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**THESIS REPORT:**

**MOTIVATION IN THE STUDENTS FROM MARGARITA CORTÉS SENIOR  
HIGH SCHOOL TO LEARN ENGLISH, ESMERALDAS 2018 - 2019**

**TESIS DE GRADO:**

**MOTIVACIÓN EN LOS ESTUDIANTES DE LA UNIDAD EDUCATIVA  
FISCAL MARGARITA CORTÉS PARA APRENDER INGLÉS, EN  
ESMERALDAS DURANTE EL PERIODO ACADÉMICO 2018 - 2019**

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## Dissertation Committee

As members of the Dissertation Committee at PUCESE, we certify that we have read the dissertation prepared by JASHIRA VICTORIA DELGADO CASTILLO, entitled MOTIVATION IN THE STUDENTS FROM MARGARITA CORTÉS SENIOR HIGH SCHOOL TO LEARN ENGLISH, ESMERALDAS 2018-2019 and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistic in Teaching English.

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Final approval and acceptance of this dissertation are 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 is be accepted as fulfilling the dissertation requirement.

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## **Statement by the Author**

I, Jashira Victoria Delgado Castillo, authorize that the investigation in the present thesis is totally unique, authentic, and personal.

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

Jashira Victoria Delgado Castillo

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## **ABSTRACT**

The present study has as the principal purpose to analyze the type of motivation that students from “Margarita Cortés” Senior High School have in English classes and if the teachers increase it through motivational strategies, classroom activities and new methodologies so that, the process of learning English as a foreign language is not disrupted. To achieve that purpose, quantitative and qualitative were used, and the tools were surveys and observation, which included questions on motivation, types of motivation and motivational strategies. The research was carried out from May to November of 2018. It was applied to 60 students and three teachers from “Margarita Cortés” Senior High School. The results of this study showed that few students do not have an interest or have not intrinsic motivation but the rest of the students feel motivated and they like to learn the English language. In spite of the different motivational strategies that teachers apply each day to increase or improve the teaching process, they do not have enough resources to improve 100% the English classes, for that reason, they motivate their students with words or small things in order to try to increase the intrinsic and extrinsic motivation of their students, so they really understand the importance of the English language today.

**KEYWORDS:** Strategy, Methodology, Classroom Activity, Extrinsic Motivation and Intrinsic Motivation

## RESUMEN

El presente estudio tiene como objetivo principal analizar el tipo de motivación que los estudiantes de la Unidad Educativa Fiscal “Margarita Cortés” tienen en las clases de inglés y si los docentes la incrementan a través de estrategias motivacionales, actividades en clase y de nuevas metodologías para que, el proceso de aprendizaje del idioma inglés como lengua extranjera no sea interrumpido. Para lograr este propósito, métodos cuantitativo y cualitativo fueron utilizados, donde los instrumentos de investigación fueron la encuesta y la observación, las mismas que incluían preguntas sobre motivación, tipos de motivación, y estrategias motivacionales. La investigación se realizó en el periodo de Mayo a Noviembre del 2018. Estos se aplicaron a 60 estudiantes y tres maestros de la Unidad Educativa Fiscal “Margarita Cortés”. Los resultados del estudio evidenciaron que pocos estudiantes no tienen un interés o no tienen motivación intrínseca pero el resto de ellos si siente motivación y les gusta aprender el idioma inglés. A pesar de las diferentes estrategias motivacionales que los maestros aplican cada día para aumentar o mejorar la enseñanza pero no tienen los recursos suficientes para mejorar al 100% las clases de inglés, por eso motivan a sus alumnos con frases o pequeños incentivos y los maestros tratan de aumentar la motivación intrínseca e extrínseca de sus estudiantes, con el fin de comprender realmente la importancia del idioma inglés en la actualidad.

**PALABRAS CLAVE:** Estrategia, Metodología, Actividad de Clase, Motivación Extrínseca e Motivación Intrínseca.

## INTRODUCTION

Nowadays, English is a very significant language in several fields such as: social, economic labor and the most important, the field of education. In addition, this language is considered one of the most spoken languages and that, in a future, may dominate worldwide. Since English-speaking people began to immigrate to other parts of the world, they had the need to teach their language to communicate and understand each other and that is how the English language was expanded around the world and was implemented in all areas even in the area of education where all people go through the teaching process. For this reason, Einstein (1931) said that "Never consider study as an obligation, but as an opportunity to penetrate the beautiful and wonderful world of knowledge".

It can be observed that while you enter into the world of knowledge through learning, currently, English is implemented in many schools as a foreign language or a second language. In order to teach English, there are many methods and strategies but the most important is motivation. Students need different types of motivation that impel their learning and what they want to work in classes. Moreover, the motivational strategies and resources that English teachers use in the teaching learning process helps students to be interested in acquiring the English language. That is why to analyze the type of motivation to improve the learning of English language in students from "Margarita Cortés" in Senior High School, Esmeraldas, 2018-2019.

Even now, motivation is very important into the class, because it gives a good result in the learning process, but it is really worried that everyday motivation is lost in some public institutions and the consequences are severe. For this reason teachers and students should reflect about motivation as the principal factor in English classes because it is going to allow that both, teachers and students have a good relationship and know the type of motivation like intrinsic and extrinsic. Therefore, teachers should analyze what are the specific mistakes that students have to improve while; they use different strategies and current teaching and learning models to acquire a foreign language. But what is really happening? Could it be that teachers do not motivate their students or do not use

motivational strategies? or Could it be that students are not really interested? or Do they lack motivation in their learning process? Students may have different reasons to avoid learning English in the classroom and this research is going to define what is happening in students from “Margarita Cortes” Senior High School.

Finally, it is going to look for the solution to increase the type of motivation or new strategies motivational where students can demonstrate their learning acquired in the English language, and a precise conclusion is going to reach to show a percentage of bilingual comprehension in students from this institution.

## **PROBLEM STATEMENT**

The majority of students from “Margarita Cortes” Senior High School do not want to learn English as a foreign language and present various difficulties whether in grammar, reading, listening or speaking. Perhaps some of these problems arise because teachers do not motivate their students or do not use the appropriate motivational strategies for them.

On the other hand, it may be that students do not feel interested in learning and that is why they do not acquire a good level of English. To solve the current problem, the following statement can be asked: Which are the factors that do motivate students to learn English as a foreign language in “Margarita Cortés" Senior High School?

## **JUSTIFICATION**

This thesis proposes to analyze the type motivation that should have an English language learner.

This research is going to detect the reason of that problem where students do not have a good English level. Maybe reasons could be teachers certainly are not using the appropriate strategies, do not motivate students or students really are not interested in learning English and they see it as a subject where they have to pass because the Minister of Education has implemented it in the curriculum. Therefore, the consequence of this possible problem can be that students lose interest to learn English. The causes mention before, make that teachers need to know the types of motivation (intrinsic and extrinsic) and different strategies or methodologies that exist to improve the English classes, thus the following question arise: which of this types of motivation and strategies teachers need to perform in English classes in order to get better results and students get a good level of English?

# **OBJECTIVES**

## **General Objectives**

To analyze the type of motivation to learn the English language in students from "Margarita Cortés" Senior High School in Esmeraldas, 2018-2019.

## **Specific Objectives**

- To determine the types of motivation that students have in learning English as a foreign language.
- To determine the strategies that teachers use to motivate students to learn the English language.
- To identify motivational strategies that should be implemented within English classes to improve the learning process.

# **CHAPTER I:**

## **THEORETICAL FRAMEWORK**

### **1.1. Scientific – Theoretical Foundation**

#### **1.1.1 Motivation**

Motivation can be defined as a positive action that an individual gives in order to encourage another to achieve the goals that are being proposed. According to Staw, (1983), motivation is generally defined as a proponent state that energizes and guides behavior. It is rarely measured directly but is inferred from changes in behavior, or even attitudes (p.302). It can also be defined as an effect of words and attitudes that revives the behavior and way of thinking of the individual who is receiving it. Currently, motivation is very important in all areas of life, such as work, education, home, etc.

Therefore, Skinner and Belmont, (1993) said that motivation in the classroom must be taken into account as positive motivation when it refers to as a person that starts something and at the end of the process received a satisfactory reward or as negative one when a person is aware that at the end of the process will have unpleasant rewards as punishments and failure.

Now, a little focus on motivation, it is very important in English classes between the teacher and the student because in that way there will be satisfied in both learning and teaching processes. Molino, (2014) said that it must be recognized that human beings have needs and they will focus on these types of needs in learning, one of them is desire, and this is where the student covers those insufficiencies in order to survive. The second one is the desire to enjoy, it is just at the moment when the student feels very good emotionally and has a good relationship with others and the third one is the intellectual desire where the students want to develop their skills and feel that is growing in the learning.

