



TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

MODALITY: RESEARCH REPORT

THEME:

Students' attitude in learning English as a foreign language.

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

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2023

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "Students' attitude in learning English as a foreign language", and researched by Herrera Tapia Lorena Gabriela, ID number 0504062217, and Chilibinga Oña Eddy Javier, ID 0504364431 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.

Pujilí, February 2023



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COMMITTEE APPROVAL

The research report entitled “Students’ attitude in learning English as a foreign 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.

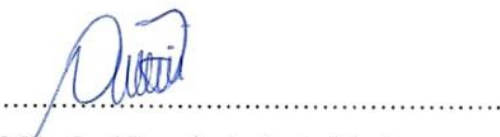
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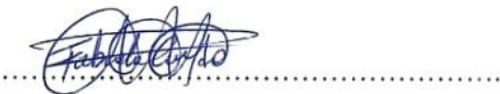
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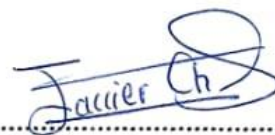
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GRATEFULNESS

First of all, we thank God Jehová because, he is the one who guides our path and our lives. We thank our parents for all the support they have given us, because they have always been with us. We are grateful to our teachers who have dedicated their time and shared their knowledge.
Herrera & Chilingua

DEDICATION

I dedicate this work to God Jehová since he has given me wisdom to face every difficulty and always blesses me.
To my parents Fernando and Enma because they have guided me at all times.
This is the result of both your efforts and mine.
To my brother Javier who has been my example to follow.
To my grandmother Fabiola, to my aunts Nancy and Norma because they have also been a support for me.
Herrera Lorena

DEDICATION

I dedicate this work to my mother and my sisters, thanks to their words of encouragement and unconditional moral support. They are fundamental pillars in my human and academic formation. Thank you for giving me your blessings, patience, and love.
Chilingua Javier

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

THEME: STUDENTS' ATTITUDE IN LEARNING ENGLISH AS A FOREIGN LANGUAGE.

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ABSTRACT

Students' attitude in learning English as a foreign language emphasizes the importance of acquiring the language for different purposes, not only to approve the subject. Some researchers demonstrate that the student's attitudes can be positive or negative, and different factors determine them. The purpose of this research was to identify the possible factors that intervene in students' attitudes toward learning English as a foreign language in the first, second, and third levels of English Major at the Technical University of Cotopaxi, Pujilí campus, April - August 2022 academic period. The population of this research was 148 students. The methodology used in this study was descriptive with a quantitative approach. A survey was applied, and for the data analysis, the Statistical Package for Social Sciences (SPSS) program was used. The study showed that students do not have attitudinal problems toward learning English. They really like the English language, and they have different purposes to acquire the language such as to get a good job, travel around the world, get a good job position, know a new culture, among others. In this sense, the identified factors in this research intervene positively in the English language learning of the students. However, it is recommended to carry out another study to find out what factors influence students to drop out of this career or lose the subject.

Keywords: students' attitude, factors, problems, interference, desert.

Resumen

La actitud de los estudiantes en el aprendizaje del idioma inglés como lengua extranjera enfatiza la importancia de adquirir el idioma para diferentes propósitos, no solo para aprobar la materia. Algunos investigadores demuestran que la actitud de los estudiantes puede ser positiva o negativa, y diferentes factores la determinan. El propósito de esta investigación fue identificar los posibles factores que intervienen en la actitud de los estudiantes de primero, segundo y tercer nivel de la carrera de inglés de la Universidad Técnica de Cotopaxi hacia el aprendizaje del inglés como lengua extranjera, en el período académico, Abril-Agosto 2022. La población de esta investigación fue de 148 estudiantes. La metodología utilizada en este estudio fue descriptiva con un enfoque cuantitativo. Se aplicó una encuesta, y para el procedimiento de análisis de datos se utilizó el programa Statistical Package or Social Sciences (SPSS). El estudio demostró que los estudiantes no tienen problemas de actitud. Les gusta mucho el idioma inglés y tienen diferentes propósitos para adquirir el idioma como conseguir un buen trabajo, viajar por el mundo, conseguir un buen puesto de trabajo, conocer una nueva cultura, entre otros. En este sentido, los factores identificados en esta investigación intervienen positivamente en el aprendizaje del idioma inglés de los estudiantes. Sin embargo, se recomienda realizar otro estudio para conocer qué factores influyen en que los estudiantes abandonen esta carrera o perder la materia.

Palabras clave: actitud de los estudiantes, factores, problemas, interferencia, deserción.

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. General Information

Theme:

Students' attitude in learning English as a foreign language.

Starting Date:

April 2022

Ending Date:

February 2023

Place of Research:

TECHNICAL UNIVERSITY OF COTOPAXI

Sponsoring Faculty:

PUJILÍ EXTENSION

Sponsoring career:

National and Foreign Language Pedagogy English (1st to 3rd semester).

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Knowledge area:

Education

Research line:

Education, communication, and design for human and social development.

The research line of the career:

Education, language, and culture

2. Problem Statement

The attitude can be defined as the way a person looks and qualifies something or someone, it refers to a response trend either positive or negative towards a certain object, idea, person, or situation (Vargas et al. 2016). So, attitude is based on the behavior of the individual and their way of reacting to different situations in life. In this sense, the attitude in the learning process represents how a student shows interest and willingness to acquire new knowledge and advance during their academic training, in this process, there are other elements such as aptitude and motivation. Sewbihon & Popescu (2020) argues "that there is an interaction between language learning and the environmental components in which the student grows up. Both negative and positive attitudes have a strong impact on the success of language learning." (p. 4).

However, there is not any study about factors that affect the student's attitude towards English language learning in English Major at the Technical University of Cotopaxi. It could be due to different reasons such as people just investigating the importance of the English language and the benefits of learning, but not the factors that intervene in the process. Another aspect, teachers and students do not know the importance of the attitude in learning English to acquire and manage the language. Finally, some students dropped out of the career, but there was no research about reasons why students decided to drop out.

The contribution of this research is to provide essential information about the importance of the attitude of the students in English language learning, and what are the factors that positively or negatively intervene in this process. The study is proposed to answer the following research questions:

- Do students of the first, second, and third levels of PINE at the Technical University of Cotopaxi have attitudinal problems toward learning the English language?
- What are the factors that positively or negatively influence the attitude of first, second, and third levels of PINE at the Technical University of Cotopaxi towards learning the English language?

3. Objectives

3.1 General objective

To identify factors that intervene in students' attitudes toward learning English as a foreign language in the first, second, and third levels of English Major at the Technical University of Cotopaxi.

3.2 Specific objectives

- 1) To establish a theoretical and bibliographic analysis of several factors that influence students' attitudes toward learning English.
- 2) To identify if the students have attitudinal problems in English language learning.
- 3) To describe the factors that positively or negatively intervene in the learning of the students in the English language.

4. Activities and task system in relation to the objectives proposed.

Specific objective	Activities	Verification Means
To establish a theoretical and bibliographic analysis of several factors that influence students' attitudes toward learning English.	<ul style="list-style-type: none"> -Search information. -Review the papers. -Read the papers. -Choose information about factors that influence the student's attitude toward English language learning. -Develop the theoretical framework 	<ul style="list-style-type: none"> Articles Journals Theoretical framework
To identify if the students have attitudinal problems in English language learning.	<ul style="list-style-type: none"> -Read articles. -Identify the factors -Define the factors. -Search for research instruments like a survey or questionnaire. -Choose the instrument, in this case, the survey, taken from Sewbihon & Popescu (2020) taken from Falk, J. (1978). Linguistics and language: A survey of basic concepts and implications. -Review the survey. -Adapt the survey. 	<ul style="list-style-type: none"> Survey
To describe the factors that positively or negatively intervene in the learning of the students in the English language.	<ul style="list-style-type: none"> -Apply the survey. -Review the answers survey. -Analyze the results. -Tabulate the results. -Tabulate the information collected through the SPSS program to identify the percentage. -Do the data analysis and discussion -Establish the conclusions. -Establish recommendations. 	<ul style="list-style-type: none"> Survey SPSS program tables. Likert scale. Results tables. Data analysis and discussion. Conclusions and recommendations.

