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MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA

**TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE
MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**

TOPIC

The Impact of Teaching Methodologies on the Motivation and Speaking Proficiency of High School Students

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Dedication

This master's thesis is dedicated to all the people who have accompanied me on this journey, offering their support, love, and motivation. To my parents, who have always believed in me and shown me the importance of perseverance and dedication; to my teachers, for their invaluable guidance and teaching; and to my friends, for their constant emotional support and for being there during challenging times.

Thank you all for inspiring me to be better every day and for helping me achieve this important goal in my life. This achievement is not only mine but also belongs to everyone who has been part of my journey.

Eulalia Luzón

July Gordillo



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Eulalia Luzón
Judy Gordillo



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Resumen

La necesidad de comunicarse en el idioma inglés es muy importante, tanto para el éxito académico, como profesional. Sin embargo, la mayoría de los estudiantes de Bachillerato en Ecuador no tienen motivación para aprender el idioma de destino y solo lo aprenden para aprobar exámenes. Esta investigación analiza estrategias para mejorar la motivación en el aprendizaje del idioma inglés en la Unidad Educativa Fiscal “27 de octubre” ubicado en la provincia de Manabí, Ecuador. El estudio se centra en la implementación de metodologías modernas como el Aprendizaje Cooperativo, la Enseñanza Basada en Tareas (TBL) y en la Enseñanza Comunicativa del Lenguaje (CLT). Se utilizó un enfoque mixto que combinó encuestas, observaciones en el aula, y entrevistas con estudiantes y docentes para evaluar los factores motivacionales, las preferencias de aprendizaje de los estudiantes. Los resultados demostraron que el uso de metodologías interactivas, la integración de la tecnología y la gamificación mejoran en su mayoría el compromiso estudiantil y la adquisición del idioma de destino.

Además, la investigación sugiere la aplicación de enfoques centrados en el estudiante, tareas basadas en la realidad y herramientas digitales para crear experiencias de aprendizaje dinámicas y significativas. Estos hallazgos ofrecen información muy importante para los profesores de inglés como lengua extranjera, los mismos que buscan aumentar la motivación y el dominio del idioma inglés en los estudiantes de bachillerato.

Palabras clave: Motivación estudiantil, metodologías interactivas, aprendizaje del inglés.



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Abstract

The need to communicate in English has been widely recognized as essential for both academic and professional success. However, most high school students in Ecuador lack motivation to learn the target language, focusing primarily on passing exams rather than developing actual language proficiency. This study analyzes strategies to enhance motivation in English language learning within the context of Unidad Educativa Fiscal “27 de Octubre”, located in Manabí Province, Ecuador. The research focuses on the implementation of modern methodologies, including Cooperative Learning, Task-Based Language Teaching (TBLT), and Communicative Language Teaching (CLT).

A mixed-method approach was employed combining surveys, classroom observations, and interviews with students and teachers to assess motivational factors and learning preferences. The results have demonstrated that the use of interactive methodologies, technology integration, and gamification significantly improves student engagement and target language acquisition.

Furthermore, the study suggests the application of student-centered approaches, real-life tasks, and digital tools to create dynamic and meaningful learning experiences. These findings provide valuable insights for EFL teachers aiming to enhance student motivation and English language proficiency among high school learners.

Keywords: Student motivation, interactive methodologies, English language learning.



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Introduction

Presentation and Contextualization

The ability to communicate in English has become essential for academic and professional success in a globalized world. However, motivating high school students to learn English effectively remains a challenge, especially when their primary focus is on passing exams rather than developing long-term language skills. In this context, Getie (2020) found that there are many factors, including exposure to English native speakers, peer groups and learners' parents which affect students' attitudes positively. On the other hand, educational factors such as English language teachers, classrooms setting, seating arrangements, and the physical learning environment had negative impacts on students' attitudes. The current study explores strategies to enhance student motivation and engagement in English learning within the context of a rural high school in Ecuador.

Justification of the Problem

Many students perceive English as a compulsory subject rather than a tool for personal and professional growth. Survey results indicate that a significant percentage of them study English solely to obtain good grades, rather than for real-life application. This lack of intrinsic motivation affects their learning outcomes. To address this issue, the Cooperative Learning approach includes group work to promote peer interaction and collaborative problem-solving, pair work for activities such as role-playing, dialogues, and peer feedback, and think-pair-share strategies to allow students to discuss ideas before presenting them.

In addition, Task-Based Language Teaching (TBLT) is implemented to focus on real-life tasks, as it requires full communication in English and encourages students to use the language in a meaningful and practical way rather than just memorizing rules. For example, students may be asked to plan a trip,



create a digital advertisement, or conduct an interview in English. Furthermore, Communicative Language Teaching (CLT), which prioritizes interaction and communication over grammar drills, incorporates role-plays, debates, problem-solving tasks, and simulations to develop fluency, for example, encouraging them to negotiate in a “marketplace” activity using English.

Similarly, adapting to learning styles by implementing visual material (videos, images, infographics) for visual learners, songs, podcasts, and storytelling for auditory learners, and hands-on activities, role-plays, and interactive exercises for kinesthetic learners can motivate students to learn effectively (Abramczyk & Jurkowski, 2020).

The integration of technology and gamification is another option to motivate students to learn effectively by using online apps and games to make learning more engaging; for example, Kahoot, Quizlet, Edpuzzle, Writing & improve, and Duolingo. Similarly, teachers can encourage the use of educational YouTube videos and interactive simulations or implement game-based learning techniques such as classroom competitions and badges (Eshpo‘latova, 2024).

Furthermore, this study will focus on real-life and engaging activities such as songs and music videos (to analyze lyrics and improve listening skills), outdoor activities, field trips (to apply English in real-world situations), and creating projects, presentations, or mini-dramas (to engage students in the learning process).

Moreover, to help students with pronunciation challenges, drama and role-playing are implemented to reduce anxiety when speaking. Daily speaking activities include short discussions and storytelling, pronunciation apps and exercises help students improve their speaking skills.

Finally, the Total Physical Response method is also applied to engage kinesthetic students through movement-based activities. To make class more dynamic, active learning strategies such as debates,



storytelling, and real-life simulations are used, as well as lessons that balance structure and flexibility to allow spontaneous discussions.

Statement of the Problem

How can modern teaching methodologies enhance students' motivation and improve English language learning outcomes among high school students?

At Unidad Educativa Fiscal "27 de Octubre", in Manabí, Ecuador, EFL instruction primarily relies on traditional teaching methods that do not align with students' cognitive levels, age, or individual learning needs. Large class sizes, coupled with the presence of students with learning difficulties, further hinder effective instruction. Additionally, lesson plans are not designed according to students' preferred learning styles. This limitation reduces engagement and retention in the learning process.

Implementing interactive and student-centered methodologies, including Cooperative Learning, Task-Based Language Teaching (TBLT), and Communicative Language Teaching (CLT), can foster a more engaging learning environment. When teachers integrate technology, gamification, and real-life learning experiences, learners may develop a stronger motivation to learn English, ultimately, improving their proficiency and long-term retention of the language.

Precision of the Topic

This research focuses on identifying motivational strategies for students enrolled in the first grade of Bachillerato, aligned with the students' needs in their high school. In this context, the study aligns with broader investigations into language learning motivation, student-centered teaching, and the use of active methodologies to help them motivate themselves to learn a foreign language (English in this case).

Research Object





This study examines current approaches for increasing student motivation in English learning through interactive and student-centered methods.

General Objective

The general objective of this research is to analyze the impact of modern teaching methodologies on students' motivation and their effectiveness in English language acquisition.

Specific Objectives

1. Identify the primary **motivational challenges** faced by high school students learning English.
2. Assess the effectiveness **of cooperative learning** and **interactive strategies** in increasing motivation.
3. Determine the role of **technology and gamification** in making English learning more engaging.

Hypothetical Statements

Research Questions:

- 1.- How do interactive teaching strategies influence student motivation?
- 2.- What roles does cooperative learning play in improving engagement and language retention?

The main argument in this work focuses on the implementation of modern methodologies tailored to students' needs, which significantly enhance motivation and learning outcomes.

Research Variables

Independiente Variable: Teaching methodologies (cooperative learning, learning styles adaptation).

Dependent Variable: Student motivation and English proficiency.

The present research encompasses the following methods: theoretical method, empirical methods, and statistical methods. The first one refers to the literature review on motivation theories, second language acquisition, and best practices in EFL teaching. The second one refers to surveys, classroom





observation, and interviews with students and teachers. The last one refers to the data analysis of students' responses to assess motivational trends.

Regarding the population sample, it includes 33 high school students enrolled in the first grade of Bachillerato at the Unidad Educativa Fiscal "27 de Octubre" located in a rural area of Manabí province, Ecuador. Due to the location, the educational institution has limited access to modern language learning resources. The students have an A2 proficiency level according to the Common European Frameworks of Reference (CEFR). Similarly, 3 EFL teachers working within the same institution were included to obtain the data.

Declaration of the type research

A mixed-method study combining qualitative and quantitative approaches was conducted to collect the data and to provide a comprehensive understanding of students' motivation in learning English.

Main contributions

In terms of practical contributions, this work will provide practical guidelines for EFL teachers in rural high schools, offering concrete strategies to enhance student motivation through cooperative learning, technology integration, and communicative methodologies. The findings of this research will assist as a foundation for designing lesson plans that cater to students' learning styles and individual needs, as well as improving engagement and language acquisition.

In terms of social contribution, the present research contributes to students' long-term academic and professional opportunities by improving English teaching practices. Similarly, enhanced motivation in English learning may increase students' chances of pursuing higher education, accessing better job opportunities, and participating in global communication. In the same way, fostering interactive and inclusive teaching methods will benefit students with learning difficulties, promoting equity in



education.

Concerning scientific information, this research expands the academic discussion on motivation in EFL learning, particularly in rural contexts, where resources and methodological innovation are often limited. After analyzing the impact of current trends, including Task-Based Learning, Cooperative Learning, CLT, and Total-Physical Response, this study offers experiential evidence supporting their effectiveness. These findings contribute to ongoing studies on second language acquisition and motivation strategies in the educational field.

Referring to Educational and Policy Contribution, the findings of this study may serve as a reference for policymakers and curriculum developers seeking to enhance English language programs. Moreover, the research emphasizes that teachers require training programs to equip them with modern methods to increase students' engagement in foreign language learning.

Relevance, social necessity, and scientific novelty

The research points out the urgent need for motivation-based teaching strategies in Ecuadorian schools. In addition, its findings will contribute to educational policies and teacher training programs in rural contexts. Furthermore, as scientific relevance, it aligns with current trends in student-centered language teaching methodologies.

Brief description of the chapters

This study encompasses three chapters classified in the following way: The first one refers to the literature review on language learning motivation, effective teaching methodologies, and student engagement strategies. The second one focuses on the research methodology, including study design, participant details, and data collection instruments. The third one discusses the presentation and validation of the proposal implementing practical strategies to enhance student motivation in English



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Chapter One

Literature Review

1.1- Theoretical Foundations of Teaching Methodologies

Definition and importance of teaching methodologies in EFL

Teaching methodology refers to the systematic way in which educators design and deliver instruction, assure (Giri et al., 2023). The authors also describe the teaching methodology as the method chosen by a teacher to present content, highlighting that effective instruction often requires combining approaches such as group discussions, peer teaching and lectures. In the same manner, Mirzayev and Oripova (2022) mention that diverse methodologies not only increase engagement but also prepare students to share their ideas in authentic situations, including making requestion or expressing preferences. While both perspectives emphasize the variety and applicability of diverse methods, they tend to generalize without considering contextual factors such as class size, cultural expectations, or institutional resources. This indicates a gap in studies analyzing how specific methodologies function in under-resourced EFL environments, such as places located in rural areas of Ecuador.

Historical Evolution of Language Teaching Approaches

The history of English language teaching methods reflects a shift from mechanical repetition to share ideas and learner-centered paradigms. Early methods such as the Audiolingual and Grammar Translation approaches prioritized memorization and drills (Algamdi et al., 2019). Although systematic, the researchers often failed to develop students' ability to use language in real contexts as teachers focus most of the time in grammar rules and topics that students are not interested according to their age. In contrast, Larsen and Aderson (2011) highlights the transition to communicative approaches that integrate socio-cultural and cognitive theories, with Communicate Language Teaching



(CLT) and Task Based Language Teaching (TBLT) encouraging meaningful communication. However, most historical accounts focus on Western or Asian contexts, leaving limited evidence of how these approaches evolved in Latin America. This background gap supports the need for localized study on Ecuadorian teaching context.

As the process of learning English is very important around the world, in the context of Ecuador, educational research is aligned with the national legal and policy frameworks which guide pedagogical practices and curriculum development. In this context, the Ley Orgánica de Educación Intercultural (LOEI) is one of the primary references that establishes the legal foundation for the national education system, including the promotion of equitable, inclusive, and quality education across all levels. Additionally, this law highlights the importance of intercultural and multilingual education, especially relevant in language learning contexts (Asamblea Nacional del Ecuador, 2011).

