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"MOTIVATION STRATEGIES TO PROMOTE PARTICIPATION IN THE L2 CLASS IN 3RD GRADE STUDENTS AT UNIDAD EDUCATIVA TULCÁN."

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DEDICATION

This undergraduate work is dedicated to God, my parents, my sister, and my grandparents, for their unconditional love and sacrifice along the way. They have been the engine that has helped me to continue in this long process. Even though some of them have left, I know that they are guiding my every step.

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I dedicate this thesis to my family, who were a fundamental pillar in finishing my studies, especially to my mother, thanks to her unconditional support. To my godmother Gema Martinez, for being my second mother, thank you for your help and advice. To Jean Carlos Fuentes, my partner in adventure, my emotional support, thank you for always trusting me. You gave me the strength to move forward and continually improve to build a better version of myself.

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RESUMEN

La motivación durante las clases del idioma inglés cuando se requiere una participación activa del estudiante no se ha tomado en cuenta dentro del aprendizaje. Por lo tanto, las actividades propuestas están enfocadas a impulsar a que los estudiantes sean una parte activa de las clases apoyándose en las estrategias motivacionales. El objetivo de este estudio es fomentar la participación activa a través de actividades que incrementen el interés y la atención en la clase de inglés para alumnos de 3er año de educación básica en la Unidad Educativa "Tulcán". Esta investigación fue llevada a cabo desde junio de 2024 hasta febrero de 2025 con los estudiantes de tercer grado de esta unidad educativa ubicada en la ciudad de Tulcán, en la provincia del Carchi. Para recolectar información, se aplicó una encuesta al grupo de niños seleccionados. Además, se aplicó una entrevista al vicerrector, al coordinador área y docente encargada. Los resultados mostraron que los estudiantes optan por actividades lúdicas y llamativas, que les permite participar de forma activa dentro de la clase de inglés. En base a ello concluimos que los profesores de inglés y los estudiantes están interesados en el uso de diferentes estrategias motivacionales. Por lo tanto, implementar y utilizar estrategias que promuevan la participación activa en clases, hace que los estudiantes se sientan más motivados al momento de participar.

Palabras clave: Estrategias motivacionales, participación activa, actividades que incrementen el interés y la atención, fomentar, actividades lúdicas.

ABSTRACT

Motivation during English language lessons when active student participation is required has not been taken into account in the learning process. Therefore, the proposed activities are focused on encouraging students to be an active part of the lessons by relying on motivational strategies. The objective of this study is to encourage active participation through activities that increase interest and attention in the English class for 3rd-year students in the Unidad Educativa Tulcán. This research was carried out from June 2024 to February 2025 with third-grade students of this educational unit located in the city of Tulcán, in the province of Carchi. To collect information, a survey was applied to the selected group of children. In addition, an interview was conducted with the vice-rector, the area coordinator, and the teacher in charge. The results showed that the students opt for playful and attractive activities, which allow them to participate actively in the English class. Based on this, we conclude that English teachers and students are interested in the use of different motivational strategies. Therefore, implementing and using strategies that promote active participation in class makes students feel more motivated to participate.

Keywords: Motivational strategies, active participation, activities that increase interest and attention, encourage, playful activities.

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INTRODUCTION

In Ecuador there is a low level of English due to many factors, among them the lack of motivation and confidence when participating in classes, students have become passive learners where they only receive information but do not practice constantly either in class or at home, this influences their performance and makes the traditional teaching of the language makes students lose interest in learning the English language.

The learning of this language has become monotonous and repetitive, which makes the subject boring, for this reason, it is necessary to introduce topics of interest to the student, the proposal focuses on awakening the student's interest in the subject and implementing strategies to increase their motivation and confidence to actively participate in classes, using activities that awaken the student's interest to participate using their imagination and creativity.

Participation in the class is the interaction between teacher-students and students, and there are passive and active students. Passive students are those who receive the information, and the comprehension of acquired knowledge cannot be ensured.

Therefore, the interaction of the students in the classes is important because they can achieve better academic results if students participate actively. John Marshall (2010) explains that in language learning, motivation presents details about the environment and communication factors that are part of an individual's identity. However, some students are assuming the passive role, so Fernandez (2010) specifies the main reasons for the participation lack in the students'

learning. In this research he analyzed the perception of 83 teachers of public and private institutions. The factors that negatively affected are as follows: The inflexible organization in the classroom (92.3%), lack of teacher's motivation (84.6%), not based on the interest of the students (69.2%), not presenting the task to the student clearly and attractively (46.1%), demotivating activities, discrimination between equals (38.4%), the passive role of the student as a consequence of the freedom lack to participate (38.4%), not take the advantage of the environment resources (38.4%).

We have noted that in the Unidad Educativa Tulcán, a lack of participation among third-year students of general basic education during the L2 class. As the classes progressed, the students lost interest and motivation to learn the target language, which resulted in low academic performance. The low-performance academic causes students not to reach active participation, so they become passive learners, where their only role in the L2 class is going to be just to receive information from the teacher without any interaction between the teacher and classmates. Therefore, the student will not be able to achieve the expected knowledge.

This research is important to be done for the students in the third-year students of general basic education of Unidad Educativa Tulcán, because, in the acquisition of a foreign language such as English, many effects affect the learning process, however, when we talk about student participation it can be observed that students do not have enough confidence to participate actively in the L2 class. This has negatively influenced academic performance and student interest, as the lack of student participation and the passive role that some students assume makes learning ineffective, and the teacher is the only person who interacts in the class; in this way,

would not materialize the teacher-student and student-student relationships that are necessary. Therefore, it is considered relevant to research what the possible motivation strategies are that can be applied and adapted to the interests of the students to allow a better class partition in the L2 class.

The present work seeks to highlight the importance and relevance of participation in the educational field since this plays a crucial role in the students. This suggests that the students can lack confidence and motivation to learn within the class. For that reason, if they do not feel confident to participate in classes, it will cause fear of failing, and the student will not achieve the objective of learning and will eventually lose interest in the subject.

The investigation requires determining the strategies to enhance the class participation, as well as to use the motivation strategies selected, and lastly to evaluate the impact of these strategies applied which will influence the class participation. Therefore, the mixed design will be used, which will help to associate the quantitative and qualitative research to collect data. The quantitative data obtained through surveys of the students will be contrasted with qualitative information compiled through the interview, which will provide better results, and clearer and more concise information on the data previously collected.

The research aims to provide new teaching-learning options with strategies that can promote student participation and benefit the interaction of teacher-student and student-student in L2 classes. This will enable the approach that teachers and students should focus on staying informed about these strategies, and also how they will benefit students when applying them in

L2 classes. With all of the above-mentioned, it is intended to develop and achieve a successful learning process, so that the student manages to go from being a passive learner to an active participant. In this way, the main beneficiaries of this project are the students and teachers who are part of the third year of general basic education at Unidad Educativa Tulcán of the city of Tulcán. Likewise, although these strategies are focused on children of elementary general basic education, they can serve as a guide applicable to different ages, taking into account small changes according to the needs of the students, as a result, will promote the improvement of the interest in learning in L2 classes.

The main objective of this present project is to apply motivation strategies to promote participation in the L2 class in third-grade students of basic general education of the Unidad Educativa Tulcán of the González Suárez Parish. For this investigation three specific objectives have been considered. The first one is to determine the strategies to encourage L2 class participation, the second one is to use the motivation strategies in the L2 class, third grade of general education. Finally, the third specific objective that we propose is to evaluate the impact of the application of strategies on L2 class participation in third-grade students of general education of the "Unidad Educativa Tulcán".

This research is about to generate three types of possible impacts. The first is related to the linguistic field, the second one is academic impact, and the third one is motivational. The linguistic impact is that one that through the different activities, students will be able to achieve the main objective presented in the proposal. The academic impact refers to the scope of research in the academic environment, which allows students to be able to participate more actively in

classes. On the other hand, the incorporation of motivational strategies into the classes allows the

motivational impact to be realized.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1. Learning theories in L2

1.1.1. Humanism

Holt (2023) says, "Humanistic Learning Theory is a learner-centered approach to education. Therefore, students are the ones who will set their goals and evaluate their progress". In this way, students will be able to concentrate better and enjoy their learning process.

Based on Prabhavathy and Mahalakshmi (2016), the expression "humanistic" characterizes learning approaches that take the fundamental responsibility of the 'whole person' in the process of learning. Effective education and learning imply that the learner is the primary individual in the learning process.

In the same way, the consequence of the humanistic approach to foreign language teaching is seen in recognizing the value and role of affect in communication and linking of emotions in the learning process, highlighting the importance of each learner clarifying the importance and ability of all to have diverse goals, Arift (2017).

This theory is responsible for humanizing society, allowing students to understand the knowledge effectively and improving their learning interests.

1.1.2. Cognitivism

Cognitive learning promotes understanding of information by relating prior knowledge to recent knowledge. 'The theory of cognitivism focuses on how information is processed within the mind', says Kurt (2023). Within education, the learner will be actively involved, maintaining interest in the subject matter and effectively processing the information acquired.

According to Caeiro (2019), in cognitivism, the priority is the learner, who is the protagonist, and the teacher plays the role of mediator.

The theory of cognitivism allows studying the environment in which the learner is, as well as estimating the thinking and behavior they have with the environment. Cognitivism searches for ways to address all the knowledge acquired by the learner.

Anderson and Krathwohl (2001) state that students must be able to integrate new knowledge with previous knowledge using their own words, where the teacher will only listen, contrast, and examine, allowing the students to be able to paraphrase, explain, and interpret.

1.1.3. Behaviorism

Feder (2024) states that behaviorism emphasizes how people interact with their environment. Over time, these interactions, called stimuli, form particular behaviors. The process by which a behavior is formed is known as conditioning. Pritchard (2013, p. 7) affirms that behaviorism "is a theory of learning focusing on observable behaviors and discounting any mental activity. Learning is defined simply as the acquisition of new behavior." Therefore, it is relevant to establish a relationship between behavior and learning in an L2 class.

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1.1.4. Monitor theory

Krashen (1982) highlights the importance of the innate subconscious process involved when acquiring a new language.This theory also focuses on the importance of comprehensible input, which can be understood by the learner while remaining one step above the learner's language ability.

Krashen also mentions that acquisition is in charge of generating statements, which are eventually corrected by the monitor, the section where learning is stored. In 2012, Abukhattala states that "there are three kinds of monitor users: (1) over-monitor users, i.e., students who seldom trust their acquired competence, thus verifying every sentence they produce by using their learned competence.

Such speakers are sure to speak hesitantly and with no fluency. (2) Under-monitor users, the other extreme, i.e., speakers who do not care about correctness, only meaning. These speakers are usually very talkative even in their mother tongue, and although they make more mistakes than over-monitor users, they will also convey more meaning. (3) Optimal monitor users, or acquirers who manage to use the Monitor only when it is appropriate- e.g., when writing a speech or a letter." (p. 129)

1.2. Motivation strategies

Motivation relates to one of the most basic aspects of the human mind; therefore, most teachers and researchers would agree that it plays a very important role in determining success or failure in any learning situation.

Dörnyei (2001) motivational strategies are techniques that promote the individual's goal-related behavior. (Dörnyei, 2003, p. 28). For this reason, it is considered relevant to highlight the strategies related to the motivation.

1.2.1. Intrinsic motivation

Deci and Ryan (1985) affirm that intrinsic motivation refers to the behavior performed for its own sake in order to experience pleasure and satisfaction, such as the joy of doing a particular activity or satisfying one's curiosity. They establish that people feel more motivated by their thoughts and feelings, but do not feel comfortable about a task than by external pressures or rewards. Therefore, the learner is motivated by the basic psychological needs for autonomy, competence, and relatedness that are internal.

1.2.2. Extrinsic motivation

Vallerand (1997) says that extrinsic motivation involves performing a behavior as a means to an end, that is, to receive some extrinsic reward (e.g., good grades) or to avoid punishment.

According to Legault (2016), extrinsic motivation (EM) refers to the performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself. In other words, the motivation comes externally, and the benefit or reward is isolated from the action.

Human motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation.

1.2.3. Motivation in L2

Motivation is one of the most important factors in language learning. Children with a positive attitude towards English tend to make an effort when learning becomes a challenge. Therefore, 'Students who are motivated to learn perform better, show a better understanding of the concepts being taught, and have lower dropout rates'.

Crotty (2021) learning a new language is often challenging, but maintaining interest in the subject will help overcome obstacles that arise during the learning process.

1.3. Common European framework in English education in Ecuador

1.3.1. Common European framework

The Common European Framework sets out a method of teaching and assessment to "establish the language skills of learners on a scale of levels of English from A1 as a basic level to C2 for those who are exceptionally proficient in English" Cambridge, (2024). It is therefore necessary to take into account the CEFR.

1.3.2. Education Ministry exit profile level A1

According to the Curriculum for Mandatory Education Levels (2019) expected that students will have to reach an A1 level based on the CEFR to graduate from the 7th EGB. That

means students need to acquire language skills from the 1st to the 7th year to be able to go on to secondary education.

1.3.3. Exit profile level third-year children

The exit profile of the students of the third year must fulfil the requirements that the Education Ministry establishes. Therefore, the learners of the third year at the end of their school year are in the capacity of get basic communication skills and day to day contexts comprehension Education Ministry of Ecuador (2019).

1.4. Class participation in L2

1.4.1. Definition

Participation is important to the English language learning process because when students are actively involved in the classroom, they are more likely to achieve effective learning.

'Students who actively participate in class tend to remember and understand concepts better'. Sara (2023)

Because of the importance of classroom participation, Hamilton and McLeod (1993) propose 'creating an atmosphere within the classroom where students are not afraid to speak in that language'. In this way, by having activities of interest to students, they are encouraged to participate without fear of making mistakes and enjoy their learning process with a positive attitude.

1.4.2. Factors that influence class participation

Class participation can be affected by some personal or external factors that will positively or negatively influence the learning process. According to Rodriguez-Perez (2012) one factor that influences class participation is the overcoming of fears, where the student must increase their motivation and achieve active participation without fear of making mistakes.

Another factor proposed by Rodríguez Pintor & Caso de Palá (2000) suggests that student participation is affected by the teacher and his/her ability to provide incentives during class time, which will be reflected in his/her planning and educational strategies.

Creating a positive learning environment is also important as it will foster students' confidence and security in the classroom. Nominis (2023).

Another factor is motivation, because a motivated person strives to learn and enjoys learning, becoming an active learner in English classes. Additionally, Gardner (1985) describes motivation for language learning as a combination of complex variables; it includes the expression of effort, goals, and favorable attitudes.

Lightbown and Spada (1993) indicate that attitudes and motivation are related to L2 learning success, and FL Gardner and Lambert (1972) concluded that learners' ability to master an L2 can be attributed not only to their mental or linguistic competence, but also to learners' attitudes and perceptions.

1.4.3.   Barriers to class participation

Barriers to participation refer to those factors that hinder access to education and learning opportunities for some students. Zuluaga & Carmona (2013).

There are physical barriers where the student has activities that do not allow them to participate due to a strong psychomotor content, without taking into account the value of their learning. Marquez A. (2017)

On the other hand, sensory barriers where inclusive and interesting strategies are not provided so that the student can participate. Marquez A. (2017)

1.4.4.   Benefits of class participation

Class participation allows students to acquire different benefits. These include students getting feedback about their learning (Isaksson, 2008), which at the same time can enhance student learning and motivate students to learn (Hernández, 2012).

Another benefit is that learners can significantly improve their grades (Prowse et al., 2007; Tawafak et al., 2019), and it encourages students to develop skills through regular learning (Trotter, 2006). Therefore, promoting student participation in class ensures not only a successful teaching, but also good student performance achievement.

1.5. Strategies to promote class participation

1.5.1. Teaching strategies

Teaching strategies are procedures that the teacher uses in a thoughtful and flexible way to promote the achievement of meaningful learning (Diaz Barriga, 2002). Coll (1986) stablishes that "it is a procedure for the learning or is a set of orderly actions directed towards the achievement of a target"; on the other hand, for Monereo (1999), a strategy is a guide for the actions that have to follow. Then, we can say that strategies are procedures that allow students to reach the goal that the teacher wants them to achieve.

1.5.2. Game-based learning

Game-based learning is an important educational method. It can have a positive impact on English language learning because it activates an interactive environment where students can increase their creativity and responsibility, and improve their level of participation in classes where they are motivated to learn. According to Rubio, A.D.J., & Conesa, I.M.G. (2013), the game is the base for attending important aspects of cognitive development such as class participation, creativity, and sociability, without forgetting that behind each game there must be a specific didactic objective. Navarro Brito,J.E., Enríquez O'Farrill, I.J., Perez Novo,E. (2019) stablishes that execution of this methodology focuses on the participatory technique where a collective learning experience is carried out.

Within game-based learning, it is essential to establish clear goals aligned with the curricular content, also keeping in mind the age and level of the students so that the result may be more effective. Games are an important resource in the language learning process, especially

for primary school students. In the opinion of the British researcher Susan Halliwell, "games provide the opportunity for cooperation and immediate answer from students and teacher" (1993:58).

1.5.3. Cooperative learning

According to Domingo J. (2008), cooperative learning allows students to work independently and take responsibility for their learning, helping to develop the ability to reason and think clearly. Also, it increases satisfaction with the work accomplished and greater interest in the subject of study.

Cooperative learning enhances the idea of learning by doing, where students seek their benefit, but also the benefit of the other members of the group, with the purpose of achieving shared goals. Marínez, Lirola, M. (2017). Cooperative learning also allows better communication among students, a greater ability to listen, and make decisions to complete a specific task.

This type of learning will help to evaluate the quality of learning of individual students. Domingo (2024) says that "a structure will be provided to ensure that each group can reflect the topic effectively, hoping that each student interacts with their classmates, sharing ideas and materials.

1.5.4. Playful learning with technology

Didactic resources, among games and technology, are fundamental within the learning process because they motivate students to achieve a greater predisposition to knowledge. Diaz.F,

Gomez.R & Otero.S.(2016). It offers some benefits in learning because students increase their interest and interaction in English classes, and they can retain better and longer knowledge and information.

According to Navarro Brito,J.E., Enríquez O'Farrill, I.J., Perez Novo,E. (2019) The treatment of the contents learned in English can be reinforced with technology that favors the motivational processes, and the contents of the study find a greater breadth of meaning.

As stated by Moreno (2022), most technological games stimulate psychomotor coordination, problem-solving, and attention span, influence imitation, pronunciation, and the ability to choose and follow step-by-step instructions. Learning experiences with technology games are tools that help enhance education and the development of positive learning.

1.6. Technological tools

1.6.1. PBS kids

PBS KIDS is a platform that aims to positively influence children's lives through curriculum-based entertainment programs, with positive role models and content designed to promote their total well-being. In addition, it has a 360-degree approach to learning and reaching out to children. By engaging parents, teachers, caregivers, and communities as learning partners, PBS KIDS helps prepare children for success in school and life (PBS KIDS, 2020).

1.6.2. Kahoot!

Kahoot! is a quiz-based platform hosted in the cloud, ideal for promoting online learning. The platform allows to create quizzes from scratch, enabling creative and customized learning options, making it a very useful tool for e-learning.

1.7. Student participation styles

Active learning is an approach in which students engage directly with the content through activities such as discussion, analysis, and problem solving. In contrast, passive learning is characterized by the student receiving information without direct interaction or active engagement with the material.

1.7.1. Active students

Students are called active learners when they are interested in learning a language, are attentive to the teacher's directions, ask questions, and do not dislike studying beyond what they have learned during class. According to Fingermann (2012), an active learner is concerned about his or her life and environment, the past, the present, and the future. When in doubt, they continue to inquire, challenge themselves, and interact with the teacher and their peers. Because their participation is active, their motivation is also high; they are not afraid to make mistakes and learn from them.

1.7.2. Passive students

Passive learners become receivers of information, i.e., they do not participate in the class; therefore, the complete acquisition of knowledge is not certain, and they tend to fail more.

According to Tekman (2021), passive students only listen and repeat what the teacher says, slowing down the development and acquisition of knowledge.

