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Research dissertation before obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

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LATACUNGA –ECUADOR

2022

TUTOR'S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled "**STUDENTS' ATTITUDE TOWARD FOREIGN LANGUAGE LEARNING**" investigated by Noroña Heredia Mayra Clemencia, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

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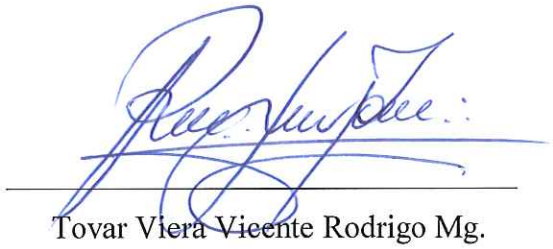

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DEDICATION

This research work is dedicated to God for allowing me to carry out this study, to my husband Diego, to my beloved son Matías Alejandro, over all to my parents, Marcelo and Maruja, and to my brother Marcelo Alejandro who are always by my side giving me their unconditional support and being my source of inspiration, thanks for all your support to get this goal.

Mayra

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First, I would like to thank God for giving me life, health, and wisdom to complete this research work, my parents, who have taught me never to give up even though the road is complex, and my esteemed tutor Mg. Vicente Rodrigo Tovar Viera who has guided me throughout this process with his wisdom, experience, patience, and kindness. It has been a privilege to have his guidance and help, to the Technical University of Cotopaxi for allowing me to continue preparing myself as a professional, to my colleagues at the Language Center for their collaboration, empathy, and help to complete this project. May God repay you all.

Mayra

AUTHORSHIP

I, Noroña Heredia Mayra Clemencia declare to be the author of the concepts, procedures, and findings in this research dissertation.

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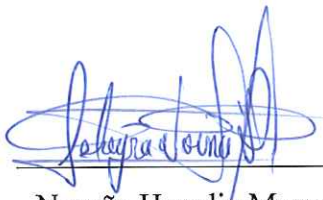

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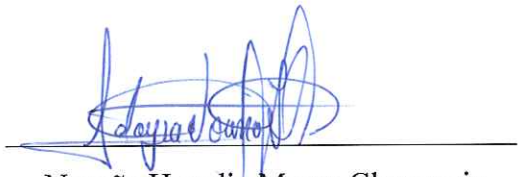

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UNIVERSIDAD TÉCNICA DE COTOPAXI
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA
TÍTULO: "Actitudes de los estudiantes hacia el aprendizaje de idiomas extranjeros"

Autor: Noroña Heredia Mayra Clemencia
Tutor: Tovar Viera Rodrigo Vicente Mg.

RESUMEN

El Proyecto de Investigación titulado: "ACTITUDES DE LOS ESTUDIANTES HACIA EL APRENDIZAJE DE IDIOMAS EXTRANJEROS" tuvo como objetivo identificar cómo las actitudes de los estudiantes impactan en el aprendizaje de lenguas extranjeras en el Centro de Idiomas de la Universidad Técnica de Cotopaxi (CI-UTC) desde perspectivas sociales y psicológicas. La metodología utilizada en esta investigación es exploratoria porque se basa en examinar la información con mayor precisión sobre temas previamente investigados. Asimismo, se utilizó el método de la encuesta durante la revisión de la literatura para adquirir resultados claros, conocimientos existentes y nociones para desarrollar esta investigación, esta herramienta de prueba utilizada para evaluar las actitudes es un cuestionario de Gardner (1985). La metodología es cuantitativa porque durante la investigación se aplicó un cuestionario basado en una encuesta, y los resultados se tabularon divididos en cinco constructos: integratividad, proceso de aprendizaje del idioma, motivación, ansiedad hacia el idioma inglés, y orientación instrumental. El cuestionario AMTB con 104 ítems se organizó con preguntas de opción múltiple en una escala Likert de seis puntos. La población encuestada consta de una muestra mixta de 92 alumnos que estudian inglés como lengua extranjera en el CI-UTC, Ecuador, treinta y nueve son mujeres y 53 hombres; 58 en el nivel A1, 23 en el nivel A2 y 11 en el nivel B1. El análisis de los datos se realizó con el software Excel y el estadístico SPSS. Los resultados se correlacionaron entre los constructos divididos en dos variables, la variable independiente-actitud: integratividad, motivación, ansiedad hacia la lengua inglesa y orientación instrumental, y la variable dependiente: proceso de aprendizaje de la lengua, donde los constructos Integratividad y Proceso de aprendizaje de la lengua inglesa tienen una fuerte correlación positiva, dado que el coeficiente de correlación r = 0,8868 (valor p = 0. 00), los constructos Motivación y Proceso de aprendizaje de la lengua inglesa tienen una fuerte correlación positiva, dado que el coeficiente de correlación r = 0,9226 (valor p = 0,00), los constructos Ansiedad hacia la lengua inglesa y Proceso de aprendizaje de la lengua inglesa tienen una débil correlación positiva, dado que el coeficiente de correlación r = 0. 2524 (valor p = 0,015), los constructos Instrumentalidad y Proceso de aprendizaje del idioma inglés tienen una correlación negativa significativa, dado que el coeficiente de correlación r = -0,7254 (valor p = 0,00). Los resultados obtenidos en la presente investigación, en conjunción con la fundamentación teórica revisada para la elaboración de la propuesta fue esencial, pues permitió identificar las actitudes de los estudiantes (positivas y/o negativas) hacia el aprendizaje de lenguas extranjeras a través de una perspectiva pedagógica. Por ello, se propone un folleto con estrategias motivacionales integradoras y sugerencias didácticas que ayudará a los profesores a fomentar la actitud positiva de los estudiantes hacia el proceso de aprendizaje de idiomas.

PALABRAS CLAVE: Ansiedad, motivación, actitud, lengua extranjera, modelo AMTB (Attitude Motivation Test Battery)

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DIRECCION DE POSGRADO
MAESTRIA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA
TITLE: "Students' attitude toward foreign language learning"

Author: Noroña Heredia Mayra Clemencia
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ABSTRACT

The Research Project entitled: "STUDENTS' ATTITUDE TOWARD FOREIGN LANGUAGE LEARNING" aimed to identify how students' attitudes impact foreign language learning at the Centro de Idiomas of Universidad Técnica de Cotopaxi (CI-UTC) from social and psychological perspectives. The methodology used in this research is exploratory because it is based on examining information with greater precision on previously investigated topics. Also, the survey method was used during the literature review to acquire precise results, existing knowledge, and notions to develop this research, this test tool used for evaluate the attitudes is a questionnaire by Gardner (1985). The methodology is quantitative because a survey-based questionnaire was applied during the research. The results were tabulated and divided into five constructs: integrativeness, language learning process, motivation, anxiety toward English language, and instrumental orientation. The AMTB questionnaire with 104 items was organized with multiple-choice questions on a six-point Likert scale. The surveyed population consists of a mixed sample of 92 students studying English as a foreign language at CI-UTC, Ecuador, thirty-nine are female, and 53 are male; 58 are at the A1 level, 23 at the A2 level, and 11 at the B1 level. Data analysis was performed with Excel software and SPSS statistic. The results were correlated between the constructs divided into two variables, the independent variable-attitude: integrativeness, motivation, anxiety toward English language, and instrumental orientation, and the dependent variable: language learning process, where the constructs Integrativeness and English language learning process have a strong positive correlation, given that the correlation coefficient r = 0.8868 (p-value = 0.00), the Motivation and English Language learning process constructs have a strong positive correlation, given that the correlation coefficient r = 0.9226 (p-value = 0.00), the constructs Anxiety toward English Language and English Language learning process have a weak positive correlation, given that the correlation coefficient r = 0.2524 (p-value = 0.015), the constructs Instrumentality and English Language learning process have a significant negative correlation, given that the correlation coefficient r = -0.7254 (p-value = 0.00). The results obtained in the present research, in conjunction the theoretical foundation reviewed for the elaboration of the proposal, were essential since they allowed to identification of students' attitudes (positive y/or negative) towards foreign language learning through a pedagogical perspective. Therefore, a booklet is proposed with integrative motivational strategies and didactic suggestions to help teachers fosters students' attitudes towards the language learning process.

KEYWORD: Anxiety, motivation, attitude, foreign language, AMTB (Attitude Motivation Test Battery) model

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INTRODUCTION

Background: This study, named "Students' Attitudes Toward Foreign Language earning," is part of the research line Education and Communication for Human and Social Development, which has a sub-line called Psycholinguistics, which has a division called Emotional Factor. So, according to the Master's Program profile, this work is related to the categories of Linguistics and Pedagogy in Education to develop integral education, interculturality, critical and creative thinking, responding to the needs of the social context, respecting and promoting the principles of cultural identity from the different axes of applied linguistics and pedagogy in education. This research project is tied to Ecuador's 2008 Constitutional Reforms, which are outlined in the following regulations:

Art. 27.- Education must be centered on human rights in a sustainable, democratic, participatory, compulsory, intercultural, democratic, inclusive, and diverse environment of quality and warmth; this must promote gender equity, justice, solidarity, and peace; it must stimulate aspects of the design of art and physical culture, individual and community initiative, and improve competencies and capacities to create and work. It serves as a crucial axis for the country's growth.

Art. 28.- Education must serve the public interest by providing universal access, permanence, mobility, and guaranteed graduation without discrimination at all levels, with secular education being compulsory at all levels and free up to and including the third level of higher education. As a right of every individual and community to contact with people from other cultures and to engage in a learning society that promotes intercultural discourse in all of its forms. As a result, learning will take place both in and beyond of the classroom.

Art. 350.- The purpose of the Higher Education System, according to the Republic's Constitution, is academic and professional training with a scientific and humanistic perspective; scientific and technological research; innovation, promotion, development, and dissemination of knowledge and cultures; and the construction of solutions to the country's problems in relation to the development regime's

objectives. Furthermore, Ecuador's "Ley Orgánica de Educación Superior" (LOES, 2018, p. 10) provides in Article 8, literal k and l, that: Developing, strengthening, and promoting the intercultural bilingual higher education system, with quality criteria and under cultural diversity; and reinforcing the use of ancestral languages and artistic expressions in the different fields of knowledge.

According to (CES, 2022) Article 64.- **Second language acquisition**. - Learning a second language will be required for graduation from third-level careers, in accordance with the adequacy levels outlined below, using the Common European Framework or its equivalent as a guideline: a) At least level A1 will be necessary for the third technical level, and at least level A2 will be required for the technological level. b) At least level B1 will be necessary for the third-grade level. HEIs will establish the degree of competency in the second language, if needed, in postgraduate programs based on the growth of the field of expertise. Each HEI will determine whether or not to include the acquisition of a second language in the career or program. To meet the sufficiency requirement of a foreign language for regular students enrolled in a career, HEIs may enter into agreements with other HEIs or institutions that, while not part of the Education System Superior, offer language programs or courses and issue certificates of proficiency by taking internationally recognized exams.

From the stated above, the current research study conducted at the Centro de Idiomas at Universidad Técnica de Cotopaxi (henceforth CI-UTC) examines the importance of attitude in the development of foreign language learning process. Based on the research outcomes, to suggest some strategies for developing a positive attitude toward the language. In this sense, if a global language, in our instance English is taught early enough, learners will benefit from its linguistic and cultural components, allowing them to grow and strengthen their linguistic competence to communicate within a speech community. In due order, true and robust bilingualism arises, indistinguishable from that found in any speaker who has encountered the language since birth, this suggests that if students have a good mindset, they will have more opportunities to participate in the global community.

Bearing the above in mind, attitude is a really important factor that has been influenced by religion, ideology, values, economy, experiences, media perceptions, and interests that a person has, furthermore, the attitude toward globalization is more likely to be negative when people have determinants. For example, Brown and Ogilvie (2009) estimated that there are more than 250 recognized language families and over 6800 different languages in the introductory chapter of their dictionary (Brown & Ogilvie, 2009). As a result, (Crystal, 1997, pág. 16) mentions that if a global language is taught early enough, from the time children begin full-time education, and if it is maintained continuously and well resourced, the kind of linguistic competence that emerges in due course is real and generates a powerful bilingualism.

In a nutshell, knowing another language is essential for improving one's personal and professional growth, finding work, learning about a new culture and its people, expanding one's national industry and company, getting information on the internet, traveling, and studying throughout the world. However, it is important to remember that there are critical aspects in learning a new language; hence, **the Problem Statement** of this study focuses on emotional factors: attitudes and motivation. Students' attitudes impact the foreign language learning acquisition, preventing them from acquiring and developing the four skills required to communicate in a foreign language, and foreign language acquisition has been the subject of research.

Accordingly, (Gardner, 1985) asserts that second language learning is a social psychological phenomenon, and it is the core to carefully study the context under which it occurs. For many people, learning a second language is a once-in-a-lifetime opportunity that lasts only a few years and yields little immediate benefit. Other Researchers considered it as a way of living that leads to bilingualism. The purpose of this study is to discover how students' attitudes impact foreign language acquisition from a social and psychological standpoint.

Formulation of the Problem: Do students' attitudes influence foreign language learning in the alumni at Centro de Idiomas -Universidad Técnica de Cotopaxi –? If so, what type of attitude do they show?

To address the aforementioned issues, this research offers the following **General Objective:** to identify how students' attitudes impact foreign language learning at CI-UTC from both social and psychological perspectives.

Several **Specific Objectives** will be met during this process: To set a theoretical basis and the previous work in the field related to the problem under study, also to identify students' attitudes toward foreign language learning through a pedagogical lens, and finally, to suggest strategies and teaching tips through a booklet socialized to teachers to help them to ignite students' positive attitudes to language learning study.

1. Task systems about the specific objectives:

Table 1. Task systems concerning the particular objectives

Objective	Activity (tasks)
Specific Objective 1: To set a theoretical basis and the previous work in the field related to the problem under study.	Literature review on identifying the attitude toward foreign language learning, focus on the objective, methodology, and main results
Specific Objective 2: To identify students' attitudes toward foreign language learning through a pedagogical lens.	To apply the attitude motivation test battery -AMTB proposed by Gardner (1985) with students from A1 to B1 level to get results related to students 'attitudes toward foreign language.
Specific Objective 3: To suggest strategies and teaching tips through a booklet socialized to teachers to help them to ignite students' positive attitudes to language learning study.	To establish teaching suggestions by designing a booklet with integrative motivational strategies to ignite a positive attitude towards language and language learning.

Elaborated by: Mayra Noroña Heredia, 2022.

Table 2. Stages of positive attitude to foreign language learning

Stage	Description
Stage 1	An individual's attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent (Gardner R. , Social Psychology and Second Language Learning "The Role of Attitudes and Motivation", 1985)
Stage 2	The Attitude/ Motivation Test Battery is a research instrument that has been developed to assess the major affective components shown to be involved in second language learning (Gardner R. , 1985).
Stage 3	When the learners have a positive attitude towards the target language it occurs more straightforwardly. Nevertheless, the attitude of the learner towards the target language culture is the most important variable influencing foreign language (Chambers, 1999)

Elaborated by: Mayra Noroña Heredia, 2022.

As a consequence, in order to tackle the problem posed, its influence is justified by a scientific novelty; hence, knowing various languages has numerous advantages and is an essential element of growing up. In the teaching-learning process, teachers must also consider how pupils acquire another language. Still, throughout the course of this educational process, it is vital to consider the three groupings offered by Clement and Gardner (2001, pg. 168), cited in (YU & WATKINS, 2010) Individual differences in the following areas are connected to motivating factors in second-language acquisition: cognitive (language aptitude), personality (field dependence/independence), and emotional (attitudes and Motivation). Positive attitudes regarding language learning may improve learners' motivation and assist this process to become one of the main aspects, therefore how students view a foreign language must be highlighted.

Therefore, a group's attitude toward the language spoken determines whether or not they learn the language right away. Because they have learned some students' views about a specific style, teachers may also make attempts to change the negative reactions (Rahimi & Hassani, 2012) stated, Beliefs or perceptions about the items or events associated with the attitude comprise the cognitive component. Affective factors are feelings and emotions toward an item, such as "likes" or "dislikes,"

"with" or "against." Individual attitudes tend to drive learners to adopt specific learning habits, according to the behavioral component.

Because past research on this issue was considered, the explanatory technique used. Descriptive approach because it was collected descriptive data from general to specialized evaluations using observational and survey methods. The mixed-methods technique will also be employed qualitatively and quantitatively to discover how students learn a foreign language, and a survey-based questionnaire used to analyze attitudes about foreign language acquisition.

The present used the **methodology** of explanatory research. It was the result of prevailing theories and a bank of knowledge. It is based on examining information with greater precision of topics that have been researched before. The survey method will be used during the literature review to acquire clear outcomes, existing knowledge, and notions to develop this research. The methodology also was quantitive because a survey-based questionnaire was applied during the investigation, and the results was be tabulated. (Gardner, 1985) proponed this Attitude Motivation Test Battery *–AMTB*. This model of questionnaire holds the highest validity and reliability.

Furthermore, because the study moves from general to specific reviews in order to uncover any reliable information, the deductive technique needs to be applied; hence, observational and survey methods are commonly used to obtain descriptive data. Being: possesses an integral formation that comprises values and principles connected to knowledge discourse, interculturality, critical and creative thinking, reacting to the demands of the social context, and honoring and promoting the principles of cultural identity. the demands of the social environment, while respecting and supporting the principles of cultural identity, which allows us to enter into social, educational, and community outreach programs from several axes of applied linguistics and pedagogy in education.

CHAPTER I.

THEORETICAL FRAMEWORK

1.1 Research Background

(Tovar, 2017) proposed the following article titled "Attitude, motivation, and anxiety in foreign-language classrooms in the Ecuadorian context" which was applied to 295 EFL language learners from the Language Cultural Center of Universidad Técnica de Cotopaxi, Ecuador, aimed to identify attitudes toward English language and learning situations, intrinsic and extrinsic motivation and classroom anxiety, for that Tovar used attitude motivation test battery-AMTB proposed in Gardner's (1985) socio-educational model of SLA, also a data analysis was done using the statistical package for social sciences (SPSS) software. These were the conclusions: EFL learners in the Language Center have a certain degree of motivation with a non-hierarchical level of attitude and considerable 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.

(Auquilla, Maggi, & Camacho, 2019) investigated the following article entitled "Factors that influence Ecuadorian university students' motivation towards English learning": where 422 students from different undergraduate programs from three public universities participated in a survey. The questions of the survey aimed to determine the level of the agreement the study participants had with statements related to integrative and instrumental motivation, so the researchers conclude that: Participants are driven to learn the language in order to attain both short-term and long-term goals in the target language, such as gaining academic degrees.

The teacher's position and an efficient language teaching style are important components of students' motivation and attitudes toward successful foreign language acquisition.

(Andrade-Molina, Bastidas-Amador, Fabre-Merchan, & Portilla-Torres, 2021) propelled the following article “Comparative Study of English Language Learning Motivation of Senior High School Students in Rural and Urban Contexts of Ibarra and Atuntaqui” which aimed to compare English language learning motivation in urban and rural high school contexts. This study included students from 16-18 years old. The research took a quantitative approach using a cross-sectional analysis with an exploratory scope, with sections from four validated questionnaires utilized. Regarding extrinsic motivation students from the rural area demonstrate lower levels of external regulation, introjected regulation, and identified regulation which will be negatively associated with their overall academic achievement and with more extrinsic goal orientations corroborating the data of the Economic Commission for Latin America and the Caribbean (ECLAC).The importance of contextualizing the English language as a foreign language teaching in both settings to improve the motivation of the students in the process.

(Ollero, 2014) investigated “The Influence of Motivation in the Foreign Language Learning Process” which main aim is to T determine how various elements influence these students' productivity and commitment to Foreign Language Learning, and thus to address some motivating tactics to boost these students' motivation. The study was carried out with 20 students from the Intermediate trade level who had motivational issues to overcome during the learning process, on the other hand, the methodology used in this study was the observation, which results revealed that students had a lack of motivation which was caused by the methodology and the materials which were used in class, to solve the problem a questionnaire was applied before applying the proposal, two strategies were set in order to solve the problem, communicative activities and group work.

(Kamo, 2015) carried out the following research paper called “Motivation in Language Learning” in which the main objectives were to look for reasons for the

motivational growth of Russian Law Students and to demonstrate a relationship between English success and professional expertise gained via participation in various international activities. Personal attributes were not taken into consideration instead that psychological support was attained, to perform this type of task Students needed someone they could rely on and who would follow them. It was concluded that Every phase necessitates specific approaches for motivating students at each level of important activities, such as visual effects, careful attention to gestures, other participants' physical posture and motions, inquiries, and structured arguments within focus group interviews.

(Rashid, 2017) researched "Analyzing Student's Attitude towards Foreign Language Learning" which has the following key goals: To understand the many types of foreign languages and how they affect student performance. To assess their ability to be efficient. To assess the ability gap between native and international students. A qualitative and quantitative approach was utilized to carry out the study, and 22 instruments based on quantitative data were prepared for the statistical analysis. Furthermore, due of the existing ideas and conceptions, the approach adopted in this research was exploratory. The sample size for this study was 213 students from various universities who completed the questionnaire.

(Getie, 2020) proposed the study titled "Factors affecting the attitudes of students towards learning English as a foreign language" This sought to investigate the factors influencing the attitudes of ten students at Debremarkos Comprehensive Secondary School in Debre Markos, Ethiopia, toward learning EFL. For this study, the researcher chose 103 students and 10 English professors. A questionnaire was thoughtfully and methodically improved and created to collect the data. It was used, and the data was then examined numerically and qualitatively. The study's findings generally indicated that grade 10 students' opinions about studying EFL are good.

1.2 Epistemological foundation

1.2.1 Psycholinguistics

The etymology comes from Greek, "mind" and Latin "tongue", so psycholinguistic or psychology of language is the study of the interrelation between linguistic factors

and psychological aspects (Jodai, 2011). So, Psycholinguistics is the branch of linguistics and psychology with cognitive science related to the mental aspects of the language. Psycholinguistics is mentioned for the first time by Kantor Jacob Robert (Kantor, 1936) Psychology has been regarded as the guardian of principles governing speech rather than as a discipline engaged in the study of essential aspects of speech that it has been found to be so dispensable by linguistics. And mentioned that the relationship between linguistics and psychology is concerned with the described phenomena. Language must be studied both as actual psychological happenings and a social and historical phenomenon.

(Garnham, 1985) Stated that Psycholinguistics is the study of the mental mechanisms that make it possible for people to use language. It is a scientific discipline whose goal is a coherent theory of the way in which language is produced and understood. Also, (Kantor, 1936) suggested that the translation or expression theory regards speech as a translation of psychic materials into verbal action, generally stated as the expression of thoughts in words. In addition, Psycholinguistics as a branch that studies the interrelation between the body and the mind in the process of human beings 'communication (Maftoon & Shakouri, 2013) said three important processes are investigated in psycholinguistics: (1) language production, (2) language comprehension, and (3) language acquisition.

Psycholinguistics is a scientific study that analyzes the most significant aspect of human communication based on psychic and psychological processes. It is believed that this discipline grew quickly and split into various sub-disciplines. so (Purba, 2018) in her scientific article cited by Chaer (2015) established the following:

Theoretical psycholinguistics. It is focused on theories of language relating to human mental processes in languages, such as phonetics, diction, syntax design, discourse, and intonation.

Developmental psycholinguistics. It is related to language acquisition, both first language acquisition (L1) and second language acquisition (L2). It examines phonological, semantic, and syntactic acquisition, a process in stages, gradually, and integrated.

Social psycholinguistics is related to the social aspects of language, including social identity.

Educational psycholinguistics discussed general aspects of formal education at school, including the role of language in teaching reading, teaching proficiency, and improving language ability to express thoughts and feelings.

Neuro-psycholinguistics is focused on the relationship between language, language production, and the human brain. Neurology experts have managed to analyze the biological structure of the brain and analyzed what happens with the input language and how language output is programmed and set up in the brain.

Experimental psycholinguistics was covered and experimented with in all language productions and language activities, language behavior, and language outcome.

Applied psycholinguistics is concerned with the application of the findings of six sub-disciplines of psycholinguistics explained before in certain areas that require it, including psychology, linguistics, language learning, neurology, psychiatry, communications, and literature.

1.2.2 Factors affecting language learning (Individual characteristics)

Language educators are always looking for the best way to help learners acquire the second language with their specific characteristics in the learning field so (Lightbown & Sapada, 2006) mentioned that there are some factors affecting language learning.

Table 3. Factors Affecting Language Learning.

Intelligence	The term 'intelligence' has traditionally been used to refer to performance on certain kinds of tests. These tests are often associated with success in school, and a link between intelligence and second language learning has sometimes been reported. Besides (Gardner, & Hatch, 1989) defines intelligence as "the capacity to solve problems o to fashion products that are valued in one or more cultural setting".
Aptitude	Specific abilities thought to predict success in language learning have been studied under the title of language learning 'aptitude'. A hypothesis may be that a learner with high aptitude may learn with greater ease and speed but those other learners may also be successful if they persevere. And teachers may be able to ensure that their teaching activities are sufficiently varied to accommodate learners with different aptitude profiles.
Learning Style	The term 'learning style' has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills. Some people say that they cannot learn something until they have seen it. Such learners would fall into the group called 'visual' learners. Other people, who may be called 'aural' learners, seem to learn best 'by ear'. For others, referred to as 'kinesthetic' learners, a physical action such as miming or role-play seems to help the learning process. These are referred to as perceptually-based learning styles.
Personality	A number of personality characteristics have been proposed as likely to affect second language learning, but it has not been easy to demonstrate their effects in empirical studies. As with other research investigating the effects of individual characteristics on second language learning, different studies measuring a similar personality trait produce different results.
	Identity and ethnic group affiliation: Social factors at a more general level can affect motivation, attitudes, and language learning

success. One such factor is the social dynamic or power relationship between the languages.

Learner beliefs: Second language learners are not always aware of their individual cognitive or perceptual learning styles, but virtually all learners, particularly older learners, have strong beliefs and opinions about how their instruction should be delivered. These beliefs are usually based on previous learning experiences and the assumption (right or wrong) that a particular type of instruction is the best way for them to learn.

Age: It is one of the characteristics that determine the way in which an individual approaches second language learning. But the opportunities for learning (both inside and outside the classroom), the motivation to learn, and individual differences in aptitude for language learning are also important determining factors that affect both rate of learning and eventual success in learning.

Source: Linghtbown & Sapada 2006.

1.2.3 Emotional factors that affect language learning - Motivation and attitudes

Motivation in second language learning is a complex phenomenon. It has been defined in terms of two factors: Learners' communicative needs; Learners' attitudes toward the second language community, (Gardner & Lambert, 1972) stated the terms which are related to success in second language learning: Instrumental motivation: Language learning are the immediate or practical goal; Integrative motivation: Language learning for personal growth and cultural enrichment.

Teachers have a greater effect on students' behavior and motivation in the classroom than students' motivations for studying a second language or their feelings regarding the language and its speakers. Teachers can make a positive contribution to students' motivation to learn if their classrooms are places where students enjoy coming because the content is interesting and relevant to their age and level of ability, the

training objectives are challenging yet manageable and clear, and the environment is supportive.

(Oxford, 1994) the hypothesis was one of the most commonly employed by the department where it was established the six factors that affect language learning were set. • attitudes (i.e., feelings about the learning community and the target language); • beliefs about oneself (i.e., expectations about one's ability to succeed, self-efficacy, and anxiety); • goals (perceived clarity and relevance of learning goals as reasons for learning); • involvement (i.e., the extent to which the learner actively and consciously participates in the language learning process); (i.e., aptitude, age, sex, and previous language learning experience).

1.2.4 Emotional Factors

Communicating in another language that is not our native tongue, it is crucial to take into account any idea of human nature that sidesteps the power of emotions that sometimes it is not possible to see. (Goleman D. , Goleman, D. (1985). Emotional Intelligence. India: Kairós. S.A., 1985) mentioned that Any theory of human nature that ignores emotional regulation will be a source of regrettable bad sight. In light of new data from paper science demonstrating the role of sentiments in our life, even the title homo sapiens - the species thinking - appears to be slightly incorrect. We all know from personal experience that our judgments and behaviors are influenced by our feelings just as much as they are by our thinking. The relevance of solely logical features (of anything that assesses I.Q.) for human life is overstated. For better or worse, when emotions are at the forefront of everything, intelligence is simply overwhelmed.

(Goleman D. , Goleman, D. (1985). Emotional Intelligence. India: Kairós. S.A., 1985) Two minds are also named: a thinking mind and a feeling mind, and these two fundamental types of knowledge interact to produce our mental life. We are normally more conscious, more awake, more intelligent, and capable of contemplating and reflecting when we use rational thought. The emotional mind is the other form of knowledge, more spontaneous and strong - but occasionally irrational.

The divide between the emotional and the rationale is analogous to the well-known contrast between the "Heart" and the "Head." Knowing that something is true "in our hearts" belongs to a different level of conviction, a deeper form of assurance than rational thought. Emotional control and acceptable control over the brain have a constant proportionality. The more powerful the emotion, the more dominating the emotional mind becomes, and as a result, the rational mind becomes ineffectual. This is a configuration that seems to derive from the evolutionary advantage of having, on countless occasions, emotions and insights that will guide our immediate responses to those situations that put our lives in danger, cases in which we stop to think about the A more appropriate reaction could have frankly disastrous consequences.

Most of the time, the emotional mind and the rational mind work in tandem, integrating their various types of knowledge to appropriately lead us through the world. Normally, there is a balance between the emotional brain and the logical mind, with emotion feeding and shaping the processes of the sound mind. The rational mind adjusts, and occasionally it criticizes the information from the emotions. In any event, as we will show, the emotional mind and the intellectual mind are two relatively distinct faculties that represent the operation of different but interconnected brain circuits. Several times, these two minds are beautifully synchronized because sentiments are necessary for thinking and vice versa. However, when the passions appear, the equilibrium has been disrupted, and the emotional mind has overflown and kidnapped the rational mind.

