



# TECHNICAL UNIVERSITY OF COTOPAXI

## UNDERGRADUATE PROGRAM

Department of national and foreign language pedagogy  
English major

**MODALITY: RESEARCH REPORT**

**THEME:**

LEARNER'S MOTIVATION IN LEARNING ENGLISH

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

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AUGUST 2025**

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Además, certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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En calidad de Tutor del Proyecto de Investigación sobre el título:

**“LEARNER’S MOTIVATION IN LEARNING ENGLISH”**, de Carrillo Sarabia Nataly Guadalupe, Taco Chiriboga Karla Domenica, de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, considero que dicho Informe Investigativo es merecedor del aval de aprobación al cumplir las normas técnicas, traducción y formatos previstos, así como también ha incorporado las observaciones y recomendaciones propuestas en la pre-defensa.

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En calidad de Tribunal de Lectores, aprueban el presente Informe de Investigación de acuerdo a las disposiciones reglamentarias emitidas por la Universidad Técnica de Cotopaxi, y, por la Extensión Pujilí; por cuanto, los postulantes: Carrillo Sarabia Nataly Guadalupe; Taco Chiriboga Karla Domenica con el título del Proyecto de Investigación: “**LEARNER’S MOTIVATION IN LEARNING ENGLISH**”, ha considerado las recomendaciones emitidas oportunamente y reúne los méritos suficientes para ser sometido al acto de sustentación del trabajo de titulación.

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## **GRATEFULNESS**

*We thank God for granting us the wisdom, strength, and perseverance to complete this important stage. We also express our gratitude to our families for their unconditional love, understanding, and for always being by our side, giving us the encouragement we needed to keep moving forward.*

*Karla & Nataly*

## DEDICATION

*I dedicate this research work, first of all, to God, for being my constant guide, for giving me strength in difficult moments, and for illuminating every step of this journey. To my parents, Nilo Carrillo and Odila Sarabia, for their unconditional love, their sacrifices, and for being the pillar that supports my dreams. To my siblings, Luisa, Mauro, and William, for their support, affection, and encouraging words that motivated me to keep going. To my partner, David, for his love, understanding, and for walking beside me with patience and dedication throughout this entire process. To my son Dylan, my little angel who now rests in heaven, whose presence lives forever in my heart, and whose light has given me the strength not to give up. And finally, to my thesis partner, Karla Taco, for sharing this journey with me, for her commitment, dedication, and sincere friendship.*

*Nataly*

## DEDICATION

*To God, for being my guide at all times, and for not letting go of my hand on this challenging journey. To my mother, with all my love and gratitude. Your words, your advice, and your faith in me accompanied me every step of the way. To my siblings, I am grateful for their constant support, their words of encouragement, their understanding, and for always being there, even from a distance. I dedicate this achievement with all my love to my beloved nephews, who, with their tenderness, joy, and wit, filled me with light in the most difficult moments. You are one of my greatest motivations to keep going and always give my best. And finally, to my thesis partner Nataly Carrillo, for her dedication, unconditional support, and friendship throughout this journey. Thank you for sharing this challenge with me.*

*Karla*

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**UNDERGRADUATE PROGRAM**  
**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY**  
**ENGLISH MAJOR**

THEME: LEARNER'S MOTIVATION IN LEARNING ENGLISH

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**ABSTRACT**

Motivation is an internal force that drives people to act, strive, and achieve goals. It is an essential element of human behavior, as it influences how we face challenges, make decisions, and persist in the face of difficulties. This research project aimed to analyze students' types of motivation in learning English from the first to the fourth level of the English Major at the Technical University of Cotopaxi. The study adopted a quantitative approach and a descriptive method, using an adapted version of Gardner's (1985) Attitude/Motivation Test Battery (AMTB) to assess both intrinsic and extrinsic motivation. A total of 133 students participated in the study by completing a survey composed of 19 items related to motivational factors using a 5 likert-scale. The findings revealed that students demonstrated a high overall level of motivation, with extrinsic motivation slightly exceeding intrinsic motivation. Students were mostly motivated by professional goals, interaction opportunities, and family support, while intrinsic factors such as personal satisfaction and enjoyment in learning English also played a significant role. Despite these positive results, some students reported low confidence in speaking English, which could be attributed to anxiety or limited speaking practice. The study concludes that both intrinsic and extrinsic motivation are essential to promote successful English learning. It recommends that educators apply diverse strategies to strengthen motivation and create a more supportive, engaging, and confidence-building classroom environment.

**Keywords:** motivation, intrinsic, extrinsic, motivational factors, Attitude/Motivation Test Battery/, Learning English.

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TÍTULO: MOTIVACIÓN DE LOS ALUMNOS EN EL APRENDIZAJE DE INGLÉS

**Autores**

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**RESUMEN**

La motivación es una fuerza interna que impulsa a las personas a actuar, esforzarse y alcanzar metas. Es un elemento esencial en el comportamiento humano, ya que influye en la forma en que enfrentamos desafíos, tomamos decisiones y persistimos ante las dificultades. Este proyecto de investigación tuvo como objetivo analizar los tipos de motivación que influyen en el aprendizaje del inglés en estudiantes de primero a cuarto nivel de la carrera de inglés de la Universidad Técnica de Cotopaxi. El estudio adoptó un enfoque cuantitativo y un método descriptivo, utilizando una versión adaptada de la Batería de Pruebas de Aptitud/Motivación (AMTB) de Gardner (1985) para evaluar la motivación intrínseca y extrínseca. Un total de 133 estudiantes participaron en el estudio completando una encuesta compuesta por 19 ítems relacionados con factores motivacionales utilizando una escala de 5 likert. Los hallazgos revelaron que los estudiantes demostraron un alto nivel general de motivación, donde la motivación extrínseca superó ligeramente a la intrínseca. Los estudiantes se motivaron principalmente por objetivos profesionales, oportunidades de interacción y apoyo familiar, mientras que factores intrínsecos como la satisfacción personal y el disfrute del aprendizaje del inglés también desempeñaron un papel importante. A pesar de estos resultados positivos, algunos estudiantes reportaron poca confianza al hablar inglés, lo que podría atribuirse a la ansiedad o a una práctica oral limitada. El estudio concluye que tanto las motivaciones intrínsecas como las extrínsecas son esenciales para promover un aprendizaje exitoso del inglés. Recomienda que los educadores apliquen diversas estrategias para fortalecer la motivación y crear un ambiente de clase más propicio, atractivo y que fomente la confianza.

**Palabras clave:** motivación, intrínseca, extrínseca, factores motivacionales, batería de pruebas de aptitud/motivación, aprendiendo inglés.