Smith & Smith (2014) state that a passive learner is someone who is not communicating, engaging, or bothering in the class. Therefore, it is suggested that the student is not actively participating in the class or activity, i.e., teacher-student interaction is not taking place, and knowledge is not being acquired as expected. It can also be said that in the absence of interaction with peers, the student may become a student with socialization problems.

CHAPTER II

2. METHODOLOGY

2.1. Methodology

2.1.1. Type of research

The investigation required determining the strategies to enhance class participation, as well as to use the selected motivation strategies. Therefore; used mixed research, focused on the quantitative and qualitative methods to obtain a better comprehension of the students' motivation and their class participation. This design allows for to examination of the different aspects related to the motivation in a L2 class.

According to Hernandez, Fernandez, and Baptista (2010), in their work called Research Methodology, they argue that research is supported by two approaches: the qualitative approach and the quantitative approach, which together form the third approach: the mixed approach. Quantitative approach is used for statistical analysis; it focuses on numerical measurements, which are analyzed to subsequently answer the research questions.

According to Hernández, Fernández, and Batista (2010), the quantitative approach is deductive and involves using surveys, analyzing the relationship between variables, it driving experimentation in order to answer questions and hypotheses. The quantitative approach facilitates the control of the studied phenomenon with a logical and sequential structure, where it begins to establish an idea that will provide clear and organized results.

The qualitative approach focuses on data collection with more flexibility where a contextual interpretation is required without numerical measurement data, the phenomenon is interpreted according to the facts found seeking to include the personal perceptions of teachers and for this the interview method was used within the qualitative approach, also a check list was used to collect important data on the active or passive participation of students.

2.1.2. Methods, techniques, and instruments

2.1.2.1. Methods

The methodology is an essential component in the investigation process, since determines how the study will be conducted the study in order to answer the research questions. Therefore, the mixed methods involve a set of systematic, empirical, and critical research processes for the collection, analysis, integration, and discussion of quantitative and qualitative data in order to better understand the phenomenon under study. (Hernández-Sampieri, Fernández y Baptista, 2010).

For that reason, in this research the mixed method was applied, since quantitative research is conducted objectively and also qualifies the social phenomena, whereas qualitative research is focused on the sense and meaning of social phenomena (Posso, 2011).

2.1.2.2. Techniques

2.1.2.2.1. Survey

Survey were conducted with third-year students at level A1.1 of Unidad Educativa Tulcán in the 2024-2025 school year, which consisted of questions about extrinsic and intrinsic motivation, and class participation.

This process was carried out from 26 November to 8 December. For the data obtained from these surveys, descriptive analysis was used, which allowed us to organize and tabulate the information obtained in an efficient way. After this process, a bar diagram was used, which is a type of statistical graph where the name itself indicates that the data is represented graphically, forming bars that clearly show the information. Among the results, the survey provided us with valuable information about the activities that the students prefer in English classes and why they find them more motivating for their learning.

In addition, the survey was helpful to the researchers because it allowed them to establish the activities to be included in the proposal in order to meet the needs and preferences of the students.

More information on the results obtained from the surveys will be presented in Chapter 3. It is also worth mentioning that the questionnaire used multiple-choice questions where the students were able to recognize the reasons for the questions by means of a measurement scale, which helped to strengthen the development of the proposal.

2.1.2.2.2. Interview

It was conducted with third-year students at level A1.1 of Unidad Educativa Tulcán in the 2024-2025 school year, which consisted of questions about extrinsic and intrinsic motivation, and class participation.

This process was carried out from 26 November to 8 December. For the data obtained from these surveys, descriptive analysis was used, which allowed us to organize and tabulate the information obtained in an efficient way. After this process, a bar diagram was used, which is a type of statistical graph where the name itself indicates that the data is represented graphically, forming bars that clearly show the information. Among the results, the survey provided us with valuable information about the activities that the students prefer in English classes and why they find them more motivating for their learning.

In addition, the survey was helpful to the researchers because it allowed them to establish the activities to be included in the proposal in order to meet the needs and preferences of the students.

More information on the results obtained from the surveys will be presented in Chapter 3. It is also worth mentioning that the questionnaire used multiple-choice questions where the students were able to recognize the reasons for the questions by means of a measurement scale, which helped to strengthen the development of the proposal.

2.2. Research questions

What are the factors that negatively influence class participation in third graders at the Unidad Educativa Tulcán?

What is it that makes a third-year L2 student a passive learner?

What are the strategies that considerably develop motivation in students for the purpose of participating in L2 classes?

2.3. Participants

2.3.1. Population

Within the population, third-year students at level A1.1 of Unidad Educativa Tulcán in the 2024-2025 school year participated in the investigation.

2.3.2. Sample

The study sample was probabilistic, of the random type, and it was composed of 50 third-year students of Unidad Educativa Tulcán.

2.4. Procedure and data analysis

The total sample was 50 third-year students, including males and females, randomly selected to then apply the research instruments (survey and interview) corresponding to the mixed research.

To analyze the data collected it will use descriptive and correlational analysis, where according Sanchez M., Blas H., Tujague M. (2010) the descriptive analysis is the one that allows

to make explicit the registration of information which open the doors to the application of statistics, taking into account that only its author is the one who determines the validity of a result (p.108). Also, correlational analysis will help to measure the degree of correlation between variables in statistical terms.

CHAPTER III

3. RESULTS AND DISCUSSION

This chapter analyzes the data collected through the teacher interviews and the surveys completed by the students.

With the information gathered in the interviews, four important concepts have been established, which include:

Importance of early learning: Vice rector mentioned that it is important the English learning, because the students can have better opportunities for success learning in their academic life through the years.

The background of the institution: The institution has only one laboratory, but it is not known in what condition it is. Therefore, the lack of instruments impedes the learning of the English language to making more effective for all students.

The background of the students: The teacher reveals the lack of educational tools that students need to achieve good learning and for this reason the level of participation is low, another problem it mentions is the lack of energy due to the blackouts that exist in the country it is more difficult to access platforms or applications that help maintain student participation in English class.

The background of the motivational strategies implementation: Motivational strategies are useful in learning the English language. Therefore, the application of this type of strategy allows the student to become an active part of the class.

This survey consists of three parts. The first part was designed to identify the type of activities that third-year elementary school students of the Unidad Educativa Tulcán prefer to do in class. The second part of the survey includes specific preferences about the activities they find most motivating to participate in. Finally, the third part includes questions in which students must rate on a scale of 1 to 5, where 1 is not at all motivating and 5 is very motivating, how motivating they find the different activities, and each activity includes an open question to know the reason behind each rating. On the other hand, the interviews include closed-ended questions about the context, resources, and strategies related to English language teaching to be explored. The literal transcriptions of these interviews can be found in the annexes section.

3.1. Survey applied to third-level students from Unidad Educativa "Tulcán", Tulcán canton.

      3.1.1.   What class participation activities do you prefer?

Figure 1

Class participation activities
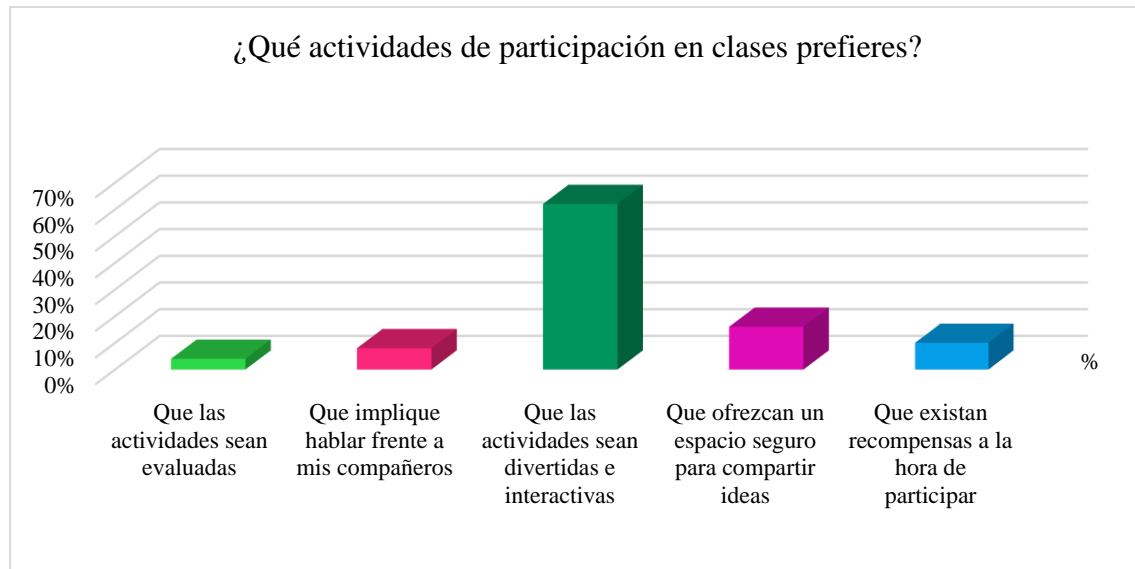
Source: Own elaboration based on data from the survey conducted in November 2024.

      Analysis

The survey question one shows that 62% of the students prefer the activities to be interactive, because this encourages their curiosity, interest, and proactivity during English classes. On the other hand, 16% prefer that the teacher provide a safe space to share ideas, so that students can increase their confidence in participating. It is observed that 10% of the students opt for the existence of rewards when participating, improving motivation within the classroom. While 8% suggested that students should be involved in speaking in front of their peers, promoting confidence in expressing themselves. Finally, 4% of the students preferred that the activities be evaluated to express their knowledge based on a test.

3.1.2. Which of the following activities do you find motivating to participate in class?

Figure 2

Activities that motivate you to participate in class

De las siguientes actividades ¿cuáles te resultan motivantes para participar en clases?
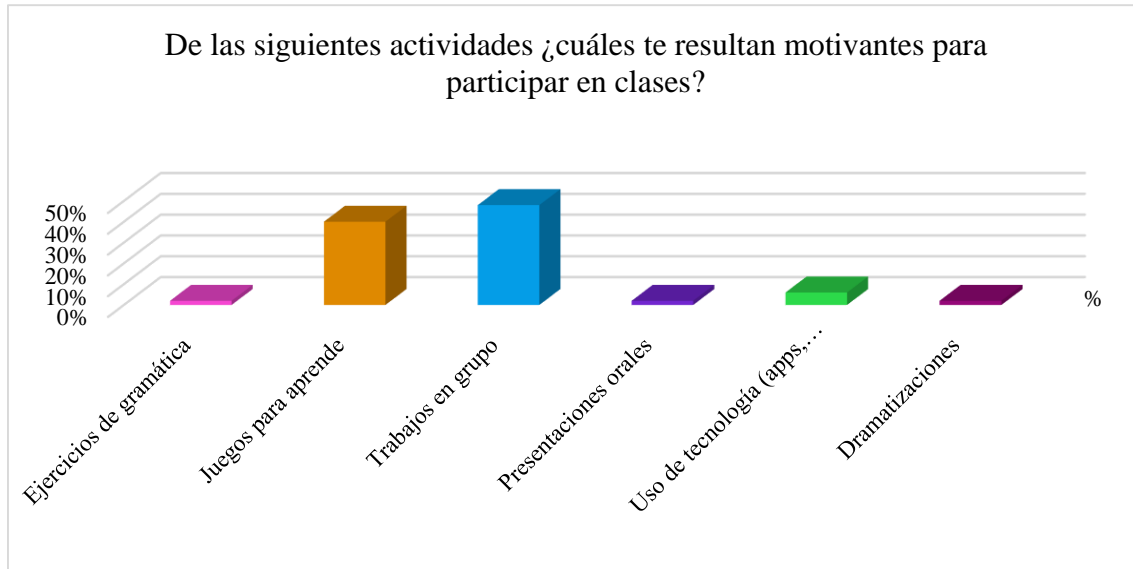
Source: Own elaboration based on data from the survey conducted in November 2024.

Analysis

Graph number two reveals that 48% of the students are inclined to work in groups, indicating that they feel more motivated by activities that include collaboration with their classmates. Within 40%, it is observed that activities that include games within the class are motivating for them, encouraging constant participation. 6% prefer the use of technology (apps, online quizzes), finding a motivation for the use of digital resources in their learning. Finally, with a preference of 2% are grammar exercises, oral presentations, and dramatizations, indicating that students are not very motivated to participate in these activities.

3.1.3. How motivating does you find each of these activities to participate in class? (Rate from 1 to 5, where 1 is "Not at all motivating" and 5 is "Very motivating").

3.1.3.1. Grammar exercises

Figure 3

Grammar exercises
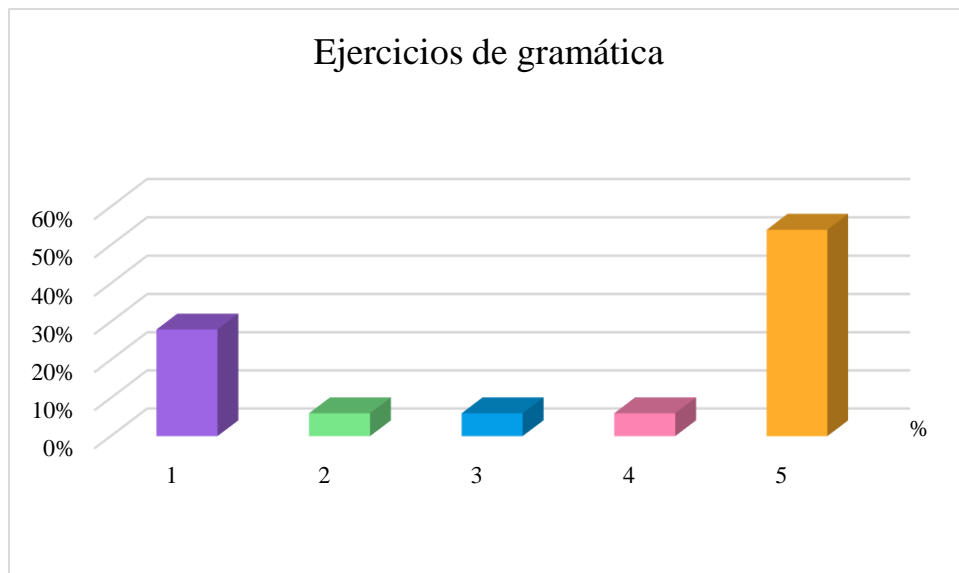
Source: Own elaboration based on data from the survey conducted in November 2024.

Analysis

The survey question shows that 54% of the students find the grammar exercises very motivating and a good strategy to increase participation, while 28% do not find them motivating at all. Finally, it was observed that within the results obtained, in the qualification (2, 3, and 4) there is an equality of 6% in which the students find the use of these activities motivating, moderately motivating, and not very motivating for their education.

3.1.3.2. Games for learning

Figure 4

Games for learning

Juegos para aprender

Source: Own elaboration based on data from the survey conducted in November 2024.

Analysis

The data figure four shows that 82% of the students find the learning games very motivating, because this activity promote fun, interactive and dynamic learning; 6% believe that they are motivating, encouraging interest in participating during classes; another 6% express that they are moderately motivating, which does not affect their motivation; 2% indicate that they are not very motivating; and finally, 4% consider that they are not motivating at all for their educational process.

3.1.3.3. Group work

Figure 5

Group work

Source: Own elaboration based on data from the survey conducted in November 2024.

Analysis

This question reveals that 70% of the students find it very motivating to do group work, allowing them to increase their self-confidence when participating collaborativelly. Another 8% find it motivating, which allows them to improve their group participation, while another 8% find it moderately motivating, without affecting their motivation, and finally, 14% of the students indicate that they are not motivated at all by activities that require group work. Therefore, according to (Pazmiño & Vinueza, 2018), collaborative learning allows them to perform tasks in small groups, leaving aside the traditional role of passive student and actively participating in the classroom, also allowing better communication between peers, favoring their socio-affective development and thinking skills.

3.1.3.4. Oral presentations

Figure 6

Oral presentations

Source: Own elaboration based on data from the survey conducted in November 2024.

Analysis

Figure number six shows that 50% of the students prefer oral presentations as a method that generates more motivation to participate, and 26% find it motivating. Following the results, 8% of the students found it moderately motivating, which does not affect their motivation, while 4% indicated that it generates little motivation, and the last 12% learned that these activities are not motivating at all for their English language learning. According to Montoya et al. (2016), the participation in students' oral presentations helps them to lose the fear of speaking the language, it also works as a motivation to practice the language and to be able to use it in real situations, generating greater confidence in students when learning a new language.

Figure 7

Use of technology
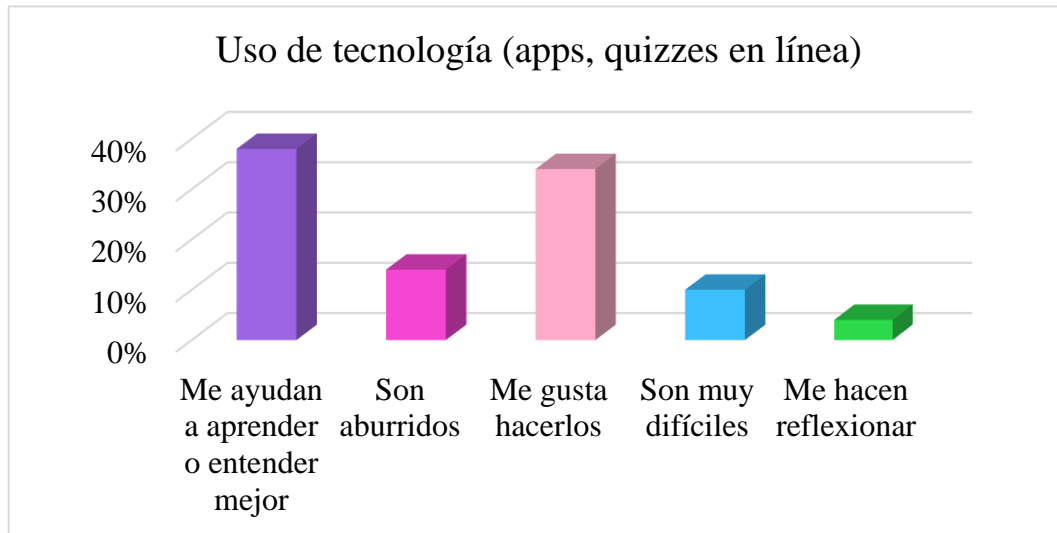
Uso de tecnología (apps, quizzes en línea)

Source: Own elaboration based on data from the survey conducted in November 2024.

Analysis

This figure shows that 24% of the students find the use of technological tools for learning

very motivating, followed by 22% who indicate that these activities are motivating. On the other

hand, 16% of the students find the use of technology moderately motivating, 8% indicate that

these activities generate little motivation, and finally, 30% consider that it is not motivated at all.

We can also rely on the research of (Novelo & Polanco, 2014), where they affirm that the use of

technology in the educational field in English language learning has given rise to new ways of

teaching and interaction of students with knowledge leaving aside traditional teaching, allowing

the active participation of the student during the activities carried out in class. On the other hand,

the use of technology will help students to reduce spelling mistakes, improve their writing and

reading skills, as well as strengthen their listening skills, which is very important in their learning process.

3.1.3.6. Dramatizations

Figure 8

Dramatizations
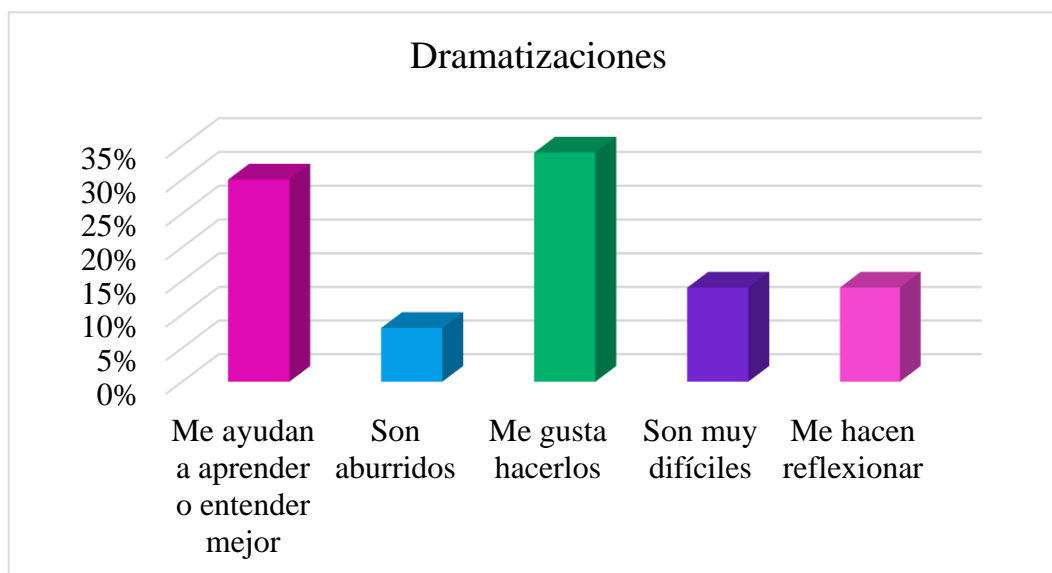
Source: Own elaboration based on data from the survey conducted in November 2024.

