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TITLE:

**THE ROLE OF MOTIVATION IN THE LEARNING PROCESS OF ENGLISH
AS A FOREIGN LANGUAGE AMONG EIGHTH-GRADE STUDENTS IN
BASIC GENERAL EDUCATION**

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The Role of Motivation in the Learning Process of English as a Foreign Language Among Eighth-Grade Students in Basic General Education

Resumen:

Esta investigación aborda la motivación estudiantil en 77 estudiantes de 8vo año, divididos en dos paralelos (A y B) en Santo Domingo, Ecuador. El primer capítulo examina teorías motivacionales como Maslow, Herzberg, Alderfer y Krashen. En el segundo capítulo, aplicamos una metodología mixta, realizando encuestas iniciales para evaluar el nivel de motivación. Posteriormente, implementamos tres clases demostrativas con juegos, canciones y actividades gramaticales. Finalizamos con una encuesta final para medir el cambio en la motivación. Los resultados fueron positivos, evidenciando que estrategias lúdicas y variadas contribuyen a un aumento significativo de la motivación, subrayando la importancia de hacer del aprendizaje de un nuevo idioma una experiencia divertida.

Palabras clave: Motivación estudiantil, teorías motivacionales, educación, enseñanza de inglés.

Abstract:

This research delves into the motivation of 77 eighth-grade students, divided into two parallel classes (A and B) in Santo Domingo, Ecuador. The first chapter examines motivational theories, including Maslow, Herzberg, Alderfer, and Krashen. In the second chapter, a mixed-methods approach is applied, utilizing initial surveys to assess motivation levels. Subsequently, three demonstrative classes incorporating games, songs, and varied grammatical activities were conducted. A final survey measured the change in motivation. The outcomes were highly favorable, showcasing that diverse and enjoyable learning activities significantly enhance student motivation, emphasizing the importance of making the process of acquiring a new language an enjoyable experience.

Keywords: Student motivation, motivational theories, education, English teaching,

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Chapter I: Introduction

The significance of student motivation in the educational landscape is paramount, influencing academic performance and shaping lifelong learning habits. Motivated students exhibit increased engagement, persistence, and enthusiasm in their studies. This intrinsic drive enhances cognitive processes and fosters a positive learning environment. Recognizing the pivotal role of motivation in academic achievement, this study delves into motivational theories and their practical implications in 8th-grade English classes in Santo Domingo, Ecuador. By understanding and enhancing student motivation, educators can unlock learners' full potential, facilitating a more effective and enjoyable educational experience.

Motivation, a pivotal factor in learning, emerges as a determining catalyst in knowledge acquisition, particularly in English (Maslow, 1943). From the author's standpoint, motivation, in the form of fundamental needs, directs students' actions toward educational goals. The theories of Herzberg (1959) and Alderfer (1972) contribute to understanding motivational factors and their impact on learning environments. Krashen (1981), focusing on language acquisition hypotheses, underscores the connection between motivation and effectiveness in foreign language acquisition. This study addresses the implications of motivation in learning, identifying practical didactic actions according to Brown (2007). The research aims to elucidate how these theories shape motivation and, consequently, the quality of learning.

Motivation is essential for learning, acting as the driving force that stimulates the development of the educational process. It is not limited to personal disposition alone but is also influenced by the relationship between the student and the teacher. Motivation holds particular importance in education, especially in English, if we aim for academic excellence in English practice.

A student's motivation in English is reflected in their performance. As a guide, the teacher must employ engaging strategies to foster learning. Positive attitudes and attractive activities are the main factors in motivating students. Motivation in English language learning is an important topic in education. According to Gardner (1985), Socio-educational Motivation Theory emphasizes the influence of social factors on students' motivation to acquire a second language.

According to the EF English Proficiency Index 2022 (EF EPI), Ecuador's English proficiency level faces evident challenges. Based on annually collected statistical data, the

country performs below the Common European Framework of Reference for Languages (CEFR) standards. This low proficiency level could have implications for educational and employment opportunities, highlighting the need to improve English teaching in the country.

This research aims to determine the impact of integrating playful activities on the motivation of eighth-grade students during English classes.

My research focuses on how intrinsic (personal interest, curiosity) and extrinsic (external rewards) motivation influence English learning and academic performance in eighth-grade students.

The results will aid in designing teaching strategies that foster personal interest and autonomy, balancing external rewards to enhance students' participation and effort in language learning.

Research Question

How does student motivation influence academic performance and active engagement in 8th-grade English classes (Parallel A and B) in Santo Domingo, Ecuador?

Problem Statement

In public schools, the motivation of students to learn English is a significant concern. The large class sizes contribute to a lack of individualized attention, leading students to perceive English classes as obligatory tasks to secure passing grades rather than valuable personal and cognitive development opportunities. Unlike subjects such as mathematics, English is often not perceived as an engaging and enjoyable alternative to strengthen logical thinking. The current teaching approach fails to instill a sense of enthusiasm and intrinsic motivation among students.

This problem underscores the need for innovative teaching alternatives that can inspire students to view learning English as essential for academic success and a source of enjoyment and entertainment. It is necessary to explore and implement strategies that, beyond traditional methods, foster a positive and engaging learning environment that motivates students to participate actively in their English language education.

General Objective

Analyze the influence of students' motivation on academic performance and active participation by applying motivational theories and didactic strategies in 8th-grade English classes (Parallel A and B) in Santo Domingo, Ecuador.

Specific Objectives

- Determine the level of student motivation in 8th-grade English classes by implementing initial surveys.
- Conduct three demonstrative classes incorporating games, songs, and grammatical activities to identify their impact on student motivation and participation.
- Analyze the results of final surveys post-activity implementation, highlighting changes in students' perceptions and attitudes towards learning English.

Rationale

The rationale for this research question is grounded in the need for innovative teaching alternatives. The traditional teaching approach has failed to instill enthusiasm and intrinsic motivation among students, making it essential to explore strategies that focus on academic success and transform the learning experience into an engaging and enjoyable process. The objective is to inspire students to view learning English as a source of enjoyment and entertainment, fostering a positive environment that encourages active participation.

The general objective of the research is to analyze and comprehend the influence of student motivation on academic performance and active participation. The specific objectives are designed to address this overarching goal systematically. The first objective involves evaluating student motivation through initial surveys, providing a baseline understanding of the motivational landscape in 8th-grade English classes. The second objective employs a hands-on approach, conducting demonstrative classes with interactive elements like games, songs, and grammatical activities. This aims to identify the impact of such activities on student motivation and participation. Finally, the third objective involves analyzing the results of final surveys post-activity implementation, emphasizing changes in students' perceptions and attitudes toward learning English.

By applying motivational theories and didactic strategies, the research seeks to contribute valuable insights that can inform the development of effective teaching methods. The focus on a specific geographic location, Santo Domingo, Ecuador, adds contextual relevance to the study, recognizing the importance of understanding the unique challenges and dynamics within that educational setting. Ultimately, this research has the potential to inform educational policies and practices, fostering a more positive and engaging learning environment for students in 8th-grade English classes.

Chapter II: Theoretical Framework

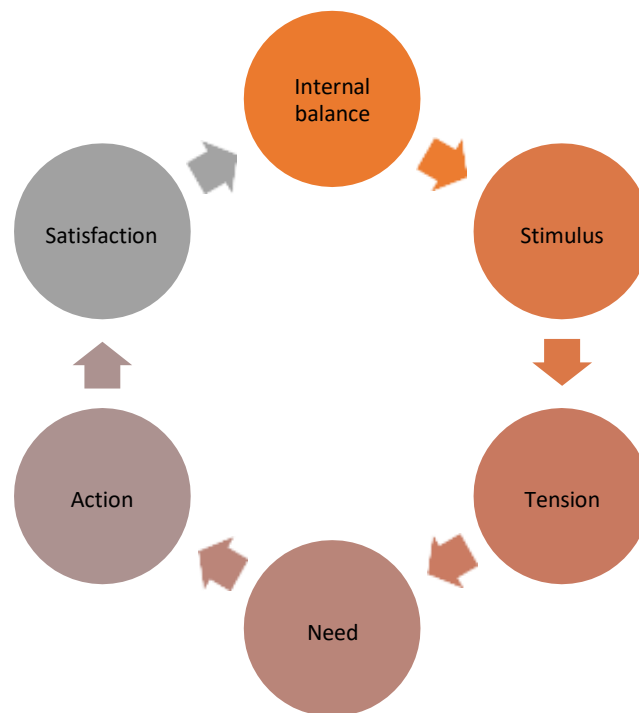
Motivation

Motivation is an internal state or condition that activates, directs, and maintains behavior. This term describes why a person does something. It is the driving force behind human actions and human decisions. Motivation is the driving force that sets in motion, directs, and sustains actions to achieve a specific objective. It plays a crucial role in various aspects of life, such as aiding in weight loss or propelling individuals to seek a job promotion. Motivation prompts individuals to engage in behaviors that bring them nearer to their goals and encompasses biological, emotional, social, and cognitive factors that stimulate human actions.

According to Filgona et al. (2020), “motivation is a complex part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist in the task” (p. 17). When people want to perform an activity, it is necessary that they are motivated enough to work to accomplish their goals. If they are not motivated, likely, that the goal or what they are pursuing is not reached because there is not an internal or external force (intrinsic and extrinsic motivation) that pushes them towards their objectives.

Motivation encompasses elements that guide and sustain actions aimed at achieving goals. However, these motives are often not readily apparent, making it necessary to deduce the underlying reasons for people's actions from observable behaviors. Motivation is the desire to act in service of a goal. It's a significant element in setting and attaining our objectives. It fuels competition and sparks social connections. Its absence can lead to mental illnesses such as depression. Motivation encompasses the desire to continue striving toward meaning, purpose, and a life worth living.

There is a motivational cycle that people follow when they feel a necessity. Every time a need appears, it breaks the state of balance of the organism. It produces a state of tension, dissatisfaction, and non-conformity that leads the individual to develop a behavior or action capable of releasing the tension. Once the need is satisfied, the body returns to its previous state of balance. In the following figure, you can see this cycle more precisely.

Figure 1.*Motivational cycle.***Motivation In Learning**

Motivation is the key to success in the teaching-learning process because it is reflected in students' choices of learning tasks, the time and effort they devote to them, their persistence in learning tasks, and in coping with the obstacles they encounter in the learning process (Filgona et al., 2020). When the teacher finds the right way to motivate his or her students, they are willing to do what is necessary in the classroom to learn something. For instance, a motivated student may take some time to work on solving several mathematical exercises or completing a chart about syllables and words in Language, or English, they could complete a worksheet with exercises about the topic they learned in the class.

When we talk about motivation in education, the teacher is the main character in charge of doing this great labor. Educators are called to perform activities such as games, warm-ups, contests, etc., which tend to engage their students in the learning process. If the teacher achieves to engage his or her students, they will show positive behavior towards what he or she is teaching and even they will have a better attitude to achieve the objectives set at the beginning of the unit or didactic period. The results will be better in the development of

the subject because students will learn more from the activities they do or the information they receive from their instructors.

Other researchers, such as Williams and Williams (2011), mention five key components or ingredients when motivation is the goal in the classroom. These are student, teacher, content, method or process, and environment. How some aspects of any of these five components are treated could contribute to increasing or hindering motivation. Maybe educators could start by choosing and trying new possibilities for enriching students' motivation. Alternatively, instructors could observe themselves and their actions, a matter of greater significance, to reflect on how they are managing motivation in the class with their pupils. Following, we are going to describe these five components which were mentioned above briefly.

Students

Motivated students are much more likely to achieve their potential and find success. Motivation is an essential ingredient in effective teaching and learning. It not only yields more positive behavior in students, but it also contributes to a greater sense of well-being. Understanding how to motivate children and young people in education is mandatory if schools and teachers want to provide them with the best possible start in life.

For Syamsuddin (2021), various individual and social factors may affect students' motivation. These factors are more related to intrinsic and extrinsic motivation. For example, some students feel motivated if they like the school where they study, by the possibility of getting a job after graduating, or by their future expectations. This is intrinsic motivation because they feel the desire to study to achieve a personal goal in their lives. On the other hand, students may feel extrinsically motivated by the teacher's methodology, the quality of the environment and the relationships with their peers inside the classroom, or the adequacy of the materials that the teacher uses in the learning process.

