



# **TECHNICAL UNIVERSITY OF COTOPAXI**

## **PUJILÍ CAMPUS**

### **EDUCATIONAL SCIENCES, MAJORING IN ENGLISH**

#### **RESEARCH PROJECT**

## **EFL LEARNER'S MOTIVATION AND ATTITUDE TOWARD ENGLISH LANGUAGE LEARNING AT THE "TECHNICAL UNIVERSITY OF COTOPAXI"**

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

**Authors:**

Espín Vásconez Elly Rachel

Espinoza Cárdenas Germán Leonardo

**Tutor:**

Paulina Alexandra Arias Arroyo PhD.

**PUJILÍ – ECUADOR**

**AUGUST 2022**

## **TUTOR'S ENDORSEMENT**

In my capacity as a supervisor of the research report entitled **“EFL LEARNER’S MOTIVATION AND ATTITUDE TOWARD ENGLISH LANGUAGE LEARNING AT THE “TECHNICAL UNIVERSITY OF COTOPAXI”** and researched by **Elly Rachel Espín Vásconez**, ID number **0502918261** and **Germán Leonardo Espinoza Cárdenas**, ID number **0502739030**, for obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major.

### **I CERTIFY THAT**

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

Pujilí, August 2022



Paulina Alexandra Arias Arroyo PhD.

I.D.: 0502212095

## COMMITTEE APPROVAL

The research report entitled “**EFL LEARNER’S MOTIVATION AND ATTITUDE TOWARD ENGLISH LANGUAGE LEARNING AT THE “TECHNICAL UNIVERSITY OF COTOPAXI”** 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.

Pujilí, August 2022



.....  
Jorge Luis Rosero Menendez, MSc.  
I.D.: 0500862727  
Committee president



.....  
Nelly Patricia Mena Vargas, MSc.  
I.D.: 0501574297  
Committee, Member 1



.....  
José Ignacio Andrade Moran MSc.  
I.D.: 0503101040  
Committee, Member 2

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Pujilí, August 2022



Elly Rachel Espín Vásconez

I.D.: 0502918261



Germán Leonardo Espinoza Cárdenas

I.D.: 0502739030

## **GRATEFULNESS**

*To all the people who did not doubt our work and were by our side until the end of this project. Especially to our tutor PhD. Paulina Alexandra Arias Arroyo who gave us all her knowledge and shared her time with us. To our parents, family and friends who have been a motivation in our lives and the fundamental basis for the completion of this stage.*

*Elly & Germán*

## **DEDICATION**

*This research project is dedicated to:*

*To God, who has been my faithful companion on this long road. To my parents Benicio and Mónica and my daughter Ariana, who have been a light in the midst of darkness.*

*To my grandparents for being a fundamental part of my life, they have taught me that in life it is not about being the strongest but the one who is constant with her dreams and makes them come true. To my life partner Ariel, for supporting me in my decisions and not letting go of my hand.*

*In general, to all the people who have been and will be for me at all times of my life, those who have helped me grow both personally and professionally.*

*Elly*

## **DEDICATION**

*This research project is dedicated to:*

*To my beloved parents Gladys and Jimmy who have always been my faithful support and gave me the strength I needed to thrive in life. For being the best role models that I've ever could have. Thank you for giving me your love, comprehension and making of me a man with good moral values.*

*To my beloved grandmother Gloria, my aunt Fanny and my other relatives for encouraging me and being my inspiration to overcome and face life problems. For teaching me to stand my ground and fighting for my deepest dreams to come true. Thank you for your priceless advice and being here to see me becoming a professional at last.*

*Thank you to our academic tutor who was engaged and committed to give us professional guideline since the very beginning and all along the process until the completion of this difficult journey.*

*Germán*

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

**THEME:** “EFL LEARNER’S MOTIVATION AND ATTITUDE TOWARD ENGLISH LANGUAGE LEARNING AT THE “TECHNICAL UNIVERSITY OF COTOPAXI”

**Authors:**

Espín Vásquez Elly Rachel  
Espinoza Cárdenas Germán Leonardo

**Tutor:**

Paulina Alexandra Arias Arroyo, PhD.

**ABSTRACT**

Motivation is an important element in language learning. The main objective is to determine the EFL learners’ motivation and attitude towards English language learning at the “Technical University of Cotopaxi”. This present project has a quantitative approach and a descriptive method. Besides, a survey was chosen by the researchers to use it as the preferred data collection technique. The survey that was applied is an adaptation from the Gardner’s Attitude Motivation Test Battery (AMTB), which measures the level of motivation that students have. In this sense, the survey was directly carried out to 1975 students from which a randomly sample was carried out to 322 students at the Languages Center of "La Matriz" campus in the Technical University of Cotopaxi. The elicited final results from this research show that there is a high percentage of integrative motivation with 62.73%, meanwhile, instrumental motivation has 21,74%. On the other hand, according to the obtained results, the dominant type of motivation among participants is integrative with 62,73%. It’s worth mentioning that motivation in foreign language learning plays a meaningful role which ultimately influence on learners' commitment level towards overcome acquisition barriers of a new language.

**Keywords:** Adaptation Attitude, Learning English, Motivation.



**UNIVERSIDAD TÉCNICA DE COTOPAXI**  
**EXTENSIÓN PUJILÍ**  
**CIENCIAS DE LA EDUCACIÓN, MENCIÓN INGLÉS**

**TEMA:** "MOTIVACIÓN Y ACTITUD DE LOS ESTUDIANTES DE EFL HACIA EL APRENDIZAJE DEL IDIOMA INGLÉS EN LA "UNIVERSIDAD TÉCNICA DE COTOPAXI"

**Autores:**

Espín Vásquez Elly Rachel  
Espinoza Cárdenas Germán Leonardo

**Tutor:**

Paulina Alexandra Arias Arroyo, PhD.

**RESUMEN**

La motivación es un elemento importante en el aprendizaje de idiomas. El objetivo principal es determinar la motivación y la actitud de los estudiantes de EFL hacia el aprendizaje del idioma inglés en la "Universidad Técnica de Cotopaxi". El presente proyecto tiene un enfoque cuantitativo y un método descriptivo. Además, los investigadores eligieron una encuesta para utilizarla como la técnica preferida de recolección de datos. La encuesta que se aplicó es una adaptación de la Batería de Pruebas de Actitud y Motivación de Gardner (AMTB), que mide el nivel de motivación que tienen los estudiantes. En este sentido, la encuesta se aplicó directamente a 1975 estudiantes de los cuales se realizó una muestra aleatoria a 322 estudiantes del Centro de Idiomas del campus "La Matriz" de la Universidad Técnica de Cotopaxi. Los resultados finales obtenidos de esta investigación muestran que existe un alto porcentaje de motivación integradora con un 62,73%, mientras que la motivación instrumental tiene un 21,74%. Por otro lado, según los resultados obtenidos, el tipo de motivación dominante entre los participantes es la integradora con un 62,73%. Cabe mencionar que la motivación en el aprendizaje de lenguas extranjeras desempeña un papel significativo que, en última instancia, influye en el nivel de compromiso de los alumnos para superar las barreras de adquisición de una nueva lengua.

**Palabras clave:** Adaptación, Actitud, Aprender inglés, Motivación.

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## 1. GENERAL INFORMATION

**Theme:** EFL learner's motivation and attitude towards English language learning at the "Technical University of Cotopaxi"

**Starting Date:**

May 2022

**Ending Date:**

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**Place of Research:** The Languages Center of the "Technical University of Cotopaxi"

**Sponsoring Faculty:** Technical University of Cotopaxi see PUJILI

**Sponsoring career:** Educational Sciences, Majoring in English (9no)

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

**Work Team:**

Espín Vásconez Elly Rachel C.I: 0502918261

Espinoza Cárdenas Germán Leonardo C.I: 0502739030

Arias Arroyo Paulina Alexandra PhD. C.I: 0502212095

**Knowledge area:** Education

**Research line:** Education and communication for human and social development.

**Research line of the career (if applicable):** Formation of the person and professional development of the English teacher.

## 2. PROBLEM STATEMENT

Over the years, English has been used as a second language in several countries around the world and has been widely known as a world language of business, science, technology, and recreation. With this in mind, varied nowadays studies have highlighted the importance of English and given it the standing of a global language because it is spoken by many of us who use English as a mean of communication between L2 speakers worldwide. For this reason, several countries have introduced academic policies to incorporate English as a second or foreign language in their national curricula.

Ecuador is not far behind, the resolution of the Higher Education Council (CES), article No. 80 chapter V updated in 2019, stipulates that Higher Education Institutions (HEI) in Ecuador must plan language teaching, whether it is part of the curriculum or not, as long as it ensures that students achieve proficiency in the second language of their choice. Likewise, undergraduate students must demonstrate a B1 level of proficiency in a second language according to the Common European Framework of Reference for Languages (CEFR), which is a compulsory graduation requirement. The levels required for students at the third technical level and the technological level are at least A1 and A2, respectively. Currently, English is the language of communication and information and is also of great importance in university studies. This has been reflected in the fact that most students in higher education institutions in Ecuador want to study it. On the other hand, motivation has been recognized as a crucial factor in language learning because it functions as the starting point for learning and supporting the foreign language acquisition process.

For this reason, it is important to teach students in a dynamic way, this is often achieved through motivational strategies based on foreign language learning, including instrumental and integrative motivation. Their function is to open a scope of pedagogical solutions which serve as an attraction for students, thus making it possible to teach English more clearly.

Some studies have shown that these motivations acquired by students help the teaching and learning of English as a foreign language. However, there is not a research study at the Technical University of Cotopaxi that shows the motivations and attitudes of students from its

different fields of study. Therefore, this present project seeks to investigate the students and teachers' experiences and opinions at the Technical University of Cotopaxi.

### 3. OBJECTIVES

#### 3.1.General objective:

- To determine the EFL learners' motivation and attitude toward English language learning at the "Technical University of Cotopaxi".

#### 3.2.Specific objectives:

- To establish the theoretical foundation and address the problem for the project.
- To identify the students' instrumental motivation and attitude level towards English language learning at the Technical University of Cotopaxi.
- To establish the students' integrative motivation and attitude level towards English language learning at the Technical University of Cotopaxi.
- To determine the dominant type of motivation through the analysis of the survey applied to students at the Technical University of Cotopaxi.

