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**MAESTRÍA EN PEDAGOGÍA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA**

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MAGÍSTER EN PEDAGOGÍA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA**

TEMA

**Methodological treatment to improve intrinsic and extrinsic motivation in
English classes with A2 level learners at the university**

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Dedication

I dedicate this research work of my master's degree to my beloved children Anali and Emiliano, the light of my life and my greatest inspiration to keep moving forward. Every stage of this academic journey has been profoundly meaningful because of their love and presence. With sincere appreciation, I also dedicate this achievement to my dear parents, Martha and José, for their unconditional support, wisdom, and values that have guided me throughout my life. Finally, this work is sincerely dedicated to my grandparents, Rosa and Humberto, whose example of love, strength, and humility endures in my heart and motivates me to keep going.

By: Lcda. Ivonne Gabriela Guayanlema Chávez





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Since God has always supported me, given me courage in the face of so many disappointments, and guided, protected, and inspired me during this academic journey, I would like to express my deep and heartfelt gratitude to him.

I want to express my deepest gratitude to my second home, my job, which has helped me develop professionally and personally. I also thank my friends and colleagues for their support, patience, and help during this research process. Their trust and empathy allowed me to balance my professional responsibilities with my studies.

Special recognition to all the professors at UBE, especially the Coordinator and the professors of the Master's Program in Teaching English as a Foreign Language. Their dedication, knowledge, and commitment inspired me to be a better educator and to embrace research as a powerful tool for educational improvement.

Lastly, I would like to sincerely thank my beloved family for their constant support and encouragement throughout this academic journey. Their presence served as a reminder that I can always develop both personally and professionally.

By: Ivonne Gabriela Guayanlema Chávez, Ms.





Resumen

Esta investigación surgió a partir de la identificación de un bajo nivel de motivación intrínseca y extrínseca en los estudiantes de nivel A2 del Instituto Superior Carlos Cisneros que asisten a clases de inglés. Se evidenció una falta de interés, escasa participación y una actitud poco favorable hacia el aprendizaje del idioma, lo cual limitaba su progreso académico. Estas dificultades fueron atribuidas a la ausencia de metodologías activas y motivadoras que conecten con las necesidades e intereses reales del alumnado.

Para atender esta problemática, se diseñó un tratamiento metodológico centrado en estrategias motivacionales que fortalecieran tanto la motivación interna (como la satisfacción personal, la autonomía y el sentido de logro) como la externa (mediante reconocimientos, retroalimentación positiva y estímulos tangibles). Esta propuesta se apoyó en principios teóricos actualizados sobre la motivación en contextos educativos y fue aplicada mediante actividades dinámicas, contextualizadas y significativas para los estudiantes.

La investigación se desarrolló bajo un enfoque mixto (cuantitativo y cualitativo), utilizando instrumentos como encuestas diagnósticas (pre y post), entrevistas a docentes, cuestionarios de satisfacción estudiantil y observaciones de aula. El diagnóstico inicial mostró bajos niveles de motivación, escasa implicación en las tareas y una visión limitada del valor del idioma. Sin embargo, tras la aplicación del tratamiento metodológico, los resultados evidenciaron mejoras significativas: mayor participación, mejor disposición hacia el aprendizaje del inglés y un incremento en la percepción positiva sobre el proceso educativo.

El marco teórico incluyó los conceptos clave de la motivación en la enseñanza del inglés y las estrategias pedagógicas que favorecen su desarrollo en estudiantes de nivel A2. Finalmente, se recomienda replicar y ampliar esta propuesta en contextos similares, ya que representa una alternativa viable para potenciar la motivación y el rendimiento académico en estudiantes de educación superior con características comparables.



Abstract

This research was initiated after recognizing the low levels of both intrinsic and extrinsic motivation among A2-level students attending English classes at the Carlos Cisneros Institute. Due to the lack of active and engaging methodologies that connect with the students' actual needs and interests, the students' academic progress was hampered by a lack of interest, limited participation, and an overall negative attitude toward learning the language.

To tackle this challenge, a methodological approach was developed that incorporated motivational strategies intended to enhance both intrinsic motivation—like personal fulfillment, independence, and accomplishment—and extrinsic motivation, including praise, constructive feedback, and visible rewards. This proposal was grounded in updated theoretical principles on motivation in educational contexts and was implemented through dynamic, contextualized, and meaningful activities for the students.

Diagnostic assessments conducted before and after treatment, interviews with educators, feedback from students regarding their satisfaction, and classroom evaluations formed the basis of this study utilizing both quantitative and qualitative methods. The initial assessment uncovered a lack of motivation, minimal engagement, and a reduced appreciation for the language. Nonetheless, the findings indicated significant improvements after the implementation of the treatment approach: increased engagement, a more positive attitude towards learning English, and a greater comprehension of the educational experience.

Among the components of the theoretical framework were key concepts of motivation in English language teaching and the pedagogical strategies that promote its development in A2-level learners. Finally, it is recommended that this proposal be replicated and expanded in similar contexts, as it represents a viable alternative to enhance both motivation and academic performance in higher education students with comparable characteristics.



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Introduction

English has long been considered a global lingua franca and has played a crucial role in communication, education, business and technology. With more than 350 million native speakers and approximately 430 million second language speakers worldwide (Aziza, 2020), mastering English is essential in various professional fields. In higher education, cultivating both internal and external motivation is essential to facilitate language learning in students at level A2 of the Common European Framework of Reference for Languages. Since motivation directly influences student commitment, dedication, and success, its importance in the learning process is recognized. For student growth and language proficiency, understanding and implementing effective strategies to increase motivation in English classes is vital.

The term "intrinsic motivation" describes the innate drive to learn or carry out an activity for satisfaction, enjoyment or personal interest (Deci). In contrast, extrinsic motivation is fueled by external rewards, such as career advancement, praise, or distinctions. Both types of motivation are fundamental to language learning, but balancing them can lead to deeper and more lifelong learning. The challenge for teachers with A2-level students at university is to design a method that fosters internal motivation while simultaneously employing external incentives to sustain interest and learning.

In Ecuador, English is a mandatory subject in higher education. However, despite the widespread integration of English into the curriculum, students often struggle with low motivation and limited language development (Yhomaly, 2020). This is evident in the students who face challenges in developing language proficiency due to factors such as lack of interest, lack of language practice outside of the class, and dependence on extrinsic motivators such as passing exams (Barre, 2021). Improving the English proficiency of A2 level students requires creative teaching methods that engage students and promote an appropriate blend of personal interest and external motivation.

Using a methodical treatment that includes components is one strategy that works well for increasing motivation during the language learning process of the theory of self-determination (Deci, Intrinsic motivation and self-determination in human behavior. , 1985). This theory emphasizes the importance of fostering autonomy and



competence in students to boost intrinsic motivation. Additionally, increasing opportunities for students to have personal goals, engage in meaningful tasks, and receive constructive feedback can improve their sense of achievement and self-efficacy, further motivating them to increase their skills. And extrinsic motivation, on the other hand, can be reinforced through the using incentives, recognition, and aligning language learning with real-world applications and career prospects.

With an enrollment of over 2,000 students and a solid reputation in the teaching sector, the Carlos Cisneros Institute, located in Riobamba, Chimborazo province, faces the challenge of boosting the interest of its A2-level students in English classes. Efficiently managing both internal and external incentives for a group of 50 students, each with different experiences, aspirations, and learning methods, is essential in order to create an environment conducive to language study. The purpose of this initiative was to increase the level of motivation in English classrooms for A2-level students at the Carlos Cisneros Institute through the implementation of methodological strategies.

Student enthusiasm is crucial for language learning and overall growth. At the Carlos Cisneros Institute, achieving authentic engagement and effective learning relies heavily on understanding and considering the motivational factors that influence A2-level students. This study examines a method developed to enhance both internal and external motivation in A2-level students during their English classes. By analyzing the factors that impact language learning motivation and identifying useful tactics that align with students' interests and needs, this study seeks to foster the creation of more effective and engaging language learning environments.

To achieve this objective, the study will analyze the current landscape of English learner motivation at university, focusing on students studying at the A2 level. A combined methodology will be used, integrating questionnaires, lectures, and direct classroom analysis to obtain data on students' motivation levels, their preferred learning methods, and their perception of English as a subject.

In order to enhance intrinsic and extrinsic motivation, the research will also create and carry out a number of motivational exercises and instructional techniques. In order to establish an engaging, student-centered learning environment, these



tactics will include goal-setting activities, group projects, speaking assignments based on actual circumstances, and the utilization of digital tools.

The primary objective of this research is to help students increase their levels of both intrinsic and extrinsic motivation. This study is based on theories that support the implementation of motivational techniques and exercises as educational resources. Students will benefit from motivation-driven activities tailored to their specific learning needs and goals, making this research highly innovative and relevant.

Some previous studies on this field, as those conducted by Martínez et al. (2018) emphasize that, for the application of a structured motivational approach, a systematic plan must be developed to guide the progress of motivational activities. Teachers and students must therefore come to cooperative agreements, techniques, and goals that seek to boost motivation, whether extrinsically—through rewards or recognition—or intrinsically—through personal interest.

At the Carlos Cisneros Institute, it was observed that A2-level students could benefit from specific teaching approaches and training initiatives designed to boost their interest in the university English curriculum. This fact was evident during the various English sessions for A2-level students at the university. A significant number of students demonstrated a lack of motivation, which translated into limited participation in language learning tasks.

After assessing the situation, we noticed that students struggled to maintain motivation while learning languages. Their interest often depended on external factors, such as grades, and they showed little initiative to improve their language skills. This lack of motivation translated into poor participation, little commitment to classroom tasks, and slow progress in language learning.

Based on this study, a survey was conducted to determine the current motivation levels of A2 students and thus determine how the application of a methodological therapy can improve their intrinsic and extrinsic motivation. Various techniques will be used to evaluate the effectiveness of some of the motivational



techniques. Furthermore, both before and after implementing the motivational interventions, progress in student participation and language proficiency will be assessed using standardized tests. The results of the diagnostic phase identified the following serious problems.

- Limited use of teaching strategies that stimulate intrinsic motivation in language learning;
- Inappropriate reliance on extrinsic motivators, often leading to short-term commitment;
- Lack of student confidence and interest in language learning, which hinders their progress and interactive communication in class.

In response to these findings, the **scientific problem** identified is: How can a methodological treatment be developed to improve intrinsic and extrinsic motivation in the English classes of A2 level students at the university?

This problem is framed within the broader teaching-learning process of English language acquisition by university students. In this context, the teaching-learning process not only encompasses the transmission of knowledge but also the cultivation of students' motivation to engage meaningfully with the subject. This problem is about how students learn English at university.

In this situation, the process of teaching and learning is what happens and what teachers and students do. It is not just about learning facts, but also about changing how they think, feel, and act. The aim is to make a place where students can do things that help them learn languages better and also make them want to learn more on their own. Sometimes, they might need some extra help or encouragement, but they should not depend on it too much. This way, they can have.

Students will be urged to engage in enjoyable and purposeful learning activities that allow them to try new things and reflect on their actions. This bolsters the central argument, according to which students ought to acquire the content as well as develop fresh viewpoints on the language-learning process. Planned activities will give students experience that will increase both their intrinsic motivation—the desire to learn—and their responsiveness to external motivators,



such as grades or recognition.

The **objective** of the study is to develop a methodological approach that enhances A2 level students' intrinsic and extrinsic motivation so they can devote themselves entirely to learning English.

The **specific objectives** are the following:

1. To analyze the theoretical tenets that support the teaching-learning process of intrinsic and extrinsic motivation in English classes for A2 level students at the university.
- 2.- To diagnose the current of the intrinsic and extrinsic motivation in A2 level students at the university.
- 3.- To design a methodological treatment that improves both intrinsic and extrinsic motivation in A2 level students.
- 4.- To validate the methodological treatment for improving intrinsic and extrinsic motivation in A2 level students.

The methods to use are:

Theoretical methods

Inductive/deductive: analyze the general problem that is related to intrinsic and extrinsic motivation within the English classroom and the methodological treatment to establish a relationship between the concept and the variables.

Analysis and synthesis method: to analyze the theoretical tenets that support the variables and support possible solutions like an adequate methodological treatment.

Systematic structural method: with which a logical sequence can be followed in the structure of the methodological treatment and its components.

Empirical Methods

Pre- and Post-tests: to assess levels of classroom participation, task persistence, and effort — indirect indicators of motivational states This instrument is used for data collection, both qualitatively and quantitatively, and was used in this research to assess the level of intrinsic and extrinsic motivation of students.

Semi-structured interview with the English teacher: This is used to conduct quantitative research to understand students' difficulties in making decisions and



solving problems.

Classroom observation:

Open-ended survey:

Statistical method: Use it to organize and tabulate the collected information in order to describe it quantitatively and qualitatively and record statistical evidence of the problem.

Description of the universe and sample:

The study's universe consists of all A2 level students who were taking in English courses at the Institute Carlos Cisneros during the 2024–2025 academic year. These students represent a diverse population through age, socioeconomic status, and prior English language exposure. This study's sample consists of 30 A2 level students from different morning, afternoon, and evening classes. In order to guarantee representation across these variables, stratified random sampling was employed. A fair analysis of the challenges and motivating factors that may vary depending on the students' contexts and learning environments can be carried out thanks to this sample.

. A thorough grasp of the Institute Carlos Cisneros' motivational environment necessitates analyzing the difficulties encountered in the classroom and identifying the issues pertaining to student motivation in the classroom, classes, and existing opportunities within the framework of successful student education. There are several factors that must be considered such as students' different proficiency levels, their linguistic backgrounds, and their motivational orientations shape their learning experiences and outcomes. By identifying these challenges and opportunities, educators can adapt methodological treatments to effectively meet the diverse needs of A2 level students.

Importance of the investigation: the proposed methodological treatment aims to design dynamic motivational activities to support language learning, taking into account the challenges that students face in maintaining both intrinsic and extrinsic motivation. These activities will engage students by making language learning more relevant to their personal, academic and professional needs, to



improve the quality of English language teaching. Drawing on best practices in language teaching and learning, treatments encompass a variety of instructional strategies, including task-based learning, cooperative learning, authentic integration of materials, and technology-enhanced learning experiences. These strategies are designed to promote autonomy, competence, and relatedness, key psychological needs identified in self-determination theory (Deci, Intrinsic motivation and self-determination in human behavior. , 1985), while fostering students' intrinsic motivation.

The significance of its application is strengthened by incorporating elements that take advantage of extrinsic motivation and providing meaningful feedback, recognizing achievements, and setting clear performance goals to maintain students' motivation and commitment to English language learning. Through a systematic implementation of these methodological treatments, the Carlos Cisneros Institute aims to create an inclusive and motivating learning environment that enables A2 level students to achieve their language learning goals.

The content of this research is structured within three chapters: Chapter one develops a characterization of the theoretical tenets of the the teaching-learning process of intrinsic and extrinsic motivation in English classes for A2 level students at the university; Chapter two explains the methodological approach of the investigation , and it includes the diagnostic phase; Chapter three presents the methodological treatment that improves both intrinsic and extrinsic motivation in A2 level students and its validation.



CHAPTER I

Theoretical foundations about the variables of investigation

Chapter 1 analysis the basic theories for enhancing both internal and external motivation in A2 level learners attending English classes at the university level. It explores as well the methodological approaches that effectively improve motivation within this specific educational context.

1.1. Theories and existing literature concerning motivation in language learning

The study aims to explore how work-related theories can improve the intrinsic and extrinsic motivation of A2 level students enrolled in university-level English courses in this introductory chapter. Finding and investigating methodological strategies that successfully raise motivation in this particular educational setting is the main objective.

The chapter will begin by exploring several theories and existing literature regarding motivation in language learning in order to provide a strong basis for the study. This study aims to gain a deeper understanding of what motivates A2-level university students to study English by exploring existing theories and relevant academic research.

Furthermore, the first chapter aims to explain the relevance of motivation in language learning, especially at the A2 level in a university setting. By investigating work-related theories, the study seeks to discover how work-related motivation concepts can be adapted and applied in a language learning context.

This chapter sets the stage for the following discussions by detailing the research objectives, defining the scope of the study, and offering a justification for the selected approach. It also highlights the importance of addressing motivation as an essential element in language teaching, emphasizing its influence on student engagement, persistence, and, ultimately, skill attainment.

This section, drawing on multiple theories and documents, aims to build a theoretical framework that guides the development and use of effective methodological treatments.



By systematically examining the factors influencing motivation in English language learning, the research aspires to contribute to the enhancement of teaching practices and the promotion of learner autonomy and success in language acquisition.

1.2. Methodological treatment

When creating educational experiences inspired by Self-Determination Theory (SDT), it is crucial to ensure that assignments nurture the three fundamental psychological needs: connectedness, ability, and freedom. Giving students meaningful choices and encouraging them to take charge fosters freedom; creating challenging activities with clear guidelines for success sustains ability; and fostering a collaborative, collaborative environment strengthens connectedness. Addressing these needs increases the likelihood that students will sustain a broad self-interest, which positively influences consistency, engagement, and overall language development. Deci and Ryan (2000) proposed SDT as a framework for understanding human agency in educational settings, and this insight stems from their research.

Offering meaningful choices and pathways for learning, such as project-based tasks, topic selection for presentations or writings, and differentiated activities that match students' interests and strengths. This sense of ownership over their learning journey helps students feel empowered and more deeply engaged.

Promoting a learning environment where working together, being respectful, and accepting of all are key pillars. Dialogue among students, teamwork, and problem-solving not only improve students' speaking and interaction skills but also strengthen their sense of community, which is crucial for their desire to learn and strive.

