TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

RESEARCH PROJECT

"MOTIVATION IN PRE-SERVICE ENGLISH TEACHERS AT THE TECHNICAL UNIVERSITY OF COTOPAXI"

Research report before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major

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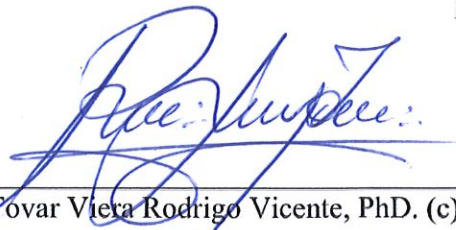**PUJILÍ-ECUADOR**

FEBRUARY – 2023

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled **"MOTIVATION IN PRESERVICE ENGLISH TEACHERS AT THE TECHNICAL UNIVERSITY OF COTOPAXI"**, and researched by **Sandoval Cantuña Kareliz Abigail** with ID number **1756152821** and **Suarez Haro Diana Nayeli** with ID number **1004926174**, for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, February, 2023

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COMMITTEE APPROVAL

The research report entitled **"MOTIVATION IN PRE-SERVICE ENGLISH TEACHERS AT THE TECHNICAL UNIVERSITY OF COTOPAXI"**, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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GRATEFULNESS

*Words are not enough to thank all the people who
have been part of this wonderful process. First, we
thank God and the universe for blessing us with
health and life during these four years of academic
training. In the same way, we express our most
sincere gratefulness to the Technical University of
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everything to help us become professionals. Finally,
we thank our friends, who have walked with us and
have given us unconditional friendship and support.*

Kareliz & Nayeli

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DEDICATION

I dedicate the result of this project:

To my loving parents, Carlos and Cristina, who were my first teachers and have taught me to be a constant and responsible person. Thanks for all your effort. Without you, this would not be possible. This achievement is also yours.

To my siblings and life partners Josehp and Martina, for being by my side every day of my life and being the light in my darkest moments.

To all my family, who trusted me and my abilities, especially my angels in heaven, who have never left me alone. My grandfather Segundo and my uncles Luis, Marco, and Jorge.

To my boyfriend, who has given me his unconditional support since the first day of this educational process. Thanks for all your help, Andrés.

Finally, I dedicate this project to the most selfless love that a person can receive. Thank you for accompanying me every sleepless night, my Lany.

Kareliz

DEDICATION

I dedicate this project with all my love and happiness mainly to God for giving me the strength and wisdom to complete this process. Also, to my parents, Julio, and Nancy, because they are my fundamental pillar and for all the unconditional support and effort, they have made for me. To Diego and Cesar, my brothers, for always loving and caring for me. To my dear uncles, Diego, and Anita, for unconditionally protecting, advising, and supporting me. To Jony, my boyfriend, for always guiding me and not letting me give up moving forward. To my grandparents and my uncles because they have been a special part of my life and have trusted me to become a professional. To Micaela, Cristina, Karla, and Samantha, for being part of this amazing process for four years. To Kareliz, my project partner, for her sincere friendship, help, dedication, and effort during all this time. Also, to my dear teachers for filling me with knowledge. Thank you all for being part of my life and allowing me to dedicate this wonderful achievement to you.

Nayeli

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

THEME: "MOTIVATION IN PRE-SERVICE ENGLISH TEACHERS AT THE TECHNICAL UNIVERSITY OF COTOPAXI"

Authors:
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ABSTRACT

Nowadays, English has become a universal language, which has forced more people, especially young students, to learn it to achieve personal, better academic, and work opportunities. So, if people want to learn a second language like English, it is necessary to have a good level of motivation. Motivation is a fundamental and relevant component in this process because it directs students to make a substantial effort to commit to their goal of learning the target language. Therefore, this descriptive quantitative study aims to investigate the level and type of motivation at the Technical University of Cotopaxi located in the province of Cotopaxi, Pujilí Canton, Latacunga. The instrument used for data collection was a standardized questionnaire adapted from the Attitude/Motivation Test Battery (AMTB), designed by Gardner, with a 6-point Likert scale adapted from the original 7-point scale. The main objective of this questionnaire was to collect information on student motivation and consisted of three principal parts: four demographic questions, 13 on integrative motivation, and ten on instrumental motivation. The participants were 191 students of the first four semesters of the Pedagogy of National and Foreign Languages career during the academic period of April - August 2022, from which a sample of 162 students was obtained. Data were collected and analyzed using the Statistical Package for Social Sciences (SP SS) and EXCEL. The results showed that all students have a high-level of motivation in English language learning. Moreover, the data indicated that students have a tendency towards integrative motivation than instrumental one. That is because the students' interests are based on having close contact with the culture of native people and being able to communicate effectively using the target language (English). Finally, the results will allow English teachers to consider the level and type of motivation students have in their teaching process. Thus, the teachers will apply didactic and innovative strategies to maintain and increase the students' motivation level within the teaching-learning process of English.

Keywords: Motivation, Integrative motivation, Instrumental motivation, English language, Language Learning.

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

TITULO: "MOTIVACIÓN EN PROFESORES DE INGLÉS EN PRE-SERVICIO DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI"

Autores:
Sandoval Cantuña Kareliz Abigail y Suarez Haro Diana Nayeli
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RESUMEN

En la actualidad, el inglés se ha convertido en un idioma universal, lo que ha obligado a más personas, especialmente jóvenes estudiantes, a aprenderlo para lograr mejores oportunidades personales, académicas y laborales. Entonces, si las personas quieren aprender un segundo idioma como el inglés, es necesario tener un buen nivel de motivación. La motivación es un componente fundamental y relevante en este proceso porque dirige a los estudiantes a hacer un esfuerzo sustancial para comprometerse con su meta de aprender el idioma de destino. Por lo tanto, este estudio cuantitativo descriptivo tiene como objetivo investigar el nivel y tipo de motivación en la Universidad Técnica de Cotopaxi ubicada en la provincia de Cotopaxi, cantón Pujilí, Latacunga. El instrumento utilizado para la recolección de datos fue un cuestionario estandarizado adaptado del Attitude/Motivation Test Battery (AMTB), diseñado por Gardner, con una escala tipo Likert de 6 puntos adaptada de la escala original de 7 puntos. El objetivo principal de este cuestionario fue recopilar información sobre la motivación de los estudiantes y consto de tres partes principales; cuatro preguntas demográficas, 13 sobre motivación integradora y diez sobre la motivación instrumental. Los participantes fueron 191 estudiantes de los primeros cuatro semestres de la carrera de Pedagogía de Idiomas Nacionales y Extranjeras durante el periodo académico abril – agosto 2022, de los cuales se obtuvo una muestra de 162 estudiantes. Los datos fueron recolectados y analizados utilizando el programa SPSS (por sus siglas en inglés Statistical Package for Social Sciences) y Excel. Los resultados mostraron que todos los estudiantes tienen un alto nivel de motivación en el aprendizaje del idioma inglés. Además, los datos indicaron que los estudiantes tienen una tendencia hacia la motivación integradora más que hacia la instrumental. Esto se debe a que los intereses de los estudiantes se basan en tener un contacto cercano con la cultura de los nativos y así poder comunicarse de manera efectiva utilizando el idioma de destino (inglés). Finalmente, los resultados permitirán a los docentes de inglés considerar el nivel y tipo de motivación que tienen los estudiantes en su proceso de enseñanza. Así, los docentes aplicarán estrategias didácticas e innovadoras para mantener e incrementar el nivel de motivación de los estudiantes dentro del proceso de enseñanza-aprendizaje del inglés.

Palabras claves: Motivación, Motivación Integradora, Motivación Instrumental, Idioma inglés, Aprendizaje del idioma.

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1. **GENERAL INFORMATION**

    Theme: "Motivation in preservice English teachers at the Technical University of Cotopaxi"

    Starting Date:

    April 2022

    Ending Date:

    February 2023

    Place of Research: Technical University of Cotopaxi

    Sponsoring Faculty: Pujilí Extension

    Sponsoring career: National and Foreign Language Pedagogy English

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    Knowledge area: Education

    Research line: Education language and culture

    Research line of the career: Innovación en la enseñanza y aprendizaje del idioma inglés como lengua extranjera.

