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**ESMERALDAS**

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**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES  
CAREER**

**THESIS REPORT:**

**MOTIVATION AND ENGLISH LANGUAGE LEARNING OF  
7<sup>Th</sup> LEVEL STUDENTS AT DON BOSCO FISCOMISIONAL  
SCHOOL IN ESMERALDAS, 2022**

**REPORTE DE TESIS:**

**MOTIVACIÓN Y APRENDIZAJE DEL IDIOMA INGLÉS DE LOS  
ALUMNOS DE 7<sup>mo</sup> NIVEL DEL COLEGIO FISCOMISIONAL DON  
BOSCO DE ESMERALDAS, 2022**

**PRIOR TO THE ACADEMIC DEGREE IN:**

**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

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Esmeraldas, 2023

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As members of the Dissertation Committee at PUCE Esmeraldas, we certify that we have read the dissertation prepared by **ELIANA MARGARITA ESTERILLA CADENA** entitled **MOTIVATION AND ENGLISH LANGUAGE LEARNING OF 7<sup>TH</sup> LEVEL STUDENTS AT DON BOSCO FISCOMISIONAL SCHOOL IN ESMERALDAS, 2022**

And recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Pedagogy of National and Foreign Languages.

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Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

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Thesis Director

## **STATEMENT BY THE AUTHOR**

I, Eliana Margarita Esterilla Cadena, affirm that the investigation in the present thesis report is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and PUCE Esmeraldas.

Yo, Eliana Margarita Esterilla Cadena, afirmo que la investigación del presente informe de tesis es totalmente única, auténtica y personal.

El contenido de esta investigación es de responsabilidad limitada, legal y académica de la autora y de la PUCE Esmeraldas.

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Eliana Margarita Esterilla Cadena

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## DEDICATION / ACKNOWLEDGMENTS

This work is dedicated to my mother, Sandra, whom I love deeply, I thank her for always giving me her unconditional support, and for the effort she makes every day so that I do not fall and move forward.

To my little brother, Isaac, whom I adore so much, and I thank him for the moments when I feel bad and he tries to make me smile, also for his unconditional support.

To my cat, Peter, who is always with me when I feel depressed and need to release bad energies. 🐾•••🐾

I thank God for giving me everything in life and for continuing to bless me.

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## TABLE OF CONTENTS

	PAGE
INDEX.....	PAGE
COVER .....	i
DISSERTATION COMMITTEE.....	ii
STATEMENT BY THE AUTHOR .....	iii
DEDICATION/ACKNOWLEDGMENTS .....	iv
LIST OF FIGURES .....	vi
ABSTRACT .....	vii
RESUMEN.....	viii
INTRODUCTION.....	1
Theme Presentation.....	1
Problem Statement.....	2
Justification.....	3
Objectives.....	4
General Objective.....	4
Specific Objectives.....	4
CHAPTER I: THEORETICAL FRAMEWORK.....	5
1.1 Scientific-Theoretical foundation.....	5
1.1.1 Motivation.....	5
1.1.2 Types of Motivation.....	5
1.1.3 Students' Motivation.....	6
1.1.4 Some factors that may contribute to improve the students' motivation for English language learning.....	7
1.1.5 English Language Learning.....	8
1.1.6 The Sociocultural Approach to Language Teaching.....	8
1.1.7 Humanistic Approach.....	9
1.2 Antecedents.....	10
CHAPTER II: MATERIALS AND METHODS.....	14
2.1 Context.....	14
2.2 Type of Investigation.....	14
2.3 Population and sample.....	15
2.4 Hypothesis.....	15
2.5 Conceptual definition and operationalization of variables.....	15
2.6 Methods of Investigation.....	15
2.7 Investigation Techniques.....	16
2.8 Instruments.....	16
2.9 Data processing.....	17
CHAPTER III: RESULTS.....	18
CHAPTER IV: DISCUSSION.....	22
CHAPTER V: CONCLUSIONS.....	24
CHAPTER VI: RECOMMENDATIONS.....	25
REFERENCES.....	26
APPENDICES.....	33

## LIST OF FIGURES

<b>Figure 1:</b> Students Motivation Level.....	<b>18</b>
<b>Figure 2:</b> Students Intrinsic Motivation Level .....	<b>19</b>
<b>Figure 3:</b> Students Extrinsic Motivation Level .....	<b>19</b>
<b>Figure 4:</b> Students English Language Learning Level .....	<b>20</b>
<b>Figure 5:</b> Correlation coefficient between Intrinsic Motivation and English Language Learning. .....	<b>20</b>
<b>Figure 6:</b> Correlation coefficient between Extrinsic Motivation and English Language Learning .....	<b>21</b>
<b>Figure 7:</b> Correlation coefficient between Motivation and English Language Learning .....	<b>21</b>

## **ABSTRACT**

This research has the objective of analyze the relationship between both variables, motivation, and English language learning respectively, whose methodological development is oriented to the quantitative method, using a non-experimental, transactional correlational design, with 35 students from the Don Bosco Fiscomisional School in Esmeraldas, 2022 as the population. Likewise, for data collection, the survey and evaluation techniques were used, employing as instruments a questionnaire and a learning test related to English language proficiency, respectively, both validated by experts. Considering the research development, the data were analyzed using frequency tables, and the findings were presented in figures with their corresponding meanings. In the inferential analysis, use was made of the correlation test in the Microsoft Excel program, giving a result of 0.18, which indicates a positive but weak correlation between both variables in 7th grade students.

**Keywords:** Motivation, English Language Learning, Correlation test.



## RESUMEN

La presente investigación tiene como objetivo analizar la relación entre ambas variables, motivación y aprendizaje del idioma inglés respectivamente, cuyo desarrollo metodológico está orientado al método cuantitativo, utilizando un diseño no experimental, correlacional transaccional, teniendo como población a 35 estudiantes del Colegio Fiscomisional Don Bosco de Esmeraldas, 2022. Asimismo, para la recolección de datos se utilizaron las técnicas de encuesta y evaluación, empleando como instrumentos un cuestionario y una prueba de aprendizaje relacionada con el dominio del idioma inglés, respectivamente, ambos validados por expertos. Considerando el desarrollo de la investigación, los datos se analizaron mediante tablas de frecuencias, y los hallazgos se presentaron en gráficos de barras con sus correspondientes significados. En el análisis inferencial, se hizo uso de la prueba de correlación en el programa Microsoft Excel, arrojando un resultado de 0,18, lo que indica una correlación positiva pero débil entre ambas variables en los alumnos de 7° grado.

**Palabras clave:** Motivación, Aprendizaje del idioma inglés, Prueba de correlación.

# INTRODUCTION

## Theme Presentation

A shared language that unifies people from all over the globe is becoming increasingly essential in an increasingly globalized world. As a result, the significance of English language learning in school is undeniable; having English as part of our education is a critical point that will open doors to multiple opportunities. It will enable us to build a far larger network of relationships, as well as participate in conversations about culture, trade, diplomacy, and science.

By being able to speak with others in English, we instantly place ourselves in a position of benefit that will enhance several aspects of our lives.

Today, in the wake of a protracted epidemic marked by uncertainty and delays, motivation in school is an issue worth discussing. This motivation can be categorized as follows: intrinsic motivation and extrinsic motivation. The first informs us that it leads individuals to be willing to embrace any challenge with or without the anticipation of any prize or reward, but the second is of our own making and is influenced by external forces. It is important to understand that human motivating factors differ depending on age group, the significance of the actions done, the reward that may be achieved upon completion, and the challenges that must be overcome to complete the task. There are various neurobiological aspects that might impact the feelings and behaviors of the students.

According to the new paradigms or trends in teaching, the instructor must act as a facilitator and guide for the processes that help students reach their objectives and acquire increasing levels of English language learning autonomy. In this sense, teachers must employ motivating tactics that interest children in learning.