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## **1. GENERAL INFORMATION**

**Theme:** Learner's motivation in learning English

**Starting Date:**

April 2025

**Ending Date:**

August 2025

**Place of Research:**

Technical University of Cotopaxi

**Sponsoring Faculty:**

Extension Pujilí

**Sponsoring career:**

National and Foreign Language Pedagogy English

**Macro project of the career:**

Academic discourse: A transdisciplinary study of education and linguistics in linguistic-communicative contexts for teaching English

**Research Group:**

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**Knowledge area:**

Education

**Research line:**

Education, Communication and Design for human and social development.

**Research line of the career:**

Education, linguistics, literature, interculturality and society.

## 2. PROBLEM STATEMENT

Motivation drives students to pursue their learning objectives, making it a crucial element in education. Without it, even the most effective teaching strategies may fail to produce meaningful learning outcomes. When motivated, students tend to catch concepts more easily, contribute actively, and create a positive and enjoyable learning atmosphere for everyone involved. Filgona et al. (2020) assert that student motivation is a fundamental component of the teaching-learning process, as it significantly impacts learners' enthusiasm and the attainment of educational goals. Given that learning demands considerable cognitive effort, educators must cultivate interest and foster student engagement, as mere classroom attendance does not equate to a genuine willingness to learn. Motivated students are more likely to learn effectively and participate actively, whereas a lack of motivation can impede the learning process and present additional challenges for instruction.

Naranjo and Ordoñez (2001) mention that in Colombia, the lack of motivation among students learning English as a foreign language is a critical issue that significantly impacts their educational experience and outcomes. Many students exhibit low motivation levels, leading to disengagement from the learning process and hindering their ability to acquire the language effectively. This lack of motivation is often attributed to various factors, including perceptions of English as a difficult subject, ineffective teaching methodologies, and monotonous classroom environments. Additionally, some students may not see the relevance of learning English to their personal or professional futures, further exacerbating their disinterest.

Tattersall (2019) observes that Ecuadorian students often exhibit low motivation to learn English, a challenge influenced by their high school experiences. Many students reported that their education heavily emphasized grammar, reading, and writing, while giving less attention to listening and speaking skills. This pattern reflects findings from earlier studies, which highlight a tendency among secondary school teachers to prioritize these areas over communicative skills. Consequently, students' experiences shape their attitudes toward the four skills differently. While the greater emphasis on reading and writing often fosters confidence in these areas, the limited focus on listening and speaking may lead to feelings of anxiety or discomfort. Moreover, the study points out that the prioritization of grammar over communicative practices in many English classes further undermines students' motivation and engagement.

Tovar and Yaguarzhungo (2024), emphasize that motivation plays a key role in enhancing students' involvement in learning English. Their research indicates that internal factors such as personal satisfaction and self-confidence have a slightly greater influence on motivation than external factors.

The problem encountered for research is that first-year PINE career students are motivated when entering a new environment where they encounter new subjects, classmates, and teachers but also over time, students realize that the level of difficulty is not the same as in high school and they drop out of the program when they want to start. As the students continue a new semester and get to know their classmates and some of the professors, the students can be motivated or can feel nervous and excited about the new subjects and professors they will have. In the third cycle, students may experience a decrease in motivation due to the increased difficulty of the subjects, which could lead to dropping out of the program. In the fourth cycle, it's common for students to experience feelings of frustration when comparing themselves to peers who perform better in their subjects. This constant comparison can affect their self-esteem, diminish their confidence in their own abilities, and lead to demotivation toward studying.

### 3. OBJECTIVES

#### General Objective

- To analyze students' types of motivation in learning English from the first to the fourth level of the English Major

#### Specific Objectives

- To determine theories related to motivation in learning English.
- To identify the types of motivation from the first to the fourth level of the English Major.
- To establish conclusions and recommendations.

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

Specific objective	Activities	Result of the activity	Verification Means
To determine theories related to	Bibliographic review of articles, papers, and documents	Definition of relevant data for the drafting of Scientific and Technical Foundation	Theoretical Framework Background

motivation in learning English.	related to the research topic		
To identify the type of motivation from the first to the fourth level of the English Major.	Establish the data collection technique, instrument design, application, and processing of the data obtained	Data analysis	Analysis and discussion of results
To establish conclusions and recommendations according to the research.	Survey. Obtaining real data	Conclusions and Recommendations	Conclusions and Recommendations

## 5. JUSTIFICATION

Motivation plays a crucial role in learning English, serving as a key driver of success. It encourages learners to actively engage with the language, persevere through challenges, and take initiative in seeking opportunities for improvement. A motivated learner is more likely to practice regularly, take risks in communication, and remain committed even when faced with setbacks. Moreover, motivation fosters self-confidence and resilience, enabling individuals to overcome common barriers such as the fear of making mistakes or struggling to grasp new concepts. Ultimately, motivation not only sustains the learning process but also empowers learners to achieve their goals more effectively.

Motivation in learning English is the drive and determination a learner exhibits to achieve proficiency in the language, guided by personal interests or external objectives. It influences the level of effort, dedication, and concentration applied during the learning process and plays a vital role in achieving success in language acquisition. (Gardner, 1985)

This research is important because, through the study of motivation, teachers can realize the type of motivation that students have and, based on that, implement strategies that allow for better student performance in the English language. It has a positive impact since the findings can help

teachers develop more effective teaching methods that adapt to the interests and needs of students and integrate activities that awaken and maintain interest and motivation. In this way, students improve their attitude towards learning English, encouraging constant effort and practical use of the language.

It contributes to educators developing pedagogical approaches that boost motivation, such as the use of technology (apps, interactive games, etc.). Also, activities that are meaningful for kids and approaches that promote independence and group learning should consider the types of motivation (intrinsic and extrinsic) in the classroom.

The primary beneficiaries of this research are the students of the English major from the first to the fourth level, who will directly benefit from the implementation of motivational strategies aimed at improving their engagement and academic performance. Indirectly, the teachers of the Pedagogy of National and Foreign Languages career at Technical University of Cotopaxi will also benefit, as the study offers valuable insights and tools to foster a more dynamic and motivating learning environment.

The main limitation encountered during the development of this research was the limited availability of documentation related to academic motivation in students learning a foreign language, specifically, in the context of English language studies.

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

### **6.1 Background**

According to Selimovic (2022), a study analyzed the sort and level of English language learning motivation (extrinsic or intrinsic) of 100 randomly chosen participants from 16 to 35+ years old in Sarajevo Canton. The instrument used in this study was a 5-point Likert Scale adapted from the original 7-point Likert Scale format of Gardner's Attitude / Motivation Test, ranging from 'Strongly Agree' to 'Strongly Disagree' (Gardner, 1960). Some of the questions used in the questionnaire were adopted from Prapphal's Attitudes Testing (Prapphal, 1981) to collect data on the participants' motivation. There were 15 questions in the questionnaire. The questionnaire consisted of two main parts: intrinsic motivation and extrinsic motivation. The data was analyzed by frequency, percentage, arithmetic mean, and standard deviation. The main results show that

participants tend to be highly but extrinsically motivated to learn English. This indicates that extrinsic motivation is an important component in this group of English learners. In conclusion, it is mentioned that learner motivation in English Language learning can be an incredible source of information and understanding for the implementation of relevant projects. Learners with sufficient motivation might become proficient language learners with extreme language abilities.