Meanwhile, the Currículo Nacional del Ministerio de Educación del Ecuador (2016) states the objectives, standards, and competencies expected at each educational level. In terms of English language teaching, the curriculum follows the guidelines set by the Estándares del Dominio del Inglés como Lengua Extranjera, which are aligned with the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001). This alignment ensures that language instructions meet international standards, supporting the development of communicative competence in English for early schooling through secondary education. The national law provides the legal and pedagogical foundation upon which research and teaching practices are built, ensuring that projects contribute to the broader goals of the national education system (Ministerio de Educación del Ecuador, 2016).

Theories Underpinning Language Teaching

Behaviorism





Behaviorism as a theory dominated early educational theory, emphasizing stimulus-response conditioning as it offers a measurable, practical and scientific approach that allows students to understand and control their learning process (Arimoto & Lang, 2021). While behaviorism established clear objectives and feedback mechanisms, it disregarded internal cognitive processes and social dynamics. In short, behaviorism makes emphasizes on stimulus-response associations, as it has influenced educational practices by promoting structured learning environments by considering clear aims and feedback mechanisms. However, behaviorism theory has faced criticism for its limited attention to internal cognitive development and the social context of the learning process, leading to the rise of alternative theories such as cognitivism and sociocultural approaches.

Constructivism

Constructivist theory, emerging as a response to the behaviorist perspective, highlights the active role of learners in constructing their own understanding of the world. In this branch, Ormrod (1999) emphasizes that students do not passively absorb information but rather interpret new experiences in relation to their prior knowledge.

This perception is replicated in several branches of constructivism, such as social constructivism, individual constructivism, and critical constructivism. Whereas some researches posit that constructivism lacks a fully mature theoretical framework (Cobb & Yackel, 1996), its influence on education is evident in learner-centered instructional strategies that promote problem-solving, inquiry-based learning, and collaboration. For instance, constructivist theory continues to shape contemporary pedagogical practices by emphasizing meaningful learning experiences and critical thinking.

Sociocultural Theory

This theory, developed by Vygotsky and later expanded by his students, emphasizes the crucial role



of social and cultural contexts in human learning and development (Arimoto & Lang, 2021). This theory suggests that higher psychological processes originate from social interactions and are gradually internalized through guided participation. Vygotsky maintained that the learning process occurs first on an interpersonal level before becoming an individual cognitive function. The authors point out that this process of learning, known as internalization, transforms socially shared activities into independent cognitive processes. Similarly, mediation plays an essential role in learning, where tools, language, and social interactions facilitate cognitive development. The authors also emphasize that collaborative learning environments are important as students engage in meaningful interactions to construct knowledge.

Meanwhile, Ellis et al. (2010) mention that within sociocultural theory includes the Zone of Proximal Development (ZPD), which refers to the difference between what a student can accomplish independently and what learners can achieve with guidance. In this context, Vygotsky viewed the ZPD as a vital space for learning, where educators and more knowledgeable peers offer scaffolding to support students' progress.

1. 2.- Cooperative Learning in EFL

Definition and Principles of Cooperative Learning

Cooperative learning involves students working in small groups toward shared objectives (Johnson & Johnson, 2008). Similarly, the authors mention that teachers must change the students' role from passive to active by incorporating cooperative learning. When students work in groups, they are expected to contribute to the work by sharing their ideas, solving problems, arguing intellectually, and working toward the goal. Additionally, the authors found that when students work cooperatively, they get higher achievement, greater retention, stronger academic self-esteem and more positive feelings



from the students about each other and the subject matter.

Additionally, Johnson and Johnson (2008) make reference to five elements of cooperative learning: First, positive independence (students perceive that they are linked with their group mates). Second, individual accountability (each member of the group assumes that they are responsible for contributing a fair share of the group's work). Third, promotive interaction (students encourage and facilitate each other's effort to achieve individual and group skills). Fourth and fifth, conflict resolution and group processing (the members of the group reflect on their work cooperatively and how it would be possible to do even better).

In the same manner, Gillies et al. (2023) make reference to the principles of cooperative learning, including: the role of dialogic talk in the cooperative classroom, the importance of positive interdependence and equal participation in higher education programs, the intellectual, emotional, and social development that occurs when students cooperate, the promotion of dialogic talk during communicative learning, and the paradigmatic approach of communicative learning in online practice. While both perspectives emphasize collaboration, Johnson and Johnson (2008) focus more on psychological outcomes such as self-esteem, whereas Gillies et al. (2023) stress intellectual and social development. However, neither addresses potential drawbacks such as unequal participation or difficulties in large classes, which are common in Ecuador.

Types of Cooperative Learning Structures (Group works, Pair work, Think-Pair-Share)

Group work refers to organizing students into small groups to collaboratively carry out different tasks, discussions, debates, or projects. When organizing students in small groups, they foster the development of social skills, critical thinking, and a deeper understanding of the subject matter. Similarly, group work strategy encompasses main factors including individual accountability, positive



interdependence, promotive interaction, social skills, and group processing. Each factor ensures that every member of the group contributes to and benefits from the group's efforts (Silva et al., 2022).

In line with Silva et al. (2022), Cecchini et al. (2020) mention that positive interdependence is based on the conviction that the success of each member is linked to the success of the group. and that the group is only successful if each member is successful. In addition, individual and group accountability allows the group to reduce the possibility of one member taking advantage of the work of others. For instance, if the group needs to meet the objective, they have to divide tasks or perform roles, and each one is responsible for doing their part well.

Additionally, Silva et al. (2018) and Johnson and Johnson (2019) make reference to the following several key conditions for cooperative learning effectiveness which are based on five basic elements: positive interdependence, individual and group accountability, promotive interaction, social skills, and group processing. All these characteristics make each of the group members individually stronger through collaborative learning.

a) Positive interdependence, each member is joined to the success of the group, and the group is only successful if all members are successful. b) Individual and group accountability helps the group to reduce the possibility of one member taking advantage of the task of others. Regarding group work, students divide the work and assign roles, and each student is responsible for doing their part well. c) Promotive interaction, in this part, when students work face-to-face, it is much better, so the teacher is moving from one group to another. Students need to keep moving from each group to others, as it facilitates each other's learning through mutual help and support and stimulation of the efforts that each one makes to learn. d) social skills: this process is necessary for cooperation, as it enables students to work effectively in groups, for example, taking turns, listening attentively, resolving conflicts,



making decisions, and respecting diverse opinions. Silva et al. (2018) mention that a lack of these skills is a major barrier to success in group work. e) Group processing, it focuses on regular evaluation procedures necessary to assess and improve group performance, ensuring that cooperative learning remains effective and productive. In other words, each member of the group reflects on their own functioning, on how to overcome difficulties and resolve conflicts.

When these five characteristics of cooperative learning are present in the functioning of a cooperative group, students are able to argue about their points of view, synthesize ideas, and establish agreements, thus promoting critical thinking skills.

In terms of pair work, it refers to a collaborative learning strategy where students work in pairs to discuss topics, share their experiences, solve problems, or complete tasks. This strategy allows students more focused interaction compared to larger groups and can be particularly effective in encouraging participation from all students. In addition, pair work can enhance communication skills, provide immediate feedback, and allow students to learn from each other in a supportive setting.

Think-Pair-Share is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps: First, think, learners think independently about the question that has been posed, forming ideas of their own. Second, Pair, students are grouped in pairs to discuss their thoughts. Lastly, Share, following the discussion, partners share their ideas with a larger group or the entire class.

Similarly, Florea and Hurjui (2015) mention that critical thinking is a complex cognitive process that is related to language and is developed through activities that for younger students involve reading, writing, speaking, and listening. The authors also highlight that it is a result of the product of interactions between ideas and information.





In short, group work, pair work, and strategies for learning such as Think-Pair-Share enhance interaction and accountability (Silva et al., 2018; Cecchini et al., 2020). While these structures are effective in promoting critical thinking, Silva et al. (2018) claim that lack of social skills can hinder success in students learning process. This observation is particularly relevant for EFL learners who may lack confidence in speaking. Thus, although cooperative learning is widely supported, studies often underreport the challenges of adapting these strategies to contexts with limited teacher training or high student-teacher ratios.

Benefits of Cooperative Learning for Motivation and Language Development

Research stresses the motivational and linguistic benefits of cooperative learning, including enhanced engagement and improved communicative competence (Gillies et al., 2023; Liebech, 2021). However, challenges persist. Educators may resist changing traditional practices or lack sufficient professional development (Leibech, 2021). In the same manner, Gillies et al. (2023) mention that dialogic talk within cooperative learning settings encourages critical thinking, creative problem-solving, and deeper cognitive understanding, reinforcing language development through structured discussions and peer interactions.

Similarly, college-level cooperative learning structures like jigsaw, pass-a-problem, and survey data encourage equivalent contribution and positive interdependence, reflecting real-world workplace interaction and supporting language acquisition through meaningful communication (Simkins et al., 2023).

Challenges and Best Practices in Implementing Cooperative Learning

Despite all the benefits mentioned in the previous topic, implementing cooperative learning presents challenges, particularly for teachers adapting to collaborative methodologies. In this context, Leibech



(2021) mentions that resistance to changing teaching practices, lack of professional development, and insufficient support structures can hinder CL's effectiveness. For instance, teachers require interdisciplinary collaboration, training, and ongoing support to create sustainable cooperative learning practices.

Based on the previous idea, Gillies et al. (2023) claim that the role of structured dialogic talk in ensuring that student interactions contribute to deeper learning, as well as that online cooperative learning, faces obstacles in maintaining engagement and interpersonal connections. Consequently, teachers must design activities to ensure cooperative principles are upheld in virtual environments. Arató (2017) recommends EFL teachers for college-level best practices, including structured tasks that promote positive interdependence and equitable participation.

Furthermore, Gillies et al. (2023) highlight that online cooperative learning presents difficulties in sustaining motivation and interpersonal connection. These findings suggest that while cooperative learning has strong potential, successful implementation depends heavily on teacher preparation and contextual adaptation.

1.3.- Task-Based Language Teaching (TBLT) in EFL

Definition and Key Principles of TBLT

Ji (2017) mentions that TBLT emphasizes meaning-focused tasks that mirror real-world communication involving students in comprehending, producing, and interacting in the target language (English in this case). Contrasting traditional approaches that prioritize explicit grammar instruction, TBLT fosters language acquisition through engagement in real-life tasks that require active use of English.

Additionally, Matrasulovna et al. (2024) add principles such as authenticity; it refers to tasks that



should reflect real-world language use; learner-centered approach, it means that activities should focus on student needs and interests; meaningful interaction, which emphasizes communication rather than isolated language forms; task completion, which occurs when students have to complete meaningful tasks. Finally, assessment through performance, where success is measured based on task completion rather than isolated linguistic accuracy.

However, while these principles support communicative competence, scholars often neglect to address classroom realities like overcrowding or exam-oriented systems. A study done in Asia by Motlagh et al. (2014) demonstrates the effectiveness of tasks such as problem-solving, storytelling, and information-gap activities. Yet, the reliance on small-group settings raises questions about feasibility in Ecuadorian classrooms with 40 students. This aspect mismatch underscores the need for studies assessing TBLT's adaptability in Latin America.

Task Types and their role in language acquisition

Many tasks are designed to help students enhance specific learning goals and facilitate their language acquisition through meaningful communication. Motlagh et al. (2014) mention the following main task types and their roles. First of all, real-world tasks to replicate real-life activities and interactions, helping learners use language authentically (conversation, storytelling, discussion, and electronic communication). Second, **pedagogical tasks** lead to real-world tasks and are graded according to their complexity. Those tasks help students practice language skills in a controlled environment before applying them in a real-world context. Third, **listing tasks** to help students involves brainstorming, fact-finding, and games based on listing. They help students organize and recall information. Fourth, ordering and sorting tasks that include sequencing pictures, rank ordering items, and classifying ideas. This activity helps students improve their ability to organize and structure information logically. In



addition, **comparing and contrasting tasks** which require students to compare and contrast information enhances their analytical skills and ability to identify similarities and differences.

Additionally, the authors mention that **problem-solving tasks** involve puzzles and problem-solving activities to encourage critical thinking and the application of language to find solutions. **Sharing personal experiences** involves tasks like storytelling and anecdotes to help students practice narrative skills and express personal experiences. **Creative tasks** are essential to include projects and class presentations; **jigsaw tasks** provide students in group work with a different piece of information that needs to be combined through negotiation and interaction, promoting collaborative learning. Besides, **information gap tasks** ask students to fill in the missing information through interaction, enhancing their ability to ask questions and seek clarification. Finally, decision-making tasks in which students need to make decisions based on given information, promoting critical thinking and collaborative decision-making.

Advantages and Challenges of TBLT in EFL Contexts

According to Ji (2017), advantages and disadvantages are considered. In terms of advantages, a shift from teacher-centered to a learner-centered approach is applied to encourage active participation by requiring students to use language meaningfully to achieve communicative objectives and moves away from traditional teacher-centered approaches like grammar translation and audio-lingual methods. Similarly, the development of all-round abilities is seen as an advantage as it supports a quality-oriented education model and encourages collaboration, problem-solving, and critical thinking. Furthermore, task flexibility and real-world application are applied to incorporate spoken, written, and visual materials, making learning more engaging and relevant.

