

FACTORES DE APRENDIZAJE EN UN CONTEXTO DE AULA-LENGUA EXTRANJERA

LEARNING FACTORS IN A FOREIGN-LANGUAJE CLASSROOM CONTEXT

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ABSTRACT

Evidence suggests that motivation is one of the learning factors that has a considerable impact not only on learners' attitudes to the language but also classroom anxiety at different levels. The present study investigates the factors that influence in EFL language learning, the research adapted a survey-based questionnaire from Gardner's (1985) Attitude Motivation Test Battery –AMTB. It identified attitudes towards English

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language and learning situation, motivation (intrinsic and extrinsic) and classroom anxiety of 295 EFL language learners from the Language Center of Technical University of Cotopaxi, Ecuador, 160 were females and 135 males. Data analysis performed using SPSS software revealed that most of the learners, irrespective of their gender showed positive attitude to English language and its learning. The findings also highlighted a highly significant degree of intrinsic motivation to the target language compared the extrinsic outcomes. Moreover, EFL learners showed to have language anxiety in classrooms, which may vary from learner to learner, and in all cases of surveyed questionnaire, females indicated to be more self-confident than males.



KEYWORDS: Attitudes, classroom anxiety, language learning, motivation.

RESUMEN

La motivación es uno de los factores de aprendizaje que influye considerablemente no solo en las actitudes de los estudiantes hacia el lenguaje, sino también determina el grado de ansiedad del estudiante. El presente estudio examina los factores que inciden en el aprendizaje de inglés como lengua extranjera (LE). El cuestionario basado en el modelo de Gardner (1985), AMTB fue el instrumento que identificó: actitudes (idioma inglés y situación de aprendizaje), motivación (intrínseca y extrínseca) y ansiedad. 295 estudiantes de LE del Centro de Idiomas de la Universidad Técnica de Cotopaxi, Ecuador, fueron encuestados, 160 mujeres y 135 hombres. El análisis de datos realizados con el software SPSS revela que la mayoría de los estudiantes, independientemente de su género, tienen una actitud positiva hacia el idioma inglés y su aprendizaje. Por lo que la motivación intrínseca reportó un incremento significativo. Asimismo, un gran número de los estudiantes de LE manifestaron sentir ansiedad por el lenguaje, sin embargo; las mujeres indicaron tener más confianza.

PALABRAS CLAVE: actitud, ansiedad en el aula, aprendizaje del idioma, motivación

1. INTRODUCTION AND THEORETICAL BACKGROUND

The success of learning a foreign language depends on cognitive *–linguistic aptitude and intelligence–*, external *–age and learning context–*, and affective factors *–attitude, motivation and anxiety–* that influence the learning process. Gardner (1985) states that there is a *research motive* that drives individuals to perform any learning situations. That is, the majority of learning activities are filtered more easily through motivation. Indeed, language

learners tend to be more motivated to participate in activities at which they can excel. Nonetheless, within the research motive, the *attitude* towards the language spoken by the community and the *anxiety* at mastering that language, directly or indirectly affect learners' achievement and language performance. This is, in great part, because motivation involves cognitive and affective factors that determine the competence of individuals in specific skills. However, despite the "great significance that it has in the learning process, motivation has received very little attention" in the language classrooms (Dörnyei, 2005: 3). The learning of foreign languages therefore should emphasize learners' motivation and attitude towards the target language, in such way it meets learners' individual differences (IDs) and language anxiety.

Motivation and attitude, in some way, are synonyms for achievement, in the sense that they may drive positive learning outcomes. On the contrary, anxiety due to the unease desire greatly blocks up the effectiveness of motivation and attitude towards the language. Learning activities, then must provide learners with the needed skill, accurate input and opportunities to practice the new language, in such way learners meet their goals. In effect, learning depends on the quality rather than on the quantity. Language instructors and school administrators should frequently check and revise not only the educational goals and beliefs but explore learners' interest, "effort, desire, and attitude towards learning" (Dörnyei 2005: 68). Consequently, if we, as educator, evaluate our school and classroom environment by how much comprehensive information *–input and intake–*, and productive knowledge *–outcome–* the students have achieved, we can easily lose the sight of our learning goals. This is because, to some extent, the quantity outperformed the quality. Therefore, a foreign language learning process wherein learners work more but also enjoy working more is necessary.



