TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

RESEARCH PROJECT

"MOTIVATION, ATTITUDE AND ANXIETY IN LEARNING ENGLISH AS A SECOND LANGUAGE"

Research report before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major

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PUJILÍ - ECUADOR
APRIL 2022

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "Motivation, Attitude and Anxiety in Learning English as a second language", and researched by Arias Caiza Erika Paulina, ID number 1751353291 and Cunalata Taco Maria José, ID number 1722622337, for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

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

Pujili, March 2022

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COMMITTEE APPROVAL

The research report entitled "Motivation, Attitude and Anxiety in learning English as a second language.", has been revised, approved and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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GRATEFULNESS

Today we are the most blessed and fortunate women to have such incredible people in our lives who with their encouragement, support and unconditional love pushed us to reach one more goal in our lives. Now that we are finishing it, we want to express our most sincere thanks to God for the blessing of health, life, strength and wisdom. Thanks to our parents Luis, Norma and Cecilia who have always believed in us, giving us the wonderful example of solidarity, respect, self-improvement, humility and sacrifice. For helping us to fight for our dreams and giving us the opportunity to continue improving ourselves, to now become professionals. Special thanks to Norma and Cecilia who have never left us alone, showing us that true love exists, who more than our mothers, are our best friends. Infinite thanks to our sisters, nephews, nieces and friends who have been cheering us on day after day. Special thanks to our best friends Henrry Cumbicos and Ronni Yugsi for supporting us, giving us a hand, giving us advice and being our confidants. Also, to Dr. Elias clinical psychologist who always trusted in our potential and to the rest of our family who has been watching over us in this process that now ends successfully.

Erika Paulina & María José

DEDICATION

I dedicate this research project to God for allowing me to successfully complete my professional career; to my grandmother who, although she is no longer physically by my side, has always been my drive to continue; to my sister Mishel for helping me stay on my feet; and above all to my mother for giving me her unconditional support throughout this process. I also dedicate this work to my sisters, nephews, friends and my boyfriend for trusting me, giving me his unconditional support and pushing me to be better in order to successfully complete my career.

Erika Paulina Arias Caiza

DEDICATION

I dedicate this project mainly to God for all the blessings he has poured into my life. To my parents, my sister, my nephews and my best friend Henrry Cumbicos who have been unconditionally with their great love and words of encouragement making me feel that nothing can be as difficult as I thought, giving me the ability to see that I am capable of what I am achieving and more because I have special people who trust and believe in me. To my grandmother Isabel Musso who with her blessing makes my days a little more bearable by reminding me that we are warriors and that for everyone I must try a little harder. Finally, I want to dedicate this successful study to the most precious beings of light that God and life gave me who, although they are not in this earthly world, I am sure that from heaven they send me the strength, wisdom and blessings to move forward. Especially to the best grandfather and daddy in the world Ramiro Taco. One more dream fulfilled thank you God.

María José Cunalata Taco

TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

THEME: "MOTIVATION, ATTITUDE AND ANXIETY IN LEARNING ENGLISH AS A SECOND LANGUAGE"

Authors:

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ABSTRACT

Nowadays, learning a second language has become a fundamental tool for the development of individuals and society. For this reason, the research focuses on studying the learning process under a series of factors to which students are exposed. Motivation, attitude and anxiety are factors that were selected since they were found to be a limiting factor in the acquisition of the English language, all this defined in based of the experience and observation made. This led the study to evaluate and delimit options to help counteract the deficiencies and improve student performance through the implementation of new methods, strategies and resources. It is important to highlight that the research focused on productive skills, is to say., speaking and writing, since they allow the adequate management of the English language, which becomes fundamental because the application of these linguistic skills helps students to understand, learn, interpret and develop efficient communication with people who do not speak their mother tongue. The present research project focuses on the analysis of the influence of motivation, attitude and anxiety in the learning of English as a second language focusing mainly on the productive linguistic skills of English in the students of second semester class "A" of the career of Pedagogy in National and Foreign Languages - English of the Technical University of Cotopaxi in the canton Latacunga, province of Cotopaxi, academic period April 2021 - February 2022. In the development of this project, descriptive research has been applied, together with a mixed design in which two types of approaches are applied: qualitative, which allows collecting information about the problem, and quantitative, in which numerical information is obtained directed towards the problem presented, which helps to determine the reality. The data were collected through a survey technique and within it the questionnaire as an instrument which helped to know the facts, processes, structures and elements of the reality presented by each student according to the problem posed. In addition, the results showed that motivation, attitude and anxiety represent a great influence on the students' performance in English language learning. Thus, it was evidenced that motivation and attitude are the factors that have the greatest effect on students in this process; however, anxiety, despite being an important factor, did not present great relevance. Finally, based on the results, the implementation of two m-learning apps is proposed so that students can practice, learn and develop in a better way in the acquisition of the English language, counteracting anxiety and improving the attitude and motivation with which they face this challenge. As these

applications can be managed from any device, they allow greater accessibility, thus proposing an educational innovation within everyone's reach.

UNIVERSIDAD TÉCNICA DE COTOPAXI
EXTENSIÓN PUJILÍ
CIENCIAS DE LA EDUCACIÓN, MENCIÓN INGLÉS

TEMA: "MOTIVACIÓN, ACTITUD Y ANSIEDAD EN EL APRENDIZAJE DEL IDIOMA INGLÉS COMO SEGUNDA LENGUA"

Autores:

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RESUMEN

En la actualidad, el aprendizaje de una segunda lengua se ha convertido en una herramienta fundamental para el desarrollo de las personas y la sociedad. Por esta razón, la investigación se centra en estudiar el proceso de aprendizaje bajo una serie de factores a los que se encuentran expuestos los estudiantes. La motivación, la actitud y la ansiedad son factores que fueron seleccionados, ya que los mismos fueron hallados como un limitante en la adquisición del idioma inglés, todo esto definido en base a la experiencia y observación realizada. Guiando con esto al estudio a evaluar y delimitar opciones que ayuden a contrarrestar las deficiencias y mejorar el desempeño de los estudiantes a través de la implementación de nuevos métodos, estrategias y recursos. Es importante destacar que la investigación se centró en las habilidades productivas, es decir, el habla y la escritura, ya que permiten el manejo adecuado de la lengua inglesa, mismo que se torna fundamental porque la aplicación de estas habilidades lingüísticas ayuda a los estudiantes a comprender, aprender, interpretar y desarrollar una comunicación eficiente con personas que no hablan su lengua materna. El presente proyecto de investigación se centra en el análisis de la influencia que presenta la motivación, actitud y ansiedad en el aprendizaje del idioma Inglés como segunda lengua centrándose principalmente en las habilidades lingüísticas productivas del inglés en los estudiantes de segundo semestre paralelo "A" de la carrera de Pedagogía en Lenguas Nacionales y Extranjeras - Inglés de la Universidad Técnica de Cotopaxi en el cantón Latacunga, provincia de Cotopaxi, período académico abril 2021 - febrero 2022. En el desarrollo de este proyecto se ha aplicado una investigación descriptiva, junto con un diseño mixto en el cual se aplican dos tipos de enfoques: cualitativo mismo que permite recolectar información sobre la problemática y cuantitativo en el cual se obtiene información numérica direccionada hacia la problemática presentada lo cual ayuda a determinar la realidad. Los datos fueron recolectados a través de una técnica de encuesta y dentro de la misma el cuestionario como instrumento el cual ayudo a conocer los hechos, procesos, estructuras y elementos de la realidad que presenta cada estudiante de acuerdo al problema planteado. Además, los resultados proyectaron que la motivación, la actitud y la ansiedad representan una gran influencia en el desempeño de los estudiantes en el aprendizaje del idioma inglés. Así, se evidenció que la motivación y la actitud son los factores que mayor efecto tienen sobre los estudiantes en este proceso, sin embargo, la ansiedad, a pesar de ser un factor importante, no presentó gran relevancia. Finalmente, con base en los resultados, se propone la implementación de dos m-learning apps con la finalidad que los educandos logren practicar, aprender y desenvolverse de mejor manera en la adquisición del idioma Inglés contrarrestado la ansiedad y mejorando la actitud además de la motivación con la que ellos enfrentan

este reto. Al ser estas aplicaciones que se pueden manejar desde cualquier dispositivo permiten una mayor accesibilidad logrando así proponer una innovación educativa al alcance de todos.

