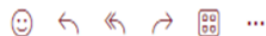# [Rev. Cedotic] Envío recibido

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Extrinsic Motivation to Promote Meaningful English Learning in Secondary Education Students in Manta

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Abstract

This research analyzes how the extrinsic motivation can promote meaningful learning in the teaching of English in secondary education students. Structured questionnaires to know about extrinsic motivation are conducted with 23 participants from different high schools, one at the beginning and another at the end of the practices, also an intervention proposal is developed to know how external factors influence in a positive way in promoting meaningful learning in the students during six practices. The analysis shows that the students with extrinsic motivation were able to learn significantly during the whole classes and intrinsically increased their motivation, unlike students with medium motivation who were encouraged to learn the language through active tasks that were prepared for them. This action made the students increased their extrinsic motivation to continue learning with a positive attitude. The study confirms that the appropriate use of the extrinsic motivation with proper strategies and methodologies according to the ages and the level of students promote significant learning in English.

Key words

Motivation, extrinsic motivation, meaningful learning, English language

Motivación extrínseca para promover el aprendizaje significativo del inglés en estudiantes de educación secundaria en Manta

Resumen

Esta investigación analiza cómo la motivación extrínseca puede promover el aprendizaje significativo en la enseñanza del inglés en estudiantes de educación secundaria. Se realizan cuestionarios estructurados para conocer la motivación extrínseca a 23 participantes de diferentes colegios, uno al inicio y otro al final de las prácticas, también se desarrolla una propuesta de intervención para conocer cómo los factores externos influyen de manera positiva en promover un aprendizaje significativo en los estudiantes durante las. clases. El análisis muestra que los estudiantes con motivación extrínseca pudieron aprender significativamente durante todas las clases e intrínsecamente aumentaron su motivación, a diferencia de los estudiantes con motivación media a quienes se les animó a aprender el idioma a través de tareas activas preparadas para ellos. Esta acción hizo que los estudiantes aumentaran su motivación extrínseca para seguir aprendiendo con una actitud positiva. El estudio confirma que el uso adecuado de la motivación extrínseca con estrategias y metodologías adecuadas a las edades y el nivel de los estudiantes promueven el aprendizaje significativo en inglés.

Palabras clave

Motivación, motivación extrínseca, aprendizaje significativo, idioma inglés

Motivação extrínseca para promover a aprendizagem significativa de inglês em alunos do ensino médio em Manta

Resumo

Esta pesquisa analisa como a motivação extrínseca pode promover a aprendizagem significativa no ensino de inglês em alunos do ensino médio. Questionários estruturados são realizados para conhecer a motivação extrínseca a 23 participantes de diferentes escolas, um no início e outro no final das práticas, também é desenvolvida uma proposta de intervenção para saber como os fatores externos influenciam positivamente na promoção da aprendizagem significativa nos alunos durante o aulas. A análise mostra que os alunos motivados extrinsecamente conseguiram aprender significativamente durante todas as aulas e aumentaram intrinsecamente a sua motivação, ao contrário dos alunos com motivação média que foram encorajados a aprender a língua através de tarefas ativas preparadas para eles. Esta ação fez com que os alunos aumentassem a sua motivação extrínseca para continuar a aprender com uma atitude positiva. O estudo confirma que o uso adequado da motivação extrínseca com estratégias e metodologias adequadas à idade e nível dos alunos promovem uma aprendizagem significativa em inglês.

Palavras chave

Motivação, motivação extrínseca, aprendizagem significativa, língua inglesa

1. 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 important 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. For example, the promise of a promotion at work or the threat of losing a job can be a form of extrinsic motivation" (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 person 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 and so on… when students are learning English so that they can learn and create meaningful learning, and according to 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 questionnaire called Likert which was applied to a group of students among 13-17 ages in different educational institutions during the online classes from 2020 to 2022, then an intervention proposal was planned and developed to the same group of students during six practical classes.

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

1.- How do secondary students handle extrinsic motivation?

2.- How a proposal intervention focuses on extrinsic motivation help to promote meaningful learning in secondary students?

Motivation

Motivation is the state that can maintain 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 point of view about "motivation", according to Silva (2022) some factors that Influence students' motivation in education 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 teaching methods 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. Another important is the learning environment, two factors that greatly influence the motivation and well-being of the student is the school environment or climate. 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

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 for 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 as a whole. That is, you're 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, mention 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, comprehensive 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).

2. 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 instruments: Likert questionnaires which gave way to conducting the study with different people under guidance and an intervention proposal that helped in the process of teaching English.

Participants

Participants were students from public high schools in Manta, Ecuador from 13 to17 years old. This group was chosen as a reference of the educational 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:
Firstly, Likert questionnaire, this type of questionnaire was used to evaluate the extrinsic motivation of the secondary students who participated in the study. The questionnaire included 25 questions which allowed to get real information from the participants. Secondly, " Educational intervention is the intentional action for the realization of actions that lead to the achievement of the integral development of the student" (Touriñán, 2011, pág. 283) In other words, it can be said that educational intervention seeks a positive change in the teaching-learning processes, understanding the main actors (educator and students), the purposeful language and the goal. This intervention proposal was adapted by the author researcher according to the study and needs of students with the help of technology and flipped classroom.