On the other hand, the following challenges are considered when applying TBLT in an EFL context.





Varying definitions of tasks deal with differences in defining task components (goal, input, activities, setting, teacher/learner roles) that create confusion for educators. In addition, mismatch with sociocultural contexts, in this aspect, traditional Asian educational settings prioritize rote learning, exams, and teacher authority, which can clash with TBLT's communicative and student-centered nature. Additionally, some teachers and students struggle to adapt to a less structured, interaction-based approach. Moreover, there are challenges in classroom management and implementation, in which educators must redefine their roles, shifting from knowledge transmitters to facilitators, which can be difficult without proper training. Similarly, large class sizes and limited classroom resources may hinder effective task-based learning. Finally, assessment difficulties refer to standardized tests in many Asian countries that focus on grammar and vocabulary rather than communicative competence, making it challenging to assess TBLT outcomes effectively.

1.4.- Communicative Language Teaching (CLT) and Student Motivation

Principles of features of CLT

Jabri and Samad (2009) mention that CLT promotes authentic communication, tolerance of errors, and integration of skills providing opportunities for increasing both accuracy and fluency. CLT also links the different skills such as speaking, reading, and listening together, as they usually occur together in the real world, lets students induce or discover grammar rules, use creative ways/activities to motivate and interest students and decrease boredom, and show sympathy, sensitivity, and understanding of student's need and problems.

Communicative Activities for fluency development (Role-plays, debates, simulations)

Role-plays, debates, and simulations enhance fluency by replicating real-life contexts. Different studies show that CLT fosters motivation by making learning more engaging and student-centered.





Moreover, debate activities engage students in practicing constructing arguments and expressing their opinions in English, which helps improve their fluency. In simulations, these activities provide students with opportunities to practice English in a controlled, yet realistic environment, helping them to develop their fluency through practical application (Jabri and Samad, 2009).

However, most studies emphasize fluency and motivation without equally considering accuracy or long-term memory. Additionally, CLT tends to assume resources and supportive classroom dynamics, conditions that may not exist in rural areas of Ecuador. This risk of overgeneralization demonstrates the importance of empirical research in underrepresented contexts.

Effectiveness of CLT in enhancing student motivation

According to Jabri and Samad (2009), the effectiveness of CLT in enhancing students' motivation is highlighted through several key points; for example, creative activities are used to create ways and activities to apply CLT principles, which help to motivate and gain interest in students, reducing boredom in learning English. Sympathy and understanding, in this factor, educators show sympathy, sensitivity, and understanding towards students' needs and problems, it helps in creating a supportive learning environment that motivates students. Student-centered approach, this factor is realized by focusing on activities that students prefer, such as task completion activities, teachers ensure that the learning process is engaging and relevant to the students' interests. Real communication, which helps students see the practical use of English, thereby increasing their motivation to learn and use the language. Finally, a supportive environment is very important also since teachers create a positive and motivating atmosphere in the classroom, e.g., "start the lesson with songs to refresh and energize students". In other words, CLT focuses on interactive, student-centered, and practical activities that significantly enhances students' motivation in learning English.



1.5.- Learning Styles and Differentiated Instruction in EFL

Overview of learning styles (visual, kinesthetic, auditory)

Zulhermindra et al. (2023) state that students process information in different ways, and each (auditory, visual, or kinesthetic) learning styles influence retention. For example: Auditory learners are those who benefit from listening activities, discussions, and verbal instructions. The second refers to visual learners, who prefer diagrams, charts, and written text to understand language concepts. The last one refers to kinesthetic learners in which students learn best through hands-on activities, role-plays, and movement-based tasks. Furthermore, the authors mention that understanding these learning styles allows teachers to implement differentiated instruction, ensuring all students receive instruction in a way that aligns with their strengths.

While these approaches are supported in theory, Rahman and Arif (2021) note that tailoring instruction to learning styles can sometimes oversimplify complex cognitive processes. Furthermore, most studies assume small, resource-rich classrooms, limiting transferability to public schools in Ecuador where large groups and scarce materials constrain differentiation.

Strategies for adapting EFL instruction to different learning styles

The importance of tailoring instructional strategies to accommodate diverse students is very important (Zulhermindra et al. 2023). In addition, the authors mention the following effective differentiation strategies for auditory learners: teachers can use songs, storytelling, dialogues, and pronunciation exercises. For visual learners, teachers can use mind maps, flashcards, graphic organizers, and videos to reinforce vocabulary and grammar. Lastly, for kinesthetic learners, teachers can incorporate hands-on activities such as TPR, drama, and interactive games. When teachers integrate varied instructional techniques, they can create a more inclusive and engaging learning environment.



The role of multisensory teaching in language acquisition

When multisensory teaching approaches, such as visual, auditory, and kinesthetic modalities, are combined, they play a crucial role in language acquisition. In this context, Zulhermindra et al. (2023) mention that engaging multiple senses enhances retention and comprehension, particularly in EFL contexts. Effective multisensory approaches include the following aspects: using multimedia resources such as songs with transcripts and videos with captions; encouraging collaborative learning, for example, peer teaching and group discussions; and implementing task-based and project-based learning to integrate different modalities.

1.6.- The integration of Technology and Gamification in English Learning

Role of Educational technology in EFL (Apps, Online Platforms, Digital Tools)

The field of educational technology has transformed EFL by enabling interactivity through apps, online platforms, and gamified tools (Santosa et al., 2022). Learning management systems, for example, Google Classroom, and Moodle are used for content delivery and assessment, while gamified language learning apps such as Duolingo, Quizlet, and Kahoot provide interactive vocabulary and grammar exercises. Collaborative online platforms such as Edmodo and Padlet foster communication and peer learning. Finally, augmented and virtual reality (AR/VR) tools are used for immersive language practice. Teachers must know that the use of these technologies not only supports 21st-century skills development but also enhances digital literacy, preparing students for global communication.

Gamification and Game-Based learning strategies

The effectiveness of gamification and game-based learning in EFL classrooms lies in the fact that they create engaging and motivating learning experiences. Santosa et al. (2022) mention that the diverse



key strategies include: points, badges, and leaderboards (PBL) to encourage participation and achievement. Story-based learning is used to help students progress through a narrative while completing language tasks. Likewise, interactive quizzes and challenges are used to reinforce grammar, comprehension, and vocabulary. Equally, role-playing and simulations are implemented to enhance speaking skills through real-world scenarios.

Impact of Gamification on Motivation and Engagement

Research done by Santosa et al. (2022) highlights that gamification significantly boosts students' motivation and engagement in EFL classrooms. The key benefits include the following factors: increased intrinsic motivation, in which students are more eager to participate due to the element of fun and challenge. Higher engagement and retention refer to the mechanics of games used in class creating a sense of achievement, reinforcing students' learning. Personalized learning experiences mean that adaptive gamification adapts tasks to individual student progress. In addition, encouragement of collaboration and communication refers to multiplayer and team-based challenges promoting interaction in English. Moreover, the authors claim that by integrating technology and gamification, teachers can create dynamic and students-centered learning environments, ensuring higher language proficiency and digital competency in 21st-century learners.

Similarly, gamification strategies such as points and badges foster intrinsic motivation (Lee & Chen, 2023). Nevertheless, Brown and Kim (2020) note that such tools assume stable internet access and adequate digital literacy. This aspect creates a bias, as much of the research is based on technologically advanced contexts. For Ecuadorian schools with limited connectivity, these findings may not be fully generalizable.

1.7.- Total Physical Response (TPR) and Kinesthetic Learning





Definition and Key Principles of TPR

Acurio and Rivadeneira (2023) mention that the TPR method links physical movement with language acquisition, reinforcing vocabulary and reducing anxiety. This method is also effective in EFL classrooms as it connects language input with actions, making the learning process more engaging and memorable. In addition, the authors assure that listening and speaking, action-based learning, a stress-free environment, and multi-sensory engagement are the main principles of TPR that teachers should consider to help students learn effectively.

While widely recognized as effective for young learners, TPR's benefits for older high school students are less documented. This gap suggests the need for studies exploring whether kinesthetic methods can motivate adolescents, particularly in speaking tasks.

Movement-Based Learning Activities for English Acquisition

In terms of movement-based learning activities, Acurio and Rivadeneira (2023) highlight that movement-based activities meaningfully enhance vocabulary learning, particularly for kinesthetic learners. Additionally, the authors consider the following effective activities, such as action commands, for example, “stand up”, clap your hands”. and students perform the actions; storytelling with gestures in which the teacher acts out stories while students learn new vocabulary; role-playing, which helps students simulate real-life contexts, for example, shopping and traveling, by using movement-based responses; scavenger hunts, in which students search for pictures or objects based on verbal cues; and finally, Simons say; this activity is fun and helps students reinforce action words and classroom vocabulary.

Benefits of TPR for Young and Kinesthetic Learners

There are many benefits of TPR, especially for young and kinesthetic students. These include





enhanced vocabulary retention by associating words with physical actions to improve recall, increased motivation and engagement to make the learning process fun and interactive, improved comprehension, as students understand meaning naturally through physical cues, reduced anxiety, helping learners feel more confident in a low-pressure environment, and catering to different learning styles, particularly benefiting students who learn kinesthetically and thrive on hands-on and interactive experiences.

1.8.- Active Learning Strategies in EFL

Definition and Benefits of Active Learning

Active learning emphasizes interaction, problem-solving, and collaboration (Phan, 2022; Azizi et al., 2022). These strategies encourage active learning in EFL reading classrooms and benefit students by enhancing students' critical thinking, reading comprehension, teamwork, interpersonal skills, and problem-solving abilities. The authors mention that educators have a favorable perception of active learning strategies, for example, in storytelling, debates, and simulations, since they encourage students' engagement and foster deeper understanding.

Similarly, Azizi et al. (2022) define this approach as an interactive teaching method that promotes students' engagement, enhances verbal fluency, and encourages meaningful communication. The authors also mention that active learning strategies involve role-playing, discussions, and real-life simulations, allowing students to actively construct their knowledge, develop metacognitive awareness, and build confidence in expressing ideas.

However, most studies highlight benefits without deeply analyzing potential barriers such as teacher resistance or curriculum rigidity. Therefore, while active learning is promising, its sustainability in centralized systems like Ecuador's remains uncertain.



The role of Student-Centered Teaching in motivation

Phan (2022) and Azizi et al. (2022) emphasize the importance of student-centered teaching in increasing motivation. The authors suggest that teachers encourage students to take ownership of their learning through discussions, peer collaboration, and experiential learning activities, which leads to higher engagement levels. Additionally, Phan (2022) and Azizi et al. (2022) mention that active learning processes help students to promote metacognitive awareness, allowing them to reflect on their language acquisition process, which further supports skill development and long-term retention.

1.2 Student Motivation and English Proficiency

Definition of motivation in the context of EFL learning.

According to Purwanti and Puspita (2019), English learning motivation is defined as the driving force that influences students' willingness to engage in language learning. This research supports the idea that intrinsic motivation is a personal interest and internal desire to learn as a dominant factor in students' motivation to learn English. Additionally, the study suggested that while students with higher intrinsic motivation tend to achieve better proficiency, extrinsic motivation, which is influenced by external rewards or pressures does not show a strong correlation with language achievement.

In the same manner, Azar and Sahar (2021) mention that motivation is essential for students to persevere in learning English, especially in academic settings where proficiency is key for future employment opportunities.

Intrinsic vs. extrinsic motivation

From the point of view of Purwanti and Puspita (2019), intrinsic motivation originates from an individual's internal drive to learn, such as personal interest, enjoyment, or a desire to master a skill. Similarly, students with intrinsic motivation are engaged in the language learning process for their



own satisfaction. Meanwhile, Azar and Sahar (2021) claim that extrinsic motivation is driven by external factors, for example, rewards, grades, social recognition, or career aspirations.

From the perspective of this study, intrinsic and extrinsic motivation are not mutually exclusive but rather complementary, as external rewards can sometimes enhance intrinsic motivation in language learning. In a study done by Azar and Sahar about motivation in teaching and learning English, they found that students were motivated both intrinsically by personal goals and self-improvement and extrinsically by the encouragement of parents, lectures, and friends. It means that students who require a reward after accomplishing a goal/task, like taking a break or eating a snack.

Importance of motivation

Dörnyei (2009) mentions that motivation is significant because it shifts the focus from general motivation to a personalized vision of success, making language learning a self-relevant goal rather than just an external requirement. Similarly, the author claims that the ideal L2 self plays a crucial role in intrinsic motivation, aligning with findings from Purwanti and Puspita (2019), the researchers agree that intrinsically motivated students tend to perform better in English learning.

Motivation is a key determinant factor of success in the acquisition of a foreign language since it influences a learner's persistence, engagement, and overall proficiency. Purwanti and Puspita (2019) assure that students with high motivation, especially intrinsic, tend to achieve better outcomes in English learning.