5. Justification

In Ecuador, the teaching of the English language is poor because there is not a high level of this language (Education First, 2022). Within the educational context in Ecuador, English is basic. It could be due to different factors that intervene in the learning process of the English language. For that, the authors focused the research on university students in order to identify what are those possible factors. There are external factors that can intervene in the student's attitude toward English language learning. The primary purpose of this research is to identify the possible factors that intervene in students' attitudes toward learning English as a foreign language in the first, second, and third levels of PINE at the Technical University of Cotopaxi. Othman et al. (2019) assert that a "positive attitude is correlated with success in learning English and a high level of student's attitude will generate more effective language learners (p.74)". It is important to take into account that students can acquire a positive or negative attitude depending on the environment in which they are involved. For that reason, it is necessary to describe those factors to give the students an effective development in their educational process so that authorities can give importance to the student's interest to help them achieve their goals.

6. Scientific and technical foundation

6.1 Background

Some researchers reported different aspects of the student's attitudes toward English language learning. Some results showed that students have a positive attitude toward the language because they like the English language. However, other results showed that students have a negative attitude toward English language learning because they do not feel self-confident when they practice it, and they feel shy, among other things.

Sewbihon & Popescu (2020) conducted a study to identify factors that affect the attitudes of students toward learning English as a foreign language. This research uses explanatory, qualitative, and quantitative methods. The population was students and teachers from Debremarkos Comprehensive Secondary School in Debre Markos town, Ethiopia (103 students and grade 10 teachers). The study shows that students have a positive attitude to

learn English because there are some factors that influence them to do it, so, the motivation that they have to learn English is because they want to secure a good jobs position, they desire to live abroad, and some of them want to pass an important exam. Likewise, they know the English language's importance and are very interested in learning it. However, there are some factors that affect their attitude negatively, in this way, the students don't agree with the physical environment and teachers' manner of teaching. It means, there is a lack of a conducive learning place, a lack of motivation from their educators, fear of committing mistakes and they feel frustrated. So, the author recommends that the government, school authorities, and society should try to create an appropriate learning environment, as well as implement English courses so that students can practice the language and use it in their daily activities.

Moreover, Herwiana (2019) carried out a study to investigate and describe the attitude of the students toward English language learning. This study was qualitative. The author took 24 students from grades 4th and 5th from Jombang elementary schools in Indonesia. The study shows that students have a positive attitude in the learning process since they are interested, they feel happy, motivated, and active, and most importantly, they have the self-confidence to learn the language because they really like it. Although they also think that the English language is difficult because it is not easy to understand and some elements such as the guides, materials, and ways of teaching are not adequate. Nevertheless, it doesn't influence the competence in acquiring English students. Finally, this study suggests that the government must create a better curriculum of study and teachers have to change the way of teaching according to students' necessities.

However, Ahmed et al. (2021) conducted a study to investigate, examine, know, and study the attitudes of Private University students and present the factors that can have an impact on their learning English. This study was quantitative and qualitative data analysis. They distributed questionnaires copies in Private Universities of the under levels, to analyze students' attitudes toward learning the English language and to know demographic information like age, gender, and years of study. The results of the research showed that students are not aware of the importance of the English language. The researchers determined that creating a positive atmosphere in English classes is important to developing a positive

attitude. They also stated that university professors must take into account the beliefs, feelings, and behaviors of students. However, students have a negative attitude due to different elements such as cognitive development, emotions, and behavior. But, other aspects like gender and years of the study demonstrate that students have a good performance in the educational process within the English language.

Furthermore, Gómez and Sandoval (2020) carried out a study to identify the attitudes of students toward English as a foreign language. The research was quantitative. They took 131 students from different institutions in Chile. The results of the study were based on three essential components to evidence if students have a positive or negative attitude toward learning the English language. In this sense, the three components were analyzed carefully and it concludes that students have a positive attitude toward learning English, especially in the cognitive domain. But the behavioral component shows that the students do not have completely positive attitudes. However, the researchers concluded that the behavioral component also is essential, this aspect indicates that students don't have a good attitude toward English as a foreign language which can affect their learning.

Finally, Ortega et al. (2019) conducted an exploratory study to know the perceptions of undergraduate students regarding the attitudinal factors that influence the learning of the English language in the Ecuadorian educational context. They created a survey with 16 close-ended questions and 1 open-ended question. The survey results show that wishes, such as better job opportunities, travel, graduate degrees, and future graduate degrees, have created a positive attitude on the part of students. This shows that language learners need to be properly motivated, as higher levels of motivation make them want to learn the target language for different purposes more effectively. In other words, the highlighted orientations can have a great impact on the motivation of non-English speaking students towards learning English throughout their university careers. So, the authors suggest that students could continue learning English by focusing on their goals, such as knowing other countries, learning about the culture, traveling, improving their academic development, etc.

In conclusion, these authors demonstrate that students' attitude is important in the English language because it determines the learning process, how students acquire the language, and how they feel about it. For that reason, it is important to take into consideration

other factors that interfere with the student's attitude to learn English such as the manner of teaching, motivation, classroom environment, and practice, among others.

6.2 Theoretical Framework

1. The Importance of the English Language.

The importance of the English language is that it is the most spoken language in the world. It refers to English as an international language. Musyaffa (2021) International language is defined as the language that all people use to communicate in any country (p. 2). In this sense, English is so important because it constitutes many fields that contribute to peoples' life and career. Rossignol (2020) defines it as “the language of science, aviation, computers, diplomacy, and tourism. Last but not least, it is the language of international communication, the media, and the internet” (para, 2).

According to BSC (British Study Centres), the English language is studied by a lot of people because of needs and many countries are including this language in the curriculum of education. So, learning English is essential because it opens many doors in the professional future of people in different areas, especially in technology since the majority of information is given in the English language. Nishanthi (2018) claims that “Learning English is important because it gives access to over half the content on the Internet” (p. 872). Likewise, this author mentions that English is vital in education. That is why humans consider learning English important at an early age.

2. Developing communicative skills.

According to the Oxford Dictionary, the word communication refers to “the activity or process of expressing ideas and feelings or of giving information to people”. This definition clearly demonstrates the link between 'teaching' and 'communication': teachers are constantly imparting new knowledge or passing on information. Communication skills are essential skills, although it covers several elements, such as listening, speaking, reading, and writing (Shubhangi, 2017).

Therefore, good communication is vital to effective functioning in the educational environment. Effective communication occurs if the recipient can understand and practice

the basic skills. Teachers create a particular type of environment to achieve particular learning, that is, the environment to facilitate the learning process of the target language and obtain a favorable learning result must have as its main element the practice of the language in a social context wanted (Al-Qahtani, 2019). Today, institutions will need to ensure that students are well-equipped with the ability to communicate clearly and effectively. There is evidence that mastery of communication skills can make any individual more productive and therefore students need to develop this skill in a social context (Shubhangi, 2017).

3. Students' attitude towards English language learning

Herwiana (2021) mentioned that “attitude has been known as one of the factors affecting language acquisition” (p.92). Noursi (2013) defines students’ attitudes as “the students’ perceptions, understandings, beliefs or experiences of learning English as a foreign language” (p.22). This factor influences behavior, internal mood, and (...) learning. This can generate negative and positive attitudes that have a strong impact on language learning success (Popescu, 2020). Abdullah & Suhairom, (2018) state that teachers, academics, and students must realize that a positive attitude leads to positive motivation and therefore allows language learning.

Noursi (2013) also considers that there are three main reasons for emphasizing research on student attitudes. First of all, it helps language teachers, educational planners, and syllabus designers in an effective way, because they can get a better understanding of teaching and learning. Second, he believes that each student has different needs, preferences, beliefs, learning styles, and learning environments, and that forced change in these things can lead to negative attitudes (Noursi, 2013). And the third is because students can have a point of view on how to learn to take into account the process and articulate it in a better way.

Anwar & Shukur, (2015) studied the relationship between language learning strategies and students' attitudes. They determine if the student does not feel the desire and does not have the concentration to learn a second language, he/she will face a negative attitude, discouragement, and lack of enthusiasm for learning. On the other hand, students could have a positive attitude toward English as a language but negative attitudes toward learning and the strategies used in teaching (Hameed & Anwar, 2018) cited in Ahmed et. al

(2021). Herwiana (2021) considers that students' attitude toward learning English does not depend on themselves as individual learners but also on academic aspects.

Therefore, the attitude of the students includes the appearance of the teacher, the means, the teaching method, the material, the means used in teaching, and the competence. According to Gardner (1985) cited by Sewbihon & Popescu (2020), there are also different factors, whether social or educational, that affect students' attitudes and the achievement of language learning. If the context in which the foreign language is studied, has a social relationship between communities, learning success could be guaranteed. Anwar & Shukur (2015) claims that "attitude towards altered languages is not stable nevertheless always varying and therefore there is no specific determination regarding attitudes towards learning a language" (p. 19).

