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**УПЛИВ НАВЧАЛЬНИХ ЗМІННИХ НА МОТИВАЦІЮ Й
ІНШОМОВНЕ ЗАСВОЄННЯ**

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**THE EFFECT OF EFL VARIABLES ON MOTIVATION AND THE
LEARNING OUTCOME**

Master's Thesis

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INTRODUCTION

There are billions of English language learners on the globe, yet each has a different reason for learning. Some of them must study it in order to fulfill certain requirements. Others, however, have done so voluntarily. Learning or teaching in a language other than one's mother tongue outside of a setting where it is often spoken is referred to as foreign language learning or teaching. Learning 'foreign' and 'second' languages are typically viewed as two different endeavors. A language is considered to be alien if it is primarily learned in a classroom and is not often utilized in the culture where it is being taught. A person may communicate with others in their own language, express oneself effectively and creatively, and participate in daily activities by learning a new language. Since schools remained to be an important setting for language learning, the search for elements that enhance classroom language competency became more important.

Why do two students who seem to have the same educational opportunities progress in their language skills at different rates? Several studies investigated how foreign language learning and proficiency may be impacted by an individual's personality, environment and other affective variables. These factors come in both internal and external forms for the learners. However, those two types of variables interact, and they have an effect that reinforce one another.

Motivation is an essential factor in language learning. It is the driving force that keeps learners engaged and focused on their language learning goals. Motivation can come from various sources, including personal interest in the language, the desire to communicate with others, the need to advance in a career, or the desire to learn more about a culture. Motivation helps learners overcome the challenges that come with learning a new language, such as grammar rules, vocabulary memorization, and pronunciation. It also helps learners persist in their language learning journey, even when they face setbacks or difficulties.

Most people agree that motivation is an essential element for successful learning and the basis for learning. The ideas of instrumental and integrative motivation, also the level of teacher's instruction in EFL learning have an equal influence on students' proficiency.

The challenges of motivation and the effects of EFL variables on motivation and the learning outcome have produced a significant body of academic literature and continue to do so every day. The most important contribution to the discipline were made by R. Gardner, H.D. Brown, Z. Dörnyei, C. Baker.

The aim of the present thesis is the analysis of the critical function of EFL variables in EFL learning. It also aims to raise awareness about the significance of motivation on the learning outcome to both learners and teachers of EFL, as well as to gain information about possible demotivating factors that influence English language proficiency among the students of Ferencz Rákóczi II Transcarpathian Hungarian College of Higher education.

The object of the given thesis is motivation in foreign language learning.

The subject of the study is the influence of EFL variables on motivation and the learning outcome.

The following tasks can be outlined to achieve this objective:

- Provide a comprehensive theoretical background for the study.
- Discuss the significance of variables in EFL learning.
- Explore strategies for generating and maintaining motivation in foreign language classes.
- Review potential demotivating factors that may arise during the process of learning English as a foreign language.
- Conduct a study to examine the effects of EFL variables on motivation and the learning outcome.

The present thesis holds theoretical value as it contributes to the expanding body of literature on EFL variables and their impact on motivation. It adds further information and insights to the existing knowledge in this field.

Furthermore, the practical value of this thesis stems from the collection of quantitative and qualitative data through the implementation of a questionnaire. This questionnaire aimed to examine the motivation of English language and literature students in learning English as a foreign language, as well as the effects of EFL variables on motivation and the learning outcome. The data collected through this research provides valuable empirical evidence that can be used to inform and enhance language learning practices.

The research methods used to address the research questions in the thesis contain both theoretical and empirical approaches.

The thesis includes an introduction, three sections, each of which is separated into sub-parts, a literature review, a conclusion, sources, a Ukrainian summary and an appendix.

The first and second part is an outline of the topic's literature, with different parts and issues discussed. The third section is a questionnaire-based study.

PART 1

THEORETICAL REVIEW OF AFFECTIVE VARIABLES IN EFL LEARNING

Learning a foreign language is fraught with difficulties that can be attributed to the student, the teacher, the course material, or the curriculum as a whole. The influence of affective factors on EFL learning is one of the common issues that students run across.

1.1 Foreign Language Teaching and Learning

Teaching or studying a language that is not one's native tongue outside of a setting where it is often spoken is referred to as foreign language learning or teaching. Learning 'foreign' and 'second' languages are frequently distinguished from one another. The student of a second language is assumed to live in a setting where the new language is spoken. The phrase second language acquisition (SLA) in the field of study is a generic term that encompasses learning a foreign language and explores the human potential to learn languages other than the first one after mastering it.

The academic fields of psychology, linguistics, language pedagogy, education, neuroscience, sociology, and anthropology have all contributed to the study of language acquisition. A better understanding of effective language learning methods and settings created to boost language accomplishment and competence has been gained via research on learning and teaching innovations.

When a language is mostly acquired in a classroom and is not widely used in the culture where it is being taught, it is referred to be a foreign language. Learning a new language enables a person to interact with people in their native tongue, express themselves creatively and efficiently, and engage in everyday activities. Learning a foreign language helps one get access to perspectives different than one's own, improves one's capacity to identify links between disparate subject areas, and encourages the development of an interdisciplinary viewpoint and intercultural understandings. Effective human-to-human communication depends on language, which also helps people comprehend their own languages and cultures. The National Standards in Foreign Language Education Project (NSFLEP) (2014) states that learning a language gives a person the chance to become more linguistically and socially aware and to understand when, how, and why to say what to whom. Language experts distinguish between the words "acquisition" and "learning," with "acquisition" denoting the natural process of acquiring a first or second language without formal teaching, and "learning" denoting the structured study of a

second or foreign language in a classroom context. One typically makes a distinction between children's SLA, which is very simple, and adults' SLA, which is more formal and challenging. The teaching of a modern language that is neither an official language nor the mother tongue of a sizable portion of the population is referred to as foreign language education.

As a consequence of research and experiences that have broadened the empirical and theoretical understanding base concerning how people develop their skills in a foreign language, foreign language learning and teaching have experienced a considerable paradigm shift. It was often believed that the acquisition of a foreign language was a "mimetic" process that required pupils to mimic or repeat new knowledge. The quantity and quality of language input as well as feedback were considered to be the primary drivers of language learning success. These factors were based on behaviorist models of learning and structure-based linguistics. The audio-lingual methodology (ALM), a common teaching strategy in the 1950s, encouraged a practice and imitation strategy for language development. The teacher played the roles of drill sergeant, subject matter expert, and authoritative figure in the ALM classroom.

In the mistaken notion that the learner would then just simply slot in lexical words relevant to the conversational setting, students were restricted to rehearsing and reproducing patterns until they reached a stage of automatic response. It was thought that the first language hindered the learning of the second and that mistakes would be made when the first language was transferred to the second. Noam Chomsky argued that language was an activity guided by rules rather than a collection of habits in his 1959 review of B.F. Skinner's (1957) *Verbal Behavior* (Chomsky, 1959). Chomsky contended that the creativity needed in coming up with original expressions while employing internalized norms could not be sufficiently explained by stimulus-response psychology. The creative part of language behavior suggests that rather than memorizing answers to external stimuli, the human mind is engaged in in-depth meaning processing. Language learning was seen as an internal thinking-learning process in Chomsky's generative transformational grammar theory of language and cognitive psychology. According to Chomsky, infants have an inbuilt capacity to learn the core principles of a language system on their own since they are physiologically wired for language. The ALM approach to language acquisition, behaviorist psychology, and structural linguistics all came to an end as a result of Chomsky's theories.

An alternate theoretical perspective developed that focused on the contribution of the linguistic environment together with the child's intrinsic language-learning abilities. This viewpoint (interactionist) saw language development as the outcome of a complex interaction between a learner's natural linguistic abilities and their surroundings. Contrary to the innatist

viewpoint (e.g. Chomsky, 1959), interactionists argued that language needed to be adjusted to the learner's abilities. Long (1985) asserted that language input was made understandable by simplification, the use of linguistic and extralinguistic clues, and alteration of the conversation's interactional structure. Long believed that language changes when speakers engage or negotiate meaning with others. By changing and redirecting encounters via the negotiation of meaning, comprehension is improved. Long argued that language acquisition requires active co-constructive participation from language learners who engage and discuss the nature of the input they receive.

These theories of language learning each focus on a different facet of a learner's capacity to pick up a language. Systematic features are explained by behaviorist explanations, but the acquisition of complicated grammar is explained by innatist explanations. Interactionist explanations help to comprehend how language learners participate in conversation, link form and meaning in language, and use language effectively.

Nine modern theories of language learning have recently been identified by researchers (Van Patten and Williams, 2008): Universal Grammar, Autonomous Induction, Associative-Cognitive CREED, Skill Acquisition, Input Processing, Processability, Concept-Oriented Approach, Interaction Framework, and Vygotskian Sociocultural Theory. According to them, linguistic knowledge is preset and unrelated to personal experience. It is thought that learning happens accidentally by drawing conclusions from intrinsic abstract knowledge.

The Associative-Cognitive CREED, Skill Acquisition, Input Process, Processability, Concept-Oriented Approach, and Interaction Framework theories all contribute to the psychological understanding of language cognition. Even while both methods share a psychological perspective on cognition, they differ in key important ways. According to the Associative-Cognitive CREED, Input Processing, Processability, and Concept-Oriented theories, language learning is viewed as an accidental and subconscious process, and language acquisition is seen as being implicit. However, the Skill Acquisition hypothesis asserts that language acquisition involves cognitive processing that need explicit teaching in order for purposeful learning to take place.

The Sociocultural Theory (SCT), put out by Vygotsky, is the most common and well accepted theory, and it sees cognition as a social ability. This idea contends that learning requires involvement in culturally structured activities. Social interaction should be actively pursued. Learning is seen as being active, purposeful, and meaningful; it is never passive or accidental but is always aware and purposeful. Learning by exposure, in the words of Ellis and

Larsen-Freeman (2006), occurs "as part of a communicatively rich human social environment" (p. 577).

If the indicator of language knowledge consists of more spontaneous language usage, research has shown that an awareness of language structures indicated on discrete-point exams does not guarantee communicative skill. Additional research has revealed that there is minimal connection between the rules that students are taught and how well they are learning the foreign language. Researchers have shown that some characteristics of foreign language acquisition cannot be changed by teaching and that the development of FL is characterized by intermediate, non-nativelike foreign language competence, or phases of interlanguage. According to Selinker (1974), interlanguage exists as a transitional mechanism between the native language and the intended language. According to Corder (1978), throughout the interlanguage process, the student continuously and gradually modifies the native language system to more closely resemble the target language system (restructuring continuum). Despite the fact that not all second language learners exhibit evidence of transfer from their native language to their target language, Corder argues that foreign language learners generally advance along the same developmental continuum no matter their native language. Recent interlanguage research, such as Vidakovi's study of Serbian English learners, supports Corder's conclusions that a learner's interlanguage growth is not just a continuous process but also one that is systematic. The acquisition pathways of the learner's two linguistic systems, however, appear to be impacted by a complex interplay of primarily universal elements (2010), and they exhibit commonalities unrelated to the learner's first or foreign language. This understanding of SLA holds that all humans have the capacity to acquire languages on an intrinsic level. Pica (1983) found that while learning certain linguistic subsystems like order of words, negation, or relative clauses, all language learners moved through a predetermined set of steps known as developmental sequences. When communicative samples for English negation, for instance, were studied, it was discovered that both second- and foreign-language learners advanced through the same four-stage sequence, characterized in terms of negation placement. Several research including Japanese, Spanish, German, and Norwegian kids, teenagers, and adult learners were evaluated by Ellis (1986). This shows that specific types of mistakes are made by learners at specific levels of structure acquisition. Every level signifies a reorganization of the learner's thoughts towards that specific structure. Buildings change with time.

