



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“INSTRUMENTAL AND INTEGRATIVE MODEL FOR INCREASING
STUDENT'S MOTIVATION IN ENGLISH LANGUAGE LEARNING”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "INSTRUMENTAL AND INTEGRATIVE MODEL FOR INCREASING STUDENT'S MOTIVATION IN ENGLISH LANGUAGE LEARNING" prepared by Soriano Villegas Andrea and Pilay José Evelyn, undergraduate student of the Pedagogy of National and Foreign Languages Major, at Educational Science and Language at Universidad Estatal Peninsula de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

A handwritten signature in blue ink, appearing to read "Niola", enclosed within a blue oval scribble.

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Statement of Authorship

We, Soriano Villegas Andrea Estefanía, with ID number 2450933804 & Pilay José Evelyn Pamela with ID number 0927947556, undergraduate student from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in my role as author of the research project "INSTRUMENTAL AND INTEGRATIVE MODEL FOR INCREASING STUDENT'S MOTIVATION IN ENGLISH LANGUAGE LEARNING" certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.



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Declaration

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-Pilay José Evelyn Pamela.

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I dedicate this project to God, my family and my friends because they have been there every step of my academic life. They have always supported me to finish what I started, to never give up, and especially to never doubt myself. I hope that they will always be by my side and can see the dedication, effort, and perseverance in this project that I wrote with much love and passion.

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Abstract

Motivation is the most essential element in the teaching and learning process. The rise of different pedagogical models to include them as effective methods in learning the English language has shown that not all of them have the necessary effectiveness for the students to feel motivated in the acquisition of new knowledge. Therefore, this research project aimed to explore the impact of using the Integrative and Instrumental model so that students feel motivated and committed to introducing English into their lives. This study used a qualitative and phenomenological research method, with five teachers from “Escuela de Educación Básica Jean Piaget and Unidad Educativa José Pedro Varela” who participated as a sample. The authors applied a focus group of face- to-face and virtual sessions to know the different perspectives of the interviewees, on the usefulness and effectiveness of using these two pedagogical models. The research revealed the factors that interviewees consider important regarding the influence that these models have on motivation and commitment to learning English and its inclusion in the daily life of students, thus improving learning outside of the classroom.

KEY WORDS: Motivation, commitment, pedagogical models.

Resumen

La motivación es lo más esencial en el proceso de enseñanza y aprendizaje. El auge que ha tenido los diferentes modelos pedagógicos de incluirlos como métodos eficaces en el aprendizaje del idioma inglés, se ha visto que no todos tienen la eficacia necesaria para que el estudiante se sienta motivado en la adquisición de nuevos conocimientos. Por lo tanto, este proyecto de investigación buscó explorar el impacto que tiene el modelo Integrativo e Instrumental en su utilización para que los estudiantes se sientan motivados y comprometidos en introducir el inglés en su vida cotidiana. Este estudio utilizó un método cualitativo y de investigación fenomenológica, con cinco profesores de la Escuela de Educación Básica Jean Piaget y de la Unidad Educativa José Pedro Varela quienes participaron como muestra. Los autores aplicaron un grupo focal de sesiones presenciales y virtuales para conocer las diferentes perspectivas de los entrevistados, sobre la utilidad y efectividad del uso de los dos modelos pedagógicos. La investigación reveló los factores que los entrevistados consideran importantes sobre la influencia que tienen estos modelos enfocados en la motivación y el compromiso en aprender el inglés y su inclusión en la vida cotidiana de los estudiantes, mejorando así el aprendizaje fuera de las aulas educativas.

PALABRAS CLAVES: Motivación, compromiso, modelos pedagógicos.

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Introduction

Motivation is the determinant for people's behavior towards a given situation. In the process of learning a new language has been considered as an influential factor in the good performance and academic skills of students, when motivation is present individuals show enthusiasm to learn, set short- and long-term goals generating high expectations, however when there is an absence of a stimulus it will negatively affect school performance. Therefore, motivation should be a primary factor to be taken into account. Under this argument, this study focuses on the Instrumental and Integrative models as effective variables to increase the motivation of 6th and 7th grade students when learning the English language.

The instrumental model is based on tangible benefits of learning the language, in other words, the desire to obtain something practical, such as achieving a successful academic performance. In contrast, the integrative model focuses on the learners' desire to connect culturally with the language and be able to interact with native speakers. Since it is noticeable how both models are major determinants of increasing learner motivation, they have been taken as the focus of study.

This research has been designed under the qualitative approach, allowing the collection of direct information, which facilitates the in-depth analysis of the responses obtained through individual interviews focused on the experiences of English teachers on the application of the Instrumental and Integrative models to increase students' motivation to learn English.

This study aims to explore how the Integrative and Instrumental models can be applied in the classroom to increase motivation levels and implant a positive attitude to students in learning English. After considering the aforementioned, this research can be recognized as relevant to identify strategies to increase the motivation of students in the process of learning English.

Chapter I

The Problem

1.1. Research Topic

Motivation in English Language.

1.2. Write the title of your project.

Instrumental and Integrative Model for Increasing Student's Motivation in English Language Learning.

1.3. Problem Statement

Many students begin learning a new language with enthusiasm and high expectations. But over time, the motivation tends to wane. When students think negatively about learning English, this thought will predominate in them, therefore, it could affect their grades or lead to dropping out of school in the future. Motivation plays an important role in the daily life, so if this feeling is lost, there would be no way forward.

According to Ilyosovna (2020) first and foremost, studying English allows to pursue and choose additional professional alternatives. In today's global education it is necessary to know more than one language (mother tongue), it is better to learn another foreign language in the educational institutes.

As demonstrated by Elashhab (2020) motivation is the most important thing that teachers must do, because if a teacher does not motivate his/her students there may be repercussions with them, because they will stop feeling the spark of wanting to learn a new language, small motivational acts also have great value because by projecting a future towards his/her students, such as telling them that they can travel to any country, it contains

something that they long for just by knowing English because it is the most spoken language in the world.

In Ecuador, the main reasons for not learning English are primarily the lack of interest that students have in including this language in their lives or daily routines, that is, they do not see themselves in the future using this language, the second reason is that in the classrooms do not have the proper implementation of Tics, therefore, the classes would be very monotonous.

As noted by Muslim et al. (2020) when learners love the process of learning a language for the sake of learning English for example, to improve their school grade or land a job, they are exhibiting instrumental motivation. Some students, on the other hand, are motivated by integration, thinking that learning English will enable them to interact, converse, and utilize the language with native speakers.