Learners' IDs involve complex needs and desires, so teachers face the challenge of creating learning opportunities, which not only engage learners' *motivation, teaching and practice* (Dörnyie, 2006a), but also activate learners' attitudes to the language. Indeed, when developing language learning skills, learners consciously or unconsciously activate the *research motive, perception to teaching and desire to practice* the new language. In effect, if the learning process is well-structured, learners could see the language as a useful tool that allows them to succeed personally and professionally. Otherwise, learners could have difficulties at valuing the learning, consequently; they lose the interest and passion to practice the language, and even to carry out activities in the classroom. Learning, then, is a whole process where *motivation* is the inner force that drives individuals to accomplish personal goals (Pintrich, 2003). In fact, motivation energizes, directs and sustains learners' IDs, that is, it positively stimulates learners' language performance. The present study investigated the affective factors that influence the language learning process. The research adopted the survey-based questionnaire of Gardner's (1985) Attitude Motivation Test Battery –*AMTB*. It identified learners' attitude towards the English language and learning situation, intrinsic and extrinsic motivation, and classroom anxiety at different levels in EFL language learners.

1.1. Motivation and the influential factors in language teaching and learning

In the sixties, Gardner and Lambert while analyzing motivational variables in the acquisition of French language, identified the presence of two independent factors. They documented a linguistic attitude and motivational factor related to learners' desire and interest to resemble as closely as possible to the members of the francophone community. Then, in the seventies, Gardner and Lambert (1972) concluded that a

strong motivation for the success of the learning process is necessary. They also stated that motivation depends on some cultural scenarios and can be integrative –*desire to belong to the language speaking community*– or instrumental –*achieving professional goals*–. Later, Clement et al (1978) determined that motivation is a key component to learn a foreign language (FL). It encourages FL learners to keep interested in the target language. Clement et al recognized that there is a close relationship between attitudes and motivation; they argued that any modification in the learners' motivation could occur only through prior changes in their attitudes, which can be measured through learners' behavior.

In the eighties, Krashen (1981) stated that attitudes are strictly related to the acquisition of a second language, and even applicable to a FL, in terms of a monitor model. According to this model, the monitor, adults have two different ways to understand and internalize linguistic forms of a second language (L2). On the one hand, it may be unconsciously acquired as children do when they acquire the mother tongue, and, on the other hand, it may be intentionally controlled. In other words, learning the language in a systematic way, not necessarily in the natural order of acquisition, but considering the limitations and strengths of each individual. This is, in large part, because according to Krashen, personality factors –*individual differences*– in Dörnyie's (2005, 2006b) terms influence directly and indirectly the teaching and learning of a second or foreign language.

In this context, Gardner (1985) claims that learning an L2 is a *socio-psychological phenomenon*, whereby the conditions under which it is learned must be carefully considered. From this point of view, Gardner emphasizes that learners' attitudes towards language are linked to the success of the language learning process in a consistent way. Nonetheless, the set of learners' attitudes to the community that speaks the target language may vary according



to the learning situation. Thus, the context in which the language learning is being developed affects learners' attitudes and desires to acquire the new language. In the same way, regarding the motivation, Gardner highlights that it embroils a component that is connected to attitude and behavior, which, to some extent, reveals the learning goals and language achievement. Therefore, much research in the area has recognized that motivation and attitude towards the language are ones of the language factors that drive the success of an L2 or FL learning (e.g. Clément, et al. 1994; Krashen, 1981; Dörnyie, 2005, 2006a, 2006b; Pintrich, 2003).

Since then, researchers have begun to conduct empirical studies in which L2 and FL learners were asked to report their motivation, behavior and attitude towards language learning. For example, Kinyua and Kimathi (2015) investigating the influence of motivation on the acquisition of English found that 35% of the teachers used rewards as motivational learning activities. Similarly, Hashwani (2008) while examining learners' attitude, motivation and anxiety towards the learning of English in a multilingual context, reported that extrinsic motives to language learning and future achievements had higher percentage compared the intrinsic ones. In this way, the use of rewards as a learning motive, to some extent, discourages and affects learners' achievement and language performance. This is because learners see the learning of language superficially, which moves them away from the linguistic and communicative purposes of the language. So, "language-teaching methodologies should develop learners' communicative competence by promoting classroom interaction between learners" and evading environments of demotivation, fatigue, boredom, and anxiety (Clément, et al, 1994: 424). For further information, see Son and Rueda (2015), who provide an overview about motivation and theories for SL and FL learning.

Yvonne and Gurnam, (2013) surveying the AMTB questionnaire and interviewing 60 undergraduate students noticed that L2 learners had positive attitudes towards learning English. However, there was a negative relationship between anxiety-motivation and anxiety-attitude to language learning. In effect, anxiety endorses negative attitudes, decreases the level of motivation and affects language proficiency. This result is in line with those of Hashwani (2008), who indicated that most of the learners irrespective of the gender demonstrated a degree of classroom anxiety. In a similar study, Hui-ju (2012) found that a great number of learners experienced different levels of anxiety in the language classroom. Hui-ju also identified that learners with higher language proficiency tended to be more motivated and self-sufficient than learners with higher degree of anxiety, who showed lower motivation and less autonomy. And, as a result, they became less proficient language learners. In this context, Omaggio (2001) states that in order to enhance *learners' language proficiency*, teachers need to pay close attention to learners' needs and desires, particularly those whose motivation is lower with higher levels of anxiety.

