

# Licenciatura en Lenguas Extranjeras



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## Trabajo de grado

Extrinsic Motivation as a Strategy to Learn English in Eighth-Grade Students at Gimnasio Los Pinos

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### **Abstract**

This research presents a qualitative study using a phenomenological approach to explore the potential of extrinsic motivation as a strategy to learn English. The research was conducted at Gimnasio Los Pinos school with ninth-grade students, using a semi-structured interview and a diary journal to collect information. The study aimed to understand the impact of extrinsic motivation on English learning in classes of eighth-grade students at Gimnasio Los Pinos and how extrinsic motivation can be used to create an engaging learning experience in English classes.

The research highlights the importance of paying attention to students' extrinsic motivations to creating a positive learning environment that encourages students to participate actively in their learning process because students feel engaged and find a benefit from it. In that way extrinsic motivation works as a tool to make more engaging and effective English classes.

Overall, this thesis provides a comprehensive understanding of the potential of extrinsic motivation as a strategy to learn English. It contributes to the existing literature on motivation and second language learning and offers insights into how teachers can use extrinsic motivation to create an engaging learning experience in English classes. This study is relevant to English teachers, language learners, and researchers interested in exploring the role of motivation in second language learning.

**Keywords:** Motivation, Extrinsic motivation, learning English.

## Introduction

In Colombian education, motivation is one of the most critical aspects of the learning process because it fosters the execution of activities with a specific purpose. In this way, it allows the students to be encouraged to learn. Thus, this research has focused on extrinsic motivation, understood by Ospina (2006) as "the effect of action or impulse produced in people by certain facts, objects or events that lead them to carry out activities, but which come from outside"(p.159). In other words, the incitement to perform a particular activity. Still, this motivation depends on reasons conditioned by an external stimulus , it means factors that come from outside and drive the person to perform specific tasks or activities. Therefore, this drive ends when the person does not receive the encouragement that inspires them to do it.

Hence, this project was born at Gimnasio Los Pinos school due to the interest in representing the students' extrinsic motivations in 9th grade to learn English in a bilingual school concerning academic performance in English classes. For that reason the external factors that motivate students to learn English will be review in onset to make more engaging the English classes. This research will conduct qualitative research with a phenomenological approach. In this sense, the phenomenological method was chosen as it focuses on "the meaning given to the phenomena, discovering the meaning and the way people describe their experience of a particular event" (Bisquerra, 2004, p.317). Continuing, this paper wants to capture the essence of a phenomenon by looking at it through the eyes of individuals who have experienced it. To do so, I will use a semi-structured interview and participant observation to get reliable information from the perspective of the population.

Therefore, to theoretically support the problem in question, this study gathered information from state-of-the-art similar studies and enriched the theoretical framework to understand this research proposal better. As a result, this research aims at identifying the reasons that motivate each student to improve their English learning process, characterize the sorts of extrinsic motivation to learn English and understand the influence of extrinsic motivation on learning.

### **Justification**

This research born in Gimnasio Los Pinos focuses on extrinsic motivation in academic performance and its importance in learning. As Cruz et al. stated (2009), "The intrinsic motivation is, therefore, a powerful tool to overcome some of the barriers that hinder the transmission of knowledge among individuals' (p.191). Hence, taking the external factors students into consideration in English classes helps them improve the learning process and that is why considering these external factors it is possible "to generate pedagogical proposals that respond to the needs of the environment"(Univio et. al., 2020, p.12) because it contributes to the meaning learning process. So, it provides students additional motivation to develop academic assignments, as it shows a tangible benefit beyond obtaining good grades. Therefore, this investigation attempts to contribute to the educational field by understanding the importance of extrinsic motivation in foreign language learning Processes in Eighth Grade Students at Gimnasio Los Pinos.

Extrinsic motivation, as was said before, is a key element because it influences academic performance, which involves disposition towards learning, commitment, and even participation, as I noticed during my practicum. I observed that motivated students had better performance, commitment, and high participation in class. On the contrary, unmotivated students did not

participate, and their attitude illustrated some reluctance toward learning a foreign language (Annex 1). That is why educators should take advantage of extrinsic motivation to first motivate students and improve their English classes. Thus, this paper will contribute to current and future educators and students because it helps to understand the importance of extrinsic motivation in foreign language learning processes in order to facing the challenge in educational field and in this respect will be possible to identify reasons that motivate students to improve their learning process, characterize the sorts of extrinsic motivation to learn, and analyze the influence of extrinsic motivation on the learning of English.

Therefore, the impact of studying the importance of extrinsic motivation in English class is recognizing and understanding the extrinsic motivators that drive their students so that educators can design more engaging and relevant learning activities that increase motivation to learn and perform well in class. Moreover, this recognition can promote student goal-setting, allowing them to establish attainable goals consistent with their reasons and resulting in fulfillment. In addition, recognizing extrinsic motivation can enhance self-awareness among students by helping them identify their learning preferences, leading to more proactive learning and better strategies to overcome challenges. Lastly, recognition of those external factors can encourage positive behavior and improve learning outcomes. In general, recognition of extrinsic motivation in an English class can lead to more effective teaching strategies, increased motivation, improved goal setting and self-awareness among students, and a more positive classroom environment.

In this respect, due to the essence of the research, it is why it is related to the research line Didactics, knowledge, and disciplines, since this research promotes the construction of knowledge, based on innovative research proposals focused on pedagogy and other knowledge, with the purpose of contributing to building a theoretical position in the field of teaching of



educational sciences, languages and other knowledge objects of educational action, applicable to different levels of the educational system. Therefore, it contributes to the knowledge since the new contribution of knowledge to the field of education provides basic guidelines based on the work and interaction of both teachers and students. In this way, it contributes to the CIBELES group, through knowledge, social appropriation activities, and human talent to carry out all activities leading to achieving the objectives in the academic field.

### **Problem Statement**

English has been labeled as the universal language due to the importance it has received in a globalized world where countries with different mother languages are using it to interact. However, some people do not pay attention because they do not find any benefit, which could cause disinterest. As Raja (2019) claims, "A complete lack of motivation may cause a negative attitude toward language learning and may weaken or hinder the process altogether. " (p.1). Therefore, motivation plays a significant role and is regulated by the usefulness that the student sees in what they learn and the quality of the teaching they receive. Also, in terms of meaningful learning, motivation is the best scenario for learning a language because the students present a stimulus that drives them to accomplish some criteria to get the language target.