If people are learning a new language what motivation means, it can be accepted as one of the key factors that influence the success of learning a foreign language such as English

(Dörnyei, 1998). Therefore, motivation is the key to achieve the students' success and they could feel proud of themselves and enjoy what they have learned.

### **1.1.2 Types of motivation**

The most relevant types of motivation are intrinsic and extrinsic. Richard and Edward, (2000) have shown a detailed description of intrinsic and extrinsic motivation saying that "The most basic distinction is between, intrinsic motivation which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome" (p. 55). That is why the teacher must be clear about the types of motivation that can be implemented in classes. The following paragraph defines the learners' motivation's types:

Extrinsic is the motivation that stimuli come from outside. For example, a student who studies hard during his/her career or during the school year and he will know that at the end of this, he/she will have an incentive like the parents will give him/her a trip if he/she passes or an acknowledgment for being a good student.

Intrinsic motivation refers to the personal desire for personal self-realization. For example, a third-year senior high school student graduated feels happy, self-realized and satisfied because his/her goal was to graduate. Thus, this student had intrinsic motivation because they believe in themselves and realize their goals.

Below it will be showed another type of motivation that influences within the classroom like as the maturity goes hand in hand with motivation. -When students acquire a high maturity, this gives them confidence in what they do, the decisions, it makes and gives them a lot of responsibility for what they really want (Maslow, 1943). On the other hand, maturity in teachers allows them to develop dynamic, creative, unique and not boring classes, Therefore teachers before beginning their classes they must prepare them, it is very well in order to transmit good energies to their students in English language classrooms.

### **1.1.3 Motivation and Learning**

Since the beginning of learning education was and continue being very important and over time, has arisen changes and nowadays you can see that the Ministry of Education has added the English language into the curriculum of all educational institutions as a foreign language and has been implemented in education as one more subject with the purpose that students can acquire it by themselves and become bilingual having the opportunity to learn a new culture and customs, to expand their vision and they can also be deployed in the social field.

It is known that motivation and learning must be together in the process of teaching English as a foreign or second language. According to Brown, (2000) motivation in second or foreign language learners refer to a distinction between two types of motivation; instrumental and integrative.

Instrumental motivation refers to the external reasons that a person has for getting something. For example, when students learn new languages it is because they must see it through the curriculum of the school or because they need to have an intermediate English level to get a job. On the other hand, integrative motivation refers to the personal reasons that an individual develops in language learning. They are really interested in the language and do not feel obligated to do anything because, they like the language that they are teaching (Brown H, 2000).

### **1.1.4 Didactic strategies to improve students' motivation for English Language Learning**

It is recognized that right now students are falling into a serious error; they do not want to learn English especially in Latin America, Ecuador and the city of Esmeraldas. What are the reasons? It is not known if it is the teacher who uses the teaching strategies inappropriately or there is little interest in learning the English language on behalf of the students. But there are many didactic strategies that can help students and teacher to improve these shortcomings and obtain an excellent result at the end of the classes.

"Learning strategies are decision-making processes (conscious and intentional) in which the student chooses and recovers, in a coordinated manner, the knowledge but they need to complete a certain demand or objective, depending on the characteristics of the educational situation in that the action occurs" Monereo C, (1994).

Teachers can improve their strategies or resources to teach English as a foreign or second language, they have to take into account that there are different approaches to the psychology of learning that can be used; behaviorism, cognitivist and constructivism among others but, nowadays cognitivist and constructivism are more used because they are dynamic and more applicable and useful to the current students. Moreover, there are lots of methodologies to teach and strategies too that teachers can use such as:

- The Audio Lingual Method,
- The Ludic Method
- Technological Resources
- Total Physical Respond
- Grammar Translation
- Montessori Method
- Direct Method
- Communicative Language Teaching
- Task-based on Language Teaching
- Audio Visual Method

On the other hand, here are also strategies or activities to motive their classes like:

**Vocabulary.**-The importance of vocabulary is to memorize word by word developing the four skills that the learner has to get in some languages. For example a report of the National of Reading Panel (2000) concluded, "The importance of vocabulary knowledge has long been recognized in the development of all skills. As early as 1924, researchers noted that growth in reading power relies on continuous growth in word knowledge in each learner" (pp. 4–15).

**Thinking-time.**- It is the process where learners have to organize their mind before making a decision or act to respond very well. It is defined by Stahl (1985) "as a distinct period of uninterrupted silence by the teacher and all students so that they both can complete appropriate information processing tasks, feelings, oral responses, and actions.

**Warm up.**-The goal is to create interest, curiosity and an attractive environment where students want to learn more. According to Dornyei (2001), teachers need to try and actively generate positive students' attitudes toward learning.

**Correct mistake.**-The main point of this activity is that the student and the teacher can make mistakes and where they should reinforce to correct and improve. Teachers should always have a good attitude to correct and that their students can be suspended. For example, Harmer affirm (2001) "Correction is a highly personal business and draws, more than many other classroom interactions, on the rapport between teacher and students" (p.105)

**Pre, while and post activities.** -This activity is a planning that teachers have and how they should start their classes to prepare or motivate their students, what to do while the activity and how it should end. It refers to the task based methods, Skehan (1998) points out, they serve to introduce new language that the learners can use while performing the task, to mobilize existing linguistic resources, to ease processing load and to push learners to interpret tasks in more demanding ways. (p.268)

**Songs.**-They stimulate the ability to listen and learn in an animated way that keeps learning more.as Murphey (1992) states, learners will enthusiastically accept any kind of songs to learn but it all depends on teacher's imagination (p.17).

**Role play.**-Snyder and DeSelms (1983) found that interactive communicative activities let students develop self-worth and understand one another, because it facilitates the student to interact and improve their skills leaving behind the shame or shyness, this activity offers many linguistic opportunities.

**Dialogues.**-It is a way where students feel confident to interact and develop their language with another, mainly by improving their speaking and listening and demonstrating grammar in context.

**Repetition drill.**-Repetition drills are useful for familiarizing students quickly with a specific structure or formulaic expression (Doff 1990, p.71).Where the practice is controlled and the teaching is memorized, it helps students quickly develop their comprehension skills and among others activities.

But, to facilitate all these types of strategies or motivational activities and the different methods that exist, you need a lot of materials and creativity to make interesting classes and develop the four skills. The materials that can never be missing in an English class, are the following:

- LAB
- Technologies (internet, computer, printer, projector)
- Interesting books (short stories) that use pictures
- Recordings
- Didactic resources, among others.

All these methodologies, strategies, activities and material, teachers can implement in the classroom to allow their students awaken this desire to learn the English language with those motivational strategies in the learning process. However some specific aspect related to students, teachers need to know before, to choose an appropriate method. Thus, there are many roles that define to students and teachers as:

Role of the students:

- Participation is where students face fear and say that if they can, it also strengthens their knowledge.
- Self-learning is where students learn from their own experience or individual studies.

- Collaborative learning refers to the sharing of information between students according to what they have learned for example to share a conference or exhibition. On the other hand, it also leads students to help others, motivate, give solutions, and work in groups. Thus they can improve the skills in learning the English language.

On the other hand, the role of the teacher into the teaching process is so important, but some characteristics they have to have in order to develop their roles in a correct way:

- They have varieties of strategies, techniques, and methods to choose and develop their classes as well as possible.
- They must have the passion to teach.
- They must have the ability to understand each student

When a teacher is teaching, he/she must realize what level of English his/her students have and what group of learners he/she is referring to like children, youth or adults.

For example according to Chomsky, (1957) children have an innate ability to learn a new language quickly, in his theory of universal grammar he suggested a new paradigm where the process of language acquisition occurs in a natural way that recognizes and assimilates the basic structure of a language, because children are more dynamic and they really need a teacher who motivates them and knows that they are too curious, and their activities must always be dynamic and have a comfortable and harmonious environment where they want to learn new things every day. It is impossible that children learn a foreign language with a teacher who only speaks and it is not dynamic or he/she does not use didactic strategies appropriate for their ages.

In adolescents or young, it is a little different to learn the English language because they can be complicated since they are in a stage where their minds and their bodies experiment some change or because they are in a hormonal stage. The teacher must be very careful and pay attention to every attitude they have because when students make mistakes and someone laughs at the students, it is painful and they tend to low their self-esteem and to

demotivate easily in class or do not participate or downplay the importance of English classes. Even their classes must also be dynamic according to their ages and interests.

The teacher usually works with a better handle with adult students because they are really interested in learning and their motivation is high, the only disadvantage is that when they have many doubts they have to feel confused and they cannot do it anymore, there the teacher must have patience and go back to explain them in another way until they understand.