2. PROBLEM STATEMENT

Motivation is the goal for which students want to learn a second language. It plays a fundamental role in beginners and young students because it is one of the most relevant factors that facilitate and improve language acquisition (Purnama et al., 2019). In fact, motivation is a process that maintains an emotional state in students that can hinder or favor the ability to develop and function in learning a language. It is essential to emphasize that motivation mechanisms act differently in all students because they have different interests and emotional qualities.

However, not enough research focused on identifying the level and type of motivation of English language learners has been developed. In the same way, no studies have been conducted on students enrolled in the first to the fourth semester of the Pedagogy of National and Foreign Languages course at the Technical University of Cotopaxi in the academic period of April - August 2022. Nevertheless, Nguyen (2019) establishes that knowledge of the level of students' motivation would make it easier for universities and teachers to improve the learning environment and students' motivation.

One of the principal causes of this problem is the lack of awareness about the importance of knowing the motivational aspects of English students. Similarly, teachers do not apply tests to identify the type of motivation that predominates in students. Therefore, all this has led to motivation not being considered a relevant factor in the teaching-learning process of English. Therefore, English language teaching continues to be taught traditionally because teachers apply activities that do not encourage interest in learning the English language.

Several results of studies related to the level and type of motivation in English language learners in higher education have shown that most students have a high level of motivation. However, these results can vary significantly according to the educational context in which the teaching-learning process of the English language is developed. Therefore, it is of the utmost importance to apply a study that provides information about

the type and level of motivation in students who belong to the first fourth semester of the career of Pedagogy of National and Foreign Languages at the Cotopaxi Technical University. Therefore, based on the information collected, teachers could apply different methodological strategies that improve learning and the English language level.

3. OBJECTIVES

3.1. General objective:

To investigate the level and type of motivation in the students of the first four semesters of the Pedagogy of National and Foreign Languages career at the Technical University of Cotopaxi during the academic period of April - August 2022.

3.2. Specific objectives:

- To identify the motivational level in the students of the first four semesters of the Pedagogy of National and Foreign Languages career at the Cotopaxi Technical University.

- To establish the type of motivation in the students of the first four semesters of the Pedagogy of National and Foreign Languages career at the Cotopaxi Technical University.

- To describe the level and type of motivation in each of the first four semesters of the Pedagogy of National and Foreign Languages career at the Cotopaxi Technical University.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific objective	Activities	Verification Means

To identify the motivational level in the students of the first four semesters of the Pedagogy of National and Foreign Languages career at the Cotopaxi Technical University.	Search previous research Literature review Design theoretical framework	Theoretical framework
To establish the type of motivation in the students of the first four semesters of the Pedagogy of National and Foreign Languages career at the Cotopaxi Technical University.	Preparation of the survey focused on instrumental and integrative motivation.	Survey application Results of the test
To describe the level and type of motivation in each of the first four semesters of the Pedagogy of National and Foreign Languages career at the Cotopaxi Technical University.	Survey data analysis Data discussion Recommendations	Tabulated data

5. JUSTIFICATION

The purpose of this quantitative research was to investigate the level and type of motivation in pre-service English teachers of the Pedagogy of National and Foreign Languages career at the Technical University of Cotopaxi. Allaire and Kamas (2021) mention that pre-service English teachers are university students who are pursuing a teaching career to obtain a teacher certification. We conduct this research to identify the level and type of motivation that students have since no previous studies have been developed that measure motivation when acquiring the English language in this context.

The results obtained from the research will allow the major English teachers to know the level and type of motivation the students in the first four semesters are inclined to. Therefore, this research will provide relevant information so that teachers, based on the results, can apply methods and strategies that facilitate the learning process.

The direct beneficiaries are the students belonging to the Pedagogy of National and Foreign Languages since the focus of this project was to investigate the level and type of motivation in the students of the first four semesters of the Pedagogy of National and Foreign Languages career at the Cotopaxi Technical University. On the other hand, the indirect beneficiaries are the professors of the Pedagogy of National and Foreign Languages career at the Cotopaxi Technical University because they will be aware of the level and type of motivation that students have, which will help them apply better strategies and methodologies to the teaching and learning process. To achieve the objective of this research, the following research questions have been raised.

1. *What is the level of motivation in the students from the first to the fourth semester of the English career at the Technical University of Cotopaxi?*

2. *What type of motivation predominates (integrative or instrumental) in the students from the first to the fourth semester of the English career at the Technical University of Cotopaxi?*

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1.Background

This section describes previous studies in which it was evidenced that the population is highly motivated toward learning the English language. Therefore, they conclude that their high level of motivation is because they consider the English language an essential communication tool since it is the most spoken language worldwide. Such information was compiled from different digital sources: the Professional Journal of English Education, the European Journal of Educational Sciences (EJES), a digital Book, and Dominio de las Ciencias.

Purnama et al., 2019., using a qualitative descriptive methodology assessed the English learning motivation of eighth-grade students at MT Mathla'ul Anwar Sukaguna. The

investigators used an interview and a questionnaire adapted from Clement, Dornyei, and Noels (1994). The questionnaire was applied to 22 students with ten items in English and translated orally into Indonesia. On the other hand, the interview was applied to a sample of two eighth-grade students with five questions also in English and orally translated into Indonesian. The questionnaire results showed that students are motivated to learn English, which facilitates their academic performance. Regarding the interview outcomes, the students consider English important because it is an international language and can help them communicate in different aspects of life. Finally, the investigators mention that motivation is a relevant factor in learning the English language. So, they suggest that teachers should be more creative in developing teaching material to improve student motivation.

In the same way, Nguyen (2019) examined the motivational type and level of 371 first and second-year students at Vietnam National University, Hanoi – University of Engineering and Technology (VNU-UET). The investigator adopted Gardner's Attitude/Motivation Test Battery (AMTB) to collect information on the student's motivation in learning English, made up of 30 items using a 6-point Likert scale. The results of the study show that the students are highly motivated in learning English as a foreign language due to the intervention of factors such as time, gender, and mainly due to the ability of the parents to speak English. In this instance, the researcher mentions that for constructing motivational teaching and learning programs in languages, it is necessary to understand the role of motivation in learning.

Similarly, Wimolmas (2013) applied a study to identify the level of motivation in students at the Sirindhorn International Institute of Technology and determine the type of motivation students present in the English language learning process. The writers used a mixed, descriptive, and qualitative approach; to obtain the results, a survey was applied to 30 students who studied in the second semester of the 2012 academic year. The results showed that most of the students present a high level of motivation and that they are inclined toward instrumental motivation. Additionally, the survey data showed that most

of the students have writing and speaking problems because students must solve their assignments and final exams in writing. They also present speaking problems due to a lack of confidence. In conclusion, it can be said that although there is a good level of motivation, learning problems do occur. However, all these factors under study must be used to generate good learning of the English language.

Finally, Ortega et al. (2019) applied qualitative research to determine the perceptions about the motivational factors that can influence English language learning, focusing on the educational context of 422 undergraduate students belonging to three public universities in Ecuador. The researchers designed a survey conforming of 18 closed items focused on knowing the motivational orientations toward the language and an open question to identify why students want to learn the English language. The results of this research show that most students feel motivated to learn the English language because they consider it an essential tool for their professional and work growth. Also, considering that knowing English facilitates the process of pursuing a master's degree abroad. Finally, the students surveyed mentioned that their principal motivation to learn the language is to reach the level required to pass their undergraduate degree.

6.2. Theoretical Framework

6.2.1. Teaching learning process

Sequeira (2012) claims that *teaching* is to transmit or present knowledge through various methods and strategies. Alternatively, *learning* is a process of permanent change that is provoked intentionally to acquire knowledge, values, and behavior through reasoning, experience, and observation. Therefore, from these two concepts, the term *teaching-learning* is born, which is defined as a process of knowledge transfer from teachers to students. Besides, this educational process is developed bilateral because one depends totally on the other (Munna & Kalam, 2021, p.1). For this reason, it is considered an integrating part of the teaching-learning process where components such as objectives, content, methods, and evaluation are found.

6.2.2. The teacher's role

Teachers play an indispensable role in education because they are considered as the principal source of student motivation. In this way, teachers are considered parents at school because, in addition to transferring knowledge, they are responsible for shaping the personality and character of students during their formative years (Kaur, 2019, p. 41). Therefore, the teacher must gain the trust and friendship of the students so that the teaching-learning process develops in a safe environment.