Some researchers agree that four main dimensions contribute to students' motivation. Filgona et al. (2020), indicate that fulfilling at least one of these dimensions is essential for students to experience motivation. The greater the number of dimensions met and the intensity with which they are satisfied, the higher the level of motivation is likely to be. These are the main four dimensions:

- **Competence:** the student feels he or she can complete an activity.

- **Control/Autonomy:** the student thinks he or she has control of an activity and makes his or her own decisions about how to complete it.
- **Interest/Value:** the activity or task has some value for the student.
- **Relatedness:** completing an activity has some social rewards for the student. For example, feeling accepted by a group of classmates.

Teacher

The role of teachers is more important in the classroom nowadays because teachers are not more knowledge dispensers but managers of student learning and the learning environment. For Syamsuddin (2021), “students display more motivational benefits from teachers they like over teachers they dislike” (p. 10). This is because students are more engaged with their learning process when they feel that their teacher is worried about what they are doing and learning. Therefore, teachers must be prepared to exercise professional judgment in the classroom to attain the goals set at the beginning of the learning process.

The following suggestions are for teachers to keep students motivated:

- **Subject knowledge and motivational level:** teachers should be motivated in the learning process to influence their students positively.
- **Teacher skills:** teachers must develop some important features to guide their students accurately. For example, staying calm, eliminating negative thoughts, not taking students’ actions personally, and maintaining a good sense of humor.
- **Teacher qualifications:** teachers should be qualified, and these qualifications need to be updated and improved constantly. Teachers must develop new attributes and undergo ongoing personal growth, serving as role models for their students.
- **Test giving:** teachers should know that testing needs to motivate students. If tests are more demanding than what has been practiced in class, they will negatively affect students’ motivation. Therefore, some aspects should be taken into account, such as clear instructions, and not ambiguous or poorly designed items.
- **Scientific management and human relations:** teachers must know when to approach from a scientific viewpoint or when to consider human relations more important than the content. Educators should consider that students are human beings who feel and have multiple needs.

Content

This ingredient has great importance because it must be adapted to the context of the students, and it has to be relevant for them, so they will become interested in learning what the teacher plans for the class. To achieve students' motivation, educators should be able to propose topics and activities that are considered useful by the students; they should feel that they are capable of learning and must feel that they can control it and have some connection with it. For example, a group of students who live in the countryside should feel connected to activities and topics which are more related to animals and how to cultivate crops in their farms.

There are some factors which should be considered when choosing the right content for our students:

- **Students experience success and achievement:** ensuring students' success is very important for them to become confident about what they are learning.
- **Student ownership:** letting our pupils make certain decisions, like the classroom rules is important, so they feel they are the owners of their learning process.
- **Student choices:** students should be able to make some choices about what they are learning that can be helpful. For example, what assignment they should present or what topic they should study.
- **Build competency:** activities and contents should be challenging so they help build students' competency. This can be done by having them solve specific problems in real life.
- **Creativity and critical thinking:** contents should foster creativity and critical thinking by making students identify the problem, research, determine data relevance, ask questions, look for the best solution, present their solution, and analyze their decision.

Method/Process

To ensure that students remain motivated, it is imperative to craft topics, contents, and activities in a manner that is engaging and compelling. Williams & Williams (2011) say that there are two basic approaches for supporting and cultivating motivation in the classroom: establishing a classroom framework and an institutional approach that fosters an environment conducive to optimal motivation and learning and helps students to develop tools that enable them to be self-regulated. Moreover, some tips contribute to improving this component:

- **Incentives:** teachers should create a list of incentives, which may be academic awards such as certificates or extra grades, extra time, or other types which may be rewarding to stimulate their students' effort.
- **Experiential learning or self-learning:** this is related to the fact that students learn better when they are faced to learning situations; it means that they are actively involved with concrete experiences.
- **Mutual goals or objectives:** students should agree on some mutual goals to have clear information about what they will gain from the learning process. For instance, the sense of pride to belong to one group.
- **Verbal conformity:** this way of motivating students' themselves is by repeating some phrases or the goal, or parts of the goal, for the intended educational process.
- **Flexible and stimulating just-in-time training and interactivity:** this allows the students to train at their own pace and time. The teacher should monitor students' progress and adjust it if necessary.

Environment

The appropriate environment in the educational process must be available and accessible. Students in a safe environment are likely to learn better and have more possibilities to achieve the learning outcomes. Some suggestions for teachers to keep students' motivation are:

- Create an effective environment where everyone's opinions are valued and respected.
- Individual and learning system design differences influence the learning environment.
- Include the study of self-information so students are encouraged to learn about themselves and their interests.
- Empowerment for students to clarify their performance expectations in the learning process.
- An environment of teamwork can contribute to learning. Students should be allowed to work and learn together.

Types of Motivation

To describe the types of motivation, we should remember the Self-determination Theory (SDT) which is a motivational theory of personality, development, and social

processes that examines how social contexts and individual differences facilitate different types of motivation. This theory is an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans' evolved inner resources for personality development and behavioral self-regulation (Ryan and Deci, 2000).

Based on this theory, learners may be driven to learn by two sources, internal and external. Generally, there are two types of motivation: intrinsic and extrinsic:

Intrinsic

In this first type of motivation, stimulus originates from within the individual, encompassing biological, emotional, spiritual, or social aspects. The individual performs an activity because there is an internal desire to work out and not because of external rewards. According to Filgona et al. (2020), “the activity is undertaken for self-pleasure and individual satisfaction. It may be characterized by curiosity and a desire to meet challenges” (p. 21). Intrinsically motivated people tend to work better on their own, they do not need other people who pressure them. They just work and learn because they know what they want to achieve in their personal life.

Intrinsic motivation is an inner force that engages students in learning. They are interested in working and learning because they enjoy it. This is the better type of motivation because it drives individuals to search for the information they need and to face new challenges. Specific internal motivators include a genuine interest in the subject, recognizing its relevance to life and the world, a feeling of achievement in mastering it, and a sense of being called to it.

Extrinsic

In this case, stimulus comes from outside the person. This motivation is linked to the possibility of completing a task to attain an outcome. Students may get motivated because of external factors such as parents' expectations, recognition in public, economic rewards, or getting approved in an exam. Students who are extrinsically motivated need to be encouraged to complete an activity constantly because these factors of motivation may be very temporary and they need to be reinforced at each time.

Compared to intrinsic motivation, extrinsic motivation does not require much effort. It produces immediate results, generally its period of duration is very short, and students are not

worried about learning, but only getting a high grade or finishing an activity. In some cases, it may distract students from real learning, and they may be more interested in achieving a goal or performing a task. However, intrinsic motivation may be more durable or permanent, and it is attained in real learning because learners are quite worried about their knowledge.

Domains of Bloom's Taxonomy

Bloom's Taxonomy, formally known as the Taxonomy of Educational Objectives (Bloom et al., 1956), stands out as one of the most widely acknowledged learning theories in education. The commonly applied learning theory begins with the lower order of learning (remembering and understanding) and goes up to the highest order of evaluating and creating. This is important to recognize because in the process of learning, motivation is one of the key factors that affect an individual's learning. The more motivated a student is, the higher level of learning is achieved.

Teachers frequently employ Bloom's Taxonomy to formulate educational goals that address the content and the level of depth in learning they intend for students. Subsequently, they design assessments that effectively reflect students' advancements toward these goals. Bloom's Taxonomy encompasses three learning domains: cognitive, affective, and psychomotor, each assigned a hierarchy corresponding to various levels of learning.

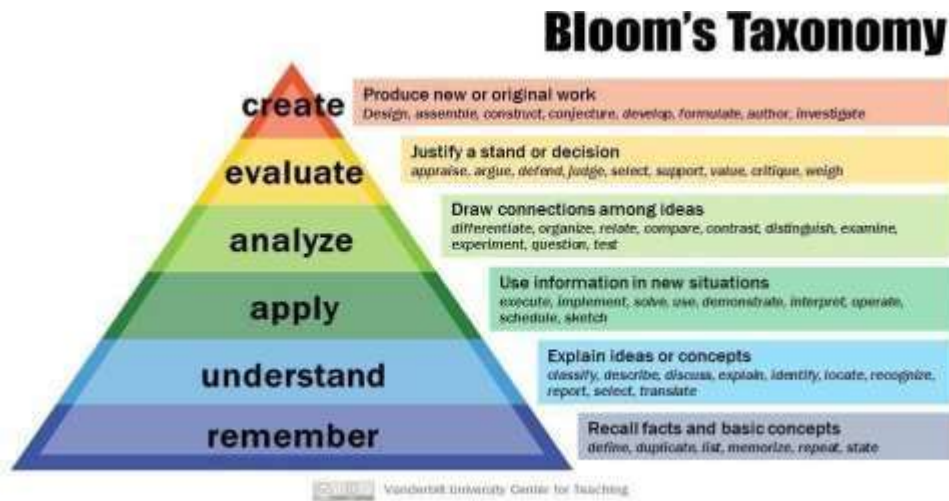
Cognitive

The cognitive domain emphasizes intellectual abilities such as critical thinking, problem-solving, and knowledge acquisition. It was the inaugural domain established by the initial team of Bloom's researchers. The cognitive hierarchy spans from basic memorization, intended to construct learners' knowledge, to synthesizing novel concepts using previously acquired information. Progress within this domain is anticipated to occur in a sequential fashion, starting at the "remember" level and culminating at the "create" level.

The Cognitive Domain develops six areas of intellectual skills that build sequentially from simple to complex behaviors. These names were changed from nouns to verbs in what we call Bloom's Revised Taxonomy, as we can see in the following figure.

Figure 2.

Cognitive domain of Bloom's taxonomy.



Note. Taken from Vanderbilt University Center for Teaching (<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>)

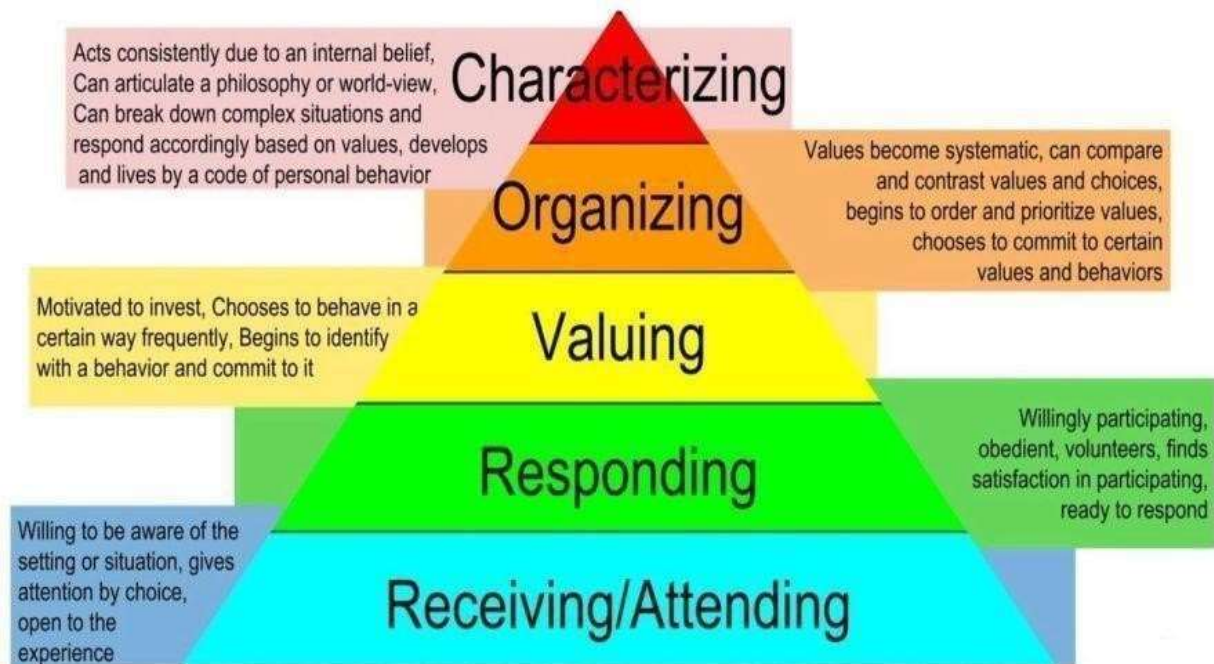
Affective

The affective domain centers on the attitudes, values, interests, and appreciation of learners. Its hierarchy commences with receiving and attentively processing information and progresses to the stage of characterization or internalizing values and translating them into actions. The emphasis is on assisting learners in comprehending their own values and tracing the development of those values. This is related to the motivational process, too, because motivated students are likely to comprehend and learn better.