### **1.1.5 Psychology theories about motivation in the classroom**

There are some theories about motivation in classes. It has already been seen that motivation in the educational environment is very important.

The internalizing motivation theory was developed by Hull, (1943), it refers to the behavior that students have within classes and here are included two types of motivation, intrinsic and extrinsic; for this theory, both are important and go hand in hand because they increase the interest of students. Also, this theory was improved with the passage of time by some psychologists. For example, this theory shows some options about the growth of students where the two types of motivation are increased:

- external motivation
- approval seeking
- understanding
- internalization

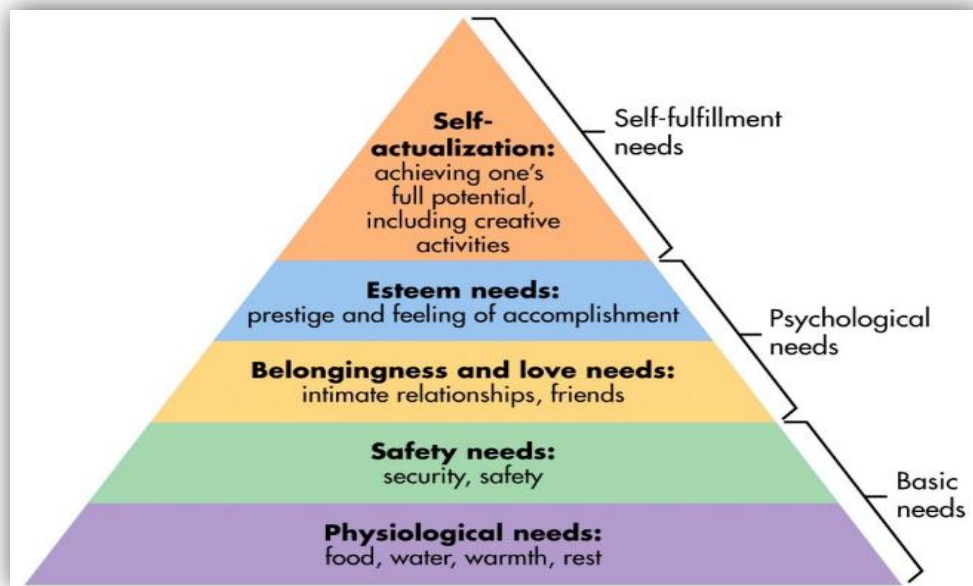
Here, they are going to observe how these two types of motivations work together and how they are acquired by students. For example, when the students receive these two types of motivation from the external, first, the mind of them works to accept that kinds of motivation. When it is already approved by them, their mind tends to understand what the purpose of the motivation is and finally they internalize it.

According to Maslow, in his theory about human motivation, he expresses the following:

“Human needs arrange themselves in hierarchies of pre-potency. That is to say, the appearance of one need usually rests on the prior satisfaction of another, more pre-potent need. Man is a perpetually wanting animal. Also, no need or drive can be treated as if it were isolated or discrete; every drive is related to the state of satisfaction or dissatisfaction of other drives” (Maslow, 1943).

Here, there is the Maslow’s hierarchy, where he shows the five categories of basic needs that people have, even motivation is important in this theory because people who are motivated can reach the level of self-realization of themselves. Moreover, since basic things are needed to survive, people also need motivation to do what they want to do.

### Maslow’s Hierarchy of Needs



**Figure 1:** Maslow’s Hierarchy of Needs

**Source:** <https://www.simplypsychology.org/maslow.html>

Maslow always said that this hierarchy started from the bottom up, that is to start with the basic needs until reaching self-fulfillment needs but it will be applied to the environment of the learning process. For example:

The students before going to classes must have had a very good healthy nutrition to be able to respond in learning process, that is, to meet their physiological needs. Afterwards, they must comply with their safety needs, which refer to the security and feeling that students receive from their parents or other people and feel confident. Even, they will feel that need to feel loved by other people around them as friends, teachers and satisfy their belongingness and love needs. Then, the students will feel that they really need to please those positive feelings of self-esteem and foster pride in their teaching process, clearing all fear or insecurity in the stage of esteem needs. Finally, to finish this process students have to achieve what they have wanted in the self-actualization stage.

### **1.1.6 Factors that influence during the learning process**

According to Vainikka, (2015) there are factors that influence the learning process and one of these things is the motivation and the relationship that must have with the environment that surrounds the student as:

Relationship between language and motivation.- The relationship that students have with motivation and the language they want to learn, which is new for them; and gives learners the opportunity to allow them to adequately perform the teaching process of the language they are learning.

On the others hand, the motivation between teachers and students is too important in that case, Tagushi (2006), states that, the importance of high motivation, which all educators wish to create in their students, has been closely linked with the need for achievement (p.126). Creating a pleasant environment is important in learning the English language such as; innovative things, used strategies that are interesting, the attitude is also worth and the interest you have. For example, in teaching, everything depends on the good attitude that each of them have as; the teacher towards the student and the student towards the teacher and every day they have those good vibes to want to acquire new knowledge because at the end of all they will feel satisfied for having been a good teacher or a good student.

The final factor is the personal motivation. -motivation tells people to do something because it is important for them to do it (Herzberg, Mausner, and Snyderman, 1959.). As

these authors have said, the motivation is in themselves, in which there is interest in doing something and it is the most important aspect in the success of each person's life. They should even remember that self-esteem is important within motivation because it makes them believe in themselves defining themselves as a self-realized person.

## **1.2. Previous Studies**

The topic of motivation has been investigated thoroughly during the last years, thus there are different researchers who have been interested in it. An example of that is Bambirra (2017) the author of the thesis of degree “Motivation to learn English as a foreign language in Brazil giving voice to a group of students at a public secondary school”, where the objectives of this is to know if motivation is a main factor at the beginning and at the end of classes and the satisfaction that students have when they receive motivation from their teachers in the foreign language area. The research used quantitative and qualitative methods like a questionnaire and an observation in order to identify the solution of its problem statement, that is implement different strategies or activities to make students feel curious to learn a foreign language. Besides, the researcher recommends that a dynamic system can be used within classes to interact with the environment unpredictably.

On the other hand, Vero (2017) investigated about "The importance of motivation in an educational environment". The research's aim was to search if there are good relationship into the classes between the student and the teacher, the student and the learning, and the teacher with the teaching. Besides, analyze the individual and cultural differences that may exist around, taking into account the importance of motivation and the obstacles that it can bring down the lack of interest in learning English. To obtain this conclusion, several observations were made in an analytical way, looking for the center of the problem and giving an exit to these obstacles that exist in learning the English language.

It should be noted that this research was carried out in Esmeraldas, with the title “Intrinsic and extrinsic motivation: Which are the types of motivation that students from first year of baccalaureate of accounting and informatics specialties at “Margarita Cortés” public high school experience when they learn English as a second language? by Saltos (2015). This work was aimed at increasing the type of motivation that students need to have to

participate actively during the English classes and for teachers to improve some tips in the learning process. It was possible to achieve the objectives set with the observation and determining a deep analysis in each question of the questionnaire that was made to the 58 students of that institution in order to draw the appropriate conclusions and give recommendations to improve foreign language classes.

Finally, Estupiñan (2014) investigated about “Motivation in the classroom: How students’ motivation affects their learning” This thesis identify what level of motivation a student may have into a class and what could be the consequences if the student’s level of English is low during the learning process. The research used qualitative method to describe step by step all the motivation’s process that students have in a semester, to learn English at PUCESE. Although the teacher must always remember their roles and use authentic and unique materials and classify them by level of learning in order to provide constructive feedback and improve English classes.

### **1.3. Legal Basis**

This legal basis is represented in the Constitution of the Republic of Ecuador in 2011 within the article N ° 2 of the Organic Law of Intercultural Education, located in Title I of the General Principles in the Q items. where proposes that in the principles of education should be the motivation as a main factor where it promotes the individual effort of each student in the learning process, as well as the recognition and evaluation of the teacher in the guarantee of the fulfillment of their rights and support for their work, as an essential factor in the quality of education and the learning process.

## **CHAPTER II: MATERIALS AND METHODS**

### **2.1. Type of investigation**

The investigation that was performed had been qualitative and quantitative with the aim to know the real situation or problem that exists within English classes with students and teachers in the teaching - learning process. For this reason, those methods were chosen to analyze or observe the types of motivation and strategies used within English classes of a narrative way and to have numerical information of the situation. It was taken at "Margarita Cortés" Senior High School, in Esmeraldas, in the academic year 2018-2019.

### **2.2. Universe and sample**

The Universe that was studied was formed by 456 students and 42 teachers in the afternoon section, where there are eight first courses in baccalaureate and four courses of tenths. Moreover, the specialties of the firsts courses are; Trade and Sale, Sciences, Accounting, Informatics, Tourism, and Secretary Management.