Analysis

The last question reveals that 62% of the students indicate that these activities are very motivating, 12% find the role-play motivating to improve their participation, 10% find these activities moderately motivating, and 16% learned that the role-play is not motivating at all, making them uncomfortable when participating. According to Chavez et al. (2023), the use of dramatization activities actively engages students by fostering individual motivation and engagement, providing meaningful English language learning. This type of activity allows the

student to have an assigned role capable of interacting with other individuals by simulating real-life situations, allowing for comprehensive learning.

CHAPTER IV

4. **PROPOSAL**

   4.1. Proposal title

   LEARNING AND PLAYING

   4.2. Rationale

   This activity guide is based on the motivational approach, specifically intrinsic and extrinsic motivation. Therefore, it has been created to deal with general topics of the English language curriculum for general basic education students where the student can actively participate in the English class, providing striking alternatives to the eyes of the students, so that their interest, attention, and concentration increase at the time of learning this subject. Within this guide, there are activities where the student can develop the four language skills (speaking, listening, writing, reading) so that their learning is attractive and they can enjoy the acquired knowledge.

   4.3. Theoretical foundations

      4.3.1. Content-based instruction

   The main objective of this motivational approach is for students to adopt a positive attitude toward learning. Motivation plays an important role in academic training and is divided into intrinsic and extrinsic motivation, which focuses on the relationship between the subject, in this case students, and their internal drive to achieve their goals (Gooding 2021). Extrinsic motivation, in turn, is oriented toward doing something in exchange for a reward (Topalov, 2011).

4.3.2. Motivational strategies

Ruiz (2020) considers that as long as there is a greater amount of motivation towards the student, the student will tend to perform better in achieving their goals, whether goals are short-term to long-term. Therefore, students will show better academic performance if they are motivated, as it can awaken interest in learning a second language, and they will become active learners.

4.3.3. Class participation

When participation is genuine, we can speak of interaction in: 'a space of freedom where a dynamic reflexive participation is manifested among the actors who develop in it'. Otherwise, when the young person acts and does what is asked of them against their will, the authors refer to this phenomenon as 'compliance' defining it as a 'Space of non-freedom where obedience or critical acceptance of norms is manifested by the potential actors of the space' (Romeo and Llaña, 2006:11). Furthermore, participation is presented as an inverse process where the exercise is encouraged by developing creative capacities and cooperation.

According to Mejia, Aldana, & Ruiz Hernández (2017), active participation refers to a contrary environment with respect to the traditional teaching of the English class. It is not only about the use of a single teaching method but also about the students actively participating during the lesson. In this way, learning becomes meaningful for the students.

4.4. Proposal objectives

4.4.1. General objective

To encourage active participation through activities that increase interest and attention in the English class for students in the 3rd year of basic education at the Unidad Educativa "Tulcan"

4.4.2. Specific objectives

Promote active participation in the English class through interactive activities.

To develop students' language skills through interactive activities.

4.5. Beneficiaries

This project aims to enable the beneficiaries to feel more comfortable and confident in actively participating in foreign language classes and to develop their different language skills to a greater extent. The 3rd-grade students of the Unidad Educativa "Tulcán" will be direct beneficiaries of this project. Teachers can also make use of this resource to promote increased student participation in their subjects. Finally, thanks to the authorities for allowing the students to learn English in a different, attractive way so that they can enjoy their process within this subject.

LEARNING AND PLAYING IN ENGLISH

Doménica Jarrín

&

Krístal Quel

This guide aims to promote participation in the L2 classroom.

It also offers a series of interactive lessons covering essential topics such as self-presentation, the alphabet, colors, animals, and many more. Through dynamic activities and visual resources on the Kahoot! Platform and PPS KIDS Platform students will not only acquire new vocabulary but also become actively engaged learners in class. By applying a motivational approach, students will be able to develop speaking, writing, listening, and reading skills. Therefore students in the 3rd year of general basic education will be motivated to learn a new language.

Prepared by:
Kristal Lisseth Quel Pozo
Karla Doménica Jarrín Armas

Icons used in the workshops:
Canva

①

Index of activities

Index of activities

Index of activities

Index of activities

EAT DANCE SING

UNIT 1

Can Do Statement

I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

LESSON 1

THIS IS ME

Lesson 1
This is me...

Identifying myself
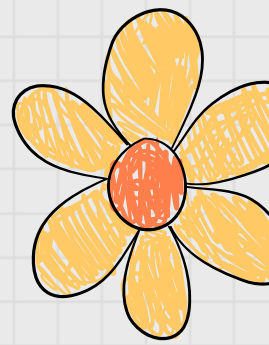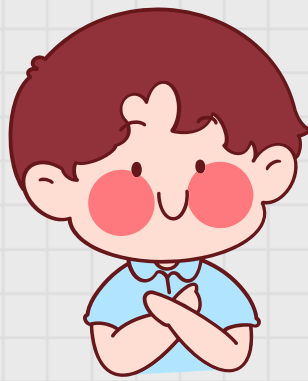
My name is **LINDA**

And I am a **GIRL**

My name is **CARLOS**

And I am a **BOY**
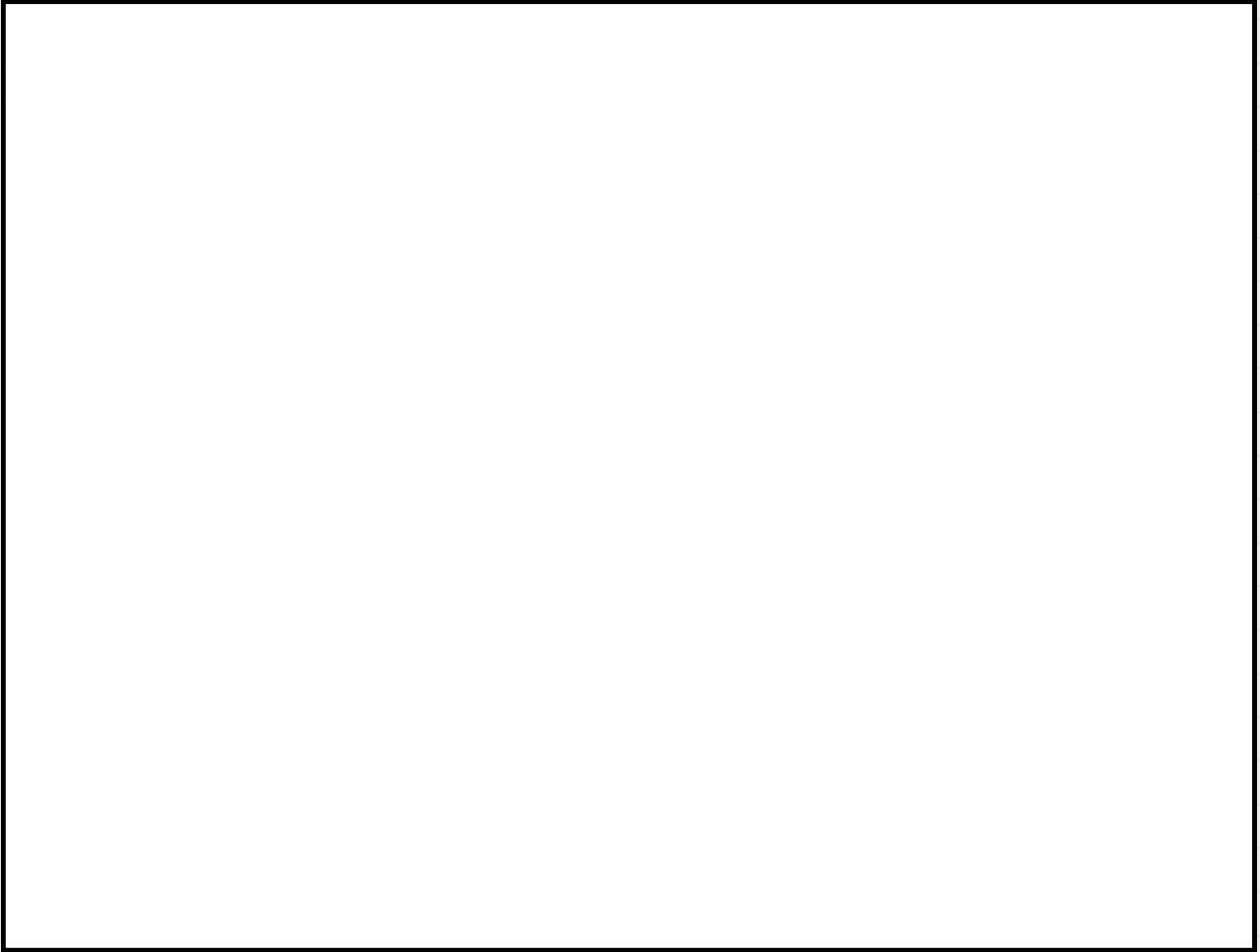
AND YOU?
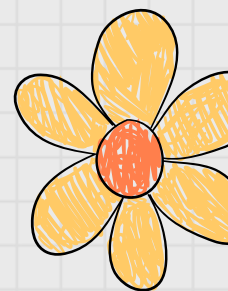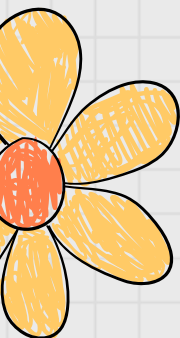
ACTIVITY 1
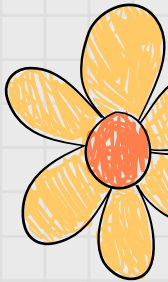
- Draw a picture of yourself.

ACTIVITY 3

- Complete the activity about the topic discussed on the Kahoot! platform.

https://kahoot.it/challenge/08409187?challenge-id=89884e7e-b83e-485e-b0e7-b172eeaf5b24_1734968159300

LESSON 2

NUMBERS

Lesson 2
Learning numbers 1 to 10

1 One

2 two

3 three

4 four

5 five

6 six

7 seven

8 eight

9 nine
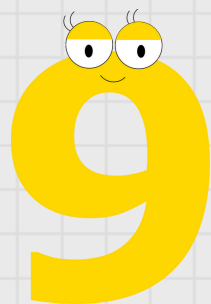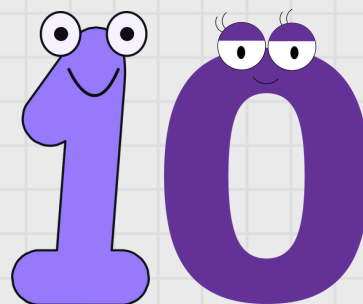
10 ten

ACTIVITY 1

- Unscramble the numbers and copy correctly

1 e o n

□□□

5 v i e f

□□□□

4 o r f u

□□□□

7 n v e s

□□□□□

9 e □ n n i

□□□□
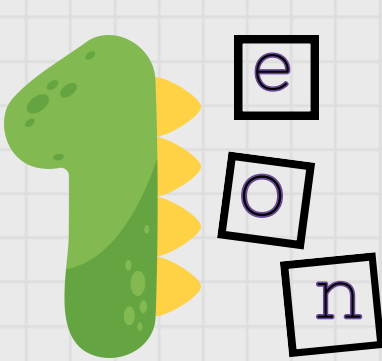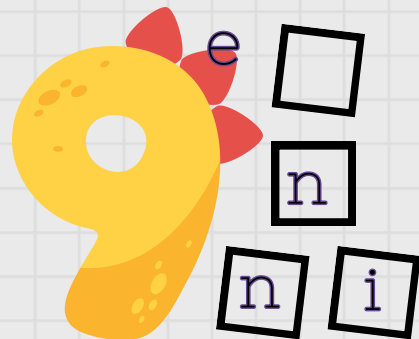
ACTIVITY 2

- Compete in the activity related to the topic discussed on the Kahoot! platform.

https://kahoot.it/challenge/09611457?challenge-id=89884e7e-b83e-485e-b0e7-b172eeaf5b24_1734980098414
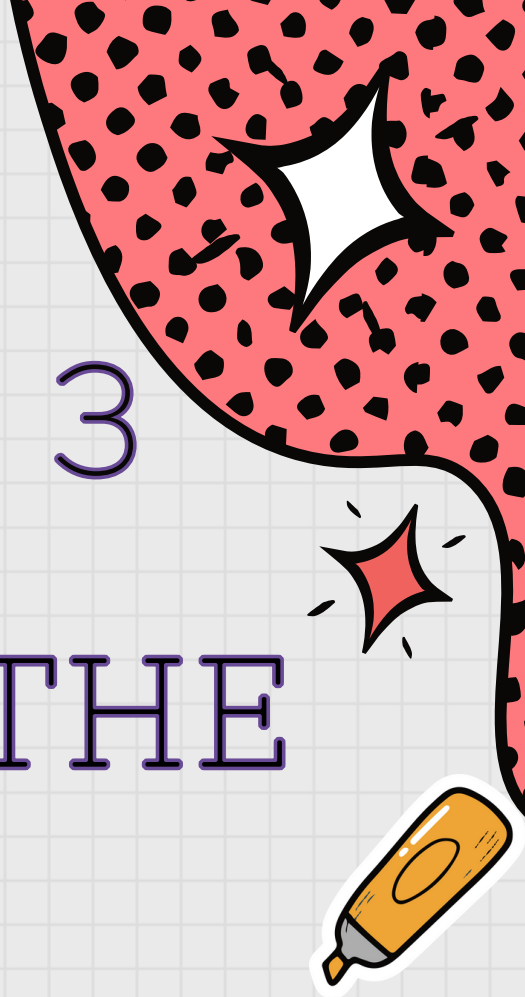
LESSON 3

DAYS OF THE WEEK

MONDAY   THURSDAY

TUESDAY   FRIDAY

WEDNESDAY   SATURDAY

SUNDAY
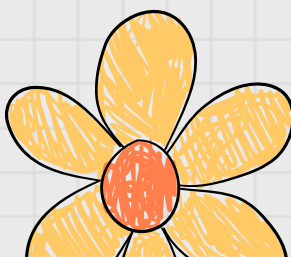
Lesson 3
Learning the days of the week

- Repeat after the teacher the days of the week.

1.
Sunday

2.
Monday

3.
Tuesday

4.
Wednesday

5.
Thursday

6.
Friday

7.
Saturday

ACTIVITY 1

- Transcribe the names of the days of the week in the correct order.

1. [ ]
2. [ ]
3. [ ]
4. [ ]
5. [ ]
6. [ ]
7. [ ]
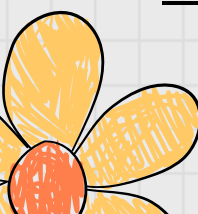
Thursday

Sunday

Wednesday

Friday

Monday

Saturday

Tuesday

ACTIVITY 2

- Compete the activity about the topic discussed on the Kahoot! platform.

https://create.kahoot.it/share/days-of-the-week/25a6e064-d00c-4173-b212-093bce49433f

LESSON 4

MONTHS OF THE YEAR
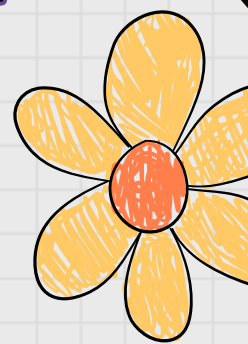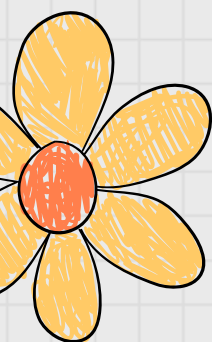
JANUARY

MARCH

FEBRUARY

OCTOBER

Lesson 4
Learning the months of the year.

- Repeat after the teacher:

JANUARY	FEBRUARY	MARCH	APRIL
MAY	JUNE	JULY	AUGUST
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER

Months of the year

ACTIVITY 1

- Correctly fill in the name of the months of the year.

Jan__ry

Febr_ar_

M_arc_

Apr__

M_y

J_n_

Jul_

A_g__t

Sept__b__

Oc__b_r

No_emb__
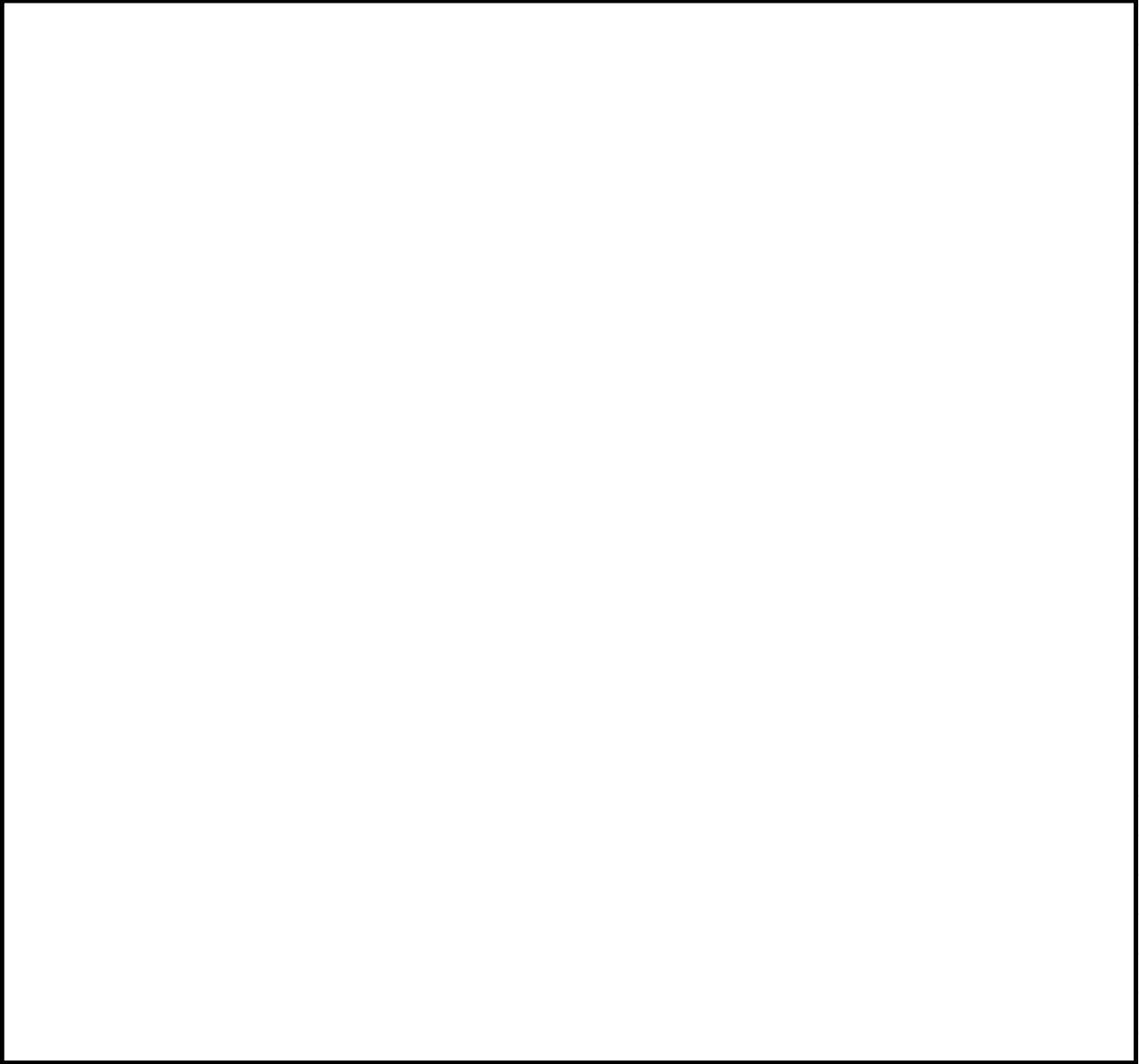
D_ce__er
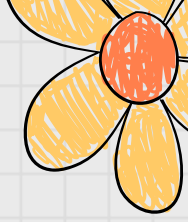
ACTIVITY 2

- Make a collage of all the months of the year and share with your classmates what holidays you found in each month.