1.2.5 Attitude

Speaking about emotional factors is to speak about attitude, so the students' opinions regarding language learning linking wit (Montaño, Kasprzyk, Rimer, Glanz, & Viswanath, 2008) stated that the attitude that is associated with conduct is determined by the individual's beliefs. With a favorable attitude toward the conduct, positive beliefs create excellent behavior. A person with strong views that badly valued results would emerge from the conduct, on the other hand, will have a negative attitude.

By the same token (Brown, 1994) stated that:

> "Attitudes are like aspects of the development of cognition and affect in human Beings, develop early in the childhood and are the result of parents' and Peers' attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience. These attitudes Form a part of one's perception of self, of others, and of the culture in which one is living".

(Wenden, 1991) affirmed that Attitude is a reaction to an action and it depends on people`s behavior and beliefs. It is also stated that, there are three components that integrates attitude, which are namely: cognitive, behavioral and affective. the association among the components is so close that satisfactory information on an attitude can be attained by measuring one component, no matter which. For (Brown, 1994) the term attitude involves all aspects of the progress of reasoning and affect in human beings which are developed early in childhood as a result of parents' and people`s attitudes, contact with people who are diverse in any ways, and interacting affective factors in the human experience.

(Khasinah, 2014) stated that Language attitudes are views expressed by speakers of various languages regarding the styles of writing of another. In foreign language learning, it is possible to find a distinct point of view, which is important in the acquisition of one. (Richards & Schmidt , 2013) Positive or negative attitudes for a language may reflect the perception of ease or difficulty in learning, degrees of importance, and social position.

(Horwitz, 1987) mentioned that one of the fundamental aspects that determine learning achievement is the assertion that culture has a substantial influence on beliefs and students' attitudes about learning a foreign language. Their significance is acknowledged by teachers who teach a foreign language; hence research is being conducted to highlight several important features of communicating in a second language. Furthermore, It has been discovered that good language attitudes allow children to have a positive attitude toward studying English. By itself, attitudes may

play an important role in language acquisition since they appear to impact students' accomplishment or failure in their learning.

1.2.6 Motivation

Learning a second language entails many aspects that affect the students 'language learning. Hence, attitude and motivation are necessary during second language acquisition because they may drive positive learning outcomes. For instance; Motivation is a great word to explain, so (Gardner R. , 2007) states, "Motivation is a complex phenomenon with many facets." such as:

Table 4. Motivation Facets

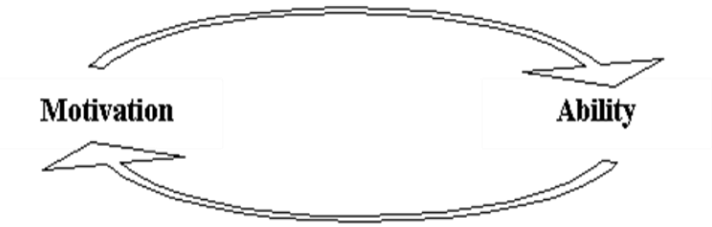
Two motivational constructs:	**Motivated individual:**	related to cognitive, affective, and behavioral characteristics.
	Class-learning motivation:	influenced by the teacher, class atmosphere, course content, materials, and facilities, as well as the student's personalities.
Stages of language acquisition:	**Elemental:**	Students learn the basics of the language, vocabulary, grammar, pronunciations, etc**.**
	Consolidation:	Learners consider the word as a system where some elements are correct and others incorrect, and they develop rules for pluralization.
	Conscious Expression:	Students use language consciously and with a lot of deliberation to communicate thoughts and ideas.
	Automaticity and Thought:	The last stage. Literature and theory merge automatically in most contexts, and it self-becomes interconnected.
Cultural and educational context:	**Educational Context:**	Refers generally to the educational system in which the student registers, and specifically to the immediate classroom situation.
	Cultural Context:	Expressed in terms of one's attitudes, beliefs, personality characteristics, ideals, expectations, etc.

Elaborated by: Noroña, M. (2022)
Source: Gardner, 2007

Motivation appears to be the second-best predictor of success after aptitude. So, what exactly is the concept of motivation? In general, it refers to the effort that learners make to study a second or foreign language as a consequence of a need or desire to do so. In recent studies, 'desire to attain a goal is commonly referred to as 'orientations.' According to their survey, the prediction of motivation by orientations may be approximately 2/5. (40 percent). As a result, knowing about students' orientations is beneficial. Furthermore, many studies on motivation as a predictor of success in second or foreign language learning characterize motivation in terms of attitudinal factors, whether toward the target language, target language speakers, or target language community, and their interaction with each other (Quan, 2014).

(Ollero, 2014) Human motivation theorists and researchers distinguish between two types of motivation: internal and extrinsic motivation. Intrinsic motivation refers to a person's intrinsic wants to execute a specific task or the sense of accomplishment that comes from finishing or even working on a task. Extrinsic motivation, on the other hand, relates to the outside causes that motivate a person to act. It is linked to monetary or academic benefits, which provide joy and enjoyment that the activity itself may not provide. Intrinsic motivation, on the other hand, does not exclude a person from seeking external benefits. It simply indicates that external incentives are insufficient to keep these people motivated. Despite the fact that both types of motivation are important for students' performance in language learning, most studies demonstrate that intrinsically motivated students have greater success than extrinsically motivated students when learning a second language without the use of external rewards.

Figure 1. Methods and Approaches of Foreign Language Teaching



Source: Shearin (1994)

1.2.7 Anxiety

To begin, it is critical to comprehend Anxiety; this emotional component is an unpleasant condition of strong fear, uneasiness, or concern, which is frequently represented by bodily symptoms; it may also reflect a common mental disorder following a highly difficult event. Anxiety has more than one meaning, and when it comes to foreign language connected to previous research, it is used in a broad sense. With this in mind, (Gardner & MacIntyre, 1989) mentioned that; eleven anxiety questionnaires were factor analyzed, giving two orthogonal Anxiety dimensions designated General Anxiety and Communicative Anxiety. (Tovar Viera & Tapia Calama, 2019) asserted that motivation and attitude, in some way, are synonyms for achievement in the sense that they may drive positive learning outcomes.

(Hussain, Shahid, & Zaman, 2011) Anxiety caused by an uneasy desire significantly reduces the efficiency of motivation and attitude toward the language. This component is critical in the process of learning another language since language success suffers when a pupil has a high degree of Anxiety. It appears acceptable to begin with pupils at the bottom of the pyramid and work your way up through the learning-teaching process. To enhance the existing state of English as a foreign language, both content knowledge and instructional techniques must be improved. Foreign language anxiety was found to have a strong negative association with students' attitudes toward foreign language study.

1.2.8 Sociolinguistic

Sapir summarized in a few words the best concept about Language and Society, consequently, speaking about Language and Society is enter in a beautiful world because this is the way to understand how the humans' beings' lives work, their thoughts, their feelings, their environments and so on, that is why it is a convenience, to begin with, some essential concepts.

> "Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but very much at the mercy

of the particular language which has become the medium of expression for their society." (Sapir, 1958).

(Holmes, 2001) Sociolinguistics investigates all elements of the interaction between language and society. Sociolinguistic research in multilingual communities includes bilingual or diglossia communities where languages are used for distinct functions, code-switching, including the reasons for and grammatical constraints on switches, research on the reasons for language shift and death, and research on pidgin and creole languages. Social dialectology, also known as variationist sociolinguistics, studies linguistic variation in monolingual cultures, examining social reasons for variety and change, as well as attitudes toward various variations of the 'same' language.

In, addition, it is revealed that Language is strongly associated with society because it depends on the social, geographical behavior, and individual characteristics of every member of it. So, it is possible to say that the power of language in society is related to Sociolinguistic, (Wardhaugh, 2006), p.10, said social theorists, particularly sociologists, attempt to understand how societies are structured and how people manage to live together. To do so, they use such concepts as 'identity,' 'power,' 'class,' 'status,' 'solidarity,' 'accommodation,' 'face,' 'gender,' 'politeness".

Strategies to enhance Students Motivation

Glottodidactic

(Fonseca, 2021) Theater, also known as dramatization, is an ancient art form with mystical and religious roots that is predicated on aesthetic and therapeutic results. According to (Laferrière, 1999), "the theater is the art of litigation, questioning, debate, refutation, or rejection," notions that must be communicated and faced through a speech act and that are part of language's communication functions. Dramatization, also known as theatrical glottodidactics, takes advantage of this immense didactic potential to teach a language "from inside," reproducing actual

speech actions and acting in circumstances that properly mimic the speaker's expressive requirements.

For years, simulation and role-playing have been used systematically in the training of interpreters and linguistic mediators to recreate real-world situations where these oral translation professionals, whether simultaneous, dialogical, or consecutive, must overcome their own challenges on the job. Simulations and role-playing games have a long history in language education; they are exercises in which the student assumes a distinct persona. In other words, he physically represents his own psychic avatar (Foncubierta, 2016). Otherwise, Not only do language students benefit from dramatization; in many English-speaking nations, future attorneys employ Moot Court, procedural simulations to reproduce court sessions and defend or charge fake defendants. It is about didactically utilizing theater's fun component as well as its specific story structure.

Music

(Vadivel, 2021) Language objects are frequently picked up by independent learners of the language through songs they listen to. Music fans are frequently observed speaking in a style similar to that of their favorite artist or band. Pieces of evidence show that music may be an effective language instructor over time. Students can acquire language concepts faster and in a more fluid manner just by singing along. As a result, this method of learning promotes longer retention. However, we must be cautious about the sort of music we listen to. Nonetheless, with some help on song selection, learners may greatly benefit from learning via music.

Music has several benefits for language acquisition. Scientists have discovered that humming and listening to music can aid in language acquisition. There are four facts concerning language acquisition that you should be aware of: People strive to replicate sounds and tones when singing, thus the accent is less obvious than when speaking. Because the lyrics of songs are often made up of casual phrases and terms that individuals do not necessarily learn when learning a language, listening to music aids for better assimilation of syntax and enriches vocabulary. Listening to music aids memorizing. Singing new words, according to experts, makes them

simpler to recall. Not only adults, but even newborns and children, can benefit from the benefits of learning a foreign language (ALTISSIA, 2015).

Art

According to (Farokhi, 2012), arts learning assists people in transitioning from the pedagogical model of teacher-as-expert to the pedagogy of "making," in which the classroom has the sense of a studio producing original, fantastic work, and the student is engaged in a collaborative process that requires them to take personal responsibility and accountability for what is happening. Classrooms that integrate art and technology into collaborative endeavors with others are already places where arts learning occurs. Art classes such as "Comics and Cartooning," "Writers Club," "Book Craft," and "Mixed Media Art" have allowed children to explore artistic interests in a variety of creative and imaginative ways at a time when arts-based curriculums have been greatly de-emphasized in the current standard-based learning model.

For (Becker, 2020), arts, language, and literacy integration studies were evaluated, and favorable outcomes were discovered in print literacy, alphabet literacy, syntax, vocabulary, storytelling, reading, and writing for children with language and language difficulties. various impairments via the use of the visual arts' Visual experiences, for example, tap into kids' nonverbal learning abilities and may help counterbalance the consequences of L1 language impairment, which inhibits them from expressing personal thoughts, feelings, and emotions. Arts-integrated lessons can address a variety of language and literacy components aligned to multiple standards, such as the National Coalition for Common Core Arts Standards

1.2.9 Language

It is the most essential point that every human being has to communicate within a community, so when someone refers to language, certain characteristics can be named: dynamic because it changes, it is not static, functional because it is used in a different real situation, and creative because it expresses an infinite number of thoughts and ideas being it a system of communication among members of a

specific society, while appreciation society as a group of people who Grammar encompasses Phonology, Morphology, Syntax, Semantics, and Pragmatics, as well as performance, which relates to the use of communication tools like vocabulary (Saussure, 1959).

Chomsky (1957) as cited by (Maftoon & Shakouri, 2013) makes the following claims concerning language and cognition: (1) modularity issue: language is a component of cognition; (2) learnability issue: children can learn the language of their environment, and (3) mental representational that connotes knowledge of the language. Language and society can have an impact on one another. As a result, the concept of language always includes a relationship with society; for example, when it is stated to be a dead language, it is not because the language is dead; it is because individuals who spoke this language, such as Latin or Sanskrit, perished.

Besides (Wardhaugh, 2006), mentioned: …. *"Communication among people who speak the same language is possible because they share such knowledge, although how it is shared – or even how it is acquired – is not well understood. Certainly, psychological and social factors are important, and genetic ones too"*. It means that in order to establish aga good communication among a group of people it is important the three factors.

Afterward, explaining the factors to establish a communication, it is important to mention the rules and principles, the learnability of all languages, the characteristics they share, that Chomsky stated, he said that linguists should be investigating language and linguistic behavior where language *universals* according to him is more important about how individual speakers use specific utterances.

1.2.10 Language Teaching Methods

As a theoretical base and precedents, and following the subject theory, in which it is possible to find the different English Methods used nowadays and their main characteristics. So (Ugwu, 2015) investigated some researchers and he mentioned some of the most important and known approaches called "the most widely used methods" to language teaching:

Figure 2. Methods and Approaches of Foreign Language Teaching.

Method or Approach	Materials
Audiolingual	• Tapes • Visuals • Language labs (often used)
Total Physical Response	• No basic text • Voice, actions and gestures are required in initial stages • Materials and media required later
The Silent Way	• Colored rods • Color-coded pronunciation charts
Community Language Learning	• No textbook • Materials are developed as course progresses
The Natural Approach	• Realia
Suggestopedia	• Texts with literary quality • Tapes • Classroom fixtures • Music
Communicative Language Teaching	• Authentic materials • Task-based materials

Source: Gonzales, A. (2006)

Grammar-Translation Method

The learning emphasis was on grammatical rules, syntactic structures, and rote memorization of vocabulary and translation of literary texts. The classical method became known as the Grammar Translation Method at the late of 19th Century with the same emphasis on grammatical rules as well as the process of translating from the second to the native language.

The Direct Method

The teaching of foreign or second language began to be approached along language acquisition perspective. Those areas where GTM deemphasized or omitted out rightly namely, Oral communication. Spontaneous use of the language, developing the ability to think in the target language, etc., became the area of concern. Direct method, therefore concerns itself with employing the target language as a means of instruction with no translation and an emphasis on linking meaning to the language being learned.

The Audio-lingual Method

The Audio-lingual method draws its practices from linguistic and psychological theory that investigates different languages using scientific descriptive analytic approaches.

Total Physical Response Method (TPR)

This method draws insight also from "trace theory" that memory is stimulated and increased when it is closely associated with motor activity. It also draws much from the basic principles of language acquisition in young learners – the process that involves listening and comprehension combined with various physical responses e.g., smiling, grabbing, looking, etc., - well, before learners start using the language verbally.

Community language learning

This method is also called affective factors as paramount in the learning process. The students or learners are seen as a group and not as a class. Students are also to be seen as clients while the teachers take the position of counselor.

Suggestopedia

This method reflects, therefore, the application of the power of suggestion to the field of pedagogy. The "truly original feature" of Suggestopedia is in two parts – 1. In the active séance, the dialogue is read by the teacher, while students follow the text and engage in deep and rhythmic Yoga breathing, and the teacher reads the language materials in different other times, starting from Bulgaria (L1) translation (two seconds); foreign language phrase (four seconds); pause (two seconds). The second part is the passive or convert part of the séance.

The Natural Approach

This method shares a lot in common with Asher's Total Physical Response method: the emphasis on silent phase, waiting for the student's use of the target language at will; the emphasis on the learner's relaxation during the learning process.

Communicative Language Teaching (CLT)

This is a broad approach that encompassed various methods, motivations for learning the target language, types of teachers, and the needs of individual classrooms and students themselves. It is one 'umbrella' approach to language teaching that has become the accepted 'norm' in this field.

1.2.11 Foreign language teaching-learning process

Technology and society are advancing by leaps and bounds and the teaching and learning process must keep pace with them with the best choice of approaches, methods, and theories to develop the best efficient language teaching means. So, bilingual education is the key to global intercultural communication; Nevertheless, it is crucial to establish differences between "Second language and foreign-language; the differences are related to the environments they are acquired or learned.

According to (Moeller & Catalano, 2015) foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. A distinction is often made between 'foreign' and 'second' language learning. A second language implies that the learner resides in an environment where the acquired language is spoken. Further (Moeller & Catalano, 2015) stated that there are some theories of language learning, foreign language learning, and teaching outcomes of several kinds of research and pieces of knowledge that have prolonged the scientific and theoretical knowledge base on how students learn and acquire a foreign language.

A popular method of teaching in the 1950s, called the audio-lingual approach (ALM), promoted an imitation and practice approach to language development. The

major figure in the ALM classroom was the instructor who was cast into the role of a drill sergeant, expert, and authority figure. Students were relegated to practicing and imitating patterns to a point of automatic response in the belief that the learner would then merely have to slot in lexical items appropriate to the conversational situation.

It was believed that the first language interfered with the acquisition of the second language and that a transfer would take place from the first to the second language, resulting in errors. In 1959, Noam Chomsky's review (Chomsky, 1959) of B.F. Skinner's (1957) Verbal Behavior dramatically changed the way of looking at language by arguing that language was a rule-governed activity, not a set of habits. Chomsky argued that stimulus-response psychology could not adequately account for the creativity involved in generating novel utterances using internalized rules.

Foreign Language Teaching and Learning Aleidine J. Moeller and Theresa Catalano, Department of Teaching, Learning and Teacher Education, University of Nebraska-Lincoln, Lincoln, NE, USA Abstract Foreign language teaching and learning have changed from teacher-centered to learner/learning-centered environments. Relying on language theories, research findings, and experiences, educators developed teaching strategies and learning environments that engaged learners in interactive communicative language tasks. A shift in foreign language pedagogy from a specific foreign language method to the measurement of language performance/competency has resulted in a change in the role of the teacher from one of authority/expert to that of facilitator/guide and agent of change.

Current developments point to public pedagogy, social media, and action research as additional ways to foster intercultural competence and language learning are biologically programmed for language and have an innate ability to discover for themselves the underlying rules of a language system. Chomsky's ideas led to the demise of structural linguistics, behaviorist psychology, and the ALM approach to language learning.

1.3 Fundament of the state of the art

(Kovac & Zdilar, 2017) With their scientific article "Students 'Attitudes towards Foreign Languages" aimed to determine similarities and differences in attitudes towards German and Italian in senior-year students of the Catering and Tourist High School. This study was conducted on a group of 35 senior-year students of German and 35 senior-year students, based on the questionnaire for the purpose of examining attitudes towards a foreign language Mihaljević Djigunović, 1998; Boonrangsri et al., 2004; Zainol et al., 2012; Burgos & Perez, 2015).,. They concluded that:

- Students of German and Italian languages exhibit a strong desire to learn both languages aiming to communicate within the target language community in order to achieve the practical goals, such as employment, earning money and similar.
- A statistically significant difference between the learners of German and the learners of Italian has been confirmed; the learners of German perceive the language as more difficult than Italian. However, such subjective evaluation does not have an adverse effect on the attitudes towards German. Other statistically significant differences refer to the teacher's role in the learning process.
- There are not substantial differences in the remaining statements according to the hypothesis that students will have more positive attitudes towards Italian with respect to German; it has not been confirmed that attitudes towards the target language depend on the subjective evaluation of the level of difficulty of a specific language. And that Italian is more melodic language, with a visual perception than German, because the subjective perception about the difficulty of the German language did not have an adverse effect on the attitudes towards that language.

On the contrary there are negative attitudes that stop the normal development of foreign language learning, for instance anxiety is one of them which doesn't the normal flu of learning process, so (Amanuel , 2019) in this scientific article Investigating the Causes of Learners' Speaking Anxiety in Foreign Language Classroom: The Case of Grade Nine Students in Mizan Secondary and Preparatory School in Bench Maji Zone. This researcher aimed to investigate some of the major causes of foreign language speaking anxiety among grade nine students, consequently there are several causes of foreign language speaking anxiety among which communication apprehension was the significant one because of their low self-confidence, lack of prior preparation, and problem at the input stage of learning.

In addition, (Massri, 2020) in his scientific article named Teachers' Attitudes towards English as a Foreign Language and Their Influence on Students' Attitudes and English Learning: A Qualitative Study which objective was to aim at investigating English as a Foreign Language (EFL) teachers' attitudes towards teaching English as a foreign language (FL), and how they influence their students' attitude and progress in English language learning. The main investigation in this study is whether or not teachers' attitudes, negative and positive, have an effect on the students' motivation, and ultimately.

The methodology used in this study was a paradigmatic constructivist stance and qualitative research design with interviews. Which were conducted in two phases. The first phase was conducted with35 PYP student participants, and in the second phase, interviews were conducted with 5 teachers, where five of the students' group were their current students. According to the results Massri concluded that where those teachers have strong positive attitudes towards teaching English, and students have positive attitudes where the teachers managed to influence the reluctant students' mindset to a more flexible one as well as providing motivation and willingness in the students to face the challenges of learning English.

1.4 Conclusions Chapter I

- The primary factors in this study are student attitudes and foreign language acquisition. First, an investigation was conducted to learn about the history of these variables, for which an analysis of papers or studies on these two themes was conducted, which revealed that there are multiple studies emphasizing the relevance of students' attitudes throughout the learning process. Similarly, when doing a review of research from the previous five years in the foundation of the state of the art, research on foreign language acquisition was discovered, in which it is underlined that students are driven in an important way during this learning-teaching process.
- Despite the fact that public colleges in our nation are required to assess students' attitudes toward foreign languages, as a college graduation requirement, rather than as a tool that allows students to learn about another culture, engage with different groups, and exchange views, ideas, and feelings, in addition to having the best opportunity to travel, study and find a decent career. Through the theoretical framework, an examination of Psycholinguistics, elements impacting language learning, emotional factors, attitude, notions that enable us to know that the human person is integral, that is, it is composed of a cognitive, motor, and social region. Because it is the essence of identity creation, the emotional area has an influence on the holistic development of every individual.
- This study also looked at sociolinguistics, language, and language teaching methods, all of which contributed to the development of foreign language acquisition. Variables that emphasize the development of talents, abilities, and competencies in order to create productive human beings for themselves and society. As a result, when emotional components are considered throughout the learning-teaching process, it assists humans by preparing them to tackle the obstacles they experience in their everyday lives, as well as directing them to develop relationships with others to improve multilingual communication.

CHATER II.

PROPOSAL

2.1 Title of the proposal.

Integrative motivational strategies Booklet to improve students' attitude towards foreign language learning.

2.2 Objectives

General Objective

To design a booklet with integrative motivational strategies to improve students' attitude towards foreign language learning.

Specific Objective

- To improve students' attitude towards foreign language learning with integrative motivational strategies.
- To socialize the Booklet of integrative motivational strategies with the teachers of Centro de Idiomas UTC.

2.3 Justification

(Gardner R. , 1985) According to the study, second language learning is a social psychological phenomenon; thus, it is critical to address certain critical aspects in acquiring a new language; and this study concentrates on emotional factors: attitudes and motivation. Affective variables influencing foreign language learning as a result, research instruments were used to determine if students' attitudes had a direct impact on foreign language acquisition, as well as other elements, because it serves as the axis of holistic growth. For this purpose, a quantitative methodology will be applied during the investigation. Through a survey-based questionnaire, Attitude Motivation Test Battery –*AMTB.*

The questionnaire will be conducted among English students belonging to levels A1-A2-B1 of Centro de Idiomas of the Universidad Técnica de Cotopaxi with the objective of investigating the incidence of students' attitude in the foreign language learning. Having the above in mind, the proposal is relevant because foreign language learning in the universities has not made a permanent, coherent, and guiding approach to strategies to influence in a positive way the students' attitudes toward foreign language learning. The attempts have not had continuity and their psychological, educational and individual impact on the influence on learning has not been evaluated.

One of the Theories that is going to be applied in this proposal is Montessori Theory. (ERASMUS, 2010) mentions that Marla Montessori is a well-known Italian educator whose innovative pedagogy, based on a thorough study and analysis of the infant and his learning abilities, is regarded as the foundation of modern pedagogy. The Montessori method of second language education adheres to the basic Montessori principles of beginning early, respecting your child, and exploring their interests. So, the emphasis is on creating a stimulating atmosphere in the second language with activities that they are interested in, enabling them to explore and attempt on their own, and not forcing them to do things they do not want to do.

Concerning Second language acquisition (Cheverria, 2021) Language is one of the four categories in which the Montessori curriculum is arranged. There are tools and techniques available to promote each child's language development through individual work and interaction with others in appropriate chances for language usage. Maria Montessori studied the youngster's normal development of first language acquisition and built the language section of the curriculum in accordance with that sequence. Montessori aimed to emulate the subconscious process by which children acquire their first language, progressing to writing and eventually reading while encouraging self-expression and promoting vocabulary enrichment and refining.

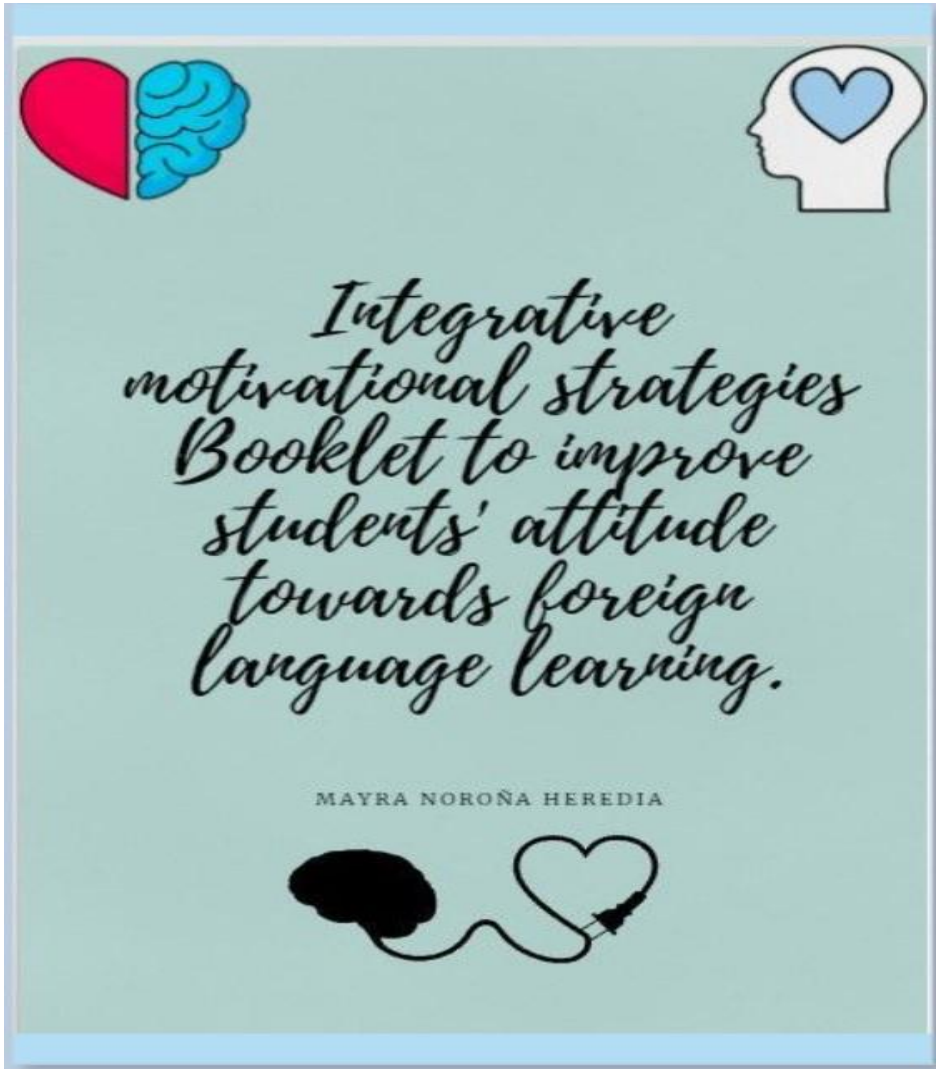
Regarding the booklet's selection, on the presentation of the techniques, it is regarded a contribution to assisting in the implementation of an integrated teaching process; in order to gradually attain students' emotional intelligence, academic performance, and personal and professional life. In terms of level selection, the first levels A1, A2 and B1 are examined because they can take into consideration emotions and feelings in these early levels, resulting in less discontent in language novices, greater academic achievement, and, most importantly, fewer foreign language level failure.