Therefore, when learners do not feel attracted to or appealed to the English subject, it affects the students' English learning process because they do not feel engaged or motivated to learn a language. Thus, students need to find a benefit or advantage from learning another language to feel involved when learning English. Therefore, this research intends to understand external motivation and its impact on students learning English. Thus, this paper focuses on extrinsic motivation, and Cruz et al. said (2009), "Extrinsic motivation can help the transmission of knowledge" (p.189).

Hence, extrinsic motivation is linked with outer incentives helping to a better understanding, for instance, the opportunity to live overseas or improving the chances to obtain a better job.

There is a significant amount of research that shows motivation is crucial in the process of learning. One of them was made by Solano and Bernal (2017) conducted a national study called "I Hate English" where they examined the intrinsic and extrinsic factors that could be impacting the motivation levels of students. According to their findings, every individual has a specific notion of the level of performance they can attain in their tasks. It is strongly related to getting prizes and rewards, where people who do the best jobs achieve the best rewards". (p.29) That is why, depending on external factors that a person has in mind, they will show an effort to have a good reward. Likewise, the lack of motivation forward English classes portrayed in the research named *Incidencia de la motivación en el rendimiento académico de los niños del grado segundo* regarding the incidence of motivation in the academic performance of children. Pimienta et al. (2019) mention that "motivation plays an important role in attention and academic performance." (p. 15). Hence, extrinsic motivation could work as a promoter to foster meaningful learning, so extrinsic motivation is an advantage in English classes because it helps to deal with issues in academic performance.

Thus, as demonstrated through the previous investigations, motivation, and extrinsic motivation are very important in the English learning process. A needs analysis in Eighth grade shows that external factors strongly motivate students to learn English. This research addresses the importance of investigating extrinsic motivation in the context of English classes at Gimnasio Los Pinos bilingual school. To understand the impact of extrinsic motivation in the English learning process, an Analysis was done in which a survey was implemented and some of the questions: what is most important for you; getting good grades or having exciting topics? (Annex 2) which shows that 60% of students from 9th grade are driven by the extrinsic motivation to

learn English, proving students are strongly motivated by external factors. Alonso (2004) is correct when said that "a person is extrinsically motivated towards an activity when there is a benefit to be gained from the activity" (P.350) since, if an individual anticipates benefits from learning English, they are more likely to make an effort towards that goal. Conversely, if an individual does not perceive any advantages, the individual may view any efforts expended as unproductive or uninteresting, leading to a lack of motivation to pursue the task.

### **Research Question**

What is the impact of extrinsic motivation on the English Learning Process?

### **Objectives**

#### **General**

To understand the impact of extrinsic motivation in English learning in classes of eighth-grade students at Gimnasio Los Pinos.

#### **Specifics**

To identify reasons that motivate students to improve their English learning process

To characterize the sorts of external factors that motivate students to learn English.

To analyze the influence of extrinsic motivation on the learning of English.

### **State of the Art**

In recent years, the field of education has increasingly focused on the role of motivation in promoting successful learning outcomes. Among the various types of motivation, extrinsic motivation, which involves external rewards or benefits, has been a topic of particular interest.

Many researchers have explored the potential of extrinsic motivation as a pedagogical strategy to enhance student engagement and achievement in the classroom. This state-of-the-art review aims to provide an overview of the current research on extrinsic motivation as a pedagogical strategy, including its conceptual underpinnings, effects on student behavior and learning outcomes, and practical implications for educators. The review will highlight the strengths and limitations of the existing research, identify gaps in knowledge, and suggest avenues for future research.

Title	Year	Author	Ambit
La motivación intrínseca en el aprendizaje significativo.	2020	Azogue Punina José Gabriel Barrera-Erreyes Helder Marcell	International
Neuroaprendizaje: Perspectiva motivacional en el aprendizaje del inglés en la enseñanza superior	2021	Aquino Marco Antonio Rojas Evelyn Carolina Macias-Silva Reinoso Ana Gabriela Espinosa Danilo Remigio Vallejo-Altamirano	International
Motivación extrínseca e intrínseca en el estudiante	2019	Llanga Vargas Edgar Francisco Silva Ocaña Maycol Antonio Vistin Remache Jhon Jairo	International
Papel de la motivación extrínseca e intrínseca en los estudiantes durante el proceso de enseñanza-aprendizaje de las ciencias naturales	2020	Bobadilla Gonzalez Julieth Tatiana	National
La Motivación en el Aprendizaje del Inglés a través del Trabajo por Proyectos de los Estudiantes del Grado Séptimo de una Institución Educativa Oficial de Cali	2020	Sánchez Ordoñez Marlin	National
Influencia de la Motivación en el Proceso de Aprendizaje del Idioma Inglés de los Estudiantes de 7° grado	2021	Torres Cárdenas, Bienvenido Roy	National

de la Institución Educativa Promoción Social en la Ciudad Cartagena de Indias (Bolívar)			
La motivación, motor del aprendizaje	2006	Ospina Rodríguez, Jackeline	Local
La motivación para fomentar el aprendizaje del inglés en los estudiantes del colegio Marco tulio Fernández.	2012	Sarmiento, Luz Angela, Guillermo Andres Ospina Bernal, and Mauricio Alejandro Bernal Sanchez.	Local
Estilos de aprendizaje y motivación, la clase de inglés en séptimo grado.	2017	Norato Peña Adriana Melina	Local

State of the art presented above has provided valuable general information on motivation and extrinsic motivation in learning English. For instance Internationally, The study called "La motivación intrínseca en el aprendizaje significativo" by Punina Jose focuses on intrinsic motivation and its impact on meaningful learning. The focus is on fostering intrinsic motivation in the classroom by providing meaningful and challenging tasks that allow for student autonomy and mastery. Ultimately, this concludes that intrinsic motivation is critical for meaningful learning and should be prioritized in educational practices. In this respect, the study named El neuroaprendizaje: Prospectiva motivacional en el aprendizaje del idioma inglés en la educación superior made by Rojas, Espinosa and Altamirano which Investigate motivation and attitudes toward learning foreign languages was the study's goal. Thus, this study intensely focuses on Learning motivation and ESL/EFL learning and emphasizes how important demotivational factors influence learners' attitudes and behaviors, ultimately resulting in undesirable learning outcomes. The study uses a neuroscience perspective on learning to analyze the state of training and learning scenarios currently used in the classroom, examine different motivational theories,

and look into factors that cause demotivation. Also, the bibliographic review called *Motivación extrínseca e intrínseca en el estudiante* by Llanga, Silva, and Remache gives light on the most important concepts when studying motivation and its divisions. This research is about intrinsic and extrinsic motivation and mentions how crucial it is to comprehend how motivation works because it is a critical element in a student's academic environment. This article explains the external and internal factors that may impact students' motivation. To deeply review those concepts, the research involves a literature review of about fifty bibliographic documents, including articles, books, blogs, and others.

