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DEDICATORIA

I would like to express my sincere gratitude to my family: my mother, my sister, my girlfriend, my future son and my father, for their constant support and daily motivation, which enabled me to complete my academic career. I also dedicate it to God for being my strength during difficult times. Thank you for accompanying me on this journey.

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ABSTRACT

Motivation and attitude are important affective factors that can influence the process of learning English as a foreign language. For this reason, this research aimed to analyze the influence of motivation and attitude on English language learning among second-year Bachillerato students at Unidad Educativa Ibarra. The study followed a quantitative approach using a non-experimental, cross-sectional, and descriptive-correlational design. Data were collected through a Likert-scale questionnaire administered to students and a teacher interview, and the results were analyzed using descriptive statistics. The findings showed that most students have a positive attitude toward learning English and consider it important for their academic education and future professional goals. In addition, teacher support and classroom activities were identified as factors that help strengthen students' motivation. However, the study also revealed difficulties related to anxiety when using English, limited confidence in speaking activities, and little practice of the language outside the classroom. In conclusion, motivation and attitude positively influence English language learning, making it necessary to promote teaching strategies that encourage students' participation, confidence, and interest in learning English.

Keywords: motivation, attitude, English language learning, participation, high school students, teaching strategies.

RESUMEN

El aprendizaje del inglés como lengua extranjera está influenciado por diferentes factores afectivos, entre ellos la motivación y la actitud, los cuales pueden favorecer o dificultar el proceso de aprendizaje de los estudiantes. Por esta razón, la presente investigación tuvo como propósito analizar la influencia de la motivación y la actitud en el aprendizaje del idioma inglés en los estudiantes de segundo año de Bachillerato de la Unidad Educativa Ibarra. La investigación se desarrolló con un enfoque cuantitativo, mediante un diseño no experimental, de corte transversal y con alcance descriptivo-correlacional. La información fue recopilada a través de una encuesta con escala Likert aplicada a los estudiantes y una entrevista dirigida al docente, cuyos resultados fueron analizados mediante estadística descriptiva. Los resultados mostraron que la mayoría de los estudiantes tiene una actitud positiva hacia el aprendizaje del inglés y considera que este idioma es importante para su formación académica y su futuro profesional. Además, se evidenció que el apoyo del docente y las actividades desarrolladas en clase contribuyen a fortalecer la motivación de los estudiantes. Sin embargo, también se identificaron dificultades relacionadas con la ansiedad al participar en inglés, la falta de confianza para expresarse oralmente y el poco hábito de practicar el idioma fuera del aula. En conclusión, la motivación y la actitud influyen de manera positiva en el aprendizaje del inglés, por lo que es necesario promover estrategias didácticas que favorezcan la participación, la confianza y el interés de los estudiantes por aprender el idioma.

Palabras clave: motivación, actitud, aprendizaje del inglés, participación, estudiantes de bachillerato, estrategias didácticas.

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INTRODUCTION

1.1 Problem

1.1.1 Description

In the current global context, English plays a central role in international communication, academic development, scientific exchange, and professional opportunities. For this reason, many educational systems have incorporated English instruction as a key component of their curricula. In Ecuador, the development of English proficiency is increasingly considered an important requirement for students' academic and professional progress, and the national curriculum emphasizes the importance of developing communicative competence in English as a foreign language (Ministerio de Educación del Ecuador, n.d.; Sevy-Biloon et al., 2020). Nevertheless, although English has been included in the national curriculum since the early years of schooling, many students continue to experience difficulties in achieving the expected levels of communicative competence due to various contextual and instructional factors (Sevy-Biloon et al., 2020; Ortega-Auquilla et al., 2019).

Many learners perceive English merely as a subject to pass rather than as a valuable skill for personal and professional growth, which limits their classroom participation and learning outcomes (Sevy-Biloon et al., 2020). Several factors may contribute to these attitudes. Some students report feeling unmotivated because they do not perceive English as relevant to their personal goals, future aspirations, or everyday lives (Dörnyei & Ushioda, 2021).

Others lose confidence after repeated failures or due to teacher-centered instructional practices that limit active participation and reduce learners' engagement (Mercer & Dörnyei, 2020).

From a theoretical perspective, affective factors such as motivation and attitude play a crucial role in the process of second language acquisition. These elements influence how learners approach language learning, the effort they invest, and their persistence when facing difficulties. Students who demonstrate high levels of intrinsic motivation and positive attitudes toward English are more likely to participate actively in classroom activities and practice the language more frequently, leading to improved learning outcomes (Ryan & Deci, 2020; Dörnyei & Ushioda, 2021). In contrast, learners with low motivation or negative attitudes are more likely to participate less actively and achieve lower academic performance (Mercer & Dörnyei, 2020; Sevy-Biloon et al., 2020

1.1.2 Delimitation

This research focuses on students from the second year of Bachillerato General Unificado at Unidad Educativa Ibarra, located in Ibarra, Ecuador. The time frame of study is 2025-2026, while the underlying theories. The study will investigate the role of motivation and attitudes in the process of learning a foreign language, particularly in this population. It does not focus on an evaluation of the whole English curriculum, but on the emotional and psychological factors that affect the students' learning of English.

By narrowing the focus to this specific context, the findings may provide valuable insights for educators working in similar Ecuadorian educational settings, particularly those facing comparable challenges in promoting students' motivation and engagement in English language learning (Sevy-Biloon et al., 2020; Ortega-Auquilla et al., 2019).

1.1.3 Formulation

How do motivation and attitude influence English language learning among 2nd year Bachillerato students at Unidad Educativa Ibarra?

1.2 Justification

Recent studies reveal that learners who are characterized by high levels of motivation and positive attitude tend to demonstrate higher levels of perseverance, engagement in classroom activities and language acquisition (Mercer & Dörnyei, 2020; Ushioda, 2020). Ultimately, the study seeks to promote more consistent participation and a more positive learning experience for students. The research is feasible given the positive response of authority's professors and students, classroom access, and institutional support at Unidad Educativa Ibarra. The study acknowledges potential limitations such as change in student behavior or external factors affecting motivation and addresses them transparently to ensure credibility and reliability in the research process.

The current research is important because it is focused on solving an actual problem of education, namely exploring motivational strategies which would help to increase students´ engagement and attitudes towards English learning. The research helps second- year to identify motivational strategies that could positively affect their attitudes, participation and interest in

English language. Indirectly, the study helps English teachers and school administration to benefit from this information. Ultimately, the study seeks to promote more consistent participation and a more positive learning experience for students. The research is feasible given the positive response of authorities' professors and students, classroom access, and institutional support at Unidad Educativa Ibarra. The study acknowledges potential limitations such as change in student behavior or external factors affecting motivation and addresses them transparently to ensure credibility and reliability in the research process.

1.3 Background

English has evolved into a very important tool that is used for communicating, developing academically and enhancing competitiveness globally. There are many countries where people can gain access to information from all around the world and interact with others through English. Therefore, the importance of learning English as a foreign language has been emphasized by the education system globally.

In Ecuador, English has been incorporated into the national education system with the objective of strengthening students' communicative competence and preparing them for academic and professional opportunities in an increasingly globalized world (Ministerio de Educación del Ecuador, n.d.). Despite these efforts, several studies indicate that many students complete secondary education without achieving the expected level of English proficiency due to contextual, instructional, and resource-related challenges (Sevy-Biloon et al., 2020).

This gap suggests that the challenges associated with English learning are not only related to instructional time but also to contextual, pedagogical, and motivational factors that influence students' learning processes (Sevy-Biloon et al., 2020).

However, despite the inclusion of English in the national curriculum and the efforts made by educational institutions, the expected levels of language proficiency are not always achieved by students during their secondary education.

One of the most relevant factors in second language acquisition is the affective dimension of learning, which includes students' motivation and attitudes toward the language. These elements play a crucial role in determining how students approach the learning process, the effort they invest, and the persistence they demonstrate when facing challenges.

Students who show proper motivation and desire to learn English usually become more active participants of classroom activities and practice English more often, which leads to greater academic success. Such behavior can be observed in students from the second year of Bachillerato studying at Unidad Educativa Ibarra, who often lack the desire to study English. When there is motivation, it is rather external than internal one, thus causing poor participation in class activities and academic success.

Many learners view English merely as a subject they need to pass rather than as a meaningful skill that can benefit their future academic and professional lives. As a result, they often show limited participation in communicative tasks and classroom discussions because they fail to recognize the personal relevance and value of learning the language (Dörnyei & Ushioda, 2021). Emotional factors also influence students' willingness to learn a foreign language. Feelings such as anxiety, lack of confidence, and fear of making mistakes in front of classmates may discourage learners from participating in classroom activities. When students repeatedly experience these negative emotions, they are more likely to develop unfavorable attitudes toward English learning, which can reduce their motivation and limit their language development (Teimouri et al., 2020; Dewaele & MacIntyre, 2019).

Environmental and pedagogical conditions may further contribute to negative attitudes. Students often have limited contact with authentic English-language contexts outside the classroom, which restricts their opportunities to practice the language in meaningful situations. Moreover, traditional, teacher-centered methods remain prevalent in some classrooms, reducing opportunities for interaction, collaboration, and communicative practice (Nafisah et al., 2020). When the teaching process focuses mainly on grammar explanation and memorization, students may perceive the language as difficult or irrelevant to their daily lives.

For this reason, it is important to consider not only the instructional strategies used in the classroom but also the psychological factors that influence students' learning behavior. Motivation and attitude are key affective components that drive or inhibit students' engagement in the learning process. When students feel motivated and hold positive attitudes toward English, they tend to participate more actively, practice consistently, and demonstrate higher levels of achievement (Pham, 2021; Sewell, 2022).

Environmental and pedagogical conditions may further contribute to negative attitudes. Students often have limited contact with authentic English-language contexts outside the classroom, restricting their opportunities to practice the language in meaningful situations. Moreover, teacher-centered instructional practices may reduce opportunities for interaction, collaboration, and communicative language use, limiting students' engagement in English learning (Mercer & Dörnyei, 2020; Sevy-Biloon et al., 2020). When instruction focuses primarily on grammar explanation and memorization, learners may perceive English as difficult or irrelevant to their daily lives.

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Due to the importance of such affective factors as motivation and attitude in learning the second language, a study of these factors in certain education settings provides significant information for teachers as well as researchers. Once teachers know that factors influence the process of learning and determine their motivations and attitudes, they can create better learning activities.

Such insights may contribute to the design of more interactive methodologies and supportive learning environments that encourage students to participate actively and develop their English skills more effectively.

1.4 Objetives

1.1.5 General Objective

To apply strategies to enhance motivation and positive attitude in the L2 class in the 2nd year of Bachillerato UE Ibarra

1.1.6 Specific Objectives

To characterize theories, approaches and strategies that promote motivation and positive attitude in L2 learning.

To identify students' motivation and attitude in the L2 class.

To evaluate the effectiveness of motivational strategies in improving students' attitudes and participation during English lessons.

Chapter I: THEORETICAL FRAMEWORK

To gain a thorough understanding of how affective variables influence English language learning among second year students UE Ibarra, a solid theoretical framework is essential. The following sections examine these key variables individually before describing how they interconnect and determine student performance.

1.1 Identification of Key Variables

The methodological core of this study centers on the interaction between two variables; motivation and attitude toward English and their direct impact on the dependent variable the English language proficiency level of second year student UE Ibarra. This approach is based on the premise that language acquisition is not uniform across all students but varies according to their psychological drive and general disposition toward the learning environment.

1.2 Motivation in Second Language Acquisition

1.2.1 Definition of Motivation

Motivation is widely considered one of the most influential factors in second language acquisition. It refers to the internal and external processes that activate, direct, and sustain student´s behavior to achieve learning objectives. Motivation plays a significant role in language learning, as it determines whether the students is interested in learning or in carrying out the activities.

Dörnyei and Ryan (2015) define motivation as an ever-changing concept involving the interplay of cognitive, affective, and social aspects. It is not something that remains constant; rather, motivation changes as one progress through his or her life and depends on the learning context. Motivation can also be seen in the light of Ushioda (2020) argues that motivation should be understood as closely connected to learners´ identities, since their personal experiences and circumstances influence how they engage with language learning.

Broadly speaking, motivation in this study is defined as the degree of effort, resilience, and interest students demonstrate when learning English in the classroom. It encompasses both the conscious goals and unconscious drives that influence learning behavior.

1.2.2 Types of Motivation

Motivation can be broadly classified into intrinsic and extrinsic types, both of which play important roles in language learning.

High intrinsic motivation in students is related to creative thinking, deep cognition and high engagement. They tend to engage actively in classwork and look for ways of practicing the language, which leads to improved pronunciation. However, extrinsic motivation has a completely different meaning since extrinsic motivation involves doing something to get a reward or avoid a punishment. This includes getting better grades, satisfying parents´ demands or gaining some career advantages in the future.

While extrinsic motivation can effectively initiate learning behavior, it may not sustain long term engagement unless it becomes internalized; this highlights the fact that students possess varying degrees of intrinsic and extrinsic motivation, necessitating the adaptation of teaching approaches to suit different learning styles in the classroom.

According to self-determination Theory (Noels et al.,2019). motivation exists on a continuum ranging from external regulation to fully intrinsic motivation. The more internalized the motivation, the more autonomous and sustainable it becomes. Noels et al. (2019) argue that students who internalize external goals are more likely to develop long-term commitment to language learning.

1.2.3 The L2 Motivational Self System

The L2 Motivational Self System (L2MSS), introduced by Dörnyei (2009), explains second language motivation from the perspective of learners' future self-images rather than focusing only on external factors. In this theory, the learners show more motivated behavior if they imagine themselves being successful in using English in future personal, academic or professional situations. This theory has three aspects: Ideal L2- self that the learner wants to be, Ought to L2- self related to responsibility of the learner and L2 Learning- experience of learners' situation. Research has consistently shown that, among these dimensions, the Ideal L2 Self is one of the strongest factors associated with students' engagement and persistence in learning a second language (Dörnyei, 2009; Al-Hoorie, 2018).

1.2.4 Self-Determination Theory

Self-Determination Theory, developed by Ryan and Deci (2017), explains motivation as the result of satisfying three essential psychological needs: autonomy, competence, and relatedness. In the context of education, autonomy is defined as the learners´ belief in their capacity to make significant choices in relation to their own learning and not just following directions.

Competence includes the confidence that the learners have regarding their capability of doing their learning tasks well, whereas relatedness refers to the feeling of belongingness to instructor and fellow students. Satisfaction of all these needs results in higher levels of learner engagement and motivation as well as academic success (Ryan & Deci, 2017).

Relatedness refers to the need for social connection; forming close bonds with knowledgeable individuals and thereby enriching oneself through their knowledge is one path to success. A supportive classroom environment, where students feel respected and valued, fosters motivation.

In language learning, teachers play a crucial role in meeting these needs by creating a positive, inclusive learning environment while always respecting the beliefs and opinions of others. As Ryan and Deci (2017) state, the needs for competence, relatedness, and autonomy are essential nutriments for psychological growth and well-being.

1.2.5 Motivation in EFL Contexts

Research indicates that motivated learners are more likely to use effective learning strategies, participate in communicative activities, and persist in the face of difficulties (Al-Hoorie, 2018). Additionally, technological tools and digital resources have introduced new opportunities for enhancing motivation, allowing students to engage with authentic language materials and interactive platforms (UNESCO, 2023; Organization for Economic Co-operation and Development, 2021).

1.2.6 Relevance of Motivation to the Present Study

Motivation is particularly relevant in secondary education, where students often experience fluctuations in interest and engagement. Understanding motivational factors can help educators design strategies that promote active participation and improve learning outcomes.

In the context of UE Ibarra, analyzing students' motivation provides valuable insights into their learning behavior and academic performance.

1.3 Attitude in Language Learning

1.3.1 Definition of Attitude

Attitude refers to learners' evaluative beliefs, emotions, and behavioral tendencies toward learning English. It reflects how students perceive the language and its importance in their lives. In educational contexts, attitude is considered a key affective variable because it shapes how learners respond to instructional processes, classroom environments, and learning tasks (Ajzen, 2005).

From a psychological point of view, attitude is generally determined by involving cognitive, affective, and behavioral dimensions. According to Maio et al. (2019), attitudes are shaped by the way people think, feel and behave toward an object, person or situation. Thus, when studying the attitudes towards English of college students, one should consider not only their opinions on how valuable this language is but also their feelings and behaviors. For example, a student who finds English important for their future career, feels good while taking part in classroom activities and shows willingness to learn the language may be described as having a positive attitude.

In the field of second language acquisition, attitudes have been consistently linked to learners' success. Positive attitudes toward English and its associated cultures tend to increase learners' willingness to communicate, participate in classroom activities, and persist despite difficulties (Dörnyei & Ryan, 2015). In contrast, negative attitudes may lead to anxiety, avoidance behaviors, and low levels of engagement, which can hinder language development (Teimouri, Goetze, & Plonsky. 2019).

Attitudes are also shaped by a variety of contextual factors, including teaching methodologies, teacher-student relationships, peer influence, and previous learning experiences. A supportive and interactive classroom environment can foster positive attitudes, whereas traditional, teacher-centered approaches may contribute to negative perceptions of the language (Lamb, 2017). Furthermore, students' perceptions of the usefulness of English for academic and professional purposes can significantly influence their attitudes toward learning it (Ushioda, 2020).

1.3.2 Components of Attitude

Attitude consists of three interconnected components: cognitive (beliefs), affective (feelings), and behavioral (actions). These components influence how students respond to learning situations and shape their overall disposition toward English language learning. Although the model was proposed several years ago, more recent studies continue to recognize its value for explaining attitudes in educational contexts (Maio et al., 2019; Ajzen, 2005).

The cognitive component is related to what learners think and believe about English. It involves their perceptions of the language, including how useful they consider it, how difficult they believe it is, and whether they see it as important for their academic or professional future. Recent studies emphasize that learners' beliefs significantly influence their motivation and academic decisions (Ushioda, 2020). Positive emotions can enhance engagement and facilitate learning, while negative emotions such as anxiety can limit participation and reduce performance. The emotional experiences that learners have in the classroom influence how they perceive language learning.

The behavioral component refers to the actions and behavioral tendencies that result from learners' beliefs and feelings toward learning English. It includes active participation in classroom activities, completing learning tasks, and engaging in communication in English. Students possessing a constructive outlook tend to engage more dynamically in their educational activities. Positive attitudes and motivation have been associated with greater learner engagement and sustained involvement in language learning activities (Dörnyei & Ryan, 2015).

These three components are closely interrelated and influence each other dynamically. Changes in one component can affect the others; for example, positive classroom experiences can improve students' emotions, which in turn may reshape their beliefs and behaviors. Recent research highlights the role of classroom environment, teacher support, and interactive methodologies in shaping students' attitudes (Lamb, 2017).

1.3.3 Theory of Planned Behavior

The Theory of Planned Behavior (TPB), proposed by Ajzen (2020), provides a comprehensive framework for understanding how attitudes influence human behavior. According to this theory, behavior is primarily determined by behavioral intentions, which are influenced by three key factors: Individual perceptions of behavioral control, social pressures via subjective forms and personal mindsets regarding the action.

In the context of language learning, this means the judgment students make about learning English as a subject, including usefulness, pleasure, or necessity of learning it. Positive judgments usually motivate students´ intentions to participate in classes. Subjective norms refer to the perceived social pressure exerted by significant others, such as parents, peers, and teachers.

Thus, students who understand that the people who are important for them value the importance of English studies are more willing to learn English. Perceived behavioral control stands for students´ perception of their ability to perform a task. Such as variables like self-confidence, resources available for learners, and previous learning experience are the key elements of perceived behavioral control.

Recent studies have shown that the Theory of Planned Behavior can be successfully applied in educational settings, as attitude, subjective norms, and perceived behavioral control significantly predict individuals´ behavioral intentions (Hou et al., 2022)

1.3.4 Attitude in SLA Research

Attitude has long been recognized as a central variable in second language acquisition research. Numerous studies have demonstrated that learners' attitudes play a crucial role in determining their success.

A meta-analysis conducted by Al-Hoorie (2020) found a strong positive relationship between motivation, attitudes, and language achievement. The study highlighted that learners with positive attitudes are more likely to engage in meaningful learning activities, demonstrate persistence, and achieve higher levels of proficiency.

Ushioda (2020) highlights that attitudes are closely linked to learners' identities and personal goals. Students who see English as part of their future selves are more likely to develop positive attitudes and sustained motivation.

1.3.5 Relevance of Attitude in the foreign language classroom

Students' attitudes significantly affect their engagement and success in learning English. In educational settings, attitude influences how learners approach tasks, interact with peers, and respond to instructional strategies.

Positive attitudes towards English are associated with greater classroom participation, willingness to communicate, and persistence when facing learning difficulties. Learners who perceive English as valuable and enjoyable are more likely to invest effort and take advantage of learning opportunities. In contrast, negative attitudes may reduce learners´ engagement and limit their participation in language learning activities (Lee & Lu, 2021).

The issue of attitude gains additional significance in the context to EFL classrooms where learners have limited contact with the language outside the classroom and success depends largely on classroom learning.

Moreover, attitudes are not fixed; they can be developed through meaningful learning experiences and supportive classroom environments. Teachers who create motivating, communicative, and emotionally supportive learning environments can foster more positive attitudes and increase students´ engagement in the learning process (Dewaele & Li, 2021).

1.4 Relationship Between Motivation, Attitude, and English Language Learning

Motivation and attitude form two closely related concepts that play a critical role in second language acquisition. Motivation is described as a force that motivates individuals to engage in certain behaviors for learning, while attitudes involve the perception of feelings of the language learners towards the language. Motivation and attitude determine the participation of learners in English learning.

Research has consistently shown that positive attitudes toward English can enhance learners´ motivation by increasing their interest and willingness to participate in learning experiences, which further strengthen learners´ attitudes toward the language. Consequently, attitude and motivation influence one another in a reciprocal process that supports successful language learning (Pham, 2021)

These learners tend to achieve higher levels of language proficiency and show greater confidence in using English. In contrast, students with low motivation and negative attitudes often struggle to engage with the learning process, which can limit their progress.

1.5 Educational Context in Ecuador

The teaching and learning of English in Ecuador have undergone significant transformations over the past decades due to globalization and educational reforms. English is included in the national curriculum and is considered an important component of students' education. The Ecuadorian curriculum establishes objectives for the development of English language proficiency and expects students to achieve a B1 level by the end of secondary education (Ministry of Education of Ecuador, n.d.; Sevy-Biloon et al., 2020).

The first issue that Ecuadorian students have to face is their limited exposure to English. Unlike students from those countries where English is everywhere, students in Ecuador learn English mostly at schools. As a result, the classroom becomes the primary environment for language learning, placing significant responsibility on teachers and instructional practices.

Another important factor is the diversity of educational contexts within the country. In the specific context of UE Ibarra, students' learning experiences are shaped by both institutional factors and individual differences. At this stage teenage students are more sensitive to motivational aspects and their attitudes towards learning.

It is therefore possible that the perceptions that teenagers hold concerning English its usefulness, complexity or applicability may have an impact on their performance. Understanding how motivation and attitudes work in the context of Ecuadorian education becomes important in such a scenario.

1.6 Previous Studies

1.6.1 International Studies

A considerable body of international research has examined the role of motivation and attitude in second language acquisition. These studies consistently demonstrate that affective variables are strong predictors of language learning success.

Alamer et al. (2025) conducted a multivel meta- analysis examining the relationship between motivation and second language achievement. Their findings indicate that more autonomous forms of motivation, particularly intrinsic motivation and identified regulation, were positively associated with learners´ language achievement, suggesting that students who are more motivated tend to achieve higher levels of proficiency.

Similarly, (Boo et al. 2015) analyzed trends in L2 motivation research and highlighted the growing importance of self-related constructs, such as the Ideal L2 Self. Their study emphasized that learners' future self-images play a crucial role in sustaining long-term motivation.

With respect to attitudes, Maio and Haddcock (2010), define attitudes as individuals' evaluations of objects, people, situations, or ideas. These evaluations influence thoughts, feelings, and behaviors and can play an important role in educational contexts.

1.6.2 Studies in Latin America and Ecuador

In the Latin American context, research on English language learning has highlighted similar challenges and patterns. Studies conducted in countries such as Colombia, Peru, and Chile indicate that students often face limited exposure to English and rely heavily on classroom instruction.

In Ecuador, several studies have examined the factors affecting English language learning in secondary education. These studies consistently point to low levels of motivation and negative attitudes as significant barriers to learning. These studies always highlight the lack of motivation and negative attitude as one of the biggest barriers to learning. For example, Ortega- Auquilla et al. (2019) investigated the factors influencing Ecuadorian university students´ motivation to learn English. Their findings revealed that students are primarily motivated by academic and professional goals, such as obtaining better employment opportunities and pursuing higher education. The study also highlighted the importance of effective teaching methodologies and teachers´ support in fostering students´ motivation and positive attitudes toward learning English.

Other research has shown that students' attitudes toward English are influenced by their perceptions of its usefulness. Those students see Englis language study as relevant to their career path in the future usually display more positive attitudes towards the subject and greater motivation. On the contrary, students that find English difficult or meaningless have less desire to engage in learning processes. This finding is particularly true for Unidad Educativa Ibarra, since like many other Ecuadorian institutions, the learning process in this institution is influenced

by both conditions and perceptions.