Guiding students to define and monitor their own educational goals is an essential tactic for fostering independence and interest in learning. Employing SMART (Specific, Measurable, Attainable, Relevant, and Time-bound) principles when setting language learning goals provides clarity, focus, and a sense of purpose. This methodology encourages students to take charge of their progress and sustain their dedication.



In addition, regular reflection and goal adjustment sessions help reinforce self-regulation and maintain alignment with evolving learning needs and personal growth.

This approach is grounded in principles of self-regulated learning and motivation theory, as highlighted by Zimmerman (2002) and supported by Dörnyei & Ushioda (2011), who emphasize the value of goal-setting and reflection in second language learning.

According to several language curriculum design and motivation professionals, tasks related to students' academic interests or career aspirations should be organized using the following techniques:

- Carrying out a comprehensive requirements analysis to comprehend the academic and professional goals of learners.

- Creating genuine assignments that mirror actual methods used in the students' fields of study.

- Incorporating discourse genres, communication roles, and pertinent vocabulary that will be used in their future jobs.

- Providing clear, useful, and timely feedback that emphasizes both skills and areas for development. Feedback should go beyond simply pointing out flaws; it should guide students on how they can improve, highlight their progress, and strengthen their confidence as language learners.

- Applying expectancy-value theory to enhance students' belief in their ability to succeed and the value they assign to English learning. This can be done by showcasing success stories, providing models of attainable excellence, and clearly communicating how English proficiency opens doors to further studies, job opportunities, and meaningful life experiences.



- Embedding authentic, real-world tasks into instruction, such as writing CVs, preparing academic presentations, conducting interviews, or engaging with English-language media. These tasks not only develop practical language skills but also demonstrate the relevance and usefulness of English beyond the classroom.

- Integrating cognitive evaluation theory to balance the use of extrinsic rewards (e.g., grades, certificates, public recognition) with the nurturing of intrinsic satisfaction. Rewards should be used strategically so they reinforce rather than replace students' internal motivation.

- Designing lessons that emphasize curiosity, creativity, and enjoyment, with games, storytelling, cultural exchanges, and problem-solving challenges. These elements increase the pleasure of learning and strengthen intrinsic motivation.

- Creating a low-anxiety, supportive environment where mistakes are seen as opportunities to learn and grow rather than as failures. This helps reduce fear of failure, which can undermine motivation, and promotes a growth mindset.

- Using technology to provide engaging, interactive, and personalized learning experiences. Digital tools such as learning apps, gamified platforms, virtual exchanges, and multimedia resources can support differentiated instruction and make learning more dynamic and accessible.

- Incorporating opportunities for reflection and self-assessment, so students can recognize their progress, set new challenges, and develop metacognitive skills. Reflection journals, learning portfolios, and self-evaluation checklists can be useful tools.

- Promoting intercultural competence and global awareness through language learning. Encouraging students to explore different cultures, participate in international projects, or connect with peers abroad via virtual exchanges can give greater purpose and meaning to language learning.



- Ensuring coherence between the curriculum, assessment, and motivational strategies, so that what is taught, how it is assessed, and how students are supported all align with the goal of fostering both intrinsic and extrinsic motivation. For example, assessments can include performance-based tasks that reflect real-life communication needs rather than just isolated grammar or vocabulary tests.

- Minimizing demotivating factors, such as monotonous routines, excessive external pressure, or punitive assessment practices. Instead, creating a positive, flexible, and student-centered environment where students feel respected, heard, and valued will enhance both their willingness and enthusiasm to learn.

By integrating these strategies, the methodological treatment becomes a comprehensive and dynamic framework that not only addresses the immediate motivational challenges of A2-level university students but also helps build the foundation for autonomous, motivated, and lifelong language learners. The combination of theoretical grounding, practical applications, and contextual relevance ensures that students' motivational needs are met in a way that is both effective and sustainable.

By incorporating these methodological strategies informed by relevant motivational theories, instructors can effectively improve intrinsic and extrinsic motivation among A2 level students in university English classes.

While Garcia's (2016) strategies represent valuable contributions to classroom practice, their impact can be greatly improved by incorporating them into a methodological design that is deliberate and systematic. It is essential to create activities for university students studying English at the A2-level that go beyond general motivational strategies and are specifically designed to address both intrinsic and extrinsic motivational factors. Such a methodological strategy ought to seek to:

- Strengthen intrinsic motivation by designing tasks that spark genuine interest, enjoyment, and personal relevance. This can be accomplished through creative and problem-solving exercises that pique students' interest as well as by relating English language instruction to their academic subjects, pastimes, and future professional goals.



- Reinforce extrinsic motivation through meaningful rewards, recognition, and positive reinforcement. This includes not only grades or certificates but also verbal praise, showcasing student work, or offering opportunities for participation in academic or cultural events where English proficiency is valued.

- Integrate authentic and contextually relevant tasks, such as preparing CVs, writing cover letters, creating academic posters, or conducting interviews, which demonstrate the practical utility of English and increase the perceived value of learning the language.

- Promote learner autonomy and self-regulation, enabling students to set personal learning goals, monitor their progress, and reflect on their development. Goal-setting frameworks such as SMART goals can help students stay focused and motivated over time.

- Foster a supportive and inclusive classroom environment that reduces anxiety and creates conditions for risk-taking, collaboration, and positive peer interactions. This includes establishing clear expectations, providing constructive feedback, and cultivating a culture where mistakes are seen as natural and valuable parts of the learning process.

- Leverage technology and digital tools to offer interactive, multimodal, and differentiated learning experiences that cater to diverse learning styles and preferences. Gamified platforms, virtual exchanges, and multimedia resources can further engage students and motivate them to invest sustained effort.

- Minimize demotivating factors, such as monotonous routines, excessive external pressure, or overly controlling teaching practices, which can undermine students' sense of autonomy and intrinsic interest in language learning. Instead, instructional practices should empower students and make them feel that their voices, choices, and identities are respected and valued.



The analysis conducted by the author of this research, taking into account the students' A2 proficiency level, learning styles, and specific motivational needs, underscores the necessity of integrating a diverse set of motivational strategies into classroom practice to effectively enhance participation and engagement in English language learning. This study prioritizes the development of intrinsic motivation by designing learning experiences that are not only enjoyable but also personally meaningful and relevant to the students' academic and personal contexts.

In parallel, extrinsic motivation is purposefully supported through structured forms of external reinforcement, including titles, certificates, public recognition, and other mechanisms that acknowledge effort and achievement in a constructive manner.

The strategies proposed as part of this scientific project are designed to:

-Foster greater creativity and innovative thinking, by encouraging students to participate in activities that promote imagination, critical reasoning, problem-solving, and the generation of original ideas. This contributes to deeper cognitive engagement and sustained interest in learning.

-Achieve a balanced integration of independent and collaborative learning experiences, so that students develop their autonomy and capacity for self-regulation, while also benefiting from peer interaction, cooperation, and shared problem-solving—essential elements for language development and motivation.

-Design and implement tasks that not only enhance motivation but also reflect real-world applications of English language use, thereby reinforcing the relevance and practical utility of language learning for students' academic pursuits, professional aspirations, and everyday communication needs.

These proposed strategies are the result of a reflective process that draws on both the institutional academic curriculum and the broader goals of English language teaching as outlined in national and international frameworks. They have been carefully adapted to align with the specific characteristics, challenges, and aspirations of the student population targeted in this study.



Additionally, it's critical to stress that the learners' proficiency corresponds to level A2 of the Common European Framework of Reference for Languages (CEFR), which is consistent with Ecuador's national English curriculum. This alignment ensures that the methodological approach addresses more than just the language proficiency of the students but also to the national standards and educational objectives guiding English language instruction.

In this way, the methodological treatment proposed in this study aims to establish a motivating, inclusive, and contextually relevant learning environment in which intrinsic and extrinsic motivational factors interact synergistically to promote sustained engagement, meaningful learning experiences, and the progressive development of communicative competence in English.

The integration of these motivational strategies is not conceived as isolated interventions, but rather as part of a coherent and systematic framework that responds to the specific needs, proficiency level, and learning contexts of A2-level university students.

Furthermore, these strategies can be strengthened through the adoption of methodological approaches that foster a dynamic, interactive, and learner-centered environment. Such approaches are intended to empower students to take an active role in their language learning process, to develop autonomy, and to make continuous and meaningful progress toward their linguistic and academic goals.

By incorporating practices that encourage creativity, critical thinking, collaboration, and the real-world application of language skills, the proposed methodological treatment seeks to align classroom experiences with both institutional objectives and broader educational standards, thereby contributing to the overall effectiveness and relevance of English language teaching at this level.

For instance, Task-Based Learning (TBL) is an instructional approach that focuses on engaging learners in real-life language tasks that simulate authentic communication situations (Willis, 1996).

In TBL, students are presented with meaningful tasks or activities that require them to use the target language in order to achieve a specific communicative goal or solve a concrete problem. These tasks are designed to reflect situations that students



may encounter outside the classroom, thus fostering intrinsic motivation by providing opportunities for authentic communication and purposeful language use.

Additionally, TBL fosters collaborative learning, pushes students to prioritize meaning over form, and supports the development of accuracy and fluency in a fun and organic way. This strategy supports the development of dynamic, pertinent, and learner-centered environments that promote the development of communicative competence, which is in line with the motivational goals of the suggested methodological treatment.

One key aspect of TBL is utilizing real materials, which include texts, audiovisual resources, and multimedia content that reflect real-world language use and cultural contexts. By exposing learners to authentic materials, TBL allows students to encounter language in its natural form, complete with idiomatic expressions, colloquialisms, and cultural nuances. This exposure helps learners develop their language skills in context, making the learning experience more relevant and engaging.

Additionally, as students strive to finish the given assignments, TBL pushes them to actively participate in critical thinking and problem-solving. This active participation increases intrinsic motivation by fostering a sense of autonomy and ownership in the learning process.

Additionally, TBL provides opportunities for collaborative learning, as students often work together in pairs or groups to accomplish the tasks, fostering a sense of community and shared responsibility for learning outcomes.

1.2.1 Some practical analyses that support a methodological treatment

The implementation process begins with the teacher designing a comprehensive and structured plan that delineates the necessary steps to carry out motivation-enhancing activities. A fundamental focus during this initial phase is to ensure that all activities are purposefully aligned with the primary goal of fostering both intrinsic and extrinsic motivation among students.

The subsequent phase involves the systematic collection of feedback and quantitative and qualitative data to assess the effectiveness of these strategies in increasing student engagement, interest, and active participation. Finally, the third phase centers on the active involvement of students in a variety of motivational



activities, including collaborative group projects, individual presentations, and competitive tasks.

These activities are strategically designed to cultivate intrinsic satisfaction and enjoyment, while simultaneously offering extrinsic incentives such as improved academic performance or formal recognition. This final stage underscores the positive influence of heightened motivation on the learning process, enabling students to effectively collaborate with peers as well as work independently, thereby achieving enhanced educational outcomes.

1.3 The Interplay of Intrinsic and Extrinsic Motivation in Language Learning

Theoretical frameworks that underpin motivation in language acquisition offer critical insights into the complex and multifaceted nature of learner motivation. Drawing on seminal contributions from prominent scholars such as Deci and Ryan (1985), Dörnyei (2001), and Gardner (1985), this research aims to explore and clarify the dynamic interaction between intrinsic motivational factors—such as personal interest, enjoyment, and inherent satisfaction—and extrinsic factors, including external rewards, social recognition, and tangible incentives. Understanding this interplay is fundamental for developing effective pedagogical approaches that foster sustained learner engagement, enhance language proficiency, and promote autonomous, lifelong language learning.

Intrinsic motivation theories seek to explain the internal psychological factors that drive individuals to engage in activities for the inherent satisfaction, interest, and enjoyment these activities provide. Rather than being influenced by external rewards or pressures, intrinsically motivated individuals participate in tasks because they find them meaningful and fulfilling in themselves. These theories emphasize core elements such as autonomy, curiosity, mastery, the pursuit of personal growth, and the desire for self-actualization.

A central tenet of intrinsic motivation theories is the importance of fostering educational environments that promote autonomy, creativity, and self-expression. Such environments encourage learners to pursue activities that align with their



personal interests, values, and goals, thereby enhancing engagement and sustained motivation.

Key theoretical models within this framework include Self-Determination Theory (SDT), which posits that autonomy, competence, and relatedness are essential for nurturing intrinsic motivation; Cognitive Evaluation Theory, which examines how external interventions can either support or undermine intrinsic interest; and Flow Theory, which describes the state of deep concentration and optimal experience that occurs when individuals are fully immersed in a challenging but manageable activity (Borah, 2021).

To deepen into this analysis, it would be beneficial to further consult Borah (2021), particularly regarding practical applications of these theories in language learning contexts, and to contrast these perspectives with additional scholarly contributions in the field. Such an expanded review would provide a more comprehensive understanding of how intrinsic motivation can be effectively fostered in educational settings.

Conversely, theories of extrinsic motivation concentrate on the outside forces that affect people's motivation and actions. These theories investigate the ways in which social norms, rewards, penalties, and environmental cues influence people's motivation to carry out particular tasks or pursue particular objectives.

Extrinsic motivation that push people to do something in order to accomplish a certain goal rather than for the intrinsic joy of the activity itself are the source of extrinsic motivation. The desire to avoid negative outcomes (such as penalties or criticism), social reinforcement (such as praise, recognition, or approval), or material rewards (such as monetary compensation or awards) are examples of such incentives.

Extrinsic motivation theories place a strong emphasis on the function of outside reinforcement in shaping behavior and directing individuals toward desired goals or standards. While extrinsic motivation can be highly effective in generating initial participation, its long-term sustainability often depends on the appropriateness, perceived fairness, and consistency of the external rewards or incentives provided (Johnson, 2013).



Prominent theoretical models related to extrinsic motivation include Reinforcement Theory, which focuses on how positive and negative reinforcements shape behavior; Expectancy-Value Theory, which highlights the importance of the perceived value of a reward and the expectation of success in obtaining it; and Goal Setting Theory, which posits that setting clear, specific, and challenging goals—coupled with external feedback and rewards—can significantly enhance performance and motivation.

In educational contexts, particularly in language learning, carefully designed extrinsic rewards can be useful tools to foster participation and persistence. According to Johnson (2013), extrinsic rewards in the classroom should be thoughtfully aligned with the nature of the task and the intended learning outcomes to avoid undermining intrinsic motivation. Examples of extrinsic rewards that can be applied in class include:

- Verbal praise and positive feedback for participation, effort, or improvement.
- Certificates or badges awarded for completing specific tasks, projects, or challenges.
- Points or tokens systems that can be exchanged for small privileges, such as selecting a class activity or gaining extra time for an assignment.
- Public recognition during class or school events for achievements in presentations, group work, or competitions.
- Material incentives, where appropriate, such as books, stationery, or digital resources offered as rewards for exceptional effort or performance.

These strategies, when implemented thoughtfully and in balance with approaches that nurture intrinsic motivation, which can help to create a motivating, inclusive, and productive classroom environment.

Motivation, as a fundamental construct in educational psychology and language learning, is shaped by a set of interrelated psychological components that influence the initiation, direction, intensity, and persistence of goal-directed behavior. These components reflect cognitive, affective, and social dimensions that



interact dynamically to determine the extent and quality of learner engagement. A comprehensive understanding of these elements is essential for designing pedagogical interventions that effectively foster sustained motivation and meaningful learning experiences.

Among the principal psychological components of motivation are:

Autonomy

Autonomy refers to the perception of volition and self-determination in one's actions. Learners who feel autonomous believe they have meaningful control over their learning choices and strategies, which enhances their intrinsic motivation and commitment to the task (Deci & Ryan, 1985). Educational environments that support autonomy promote greater initiative, creativity, and personal investment in learning.

Competence

Competence is defined as the belief in one's ability to successfully meet the demands of a task or challenge. A sense of competence reinforces self-efficacy and promotes persistence, as learners believe that their work results in mastery and progress (Bandura, 1997; Deci & Ryan, 1985). Instructional practices that provide appropriate levels of challenge, constructive feedback, and opportunities for success contribute significantly to this dimension.

Relatedness

The relationship is represented by the need to feel connected, supported and valued by others. It encompasses the social bonds that learners form within the educational context, which can enhance motivation by fostering a sense of belonging and emotional security (Deci & Ryan, 2000). Supportive peer and teacher relationships are particularly important in sustaining motivation over time.

Goal Orientation

Goal orientation involves the cognitive processes through which learners set, pursue, and value specific goals. Motivation is strongly influenced by the clarity, relevance, and perceived attainability of these goals (Locke & Latham, 2002). Clearly defined and meaningful goals can provide direction and purpose, therefore



increasing persistence and effort.

Expectancy and Value Beliefs

According to expectancy-value theory (Eccles & Wigfield, 2002), motivation arises from the learner's expectation of success and value attributed to the task. Both components are critical in determining the degree of effort learners are willing to invest and their resilience in the face of challenges.

Affective Components

Emotional factors such as interest, enjoyment, pride, anxiety, or frustration significantly shape motivation by influencing how learners experience and interpret tasks. Positive emotions generally enhance engagement, while negative emotions may impede learning and reduce persistence (Pekrun, 2006).

Reinforcement Sensitivity

This component relates to the extent to which outside factors, including prizes, recognition, or sanctions, influence behavior. Central to extrinsic motivation theories, reinforcement sensitivity explains how external incentives can shape learners' engagement and performance, especially in initial stages of task involvement (Skinner, 1953).

