA “JEAN PIAGET”

#### **5.- CARGOS DESEMPEÑADOS**

- DECANA DE LA FACULTAD DE CIENCIAS HUMANAS Y EDUCACIÓN ·  
DIRECTORA DE LA UNIDAD ACADÉMICA DE CIENCIAS
- ADMINISTRATIVAS Y HUMANÍSTICAS.
- REPRESENTANTE DE LOS DOCENTES AL HONORABLE  
CONSEJO UNIVERSITARIO
- DIRECTORA DEL PROGRAMA DE LICENCIATURA EN INGLÉS ·  
COORDINADORA DEL CENTRO DE IDIOMAS DE LA  
UNIVERSIDAD TÉCNICA DE COTOPAXI 2006 - 2007.
- MIEMBRO DE LA ASAMBLEA UNIVERSITARIA PERÍODO 2006 – 2008 ·  
VOCAL A LA ASAMBLEA DE LA UNIVERSIDAD ECUATORIANA DE  
LOS DOCENTES DE LAS UNIVERSIDADES PÚBLICAS
- COORDINADORA DEL ÁREA NRO 5 “INFORMACIÓN PÚBLICA” ·  
DIRECTORA PROVINCIAL DE CORREOS DE COTOPAXI
- DIRECTORA DE TESIS DE GRADO
- DIRECTORA DE TESIS DE POSGRADO
- DOCENTE UNIVERSITARIA



### 12.3 Annex 3. First Author's Curriculum Vitae

#### DATOS PERSONALES:

- NOMBRES: Kathy Maricela
- APELLIDOS: Andrade Carrillo
- FECHA DE NACIMIENTO: 19 de Octubre de 1992
- CÉDULA DE IDENTIDAD: 050400557-0
- ESTADO CIVIL: Soltera
- TELEFONOS: 0983801413
- E-MAIL: kathy.andrade5570@utc.edu.ec
- DIRECCIÓN: Calle Mariscal Sucre y Rumiñahui – Saquisilí



#### ESTUDIOS REALIZADOS:

- NIVEL PRIMARIO: Escuela “Nuestra Señora de Pompeya”
- NIVEL SECUNDARIO: Unidad Educativa “Victoria Vásquez Cuví”
- INSTRUCCIÓN SUPERIOR: Universidad Técnica de Cotopaxi

#### TÍTULOS OBTENIDOS

- Bachiller en Ciencias especialización Sociales
- Egresada Ciencias de la Educación mención Inglés

#### CURSOS REALIZADOS:

- Virtual Demonstration Class for Reading Skills.
- First Seminar Workshop “IMPROVING OUR TEACHING PRACTICES THROUGH TECHNOLOGY”.
- Programa de aprendizaje e-tándem para fortalecer las competencias lingüísticas y culturales en la Carrera de Inglés de la Universidad Técnica de Cotopaxi.
- II Seminario Internacional Impacto de las Mujeres en la Ciencia: Género y Conocimiento.

#### PROYECTOS DE INVESTIGACIÓN REALIZADOS

- Métodos y estrategias innovadoras en la enseñanza del idioma inglés.
- The cultural dimension of e-tandem learning.

- Authentic Materials as Strategy to Teach Culture in the Context of English Classes. A View since an Action Research Experience a viewpoint on the action research experience.

#### **EXPERIENCIA PRE-PROFESIONAL**

- Unidad Educativa 11 de Noviembre – Latacunga.
- Docente en el área de inglés con los cursos de Educación Básica de la Escuela de Educación General Básica “República de Colombia”.

#### **REFERENCIAS PERSONALES:**

- Sr. Jhonatan Otavalo      Telf: 0995873651      Ingeniero en Mecatrónica.
- Sra. Sandy Chuquitarco      Telf: 0984735485      Licenciada en Educación Básica.
- Srta. Jenny Molina      Telf: 0999946809      Ingeniera en Contabilidad y Auditoría.

## 12.4 Annex 4. Second Author's Curriculum Vitae

### DATOS PERSONALES:

- NOMBRES: Jeniffer Mishel
- APELLIDOS: Montatigse Caza
- FECHA DE NACIMIENTO: 19 de Noviembre de 1998
- CÉDULA DE IDENTIDAD: 172630569-9
- ESTADO CIVIL: Soltera
- TELEFONOS: 0962737951
- E-MAIL: mishelcaza5699@gmail.com
- DIRECCIÓN: Cooperativa Tesalia (Calle LT) – Machachi



### ESTUDIOS REALIZADOS:

- NIVEL PRIMARIO: Escuela “José Mejía Lequerica”
- NIVEL SECUNDARIO: Unidad Educativa “Aloasi”
- INSTRUCCIÓN SUPERIOR: Universidad Técnica de Cotopaxi

### TÍTULOS OBTENIDOS

- Bachiller en Informática Aplicada
- Egresada Ciencias de la Educación mención Inglés

### CURSOS REALIZADOS:

- Virtual Demonstration Class for Reading Skills.
- First Seminar Workshop “IMPROVING OUR TEACHING PRACTICES THROUGH TECHNOLOGY”.
- Programa de aprendizaje e-tándem para fortalecer las competencias lingüísticas y culturales en la Carrera de Inglés de la Universidad Técnica de Cotopaxi.
- II Seminario Internacional Impacto de las Mujeres en la Ciencia: Género y Conocimiento.

### PROYECTOS DE INVESTIGACIÓN REALIZADOS

- Métodos y estrategias innovadoras en la enseñanza del idioma inglés.
- The cultural dimension of e-tandem learning.

- Authentic Materials as Strategy to Teach Culture in the Context of English Classes. A View since an Action Research Experience a viewpoint on the action research experience.

#### **EXPERIENCIA PRE-PROFESIONAL**

- Unidad Educativa 11 de Noviembre – Latacunga.
- Docente en el área de inglés en los grados 4<sup>to</sup> y 5<sup>to</sup> de Educación Básica de la Unidad Educativa 11 de Noviembre – Machachi.
- Docente en el área de inglés con los cursos de Educación Básica de la Escuela de Educación General Básica “Alfredo Escudero”.

#### **REFERENCIAS PERSONALES:**

- Sra. Gaby Caiza            Telf: 0984142204    Técnica en Enfermería
- Sr. Jorge Vilaña            Telf: 0985313154    Tecnólogo en seguridad
- Sr. Geovany Caiza            Telf: 0989086483    Tecnólogo en mecánica automotriz