The sample was designed at random. It was represented by 60 students of first baccalaureates of the following specialties: Secretary Management, Tourism and Sciences and with ages range between 15 to 19 years. On the others hand, there are only 3 teachers of English who have University Degree in teaching English, with an experience in teaching English as a foreign language between 3 and 6 years and the age range of them is between 27 to 55. In addition, each of them has from 5 to 6 courses

### **2.3. Methods of investigation**

- Analysis and Synthesis. - It was used to analyze the various reactions of this problem in this research project.
- Hermeneutics. - This method was used to interpret in more depth the problematic of the topic, that is raised in this project to obtain a good result.

## **2.4. Techniques of investigation**

The techniques that were used are:

- Surveys: It was applied to the first year of Baccalaureate and three English teachers at “Margarita Cortés” Senior High School in Esmeraldas in the academic year 2018-2019.
- Observation: It was applied to the first year of baccalaureate at “Margarita Cortés” in Senior High School in Esmeraldas in the academic year 2018-2019.

## **2.5. Instruments**

To obtain the needed data to carry out this research and to get the appropriate information, the instruments was designed and adjusted to the chosen techniques (survey and observation). It is important to know that the survey had open and closed questions which were named previously to the students and teachers to avoid misunderstanding information. (Appendix A, Appendix B, Appendix C, and Appendix D)

## **2.6. Data processing**

The information acquired through the different surveys was tabulated manually. But the data was processed by the Microsoft Excel program and was organized by tables and shown by percentages.

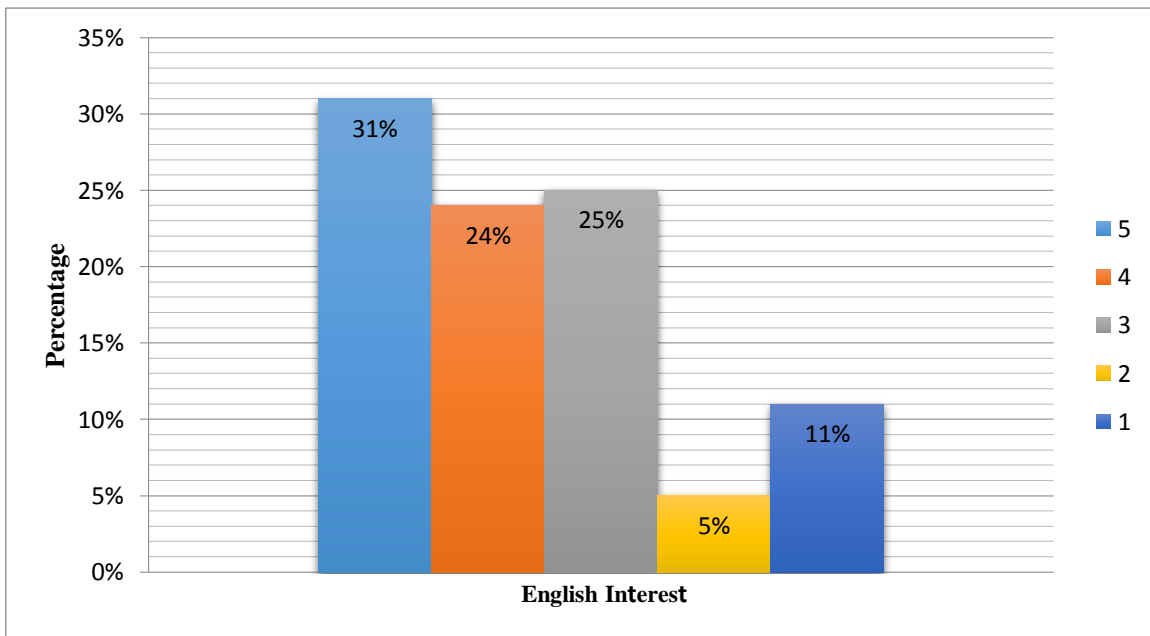
## CHAPTER III

### RESULTS

#### 3.1. Result of the survey applied to Students

A survey was applied to students and teachers from “Margarita Cortes” Senior High School. The figure 2 showed that most of students really are interested in the English language in this question students chosen from 1 to 5 (5 is the highest one and 1 is the lowest one) according to their own experiences.

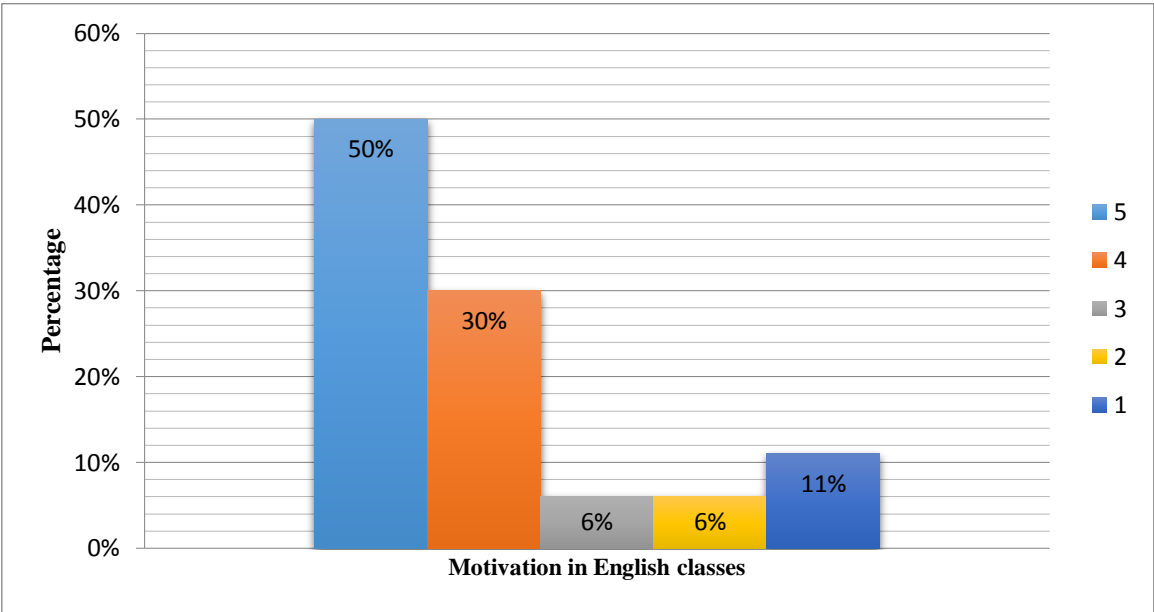
This result reveals that 31% of students really like to learn English to improve their knowledge and have different opportunities, but the 11% do not find pleasant to learn English. Even, in the rest students are undecided to learn English, in spite of, there are opportunities that teachers can work with them and their interest must grow and does not decrease.



**Figure 2:** Interest to learn English by students

**Source:** Survey applied to Students

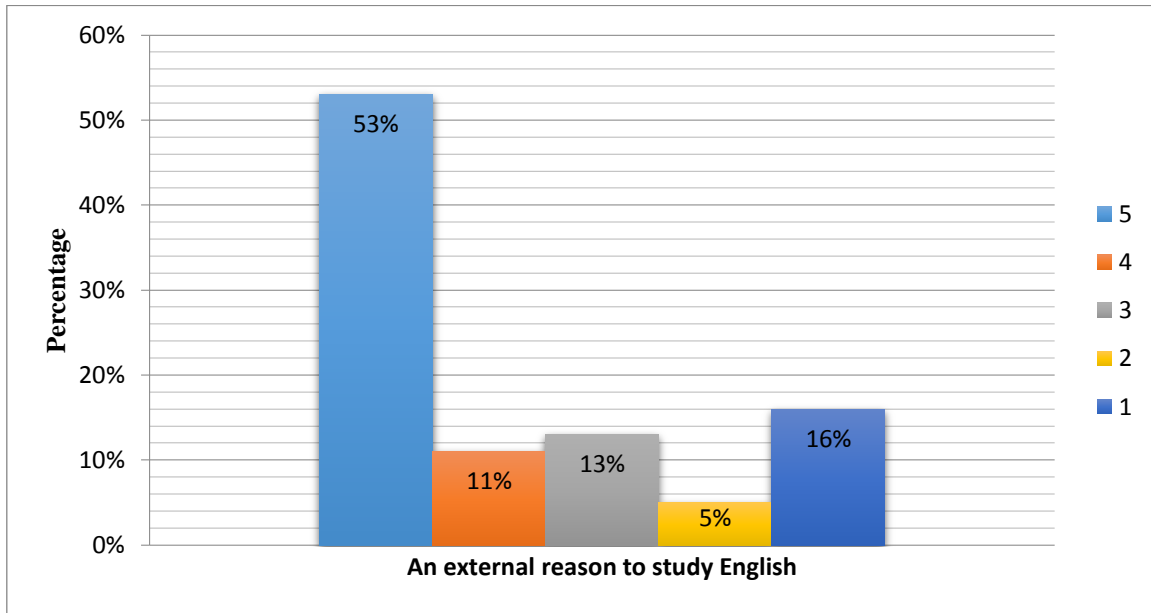
According to figure 3, it shows that the majority of students feel motivated during English classes. It means that 50% of the students consider that they really have a high level of motivation during the English classes, but the rest do not have almost anything of motivation or never feel motivated during the English classes.