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

SPECIFIC OBJECTIVE	ACTIVITIES	VERIFICATION MEANS
To establish the theoretical foundation and address the problem for the project.	Conduct literature review. Write the theoretical framework.	Theoretical framework
To identify the students' instrumental motivation and attitude towards English language learning at the Technical University of Cotopaxi.	Plan survey structure and questions. Deliver the survey.	Plan survey Teaching materials
To establish the students' integrative motivation and	Plan survey structure and questions.	Plan survey Teaching materials

attitude level towards English language learning at the Technical University of Cotopaxi.	Deliver the survey. Reflect on the experience.	
To determine the dominant type of motivation through the analysis of the survey applied to students at the Technical University of Cotopaxi.	Design and apply surveys. Analyze data. Stablish conclusions and recommendations	Results and discussion

## 5. JUSTIFICATION

Motivational and attitudinal concepts have been associated with individual differences in second language learning since at least the 50s, and numerous perspectives and issues have been encountered over the years. Research on the topic has been intensive and diverse, and today there are many different constructs and theoretical models that attempt to explain individual differences in second language learning and usage.

On the other hand, among the important definitions are those of motivation and attitude. The academic community manifests the multiple characteristics of motivation in terms of its dynamic nature, its continuity over time, and its implications for second language acquisition. Similarly, the definition of motivation and attitude provides us with a clear view of its dynamic nature despite having a general continuity. It can be noticed that both integrative and instrumental constructs are complex, but they are related in research on individual differences in second language acquisition.

The objective of this research is to determine the type of motivation on students at the Technical University of Cotopaxi (UTC) for learning English as a second language. For this purpose, the population is chosen, the sample is selected, and the survey is applied. The survey consists of 21 selection items (1 option only). These items measure the level of both instrumental and integrative motivation towards learning English as a foreign language, the Likert scale will be used for this purpose. Finally, the results are then analyzed with frequency and percentage in order to specify the exact level of motivation.

To conclude, the results of this present study bring out several benefits: 1) it provides an overview of UTC students' motivation and attitudes in learning English; 2) it provides information to teachers and English teaching staff about students' motivation so that it can help them improving the learning process; 3) the results obtained in the study can be used as reference material for future research related to motivation and attitudes in learning English. Finally, the feasibility of this project is very good since it provides valuable information to the institution, and the resources needed for it are not many since it requires a computer, for the creation of the survey and a program for the organization and processing of the results.

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

### **6.1. Background**

The research done by Wimolmas (2012), indicates that the survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology (SIIT), Thammasat University in which he examined the type and level of English language learning motivation (instrumental or integrative) of 30 first year students at an international institute of engineering and technology in Thailand. The author conducted a modified 20-item motivation survey adapted from the Gardner Attitude/Motivation Test Battery (AMTB). The data were analyzed using frequency, percentage, arithmetic mean, and standard deviation. In addition, the main results showed that students were relatively "high" motivated and slightly more "instrumentally" motivated to learn English. The author thereby revealed that instrumental motivation is a significant factor in the group of students learning English. Considering the basis of the results obtained in the study, the author recommends some relevant and useful implications for students' motivation. It is worth mentioning that this research also discussed language improvement programs and activities that are relevant according to the students' language difficulties reported in the open-ended questions.

Earlier in the paper "Integrative and Instrumental Motivations for Learning English as a University Requirement among Undergraduate Students at Al-Jazeera University/Dubai" by (Al-Ta'ani, 2018) an attempt was made to investigate the integrative and instrumental motivation of Emirati EFL (English as a foreign language) students at Al-Jazeera University,



Dubai, UAE. In this investigation also data were collected through a modified motivation questionnaire (20 items) adapted from Gardner (1985). The sample of this study was 50 students, of which 36 were male (72%) and 14 were female (28%). The results obtained revealed that students had a high level of both integrative and instrumental motivation to learn English, but instrumental motivation slightly outweighed integrative motivation in this research. The responses to the open-ended question and its analysis showed that the writing skill was the most problematic for the students. According to the results, some suggestions, guidelines, and recommendations for future research, English teachers, and teaching processes were highlighted.

Sari (2019), also conducted a study of “Students’ motivation in English language learning viewed from Gardner theory” found out the level of motivation in English language learning among second year students in the Department of English at IAIN Bengkulu, and the dominant type of motivation, either integrative or instrumental. This study used descriptive quantitative analysis, the technique used for data collection was questionnaires and interviews. The authors implemented the modified 20-item motivation survey adapted from the Gardner Attitude/Motivation Test Battery (AMTB). Data were presented statistically using percentage, frequency, arithmetic mean, and standard deviation. The results showed that the mean value of integrative motivation (3.83) was higher than the mean value of instrumental motivation (3.64). However, the overall mean motivation was 3.73 and was considered to be at a high level of motivation. The results of this study indicated that most of the students learned English for integrative motivation, i.e., they learned English to understand the people and culture they have. Based on the results of this study, they recommended some of the implications of learning relevant and useful motivations to increase students' motivation.

## **6.2.Theoretical framework**

### **6.2.1. English as a foreign language**

In recent times, Nguyen (2019) mentioned that English has become the standardized global language and plays a critical role for people in real world communication. Learning and using English is now a days preferred by young generations, and it’s as necessary for professional growth as for their individual needs. Similarly, in recent decades, English has emerged as the

world's language of globalization, and it is often referred to as a global language (Ryan, 2006). However, from the perspective of Crystal (2010) says that a great number of people who use language is not related to globalization, and he emphasizes that globalization is related to language dominance and economy, technology and cultural power. "English now a days has become one of the most important language in the world, not only because is the second language more spoken but it has opened doors for everyone for any age" (Doç. Dr., 2021a, p.38).

Therefore, English is very important since it has become a global language, used in business, manufacturing, technology, global trading markets, and education (Crystal & Nunan, 2003). Following this lead, according to Tochon (2009) English is now seen as the world language rather than as a foreign language. "The importance of foreign language knowledge has been emphasized for global understanding, job potential, native language development, cognitive and life skills development. It is really usefull not only in education but also for simple thing like going on a trip vacation or just asking a question" (Doç. Dr., 2021b, p.38).

English is being learnt and taught at a large scale around the world (Richards and Rogers, 2001). In this regard, Crystal (2003) mentioned that the number of non-native English speakers has astonishingly surpassed the native speakers. There are three times more non-native English speakers as compared to the native speakers. More specifically, English is used as the first language by more than 300 million people, meanwhile, 750 million people speak English as the second language. Similarly, to Warshauer (2000), people in the 21st century are in "a new society", one in which English is shared among native and non-native speakers alike. "These is why English has become the most spoken language around the word, is easy to learn and it is rare nowadays to meet a person who does not at least know how to say hello in English" (Anam, 2019, p.1).

This claim illustrates that not only the use of English is a growing phenomenon but learning English as well. This is one of the reasons that studying abroad in an English-speaking country has become popular among international students. Indeed, the earlier authors statements imply that the advancements in field of information technology such as internet, has drawn the

individuals closer and the world has become a global village and this phenomenon has helped the English language to obtain its status (Barnett & Lee, 2003, as cited in Nawaz et al., 2015).

### **6.2.2. Types of motivation**

Brown (2000) decided that studies on the motivation of foreign language students rarely refer to a distinction between two kinds of motivation namely, instrumental motivation and integrative motivation. Brown (2000) explains that in the context of learning, there are two types of motivation. They are instrumental and integrative motivations. Both types of motivation affect the success of second language acquisition from different perspectives. These different types of motivation help when students have problems learning English, and also help teachers distinguish what students' inclination to a type of motivation is, and applying strategies so students can learn better.

Accordingly, Gardner (1985) considered that an integrative orientation towards foreign language learning reflects a sincere and personal interest in the people and culture represented by the other group, and an instrumental orientation emphasizes the practical value and advantages of learning a new language. The integrative orientation thus stresses an emotional involvement with other community, while the instrumental orientation does not (Gardner, 1985, as cited in College, 2020). On the opposite, "Instrumental motivation involves the concepts of purely practical value in learning the second language to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school" (Wimolmas, 2000, p. 906).

On the other hand, Intrinsic motivation refers to learning having its own reward. It means that the students are willingly and voluntarily (not compulsorily) trying to learn what they think has worth or is important to them. The students with intrinsic motivation will have the internal desire to learn, and they do not have the needs for external outcomes (Arnold, 2000). On the contrary, "Extrinsic motivation refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity" (Arnold, 2000, p. 14), "such as homework, grade, or doing something to please teachers" (Wimolmas, 2000, p. 907).

### ***6.2.3. Importance of motivation in foreign language learning***

According to Gardner (2005), attitudes toward the learning situation imply that the nature of the learning situation will influence the individual's level of motivation. For instance, a skilled teacher, an exciting curriculum, well-constructed lesson plans and meaningful evaluation procedures will promote higher levels of motivation.

When the learner's only reason for learning the second language is external pressure, attitude towards language learning might be negative and instrumental motivation minimal Lightbrown and Spada (2006). Following this lead, “the attitudes of some individuals help them achieve goals or overcome obstacles. In contrast, other people have frustrating attitudes, stopping them from dealing with challenges and accomplishing their objectives” (Harrell, 2000, p.14).

The more motivated the learners are, the more easily they will learn and acquire a new language. Motivation is often one of the keys to the highest level of proficiency Saville-Troike, (2012). Similarly, Brown (2000) stated that “it is easy in second language learning to claim that a learner will be successful with the proper motivation” (p.160).

### **6.2.4. Characteristics of motivated learners in foreign language learning**

According to McDonough and Shaw, Success is thought to be based on such factors as checking one's performance in a language, being willing to guess and to ‘take risks’ with both comprehension and production, seeking out opportunities to practice, developing efficient memorizing strategies, and many others (McDonough & Shaw, 2003).

In this regard, Nana Sudjana argues that student motivation can be seen from several 41 things, including: Students' interest and attention to learning, students' enthusiasm to do their learning tasks, Students' responsibility in doing their learning assignments, reactions shown by students to the stimulus given by the teacher, feeling happy and satisfied in doing the assignments given. More specifically wrote that “students with higher levels of motivation will do better than students with lower levels of motivation” (Gardner 2006, as cited in Wijarnjit, 2017).