Since motivation is essential to learning a second language, this thesis topic, was chosen because the study's goal is to address the demotivation that frequently arises among English language learners, whether because of a lack of useful incentives or a personal or cultural connection to the language.

The Instrumental and Integrative Model will facilitate tactics to enhance instrumental and integrative motivation, helping with academic growth. This research problem focuses on exploring and describing motivational strategies to increase sixth, seventh grade students' motivation to learn English.

The study will be carried out in two schools: “Escuela de Educación Basica Jean Piaget and Unidad Educativa José Pedro Varela” where interviews will be conducted with English teachers from both educational institutions to find out if these learning models are applied in

classrooms so that students can stay motivated throughout their school life, an analysis will be carried out in different courses such as 6th and 7th, to determine the impact that the strategies would have if used properly.

1.4. Justification

This research highlights the importance of motivation for the improvement of English language acquisition. It is necessary to recognize that motivation in a student is a crucial factor that influences the ability to learn and retain the given knowledge. When it comes to the acquisition of a new language there must be taken into consideration many factors especially in learning English, teachers are responsible for finding efficient techniques and strategies for students to have a positive mindset.

This study focuses on the fundamentals of raising learner motivation in the second language acquisition process because of the evident impact of motivation as a determining factor in academic success, and it is clear that, an absence of motivation will have a negative effect on learners' ability to retain and learn new educational content. This is undoubtedly an important element to consider in the field of language learning, especially English. Thus, educators have the responsibility to determine the best practices, approaches and methods to strengthen a positive attitude towards language learning on the part of learners.

The project has focused on two motivational models: instrumental and integrative. The study conducted by Ghanea et.al. (2022) indicates that the instrumental approach is characterized by emphasizing the practical and real benefits of learning English. This approach is driven by the motivation to obtain tangible results, such as the ability to use the language in daily, academic and professional life, as well as personal interests or goals related to the language. This is in contrast to the integrated approach, which focuses on the affinity that students feel for a new

culture and language, as well as establishing connections with speakers of a second language, such as English, i.e., they learn a new language to become culturally involved and to be part of a new community, according to the study by (Ulfaika, Ridwan, & Arsiani, 2023)

Considering the above, it is evident that this topic is of vital importance in the educational context. The ability to communicate in English has become a requirement within many contexts, such as academic, professional and daily contexts, given the increasing prominence of this language as a means of global communication. Therefore, there is a pressing need to increase students' motivation to learn English in an effective and efficient manner.

It will be helpful to carry out this research on students' lack of desire to learn English since it will enable us to pinpoint the reasons for this lack of interest and, as a result, create pedagogical approaches that are more successful. In this case we would use strategies such as Collaborative Learning, fostering a positive learning environment, Collaborative Learning, positive Reinforcement, the mentioned strategies would help students to set personal language learning goals that are related to their interests and aspirations.

This approach will reveal the comprehensive vision of the classes taught by teachers and the effectiveness they would have directly in motivating students to improve the quality of teaching in each educational institution by enhancing the learning of a second language.

1.5. Problem question

How does the instrumental and integrative model affect students' motivation to learn English in educational settings?

1.6. Specific questions.

- What are the benefits and disadvantages of the instrumental method of learning English?

- What are the effects in the motivation and academic performance of students participating in programs based on the instrumental model?
- What do teachers apply the strategies to enhance motivation to students of 6th and 7th level of primary school?

1.7. General objective

To determine how integrative and instrumental models can facilitate student motivation to learn English in formal classroom setting.

1.8. Specific Objectives

- To analyze the benefits and disadvantages of the instrumental approach to learning English.
- To identify which of these Instrumental and Integrative are most relevant when teaching classes by teachers depending on the academic performance of the students.
- To Analyze the strategies used by teachers to increase the motivation of 6th and 7th grade students.

Chapter II

Theoretical Framework

This chapter presents the theoretical foundation of the Instrumental and Integrative Model for Increasing Student's Motivation in English Language Learning, where the literature review will take on the main role, synthesis theories, conceptual references, and the previous research relevant to the topic will be inquired.

2.1. Previous Research

Motivation focus on English language learners is an important theme and previous has been explored previously for many studies dedicated to knowing everything about the possible factors recurrently to affect the motivation influences learning, to continue will be presented some previous research about it.

According to Pranawengtias (2022) there are two kinds of motivation, the first one is intrinsic motivation, meaning that students consider learning a second language as necessary for their future, focusing more on their daily life and their future jobs or academic life

Furthermore, extrinsic motivation is based on the different reward they can acquire if learn English in a successful way depending on the context in which they find themselves. In the short term, constantly waiting for the different recognition they will have for understanding and knowing the language.

Based on the article published in "Exploring the role of learner background factors" conducted by Sara et.al. (2024) students feel more extrinsically motivated when learning a language. Learners prefer to receive awards for their good scores, to be recognized before other students, because it helps each student to strive harder and continue with their good academic

performance. It is necessary to know why they prefer to be recognized rather than just motivated by an uncertain future.

The author Baurodi et.al. (2020) argue that job satisfaction for teachers is a key point, it indicates that teacher's attitude influences motivation when teaching their students. Since depending on this objective, the success that students would have when learning English is governed. If teachers satisfy their extrinsic needs, demonstrating increase their level of job satisfaction, if they have a good environment with adequate technological equipment and classroom infrastructure, teachers will feel capable of imparting their knowledge to students in a satisfactory way.

Teachers' perspectives play an important role in motivation. In an academic article by Casallas (2021) teachers have two perspectives when teaching; the number one is their way of imparting their knowledge based on pedagogy. The second is their personal and professional identity, implying that each of them is governed by doing and being. To have balance, they need to understand the position in front of the class. The combination of both will help teachers to manage their professional and personal lives, because teachers already know their pedagogical methodologies, which teachers implement in the classroom and how to reach students, concluding in the effectiveness of learning.

Another motivation is fellowship in the classroom. An article published by Lawrence & Donglan (2020) shows the cooperation of students with each other is of utmost importance because having fellowship in a classroom will speed up learning, implying that when there is support among a group of students, they will encourage the others to focus on their studies, get good grades and go to classes.