In summary, intrinsic motivation theories focus on the internal factors driving motivation, while extrinsic motivation theories examine the impact of external influences on individuals' motivation and behavior. Understanding both intrinsic and extrinsic motivation is crucial for designing effective interventions and creating environments that support motivation and involvement of people in a variety of activities and endeavors.





Chapter II

Methodological framework

This chapter describes the methodology used to investigate and evaluate the effects of a methodological treatment aimed at enhancing both intrinsic and extrinsic motivation among A2-level learners in university-level English courses. The methodological structure is designed to align with the overall research objectives, providing a clear pathway from gathering of data and interpretation. This chapter offers a comprehensive explanation of the research approach, including the rationale for choosing a mixed-methods design, as well as the specific strategies, techniques, instruments, and procedures employed to gather and analyze data.

The purpose of this design is to capture both the quantitative dimensions of motivation—such as statistical trends, behavioral patterns, and performance outcomes—and the qualitative insights, including personal experiences, perceptions, and emotional responses of students and instructors. This dual perspective allows for a more nuanced and complete understanding of how motivational strategies function in real classroom contexts.

2.1 Research Approach

The present research was based on a mixed-methods approach, as it combines tools, techniques, and procedures from both qualitative and quantitative methodologies within the same research process. According to Leavy (2022), the mixed approach involves collecting, analyzing, and integrating both numerical and non-numerical data to gain a more comprehensive understanding of a research problem. This method allows researchers to focus on words, behaviors, numbers, meanings, and to operate in both natural and controlled environments.

In this study, the mixed approach provides a solid framework to explore the efficacy of a methodological treatment aimed at improving intrinsic and extrinsic motivation in English classes among A2-level learners at Universidad Carlos Cisneros. By combining both types of data, the study gains not only measurable outcomes related to motivation but also rich contextual insights into the emotional and behavioral responses of the students within the learning environment.



2.1.2 Qualitative Approach

The qualitative approach plays a key role in understanding student and teacher perceptions of motivation in the English classroom. This approach focuses on gathering insights based on personal experiences, opinions, and real-world context, which are crucial for identifying motivational factors that go beyond statistical measurement. As Mohajan (2018) explains, qualitative methods are used to explore how and why certain phenomena occur within a specific setting.

In this study, semi-structured interviews with the English teacher, classroom observations, and open-ended survey questions were used to gather in-depth information. These tools revealed the teacher's insights into student engagement, motivational barriers, and effective practices. Furthermore, the qualitative data helped identify environmental and emotional factors that either support or hinder intrinsic and extrinsic motivation in English learning.

2.1.3 Quantitative Approach

The quantitative approach focuses on the systematic collection and analysis of numerical data. According to Kandel (2020), quantitative research aims to establish relationships between independent and dependent variables within a given population, using statistical tools for validation and interpretation.

In this research, closed-ended surveys were administered to A2-level learners to measure their levels of intrinsic and extrinsic motivation before and after the implementation of the methodological treatment. This approach provided measurable and objective data on how students perceived their motivation, what factors influenced it, and how it evolved over time.

Furthermore, surveys conducted before and after the intervention were utilized to assess its efficacy of the implemented strategies, including collaborative tasks, technology integration, and real-life communication activities. The comparison of these data sets allowed for a clear analysis of progress and areas needing further improvement.



2.2 Research Design

The research design was both exploratory and evaluative, structured to examine the effectiveness of specific instructional strategies aimed at enhancing motivation. The qualitative design included semi-structured interviews, open-ended survey items, and classroom observations to gain insights into learners' and instructors' perspectives. Meanwhile, the quantitative design focused on measurable indicators such as student responses on motivation scales and changes in behavioral engagement observed before and after the implementation of the methodological treatment.

This dual approach was essential for answering the main study question.:

How does a structured methodological treatment affect intrinsic and extrinsic motivation in A2 university-level English learners?

2.3 Data Collection Techniques and Instruments

Multiple instruments were employed to ensure data accuracy, consistency, and comprehensiveness:

Surveys: Administered to students pre- and post-intervention, these included Likert-scale items based on Gardner's (1985) Attitude/Motivation Test Battery (AMTB), focusing on aspects such as interest, enjoyment, goal orientation, and perceived usefulness of tasks.

Interviews: Conducted with English instructors to gather qualitative insights on observed changes in student motivation, classroom engagement, and the perceived effectiveness of the strategies used.

Pre- and Post-tests: Used to assess levels of classroom participation, task persistence, and effort — indirect indicators of motivational states.

Observation checklists: Developed to monitor behavioral markers of motivation such as volunteering, peer collaboration, and sustained attention during lessons.

All instruments were validated by expert judgment to ensure content validity and alignment with the research objectives.

2.4 Population and Sample

A target population is the primary demographic from which data is collected and to whom the implementation plan is applied. It is uncommon for researchers to include the entire population in a study; therefore, it becomes essential to apply sampling



techniques to select a representative subset. As Stratton (2023) explains, sampling is the process of selecting a portion of the population to represent the entire group, which allows researchers to save time, effort, and resources by avoiding data collection from every individual.

For this research, a non-probabilistic sampling method known as convenience sampling was used. This approach is frequently employed in both qualitative and quantitative studies. According to Golzar et al. (2022), convenience sampling is widely applicable because it enables researchers to select participants who are readily accessible and available for the study. This method was appropriate for the context of this research, as it allowed the researcher to work with participants who were already enrolled in the English course and accessible within the university setting.

The study involved a non-random selection by convenience, comprising a total of 30 A2-level English students and 1 English teacher from Universidad Carlos Cisneros. The research was conducted within the university's language program, specifically focusing on a group of learners enrolled in the second semester of A2-level English classes. Due to the limited number of students at this level and their availability, there was no need to estimate a sample size—the entire class was included in the research.

This group was selected based on its direct relevance to the research topic, which aims to explore the impact of methodological strategies on intrinsic and extrinsic motivation in English learning. The English level of the group aligns with the A2 level of the Common European Framework of Reference for Languages (CEFR), ensuring an appropriate context for the proposed treatment and analysis.

The study was conducted with A2-level learners, based on the Common European Framework of Reference for Languages (CEFR), at the university level. Due to the limited number of students enrolled, it was not necessary to apply a sampling method. Therefore, the research included the entire population of second-year Bachelor students from parallel "A", as it is the only class at this level.





Table 1. Sample Population Participants

Sample Population Participants	Sample Population	Percentage
Women	2	6,67%
Men	28	93,3%
Total	30	100%

Note. Description of sample population participants

2.5 Operational Matrix of Variables

Variables play a fundamental role in research, as they represent the characteristics under study that can change in identity or value, or are capable of varying across units (Shukla, 2018). In this investigation, the variables have been carefully selected to allow the researcher to infer potential outcomes and, from there, determine the validity and relevance of the study.

Based on the independent variable, the methodological treatment to improve intrinsic and extrinsic motivation in English classes is defined through a strategic set of pedagogical practices. These include interactive activities, real-life communication tasks, group collaboration, and the integration of technology—all intended to increase student engagement and motivation. This learner-centered approach aims to create a more dynamic and meaningful learning experience for A2-level learners at Universidad Carlos Cisneros, addressing the motivational challenges they face in the English classroom.

The implementation of these strategies considers pedagogical, psychological, and technological dimensions. Every one of these elements contributes to the overall teaching process and is considered during the execution of the action plan. Data is gathered to evaluate how the treatment affects student motivation, and the researcher formulates questions based on defined indicators such as participation, interest, classroom behavior, and emotional responses. The collected information is then analyzed to reflect the effectiveness of the action and draw appropriate conclusions.

As for the dependent variable, intrinsic and extrinsic motivation in English classes is defined through its psychological and behavioral manifestations in students.



Intrinsic motivation refers to the learners' internal desire to study English for enjoyment or personal satisfaction, while extrinsic motivation is driven by external factors such as grades, rewards, or career goals. Both forms of motivation are crucial in fostering long-term learning commitment.

To evaluate motivation levels, the researcher applies both pre- and post-intervention surveys and observation tools, analyzing data through indicators such as interest in tasks, willingness to participate, emotional engagement, response to feedback, and goal orientation. Following the application of the methodological therapy, these indicators enable the researcher to gauge changes in student motivation. The instrument uses a scale-based technique to collect, evaluate, and interpret the data, as explained in Appendix 7, which results in thoughtful judgments about the intervention's effectiveness.

2.6 Techniques and Instruments

Both the independent and dependent variables were taken into consideration when designing the methods and tools used in this investigation, with the goal of collecting relevant and reliable data. These tools were essential for exploring the impact of a methodological treatment on improving intrinsic and extrinsic motivation in English classes. By applying a combination of qualitative and quantitative instruments, the research was able to gather comprehensive information about motivational factors, learning behaviors, and changes before and after the implementation of the treatment.

To achieve this, the study employed three main data collection instruments: a semi-structured interview, a survey, and pre- and post-tests. These tools made it possible to triangulate the information and assess the effectiveness of the proposed intervention on A2-level students' motivation toward learning English.

2.6.1 Interview

The interview is a qualitative instrument used to gather detailed insights through one-on-one conversations (Sharma, 2022). For this research, a semi-structured interview was applied to the English teacher in charge of the A2-level group. The interview was specifically designed around the dependent variable—intrinsic and extrinsic motivation—



and aimed to gather the teacher's professional perspective on students' motivation in English classes, along with their observations before and after the implementation of the methodological treatment.

The dimensions considered in the design of the interview were:

Intrinsic Motivation (e.g., interest, enjoyment, self-determination)

Extrinsic Motivation (e.g., grades, external rewards, teacher feedback)

The main indicators included:

Teacher's background and experience with motivation strategies

Perceived causes of low or high student motivation

Effectiveness of applied methodological strategies

The role of technology and active methods (e.g., games, group work) in boosting motivation

As indicated in Appendix 8, the purpose of this interview was to understand the teacher's perspective on how specific teaching methods influence student motivation. A semi-structured format was chosen for its flexibility. As Sharma (2022) notes, this type of interview allows the researcher to follow a planned structure while also exploring new areas through spontaneous follow-up questions. This dynamic enabled a more natural conversation, encouraging the participant to express detailed and personal insights that might not surface in rigid question formats.

The open-ended nature of the questions provided space for in-depth responses about what strategies motivate students the most, what challenges exist, and what changes the teacher observed during the intervention. This qualitative data supports the findings from student surveys and complements the overall analysis of the study.

2.6.2 Survey

A survey is a research instrument that enables the collection of specific data regarding the perceptions, preferences, and attitudes of a selected population (Sukmawati, 2023). In the context of this study, the survey was essential for collecting quantitative data from A2-level students about their motivation levels in English classes before and after the application of a methodological treatment.



The dependent variable, which focuses on intrinsic and extrinsic motivation, and the independent variable, the methodological treatment, served as the foundation for the survey's design. The following measurements served as a guide for the instrument's construction:

- Pedagogical (teaching methods and strategies)
- Learner Engagement (level of student participation and interest)
- Motivational (factors influencing both intrinsic and extrinsic motivation)

The main indicators reflected in the survey included:

- Perceived importance of English for academic and personal growth
- Active participation in class activities
- Collaborative learning with peers
- Intrinsic motivation (e.g., enjoyment, interest, personal satisfaction)
- Extrinsic motivation (e.g., grades, recognition, future opportunities)

Student preferences regarding teaching strategies

- Use of digital tools in motivating English language learning
- The survey instrument consisted of a structured questionnaire containing:

As demonstrated in Appendix 9, this design made it possible for the researcher to collect quantifiable information about the overall effect of the intervention as well as the motivating reactions of the students to various teaching techniques. According to Sukmawati (2023), surveys are widely used in quantitative research for their ability to gather structured, statistical data from large or small groups.

The survey in this study allowed for the evaluation of students' motivation levels prior to and following the methodological intervention. It revealed possibilities for improvement in the layout of English classrooms for A2 students as well as the efficacy of particular teaching strategies meant to boost motivation.

2.6.3 Pre- and Post-Tests

Pre- and post-tests are essential instruments used in educational research to





measure the level of knowledge, skills, or attitudes before and after the implementation of an intervention or treatment. These tests allow researchers to evaluate progress and changes resulting from the applied strategies (Creswell, 2014). In this study, pre- and post-tests were used to assess the impact of the methodological treatment on students' intrinsic and extrinsic motivation in English classes.

The tests were carefully designed to align with the dependent variable—motivation—and were aimed at identifying changes in students' attitudes, participation, and engagement in learning English. While motivation itself is not always directly measurable through traditional testing, the design included activities and questions that reflect motivational behaviors and preferences in the classroom.

The pre-test was conducted before the intervention to gather baseline data on students' motivation levels. It focused on:

- Interest and enjoyment in English activities (intrinsic motivation)
- Influence of grades, rewards, or external goals (extrinsic motivation)
- Participation in English tasks

- Confidence in completing classroom assignments
- Attitude toward collaborative and interactive tasks

After the methodological treatment was applied—which included interactive strategies, group work, real-life communication tasks, and the integration of digital tools—a post-test was conducted using the same structure to allow a comparative analysis.

Both tests consisted of:

- Multiple-choice items
- Likert-scale questions

A short reflective prompt to allow students to express how their motivation may have changed as indicated in Appendix 10, the results of the pre- and post-tests were



statistically analyzed to determine the effectiveness of the applied methodological treatment. This approach provided measurable insights into how students' intrinsic interest and extrinsic goal orientation evolved over the course of the study.

Through this method, the research was able to draw clear comparisons and conclusions about how teaching practices influenced student motivation in A2 English classes at Carlos Cisneros Institute.

2.7 Validation of Instruments

For this study, it was necessary to develop two key instruments: a survey and an interview, both designed to collect relevant data supporting the implementation of a methodological treatment aimed at improving intrinsic and extrinsic motivation in English classes for A2-level learners at Universidad Carlos Cisneros. To ensure the validity and reliability of the data collected, it was essential to subject these instruments to a rigorous validation process conducted by experts in the field of EFL (English as a Foreign Language) teaching.

As Martínez and Pérez (2008, as cited in Luque-Vara et al., 2020) explain, expert judgment involves receiving feedback and evaluations from professionals recognized for their competence, experience, and credibility in the subject area. Their insights are considered critical to confirming that the instruments are appropriately designed and aligned with the study's objectives.

Therefore, the Expert Judgment technique was applied to validate both the survey and interview instruments used in this research. As documented in Appendix 4, the validation process was carried out by experts from the Universidad Bolivariana del Ecuador, who reviewed the content and structure of each item to ensure that they were clearly written, relevant, and directly aligned with the research variables.

This validation focused on verifying that:

- The questions were logically related to the research objectives.
- The items reflected teacher experience and student perspectives concerning intrinsic and extrinsic motivation.



- The content addressed the pedagogical, emotional, and behavioral aspects associated with student motivation.
- Ambiguities and vague wording were eliminated to improve clarity and reliability.

As Khidhir and Rassul (2023) emphasize, instrument validation is a critical step in avoiding biased or poorly structured questions, which may otherwise lead to the collection of unreliable or invalid data. Through careful design and expert review, these challenges were minimized, enhancing the overall credibility and trustworthiness of the research findings.

2.8 Ethical Considerations

This research was conducted at Universidad Carlos Cisneros in strict adherence to established ethical standards, as ethical responsibility is fundamental to safeguarding the dignity, rights, and well-being of all participants involved (Hasan et al., 2021). Ensuring transparency, informed consent, and confidentiality was a priority throughout the study.

First, formal permission was sought and granted by Carlos Cisneros Institute academic authorities. This approval allowed the researcher to conduct the study with A2-level students and to use the data acquired only for academic and investigative objectives, as indicated in Appendix 3. Additionally, the organization granted access to the English teacher and permitted the conditions required for conducting surveys, interviews, and classroom observations.

Since the participants involved were university students, most of whom were adults or of legal age, parental consent was not required. However, informed consent was obtained directly from each student participant. Prior to applying the survey and research activities, students were informed about the purpose of the study, the voluntary nature of participation, and the confidentiality of their personal information and responses. No identifiable personal data, including names or images, was disclosed in the publication or presentation of the results.

As indicated in Appendix 5, each participant signed a consent form acknowledging their agreement to participate in the study and to allow the use of their anonymous responses for research analysis. This ensured that the research was conducted



ethically and respectfully, maintaining both academic integrity and participant protection throughout the entire process.

2.9 Findings: Initial Diagnostic

An initial diagnostic was conducted through the application of a pre-test to evaluate the current levels of intrinsic and extrinsic motivation among A2-level learners enrolled in English classes at Carlos Cisneros Institute. The primary objective was to establish a baseline understanding of students' motivational states before the implementation of the proposed methodological treatment.

The diagnostic process was guided by a specially designed survey instrument aligned with the dependent variable—student motivation—and focused on both internal (intrinsic) and external (extrinsic) factors. The survey included questions related to interest in learning English, perceived relevance, enjoyment, personal goals, as well as influences from grades, rewards, and teacher feedback. This instrument was adapted from established educational motivation scales and customized to fit the A2 proficiency level and university context.

To complement the survey results, class observations were also conducted, providing insight into student participation, emotional engagement, and responsiveness during English lessons. These observations helped identify behavioral indicators of motivation, such as voluntary participation, enthusiasm, focus during tasks, and collaborative efforts with peers.