The Affective Domain includes five areas of emotional response, categorized as simple to complex ways of processing feelings and attitudes. Bloom arranged them in this way:

Figure 3.

The affective domain of Bloom's taxonomy.



Note. Taken from Educare (<https://educarepk.com/affective-domain-krathwohls-taxonomy.html>)

Psychomotor

The psychomotor domain involves learners' capacity to execute tasks and demonstrate movements and skills physically. Various versions exist, featuring different hierarchies, with the examples provided aligning with Harrow's (1972) theory of the psychomotor domain. This hierarchy spans from reflexes and fundamental movements to non-discursive communication and purposeful expressive activities. The Psychomotor Domain, centered on physical skills, was acknowledged by Dr. Bloom, although not precisely outlined. Educators from the 1970s, such as Dr. Elizabeth Simpson, later elaborated on his initial concepts, arranging them in a sequence from simple to complex as follows:

Table 1.

The affective domain of Bloom's taxonomy.

Action	Definition	Verbs
Perception	<ul style="list-style-type: none"> Senses cues that guide motor activity 	Detect, hear, listen, observe, perceive, recognize, see, sense, smell, taste, view, watch
Set	<ul style="list-style-type: none"> Is mentally, emotionally and physically ready to act 	Achieve, assume, establish, place, position, sit, stand, station
Guided Response	<ul style="list-style-type: none"> Imitates and practices skills, often in discrete steps 	Copy, duplicate, imitate, manipulate, operate, practice, repeat, try
Mechanism	<ul style="list-style-type: none"> Performs acts with increasing efficiency, confidence and proficiency 	Complete, conduct, demonstrate, execute, improve efficiency, increase, make, pace, produce, show
Complete Overt Response	<ul style="list-style-type: none"> Performs automatically 	Act, advance, control, direct, excel, guide, maintain, manage, master, organize, perfect, perform, proceed
Adaptation	<ul style="list-style-type: none"> Adapts skill sets to meet a problem situation 	Adapt, reorganize, alter, revise, change
Organization	<ul style="list-style-type: none"> Creates new patterns for specific situations 	Design, originate, combine, compose, construct

Note. Taken from A Focus on Learning Outcomes

(<https://afocusonlearningoutcomes.wordpress.com/resources/blooms/>)

Theories About Motivation

Motivation is a vast area of research, with psychologists presenting numerous theories on the subject. Among the most renowned motivational theories are the following:

Maslow's Hierarchy of Needs

Abraham Maslow proposed that an individual's motivation arises when their various needs are satisfied. According to Maslow, people are not primarily motivated by security or monetary rewards; their motivation stems from the desire to contribute and utilize their skills. Maslow illustrated this concept through a pyramid that delineates the hierarchy of human needs. He emphasized that one cannot progress to higher-level needs until the lower-level ones are met. The hierarchy is structured as follows:

Physiological Needs. These encompass fundamental requirements for survival, such as air, sleep, food, water, clothing, sex, and shelter.

Safety Needs. This pertains to the need for protection from threats, deprivation, and other dangers, including health, secure employment, and property.

Social (Belongingness and Love) Needs. This involves the desire for association, affiliation, friendship, and social connections.

Self-esteem Needs. This relates to the need for respect and recognition.

Self-actualization Needs. Positioned at the pinnacle, this represents the opportunity for personal development, learning, and engaging in fulfilling, creative, and challenging work. Self-actualization is considered the highest-level aspiration for a human being.

Herzberg's theory

Hertzberg classified the needs into two broad categories: hygiene factors and motivating factors:

- **Hygiene Factors:** satisfaction can be influenced by factors like professional relations, policies, working environment, and attitude of the supervisor. If these factors are fine, they can motivate employees and vice versa.
- **Motivating Factors:** motivating factors, including recognition, personal growth, achievements, career, and responsibilities, are crucial for employees. Acknowledging these enhances job satisfaction.

Alderfer's ERG Theory

Clayton Alderfer, an American psychologist, extended and adapted Maslow's hierarchy of needs to formulate his theory. Alderfer proposes three fundamental categories of needs: existence, relatedness, and growth. These categories correspond to Maslow's levels of physiological needs, social needs, and self-actualization needs, respectively.

- **Existence Needs:** encompassing our fundamental material necessities for survival, these needs include what Maslow identified as physiological requirements like air, sleep, food, water, clothing, sex, and shelter. Additionally, they incorporate safety-related needs such as health, secure employment, and property.

- **Relatedness Needs:** Involve the significance of nurturing interpersonal connections; these needs are rooted in social interactions with others and correspond to Maslow's stages of love/belonging-related needs, including friendship, family, and sexual intimacy, as well as esteem-related needs such as earning the respect of others.
- **Growth Needs:** Outline our inherent longing for individual growth, these needs correspond to the remaining components of Maslow's esteem-related needs, encompassing self-esteem, self-confidence, and achievement. They also align with self-actualization needs, including morality, creativity, problem-solving, and discovery.

Krashen's Five Hypotheses

Stephen Krashen, an American linguist and educational researcher, underscores the inherent subconscious mechanisms engaged in acquiring a new language, prioritizing them over conscious processes like memorizing explicit grammar rules. This theory also places significance on comprehensible input, referring to language content that the learner can grasp while slightly surpassing their current language proficiency. This approach aims to foster critical thinking and facilitate new learning.

Acquisition-Learning Hypothesis

It posits that there are two pathways through which communication in a second language evolves: language acquisition and language learning. Language acquisition resembles the process by which children naturally acquire their first language (L1), occurring subconsciously when the learner recognizes a necessity for communication. Conversely, language learning involves deliberate and explicit instruction about the language's rules.

Monitor Hypothesis

Students naturally acquire grammatical structures in a specific sequence, while conscious awareness of language rules emerges later. Once learners possess conscious knowledge of grammatical structures, they can edit or self-monitor both oral and written language. This skill, however, necessitates a considerable amount of time to develop.

Natural Order Hypothesis

It is the idea that children learning their first language acquire grammatical structures in a pre-determined, 'natural' order and that some are acquired earlier than others. For example, according to the natural order hypothesis, learners acquire the grammatical morpheme -ing before the morpheme third person -s.

Comprehensible Input Hypothesis

Language acquisition is most effective when learners are exposed to suitable input. Comprehensible Input, characterized by being easily understandable yet challenging enough to prompt the learner to infer meaning just slightly beyond their current language proficiency, often denoted as "i+1," aligns with this principle. Vygotsky's zone of proximal development reinforces this idea, emphasizing that students must venture beyond their existing knowledge and construct new understanding based on that foundation.

Affective Filter Hypothesis

Learners need a supportive environment that encourages them to take the necessary risks for language acquisition. The emotional state of a learner significantly impacts their responsiveness to comprehensible input. Krashen (1986) introduces the Affective Filter Hypothesis, highlighting motivation, self-confidence, and anxiety as three variables influencing second language acquisition. Essentially, heightened emotions like anxiety, fear, or embarrassment create obstacles to language acquisition, often visualized as an imaginary wall in the mind that hinders input and blocks cognitive processes. Conversely, when the affective filter is lowered, creating a sense of safety, language acquisition is more likely to occur. Contemporary neuroscience research also appears to align with Krashen's theory, suggesting that elevated stress levels can impede thinking and learning.

Merely delivering instruction, even if it is comprehensible, is insufficient. If students' affective filters are elevated, language acquisition will be hindered. Actively shaping classroom environments to lower the affective filter intentionally can enhance language development. A lower filter allows more input to pass through, and students who are highly motivated, confident, and feel secure are more receptive to language input.

Mechanisms that Regulate Learning

For Ausubel (1963), one of the leading exponents of constructivist pedagogy, meaningful learning is integrated into the learning subject's cognitive structure. For this to happen, minimum requirements are determined in the object to be learned and in the subject who learns. For its part, the learning object must be functional, integrable, potentially significant, and internally coherent, while the learning subject must have the necessary cognitive structures that allow him or her to establish relationships with the new knowledge, that is, prior knowledge and present a favorable attitude towards new learning.

Motivation is that internal and positive attitude toward new learning, and it is what moves the subject to learn; it is, therefore, an endogenous process. There is no doubt that this process in which the human brain acquires new learning helps to take into consideration that motivation is a key factor. But, in addition to a favorable attitude to learning, the subject who learns must have, according to Ausubel's studies, the cognitive structures necessary to relate previous knowledge with new learning.

From studies on brain systems, investigations of different human intelligences arise, such as Gardner's theory of multiple intelligences, which leads us to the understanding of the potential that each subject has to learn in various areas of knowledge. Individual processes and capabilities would mediate these mechanisms that regulate learning. These are some of the mechanisms that regulate the learning process:

- Avoid negative criticism of students' attempts at collaboration.
- Structure classroom teaching in a not excessively authoritarian way, mixing directiveness with the acceptance of students' decisions.
- Schedule group work or sessions where students can collaborate according to their level.
- Positively value work or study behaviors or what your students try to achieve when working.
- The recognition of the success of a student or a group of students motivates more than the recognition of failure, and if it is public, it is better.
- Knowing the causes of success or failure in a given task increases intrinsic motivation.
- Meaningful learning creates motivation, the same does not happen with rote and repetitive learning.

- Program the contents and teach them so that students can understand and apply them with a medium level of difficulty.
- Ensure that students with a low level of motivation achieve small academic successes so that they aspire in the near future toward goals that require greater efforts.
- Keep in mind that students with low motivation initially tend to show some resistance to abandoning their deficient motivational situation since they fear that the possible change could increase their already precarious situation.

Didactic Actions that Promote Motivation

Every educational process is articulated in the game of its didactic elements, these form a coherent system that interacts and favors the achievement of learning objectives. From this basic approach, the itinerary to follow in the educational process has adhered to basic principles (Nérici, 2005, pp. 158-162) of General Didactics that apply to all disciplines and areas of knowledge:

- Starting from the close to the remote (associating facts or reference elements close in time/space to facilitate the association with others of the same nature).
- Starting from the concrete to reach the abstract (starting from previous knowledge/experiences, exemplifications, schemes, experiences...putting the student in dialogue with reality).
- Starting from the known to reach the unknown (articulating the new with the known and establishing a logical, psychological, or analogical relationship so that it acquires significance for the student).
- Individualization.
- Freedom: self-activity, self-discipline, autonomy.
- Activity.
- Participation.
- Respect for the student's personality.
- Principle of reality.
- Principle of adaptation: adaptation to the teaching level, adaptation to the level of development of the student, adaptation to the socioeconomic and cultural community of the community.
- Principle of ordering.

- Tend to transfer.
- Clarify the planned objectives.
- Provoke the student's reaction.
- Aspire to perfection (without demanding perfection, but rather motivating, accompanying, and providing feedback on productions to achieve better performance).
- Correct errors.
- Integrate and radiate.

Motivations That Generate Learning

These are some aspects that generate learning and are important for learners so they get engaged in what they are learning, and teachers should be aware of them so they can motivate their students constantly:

Interest in The Work Topic.

This aspect is basic and obvious, the interest that the student has in the specific topic of study intervenes in his motivation for learning, and an interesting topic easily triggers the effort necessary to learn it.

Cooperative Learning

It is the learning that allows interdependence between its members, they are organized in small heterogeneous groups that work in a coordinated manner to achieve their goals and solve their academic tasks. It is a motivation where intersubjective relationships are established, take responsibility and commit to their own learning and that of his colleagues, his success is that of everyone, so his objectives are common to the entire group. Piaget (1977) maintains that cooperative learning is one of the four factors that intervene in the modification of cognitive structures: maturation, experience, balance, and social transmission.