The application of technology shifted during and after pandemic Covid-19 as a result a study made in Germany by Sohaib et.al. (2022) demonstrate hybrid learning has been immersed lately by many countries since Covid-19 pandemic, where many secondary schools have been part of this new education system, but to plan this use of learning it is necessary to know the different educational strategies and the needs of the students. Where varieties of tools were implemented to keep the students motivated depending on the use of web pages, educational videos and interactive games, that help to have a better performance in the understanding the English language.

2.2. Pedagogical Basis.

Deci's Theory of Motivation in Education.

These pioneers of the research on motivation in education where Edward Deci and McClelland Hall in 1971 have demonstrated that having long-term aspirations for learning is motivating (cited by Maarten, 2021). They emphasize students will be able to use their knowledge in their daily lives to be effective and more satisfied with their studies and future jobs. Deci affirms all this is due to acquiring rewards for trying and achieving success, because after this action comes the reward.

Skinner's Behavioral Theory.

Behaviorism is a pedagogical approach related to student's development since it governed by stimuli and response, that action attracts a countless number of possible scenarios. In the field of education, the role of the external environments in the formation of students is emphasized, reaching the conclusion that human behavior is the result of learning through everything acquired during school and personal life (cited by Wei, 2024).

Constructivism

According to the authors Tan & Connie (2021), constructivism is a pedagogical approach based on the construction of knowledge. Learning becomes more meaningful when students are the ones who form meanings, concepts and hypothesis according to previously acquired bases. Educators also develop a fundamental role as the guides in the process of constructing knowledge, assisting students to follow the most adequate methods, techniques or strategies.

Constructivism is related to the Instrumental and Integrative Model by emphasizing active, contextualized, personalized and reflective learning. Therefore, this pedagogical view contributes to this study which analyzed student motivational factor for learning.

Self-Determination Theory.

The self-determination theory, introduced by Edward Deci and Richard Ryan, deals with the internal sources of motivation of individuals that help their cognitive development. It focuses on the fact that motivation is driven by psychological sources such as autonomy, competence, and relationships, having these elements will develop an intrinsic stimulus that will make individuals feel determined to meet certain proposed objectives. (Cited by Cherry, 2024)

This theory is relevant to this research as it is significantly aligned to the instrumental and integrative principles, which aim to increase the motivation of students in learning a second language.

2.3. Theoretical Basis.

One fundamental theory is Gardner's Theory of Motivation by Robert Gardner and Wallace Lambert coined in 1959. This theory is based on how cultural and social factors have a great influence on the behaviors learners adopt in the acquisition of a second language by Li & Zhou (2023). It is connected to the concept of Integrative motivation, which explains the desire

to learn a language connected to integrating into a new culture and community, it is evident that both emphasize how the cultural and social aspect is a major determinant of motivation.

Another important theory is Vroom's Expectancy Theory by Victor H. Vroom in 1964. This theory suggests that the motivation and behavior of an individual are determined by the expectations they have after performing an action. In other words, they act according to what gives them greater rewards according to the personal goals they seek to achieve (cited by Sutton, 2024). It is related to Instrumental Motivation, which states that the factors that drive motivation are academic success, achieving personal goals and career advancement

In the acquisition of a second language, Bruner's cognitive-developmental theory by Jerome Bruner in 1960 has great influence. This theory describes learning as a constructive process, in which individuals construct new ideas or reflections based on an existing knowledge, promoting the idea that learning is best accomplished when knowledge is discovered by the learners themselves, and making learning a more relevant process. (cited by McLeod, 2024)

2.4. Key Concepts.

Definition of Motivation.

According to Filgona et.al. (2020) the extent that student motivation affects learning is substantial. Motivation makes the students get closer to their goals in learning. It is crucial to understand that a key component of effective teaching includes inspiring students. It turns out that the motivation of learners might be a crucial factor in learning. Learning is a hard process, mental effort and entirely dependent on motivation. Therefore, not all students who come to class cannot withstand the willingness of human desire, student motivation is so important to do everything.

Types of Motivation.

A recent investigation by Mathisenb (2020), students at all levels of study demonstrated significantly higher average extrinsic motivation. Results reflected a correlation between both improved intrinsic motivation and extrinsic drivers separately on student perceived academic success. Intrinsic motivation is when students are interested in what they must learn. It is the pursuit of knowledge for its own sake or sheer passion. Extrinsic motivation, on the other hand, involves learning for reasons outside those of the learner such as grades or recognition and career benefits.

Instrumental Model

In the article released by Afshar & Jamshidi (2022), the instrumental model is defined as the desire of individuals to achieve their goals through second language learning. In other words, it is a motivation for functional purposes such as academic achievement, job demands, and opportunities abroad. Fostering the instrumental model must be considered to achieve successful student performance.

Principles

- **Specific goal orientation:** Those with instrumental motivation have established practical objectives. According to this, the learning process must be structured.
- **Practical relevance:** The link between language learning and its application in everyday, academic, or professional situations makes it a relevant process, increasing student motivation.
- **Autonomy and responsibility:** There is a better response when students become autonomous learners with decision making and personalization of content.

Classroom Application

- **Goal-oriented activity design:** Tasks aligned to the student's objectives. For example, if a student wants to learn English to become a receptionist abroad, the activities should be related to that.
- **Use of authentic materials:** Have teaching and learning materials that students can connect to the real world.
- **Practical evaluations:** Develop evaluations where students must apply their knowledge in real situations.
- **Achievement-based incentives:** Recognizing effort with meaningful rewards such as certificates that will be useful in the future reinforces instrumental motivation.

The instrumental model is an optimal way for students to present high levels of motivation in the acquisition of a second language, since the classes are designed to meet their objectives and goals, being aware of the connection between what they learn and their personal, school or professional contexts.

Integrative Model

Detlef (2023) discusses about a relation to understanding English, an integrative method within education and learning to feature well established motivational constructs purchased from large theories of motivation (self-determination theory; expectancy-value concept; achievement goal idea). It works to balance the intrinsic and extrinsic motivational spheres, uniting them in a holistic method designed for long-term language learning.

Principles

Some of the most important principles of the Integrative Model will be known based on the student's motivation.

- **Motivation Aggregation:** Use elements of both intrinsic (I like doing this and I would be happy in that culture) and extrinsic motivation school (you will get a good job in the future).
- **Goal-Oriented Learning:** Focuses on giving significant goals that align with student's personal and academic aspirations.
- **Cultural and Social Engagement:** It benefits students to interact using English language within cultural exposure as well in real social contexts.
- **Holistic Development:** It promotes both language mastery with its aspects, as well as cognitive, social and emotional development.