Additionally, Azar and Sahar (2021) highlight that a lack of motivation can hinder language learning, as seen in students who struggle with confidence, cultural influences, or limited access to learning resources. The researchers support the idea that teachers should encourage motivation through student-centered teaching methods, rewards and personalized learning strategies, as it can significantly



enhance language acquisition and retention.

Additionally, it is very important to mention that Dörnyei is a prominent researcher in the field of motivation and second language acquisition. Dörnyei's theory emphasizes the importance of motivational factors such as the L2 Motivational Self System, which integrates learners' ideal and ought-to selves.

In this context, Dörnyei (2009) introduced the L2 Motivational Self System, which is explained in three interrelated components as follows: First of all, the ideal L2 self represents the learner's vision of themselves as a competent L2 speaker. Similarly, it serves as a strong motivational force, encouraging students to bridge the gap between their current proficiency and their desired future self. Secondly, the ought-to L2 self, which represents external expectations and obligations, such as societal pressure, parental expectations, or career requirements. It drives learners to improve their language skills to meet external demands. Lastly, L2 learning experience, which encompasses the student's immediate learning environment, including classroom experiences, teaching methods, and interactions with peers. A positive learning experience can enhance motivation, while negative experiences can delay progress.

2. Student Motivation and English Proficiency

Definition and Types

Many studies have demonstrated that motivation is a critical factor influencing language learning (Purwanti & Puspita, 2019). Similarly, Sadighi and Maghsudi (2000) researched the impact of integrative and instrumental motivation on English proficiency among Iranian EFL students. The study showed a significant difference between the English proficiency scores of integrative motivated students and instrumentally motivated ones, indicating that motivation type can influence language



proficiency.

Intrinsic motivation, driven by personal goals often leads to stronger outcomes than extrinsic motivation (Azar & Sahar, 2021). While Dorney's (2009) L2 Motivational Self System integrates both intrinsic and extrinsic elements, framing motivation as a dynamic construct.

Additionally, a study done by Lukmani (1972) found that Marathi-speaking Indian students with instrumental orientations scored higher on English proficiency tests, suggesting that instrumental motivation can lead to better language outcomes in certain contexts. Additionally, Al-Otaibi (2004) mentioned that students who are motivated spend more time achieving their language learning goals and can learn more effectively than unmotivated ones.

However, most studies focus on motivation in general EFL learning, not specifically in relation to speaking proficiency. This branch is central to the present study.

Impact on proficiency.

Different studies show a correlation between motivation and proficiency (Sadighi & Mashsudi, 2000; Lukmani, 1972). While integrative motivation often predicts higher proficiency, in some contexts instrumental motivation is equally or more effective.

Alizadeh (2016) claims that motivation plays a crucial role in language acquisition and proficiency since it provides students with an aim and direction, making the learning process more effective. To this vein, Gardner (1985) defines motivation as the combination of effort, desire, and favorable attitudes towards learning the language. The author assures that this combination is essential for successful language learning.

According to Lucas (2010), intrinsic motivation has a significant impact not only on reading comprehension but also on breadth of learning. While extrinsic motivation, driven by external rewards



or pressures, also influences language learning, although it may not be as sustainable as intrinsic motivation.

Educators can enhance students' motivation through a supportive and effective learning environment. Additionally, Good and Brophy (1994) highlight that effective language learning occurs in a relaxed and friendly classroom where students feel more comfortable and motivated to learn. In other words, motivation is an important aspect in language acquisition and proficiency. Both intrinsic and extrinsic forms of motivations contribute to students' success, and the type and degree of motivation can vary depending on the context and individual learner differences.

These findings suggest that the influence of motivation is highly contextual, shaped by cultural, social, and economic factors. Yet, little evidence exists from Ecuador, where English is a compulsory subject but not widely used outside the classroom.

Factors Affecting Motivation in EFL learning

Teacher influence, classroom environment, and feedback significantly shape motivation (Good & Brophy, 1994; Gardner & Lambert, 1985).

Learning styles and students-centered approaches

Wu (2003) highlights that intrinsically motivated learners are more likely to continue their studies. Additionally, integrative motivated students enjoy learning the foreign language and its culture. Furthermore, learners may be motivated by external pressures such as pleasing parents, receiving rewards, or fulfilling pragmatic aims.

In the same manner, Gardner and Lambert (1972) remark on conditions of motivation such as goal-oriented activities, competence, a safe environment, the significance of studies, interesting materials, psychological needs for success, and experiencing more success than failure.





The effectiveness of tailored methodologies in motivating students

Personalized methodologies further enhance engagement (Sun et al., 2021); Kaur & Naderajan, 2020). Similarly, personalized learning involves adapting educational methods to meet students' individual interests, learning styles, and needs. This method has been found to be effective in improving academic performance and enhancing engagement and satisfaction. The authors also mention that students who receive customized instruction aligned with their cognitive and emotional needs tend to demonstrate higher achievement levels.

Furthermore, Kaur and Naderajan (2020) assure that when students feel that their unique learning preferences are acknowledged, they are more likely to stay motivated and committed to the learning process.

However, the assumption that all teachers are trained to implement such methods introduces bias, as many contexts lack professional development opportunities. Additionally, most studies overlook how motivation interacts with broader systemic issues such as curriculum constraints and limited exposure to English outside the classroom.

Connection between learning preferences and English proficiency improvement

Wang (2022) highlights those different studies indicate that adapting instructional strategies to these preferences significantly enhances language acquisition due to a strong correlation that exists between students' learning preferences and their ability to improve English proficiency. For instance, visual learners, benefit more from graphical content, while auditory learners excel when exposed to spoken language activities.

Additionally, Rahman and Arif (2021) state that students who engage with content that aligns with their interests and learning styles are more likely to practice consistently, resulting in better retention



and application of language skills.

Technology and Gamification in EFL learning.

How digital, gamification, and online platforms.

Technology and gamification have been converted into important factors for English as a foreign language instruction due to the fact that they create dynamic and engaging students in the learning environment. In this context, gamification integrates game elements such as challenges, rewards, and competition, enhancing motivation and learning outcomes. Research done by Lee and Chen (2023) found that digital learning tools, such as learning apps and online interactive exercises, provide immediate feedback and personalized learning paths, which increase the students' intrinsic motivation. Moreover, Brown and Kim (2020) assure that the incorporation of digital tools in language education not only supports different learning styles but also facilitates adaptive learning experiences tailored to individual progress levels.

Examples of successful applications in English language teaching.

Some successful examples are the following: Duolingo because it uses game mechanics such as progress bars, badges, and daily streaks to maintain students' motivation. This platform helps students to encourage sustained engagement, particularly in self-directed learning. Classroom gamification with XP and rewards also motivates students to learn. The type of activities stated in this aspect refers to speaking activities in which students have to complete writing tasks, which fosters a sense of accomplishment and progress.

Additionally, narrative-based gamification by using role-playing scenarios, for example, an ESL course where students take on roles such as detectives solving a mystery or journalists reporting on events, those activities help students create meaningful contexts for communication. Moreover, escape



room activities, which require students to solve language-related puzzles (grammar riddles, vocabulary locks) to “escape”, help students increase motivation, collaboration, and problem-solving skills.

4. Strategies to Enhance Student Motivation in English Learning

Implementing Cooperative Learning and Peer Interaction.

Ehsan et al. (2019) mention that several strategies can be employed to enhance student motivation and speaking skills through cooperative learning and peer interaction, for example, structured cooperative learning activities encompass think-pair-share, which is used to encourage students to think about a topic, discuss it with a partner, and then share their ideas with the class to promote active engagement. While the jigsaw technique is used to assign different parts of a lesson to small groups, where each student becomes an “expert” in a section and then teaches their peers. As well as, role-play and simulation are important to provide real-world communication practice through dialogues, debates, and problem-solving scenarios in pairs or groups.

In addition, peer interaction and feedback encompass peer-assisted learning, which is used for students who have different proficiency levels to support each other’s language development. Collaborative projects also are necessary to encourage teamwork on research-based tasks, presentations, or storytelling to foster engagement and accountability. Additionally, students-led discussions are used to allow students to take leadership roles in discussions to build confidence and motivation.

In addition, gamification and interactive techniques encompass team-based challenges, which implement competitive yet collaborative activities such as vocabulary races, speaking marathons, or language board games. Digital tools for collaboration are used with platforms like Padlet, Google Docs, or Flipgrid to enhance participation in group discussions and presentations.

Meanwhile, creating a supportive and autonomous learning environment encompasses choice-based





activities to allow students to select topics or speaking tasks based on their interests to increase motivation. Encouraging risk-taking and a growth mindset is used to create a classroom culture where mistakes are seen as learning opportunities rather than failures. Finally, providing constructive feedback is used to ensure feedback, as it is supportive and specific, and focuses on effort and progress rather than just correctness.

Synthesis

The reviewed literature demonstrates that teaching approaches play a crucial role in fostering both motivation and speaking proficiency. In this context, Cooperative learning, CLT, and TBLT have proven benefits, but their effectiveness is mediated by contextual realities such as teachers' preparation, class size, and technological access (poor internet connection). Equally, while motivation is consistently linked to proficiency, few studies focus especially on the speaking skill on Ecuador. This research addresses these gaps by examining the impact of teaching methodologies on the motivation and speaking proficiency of Ecuadorian high school learners, thereby contributing context-specific evidence to a field dominated by research from other regions.



Chapter Two

Methodology for Research Development and Diagnostic Study

This chapter encompasses information related to the research design, participants, instruments, data collection procedures, and analytical methods used to assess the effects of communicative and cooperative teaching approaches on students' motivation and speaking proficiency.

2.1 Conceptualization and operationalization of variables

2.1.1 Research variables

This study followed a mixed-methods design, combining qualitative and quantitative techniques. The first component relied on semi-structured teacher interviews, while the second included structured surveys and observation checklists. The study is descriptive and applied in scope, aiming to identify the relationship between teaching methodologies, motivation, and speaking proficiency.

Independent Variable: Teaching methodologies

In this study, the teaching approaches encompass the approaches, techniques, and strategies employed in language instruction. Theoretically, this independent variable discusses the systematic application of pedagogical frameworks that influence learning processes and outcomes. A variety of approaches, including TBLT, CLT, and the TPR method, impact students' engagement and skill development in various ways (Rao & Reddy, 2013).

Operationalization of this first variable involves identifying specific instructional strategies implemented in the classroom, measuring their frequency, and assessing their perceived effectiveness through lesson plan analysis, teacher observations, and students' feedback. This process allows investigators to empirically examine how different approaches contribute to language acquisition and students' engagement.





Dependent Variable: Student motivation and English proficiency.

In reference to the second variable, students' motivation is conceptualized as the internal and external factors that drive students to engage in the process of language learning. By including intrinsic motivation, which refers to the interest in the subject. While extrinsic motivation refers to grades, rewards, and recognition. On the other hand, English proficiency refers to the students' ability to communicate effectively in English, encompassing skills in speaking, listening, reading and writing (Rao & Reddy, 2013).

Referring to the operationalization of student motivation, it involves using self-report surveys, classroom participation records, and interviews to measure the students' engagement and their enthusiasm for learning. English proficiency is measured through standardized language assessments, written tests, and oral presentations to know improvements in linguistic competence. In short, by defining these variables through conceptualization and operationalization, researchers can systematically analyze the impact of teaching methodologies on students' motivation and language development.

Rao and Reddy (2013) mention that establishing a clear research framework through proper conceptualization and operationalization ensures that empirical observations align with theoretical constructs, strengthening the validity and reliability of the study's findings.

2.1.2 Dimensions and Indicators

Matrix

Table 1. Matrix

Variable	Conceptual Definition	Operacional Definition	Dimensions	Indicators	Data Colletion Instruments
Teaching Methodologie	A teaching methodolog	The use of Cooperative	- Cooperative Learning	Frequency of group work	Students survey/intervie



s	y is a method by which a teacher chooses to explain or teach the material to students in order for them to learn the material. (Giri et al., 2023).	Learning, Task-Based Language Teaching (TBLT), Communicative Language Teaching (CLT) and technology-based strategies to enhance student's motivation and English learning.	- Task-Based Language Teaching (TBLT) - Communicative Language Teaching (CLT) - Technology and Gamification	and pair work Use of real-life tasks in teaching. Implementation of communicative activities (role-plays, debates, simulations). Integration of technological tools (Kahoot, Quizlet, YouTube).	w Teacher interview Class observation
Student Motivation and English Proficiency	It focuses on factors that are psychological and difficult to observe. Similarly, motivation encourages self-awareness in individuals by inspiring them (Gelona, 2011). Classroom motivation is influenced by at least five factors:	The degree of students' engagement, participation, and performance in English learning tasks, assessed through self-reports, teacher evaluations, and performance assessments.	Intrinsic and Extrinsic Motivation, speaking, Listening, reading, and writing skills classroom engagement.	Student attitudes towards English learning Frequency of active participation in class activities. Performance in oral and written assessments Confidence in using English in different contexts.	Student survey/interview Teacher interview Class observation Performance based assessments.

