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SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“ANALYSIS OF THE DETERMINANTS THAT MOTIVATE
HIGH SCHOOL STUDENTS TO LEARN ENGLISH”
RESEARCH PROJECT**

As a prerequisite to obtain a:

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

Authors: Chamba Retete Jennifer Dayanna

Ponce Monroy Romina Juliette

Advisor: Vera Cruzatti Rossana Narcisa, MSc.

La Libertad – Ecuador

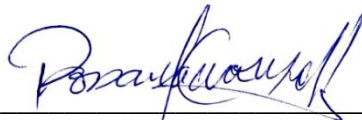
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ADVISOR'S APPROVAL

In my role as Advisor of the research paper entitled **ANALYSIS OF THE DETERMINANTS THAT MOTIVATE HIGH SCHOOL STUDENTS TO LEARN ENGLISH**, prepared by **CHAMBA RETETE JENNIFER DAYANNA Y PONCE MONROY ROMINA JULIETTE**, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

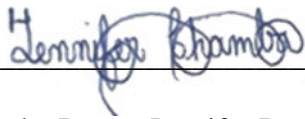


Vera Cruzatti Rossana Narcisa, MSc.

ADVISOR

Statement of Authorship

We, CHAMBA RETETE JENNIFER DAYANNA, with ID number 2450162983, &PONCE MONROY ROMINA JULIETTE, with ID number 2450921131 undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "ANALYSIS OF THE DETERMINANTS THAT MOTIVATE HIGH SCHOOL STUDENTS TO LEARN ENGLISH", certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.



Chamba Retete Jennifer Dayanna

AUTHOR



Ponce Monroy Romina Juliette

AUTHOR

Declaration

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Chamba Retete Jennifer Dayanna

CI: 2450162983

AUTHOR



Ponce Monroy Romina Juliette

CI: 2450162983

AUTHOR

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UIC PROFESSOR

Acknowledgment I

Before all else, I want to thank my parents for encouraging me to continue with my academic process despite the different difficulties that arose. I also want to thank Mila for being who motivated me every day to continue giving my best effort and my colleague Romina for allowing me to work with her on this crucial project.

- Jennifer Dayanna Chamba Retete

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First of all, I want to thank my mother, the person who has supported and motivated me the most throughout my university journey, I also express my gratitude to Jennifer, my thesis partner, for always being collaborative and commitment without any disagreement, I thank the good professors. Finally, I am thankful for the friendships I have forged along the way.

- Romina Juliette Ponce Monroy

Dedication I

I dedicate this project to my parents Diana and Juvencio. They have been supporting me in each of the stages of my academic process. I will be eternally grateful to you for encouraging me to achieve each of my goals.

-With love, Jennifer Dayanna Chamba Retete.

Dedication II

This project is dedicated to my mother, Monica, who, despite everything, has always shown me unwavering support. She has always been there for me being a constant source of encouragement that has motivated me to strive every day. It is also dedicated to my grandparents, Cecilia and Urbano, who are no longer with us, but whose memory shall always live in me.

- With love, Romina Juliette Ponce Monroy.

Abstract

Motivation is a fundamental aspect of the educational context, particularly in the learning of a new language, which in this case is English. It is motivation that determines whether students persevere and succeed in overcoming the challenges associated with learning. This research examined two influential determinants in the motivation to learn English among high school students. Previous studies have indicated that this is a period when motivation-related issues tend to emerge more frequently. The student-centered approach and the recognition of the importance of English as a global language for communication and cultural exchange were established as relevant determinants. The importance of good classroom management was also emphasized. This research employed a qualitative method, and for data collection, individual interviews with secondary school English teachers from different educational institutions in the province were conducted. The findings of this research informed the identification of motivational determinants in the teaching of English, furthermore, educators will be able to implement educational strategies that enhance motivation and efficacy in the learning process.

Key words: Motivation, Student-centered Approach, qualitative research, educational strategies, English.

Resumen

La motivación es un aspecto fundamental en el contexto educativo, especialmente en el aprendizaje de un nuevo lenguaje, que en este caso es el inglés. Es a través de este aspecto que se determinara la persistencia y el éxito de los estudiantes a la hora de superar los retos asociados al aprendizaje. Esta investigación se centró en analizar dos determinantes influyentes en la motivación de los estudiantes de secundaria para aprender inglés, ya que de acuerdo a varias investigaciones es en este periodo que problemas asociados a la motivación son más visibles. Se establecieron como determinantes relevantes al enfoque centrado en el alumno, y al reconocimiento de la importancia del inglés como idioma global para la comunicación e intercambio cultural. Se hizo también hincapié a la importancia de una buena gestión en los salones de clase.

Esta investigación emplea un método cualitativo, por lo cual para la recolección de datos se optó por realizar entrevistas individuales a profesores de inglés de secundaria de diferentes instituciones educativas de la provincia. Los resultados de esta investigación ayudaron a la identificación de los determinantes motivantes en la enseñanza de inglés, y también para que los docentes sean capaces de implementar estrategias educativas que mejoren la motivación y la eficacia en el proceso de aprendizaje.

Palabras clave: Motivación, Enfoque centrado en el estudiante, investigación cualitativa, estrategias educativas, inglés.

INDEX

ADVISOR’S APROVAL	2
Statement of Authorship	3
DECLARATION	4
Acknowledgment	6
Abstract	8
INDEX	10
Introduction	12
Chapter I	13
The Problem.....	13
1.1. Research Topic.....	13
1.2. Title of the project.....	13
1.3. Problem Statement.	13
1.4. Justification.	15
1.5. Problem Formulation.	16
1.5.1. General Question.....	16
1.5.2. Specific Questions.....	16
1.6. Objectives.	16
1.6.1. General objective.	16
1.6.2. Specific objectives.	16
Chapter II	17
Theoretical Framework.....	17
2.1. Previous Research.....	17
2.2. Pedagogical Basis.	19
2.3. Theoretical Basis.....	20
2.4. Legal Bases.	21
2.5. Key Concepts.....	23
Chapter III	28
Methodological Framework.....	28
3.1. Method.	28
3.1.1. Qualitative Research.	28
3.2. Type of Research.	29
3.2.1. Phenomenological Studies.	29

3.3. Data collection Techniques.....	29
3.3.1. One-on-one interview.	30
3.4. Types of question.....	30
3.4.1. Open-ended questions.....	30
3.5. Instrument.....	30
3.5.1. Questionnaire.....	30
3.6. Data Collection Processing and Resources.....	31
3.7. Population and Sample.....	31
Chapter IV	33
Analysis of Findings	33
4.1. Brief explanation of the findings.....	33
4.2. Interpretation of bibliographic review.....	34
Chapter V	40
5.1. Conclusions.....	40
5.2. Recommendations.....	41
References	42
Annexes	46
Annex A: <i>Certified Anti-plagiarism System</i>	46
Annex B: <i>Questionnaire</i>	48
Annex C: <i>Roadmap</i>	49
Annex D: <i>Letter of permission to the institution</i>	50
Annex E: <i>Interviews transcribed using the tagging method</i>	51

Introduction

Motivation is defined as the internal or external factor that encourages an individual to engage in a specific behavior to achieve pre-established objectives. In the context of education, motivation plays a pivotal role, as it is the driving force behind students' academic success. Teachers, too, benefit from motivation, as it enhances their performance in the school environment.

When discussing the acquisition of a second language, motivation is also a key factor. In the modern era, the importance of learning English as a foreign language has reached unprecedented levels, particularly in light of its exponential global growth. English has become the third most spoken language and, simultaneously, the international language, serving as a common means of communication between speakers of different languages. However, learning a new language, in this case, English, can be a complex process for many students. Therefore, it is necessary to identify the determinants that influence motivation in learning to provide more effective instruction.

The primary objective of this research project is to determine how motivation influences English language learning, with a focus on the student-centered approach, the importance of English as a globalized language, and the importance of good classroom management as determining factors. Furthermore, the research will focus on high school students, who frequently encounter motivational problems.