Does FL learning require rules? Low-level learning through association that relies on information-driven procedures supported by memory is conceivable in the absence of rules, but it does not result in understanding of a systematic rule. Future studies should look at whether

more complex parts of a foreign language might call for deeper concept driven cognition in order for connections to emerge, or rather every aspect of a foreign language may be learned equally via implicit means (Ellis, 2002). The interaction of many linguistic systems in language learners and multilingualism have become more prominent recent topics in the study of foreign languages. Cross-linguistic impact, sometimes referred to as linguistic transfer, language interference, the mother tongue's function, native language influence, and language mixing, is one aspect of multilingualism which has received much attention (Odlin, 2003). Studies have shown the complexity and dynamic character of the multilingual system and have shown a number of elements that impact how a foreign language, particularly a third language, is acquired. These characteristics include ability level, recent usage or interaction context, (psycho) typological distance (e.g., perceived resemblance between the languages), foreign language impact (a coping mechanism), and similarity of the languages. Studies have shown that language transmission between L2 and L3 is greater than that between L3 and L1 (De Angelis, 2007; Wrembel, 2010). The transfer of literacy skills and phonological knowledge, for example, are currently treated independently in research of cross-linguistic effect, which shows that not all types of transfer function precisely the same or are influenced by the same causes.

The input model and the input interaction model are two communication methods that examine the language acquisition process from the viewpoint of the learner in foreign language theory and instruction. The main proponent of the input approach of teaching foreign languages is Krashen (1982). His theories are supported by research into generative linguistics by Chomsky, the efficacy of various second/foreign language teaching techniques, and emotional aspects (such as motivation, anxiety, and character). According to Krashen, FLA happens when a student comprehends linguistic input in a setting with low anxiety and strong motivation, and he suggested that the teacher's job is to establish such a learning environment. Furthermore, Krashen argued that conscious grammar education and learning are only useful for assessing grammatical accuracy and not for learning a second language.

The search for factors that improved classroom language proficiency became especially crucial since classrooms continued to be a significant venue for language acquisition. Why do two students who appear to have the same educational opportunity develop language competence at different rates? Studies looked at how one's personal traits and the surroundings may affect learning a foreign language and becoming proficient.

Individual emotional (such as attitude and personality traits) and cognitive (such as intelligence, aptitude, or ability) components were examined. Skehan (1986) observed a somewhat good correlation between cognitive traits like aptitude and IQ and language

proficiency for students taking foreign language courses. The learner's age is one of the other criteria examined. The focus of research has typically been on the way early instead of late instruction affects successful acquisition. This issue has been discussed in regards to a critical period of acquisition, during which language acquisition seems to rely on appropriate input (Hernandez and Ping, 2007). Researchers generally concur that acquiring a second language early is related with better ultimate competence and that age of acquisition is dependably the strongest predictor of eventual accomplishment in the language, despite the fact critical period impacts in FL learning are still up for discussion (Birdsong, 2006). Recent advances in neurobiology and neurolinguistics show that FL grammar processing uses the exact same brain computational systems as L1 grammatical processing. Furthermore, it has been discovered that complicated interactions exist between the various forms of language performance and skill, age of acquisition, and exposure to the FL (Perani & Abutalebi, 2005). Intriguingly, brain imaging studies in neurobiology have shown a general tendency that early learning (of any kind) results in devoted neural networks which impacts the form of mental processes and neural structures at later stages of development (Hernandez and Ping, 2007: p. 646). This is true not only for FL acquisition. Furthermore, research has shown that late FL learners can indeed achieve wide native-likeness (Marinova-Todd, 2003; Hernandez and Ping, 2007; Perani and Abutalebi, 2005). Future FL acquisition studies need to take into consideration not just the expected drop in FL success with age, but also the nativelike accomplishment levels that certain late learners can achieve of (Birdsong, 2006: p. 37). However, it has been shown that as the language competence requirements became more interpersonal and the learning environment more natural (as opposed to formal and instructional), the predictive effectiveness of the aforementioned attributes decreased. The most passionate study was done on the subject of how motivation affects language acquisition and how learners feel about the target language and culture. Using Gardner and Lambert's (1972) distinction between integrative and instrumental motivation, scientists found that learners who were motivated by instrumental (extrinsic) reasons had an edge over those who were motivated by integrative (intrinsic) goals. Integrative motivation was described as learning the target language for the purpose of becoming accepted by the community of native speakers. Language learning that is done for external rewards, like getting a better career, is known as instrumental motivation.

The impact on accomplishment scores was documented in the findings of research looking at environmental influences. Carroll (1975) studied the effectiveness of French education in eight different nations and found that gender, school type, instructor gender, and parental involvement all had varying effects on student progress. Social influences outside of the

classroom were found to have a major influence on the acquisition of language skills. The causes of the variation in proficiency in foreign languages were examined, including both cognitive and emotional variables. The main factors that explained individual variations in foreign language acquisition turned out to be motivation, attitudes, anxiety, self-esteem, tolerance for ambiguity, risk-taking, collaboration, and competitiveness (Ellis, 1994). It was found that factors such as who was acquiring the language, where they were learning it, and why were key to its success. It was discovered that learning a foreign language is a multifaceted, complicated process that is impacted by both student and environmental factors. The issues raised by these ideas and research investigations started to center on important new obligations placed on the teacher in the planning and facilitation of individualized and personalized learning assignments.

In response to the significance of giving students opportunities to learn and practice the foreign language in contextualized and significant language activities at all stages of the second or foreign language acquisition process, language teaching has undergone a number of curriculum innovations. The phrase most frequently used in discussions of methods today, communicative language teaching (CLT), evolved as a prominent methodology that garnered widespread acceptance and support in theory and practice across various settings and disciplines (linguists, methodologists, and curriculum developers). The understanding that a language used in significant, authentic circumstances is more easily learnt and that linguistic competence does not, by itself, result in communication skills (Canale and Swain, 1980) was a key factor in the development of CLT.

Classes for foreign languages included pair work, group work, cooperative/collaborative learning environments, genuine resources, lesson content that included culture, and interactive exercises that were centered on the cognitive and emotional domains. The theoretical foundations supporting the use of the target language for language education have also been called for to be rethought.

Monolingual teaching concepts, which are mainly unsubstantiated by actual data, have dominated past educational policy. The common beliefs that translation from FL to L1 (or L3 to FL, for that matter) has no place in the teaching of spoken language or literacy, that teaching should be done only in the target language without recourse to students' L1, and that L1 and FL ought to remain rigidly separate need to be revisited in today's multilingual classrooms (Cummins, 2010). The L1 should be viewed as a cognitive and linguistic resource that may serve as a stepping stone to enable more successful performance in the FL, in contrast to these presumptions, according to recent study (p. 238). Additionally, Vygotsky's focus on social

interactions in learning and development, along with constructivist teaching methods, helped learners assimilate and reshape new material. Sociocultural Theory (SCT), which has improved language acquisition and gained traction in classrooms around the world, was founded on the theoretical underpinnings of Vygotsky's (1978) perspective on language learning, which kept contextualized feedback in collaborative meaningful interactions with others. The aim of SCT, according to Lantolf and Pavlenko (1995), is to comprehend how individuals organize and employ their minds while going about their daily lives. From a sociocultural perspective, learning a language involves more than just being fluent in its grammatical features. "Dialectic interaction of two methods to generate meaning in the world" (p. 110). The relationship between an expert (teacher) and a novice (learner) in a problem-solving activity (scaffolding), in which the expert's function was to give the novice with instructional support, later served as the prototype for communicative activities in foreign language classes. Based on Vygotsky's idea of a Zone of Proximal Development (the difference between the actual stage of growth and the level that is possible development), the expert's and teacher's job was to pique the student's interest in the task, make it simpler, keep the student motivated, point out significant details, lessen anxiety and frustration during problem-solving, and provide an example of appropriate form. According to the new duties, the classroom teacher's position changed to that of an architect, designing engaging, interactive, and collaborative learning projects intended to actively involve the learner in negotiating language meaning in co-constructed, real-world contexts.

Both language acquisition research and instruction have noticed the emphasis on student language competency as determined by performance-based activities. There have been discussions over how language competency may be improved and the best way to gauge it.

Consensus was sought on identifying and assessing language talents as the language proficiency movement gained traction in the US and, most recently, in Europe. The American Council on the Teaching of Foreign Languages (ACTFL) developed the Proficiency Guidelines, which outlined what language users are capable of doing with languages in speaking, listening, reading, and writing at different levels of performance. With the introduction of these Guidelines, language pedagogy underwent a significant transformation from approach to assessment and student outcomes.

Content standards that outlined what students should know and be able to perform with language were first published in 1996 and subsequently amended (National Standards in Foreign Language Education Project, 1996, 2006, 2014). To help teachers better understand how well students demonstrate language ability at different points along the language-learning

continuum, the ACTFL Performance Guidelines for K–12 Learners (ACTFL, 2006) defined the performance of languages within three modes of communication (interpersonal, interpretive, and presentational). The Language Education Study of the International Association for the Evaluation of Educational Achievement is making a similar attempt to compare and assess the results of various educational systems in Europe. The Standards Movement, which advocates for the creation of standards for the instruction of foreign languages to all students, reflects the rising attention being paid to learner outcomes and accountability. The transition to student performance in a criteria-driven environment necessitates that teachers have a toolbox of strategies that focus on particular standards or goal areas.

Language teachers are arguing more and more that learning a foreign language should improve students' intercultural competence (IC), which would enable them to recognize connections between various cultures, mediate between them, and analyze various cultures, which includes their own (Chapelle, 2010). Language instructors are now aware of their responsibility for provoking cultural learning in the classroom and how to do so (Moloney and Harbon, 2010). Schulz (2007) suggested using culturelearning portfolios as one such method. According to Schulz, developing awareness of factors influencing communicative interactions, identifying stereotypes and assessing them, and developing consciousness of the various reasons why members of different cultures misunderstand one another should all be included in the curriculum of intercultural competence. Teachers can evaluate their pupils' progress over time based on specific goals that may be connected to the interests of certain students by using a culture-learning portfolio. These portfolios promote critical thought, self-evaluation, and the use of different sources of evidence, which is crucial in the context of cultural learning (Schulz, 2007: p. 18). Several difficulties have been raised despite extensive study on efficient methods for teaching and evaluating intercultural competence in foreign language courses (especially in the United States). In an environment where a monolingual, exclusive national linguistic identity rules at home while global English rules abroad, one such challenge is that of sensitizing students to the value of observing the world through the language/culture of another while establishing a more affective climate for developing intercultural competency (Fonseca-Greber, 2010: p. 117).