Language Learning theories

Integrative Model is integrated with different theories of language learning and the main are:

- **Communicative Language Teaching (CLT):** Emphasize interaction and communication, guiding with the integrative model's focuses more on real-world used. There are some strategies from the CLT that can be integrated into the classroom such as the use of original language materials (realia) and context-based activities (role-plays, debates, collaborative projects).
- **Sociocultural Theory:** Learning appears through social and cultural interaction depending on the environment, where different cultural tools are used in the teaching and learning process. Students will share personal stories and experiences of their lives, stimulating them to express themselves in English language where learners will understand another's backgrounds.

Classroom Application

- **Cultural Immersion Activities:** Use real word materials like, videos, music, audios, and realia from native English countries to connect learners with the context.
- **Role Play:** Make projects that align with students' future jobs, such as creating an essay about it or preparing for a job interview.
- **Reflective Journals:** Promote writing a journal focusing on learners' progress, new goals of the classes, and expectations for the whole semester.

The idea behind this model is that the interests and forms of cultural engagement students have their intrinsic motivations for learning, such as simply taking pleasure in doing research or presenting at conferences, are linked to personal pathways with either careers or academics (extrinsic motivations). In this context, it's not just about learning the English language mechanics, it is more common for students to engage with the language by incorporating it into their daily lives.

2.5. Legal Bases.

The "Constitución de la República Del Ecuador" (2008), in Section V, articles in the right to education are mentioned.

The article 26 states that education is a priority element for the development of a society, which is why the state has established numerous academic programs guaranteeing free access to education for all citizens, implementing measures for being optimal and available to all.

Furthermore, it highlights the necessity for each society member to participate in the educational process.

Additionally, the article 27 establishes that education is integral, inclusive and transformative, facilitating not only the acquisition of knowledge but also to the full development

of each citizen. It is inclusive because it seeks to respect human rights, recognizing the needs of each individual; and transformative because it makes citizens take an active role in various aspects of society. The State has to guarantee that everyone has access to education without limitations or restrictions, thus being a right available for all. (Constitución de la República del Ecuador, 2008)

Chapter III

Methodological Framework

This research project has been designed using a qualitative methodological approach, this is the most appropriate methodology for the characteristics and needs of the research, which aims to identify the factors that influence the motivation of high school students to learn English. In this chapter, it will describe the methodology for the current research including the type of research, the data collection method and instruments, and the selection of the sample.

3.1. Method

The qualitative method is a research approach used to explore and understand social phenomena in detail, where the information obtained through careful observation with its proper interpretation of the facts.

For collecting information about Instrumental and Integrative models for increasing student's motivation, this study focuses on qualitative research methodology. This approach processes information related to perceptions, beliefs, experience and different types of views.

According to Taherdoost (2022), the qualitative method aims to collect information through different techniques such as: collecting data with interviews using questionnaires, to understand, analyze, and to know the various possible responses of the interviews through questions answered in one-on-one interviews. This method can discover new ideas and emerge innovative theories based on research, thus concluding that the qualitative method focuses on the search and understanding of the resident factors depending on the sample obtained.

Through this method, this study analyzes teachers' experiences in the application of the Instrumental and Integrative models to increase the student's motivation to learn English and be

able to apply it in their daily lives, obtaining first-hand information and details about the application of these models.

3.2. Type of Research

According to Gallagher (2022) phenomenology focuses on the world that surrounds them, seeing it in the most objective and empirical possible way, focuses on understanding why things happen around each individual and tries to understand the world without judging it; instead, it is built in knowledge and new ideas, thus following its proper interpretation.

This type of investigation is based on experiences that can be shared in an empirical way. Phenomenology aims to delve into the reality of a population group and be able to reveal its articulation and rationality, thus describing the meanings due to individuals involved. As a result, it gives importance to the experience of the person as an enriching source of knowledge, investigating the phenomena from teachers' perspectives and finally understanding, and interpreting the responses based on the context in which the individuals find themselves.

The goal of this study is to determine how integrative and instrumental models can facilitate student motivation to learn English in a formal classroom setting; to determine these models, information will be collected from teacher's experiences. Demonstrating different perspectives within the educational field. This research delves into the important aspects of teachers' experiences in using various techniques or tools to keep learners motivated. Therefore, through interviews and their respective analysis, the research will reveal the teachers' approaches depending on their knowledge and rationality of their responses.

3.3 Data Collection Technique and Instrument.

One-on-one interviews in qualitative research are used as a data collection technique. Interviews can be face-to-face. This technique is used during a conversation between the interviewer who asks the questions and the interviewee who answers them.

According to a study conducted by Roller (2020), mentioned that one-on-one interviews provide experience, information, opinion, and various perspectives from the interviewee. These interviews are useful for this type of study because they provide precise details, and rich data. The success of this interview depends on the interviewer's abilities such as: asking proper questions and creating a neutral space without any distraction where interviewees should feel comfortable sharing their knowledge and experiences.

The instrument used for data collection is a questionnaire, an effective and efficient method for the collection of information in research. Being part of qualitative research, it allows obtaining more detailed but at the same time structured and precise data, making it easier for researchers to reach a deeper analysis of the results. With the use of a questionnaire, the interviewees are not so limited in their answers, allowing them to know more details of the problem to be investigated. (Cited by Kuphanga, 2024)

For this research, an open-ended questionnaire will be used, as this is the most viable option for reaching deeper and more specific conclusions according to the subject matter. It will contain eight open-ended questions about the integrative and instrumental model and its influence in students' motivation to learn English. The interviews will be conducted face-to-face and recorded.

Open-ended questions allow respondents to expand their answers, as these types of questions are used to obtain more detailed information, trying to understand ways and reasons

for the problem. Therefore, using open-ended questions allows respondents to express personal views, ideas or opinions, which is valuable for data collection and analysis. (cited by Shukla, 2023)

Therefore, by using open-ended questions, it is intended to obtain answers for the research, and by not limiting the respondents, they will be allowed to analyze each question, which will provide more detailed information based on their accumulated knowledge and experience.