Feeling of Competition

It is a key factor in the motivation of many students to study, feeling competent means the student thinks that he can learn, which makes it make sense to make the necessary effort to achieve it. We must teach students to be aware of this aspect of their motivation and the role they play in progressively improving their ability to learn.

Personal Project

This reason is the most general and, in many cases, the most difficult, having a project means seeing school work as a means to achieve it; The feeling of doing what you want and should do is a very significant element of maturity that favors the willingness to make an effort in school tasks. There is a close connection between learning with a constructivist accent and the promotion of values and projects.

Feel Help from The Teacher

Solé (1987) maintains that motivation is not something that is given, but is built in the teaching and learning situations themselves, the relationship between students and the teacher is always interactive, their influence is mutual; It is a human and unique commitment with each student, for them it makes more sense to carry out their intellectual activity if they perceive that the teacher wants to help them in this way. Understanding this aspect, it includes all the reasons that we deal with: interest them in the topic, ensure success, promote projects, organize cooperative work, etc.

Feel Help from Colleagues

Colleagues are a source of information and a model for future projects. In part, motivation is determined by the feelings that occur when collaborating, helping or being helped by classmates. The teacher cannot be the only one who teaches, the students They are also a source of information and help; Teamwork projects and peer-to-peer tutoring promote responsibility and encourage effort. The benefits of relationships between students do not occur automatically, they require the intervention of the teacher and sustained work over time.

Motivation to Learn a Foreign Language

Brown (2000) elaborates on the two distinct types of motivation in the context of learning: instrumental and integrative motivations. As described by Mun (2011), instrumental motivation propels learners to acquire a language with a practical aim, such as securing a well-paid job or attaining a higher social status. Conversely, integrative motivation is characterized by learners being driven to acquire a language due to their positive attitudes toward the target language group and their desire to integrate with the target language community. These motivations exhibit specific orientations and goals that learners pursuing them can focus on. The orientation and goal may revolve around the practical utility of the

language (instrumental) or the desire to become part of the target language community (integrative). Due to the distinctive features of these motivations, the researcher was intrigued by the prospect of analyzing them in real-world settings.

Integrative

Integrative motivation related to foreign language learning typically involves the successful acquisition of a wide range of registers and pronunciation very similar to the native one (Finegan, 1999, cited by Norris, 2002). Benson (1991, pp. 34-38) suggests that a more appropriate approach to the concept of integrative motivation in the context of EFL learning would be the idea that it represents the individual's desire to become both bilingual and bicultural. That is, the individual adapts the culture of the foreign language to his own reality and integrates it into his way of being and thinking.

We can also mention personal aspects that have to do with the taste and enjoyment of learning the language, such as the pleasure of reading and enjoying forms of entertainment in English (Benson, 1991, p. 36, cited by Norris-Holt, 2001). Furthermore, the importance of the concept of integrative motivation proposed by Gardner (1985) is related to English learning, since its management and use as a target language increases more and more, to the extent that the globalized world is present in all individuals who require this language as a means of communication.

Instrumental

This type of motivation occurs when the individual who studies the English language does so with the firm intention of achieving a skill that will produce a practical benefit and is a consequence of his or her inability to interact in an environment where the language he or she wants to learn is spoken. The concept of motivational requirement is introduced, which refers to those activities that students have to carry out, which are not optional for them or free choice and which are generally not to their liking, but which end up motivating them to learn the foreign language successfully, such as state exams as a requirement for entry to higher education or graduation.

Chapter III: Methodology

The methodology of the research involved a two-phase approach. Initially, a survey was conducted to assess the existing level of motivation among 8th-grade students. This survey also sought insights into their preferences regarding activities that could enhance their interest in English classes. The results indicated a strong inclination towards interactive methods such as games, songs, and speaking exercises. Subsequently, demonstrative classes incorporating these preferred activities were conducted. Following the implementation of these activities, a final survey was administered. The analysis of the final survey revealed a notable increase in the percentage of motivation compared to the initial assessment, indicating a positive impact of the implemented activities on student motivation.

The methodology used to develop this research project is the qualitative-quantitative approach. This type of methodology allows us to use the strengths of both types of research in order to collect and analyze data of a qualitative-quantitative nature. The quantitative approach is used when determining numerical results, such as statistical tables, from data collection techniques such as surveys. On the other hand, the qualitative method seeks to describe the qualities of the phenomenon, with techniques such as observation and anecdotal records, where the information collected is neither measurable nor comparable.

Types of research

The types of research used to develop this research project have been documentary and field. Documentary type is the research that uses personal and official documents as source material. Documents used by social scientists may include such things as newspapers, diaries, stamps, directories, handbills, maps, government statistical publications, photographs, paintings, gramophone records, tapes, and computer files. It has been an essential part of this project because it is a strategy of systematic observation and reflection on some reality using different types of documents. Basically, for the development of theoretical-methodological design, it has been essential to use this type of research.

Field research is characterized as a qualitative data collection method that seeks to observe, interact with, and comprehend individuals in their natural environments. For instance, nature conservationists engage in observing the behavior of animals in their natural habitats and their responses to specific situations. Similarly, social scientists conducting field research might undertake interviews or observe individuals from a distance to gain insights

into their behavior in a social setting and their reactions to surrounding situations. This approach involves analyzing a challenging situation in the actual location where the events under investigation occur, studying the situation to identify needs and issues, and applying knowledge in practical applications. Field research is primarily employed in the development of proposals

Method

The research project is developed through the utilization of the action-research method. Action research is an approach designed to investigate and address a problem concurrently. As implied by its name, this method involves conducting research and taking action simultaneously. Coined by Professor Kurt Lewin in 1944, action research is frequently applied in the social sciences, with a notable presence in educational contexts. Particularly favored by educators as a systematic inquiry form, it places emphasis on reflection and serves to connect theory with practice. Given its characteristics, this research method is also occasionally referred to as a cycle of action or a cycle of inquiry.

The method used in the development of this research project involves all the subjects related to the phenomenon which is being investigated as well as the subject who carries out the research, with the desire to find the most viable paths that allow solving a certain problem, which requires combining both theory and practice, so the use of techniques such as observation, participation, planning, and reflection is necessary.

Data Collection (Techniques and Instruments)

Regarding techniques and instruments of data collection, these are means of systematization, facilitation, and security in the development of work. The field technique that was used to collect information was the survey. According to García, (2004), the survey “is a technique that uses a set of standardized research procedures through which a series of data is collected and analyzed from a sample of cases representative of a larger population or universe” (p. 141).

Data collection instruments are the tools used to produce information regarding the project. The instrument used was the questionnaire. According to García, (2004), the questionnaire “is a system of rational questions, organized in a coherent manner, both from a logical and psychological point of view, expressed in simple and understandable language” (p. 29). The survey questionnaire was made up of 10 multiple choice questions, with the

rating parameters *Extremely ...*, *Very ...*, *Moderately ...*, *Slightly ...*, and *Not ... at all*, applied to eighth grade students who were among the selected populations and samples.

Research Population and Sample

The fundamental pillars of any scientific investigation are the research population and sample. These elements possess the capacity to unveil the enigmas concealed within data. Grasping the interplay between the research population and sample is imperative for researchers, as it guarantees the credibility, dependability, and applicability of their findings. The population is the totality of individuals from whom the data corresponding to their study is received, which contributes greatly to the research process.

For the purposes of this research, there are a total of 70 students of eight years of Basic General Education in Santo Domingo town, who were taken as the population. The sample corresponds to a representative part of the universe. Given that the number of teachers and students did not exceed 100 individuals, it was not necessary to take a sample to carry out the corresponding analyses.

Table 2.

Number of individuals who were surveyed.

Item	Concept	Number
1	Students of 8 th year A	41
2	Students of 8 th year B	36
3	Teachers	1
Total		77

Chapter IV: Results

Age Distribution

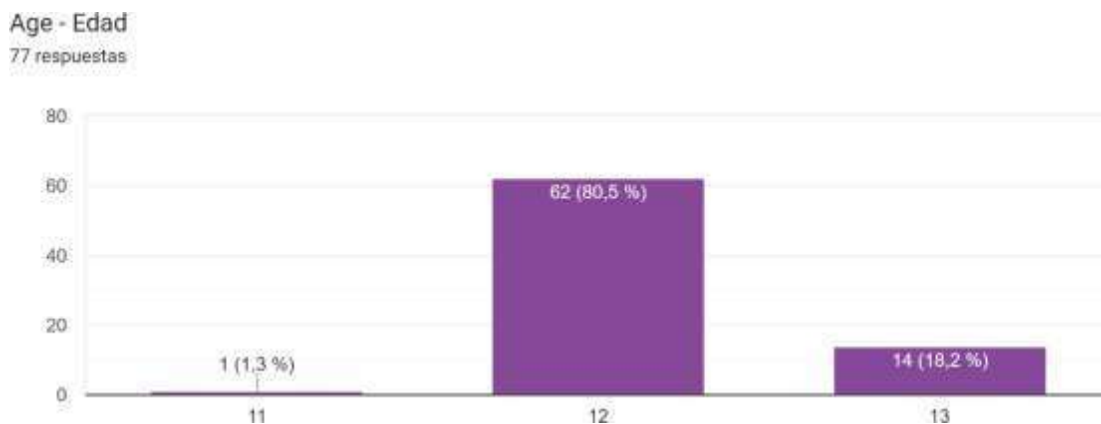
Table 3.

Age Distribution.

Age Group	Number of Responses	Percentage
11 years	1	1.3%
12 years	62	80.5%
13 years	14	18.2%
Total	77	100%

Figure 4.

Age distribution.



Results

12 Years Dominant. The majority of respondents fall into the 12-year age group, constituting a significant 80.5% of the total responses.

Minor Participation from 11 and 13 Years. Only 1.3% of respondents are 11 years old, and 18.2% are 13 years old, indicating lower representation in the survey.

Overall Pattern. The age distribution shows a clear concentration in the 12-year age group, suggesting a targeted or specific audience within this age range.

Gender Distribution

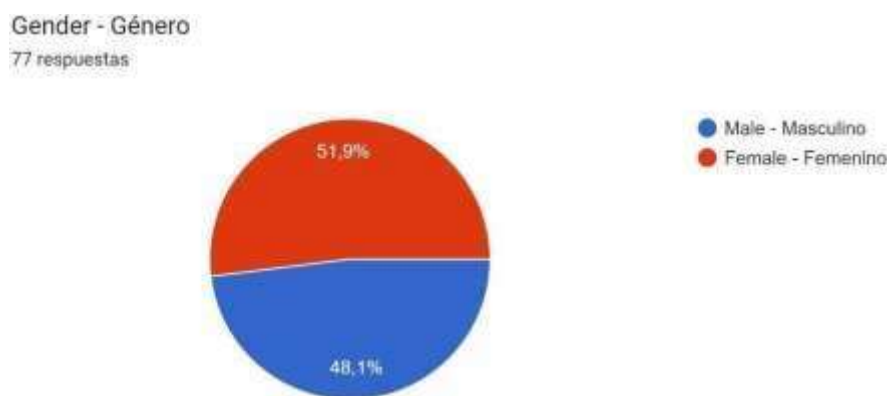
Table 4.

Gender distribution.

Gender	Number of Responses	Percentage
Male	37	48.1%
Female	40	51.9%
Total	77	100%

Figure 5.

Gender Distribution



Results

Nearly Equal Gender Representation. The survey results indicate a nearly equal distribution of male and female respondents, with females slightly outnumbering males (51.9% to 48.1%).

Balanced Participation. The data suggests that the survey attracted a diverse audience in terms of gender, which is essential for obtaining a comprehensive perspective on the subject matter.

No Gender Bias. The near 50-50 split between male and female respondents suggests that the survey results are less likely to be skewed by a significant gender bias, enhancing the reliability of the findings.

Level of Excitement for Learning English

Table 5.