Nationally, a monograph named the study called *Influencia de la Motivación en el Proceso de Aprendizaje del Idioma Inglés de los Estudiantes de 7° grado de la Institución Educativa Promoción Social en la Ciudad Cartagena de Indias (Bolívar)* by Cardenas which the aim of the research to evaluate both intrinsic and extrinsic motivation levels of students towards learning the English language. The variables to be studied are the motivation of students in terms of intrinsic and extrinsic factors. This research proposal is intended to serve as a tool for future interventions to analyze the influence of motivation, both extrinsic and intrinsic, on academic performance concerning English language learning at the aforementioned institution. In this vein, another study named " *La Motivación en el aprendizaje del Inglés a través del Trabajo por Proyectos de los Estudiantes del Grado Séptimo de una Institución Educativa Oficial de Cali*" by Sanchez explores the role of project-based learning (PBL) in motivating 7th-grade students to learn English at an official educational institution in Cali. The study involved a test (Attitude and motivation Test Battery) developed by Gardner, surveys, interviews, and classroom observations, to evaluate students' motivation levels before and after participating in a PBL program. The results showed a significant increase in students' motivation levels and engagement in the learning process. The research highlights the effectiveness of PBL in promoting motivation and

learning outcomes. Educators should incorporate PBL into their language teaching methodologies to enhance students' motivation and interest in learning English. Additionally, another national research focus on motivation called "Papel de la motivación extrínseca e intrínseca en los estudiantes durante el proceso de enseñanza-aprendizaje de las ciencias naturales" by Bobadilla in fact is most related to the present monograph because explores the role of extrinsic motivation. This study made by Bobadilla shows a significant correlation between motivation levels and academic achievement, with students who had extrinsic motivation positively impacting student engagement and performance. However, it was also found that intrinsic motivation helps achieve better results. The monograph highlights the importance of considering the potential benefits of extrinsic motivators, such as rewards and recognition, in promoting student engagement and academic achievement, fostering intrinsic motivation in the classroom, and providing opportunities for students to connect with the subject matter.

At the local level, Sarmiento and Bernal's research on motivation as a strategy presents an opportunity for students as it can make their learning experience more engaging, enjoyable, and beneficial through various activities. Therefore, the study focuses on providing the students of Colegio Marco Tulio Fernández with opportunities to improve their English through motivation as suggested by the special differential didactic guides to develop diverse activities taking into account the characteristics of the group so that learning is more enjoyable and at the same time, meaningful and allows students to interact with the language, socialize, have fun and learn English. Furthermore, the research *Estilos de aprendizaje y motivación, la clase de inglés en séptimo grado* found that students' learning styles were diverse. Also the study also found that students who were intrinsically motivated to learn English had higher levels of academic achievement. Likewise, This investigation highlights the importance of understanding students'

learning styles and motivation in promoting successful English language learning. In that way, teachers can use this information to design lessons tailored to their student's needs, leading to better academic outcomes. Besides, Ospina's research on motivation (2006), called "la motivación el motor del aprendizaje" highlights that motivation is a crucial factor in the learning process. It plays a dual role, serving as both a cause and an effect of learning. The study also delves into the connection between teachers and students in terms of how they can enhance motivation and learning.

Thus, international, national, and local studies related to the field of research agree that motivation is essential for the student because it is necessary to achieve success. It should be noted that inspiration is indispensable because it is responsible for moving students and allowing them to achieve their goals. Therefore, the student must know how to take each of these and manage them according to the moment they are to avoid them affecting them and becoming an obstacle to achieving their goals.

### **Referential Framework**

In order to continue with the process of this research, it is necessary to have a referential framework that establishes a set of key concepts, definitions such as motivation, extrinsic and intrinsic motivation, strategies, methodological and pedagogical strategies, and English language learning, as well as establishing relationships that guide the development of the research. Thus, having a frame of reference ensures that the research is focused, relevant, and rigorous and that the results are reliable and valid



## **Motivation**

To understand the term Motivation and its relationship with the research it is necessary to define it. Different approaches have researched this term due to its importance in human life and the present project. Physiology was defined for the first time by Martin Luther, in 1550, Taylor, (2003) "using two words which the Greeks used centuries before soul (from the Latin anima and this from the Greek anemos [ανεμος]) and science (from the Latin scientia and related to the Greek logos [λογος])" (p.17). Likewise, from a humanistic perspective motivation is defined as "the capacity of a person to achieve his or her growth, his or her positive growth, positive characteristics and the freedom to choose his or her destiny". (Pereira (2009, p.157), in this respect, the authors Taylor, Pereira, and cobeña, although they defined motivation from different fields, contribute to building a construct about what is motivation and converge that motivation plays an essential role in empowering individuals to achieve their full potential. They all suggest that motivation drives individuals to engage in activities and mobilizes them to execute tasks. Moreover, they highlight the importance of motivation in terms of positive growth, self-determination, and freedom of choice. They also agree that motivation is a complex process that involves various factors, including intrinsic and extrinsic motivation, personal beliefs, and social and cultural contexts. Therefore, they emphasize the need for educators to understand and foster motivation in learners to promote optimal learning outcomes. That is why, motivation has relevance in the research because of the importance and connotation of its definition previously mentioned.

Additionally, some authors support the term concerning the research, such as Maslow cited by Elizalde (2006) who stated that ""a person is motivated when he or she feels desire, yearning, willingness, want, appetite or lack"".(p.04) Since a motivated person is willing to

develop a certain activity, it is because he/she finds something positive in the performance of that activity.

Therefore, this concept contributes to this investigation since motivation can engage the learner in a specific activity like learning English. Considering motivation is an inner impulse the human being developed, it drives learners to initiate, sustain, and direct their efforts towards achieving their learning goals is important to consider in my research because is a way to understand how invitation influences the English learning process In this respect, to analyze the term motivation deeply, it is convenient to continue explaining the relevance of extrinsic motivation in the following construct below. individual.