## **Problem Statement**

Nowadays, it is common to observe students' lack of interest in learning English, which may be due to internal and external factors; the sequels of the pandemic have affected the current post-pandemic stage in students, as a result many of them have low grades, are not interactive in class, forget to submit homework, and their parents are unable to support them. Other issues that might interfere with learning include the consequences of crime as it has grown in the city; some students live in settings of fear and violence, and they do not regularly leave their houses under the excuse of missing classes due to their fear to lose anything, even their lives.

The school authorities attempt to attain excellent educational quality in the student population by managing the use of educational materials, cutting-edge technology, methodological strategies, innovative pedagogical models, teacher training and updating, among other things, to achieve this goal, but there are numerous occasions it is perceived in the classroom and at school, indifference on the part of students towards learning, denoting a lack of motivation to attend school.

In this context, no research has been conducted in the post-pandemic period to demonstrate if there is a link between motivation and English language learning at Don Bosco Fiscomisional School, thus the following question arises:

**Is there a correlation between motivation and English language learning of 7<sup>th</sup> level Students at Don Bosco School in Esmeraldas, 2022?**

## **Justification**

The study's goal was to investigate the relationship between motivation and English language learning of students from 7th level Students at Don Bosco School in Esmeraldas. English is now considered a global language since it is one of the most spoken. As a result, studying English is crucial since it aids in academic achievement while also ensuring cultural interaction with individuals from all over the world without sacrificing chances in the professional area.

The low learning present in students of Don Bosco Fiscomisional School and the lack of motivation may be due to the difficult sequalae left by the Covid 19, during which the students received online classes. In addition to the situation mentioned, the problems of insecurity may affect students' desire to learn English as a foreign language.

This research will contribute to reveal even if motivation is related to learning in the post-pandemic and insecurity era in Esmeraldas.

This study is novel and will serve as a source for other studies related to the subject to improve the method of instructing and learning English.

## **Objectives**

### **General Objective**

- To analyze the relation between motivation and English language learning of students from the 7th level at Don Bosco Fiscomisional School in Esmeraldas, Ecuador, 2022.

### **Specific Objectives**

- To determine the relation between intrinsic motivation and English Language Learning of students from the 7th level at Don Bosco Fiscomisional School in Esmeraldas, Ecuador, 2022.
- To determine the relation between extrinsic motivation and English Language Learning of students from the 7th level at Don Bosco Fiscomisional School in Esmeraldas, Ecuador, 2022.
- To determine the relation between motivation and English Language Learning of students from the 7<sup>th</sup> level at Don Bosco Fiscomisional School in Esmeraldas, Ecuador 2022.



# **CHAPTER I**

## **THEORETICAL FRAMEWORK**

### **1.1. Scientific - Theoretical foundation**

#### **1.1.1 Motivation**

According to Espino (2019), motivation is the motor that drives humans from the moment they are born. It is required for man's survival. Personal and institutional goals can only be realized through motivation. Main things are achieved by motivation: generating profit, removing what is worthless. Lopez (2017), for his part, shares that motivation is a key instrument, through which success is obtained; it causes a dramatic turn in individuals, experiencing a significant change.

Pulaski (1980) described the psychologist Piaget, who contributed to the study of childhood and cognitive development, describes motivation as a child's desire to take in and learn all that is connected to the learning environment. Motivation is what drives us to act, whether it's grabbing a drink of water to satisfy a thirst or reading a novel to broaden our horizons. It considers the biochemical, hormonal, social, and cognitive factors that influence behavior. In ordinary language, the term "motivation" describes the reasons behind each other's behavior. Motives are the "how" of conduct; they are the demands or desires that drive behavior and explain why we do what we do. Motive is the inner condition that energizes, activates, or pushes one's conduct and drives it toward a goal. When dealing with motivation, there are two important categories: Intrinsic and extrinsic motivation.

#### **1.1.2 Types of Motivation**

##### **1.1.2.1 Extrinsic Motivation**

According to Dev. (1997) "Extrinsically motivated students learn only for the purpose of receiving a reward or avoiding some discipline". In schools, extrinsic motivation tactics include congratulating students for academic achievements, providing them stickers, candy, and other external rewards, and depriving kids of privileges such as recess depending on their performance" (p18).

According to Álvarez (2020) this kind of motivation drives students to provide clarification for their success in learning English as a reward. The teacher ensures that this motivation is brought to the forefront by mentioning a series of rewards that will be offered to those who complete the recommended English class topics. As a result, extrinsic motivation is derived from external conditions that check people's interest in participating in activities without being a priority. The similar issue occurs in English language learning; the student engages in class activities only when he is forced to do so; otherwise, he is uninterested in participating.

### **1.1.2.2 Intrinsic Motivation**

Deci and Ryan (2000) define intrinsic motivation (IM) as the reason for performing an action when there is no external reward involved. Actions are carried out simply to serve your interests or provide you with individual fulfillment.

When a learner is intrinsically motivated, they are inspired internally: Students that are intrinsically inspired actively engage in learning due to their intrigued, interested, or want to achieve their own academic and personal goals. As Dev (1997) explains "A student who is intrinsically motivated... will not require any type of incentive or motivation to initiate or complete a project," "This type of learner is more likely to do the prescribed work and appreciate the effort of an activity" (p12-19).

### **1.1.3 Students' Motivation**

According to Rakes, & Dunn (2010) "Student motivation is an important factor in academic and personal achievement, but it is sometimes missed in the national effort to improve schools." Current efforts to raise academic standards, improve teacher performance, and identify and assist failing schools are unlikely to result in higher student success if a substantial percentage of students are disinterested. (p78).

Students who are not driven just by a desire to study may perform better in school if they can perceive learning as a gateway to something else, they value. According to research, objectives might assist drive kids to perform harder provided certain circumstances are met. The aim should be attainable, reasonable, and education dependent. The student should suggest, or at the very least embrace, the objective, and the student should be able to see a clear route to achieving the goal. It is also beneficial if the aim is backed by persons who are significant to the student.

#### **1.1.4 Some factors that may contribute to improve the students' motivation for English language learning.**

People are motivated differently depending on their age, the significance of the work at hand, the reward they expect when it is completed, and the obstacles that stand in their way. Motivation is initiated by the social elements of a person's living environment. According to Mahadi and Jafari (2012), these elements are extremely representative in the educational setting, where connections among students are a decisive factor. This is consistent with Lamb (2016), who describes how to focus the subject by considering the primary motivating elements that intervene in the process.

The elements that influence foreign language performance in the context of the motivational factors study model are provided below:

**Autonomy:** The learner must be self-sufficient and motivated to participate in activities. In this regard, Ryan and Deci (2020) suggest that autonomy encourages intrinsic motivation, whereas elements that increase control and external pressure tend to decrease it.

**Influence from parents and teachers:** In their research, Gardner, Bernaus, & Wilson (2009) explore the connection between instructors' motivating teaching strategies and students' drive to learn a foreign language. Parental support is one of the factors that influence students' academic achievement. According to research, students with supportive parents may be more motivated to participate than those with unsupportive parents (Kalayci, 2018).

**Classroom Activities:** Students are encouraged to compete in games and other activities connected to achievement from an early age. Competitive environments provide the student with the best challenge for their performance and feedback, which can help them feel competitive. Situations that encourage collaboration among participants are provided in the creation of classroom activities, and participants' relationships with their classmates are strengthened (Ruesch et al., 2012).



**Ratings, feedback, and praise:** When students achieve, instructors with a reward attitude are more likely to praise their accomplishments and focus on results (e.g., grades), while teachers who have a strong attitude are more inclined to praise their students' work and progress. (Lou and Noels, 2019).