Understanding these contextual and personal factors is essential for identifying instructional strategies that enhance motivation and foster positive attitudes toward learning English (Sevy- Biloon et al., 2020).

CHAPTER II: MATERIALS AND METHODS

2.1 Type of Research

This study adopted a quantitative approach because data were collected through surveys and analyzed using numerical procedures The quantitative approach was selected because it allowed the researcher to measure students' levels of motivation and attitudes toward learning English through numerical data obtained from questionnaires. The information collected was analyzed statistically to identify trends and determine the relationship between students' motivation and their English learning process. This approach was appropriate because it made it possible to interpret the results objectively and describe the characteristics of the study population based on measurable evidence (Creswell & Creswell, 2023).

The research had a descriptive-correlational scope. It was descriptive because it identified and explained students' motivation and attitudes toward learning English. At the same time, it was correlational because it analyzed the relationship between motivation, attitude, and English language learning among second-year Bachillerato students.

The design of the study was non-experimental since the variables were not manipulated during the research process. The study only observed the participants' perceptions and behaviors in their natural educational context. In addition, the research was cross-sectional because the data were collected during a single period of the 2025–2026 academic year.

2.2 Techniques and Research Instruments

Several techniques and instruments were used to collect the information required for this study. The main technique applied was the survey, which was directed to second-year Bachillerato students from Unidad Educativa Ibarra. This technique made it possible to gather information about students' motivation, attitudes, participation, and perceptions regarding English learning and the other instrument used was a Likert-scale questionnaire designed in Google Forms. The questionnaire included closed-ended questions organized into categories related to intrinsic motivation, extrinsic motivation, affective attitudes, cognitive attitudes, and behavioral attitudes. The responses allowed the measurement of students' levels of agreement or disagreement with different statements about English learning.

The surveys were carried out digitally in the computer laboratories of the institution. Before students answered the questionnaire, the purpose of the study was explained, emphasizing the importance of answering honestly and respectfully. The use of Google Forms facilitated the collection and organization of the information because the platform automatically generated graphs and percentages from students' responses.

2.3 Research Questions and Hypotheses

1.What level of motivation do the students have toward learning English?

2.What attitudes do the students show toward English language?

3.How are motivation and attitude related to students´ participation and achievement in English classes?

Hypothesis:

It is hypothesized that students who show higher levels of motivation and more positive attitudes toward learning English will participate more actively in class and achieve better learning outcomes in English language learning.

2.2.1 Variable operationalization Matrix

Variables	Dimensions	Indicators	Technique	Instrument
Motivation in English Learning	Intrinsic and extrinsic motivation	Interest in activities, importance of English, participation	Survey	Likert-scale questionnaire
Attitude toward English Learning	Affective, cognitive, and behavioral attitude	Confidence, participation, beliefs about English learning	Survey	Questionnaire
English Language Learning	Participation and learning progress	Classroom interaction and perceived improvement	Survey	Questionnaire

2.4 Participants

This research was conducted with second-year Bachillerato students from Unidad Educativa Ibarra during the 2025–2026 academic year. The population included all second-year Bachillerato students from the institution. Each class had approximately 40 to 45 students; therefore, all available sections were included in the study to obtain a broader amount of information and avoid limiting the research to a small group of participants. The sample was non-probabilistic because participants were selected according to accessibility and institutional authorization. Students participated voluntarily after receiving information about the purpose of the study. Most participants were between 16 and 18 years old and were enrolled in English classes as part of the national curriculum.

2.5 Procedure and Data Analysis

The research process started with the authorization from the institution and the approval of the thesis advisor. After obtaining permission, the surveys were applied during regular English class hours. This study utilized a questionnaire develop in Google Forms which was then administered digitally in the computer labs of the school. In the administration process, the students were given instructions on how to answer the questionnaire and were also assured that their answers will be kept anonymous and only for educational purposes in line with the ethical considerations of informed consent, anonymity and voluntariness in educational research (Cohen et al., 2018).

After the data gathering process, Google Forms generated graphs of the data gathered. The results were then analyzed using descriptive statistics such as percentages and frequency to determine patterns regarding students´ motivation and attitudes toward learning English. The research looked at how motivational and attitudinal elements influence the way students engage in English language classes.

Chapter III: RESULTS AND DISCUSSION

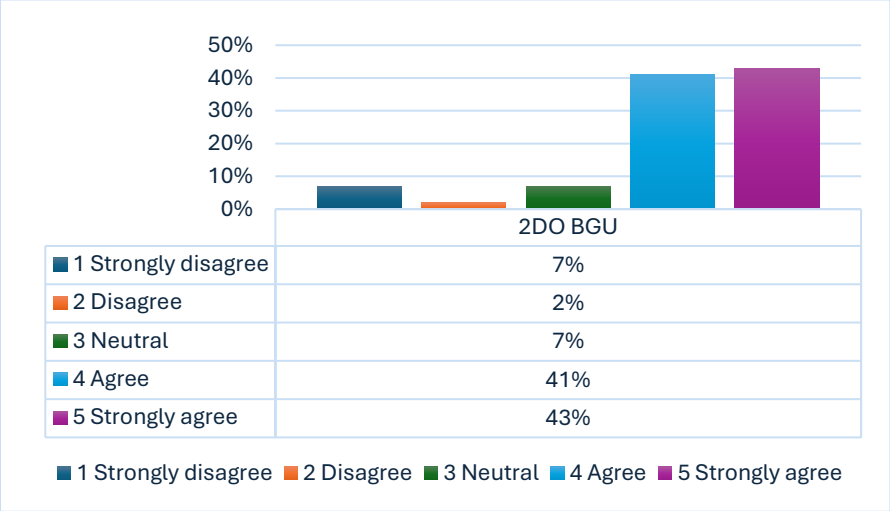
Although it was not implemented, the instrument is included because it formed part of the original research design and shows the data The observation checklist was initially included as one of the instruments for collecting information in this research. Its purpose was to record students' participation, motivation, attitude, and oral performance during English classes and to complement the information obtained through the questionnaire and the teacher interview. However, due to the limited time available to complete the intervention and the academic activities established by the institution, it was not possible to apply this instrument as originally planned.

For this reason, the observation checklist did not provide data for the analysis presented in this study collection process that had been planned. Therefore, the findings and conclusions of this study are based on the information obtained from the student questionnaire and the teacher interview.

3.1 Analysis of Surveys

Figure 1

3.1.1 I enjoy learning English in my classes



Source: Own elaboration

Table 1 presents learners' responses regarding their enjoyment of learning English during their classes. The results reveal that there is a very positive attitude towards learning English amongst the respondents. 41% of the students agree with the statement, while 43% of the students strongly agreed with the question and thus 84% of the students had a positive attitude regarding their English classes. On the other hand, 7% of the students strongly disagreed with the question while 2% disagreed with it. Moreover, 7% of the students were neutral with it. The high percentage of agreement may be associated with students' interest in learning a foreign language

and the learning experiences provided in the classroom.

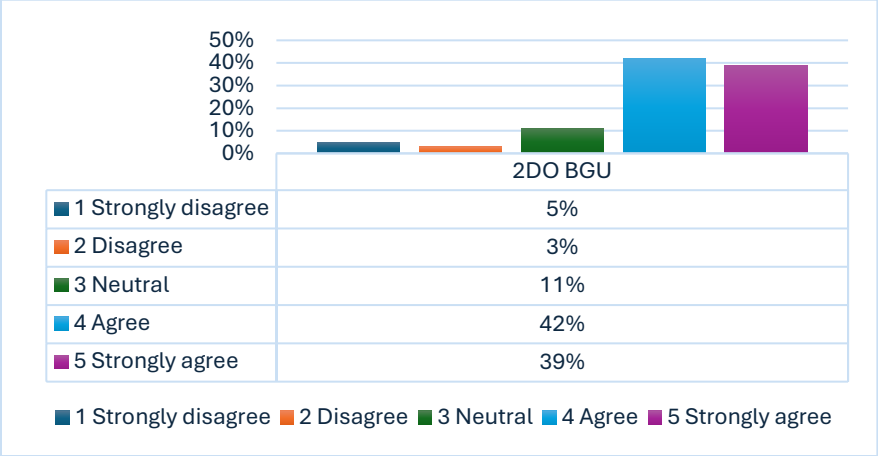
Students' enjoyment of English classes has been identified as an important factor associated with successful language learning. When learners experience positive emotions in the classroom, they are more likely to participate in communicative activities, remain engaged in learning tasks, and sustain their motivation despite challenges.

These positive emotional experiences can therefore support both language development and classroom participation (Liu, 2022). Just like the previous point, developing a good classroom environment contributes greatly to the language learning process. When learners feel comfortable, supported, and confident, they are more likely to participate actively, communicate with others, and experiment with new vocabulary and grammatical structures without excessive fear of making mistakes. These conditions also help reduce anxiety while strengthening learners' confidence in their own abilities (MacIntyre & Gregersen, 2019).

Nevertheless, the overall results demonstrate that English classes are generally perceived as enjoyable by most participants. This positive perception is significant because enjoyment has been identified as a key factor that sustains long-term motivation and supports successful second language acquisition.

Figure 2

3.1.2 I feel motivated to improve my English skills.



Source: Own elaboration

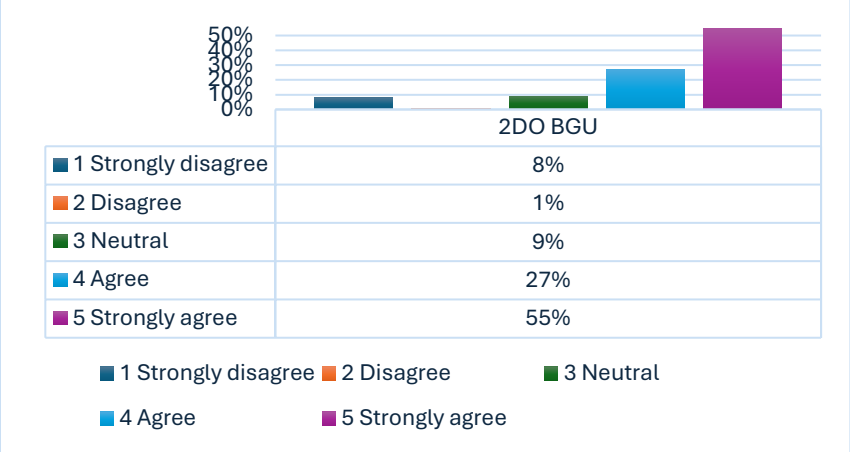
Table 2 presents students' responses regarding their motivation to improve their English skills. The results of the research show a high level of motivation among the participants. From the above results, we can conclude that there is a significant number of people who have a positive attitude towards the issue of motivation in English language acquisition. 42% of respondents agreed with the statement while 39% strongly agreed with the statement. In sum, the above information means that 81% of the people have a positive attitude towards the language acquisition process. Conversely some small group of people had different opinions regarding the issue where 5% strongly disagreed while 3% disagreed and 11% were neutral.

This result is particularly relevant because motivation has consistently been identified as one of the most influential factors in second language learning. As Dörnyei and Ushioda (2021) stated motivation provides the primary impetus to initiate learning and later the driving force to sustain the long and often tedious learning process. In other words, motivation not only encourages learners to begin studying a language but also helps them continue despite the challenges they encounter.

The findings of this study support this perspective, as highly motivated students are more likely to establish personal learning goals, participate actively in classroom activities and dedicate additional time to practicing English inside and outside the classroom. Their willingness to improve can contribute to greater confidence and more meaningful learning experiences over time. Al-Hoorie (2017) argues that motivation has been recognized for decades as one of the key constructs in second language acquisition and continues to be a central focus of research because of its influence on learners´ engagement and language development.

Figure 3

3.1.3 English is important for my future studies.



Source: Own elaboration

Table 3 presents students' perceptions regarding the importance of English for their future academic studies. The results demonstrate a very positive attitude toward the role of English in educational development. Approximately 27% of students agreed with the statement, while 55% strongly agreed, indicating that 82% of the participants consider English an important language for their future studies. However, there were respondents who had opposing and ambivalent attitudes towards the statements, since 8% disagreed and 1% strongly disagreed with the statements made, whereas 9% had no option at all on the matter. The above figures show that

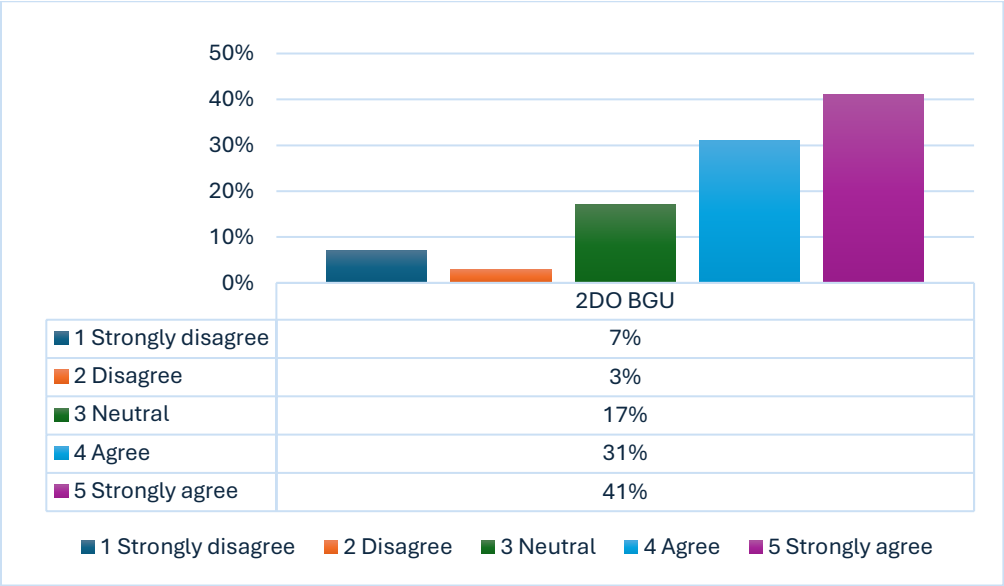
most of the students view knowledge of English language as an essential tool in helping them realize their educational and professional goals.

This result is consistent with the literature on language learning motivation. Dörnyei and Ushioda (2021) explain that the learners are more likely to invest effort in language learning when they perceive a clear connection between their present studies and their personal or professional goals. In this sense, students who understand the practical value of English are generally more willing to remain committed to improving their language skills despite the challenges involved in the learning process.

Finally, the relatively low percentage of disagreement may indicate that a small group has not yet developed clear educational goals or does not fully recognize the role that English can play in their future academic and professional lives.

Figure 4

3.1.4 English is important for my future career.



Source: Own elaboration

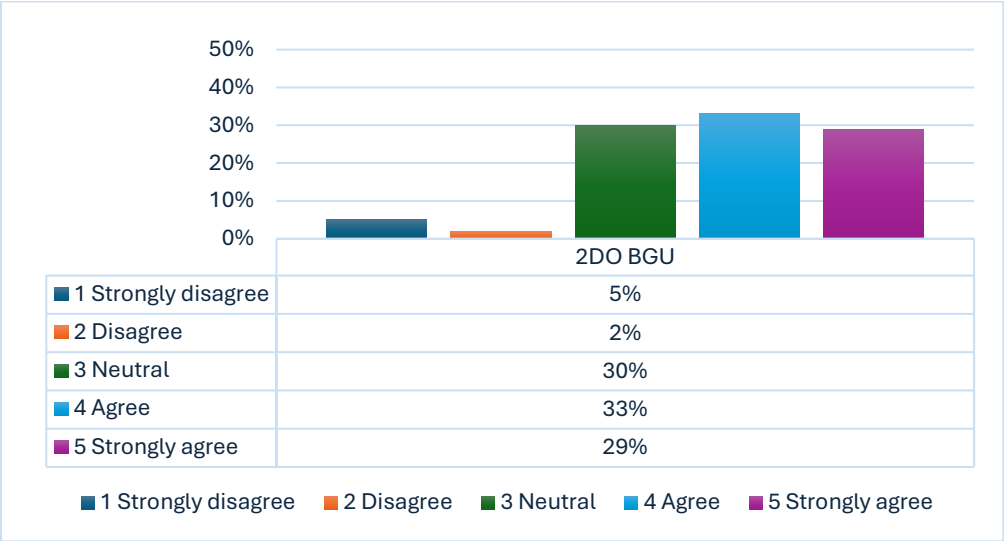
Table 4 presents students' perceptions regarding the importance of English for their future professional careers. It can be seen from the results that there is a positive perception regarding the role of English in career development in the future. This means that 31% of the students agree with the statement, while 41% of them strongly agree, which makes a total of 72%. On the contrary 7% of them strongly disagree, 3% disagree and 17% chose the neutral position. It seems like most students consider English to be a useful tool for opening more job options for themselves in the future.

Dörnyei and Ushioda (2021) explain that learners are more likely to maintain their motivation when they perceive language learning as relevant to their future goals and personal aspirations. From this perspective, students who believe that English will benefit their careers are more willing to invest time and effort in improving their language skills.

Likewise, Lamb et al. (2019) emphasize that future-oriented goals strongly influence language learning motivation. In situations where the learners associate English with advanced education, international communications and career development, it will be easier for them to remain engaged in the learning process and cope with the difficulties presented to them. One possible explanation of the results in that learners consider English language skills to be and avenue for more diverse academic and professional options. This particular explanation becomes particularly relevant in view of the established connection between recognition of language instrumental value and motivation in language acquisition.

Figure 5

3.1.5 I feel confident when participating in English class activities.



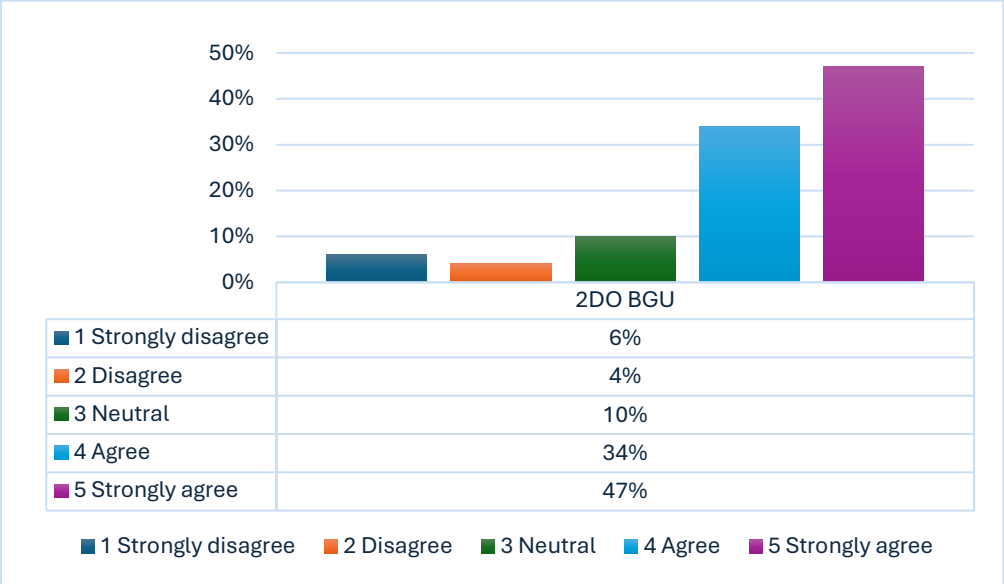
Source: Own elaboration

Table 5 contains information about the level of confidence that participants feel when involved in English classroom activities. The results obtained indicate that the level of confidence of the respondents is rather high because 33% of the respondents agreed and 29% strongly agreed that they feel confident when involved in English class activities. However, 5% of the respondents strongly disagreed and 2% disagreed with the statement while 30% chose the neutral answer. Hence, it becomes obvious that even though many of the respondent feel comfortable in English classes, some of them still need time to acquire confidence in their language. One of the possible reasons for such an outcome is that learners who were exposed to a supportive learning environment and positive language experience usually become more confident.

Those learners who are emotionally safe are more likely to communicate, be involved and speak English with less anxiety about making errors. These activities play a vital role in building communicative competence and becoming fluent. The relatively large proportion of neutral answers shows that there are certain number of learners who are still at the stage of establishing themselves in speaking English. Some factors like the fear of making mistakes, poor skills or even peer influence can discourage students from speaking up. In this regard, Teimouri, Goetze, and Plonsky (2020) point out that language anxiety continues to be one of the factors that can negatively influence learners' classroom participation and overall language performance. Therefore, creating a supportive and encouraging learning environment remains essential for fostering students' confidence and active engagement.

Figure 6

3.1.6 My teacher encourages me to learn English.



Source: Own elaboration

Table 6 presents students' perceptions regarding the encouragement they receive from their teacher to learn English. From the study, a very high rate of satisfaction has been noted regarding the role of teachers in motivating the learners to learn languages. Around 34% of the students agreed with the question while 47% of the students strongly agreed with the question, resulting in a total of 81% of the respondents perceiving the teacher as the motivation in learning English. On the other hand, 6% of the students strongly disagreed with the question, while 4% of the students disagreed.

The high percentage of positive responses suggest that teacher encouragement contributes to creating a learning environment in which students feel motivated to participate and continue developing their language skills. This finding is consistent with the work of Mercer and Dörnyei (2020), who explain that teachers have a significant influence on learners' motivation through the classroom climate they create, the quality of their interactions with students, and the support they provide during learning. When students perceive their teacher as encouraging and approachable, they are more likely to participate actively, maintain their interest in learning English, and persist when they encounter difficulties. When students perceive their teachers as encouraging and supportive, they are more likely to participate actively in class and maintain a positive attitude toward learning English.

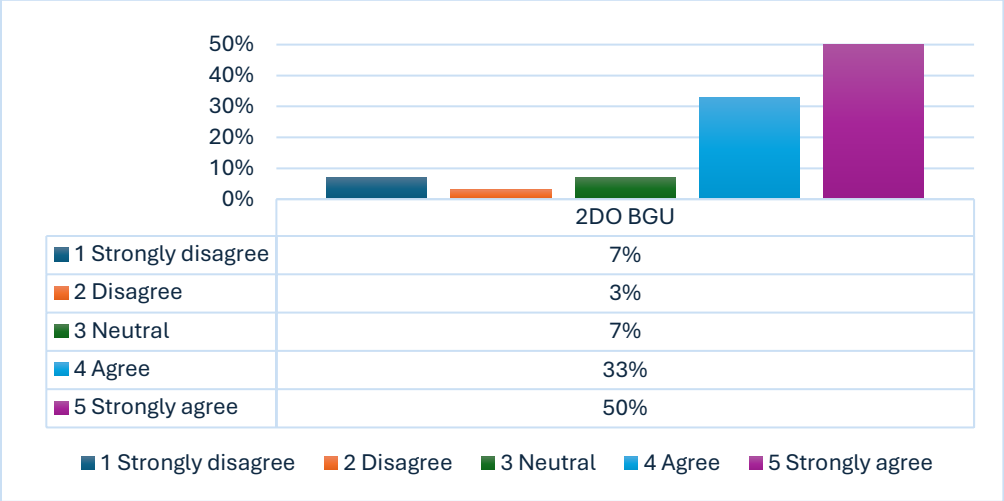
Another important aspect is that teacher encouragement can contribute significantly to students' confidence and academic engagement. Ryan and Deci (2020) explain that supportive teaching practices help satisfy learners' psychological needs for competence and relatedness, which in turn strengthen intrinsic motivation. The learners who get positive feedback and encouragement from their teachers end up developing high self-efficacy and have more persistence when they face difficulties while learning the language.

The smaller percentage of disagreement can be because some of the learners have different views on the support that they get from their teachers or need additional help for keeping motivated.

Nevertheless, the overall findings demonstrate that teachers are viewed as an important motivational influence by most participants. This result underscores the significance of maintaining supportive teacher-student relationships, as they can positively affect learners' motivation, engagement, and overall success in English language learning.

Figure 7

3.1.7 I like the activities used in my English classes.



Source: Own elaboration

The findings obtained from table 7 show the perceptions of the students concerning the activities used in their English lessons. These findings show that there is very good perception concerning the activities in the English lessons. Thirty-three percent agreed with the statement whereas fifty percent strongly agreed with the statement showing that eighty-three percent have a positive perception about the activities in class.

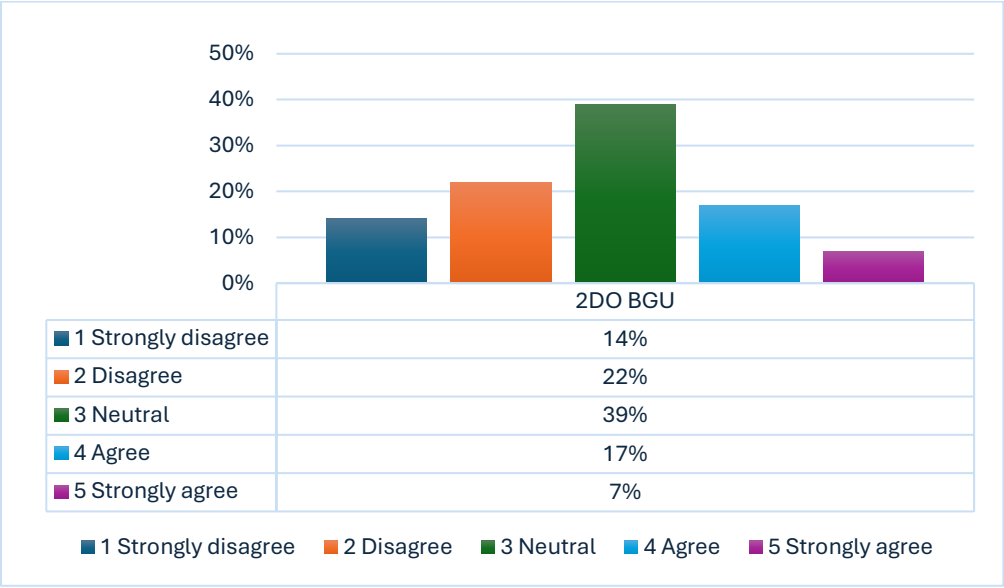
In contrast, 7% strongly disagreed and 3% disagreed, whereas 7% remained neutral. These findings suggest that many learners enjoy the activities used in their English lessons and perceive them as engaging and beneficial for their learning process.