PALABRAS CLAVE: ansiedad, actitud, aplicaciones de m-learning, Inglés, motivación

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1. GENERAL INFORMATION:

Theme: "Motivation, attitude and anxiety in Learning English as a second language".

Starting date: March, 2021

Ending date: March, 2022

Place of Research: Technical University of Cotopaxi

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Macro project of the career: Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi

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2. PROBLEM STATEMENT

Nowadays, a very important aspect in education is the learning of a foreign language. The teaching of English as a foreign language with the passing of time has become something traditional in which it is necessary to take into account not only the learning of the language but also its origin and the different factors that influence it, because as it is known the English language is universal. It should be emphasized that the learning of the English language does not seek that the students disregards their identity, because this would cause in them, a negative behavior that could be reflected in the loss of motivation, change of attitude and in times of pandemic could even talk about causing anxiety to learn the language themselves, because many times students tend to refuse to open, understand and interfere in a different culture as it is presented as an unknown pair and even worse if they are things of a country that is unknown to them.

Within the national context, it has been found that the influence of internal factors, specifically motivation, attitude and anxiety, reflect a problem in English language learning. Thus, Tovar (2016) through a research conducted at the Technical University of Cotopaxi indicates that "EFL learners in the Language Center have a certain degree of motivation with a non-hierarchical level of attitude and a considerable degree of anxiety to learn the English language."

Likewise, the research was approached based on experiences, observations, and literature reviews which is focused on responding to the following research question: How does motivation, attitude and anxiety influence the learning of English as a second language in the students of second semester class "A" of the Pedagogy of National and Foreign Languages - English career of the Technical University of Cotopaxi, during the academic period April 2021 - February 2022? The above research question helps to answer the main objective, in addition to identify and recommend two m-learning apps as a proposal to counteract the problems they present in their learning process so that their performance will significantly increase over the course of the following semesters.

Therefore, in order to solve the problem, the study took into consideration the low levels of the PINE career, taking as a sample the 44 students that make up the second semester class "A" the Pedagogy of National and Foreign Languages- English career of the Technical University of Cotopaxi. This class is composed by 11 men and 33 women who were considered as an accessible sample to investigate in April 2021 - February 2022 academic period.

3. OBJECTIVES:

3.1 General:

- To analyze the influence of motivation, attitude and anxiety in the learning of English as a second language in the students of second semester class "A" of the Pedagogy of National and Foreign Languages - English career of the Technical University of Cotopaxi, during the academic period April 2021 - February 2022.

3.2 Specifics:

- To determine the relationship between motivation, attitude and anxiety in the learning of English as a second language.
- To identify the influence of motivation, attitude and anxiety in the learning of English as a second language.
- To establish two m-learning apps to improve the development of productive English language skills, through conclusions and recommendations. (Writing & Speaking)

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Table 1. Activities and Task System

Specific objective	Activities	Verification Means
To determine the relationship between motivation, attitude and anxiety in learning English as a second language.	- Review of papers, articles, scientific articles, projects, etc. - Analysis and selection of the information found. - Write of the Theoretical Framework.	Theoretical framework
To identify the influence of motivation, attitude and anxiety in the learning of English as a second language.	- Selection of the sample to be studied in the present project. - Preparation of the questions for the survey to be applied. - Application of the survey. - Analysis and interpretation of the results.	Questionnaire Survey results.
To establish two m-learning apps to improve the development of productive English language skills,	- Review of papers, articles, scientific articles, projects, etc.	Conclusions Recommendations

through conclusions and recommendations.	- Analysis and selection of the information found. - Write of recommendations.	

Source: Technical University Of Cotopaxi

Researchers: Arias & Cunalata (2021)

5. JUSTIFICATION

Globalization today has pushed a large part of the population to expand their knowledge, skills and abilities due to the fact that there is a wide range of competitiveness in various fields. Therefore, the mastery of a foreign language, specifically English, is essential to enter in these fields, such as: economic, scientific, educational, professional, etc. It is important to emphasize that the ability to develop perfectly in the English language allows them to open many doors, thus generating opportunities that will allow them to emerge. Therefore, higher education institutions are obliged to offer quality education in order to create professionals trained in the specific areas of their careers, in addition to providing instruction in a foreign language, particularly English, which will complete them as integral professionals.

Thus, the Organic Law of Higher Education of Ecuador LOES (2010) expresses in Article 124 the following "It is the responsibility of higher education institutions to provide those who graduate from any of the careers or programs, the effective knowledge of their duties and rights as citizens and the socioeconomic, cultural and ecological reality of the country; the mastery of a language other than their mother tongue and the effective use of computer tools" (p.52). By virtue of the above, it is evident that students have the right to acquire knowledge and handling of a foreign language supported by the university they attend in order to be at par or in better conditions than other professionals.

Under this referent, the development of this research work is focused on the analysis of the influence of motivation, attitude and anxiety on learning English as a second language since identifying it would make an essential contribution in the academic formation of the students of the second semester class "A" of the Pedagogy of National and Foreign Languages- English career at the Technical University of Cotopaxi. Therefore, the learning English as a second language is a process involves a variety of factors, both external and internal, which allow it to perform effectively. Consequently, investigating the internal factors such as motivation, attitude and anxiety in the learning process of the exposed population will allow us to opt for methods, strategies and resources to improve it.

Consequently, the internal factors are circumstances that affect the essential way to the performance of the students. In this sense, the motivation, attitude and anxiety are the factors that have been considered for the development of the project in process. However, in the past these were not

considered relevant in the learning process because teachers maintained a traditional educational system, is to say, teacher-student interaction was almost null but nowadays a great deal of research has been developed that focuses on demonstrating the influence of these factors in the acquisition of new knowledge.

The study on the basis of the process that is developed demonstrates why students in the second semester class "A" during the academic period April 2021 - February 2022, present problems with their performance in the process of learning English as a second language. Thus, educational institutions need to consider that motivation, attitude and anxiety are internal factors that have a significant influence on the teaching-learning process; therefore, the research seeks to provide relevant information that presents the reality of education and allows proposing possible solutions to the problem.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 BACKGROUND

The identification of the influence that motivation, attitude and anxiety have on the learning of English as a second language is the main objective of this project. For this reason, a bibliographic review was carried out, which has allowed us to identify the existence of a variety of documents, articles, papers, and studies that provide information on the problem exposed among these two most relevant ones, which are:

In the paper titled "Motivation, attitude and anxiety as determiners of efl language learning" developed in 2019 by Rodrigo Tovar and Fabiola Cando, a sample of 295 language learners who study English as a foreign language at Technical University of Cotopaxi was taken into consideration. Accordingly, Tovar & Cando (2019) specify that "the paper aims at answering the following research question: What is the level of motivation, attitude and anxiety to learn English as a foreign language among students of Language Center at Technical University of Cotopaxi?". (p. 3)

Therefore, this study has taken into consideration the use of the test called: the attitude motivation test battery - AMTB proposed in Gardner's (1985), which is composed of 35 items divided into two sections: the informative data of EFL students (5 items) in addition to the AMTB test (5 items) and the AMTB test (30 items).

After the interpretation of the results found, Tovar & Cando (2019) mentions that the result obtained during the research process is as follows:

> The results revealed learners' awareness to learning English and positive attitudes to the language. Nonetheless, a further analysis showed a clear trend of decreasing on EFL learners' confidence to EL-L, in the sense that they tended to need extrinsic motives." (p.5) Also, "EFL learners argued to have a certain degree of language anxiety while a minority mentioned to feel self-assured of their abilities. (p.5)

As far as the results are concerned, it is estimated that in the process of learning the English language, the students presented a positive attitude; however, it was determined that the level of motivation is quite low due to the fact that there are not enough extra-instructional motives, which unfortunately

affects their confidence. On the other hand, in terms of the anxiety presented by the students, they affirm that for most of them this aspect is a limiting factor in their performance.

Finally, the authors conclude that most of the students surveyed have a positive attitude towards learning a second language, so there is a decrease in confidence. However, regarding motivation, the higher the extrinsic motivation is, the weaker the attitude applied by the students in the English language, according to the theory of adjustment (Tovar & Cando, 2019). Thus, in the present study it was identified that there is not a correct balance between the three factors exposed, which notoriously harms the performance of the students in the process of learning English.

