

# Extrinsic Motivation and Meaningful English Learning in Secondary Education Students in Manta: An experience of hybrid education

Motivación extrínseca y el aprendizaje significativo del idioma inglés en estudiantes de educación secundaria en Manta: una experiencia desde la educación híbrida

Motivação extrínseca e aprendizagem significativa da língua inglesa em alunos do ensino médio em Manta: uma experiência a partir da educação híbrida

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## Abstract

This research aims to increase meaningful English language learning in a community service project. This work subscribes to the modern paradigm and the quantitative approach to educational research. The instrument used was a test to evaluate the extrinsic motivation of the participants conducted with 23 participants from different schools located in Manta-Ecuador. The research team designed a hybrid educational intervention to promote meaningful learning during ten practices. The results show that extrinsically motivated students were able to learn significantly during all classes and increased their motivation from 33.3% to 73.9% as an effect of meaningful learning. The study concludes that the appropriate use of extrinsic motivation taking into account learners' ages and preferences contributes positively to learners' attention, participation and collaboration in knowledge transfer processes.

**Keywords:** English language, extrinsic motivation, meaningful learning, hybrid education.

## Resumen

Esta investigación tiene como objetivo incrementar el aprendizaje significativo del idioma inglés en un proyecto de servicio comunitario. Este trabajo se suscribe al paradigma moderno y al enfoque cuantitativo de la investigación educativa. El instrumento utilizado fue un test para evaluar la motivación extrínseca de los participantes realizado con 23 participantes de diferentes colegios ubicados en Manta-Ecuador. El equipo de investigación diseñó una intervención educativa híbrida para promover el aprendizaje significativo durante diez prácticas. Los resultados muestran que los estudiantes con motivación extrínseca fueron capaces de aprender significativamente durante todas las clases y aumentaron su motivación del 33,3% al 73,9% como efecto del aprendizaje significativo. El estudio concluye que el uso adecuado de la motivación extrínseca teniendo en cuenta las edades y preferencias de los aprendices contribuye positivamente a la atención, participación y colaboración de los aprendices en los procesos de transferencia de conocimiento.

**Palabras clave:** Idioma Inglés, motivación extrínseca, aprendizaje significativo, educación híbrida.

## Resumo

Esta pesquisa visa aumentar a aprendizagem significativa da língua inglesa em um projeto de serviço comunitário. Este trabalho se inscreve no paradigma moderno e na abordagem quantitativa da pesquisa educacional. O instrumento utilizado foi um teste para avaliar a motivação extrínseca dos participantes realizado com 23 participantes de diferentes escolas localizadas em Manta-Ecuador. A equipe de pesquisa elaborou uma intervenção educacional híbrida para promover a aprendizagem significativa durante dez práticas. Os resultados mostram que os alunos motivados extrinsecamente conseguiram aprender significativamente durante todas as aulas e aumentaram sua motivação de 33,3% para 73,9% como efeito da aprendizagem significativa. O estudo conclui que o uso adequado da motivação extrínseca tendo em conta as idades e preferências dos aprendentes contribui positivamente para a atenção, participação e colaboração dos aprendentes nos processos de transferência de conhecimento.

**Palavras chave:** língua inglesa, motivação extrínseca, aprendizagem significativa, educação híbrida.



## Introduction

What do people need to achieve an objective, develop learning, and continue an activity? And why do people do something even if they are not interested and do not enjoy it? When it is mentioned about motivation, it is mentioned “the longing or willingness to do something due to the set of psychological forces or factors that compel you to act in service of a goal. It’s a vital component of human behavior in setting and accomplishing our goals” (Bhasin, 2022). In simple words, “Motivation is the reason a person acts or behaves in a certain way” (Jenkins, 2022). According to Chris S. Hulleman & Teresa hulleman (2021) motivation is important when it comes to learning and achievement and according to many studies, students who will have high motivation can perform effectively in the educational field.

It is relevant to mention when students are correctly motivated, they fulfill tasks easily but when they do not feel motivated it is difficult to complete it and students only do it to get the grade, this is called extrinsic motivation, and “Extrinsic motivation refers to sources of motivation that come from outside oneself. (Villines, 2022).