3.1 Aspects of Language Attitude

According to Anwar & Qadir, (2017), the learning process is considered a positive modification in the person's personality in terms of cognitive, behavioral, and emotional attitude, while when an individual has learned a particular topic, usually, an individual begins to behave and think in various forms and beliefs of the person have been distinguished. Furthermore, in addition to the cognitive method, the learning process also has psychological and social aspects (Anwar & Louis, 2017). Anwar & Abdullah, (2021) stated that attitude comprises three components; The first component deals with attitudes related to the cognitive component. This could include perception/belief regarding the situation or an object connected to the attitude. The second component is the evaluative component. This indicates that the situation/object connected to the attitude can produce disgust/liking. The third component is related to attitudes that have a behavioral component, for example; the specific attitude tends to motivate learners to accept specific learning behaviors (Anwar & Abdullah, 2021).

3.2 Teachers - students, attitude, and motivation

Teachers and students are important elements in the field of education, attitude, and motivation are an essential part of both to develop the teaching-learning process. The motivation is given by the educators, they are responsible to encourage their students to learn through the use of didactic materials or activities. As Cherry (2022) claims "Motivation is

the process that initiates, guides, and maintains goal-oriented behaviors” (para, 1). However, it is not enough since learners need to have a positive attitude to obtain good results in their academic performance, Vargas (2016) “Attitude can be defined as the way in which a person views and evaluates something or someone, a predisposition or a tendency to respond positively or negatively toward a certain idea, object, person, or situation” (para, 1). So, according to some researchers, attitude is a fundamental part of the learning process and means that it is a crucial component in learning a foreign language. In this regard, there are many reasons why students' attitudes toward learning the English language are so essential.

First, it influences the behavior of students. Bocard and Bocard (2013) assert that “Behavior is something that a person does that can be observed, measured, and repeated” (p. 3). Second, it was demonstrated that there is a relationship between attitude and achievements. The main reason is that attitude influences behaviors, and it is clear that language learning is related to the environment. The fact of negative or positive attitude in a person affects the learning of a language success. Likewise, different stimuli influence the attitude of a person. In this sense, it is very important to consider the role of the affective domain in education. Brett et al. (2012) argue that “The affective domain provides a unique arena of human behavior...” (p. 5). Values, tendencies, and interests are some characteristics of affective domains that shape attitude.

On the other hand, motivation is related to attitude within the teaching-learning process of a language. The main reason is that attitude can be complex and impacts the motivation to learn effectively. Moreover, the attitudes of individuals reflect the environments in which they operate. In this case, students' attitudes largely constitute the level of proficiency in a language. That is why learners with positive attitudes achieve success in learning a language more than others who are not motivated or do not have an attitude and interest in learning.

Finally, both motivation and attitude are vital in the student's life because they need to be encouraged to learn, although the most important element is attitude. A positive attitude helps learners to achieve their goals and it facilitates their language learning, on the contrary, a negative attitude affects their performance.

3.3 Student Confidence

Self-confidence, also defined by Brown (2017, p. 23) as the “I can do it” principle is about the learner’s belief in his or her ability to accomplish the task. Krashen (2020, p.23) indicates that self-confidence encourages the learner’s intake, and will also result in having a low filter. The use of simpler techniques at the start of classroom activities will boost learners’ self-confidence, since a sense of accomplishment assists learners in the next, more difficult activity (Brown, 2017, p. 23). Self-efficacy, self-esteem, risk-taking, and lack of anxiety are traits of self-confidence related to second or foreign language learning. Ehrman (2008, p. 137) mentions self-efficacy as an element in learning because it reflects the degree to which the learner thinks s/he can cope and succeed in the learning situation. Conversely, enhanced self-efficacy that is the learner expects good results, tends to increase motivation and a positive attitude, and also increases willingness to take learning risks (Skehan, 2015, p. 106). Language learning difficulties may particularly influence self-esteem negatively which in turn affects students’ attitudes and their language success too (Ehrman, 2008, p. 146). Learners may believe that the target language is difficult to learn, or even that there is a right way to learn the target language. Thus, such beliefs, negative assumptions as well as the expectation of himself/herself affect the learner’s sense and attitude toward him/her ability to learn the language (Ehrman,2008, p. 145).

4. Educational context

Coneth (2002) defines “the factors influencing learners’ attitudes and the learning situation are the “general atmosphere of the learning, the classroom dynamics, opportunities for student-student and student-teacher interaction, and student’s perception of the teacher’s commitment to their learning” (p. 193). The learning, learning environment, and interaction influence how learners acquire the language. Espinosa (2022) claims that “Learning involves the actions of different actors who communicate according to the role of the moment, being able to modify or exchange (...)” (p. 21). Likewise, Garside (2019) asserts that “The situation we are in, the tone we want to express, and the ways that others respond to us all affect the nature of the language choices that we make” (para, 1). The use of didactic materials, teacher’s performance, tone of voice, meaning, and students’ attitude is important in the educational context.

4.1 Learner personality context

The learner personality is an essential characteristic in the educational process, as Coneth (2002) mentions “cover a whole range of personal and attitudinal aspects” (p. 193). The teaching-learning situation will be explained. Kohli & Bhatia (2021) define that “Personality traits can be articulated through different learning styles (auditory, visual, read/write, kinaesthetic) which facilitate a student for better understanding and learning, aiming to achieve the desired learning outcomes or goals” (para, 2). It is necessary to point out that it can be frustrating for students to receive many hours of English since many do not like the language. Yusimah (2014) mentions “Some of the students did not show any interest in English because they had difficulty in understanding the teachers’ instruction especially in creating sentences using the correct grammar” (p. 190). Identity could be another element in English language learning as Chen, et al. (2022) describes “The concept of learner identity has been applied to probe into learners' participation and dynamic performance within and across various learning contexts, among which language education is an essential one” (para, 2). In this sense, the English schedule is important, the more hours of practice and knowledge of the language, the more effective the learning will be for the students.

4.2 The foreign language teacher

Helate, et al. (2022) describes teachers' desire for professional development based on the relationship of various factors such as activities, techniques, and experiential-based learning methods. Sarode (2018) determines that “Teaching effectively involves not only the use of tools, techniques, and strategies to optimize student learning but an understanding of context, in particular how the students learn, how they process information, what motivates them to learn more, and what impedes the learning process” (p. 58). Hooda (2017) asserts that “A teacher can hold the listeners attention if they have variations in speech from quiet whispers to louder” (p. 2).

4.3 English as a foreign language teaching materials

Sewbihon & Popescu (2020) consider that the presence or absence of resources such as textbooks, workbooks, writing paper, pens/pencils, chalk, blackboard, wall charts, tapes, tape recorders, television, radio, reading material and library, all influence students' attitudes and the learning situation. Materials used in language programs can be instructional,

experiential, enlightening, or exploratory in the sense that they can inform students about the language, provide the experience of the language in use, and help students make discoveries about the language on their own. themselves. themselves (Jahanbakhs & Mohammad, 2011).

On the other hand, Gjergji (2019) states that resources are not an adjunct, but an integral part of the learning situation, and therefore limited resources impede language achievement. An effective strategy that must be taken into account is the use of materials that attract or stimulate the interest of the students, in order to increase motivation and a positive attitude toward learning the English language. In addition, the development of materials in a second or foreign language with the needs of students can increase motivation and positive attitude toward learning the English language.

5. Social context

Gholami (2012) mentions that communication is a social element, which is why language learning occurs in social contexts. In addition, he affirms that language learning is individual, but at the same time, it takes place in society. In other words, social factors may not have direct influences, but they do have strong and detectable effects on students' attitudes and motivation. In other words, it is possible to affirm that any activity carried out in the classroom must be understood in context and has its own effect on the beliefs and attitudes of the students, as well as on their molded behavior (Sewbihon & Popescu, 2020). The social context includes the family or home, the peer groups of the students, the community or the speakers of the target language, and their cultures.

5.1 The learners' parents

Kalaycı & Öz (2018) stipulate that the social contexts to take into account during language learning are the various factors of the parents, such as their education, religion, culture, socioeconomic status, place of birth, and knowledge of the target language. In addition, his research reveals that parents act as the main factors directly influencing students' attitudes because they reflect their parents' attitudes toward the target language. Sewbihon & Popescu (2020) emphasize that "children always want to act, do, say and do what their parents do in their real life, and so do their children (p.12)". So, regarding the learning of a foreign language, not only the internal motivation of the students matters but also the attitudes of their parents towards the foreign languages because this will guarantee effective learning.