Is native-like accomplishment a necessary or ideal aim in the globalized world we live in today? is one topic that continues to spark debate in the field of teaching foreign and second languages today. The issue of whether speakers of English should adhere to native speaker standards given the language's rising adoption in international contexts has been hotly contested in recent years in the area of English as a Foreign Language (EFL) (Timmis, 2002). Many

academics have questioned why native speaker communities serve as the best role models for those learning English as a second language in light of this problem. In response, a plethora of names have been created, some of which contradict the notion that only community versions spoken by local speakers are respected (McArthur, 2001). These terms include Global English, International English, International Standard English, World English, and World Englishes.

For instance, proponents of the phrase "Global Englishes" advocate the notion that English belonging to everyone who uses it, regardless of how they do so (p. 4).

The usage of computer technology and its impact on language acquisition is another crucial area of study that needs greater attention. The usage of social media sites like Facebook, Twitter, Skype, Voice Thread, and others adds a new layer to the teaching and learning process as classroom assignments become increasingly focused on real-world issues, texts, or events and problem-solving-based activities. Students can modify course contents and language using digital media at their own speed and in accordance with their own needs. Students research articles, real documents, and websites to gather data that may be analyzed, debated, and shared electronically with students from across the world. The teacher's position in such an educational setting shifts from that of an authoritative figure or subject matter expert who imparts information to one of a facilitator, mentor, and supporter of student learning. Greater responsibility is placed on the instructor when creating and facilitating individualized learning assignments. This has huge implications for teacher educators and teacher trainers who want to promote language acquisition by utilizing public pedagogy and critical media literacy as change agents. Action research has been one of the most successful research approaches to emerge in recent years. Teachers actively participate to the research project by conducting classroom-based investigations into their own instructional approaches and making changes as a result of the results. Both academics and instructors are interested in how such studies may enhance teaching techniques. According to Johnson (1992), the majority of classroom-focused research has been carried out using correlational techniques, case studies, survey research, qualitative experiments, and discourse analysis. Although the nature of the research question to be investigated or the hypothesis to be tested plays a significant role in the choice of research method, thoughtful combinations of qualitative and quantitative research on foreign/second language learning conditions will offer important insights into language acquisition processes.

1.2 Different types of learners

All people employ a variety of learning methods. These differ depending on the situation and the material that has to be learnt. (Gagne 1965, p. 58, included in Brown 2000, p. 92) made clear how crucial it is to categorize different kinds of learning. He listed eight categories, ranging from solitary learning to problem solving.

- Signal learning teaches the person how to react precisely to a signal. This is Pavlov's conditional reaction.
- Stimulus-response learning: The learner develops a precise reaction to the differentiated stimuli through stimulus-response learning. In Skinnerian terminology, what is learnt is a link, also known as a differentiated operant or an instrumental response.
- Chaining: What is learned is a chain of two or more; Skinner also characterized such learning.
- Verbal association: The verbal chain is learned by verbal association. In essence, the circumstances are similar to those for other (motor) chains. However, the fact that language is present in humans makes this a unique sort of chaining as internal connections can be chosen from a person's previously acquired language repertoire.
- Multiple discriminations: The person learns to distinguish between a variety of stimuli that may resemble one another physically to a greater or lesser extent. Despite the ease with which each stimulus-response relationship may be learned. The connections frequently cause one another problems.
- Concept learning: The ability to respond consistently to a class of stimuli is acquired through concept learning, despite the fact that each of the members of the class may differ greatly from one another. A complete class of objects or occurrences can be identified by the learner's answer.
- Principle learning: In the simplest words, a principle is a connection between two or more notions. It serves to organize experience and conduct. A principle, according to Ausubel, is a notion that "subsumes" a group of associated ideas.
- Problem solving is a type of learning that demands conscious attention to an unresolved or unclear collection of occurrences while combining internal processes commonly referred to as "thinking" with previously learned concepts and principles.

Because each person is distinct and different from the others, learners are not all driven to the same degree or in the same way. The requirements, abilities, and cognitive abilities of the

learners influence motivation differently. To guarantee everyone's success, these should be taken into account while selecting the educational strategies, resources, and activities.

There are different types of learners:

Extrovert learners

They are energetic and love interacting with others and working in groups. Only when they communicate the new information to themselves or to others can they be certain that they have understood. Additionally, they are risk-takers, outspoken, socially active, and proficient in language. "Extrovert students may be silenced and may lose their enthusiasm if taught by irritated teachers". Therefore, this information should be known by instructors (Hedge (2000, p. 20)).

Introvert learners

They contemplate silently before speaking and scrutinize, observe, and take information introspectively, which makes them avoid unsafe conversations. The reserved students are instructed to consider their actions before acting. They like working alone and doing writing activities because of this.

Sensing

This type of learner enjoys facts and experiments and likes to absorb and store information through their senses. They learn through memorizing information. Grammar norms are appealing to sensors. They prefer to adhere to norms and accepted practices, are incredibly sluggish, and

Intuitors

They detest specifics and find repetition boring. In fact, they like diversity and have a creative streak. They can communicate well and smoothly, but because they appear to pick up on grammatical principles unconsciously, they are unable to explain them. Because they prefer to focus on the big ideas rather than the specifics, intuitive people are often hurried and sloppy.

Thinking

They have excellent organization and self-control. They are adept at analysis and detest ambiguous or ethereal language. Thinking personalities worry a lot about their performance since their level of success determines how much they value themselves.

Feeling pupils

They like working in cohesive teams and are unable to learn anything if they feel rejected or undervalued by their professors or classmates. They like workouts in small groups and pairs. They have a strong attachment to their teachers and follow their instructions to the letter.

Judging

These students just pick up information that they need to think about and assess if a task is assigned. They must always be aware of the reasons behind their actions and the length of their learning curve in order to believe progress is being made.

Percieving

These pupils are naturally curious, impulsive, and adaptable. They take on a lot of work, but they do not always finish it. They like having fun in class. In actuality, they devote a lot more time to fandom than to achievement.

As a consequence, each student stands out from the others, and teachers should take this into consideration because, if ignored, differences may result in failure.

1.3 The role of anxiety in learning English as a foreign language

According to Horwitz et al. (1986) and Young (1986), anxiety is one of these affective factors that has a clear-cut impact on learning a foreign language and education in general. In the sense that it is extremely improbable that a learner of a foreign language will not experience learning anxiety, it is brought on by emotions of apprehension and tension in the classroom. This suggests that nearly all FL students experience anxiety about their ability to speak the target FL in class at a certain point without worrying too much about making errors or feeling ashamed in front of their peers. Therefore, it suggests that learning a foreign language or a second language and anxiety are closely related. It might be frightening to speak in public in a foreign language, especially in front of native speakers. When EFL students find themselves tongue-tied or speechless in an unexpected scenario, significant anxiety can often result, which frequently causes discouragement and an overall sense of failure. Adults, as opposed to children, are worried about what people will think of them. They take great care to avoid making mistakes when speaking.

In the past twenty years, research on the causes, symptoms, and treatments of learner anxiety has slowly advanced to the point that it is now possible to distinguish between various forms of anxiety, and more specifically, anxiety connected to particular activities. According to Macintyre and Gardner (1991), the issue of anxiety is important to EFL/ESL instruction because "...such difficulties can lead to the impression that anxious students are not capable communicators in the second language" (p. 296). Researchers have looked at the causes and treatments of FL anxiety, including Cheng, Horwitz, Young, McCroskey, McIntyre, Daly, Gardner, Cope, Sparks, Ganschow, Kleinmann, Yashima, and Harrison & Kitao.

Three types of anxiety are distinguished by psychologists: situational anxiety, trait anxiety, and state anxiety. A more enduring propensity to feel nervous, trait anxiety is a generally persistent personality trait (Scovel, 1978: quoted in Ellis, 1994: 479). While state anxiety is a passing feeling of unease, it is a reaction to a specific anxiety-inducing stimuli, such a crucial exam (Spielberger, 1983: quoted in Horwitz, 2001: 113). The persistent and complex nature of some concerns is described by the third type, situation-specific anxiety (MacIntyre & Gardner, 1991a: referenced in 2001: 113). It is triggered by a particular kind of circumstance or activity, such as public speaking, exams, or class involvement (Ellis, 1994: 480).

Many other forms of learning have been proven to be hindered by anxiety, but "second/foreign language anxiety" is the phrase used to describe anxiety that is related to learning a second or foreign language. It can be described as "a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system" (McIntyre & Gardner, 1994: cited in 1999: 217). It is a complex and multidimensional phenomenon. According to research, speaking and listening are the two fundamental language acquisition tasks that induce the most stress or anxiety (Horwitz et al., 1986: 29). This is because speaking and hearing are interdependent in real-world situations. For many years, researchers have worked to discover and characterize the concept of anxiety, a crucial individual variable in language learning. The idea put out by Horwitz et al. (1986) that learning a foreign language causes a special kind of anxiety has been supported by MacIntyre and Gardner (1989), MacIntyre and Gardner (1991), and other theorists. Anxiety related to speaking and listening in the classroom has received a lot of attention in this research, which suggests that oral classroom activities are the most problematic and anxiety-inducing for foreign language learners (Horwitz et al. (1986), Steinberg & Horwitz (1986), MacIntyre and Gardner (1994), Price (1991)).

This study's main question—what causes language anxiety—interests both language instructors and students as well as FLA researchers who are interested in anxiety and learning. Through the examination of the journals of 11 students, Bailey discovered in 1983 that competition might cause anxiety. In addition, he discovered that assessments and students' perceptions of their relationships with their professors had an impact on their anxiousness. Following research, particularly Young's study, supported the three factors that Bailey had discovered. Young (1991) identified six potential sources of language anxiety, including interpersonal relationships, classroom procedures, instructor-learner interactions, learner views about language acquisition, and learner beliefs about teaching. We can see from this list that Young really distinguished the reasons into three categories, namely the categories of students, instructors, and instructional practice, with which Bailey's conclusions were also

consistent. However, the most significant research to date has come from Horwitz, Horwitz, and Cope (1986). They distinguished between communication anxiety, exam anxiety, and fear of receiving a poor grade as the three main causes of language anxiety. They created a foreign language anxiety in class scale with 33 items based on these three elements. Later, researchers utilized this scale often to assess the impact of anxiety on acquisition in various circumstances and gauge the level of anxiety among foreign language learners.