3.4. Data Collection Processing and Resources.

Basic Questions	Explanation
What?	Interviews
Where?	At Escuela de Educación Básica Jean Piaget” and “Unidad Educativa José Pedro Varela” Libertad – Provincia de Santa Elena
When?	November, 2024
How?	One-on-one interview, face/to/face.
What for?	Explore the experiences of English teachers with the use of integrative and instrumental models to facilitate student motivation to learn English in a formal classroom setting.

3.5. Population and Sample.

The population is the set of elements or individuals that share common characteristics to be studied. This research focuses on English teachers as population to obtain information on the topic “Instrumental and Integrative Model for Increasing Student's Motivation in English Language Learning”.

The sample is a subset of the population, in other words, only the individuals who were considered for the interview and analyzing the results. Five English teachers from the “Escuela de Educación Basica Jean Piaget” and “Unidad Educativa José Pedro Varela” were required as the study sample for this research work. This sample was selected to obtain more specific data, since it is the teachers who are involved in the entire educational process. It was focused on interviewing English teachers who impart classes for 6th, 7th grade and apply the Integrative and Instrumental Model. In addition, the authors have approached the institution when doing the preservice teaching practice and have some knowledge of the educational background.

To conclude this chapter, the research is carried out through the qualitative method, which focuses on obtaining in-depth information through the exploration of experiences of a studied population, in this case an interview will be conducted to five English teachers. Elements such as the type of research, the data collection techniques, the instrument, and the population and sample are described to obtain the data for this research, it will be analyzed in the next chapter.

Chapter IV

Analysis of Findings

This chapter interprets the data obtained through the interviews conducted to English teachers for the topic ‘Instrumental and integrative model for increasing students’ motivation in learning English’. This section aims to analyze and present the responses obtained, providing a deeper and more detailed understanding of what these results mean in the context of the problem studied.

The data obtained showed that each teacher considers motivation as one of the most important factors to be considered in the learning process, and they are also familiar with the instrumental and integrative models, seeing both as crucial sources of motivation, which is why it is necessary to take these aspects into account in teaching.

4.1. Data Interpretation

Question 1: What are the main challenges you have faced in motivating 6th and 7th grade students to learn English?

Table 1

Motivational Challenges in teaching English to 6th and 7th graders.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 1	Capture the interest, relevant topics, constant innovation, teaching strategies.	Monotonous activities.	Levels of knowledge, time allotted, the use of different methods and strategies.	Disinterest on the part of students, limitations in learning.	Capturing students’ interest, maintaining engagement, varying learning styles and abilities.

Note: Main motivational challenges faced by teachers in the learning process.

The responses provided reflect that teachers have faced different challenges that affect students' motivation to learn English, among them the challenge of capturing the interest of the students and to ensure that pupils are able to recognize the relevance for their daily lives and their level of development, many are not aware of the importance of learning English and how useful it can be for their future. Another challenge considered is being in a classroom where the level of knowledge and learning styles of the students vary significantly, so finding the best pedagogical technique that adapts to everyone's skills is often a challenge such as: linking the English language with the daily life of the learners, using some resources (children's literature, stories, music, role-play) and creating interaction between students (peer learning).

To overcome these challenges, teachers emphasized the importance of incorporating interactive activities that engage students and keep them fully attentive to a class, such activities should encourage group collaboration, the participation of everyone and be connected to real-life contexts that allow students to notice the benefits of learning English. One strategy mentioned to motivate 6th and 7th grade students was project-based learning, in which they develop their creativity and work in teams to create presentations that connect English to topics of interest.

Question 2: What is your main motivation for teaching English, and how does the instrumental approach influence this motivation?

Table 2

Influence of the Instrumental approach on personal motivation.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 2	Students' development, instrumental approach focuses on practical goals such as study opportunities.	Instrumental motivation helps to see different perspectives to achieve goals.	Practical benefits of learning English, having more opportunities in life motivated students.	Instrumental approach as a tool that helps people achieve their goals.	Unlock new perspectives, practical benefits complement the motivation, learning process meaningful and goal-oriented.

Note: Influence of the Instrumental approach on personal motivation to teach English.

In the responses, it is mentioned as the main motivation of the teachers the desire to see their students develop useful skills through language learning, thereby enabling them to expand their opportunities in a context where English is a globalized language with multiple applications.

Teachers stated that motivation is one of the most important factors when teaching a new language, as an unmotivated learner will not show commitment to learning. The instrumental approach can be a useful tool to overcome this, as it allows students to raise their motivation levels by relating English proficiency to practical goals, such as promote the interaction of activities in English outside of school and home, participation in events cultural fairs, recreational games to learn new vocabulary, participation in theaters where students can express their emotions and linguistics skills. One technique to increase instrumental motivation is for each student to have their learning goals well established and based on that design class objectives such as learning new vocabulary in a certain period or making an oral presentation in English, once the objective is achieved use a reward system to motivate students.

Question 3: In your experience, how have you applied the instrumental approach to develop cultural understanding of the language? Is it possible or not?

Table 3

Instrumental approach and cultural understanding of language.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 3	Content such as the customs and expressions, fostering cultural understanding aids communication.	Goals in mind work as a motivational factor.	Teach about students' culture, plan a creative class, oral presentations about countries.	Have clear and specific goals, pass exams or to be able to have a fluent conversation with native speakers.	Real-life scenarios, multimedia resources, authentic materials, cultural presentations, Debates, and role-plays.

Note: Teachers experiences applying the instrumental approach to develop cultural understanding of English language.

The responses obtained express that it is possible to develop cultural understanding of the English language by applying the instrumental approach, although this prioritizes practical objectives, including cultural aspects in the content fosters a cultural understanding that helps communication. The teachers interviewed have applied this strategy by integrating cultural information into the traditional educational content, trying to make the class enjoyable, including real-life examples, multimedia resources, and authentic material to illustrate how English is used worldwide, projects, discussions and role-plays that encourage students in the educational process and further appreciate the cultural importance of the language.

It is important that students have goals set after successful completion of the content, for example, passing a test or being able to identify vocabulary or expressions learned at school in

an external environment, get excited to learn more about English-speaking cultures, creating long-term goals of traveling and living that experience.

Question 4: Do you consider that the instrumental approach is appropriate for the current educational context? Why?

Table 4

The instrumental approach in the current educational context.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 4	A tool for the professional future, English a global language, learning with clear goals.	Having a goal helps to strive for something.	Students learn English for practical reasons.	Matches practical goals, teaching strategies, ensuring relevance in learning.	Students are driven by tangible goals and outcomes, a clear purpose for language Acquisition.