Mercer and Dörnyei (2020), argue that engaging, meaningful and supportive learning experiences enhance learners´ motivation by increasing their interest, active participation and positive engagement with classroom activities. The relatively small percentage of disagreement may indicate that some students do not fully connect with the activities used in class or may have different learning preferences.

Similarly, the neutral responses show that there is a small percentage of learners who neither really like nor dislike the activities within the class. However. The results as a whole show that activities carried out by teachers are well liked by most learners. This finding emphasizes the need for activities that can motivate learners positively.

Figure 8

3.1.8 I study English outside the classroom.



Source: Own elaboration

Table 8 presents students' perceptions regarding their independent English learning practices outside the classroom. Firstly, the findings show that only a relatively small proportion of the participants engage in autonomous English learning. Approximately 17% of the students agreed and 7% strongly agreed that they regularly study English outside the classroom, representing 24% of the total sample. This finding highlights the need to encourage students to extend their learning beyond classroom instruction. On the other hand, 22% were in disagreement

The limited level of autonomous learning is relevant because independent practice has been widely recognized as an important factor in language development. Lamb et al. (2019) emphasize that learners who take greater responsibility for their own learning and connect English with their personal goals are more likely to sustain their motivation and continue improving their language skills over time. Likewise, self-directed learning provides additional opportunities to practice and reinforce what has been learned in class.

Similarly, Ryan and Deci (2020) explain that learners are more likely to engage voluntarily in learning activities when they experience autonomy and perceive personal value in what they are learning. As a result, students who choose to practice English independently are more likely to develop intrinsic motivation, maintain their interest in the language, and become more actively involved in their own learning process.

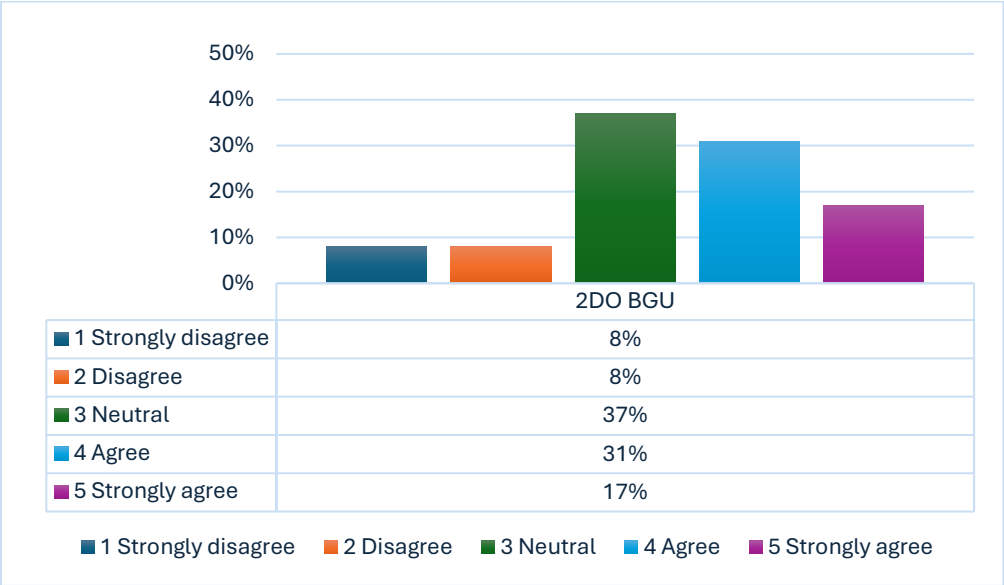
Interestingly, the high number of negative replies suggests that a majority of students continue to depend mainly on classroom lessons to improve their English skills. This might be influenced by limited availability of learning materials, poor study skills or confusion about wat methods will work to learn English independently. Teachers could play a key role in this respect

by suggesting easy to find materials and arranging simple activities to develop English habits among students.

Overall, the findings indicate that although some students regularly practice English outside the classroom, autonomous learning has not yet become a common habit among most participants. Strengthening students' autonomy could contribute to greater motivation, increased language exposure, and more continuous development of English proficiency.

Figure 9

3.1.9 I feel anxious when learning English.



Source: Own elaboration

Table 9 presents students' perceptions regarding feelings of anxiety when learning English. The results have shown moderate levels of anxiety in the participants. It is seen that 31% of the students were in agreement, while 17% were strong agreement, making up 48% of those who suffer from anxiety while learning English. On the other hand, 8% of the students were in strong disagreement, while 8% percent were in disagreement, making up 16% of those who do not feel anxiety to be a problem in learning English. 37% opted for the neutral response,

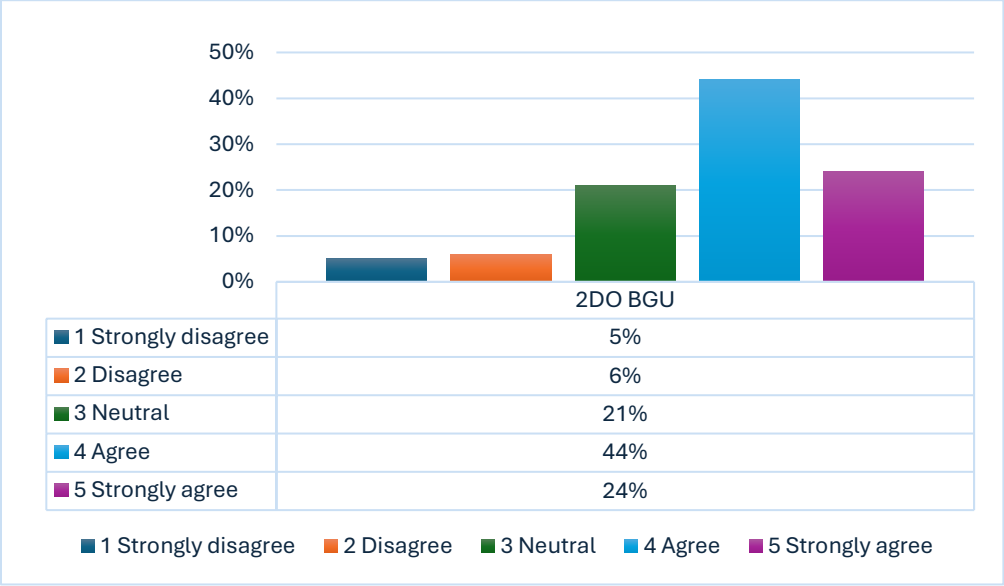
which was the largest group of all.

The presence of anxiety in language learning is important because it can influence students´ motivation, confidence and classroom participation. According to Dewaele and MacIntyre (2019), foreign language anxiety is negatively associated with learners' willingness to communicate and their overall classroom engagement, whereas positive emotions contribute to more effective language learning. In general, from the results presented above one can see that anxiety continues to exist in the case of a considerable number of learners. The large number of students who share the same idea clearly shows that many of them feel nervous or uncomfortable during English lessons. Such feeling may make them less eager to say anything during the lessons in English.Teimouri, Goetze, and Plonsky (2020) found that foreign language anxiety is negatively associated with language achievement. Indicating that higher levels of anxiety are linked to lower academic performance. Therefore, creating a supportive classroom environment, providing constructive feedback and encouraging students to see errors as part of the learning process may help reduce anxiety and promote greater participation in English classes.

In this case, the small percentage of those students who were against shows that there is a small percentage of learners who seldom get anxious while learning English language classes. Simultaneously, the high percentage of those students who chose neutral is also a reflection of the fact that there is a high percentage of students who only feel anxious in certain situations like speaking in front of the class, sitting for exams and interacting with peers who know more English than them.

Figure 10

3.1.10 I believe I can succeed in learning English.



Source: Own elaboration

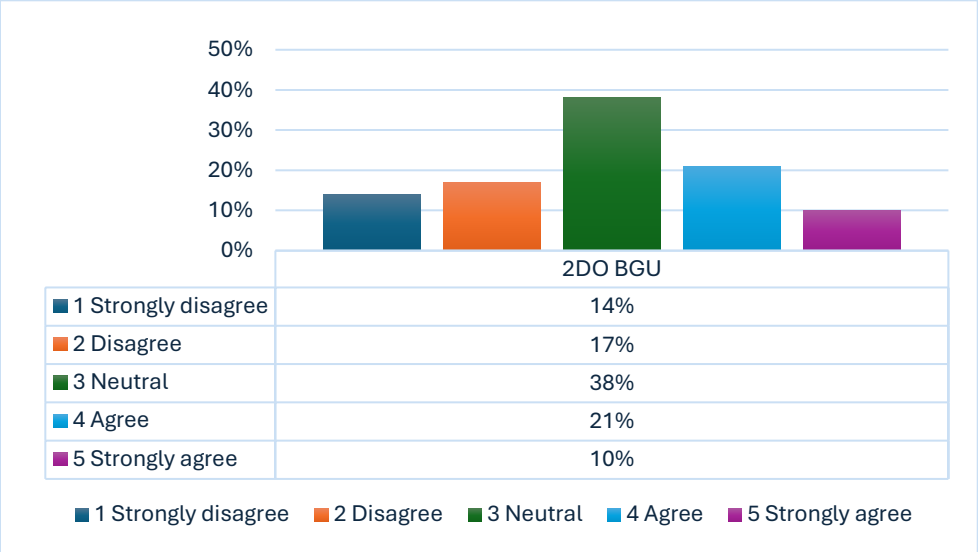
Table 10 presents students' perceptions regarding their confidence in achieving success in learning English. The results indicate a highly positive level of self-belief among the participants. Approximately 44% of students agreed with the statement, while 24% strongly agreed, showing that 68% of the respondents believe they can be successful in learning English. However, 6% of the responses were against the statement while 5% strongly disagree with the statement, thus amounting to 11% of respondents doubting themselves about succeeding in learning English. On the other hand, 21% of the respondents chose to answer neutrally, meaning that there is a significant number of students who have yet to develop a clear perception of themselves learning English. Although the results may be negative, the overall trend is still positive since the majority of the respondents believe that they succeed in learning English which is quite a positive perception of themselves.

This type of perception is important in such a way that students who have faith in themselves tend to get involved in class activities and persist even when they find learning difficult. Teachers can help these students by providing constructive feedback, celebrating progress, and creating opportunities for successful language use.

These findings are consistent with the concept of self-efficacy proposed by Schunk and DiBenedetto (2020), who explain that students who believe in their ability to accomplish learning tasks are more likely to participate actively, invest greater effort, and persist when they encounter difficulties. In the context of English language learning, this confidence can strengthen students' willingness to communicate and support more consistent engagement with classroom activities.

Figure 11

3.1.11 My classmates motivate me to learn English.



Source: Own elaboration

Table 11 presents students' perceptions regarding the influence of their classmates on their motivation to learn English. From the results, there is moderate to low peer motivation of the learners. This is evident through the 21% of students who agreed with the question and 10% of those who strongly agreed. This shows that 31% of the students see their fellow students as motivating factor towards learning the English language. Meanwhile, 17% disagreed and 14% strongly disagreed, which makes 31% of the students feel unmotivated by their peers. In addition, 38% of the respondents chose the neutral answer.

These findings suggest that classmates do not play a consistently significant motivational role for many learners. The equal amounts of agreement and disagreement demonstrate different views on the issue of peer influence in the English class. Moreover, the high number of neutral answers could mean the lack of understanding of the effect of peer pressure on students' motivation or vary from class to class and from student to student. Peer involvement in the process of language acquisition is significant since social interaction can affect the attitude and motivation of learners.

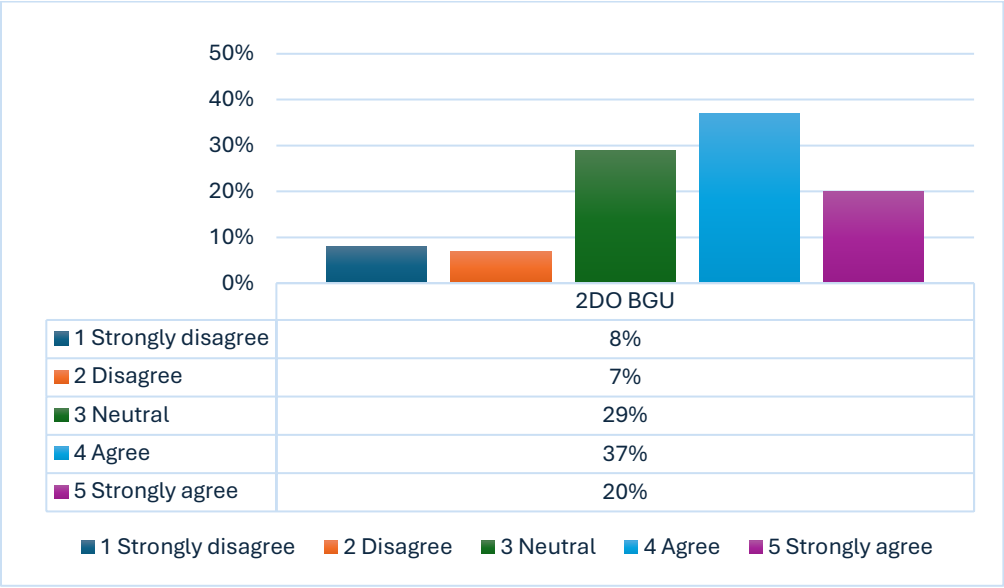
According & Mercer and Dörnyei (2020), motivation does not depend on only one´s teaching inputs but rather social relations in the classroom. Friendly relations between students are part of a supportive learning process, which encourages students to participate, collaborate and be confident while speaking the target language. Likewise, Ushioda (2020) underlines the importance of social context and interpersonal relations in language learning motivation. Learners are more likely to participate in class activities if they have the feeling of receiving support from other students. Peer collaboration, discussion and feedback could develop learners' affiliation and motivation to achieve common goals

In a similar way, Ushioda (2020), emphasizes the importance of social environments and interpersonal relations in motivating the process of language acquisition. The learners will be more motivated to participate in classroom tasks in situations where they feel that they receive support from their peer group. Peer collaboration and interaction will help to develop a feeling of belonging.

The large number of disagreements indicates that many students do not view their classmates as a motivation in learning English. Sucha an opinion might have been formed because of lack of interaction among them, lack of cooperation and group activities, or simply because they preferer studying alone. Meanwhile, the large neutral group indicates that many students neither strongly benefit from nor are negatively affected by peer influence. Therefore, teachers may need to implement more cooperative learning strategies that foster positive peer relationships and encourage mutual support among learners.

Figure 12

3.1.12 I enjoy speaking English in class.



Source: Own elaboration

Table 12 presents students' perceptions regarding their enjoyment of speaking English in class. The findings show a generally positive attitude of the learners towards their oral performance in English lessons. 37% of the respondents agreed with the statement I enjoy speaking English in class whereas 20% strongly agreed, which means that 57% of all the respondents agreed or strongly agreed with the idea that speaking English is an enjoyable experience for them in class. However, 7% of the respondents disagreed with the above statement and 8% strongly disagreed, meaning that there are 15% of the respondents who disagree or strongly disagree with it. Also, 29% of the respondents chose the middle position on the scale

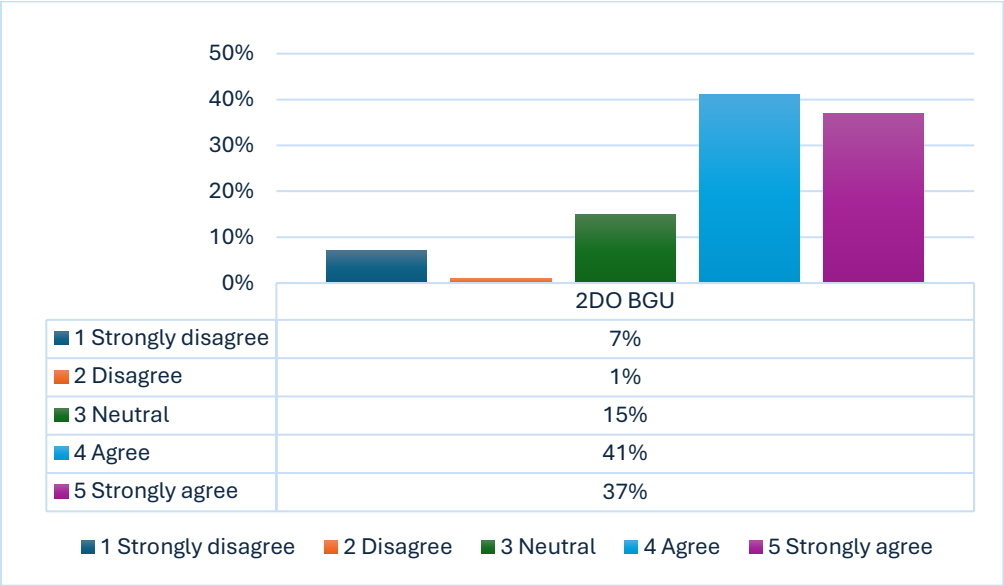
On the whole, it may be said that most learners find themselves comfortable speaking English in class. It is a positive aspect since oral participation is very important for practice. Students who feel comfortable expressing themselves in English are generally more willing to participate and gradually improve their speaking skills through regular classroom practice.

However, the presence of neutral responses indicates that some students may still experience uncertainty, lack of confidence, or varying levels of engagement when required to speak English in front of their classmates. The enjoyment of speaking a foreign language is closely related to learners' confidence, willingness to communicate, and overall motivation.

According to Zoltán Dörnyei (2020), positive emotional experiences in the classroom can enhance learners' motivation and encourage greater participation in communicative activities. English are generally more willing to participate and gradually improve their speaking skills through regular classroom practice.

Figure 13

3.1.13 I pay attention during English lessons.



Source: Own elaboration

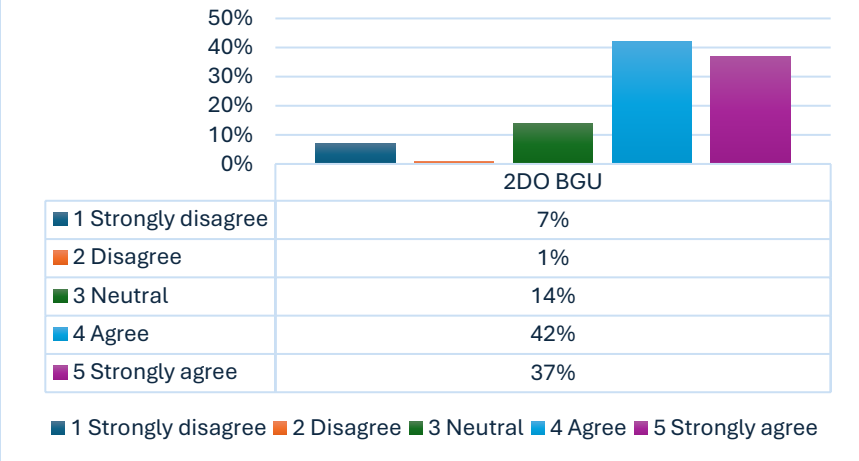
Table 13 presents students' responses regarding the level of attention they pay during English lessons. The results reveal a high degree of classroom engagement. Approximately 41% of the participants agreed and 37% strongly agreed that they remain attentive during English classes, meaning that 78% expressed a positive perception of their classroom behavior. Only 1% of the respondents disagreed with the statement while 7% strongly disagreed. Making a total of 8% of the respondents who did not agree with the statement.

Also, 15% of the respondents chose the neutral choice which can mean that some of the learners were unsure of whether stayed focused in class during the tome of learning. The findings from the responses means that the majority of students stay sufficiently focused when learning English. The relatively small proportion of negative responses also indicates that lack of attention is not a major concern for most participants.

Maintaining attention is an essential component of successful language learning because it allows learners to process new information, understand instructions, and participate effectively in classroom activities.

Mercer and Dörnyei (2020) explain that learner engagement is closely connected to motivation, as motivated students are more likely to remain attentive, participate actively, and invest sustained effort in classroom learning. From this perspective, the high percentage of positive responses suggests that most participants demonstrate an appropriate level of engagement during English lessons. When students remain attentive, they are better able to notice linguistic features and retain new information.Similarly, Sarah Mercer and Dörnyei (2020) emphasize that engagement in the language classroom is influenced by both individual and contextual factors, including interest in activities, teacher support, and classroom atmosphere. Creating a positive learning atmosphere may enable learners to concentrate more and actively participate in the class. From the results of this research, one can see that most learners have a positive attitude towards classroom learning.

Figure 14
3.1.14 English lessons are interesting to me.



Source: Own elaboration

Table 14 shows students' attitudes towards the level of their interest in English classes. The findings indicate an extremely positive attitude of the participants towards English classes. 42% of the students were in agreement that English classes are interesting to them. In addition, 37% of the students strongly agreed that English lessons are interesting to them. Thus, a total of 79% of students responded positively about their interest in English classes. In contrast, only 1% of students disagreed and 7% strongly disagreed, accounting for a combined 8% of negative responses. Additionally, 14% of participants selected the neutral option, suggesting that a smaller group of learners neither clearly perceives English lessons as interesting nor uninteresting.

These findings suggest that English classes are generally perceived positively by students and that the content and activities implemented in the classroom are effective in maintaining learners' interest. The high percentage of agreement indicates that students are engaged with the learning process and view English lessons as valuable and enjoyable experiences.

Furthermore, the low level of disagreement reflects that only a small number of students experience limited interest in the subject. Interest is considered a fundamental component of motivation because it influences learners' willingness to engage with academic tasks and persist in learning activities. These findings are consistent with current research on learner engagement. Mercer and Dörnyei (2020) explain that students are more likely to participate actively when classroom activities are meaningful, appropriately challenging, and connected to their interests and learning needs. In this case, the learners will most likely stay concentrated, participate actively in classroom work and maintain their motivation during the whole learning process.

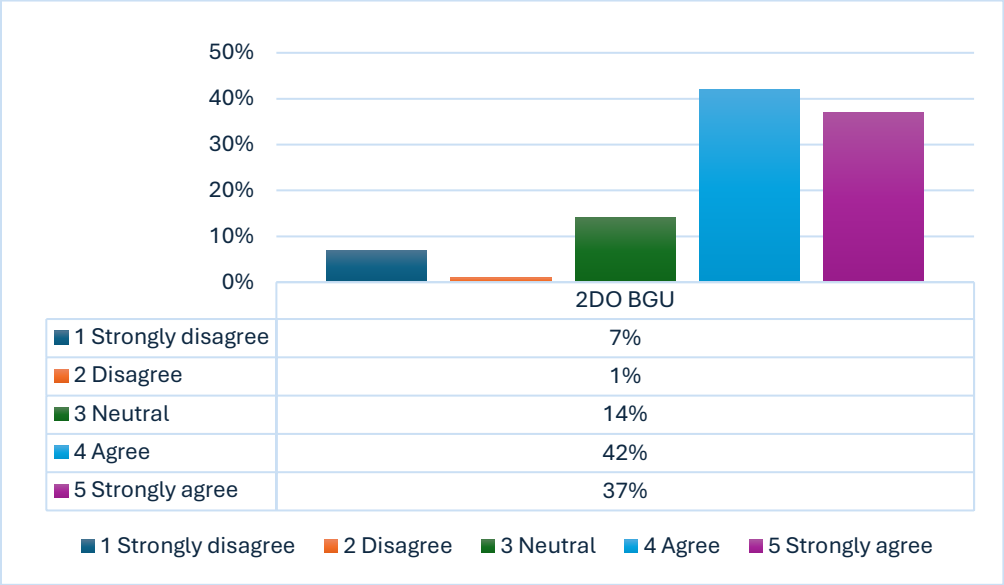
Mercer and Dörnyei (2020) argue that students become more engaged in language learning when classroom activities are meaningful, interactive and relevant to their personal experiences.

Learning environments that promote active participation and positive emotions contribute to greater motivation and sustained engagement in English learning.

It is evident that the greater number of students find their English lessons engaging and meaningful due to the high number of agreements registered in this research. However, there are also some neutral and negative answers which show that not all the learners find their classes interesting. The possible reasons for such results may lie in different learning styles, activities or instructional methods.

Figure 15

3.1.15 I feel proud when I make progress in English.



Source: Own elaboration

Table 15 presents students' perceptions regarding their sense of pride when making progress in English. The results reveal a highly positive emotional response toward language learning achievements. A total of 35% of students agreed with the statement I feel proud when I make progress in English, while 47% strongly agreed. Feeling proud of personal progress appears to be an important source of motivation for the participants in this study.