In the article entitled "Relationship between anxiety, attitude and motivation of tertiary students in learning English as a Second Language" developed in 2012 by Yvonne Jaina and Gurnam Kaur Sidhub. In this 60 first year undergraduate students who are preparing in the Faculty of Education of a university located in Malaysia were considered as an accessible sample. Jain & Sidhu (2013) indicated that "The aim of this paper is to determine the relationship between anxiety, attitude and motivation of tertiary students in learning English as a second language with regards to discipline, gender and language proficiency." (p. 114)

Thus, to achieve the main objective, they chose to implement a questionnaire (adapted from Gardner and Smythe's AMTB survey) and semi-structured interviews as instruments for data collection. In addition, the data obtained were analyzed through SPSS software to determine the relationship between anxiety, attitude and motivation of tertiary level students in learning English as a second language, while the interviews conducted were transcribed and used to triangulate the results.

Consequently, after the analysis conducted Jain & Sidhu (2013) planted that "the increasing level of anxiety will also create negative attitude and decrease the level of motivation of the students regardless of their discipline, gender and also language proficiency.". (p. 120) In relation to the results found, it can be determined that anxiety is an aspect that negatively affects the attitude and motivation presented by the students when performing in the learning process, thus affirming that anxiety became in this case a barrier to be competent in the management of the English language.

To conclude, Jain & Sidhu (2013) determined as a conclusion the following: "This study shed light on the existence of facilitative anxiety among the tertiary students in learning English as a second language." (p. 121) As mentioned Brown, 2000 (cited in Jain & Sidhu, 2013) explain that "anxiety

can be divided into two types which are debilitative and facilitative anxiety. He further explained that debilitative anxiety is known as the 'harmful' anxiety while facilitative anxiety as the 'helpful' anxiety." (p. 120)

The analyzed research contributes beneficially to the present project since it allows recognizing in a broad way the impact that motivation, attitude and anxiety have in the teaching and learning process of the English language, giving way to determine that they are key for students to perform satisfactorily; therefore, the identification of the influence that the three aspects mentioned above have on the learning of English as a second language is significant.

6.2   THEORETICAL FRAMEWORK

6.2.1 Motivation

The definition of the first important theme within this research is based on motivation, which along with anxiety and aptitude is an essential part to an optimal understanding of a foreign language or any subject in general.

In this way motivation according to According to David & Anderzej, 2010 (as cited in Badubi, 2017) "motivation can be understood as cognitive decision making in which the intension is to make the behavior that is aimed at achieving a certain goal through initiation and monitoring." (p.45). In addition to the fact that it becomes a force that allows human beings to behave in a certain way and according to the point of view of management.

Therefore, motivation is similar to attitude, because if people are motivated they can have an adequate behavior that in many cases leads them to obtain benefits or privileges within the environment in which they are, thus strengthening the behavior according to the situation, that is to say, if the student in this case speaking of an educational environment is motivated towards a certain topic or subject, the student in question will be more involved and committed in his duty to fulfill his school obligations, in order to obtain better grades and the approval of the school year without any difficulty, however if this is the opposite, the student will feel frustration and indifference towards the subject studied, which will cause problems and complications in the approval of the school year.

6.2.2 Types of motivation

Within the types of motivation, two very fundamental concepts can be found within this definition, in addition to a third one that allows a better understanding of the individual motivation process. Thus, Legault (2016) states that there are two types of motivation, on the one hand is intrinsic motivation (IM) which "refers to engagement in behavior that is inherently satisfying or enjoyable. It is no instrumental in nature, that is, intrinsically motivated action is not contingent upon any outcome separable from the behavior itself." (p.1).

In other words, intrinsic motivation is based on motivation from within the being in order to perform actions for fun or satisfaction. On the other hand, the extrinsic motivation (EM) "refers to performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself." (p.1). In this way, extrinsic motivation is the motivation that a person has to perform certain actions in order to receive a reward.

Over the years, the types of motivation have helped within the teaching-learning process, and within everyday life, so when dealing with intrinsic motivation it can be seen that when a student is intrinsically motivated, he will obtain educational results that are fulfilled according to his performance, which will help to meet the objectives established at the beginning of the school period and these will not be reflected as a matter of luck but of commitment and adequate performance, in order to learn to develop in the future and not only with the desire to get a good grade.

With respect to extrinsic motivation it can be seen that this comes from external factors that "manipulate" in this case the students, so that the impulse and desires become a need that drives the behavior towards the goal to be achieved, for example if the student wants admiration and praise from their peers will take actions that comply with what their peers require; On the other hand, rewards and stimuli are also involved, which can be reflected in the fact that if the student does a good job, he will deserve additional points, and this is how intrinsic motivation is differentiated from extrinsic motivation, because as mentioned above, intrinsic motivation makes the student develop without any problem of his own free will in order to obtain knowledge that will serve him in the future; while extrinsic motivation makes the student do a good job but only thinking about the reward he will get at the end of it, without taking into account the acquired knowledge, which will prevent him from performing adequately in the future.

A primary point to be addressed within motivation is self-control, which according to Tohidi & Jabbari (2012) is understood as " a subset of emotional intelligence; a person may be highly intelligent according to a more conservative definition (as measured by many intelligence tests), yet unmotivated to dedicate this intelligence to certain tasks." (p.2). According to what the author mentions, a person who possesses self-control is because his emotional intelligence allows him in a certain way to act with caution and determination.

6.2.3 Attitude

The term attitude has several meanings and is also defined as a noun, within the field of study of this research will refer to attitude in psychological terms, which will help to better understand the analysis of this term.

Albarracín, Chan & Jiang (2018) within their research conducted express that " Attitudes are seen as a product of experience leading to individual differences and stemming from general, stable personal dispositions." (p.4). So, attitude is the way a person behaves, is or acts in different situations, all this broken down by the experiences they have lived.

It can be stated that the attitude refers to an adaptation within the environment thus obtaining a way of behaving according to the position and following an impeccable behavior to be able to live harmoniously in any environment, be it work, social, student or economic. The attitude becomes fundamental in the process of learning a foreign language, because this is what allows the student to take the right direction in their learning process, so without a good attitude will not be achieved a good understanding of the subject in general, referring to the point of view, opinions, feelings or emotions that the person has.

6.2.4 Types of attitude

Attitude, like motivation, has different types which allow us to identify the attitude that people will take according to the situations that arise. In relation to this, Logan, Hodges & Olufemi (2012) express that there are several types of attitudes such as:

- *Implicit and explicit attitudes:* These have to do with how internal drive and external stimuli affect human actions and attitudinal changes.

- *Consciousness and the unconscious attitude:* The "presence of two attitudes is extremely frequent, one conscious and the other unconscious. This means that consciousness has a constellation of contents different from that of the unconscious, a duality particularly evident is neurosis".

- *Extraversion and introversion attitude:* This pair is so elementary to Jung's theory of type of attitudes that he labelled them the "attitude types". Some individual are the outgoing type while some are the quite type. These traits of individual differences affect individual attitudes towards an object, events or a given situation or phenomena.

- *Rational and irrational attitudes:* "I conceive reason as an attitude". This shows that attitudes in form of actions can be justified and at times, the may be no reason accrued to that action or attitude. The rational attitude subdivides into the thinking and feeling psychological functions, each with its attitude. The irrational attitude subdivides into the sensing and intuition psychological functions, each with it's attitude. "There is thus: A typical thinking, feeling, sensation, and intuitive attitude" which has to do with a particular event or situation.

- *Individual and social attitudes:* This has to do with acceptable behavioural norms within a given society. An acceptable attitude in one society may not be acceptable in another society. (p.64).

However, within the learning process there are some attitudes that are more evident in the students being determined as positive, negative and neutral attitude. In relation to this, according to the article development by Yashasvi (2022) states that there are four types of attitude:

- *Positive Attitude:* This is one type of attitude in organizational behaviour. One needs to understand how much a positive attitude it takes to keep the work moving and progressing. It means that keeping a positive mindset and thinking about the greater good, no matter whatever the circumstances are.

- *Negative Attitude:* A negative attitude is something that every person should avoid. Generally, people will negative attitude ignore the good things in life and only think about whether they will fail. They often find a way out of tough situations by running away from it. They often compare themselves with other persons and find the bad in them only.

- *Neutral attitude:* This is another type of attitude that is common. That mindset is a neutral one. There is no doubt. Neither is there any kind of hope. The people generally tend to ignore

the problems in life. They wait for some other individual to take care of their problems. They generally have a lazy life and they are often unemotional.

- *Sikken Attitude*: One of the most dangerous types of attitude and different is the sikken attitude. The sikken attitude has the calibre to destroy every image that comes in connection with a positive image. This type of attitude is more of a negative attitude and is very destructive. It often reflects the mind's negativity. It is necessary to let go off this kind of attitude for the betterment of the self and the people around you. They are often difficult to be mended because the attitude is deep-rooted within one's personality. (p.1).