### **1.1.5 English Language Learning**

According to Harmer (2011), quoted by Cardoso and Páez (2018), English language learning is critical for people's advancement in a worldwide society. Learning necessitates individuals' being universal, whose cultural interrelationships are determinant and vital to possessing a much larger picture of the world, offering up many options in the national and international context.

Likewise, Bohdanská (2012) asserts that “Each language is related to a different culture and the ability of using the language enables the learner to penetrate to this culture, accept the habits and traditions and to understand the national consciousness” (p. 12).

### **1.1.6 The Sociocultural Approach to Language Teaching**

The sociocultural method to language instruction recognizes that human activities have meaning and are understood in relation to the social setting in which they occur, which is founded on complex and dynamic interactions between the subject and the environment.

Vygotsky (1988) established and researched learning by examining the historical-cultural contexts that comprise it, finding that internal and external forces interact dynamically with the subjects in these settings. Thus, learning is regarded as a social elaboration that is culturally transmitted and structured throughout the historical process, while also considering that the context changes and is affected because of human action. In other words, because it is characterized by the dialectical link between the person and society, it is a social process that does not lose sight of agency.

### **1.1.7 Humanistic Approach**

Humanistic theory gives instructors with critical conceptual understanding of the function of learners in the educational setting. Hogan (1978) proposed in his work "Humanistic Self-Instruction" those instructors and individual learners should be recognized as objects with unique and special requirements, and educators should communicate their knowledge and worth to them. The disadvantage of viewing learners as "empty jars or blank slates" is that many instructors and educators think that learners are simply passive receivers to be supplied as the instructors/educators wish. It has serious repercussions because teachers and educators may compel learners to be responsive while failing to acknowledge their individuality and liberty in learning. Humanizing pedagogy, according to Freire (1970), is a form of education that "ceases to be a mechanism by which educators may influence learners, but rather reflects the awareness of the students themselves" (p. 51).

The humanistic method to teaching has two functions: first, as a teacher who was essential in the development of intellectual progress, mastery of learning, as well as the ability to comprehend. Second, you play a part in talent growth, intellectual skills, social skills, and physical-motor abilities as a coach. Finally, as a guide, you contribute to the development of emotive components such as control ideals, attitudes, motives, and so on. Furthermore, he proposes that humanistic educators serve as mentors, assisting students in clarifying and accomplishing their objectives and creating a classroom environment conducive to meaningful learning.

When observing poor behavior, educators who understand humanistic psychology concentrate on the underlying human, emotional needs rather than simply disciplining the poor behavior. Humanistic theory evolved to incorporate the concept that students are less able to concentrate when they are feeling down, sad and distressed. Therefore, teachers should create a pleasant climate within the classroom, where students feel motivated, comfortable, and safe when performing activities. Humanistic psychology has a relationship with emotions and feelings.

## **Antecedents**

Inda (2019) in her research entitled “Students' Motivation in Learning English (A Study at 1st Year Students’ of SMP IT Khairunnas Bengkulu in Academic Year 2018/2019)” in Indonesia. The goal of this study was to find out how motivated and oriented (helpful and integrating) First-year students at SMP IT Khairunnas Bengkulu were focused on English language learning. Gardner's Point of View /Motivational Test Battery (AMTB) was involved into a 20-item, 5-point scale motivation survey. Standard deviation, arithmetic mean, frequency, and percentage were used to examine the data. The main results show that students are comparatively "strongly" motivated to learn English and slightly more "integratively" motivated. It can help teachers create program concepts that keep students interested. Furthermore, enhancing student motivation is advised to get some relevant and beneficial learning outcomes.

The purpose of the study, “Motivation and English Language Learning in High School Students at a Public Educational Institution, Carabayllo, 2021” by Vásquez (2022), was to determine the relation between the two variables, motivation, and English Language Learning, respectively. The study's methodological development was focused on the fundamental quantitative approach and used a non-experimental, transactional correlational design with 118 students from a public high school as its population. Similarly, survey and assessment procedures were employed for data collection, using a questionnaire and a learning exam connected to English language competency, both approved by specialists. Considering the research development, data analysis was performed using frequency tables, as well as presenting the data in bar graphs with their corresponding interpretations. The Spearman's Rho correlation test was used in the inferential analysis, giving a result of  $r = 0.512$ , indicating a strong correlation between both variables in students at a public educational institution.

Cuadros and Collado (2018) in their thesis entitled “Degree of Motivation of Students at different Levels of the English Language and a Proposal of Implementation for



Didactic Teaching in Arequipa, 2018.” In their investigation analyzed the level of motivation at different stages of English linguistic instruction (basic, intermediate, and advanced). The study was observational, non-experimental, and transversal in nature. Consequently, it is claimed that intrinsic motivation predominates in the three English language levels, with intrinsic motivation being more common in the Advanced level and extrinsic motivation being more common in the Basic level. Furthermore, as the level of language learning increases, so does the level of demotivation.

Otero (2018) in his research entitled "Motivation and Effect on English Language Learning at San Pedro University, Sullana, Peru, 2017" he addresses the objective of determining how motivation is related to English language learning and the results revealed. Otero employed closed-ended surveys with Likert-type options. Their analysis indicated a Pearson correlation value of 1.0 for motivation and English language learning. Finally, there is a perfect positive relationship: the greater the motivation, the better the English language acquisition.

The research called “Motivation and English language learning in second-year students of the language specialty of the faculty of educational sciences of the national university of San Agustin, Arequipa, 2018” by Valera (2019) The primary aim of this research was to establish whether there is a relationship between motivation and English language acquisition, as well as to test whether motivation is related to learning. The quantitative technique was adopted, and the research was descriptive and correlational in nature. It has been established that there is a link between motivation and English language acquisition. In other words, there is a substantial correlation of 0.66 between motivation and English language learning, where motivation has an influence on the growth of English language learning as a second language. As a result, a statistical tool was employed to conclude and prove the investigation's premise.

Castellano, Ninapaytan & Segura (2014), in their thesis entitled "Motivation and its Relationship with English Language Learning in Students of the Third Grade of Secondary School at the Educational Institution 1283 Okinawa," sought to know the degree of linked between motivation and English language acquisition, the research was of a substantive nature, with a descriptive method, a correlational design, and a census sample. The population consisted of 32 students. Information was collected through a



15-item questionnaire for variable I and an 18-item test for variable II. After validation by expert judgment, reliability was determined by Cronbach's alpha coefficient, which yielded 777 for the motivation variable and 610 for the English language learning variable. Following hypothesis testing, Ate-Vitarte 2014 found that among the students who took part in the study, there is a substantial connection between motivation and English language acquisition.

Rodriguez (2012) in her research entitled "Relation between extrinsic and intrinsic motivation for learning a foreign language according to harmer and the academic performance of students of the first cycle of industrial engineering of unt,2012" in Peru, the objective was to determine the relationship between the level of extrinsic and intrinsic motivation. According to Harmer (2011), there is a relatively substantial direct relationship between extrinsic motivation for learning a foreign language and academic performance in the English course, as determined by the examinations. However, no statistically significant relationship was found between intrinsic motivation and academic performance, but a percentage improvement was observed when moving from low intrinsic motivation to medium or high academic performance during English, so more research on the subject and with a larger population would be recommended.

The thesis entitled "Motivation in the process of teaching English as a foreign language" by Simaluiza (2022) carried out in Quito, Ecuador; The primary goal of this research was to investigate the function of motivation in the process of teaching English as a second language. This research demonstrated effective teaching-learning methodologies while emphasizing the importance of English in social connections, especially in the communicational component. The current state of English language education has been recognized as a challenge for teachers who specialize in these didactics, which require continuous updating and innovation. The techniques used were non-experimental, observational, and exploratory. Data was gathered in the studied region through bibliographic systematization or filing. This process culminated in the arrangement of a scholarly essay about the investigation. Following that, the findings were analyzed and interpreted, revealing that the methods used to teach English should be focused on technological tools that adjust to the cognitive and emotional requirements of learners, as well as the significance of the teacher's motivation



communicated to the students. Students act as a link between information and learning, showing the personal and social advantages of English study.