Many people refer to extrinsic motivation as something bad, teachers always want the student to develop intrinsic motivation that according to Li (2022) it is the satisfaction, happiness, inner interest or fun that a per-

son feels in an activity without external rewards that are not necessary. But there are cases where students do not feel interest in learning or continuing something because they do not like it, despite that there are some ways to manage the extrinsic motivation and as it is mentioned “Extrinsic motivation is a motivation that is driven by external rewards. These can be tangible, such as money or grades, or intangible, such as praise or fame” (Cherry, 2022).

As Cherry says some students feel more interest in doing an activity when there are rewards, these external rewards are good but do not always have to be given if someone completes an activity because later the person depends on it. It is necessary that teachers alternate intangible rewards such as interesting topics, activities, recreational videos when students are learning English so that they can learn and create meaningful learning, Carvajal (2021) mentions that for the psychologist David Ausubel meaningful learning is a type of learning where the previous knowledge of the person is related to the new information obtained.

While people focus on how to develop intrinsic motivation in English learners since it is assumed that people learn much better only intrinsically, therefore the approach presented here is to know how extrinsic motivation can promote meaningful learning in a person who is learning a second language, since it is well known that meaningful learning is related to pleasant and interesting experiences.

The instrument used to collect data was a test which was applied to a group of students among 13-17 ages in different educational institutions during the online and in-person classes, then an educational intervention was planned and developed to the same group of students during ten classes.

The main aim of this study was to analyze how the extrinsic motivation promote meaningful English learning in secondary education students in Manta-Ecuador, thus three research questions were proposed:

1. What is the level of enjoyment of the secondary education students?
2. How does an educational intervention focused on extrinsic motivation for learning English promote meaningful learning in secondary education students?
3. What are the changes in the participants motivation for learning English after the educational intervention?

## Motivation

Motivation is the state that can maintain the students attention and behavior as well as provides more energy needed to lead tasks to completion. Thus, it can help sustain activities over a period. In education, motivation can have a variety of effects on students behavior, preferences, and results. To have an overall idea about motivation it is necessary to take account other authors and point of view about “motivation”, according to Silva (2022) some factors that influence in the students’ motivation are the personality and the behavior that the teacher has. For that, if the student shows fear or disgust towards the teacher, they may lose interest in the class. Another factor is about teaching methods, using different of them prevents boredom and keeps the student motivated. On the other hand, consider the opinion of the students about what they want to learn, in this case the topics and the ways it can be taught were acceptable. Another important is the learning environment, two factors that greatly influence the motivation and well-being of the student is the school environment. A good school environment helps students feel safe and protected, including their basic needs. Then, it can be deduced that when the class environment is serious and repetitive in the way the same activities are done or the same methodology is used repeatedly, the student will lose motivation. However, by adding creative and fun activities with time to play and rest, the environment can help the student to be motivated in the learning process and there will be better progress. Motivation is a very important key when

it comes to education, since that key is what allows the student to continue learning, depending on how that person receives that learning outside or inside the classroom.

### **Extrinsic Motivation**

Extrinsic motivation refers to the positive experiences' learners have when study something new. It is related to the effect of withdrawing a monetary incentive. It should be defined as doing something now in order to get benefits later (Locke & Schattke, 2019).

Meaningful learning pretends to establish a significant connection between learners and symbols already acquired in preview experiences for learning that awaken the student's attention (Batista da Silva, 2020).

This type of motivation is what the student generally has in a subject that doesn't like. However, it can be said that extrinsic learning occurs when the person acquires something in exchange for something that students do for itself, that external reward is the reason why that person works to achieve it, to have more clarity "Extrinsic motivation refers to behavior that is driven by external rewards. These rewards can be tangible, such as money or grades, or intangible, such as praise or fame" (Cherry, 2022). Likewise, "If there's a known reward tied to the task or outcome, you may be extrinsically motivated to complete the task" (Fernandez, 2018) Because a person is extrinsically motivated, this person will continue doing actions that allow them to get a reward, a clear example is when someone works in a company that this someone does not like, but the reward in this case is the salary that motivates this entity to continue working. Another clear example is usually observed in the classroom where there is a student who does not like the subject of mathematics but participates and submits the tasks because this student knows that by submitting the assignments, will be able to pass that subject, even if this student does not like it, it is for this reason that sometimes that external reward avoids some kind of punishment, or a negative result, just so that the person avoids being judged or shamed.