FLA academics have attempted to study the causes or reasons that language anxiety might arise from inside both academic and social contexts and have offered a number of coping mechanisms, taking into account that anxiety is a highly influential component in language acquisition. Given that language anxiety is a psychological construct, it is most likely a result of the learner's own "self," or as an intrinsic motivator (Schwartz, 1972; cited in Scovel, 1991: 16), including the learner's perceptions of himself or herself, perceptions of others (peers, teachers, interlocutors, etc.), perceptions of target language communication situations, and beliefs about L2/FL learning, among other things. Insufficient control of the target language may be both a cause and an effect of language anxiety (Sparks and Ganschow; quoted in Horwitz, 2001: 118). This means that it might be brought on by the linguistic challenges L2/FL learners have when learning and utilizing the target language. Language anxiety may occur in social settings as a result of extrinsic motivators, such as various social and cultural situations, particularly those where L1 and L2/FL acquisition take place (Schwartz, 1972; quoted in Scovel, 1991: 16). Additionally, the target language is a representation of a different cultural group; some persons are predisposed to feeling this anxiety due to their own worries about their ethnicity, foreignness, and other such issues (Gardner quoted in Horwitz & Young, 1991: viii). L2/FL speakers may have language anxiety for a variety of reasons, including gender, the social standing of the speaker and the interlocutor, and a perception of power dynamics between them. Further in-depth research into these variables may help language instructors reduce anxiety in the classroom and create a less stressful learning environment, which will help students perform better in the target language.

The contrast between debilitating and facilitative anxiety is a crucial point to remember when investigating how anxiety affects learning (Alpert and Haber, 1960). Up until now, the majority of research have demonstrated a link between anxiety and linguistic proficiency that is detrimental to language learning. High levels of worry will hinder input that students receive in the classroom from reaching the language acquisition device, according to Krashen's emotional filter hypothesis from 1985. Language anxiety, according to Horwitz (1986), might lead students to put off learning a language indefinitely or switch majors.

Based on a research of 97 college students learning French, MacIntyre and Gardner (1994) came to the conclusion that anxious learners have a harder time expressing their own opinions and tend to overestimate their own talents. Additionally, they discovered a negative correlation between anxiety and academic success across the three phases of language acquisition, namely intake, processing, and output. Additionally, considerable research has been done to determine the adverse relationship between anxiety and four components of language development, particularly speaking and listening. For instance, according to MacIntyre and Gardner (1991), speaking is by far the primary source of anxiety-arousal, and students who experience high levels of anxiety do less well than those who experience low levels of worry. However, several research have discovered both neutral and positive associations between anxiety and proficiency in a second language. Additionally, facilitative anxiety was revealed to be one of the keys to success and strongly associated to competitiveness in Bailey's (1983) research of competitiveness and anxiety. The findings of Zhang Baoyan's (1996) research of English learners in Taiwan revealed no connection between anxiety and academic success. Therefore, it is clear from these research that there is likely no straightforward linear link between worry and accomplishment. Other elements like culture and the level of the learner may have an impact.

It is advised that both teachers and students raise their awareness of and treat foreign language anxiety seriously. This might be done by holding workshops or giving talks that elaborate on anxiety related to learning a foreign language and explore the motivating benefits of anxiety reduction. The importance of giving students opportunities to practice speaking in pairs and small groups, of introducing activities aimed at establishing connections among learners, or simply of giving them opportunities to prepare well for their oral presentations is suggested by observing students' perception of being evaluated by classmates, which is so frequently connected with feeling of communication apprehension in the classroom context. The feeling that students have from the teacher that they are constantly being evaluated sets a warning about overcorrection and calls for the use of positive language when correcting in an effort to change students' negative perceptions of the role of errors in language learning or of their own abilities as language learners through cognitive restructuring techniques. The introduction of predictable patterns of participation, the formulation of a question prior to asking a specific student to respond in order to lessen the element of surprise, the asking for volunteers when posing difficult questions, or even just giving learners a sufficient amount of time to prepare and give their answers can all help to some extent to lessen students' fears of being called upon to participate in class.

1.4 Attitudes and self-efficacy in EFL learning

According to Allport's (1937) general definition of "attitude," it is a mental or neurological state of preparedness that affects how someone reacts to particular things or circumstances. In the context of language learning, it is asserted that attitudes govern a person's motivation and are particularly important for language learning because it encompasses more than just learning skills (Gardner and Lambert 1959; Gardner and MacIntyre 1991 quoted in Kudo 1999). According to Spolsky (1989), attitude "influences the development of motivation". Ely (1986) also asserts that encouraging learners' attitudes and boosting their enthusiasm for language acquisition may result in linguistic success. As a result, it is believed that attitude is a crucial component of language learning. When someone has positive attitudes toward the people who speak the target language (TL), more specifically toward the TL community, Schuman (1978) emphasizes that this will make them more motivated to learn the language quickly than they would in more typical circumstances. Rashman (2005). In a scenario where language is the topic to be learned, Baker (1992) highlights that having a good attitude toward the language is one of the crucial components. EFL learners should be motivated to study it since it serves as an international language and the language of contemporary science and technology, as was previously stated. They have various impressions of their class, teacher, and curriculum since they are expected to be highly motivated to learn EFL; these perceptions are what mold their attitudes. Although attitudes are situational and thus may be generalized, they can also be learnt, which means that if a scenario results in an attitude, the context will influence whether the student's reaction is positive or negative. EFL learning is more successful for students who have a positive attitude toward it (Henter, 2014). Building on Gardner's work, Dörnyei's L2 Motivational Self System (L2MSS) (2005) suggests a three-part model consisting of: the ideal L2 self, referring to the L2-specific facet of the ideal self; the ought-to L2 self, namely, L2 related attributes the learner believes they should have in order to meet external expectations or avoid negative outcomes; and the L2 learning experience, regarding the motivational impact of the learning environment. The ideal L2 self is seen to be an especially potent motivator encouraging learners to close the gap between their real selves and their ideal selves. Both the self-components of Dörnyei's L2MSS and Gardner's socio-educational model are supported by research.

According to the L2MSS paradigm, one of the main motivators is the ability to see oneself as a communicator in the L2 (Henry, 2009). Fundamental to this ability is language learning self-efficacy, which is the extent to which students think they are able to effectively acquiring a language. Social cognitive theory emphasizes the role of self-efficacy in self-regulating drive,

influencing the causality of success and failure, the kinds of outcomes learners expect, and the kinds of goals individuals set, whereas existing L2 motivation frameworks do not take into account the role of self-efficacy (Bandura, 1986, 1994). Self-efficacy in particular is seen to be positively associated with both learning achievement and learning motivation (Mills, Pajares, & Herron, 2007). It also influences the amount of effort an individual is willing to expend to complete the task. Self-efficacy is viewed to have a particularly major impact on motivation, shape impacting effort and perseverance if motivation is viewed as a process by which goal-directed behaviors are fueled, directed, and sustained (Schunk & Usher, 2012). A growing body of research suggests that character qualities may play a significant role in predicting self-efficacy (Brown & Cinamon, 2016). Therefore, improving our knowledge of the variables that influence language learning self-efficacy may help us find a solution to the question of how education might encourage language learning motivation.

In conclusion, a learner's favorable views about EFL might be for being able to connect across cultures with individuals who speak that language, having a genuine grasp of how everyday life is conducted, conducting business, and avoiding misunderstandings and errors. Additionally, this kind of student will have an easier time absorbing foreign literature, art, and knowledge.

1.5 Autonomy and language learning

The term "autonomy," which has its roots in the disciplines of politics and moral philosophy, is a tricky one since it is sometimes used interchangeably with the concepts of self-instruction and autonomous learning. The significance of this multidimensional term has also been addressed by theorists from a variety of angles (Benson 2001, 2007). Early in the 1970s, the Centre Recherches et d'Applications Pédagogiques en Langues (CRAPEL), University of Nancy in France, introduced the concept of learner autonomy for the first time. The need for a name to express people's capacity to manage their own learning developed for practical, if idealistic reasons, according to Henri Holec, its previous director. This is how the idea of "learner autonomy" was developed. Learner autonomy, according to him, is the "ability to take charge of one's own learning." As he pointed out, "to take charge of one's learning is to have... the responsibility for all the decisions concerning all aspects of this learning," this ability "is not inborn but must be acquired either by 'natural' means or by formal learning, i.e. in a systematic, deliberate way." (Holec, 1981).

However, Trebbi (2006) contends that the phrase "taking charge of one's own learning" is only a jargon since only when the learner is in control does learning occur. According to him, learning cannot occur without the learner genuinely taking command because learning cannot occur without the learner truly taking charge.

Learner autonomy was described by Benson and Voller (1997) as the capacity to assume individual or "self-regulated" responsibility for one's own learning. Their stance is that autonomy is a multidimensional construct of potential that will manifest itself in various ways for various people. The same person will experience it in various ways depending on the situation and the time of day.

Autonomous learning, in contrast, is a two-step process in Holec's view. It requires studying the foreign language on the one hand and learning how to learn on the other. According to Holec's concept, independent learners have the freedom to use their knowledge and abilities outside of the local learning environment. Autonomous learning is a lifelong process of continuously expanding awareness, hence it goes beyond the environment of the classroom.

Language acquisition is a collaborative, social activity. In Holec's concept, this component of learning is not considered. The ability and willingness to behave freely and cooperatively with others, as a socially responsible person, are required for the social part of learning. (1990, Dam et al.).

The concepts of independent learning and autonomous learning can occasionally be related and have grown in significance in language teaching. The characteristics of independent language learning include maximizing or expanding learner choice, concentrating on the needs of individual students rather than the desires of a teacher or an institution, and giving students the power to make their own decisions. It is also learner-centered, which sees students as people with requirements and rights who can take charge of their own education. The capacity to participate with, interact with, and gain from learning situations that are not explicitly mediated by a teacher is something that independent learners are supposed to cultivate. However, the connection between independence and autonomy in the research literature is not as flexible. Little (1991) asserts that learner autonomy places more emphasis on "interdependence" than "independence" in learning, but Dickinson (1994) equates independence with taking active responsibility for one's learning and autonomy with the concept of learning on one's own. According to him, autonomy is having the capacity to articulate one's particular meanings in spontaneous, real-world circumstances. While emphasizing the "contextual nature of autonomy, and indeed independence," Lamb & Reindres (2006) contend that due to the complexity of the topic, it is hard to come to a consensus on a single authoritative characterization of diverse

conceptions of autonomy. According to Fisher et al. (2006) and Mozzon-McPherson (2000), autonomy for learners and learner independence are frequently used together, as synonyms, or as phrases that are closely related. Much of the work on learner autonomy is based on the assumption that autonomous language learners are possible. Learner involvement (encouraging learners to share responsibility for the learning process), learner reflection (encouraging learners to think critically when they plan, monitor, and evaluate their learning), and appropriate use of target language (using the target language as the primary medium of language learning) are the three fundamental pedagogical principles that underpin autonomy in language learning. According to Holec (1981), Allwright (1990), and Little (1991), independent learners are individuals who have knowledge about learning, have the capacity to reflect on how they are learning, and are open to learning collaboratively.

