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ENGLISH MAJOR

RESEARCH PROJECT

**“MOTIVATIONAL FACTORS IN LEARNING ENGLISH IN EFL
CONTEXT”**

Research Project presented prior to obtaining the Bachelor's Degree in English
Language Pedagogy

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Furthermore, I certify that the ideas, concepts, procedures and results expressed in this research work are my sole responsibility.

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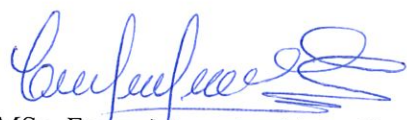
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As the Readers' Tribunal, approve the present Research Project according to the regulations issued by the Technical University of Cotopaxi, and by the Pujilí Extension; because, the applicants: Tovar Baños Belén Briggith; Yaguarzhungo Chanaluisa Juan Norberto, with the title of the Research Project: **“MOTIVATIONAL FACTORS IN LEARNING ENGLISH IN EFL CONTEXT”**, has considered the recommendations issued timely and meets the sufficient merits to be submitted to the act of substantiation of the degree work.

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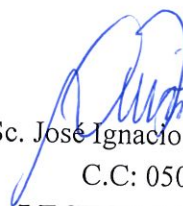
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GRATEFULNESS

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Belén & Juan

DEDICATION

I dedicate this project to my brothers and sisters, who have been my pillar, encouraging me to continue studying and become better every day. Patricia, Bethy, and Clever, your unwavering support and belief in me have been my strength at every step of this journey. Your blessings have been my greatest source of strength, guiding me in the right direction. I know that with my effort and your constant support, I can achieve the goals I set for myself.

Juan

DEDICATION

I dedicate this thesis to my parents for their constant unconditional love, for being my greatest pillar of motivation and source of inspiration throughout my academic life. To my best friend who to this day has accompanied me through the ups and downs, thank you for being by my side giving me encouragement and understanding in every step of this path. To the teachers, who were also like my friends, guiding me and advising me on how to carry out my achievements.

Belén

TECHNICAL UNIVERSITY OF COTOPAXI
FACULTY OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

THEME: “MOTIVATIONAL FACTORS IN LEARNING ENGLISH IN EFL CONTEXT”

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ABSTRACT

This study focused on analyzing the motivational factors involved in learning English as a foreign language (EFL) among fourth-semester students of the Pedagogy of National and Foreign Languages (PINE) career at the Technical University of Cotopaxi, located in Pujilí, during the academic period from February to August 2024. The research targeted 29 English major students. Adopting a quantitative approach and a descriptive research design, data were collected using a survey derived from Gardner's Attitude/Motivation Test Battery (AMTB). It included 30 questions relevant to the study's objectives, using a 6-point Likert scale with numbers. The results indicated that intrinsic motivation, with dimensions of personal satisfaction and confidence in learning English, showed a positive trend of 84%. On the other hand, extrinsic motivation, represented by dimensions of parental support, job opportunities, peer influence, and appreciation of English-speaking cultures, showed a positive trend of 82%, while the anxiety factor presented a negative trend of 83%, with high levels of anxiety impacting the English learning process. Thus, intrinsic motivation exhibited a predominance of 33.4% over extrinsic motivation at 32.7%, with both factors being the most influential in English learning, in contrast to anxiety, which had a significant negative influence of 16.7%. Based on the results, it is suggested to explore the influence of intrinsic and extrinsic motivation on engagement and learning outcomes in EFL. It is also recommended to conduct a comprehensive study examining additional linguistic and academic factors. Finally, specific causes of anxiety among fourth-cycle PINE students should be investigated to develop effective interventions.

Keywords: Anxiety, EFL, English learning, Extrinsic motivation, Intrinsic motivation, Motivational factors.

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

TITULO: “FACTORES MOTIVACIONALES EN EL APRENDIZAJE DE INGLÉS EN EL CONTEXTO DE EFL”

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RESUMEN

Este estudio se centró en analizar los factores motivacionales involucrados en el aprendizaje del inglés como lengua extranjera (EFL) entre los estudiantes de cuarto semestre de la carrera de Pedagogía de Idiomas Nacionales y Extranjeros (PINE) de la Universidad Técnica de Cotopaxi, ubicada en Pujilí, durante el período académico de febrero a agosto de 2024. La investigación se enfocó a 29 estudiantes de la carrera de inglés. Adoptando un enfoque cuantitativo y un diseño de investigación descriptivo, se recolectaron datos utilizando una encuesta derivada de la Batería de Pruebas de Actitud/Motivación (AMTB) de Gardner, que incluye 30 preguntas relevantes para los objetivos del estudio, utilizando una escala de Likert de 6 puntos. Los resultados indicaron que la motivación intrínseca con las dimensiones satisfacción personal y confianza por aprender inglés muestran una tendencia positiva de un 84%. Por otro lado, la motivación extrínseca representada por las dimensiones apoyo parental, oportunidad laboral, influencia de compañeros y apreciación de la cultura de los pueblos de habla inglesa muestran una tendencia positiva de 82%, mientras que el factor de la ansiedad presentó una tendencia negativa de 83%, experimentando niveles altos de ansiedad en el proceso de aprendizaje del inglés. De esta forma, la motivación intrínseca muestra un predominio del 33.4% sobre la motivación extrínseca que tiene un 32.7%, siendo ambos factores los más influyentes en el aprendizaje de inglés, en contraste con la ansiedad que, tiene una influencia negativa significativa del 16.7%. Basándose en los resultados, se sugiere explorar la influencia de la motivación intrínseca y extrínseca en el compromiso y los resultados de aprendizaje en EFL. También se recomienda realizar un estudio integral que examine factores lingüísticos y académicos adicionales. Finalmente, se debe investigar las causas específicas de la ansiedad entre los estudiantes de cuarto ciclo de PINE para desarrollar intervenciones efectivas.

Palabras claves: Ansiedad, Aprendizaje del inglés, EFL, Factores motivacionales, Motivación extrínseca, Motivación intrínseca.

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1. GENERAL INFORMATION

Theme: Motivational factors in learning English in EFL context

Starting Date: March 2024

Ending Date: August 2024

Place of Research: Technical University of Cotopaxi

Sponsoring Faculty: Pujilí Campus

Sponsoring career: National and Foreign Language Pedagogy English

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Work Team: Msc.Amparo de Jesús Romero Palacios; Tovar Baños Belén Briggith;
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Research line: Education and Communication for Human and Social Development

Research line of campus Pujilí: Education, linguistics, literature, interculturality and society

2. PROBLEM STATEMENT

English has firmly positioned itself as the global lingua franca, serving as a crucial medium for international communication. Proficiency in English is essential across various domains such as business, technology, science, and education, as it enables the seamless exchange of ideas and knowledge on a global scale. As the leading language, English deeply influences the everyday lives of millions, continually broadening its reach. Mastery of English equips individuals with the skills needed to engage effectively in an increasingly interconnected world, where global interactions and collaborations are of paramount importance.