### **6.2.5. Instruments to measure the EFL learner's motivation in L2 research**

#### ***The foreign language learning motivation questionnaire (FLLM-Q)***

As expressed by T.Apple et al., (2017) “Gardner’s theory has been very influential and is one of the theoretical underpinnings of the subsequent countless researches on L2 motivation”. (p.97). Accordingly, Gonzales (2006) noted that the later part of the eighties and the decade of the nineties marked the popularity of motivation research in language learning. New developments and conceptualization of motivation in L2 and FL populated lots of literature.

Consequently, to investigate the extent of the motivation of the Filipino foreign language learners, Gonzales (2011) chose 150 students who studied foreign language from three universities from Metro Manila to fill two questionnaires anonymously. The first one created by him in 2000 to measure the degree whether they agree or disagree by using a scale from 1 (strongly disagree) to 5 (strongly agree) with six motivational orientations in learning the L2, including an ambition for career and academic development, the need for turning out global citizen, the ability for communicating with foreigners, desire for satisfying themselves, improving self-confidence, and integration with multi-culture. The second one is about some information about the learners and the language they were learning. The data were analyzed by a statistical software called SPSS (Gonzales, 2011, as cited in Viet, 2021). Therefore, “He called his instrument Foreign Language Learning Motivation Questionnaire for Filipinos” (Gonzales, 2017, p. 6).

#### **6.2.5.1. Attitude / Motivation Test Battery (AMTB)**

Gardner, (1985) the Attitude/Motivation Test Battery is a research instrument which has been developed to assess the major affective components shown to be involved in second language learning. To date, its major applications have involved investigations of (a) the correlations of sub-tests and composite test scores with indices of language achievement and behavioral intentions to continue language study, (b) the effects of specific programs, excursions, etc., on attitudinal/motivational characteristics, and (c) the relation of attitudes and motivation to classroom behavior.

In this regard, it provides a reliable and valid guideline despite of some attitudinal/motivational characteristics, which researchers might want to explore in many different contexts. In this regard, Dörnyei (1998) states that one particular strength of Gardner's theory is that it has originated from, and was extensively tested by empirical research, and, indeed, one can clearly feel the assessment-oriented nature of this conceptualization.

As a result of the aforementioned, can be concluded that "the socio-educational model proposes that cultural beliefs about the second language community will influence both the nature and the role played by attitudes in the language learning process" Gardner (1983). Furthermore, from the perspective of Wijarnjit (2017) Gardner's model, motivation is directly linked to the success of learning a new language. However, the students may need other support outside of integrative motivation and instrumental motivation to fully learn and understand a new language

In this respect, Dörnyei (2005) added that all the main models that came afterwards have drawn on Gardner's model, and that his work has prevailed as a result of the popularity and effectiveness to measure motivation through the AMTB battery. Nevertheless, another author's opinion concludes that even if Gardner's work has been criticized in the past, the main landmarks in his work, namely the Socio-Educational Model (1974), and the Attitude/Motivation Test Battery (1985), are still relevant context and thus represent sound theory and tools to be employed nowadays (OJEDA, 2017, p. 27).

## **7. METHODOLOGY**

### **7.1. Research approach**

Following Creswell (2012), a characteristic of a quantitative research is that this approach is focused in "Collecting numeric data from a large number of people using instruments with preset questions and responses" (p.13). In this regard, this study has a quantitative approach as it applies the Gardner Attitude/Motivation Test Battery (AMTB) adapted by Bopita (2019) as an instrument to collect data from the participants.

## **7.2. Research method**

As noted by Manjunatha (2019), “descriptive research primarily focuses on describing the nature of a demographic segment, without focusing on “why” a certain phenomenon occurs. In other words, it “describes” the subject of the research, without covering “why” it happens (p. 863). In this present research, the descriptive level will be reflected as the researchers demonstrate the measurable characteristics regarding the EFL undergraduate students’ motivation level towards learning English at the Language Center of the “Technical University of Cotopaxi”.

## **7.3. Survey**

Survey is used as a research instrument in this study. According to Achmadi and Narbuko (2017), the questionnaire or survey method is a list of questions about a problem to be examined by the researcher. The questionnaire used in this study is a 5-point Likert Scale adapted from the original 7-point Likert Scale format of the Gardner Attitude/Motivation Test Battery (AMTB), from "Strongly Disagree" to "Strongly Agree".

The present research instrument was adopted from a previously done adaptation by the author Bopita (2019) who in turn adapted it from the original revised version questionnaire for the international program students developed by Gardner(2004) also known as Gardner’s (1985) Attitude/Motivation Test Battery (AMTB). The established format model of the questionnaire meant for this study consisted of a distribution of three principal sections being presented next:

### *Section 1: Demographical background information*

This section was designed to elicit data about the demographical information and the educational profile of the participants. This section addressed 4 items in regard with settled parameters such as age of participants, gender of participants, the English proficiency course level of the participants, and the university degree of the participants.

### *Section 2: Instrumental and Integrative Motivation*

To begin with, the motivational survey questionnaire for this study was developed using Google Forms engine and consisted of 20 items measuring the students' motivation towards learning English language. The first (10) items were designed to measure the participants' instrumental motivation. While the items (11-20) were used to measure the participants' integrative motivation towards English and the English-Speaking Community

### *Section 3: Open-Ended Question*

This last section provides an open-ended question on undergraduate students' major problems they encounter with the practice of the English language that prompts them to individually think about those communication skills that could affect and hinder their level of motivation while learning.

The questionnaire format consists of the following sections:

- ✓ *Part 1:* General demographic information of the students: age, gender, English language course, and major.
- ✓ *Part 2:* Student motivation related to various variables in English.
- ✓ *Part 3:* An additional open-ended question on the skill they have the most difficulty with, among: speaking, listening, reading, or writing with their respective reason.

As a part of the validity of the research instrument, an official letter was sent to the validating judges so that the survey could be reviewed, in response to which their acceptance, the validation table and corrections were received. Once these corrections were made, the questionnaire was correctly constructed. In addition, a pilot plan was applied to analyze the results in terms of feasibility. Finally, the survey was applied to the determined sample,

## **7.4. Population**

At first, considering that the population is all the objects to be studied, it can be defined that the population in this research was 1975 students of the English Foreign Language (EFL) of levels A2-Pre-Intermediate and B1-Intermediate of the Technical University of Cotopaxi (UTC).



### 7.5. Sample

The sample is the data generally available from the subset of the individuals in a population. Therefore, the sample is part of the population under investigation and in this present study, it was taken from the survey applied to the total of 322 students at the Languages Center in the UTC. The number of the sample was obtained based on Slovin's (2017) formula:

$$n = \frac{N}{1 + N(e)^2}$$

### Ethical Considerations

In order to carry out this project, firstly, an official letter was sent to the Director of the Language Center requesting authorization for the application of the survey. Moreover it was included a section with an informed consent at the beginning of the questionnaire in order to let the participants decide their voluntary participation in the research.

## 8. ANALYSIS AND DISCUSSION OF RESULTS

### 8.1. Data Analysis

The data obtained from the surveys were analyzed using Microsoft Excel and corroborated with the SPSS program. The demographic information of the subjects, as well as the responses to the closed-ended and open-ended questions, were calculated and presented as a percentage. A five-point Likert scale was used to measure the level of motivation in English language learning. This scale was used in the survey to specify the level of agreement or disagreement based on the following criteria:

**Table 1: CRITERIA SCALE RANK**

MEAN RANGE	INTERPRETATION
3.68 – 5.00	High degree of Motivation
2.34 – 3.67	Moderate degree of Motivation
1.00 – 2.33	Low degree of Motivation

Source: (Sari, 2019)

Once the data were collected, the survey score that each student answered was calculated and the results were presented in the form of quantitative data. In the first part of the survey, the questions are separated into two parts as follows: from number one to ten, questions on instrumental motivation are measured; from number eleven to twenty, questions on integrative motivation are measured. A scale from 1 to 5 is used to measure the students' level of motivation, being (strongly disagree; 1, disagree; 2, neutral; 3, agree; 4, and strongly agree: 5). If the total score of the instrumental part is higher than that of the integrative part, it means that the students are highly motivated and slightly more instrumental. On the contrary, if the total score of the integrative part is higher than the instrumental part, it can be concluded that students have integrative motivation in learning English. The level of dominant motivation in learning English is obtained after calculating the scores of each motivation. Finally, the calculation of motivated learners is integrally included in the formula to obtain the results in percentages. The data were analyzed using a formula based on Sudijono as follows:

$$P = \frac{f}{N} * 100 \%$$

Where:

P = Percentage of data

f = Data frequency

N = Total number of samples

**Table 2:** Demographical Information

	<b>OPTIONS</b>	<b>f</b>	<b>(%)</b>
<b>GENDER</b>	Male	137	42,5%
	Female	183	56,8%
	Other	2	0,6%
	<b>TOTAL</b>	<b>322</b>	<b>100%</b>
<b>AGE</b>	Age range of 19-21 years old	122	37,9%
	Age range of 21-23 years old	125	38,8%
	More than 23 years old	66	20,5%
	Under 19 years old	9	2,8%
	<b>TOTAL</b>	<b>322</b>	<b>100%</b>
<b>PROFICIENCY LEVEL</b>	A2-Pre-Intermediate	193	59,9%
	B1-Intermediate	129	40,1%
	<b>TOTAL</b>	<b>322</b>	<b>100%</b>

This table shows the demographic data collected in the survey, which indicates the gender, age and English level of the Language Center students.

### *Motivation*

This item shows the general details of the research results. The different types of motivation (instrumental and integrative) are presented by their resulting mean scores, standard deviation (S. D.), and descriptive statistics with their corresponding levels of motivation, which served as a basis for the interpretation of the results.

