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**FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y  
HUMANIDADES.**

**INTRINSIC MOTIVATION FOR THE ENGLISH LEARNING  
THROUGH FLIPPED CLASSROOM IN ADOLESCENTS IN EL  
CARMEN.**

**PRESENTED BY:**

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**2022 (2)**

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**“Intrinsic Motivation for the English Learning Through Flipped  
Classroom in Adolescents in El Carmen”**

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## **Abstract**

The objective of this study is to increase intrinsic motivation between 12- 17 year- old students through an innovative and active methodology as it is Flipped Classroom. This motivation plays an important role in the classroom due to students can enjoy doing any task for its own pleasure, that is because they want to do it rather to feel obligated. For this research the instruments use to collect data from 23 students (18 females and 6 males) from El Carmen, Ecuador were a Likert questionnaire from the University of San Pedro in Peru, a form questionnaire, and an educational intervention. The method applied in the present study is the quantitative approach that involve collecting numerical data. The findings of this study reveals that the majority of students were not highly intrinsically motivated to learn English, but after flipping the classroom and teaching themes of interest to them, their intrinsic motivation improved.

**Key words:** Motivation, Intrinsic motivation, Flipped Classroom, quantitative approach, Students' interest.

## **Resumen**

El objetivo de este estudio es aumentar la motivación intrínseca entre estudiantes de 12 a 17 años a través de una metodología innovadora y activa como es Flipped Classroom. Esta motivación juega un papel importante en el aula debido a que los estudiantes pueden disfrutar haciendo cualquier tarea por su propio placer, es decir, porque quieren hacerla en lugar de sentirse obligados. Para esta investigación los instrumentos utilizados para recolectar datos de 23 estudiantes (18 mujeres y 6 hombres) de El Carmen, Ecuador fueron un cuestionario tipo Likert de la Universidad de San Pedro en Perú, un formulario de cuestionario y una intervención educativa. El método aplicado en el presente estudio es el enfoque cuantitativo que implica la recolección de datos numéricos. Los hallazgos de este estudio revelan que la mayoría de los estudiantes no estaban intrínsecamente motivados para aprender inglés, pero después de cambiar el aula y enseñarles temas de interés para ellos, su motivación intrínseca mejoró.

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**Palabras clave:** Motivación, Motivación intrínseca, Flipped Classroom, enfoque cuantitativo, Interés de los alumnos.

## **Introduction**

Motivation determines why people choose to undertake something, how long they are willing to continue the activity, and how hard they are willing to pursue it. Students' English learning outcomes improve when they are highly motivated and have an effective learning style. On the other hand, students who are unmotivated will struggle to acquire English as a foreign language. Furthermore, they would assume that learning English is a laborious task (Gagne, 2008). Motivation, according to Barnett (2009), is the most crucial aspect in studying the English language. In line with this, Smith (2012) argued that motivation is a great indicator of second language learning success or failure. Also, the amount of time a learner can dedicate to language study is determined by their motivation. However, it seems like something easy to achieve, nowadays motivating students to learn English as a foreign language has become a challenge for teachers considering that students' motivation can be influenced by a variety of external factors, including academic validation or the belief that learning it is impossible due to how difficult it appears, resulting in demotivated students.

According to Reeve (2009) teachers can find controlling strategies more effective when they believe students are not motivated. When students are not autonomously motivated, teachers may use extrinsic rewards, such as grades, to motivate them to learn. This is because the belief that rewards are more effective for the learning are still deeply ingrained in them. Additionally, some of them might believe that employing controlling strategies will help learners to effectively accomplish their educational objectives; so "if a student feels that way, obliged, the effort and interest disappear and, above all, the behaviors aimed at getting out of the situation increase." (Alonso, 2005, p. 213). On the other hand, when a student is intrinsically motivated, that is, when they feel the necessity to learn for their own pleasure, the learning processes can be more effective. Research has shown that students who are highly intrinsically motivated demonstrate more perseverance in the face of difficulty and frequently seek out difficult assignments. This characteristic is advantageous in any academic area that presents a challenge to a student. (Bissel-Havran & Loken, 2009) In contrast, highly

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extrinsically motivated students show significant academic anxiety, exam anxiety, increased procrastination, and a lack of persistence when faced with difficulties, which may be seriously damaging to their long-term development. (Gottfried, 1985; Hayenga & Corpus, 2010).