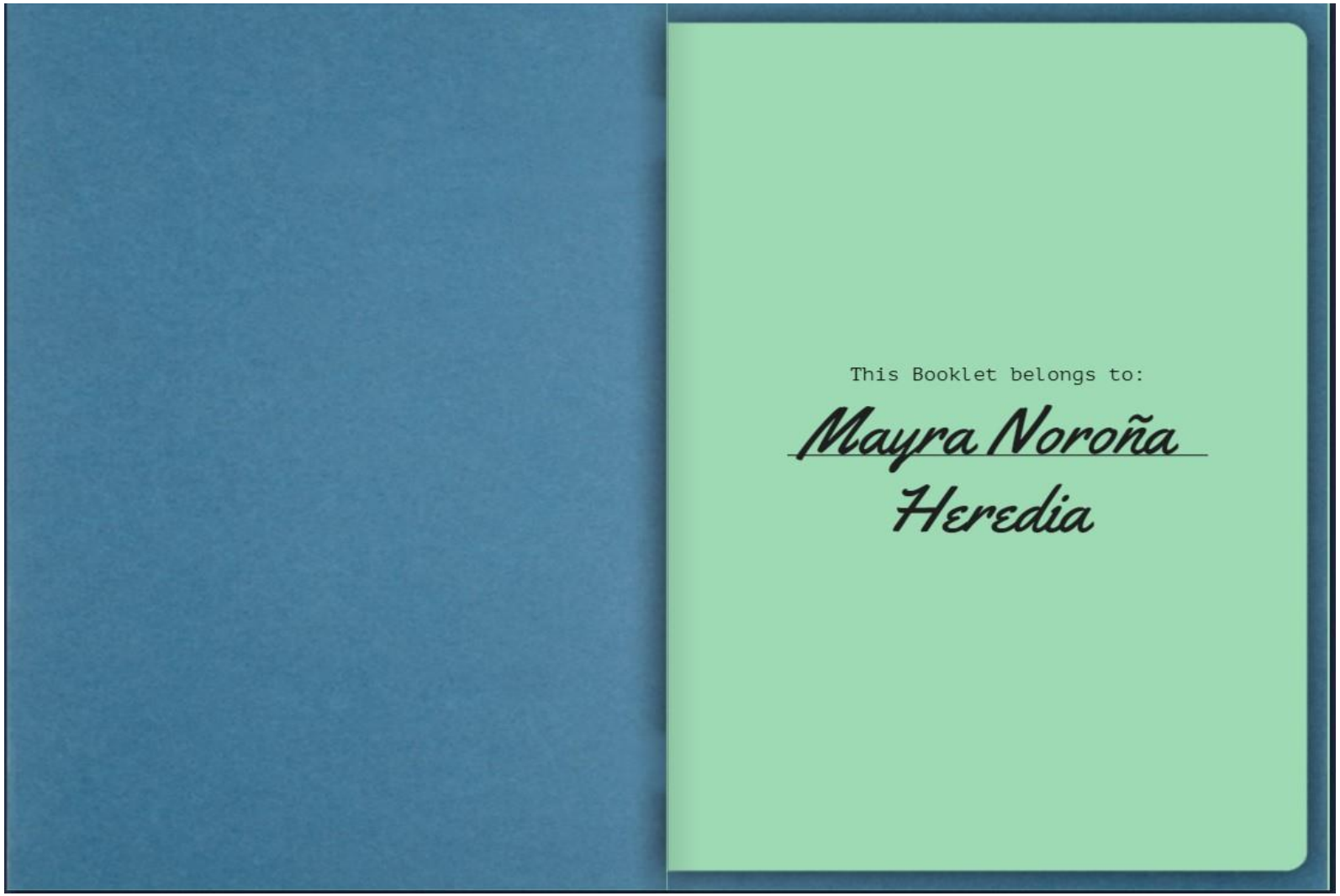
Similarly, Emotional education in the classroom is relevant because neuroscience has revealed that cognition and emotions are inextricably linked. As a result, the application of the booklet with integrative motivational strategies to the Centro de Idiomas of UTC teachers will assist them in changing the students' attitude toward foreign language learning through socialization in a workshop.

2.4 Development of the proposal

The use of emotional intelligence (EQ) tactics in framing the Booklet necessitates prior study to find the suitable strategies to improve emotional intelligence development in foreign language students. This concept demonstrates the significance of emotional intelligence. It is the ability to understand, use, and manage one's own emotions in positive ways in order to succeed in school and work, as well as to achieve career and personal goals. It can also help students connect with their feelings, turn intention into action, and make informed decisions about what is most important to them.

Proposal Components: A Booklet with integrative motivational strategies is composed of three components: 1. Theoretical Framework (Attitude to the language, Emotional Intelligence, and Relationship between attitude and emotional intelligence in language teaching), 2. Research outcomes (Attitude Motivation and Test Battery *–AMTB), 3.* Integrative Motivational Strategies to ignite a positive attitude toward the language.


Integrative motivational strategies Booklet to improve students' attitude towards foreign language learning.
MAYRA NOROÑA HEREDIA


This Booklet belongs to:
Mayra Noroña
Heredia

Proposal Components:

A booklet with integrative motivational strategies will improve the students' attitude toward foreign language learning.

1.Theoretical Framework

1.1. Attitude to the language (Gardner)

1.2. Integrative Motivational Strategies

1.2.1 Emotional Intelligence (Goleman)- What is?

1.3 Relationship between attitude and emotional intelligence in language teaching.

2. Research outcomes (Attitude Motivation and Test Battery *-AMTB)*

2.1 Gardner's Attitude Motivation and Test Battery Results

2.2 Gardner's Attitude Motivation and Test Battery Results by grades

2.3 Relationship between constructs: Students' attitude (Integrativeness, motivation, anxiety, instrumentality) and the English language learning process.

3. Integrative Motivational Strategies to ignite a positive attitude to the language.

3.1. Strategies to enhance Students Motivation

3.1.1 Maria Montessori Method

3.1.2 Glottodidactic

3.1.3 Art

3.1.4 Music

1.1 Attitude to the language

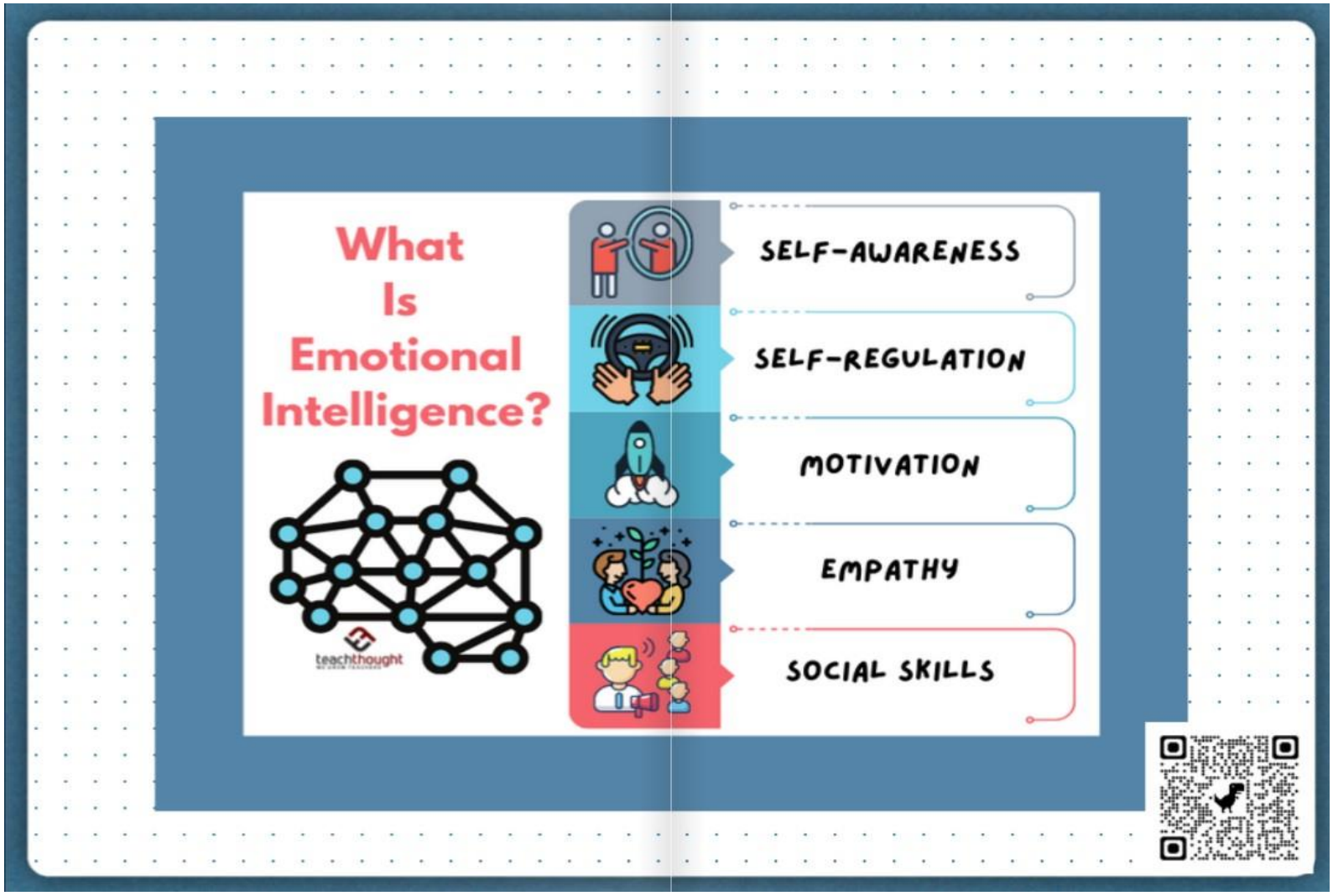
Chomsky (1965) made a distinction between competence and performance, competence is the mental representation of the grammatical rules that comprise a speaker-hearer's mental grammar while performance involves the use of language for comprehension and production. Besides people can learn more thanone-secondd language, but how people of certain communities speak three, or four languages how is the process of acquisition (Ellis, 2015) in the book explained SLA second language acquisition as an all-inclusive term for learning any language after the first.

The distinction between "second" and "foreign "language acquisition. Second language acquisition refers to the learning of another language in a context in which the language is used as a means of wider communication, for example, the learning of English in the United States or the United Kingdom. It is language is a result of the everyday communicative situations they experience. Foreign language acquisition refers to the learning that typically takes place in a classroom through instruction where there are not only limited opportunities to use the second language in daily life.

1.2. Integrative Motivational Strategies

1.2.1 Emotional intelligence (EQ) is the capacity to understand, use, and control one's own emotions in constructive ways in order to reduce stress, communicate effectively, empathize with others, overcome problems, and diffuse conflict. Emotional intelligence assists you in developing stronger connections, succeeding in school and at work, and achieving your professional and personal objectives. It can also assist you in connecting with your feelings, translating your intentions into action, and making educated judgments about what is most important to you.

Besides Goleman researched that the emotional intelligence is structured with five components or elements of the EQ model according to Daniel Goleman: Self-Awareness; Self-Regulation; Motivation; Empathy; Social Skills. Also there are four branches of Emotional Intelligence according to EQ "founding fathers" Salovey and Mayer, they form a hierarchy of emotional skills and abilities: Perceiving emotion; Using emotions to facilitate thought; Understanding emotions; Managing emotions. "The ability to recognize, understand, utilize, and regulate emotions effectively in everyday life". (Mayer & Salovey, 1997)


What Is Emotional Intelligence?
teachthought
SELF-AWARENESS
SELF-REGULATION
MOTIVATION
EMPATHY
SOCIAL SKILLS

1.2.1 EMOTIONAL INTELLIGENCE COMPONENTS

SELF – AWARENESS

Self-awareness, or the capacity to perceive and comprehend one's own feelings, is an important emotional intelligence talent. Being aware of the impact of your behaviors, moods, and emotions on others goes beyond just acknowledging your feelings. To become self-aware, you must be able to monitor your own emotions, recognize distinct emotional reactions, and properly identify each one. Individuals who are self-aware realize the links between how they feel and how they conduct.
These people are also aware of their own limitations and capabilities, are open to new knowledge and experiences, and learn from their interactions with others.

How to Improve Self-Awareness

Ask for constructive feedback
Keep a journal
Learn new skills
Mediate
Pay attention to your thoughts and emotions
Pursue your passions
Practice mindfullness
Reflect on your experiences
Set goals
Use positive self talk
Work on building a grow mindset

SELF REGULATION

Emotional intelligence demands you to be able to regulate and manage your emotions in addition to being aware of your own emotions and the influence you have on others.

This does not involve repressing your emotions or concealing your genuine feelings; rather, it just means waiting for the appropriate moment and place to express them. It is all about expressing your emotions correctly when it comes to self-regulation.

Those that are good at self-regulation are usually adaptable and adapt well to change. They are also skilled at dispute resolution and defusing tense or challenging circumstances.

People who have good self-regulation abilities are also likely to be conscientious. They consider how they impact others and accept responsibility for their own conduct.

How to Improve Self-Regulation

Be mindful of your thoughts and feelings.
Build distress tolerance skills.
Find ways to manage difficult emotions.
Look at challenges as opportunities.
Practice your communication skills.
Recognize that you have a choice in how you respond.
Use cognitive reframing to change thought patterns and emotional responses.
Work on accepting your emotions.

SOCIAL SKILLS

Another key part of emotional intelligence is the ability to interact successfully with others. People with great social skills can form meaningful interactions with others and get a better knowledge of themselves and others.
True emotional knowledge entails more than just comprehending your own and others' feelings. You must also be able to use this knowledge in your regular interactions and conversations.
Managers gain from being able to create relationships and connections with employees in professional situations. Workers gain from being able to form strong bonds with their supervisors and coworkers. Active listening, vocal communication skills, nonverbal communication skills, leadership, and persuasiveness are all-important social skills.

How to Improve Social Skills

Ask open-ended questions.
Find icebreakers that will help start conversations.
Notice other people's social skills.
Practice good eye contact.
Practice your social skills.
Practice active listening.
Show interest in others.
Watch your body language.

EMPATHY

Empathy, or the capacity to comprehend how others feel, is crucial to emotional intelligence. However, it entails more than simply being able to perceive the emotional states of people. Being empathic also enables you to recognize the power dynamics that frequently impact social relationships, particularly in the workplace. This is vital for steering interactions with the many people you meet on a daily basis. Those who are skilled in this area may detect who has power in various interactions. They are also aware of how these factors impact feelings and behaviour. As a result, they can properly assess various scenarios involving such power relationships.

How to Build Empathy

Be willing to share your own feelings.
Engage in a cause such as a community project.
Listen to other people.
Practice loving kindness
Talk to new people.
Try to imagine yourself in someone else's place.

MOTIVATION

Another key emotional intelligence trait is intrinsic motivation. People who are emotionally intelligent are motivated by factors other than fame, money, recognition, and admiration. Instead, they are driven by a desire to meet their own inner wants and aspirations. They prefer internal rewards, flow from being completely in sync with action, and peak experiences. Those that are knowledgeable in this field are usually action-oriented. They create objectives, have a strong desire for success, and are constantly seeking for ways to improve. They are also incredibly devoted and skilled at taking the initiative.

How to Improve Motivation

Avoid overusing extrinsic rewards.
Celebrate your results.
Focus on setting small, measurable goals.
Introduce challenges to keep things interesting.
Set goals to help build intrinsic motivation.
Work with a friend or co-worker to find accountability.

1.3 Relationship between attitude and emotional intelligence in language teaching.

1.3.1 How does emotional intelligent affect human being?

Education and Work:

A high level of emotional intelligence may assist you in navigating the social difficulties of the workplace, and education leading and motivating people, and excelling in their profession. Indeed, when it comes to assessing crucial job prospects, many firms now consider emotional intelligence to be as vital as technical aptitude and before hiring.

Physical health

If a person can nor regulate emotions, and neither handle stress. This can result in major health issues. Uncontrolled stress elevates blood pressure, inhibits the immune system, increases the risk of heart attacks and strokes, leads to infertility, and accelerates aging. The first step in increasing emotional intelligence is learning how to deal with stress.

Mental health

Unregulated emotions and stress can also have a negative influence on mental health, making people more susceptible to anxiety and despair. If a person is unable to comprehend, accept, or regulate their emotions, they will fail to develop strong connections. This, in turn, might leave you feeling lonely and alone, exacerbating existing mental health issues.

Relationships

People are much better equipped to express themselves and comprehend how others feel when they understand emotions and how to regulate them. This enables individuals to communicate more effectively and build deeper connections at work and at home.

Social Intelligence

Being in touch with one's emotions provides a social function by connecting one to others and the environment around them. Social intelligence allows us to distinguish between friends and adversaries, assess another person's interest, relieve stress, regulate the neurological system through social dialogue, and feel valued and joyful

1.3.2 Emotional Intelligence Strategies to ignite positive attitude to the language.

Each phase is important, here there are the strategies to apply in the classroom:

1. ***Assess the organization's needs****: Determine the competencies that are most critical for effective job performance in a particular type of job.*

2. ***Assess the individual:*** *This assessment should be based on the key competencies needed for a particular job.*

3. ***Deliver assessments with care:*** *Give the individual information on his/her strengths and weaknesses.*

4. ***Maximize learner choice:*** *People are more motivated to change when they freely choose to do so.*

5. ***Encourage people to participate:*** *People will be more likely to participate in development efforts if they perceive them to be worthwhile and effective.*

6. ***Link learning goals to personal values:*** *People are most motivated to pursue change that fits with their values and hopes.*

7. ***Adjust expectations:*** *Build positive expectations by showing learners that social and emotional competence can be improved and that such improvement will lead to valued outcomes.*

8. ***Gauge readiness:*** *Trainers who are warm, genuine, and empathic are best able to engage the learners in the change process.*

9. ***Foster a positive relationship between the trainers and learners.***

10. ***Make change self-directed:*** *Learning is more effective when people direct their own learning program, tailoring it to their unique needs and circumstances.*

11. **Set clear goals:** *People need to be clear about what the competence is, how to acquire it, and how to show it on the job.*

12. **Break goals into manageable steps:** *Change is more likely to occur if the change process is divided into manageable steps.*

13. **Provide opportunities to practice:** *Lasting change requires sustained practice on the job and elsewhere in life.*

14. **Give performance feedback:** *Ongoing feedback encourages people and directs change.*

15. **Rely on experiential methods**: *Active, concrete, experiential methods tend to work best for learning social and emotional competencies.*

16. **Build in support:** *Change is facilitated through ongoing support of others who are going through similar changes (such as a support group).*

17. **Use models:** *Use live or videotaped models. Clearly show how the competency can be used in realistic situations. Encourage learners to study, analyze, and emulate the models.*

18. **Enhance insight:** *Self-awareness is the cornerstone of emotional and social competence.*

19. **Prevent relapse:** *Repeat mistakes.*

20. **Encourage use of skills on the job**

2. Research outcomes (Attitude Motivation and Test Battery – AMTB) (Gardner R., 1985).

The Social-educational Model where explain how to influence the orientation and attitudes to the learning situation, and developed an instrument to measure motivation AMTB "Attitude Motivation Test" including questions related with orientation, attitudes, and effort. Hence, (Ellis, 2015) summarized the most important findings about AMTB (1985):

1. Integrative motivation is positively correlated with various measures of L2 achievement.

2. Learners 'integrative motivation was also found to be related to the teacher's and student's classroom behaviors. Learners with an integrative motivation were less likely to abandon learning a second language (Ramage1990).

3. In some contexts, however, integrative motivation was found to be negatively associated with achievement and other motivation could be important, for example, Oller, Baca, and Vigil (1977).

4. Instrumental motivation is a much weaker predictor of L2 achievement than integrative motivation (Masgoret and Gardner 2003).

5. So, instrumental motivation can play a bigger role in foreign language contexts where learners have little interest in the target language culture. Gardner and Lambert (1972).

6. The benefits of an instrumental motivational are likely to wear off once the instrumental objective has been achieved as learners cease making any effort to learn.

The AMTB test has certain characteristics, for instance, it has more than 130 test items with three scales such as: Likert, multiple choices and a semantic differential. So, (Zafarghandi & Jodaei, 2011) mentioned in his scientific article the Sub-constructs and subscales of the AMTB (Compiled from Gardner, 2001, p.8-9; Dörnyei, 2005, p.72-73)

Attitude Motivation and Test Battery –AMTB Structure

Sub-constructs

Sub-construct 1: Integrativeness

· Subscale 1: Integrative orientation (4 items, Likert)
· Subscale 2: Interest in foreign languages (10 items, Likert)
· Subscale 3: Attitudes toward the target language group (10 items, Likert)

Sub-construct 2: Attitudes toward the Learning Situation

·Subscale 4: Evaluation of the Language Instructor (10 items, semantic differential)
· Subscale 5: Evaluation of the Language Course (10 items, semantic differential)

Sub-construct 3: Motivation

·Subscale 6: Motivational intensity (10 items, multiple choices)
· Subscale 7: Desire to learn the language (10 items, multiple choices)
·Subscale 8: Attitudes toward learning the language (10 items, Likert)

Sub-construct 4: Instrumental Orientation

·Subscale 9: Instrumental orientation (4 items, Likert)

Sub-construct 5: Language Anxiety

· Subscale 10: Language class anxiety (10 items, multiple choices)
· Subscale 11: Language use anxiety (10 items, multiple choice)

TABLA NR 1: CONSTRUCTOS E INDICADORES MODELO DE GARDNER

*CONSTRUCTOS	INDICADORES
Orientación Integrada (integrativeness)	Orientación Integrada (OI) Actitudes hacia el los Hablantes Nativos de Inglés (AHI) Interés en Idiomas Extranjeros (IIE)
Actitudes hacia el Proceso de Aprendizaje	Evaluación Docente (ED) Evaluación del Curso de Inglés (EC)
Motivación	Intensidad de la Motivación (IM) Deseo por Aprender Inglés (DAI) Actitudes hacia el Aprendizaje del Inglés (AAI)
Ansiedad frente al Idioma Inglés	Ansiedad en la Clase de Inglés (ACI) Ansiedad en el Uso del Inglés (AUI)
Instrumentalidad	Orientación Instrumental (OInst)

TABLA NR 3 : AMTB (12 INDICADORES Y SUS RESPECTIVAS PREGUNTAS) UTC / INACAP TEMUCO 2008

INDICADORES	Aseveración en clave positiva: "Me gusta el Inglés"	Aseveración en clave negativa: No me gusta el Inglés"
1 Interés en Idiomas Extranjeros (IIE)	Preguntas 1, 21, 42, 65, 85	Preguntas 12, 32, 55, 76, 95
2 Estímulo de los Padres (EP)*	Preguntas 2, 22, 43, 48, 57, 66, 86, 103	N/A
3 Intensidad de la Motivación (IM)	Preguntas 13, 33, 56, 77, 96	Preguntas 3, 23, 44, 67, 87
4 Ansiedad que ejerce la clase de Inglés (ACI)	Preguntas 16, 36, 60, 80, 98	Preguntas 4, 24, 45, 68, 88
5 Evaluación de Profesor de Inglés (EP)	Preguntas 5, 25, 46, 69, 89	Preguntas 14, 34, 58, 78, 97
6 Actitudes hacia el Proceso de Aprendizaje (APA)	Preguntas 6, 26, 47, 70, 90	Preguntas 18, 38 ,62, 82, 100
7 Actitud frente a las Comunidades de Habla Inglesa (AHI)	Preguntas 7, 27, 40, 53, 49, 71, 91, 104	N/A
8 Orientación Integrada (OI)	Preguntas 8, 28, 50, 72	N/A
9 Deseos por Aprender Inglés (DAI)	Preguntas 9, 29, 51, 73, 92	Preguntas 17, 37, 61, 81, 99
10 Evaluación del Curso de Inglés (EC)	Preguntas 20, 41, 64, 84, 102	Preguntas 10, 30, 52, 74, 93
11 Ansiedad en el Uso del Inglés (AUI)	Preguntas 11, 31, 54, 75, 94	Preguntas 19, 39, 63, 83, 101
12 Orientación Instrumental (INST)	Preguntas 15, 35, 59, 79	N/A

2.1 Gardner's Attitude Motivation and Test Battery Results Gardner's Attitude Motivation and Test Battery Results

The results obtained from the application of Gardner's Attitude Motivation and Test Battery-AMTB to the sample of 92 students at Centro de Idiomas - Universidad Técnica de Cotopaxi are presented below, which are grouped according to each of the five constructs. For each of the constructs, the frequencies and percentages corresponding to the number of students who selected each of the six response options of the Likert-type scale are shown, and grouped according to the indicators that comprise each construct.

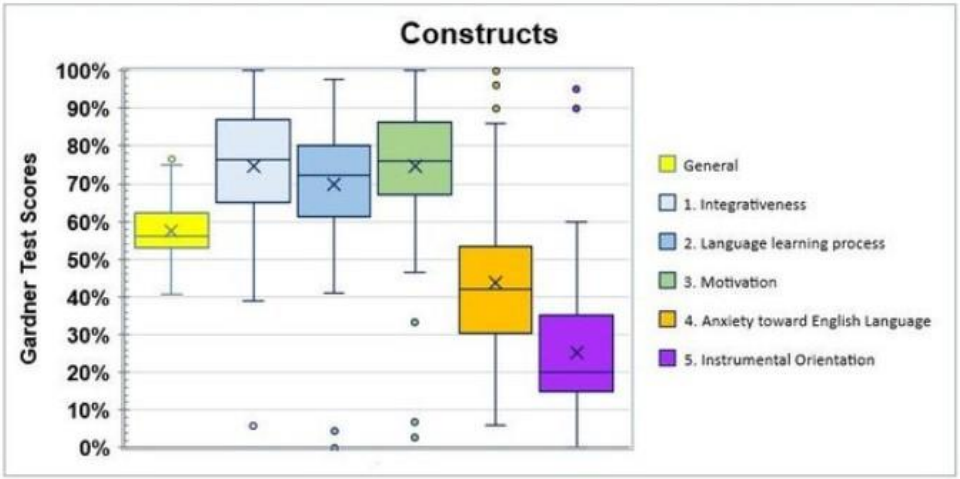


Figure 8. Boxplot of the grades in percentages by constructs.

Elaborated by: Mayra Noroña Heredia, 2022.

2.1 Gardner's Attitude Motivation and Test Battery Results

1. Integrativeness, I like English

The table 6 (below) represents the results of the number of students who opted for each answer option (according to the Likert scale) related to the Integrativeness construct, which are classified according to the three indicators: Integrated Orientation, Attitudes toward Native English Speakers, and Interest in Foreign Languages:

Table 6. Table of frequencies by options in the three indicators of the Integrativeness construct.

"Attittude/ Motivation Test Batterry from R.C. Gadner"								
1. Integrativeness, I like English								
	Indicator	**StA**	**MA**	**SlA**	**SlD**	**MD**	**StD**	Total
1.	Integrated Orientation	44	26	14	5	2	2	92
2.	Attitudes toward Native English Speakers	24	28	24	9	5	3	92
3.	Interest in Foreign Languages	34	28	19	6	3	3	92
	Total	34	27	19	6	3	3	92
		36.54 %	29.50 %	20.68 %	7.06 %	3.35 %	2.87 %	100.00 %

Elaborated by: Mayra Noroña Heredia, 2022.

Note: StA = Strongly Agree, MA = Moderately Agree, SlA= Slightly Agree, SlD= Slightly Disagree, MD = Moderately Disagree, StD = Strongly Disagree.

2. English Language learning process

The Table 7 (below) presents the results of the number of students who answered the construct concerning the English language learning process, which is classified in three indicators, as of Teacher Evaluation, Parental Encouragement, and English Course Evaluation:

Table 7. Table of frequencies by options in the three indicators of the English language learning process construct.

"Attittude/ Motivation Test Batterry from R.C. Gadner"							
2. English language learning process / I like English							
	Indicator	**StA**	**MA**	**SlA**	**SlD**	**MD**	**StD**	Total
1.	Teacher Evaluation	36	27	19	4	3	3	92
2.	Parental Encouragement	22	28	23	8	5	6	92
3.	English Course Evaluation	16	25	30	12	5	4	92
	Total	25	27	24	8	4	4	92
		26.84%	29.05%	26.00%	8.93 %	4.62 %	4.57 %	100.00 %

Elaborated by: Mayra Noroña Heredia, 2022.

Note: StA = Strongly Agree, MA = Moderately Agree, SlA= Slightly Agree, SlD= Slightly Disagree, MD = Moderately Disagree, StD = Strongly Disagree.

3. Motivation

The Table 8 (below) presents the results of the number of students who answered the construct concerning the English Language learning process, which is classified in three indicators, as of Intensity of Motivation, Desire to Learn English, and Attitudes Toward Learning English:

Table 8. Table of frequencies by options in the three indicators of the Motivation construct.

"Attittude/ Motivation Test Batterry from R.C. Gadner"								
3. Motivation. I like English								
	Indicator	**StA**	**MA**	**SlA**	**SlD**	**MD**	**StD**	Total
1.	Intensity of Motivation	22	29	26	8	5	3	92
2.	Desire to Learn English	31	29	21	6	3	3	92
3.	Attitudes Toward Learning English	34	29	21	4	2	2	92
	Total	29	29	22	6	3	3	92
		31.67%	31.30%	24.35%	6.30%	3.62%	2.75%	100.00%

Elaborated by: Mayra Noroña Heredia, 2022.

Note: StA = Strongly Agree, MA = Moderately Agree, SlA= Slightly Agree, SlD= Slightly Disagree, MD = Moderately Disagree, StD = Strongly Disagree.

4. Anxiety toward English Language

TheTable 9 (below) present the results of the number of students who answered the construct concerning the English Language learning process, which is classified in three indicators, as of the Anxiety toward English Language construct, which are classified according to the two indicators: English Language Anxiety and English Language Use Anxiety:

Table 9. Table of frequencies by options in the three indicators of the Anxiety toward English Language construct.

"Attittude/ Motivation Test Batterry from R.C. Gadner"								
4. Anxiety toward English Language. I like English								
	Indicator	**StA**	**MA**	**SlA**	**SlD**	**MD**	**StD**	Total
1.	English Language Anxiety	11	25	27	11	8	10	92
2.	English Language Use Anxiety	9	21	29	15	9	9	92
	Total	10	23	28	13	9	10	92
		10.76 %	25.11 %	30.00 %	14.02 %	9.46 %	10.65 %	100.00 %

Elaborated by: Mayra Noroña Heredia, 2022.

Note: StA = Strongly Agree, MA = Moderately Agree, SlA= Slightly Agree, SlD= Slightly Disagree, MD = Moderately Disagree, StD = Strongly Disagree.

5. Instrumentality

The Table 10 (below) presents the results of the number of students who answered the construct concerning the English language learning process, which is classified in one indicator, as of Instrumental Orientation:

Table 10. Table of frequencies by options in the three indicators of the Instrumentality construct.

"Attittude/ Motivation Test Batterry from R.C. Gadner"								
5. Instrumentality. I like English								
	Indicator	**StA**	**MA**	**SlA**	**SlD**	**MD**	**StD**	Total
1.	Instrumental Orientation	36	26	17	7	2	4	92
		38.91%	28.26 %	18.48 %	7.83%	2.17 %	4.35%	100.00 %

Elaborated by: Mayra Noroña Heredia, 2022.

Note: StA = Strongly Agree, MA = Moderately Agree, SlA= Slightly Agree, SlD= Slightly Disagree, MD = Moderately Disagree, StD = Strongly Disagree.