Note: Teachers' opinions about the instrumental approach as an appropriate tool for the current educational context

Interviewees stated that the instrumental approach is appropriate for the current education, as many students learn English for practical reasons. English language has become a requirement for many contexts, which makes students perceive learning the language as a relevant goal. Students feel motivated when they see their efforts rewarded in the grades obtain throughout the school year, as well, to be able to learn and understand English in a didactic and cultural way. Consequently, the instrumental approach is assumed to be a pertinent model that currently motivates students based on practical objectives and the achievement of results applicable to any context.

Getting students immersed in the language is important, this can be achieved by integrating English into their daily lives, such as through games, movies or music, which in turn improves their listening comprehension and familiarity with the language.

Question 5: What role does the classroom environment play in a students' English learning motivation?

Table 5

Influence of the classroom environment on students' motivations.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 5	It plays an important role for students' motivation, students can practice the language, feel supported by the teacher and learn new things in a friendly environment.	It helps students feel comfortable in the learning process, since it motivates them to continue going to class with an excellent attitude.	Practical benefits of learning in the work environment always represent a percentage of the motivation to learn.	An inclusive and dynamic classroom environment encourages participation and motivation.	It promotes collaboration and offer constructive feedback and recognize individual achievements.

Note: Teachers' opinions about the Influence of the classroom environment on students'

motivation.

The responses obtained about the influences of the classroom environments on students' motivation were meaningful and enriching, since, depending on the environment in which learners find themselves, their academic lives are greatly favored. The roles that teachers have observed have determined that a pleasant environment must be friendly and respectful, helping students feel

self-confident, revealing these attitudes in their school scores, class participation, and a great determination to learn English. Expand the ideas from the information in the table.

Question 6: Do you believe that integrative motivated students have more balanced academic performance in various skills (reading, writing, speaking) compared to those who are instrumentally motivated?

Table 6

Academic performance is more successful between integrative and instrumental motivation.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 6	Integratively motivated students often have better overall performance in the three skills, since they enjoy the language and want to connect the language with culture.	Both motivation models help students in the different skills necessary to learn English, everything depends on the bond that learner has with one of the two motivations.	They are usually interested in learning because they see it as something they like and not something they are required to learn.	Instrumental motivation may focus on practical skills such as reading and writing.	Students are driven by a genuine interest in the language and culture, while instrumental motivation can still yield strong results.

Note: Academic performance.

The influences of both types of motivation on demonstrating that students have better academic performance is of utmost importance to know which is more beneficial for them, where the skills of reading, writing, and speaking have been considered in this analysis and contrast.

Feeling integratively motivated has better overall performance in the three skills, since learners enjoy learning English and want to connect the language with culture. Students tend to

practice all the language skills more in contrast with the other instrumentally motivated students, who only focus on the specific goal of passing a test. Some interviewees revealed integrative motivation focuses more on learning about the culture and English-speaking countries, while instrumental motivation learning is about accurate with the three skills. On the other hand, these types of motivation are used in the classroom when teaching the different skills necessary for linking English to daily life. In addition, by introducing culturalism into teaching, learners identify and inquire more about the differences and similarities between them.

Question 7: Which aspects of these approaches are effective and how do they influence in the educational context or the learners' goals?

Table 7

The effectiveness of both approaches depends on the different aspects.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 7	Motivation in the culture. Manage the English skills in different contexts. Long-term goals.	Motivation is key to academic success. Linking the environment with the language to be learned. Long-term goals. Innovation and creativity classes.	They like to learn and in turn achieving a goal has a positive influence when they see it as something they like to learn and set themselves as goals for improvement.	The instrumental approach is effective for short-term goals. Integrative approach, on the other hand, fosters deeper and more lasting learning.	Setting achievable goals. Providing feedback and encouragement. Incorporating authentic materials.

Note: Effectiveness of both approaches.

Some aspects influence students based on the educational context in students' goals, focusing on practical outcomes, and passing an exam. These approaches are better for them. Motivation is key to academic success, linking the environment with the language to be learned,

and innovation and creativity classes. These aspects influence students based on the educational context in a very accurate and precise way because motivation is the basis of all learning.

The aspect of feeling motivated because it is something they like to learn and achieve a goal has a positive influence when they see it as something they like to learn and set themselves as goals for improvement. The instrumental approach is effective for short-term goals, like passing an exam or reaching a high level. The integrative approach. On the other hand, it fosters deeper learning, as the learner feels more connected to the language.

Question 8: How do you evaluate the motivational strategies you are currently using, and do you plan to implement any new strategies in the future?

Table 8

Motivational strategies to evaluate and the use of new strategies.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 8	Incorporating projects and games makes learning more engaging.	Motivation is assessed through feedback, class participation and quizzes.	Observing the level of students' interests and participation in classes and incorporating dynamic activities can be practical.	To assess motivation through student feedback, participation, and progress and incorporate more technology-enhanced learning tools.	To evaluate strategies, seek a balance between different projects and specific goals. To include more collaborative activities.

Note: Strategies to evaluate.

Some similarities have been identified in the interviewees' responses regarding the use of evaluating motivational strategies for students, evaluating the use of feedback, class participation, quizzes, and maintaining effectiveness throughout the teaching and learning process.

Furthermore, the teachers have many innovative and didactic strategies to include in the future to keep their learners motivated, with the desire to continue learning without obstacles, like the use of Tics, some educational and creative games, the immersion in an English culture of different English-speaking countries and make projects that connect English to topics of personal students' interests.

Table 9

Instrumental and integrative models to increase motivation.

Questions	What is your main motivation for learning or teaching English, and how does the Instrumental approach influence this motivation?	Do you consider that the instrumental approach is appropriate for the current educational context? Why?	How do you evaluate the motivational strategies you are currently using, and do you plan to implement any new strategies in the future?	What role does the classroom environment play in a students' English learning motivation?
Answers	Motivation is one of the most important factors in teaching a new language, and the instrumental approach, which focuses on practical goals, resonates with many students and increases their motivation.	Today's students are driven by tangible goals and outcomes. The instrumental approach resonates with their aspirations, providing a clear purpose for language acquisition.	I constantly evaluate my strategies, seeking a balance between different projects and specific goals. I plan to include more collaborative activities and projects that connect English to topics of personal interest to students.	The classroom plays an important role for students' motivation, students can practice the language, feel supported by the teacher and it is important as a teacher to try make students feel confident when practicing the language.