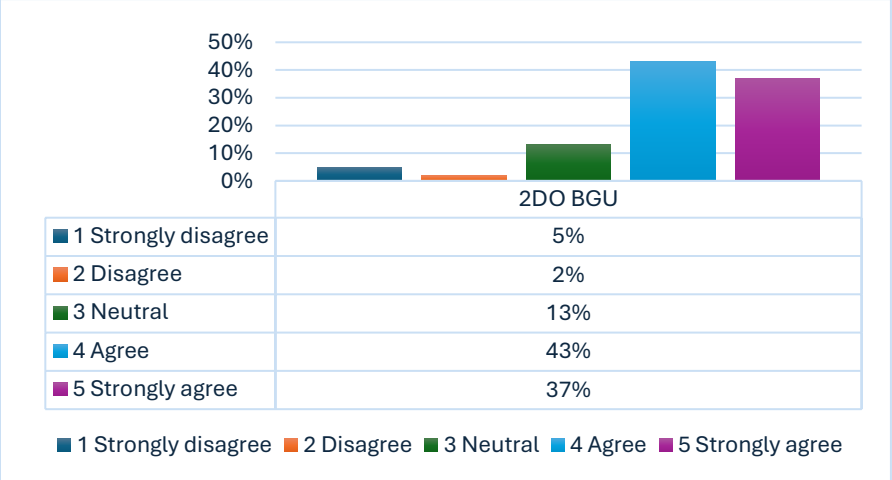
The fact that more than four out of every five students expressed agreement with the statement suggests that they value the improvements they have made in English and recognize their own learning achievements. Only a small proportion of respondents reported the opposite perception, while a limited number remained undecided.

Research in positive psychology supports this interpretation. MacIntyre, Gregersen, and Mercer (2019) argue that positive emotional experiences can contribute to more effective language learning by fostering engagement, well-being, and positive participation in classroom activities. As students recognize their own progress, they may develop greater confidence, become more willing to persist, and engage more actively in future learning opportunities.

Although a few participants did not express the same level of satisfaction, the responses collected in this study suggest that personal progress is widely perceived as an important milestone in the English learning process. Such practices can reinforce positive emotions and further enhance students' motivation to learn English.

Figure 16

3.1.16 I feel proud when I make progress in English.



Source: Own elaboration

Table 16 presents students' perceptions regarding their overall attitude toward learning English. The results reveal a highly positive disposition toward English language learning among the participants. It follows the statistics on answers that learners, overall have positive perceptions towards learning English. The fact is that 43% respondents agree and 37% strongly agree that their attitude towards English is positive; hence, it can be concluded that were positive about this issue. As compared to this, just 7% of students gave negative response to these questions and 13% found it difficult to choose between positive and negative attitude. Such responses may also reflect students' awareness of the academic and personal benefits that English can provide.

This interpretation is supported by Hiver, Al-Hoorie, and Mercer (2021), who explain that learners' attitudes influence the way they engage with classroom experiences. As long as the students see the teaching process as significant and worthwhile, they will become proactive, remain committed to their learning goals and sustain their interest over time. Positive attitudes toward the English language could promote increased confidence and readiness to speak. With positive experiences in class, students will develop the ability to express themselves, engage with classmates and tackle various challenges of language acquisition. The accumulation of such experiences builds up students´ motivation and encourages them to continue learning.

Even though there were not many students who had neutral or negative attitudes toward learning English, extra efforts may be needed from them. Incorporating meaningful tasks, collaborative activities, and opportunities for successful communication may help increase their interest and encourage a more positive learning experience.

3.2 Vice principal Interview Analysis

1.How does motivation influence student participation in class?

Motivation directly influences student participation in class, as it the driving force behind their interest, effort, and commitment to learning. When a student is motivated, they participate. Express their ideas and complete assigned activities; furthermore, they demonstrate greater perseverance in the face of challenges

Analysis

The first question demonstrates the vice principal´s extensive understanding of student motivation; she notes that when students are motivated, they participate actively, ask questions and generally engage more fully in the class.

2. What factors most affect student motivation in English classes?

Among the most important factors are the teacher´s methodology since dynamic, participatory, and contextualized classes generate greater interest and the difficulty level of the content, as material that is either too complex simple reduces engagement; also significant are the use of engaging teaching resources such as games, technology, or music, and the emotional climate of the classroom, where an atmosphere of respect and trust fosters participation.

Analysis

The second question indicates that the teachers´ teaching methods are among the most important factors; analyzing the Vice principal's response, we see that if the content is either too complex or too simple, student motivation decreases, whereas the use of ICTs is an excellent option for capturing students' attention.

3. Do you observe differences in motivation among the students? Why?

Yes, differences in motivation are generally observed among students, as each one has different interests, prior experiences, abilities and family backgrounds. Some feel more confident and motivated when they understand the material or perceive its usefulness, while others may show less motivation if they have had previous difficulties, low academic self-esteem, or little support at home.

Analysis

The third question explains that there are several levels of motivation that can be observed among students, since each one has different interests, experiences, skills, and family contexts. Some students may feel less motivated because they have bad academic experiences or difficulties, or even problems within their family circle.

4. How does students' attitude affect their linguistic performance?

Student´s attitudes directly influence their language performance, as they determine the level of interest, effort, and willingness they put into learning the language.

Analysis

The fourth question tells us that attitude is a direct cause of linguistic performance in students, since if a student does not feel motivated at all, it will determine the level of interest they have in learning a new language.

5. What suggestions do you have for improving student motivation and attitude?

To improve student motivation and attitude, it is essential to create a positive, safe, and respectful classroom environment where they feel valued and heard. Using active and dynamic teaching methodologies is recommended

Analysis

The fifth question reveals that to improve student motivation and attitude, it is necessary to create or adapt to a positive classroom environment where students feel safe, respected, and valued. Therefore, it suggests using active and dynamic methodologies.

6. What factors most affect student motivation in English classes?

The teaching strategies that increase motivation most are those that make the student the protagonist of their learning. Among these, active methodologies such as project-based learning. Collaborative work and solving real-world problems stand out.

Analysis

The sixth question is relevant to understanding that the learning strategies that increase motivation most are those that make the student the protagonist, such as a flipped classroom, buy project-based learning is also a great strategy, as well as group work and solving real problems.

7. How would you assess students' motivation to learn English?

I would assess students´ motivation to learn English through direct observation of their participation in class, their willingness to perform activities, their completion of tasks, and their initiative to communicate in the language.

Analysis

The seventh question reflects that the best evaluation is done thought direct observation, in addition to the student´s willingness to carry out the activities and their own initiative to communicate in the language or attempt to do so.

3.3 Coordinators' Interview Analysis

1. How would you describe students' motivation to learn English?

Students can be motivated for many reasons, for example: better academic performance, future job opportunities, communication with people from other countries, school requirements, etc.

Analysis

The coordinator associated students' motivation with both academic and personal aspirations. English was viewed not only as a school subject but also as a means of accessing future educational opportunities, improving employment prospects, and communicating in international contexts. This perspective suggests that many students recognize the practical value of learning English, which may encourage them to remain engaged in the learning process.

2.What attitudes toward English do you commonly observe among students?

Some students show enthusiasm because they can learn English songs, because it is useful for travel, studies or future careers

Analysis

The responses show that students' attitudes are generally positive when they perceive English as relevant to their personal interests. Music, travel, higher education, and future careers were identified as factors that make language learning more attractive. These examples suggest that connecting classroom content with learners' interests can contribute to a more favorable learning experience.

3. How does motivation influence students' participation?

It has a direct and powerful influence. It affects how often, how confidently and how actively students engage in learning activities.

Analysis

Participation was described as being closely related to learners' motivation. Students who feel motivated are more willing to answer questions, interact with classmates, and complete classroom activities with confidence. This observation highlights motivation as an important factor influencing students' active involvement during English lessons.

4.What factors most affect students' motivation in English lessons?

There are some factors that affect student´s motivation: The teaching methodology, teacher´s attitude and support, relevance of content, student´s self-confidence, for example.

Analysis

Several elements were identified as influencing motivation, including teaching methodology, teacher support, the relevance of learning activities, and students' self-confidence. Rather than depending on a single factor, motivation appears to result from the interaction between classroom practices and learners' individual characteristics.

5. How do you encourage positive attitudes toward English learning?

It requires some important aspects. For example; Create a safe and supportive atmosphere, meaningful and relevant learning, use interactive and varied activities, etc.

Analysis

The interview emphasized the importance of creating a supportive classroom atmosphere where students feel comfortable participating. Meaningful activities and varied teaching strategies were also considered essential for maintaining learners' interest. These practices can contribute to building positive attitudes and increasing students' confidence when using English.

6. Do you notice differences in motivation among students? Why?

Yes, there are clear differences in motivation among the students and there are some reasons for that: personal interest and goals like travelling, studying in a good university, getting a good job.

Analysis

Differences in motivation were considered a natural characteristic of the classroom. According to the interview, students' personal interests and future goals largely explain these differences. Learners who associate English with opportunities such as university studies, travel, or employment tend to demonstrate greater commitment to learning.

7. How does students' attitude affect their language performance?

It has a strong and direct impact on their language performance. If they have a positive attitude, they will have a better performance; if they have a negative attitude, they will have a lower performance. A positive attitude promotes active learnings and higher achievements while a negative attitude can create barriers to progress.

Analysis

The interview highlighted a strong relationship between students' attitudes and their academic performance. Learners with positive attitudes usually participate more actively, practice the language more frequently, and achieve better learning outcomes. In contrast, negative attitudes may reduce participation and limit opportunities to improve language skills.

8. What teaching strategies increase students' motivation?

There are several teaching strategies to increase the student´s motivation like for example: Student -centered and Communicative activities (pair work, role-plays, dialogues) Use of songs, videos, social media, things that connect them to a real life.

Analysis

The coordinator considered communicative and student-centered methodologies to be particularly effective. Activities such as pair work, role-plays, dialogues, and the use of authentic resources were identified as valuable strategies because they allow students to use English in meaningful situations and connect classroom learning with everyday life.

9. How do students respond emotionally to English learning tasks?

They respond in some ways to English learning tasks. Sometimes, positive emotion (depending on the task), anxiety and fear (if they do not understand the task) frustration or demotivation. But if they receive support, they can improve.

Analysis

Students' emotional responses were described as varied and dependent on the learning situation. While engaging activities often generate enthusiasm, unfamiliar or difficult tasks may lead to anxiety or frustration.

However, the interview also suggests that timely guidance and encouragement from the teacher can help students overcome these emotional barriers and participate more confidently.

10. What challenges do you face regarding student motivation?

Several challenges for example: Fear of making mistakes, low confidence, external factors, limited perceptions of relevance, etc.

Analysis

Several obstacles affecting motivation were identified, including fear of making mistakes, low self-confidence, external influences, and limited awareness of the usefulness of English. These challenges indicate that maintaining students' motivation requires continuous support and the implementation of teaching strategies that respond to learners' needs.

11. What suggestions do you have to improve students' motivation and attitude?

They need emotional and instructional factors: Create a safe and encouraging environment, make learning meaningful and relevant, etc.

Analysis

The coordinator emphasized that improving motivation requires addressing both emotional and instructional aspects of learning. Creating a supportive environment, designing meaningful learning experiences, and helping students understand the practical value of English were identified as key actions for strengthening motivation and fostering more positive attitudes toward language learning.

3.4 Teacher Interview Analysis

1. How would you describe your students' motivation to learn English?

Well, I feel that students are not motivated at alla because they don't show interested in learning another language besides, I am encouraging they every day the importance of English and I feel they don't cave

Analysis

The first question shows the teacher's perception regarding students' motivation to learn English. According to the teacher, motivation for language acquisition among the learners is poor as there seems to be no interest on the part of the learners towards learning a new language. In addition to that, even though the teacher makes a consistent effort to explain the importance of the language, the learners seem unwilling to involve themselves in the process of learning. The reason for that is the important part played by motivation in language acquisition.In conclusion, the teacher's response suggests that increasing students' interest and demonstrating the practical value of English may be necessary to enhance their motivation and commitment to learning the language**.**

2. What attitudes toward English do you commonly observe among your students?

They have a low interested to learn English because they don't interact among themselves when they have the opportunity to do.

Analysis

The second question shows the teacher's perception regarding students' attitudes toward learning English. This means that the teacher observed that the level of involvement in the language is very low among the learners since there is no interaction among the learners in

English whenever there is an opportunity. This can be attributed to the fact that the learners are not confident in communicating in the language because this will negatively influence the learning process. The most important thing here is that interaction and communication are important aspects of language learning since they provide an opportunity to practice and polish the linguistic skills.

3. How does motivation influence students' participation in class?

If the students are well motivated, they will produce the language in a better way, the problem is that they want to use language in class

Analysis

The third question shows the teacher's perspective regarding the relationship between motivation and classroom participation. According to the teacher, highly motivated students are most likely to develop and use language effectively in class. However, it should be noted that a significant proportion of the students do not like using English in class. The key point here is that motivation leads to involvement and makes learners more confident communicators. Therefore, it can be said that the teacher believes that high motivation results in better language development and participation in English classes.

4. What factors most affect students' motivation in English lessons?

Personally, I think attitude towards learning any subject is not convenient, the lack of interested, the absence of knowledge, the environment of the class and the parents lack supports are factors affecting the development of the study of English

Analysis

The fourth question presents the teacher's opinion about the factors that influence students' motivation. According to the teacher, lack of interest, negative attitudes toward

learning, insufficient prior knowledge, the classroom environment, and limited parental support are the main factors affecting students' motivation. These elements can create barriers to successful language learning and reduce students' engagement in classroom activities. In conclusion, the teacher considers both personal and environmental factors as important influences on students' motivation to learn English.

5. How do you encourage positive attitudes toward English learning?

I will make conscious of the importance of the use of English in their lives and the chances it offers to open doors to better jobs opportunities also I would teach topics of their interested that they apply in real situations.

Analysis

The fifth question explores the strategies used by the teacher to promote positive attitudes toward English learning. The instructor believes that motivating students can be achieved by demonstrating the importance of learning English in one's everyday life and in the future through career growth. Also, the instructor strives to make sure that the process of instruction is based on students' interests and real-world context. To sum up, according to the instructor, showing the practical use of learning English and making the learning process interesting can contribute to developing positive attitudes towards language instruction.

6. Do you notice differences in motivation among students? Why?

Absolutely yes because a motivated student will produce better than students who have not motivation

Analysis

The sixth question focuses on differences in motivation among learners. The teacher clearly stated that motivated students tend to perform better than those who lack motivation.

This response suggests that motivation directly influences students' effort, participation, and achievement in language learning. In conclusion, the teacher recognizes motivation as a key factor that differentiates students' levels of performance and success in English classes.

7. How does students' attitude affect their language performance?

The students are not able to use the language appropriately. There is not a good attitude forwards it so they want to have opportunities used in their real life's

Analysis

The seventh question examines the effect of students' attitudes on their language performance. According to the teacher, the students who have negative attitudes are not able to make good use of the language since they are not able to make good use of the language since there are not enough situations for them where they could make use of the language in everyday life. However, positive attitudes may motivate people to work harder and use the language more.

8. What teaching strategies increase students' motivation?

Personalization of their knowledge which means using English according to their interests using really and making them practice a lot.

Analysis

The eighth question investigates the teaching strategies that can enhance students' motivation. The instructor highlights the importance of individualizing the learning experience through linking English activities with students' interests and real-life situations. Besides, the instructor believes that practice is an important tool for improving students' language skills and keeping them motivated. Thus, to sum up, meaningful, individualized and practical learning experience can serve as a good tool for increasing students' motivation.

9. How do students respond emotionally to English learning tasks?

At the beginning they don’t to, but if you foster personally examples, they change their attitude and feel more motivated to learn more because they feel curiosity of learning

Analysis

The ninth question addresses students’ emotional responses to English learning activities. The instructor states that the attitude of students towards language learning can be low or even nonexistent at the beginning. However, using examples that are related to students' lives in lessons makes students become more interested in English classes step-by-step. Curiosity is also mentioned as an attitude that fosters learning. To sum up, the instructor believes that personalized activities help students develop emotionally in the process of learning English.

10. What challenges do you face regarding student motivation?

I always need to create new activities to awaken their motivation first then I need to keep motivating them all the class.

Analysis

The tenth question focuses on the challenges teachers face in maintaining student motivation The instructor believes that it is necessary to create new interesting activities for students all the time since it allows maintaining their interest. Besides, during the whole lesson students should stay motivated. Thus, to sum up, the instructor regards maintaining students' motivation as a challenging task.

11. How do parents or the school context influence motivation?

The parents’ motivation has direct influence in the students’ learning, thus is recommendable that the parents help teachers encouraging them all the time from their houses.

Analysis

The eleventh question explores the role of parents and the educational context in students' motivation According to the instructor; parents have direct impact on students' learning process. Consequently, it is necessary for parents to support teachers in motivating students. In other words, family encouragement is an important factor that contributes to improving students' motivation and performance in studying. To sum up, parental support is regarded as an important element that can foster motivation and academic success of students.

12. What suggestions do you have to improve students' motivation and attitude?

The only suggestion I would make to teachers is to be updated with the learning styles, strategies, planning to feel students more comfortable with the learning. The teacher is more motivated. The students are better motivated

Analysis

The twelfth question presents the teacher's recommendations for improving students' motivation and attitudes toward English learning. The instructor states that it is necessary for educators to be aware about learning styles, lesson planning strategies and teaching strategies. Moreover, the instructor stresses that motivated teachers motivate their students as well. To sum up, continuous professional development and teacher motivation are the important aspects of developing students' motivation.

Chapter IV: PROPOSAL

4.1 Proposal Tittle

THE INFLUENCE OF MOTIVATION AND ATTITUDE ON ENGLISH LANGUAGE LEARNING IN THE 2ND YEAR BACHILLERATO UE IBARRA

4.2 Objectives

4.2.1 General Objective

To enhance students' motivation and positive attitudes toward English learning through meaningful, interactive, and student-centered activities that promote confidence, participation, and autonomous learning.

4.2.2 Specific Objectives

- To encourage students to reflect on the importance of English in their personal, academic, and professional lives by identifying future goals, exploring career aspirations.
- To be able to introduce themselves and describe personal information using present and past basic expressions.
- To enhance students' motivation and English communication skills through engaging, meaningful, and collaborative activities that encourage active participation and the exchange of ideas in authentic contexts.
- To enhance students' motivation and positive attitudes toward English learning through meaningful, interactive, and student-centered activities that promote confidence, participation, and autonomous learning.

4.3 Introduction

Learning English has become a requirement for the development of one´s academic and professional career. However, many students face difficulties maintaining motivation and taking an active part in English lessons. Lack of self- confidence, fear making mistakes and reduced interest in classroom activities often lead to a situation when students do not want to speak in the target language and thus hamper the whole learning process.

The present proposal, The Influence of Motivation and Attitude on English Language Learning in the 2nd year Bachillerato UE Ibarra. The findings revealed that although many students recognize the importance of learning English, they require more engaging learning experiences that encourage participation, confidence, and sustained motivation.

To address these needs, the proposal consists of four instructional units implemented over four weeks. Each unit includes communicative, collaborative, and student-centered activities organized through the pre-, while-, and post-activity approach. These lessons are intended to create meaningful opportunities for students to use English in authentic classroom contexts while fostering a positive learning environment.

The preparation of this proposal was facilitated using educational digital resources that were created for the purpose of improving the quality and attractiveness of the teaching materials used. The software Canva and Heyzine Flipbooks were used for designing engaging worksheets, templates, comics, flashcards, quizzes, and other visual resources designed to promote engagement of students during classroom activities. Moreover, the tool ChatGPT was used as an auxiliary resource to assist in organizing lesson plans and ideas for activities, as well as in developing instructional materials.

Overall, this proposal seeks to strengthen students' motivation and participation by integrating interactive teaching strategies that promote confidence, meaningful communication, and active engagement in the English learning process.

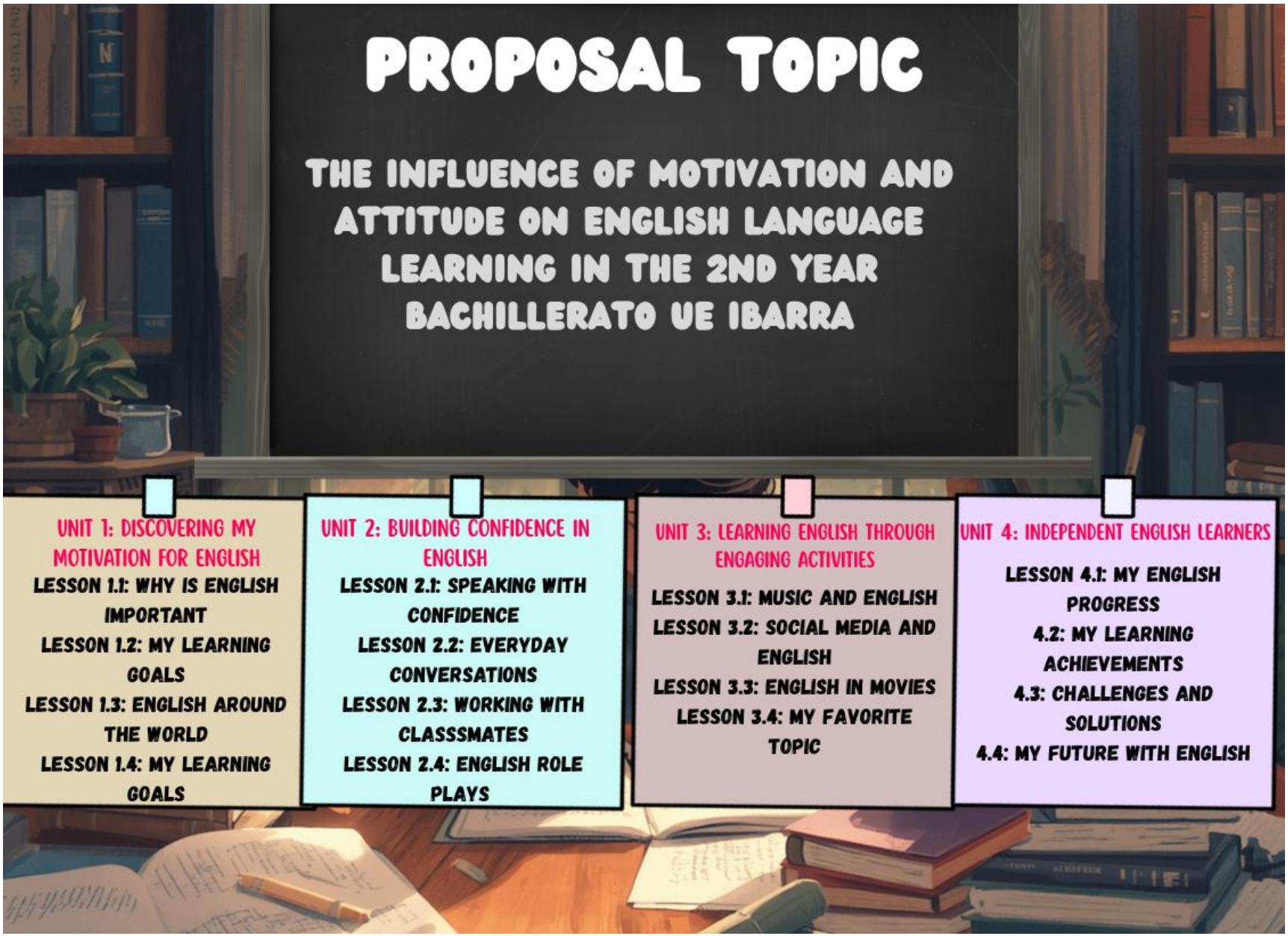
4.4 Justification

This proposal is justified by the need to improve students' motivation toward English language learning through the implementation of interactive and communicative classroom activities. From the findings, it can be concluded that although the students acknowledge the significance of English in their prospects, there are numerous motivations preventing them from participating actively in the learning process of English.

Second language learning is greatly influenced by motivation since it affects students´ willingness to engage in learning, ability to endure challenging tasks and self-assurance in speaking the new language. For this reason, providing engaging learning experiences that encourage communication, collaboration, and meaningful interaction can contribute to a more positive classroom environment and improved learning outcomes.

The proposed offer practical and adaptable lesson plans that incorporate pair work, group tasks, games, discussions, role plays, reflective activities, and real-life communication. These strategies are designed to increase students' interest, strengthen their confidence, and promote the regular use of English in class.