Mujani (2019) mentions that students' motivation and problems in learning English in an Effective English Conversation Course are the focus of this research. The study was conducted using a descriptive and qualitative methodology. Fifteen students were included as part of the research sample. The research instruments used in this research were tests and a questionnaire. The results indicated that most of the students demonstrated a strong level of both intrinsic and extrinsic motivation to learn English. However, they faced difficulties primarily in listening, followed by reading and writing. Overall, their performance in learning English was considered to be at an average level. The findings suggest that the level of motivation and the challenges students experience are closely related to the attention and support they receive from their teachers.

Tovar and Yaguarzhungo (2024) mention that their 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 six point Likert scale with numbers. The findings revealed that students demonstrated strong levels of intrinsic motivation, particularly in areas such as personal satisfaction and self-confidence when learning English. Similarly, extrinsic motivation was also present, influenced by factors like parental support, future job prospects, peer relationships, and an interest in English-speaking cultures. However, the presence of anxiety was found to negatively affect the learning process, limiting students' ability to fully engage. In general, both intrinsic and extrinsic motivation were identified as key drivers of English language learning, whereas anxiety emerged as a significant barrier. Based on these insights, the study recommends further examination of how both types of

motivation impact learners' engagement and academic achievement in English as a Foreign Language (EFL) contexts.

Tovar and Tapia (2015) examined the factors affecting EFL learning using a questionnaire adapted from Gardner's (1985) Attitude Motivation Test Battery (AMTB). The study involved 295 students from the Language Center at the Technical University of Cotopaxi in Ecuador and explored attitudes toward the English language, the learning environment, motivation (both intrinsic and extrinsic), and classroom anxiety. Data analyzed through SPSS software showed that most learners, regardless of gender, held positive attitudes toward English and its learning. The results also revealed a notably higher level of intrinsic motivation compared to extrinsic motivation. Additionally, classroom anxiety was present among learners and varied individually, with female students demonstrating greater self-confidence than their male counterparts.

Sandoval and Suarez (2023) conducted a study on the different levels and types of motivation among students at the Technical University of Cotopaxi, located in Pujilí. For this research, they used a standardized questionnaire based on Gardner's Attitude/Motivation Test Battery (AMTB), adapted to a six point Likert scale from the original seven point format. The instrument was structured into three parts: demographic information, integrative motivation items, and instrumental motivation items. The study involved students enrolled in Chinese and foreign language programs during the first four semesters, from which a representative sample was selected. The data collection and analysis were carried out using SPSS and Excel software. The findings revealed that students exhibited high levels of motivation to learn English, with intrinsic motivation being more dominant than instrumental. This was attributed to learners' strong interest in local cultural engagement and their desire to communicate effectively in English. The study highlights the importance of understanding student motivation, suggesting that educators can design more dynamic and meaningful learning experiences by tailoring their instructional strategies accordingly.

## **6.2 Theoretical Framework**

### **English Language**

English has become the dominant global language, widely used in business, education, science, and technology. Its spread is due to a mix of historical events, social influences, and linguistic traits. Now spoken by all people worldwide, it serves as the main medium for international communication, with non-native speakers playing a crucial role in its use.

According to Walia 2023, English has solidified its position as the world's primary lingua franca, essential across critical domains such as business, education, science, and technology. This widespread adoption isn't accidental; it's the product of an intricate blend of historical developments, evolving social dynamics, and inherent linguistic features. As a result, English is no longer solely the domain of native speakers but has become a vital tool for a vast and growing global population using it as a second or foreign language.

With over 1.5 billion speakers, it serves as the foundational medium for international communication, commerce, and diplomacy. This pervasive global presence continues to be shaped by the same interwoven historical, social, and linguistic factors, creating a truly global English-speaking community where non-native speakers play a central and indispensable role.

### **Learning English**

Learning English is essential in the modern world due to its role as the most widely spoken international language and its deep connection to global communication, education, and career advancement. As Tillayeva (2020) explains, English proficiency enables individuals to access better educational opportunities, secure high-paying jobs, and participate in international relations. He mentions various methods for learning English, such as individual lessons, offline classes, and increasingly popular online courses, that make it accessible to learners of all ages.

In addition, English is embedded in youth culture and technology use, particularly in digital games and applications. Learning the language also enhances access to foreign literature, scientific materials, and international media. Ultimately, English serves not only as a practical communication tool but also as a means of intellectual and personal development in a globalized society.

## **The teacher's role in the process of students' learning**

Khanh (2024) highlights the significant impact teachers have on the language learning process. Their role goes beyond teaching language skills, encompassing the creation of a motivating and encouraging classroom atmosphere. Rather than just delivering content, teachers function as guides who support students throughout their language learning journey. This role is complex and includes responsibilities such as facilitating learning, bridging cultural understanding, integrating technology, and designing assessments. Teachers who take on facilitative roles are especially important in promoting learner-centered environments, where students are actively involved and engaged in their learning.

## **Learning Styles**

Fatima et al. (2024) indicates that learning styles correspond to individual preferences, consistency and particularities that each person has to process and retain information. These preferences are molded by cognitive, emotional and psychological factors that influence the way students relate to their educational environment. The studio addresses a variety of teaching methodologies, which include traditional expository classes that have active methods such as practical exercises and recitations, as well as collaborative strategies such as debates and learning between partners. Also examine contemporary learning formats, such as online education and self-learning.

Likewise, the article mentions Kolb's Theory of Experiential Learning, which identifies four of the main aspects: assimilating (reflective and analytical), converging (analytical and practical), accommodating (experiential and practical), and diverging (experiential and reflective). The discovery of these styles is explained as the result of a comprehensive interaction between cognitive, neurological, social, cultural, educational, psychological aspects, as well as those related to personal interests and experiences. This holistic vision of learning styles reflects its direct influence on the academic despair of students.

## **Learning Strategies**

Paudel (2019), examines a range of strategies used in learning English, which serve as crucial tools for students aiming to reach their academic objectives. These include metacognitive

strategies for planning and assessing progress, cognitive strategies for engaging directly with learning content, and socio-affective strategies that emphasize social interaction.

The strategies are further categorized into direct strategies, such as memory, cognitive, and compensation techniques that help learners acquire, store, and retrieve language, and indirect strategies, like metacognitive, affective, and social approaches that facilitate exposure to and use of the language. Additional techniques such as rehearsal, elaboration, and organization are also discussed for their roles in helping learners retain, relate, and structure information. Collectively, these strategies support students in managing the challenges of language acquisition and enhancing their language skills.

According to O'Malley (cited in Brown, 1994), cognitive strategies focus more on specific learning tasks and require more direct interaction with the study material. Repetition, reorganization, translation, note-taking, contextualization, and elaboration are key examples of these strategies.