After considering the aforementioned factors, it can be concluded that this topic is relevant within the field of education. This study aims to provide educators with a deeper understanding of motivation and its determinants, as well as the most effective methodologies, resources, techniques, and didactic strategies for making learning effective and motivating for students.

Chapter I

The Problem

1.1. Research Topic.

Determinants that motivate the English learning.

1.2. Title of the project.

Analysis of the Determinants that Motivate High School Students to Learn English.

1.3. Problem Statement.

The significance and role of motivation in language learning have gained increasing prominence over time. This can be attributed to the fact that motivation represents a crucial element in any learning process, particularly concerning English language acquisition.

Based on the website (Cambridge, 2017), students who demonstrate a positive attitude towards the study of the English language are more likely to persevere when learning becomes challenging. Therefore, it is crucial to maintain them motivated. Additionally, a deeper understanding can assist in the effective addressing of this matter by educators and institutions. According to (Alizadeh, 2016) motivation is a crucial factor in determining the success or failure of any challenging endeavor, including second language learning. It is often assumed that a learner will succeed with the right motivation.

There are several determinants, which are those conditions or stimuli that can intervene in motivation, academic performance, behavior, or students' development. They can be divided into two categories: intrinsic and extrinsic. Intrinsic are internal needs of the individual, and extrinsic are related to external factors. Among the factors that influence language learning are: following a student-centered approach, which encourages active student participation and the development of linguistic competence through diverse learning styles; personal interest, self-determination, and

awareness of the relevance of the language due to its globalization, as it is used as a lingua franca, this awareness leads students' needs to improve communication skills with people from different cultures; traveling or studying abroad, etc.

It is of paramount importance to identify the most effective methods for engaging learners, as it is through the didactic strategies, resources, pedagogical approaches, and teaching techniques established and adapted to ensure effective learning, taking into account the diverse educational needs of learners. Similarly, factors can both motivate and demotivate learners, as evidenced by (Carnegie Mellon University, n.d.), the lack of interest in the subject may be caused by various factors, including not finding the classroom environment conducive, the use of ineffective teaching methods, and cognitive and social issues.

An investigation of students' motivation can enable educators to tailor teaching strategies to individual needs by developing a curriculum that is aligned with student interests, to foster positive learning experiences. Furthermore, an understanding of the subject enables students to prepare for global communication and to appreciate the practical applications of English in a global context. Then, motivation is essential along with the creation of student-centered language instruction that enhances engagement, perseverance, and success in language acquisition. Another crucial aspect to consider is the development of communication skills, these abilities are paramount importance in enabling individuals to effectively engage with English language speakers around whole contexts.

This analysis of the determinants that motivate high school students to learn English, has concentrated on two principal variables. First, the implementation of a student-centered approach in conjunction with a conducive learning environment. Second, the relevance of English language

acquisition in the globalization era, communication, and cultural exchange. The influence of these two points on the learning process will be investigated and explained.

1.4. Justification.

This research project aims to analyze determinants that motivate English language learning. In this globalized world, the English language plays a fundamental role in society since its importance lies in the fact that it is present in different fields such as educational, political, scientific, economic, and cultural. Thus, one of the factors that motivate students to learn the English language is that they recognize the transcendental impact that it will have on their lives.

During the COVID-19 Pandemic, teachers had to adapt methodologies that they usually apply in the classroom and even change to those that began to become relevant due to this global health problem. At the beginning, it was difficult for most teachers to get the students to adapt to this new modality. This was because they felt demotivated by the effects of the health crisis. Due to this, the teachers focused on the application of methodologies such as Student-Center, which is another determinant that raises the motivation of the learners.

The teaching-learning process has evolved and increasingly the methods focus more on the teacher developing the role of guide in the classroom. Students are allowed to explore learning based on the ideas presented by the teacher, who will help them by clearing up their doubts. These methods base their strategies, activities, and techniques on the active students' participation. Therefore, they feel motivated and involved with the subject. It is also essential to remember that the different educational application methods have left a crucial contribution to developing the ones we know nowadays.

The teacher plays a fundamental role in the teaching-learning process since a large part of the objectives class to achieve the learning outcomes at the end of the course, it will depend on

methodologies, strategies, didactic resources, techniques, activities, and feedback used during each session. Teachers must prepare about motivation class, which may arise in this globalized world concerning the teaching of the English language. In addition, teachers have to assign part of their time to analyze the student's academic needs and social factors, which may affect the learning process. Consequently, teachers will be able to offer effective teaching.

1.5. Problem Formulation.

1.5.1. General Question.

1. How motivation influences in student's learning?

1.5.2. Specific Questions.

1. What are the determinants that motivate high school students to develop English language knowledge?
2. Are students aware of the importance of English language learning?
3. How does student-centered approach greatly influence students' motivation to learn?

1.6. Objectives.

1.6.1. General objective.

To analyze through an investigation what are the main determinants that maintain high school students motivated English language learning.

1.6.2. Specific objectives.

1. To understand the relevance of motivation and achieve an effective learning process.
2. To determine how the student-centered approach positively influences English learning students' motivation.
3. To identify the impact of the school environment on English Language learners' motivation.

Chapter II

Theoretical Framework

This chapter encompasses the theoretical foundations by presenting a review of the literature relevant to the research topic, seeking to analyze and synthesize theories, conceptual references, and previous and related research relevant to the topic.

2.1. Previous Research.

Motivation and English language learners is a recurring theme and previous research has explored and evaluated various theories that explain how and why motivation influences learning. The following is an overview of some of the previous research.

According to a study “The role of motivation in learning English as a foreign language” conducted by (Riyanti, 2019), motivation plays a crucial role in second language acquisition and it is imperative for teachers to understand how to improve students' motivation. In addition, she explores possible factors contributing to low motivation and proposes strategies to strengthen learners' motivation.

Following the study named “Students’ Motivation in Learning English” carried out by (Purmama, Rahayu, & Yugafiati, 2019), it was concluded that without motivation, it is challenging to achieve learning objectives. The influence of motivation on English language learning was evaluated to reach this conclusion.

Based on the article published in the Asian Journal of Education and Social Studies conducted by (Filgona, Sakiyo, Gwany, & Okoronka, 2020), motivation has a potentiating effect on students' learning, prompting them to establish clear objectives for academic success. Additionally, it underscores the significance of educators creating learning environments that motivate students by considering methodologies, techniques, and individual needs.

In the research published in the International Education Studies conducted by (Davidovitch & Dorot, 2023), motivation was examined in high school and university students to ascertain its indispensable role in human action. The findings indicated that motivation is a mental mechanism underlying human action.

Based on (Nguyen, 2019), there is dissatisfaction with English proficiency in students which is largely attributable to low levels of motivation, which is critical to the success of language learning.

In accordance with the article presented in the Journal of Learning Styles conducted by (Sánchez, 2021), it is common to observe a low level of motivation towards learning English, therefore it is important to explore aspects to assist teachers in the design of their classes and in the adaptation of curricula. The extent to which students adopt a positive attitude towards learning is contingent upon their motivation.

(Hernández-Flórez, 2019), in the article "La Motivación base fundamental en el proceso enseñanza-aprendizaje", he emphasizes the importance of motivation in the teaching-learning process, and suggests the application of new strategies to improve academic performance, recognizing motivation as a driver of the development of skills and competencies in students.

According to (Álvarez & Rojas, 2023), motivation and English language learning are approached from a conceptual perspective, allowing a better understanding of the connection between teaching and conceptual knowledge in order to redefine the conceptual bases on motivation in English language learning.

The study called "Exploring the L2 Motivational Self System in Ecuador" carried out by (Andrade-Molina, Bastidas-Amador, & Yopez, 2022), examine the L2 motivational system in the

context of learning English as a foreign language, focusing on how the Ideal L2 Self and the Ought-to L2 Self motivate individuals' language learning efforts.

Based on the article conducted by (Rosado & Vaca, 2023) published in the journal “Kronos”, motivation improves the English as a foreign language learners' skills and it is the teachers' responsibility to use different strategies and techniques to motivate and involve the learners.