Motivation is a crucial factor for success in the learning process. Various definitions of motivation are provided by different experts. As noted in the study by Hayikaleng, Nair, & Krishnasamy (2016), "Student motivation is essential for the development of their potential and for overcoming barriers that may arise in the educational process." Furthermore, Alizadeh's (2016) research highlights that "motivation not only influences performance but also has a direct impact on students' attitudes towards learning."

When students are motivated, they become more enthusiastic about learning, which encourages them to excel in studying English. Teachers should recognize the importance of motivation in language learning, and by making certain adjustments, they can assist students in boosting their motivation (Alizadeh, 2016).

Numerous studies have highlighted the significant role that motivational factors play in enhancing language learning. In the context of fourth-semester students at the Technical University of Cotopaxi, there is a need to explore and understand which motivational factors predominate among these students. This understanding is crucial for developing effective teaching strategies that can foster a more conducive learning environment. Consequently, this research aims to address the following questions: What is the tendency between intrinsic and extrinsic motivation and anxiety? And What is the most influential motivational factor in learning English among the students of the fourth level of the PINE career at the Technical University of Cotopaxi during the academic period from February 2024 to August 2024?

3. OBJECTIVES

3.1 General Objective

To analyze the motivation factors in EFL process in students of the fourth level of the PINE career at the Technical University of Cotopaxi in Pujilí city, Cotopaxi province, during the academic period from February to August 2024

3.2 Specific Objectives

- To establish a theoretical foundation about motivational factors in EFL context.
- To identify the tendency of motivational factors in EFL context.
- To describe the influential motivational factor in learning English among the students of the fourth level of the PINE career.

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

Specific objective	Activities	Verifications means
1.To establish a theoretical foundation about motivational factors in EFL context.	Research information. Bibliographic review.	Theoretical framework.
2.To identify the tendency of motivational factors in EFL context	Select questions of Gardner´s Battery test. Apply the instrument.	Questionarie based of Gardner´s Battery test.
3.To describe the influential motivational factor in learning English among the students of the fourth level of the PINE career.	Analysis of the data Establish major findings.	Findings and conclusions.

5. JUSTIFICATION

The present research is based on identifying the predominant motivational factors in fourth-semester students of the PINE career at the Technical University of Cotopaxi. Motivation, a crucial element in foreign language learning, especially in the EFL context, requires an in-depth analysis to understand which aspects influence these students the most. The collection of data allowed us to identify the different motivational factors, as well as the anxiety that students may experience during English learning.

The relevance of this research lies in its ability to provide valuable information to guide the development of more effective educational programs, capable of enhancing student motivation and reducing anxiety in the learning process.

Furthermore, in a world where English proficiency is crucial, the findings of this study can benefit both students and teachers and contribute to the development of pedagogical strategies that foster more dynamic and results-oriented learning. This, in turn, it can have a positive impact on the local educational environment and provide a foundation for future research on motivation in foreign language learning.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Several international and national studies have explored the role of motivation as a crucial factor in learning English as a foreign language. These studies underscore the profound impact that motivation has on achieving success in mastering the language.

In the research conducted at a state university in Turkey, Solak (2012) explored the role of motivational factors in the academic performance of EFL learners. Using the Attitude/Motivation Test Battery, information was collected on the opinions of 230 students. The results indicated that most motivational factors significantly influenced the academic performance of students, with students being motivated both intrinsically and extrinsically from the beginning of the English learning process.

A study conducted with Iranian EFL learners investigated the motivational factors that influence their learning across different levels of language proficiency. Farhani and Nevisi

(2022) revealed that motivational factors were divided between intrinsic tendencies, such as personal enjoyment, social prestige, and academic challenge, and extrinsic tendencies, such as getting a job, continuing education, earning more money, traveling abroad, and using technology efficiently. It was concluded that beginner and intermediate level learners tended to be more motivated by extrinsic factors, while advanced learners showed higher intrinsic motivation.

An international study by Sabboor (2020) examined the motivation of adults in Saudi Arabia to learn English as a foreign language (EFL). The research employed a quantitative approach, administering a 20-item questionnaire to 100 EFL learners to identify the factors influencing their intrinsic and extrinsic motivation and assess their overall motivation to learn English. The key findings indicated that learners in this context exhibited a strong intrinsic motivation to master the language.

A study conducted in the context of higher education in Ecuador used a sequential explanatory mixed design to determine and analyze the motivational factors that motivate university students in learning English as a foreign language. Ortega et al. (2022) found that intrinsic motivation and instrumental motivation are key to effective language learning, highlighting that English is seen as a tool to complete academic tasks more effectively. Furthermore, motivation increases when effective instructional practices are employed and a positive classroom environment is cultivated.

An exploratory study conducted at public universities in Ecuador examined the motivational factors driving students to learn English. Through surveys of 422 students, it was found that motivation to learn the language is linked to both short-term goals, such as traveling, and long-term goals, such as obtaining academic degrees and better job opportunities. University students value English for its career prospects, travel opportunities, and postgraduate studies, reflecting a combination of extrinsic and intrinsic motivation (Auccahuallpa et al., 2019).

A study titled *Factors Influencing the Learning of English among High School Graduates in Pasto, Colombia*, conducted by Bastidas and Muñoz (2020), used an empirical-analytical paradigm and a descriptive method to investigate the internal and external factors that significantly impact the acquisition of English as a foreign language (EFL). Data was collected through two questionnaires administered to 113 recent high school graduates and 25 teachers.

The results indicated that, based on the perceptions of both students and teachers, internal and external factors positively contribute to EFL learning.

Galvis (2022) investigated motivational factors in the teaching-learning process of English as a foreign language. Using a Likert scale questionnaire and content analysis, the study found that intrinsic motivations, such as initiating conversations and enjoying learning, predominate in students' motivation. Furthermore, factors such as parental influence, process quality, autonomy, and classroom activities have a positive impact on students' motivation.

Ortega, Camacho, and Cherres (2020) conducted an exploratory study to identify the factors that motivate university students in Ecuador to learn English, through a survey of 422 undergraduate students. The results showed that most participants are motivated by short- and long-term goals, such as obtaining better jobs, studying postgraduate degrees, and traveling. The study also highlighted the importance of the role of teachers and their methodologies in motivating and effectively learning English.