In another study, Ghazvini and Khajepour (2011), similarly to Hashwani (2008) noticed that unlike males, females reported to be highly motivated. Nonetheless, males tended to be instrumentally motivated whereas females showed integrative motivation when studying the target language. This is, in great part, because females see the language as something new, they are adding to their experience. These studies highlight the importance of exploring the learning factors, methodologies and IDs that influence the language learning process. In a seminal study, Lasagabaster and Lopez (2015) and Ghorbandordinejad (2014) examined how the appropriate use of motivation and methodologies shape FL learners' autonomy and language proficiency. Lasagabaster and



Lopez, on the one hand, found that the content language-integrated learning approach and the proper use of a based-instruction methodology draw positive effects on different types of motivation at early ages. Ghorbandordinejad, on the other side, reported gradual relationships between motivation and language proficiency among FL learners in distance and traditional learning. These research findings clearly show that motivation is the assistant factor in the creation of rules to engage human performance.

The research findings of Brown (1994), Melendy (2008), Guilloteaux and Dörnyei (2008) have proved to be a meaningful contribution to our understanding of motivation and the role it plays when boosting the will of learning a second language. Riswanto and Aryani (2017) have referred to this as a matter which does not only involve teaching innovation and creativity but also how language teachers manage to control and deliver content plenty of motivational features. By contrast, Linnenbrink and Pintrich (2002) found that good motivation can have a positive effect that can be perceived in learners' attitudes and behavior. Therefore, for motivation to be considered as a consistent and engaging factor, measures having to do with gradual insertion of it should be kept in mind so feelings regarding the learning motive awake smoothly and be there as much as expected. On the other hand, Oxford and Shearyn (1994), Papi (2010) visualized how behavioral practices mainly conducted by teachers were rather useful to go against the lack of motivation and as a result of these students' interest went up. Bomia (1997), Saeed, (2018) noticed that the more teachers settled for a learning environment packed with participation and creative activities, the more impetus learners were mostly to get. Based on this, the rate at which motivation comes up occurs as long as the intensity and desire to learn of an individual remains inside. Right along with it, is the wide range of enhancing strategies set by a teacher to foster the affective factor

of motivation (e.g., Cheng, 2008; Kruk, 2018; Zawodniak, 2018).

While exploring EFL motivational activities, Amir-Alavi and Abbasnia (2014) identified that EFL learners were more motivated, engaged, and more persevering in performing their language learning activities if there is a positive relationship between engagement –*strengths and optimal functioning*– and burnout –*tiredness for excessive demands on energy*–. In fact, learners showed high levels of energy, mental resilience and ability to invest much effort in their learning when they are motivated and saw those efforts as a window to succeed. This is because according to Moskovsky, et al. (2013), the use of proper motivational activities enhances learners' motivation and positive attitudes to the language which drives to the positive learning outcomes. Teachers' role, therefore, is to develop learners' motivation by generating teaching strategies that keep EFL learners' interest towards the language (Koran, 2015). Since motivation has been hitherto known as one of the factors that affects language learning, the present study investigates the affective factors that influence the EFL language learning process. To accomplish this goal, the study aims at answering the following research questions: Do learners' intrinsic motivation outperform the extrinsic one? What is the learner's attitude towards the English language and learning situation? and Do EFL learners show degrees of classroom anxiety?

2. METHODOLOGY

The attitude motivation test battery –*AMTB* proposed in Gardner's (1985) socio-educational model of SLA was primarily selected. It was because the AMTB model holds highest validity and reliability over more than 30 years of research when assessing affective factors and IDs to language learning. Following Gardner's model, the research adopted a survey-based questionnaire in order to identify learners' attitude towards the English language and learning



situation, intrinsic and extrinsic motivation, and classroom anxiety. A heterogeneous sample of 295 language learners who study English as foreign language at Technical University of Cotopaxi, Ecuador completed the questionnaire, 160 were females and 135 males. Data analysis was done using the statistical package for social sciences (SPSS) software.

Based on the first section of the Gardner's (1985) model –*attitudes, motivation and classroom anxiety*–, the questionnaire was structured with multiple-choice questions, on a five-point liker scale. First, using recruitment criteria to analyze the feasibility and reliability for the data collection, the AMTB questionnaire (40 items) was piloted with 60 EFL language learners. While running the pilot questionnaire, each item was evaluated to confirm learners' understanding thereby 5 items were eliminated thus the final questionnaire contains 35 items, two sections, as EFL learners' informative data (5 items) and AMTB test (30 items). A total of 30 items, under five sub-scales were run to examine learners' attitudes towards English language (7 items); attitudes towards language learning situations (7 items); classroom anxiety (6 items); intrinsic motivation' (5 items); and extrinsic motivation (5 items). The students were asked to rate each item on a 5-point liker scale (100% strongly agree, 75% moderately agree, 50% agree, 25% disagree and 0% strongly disagree). The internal consistency of 0.918 ran in the Cronbach's Alpha, SPSS software highlights the reliability of the AMTB survey-based questionnaire that contains 30 items to measure EFL learners' motivation, attitude and classroom anxiety toward English language learning.