6.2.5 Anxiety

Anxiety is a psychological disorder that currently has considerably affected students due to the fact that they feel self-conscious within the new teaching-learning modality that has appeared due to the current pandemic that is going through the whole world.

It is worth mentioning Moss, 2002 (as cited in Kudzai, 2020) states that "anxiety is the total response of the human being to threat or danger. Every experience of anxiety involves a perception of danger, thoughts of harm, and a process of alarm and physiological activation." (p.8). This disorder is based on the fact that students feel frustrated by some grade or some event that has occurred within the student environment, which leads to isolation, worry or other disorder that impairs the student's performance within the study process, which generates a situation of danger or threat that, no matter how normal it may seem to others, for the person with anxiety is reflected as something of risk, because they look at that situation individually and are closed to other possibilities other than fleeing or fighting against their own thoughts.

6.2.6 Types of anxiety

Anxiety being considered a psychological disorder and according Kapur (2021) determines that exist six types of anxiety such as:

- *Generalized Anxiety Disorder (GAD)* is the disorder that is characterized by a persistent and excessive worry in terms of number of areas. One of the important aspects that need to be taken into account in the case of GAD is, the individuals need to take medical treatment and counselling and guidance services on an immediate basis.

- *Social anxiety* is experienced by the individuals in meetings, social, cultural, and religious functions, participate in social gatherings and so forth. But when this problem has an unfavorable effect upon the health and well-being of the individuals, physically and psychologically, they consult medical practitioners, health care specialists or professional counsellors.

- *Specific phobia* is an intense and irrational fear of something that possesses less or not any actual danger. Specific phobia is an intense and irrational fear of something that possesses less or not any actual danger. They should consult medical practitioners, health care specialists or professional counsellors.

- *Panic Disorder* takes place, when the individuals are experiencing unexpected panic attacks on a recurrent basis. The DSM-5 defines panic attacks as abrupt surges of intense fear or discomfort that peak within minutes. They need to consult medical practitioners, health care specialists or professional counsellors.

- *Obsessive compulsive disorder (OCD)* is a mental disorder in which a person experiences certain thoughts on a repetitive basis, which are called obsessions. In other cases, the individuals feel the need to form daily life routine on a repeated basis. This generates distress and impairs the general functioning of the individuals.

- *Post-traumatic stress disorder (PTSD)* is a mental health condition that is triggered by a terrifying event or situation. The factor that may lead to an increase in the development of PTSD are, family history of PTSD. In the lives of the individuals, they are required to experience situations and events, which would lead to PTSD, i.e. death or serious illness of a close family member or friend, sexual assault, physical abuse, grievous hurt, misfortunes, mishaps and so forth. (p.3).

It is important to take into account the various types of anxiety that occur, since as can be seen most of these need the attention and guidance of professionals who can provide them with options with which their quality of life improves and is carried in a controlled manner. Since, the symptoms that present these psychological disorders influence a lot in their concentration and this situation in front of the students represents a decrease in the academic performance. In addition, there is a lack of attention that diverts the student from his main objective, learning. Due to the relevance that anxiety has in the development of daily and educational life, it is important that the teaching staff is very attentive so that they can provide help to students in order to improve their lives in all aspects.

6.2.7 Generalities of the exposed factors

Once the internal factors presented in the research have been analyzed, their advantages and disadvantages have been established in order to identify the benefits and shortcomings of each factor in the English language teaching-learning process. The following is a table of advantages and disadvantages of the three internal factors:

Table 2. Internal Factors

Internal Factors	Advantage	Disadvantage
Motivation	- Facilitates the acquisition of learning. - Learn to find the potential in everything. - Facilitates and enhances creativity. - Helps in mental and physical health.	- Manipulation of people who are mentally weak. - Lack of education and training - Being uninformed - Lack of trust
Attitude	- Follow through with problem-solving strategies. - More integrated people. - They are contagious, people with high morale will elevate the moods of others.	- Lack of interest and passion. - Lack of will - Distancing from others.
Anxiety	- Helps you stay focused on your tasks. - It is one of the best sources of natural motivation. - Helps in decision making to make it faster and more efficient.	- Sleeping problems (insomnia) - Digestive or intestinal problems - Headache and chronic pain - Social withdrawal - Problems at school or work

Source: Authorship
Researchers: Arias y Cunalata (2022)

6.2.8 English language

Definition

English is one of the most common languages spoken worldwide, becoming an essential tool for the personal, professional, economic and social development of society. Reddy (2016). Defines that:

English is now a global lingua franca but was first a West Germanic Language spoken in medieval England. Currently, English is the first language for the majority of the people in several countries. There are about 375 million English as first language speakers and 750 million English as second language speakers. English is an official or special status in 70 countries. (p.1).

In reference to the above, English is a foreign language that started decades ago. It is the most spoken language in the world by one billion people as a first and second language and it is also recognized as the third language in the world.

Importance

Around the world there are 6528 living languages, which demonstrates the great linguistic and cultural diversity that exists. However, the English language has been determined as a universal language used by a great number of people worldwide. Therefore, learning the English language is essential both for the development of people and countries of the world because it allows progress at the economic, social, academic, professional, personal level among others. Nishanthi (2018). expresses that:

Knowledge of English is necessary if one wants to come up in life. It is the major window of the modern world. This is all the more true where the advanced countries have opened their doors for recruiting technically qualified persons. Only those who have command over the English language are given a job. (p.2).

As mentioned before, this language plays a very important role in the lives of people in all areas, since it allows them to communicate, share and exchange knowledge, ideas and feelings with people who probably do not speak the same mother tongue.

6.2.9 Productive English Language Skills (Writing and Speaking)

The productive skills of the English language, Writing and Speaking, have been the object of constant study due to the great influence they have on the interaction that can be established with others, so that their practice is essential. However, students have presented some difficulties in the development of these skills.

On the one hand, the Writing skill has become a really useful tool in the learning and practice of the English language because it allows students to establish an effective communication with other people, through written expression in which feelings, ideas or thoughts are expressed directly by the person who writes. Rao & Durga (2018) determines that "writing is one of the four skills –LSRW (listening, speaking, reading and writing) in language learning. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function." (p.1). Thus, written expression is considered a linguistic skill that allows expressing feelings, thoughts, ideas and others through the production of written language. It is not only focused on writing but can also be demonstrated through maps, graphs, mathematical formulas, among others. So that the person who practices it can establish interaction and communication with the people around him.

On the other hand, Speaking is a complex process that requires the application of different skills in the process of learning English. It is important to emphasize that in the training of students it is important to practice speaking skills, since they allow them to interact effectively with their surroundings through oral expression. González (2018) defines that

> Oral expression as the ability to express ideas, feelings, needs, desires through language, fluently and accurately, as well as the ability to understand the messages they receive from codes such as speaking, reading and writing in order to communicate taking them into account. (p.4).

Accordingly, oral expression is determined as a linguistic ability that allows expressing ideas, feelings, needs, desires by means of speech. In addition, it is necessary to develop the understanding of messages, in order to give an answer and thus establish effective communication with the receiver.

6.2.10 M-learning Apps

M-learning apps have been considered as elements that influence the productive English language skills practice since the use of these apps allows improving the oral and written production of students. Campión, Trabaldo, Kamijo, & Fernández (2015) mention that:

> It is a mobile, personalized, portable, cooperative, and interactive learning application, interactive and adapted to the educational environment that facilitates the construction of knowledge, the resolution of learning problems, and the development of different

skills in an autonomous way and thanks to the mediation of portable mobile devices of portable mobile devices. (p.8).

It is mentioned then that m-learning applications involve various features and concepts that help the development of student learning because these can perform motivating, collaborative work, among others. In the present research, seven apps have been taken into account which have the greatest impact on the English language practice; these are:

Word bit

It is an educational application that helps people learn English in a comfortable and dynamic way from an Android device every time someone looks at the unlock screen. Every time someone receives a notification or simply wants to check something on the mobile device, the person will have to answer a vocabulary question before being able to do so. In this regard, Rojas, Lara & Escudero (2020) indicates that:

> Word Bit is a free application for android that can be downloaded in every smart device. It combines the smartphone with the screen unblock and memorization, which allows students to learn words, small phrases and grammatical rules. Every time the user wants to check a new notification, or simply access to any application, Word Bit will ask the student to answer a vocabulary question. The questions will present four options and choosing one of the options, the correct one, will allow the user to unblock the device. Together with the word, pronunciation in audio and text, an illustration and an example a represented for basic levels. (p.665).