### *Instrumental Motivation*

**Table 3:** Instrumental Motivation

<i>N°</i>	<i>INSTRUMENTAL MOTIVATION</i>	<i>MEAN</i>	<i>S.D.</i>	<i>RATING OF MOTIVATIONAL LEVEL</i>
1	5) I mainly focus on using English for class assignments and the exams.	3,43	0,978	Moderate
2	6) I simply quote the textbooks and do not really communicate myself when speaking or writing in class.	3,03	0,935	Moderate
3	7) I am interested in reading only English textbooks for my university study, but not other English texts e.g., newspapers, magazines.	3,06	1,057	Moderate
4	8) I am more interested in earning a university degree and a good job than learning English Language itself.	2,87	1,067	Moderate
5	9) I am more interested in furthering my higher education than learning English language itself.	2,93	1,096	Moderate
6	10) Learning English is important for travelling abroad.	3,81	1,146	High
7	11) Learning English is important for making me a knowledgeable and skillful person.	3,78	1,173	High
8	12) Learning English is important for making me an educated person.	3,52	1,161	Moderate
9	13) Being proficient in English can lead to more success and achievements in life.	3,84	1,160	High
10	14) Being proficient in English makes other people respect me.	3,10	1,059	Moderate
<b>TOTAL</b>		<b>3,34</b>	<b>1,08</b>	<b>Moderate</b>

In table 2 the highest mean value is 3,84 (statement 9), referring to table 1 this value corresponds to “High degree of Instrumental Motivation”. Meanwhile, the lowest mean value is 2,87 (statement 8) this value corresponds to “Moderate degree of Instrumental Motivation”.

The undergraduate students have a total instrumental-oriented mean value of 3,34 which is considered moderate in the criteria rank scale. Thus, it depicts that they aren’t more inclined to learn English as a foreign language for purely practical value, and this involves a lack of interest from them in taking advantage of their English proficiency to help getting them more prestige and power through it.

### Integrative Motivation

**Table 4:** Integrative Motivation

<i>N°</i>	<i>INTEGRATIVE MOTIVATION</i>	<i>MEAN</i>	<i>S.D.</i>	<i>RATING OF MOTIVATIONAL LEVEL</i>
1	15) Studying English enables me to understand English books, movies, pop music... etc.	3,80	1,149	High
2	16) Studying English enables me to better understand and appreciate the ways of life of native English speakers.	3,64	1,122	Moderate
3	17) Studying English enables me to keep in touch with foreign acquaintances.	3,62	1,087	Moderate
4	18) Studying English enables me to discuss interesting topics with English speakers from other foreign nationalities.	3,79	1,094	High
5	19) Studying English enables me to transfer my knowledge to other people, for example, giving directions to tourists.	3,76	1,101	High
6	20) Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.	3,70	0,992	High
7	21) Studying English enables me to behave like native English speakers: e.g accent, using English expressions.	3,45	1,001	Moderate
8	22) Studying English enables me to appreciate English arts and literature.	3,61	1,086	Moderate
9	23) Studying English helps me to be an open-minded, and sociable person like English speaking people.	3,46	1,062	Moderate

10	24) I am determined to study English as best as I can to achieve maximum proficiency.	3,78	1,112	High
<b>TOTAL</b>		<b>3,66</b>	<b>1,08</b>	<b>Moderate</b>

Table 3 shows that the highest mean value is 3,8 (statement 15) referring to table 1, this value corresponds to “High degree of Instrumental Motivation”. Meanwhile the lowest mean value is 3.46 (statement 23) referring to table 6, this value corresponds to “Moderate degree of Instrumental Motivation”.

The undergraduate students have a total integrative-oriented mean value of 3,66 which is considered moderated in terms of the criteria rank scale. Hence, it outlines that they feel a desire to see themselves as recognized members of an English-speaking community or society for the solely purpose of participating in real-life communicative interactions through using the same foreign language.

### *Students Dominant Motivation*

The following are the results of the dominant type of motivation that UTC students have in learning English (EFL).

### *Result of Survey*

The following table describes the predominance of the type of motivation in learning English in A2 and B1 level students of UTC in the academic year 2022. It is feasible to make a comparison between integrative and instrumental motivation. The results show that students have both moderate and high instrumental and integrative motivation. However, integrative motivation is the most dominant in students with the highest mean score of 3.83 and the lowest mean score of 3.64. More detailed results are presented in

**Table 5:** The comparison between Instrumental and Integrative Motivation

<b>MOTIVATION</b>	<b>MEAN</b>	<b>S. D.</b>	<b>MEANING</b>
Instrumental Motivation	3,34	1,08	Moderate
Integrative Motivation	3,66	1,08	Moderate
<b>TOTAL</b>	<b>3,50</b>	<b>1,08</b>	<b>Moderate</b>

Table 4 shows the comparison between Instrumental and Integrative motivation, which yielded the following data. Thus, referring to the Integrative Motivation, there exists a higher moderate mean value of 3,66 than the other moderate value of 3,34, which is the lowest of both them and belongs to the Instrumental Motivation part respectively. However, the overall mean value of both types of motivation is 3,50. Therefore, participants have a moderate degree of motivation. The total mean value of instrumental and integrative motivation for each student was obtained from the results of the survey questionnaire.

**Table 6:** The comparison between Instrumental and Integrative Motivation

<b>KIND OF MOTIVATION</b>	<b>FREQUENCY</b>	<b>PERCENT (%)</b>
INSTRUMENTAL	70	21,74%
INTEGRATIVE	202	62,73%
BOTH	50	15,53%
<b>TOTAL</b>	<b>322</b>	<b>100,0%</b>

Table 5 exhibits the comparison between Instrumental and Integrative motivation, and it sheds light on the following overview data. The Integrative part has the highest incidence rate with 62,73%, and the Instrumental motivation part has the second place of rate with 21,74%. Meanwhile, the lowest percentage rate corresponds to those participants who are both instrumentally and integrally motivated in third place with a rate of 15,53%.

#### *Result of Open-Ended Question*

**Table 7:** Encountered difficult language skills

<b>AREA OF LANGUAGE DIFFICULTIES</b>	<b>FREQUENCY</b>	<b>PERCENT (%)</b>
Speaking	138	42,9%
Listening	64	19,9%
Reading	15	4,7%
Writing	47	14,6%
None	8	2,5%
In white	5	1,6%
Almost all (2 or 3)	43	13,4%
All	2	0,6%
<b>TOTAL</b>	<b>322</b>	<b>100,0%</b>

Table 6 shows that according to elicited data, it reveals that “Speaking” was considered the most difficult communication skill by the participants with the highest rate of incidence of 42,9%. The second most difficult skill was “Listening” with a percentage rate of 19,9%. The third most difficult skill was “Writing” with a rate of 14,6%. Lastly, the fourth most difficult skill turned out to be “Reading” with lowest percentage rate of 4,7%.

Moreover, in line with other participants’ responses, it was also concluded, for instance, regarding with they found almost all communication skills difficult, which means from two to three out of four with a rate of 13,4%. Meanwhile, other participants found all four communication skills difficult, which represents the lowest incidence rate of 0,6%. Additionally, there were those participants who assured not to have any difficulty at all with practicing all four communication skills, which refers to a rate of 2,5%.

Last, but not least, there were also null responses, which were taken as blank spaces because these participants contributed with no useful insight to the open-ended question, so these responses couldn’t fall under any of the defined areas of language.

## **9. RESEARCH IMPACTS (educational impact, social impact)**

Within the educational impact is the innovation of the methodology used, that is, the pedagogical practice. This is very relevant since the research is related to the contribution of both teachers and students, since in this way the teaching method can be improved, and innovative and efficient methodologies can be implemented. All this in order to increase motivation in English language learning.

The social impact of this research is evident if it is associated with the improvement of students. Nowadays it is important for students to have an English certificate (B2) in order to have a good preparation. However, students will not be able to achieve it if the curricular and educational impact is not improved.

## 10. CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

About the analysis of the above results, it can be concluded that students' motivation in learning English language at the "Universidad Técnica de Cotopaxi" was determined, and it can be noted that both instrumental motivation and integrative motivation have a moderate scale.

- In order to answer the first research objective concerned with the theoretical foundation of the project was conceptualized, it can be said that instrumental motivation involves the concepts of purely practical value in learning English. This in order to increase students' careers or job opportunities, business, giving them more prestige and power. While integrative motivation is defined as the desire to be part of the recognized or important members of the community or society that speak the second language. In other words, it is based on the interest in learning the second language due to the need to know, associate or socialize with the people who use it or, in turn, for the purpose of participating or integrating into the community using the same language.
- Responding to the second objective, the level of instrumental motivation and the attitude of the students towards learning the English language in the Technical University of Cotopaxi was identified, which is in the moderate scale (according to the Likert scale), with a general mean value of 3.34 in percentage (21.74 %). This means that some students are motivated to get a job or because it is an educational requirement.
- Reacting to the third objective, the level of integrative motivation and attitude of students towards learning the English language was established at the Technical University of Cotopaxi, obtaining an overall average value of 3.66 with a percentage of 62.73%. This means that some students are encouraged to learn English because they want to understand the culture of others.
- Finally, in response to the last objective, through the analysis of the surveys carried out on the students at the Technical University of Cotopaxi, it was possible to define that the predominant motivation is the integrative one in the learning of English. This is revealed by the values of the means; the integrative motivation (3.66) which is greater than the value of the mean of the instrumental motivation (3.34). So, we can conclude that students want to learn English culture, understand what native speakers say and be able to communicate.



## Recommendations

Based on the conclusions obtained, the researchers wish to make some summations:

- For future research, researchers should use not only questionnaires with a single open question, but with several open questions or interviews.
- On the other hand, it is also important not only to take into account the aforementioned, but also the observation because in this way you can see the activities and get a more complete vision of the way in which they study in class.
- It is recommended to enlarge the sample size over a longer period of time in order to obtain a higher level of generalization in the investigation as this will make the results more valid and reliable.
- Finally, it is recommended to study more variations of respondents, here you can include age ranges, different years of study and proficiency level of English.

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## 12. ANNEXES

### 12.1. Annex 1: Survey



UNIVERSIDAD  
TÉCNICA DE  
COTOPAXI



Formulario  
de Solicitud

#### Encuesta

“EFL learner's motivation and attitude towards English language learning at the  
“Technical University of Cotopaxi”

#### Estimados Participantes:

El objetivo general de este estudio es analizar el nivel de motivación y actitud de los estudiantes hacia aprender el idioma inglés como lengua extranjera en el centro de idiomas de la "Universidad Técnica de Cotopaxi". Es importante el explicar que toda la información tomada del presente estudio salvaguarda el nombre de los participantes. Es decir, la identidad u otra información personal relacionada es confidencial y no será usada ni expuesta en la discusión o a su vez la presentación de los resultados recogidos. La decisión de participar en este estudio es voluntaria. Si decide no participar en este estudio, puede abandonar este formulario. Y si decide, participar por favor complete los ítems dispuestos.