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 Likert questionnaire 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 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 have 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.

3. Results

The results presented follow the order of the research questions formulated in the previous introduction section. Extrinsic motivation of secondary schools in the educational context during 2020 in Manta.

Table 1 presents the results of a pre-Likert questionnaire applied to 23 secondary students during covid19 in 2020. It allowed to know about their motivation in their virtual English classes.

	True	¿?	False
1. Tengo reparos en manifestar mis opiniones ante los compañeros y compañeras de mi clase de inglés	26,7 %	6,7%	66,7%

66.7% indicate false to be hesitant to express opinions in the English class, which indicates that the majority are motivated to participate.			
2. Los que me conocen saben que no soy un buen estudiante (o una buena estudiante) de inglés. 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. Los que más me aprecian no están satisfechos de mi dedicación al estudio de inglés. 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. Creo que mi nivel de formación en inglés es menor que la mayoría de mis compañeros. 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. Yo sé que, aunque me esfuerce, no entenderé muchas de las cosas que me expliquen en la clase de inglés. 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	46,7%	3,3%	50%

will not understand very well what is explained.			
6. Me interesa que mis compañeros conozcan que soy bueno en inglés. COUPLE RECOGNITION El 50% verdadero tienen interés en demostrar a sus compañeros que son buenos en el inglés, pero el 36,7% no tienen interés en demostrarlo.	50%	13,3%	36,7%
7. Tengo la impresión de que aunque me dedicase mucho a estudiar inglés, aprendería poco. 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. Tengo pocas aspiraciones profesionales. SELFCONCEPT 70% answered that they have professional aspirations, while 26.7% have few aspirations.	26,7%	3,3%	70%
9. Fracaso en los estudios de inglés, aunque tenga buenos profesores. 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. Me gustaría tener una profesión en la que no tuviera que estudiar inglés nunca. 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. Asistir a las clases de inglés me trae malos recuerdos. 90% of students do not have bad memories attending English classes, while 6.7% do.	6,7%	3,3%	90%
12. Me disgusta que el profesor de inglés nos pida opiniones sobre cómo queremos las clases. 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. Me encanta pasar desapercibido o desapercibida en clase de inglés 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. Tengo pocos éxitos en las clases de inglés. 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. En los trabajos de inglés o discusiones en grupo, normalmente, estoy callado (o callada) o hablo de otras cosas. The results with 53.3% false show that students normally speak in group work, while 40% remain silent.	40%	6,7%	53,3%
16. Raramente puedo decir que disfruto en las clases de inglés. 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%

17. Cuando me pierdo en las explicaciones del profesor de inglés no me esfuerzo en intentar coger el hilo otra vez. 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. Siempre que los trabajos de clase o los exámenes de inglés me salen bien suele ser por chiripa. 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. Me cuesta mucho interrumpir al profesor de inglés cuando no entiendo lo que explica. 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. Con frecuencia en las clases de inglés estoy pensando en otras cosas. 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. Como siempre creo que en inglés aprenderé pocas cosas. 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. No tengo prestigio como estudiante de inglés.	30%	6,7%	63,3%

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.			
23. Encuentro fácil contestar a este cuestionario. 80% of the students found it easy to answer the different questions asked, while 10% did not consider it so.	80%	10%	10%
24. Resulta sencillo ser sincero en este cuestionario. 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. Creo que he sabido contestar bien a este cuestionario. 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%

In an overall point of view, in question 16 of the extrinsic motivation test is striking because 60% of the participants answered that they can rarely say that enjoy an English class, this occurs due to traditional classes. Then, in question 19 the 56.7% stated it is very difficult for them to interrupt English teacher when they do not understand what teacher is explaining, and this leaves students with doubts and lack of knowledge due to the problem of asking the something that was not clear.

Table 2. Intervention proposal to promote meaningful learning in extrinsic motivation students, flipped classroom during 2021.

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: Created by the author

The stages of educational intervention are shown 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 2021.

Table 3. In contrast, the post-questionnaire presented before applied classes with the proposal intervention.

	True	¿?	False
1. Tenía problemas en manifestar mis opiniones ante los compañeros y compañeras de la clase de inglés.	56,5%	13%	30,4%
2. Los que me conocen saben que no soy un buen(a) estudiante de inglés	39,1%	26,1%	34,8%
3. Los que más me aprecian no están satisfechos de mi dedicación al estudio de inglés	17.4%	26,1%	56,5%