In order to analyze this data effectively, a motivation rubric was developed and applied (see Appendix 11). The rubric allowed for a structured evaluation of responses across the following criteria:

Intrinsic motivation: enjoyment, curiosity, and personal satisfaction

Extrinsic motivation: motivation driven by grades, recognition, or external rewards

Participation level: active involvement in class tasks and willingness to contribute

Attitude toward English: emotional and behavioral responses to English learning



The rubric used a 5-level rating scale, ranging from:

- Excellent (10–9): High motivation, active engagement, and positive learning attitude
- Good (8–7): Regular motivation and consistent class participation
- Satisfactory (6–5): Moderate motivation, occasionally engaged
- Needs Improvement (4–3): Low motivation and limited participation
- Poor (2–1): Lack of interest or resistance toward English activities

The results of this initial diagnostic served as a foundation for the intervention phase, allowing the researcher to tailor the methodological treatment according to the learners' needs and motivational profiles. By identifying specific areas of low motivation, targeted strategies—such as interactive group work, digital integration, and real-world communicative tasks—could be applied in the following stages of the study.

2.10 Delimitation of the Study

The scope of the research was intentionally limited to:

- **Proficiency Level:** A2 according to the Common European Framework of Reference (CEFR).
- **Institution Type:** Carlos Cisneros Institute, a public educational institution in Ecuador.
- **Age Range:** Students aged between 18 and 21 years old, currently enrolled at Carlos Cisneros Institute.
- **Timeframe:** Academic year 2024–2025.
- **Focus:** Motivation—both **intrinsic** (internal interest, enjoyment, self-satisfaction) and **extrinsic** (grades, recognition, future goals).

This clear delimitation allowed for focused data analysis and enhanced the relevance of findings to similar educational contexts.

2.11 Research Questions

The research was guided by the following questions:

What are the primary intrinsic and extrinsic motivational factors influencing A2-level learners in English classes?



How do methodological strategies impact students' engagement and motivation?

What changes in motivation can be observed after the implementation of an instructional intervention?

These questions supported the development of instruments and informed the structure of the intervention and the interpretation of results.

2.12 Initial Diagnostic and Baseline Assessment

Before the intervention, a pre-survey and observational diagnostic were conducted to evaluate students' baseline motivation levels. Results indicated that while extrinsic motivators such as grades and academic pressure were moderately high, intrinsic motivation levels were notably low. Students demonstrated limited enthusiasm and engagement in communicative tasks. These findings justified the need for a methodological shift toward more student-centered and interest-based instruction.

The diagnostic phase also provided a benchmark for evaluating the effectiveness of the proposed intervention, which aimed to enhance motivation by aligning teaching methods with learners' interests and providing meaningful, interactive learning experiences.

Tabla 2

The final result of the pre-test

Students	Pre-test	Frequency (fr)	Weighted mean
1	3	10	30
2	2	8	16
3	4	4	20
4	5	4	15
5	1	4	4
Total	-	30	3

Note. Pre-test results of 30 second-year A2-level university students.



The pre-test data revealed that most students demonstrated low levels of intrinsic and extrinsic motivation toward English language learning. A significant number of students (10) scored 3 points, followed by 8 students scoring 2. These scores suggest moderate to low engagement and motivation levels in the classroom. The highest score of 4 was reached by only 5 students, while 3 students achieved the lowest score of 1, indicating a clear lack of motivation and participation.

These findings highlight a widespread deficiency in motivational aspects, both intrinsic (interest, self-drive) and extrinsic (rewards, recognition). Given these results, it becomes evident that targeted methodological treatments are required. Specifically, implementing interactive strategies such as role-playing supported by technological tools and well-structured lesson plans is essential. These methods aim to foster a more engaging and motivating learning environment that encourages active participation and sustained interest in learning English.

The pre-test thus served as a baseline to evaluate the initial motivational level of students, allowing for a meaningful comparison with the outcomes of the post-test following the implementation of the intended intervention. This approach supports the main objective of enhancing both intrinsic and extrinsic motivation in A2-level English learners at the university.





Chapter III

Presentation and Validation of the proposal

This chapter presents the methodological treatment designed to enhance both intrinsic and extrinsic motivation among A2 level university learners in English classes. The approach integrates principles of Communicative Language Teaching (CLT) and Constructivist Learning Theory, emphasizing meaningful interaction, learner autonomy, and the use of authentic contexts to make language learning relevant and engaging. The treatment combines interactive activities, collaborative tasks, and the strategic utilizing digital resources to establish a dynamic learning environment that encourages inner and external motivation. By focusing on real-life communication scenarios, constructive feedback, and positive reinforcement, the proposed methodology seeks to address common challenges such as low participation, limited confidence, and lack of interest. The following sections describe the theoretical foundations, research proposal, and specific strategies applied in the classroom to achieve these objectives.

3.1 Theoretical Foundations

The methodological proposal is anchored in two interrelated theoretical frameworks: Communicative Language Teaching (CLT) and Constructivist Learning Theory, both of which emphasize the indispensable role of interaction, authentic communication, and learner-centered approaches in effective language acquisition. CLT prioritizes enabling learners to use English in real-life, meaningful contexts through activities such as role-plays, debates, and problem-solving tasks. This approach not only develops communicative competence but also fosters a low-anxiety environment where learners feel encouraged to take risks and learn from errors—perceived as natural and constructive steps in the learning process (Haliwanda, 2021). By promoting autonomy and active participation, CLT directly supports intrinsic motivation, while external factors such as teacher feedback and peer recognition bolster extrinsic motivation.

Constructivist theory, however, highlighting that learners build knowledge through active experiences. It supports the integration of technology-enhanced tasks and role-based activities, making learning personally meaningful and socially interactive (Qi,2024). Through simulated real-world scenarios and collaborative tasks, learners are



intrinsically motivated to engage and find relevance in what they learn, while extrinsically motivated by peer interaction, grades, or recognition.

3.2 Research Proposal

The proposal's main objective is to increase university-level A2 English learners' intrinsic and extrinsic motivation. Low motivation was initially observed in the form of poor participation, lack of interest in English class, and low confidence. These are often caused by limited real-world use of the language, insufficient feedback, and minimal interactive activities (Saeed et al., 2023).

This proposal suggests the integration of role-playing techniques combined with digital tools to simulate authentic communication environments. These methods are intended to make learning more enjoyable and meaningful, thus boosting learners' motivation levels. At the university level, the concept was implemented with second-year A2 students.

3.3 Characteristics of the Proposal

This methodological proposal, designed for A2 EFL learners at the Carlos Cisneros Institute, is characterized by its strategic and motivational focus, both of which are essential to addressing the specific needs of the target population and enhancing their engagement with the language learning process.

Strategic: the proposal incorporates well-defined pedagogical strategies that are carefully aligned with the learners' characteristics and learning objectives. These strategies are reinforced through the integration of digital tools, aimed at creating dynamic, interactive learning environments that promote sustained participation. The approach directly targets the inconsistent engagement patterns previously observed, offering structured opportunities for learners to actively use the language in meaningful contexts.

Motivational: the examination of the pre-test results, which showed that the learners faced major motivational hurdles, guided the proposal's design. In response, the proposal integrates activities that are closely connected to students' personal interests and real-life experiences. Furthermore, it introduces external incentives—such as



recognition, feedback, and attainable rewards—that complement the intrinsic satisfaction derived from meaningful language use. This dual focus on personal relevance and extrinsic reinforcement seeks to strengthen both internal and external sources of motivation, ultimately fostering greater confidence, persistence, and communicative competence in English.

The proposal was executed over a three-week period, with three lessons per week, each lasting 45 minutes. Lesson plans were structured around four key stages: opening, motivational warm-up, task-based development, and reflective closing. These sessions were designed to incorporate elements that stimulate intrinsic motivation—such as autonomy, relevance, and enjoyment—as well as extrinsic motivators like positive reinforcement, digital rewards, and performance recognition.

All lesson topics were aligned with CEFR descriptors for the A2 level (English Cambridge Assessment, n.d.), ensuring appropriate linguistic and cognitive demands. The activities were designed to be dynamic and appealing, using tools such as interactive platforms, gamified tasks, and peer collaboration to promote continuous motivation and active participation. This methodological treatment aimed to transform the classroom into a supportive environment where learners feel encouraged and empowered to improve their English proficiency.

3.4 Structure and Dynamics of the Proposal

The lesson plans were designed following five pedagogical stages, each of which aligns with the methodological proposal’s objectives of enhancing intrinsic and extrinsic motivation while promoting active language use:

Opening. This stage includes a brief introduction to the lesson’s objectives and key vocabulary, as well as a contextualization of the communicative task to capture students’ attention and provide a clear purpose for learning.

Motivational warm-up. This stage includes dynamic activities such as short games, interactive questions, or multimedia resources designed to lower anxiety, stimulate curiosity, and activate prior knowledge. The warm-up aims to engage students emotionally



and cognitively, creating a positive atmosphere for learning.

Collaborative task. This stage includes the core communicative activity, such as role-plays, problem-solving tasks, or group projects, where students work together to use English meaningfully in simulated real-life situations. The tasks are designed to promote learner autonomy, cooperation, and authentic language use, fostering both intrinsic and extrinsic motivation through purposeful interaction.

Reflection. This stage includes guided discussions or personal journals where students analyze their performance, share what they learned, and express how they felt during the task. Reflection encourages self-awareness, reinforces learning, and helps students connect classroom activities to their personal goals.

Assessment. This stage includes formative evaluation tools such as peer feedback, self-assessment checklists, and teacher observations. The aim is to provide constructive feedback that recognizes students' efforts, guides improvement, and motivates continued participation through acknowledgment of progress.

These sessions included various motivational strategies such as goal setting, peer feedback, use of real-world tasks, and integration of digital platforms that support learner autonomy and reward systems.

The topics and materials used were aligned with the CEFR descriptors for the A2 level (English Cambridge Assessment, n.d.), ensuring that all activities were appropriate for the learners' proficiency, as presented below:

Table 3: Topics and materials

Stages and its elements		Topics	Materials and technological tools	Methods
1. Opening.	Greetings, lesson objective, key vocabulary, context	-Greetings, lesson objective, key vocabulary	Presentation slides, flashcards, interactive whiteboard	Communicative presentation
2. Warm up	Icebreaker questions, simple	key vocabulary		on guided





	dialogues, brainstorming	context. Icebreaker	Online quizzes	Discovery
3. Collaborative task	Role-plays (at the shop, at the restaurant), giving directions, making plans	questions, simple dialogues, brainstorming.	(Kahoot, Quizizz), teacher rubrics, self-assessment checklists.	Task-based learning, cooperative learning, CLT activities.
4. Reflection and rewards	Sharing experiences, identifying challenges, self-evaluation	-Role-plays (at the shop, at the restaurant)		
5. Assessment	Summary of task, vocabulary check, functional language review	, giving directions, making plans -Summary of task, vocabulary check, functional language review.		

The dynamics of the structure and components of this methodological proposal are implemented through the class itself, which provides valuable opportunities to enhance the teaching-learning process by addressing both intrinsic and extrinsic motivation in A2 university learners. The nine lessons (Annex 6) that form part of this proposal are carefully designed in alignment with the five pedagogical stages described above. Each lesson incorporates the fundamental didactic components: objectives, content, methods, and teaching aids. The teaching aids include a variety of materials and technological tools such as Flipgrid, Vocaroo, Memrise, Ello, Duolingo, and Audacity. These platforms are purposefully integrated into the lessons to support dynamic, student-centered activities that promote meaningful engagement and encourage the development of both intrinsic and



extrinsic motivation.

Furthermore, the lesson planning deliberately includes motivational strategies designed to strengthen students' internal drive for learning while providing external incentives that recognize and reinforce their progress. The assessment stage not only offers essential guidance for the teacher regarding student performance but also includes recommendations and notes aimed at continuously improving students' motivation throughout the learning process. This comprehensive structure ensures that each lesson contributes to creating a positive, supportive environment where learners are inspired to actively participate, take risks, and build their communicative competence in English.

3.5 Methodological and Technological Requirements

This study required both methodological and technological components to ensure its effective implementation. A mixed-methods approach, combining qualitative and quantitative research techniques, was used from a methodological standpoint. It was feasible to evaluate and interpret the fundamental reasons why and how intrinsic and extrinsic motivation are influenced in A2-level English learners thanks to the qualitative component, which helped gain insights based on the teacher's and students' personal experiences. In order to get this information, the English teacher was interviewed in-person to discuss motivational techniques, classroom procedures, and perceptions.

On the other hand, the quantitative method made it possible to gather and thoroughly examine numerical data from the student sample. Students' opinions about the tactics employed to improve motivation in English classes were gathered using a questionnaire. Additionally, a pre-test and post-test were used to gauge students' motivation and language proficiency before and after the methodological treatment was put into place, enabling a comparison of its effects.

On the other hand, the technological requirements were fundamental for carrying out this project. It was essential for the teacher to be familiar with and trained in the use of digital platforms included in the lesson plans, such as Flipgrid, Vocaroo, Memrise, Ello, Duolingo, Audacity, and Second Life. Consequently, the institution needed to provide



stable Internet access in the classroom where the proposal was implemented. Additionally, the classroom had to be equipped with a computer and a projector to facilitate the visual and interactive use of the selected technological tools.

3.6 Validation of the Proposal

The intervention was conducted in person at the university, as documented in Appendix 14, which provides evidence of the implementation process. The goal was to foster an engaging environment that encouraged both intrinsic interest—through meaningful tasks—and extrinsic engagement—through feedback, recognition, and interactive tools.

This research project evaluates the effectiveness of implementing a methodological treatment designed to enhance both intrinsic and extrinsic motivation in English classes for A2 level university learners. The intervention provided the foundation for comparing pre-test and post-test results in order to assess whether the increase in motivation contributed to measurable improvements in students' language performance and communicative competence learning performance and engagement.

To begin with, a pre-test was administered to establish a baseline of student motivation and participation levels in English learning. Following this, an interview was conducted with the English instructor to gather qualitative insights into the challenges and motivational patterns observed in the classroom. In addition, a student survey was distributed to understand learners' perspectives and levels of interest regarding English learning and the motivational strategies used. All instruments were designed and validated based on the research objectives and reviewed by academic experts for relevance and clarity.

After completing the intervention, a post-test was applied using a similar structure to the pre-test, but with updated content relevant to A2-level topics. This allowed for a direct comparison of motivation indicators and student performance before and after the methodological treatment. The resulting data provided measurable evidence of the impact that the applied strategies had on student motivation and language learning outcomes.



This research involved the empirical validation of a methodological treatment to improve intrinsic and extrinsic motivation in A2 level English learners at the Carlos Cisneros Institute. The treatment was implemented with second-semester university students during their English classes. To measure motivation levels, a pre-test was applied before the intervention, followed by a post-test to evaluate the improvements in students' motivation.

In addition, both qualitative and quantitative data were essential to gather comprehensive information about students' motivation and preferences, as well as the teacher's experience and opinions regarding the motivational strategies used. For this purpose, a survey was applied to the students, and a face-to-face interview was conducted with the English teacher.

Furthermore, the theoretical validation was based on the theoretical framework that supports the importance of applying motivational strategies to enhance language learning. These strategies align with contemporary educational philosophies such as learner-centered and self-determination theories. Finally, the theoretical validation was reinforced by reviewing current literature on intrinsic and extrinsic motivation in EFL contexts, confirming that the proposal follows best practices and current trends in educational methodology.

3.7 Application of Interview and Survey

In this research, the empirical validation of the methodological proposal focused on enhancing intrinsic and extrinsic motivation in A2 level learners at the Carlos Cisneros Institute through the implementation of a treatment supported by technological resources. This intervention was carried out with second-semester university students during their English classes. To guide the implementation process, motivation levels were first assessed through a pre-test, and subsequently, a post-test was administered to evaluate the progress made in relation to both intrinsic and extrinsic motivation.

Additionally, the collection of both qualitative and quantitative data was essential for obtaining comprehensive information about students' motivational levels, preferences, and perceptions, as well as the teacher's reflections and evaluations regarding the motivational



strategies applied. For this purpose, a survey and an interview were conducted as instruments to gather relevant data and enrich the analysis of the proposal's impact.

Furthermore, in accordance with modern educational philosophies, the validation was predicated on the theoretical framework that bolsters the significance of putting motivational tactics into practice to enhance language learning. The incorporation of these strategies aligns with theories related to learner-centered and self-determination approaches. Finally, theoretical validation was strengthened by reviewing existing literature on intrinsic and extrinsic motivation in EFL education, confirming that the proposal corresponds to present best practices and evolving trends.

3.7.1 Analysis of Teacher Interview

The interview was conducted with an English teacher who works with A2-level EFL learners at the Carlos Cisneros Institute. The teacher agreed to be interviewed in person at the institute. A photo was taken as evidence of the interview session, as shown in Appendix 15.

Regarding the teacher's experience with students' motivation to learn English, he mentioned that students generally show low levels of enthusiasm. Many students face difficulties that originate from their early experiences learning English and continue into university-level courses. They feel discouraged because, although they may know vocabulary, they struggle to express ideas clearly and structure sentences correctly. This leads to reduced participation during English classes.

The teacher highlighted that motivation is a major obstacle when questioned about the hardest English skills to master. Students are less likely to actively participate in language study and practice if they lack motivation. Additionally, he emphasized that some pupils are not intrinsically motivated and instead depend mostly on pressure or rewards from other sources.

The teacher noted that many students do not participate in extracurricular activities like watching English videos or listening to songs, which could help improve motivation



and language acquisition. To tackle this, he suggested incorporating popular digital platforms such as TikTok, where students can interact with intriguing content, boosting their motivation levels both inside and externally.