Ortega, Hidalgo, Siguenza & Cherres (2020). Carried out an investigation whose primary goal of their scientific paper was to identify and evaluate what motivates Ecuadorian university students to learn English. Because the collected data was used to build a project submitted in the UNAE 2018-2019 Call for Research Projects, certain essential elements, such as the mixed-method design to be used, are noted. The early research gathered information from 422 college students via a survey. The items were intended to evaluate their degree of agreement with integrative and instrumental motivation statements. Additionally, there was an open question in which the students who were polled stated why they study English. The findings showed that most people do it to achieve both short-term and long-term objectives, such as advancing their careers, obtaining degrees from colleges and universities, and traveling.

Estupiñan (2014) developed a thesis entitled “Motivation in the classroom: How students’ motivation affects their learning” carried out in Esmeraldas, Ecuador, the main objective was to make a description of how motivation affects the learning process of ESL learners. This study used a quantitative method to learn about PUCESE students' motivation to learn English. Dörnyei's motivational framework was utilized to analyze the motivation of PUCESE students to acquire English, but an additional component was added: parental incentive. The questionnaire questions were taken from the Wong (2007) Questionnaire, and 70 PUCESE General English students finished it. According to the findings of this study, the lecturer has a significant effect on PUCESE students' desire to learn English in General English Classes. On the other hand, parents are also not numerically relevant, but they play an important part in providing financial and emotional support to PUCESE students. Finally, PUCESE students concurred that studying English has a real benefit in terms of improving academic and career performance.



## **CHAPTER II**

### **MATERIALS AND METHODS**

#### **2.1 Context**

This research was carried out in a certain group of students at the Don Bosco Fiscomisional School in Esmeraldas, located on Eugenio Espejo Street.

The Don Bosco Fiscomisional School is an institution committed to children and young people, offering social work and a service to the community.

#### **2.2 Type of Investigation**

This research followed a quantitative approach with a correlational scope. According to Hernandez (2014) research under the quantitative approach seeks to describe, explain, prove, and predict phenomena (causality), generate and test theories. Therefore, data are collected with standardized and validated instruments, to demonstrate their reliability; in this way, the information is intentionally limited, accurately measuring the variables of the study.

Correlational research, according to Fraenkel and Wallen (2009), is a study that investigates the relation between two or more variables as well as their cause and effect. Furthermore, according to Creswell (2012) a correlation is a statistical test that establishes the propensity or trend for two (or more) variables or two sets of data to decrease consistently.

Precisely, this research was directed to describe, explain, prove, and predict phenomena, in this case the connection between motivation and language acquisition in English. For obtaining the data, a survey was used, after being validated, whose reliability was proved in another investigation. Anyway, one of the instruments, the test, was adapted by the author of this research.

### **2.3 Population and Sample**

The research population consisted of students from the "Don Bosco" Fiscomisional School, who are in their seventh year of elementary school.

The sample consisted of a total of 35 students from the 7th grade who were evaluated for further analysis of the connection between motivation and language learning in English.

### **2.4 Hypothesis**

The hypothesis stated was:

There is a relationship between the 7<sup>th</sup> level students' motivation and English language learning at Don Bosco High School in Esmeraldas, 2022.

### **2.5 Conceptual definition and operationalization of variables**

Operationalization of the variables. Appendix 1

The variables of this research are:

The independent variable: Motivation

The dependent variable: English language learning

### **2.6 Methods of Investigation**

**The research methods that were used were the following:**

Analysis and synthesis: Analysis is described as the process of dividing an intellectual or substantial whole into sections or components. The opposing approach is synthesis, which is described as combining distinct elements or components to make a cohesive whole. The literature reviewed about motivation and English language learning was deeply analyzed, as well as the pedagogical, psychological theories that support the investigation. Then, all the contents analyzed were synthesized to write them clearly.

Hermeneutics: Hermeneutics is a study that gives itself the goal of identifying and defending a technique of interpretation, initially of texts but, by extension, of many

other interpreted. The research on motivation and learning English will interpret through the results obtained the objective that was analyzed in depth.

## **2.7 Investigation Techniques**

The techniques used were a survey and a test:

Survey: This applied technique reveals if there is a relationship between motivation and English language learning. Survey research can use quantitative research methods (e.g., numerically scored surveys), qualitative research methods (e.g., open-ended inquiries), or both (i.e., mixed methods). Because they are frequently used to characterize and examine individual relationships, surveys are frequently used in social and psychological studies (Singleton & Straits, 2009).

Test: This applied technique reveals the students' level in English Language Learning. According to Barrow and McGees, quoted by Joyner, A.B (2001) "A test is a specific instrument, process, or technique used to responses from individuals in order to acquire information that provides the basis for making conclusions or evaluations about various attributes such as fitness, ability, knowledge, and values." (p189-190).

Population: The population was made up of students from the "Don Bosco" School.

Sample: The sample was select by 35 students from 7th grade.

## **2.8 Instruments**

To collect the data, the instruments were selected according to the different techniques applied:

Questionnaire: This instrument was applied to students, to know the connection between motivation and English language learning. It consisted of 20 items with Likert scale, "nunca" is (1), "casi nunca" is (2), "a veces" is (3), "casi siempre" is (4) and "siempre" is (5), divided into two dimensions, 12 questions based on intrinsic motivation and 8 questions based on extrinsic motivation. Appendix 2.

Test: This instrument was applied to students, to know their level and motivation. It consisted of 4 questions, divided into 4 parts, 1st question based on listening



comprehension, 2nd question based on reading, 3rd question based on oral expression and 4th question based on written expression, whose levels range from: beginning (0-10), process (11-13), achievement (14-17) and outstanding (18-20). Appendix 3.

## **2.9 Data processing**

Before conducting this research, a request was made to the Don Bosco Fiscomisional School's immediate authorities and the director on duty. The Pontifical Catholic University of Ecuador in Esmeraldas has registered this request, explaining the purpose of this investigation, specifying the respondent's incognito status, requesting her to provide all relevant facilities, and providing essential information about the purposes of this investigation. The survey approach and an evaluation for the independent and dependent variables, respectively, were used to collect information or data, in addition to the tabulation of the results in the Excel program. In turn, descriptive analysis and graphics were used to solve the correlation of the variables addressed. In addition, the final score of each student evaluated was calculated. Then, the mean of each type of motivation in the students was determined to take it to an excel table and determine the correlation coefficient of the variables, as follows: first, the correlation coefficient between the variable Intrinsic Motivation and the variable Learning was determined (Appendix 1). Then, the correlation coefficient between the variable Extrinsic Motivation and Learning was determined (Appendix 2). Finally, the correlation coefficient between the motivation variable and the learning variable was determined (Appendix 3).

The correlation coefficient, in each case, was determined using Microsoft Excel. Each data obtained in the results were converted into bar and dispersion figures using the program mentioned above.

## CHAPTER III

### RESULTS

#### 3.1 Results for the variable Motivation

Regarding the students' level of motivation (Figure 1), the results revealed a 51% with high level, a 29% with medium level, and a 20% with low level.