**Figure 3:** Students feel motivated in English classes.

**Source:** Survey applied to Students

The students reveal that they are studying English because it is a subject which is within their curricular mesh and they must fulfill it. The 53% of students emphasized that they study English because it is a require, needed to graduate and it is implemented in the institution where they assist. Besides, they must fulfill their tasks while others really love to learn English not only for the curriculum rather for their self-interest.



**Figure 4:** Students study English because it is in the Curriculum

**Source:** Survey applied to Students

In regard to students can learn English to acquire factors that benefit them. A 56% of students consider that one benefit they can obtain if they learn English is to get a job with an excellent salary. But there is a 44% of them who do not get attention to the relationship between English and a job with an interesting remuneration, opportunities to travel or be in contact with people from different cultures around the world.

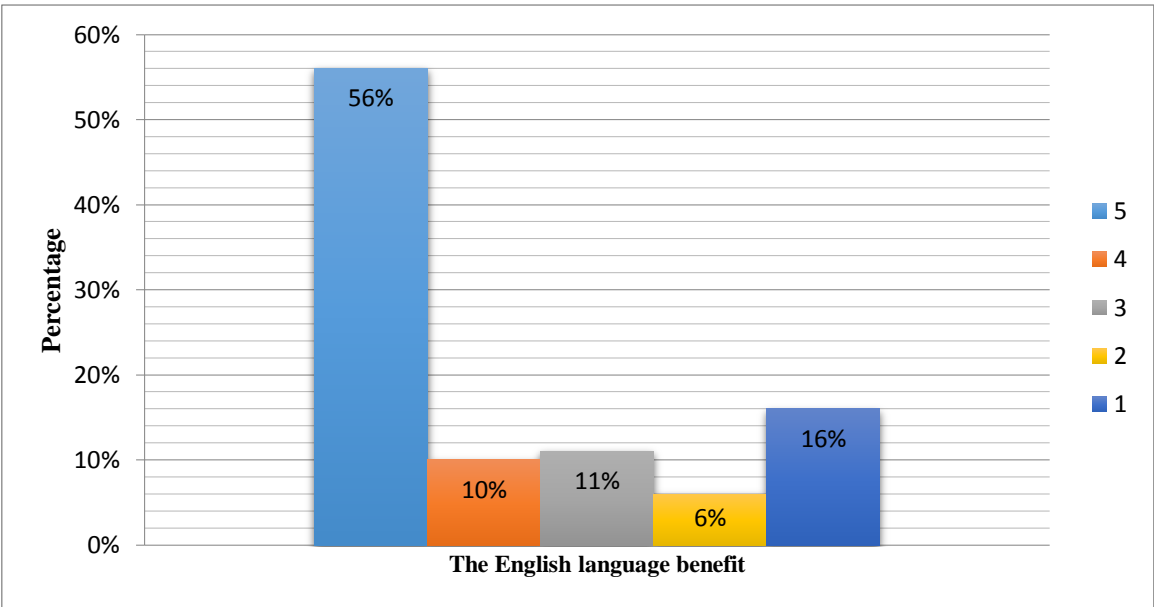


Figure 5: Students study English to get more money.

Source: Survey applied to Students

Referring to the option that English language is a good and excellent regard where, they can get and be in contact with a lot of friends around the world and they could have new and interesting experiences with them, also to know different cultures and to get new knowledge and way of thinking. However, 43% do not find them as striking option.

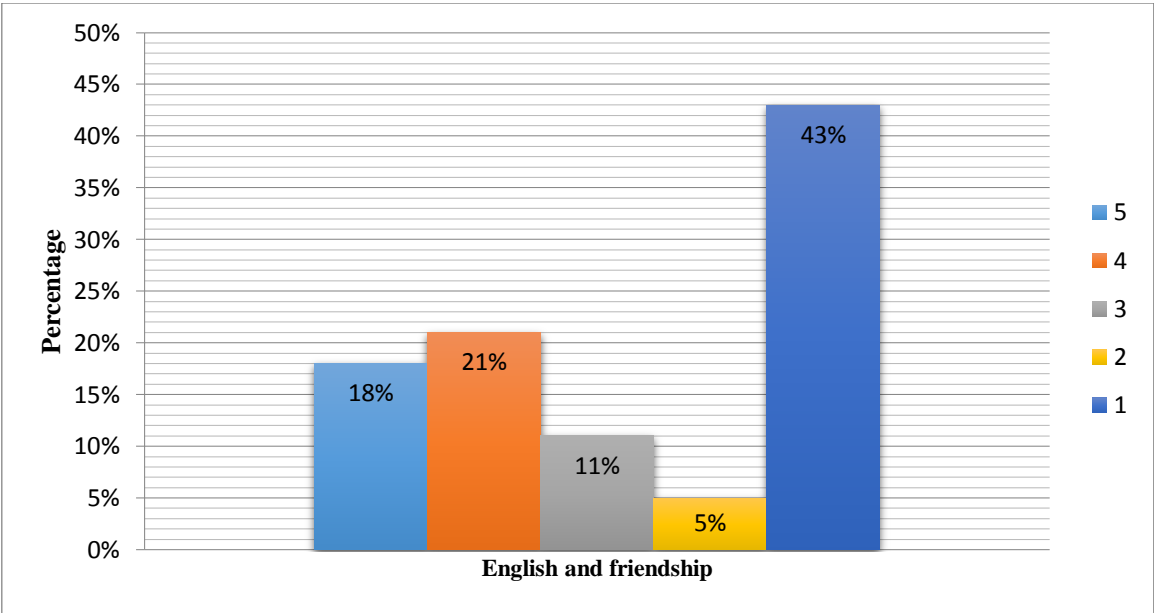
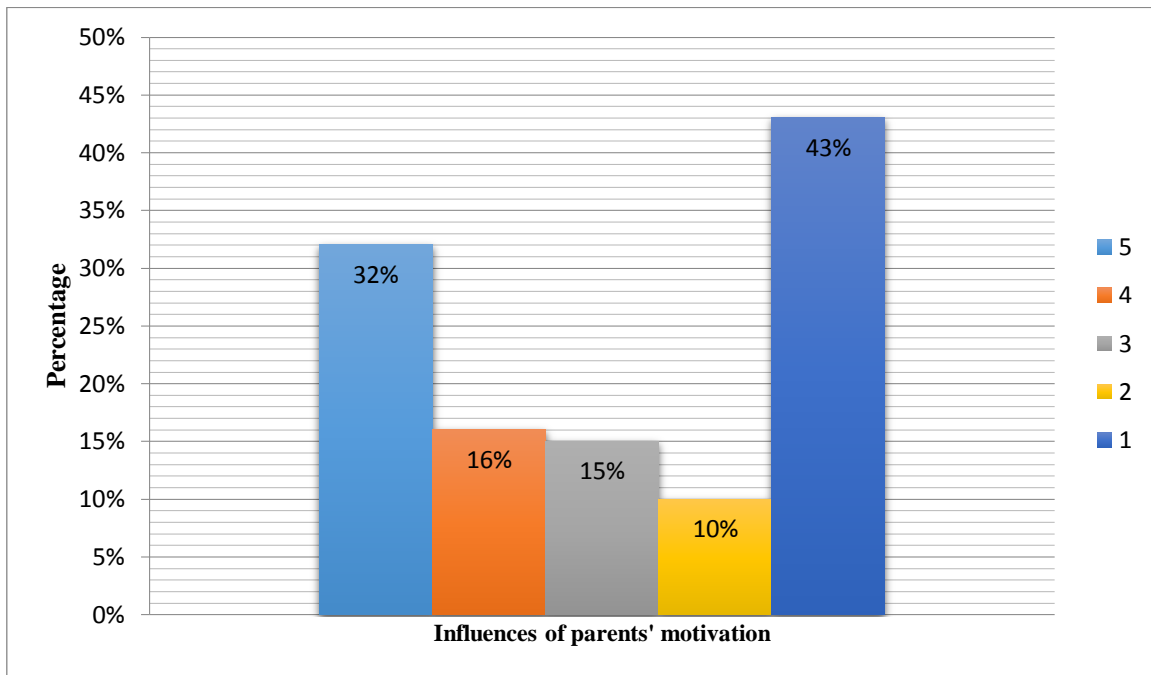


Figure 6: They study English to make more friends.