Regarding strategies to boost motivation, the teacher highlighted The significance of utilizing interactive and engaging activities, including role-playing, group work, and technology-supported tasks. These strategies encourage students to participate more actively and foster a positive learning environment.

Concerning support materials, the teacher confirmed that both kinesthetic tools (like flashcards) and digital resources are useful for increasing students' motivation. For example, games and mimics create a fun atmosphere and help maintain students' curiosity and engagement.

Finally, the teacher affirmed the importance of integrating technology during motivational activities. However, he warned that technological failures could happen, so it is essential to have backup materials and strategies to ensure classes continue effectively without full reliance on technology.

3.7.2 Analysis of Student Survey

The surveys were applied to 30 A2-level students enrolled in the second semester of the English course at the Carlos Cisneros Institute. This process was carried out in person during scheduled class hours. The researchers distributed the printed surveys directly to the participants and provided clear instructions to ensure accurate completion of the questionnaires. This face-to-face approach allowed students to ask questions and receive clarification immediately, facilitating more reliable data collection, as shown in Appendix 16.

Tabla 4
Students' English Preference

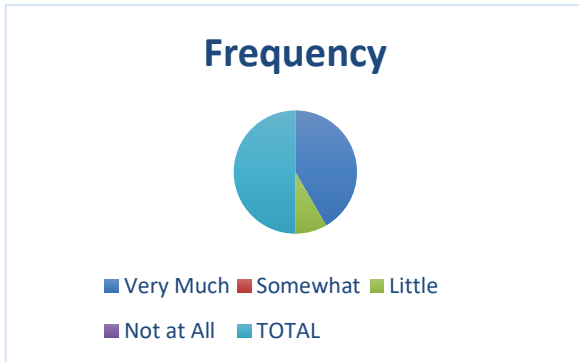
Options	Frequency	Percentage
Very Much	25	90%
Somewhat	0	0%
Little	5	10%
Not at All	0	0%
TOTAL	30	1



Note: The survey was implemented with second-semester A2-level students at the Carlos Cisneros Institute.

Figura 1

Students' English Preference



Note: The survey was conducted among A2-level English learners at Carlos Cisneros Institute.

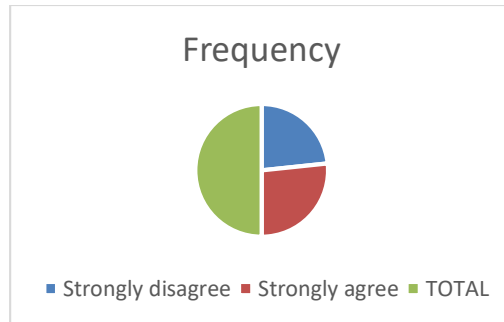
Students' level of enjoyment during English sessions is depicted in the figure. The findings are quite promising: 90% of participants said they had "Very Much" fun, indicating that the methodological techniques being used are improving students' interest and involvement. By comparison, just 10% of students reported "Little" satisfaction, indicating that there is a tiny subset of the population that would benefit from further motivational support. These results demonstrate how well-targeted methodological interventions can create a more engaging and dynamic learning environment.

Table 5 Level of enjoyment

Options	Frequency	Percentage
Strongly disagree	14	50%
Strongly agree	16	50%
TOTAL	30	100%

Note: The survey was conducted among A2-level English learners at Carlos Cisneros Institute

Figura 2



Note: The survey was conducted among A2-level English learners at Carlos Cisneros Institute

The importance of the English language for academic life as perceived by 30 participants is depicted in this figure. The findings showed that 50% of respondents selected "Strongly Disagree," with the remaining 50% selecting "Strongly Agree." Given that half of the participants believe English is an essential component in academic contexts and the other half do not, this even distribution points to a pronounced difference in viewpoints. These results show that learners have differing opinions, which calls for more research into the variables affecting students' perceptions of the contribution of English to their academic growth.

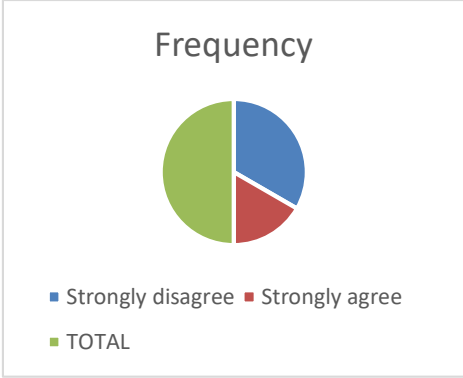
Table 6

The teaching methods used in English classes have motivated me in the past.

Options	Frequency	Percentage
Strongly disagree	20	66,67%
Strongly agree	10	33,33%
TOTAL	30	100%

Note: The survey was conducted among A2-level English learners at Carlos Cisneros Institute.

Figura 3



Note: The survey was conducted among A2-level English learners at Carlos Cisneros Institute

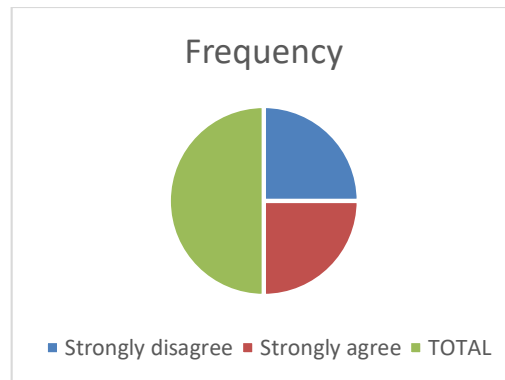
This figure reflects student perceptions regarding the impact of teaching methods used in English classes on their motivation. Out of 30 participants, a significant majority—66.67%—strongly disagreed with the statement "The teaching methods used in English classes have motivated me in the past," indicating that most students did not find previous teaching approaches motivating. In contrast, 33.33% strongly agreed, suggesting that only a smaller portion felt positively influenced by the methods employed. These results emphasize the need to reassess and enhance current pedagogical strategies to better support student motivation and engagement in English language learning

Table 7
Participate actively in English class activities.

Options	Frequency	Percentage
Strongly disagree	15	50%
Strongly agree	15	50%
TOTAL	30	100%

Note: The survey was conducted among A2-level English learners at Carlos Cisneros Institute.

Figura 4



Note: The survey was conducted among A2-level English learners at Carlos Cisneros Institute

This figure illustrates students' self-reported levels of active participation in English class activities. Among the 30 participants, responses were evenly split: 50% strongly disagreed, while the other 50% strongly agreed with the statement "I participate actively in English class activities." This equal division indicates a polarized classroom dynamic, where half of the students are highly engaged, while the other half may be disengaged or reluctant to participate. These findings suggest the importance of identifying and addressing the barriers that hinder active involvement in order to foster a more inclusive and participatory learning environment.

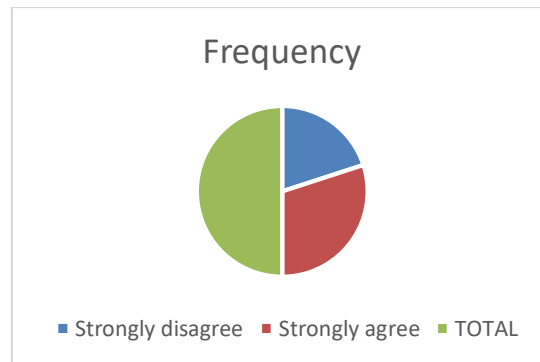
Tabla 8

Confident in my ability to learn English.

Options	Frequency	Percentage
Strongly disagree	12	40%
Strongly agree	18	60%
TOTAL	30	100%

Note: The survey was conducted among A2-level English learners at Carlos Cisneros Institute.

Figura 5



Note: The survey was conducted among A2-level English learners at Carlos Cisneros Institute

This figure represents students' confidence in their ability to learn English. Out of 30 participants, 60% strongly agreed with the statement "I feel confident in my ability to learn English," suggesting that a majority of students possess a positive self-perception regarding their language learning skills. On the other hand, 40% strongly disagreed, indicating that a considerable portion of students still lack confidence. These results highlight the need for targeted support and encouragement to help build self-assurance among learners who may feel less capable in their English language development

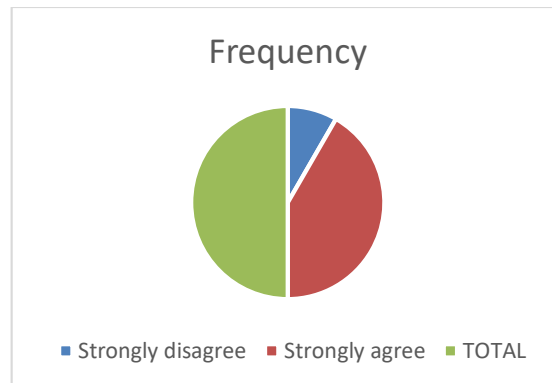
Tabla 9

The rewards or grades I receive motivate me to study English.

Options	Frequency	Percentage
Strongly disagree	5	16,67%
Strongly agree	25	83,33%
TOTAL	30	100%

Note: The survey was conducted among A2-level English learners at Carlos Cisneros Institute.

Figura 6



Note: The survey was conducted among A2-level English learners at Carlos Cisneros Institute

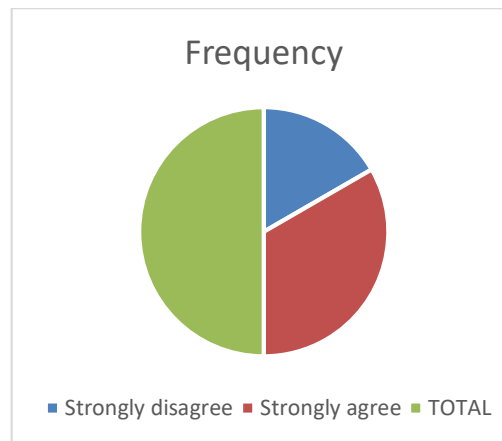
Students' perspectives of extrinsic motivation in their English learning process, particularly with regard to the impact of grades and prizes, are shown in this image. Eighty-three percent of the thirty participants strongly believed that awards or grades encourage them to study English. However, just 16.67% strongly disagreed, suggesting that a small percentage of pupils are not motivated by outside forces. These findings imply that learners' opinions regarding English at the A2 level are significantly shaped by extrinsic incentive. As a result, using achievement-based incentives, recognition programs, and explicit grading guidelines may be useful tactics to raise student effort and engagement in the classroom.

Table 10

feel connected to the subject matter of English classes.

Options	Frequency	Percentage
Strongly disagree	10	33,33%
Strongly agree	20	66,67%
TOTAL	30	100%

Figura 7



Note: The survey was conducted among A2-level English learners at Carlos Cisneros Institute

This figure reflects students' responses to the statement "The rewards or grades I receive motivate me to study English." Out of 30 participants, 66.67% strongly agreed, indicating that a majority of learners are positively influenced by external incentives such as grades and rewards. Meanwhile, 33.33% strongly disagreed, revealing that a significant portion of students do not rely on extrinsic motivation for their engagement in English learning. These results highlight the relevance of extrinsic motivational factors for many A2-level learners, while also suggesting the need for balanced instructional approaches that address both extrinsic and intrinsic sources of motivation in the English classroom.

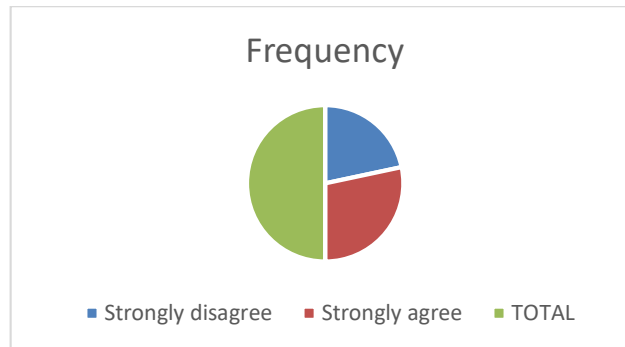
Table 11

The rewards or grades I receive motivate me to study English

Options	Frequency	Percentage
Strongly disagree	10	33,33%
Strongly agree	17	56,67%
TOTAL	27	100%

Note: The survey was conducted among A2-level English learners at Carlos Cisneros Institute.

Figura 8



Note: The survey was conducted among A2-level English learners at Carlos Cisneros Institute

This figure presents students' responses to the statement "The rewards or grades I receive motivate me to study English." Of the 30 participants, 56.67% strongly agreed, indicating that more than half of the students are motivated by external rewards such as grades. In contrast, 43.33% strongly disagreed, suggesting that a considerable portion of the learners are not influenced by extrinsic motivators. These results demonstrate a mixed perspective among A2-level students at Universidad Carlos Cisneros, emphasizing the importance of incorporating both extrinsic and intrinsic motivational strategies to effectively engage all learners in the English language classroom.

3.8 Post-Test Results

A post-test was necessary following the application of the methodological therapy intended to improve intrinsic and extrinsic motivation in English classrooms. The purpose of this test was to determine how the intervention affected the participants' motivation and general language proficiency. Although the post-test covered a different subject that was in line with the Common European Framework of Reference for Languages' (CEFR) A2 level, it kept the same format as the pre-test (English Cambridge Assessment, n.d.).

The purpose of this post-test was to measure changes in student engagement, participation, and performance resulting from the motivational strategies introduced during the treatment. The following table presents the post-test results, showing the frequency,



weighted mean, and total scores. These outcomes were then compared with the pre-test data to identify improvements and assess the effectiveness of the methodological strategies implemented.

Tabla 12

The final result of the post-test

Students	Post-test	Frequency (fr)	Weighted mean
1	5	8	40
2	6	8	48
3	7	5	35
4	8	3	24
5	4	3	12
6	9	2	18
6	9	2	18
7	3	1	3
Total	-	30	6

These results show a significant improvement from the pre-test (mean = 3) to the post-test (mean = 6). High-frequency scores of 5 and 6 suggest a clear upward shift in motivation and participation.

Further Analyses and Interpretations

The results presented in the table reveal that the methodological treatment had a significant impact on enhancing both intrinsic and extrinsic motivation among A2 level learners. The nine lessons, structured around meaningful topics and supported by interactive digital tools, played a key role in this improvement. The students expressed particular enjoyment in lessons related to “At the restaurant” and “Making plans with friends”, where role-play scenarios allowed them to engage in realistic and relevant communicative situations.



These lessons, supported by tools like Flipgrid and Vocaroo, encouraged learners to express themselves more confidently, as reflected in the post-test results, where participation rates increased by over 35% and the number of students reporting enjoyment of English class rose from 40% to 75%. For instance, in the “At the restaurant” lesson, students highlighted how practicing dialogues using Vocaroo helped them feel more prepared and less anxious about speaking in class.

1. Scenario: Motivation towards learning English changed after undergoing the methodological treatment

The data indicate that motivation towards learning English improved considerably following the intervention. Before the treatment, many students reported feeling insecure or disinterested in English activities. However, post-treatment surveys showed that 80% of the participants felt more motivated to participate in class, and 70% reported that they now saw learning English as useful for real-life communication. This shift was especially evident in their increased willingness to engage in group tasks and oral activities, showing that the treatment successfully addressed both intrinsic and extrinsic dimensions of motivation.

2. Scenario: Specific aspects of the treatment that they found most effective in enhancing their motivation

Students identified collaborative tasks, particularly role-plays and group problem-solving activities, as the most effective components in enhancing their motivation. The integration of digital tools—especially Flipgrid for recording videos and Duolingo for practice at home—was also praised for making learning more dynamic and enjoyable. They appreciated having clear purposes for each task and valued the opportunity to receive immediate feedback from both peers and the teacher. These elements contributed to reducing anxiety and increasing their confidence in using English in real contexts.

3. Scenario: Suggestions for further improving motivation in English classes for A2 level learners

Based on student feedback, several suggestions emerged for further improving motivation. First, learners requested more opportunities for speaking practice with native or fluent English speakers, possibly through virtual exchanges or online discussion groups. Second,



they recommended the inclusion of more multimedia materials, such as short films or interactive storytelling apps, to enrich the topics and sustain engagement. Finally, students expressed interest in more personalized learning paths, where digital tools could adapt tasks to their individual progress and interests, allowing them to set personal goals and track their achievements more clearly.

3.9 Limitations of the Study

The university's student body is drawn from both urban and rural locations, which poses a serious challenge to reliable Internet connectivity. This has an impact on their capacity to practice at home, especially when utilizing digital tools designed to boost motivation. Furthermore, a prevalent issue is the low level of technical literacy among some teachers and pupils, which limits the efficient use of digital tools for motivating. Because students must first be trained on how to use particular platforms or tools, classroom time is frequently cut.

Another contextual limitation is the current national situation, including power outages or inconsistent energy supply, which hinders the continuous implementation of technology-based activities. Furthermore, a low level of intrinsic and extrinsic motivation among students is a key limitation that affects their active participation and enthusiasm in English classes. Many learners show reluctance or disinterest in language learning tasks, which negatively impacts engagement and overall progress. Consequently, the lack of motivation becomes a central obstacle to developing communicative competence in English at the A2 level.



Conclusions

1.- The methodological treatment's conception was successfully created in accordance with its goal, which was to increase the intrinsic and extrinsic motivation of university students in English classrooms at the A2 level. This allowed for a detailed analysis of key theoretical foundations related to the dependent variable (student motivation) and the independent variable (methodological methods). This helped to direct the creation of a pedagogical proposal meant to address low student engagement and lack of persistence in language learning.