Another study by Acurio & Guanotasig (2022) analyzed how motivation affects students' English learning using a quantitative approach and a questionnaire based on Gardner's theory. The findings indicated that fourth-cycle students in the PINE career at the Technical University of Cotopaxi were primarily driven by extrinsic motivation, seeking better job prospects. The study also highlighted that students were highly motivated due to their professor's engaging teaching style and enjoyed activities like reading and listening to music in English.

However, moderate anxiety was reported when students were asked questions in English. Overall, the study emphasized the importance of motivation as a crucial factor in effective language learning.

6.2 Theoretical Framework

1. English as a Foreign Language (EFL)

In the words of Ma (2015) "English as a Foreign Language (EFL) can be defined as the English language which is taught and learned in a country where the official language is not English, like China, Japan, etc". "This is not to be confused with English as a Second Language—also called English as an Additional Language—which is the practice of learning English in a predominantly English-speaking country" (Nordquist, 2020).

2. Learning English

Foreign language learning typically takes place in an academic setting and in a location where the language is not used in everyday life. In other words, second language acquisition occurs after an individual has already mastered their native language. Moreover, the process by which a student learns English differs significantly from first language acquisition, as the latter is a conscious and deliberate process (Beltrán, 2017).

The process of learning English as a foreign language typically occurs within the classroom, where various controlled activities are carried out. Although this process largely takes place in an educational setting, students can achieve a high level of proficiency in English. This means that students primarily develop their English skills during formal education in educational institutions and rarely engage in activities outside of the classroom. As a result, their ability to eventually communicate effectively in English may be limited due to the reduced opportunities to practice the language in real-life situations (Beltrán, 2017).

Classroom settings offer a structured base for language learning, but they often fail to replicate real-life language use. The controlled nature of the classroom can limit students' opportunities to build fluency and confidence in natural, spontaneous communication.

Many universities have stepped up their efforts to offer high-quality English language teaching. Their programs are designed to help students boost their language skills by focusing on the fundamentals and then developing communication skills. This includes mastery of reading, writing, speaking and listening (Gujarro et al., 2022).

2.1. Listening Learning

In 1982, Goss argued that “for learners of a second or foreign language, listening is the skill that demands the most cognitive processing, as they need to hold information in short-term memory while simultaneously trying to comprehend it” (p. 5).

According to Rubin (1995), “For second language/foreign language learners, listening is the skill that makes the heaviest processing demands because learners must store information in short term memory at the same time as they are working to understand the information” (p. 8)

Listening plays a crucial role in expanding vocabulary, enhancing language proficiency, and improving overall language usage. Cayer, Green, and Baker (1971) discovered a direct

correlation between students' listening abilities and their skills in reading, speaking, and writing. Dunkel (1986) highlighted the importance of mastering listening comprehension as a crucial step toward achieving fluency in speaking. Additionally, Curtain and Pesola (1988) highlighted that listening is not only foundational for developing other language skills but also serves as the primary way learners engage with a new language and its associated culture.

2.2. Writing Learning

Richard (2008) Contended that "speaking is one of the four fundamental skills in learning English as a foreign language (EFL) and involves an individual's ability to communicate verbally in English". This skill is crucial as it enables students to express their thoughts, participate in conversations and function in real-life communicative situations. (p. 80-82)

The importance of speaking in the EFL context lies in its central role in acquiring fluency and in the ability to interact effectively with native and non-native speakers, thereby facilitating integration into global contexts and enhancing students' academic and professional opportunities. Furthermore, developing a strong speaking proficiency significantly contributes to a student's confidence and motivation to continue learning the language". (p. 80-82)

2.3. Speaking Learning

Speaking skill is a critical component of language proficiency, particularly in the context of English as a Foreign Language (EFL) learning. It involves not only the ability to produce the language fluently and accurately but also the capacity to use appropriate language in various social contexts. Developing speaking skills in EFL learners is often difficult because of various factors, such as limited exposure to the target language, insufficient practice opportunities, and fear of making mistakes (Brown, 2001).

Moreover, providing constructive feedback and encouraging self-reflection can further enhance learners' speaking skills, making them more confident and effective communicators in English (Richards, 2008).

Speaking is a dynamic process of creating meaning that requires producing, receiving, and processing information. English learners must develop speaking skills to effectively communicate with others. (Sayuri, 2016, p. 49)

2.4. Reading Learning

Kaya (2015) stated that

EFL reading is a process which has been investigated for decades. Reading is a familiar part of our everyday lives for most of us. Scholars and researchers in the field have been trying to understand the details of the process.

According to Grabe (2009), reading is a complex cognitive process that requires the integration of various linguistic and cognitive skills, including phonemic awareness, vocabulary knowledge, syntactic awareness, and comprehension strategies. These skills work together to enable readers to make sense of the text, drawing on both their linguistic knowledge and their prior experiences. (p, 648)

Moreover, the development of reading skill in EFL learners is closely tied to the input hypothesis proposed by Krashen (1985). Krashen suggests that learners acquire language most effectively when they are exposed to comprehensible input, or language that is slightly beyond their current proficiency level but still understandable with the help of context.

2. Motivation Theories

Motivation is a fundamental psychological concept that "drives individuals to initiate, sustain, and direct their behavior toward achieving specific goals" (Deci & Ryan, 1985). In educational settings, motivation is the internal process that provides "energy, direction, and persistence to behavior" (Wigfield & Eccles, 2000), influencing how students engage with learning tasks. Theories of motivation in education often examine both intrinsic and extrinsic motivational states, which refer to the internal and external factors that influence a student's willingness to learn.

2.1. Expectancy-Value Theory

Victor Vroom's expectancy theory, also known as VIE theory (value, instrumentality, and expectancy), was developed in 1964. It suggests that individuals are more motivated when they believe there is a high likelihood that their effort will lead to successful performance and that this performance will help achieve their personal goals (Díaz, 2023).

“Expectancy-Value Theory (EVT) is a prominent educational framework that explains student motivation by examining their beliefs about their abilities and the value they attach to tasks” (Wigfield & Eccles, 2000).

In an educational setting, if students believe they are capable of performing well (high expectancy) and they see the task as valuable (high value), motivated to participate in and continue with the task. This theory has significant implications for educators, as it suggests that enhancing students' self-efficacy and demonstrating the relevance of learning activities can boost motivation.