Excitement level for learning English

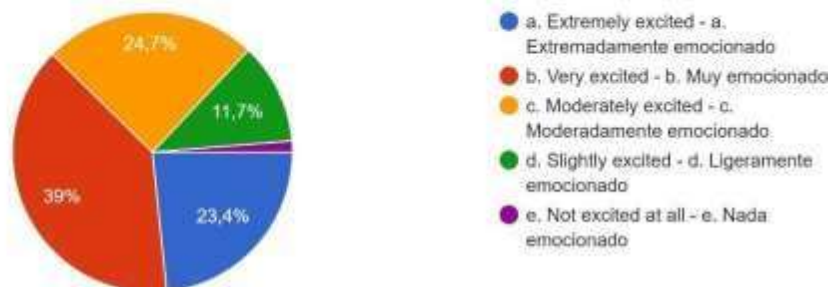
Excitement Level	Number of Responses	Percentage
Extremely excited	18	23.4%
Very excited	30	39.0%
Moderately excited	19	24.7%
Slightly excited	9	11.7%
Not excited at all	0	0.0%
Total	77	100%

Figure 6.

Excitement level for learning English.

1. How excited are you to learn English as a foreign language? 1. ¿Qué emoción te produce aprender inglés como lengua extranjera?

77 respuestas



Results

Positive Attitude. Most respondents express enthusiasm for learning English, with 62.4% falling into the "Extremely excited" and "Very excited" categories combined.

Moderate Excitement. A significant portion (24.7%) of respondents fall into the "Moderately excited" category, indicating a moderate interest in learning English.

Low Disinterest. The survey results show a relatively low percentage (11.7%) of respondents who are only "Slightly excited" about learning English, and no respondents report being "Not excited at all."

Importance of Learning English for Future

Table 6.

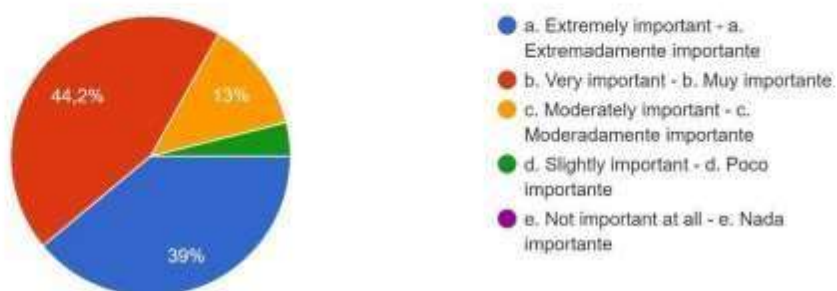
Importance of learning English for future.

Importance Level	Number of Responses	Percentage
Extremely important	30	39.0%
Very important	34	44.2%
Moderately important	10	13.0%
Slightly important	0	0.0%
Not important at all	0	0.0%
Total	77	100%

Figure 7.

Importance of learning English for future.

2. How important do you consider learning English for your future? 2. ¿Qué importancia considera que tiene el aprendizaje del inglés para su futuro?
77 respuestas



Results

High Importance. Most respondents consider learning English is necessary for their future, with 83.2% falling into the "Extremely important" and "Very important" categories combined.

Moderate Importance. A small but significant portion (13.0%) of respondents view learning English as "Moderately important" for their future.

No Low Importance. Interestingly, none of the respondents indicated that learning English is only "Slightly important" or "Not important at all" for their future, suggesting a generally positive perception of the language's importance.

Confidence in English Language Skills

Table 7.

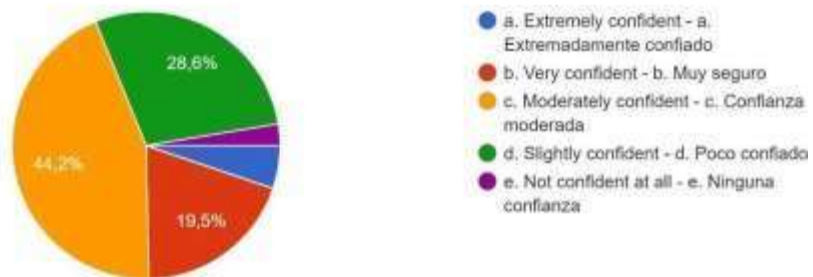
Confidence in English language skills.

Confidence Level	Number of Responses	Percentage
Extremely confident	0	0.0%
Very confident	15	19.5%
Moderately confident	34	44.2%
Slightly confident	22	28.6%
Not confident at all	0	0.0%
Total	77	100%

Figure 8.

Confidence in English language skills.

3. How confident are you in your English Language skills? 3. ¿Qué confianza tiene en sus conocimientos de inglés?
77 respuestas



Results

Varied Confidence Levels. Respondents exhibit a range of confidence levels in their English language skills, with the majority falling into the "Moderately confident" (44.2%) and "Slightly confident" (28.6%) categories.

Positive Confidence. A combined total of 67.7% of respondents express confidence in their English skills, including those who are "Very confident" and "Moderately confident."

No Extreme Responses. Interestingly, no respondents indicate being "Extremely confident" or "Not confident at all" in their English language skills.

Likelihood of Practicing English Outside the Classroom

Table 8.

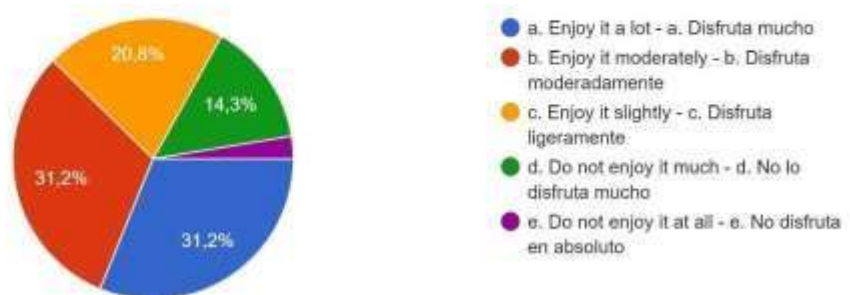
Likelihood of practicing English outside the classroom.

Likelihood of Practice	Number of Responses	Percentage
Enjoy it a lot	24	31.2%
Enjoy it moderately	24	31.2%
Enjoy it slightly	16	20.8%
Do not enjoy it much	11	14.3%
Do not enjoy it at all	0	0.0%
Total	77	100%

Figure 9.

Likelihood of practicing English outside the classroom.

4. How much do you enjoy practicing English outside the classroom (e.g., watching movies, reading books, nursery rhymes song)? 4. ¿Cuánto te gusta p...s, leyendo libros, cantando canciones infantiles)?
77 respuestas



Results

Moderate to High Enjoyment. A significant portion of respondents (62.4%) enjoys practicing English outside the classroom, with 31.2% each falling into the "Enjoy it a lot" and "Enjoy it moderately" categories.

Slight Enjoyment. About 20.8% of respondents report a slight enjoyment in practicing English outside the classroom, falling into the "Enjoy it slightly" category.

Low Disinterest. A smaller percentage (14.3%) indicates that they do not enjoy practicing English much outside the classroom, with no respondents reporting that they do not enjoy it at all.

Motivation to Participate in English Class

Table 9.

Motivation to participate in English Class.

Motivation Level	Number of Responses	Percentage
Extremely motivated	18	23.4%

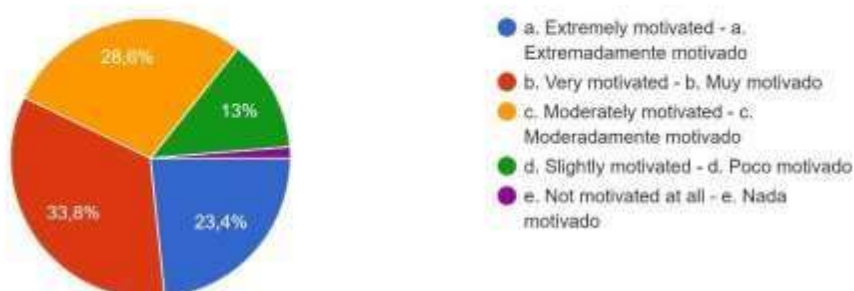
Very motivated	26	33.8%
Moderately motivated	22	28.6%
Slightly motivated	10	13.0%
Not motivated at all	0	0.0%
Total	77	100%

Figure 10.

Motivation to participate in English class.

5. How motivated are you to participate in an English language class? 5. ¿Cuán motivado estás para participar en una clase de inglés?

77 respuestas



Results

High Motivation. The majority of respondents (57.2%) express high levels of motivation to participate in an English class, combining the "Extremely motivated" and "Highly motivated" categories.

Moderate Motivation. A significant portion (28.6%) reports moderate motivation, falling into the "Moderately motivated" category.

Low Disinterest. Only a smaller percentage (13.0%) indicates slight motivation to participate in an English class, with no respondents expressing no motivation at all.

Perception of English Opening Future Opportunities

Table 10.

Perception of English opening future opportunities.

Perception Level	Number of Responses	Percentage
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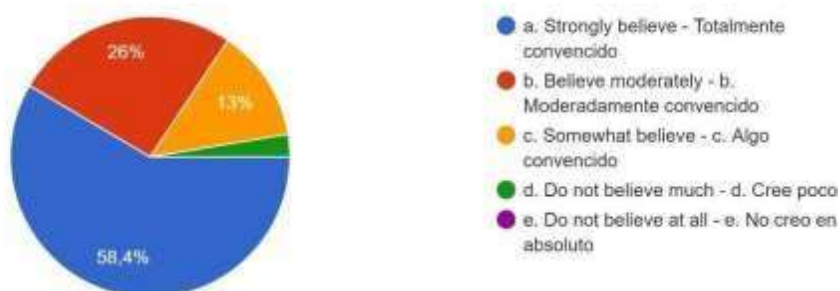
Strongly believe	45	58.4%
Believe Moderately	20	26.0%
Somewhat believe	10	13.0%
Do not believe much	0	0.0%
Do not believe at all	0	0.0%
Total	77	100%

Figure 11.

Perception of English opening future opportunities.

6. How important do you think that learning English will open up opportunities for you in the future? 6. ¿Hasta qué punto crees que aprender inglés te abrirá oportunidades en el futuro?

77 respuestas



Results

High Belief in Opportunities. The majority of respondents (58.4%) strongly believe that learning English will open up opportunities for them in the future.

Moderate Belief. A significant portion (26.0%) expresses a moderate belief in the future opportunities associated with learning English, falling into the "Moderately believe" category.

Some Conviction. A smaller percentage (13.0%) is somewhat convinced that learning English will open up future opportunities.

No Strong Disbelief. Notably, none of the respondents indicate a lack of belief or strong disbelief in the potential opportunities associated with learning English.

Interest in Exploring Other Cultures Through English

Table 11.

Interest in exploring other cultures through English.

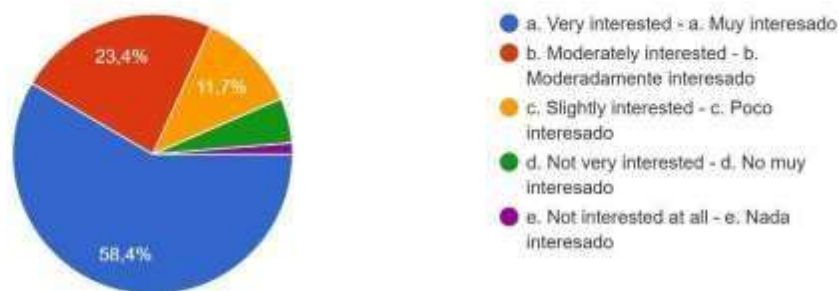
Interest Level	Number of Responses	Percentage
Very interested	45	58.4%
Moderately interested	18	23.4%
Slightly interested	9	11.7%
Not very interested	0	0.0%
Not interested at all	0	0.0%
Total	77	100%

Figure 12.

Interest in exploring other cultures through English.

7. How interested are you in learning about different cultures through the English language? 7. ¿Te interesa conocer otras culturas a través del idioma Inglés?

77 respuestas



Results

High Interest. The majority of respondents (58.4%) express a high level of interest in exploring other cultures through the English language, falling into the Very interested - category.