For that reason, the purpose of this study is to increase intrinsic motivation through an innovative methodology known as Flipped Classroom. To carry out this study, a group of 23 participants were chosen to participate in an educational intervention that used the Flipped Classroom methodology and students' interest in the teaching of English lectures to develop their intrinsic motivation (enjoyment for the task itself) as a substitute for extrinsic motivation (external factors).

By implementing this methodology the teacher will not waste time teaching content that has previously been covered; instead, the Flipped Classroom style encourages students to take charge of their own learning and participate more actively in class; in other words, they will become more autonomous.

As previously stated, the purpose of this study is to increase intrinsic motivation in students by flipping the classroom. The author is willing to present trustworthy information on intrinsic motivation in students before and after this intervention, as well as how the utilization of students' interest in English language lectures given in an educational intervention by the platform Zoom can also aid in the development of intrinsic motivation. Based on the investigation's stated goal, the following research questions have been proposed:

**Q1:** Can the use of Flipped Classroom methodology increase the intrinsic motivation of students?

**Q2:** Can the teaching of topics of interest to the student help to increase their intrinsic motivation?

### **English learning language**

In our world there are several languages in which individuals are able to communicate with others. According to Cook (2016) human life revolves around language. We use it to express our love or hate, to accomplish our goals and advance our professions, to find creative fulfillment or just plain enjoyment, also to pray or to profane the name of God. For that

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reason, a crucial challenge for the twenty-first century is assisting individuals in more efficiently learning second languages.

Everyone is aware that English is one of the most spoken languages in the world, so its importance cannot be denied. Rajathurai Nishanthi (2018) in his article named "The Importance of Learning English in Today's World" says that "one out of five people can speak or at least understand English"; this indicated that learning English will prepare students not only for academic purpose but also for the real world.

Rajathurai Nishanthi (2018) also points out that continuous practice and patience are required to learn English. Yet, it is common among students to believe that it is impossible to achieve fluency or mastery of the English language. This tendency keeps students from learning English. Most of them study English for examination purposes, so they are unable to produce even a single sentence free of grammatical errors. Furthermore, students are not given enough practice to learn a language.

Under those circumstances, in order to achieve fluency in the English language lots of methods, advices and strategies have been established, for instance Putra (2020) talks about three steps to achieve fluently in the language: The first is that we can use English in our daily activities at home. We can learn the language that is commonly used in everyday life while learning our pronunciation. Second, we can learn English by listening to English songs and watching English films; by paying attention to word pronunciation and meanings, we can learn a variety of accents and new words in English. Finally, we can practice literacy using literature found on the internet and in our surroundings. These activities are mostly done by students for their own initiative, however just a few of them use other resources than the ones given in classes.

### **Motivation in English language learning**

Every human being requires motivation to complete small or large tasks in their daily lives, however when there is no enthusiasm realizing them may be impossible or difficult to obtain. According to Mitra Alizadeh (2016) motivation is a key factor for explaining the success or failure of any difficult activity. However, when someone attempts to learn English as a target language, numerous factors come into play; one of them is that individuals believe it is too difficult and prefer not to even begin. That is what occurs with students; most of

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them have a misunderstanding of the learning a language, and as a result, they are unmotivated to learn.

According to Pourhosein Gilakjani, Leong, and Saburi (2012), the success of any action is dependent on the extent to which persons try to get their goal, along with their desire to do so. Generally, people refer to this psychological factor –the impulse that generates the action –as motivation.

Motivation can compensate for a student's aptitude limitations; for example, a highly motivated student with little aptitude for a specific task may perform better at any given time than one with better aptitude but no motivation (Torres, 2016). Also, “motivating students make them to be more receptive and excited about the subject, make them be aware of the value and importance of learning, and have a better attitude to learn” (Moreno, 2009). Consequently, for the purpose of increasing student motivation teachers should create mastery-focused classrooms in which students are at the center of all learning activities (Wiseman & Hunt, 2013).

### **Intrinsic motivation in students**

Many people know the concept of motivation, however very few know that it is divided into two. According to Chai (2017) there are two major types of motivation, i.e., intrinsic motivation (IM) and extrinsic motivation. Ryan and Deci (2000) says that intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external pressures or rewards.