Additionally, this proposal would be useful not only to the students but also to their teachers. Students are expected to show interest and greater self- assurance in speaking English, while teacher would get access to teaching activities that could be beneficial for achieving the goals set by the curriculum. Consequently, this proposal is a valuable practical contribution to improving English language teaching considering the needs revealed during the research


PROPOSAL TOPIC
THE INFLUENCE OF MOTIVATION AND ATTITUDE ON ENGLISH LANGUAGE LEARNING IN THE 2ND YEAR BACHILLERATO UE IBARRA
UNIT 1: DISCOVERING MY MOTIVATION FOR ENGLISH
LESSON 1.1: WHY IS ENGLISH IMPORTANT
LESSON 1.2: MY LEARNING GOALS
LESSON 1.3: ENGLISH AROUND THE WORLD
LESSON 1.4: MY LEARNING GOALS
UNIT 2: BUILDING CONFIDENCE IN ENGLISH
LESSON 2.1: SPEAKING WITH CONFIDENCE
LESSON 2.2: EVERYDAY CONVERSATIONS
LESSON 2.3: WORKING WITH CLASSSMATES
LESSON 2.4: ENGLISH ROLE PLAYS
UNIT 3: LEARNING ENGLISH THROUGH ENGAGING ACTIVITIES
LESSON 3.1: MUSIC AND ENGLISH
LESSON 3.2: SOCIAL MEDIA AND ENGLISH
LESSON 3.3: ENGLISH IN MOVIES
LESSON 3.4: MY FAVORITE TOPIC
UNIT 4: INDEPENDENT ENGLISH LEARNERS
LESSON 4.1: MY ENGLISH PROGRESS
4.2: MY LEARNING ACHIEVEMENTS
4.3: CHALLENGES AND SOLUTIONS
4.4: MY FUTURE WITH ENGLISH

Introduction

The preparation of this proposal was facilitated by the use of educational digital resources that were created for the purpose of improving the quality and attractiveness of the teaching materials used. The software Canva was used for designing engaging worksheets, templates, comics, flashcards, quizzes, and other visual resources designed to promote engagement of students during classroom activities. Moreover, the tool ChatGPT was used as an auxiliary resource in order to assist in organizing lesson plans and ideas for activities, as well as in developing instructional materials.

To encourage students to reflect on the importance of English in their personal, academic, and professional lives by identifying future goals, exploring career aspirations.

Unit 1: Discovering my Motivation for English

Lesson 1: Why English Important?
Lesson 2: My Learning Goals
Lesson 3: English Around the World
Lesson 4: My Learning Goals













Unit 1

Lesson 1: Why English Important?

Teachers's Intructions

I can explain why English is important for my future.
I can describe my personal and academic goals using English

WARM UP (20 MINS)

- Show pictures of people traveling, studiying abroad, and working internationally
- Ask: Why do people learn English?
- How can English help in the future

PRE- ACTIVITY (15 MINS)

- Introduce key vocabulary: Future, Goals, Caeer, Travel, University, Sucess
- Show an example of a Vision board

WHILE- ACTIVITY (40 MINS)

- Guide students in complete their worksheet
- Help students organize their ideas

POST-ACTIVITY (20 MINS)

- Explain how to use Canva templates
- Monitor and support students



Unit 1

Lesson 1: Why English Important?

Students 's Intructions

WARM UP (20 MINS)

- Observe the images
- Share ideas and personal opinions

PRE- ACTIVITY (15 MINS)

- Take notes
- Ask questions about the vocabulary

WHILE- ACTIVITY (40 MINS)

- Complete a worksheet: My ideal Job

POST-ACTIVITY (20 MINS)

- Create a Canva Vision Board
- Include: Images, Keywords, Personal Goals, English Related aspirations


Vision Board
LUXURY



Unit 1

Lesson 1: Why English Important?

LINKS TO RESOURCES

Vision Board Template

https://www.canva.com/design/DAHNVn2svz4/ro8csKAX5jAyun_HMiGSRQ/edit



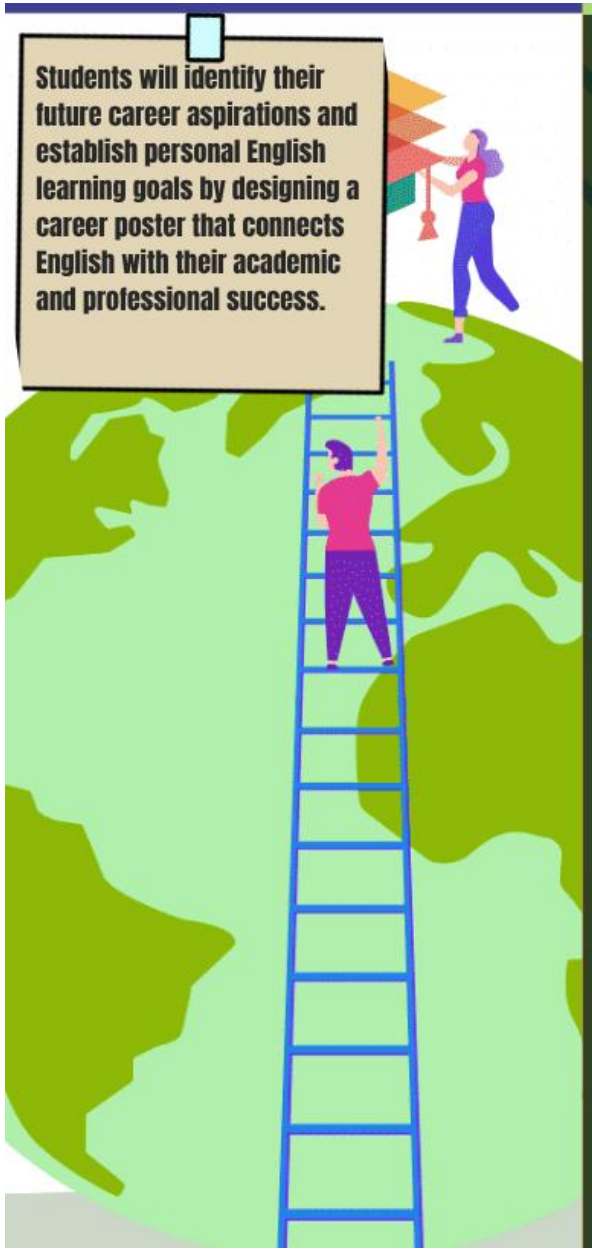
Worksheet About Dream Job

https://drive.google.com/file/d/1CLFXl4EA0SKl1EyddB-yhYxd4WzDpdxG/view?usp=sharing

How to create a Vision Board

https://youtu.be/Ats2kAHS6Pk?si=gQP9h0FCX43IeEZK





Unit 1

Lesson 2: My Learning Goals

Teacher´s Intructions

I can explain why English is important for my future.
I can describe my personal and academic goals using English

WARM UP (20 MINS)

- Show images of different professions
- Ask students to guess each profession
- Ask students: What job would you like to have in the future?
- Why do you like that profession?

PRE- ACTIVITY (15 MINS)

- Introduce the concept of goals
- Explain the difference between: Short-term goals
- Long- term goals
- Present useful vocabulary
- Ask students: What do you want to improve in English
- How can English help your future caeer?

WHILE-ACTIVITY (40 MINS

- Show an example poster
- Explain the requiered sections:
- Dream Career, Job responsabilities, Skills Needed, Importance of English, Personal Learning Goals

POST-ACTIVITY (20 MINS)

- Walk around the classroom and observe classmates´ posters
- Read the information carefully
- Ask questions about their careers and goals
- Share positive feedback



Unit 1

Lesson 2: My Learning Goals

Student´s Instructions

WARM UP (20 MINS)

- Observe the pictures carefully
- Guess the professions
- Share your dream job with the class
- Explain why you would like that profession

PRE- ACTIVITY (15 MINS)

- Listen to the explanation
- Takes notes of the new vocabulary
- Reflect on your personal learning goals
- Complete a worksheet with: My dream job.

WHILE-ACTIVITY (40 MINS)

- Create a poster
- Include: The name of your dream
- A picture respresenting the profession
- Three responsabilities of the job
- Two English learning goals for this school year

POST-ACTIVITY (20 MINS)

- Display all posters around the classroom
- Organize students into small groups
- Ask students to observe and discuss each poster
- Encourage respectful questions and comments

Dream Job

MY DREAM JOB
TEACHER

TEACH ENGLISH TO STUDENTS.
HELP STUDENTS WITH THEIR LEARNING.
CREATE FUN CLASSROOM ACTIVITIES.

SPEAK ENGLISH MORE CONFIDENTLY.
IMPROVE MY ENGLISH VOCABULARY.





Unit 1

Lesson 2: My Learning Goals

LINKS TO RESOURCES

Example of a Poster Dream Job

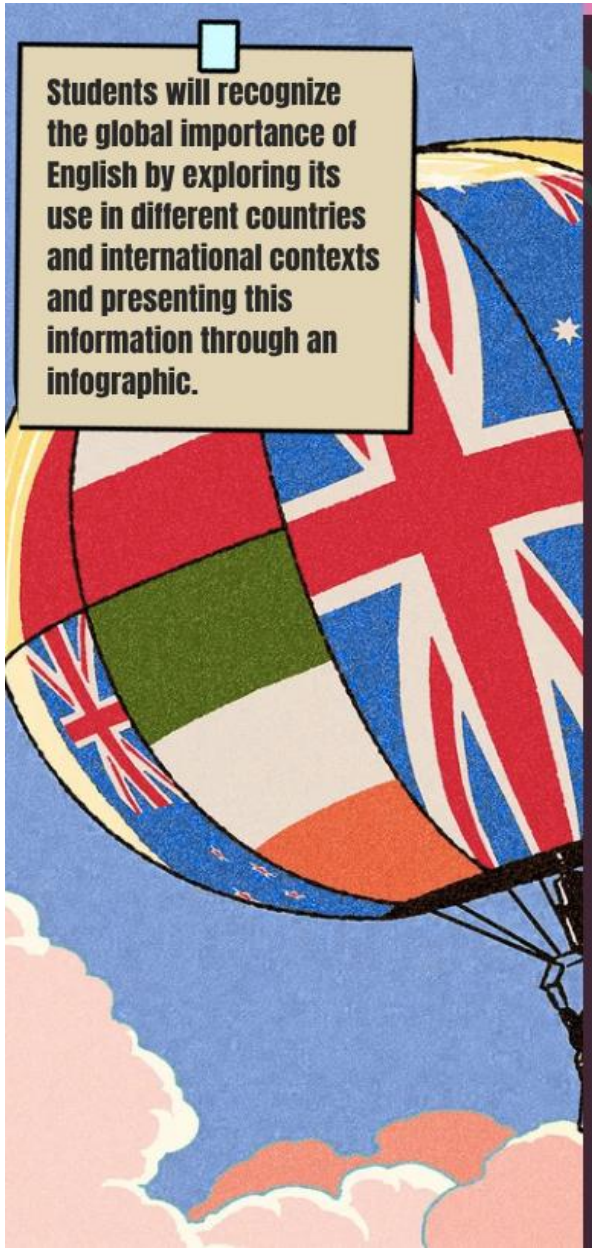
https://canva.link/ai5p39mjhxjdf1n



Worksheet about my dream job

https://www.liveworksheets.com/es/node/6259876





Students will recognize the global importance of English by exploring its use in different countries and international contexts and presenting this information through an infographic.

Unit 1

Lesson 3: English Around the World

Teacher's Instructions

I can explain why English is important for my future.
I can describe my personal and academic goals using English

WARM UP (20 MINS)

- Display a world map
- Ask students: Which countries speak English?
- Why do people around the world learn English?
- Mark countries mentioned by students on the map

PRE- ACTIVITY (15 MINS)

- English is spoken in many countries
- It is used in business, education, tourism, science, and technology
- Introduce key vocabulary: Global, Communication, International, Techonology, Tourism, Education, Business

WHILE-ACTIVITY (40 MINS

- Show an example of an infographic
- Explain the basic elements:
- Title, Images, Facts, Short explanations
- Guide students in organizing information

POST-ACTIVITY (20 MINS)

- Invite students to present their infographics
- Encourage classmates to ask questions
- Provide positive feedback and highlight interesting facts



Unit 1

Lesson 3: English Around the World

Student´s Instructions

WARM UP (20 MINS)

- Observe the world map
- Indentify countries where English is spoken
- Share your ideas about why English is important worldwide
- Participate actively in the discussion

PRE- ACTIVITY (15 MINS)

- Take notes on important facts
- Learn and practice the new vocabulary
- Answer the teacher´s questions

WHILE-ACTIVITY (40 MINS)

- Create a infographic using Canva
- Include: At least five countries where English is spoken
- Reasons why English is important globally
- Relevant images
- Use short sentences and clear visual organization

POST-ACTIVITY (20 MINS)

- Present your infographic to the class
- Explain the information included
- Answer questions from classmates and the teacher
- Listen respectfully to other presentations



Unit 1

Lesson 3: English Around the World

LINKS TO RESOURCES

World Map: Countries Than Speak English

https://www.visualcapitalist.com/wp-content/uploads/2025/07/English_Proficiency_20250709_web.jpg

Infographic Template

https://canva.link/hr5zem8poymstgl



English Around The World



INFOGRAPHIC ENGLISH AROUND THE WORLD

Example



English Around the World

One Language, Endless Oportunities

English is spoken in more than 70 countries

It is most studied second language in the world

Around 1.5 billon people speak English worldwide



Where is English Spoken?

United States

United Kingdoom

Canada

Australia

Irreland



Why is English Important?

Education

Acess to universities

International scholarships

Online Courses

Travel

Communication with people around the world

Easier travel experiences



English Open Doors

Learning English Can Help You:

Achieve your academic goals

Get better job opportunities

Travel around the world

Meet new people

Build a succesful future



Unit 1

Lesson 4: My Learning Goals

Teacher's Instructions

I can explain why English is important for my future.
I can describe my personal and academic goals using English

WARM UP (20 MINS)

- Write the following questions on the board:
- Where do you see yourself in five years?
- What would you like to achieve in the future?
- How can English help to achieve your goals?
- Give students a few minutes to think

PRE- ACTIVITY (15 MINS)

- Explain the difference between: Short term goals, mid term goals, long term goals
- Show an example of a personal timeline
- Review useful vocabulary: Goal, achivement, Improve, Graduate, University, Career, Future, Sucess

WHILE-ACTIVITY (40 MINS

- Explain the requierements of the timeline
- Monitor students while they work
- Provide language support when its necessary
- Encourage students to include realistic and meaningful goals

POST-ACTIVITY (20 MINS)

- Organize students in pairs
- Ask students to present their timelines
- Encourage classmates to ask questions and provide possitive comments
- Highlight common goals and aspirations among students



Unit 1

Lesson 4: My Learning Goals

Students´s Instructions

WARM UP (20 MiNS)

- Think about your future plans and dreams.
- Answer the questions individually.
- Share your ideas with the class.
- Listen respectfully to your classmates' responses.

PRE- ACTiViTY (15 MINS)

- Listen to the teacher's explanation.
- Observe the example timeline.
- Take notes on the new vocabulary.

WHiLE-ACTiViTY (40 MiNS

- Create a timeline titled:
- Include: Your current English level, Two short-term goals.
- Two medium-term goals, Two long-term goals.
- Academic, personal, or professional aspirations,Ways English can help you achieve each goal.
- Use images, icons, colors, and short descriptions

POST-ACTiViTY (20 MiNS)

- Present your timeline to a partner or group.
- Explain your goals and future plans.
- Describe how English will help you achieve them.
- Provide respectful feedback to your classmates.



Unit 1

Lesson 4: My Learning Goals

Students ' s Instructions

WARM UP (20 MiNS)

- Think about your future plans and dreams.
- Answer the questions individually.
- Share your ideas with the class.
- Listen respectfully to your classmates' responses.

PRE- ACTiViTY (15 MINS)

- Listen to the teacher's explanation.
- Observe the example timeline.
- Take notes on the new vocabulary.

WHiLE-ACTiViTY (40 MiNS

- Create a timeline titled:
- Include: Your current English level, Two short-term goals.
- Two medium-term goals, Two long-term goals.
- Academic, personal, or professional aspirations,Ways English can help you achieve each goal.
- Use images, icons, colors, and short descriptions

POST-ACTiViTY (20 MiNS)

- Present your timeline to a partner or group.
- Explain your goals and future plans.
- Describe how English will help you achieve them.
- Provide respectful feedback to your classmates.



Unit 1

Lesson 4: My Learning Goals

LINKS TO RESOURCES

Example of a Timeline and Template How Set Short and Long Goals

https://canva.link/cnxfih629mxa4g7

https://canva.link/9r33agonpuuf93x

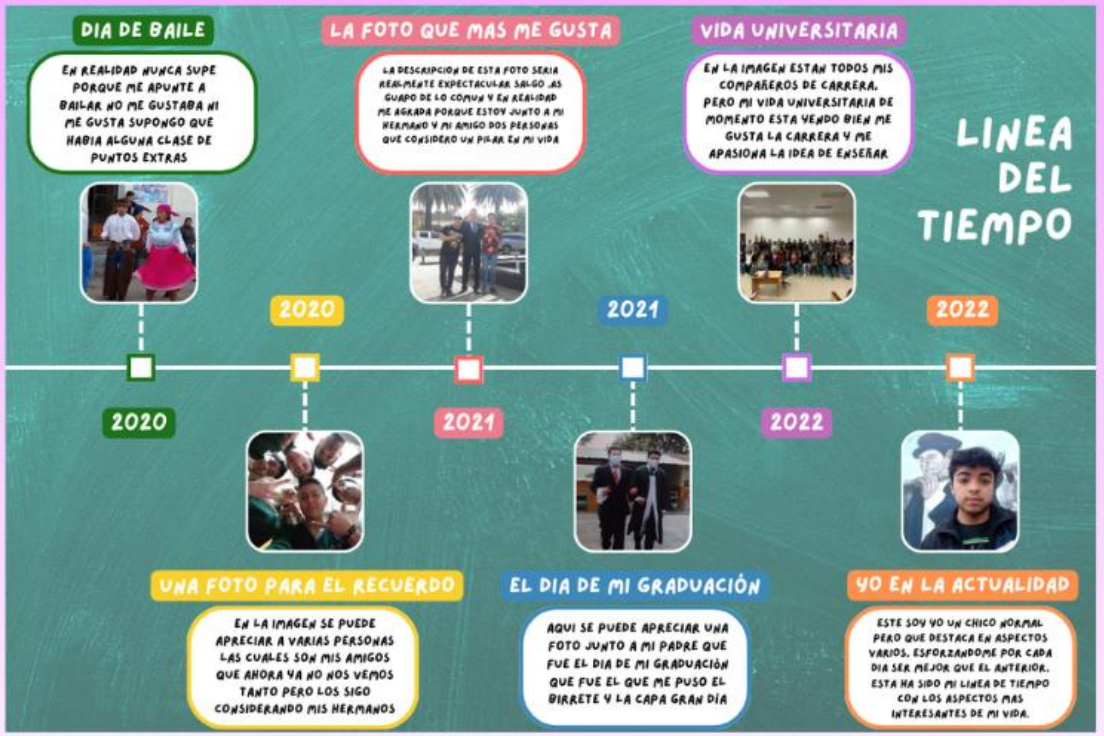
https://youtu.be/-DYiNTKNgJk?si=95tgRn6wExBf5FOh



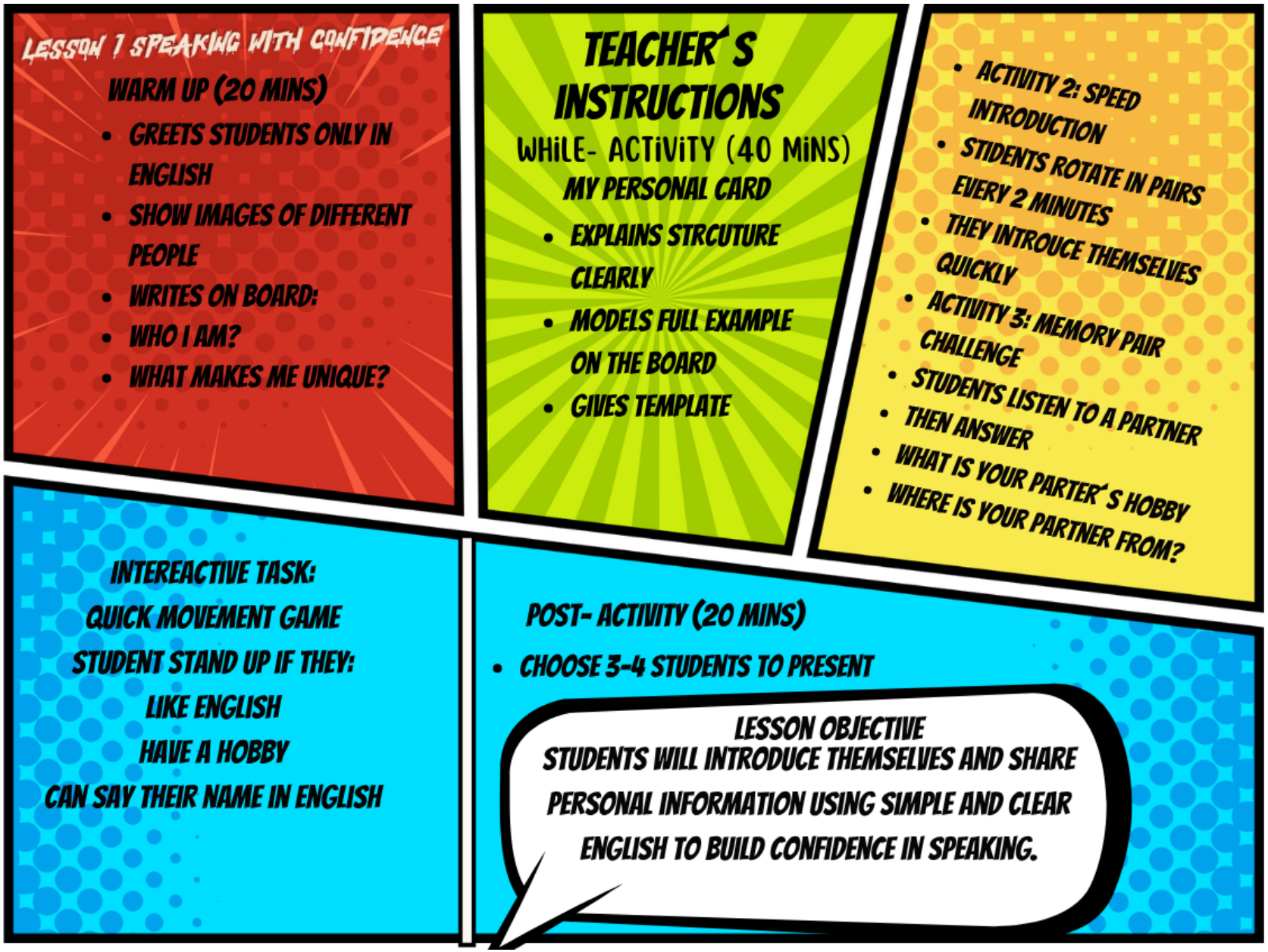


TimeLine




DIA DE BAILE
EN REALIDAD NUNCA SUPE PORQUE ME APUNTE A BAILAR NO ME GUSTABA NI ME GUSTA SUPONGO QUE HABIA ALGUNA CLASE DE PUNTOS EXTRAS
LA FOTO QUE MAS ME GUSTA
LA DESCRIPCION DE ESTA FOTO SERIA REALMENTE EXPECTACULAR SALGO AS GUAPO DE LO COMUN Y EN REALIDAD ME AGRADA PORQUE ESTOY JUNTO A MI HERMANO Y MI AMIGO DOS PERSONAS QUE CONSIDERO UN PILAR EN MI VIDA
VIDA UNIVERSITARIA
EN LA IMAGEN ESTAN TODOS MIS COMPAÑEROS DE CARRERA. PERO MI VIDA UNIVERSITARIA DE MOMENTO ESTA YENDO BIEN ME GUSTA LA CARRERA Y ME APASIONA LA IDEA DE ENSEÑAR
LINEA DEL TIEMPO
2020
2020
2021
2021
2022
2022
UNA FOTO PARA EL RECUERDO
EN LA IMAGEN SE PUEDE APRECIAR A VARIAS PERSONAS LAS CUALES SON MIS AMIGOS QUE AHORA YA NO NOS VEMOS TANTO PERO LOS SIGO CONSIDERANDO MIS HERMANOS
EL DIA DE MI GRADUACIÓN
AQUI SE PUEDE APRECIAR UNA FOTO JUNTO A MI PADRE QUE FUE EL DIA DE MI GRADUACIÒN QUE FUE EL QUE ME PUSO EL BIRRETE Y LA CAPA GRAN DÍA
YO EN LA ACTUALIDAD
ESTE SOY YO UN CHICO NORMAL PERO QUE DESTACA EN ASPECTOS VARIOS. ESFORZANDOME POR CADA DIA SER MEJOR QUE EL ANTERIOR. ESTA HA SIDO MI LINEA DE TIEMPO CON LOS ASPECTOS MAS INTERESANTES DE MI VIDA.