Authors	Having long-term aspirations for learning is motivating (Maarten, 2021).	The instrumental model is a motivation driven for functional purposes. Fostering the instrumental model must be considered to achieve successful student performance (Afshar & Jamshidi 2022).	To evaluate it is necessary to know which strategy is better than others, the use of creative quizzes, oral presentations, role plays, and to apply new strategies is important because students will feel more confident and enthusiastic about learning (Feng, 2022).	Have a good classroom environment is essential for students' lives, since felling motivated to learn English is necessary to be in a respectful and tolerant classroom (Nugroho, 2020).
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Note: Influence of instrumental and integrative model for increasing students' motivation in learning English.

Chapter V

This final chapter delves into the conclusions from our exploration for increasing student's motivation in English language learning through the instrumental and integrative models, focusing on the benefits of using them. This study has examined the effects that these two models have on the learning environment, giving reference to students' grades and desire to feel motivated to link English in their daily life. Recommendations emphasize the ongoing process of integrating both models, where learners will identify with the inclusion of the language outside of school.

5.1 Conclusions

As a first conclusion, the research reveals that the integrative (intrinsic and extrinsic motivation) and instrumental (desire of individuals to achieve their goals) models are fundamental determinants of motivation for primary students in learning a second language. Students feel more motivated when they recognize their weaknesses and strengths in the learning process.

Secondly, the study shows that using of both models has helped students relate to and include English in their daily lives. From an educational perspective, these models focus on the use of interaction and communication, guiding more on real-world use. Allowing students to assume an important role in their academic life, incorporating their goals, determination and motivation.

Finally, the research emphasizes that the use of different pedagogical strategies to motivate students to learn English is significant and substantial. Nevertheless, the responsibility is that teachers must identify the most effective methods, strategies and techniques, thus fostering a positive attitude among students.

5.2 Recommendations

To achieve a good classroom environment where all students are motivated, teachers must introduce the integrative and instrumental model into the lesson plan, aligning it with the needs of each individual. This can be achieved by recognizing goals aligned to English language learning at the beginning of each unit; creating or selecting content that helps develop competencies and integrates with real-life and cultural situations; and assessing students through activities that allow them to practice their language skills in real-life contexts so that they feel fully engaged in the learning process.

The use of the integrative and instrumental models should be promoted more persistently, for example, in teacher trainings, emphasizing the positive impact that both models have had on student motivation. This will enable teachers to motivate learners and connect their knowledge with meaningful situations, taking into account their interests and English learning objectives.

Determining how motivation is a method for students to learn English in a more substantial and fundamental way; one must inquire about the best strategies, methods and pedagogical approaches that are adapted to the classes, to keep learners in constant learning and development in the acquisition of new knowledge.

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Annexes

Annex A: *Certified Anti-plagiarism System*

La Libertad, 28 de noviembre del 2024

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “INSTRUMENTAL AND INTEGRATIVE MODEL FOR INCREASING STUDENT'S MOTIVATION IN ENGLISH LANGUAGE LEARNING” elaborado por las estudiantes Pilay José Evelyn Pamela y Soriano Villegas Andrea, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Elena Niola Sanmartín, MSc.

Tutor

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Annex B: Questionnaire

Research topic: Instrumental and Integrative Model for Increasing Student's Motivation in English Language Learning.

Authors: Evelyn Pilay José and Soriano Andrea.

General Objective

To determine how integrative and instrumental models can facilitate student motivation to learn English in formal classroom setting.

Confidentiality: Use only for research purposes.

Interview

1. What are the main challenges you have faced in motivating 6th and 7th grade students to learn English?
2. What is your main motivation for learning or teaching English, and how does the instrumental approach influence this motivation?
3. In your experience, how have you applied the instrumental approach to develop cultural understanding of the language? Is it possible or not?
4. Do you consider that the instrumental approach is appropriate for the current educational context? Why?
5. What role does the classroom environment play in a students' English learning motivation?
6. Do you believe that integratively motivated students have more balanced academic performance in various skills (reading, writing, speaking) compared to those who are instrumentally motivated?

7. Which aspects of these approaches are effective and how do they influence in the educational context or the learners' goals?
8. How do you evaluate the motivational strategies you are currently using, and do you plan to implement any new strategies in the future?

Table 1*Questions 1 and 2*

What are the main challenges you have faced in motivating 6th and 7th grade students to learn English?	What is your main motivation for learning or teaching English, and how does the instrumental approach influence this motivation?
<ul style="list-style-type: none"> • One of the main challenges is to capture their interest in topics relevant to their daily lives and level of development. Sometimes, they prefer to learn through playful or interactive activities, which requires constant innovation in teaching strategies. • One of the primary challenges I've encountered is capturing their interest and maintaining engagement, I Know that maybe at this age, students often struggle to 	<ul style="list-style-type: none"> • My main motivation is that students develop useful skills through language learning. The instrumental approach, which focuses on practical goals such as job or study opportunities, resonates with many students and increases their motivation. • My motivation for teaching English stems from witnessing students unlock new perspectives and developing their creativity.. The instrumental approach,

see the relevance of English in their daily lives. Additionally, varying learning styles and abilities within the classroom can make it difficult to cater to each student's needs. To overcome this, I incorporate diverse teaching methods, such as multimedia resources, group activities.

- I consider the motivating students to learn English can be very difficult for some reasons, many students don't see the need to learn English for example some of them said: they are not going to travel, they are not going to use English in the future, these make it hard for them to understand the importance of learning English and how useful English can be for their future, other reasons students find it difficult to learn because they feel afraid of making mistakes, sometimes for

focusing on practical benefits like career opportunities and travel, complements my intrinsic motivation. I emphasize how English skills can enhance their future prospects, making the learning process meaningful and goal-oriented.

- My main motivation for teaching English is to help students open up new opportunities and make them realize the value of learning English. The Instrumental approach focuses on the practical benefits of learning a language for example: getting a job, having more opportunities in life, this helps me to motivate students because it shows students learning English can help in real life situations.
 - Instrumental motivation helps to see it from a different perspective
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those reasons they don't want to try it. So, to help motivated students, teachers must find their interest according to the learning process, as teacher must show them how English can help them in the future.

- Activities are often a little monotonous and that tends to bore the students
- One of the main challenges to learning are the levels of knowledge, the time allotted for learning for these factors, it is essential to use different methods and strategies.

to achieve goals although the relationship and way of seeing the subject is important.