In addition, the teacher must create a positive relationship with the students through coexistence that begins as soon as the teacher enters the classroom. So, the teacher must be respectful, greet the students, and must also be empathetic with their thoughts or emotions. In conclusion, Ajaykumar and Vasantrao (2011) claim that a "true teacher is who can immediately come down to the level of the student and transfer his soul of the student's soul and see through and understand through his mind" (p.73).

6.2.3. The student's role

During the educational process, the student must be an active subject of learning, so the student must be able to analyze, reflect, question, and investigate to achieve significant learning and enduring understanding. Therefore, the role of the student influences, before, and after the educational process. Thus, the students must previously set their learning goals, and they develop a participatory and collaborative role during the teaching-learning process and thus self-evaluate their performance after class to achieve new knowledge goals (Little & Williams, 2010).

In addition, the student is the receiver of the information imparted by the teacher. Accordingly, s/he must be responsible and aware of all inputs acquired during the learning process. Students must be able to follow or adapt to the rules set up at schools to have a good rapport with educational stakeholders. In conclusion, the role of students is to

acquire knowledge and values taught by their teachers, since this will allow them to be academically and socially prepared for the future.

6.2.4. Factors that affect the teaching-learning process

Several factors influenced the teaching-learning process which are classified into internal and external factors; these factors refer to elements present inside and outside each person. Therefore, the internal factors that a person must learn are elements such as attitude, motivation, study habits, etc. On the other hand, external factors refer to features that come from outside the individual since they are outside the influence and control of the student such as social factors, and curriculum, among others (Brown, 2007).

Internal Factors

Within the internal factors, three main variables stand out. The first is the student's competence, which refers to the set of behavior defined by the student. In several investigations, it has been determined that the positive influence of the student helps improve the learning process since if the student masters the knowledge imparted, it will be easier to learn (Abdulkadhum & Adhiem, 2019). The second factor is self-esteem, whatever is considered a relevant affective element for the success of the teaching-learning process. In contrast, a student with low self-esteem does not have confidence in himself or his academic abilities, which causes poor school performance. Finally, personality is the third variable of internal factors since each student is in a different world with different interests and needs.

On the other one, extroverted students tend to be sociable and adapt quickly to any change, while introverted students tend to be more solitary and learn better individually. For this reason, teachers must know each of their students to apply and adapt strategies and methods according to their academic needs. Hence, if this variable is ignored,

students may feel overwhelmed, and they will not perform well academically (Mirhadizadeh, 2016).

External factors

External factors are ones that students cannot control, such as social, personal, or emotional problems. These elements are related to motivation-focused psychology because various responses of individuals to different types of stimuli are determined by different tendencies. It is for this reason that students may dislike certain subjects and be interested in others. Alternatively, it is essential to emphasize that there may be labor and economic problems that cause difficulties in the learning process, especially for university students, this is because several university students work and study at the same time to cover their cats, which causes physical and mental fatigue in the learning process (Mirhadizadeh, 2016).

6.2.5. English as a foreign language

Language is the principal source of communication that allows human beings to share thoughts and ideas with others. There are thousands of languages in this world, and each country has its national language, various local languages spoken and understood by people in different regions. Currently, English speech is one of the most spoken languages in the world, and it is considered a universal language. Therefore, knowing English is necessary for educational, work, and personal fields. Thus, countries that do not have English as their native language has chosen to include a subject where the grammar rules of the English language are taught to improve the language skills of citizens and thus create better opportunities for life and work. Therefore, English as a foreign language refers to the intentional learning of this language by students or people who speak another language (Anastassiou & Andreou, 2020).

6.2.6. English as a Lingua Franca (EFL)

English has become a dominant language since the 21st century due to its expansion around the world (Seidlhofer, 2005). Furthermore, the researcher claims that for most users, English is not their first or native language (L1), meaning that most native speakers are not involved in verbal exchanges in English. Thus, the expansion of the English language has caused the existence of varieties and adaptations of the native language, and this phenomenon is called World Englishes (Leyi, 2020). According to Alasmari (2018), the spread of English resulted in it becoming a lingua franca. Thus, because of this, English has succeeded in becoming a lingua franca because it is an easy language to learn and produce, which has allowed people with different linguistic backgrounds to have good communication (Faiza, 2020).

Hence, English as a lingua franca is defined as the use of language between people who do not have the same native language or culture, therefore referred to as a contact language (Firth, 1996). In the same way, UNESCO (1958) reaffirms that it is "a language which is used habitually by people whose mother tongues are different to facilitate the communication between them " p. 46. Alastair (2018) affirms that it is most non-native English speakers from countries in the expansion circle that do not share the same language or culture are the ones who choose English as a means of EFL communication.

Alternatively, Jenkins (as cited in Fuentes, 2020) indicates that the characteristics of EFL are the following: First, EFL is used between speakers of different L1 mother tongues who must communicate; second, ELF communication does not require speakers to speak English fluently; third, the variations in English are innovations of the speakers regarding communicating and depending on the setting; Finally, the speakers make accommodations to the English language with the mixture of L1. Therefore, Zikmundová (2016) highlights that EFL is a tool that unites people from different countries around the world since it allows successful communication at a global level.

6.2.7. English for Specific Purposes (ESP)

Hutchinson and Waters (1978) claim that the need to learn English is due to the constant commercial and technological progress in a globalized world. As a result, a new generation of students has been created with their specific reasons for language learning, which has produced the ESP approach. Dudley and John (1998) define ESP using absolute and variable characteristics. Within the absolute characteristics, they mention that ESP is designed to meet the specific student's needs, uses methodologies and activities related to the discipline, and focuses on a particular language, skills, and the activities' genres. On the other hand, within the variables, they mention that it is designed for specific disciplines in specific teaching situations, and it is also designed particularly for advanced students.

6.2.8. English for Academic Purposes (EAP)

EAP is the main branch of ESP (Elsaid & Nur, 2018). EAP is currently in high demand due to the growth of international education in British and American universities. Also, "The purpose of EAP, stated succinctly, is to satisfy a student's need for a 'quick and economical use of the English language to pursue a course of academic study" (Coffey as cited in Jordan, 1989, p. 150). Above all, this approach is aimed at higher education students who must learn English to be successful in their academic or professional life. Therefore, reading, effective writing, listening comprehension, syntax, etc., are components that students must develop.

6.2.9. Language learning

Allman (2018) mentions that learning a language is a more direct instruction, focusing mainly on the process through the language works. Also, this is a process that allows human beings to be proficient in a language to communicate with others. Therefore, Allman establishes that language learning occurs in an academic environment where the student learns through grammar or syntax lessons to achieve linguistic competence in the target language.

6.2.10. Learning English in Pre-service English teachers

Gao et al. (2021) affirm that teacher in training is a term that refers to higher academic education for the training of future teachers. Richard (as cited in Mufidah, 2019), the academic training that the pre-service should receive must be different from the general training since a future English teacher must have pedagogical and linguistic knowledge related to the culture of the language. In addition, during the teaching and learning process, pre-services must learn to transmit their knowledge and be linguistically receptive to understand the needs of the students. However, it is essential to mention that pre-service students must constantly learn complex academic content of the English language to guide students in their learning process of the target language (Ramanayake & Williams, 2017).

6.2.11. Learning English in-service teachers

Ashrafuzzaman (2018) remarks that "teacher is one of the best teaching tools to attain, ensure and sustain the quality of education" (p. 77). However, in the educational field, more and more challenges arise that cause the need to have quality teachers to meet the demands of students who live in a digitized world. In such a way, in-service training is an academic process that allows teachers their professional development and "enhances the overall performance of a teacher enabling them to bring in new ideas, concepts, and activities" (Ashrafuzzaman, 2018, p. 79). Similarly, Raud and Orehhova (2017) mention that it is necessary to propose new training models that respond to the demands of in-service English teachers since they must know how to use technology to improve their teaching processes.

6.2.12. Psycholinguistics

Language is a fundamental part of the life of human beings since it allows the communication of ideas, thoughts, and emotions that people have (Wind Cowles, 2010). Therefore, it is essential to understand the function of psycholinguistics in language. Purba (2018) states that psycholinguistics is a combination of psychology (it focuses on the study of the mind and human behavior) and linguistics (the study of language).

Therefore, psycholinguistics is an interdisciplinary field of study of the factors that intervene and allow humans to acquire, understand, and produce language. Furthermore, Balamurugan (2018) "the study of language science that decodes how a human brain acquires language, processes it, comprehends it, and gives feedback or produces language, is a psycholinguistic" (p. 111). Also, "It is essentially concerned with how language is represented and processed in the brain" (Sakale & Chibi, 2021, p. 4). Indeed, psycholinguistics plays a fundamental role because it focuses on studying possible psychological factors that intervene in the language learning process (Purba, 2018).