ACTIVITY 3

- Compete in the activity related to the topic discussed on the Kahoot! platform.

https://create.kahoot.it/share/months-of-the-year/4118d60b-ee99-47fc-bf6f-f830b1e32939
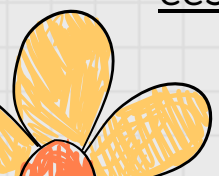
TEST UNIT 1

- Complete the sentence correctly.

My .... is Camila and I .... a
....

- Write below the name of the numbers.

8 5 1 9

- Write in the correct order the days of the week.

Wednesday   Saturday
Friday   Monday
Tuesday   Thursday

1 _____ **4** _____
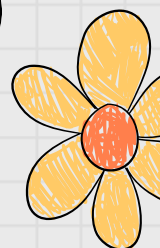
2 _____ **5** _____

3 _____ **6** _____

- Match with a line the month with the translate.

Janurary	Junio
June	Enero
July	Julio

UNIT 2
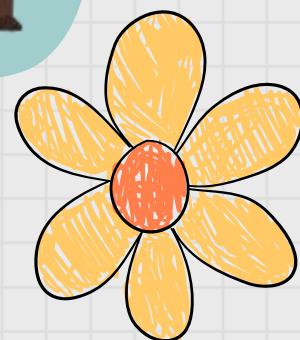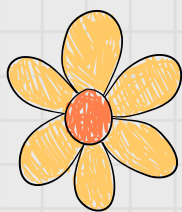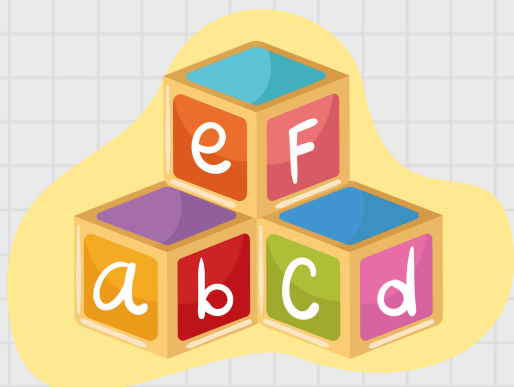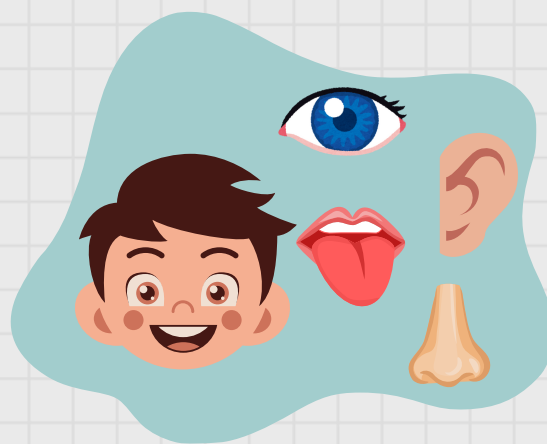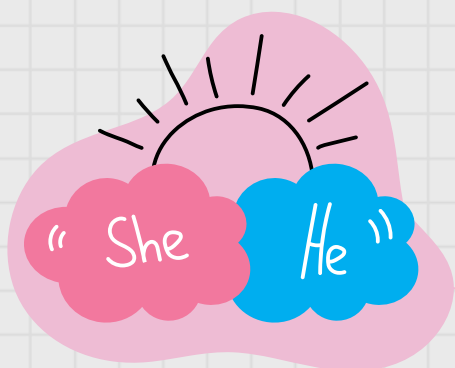
"She" "He"

e F
a b c d

Can Do Statement

I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

LESSON 1

The alphabet
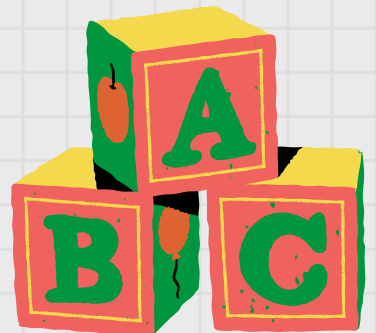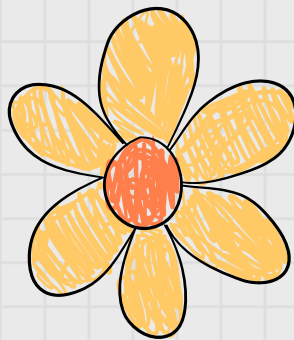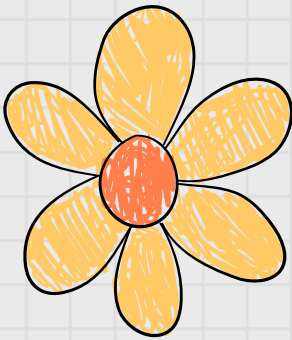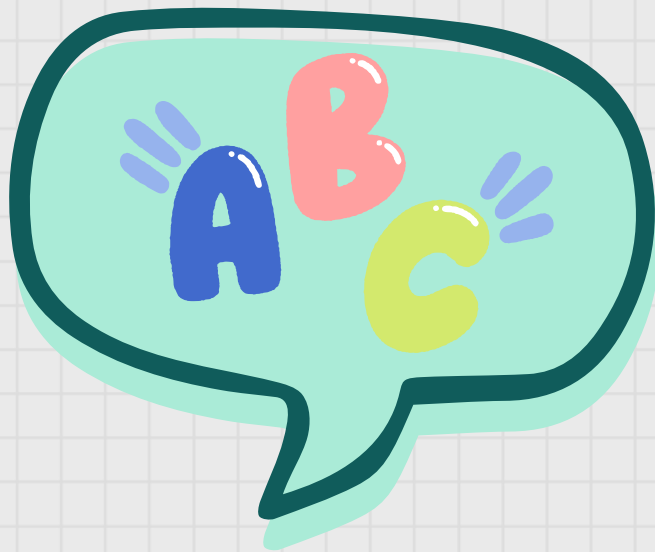
Lesson 1
The alphabet
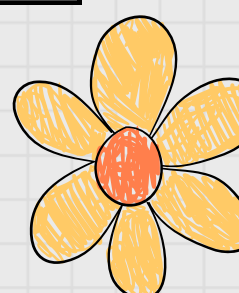
Learning the alphabet

Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

Activity 1

- Fill in the missing letter of the alphabet.

a _ _ c _ _ _ _ f g _ _ i _ _

k _ _ m n _ _ p _ _ r _ _

_ _ u _ _ w _ _ y _ _

Alphabet vocabulary

apple	ball	cat	dog	elephant
fan	grapes	hat	ice	jelly
kite	lion	mirror	nose	orange
pen	queen	rose	umbrella	vest
watch	x-ray	yarn	zebra	

Activity 2

- Complete the "paints by letter" activity on the PBS KIDS learning platform.

https://pbskids.org/superwhy/games/alpha-pigs-paint-by-letter/

LESSON 2
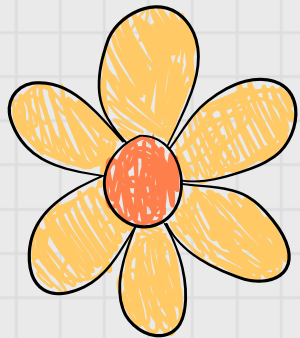
Family members
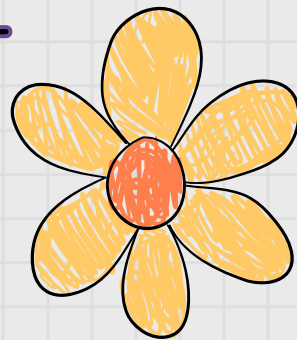
This is my family

LESSON 2
Family members – This is my family

Learning the family members
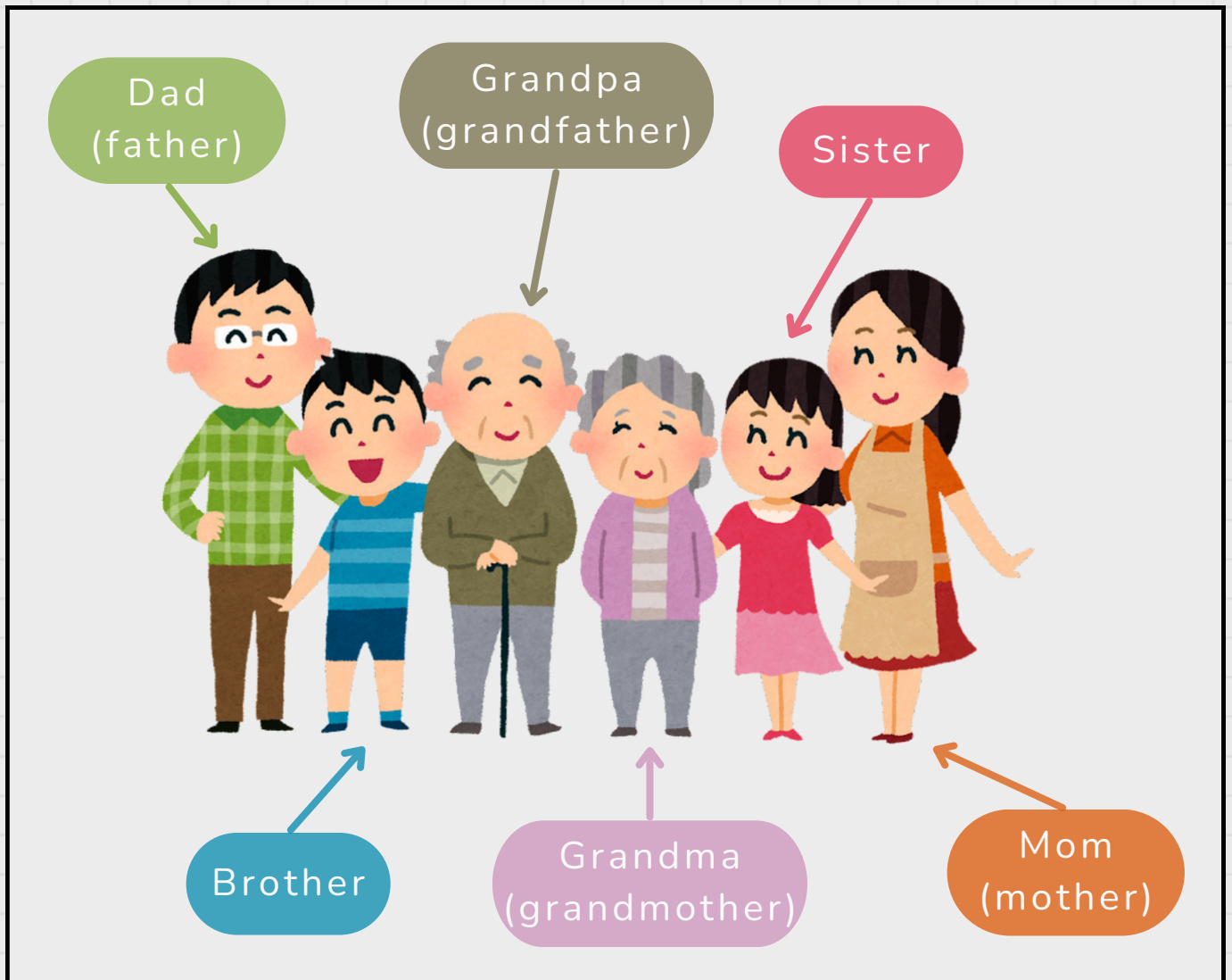
Activity 1

- Fill in the blanks with the correct letter to form the word.

1. _ _ i _ _ t _ _ _ _

2. _ _ _ _ m

3. g _ _ _ _ _ _ p _ _

4. _ _ r _ _ _ _ h _ _ _ _

Activity 2

- Write the family member that fits with the image.

This is my _____

This is my _____
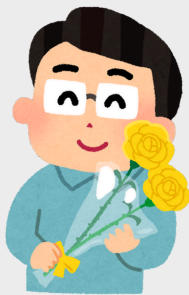
This is my _____

This is my _____

Activity 3

- Download the activity PBS KIDS learning platform, and make a family tree showing what your family is like. https://cms-tc.pbskids.org/global/mezzanines/printables/Family-Tree-Activity_Rosies-Rules.pdf
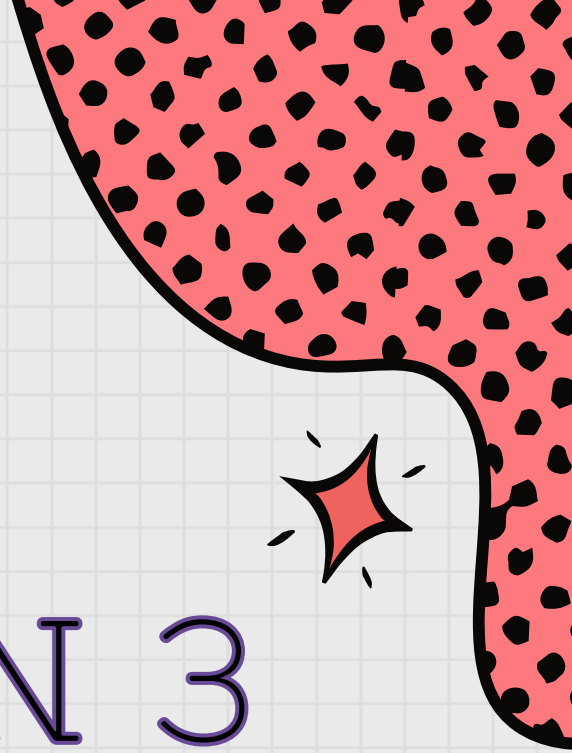
LESSON 3

Parts of the face
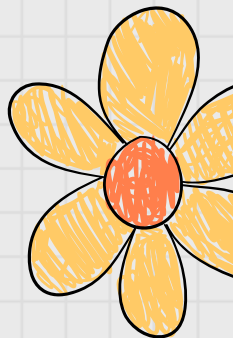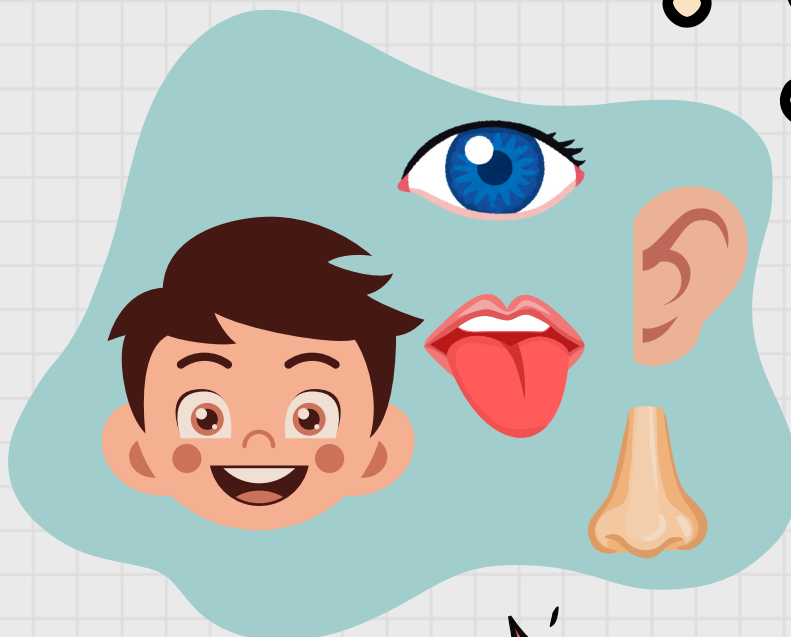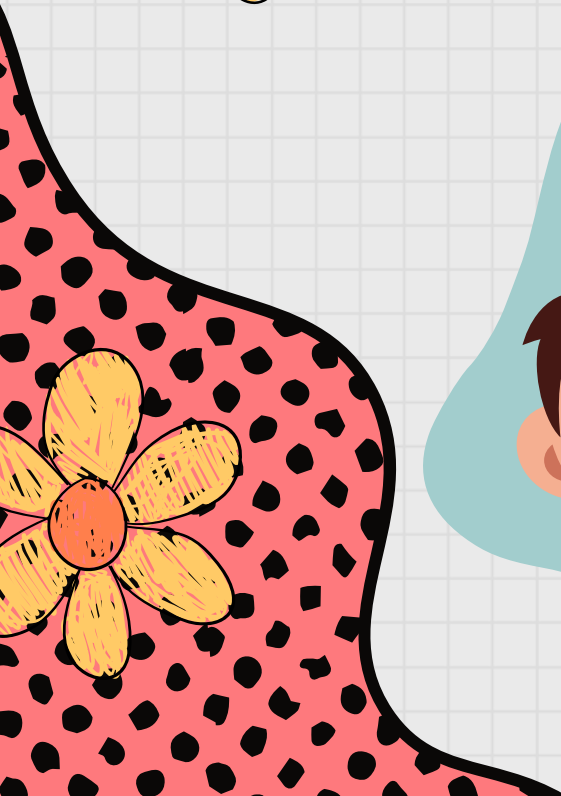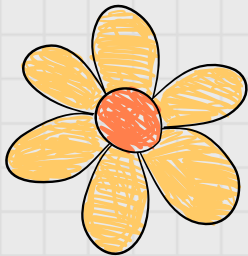
Lesson 3
Parts of the face – This is my face

Learning the parts of the face

eye	ear	nose
mouth	tongue	teeth

Activity 1

- Draw your face, indicating each part of the face.