2.2 Gardner's Attitude Motivation and Test Battery Results by grades

The descriptive statistics (minimum and maximum values, averages, standard deviations, and medians) of the scores obtained for the Gardner Test by the 92 students at Centro de Idiomas -Universidad Técnica de Cotopaxi are shown below:

Table 11. Descriptive statistics of the Gardner Test grades by constructs.

Construct	Scale	Minimum	Mean	Standard deviation	Median	Maximum
General Test Batterry from R.C. Gardner	0 - 320	76	209.09	36.11	211.00	290
1. Integrativeness	0 - 85	5	63.51	14.02	65.00	85
2. English Language learning process	0 - 90	0	62.82	14.40	65.00	88
3. Motivation	0 - 75	2	55.92	12.54	57.00	75
4. Anxiety toward English Language	0 - 50	3	21.83	9.52	21.00	50
5. Instrumentality	0 - 20	0	5.01	3.73	4.00	19

Elaborated by: Mayra Noroña Heredia, 2022.

The scores were expressed in percentages to standardize a uniform rating scale for all cases and to make a direct comparison between all constructs and the overall rating. Additionally, a boxplot is shown with the scores expressed in percentages obtained by the students for each of the five constructs and the overall score for the entire Gardner test.

2.3 Relationship between constructs: Students' attitude Integrativeness, motivation, anxiety, instrumentality) and the English language learning process

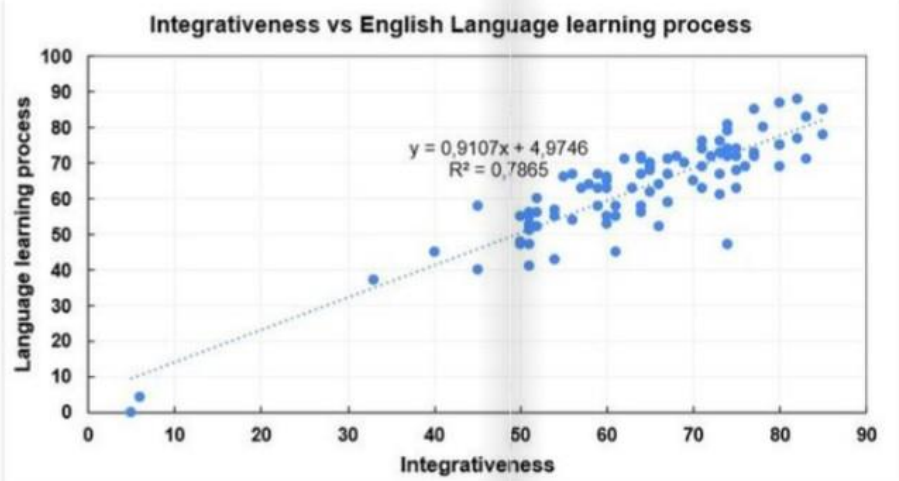


Figure 9. Scatter plot of the Integrativeness vs English Language learning process constructs.

Elaborated by: Mayra Noroña Heredia, 2022.

According to the information in the previous figure, the Integrativeness and English Language learning process constructs have a strong positive correlation, given that the correlation coefficient r = 0.8868 (p-value = 0.00). That is, Integrativeness construct correlates with the English Language learning process, which implies that if students at Centro de Idiomas - UTC have good integration they also be more likely to perform well in the English language learning process.

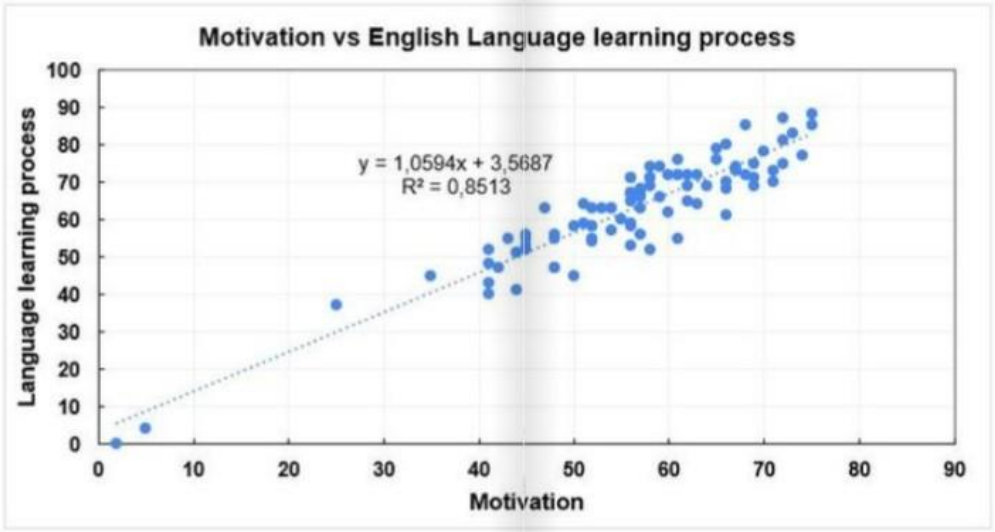


Figure 10. Scatter plot of the Motivation vs English Language learning process constructs.
Elaborated by: Mayra Noroña Heredia, 2022.

According to the information in the previous figure, the Motivation and English Language learning process constructs have a strong positive correlation, given that the correlation coefficient r = 0.9226 (p-value = 0.00). Therefore, Motivation construct correlates with the English Language learning process, which implies that if students at the Language Center - UTC are motivated, they will also be more likely to perform well in the English language learning process.

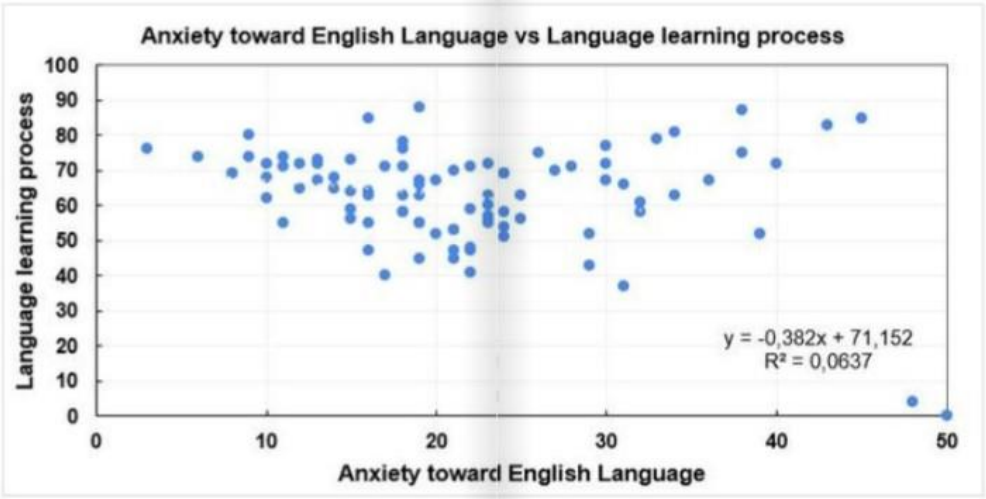


Figure 11. Scatter plot of the Anxiety toward English Language vs English Language learning process constructs.

Elaborated by: Mayra Noroña Heredia, 2022.

According to the information in the previous figure, the Anxiety toward English Language and English Language learning process constructs have a weak positive correlation, given that the correlation coefficient r = 0.2524 (p-value = 0.015). That is, Anxiety toward English Language construct correlates with the English Language learning process, which implies that the English language learning process does not depend of the students' anxiety toward English Language.

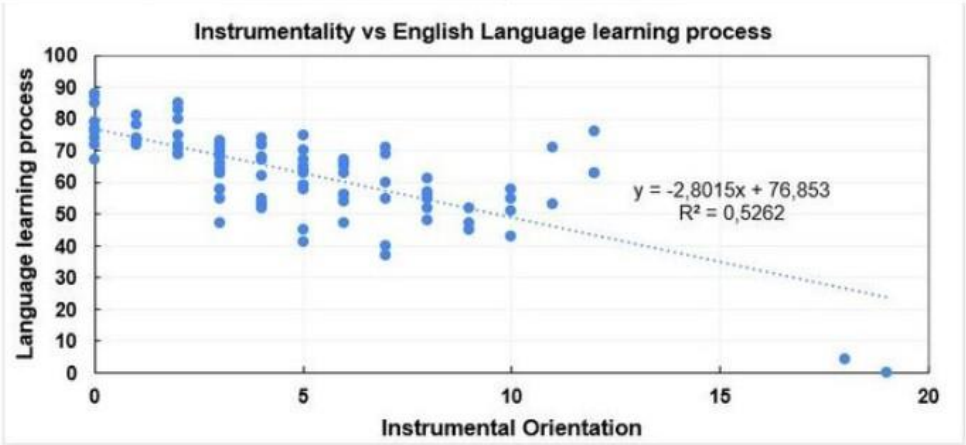


Figure 12. Scatter plot of the Instrumentality vs English Language learning process constructs.

Elaborated by: Mayra Noroña Heredia, 2022.

According to the information in the previous figure, the Instrumentality and English Language learning process constructs have a significant negative correlation, given that the correlation coefficient r = -0.7254 (p-value = 0.00). Then, Instrumentality construct correlates with the English Language learning process, which implies that if students at the Centro de Idiomas- UTC only attend English classes because of the need to pass the subject, they tend to perform poorly in the English language learning process, while if they attend out of a desire to improve their knowledge, they tend to perform better (Hernández Sampieri, 2014).

https://www.inlyschool.org/explore-inly/montessori-/montessori-at-inly

3. Integrative Motivational Strategies to ignite a positive attitude to the language.

3.1. Strategies to enhance Students Motivation

3.1.1 Maria Montessory Method

Concerning to Second language acquisition (Cheverria, 2021) Language is one of the four categories in which the Montessori curriculum is arranged. There are tools and techniques available to promote each child's language development through individual work and interaction with others in appropriate chances for language usage. Maria Montessori studied the youngster's normal development of first language acquisition and built the language section of the curriculum in accordance with that sequence. Montessori aimed to emulate the subconscious process by which children acquire their first language, progressing to writing and eventually reading while encouraging self-expression and promoting vocabulary enrichment and refining.

3.1.2 Glottodidactic

(Fonseca, 2021) Theater, also known as dramatization, is an ancient art form with mystical and religious roots that is predicated on aesthetic and therapeutic results. According to (Laferrière, 1999), "the theater is the art of litigation, questioning, debate, refutation, or rejection," notions that must be communicated and faced through a speech act and that are part of language's communication functions. Dramatization, also known as theatrical glottodidactics, takes advantage of this immense didactic potential to teach a language "from inside," reproducing actual speech actions and acting in circumstances that properly mimic the speaker's expressive requirements.

3.1.3 Music

(Vadivel, 2021) Language objects are frequently picked up by independent learners of the language through songs they listen to. Music fans are frequently observed speaking in a style similar to that of their favorite artist or band. Pieces of evidence show that music may be an effective language instructor over time. Students can acquire language concepts faster and in a more fluid manner just by singing along. As a result, this method of learning promotes longer retention. However, we must be cautious about the sort of music we listen to. Nonetheless, with some help on song selection, learners may greatly benefit from learning via music.

3.1.3 Art

According to (Farokhi, 2012), arts learning assists people in transitioning from the pedagogical model of teacher-as-expert to the pedagogy of "making," in which the classroom has the sense of a studio producing original, fantastic work, and the student is engaged in a collaborative process that requires them to take personal responsibility and accountability for what is happening. Classrooms that integrate art and technology into collaborative endeavors with others are already places where arts learning occurs. Art classes such as "Comics and Cartooning," "Writers Club," "Book Craft," and "Mixed Media Art" have allowed children to explore artistic interests in a variety of creative and imaginative ways at a time when arts-based curriculums have been greatly de-emphasized in the current standard-based learning model.

Students A2 level

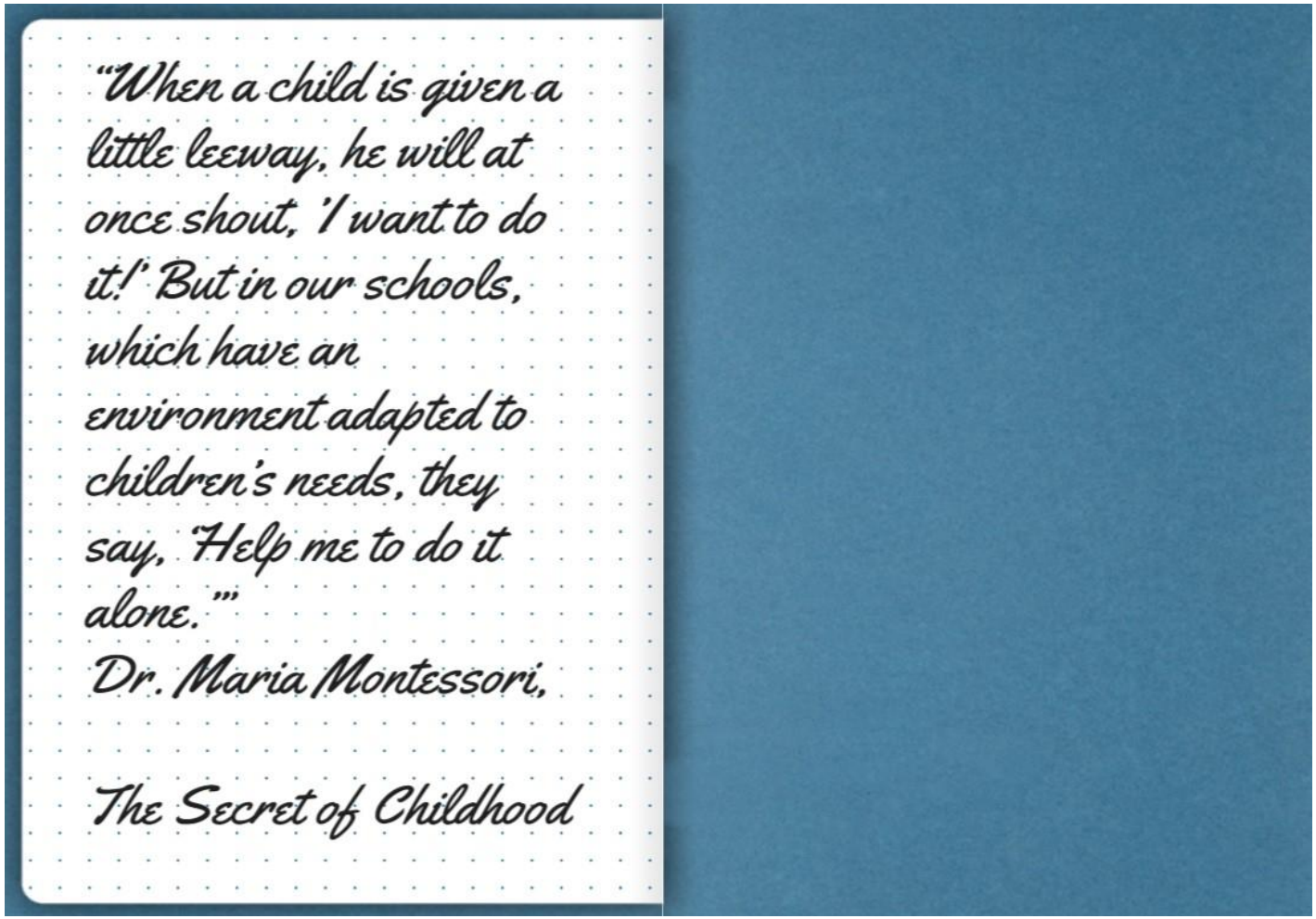
Traveling to Quito to get the Italian International Certificate PLIDA

Cognome	Nome	Codice	Sesso	Livello	Voto					Esito			
					Ascoltare	Leggere	Parlare	Scrivere	Totale	Ascoltare	Leggere	Parlare	Scrivere
AGUALONGO CAGUANA	EMMA ESTAFANÍA	6014	F	A2	28	22	25	17		Promosso	Promosso	Promosso	Respinto
ARIAS NAVAS	NEIDA PATRICIA	6015	F	A2	18	14	19	Annullato		Promosso	Respinto	Promosso	Annullato
BASANTES CHUGCHILAN	RENATO ROMAN	6016	M	A2	28	14	19	17		Promosso	Respinto	Promosso	Respinto
CAISAGUANO QUISHPE	GLORIA ABIGAIL	6017	F	A2	26	14	23	19		Promosso	Respinto	Promosso	Promosso
CAJAS LOPEZ	DIEGO FERNANDO	6018	M	A2	22	16	25	19		Promosso	Respinto	Promosso	Promosso
CHILUISA CHILUISA	MYRIAM PAULINA	6019	F	A2	28	12	22	16		Promosso	Respinto	Promosso	Respinto
ENDARA LEMA	JORGE FERNANDO	6020	M	A2	24	14	18	16		Promosso	Respinto	Promosso	Respinto
FACTOS CARRERA	STALIN NAPOLEÓN	6021	M	A2	24	10	23	18		Promosso	Respinto	Promosso	Promosso
GUALLI ARMIJOS	JENNY BEATRIZ	6022	F	A2	28	20	26	25	99	Promosso	Promosso	Promosso	Promosso
GUASHCA CURICHO	SILVIA VERÓNICA	6023	F	A2	Assente	Assente	Assente	Assente		N.D.	N.D.	N.D.	N.D.
HURTADO ABAD	JHENY DEL ROCIO	6024	F	A2	28	22	27	24	101	Promosso	Promosso	Promosso	Promosso
MOLINA CARRASCO	HECTOR DAVID	6025	M	A2	20	12	24	17		Promosso	Respinto	Promosso	Respinto
MOLINA HERRERA	SILVANA MARGOTH	6026	F	A2	22	16	22	18		Promosso	Respinto	Promosso	Promosso
PAREDES MORALES	DIEGO FERNANDO	6027	M	A2	22	12	23	18		Promosso	Respinto	Promosso	Promosso
PAUCAR ESPINEL	JENNY ELIZABETH	6028	F	A2	18	16	19	18		Promosso	Respinto	Promosso	Promosso
PILAMUNGA SÁNCHEZ	LUCÍA JEANETH	6029	F	A2	20	18	24	20	82	Promosso	Promosso	Promosso	Promosso
QUIMBITA SANGUCHO	EDISON FERNANDO	6030	M	A2	20	22	19	17		Promosso	Promosso	Promosso	Respinto
REMACHE MORENO	TANIA GABRIELA	6031	F	A2	30	18	24	23	95	Promosso	Promosso	Promosso	Promosso
SIMBA TACO	RAFAEL PATRICIO	6032	M	A2	28	18	18	16		Promosso	Promosso	Promosso	Respinto
TOAPANTA BAUTISTA	JUDITH NATALIA	6033	F	A2	14	16	22	18		Respinto	Respinto	Promosso	Promosso
VILCAGUANO VERA	ANA DEL ROCIO	6034	F	A2	22	12	18	17		Promosso	Respinto	Promosso	Respinto

Totale candidati promossi: 4

Results PLIDA

Four students of the group got the Italian International Certificate PLIDA, and most of them failed only one skill.



Elaborated by: Noroña, M. (2022)
Source: https://app.bookcreator.com/read/WDfWV78VSpaCnZiyRkH-Ag

Workshop for teachers and authorities

Conduct a workshop for teachers and authorities in order to socialize the proposal "Integrative Motivational Strategies-Booklet" as a pedagogical alternative to manage emotional competencies in the classroom.

Number of workshops: 1

Objective: Raise awareness of the educational actors that carry out the teaching-learning process about the benefits of emotional intelligence in the foreign language learning environment since it provides strategies to promote positive students 'attitude, in addition, it stimulates cognitive functions such as attention, concentration, memory, among others.

Number of participants: 20

Resources: Videos, slides, and computers.

Process: The workshop is participatory in which teachers watch videos and analyze the emotional intelligence strategies that lead to reflection, group work is also done and they can experience the activities of the proposed proposal so that they identify that these are bouncy, short and effective.

2.5 Premises for the Proposal Implementation

Table 5. Proposal Implementation.

Phase	Objectives	Activities	Resources	Responsible	Time
Socialization	Socialize and standardize all papers so that the University's principal will allow the development of the research project at the institution. Look for materials to add in the proposal.	Get Familiar with the material to use in the proposal.	Computer Internet	Noroña Mayra	One Week
Planning	Define the best strategies to develop students' attitude towards language learning	Create a booklet based with emotional intelligence and attitude.	Computer Internet	Noroña Mayra	One Week
Proposal Implementing	Apply the workshop based on students' attitude towards language learning	Applying the activities to enhance English Speaking Skill.	Computer Internet	Noroña Mayra	One week
Evaluation	Evaluate the effectiveness of the booklet based on students' attitude towards language learning.	Experts Validation	Computer Internet	Noroña Mayra	One Week

Elaborated by: Mayra Noroña Heredia, 2022.

2.6 Conclusions Chapter II

- Emotional intelligence in a foreign language allows students to understand how it develops during the teaching-learning process, allowing them to control their own emotions in constructive ways to relieve stress, communicate effectively, empathize with others, overcome obstacles, and diffuse conflict. Besides that, emotional intelligence helps students form deeper connections, thrive in their university major, finish their college degree, and achieve their personal goals. In contrast, emotional intelligence changes a student's attitude toward language learning by either aiding or inhibiting learning acquisition.

- The booklet is a proposal based on emotional education and it is proposed to socialize with teachers in order to give teachers an overview about emotions and learning.

- Adopting the solutions provided in the educational environment needs the teachers' attitude and even emotional state, therefore the instructors' attitude is vital in carrying out this strategy. Consequently, it is necessary to spread the proposal among teachers and authorities in order to develop understanding about the good impacts of emotional intelligence in the classroom.

- Recognize that the activities are brief and thus do not add to the teacher's workload, but rather that they allow for the creation of a harmonious environment for both teachers and students, allowing for not only the management of emotions, but also the development of positive self-control, which promotes learning.

CHAPTER III

APPLICATION OF THE PROPOSAL

3.1 Experts' evaluation

A committee of specialists was chosen to validate the proposal named "Integrative Motivational Strategies Booklet to enhance students' attitude toward foreign language learning." Those experts are qualified and have prior expertise in the field. A poll was conducted to validate the idea, using three assessment criteria: "Excellent," "Good," and "Fair." The tool was designed to assess factors such as structure, logic, significance, validity, and feasibility.

Mg. Patricia Marcela Chacón Porras ID 0502211196 Master in Applied Linguistics in teaching English and Spanish. English teacher at Universidad Técnica de Cotopaxi is a qualified professional who validated this proposal as an excellent alternative to improve English Language Teaching. All criteria elements were marked as excellent, because all information that the proposal based on Integrative Motivational Strategies Teaching enhance Students attitude toward foreign language. In addition, the evaluator considers that this proposal must be used locally, and that it has to be socialized into the institution.

Mg. Erika Borja ID 0502161094 Master in Applied Linguistics. English teacher at Universidad Técnica de Cotopaxi is a qualified professional who validated this proposal as an excellent alternative to improve English Language Teaching. All criteria elements were marked as excellent, because all information that the proposal based on Integrative Motivational Strategies Teaching enhance Students attitude toward foreign language. In addition, the evaluator considers that this

proposal must be used locally, regionally and nationally, furthermore, the evaluator manifested that It is a very important project and that the researcher should write a scientific article based on the research.

Mg. Wilmer Patricio Collaguazo Vega ID 1722417571. Magister in Pedagogy of English as a Foreign Language. English teacher at Universidad Técnica de Cotopaxi is a qualified professional who validated this proposal as an excellent alternative to improve English Language Teaching. All criteria elements were marked as excellent, because all information that the proposal contains is based on Integrative Motivational Strategies Teaching that enhance Students attitude toward foreign language. In addition, the evaluator considers that this proposal must be used locally and the project is focused on reaching the objectives.

3.2 Users' validation

Mg. MSc. Alison Mena Barthelotty, ID 0501801252 Master in Science Education. English teacher at Universidad Técnica de Cotopaxi is a qualified professional who validated this proposal as an excellent alternative to improve English Language Teaching. All criteria elements were marked as excellent, because all information that the proposal contains is based on Integrative Motivational Strategies Teaching that enhance Students attitude toward foreign language. Moreover, the evaluator considers that it must be used locally.

Mg. María Fernanda Aguaiza Iza ID 0503458499 Master in Applied Linguistics. English teacher at Universidad Técnica de Cotopaxi is a qualified professional who validated this proposal as an excellent alternative to improve English Language Teaching. All criteria elements were marked as excellent, because all information that the proposal contains is based on Integrative Motivational Strategies Teaching that enhance Students attitude toward foreign language. Moreover, the evaluator considers that this proposal must be used locally, on the other hand, the evaluator thinks that it's extremely important to use the booklet as soon as possible.

Mg. Vladimir Sandoval Vizuete ID 0502104219 Bachelor of Science Education – English. English teacher at Universidad Técnica de Cotopaxi. A qualified

professional who validated this proposal as an excellent alternative to improve English Language Teaching. All criteria elements were marked as excellent, because all information that the proposal contains is based on Integrative Motivational Strategies Teaching that enhance Students attitude toward foreign language. Moreover, the evaluator considers that this proposal must be used locally, on the other hand, the evaluator thinks that it's extremely important to spread the booklet in the institution as soon as possible.

MsC. Lidia Rebeca Yugla Lema ID 0502652340 Magister in Science Education. English teacher at Universidad Técnica de Cotopaxi is a qualified professional who validated this proposal as an excellent alternative to improve English Language Teaching. All criteria elements were marked as excellent, because all information that the proposal contains is based on Integrative Motivational Strategies Teaching that enhance Students attitude toward foreign language. Moreover, the evaluator considers that this proposal must be used locally, and internationally, on the other hand, the evaluator thinks that the proposal is relevant.

3.3 Evaluation of impacts or results

Gardner's Attitude Motivation and Test Battery Results

The results obtained from the application of Gardner's Attitude Motivation and Test Battery -AMTB to the sample of 92 students at Centro de Idiomas – Universidad Técnica de Cotopaxi are presented below, which are grouped according to each of the five constructs. For each of the constructs, the frequencies and percentages corresponding to the number of students who selected each of the six response options of the Likert-type scale are shown, and grouped according to the indicators that comprise each construct.

1. Integrativeness. I like English

The table 6 (below) represents the results of the number of students who opted for each answer option (according to the Likert scale) related to the Integrativeness construct, which are classified according to the three indicators: Integrated

Orientation, Attitudes toward Native English Speakers, and Interest in Foreign Languages:

Table 6. Table of frequencies by options in the three indicators of the Integrativeness construct.

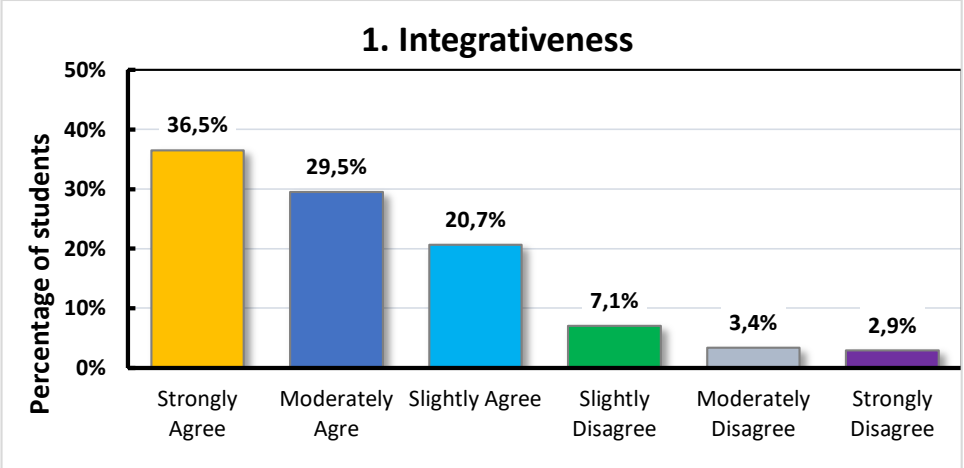
"Attittude/ Motivation Test Batterry from R.C. Gadner"							
1. Integrativeness. I like English							
Indicator	**StA**	**MA**	**SlA**	**SlD**	**MD**	**StD**	Total
1. Integrated Orientation	44	26	14	5	2	2	92
2. Attitudes toward Native English Speakers	24	28	24	9	5	3	92
3. Interest in Foreign Languages	34	28	19	6	3	3	92
Total	34	27	19	6	3	3	92
	36.54%	29.50%	20.68%	7.06%	3.35%	2.87%	100.00%

Elaborated by: Mayra Noroña Heredia, 2022.

Note: StA = Strongly Agree, MA = Moderately Agree, SlA= Slightly Agree, SlD= Slightly Disagree, MD = Moderately Disagree, StD = Strongly Disagree.

A bar chart showing the overall percentages of the response options of the Integrativeness construct is presented in a complementary manner:

Figure 3. Bar chart of the percentages by options in the Integrativeness construct.



Elaborated by: Mayra Noroña Heredia, 2022.

According to the information in the previous figure, the majority of the students demonstrate to have Integrativeness. This fact represents that they understand the importance of knowing the English language to relate with English speakers. They consider that the mastery of this language can facilitate the establishment of interpersonal relationships with other people from different cultures. Consequently, they assimilate the need to improve their knowledge of the English language.

2. English Language learning process

The Table 7 (below) shows the results of the number of students who answered the construct concerning the English language learning process, which is classified in three indicators, as of Teacher Evaluation, Parental Encouragement, and English Course Evaluation:

Table 7. Table of frequencies by options in the three indicators of the English language learning process construct.