2.3. Self-Determination Theory – SDT

SDT is presented as a macro theory of human motivation aimed at providing a broad understanding of behaviors applicable across various contexts and cultures. Its applicability spans educational, work, sports, and clinical settings, as will be discussed further. Unlike many historical and contemporary theories that consider motivation as a single construct, SDT posits that while the overall amount of motivation is important, the type or quality of motivation is even more crucial (Bruno et al., 2017).

SDT has been widely applied across various domains, including education, workplace management, and health, to foster environments that promote self-motivated and fulfilled individuals. These needs are essential for fostering intrinsic motivation, which is crucial in educational settings for promoting deep learning and engagement. (Ryan & Deci, 2000).

In the educational context, SDT highlights the importance of meeting the basic needs of autonomy, competence, and relatedness to foster intrinsic motivation. Autonomy is supported by allowing students to make decisions about their learning, which enhances their engagement and satisfaction (Deci et al., 1991). Competence is fostered by offering appropriate challenges and constructive feedback, thus increasing task effectiveness and interest (Niemann & Ryan, 2009). Relatedness is strengthened by creating a supportive and collaborative environment, which increases the sense of belonging and motivation (Roeser et al., 1996).

3. Motivational Factors

Motivational factors are critical in the educational process as they influence students' engagement, persistence, and academic success. Motivation can be broadly classified into intrinsic and extrinsic categories, each playing a distinct role in shaping students' learning

experiences. Intrinsic motivation refers to engaging in a task for the inherent satisfaction or interest in the activity itself, while extrinsic motivation involves performing an action to achieve external rewards or avoid negative consequences (Deci & Ryan, 2008). Both forms of motivation have been extensively studied in educational settings, showing that students who are intrinsically motivated tend to display greater curiosity, creativity, and long-term engagement with learning materials compared to those who are extrinsically motivated, who often focus on short-term goals such as grades or rewards (Legault, 2020).

In addition to intrinsic and extrinsic motivations, anxiety also plays a significant role in educational outcomes, particularly in language learning contexts. Anxiety can negatively impact students' confidence and their ability to effectively process information, which hinders their overall learning experience (Legault, 2020). As educators aim to create more supportive learning environments, it becomes important to develop strategies that foster intrinsic motivation while mitigating the negative effects of anxiety, thus promoting a more holistic approach to learning.

This framework sets the stage for understanding how intrinsic motivation, extrinsic motivation, and anxiety interact within the educational domain. Intrinsic motivation encourages personal satisfaction and self-driven learning, extrinsic motivation focuses on external incentives, and anxiety can act as a barrier to both types of motivation, requiring targeted interventions to ensure optimal learning outcomes.

3.1. Extrinsic Motivation

Extrinsic motivation refers to the external factors that drive a person to perform an action or engage in an activity. It involves responses to external events that shape the individual's attitude and readiness to participate in an activity, with the goal of receiving a reward. For instance, in language learning, an external motivator might be the desire to earn a good grade to pass the course. This type of motivation arises when the individual focuses their efforts on achieving a reward (Álvarez & Rojas, 2021).

Extrinsic motivation is driven by the anticipated benefits or rewards that come from completing a particular action or activity. In the context of learning English, this type of motivation leads students to seek recognition for their progress as a reward. The teacher plays a crucial role in

fostering this motivation by offering incentives to those who meet certain milestones in the English class.

Essentially, extrinsic motivation is fueled by external factors that spark interest in participating in activities, even if they are not inherently appealing. In English language learning, students may engage in class activities primarily because of external pressures or rewards, rather than genuine interest. For instance, they might participate to earn praise from family, friends, or peers, or to avoid negative consequences like being reprimanded for not completing the course (Álvarez & Rojas, 2021).

In this type of motivation, the teacher's approval is crucial for the student, as it directly influences their response to the external stimulus. Additionally, the recognition received from classmates also plays a significant role, as these peers bring their own forms of encouragement that affect the student's motivation. This external recognition can either inspire the student to keep learning or lead them to consider dropping the English course (Álvarez & Rojas, 2021).

Extrinsic motivation doesn't arise naturally in students like intrinsic motivation does. Instead, it is influenced by external factors in the student's environment. Consequently, if there isn't an immediate need—such as graduating, passing a course, or getting a promotion—students may lose interest in continuing their language studies over time. This type of motivation often lacks enduring support from the students, as it is driven by specific, temporary needs rather than being a genuine priority for them. While extrinsic rewards might not be the main driver for knowledge sharing, they are effective in steering employee behavior and encouraging their involvement in the institution (Martín, Martín, & Trevilla, 2009).

With this understanding of extrinsic motivation and its implications in the educational environment, the following dimensions were reached:

Parental support

A focus on achieving specific goals can sometimes be counterproductive. If parents push their children too hard to outperform others, it can create undue pressure and hinder their overall learning experience. On the other hand, encouraging a growth mindset where children strive to improve their own abilities can be beneficial. However, it's crucial to remember that parental support is only effective if children perceive it as such. Ultimately, a child's perception of their

parents' involvement is key to their academic success driven by a high motivation (Buoy, 2013).

Job Opportunity

English has become the first global language, making its teaching a standard part of curricula in many countries and a required subject in some universities. Students' motivation is strongly influenced by their expectations about future job prospects. When job opportunities are limited or hard to secure, students may feel discouraged, which can impact their academic performance and their persistence in the education system.

Generally, the level of education is closely linked to the job opportunities available to a student. Various factors can enhance a candidate's chances of securing a job, depending on the position. Common factors include prior experience, proficiency with office tools, educational qualifications, and English language skills (Cisneros, 2021).

Peer Influence

A peer group is a close-knit group of people who share similar backgrounds, interests, and ages. They spend a lot of time together, sharing ideas and experiences. For teenagers, friends often become more important than family. Peer groups can have a strong influence on individuals, shaping their beliefs, behaviors, and even their sense of identity. While friendships are typically positive, peer pressure can also be a factor. It's important to remember that peer groups are often hierarchical, with certain members holding more influence than others (Awodun & Kenni, 2021).

Peers have a major impact on students, through their interactions and their influence on development. They can shape motivational factors within different types of social connections.

Research on friendship highlights the importance of mutual, affectionate relationships because friends tend to exhibit more prosocial behavior, warmth, closeness, and fair conflict resolution compared to pairs who are not friends. In friendships, there is a focus on reciprocity, which grows in significance during early adolescence, with an increasing emphasis on sharing, self-disclosure, trust, loyalty, and emotional support in order to achieve the goals (Gest, Molloy, & Rulison, 2011).