STUDENTS WILL BE ABLE TO INTRODUCE THEMSELVES AND DESCRIBE PERSONAL INFORMATION USING PRESENT AND BASIC PAST EXPRESSIONS.
CAN DO STATEMENTS
I CAN EXPRESS SIMPLE OPINIONS IN ENGLISH.
I CAN PARTICIPATE CONFIDENTLY IN CLASSROOM CONVERSATIONS.
UNIT 2: BUILDING CONFIDENCE IN ENGLISH
LESSON 1: SPEAKING WITH CONFIDENCE
LESSON 2: EVERYDAY CONVERSATIONS
LESSON 3: WORKING WITH CLASSMATES
LESSON 4: ENGLISH ROLEPLAYS


LESSON 1 SPEAKING WITH CONFIDENCE
WARM UP (20 MINS)
GREETS STUDENTS ONLY IN ENGLISH
SHOW IMAGES OF DIFFERENT PEOPLE
WRITES ON BOARD:
WHO I AM?
WHAT MAKES ME UNIQUE?
TEACHER'S INSTRUCTIONS
WHILE- ACTIVITY (40 MINS)
MY PERSONAL CARD
EXPLAINS STRCUTURE CLEARLY
MODELS FULL EXAMPLE ON THE BOARD
GIVES TEMPLATE
ACTIVITY 2: SPEED INTRODUCTION
STIDENTS ROTATE IN PAIRS EVERY 2 MINUTES
THEY INTROUCE THEMSELVES QUICKLY
ACTIVITY 3: MEMORY PAIR CHALLENGE
STUDENTS LISTEN TO A PARTNER THEN ANSWER
WHAT IS YOUR PARTER'S HOBBY
WHERE IS YOUR PARTNER FROM?
INTEREACTIVE TASK:
QUICK MOVEMENT GAME
STUDENT STAND UP IF THEY:
LIKE ENGLISH
HAVE A HOBBY
CAN SAY THEIR NAME IN ENGLISH
POST- ACTIVITY (20 MINS)
CHOOSE 3-4 STUDENTS TO PRESENT
LESSON OBJECTIVE
STUDENTS WILL INTRODUCE THEMSELVES AND SHARE PERSONAL INFORMATION USING SIMPLE AND CLEAR ENGLISH TO BUILD CONFIDENCE IN SPEAKING.

LESSON 1 SPEAKING WITH CONFIDENCE

WARM UP (20 MINS)

- RESPOND WITH SHORT PHRASES
- PARTICIPATE PHYSICALLY AND ORALLY
- BUILD VOCABULARY (NAME, AGE, HOBBIES, COUNTRY)

STUDENT'S INSTRUCTIONS

WHILE- ACTIVITY (40 MINS)
MY PERSONAL CARD

- FILL PERSONAL CARD
- ADD DRAWINGS/ICONS IF POSSIBLE

POST- ACTIVITY (15 MINS)

- PRESENT SHORT INTRODUCTION

LINK TO RESOURCES

MY PERSONAL CARD TEMPLATE

HTTPS://CANVA.LINK/T7R93DK7SNDJIKI



My Personal Card

MY PERSONAL CARD



NAME:

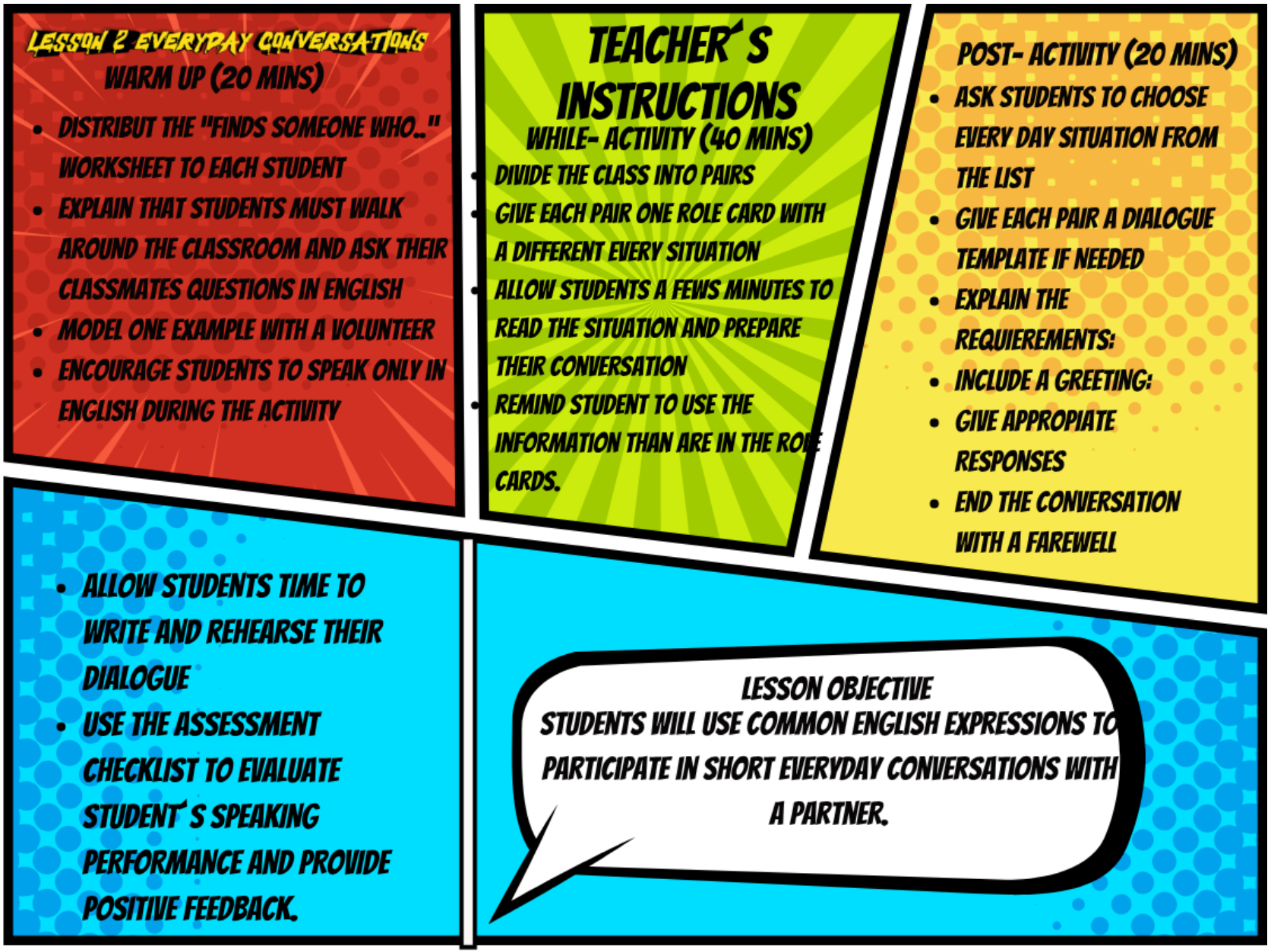
SURNAME:

DATE OF BIRTH:

AGE:

COUNTRY:

HOBBIES:


LESSON 2 EVERYDAY CONVERSATIONS
WARM UP (20 MINS)
DISTRIBUT THE "FINDS SOMEONE WHO.." WORKSHEET TO EACH STUDENT
EXPLAIN THAT STUDENTS MUST WALK AROUND THE CLASSROOM AND ASK THEIR CLASSMATES QUESTIONS IN ENGLISH
MODEL ONE EXAMPLE WITH A VOLUNTEER
ENCOURAGE STUDENTS TO SPEAK ONLY IN ENGLISH DURING THE ACTIVITY
TEACHER´S INSTRUCTIONS
WHILE- ACTIVITY (40 MINS)
DIVIDE THE CLASS INTO PAIRS
GIVE EACH PAIR ONE ROLE CARD WITH A DIFFERENT EVERY SITUATION
ALLOW STUDENTS A FEWS MINUTES TO READ THE SITUATION AND PREPARE THEIR CONVERSATION
REMIND STUDENT TO USE THE INFORMATION THAN ARE IN THE ROLE CARDS.
POST- ACTIVITY (20 MINS)
ASK STUDENTS TO CHOOSE EVERY DAY SITUATION FROM THE LIST
GIVE EACH PAIR A DIALOGUE TEMPLATE IF NEEDED
EXPLAIN THE REQUIEREMENTS:
INCLUDE A GREETING:
GIVE APPROPIATE RESPONSES
END THE CONVERSATION WITH A FAREWELL
ALLOW STUDENTS TIME TO WRITE AND REHEARSE THEIR DIALOGUE
USE THE ASSESSMENT CHECKLIST TO EVALUATE STUDENT´S SPEAKING PERFORMANCE AND PROVIDE POSITIVE FEEDBACK.
LESSON OBJECTIVE
STUDENTS WILL USE COMMON ENGLISH EXPRESSIONS TO PARTICIPATE IN SHORT EVERYDAY CONVERSATIONS WITH A PARTNER.

LESSON 2 EVERYDAY CONVERSATIONS

WARM UP (20 MINS)

- STAND UP AND WALK AROUND THE CLASSROOM
- ASK YOUR CLASSMATES THE QUESTIONS ON THE WORKSHEET
- WRITE THE NAME OF CLASSMATE WHO ANSWERS "YES"
- TRY TO SPEAK ONLY IN ENGLISH

STUDENT S INSTRUCTIONS

WHILE- ACTIVITY (40 MINS)

- WORK WITH A PARTNER
- READ YOUR ROLE CARD CAREFULLY
- PREPARE A SHORT CONVERSATION USING THE SITUATION AND USEFUL EXPRESSIONS
- PRACTICE YOUR DIALOGUE TOGETHER

POST- ACTIVITY (20 MINS)

- WORK IN GROUPS OF 3-4. EACH STUDENT GETS ONE ROLE CARD.
- READ YOUR CARD AND REMEMBER THE INFORMATION.
- DO NOT SHOW YOUR CARD TO THE OTHERS.
- TAKE TURNS ASKING AND ANSWERING QUESTIONS.
- WRITE THE INFORMATION YOU HEAR.
- AT THE END, COMPARE YOUR NOTES WITH THE ROLE CARDS. YOU SHOULD HAVE EVERYONE'S INFORMATION.

LINK TO RESOURCES

FINDS SOMEONE WHO....

HTTPS://DRIVE.GOOGLE.COM/FILE/D/1PLZORTRG1YPPCZICCDFZJCVTNIPH7840/VIEW?USP=DRIVE_LINK





PERSONAL INFORMATION

ROLE CARDS

B1



Name: Chad Gibbons
Age: 37
Nationality: Australia
Occupation: Neurosurgeon
Likes: Trekking - Tennis
Dislikes: TV shows - Cleaning



Name: Olivia Wilson
Age: 26
Nationality: Sweden
Occupation: Air hostess
Likes: Yoga - Pop music
Dislikes: Ball games - Reading



Name: Estelle Darcy
Age: 32
Nationality: UK
Occupation: Business woman
Likes: Baking - Swimming
Dislikes: Rock music - The news



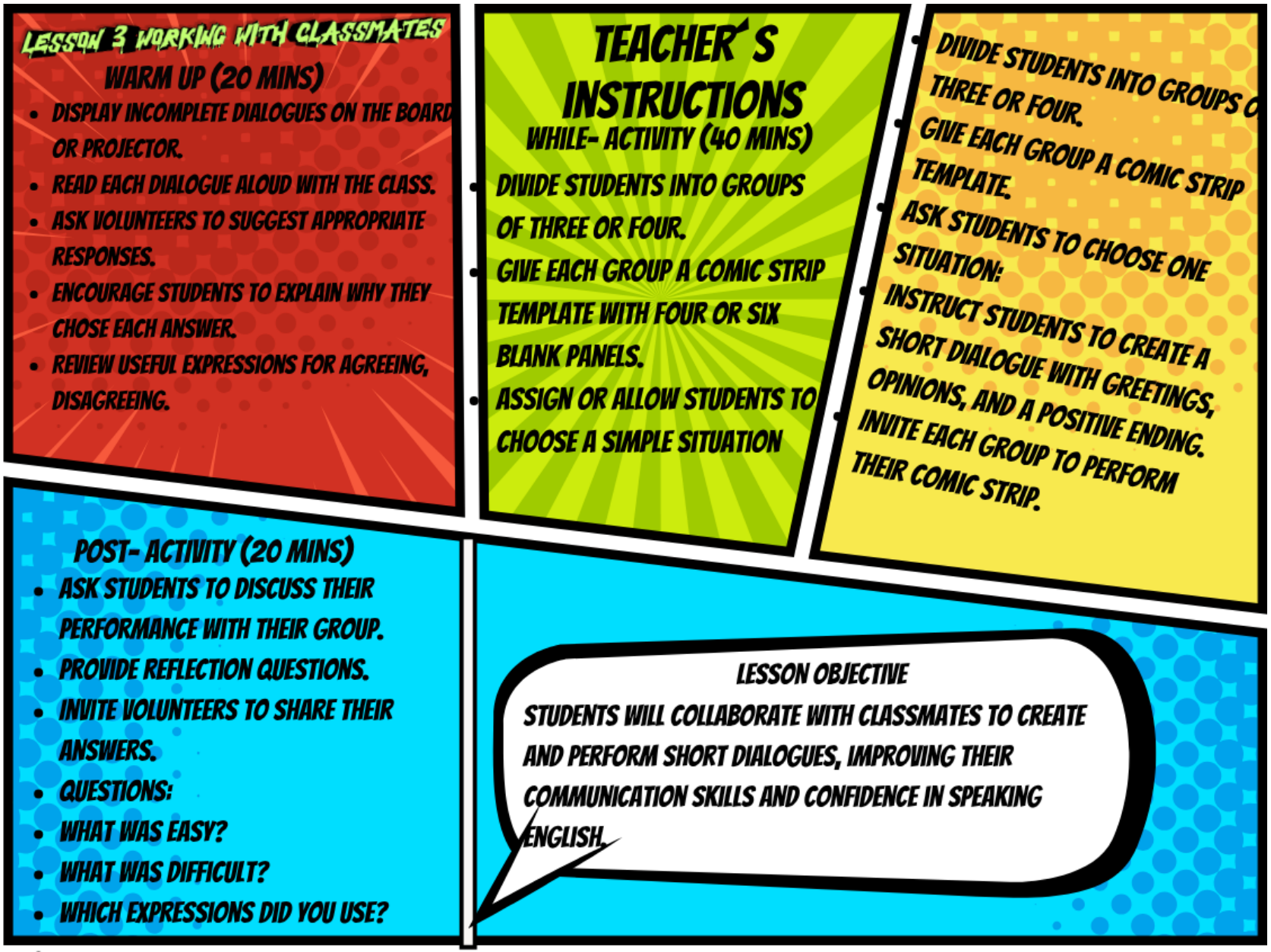
Name: Shawn García
Age: 40
Nationality: Colombia
Occupation: Police officer
Likes: Computers - Sports
Dislikes: Gardening - Cooking

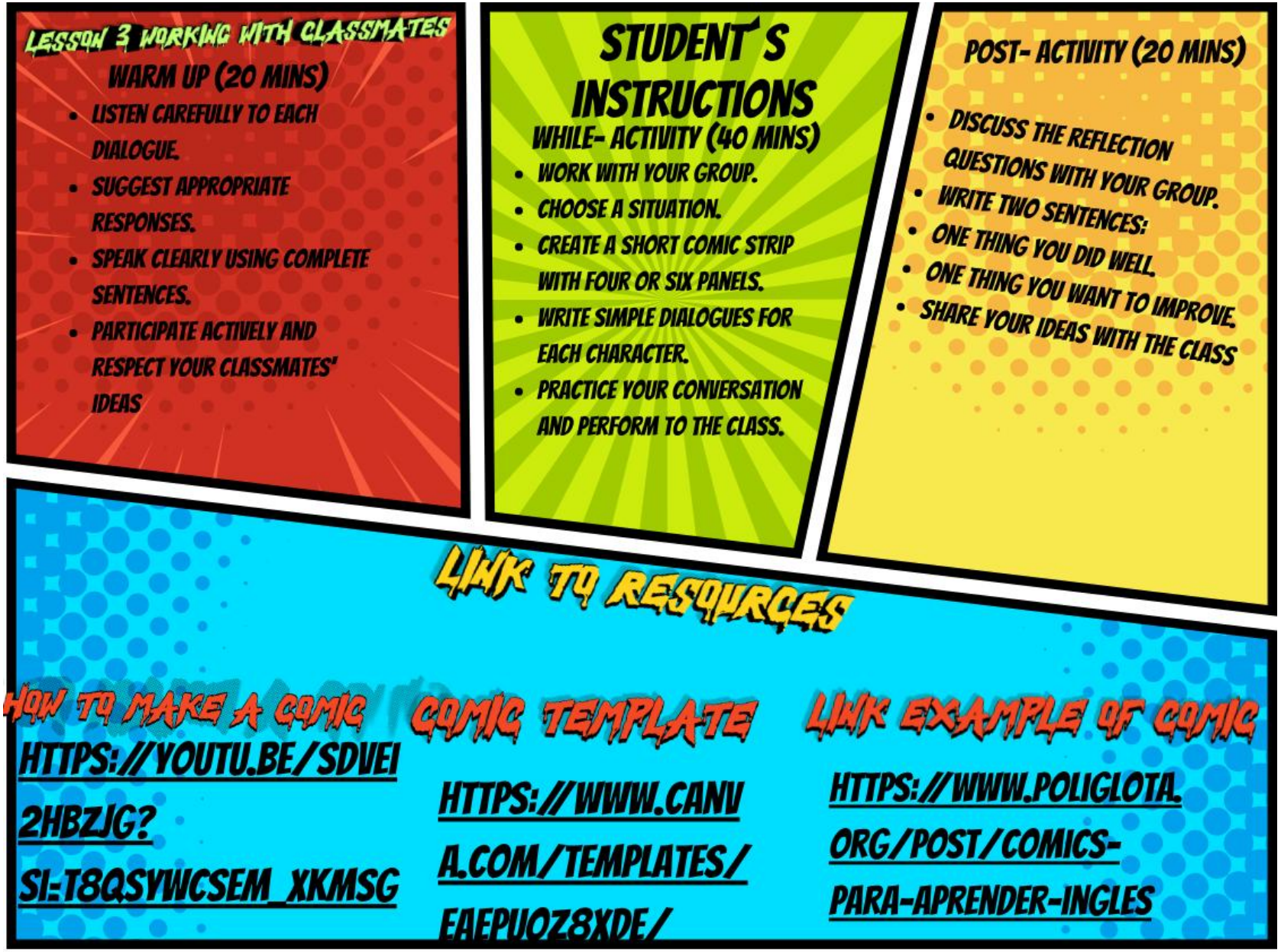
STUDENTS' INSTRUCTIONS

CHECKLIST

Criteria	Yes	No
I use greetings correctly	□	□
I ask simple questions	□	□
I respond appropriately	□	□
I pronunce clearly	□	□
I speak confidently	□	□




LESSON 3 WORKING WITH CLASSMATES
WARM UP (20 MINS)
DISPLAY INCOMPLETE DIALOGUES ON THE BOARD OR PROJECTOR.
READ EACH DIALOGUE ALOUD WITH THE CLASS.
ASK VOLUNTEERS TO SUGGEST APPROPRIATE RESPONSES.
ENCOURAGE STUDENTS TO EXPLAIN WHY THEY CHOSE EACH ANSWER.
REVIEW USEFUL EXPRESSIONS FOR AGREEING, DISAGREEING.
TEACHER'S INSTRUCTIONS
WHILE- ACTIVITY (40 MINS)
DIVIDE STUDENTS INTO GROUPS OF THREE OR FOUR.
GIVE EACH GROUP A COMIC STRIP TEMPLATE WITH FOUR OR SIX BLANK PANELS.
ASSIGN OR ALLOW STUDENTS TO CHOOSE A SIMPLE SITUATION
DIVIDE STUDENTS INTO GROUPS O
THREE OR FOUR.
GIVE EACH GROUP A COMIC STRIP TEMPLATE.
ASK STUDENTS TO CHOOSE ONE SITUATION:
INSTRUCT STUDENTS TO CREATE A SHORT DIALOGUE WITH GREETINGS, OPINIONS, AND A POSITIVE ENDING.
INVITE EACH GROUP TO PERFORM THEIR COMIC STRIP.
POST- ACTIVITY (20 MINS)
ASK STUDENTS TO DISCUSS THEIR PERFORMANCE WITH THEIR GROUP.
PROVIDE REFLECTION QUESTIONS.
INVITE VOLUNTEERS TO SHARE THEIR ANSWERS.
QUESTIONS:
WHAT WAS EASY?
WHAT WAS DIFFICULT?
WHICH EXPRESSIONS DID YOU USE?
LESSON OBJECTIVE
STUDENTS WILL COLLABORATE WITH CLASSMATES TO CREATE AND PERFORM SHORT DIALOGUES, IMPROVING THEIR COMMUNICATION SKILLS AND CONFIDENCE IN SPEAKING ENGLISH.


LESSON 3 WORKING WITH CLASSMATES
WARM UP (20 MINS)
LISTEN CAREFULLY TO EACH DIALOGUE.
SUGGEST APPROPRIATE RESPONSES.
SPEAK CLEARLY USING COMPLETE SENTENCES.
PARTICIPATE ACTIVELY AND RESPECT YOUR CLASSMATES' IDEAS
STUDENT S INSTRUCTIONS
WHILE- ACTIVITY (40 MINS)
WORK WITH YOUR GROUP.
CHOOSE A SITUATION.
CREATE A SHORT COMIC STRIP WITH FOUR OR SIX PANELS.
WRITE SIMPLE DIALOGUES FOR EACH CHARACTER.
PRACTICE YOUR CONVERSATION AND PERFORM TO THE CLASS.
POST- ACTIVITY (20 MINS)
DISCUSS THE REFLECTION QUESTIONS WITH YOUR GROUP.
WRITE TWO SENTENCES:
ONE THING YOU DID WELL.
ONE THING YOU WANT TO IMPROVE.
SHARE YOUR IDEAS WITH THE CLASS
LINK TO RESOURCES
HOW TO MAKE A COMIC
HTTPS://YOUTU.BE/SDVEI2HBZJG?SI=T8QSYWCSEM_XKMSG
COMIC TEMPLATE
HTTPS://WWW.CANVA.COM/TEMPLATES/EAEPUOZ8XDE/
LINK EXAMPLE OF COMIC
HTTPS://WWW.POLIGLOTA.ORG/POST/COMICS-PARA-APRENDER-INGLES

Comic Example "Garfield"



STUDENTS' INSTRUCTIONS

CHECKLIST

Criteria	Yes	No
I use greetings correctly	□	□
I ask simple questions	□	□
I respond appropriately	□	□
I pronunce clearly	□	□
I speak confidently	□	□



LESSON 4 ENGLISH ROLEPLAYS

WARM UP (15 MINS)

- OBSERVE THE EXAMPLE, REVIEW THE VOCABULARY, AND PRACTICE SIMPLE EXPRESSIONS WITH A PARTNER.

STUDENT´S INSTRUCTIONS

WHILE- ACTIVITY (80 MINS)

- STUDENTS PREPARE, REHEARSE, AND PERFORM A SHORT ROLE PLAY USING THE ASSIGNED SITUATION AND CARDS EXPRESSIONS.

POST- ACTIVITY (25 MINS)

- STUDENTS COMPLETE A SHORT PEER EVALUATION AND WRITE ONE STRENGTH AND ONE ASPECT THEY WOULD LIKE TO IMPROVE.



LINK TO RESOURCES

HOW TO IMPROVE YOUR COMMUNICATION

HTTPS://YOUTU.BE/LG48BI9DA54?SI=3UXPGRMETNQBDJQY

EVALUATION CLASSMATES

HTTPS://DOCS.GOOGLE.COM/DOCUMENT/D/1FKOKOBHWGROSO01JLD10JVAEVW-_CHMA/EDIT?USP=DRIVE_LINK&OUID=109472854770058418367&RTPOF=TRUE&SD=TRUE

CARDS EXPRESSIONS RESOURCE

HTTPS://CANVA.LINK/6AZKFS9I8BH9UA7

CARDS EXPRESSIONS

CARDS
EXPRESSIONS





I think



In my opinion



I agree



That´s a good idea



I don´t think so



Could you repeat that, please?



Can you explain?



I enjoy learning English because



My favorite subject is



I want to improve my



My goal is



Really?



That´s interesting!



Me too!



I have a different opinion



I can



I need to practice



I would like to



I feel confident when

TO ENHANCE STUDENTS' MOTIVATION AND ENGLISH COMMUNICATION SKILLS THROUGH ENGAGING, MEANINGFUL, AND COLLABORATIVE ACTIVITIES THAT ENCOURAGE ACTIVE PARTICIPATION AND THE EXCHANGE OF IDEAS IN AUTHENTIC CONTEXTS.



UNIT 3: LEARNING ENGLISH THROUGH ENGAGING ACTIVITIES



I CAN TALK ABOUT TOPICS THAT INTEREST ME.
I CAN SHARE INFORMATION AND IDEAS WITH MY CLASSMATES.





LESSON 1: MUSIC AND ENGLISH

LESSON 2: SOCIAL MEDIA AND ENGLISH

LESSON 3: ENGLISH IN MOVIES

LESSON 4: MY FAVORITE TOPIC



UNIT 3

LESSON 1: MUSIC AND ENGLISH

TEACHERS INSTRUCTIONS

Lesson Objective

Students will identify key vocabulary and express their opinions about the message of a song through listening and group discussion.

Pre- Activity (15 minutes)

The teacher introduces the topic by showing images related to the song and pre-teaches key vocabulary.

While-Activity (80 minutes)

The teacher plays the song "Hall Fame-Script" twice, distributes a worksheet, and guides students during the listening activity.

Post-Activity (25 minutes)

The teacher encourages students to share their opinions and provides feedback.

SCAN ME!

WORKSHEET MUSIC

https://drive.google.com/file/d/1B7MaIjYAreJkJe6ugtdbW1wPvahfuAcd/view?usp=drive_link

UNIT 3

LESSON 1: MUSIC AND ENGLISH

STUDENTS INSTRUCTIONS

Pre- Activity (15 minutes)

Students observe the images, predict the topic of the song and review the new vocabulary.