### **Extrinsic motivation**

To better understand the concept of extrinsic motivation and its relevance to research, particularly in the context of English learning, it is essential to first define the term. According to Rodríguez (2006), extrinsic motivation is "the effect of action or impulse produced in people by certain facts, objects or events that lead them to perform activities, but that come from outside" (p. 159). This means that external factors, such as rewards or punishments, serve as the driving force behind a person's motivation to engage in a particular activity. Similarly, Soriano (2001) defined extrinsic motivation as "the cause from outside the individual, by other people or by the environment, that is, it depends on the outside" (p. 07). This implies that an individual's motivation is influenced by factors beyond their control and originating from external sources. In the same vein, Abril (2018) defined extrinsic motivation as that which "arises from consequences independent of the activity itself" (p. 25). This means that the motivation to engage in an activity stem from the potential outcomes or consequences that are unrelated to the activity itself.

In the context of English learning, when a learner is motivated extrinsically, they perceive learning as a means to achieve a specific objective, such as getting a good grade or impressing others. As a result, extrinsic motivation in the context of learning can have a positive impact on learning outcomes for instance, external rewards, such as travels or the opportunity for getting a good job or communicating with other cultures, which increase their self-efficacy and confidence in their abilities.

Thus, Extrinsic motivation is the drive to engage in an activity, but it relies on external factors or stimuli that prompt individuals to undertake specific tasks or activities. Hence, if the encouraging stimulus is absent, individuals may lose motivation and the impetus for performing the task or activity may subside. Hence, extrinsic motivation's significance in present research stems from its definition and associated connotations, as mentioned earlier.

Considering the previous definitions and the relationship to the present research it is possible to state that motivation is the drive that prompts individuals to engage in particular activities or tasks. In this matter, Llanga et. al, (2019) "Extrinsic motivation comes from the external environment and works as an engine to be able to do something" (P.04) because there are like anticipatory enjoyment which is a type of extrinsic motivation that arises from the expectation of pleasure or positive outcomes.

Due to this research being developed in the education field, from this context extrinsic motivation can be a powerful tool for enhancing learning outcomes, as Ospina mentions (2006) "the extrinsically motivated student assumes learning as a means to achieve benefits or avoid discomfort. Therefore, it focuses on the importance of learning on the results and their consequences" (Ospina, 2006). For instance, the promise of travel in the future or getting a good job can motivate students to work harder and perform better in this research and other fields.

## **Strategies**

Strategies have been defined for many years, but for this research, it is necessary to define them in the best way possible because the term is in the field of education as the research. Also, explaining the term strategy is relevant to continue understanding and analyzing the research. That is why, according to Mintzberg (1978), "strategies are the determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out this goal" (p.935). In essence, strategies involve identifying an organization's fundamental, overarching objectives, and then deciding on the most effective means of achieving those objectives, including allocating necessary resources. Likewise, Bukhari (2019) "strategy determines the direction and scope of an organization over the long term" , " (p.01) In the context of this study, it is crucial to consider this aspect since understanding the direction and scope of the strategies being employed in the classroom is essential to investigate the impact of external motivation on English language classes.

## ***Methodological Strategies***

Methodological strategies for learning English allow for identifying an orderly sequence in the teaching-learning process allowing the construction of knowledge. Different authors have studied this field as Maridueña et. al (2017) who claims these strategies help "to obtain positive outcomes from students of the different English modules" (p.82) due to that helping to guide the learning process; for instance, making the classes enjoyable and motivational for the pupils. Due to methodological strategies to guide the students in their learning process, teachers must set up their teaching portfolios with methodological strategies or didactic materials based on appropriate

methods that encourage students' active engagement in class and foster critical thinking and cognitive learning of the language.

In this vein, Maridueña stated (2017) "Teachers must be aware of the updated technological tools... considering the English language as a whole that needs to be taught by integrating all its skills and components. (p.87) Hence, technological tools are methodological strategies that motivate the students in class. Therefore, effective English language teaching requires various methodological strategies to motivate students and encourage their learning. For example, to make learning fun and engaging, teachers could use games, music, and other activities. Additionally, using authentic materials such as videos, articles, and podcasts will be connected to the students' interest because it can help students see the relevance of what they are learning and increase their motivation to engage with the language (Gómez et al., 2023).

In that way, providing opportunities for interaction, setting achievable goals, personalizing learning, and providing regular feedback on student progress are also essential to motivate learners. By incorporating these methodological strategies into teaching practice, educators can create an environment that motivates students rather than only focusing on assessing cognitive abilities such as memorization and verbal comprehension. (Urbina,2019) and in that way, helps give students more confidence when learning English.

### **Pedagogical strategies**

Pedagogical strategies have been defined throughout education history, as Mora et. al (2013) states that "'Pedagogical strategies are all the actions carried out by the teacher, to facilitate the formation and learning of students" (p.103) It means, the process the educator follows makes it easier to acquire knowledge. Likewise, as time goes on Palencia (2014) mentions that pedagogic strategies are "a procedure or set of steps or skills that a student

intentionally acquires and employs as a flexible instrument to learn significantly and solve academic problems and academic demands"(p.53). In other words, as a tool or action that the educator could guide or choose to get meaningful learning. Thus, educational strategies provide students with tools to actively participate in class and self-direct their learning, that is why, through time those have been viewed as particularly crucial for language learning.

In this sense, Valle (1998) affirms, inspired by Nisbet and Shucsmith, "strategies have an intentional character; they imply, therefore, a plan of action to follow" (p.56) to achieve the learning objectives through which the learner will achieve his or her goals. Therefore, teachers employ a variety of teaching techniques that take into account students' levels of motivation in order to help them learn effectively. Student motivation is a key component of effective learning because motivated students are more likely to succeed in their learning goals. Therefore, a teaching strategy that incorporates students' motivations can have a positive impact on their learning. By doing this, students will find benefits in the activities they perform and will be more engaged, which can lead to better learning outcomes. In conclusion, pedagogical techniques that consider students' motivations have the potential to be very successful in fostering engagement and successful learning.

In addition, it is important to take into account some pedagogical strategies as they help to give an orientation to this research of the possible pedagogical methodologies that can be identified. Thus, one of them is cognitive strategies, which describe how new information is combined with previous understanding. In other words, they represent a set of methods for learning, encoding, understanding, and remembering data in support of specific learning objectives. Cognitive metacognition refers to how learners organize, manage and evaluate their own cognitive processes (Valle, 1998) in order to achieve certain learning objectives, they are a set of techniques that allow understanding mental processes and controlling and managing them.

Finally, resource management strategies are a set of support tactics that use various resources to help complete work successfully.