2.2. Pedagogical Basis.

Constructivism. (1896)

Constructivism is a pedagogical approach based on students developing the cognitive part according to experiences, previous knowledge, and social interaction, being able to construct their knowledge and link it to the world around them. In constructivism, students are regarded as autonomous learners, with the freedom to express themselves and make choices.

Jean Piaget and Lev Vygotsky are significant figures in the field of constructivism in education making contributions in 1896.

Gardner's Theory of Motivation. (1959)

The pioneers of the research on motivation in second language learning were Robert Gardner and Wallace Lambert initiated the study of attitudes and motivation in second language learning in 1959. Their theory proposed that motivation has an important influence on language learning success and emphasizes the importance of considering individual differences and environmental factors in understanding why people are motivated by different activities.

This theory posits that the degree of motivation exhibited by an individual is largely determined by several factors, including the desire to learn and use a language, attitudes towards learning, and the effort willing to make.

Student-Centered Approach.

(Jacobs & Renandya, 2019), posits that the student-centered approach is a pedagogical method that prioritizes the diverse learning styles, needs, interests, and abilities of students. This approach enables them to select the most meaningful educational content, offering a more personalized learning experience. In contrast to teacher-centered learning, the student-centered approach engages students actively in the learning process, fostering interest and knowledge acquisition, and giving them the capacity to identify and internalize motivating factors independently.

2.3. Theoretical Basis.

These theories allow understanding the different ways in which human beings can acquire language.

One fundamental theory is the Behavioral Theory of Language Acquisition by BF Skinner (1957) which posits that all human beings are a product of the netherworld where we developed. This indicates that children do not have any internal mechanism or the ability to develop language on their own. BF Skinner states in his postulate that children acquire language by imitating their parents or caregivers and throughout their lives, they modify said language due to operant conditioning. Operant conditioning is a way of learning that focuses on the reward and punishment of behavior manifested by human beings.

Another essential theory is the Cognitive Theory of Language Acquisition by Jean Piaget. (1923) explains that the main impulses of each of our actions are our thoughts and internal processes. Jean Piaget states in his postulate that human beings are born with little cognitive capacity but their minds develop and understand the world as they age. Over time, they can apply the language through assimilation (adapting information to what is already known) and

accommodation (changing their schemas to support new data). Piaget believed in the idea that cognitive development should come before language development because infants can not express something they do not understand.

According to the Nativist Theory of Language Acquisition by Noam Chomsky. (1957) states that children are born with an instinct to learn a language known as the language acquisition device (LDA). He pointed out that even if a child is not educated in the language of the country where he lives, if he grows up in a pleasant environment he will devise a system of verbal communication. He argues in his theory that in human beings there must be an innate biological component in the acquisition of language.

On the other hand, the Interactionist Theory of Language Acquisition by Jerome Bruner. (1961) indicates that human beings are born with the ability to develop language but an interaction with their caregivers or teachers is necessary to understand and acquire it in its entirety. This idea is called the Language Acquisition Support System (LASS). The fact that caregivers correct infants' grammatical errors when using language helps them build a solid foundation on which they will later rely as they further develop language.

2.4. Legal Bases.

Constitución de la República del Ecuador.

In the article 26 of the Ecuadorian Constitution “La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.”

This article states that education is a fundamental aspect to which every citizen has the right to access and the state must be the one to guarantee it. Therefore, the state has to provide the optimal conditions and allocate the necessary resources to ensure that this process can be carried out efficiently, thus guaranteeing an efficient education in which the participation of parents is also of vital importance.

In the article 27 of the Ecuadorian Constitution “La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.”

This article states the importance of education in the development of each citizen, therefore the State must ensure that this education is inclusive in aspects such as gender equity and respect for ethnic diversity. It also promotes the development of analytical, artistic, linguistic, and sporting skills, emphasizing that an efficient education will make it possible to form competent citizens to contribute to the better development of society.

In the article 28 of the Ecuadorian Constitution “La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El aprendizaje se desarrollará

de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive.”

This article states that access to education should be free and compulsory up to the third level. This is with the objective that the majority of citizens understand that education is fundamental in their lives and that in this way they will be able to have more opportunities in their working lives by developing different skills. It is essential to know and understand the environment in which they develop to promote respect for the different ethnic groups existing in the country. It is also emphasized that public education must be secular, meaning that it does not define or determine students to believe in certain types of religious groups.

In the article 29 of the Ecuadorian Constitution “El Estado garantizará la libertad de enseñanza, la libertad de cátedra en la educación superior, y el derecho de las personas de aprender en su propia lengua y ámbito cultural. Las madres y padres o sus representantes tendrán la libertad de escoger para sus hijas e hijos una educación acorde con sus principios, creencias y opciones pedagógicas.”

This article states that teachers have the freedom to apply the methods that they believe are appropriate to achieve efficient results in the teaching-learning process. As long as the rights of the students are respected. The apprentices will be able to learn according to their cultures and languages. It is also stated that parents or guardians have the right to choose for their children the type of education that they create under their principles, religious beliefs, or thoughts.

2.5. Key Concepts.

Definition of Motivation.

According to the study conducted by (Hawthorne, 2021), motivation is a factor that must prevail in the teaching-learning process. For students to learn effectively, the teacher must

investigate and learn about the methods, techniques, or strategies that suit the needs of the students. In other words, motivation is what moves us to carry out a certain activity or to act in a certain way in a particular situation. Which allows us to set a goal or objective with the purpose of acting appropriately to achieve this. In the educational field, when a student is motivated, he or she shows behaviors oriented toward specific goals. In addition, students who feel motivated usually take the initiative during the class, and they tend to let their curiosity flow concerning what is being taught. Teachers must understand that without motivation any type of teaching-learning process cannot be carried out.

Types of Motivation.

An article conducted by (Cherry, 2023) pointed out that there are two main types of motivation, they are extrinsic and intrinsic.

Extrinsic motivation is based on external rewards, which can be tangible such as candy, grades, or gifts, or intangible such as academic recognition or praise. Extrinsically motivated people will complete a specific task regardless of whether it is to their liking, all because their motivation is external. That means it is directed by something tangible that they want to acquire.

Intrinsic motivation is defined as something inherent to human beings. In this type of motivation, the individual does not require rewards to perform a certain task or action, he does it inherently since he feels satisfaction during the process. In other words, intrinsic motivation occurs when we enjoy a certain activity and see it as something that will give us new and pleasant experiences.

Determinant.

According to a definition from (Cambridge Dictionary, 2024), a determinant is something that affects what happens in a special situation. This means that a determinant is something that has either a negative or a positive impact on a specific event or situation.

In the context of motivation, a determinant is defined as a factor or variable that influences the direction, intensity, and persistence of motivated behavior.

Strategies to cultivate motivation.

An article published by The Education Hub website directed by (Chuter, 2020) mentioned that these eight strategies are useful for motivation flowing in students.

Practice a growth mindset: It is essential to emphasize the importance of effort rather than grades or how quickly students respond to certain questions. For students to feel motivated to remain constant in the learning process, it is essential to recognize the effort they make to learn and try to use phrases that encourage them to commit to improving every day.

Encourage self-efficacy: Proposing challenges to students helps them constantly strive to improve their learning skills. They must know that the teacher will be their guide during that process. The comments and appreciation that the teacher has about each of his students will make them recognize their strengths and weaknesses, thus making them willing to improve progressively to feel that self-satisfaction which will keep us motivated throughout the teaching process.

Normalize the struggle: Educators must inform their students that it is acceptable to make mistakes during the process of developing an activity. In certain instances, students may become demotivated due to the perception that they must consistently achieve success when initially engaging in a task. Consequently, educators must instill in their pupils the understanding

that failure is an opportunity for learning and improvement. This perspective will foster motivation to persevere until success is achieved.

Minimize competition when there is one right answer: Fundamentally, teachers must understand that when they pose questions or activities during class, some students may feel unmotivated because those students who have a higher level of learning will always be the ones who will answer or carry out the activities quickly and efficiently. For this reason, the teacher must propose activities that require one's competence, allowing students to discover their abilities and develop them in a better way to achieve a certain task. This will make them feel motivated to continue participating in the learning process.