While-Activity (80 minutes)

Students listen to the song, identify key vocabulary, answer the worksheet and discuss the song's message in groups.

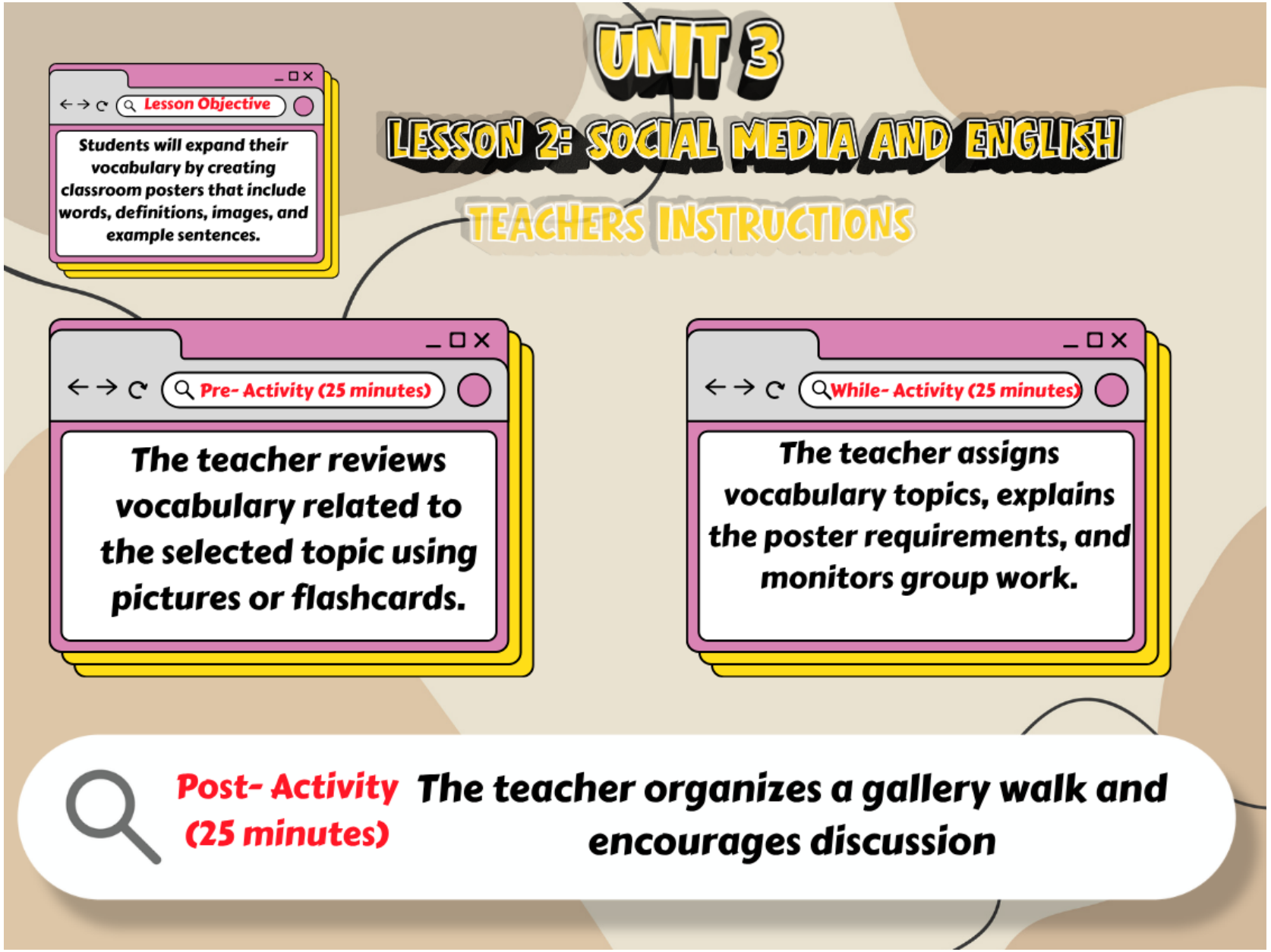
Post-Activity (25 minutes)

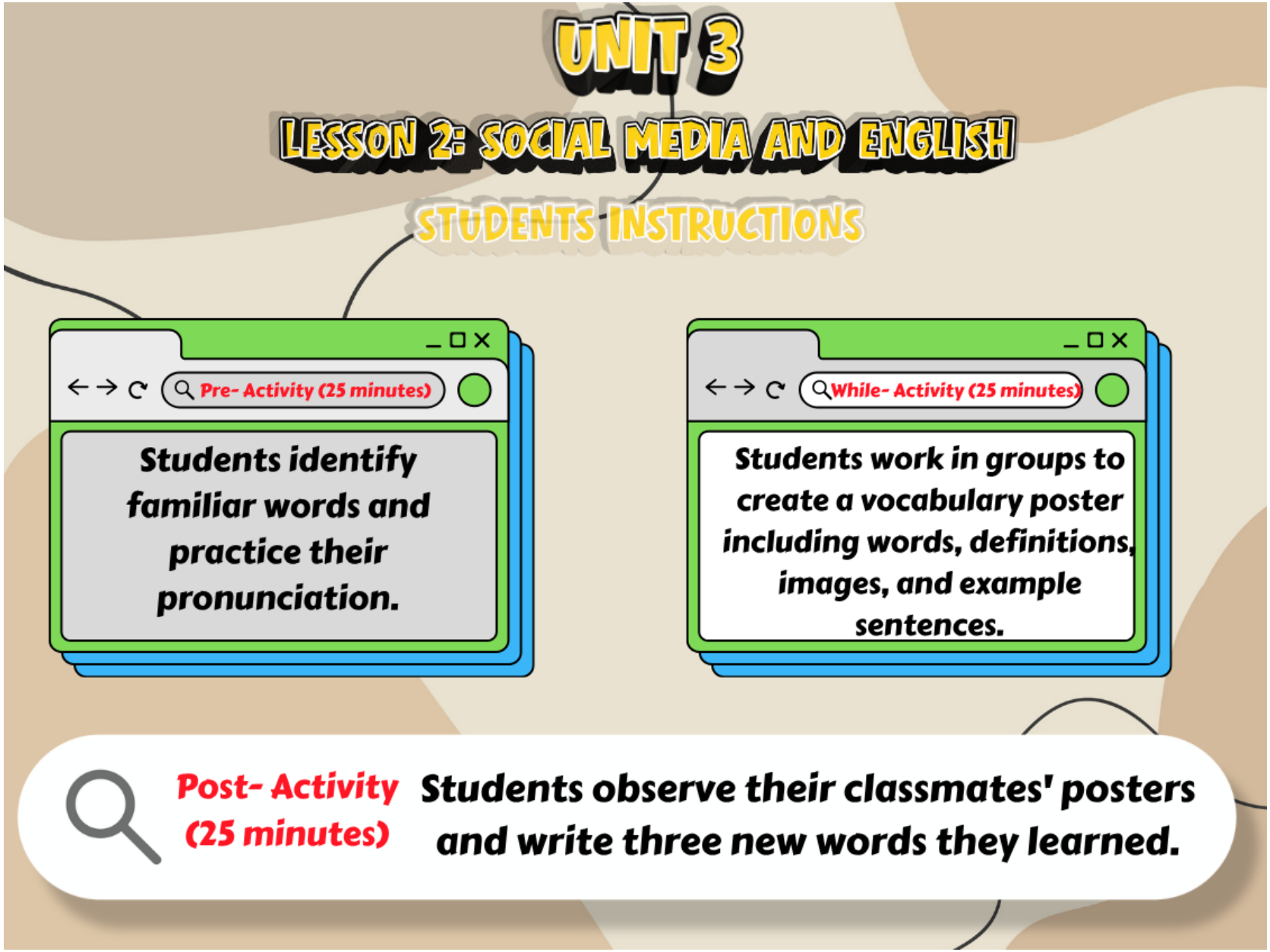
Students present the main message of the song and explain the new vocabulary they learned.

SCAN ME!

WORKSHEET MUSIC

https://drive.google.com/file/d/1B7MaIjYAreJkJe6ugtdbW1wPvahfuAcd/view?usp=drive_link


UNIT 3
LESSON 2: SOCIAL MEDIA AND ENGLISH
TEACHERS INSTRUCTIONS
Lesson Objective
Students will expand their vocabulary by creating classroom posters that include words, definitions, images, and example sentences.
Pre- Activity (25 minutes)
The teacher reviews vocabulary related to the selected topic using pictures or flashcards.
While- Activity (25 minutes)
The teacher assigns vocabulary topics, explains the poster requirements, and monitors group work.
Post- Activity (25 minutes)
The teacher organizes a gallery walk and encourages discussion


UNIT 3
LESSON 2: SOCIAL MEDIA AND ENGLISH
STUDENTS INSTRUCTIONS
Pre- Activity (25 minutes)
Students identify familiar words and practice their pronunciation.
While- Activity (25 minutes)
Students work in groups to create a vocabulary poster including words, definitions, images, and example sentences.
Post- Activity (25 minutes)
Students observe their classmates' posters and write three new words they learned.

LINKS TO RESOURCES

FLASHCARDS SPORTS

https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-sports.pdf

MATERIALS FOR ACTIVITY

- Flashcards Sports
- A3 paper
- Pencil and eraser
- Scissors and glue
- Printed pictures
- Vocabulary List



POSTER VOCABULARY EXAMPLE

SPORTS VOCABULARY

TOPIC: Sports

WORD	DEFINITION	PICTURE	EXAMPLE SENTENCE
Soccer	A sport played with a ball and two teams.		I like to play soccer with my friends.
Basketball	A sport played with a ball and a hoop.		My brother plays basketball every day.
Team	A group of players who play together.		Our team won the championship.
Coach	A person who trains and helps a team.		The coach gave us important advice.
Goal	A point scored in a game.		We celebrated the goal with a cheer.
Practice	Repeating an activity to improve.		Practice makes you better.

VOCABULARY POSTER EVALUATION

Criteria	Points
Vocabulary accuracy	2
Correct definitions	2
Appropriate example sentences	2
Images related to the topic	2
Creativity and organization	2
Total	**10**

UNIT 3

LESSON 3: ENGLISH IN MOVIES

Teacher's Instructions

Pre- Activity (25 minutes)

- The teacher introduces different movie genres and discusses students' favorite films.

While- Activity (80 minutes)

- The teacher explains the movie review template and supports students while they create their infographics.

Post Activity (25 mins)

- The teacher invites students to present their work and provides feedback.

UNIT 3

LESSON 3: ENGLISH IN MOVIES

Student's Instructions

Pre- Activity (25 minutes)

- Students identify movie genres and share their favorite movies.

While- Activity (80 minutes)

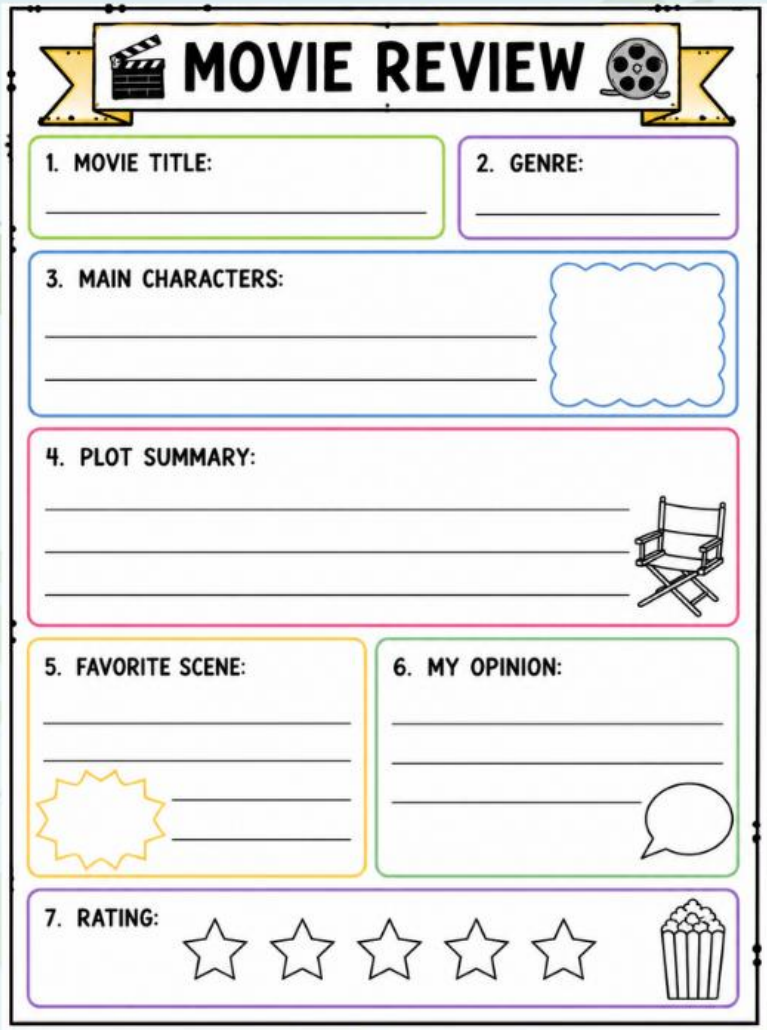
- Students choose a favorite movie and complete the infographic template by including the title, genre, main characters, plot summary, favorite scene, and personal opinion.

Post Activity (25 mins)

- Students present their movie review infographics to the class, answer questions from their classmates, and vote for the most creative infographic.

MATERIALS FOR THIS ACTIVITY

- Pencil and eraser.
- Colored pencils or markers.
- Ruler
- English dictionary or vocabulary list.



Students will improve their speaking confidence by preparing and delivering a short presentation about a topic of personal interest.

UNIT 3

LESSON 4: MY FAVORITE TOPIC

TEACHERS INSTRUCTIONS

Pre- Activity (25 minutes)

- The teacher introduces different topics of interest through pictures and brainstorming questions. Useful expressions for presentations are reviewed with the class.

While Activity (80 minutes)

- The teacher explains how to organize information into an informative poster and encourages students to include a title, images, key facts, and personal opinions. The teacher monitors and provides language support.

While Activity (25 minutes)

- The teacher invites students to present their posters and provides feedback on content, pronunciation and confidence.

UNIT 3

LESSON 4: MY FAVORITE TOPIC

STUDENTS INSTRUCTIONS

Pre- Activity (25 minutes)

- Students choose a topic they enjoy and organize their ideas using keywords.

While- Activity (80 minutes)

- Students create an informative poster about their favorite topic:
- What is?
- Why I love it?
- Interesting facts
- My opinion

Post- Activity (25 minutes)

- Students present their posters, answer classmates' questions, and complete a brief self-reflection about their speaking performance.

MATERIALS FOR THIS ACTIVITY



- Poster paper (A3)
- Colored pencils or markers
- Pencil and eraser
- Ruler
- Printed pictures or magazines.

EVALUATION ASSESSMENT

Criteria	Excellent (2 pts)	Good (1.5 pts)	Needs Improvement (1 pt)	Points
Content	The poster includes all required information with clear and accurate ideas.	Most required information is included with minor omissions.	Important information is missing or unclear.	/2
Organization and Creativity	The poster is well-organized, colorful, and visually attractive.	The poster is organized but could be more attractive or organized.	The poster is difficult to follow or lacks visual appeal.	/2
Vocabulary and Language Use	Uses appropriate vocabulary, correct grammar, and complete sentences.	Uses mostly correct vocabulary and grammar with a few mistakes.	Frequent errors make understanding difficult.	/2
Oral Presentation	Speaks clearly, confidently, and explains ideas using English effectively.	Speaks understandably with some hesitation or pronunciation errors.	Relies heavily on reading or has difficulty communicating ideas.	/2
Participation and Interaction	Actively participates, answers classmates' questions, and demonstrates	Participates in most of the presentation and answers some questions.	Shows limited participation or is not prepared to answer questions.	/2

UNIT 4: INDEPENDENT ENGLISH LEARNERS

CAN DO STATEMENTS

I CAN USE ENGLISH LEARNING RESOURCES INDEPENDENTLY.

I CAN REFLECT ON MY PROGRESS AND SET NEW LEARNING GOALS.

LESSON 1: MY ENGLISH PROGRESS

LESSON 2: MY LEARNING ACHIEVEMENTS

LESSON 3: CHALLENGES AND SOLUTIONS

LESSON 4: MY FUTURE WITH ENGLISH



Students will identify key vocabulary and express their opinions about the message of a song through listening and group discussion.

UNIT 4

LESSON 1: MY ENGLISH PROGRESS

Look and think

Circle the activities you usually do.

- Listen to music 
- Read books 
- Watch videos 
- Practice speaking 
- Learn new vocabulary 

UNIT 4

LESSON 1: MY ENGLISH PROGRESS



Vocabulary

Match the words.



Word	Meaning
Improve	Positive change
Confidence	Believe in yourself
Progress	Repeat to learn
Goal	Something you want to achieve
Practice	Become better

UNIT 4

LESSON 1: MY ENGLISH PROGRESS

My English Journey

When I started learning English, I felt nervous because I was afraid of making mistakes. I usually stayed quiet during class activities and avoided speaking in front of my classmates. However, my teacher encouraged me to participate and reminded me that making mistakes is part of learning. Little by little, I became more confident. I began practicing English with my classmates, listening to songs, reading short texts, and watching educational videos. These activities helped me improve my vocabulary, pronunciation, and speaking skills. Today, I enjoy participating in English class because I know that every small effort helps me learn. I still have many things to improve, but I am proud of the progress I have made this year.

UNIT 4

LESSON 1: MY ENGLISH PROGRESS

READING CHECK



- Choose the correct answer.

Why was the student nervous?

☐ Because English was easy.

☐ Because of making mistakes.

☐ Because the teacher was absent.

- What helped the student improve?

☐ Watching television.

☐ Practicing English every day.

☐ Sleeping more.


UNIT 4
LESSON 1: MY ENGLISH PROGRESS
NEW WORDS
Word
Meaning
Mistake
Error
Encourage
Support
Effort
Hard work
Improve
Become better
Proud
Happy about sucess

UNIT 4

LESSON 1: MY ENGLISH PROGRESS

MY ENGLISH PROGRESS CHECKLIST

I can...	😎 I can do it!	😊 I'm getting better	🤔 I need more practice	😟 I need more practice
• Introduce myself in English	☐	☐	☐	☐
• Understand short texts	☐	☐	☐	☐
• Ask and asnwer simple questions.	☐	☐	☐	☐
• Participate in pair or group activities	☐	☐	☐	☐
• Follow my teacher´s instructions	☐	☐	☐	☐
• Talk about my future goals	☐	☐	☐	☐
• Express my opinions in English	☐	☐	☐	☐

Students will identify key vocabulary and express their opinions about the message of a song through listening and group discussion.

UNIT 4

LESSON 2: MY LEARNING ACHIEVEMENTS

LOOK AND REFLECT



Picture A



Picture C



Picture B



Picture D



Which picture shows achievement?

- ☐ Picture A
- ☐ Picture B
- ☐ Picture C
- ☐ Picture D

UNIT 4

LESSON 2: MY LEARNING ACHIEVEMENTS

THINK



Answer the questions.

- When do you feel proud in English class?
- What was your favorite English activity this year?
- What English skill improved the most?

☐ Speaking

☐ Listening

☐ Reading

☐ Writing

☐ Vocabulary

WORD SEARCH



Word Search

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

Las palabras pueden estar ocultas horizontalmente o verticalmente.

ACHIVEMENT AWARD
CHALLENGE CLASSMATE
CONFIDENT EFFORT
GOAL IMPROVE
IMPROVE LEARN

www.educima.com/wordsearches/word_search-10b7975b9d10990b2f50e08a4e678e32

New Words

achievement
proud
effort
perseverance
confident

UNIT 4

LESSON 2: MY LEARNING ACHIEVEMENTS

READING



Celebrating My Success

Ana is a high school student who used to feel nervous during English lessons. She rarely answered questions because she was afraid of making mistakes. One day, her teacher encouraged her to participate more often and reminded her that mistakes are part of learning.

Ana decided to practice English every day. She reviewed vocabulary, listened to English songs, completed her homework, and worked with her classmates during pair activities. Little by little, she became more confident and started enjoying English lessons but by the end of the year Anna feel proud.

UNIT 4

LESSON 2: MY LEARNING ACHIEVEMENTS

READING CHECK

Choose the correct answer.

Why was Ana afraid to participate?

- ☐ She didn't like English.
- ☐ She was afraid of making mistakes.
- She wanted to leave school.

What did Ana do to improve?

- ☐ Practiced every day
- ☐ Reviewed vocabulary
- Worked with classmates
- ☐ All of the above

How did Ana feel at the end of the year?

- ☐ Nervous
- ☐ Proud
- ☐ Angry

UNIT 4

LESSON 2: MY LEARNING ACHIEVEMENTS

MY ENGLISH ACHIEVEMENT CERTIFICATE

Create your own achievement certificate.



https://canva.link/bv0yze1naas5yxt

Presentation

- Share your certificate with a partner or in a small group.
- Use these expressions:
- I am proud because...
- My biggest achievement was...
- I improved my...
- Next year, I want to...

Students will be able to recognize common difficulties in learning English, propose practical solutions, and reflect on strategies to become more independent learners.

UNIT 4

LESSON 3: CHALLENGES AND SOLUTIONS

ESCAPE THE CHALLENGE

Can you solve these learning problems?

Match each student with the best solution.



Sofia

"I always forget new vocabulary."

- ☐ Review flashcards every night.
- ☐ Watch movies without subtitles.
- ☐ Never study.



Daniel

"I feel nervous when I speak English."

- ☐ Practice with a classmate.
- ☐ Stop participating.
- ☐ Stay silent forever.

UNIT 4

LESSON 3: CHALLENGES AND SOLUTIONS

SPIN AND ANSWER

Spin the roulette and discover your question about challenges and solutions

UNIT 4

LESSON 3: CHALLENGES AND SOLUTIONS

PACK YOUR BACKPACK!

- Imagine you are going on a trip to improve your English.
- You can only take 5 learning tools.

Choose and write them inside the backpack.


Movies

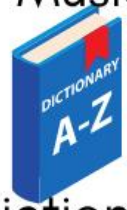

Podcasts


Music


Books


Notebook


Friends



Dictionary



Flashcards

MY BACKPACK



Explain

The most important tool in my backpack is __ because ____

UNIT 4

LESSON 3: CHALLENGES AND SOLUTIONS

MY LEARNING SUPPORT POSTER



https://canva.link/2io9a0580dtjkdm

- Instructions
- Work in groups of 3 or 4 students.
- Discuss the most common challenges students face when learning English.
- Choose three learning challenges.
- Write one practical solution for each challenge.
- Add one motivational tip to encourage other English learners.
- Design a colorful poster using words, pictures, or symbols.
- Present your poster to the class in 2-3 minutes. Explain the challenges, the solutions, and why they are helpful.

UNIT 4

LESSON 4: MY FUTURE WITH ENGLISH

MY FUTURE STARTS HERE

Look at the pictures below.
Which one represents your future?
Circle one picture and explain your choice.



Airport



Office



Online Work

I chose this picture because...



University



Travel



Teaching

UNIT 4

LESSON 4: MY FUTURE WITH ENGLISH

BEFORE I FINISH SCHOOL...

Instructions

Tick (✔) the goals you would like to achieve before you graduate.

- ☐ Watch a movie in English without subtitles.
- ☐ Read a short book in English.
- ☐ Talk to a tourist in English.
- ☐ Pass a B1 English exam.
- ☐ Give a presentation in English.
- ☐ Make a new international friend.

- Share

Compare your bucket list with a classmate. Which goals do you have in common?

UNIT 4

LESSON 4: MY FUTURE WITH ENGLISH

MY ENGLISH FUTURE REFLECTION

Instructions

Think about your English learning journey and your future goals.

Write a reflection (100–120 words) answering the questions below.

What did you learn during this proposal?