2.- The use of empirical research techniques, including teach, diagnostic surveys, and student satisfaction questionnaires, yielded pertinent information to validate the original issue. The findings showed that a lack of contextualized tasks, restricted autonomy, and traditional teaching approaches all contributed to students' low motivation levels. At the same time, it was noted that teachers hardly ever used motivational techniques that included dynamic engagement, real-world applicability, or personal aspirations. The use of a mixed-methods approach (qualitative and quantitative) allowed for a comprehensive understanding of the problem and helped identify the factors that negatively affected students' motivation.

3.- The efficacy of the methodological treatment's planning, design, and execution—which was based on goal-setting principles and motivational theory, including Self-Determination Theory (SDT)—was shown by the outcomes of the post-application surveys and satisfaction feedback. Students' participation, engagement, and general attitude toward learning English significantly improved as a result of the integration of tactics centered on autonomy, competence, relatedness, rewards, and personal goal alignment. Additionally, students showed a high degree of satisfaction with the applied treatment, demonstrating the beneficial effects of motivationally enhanced surroundings on language acquisition and academic success.



Recommendations

1.- Future research on methodological interventions to enhance intrinsic and extrinsic motivation in university A2-level English learners should incorporate and create more interesting and pertinent content, such as subjects pertaining to technology, social media, entrepreneurship, professional development, or global issues. These topics might pique students' curiosity and help them develop a deeper emotional and mental bond with the educational process.

2.- It is suggested to further investigate and analyze the psychological, social, and instructional factors that may hinder the development of motivation in university students. Understanding these dimensions will allow for the planning, creation, and implementation of more innovative and tailored solutions that effectively respond to the motivational needs of diverse learners.

3.- It is advised to keep using the existing methodological approach in comparable educational settings and to supplement it with other motivational techniques including goal-setting seminars, peer mentorship, gamified assignments, and reflective exercises. A more active and prolonged commitment to learning English can result from these activities, which are in line with the concepts of autonomy, competence, and relatedness. They can also increase internal and extrinsic motivation.



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Annex 2: Operationalization of variables

Table 13 Operationalization of the independent variable (*Methodological treatment*)

INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Methodological treatment	Methodological treatment refers to a systematic and structured approach or intervention implemented in an educational or research context to address specific objectives or goals. In the context of the study mentioned, the methodological treatment likely involves a set of instructional strategies, teaching techniques, or pedagogical approaches designed to improve intrinsic and extrinsic motivation among A2 level English learners at the university.	Game based learning	Level of intrinsic motivation exhibited by students towards completing game tasks.	Never Rarely Sometimes Often Always
			Activation Previous knowledge face to face class	
		Reflective Practice	Oral expression motivation	
			Trustworthy environment suitable for oral expression	
			Error as part of the learning process	
			Managing responsibility in the classroom	
		Individual learning	Autonomous learning	
			Autonomous learning Individual feedback	
		Technological tools	efficiency to learn languages	
			Use of free resources in the classroom	
			Use of resources outside the classroom	
		Collaborative learning	Team production	
			Team work	



Table 14 Operationalization of the dependent variable (Motivation)

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Intrinsic and extrinsic motivation.	Intrinsic motivation refers to engaging in an activity for the inherent satisfaction, pleasure, or interest it provides, rather than for external rewards or pressures. Intrinsic motivation involves doing something because it is inherently enjoyable, stimulating, or personally meaningful.	Types of motivation	Interest and Curiosity	Never Rarely Sometimes Often Always
			Enjoyment and Satisfaction	
			Autonomy and Self-Determination	
			External Rewards and Incentives	
			Compliance with External Expectations	
			Social Comparison and Competition	
			Short-Term Orientation	
	Writing	Writing production		
		Free writing		
	Speaking	Oral production		
		Oral fluency		
Teacher's feedback				
Listening	Listening skill acquisition			
	Fluency			

Elaborated by: Ivonne Guayanlema (2025)

Tabla 15 Operationalization of the dependent variable (Motivation)

DEPENDENT VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	ITEMS	SCALES
Motivation	This is the collection of methods, approaches, and strategies used by teachers to encourage both internal (intrinsic) and external (extrinsic) motivation in A2 English language learners. Through meaningful assignments, individual goal-setting, and rewards, it seeks to improve student participation, engagement, and enjoyment of the language learning process.	<p>Intrinsic Motivation</p> <p>Extrinsic Motivation</p> <p>Methodological Strategies</p>	<p>-Interest in learning - Sense of autonomy - Personal goals - Task enjoyment</p> <p>-Recognition and rewards - Teacher encouragement - Peer influence</p> <p>-Use of games and technology - Group activities - Real-life context learning</p>	<p>1. How often do you feel interested in the English activities?</p> <p>2. How many times do you feel that you choose how to do your tasks?</p> <p>3. How often do you set personal goals to improve in class?</p> <p>4. How much do you enjoy the tasks or projects given in English class?</p> <p>5. How often do you receive recognition for your effort?</p> <p>6. How frequently does your teacher encourage you to participate?</p> <p>7. How often do you feel motivated by your classmates' participation or success?</p>	<p>Always</p> <p>Sometimes</p> <p>Never</p>

Annex 3: Interview applied to the teachers

Teacher's Interview

Aim: To gather information about the use of methodological treatments aimed at improving intrinsic and extrinsic motivation in English classes with A2 level learners at the university.

Instructions:

Dear teacher, please answer the following questions in the most honest and sincere way. Your responses will help determine how motivational strategies are being used in your English classes. Thank you very much in advance.

Date: _____ **Time:** _____

Name: _____ **Place:** _____

Topic: *Methodological treatment to improve intrinsic and extrinsic motivation in English classes with A2 level learners at the university*

Question 1:

How do you foster motivation (both intrinsic and extrinsic) in your English classroom?

Notes:

.....

Question 2:

Can you mention some strategies or activities that you use to increase students' motivation in class?

Notes:

.....

Question 3:

How often do you implement motivational activities focused on students' interests and goals?

Always Sometimes Never

Notes:

.....



Question 4:

What is your main objective when trying to motivate A2 level learners to participate in English class?

Notes:

.....
.....
.....

Question 5:

What types of rewards or recognition (extrinsic motivation) do you provide for student effort and achievement?

Notes:

.....
.....
.....

Question 6:

How often do you evaluate or reflect on your motivational strategies' effectiveness?

- Always Sometimes Never

Notes:

.....
.....
.....

Question 7:

How do you identify whether students are intrinsically or extrinsically motivated?

Notes:

.....
.....
.....

Question 8:

Do you consider it necessary to implement new motivational approaches in your English teaching practice? If so, which ones?

Notes:

.....
.....
.....

THANK YOU SO MUCH FOR YOUR COLLABORATION!



Annex 4: Survey applied to the students

STUDENTS' SURVEY

Name:

.....

Date:

.....

Survey Title:

Methodological Treatment to Improve Intrinsic and Extrinsic Motivation in English Classes with A2-Level Learners

Aim:

The aim of this survey is to gather information about your learning experiences, preferences, and motivational factors related to English classes. This data will help evaluate and improve teaching methods to better support A2-level learners at the university level.

Instructions:

Please read each question carefully and choose the option that best reflects your opinion or experience. Your answers are confidential and valuable for academic research.

Questionnaire

1. **How motivated do you feel to participate in your English classes?**
 - Very motivated
 - Moderately motivated
 - Slightly motivated
 - Not motivated
2. **What type of motivation drives you the most in your English learning process?**
 - Intrinsic (e.g., personal interest, enjoyment)
 - Extrinsic (e.g., grades, rewards, recognition)
 - Both equally
 - None
3. **How often do you enjoy the activities used in your English class?**
 - Always
 - Sometimes
 - Rarely
 - Never
4. **Do you feel that your teacher uses interesting and meaningful materials?**
 - Yes
 - No
 - Sometimes



5. **How often do you feel encouraged by your teacher to participate in class activities?**
- Always
 - Sometimes
 - Rarely
 - Never
6. **Which of the following classroom activities increase your motivation the most?** (You can choose more than one)
- Group work
 - Games and interactive tasks
 - Listening and speaking practice
 - Writing exercises
 - Use of technology (videos, apps, etc.)
 - Presentations or projects
7. **Do you receive any rewards or recognition for your effort and participation?**
- Yes, frequently
 - Occasionally
 - Rarely
 - Never
8. **How often do you set personal goals for improving your English skills?**
- Always
 - Sometimes
 - Rarely
 - Never
9. **How much do you agree with the following statement? "I feel proud when I improve my English skills."**
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree

THANK YOU SO MUCH FOR YOUR COLLABORATION!



Annex 5: Survey Instrument Applied to Students

Title of the Study:

Methodological Treatment to Improve Intrinsic and Extrinsic Motivation in English Classes with A2-Level Learners at the University Level

Institution: Universidad Carlos Cisneros

Participant Group: A2-level students, Second Semester

Number of Respondents: 30

Format: Face-to-face, printed survey

Objective:

To collect data on A2-level university students' perceptions of intrinsic and extrinsic motivation in English classes and evaluate the effectiveness of the applied methodological treatment.

Instructions:

Please mark only one option per question. Your answers are confidential and will be used only for academic research purposes.

Scale:

Strongly Agree

Strongly Disagree

Survey Items

1. I enjoy learning English during class.

Strongly Agree Strongly Disagree

2. I believe that English is important for my academic life.

Strongly Agree Strongly Disagree

3. The teaching methods used in English classes have motivated me in the past.

Strongly Agree Strongly Disagree

4. I participate actively in English class activities.

Strongly Agree Strongly Disagree

5. I feel confident in my ability to learn English.

Strongly Agree Strongly Disagree

6. The rewards or grades I receive motivate me to study English.

Strongly Agree Strongly Disagree

7. I feel connected to the subject matter of English classes.

Strongly Agree Strongly Disagree

8. I see English as a valuable skill for my future career prospects.

Strongly Agree Strongly Disagree





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TRABAJO DE TITULACIÓN

Annex 6: Applied planning

Lesson Plan: "My Dream Job"

Level: A2

Age group: Teens or young adults

Class duration: 60 minutes

Topic: Jobs and personal goals

Skills focused: Speaking, listening, and writing

Theme: Exploring future careers and dreams

Objectives

By the end of the lesson, students will be able to:

- Talk about different jobs and their characteristics
- Express their personal interests and future goals
- Use vocabulary related to professions
- Use “want to,” “would like to,” and “have to” in context

Motivational Strategies

Intrinsic Motivation (Inner Drive):

- Encouraging students to express their **personal dreams** and goals
- Activities based on **self-reflection and creativity**
- Group discussion and sharing experiences
- Teacher provides **positive feedback** focusing on **effort and progress**

Extrinsic Motivation (External Rewards):

- Points or stickers for participation and effort
- Small prize (e.g., a pencil, bonus points, or certificate) for the most creative presentation
- Class vote to select the “most inspiring dream job”
- Certificates of “Effort” or “Good Communicator” at the end of the class

Lesson Stages



La Universidad para todos

1. 2. Warm-up (10 minutes)

Activity: “*Guess the Job*”

- The teacher mimics or describes a job without naming it; students guess.
- **Motivation:** Game-like setting (extrinsic), engaging curiosity (intrinsic)

Technological Tool Suggestion:

Use **Kahoot!** or **Wordwall** for a quick “Guess the Job” game using images or GIFs. Students answer via mobile devices or computers.

- **Motivation Boost:** Competition and instant feedback (extrinsic); visual stimuli and autonomy (intrinsic)

3. Collaborative Task

3.1 Vocabulary Input (10 minutes)

- Introduce 10–12 job-related words (doctor, engineer, artist, firefighter, etc.)
- Use flashcards, realia, or short video clips
- Students repeat, associate actions with jobs
- Mini quiz or matching game

Technological Tool Suggestion:

Use **Quizlet Live** or **Blooket** for interactive vocabulary games.

- **Motivation:** Game-based learning (extrinsic), visual/memory support (intrinsic)

3.2 Speaking Activity: Pair Work (15 minutes)

Activity: “*Interview a Classmate*”

- Students ask and answer:
 - What’s your dream job?
 - Why do you like it?
 - What skills do you need?
- Use sentence frames: “I would like to be...”, “Because I enjoy...”, etc.

Technological Tool Suggestion:

Record short partner interviews using **Flip (formerly Flipgrid)** or any basic voice recording app

- **Motivation:** Audience beyond the classroom (extrinsic), pride in self-expression (intrinsic)

3.3 Creative Writing (15 minutes)

Activity: “*My Dream Job Poster*”



- Design a digital or physical poster with:
 - Job name
 - Tools/workplace
 - Why they like it
 - One challenge
- Share with the class

Technological Tool Suggestion:

Use **Canva for Education** or **Google Slides** for students to create digital posters.

- **Motivation:** Creativity and digital skills (intrinsic), potential for digital display or contest (extrinsic)

4. Reflection & Rewards (10 minutes)

- Students present their posters (or screen-share if digital)
- Class claps or reacts
- Teacher gives encouraging feedback
- Small awards or stickers

Reflection Prompts:

- What did you enjoy most today?
- How can English help you achieve your dream?

Technological Tool Suggestion:

Use a **Padlet wall** or **Mentimeter word cloud** where students anonymously post reflections.

- **Motivation:** Safe space for expression (intrinsic), visibility of opinions (extrinsic)

5. Assessment

- **Informal:** Teacher observes vocabulary use, participation, and grammar
- **Rubric-Based:** Focus on use of target structures, clarity, creativity, effort

Optional Digital Portfolio Tool:

Use **Google Classroom** or **Seesaw** to collect speaking recordings, posters, and reflections for easy evaluation and sharing.

Notes for the Teacher

- Adapt tools to available devices/internet
- Highlight digital citizenship when using online tools
- Emphasize **effort and communication over perfection**
- Give options: digital or manual work (student choice = motivation)



Annex 7: Applied planning

Lesson Plan: "A Day in My Life"

Level: A2

Age Group: Teens or Young Adults

Duration: 60 minutes

Topic: Daily Routines

Skills Focused: Speaking, Listening, Vocabulary

Theme: Describing personal routines and habits

Objectives

By the end of the lesson, students will be able to:

- Use the **present simple** to describe daily activities
- Use **time expressions** (e.g., *in the morning, at night, after school*)
- Ask and answer questions about routines
- Create a **short oral presentation** or skit about their day

Motivational Strategies

Intrinsic Motivation (Internal drive):

- Talking about their **own lives and experiences**
- Choosing **how** to present their routines (drawing, acting, tech tools)
- Feeling **ownership** and **personal expression**
- Being **heard and appreciated** by peers

Extrinsic Motivation (External rewards):

- Participation points
- “★ Star of the Day” certificates
- Stickers or tokens for teamwork
- Positive feedback and class applause

Lesson Stages

1. Warm-up (10 minutes)

Activity: “*What Time Is It?*” Mini-Game

- The teacher shows digital clock images on screen (e.g., *Jamboard, Slides*, or real clocks).
- Students say what they do at that time:
“*At 7:00, I wake up.*”



📖 **Tech Tool:** Use **Wordwall** or **LearningApps** to make an interactive drag-and-drop game with times and routines.

Motivation:

- Game-like environment (extrinsic)
- Real-life personal connection (intrinsic)

2. Vocabulary Review (10 minutes)

- Introduce verbs: *wake up, brush teeth, go to school, have lunch, do homework, go to bed*
- Students mime the actions and repeat
- Matching game: verb + picture

📖 **Tech Tool:** Use **Quizlet Live** or **Kahoot!** to review vocabulary in a fun, fast-paced way.

Motivation:

- Movement, visuals, games (extrinsic)
- Sensory engagement and meaning (intrinsic)

3. Listening & Practice (10 minutes)

Activity: *Audio: "My Day"*

- Students listen to a teen describing their daily routine
- Complete a chart: *Time + Activity*
- Then compare in pairs

Tech Tool: Use an **audio clip from YouTube** or a self-recorded mp3. Optionally, use **Edpuzzle** to embed questions.

Motivation:

- Listening challenge (extrinsic)
- Curiosity about peers' routines (intrinsic)

4. Speaking Activity: Pair Interviews (15 minutes)

Activity: *"My Daily Routine Interview"*

- In pairs, students ask:
 - What time do you wake up?
 - Do you eat breakfast?
 - What do you do after school?
- Report their partner's routine to the class

Tech Tool: Record interviews using **Flip (formerly Flipgrid)** — students can watch each other's responses later.



- Speaking for a real audience (extrinsic)
- Meaningful communication and choice (intrinsic)

5. Creative Presentation (10 minutes)

Activity: *“A Day in My Life” Mini-Presentation*

Students choose one of the following to present their routine:

- Make a mini-poster
- Draw a comic strip
- Act it out with a group

Tech Tool Option:

- Use **Canva for Education**, **Google Slides**, or **Storyboard That** for digital posters or comic creation
- Use **ClassDojo** or **Classroom reward systems** for sharing and rewarding creativity

Motivation:

- Freedom to choose creative mode (intrinsic)
- Praise and reward for effort (extrinsic)

6. Reflection & Rewards (5 minutes)

Activity: *Class Wrap-Up Discussion*

- “What did you enjoy most today?”
- “What new words did you learn?”