Activity 2

- Match with a line the word with the correct image.
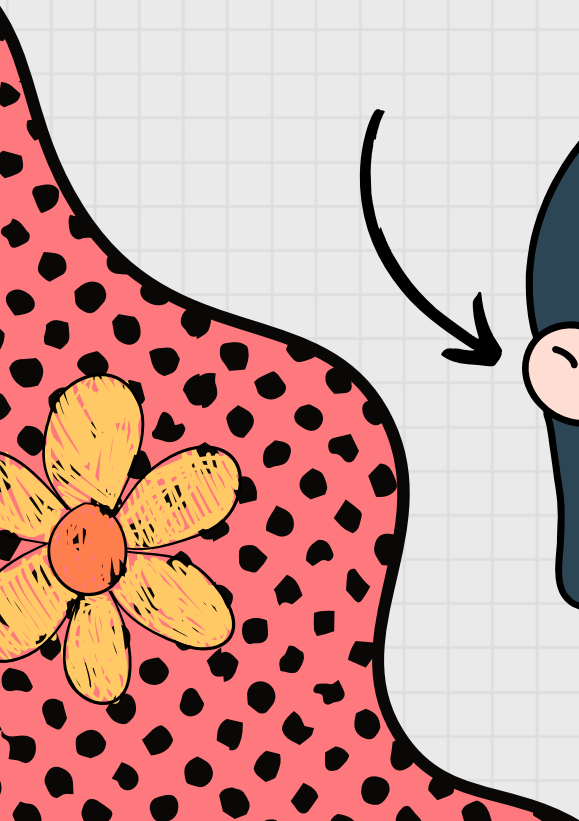
teeth •
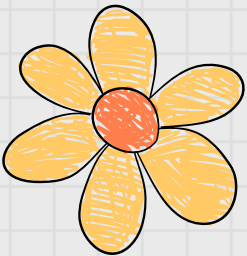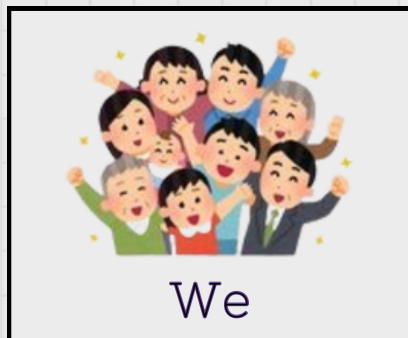
tongue •

ears •

mouth •

eyes •

nose •
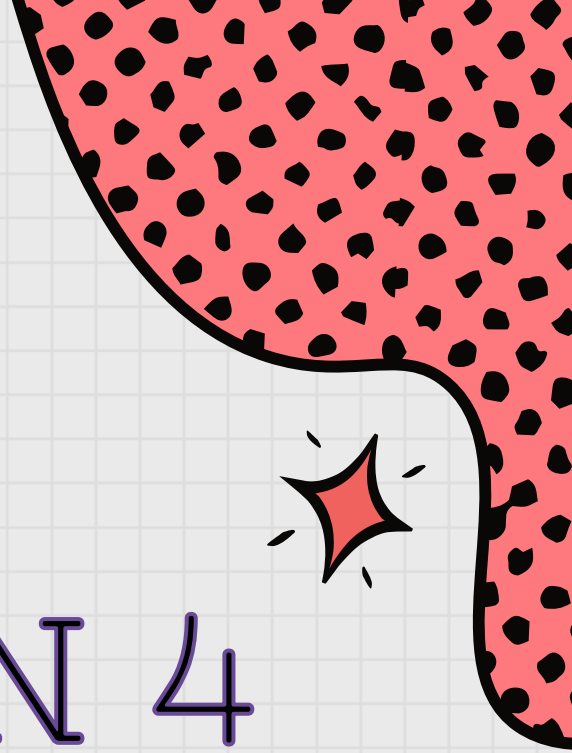
LESSON 4

Personal pronouns
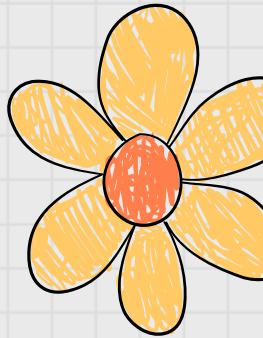
Lesson 4
Personal pronouns

Knowing the personal pronouns

I	He	She
It	We	You
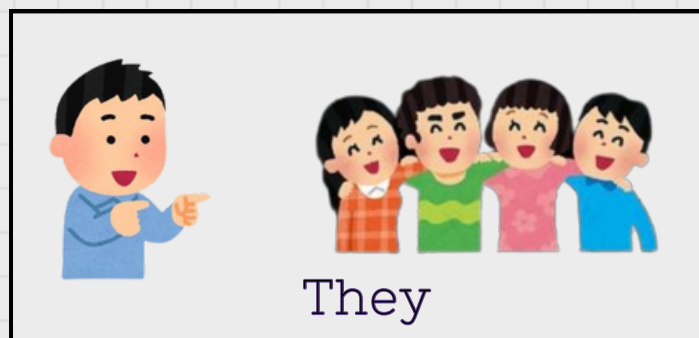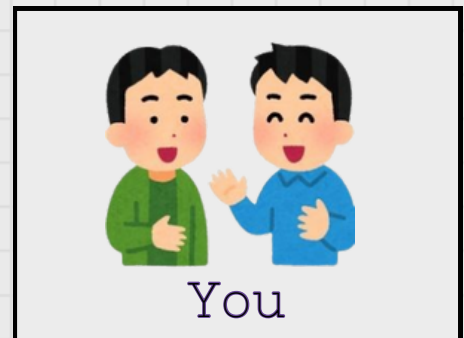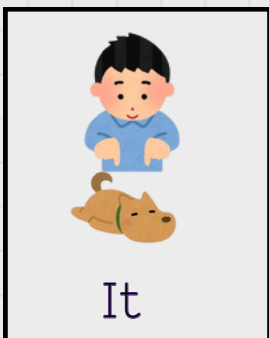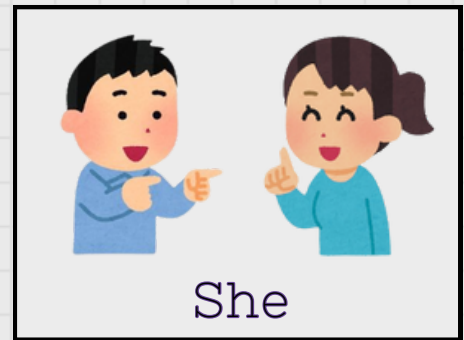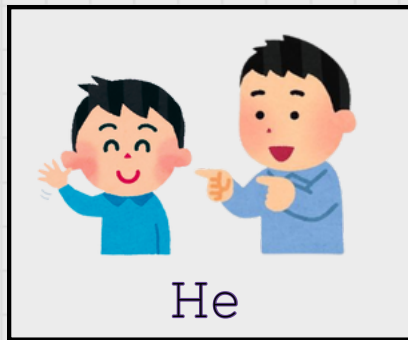
They

Activity 1

- Paint the correct personal pronoun.

(She)—(They)—(I)

(You)—(She)—(We)

(They)—(He)—(You)

(We)—(I)—(It)

Activity 2

- Look at the picture and choose the correct pronoun.

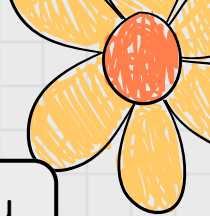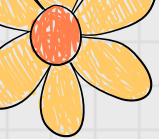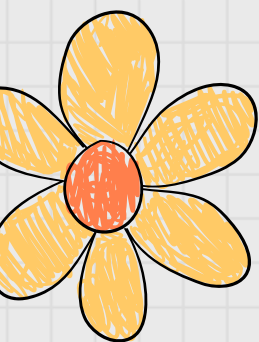| She |
|-----|
| He |
| It |

We
I
You
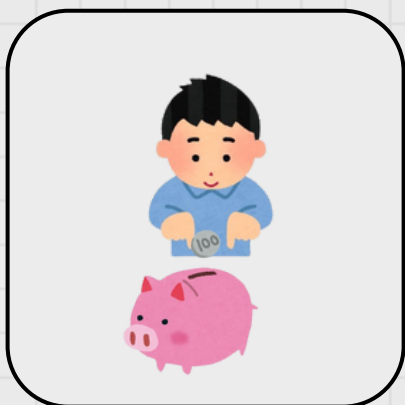
It

You

They

You

They

She

35
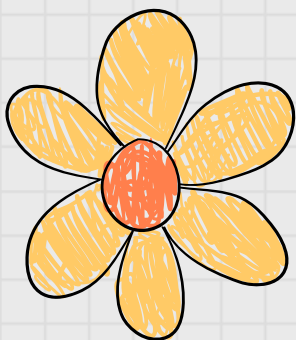
TEST UNIT 2

- **Complete the vocabulary learned with the alphabet.**
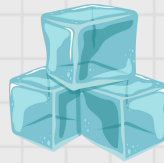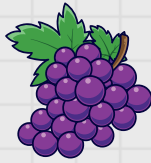
- **Color the family members in the alphabet soup.**

d	c	e	c	u	b	a	x	y	o
e	a	f	j	l	a	r	w	z	b
s	c	d	k	m	o	t	h	e	r
u	b	g	o	m	a	t	u	i	o
n	a	i	j	n	q	s	v	u	t
t	v	e	n	u	t	e	a	r	h
a	s	i	s	t	e	r	n	b	e
g	r	a	n	d	p	a	m	e	r

- grandpa
- dad
- sister
- brother
- mother

- Draw the part of the face shown below.

nose
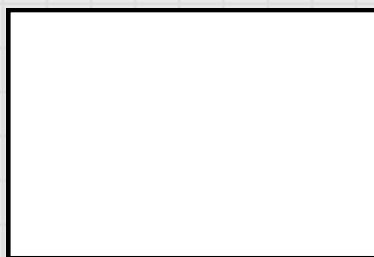
mouth

eyes
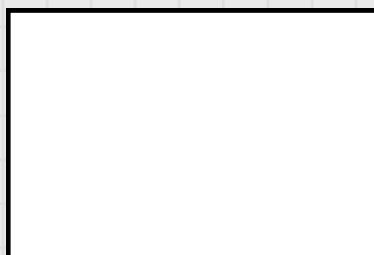
- Choose the picture that corresponds to the personal pronoun.

She

It
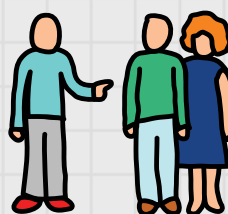
UNIT 3

Can Do Statement

I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

LESSON 1

COLORS
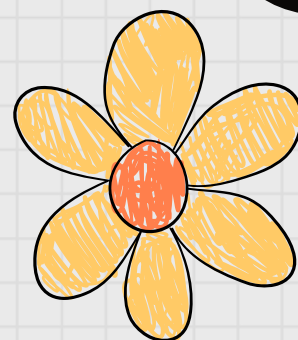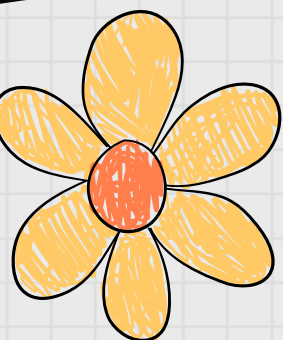
Lesson 1
Colors
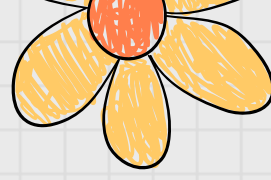
Identifying the basic colors.

Green	Blue
Yellow	Pink
Black	Orange
Red	White
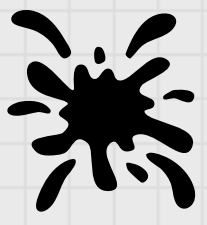
ACTIVITY 1

- What color is it?

Y_l_ow
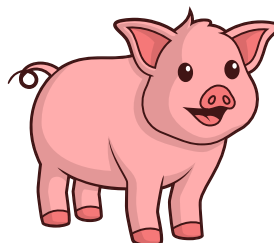
P_nk

R__

Bl__k

B__e
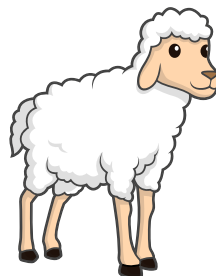
Wh_t_

_ra_g_

Gr_e_

ACTIVITY 2

- Search the alphabet soup for 4 colors learned in class and color them in.

a	b	c	a	p	i	n	k	r
o	b	l	a	c	k	e	m	j
l	r	w	c	b	l	a	c	a
a	p	e	l	o	t	a	i	o
d	f	o	d	o	b	l	u	e

- pink
- black
- blue
- red

ACTIVITY 3

- Complete the activity about the topic discussed on the Kahoot! platform.

https://create.kahoot.it/share/colors/67f419dc-cf8c-4d52-98ae-f8ec021997a8

LESSON 2
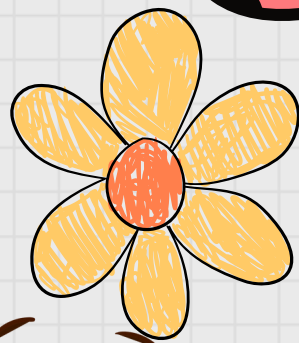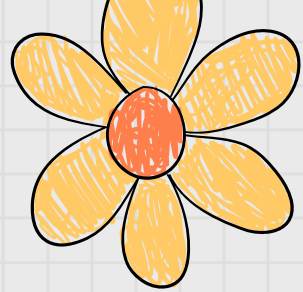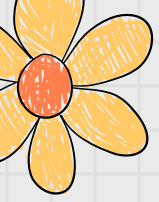
NUMBERS 11 TO 20

Lesson 2
Learning numbers (11 to 20)
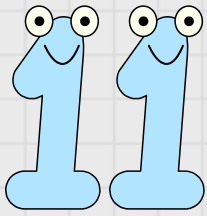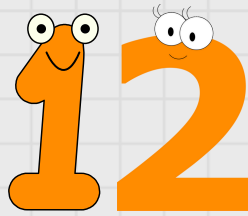
11 eleven **12** twelve **13** thirteen **14** fourteen
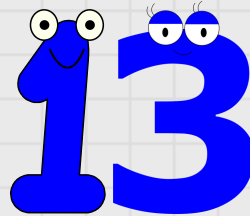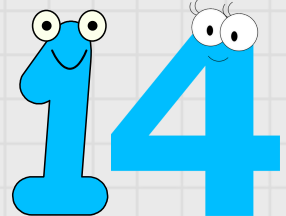
15 fifteen **16** sixteen **17** seventeen **18** eighteen
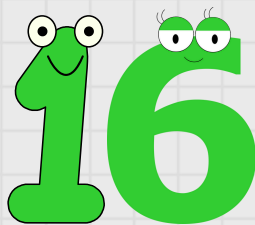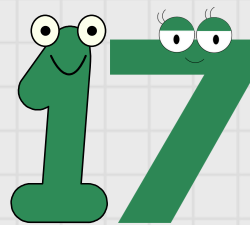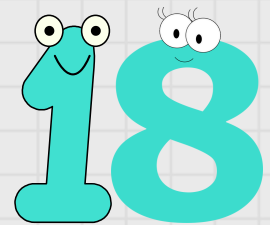
19 nineteen **20** twenty
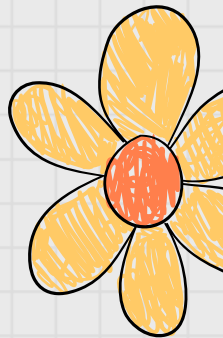
ACTIVITY 1

- Complete the name of the number.

[＿＿＿]lve   sev[＿＿＿]   [＿＿＿]ven

[＿＿＿]nty   thirt[＿＿＿]   six[＿＿＿]
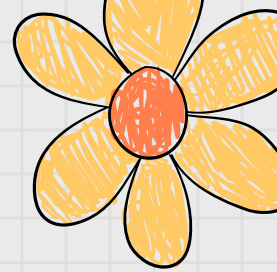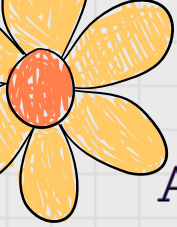
ACTIVITY 2

- Connect the number and name with a line as appropriate.

11	fifteen
14	eleven
18	fourteen
13	eighteen
15	thirteen
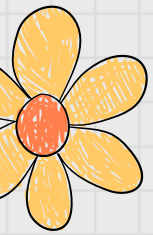
ACTIVITY 3

- Compete in the activity related to the topic discussed on the Kahoot! platform.

https://create.kahoot.it/share/numbers-11-to-20/4438c30d-bee8-4a1b-8c30-6fb0ee941b40
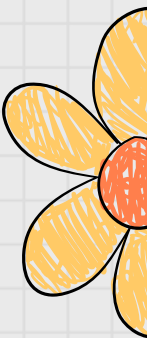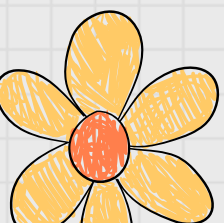
LESSON 3

FRUITS

Lesson 3
Learning fruits.

Listen and repeat.

apple

pineapple

strawberry

watermelon

grapes

pear

banana

orange

lemon

ACTIVITY 1

- Choose te right word that corresponds to the fruit

lemon

pineapple

apple
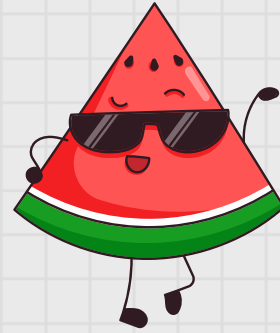
grapes

kiwi

watermelon

pear

cherry

strawberry

grapes

peach

banana

ACTIVITY 2

- Look in the word box and write the correct name of the fruit.

grapes	strawberry	pinapple
pear	cherry	carrot
avocado	corn	watermelon
lemon	apple	orange
broccoli	sun	pencil

ACTIVITY 3

- Compete in the activity related to the topic discussed on the Kahoot! platform.

https://create.kahoot.it/share/fruits/aa7825b7-3174-4aa3-82e9-834ef58c0951
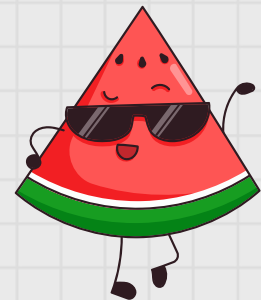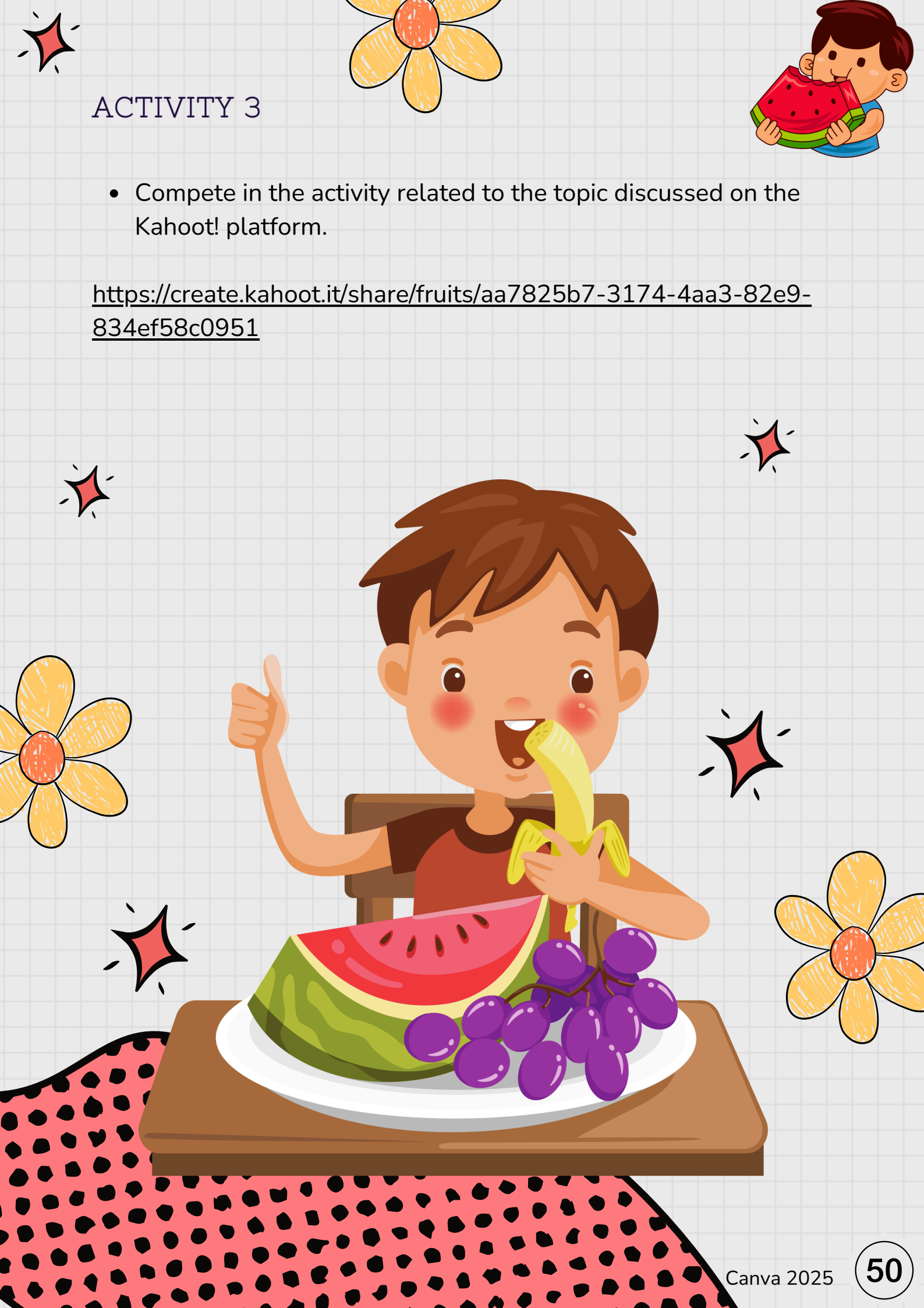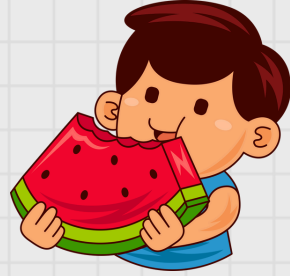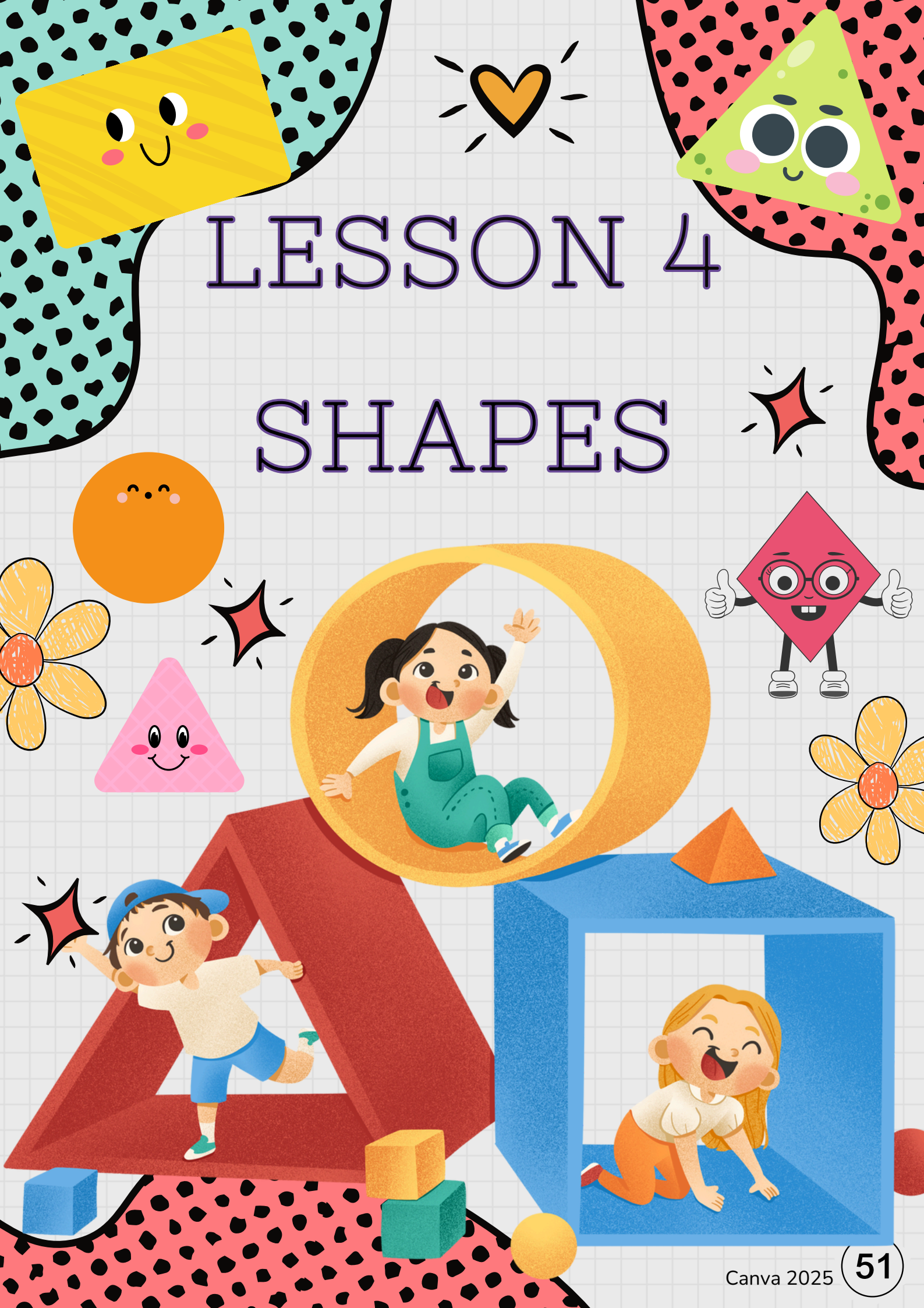
LESSON 4