In line with Oxford (1990), memory strategies are centered on techniques such as aggregating information, establishing associations, using mental images, representing sounds, incorporating physical and sensory information, using mechanical methods, and organizing semantic awareness. These strategies involve the creation of mental connections, the use of images and sounds, the effective revision, and the application of the action. Therefore, cognitive strategies refer to the processes of identifying, retaining, and recovering the components of language

### **Students' prior experiences in learning languages**

Previous language learning experiences play a crucial role in how students acquire additional languages, regardless of whether the languages are linguistically related. Research shows that mastering one foreign language can significantly support the learning of another, whether the first was learned during childhood or later through formal instruction (Golonka, 2010). This advantage extends beyond direct language transfer, contributing to stronger metalinguistic awareness, enhanced writing abilities, pragmatic understanding, and an increased capacity for language acquisition. Even when there is no linguistic connection between the languages, students can rely on existing cognitive strategies and prior knowledge to approach new language

learning more efficiently, leading to greater independence and a more successful learning process.

### **Students' personality traits in learning English**

Learners' personality traits such as being outgoing, reserved, open to new experiences, or highly organized significantly influence how they approach learning English. Rakhimova and Kalygulova (2024) point out that extroverted individuals often favor group activities and interactions with native speakers, while introverted students tend to prefer solitary learning strategies like reading and writing. A high level of openness promotes curiosity and receptiveness to different cultural ideas, enhancing both language proficiency and intercultural understanding.

Meanwhile, conscientious learners, characterized by their discipline and structured habits, tend to make consistent progress in acquiring the language. Recognizing these personal differences is key for educators, as it enables them to adapt their teaching methods to better support each student's learning process and overall success.

### **Students' Self-Efficacy in Learning English**

It has been observed that students exhibit enhanced learning of a target language when they possess a strong motivation to do so, and notably, a key component of this motivation is their self-efficacy. The concept of self-efficacy, initially developed by Albert Bandura, is defined by Lestari et al., (2019) as the personal belief in one's capability to achieve specific tasks, a belief that subsequently influences their actual performance in those tasks.

### **Teaching Methods to teach English**

Burekovic et al., (2023) mention that various methodological approaches have been implemented for teaching the English language, each with specific characteristics, techniques, and objectives aimed at addressing different educational needs. Among the most representative methods are the Grammar Translation Method, the Direct Method, the Audiolingual Method, Communicative Language Teaching, and Task-Based Teaching.

These approaches differ in key aspects such as the use of the native language, the emphasis on language skills, and the level of active student participation. For instance, while traditional methods focus on memorizing grammar rules and translating texts, communicative and task-based approaches promote meaningful interaction and the functional use of the language in real-life contexts. The selection of the most appropriate method should consider factors such as course objectives, the characteristics of the student group, and the teacher's experience.

(Burekovic et al., 2023) explain some teaching methods as follows:

### **Grammar-Translation Method (GTM)**

This method is based on the translation of texts and the learning of grammatical rules through memorization, focusing primarily on reading and writing skills, while giving little attention to oral and listening skills. The learning process is deductive, and accuracy is prioritized over practical communication.

### **Direct Method**

This approach promotes complete immersion in the target language, avoiding the use of the native language. Its emphasis is on oral production and listening comprehension, teaching grammar inductively, mimicking the natural way a language is learned.

### **Audiolingual Method**

Based on repetition and the development of language habits, this method prioritizes oral expression and comprehension through repetitive exercises such as dialogues and practice patterns. Grammar is learned inductively, and mistakes are corrected immediately.

### **Task-Based Teaching (TBLT)**

This method focuses on authentic communicative tasks as a means of language learning. Activities are developed in stages (before, during, and after the task), allowing students to use the language to achieve specific objectives, emphasizing meaning over form.

### **Suggestopedia**

Sun (2023) states that Suggestopedia, a method introduced by Bulgarian psychologist Georgi Lozanov during the 1960s, relies on positive suggestions, calming music, and a stress-free classroom atmosphere to support English language acquisition. The approach seeks to tap into learners' unconscious abilities by lowering anxiety levels and encouraging a positive attitude. Through the use of emotional engagement, auditory input, and sensory experiences, this method aims to boost students' motivation, self-assurance, and ability to remember language material.

### **Communicative Language Teaching (CLT)**

This approach focuses on language use in real-life situations and communicative contexts. It encourages fluency and interaction among students, with the teacher acting as a facilitator. Grammatical accuracy is maintained without interrupting the flow of communication.

### **Motivation**

Motivation in foreign language learning (English) refers to the effort and commitment an individual puts into learning, driven by their desire and the enjoyment they gain from the process. According to Alizadeh (2016), in the context of acquiring a foreign language, motivation reflects the degree to which the individual works or attempts to learn the language because of the desire to do so and the satisfaction experienced.

For Gopalan et al (2017) motivation can be defined as the process that initiates, guides, and sustains goal-oriented behaviors, leading individuals to take action in order to achieve a goal or fulfill a need or expectation. It can also be seen as the driving force that triggers behavior and encourages individuals to replicate actions to reach desired outcomes.

A motivated student demonstrates this by performing tasks with enthusiasm and concentration, using strategies that help him overcome his failures and achieve his goals, whether by obtaining a reward or feeling good about himself.

Ai et al (2021) mention that a motivated individual demonstrates effort, persistence, and focus, guided by clear goals, desires, and aspirations; they find enjoyment in the activity, feel encouraged by success, and learn from the disappointment of failure, attributing outcomes to

specific factors while staying engaged and using strategies to achieve their objectives, with motivation arising from external factors such as rewards and punishments or internal factors like intrinsic satisfaction and enjoyment.

### **Types of Motivation**

In learning the English language, two key types of motivation (intrinsic and extrinsic) can significantly influence a learner's success. Deci and Ryan (1985), through their Self-Determination Theory, established this distinction by explaining that intrinsic motivation arises from internal satisfaction and interest in the task itself, while extrinsic motivation is driven by external rewards or pressures.

Both types of motivation coexist because learners may be influenced by personal enjoyment as well as external goals such as grades or recognition. This coexistence allows for a dynamic interplay where extrinsic motivators can sometimes enhance intrinsic interest if aligned properly. Consequently, effective language learning environments should consider both motivational types to maximize learner engagement and achievement.

### **Intrinsic motivation**

Intrinsic motivation (IM) is the natural drive to engage in activities that are enjoyable or fulfilling in themselves. It arises from the inherent satisfaction of the activity rather than from any external reward or result.

Legault (2016) mentions that Intrinsic motivation (IM) is the drive to engage in activities that are inherently enjoyable or satisfying. It is not instrumental, meaning that intrinsically motivated actions are pursued for their own sake and are not dependent on achieving an external outcome separate from the activity itself.

Intrinsic motivation drives people to act because of the pleasure or challenge they find in a task, leading them to approach it in creative and unique ways, free of external constraints such as deadlines, penalties, or rewards.