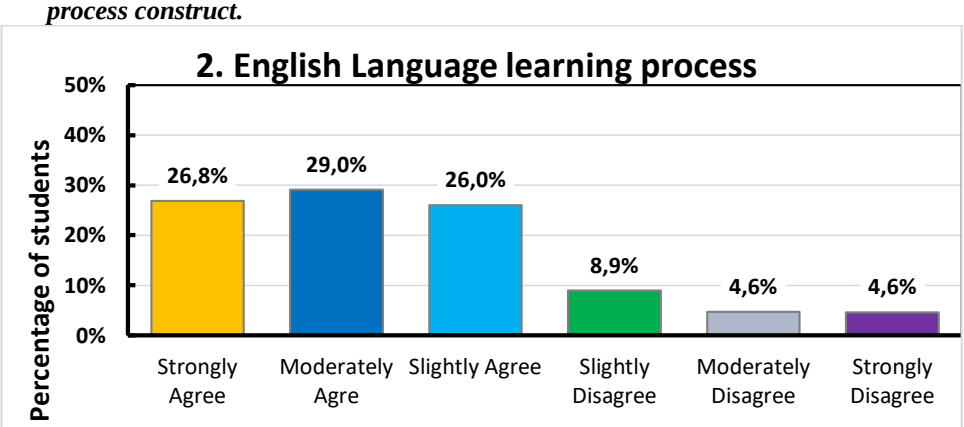
"Attittude/ Motivation Test Batterry from R.C. Gadner"							
2. English language learning process / I like English							
Indicator	**StA**	**MA**	**SlA**	**SlD**	**MD**	**StD**	Total
1. Teacher Evaluation	36	27	19	4	3	3	92
2. Parental Encouragement	22	28	23	8	5	6	92
3. English Course Evaluation	16	25	30	12	5	4	92
Total	25	27	24	8	4	4	92
	26.84%	29.05%	26.00%	8.93%	4.62%	4.57%	100.00%

Elaborated by: Mayra Noroña Heredia, 2022.

Note: StA = Strongly Agree, MA = Moderately Agree, SlA= Slightly Agree, SlD= Slightly Disagree, MD = Moderately Disagree, StD = Strongly Disagree.

A bar chart showing the overall percentages of the response options of the English Language learning process construct is also presented in a complementary manner:

Figure 4. Bar chart of the percentages by options in the English Language learning process construct.



Elaborated by: Mayra Noroña Heredia, 2022.

The results show that most students are satisfied with the English language learning process in terms of the encouragement they receive from their parents, satisfaction with teacher performance, and course evaluation. That is, from their perception regarding this construct, most students are satisfied with the conditions in which they receive English classes.

3. Motivation

The Table 8 (here below) displays the results of the number of students who replied to the construct regarding the English Language learning process, which is distributed into three indicators, such as; Intensity of Motivation, Desire to Learn English, and Attitudes Toward Learning English:

Table 8. Table of frequencies by options in the three indicators of the Motivation construct.

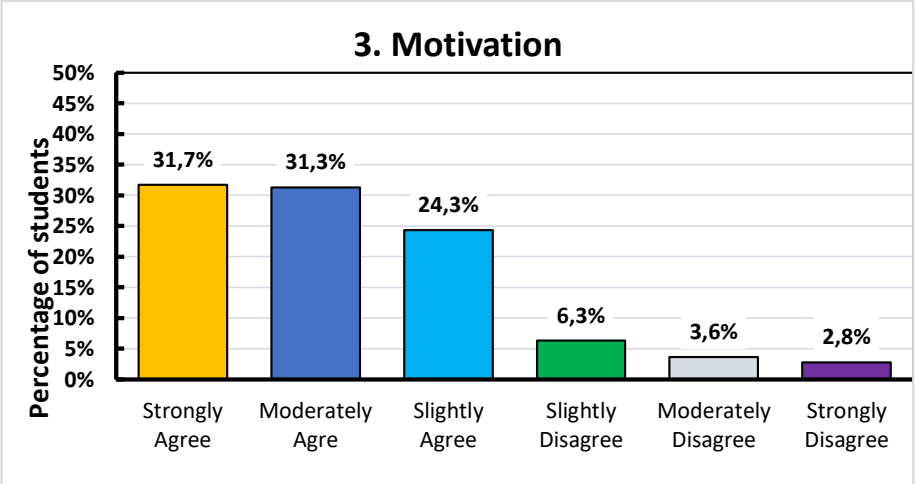
"Attittude/ Motivation Test Batterry from R.C. Gadner"							
3. Motivation. I like English							
Indicator	**StA**	**MA**	**SlA**	**SlD**	**MD**	**StD**	Total
1. Intensity of Motivation	22	29	26	8	5	3	92
2. Desire to Learn English	31	29	21	6	3	3	92
3. Attitudes Toward Learning English	34	29	21	4	2	2	92
Total	29	29	22	6	3	3	92
	31.67%	31.30%	24.35%	6.30%	3.62%	2.75%	100.00%

Elaborated by: Mayra Noroña Heredia, 2022.

Note: StA = Strongly Agree, MA = Moderately Agree, SlA= Slightly Agree, SlD= Slightly Disagree, MD = Moderately Disagree, StD = Strongly Disagree.

In a same way, a bar chart showing the overall percentages of the response options of the Motivation construct is presented as follows:

Figure 5. Bar chart of the percentages by options in the Motivation construct.



Elaborated by: Mayra Noroña Heredia, 2022.

Most of the students in the sample admit that they are motivated to learn the English language, so it is inferred that they would have the desire and attitude to commit time and effort to progress in their level of English proficiency.

4. Anxiety toward English Language

The Table 9 (lower side) reveals the results of the group of students who answered the construct concerning the English language learning process, which is classified in three indicators, as of the Anxiety toward English Language construct, which are classified according to the two indicators: English Language Anxiety and English Language Use Anxiety:

Table 9. Table of frequencies by options in the three indicators of the Anxiety toward English Language construct.

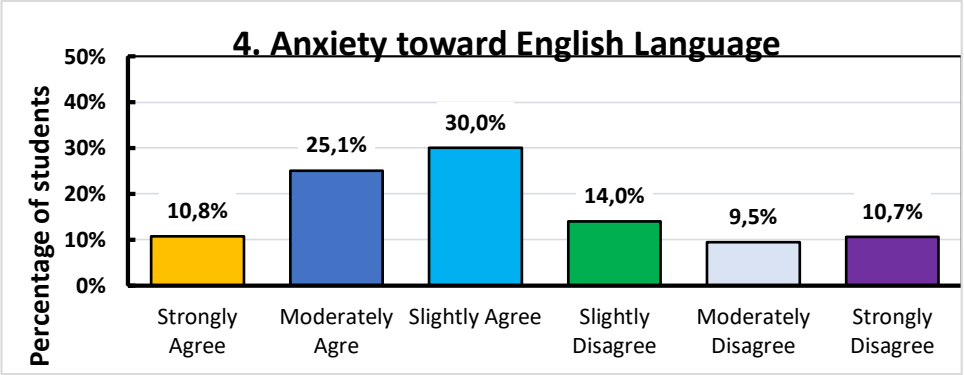
"Attittude/ Motivation Test Batterry from R.C. Gadner"							
4. Anxiety toward English Language. I like English							
Indicator	**StA**	**MA**	**SlA**	**SlD**	**MD**	**StD**	Total
1. English Language Anxiety	11	25	27	11	8	10	92
2. English Language Use Anxiety	9	21	29	15	9	9	92
Total	10	23	28	13	9	10	92
	10.76%	25.11%	30.00%	14.02%	9.46%	10.65%	100.00%

Elaborated by: Mayra Noroña Heredia, 2022.

Note: StA = Strongly Agree, MA = Moderately Agree, SlA= Slightly Agree, SlD= Slightly Disagree, MD = Moderately Disagree, StD = Strongly Disagree.

A bar chart showing the overall percentages of the response options of the Anxiety toward English Language construct is also presented in a complementary manner:

Figure 6. Bar chart of the percentages by options in the Anxiety toward English Language construct.



Elaborated by: Mayra Noroña Heredia, 2022.

Slightly more than half of the students in the sample reflected having Anxiety at mild and moderate levels during the English language learning process. Concerning this construct, that situation implies that students have difficulties in managing their emotions.

5. Instrumentality

The Table 10 (below) presents the results of the number of students who answered the construct concerning the English language learning process, which is classified in one indicator, as of Instrumental Orientation:

Table 10. Table of frequencies by options in the three indicators of the Instrumentality construct.

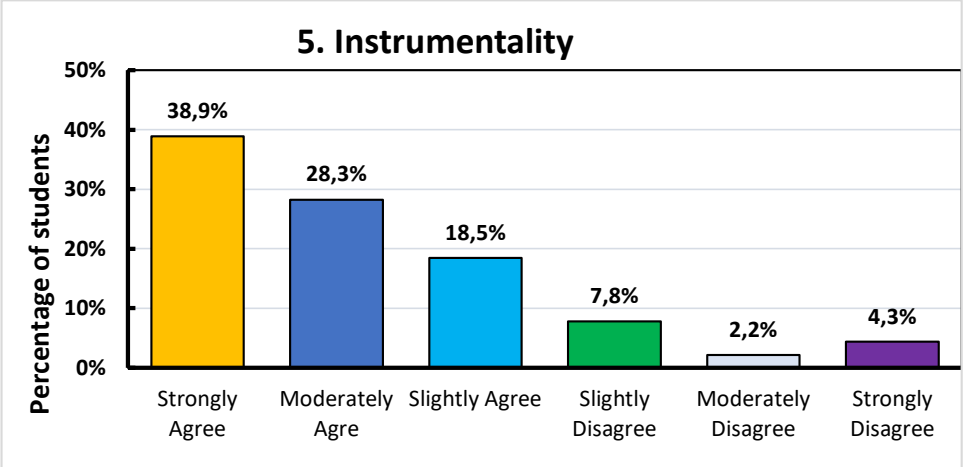
"Attittude/ Motivation Test Batterry from R.C. Gadner"							
5. Instrumentality. I like English							
Indicator	**StA**	**MA**	**SlA**	**SlD**	**MD**	**StD**	Total
1. Instrumental Orientation	36	26	17	7	2	4	92
	38.91%	28.26%	18.48%	7.83%	2.17%	4.35%	100.00%

Elaborated by: Mayra Noroña Heredia, 2022.

Note: StA = Strongly Agree, MA = Moderately Agree, SlA= Slightly Agree, SlD= Slightly Disagree, MD = Moderately Disagree, StD = Strongly Disagree.

In a same way, a bar chart showing the overall percentages of the response options of the Instrumentality construct is presented as follows:

Figure 7. Bar chart of the percentages by options in the Instrumentality construct.



Elaborated by: Mayra Noroña Heredia, 2022.

Regarding Instrumental Orientation, this is possibly the construct in which the students in the sample have the greatest difficulties because the great majority of them show that the main reason why they attend and comply with the tasks assigned in the English subject is due to the need to pass the module and obtain the certificate. That fact is to say, they relegate their interest in improving their knowledge and first put the objective of the need for academic approval.

2) Gardner's Attitude Motivation and Test Battery Results by grades

The descriptive statistics (minimum and maximum values, averages, standard deviations, and medians) of the scores obtained for the Gardner Test by the 92 students at Centro de Idiomas – Universidad Técnica de Cotopaxi are shown below:

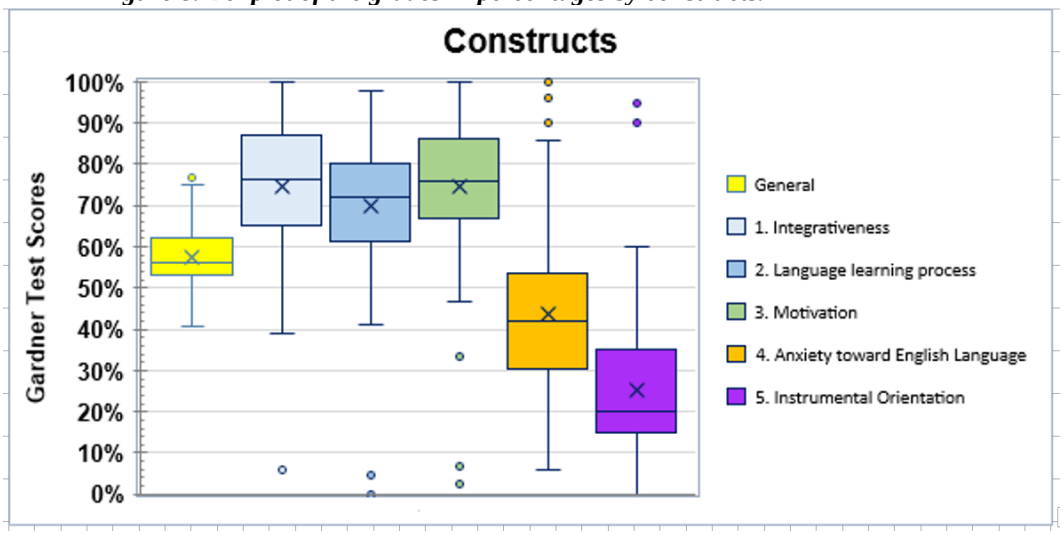
Table 11. Descriptive statistics of the Gardner Test grades by constructs.

Construct	Scale	Minimum	Mean	Standard deviation	Median	Maximum
General Test Batterry from R.C. Gardner	0 - 320	76	209.09	36.11	211.00	290
1. Integrativeness	0 - 85	5	63.51	14.02	65.00	85
2. English Language learning process	0 - 90	0	62.82	14.40	65.00	88
3. Motivation	0 - 75	2	55.92	12.54	57.00	75
4. Anxiety toward English Language	0 - 50	3	21.83	9.52	21.00	50
5. Instrumentality	0 - 20	0	5.01	3.73	4.00	19

Elaborated by: Mayra Noroña Heredia, 2022.

The scores were expressed in percentages to standardize a uniform rating scale for all cases and to make a direct comparison between all constructs and the overall rating. Additionally, a boxplot is shown with the scores expressed in percentages obtained by the students for each of the five constructs and the overall score for the entire Gardner test.

Figure 8. Boxplot of the grades in percentages by constructs.



Elaborated by: Mayra Noroña Heredia, 2022.

Based on the fact that higher percentage scores represent a better situation with respect to the attitude of the students, it is identified that the biggest problems

correspond to Anxiety toward English Language and Instrumentality constructs. This situation implies that among the five constructs assessed, Anxiety and Instrumentality are present in the majority of students at Centro de Idiomas - UTC. For this reason, it would be necessary to adopt actions so that students learn to effectively manage their moods and difficulties in order to decrease their anxiety levels, as well as measures for students to assimilate the importance of learning the language beyond obtaining the certificate of approval, but as an aspect that can benefit them in the future in their personal and professional performance.

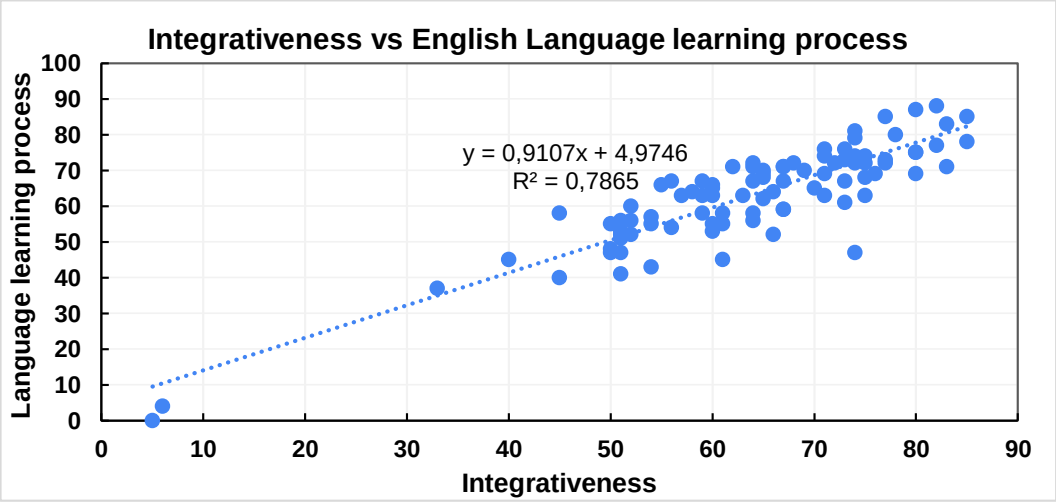
3) Relationship between Students' attitude and the English language learning process

A Pearson correlation analysis was performed to determine the relationship between the students' attitude and the English language learning process at Centro de Idiomas - UTC. For this purpose, each of the four constructs that make up the Attitude variable was correlated with the construct of the English language learning process (construct 2).

Integrativeness vs English Language learning process

When correlating the Integrativeness construct with the English language learning process, the result expressed in the following scatter plot was obtained:

Figure 9. Scatter plot of the Integrativeness vs English Language learning process constructs.



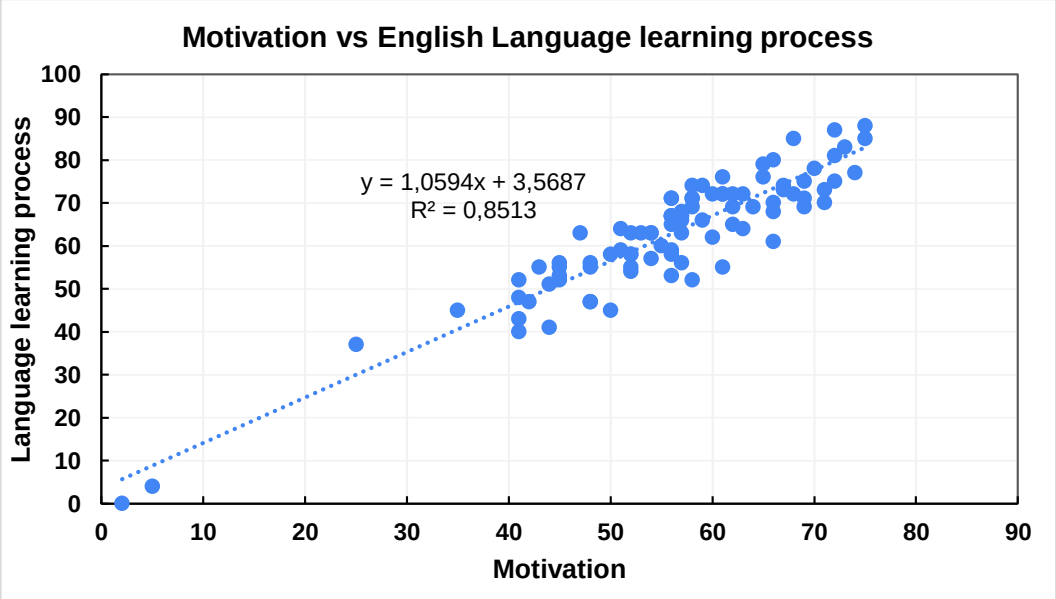
Elaborated by: Mayra Noroña Heredia, 2022.

According to the information in the previous figure, the Integrativeness and English Language learning process constructs have a strong positive correlation, given that the correlation coefficient r = 0.8868 (p-value = 0.00). That is, Integrativeness construct correlates with the English Language learning process, which implies that if students at Centro de Idiomas - UTC have good integration they also be more likely to perform well in the English language learning process.

Motivation vs English Language learning process

The correlation of the Motivation construct with the English language learning process yielded the result expressed in the scatter plot graph below:

Figure 10. Scatter plot of the Motivation vs English Language learning process constructs.



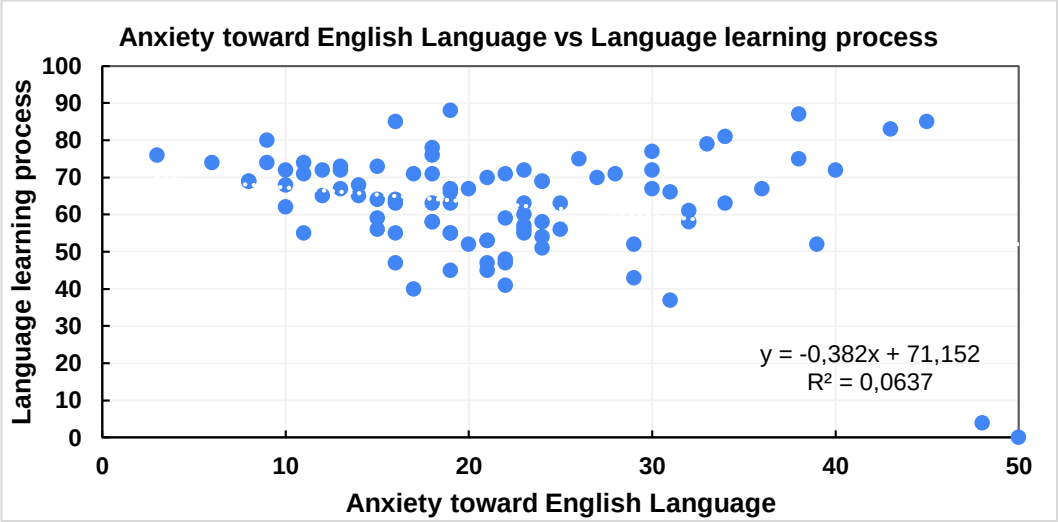
Elaborated by: Mayra Noroña Heredia, 2022.

According to the information in the previous figure, the Motivation and English Language learning process constructs have a strong positive correlation, given that the correlation coefficient r = 0.9226 (p-value = 0.00). Therefore, Motivation construct correlates with the English Language learning process, which implies that if students at the Language Center - UTC are motivated, they will also be more likely to perform well in the English language learning process.

Anxiety toward English Language vs Language learning process

The correlation of the Anxiety toward English Language construct with the English language learning process yielded the result expressed in the scatter plot figure below:

Figure 11. Scatter plot of the Anxiety toward English Language vs English Language learning process constructs.



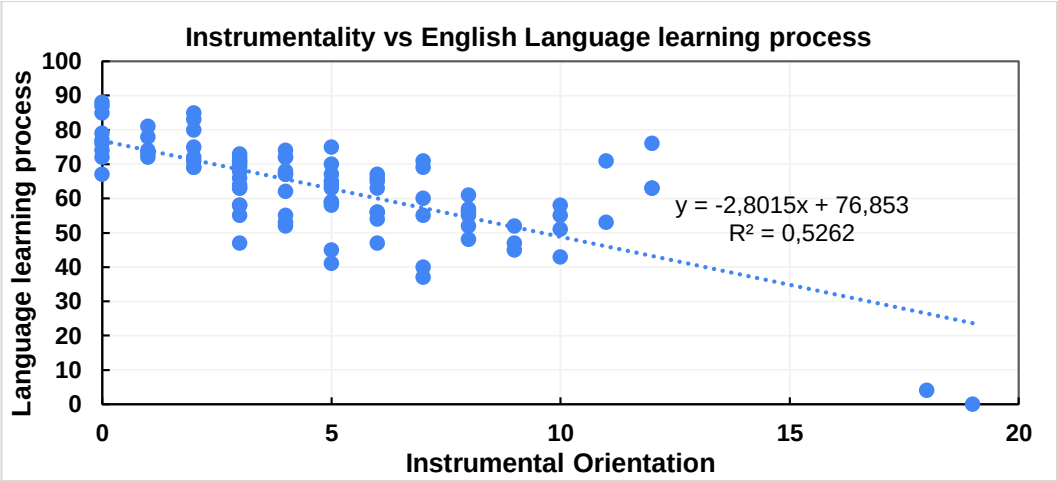
Elaborated by: Mayra Noroña Heredia, 2022.

According to the information in the previous figure, the Anxiety toward English Language and English Language learning process constructs have a weak positive correlation, given that the correlation coefficient r = 0.2524 (p-value = 0.015). That is, Anxiety toward English Language construct correlates with the English Language learning process, which implies that the English language learning process does not depend of the students' anxiety toward English Language.

Instrumentality vs English Language learning process

The correlation of the Instrumentality construct with the English language learning process yielded the result expressed in the scatter plot figure below:

Figure 12. Scatter plot of the Instrumentality vs English Language learning process constructs.



Elaborated by: Mayra Noroña Heredia, 2022.

According to the information in the previous figure, the Instrumentality and English Language learning process constructs have a significant negative correlation, given that the correlation coefficient r = -0.7254 (p-value = 0.00). Then, Instrumentality construct correlates with the English Language learning process, which implies that if students at the Centro de Idiomas- UTC only attend English classes because of the need to pass the subject, they tend to perform poorly in the English language learning process, while if they attend out of a desire to improve their knowledge, they tend to perform better (Hernández Sampieri, 2014).

Discussion

Accordingly, the findings revealed that in the application of Gardner's Attitude Motivation and Test Battery -AMTB in the first indicator which is Integrativeness, the majority of the students demonstrate to be strongly agreed with the fact that it is important to learn the English language, (Auquilla, Maggi, & Camacho, 2019) In terms of integrative and instrumental motivation, the researcher concludes that participants are motivated to learn the language in order to achieve both short-term and long-term goals in the target language, such as obtaining academic degrees. On the other hand, students' motivation and attitudes toward successful foreign language acquisition are influenced by the teacher's position and an effective language teaching method.

In the second point, the English language learning process results show that most students are moderately satisfied with the English language learning process in terms of the encouragement that they receive from their parents, teacher and course evaluation. Likewise, (Hussain, 2011) agree that the content material for language teaching and learning in high schools may be changed, with an emphasis on worksheets, remarks from the language instructor, and sample textbooks, encouraging learners to have a good attitude and motivation to learn a new language.

In the third stage, which is motivation, most of the students in the sample admit that they are strongly motivated to learn the English language, so it is inferred that they would have the desire and attitude to commit time and effort to progress in their level of English proficiency, in contrast, in the study researched by (Andrade-Molina, Bastidas-Amador, Fabre-Merchan, & Portilla-Torres, 2021) it is mentioned that motivation in students from the rural area shows to be low and that influence negatively with their overall academic achievement in the acquisition of a second language.

In the fourth stage, Anxiety toward English Language, slightly more than half of the students in the sample reflected having Anxiety at mild and moderate levels during the English language learning process. Concerning this stage, that situation

implies that students have difficulties in managing their emotions. In this sense, (Tovar, 2017) research reveals that that more than half of those interviewed reported feeling uncomfortable when asked a question in English They also stated that they become uneasy when they have to talk in English in front of their peers and that this circumstance makes them feel scared and ashamed since someone could laugh at them. That means that, almost 45% of students reported feeling ashamed to volunteer in the classroom. Furthermore, many students felt that their peers appear to speak English better than they do, and as a result, they lack confidence while speaking English.

In the fifth stage, Regarding Instrumental Orientation, this is possibly the construct in which the students in the sample have the greatest difficulties because the great majority of them show that the main reason why they attend and comply with the tasks assigned in the English subject is due to the need to pass the module and obtain the certificate. That fact is to say, they relegate their interest in improving their knowledge and first put the objective of the need for academic approval. (Lin, 2011) mentions that, the results suggest that learner orientation varies by age, gender, income, education, linguistic background, and target language. So, it confirms that the distinctions between instrumental and integrative orientation are meaningful in online language learning and applicable to other cultural contexts as well.

3.4 Conclusions Chapter III

- The validation of specialists is an important standard that confirms the findings of the proposal review. The results were satisfactory, and the success was termed "Integrative Motivational Strategies Booklet to Improve Students' Attitudes Toward Foreign Language Learning."

- Likewise, professional studies advise that the concept should be explored and implemented in local institutions and schools throughout Ecuador.

- The findings of the data analysis show that the training actually strengthened the lecturers' competence.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

It is evident that students' attitudes are closely related to their ability to learn English. Students in our region, where English is a foreign language, require a high level of motivation, perseverance, and desire to study English. The role of the teacher in educating, motivating, and encouraging students, and completing specific activities will complete the learning process.

- It is concluded that to develop a favorable attitude before professors decide to utilize the method in learning the teachers must know students' opinions or points of view on English so that the teacher may enlighten them about the use of English in their own lives. So, it is determined that the theoretical foundation employed for the production of this proposal is critical since it assists the researcher in creating acceptable material to be used and implemented in the proposal in order to achieve the main aim.
- Identifying students' attitudes about foreign language learning via a pedagogical perspective was a vital step to take since it enables the author to construct a foundation for future study.
- The strategies and teaching suggestions utilized to assist teachers in encouraging students' positive attitudes toward language learning were chosen after extensive study. However, the chosen ones were successfully applied for and obtained, so, creating relevant material, in this instance, a booklet, assists students in developing a positive attitude toward language study and was effectively employed by the author to overcome students' difficulties.

4.2 Recommendations

This research attempts to contribute to a better understanding of the influence of students' attitudes about learning English. Further research is needed to investigate the total improvement in test grades and scores utilizing an empirical study. Moreover, the implementation and evaluation of the proposal based on Integrative Motivational Strategies to improve students' attitudes toward foreign language learning set the following recommendations.

- It is highly recommended to enhance inspiring activities for students inside and outside of the school classroom, utilizing a different work methodology, which truly contributes to establishing a pleasant learning atmosphere for both teachers and students.

- On the other hand, it is necessary to create class plans that incorporate motivating activities, as these activities enhance students' attitudes toward language acquisition.

- Likewise, instructors must have an ongoing training guide that allows them to stay up to speed on the methods for teaching English while also improving their level of language ability. To include and maintain Garner's theory into the syllable and use the survey to obtain pertinent information regarding motivation.

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APPENDIX

APPENDIX N° 1.
CERTIFICATE OF APPROVAL

Universidad Técnica de Cotopaxi

CENTRO DE IDIOMAS

Latacunga abril 23, de 2021

Lic. MSc.
Víctor Hugo Romero.
DIRECTOR DEL CENTRO DE IDIOMAS
UNIVERSIDAD TÉCNICA DE COTOPAXI.
Presente

De mi consideración:

Yo **Mayra Clemencia Noroña Heredia** con número de cédula **0501955470** postulante de la **Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera (** N° de resolución del CES: RPC-SO-18-NO.308-2019) de la Universidad Técnica de Cotopaxi, después de expresarle un cordial saludo muy comedidamente me dirijo a su Autoridad, para solicitarle me autorice aplicar la siguiente propuesta de investigación ***"Integrative motivational strategies to improve students' attitude towards foreign language learning"*** a los estudiantes de inglés de los niveles y paralelos A1 B, A2 H, y B1 E, así como a los estudiantes de italiano de los siguientes niveles y paralelos A1A, A2A, y B1A correspondientes al presente período académico Abril - Agosto 2021.