6.2.13. Psychology in language teaching

The field of psycholinguistics has a considerable contribution to the teaching-learning process of a second language because, as previously mentioned, its principal goal is to study the psychological processes of human beings when understanding and producing language. In such a way, psycholinguistics has contributed to different theories for the design of methods of language teaching-learning. Purba (2018) states the following:

> Psycholinguistics covers three main points; language production, language perception, and language acquisition. Thus, language production refers to the processes involved in creating and expressing meaning through language. Language perception refers to processes involved in interpreting and understanding both; written and spoken language. Language acquisition refers to the process of acquiring a native or a second language (p. 47).

6.2.14. Internal and external factors in language learning

Both types of factors are fundamental during the language learning process since they allow us to understand the skills and environment in which students develop (Sun et al., 2018).

Internal factors

Nainggolan (2019) establishes that internal factors include biological characteristics such as age and gender and cognitive abilities such as student intelligence. So, age is a factor that often older students can show and is a considerable advantage over younger ones in learning a language. Furthermore, it has been possible to show in various investigations that gender can also influence learning. Finally, linguistic aptitude is another factor that affects students since if students present this factor, learning a language will be easier for them.

External factors

Inside the external factors, the researcher mentions the environment, such as home or school instruction. Therefore, the first factor is the environmental conditions, which refer to the place where students develop since they are in constant interaction with their environment, whether at home or school. The second factor is the dynamic elements in learning because students' life experiences can change their way of feeling, memory, attention, and mind. The last factor refers to the role that the teacher develops in the classroom since he is one of the main characters who are in constant interaction and influences the students.

6.2.15. Approaches to teaching languages

A teaching approach refers to a set of principles, beliefs, or ideas about learning that is evident in the classroom. Therefore, these can be defined as theories that allow teachers to understand how students acquire language. Thus, it is relevant to emphasize that the approach provides general wisdom, provides direction, and establishes expectations for the entire teaching process (Hasanova et al., 2021).

There are different approaches that teachers of a language can use as a principle and guide for the teaching-learning process of students.

Communicative Language Teaching (CLT)

CLT is an approach that focuses on developing communicative competence in students. Thus, the main objective of this approach is for teachers to focus on the consistent use of the language to promote meaningful language learning (Richards & Rodgers, 2001). Thus, CLT allows students to improve the practical use of language and motivates students to maintain a constant interaction with real-life topics.

Natural Approach

The natural approach is a new proposal for teaching a language based on naturalistic principles. Therefore, this approach focuses on communicative teaching language skills and the importance of teaching vocabulary to learners (Richards & Rodgers, 2001). Thus, its main objective is to apply communicative situations where students do not use the native language and do not focus on the target language's grammar.

6.2.15.1. Cooperative Language Learning

It is an approach that encourages cooperative teaching among students with the aim that they can help each other and enjoy shared learning. Additionally, the advantages of this approach are that students have an active role, receive more help, think in-depth, and enjoy the learning process more (Jacobs & Renandya, 2019).

Content-based instructions (CBI)

Content-based instruction (CBI) is designed based on the content that students will learn in their educational process, for example, language or mathematics. Therefore, this approach allows students to learn new content using the target language. In addition, this approach motivates students to acquire the language to acquire the content they are interested in developing (Saifurahman & Latif, 2019).

The task-based approach

The task-based approach originates from communicative language teaching. For this reason, many teachers applied this approach in their classes since this approach focuses on developing tasks that allow the target language to be useful for communication. Therefore, these tasks focus mainly on real-life students' situations. Therefore, teachers can ask students to communicate and execute instructions, solve problems, or tell stories to their classmates so students can achieve it regardless of language (Moore, 2018).

6.2.16. Factors that affect motivation in the classroom

Harmer (as cited in Nguyen 2019; Alkhansa, 2018) considers four main factors that affect motivation in language learning. The first factor is the physical condition of the classroom, the teaching method, the teacher, and success.

Physical condition

Physical conditions are the first factor that refers to the importance of a good classroom environment where the language teaching-learning process is optimal. Therefore, being in an environment with low lighting, a small blackboard, too many students, and an unpleasant smell can cause students' motivation to decrease during the learning process.

Methods of teaching

How the educator teaches classes refers to teaching methodology and is considered the second factor that affects motivation. Thus, the teacher must apply an appropriate method for each group of students because they are likely to lose interest or become demotivated by the subject if the teacher does not apply a suitable or striking methodology.

Teacher

The third factor notes the importance of the role of the teacher in the development of the students since it is considered the principal source of students' motivation or

demotivation. It is essential to highlight that teacher motivation is vital to improving educational quality and transmitting learning motivation to students.

Success

Success in learning is the last factor that influences motivation, which refers to the appropriate level of the challenges designed for students since too high or too low levels can demotivate them.

6.2.17. Second language acquisition

Second language acquisition (SLA) refers to learning a language after learning the native language (L1). The other language is called a second language (L2), although it may be a third, fourth, or tenth language acquired. It is also commonly known as the target language (TL), which refers to whatever language is the target or purpose of learning. The scope of the SLA includes informal learning of the second language that occurs in natural settings, whereas formal second language learning occurs in classrooms. Therefore, L2 learning involves combinations of these settings (Hoque, 2017; Saville-Troike, 2012).

6.2.18. Methods and strategies to learning English (L2)

The English teacher must recognize the interests and needs of the students since each one presents notable differences in terms of the type and level of motivation. Therefore, given these differences, the teacher must apply various methods and strategies to keep the students motivated and thus meet the study objectives. Bencharef 2009 (as cited in Mirhadizadeh, 2016) states that teachers must create an emotionally and physically safe environment so that students can participate without being afraid of making mistakes.

6.2.19. Methods

The methods refer to the set of decisions related to the steps to follow, and the resources used in the different stages of class planning. These methods seek to achieve a common

goal, which is to understand the subject. In language learning, it can find the following methods.

The grammar – translation method

This method is based on learning the grammar rules and vocabulary of the language. One of its main goals is to allow students to translate from one language to another. It focuses on reading and writing. Additionally, the lessons are teacher-centered since teachers provide grammar rules and vocabulary to remember. Therefore, grammar is taught through explanations in the native language and only then applied to the production of sentences through translation from one language to another (Aznar, 2014).

The Direct Method

This method connects directly to the target language without the native language translation, as the goal is to provide language learners with practical tools to understand communication. Therefore, instead of translating textbooks, teachers do not have to use the target language directly in the classroom because it is better to teach it actively. Therefore, this is why teachers do not explain but associate the meaning through actions and demonstrations (Batool et al., 2014).

Total physical response (TPR)

TPR has proven to be a timely method for achieving academic goals, especially in second-language subjects like English. This method refers to the coordination between sense and action because students perform physical and motor movements through direct speech (such as orders or commands from the teacher), producing physical responses instead of verbal ones. Therefore, the TPR implies conducting playful actions that reduce stress and create a good attitude in students toward language learning (Aznar, 2014).

6.2.20. Strategies

Teaching strategies refer to the techniques and resources used by the teacher to organize the knowledge developed based on cognitive language skills and thus facilitate learning. Therefore, the teacher must experiment with different strategies and select which ones are better for their students. If the teacher applies motivational techniques, this will allow students to be highly motivated and allow the teaching process to develop effectively (Mirhadizadeh, 2016). Therefore, there are several strategies that teachers can apply to increase student motivation.

Debates

Word games

Board games

Putting students in real communication situations

Worksheets

Flashcards

Videos

Songs

6.2.21. Learning Styles

Students come from different cultural backgrounds and educational contexts due to varied learning experiences; therefore, so each student differs in English language acquisition depending on their personality and preferences. Hussain (2017) states that "learning style is how someone acquires, achieves, retains and uses imagination to obtain skills or information" (p. 33). Similarly, research by Jantan and Razali (2002) (cited in Amiruddin & Othman, 2010) mentions that learning style is the form of a student process and obtains information, experience, or knowledge. Therefore, this is why learning styles are divided into several models, so the VARK model includes the following types of learning.