The learner must be given the tools and authority to exert autonomy as needed. At this point, it becomes vital for the (continuing) teacher to promote the psychological qualities and practical skills associated with learner autonomy and to engage students' pre-existing autonomy inside classroom activities (Benson 2001; Dam 1995). In fact, many proponents view the idea that learners have the power and right to study for themselves as a core principle, and supportive engagement of learners' current autonomy (by the teacher) may be considered as an important basis for its progressive growth (Smith 2003).

Vygotsky (1991) emphasizes the social and interactive aspects of the learning process and views learning as a matter of supported performance. This paradigm states that the teacher's job is to provide and maintain a learning environment where students may be independent in order to grow more independent. Their learning material and the development of their learning skills are inextricably linked. An autonomous learner, according to Thanasoulas (2000), is one who is aware of his or her learning preferences and methods, approaches the learning task at hand actively, is willing to take risks (to communicate in the target language at all costs), completes homework whether or not it is graded, and places value on accuracy as well as appropriateness (edits own work).

They are more probable to experiment with various instructional tactics and not be embarrassed to ask questions or request help when needed if the learning atmosphere is relaxed and the students feel encouraged. In order for learners to enhance their ability to distinguish between what is relevant and what is not, it is also necessary to provide them with the skills necessary to look for materials and resources outside of the classroom.

1.6 Learning styles and intelligence

The first step in the teacher's success in the English teaching task is his classification of students according to their learning styles. The task of the teacher is very important because he must plan the kinds of activities that will be suitable for his students' learning styles. In this situation, the instructor must strike a balance between his pupils' interests and their unique personal characteristics (Harmer, 2001, p. 43). The method is another crucial issue that has been covered in numerous articles that discuss the advantages of using a novel approach to instruction that takes into account the use of various learning styles. This approach is one that educators have only recently begun to recognize in contrast to conventional ones based on the use of a constrained range of learning and teaching techniques. Finding instructional strategies that cater to the requirements of students with a diversity of aptitudes and learning styles is therefore a problem (Brown and Spada, 2006 p. 60).

The topic of intelligence has been studied extensively by psychologists for a long time. The word intelligence has historically been used to describe how well a person does on particular test types. These exams are also linked to academic performance, according to Brown and Spada (2006). Oller hypothesized that language could actually be the foundation of intellect (quoted in Brown, 2000, p. 17). Language could not just be a key component of intellectual growth on the social side, but also the very basis of intelligence.

This viewpoint has evolved recently. For example, Gardner (quoted in Harmer, 2001, p. 46) suggested that there are seven different types of intelligence rather than seeing intelligence as a single entity.

Visual spatial intelligence

The students who have this aptitude have a tendency to view the world via images, and they like to study through images, videos, maps, charts, etc. Actually, they construct mental images to help them remember information.

Verbal linguistic intelligence

These students frequently think in words rather than images. They have exceptional speech development abilities in addition to highly developed auditory capabilities. Such learners have a great propensity to develop into fluent language users.

Logical mathematical intelligence

Students that possess this skill have good cause to reason logically. They are able to link informational fragments. Such students do experiments and are perpetually attentive of everything including the learning process.

Bodily kinesthetic intelligence

They are able to learn through motions and gestures because they have good balance and hand-eye coordination. According to this hypothesis, they process and retain knowledge as a result of their interactions with the people and physical environment around them.

Musical rhythmic intelligence

Is the capacity to create and value music. Such students think in terms of rhythms, sounds, and patterns.

Interpersonal intelligence

Students that have this skill like engaging with others and are very good at understanding those around them. They always strive to understand what the other group members are thinking and feeling, as well as to foster cooperation and promote communication inside the group.

Intra personal intelligence

These students are very conscious of their inner selves. They are able to comprehend their goals, aspirations, relationships with others, as well as their strengths and weaknesses.

In conclusion, we can conclude that every person is born with a certain intellect, which defines how they will learn in the future. Another insightful viewpoint comes from psychologist Robert Sternberg, who contends that conduct that is considered intellectual in one culture may be seen as unintelligent in another (William & Burden, 1997, p.20).

The function of cognitive abilities within certain methods and the proper environment, or intelligence behavior, liberates us from the outdated fixed perspective of intelligence. As a result, the learner may get better. The teacher faces a great challenge in helping students develop the strategies they need to learn English and instilling in them the value of effective thinking as a critical component of education, in addition to the important role that schools play in enhancing students' potential and intelligence.

1.7 Affect and FL achievement

There is limited data demonstrating the role that autonomy and self-esteem play in connection to FL accomplishment because they have previously gotten relatively less attention within the FL domain, particularly the latter. Although this has not been clearly shown for FL learning, it appears plausible to anticipate that self-esteem and autonomy are positively associated to FL performance based on research in adjacent domains (education and psychology, in particular). The other three—attitudes, motivation, and—to a lesser extent—LF anxiety—have all been the subject of extensive research; however, it should be noted that, rather than attempting to determine their individual effects, many of these studies have focused on how these factors

interact with other affective variables (e.g., the influence of attitudes on motivation or the link between motivation and intended learning efforts). When an attempt was made to relate an affective variable to accomplishment, the learners' course grades were nearly always used as the criterion measure. However, course marks might not be the most reliable and clear indicator of FL proficiency—certainly far less so than a focused language exam. According to Steinberg and Horwitz (1986), the inconsistent results reported in the anxiety literature can be attributed to the use of final grades as an indicator of FL achievement.

It is also interesting that there hasn't been much study done on how each of the affective variables alone contributes to FL performance. To put it another way, while previous studies may have established quite clearly that affective factors do affect both the process and the outcome of FL learning, no one appears to have made an effort to determine which of the affective factors is most crucial in relation to FL acquisition and contributes most to FL achievement. The research by Gardner and MacIntyre (1993), which did analyze a number of factors and discovered that anxiety had the strongest link with success, may be an outlier. However, it should be kept in mind that their research was conceptualized very differently, that its goals were quite different, and that the collection of affective variables it looked at was distinct from the ones we are considering here.

Also worthy of mention is Djigunovic's (2006) investigation into the connections between a number of emotional variables and the two FL productive skills (speaking and writing).

However, even while her study regarded affect as a single construct and employed a single unified indicator to prove its relationship to L2 accomplishment, it conceptualized affect as consisting of several components such as motivation, self-esteem, anxiety, etc. In other words, her findings do not provide any information on how much each variable contributed to the attainment of the overall goal.

1.8 Traits of good and motivated language learners

There are billions of English language learners on the globe, yet each has a different reason for learning. Some of them must study it in order to fulfill certain requirements. Others, however, have done so voluntarily; perhaps they adore this mode of communication or they want to learn more about this tongue.

Every learner is different from the others and is distinct in their personality, history, prior educational experiences, attitude toward the target language, and other characteristics. All of these factors make it challenging to identify distinctive learners and classify them as good ones.

However, practically all learners share a few characteristics in common. Doing homework is the hallmark of a good student, according to Harmer (1998, p. 7), hence being a good learner may be summed up by doing one's homework. From a different perspective, a good learner is a person who is self-motivated and has the drive to study and increase their knowledge. He is constantly eager to learn new skills.

According to Rubin and Thompson (1982, p. 45), good learners are: „ Students who can find their own way (without always having to be guided by the teacher through learning tasks), who are creative, who make intelligent guesses, who make their own opportunities for practice, who make errors work for them not against them, and who use contextual clues”

Therefore, a good learner is one who employs certain learning techniques that help him succeed when studying a foreign language. Additionally, it is a teacher's responsibility to motivate them to provide an environment where students may explore and ask questions (within reason). The instructor can spend some time talking with the students about learning strategies, pointing them in the direction of their own preferred study techniques, and outlining the aspects required for effective language acquisition in the classroom.

The following points highlight some qualities of a successful learner according to Harmer (1998, p.10):

- A good student is one who actively listens, enjoys what he is learning, and cares about everything that occurs in the classroom. In addition to paying attention, he should also listen to the language being spoken in order to learn as much vocabulary as possible and understand it intelligently.
- Have the will to try new things: Good students are willing to practice their language skills both inside and outside of the classroom, loudly or softly. This is a crucial piece of advice that encourages students to constantly be ready to take chances, put things to use to understand how they work, and acquire a few conversational skills. According to Harmer (1998, p. 10), "many good students are not hesitant to 'have a go.'"
- Ask questions with confidence: Good students are those who consistently ask questions that go beyond what they have learnt in the class and who are not scared to do so. These pupils can annoy their teachers, though, by posing tough or irrelevant questions. Another quality of good learners is their drive to learn more. They navigate themselves and take control of their education.

- Be prepared to consider how to learn; a successful learner is an independent, self-made individual. He is imaginative, has a distinct style and approach, studies independently, and makes wise assumptions. "Good learners want to do everything in a good manner, for example, he always thinks about the best way to read a text and thinks about the best way to write a paragraph," stated Harmer (1998, P. 10).
- Accept corrections from others: Intelligent students are willing to receive feedback whenever they make mistakes. They view the instructor as a knowledge source who can provide feedback, and they follow his directives. When providing comments, he respected his pupils' efforts when things went well and pushed them to improve when they made mistakes. Additionally, in order to hold his pupils accountable for their self-evaluation and self-confidence, he should be able to critique them constructively rather than assigning blame for their errors.

The information mentioned above leads us to the conclusion that good students should be extremely driven and engaged in their subject matter since this is up to them (it comes from inside the individual). They should take responsibility for their education and do every reasonable effort to raise their performance standards.

The student themselves determine how well they learn a language. In addition to genuine curiosity and a strong drive in the subject, some degree of autonomy should be present. The instructor plays an important role in inspiring students to strive more. Additionally, the teacher's awareness might help them succeed in the learning process.

PART 2

THE ROLE OF THE LEARNER AND THE TEACHER IN LANGUAGE LEARNING MOTIVATION

2.1 Motivation in language learning

Motivation is an essential factor in language learning. It is the driving force that keeps learners engaged and focused on their language learning goals. Motivation can come from various sources, including personal interest in the language, the desire to communicate with others, the need to advance in a career, or the desire to learn more about a culture. Motivation helps learners overcome the challenges that come with learning a new language, such as grammar rules, vocabulary memorization, and pronunciation. It also helps learners persist in their language learning journey, even when they face setbacks or difficulties.

2.1.1. Defining motivation

Motivation is defined by Microsoft Encarta (2004) as "the biological, emotional, cognitive, or social forces that activate and direct behavior" or as "a feeling of interest or enthusiasm that makes somebody want to do something, or something that causes such a feeling." The psychological state that reveals a FL learner's wants, desires, and learning objectives, which may be manifested via specific activities, is known as motivational orientation.

In reality, it is a widely held opinion among teachers that in order for students to learn well, they must be motivated. Therefore, it is the responsibility of the instructor to identify classroom activities that will increase motivation.