In the case of education, “it means that the students are willingly and voluntarily (not compulsorily) trying to learn what they think has worth or is important to them. The students with intrinsic motivation will have the internal desire to learn, and they do not have the needs for external outcomes” (Nguyen, 2019)

To make it clear, Steven Reiss (2012) expose that intrinsic motivation is most commonly defined as “doing something for its own sake,” as when a child plays baseball for no reason other than because that is what he wants to do. Extrinsic motivation, in contrast, refers to the pursuit of an instrumental goal, as when a child plays baseball in order to please a parent or win a championship.

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It is also established that “individuals with a strong interest in a specific area are intrinsically motivated to succeed in that area of endeavor” (Girmus, 2012). This field might be English, if teachers are able to arouse the students' interest, whether through the use of a different teaching method or because the topics giving in class are interesting for them, they will be intrinsically motivated and will want to continue learning. And according to Gottfreid (1990), students that are intrinsically motivated are also more likely to display increased recollection for academic knowledge, deep-level conceptual learning, and overall excellent academic accomplishment.

### **Flipped Classroom**

Flipped Classroom has modified the traditional learning patterns regarding teacher-centered instructional methods, as well as improved students' learning achievement and increased interaction between learner and teacher (Hwang & Lai, 2017).

This method “consists of sending lectures for students to review outside of class, and dedicating classroom time to generate different activities that make learning meaningful. Amongst these, we examine both out-of-class activities and in-class activities for example, quizzes, and student discussions” (DeLozier & Rhodes, 2017).

Providing students with key foundational content prior to class enables students to engage with content at their own pace, controlling when and how much content they view (Adam M. Persky, Jacqueline E. McLaughlin, 2017) so when the material given is based on students interest they will spend more time studying and also looking for more information to bring into the classroom, they will also feel not obligated to learn due the space there are into; their home.

The article called “The Flipped Classroom – From Theory to Practice in Health Professional Education” mentions “students can learn material one-third faster in a self-paced environment than an instructor-controlled environment”. That is, when a pupil does not feel obligated or controlled by the teacher, he or she will learn more quickly.

Of course, there are pros and cons in applying this methodology, however Millard (2012) found 5 reasons the flipped classroom works: 1. Increases student engagement 2. Strengthens team-based skills 3. Offers personalized student guidance 4. Focuses Classroom Discussion 5. Provides Faculty Freedom. That is why utilizing a methodology that makes students to

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participate more and get interest in learn more about the subject is important since “students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and giving out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, engage themselves in learning by doing and apply it to their daily lives” (Zayapragassarazan & Kumar, 2012)

## **Materials and Methods**

The methodology applied in the present study is known as “Intrinsic motivation for the English learning through Flipped Classroom in adolescents in El Carmen”. It is about the collection and analysis of numerical data. It is called qualitative methodology and it is used to interpret a problem or phenomenon, quantitative research approaches involve collecting numerical data and analyzing it using mathematical techniques, particularly statistics.

### **Research Participants.**

In this Research, a total of 23 adolescents (18 females and 5 male) whose names cannot be shown due to the research’s ethical standards, were gathered. They were of ages between 12 and 17. They took a Likert questionnaire to find out their level of intrinsic motivation before and after applying the Flipped Classroom methodology for the purpose of learning English as a foreign language.

<b>STUDENTS FROM EL CARMEN CITY</b>	
<b>FEMALE</b>	<b>MALE</b>
18	5

### **Research Instruments.**

Based on the study of the University of San Pedro, in Peru, a Likert questionnaire was applied to the students at the beginning and end of this investigation. 14 questions were used to evaluate students' intrinsic motivation level (very appropriate, appropriate, normal, not appropriate and inappropriate). More specifically, respondents indicate students' autonomy, self-realization, intrinsic motivation, importance of grades, family recognition,

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public recognition-couple, and recognition-pairs (check table 1 of pre-test and table 2 of post-test. It is necessary to consult the table (3) to see the results of the students' intrinsic motivation, which shows that those with scores between 60 and 75 have a very appropriate IM, those with scores between 45 and 59 have an appropriate IM, those with scores between 30 and 44 have a normal IM, those with scores between 16 and 29 have a not appropriate IM, and those with scores below 15 have an inappropriate IM.