Source: Survey applied to Students

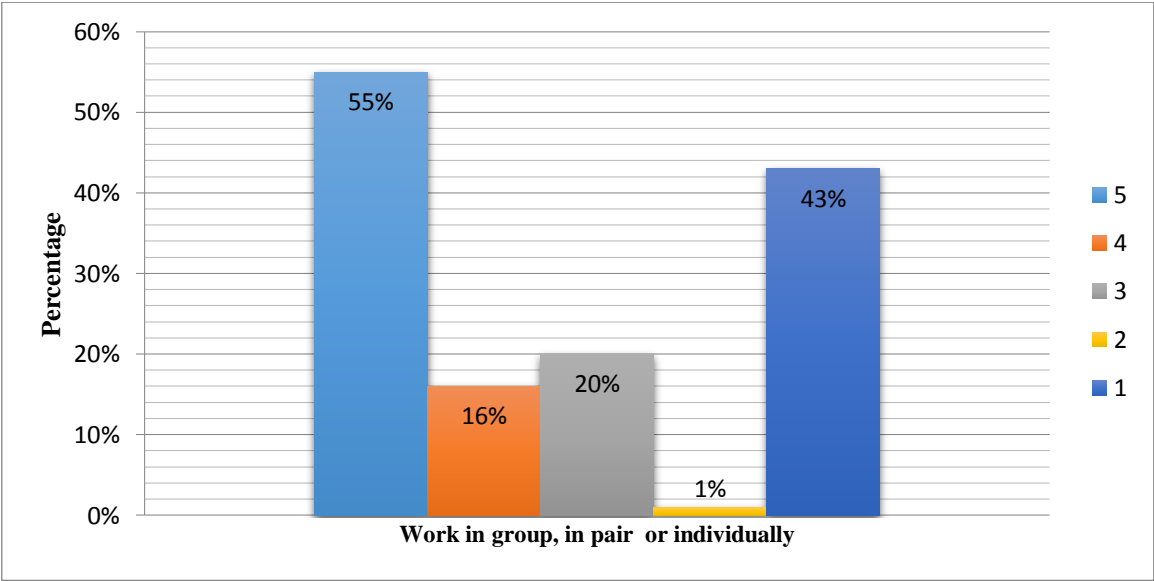
Figure 7, the motivation comes from home together with parents that encourage their children every day to learn new things and in this case to learn an international language that is not their native one, like English but these results showed that the great majority of students are not or do not feel motivated by their parents to acquire the English language.



**Figure 7:** Students feel motivated by their parents.

**Source:** Survey applied to Students

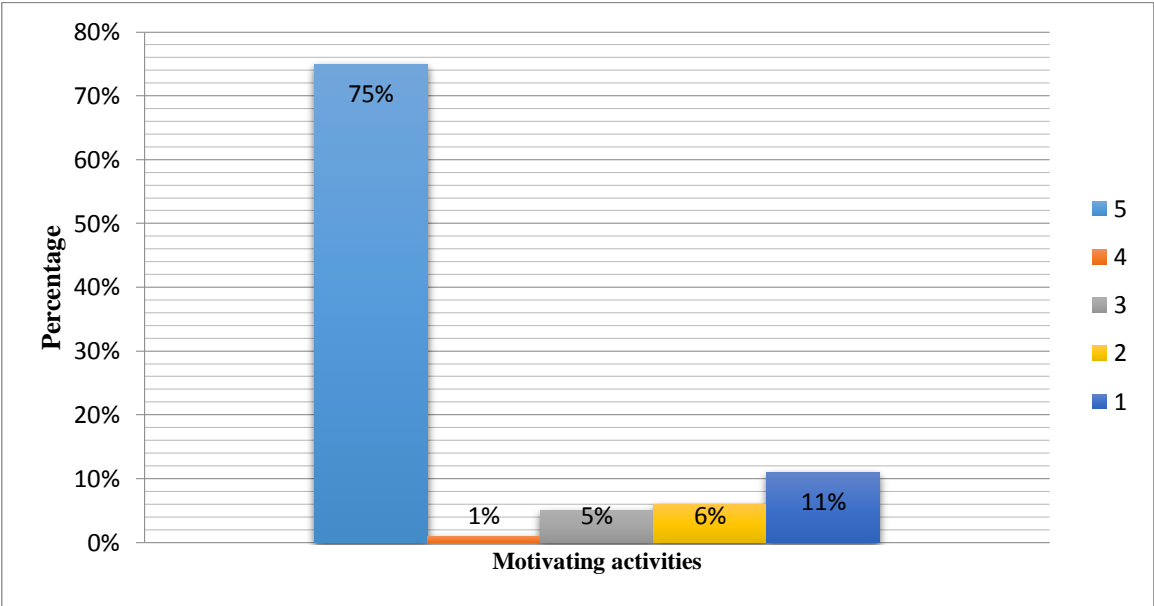
Students have preferences to work well in class and to learn from others. You can see that students work in groups, in pairs or individually and a 55% of the students affirm that they like to work with other students, in contrast to, the 45% of them that prefer individual activities where they can show their knowledge and their English progress.



**Figure 8:** Students like to work with other either as in group or in pair.

**Source:** Survey applied to Students

English teacher uses different types of activities in order to motivate students from the beginning of the class until the end of it, to acquire the English language while they participate in completing all the activities the teacher proposes. And the majority of the students have revealed that their teachers motivate them with different phrases encouraging them to be able to fulfil the activity or task and to evidence and demonstrate their progress.



**Figure 9:** Your teacher used different activities to motivate you

**Source:** Survey applied to Students

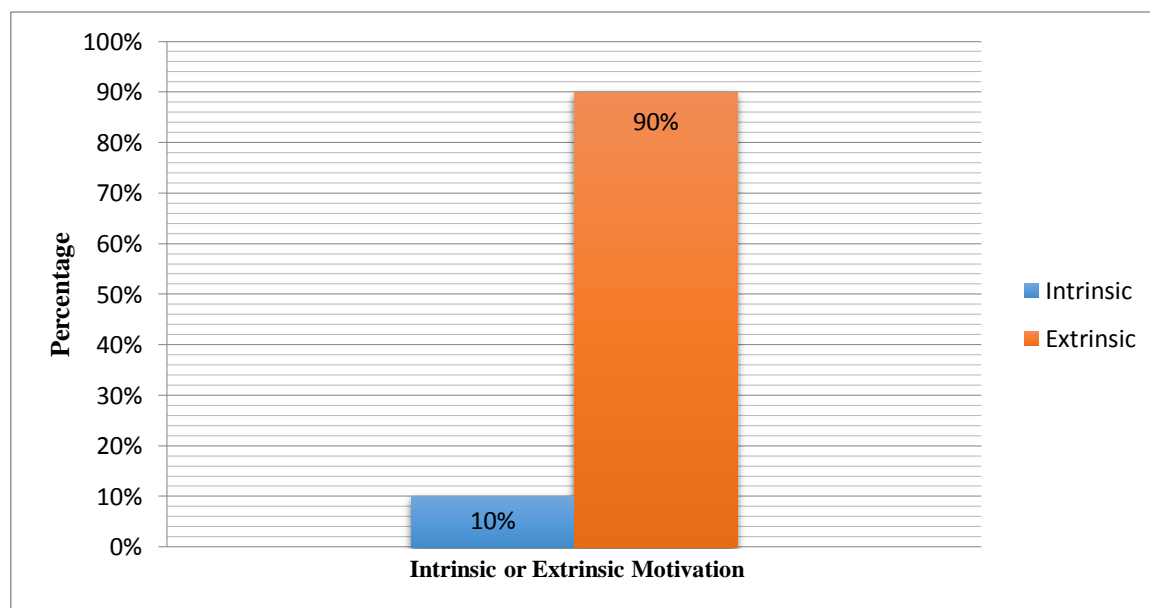
### 3.2 Result of the survey applied to teachers

Teacher motivates their students

The teachers before starting the classes, they have a moment to excite or motivate their students so they review the required knowledge to take advantages of the English class. They also use daily conversations that those students take consideration how important is to acquire a foreign languages in this case, the English language.

After to analyze if teachers motivate or not to their students into the process of learning English, the results were good, because the teachers know which are the two types of motivation that they should develop in their students when they are in English classes.