The word "motivation" is one that is most frequently used subconsciously in the field of education to describe how well students are doing in class. Researchers have shown that student motivation matters in the classroom and that highly driven students are more likely to be responsive to instruction. "Learners with different types of motivation may display different patterns of interaction in the language classroom and different progress levels," write Garden et al. (1976, p. 54). In the study of SL/FL learning, the term "motivation" is explained in a variety of ways. Since the 1980s, a lot of linguists have made motivation a key component of their ideas in the discipline. One of the main determinants of why, how, and how much a FL student of a language learns a language is this. 'Motivation' is a complicated idea since it is a psychological

phrase.

Motivation is perhaps the most common general phrase for describing the accomplishment or failure of just about any complicated job, claims Brown (2000). According to Ellis (1997), motivation is dynamic in nature and changes based on the learning context or activity. It does not represent a trait that a learner may or may not have. The most respected expert in the field, Gardner defines motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner 1985b: 10). According to him, motivation involves four elements: a goal, an effort, a desire to achieve the goal, and a positive attitude toward the action.

Gardner and MacIntyre (1991) distinguished between "orientation" and "motivation," with the former being measured by "a self-report questionnaire in which learners respond to statement such as "Studying French can be important because it is useful for one's career"" and "They equate (instrumental motivation) with giving students with a financial reward for performing a task successfully" (Ellis 2001: 513). That is, although "motivation" refers to the desire to study EFL, "orientation" or "motivational orientation" may be taken as the sorts of motivation or reasons for wanting to learn EFL.

According to Ellis (1993, quoted in Hedge, 2000, p. 23), teachers need to be aware of all the aspects that influence how motivated pupils are to complete assignments. He proposed the following aspects:

- Giving group work additional time will help the group become more cohesive.
- Should be conscious of variations in learning methods and tactics, as well as in emotional and motivational reactions.
- To inspire students to become more conscious of their own preferences.
- To offer variety of activities (listening, reading), teaching strategies, interaction.

2.1.2. Types of motivation

The most potent aspect of the entire motivation construct appears to be the extent to which learners are intrinsically or extrinsically driven to succeed.

Other factors regarding teaching methods seem insignificant compared to the issue of motivation, especially in EFL contexts. Given the stark reality of learning English for the majority of our students, it is crucial to consider motivation as the foundation of language education. There is typically not enough English input in the environment, probably not enough opportunities for interaction with English speakers, typically not enough strong role models promoting the learning of English, and perhaps not enough social acceptance for the idea of

becoming proficient in English. All of these factors are known to contribute to effective foreign language learning. Due to these challenging circumstances, a student is extraordinarily motivated to succeed in learning a foreign language.

- **Extrinsic motivation**

The learner's intrinsic drive occasionally falls short. In this situation, resources must be made available for extrinsic incentive. It is the urge to perform and succeed in order to achieve a certain goal; it is what motivates under the influence of some type of external force that comes behind one's own desires, such as grades, prizes, and instructor support. Because they understand that achievement should be rewarded, learners set goals and make every effort to meet them.

However, other research imply that both types of motivation may be used to encourage learners and that they interact with one another. According to (Harmer, 1998, p. 311): „Although initially contrasted intrinsic motivation and extrinsic motivation, one can also imagine situations in which intrinsic and extrinsic rewards might correlate, as it were, to motivate learning.”

- **Intrinsic motivation**

The idea of intrinsic motivation was initially created as an alternative to goal-directed theories of motivation, which focus on the function of extrinsic rewards and punishments. Interest is seen as the primary factor in motivation, along with curiosity and the desire to learn; it is the "positive response to stimuli based on existing cognitive structures in such a way that learner's curiosity is aroused and sustained." (Ellis, 1994, p. 515)

Defining intrinsic motivation, Deci (1975, referenced in Brown 2000, p. 164) says: „Intrinsically motivated activities are ones for which there is no rewards except the activity itself. People seem to engage in the activities for their own sakes and not because they lead to an extrinsic rewards.”

Intrinsic motivation therefore stems from the enjoyment or pleasure experienced during language acquisition. Intrinsically motivated language learners take pleasure in participating in language learning activities. So, in order to maintain their pupils' motivation levels, teachers should employ such motivating projects and activities.

- **Integrative motivation**

It is defined as the degree to which a person want to blend in with the community speaking the target language in order to feel accepted. Because of a "...Sincere and Personal Interest in the People and Culture Represented by Other Language Group" (Lambert, 1974, cited in; Ellis, 1994, p.119), it entails a desire to study a second language. In a similar vein, Garden et al (1996, p. 509) also stated: „Integrative motivation reflects a high level of drive on the part of

the individual to acquire the language of valued second language community in order to facilitate communication with other group.”

Integrativeness influences a learner's behavior favorably; the learner takes advantage of every chance to learn more. Additionally, students that are integratively driven participate more in class, provide more accurate responses, and achieve higher levels of success than unmotivated students. The generality is that integrative motivation helps people learn a second language, indeed.

- **Instrumental motivation**

According to Garden (1985, p. 76): „More functional reasons for learning a language as the means of attaining certain instrumental goals, e.g. getting a better job, reading technical materials, passing required examination.”

We might infer from this that a learner who is driven by instrumental factors shows little regard for the FL community's members and just utilizes their language as a "instrument" for self-gratification. In order to pass a test or improve one's chances of landing a job, learners must possess the target language. However, learners who have incentives (such money) may also enhance learning by lengthening the amount of time spent studying. Students with an instrumental motivation for learning an FL can be effective. (Ellis, 1994, P. 514)

Overall, pupils who had the strongest feelings for a language and wished to become a part of its native speakers' culture were more highly driven (and acquired the language more effectively than those who were merely learning it to get a job). In other words, integrative motivation was stronger than instrumental motivation, although it is evident that highly driven students outperform those who lack any motivation (Garden and Lambert, cited in Harmer, 1998, p. 8).

2.2 The teacher's role in language learning motivation

The teacher is undoubtedly a significant role in the persistence of students' motivation. It will be crucial how they approach learning the language and the work at hand. Teachers are held accountable for creating a welcoming environment in the classroom.

2.2.1. The importance of instructional techniques

Consideration of how such innate interest emerges is relevant if intrinsic motivation is commonly thought to be preferable to extrinsic motivation. According to Renninger (2009), a learner's environment (teachers, classmates, texts, activities, etc.) has a role in how much they

grow and deepen their interest in a subject over time. Interest typically develops in four stages: situationally sparked interest, situationally sustained interest, individually growing interest, and individually well-developed interest. Interest is sparked and grown at all levels through "triggering." Early interest may be sparked by a pleasant activity or a personally significant connection to the topic; later interest may be sparked by relevant knowledge or curiosity. Only a small percentage of students have strong individual interests in any given subject, and teachers frequently confuse situational interest (sparked, for instance, by enjoyable activities) with this more self-directed interest (Renninger, Bachrach, & Posey, 2008).

All learners can benefit from support that will encourage them to become involved with the subject matter, even if by late adolescence, pupils may be able to self-regulate behavior even in the lack of intrinsic motivation (Renninger, 2009). The design of the curriculum, including the activities that students participate in in the classroom, can be one of these supports (Freeman, McPhail & Berndt, 2002; Zahorik, 1996). Additionally, Wentzel (1998) shows that perceived teacher support predicts both school- and class-related interest, while perceived support from parents is a beneficial predictor of school-related interest. Appropriate triggers should be given for students at all interest levels because interest can grow, ridge, or regress at any point (Renninger, 2009). According to a research by Nikolov (2001), ineffective teaching methods might deter otherwise motivated pupils. In her investigation of ineffective Hungarian language learners, she discovered that unsuccessful students, who were typically enthusiastic about foreign language acquisition (i.e., integratively motivated), blamed their failure on demotivating classroom procedures, particularly assessment, a focus on form, and rote learning. Initial student interest was negatively impacted by situational (classroom) conditions.

The Ford's Taxonomy of Multiple Goals is a framework that offers a broad understanding of what makes certain activities "motivating." According to Ford (1992), several goals concurrently inform and direct most behavior. High-level objectives, such as "I want to be bilingual," can be backed up by lower-level goals, such as "I want to perform well/have fun in this class," which are frequently followed by action actions, such "I will study to get a "A" on this Spanish test." The most "motivating" activities involve those that are related to achieving of several goals, whether they be related to accomplishment, security, sociability, or other factors.

The majority of these studies has considered value, interest, and intrinsic motivation to be independent, instead of dependent, variables (Brophy, 2008). It has been observed that people are more willing to participate in activities when they value the activity or its result, when they believe to succeed, and when they find the activity interesting. The qualities of activities that could motivate students to engage in different academic topic areas have seldom been explored in research. One study that does include motivation as a dependent variable discovers

that contextualization, personalization, and choice all significantly increase motivation, engagement in learning, the quantity of material learned in a given amount of time, perceived proficiency, and aspirations for further study (Cordova & Lepper, 1996).

According to Brophy (2008), students find courses relevant when they are organized around broad concepts and have real-world applications. When content is pertinent to students' present situations and areas of interest, they naturally feel motivated to interact with it. It is less productive to study material without understanding where, when, or why it can be valuable. One of the few theories that particularly addresses activities and motivation for language acquisition is Clément's Theory of Linguistic Self-Confidence, which emerged from the social- psychological era of motivational literature. According to one supporting study, interaction between the learner and the FL community contributes to linguistic self-confidence in part (Clément, Gardner, and Smythe, 1980), and the quantity and quality of this contact can be a significant motivator for learning the L2 and the desire for further intercultural communication (Dörnyei, 2005).

Despite these broad views about what makes a given learning activity interesting, little study has been done on the individual classroom activities that students could find relevant and so motivating.

2.2.2. Method and syllabus

The most significant demotivating elements for all age groups, according to Nikov (1999, in Dörnyei 2001), were those connected to the learning conditions, such as the materials, the instructor, or the teaching techniques, and these factors had a significant impact on language learning and accomplishment.

When teaching English as a foreign language, syllabi vary greatly based on factors like cultural norms, the latest language education theories, the intended outcome of the class, learner needs, teacher qualifications and more. A syllabus can be customized to suit different teaching goals, encompassing various content and activities. It is the outcome of the interplay between language learning theories and communication goals for learners. There are seven primary syllabus kinds, according to Brown (1995): "structural, situational, topical, functional, notional, skills-based and task-based and these can be linked to specific teaching approaches and methods" (p. 7).

Dörnyei (1994) makes the first direct reference to the role of instructors in relation to learners' motivational orientations: "I believe that the question of how to motivate students is an area on which SL motivation research has not placed sufficient emphasis in the past" (274). Since teachers are an integral component of the "classroom" and the "syllabus" level, their input into

students' motivational orientations has been taken into consideration implicitly. Thus, teachers, educational policy makers, and curriculum planners can improve the proficiency of their students by having a better understanding of the students' objectives and motivation for learning English as well as the factors that demotivate them.