A form questionnaire was created and applied to students to know about their interests (art, technology, travel, cultural and national heritage, music, series, others) and use them in the teaching of the English language.

There was also an educational intervention **which sought** to strengthen intrinsic motivation in students from El Carmen canton through the Flipped Classroom methodology, which entails sending lectures for students to review outside of class allowing more time in the classroom to create and apply various activities that would make the learning meaningful. Due to the pandemic, face-to-face rehearsal was not possible, for that reason the English classes were conducted with students (boys and girls between the ages of 12 and 17) from various public educational institutions using the ZOOM platform.

#### **Research Procedures:**

**Stage 1:** A group of students made up of 18 women and 5 men was selected for this research. A total of 23 students from the El Carmen canton came from different educational institutions.

**Stage 2:** Students answered a questionnaire in forms about their interests.

**Stage 3:** Before an educational intervention data collection was carried out on students belonging to El Carmen canton, they answered an intrinsic and extrinsic motivation test taken from a study of the University of San Pedro in Peru.

**Stage 4:** There was an educational intervention to strengthen students' intrinsic motivation to learn English through the Flipped Classroom Methodology by teaching topics of their interest such as: technology, cultural and natural heritage, art, music, etc. Students were given advance access to class materials, which included videos and slides in order to arouse their interest and encourage them to return to class not only with information provided by the teacher, but also with information sought by themselves.

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**Stage 5:** At the end of the educational intervention, a Linkert questionnaire based on a study conducted by the University of San Pedro in Peru was used to determine whether the classes taught using the Flipped Classroom Methodology increased the intrinsic motivation of the students of El Carmen city.

### **Results**

The main results obtained from the qualitative research process are presented below. In the first instance, the pre-test applied to students is presented.

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1. For me, it is more significant to know that I am an efficient worker than to receive good grades in English without merit.	23,3%	6,7%	16,6%	16,7%	36,7%
2. The more English we learn in class, the better: my education will be more complete.	6.7%	6,7%	23%	43,3%	20,3%
3.-If something is missing from the English exam and it is relevant to my education, I will research it and study it.	16,7%	16,7%	26,6%	10%	30%
4. In general, I study and read more than what I am taught in English class since I am eager to learn.	10%	20%	16,7%	10%	33,3%
5. I would choose a very strict English teacher. As such, I feel	20%	3,3%	16,7%	23,3%	36,7%

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more satisfied when I surpass the material.					
6. I find that studying English on its own, without considering the benefits it can provide, is satisfying.	3,3%	16,7%	26,7%	16,7%	36,7%
7. Study English out of curiosity rather than just for the sake of getting good grades.	16,7%	6,7%	16,7%	13,3%	46,7%
8. I don't need somebody to be studying with me or to see the others studying English for me to study.	23,3%	6,7%	13,3%	13,3%	43,3%
9. I won't let my colleagues in my academic English organization influence me; instead, I will organize myself.	10%	6,7%	16,7%	10%	56,7%

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10. I study English because I truly want to, not because my parents are forcing me to.	10%	3.3%	6,7%	20%	60%
11. I study with the goal of learning many things in English rather than just trying to please my parents, my teachers, or myself.	0%	6,7%	16,7%	23.3%	53,3%
12. I am motivated by relatively difficult English study problems since they allow me to demonstrate my academic ability.	10%	16,7%	23,3%	20%	30%
13. I study to be the one who knows the most things in the English class, not only to be the "smartest" of the class.	20%	10%	10%	16,7%	43,3%

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14. When the teacher is explaining something in English class and I don't understand it, I worry about asking the teacher/a.	13,3 %	6,7%	16,7%	23,3%	40%
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**Fuente:** Otero, Q. L. (2017). *La motivación y efecto en el aprendizaje del idioma inglés*. Universidad San Pedro, Perú.