		TRABAJO DE TITULACIÓN			
	the teacher, students, the course content, the teaching method, and the learning environment (D'Souza and Maheswari, 2010).				

Fuente: Dependent and independent variable information. The authors

2.2 Research Approach

This research follows a qualitative research approach, as it seeks to explore and understand students' motivation in learning English through descriptive and interpretative analysis. The qualitative methods used in this research include interviews, surveys and classroom observations. We decided to implement these resources to gain in-depth insights into students' experiences, behaviors, and perceptions.

Alase (2017) highlights those qualitative methods, particularly through Interpretative Phenomenological Analysis (IPA), allow researchers to explore participants' lived experiences in an authentic and meaningful way. When researchers utilize the qualitative data to collect information, it captures the complexity of motivational factors in English language learning, ensuring a participant-centered understanding without numerical generalizations.

2.3 Research Scope

The present study refers to a descriptive and applied linguistics that plays a crucial role in shaping systematic and principled inquiry. In applied linguistics, the study scope defines the limits within



which studies are conducted, ensuring that investigations address real-world language issues effectively (Dean, 2004). The author also mentions that this descriptive study refers to analyzing and characterizing linguistic phenomena without intervention, providing essential data for understanding language use, the variation, and its acquisition. Whereas applied research extends these descriptions to practical applications, such as language teaching, assessment, and policy development. In this context, the author claims that establishing a clear research scope, researchers in applied linguistics maintain methodological rigor and contribute to theoretical and practical advancements in the educational field.

2.4 Type of Research

Bibliographic and documentary research: In this section the literature review focuses on motivation theories, second language acquisition, and best practices in EFL teaching.

Field research: The information is gathered directly from students and teachers at Unidad Educativa Fiscal “27 de Octubre” by applying students’ surveys and interviews, teachers’ interviews and class observation.

While, for a ***cross-sectional study***: it is conducted over a fixed period without longitudinal tracking.

2.5 Research methods

2.5.1 Theoretical Methods

Literature review: In the following section, it was analyzed existing studies on language learning motivation, active methodologies such as CLT, TPR, technology, gamification, and cooperative learning, and students-centered learning.

2.5.2 Empirical Methods

Class observation: In this phase, the researchers monitor the students’ engagement, participation,





expressions, and interactions during interactive lessons. Observing classroom dynamics provides insights into how diverse teaching approaches impact student motivation and learning outcomes.

Students' surveys: In this section, the researchers measure the students' motivation levels and perceptions of different teaching strategies. Surveys help to recognize preferences, engagement levels, and potential challenges that students face in learning English through several procedures.

Student interviews: In the following process, the researchers explore the students' personal perspectives on motivation and challenges in learning English. These interviews provide qualitative perceptions into how pupils perceive their learning process, what strategies they find most effective, and what barriers they encounter in developing English proficiency.

Teacher interviews: In this section, researchers gather teachers' perceptions on effective teaching methodologies and students' engagement. Educators share their experiences and strategies for motivating students, as well as the challenges they face in the classroom. In this study, the interviews cover the following key areas: teaching strategies and student engagement, cooperative learning, challenges in students' motivation, use of technology and gamification, and external factors affecting learning.

2.5.3. Statistical Methods

In the present study, the data collected is focused on descriptive statistics and a comparative analysis. The first one will be used to explain the organization and visualization of data through graphs, to capture essential features of a sample. According to Stapor and Stapor (2020), descriptive statistics involve methods for summarizing and presenting data in a meaningful way, allowing researchers to identify key characteristics and trends within a dataset. This type of method is crucial in recognizing patterns and distributions, which serve as the foundation for further statistical analysis. In educational



research, descriptive statistics help analyze qualitative data by categorizing and interpreting observed behaviors, responses, or interactions systematically.

While the second method, will be used in this study to examine similarities and differences between groups, conditions, or variables to identify underlying patterns and relationships. Similarly, to compare, contrast, and triangulate datasets among students' surveys, teachers' interviews and class observations. While Stapor and Stapor (2020) mention descriptive statistics in capturing data trends, comparative analysis extends this by evaluating differences between groups, making it a valuable tool in qualitative research for analyzing student motivation, teaching strategies, or classroom dynamics. The authors mention that by incorporating comparative techniques, researchers can highlight distinctions that contribute to understanding educational outcomes more effectively.

2.6 Population and Sample Delimitation

Population: For the present research, 33 first-year high school students at Unidad Educativa Fiscal “27 de Octubre” in Ecuador are considered as the population. The group included both male and female students, aged between 15 and 16 years old. Two English teachers participated in the study, contributing qualitative insights during the interview and observation stages.

Instruments

Based on the selected qualitative methodology, the following research instruments were developed:

An observation checklist is used to systematically record classroom dynamics, students' participation, and teacher-student's interactions.

Semi-structured interview guides which were designed for students and teachers, allowing flexibility while ensuring key topics are covered.

Student surveys which were open-ended questions aimed at exploring their perceptions of CLT,





motivation, and its impact on their speaking skills.

2.12 Procedures

This research encompasses the following methodological process, which is divided into the following steps:

1. Preliminary phase: In this section, the first step was the literature review, which was conducted to establish the theoretical framework for teaching methodologies (Cooperative Learning, learning styles adaptation) student motivation and English proficiency.
2. Instrument design, focused on observation checklist interview guides, and survey questions to develop and validate the assessment of the impact of Cooperative Learning and learning style adaptation on students' motivation and English proficiency.
3. Data collection, its section includes teacher interviews, classroom observations, students' surveys and interviews to collect qualitative insights into teaching methodologies and their effects on student's motivation and proficiency.
4. Data analysis, this phase will be transcribed, categorized, and analyzed using thematic analysis, allowing patterns and themes to emerge regarding the relationships between Cooperative Learning, learning styles adaptation, and students' motivation and English proficiency.
5. Interpretation and discussion, this phase focuses on the findings which were compared with existing literature reviews and theories to draw conclusions about the effectiveness of these teaching methodologies in enhancing students' motivation and English proficiency.

2.13 Research Process Stages

The study procedure was structured into four key phases as follows:

First, the theoretical study stage. This phase involves a comprehensive literature review, as described



in Chapter 1, to conceptually define the variables: (dependent) teaching methodologies (Cooperative Learning and learning styles adaptation) and independent variable: students' motivation and English proficiency. This phase provided the theoretical foundation for the study.

Second, the initial diagnostic stage refers to a preliminary assessment that was conducted through classroom observations, teacher interviews, and students survey and interviews, aimed to identify the actual state of teaching methodologies and their impact on students' motivation and English proficiency. Regarding the teaching interview, it was conducted during a single 45-minute English class. In this point, the teachers implemented communicative and cooperative methodologies, including interactive games, role-plays, and group task- pre-and post-observation data were recorded to evaluate changes in students' engagement and motivation.

Third, the final diagnostic or proposal validation phase discusses the effectiveness of the proposed methodological framework, which was assessed through further observations, surveys, and interviews. This phase was implemented to evaluate whether the implemented teaching strategies positively influenced students' motivation and proficiency in English.

2.14 Data Analysis

Quantitative information was analyzed using descriptive statistics and presented through frequency tables and percentage-based charts following APA 7th edition guidelines. While qualitative responses from interviews were coded thematically and summarized in narrative and tabular formats. The triangulation of information sources strengthened the validity of the results.

2.15 Design and justification of the methodological proposal

After mentioning the diagnostic phase detailed in the previous section, the results revealed key challenges related to students' low motivation and limited proficiency in English, particularly in



speaking skills. Through integration of Cooperative Learning and learning style adaptation, the methodological proposal was designed to enhance students' engagement and improve language acquisition.

Proposed changes and strategies based on the diagnostic findings

After making the diagnostic analysis, it indicated that students were not actively engaged in traditional teacher-centered classes. It demonstrated that there was minimal use of interactive or students-centered methods, and little evidence of differentiated instruction. To discourse these issues, some strategies are mentioned as follows:

Cooperative Learning techniques were implemented to promote teamwork, peer interaction, and mutual support in language tasks. Teaching methodologies to match students' individual learning styles such as auditory, kinesthetic, and visual were adapted in class, ensuring a more personalized and effective learning experience. Additionally, gamification and technological tools were implemented to increase motivation and make learning more dynamic and enjoyable. Finally, Task-based and communicative language activities were used to encourage students active speaking practice and meaningful communication. All these strategies not only aimed to transform the classroom environment into one that fosters active participation, but also enhances motivation and supports students' diverse learning needs.

Design of the Methodological Proposal

The following proposal is implemented considering four stages, as follows: Planning phase, training phase, implementation phase, and evaluation phase. In the first phase, it was developed to integrate cooperative structures such as jigsaw, think-pair-share, and roundtable activities; meanwhile in gamified elements, digital quizzes, and interactive games were designed; as well as differentiated



materials based on student learning profiles were considered.

In the second one, teachers were oriented on how to recognize learning styles, apply cooperative learning, and effectively use technological tools. In the third phase, the methodology proposed was applied during regular English classes, with ongoing support and monitoring through class observations and reflective teaching journals. Finally, in the last phase, collection of qualitative feedback from students and teachers, alongside follow-up surveys and interviews, to assess changes in motivation and perceived language improvement.

Theoretical and Practical Foundations Supporting the Proposal

The proposal is grounded in both theoretical and practical foundations. From the theoretical standpoint of Ormrod (1999) draws upon Constructivism learning theory, which emerged as response to behaviorist perspective, highlighting the active role of learners in constructing their own understanding of the world. This process allows students emerge from passively to active interpreters of new experiences in relation to their prior knowledge. As well as, sociocultural theory developed by Vygotsky emphasizes the crucial role of social and cultural contexts in cognitive development. These principles directly support the use of Cooperative Learning as a means to foster interaction and collaborative problem-solving.



Chapter 3

Presentation and Validation of the Proposal

The present section refers to a structured proposal with the objective to enhance the motivation of high school students to learn English effectively. In the same way, this model is based on modern teaching methodologies, enhancing TBLT, CLT, Cooperative learning, and Differentiated instruction. As well as, the integration of technology and gamification are incorporated to enhance engagement. This proposal is measured considering the different learning styles and needs of the students who are enrolled in the first grade of Bachillerato at the Unidad Educativa “27 de Octubre” placed in Manabí – Ecuador.

Strategies, Projects, Programs, and Methodologies

In terms of teaching methodologies, **Task-Based Language Teaching (TBLT)** is implemented because students are engaged in real-life communicative tasks such as problem-solving activities, role-plays, and simulations to improve language skills in authentic contexts. In this context, Matrasulovna et al. (2024) mention that the TBLT method focuses on the following principles, such as authenticity, learner-centered approach, meaningful interaction, and task completion, which are indispensable to help students learn a foreign language effectively.

Here is an example of an activity of TBT.

Topic: Planning a community event

Objective: To help students use the English language in real context to plan a community event, integrating problem-solving, negotiation, and presentation skills. This activity follows the principles of TBLT, helping students to enhance meaningful interaction as well as task completion.

Materials: for the present activity, role cards such as sponsor, volunteer coordinator, event organizer,





and community leader, worksheets for planning, printed resources about event planning, and presentation tools were used.

Development of the activity:

Pre-task stage

The teacher introduces the concept of event planning and asks students to discuss different types of community events. The teacher provided some examples, such as school fair, charity fundraiser, and cultural festival. Then, the students brainstorm in pairs about the key elements of event planning. The teacher provided some vocabulary words, such as “we need to book a venue”, we should advertise”, and our budget is limited”. After that, she asks students to provide more examples.

Task stage as the main activity

The teacher divides the class into small groups and assign specific roles. Each group is asked to receive a scenario, and they should collaborate in planning a community event. Then, students have to negotiate different aspects, such as the purpose of the event, venue, budget, activities, and responsibilities. After that, students are asked to create a brief proposal or visual presentation of their event plan.

Post-task stage as presentation and reflection

The teacher asks each group to present their work to the class. Students have to use only the English language for explanation and persuasion. Then, a peer review session is allowed to allow students to provide constructive feedback based on clarity, feasibility, and creativity. Finally, the teacher facilitates a reflection discussion among the students, prompting them to consider what they have learned, what was challenging, and how they could improve their language use.

Table 2. *Check list for assessment (TBT)*

Task engagement and completion	Did the students actively participate in their assigned roles? Was the event plan fully developed with clear objectives and organization? Did the students use relevant vocabulary and expressions appropriately?	YES	NOT
Language use and communication	Were students able to express ideas clearly and negotiate effectively? Did they demonstrate meaningful interaction with peers? Was there evidence of fluency and confidence in speaking?		
Collaboration and problem-solving	Did students work together effectively to complete the task? Were conflicts or challenges resolved through communication? Did students reflect on their learning and suggest improvements?		

Note: Checklist for TBT lesson. The authors

Similarly, **Communicative Language Teaching (CLT)** is used because this method emphasizes interaction through dialogues, debates, and discussions, enabling students to develop confidence and fluency in English.