Appreciation of the culture of English-speaking people

Everyone brings their own cultural background to the table when learning a new language, actually, the first language and cultural norms significantly shape how students approach learning English. Besides, students who appreciate English culture are often more motivated to learn the language.

This desire to connect with and understand a new culture is crucial for language learning success. Positive attitudes towards English-speaking countries create a better learning environment, teachers can foster this by highlighting cultural aspects of the language. When students see how English is used in real-life situations, their motivation grows, this is especially true in fields like hospitality. Ultimately, combining language learning with cultural understanding leads to better results (Fielden & Rico, 2017).

3.2. Intrinsic Motivation

Intrinsic motivation, on the other hand enables a person to work independently and enthusiastically (Serin, 2018). It is the inner drive that leads an individual to pursue an activity based on personal interest. This motivation comes from within the person and is not influenced by external rewards or pressures. In an educational setting, it reflects a student's genuine desire to learn and grow for their own benefit. This type of motivation is linked to internal factors such as self-determination, curiosity, a love for challenges, and the effort put into learning.

It represents a fundamental cognitive impulse that sparks interest in acquiring new knowledge. Therefore, intrinsic motivation is characterized by a personal interest and intention, where the individual's engagement in the activity is driven by their own desire to explore and achieve, making it a goal in itself (Álvarez & Rojas, 2021).

Intrinsic motivation acts as a driving force toward achieving goals by altering an individual's behavior to align with that aim. It involves engaging in an activity purely for the enjoyment it brings, without any external compulsion. This means that people choose to participate in the activity because they find it interesting and fulfilling. For example, a student who is intrinsically motivated will show greater dedication to learning, take the initiative, persist through challenges, and complete tasks.

Additionally, intrinsic motivation is an inherent trait that surfaces when individuals are eager to engage in activities that matter to them, such as learning English. In other words, students

learn voluntarily because they find it meaningful. Consequently, the teacher's role is to foster a positive learning environment that supports this intrinsic motivation (Nguyen, 2019).

With this understanding of intrinsic motivation and its implications in the educational environment, the following dimensions were reached:

Personal satisfaction

Intrinsic motivation is about doing activities for the pure joy and satisfaction they bring, rather than for external rewards. It's associated with a desire for personal growth, self-fulfillment, and enjoyment of the process of learning or working. People find personal satisfaction in achieving their goals, and when they see their efforts paying off, they feel more satisfied, which boosts their intrinsic motivation. This sense of accomplishment and satisfaction leads to a stronger commitment to their pursuits.

Additionally, personal satisfaction is strongly connected to having the freedom to make choices. When people can decide how to approach their tasks, they are more satisfied and motivated. Moreover, those who are intrinsically motivated often seek out new experiences and challenges. Their curiosity and desire to learn drive them to become more involved in their activities, which further enhance their intrinsic motivation. This ongoing quest for knowledge and self-improvement is key to continuous personal growth (Larrea, 2021).

Intrinsic motivation is a major catalyst for personal growth and fulfillment. When we engage in activities simply for the joy and satisfaction they provide, rather than for external rewards, it cultivates a stronger sense of dedication and purpose. Pursuing goals driven by genuine interest and curiosity makes the process itself gratifying, setting up a cycle where this satisfaction fuels even greater motivation.

Confidence

Students have demonstrated higher levels of intrinsic motivation for learning and achieving goals, along with lower levels of amotivation. This suggests that students are more driven by a genuine curiosity and desire to learn new things. However, they also exhibited a high level of amotivation. This could mean they are unsure of the reasons behind their participation. Additionally, lower self-confidence is associated with higher levels of amotivation among students. A lack of self-confidence might hinder them from finding reasons to engage in their

subjects, with their doubts about their abilities potentially leading to decreased motivation (Bas & Toktas, 2019).

3.3. Anxiety

Anxiety is understood as a situation involving excessive and disproportionate distress and fear in everyday situations. This can lead to feelings of paralysis and helplessness. The body tends to react by activating the autonomic nervous system in response to stimuli that may be perceived as threatening, providing an adaptive or survival function for the individual experiencing it. However, when this emotion reaches an extreme level, it becomes an anxiety disorder.

This occurs when the intensity of the anxious symptom is heightened in situations where there is no sufficient reason to generate alarm. In these cases, anxiety loses its adaptive value and causes discomfort, interfering with the individual's daily activities (Chacón, Pérez, & Serna, 2021).

Positive anxiety refers to an emotional state that can motivate and prepare a person to face challenges. This type of anxiety is useful and can be seen as a natural alarm reaction that helps individuals stay alert and respond to potentially dangerous situations. For example, before an exam or a presentation, positive anxiety can drive a person to prepare better and perform more effectively. This form of anxiety can be beneficial as it encourages personal growth and enhances performance in various areas of life (Cruz, et al., 2018).

Negative educational anxiety refers to the stress and apprehension that students may experience in response to academic pressures, such as exams, presentations, or even daily classroom activities. This type of anxiety can manifest in various forms, including test anxiety, where students become overly stressed about their performance on exams, leading to difficulties in concentration, memory retrieval, and overall performance (Zeidner, 1998).

4. Attitude/Motivation Test Battery (AMTB) of Gardner

The Attitude/Motivation Test Battery is a widely recognized tool designed to evaluate the key affective components associated with second language learning. It serves as a crucial instrument for assessing motivation and attitudes toward learning a foreign language. Convergent validity is established when a scale correlates with other measures that, according to the theoretical framework, should be related if the construct's formulation is accurate.

On the other hand, discriminant validity is established when a scale does not correlate with measures it should not correlate with if the theory underlying the construct is valid. Another important type of validity is predictive validity, which refers to the extent to which the test measures can predict language achievement (Mansilla, 2017).

The composition of the AMTB is the following: the total number of items which includes 104 items. This tool is composed by nine dimensions, each addressing different facets of attitude and motivation related to language learning. While the specific content of each dimension isn't detailed in the results, they generally cover: intrinsic and extrinsic motivation, attitudes towards the language, interest in the language's culture, perceived difficulty of learning and expectations for success in learning. And the validation: an adaptation of the AMTB has been successfully adapted and validated, demonstrating a well-fitting factorial structure and strong internal validity. This makes it a dependable tool for evaluating motivation in second language learning within specific contexts (Cocca et al., 2017).

7. METHODOLOGY

7.1 Research Approach

In this study, the quantitative approach is employed to objectively quantify data related to motivational factors in English language learning. This method allows for the analysis of numerical relationships between intrinsic, extrinsic, and anxiety-related factors. Through statistical tools, the research seeks to identify significant patterns and correlations, offering insights into how these factors impact student achievement. According to Creswell (2014), "quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures" (p. 32).