Ai et al (2021), mention that people driven by intrinsic motivation are more likely to complete tasks in creative and unique ways, as the absence of external pressures like deadlines or penalties allows them to explore diverse methods for problem-solving and learning.

### **Extrinsic motivation**

Extrinsic motivation (EM) arises when individuals engage in activities, such as learning, to earn external rewards like grades or praise, rather than for the inherent value of the activity itself. According to Fen and Kiat (2015), extrinsic motivation originates from external factors and occurs when learners are driven to succeed not by the learning itself, but by the rewards it brings, such as grades or praise. In this case, performing well becomes a means to achieve these external incentives rather than a goal inherently tied.

### **Demotivation**

In contrast to motivation, demotivation in learning arises when students lose their drive or enthusiasm to engage with their studies, which can severely impede their academic progress. Without the energy or interest to continue, students may struggle to stay focused and find it difficult to retain vocabulary and understand grammar, leading to a decline in performance and a lack of achievement in their learning goals.

According to La Mido (2023), Demotivation is a state where individuals lack the drive or desire to engage in a particular activity, and it can significantly hinder their progress toward achieving their goals. In the context of learning English, demotivated students often fail to reach key objectives, such as earning good grades or developing a solid understanding of the language. When students are demotivated, their lack of enthusiasm and engagement significantly affects their performance on English tests, often leading to low scores.

This can result in limited vocabulary, as students find it difficult to memorize new words and have challenges in distinguishing between reading and writing. Moreover, poor grammar often contributes to their low scores, as they struggle to grasp the complexities of the language. Without the motivation to improve, students may find it difficult to overcome these barriers and make meaningful progress in their language-learning journey.

### **Factors affecting students' motivation**

Aspects such as poor classroom conditions, including inadequate lighting, overcrowding, or unpleasant environments, can significantly hinder students' motivation. Additionally, the use of outdated or traditional teaching methods that fail to engage learners, combined with a teacher's negative attitude or lack of encouragement, can create a discouraging atmosphere. Also, tasks that are either too simple or excessively challenging can make students feel disinterested or overwhelmed, reducing their drive to learn. These factors collectively contribute to poor performance and a lack of motivation among students, ultimately impacting their ability and enthusiasm to learn the English language effectively.

According to Seda and Zahitjan (2016) Several reasons contribute to the lack of motivation in students. These include socio-functional validity, physical environment, monotonous teaching methods, and parental factors that affect students' motivation. All of these elements can make the learning process more challenging and decrease students' willingness to learn.

### **Socio-functional validity**

Understanding what drives or hinders students' motivation in language learning is crucial for creating effective educational experiences. One key aspect influencing learners' engagement is the perceived relevance and practicality of the language being taught. When students recognize how language learning connects to their real lives and social interactions, their motivation tends to increase.

According to Seda and Zahitjan (2016) From the learner's point of view, acquiring a new language is only meaningful if it has real-world application within their social context. That is, language learning becomes valuable when students see clear opportunities to use their knowledge and skills to communicate with significant individuals in their environment. Conversely, when learners do not perceive any practical use for the language outside the classroom, its functional purpose diminishes, leading to a decline in motivation and engagement.

## **Physical Environment**

The learning environment is a fundamental component that directly influences students' motivation and academic performance. Beyond teaching methods and curriculum design, the physical and environmental aspects of the classroom can either support or hinder the learning process.

According to Seda and Zahitjan (2016) Environmental conditions play a crucial role in shaping students' motivation to learn. Even when learners attempt to stay motivated, unfavorable classroom settings such as overcrowded spaces or poor lighting can hinder their efforts by creating a distracting or uncomfortable learning environment . In contrast, well-organized and supportive physical conditions, including adequate lighting, a positive atmosphere, orderly desk arrangements, and the use of visual aids and appropriate materials, can significantly enhance students' engagement and learning outcomes.

## **The Impact of the Teacher on Motivation and Learning**

In the field of language education, the teacher's role extends beyond delivering content; it involves actively shaping students' motivation and engagement. According to Kimly et al (2024) key aspects such as the teacher's behavior, level of enthusiasm, and the ability to build positive interpersonal connections greatly contribute to sustaining learner motivation. Research indicates that when students feel capable and supported, their motivation improves. Additionally, a teacher's attitude and energy can strongly affect student engagement, highlighting the importance of fostering a patient, encouraging, and emotionally safe classroom environment.

The use of varied instructional methods, interactive activities, and supportive classroom dynamics contributes to keeping students motivated and reduces the risk of demotivation. Therefore, adopting engaging and flexible teaching strategies is essential to effectively enhance motivation across all learners.

## **Parental Factors**

Beyond the influence of teachers and the classroom environment, the family is another fundamental factor that shapes students' learning experiences. Parental attitudes, support, and

involvement play a significant role in the development of students' academic motivation, particularly in language learning. According to Kimly et al (2024) The family plays an essential role in shaping students' educational development and motivation. As children's first educators, parents have a strong impact on their motivation. Research shows that active parental involvement such as encouraging academic efforts and tracking progress positively affects both motivation and academic performance. In contrast, lack of support or negative attitudes from parents can negatively influence language learning. Therefore, supportive and engaged parental participation is key to promoting motivation, interest in learning English, and overall academic achievement.

### **Roles of motivation in the learning and teaching process**

In the educational context, motivation is not only essential for students' academic success but also plays a vital role in shaping the dynamics of classroom teaching. It acts as a powerful internal force that influences behavior, effort, and performance. When present, motivation enhances the learning experience and creates a more dynamic and responsive classroom environment. Importantly, its impact extends beyond learners, as it also affects how teachers interact with their students, plan their lessons, and approach their professional development. According to Thi Nga (2023) Motivation not only enhances students' engagement and progress in their studies but also positively influences the way teachers conduct their teaching activities. For students, motivation encourages enthusiasm and active participation in their learning; it drives them to study willingly and with commitment, to develop a strong interest and passion for learning, to work diligently, to persist through challenges, and to have a desire to explore, improve, and achieve personal growth.

For teachers, having motivated students makes it easier to tap into their potential, implement effective teaching strategies, and foster a positive learning environment. Moreover, students' positive attitudes can inspire teachers, boosting their excitement and dedication, which leads to continuous efforts to enhance teaching quality.

## **Theories of Motivation**

To create a more effective learning environment, it is essential to understand the theories of motivation, as they allow us to understand how motivation works in different contexts and according to different approaches.

### **Gardner's theory**

Gardner's theory is one of the most influential in language learning, emphasizes that teaching a language involves not only developing linguistic skills but also fostering the integration of cultural elements, highlighting the connection between language and its social and cultural context. Kiruthiga and Christopher (2024) mention that Gardner highlights that learning a second language is not only an educational process but also a way to engage with the culture of its speakers, meaning that teaching a language goes beyond language skills and involves introducing students to the cultural aspects of the language.