In the following lines, to enhance students' motivation and promote fluency, accuracy, and engagement in learning English through real-life communication, we implement different activities as follows: **Role play** (focused on real-life scenarios). This activity is implemented to develop students'



confidence in using English in practical situations.

Procedure:

The teacher divides the student's class into pairs or small groups, then she assigns different real-life scenarios, such as asking for directions, a job interview, and ordering food at a restaurant. The teacher also provides students with key vocabulary and phrases. In order to increase confidence in speaking English in real-life scenarios, students act out their scenarios and receive feedback from peers and the teacher.

Debate: Expressing opinions and constructing arguments (aimed to improve fluency and critical thinking)

The teacher provides the topic, "Should students be allowed to use mobile phones in class? Then, the teacher asks students to work in two teams (for and against). Students are given time to prepare arguments, and the teacher conducts the debate, encouraging spontaneous speaking and rebuttals. In order to enhance fluency, persuasive speaking skills, and ability to think in English, this activity includes feedback on fluency, argument structure, and use of language.

Simulation: focused on problem-solving in English (aimed to apply language skills in a controlled but realistic environment.)

Another activity implemented in this section is planning a school event; however, some students may choose to organizing a trip abroad if they prefer. First of all, students work in groups to present their plan and explain their decisions in the target language. Meanwhile, other groups ask questions and provide feedback. When finishing this activity, the expected outcomes are increased teamwork, engagement, and practical language application.

Interactive games: Those are focused on learning through fun activities aimed to reduce boredom



and increase motivation through engaging activities such as “Find someone who”. In this activity, students ask questions to find someone who meets specific criteria. Additionally, students are asked to play “20 Questions” in which they guess an object or person by asking yes/no questions. Furthermore, the activity called “word association” aimed to build vocabulary and spontaneous thinking, is expected to increase enthusiasm for learning English in an interactive and enjoyable way.

Music and songs focused on energizing the classroom (aimed to creating a positive atmosphere and reinforce in listening and pronunciation skills). The activity starts with a popular English song in which the teacher provides students the lyrics with missing words for them to complete while listening. Then, students discuss the meaning of the lyrics and new vocabulary. Finally, students have to create their own short lyric using new vocabulary.

Check list for assessment

Table 1. Check list for assessment (CLT)

Table 3. *Check list for assessment (CLT)*

Student engagement and motivation	Are students actively participating in the activities?	YES	NOT
	Do students show enthusiasm and willingness to use English?		
	Are students interacting with their peers in English?		
Fluency and accuracy development	Do students speak with confidence and minimal hesitation?		
	Are students using appropriate vocabulary and grammar structures?		
	Is there an improvement in students’ ability to construct complete and meaningful sentences?		
Effectiveness of communicative activities	Are students able to use English in real-life scenarios?		
	Do students demonstrate problem-solving and critical thinking skills in discussions?		

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	Are students enjoying the learning process without signs of boredom or frustrations?		

Note: Check list for CLT. The authors

Additionally, **Cooperative learning** is implemented to encourage collaboration tasks such as think-pair-share, jigsaw activities, and peer tutoring to foster teamwork and social interaction. Despite all the benefits mentioned in the previous topic, implementing cooperative learning present challenges, particularly for teachers adapting to collaborative methodologies. For instance, Leibeck (2021) mentions that resistance to changing teaching practices, lack of professional development, and insufficient support structures can hinder CL's effectiveness. In this context, teachers require interdisciplinary collaboration, training, and ongoing support to create sustainable cooperative learning practices.

Here we mention some strategies for effective cooperative learning implementation. First of all, teachers employ **interdisciplinary collaboration**. When teachers work with their colleagues and plan the lessons, they offer diverse perspectives on cooperative learning methods. Second, **continuous training** in participating in professional development workshops and peer observation sessions, teachers are helped to refine their cooperative learning strategies. Third, **structured implementation** is used to help teachers to gradually introduce cooperative learning activities and allows them to adjust to the new method while maintaining classroom order. Finally, **clear guidelines and expectations** are important to establish clear group roles, assessment criteria, and behavioral expectations, as well as to ensure that students remain engaged and accountable.

Table 4. Checklist for assessing cooperative learning

Planning and	Are the learning objectives clearly defined?	YES	NOT
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preparation	Have the roles and responsibilities within each group been established? Are the necessary materials and resources available? Have students received instructions on effective group work strategies?		
Implementation	Are students actively engaging in the assigned cooperative tasks? Are students demonstrating effective communication and collaboration skills? Are conflicts within groups being addressed constructively? Is the teacher facilitating discussions and providing support when necessary?		
Assessment and reflection	Are students reflecting on their learning experience individually and collectively? Are assessment criteria aligned with learning objectives? Is peer evaluation incorporated to promote accountability? Is feedback provided to students for continuous improvement?		

Note: Checklist for assessing cooperative learning. The authors

This strategy and its activities help students to engage in an authentic and interactive language-learning experience, reinforcing communication skills through real-world application.

Next, **Differentiated Instruction method**, it is employed because it provides tailored learning experiences based on student needs, ensuring that diverse learning styles are addressed. Similarly, Zulhermindra et al. (2023) mention that students in EFL classrooms possess diverse learning preferences, which influence how they process and retain information. In terms of learning styles, the authors include the following aspects: Auditory learners which benefit students from listening activities, discussions, and verbal instructions. Visual learners which prefer diagrams, charts, and written text to understand language concepts. The last one, refers to kinesthetic learners in which



students learn best through hands-on activities, role-plays, and movement-based tasks. Furthermore, the authors mention that understanding these learning styles allows teachers to implement differentiated instruction, ensuring all students receive instruction in a way that aligns with their strengths.

In the following lines we implement a model of activities used to help students with their different learning styles.

Strategy for Differentiated Instruction “Stations”

This strategy is used to motivate students to learn the English language by including different learning style such as auditory, visual, and kinesthetic through differentiated instruction.

First of all, students have to rotate through three different learning stations, in which one is designed to cater to a specific learning style.

Station 1: “Listening and Speaking Hub”.

This activity is addressed to auditory learners. The teacher asks students to listen to an engaging story / dialogue in the target language through audio records. Then, they have to answer comprehension questions and discuss the main points with their peers. After that, a role-play activity is implemented to allow them to practice conversational skills based on the listening material.

Station 2: “Graphic organized and multimedia”

This activity is addressed to visual learners. The teacher asks students to work with mind maps, charts, and visual flashcards to reinforce key vocabulary and grammar points. Additionally, students are asked to watch a short video related to the topic.

Station 3: “Ordering”

This activity is focused on kinesthetic learning style. The teacher applies a role-playing real-life



scenario to work in ordering food, asking for directions, and job interviews. Then, an interactive game like charades / acting out vocabulary works is incorporated in the classroom to help students with kinesthetic learning styles. Finally, manipulatives such as word puzzles and sentence building blocks are used in class to improve sentence structure, reinforce vocabulary acquisition, and enhance students' engagement.

Furthermore, students have to rotate through each station every 10-15 minutes. In this section of the class, students have to discuss in groups to reinforce learning and allow reflection on preferred learning methods.

After finishing these activities, assessment and reflection are incorporated, in which a short survey is applied to evaluate student engagement and preferred activities. Moreover, an observation checklist is included to assess participation and language use in each station.

Student Participation Observation Checklist

Table 5. *Check list of Differentiated Instruction method*

Class:				
Date:				
Teacher:				
Lesson Topic:				
Criteria	Always 3	Sometimes 2	Rarely 1	Not Observed 0
Actively participates in group discussions.				
Completes assigned tasks at each station.				
Engages with peers in collaborative activities.				
Uses English to communicate during activities.				
Demonstrates understanding of the task.				



Asks and answers questions related to the lesson.				
Follows instructions and stays on task.				
Shows enthusiasm and motivation in learning activities.				
Uses learning materials (manipulatives, technology, worksheets) effectively.				

Note: Check list of Differentiated Instruction method. The authors

Technology-Based Strategies: Integrates tools like Kahoot, Quizlet, and YouTube videos to enhance interactivity and engagement.

Here we have an activity: Predict the future! (Will vs. going to) in which students will differentiate both will and going to through a fun and interactive activity.

Warm-up (5 m.)

The teacher asks students a question: What do you think will happen in the future? Then, the teacher will encourage predictions in the class. After that, the teacher briefly explains the difference as follows: WILL: it is used for spontaneous decisions, promises, offers, and predictions without evidence; meanwhile, GOING TO: it is used for planned actions and predictions based on evidence.

Watch the video (10 m.)

The teacher plays the WILL vs. GOING TO explanation video from English, makes pauses at key moments to check comprehension, and asks students to give examples from the video.

Interactive Practice (15 m.)

The teacher starts with picture predictions activity in which she shows students different image (e.g. a dark sky, a person holding a suitcase, a broken car). Then, students have to decide if they should use WILL or GOING TO based on the context. After that, the teacher provides some examples as follows:





I forgot my homework! / I will do it later (spontaneous decision). The sky is very dark/ It's going to rain (prediction with evidence).

Future fortune teller.

The teacher gives each student a slip of paper with a situation, for example (You see a los puppy / You just won the lottery). Then, students write one sentence using WILL and GOING TO. Students take turns reading their sentences aloud, while the class provides feedback if necessary.

Wrap-up and reflection (5 m.)

A quick quiz is implemented by the teacher in which she reads three sentences and her students have to raise their hands if they think it is WILL or GOING TO. Additionally, the teacher asks students: "What is something you are going to do this weekend?" besides, students have to make a prediction about next year using WILL. Finally, for homework, the teacher asks students to write five sentences about their future using both WILL and GOING TO.

Materials: <https://www.youtube.com/watch?v=8HUj-FNEQiU> video.

A projector to show images

Small slips of paper with different future situations

2. Educational Programs and Projects

In this section, the **Project-Based Learning (PBL)** method is used to encourage students to work on meaningful projects such as creating presentations, short films, or school magazines to improve their English skills.

First activity: My dream travel destination, aimed to improve speaking and writing skills through a creative travel project.

Develop:





Students research a country or a city they want to visit in the future. Then, they write a short description using simple present and future tense, for example, “I want to visit the USA because ...”. Students have to include pictures and key vocabulary such as culture, landmarks, food, and so on, all related to the country or city they have researched.

After that, students present the project in front of the class. The skills that students improve by doing this activity are writing, speaking, and research.

Second activity: Mini short film related to “A Day in my life” aimed to enhance listening, and teamwork by creating a short film.

Process:

This task is recorded in a 2–3-minute video showing a daily routine, school life, or a fun skit. For the activity, students are divided into small groups, in which each one writes a short script in English using simple sentences. Then, students record their daily activities while narrating in English. The teacher provides some examples: “I wake up at 6am. Then, I eat breakfast...”. Additionally, students edit and present the video in class. This activity helps students to improve listening, speaking, and creativity skills.

Table 6. Checklist for assessing students’ Project-Based Learning Activities

Project Title: -----			
Students’ names: -----			
Date: -----			
Content and Language use	Clear and relevant information about the topic	YES	NO



	Correct grammar and sentence structure (appropriate use of tenses, vocabulary). Variety of vocabulary related to the project Logical organization of ideas.		
Creativity and Presentation	Visual appealing (good use of images, colors, or design). Engaging and original (creative approach to the topic). Fluent and confident presentation (clear pronunciation, good volume). Maintains eye contact and interacts with the audience.	YES	NO
Teamwork and Collaboration	Active participation from all group members. Good communication and cooperation in the group. Respectful and supportive attitude toward peers.	YES	NO
Effort and Completeness	Project is complete and meets all the requirements. Students show effort in research, writing, and presentation.	YES	NO

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	Work was submitted on time and follows guidelines.		

Note: Check List for Project-Based activities. The authors

3. Instructional Strategies and Techniques

In terms of strategies and techniques, some activities are drawn to help first-grade students learn the target language effectively.

Use of Authentic Materials: It is used to integrate real-world texts, videos, and audio recordings to help students be expose to natural language usage.

First activity: “Family Tree Presentation” aimed to practice speaking about the family using key phrases from the video. In terms of material, those are printed family tree templates, colored markers and pencils, and a video: <https://www.youtube.com/watch?v=ns0Y70C-jbg>

Instruction

- The teacher introduces the vocabulary, writes key phrases on the whiteboard, and explains their meanings. Then, the teacher writes sentences using the template; then, she asks students to write 3 to 5 sentences about their family. When students finish the task, they have to present their tree with a partner or the class by using complete sentences.
- For the **second activity**, we use the topic “Find Someone Who...” focused on speaking game aimed to encourage students to use family-related phrases in conversations. In terms of materials, a worksheet called “Find Someone “Who...” (focused on find someone who comes from a big family).

Instructions:

The teacher distributes worksheets in the class, each student gets a worksheet with different statements





from the video. For interviewing classmates, the teacher asks students to walk around asking classmates questions, some examples are provided: Do you come from a big family? Fill in the chart, in this section, when students find someone who matches the statement, they write that person's name. After that, students continue with the class discussion, in which students share interesting findings about their classmates' families.