Develop optimally challenging, mastery-oriented goals: Teachers can help students develop their intellectual skills by setting challenging tasks. This allows students to feel motivated to meet the specific objective of overcoming that challenge.

Create a quiet space: For students to be able to carry out the different activities related to the teaching-learning process, they must be in a calm and appropriate environment. For this reason, teachers must ensure that they maintain control in the classroom where students feel motivated to receive all the information provided.

Avoid tangible rewards: Tangible rewards can work well when used as an incentive to motivate students to complete a certain activity, but this can be counterproductive since students can get used to always expecting to be rewarded for the actions they perform, leaving aside the intrinsic motivation which is it focuses on the aspect of human beings behaving or acting in a certain way because they enjoy the process but not because they feel motivated by something or a tangible reward.

Acknowledge but do not well on potential hurdles: Teachers must prepare students to know how to act in the face of certain problems that may arise during the fulfillment of their objectives. Emphasis must be placed on the fact that things can become complicated in each action that arises to avoid influencing their motivation to continue or desert a certain activity or specific goal.

Chapter III

Methodological Framework

3.1. Method.

3.1.1. Qualitative Research.

This research project has been designed using a qualitative methodological approach, as this is the most appropriate methodology for the specific characteristics and needs of the research, which aims to identify the determinants that influence the motivation of high school students to learn English. The qualitative method is a research approach used to understand and explore social, cultural, and human phenomena in depth. It seeks to capture the depth of information through detailed observation, interpretation, and understanding of meanings.

According to a study published in the National Library of Medicine by (Tenny, Brannan, & Brannan, 2022), qualitative research is a method that allows for the collection of more detailed data on a topic or problem under study. It focuses on the collection of specific information from the perspective of a specific population, using non-numerical data such as interviews, surveys, focus groups, and observation techniques. This data is then analyzed to generate hypotheses that allow a deeper understanding of the study.

Qualitative research employs open-ended questioning to gain insight into the underlying mechanisms and motivations behind a phenomenon. This approach enables the identification of processes and patterns of human behavior.

(Aspers & Corte, 2021), define qualitative research as an iterative process, involving multiple cycles of data collection and analysis. This approach helps the scientific community to understand a phenomenon by producing meaningful results, which add depth to the topic under investigation.

In other words, qualitative research is the optimal methodology for investigating the factors that influence motivation to learn English. This is because qualitative research is exploratory and descriptive in nature.

3.2. Type of Research.

3.2.1. Phenomenological Studies.

Phenomenology is a philosophical current and an influential methodological approach to qualitative research. It was developed by the German philosopher Edmund Husserl to describe experiences as they happen, without preconceived interpretations or theories, and according to their intentionality. It allows researchers to capture the richness and complexity of how people perceive and experience the world.

According to (Neubauer, Witkop, & Varpio, 2019), phenomenology can be defined as an approach to research that focuses on the study of subjective experiences and the perception of phenomena from the perspective of a studied population. It is founded upon diverse conceptualizations of the nature and manner of human experience, approached from a profound and subjective vantage point.

For this research, the phenomenological study aims to identify the determinants that influence the motivation of high school students to learn English, through a deep understanding of the experiences and practices of teachers, which may lead to more relevant and meaningful conclusions.

3.3. Data collection Techniques.

The data collection technique will be used is a one-on-one interview, applied to five teachers of different high schools in the Santa Elena province to know more explicitly the determinants that affect the students' motivation in the English teaching-learning process.

3.3.1. One-on-one interview.

According to a study conducted by (George & Merkus, 2022), an interview is a method used in qualitative research that consists of asking questions to collect data.

A study published in Mag Online Library conducted by (Caruso & D, 2022), mentioned that one-on-one interviews provide more specific details of the body language of the interviewed can be noted as they answer the questions, which can support the answers they provide to the interviewer. In addition, this type of interview must be planned following a structured framework to maintain a balance between the interviewer and the interviewee when it is carried out.

In this research with a qualitative approach, a one-on-one interview conducted by the researchers has been used. This interview is conducted in a face-to-face and oral manner, to obtain quality information.

3.4. Types of question.

3.4.1. Open-ended questions.

The interviews will employ open-ended questions, which will facilitate the collection of extensive data. Such inquiries facilitate comprehension from the perspective of "how," "why," and "what.", and respondents are not constrained in their responses.

3.5. Instrument.

3.5.1. Questionnaire.

The instrument that will be used in this research will be the questionnaire, which was chosen to be structured with ten open questions to get more specific information about the determinants that affect the motivation of high school students in the English learning process.

According to an article published in Simply Psychology by_(Mcleod, 2023), questionnaires can be considered as a type of written interview. They can be done face to face or

by telephone or computer. The questionnaire is a research instrument that is structured by a series of questions to collect data that will be provided by the respondents. Questionnaires are considered a type of written interview and can be carried out in person or by telephone or computer.

The use of open-ended questions is an effective method for obtaining more detailed responses. Unlike questions with predetermined options, open-ended questions do not limit respondents to a simple yes or no answer. Instead, they encourage respondents to analyze each question and express their thoughts based on their accumulated knowledge and experiences.

3.6. Data Collection Processing and Resources.

As an initial step, the selected institutions will be visited to obtain permission to proceed with the interviews. Following this, it will schedule an interview with the English teachers at a time that is convenient for them. The interviews will be conducted one-on-one, either in person or through the Zoom platform, with the interviewer and interviewee engaging in a dialogue through a questionnaire consisting of ten open-ended questions. The absence of a time limit for responses will facilitate the collection of detailed data. It is of the utmost importance that careful planning, clear communication, and time management strategies be employed to ensure that interviewees can delve deeply into specific topics without resorting to superficial responses.

Once the interview is complete, each response will be meticulously analyzed to ascertain the determinants influencing students' motivation to learn English.

3.7. Population and Sample.

This research is conducted in the province of Santa Elena, La Libertad, Ecuador, by students of the Universidad Estatal Península de Santa Elena (UPSE) of the Faculty of

Educational Sciences and Languages, currently enrolled in the eighth semester of their Pedagogy in National and Foreign Languages major.

A total of five high school English teachers from different educational institutions in the Province of Santa Elena have been selected as the study population. The objective is to obtain the necessary information on the determinants that affect the motivation of students in the process of learning English. It is recognized that teachers, as guides in the learning process, will provide more conducive information for the study.

Chapter IV

Analysis of Findings

4.1. Brief explanation of the findings.

According to the interpretation of the results obtained in the interviews, the five English teachers agree that motivation is a key point for learning effectiveness, it is essential because it not only drives initial learning but also sustains students' long-term commitment to the language. Teachers, as guides of the educational process, have the responsibility to prioritize cultivating motivation in students to create an effective and enriching learning environment.

As a motivating factor, teachers opt for a student-centered approach because it pays attention to individual needs and different learning paces; when students feel that their learning is tailored to their interests and needs, they are more motivated and engaged in the educational process. Fostering a student-centered approach involves empowering students to take an active role in their learning. This helps them develop self-learning skills and take responsibility for their progress in English proficiency.

Additionally, the study examined methods to promote the relevance of English education for students. Responses indicated the value of integrating learning with personal interests and goals, as well as relating them to real-world contexts. Social factors and classroom management have also been identified as significant influences on educational processes and motivation; it is important to maintain positive expectations that foster a proactive attitude towards learning. Consequently, it was concluded that in order to achieve motivating learning it is essential to consider several aspects, including active student participation, the creation of safe, structured and positive learning environments, and the fostering of interest in the English language.

4.2. Interpretation of bibliographic review.

1. Question number one was: **What is your opinion of the English language learning's motivation?** The responses provided reflect a deep understanding of the multifaceted nature of motivation in language learning. All five English high school teachers interviewed concur that motivation is crucial for English language learning, particularly given that it is not a language that learners use daily. Identifying motivation as a pivotal factor in language acquisition highlights the psychological and emotional factors involved in learning. According to (Riyanti, 2019), motivation plays a crucial role in second language acquisition and teachers must understand how to improve students' motivation.