Visual Learners

These students learn through images because they recreate illustrations in their brains through books, diagrams, videos, and sketches. For this reason, these students often sit first to observe the teacher's facial expressions and body language (Philominraj et al., 2017). Therefore, for this type of student, the teacher must use graphic material such as color codes to organize notes and present concepts through flashcards, among others.

Auditory Learners

Auditory learners learn through words as they can easily acquire knowledge through lectures, listening to tapes, and audio discussions. Additionally, these students memorize and retain information that is present in the form of a song, melody, or poem. Thus, for the learning process to develop effectively in these students, the teacher must apply strategies such as group work, debates on topics of interest to students, and activities involving songs, poems, audio, and narratives.

Read/write Learners

This type of learning refers to students who learn primarily from reading and writing. These students prefer to learn information by reading notes, brochures, and textbooks. In addition, they also use dictionaries and other reference materials, as they benefit from rewriting notes and rereading notes silently. Therefore, to facilitate the learning of these students, teachers must use PowerPoint presentations, use the method of reading textbooks, and develop the habit of writing notes.

Kinesthetic Learning

Students with kinesthetic learning acquire knowledge through movement, space, touch, practice, and imitation. The main characteristics of these students are that they demonstrate gestures to speak, point while reading, and are usually highly coordinated and organized. To facilitate the learning process of these students, the teacher must use

practical examples and plan activities such as drawing, dancing, role-playing, excursions, and physical activities (Hussain, 2017).

6.2.22. Motivation

Seven (2020) claims that "the definition of motivation has been diversely described as the unquestionable reality of human experience" (p. 63). For this reason, the term motivation can be defined from the worldview of each author who conceptualizes it. Cherry (2022) establishes that motivation is a process that guides and directs human beings to fulfill their objectives. This is because it is an emotional, social, biological, and cognitive force that activates human behavior to perform daily activities. Therefore, it relates to the intellectual energy human beings use in learning activities, such as wanting to know, understand, act, or acquire any skill to satisfy their needs (Filgona et al., 2020).

According to Gardner's socio-educational model, motivation is the main component in learning a second language (L2) since it has a fundamental role in determining failure or success in language learning (Gardner & Lalonde, 1985; Dornyei, 2001). Therefore, motivation is the orientation that allows the learner to achieve the goal of mastering a language. Furthermore, within the second language acquisition theory, motivation is often related to the features of personality and emotion as they play an essential role in the learning process (Crookes & Schmidt, 1989). Thus, in the classroom, motivation emphasizes the degree of effort, focus, and commitment that the learner demonstrates to obtain successful results in the learning process.

6.2.23. Types of Motivation

Gardner and Lamben (1972, as cited in Lightbown & Spada, 2013) affirm two fundamental types of motivation related to learning a second language. Integrative and instrumental motivation. The Gardner and MacIntyre study (1993) affirm that these two types of motivation are considered motivational guides that depending on the student's inclination (that is, in an instrumental or integrative way), the teacher must apply different strategies that help satisfy the needs in learning a foreign language.

Integrative Motivation

Lightbown and Spada (2013) claim that long ago, integrative motivation was considered the strongest indicator of successful language learning. So, this refers to the cheerful disposition that an L2 student must integrate, associate, and adopt the culture of the target language group (Dornyei, 2001). For this reason, students understand that they are looking for native English speakers to maintain close contact and thus communicate easily with them. In other words, the learner has an interest-based motivation to be an essential participant in the L2 speaking community.

Saville (2005) adds that emotional and affective factors intervene within this type of motivation due to the learner's intention to get to know the L2 community (p. 86). Likewise, this type of motivation allows students to gain confidence and comfort when they learn and speak English. Since integrative guided learning influences the students to be more sociable and open-minded. Therefore, integrative motivation implies that students play a more active role in learning a language (Gardner & Lalonde, 1985). In conclusion, Nguyen (2019) emphasizes:

> Integrative motivation is based on the interest in learning the language, associating or socializing with the people who speak the language, and the purpose or intention to participate or to integrate the second language using the same language in that community. However, it sometimes involves emotion or affective factors a great deal (p. 53).

Instrumental Motivation

Unlike integrative motivation, instrumental motivation does not have an emotional commitment on the part of the learner to the speech community of the second language (L2) (Nguyen, 2019). In this sense, Al-Ta'ani (2018) defines instrumental motivation as students' interest to achieve good grades and improve the prospects of learning a second language. In the same way, this type of motivation is identified as a practical value in the L2 learning process that allows finding a better job and commercial opportunities or, in turn, succeeding in passing an educational course (Saville, 2005, p. 86). Additionally, "in

some learning contexts, instrumental motivation seems to be the major force determining success in L2 learning" (Rahman, 2016, p. 20).

The learner with an inclination toward instrumental motivation is mainly oriented toward practically learning the target language. Therefore, in this way, it is associated with the pragmatic gains of mastering the language and thus, achieving better educational and economic opportunities (Dornyei, 2001; Lightbown & Spada, 2013). That is instrumental motivation searches for learners to acquire the competence of the target language for immediate and practical purposes to fulfill professional ambitions (Lightbown & Spada, 2013). In the same way, this ambition provides better social opportunities that generate prestige in the students of the second language since they can easily access technical and scientific information. So, when defining the integrative and the instrumental motivation to learn a second or foreign language, it is concluded that both have a relevant role in all aspects of learning the target language (Rahman, 2016). Therefore, Lightbown & Spada (2013), in their research, establish that "both types of motivation are related to success in second language learning" (p. 87).

6.2.24. The importance of motivation

Motivation is a factor that drives students to meet their educational goals. Therefore, students who are motivated, are interested in the study, look for ways to expand their knowledge autonomously and pay more attention to the learning process. For this reason, the motivation of students defines the success of learning, which means that if the student is motivated, he will easily acquire knowledge. Meanwhile, if he is unmotivated, the teaching-learning process will become boring for the student. Vero and Puka (2017) claim that "usually, all students who are part of this process are motivated in different ways and forms. Therefore, students are different from each other" (p. 65). Hence, it is essential to know the type of level of students to improve the teaching-learning process.

7. METHODOLOGY

7.1. Research Approach

This project applied a quantitative approach to know the level and type of motivation in the students of the first four semesters of the English career at a public University. Adedoyin (2020) points out that this approach is specific and focused on investigating measurable variables objectively. "These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures" (Creswell, 2008, p. 22). Therefore, the quantitative approach allowed us to investigate the level and type of motivation in an organized way using numerical magnitudes that were statistically analyzed to answer the research questions raised.

7.2. Research Method

A descriptive research method was applied to develop this study, which objective is to identify and describe the university students' motivation in learning the English language. This research method "describes the characteristics of the population or phenomenon studied. This methodology focuses more on the "what" of the research subject rather than the "why" of the research subject" (Manjunatha, 2019, p. 863). This means that descriptive research focuses on identifying and describing the study population as it is without modifying or altering it.

7.3. Research Context and Participants

This Investigation was developed at a public University of Ecuador called the Technical University of Cotopaxi, mainly in the career of the Pedagogy of National and Foreign Languages, located in the Pujilí Canton, Latacunga. The participants of this study were 191 students with an age range of 17 to 33 years from the first to the fourth semester. Also, it is essential to emphasize that this population was selected because there is a high probability of dropping out in the first semesters of the English degree. Therefore, from the total population of 191 students, a sample of 162 participants was obtained. Then, stratified sampling by courses was applied to the sample (162). Thus, in the first semester,

there were 38 (19.9%), of which 32 students were obtained. In the Second semester, there are 38 (19.9%), and taking the sample gives 32. Meanwhile, in the class Third "A", the population is 31 (16.2%), which gives 26 students. Whereas the Third "B" has a population of 29 (15.2%), obtaining a sample of 25 students. Continuing with the Fourth "A" there is 33 (17.3%) calculating the sample gives a result of 28 students. Finally, the Fourth "B", with a population of 22 (11.5%), resulted in a group of 19 students. In this way, we obtained a total sample of 162 students. It is relevant to emphasize that the survey was applied to the population (191), and from the responses obtained, the "random selector tool" was used with each course to obtain the number of responses indicated by simple random sampling and in this way have the answers randomly.