The use of quantitative methods ensures that the findings are statistically significant and reproducible, providing a clear and structured overview of the variables influencing motivation in the EFL context.

7.2 Type of Research

This research employs a descriptive approach. It aims to illustrate the characteristics of the population and phenomena being studied. As stated by Shields & Rangarajan (2013), "descriptive research is used to describe systematically the facts and characteristics of a given population or area of interest, accurately and comprehensively detailing the context" (p. 49). This method is appropriate to address the research problem, which focuses on understanding and analyzing the motivational factors in student learning at the fourth level of the PINE career at the Technical University of Cotopaxi.

By using a descriptive approach, this study seeks to obtain a clear and detailed picture of these factors, identifying their unique characteristics and behaviors within the educational institution's specific context.

7.3 Data collection techniques and instruments

The research technique used for data collection was the survey, and the instrument employed was a questionnaire derived from Gardner's Attitude Motivation Test Battery (2004). It originally includes 104 questions with a 6-point Likert scale.

For this research, 30 questions from Gardner's (2004) AMTB were adapted to align with the study's educational context and specific objectives. These questions were selected to address the factors and dimensions of intrinsic motivation, such as personal satisfaction and confidence; extrinsic motivation, such as parental support, job opportunities, peer influence, and Appreciation of the culture of English-speaking people; and anxiety.

A 6-point Likert scale was used, consisting of the following options: Strongly Agree, Moderately Agree, Slightly Agree, Slightly Disagree, Moderately Disagree, and Strongly Disagree. This scale was quantified to facilitate the collection and tabulation of data, ensuring reliable and satisfactory results. (See Annex 1). The responses were then quantified by assigning numerical values to each option, and through the use of the rule of three, the results were transformed into percentages. This process enabled a clear and accurate representation of the trends observed in motivational factors.

The survey was applied in a computer laboratory at the university, where all students participated simultaneously using Google Forms. The questionnaire provided the objective of the study, instructions for selecting responses according to the Likert scale, and a note before the series of questions began.

7.4 Data Analysis

After obtaining data, Microsoft Excel was used for data analysis and to conduct a trend study (See Annex 2). The research was carried out in accordance with the research objectives, and the results are split into three sections.

The analysis began by calculating the multiplication of the number of questions by the number of respondents for each factor in the first two sections, allowing for a comprehensive view of the data related to intrinsic and extrinsic motivation. In the third section, all questions were multiplied by the total number of respondents to analyze the overall trends and identify the predominant factor between intrinsic motivation, extrinsic motivation and anxiety.

The first section organizes the responses from each dimension, categorizing the answers into Agree as positive and Disagree as negative. On the Cartesian plane, positive responses reflect motivation, while negative responses indicate demotivation, focusing on intrinsic and extrinsic motivation.

The second section inverts the directions of the results, as this section analyzes anxiety. A positive tendency signals a higher level of anxiety, which is considered a negative aspect in the study of EFL, while a lower tendency indicates reduced anxiety.

Finally, the third part examines the integration of trends among intrinsic motivation, extrinsic motivation, and anxiety factors.

7.5 Participants

The study included the 29 students from the fourth cycle of the Pedagogy of National and Foreign Languages (PINE) career at the Technical University of Cotopaxi, during the academic period from February to August 2024. Of these, 17 were women and 12 were men.

8. ANALISIS AND DISCUSSIONS OF RESULTS

Table 1

Systematization of intrinsic dimensions

Dimension	Questions	Strongly Agree		Moderately Agree		Slightly Agree		Slightly Disagree		Moderately Disagree		Strongly Disagree		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Personal Satisfaction	1. Learning English is really great.	15	52	11	38	2	7	0	0	1	3	0	0	29	100%
	2. I make a point of trying to understand all the English I see and hear.	8	28	11	38	9	31	0	0	1	3	0	0	29	100%
	3. I really enjoy learning English.	12	41	13	45	4	14	0	0	0	0	0	0	29	100%
	4. I like my English class so much; I look forward to studying more English in the future.	14	48	10	34	5	17	0	0	0	0	0	0	29	100%
	5. I wish I could speak many foreign languages perfectly.	7	24	10	34	7	24	3	10	1	3	1	3	29	100%
	6. I have a strong desire to know all aspects of English.	11	38	11	38	4	14	3	10	0	0	0	0	29	100%
Confidence	7. I feel confident when asked to speak in my English class.	5	17	8	28	9	31	3	10	1	3	3	10	29	100%
	8. It would bother me if I had to speak English on the telephone.	7	24	6	21	6	21	9	31	1	3	0	0	29	100%
	9. I feel very much at ease when I have to speak English.	4	14	9	31	13	45	0	0	1	3	2	7	29	100%
	10. I never feel quite sure of myself when I am speaking in our English class.	5	17	5	17	14	48	2	7	3	10	0	0	29	100%
	11. I would feel calm and sure of myself if I had to order a meal in English.	3	10	6	21	8	28	5	17	3	10	4	14	29	100%
	12. It embarrasses me to volunteer answers in our English class.	2	7	12	41	5	17	4	14	1	3	5	17	29	100%

Source: Test AMTB applied to students in the fourth cycle from PINE career.

Agree	
Dim1	164
Dim2	127
Total:	297
	84%

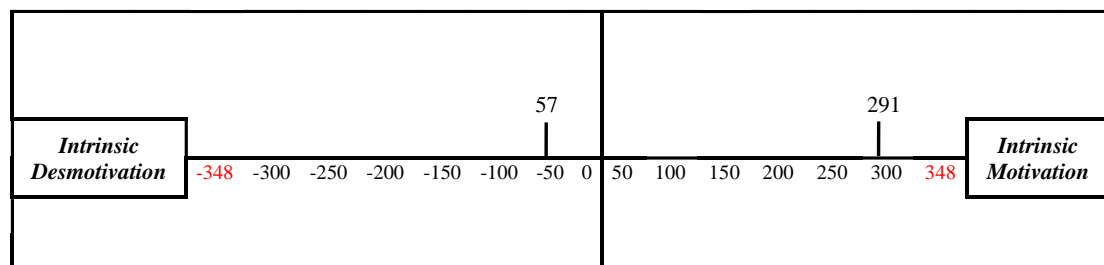
Disagree	
Dim1	10
Dim2	47
Total:	57
	16%

Intrinsic Motivation Trend	348
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Table 1 present the Systematization of intrinsic dimensions collected, focusing on the dimensions "Personal Satisfaction" and "Confidence". Where the dimensions of intrinsic motivation received 291 "Agree" responses representing 84% of the positive trend. Meanwhile, the "Disagree" responses totaled 57 representing 16% of negative trend. These data collected complete the total intrinsic motivation trend value of 348.