According to Gardner, the goals of language learners, currently known as orientation, can be divided into two categories: integrative motivation and instrumental motivation. About this Ai et al (2021) mention that people who are driven to learn a language by external factors, such as earning a high salary or achieving good results in exams, have an instrumental orientation. On the other hand, the integrative orientation refers to those who learn a second language with the goal of improving, establishing connections with native speakers, or embracing the culture, driven solely by the desire to immerse themselves in it.

### **Self-determination theory**

Self-determination theory focuses on understanding how motivation works by studying intrinsic and extrinsic factors that allow us to better understand student motivational behavior. Chanjavanakul (2012), mentions that Deci and Ryan, in 1985, developed self-determination theory based on empirical studies in psychology, in which they concluded that people have an innate and emotional tendency toward active learning. They called this tendency "intrinsic motivation," characterized by engaging in activities for the simple pleasure and enjoyment they generate, without the need for external rewards. According to this theory, certain social contexts can strengthen intrinsic motivation if they satisfy three fundamental psychological needs:

autonomy, competence, and relatedness with others. When these needs are met, people are better able to act self-determined. Conversely, if these conditions are not met, the likelihood of individuals behaving self-determinedly decreases.

In contrast to intrinsic motivation, the theory also identifies four forms of extrinsic motivation, which fall on a continuum ranging from external control to autonomous self-regulation.

**External regulation** occurs when actions are motivated by external rewards or punishments. For example, in language learning, this can occur when an employee studies a language solely because their boss demands it, under threat of losing their job.

**Introjected regulation** occurs when a person acts out of a sense of internal obligation or guilt, without direct external pressure. A common case is students who do their homework for fear of getting poor grades.

**Identified regulation** occurs when the individual recognizes that the activity has personal value and is aligned with their goals. For example, learning a language for the purpose of accessing a specific career.

**Integrated regulation** represents the highest level of internalization, in which personal values and motivation are fully incorporated into the individual's identity.

### **Social Cognitive Theory**

Another important theory to emphasize within the study of motivation is the Social Cognitive Theory (SCT), which mentions that individuals acquire knowledge through observation, interaction, experiences, and the influences of external media, emphasizing the role of social interactions. In the construction of meaning and understanding. According to Gopalan et al (2017) This theory, proposed by Bandura, explores the dynamic relationship between behavior, personal factors, and environmental influences, where each element affects and is affected by the others. SCT explains how people develop and maintain behavioral patterns, offering key strategies for interventions. The environmental aspect can be divided into social factors, such as family and friends, and physical factors, such as comfort. Additionally, TCS emphasizes the value of interactive learning to help students develop confidence through hands-on experiences.

## **The expectancy theory**

The expectancy theory suggests that people are driven to act when they believe their effort will directly contribute to improved performance, which in turn will lead to recognition or desirable rewards. This belief fosters a sense of purpose and determination, as individuals see a clear link between their hard work and the outcomes they aim to achieve. Gopalan et al (2017) mention that this theory, proposed by Victor Vroom, suggests a direct relationship between the effort expended on a task, the resulting performance, and the recognition or rewards received for that performance. It posits that greater effort typically leads to improved performance and subsequent rewards, motivating individuals to persist despite challenges. The theory emphasizes external rewards and identifies stages that lead to motivation: individuals must first believe that genuine effort will yield acceptable performance, which will then be rewarded (instrumentality), and lastly, the reward must be viewed as valuable, referred to as intrinsic attractiveness.

## **Attitude/Motivation Test Battery**

The Attitude/Motivation Test Battery is a tool designed to measure emotional factors in second language learning. It is used to explore how motivation and attitudes relate to language success, classroom behavior, and the influence of specific programs or activities on students' motivation. Gardner (1985) mentions that the Attitude/Motivation Test Battery is a research tool designed to assess the key affective factors that influence second language learning. Its primary uses have included examining (a) the correlations between sub-test and composite test scores with language achievement and the intention to continue language study, (b) the impact of specific programs, trips, and other activities on students' attitudes and motivational traits, and (c) the relationship between attitudes, motivation, and classroom behavior.

Gardner's study, called Attitude/Motivation Test Battery assessed instrumental and integrative motivation in language learning through surveys measuring motivation intensity, desire, and attitudes. Results showed that high motivation, especially integrative, correlates with better language proficiency. However, limitations include restricted response scales and subjective interpretations, which may result in accuracy and comparability.

According to Ai et al (2021), Gardner examined two types of motivation (instrumental and integrative) by evaluating three components of motivation: "motivation intensity, desire to learn the language, and attitudes toward learning the language." The study involved a survey with 104 questions assessing participants' agreement on a six-point scale and 12 questions gauging their feelings on a seven-point scale. Gardner's findings indicated a correlation between high language proficiency and strong motivation. The research also suggested that students with high integrative motivation tend to perform better in second language learning compared to less motivated students, regardless of their inherent language learning ability. However, the study had several limitations. The restricted six-point and seven-point scales might not accurately reflect participants' true perspectives. Additionally, the qualitative nature of the categories (e.g., strongly, moderately, slightly) may result in subjective interpretations that differ among participants, potentially affecting the comparability of the survey results.

## **7. METHODOLOGY**

### **7.1 Research Approach**

The research project employed a quantitative approach, allowing a statistical analysis of the data collected through a questionnaire administered to students from the first to the fourth level. This approach aimed to identify the type of motivation these students have for learning the English language. Creswell (2014) defines quantitative research as quantitative research involves testing objective theories by analyzing the connections between variables. These variables are usually assessed through standardized instruments that generate numerical data, which is then examined using statistical techniques. The structure of a quantitative research report generally includes an introduction, a review of the literature and theoretical framework, methodology, findings, and discussion. Researchers using this method work under the premise of deductively validating theories, implementing strategies to minimize bias, managing alternative factors, and striving for results that are both generalizable and replicable.

### **7.2 Research Type**

The research type used in the project was descriptive, as it facilitated the analysis and detailed description of the type of motivation that students from the first to fourth levels exhibit in learning the English language in the National and Foreign Language Pedagogy career at the

Technical University of Cotopaxi without manipulating variables. According to Manjunatha(2019), this type of research involves observing and describing current situations or phenomena without manipulating variables.

### **7.3 Research Context**

The study included 181 students, aged 17 to 30 years old. There are 28 males and 98 females. The students were distributed across different cycles. In the first cycle, class A, there were 60 students, of whom 43 were surveyed because they were studying for an English subject assessment. In the second cycle, class B, there were 27 students, of whom 27 were surveyed, and in class C, there were 23 students, of whom 15 were surveyed because the cell phones didn't work.

In the third cycle, class A had 25 students, and 18 were surveyed because their cell phones didn't work. class B had 17 students, and 12 were surveyed. Some students were "subject 'draggers'" (meaning they might give repeated or unthoughtful answers), so if they had repeated the survey, it would bias the research. In the fourth cycle, class A had 31 students, and 10 were surveyed; again, some students were "subject 'draggers'," so repeating the survey would have biased the research. A total of 133 responses were received because not all students answered the survey.