Table 7. Check list for Instructional Strategies and Techniques

Criteria	Excellent (4)	Good (3)	Needs Improvement (2)	Not Achieved (1)
Activity 1: Family Tree Presentation				
The student correctly uses key phrases (e.g., "I come from a big family").	☐	☐	☐	☐
The family tree is complete and correctly labeled.	☐	☐	☐	☐
The student forms grammatically correct sentences	☐	☐	☐	☐



about their family.				
The student confidently presents and maintains eye contact.	☐	☐	☐	☐
Activity 2: “Find Somene Who.”				
The student actively participates and asks questions correctly.	☐	☐	☐	☐
The student uses the target phrases from the video correctly.	☐	☐	☐	☐
The student listens and responds appropriately to classmates.	☐	☐	☐	☐
The student completes the worksheet with accurate information.	☐	☐	☐	☐



Note: Check list for activities. The authors

4. Resources and Materials

In terms of didactic materials to motivate high school students to learn English effectively, it requires the integration of multiple resources and materials that cater to different learning styles. In this context, interactive digital platforms, educational applications, multimedia tools, and print or online resources help students to engage and improve student's proficiency.

Interactive Digital Platforms such as Edmodo and Google Classroom provide collaborative spaces for students to engage with content beyond the classroom. Additionally, digital platforms facilitate discussions, file sharing, and project collaboration which allow students to take an active role in the students learning process. As well as this, digital platforms allow teachers to assign interactive tasks, provide instant feedback, and track students' progress, improving a sense of responsibility and motivation in the target language acquisition.

Similarly, **multimedia tools** such as videos, podcasts, and interactive exercises are implemented in the present research due to those tools play a crucial role in addressing diverse learning preferences. These tools also help students who learn by a visual and auditory manner, benefiting from exposure to real-life conversations, cultural insights, and authentic pronunciation models. Furthermore, those tools help students to improve their listening comprehension and enhance their ability to express ideas fluently.

Additionally, **educational apps** such as Duolingo and Write & Improve are implemented for vocabulary building and listening comprehension. In addition, these apps provide interactive exercises, gamified lessons, and real-world language practice, encouraging students to develop vocabulary and listening skills at their own pace. Furthermore, this apps help students to increase



motivation and promote consistent practice, which is essential for language mastery.

Moreover, **print and online resources:** such as textbooks, worksheets, and online articles, are implemented to reinforce language skills and help students to consolidate grammar, vocabulary, and reading comprehension. As well as that, online articles are used to expose students to current events, diverse writing styles, and authentic language usage, enabling them to connect English learning with real-world context.

In this section, the results obtained from students' surveys, teacher interviews, and classroom observation are drawn. Tables illustrate the results, followed by analytical interpretations that connect them to the study's aims and literature review.

Students Survey Results

Table 8. *Distribution of students' motivation level before the intervention*

Motivation level	Percentage (%)
Highly motivated	30
Moderately motivated	45
Not very motivated	18
Not motivated	7

Note. Data obtained from students' pre-intervention survey (N = 33).

Table 8 presents the results of students' motivation toward learning English. Based on this result, it was noticed that most of the students (45%) reported being moderately motivated, meanwhile 30% showed high motivation. It means that although learners recognize the value of English, their engagement depends on dynamic methodologies.

According to Dornyei (2009), motivation is an important aspect that determines persistence and



success in second language acquisition. The prevalence of intrinsic motivation among these learners aligns with Dornyei's definition of the Ideal L2 self; which suggests that students envision themselves as competent English communicators in their future life. Similarly, Purwanti and Puspita (2019) highlight that intrinsic motivation enhances engagement and language retention, supporting the idea that enjoyment and personal interest are crucial drivers of learning.

The findings also resonate with teacher interview responses, where teachers noted that students demonstrated greater participation during interactive and student-centered lessons. This congruence between self-reported motivation and observed classroom behavior reinforces the importance of methodology in supporting engagement.

Table 9. *Students' preference for classroom activities that increase engagement.*

Activity type	Percentage (%)
Interactive games	35
Group work	30
Songs/videos	25
Reading & writing	10

Note: Based on student survey question regarding preferred classroom activities.

Based on these results, it was noticed that the majority of students (35%) expressed a preference for interactive games and 30% for group work, confirming that cooperative and communicative methods enhance engagement and motivation in EFL learning contexts.

These results demonstrate that learners favor learning experiences that involve collaboration, creativity, and active participation, which enhance enjoyment and reduce anxiety when practicing the foreign language (English in this case). Meanwhile, the lower preference for reading and writing may



reflect students' limited confidence or interest in more structured academic exercises compared to communicative or playful tasks.

This is supported by Gillies et al. (2023), who assure that cooperative and dialogic learning improve engagement and language retention through peer interaction. In the same way, Jonhson and Jonhson (2008) highlight that cooperative learning structures such as discussions, role play, and group projects, build not only academic achievement but also social skills.

Comparing these results with classroom observation, it was noticed that the most successful activities were those involving group collaboration and interactive games, as these led to noticeable higher participation and enthusiasm. As well as, the teacher interview data supported these findings, with educators confirming that team-based dynamic and role-plays enhanced motivation. Together, these results underline the pedagogical value of cooperative learning and gamified activities in fostering active engagement and meaningful communication.

Teacher Interview results

According to the English teacher report, it was noticed that interactive tasks significantly enhanced participation but teachers cited challenges such as limited technological access and class size. In the following table, the results of the findings are presented in detail.

Table 10. *Teachers' interview*

Category	Summary
Teaching strategies	Interactive strategies like role-plays increase engagement.
Cooperative learning	Group work enhance participation but requires monitoring

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Use of technology	Digital tools such as Kahoot motivate students though connectivity limits exist.	
Motivational challenges	Low confidence and fear of mistakes reduce speaking attempts.	

Note: Responses obtained from teacher semi-structured interview.

According to the results showed in table 10, the educators observed that interactive strategies like cooperative group work and role-plays help students engage in their learning process, while also noting the need for effective monitoring to ensure equitable participation. Similarly, they manifested that digital tool like Kahoot served as strong motivational aids despite certain challenges, such as limited connectivity. Moreover, educators identified low confidence and fear of mistakes as persistent motivational barriers that hindered students' willingness to speak the foreign language.

To support the previous idea, Santosa et al. (2022) found that gamification promotes active participation and intrinsic motivation through interactive challenges and immediate feedback. Likewise, Guillies et al. (2023) assure that cooperative learning fosters a supportive environment that reduces anxiety and promotes collaboration.

The teachers' interview results agree with the students' survey results, especially those obtained in tables 8 and 9, where students expressed higher motivation and preference for interactive and technology-based lessons. Moreover, the teachers' recognition of affective challenges aligns with Gardner's (1985) findings on the influence of attitudes and anxiety on speaking English. Hence, affective methodological integration integrating technology, cooperation, and emotional support is the key for sustaining motivation and improving speaking proficiency.

Classroom Observation Results



La Universidad para todos

Table 11.

Table 11. *Results of classroom observation*

Indicator	Before (%)	After (%)
Active participation	40	75
Use of English in speaking	35	70
Motivation level	45	80
Collaboration among students	50	85

Note: Classroom observation checklist before and after intervention.

Based on the results, table 11 demonstrates a clear improvement in key indicators after the implementation of cooperative and communicative activities as follows:

Active participation increased from 40% to 75; use of English in speaking from 35% to 70%; motivation from 45% to 80%, and collaboration among students from 50% to 85%. It means that even within a single-session intervention, interactive strategies such as games, digital tools and role-plays help students to produce a positive impact on both students' engagement and speaking performance.

These results are supported by Good and Brophy (1994), who mention that interactive and student-centered lessons create a safe environment that encourage active participation and reduces students' anxiety. The improvement noted in students' motivation and collaboration in class also reflect the principles of Dornyei's (2009) motivational framework, in which meaningful, goal-oriented communication fosters self-efficacy and commitment to language learning.

Comparing these results with the teachers' interview and students survey results, this triangulated evidence confirms that methodologies grounded in cooperation and communicative practice substantially enhance both motivation and speaking proficiency in EFL contexts.



A comparative analysis demonstrates that when active cooperative, and gamified methodologies are employed, motivation transitions from moderate to high level, while language anxiety decreases. Thus, these findings validate theoretical perspective from Gillies et al. (2023) and Dornyei (2009), illustrating that meaningful interaction and learner autonomy are essential drivers of communicative competence in the EFL learning process.

Validation of the Proposal

In the following section, in order to measure the effectiveness of the proposed model, data collection instruments will include a student's survey/interview, a teacher's interview, and class observation, which help measure the impact of dynamic instructional methods on motivation, engagement, and overall language proficiency. In this context, after analyzing students' answers and classroom interaction, the present research aims to determine the extent to which interactive approaches enhance the English learning experience and support skill development.



Conclusions

Modern Teaching methodologies positively impact student motivation and language acquisition.

The findings in this research indicate that interactive teaching methods, strategies, and techniques, including cooperative learning, gamification, and technology-based activities, significantly enhance students' engagement and disposition to learn English. The integration of these factors fosters a more dynamic and participatory learning environment.

Motivation challenges persist despite the necessity of learning English.

Although students recognize the importance of English, their motivation is often driven by external factors such as only for getting grades rather than intrinsic motivation. Similarly, anxiety when speaking, difficulties with pronunciation, and lack of engaging methodologies are key challenges that hinder students' active participation and progress.

Cooperative Learning enhances student engagement and language acquisition.

The application of group work and collaborative activities has proven effective in increasing not only in participation but also in feeling more comfortable sharing their ideas, as well as practicing their language skills in an affective learning environment. This methodology also reinforces long-term retention of vocabulary and grammar structures.

Technology and gamification serve as effective tools for increasing motivation.

Digital resources, such as online platforms and multimedia content, have demonstrated their ability to maintain students' interest in learning English. In addition, the incorporation of gamified elements makes lessons more engaging, promoting active involvement and reinforcing learning through interactive experiences.

Traditional methods fail to meet students' learning preferences and needs.





Students respond more certainly to dynamic and student-centered methods than to teacher-led instructions. Classes that rely solely on lectures and textbook exercises often lead to disengagement, while interactive strategies inspire students to take an active role in their learning process.

A more dynamic and student-centered approach is necessary for long-term improvement.

The research highlights the need for institutions to integrate diverse methodologies, strategies, and techniques tailored to different students' learning styles. A structured yet flexible approach that includes Cooperative Learning, technology-enhanced instruction, and interactive activities can lead to higher motivation levels and better English proficiency.



Recommendations

Integrate interactive teaching methodologies to enhance student motivation.

Educators should prioritize the use of Cooperative Learning, gamification, and technology-enhanced activities to improve a more engaging and dynamic learning environment. These methodologies have proven to increase student participation and improve language acquisition.

Expand the implementation of digital tools in English instruction

Schools should offer constant training and resources for teachers to incorporate platforms such as Kahoot, Quizlet, and other interactive applications that facilitate vocabulary retention, listening comprehension, and speaking practice. The use of multimedia content can make instructions more attractive to students.

Encourage the use of cooperative learning strategies in language classes

Educators should incorporate not only structured group work, but also peer-assisted activities to reinforce communication skills and build student confidence when speaking English. Pair and small-group activities offer students a positive learning environment that reduces anxiety and enhances learning outcomes.

Address motivational challenges by adapting instructions to students' interests and learning styles

Differentiated instruction and student-centered approaches should be implemented to cater to various learning preferences. Offering learners with choices in activities and integrating real-life contexts can increase engagement and intrinsic motivation to learn English effectively.

Develop teacher training programs focused on modern methodologies

Professional development initiatives should be promoted to equip teachers with the necessary skills and strategies for being in constant changing to integrate integrative teaching approaches effectively.





Training on active methodologies, digital tools, and classroom management techniques can enhance teachers with instructional quality.

Ensure institutional support for methodological innovation

Schools should assign resources and provide administrative backing to encourage the adoption of current and modern teaching strategies. An adequate and constant access to technological tools, flexible curriculum planning, and reduced class sizes can contribute to a more effective learning experience in students.

Promote further research on long-term effects of interactive methodologies

Future revisions should explore the continued impact of Cooperative Learning, gamification, and digital resources on student's motivation and proficiency over prolonged periods. Longitudinal research could offer deeper insights into the effectiveness of these approaches.

Investigate external factors influencing students' engagement in English learning

Additional research should be directed to examine the impact of socioeconomic status, family involvement, and institutional policies on students' motivation and performance in language learning process. Understanding these external influences can help in designing more inclusive and effective strategies and techniques.



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ANNEXES

A.- Student's survey and interview

Questions # 1

How motivated do you feel to learn English?