En las siguientes preguntas tenemos las siguientes opciones de respuesta: Strongly Disagree (Muy en desacuerdo) Disagree (desacuerdo) Neutral (neutral) Agree (de acuerdo) Strongly Agree (Muy de acuerdo)

#### Instrucciones generales a seguir antes de empezar:

- Lea con atención y responda con honestidad
- Elija sólo una opción por pregunta

#### Información Demográfica (Demographical Background Information)

**Nota para el juez validador:** Esta sección fue diseñada para recabar datos sobre la información demográfica y el perfil educativo de los participantes.

- 1) Affiliated University E-Mail Adress:
- 2) Student's ID Number

#### Edad De Los Participantes

**Nota para el juez validador:** Estudiantes universitarios cuyas edades varían de entre los (19-23) años de edad. Se estima que este es el rango de edades habitual de los estudiantes pertenecientes a los niveles de a2-pre-intermedio y b1-intermedio en el centro de idiomas de la Universidad Técnica de Cotopaxi.

Latacunga - Ecuador

Ax. Simón Rodríguez s/n Barrio El Ejido / San Felipe. Tel: (03) 2252346 - 2252307 - 2252205

3) ~~Student's Age. Choose:~~

- Between the age range of 19-21 years old
- Between the age range of 21-23 years old
- More than 23 years old

**Sexo De Los Participantes**4) ~~Student's Gender. Choose:~~

- Male
- Female
- Other
- ~~Prefer not to say.~~

**Nivel De Suficiencia De Los Participantes**

**Nota para el juez validador:** El curso del idioma inglés que está cursando.

5) ~~Student's Proficiency Level. Choose:~~

- A2-Pre-Intermediate
- B1-Intermediate

**Carrera De Pregrado Universitaria De Los Participantes**

**Nota para el juez validador:** La especialidad a la cual los estudiantes universitarios pertenecen conforme a las presentes facultades en la Universidad Técnica de Cotopaxi, tales como son "Caren", "Ciya", "Administrativas", Y "Humanas" respectivamente.

6) ~~Student's Major. Choose:~~

- Agroindustrial
- Veterinaria
- Agronomía
- Ambiente
- Turismo
- Agropecuarias
- Biotecnología
- Sistemas de Información
- Electromecánica
- Industrial
- Electricidad
- Hidráulica
- Contabilidad y Auditoría
- Gestión de la Información Gerencial
- Administración de Empresas



- Mercadotecnia
- Gestión del Talento Humano
- Economía
- Diseño Gráfico
- Comunicación
- Comunicación
- Trabajo Social
- Educación Inicial
- Educación Básica
- Pedagogía de la Lengua y Literatura

#### Orientaciones Instrumentales e Integrativas

**Nota para el juez validador:** Esta sección comprende de un cuestionario motivacional que consiste de 20 ítems dividido en dos partes principales, las cuales miden la motivación de los participantes hacia el aprendizaje del inglés como lengua extranjera, y considerando la adaptación de una escala Likert de 5 puntos partiendo de la escala Likert original de 7 puntos en "Gardner's Attitude/Motivation Test Battery (AMTB)".

#### Motivación Instrumental: (Instrumental Motivation)

**Nota para el juez validador:** Los 10 primeros ítems a partir de la pregunta 7, fueron diseñados para medir la motivación instrumental de los estudiantes.

- 7) I mainly focus on using English for class assignments and the exams.
- Strongly Disagree
  - ~~Disagree~~
  - Neutral
  - ~~Agree~~
  - ~~Strongly Agree~~
- 8) I simply quote the textbooks and do not really communicate myself when speaking or writing in class.
- Strongly Disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly Agree
- 9) I am interested in reading only English textbooks for my university study, but not other English texts e.g. newspapers, magazines.
- Strongly Disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly Agree



10) I am more interested in **earning** a university degree and a good job than learning English Language itself.

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

11) I am more interested in furthering my higher education than learning English language itself.

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

12) Learning English is important for travelling abroad.

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

13) Learning English is important for making me a knowledgeable and skillful person.

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

14) Learning English is important for making me an educated person.

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

15) Being proficient in English can lead to more success and achievements in life.

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



16) Being proficient in English makes other people respect me.

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

#### Motivación Integrativa (integrative motivation)

**Nota para el juez validador:** Los 10 siguientes ítems, es decir desde la pregunta 17 a la 26 fueron diseñados para medir la motivación integrativa de los estudiantes.

17) Studying English enables me to understand English books, movies, pop music... etc.

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

18) Studying English enables me to better understand and appreciate the ways of life of native English speakers.

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

19) Studying English enables me to keep in touch with foreign acquaintances.

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

20) Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.

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

21) Studying English enables me to transfer my knowledge to other people, for example, giving directions to tourists.





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

22) Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.

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

23) Studying English enables me to behave like native English speakers: e.g. accent, using English expressions.

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

24) Studying English enables me to appreciate English arts and literature.

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

25) Studying English helps me to be an open-minded, and sociable person like English speaking people.

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

26) I am determined to study English as best as I can achieve maximum proficiency.

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



**Pregunta Abierta**

**Nota para el juez validador:** Esta última sección provee de una pregunta abierta respecto a los problemas más notorios que los estudiantes universitarios enfrentan en la práctica de las habilidades de comunicación del idioma inglés que podrían afectar y dificultar su nivel de motivación mientras aprenden.

27) Dear respondent, which English skill is the most difficult according to you, (speaking, listening, reading or writing)? And please give your reason why:

.....  
.....  
.....  
.....



## 12.2. Annex 2: Office for the validating judge



UNIVERSIDAD  
TÉCNICA DE  
COTOPAXI



Formulario  
de Solicitud

Pujili 29 de junio, del 2022

MSc.

José Ignacio Andrade

**Docente De La Carrera De Pedagogía De Los Idiomas Nacionales Y Extranjeros**

Presente.

Nosotros **Espín Vásconez Elly Rachel** y **Espinoza Cárdenas German Leonardo** con cédula de ciudadanía No. **0502918261** y **0502739030** respectivamente, nos dirigimos a usted de la manera más comedida para solicitarle que participe como juez validador(a) del instrumento que pretendemos aplicar como parte de nuestra investigación cuyo objetivo general es analizar el nivel de motivación/actitud hacia aprender el idioma inglés de los estudiantes de la Universidad Técnica de Cotopaxi. Para lo cual adjuntamos el instrumento a aplicarse y el formato de validación para el mismo. Dicho instrumento está realizado por Bopita Sari AMTB Adaptation (2019) quien a su vez lo adaptó del instrumento original creado por Gardner AMTB (1985), el cual se denomina como AMTB (Attitude Motivation Test Battery) que permite determinar el nivel de motivación de los estudiantes hacia el aprendizaje de un idioma. Además, cabe mencionar que la presente adaptación del instrumento ha sido tomada como el modelo a ser adoptado por nosotros los investigadores para aplicarlo al contexto de la investigación referente a los niveles A2 y B1 de la suficiencia en el idioma extranjero Inglés del centro de idiomas en la “Universidad Técnica de Cotopaxi”.

De antemano agradecemos su aceptación y esperamos su gentil respuesta.

Atentamente

ESPIN VASCONEZ ELLY RACHEL  
050291826-1

ESPINOZA CARDENAS GERMAN LEONARDO  
050273903 -0

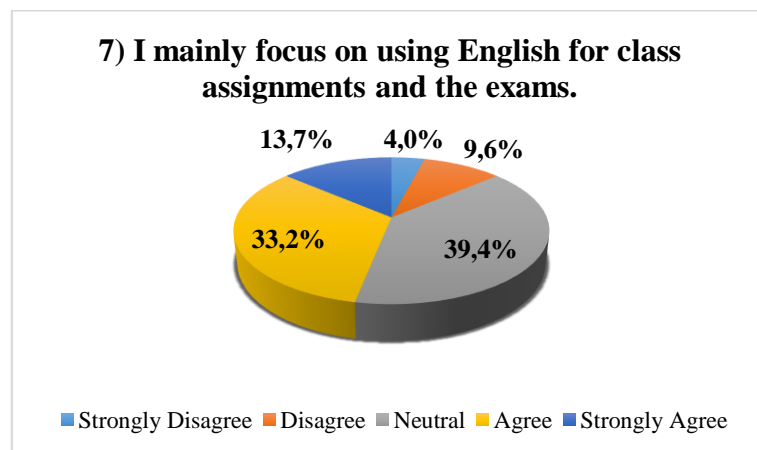
Latacunga - Ecuador

Av. Simón Rodríguez s/n Barrio El Ejido / San Felipe. Tel: (03) 2252346 - 2252307 - 2252205

### 12.3. Annex 3: Results of the survey per question

**Table 1:**

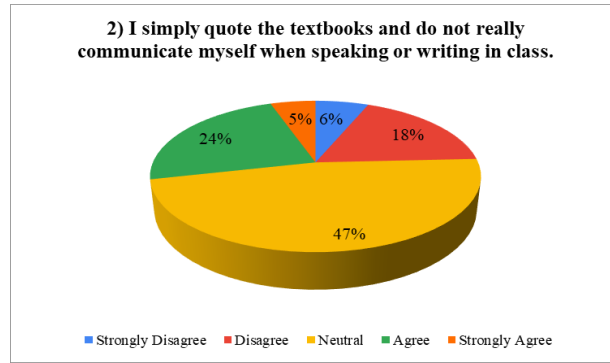
<b>7) I mainly focus on using English for class assignments and the exams.</b>		
<b>OPTIONS</b>	<b>F</b>	<b>%</b>
Strongly Disagree	13	4,0
Disagree	31	9,6
Neutral	127	39,4
Agree	107	33,2
Strongly Agree	44	13,7
<b>TOTAL</b>	<b>322</b>	<b>100</b>