In this case, for the present study I will focus on collaborative work as a strategy to learn English which consists in "the use of groups in such a way that students, by working together, can maximize their learning and that of other individuals. other individuals".(Salas,2016,p06)Thence, when pupils are working in a group and collaboratively they first potentiate their knowledge due to they have support from another one, and as from the need analysis made in the practicum for this research the idea is that students from eighth grade could listen to other experiences that motivate to learn English. For instance, the fact that when they travel could expose firstly the difference in the language and how they interact and the importance of practicing English to be able to interact in real conversations and students be aware of the importance of paying attention to the class.

### **Learning English**

The concept of learning has been defined by several authors throughout the history of education in order to find a logic in the process of learning, from the behaviorism of Pavlov or Skinner who just focused on behavior, to more recent currents the constructivist and cognitivist currents as Davis Ausbel or Burner who focuses on the mental process. All of them have done a huge contribution to finding the best way to teach.

In this way, a significant pedagogical Gagné quoted by Zapata (2015) states that "learning is a change in the human disposition or capacity, which has a relatively permanent character and is not attributable simply to the development process" (P.74) it means, learning is a lasting change in the human disposition or capacity that is not only due to the development process, it involves other conditions such as the interaction between person and environment, also to the

experience and repetition of experiences. Therefore, based on the idea pointed out by Gagné, cited by Zapata (2015), this change involves the interaction between the person and the environment during this process. People find they like to learn something since they find benefits from this learning process. Therefore, for learners to achieve meaningful learning in English, they need to be motivated and engaged in the process and extrinsic motivation serves as a stimulus to learners and helps them to take ownership of their learning. This can lead to a deeper level of engagement and involvement in the learning process, as finding a benefit results in lasting changes in their willingness and ability to learn English.

Likewise, Carrero (2010) points out learning is influenced by "Students' previous experiences in their learning process definitely play an important role in their motivation and even their attitude toward the subject". (P.89), Hence, the prior experiences in the learning process encourage the learner in the subject. Besides, Carrero (2010) in the same article mentions that "if students want to get language achievements or to improve the use of that language it is necessary that they feel encouraged and to take the initiative, direction, and coordination of their actions regarding the language learning process". (P.74) that says, extrinsic motivation can provide the necessary encouragement for students to take the initiative, direction, and coordination of their actions in the language learning process. When students are motivated extrinsically, they perceive learning as a means to achieve a specific objective, which can drive them to take ownership of their learning process and work towards achieving their goals. That is why this concept is relevant in this research due to the significance and meaning of its definition, which was previously mentioned.



## **Methodology**

The research study "Extrinsic Motivation as a Strategy to Learn English in Eighth-Grade Students at Gimnasio Los Pinos" will explore the role of motivation in the learning process. Specifically, the study will use a qualitative method and a phenomenological approach to gain insight into how motivation impacts students' learning experiences. The phenomenological approach seeks to understand the subjective experiences and perspectives of individuals, and in this case, the focus will be on students. To collect data, the researchers will use a combination of a diary journal and semi-structured interviews. The Diary journal will serve as a tool for participants to record their thoughts, reflections, and experiences related to motivation and learning over a period of time. The semi-structured interviews will allow the researchers to explore the participants' experiences in more depth and to gain a deeper understanding of the role that motivation plays in their learning process. Overall, this study aims to shed light on the importance of motivation in learning and provide insights that can be useful for educators and policymakers in enhancing students' learning experiences.

### **Qualitative paradigm**

This research is framed within the qualitative paradigm which according to Hernandez (2016) "is based on an interpretative perspective focused on understanding the meaning of the actions of living beings, especially humans and their institutions"(P.09). In other words, it seeks the interpretation of the situations that are recorded in the research. In turn, Bisquerra (2004) affirms that qualitative research understands "reality holistically and tries to understand its depth to transform it" (P.46). Concerning the previous theoretical references, it can be affirmed that this type of research has a total and global integration about the problems encountered since it allows

understanding of different circumstances in which a specific community finds itself, describing, interpreting, and transforming the reality of the issues in question.

In this line, Sandín, 2003 cited by Biquerra, 2004 considers that

"qualitative research is a systematic activity oriented to the in-depth understanding of educational and social phenomena, to the transformation of socio-educational practices and scenarios, to decision-making and also to the discovery and development of an organized body of knowledge" (P.276). In other words, it is important to analyze different research problems to investigate them in depth, which gives way to a substantial interpretation to transform various realities positively. In other words, qualitative research tries to make sense of or interpret phenomena in terms of the meaning people give them. So, the qualitative paradigm investigates phenomena that do not occur in a forced way but regularly or habitually to explain situations about a social environment.

Therefore, the qualitative paradigm was chosen because it allows an explanatory, descriptive, comprehensive, and clear approach to different research phenomena. Similarly, it is naturalistic because it enables the researcher to analyze different circumstances in relation to the environment in which the research subjects are located, seeking to provide more meaning or interpretation to the phenomena. Thus, the present research analyses all types of information in natural environments without the pretension of altering the context in which the community under study is found, in order to subsequently understand and interpret this problem in-depth and apply suggestions for change in the interest of transformation.

## **Approach**

The approach chosen for this monograph is Phenomenology. Etymologically, the origin comes from Greek φαινόμενον, phainómenon "that which appears" and λόγος, lógos "study") Thus, Sohn et. al, (2017) stated "it affords a direct experience of the events, objects, and phenomena of the world ...the bedrock of human experience" (p.125) which means, it allows researchers to gain a deep understanding of the meaning and essence of the lived experiences of participants because the focus on the experiences and perspectives of individuals in a particular phenomenon.

This approach is chosen to develop in the present investigation because the phenomenology approach can provide valuable insights into human experiences and perceptions, leading to a greater understanding of the phenomenon. And the understanding idea of this research is to understand the phenomenon of extrinsic motivation in English classes through the students' experience.

## **Data collection techniques**

Taking into account that this monograph is qualitative and hermeneutic, 2 types of techniques have been used for data collection semi-structured interviews and daily journals. It implies the use of instruments like scripts for the semi-structured interview and a logbook for the daily journal.

### ***Semi-structured interview***

Additionally, in this monograph, the semi-structured interview has been used in which, according to Hernandez (2016), "the questions, in this format, are elaborated in an open way, which allows us to obtain information richer in nuances. It is a modality that allows for building a holistic and comprehensive knowledge of reality" (P.337). Therefore, it is an interview with open

questions, which makes the research more abundant and richer in information since it is not limited to the subject but allows him/her to express him/herself more broadly and openly because it allow to “having a spontaneous conversation with the interviewee, as well as capturing the verbal and non-verbal elements of the conversation”(Cordoba (2016,p.31).in that way get a rapport with the participants.