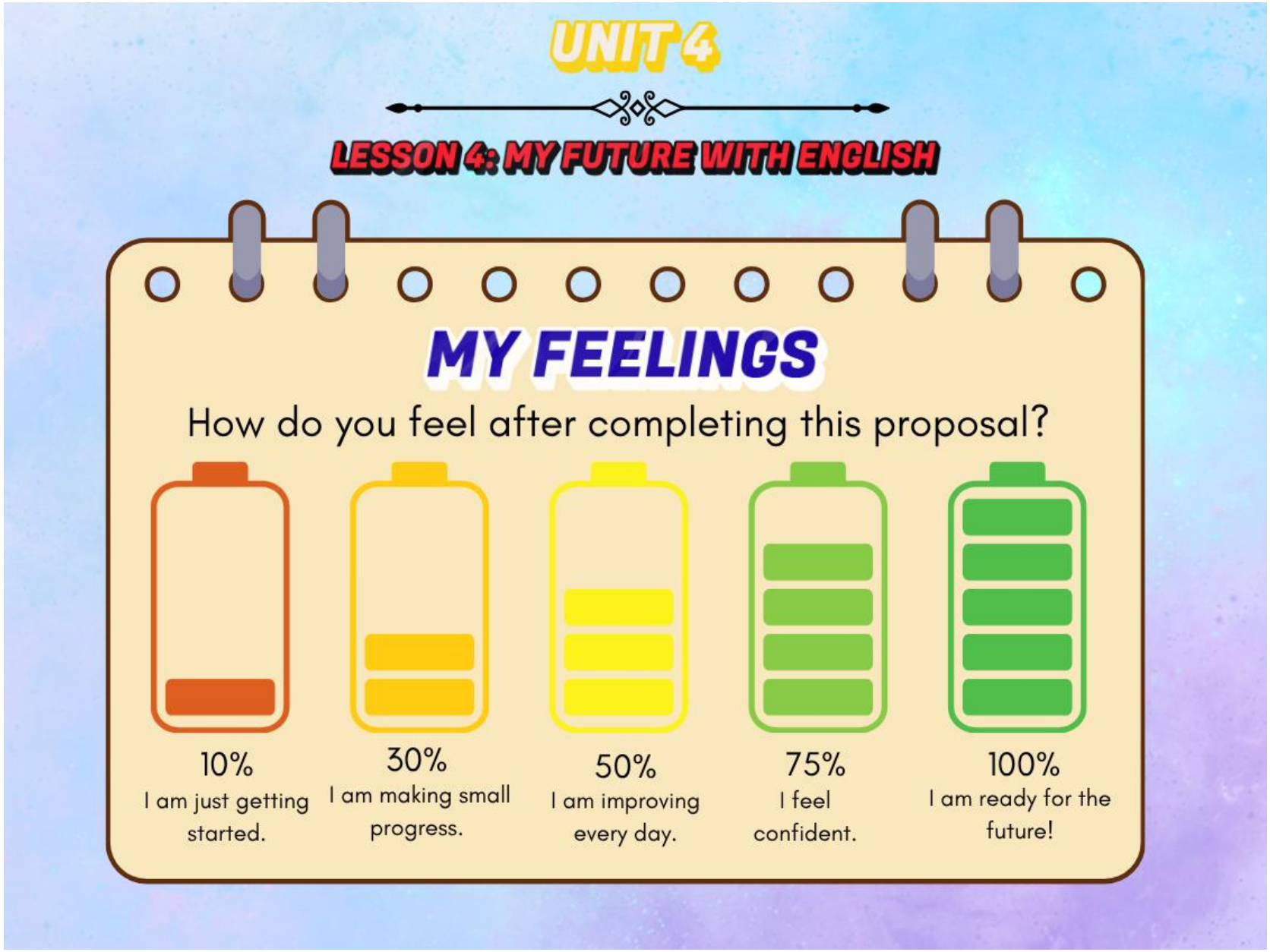
What achievement are you most proud of?

What challenge did you overcome?

Why is English important for your future?

What are your future English learning goals?

How will you continue learning English independently?



Link to Heyzine Flipbooks (UNIT 1-2): https://heyzine.com/flip-book/00a2c3f171.html

Link to Heyzine Flipbooks (UNIT 3-4): https://heyzine.com/flip-book/cffb79c261.html

4.5 Impacts

There are three impacts to analyze

- Linguistic impacts
- Academic impacts
- Affective impacts

Table 1

The Numerical Impact Levels are:

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

Takes from: Posso (2013)

Formula to collect results.

IL (Impact Level) = $\frac{\Sigma}{number\ of\ items} = \frac{12}{4} = 3$

∑= The results of each indicator are added.

4= Number of indicators included in the table.

4.5.1 Linguistic Impacts

Table 2

Linguistic Impact Indicators

	Indicator	Impact Levels						
		-3	**-2**	**-1**	**0**	**1**	**2**	**3**
1	I like using basic English words							X
2	I can talk about my school life and describe people using simple expressions					X		
3	I can say simple sentences about things and how use in familiar situations.							X
4	I can talk about my future and dreams using short simple sentences					X		
Total								8

Source: Own elaboration

Linguistic impact level = $\frac{\Sigma}{number\ of\ items} = \mathbf{\frac{8}{4} = 2}$

Linguistic impact level= Medium positive impact

Analysis:

It should be noted that the indicators of linguistic influence indicate a medium positive effect. The proposal helps to develop basic communicative skills of students with the help of meaningful speaking activities.

As regards the use of basic English words, a medium positive impact should be noted. Unit 1 makes it possible for students to use vocabulary that is known to them and connected with their preferences, interests and personal experience with the help of guided speaking exercises and visual materials.

As for the possibility of describing people and talking about school life, it can be noted that there is a medium positive impact. Unit 2 offers the possibility for students to describe people and to tell personal information and take part in ordinary conversations by means of simple sentences.

Speaking of the usage of simple sentences in familiar situations, a medium positive impact is demonstrated by communicative exercises aimed at using ordinary vocabulary and basic structures of sentences.

Finally, as far as talking about future and dreams is concerned, it is possible to note that there is a medium positive impact. Exercises in Units 1 and 4 give an opportunity for students to tell about their goals and dreams using short and simple sentences.

Thus, the proposed activity demonstrates medium positive linguistic impact helping students to develop their vocabulary and simple oral communication skills.

4.5.2 Academic Impacts

Table 3

Academic Impact Indicators

	Indicator	Impact Levels						
		-3	**-2**	**-1**	**0**	**1**	**2**	**3**
1	Applying learned knowledge to participate in communicative classroom activities.							X
2	Analyzing information to respond appropriately in interactive learning tasks.						X	
3	Demonstrating critical thinking through collaborative problem-solving activities.							X
4	Evaluating personal learning progress to improve classroom performance.							X
Total								11

Source: Own elaboration

Linguistic impact level = $\frac{\Sigma}{number\ of\ items} = \frac{\mathbf{11}}{\mathbf{4}} = \mathbf{2,75}$

Linguistic impact level= Medium positive impact

Analysis:

The indicators have demonstrated the presence of a moderate positive impact. In general, the proposal seeks to facilitate academic growth in students through interactive, meaningful, and student-oriented learning activities.

On the use of previously acquired knowledge in communicative learning activities, it is expected that a high positive impact will be obtained. Through the speaking activities provided in the proposal, learners will have an opportunity to use vocabulary and language structures they have previously learned.

About the analysis of information in interactive learning activities, there is a medium positive impact. Interactive activities like discussions, role plays, and collaborative activities will involve the understanding of information in English.

Regarding critical thinking development in collaborative problem-solving activities, it is expected that there will be a high positive impact. Activities involving pairs and groups will provide opportunities for discussion and decision-making.

Finally, there is a medium positive impact on the evaluation of personal learning. Self-assessment activities will provide an opportunity for students to evaluate their learning process.

4.5.3 Affective Impacts

Table 4

Affective Impact Indicators

	Indicator	Impact Levels						
		-3	**-2**	**-1**	**0**	**1**	**2**	**3**
1	Feeling confident when speaking English during classroom activities							X
2	Feeling comfortable participating in English lessons.							X
3	Enjoying learning English through interactive activities.							X
4	Showing a positive attitude toward speaking English in class.							X
Total								12

Source: Own elaboration

Linguistic impact level = $\frac{\Sigma}{number\ of\ items} = \frac{\mathbf{12}}{\mathbf{4}} = \mathbf{3}$

Linguistic impact level= High positive impact

Analysis:

As for the indicators of the affective impact, there is a considerable positive influence. This proposal will contribute to making students feel more confident, happier and having good dispositions towards the process of learning English through interactive and student-centered speaking activities.

With respect to being self-assured about using spoken English in classroom activities, there is a high positive impact expected. This proposal involves the use of guided speaking, role playing and pair work which allows students to express themselves in a favorable environment of the classroom.

As for being comfortable in participating in English classes, there is a high positive impact noticed. Interactive activities and cooperative learning allow for the participation of students without feeling afraid of being wrong.

As far as enjoying learning English through interactive activities is concerned, there is a high positive impact. Games, discussion, and communicative activities make the process of learning more enjoyable for students.

Finally, showing positive attitudes to speaking English in class also reveals high positive impact. Active participation, self-expression, and practicing are encouraged by this proposal resulting in the formation of positive attitudes towards using English. In conclusion, it can be said that this proposal has a high positive affective impact on students.

4.6 CONCLUSIONS

- It was found that students have positive attitudes towards English language learning and recognize the importance of English language learning for their education and career. However, the lack of self-efficacy, the fear of mistakes and low engagement in speaking activities prevented the students' willingness to use English in communication.
- According to the theoretical framework, motivation is an important element of English language learning process. Based on the review of the literature, it was found that using communicative, interactive and student-centered approaches in learning is beneficial and can help students become more motivated and participate in speaking activities actively.
- Data obtained from the student questionnaire and teacher interview made it possible to determine the key motivational needs of participants. Even though the students were interested in English language learning, there is still a need in more interesting classroom activities which could develop interaction and collaboration skills.
- To meet these needs, the proposal entitled "The Influence of Motivation and Attitude on English Language Learning in the 2nd Year Bachillerato UE Ibarra" was created. These activities will provide interesting speaking experiences through collaborative and interactive activities. The proposal corresponds with the research findings and research objectives.
- Expert validation proves the relevance and feasibility of the proposal for classroom implementation. The proposal received positive evaluation in all dimensions including pedagogical, linguistic, academic, motivational, affective, social and technical.

4.7 RECOMMENDATIONS

- English teachers should incorporate communicative and student-centered strategies that provide students with frequent opportunities to use English in meaningful classroom situations.
- Schools are encouraged to promote learning environments that support students' confidence and active participation through collaborative activities, positive feedback, and interactive teaching resources.
- Teachers should regularly include speaking activities such as role plays, discussions, games, interviews, and collaborative tasks to strengthen students' motivation and oral communication skills.
- It is recommended that the proposed instructional intervention be implemented and monitored in English classes to evaluate its impact on students' motivation and speaking participation over time.
- Future research should apply the proposal in different educational settings and with larger populations to assess its effectiveness, compare results, and contribute to the continuous improvement of English language teaching practices.

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ANNEXES

REPÚBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2026-0044-O
Ibarra, 02 de febrero de 2026

PARA: **MSc. Susana Chamorro**
RECTORA DE LA UNIDAD EDUCATIVA IBARRA

ASUNTO: Trabajo de integración curricular Sr. Erick Alexander Vega Suárez

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias al Señor ERICK ALEXANDER VEGA SUÁREZ, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en línea, para que obtenga información a través de la aplicación de instrumentos de investigación, lo cual requiere para el desarrollo del trabajo de integración curricular: "THE INFLUENCE OF MOTIVATION AND ATTITUDE ON ENGLISH LANGUAGE LEARNING IN THE 2ND YEAR BACHILLERATO UE IBARRA".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Firmado electrónicamente por:
JOSE LUCIANO REVELO RUIZ
Validez Generado con Firmas

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez

Autorizado
3 - febrero - 2026

UNIDAD EDUCATIVA IBARRA
RECTORADO

Escaneado con CamScanner

Annex 1. Formato de entrevista dirigida a Msc. Mirian Pupiales Vicerrectora de la Unidad Educativa "Ibarra"

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD EDUCATIVA "IBARRA"

Objective. To obtain information from English area coordinator´s perspective on how students' motivation and attitudes influence the learning of English in the Second year of Bachillerato at Unidad Educativa Ibarra.

1. How would you describe students' motivation to learn English?
2. What attitudes toward English do you commonly observe among students?
3. How does motivation influence students' participation?
4. What factors most affect students' motivation in English lessons?
5. How do you encourage positive attitudes toward English learning?
6. Do you notice differences in motivation among students? Why?
7. How does students' attitude affect their language performance?
8. What teaching strategies increase students' motivation?
9. How do students respond emotionally to English learning tasks?
10. What challenges do you face regarding student motivation?
11. What suggestions do you have to improve students' motivation and attitude?

THANK YOU FOR YOUR COOPERATION

Annex 2. Transcripción de la entrevista dirigida a Msc. Mirian Pupiales

Vicerrectora de la Unidad Educativa "Ibara"

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR HIGH VICE PRINCIPAL AT UNIDAD EDUCATIVA "IBARRA"

Objective. To obtain information from high authority´s perspectives on how students' motivation and attitudes influence the learning of English in the second year of Bachillerato at Unidad Educativa Ibarra.

Entrevista dirigida a: Msc. Mirian Pupiales, Vicerrectora de la Unidad Educativa "Ibarra"

Fecha de aplicación: miércoles, 10 de junio del 2026

Erick Vega 1. - ¿Cómo influye la motivación en la participación de los estudiantes en clase?

Msc. Mirian Pupiales: La motivación influye directamente en la participación de los estudiantes en clase, ya que es el motor que impulsa su interés, esfuerzo y compromiso con el aprendizaje. Cuando un estudiante está motivado, participa de manera activa, formula preguntas, expresa sus ideas y cumple con las actividades propuestas; además, muestra mayor perseverancia frente a las dificultades.

Erick Vega 2. - ¿Observa diferencias en la motivación entre los estudiantes? ¿Por qué?

Msc. Mirian Pupiales: Sí, generalmente se observan diferencias en la motivación entre los estudiantes, porque cada uno tiene intereses, experiencias previas, habilidades y contextos familiares distintos. Algunos se sienten más seguros y motivados cuando

comprenden los contenidos o perciben utilidad en lo que aprenden, mientras que otros pueden mostrar menor motivación si han tenido dificultades anteriores, baja autoestima académica o poco acompañamiento en casa.

Erick Vega 3. - ¿Cómo afecta la actitud de los estudiantes a su rendimiento lingüístico?

Msc. Mirian Pupiales: La actitud de los estudiantes influye de manera directa en su rendimiento lingüístico, ya que determina el nivel de interés, esfuerzo y disposición que ponen en el aprendizaje del idioma.

Erick Vega 4. - ¿Qué sugerencias tiene para mejorar la motivación y la actitud de los estudiantes?

Msc. Mirian Pupiales: Para mejorar la motivación y la actitud de los estudiantes es fundamental crear un ambiente de aula positivo, seguro y respetuoso, donde se sientan valorados y escuchados. Es recomendable utilizar metodologías activas y dinámicas.

Erick Vega 5. - ¿Qué estrategias de enseñanza aumentan la motivación de los estudiantes?

Msc. Mirian Pupiales: Las estrategias de enseñanza que más aumentan la motivación son aquellas que hacen al estudiante protagonista de su aprendizaje. Entre ellas destacan las metodologías activas como el aprendizaje basado en proyectos, el trabajo colaborativo y la resolución de problemas reales.

Erick Vega 6. - ¿Cómo evaluaría la motivación de los estudiantes para aprender inglés?

Msc. Mirian Pupiales: Evaluaría la motivación de los estudiantes para aprender inglés a través de la observación directa de su participación en clase, su disposición para realizar actividades, el cumplimiento de tareas y su iniciativa para comunicarse en el idioma.

Erick Vega 7.- ¿Qué factores afectan más la motivación de los estudiantes en las clases de inglés?

Msc. Mirian Pupiales: Entre los más importantes se encuentran la metodología del docente, ya que clases dinámicas, participativas y contextualizadas generan mayor interés; el nivel de dificultad de los contenidos, pues si son muy complejos o demasiado fáciles disminuyen el compromiso; el uso de recursos didácticos atractivos como juegos, tecnología o música; y el clima emocional del aula, donde un ambiente de respeto y confianza favorece la participación.

THANK YOU FOR YOUR COOPERATION

Annex 3. Interview format addressed to Lcda. Silvia Pinchao Coordinator of the English area of the Unidad Educativa "Ibarra"

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD EDUCATIVA "IBARRA"

Objective. To obtain information from English area coordinator´s perspective on how students' motivation and attitudes influence the learning of English in the Second year of Bachillerato at Unidad Educativa Ibarra.

1. How would you describe students' motivation to learn English?
2. What attitudes toward English do you commonly observe among students?
3. How does motivation influence students' participation?
4. What factors most affect students' motivation in English lessons?
5. How do you encourage positive attitudes toward English learning?
6. Do you notice differences in motivation among students? Why?
7. How does students' attitude affect their language performance?
8. What teaching strategies increase students' motivation?
9. How do students respond emotionally to English learning tasks?
10. What challenges do you face regarding student motivation?
11. What suggestions do you have to improve students' motivation and attitude?

THANK YOU FOR YOUR COOPERATION

Annex 4. Transcription of the interview addressed to Lcda. Silvia Pinchao

Coordinator of the English area of the Unidad Educativa "Ibarra"

UNIVERSIDAD TÉCNICA DEL NORTE

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

INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD EDUCATIVA "IBARRA"

Objective. To obtain information from English area coordinator´s perspective on how students' motivation and attitudes influence the learning of English in the Second year of Bachillerato at Unidad Educativa Ibarra.

Entrevista dirigida a: Lcda. Silvia Pinchao, Coordinadora del área de ingles de la Unidad Educativa "Ibarra"

Erick Vega: First question, how would you describe students' motivation to learn English?

Lcda. Silvia Pinchao: Students can be motivated for many reasons, for example: better academic performance, future job opportunities, communication with people from other countries, school requirements, etc.

Erick Vega: That's good, Next question, what attitudes toward English do you commonly observe among students?

Lcda. Silvia Pinchao: Some students show enthusiasm because they can learn English songs, because it is useful for travel, studies or future careers.

Erick Vega: Very interesting and how does motivation influence students' participation?

Lcda. Silvia Pinchao: It has a direct and powerful influence. It affects how often, how confidently and how actively students engage in learning activities.

Erick Vega: That's great, what factors most affect students' motivation in English lessons?

Lcda. Silvia Pinchao: There are some factors that affect student´s motivation: The teaching methodology, teacher´s attitude and support, relevance of content, student´s self-confidence, for example**.**

Erick Vega: Very good, how do you encourage positive attitudes toward English learning?

Lcda. Silvia Pinchao: It requires some important aspects. For example; Create a safe and supportive atmosphere, meaningful and relevant learning, use interactive and varied activities, etc.

Erick Vega: Do you notice differences in motivation among students? Why?

Lcda. Silvia Pinchao: Yes, there are clear differences in motivation among the students and there are some reasons for that: personal interest and goals like travelling, studying in a good university, getting a good job.

Erick Vega: Exactly yes, how does students' attitude affect their language performance?

Lcda. Silvia Pinchao: It has a strong and direct impact on their language performance. If they have a positive attitude, they will have a better performance, if they have a negative attitude, they will have a lower performance. A positive attitude

promotes active learnings and higher achievements while a negative attitude can create barriers to progress**.**

Erick Vega: That's good, what teaching strategies increase students' motivation?

Lcda. Silvia Pinchao: There are several teaching strategies to increase the student´s motivation like for example: Student -centered and Communicative activities(pair work, role-plays, dialogues) Use of songs, videos, social media, things that connect them to a real life.

Erick Vega: How do students respond emotionally to English learning tasks?

Lcda. Silvia Pinchao: They respond in some ways to English learning tasks. Sometimes, positive emotion (depending on the task), anxiety and fear (if they do not understand the task) frustration or demotivation. But if they receive support, they can improve

Erick Vega: Very good, what challenges do you face regarding student motivation?

Lcda. Silvia Pinchao: Several challenges for example: Fear of making mistakes, low confidence, external factors, limited perceptions of relevance, etc.

Erick Vega: Exactly and finally what suggestions do you have to improve students' motivation and attitude?

Lcda. Silvia Pinchao: They need emotional and instructional factors: Create a safe and encouraging environment, make learning meaningful and relevant, etc.

THANK YOU FOR YOUR COOPERATION

Annex 5. Interview format addressed to Msc. Janett Revelo English teacher of Second year of Bachillerato Unidad Educativa "Ibarra"

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

INTERVIEW FORMAT FOR ENGLISH TEACHERS AT UNIDAD EDUCATIVA "IBARRA"

Objective. To obtain information from teachers' perspectives on how students' motivation and attitudes influence the learning of English in the second year of Bachillerato at Unidad Educativa Ibarra.

1. How would you describe your students' motivation to learn English?
2. What attitudes toward English do you commonly observe among your students?
3. How does motivation influence students' participation in class?
4. What factors most affect students' motivation in English lessons?
5. How do you encourage positive attitudes toward English learning?
6. Do you notice differences in motivation among students? Why?
7. How does students' attitude affect their language performance?
8. What teaching strategies increase students' motivation?
9. How do students respond emotionally to English learning tasks?
10. What challenges do you face regarding student motivation?
11. How do parents or the school context influence motivation?
12. What suggestions do you have to improve students' motivation and attitude?

THANK YOU FOR YOUR COOPERATION

Annex 6. Transcription of the interview addressed to Msc. Janett Revelo teacher of Second year of Bachillerato Unidad Educativa "Ibarra"

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

INTERVIEW FORMAT FOR ENGLISH TEACHERS AT UNIDAD EDUCATIVA "IBARRA"

Objective. To obtain information from teachers' perspectives on how students' motivation and attitudes influence the learning of English in the second year of Bachillerato at Unidad Educativa Ibarra.

Entrevista dirigida a: Msc. Janett Revelo, Docente de inglés de 2do de bachillerato de la Unidad Educativa "Ibarra"

Erick Vega: Let's begin, first question, how would you describe your students' motivation to learn English?

Msc. Janett Revelo: Well, I feel that students are not motivated at alla because they don't show interested in learning another language besides, I am encouraging they every day the importance of English and I feel they don't cave

Erick Vega: Ok, that's good, what attitudes toward English do you commonly observe among your students?

Msc. Janett Revelo: They have a low interested to learn English because they don't interact among themselves when they have the opportunity to do.

Erick Vega: Excellent and how does motivation influence students' participation in class?

Msc. Janett Revelo: If the students are well motivated, they will produce the language in a better way, the problem is that they want to use language in class.

Erick Vega: That's excellent, what factors most affect students' motivation in English lessons?

Msc. Janett Revelo: Personally, I think attitude towards learning any subject is not convenient, the lack of interested, the absence of knowledge, the environment of the class and the parents lack supports are factors affecting the development of the study of English

Erick Vega: How do you encourage positive attitudes toward English learning? **Msc. Janett Revelo:** I will make conscious of the importance of the use of English in their lives and the chances it offers to open doors to better jobs opportunities also I would teach topics of their interested that they apply in real situations.

Erick Vega: Do you notice differences in motivation among students? Why? **Msc. Janett Revelo:** Absolutely yes because a motivated student will produce better than students who have not motivation.

Erick Vega: How does students' attitude affect their language performance?

Msc. Janett Revelo: The students are not able to use the language appropriately. There is not a good attitude forwards it so they want to have opportunities used in their real life's

Erick Vega: What teaching strategies increase students' motivation?

Msc. Janett Revelo: Personalization of their knowledge which means using English according to their interests using really and making them practice a lot.

Erick Vega: How do students respond emotionally to English learning tasks? **Msc. Janett Revelo:** At the beginning they don't to, but if you foster personally examples, they change their attitude and feel more motivated to learn more because they feel curiosity of learning

Erick Vega: What challenges do you face regarding student motivation?

Msc. Janett Revelo: I always need to create new activities to awaken their motivation first then I need to keep motivating them all the class.

Erick Vega: How do parents or the school context influence motivation? **Msc. Janett Revelo:** The parents' motivation has direct influence in the students' learning, thus is recommendable that the parents help teachers encouraging them all the time from their houses.

Erick Vega: What suggestions do you have to improve students' motivation and attitude?

Msc. Janett Revelo: The only suggestion I would make to teachers is to be updated with the learning styles, strategies, planning to feel students more comfortable with the learning. The teacher is more motivated. The students are better motivated.

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THANK YOU FOR YOUR COOPERATION

Annex 7. Survey format addressed to second year Bachillerato students of the Unidad Educativa "Ibarra"

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE LA UNIDAD EDUCATIVA "IBARRA"

Objective: To collect information from students' perspectives on how motivation and attitudes influence English language learning in the second year of Bachillerato at Unidad Educativa Ibarra.

Instructions: Dear students

Read each of the questions posed and mark with an x the answer you consider appropriate

QUESTIONNAIRE

Pregunta	Strongly Disagree/ Totalmente en Desacuerdo	Disagree / En Desacuerdo	Neutral / Imparcial	Agree / De Acuerdo	Strongly agree / Totalmente de Acuerdo
1. I enjoy learning English in my classes Disfruto aprender inglés en mis clases.					

2. I feel motivated to improve my English skills. Me siento motivado/a para mejorar mis habilidades en inglés.					

3. English is important for my future studies. El inglés es importante para mis futuros estudios.					
4. English is important for my future career. El inglés es importante para mi carrera profesional.					
5. I feel confident when participating in English class activities. Me siento seguro/a al participar en las actividades de la clase de inglés.					
6. My teacher encourages me to learn English. Mi docente me motiva a aprender inglés.					

7. I like the activities used in my English classes. Me gustan las actividades que realizamos en mis clases de inglés.					
8. I study English outside the classroom. Estudio inglés por mi cuenta fuera del aula.					

9. I feel anxious when learning English. Me siento ansioso/a al aprender inglés.				
10. I believe I can succeed in learning English. Creo que puedo tener éxito en el aprendizaje del inglés.				
11. My classmates motivate me to learn English. Mis compañeros/as me motivan a aprender inglés.				
12. I enjoy speaking English in class. Disfruto hablar inglés en clase.				

13. I pay attention during English lessons. Presto atención durante las clases de inglés.				
14. English lessons are interesting to me. Las clases de inglés me resultan interesantes.				
15. I feel proud when I make progress in English. Me siento orgulloso/a cuando progreso en inglés				
16. My attitude toward English learning is positive. Mi actitud hacia el aprendizaje del inglés es positiva.				

Annex 9. Images of the application of interviews and surveys form.