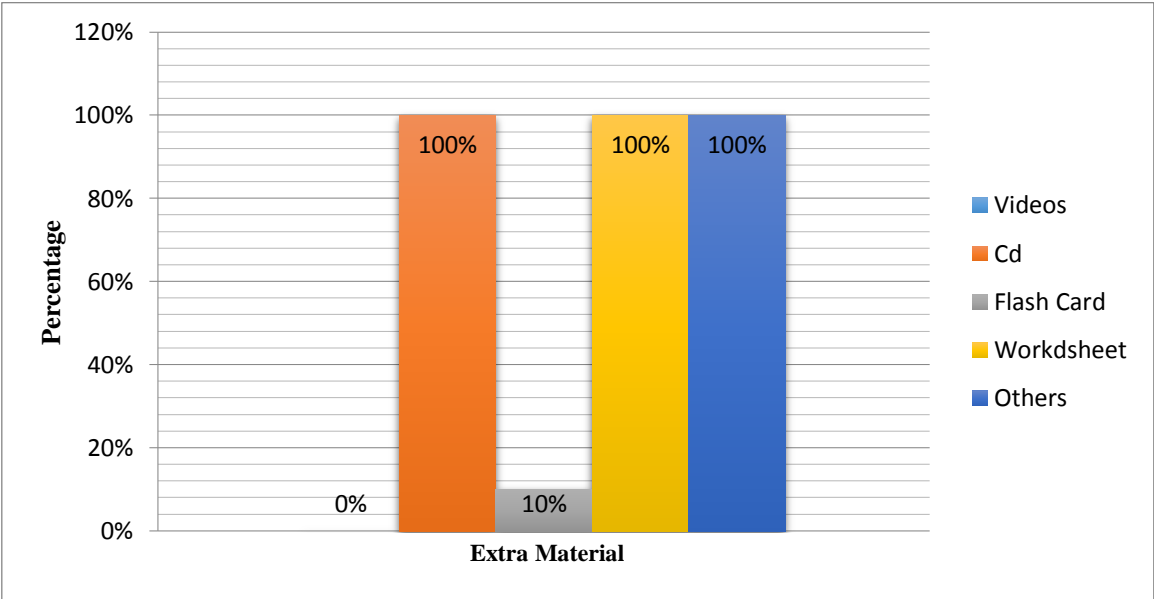
In relation, the kind of motivational activities that they applied in their classroom, it can be seen in the next figure. It is reflected that 90% of the teachers who were surveyed use the extrinsic motivation within the classes to motivate their students, in contrast to 10% that use intrinsic motivation.



**Figure 10:** The teacher used Intrinsic or Extrinsic Motivation in English classes.

**Source:** Survey applied to teachers

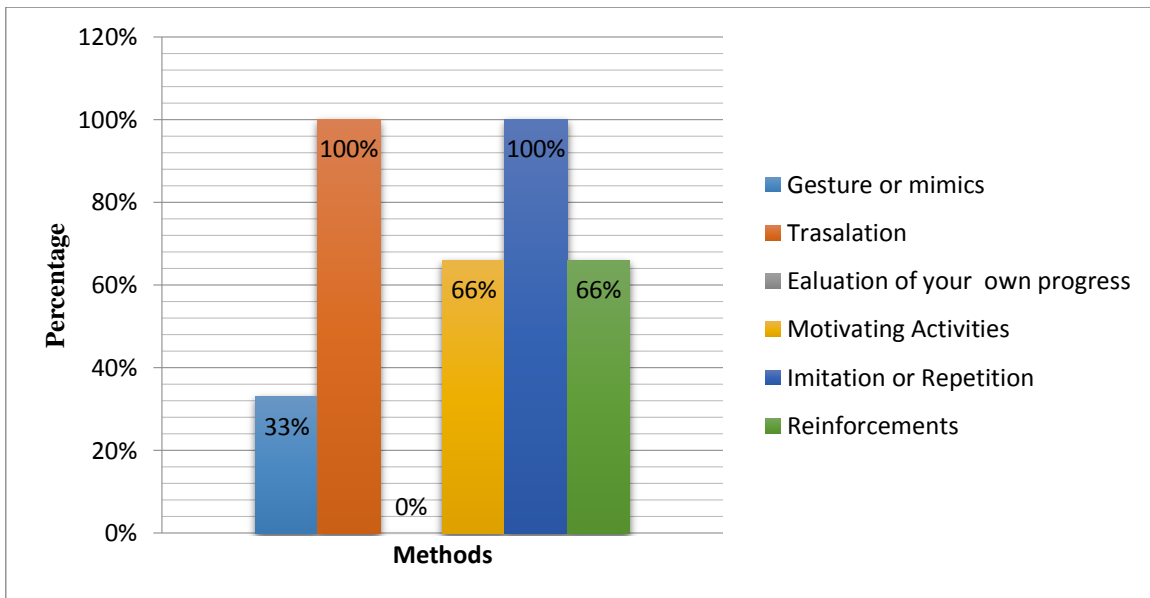
Teachers, apart from using the government book, they are creative and use extra materials in order to motivate their students and to make their classes more interesting. In regards to the different material that teachers used to create a nice atmosphere to teach and their students have the ability to learn easily. The following extra materials are the most uses by teachers in the English classes; videos, worksheet and CD, instead of flash cards that is the little used.



**Figure 11:** Your teacher used extra material to motivate their students.

**Source:** Survey applied to teachers

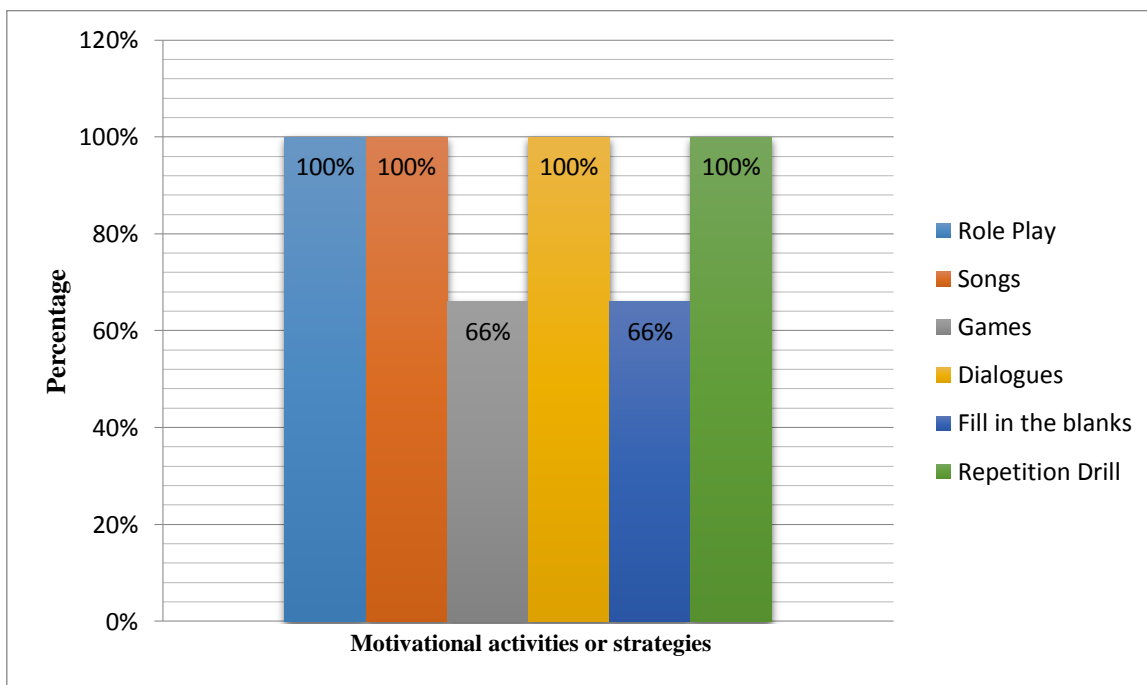
Taking into account the methods, used by teachers, the most used in the teaching learning process within the English classes at Margarita Cortés School are: translation and imitation, repetition, motivational activities and reinforcement which acquire the highest percentage in contrast to gesture or mimics that is rarely used. However, the one they never use is the evaluation of students' own progress.



**Figure 12:** Different methods a teacher can use.

**Source:** Survey applied to teachers

As it is shown in figure 13, the most used strategies or activities by teachers in “Margarita Cortés” School, in their English classes are role play, songs, dialogues, and repetition drill; in contrast to fill in the gaps and games that are not so used. All these motivational activities or strategies, teachers use to make classes more fun, students feel motivated, pay attention to what they say and are teaching, and to help students to acquire the English language easily; that is the final purpose in English classes.



**Figure 13:** Activities or strategies that teachers use to motivate their students

**Source:** Survey applied to teachers

### **3.3 Result of the observation applied to teachers and students**

The observation instrument was applied to students and teachers from “Margarita Cortes” Senior High School in Esmeraldas. The observation was described by parts.