3. ANALYSIS AND RESULTS

The research study administrated to 295 EFL languages learners at different levels (A1, A2, B1, B2), reported variation in learners' motivation, attitude and anxiety. Data analysis performed using SPSS software showed the mean score,

standard deviation, frequency and percentage of learners' mixed responses. The summary statistics for the questionnaire showed the mean score (M=148) and standard deviation (Std. Dev = 0.85) of the participants. Thus, the mean score and standard deviation for males reported a M of 68.0 and a Std. Dev. of 0.39, nonetheless, females' M and Std. Dev. were 80.5 and 0.46, respectively. From the overall analysis, the interval between 21 and 30, the average age of the majority of participants, both females and males were 26 years old. Additionally, further statistical analysis revealed that 48.1% of the informants were in the level A2, followed by levels A1 and B1 with a similar percentage (23.4%). Learners in the level B2 with 5.1% reported to have the lowest percentage. Similarly, over half (52%) of those surveyed informed that they study English as a foreign language because it is a requirement for graduation. Nonetheless, the third part (61%) of EFL learners seemed to be intrinsically motivated when learning this language (see figure 5).

The first set of questions aimed to identify learners' attitude towards English language and language learning situations. The figure below (1) illustrates the breakdown of a skewed distribution of data in which we can see that most of the EFL learners, irrespective of their gender showed positive attitudes towards English language and its learning. What is interesting from the date is that 98% of the informants indicated that learning English is an enjoyable experience (item 1) because they really like to learn the language. This statement has correlation with item 2, since the 97% of EFL learners argued that the more English knowledge they get, the more they would like to be fluent in the language. In response to item four, most of those surveyed indicated that English is a very important part of their training program (99%). The overall response (males/females) to item 28 was very positive, 95% of the participants reported that 'after teachers get back homework, they always check and correct



their mistakes in English'. This result revealed learners' awareness to learning English. When the participants were asked 'if EFL learners look forward to continue studying English in the future', the majority (83%) responded that they are keen on studying the target language. Thus, from the data in figure 2, it can be inferred that EFL learners suggested the necessity of learning English in order to build global linkages and networks as the means for international communication in this globalized world.

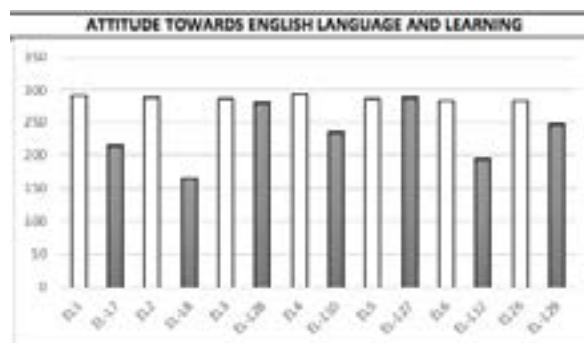


Figure 1. English language (EL) and language learning situations (EL-L)

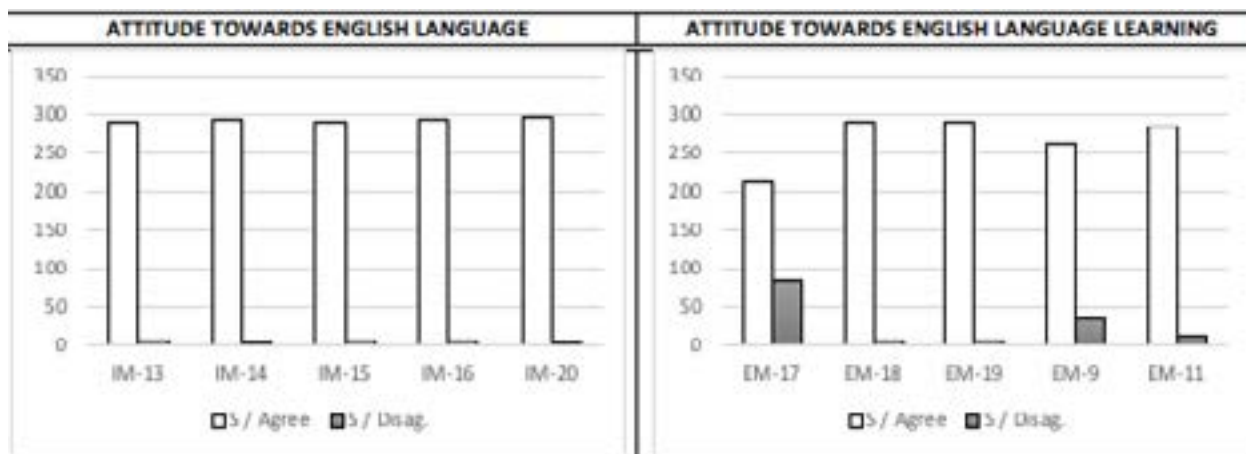


Figure 2. Intrinsic motivation (IM) and extrinsic motivation (EM) towards EL and EL-L