SHAPES

Lesson 4
Identifying the basic shapes
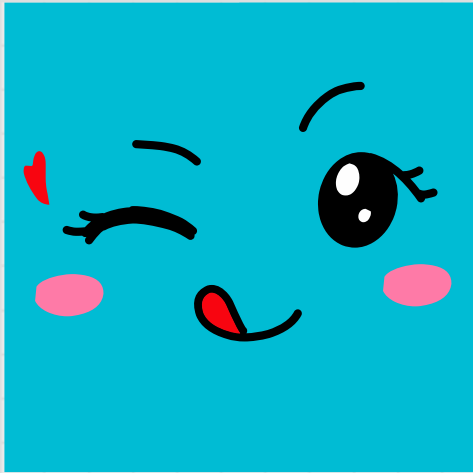
square

triangle

circle
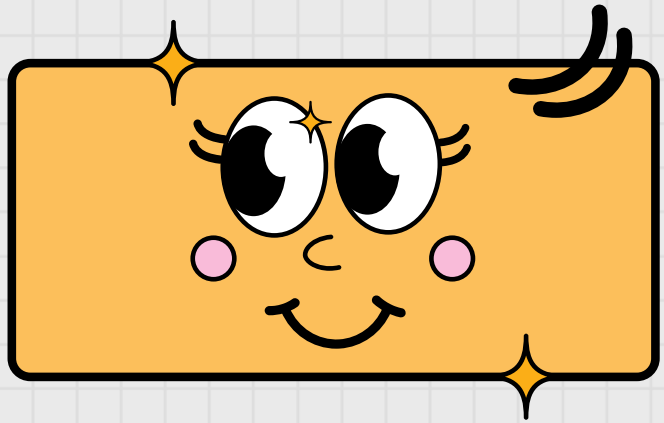
rectangle
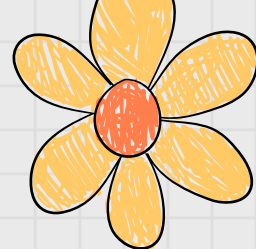
ACTIVITY 1

- Color the correct name of each shape.

oval		rectangle
triangle		circle
square		star

ACTIVITY 2
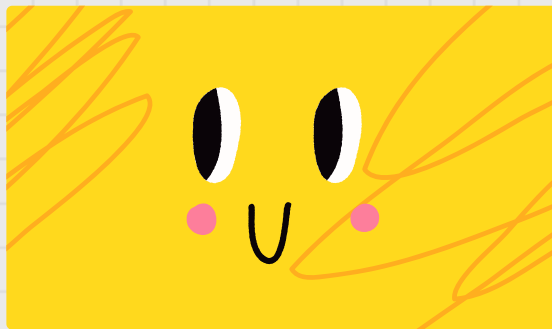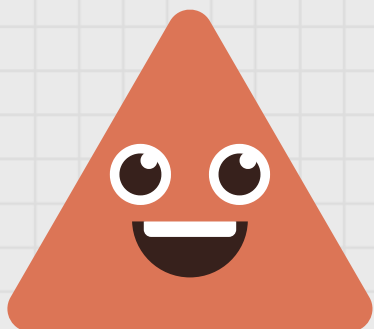
- Match the correct name with the corresponding shape.

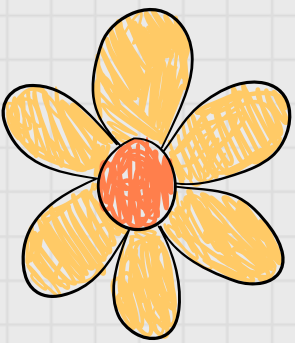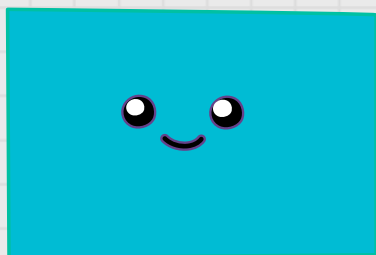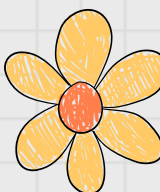| rectangle |
|-----------|
| circle |
| star |
| oval |
| square |

ACTIVITY 3

- Compete the activity about the topic discussed on the Kahoot! platform.

https://create.kahoot.it/share/basic-shapes/ed9e1584-acdd-402c-8a0c-e33c4e5d11cd
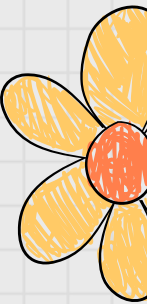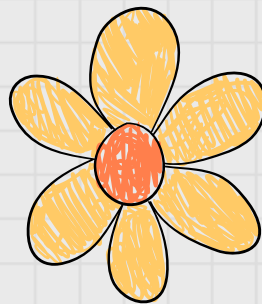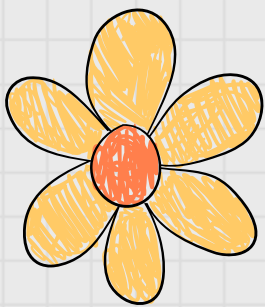
TEST UNIT 3

- Order the name of the colour correctly.

Yolwe ⟶ ☐

Rde ⟶ ☐
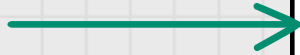
Ronage ⟶ ☐
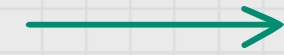
Reegn ⟶ ☐

- Fill in the missing letters in the name of the numbers.

fi_t_ _n

e_g_t_en

t_ _lv_

s_x_e_n

fo_r_ee_

- Match the fruit with the appropriate name.

orange	
watermelon	
pear	

- Write the name of the corresponding shape.
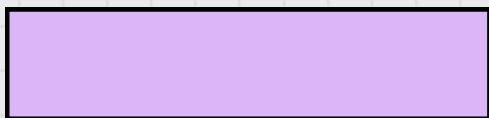
UNIT 4
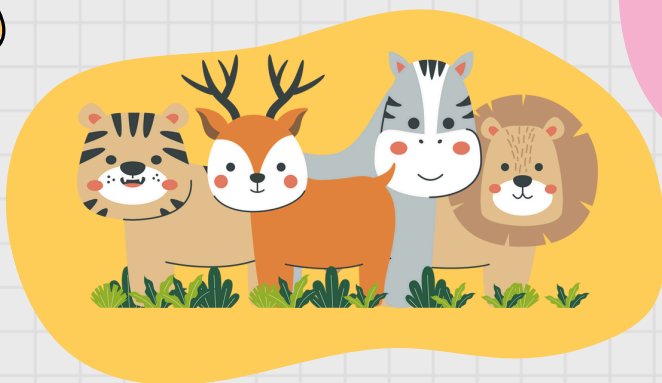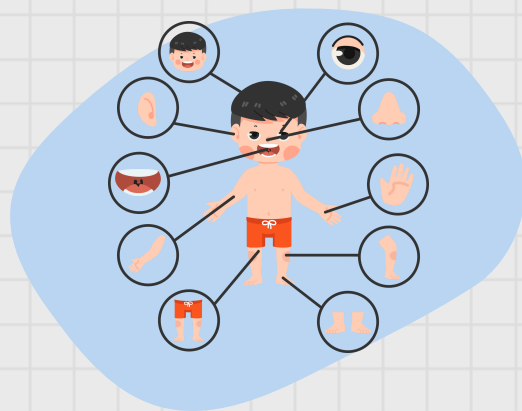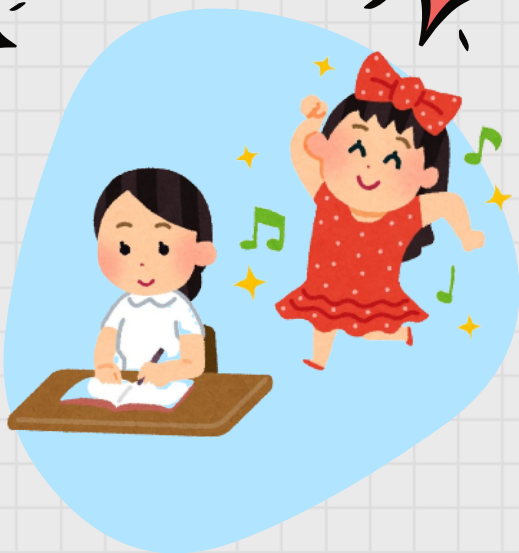
Can Do Statement

I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

LESSON 1

VERBS
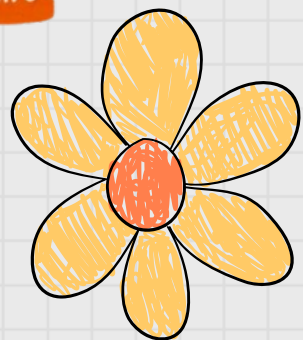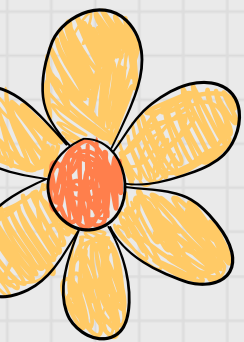
Lesson 1
Verbs

Knowing the verbs

dance	**write**	**eat**
play	**talk**	**sing**

Activity 1

- Find the six verbs in the letter soup.

```
A  F  L  Y  D  A  N  C  E  B
R  X  S  F  C  O  V  O  L  U
E  T  I  K  D  J  S  U  O  T
P  N  E  D  R  A  G  K  B  T
L  P  F  N  H  P  S  L  V  A
A  C  C  U  I  H  I  Q  O  L
Y  E  U  X  K  H  N  P  S  K
E  J  S  U  G  U  G  P  V  L
B  R  E  A  T  L  N  N  S  T
O  A  W  R  I  T  E  J  U  E
```

1. PLAY
2. SING
3. DANCE
4. WRITE
5. EAT
6. TALK

Activity 2

- Match with a line the verb with the correct image.

talk

sing

write

play

eat
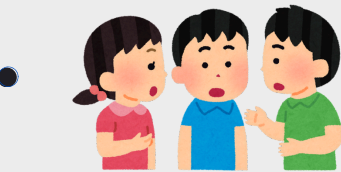
dance

LESSON 2

ANIMALS

Lesson 3
Animals

Learning the animals

iguana	**bear**	**lion**	**turtle**
elephant	**wolf**	**giraffe**	**snake**
cow	**hen**	**pig**	**llama**
hippo	**horse**	**peacock**	**fox**
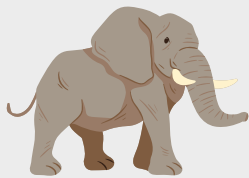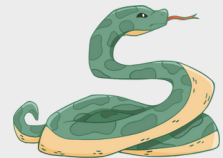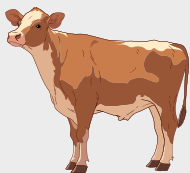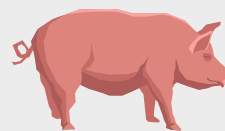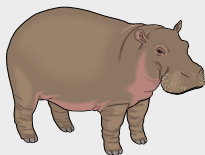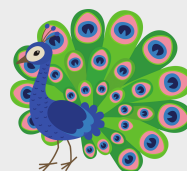
Activity 1

- Fill in the blanks with the correct letter to form the word.

1. e _ _ e _ _ _ _ a _ _ n _ _
2. _ _ i _ _ _ _
3. _ _ n _ _ k _ _
4. _ _ o _ _

5. l _ _ a _ _ _ _
6. g _ _ _ _ a _ _ f _ _
7. _ _ _ _ n
8. _ _ g _ _ _ _ n _ _

Activity 2

- Write the correct name of each animal.

Activity 3

- Download this activity and do it with the help of your teacher.

https://pbskids.org/plumlanding/educators/activities/pdf/animals_family_activity.pdf
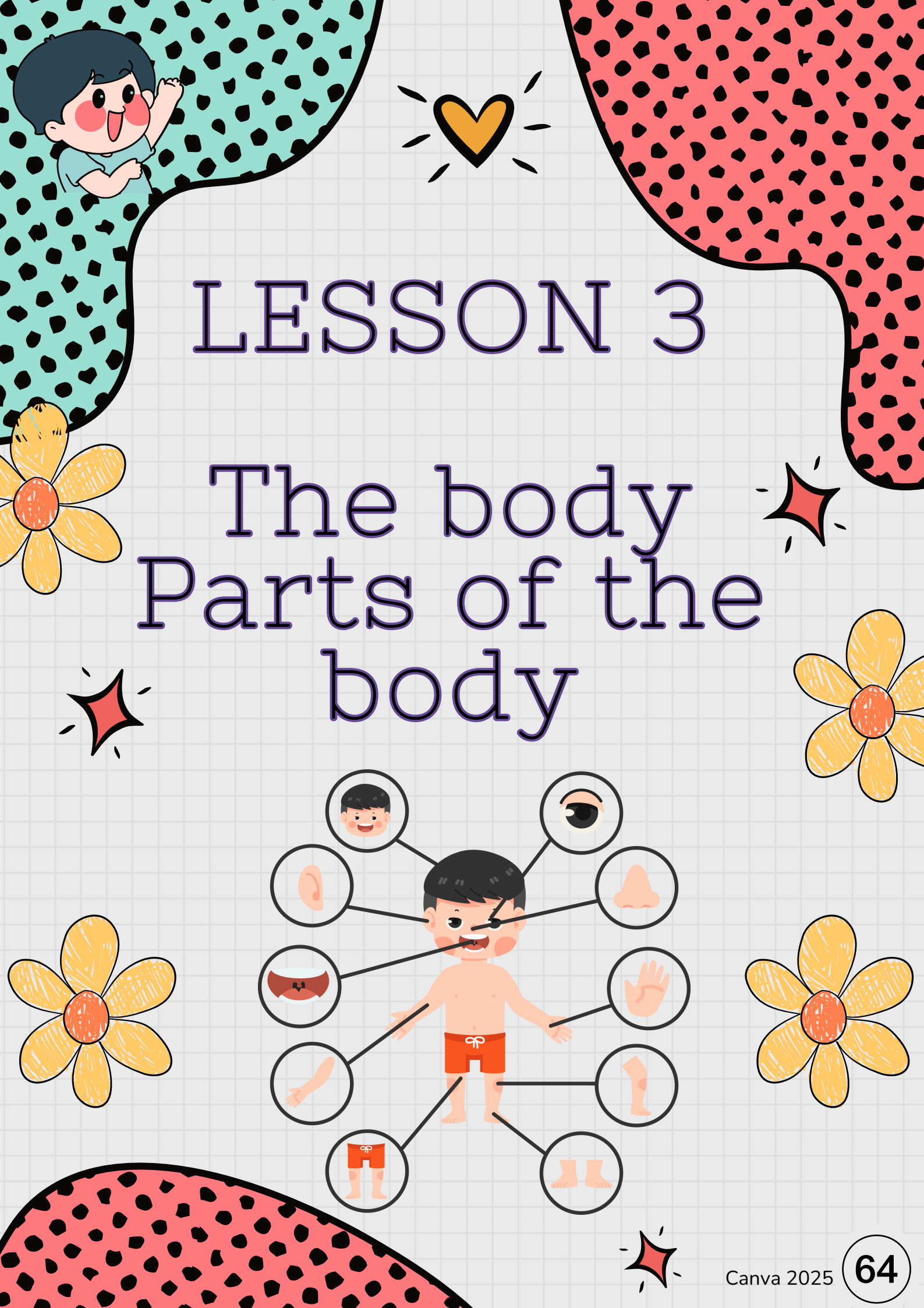
LESSON 3