According to Brown (1995), a syllabus is a written statement that sets the instructional emphasis and explains the rationale for the choice and structuring of the essential material. Similar to this, Richards (2005) believes that a syllabus is developed with the intention of defining the program's contents and delivering an outline of the topics that ought to be taught and evaluated.

The researcher argues that creating a syllabus necessitates a decision-making process that starts with creating a course rationale, choosing and ordering content, organizing and gathering supplies, and so on. According to Candlin (1984), a syllabus provides a certain sense of authority for both the professors and the students and contains the planned objectives to be attained at the conclusion of the training. In a similar vein, Nunan (1988) adds that, in contrast to methodology, which is concerned with the process, a syllabus is primarily focused on the results of education.

The academic details that creating a syllabus demands a selection process. First, the instructor must create a course rationale, then choose the content, sequence it, plan and prepare, and even create supplementary material. Candlin (1984) states that a syllabus is a list of intended educational outcomes and has the respect of both teachers and pupils. Nunan (1988) contends that syllabi are concerned with outcomes rather than process, which is the aim of methodology.

Training courses for FL instructors to acquire effective methods of motivating students are crucial. The socio-cultural aspects of the learners should serve as the foundation of an effective ELT methodology. Due to the fact that language is a skill-based topic, ELT techniques must also offer opportunities for skill development (West 1963 in Shahidullah 1999 p.48). According to studies, teaching strategies that are matched to students' needs, expectations, and learning preferences can greatly improve academic performance as well as learner attitudes and motivation (Oxford et al. in Begum 1999:216). Therefore, a mismatch between the curriculum and learner motivation and attitude has a major adverse effect on learning a foreign language.

2.2.3. Approaches to generating motivation

One objective of English language instruction is now to increase students' motivation for studying English as a foreign language. However, choosing English as a required subject alone is insufficient because improving students' motivation is a complicated process involving many factors, including students' interests and their social and economic backgrounds, teachers, and educational institutions. Therefore, it is crucial to involve all parties involved in education, especially language teachers, who are crucial figures and extremely close to the students. English teachers have a crucial role in helping pupils become more motivated because English is mostly taught in English-speaking classes. According to Dörnyei (2001), instructors can use motivational tactics in the classroom to enhance students' enthusiasm for studying English in a variety of ways. Additionally, Dörnyei (2001) offers a framework for motivational teaching methods that is made up of four main dimensions. Making the fundamental conditions for motivation is the first dimension. This dimension is crucial as a place to start when trying to motivate pupils, especially in the classroom, where they are often the least motivated. The second is creating the initial motivation of the students. Teachers must employ techniques to increase pupils' initial motivation when the fundamental conditions for motivation have been created. The third aspect is preserving and safeguarding motivation. The next stage in maintaining pupils' passion for studying is this. The fourth dimension promotes constructive self-retrospective reflection. It is a way of evaluating if the tactics are effective or whether they need to be modified.

Creating fundamentally motivating circumstances

Teachers should take into account the initial stage in inspiring children to study, which is setting up fundamental motivating circumstances. This stage, which might include warm-up exercises in the classroom, is crucial for fostering students' motivation, according to Dörnyei (2003). This stage involves teaching students how to be prepared to study and how to become more conscious of the value of motivation. In reading classes, for instance, teachers might use warm-up exercises like questions about students' prior understanding of the reading themes rather than simply instructing pupils to read texts.

Dörnyei (2001, p. 120) suggests that another method to establish a fundamental motivating condition is through exhibiting "appropriate behavior and having good relationships with students." The pupils are more likely to enjoy the subjects that those specific professors teach if the teachers are approachable and full of enthusiasm. Davis (1993) emphasizes the significance of instructors having enthusiasm and claims that this is a key element in students'

motivation. If the teachers get bored, the students usually follow the example. Relating to teachers' behaviours, according to Dörnyei (1994, p. 282), there are three basic characteristics of teachers that enhance learning. They are emphatic, congruent and accepting. Emphatic teachers are usually sensitive to students' need and feelings. Congruence here refers to the ability to behave as natural as possible. Accepting means teachers acknowledge that each student is a complex human being with both virtues and faults. Similar to teachers' behaviours, teachers' relationship with the students also influences students' motivation to learn. When teachers and learners get along well, the pupils are typically inspired by the lessons they are given. In addition, Harmer (2007, p. 100) claims that "students will have little incentive to remain motivated" if they perceive their instructor to be uninterested in them. It suggests that to be able to inspire pupils, teachers must also pay attention to their interests. Typically, if teachers and students get along well, classroom activities can be enjoyable for both parties. This will undoubtedly enhance pupils' motivation.

The third strategy to establish fundamental motivating circumstances is to foster a welcoming and encouraging learning environment where students may feel at ease simply because they are in the classroom. According to Dörnyei (2001, p. 42), this may be accomplished through encouraging tolerance among pupils. By including students in creating classroom rules, for instance, they will feel that the classroom is theirs and that they are accountable for what they decide. Teachers have to motivate students to take risks in their learning so that mistakes are seen as a normal part of the learning process instead of a sign of weakness. This is part of fostering a comfortable environment. This helps pupils overcome their fear of making errors since they understand that they are a normal part of learning. Students may not feel reluctant to engage in the language exercises in a safe and comfortable classroom, which can progressively enhance their enthusiasm. In addition, Dörnyei (2001) notes that teachers can use humor to create a nice atmosphere when teaching and help pupils feel that the English classroom is not scary. Humor may also be used to break the ice and make pupils feel more at ease even while they are working on challenging assignments. Teachers must understand, nevertheless, that humor may make children feel embarrassed. For instance, making fun of a student's mistake might demotivate the student who made the mistake since they believe the instructor doesn't respect them. Therefore, maintaining an inviting environment in the classroom depends on selecting appropriate humor.

Establishing the initial motivation of students

Once the basic motivational conditions have been created, teachers need to generate students' initial motivation as the next step to increase students' motivation. The first way to

generate initial motivation according to Dörnyei (2001, p. 124) is by “enhancing the learner’s language-related values and attitudes”. Since values and attitudes have positive correlation to the motivation, teachers need to be able to promote positive value of learning English. Teachers may accomplish this by stressing the importance of English in the globe and citing advantages of knowing English, such as access to international trade and the ability to visit English- speaking nations.

Making the educational materials relevant to the requirements of the students is another strategy to foster early interest, according to Dörnyei (2003, p. 24). For instance, if pupils simply need to study English to pass an exam, materials should be appropriate to that requirement. Language teachers can take it a step further by encouraging one activity at a time that corresponds to students' engagement in order to boost students' interest in studying English rather than just for the sake of exams. Teachers can set aside a certain amount of time during every class meeting to engage students in activities that encourage the creation of oral language, for instance, in order to enhance other English abilities like speaking more fluently and other oral skills.

Maintaining and upholding motivation

Teachers must be able to sustain and safeguard their pupils' motivation after it has been developed. Otherwise, the students' motivation will only be strong for a brief period of time. Making language lessons engaging is one method to do this (Dörnyei, 2001, p. 138). This is crucial, especially for English classes when students are learning English as a foreign language. Boring class activities may easily annoy pupils. Teachers must be able to choose resources that appeal to students in order to develop engaging classes. The materials should, for instance, be relevant to the pupils' reality if they are teenagers. Teachers must use creativity in this process to modify text book elements and add some supplemental information from other sources, such the internet, youth magazines, and other real materials.

Teachers must be conscious of the necessity to present the tasks properly by giving clear instructions, offering advice on how to do the assignment, and outlining the purpose and value of each activity in order to provide inspiring activities. Typically, if students understand the requirements and how to complete the tasks, they are going to be able to complete them more quickly and easily. Teachers should be as precise as they can when giving instructions to students who are learning English as a foreign language because these students typically have insufficient English proficiency. Therefore, providing students with clear instructions is essential for motivating them to complete the tasks at hand.

Encouraging positive self-evaluation in past experiences

The last aspect of motivational teaching practice, usually referred to as the post-actional stage in inspiring pupils, has to do with teacher and student self-evaluation. This stage's goal is to determine whether or not the employed motivating techniques are beneficial to pupils. This may also be utilized by students to assess what has assisted them in achieving their learning goals and choose the kinds of motivational activities they will engage in going forward. Giving motivated feedback is one of the things instructors may do at this point (Dörnyei, 2001). Even though he put forth the potent four motivational dimensions, additional strategies for motivating students might still be required. There is no secret formula to boost student motivation because there are a variety of elements that might vary from one student to the next that affect motivation (Davis, 1993). For instance, although some students may be driven by winning praise from others, others could get inspired by conquering obstacles. Therefore, language teachers must employ multiple techniques in addition to the four areas of motivational strategies to increase students' motivation.

As stated by Davis (1993), there are a number of general techniques instructors might employ in the classroom to boost students' enthusiasm. Teachers have to be conscious of the needs that pupils now have as one of the general tactics for motivating students. One explanation for this is that, generally speaking, students learn best when they feel like they are getting what they want out of the material.

Encourage pupils to participate actively in their learning as another kind of motivation. This is so that they may learn in a variety of methods, such as through doing, making, writing, designing, producing, and solving problems. In this situation, teachers must provide opportunity for pupils to reflect before providing the predetermined responses. Teachers shouldn't, for instance, tell pupils anything when they can question other students about it. Additionally, Davis (1993) contends that in order to keep students motivated, teachers must also help them become more motivated themselves. Avoiding messages that promote external benefits or that support teachers' authority as instructors is one method to do this. Avoiding severe rivalry among pupils is another tactic. This is due to the fact that anxiety from competition can hinder learning and demotivate kids.

2.3 The role of the student in language learning motivation

Numerous studies have provided evidence that the learner's unique characteristics can contribute to the explanation of his or her individual results. The roles that male and female students perform, their social circumstances, outlooks, and experiences, their ages, cognitive

abilities, emotional states, and other personal traits all contribute to understanding their learning procedures and the outcomes they achieve.

2.3.1. Personality

Many individuals believe that certain personality traits are related to successfully learning a foreign language. While successful learners may exhibit a variety of traits (they could be an extrovert, self-confident, active or passive, independent and even introverted or shy), unsuccessful students are more frequently characterized as lacking confidence or being shy, frightened to express what they think, nervous, and/or introverted. Learners who attempt to have an open mindset toward learning a foreign language, regardless of their behavior, appear to have higher success rates than those whose emotional filters are always up. In reference to the issue of motivation, has found that a combination of learned social motifs, such as a desire for social status and approval, and personal motifs like fear or anxiety can either hinder or facilitate progress in a second language. Anxious language learners will go to great lengths to keep up with their peers and become proficient in the language. A setting that is welcoming and encouraging might be crucial in this circumstance. However, peer criticism can also be damaging, eroding confidence in one's ability to succeed. When coupled with an overarching dread of criticism, it might prevent or divert the learner from attention to and memorizing new information (Deci and Ryan, 1985).