### **7.4 Data collection Procedure**

The data collection process for this research was carried out using a survey as the primary data gathering technique. The Attitude/Motivation Test Battery (AMTB) developed by Gardner (1895) was used as a reference for the development of the questionnaire used in this research. However, to adapt it to ensure better comprehension by students from first to the fourth semester at PINE career, while maintaining the essence and purpose of the original items. In total, 19 AMTB items were adapted, corresponding to the following items: 5, 13, 15, 21, 22, 24, 26, 28, 29, 41, 46, 51, 59, 69, 70, 72, 73, 96, and 102.

The survey was created using Google Forms and was administered to students enrolled from the first to the fourth level of the English Major program at the Technical University of Cotopaxi, Pujilí campus. The application of the instrument took place during regular class hours under the supervision of the English subject teachers, ensuring that the participants understood the

questions and responded voluntarily and honestly. The collected data were exported to Microsoft Excel for further statistical analysis using descriptive statistics such as frequencies, means, and standard deviations. This procedure allowed the researchers to evaluate the type of motivation among the students.

## 8. ANALYSIS AND DISCUSSION OF RESULTS

### 8.1 Analysis

This section presents the analysis and discussion of the data collected through the application of the survey based on Gardner's Attitude/Motivation Test Battery (AMTB), adapted for the context of students from the first to the fourth level of the English Major at the Technical University of Cotopaxi. The results are organized and interpreted through descriptive statistics, including means and standard deviations, in order to identify the prevailing types and levels of motivation among the participants. The analysis aims to determine whether students are more intrinsically or extrinsically motivated in their English language learning process.

*Table 1: Mean Range*

Mean Range	Interpretation
3.61-5.00	High
2.31- 3.60	Moderate
1.00-2.30	Low

**Taken from:** Acurio &Guanotasig (2022)

**Table 2: Intrinsic Motivation Items**

SCALE ITEMS	Strongly Disagree		Moderately Disagree		Neutral		Moderately Agree		Strongly Agree		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%
1.- I feel motivated to learn English.	7	5,26	7	5,26	32	24,06	48	36,09	39	29,32	133	100%
2.- I feel confident when I speak in my English class.	7	5,26	24	18,05	51	38,35	35	26,32	16	12,03	133	100%
3.- I wish I could read newspapers and magazines in English.	10	7,52	12	9,02	28	21,05	30	22,56	53	39,85	133	100%
4.-I really enjoy learning English.	7	5,26	9	6,77	27	20,30	46	34,59	44	33,08	133	100%
5.- I want to learn English so well that it will become natural to me.	11	8,27	3	2,26	24	18,05	26	19,55	69	51,88	133	100%
6.- English is one of my favourite courses.	9	6,77	8	6,02	32	24,06	45	33,83	39	29,32	133	100%
7.-I am motivated to learn as much English as possible.	10	7,52	5	3,76	30	22,56	39	29,32	49	36,84	133	100%
8.-I try very hard to understand all the English I see and hear.	8	6,02	13	9,77%	22	16,54	37	27,82	53	39,85	133	100%
9.-When I am studying English, I ignore distractions and pay attention to my task.	10	7,52	15	11,28	46	34,59	41	30,83	21	15,79	133	100%
10.- I enjoy the activities of our English class much more than those of my other classes.	9	6,77	16	12,03	41	30,83	36	27,07	31	23,31	133	100%
11.- If I could choose, I would spend all my time learning English.	11	8,27	5	3,76	18	13,53	34	25,56	65	48,87	133	100%

Source: Data survey

*Table 3: Intrinsic Motivation Results*

N <sup>a</sup>	ITEMS	MEAN	S.D	RATING OF MOTIVATIONAL LEVEL
1	I feel motivated to learn English.	3,79	1,08	High
2	I feel confident when I speak in my English class.	3,22	1,04	Moderate
3	I wish I could read newspapers and magazines in English.	3,78	1,26	High
4	I really enjoy learning English.	3,83	1,12	High
5	I want to learn English so well that it will become natural to me.	4,05	1,24	High
6	English is one of my favorite courses.	3,73	1,14	High
7	I am motivated to learn as much English as possible.	3,84	1,18	High
8	I try very hard to understand all the English I see and hear.	3,86	1,22	High
9	When I am studying English, I ignore distractions and pay attention to my task.	3,36	1,1	Moderate
10	I enjoy the activities of our English class much more than those of my other classes.	3,48	1,17	Moderate
11	If I could choose, I would spend all my time learning English.	4,03	1,23	High
	<b>Total</b>	<b>3,72</b>	<b>1,16</b>	<b>High</b>

Source: Rating of motivational level of students from the first to the fourth level.

The results obtained regarding intrinsic motivation reveal that the surveyed students exhibit a high level of intrinsic motivation toward learning English, with a general average of 3.72. This figure indicates that, overall, students enjoy the process of learning English and have a genuine interest in improving their language proficiency. The highest-rated statements were: "I want to learn English so well that it becomes natural for me" (mean 4.05), "I try to understand all the English I see and hear" (mean 3.86), and "I am motivated to learn as much English as possible" (mean 3.84). These results demonstrate that students not only value language learning but also actively strive to master it.

However, certain aspects could be improved, particularly those related to confidence in using the language. For instance, the statement "I feel confident when speaking in English class" received the lowest score within the intrinsic motivation category (mean 3.22), suggesting that, despite their motivation, some students still experience insecurity when speaking in class. This may be related to language anxiety or fear of peer judgment.

**Table 4: Extrinsic Motivation Items**

ITEMS	Strongly Disagree		Moderately Disagree		Neutral		Moderately Agree		Strongly Agree		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%
1.-Studying English is important because I will need it for my professional success.	10	7,52	4	3,01	14	10,53	23	17,29	82	61,65	133	100%
2.-Studying English is important because it will be useful in getting a good job.	11	8,27	5	3,76	13	9,77	23	17,29	81	60,90	133	100%
3.-Studying English is important because it will allow me to meet and interact with more and varied people.	9	6,77	4	3,01	11	8,27	21	15,79	88	66,17	133	100%
4.-Studying English is important because I will be able to interact more easily with speakers of English.	9	6,77	7	5,26	14	10,53	22	16,54	81	60,90	133	100%
5.-My English teacher has a dynamic and interesting teaching style and adequate methodology	10	7,52	10	7,52	30	22,56	38	28,57	45	33,83	133	100%
6.-My English teacher is a great source of inspiration to me.	10	7,52	12	9,02	25	18,80	42	33,08	44	33,08	133	102%
7.-My family feels that it is very important for me to learn English.	10	7,52	7	5,26	21	15,79	30	22,56	65	48,87	133	100%
8.-I feel motivated to go to class because my English teacher is so good.	10	7,52	12	9,02	27	20,30	39	29,32	45	33,83	133	100%