Also the same author states that

> this application is useful for any level, starting from basic A1 to advanced C1. The level must be chosen by the user at the time of the configuration. Another option is to change to test mode in order to practice the content learned or it is also possible to combine both modes at once.(p.665).

HiNative

It is an educational application that is mainly based on the teaching of languages through an exchange of questions and answers that are executed by native speakers, which benefits the learner in a relevant way. Nishioka (2020) express that:

> HiNative is a question/answer application designed for language learners. Users can ask native speakers questions related to over 110 languages and culture. This application is particularly useful when learners want to ask native speakers short questions, though the speakers are not available on the spot. The nine types of pre-designed question formats guide the users to formulate their questions and native speakers generally provide the answers within a few hours and sometimes within a few minutes. The popularity of the application is evident in the growing number of users. By August 2018, user numbers had reached 3,410,000, with services being offered for 110 languages in 240 regions. (p.1).

In addition, he also mentions that

> The aim of HiNative is to promote users' learning of language and culture by providing a question/answer platform. Users can post short questions related to over 110 languages and cultures using the platform. To enable users to post their questions easily, HiNative provides nine types of pre-designed question formats, such as: "How do you say ... in your language?"; "Is this expression natural?"; and "Free questions". To formulate the questions, users can use written words as well as an image and a short audio recording file. They can generally receive feedback from the native speakers shortly after posting their questions. The application provides both website- and smartphone-based platforms. As it takes little time for users to post short questions and to check the feedback, busy learners can use the smartphone platform to engage in anytime and anywhere learning using their downtime. Learners who do not have many native speaker friends of whom to ask questions can use the application to access native speaker knowledge quickly and easily. (p.1).

7. METHODOLOGY

7.1 Research Design

The research design of this project is mixed because it allows knowing, detailing and analyzing the influence that motivation, attitude and anxiety have on the learning of English as a second language; a problem that was established through the observation carried out in the teaching-learning process of the language. Therefore, the main population are the students of the career of Pedagogy of National and Foreign Languages, and in turn, it has been considered as an accessible sample for the research the students of second class "A" in the academic period October 2021- March 2022, which were carefully selected, because through the observation it could be identified that the internal factors that cause their demotivation, changes in attitude and even the presence of psychological conditions can affect their academic performance, becoming the ideal group that met the necessary characteristics for the research. The study also took into account eight guiding questions and two hypotheses, which helped to use the appropriate instruments. Finally, the survey technique was applied to obtain results and offer solutions to the problem posed.

7.2 Type of Research

The type of research used is exploratory, diagnostic and descriptive; it allowed observing and describing the influence of motivation, attitude and anxiety in the learning of the English language in the students of the second class "A" of the Pedagogy of National and Foreign Languages career of the Technical University of Cotopaxi in the academic period October 2021 - March 2022. According to the author Arias Odón (2012) defines that "descriptive research consists of the characterization of a fact, phenomenon, individual or group, to establish its structure or behavior. The results of this type of research are located at an intermediate level in terms of depth of knowledge." (p.24).

In reference to what the author affirms, descriptive research is a type of inquiry that facilitates the acquisition of knowledge of a phenomenon or fact in depth, allowing to know and describe its characteristics or behaviors in real time and space.

7.3 Research Approach

The present research was developed based on the quantitative approach because it made it possible to statistically examine the data acquired to assign numerical meanings to them, using research

instruments and thus verify the effectiveness of the hypotheses put forward. According to Hernández, Fernández, & Baptista (2014) "the quantitative approach considers that knowledge must be objective and that it is generated from a deductive process in which, through numerical measurement and inferential statistical analysis, previously formulated hypotheses are tested." (p.15). Therefore, the quantitative approach must be objective and deductive, since it is through the collection of data that are presented numerically and a referential statistical analysis.

In turn, it is supported by the qualitative approach because the interpretation of the results obtained through the survey applied to the students was developed, in addition, it allowed knowing the elements of the reality presented by each student in relation to the influence of motivation, attitude and anxiety in the learning of the English language. Therefore, the stated approach allowed establishing an interaction with the object of study. According to Hernández, Fernández, & Baptista (2014) "the qualitative approach is inductive, which implies that it uses data collection to finish the research questions or reveal new questions in the process of interpretation." (p.13). Therefore, the qualitative approach plays an important role in the research as it collects data to analyze them and understand in detail the processes, concepts, descriptions and other information, in order to answer the established research questions or reveal new ones in the interpretive process.

7.4 Population and Instruments

The population is the total number of members who participate and respond to the instruments and data collection techniques applied in the development of the research. It is the set of individuals who have common characteristics in a given place and its selection is focused on a statistical evaluation. Shukla (2020) indicates that "it consists of all the units on which the findings of research can be applied. In other words, population is a set of all the units which possess variable characteristic under study and for which findings of research can be generalized." (p.1). According to the above, the population is determined as a total set of elements that have characteristics in common and give useful information to the research, however, the analysis of such data results in very extensive conclusions.

The sample is constituted as a part of the population and allows researchers to make a simpler, more precise and clearer inquiry at a given time, since it is easier to study a few members than the population as a whole. Palella & Martins (2008) define the sample as: "...a part or subset of the population within which the characteristics should be reproduced as accurately as possible." (p.93).

Therefore, the sample is a small part of the population that does not alter the research process, since it has the same characteristics and is recognized as more accessible and easier to work with.

The present research chose as the main population the 522 students that make up the career of Pedagogy of National and Foreign Languages of the Technical University of Cotopaxi and in turn the 44 students of the second class "A" that were considered as an accessible sample to investigate in the academic period October 2021- March 2022.

Likewise, the researchers used the survey technique and the questionnaire as an instrument, which facilitated obtaining real data based on the problem posed.

8. ANALYSIS AND DISCUSSION OF RESULTS

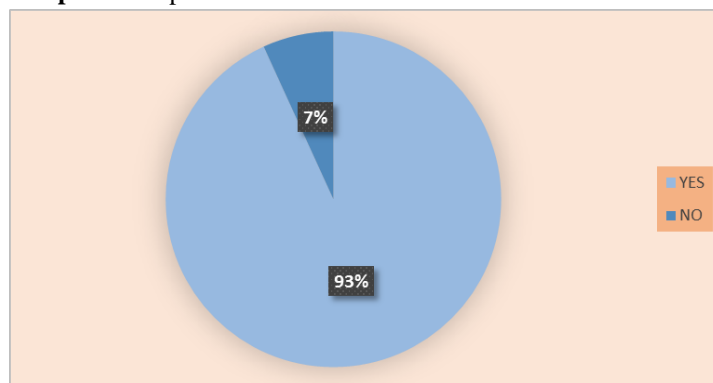## 1. - Do you consider that motivation is important for the English language learning process?

Table 3. Importance of Motivation

VARIABLES	FREQUENCY	PERCENT
YES	41	93%
NO	3	7%

Source. Survey applied to students of second semester class "A"

Researchers: Arias & Cunalata (2022)

Graphic 1. Importance of Motivation

Researchers: Arias & Cunalata (2022)

Analysis: 93% of the students surveyed consider that motivation is important for the English language learning process, the other 7% do not consider that the motivation is important for the English language learning process.

Interpretation: Most of the students in the research under study of the second class "A" of the PINE career considered that motivation is important for the English language learning process. However, the minority of students in the same class agree that motivation is not important in the learning process.

2.- Do you consider that both intrinsic and extrinsic motivation can be used in the English language learning process?
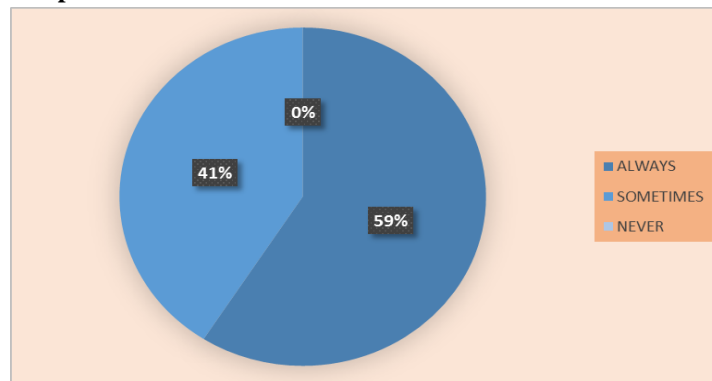
Table 4. Intrinsic and Extrinsic Motivation

VARIABLES	FREQUENCY	PERCENT
ALWAYS	26	59%
SOMETIMES	18	41%
NEVER	0	0%

Source. Survey applied to students of second semester class "A"

Researchers: Arias & Cunalata (2022)

Graphic 2. Intrinsic and Extrinsic Motivation

Researchers: Arias & Cunalata (2022)

Analysis: 59% of the students surveyed always consider that both intrinsic and extrinsic motivation can be used in the English language learning process, the other 41% consider that sometimes both intrinsic and extrinsic motivation can be used in the English language learning process and anyone selected the last option.