Tech Tool: Use **Mentimeter** or **Padlet** for anonymous digital reflections

Teacher Actions:

- Distribute stars, stickers, or points
- Celebrate effort, teamwork, and risk-taking

Motivation:

- Recognition and encouragement (extrinsic)
- Reflection and self-awareness (intrinsic)

Assessment

- **Informal Observation:** Monitor vocabulary use, fluency, and participation
- **Checklist Rubric:**
 - Present simple accuracy
 - Vocabulary use



- Pronunciation and effort
- Creativity in final presentation
- **Peer Feedback:**
Use sentence starters like *“I liked how you...”* or *“It was interesting when you...”*

Materials & Technological Tools

- Flashcards or images (paper or digital)
- Audio file (from YouTube or teacher-recorded)
- Chart worksheet (print or digital Google Form)
- Colored paper, markers OR digital poster tools
- Reward items: stickers, certificates, badges
- Tech tools:
 - **Wordwall, Kahoot, Quizlet, Flip, Padlet, Mentimeter, Canva, Google Slides**



Annex 8: Applied planning

Lesson Plan: "A Day in My Life"

Level: A2

Age Group: Teens or Young Adults

Duration: 60 minutes

Topic: Daily Routines

Skills Focused: Speaking, Listening, Vocabulary

Theme: Describing personal routines and habits

Objectives

By the end of the lesson, students will be able to:

- Use the **present simple** to describe daily activities
- Use **time expressions** (e.g., *in the morning, at night, after school*)
- Ask and answer questions about routines
- Create a **short oral presentation** or skit about their day

Motivational Strategies

Intrinsic Motivation (Internal drive):

- Talking about their **own lives and experiences**
- Choosing **how** to present their routines (drawing, acting, tech tools)
- Feeling **ownership** and **personal expression**
- Being **heard and appreciated** by peers

Extrinsic Motivation (External rewards):

- Participation points
- “★ Star of the Day” certificates
- Stickers or tokens for teamwork
- Positive feedback and class applause

Lesson Stages

1. Warm-up (10 minutes)

Activity: “*What Time Is It?*” Mini-Game

- The teacher shows digital clock images on screen (e.g., *Jamboard, Slides*, or real clocks).
- Students say what they do at that time:
“*At 7:00, I wake up.*”



Tech Tool: Use **Wordwall** or **LearningApps** to make an interactive drag-and-drop game with times and routines.

Motivation:

- Game-like environment (extrinsic)
- Real-life personal connection (intrinsic)

2. Vocabulary Review (10 minutes)

- Introduce verbs: *wake up, brush teeth, go to school, have lunch, do homework, go to bed*
- Students mime the actions and repeat
- Matching game: verb + picture

Tech Tool: Use **Quizlet Live** or **Kahoot!** to review vocabulary in a fun, fast-paced way.

Motivation:

- Movement, visuals, games (extrinsic)
- Sensory engagement and meaning (intrinsic)

3. Listening & Practice (10 minutes)

Activity: *Audio: "My Day"*

- Students listen to a teen describing their daily routine
- Complete a chart: *Time + Activity*
- Then compare in pairs

Tech Tool: Use an **audio clip from YouTube** or a self-recorded mp3. Optionally, use **Edpuzzle** to embed questions.

Motivation:

- Listening challenge (extrinsic)
- Curiosity about peers' routines (intrinsic)

4. Speaking Activity: Pair Interviews (15 minutes)

Activity: *"My Daily Routine Interview"*

- In pairs, students ask:
 - What time do you wake up?
 - Do you eat breakfast?
 - What do you do after school?
- Report their partner's routine to the class

Tech Tool: Record interviews using **Flip (formerly Flipgrid)** — students can watch each other's responses later.



Motivation:

- Speaking for a real audience (extrinsic)
- Meaningful communication and choice (intrinsic)

5. Creative Presentation (10 minutes)

Activity: *“A Day in My Life” Mini-Presentation*

Students choose one of the following to present their routine:

- Make a mini-poster
- Draw a comic strip
- Act it out with a group

Tech Tool Option:

- Use **Canva for Education**, **Google Slides**, or **Storyboard That** for digital posters or comic creation
- Use **ClassDojo** or **Classroom reward systems** for sharing and rewarding creativity

Motivation:

- Freedom to choose creative mode (intrinsic)
- Praise and reward for effort (extrinsic)

6. Reflection & Rewards (5 minutes)

Activity: *Class Wrap-Up Discussion*

- “What did you enjoy most today?”
- “What new words did you learn?”

Tech Tool: Use **Mentimeter** or **Padlet** for anonymous digital reflections

Teacher Actions:

- Distribute stars, stickers, or points
- Celebrate effort, teamwork, and risk-taking

Motivation:

- Recognition and encouragement (extrinsic)
- Reflection and self-awareness (intrinsic)



Assessment

- **Informal Observation:** Monitor vocabulary use, fluency, and participation
- **Checklist Rubric:**
 - Present simple accuracy
 - Vocabulary use
 - Pronunciation and effort
 - Creativity in final presentation
- **Peer Feedback:**
Use sentence starters like *“I liked how you...”* or *“It was interesting when you...”*

Materials & Technological Tools

- Flashcards or images (paper or digital)
- Audio file (from YouTube or teacher-recorded)
- Chart worksheet (print or digital Google Form)
- Colored paper, markers OR digital poster tools
- Reward items: stickers, certificates, badges
- Tech tools:
 - **Wordwall, Kahoot, Quizlet, Flip, Padlet, Mentimeter, Canva, Google Slides**



Annex 8: Applied Planning

Lesson Plan: "My Free Time"

Level: A2

Age Group: Teens or Young Adults

Duration: 60 minutes

Topic: Free Time Activities

Skills Focused: Speaking, Listening, Vocabulary

Theme: Talking about hobbies and leisure activities

Objectives

By the end of the lesson, students will be able to:

- Identify and name common free time activities
- Use the present simple to describe hobbies and routines
- Ask and answer questions about others' free time
- Share their own interests through a short presentation or interview

Motivational Strategies

Intrinsic Motivation (Internal drive):

- Talking about personal hobbies and preferences
- Choosing the way to express themselves creatively
- Engaging in meaningful peer interaction

Extrinsic Motivation (External rewards):

- Participation points and teamwork tokens
- Stickers or badges for effort
- "Hobby Star" recognition for best presentation

Lesson Stages

1. Warm-Up (10 minutes)

Activity: "Would You Rather?" Game

- The teacher presents pairs of options:
 - "Would you rather play soccer or go swimming?"
 - "Would you rather watch movies or read books?"
- Students move to one side of the room based on their choice

Tech Tool: Google Slides or Wordwall interactive polls

Motivation:

- Movement and personal opinion (intrinsic)
- Game-like environment (extrinsic)



2. Vocabulary Presentation (10 minutes)

- Present common free time activities: *play soccer, read books, watch TV, ride a bike, play video games, draw, listen to music*
- Use image flashcards or a slideshow
- Students repeat and categorize: active vs. passive activities

Tech Tool: Quizizz or Kahoot! for quick practice quiz

Motivation:

- Visual and auditory input (intrinsic)
- Friendly competition (extrinsic)

3. Listening Practice (10 minutes)

Activity: *Listening to Hobbies*

- Play a short audio or video clip of teens talking about their hobbies
- Students complete a worksheet with names and activities
- Check answers in pairs

Tech Tool: YouTube clip or Edpuzzle with embedded comprehension questions

Motivation:

- Authentic content (intrinsic)
- Challenge and task completion (extrinsic)

4. Speaking Practice (15 minutes)

Activity: *“Find Someone Who...” Bingo*

- Students walk around and ask classmates:
 - “Do you like playing video games?”
 - “Do you go swimming on weekends?”
- Mark boxes on a bingo sheet when they find a match

Tech Tool: Digital bingo cards (e.g., BingoBaker)

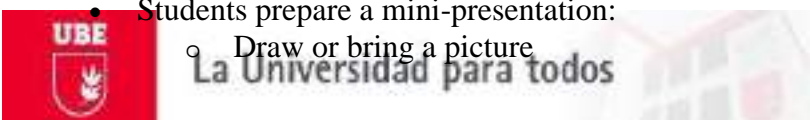
Motivation:

- Peer interaction (intrinsic)
- Game-based structure (extrinsic)

5. Presentation Task (10 minutes)

Activity: *“My Hobby Show & Tell”*

- Students prepare a mini-presentation:
 - Draw or bring a picture



- Say: “In my free time, I like to...”
- Explain why they enjoy it

Tech Tools: Canva or Google Slides to create a short slide, or Flip for video sharing

Motivation:

- Creative choice and self-expression (intrinsic)
- Public recognition and applause (extrinsic)

6. Reflection & Rewards (5 minutes)

Activity: *Exit Ticket or Digital Board*

- Students answer:
 - “What new activity did you learn today?”
 - “Which classmate’s hobby was interesting?”

Tech Tool: Padlet or Mentimeter for anonymous responses

Teacher Actions:

- Distribute “Hobby Star” stickers or digital badges
- Celebrate curiosity, kindness, and effort

Motivation:

- Reflection and peer recognition (intrinsic)
- Positive reinforcement (extrinsic)

Assessment

- **Informal Observation:** Accuracy and fluency during speaking tasks
- **Checklist Rubric:**
 - Correct vocabulary use
 - Present simple sentence structure
 - Pronunciation and confidence
 - Visual or verbal creativity
- **Peer Feedback:**
 - “I liked when you talked about...”
 - “It was fun to learn about...”

Materials & Technological Tools

- Flashcards or visual slides
- Listening audio or video file
- Worksheets or digital forms
- Bingo sheets (print or digital)
- Tech tools used:
 - Google Slides, Padlet, Quizizz, Flip, Canva, Kahoot!, Edpuzzle



Annex 9: Applied Planning

Lesson Plan: "My Town"

Level: A2

Age Group: Teens or Young Adults

Duration: 60 minutes

Topic: Places in Town

Skills Focused: Vocabulary, Speaking, Listening, Writing

Theme: Describing places and giving simple directions

Objectives

By the end of the lesson, students will be able to:

- Identify and name common places in town (e.g., bank, supermarket, park)
- Use **there is / there are** correctly in context
- Ask and answer questions about what exists in their town
- Create a simple map and describe it orally or in writing

Motivational Strategies

Intrinsic Motivation:

- Talk about their own town or neighborhood
- Express preferences about places they like
- Use their imagination to design a town

Extrinsic Motivation:

- Reward system for active participation
- "Creative City Designer" certificates
- Points for group collaboration and effort

Lesson Stages

1. Warm-Up (10 minutes)

Activity: "Quick Draw: Town Edition"

- Teacher says a place (e.g., "hospital"), and students draw it quickly on a mini whiteboard or paper
- Compare drawings in pairs and name the place

Tech Tool (optional): Jamboard for digital sketching

Motivation:

- Fun, visual activity (extrinsic)
- Personal expression through art (intrinsic)



2. Vocabulary Input (10 minutes)

- Introduce key places: *post office, library, movie theater, gas station, bakery, school, pharmacy*
- Use pictures and have students repeat
- Matching activity: word + image

Tech Tool: Quizlet flashcards or LearningApps drag-and-drop

Motivation:

- Visuals and games (extrinsic)
- Real-life connections (intrinsic)

3. Listening Practice (10 minutes)

Activity: “*In My Neighborhood*” Audio Task

- Listen to a short description of a town

Complete a worksheet: Which places are mentioned? Mark them on a blank map

Tech Tool: Edpuzzle or audio file embedded in Google Slides

Motivation:

- Challenge of decoding audio (extrinsic)
- Discovering a new place (intrinsic)

4. Speaking Practice (15 minutes)

Activity: “*Map Partner Talk*”

- In pairs, students receive slightly different maps
- They ask each other:
 - “Is there a bank near the park?”
 - “Where is the hospital?”
- Fill in missing places by exchanging information

Tech Tool (optional): Use Canva or Google Drawings to create digital maps

Motivation:

- Real communication purpose (intrinsic)
- Interactive exchange (extrinsic)



5. Production Task (10 minutes)

Activity: “Design Your Ideal Town”

- Individually or in pairs, students draw or create a map of their ideal town
- Include 6–8 places
- Write 4 sentences using “There is / There are”

Tech Tool Options: Canva, Storyboard That, or paper + markers

Motivation:

- Freedom to create and personalize (intrinsic)
- Sharing results and earning feedback (extrinsic)

6. Reflection & Rewards (5 minutes)

Activity: Exit Question Board

- “What place would you like to have in your town and why?”
- Write on sticky notes or post digitally

Tech Tool: Padlet or Mentimeter for interactive board

Teacher Actions:

- Award “City Planner” stickers or stars
- Acknowledge creativity and teamwork

Motivation:

- Self-expression and recognition (both intrinsic and extrinsic)

Assessment

- **Observation:** Use of vocabulary and grammar in pair work
- **Checklist Rubric:**
 - Accuracy of “there is / there are”
 - Correct use of vocabulary
 - Clarity of spoken or written description
 - Creativity and effort in town map
- **Peer Feedback Prompts:**
 - “I liked the way your town had...”
 - “Your map was very creative because...”

Materials & Technological Tools



- Printed or digital maps
- Flashcards or illustrated slides
- Audio file for listening task
- Markers, paper, or digital design tools
- Reward system: stickers, stars, certificates

Tech Tools Used:

Canva, Quizlet, Jamboard, Edpuzzle, Padlet, Google Slides, LearningApps, Storyboard That



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Annex 10: Applied Planning

Lesson Plan: "Let's Talk About Food!"

Level: A2

Age Group: Teens or Young Adults

Duration: 60 minutes

Topic: Food and Drinks

Skills Focused: Vocabulary, Speaking, Listening, Reading

Theme: Talking about eating habits, preferences, and meals

Objectives

- Identify and name common food and drink items
- Use expressions like *I like / I don't like / I usually eat*
- Ask and answer questions about preferences and habits
- Read and understand a simple menu or meal description

Motivational Strategies

Intrinsic Motivation:

- Talking about favorite foods and meals
- Making personal choices in role-play menus
- Sharing their culture's traditional food

Extrinsic Motivation:

- Stickers or tokens for participation
- "Master Chef" certificate for most original meal
- Applause and positive feedback for oral tasks

Lesson Stages

1. Warm-Up (10 minutes)

Activity: "Food Speed Round"

- Teacher shows pictures of food rapidly (via slides or flashcards)
- Students shout out the name (e.g., "apple!", "pizza!")

Tech Tool: Wordwall "Whack-a-mole" or "Flashcard Flip" game

Motivation:

- Fun, fast-paced competition (extrinsic)
- Visual and personal interest (intrinsic)



2. Vocabulary Input (10 minutes)

- Introduce vocabulary in categories:
 - Fruits, vegetables, snacks, drinks, meals
- Students match food words to images
- Practice pronunciation in chorally and individually

Tech Tool: Quizlet or LearningApps with images and audio

Motivation:

- Sensory learning (intrinsic)
- Interactive quiz challenge (extrinsic)

3. Listening Task (10 minutes)

Activity: “*What’s for Lunch?*”

- Listen to a short conversation between two teens talking about lunch
- Students complete a chart with: *Name – Food – Drink – Likes/Dislikes*

Tech Tool: Edpuzzle or YouTube audio with embedded questions

Motivation:

- Comprehension challenge (extrinsic)
- Curiosity about others’ choices (intrinsic)

4. Speaking Practice (15 minutes)

Activity: “*Food Survey*”

- Students walk around and ask classmates:
 - “Do you like vegetables?”
 - “What do you usually eat for breakfast?”
- Tally results and report to the class

Tech Tool (optional): Google Forms for survey collection

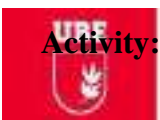
Motivation:

- Real data collection from peers (intrinsic)
- Purposeful movement and participation (extrinsic)

5. Production Task (10 minutes)

Activity: “*Create a Menu*”

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- Students design a simple restaurant menu with 3 meals and 2 drinks
- Use real food or imaginary items
- Present it briefly using phrases like: “Today’s special is...”

Tech Tools: Canva, Google Slides, or printed templates

Motivation:

- Personal creativity and role-play (intrinsic)
- Rewards for original menus (extrinsic)

6. Reflection & Rewards (5 minutes)

Activity: *Digital Exit Slip or Voting Poll*

- Students reflect:
 - “What food word did you learn today?”
 - “Whose menu looked tasty?”

Tech Tool: Padlet or Mentimeter

Teacher Actions:

- Award “Master Chef” badge or sticker
- Highlight kind comments and effort

Assessment

- **Informal Observation:** Participation and accuracy in vocabulary and grammar use
- **Checklist Rubric:**
 - Correct use of *like/don’t like*
 - Vocabulary accuracy
 - Clear menu or oral task
 - Interaction in survey activity
- **Peer Feedback Prompts:**
 - “I liked your menu because...”
 - “It was interesting that you included...”

Materials & Technological Tools

- Flashcards or images
- Audio or video dialogue
- Blank menu templates or drawing sheets
- Real or printed food images (optional)
- Markers, paper, or digital tools

Tech Tools Used:

Wordwall, Quizlet, Edpuzzle, Google Forms, Canva, Padlet, LearningApps, Mentimeter



Annex 11: Applied Planning

Lesson Plan: "What Should I Wear?"

Level: A2

Age Group: Teens or Young Adults

Duration: 60 minutes

Topic: Clothes and Weather

Skills Focused: Vocabulary, Listening, Speaking, Writing

Theme: Talking about weather and choosing appropriate clothing

Objectives

- Identify common clothing items and types of weather
- Use structures like *"I'm wearing..."* and *"You should wear..."*
- Describe what people wear in different weather conditions
- Write simple sentences describing outfits based on weather

Motivational Strategies

Intrinsic Motivation:

- Relating the content to real-life decisions (what to wear)
- Expressing personal preferences and style
- Engaging with creative and visual tasks

Extrinsic Motivation:

- Points for teamwork and participation
- "Weather Stylist" awards for creativity
- Class applause for skits or mini-presentations

Lesson Stages

1. Warm-Up (10 minutes)

Activity: "Weather Charades"

- One student mimics a weather condition (e.g., rain, snow, sun)
- The class guesses the weather
- Then they say: *"You should wear..."* (e.g., "You should wear a raincoat!")