It is showed that 23% of the participants are interested and 20.3% very interested in the content of the subject. In this group there are students very interested in grades 36.7%; while 23.3% of the participants are not focused on them. 33.3% of this group feel that they are motivated to learn by their own curiosity, which indicates that they could do so. 30% of those questioned claim to have autonomy in the subject, compared to 26.7% who are neither highly or lowly motivated to be autonomous, and 33.4% of students who are rarely or never inspired to work for their own satisfaction. 36.7% of the participants answered that they feel highly motivated in personal self- realization regarding the subject of English. 36.7% of the students answered that they like to study English for their own satisfaction, that is to say that they are intrinsically motivated, on the other hand only 3.3% stated that they are not interested in studying English on their own. In this group, 46.7%, that is, the majority, are studying English out of curiosity and pleasure in learning the language, not only because of the prompting of the grades, while 16.7% are interested in learning but also the grades, and 16.7% are interested in the grades themselves. 56.7% showed that they do not allow themselves to be influenced by colleagues to organize themselves with their tasks and participation, that is, they do it on their own, while 10% do group, 43.3% of those tested said that they can indeed study of their own accord even if their peers do not do the same, while 23.3% answered that they do require the company of other colleagues to study better. 60% of the participants answered that they study English for their own interest regardless of family recognition or because they require it, while 10% do so due to family pressure. 30% answered that they are

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highly motivated to study English in order to demonstrate academic skills in the language, while 10% are not interested in this recognition. On the other hand, 53.3% of the tested answered that they do not study only for family or teacher recognition, but rather for learning and knowing. In this group of students, it is seen that 43.3% of the tested study English for themselves but not because of how they can be perceived by their peers, while 20% do care about the opinion of their peers. It can be considered that 40% of those tested do ask the teacher if something is not clear, that is, that they have no problems in that regard, however 13.3% might have qualms about asking the teacher if they don't understand something, and they don't ask them.

The table below shows four phases that were required for the educational intervention in order to increase the intrinsic motivation in students of El Carmen, Ecuador.

Strengthen motivation to learn English in students
<b>FLIPPED CLASSROOM</b>
Steps:
Presentation, preparation and motivation phase.
Provide the materials with the knowledge of the subject based on the students interest: music, natural heritage, Ecuadorian and American culture.
Consolidation of what was learn at home, production in the foreign language.
Evaluation of what has been learned during the course

The steps shown in the table are those that are used in the educational intervention that employs the flipped classroom methodology to teach English content based on students' interest.

In contrast, the post-test applied to students is presented.

1. For me, it is more significant to know that I am an efficient worker than to receive good	<b>21.7%</b>	<b>4.3%</b>	<b>13%</b>	<b>8.7%</b>	<b>52.2%</b>
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grades in English without merit.					
2. The more English we learn in class, the better: my education will be more complete.	<b>0%</b>	<b>4.3%</b>	<b>13%</b>	<b>39.1%</b>	<b>43.5%</b>
3.-If something is missing from the English exam and it is relevant to my education, I will research it and study it.	<b>8.7%</b>	<b>8.7%</b>	<b>21.7%</b>	<b>26.1%</b>	<b>34.8%</b>
4. In general, I study and read more than what I am taught in English class since I am eager to learn.	<b>8.7%</b>	<b>4.3%</b>	<b>21.7%</b>	<b>13%</b>	<b>52.2%</b>

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5. I would choose a very strict English teacher. As such, I feel more satisfied when I surpass the material.	<b>0%</b>	<b>8.7%</b>	<b>21.7%</b>	<b>30.4%</b>	<b>39.1%</b>
6. I find that studying English on its own, without considering the benefits it can provide, is satisfying.	<b>4.3%</b>	<b>4.3%</b>	<b>13%</b>	<b>30.4%</b>	<b>47.8%</b>
7. Study English out of curiosity rather than just for the sake of getting good grades.	<b>8.7%</b>	<b>13%</b>	<b>8.7%</b>	<b>8.7%</b>	<b>60.9%</b>
8. I don't need somebody to be studying with me or to see the others studying English for me to study.	<b>4.3%</b>	<b>0%</b>	<b>8.7%</b>	<b>17.4%</b>	<b>69.6%</b>