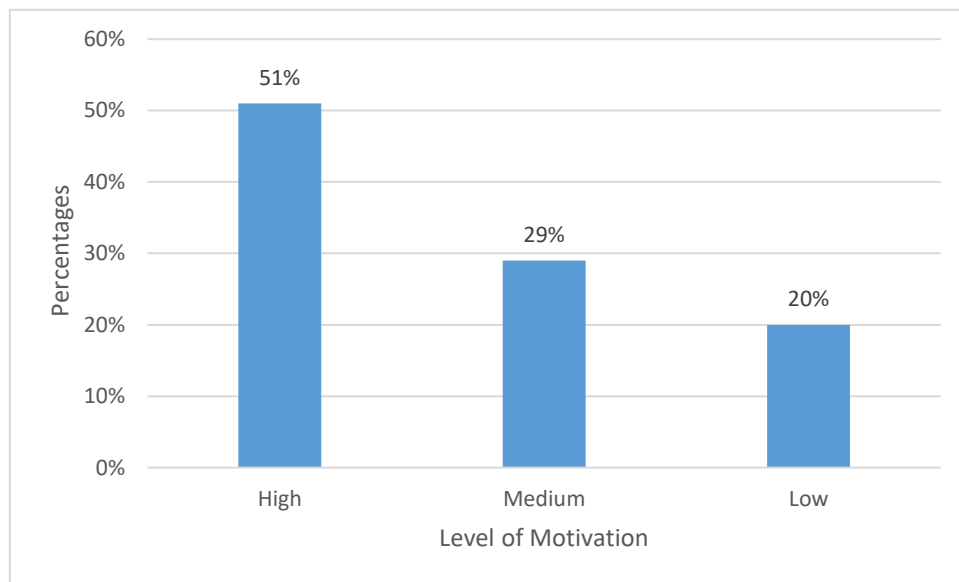


Figure 1: Students' Motivation level

Source: Survey applied to students

According to the students' Intrinsic motivation level (Figure 2), the results revealed a 52% with a high level, a 32% with a medium level and a 16% with a low level.

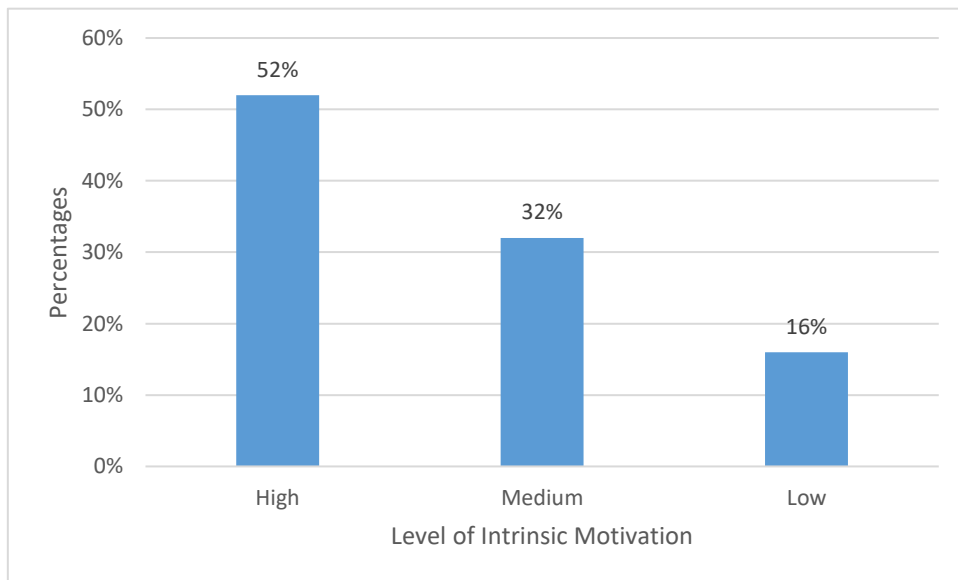


Figure 2: Students' Intrinsic Motivation level  
Source: Survey applied to students

About the students' extrinsic motivation level (Figure 3), the results revealed a 49% with a high level, a 25% with a medium level, and a 26% with a low level.

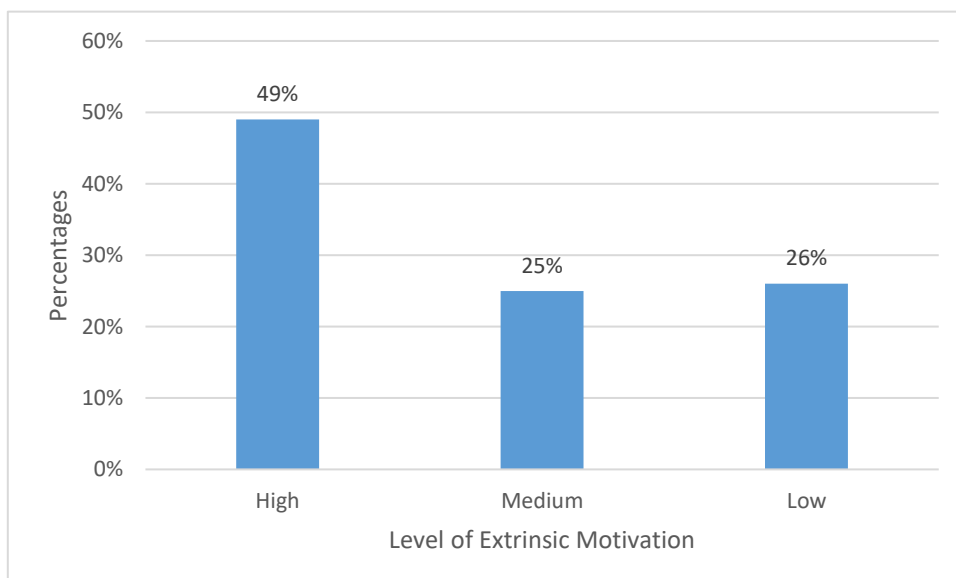


Figure 3: Students' Extrinsic Motivation level  
Source: Survey applied to students



Regarding the students' English Language learning level (Figure 4), the results showed a 37% with an outstanding level, a 34% of an expected achievement, a 29% at a process level and 0% at the beginning level.

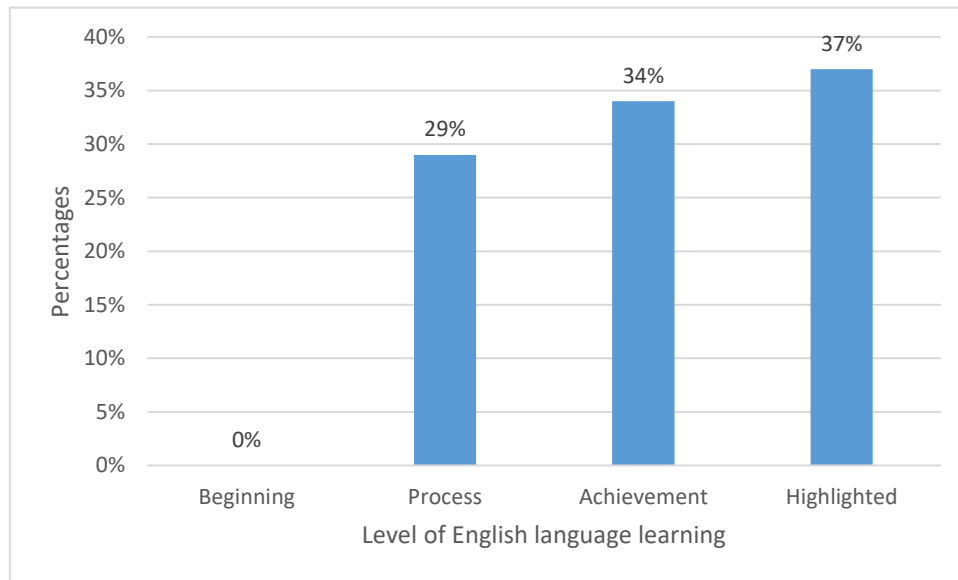


Figure 4: Students' English Language Learning level

Source: Test applied to students

Regarding the correlation coefficient between Intrinsic Motivation and English Language Learning (Figure 5), the results reflected 0.16, thus reflecting a weak relationship between both variables.