Source: Survey  
Elaborated: Researchers

**Table 2:**

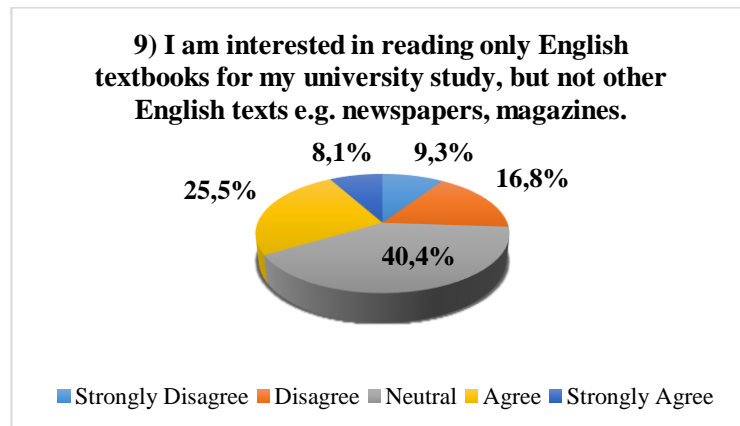
<b>8) I simply quote the textbooks and do not really communicate myself when speaking or writing in class.</b>		
<b>OPTIONS</b>	<b>F</b>	<b>%</b>
Strongly Disagree	20	6,2
Disagree	58	18,0
Neutral	152	47,2
Agree	75	23,3
Strongly Agree	17	5,3
<b>TOTAL</b>	<b>322</b>	<b>100</b>



Source: Survey  
Elaborated: Researchers

**Table 3:**

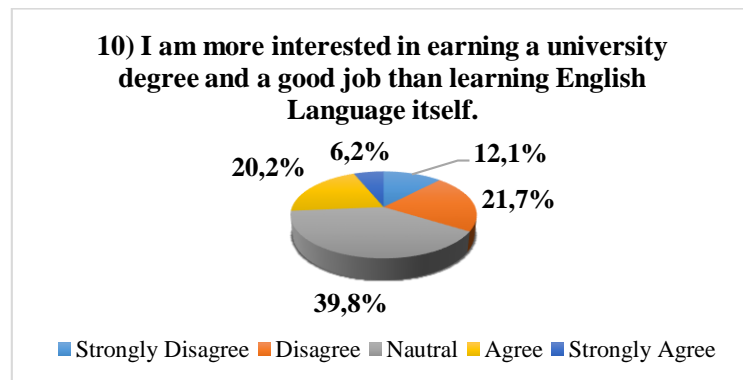
<b>9) I am interested in reading only English textbooks for my university study, but not other English texts e.g. newspapers, magazines.</b>		
OPTIONS	F	%
Strongly Disagree	30	9,3
Disagree	54	16,8
Neutral	130	40,4
Agree	82	25,5
Strongly Agree	26	8,1
<b>TOTAL</b>	<b>322</b>	<b>100</b>



Source: Survey  
Elaborated: Researchers

**Table 4:**

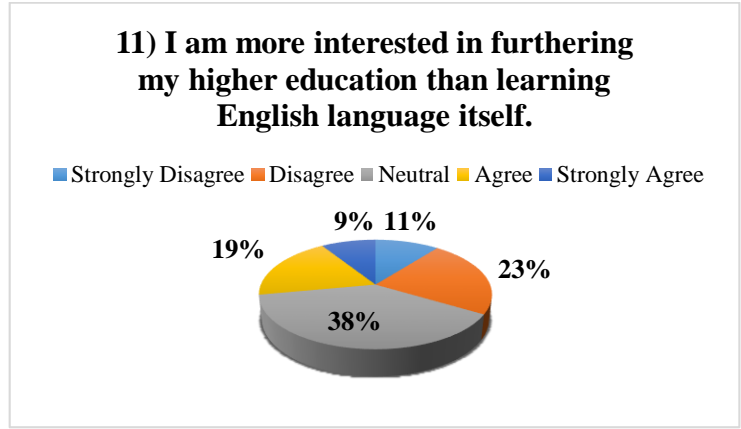
<b>10) I am more interested in earning a university degree and a good job than learning English Language itself.</b>		
<b>OPTIONS</b>	<b>F</b>	<b>%</b>
Strongly Disagree	39	12,1
Disagree	70	21,7
Neutral	128	39,8
Agree	65	20,2
Strongly Agree	20	6,2
<b>TOTAL</b>	<b>322</b>	<b>100</b>



Source: Survey  
Elaborated: Researchers

**Table 5:**

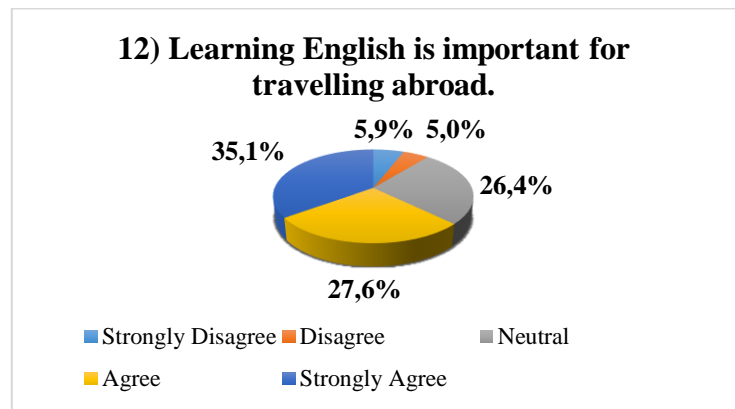
<b>11) I am more interested in furthering my higher education than learning English language itself.</b>		
<b>OPTIONS</b>	<b>F</b>	<b>%</b>
Strongly Disagree	34	10,6
Disagree	74	23,0
Neutral	124	38,5
Agree	61	18,9
Strongly Agree	29	9,0
<b>TOTAL</b>	<b>322</b>	<b>100</b>



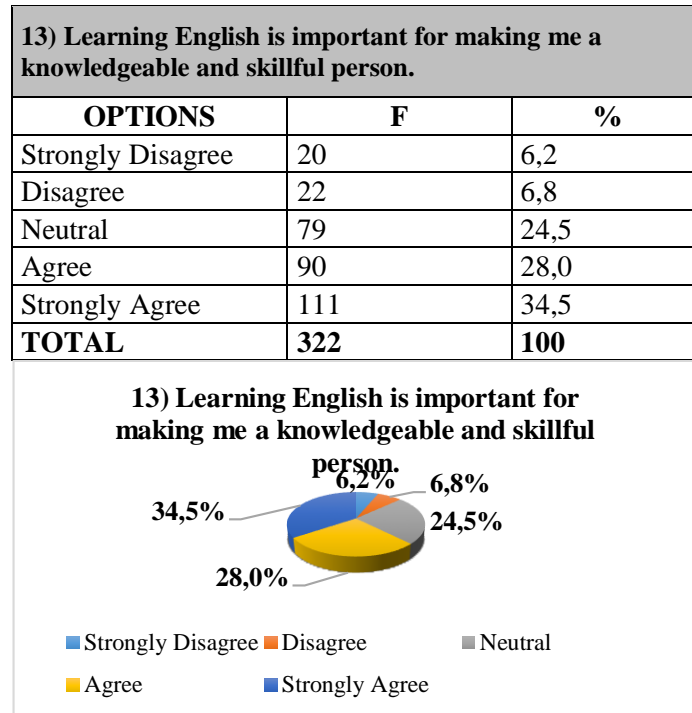
Source: Survey  
Elaborated: Researchers

**Table 6:**

12) Learning English is important for travelling abroad.		
OPTIONS	F	%
Strongly Disagree	19	5,9
Disagree	16	5,0
Neutral	85	26,4
Agree	89	27,6
Strongly Agree	113	35,1
<b>TOTAL</b>	<b>322</b>	<b>100</b>



Source: Survey  
Elaborated: Researchers

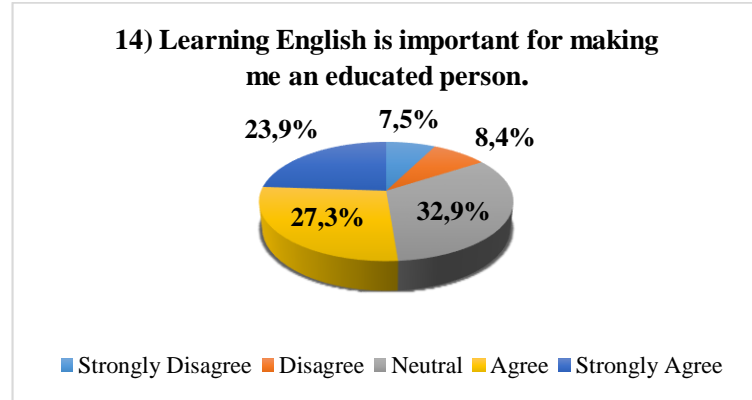
**Table 7:**

Source: Survey  
 Elaborated: Researchers

**Table 8:**

<b>14) Learning English is important for making me an educated person.</b>		
<b>OPTIONS</b>	<b>F</b>	<b>%</b>
Strongly Disagree	24	7,5
Disagree	27	8,4
Neutral	106	32,9
Agree	88	27,3
Strongly Agree	77	23,9
<b>TOTAL</b>	<b>322</b>	<b>100</b>