Esperando una respuesta favorable a la presente, y deseándole éxitos en sus funciones me despido.

Atentamente;

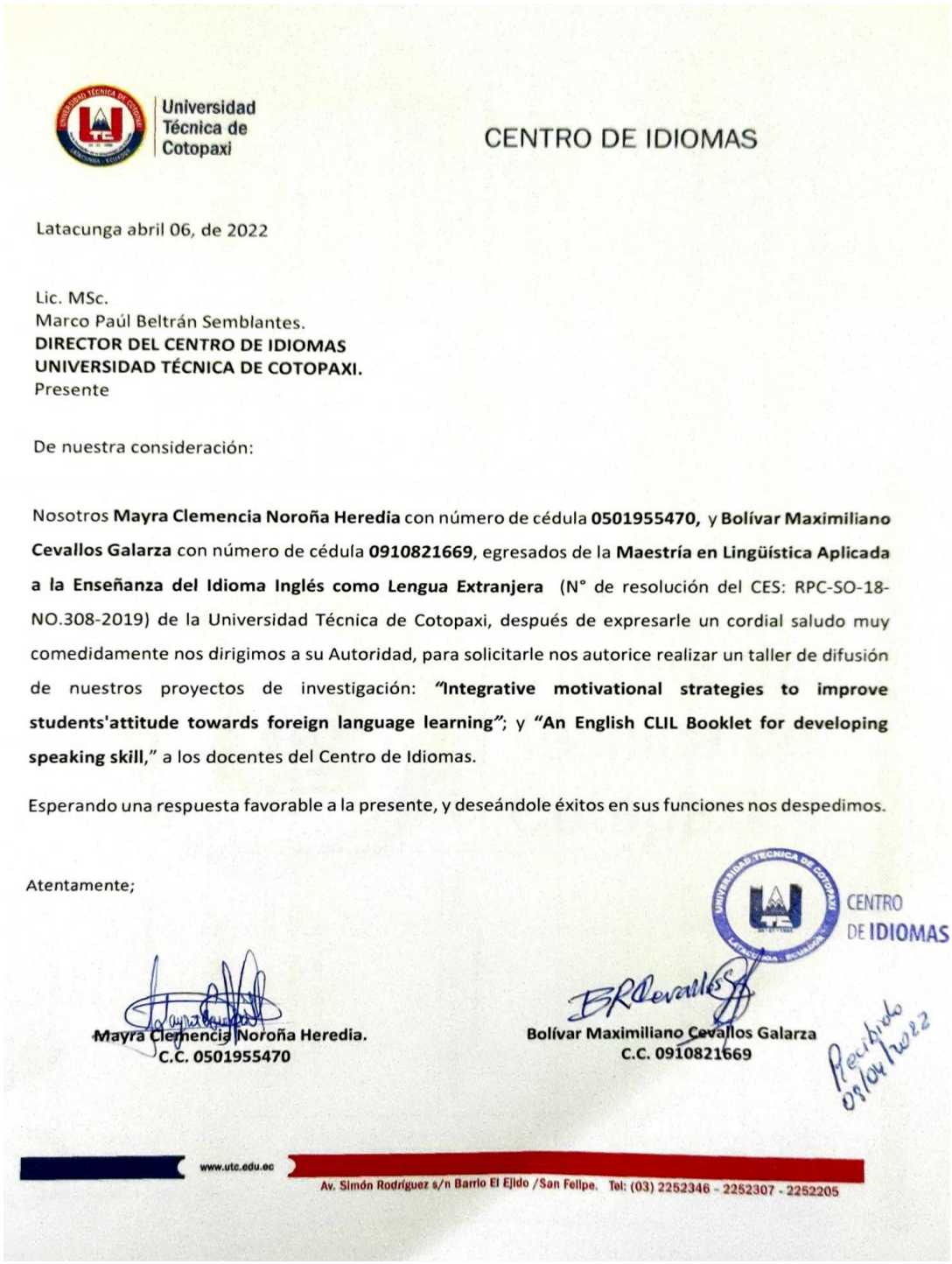
Mayra Clemencia Noroña Heredia.
C.C. 0501955470

El pedido se encuentra AUTORIZADO

1803027935 VICTOR HUGO ROMERO GARCIA
Firmado digitalmente por 1803027935 VICTOR HUGO ROMERO GARCIA
Fecha: 2021.04.23 16:16:43 -05'00'

CENTRO DE IDIOMAS

APPENDIX N° 2.
CERTIFICATE OF APPROVAL WORKSHOP



Universidad Técnica de Cotopaxi

CENTRO DE IDIOMAS

Latacunga abril 06, de 2022

Lic. MSc.
Marco Paúl Beltrán Semblantes.
DIRECTOR DEL CENTRO DE IDIOMAS
UNIVERSIDAD TÉCNICA DE COTOPAXI.
Presente

De nuestra consideración:

Nosotros **Mayra Clemencia Noroña Heredia** con número de cédula **0501955470,** y **Bolívar Maximiliano Cevallos Galarza** con número de cédula **0910821669**, egresados de la **Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera** (N° de resolución del CES: RPC-SO-18-NO.308-2019) de la Universidad Técnica de Cotopaxi, después de expresarle un cordial saludo muy comedidamente nos dirigimos a su Autoridad, para solicitarle nos autorice realizar un taller de difusión de nuestros proyectos de investigación: **"Integrative motivational strategies to improve students'attitude towards foreign language learning"**; y **"An English CLIL Booklet for developing speaking skill,"** a los docentes del Centro de Idiomas.

Esperando una respuesta favorable a la presente, y deseándole éxitos en sus funciones nos despedimos.

Atentamente;

CENTRO DE IDIOMAS

Mayra Clemencia Noroña Heredia.
C.C. 0501955470

Bolívar Maximiliano Cevallos Galarza
C.C. 0910821669

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APPENDIX N° 3.

(Attitude Motivation and Test Battery –AMTB) (Gardner R., 1985)

1. I wish I could speak many foreign languages perfectly.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

2. My parents try to help me to learn English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

3. I don't pay much attention to the feedback I receive in my English class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

4. I don't get anxious when I have to answer a question in my English class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

5. I look forward to going to class because my English teacher is so good.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

6. Learning English is really great.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

7. If Japan had no contact with English-speaking countries, it would be a great loss.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

8. Studying English is important because it will allow me to be more at ease with people who speak English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

9. I have a strong desire to know all aspects of English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

10. My English class is really a waste of time.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

11. I would get nervous if I had to speak English to a tourist.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

12. Studying foreign languages is not enjoyable.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

13. I make a point of trying to understand all the English I see and hear.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

14. I don’t think my English teacher is very good.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

15. Studying English is important because I will need it for my career.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

16. I never feel quite sure of myself when I am speaking in our English class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

17. Knowing English isn’t really an important goal in my life.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

18. I hate English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

19. I feel very much at ease when I have to speak English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

20. I would rather spend more time in my English class and less in other classes.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

21. I wish I could read newspapers and magazines in many foreign languages.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

22. My parents feel that it is very important for me to learn English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

23. I don't bother checking my assignments when I get them back from my English teacher.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

24. I feel confident when asked to speak in my English class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

25. My English teacher is better than any of my other teachers.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

26. I really enjoy learning English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

27. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

28. Studying English is important because it will allow me to meet and converse with more and varied people.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

29. If it were up to me, I would spend all of my time learning English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

30. I think my English class is boring.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

31. Speaking English anywhere makes me feel worried.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

32. I really have no interest in foreign languages.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

33. I keep up to date with English by working on it almost every day.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

34. The less I see of my English teacher, the better.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

35. Studying English is important because it will make me more educated.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

36. It embarasses me to volunteer answers in our English class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

37. I sometimes daydream about dropping English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

38. I would rather spend my time on subjects other than English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

39. It doesn’t bother me at all to speak English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

40. I wish I could have many native English speaking friends.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

41. I enjoy the activities of our English class much more than those of my other classes.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

42. I would really like to learn many foreign languages.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

43. My parents feel that I should continue studying English all through school.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

44. I put off my English homework as much as possible.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

45. I am calm whenever I have to speak in my English class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

46. My English teacher has a dynamic and interesting teaching style.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

47. English is a very important part of the school programme.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

48. My parents have stressed the importance English will have for me when I leave school.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

49. Native English speakers are very sociable and kind.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

50. Studying English is important because it will enable me to better understand and appreciate the English way of life.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

51. I want to learn English so well that it will become natural to me.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

52. To be honest, I really have little interest in my English class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

53. Native English speakers have much to be proud about because they have given the world much of value.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

54. It would bother me if I had to speak English on the telephone.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

55. It is not important for us to learn foreign languages.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

56. When I have a problem understanding something in my English class, I always my teacher for help.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

57. My parents urge me to seek help from my teacher if I am having problems with my English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

58. My English teacher is one of the least pleasant people I know.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

59. Studying English is important because it will be useful in getting a good job.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

60. It worries me that other students in my class seem to speak English better than I do.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

61. I'm losing any desire I ever had to know English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

62. Learning English is a waste of time.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

63. I would feel quite relaxed if I had to give street directions in English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

64. I like my English class so much, I look forward to studying more English in the future.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

65. If I planned to stay in another country, I would try to learn their language.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

66. My parents are very interested in everything I do in my English class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

67. I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

68. I don't understand why other students feel nervous about speaking English in class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

69. My English teacher is a great source of inspiration to me.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

70. I plan to learn as much English as possible.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

71. I would like to know more native English speakers.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

72. Studying English is important because I will be able to interact more easily with speakers of English..

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

73. I would like to learn as much English as possible.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

74. To be honest, I don't like my English class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

75. I would feel uncomfortable speaking English anywhere outside the classroom.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

76. Most foreign languages sound crude and harsh.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

77. I really work hard to learn English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

78. I would prefer to have a different English teacher.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

79. Studying English is important because other people will respect me more if I know English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

80. I get nervous when I am speaking in my English class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

81. To be honest, I really have no desire to learn English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

82. I think that learning English is dull.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

83. I would feel comfortable speaking English where both Japanese and English speakers were present.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

84. I look forward to the time I spend in English class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

85. I enjoy meeting people who speak foreign languages.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

86. My parents encourage me to practise my English as much as possible.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

87. I can't be bothered trying to understand the more complex aspects of English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

88. Students who claim they get nervous in English classes are just making excuses.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

89. I really like my English teacher.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

90. I love learning English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

91. The more I get to know native English speakers, the more I like them.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

92. I wish I were fluent in English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

93. I have a hard time thinking of anything positive about my English class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

94. I feel anxious if someone asks me something in English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

95. I would rather see a TV program dubbed into our language than in its own language with subtitles.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

96. When I am studying English, I ignore distractions and pay attention to my task.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

97. My English teacher doesn't present materials in an interesting way.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

98. I am sometimes anxious that the other students in class will laugh at me when I speak English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

99. I haven't any great wish to learn more than the basics of English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

100. When I leave school, I will give up the study of English because I am not interested in it..

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

101. I would feel calm and sure of myself if I had to order a meal in English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

102. English is one of my favourite courses.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

103. My parents think I should devote more time to studying English.

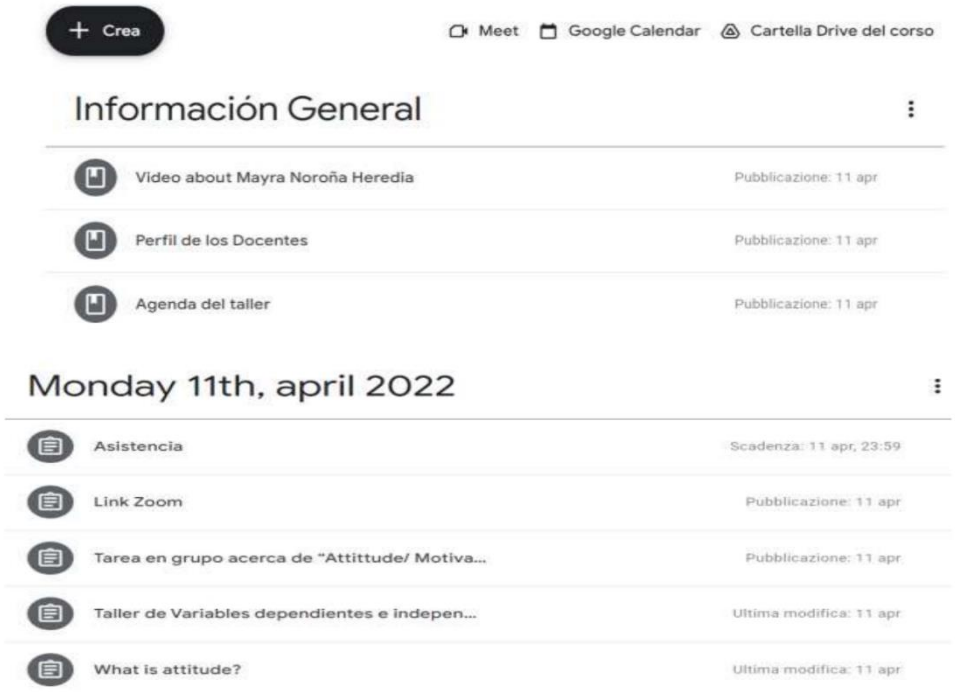
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

104. You can always trust native English speakers.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

APPENDIX N° 4.
WORKSHOP

TALLER DE DIFUSIÓN DE PROYECTOS DE INVESTIGACIÓN EN EL CENTRO DE IDIOMAS - UNIVERSIDAD TÉCNICA DE COTOPAXI
"Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera"



Tuesday 12th, april 2022

Asistencia — Pubblicazione: 12 apr

Link Zoom — Ultima modifica: 12 apr

Wednesday 13th, april 2022

Task about the Film — Scadenza: Ieri, 11:59

Asistencia — Scadenza: 18 apr, 23:59

Thursday 14th, april 2022

Asistencia — Pubblicazione: 14 apr

Nessuna data di scadenza

Llenar el formulario de la asistencia del dia jueves

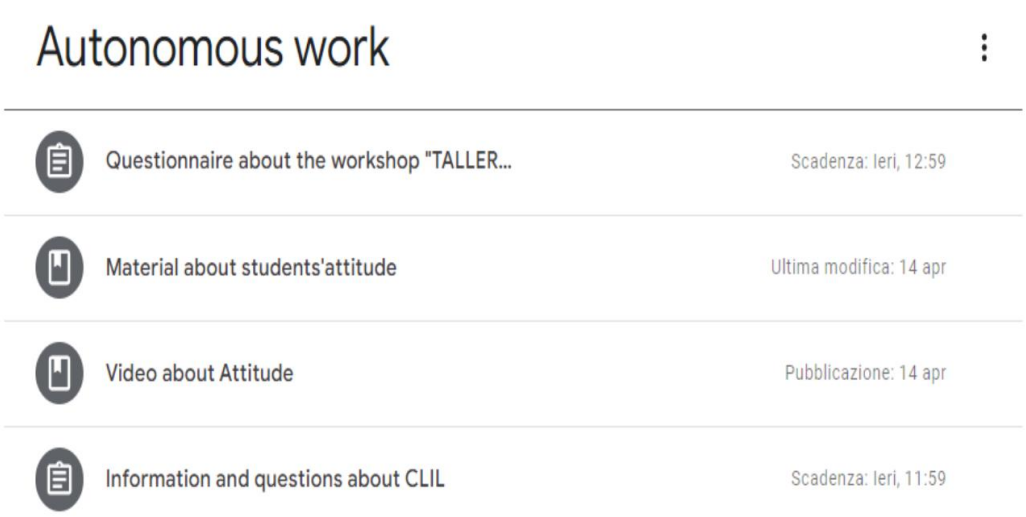
3 Consegnati | 15 Assegnati

TALLER DE DIFUSIÓN DE ...
https://forms.gle/4DuvkmQR...

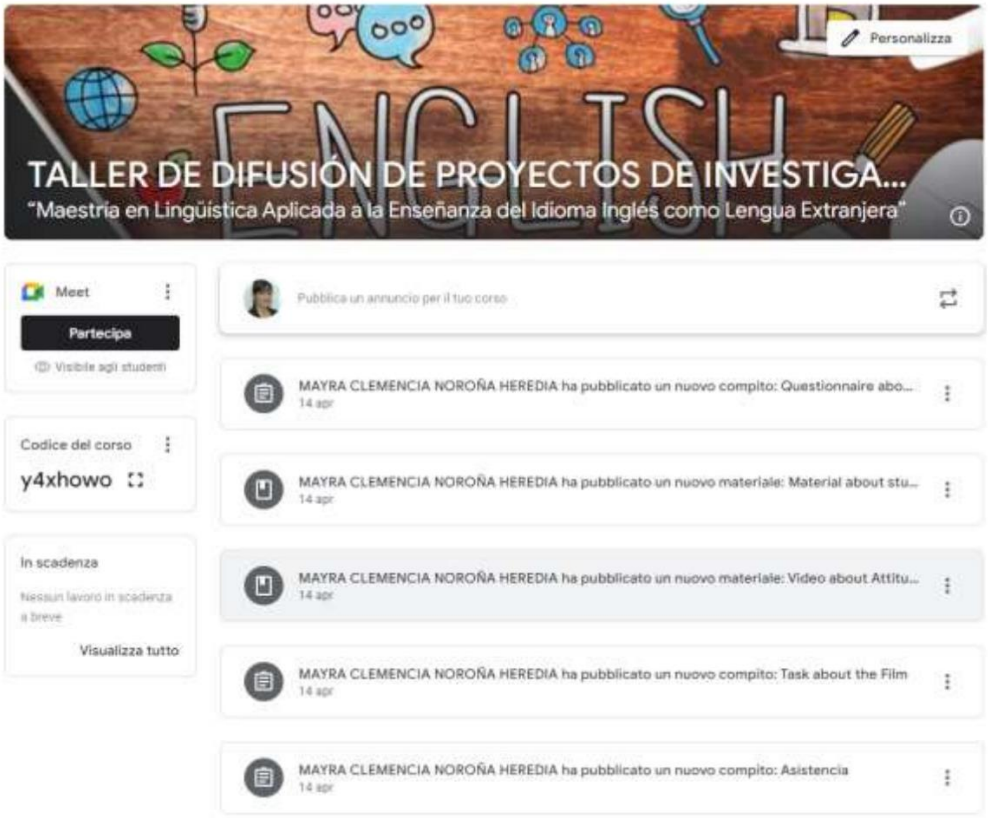
Visualizza compito

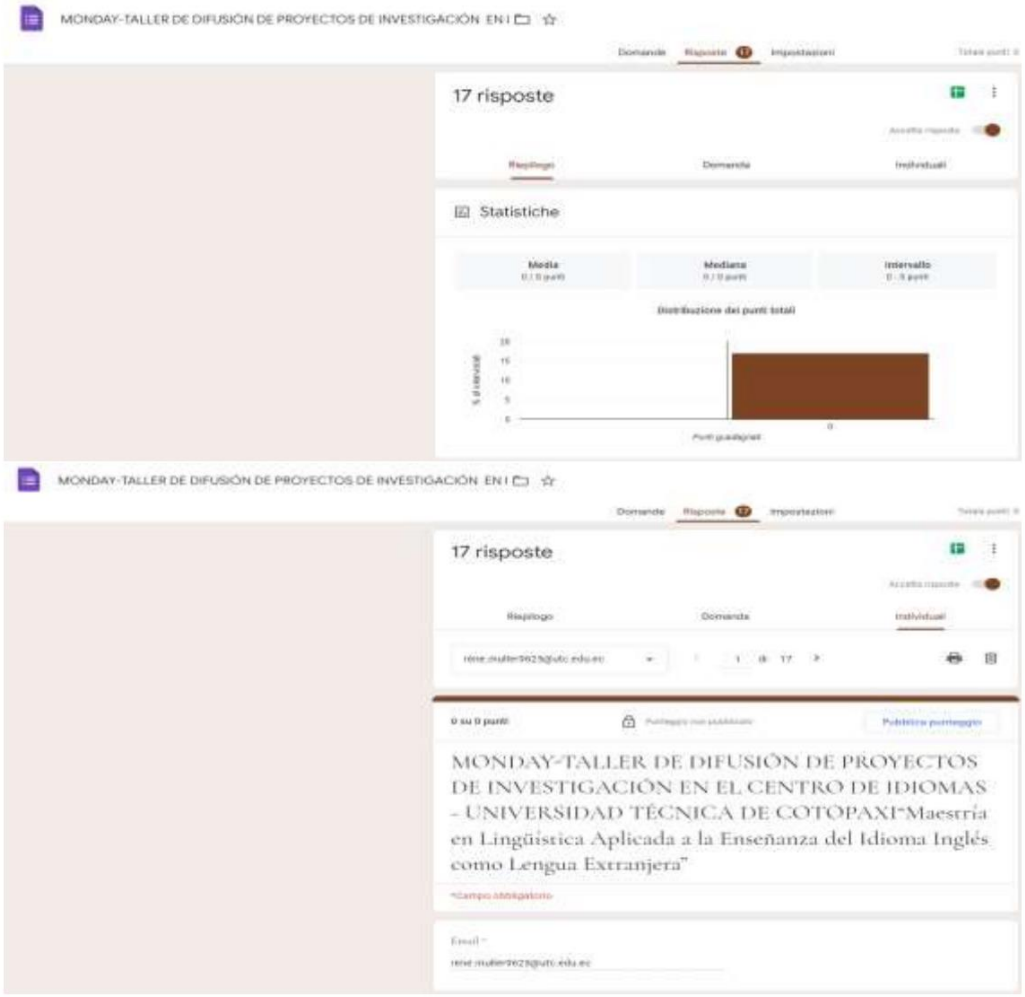
Task about "Attittude/ Motivation Test Batte... — Pubblicazione: 14 apr

Link Zoom — Scadenza: 14 apr


Autonomous work
Questionnaire about the workshop "TALLER...
Scadenza: Ieri, 12:59
Material about students'attitude
Ultima modifica: 14 apr
Video about Attitude
Pubblicazione: 14 apr
Information and questions about CLIL
Scadenza: Ieri, 11:59

MONDAY-TALLER DE DIFUSIÓN DE PROYECTOS DE INVESTIGACIÓN EN EL CENTRO DE IDIOMAS - UNIVERSIDAD TÉCNICA DE COTOPAXI “Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera”

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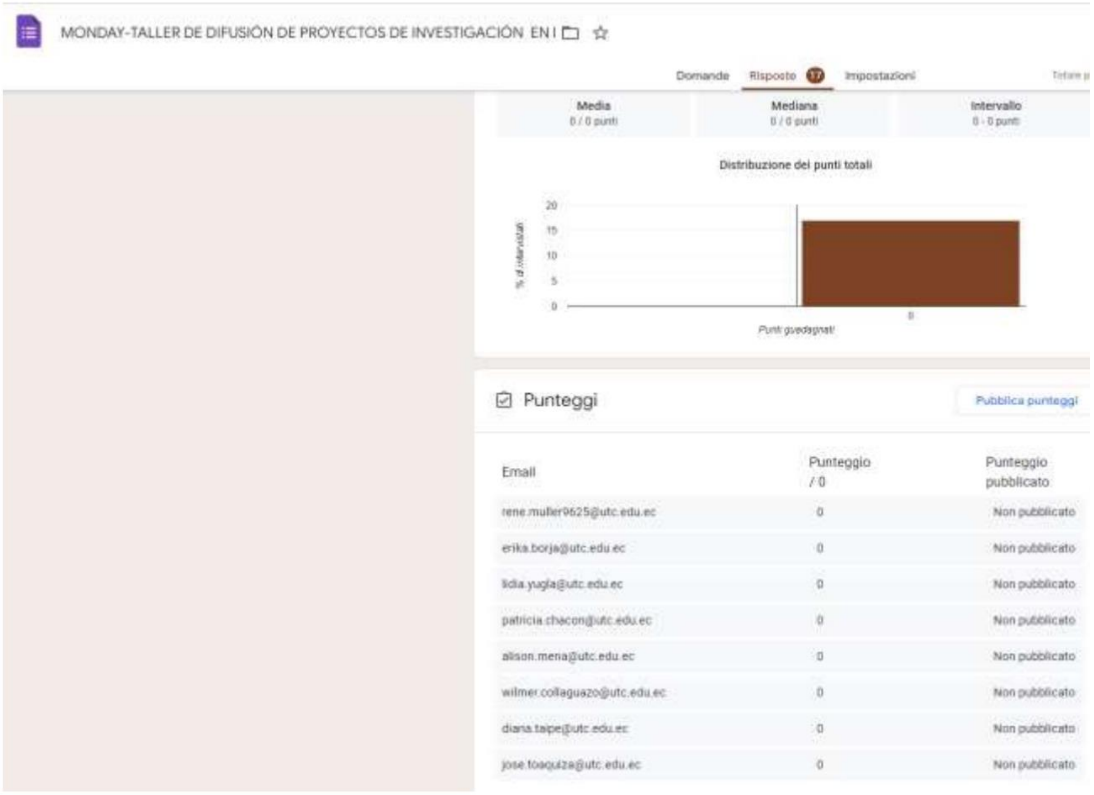
17 risposte
Riepilogo
Domanda
Individuali
Statistiche
Media
Mediana
Intervallo
Distribuzione dei punti totali
MONDAY-TALLER DE DIFUSIÓN DE PROYECTOS DE INVESTIGACIÓN EN I
17 risposte
Riepilogo
Domanda
Individuali
0 su 0 punti
Pubblica punteggio
MONDAY-TALLER DE DIFUSIÓN DE PROYECTOS DE INVESTIGACIÓN EN EL CENTRO DE IDIOMAS - UNIVERSIDAD TÉCNICA DE COTOPAXI"Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera"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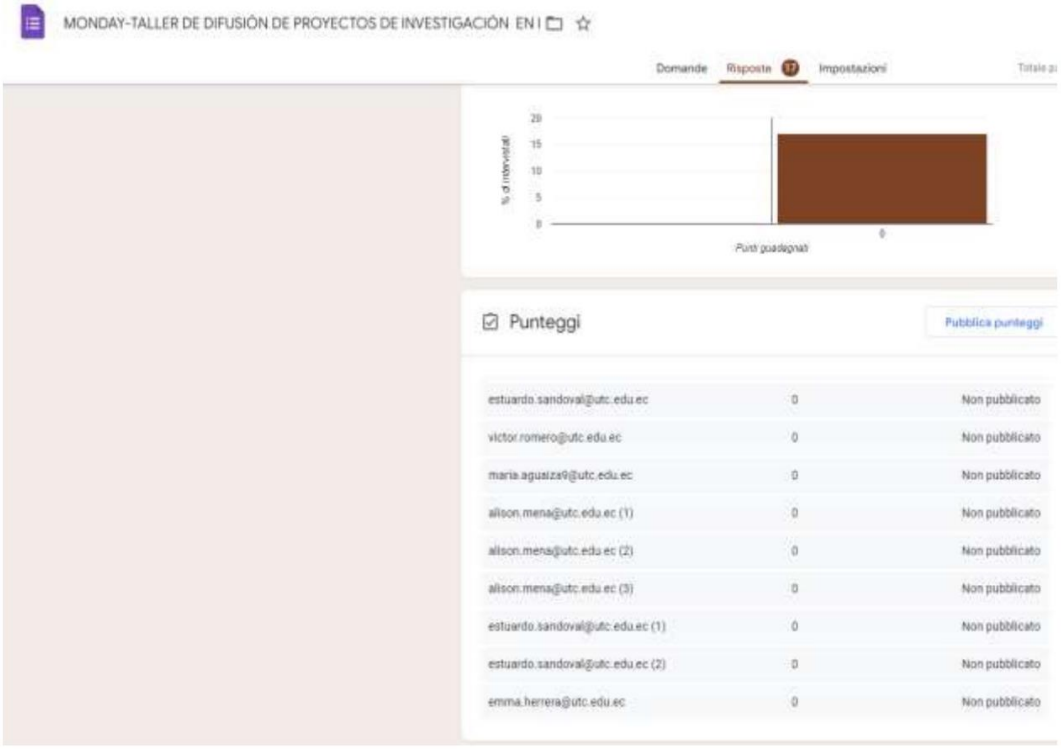
Domande
Risposte
Impostazioni
Media
0 / 0 punti
Mediana
0 / 0 punti
Intervallo
0 - 0 punti
Distribuzione dei punti totali
% di intervistati
Punti guadagnati
Punteggi
Pubblica punteggi
Email
Punteggio / 0
Punteggio pubblicato
rene.muller9625@utc.edu.ec
erika.borja@utc.edu.ec
lidia.yugla@utc.edu.ec
patricia.chacon@utc.edu.ec
alison.mena@utc.edu.ec
wilmer.collaguazo@utc.edu.ec
diana.taipe@utc.edu.ec
jose.toaquiza@utc.edu.ec
Non pubblicato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Domande
Risposte
Impostazioni
% di intervistati
Punti guadagnati
Punteggi
Pubblica punteggi
estuardo.sandoval@utc.edu.ec
victor.romero@utc.edu.ec
maria.aguaiza9@utc.edu.ec
alison.mena@utc.edu.ec (1)
alison.mena@utc.edu.ec (2)
alison.mena@utc.edu.ec (3)
estuardo.sandoval@utc.edu.ec (1)
estuardo.sandoval@utc.edu.ec (2)
emma.herrera@utc.edu.ec
Non pubblicato