The body
Parts of the
body
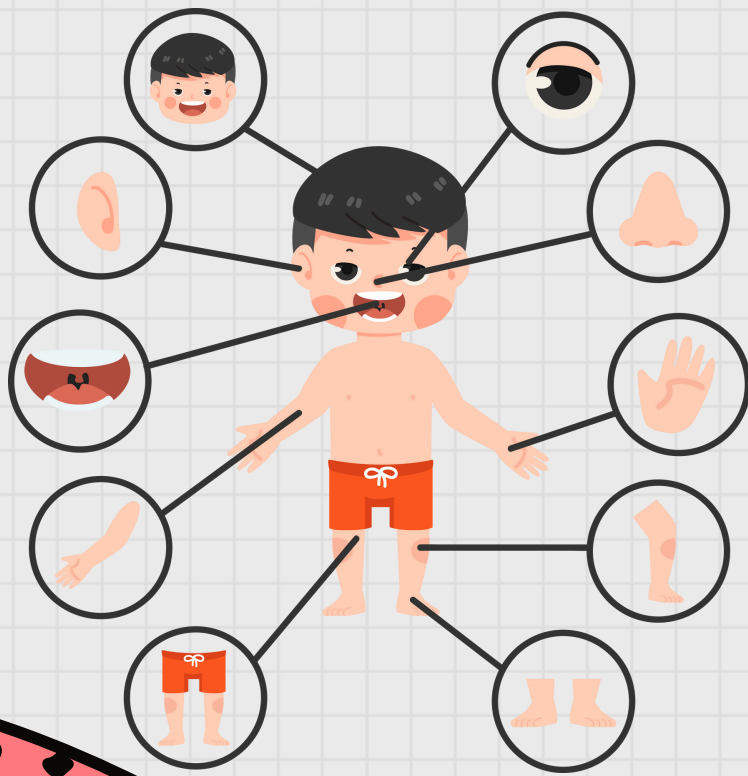
Lesson 3

The body – Parts of the body

Knowing the own body

head

eye

ear

arm

hand

leg

eyebrow

nose

throat

tongue
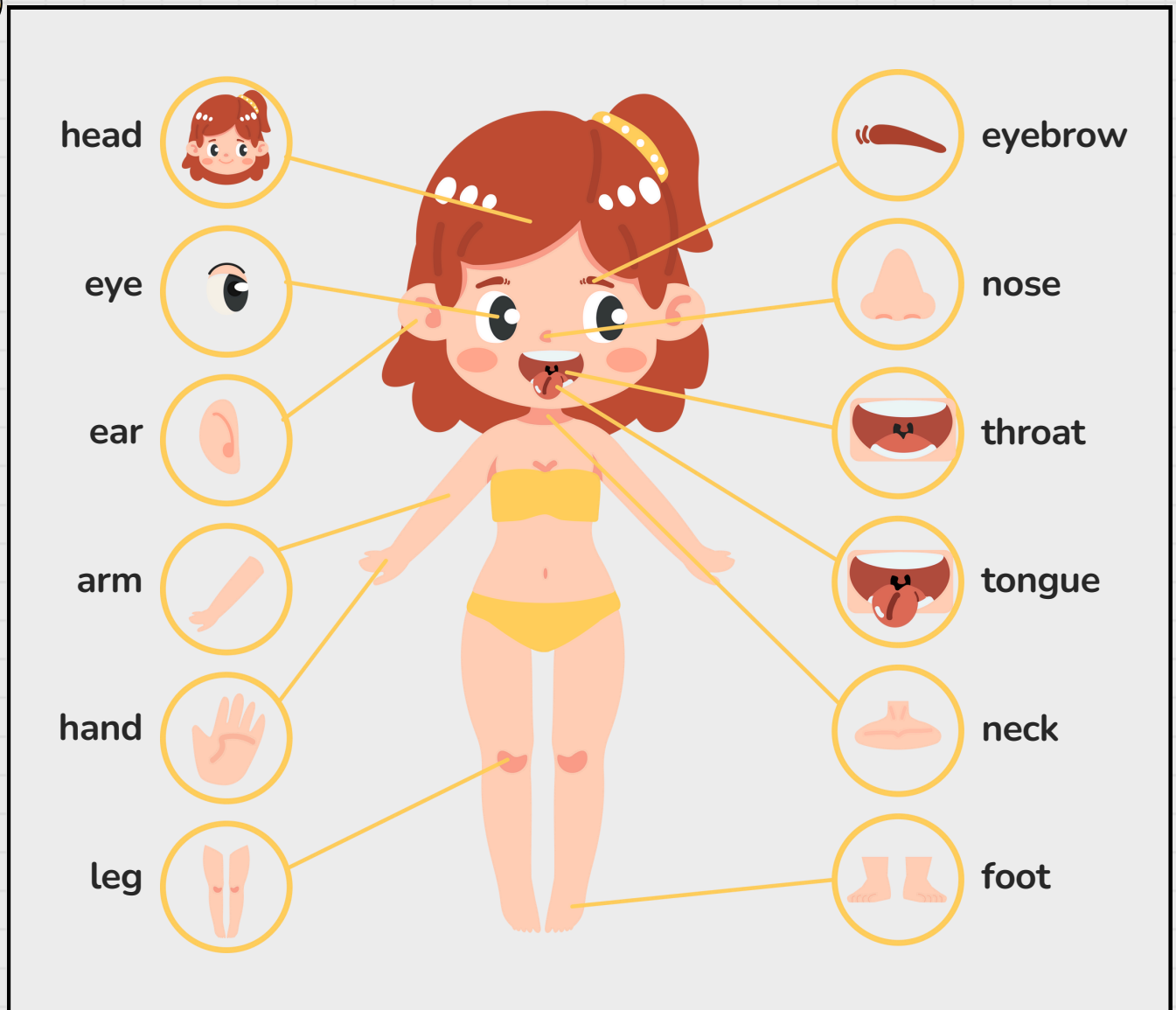
neck

foot

Activity 1

- Circle the correct names of body parts.
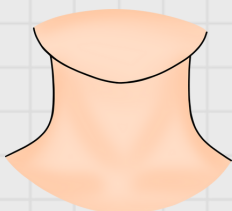
neck
eye
foot

arm
head
hand
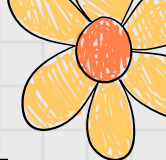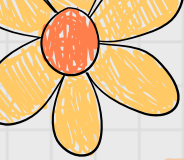
foot
neck
leg

nose
arm
head

Activity 2

- Draw the body and write their parts.
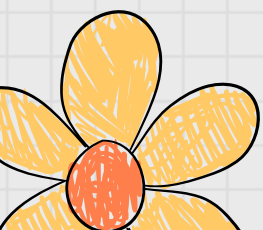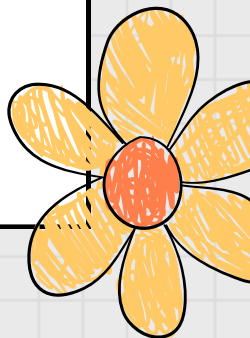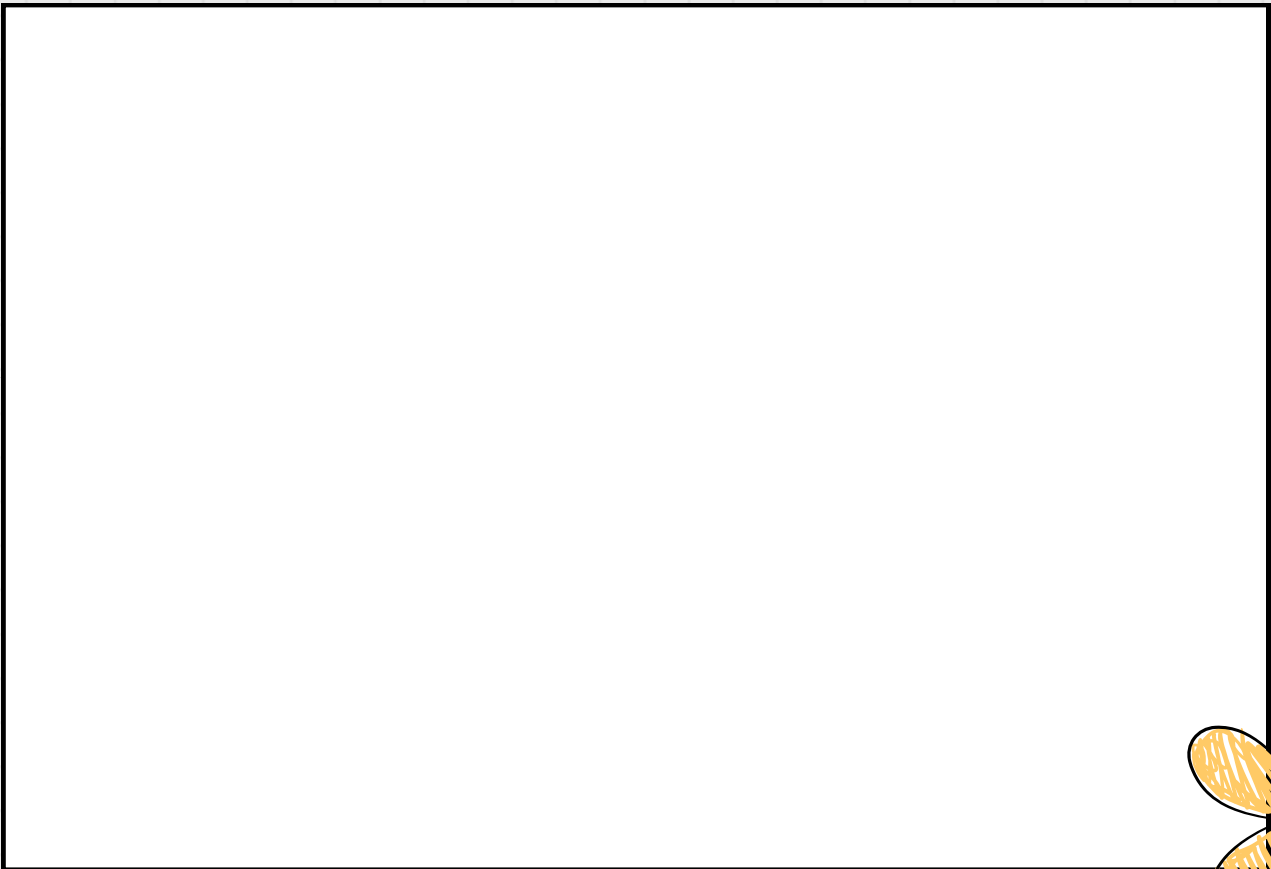
LESSON 4

The house
This is my house

Lesson 4

The house – This is my house

Learning the parts of the house

wall

roof

window
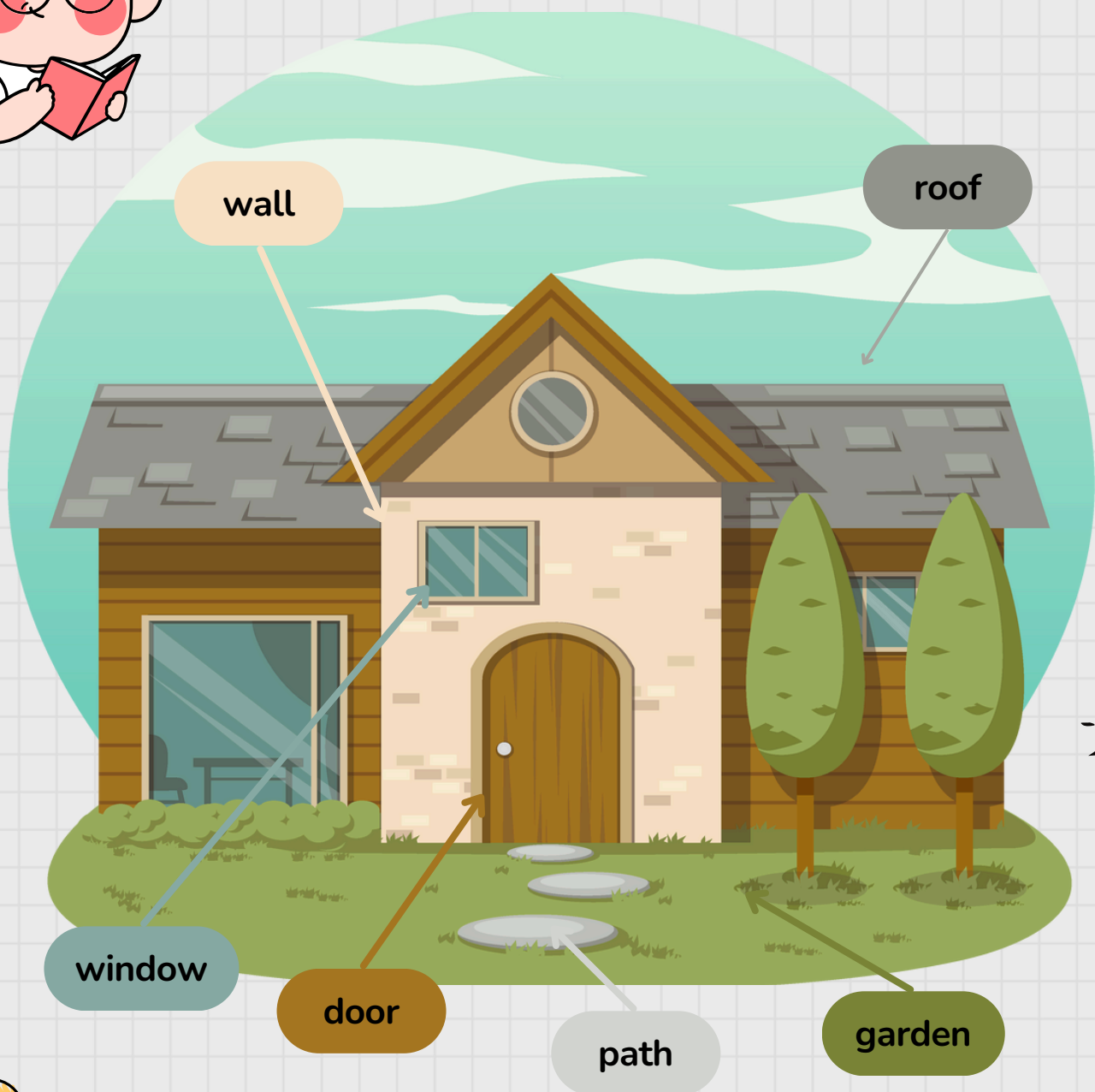
door

path

garden

Activity 1

- Fill in the blanks with the correct letter to form the parts of the house.

1. p _ _ _ _ _ _
2. r _ _ _ _ _ _
3. w _ _ _ _ _ _
4. g _ _ _ _ d _ _ _ _
5. d _ _ _ _ _ _
6. w _ _ _ _ d _ _ _ _

Activity 2

- Find the house parts in the letter soup.

A	F	P	A	T	H	F	S	W	B
R	X	S	F	C	O	V	O	L	U
W	T	I	K	D	J	S	U	O	T
I	N	E	D	R	A	G	K	R	T
N	G	A	R	D	E	N	L	O	D
D	C	C	U	I	H	I	Q	O	L
O	E	U	X	K	H	N	P	F	E
W	J	D	O	O	R	G	P	V	L
B	R	E	A	T	L	N	N	S	T
O	A	W	A	L	L	E	J	U	E

1. WINDOW
2. PATH
3. ROOF
4. DOOR
5. GARDEN
6. WALL

TEST UNIT 4

- Look at the pictures and write below the correct number of each verb in the roster.

1. write
2. sing
3. talk
4. play

talk	write	sing	play
◯	◯	◯	◯

- Look at the animal picture and write below the correct name.

_ _ _ _ _ _ _	_ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _

_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _
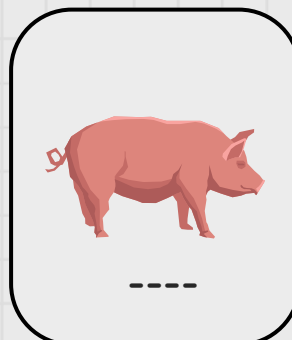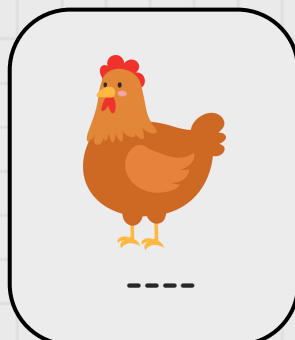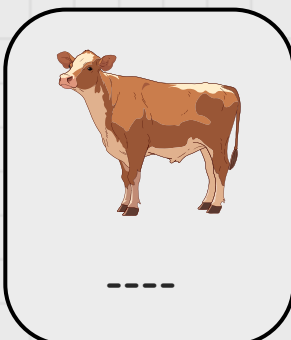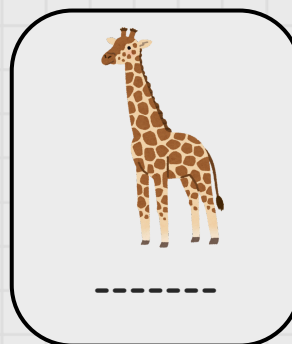
- On the silhouette of the face draw the parts of the face with their respective names.
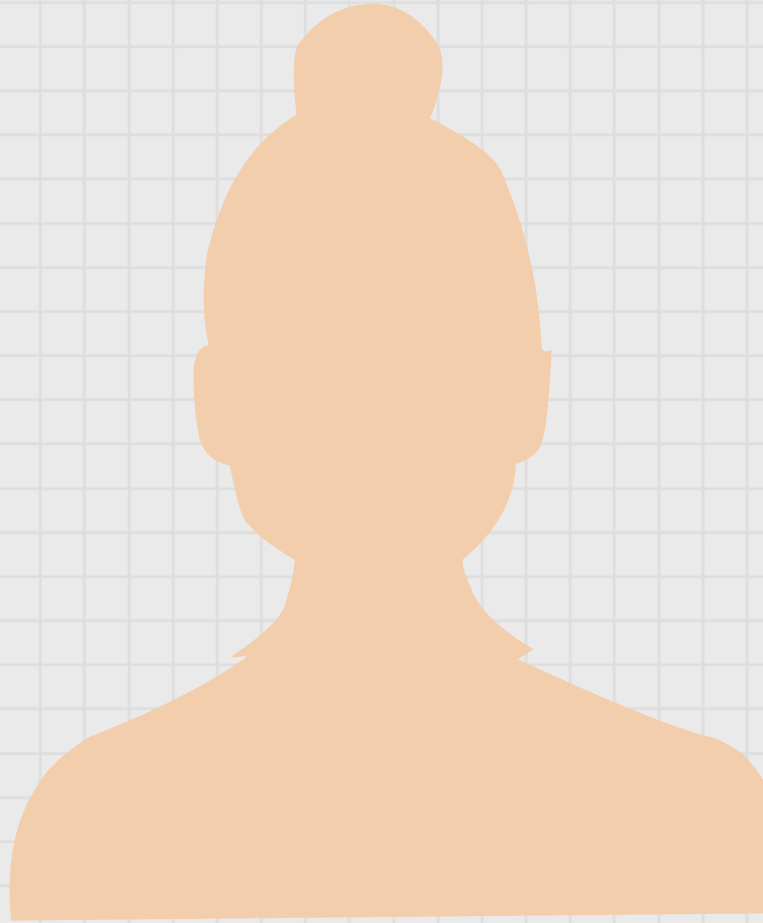
- Match each word with the correct part of the house.

1. WINDOW

2. PATH

3. DOOR

4. WALL
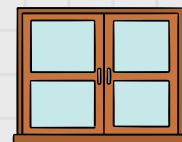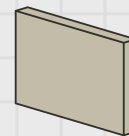
LEARN WHILE

YOU PLAY

4.7. Impacts

There are three impacts to analyze:

- Linguistic impact.

- Academic impact.

- Motivational impact.

To follow, the numerical impact levels are shown in the following tables.

Table 1

Numerical impact levels

-3 High negative impacts
-2 Medium negative impacts
-1 Low negative impacts
0 No impacts
1 Low impacts
2 Medium positive impacts
3 High positive impact

Taken from: (Posso,2011)

4.7.1. Linguistic Impacts

Table 2

Linguistic impact indicators

Indicators	Impact levels	-3	-2	-1	0	1	2	3
1. I can use the words and phrases I have learnt in a clear way about how to identify myself.								X
2. I can use the vocabulary of the alphabet and numbers to understand simple situations.								X

3. I can correctly identify personal pronouns and verbs within short ideas.	X
4. I can ask short questions about 'This is my family' or 'I like...', which enable me to communicate effectively in everyday situations.	X
5. Encouraging Conversation: Interactive lessons encourage students to participate in dialogues, improving their fluency.	X
Total:	15

$$\text{Linguistic impact level } = \frac{\varSigma}{number\ of\ items} = \frac{15}{5} = 3$$

Linguistic impact level = high positive

Author: 9th level students-English Major 2025

Analysis

The linguistic indicators have a high positive impact as they align with the "can-do" statements of each unit from the proposal. This means that through the different activities, students will be able to achieve the main objective presented in the proposal. Therefore, the class participation had an important role to play in this socialization.