In corroboration, Peláez et. al stipulates (2013) that "the relevant information to be obtained is determined beforehand" (P.5). In other words, when an interview is conducted in this way, open-ended questions are asked concerning the information that is required to make the data collection more accurate in terms of information. In turn, Báez & Silva (2020) stated that this type of interview is one that "offers an acceptable degree of flexibility while maintaining sufficient uniformity to achieve interpretations in accordance with the purposes of the study" (p.153). It is thus gradually flexible because it remains homogeneous when interpreting this information, thus having more naturalistic information. It is not altered at any time, which allows the interviewee to express him/herself broadly and confidently.

Therefore, this collection technique is chosen because it allows us to get closer to the people under investigation by collecting information from the different feelings in relation to what this community lives, and therefore the problem in question is explained and described in detail from the experiences faced by the subjects in question, given that through the responses that are observed broadly and richly, the problem can be understood more easily, making the research more accurate in its findings. This semi-structured interview will be developed in three stages, pre, during and post interview, in the first one will be stablishing the rapport with the participants and the dates and in the during step stage will be develop the question of the semi-

structured interview and in the post will be do an acknowledgement for the participation as it will be appreciated in the protocol interview (Annex 3).

### ***Dairy journal***

A daily journal is a useful technique for recording information , experiences and perception. Thus, Ramos (2013) stated " is interesting reading to understand this process of social immersion and contact with the research context".(P.195). It is a document in which the researcher writes/records his or her perspectives. In this sense, Vasilachis, an important researcher (2019) mentions "It is a key record of the research. It is a key record of the research especially the experiences generated in the fieldwork is recorded".(P.136). Therefore, it is a way to write what is interpreted from a specific context.

Likewise, Bisquerra (2004) stated "The diary is a system of recording the natural situation that captures the vision (interpretation) of reality from the perspective of the observer" (P. 335). Since it is a personal document in which the researcher records what she or she observes and perceives from a situation, that is to say, it allows analysis in detail of every aspect that the researcher considers relevant to take into account in the research.

For that reason, this technique is adequate for this investigation because it allows a deep analysis of the social context because these are perceptions of a researcher from face-to-face interaction to understand and solve the issue. That is why, in this instrument will be taken in consideration such as disposition, interaction students-teacher, teacher – students and students – students; the rapport and the development of the tasks (Annex4).

## **Triangulation**

The concept of triangulation comes from topography, and it is defined as "a point that can be located from two other points whose location is known, once the angles of the triangle formed by these three points have been measured (Forni et. al, 2020,p.160). But, this concept has evolved and has been applied in research and it considers three factors of the triangle to analyze, verify the information and gain a more comprehensive understanding of a phenomenon. Triangulation aims to increase the validity and reliability of the research findings by verifying them through different means.

In that way," triangulation in the present research aims to gain a more complete understanding of how motivation impacts students' English learning experiences. The researchers will use a triangulation approach by combining the experiences from the practicum in the Gimnasio Los Pinos School with the theory based on previous research related to the topic. This will allow the researchers to compare and contrast the experiences of students in the Gimnasio Los Pinos School with existing theories and models of motivation in language learning. Additionally, the information will collect data through both a Dairy journal and semi-structured interviews, which will allow for triangulation of data sources. By using multiple data sources, the researchers can cross-validate and corroborate their findings, which increases the overall credibility of the study. Through triangulation, this research study aims to provide a more complete and nuanced understanding of the role of motivation in English language learning.

## **Ethical Framework**

Considering that the present study will develop With student underage from Gimnasio Los Pinos is important to take into account the Colombian laws 1581 of 2012 and 1098 of 2006, and some sections of the laws that are relevant to develop the research:

1- Respect for privacy (law 1581 of 2012, article 2): By collecting and processing personal data only for specific and legal purposes, organizations must respect people's privacy. Any data that is collected must be kept secure and confidential, and individuals must have the right to access, correct, and delete their data.

2-Informed consent (law 1581 of 2012, article 8): Organizations must inform individuals and tutors about how their personal data will be used and obtain their explicit consent before collecting and processing their data for specific purposes.

3-Transparency (law 1581 of 2012, article 13): Organizations must be transparent about their data handling practices and provide individuals with clear information about how their data will be used. This includes providing individuals with information about the types of data that are collected, how the data will be processed, and who will have access to the data.

4 Non-discrimination (Law 1098 of 2006, Article 43): . Public and private primary and secondary and secondary education institutions, both public and private, shall have the fundamental obligation of guaranteeing children and adolescents full respect for their dignity, life, and physical and moral integrity within the school coexistence. All children and adolescents must be treated with equal respect and dignity, and their rights must be protected at all times.

In order to obey the previous laws to protect the participants a consent format was created. A disclaimer was created to provide transparency and honesty about the researcher's perspective and potential biases. Likewise, qualitative research involves collecting and analyzing subjective data, which is highly influenced by the researcher's beliefs, values, and experiences. Therefore, it is crucial for the researcher to disclose their positionality and potential biases upfront to increase the credibility and trustworthiness of the study.

## Chronogram

In the actual qualitative research, it is needed to set a chronogram to keep track of the study's progress and timelines. In this vein, the following chronogram will be finding the topic that will develop divided by stages and the time each topic will last and the leaning and teaching objectives of each topic, however the topic will be develop taking in consideration a lesson plan structure that is found in the annex 5

Phase	Duration	Description
Stage one	Month 1, Weeks 1-4	I will address the topic about the importance of English around the world and the advantages they believe in speaking English in a globalized world.
Stage two	Month 2, Weeks 1-4	<p>I will develop in the second month the classes focus on the exciting topics of travel and exchanges. The goal of this course is to provide students with the language skills and cultural knowledge necessary to communicate effectively and navigate new experiences while traveling or participating in exchange programs.</p> <p>To begin, the class will explore the basics of travel, including planning and booking transportation, accommodations, and activities. Students will learn how to navigate airports, train stations, and other transportation hubs, as well as how to communicate with locals and handle common travel challenges.</p>
Stage three	Month 3, Weeks 1-4	Next, the course will delve into the unique experiences of exchange programs, including studying abroad, volunteering, and cultural exchange programs. Students will be aware of the cultural differences they may encounter while participating in these programs and how to navigate them respectfully and effectively. They will also develop their language skills by practicing conversations and role-playing scenarios with their classmates.