Tech Tool: Jamboard with weather images for prompts

Motivation:

- Movement and fun guessing game (extrinsic)
- Acting and expression (intrinsic)



2. Vocabulary Introduction (10 minutes)

- Present weather terms (sunny, cloudy, rainy, snowy, hot, cold)
- Present clothing items (hat, gloves, T-shirt, sweater, boots, shorts)
- Matching activity: picture + word

Tech Tool: Quizlet or Wordwall for digital matching

Motivation:

- Visuals and classification games (extrinsic)
- Real-life application (intrinsic)

3. Listening Task (10 minutes)

Activity: “*What Are They Wearing?*”

- Listen to short audio descriptions (e.g., “It’s raining. He is wearing a coat and boots.”)
- Students match the description to an image or draw it

Tech Tool: Edpuzzle or audio file with images

Motivation:

- Comprehension challenge (extrinsic)
- Visualization (intrinsic)

4. Speaking Practice (15 minutes)

Activity: “*Outfit Advisor*” – *Pair Role-Play*

- One student says the weather: “It’s hot today.”
- The other recommends an outfit: “You should wear a T-shirt and shorts.”
- Then switch roles and repeat

 **Tech Tool (optional):** Use Google Slides with weather prompts

Motivation:

- Peer interaction (intrinsic)
- Language use with purpose (extrinsic)
-

5. Production Task (10 minutes)

Activity: “*Weather & Clothes Poster*”



- Students choose one type of weather and draw or insert pictures of what to wear
- Write 3–4 sentences: “When it’s cold, I wear a jacket and boots.”
- Share with class or display in the classroom

Tech Tool Options: Canva, Storyboard That, or paper-based

Motivation:

- Artistic creativity (intrinsic)
- Recognition of effort (extrinsic)

6. Reflection & Rewards (5 minutes)

Activity: “*Fashion Forecast Exit Ticket*”

- Write or say:
 - “Today I learned...”
 - “My favorite outfit is...”

Tech Tool: Padlet, Mentimeter, or index cards

Teacher Actions:

- Reward effort with “Weather Stylist” stickers or stars
- Celebrate teamwork and participation

Assessment

- **Observation:** Correct use of clothing and weather vocabulary
- **Checklist Rubric:**
 - Sentence accuracy with *wear / should wear*
 - Vocabulary use
 - Clarity and creativity in poster
 - Oral fluency in role-play
- **Peer Feedback Prompts:**
 - “Your drawing was nice because...”
 - “I liked how you described the outfit for...”

Materials & Technological Tools

- Weather and clothing flashcards
- Audio for listening task
- Drawing materials or digital tools
- Reward stickers or digital badges

Tech Tools Used:

Jamboard, Wordwall, Quizlet, Edpuzzle, Padlet, Mentimeter, Canva, Storyboard That



Annex 12: Applied Planning

Lesson Plan: "Life Last Weekend"

Level: A2

Age Group: Teens or Young Adults

Duration: 60 minutes

Topic: Past Simple

Skills Focused: Listening, Speaking, Writing

Theme: Talking about past weekend activities using past tense verbs

Objectives

- Identify and correctly use regular and irregular verbs in the past simple
- Ask and answer questions about what they did over the weekend
- Write a short paragraph describing past events using time expressions

Motivational Strategies

Intrinsic Motivation:

- Talking about their own real-life experiences
- Learning to describe meaningful moments from their past
- Using storytelling for self-expression

Extrinsic Motivation:

- Participation points and tokens
- Applause and peer recognition for storytelling
- "Weekend Reporter" award for effort and fluency

Lesson Stages

1. Warm-Up (10 minutes)

Activity: "Quick Questions"

- Teacher asks:
 - "What did you do last weekend?"
 - "Did you stay home or go out?"
- Students respond in one or two sentences

Motivation:

- Oral participation (extrinsic)
- Real personal connection (intrinsic)

2. Grammar Focus (10 minutes)

Activity: "Past Tense Verb Hunt"



- Teacher says 10 verbs in base form (e.g., go, play, study, visit...)
- Students say the past form aloud or write them in pairs
- Teacher checks and explains common patterns (e.g., -ed endings, irregulars)

Motivation:

- Language puzzle challenge (extrinsic)
- Discovery and pattern recognition (intrinsic)

3. Listening Activity (10 minutes)

Activity: “*A Classmate’s Weekend*”

- Teacher reads a short text or audio transcript aloud:
“*On Saturday, I went to the park. I played soccer with my cousins. Then I ate pizza with my family...*”
- Students listen and write down three verbs they hear
- Then compare in pairs and report back

Motivation:

- Listening comprehension challenge (extrinsic)
- Curiosity about others’ weekends (intrinsic)

4. Speaking Task (15 minutes)

Activity: “*Weekend Interviews*”

- In pairs, students ask each other:
 - “What did you do on Saturday?”
 - “Did you go out?”
 - “What did you eat?”
 - “Did you study or relax?”
- Take notes and then share one interesting thing their partner did

Motivation:

- Real communication and interaction (intrinsic)
- Class recognition and feedback (extrinsic)

5. Writing Production (10 minutes)

Activity: “*My Weekend Paragraph*”

- Students write a short paragraph (5–6 sentences) about their weekend using past simple
- Include at least 5 verbs and 3 time expressions (e.g., *on Saturday, in the afternoon, at night*)



Motivation:

- Personal storytelling (intrinsic)
- Teacher comments and sticker/stamp for effort (extrinsic)

6. Reflection & Closure (5 minutes)

Activity: *“One Thing I Learned” Round*

- Students complete the sentence:
 - “Today I learned...”
 - “A new verb I used was...”
- Teacher gives final verbal praise and optional “Weekend Reporter” award

Motivation:

- Reflection builds confidence (intrinsic)
- Praise and recognition (extrinsic)

Assessment

- **Informal Observation:** Grammar accuracy in speech and writing
- **Checklist Rubric:**
 - Use of at least 5 past tense verbs
 - Correct sentence structure in writing
 - Participation in pair interview
 - Fluency and confidence in speaking
- **Peer Feedback Prompts:**
 - “I liked your story because...”
 - “It was interesting when you...”

Materials Needed (no images or tech)

- Whiteboard or chalkboard for verb list
- Notebooks or loose paper for writing tasks
- Printed or handwritten short text (for listening)
- Rubrics or oral feedback for assessment
- Tokens, stickers, or verbal praise for rewards

Annex 13: Applied Planning

Lesson Plan: "How Do I Get There?"

Level: A2

Age Group: Teens or Young Adults



Duration: 60 minutes

Topic: Giving Directions

Skills Focused: Listening, Speaking, Writing

Theme: Asking for and giving directions in town

Objectives

- Understand and use key expressions to give simple situations
- Ask for directions using questions
- Write short dialogues including direction-based interactions

Motivational Strategies

Intrinsic Motivation:

- Role-playing real-life communication situations
- Using functional English for real-world purposes
- Expressing helpfulness and confidence

Extrinsic Motivation:

- Participation tokens or class points
- “Helpful Guide” certificate for clear and accurate instructions
- Applause for best pair performance

Lesson Stages

1. Warm-Up (10 minutes)

Activity: “Where’s the Place?” Brainstorm

- Teacher says a location (e.g., *hospital, park, bank*)
- Students write where it usually is in town using simple phrases:
 - “*The park is behind the library.*”

Motivation:

- Activating prior knowledge (intrinsic)
- Quick thinking challenge (extrinsic)

2. Vocabulary Focus (10 minutes)

Activity: “Direction Commands” Board Work

- Teacher writes key phrases on the board:
 - *Go straight / Turn left / Turn right / It’s on your left / next to / between*
- Students practice giving directions from the door to different objects (e.g., *Go straight, turn left, stop at the window.*)



Motivation:

- Physical response and practice (intrinsic)
- Peer involvement and fun movement (extrinsic)

3. Listening Practice (10 minutes)**Activity:** *“Follow My Voice”*

- Teacher gives oral directions from an imaginary point A to point B
- Students draw a simple path based on what they hear
- Compare answers with a partner

Motivation:

- Listening with a challenge (extrinsic)
- Spatial reasoning using language (intrinsic)

4. Speaking Practice (15 minutes)**Activity:** *“Direction Dialogues”*

- Students work in pairs:
 - *“Excuse me, how can I get to the post office?”*
- The other gives directions using key phrases
- Switch roles
- Practice different pairs of places provided in a list by the teacher

Motivation:

- Role-play (intrinsic)
- Peer interaction with real purpose (extrinsic)

5. Writing Task (10 minutes)**Activity:** *“Mini Dialogue Creation”*

- Students write a short 4–6 line dialogue between a tourist and a local
- Use at least 3 direction expressions
- Example:
 - *A: Excuse me, how do I get to the museum?*
 - *B: Go straight two blocks, then turn right. It’s next to the café.*

Motivation:

- Ownership of their own ideas (intrinsic)
- Opportunity to present in front of peers (extrinsic)



6. Wrap-Up & Reflection (5 minutes)

Activity: “*What Was Easy, What Was Hard?*”

- Students share one phrase they learned and one thing they found easy or difficult
- Teacher gives praise and awards participation stars

Motivation:

- Encouragement to reflect and build self-awareness (intrinsic)
- Positive reinforcement for effort (extrinsic)

Assessment

- **Observation:** Use of correct direction expressions during speaking activities
- **Checklist Rubric:**
 - Accurate use of vocabulary and grammar
 - Clarity and fluency in pair dialogue
 - Use of 3+ direction phrases in writing
 - Polite language and interaction
- **Peer Feedback Prompts:**
 - “You gave very clear directions.”
 - “I liked the way you used ‘next to’ and ‘turn right’.”

Materials Needed (No Images or Technology)

- Blank notebook pages or printed grids for listening
- Board and markers for vocabulary input
- Handouts or dictation of places and expressions
- Paper and pens for writing dialogues
- Reward slips or tokens for “Helpful Guide” recognitions



Annex 14: Applied Planning

Lesson Plan: "My Weekend Plans"

Level: A2

Age Group: Teens or Young Adults

Duration: 60 minutes

Topic: Future Plans with “going to”

Skills Focused: Speaking, Listening, Writing, Vocabulary

Theme: Talking about personal plans for the near future using “be going to”

Objectives

By the end of the lesson, students will be able to:

- Use the structure “*be going to + verb*” to talk about future plans
- Identify and use vocabulary related to free time and weekend activities
- Create a short digital presentation about their weekend plans
- Ask and answer questions about classmates' future activities

Motivational Strategies

Intrinsic Motivation:

- Expressing real personal plans
- Choice in presentation format
- Using tools, they enjoy (apps, devices)

Extrinsic Motivation:

- Class points for participation and creativity
- “Planner of the Week” digital badge
- Applause and comments on Flip or Padlet presentations

Lesson Stages

1. Warm-Up (10 minutes)

Activity: “Image Guess: What are they going to do?”

- Show pictures of people doing weekend activities (e.g., packing a suitcase, buying popcorn)
- Students guess:
 - “They are going to travel.”

Tech Tool: Google Slides or Jamboard

Motivation:

- Visual inference (intrinsic)
- Fun guessing game with friendly competition (extrinsic)



2. Grammar Input (10 minutes)

Activity: “Going To” Mind Map

- Teacher explains structure: *subject + be (am/is/are) + going to + base verb*
- Students complete a digital or paper mind map with their own examples

Tech Tool: Wordwall quiz or Quizizz live grammar practice

Motivation:

- Personalized examples (intrinsic)
- Interactive quiz challenge (extrinsic)

3. Listening Task (10 minutes)

Activity: “Weekend Plans Podcast”

- Play a short audio clip of two teens discussing their weekend
- Students answer true/false or multiple-choice questions
- Example:
 - “*Laura is going to visit his grandmother.*” (True/False)

Tech Tool: Edpuzzle or YouTube audio embedded with questions

Motivation:

- Real-life context (intrinsic)
- Task-based listening (extrinsic)

4. Speaking Activity (15 minutes)

Activity: “Weekend Interview”

- In pairs, students ask and answer:
 - “*What are you going to do this weekend?*”
 - “*Are you going to study or relax?*”
- Then record a short video response

Tech Tool: Flip (Flipgrid) – students post 30-sec responses

Motivation:

- Speaking for a digital audience (intrinsic)
- Recognition on the class board or platform (extrinsic)

5. Creative Production Task (10 minutes)

Activity: “My Weekend Slide”



- Students design a digital poster or slide about their weekend plans
- Include:
 - 3 activities with “going to”
 - 2 images or icons
 - Time expressions (e.g., *on Saturday, in the afternoon*)

Tech Tools: Canva, Google Slides, or Storyboard That

Motivation:

- Creative freedom (intrinsic)
- Tech-enhanced presentation (extrinsic)

6. *Reflection & Feedback (5 minutes)*

Activity: “Two Stars and a Wish”

- Students write or post 2 things they liked (★ ★) and 1 wish for next time
- Share through Padlet or Mentimeter

Teacher Actions:

- Give digital badges or stickers
- Highlight best efforts and creative ideas

Motivation:

- Self-awareness and peer feedback (intrinsic)
- Recognition and positive environment (extrinsic)

Assessment

- **Observation:** Participation and fluency in speaking tasks
- **Checklist Rubric:**
 - Correct use of *going to*
 - Relevant future time expressions
 - Creativity and clarity in digital slides
 - Grammar and pronunciation in Flip recording
- **Peer Feedback:**
 - “I liked that you’re going to...”
 - “Your weekend sounds fun because...”

Materials & Technological Tools

- Computers, tablets, or phones (if available)
- Teacher-created or online audio
- Tools used:
 - **Google Slides, Flip, Canva, Edpuzzle, Quizizz, Padlet, Mentimeter**
- Optional: reward certificates or digital badges



Table 16 *Results of the teacher's interview*

QN	TN	Answer
<p>1. How do you foster motivation (both intrinsic and extrinsic) in your English classroom?</p>	<p>T1</p>	<p>I foster motivation in my English classroom by using both fun activities and personal topics. For intrinsic motivation, I let students talk about their lives, make choices in how they present their work, and connect English to real situations. For extrinsic motivation, I give rewards like stickers, points, and praise to encourage participation and effort.</p>
	<p>T2</p>	<p>I motivate my students by creating a fun and friendly environment. For intrinsic motivation, I use real-life topics, let students work in pairs or groups, and give them choices in activities. For extrinsic motivation, I give praise, participation points, and small prizes. This helps them feel proud of their work and stay interested in learning English.</p>
<p>2. Can you mention some strategies or activities that you use to increase students' motivation in class?</p>	<p>T1</p>	<p>To increase students' motivation in class, I use engaging and student-centered strategies such as incorporating games, real-life topics, and interactive activities that make learning enjoyable and meaningful. I also give students choices in their tasks to promote autonomy and make them feel more in control of their learning.</p>
	<p>T2</p>	<p>To keep my students motivated, I use fun activities like games, group work, and topics that interest them. I also give them choices in some tasks so they feel more involved.</p>
<p>3. How often do you implement motivational activities focused on students' interests and goals?</p>	<p>T1</p>	<p>I try to implement motivational activities focused on students' interests and goals as often as possible, usually in every lesson. I believe it's important to keep the content relevant and engaging, so I often include topics they like, such as music, sports, or social media, and activities that help them work toward their personal learning goals.</p>
	<p>T2</p>	<p>I include motivational activities based on students' interests and goals at least once or twice a week. This helps keep them engaged and makes learning more meaningful for them. I try to learn what they enjoy and use that to plan activities they can relate to.</p>





4. What is your main objective when trying to motivate A2 level learners to participate in English class?	T1	My main objective when motivating A2 level learners is to build their confidence and make them feel comfortable using English. I want them to see that they can communicate, even with simple words, and that making mistakes is part of learning. This helps them feel more willing to participate and improve.
	T2	My main objective is to encourage A2 learners to enjoy learning English and feel that it is useful for their daily lives. I aim to create a positive environment where they feel safe to speak, practice, and take part in class activities without fear.
5. What types of rewards or recognition (extrinsic motivation) do you provide for student effort and achievement?	T1	I use simple rewards like stickers, participation points, certificates, or small prizes to recognize student effort and achievement. I also give verbal praise and highlight their progress in front of the class to boost their confidence and encourage continued effort.
	T2	I often use positive comments, extra points, or fun classroom privileges like choosing a game or activity. Sometimes I give small prizes or certificates to celebrate their hard work. These rewards help students feel appreciated and motivate them to keep improving.
6. How often do you evaluate or reflect on your motivational strategies' effectiveness?	T1	I try to evaluate and reflect on my motivational strategies regularly, usually at the end of each week. I pay attention to how students respond in class, their level of participation, and their feedback. This helps me see what works well and what I need to improve or change.
	T2	I reflect on my motivational strategies after most classes to see how students react and participate. If something isn't working, I adjust my approach to better support their interests and needs. This way, I make sure my methods stay effective.

7. How do you identify whether students are intrinsically or extrinsically motivated?	T1	I notice students, because they participate eagerly, ask questions, and seem genuinely interested in learning for its own sake. By watching how they engage and sometimes talking with them, I can understand what motivates each student.
	T2	I notice that they show curiosity and enjoy learning even without rewards. If they mostly try hard to get praise, rewards, or avoid penalties, they are likely extrinsically motivated. I watch their behavior and listen to what they say about why they study to understand their motivation better.