Therefore, using extrinsic motivation correctly could help to achieve good results. In other words, with the fact of feeling a little motivation when doing something, this would help the person to have more clarity and carry out any action. extrinsic rewards may be more effective. According to the psychologist Cherry (2022) when someone has a little particular interest in an activity, likewise when someone does not have the skills to start a job, activity, or task, or when someone needs something that motivates them in the short and long term, small incentives can keep motivation high. The author also emphasizes that when people think about extrinsic motivation, they think of it as something bad, when it is not. In many difficult or boring school or work tasks, rewards are used so the person stays focused and thus can achieve what is externally required. Sometimes external incentives help the student have a connection with learning and the goals they must achieve to do a task “So if they need a little external motivation to master a new skill or tread into unfamiliar territory, that’s okay” (Mulvahill, 2018).

Likewise, a teacher can give an extrinsic reward to X student for a good behavior or a difficult task done, and the followings can be school supplies such pens or notebooks, extra credit in a task or test, free time, or interactive games in class because “It is important for teachers to create an integrative and competitive learning environment for ESL students because traditional in person learning may be monotonous and boring for students, which may lead to the students failing their learning objectives” (Hou, 2018, p. 9).

### Meaningful Learning

Team Careers360 (2022) mentions that meaningful learning is the total knowledge of learning that a person achieves. In other words, this learning is associated with the old and the new information, through previous experiences, and those experiences are significantly involved. Meaningful learning is a form of in-depth learning, where knowledge is gained by understanding various aspects of the concept that is, you are trying to understand the various components that make up this idea to understand



how it all fits together (Conquer, 2022). In addition, this construction allows the ideas that the person already had to connect with the new ones. Likewise, mentions that through the meaningful learning process the student can increase interest in particular topics.

### **The role of meaningful learning**

Learning plays a very important role when it comes to the student in education and more in the process of learning a language, since through this learning process the student can develop significant learning if the person is properly motivated. When it comes to learning, it is well known about the person who is acquiring knowledge, skills, behaviors, values, or attitudes through different ways such as experiences, study or being taught by someone.

Considering (Sharma) in the article Learning: Meaning, Nature, Types and Theories of Learning, learning is about how the behavior changes constantly through experience and practice, some examples by Aman Shaman are “learning is a change in behavior better or worse, it is a change that takes place through practice or experience but changes due to growth or maturation are not learning” The explanation for this is that learning needs activities for creating a successful cognitive process which involves meaningful learning, as Aman says, all learning involves activities. These activities involve either physical or mental activities, and according to this, it is important to know what the types of learning are and what specific activities help the learning “We can learn in many ways, but the way that most fully encompasses the emotional, motivational, and cognitive dimensions is called meaningful learning” (Carneros, 2015) . When a person has significant learning, the best way to be able to recognize skills and prior knowledge is the meaning given to that learning, therefore this information becomes important knowledge for the person, considering the key that makes the difference between the different forms of learning is in the process of knowledge construction. On the other hand, emotions and motivation are a key component to relate learning and new concepts that the person is exploring or knowing, and to link this new knowledge, compre-

hensive memorization is needed. Memory is a psychic process where more processes such as thought, emotions and imagination intervene and from these processes' information is formed to give way to memorization. Memory is the psychic process that allows information to be recorded, fixed, restored, and reconstructed. It is not an isolated faculty or function but is recognized as a complex system in which subprocesses closely linked to learning intervene thought, imagination, emotions, and feelings (Cocaro, 2021).

## Methodology

This work takes into consideration the qualitative and quantitative paradigm of the educational research to collect information about the extrinsic motivation to promote the meaningful learning in secondary education students in Manta, Ecuador. In the quantitative paradigm, “numerical measurement is used to test hypotheses. It seeks to understand phenomena by answering specific questions, such as when these events occur and with what magnitude, with the goal of generating both universal and casual laws” (Toledano, 2020). And “in qualitative research consists in category formation by constructing descriptive systems for empirical phenomena, it is possible to analyze the underlying empirical structure at a higher level of abstraction” (Borgstede & Scholz, 2021).

In other words, a descriptive analysis of the study is obtained. The study began under the observation from research participants within the field of EFL to previously chosen students and the collection of information was through a test which gave way to conducting the study with different people under guidance and an educational intervention that helped in the process of teaching English language.