7.4. Data Collection Process

The instrument that researchers used to collect data was a standardized questionnaire adapted from the Attitude/Motivation Test Battery (AMTB), designed by R.C. Gardner (1985) with a 6-point Likert scale adapted from the original 7-point scale. This questionnaire consists of 23 main items focused on collecting data about the students' motivation in learning English. The first 13 items are focused on integrative motivation, and the next 10 items are directed at the instrumental one. Additionally, the questionnaire contains general questions of demographic information of the students: course, age, and gender. Moreover, the survey was piloted with 10 undergraduate students of the population study to refine the items and obtain a final version of the instrument.

After that, a written office was sent to the teachers in charge of the English subject from the first four levels. So that through them, the students can receive the link to the questionnaire through WhatsApp. Therefore, the questionnaire was completed using the Google Forms platform, where they found the objective of the investigation and the instructions to fill out the test correctly. It is important to clarify that the survey was applied in Spanish for the best understanding of the students because it is their native language, which allowed us to obtain accurate data.

7.5.Data Analysis

The data obtained from the questionnaire were summarized and analyzed through a statistical program called Statistical Package for Social Sciences (SPSS) and Excel, which allowed answering the research questions through measurable data. In addition, the 6-point Likert scale that was used in the questionnaire allowed us to specify the level and type of motivation of the students, from totally disagree to totally agree.

8. ANALYSIS AND DISCUSSION OF RESULTS

8.1. General information about participants

The questionnaire was applied to students of the first four semesters of the English language major in the April-August 2022 academic period. Thus, from all surveys (N= 191), a sample of 162 students was obtained, whose responses were considered based on the number of students in each course for data analysis.

Table 1.The school year of the participants'

Course	Population	Sample	Percent
First C	38	32	19.9
Second C	38	32	19.9
Third A	31	26	16.2
Third B	29	25	15.2
Fourth A	33	28	17.3
Fourth B	22	19	11.5
Total	191	162	100

Source: Surveys
Elaborated by: Researchers

8.2. Motivation

The researchers classified, based on the following ranges, the level of motivation in learning the English language in Table 2.

Table 2. Level of English learning motivation

Mean range	Level of motivation
4.1 – 6	High Motivation
2.1 - 4	Moderate Motivation
1 - 2	Low motivation

Elaborated by: Researchers

The data in the following tables (3, 5, 7, 9, 11, 13) show the level and type of motivation presented by the six courses. In addition, tables (4, 6, 8, 10, 12, 14) are presented with the results of the application of the T-test in each course to verify the statistical difference between the range of integrative motivation and instrumental motivation.

8.2.1. The motivation of the first C course

Table 3. The motivation of First C

Type of motivation	N	Mean	Standard Deviation	Level of motivation
Integrative motivation	32	4.9543	0.6979	High
Instrumental Motivation	32	4.0750	0.8048	Moderate
Mean of Measure		4.5147	0.7514	High

Source: Surveys
Elaborated by: Researchers

In the data of table 3, we can see that the 32 students corresponding to the First "A" level are highly motivated, with a total average of 4.5147, which is equivalent to a high level of motivation. Nonetheless, students show a high tendency toward integrative motivation with a mean of 4.9543, compared with the instrumental one, which has a range of 4.0750, which is equivalent to a moderate level of motivation.

Table 4. Paired Samples T-test First C

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	T	df	Sig. (2 - tailed)

			Lower	Upper			
Pair 1	Integrative - Instrumental	0.87933 0.81010 0.14321	0.58725	1.17140	6.140	31	0.00000082384

Source: Surveys
Elaborated by: Researchers

In table 4, the data of the paired samples T-test, we can see that the mean is 0.87933, $t =$ 6.140, df = 31, and the *Sig. (2-tailed)* = 0.00082384 (<p=0.05). In such a way, it is possible to say that there is a statistical difference between the two variables (integrative and instrumental). Therefore, the course is highly motivated in an integrative way.

8.2.2. The motivation of the Second C course

Table 5. The motivation of Second C

Type of motivation	N	Mean	Standard Deviation	Level of motivation
Integrative Motivation	32	5.1655	0.8066	High
Instrumental Motivation	32	4.3333	0.7635	High
Mean of Measure		4.7494	0.78505	High

Source: Surveys
Elaborated by: Researchers

As shown in the data in table 5, the students of the second level are highly motivated, with a total average of 4.7494. However, a notable difference is evident in integrative motivation, which presents a range of 5.1655, while the instrumental type shows an average of 4.3333, which indicates that the students' tendency is toward integrative motivation.

Table 6. Paired Samples T-test Second C

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Integrative - Instrumental	0.83217	1.00988	0.17580	0.47408	1.19026	4.734	31	0.000043

The previous table illustrates the result of the paired T-test in the Second C, which gives a mean of 0.83217, t = 4.734, df = 32, and the *Sig. (2-tailed)* level = 0.043. So, the p-value is less than 0.05 level of significance. Thus, it is shown that there is a statistical difference between the means of integrative and instrumental motivation. Therefore, in the Second C, the integrative one is significantly higher than the instrumental motivation.

As observed in the data analysis in table 3, the students in the First C show a high level of integrative motivation, but a medium level of instrumental. So, the data in table five show that students of the Second C had a high level in both types of motivation. However, the Paired Samples T-test showed a significant difference (p= .043 < = .05) between the two types of motivation in the two courses. Thus, students are highly motivated in an integrative way. As mentioned in the literary review, this type of motivation is considered the most successful indicator in language learning (Lightbown & Spada, 2013). In addition, previous studies have indicated that students who are integrative motivated play a more active role during the language learning process (Gardner & Lalonde, 1985). This is because students tend to show an interest and desire to acquire the target language, this means that by understanding books, movies, music, or understanding and appreciating the arts in English-speaking cultures.

8.2.3. The motivation of the third A course

Table 7. The motivation of Third A

Type of motivation	N	Mean	Standard Deviation	Level of motivation
Integrative motivation	26	5.1588	0.8716	High
Instrumental Motivation	26	3.9226	0.8405	Moderate
Mean of Measure		4.5407	1.519	High

It can be seen from the data in table 7 that students are highly motivated, but in this case, a relevant difference can be observed between the two types of motivation. So, it can be affirmed that the students are integrative motivated since it presents an average of 5.11588 is equivalent to a high level, while instrumental motivation has a moderate level since it has an average is 3.922.

Table 8. Paired Samples T-test Third A

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2 - tailed)
					Lower	Upper			
Pair 1	Integrative Instrumental	1.2362 3	1.10559	0.1985 7	0.8306 9	164176	6.22 6	25	0.00000 074335

Source: Surveys
Elaborated by: Researchers

The results obtained in table 8 of the t-test applied in third A gave a mean of 1.23623, $t = 6.226$, and $df = 30$. The bilateral significance is less than 0.05, with a total of 0.00074335. Therefore, there is a statistically significant difference between the means of the two types of motivation. Thus, the integrative type is significantly superior to the instrumental.

8.2.4. The motivation of the Third B course

Table 9. The Motivation of Third B

Type of motivation	N	Mean	Standard Deviation	Level of motivation
Integrative Motivation	25	5.0721	1.0179	High
Instrumental Motivation	25	4.4500	0.8636	High
Mean of Measure		4.7611	0.9408	High

Source: Surveys
Elaborated by: Researchers

Students in class Third B present a high level of motivation since the mean of measure gives a total of 4.7611. However, the participants are inclined toward integrative

motivation since it has an average of 5.0721, while instrumental motivation presents an average of 4.4500.

Table 10. Paired Samples T-test Third B

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2 - tailed)
					Lower	Upper			
Pair 1	Integrative Instrumental	0,62 212	1,01146	0,17 880	0,2574 5	0,9867 9	3,479	24	0,001515

Source: Surveys
Elaborated by: Researchers

The t-test for paired differences indicates that exists a sample size of 0.62212, a **t-value** of 3.479, and a *2-tailed significance* of 0.01515, which is less than the level of significance: 0.05 (representing 5%). Therefore, this shows that the difference between the mean of the integrative motivation is statistically significant compared with the integrative motivation. Thus, the integrative motivation is greater than the instrumental motivation at the Third B level.

Based on the data in tables 7 and 9, it is possible to conclude that students in the Third A have a moderate level of instrumental motivation, while students in the Third B level present a high degree of this type of motivation. Nevertheless, the integrative motivation in the courses (Third A and B) is higher compared to the instrumental one. Moreover, data in table 10, based on the application of the T-test, evidence that there is a statistically significant difference between the two types of motivation for the two abovementioned courses. Thus, both levels present a high level of integrative motivation. This result can be explained by the fact that students have internal factors, for instance, an excellent predisposition to learn, which directly influences the students' desire and interest in acquiring a language and having contact with cultures other than Spanish (Abdulkadhum & Adhiem, 2019).