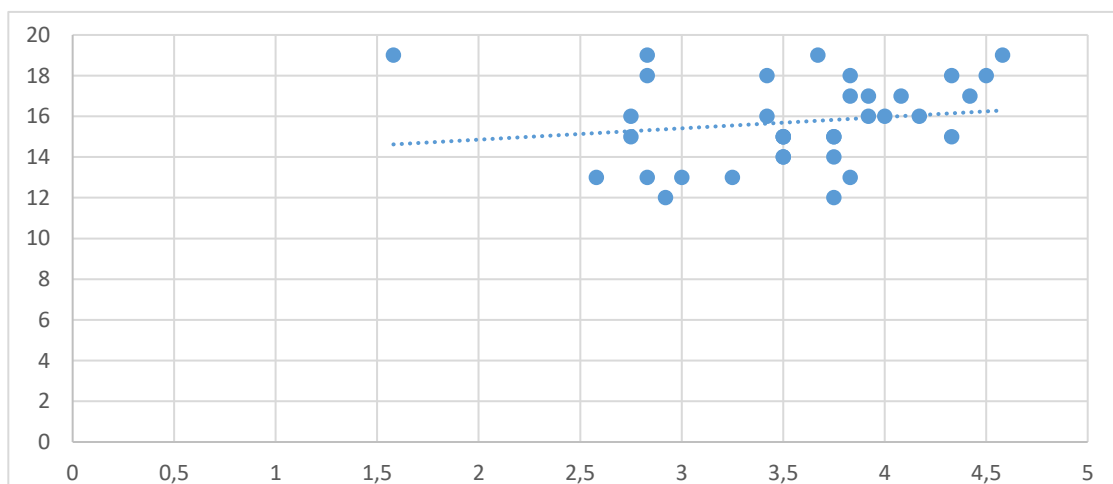


Figure 5: Correlation coefficient between Intrinsic Motivation and English Language Learning.

Source: Survey and Test applied to students

About the correlation coefficient between Extrinsic Motivation and English Language Learning (Figure 6), the results reflected 0.18, showing a weak relationship between both variables.

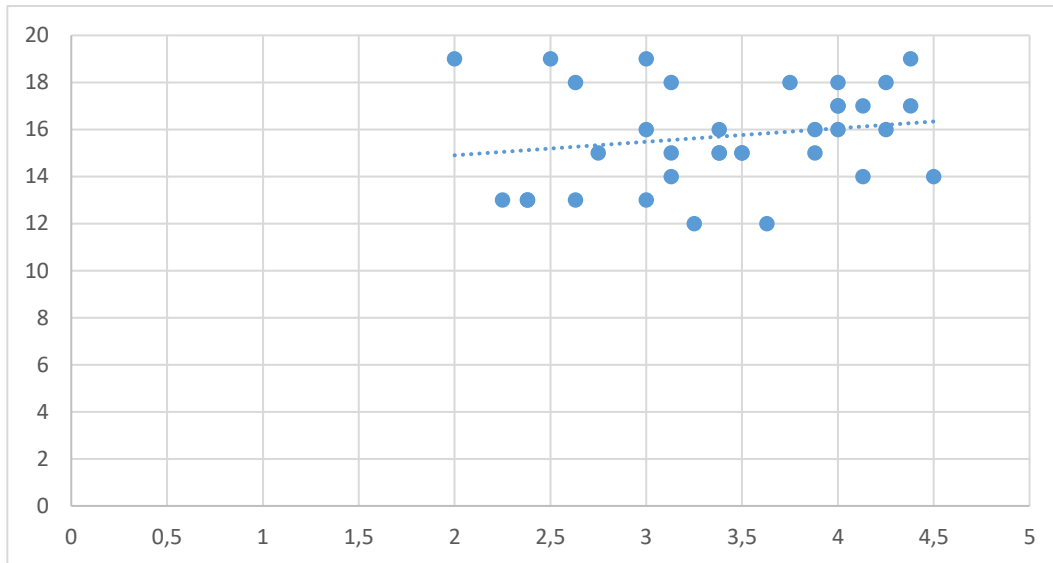


Figure 6: Correlation coefficient between Extrinsic Motivation and English Language Learning

Source: Survey and Test applied to students

Regarding the correlation coefficient between Motivation and English Language Learning (Figure 7), the results reflected 0.18, showing a weak relationship between both variables.

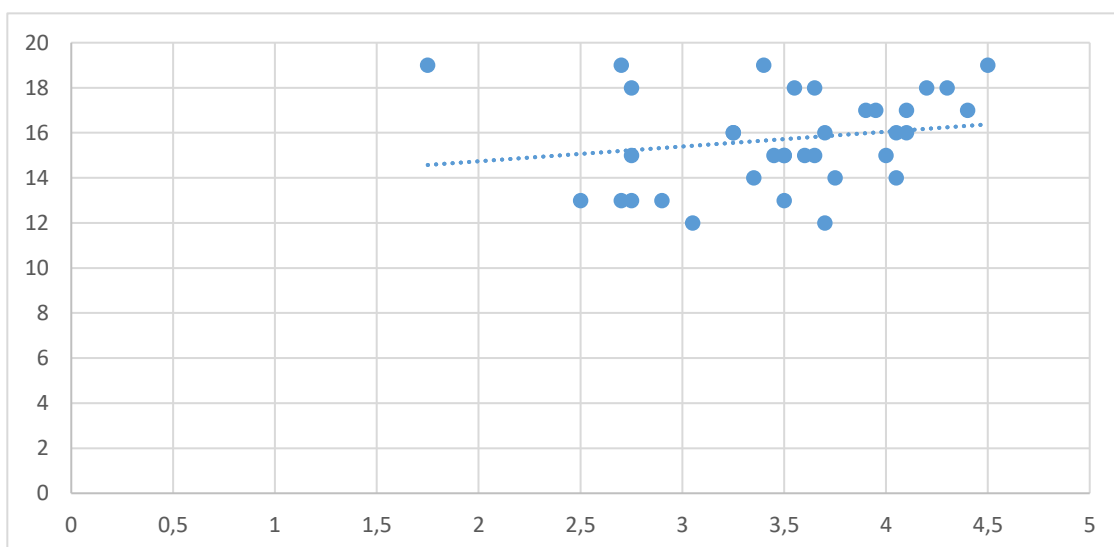


Figure 7: Correlation coefficient between Motivation and English Language Learning

Source: Survey and Test applied to students.

## **CHAPTER IV**

### **DISCUSSION**

In the present research, results were found that coincide with the research of Inda M. (2019) where the high motivation in students is highlighted, reflecting as a result significant values where a considerable number of students are in the mean 3.54 considered high for the following reasons, students are motivated to study English in order to obtain significant life goals like a decent education and a career. According to Gardner, instrumental motivation is concentrated on students' desire to study English in order to get economic and functional advantages of acquiring English; and in relation to the current study the motivation is found with a low mean 0.18, this is due to the current period of classes where students must adapt to a new reality, involving the issue that left the post-pandemic and the insecurity that the city currently lives. Due to the aforementioned, there is a low motivation in the students, which prevents a correct teaching-learning process.

According to the two kinds of motivation, internal and external motivation, the following results were obtained in contrast to the research of Cuadros and Collado (2018) where it is discovered that intrinsic motivation is the most prevalent in all stages of learning growth examined (low, medium, and advanced), with a greater frequency of internal motivation at the Higher level and extrinsic motivation at the Basic level, we can see that this type of motivation is decisive in language acquisition. Furthermore, as the level of language acquisition increases, so does demotivation, in relation to the current research intrinsic motivation is the predominant variable resulting in 52%, this reflects a high rate of this motivation in students because they are interested in learning the English language for future projects and obtain better communication with native speakers of the language.