## Participants

Participants were students from public high schools in Manta-Ecuador from 13 to 17 years old. This group was chosen as a reference of the educa-

tional community to reflect on different approaches and provide an analysis to achieve better research prospects in the future.

**Table 1. Participants**

Secondary Education Students	
Female	Male
18	5
Total 23 students	

## Instruments

Instruments used in the study were the followings:

**Motivation for learning English Test:** this type of questionnaire was used to evaluate the extrinsic motivation for learning English language in the secondary education students in Pre-Test and Post-Test. The questionnaire included 25 questions which allowed to get information from the participants. The instrument was tested by three experts panel in the field of education, psychology and EFL instruction. All of them affiliate to a national university of Ecuador. Panel recommendations were to adjust the questions to the local language range and participants ages.

**Educational intervention design:** it is the group of activities executed to promote meaningful learning using Flipped classroom, gamification, and ICT in English Language classes in a Community Service project. It follows the recommendations of Touriñán (2011) concerning to groups conformed by learners with different levels of knowledge. This intervention proposal was adapted by the author researcher according to the learners needs and interests.

## Research procedures

The research was conducted through the executed following stages: step 1: the selection of participants, 23 students from different high schools in Manta were chosen to study their extrinsic motivation. Step 2: a test was applied to obtain information from each of the 23 students about the extrinsic motivation. Step 3: after analyzing the results, an intervention was

proposed where different methodologies, strategies and activities were prepared and then developed in the English classes. Step 4: the intervention proposal included six classes where clear instructions were giving to the participants on how they were going to work and what they should do before each class in each group, interactive activities before and after the classes served to motivate the students such as interactive vocabulary videos about the topic learned, links with multiple choice questions, word games, interactive group discussions among others, these activities helped them to have different aptitude to learn and the most important aspect was that the participants were able to develop their skills and at the same time apply the new knowledge in their daily life. Step 5: after finishing the practices according to the schedule set up, there was a meeting with the participants to know how they felt during the teaching-learning process, learning English in a more creative way. Step 6: A post-test was prepared and applied to the participants, in order to know how much knowledge, they acquired during the intervention and also made an analysis of the extrinsic motivation developed on the participants through the activities created and then compare the results obtained before and after the intervention.

## Results

The results presented follow the order of the research questions formulated in the previous introduction section. Extrinsic motivation of secondary education students during 2020 in Manta-Ecuador.

**Table 2 Students motivation for learning English Language: Pre-Test**

	True	¿?	False
1. I have doubts about expressing my opinions to the classmates in my English class 66.7% indicate false to be hesitant to express opinions in the English class, which means that the majority are motivated to participate.	26,7 %	6,7%	66,7%
2. Those who know me know that I am not a good student in English. SELF-CONCEPT AND COUPLE RECOGNITION. The 60% false result shows that it is not true that classmates classify them as poor English learners. However, 33.3% of the group recognizes that they are considered poor English learners.	33,3%	6,7%	60%
3. Those who appreciate me are not satisfied with my effort for studying English language. AFFECTION AND EVALUATION OF PAIRS AND SELF-RECOGNITION. The false 76.7% shows that people close to the student who is studying English, are satisfied and value their dedication	16,7%	6,7%	76,7%
4. I believe that my English level is lower than my peers. Self-concept The result with a false 53.3% shows that they do feel they have a good training in English like most of their peers, while 30% think that they are not at the same level of English training as their peers.	30%	16,7%	53,3%
5. I know that, even if I try hard, I will not understand many of the things that are explained to me in English class. Half with 50% false believe that if they try hard, they will understand much better what is explained to them in the English class, however 46.7% believe that even if they try hard, they will not understand very well what is explained.	46.7%	3,3%	50%
6. I'm interested in showing to my classmates that I am good at English. COUPLE RECOGNITION 50% with true answers have an interest in showing their classmates that they are good at English, but 36.7% have no interest in showing it.	50%	13,3%	36,7%
7. I have the impression that although I dedicate a lot to studying English, I wouldn't learn enough. SELF-CONCEPT / RECILIENCE 63.3% with false answers think that if they dedicate themselves to studying English they would achieve adequate learning, while 23.3% feel that they won't learn much.	23,3%	13,3%	63,3%