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9. I won't let my colleagues in my academic English organization influence me; instead, I will organize myself.	<b>0%</b>	<b>0%</b>	<b>17.4%</b>	<b>13%</b>	<b>69.6%</b>
10. I study English because I truly want to, not because my parents are forcing me to.	<b>0%</b>	<b>4.3%</b>	<b>13%</b>	<b>21.7%</b>	<b>60.9%</b>
11. I study with the goal of learning many things in English rather than just trying to please my parents, my teachers, or myself.	<b>0%</b>	<b>4.3%</b>	<b>8.7%</b>	<b>21.7%</b>	<b>65.2%</b>

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12. I am motivated by relatively difficult English study problems since they allow me to demonstrate my academic ability.	<b>8.7%</b>	<b>0%</b>	<b>30.4%</b>	<b>21.7%</b>	<b>39.1%</b>
13. I study to be the one who knows the most things in the English class, not only to be the "smartest" of the class.	<b>13%</b>	<b>4.3%</b>	<b>13%</b>	<b>21.7%</b>	<b>47.8%</b>
14. When the teacher is explaining something in English class and I don't understand it, I worry about asking the teacher/a.	<b>13%</b>	<b>17.4%</b>	<b>17.4%</b>	<b>17.4%</b>	<b>34.8%</b>

**Fuente:** Otero, Q. L. (2017). *La motivación y efecto en el aprendizaje del idioma inglés*. Universidad San Pedro, Perú.

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It is showed that 31.9% of the participants are interested and 43.3% very interested in the content of the subject. In this group 21.7% are students very interested in grades; while 52.2% of the participants are not focused on them. 52.2% of this group feel that they are motivated to learn by their own curiosity, which indicates that they could do so; while 8,7% of them do not feel motivated to learn by themselves. 34.8% of those questioned claimed to have autonomy in the subject, compared to 17.4% who are neither highly or lowly motivated to be autonomous. 39.1 % of the participants answered that they feel highly motivated in personal self- realization regarding the subject of English. 47.8% of the students answered that they like to study English for their own satisfaction, that is to say that they are intrinsically motivated, on the other hand only 4.3% stated that they are not interested in studying English on their own. In this group, 60.9%, that is, the majority, are studying English out of curiosity and pleasure in learning the language, not only because of the prompting of the grades, while 8.7% are interested in learning but also the grades, and 8.7% are interested in the grades themselves. 69.6% showed that they do not allow themselves to be influenced by colleagues to organize themselves with their tasks and participation, that is, they do it on their own. In this group, 69,6% of those tested said that they can indeed study of their own accord even if their peers do not do the same, while 4.3% answered that they do require the company of other colleagues to study better. 60,9% of the participants answered that they study English for their own interest regardless of family recognition or because they require it, which is the majority tested. 39,1% answered that they are highly motivated to study English in order to demonstrate academic skills in the language, while 8,7% are not interested in this recognition. On the other hand, 65.2% of the tested answered that they do not study only for family or teacher recognition, but rather for learning and knowing. In this group of students, it is seen that 24.8% study English for themselves but not because of how they can be perceived by their peers, while 13% do care about the opinion of their peers. It can be considered that 34,8% of those tested do ask the teacher if something is not clear, that is, that they have no problems in that regard. Nevertheless, 13% might have qualms about asking the teacher if they don't understand something, and they don't ask them.

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Additionally, information regarding students' intrinsic before and after applied the Flipped Classroom methodology is presented.