8.2.5. The motivation of the fourth A course

Table 11. The Motivation of Fourth A

Type of motivation	N	Mean	Standard Deviation	Level of motivation
Integrative motivation	28	5.2418	0.7936	High
Instrumental Motivation	28	3.8143	0.8484	Moderate
Mean of Measure		4.5281	0.821	High

Source: Surveys
Elaborated by: Researchers

In the data of table 11, the students of the Fourth "A" are highly motivated and have a greater tendency toward integrative motivation (5,2418 = High), distinct from instrumental motivation, which presents an average of 3.81143, which is equivalent to a level of moderate motivation. Therefore, the fourth "A" has a notable difference between the two types of motivations.

Table 12. Paired Samples T-test Fourth A

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2 - tailed)
					Lower	Upper			
Pair 1	Integrative Instrumental	1.427 47	0.93795	0.17726	1.06377	1.79117	8.053	27	0.00000 0011841

Source: Surveys
Elaborated by: Researchers

The t-test applied in fourth A shows that there is a sample of 1.42747 and a t-value equal to 8.053. In addition, the significance of the 2-tailed results is 0.00011841, which means that the difference between the means of the two types of motivations (Instrumental and integrative) is statistically significant since it is less than 0.05 level of significance. For this reason, it can be stated that integrative motivation is significantly greater than instrumental motivation.

8.2.6. The motivation of the fourth B course

Table 13. The motivation of Fourth B

Type of motivation	N	Mean	Standard Deviation	Level of motivation
Integrative motivation	19	5.0121	0.7698	High
Instrumental Motivation	19	4.0737	0.9803	Moderate
Mean of Measure		4.5429	0.8751	High

Source: Surveys
Elaborated by: Researchers

From the data in table 13, which belongs to the Fourth B, a high level of motivation in the students is highlighted. Moreover, regarding the type of motivation, it can be observed that the integrative type is higher than the mean score of the instrumental one (5.0121 vs. 4.0737).

Table 14. Paired Samples T-test Fourth B

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2 - tailed)
					Lower	Upper			
Pair 1	Integrative Instrumental	0.93846	0.97656	0.22404	0.46778	1.40915	4.189	18	0.000552

Source: Surveys
Elaborated by: Researchers

When comparing the mean scores between integrative and instrumental motivation, the paired t-test statistically shows the mean of 0.93846 with a *t - value* of 4.189 and a freedom degree of 18. It can be concluded that the difference between the means of instrumental motivation and integrative motivation is significantly different since the *p-value* results in 0.000552 being less than 0.05. Therefore, in students of the fourth B, the integrative motivation is significantly higher than the instrumental one.

The results obtained from the preliminary analysis of tables 11 and 13 show that the students belonging to the Fourth A and B have a moderate level of instrumental motivation. A possible explanation for this could be that this motivation guides students to have practical language learning to achieve better educational and economic opportunities (Dornyei, 2001; Lightbown & Spada, 2013). However, students of these two courses tend to show priority to learning the English language to integrate, associate, and adopt the target culture. That is, there was a highly significant tendency toward integrative motivation. This result is contrary to the study by Nguyen (2019), which focused on a population of university students where the range of integrative motivation was lower than the instrumental one. Accordingly, Nguyen highlights that these results are associated with job opportunities because students are focusing on meeting job requirements since one of them may require mastering the English language.

8.3. Integrative and Instrumental Motivation

The table below shows in a general way the level of integrative and instrumental motivation of all the courses.

Table 15. Total integrative and instrumental motivation

Course	Integrative Motivation			Instrumental Motivation		
	Mean	Standard deviation	Level of motivation	Mean	Standard deviation	Level of motivation
First C	4.9543	0.6979	High	4.0750	0.8048	Moderate
Second C	5.1655	0.8066	High	4.3333	0.7635	High
Third A	5.1588	0.8716	High	3.9226	0.8405	Moderate
Third B	5.0721	1.0179	High	4.4500	0.8636	High
Fourth A	5.2418	0.7936	High	3.8143	0.8484	Moderate
Fourth B	5.0121	0.7698	High	4.0737	0.9803	Moderate
Mean of measure	5.1042	0.8310	High	4.1234	0.8600	High

Source: Surveys
Elaborated by: Researchers

The means of table 15 show that the integrative motivation of the students is high since it has a total mean of 5.1042. In addition, the lowest range corresponds to the students of the First C, with a total average of 4.9543, while the highest mean is 5.2418 belonging to the students of the fourth A level. Focusing on instrumental motivation, the students have a general average of 4.1234, where the highest mean belongs to third-A students with a range of 4.4500, while the lowest average is 3.8143 belonging to fourth-A students.

The following table demonstrates the T-test paired differences to verify whether there is a significant difference between the two types of total motivation for all courses.

Table 16. Total Paired Samples T-test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2 - tailed)
					Lower	Upper			
Pair 1	Integrative Instrumental	0.980 75	1.00316	0.07583	0.83108	1.13042	12.933	161	0.000

Source: Surveys
Elaborated by: Researchers

The data of the previous table shows a mean of 0.98075, t = 12.933, df =161, and the *sig (2-tailed)* = 0.000 (<p=0.05). Therefore, according to the data, there is a significant difference between the means of the two types of motivation. So, students generally show a tendency towards integrative motivation.

In general, the obtained results show that the study population is highly motivated to learn English. These data answer the first research question of the study about knowing the motivation level of the students of the first four semesters of the English language major. These results reflect those of Purnama et al. (2019), who also found a high level of motivation in their research group because they consider motivation an essential factor affecting the attitude and performance of English language learners.

Alternatively, according to the second research question on the type of motivation. The general results showed that students are highly motivated integrative in learning English. The tendency toward integrative motivation can be explained by the fact that students' priority is to acquire the English language for personal purposes such as traveling and getting to know the target language culture. Research by Saville (2005) confirms that this type of motivation allows students to gain confidence to socialize and participate actively with native speakers of the English language. However, this result differs from the findings of Hong and Ganapathy (2017), who found that instrumental motivation has more impact on English language learners because they have practical reasons for language acquisition.

9. RESEARCH IMPACTS

This research project would impact the environment since it can be reproduced and replicated with the topic of motivation as a reference in future studies. In addition, the project would have an impact on the environment in which students develop, as this is a factor that can positively or negatively affect their motivation. Although this study did not take the context into account, Nguyen (2019) highlighted the impact of physical classroom conditions on students' motivation levels.

Similarly, this also has an educational effect, as English teachers will be able to understand the level and type of students' motivation. This information will enable teachers to plan and apply different motivational strategies to help students develop positive attitudes toward language learning. Likewise, students will be able to recognize their motivational tendencies and thus seek activities that allow their self-development in language learning in an optimal and meaningful way.

10. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- According to the data found, motivation is a fundamental factor in the process of learning the English language to be successful in its acquisition. Hence, this study has found that, in general, the students of the first four semesters of the Pedagogy of National and Foreign Languages at the Technical University of Cotopaxi are highly motivated to learn the English language. This means that students maintain a positive attitude toward the target language.

- This study focused on identifying the type of motivation that predominates in university students of the English language, focusing mainly on integrative and instrumental motivation. As a result, the final data showed a statistically significant difference in integrative motivation since the students are interested in learning English to understand books, songs, and texts to interact and be part of the target language culture.

- Finally, the analysis and discussion of the results of the population showed that all courses have a high level of motivation, and simultaneously, they present a tendency toward integrative motivation. Therefore, it can be concluded that this project provides useful information about motivation and its types in learning the English language and can be used by English teachers to improve the teaching-learning process of the English language in students from the Technical University of Cotopaxi.

Recommendations

- This research did not focus on exploring how the context influences students' motivation during English language learning. Therefore, it is recommended to continue investigating the level of motivation in pre-service English teachers, including the environment in which students develop because it is a factor that influences the level of motivation of English students.

- It is important to emphasize that the findings of this research are unique for the population studied since another population group could yield significantly different data depending on their context. Thus, based on the results obtained, it is recommended that additional studies could cover a greater variety of students from different courses and universities to improve the quality of the results. In addition, future researchers could focus on the same study population and make comparisons regarding the type and level of motivation that students maintain.