8. I have few professional aspirations. SELFCONCEPT 70% answered that they have professional aspirations, while 26.7% have few aspirations.	26,7%	3,3%	70%
9. Failed in English studies, even though I have good teachers. Most of the students with 73.3% false, consider that it is not true that having good English teachers can fail in this area. This shows that they have confidence in themselves.	20%	6,7%	73,3%
10. I would like to have a profession where I never have to study English. The results with 86.7% false show that they would like to have a profession where they may have to study the English language. This shows that there is an interest in learning the language.	10%	3,3%	86,7%
11. Attending English classes brings me back bad memories. 90% of students do not have bad memories attending English classes, while 6.7% do.	6,7%	3,3%	90%
12. I disagree when the English teacher asks us for opinions on how we want the classes. 20% of the tested may become displeased with the teacher due to this activity, however 76.7% do not find it tedious.	20%	3.3%	76,7%
13. I love being unobserved in English class The results with 37.7% true show that students are comfortable going unnoticed in English classes, however 60% of them do not think in the same way.	36,7%	3,3%	60%
14. I have few successes in English classes. 66.7% of the participants acquire few achievements in the English class, while with 33.3% the same does not happen.	33,3%	0%	66,7%
15. During the English assignments or group discussions, I usually stay in silence, or I talk about other things. The results with 53.3% false show that students normally speak in group work, while 40% remain silent.	40%	6,7%	53,3%
16. I can rarely say that I enjoy the English classes. 60% of the participants answered that they can rarely say that they enjoy English classes, while 33.3% of them answered the opposite.	60%	6.7%	33,3%

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17. When I get lost in the English lessons, I don't try to pick up the thread again. Being 66.7% false, it shows that the students strive to take the thread of the class again, while 23.3% do not execute it.	23,3%	10%	66,7%
18. Whenever the class work or English exams go well for me, it's usually a fluke. 20% of the participants answered that English works and the tests that are going well are generally due to a lot of luck, but 73.3% do not think the same because that is why they answered it false.	20%	6,7%	73,3%
19. It's not easy for me interrupting my English teacher when I don't understand what is explaining. Being 56.7% true against 43.3% false, it is demonstrated that a little more than half of the students decide to remain in doubt about a topic instead of asking the teacher.	56,7%	0%	43,3%
20. Often in English classes I am thinking about other things. 76.7% of students concentrate on their English classes without distraction, while 13.3 sometimes do not pay the required attention to the class.	13,3%	10%	76,7%
21. I always believe that in the English classes I will not learn enough. 66.7% of students consider that in their English classes they will learn enough, while 30% think that they will not learn enough.	30%	3,3%	66,7%
22. I have no prestige as an English student. The results with 63.3% false show that students feel that they have their recognition as English learners in the classroom, while 30% do not think the same.	30%	6,7%	63,3%
23. It is easy to answer this test. 80% of the students found it easy to answer the different questions asked, while 10% did not consider it so.	80%	10%	10%
24. It's easy to be honest in this test. It was not difficult for 96.7% of the students to express their sincere thoughts when answering each question, while for 3.3% it was.	96,7%	0%	3,3%
25. I think I have been able to answer this test well. 80% think that they answered each question well, while 16.7% found it a little doubtful and 3.3% do not think they answered correctly.	80%	16,7%	3,3%