They also mentioned educational theories on intrinsic and extrinsic motivations, which significantly influence learner engagement and success. Furthermore, the teachers emphasized that teachers also must make learning engaging and relevant, linking language skills with what motivates students to learn.

2. Question number two was: **How do you perceive the level of motivation of high school students to learn English?** The teachers stated that the level of motivation varies significantly due to various internal and external factors. They stressed the need for personalized approaches to address different levels of motivation, and the need for initial diagnostics to identify deficiencies and work on them through activities that promote English interpretation. Generally, in a classroom, 50% of students are motivated to learn English.

3. Question number three was: **Have you encountered determinants that enhance or impede students' motivation to learn English, and how do you address them?** Teachers identified several factors that significantly affect students' motivation, including the sociocultural

context, the quality of teaching, personal motives, future goals, the relevance of the language, and the difficulty of the subject.

According to Gardner's Theory of Motivation (1959), it is important to consider individual differences and environmental factors to understand why people are motivated by different activities. The degree of motivation exhibited by an individual is largely determined by several factors, including the desire to learn and use a language, attitudes towards learning, and the effort willing to make.

Among the factors that enhance student motivation are creating a positive learning environment and teaching a class that addresses the diverse learning needs of students through the use of effective educational methodologies. Negative aspects include the use of uninteresting content, a lack of teaching materials, and a lack of interest in the language. It is therefore important for teachers to address these types of barriers to provide better learning opportunities.

4. Question number four was: **Do you consider relevant to use a student-centered teaching to motivate students inside the English teaching-learning process?** All interviewees espoused the view that student-centered teaching is an effective means of increasing motivation. This is because it involves a practical and contextualized approach that takes into account the individual needs, interests, and motivations of learners. (Jacobs & Renandya, 2019), posits that the student-centered approach prioritizes the diverse learning styles, needs, interests, and abilities of students, enabling them to select the most meaningful educational content, and offering a more personalized learning experience.

This approach necessitates the implementation of flexible and creative pedagogical strategies that facilitate the acquisition of knowledge at a profound and enduring level. It is in

alignment with contemporary educational practices that prioritize student participation and active learning, wherein students assume the role of protagonists in their education. By adapting the content of instruction to align with the needs and interests of learners, teachers can enhance motivation and the efficacy of language learning.

5. Question number five was: **How do you incorporate the student-centered approach to teaching-learning English?** Each teacher employs a distinct methodology when instructing students. However, they concur that the student-centered approach is an efficacious strategy, integrating it through student participation in decision-making, collaborative projects, and interactive activities that adapt to diverse learning styles by reinforcing theoretical concepts with actionable teaching methods. The teachers in question indicated that this practical approach is consistent with the theory that active and cooperative learning environments are more effective.

6. Question number six was: **What role do you think autonomy and learner choice play in students' motivation to learn English?** Autonomy and the ability to choose are fundamental to motivating students to learn English. Allowing them to personalize their educational process promotes a sense of ownership and relevance, increasing intrinsic motivation. In Constructivism (1896), students are able to construct their knowledge and link it to the world around them. They are regarded as autonomous learners, with the freedom to express themselves and make choices.

Strategies such as the use of songs, videos, and dramatizations can make learning more engaging. Intrinsic motivation is more durable and facilitates self-direction, allowing students to learn autonomously. Implementing a variety of methods in the classroom helps engage all learners, ensuring that learning is meaningful and accessible to all.

7. Question number seven was: **How do you foster a sense of relevance and importance of English language skills among high school students?** Promoting the relevance of English among high school students requires connecting language learning to their interests and major goals through authentic materials and real contexts. Early educational experiences are key to developing this interest, and it is essential to provide resources that show the practical usefulness of English in situations such as job interviews, travel, and international communication. Interactive and topical strategies, such as debates and news analysis, not only demonstrate the importance of the language but also capture students' attention and motivate them to continue learning, recognizing the value of English in their personal and professional lives.

8. Question number eight was: **Do you think social factors can affect the learning process of your students?** Social factors, such as family environment, interpersonal relationships, culture, and socioeconomic context, significantly influence student learning. Family difficulties can divert their attention from studies, while support and positive expectations encourage a proactive attitude toward learning. Cultural background and socioeconomic status affect access to educational resources, and a positive school and community atmosphere is vital to keeping students motivated and engaged in their learning process.

9. Question number nine was: **Do you consider the classroom's management as a factor influencing your students' motivation?** The teachers mention that motivation is fundamental for learning a new language and is strongly influenced by classroom management. An article published by The Education Hub website directed by (Chuter, 2020) about the strategies to cultivate motivation mentions that one of the strategies is to create a quiet space. It

is related to classroom management. As the teachers mentioned, it is essential to create an adequate environment where students can feel comfortable when carrying out the various activities that take place during class.

Effective management creates a safe, structured, and positive environment that reduces anxiety and encourages active participation, thus increasing student motivation. Minimizing interruptions and maximizing instructional time are key to keeping students focused. However, large, resource-limited classrooms present additional challenges, requiring creativity and adaptability on the part of teachers to guarantee a welcoming and effective learning atmosphere.

10. Question number ten was: **What strategies do you apply to confirm students' learning outcomes?** The responses supply a comprehensive and varied approach to assessing and confirming student learning outcomes. The completion of projects at the end of each unit is highlighted as a way to reinforce learning and allow students to apply their knowledge practically. In addition, many assessment strategies are used, including formative assessments such as quick tests and in-class activities, as well as summative assessments such as exams and final projects. The relevance of regular and constructive feedback, along with self-assessment and reflection activities, is emphasized to help students monitor their progress and set new learning aims. This flexible and adaptive approach ensures that achievements are understood and areas for improvement are identified, thus optimizing teaching strategies for each learner.

The following is a summary of the most pertinent findings of this chapter.

Table 1

Teachers' perceptions regarding the determinants that motivate high school students to learn English.

Questions	What is your opinion of the English language learning's motivation?	Have you encountered determinants that enhance or impede students' motivation to learn English, and how do you address them?	Do you consider relevant to use a student-centered teaching to motivate students inside the English teaching-learning process?	What role do you think autonomy and learner choice play in students' motivation to learn English?	Do you consider the classroom's management as a factor influencing your students' motivation?
Answers	English teachers agree that motivation is essential to learning the language, highlighting the relevance of psychological and emotional factors. Furthermore, they emphasize the need to make learning attractive and relevant to students.	Student motivation depends on the sociocultural context, teaching quality, personal goals, and the relevance of the topic. A positive environment and effective methods improve it, while boring content and lack of materials reduce it.	Student-centered teaching increases motivation by addressing individual needs and interests with flexible pedagogical strategies. This approach encourages active student participation and deeper learning.	Teachers believe that autonomy and personalization increase intrinsic motivation in learning English. Using varied methods such as songs and dramatizations makes learning more engaging and accessible for students.	The motivation to learn a language depends on classroom management, which must be effective to create a positive and participatory environment. Large classrooms with few resources require creativity and adaptability from teachers.
Authors	Motivation plays a crucial role in second language acquisition. <i>Riyanti (2019)</i>	It is essential to consider individual differences and environmental factors to understand why people are motivated by different activities. <i>Gardner (1959)</i>	The student-centered approach prioritizes the diverse learning styles, needs, interests, and abilities of students. <i>Jacobs & Renandya, (2019)</i>	Students can construct their knowledge and link it to the world around them. <i>Piaget & Vygotsky (1896)</i>	For students to be able to carry out the different activities related to the teaching-learning process, they must be in a calm and appropriate environment. <i>Chuter (2020)</i>

Chapter V

5.1. Conclusions.

As first conclusion, the research confirms that both intrinsic (personal interest, enjoyment of learning) and extrinsic (future career opportunities, academic achievement) factors are fundamental determinants of high school students' motivation to learn English. Learners are more motivated when they recognize the personal and professional benefits of learning English and find the learning process pleasant.