Interpretation: Most of the students in the research under study of the second class "A" of the PINE career, considered that intrinsic and extrinsic motivation can always be used in the English language learning process, because both types of motivation become relevant in the development of the learning process, thus benefiting the students.

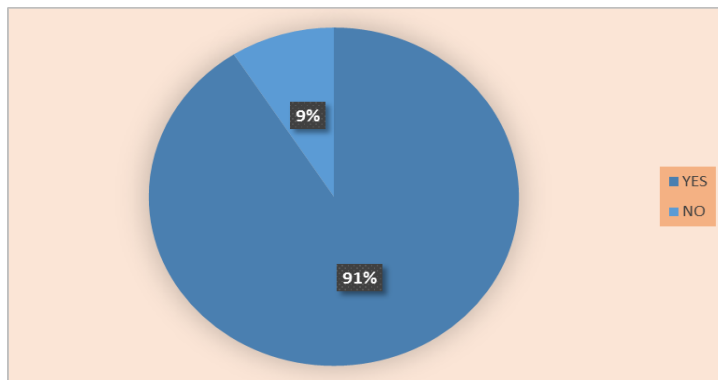**3.- Do you think you should have a positive attitude to facilitate the English language learning process?**

Table 5. Attitude

VARIABLES	FREQUENCY	PERCENT
YES	40	91%
NO	4	9%

Source. Survey applied to students of second semester class "A"
Researchers: Arias & Cunalata (2022)

Graphic 3. Attitude

Analysis: 91% of the students surveyed thought that they had a positive attitude facilitating the English language learning process and the other 9% did not think that they had a positive attitude to facilitate the English language learning process.

Interpretation: Most of the students in the research under study of the second class "A" of the PINE career, considered that it is of utmost importance to have a positive attitude because this facilitates the process of learning English in a notorious way. However, there are some students who think the opposite, claiming that a good or bad attitude does not facilitate the process of learning English as a second language.

4.- During the time of confinement have you had anxiety caused by virtual education?
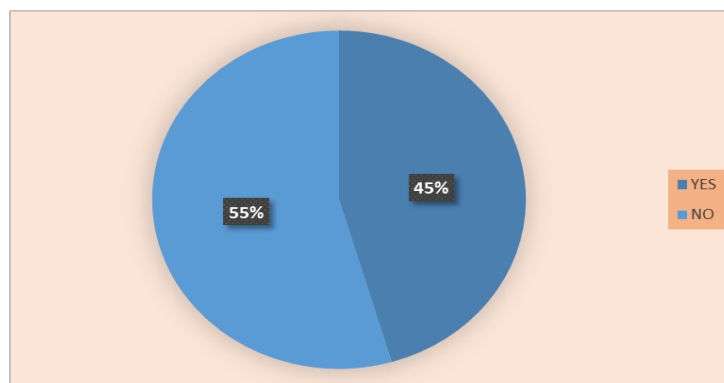
Table 6. Anxiety and virtual education

VARIABLES	FREQUENCY	PERCENT
YES	20	45%
NO	24	55%

Source. Survey applied to students of second semester class "A"

Researchers: Arias & Cunalata (2022)

Graphic 4. Anxiety and virtual education

Researchers: Arias & Cunalata (2022)

Analysis: 45% of the students surveyed had anxiety caused by virtual education, the other 55% do not have anxiety caused by virtual education.

Interpretation: Most of the students in the research under study of the second class "A" of the PINE career do not have anxiety caused by virtual education. Hence, it is determined that anxiety would not represent a relevant factor in virtual education. However, the response obtained is not reflected in their performance.

5.- Do you consider that learning English can cause anxiety in people, due to lack of knowledge?
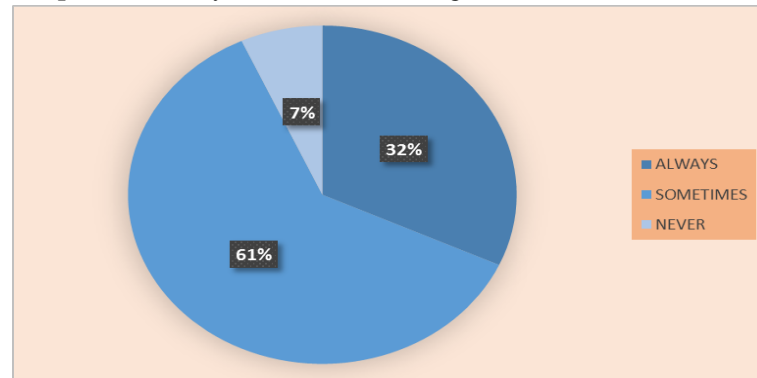
Table 7. Anxiety and lack of knowledge

VARIABLES	FREQUENCY	PERCENT
ALWAYS	14	32%
SOMETIMES	27	61%
NEVER	3	7%

Source. Survey applied to students of second semester class "A"

Researchers: Arias & Cunalata (2022)

Graphic 5. Anxiety and lack of knowledge

Researchers: Arias & Cunalata (2022)

Analysis: 32% of the students surveyed consider that learning English always can cause anxiety in people, due to lack of knowledge; the other 61% consider that learning English sometimes can cause anxiety in people, due to lack of knowledge and the last 7% consider that learning English never can cause anxiety in people, due to lack of knowledge.

Interpretation: Most of the students in the research under study of the second class "A" of the PINE career considered that learning English sometimes can cause anxiety in people. Therefore, ignorance or lack of knowledge represents a factor that causes psychological conditions in students focusing on anxiety because it tends to limit the proper development of language skills.

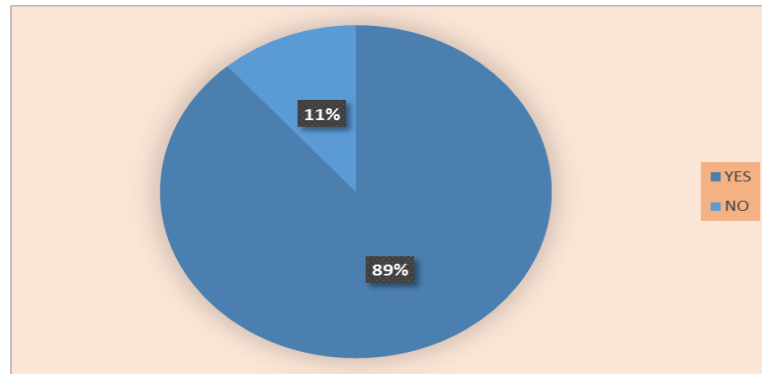**6.- Do you believe that practicing speaking and writing skills is essential to achieve good communication?**

Table 8. Practicing and writing skills

VARIABLES	FREQUENCY	PERCENT
YES	39	89%
NO	5	11%

Source. Survey applied to students of second semester class "A"
Researchers: Arias & Cunalata (2022)

Graphic 6. Practicing speaking and writing skills

Researchers: Arias & Cunalata (2022)

Analysis: 89% of the students surveyed believe that practicing speaking and writing skill is essential to achieve good communication, however the other 11% don`t believe that practicing speaking and writing skill is essential to achieve good communication.

Interpretation: Most of the students in the research under study of the second class "A" of the PINE career believed that practicing speaking and writing skills is essential to achieve good communication. Thus, students recognize that productive skills are essential for a pleasant communication where the sender and receiver understand the messages obtaining a good communication within their English language learning.