1. **Highly motivated**
 1. I like the language and want to learn more.
 2. I think it's important for my academic or professional future.
 3. I enjoy the classes and activities in English.
2. **Moderately motivated**
 1. I'm interested in English, but sometimes I find it difficult to stay motivated.
 2. I learn English because I know it's necessary, although I'm not always enthusiastic about it.
 3. Sometimes I enjoy the classes, but I don't always find them interesting.
3. **Not very motivated**
 1. I don't like English very much, but I study it because it's mandatory.
 2. I find it difficult to understand or keep up with the lessons.
 3. I don't see how English can be useful to me at the moment.
4. **I'm not motivated**
 1. I don't like English and prefer to avoid it.
 2. I only study English to get through the year or get good grades.
 3. I feel pressured or afraid to fail the subject.
 4. My classmates tease me when I try to speak English, which puts me off.

Question # 2

What are the main reasons why you study English?

To get good grades

1. I want to improve my grades in the subject.
2. It is necessary to pass the school year.
3. My parents or teachers motivate me to get good grades.

To communicate on trips

1. I want to talk to people from other countries.
2. I would like to understand better when I travel.
3. I plan to travel and need English to communicate.





Because I like the language

1. I enjoy learning new languages.
2. I am interested in the culture of English-speaking countries.
3. I find English sounds good and I want to speak it fluently.

For my professional future

1. English is important for my career.
2. I want to have more job opportunities.
3. I need English to work in an international company.

Question # 3

"What activities in class do you find most interesting?":

Interactive Games

1. Games like "Simon Says" or "Hot Potato."
2. Vocabulary or grammar skills in teams.
3. Role-play or dramatization activities.
4. Quick trivia games.
5. Use of educational gaming apps or platforms.

Group work

1. Collaborative projects such as creating a presentation or poster.
2. Debates or group discussions on current issues.
3. Problem-solving activities or team challenges.
4. Creation of stories or group dialogues.
5. Board games designed to practice English.

Reading and writing

1. Read short stories or interesting articles.
2. Write personal journals or creative stories.
3. Reading comprehension activities with questions.
4. Writing letters, emails or posts on social networks.
5. Collaborative writing exercises, such as passing on a story among several classmates.

Listen to songs or watch videos

1. Analyze the lyrics of popular songs in English.
2. Watch and discuss short films or educational videos.





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3. Listen to podcasts or audio stories.
4. Karaoke activities in English.
5. Watch series or movies with English subtitles to learn new expressions.

Question # 4

Do you prefer to work alone, in pairs, or in groups during English activities?

Alone

1. I concentrate better without distractions.
2. I like to work at my own pace.
3. I prefer to solve problems by myself.

In pairs

1. It helps me discuss ideas with a colleague.
2. It's easier to practice conversation in pairs.
3. I feel more comfortable working with someone else.

In groups

1. I enjoy collaborating and sharing ideas.
2. I learn from the contributions of my colleagues.
3. It is more dynamic and fun to work in a group.

Question # 5

What kind of materials or resources help you learn English the most?

Textbooks and exercises

1. I like to follow a clear structure.
2. It helps me practice grammar and vocabulary.
3. I can review the material at home.

Videos and movies

1. I learn best with visual and auditory content.
2. It helps me improve my listening comprehension.
3. I enjoy watching stories while learning.



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Online apps and games

1. They're interactive and keep me interested.
2. I can learn at my own pace.
3. They offer immediate feedback.

Conversations and oral practice

1. It helps me improve my fluency.
2. I practice real situations.
3. I feel more prepared to speak in English.

Question # 6

What are the biggest challenges you face when learning English?

Pronunciation

1. I find it difficult to pronounce certain words.
2. I don't always know how to say new words.
3. Sometimes I feel ashamed of my accent.

Grammar

1. The grammatical rules are confusing to me.
2. I have a hard time remembering the correct structures.
3. I don't know when to use certain grammatical forms.

Vocabulary

1. I have a hard time remembering new words.
2. I don't know how to use the words in context.
3. I get confused by similar words.

Listening

1. I find it difficult to understand native speakers.
2. Quick conversations confuse me.
3. Sometimes I don't get the overall meaning.

Question # 7





Would you like English classes to include more technology or games?

Yes, very much

1. Technology makes classes more interesting.
2. Games help me learn in a fun way.
3. I prefer a modern, interactive approach.

Yes, a little

1. I would like more technology, but not too much.
2. Games can be useful, but I also need theory.
3. A balance would be ideal.

No, I prefer traditional methods

1. I like to learn with more conventional methods.
2. I prefer textbooks and the teacher's explanations.
3. Technology can sometimes be a distraction.

Question # 8

Do you feel that the English you learn in class is useful for your daily life?

Yes, very helpful

1. I can use it in everyday situations.
2. I feel more prepared to communicate.
3. I use it outside of class regularly.

Something useful

1. Some things I learn are applicable.
2. I wish the content was more practical.
3. I use it on certain occasions, but not always.

Not very helpful

1. Many times, I don't apply what I learn.
2. I would like to learn more relevant things.
3. I don't use it much outside of class.





Nothing useful

1. I don't find it useful in what I learn.
2. I wish the classes were more focused on real life.
3. I don't see how to apply what I've learned in my daily life.

Question # 9

How do you feel when you have to speak English in class?

Very confident

1. I feel confident speaking in English.
2. I like to participate in class.
3. I'm not afraid to make mistakes.

Somewhat confident

1. I can speak, but sometimes I hesitate.
2. I strive to participate.
3. I'm improving my confidence little by little.

Nervous

1. I get nervous when speaking in front of others.
2. I'm afraid of making mistakes.
3. I prefer not to participate much.

Very nervous

1. Speaking in English makes me very anxious.
2. Sometimes I avoid participating.
3. I have a hard time expressing myself in English.

Question 10

• Include **more hands-on activities**

1. What practical activities would you like to include more in English classes?
 1. Games like "Simon Says"
 2. Role-playing activities or dramatizations
 3. Hands-on projects such as presentations or discussions
 4. Creative Writing Activities





- Use **modern technology**

1. What technological tools do you think could improve your English learning?
 1. Use of apps like Duolingo or Kahoot
 2. Watch educational videos on YouTube
 3. Use interactive platforms such as Google Classroom or Edmodo
 4. Listen to podcasts or audiobooks in English

- More **time to speak in English**

1. What kind of activities would you like to have more time speaking in English?
 1. Conversations in pairs or small groups
 2. Debates or discussions on topics of interest
 3. Frequent oral presentations
 4. Practice sessions with native speakers or guests

- More dynamic and entertaining **classes**

1. What elements would make English classes more dynamic and fun for you?
 1. Group games such as "Hot Potato" or "Jeopardy"
 2. Outdoor activities or language-related excursions
 3. Vocabulary and grammar competitions or competitions
 4. Creative workshops such as writing songs or stories in English

B.- Teacher's Interview

Teacher Interview Statements

1. **Teaching Strategies and Student Engagement**

- o How do you typically structure your English lessons to maintain student engagement?
- o What interactive teaching strategies do you find most effective in motivating students?

2. **Cooperative Learning**

- o How often do you implement cooperative learning techniques in your classes?
- o In your experience, how does group work affect students' participation and language retention?

3. **Challenges in Student Motivation**

- o What are the most common challenges you observe regarding student motivation in English learning?





- o How do students react when exposed to traditional vs. modern teaching methodologies?
- 4. **Use of Technology and Gamification**
 - o Do you incorporate digital tools (Kahoot, Quizlet, YouTube, etc.) into your lessons? If so, how do students respond?
 - o What role do you think technology plays in improving students' motivation and English proficiency?
- 5. **External Factors Affecting Learning**
 - o How do class size, availability of resources, and students' socioeconomic background impact motivation?
 - o What institutional support do you consider essential to improve student motivation in English learning?

C.- Classroom Observation Report

General Information:

- **Date of Observation:**
- **Class Level:** First Grade of Bachillerato
- **Number of Students:** 33
- **Duration:** 45 minutes
- **Topic of the Lesson:**
- **Teacher:**

Classroom Environment and Student Engagement:

- The majority of students (actively participated / showed little interest) in the lesson.
- The teacher used (traditional lecture methods / interactive strategies) to introduce the topic.
- (Group activities / pair work / individual exercises) were implemented to reinforce learning.

Teaching Methodologies Observed:

- The teacher incorporated (Cooperative Learning, role-plays, discussions, gamified exercises).
- Students responded (positively/negatively) to interactive strategies.
- When working in groups, students (collaborated effectively / struggled with communication).

Use of Technology and Resources:

- The teacher used (multimedia, online quizzes, digital games, printed materials).
- Students showed (greater engagement / no change in engagement) when using technology.
- Internet access (was available / was limited), affecting the integration of digital tools.





Student Motivation Indicators:

- Students showed (enthusiasm / reluctance) when participating in activities.
- A (high / moderate / low) number of students voluntarily answered questions.
- During cooperative tasks, students (helped each other / worked independently / disengaged).

Challenges Identified:

- The main motivational barrier observed was (lack of confidence, difficulty understanding content, lack of interactive materials).
- The physical classroom environment (facilitated / hindered) participation.
- The availability of resources (was sufficient / was limited), affecting engagement.

Preliminary Conclusions:

- The lesson's effectiveness was (enhanced / reduced) by the use of (specific methodologies or resources).
- Cooperative learning (increased / had no effect on) students' willingness to participate.
- Students (benefited / did not benefit) from technology-based activities.

Teachers mentioned that the lesson's effectiveness were enhanced by the use of specific methodologies and resources. As well as cooperative learning increased students' willingness to participate. In addition, students benefited from technology-based activities.

D.- Lesson Plan

LESSON PLAN: Future Plans – “Going to” and “Will”

Level: First grade of bachillerato

Time: 45 minutes

Focus Skill: Speaking

Teaching Method Used:

- Cooperative Learning
- Communicative Language Teaching (CLT)
- Task-Based Language Teaching (TBLT)
- Learning Styles Adaptation (visual, auditory, kinesthetic)
- Use of Technology & Gamification

Section	Time	Description
Objectives	—	☒ Use “will” and “going to” correctly when talking about future plans. ☒ Practice speaking through dialogues and role-plays. ☒ Collaborate and share in pairs.
Warm-Up	7 min	Game: "Two Futures and a Lie" – Students write 2 true and 1 false





Section	Time	Description
		future plan using “will” or “going to”. – Pairs guess the false one. (<i>Peer interaction</i>)
Main Teaching Input	20 min	Part 1 (Video + Mini discussion – 7 min): Watch short YouTube video: Future Tense - BBC Learning English – Students take notes on when to use <i>will</i> vs <i>going to</i> . Part 2 (Interactive Speaking Task – 13 min): In pairs: students receive situation cards (e.g., "You are planning a weekend trip", "You forgot to do homework"). – Each pair prepares and presents a short role-play using both “will” and “going to”.
Evaluation Activity	10 min	Kahoot Quiz on the difference between “will” and “going to” (5 questions). Teacher walks around to listen and give oral feedback on accuracy during role-plays.
Feedback & Reflection	8 min	Open discussion: “ <i>When do you think you’ll use this grammar in real life?</i> ” Peer feedback: Students give 1 positive comment and 1 suggestion to their partner. Teacher highlights strong examples from role-plays and corrects common mistakes.
Materials Used	—	- YouTube video: https://www.youtube.com/watch?v=0RSP4cLqF64 - Printed role-play cards - Kahoot app or Quiz link - Markers and small whiteboards (for warm-up and planning)
Methodologies Used	—	- Cooperative Learning (pair work, peer feedback) - CLT (role-plays, real-life situations) - TBLT (problem-solving through speaking) - Learning Styles: Video (visual/auditory), role-play (kinesthetic), game (engagement)
Optional extensión activities (if time permits):		
• Ask students to record a short video describing their future plans using “Will” and Going to” and sent it via WhatsApp or Google Classroom. • Encourage students to create a “visión board” of their future (with English labels).		

F.- Rubric speaking activity on Future Plans

Grade Level: First grade of Bachillerato

Total Score: 20 points

Evaluation Areas: Grammar use, speaking fluency, task completion, pronunciation & intonation, peer interaction.





Criteria	Excellent (4 pts)	Good (3 pts)	Needs Improvement (2 pts)	Poor (1 pt)
1. Grammar Use (Will / Going to)	Uses both “will” and “going to” accurately with no or very few errors	Uses both structures with minor errors that do not affect meaning	Uses structures with frequent errors; meaning is sometimes unclear	Uses structures incorrectly or avoids them altogether
2. Speaking Fluency	Speaks clearly and confidently; ideas flow naturally	Speaks with occasional pauses but mostly fluent	Struggles with fluency; frequent hesitation or repetition	Very limited fluency; cannot maintain conversation
3. Task Completion	Fully completes the role-play/task creatively and stays on topic	Completes the task with minor omissions	Partially completes the task; lacks detail or organization	Task is incomplete or irrelevant
4. Pronunciation & Intonation	Pronunciation is clear; good intonation and stress used effectively	Mostly clear pronunciation; few issues with stress or rhythm	Pronunciation problems sometimes interfere with understanding	Difficult to understand; monotone or incorrect intonation
5. Peer Interaction & Collaboration	Actively engages with partner; listens and responds appropriately	Participates in interaction; responds but sometimes off-topic	Minimal interaction; depends heavily on partner	No real interaction; reads or recites without engaging

F.- Request for the presentation of the topic