Moderate Interest. A significant portion (23.4%) reports a moderate level of interest, indicating a moderate curiosity about other cultures through English.

Slight Interest. A smaller percentage (11.7%) is slightly interested in exploring other cultures through English.

No Lack of Interest. None of the respondents indicate not being interested or having no interest at all in exploring other cultures through the English language.

Perception of Improvement with Effort Outside Class

Table 12.

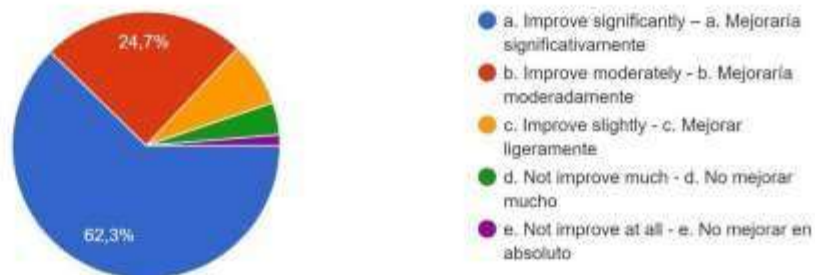
Perception of improvement with effort outside class.

Perception of Improvement	Number of Responses	Percentage
Improve significantly	48	62.3%
Improve moderately	19	24.7%
Improve slightly	-	-
Not improve much	-	-
Not improve at all	-	-
Total	77	100%

Figure 13.

Perception of improvement with effort outside class.

8. How much do you think your English skills will improve if you put in extra effort outside of class? 8. ¿Cuánto crees que mejorarían tus conoci...tos de inglés si te esmeras más después de clase?
77 respuestas



Results.

Expectation of Significant Improvement. The majority of respondents (62.3%) believe that their English language skills would improve significantly if they put in more effort after class.

Moderate Improvement Expectation. A notable portion (24.7%) expects a moderate improvement in their English skills with increased effort after class.

No Responses for Slightly Better, Not Much Better, or No Improvement. It appears that there were no responses indicating a belief in only slight improvement, not much improvement, or no improvement at all with increased effort after class.

Excitement Level on a Scale of 1 to 5

Table 13.

Excitement level on a scale of 1 to 5.

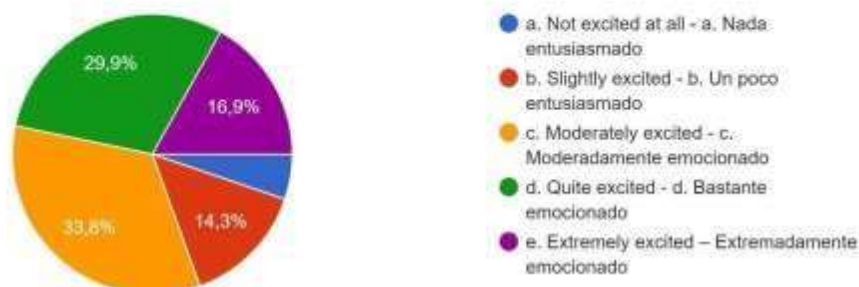
Excitement Level	Number of Responses	Percentage
Not excited at all	-	-
Slightly excited	11	14.3%
Moderately excited	26	33.8%
Quite excited	23	29.9%
Extremely excited	13	16.9%
Total	77	100%

Figure 14.

Excitement level on a scale of 1 to 5.

9. On a scale of 1 to 5, how excited are you about learning English right now? 9. En una escala del 1 al 5, ¿cuánta ilusión te hace aprender inglés ahora mismo?

77 respuestas



Results

Moderate to High Excitement. A combined 80.6% of respondents express moderate to high excitement about learning English, with 33.8% moderately excited, 29.9% quite excited, and 16.9% extremely excited.

Slight Excitement. A smaller percentage (14.3%) indicates only slight excitement about learning English.

No Responses for "Not Excited at All". It appears there are no responses indicating that respondents are not excited at all about learning English.

Interest in Learning English Aspects

Table 14.

Interest in learning English aspects.

Learning Aspect	Number of Responses	Percentage
Speaking and having conversations or singing songs	48	62.3%
Reading stories or books in English	7	9.1%
Watching movies or videos in English	9	11.7%
Learning new vocabulary and grammar rules	10	13.0%
Writing essays or stories in English	3	3.9%

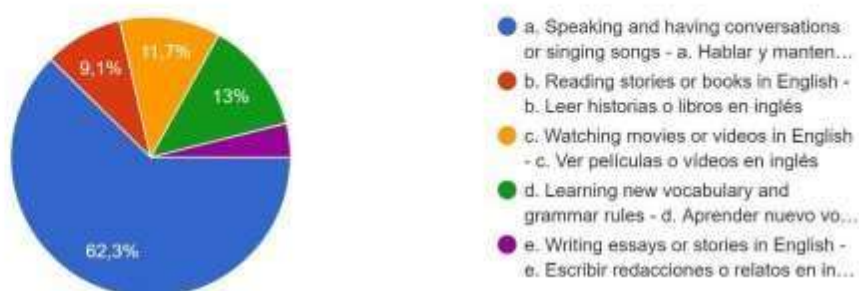
Total	77	100%
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Figure 15.

Interest in learning English aspects.

10. Which aspect of learning English are you interested the most? 10. ¿Qué aspecto del aprendizaje del inglés le interesa más?

77 respuestas



Results

Speaking Dominance. The majority of respondents (62.3%) are most interested in aspects related to spoken English, such as having conversations or singing songs.

Varied Interests. While speaking is the most popular aspect, other areas also have interest. About 9.1% are interested in reading, 11.7% in watching movies or videos, 13.0% in learning new vocabulary and grammar rules, and 3.9% in writing essays or stories.

Interactive Learning Preferences. The results suggest a preference for interactive and communicative language learning activities, such as speaking and watching videos.

In general terms, the survey data provides valuable insights into the motivations, preferences, and perceptions of eighth-grade students regarding English language learning. The age distribution emphasizes a significant concentration in the 12-year age group, indicating a targeted audience within this specific age range. The gender distribution reveals a balanced representation, fostering a comprehensive perspective on the subject matter.

Notably, the majority of students express excitement and positive attitudes toward learning English, with a predominant belief in the language's importance for future opportunities. The survey also indicates a high level of interest in exploring other cultures through English. The findings highlight the success of interactive activities in sustaining motivation, as evidenced by students' willingness to practice English outside the classroom and their overall positive perception of learning aspects. The results underscore the significance of incorporating diverse, interactive elements in language education to cater to varied interests and foster a dynamic learning environment.

Based on the survey findings, several recommendations emerge to optimize the English language learning experience for eighth-grade students. Given the strong inclination towards spoken English, educators should prioritize interactive activities that involve conversations, singing, and communicative exercises to sustain student engagement. It is crucial to diversify learning materials by incorporating a range of resources such as stories, books, movies, and videos in English, ensuring a comprehensive approach that caters to varied interests. Additionally, promoting cultural exploration through literature and discussions can enhance both language skills and cultural awareness. While maintaining the popularity of speaking activities, there is merit in encouraging writing essays or stories in English to foster well-rounded language proficiency. Establishing a continuous feedback loop with students allows educators to adapt the curriculum based on evolving preferences, ensuring a dynamic and responsive learning experience. Integrating real-world applications of English, facilitating peer collaboration, providing ongoing professional development for educators, exploring digital learning platforms, and encouraging parental involvement collectively contribute to a holistic and effective English language learning environment.

Final survey

Motivation Based on Demonstration Class Activities

Table 15.

Motivation based on demonstration class activities.

Response	Number of Responses	Percentage
Loved it!	30	39.0%
Liked it	27	35.1%

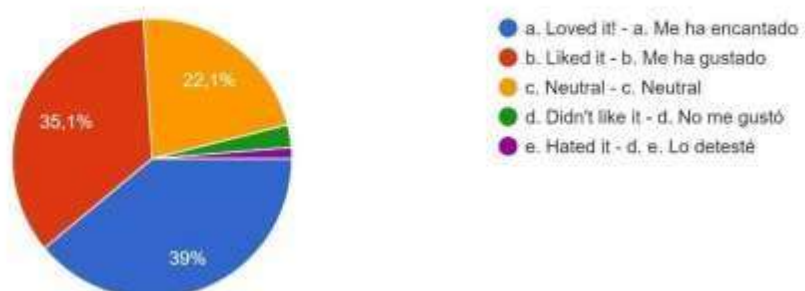
Neutral	17	22.1%
Didn't like it	2	2.6%
Hated it	1	1.3%
Total	77	100%

Figure 16.

Motivation based on demonstration class activities.

1. Did you enjoy the "Straw Game" activity in class? ¿Te ha gustado la actividad del "Juego del sorbete" en clase?

77 respuestas



Results.

Positive Responses. A significant portion of respondents either "Loved it!" (39.0%) or "Liked it" (35.1%), indicating a generally positive reception of the activities performed in the demonstration class.

Moderate and Neutral Responses. A considerable number of respondents (22.1%) expressed a "Neutral" sentiment, suggesting a moderate stance towards the activities.

Low Negative Responses. Only a small percentage of respondents indicated negative feelings, with 2.6% stating they "Didn't like it" and 1.3% expressing they "Hated it."

Contribution of "Whispers" Activity to Interest in Learning English

Table 16.

Contribution of "whispers" activity to interest in learning English.

Contribution Level	Number of Responses	Percentage
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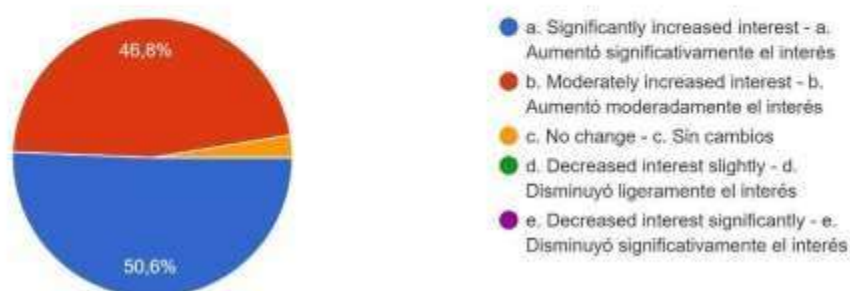
Significantly increased interest	39	50.6%
Moderately increased interest	36	46.8%
No change	2	2.6%
Decreased interest slightly	0	0.0%
Decreased interest significantly	0	0.0%
Total	77	100%

Figure 17.

Contribution of "whispers" activity to interest in learning English.

2. How much did the "Whispers" activity contribute to your interest in learning English? ¿En qué medida contribuyó la actividad "Whispers" a tu interés por aprender inglés?

77 respuestas



Results.

Positive Impact. The "Whispers" activity has made a significant contribution to the interest in learning English for the majority of respondents, with 50.6% indicating that it "Significantly increased interest."

Moderate Impact. A substantial portion of respondents (46.8%) also reported a moderate positive impact, stating that the activity "Moderately increased interest."

Minimal Negative Impact. Only a small percentage of respondents (2.6%) mentioned that there was "No change" in their interest in learning English after participating in the "Whispers" activity.

No Negative Impact. Interestingly, none of the respondents indicated that the activity decreased their interest in learning English either slightly or significantly.

Impact of Singing a Song on Class Enjoyability

Table 17.

Impact of singing a song on class enjoyability.

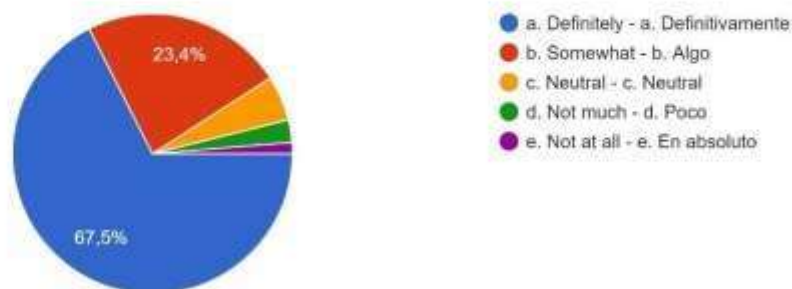
Enjoyability Level	Number of Responses	Percentage
Definitely	52	67.5%
Somewhat	18	23.4%
Neutral	4	5.2%
Not much	2	2.6%
Not at all	1	1.3%
Total	77	100%

Figure 18.