The observation applied to students and teachers, was applied during English classes and motivation was the main factor from the beginning of classes until the end of it, so the results were very pleasant and satisfactory. Although the classes were too big, the teacher always maintained control and few students were not really motivated.

Taking into account that the types of motivation are intrinsic and extrinsic, but in the classroom the majority of students had an extrinsic motivation that is the one the teacher develops more in their students. Nevertheless the teacher kept the two types of motivation during the class but they only had intrinsic motivation inside classes but outside of classes there was no motivation whatsoever.

Students feel that to be more motivated they need completed materials to learn English and develop their four skills. However, it was observed that it is necessary to maintain a laboratory, internet (limited use), technology to develop their skills into the institutions.

With regard to this, teachers are always using different types of motivational strategies therefore, their students pay attention, improve their knowledge and the subject does not become boring even though, sometimes they also need technology.

Referring to the motivation of the students, not all of them were motivated into the English classes to acquire new knowledge for personal reasons but almost all classes are motivated by the activities that the teacher uses, although there were some students who were not really motivated because they do not like to learn the English language, in this case only a 53% of students wanted to acquire this foreign language.

The teacher really feels very satisfied when most or half of his/her students learn with interest and because they like the language or the activity proposed, however sometimes teachers feel confused and seek an answer to their doubts as why some students are not

really interested. But they feel happy because the vast majority acquire it but also seek solutions for those students who do not like English.

## **CHAPTER IV**

### **DISCUSSION**

The purpose of this investigation is to analyze the type of motivation to learn English by students from “Margarita Cortes” Senior High School and the different motivational strategies and classroom activities applied by teachers to improve the teaching – learning process, to achieve this objective was necessary to apply a questionnaire to sixty students from firsts baccalaureate and three English teachers from the same institution.

After analyzing the data got with the questionnaire, it was possible to find that some students have a kind of extrinsic motivation because they receive it from the teacher in class or the reward getting outside, but there is no attitude in them to learn English because they do not like it or because it is not interesting for them. On the other hand, the professor maintains both types of motivation even though in the institution there are no materials to develop the English skills and cannot co-influence with any motivational strategy or activities.

It is important to say that the results obtained in this investigation contrasted with Bambirra, (2017), who emphasizes that the main factor in the English classes is to motivate students from the beginning until the end of the English classes to gain pleasant results in them, getting the English language; and it is possible if students have another perspective on English as a subject. It should also be taken into account that strategies are important because they awaken students’ interest about learning more and more, as Saltos (2015) said in her investigation related with the type of motivation students have in English classes, increasing the motivation in each student depends on the creativity of the English teacher and the activities he or she chooses such as warm up, role play, dialogue, song between others.

Finally, each teacher should know what level of motivation his / her students has analyzing around them and being able to choose and plan appropriately what motivational strategies can be implemented and what type of motivation is needed to increase in them until English classes feel satisfied. But these results found that teachers remain motivated but half of

their students are not motivated because they think English is not important at present and either at future; that is why students only have extrinsic motivation which they receive from people around them, thus they do not have intrinsic motivation, in other words, they have no interest in learning the English language by their own.

## **CHAPTER V**

### **CONCLUSION**

The teachers are always willing to teach the English language with different motivational strategies where the motivation is the main aspect into the class; in order to achieve their planned objectives in the teaching process. That is why they consider that role play, songs, dialogue and repetition drill are the most useful strategies in order to teach English as a foreign language.

Most of students have an extrinsic motivation to learn English, due to; they only study English because of the curriculum, and they consider that their parents do not motivate them to acquire English by their own. Thus, they think English is not important but it is there, where the teacher must bomb with different methodologies such as: total physical respond, Audio lingual, Grammar translation, Ludic among others, but all this can be developed perfectly if there are the necessary materials in an educational institution.

## **CHAPTER VI**

### **RECOMMENDATIONS**

Students must have intrinsic motivation to be able to learn the English language and not to pay attention to external complications that affect their learning. They not only have to stay with the extrinsic motivation that they receive from people around them, but they rather use both types of motivations for a better learning.

It is highly recommended that the teachers can identify or look for appropriate motivational strategies to innovate and become dynamic their classes every day, according to student's level and cognitive too, into the English classes to improve the teaching - learning process, to create a nice atmosphere and to show a percentage of bilingual comprehension in students of this institution or any other one. Even, the methodological strategies can be: Total Physical Respond, Audio-Lingual Method, Montessori Method, and resources and activities such as technologies, theatre, song, recordings, the nature, and so on could be used. In short, there are a number of strategies that an English teacher can perform, but everything depends on motivation and creativity of both, students and teachers.

Teachers must always stay creatively using motivational strategies for a better teaching and feel comfortable about the methods, strategies, and activities they use to motivate their students and keep innovating each time in knowledge. They should always remain with both types of motivation (extrinsic and intrinsic) because, in that way, they will have internal and external reasons to acquire the English language and never give up.

The materials should never be lacked in order to have a good teaching and learning process, in the area of English and to manage the developing of the four skills; also technology and a good laboratory are needed, every educational institution should have those implements or materials.

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## APPENDICES

### Appendix A: Operationalization of Variable

Variables	Conceptual Definition	Operational Definition	Dimensions	Indicators
<b>D.V</b> <b>Students’</b> <b>Motivation</b>	According to StawB, (1983), motivation is proponent state that energizes and guides behavior. (p.302).	Motivation is a state of interest that can be inner or external interest.	Inner Interest	-The students want to study English because they like.
			External Interest	-The curriculum demands them, -Their parents force them -They want to get more money. -To make more friends
<b>I.V</b> <b>English teaching</b> <b>motivational</b> <b>strategies</b>	Dörnyei Z, (2001), motivational strategies that the English teacher could use to motivate Students’ interest for learning. (p.137-144)	Motivational Strategies are actions to awaken the students’ desire to learn based on methods and techniques	Methods  Techniques	Gestures or mimics Repetition drills Technological resources Communicative activities (role plays) The Ludic (songs, poems, games) Group work/ Pair work

## Appendix B: Survey Applied to Students



### PONTIFICAL CATHOLIC UNIVERSITY IN ECUADOR IN ESMERALDAS

**Objective:** To analyze the type of motivation to learn English in students of "Margarita Cortés" Senior High School in Esmeraldas, 2018-2019.

<b>Mark with an X the answer according to your experience in English classes with the following scale, where: "1" is the lowest score and "5" is the highest score.</b>					
<b>QUESTIONS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>1. Do you like the English language?</b>					
<b>2. Are you motivated in the English class?</b>					
<b>3. Do you study English because of the curriculum?</b>					
<b>4. Would you like to learn English to get more money?</b>					
<b>5. Do you study English to make more friends?</b>					
<b>6. Do your parents believe that English is very important to you?</b>					
<b>7. Do you like working in groups or in pairs in English classes?</b>					
<b>8. Do your teachers use different activities to motivate you in English classes?</b>					

## Appendix C: Survey Applied to Teachers



### PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

**Objective:** To analyze the type of motivation to learn English in students of “Margarita Cortés” Senior High School in Esmeraldas, 2018-2019.

Mark with an x the answer according to your experience

#### 1. Do you motivate your students in the English classes?

Yes

No

Why?

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#### 2. What kind of motivation do you apply in English classes?

Intrinsic

Extrinsic

Why?

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#### 3. Do you use extra material apart from the English book?

Videos

CD

Flash Card

Worksheet

Other

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**4. Which of these methods do you use in English classes?**

Gestures or mimics

To use the translation in English classes

Your students evaluate their own progress in English classes

To applied motivating activities

To use imitation with your students to improve their pronunciation

To use reinforcements in English classes

Other

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**5. Which of these activities or strategies do you use in English classes?**

Role Play

Songs

Games

Dialogues

Fill in the blanks

Repetition drill

Other

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## Appendix D: Observation Form



### PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

**Objective:** To analyze the type of motivation to learn English in students of “Margarita Cortés” Senior High School in Esmeraldas, 2018-2019.

<b>Mark with an X the answer according to your experience in English classes with the following scale; High, Medium and low</b>			
<b>QUESTIONS</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>
<b>1. Are teachers and students motivated during the English classes?</b>			
<b>2. Do teachers develop extrinsic or intrinsic motivation in English classes?</b>			
<b>3. Do students use the two types of motivation during classes?</b>			
<b>4. Do students feel unmotivated because they do not have all the necessary materials such as laboratory, projector, internet, etc.?</b>			
<b>5. Do teachers always use motivational strategies to improve their classes?</b>			
<b>6. Are students motivated from their homes to learn new context?</b>			

<b>7. Is the English language really important for the students?</b>			
<b>8. Do teachers always feel motivated despite the fact that their strategies do not motivate their students enough?</b>			