5.2 Learners' peer groups

The peer learning group has a significant influence on the attitude of individual students toward learning a foreign or second language (Zafar & Meenakshi, 2012). That is, attitudes are aspects that develop as well as knowledge and affection in human beings. Zafar & Meenakshi (2012) consider that in childhood students cultivate the social attitudes either of their parents or their classmates. High school students have developed an intimacy with their parents and peer groups to such an extent that their previous accumulated experience helps them develop their positive or negative attitudes. Sewbihon & Popescu (2020) consider that "membership and acceptance in particular groups often depend on the attitudes one expresses (p.13)".

5.3 Learners' age and language learning

Raj (2015) affirms that the age of the students is one of the characteristics that determine the way in which an individual understands the learning of a second language. Furthermore, Raj in his research states that there is a belief that younger second-language learners generally do better than older learners. This is because when young students learn they do so naturally, unlike older students who have an obvious effort to retain information in their knowledge (Raj, 2015). On the other hand, Sewbihon & Popescu (2020) say that the issue of age is controversial because it remains important for the construction of theories on language acquisition for the formulation of educational policies and for language pedagogy.

7. Methodology

Approach

This research used a quantitative approach because it is regarded as the organized inquiry about a phenomenon through a collection of numerical data and execution of statistical, mathematical, or computational techniques (Olasile, 2020). Thus, a survey was applied to the students to collect essential data and integrate and numerically analyze the results.

Research level: Descriptive

This work focuses on the descriptive research level because it is a quantitative research method that collects quantifiable information for statistical analysis of the

population sample (Manjunatha, 2019). Furthermore, Olasile (2020) mentions that "the descriptive nature of the survey research approach is dependent on the data collection procedure that involves gathering data from a representative sample of the total respondents in order to generalize the results on the whole population under investigation (p.2)".

Research context and participants

The research was conducted at the Technical University of Cotopaxi, Pujilí Extension which is a public institution. The researchers worked with 148 students from the first to third levels of English Major career among male and female students. They are around 17 to 25 years old.

The researchers used the entire population; it does not need a sample because the population is accessible. Bhatt, (2020) asserts that "it is better to study each and every unit of the population for the real condition of the learning achievements subject (p.2)". In this sense, when the entire population is short and it is easy to work, it is not necessary to take a sample from it since as the author mentions; it is accessible and the researchers can apply the survey in a random and quick way.

Data collection and analysis

The survey from Falk, J. (1978) as cited in Sewbihon and Popescu (2020) seeks to identify the factors that positively or negatively affect the learning of the English language of university students from 1st to 3rd level English major career. This survey has 33 multiple-choice questions that university students answered although the survey was for college students. However, this survey was useful for these students because they do not receive all subjects in English. So, the English subject is the only one taught at those levels of English Major career. It means these university students could study English just for the assigned quota and not because they really like the English language.

Likewise, some terms were changed like "school" to "university" since the survey was applied to university students as mentioned before. That means that this questionnaire was carefully applied to students with little knowledge of the language because English is their foreign language. In addition, this survey was applied in the mother tongue (Spanish) so that students can better understand the questions and there is no confusion when answering. Finally, the questionnaire used 1 to 5-point Likert-type scales for both negative

and positive statements, and students were allowed to mark one of the scales based on their opinions.

Data collection instruments

It was applied a survey with 33 multiple-choice questions developed for college students who receive English subjects in high school. Nevertheless, this survey was useful for the participants in this research (university students from first to the third level of English major) whose study the career to be English teachers because they do not receive all subjects in English and they could follow the career just for the assigned quota and not because they really like the English language. Although there are students that study English, they lost the subject. That is one of the reasons why students desert from their careers. For that reason, the researchers wanted to know what factors intervene in their English language learning.

Validation of data collection instruments

Survey was taken from Falk, J. (1978) as cited in Sewbihon & Popescu (2020). *Linguistics and language: A survey of basic concepts and implications*. The Modern Language Journal.

Data analysis

On the other hand, for the data analysis procedure, the Statistical Package for Social Sciences (SPSS) program was used to quickly and accurately tabulate the data collected from the survey, allowing researchers to analyze the data using percentages to describe each factor intervening in the student's attitudes. The mean was used to identify if the factors intervene positively or negatively in the student's attitudes.

Finally, the tables for the analysis and discussion of the results statement show the students' answers. There are five criteria, agree, disagree, no opinion, strongly agree, strongly disagree, and a “total” of responses and “mean” shows the specific data to answer the research question. In order to read the mean statement, the researchers followed the same structure and procedure as Sewbihon and Popescu (2020) in their article “Factors affecting the attitudes of students towards learning English as a foreign language”. The “frequency” shows the answers of 148 students, and the “percentage” allows visualizing the accumulated percentage of each answer of the students.

8. Analysis and Discussion of Results

8.1 Students' attitudes towards the learning of English as a foreign language

N.	Statement	Scales	Frequency	Percentage (%)
1	<i>Do you think that English is the most interesting subject you have at the University?</i>	Strongly Agree	50	33.8
		Agree	70	47.3
		No opinion	22	14.9
		Disagree	5	3.4
		Strongly Disagree	1	0.7
	Total		148	100
Mean		4.1		
2	<i>Do you like to learn English because you want to live abroad?</i>	Strongly Agree	45	30.4
		Agree	50	37.2
		No opinion	29	19.6
		Disagree	17	11.5
		Strongly Disagree	2	1.4
	Total		148	100
Mean		3.8		
3	<i>Are you a competent user of the English language?</i>	Strongly Agree	23	15.5
		Agree	79	53.4
		No opinion	38	25.7
		Disagree	7	4.7
		Strongly Disagree	1	0.7
	Total		148	100
Mean		3.7		
4	<i>Do you like to learn English because you want to have a good profession?</i>	Strongly Agree	82	55.4
		Agree	57	38.5
		No opinion	9	6.1
		Disagree	0	0

		Strongly Disagree	0	0
		Total	148	100
		Mean	4.4	
5	<i>Do you like to learn English because it is a way to get a good job?</i>	Strongly Agree	71	48.0
		Agree	62	41.9
		No opinion	11	7.4
		Disagree	4	2.7
		Strongly Disagree	0	0
	Total	148	100	
	Mean	4.4		
6	<i>Do you feel free from any frustration every time you speak English in the classroom?</i>	Strongly Agree	16	10.8
		Agree	47	31.8
		No opinion	51	34.5
		Disagree	27	18.2
		Strongly Disagree	7	4.7
	Total	148	100	
	Mean	3.2		
7	<i>Do you not like to learn the English language because it is not your favorite subject?</i>	Strongly Agree	11	7.4
		Agree	15	10.1
		No opinion	23	15.5
		Disagree	60	40.5
		Strongly Disagree	39	26.4
	Total	148	100	
	Mean	2.3		
8	<i>Do you wish that English courses were not taught in universities?</i>	Strongly Agree	8	5.4
		Agree	11	7.4
		No opinion	14	9.5
		Disagree	38	25.7
		Strongly Disagree	77	52.0

		Total	148	100
		Mean	1.8	
9	<i>Do you like to learn the English language because the location of the seats, the learning environment, and the dynamics of the classroom are interesting?</i>	Strongly Agree	14	9.5
		Agree	44	29.7
		No opinion	43	29.1
		Disagree	34	23.0
		Strongly Disagree	13	8.8
			Total	148
		Mean	3.6	
10	<i>Do you prefer to attend English classes because the way it is taught is very interesting?</i>	Strongly Agree	32	21.6
		Agree	59	39.9
		No opinion	29	19.6
		Disagree	13	8.8
		Strongly Disagree	15	10.1
			Total	148
		Mean	3.9	

For statement 1, students were asked if they thought that English is the most exciting subject that they have at the University, where the table shows that 33.8% of the respondents mention that they strongly agree, 47.3% agree, 14.9% do not have an opinion, 3.4% disagree and 0.7% strongly disagree. The mean is 4.1. It indicates a positive attitude. Most of the students (81%) think that the English language is the most exciting subject at university. It is understandable since English is the basis of their career. According to Falk (1978) as cited in Nasser & Majid (2011)"it is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have the desire to become familiar with or even integrate into the society in which the language is used (p. 996)".