Figure 1

Intrinsic Motivation Trend



Note. Positive intrinsic trend

The first graph, which revolved around intrinsic motivation, follows a clear positive trend. Of those, 291 were affirmative answers, representing 84% of the total, giving a positive meaning to intrinsic motivation. In contrast, 57 responses were negative, which is equal to 16% of the registered students. These high proportions of positive responses reflect that most students are motivated by internal factors to learn the language on their own. For instance, many students expressed genuine enjoyment in learning English and showed enthusiasm for their English classes, with a strong interest in continuing to study the language in the future. Showed a particularly high positive trend their desire to study EFL

Table 2

Systematization of extrinsic dimensions

Dimension	Questions	Strongly Agree		Moderately Agree		Slightly Agree		Slightly Disagree		Moderately Disagree		Strongly Disagree		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parental Support	13. My parents feel that it is very important for me to learn English.	17	59	9	31	2	7	1	3	0	0	0	0	29	100%
	14. My parents are very interested in everything I do in my English class.	3	10	14	48	10	34	2	7	0	0	0	0	29	100%
	15. My parents urge me to seek help from my teacher if I am having problems with my English.	4	14	7	24	10	34	5	17	2	7	1	3	29	100%
	16. My parents think I should devote more time to studying English.	11	38	7	24	9	31	0	0	1	3	1	3	29	100%
Job Opportunities	17. Studying English is important because it will be useful in getting a good job.	16	55	7	24	6	21	0	0	0	0	0	0	29	100%
	18. Studying English is important because I will need it for my career.	16	55	11	38	1	3	1	3	0	0	0	0	29	100%
Peer Influence	19. It worries me that other students in my class seem to speak English better than I do.	3	10	11	38	5	17	6	21	2	7	2	7	29	100%
	20. I don't understand why other students feel nervous about speaking English in class.	6	21	13	45	7	24	1	3	2	7	0	0	29	100%
	21. Students who claim they get nervous in English classes are just making excuses.	8	28	9	31	7	24	4	14	0	0	1	3	29	100%
Appreciation of English-speaking people and culture	22. I enjoy meeting people who speak foreign languages.	17	59	7	24	5	17	0	0	0	0	0	0	29	100%
	23. Studying English is important because it will allow me to meet and converse with more and varied people.	4	14	11	38	6	21	2	7	4	14	2	7	29	100%
	24. You can always trust native English speakers.	1	3	1	3	4	14	4	14	7	24	12	41	29	100%

Source: Test AMTB applied to students in the fourth cycle from PINE career.

Agree	
Dim1	103
Dim2	57
Dim3	69
Dim4	56
Total:	285
	82%

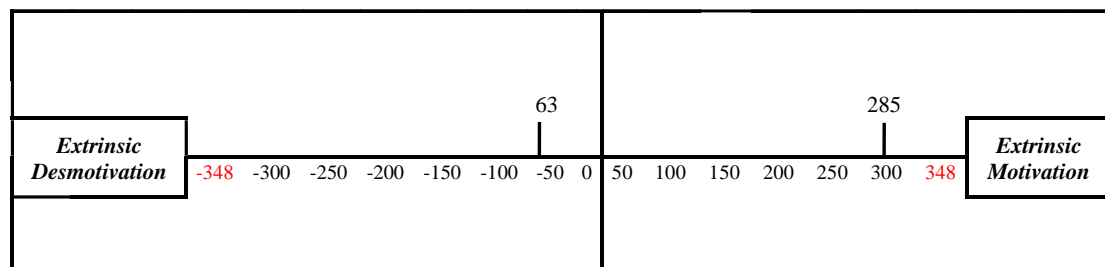
Disagree	
Dim1	13
Dim2	1
Dim3	18
Dim4	31
Total:	63
	18%

Extrinsic Motivation Trend	348
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Table 2 presents the systematization of extrinsic dimensions collected, focusing on the dimensions "Parental support," "Job opportunities," "Peer influence," and "Appreciation of culture and English-speaking people." The extrinsic motivation dimension received 284 "Agree" responses, representing 82% of the positive trend, indicating a significant external drive among the surveyed students. Meanwhile, the "Disagree" responses totaled 63, representing 18% of the negative trend, which highlights a smaller portion of the population showing resistance to these external factors. These data collected complete the total extrinsic trend value of 348, providing insight into how external motivators influence student engagement.

Figure 2

Extrinsic Motivation Trend



Note. Positive extrinsic trend

The second graph focuses on extrinsic motivation and shows a clear positive trend. Out of the responses, 285 were affirmative, representing 82% of the total, giving a positive meaning to extrinsic motivation. In contrast, 63 responses were negative, which accounts for 18% of the registered students. This high percentage of positive responses indicates that most students are influenced by external factors in their learning process. Many students recognize the value of learning English for securing better job opportunities and appreciate the chance to interact with people who speak other languages, which underscores the significant role external incentives play in their motivation to learn the language.

Table 3

Anxiety Trend

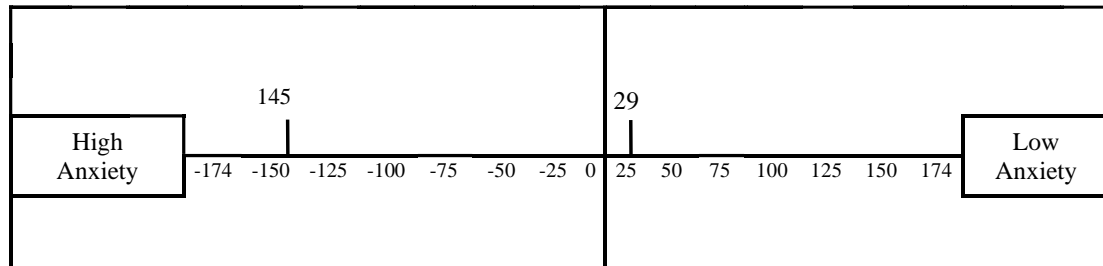
Dimension	Questions	Strongly Agree		Moderately Agree		Slightly Agree		Slightly Disagree		Moderately Disagree		Strongly Disagree		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Anxiety	25. I don't get anxious when I have to answer a question in my English class	3	10	4	14	12	41	5	17	4	14	1	3	29	100%
	26. I feel anxious if someone asks me something in English.	23	79	6	21	0	0	0	0	0	0	0	0	29	100%
	27. I am calm whenever I have to speak in my English class.	3	10	10	34	12	41	2	7	1	3	1	3	29	100%
	28. I get nervous when I am speaking in my English class.	7	24	12	41	9	31	0	0	1	3	0	0	29	100%
	29. I am sometimes anxious that the other students in class will laugh at me when I speak English.	6	21	10	34	3	10	5	17	4	14	1	3	29	100%
	30. I would get nervous if I had to speak English to a tourist.	4	14	14	48	8	28	2	7	0	0	1	3	29	100%

Source: Test AMTB applied to students in the fourth cycle from PINE career.