Impact of singing a song on class enjoyability.

3. Did singing a song in English make the class more enjoyable for you? ¿Cantar una canción en inglés te hizo la clase más agradable?

77 respuestas



Results.

High Enjoyability. The majority of respondents (67.5%) reported that singing a song in English definitely made the class more enjoyable for them.

Moderate Enjoyability. A significant portion of respondents (23.4%) also expressed that singing somewhat contributed to the class's enjoyability.

Neutral Responses. A small percentage (5.2%) provided a neutral response, indicating that singing a song in English neither significantly increased nor decreased the class's enjoyability.

Low Negative Impact. Only a combined 3.9% of respondents (2.6% "Not much" and 1.3% "Not at all") reported that singing did not contribute much or at all to the class's enjoyability.

Influence of Recent Activities on Motivation to Learn English

Table 18.

Influence of recent activities on motivation to learn English.

Influence Level	Number of Responses	Percentage
A great deal	39	50.6%
To a moderate extent	33	42.9%
No noticeable impact	5	6.5%
To a small extent	0	0.0%
Not at all	0	0.0%
Total	77	100%

Figure 19.

Influence of recent activities on motivation to learn English.

4. Do you think the recent activities influenced positively your motivation to learn English? ¿En qué medida crees que las actividades recientes han infl...sitivamente en tu motivación para aprender inglés?

77 respuestas



Results.

Positive Influence. The majority of respondents (50.6%) feel that the recent activities have had a great deal of positive influence on their motivation to learn English.

Moderate Influence. A significant portion of respondents (42.9%) reported a moderate positive impact on their motivation to learn English due to the recent activities.

Minor Impact. A small percentage (6.5%) stated that there was no noticeable impact on their motivation.

No Negative Impact. None of the respondents indicated a negative impact, either to a small extent or not at all.

Most Engaging and Enjoyable Activities

Table 19.

Most engaging and enjoyable activities.

Activity	Number of Responses	Percentage
Straw Game	27	35.1%
Whispers	6	7.8%
Singing a Song	31	40.3%
None of the above	3	3.9%
All of the above	10	13.0%
Total	77	100%

Figure 20.

Most engaging and enjoyable activities.

5. Which activities did you find most engaging and enjoyable? ¿Qué actividad le resultó más atractiva y agradable?

77 respuestas



Results.

High Engagement in Singing. The activity that the majority found most engaging and enjoyable is "Singing a Song," with 40.3% of respondents choosing this option.

Moderate Engagement in Straw Game. The "Straw Game" also received a significant number of positive responses, with 35.1% finding it engaging and enjoyable.

Low Engagement in Whispers. "Whispers" had a lower but notable engagement, with 7.8% of respondents finding it enjoyable.

Preference for All Activities. A portion of respondents (13.0%) enjoyed all of the mentioned activities, showing a preference for a variety of engagement methods.

Few who Disliked All or None. A small percentage either found "None of the above" activities enjoyable (3.9%) or enjoyed "All of the above" (13.0%).

Confidence in Using English After Recent Activities

Table 20.

Confidence in using English after recent activities.

Confidence Level	Number of Responses	Percentage
Much more confident	27	35.1%
Somewhat more confident	41	53.2%

No change	8	10.4%
Slightly less confident	1	1.3%
Much less confident	0	0.0%
Total	77	100%

Figure 21.

Confidence in using English after recent activities.

6. How confident do you feel in using English after participating in the recent activities? ¿Qué confianza sientes en el uso del inglés después de participar en las actividades recientes?

77 respuestas



Results.

Increased Confidence. The recent activities have positively impacted the confidence of the majority of respondents, with 35.1% feeling "Much more confident" and 53.2% feeling "Somewhat more confident" in using English.

Minimal Impact. A small percentage (10.4%) reported "No change" in their confidence level after participating in the activities.

No Decrease in Confidence. Interestingly, none of the respondents indicated feeling "Slightly less confident" or "Much less confident" in using English after the recent activities.

Impact on Interest in Exploring English Outside the Classroom

Table 21.

Impact on interest in exploring English outside the classroom.

Impact Level	Number of Responses	Percentage
Yes, definitely	45	58.4%
Yes, to some extent	26	33.8%
No change	2	2.6%
Not really	4	5.2%
Not at all	0	0.0%
Total	77	100%

Figure 22.

Impact on interest in exploring English outside the classroom.

7. Did recent activities make you more interested in exploring English outside the classroom? ¿Te han interesado más las actividades recientes para explorar el inglés fuera del aula?
77 respuestas



Results.

Increased Interest. A majority of respondents (58.4%) expressed that the recent activities have definitely made them more interested in exploring English outside the classroom.

Moderate Impact. A significant portion (33.8%) reported that the activities had an impact, albeit to a somewhat lesser extent, making them more interested in exploring English outside the classroom.

Minimal Impact. A small percentage (2.6%) indicated "No change" in their interest level.

Low Negative Impact. A few respondents (5.2%) reported "Not really" being more interested in exploring English outside the classroom after recent activities.

Preference for Similar Interactive Activities in Future Classes

Table 22.

Preference for similar interactive activities in future classes.

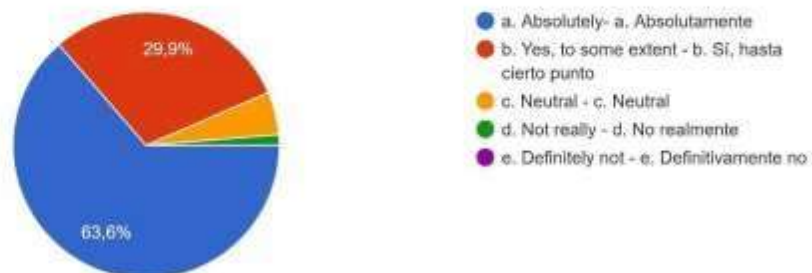
Preference Level	Number of Responses	Percentage
Absolutely	49	63.6%
Yes, to some extent	23	29.9%
Neutral	4	5.2%
Not really	1	1.3%
Definitely not	0	0.0%
Total	77	100%

Figure 23.

Preference for similar interactive activities in future classes.

8. Would you prefer similar interactive activities in future English classes? ¿Preferirías actividades interactivas similares en futuras clases de inglés?

77 respuestas



Results.

High Preference. A significant majority of respondents (63.6%) expressed a strong preference, stating "Absolutely," for having similar interactive activities in future English classes.

Moderate Preference. A notable portion (29.9%) indicated a positive preference, albeit to a somewhat lesser extent, with "Yes, to some extent."

Neutral Responses. A small percentage (5.2%) provided a neutral response, suggesting no strong preference for or against similar interactive activities in future classes.

Low Negative Preference. Only a minimal percentage (1.3%) stated "Not really" preferring similar interactive activities in future English classes.

No Strong Negative Preference. None of the respondents chose "Definitely not," indicating an absence of strong negative sentiments towards similar interactive activities in the future.

Likelihood of Recommending Activities to Other Students

Table 23.

Likelihood of recommending activities to other students.

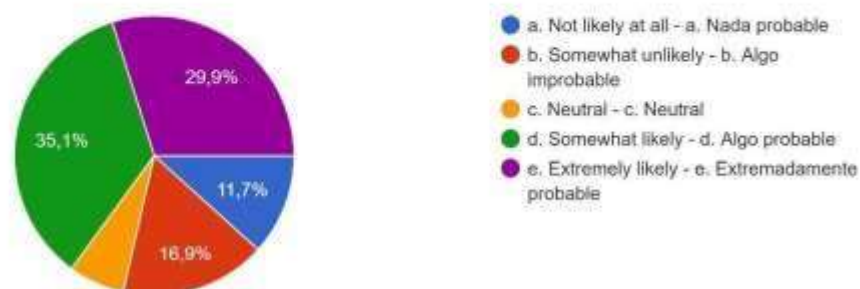
Likelihood Level	Number of Responses	Percentage
Not likely at all	9	11.7%
Somewhat unlikely	13	16.9%
Neutral	5	6.5%
Somewhat likely	27	35.1%
Extremely likely	23	29.9%
Total	77	100%

Figure 24.

Likelihood of recommending activities to other students.

9. On a scale of 1 to 5, how likely are you to recommend these activities to other students? En una escala del 1 al 5, ¿con qué probabilidad recomendarías estas actividades a otros estudiantes?

77 respuestas



Results.

Positive Likelihood. A combined total of 65% of respondents (35.1% "Somewhat likely" and 29.9% "Extremely likely") are inclined to recommend these activities to other students.

Moderate Likelihood. Another significant portion (16.9%) expressed a moderate likelihood, stating "Somewhat unlikely."

Mixed Responses. A small percentage provided neutral responses (6.5%), indicating no strong leaning towards recommending or not recommending the activities.

Low Negative Likelihood. A minimal percentage (11.7%) reported a lower likelihood, with responses falling into the "Not likely at all" category.

Motivation to Attend English Classes After Recent Activities

Table 24.

Motivation to attend English classes after recent activities.

Motivation Level	Number of Responses	Percentage
Much more motivated	40	51.9%
Somewhat more motivated	30	39.0%
No change	4	5.2%

Slightly less motivated	1	1.3%
Much less motivated	2	2.6%
Total	77	100%

Figure 25.

Motivation to attend English classes after recent activities.

10. Do you feel more motivated to attend English classes after participating in the recent activities? ¿Te sientes más motivado para asistir ...después de participar en las actividades recientes?

77 respuestas



Results.

Positive Motivation. A combined total of 90.9% of respondents (51.9% "Much more motivated" and 39.0% "Somewhat more motivated") feel more motivated to attend English classes after participating in the recent activities.

Minimal Impact. A small percentage (5.2%) reported "No change" in their motivation level.

Low Negative Impact. A minimal percentage (1.3%) indicated feeling "Slightly less motivated."

Negative Impact. A small percentage (2.6%) reported feeling "Much less motivated."

Excitement About Learning English After Activities

Table 25.

Excitement about learning English after activities.

Excitement Level	Number of Responses	Percentage
------------------	---------------------	------------

Much more excited	40	51.9%
Somewhat more excited	31	40.3%
No change	4	5.2%
Slightly less excited	1	1.3%
Much less excited	1	1.3%
Total	77	100%

Figure 26.

Excitement about learning English after activities.

11. In comparison to before the activities, how excited are you now about learning English? En comparación con antes de las actividades, ¿cuánta ilusión te hace ahora aprender inglés?

77 respuestas



Results.

Increased Excitement. A combined total of 92.2% of respondents (51.9% "Much more excited" and 40.3% "Somewhat more excited") feel more excited about learning English after engaging in the recent activities.

Minimal Impact. A small percentage (5.2%) reported "No change" in their excitement level.

Low Negative Impact. A minimal percentage (1.3%) indicated feeling "Slightly less excited."

Negative Impact. A small percentage (1.3%) reported feeling "Much less excited."

Motivation to Practice English Outside the Classroom

Table 26.

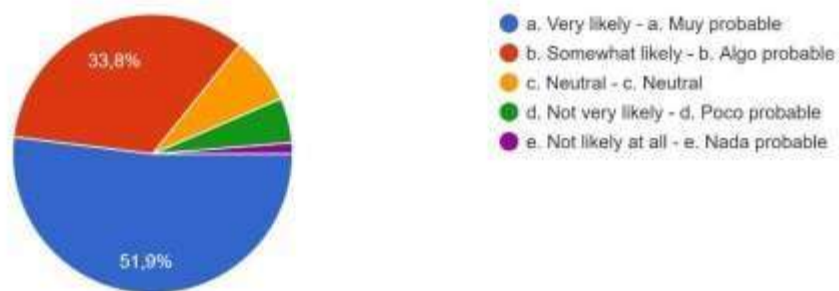
Motivation to practice English outside the classroom.