Taller de Variables dependientes e independientes

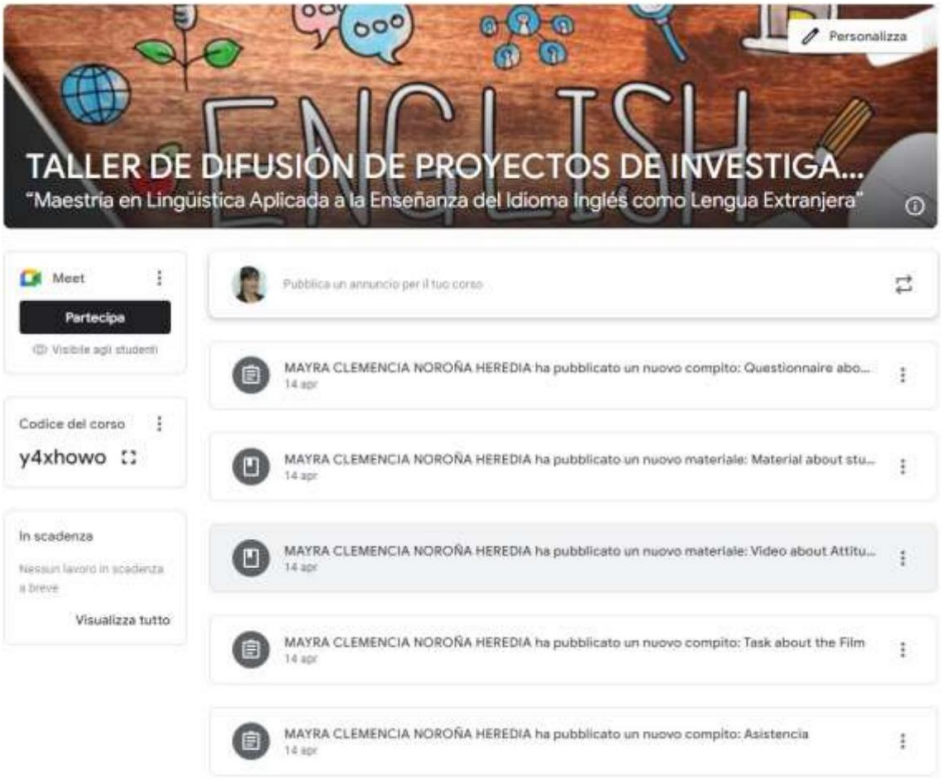
MAYRA CLEMENCIA NOROÑA HEREDIA • 11 apr (Ultima modifica: 11 apr)

10 punti

1. Organizarse en grupos de tres docentes
2. Revisar las diapositivas con la información dada
3. Organizar las variables dependientes e independientes
4. Enviar y Presentar las diapositivas del trabajo en grupo

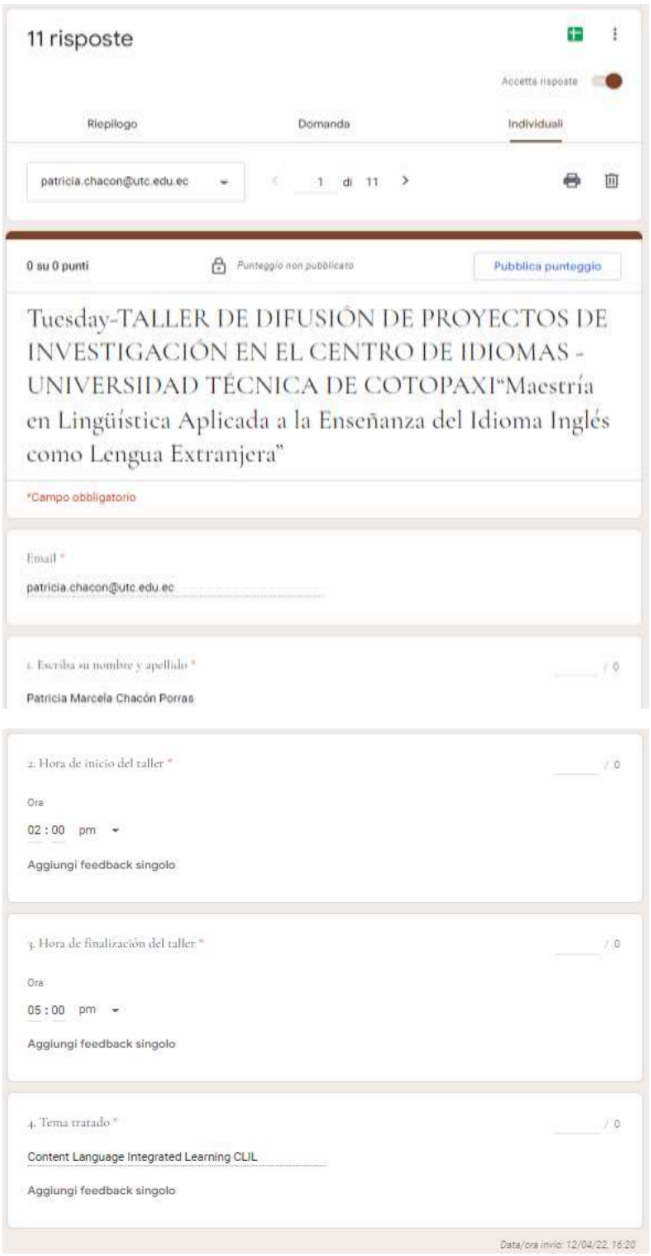
Taller Variables.pptx
PowerPoint

THURSDAY-TALLER DE DIFUSIÓN DE PROYECTOS DE INVESTIGACIÓN EN EL CENTRO DE IDIOMAS - UNIVERSIDAD TÉCNICA DE COTOPAXI "Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera"



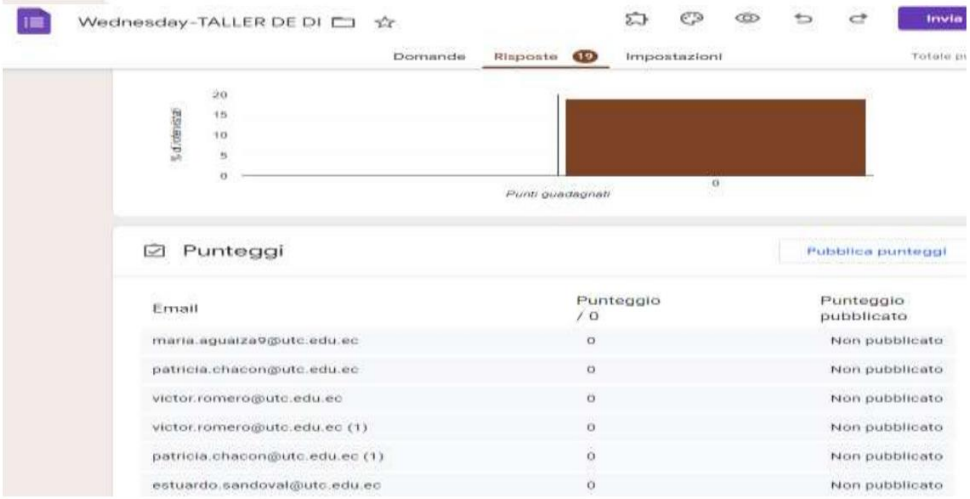
ASISTENCIA

TUESDAY-TALLER DE DIFUSIÓN DE PROYECTOS DE INVESTIGACIÓN EN EL CENTRO DE IDIOMAS - UNIVERSIDAD TÉCNICA DE COTOPAXI “Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera”



WEDNESDAY-TALLER DE DIFUSIÓN DE PROYECTOS DE INVESTIGACIÓN EN EL CENTRO DE IDIOMAS - UNIVERSIDAD TÉCNICA DE COTOPAXI "Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera"

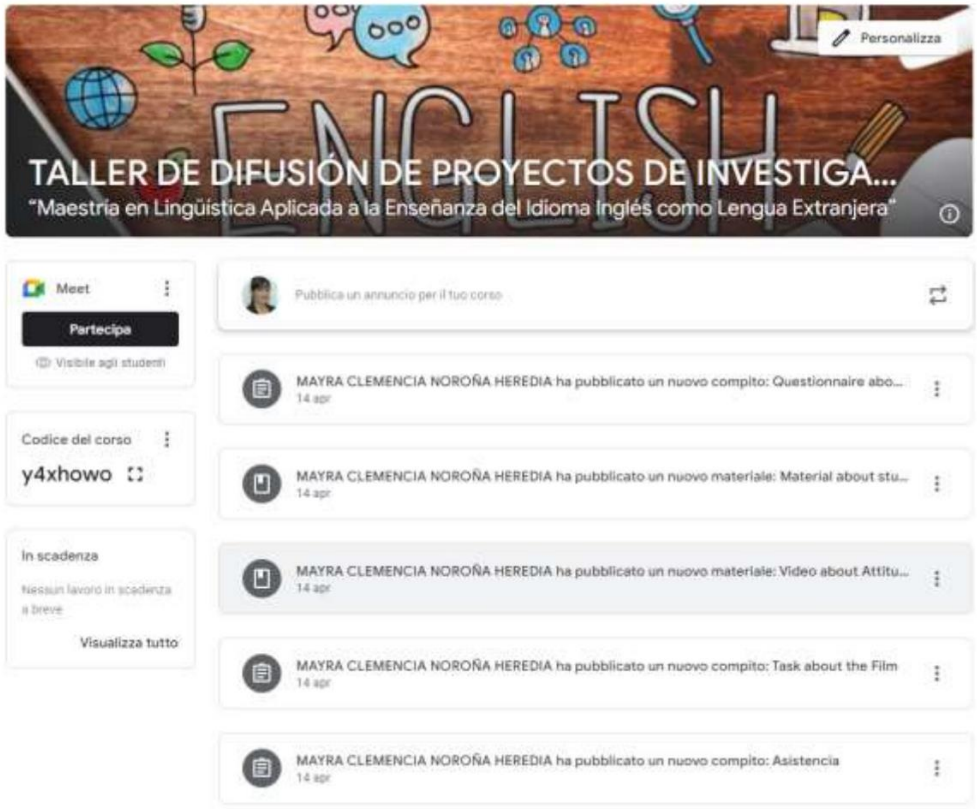
ASISTENCIA



TALLER MIÉRCOLES

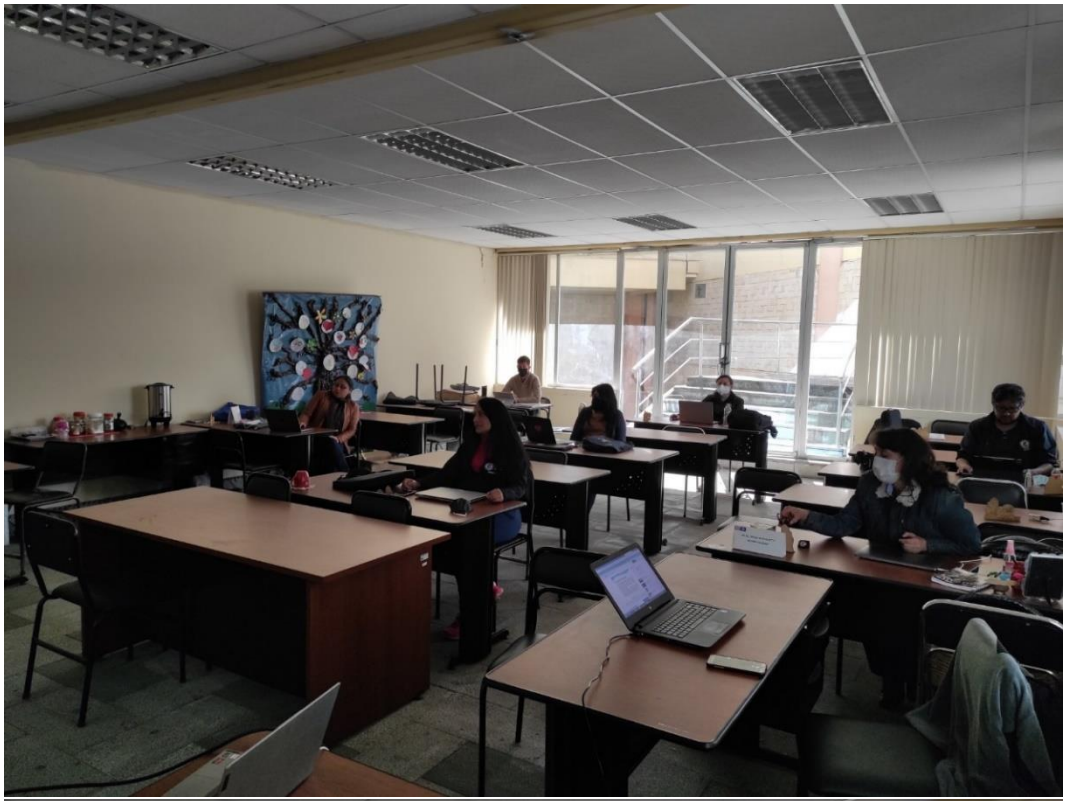
Trabajo autónomo-TALLER DE DIFUSIÓN DE PROYECTOS DE INVESTIGACIÓN EN EL CENTRO DE IDIOMAS - UNIVERSIDAD TÉCNICA DE COTOPAXI

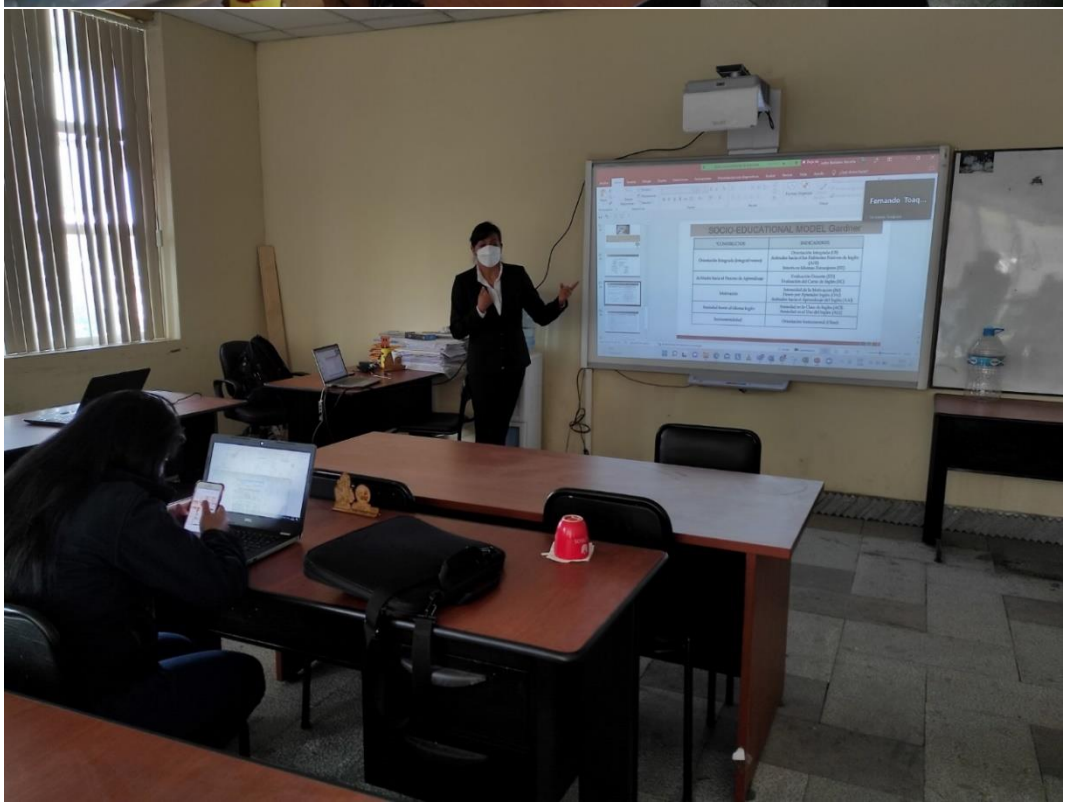
“Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera”



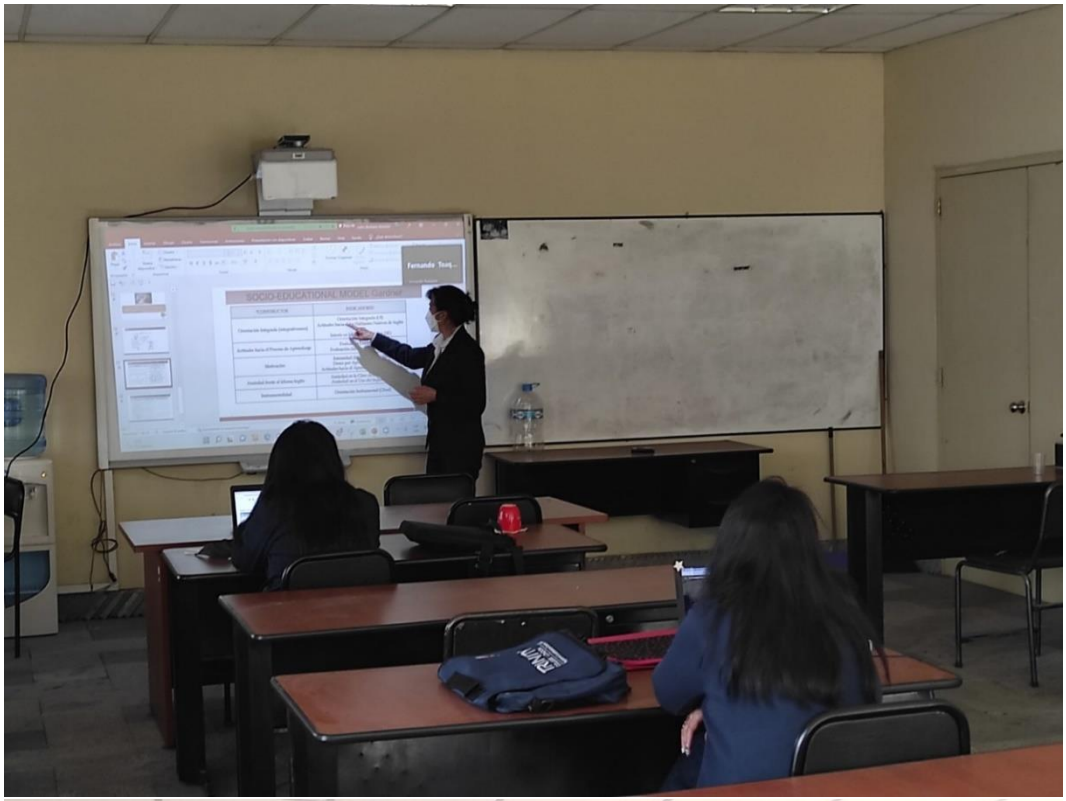
ASISTENCIA AL TALLER							
		LUNES, 11/04/2022	MARTES, 12/04/2022	MIÉRCOLES, 13/04/2022	TALLER MIÉRCOLES, 13/04/2022	JUEVES, 13/04/2022	TRABAJO AUTÓNOMO DEL TALLER 11-19/04/2022
1.	Aguaiza Fernanda		X	X	X		X
2.	Borja Erika	X	X	X	X	X	X
3.	Chacón Marcela	X	X	X	X	X	X
4.	Collaguazo Wilmer	X	X	X	X	X	X
5.	Herrera Emma	X	X	X	X	X	X
6.	Mena Alison	X	X	X	X	X	X
7.	Müller Antony	X	X	X	X	X	X
8.	Pacheco Edison	X	X	X	X	X	X
9.	Romero Víctor Hugo	X	X	X	X	X	
10.	Sandoval Vladimir	X	X	X	X	X	X
11.	Taipe Diana	X	X	X	X	X	
12.	Toaquiza Fernando	X					
13.	Yugla Lidia	X	X	X	X	X	X

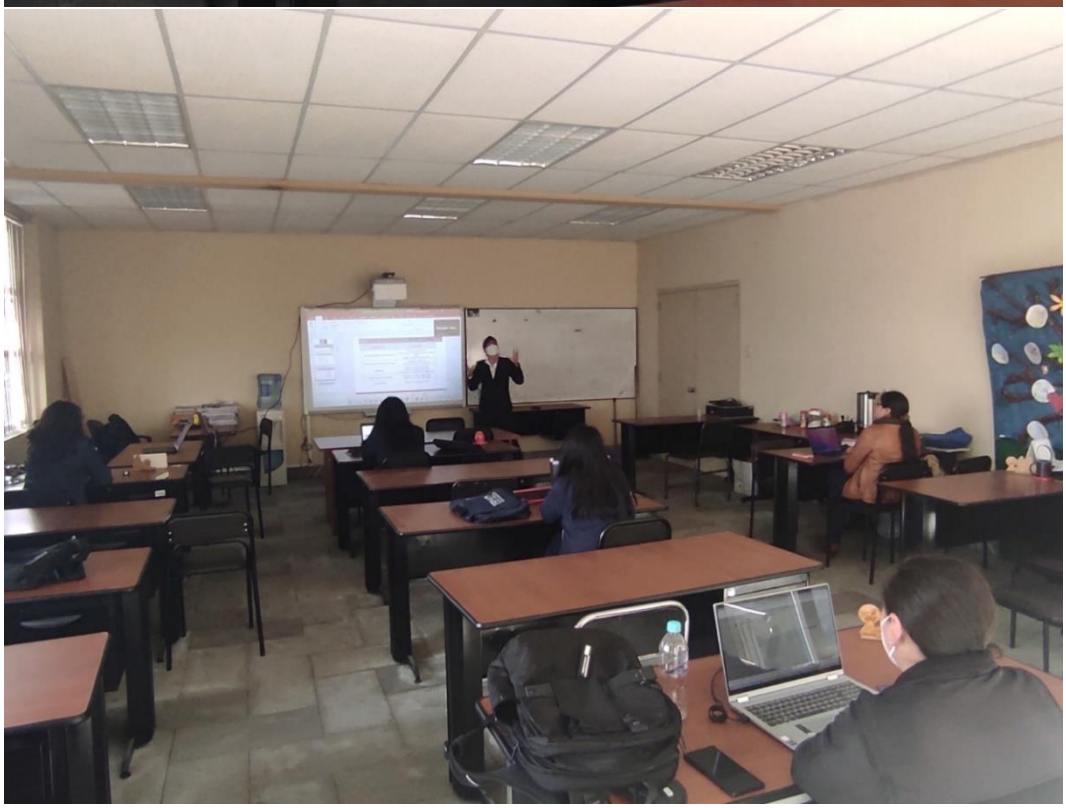
APPENDIX N° 5
WORKSHOP PHOTOS

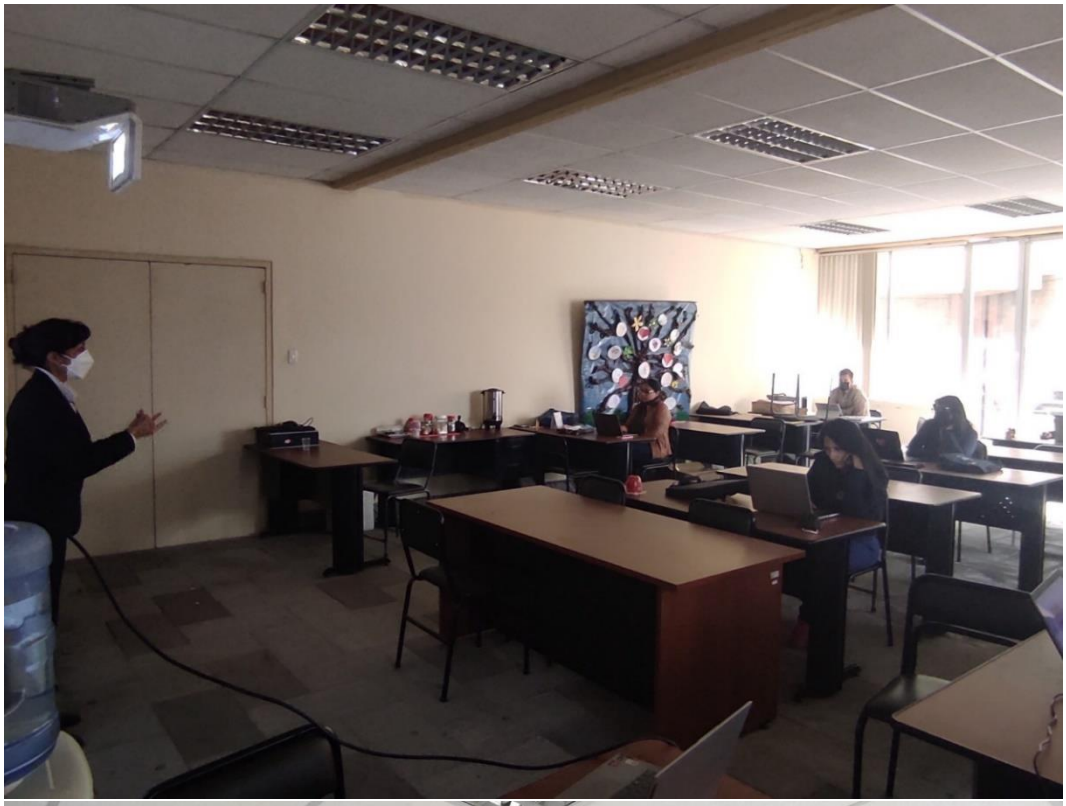



SOCIO-EDUCATIONAL MODEL Gardner

SOCIO EDUCATIONAL MODEL Gardner







APPENDIX N° 6.
EXPERTS VALIDATION

UNIVERSIDAD TÉCNICA DE COTOPAXI

POSGRADO

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

1. **Research proposal data:**
Author: Mayra Clemencia Noroña Heredia

Topic: Integrative motivational strategies Booklet to improve students' attitude towards foreign language learning.

Objective: To design a booklet with emotional intelligence (EQ) strategies to improve students' attitudes towards foreign language learning.

2. **Evaluator's information**

Evaluator's name:	Mg. Patricia Marcela Chacón Porras
ID number:	0502211196
Academic degree:	Magister en Lingüística Aplicada a la Enseñanza Bilingüe Español - Inglés
Senescyt registration number	1027-15-86062861
Current job:	Universidad Técnica de Cotopaxi
Phone number:	0999844686
e-mail:	patricia.chacon@utc.edu.ec

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		

b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
The proposal shows an adequate methodological structure, accessible to use and with useful strategies to practice into the classroom.
2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
The content of the booklet is comprehensible, and pertinent since it uses terminology according to the proposal.
3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
The proposal carries out meaningly the comprehension that attitude is important in the teaching-learning process so the use of emotional intelligence strategies will improve the students' attitude toward foreign language learning.

4. **Impact**. What is the impact of this research? (Place an X on the square)

Local	x
Regional	
Nacional	
Internacional	

5. **General comments and recommendations for the Author.**

I suggest you to check some spelling, punctuation, and capitalization in the proposal.

PATRICIA MARCELA CHACON PORRAS

Evaluator's signature

I.D. 0502211196

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

1. **Research proposal data:**
   Author: Mayra Clemencia Noroña Heredia

   Topic: Integrative motivational strategies Booklet to improve students' attitude towards foreign language learning.

   Objective: To design a booklet with emotional intelligence (EQ) strategies to improve students' attitude towards foreign language learning.

2. **Evaluator's information**

Evaluator's name:	Erika Borja
ID number:	0502161094
Academic degree:	Master in Applied Linguistic
Senescyt registration number	027-2016-1744434
Current job:	Technical University of Cotopaxi as English Teacher
Phone number:	0987971603/ 032818378
e-mail:	erika.borja@utc.edu.ec

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		

b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?

The research project has a correct structure and it contains relevant and current information, the methodology which was applied was excellent too.
2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
The proposal has an appropriate language and it was easy to be understood and discussed by the educational community.
3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
The proposal widely contributes to the teaching-learning process for academic purposes.

4. **Impact**. What is the impact of this research? (Place an X on the square)

Local	X
Regional	X
Nacional	X
Internacional	

5. **General comments and recommendations for the Author.**
It is a very important project and I suggest that the researcher should write a scientific article based on the research.

ERIKA CECILIA ROSJA SALAZAR

Evaluator's signature

I.D 0502161094

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

1. **Research proposal data:**
Author: Mayra Clemencia Noroña Heredia

Topic: Integrative motivational strategies Booklet to improve students' attitude towards foreign language learning.

Objective: To design a booklet with emotional intelligence (EQ) strategies to improve students' attitude towards foreign language learning.

2. **Evaluator's information**

Evaluator's name:	Wilmer Patricio Collaguazo Vega
ID number:	1722417571
Academic degree:	Magister in Pedagogy of English as a Foreign Language
Senescyt registration number	1027-2021-2388034
Current job:	Professor
Phone number:	+593964101313
e-mail:	Wilmer.collaguazo@utc.edu.ec

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		

b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
Yes, it is.
2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
Yes, it is.
3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field
Yes, it can.

4. **Impact**. What is the impact of this research? (Place an X on the square)

Local	x
Regional	
Nacional	
Internacional	

5. **General comments and recommendations for the Author.**

The document properly encompasses the objectives, the state of art, methodology, and results.

WILMER PATRICIO COLLAGUAZO VEGA

Mg. C. Wilmer Patricio Collaguazo Vega
I.D. 1722417571

USER´S VALIDATION

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

USERS' VALIDATION

1. **Research proposal data:**

Autor: Mayra Clemencia Noroña Heredia.

Título: Integrative motivational strategies Booklet to improve students' attitude towards foreign language learning.

Objetivo: To design a booklet with emotional intelligence (EQ) strategies to improve students' attitude towards foreign language learning.

2. **Evaluator's information**

Evaluator's name:	MSc. Alison Mena Barthelotty
ID number:	0501801252
Academic degree:	Licenciada en Ciencias de la Educación Especialización Inglés Magister en Ciencias de la Educación
Current job:	Docente de Inglés Universidad Técnica de Cotopaxi
Phone number:	0992662355
e-mail:	alison.mena@utc.edu.ec

Evaluation

Place an X on the square.

Criterio	Excelente	Aceptable	Deficiente
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		

b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
e) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
f) The objectives in the proposal are met, so that there is harmony between objectives and results.	X		
g) The proposal is substantial with well-structured reflections and ideas.	X		

Por favor emita un comentario

1. **The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**
   The proposal is clear and useful for the students 'learning.
2. **Impact. What is the impact of this proposal? (Place an X on the square)**

Local	X
Regional	
Nacional	
Internacional	

3. **General comments and recommendations for the Author.**
   Congratulations to create this proposal for a best tool in the teaching-learning process.
   A lot of success for you

Evaluator's signature

ALISON PAULINA MENA BARTHELOTTY

I.D.: 0501801252

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

USERS' VALIDATION

1. **Research proposal data:**

Autor: Mayra Clemencia Noroña Heredia.