Further analysis showed that there was a significant difference between the two set of questions. Although in the figure 1 most of the participants reported positive attitudes towards English language (EL) and its language learning situations (EL-L), figure 2 revealed that there was a clear trend of decreasing on EFL learners' confidence to EL-L, in the sense that they tended to need extrinsic motives (EM) to achieve goals.

From this data, we can see that unlike EL items, EL-L ones had the lowest value of percentage. Moreover, the skewed distribution of responses in figure 2 acknowledged the aforementioned, which is in line with those of Kinyua and Kimathi (2015). Then, research findings from the data analysis of figures 1 and 2 provide important insights to encourage EFL learners' positive attitudes to language learning situations through the integration of innovative ideas into the language instructions.

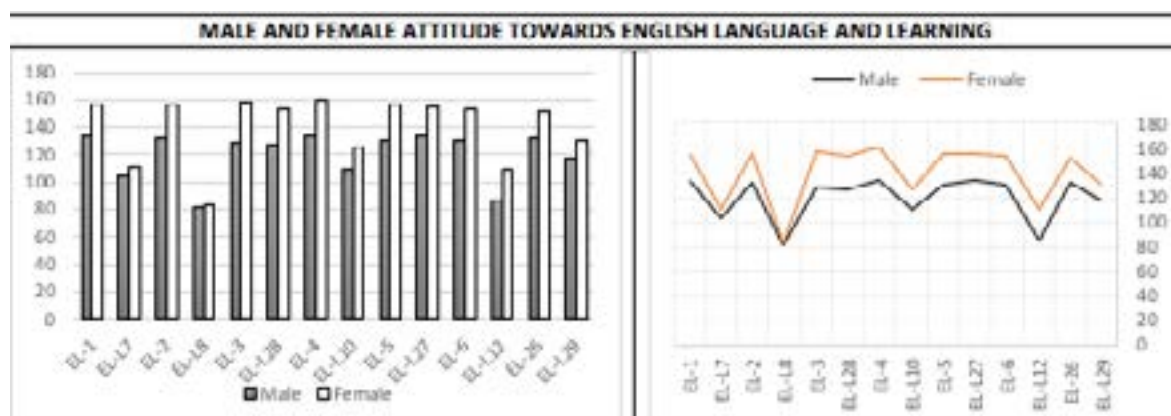


Figure 3. Attitudes of male and female learners towards EL and EL-L

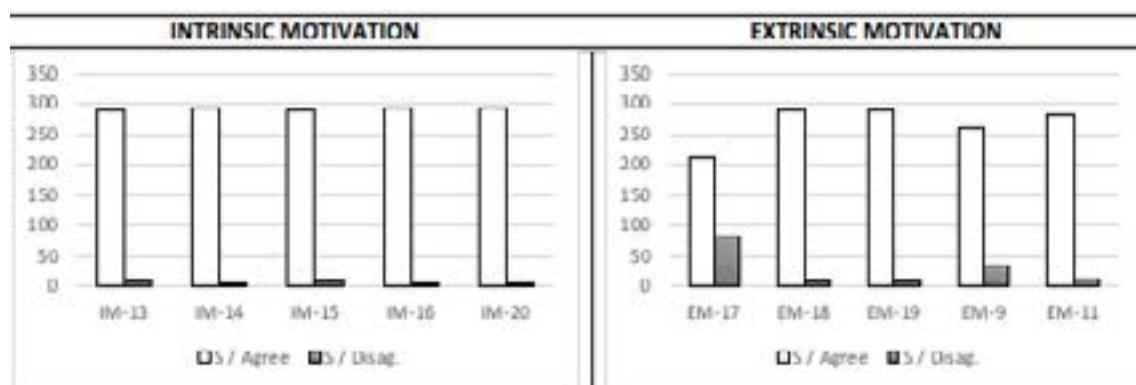


Figure 4. Motivation toward English language

The figure above (3) highlighted that females had positive attitudes towards language than males. It means that females see the language as a crucial and potential instrument to improve either their educational background or labor skills. This result is in connection with those of Ghazvini and Khajehpour's (2011), and Hashwani's (2008) works wherein females informed to be highly motivated. Questions in figure 4 (above) asked the informants to respond about the intrinsic and extrinsic motivation towards English language. Regarding the items 20 and 14, the majority of those surveyed (99%) indicated that studying English is important because it will contribute to improving their personal and professional training, and it also allows them to be more at ease with people who speak English. Similarly, over 97% who answered the items 13, 15, 18,