**Table 3. Educational Intervention proposal**

Stage 1 Presentation, preparation, and motivation phase.	Stage 2: Provide the materials with the knowledge of the subject.	Stage 3: Consolidation of what was learned at home, production in the foreign language.	Stage 4: Evaluation of what has been learned during the course.
Learning achievement Participants understand the purpose of the practices and the steps to follow during the process.	Learning achievement Participants can access all the materials provided, understand them, carry out the activities and ask questions for the joint conference.	Learning achievement Participants can easily cope when answering any proposed question.	Learning achievement An update will be obtained on the evolution of knowledge acquisition of the participants
Activities -Explain the purpose and objective of the educational intervention -Make a presentation game to get to know each other. -Watch a motivational video and a music video. -Asking the students' topics of interest.	Activities -Participants review, read, and analyze the materials that they were given. -They carry out the small tasks sent.	Activities -They carry out activities in class with the help of their respective material that allows them to demonstrate that they have learned.	Activities - View and analyze a video -Answer questions regarding the topic.
Means -Computer or smartphone -Internet - Objectives of the intervention plan in slides - Music video	Means -Reading material -Videos -Computer or Smartphone -Internet	Means -Virtual texts on the subject. -Internet access -Review rubrics	Means -Assessment formats. -Internet access
Methodology Videoconference Production: Confirm the attendance of the participants.	Methodology Flipped Classroom	Methodology Exchange of ideas of the topic Work in small groups. Production: Participation of all students.	Methodology -test Production: Improvements in the acquisition of knowledge.
Evaluation Standardized test to determine the CEFR level. (Diagnosis)	Progress evaluation -Review of activities done at home.	Progress evaluation -Active participation in class rubric.	Evaluation -Standardized test
Modality Virtual, conference through zoom or teams.	Modality Virtual, conference through zoom or teams.	Modality Virtual, conference through zoom or teams.	Modality Virtual, conference through zoom or teams.

**Source:** Community Service Project (2021)



**Table 4. Students' motivation for learning English Language: Post-Test**

	True	¿?	False
I have doubts about expressing my opinions to the classmates in my English class	56,5%	13%	30,4%
Those who know me know that I am not a good student in English.	39,1%	26,1%	34,8%
Those who appreciate me are not satisfied with my effort for studying English language.	17,4%	26,1%	56,5%
I believe that my English level is lower than my peers.	26,1%	21,7%	52,2%
I know that, even if I try hard, I will not understand many of the things that are explained to me in English class.	30,4%	17,4%	52,2%
I'm interested in showing to my classmates that I am good at English.	21,7%	17,4%	60,9%
I have the impression that although I dedicate a lot to studying English, I wouldn't learn enough.	39,1%	8,7%	52,2%
I have few professional aspirations.	21,7%	13%	65,2%
Failed in English studies, even though I have good teachers.	26,1%	4,3%	69,6%
I would like to have a profession where I never have to study English.	8,7%	26,1%	65,2%
Attending English classes brings me back bad memories.	8,7%	8,7%	82,6%
I disagree when the English teacher asks us for opinions on how we want the classes.	21,7%	8,7%	69,6%
I love being unobserved in English class	43,5%	17,4%	39,1%
I have few successes in English classes.	34,8%	17,4%	47,8%
During the English assignments or group discussions, I usually stay in silence, or I talk about other things.	52,2%	8,7%	39,1%
I can rarely say that I enjoy the English classes.	8,7%	17,4%	73,9%
When I get lost in the English lessons, I don't try to pick up the thread again.	26,1%	8,7%	65,2%
Whenever the class work or English exams go well for me, it's usually a fluke.	26,1%	8,7%	65,2%
It's not easy for me interrupting my English teacher when I don't understand what is explaining.	69,6%	8,7%	21,7%
Often in English classes I am thinking about other things.	21,7%	8,7%	69,6%
I always believe that in the English classes I will not learn enough.	17,4%	13%	69,6%
I have no prestige as an English student.	0%	65,2%	34,8%
23. It is easy to answer this test.	82,6%	4,3%	13%
24. It's easy to be honest in this test.	87%	4,3%	8,7%
25. I think I have been able to answer this test well.	73,9%	17,4%	8,7%

**Source:** Community Service Project (2021)

**Table 5** Participants extrinsic motivation for learning English Language – Comparative Analysis of Pre-Test and Post-Test

Student	Gender	Score	EM Before	Gender	Score	EM After
1	F	38	high motivation	F	44	high motivation
2	F	33	high motivation	F	25	average motivation
3	M	20	average motivation	M	20	average motivation
4	F	28	average motivation	F	28	average motivation
5	F	16	average motivation	F	18	average motivation
6	F	30	high motivation	F	30	high motivation
7	F	30	high motivation	F	33	high motivation
8	F	34	high motivation	F	40	high motivation
9	F	15	average motivation	F	19	average motivation
10	F	15	average motivation	F	20	average motivation
11	F	32	high motivation	F	35	high motivation
12	F	27	average motivation	F	32	high motivation
13	F	32	high motivation	F	38	high motivation
14	F	33	high motivation	F	44	high motivation
15	M	18	average motivation	M	33	high motivation
16	M	12	low motivation	M	15	average motivation
17	F	33	high motivation	F	38	high motivation
18	F	34	high motivation	F	36	high motivation
19	M	16	average motivation	M	21	average motivation
20	F	24	average motivation	F	34	high motivation
21	F	40	high motivation	F	42	high motivation
22	M	28	average motivation	M	29	high motivation
23	F	16	average motivation	F	20	average motivation

## Discussion

Meaningful learning pretends to establish a significant connection between learners and symbols already acquired in previous experiences for learning that awaken the student's attention (Batista da Silva, 2020).