4.7.2. Academic impacts

Table 3

Academic impacts

	Impact levels	-3	-2	-1	0	1	2	3

Indicators	
1. I can understand short instructions about my interests.	X
2. I can describe short ideas about topics such as my family or my home in order to communicate better with others.	X
3. I can identify shapes, colors, which help me to understand what is in my environment.	X
4. I can use vocabulary about numbers to learn to solve basic mathematical problems.	X
5. I can explore the themes of fruit, body parts, and colors independently in everyday situations in my daily life.	X
Total:	15

$$\text{Academic impact level} = \frac{\Sigma}{number\ of\ items} = \frac{15}{5} = 3$$

Linguistic impact level= high positive

Author: 9th level students-English Major 2025

Analysis

The indicators that belong to the academic impact have a high positive score; this means that the activities were positively accepted by the students who were part of the socialization of this proposal. It can be observed that the students were able to enjoy the English class due to the different activities embodied in the proposal, which caught the attention of the students due to their drawings, references, among other important factors that emphasized the students' attention and concentration during the class. Another factor that could be evidenced was a high level of active participation, the increase in self-motivation by wanting to finish their activity soon or

participate in front of their classmates by providing the correct answers to the

activities presented.

4.7.3. Motivational impacts

Table 4

Motivational impacts

Indicators	Impact levels	-3	-2	-1	0	1	2	3
1. I can introduce myself to my peers with ease.								X
2. I can describe my body parts without difficulty.								X
3. I can carry out short mathematical lessons using the vocabulary I have learnt about numbers.								X
4. I can use Kahoot! and PBS KIDS to do activities in class and at home.								X
5. I can work in teams, make presentations on topics such as fruits, family members and specific topics that are understandable to my perspective.								X
Total:								15

$$\text{Motivational impact level} = \frac{\Sigma}{number\ of\ items} = \frac{15}{5} = 3$$

Linguistic impact level = high positive

Author: 9th level students-English Major 2025

Analysis

For the motivational impacts, it can be observed that they have a high score level since

these activities are designed so that the student can increase self-confidence and can become an

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active learner within the English class. These activities helped us to recognize that most of the students agree with teaching the language in this way, using activities of interest, with drawings that attract their attention, activities that make them reason, and encourage them to participate. The activities within the platforms are also a form of interactive learning for the students, helping them to reinforce the information acquired entertainingly.

4.8. CONCLUSIONS

- It is necessary to implement different motivational strategies to promote active student participation.

- Incorporating new educational strategies, such as interactive activities among students and technological apps, was positively accepted by the students.

- The 3rd year students of the Unidad Educativa Tulcán are interested in working with activities that allow them to participate in the English language class, helping them to acquire meaningful learning.

- The teachers of the Unidad Educativa Tulcán agree that the use of motivational strategies will allow an improvement in the academic performance of the students, facilitating the learning of the language.

4.9. RECOMMENDATIONS

- To use the activities suggested in this research proposal as a reinforcement resource for Unidad Educativa Tulcán students.

- To apply activities that change the student's role from a passive to an active learner.

- To diversify educational activities by implementing technological resources to improve active participation in foreign language classes.

- To promote the application of educational resources that capture the student's attention to obtain a more active intervention of the student.

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ANNEXES

Annex 1. Interview format addressed to: MSc. Juan Carlos Teran vice rector of the Unidad

Educativa Tulcán

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT UNIDAD EDUCATIVA TULCÁN

Objective: Apply motivation strategies to promote participation in the L2 class in third-grade students of basic general education of the Unidad Educativa Tulcán of the González Suárez Parish.

Objetivo: Aplicar estrategias de motivación para promover la participación en la clase de L2 en estudiantes de tercer grado de educación general básica de la Unidad Educativa Tulcán de la parroquia González Suárez.

Entrevista al vicerrector

1. ¿Tiene conocimiento si en su institución se han llevado a cabo procesos de investigación similares en el pasado?
2. ¿Qué importancia tiene el aprendizaje de la lengua inglesa en el currículo educativo de su institución?
3. ¿Se han implementado talleres o cursos para incentivar el interés de los estudiantes por el aprendizaje del inglés?
4. ¿Cuenta la institución con recursos como laboratorios o tecnología para facilitar la enseñanza del inglés?
5. ¿En qué medida considera que se han logrado los objetivos curriculares en cuanto a la participación activa en la enseñanza del idioma inglés?
6. ¿Considera necesario implementar estrategias motivacionales para incentivar la participación activa de los estudiantes en las clases de lengua extranjera? En caso de ser afirmativa su respuesta, ¿por qué?

THANK YOU FOR YOUR COOPERATION

Annex 2. Transcript of the interview to: MSc. Juan Carlos Teran vice rector of the

Unidad Educativa Tulcán

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS -
INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT UNIDAD EDUCATIVA TULCÁN

Entrevista dirigida a: MSc. Juan Carlos Terán vicerrector de la Unidad Educativa Tulcán
Fecha de aplicación: martes, 26 de noviembre del 2024

1. **¿Tiene conocimiento si en su institución se han llevado a cabo procesos de investigación similares en el pasado?**

Investigación en este sentido no se ha dado, es así que en estos últimos años hasta hemos carecido de docentes de inglés en años inferiores como primeros, segundos, terceros, recién en este año se está implementando docentes, hemos tenido la facilidad del distrito que nos colaboren y apoyen con docentes, entonces investigaciones en si no ha habido.

2. **¿Qué importancia tiene el aprendizaje de la lengua inglesa en el currículo educativo de su institución?**

Bueno la importancia es muy grande, ustedes saben que el que no sabe o no conoce el idioma inglés en estos momentos está frito, es muy importante ya que muchos de los estudiantes seguirán carreras importantes en la actualidad donde el inglés juega un papel muy importante tomando en cuenta que si tenemos que seguir la universidad o maestría que es lo más óptimo, nos piden que tengamos el certificado de inglés, entonces es muy necesario e importante y que mejor conociendo que el inglés mientras más temprano se lo enseñe es mucho mejor, los estudiantes lo dominarán de mejor manera.

3. **¿Se han implementado talleres o cursos para incentivar el interés de los estudiantes por el aprendizaje del inglés?**

Creo que no, los compañeros como todo en la educación pues en específico de parte del ministerio de educación no hay nada entones a cada docente si quiere especializarse, mejorar, es quien debe recurrir a cualquier tipo de mejoramiento profesional, talleres, cursos, entonces en el sentido interno como unidad educativa no, el docente llega con sus conocimientos y sigue impartiendo el idioma pero talleres de mejora o incentivar, el que incentiva debe ser el docente a los estudiantes, nosotros como autoridades igual tratamos de incentivar, hacemos conocer la importancia que tienen todas y cada una de las asignaturas entonces en ese sentido si pero a quien más le corresponde es al docente.

4. ¿Cuenta la institución con recursos como laboratorios o tecnología para facilitar la enseñanza del inglés?

Bueno nosotros tenemos un laboratorio de inglés, como esté en la actualidad no sabría decirles, pero cuando se implementó, era completo con cabinas, con todo lo necesario, pero de eso ya son 12 o 15 años, sé que algunos compañeros todavía lo utilizan, desconozco en realidad, pero si existe un laboratorio que es muy poco para el número de estudiantes que tenemos.

5. ¿En qué medida considera que se han logrado los objetivos curriculares en cuanto a la participación activa en la enseñanza del idioma inglés?

En esto diríamos que los objetivos si se han alcanzado, no como se quisiera pero si, dando gracias hemos tenido excelentes docentes, en eso si podemos decir que si les han enseñado, han aprendido, tenemos la motivación que es de entregar una medalla al mérito de mejor egresado en inglés cada año, entonces esta motivación si se da por todas las situaciones de la globalización de la tecnología si le ponen atención al inglés, entonces yo pienso que en la medida de lo posible en las posibilidades que tiene la institución si se han alcanzado los objetivos y al menos no hemos tenido que yo sepa información de inconvenientes que hayan tenido los estudiantes en el inglés, también estamos en ese proceso de conocer la información de los egresados, cuando teníamos el bachillerato internacional pues se aplicaba más a ese programa y dejábamos un poquito a los demás pero en la actualidad está bien equiparado.

6. ¿Considera necesario implementar estrategias motivacionales para incentivar la participación activa de los estudiantes en las clases de lengua extranjera? En caso de ser afirmativa su respuesta, ¿por qué?

Siempre será bueno tener buenas estrategias para todo tipo de aprendizaje, en este caso para el inglés mucho más que con la tecnología cada día va avanzando, creo que la mayoría de docentes necesitan implementar, cada año tenemos cambios en el currículo, nuevas formas de planificar, nuevas cosas entonces las estrategias también deben ir cambiando, tenemos que ir motivándoles

haciéndoles despertar y que mejor para los estudiantes conociendo todo esto, porque esta situación del idioma extranjero es muy importante como les había mencionado ya, ingresar a la universidad sabiendo que en la universidad tienen todos los niveles de inglés, pienso que ese sería el punto más importante para todos los estudiantes y no necesariamente si van a estudiar o no, ahora con la tecnología tenemos todo mano, ahora muchas veces los estudiantes se pueden sentir limitados al no tener las herramientas necesarias y que hubiese un buen laboratorio, también me parece que hace falta participar en otras cosas como el dialogo , mesas redondas en inglés donde puedan practicar, porque solamente vamos a la clase y no es lo mismo, muchas veces escuchamos al docente hablando en inglés y unos entenderán otros no entenderán, es otro problema porque no todos estamos en la misma capacidad pero si ustedes dicen tenemos esto, el apoyo de ustedes que están haciendo su trabajo, se da, que mejor porque no va a ser solamente para una institución, puede ser para varias, entonces les felicito porque estas cosas son muy importantes y al menos en el idioma extranjeros mejor, muchas gracias.

Annex 3. Interview format addressed to: MSc. Jorge Bastidas English area coordinator of the Unidad Educativa Tulcán

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT UNIDAD EDUCATIVA TULCÁN

Objective: Apply motivation strategies to promote participation in the L2 class in third-grade students of basic general education of the Unidad Educativa Tulcán of the González Suárez Parish.

Objetivo: Aplicar estrategias de motivación para promover la participación en la clase de L2 en estudiantes de tercer grado de educación general básica de la Unidad Educativa Tulcán de la parroquia González Suárez.

Entrevista al coordinador de área de inglés

1. ¿Cómo describiría el nivel general de participación de los estudiantes de inglés?

2. ¿Cómo puede fomentar la participación activa de los alumnos en las clases de inglés?

3. ¿Utiliza herramientas tecnológicas para fomentar dicha participación?

4. ¿Qué recursos pedagógicos aplicados para fomentar la participación de los alumnos no han obtenido los resultados esperados? ¿Por qué?

5. ¿Cómo puede usted motivar a los alumnos para que participen en las actividades de inglés?

6. ¿Ha notado un aumento de la participación y del interés de los alumnos por el aprendizaje de lenguas extranjeras?

7. ¿Qué medidas pueden adoptarse para animar a los alumnos pasivos a participar activamente en las clases de inglés?

8. ¿Cree que es necesario aplicar estrategias de motivación para fomentar la participación activa de los alumnos en las clases de lenguas extranjeras? En caso de ser afirmativa su respuesta, ¿por qué?

THANK YOU FOR YOUR COOPERATION

Annex 4. Transcript of the interview to: MSc. Jorge Bastidas English area coordinator of the Unidad Educativa Tulcán

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT UNIDAD EDUCATIVA TULCÁN

Entrevista dirigida a: Lic. Jorge Bastidas coordinador del área de inglés de la Unidad Educativa Tulcán
Fecha de aplicación: martes, 26 de noviembre del 2024

1. **How would you describe the overall level of participation of English language learners?**

In general, the participation of the students is low, because I think that they don't have some instruments as the book and notebooks, and the internet to work online is not good, because actually the energy is a problem in our country.

2. **How can you encourage active student participation in English classes?**

It's important the attitude of the teacher to increase the active participation in the student, using activities online to encourage that.

3. **Do you use technological tools to encourage such participation?**

Yes, I usually use the English lab to practice English skills with students, apps like Kahoot, the Cambridge dictionary

4. **What pedagogical resources applied to encourage student participation have not obtained the expected results? Why?**

Pedagogical support, recovery the topic which is student will get the English skills.

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5. How can you motivate students to participate in English activities?

We use online dictionaries, for example Cambridge Dictionary and activities in Live worksheets.

6. Have you noticed increased student participation and interest in foreign language learning?

No I haven't, only in students that are in some English courses in the afternoon.

7. What measures can be taken to encourage passive learners to actively participate in English classes?

Work groups with the students that have their skills affirmed.

8. Do you consider it necessary to implement motivational strategies that promote students' active participation in foreign language classes? Why?

Yes, actually motivational strategies are important in class because some students come from home with different problems and the teacher is the support to help them.

Annex 5. Interview format addressed to: Lic. Joseline Narvaez English teacher of

the Unidad Educativa Tulcán

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT UNIDAD EDUCATIVA TULCÁN

Objective: Apply motivation strategies to promote participation in the L2 class in third grade students of basic general education of the Unidad Educativa Tulcán of the González Suárez Parish.

English teacher interview

1. In your opinion, what are the biggest challenges in the implementation of the English curriculum? Why?
2. How do you promote active student participation in the English class?
3. What do you consider to be the greatest difficulties your students face when they have to participate in the English class?
4. From your point of view, what are the strengths of your students when they actively participate in English class?
5. What motivational strategies do you use to encourage your student's participation in class?
6. How do you assess student participation in English language learning?
7. Do you consider it necessary to implement motivational strategies that promote students' active participation in foreign language classes? Why?

THANK YOU FOR YOUR COOPERATION

Annex 6. Transcript of the interview to: Lic. Joseline Narvaez English teacher of the

Unidad Educativa Tulcán

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT UNIDAD EDUCATIVA TULCÁN

Entrevista dirigida a: Lic. Joseline Narváez profesora de inglés de la Unidad Educativa Tulcán
Fecha de aplicación: martes, 26 de noviembre del 2024

1. **In your opinion, what are the biggest challenges in the implementation of the English curriculum? Why?**

For me personally, when we think about the private schools and the level of education, the reason why the education level is higher than the public school, it's because they have cleared that you have to give the time to understand something and time to understand a new language and the culture behind a new language. So in the public schools, personally in this school, the English is not like as important as the other subjects as mathematics and the basic subjects. So sometimes we don't have the time and the resources, so that is hard to manage in the classroom, and the lack of support in the parents behind the students, so for me those are the biggest challenges in the public school.

2. **How do you promote active student participation in the English class?**

In my classes, I like the students think and be familiar with the language, not just repeat the song again and again or watch flashcards again and again. Maybe with games, worksheets, role-playing, activities that promote the students to think, touch, speak and be familiar with the language.

3. **What do you consider to be the greatest difficulties your students face when they have to participate in the English class?**

The space is really, really a big issue in the class because in public schools, there are a lot of students in the same room. So when you have to make a game or something, the students don't

always be able to move or participate in the better way or even listen to the teacher instructions because there are so many that maybe speak or are playing or fighting anyone.

4. From your point of view, what are the strengths of your students when they actively participate in English class?

For me, the students are really young and they are full of energy and love for learning. So when they are there in the classroom, the students love to participate in and accept that for the teacher. So they are able to really participate and try the best that they can do in the class.

5. What motivational strategies do you use to encourage your student's participation in class?

Well, I try to be really kind with them, maybe regarding their behavior or they gain good participations in the class, maybe with an extra point or a sticker or something that they can enjoy for the participation.

6. How do you assess student participation in English language learning?

Because of they are really young and little kids and for the time, as I said. I try to observe them in the class, how they are improving in the activities and on the topic that we are giving. Obviously, with oral tests, I like to use posters or pictures like they can describe, tell me what they are seeing. I like to listen to them, maybe with the activities that they can tell me, the new vocabulary or something like that. I consider that they are little kids, so the written test not always work to them.

8. Do you consider it necessary to implement motivational strategies that promote students' active participation in foreign language classes? Why?

Yes, for me, not exactly the motivational strategies, but the implement of some culture or some knowledge about the importance of learning new language, not just English language in general. Because the kids have the energy, they have the love, they need approval from others. So they are always able to learn. But when you have teachers or the tutor, but they don't think that English is important. So today's class of English is not important. If they do not want to write or copy the activity, if they don't want to, they do not do it. So that is why the students do not improve in the learning process.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE TERCERO DE
BÁSICA DE LA UNIDAD EDUCATIVA "TULCÁN"

Objective: Apply motivation strategies to promote participation in the L2 class in third grade students of basic general education of the Unidad Educativa Tulcán of the González Suárez Parish.

Instructions: Dear third grade students of the Unidad Educativa Tulcán, the following survey is intended to collect information for academic purposes only. For this reason, we kindly ask you to answer the following questionnaire, marking with an X the option that best suits your opinion.

All surveys are anonymous and confidential, so you are free to answer.

Objetivo: Aplicar estrategias de motivación para promover la participación en la clase de L2 en estudiantes de tercer grado de educación general básica de la Unidad Educativa Tulcán de la parroquia González Suárez.

Instrucciones: Estimados estudiantes de tercer grado de la Unidad Educativa Tulcán, la siguiente encuesta tiene como finalidad recabar información con fines académicos únicamente. Por tal motivo, te pedimos amablemente que contestes el siguiente cuestionario, marcando con una X la opción que más se ajuste a tu opinión.

Todas las encuestas son anónimas y confidenciales, por lo que usted es libre de responder.

QUESTIONNAIRE / CUESTIONARIO

1. **¿Qué actividades de participación en clases prefieres?**

☐ Que las actividades sean evaluadas.

☐ Que implique hablar frente a mis compañeros.

☐ Que las actividades sean divertidas e interactivas.

☐ Que ofrezcan un espacio seguro para compartir ideas.

☐ Que existan recompensas a la hora de participar.

2. De las siguientes actividades ¿cuáles te resultan motivantes para participar en clases?

Ejercicios de gramática

☐ Juegos para aprender

☐ Trabajos en grupo

☐ Presentaciones orales

☐ Uso de tecnología (apps, quizzes en línea)

☐ Dramatizaciones

3. ¿Qué tan motivante te resulta cada una de estas actividades para participar en clase?

(Califica del 1 al 5, donde 1 es "Nada motivante" y 5 es "Muy motivante")

- **Ejercicios de gramática**

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

¿Por qué?

☐ Me ayudan a aprender o entender mejor.

☐ Son aburridos.

☐ Me gusta hacerlos.

☐ Son muy difíciles.

☐ Me hacen reflexionar.

● **Juegos para aprender**

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

¿Por qué?

☐ Me ayudan a aprender o entender mejor.

☐ Son aburridos.

☐ Me gusta hacerlos.

☐ Son muy difíciles.

☐ Me hacen reflexionar.

● **Trabajos en grupo**

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

¿Por qué?

☐ Me ayudan a aprender o entender mejor.

☐ Son aburridos.

	Me gusta hacerlos.
	Son muy difíciles.
	Me hacen reflexionar.

- **Presentaciones orales**

	1
	2
	3
	4
	5

¿Por qué?

	Me ayudan a aprender o entender mejor.
	Son aburridos.
	Me gusta hacerlos.
	Son muy difíciles.
	Me hacen reflexionar.

- **Uso de tecnología (apps, quizzes en línea)**

	1
	2
	3
	4
	5

¿Por qué?

☐ Me ayudan a aprender o entender mejor.

☐ Son aburridos.

☐ Me gusta hacerlos.

☐ Son muy difíciles.

☐ Me hacen reflexionar.

- **Dramatizaciones**

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

¿Por qué?

☐ Me ayudan a aprender o entender mejor.

☐ Son aburridos.

☐ Me gusta hacerlos.

☐ Son muy difíciles.

☐ Me hacen reflexionar.

THANK YOU FOR YOUR COOPERATION

Annex 8. Interviews and surveys

Annex 9. Socialization of the proposal