- Based on the results of the students of the first four semesters, it is recommended that teachers of the National and Foreign Languages Pedagogy career apply innovative and motivational teaching strategies that influence students to succeed in learning the English language due to the importance of maintaining student motivation in learning English**.**

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12. APPENDICES

12.1 Appendix 1. Letter

Latacunga 03 de julio del 2022

Magister Sonia Jimena Castro Bungacho
DOCENTE DE LA CARRERA DE PINE

Presente.-

De nuestra consideración:

Luego de expresar un saludo afectuoso, pedimos comedidamente su autorización para que a través de usted, docente de la asignatura inglés de Cuarto ciclo paralelo B, solicite a los estudiantes llenar un cuestionario online (https://forms.gle/HEr8FWZMtxg3TA6DA), cuyo objetivo es determinar el nivel y tipo de motivación en los estudiantes de los primeros cuatro semestres de la carrera en Pedagogía del Idioma Inglés de la Universidad Técnica de Cotopaxi durante el periodo académico abril – agosto 2022. Los resultados permitirán conocer el nivel de motivación de los participantes. Además, cabe recalcar que esta investigación forma parte del proyecto de titulación.

Por la atención favorable a este pedido, anticipamos nuestro agradecimiento.

Atentamente,

Sandoval Kareliz
ESTUDIANTE UTC

Suarez Nayeli
ESTUDIANTE UTC

12.2. Appendix 2. Motivation survey in Spanish

TEST DE PRUEBA DE ACTITUD/MOTIVACIÓN

El presente cuestionario tiene como objetivo recopilar información sobre el nivel y tipo de motivación de los estudiantes de primero a cuarto semestre de la Carrera en Pedagogía del Idioma Inglés. El cuestionario se divide en tres partes; preguntas demográficas, preguntas de motivación integrativa y preguntas de motivación instrumental.

Instrucciones

- Responda con la mayor precisión posible utilizando la siguiente escala del 1 al 6:

(1) Totalmente en desacuerdo

(2) Moderadamente en desacuerdo

(3) Ligeramente en desacuerdo

(4) Ligeramente de acuerdo

(5) Moderadamente de acuerdo

(6) Totalmente de acuerdo

- Recuerda que no hay respuestas correctas o incorrectas.

Preguntas demográficas

Seleccione su rango de edad*

- o 17 - 20
- o 21 - 24
- o 25 - 28
- o 29 - 34

Otro:

Seleccione su género*

- o Hombre
- o Mujer

Otro:

Seleccione el semestre que está cursando*

- o Primero

      o   Segundo

      o   Tercero

      o   Cuarto

Seleccione su paralelo

      o   A

      o   B

      o   C

Motivación Integradora

1. Aprender inglés me hace entender libros electrónicos, películas, música *
pop, etc.

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

2. Aprender inglés me hace comprender y apreciar mejor las formas de vida *
de los hablantes nativos de inglés.

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

3. Aprender inglés me permite mantenerme en contacto con amigos *
extranjeros.

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

4. Aprender inglés me permite discutir temas interesantes en inglés con *
personas de otras nacionalidades.

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

5. Aprender inglés me ayuda a transmitir mis conocimientos e información a *
otras personas.

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

6. Aprender inglés me ayuda a participar libremente en actividades *
académicas, sociales y profesionales entre otros grupos culturales.

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

7. Aprender inglés me ayuda a comprender y apreciar las artes o la literatura *
en las culturas de habla inglesa.

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

8. Aprender inglés me ayuda a tener más confianza y comodidad. *

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

9. Aprender inglés me permite disfrutar al viajar a países extranjeros. *

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

10. Aprender inglés me ayuda a convertirme en una persona sociable y de *
mente abierta.

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

11. Aprender inglés me ayuda a tener más amigos. *

	1	2	3	4	5	6	
Totalmente en desacuerdo	◯	◯	◯	◯	◯	◯	Totalmente de acuerdo

12. Aprender inglés me ayuda a integrarme fácilmente en las comunidades de * habla inglesa.

	1	2	3	4	5	6	
Totalmente en desacuerdo	◯	◯	◯	◯	◯	◯	Totalmente de acuerdo

13. Aprender inglés me permite comunicarme fácilmente con otras personas * en línea.

	1	2	3	4	5	6	
Totalmente en desacuerdo	◯	◯	◯	◯	◯	◯	Totalmentge de acuerdo

Motivación instrumental

14. Me enfoco principalmente en usar el inglés para las tareas de clase y los * exámenes.

	1	2	3	4	5	6	
Totalmente en desacuerdo	◯	◯	◯	◯	◯	◯	Totalmente de acuerdo

15. Simplemente cito los libros de texto y realmente no me comunico cuando * hablo o escribo en clase.

	1	2	3	4	5	6	
Totalmente en desacuerdo	◯	◯	◯	◯	◯	◯	Totalmente de acuerdo

16. Estoy interesado en leer solo libros de texto en inglés para mis estudios universitarios, pero no otros textos en inglés, por ejemplo, periódicos, revistas *

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

17. Estoy más interesado en obtener un título universitario y un buen trabajo que aprender el idioma inglés en sí. *

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

18. Estoy más interesado en continuar con mi educación superior que aprender el idioma inglés en sí. *

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

19. Aprender inglés es importante para viajar al extranjero. *

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

20. Aprender inglés es importante para convertirme en una persona con conocimientos y habilidades. *

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

21. Aprender inglés es importante para convertirme en una persona educada. *

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

22. Ser competente en el inglés puede conducir a más éxito y logros en la vida. *

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

23. Ser competente en el inglés hace que otras personas me respeten. *

	1	2	3	4	5	6	
Totalmente en desacuerdo	○	○	○	○	○	○	Totalmente de acuerdo

12.3. Appendix 3. Motivation survey in English

ATTITUDE/MOTIVATION TEST BATTERY (AMTB)

The objective of this questionnaire is to collect information about the level and type of motivation of the students from the first to the fourth semester of the National and Foreign Languages Pedagogy Career. The questionnaire is divided into three parts; demographic questions, instrumental motivation questions, and integrative motivation questions.

Instructions

- *Answer as accurately as possible using the following scale from 1 to 6:*

    (1) Strongly disagree

    (2) Moderately disagree

    (3) Slightly disagree

    (4) Slightly agree

    (5) Moderately agree

    (6) Strongly agree

- *Remember there are no right or wrong answers.*

SECTION ONE

Demographics questions

Select your gender *

◯ Male

◯ Female

◯ Otra...

Select your range age *

○ 17 - 20

○ 21 - 24

○ 25 - 28

○ 29 - 34

○ Otra...

Select which semester you are studying *

○ First

○ Second

○ Third

○ Fourth

Select the paralel *

○ A

○ B

○ C

SECTION TWO

Integrative Motivation

1. Learning English makes me understand E-books, movies, pop music, etc. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

2. Learning English makes me better understand and appreciate the ways of life of native * E speakers.

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

3. Learning English enables me to keep in touch with foreign friends. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

4. Learning English enables me to discuss interesting topics in English with the people * from other national backgrounds.

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

5. Learning English helps me convey my knowledge & information to other people. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

6. Learning English helps me participate freely in academic, social, and professional * activities among other cultural groups.

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

7. Learning English helps me understand and appreciate arts & literature in E speaking * cultures.

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

8. Learning English helps me be more confident and comfortable. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

9. Learning English helps me enjoy traveling to foreign countries. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

10. Learning English helps me become an open-minded and sociable person. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

11. Learning English helps me have more friends. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

12. Learning E helps me integrate more easily into English speaking communities. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

13. Learning English enables me to communicate easily with others online. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

SECTION THREE

Instrumental Motivation

14. I mainly focus on using English for class assignment and the exams. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

15. I simply quote the textbooks and do not really communicate myself when speaking or writing in class. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

16. I am interested in reading only English textbooks for my university study, but not other English texts e.g newspapers, magazines. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

17. I am more interested in earning a university degree and a good job than learning English language itself. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

18. I am more interested in furthering my higher education than learning English language itself. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

19. Learning English is important for travelling abroad. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

20. Learning English is important for making me a knowledgeable and skillful person. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

21. Learning English is important for making me an educated person. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

22. Being proficient in English can lead to more success and achievements in life. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree

23. Being proficient in English makes other people respect me. *

	1	2	3	4	5	6	
Strongly disagree	○	○	○	○	○	○	Strongly agree