In addition, according to the extrinsic motivation variable, the following results obtained in the same research from Cuadros and Collado (2018), reflected that students have a high extrinsic motivation, also, the reason for learning is through the effort to



obtain future rewards of an unattractive activity. In relation to the current research, the results reflected that 49% of students have a high extrinsic motivation, so they are highly interested in learning the English language, considering that it is necessary for greater work and personal opportunities.

The present research found results that coincide with Vásquez's research (2022) that reflected a connection between Motivation and English Language Learning, giving how  $Rho = .538$  results according to the moderate correlation statistician Rho Spearman. In relation to this research, the relationship between the variable motivation and learning English language resulted in a total correlation coefficient of 0.18, meaning that there is a relationship between both variables, however, it is weak, thus students have a low motivation index. Moreover, in the study of Otero (2018) yielded a perfect positive correlation between the variables motivation and English learning, resulting in  $r = 1.0$ , this means that motivation is the set of steps, internal traits and the value of an individual to achieve a period; In relation to the current research, the result was 0.18, reflecting a low motivation index, which means that there is a relationship between both variables, consequently, it is weak so the students have a low interest in learning English, due to the fact that the post-pandemic left several sequels to the pandemic, they were not motivated and most of the parents were in charge of the work that the institution gave to the students.

On the other hand, the results obtained in the research of Simaluiza (2022) revealed that the use of technological resources stimulates the student and allows them to be highly motivated, this, enriching their learning and their cognitive process, likewise, Estupiñan (2014) revealed that teachers have a substantial impact on student motivation, in relation to the present investigation, students have a high rate of motivation in general, both intrinsically and extrinsically, this means that teachers are highly trained to teach classes with the necessary resources for their students. Additionally, Ortega D., Hidalgo C., Siguenza P., & Cherres S. (2020) in their results, reflected the reasons why students are highly motivated to acquire the English language, such as improving their professional career, their style of life and obtain different period; In accordance with the present investigation, students are interested in learning the English language, this reflects a high-ranking motivation, the reasons why they are interested are to meet new native English speakers, to travel and for future goals.

## **CHAPTER V**

### **CONCLUSIONS**

This research concludes that:

- There is a poor relationship between the variables Intrinsic Motivation and English language learning.
  
- It was determined that there is a significant relationship between the variables Extrinsic Motivation and English Language Learning, however, it is weak, so the students tend to get external causes in their learning.
  
- In relation to the variables Motivation and English language learning, it was determined that there is a correlation, but it is weak.

## **CHAPTER VI**

## **RECOMMENDATIONS**

To researchers:

Regarding the results obtained, they can conduct further research to obtain more effect and acquire more information about correlational research of the variables motivation and English Language Learning.

To students:

It is necessary to improve motivation in order to obtain better results in the learning-process, due to it is more than an attitude, it is a complex definition which involves social and pedagogical details.

To teachers:

To implement new methodologies as didactic activities to enrich and increase motivation inside and outside the classroom.



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# **APPENDICES**

## Appendix 1.

### Operationalization of the variables

General Objective: To analyze the relation between motivation and English language learning of students from the 7th level at Don Bosco Fiscomisional School in Esmeraldas, Ecuador 2022.

Objectives	Variables	Conceptual definition	Operational definition	Dimensions	Indicators	Technique	Instrument	Items
To determine the relation between intrinsic motivation and English Language Learning of students from the 7th level at Don Bosco Fiscomisional School in Esmeraldas,	English Language Learning	The process of acquiring a new language different from that of the student's native language, which is not used in the students' daily life but nevertheless used for different activities. (Mei,2008).	Students' English language learning is reflected in the provision of didactic and potentially meaningful materials.	Oral comprehension	Infer and interpret information from oral texts.	Test	Test	1
								2
				Text writing	Uses the conventions of written language in a pertinent manner.			3
								4

Ecuador, 2022.				Oral expression	Adapt, organize, and develop ideas in a coherent and cohesive manner.			
				Text production	Reflects on and evaluates the form, content, and context of the written text			

To determine the relation between extrinsic motivation and English Language Learning of students from the 7th level at Don Bosco Fiscomisional School in Esmeraldas, Ecuador, 2022.	Motivation	It is a procedure in which the students' attention is directed to achieving their academic goals and their efforts are concentrated on reaching their full academic potential. (Christophel, 1999; Lepper, Greene & Nisbett, 1973).	It is the students' energy towards realizing their academic potential, which can be extrinsic or intrinsic.	Intrinsic motivation	To graduate	Survey	Questionnaire	1-2
					To study or work in another country.			3-4
					To obtain a better relationship between people			5-6
					To pay attention by obtaining a good learning process.			7-8
					To ask questions about certain for the subject			9-10
							11-12	



					To be a better professional			19-20
					To be more autonomous			
To determine the relation between motivation and English Language Learning of students from the 7 <sup>th</sup> level at Don Bosco Fiscomisional School in Esmeraldas, Ecuador, 2022.						Survey	Questionnaire	

Appendix 2.

**CUESTIONARIO DE ENCUESTA SOBRE LA MOTIVACIÓN Y SU RELACIÓN CON EL  
APRENDIZAJE DEL IDIOMA INGLÉS.**

Esta encuesta tiene como objetivo conocer su motivación para aprender inglés. La información que se obtenga solo tiene fines investigativos, por lo que le pedimos que sea sincero al responder.

Le agradecemos su colaboración.

Muchas gracias.

**INSTRUCCIONES:** Estimado estudiante, a continuación, se le presentan 20 ítems relacionados con la motivación y el aprendizaje del idioma inglés, marque solo una alternativa que considere conveniente. Lea con atención y dé su respuesta con sinceridad y libertad.

<b>Nunca</b>	<b>Casi nunca</b>	<b>A veces</b>	<b>Casi siempre</b>	<b>Siempre</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

N°	Ítems	Puntuación				
		1	2	3	4	5
	<b>VARIABLE I: MOTIVACION</b>					
	<i>DIMENSIÓN 1: Motivación Intrínseca</i>					
1	Pone empeño en sus clases de inglés porque tiene interés y voluntad para aprender esta lengua extranjera.					
2	Hace y cumple con todas las actividades asignadas por el docente para mejorar su aprendizaje del idioma inglés.					
3	Planifica sus horas de estudio de inglés porque desea dominarlo en todas sus dimensiones.					
4	Da su mayor esfuerzo en aprender el inglés porque quiere ser un estudiante sobresaliente en el aula.					
5	Se esfuerza en aprender el idioma inglés porque sabe que le servirá para sus estudios futuros.					
6	Estudia inglés porque desea comunicarse y relacionarse con el mundo con mayor facilidad.					
7	Participa activamente en clase y presta atención a la participación de sus compañeros.					
8	Ejecuta una tarea específica confiando en sus habilidades para superar obstáculos que encuentra.					



9	Interactúa con sus compañeros de clase para reforzar sus conocimientos del idioma inglés por iniciativa propia y fuera del horario de clase.					
10	Hace uso de material de apoyo como un diccionario físico y/o en línea y también de libros en inglés para perfeccionar su aprendizaje.					
11	Pregunta al docente cuando tiene dificultades o dudas al desarrollar las actividades en el área de inglés.					
12	Se concientiza a que, a mayor práctica, mayor dominio del idioma inglés tendrá					
	<b><i>DIMENSIÓN D: Motivación Extrínseca</i></b>					
13	Participa en la clase de inglés porque desea ser reconocido y llegar a ser el más destacado del aula.					
14	Desarrolla las actividades asignadas de la mejor manera posible para obtener una alta calificación y ser felicitado por su maestro.					
15	Se ofrece como voluntario en los concursos de inglés a nivel de colegio para obtener alguna mención honorífica por las autoridades.					
16	Entrega sus actividades desarrolladas antes que sus compañeros para obtener puntos extras o mejor calificación en el curso.					
17	Aprueba el curso de inglés porque sus padres la/lo felicitan y recompensan.					