		<p>Throughout the course, students will have the opportunity to hear from guest speakers who have participated in exchange programs or traveled extensively. These speakers will share their personal experiences and insights, providing students with a unique perspective on different cultures and travel experiences.</p> <p>In this month, the English class, the focus will be on exploring different cultures and job opportunities. This class aims to provide students with a deeper understanding of various cultures around the world and the diverse professional opportunities available in today's global job market.</p> <p>The course will begin by examining the concept of culture and how it shapes our beliefs, values, and behaviors. Students will learn about the various elements that make up a culture, such as language, customs, traditions, and social norms. They will also explore the differences between individualistic and collectivist cultures, as well as high-context and low-context cultures.</p> <p>Next, the class will research in depth the job opportunities and career paths. Students will learn about the current trends in the job market and how to identify potential career opportunities. They will also explore the various skills and qualifications required for different professions and the importance of networking and building professional relationships.</p>
Stage 4	Month 4, Weeks 1-4	<p>In this English class, the focus will be on exploring scholarship opportunities available in countries where English is the primary language of communication. This class aims to provide students with a deeper understanding of different scholarship programs and the benefits they offer to individuals seeking to improve their English language skills.</p> <p>The course will begin by introducing students to different types of scholarships available, such as full scholarships, partial scholarships, and grants. Students will learn about the eligibility criteria for these scholarships and the application process, including deadlines, required documents, and other relevant information.</p>

		<p>Next, the class will research, it means going deeper about the various scholarship opportunities available in English-speaking countries, such as the United States, Canada, the United Kingdom, Australia, and New Zealand. Students will learn about the different institutions offering scholarships, including universities, colleges, and private organizations. They will also explore the different academic disciplines and fields of study that these scholarships support, such as STEM, humanities, social sciences, and arts.</p> <p>The class will also focus on the benefits of pursuing a scholarship in an English-speaking country. Students will learn about the academic and professional opportunities that come with studying in a foreign country, such as developing cross-cultural skills, networking with professionals, and enhancing their language proficiency. They will also explore the challenges of living abroad and strategies for adapting to a new environment.</p>
Stage four	Month 5 Weeks 1-4	Final product will be a presentation telling the extrinsic motivations that drive students to learn English. It will be recorded and should last 10 to 7 minutes. Likewise, it should include quotations that support the ideas-

### Population

Gimnasio Los Pinos is a private, bilingual school located in the northern part of Bogotá, Colombia. The school's philosophy is based on constructivism for comprehensive education, with an emphasis on the pedagogical framework of Teaching for Understanding and meaningful learning. The primary and secondary classes run from 7:30 am to 1:30 pm, with an emphasis on training in English as a foreign language in subjects such as mathematics, social studies, chemistry, and technology because the aim s of this is to obtain a good level of proficiency of English, that is why Gimnasio Los Pinos school is recognized as a Cambridge School for the preparation of exams such as the IELTS.

The school believes in developing the talents of each student based on their interests and passions, and offers a talent development program that emphasizes sports, arts, humanities, and applied sciences for that reason its motto is "we cultivate your talent". The school has 870 students and 115 teachers, with a focus on content-based instruction. The school also has excellent sports facilities, a music conservatory, and classrooms equipped with computer equipment for each student's use.

The eighth grade has been chosen, this grade has approximately 25 students. The students are between 13 and 15 years old, and most come from families with good incomes and high social status. However, the students show discouragement in English classes but have external motivations that make them have a good proficiency in the English language. That is why this course was chosen to understand the importance of extrinsic motivation in the English classes.

limitation an expected result

## **Conclusions**

In conclusion, this research study focused on exploring the potential of extrinsic motivation as a strategy to learn English, using a phenomenological approach and qualitative data collection methods. The study found that extrinsic motivation can be an effective tool for creating a positive learning environment that encourages students to participate actively in their learning process. The research also highlighted the importance of paying attention to students' extrinsic motivations to make English classes more engaging and effective. The study provides valuable insights into the role of motivation in second language learning and offers practical implications for teachers and language learners. The key takeaway is that extrinsic motivation can enhance the English language learning experience.

Likewise, this research contributes to the research line of didactics, knowledge and disciplines, as it focuses on the construction of knowledge through innovative research proposals in pedagogy and related fields. Therefore, this research contributes to the development of theoretical frameworks in educational sciences, languages and other relevant fields, applicable to different educational levels, also the research contributes to improving teacher training and providing effective tools to meet educational challenges. In a way that also benefits the CIBELES group by introducing new perspectives in the field of social sciences, it fosters the development of crucial skills needed to achieve academic goals.

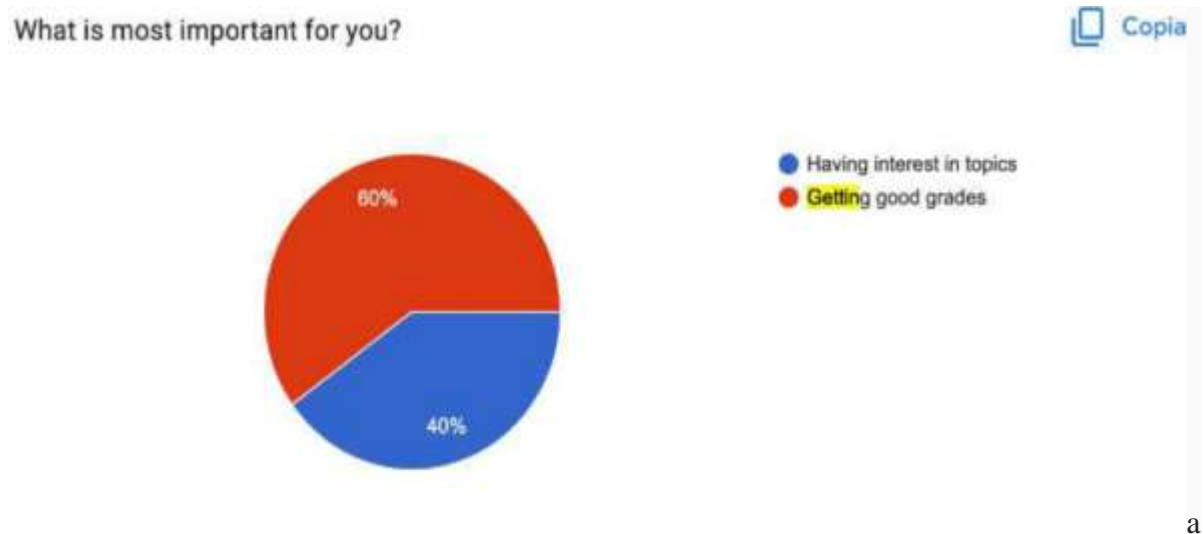
This research is of considerable value not only locally but also internationally, as it strongly supports the professional growth of teachers and encourages the exploration of diverse pedagogical strategies adapted to specific contexts such as the consideration of external factors to improve classes. Also, this has an international significance because given the global importance of English language teaching as a universally recognized medium of communication and the research substantially influences the holistic education of new generations, emphasizing the cultivation of students' cognitive and emotional faculties, which educators recognize and duly attend to.