7.- How does the absence of productive skills practice (speaking & writing) affect your academic performance and English language learning?
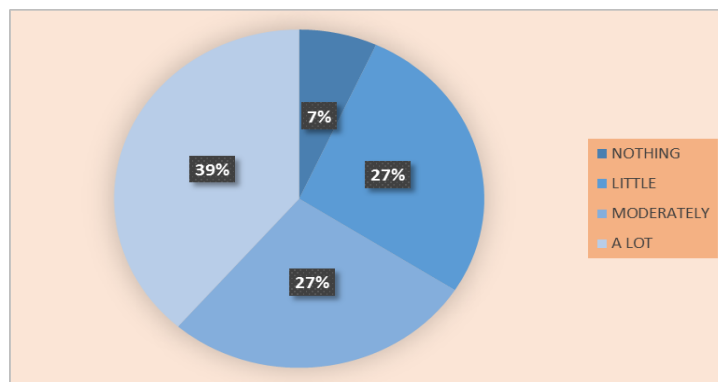
Table 9. Absence of Productive Skills Practice

VARIABLES	FREQUENCY	PERCENT
NOTHING	3	7%
LITTLE	12	27%
MODERATELY	12	27%
A LOT	17	39%

Source. Survey applied to students of second semester class "A"

Researchers: Arias & Cunalata (2022)

Graphic 7. Absence of Productive Skills Practice

Analysis: 39% of the students surveyed consider that the absence of productive skills practice (speaking & writing) affect a lot the academic performance and English language learning, the other 27% consider that the absence of productive skills practice affect moderately, in the same way the other 27% consider that the absence of productive skills practice affect little and the last 7% considerer that the absence of productive skills practice (speaking & writing) nothing affect the academic performance and English language learning.

Interpretation: Most of the students in the research under study of the second class "A" of the PINE career consider that the absence of productive skills practice (speaking & writing) affect a lot the academic performance and English language learning. It is evident that the students recognize that there is not an adequate practice of productive skills, which represents a warning to the teaching staff.

On the other hand, there is only a minority that considers that the absence of these skills does not affect academic performance or English language learning in any way.

8.- How do you think m-learning apps influence your practice of productive English language skills?
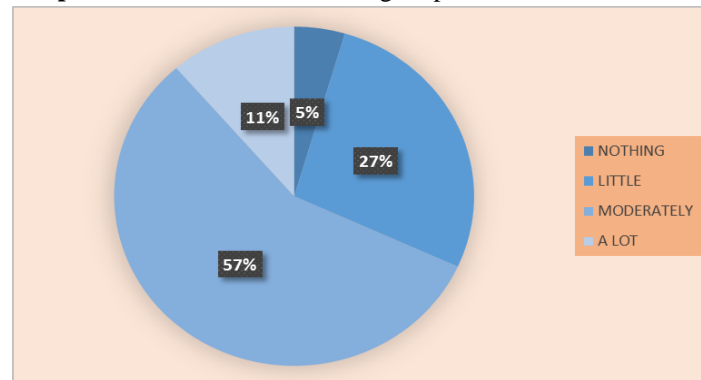
Table 10 . Influence of m- learning in productive skills

VARIABLES	FREQUENCY	PERCENT
NOTHING	2	5%
LITTLE	12	27%
MODERATELY	25	57%
A LOT	5	11%

Source. Survey applied to students of second semester class "A"

Researchers: Arias & Cunalata (2022)

Graphic 8. Influence of m-learning in productive skills

Researchers: Arias & Cunalata (2022)

Analysis: 57% of the students surveyed think that m-learning apps influence moderately your practice of productive English language skills, 27% think that m-learning apps influence little your practice of productive English language skills, the other 11% think that m-learning apps influence a lot your practice of productive English language skills and the last 5% think that m-learning apps nothing influence your practice of productive English language skills.

Interpretation: Most of the students in the research under study of the second class "A" of the PINE career thought that m-learning apps moderately influence their practice of productive English skills. However, this is determined by the fact that learners may not apply good app management or the apps

may not be adequate to meet their needs, thus becoming limiting factors, because many of the apps do not show true results in the learning process.

9.- Do you consider that the use of m-learning will help in influencing motivation, attitude and anxiety in learning English as a second language?
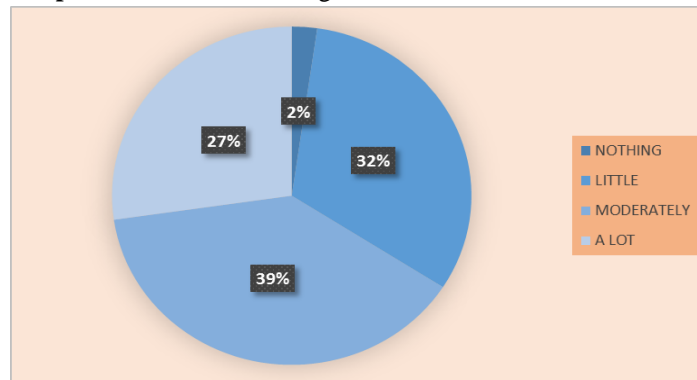
Table 11 . Use of m-learning

VARIABLES	FREQUENCY	PERCENT
NOTHING	1	25
LITTLE	14	32%
MODERATELY	17	39%
A LOT	12	27%

Source. Survey applied to students of second semester class "A"

Researchers: Arias & Cunalata (2022)

Graphic 9. Use of m-learning

Researchers: Arias & Cunalata (2022)

Analysis: 39% of the students surveyed consider that the use of m-learning will help moderately in influencing motivation, attitude and anxiety in learning English as a second language, the 32% consider that the use of m-learning will help a little in influencing motivation, attitude and anxiety in learning English as a second language, the other 27% consider that the use of m-learning will help a lot in influencing motivation, attitude and anxiety in learning English as a second language and the other 2% consider that the use of m-learning will nothing help in influencing motivation, attitude and anxiety in learning English as a second language.

Interpretation: Most of the students in the research under study of the second class "A" of the PINE career considered that the use of m-learning will moderately help to influence motivation, attitude and anxiety in learning English as a second language, however the minority of the students considered that using m-learning will not help at all in motivation, attitude and anxiety in learning English as a second language, since many of them have had bad experiences in the applications or many times they have not obtained the results they expected from such applications.

10.- According to the experience you have had with the use m- learning apps, do you think it is necessary to implement them in the teaching- learning process?
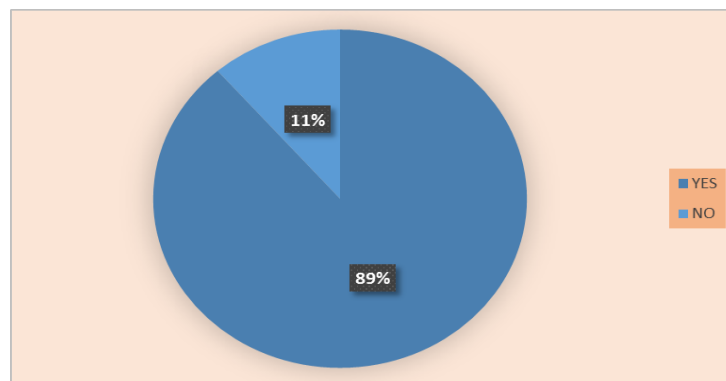
Table 12 . Experience of m-learning

VARIABLES	FREQUENCY	PERCENT
YES	39	89%
NO	5	11%

Source. Survey applied to students of second semester class "A"
Researchers: Arias & Cunalata (2022)

Graphic 10. Experience of m-learning

Researchers: Arias & Cunalata (2022)

Analysis: 89% of the students surveyed consider according to the experience that they have had with the use m- learning apps, think it is necessary to implement them in the teaching- learning process and the other 11% consider according to the experience that they have had with the use m- learning apps, think it is not necessary to implement them in the teaching- learning process.

Interpretation: Most of the students in the research under study of the second class "A" of the PINE career, considered according to the experience that they have had with the use m- learning apps, think

it is necessary to implement them in the teaching- learning process. Given the results obtained, the implementation of m-learning apps in the learning process is a very wise decision to help students achieve excellent performance.

8.1 Discussion of the results

The present investigation determined that 93% of the students of the Pedagogy Career of National and Foreign Languages, belonging to the second class "A" of the Technical University of Cotopaxi consider that motivation is an important point within the learning process of the English language, likewise when they were asked about the use of the types of motivation being intrinsic and extrinsic 59% of them responded that both should always be used in the same learning process of the foreign language, when mentioning the positive attitude, 91% of the students agreed that having this type of attitude substantially facilitates the English language learning process, Similarly, at the time of inquiring about the psychological conditions presented in the pandemic that is going through at the moment, focusing mainly on the issue of anxiety, 55% of respondents said that they had not presented anxiety symptoms during the confinement caused by the virtual education to which they gave way to continue with their studies, however, at this point it should be noted that only by 5% differed the result in those who did present a picture of anxiety. With the points analyzed previously, the paper "Motivation, attitude and anxiety as determiners of EFL language learning" developed in 2019 by Rodrigo Tovar and Fabiola Cando is taken as a point of reference, in which it can be seen that a positive attitude is necessary for learning the English language, as well as the results obtained in the survey applied to the students of the Technical University of Cotopaxi, Similarly, it is manifested that the types of motivation, particularly extrinsic motivation is necessary for EFL learners because it can affect their confidence and finally within the psychological conditions, taking into consideration anxiety, it is evident that this can cause a decline in the development of the skills necessary for EFL language learning and therefore causes limitations in their development and performance.