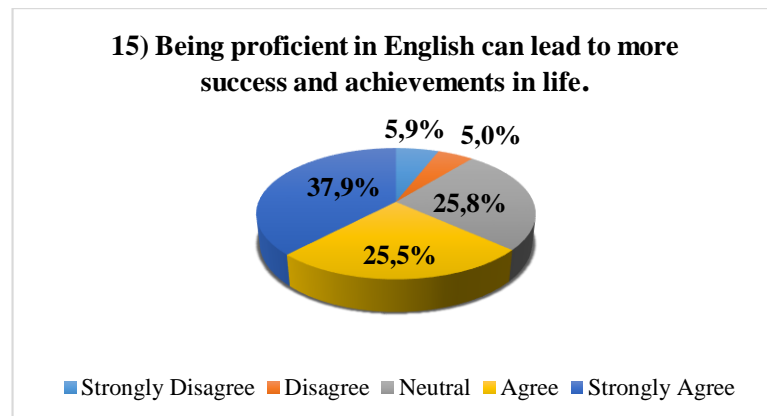




Source: Survey  
Elaborated: Researchers

**Table 9:**

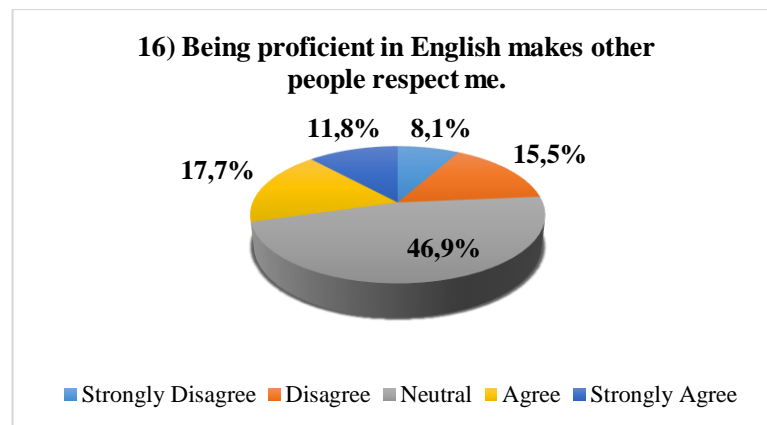
<b>15) Being proficient in English can lead to more success and achievements in life.</b>		
<b>OPTIONS</b>	<b>F</b>	<b>%</b>
Strongly Disagree	19	5,9
Disagree	16	5,0
Neutral	83	25,8
Agree	82	25,5
Strongly Agree	122	37,9
<b>TOTAL</b>	<b>322</b>	<b>100</b>



Source: Survey  
Elaborated: Researchers

**Table 10:**

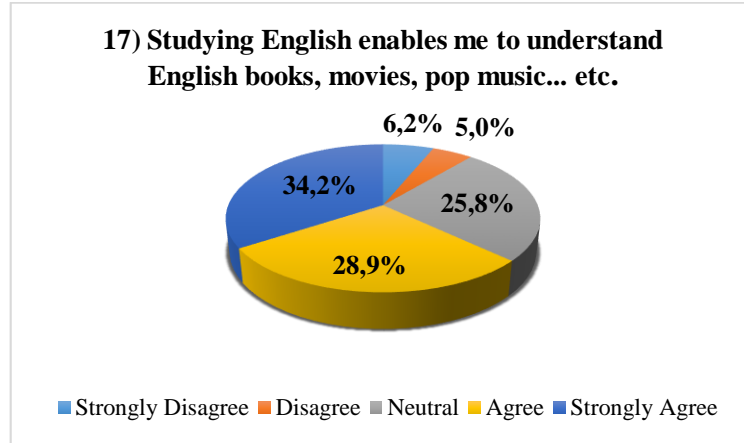
<b>16) Being proficient in English makes other people respect me.</b>		
<b>OPTIONS</b>	<b>F</b>	<b>%</b>
Strongly Disagree	26	8,1
Disagree	50	15,5
Neutral	151	46,9
Agree	57	17,7
Strongly Agree	38	11,8
<b>TOTAL</b>	<b>322</b>	<b>100</b>



Source: Survey  
Elaborated: Researchers

**Table 11:**

<b>16) Studying English enables me to understand English books, movies, pop music... etc.</b>		
<b>OPTIONS</b>	<b>F</b>	<b>%</b>
Strongly Disagree	20	6,2
Disagree	16	5,0
Neutral	83	25,8
Agree	93	28,9
Strongly Agree	110	34,2
<b>TOTAL</b>	<b>322</b>	<b>100</b>

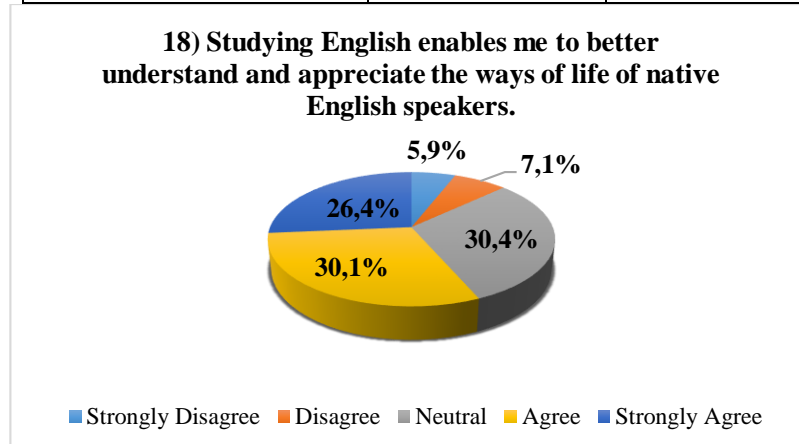


Source: Survey

Elaborated: Researchers

**Table 12:**

<b>18) Studying English enables me to better understand and appreciate the ways of life of native English speakers.</b>		
OPTIONS	F	%
Strongly Disagree	19	5,9
Disagree	23	7,1
Neutral	98	30,4
Agree	97	30,1
Strongly Agree	85	26,4
<b>TOTAL</b>	<b>322</b>	<b>100</b>

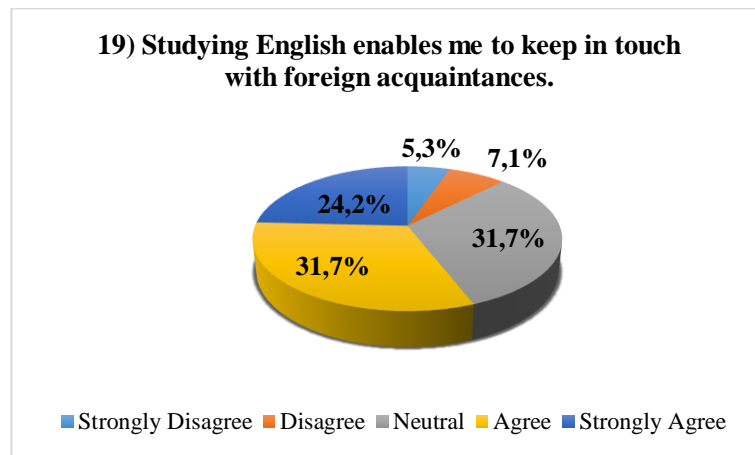


Source: Survey

Elaborated: Researchers

**Table 13:**

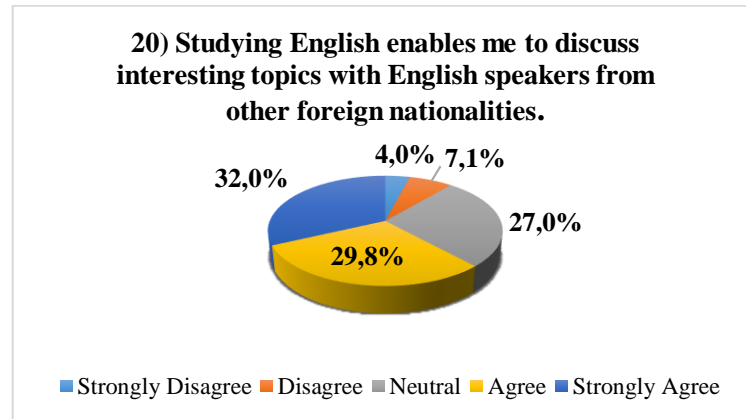
<b>19) Studying English enables me to keep in touch with foreign acquaintances.</b>		
<b>OPTIONS</b>	<b>F</b>	<b>%</b>
Strongly Disagree	17	5,3
Disagree	23	7,1
Neutral	102	31,7
Agree	102	31,7
Strongly Agree	78	24,2
<b>TOTAL</b>	<b>322</b>	<b>100</b>



Source: Survey  
Elaborated: Researchers

**Table 14:**

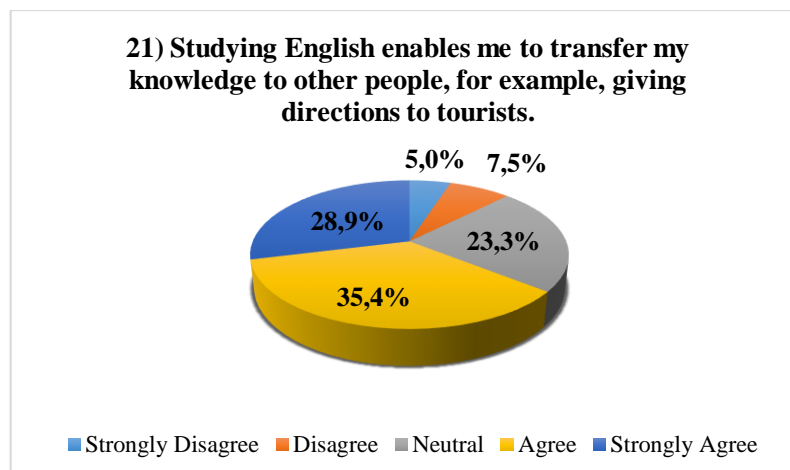
<b>20) Studying English enables me to discuss interesting topics with English speakers from other foreign nationalities.</b>		
<b>OPTIONS</b>	<b>F</b>	<b>%</b>
Strongly Disagree	13	4,0
Disagree	23	7,1
Neutral	87	27,0
Agree	96	29,8
Strongly Agree	103	32,0
<b>TOTAL</b>	<b>322</b>	<b>100</b>