For statement 2, students were asked if they like to learn English because they want to live abroad. The table shows that 30.4% of the students strongly agree, 37.2% agree, 19.6% do not have an opinion, 11.5% disagree and 1.4% strongly disagree. It is deduced that 67%

of the students agree with this statement since they like to learn English to live abroad, it could be because of extrinsic motivation. The mean is 3.8. So, students like to learn English because they want to live abroad, and their attitude tends to be positive. Nguyen & Habók (2021) assert that extrinsic motivation is defined as the motivational model based on a good job or a reward, better known as an instrumental means.

For statement 3, students were asked if they are competent users of the English language. The table shows that 15.5% of learners strongly agree, 53.4% agree, 25.7% do not have an opinion, 4.7% disagree and 0.7% strongly disagree. It is concluded that 68% of the students consider that they are not competent users of the English language. The mean is 3.7. It indicates that although the majority of the students are not competent users of the English language, they want to learn it because they want to live abroad as was mentioned in statement 2. For that, the attitude towards English language learning is positive. There are many reasons why a person is not a competent user. For instance, students do not have much time to learn the language, they do not spend enough time practicing the language, the education system is not efficient, etc. Rydell (2018) points out that communicative competence is influenced and affected by social elements as well as opinions and establishments of the educational system and not by an objective idea.

For statement 4, students were asked if they like to learn English because they want to get a good profession. The table shows that 55.4% of learners strongly agree, 38.5% agree, 6.1% do not have an opinion, 0% disagree, and 0% strongly disagree. This determines that 94% of learners consider studying English because they want to get a good profession and obtain a good job position. The mean is 4.4. It shows that students like to learn English because they want to have a good profession. The majority of students indicate positive attitudes. There are different ways of motivation that learners take into account when they want to learn the English language. In this case, the researchers consider that this type of motivation is related to instrumental motivation as Nguyen & Habók (2021) describe that instrumental motivation influences students to learn English for a better job opportunity or access to university, this is known as a practical reason.

For statement 5, students were asked if they like to learn English because it is a good way to get a good job. The table shows that 48% of the students strongly agree, 41.9% agree,

7.4% do not have an opinion, 2.7% disagree, and 0% strongly disagree. So, 90% of the learners are sure that learning the English language is the best option to obtain a good job. The mean is 4.3. The majority of the students demonstrate that they like to learn English because it is a way to get a good job. It means that they have a positive attitude toward learning English. It is important to mention that the learning process always is influenced by motivation. There are different types of motivation that cause a person to study a language. Escobar, et al. (2019) mentions that research on motivation is not enough, although it is an important part of the autonomous learning process. It means that looking for information about motivation to study English is not the same as having the attitude to learn.

For statement 6, students were asked if they feel free from any frustration every time, they speak English in the classroom. The table shows that 10.8% of the learners strongly agree, 31.8% agree, 34.5% do not have an opinion, 18.2% disagree, and 4.7% strongly disagree. This demonstrates that 43% of the students feel frustrated when they have to speak in English in the classroom, it could be because they feel insecure, they make mistakes, they are afraid of being wrong, etc. The mean is 3.2. Based on the results, some students feel frustrated when they speak English in the classroom. The attitude tends to be negative since they feel frustrated when they use the language. Ghorbani & Montazer (2015) assert that a teacher must identify the personality of the students, it will help to create specific didactic material according to the needs of the learners. It is a process, and students have to take into account that when they are learning it is common to make mistakes, and it should not be an obstacle to speaking in English since it allows them to practice and improve their skills. For that reason, the teacher must encourage the students through their personalities.

For statement 7, students were asked if they do not like to learn English because it is not their favorite subject. The table shows that 7.4% of the learners strongly agree, 10.1% agree, 15.5% do not have an opinion, 40.5% disagree, and 26.4% strongly disagree. Some students (67%) consider the English language as their favorite subject. The mean is 2.3. So, students know the importance of English and their attitude indirectly is positive. On the other hand, some students consider that English is not interesting and it could be for many reasons Yusimah (2014) argues that some students have difficulties understanding the instructions of the teachers, and for that, the learners do not show any interest in the English language.

For statement 8, students were asked if they wished that the English language was not taught in universities. The table shows that 5.4% of the students strongly agree, 7.4% agree, 9.5% do not have an opinion, 25.7% disagree and 52% strongly disagree. The mean is 1.8. Most of the students (78%) consider that the English language must be taught at the university. This statement is similar to the last one, the difference is being expressed positively or negatively. In this sense, the answers are the same. It is necessary to know what strategies should be used according to the needs of the students taking into account the use of technology, especially at the universities since they can correctly use different tools. Lee & Wu (2022) claim that not all people learn with a single type of learning since they have different learning tendencies.

For statement 9, students were asked if they would like to learn the English language because the arrangements, seats, learning environment, and dynamics of the classroom are interesting. The table shows that 9.5% of the students strongly agree, 29.7% agree, 29.1% do not have an opinion, 23% disagree and 8.8 strongly disagree. Some learners (39%) consider that the environment of the classroom must be organized to develop the teaching-learning process since this could interfere with their attitude to learn the English language. The mean is 3.6. It indicates that they like to learn the English language because the location of the seats, the learning environment, and the dynamics of the classroom are interesting to them. In this sense, the attitude tends to be positive. Gui, et al. (2021) describe that over time, students interact with social, cultural, collective, and literal contexts, which can result in a complex environment. This means that students stay in one place for a long period, and this can be complex because students can feel bored during classes.

For statement 10, students were asked if they prefer to attend English classes because the way it is taught is interesting. The table shows that 21.6% of the students strongly agree, 39.9% agree, 19.6% do not have an opinion, 8.8% disagree and 10.1% strongly disagree. The majority of the students (62%) consider how the English language is taught must be interesting, as it allows them to pay attention without interference. The mean is 3.9. Students show a positive attitude because the way English is taught is very interesting for them. Learners have the capacity to learn through their experiences and the teachers. When a teacher manages to capture the attention of the students, the teaching becomes interesting for

them because they are sometimes curious when the way of teaching is out of the ordinary. Ann, et al. (2022) define that student while at the institution experiment with different teachers in different subjects. Thus, learners base their experiences on a learning environment over a long period of time.

8.2 Students' attitudes towards the English language learning situation

N.	Statement	Scales	Frequency	Percentage (%)
11	<i>Do you dislike learning English because the size of the classroom, the light, the heat, or the coldness of the air is not adequate?</i>	Strongly Agree	36	24.3
		Agree	64	43.2
		No opinion	21	14.2
		Disagree	15	10.1
		Strongly Disagree	12	8.1
	Total		148	100
	Mean		3	
12	<i>Are you interested in your teacher's teaching method?</i>	Strongly Agree	47	31.8
		Agree	62	41.9
		No opinion	22	14.9
		Disagree	11	7.4
		Strongly Disagree	6	4.1
	Total		148	100
	Mean		3.5	
13	<i>Does your teacher use good examples and illustrations while teaching?</i>	Strongly Agree	46	31.1
		Agree	66	44.6
		No opinion	21	14.2
		Disagree	10	6.8
		Strongly Disagree	5	3.4
	Total		148	100
	Mean		3.6	

For statement 11, students were asked if they do not like to learn English because of the size of the classroom, the light, the heat, or the coldness of the air is not adequate. The

table shows that 8.1% of the learners strongly agree, 43.2% agree, 14.2% do not have an opinion, 10.1% disagree and 8.1% strongly disagree. Most of the students (68%) consider that is so important the infrastructure of the classroom to learn English. The mean is 3. It shows a positive attitude in the students because they really like the environment of the classroom. In this sense, the classroom environment can interfere with the learning of the students and it could change their manner of thinking and acting. When the classroom is in disrepair the students can feel frustrated. Porter, et al. (2022) claims that experience in various classrooms could interfere with how students reflect and proceed.

For statement 12, students were asked if they are interested in their teacher's teaching method. The table shows that 31.8% of the students strongly agree, 41.9% agree, 14.9% do not have an opinion, 7.4% disagree and 4.1% strongly disagree. It demonstrates that 74% of the students think that the manner of teaching by their teacher is exciting and it allows them to understand in a better way the language to continue learning. The mean is 3.5, which indicates that students are interested in their teachers' methods. So, the attitude is positive because the learners consider that the professional performance of their teacher is important to impart the language. The development of the teacher is so essential in the educational process since it influences the learning of the students. If the teacher continuously is capacitated the teaching-learning is going to be efficient. Helate, et al. (2022) argue that the positive interrelation between factors such as experiential-based learning activities, techniques, and models is the result of a desirable professional performance for teachers.