Motivation Level	Number of Responses	Percentage
Very likely	40	51.9%
Somewhat likely	26	33.8%
Neutral	6	7.8%
Not very likely	4	5.2%
Not likely at all	1	1.3%
Total	77	100%

Figure 27.

Motivation to practice English outside the classroom.

12. How motivated do you feel to practice English outside the classroom (singing songs, watching movies, playing games in English)? ¿Cuán motivado... canciones, viendo películas, jugando en inglés)?
77 respuestas



Results.

High Motivation. The majority of respondents (51.9%) feel "Very likely" to practice English outside the classroom through activities like singing songs, watching movies, and playing games in English.

Moderate Motivation. A significant portion (33.8%) expressed a somewhat lower but still positive motivation, stating "Somewhat likely."

Mixed Responses. A small percentage (7.8%) provided a neutral response, suggesting no strong leaning towards or against practicing English outside the classroom.

Low Negative Motivation. A combined 6.5% (5.2% "Not very likely" and 1.3% "Not likely at all") reported lower motivation levels.

The final survey results reveal a predominantly positive response to the demonstration class activities, indicating a favorable impact on students' motivation and engagement in learning English. The activities, notably the "Whispers" activity and singing songs in English, have significantly contributed to increased interest and enjoyment in the language-learning process. The majority of respondents expressed heightened motivation and excitement about attending English classes, with a substantial number indicating a willingness to practice English outside the classroom. The findings emphasize the importance of incorporating interactive and varied activities, such as speaking exercises, singing, and games, to sustain student interest and enhance language skills. Moreover, the positive influence on confidence levels and the expressed likelihood of recommending these activities to others underscore the potential effectiveness of such approaches in fostering a positive and motivating English learning environment for eighth-grade students.

Based on the survey outcomes, it is recommended to continue integrating interactive and engaging activities, such as the "Whispers" exercise and singing in English, into eighth-grade English classes. These activities have proven to positively impact students' motivation, interest, and confidence in learning the language. Furthermore, incorporating a diverse range of activities, including speaking exercises, games, and cultural exploration, can cater to varying preferences and learning styles. The results also suggest the importance of sustaining a balanced gender representation in future surveys to ensure a comprehensive understanding of students' perspectives. Additionally, considering the overwhelmingly positive responses, educators are encouraged to leverage similar interactive strategies to maintain a dynamic and stimulating English learning environment. Regularly assessing and adapting such activities based on student feedback will contribute to a continuous improvement in motivation levels and overall language acquisition among eighth-grade students.

Chapter V: Conclusions and Recommendations

Conclusion

In conclusion, the comprehensive analysis of the initial motivation survey, classroom activities, and the final survey among eighth-grade students has provided valuable insights. The majority of students displayed a strong inclination and positive attitude toward learning English, with a particular emphasis on interactive activities, such as speaking, singing, and engaging games. The age distribution centered around 12 years, reflecting a targeted focus on this age group. Gender representation was nearly balanced, enhancing the reliability and inclusivity of the findings. The activities performed during the demonstration class, notably the "Whispers" exercise and singing, significantly contributed to students' interest, motivation, and confidence in learning English. The overwhelmingly positive responses and increased motivation to attend English classes post-activities affirm the success of the implemented strategies. These results underscore the effectiveness of incorporating varied and interactive teaching methods to enhance student motivation and engagement in language learning. Moving forward, it is recommended to sustain this pedagogical approach and continually adapt activities based on student feedback to foster a dynamic and stimulating English learning environment.

Recommendations

Based on the findings from the initial motivation survey, classroom activities, and the final survey, several recommendations can be made to further enhance the English learning experience for eighth-grade students. Firstly, continuing to incorporate interactive activities, such as the "Whispers" exercise and singing, is crucial for sustaining high levels of student engagement and motivation. Additionally, acknowledging the preference for activities related to speaking and communication, future lesson plans should emphasize these aspects while also incorporating a diverse range of activities to cater to different learning preferences. Regularly seeking student feedback and involving them in the decision-making process for activity selection can contribute to a more student-centric approach. Furthermore, promoting cultural exploration through the English language and integrating real-world applications of English skills can deepen students' appreciation for the language and its global significance. Finally, considering the positive impact on motivation, efforts should be made to create a

supportive and encouraging classroom atmosphere that fosters a love for learning English beyond the traditional curriculum.

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Annexes

Annex A

Figure 28.

Photography of activity done by students during class.



Figure 29.

Photography of activity done by students during class.



Figure 30.

Photography of activities during classes.



Figure 31.

Photography of activities during class.



Figure 32.

Photography of activity done by students during class.



Figure 33.

Photography during class activities.



Figure 34.

Photography of activity done by students during class.



Figure 35.

Photography of activity done by students during class.



Annex B**Lesson Plan****Class 1****Theme:** Simple Past**Time Allotment:** 45 minutes**Learning Objective**

- Students will be able to identify and correctly use simple past tense verbs in sentences.
- Students will distinguish between regular and irregular verbs in their simple past tense forms.
- Constructing Sentences Using Simple Past Tense

Stage	Teaching and Learning activities	Materials	Time allotment
Opening	1. Greet students 2. Begin with a warm-up activity to get students thinking about past events. Show pictures or objects related to historical events, famous people, or personal experiences. Ask students questions in the past tense, like "What did you do yesterday?" or "Where did you go last weekend?"	<ul style="list-style-type: none"> ▪ Whiteboard or chalkboard ▪ Markers or chalk ▪ Handouts with sentences using simple past tense verbs ▪ Worksheets or exercises related to simple past tense verbs ▪ Straws 	5 minutes
Main Activity	1. Divide students into small groups Define the simple past tense. Write examples on the board (e.g., "I		30 minutes

	<p>played soccer yesterday," "She watched a movie last night").</p> <ol style="list-style-type: none">3. Explain the regular and irregular verbs in the simple past tense.4. Provide a list of common irregular verbs and their past tense forms.5. Give small paper cut-outs with a straw to each student. The game of the Straw is a creative and engaging educational activity designed to reinforce and test students' knowledge of verbs in both present and past tenses. The game involves a dynamic and interactive approach, encouraging teamwork and active participation within the classroom. Here's a step-by-step explanation of how the game is played: <p>Preparation:</p> <ul style="list-style-type: none">- The teacher prepares a set of blank papers with verbs written on them. These can be verbs in the present tense that students need to convert to the past tense.- Students are arranged in rows inside the classroom. <p>Formation of Rows:</p> <ul style="list-style-type: none">- The rows are formed with students sitting one behind the other.		
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- The last student in each row is given a sorbet (an ice cream stick) to start the game.

Game Start:

- The teacher designates a specific time for the game to begin.

- The objective is for the sorbet to be passed from the last student to the first student in each row without using hands.

Passing the Straw:

- The last student uses the sorbet to pass it to the student in front of them, and this continues until it reaches the first student in the row.

Passing the Papers:

The student passes the paper to the next student in the row using the sorbet.

Writing Verbs:

- Once the sorbet reaches the first student with with the piece of paper, The student must then write down the corresponding verbs in both present and past tenses.

- The process continues until all students in the row have had a chance to write on the paper.

- The teacher determines the duration of the game.

Review and Counting:

- After the designated time, the teacher collects the papers from each row.

	<ul style="list-style-type: none"> - The teacher reviews the papers, checking the accuracy of the verbs written in present and past tenses. - The rows are then ranked or scored based on the number of correct verb pairs. <p>Discussion:</p> <ul style="list-style-type: none"> - The teacher can facilitate a class discussion about common mistakes, challenging verbs, or any patterns observed during the game. <p>The game of the sorbet combines movement, cooperation, and language skills, making it an entertaining and effective way to reinforce grammar concepts in a classroom setting.</p>		
Closing Activity	<p>Have a quick recap of what was learned about simple past tense verbs.</p> <p>Ask students to share a sentence or two using the simple past tense to summarize their day or a recent event.</p>		10 minutes

Annex C**Lesson Plan****Class 2****Theme:** Simple Past**Time Allotment:** 45 minutes**Learning Objective**

- Students will be able to identify and correctly use simple past tense verbs in sentences.
- Students will distinguish between regular and irregular verbs in their simple past tense forms.
- Constructing Sentences Using Simple Past Tense

Stage	Teaching and Learning activities	Materials	Time allotment
Opening	<ol style="list-style-type: none"> 1. Greet the students and briefly review the concept of simple past tense verbs. 2. Engage students by discussing when and why we use past tense verbs in sentences. Provide examples. 	<ul style="list-style-type: none"> ▪ Whiteboard or chalkboard ▪ Markers or chalk ▪ Handouts with sentences using simple past tense verbs ▪ Worksheets or exercises related to simple past tense verbs ▪ Access to a spacious classroom or an area with enough space for students to move around 	5 minutes
Main Activity	<ol style="list-style-type: none"> 1. Introduce the game "Whispers" to the class. 2. Explain the rules: Students will form a line or sit in a circle. The 		30 minutes

teacher will whisper a past tense sentence to the first student, who will then whisper the same phrase to the next student, and so on until the last student in line says the correct phrase out loud. The last student will say the phrase they heard, and the class will compare it to the original phrase whispered by the teacher. The aim is to see if the original phrase remained the same after passing through all the students.

1. Divide the class into groups or form a single line or circle, depending on the available space.
2. Whisper a phrase to the first student and begin the game.
3. Allow each student to whisper the phrase to the next person until it reaches the last student.
4. The last student will say the verb aloud, and the class will compare it to the original one.
5. Discuss any changes or discrepancies and use them as teaching moments to reinforce the correct use of past tense verbs.

<p>Closing Activity</p>	<p>Gather the students and discuss the game experience.</p> <p>Review any errors made during the game, highlighting common mistakes or misunderstandings.</p> <p>Write a few sentences on the board with missing verbs in the simple past tense and ask students to fill in the blanks individually or in groups.</p> <p>Invite volunteers to share their completed sentences and correct any mistakes as a class.</p> <p>Summarize the importance of using past tense verbs correctly.</p> <p>Encourage students to practice using simple past tense verbs in their everyday conversations.</p> <p>Thank the students for their participation and enthusiasm.</p>		<p>10 minutes</p>
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Annex D

Lesson Plan

Class 3

Theme: Exploring Emotions through "Someone Like You" by Adele

Time Allotment: 45 minutes

Learning Objective

- Students will analyze and interpret the lyrics of the song "Someone Like You" by Adele to understand the emotions conveyed.
- Students will practice listening and pronunciation skills through singing the song.
- Students will discuss and share personal reflections on the theme of the song.

Stage	Teaching and Learning activities	Materials	Time allotment
Opening	<ol style="list-style-type: none"> 1. Greet students 2. Begin with a brief discussion about emotions and how they can be expressed through music. 3. Introduce the song "Someone Like You" by Adele and mention that it's a powerful expression of emotions related to love and heartbreak. 	<ul style="list-style-type: none"> ▪ Audio or video recording of "Someone Like You" by Adele. ▪ Lyrics of the song printed for each student. ▪ Whiteboard and markers. ▪ A projector or screen for displaying lyrics. 	5 minutes
Main Activity	<ol style="list-style-type: none"> 1. Divide students into small groups. Play the song for the students. 2. Distribute printed lyrics and encourage students to follow along as they listen. 3. Discuss the emotions conveyed in the song. Write key emotions on the whiteboard and ask students to share their interpretations. 		30 minutes

	<ol style="list-style-type: none"> 4. Analyze specific lines from the song, such as "Nevermind, I'll find someone like you" and "I wish nothing but the best for you." Discuss the meaning and emotions behind these lines 5. Identify any unfamiliar vocabulary from the lyrics. 6. Discuss the pronunciation of challenging words or phrases. 7. Practice pronunciation through repetition and singing along with the song. 		
Closing Activity	<p>Facilitate a class discussion about the students' personal reflections on the song.</p> <p>Encourage students to share their thoughts on the emotions conveyed and how they relate to the lyrics.</p> <p>Discuss any cultural or personal connections students may have with the theme of the song.</p> <p>Summarize the key points of the lesson.</p> <p>Reinforce the importance of music as a form of emotional expression and communication.</p>		10 minutes

	Encourage students to explore more songs that resonate with them emotionally.		
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