Source: Survey  
Elaborated: Researchers

**Table 15:**

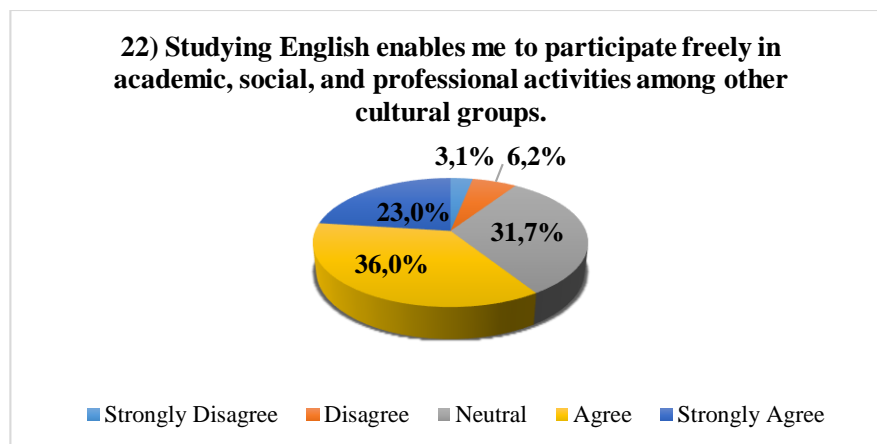
<b>21) Studying English enables me to transfer my knowledge to other people, for example, giving directions to tourists.</b>		
<b>OPTIONS</b>	<b>F</b>	<b>%</b>
Strongly Disagree	16	5,0
Disagree	24	7,5
Neutral	75	23,3
Agree	114	35,4
Strongly Agree	93	28,9
<b>TOTAL</b>	<b>322</b>	<b>100</b>



Source: Survey  
Elaborated: Researchers

**Table 16:**

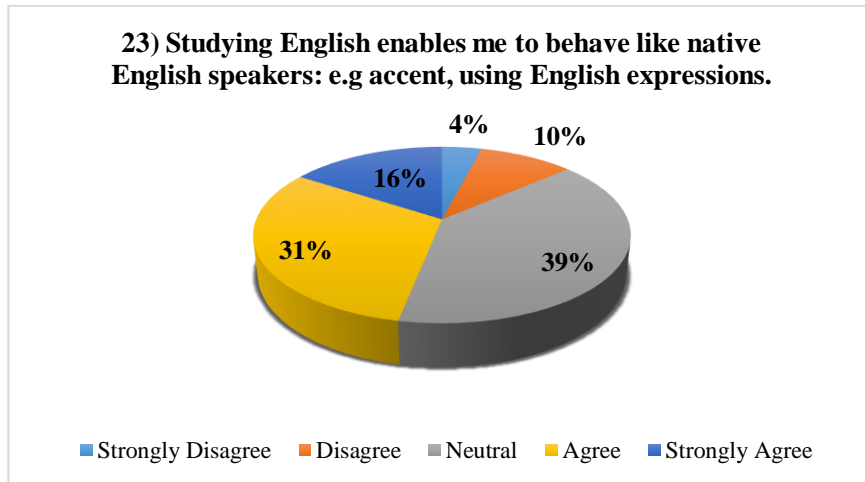
<b>22) Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.</b>		
<b>OPTIONS</b>	<b>F</b>	<b>%</b>
Strongly Disagree	10	3,1
Disagree	20	6,2
Neutral	102	31,7
Agree	116	36,0
Strongly Agree	74	23,0
<b>TOTAL</b>	<b>322</b>	<b>100</b>



Source: Survey  
Elaborated: Researchers

**Table 17:**

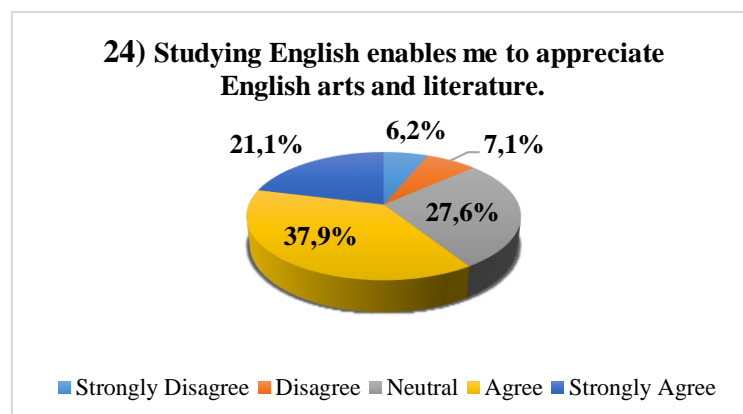
<b>23) Studying English enables me to behave like native English speakers: e.g. accent, using English expressions.</b>		
<b>OPTIONS</b>	<b>F</b>	<b>%</b>
Strongly Disagree	13	4,0
Disagree	31	9,6
Neutral	127	39,4
Agree	100	31,1
Strongly Agree	51	15,8
<b>TOTAL</b>	<b>322</b>	<b>100</b>



Source: Survey  
Elaborated: Researchers

**Table 18:**

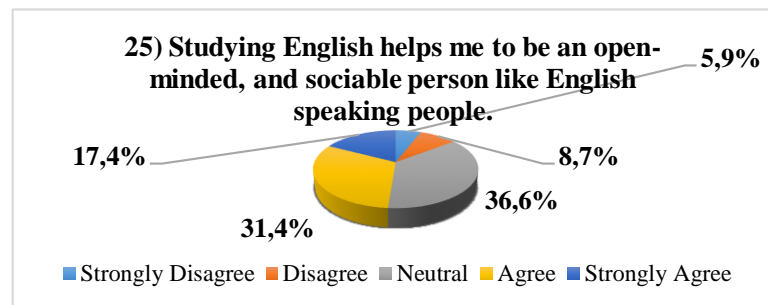
<b>24) Studying English enables me to appreciate English arts and literature.</b>		
<b>OPTIONS</b>	<b>F</b>	<b>%</b>
Strongly Disagree	20	6,2
Disagree	23	7,1
Neutral	89	27,6
Agree	122	37,9
Strongly Agree	68	21,1
<b>TOTAL</b>	<b>322</b>	<b>100</b>



Source: Survey  
Elaborated: Researchers

Table 19

<b>25) Studying English helps me to be an open-minded, and sociable person like English speaking people.</b>		
<b>OPTIONS</b>	<b>F</b>	<b>%</b>
Strongly Disagree	19	5,9
Disagree	28	8,7
Neutral	118	36,6
Agree	101	31,4
Strongly Agree	56	17,4
<b>TOTAL</b>	<b>322</b>	<b>100</b>

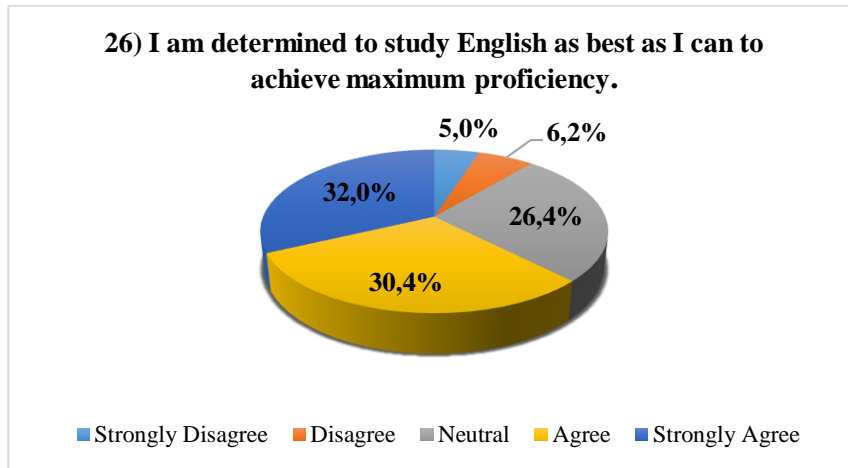


Source: Survey  
Elaborated: Researchers

Table 20

<b>26) I am determined to study English as best as I can to achieve maximum proficiency.</b>		
<b>OPTIONS</b>	<b>F</b>	<b>%</b>
Strongly Disagree	16	5,0
Disagree	20	6,2
Neutral	85	26,4
Agree	98	30,4
Strongly Agree	103	32,0
<b>TOTAL</b>	<b>322</b>	<b>100</b>

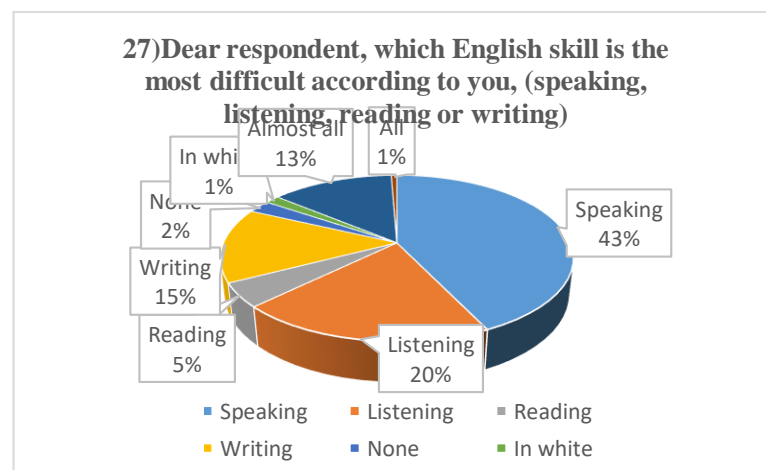




Source: Survey  
 Elaborated: Researchers

**Table 21:**

<b>27) Dear respondent, which English skill is the most difficult according to you, (speaking, listening, reading or writing)</b>		
AREA OF LANGUAGE DIFFICULTIES	F	%
Speaking	138	42,9
Listening	64	19,9
Reading	15	4,7
Writing	47	14,6
None	8	2,5
In white	5	1,6%
Almost all	43	13,4
All	2	0,6
<b>TOTAL</b>	<b>332</b>	<b>100</b>



Source: Survey  
 Elaborated: Researchers

## 12.4. Annex 4: Population Number

<i>N°</i>	<i>STUDENT'S PROFICIENCY LEVEL</i>	<i>ACADEMIC YEAR</i>	<i>STUDENT'S MAJOR</i>	<i>NUMBER OF STUDENTS</i>
1	A2-Pre-Intermediate	2022	Agroindustrial Veterinaria Agronomía Ambiente Turismo Agropecuarias Biotecnología Sistemas de Información Electromecánica Industrial Electricidad Hidráulica Contabilidad y Auditoría Gestión de la Información Gerencial Administración de Empresas Mercadotecnia Gestión del Talento Humano Economía Diseño Gráfico Comunicación Trabajo Social Educación Inicial Educación Básica Pedagogía de la Lengua y Literatura Pedagogía de los Idiomas Nacionales	1975
2	B1-Intermediate			
<b>TOTAL OF STUDENTS</b>				<b>1975</b>