Agree	145	83%
Disagree	29	17%
Total:	174	100%

Anxiety Trend:	174
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Table 3 present the Systematization of Anxiety trend collected. Where 145 responses were "Agree", representing 83% of the high anxiety. Meanwhile, 29 responses were "Disagree", representing 17% of the low anxiety. These data collected complete the total anxiety trend value of 174.

Figure 3*Anxiety Trend*

Note. High trend interpreted as negative on anxiety

The third graph examines the trend of anxiety among students and reveals a high tendency toward anxiety. Out of the total responses, 145 were affirmative, representing 83%, which gives a negative meaning to anxiety, while 29 responses were negative, representing 17% of the registered students, indicating lower anxiety levels. This significant proportion of positive responses indicates that the majority of students experience elevated anxiety levels, which negatively impact their language learning process. Many students, for example, expressed feeling anxious when asked questions in English, further highlighting how anxiety plays a detrimental role in their ability to engage confidently in the language.

Table 4*Integration of trends between intrinsic, extrinsic and anxiety factors*

Motivation	Positive Trend	Negative Trend	Total Percentage
Intrinsic	33,4%	6,6%	100%
Extrinsic	32,7%	7,3%	
Anxiety	3.3%	16.7%	
Total	69.4%	30.6	

Source: Test applied to students in the fourth cycle

Table 4 presents an integration of motivational factors in the learning of students from fourth cycle of PINE career at the Technical University of Cotopaxi. It shows that intrinsic motivation is the most influential factor, representing 33.4% of the positive responses. Conversely, the extrinsic motivation has 32.7% of positive trend. Nevertheless, anxiety at the same time

presents a negative aspect with 16.7% of students experiencing a high level of anxiety in the EFL learning process.

Discussion

In the study, a predominant trend towards intrinsic motivation was observed, which reflects the students' personal interest in learning English as a foreign language. This corroborates the study carried out in Colombia by Galvis (2022), who mentioned that "75% of the participants were motivated intrinsically by a personal interest in learning EFL, they thought that English was important, to establish conversations, enjoyed learning, and were interested in knowing new words." (p. 54). Concurrently, there is a close relationship with the study carried out in students of PINE career at the UTC, Acurio & Guanotasig (2022) conclude that "there is no significant value that shows that intrinsic motivation is less important than extrinsic motivation or vice versa." (p. 23).

Nevertheless, a predominant tendency towards extrinsic motivation on the part of students is observed, slightly indicating that external factors are also those that drive the learning of English as a foreign language. This finding is related to the study by Acurio & Guanotasig (2022), who stated that "extrinsic motivation is a factor for learning in order for students to have as a result of their learning to be able to obtain a reward such as getting a degree and getting a good job" (p. 24).

The observed trend of anxiety among students highlights its considerable presence as a negative influence in learning English as a foreign language, which raises concerns when contrasted with intrinsic and extrinsic motivations. Thus, showing substantial differences with the study by Acurio & Guanotasig (2022) indicate that students experience a moderate level of anxiety when learning English. Students expressed feeling anxious when asked in English, as many believe they have problems with their pronunciation and consider their English to be poor and incomprehensible. (p. 29).

This could be partly conditioned by post-pandemic experiences, as students went from receiving virtual classes to a face-to-face environment, which has generated additional challenges in their adaptation and confidence.

9. RESEARCH IMPACTS

The present research has an educational impact because it can help teachers to understand the importance of motivation in learning English as a foreign language (EFL). It can help improve the interaction between students and teachers, improving the teaching-learning process. The research also provides a potential for enhanced replication in future studies, particularly in relation to motivation, with more dimensions to be studied.

10. CONCLUSIONS

The analysis of the results from this study indicates that motivation significantly influences the English language learning process among fourth-cycle students in the PINE career at the Technical University of Cotopaxi. The findings reveal that:

Firstly, the research allowed for a deeper understanding of the motivational factors influencing EFL learning by grounding the study in well-established theories of intrinsic motivation, extrinsic motivation, and anxiety. This theoretical foundation not only framed the study's approach but also highlighted the complex interplay between personal satisfaction, external rewards, and emotional barriers, offering valuable insights into how these elements shape students' engagement and progress in learning English as a foreign language.

As a second conclusion, the analysis revealed significant trends in motivational factors affecting EFL learning. Intrinsic motivation, including dimensions such as personal satisfaction and confidence, showed a strong positive trend of 84%. Extrinsic motivation, encompassing factors like parental support, job opportunities, peer influence, and appreciation of English-speaking cultures, demonstrated a notable positive trend of 82%. Conversely, anxiety was identified as a major negative factor, with a trend of 16.7%, indicating its detrimental impact on students' confidence and the overall learning process.

Finally, as the third conclusion, the study found that intrinsic motivation (33.4%) slightly outweighed extrinsic motivation (32.7%) in influencing students' engagement with learning English. This suggests that personal satisfaction and confidence are slightly more influential than external factors. However, anxiety, with its significant negative impact, was identified as a critical barrier to effective language acquisition. The findings highlight the need for strategies

that enhance both intrinsic and extrinsic motivation while simultaneously addressing anxiety to improve overall EFL learning outcomes.

11. RECOMENDATIONS

The following are the recommendations based on the findings of the study:

Firstly, it is recommended to continue to delve deeper into the motivational factors that affect learning English as a foreign language. Building on the established theoretical foundation and observed trends, further research should explore how intrinsic and extrinsic motivators specifically influence student engagement and learning outcomes.

As a second recommendation, it is recommended that educators implement strategies that prioritize personal satisfaction and confidence-building activities within the classroom. This could include the use of engaging and relevant materials, personalized feedback, and activities that align with students' interests, promoting a deeper, more intrinsic connection to the learning process.

Finally, for future research, educational institutions should integrate anxiety-reduction strategies into their EFL programs. This could involve providing mental health resources, offering workshops on stress management, and incorporating supportive classroom environments that emphasize collaboration and positive reinforcement, helping students feel more secure and confident in their language abilities.

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