4. Creo que mi nivel de formación en inglés era menor que la mayoría de mis compañeros.	26,1%	21,7%	52,2%
5. Yo sabía que, aunque me esforzara, no iba a entender muchas de las cosas que me explicarían en la clase de inglés	30,4%	17,4%	52.2%
6. Me interesaba que mis compañeros conozcan que soy bueno en inglés	21,7%	17,4%	60,9%
7. Tenía la impresión de que aunque me dedicase mucho a estudiar inglés aprendería poco	39,1%	8,7%	52,2%
8. Tengo pocas aspiraciones profesionales	21,7%	13%	65,2%
9. Me di cuenta que fracaso en el estudio de inglés aunque tenga buenos profesores	26,1%	4,3%	69,6%
10. Me gustaría tener una profesión en la que no tuviera que estudiar inglés nunca	8,7%	26,1%	65,2%
11. Asistir a las clases de inglés con las maestras me trae malos recuerdos.	8,7%	8,7%	82,6%
12. Me disgustaba que las profesoras nos pidan opiniones sobre cómo queremos las clases de inglés	21,7%	8,7%	69,6%
13. Me encantaba pasar desapercibido o desapercibida en clase de inglés	43,5%	17,4%	39,1%
14. Tenía pocos éxitos en las clases de inglés	34,8%	17,4%	47,8%
15. En los trabajos o discusiones en grupo, normalmente, estaba callado (o callada) o hablaba de otras cosas.	52,2%	8,7%	39,1%
16. No puedo decir que disfruté en las clases de inglés, no lo hice	8,7%	17,4%	73,9%
17. Cuando me perdía en las explicaciones de las profesoras de inglés no me esforzaba en intentar coger el hilo otra vez.	26,1%	8,7%	65,2%
18. Siempre que los trabajos de clase o los exámenes de inglés me salían bien solía ser por chiripa.	26,1%	8,7%	65,2%
19. Me costaba mucho interrumpir a las profesoras de inglés cuando no entendía lo que explicaban.	69.6%	8,7%	21,7%
20. Con frecuencia en las clases de inglés estaba pensando en otras cosas.	21,7%	8,7%	69,6%
21. Como siempre creía que en esas clases de inglés aprendería pocas cosas.	17,4%	13%	69,6%
22. No tengo prestigio como estudiante de inglés	0%	65,2%	34,8%

23. Encuentro fácil contestar a este cuestionario.	82,6%	4,3%	13%
24. Resulta sencillo ser sincero en este cuestionario.	87%	4,3%	8,7%
25. Creo que he sabido contestar bien a este cuestionario.	73,9%	17,4%	8,7%

Table 4. Additionally, information regarding extrinsic motivation in students before and after 6 practices showed below:

Student	Gender	Score	EM Before	Gender	Score	EM After
1	F	38	Motivación alta	F	44	Motivación alta
2	F	33	Motivación alta	F	25	Motivación media
3	M	20	Motivación media	M	20	Motivación media
4	F	28	Motivación media	F	28	Motivación media
5	F	16	Motivación media	F	18	Motivación media
6	F	30	Motivación alta	F	30	Motivación alta
7	F	30	Motivación alta	F	33	Motivación alta
8	F	34	Motivación alta	F	40	Motivación alta
9	F	15	Motivación media	F	19	Motivación media
10	F	15	Motivación media	F	20	Motivación media
11	F	32	Motivación alta	F	35	Motivación alta
12	F	27	Motivación media	F	32	Motivación alta
13	F	32	Motivación alta	F	38	Motivación alta
14	F	33	Motivación alta	F	44	Motivación alta
15	M	18	Motivación media	M	33	Motivación alta
16	M	12	Motivación baja	M	15	Motivación media
17	F	33	Motivación alta	F	38	Motivación alta
18	F	34	Motivación alta	F	36	Motivación alta
19	M	16	Motivación media	M	21	Motivación media

20	F	24	Motivación media	F	34	Motivación alta
21	F	40	Motivación alta	F	42	Motivación alta
22	M	28	Motivación media	M	29	Motivación alta
23	F	16	Motivación media	F	20	Motivación media

Source: Created by the author

According to results showed in the table, 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, 19 and 23 kept medium motivation before and after 6 practices with the intervention proposal. 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 while student 15 got a medium M at the beginning and at the end got a high M, 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.

Discussion

Based on the results obtained, 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.

These recreational videos were sent a few days before each class so that they do not have difficulty when doing the activity that can be boring for them and in each class at the end of an activity, they get a good grade for completing it. It is important for teachers to create an integrative and competitive 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 very important to propose an intervention where the teacher of ESL can change the methodology and strategies to promote a meaningful learning with the help of topics in English that interest them and thus at the end of the course they can increase their knowledge and develop the communicative skills. Some limitations of this study were the lack of face-to-face classes in the educational environment to reinforce the theories, and another limitation was the use of wireless Internet which affected the online classes, and some students could not participate actively.

4. Conclusion

Meaningful learning can be promoted by extrinsic motivation with the correct use of methodologies and strategies in students with low and medium motivation who are learning a second language.

Implementing the proposal intervention allowed to verify how the motivation of the students increased when they were working with interesting

activities and topics and showed how the students learned more easily when they were with a positive attitude in the English classes.

Future research into extrinsic motivation and meaningful learning must focus not only on adolescents but also on children and adults to have a broader focus and understand how extrinsic motivation is handled in education.

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