and 19 tended to report that they feel motivated within the process. However, as it can be seen from the figure above (4), the items of intrinsic motivation reported significantly more values than their extrinsic counterparts. According to the data analysis, it can therefore be assumed that learners are highly confident or self-satisfied to learning the target language. That is, EFL learners see the language as an instrument to succeed either personally or professionally since it allows them to participate more freely in activities of other socio-cultural groups, better understand and appreciate the English way of life.

The figure below (5) indicated that females seem to be slightly more intrinsic motivated than males. This result is in line with those of Ramirez, (1995) who reported that gender tends



to be one of the linguistic factors that influence in the learning outcomes, in which females exhibit higher motivational investment in any learning environment. This is, greatly because most of girls seemed to be more serious and interested towards language learning. Despite these promising results, questions remain: Do females keep exhibiting greater motivation to learn the target language from the beginning to the end of the course? Does this motivation level promote their language performance and contribute them to get high scores? Further research should be undertaken to investigate whether motivation is

durable and how it affects learners who reported to be strongly motivated. For this reason, teachers should not only pay attention on learners' lack of language proficiency, but also on learners' lack of engagement in the learning process and their limited cognitive skills in the foreign language (Pappamihel, 2002). Since in dealing with texts, for instance, learners concentrate on words and sentences without integrating them into the general context (in Schultz, 2002: 28), language instructions require to develop positive attitudes to the language, opportunities for language exposure, and the appropriate use of language in written or spoken texts.

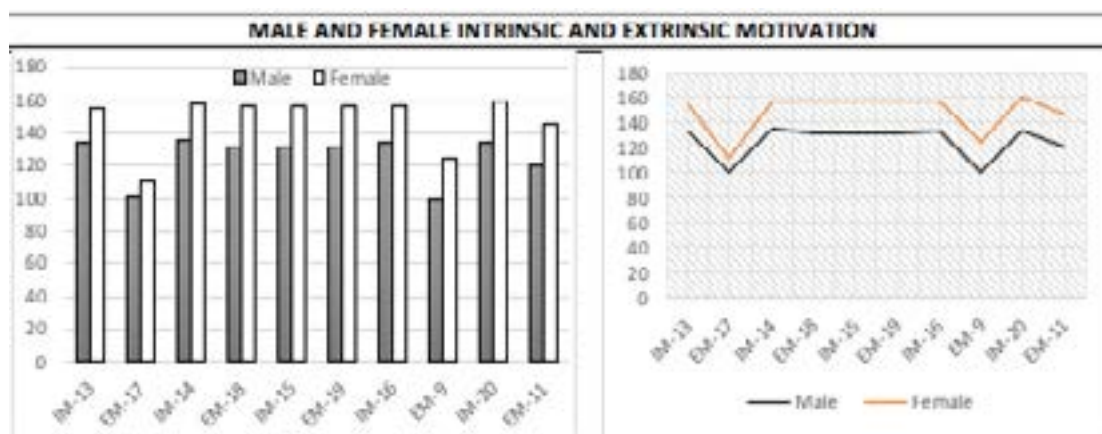


Figure 5. Kinds of motivation in males and females

Six items of the questionnaire measured to what extent EFL learners show language anxiety. It focused on the anxiety and unease behavior experienced by them at any language learning situation. It can be seen from the data in figure 6 (below) that over half of those surveyed reported that they felt anxious if someone asks them something in English (item 25). They also indicated getting nervous if they have to speak in English in front of their classmates (item 24), and that this situation, in certain cases, made them feel worried and embarrassed because somebody may laugh at them (item 21). That is, approximately 45% of learners informed feeling embarrassed to volunteer work in the classroom. Additionally, a great number of learners agreed that their classmates seem to speak English

better than they do, and, as a result, they did not feel confident enough when they speak in English (items 22 and 23). Data in figure 6 clearly stated that the majority of EFL learners argued to have a certain degree of language anxiety while a minority mentioned to feel self-assured of their abilities. The research findings are in line with those of Hashwani (2008), and Hui-ju (2012) who found that most of the learners irrespective of the gender demonstrated or have experienced different levels of classroom anxiety. It is because lower levels of motivation directly influence learners' autonomy and self-confidence. The results discussed above shed light on language instructors and school administrators to define their action zone into the classroom environments, in such way, all



learners may receive positive feedback to feed-forward, appropriately.