STUDENTS	GENDER	SCORES PRE-TEST	IM BEFORE THE INTERVENTION	SCORES POS-TEST	IM AFTER THE INTERVENTION
STUDENT 1	F	60	VERY APPROPRIATE	68	VERY APPROPRIATE
STUDENT 2	F	46	APPROPRIATE	60	VERY APPROPRIATE
STUDENT 3	F	44	NORMAL	57	APPROPRIATE
STUDENT 4	F	61	VERY APPROPRIATE	68	VERY APPROPRIATE
STUDENT 5	M	28	NOT APPROPRIATE	33	NORMAL
STUDENT 6	F	48	APPROPRIATE	62	VERY APPROPRIATE
STUDENT 7	F	39	NORMAL	59	APPROPRIATE
STUDENT 8	F	55	APPROPRIATE	67	VERY APPROPRIATE
STUDENT 9	F	65	VERY APPROPRIATE	70	VERY APPROPRIATE
STUDENT 10	F	51	APPROPRIATE	66	VERY APPROPRIATE
STUDENT 11	M	50	APPROPRIATE	61	VERY APPROPRIATE
STUDENT 12	F	33	NORMAL	52	APPROPRIATE
STUDENT 13	M	37	NORMAL	55	APPROPRIATE
STUDENT 14	F	44	APPROPRIATE	67	VERY APPROPRIATE
STUDENT 15	F	31	NORMAL	53	APPROPRIATE
STUDENT 16	F	42	APPROPRIATE	54	APPROPRIATE
STUDENT 17	F	29	NOT APPROPRIATE	37	NORMAL
STUDENT 18	F	48	APPROPRIATE	69	VERY APPROPRIATE
STUDENT 19	M	35	NORMAL	46	APPROPRIATE
STUDENT 20	F	42	APPROPRIATE	56	APPROPRIATE
STUDENT 21	F	59	APPROPRIATE	66	VERY APPROPRIATE
STUDENT 22	M	41	APPROPRIATE	54	APPROPRIATE
STUDENT 23	F	36	NORMAL	43	NORMAL

Source: Create by the author

Three students began and ended with a very appropriate IM. Meanwhile, eight of the students evaluated progressed from an appropriate to a very appropriate IM. Six students who had a regular IM at the start of this investigation ended with an appropriate IM. Moreover, three students did not change or increase their IM since it remained appropriate during the intervention, as did one student whose regular IM did not change. In contrast, two students were the only ones that had a not appropriate IM but improved after the instructional intervention and ended with a normal IM.

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### **Discussion**

According to the findings, the application of the methodology Flipped classroom helps to improve their intrinsic motivation as well as teaching themes of their interest. Students demonstrated greater autonomy regarding the class's content, i.e., they had no issues with having a lot of material to review because it was based on their own interests (20.3% pre-test–43.5%pos-test). Also, it is shown that before the educational intervention 10% of the students feel obligated to learn English, however after the EI (Educational Intervention) no student feels forced to study English by their parents; rather, they do it because they genuinely want; similarly, it is presented that they study the language for their own interests rather than for the good grades they will eventually receive (46.7% pre-test-60.9%post-test); in the same line, it is exposed that there has been a distinct change in their perceptions of whether they need to be with someone or see someone studying English in order to begin doing so (43.3% pre-test-69.6%post-test). Giving the results of this investigation, future research must focus in the use of Flipped Classroom or any other methodology that allow students to learn because they like to and not because it is something they have to do, either for themselves, relatives or any other reward.

Since this study was conducted in the Covid19 pandemic one limitation of the study was that there were occasions when the internet connection would break, requiring a reassessment of the explanation from the teacher.

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### **Conclusion**

It is concluded that the use of the methodology Flipped classroom and topics of interest for students in the educational intervention can help students to develop their intrinsic motivation. Nowadays, it is essential to use methodologies that enable students to awaken their own interest in learning a language, in this case English, as well as start changing the traditional method of teaching where students just learn grammar, memorize themes and are learning just to get a “pass” in the subject.

Additionally, it is established that when a student occupies the center of the classroom, they are able to participate in more activities and actively contribute their opinions to the discussion as well as actively listen to what the teacher has to say. When the environment is free of pressure students are not afraid of make mistakes or play a part in the class.

### **Recommendation**

Undoubtedly, a student needs motivation to achieve the goals they set for themselves. However, if they are motivated by outside forces, they may become demotivated or, worse yet, develop a dislike for what they were once passionate about. For that reason, teachers should put a high priority in intrinsically motivating students since they will complete the tasks for their own enjoyment and will want to keep learning and practicing inside and outside the classroom. In addition, considering students' interests will not only grab their attention but also foster a safe space where they will feel that talking about what they are interested in is exciting and entertaining. Furthermore, sending material for them to review outside the classroom will enable the teacher to perform more activities for students to actually practice the language and not just memorize. Also, if students find the material interesting, they are going to search for more information and share it in the class. For that, it is recommended that students that students act as the learning center rather than the teacher.

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**Acknowledgment:** This scientific research work subscribes to the P.I.N.E. (Pedagogía de la Lengua Inglesa) degree process and to the research project: Professional development of the English teacher in zone 4 of Ecuador.

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