For statement 13, students were asked if their teacher used good examples and illustrations while teaching. The table shows that 31.1% of the learners strongly agree, 44.6% agree, 14.2% do not have an opinion, 6.8% disagree and 3.4% strongly disagree. The majority of the students (76%) consider that it is essential that the teacher uses examples and illustrations for a better understanding. The mean is 3.6. It demonstrates a positive attitude since the English teacher uses good examples and illustrations while teaching, and it contributes to the learning of the students. The strategies the teacher applies are important because it determines how effective the teaching-learning process is, but it is not enough because the teacher should illustrate the information so that students can achieve a better understanding. Sarode (2018) determines that teaching efficiently implies understanding the

context, that is, how students learn, how they process knowledge, and what motivates or prevents them from learning, and also implies the use of tools, methods, and strategies to improve the learning process.

8.3 The attitudes of students towards their English as a foreign language teacher

N.	Statement	Scales	Frequency	Percentage (%)
14	<i>Does your English teacher encourage you to speak English in and out of the classroom?</i>	Strongly Agree	17	11.5
		Agree	50	33.8
		No opinion	51	34.5
		Disagree	21	14.2
		Strongly Disagree	9	6.1
	Total		148	100
Mean		3.8		
15	<i>Does your English teacher use clear and concise instructions during any English activities and tests?</i>	Strongly Agree	33	22.3
		Agree	80	54.1
		No opinion	24	16.2
		Disagree	9	6.1
		Strongly Disagree	2	1.4
	Total		148	100
Mean		3.9		
16	<i>Do you think the way your teacher teaches is monotonous?</i>	Strongly Agree	18	12.2
		Agree	88	59.5
		No opinion	34	23.0
		Disagree	7	4.7
		Strongly Disagree	1	7
	Total		148	100
Mean		3.3		

For statement 14, students were asked if their English teacher encourages them to speak English inside and outside the classroom. The table shows that 11.5% of the students strongly agree, 33.8% agree, 34.5% do not have an opinion, 14.2% disagree and 6.1%

strongly disagree. Some students (45%) think that learning the language is very important and the teachers encourage them, it could be through the use of different materials, examples, activities, etc. The mean is 3.8. It indicates that their English teacher encourages them to speak English in and out of the classroom. So, the attitude is positive. Muluaem, et al. (2022) assert that some students are capable of learning from their own mistakes, although others feel intimidated by practicing English in class or outside of class. For that reason, the role of the teacher is to encourage their students to learn and let them know that mistakes are common in the learning process.

For statement 15, students were asked if their English teacher uses clear and concise instructions during any English activities and tests. The table shows that 22.3% of the learners strongly agree, 54.1% agree, 16.2% do not have an opinion, 6.1% disagree and 1.4% strongly disagree. Most of the students (76%) have a good attitude to do the activities when the teacher uses clear and concise instructions during the classes. The mean is 3.9. It shows a positive attitude since the English teacher uses clear and concise instructions during any English activities and tests. It contributes to the learning of the students. Hooda (2017) describes that the variations that the teacher uses in speaking such as whispering levels up to high levels can keep the attention of the students. So, teachers should apply different strategies when he or she gives the instructions such as changing the tone of voice and giving short commands so that students can understand.

For statement 16, students were asked if they think the way their teacher teaches is monotonous. The table shows that 12.2% of the students strongly agree, 59.5% agree, 23% do not have an opinion, 4.7% disagree and 7% strongly disagree. Most of the students (71%) think that the manner of teaching is monotonous and it could interfere with their attitude to learn the English language since the class could be boring for them and the attention can decrease. The mean is 3.3. It is evident that students think that the way of teaching is monotonous. Although in statement 13 where students claim that the teacher uses good examples and illustrations, and in statement 15 where learners assert that the teacher uses clear and concise instructions, the attitude is indirectly positive. According to Pawlak, et al. (2022) determine that the lack of motivation produces boredom. It means that the teacher is responsible to manage the class and transform the classroom into an exciting environment.

A teacher must change the activities of the class, lessons, etc; to keep students from falling into monotony.

8.4 Students' attitudes towards grade 10 English teaching materials

N.	Statement	Scales	Frequency	Percentage (%)
17	<i>Do University English books have different pictures in each reading section?</i>	Strongly Agree	39	26.4
		Agree	83	56.1
		No opinion	21	14.2
		Disagree	2	1.4
		Strongly Disagree	3	2.0
	Total		148	100
	Mean		3.8	
18	<i>Is the content of the English books at the University not clear?</i>	Strongly Agree	5	3.4
		Agree	24	16.2
		No opinion	43	29.1
		Disagree	63	42.6
		Strongly Disagree	13	8.8
	Total		148	100
	Mean		3.7	

For statement 17, was asked if the English textbooks have different pictures in each reading section, about 26.4% of the students reported that they strongly agree, 51.6% agree, 14.2% of them have no opinion, 1.4% disagree and 2% of students responded that they strongly disagree. Most of the students (78%) consider that English textbooks have different pictures in each reading section. The mean is 3.8. So, it can be deduced that students' English textbooks have different attractive pictures that indirectly show that they have positive attitudes toward them. The book is of great help in familiarizing students with various aspects of language, although this help is mainly limited to the lexical level, however, this limitation can be counteracted with the use of images (Wan & Hiong 2015).

For statement 18, was asked if the content of English textbooks is not clear to them, as shown, in the above table about 3.4% of them strongly agree, 16.2 agree, 29.1% have no opinion, 42.6% disagree, and 8.8% strongly disagree. Some students (19.6%) claim that the content of English textbooks is not clear to them. The mean is 3.7. Thus, it shows that the content in the English textbooks was clear to the majority of them generating a positive attitude. Those textbooks maintain students' interest because their content is understandable in a simple way. The positive attitude toward books in English suggests that there may be potential for understanding the content of books to increase knowledge about specific aspects of the target language (Zhang & Webb, 2019).

8.5 Parents' attitudes towards the learning of English as a foreign language

N.	Statement	Scales	Frequency	Percentage (%)
19	<i>Do your parents consider learning the English language important?</i>	Strongly Agree	72	48.6
		Agree	59	39.9
		No opinion	12	8.1
		Disagree	1	0.7
		Strongly Disagree	4	2.7
	Total		148	100
	Mean		4	
20	<i>Are your parents' good speakers of the English language?</i>	Strongly Agree	4	2.7
		Agree	13	8.8
		No opinion	22	14.9
		Disagree	44	29.7
		Strongly Disagree	65	43.9
	Total		148	100
	Mean		2.6	
21	<i>Do your parents motivate you to learn the English language?</i>	Strongly Agree	67	45.3
		Agree	43	29.1
		No opinion	25	16.9

		Disagree	8	5.4
		Strongly Disagree	5	3.4
	Total		148	100
	Mean		4.3	
22	<i>Do your parents buy English guides for you to study?</i>	Strongly Agree	16	10.8
		Agree	35	23.6
		No opinion	35	23.6
		Disagree	39	26.4
		Strongly Disagree	23	15.5
	Total		148	100
	Mean		1.9	
23	<i>Do your parents consider that learning English is not important?</i>	Strongly Agree	10	6.8
		Agree	10	6.8
		No opinion	28	18.9
		Disagree	39	26.4
		Strongly Disagree	61	41.2
	Total		148	100
	Mean		4	

For statement 19, learners were asked to indicate whether their parents feel that learning English is important, and respondents of about 48.6% witnessed that they strongly agree, 39.9% of them agree, 8.1% have no opinion, 0.7% disagree and 2.7% of them strongly disagree. The majority of students (88.5%) indicate whether their parents feel that learning English is important. The mean is 4. Hence, it represents that student have positive attitudes toward learning English with their teens and know the importance of the English language to support them in their university careers. During the language learning process, there are some critical periods depending on the age that can be verified in a concrete way, and that should be taken into account. According to Çakıcı (2016), "if the family, school, and environment

could not manage these periods effectively, major problems would arise in both L1 and L2 education".