Source: Data survey

*Table 5: Extrinsic Motivation Results*

N <sup>a</sup>	ITEMS	MEAN	S.D	RATING OF MOTIVATIONAL LEVEL
1	Studying English is important because I will need it for my professional success.	4,23	1,21	High
2	Studying English is important because it will be useful in getting a good job.	4,19	1,25	High
3	Studying English is important because it will allow me to meet and interact with more and varied people.	4,32	1,17	High
4	Studying English is important because I will be able to interact more easily with speakers of English.	4,2	1,22	High
5	My English teacher has a dynamic and interesting teaching style and adequate methodology	3,74	1,21	High
6	My English teacher is a great source of inspiration to me.	3,74	1,22	High
7	My family feels that it is very important for me to learn English.	4	1,24	High
8	I feel motivated to go to class because my English teacher is so good.	3,73	1,22	High
	<b>Total</b>	<b>4,02</b>	<b>1,22</b>	<b>High</b>

**Source:** Rating of motivational level of students from the first to the fourth level.

Regarding extrinsic motivation, the data also reflect a high level, with a general average of 4.02, which is higher than the level of intrinsic motivation. The most prominent reasons why students learn English are related to the desire to achieve professional and social goals. The highest-rated statements were: “Studying English is important because it will allow me to meet and interact with more people” (mean 4.32) and “Studying English is important because I will need it for my professional success” (mean 4.23). These results show that students view the language as a key tool for improving their academic, professional, and social future.

Additionally, aspects such as family support (“My family feels it is very important that I learn English”) and the positive perception of teachers (“My English teacher is a great source of inspiration”) were also evaluated, receiving high scores (means between 3.73 and 4.00). This indicates that external stimuli also have a positive influence on students' motivation.

**Table 6:** *The comparison between intrinsic and extrinsic motivation*

<b>Motivation</b>	<b>Mean</b>	<b>Meaning</b>
Intrinsic	3,72	High
Extrinsic	4,02	High

*Source: Comparison table between intrinsic and extrinsic motivation*

Table 6 shows the comparison between intrinsic and extrinsic motivation. It shows that the mean of extrinsic motivation (4,02) is higher than the intrinsic motivation (3,72). Although both types are present, the predominance of extrinsic motivation suggests that many students are primarily driven by external benefits, such as access to better professional opportunities or the ability to communicate with people from other countries rather than by personal enjoyment or internal interest.

This table is essential because it allows the researchers to directly compare the two types of motivation and determine which one predominates among the students surveyed. It also serves to achieve one of the specific objectives of the research, which is to identify the type of motivation most prevalent in the English learning process of first to the four level students at PINE career.

## **8.2 Discussion**

The results of this research reveal that students from the first to the fourth level of the Pedagogy of National and Foreign Languages program demonstrate a high level of motivation to learn English, with an overall average of 3.87. This finding aligns with the study conducted by Tovar and Yaguarzhungo (2024), who identified that both intrinsic and extrinsic motivation positively influence the English learning process, with personal confidence and external support being key factors in that process.

When comparing the types of motivation, the results show that extrinsic motivation (4.02) slightly exceeds intrinsic motivation (3.72). This is consistent with the findings of Selimovic (2022), who reported that students are often more driven by external factors such as employment, professional success, and social interaction. In this study, the most highly rated items were those that linked learning English to meeting more people or achieving career goals.

On the other hand, although students show enjoyment and personal interest in learning English, there is a low score in the statement related to confidence when speaking in class (mean 3.22). This result reflects what Tattersall (2019) pointed out, stating that many Ecuadorian students experience anxiety when speaking English due to previous teaching methods focused mainly on grammar and writing, which limits their confidence in oral expression.

Overall, these results demonstrate that motivation is a fundamental factor in learning English, and that both personal interests and external goals influence students' attitudes and performance. It is necessary for pedagogical strategies to strengthen both types of motivation in order to promote a more complete and meaningful learning experience.

## **9. RESEARCH IMPACTS**

Research on student motivation in learning English has significant implications for both educational and social development. In the educational sphere, it provides insight into the types of intrinsic and extrinsic motivation among English learners from first to fourth level, which helps educators design more effective and engaging teaching strategies. By identifying the factors that increase or decrease university students' motivation, this project supports the improvement of classroom practices, promotes better academic performance, and helps reduce dropout rates in the degree program of National and Foreign Language Pedagogy. In the social context, the project highlights the importance of English learning for future professional opportunities and intercultural communication, as students are highly motivated by the possibility of connecting with diverse people and accessing international careers. Overall, the findings contribute to the creation of a more student-centered educational environment and to the preparation of individuals with greater social and professional empowerment.

## 10. CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

Despite the limited availability of documentation regarding academic motivation in the context of English language learning, this research successfully identified and analyzed motivational theories relevant to learning English as a foreign language. These theories include Gardner's theories (integrative and instrumental motivation), the Self-Determination Theory, the Social Cognitive Theory, and the Expectancy Theory provide a solid theoretical framework for understanding how internal and external factors influence students' engagement and performance in learning English.

It was identified in the studied population group the types of motivation from the first to the fourth level of the English major, the results show that students exhibit a high level of motivation, with extrinsic motivation (4.02) being higher than intrinsic motivation (3.72). Extrinsic motivation is driven by factors such as job opportunities and the possibility of communicating with foreign people. Although intrinsic motivation is present, it is affected by factors such as academic difficulty, anxiety, and peer comparisons.

It is concluded that strengthening the teacher's role as a mediator and source of inspiration is essential to enhance student motivation. Adopting an empathetic attitude, providing consistent emotional support, and fostering a positive classroom environment significantly contribute to the development of students' confidence and self-efficacy, key factors for achieving meaningful and sustained learning. At the same time, students must be encouraged to reflect on their personal goals, overcome self-doubt, and take ownership of their learning. By working collaboratively, teachers and students can create a dynamic, motivating, and emotionally supportive learning environment that promotes academic success and personal growth.

## **Recommendations**

It is recommended that teachers review the main theories of motivation (such as those of Gardner, Deci and Ryan, Bandura, among others) to better understand their students' needs and behaviors. This will allow for more effective teaching strategies focused on strengthening both intrinsic and extrinsic motivation.

It is suggested to design activities that combine elements of extrinsic motivation (such as rewards, recognition, career guidance) with intrinsic motivation (fun activities, topics of interest, games, personal challenges). It is also advisable to monitor changes in motivation as students advance through the grades in order to implement preventive measures.

It is recommended that UTC and its faculty work to strengthen a learning environment that is positive, inclusive, and motivating. This can be achieved through the use of active teaching methods, technological tools, collaborative learning, continuous feedback, and activities that are relevant to students' real-life contexts. Additionally, it is suggested to organize workshops or provide spaces for emotional and academic support to reduce anxiety and boost students' self-esteem during the English learning process.

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