Secondly, the study manifests that a student-centered approach has a positive impact on students' motivation to learn English. By allowing learners to take an active role in their learning, incorporating their interests, and providing opportunities for choice and autonomy, educators can enhance student engagement and motivation.

Finally, the investigation points up the crucial impact of the school environment on students' motivation to learn English. A supportive, resource-rich environment with access to English learning materials, extracurricular activities, and positive reinforcement from teachers and peers fosters a conducive environment for motivated learning.

5.2. Recommendations.

To enhance motivation, teachers should create a balanced approach that addresses both intrinsic and extrinsic factors. This can be achieved by incorporating diverse, engaging materials that provide to students' interests and showing the practical benefits of English proficiency through real-world applications, career talks, and exposure to successful role models.

Educational Institutions should prioritize student-centered learning techniques to raise motivation. This includes allowing students to have a say in their learning activities, using project-based and experiential learning methods, and providing individualized feedback. Training teachers in student-centered pedagogies and guaranteeing that the curriculum allows for flexibility and personalization can further support this approach.

To create a motivating school atmosphere, educational institutions should have adequate resources for English learning, such as well-stocked libraries, language labs, and access to digital tools. Encouraging extracurricular activities like English clubs, language exchange programs, and cultural events can provide additional motivation. Furthermore, fostering a positive and supportive atmosphere where teachers and peers provide encouragement and recognize students' efforts and achievements in learning English is essential.

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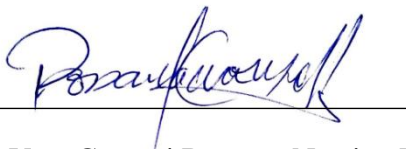
Annexes

Annex A: Certified Anti-plagiarism System.

CERTIFICADO ANTIPLAGIO

En calidad de tutor del trabajo de titulación “**ANALYSIS OF THE DETERMINANTS THAT MOTIVATE HIGH SCHOOL STUDENTS TO LEARN ENGLISH in Unidad Educativa José Pedro Varela**”. La Libertad, Provincia de Santa Elena, año 2024, elaborado por las estudiantes Chamba Retete Jennifer Dayanna y Ponce Monroy Romina Juliette, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, PINE, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que el sistema antiplagio Compilatio Magister, señala el 6% de similitud; por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.



Lcda. Vera Cruzatti Rossana Narcisa, MSc.

DOCENTE TUTOR

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1	 repositorio.uta.edu.ec https://repositorio.uta.edu.ec/bitstream/123456789/30439/1/Topa Nelson.pdf 10 fuentes similares	4%		 Palabras idénticas: 4% (301 palabras)
2	 repositorio.upse.edu.ec https://repositorio.upse.edu.ec/bitstream/46000/3284/6/UPSE-TU-2016-0004.pdf.txt 9 fuentes similares	3%		 Palabras idénticas: 3% (241 palabras)
3	 Research project- Morales Figueroa Emely and Urdiales Panimboza Valeri... #c12ace El documento proviene de mi grupo 7 fuentes similares	3%		 Palabras idénticas: 3% (191 palabras)
4	 www.studysmarter.co.uk Theories of Language Acquisition: Differences & Exam... https://www.studysmarter.co.uk/explanations/english/language-acquisition/theories-of-language-ac...	1%		 Palabras idénticas: 1% (99 palabras)

Fuente con similitudes fortuitas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 revistadigital.uce.edu.ec https://revistadigital.uce.edu.ec/index.php/Kronosjournal/article/download/4259/5354	< 1%		 Palabras idénticas: < 1% (10 palabras)

Annex B: Questionnaire.**ANALYSIS OF THE DETERMINANTS THAT MOTIVATE HIGH SCHOOL STUDENTS TO LEARN ENGLISH.**

Population: 10 English teachers (3 English teachers from Unidad Educativa Jose Pedro Varela and 2 English teachers sourced externally)

Sample: 3 English teachers, including the 2 external sources.

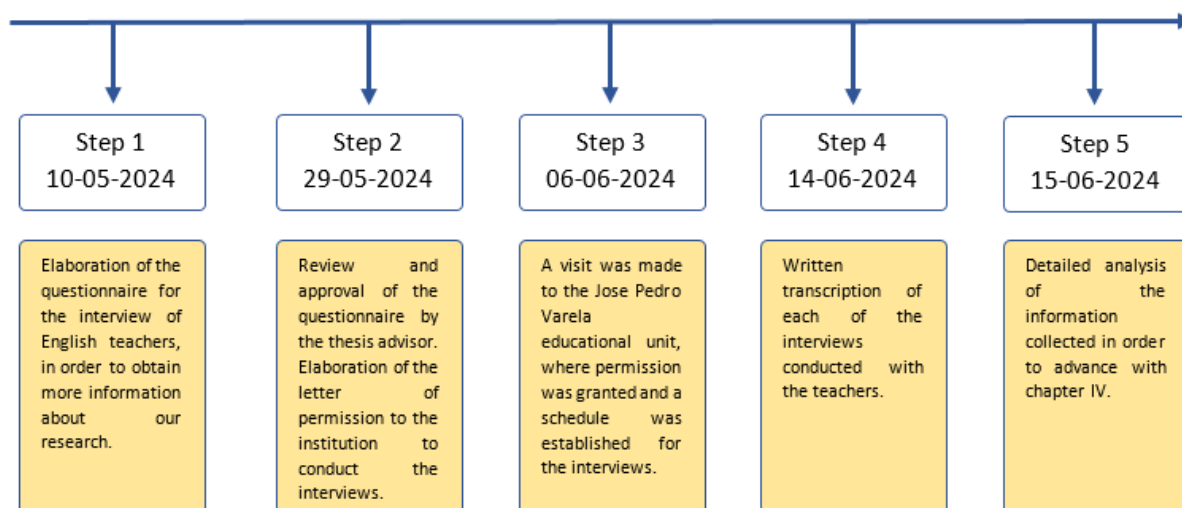
Questions aimed at teachers

1. What is your opinion of the English language learning's motivation?
2. How do you perceive the level of motivation of high school students to learn English?
3. Have you encountered determinants that enhance or impede students' motivation to learn English, and how do you address them?
4. Do you consider relevant to use a student-centered teaching to motivate students inside the English teaching-learning process?
5. How do you incorporate the student-centered approach to teaching-learning English?
6. What role do you think autonomy and learner choice play in students' motivation to learn English?
7. How do you foster a sense of relevance and importance of English language skills among high school students?
8. Do you think social factors can affect the learning process of your students?
9. Do you consider the classroom's management as a factor influencing your students' motivation?
10. What strategies do you apply to confirm students' learning outcomes?

Annex C: Roadmap.

HOJA DE RUTA DEL PROYECTO

ANALYSIS OF THE DETERMINANTS THAT MOTIVATE HIGH SCHOOL STUDENTS TO LEARN ENGLISH.



Annex D: Letter of permission to the institution.

Martes, 04 de junio del 2024.

MSc. Rosita Mirtha Alejandro Quimi
RECTORA
UNIDAD EDUCATIVA JOSÉ PEDRO VARELA

En su despacho.-

Nosotras, CHAMBA RETETE JENNIFER DAYANA y PONCE MONROY ROMINA JULIETTE estudiantes de la UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA de la carrera PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS nos dirigimos a usted en su calidad como rectora del plantel para mencionarle lo siguiente; estamos en nuestra etapa final de titulación y como dicta el CONSEJO DE EDUCACION SUPERIOR (CES) debemos hacerlo mediante un examen complejo o un proyecto de investigación, por el cual hemos optado por la segunda opción.

Nuestro tema titula Analysis of the Determinants that motivate High School students to learn English y como población hemos escogido a la UNIDAD EDUCATIVA JOSÉ PEDRO VARELA para hacer nuestro análisis cualitativo por medio de una entrevista hacia sus docentes de inglés.

Nos gustaría contar con su permiso para realizar dicha entrevista en el horario que establezcan los docentes según su disponibilidad, siempre procurando no interrumpir la jornada de clases de cada docente.