- Motivation is one of the most important factors in teaching a new language The instrumental approach to language sees it as a tool that helps people achieve their goals.

Note: Main motivational challenges faced by teachers in the learning process.

Table 2

Questions 3 and 4

In your experience, how have you applied the instrumental approach to

Do you consider that the instrumental approach is appropriate for the current educational context? Why?

develop cultural understanding of the language? Is it possible or not?

- Yes, it is possible. Although the instrumental approach prioritizes practical goals, including cultural aspects in the content, such as the customs and expressions of English-speaking countries, fosters a cultural understanding that aids in communication.
 - Absolutely, it's possible! I integrate real-life scenarios, multimedia resources, and authentic materials to illustrate how English is used globally. Projects like cultural presentations, debates, and role-plays encourage students to explore diverse perspectives. By highlighting practical applications, students develop a deeper appreciation for the language's cultural significance.
 - I believe this is appropriate, as many students see English as a tool for their professional future. In today's context, where English is a global language, learning English with a clear goal is relevant.
 - Yes, I believe it's relevant. Today's students are driven by tangible goals and outcomes. The instrumental approach resonates with their aspirations, providing a clear purpose for language acquisition. However, I balance this with integrative aspects, fostering a love for learning and cultural exploration.
 - Of course, the instrumental approach can be appropriate for the current educational context because nowadays students want to learn English for practical
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- I applied the instrumental approach in some cases like to teach in the context about the students' culture or in the places where English is spoken, it is possible to plan a creative class like make an oral presentation about any country to know the different aspects about that.
 - If possible because they have goals in mind and that works as a motivation to learn even more things.
 - Yes, it is possible. My students learn with an objective since they have clear and specific goals for example. to pass an exam or to be able to have a fluent conversation with native speakers.
- reasons like getting a job or preparing for the future. English is very used for business, technology, science, focus on the practical used can motivate students to learn.
 - If I realize that it is appropriate because often having a goal helps us to strive more to achieve it but if it is something they like to take.
 - Of course, it is appropriate, English language learning is crucial in these times and the instrumental model is effective because it matches the practical goals of the students with the content and teaching strategies, ensuring relevance in learning.
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Note: Teachers experiences applying the instrumental approach to develop cultural understanding of English language.

Table 3*Questions 5 and 6*

What role does the classroom environment play in a students' English learning motivation?	Do you believe that integratively motivated students have more balanced academic performance in various skills (reading, writing, speaking) compared to those who are instrumentally motivated?
<ul style="list-style-type: none"> • A positive, inclusive and dynamic classroom environment encourages participation and motivation. If students feel comfortable and supported, they are more likely to engage in learning English. • A supportive, inclusive classroom environment is vital. I promote collaboration, offer constructive feedback, and recognize individual achievements. This encourages students to take risks, build confidence, and develop a growth mindset. Positive 	<ul style="list-style-type: none"> • Students who are inclusively motivated tend to develop a balance of skills, as they tend to have a genuine interest in culture and communication. However, those with instrumental motivation may focus on practical skills such as reading and writing. • Research suggests integrative motivation leads to more holistic language development. When students are driven by a genuine interest in the language and culture, they tend to excel across various skills. However,

relationships and a sense of belonging significantly boost motivation.

- The classroom plays an important role for students' motivation, students can practice the language, feel supported by the teacher and learn new things in a friendly environment. It is important as a teacher to try make students feel confident when practicing the language.
- It plays a very important role because the work environment always represents a percentage of the motivation to learn. After all, you can feel comfortable.
- Having a good classroom environment is very important because it helps students feel comfortable in the learning process, since it motivates them to

instrumental motivation can still yield strong results, especially in areas like reading and writing.

- Yes, integratively motivated students often have better overall performance in reading, writing, and speaking, since they enjoy the language also want to connect the language with culture. They tend to practice all the languages skills more in contrast with the other the instrumentally motivated students which only focus on specific goals of passing a test.
 - Yes, because they are usually interested in learning because they see it as something they like and not something they are required to learn.
 - Both motivation models help students in the different skills necessary to learn English, everything depends on the bond
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continue going to class with an excellent attitude.	that learner has with one of the two motivations.
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Note: Teachers' opinions about the Influence of the classroom environment on students' motivation.

Table 4

Questions 7 and 8

Which aspects of these approaches are effective and how do they influence in the educational context or the learners' goals?	How do you evaluate the motivational strategies you are currently using, and do you plan to implement any new strategies in the future?
-The instrumental approach is effective for short-term goals, such as passing an exam or reaching a specific level. The integrative approach, on the other hand, fosters deeper and more lasting learning, as the learner feels more connected to the language.	-I constantly evaluate my strategies, seeking a balance between different projects and specific goals. I plan to include more collaborative activities and projects that connect English to topics of personal interest to students.
-Setting achievable goals, Providing feedback and encouragement, Incorporating authentic materials, Fostering cultural exploration, Encouraging self-directed learning.	-I assess motivation through student feedback, participation, and progress. To maintain effectiveness, I plan to: Incorporate more technology, and enhanced learning tools, Develop project-based assessments, Invite guest speakers,

-Motivation in the culture.	Expand cultural immersion activities, and
Manage the English skills in different contexts.	Continuously adapt to students' interests and needs.
Long-term goals.	-I tried to make them as effective as possible, sometimes maybe it is hard is not always easy. I plan to:
These aspects influence students based on the educational context in students' goals, focusing on practical outcomes, passing an exam. These approaches are better for them.	Incorporate new activities (projects, games) makes learning more engaging.
-The aspect of feeling motivated because it is something they like to learn and in turn achieve a goal has a positive influence when they see it as something they like to learn and set themselves as goals for improvement.	-Observing the level of students' interests and participation in classes as well as in activities is useful to consider aspects such as learning interest and also that the activities can be practical.
-Motivation is key to academic success.	Motivation is assessed through feedback, class participation and quizzes. To maintain the effectiveness, I plan to:
Linking the environment with the language to be learned.	Incorporate the use of Tics to innovate learning.
Long-term goals.	Perform educational and creative games.
Innovation and creativity classes.	Immersion in English culture of different English-speaking countries.
These aspects influence students based on the educational context in a very accurate	

and precise way, because motivation is the
basis of all learning.

Note: Effectiveness of both approaches and Strategies to evaluate.