In this vein, it is expected that the present study provides knowledge related extrinsic motivation as a way to create a positive learning environment and encourage active student participation. On the other hand, the limitations of the study should also be taken into account. Some of them were the small sample size, it means the population because it provides information just in a grade and it does not provide information in general terms. Overall, these findings highlight the importance of understanding students' motivations and tailoring teaching methods accordingly to create a more engaging and effective learning experience.




## Annexes

**Annex 1:** This is a question from a survey made in my practicum to identify which motivation is highlighted in students of 9A grade.



Note: It is need analysis done in the eighth grade in Gimnasio Los Pinos

**Annex 2:** This is an observation format made in my practicum.


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 Licenciatura en Lenguas Extranjeras – Inglés Portugués  
 Prácticas Pedagógicas  
 Proceso año 2022-2  
 Formato N° \_ Diario campo

**CORDINACIÓN DE PRÁCTICA PEDAGÓGICA Y DIDÁCTICA**

Teacher	Grade:	Date:
Natalia Gómez	eight A	15-09-22
Activity	Notes	Analysis
<p>I began my class about multiple intelligences with a warm-up booklet in which I asked for the student what do you think you are talent or gift? or what is your favorite thing to do? and according to that I began to do questions relate to.</p> <p>Then I explained the board play a video to make sure they got the information.</p> <p>After that, as I knew their talents and preference we started a conversation. (for example: what is your instrument to play? what is your favorite subject? and why what motivate to do?)</p> <p>After, we develop a multiple intelligence test.</p>	<p>SS felt excited that their preferences and talents were being taking into account.</p> <p>student expressed why they felt motivated and what benefits the find to do specific activity.</p> <p>-They found interesting know in which aspect they are good at.</p>	<p>Here, I realized their preferences and talents.</p> <p>-SS liked to participate because was being taking account their motivation.</p> <p>when SS felt motivated the show effort to do something.</p> <p>It showed when student are not motivated, their attitude some reluctance as the previous classes I observed.</p>

Note: It is an observation format done in my practicum.

### Annex 3: Protocol interview

Pre-Interview	During the Interview	Post-Interview
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<p>The purpose of the pre-interview stage is to establish a rapport with the participants and prepare the way, arrange dates and material to collect the information I will use such as questions. Also, I will explain the purpose of the study, the types of questions that will be asked, and how the data will be used.</p>	<p>This stage involves asking open-ended questions and allowing participants to share their experiences and perspectives in their own words. I should actively listen to the responses and ask follow-up questions to clarify or expand upon the participant's answers in order to gather detailed data that can provide insights into the participants' motivations and experiences.</p>	<p>To reflect on the data that has been collected and to identify themes and patterns in the participants' responses.</p>
	<p>How do you feel when you receive praise for your English skills?</p>	<p>In this stage I will transcribe the interviews, analyze the data, and compare the findings to existing literature on extrinsic motivation and English learning.</p>
	<p>Have you ever received any rewards for your English achievements? And how did it make you feel?</p>	<p>I will write a email to thank you for your participation</p>
	<p>What motivates you to learn English?</p> <hr/> <p>What do you think are the most effective ways to motivate yourself to learn English?</p>	
	<p>What kind of external motivators do you respond to best?</p>	



Can you think of any examples of external motivators that have helped you in your English learning process?

Note: it is the development of the semi-structured interview.

#### Annex 4: Diary Journal

JOURNAL		
Name of observer		
Date:		
Context:		
CENTRAL THEME	DESCRIPTION	ANALYSIS
DISPOSITION: (Attitude, gestures)		
INTERACTIONS: (SS-T Ss-T) Ss-ss		
RAPPORT		
ACADEMIC PERFORMANCE (Development of activities or tasks)		

Note: It is the aspect taken into account in the journal diary.

## Annex 5:

<b>Topic: Exploring New Cultures for Better Job Opportunities and Scholarships</b>	Gimnasio los Pinos school
<b>Number of students:</b> 25 students	<b>Level of proficiency:</b> B2
<b>General Objective:</b> To encourage students to expand their cultural horizons and improve their language skills in order to increase their chances of obtaining better job opportunities and scholarships.	<b>Time :</b> 120 minutes
<b>Specific Objectives:</b> By the end of the lesson, students will be able to: -Discuss the benefits of exploring new cultures for personal and professional growth. -Evaluate their own cultural awareness and identify areas for improvement. -Practice language skills through games and activities.	<b>Teacher:</b> Natalia AndreaChacon Gomez

<b>Activity</b>	<b>Time</b>	<b>Procedure</b>
Introduction	10 minutes	Greet students and introduce the topic. Ask students why they think exploring new cultures is important for career and educational success.
Instructions	5 minutes	Explain the purpose and goals of the lesson, and the activities that will be done.
Warm-up	15 minutes	Students form groups and play a cultural trivia game. Provide questions about different countries and cultures, and give points to the group that answers the most questions correctly.

Pre-Activity	20 minutes	Introduce a short video or article about the benefits of exploring new cultures for personal and professional growth. Afterwards, have a class discussion about what they learned.
During Activity	60 minutes	Divide the class into pairs or small groups and assign each group a different cultural activity, such as cooking a traditional dish, creating a traditional craft, or learning a traditional dance. Have students practice their language skills while working on their cultural activity.
Post-Activity		Each group present their cultural activity to the class, and explain how it relates to the topic of the lesson. Afterwards, lead a discussion about how exploring new cultures can enhance career and educational opportunities.
Wrap-up	10 minutes	Recap the main points of the lesson and encourage students to continue expanding their cultural horizons. End the class with a fun language game, such as a vocabulary quiz or word association game.

Note: it is the lesson plan structure sample that will be following during the English classes.

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