On the other hand, upon inquiring into the responses of the respondents regarding learning skills taking into consideration writing and speaking, 89% of the students consider that both are essential to obtain good communication; on the other hand, 39% of the respondents consider that the absence of these skills or the lack of practice of these skills can significantly affect academic performance and at the same time the learning of the English language. Therefore by reviewing Rao & Durga; Gonzales (2018) it should be highlighted that these authors consider the importance of language skills specifically writing and speaking as essential points within the development of the English language

to establish good communication and interaction with people in the environment, for this reason they state that the absence and lack of practice of these skills affect considerably in the learning of the English language, Because both skills express ideas, feelings, emotions, and others, not using these skills in an adequate way can cause a distortion of the information and consequently a bad communication, which will affect academic performance and the possibilities of managing a good learning of English as a second language.

Regarding m-learning, 57% of the students stated that it moderately influences the practice of language skills; on the other hand, 39% consider that these applications influence the presence of motivation, attitude and anxiety in the learning of English as a second language, and finally, 89% of the students consider it necessary that these applications are present or are implemented in the teaching-learning process of the foreign language.

Taking as a reference point the research conducted by Campión, Trabaldo, Kamijo, & Fernández (2015) mention that m-learning applications involve various factors within the performance and development of students, since they are immersed in the different linguistic skills, favoring motivation, collaborative work and other necessary factors within the learning of the English language, becoming a key point to help students in their learning process of the foreign language and their development in the environment in which they find themselves without having difficulties.

9. RESEARCH IMPACTS (TECHNICAL, SOCIAL, ENVIRONMENTAL, EDUCATION OR ECONOMIC):

Based on the application of the research project proposal, two types of impacts are expected to be achieved within society, as detailed below.

Firstly, the educational impact that is intended to be given within the society to the university community is oriented to promote the influence of motivation, attitude and anxiety in the learning of English as a second language, through the use of m-learning with the aim that students can better develop their language skills focusing primarily on writing and speaking, which are important skills in the learning of a foreign language. The aim is to use these applications since they are on mobile devices, allowing students to have better access to them and therefore, help them to improve their learning, regardless of the place where they are. On the other hand, it is intended to generate a psychological impact, since the proposed applications are related to motivation, attitude and anxiety, each of them has the purpose that students learn without pressure, filling those empty spaces that they have in the day to day, since many times they do not have or believe they do not have the time to devote fully to the learning of the foreign language, However, the use of these applications makes the student to be motivated to use them, which will significantly favor learning in the classroom, because little by little the student will have access to the English language on a daily basis, leaving aside the pressure and lack of motivation, thus transforming all the negative attitude that the student has in a completely positive attitude, being motivated within their family and educational environment.

Due to the fact that nowadays all people are immersed in technology, the use of mobile devices has become indispensable for communication, that is why it seeks to take advantage of these tools to their full potential all in favor of students, to improve their vocabulary, skills and above all language skills, thus achieving that they have confidence in themselves, in their knowledge and above all improve their academic performance, so that this helps to curb the presence of psychological conditions such as depression, anxiety, stress and frustration when learning a foreign language.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusions

The following conclusions were reached in relation to the research carried out:

- Motivation, attitude and anxiety are very important factors in the teaching-learning process since they allow students to perform satisfactorily in the acquisition of new knowledge of the English language. If one of these factors fails, all of them are altered. It was identified that attitude and anxiety depend on the motivation that students receive and present to learn a new language.

- The research concludes that students consider that intrinsic and extrinsic motivation are extremely essential within the teaching-learning process, likewise attitude is another factor that has great influence since it depends on motivation, so if it declines they cannot achieve an adequate performance. However, the students' anxiety is altered due to the lack of knowledge, which limits the students' ability to communicate in the language.

- Students consider the handy of M-learning apps necessary in the learning process because they promote the development of language skills, so two m-learning apps that can promote and help students are exposed. The following applications are accessible, handy, interesting and easy to handle for learners. Among them are: Wordbit and HiNative.

10.2 Recommendations

In relation to the study conducted it can be recommended that:

- Motivation, attitude and anxiety are internal factors that have a strong relationship with each other, so a balance between them must be maintained in order for each individual to achieve a positive performance. Therefore, it is important that teachers analyze and seek alternatives to encourage and promote high motivation from the external environment in order to help students internally to remain active and predisposed to develop within the teaching-learning process and thus ensure that students maintain a better attitude and anxiety control.

- The survey presented the reality that students have in relation to the teaching and learning process, determining that the influence of the three factors in English classes is high, so it is necessary that teachers opt for new ways to impart knowledge according to their needs in order to handle the problem that arose in terms of motivation and attitude. However, anxiety was one of the factors that becomes very complicated to identify and manage, so when identifying that the lack of knowledge is a cause that alters it, it is essential to apply methods, strategies and possible ways for students to acquire knowledge in a satisfactory manner.

- It is a good decision to innovate education through the implementation of new resources that facilitate the teaching of a foreign language, in this case English. Therefore, after an arduous investigation, it was determined that the implementation of the two m-learning apps mentioned above should be considered in English classes and outside of them, as the research shows that they are very suitable for learning English from a perspective that is closer to reality.

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12. APPENDICES

12. 1 Appendix 1- **Student's survey**

TOPIC: MOTIVATION, ATTITUDE AND ANXIETY IN LEARNING ENGLISH AS A SECOND LANGUAGE

SECTION 1:

Dear students:

The present instrument aims to know to what extent the motivation, attitude and anxiety influence the learning of English as a second language, the practice in the students of the second semester class "A" of the Pedagogy of National and Foreign Languages career of the Technical University of Cotopaxi in the Canton Latacunga, province of Cotopaxi, academic period October 2021- March 2022.

INSTRUCTIONS:

- Read the questions carefully and answer honestly.
- Select one option for each question.

SECTION 2:
INFORMATIVE DATA:

SURNAME AND NAME

ID NUMBER

PHONE NUMBER

COURSE AND PARALLEL

1.   SECOND "A"

SECTION 3:

MOTIVATION, ATTITUDE AND ANXIETY

The relationship of motivation, attitude and anxiety in learning English as a second language, these terms are fundamental to the process of learning a foreign language.

1.- Do you consider that motivation is important for the English language learning process?

1.   Yes

2.   No

2.- Do you consider that both intrinsic and extrinsic motivation can be used in the English language learning process?

3.   Always

4.   Sometimes

5.   Never

3.- Do you think you should have a positive attitude to facilitate the English language learning process?

6.   Yes

7.   No

4.- During the time of confinement have you had anxiety caused by virtual education?

8.   Yes

9.   No

5.- Do you consider that learning English can cause anxiety in people, due to lack of knowledge?

10.   Always

11.   Sometimes

12.   Never

SECTION 4:

English Language- Productive Skills (Writing & Speaking).

Productive Skills refer to the enable the learners to produce language in written or spoken forms.

6.- Do you believe that practicing speaking and writing skill is essential to achieve good communication?

13.   Yes

14.   No

7.- How does the absence of productive skills practice(speaking & writing) affect your academic performance and English language learning?

15.   Nothing

16.   Little

17.   Moderately

18.   A lot

SECTION 5.

M-LEARNING

M-Learning or mobile learning is done virtually and takes advantage of the content found on the Internet through various mobile application.

8.- How do you think m-learning apps influence your practice of productive English languages skills?

19.   Nothing

20.   Little

21.   Moderately

22.   A lot

9.- Do you consider that the use of m-learning will help in influencing motivation, attitude and anxiety in learning English as a second language?

23.   Nothing

24.   Little

25.   Moderately

26.   A lot

10.- According to the experience you have had with the use m- learning apps, do you think it is neccesary to implement them in the teaching- learning process?

27.   Yes

28.   No

Note; Add link the survey https://forms.gle/nmJGn97THRwGq5am6