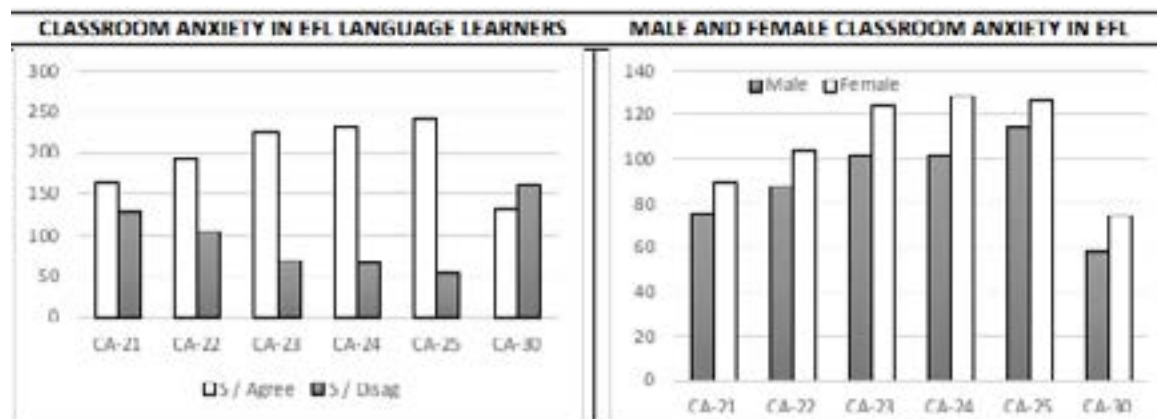


Figure 6. Anxiety in language learning situations

4. DISCUSSION

The term motivation has been discussed and conceptualized by various researchers and scholars from different beliefs and approaches. Early years of definition provided, for instance, by Garner and Lambert (1977), Whisenand & Rush (1988) defined motivation as the willingness that energized human beings at performing actions to satisfy their individual needs. Following such definition and emphasizing the presence of internal and external factors that move individuals to exert efforts, the research study found that although a great number of students reported to have positive attitudes toward the language and language learning as well, they showed a certain level of anxiety which affects the language teaching and learning process (see figure 6). Despite the fact that over 90% of the EFL language learners informed they feel motivated within the process, a further analysis revealed lower levels of intrinsic motivation compared the extrinsic ones. In this way, according to the setting theory, meeting higher levels of extrinsic motivation diminish the attitude to the language. This is, in great part, because learners would meet intangible learning motives to exert particular efforts which, to some

extent, only prevent them for being dissatisfied (see items 18, 19, 11 in figure 4). That is to say, extrinsic or so-called hygiene factors will not motivate learners to exert additional effort to better performance, rather these factors will only prevent them from having unpleasant attitudes towards the language learning (Robbins, 2014). Thus, in order to actively motivate language learners, higher levels of intrinsic factors must be supplied into L2 or EFL teaching and learning. If learners see the language as an instrument to succeed, they freely participate in some learning activities, creating and maintaining durable and positive efforts. Otherwise, they remain themselves neutral, that is, neither satisfied nor motivated on performing particular task. These results are in line with those of Ramirez, (1995); Hashwani (2008), and Hui-ju (2012); Kinyua and Kimathi (2015) found that these factors affect learning outcomes, in such way as learners experience different levels of anxiety, positive and negative attitudes to language, respectively.

One of the interesting findings in this study is that females indicated higher levels of motivation than males (see figure 5). Much more than we would imagine is achieved for the power of motivation. If we stop our daily routines for a moment and



look behind us, then we realize that our lives and those of others around us are driven for particular set of motives and interests performed at specific periods. Motivation, therefore, is the engine that leads us to act in any situation, particularly as an integral aspect of teacher education. Then, language instructors and school administrators should identify L2 or EFL learners' attitude to language learning in order to foster motivational activities that ignite learners' interest to the target language. In this way, teachers require a solid knowledge and deep understanding of the parameters for an effective teaching and learning experience. In order to enhance positive attitudes to the language, both language instructors and school administrators need to take into account learners' level of motivation, degree of classroom anxiety and their individual differences as well. In other words, when language teaching focuses on learners' weaknesses and considers their desires, attitudes and interest to the language, L2 and EFL learners may feel motivated, self-confident and proud of their learning.

Motivation and attitude go hand in hand, it is because they need each other to succeed. However, despite the fact that teachers and school administrators talk more about the benefits of speaking a foreign language, some EFL learners cannot find their instrumental or integrative reasons to study the language. This is, in great part, "because the perceived utilitarian benefit of a language depends on a social agreement" (Dörnyei, 2006b: 82). That is, learners do not see any value of studying the language if they have few opportunities to social interaction, but overall if language instructions are tiring, useless and boring. Despite the fact that motivation plays an essential role in keeping learner's attention to learn the language, little attention has been carried on the EFL classroom settings. Although EFL learners may report to be highly interest in the foreign language, it does not mean that they always have positive attitudes toward learning process and; it happens in

different learning situations, in particular, when they take the language as a simple requirement for graduation.