For statement 20, students were asked to show whether their parents are good speakers of English, and 2.7% strongly agree, 8.8% of them agree, 14.9% have no opinion, 29.7% of them disagree and 43.9% of them strongly disagree. A few students (11.5%) claim that their parents are good speakers of English. The mean is 2.6. So, it can be referred that most students' parents are not good speakers of the English language, and their attitude tends to be negative. (Kalaıcı & Öz, 2018) Parental involvement is a process that explains the variables that influence this process. That means that the way of speaking could explain not only why and how parents get involved in their children's education, but also the possible favorable outcomes of their involvement.

For statement 21, students' answers about if their parents motivate them to learn the English language reflect that 45.3% strongly agree, 29.1% of them agree, 16.9% have no opinion, 5.4% of them disagree and 3.4% of them strongly disagree. The majority of students (74.4%) claim that their parents motivate them to learn the English language. The mean is 4.3. It can be referred that most students' parents help, encourage, and try to support students in their careers. So, students should be motivated and have a positive attitude. (Cathy, Florentina, & Iqbal, 2018) The importance of attitudes towards learning a second language suggests that encouraging parents to their children learn a second language will lead to higher levels of student attitude toward learning the English language.

For statement 22, students were asked if their parents buy English guides for them reflecting that 10.8% strongly agree, 23.6% of them agree, 23.6% have no opinion, 26.4% of them disagree and 15.5% of them strongly disagree. Some students (34.4%) affirm that their parents buy English guides for them. The mean is 1.9. Therefore, it can be said that students feel indirectly negative attitudes toward their parents' role. The contribution role involves how parents interact with their children regarding language learning, and can be further classified as negative and positive. A positive active role would involve parents monitoring their student's progress in language learning, showing interest, and encouraging success. A negative active role would involve a number of discouraging behaviors, from openly

belittling the importance of learning a second language to favoring other areas of learning over languages (Cathy, Florentina, & Iqbal, 2018).

For statement 23, students were asked if their parents feel that English is not important. The table shows that 6.8% of the students strongly agree, 6.8% agree, 18.9% do not have an opinion, 25.4% disagree and 41.2% strongly disagree. A few students (13.6%) consider that their parents feel that English is not important. The mean is 4. It can be inferred that students' parents support them and make them feel that learning the English language is important and their professional career is enough to make parents proud generating a positive attitude. Raj (2015) asserts that parents are the first lifelong educators of their own children because they provide information and support to help develop their children's learning at home, in the community, and at school.

8.6 Peer groups' attitudes towards learning English as a foreign language

N.	Statement	Scales	Frequency	Percentage (%)
24	<i>Do your friends use the English language in their conversation to improve their command of it?</i>	Strongly Agree	17	11.5
		Agree	69	46.6
		No opinion	43	29.1
		Disagree	13	8.8
		Strongly Disagree	6	4.1
	Total		148	100
	Mean		2.8	
25	<i>Do your classmates feel happy when you speak English?</i>	Strongly Agree	17	11.5
		Agree	42	28.4
		No opinion	74	50.0
		Disagree	12	8.1
		Strongly Disagree	3	2.0
	Total		148	100
	Mean		2.1	
26	<i>Do you consider that learning the English language with</i>	Strongly Agree	54	36.5

	<i>your friends is better than learning it alone?</i>	Agree	60	40.5
		No opinion	24	16.2
		Disagree	8	5.4
		Strongly Disagree	2	1.4
	Total		148	100
	Mean		3.5	
27	<i>Do your friends not feel happy every time you speak English outside of the classroom?</i>	Strongly Agree	8	5.4
		Agree	21	14.2
		No opinion	78	52.7
		Disagree	27	14.2
		Strongly Disagree	14	9.5
	Total		148	100
	Mean		3.3	

For statement 24, students were asked if they use the language in class and if it helps them to improve their English proficiency. The table shows that 11.5% of the students strongly agree, 46.6% agree, 29.1% do not have an opinion, 8.8% disagree and 4.1% strongly disagree. Most of the students (58.1%) consider the use of the language in class and if it helps them to improve their English proficiency. The mean is 2.8. It indicates that students use the English language in their conversations to improve it. So, it shows a positive attitude toward the English language learning of the students. The social context is crucial in the development of attitudes towards the target language, its speakers, the language learning situation, and the students in a classroom learning in a social situation affected by social influences from outside the classroom (Gholami, 2012). So, students use the English language inside the classroom to improve and practice their productive skills but some of them do not feel comfortable using that method to develop their skills.

For statement 25, students were asked if they feel happy whenever their classmates speak English. The table shows that 11.5% of the learners strongly agree, 28.4% agree, 50% do not have an opinion, 8.1% disagree and 2% strongly disagree. Some students (39.9%) claim that they feel happy whenever their classmates speak English. The mean is 2.1. It

demonstrates that their classmates do not feel happy when they speak English. It generates a negative attitude among them. According to Gholami (2012), The social context and its relationship with learners stand out from this educational perspective. It is in this social context that the learner's language is occurring and provides the structuring of learning opportunities. It can be said that the educational environment that develops within the classroom is suitable for the practice and development of English as a second language.

For statement 26, students were asked if learning English between them is better than learning alone. The table shows that 36.5% of the learners strongly agree, 40.5% agree, 16.2% do not have an opinion, 5.4% disagree and 1.4% strongly disagree. The majority of students (77%) consider that learning English with their classmates is better than learning alone. The mean is 3.5. It evidences that the students consider that learning the English language with their friends is better than learning it alone. It shows a positive attitude among them. Sewbihon & Popescu (2020) states that collaborative learning plays a vital role in developing learners' attitudes toward the target language, their peers, and the language learning situation, which includes learners' expectations and perceptions of learning and its probable results. So, the results show that most of the students prefer learning the English language in a collaborative environment inside the classroom.

For statement 27, students were asked if they do not feel happy when their classmates speak English outside the classroom. The table shows that 5.4% strongly agree, 14.2% agree, 52.7% do not have an opinion, 18.2% disagree and 9.5% strongly disagree. Few students (19.6%) mention that they do not feel happy when their classmates speak English outside the classroom. The mean is 3.3. It can be inferred that they feel when they practice or speak the English language and that situation can be considered a generator of positive attitudes. It demonstrates that students feel happy when every time their classmates speak English outside the class. So, it indicates a positive attitude. Students may have similar interests, feelings, or attitudes, in common with certain individual differences. Affiliation and acceptance in particular groups often depend on the attitudes one expresses and are reinforced by expressing certain attitudes relevant to the group (Sewbihon & Popescu, 2020).

8.7 Students' attitudes towards English native speakers

N.	Statement	Scales	Frequency	Percentage (%)
28	<i>Do you like native English speakers: Americans, British, and Canadians?</i>	Strongly Agree	74	50.0
		Agree	53	35.8
		No opinion	16	10.8
		Disagree	4	2.7
		Strongly Disagree	1	0.7
	Total		148	100
	Mean		4	
29	<i>When you hear someone (Americans, British, and Canadians) who speaks good English, do you wish you could speak like him?</i>	Strongly Agree	96	64.9
		Agree	37	25.0
		No opinion	10	6.8
		Disagree	3	2.0
		Strongly Disagree	2	1.4
	Total		148	100
	Mean		2.8	
30	<i>Do you like the culture of native English speakers?</i>	Strongly Agree	76	51.4
		Agree	50	33.8
		No opinion	14	9.5
		Disagree	6	4.1
		Strongly Disagree	2	1.4
	Total		148	100
	Mean		4.3	

For statement 28, students were asked if they like native speakers such as Americans, British, and Canadians. The table shows that 50% of learners strongly agree, 35.8% agree, 10.8% do not have an opinion, 2.7% disagree and 0.7% strongly disagree. Most students (85.8%) considered that they like native speakers such as Americans, British, and Canadians. The mean is 4. It is evident that they like native speakers. It indicates a positive attitude

towards the English language. Yang & Wyatt (2021) indicate that students adopt similar beliefs, attitudes, expectations, and associated behaviors through teacher beliefs, expectations, and attitudes communication channels. So, students were asked if they like native speakers such as pronunciation, culture, etc. Based on the results it can be said most of the students claim that interacting with a native English speaker would be beneficial to improve the language learning process.

For statement 29, students were asked if they wish to speak like a native speaker. The table shows that 64.9% of the learners strongly agree, 25% agree, 6.8% do not have an opinion, 2% disagree and 1.4% strongly disagree. Most students (89.9%) wanted to speak like a native speaker. The mean is 2.8. It shows that students desire to speak like native speakers. It is concluded that students have a positive attitude. Norris (2001) claims that a good language learner is described as a learner who acquires adequate intake in the second or foreign language, and has a low affective filter to allow input into language acquisition. So, it can be said that most of the students want to achieve as a minimum a B2 level or they could achieve more than the C1 level.