Esperando que tenga un excelente día, nos despedimos estando pendientes a su respuesta. Muchas gracias por la atención.



Jennifer Chamba Retete



Romina Ponce Monroy

Annex E: Interviews transcribed using the tagging method.

RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES	1. What is your opinion of the English language learning's motivation?	2. How do you perceive the level of motivation of high school students to learn English?	3. Have you encountered determinants that enhance or impede students' motivation to learn English, and how do you address them?
INTERVIEWEE 1	For me there are two main motivations to learn English, one of them is for work or travel, the other is for knowledge of the language.	School students' level of motivation to learn English can vary considerably due to several factors, including sociocultural context, quality of teaching, family support, and personal experiences with the language.	Positive Learning Environment create a welcoming and supportive classroom environment where students feel safe to make mistakes and ask questions. Foster collaboration and mutual respect.
INTERVIEWEE 2	With respect to motivation within the foreign language, we know that students, as we know, it is a language that they do not really apply on a daily basis. So, as a teacher, we have to reach them by emphasizing them with some presentations, it can be magazines, it can be flashcards, so that	Well, with respect to the motivation that comprises the levels according to the student, both in elementary and high school, it is very different, taking into account that high school comprises a level according to the percentage, which in case it is reflected through a diagnosis, but we take into	Well, as we know, in the end, within the structures, in this case grammar, vocabularies, there is a source that really, sometimes, the student who wants to learn. Nowadays there are so many pages as, for example, we can say the live work sheet page, in which the student, at the time, is free, well,

they can get to take it account that he can really apply it as love in the sometimes the and thus encourage. initiative of a subject. students do not really Because really within In this way, we, by come from a high the factors that means of a game or, in school that sometimes sometimes we cannot this case, a game of does not carry out a cover that within a cards also, a game of complete weight few minutes of class dice to be able to according to the area. time, there will reach them and in this So, there is a little bit always be a moment, way we can say to of deficiency there, an intermediary, a have fun. but for this we take as case of saying I a starting point a cannot. So, for this, diagnosis and, in this the student is way, we base suddenly cornered, ourselves so that the that is, I cannot student can develop pronounce, I cannot and can really see and define, I cannot do, analyze and suddenly but for that, in this interpret through case, it is necessary to dialogues to be able to encourage it. That is solve what is an why it is very appreciation of a important, in this message, a poem, a case, to motivate the reading in terms of student so that he does language. not remain in a vacuum.

INTERVIEWEE 3

Motivation is a Motivation levels Factors that enhance crucial element in among high school motivation include a language learning, students can vary supportive learning prompting students to considerably. Some environment, relevant engage, persist, and students are highly and engaging materials, and succeed in acquiring motivated by personal positive and reinforcement. new skills. High interests, future Impediments can levels of motivation academic goals, or include a lack of effort and career aspirations. confidence, perseverance, which Others may feel less motivated if they do uninteresting content, are essential for not perceive the

<p>mastering a second language like English.</p>	<p>immediate relevance of English in their lives or if they experience difficulty with the subject.</p>	<p>and a negative classroom atmosphere. To address these, I create a positive and inclusive classroom environment, use diverse and engaging materials, and offer personalized feedback and encouragement.</p>
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INTERVIEWEE 4

<p>Motivation is essential in learning English because it encourages persistence in the face of challenges, encourages continuous improvement and a positive attitude, fosters autonomy in learning, and facilitates greater achievements in less time. As a teacher, my goal is to create an environment that maintains this motivation through engaging activities, showing the relevance of English in daily life, and celebrating learners' achievements.</p>	<p>High school students' motivation to learn English varies widely. Some students are highly motivated due to personal interests, such as a desire to travel, an interest in English-speaking culture, or the goal of accessing better educational and career opportunities. Others may feel less motivated if they do not see the immediate relevance of English in their lives or if they face difficulties with the language. As a teacher, it is crucial to identify these levels of motivation and work to increase the interest of all students, adapting lessons to their</p>	<p>Students' motivation to learn English can improve when they see the personal importance of the language, enjoy engaging teaching methods, receive support and recognition, and study in a positive environment. On the other hand, the lack of perceived usefulness of English, monotonous teaching methods, personal difficulties, and a negative learning environment can demotivate them. As teachers, it is essential to create a learning environment that is relevant, interactive, and supportive to</p>
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interests and needs, foster student and showing how motivation. English can be useful and relevant for their future.

INTERVIEWEE 5

Well, in our environment as a teacher we always have to stress to the students the importance of learning the English language, because many of them think that since they are not going to go to the U.S. learning English is not important, so as a teacher we have to tell them that we have the advantage of living in a tourist province where foreigners always come and that is why it is important that they try to learn at least basic expressions to be able to function in the field of tourism or customer service, since there is a demand for people who speak English and work in those areas.

50% of the students do feel motivated to learn the language, since as I indicated earlier, they do see the need for people who speak English in the environment in which they operate. Some of them have parents who are merchants and they tell their experiences of the times that there have been customers who come to their parents' stores who are from other countries and therefore sometimes they lose that customer because they do not speak English.

Well, sometimes there is no support from the parents at home regarding the acquisition of material, because we know that the government does not send material for the students in the area of English and in this case the parents have to acquire material externally and sometimes in this aspect there is no support from the parents. I think that it is a factor that influences the learning of English.

**RESULTS OF THE
ANSWERS TO THE
QUESTIONNAIRES**

4. Do you consider relevant to use a student-centered teaching to motivate students inside the English teaching-learning process?

5. How do you incorporate the student-centered approach to teaching-learning English?

INTERVIEWEE 1

Student-centered teaching is an effective strategy to increase motivation in learning English. By considering and respecting students' individual needs and interests, this approach not only improves their engagement and participation, but also facilitates deeper, longer-lasting learning.

Incorporating the student-centered approach in teaching English requires a combination of pedagogical strategies, flexibility and creativity. This approach not only improves language skills but also encourages a positive attitude towards learning and using English.

INTERVIEWEE 2

When we say learn, teach. Sometimes we base ourselves on a subject, using a guide, a book, yes, but for this, when we want to have good results, it is necessary to look for another source, other materials, so that in this way the student can reflect that the mastery of English is not only a text, but also through a song, through a skill that, in this case, can be carried out through a comprehensive reading, a game. So, there we see and we can get a result through a process, that's why we make sure that the student is not left with an unknown, but that we really apply if the

If we take into account that for this the student sees the language sometimes say I can not, I can not speak, I can not decipher, I can not do my duty, but in itself, we as teachers, it is necessary to reach out to the student, to say that, suddenly, in our century in which we are learning, everything is going to help him/her to defend him/herself in the future, because if in this case we are talking about the student in elementary school and high school, suddenly he/she does not take it as a forte, that is to say, it will be useful, but when he/she enters an institution, in this case, the

grammar, vocabulary, university. That's when it will speaking, writing, in short, be true. I did not try to choose, everything is based on our I did not try to focus on the teaching so that the students fundamentals that really apply can really reflect with a great the language and see yourself motivation and get good now, as it says, try to take self- results. education, a self-assessment. So, the student, the student sometimes procrastinates and does not really apply it at the appropriate time.

INTERVIEWEE 3

Indeed, student-centered I incorporate student-centered teaching is highly relevant in approaches by involving motivating students. It focuses students in the decision- on the needs, interests, and making process about the learning styles of students, topics we cover, encouraging thereby making the learning collaborative projects, and experience more engaging and using interactive activities that effective. cater to different learning styles. I also provide opportunities for students to take responsibility for their learning through self-assessment and goal-setting exercises.

INTERVIEWEE 4

Yes, I consider it crucial to use Yes, I have found several student-centered teaching to factors that can boost or motivate students to learn impede students' motivation to English. This approach learn English. Motivation personalizes lessons, increases when students see encouraging active the relevance of English in participation and developing their daily and future lives, critical skills such as enjoy interactive teaching autonomous thinking and methods, receive support and collaboration. Additionally, it recognition, and study in a allows for continuous and positive environment. On the

specific feedback and fosters intrinsic motivation by focusing on students' interests and goals. In short, this method makes the educational process more attractive, meaningful, and effective.

other hand, the lack of perceived usefulness of English, monotonous teaching methods, personal difficulties, and a negative learning environment can demotivate them. To address these factors, I try to show the importance of English, make classes more engaging, recognize achievements, and create a supportive and understanding environment in the classroom.