As learners irrespective of their gender may have lower levels of motivation, diverse attitudes towards the target language and different levels of classroom anxiety, learning instructions and language instructors should provide EFL learners meaningful language learning environments. This is by including cognitive, affective and motivational factors in response to learner's external and internal situations –e.g. feeling, thoughts, culture, background, age– in which they are exposed to. Moreover, language learning environments should promote learners' positive attitudes to the new language, by considering agents like *behavior, attitude, motives, emotion, and anxiety* as complex language factors, which together either encourage or discourage the learning process. For this reason, language instructors should provide learners motivational and learning opportunities to practice the English skills in and outside the classrooms. However, the learning opportunities outside the classroom are usually scarce. This is because learning process, to some extent, focuses on traditional rather than on modern methodologies, which, in many ways, determines learners' attitude towards English learning. Then, if language learning becomes more dynamic and rewarding, learners see the language as a useful instrument to improve either their educational background or labor skills.

5. CONCLUSIONS

Since English becomes the international language for communication, there has been a growing interest in investigating how L2 and FL learners learn or acquire that language, and how motivation influences the language learning process. Without any doubt that speaking that language in a monolingual society where the opportunities to practice or exposure to the target language outside the academia, for



instance, schools, universities and language centers are scarce or almost null significantly influence its mastering. Nonetheless, due to the advancement of high tech “internet”, language learners come into contact with a variety of English words and expressions on their daily basis, which can be sounded, heard or learned when browsing the web just for entertainment or spend their leisure time doing something, as playing games or watching videos. If we stop our diary routines for a while, look around us and ask ourselves how much motivated our students are when performing learning tasks comparing with the great or even addicted desire with which they log on the web, we can easily lose the sight of our learning goals. So, what makes the difference or what is wrong within the teaching and learning process. Teachers do not effectively motivate language learners or perhaps learners’ attitudes to the language and language learning are not appropriate. That is, no matter how much motivated you are if your attitude is negative, the possibilities of performing something will be always fair. Despite the great numbers of students admitted to English proficiency programs at language center of the Technical University of Cotopaxi, the majority of students fail to finish the program requirements successfully in almost two years. From the results discussed above, it is clear that those students face significant academic challenges as EFL learners. Although they seem to have some degree of confidence and intrinsically motivated, they can find their integrative orientation to learn the target language. In theory, the reasons why learners cannot progress smoothly in any academic programs can include a perception that that language is seen as a simple requirement for graduation; feeling unmotivated; facing multiple academic challenges and personal situations, which together, to some extent, cause learners’ anxiety and negative attitudes to the language.

The research findings of the current study give a clear picture that EFL learners in the

Language Center have a certain degree of motivation with a non-hierarchical level of attitude and a considerable degree of anxiety to learn the English language. These factors provide the researchers and scholars with several pedagogical implications, in the sense that motivation is the factor in determining and enhancing the learning of the English language. In other words, motivation represents learners’ self-esteem and confidence, which in many cases, may create a positive learning experience and develop learners’ language performance, by building positive or negative attitudes to the target language. Language instructors, therefore, should promote not only learners’ motivation, but also examine learners’ attitude to the learning process in order to make the teaching and learning process more effective and rewarding. Thus, classroom languages should incorporate fruitful activities in such way as learners experience enjoyable learning classroom settings where they can have positive feedback and feedforward. For example, a constructive teacher-student relationship, an appropriate guidance and mentorship may help learners to release their stress and anxiety, which together, in turn, may raise students’ confidence by encouraging them to create positive attitudes to the learning. Therefore, language instructors, school administrators and material developers are required to achieve a high level of awareness of the importance about the interconnection between motivation and attitude, and motivation and anxiety. This is because motivation and attitude function as determiners of language success. Understanding the interrelation of these aspects provide teachers and researchers with useful theoretical and practical insights to improve the classroom atmosphere and facilitate English language learning in different scenarios.

Although the current research is based on a limited sample of EFL language learners, it provides with a clear picture of the phenomenon, especially at understanding how anxiety and



attitude influence learners' motivation, either extrinsic or intrinsic. Nonetheless, the study was limited by the analysis of individual differences across participants and how these differences correlate with learners' attitude to the language. Further research should be done to investigate if anxiety to language learning is different or similar to anxiety showed in other subjects and disciplines. It also needs to be examined whether motivation is maintained and durable in learners who report to be highly motivated.

ACKNOWLEDGEMENT

The authors would like to express our special appreciation and thanks to all those who gave us the possibility to carry forward this research, in particular, to EFL language learners and teaching staff of Language Center, Technical University of Cotopaxi, for participating in this study. All the remaining errors, omissions and shortcomings are ours.

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