Título: Integrative motivational strategies Booklet to improve students' attitude towards foreign language learning.

Objetivo: To design a booklet with emotional intelligence (EQ) strategies to improve students' attitude towards foreign language learning.

2. **Evaluator's information**

Evaluator's name:	María Fernanda Aguaiza Iza
ID number:	0503458499
Academic degree:	Magister en Lingüística Aplicada
Current job:	EFL Teacher
Phone number:	0979202566
e-mail:	maria.aguaiza9@utc.edu.ec

Evaluation

Place an X on the square.

Criterio	Excelente	Aceptable	Deficiente
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		

c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
e) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
f) The objectives in the proposal are met, so that there is harmony between objectives and results.	X		
g) The proposal is substantial with well-structured reflections and ideas.	X		

Por favor emita un comentario

1. **The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**

   Yes, absolutely. The booklet is well-designed and clear.

2. **Impact. What is the impact of this proposal? (Place an X on the square)**

Local	X
Regional	
Nacional	
Internacional	

3. **General comments and recommendations for the Author.**

Motivation in classes must be considered of vital importance, and with the help of this booklet, teachers will have a resource with strategies to apply in our classes.

María Fernanda Aguaiza Iza.
I.D. 050345849-9

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

USERS' VALIDATION

1. **Research proposal data:**

Autor: Mayra Clemencia Noroña Heredia.

Título: Integrative motivational strategies Booklet to improve students' attitude towards foreign language learning.

Objetivo: To design a booklet with emotional intelligence (EQ) strategies to improve students' attitude towards foreign language learning.

2. **Evaluator's information**

Evaluator's name:	Vladimir Sandoval Vizuete
ID number:	0502104219
Academic degree:	Licenciatura en Ciencias de la Educación Especialidad Inglés
Current job:	Docente en la Universidad Técnica de Cotopaxi
Phone number:	0999031562
e-mail:	estuardo.sandoval@utc.edu.ec

Evaluation

Place an X on the square.

Criterio	Excelente	Aceptable	Deficiente
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	x		

b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	x		
c) The originality of the contributions and reflections of the author give added value to the proposal.	x		
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	x		
e) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	x		
f) The objectives in the proposal are met, so that there is harmony between objectives and results.	x		
g) The proposal is substantial with well-structured reflections and ideas.	x		

Por favor emita un comentario

1. **The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**
   Yes
2. **Impact. What is the impact of this proposal? (Place an X on the square)**

Local	X
Regional	
Nacional	
Internacional	

3. **General comments and recommendations for the Author.**

Congratulations good job

Evaluator's signature

I.D 0502104219

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

USERS' VALIDATION

1. **Research proposal data:**

Autor: Mayra Clemencia Noroña Heredia.

Título: Integrative motivational strategies Booklet to improve students' attitude towards foreign language learning.

Objetivo: To design a booklet with emotional intelligence (EQ) strategies to improve students' attitude towards foreign language learning.

2. **Evaluator's information**

Evaluator's name:	Lidia Rebeca Yugla Lema
ID number:	0502652340
Academic degree:	Lic. cc.ee. especialidad Inglés Diploma superior en la enseñanza del Inglés como segunda lengua Magister en ciencias de la educación
Current job:	Proffessor
Phone number:	0984289465
e-mail:	Lidia.yugla@utc.edu.ec

Evaluation

Place an X on the square.

Criterio	Excelente	Aceptable	Deficiente
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
e) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
f) The objectives in the proposal are met, so that there is harmony between objectives and results.	X		
g) The proposal is substantial with well-structured reflections and ideas.	X		

Por favor emita un comentario

1. **The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**
   Yes, it is. Because like a teacher everyday face with different and individual students' situations.
2. **Impact. What is the impact of this proposal? (Place an X on the square)**

Local	X
Regional	X
Nacional	X
Internacional	X

3. **General comments and recommendations for the Author.**
   Thanks for your task, it will be useful.

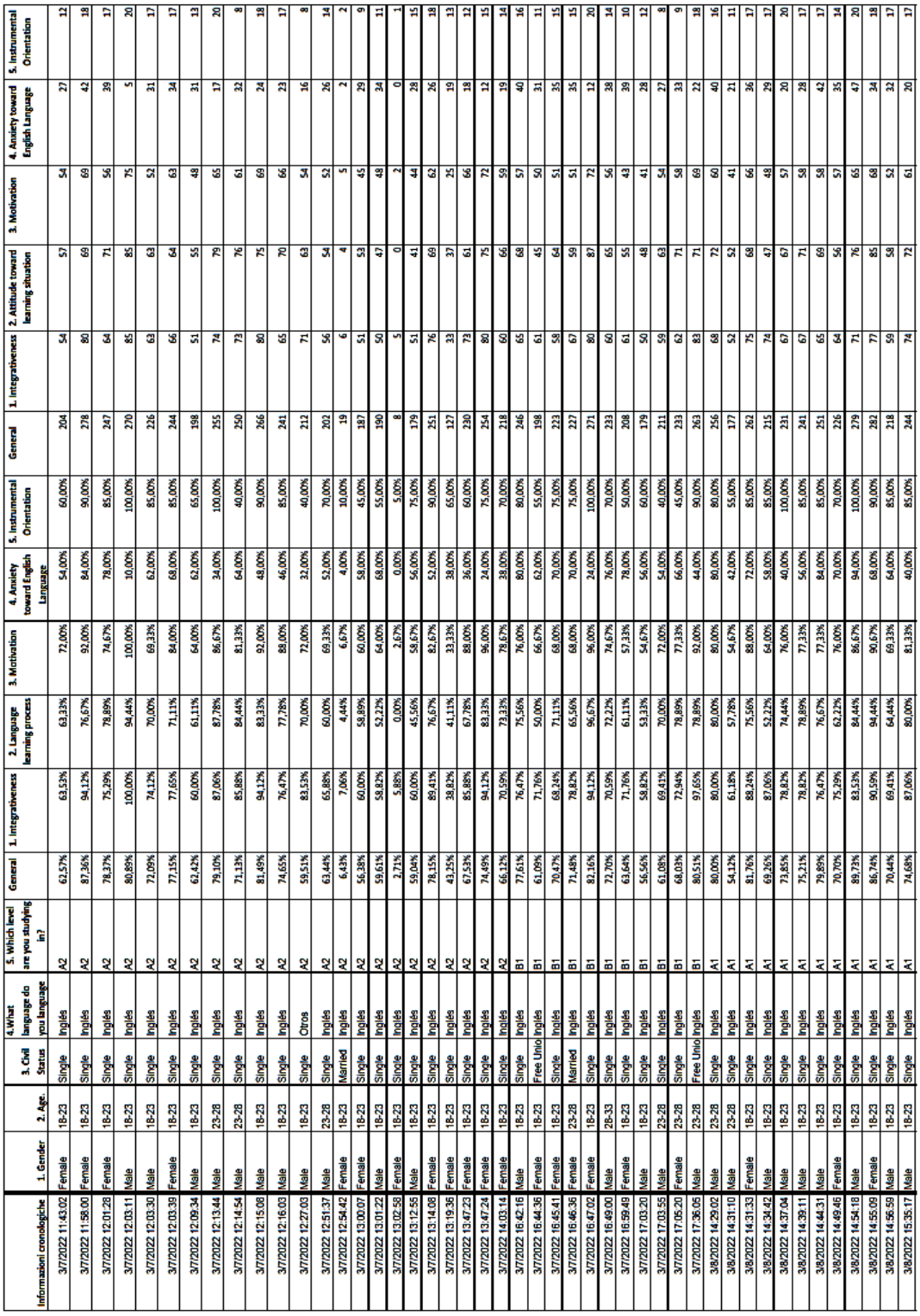
LIDIA
REBECA

Evaluator's signature

I.D. 0502652340

APPENDIX N°6.

RESULTS



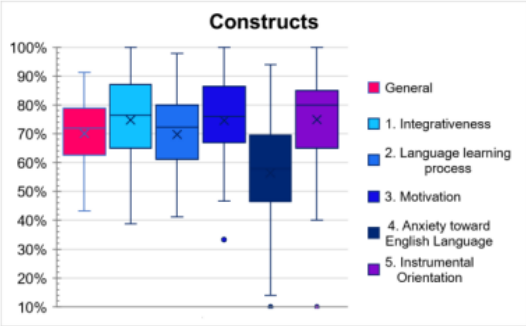
RESULTS

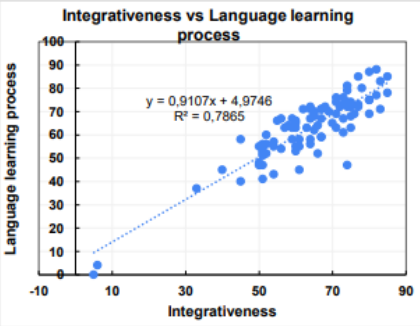
Informazioni cronologiche	1. Gender	2. Age.	3. Civil Status	4.What language do you language	5. Which level are you studying in?	General	1. Integrativeness	2. Language learning process	3. Motivation	4. Anxiety toward English Language	5. Instrumental Orientation	General	1. Integrativeness	2. Attitude toward learning situation	3. Motivation	4. Anxiety toward English Language	5. Instrumental Orientation
3/7/2022 11:43:02	Female	18-23	Single	Inglés	A2	62,57%	63,53%	63,33%	72,00%	54,00%	60,00%	204	54	57	54	27	12
3/7/2022 11:58:00	Female	18-23	Single	Inglés	A2	87,36%	94,12%	76,67%	92,00%	84,00%	90,00%	278	80	69	69	42	18
3/7/2022 12:01:28	Female	18-23	Single	Inglés	A2	78,37%	75,29%	78,89%	74,67%	78,00%	85,00%	247	64	71	56	39	17
3/7/2022 12:03:11	Male	18-23	Single	Inglés	A2	80,89%	100,00%	94,44%	100,00%	10,00%	100,00%	270	85	85	75	5	20
3/7/2022 12:03:30	Male	18-23	Single	Inglés	A2	72,09%	74,12%	70,00%	69,33%	62,00%	85,00%	226	63	63	52	31	17
3/7/2022 12:03:39	Female	18-23	Single	Inglés	A2	77,15%	77,65%	71,11%	84,00%	68,00%	85,00%	244	66	64	63	34	17
3/7/2022 12:09:34	Male	18-23	Single	Inglés	A2	62,42%	60,00%	61,11%	64,00%	62,00%	65,00%	198	51	55	48	31	13
3/7/2022 12:13:44	Male	23-28	Single	Inglés	A2	79,10%	87,06%	87,78%	86,67%	34,00%	100,00%	255	74	79	65	17	20
3/7/2022 12:14:54	Male	23-28	Single	Inglés	A2	71,13%	85,88%	84,44%	81,33%	64,00%	40,00%	250	73	76	61	32	8
3/7/2022 12:15:08	Male	18-23	Single	Inglés	A2	81,49%	94,12%	83,33%	92,00%	48,00%	90,00%	266	80	75	69	24	18
3/7/2022 12:16:03	Male	18-23	Single	Inglés	A2	74,65%	76,47%	77,78%	88,00%	46,00%	85,00%	241	65	70	66	23	17
3/7/2022 12:27:03	Male	18-23	Single	Otros	A2	59,51%	83,53%	70,00%	72,00%	32,00%	40,00%	212	71	63	54	16	8
3/7/2022 12:51:37	Male	23-28	Single	Inglés	A2	63,44%	65,88%	60,00%	69,33%	52,00%	70,00%	202	56	54	52	26	14
3/7/2022 12:54:42	Female	18-23	Married	Inglés	A2	6,43%	7,06%	4,44%	6,67%	4,00%	10,00%	19	6	4	5	2	2
3/7/2022 13:00:07	Female	18-23	Single	Inglés	A2	56,38%	60,00%	58,89%	60,00%	58,00%	45,00%	187	51	53	45	29	9
3/7/2022 13:01:22	Male	18-23	Single	Inglés	A2	59,61%	58,82%	52,22%	64,00%	68,00%	55,00%	190	50	47	48	34	11
3/7/2022 13:02:58	Female	18-23	Single	Inglés	A2	2,71%	5,88%	0,00%	2,67%	0,00%	5,00%	8	5	0	2	0	1
3/7/2022 13:12:55	Male	18-23	Single	Inglés	A2	59,04%	60,00%	45,56%	58,67%	56,00%	75,00%	179	51	41	44	28	15
3/7/2022 13:14:08	Female	18-23	Single	Inglés	A2	78,15%	89,41%	76,67%	82,67%	52,00%	90,00%	251	76	69	62	26	18
3/7/2022 13:19:36	Female	18-23	Single	Inglés	A2	43,25%	38,82%	41,11%	33,33%	38,00%	65,00%	127	33	37	25	19	13
3/7/2022 13:47:23	Female	18-23	Single	Inglés	A2	67,53%	85,88%	63,78%	88,00%	36,00%	60,00%	230	73	61	66	18	12
3/7/2022 13:47:24	Female	18-23	Single	Inglés	A2	74,49%	94,12%	83,33%	96,00%	24,00%	75,00%	254	80	75	72	12	15
3/7/2022 14:03:14	Female	18-23	Single	Inglés	A2	66,32%	70,59%	73,33%	79,67%	38,00%	70,00%	218	60	66	59	19	14
3/7/2022 16:42:16	Male	18-23	Single	Inglés	B1	77,61%	76,47%	75,56%	76,00%	80,00%	80,00%	246	65	68	57	40	16
3/7/2022 16:44:36	Female	18-23	Free Unio	Inglés	B1	61,09%	71,76%	50,00%	66,67%	62,00%	55,00%	198	61	45	50	31	11
3/7/2022 16:45:41	Female	18-23	Single	Inglés	B1	70,47%	68,24%	71,11%	68,00%	70,00%	75,00%	223	58	64	51	35	15
3/7/2022 16:46:36	Female	23-28	Married	Inglés	B1	71,48%	78,82%	65,56%	68,00%	70,00%	75,00%	227	67	59	51	35	15
3/7/2022 16:47:02	Female	18-23	Single	Inglés	B1	82,16%	94,12%	96,67%	96,00%	24,00%	100,00%	271	80	87	72	12	20
3/7/2022 16:49:00	Male	28-33	Single	Inglés	B1	72,70%	70,59%	72,22%	74,67%	76,00%	70,00%	233	60	65	56	38	14
3/7/2022 16:59:49	Female	18-23	Single	Inglés	B1	63,64%	71,76%	61,11%	57,33%	78,00%	50,00%	208	61	55	43	39	10
3/7/2022 17:03:20	Male	18-23	Single	Inglés	B1	56,56%	58,82%	53,33%	54,67%	56,00%	60,00%	179	50	48	41	28	12
3/7/2022 17:03:55	Male	23-28	Single	Inglés	B1	61,08%	69,41%	70,00%	72,00%	54,00%	40,00%	211	59	63	54	27	8
3/7/2022 17:05:20	Female	23-28	Single	Inglés	B1	68,03%	72,94%	78,89%	77,33%	66,00%	45,00%	233	62	71	58	33	9
3/7/2022 17:36:05	Male	23-28	Free Unio	Inglés	B1	80,51%	97,65%	78,89%	92,00%	44,00%	90,00%	263	83	71	69	22	18
3/8/2022 14:29:02	Male	23-28	Single	Inglés	A1	80,00%	80,00%	80,00%	80,00%	80,00%	80,00%	256	68	72	60	40	16
3/8/2022 14:31:10	Male	23-28	Single	Inglés	A1	54,12%	61,18%	53,78%	54,67%	42,00%	55,00%	177	52	52	41	21	11
3/8/2022 14:31:33	Female	18-23	Single	Inglés	A1	81,76%	88,24%	75,56%	88,00%	72,00%	85,00%	262	75	68	66	36	17
3/8/2022 14:34:42	Male	18-23	Single	Inglés	A1	69,36%	87,06%	52,22%	64,00%	58,00%	85,00%	215	74	47	48	29	17
3/8/2022 14:37:04	Male	18-23	Single	Inglés	A1	73,85%	78,82%	74,44%	76,00%	40,00%	100,00%	231	67	67	57	20	20
3/8/2022 14:39:11	Male	18-23	Single	Inglés	A1	75,21%	78,82%	78,89%	77,33%	56,00%	85,00%	241	67	71	58	28	17
3/8/2022 14:44:31	Male	18-23	Single	Inglés	A1	79,89%	76,47%	76,67%	77,33%	84,00%	85,00%	251	65	69	58	42	17
3/8/2022 14:49:45	Female	18-23	Single	Inglés	A1	70,70%	75,29%	62,22%	76,00%	70,00%	70,00%	226	64	56	57	35	14
3/8/2022 14:54:18	Male	18-23	Single	Inglés	A1	89,73%	83,53%	84,44%	86,67%	94,00%	100,00%	279	71	76	65	47	20
3/8/2022 14:55:09	Female	18-23	Single	Inglés	A1	86,74%	90,59%	94,44%	90,67%	68,00%	90,00%	282	77	85	68	34	18
3/8/2022 14:56:59	Male	18-23	Single	Inglés	A1	70,44%	69,41%	64,44%	69,33%	64,00%	85,00%	218	59	58	52	32	17
3/8/2022 15:35:17	Male	18-23	Single	Inglés	A1	74,68%	87,06%	80,00%	81,33%	40,00%	85,00%	244	74	72	61	20	17

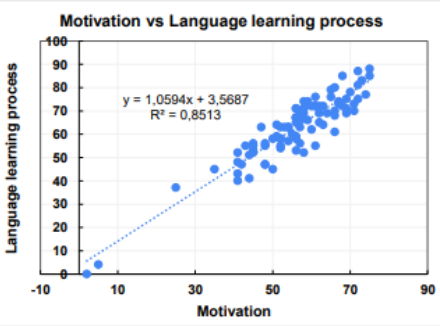
3/8/2022 15:35:25	Male	18-23	Single	Inglés	A1	61,59%	58,82%	61,11%	60,00%	68,00%	60,00%	196	50	55	45	34	12
3/8/2022 15:37:15	Female	18-23	Single	Inglés	A1	89,32%	87,06%	82,22%	89,33%	88,00%	100,00%	279	74	74	67	44	20
3/8/2022 15:38:12	Male	23-28	Single	Inglés	A1	77,07%	76,47%	68,89%	80,00%	80,00%	80,00%	243	65	62	60	40	16
3/8/2022 15:38:14	Male	18-23	Single	Inglés	A1	55,35%	47,06%	50,00%	46,67%	58,00%	75,00%	164	40	45	35	29	15
3/8/2022 15:39:01	Female	18-23	Single	Inglés	A1	74,66%	75,29%	80,00%	84,00%	54,00%	80,00%	242	64	72	63	27	16
3/8/2022 15:39:24	Female	18-23	Single	Inglés	A1	78,24%	97,65%	92,22%	97,33%	14,00%	90,00%	264	83	83	73	7	18
3/8/2022 15:39:43	Male	18-23	Single	Inglés	A1	58,84%	60,00%	52,22%	56,00%	56,00%	70,00%	182	51	47	42	28	14
3/8/2022 15:40:12	Female	18-23	Single	Inglés	A1	84,01%	84,71%	80,00%	81,33%	74,00%	100,00%	262	72	72	61	37	20
3/8/2022 15:40:39	Male	18-23	Single	Inglés	A1	91,25%	96,47%	97,78%	100,00%	62,00%	100,00%	296	82	88	75	31	20
3/8/2022 15:44:02	Male	18-23	Single	Inglés	A1	68,43%	70,59%	58,89%	74,67%	58,00%	80,00%	214	60	53	56	29	16
3/8/2022 15:49:20	Female	18-23	Single	Inglés	A1	75,45%	88,24%	70,00%	76,00%	68,00%	75,00%	244	75	63	57	34	15
3/8/2022 15:51:18	Male	23-28	Free Unio	Inglés	A1	70,41%	70,59%	61,11%	81,33%	54,00%	85,00%	220	60	55	61	27	17
3/8/2022 15:51:49	Male	18-23	Single	Inglés	A1	59,24%	60,00%	62,22%	64,00%	50,00%	60,00%	192	51	56	48	25	12
3/8/2022 16:37:09	Female	18-23	Single	Inglés	A1	84,96%	88,24%	82,22%	77,33%	82,00%	95,00%	267	75	74	58	41	19
3/8/2022 16:37:20	Female	23-28	Single	Inglés	A1	83,38%	88,24%	80,00%	82,67%	76,00%	90,00%	265	75	72	62	38	18
3/8/2022 16:38:15	Male	18-23	Single	Inglés	A1	80,48%	83,53%	82,22%	78,67%	78,00%	80,00%	259	71	74	59	39	16
3/8/2022 16:45:49	Female	18-23	Single	Inglés	A1	77,32%	81,18%	77,78%	94,67%	58,00%	75,00%	254	69	70	71	29	15
3/8/2022 17:08:17	Female	18-23	Single	Inglés	A1	70,01%	78,82%	65,56%	74,67%	56,00%	75,00%	225	67	59	56	28	15
3/8/2022 17:10:07	Male	18-23	Single	Inglés	A1	59,61%	52,94%	64,44%	66,67%	64,00%	50,00%	195	45	58	50	32	10
3/8/2022 17:10:14	Male	18-23	Single	Inglés	A1	59,56%	60,00%	57,78%	60,00%	60,00%	60,00%	190	51	52	45	30	12
3/8/2022 17:12:47	Female	18-23	Single	Inglés	A1	63,31%	71,76%	64,44%	69,33%	36,00%	75,00%	204	61	58	52	18	15
3/8/2022 17:19:21	Male	23-28	Single	Inglés	A1	62,95%	77,65%	57,78%	77,33%	22,00%	80,00%	203	66	52	58	11	16
3/8/2022 17:24:15	Male	23-28	Single	Inglés	A1	72,21%	64,71%	73,33%	76,00%	62,00%	85,00%	226	55	66	57	31	17
3/8/2022 17:24:24	Male	18-23	Single	Inglés	A1	71,70%	69,41%	74,44%	74,67%	60,00%	80,00%	228	59	67	56	30	16
3/8/2022 17:24:45	Male	18-23	Single	Inglés	A1	88,13%	91,76%	88,89%	88,00%	82,00%	90,00%	283	78	80	66	41	18
3/8/2022 17:25:02	Male	18-23	Single	Inglés	A1	63,60%	65,88%	74,44%	74,67%	28,00%	75,00%	208	56	67	56	14	15
3/8/2022 17:27:28	Male	23-28	Free Unio	Inglés	A1	84,14%	96,47%	85,56%	98,67%	40,00%	100,00%	273	82	77	74	20	20
3/8/2022 17:28:24	Female	18-23	Single	Inglés	A1	55,47%	60,00%	56,67%	58,67%	52,00%	50,00%	182	51	51	44	26	10
3/8/2022 17:28:44	Female	18-23	Single	Inglés	A1	56,61%	52,94%	44,44%	54,67%	66,00%	65,00%	172	45	40	41	33	13
3/8/2022 17:30:13	Male	18-23	Single	Inglés	A1	72,51%	83,53%	76,67%	85,33%	52,00%	65,00%	243	71	69	64	26	13
3/8/2022 17:32:18	Male	18-23	Single	Inglés	A1	61,48%	61,18%	62,22%	60,00%	54,00%	70,00%	194	52	56	45	27	14
3/8/2022 17:44:22	Female	18-23	Single	Inglés	A1	76,85%	82,35%	72,22%	82,67%	72,00%	75,00%	248	70	65	62	36	15
3/8/2022 17:50:43	Female	13-18	Single	Inglés	A1	75,25%	90,59%	80,00%	90,67%	20,00%	95,00%	246	77	72	68	10	19
3/8/2022 18:04:39	Male	18-23	Single	Inglés	A1	86,27%	90,59%	81,11%	94,67%	70,00%	95,00%	275	77	73	71	35	19
3/8/2022 18:04:44	Female	13-18	Single	Inglés	A1	80,01%	87,06%	90,00%	96,00%	32,00%	95,00%	262	74	81	72	16	19
3/8/2022 18:05:45	Male	18-23	Single	Inglés	A1	75,80%	85,88%	74,44%	74,67%	74,00%	70,00%	247	73	67	56	37	14
3/8/2022 18:06:42	Male	18-23	Single	Inglés	A1	83,07%	85,88%	81,11%	89,33%	74,00%	85,00%	267	73	73	67	37	17
3/8/2022 18:10:32	Male	18-23	Single	Inglés	A1	70,28%	75,29%	64,44%	74,67%	52,00%	85,00%	221	64	58	56	26	17
3/8/2022 18:11:37	Male	23-28	Single	Inglés	A1	64,04%	61,18%	66,67%	73,33%	54,00%	65,00%	207	52	60	55	27	13
3/8/2022 18:14:21	Male	13-18	Single	Inglés	A1	69,75%	67,06%	70,00%	62,67%	64,00%	85,00%	216	57	63	47	32	17
3/8/2022 18:16:43	Male	18-23	Single	Inglés	A1	72,28%	78,82%	78,89%	74,67%	64,00%	65,00%	239	67	71	56	32	13
3/8/2022 18:18:19	Male	18-23	Single	Inglés	A1	51,59%	63,53%	47,78%	54,67%	42,00%	50,00%	169	54	43	41	21	10
3/8/2022 18:18:55	Male	23-28	Single	Inglés	A1	67,19%	63,53%	61,11%	69,33%	62,00%	80,00%	208	54	55	52	31	16
3/8/2022 20:25:33	Female	18-23	Single	Inglés	A1	66,25%	70,59%	70,00%	70,67%	50,00%	70,00%	215	60	63	53	25	14
3/8/2022 23:47:32	Female	18-23	Single	Inglés	A1	87,80%	100,00%	86,67%	93,33%	64,00%	95,00%	284	85	78	70	32	19
3/14/2022 8:08:48	Female	13-18	Single	Inglés	A1	73,55%	75,29%	74,44%	76,00%	62,00%	80,00%	235	64	67	57	31	16

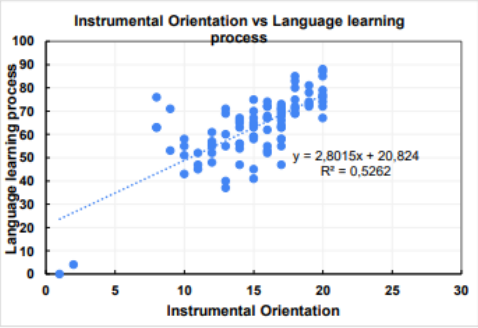
	Mínimo	Promedio	Desv. Est.	Mediana
General	2,71%	70,07%	14,03%	71,90%
1. Integra	5,88%	74,72%	16,50%	76,47%
2. Langua	0,00%	69,79%	16,00%	72,22%
3. Motiva	2,67%	74,57%	16,72%	76,00%
4. Anxiety	0,00%	56,35%	19,03%	58,00%
5. Instrun	5,00%	74,95%	18,64%	80,00%

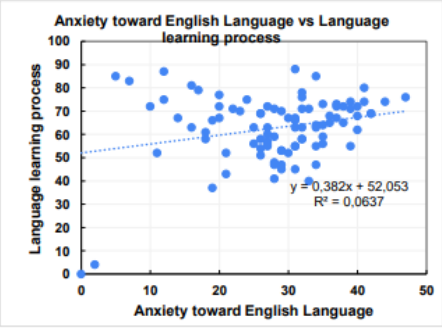
	Mínimo	Promedio	Desv. Est.	Mediana	Máximo
General	8	225,41	45,79	230,50	296
1. Integrative	5	63,51	14,02	65,00	85
2. Attitude to	0	62,82	14,40	65,00	88
3. Motivation	2	55,92	12,54	57,00	75
4. Anxiety to	0	28,17	9,52	29,00	47
5. Instrument	1	14,99	3,73	16,00	20











APPENDIX N°7.
URKUND

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Document Information

Analyzed document	Mayra Noroña Research Report URKUND 07-10-2022.docx (D145856236)
Submitted	10/7/2022 8:06:00 PM
Submitted by	
Submitter email	mayra.norona@utc.edu.ec
Similarity	3%
Analysis address	nelson.guagchinga5.utc@analysis.urkund.com

Sources included in the report

SA	**UNIVERSIDAD TÉCNICA DE COTOPAXI / Noroña_ Final Research_ Review article..docx** Document Noroña_ Final Research_ Review article..docx (D75853297) Submitted by: tania.vizcaino@utc.edu.ec Receiver: tania.vizcaino.utc@analysis.urkund.com	10
SA	**The Role of Motivation_3.pdf** Document The Role of Motivation_3.pdf (D118611460)	3
SA	**THESIS FINAL VERSION.doc** Document THESIS FINAL VERSION.doc (D5692834)	1

Entire Document

INTRODUCTION
Background: This study, named "Students' Attitudes Toward Foreign Language Learning," is part of the research line Education and Communication for Human and Social Development, which has a sub-line called Psycholinguistics, which has a division called Emotional Factor. So, according to the Master's Program profile, this work is related to the categories of Linguistics and Pedagogy in Education to develop integral education, interculturality, critical and creative thinking, responding to the needs of the social context, respecting and promoting the principles of cultural identity from the different axes of applied linguistics and pedagogy in education. This research project is tied to Ecuador's 2008 Constitutional Reforms, which are outlined in the following regulations:
Art. 27.- Education must be centered on human rights in a sustainable, democratic, participatory, compulsory, intercultural, democratic, inclusive, and diverse environment of quality and warmth; this must promote gender equity, justice, solidarity, and peace; it must stimulate aspects of the design of art and physical culture, individual and community initiative, and improve competencies and capacities to create and work. It serves as a crucial axis for the country's growth.