<b>18</b>	Estudia y practica el inglés solo cuando hay evaluaciones o cuando va a terminar el quimestre.					
<b>19</b>	Considera que aprender el inglés es necesario para tener mayores oportunidades en el ámbito laboral y profesional a los que espera llegar.					
<b>20</b>	Practica el idioma inglés para poder comprender con mayor facilidad a personas nativas del idioma extranjero.					

Huanca (2019)

Adapted by Vásquez (2021)

Adapted by Esterilla (2022)



**Appendix 3.**

**TEST DE APRENDIZAJE DE INGLÉS**

Level: A2

School: Fiscomisional Don Bosco

Evaluación: Esta prueba está dirigido a los estudiantes de 7mo del nivel A2 considerado para el área de inglés en Unidad Educativa Fiscomisional Don Bosco.

INSTRUCTIONS: The following test is divided into 4 parts, considering the level of learning a language. Please read carefully and answer the test questions.

**LISTENING COMPHEHENSION**

**Listen to Paul talking to a friend about his family. What does each person do? Write the letter next to the name.**

PEOPLE

- 1 Sally \_\_\_\_\_
- 2 Bill \_\_\_\_\_
- 3 David \_\_\_\_\_
- 4 Paul's mother \_\_\_\_\_
- 5 Paul's father \_\_\_\_\_
- 6 Paul \_\_\_\_\_

JOBS

- A bank clerk
- B doctor
- C farmer
- D shop assistant
- E stopped work
- F student
- G teacher
- H writer



3

extracted from:

[https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Jobs\\_and\\_occupations/Jobs\\_Listening\\_ar1886828up](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Jobs_and_occupations/Jobs_Listening_ar1886828up)



## READING COMPREHENSION

I was born into a musical family. Both my parents were talented musicians so I guess there was always a good chance I would become a musician too.  
05 My father actually wasn't keen on the idea of me taking up his career; in his view it wasn't suitable for me.

I actually started playing when I was four. It came naturally to me. However, at school I thought of becoming a doctor because I was doing so well in my exams. In my opinion, if you are getting good grades people expect you to follow a serious career like  
15 medicine.

I was sometimes a bit lonely as a child and the friends I had didn't always understand why I wanted to stay

inside and practise on the piano, even in the middle of the summer. They wanted me to play football with them.

My first public concert was in my hometown five years ago. The first time I performed I felt extremely  
25 nervous – too nervous to have a good time. I suppose my first few concerts were not that good, though everyone was very kind. Now I really enjoy being on the stage.

30 One day I'd love to teach children how to play the piano. I believe I might be quite good at doing that. I want others to experience some of the passion and joy I feel about music.



Read the text and choose the correct option.

1. His parents were **doctors** / **musicians** / **students**.
2. They were **strict** / **lonely** / **talented**.
3. He started playing the piano **at school** / **naturally** / **with his mother's help**.
4. At school he had lots of **friends** / **good grades** / **free time**.
5. When he was a child, he sometimes felt **serious** / **happy** / **lonely**.
6. His friends did not understand why he **played the piano** / **played football** / **did not like summer**.
7. In his first concert he felt **bad** / **nervous** / **cheerful**.
8. One day he wants to **cure children** / **give more concerts** / **teach children**.

3

## SPEAKING

Talk to a partner about this conversation.

# Make a Reservation

**Waitress:** Hello. This is Sal's Pizzeria. How can I help you?

**Customer:** I'd like to make a dinner reservation.

**Waitress:** Sure. Which night would you like to come?

**Customer:** This Friday.

**Waitress:** Okay. For how many people?

**Customer:** Four people.

**Waitress:** And for what time?

**Customer:** 7:00 pm.

**Waitress:** I'm sorry, but we have no tables available at that time. I can give you a table for 7:30 pm. Is that okay?

**Customer:** That's fine.

**Waitress:** And what's your name?

**Customer:** Felix Sands.

**Waitress:** Okay, Mr. Sands. I have your reservation. We will see you on Friday. Thank you for calling.

**Customer:** Thanks. Bye.



6

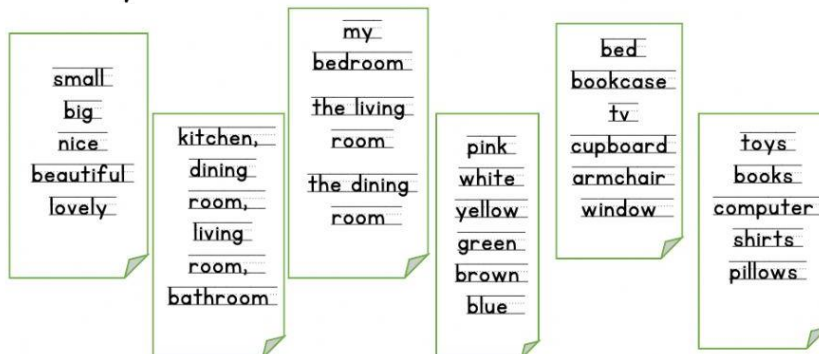
Extracted from: <https://englishdaisies.com/spot-the-difference-make-a-reservation-at-a-restaurant/>

## WRITING

Describe your house in your own way, choose the words below.



I live in a \_\_\_\_\_ house. The \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ are downstairs. There are \_\_\_\_\_  
\_\_\_\_\_ bedrooms. My favourite room is \_\_\_\_\_  
\_\_\_\_\_. It has got \_\_\_\_\_ walls.  
There's a big \_\_\_\_\_. There are \_\_\_\_\_  
many \_\_\_\_\_ in my bedroom. I \_\_\_\_\_  
my bedrooms



extracted from:

[https://es.liveworksheets.com/worksheets/en/English\\_language/Creative\\_writing/The\\_dream\\_house\\_yj2089231os](https://es.liveworksheets.com/worksheets/en/English_language/Creative_writing/The_dream_house_yj2089231os)

Learning experience extracted from I learn at home (Minedu 2021)

Adapted by Vázquez (2021)

Adapted by Esterilla (2022)





OF. N° 042- 2022-PINE-PUCESE  
Esmeraldas, 28 de noviembre del 2022

Magister  
Isabel Fajardo  
**Directora Unidad Educativa Fiscomisional "Don Bosco"**  
Ciudad.

De mi consideración:

Reciba un cordial saludo de quienes hacemos la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Pontificia Universidad Católica del Ecuador Sede Esmeraldas, a la vez que auguramos éxitos en sus funciones.

La señorita **Eliana Esterilla Cadena** estudiante de octavo nivel quien para continuar con el desarrollo de su investigación "Student's Motivation and English Language Learning in Esmeraldas 2022" debe recabar información necesaria, por lo que solicito cordialmente se le permita realizar una encuesta a los estudiantes del séptimo año.

La información que obtenga mediante los resultados de la encuesta que realice la estudiante servirá de mucho apoyo en la investigación, los datos otorgados serán utilizados en temas académicos.

Gracias por su valioso aporte que brinda a nuestra juventud esmeraldeña.

Atentamente,

Mgt. Dolores Peralta  
**Coordinadora de la Carrera de Pedagogía de los Idiomas**

Adjunto encuesta.



PUCE

Sede Esmeraldas

ESCUELA

EDUCACIÓN BÁSICA

*Autentado  
15/12/2022*