Based on the literature review and results obtained in this research, it is indicated that students handle extrinsic motivation to their benefit with a good proposal intervention that uses different strategies such as gamification with interactive activities and recreational videos of their interest, these videos were rewards for them.

The authors based on the results agree with the position of Locke & Schatke (2019) when affirm Extrinsic motivation is a positive experience when students learn English language using gamification. The execution of the activities of the educational intervention allows the research team to ratify the result of Mitchell et al. (2020), concerning to the learners' satisfaction experience when they complete a task and receive a kind of reward.

In addition, researcher team determined connection between participants and their previous experiences for acquiring a foreign language. Such condition confirms the position of Batista da Silva (2020).

In answer to the research question 1 What is the level of enjoyment and confidence of the secondary students? Table 2 shows the results of a pre-test applied to 23 secondary students during covid19 in 2020. It allowed to know about their motivation and confidence in their virtual English classes.

In an overall point of view, in question 16 the extrinsic motivation test is striking because 33.3% of the participants answered that they can rarely say that enjoy an English class, this occurs due to traditional classes.

In answer to the research question 2 How does a proposal intervention focused on extrinsic motivation help to promote meaningful learning in

secondary students? Table 3 shows the way to promote motivation for learning English based on the learners preferences.

The stages of educational intervention show an alternative to strengthen students motivation to learn English through the Flipped Classroom, teaching subjects of their interest such as: Technology, cultural and natural heritage, art, music, etc. These classes were carried out with 23 students from different high schools during pandemic.

In Post-Tests (Table 4) in question 16 of the extrinsic motivation test participants reported 73.9% which mean that they enjoyed the English language classes.

It is relevant for teachers to create an integrative learning environment for ESL students because traditional face-to-face learning may be monotonous and boring for students, which may lead to the students failing their learning objectives (Hou, 2018, p. 9)

In the same way, once the teacher identifies students with extrinsic motivation within the classroom by doing a test, a questionnaire, or a survey, it is relevant teachers propose innovations in the teaching and learning process using methodologies and strategies to improve meaningful learning in the ESL classroom. In consequence, learners increase their knowledge and develop the communicative skills.

About the results, Table 5 shows students 1,6,7,8,11, 13,14,17,18,21 at the beginning remained with a high score but at the end this score increased more, while students 3, 4, 5, 9, 10, 15, 19 and 23 kept medium motivation before and after ten practices with an educational intervention. Contrastingly student 16 at the beginning started with a low motivation but after the intervention proposal and the questionnaire to collect results this student got a medium motivation, and student 2 started with a high motivation and at the end its motivation was medium. Furthermore, students 12, 20 and 22 started with a medium motivation but at the end of classes they concluded with high motivation. Students with extrinsic motivation and

the others were able to increase their intrinsic motivation more than at the beginning and have significant learning after the practices.

The educational intervention requirements in the online classes requires good service of internet to guarantee the active and equal conditions of participation.

## Conclusion

Authors declare fluffiness of the aims propose of this work. Thus, the meaningful learning was promoted in 100 percent of the practices in the community service project.

Meaningful learning can be promoted by extrinsic motivation with the correct use of methodologies and strategies as gamification, ICT, and Flipped classroom. The main results show that the participants changed from 33.3% of extrinsic motivation for learning English language to 73.9% as an effect of meaningful learning. This could be a result of the educational intervention that stimulate students to learn EFL. The weakness of this study is the corpus size which does not allow to declare a generalization. However, the results obtained in this research can be used to improve the process of transference knowledge in community service project.

Research team invites to the scientific community to execute new studies on the line of research: learners' confidence in English Foreign Language Acquisition.

The study concludes that: Implementing the proposal intervention increase the motivation for learning English as a Foreign Language when it works with topics of participants interest.

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