INTERVIEWEE 5

Of course it does, because currently our schedule has been reduced, two years ago English was taught only 3 hours a week, previously it was taught 5 hours a week, so the idea is to make the most of the students working in class, so that they can be the protagonists of their own learning.

I incorporate it through group work in which they have to support each other in order to develop the different activities.

<i>RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES</i>	<i>6. What role do you think autonomy and learner choice play in students' motivation to learn English?</i>	<i>7. How do you foster a sense of relevance and importance of English language skills among high school students?</i>	<i>8. Do you think social factors can affect the learning process of your students?</i>
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INTERVIEWEE 1

Autonomy and the ability to choose are fundamental components to motivate students to learn English. By allowing them to make choices and personalize their learning process, students develop a sense of ownership, relevance, and connection to the material. This not only improves their intrinsic motivation but also provides them with valuable skills for their academic and personal development.

Fostering a sense of relevance and importance of English among college students requires a multifaceted approach that connects language learning with their interests, academic and professional goals.

Yes, social factors can significantly affect the learning process of students. These factors include the family environment, relationships with classmates and teachers, culture, and the social context in which they live.

INTERVIEWEE 2

The student is always looking for a guideline to be able to come in and cover and affirm, in this case, how we do it through some simple questions through a song, through using videos. So, you see that the student there, in that way, is looking for a little bit of incentive in the group, because in a classroom it is necessary to reach out so that the topic that is going to be applied is well received and that the result of that topic is not only reflected in five or six students who have that great desire to learn, but that it is the group.

Young people, an age that begins, in this case, to enter elementary school at the age of 12 and reach high school at the age of 16, or 17. In this case, for them, the knowledge that has taken effect through five or six years of study in a public high school, because sometimes we always mention that through a video, through a song, through a vocabulary. Suddenly, he had a great opening to be able to recognize that it is very important to know a language, not only English because nowadays, the student from the university will be able to take another course and know that it is important.

Let's take into account the situation, sometimes, in which families really send their children based on the little they can give them, otherwise, we do not live in a moment of so many things we have and what we want as a parent, suddenly, for my child, in one case, to get a high school diploma, to get, what do I know, to finish a basic cycle. So, sometimes it influences because there are families that sometimes go through moments of crisis. So, the young person is more focused on what is happening around him than on what is affecting his learning process.

INTERVIEWEE 3

The autonomy and learner choice play a significant role in motivation. When students have a say in their learning process and can pursue topics that interest them, they are more likely to be engaged and motivated. This fosters a sense of ownership and responsibility for their learning.

I connect English language skills to real-world applications, such as career opportunities, global communication, and access to information and culture. I use authentic materials and contexts, such as current events, multimedia, and literature, to demonstrate the practical use of English.

Yes, social factors can significantly affect the learning process. Peer influence, family support, cultural attitudes toward English, and the overall school environment can all impact a student's motivation and ability to learn.

INTERVIEWEE 4

Autonomy and learner choice play an essential role in motivating students to learn English. When students have a sense of autonomy, they feel more in control of their learning process, which increases their intrinsic motivation. Allowing students to make choices about

English skills among high school students, it is fundamental to show them practical applications in real-life situations, such as job interviews, travel, international communication, and social media. It is also essential to highlight how English facilitates

Social factors can significantly affect the learning process of students. Peer influence, family support, and the school environment are crucial. Learners are motivated and positively engaged through interactions with their peers and in a positive school

topics, materials, understanding of environment. Family projects, or learning different cultures support and methods empowers through literature, expectations also them to engage with music, and global influence their English in ways that events. Moreover, attitude toward are personally emphasizing the learning. Cultural meaningful and professional background, relevant. This opportunities that socioeconomic status, personal investment English proficiency and community enhances their offers in fields such as networks affect motivation as they see business, technology, access to educational the direct connection and academia, resources and between their choices together with opportunities, as well and their learning interactive and as exposure to outcomes. current activities such language practice and as debates, cultural experiences. discussions, and news Recognizing and analysis in English, addressing these helps to demonstrate factors helps create a its importance and more effective and encourage the active inclusive learning interest of students in environment. their learning.

INTERVIEWEE 5

It is a fundamental role because if the motivation is intrinsic, it is much easier for the student to look for ways to learn and to be self-taught. Sometimes, I promote the importance of knowledge in English through various strategies. I want students to learn content that will be useful in the future Of course. Sometimes the environment has a lot of influence, we have students whose parents are only dedicated to commerce and therefore do not have

although as a teacher and activities that that vision of going to you always try to capture their attention study at a higher level make them aware of and make them feel or go to university, so the importance of motivated to continue I believe that in that learning, that is not learning more. aspect sometimes always enough, so if when within the the student is self-family The student is motivated it is much not motivated to easier for him or her advance in their to learn. studies.

RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES

9. Do you consider the classroom's management as a factor influencing your students' motivation?

10. What strategies do you apply to confirm students' learning outcomes?

INTERVIEWEE 1

Classroom management is an essential component in fostering student motivation. A well-managed classroom provides a safe, structured, and supportive environment; teachers can create an environment where students feel motivated and able to achieve their academic goals. Quizzes and Quick Tests, Practical Demonstrations. Confirming student learning outcomes is essential for evaluating progress, identifying areas for improvement, and adjusting teaching strategies.

INTERVIEWEE 2

Within what we are, Well, when we want what we sometimes the classroom is are teaching can be obtained, like a ceiling of students, a let's call a positive result, then ceiling of 40, 45. Within the we look for how to get, how to

classroom, sometimes we do not have the necessary material so that the young person can perform, present, and feel welcomed because there is none. Sometimes we try to look for quicker material, we say, because sometimes in the classroom we do not have the necessary materials.

reach the student, and in this way, it can be an individual activity, it can be a group activity, it can be an investigation through dialogues, through questions, to make a small trial in which, well, I want to know what the result was. Because, within the group sometimes there are 40, 45, there will always be two or three, or it could be a maximum of five, that there is a young person who, as I said, due to family situations or something that happens, does not reach a feasible percentage, such as a seven, that sometimes we say, well, with a seven you have earned an activity. But there are, there are students who would like to get a grade of 10. For this, the strategies would be many more for speaking, writing, and Listening. In short, within the language, these are the important factors to be able to get an average and have a good result in each one of them.

INTERVIEWEE 3

Effective classroom management is essential for maintaining a conducive learning environment. A well-managed classroom minimizes disruptions, maximizes instructional time, and creates a safe and supportive space for learning. This, in turn, positively influences students' motivation.

I apply a variety of assessment strategies, including formative assessments like quizzes, class discussions, and peer reviews, as well as summative assessments like exams and projects. Furthermore, I incorporate self-assessment and reflection activities to assist students in monitoring their progress and establishing new learning objectives. Regular feedback is crucial for ensuring that students comprehend their achievements and areas for improvement.

INTERVIEWEE 4

Classroom management is a crucial factor that influences student motivation. Effective classroom management creates a structured, positive atmosphere where learners feel safe and respected. Establishing clear expectations and consistent routines reduces anxiety and allows students to focus on learning. Positive reinforcement and engaging

To confirm student learning outcomes, I apply different strategies such as quizzes, in-class activities, exams and final projects, direct observations, self-assessments, and peer assessments. I also employ performance-based assessments, such as presentations and hands-on projects, and provide

activities increase students' constructive and timely self-esteem and interest. feedback.

Minimizing interruptions and fostering a supportive and respectful environment facilitates active participation and the desire to learn.

INTERVIEWEE 5

Of course. If students do not feel motivated and are not offered activities that match their interests, they will not find meaning in learning a new language. At the end of each unit, we do projects related to the topic with which we have worked to reinforce learning and knowledge learned.