For statement 30, students were asked if they like the culture of the native speakers. The table shows that 51.4% of the students strongly agree, 33.8% agree, 9.5% do not have an opinion, 4.1% disagree and 1.4% strongly disagree. The majority of students (85.2%) claim that they like the culture of native speakers. The mean is 4.3. It evidences that student like the culture of English speakers. It shows a positive attitude toward the English language. The social or cultural milieu refers to the environment in which an individual is situated, thus determining their beliefs about other cultures and languages. It is these beliefs which have a significant impact on second language acquisition (Norris, 2001). It can be said that most students love, enjoy, and want to acquire characteristics from foreign cultures.

8.8 Students’ attitudes towards their ages, sexes, and English as foreign language learning

N.	Statement	Scales	Frequency	Percentage (%)
31	<i>Do you consider that your age contributes a lot to learn the English language?</i>	Strongly Agree	42	28.4
		Agree	58	39.2

		No opinion	24	16.2
		Disagree	16	10.8
		Strongly Disagree	8	5.4
		Total	148	100
		Mean	4.5	
32	<i>Do you consider that your gender makes it difficult to learn the English language?</i>	Strongly Agree	10	6.8
		Agree	17	11.5
		No opinion	28	18.9
		Disagree	33	22.3
		Strongly Disagree	60	40.5
		Total	148	100
		Mean	4.2	
33	<i>Do you consider that your gender helps you to learn the English language in a good way?</i>	Strongly Agree	20	13.5
		Agree	24	16.2
		No opinion	45	30.4
		Disagree	27	18.2
		Strongly Disagree	32	21.6
		Total	148	100
		Mean	4.7	

For statement 31, students were asked if they think their age contributes to learning English. The table shows that 28.4% of the students strongly agree, 39.2% agree, 16.2% do not have an opinion, 10.8% disagree and 5.4% strongly disagree. Most students consider that their age contributes to learning English. The mean is 4.5. It indicates that they consider that their age contributes a lot to learning the English language. In this sense, the attitude is positive. Zafar & Meenakshi (2012) consider that the age of the students is one of the characteristics that determine the way in which individual experiences learning a second language. But opportunities to learn, motivation to learn, and individual differences in language learning aptitude are also important determinants of both rates of learning and

ultimate success in learning the target language. So, students without matter their age consider that there is no age limit to studying and learning the English language. In addition, it can be considered that they do not feel a negative attitude regarding the age of their peers and the environment in which they find themselves.

For statement 32, students were asked if they consider their sex hinders them in English learning. The table shows that 6.8% of the learners strongly agree, 11.5% agree, 18.9% do not have an opinion, 22.3% disagree and 40.5% strongly disagree. Few students (18.3%) considered that their sex hinders them in English learning. The mean is 4.2. It demonstrates that the students do not consider their gender makes difficult English learning. So, the attitude is positive because they think gender is not an obstacle for them. Sewbihon & Popescu (2020) suggests that "women have more positive attitudes towards learning a second or foreign language than men" (p.14). So, taking into account the results, it can be said that the students do not believe that sex creates a problem when it comes to learning English as a second language.

For statement 33, students were asked if they think their sex helps them to learn English. The table shows that 13.5% of the students strongly agree, 16.2% agree, 30,4% do not have an opinion, 18.2% disagree and 21.6% strongly disagree. Some students (29.7%) think their sex helps them to learn English. The mean is 4.7. It demonstrates that students consider that their gender does not help them to learn the English language in a good way. It evidences a positive attitude because the students consider that their gender is not an element that interferes with their learning. Sewbihon & Popescu (2020) found that men use translation strategies more than women, while women focus on monitoring their comprehension. It can be said that according to the context, some students can have different opinions but most of them consider that they can learn the English language in a similar way.

9. Research Impacts (technical, social, environmental, education, or economic):

This research impacts two different areas but which in turn are related to each other to complement each other. The educational field is the main one because identifying the possible factors that intervene in the attitudes of the students towards the learning of English as a foreign language of the first, second, and third level of the PINE of the Technical University of Cotopaxi was the goal to be achieved, but to achieve this objective, it was necessary to know and discover the environment in which the study subjects operate so, the secondary area of impact is social.

10. Conclusions and Recommendations

Conclusions

- It is concluded that students from the first, second, and third levels of English Major career do not have attitudinal problems toward learning the English language since it was demonstrated that they really like the language, they desire to acquire the language for different purposes such as get a good job position, travel around the world, among other important aspects that they take into consideration at the moment of choosing the career. Another important element is that university students are capable enough to understand the importance of the English language. They can realize that there are no obstacles to learning English. It means, the learners have a positive attitude to learn the English language because they think about their professional future.
- The factors that intervene positively in the student's attitude toward learning the English language are various such as interests, preferences, desires, parents' contribution, teachers' methods, classroom environment, classmates, friends, social and educational context, age, and gender. It is an important aspect since there are no problems that affect their learning process. Although it is important to mention that based on the results, there are small things like shyness to practice or speak the English language are part of the learning process, and students know that. Finally, based on the results, there are no factors that interfere negatively with the learning of the students.

Recommendations

- Students from the first, second, and third levels of the English Major career have positive attitudes toward learning English as a foreign language; they know the status and importance of English. Therefore, the English language must continue as the medium of instruction at the Technical University of Cotopaxi. Subsequently, students do not have attitude problems in learning English as a foreign language. For that, another study on English problems related to other factors should be investigated in order to know what factors that can intervene negatively in the learning process, and understand why some students desert from their career.
- Responding to the questions about the attitude of the students regarding the level of confidence they have when expressing their ideas in the English language, a large part of the respondents did not give an opinion, revealing that shyness is present when practicing and producing the language. idiom. in the educational social context. This may be due to various reasons and thanks to the responses to questions 6 and 16 it can be stated that students feel that their English classes should be more practical and with spaces where they are encouraged to discover their own knowledge in different ways. To avoid frustrations in the social context for fear of making a mistake or being mocked by their own colleagues. Therefore, it is recommended that the university device means to initiate students in the use and exercise of the language. This could be done by organizing English clubs and English days, as these forms could be good models of English for students.

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12. Annex

- Informed consent

This investigation does not have informed consent since the survey applied to all study subjects was anonymous.

Survey

1. Do you think that English is the most interesting subject you have at the University?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

2. Do you like to learn English because you want to live abroad?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

3. Are you a competent user of the English language?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

4. Do you like to learn English because you want to have a good profession?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

5. Do you like to learn English because it is a way to get a good job?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

6. Do you feel free from any frustration every time you speak English in the classroom?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

7. Do you not like to learn the English language because it is not your favorite subject?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

8. Do you wish that English courses were not taught in universities?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

9. Do you like to learn the English language because the location of the seats, the learning environment, and the dynamics of the classroom is interesting?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

10. Do you prefer to attend English classes because the way it is taught is very interesting?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

11. Do you dislike learning English because the size of the classroom, the light, the heat, or the coldness of the air is not adequate?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

12. Are you interested in your teacher's teaching method?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

13. Does your teacher use good examples and illustrations while teaching?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

14. Does your English teacher encourage you to speak English in and out of the classroom?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

15. Does your English teacher use clear and concise instructions during any English activities and tests?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

16. Do you think the way your teacher teaches is monotonous?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

17. Do University English books have different pictures in each reading section?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

18. Is the content of the English books at the University not clear?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

19. Do your parents consider learning the English language important?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

20. Are your parents good speakers of the English language?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

21. Do your parents motivate you to learn the English language?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

22. Do your parents buy English guides for you to study?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

23. Do your parents consider that learning English is not important?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

24. Do your friends use the English language in their conversation to improve their command of it?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

25. Do your classmates feel happy when you speak English?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

26. Do you consider that learning the English language with your friends is better than learning it alone?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

27. Do your friends not feel happy every time you speak English outside of the classroom?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

28. Do you like native English speakers: Americans, British, and Canadians?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

29. When you hear someone (American, British, and Canadian) who speaks good English, do you wish you could speak like him?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

30. Do you like the culture of native English speakers?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

31. Do you consider that your age contributes a lot to learning the English language?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

32. Do you consider that your gender makes it difficult to learn the English language?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

33. Do you consider that your gender helps you to learn the English language in a good way?

Strongly agree

Agree

No opinion

Disagree

Strongly disagree