People who believe that they had little power over their actions, who view intelligence as something that cannot be changed, and who view failure as primarily the result of a lack of ability are said to have "learned helplessness" (William and Burden, 1997). Some researchers have attempted to make connections between personality types and receptivity to various aspects of language acquisition in light of the variety of personality types (Harter, 1981).

According to classroom observations, certain students who exhibit particular personality traits consistently get high outcomes, whereas other students' behavior hinder successful learning. The accuracy of these intuitions has proven challenging. Studies that looked at how specific personality qualities affected students' FL success frequently came to inconsistent findings, and occasionally they found no association at all. According to a research by Madrid et al. (1994) with Andalusian students, there is no connection between students' FL academic performance and their perceptions of and attitudes about the twelve personality traits they looked at. The following traits were listed: anxiety, extroversion, authoritarianism, ethnocentrism, perseverance, involvement, empathy, and machiavellianism (Madrid et al., 1994).

2.3.2. Age

Young learners mature and, at different ages, develop a range of cognitive, mental, physical, and social traits that are necessary to frame FL instruction and comprehend their learning. For many years, it has been widely believed that kids can easily pick up a foreign language in their early years. Early foreign language exposure became increasingly popular in the 1960s, and programs exploded in both America and Europe. This plan, which was heavily debated at two international conferences held in Germany in April 1962 and May 1966 (Stern 1967 and 1969), preceded the principal French Pilot Scheme in Britain. The key period theory (Penfield and Roberts 1959, Andersson 1960, Lenneberg 1967) lends credence to the idea that children are better language learners than adults. According to this theory, the best time for FL learning to occur spontaneously and easily is in the years right before puberty. This capacity decreases after this period of years. According to Penfield and Roberts (1959), the best period for children to acquire FL is between the ages of one and ten, when the child's brain is flexible and has an exceptional ability for language acquisition. Before puberty, according to Lenneberg (1967), the years are also a biologically active time for language development. After puberty, when the left and right hemispheres of the brain have developed specialized functions, this ability declines.

Later studies disproved the critical period hypothesis' neurological underpinnings by demonstrating that lateralization and the capacity to fully learn a second language are unrelated (Whitakes, Bub, and Leventer 1981, Krashen 1982).

Some fundamental findings from researches on the age issue have been drawn:

- In the short term, adults learn more quickly and do better than children in grammar (Olsen and Samuels 1973; Krashen, Long, and Scarcella 1982), yet children appear to be better at acquiring pronunciation (Burstall 1975).
- Children are more likely to acquire a native accent in informal educational settings if they start out young. Although there is disagreement over the ideal age to start FL, the majority of authors agree that the years prior to puberty are the best time frame.
- The process of learning FL grammar does not appear to be strongly correlated with any particular age span, but learning pronunciation that sounds like a native speaker is.

Young learners may also have the following possible benefits (Madrid, 1980):

- They often have an outstanding ability to copy and reproduce the language's pronunciation.

- They are extremely adaptable and tend to pick up FL rather quickly.
- In contrast to adolescence and maturity, they exhibit greater spontaneity and less inhibitions, which is crucial for communicating with limited verbal resources.
- They do not want an analytical or formal exploitation; instead, they accept natural conversational settings and prefabricated/block language. This encourages organic learning.
- They get time to practice their FL skills and participate in immersion programs that use FL as the primary language of teaching for other academic areas. Without a doubt, this results in the most effective and long-lasting learning.

However, if the instruction and learning processes are insufficient, getting started early does not guarantee success. As Gleeson and Stevenson (1994) have noted, if the teaching method is subpar, wrong, and inappropriate starting at 8 years old "does not seem to hold the perfect solution per se nor necessarily result in more proficiency or in speedier learning" (Gleeson and Stevenson, 1994 p. 194). Their research demonstrates that some students who studied English for 13 years had proficiency levels that were comparable to those of pupils who only had 6 months of intense instruction plus a month of vacation in England (Gleeson and Stevenson, 1994).

2.3.3. Social context

According to Good and Brophy (1990): "the most important may be socioeconomic status (SES) and social class" among individual difference factors used to identify specific pupils over the entire school population (Good and Brophy, 1990 p. 584). A number of social aspects related to pupils' socioeconomic status, cultural level, native tongue, environment, ethnicity, and religion, among others, affect their social context. This shows that the teacher needs to be aware of the students' social backgrounds because learning a language like this depends not only on the learner's aptitude but also on the attitudes of the people closest to them, such as their parents or friends, or of the society in which they live.

In several research, it has been demonstrated that social class has an impact on L1 development (Berstein 1971) or FL learning (Preston 1989, Burstall 1975, 1979). If we believe the linguistic interdependence hypothesis (Cummins 1983), which asserts a strong connection between L1 development and FL learning, and the influence of the student's social class on L1 development, we must also accept the link between social class, L1, and FL. According to Cummins' theory, a child's proficiency in a FL learnt in a classroom environment is dependent upon the proficiency they attained in L 1. He makes a distinction between BICS (Basic

Interpersonal Communicative abilities), which is the ability that all children have to communicate in informal settings and natural situations, and CALP (Cognitive/Academic Language Proficiency), which is connected to academic abilities like reading, writing, etc. With L1, such capability is universal.

Different definitions of SES and social class are provided by Good and Brophy. They view the SES as a dispassionate, impartial number that is derived from variables like occupation, education level, income level, housing quality, and neighborhood appeal. In contrast, social class is typically described in a more intimate manner that communicates local respectability and status (Good and Brophy, 1990 p. 584).

In other words, society, and more specifically the social class to which the pupils belong, as well as its members and how they view them as being class fed to a high extent, have an impact on the learning process. The learner's parents are yet another factor that influences them. In any event, parental education level is particularly significant to teachers since it is connected to parental involvement in and attitudes about education, as Good and Brophy (1990) stated. This demonstrates that the learner's parents' level of education and area of work should be taken into consideration by the language instructor. They gained better insight into how to interact with each unique student as a result.

Additionally, regardless of parental education level—high or low—parents always want the best for their children. Highly educated individuals expect their own children to be educated to a similar level; they are more aware of the importance of education and would like their children to achieve what their parents were unable to (Madrid, 1995).

2.4 Demotivating factors in the EFL environment

A decline or drop in motivation level is referred to as demotivation. It is not a lack of motivation because there must be motivation in order for there to be a decrease. Demotivation has been considered as a factor that may affect learners' attitudes toward language acquisition in a number of studies. The initial motivated levels of students eventually decline as a result of several demotivating factors. As a result, students who lose motivation during the first stages of learning a foreign language may experience long-term negative effects such as failure, a loss of confidence, self-blame and excessive effort required to regain enthusiasm during the course of education (Falout & Falout, 2005; Ushioda, 2001).

The difference between amotivation and demotivation must be recognized. Amotivation was described as the lack of motivation by Deci and Ryan (1985). While demotivation is defined

as "external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (Dörnyei, 2001 p.143), it is the opposite of motivation.

What factors contribute to foreign language learners losing interest in studying the target language? Language instructors who see their pupils losing interest in their daily classes are likewise concerned about this issue, according to Sakai and Kikuchi (2009). Demotivation studies were first conducted a few decades ago.

191 children enrolled at four schools in Leeds, United Kingdom, were given a questionnaire by Chambers in 1993. Teachers also completed a questionnaire, and the results indicated that the main characteristics of the demotivated student were that they lacked confidence in their own abilities, made no effort to learn, showed no interest, displayed poor concentration, produced little to no homework, and failed to bring materials, showed laziness, responded poorly or not at all to praise and refused to cooperate. However, the responses from the students differed. They criticized their teachers for, among other things, offering lengthy and monotonous classes, giving unclear instructions, applying poor resources, giving insufficient explanations, insulting the pupils, and using outdated teaching tools.

Oxford (1998) examined 250 essays regarding learning experiences from American high school and university students that were written over a five-year period. The study of the essays written by students revealed four themes: the teacher's interaction with the pupils on a personal level, the instructor's perspective on the subject matter or the content, differences in teaching and learning styles and the features of the in-class activities.

Ushioda (1998) conducted another investigation with 20 French learners and discovered the following factors to be demotivating: unfavorable aspects of the educational environment, such as specific teaching strategies and learning assignments, rather than individual factors like low scores or negative views of competence. In contrast, individual behavior of educators in the classroom, the method of grammar translation used in instruction, tests and university entrance exams, the memorization nature of vocabulary acquisition, and problems with textbooks and reference books were identified as the demotivation factors in the descriptive research conducted by Kikuchi (2009).

The following are the main causes of demotivation according to experts: teachers' personalities, commitments, competence, and teaching methods; inadequate school facilities (e.g., very large classes, not at the right level, or frequent teacher changes); decreased self-confidence because of their experience of failure or success; a negative attitude towards the foreign language studied; the fact that the study of the foreign language is required; the

interference of another foreign language that students are studying; negative attitudes toward the teachers; and negative attitudes toward students.

Remotivating students is therefore a difficult procedure (Al Kaboody, 2013). There may be various overall effects regarding both motivation and learning outcomes depending on both the causes of demotivation and how students respond to it (Falout, 2012).

Al Kaboody (2013) believes that teachers must assist students in becoming remotivated and establishing good attitudes toward studying the target language. By bringing to their students' attention practical techniques like "favorable expectations, incentives, dealing with procrastination and boredom, and eliminating distractions" (Al Kaboody, 2013, p. 52), language instructors can assist their students in improving their level of self-motivation.

PART 3

THE EFFECTS OF EFL VARIABLES ON MOTIVATION AND THE LEARNING OUTCOME

3.1 Methodology

The main purpose of this study is to fulfill the needs for more research into the critical function of EFL variables in EFL learning, to gain a deeper understanding of the effects of different variables on foreign language learning motivation, to understand students' opinions about learning English, as well as to gain information about possible demotivating factors that influence English language proficiency.

The following research question was formulated: What EFL variables influence the motivation of English language and literature students of the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education?

Additionally, the following hypotheses were put forward:

- intrinsic motivation has a greater influence on EFL learning than extrinsic motivation;
- instrumental motivation holds more importance for students when learning English as a foreign language than integrative motivation;
- teachers play an essential role in both motivating and demotivating students in EFL learning.

3.2 Research instruments

Both qualitative and quantitative methods were utilized throughout the research project. The primary data collection tool employed was an author-designed questionnaire. The questionnaire consisted of two sections: the first part consisted of 20 questions that utilized a Likert scale to assess respondents' responses. The Likert scale used in this survey ranged from 1 to 5, with 1 representing "strongly disagree," 2 representing "disagree," 3 representing "I don't know," 4 representing "agree," and 5 representing "strongly agree." Participants were required to indicate their level of agreement for each question. The remaining four questions were open-ended, allowing participants to provide their responses in their own words.

Using a questionnaire as the data acquisition tool offered several advantages. It enabled the efficient and rapid collection of data from a large number of individuals. The questionnaire included both written and spoken questions that focused on a specific subject, thereby facilitating thoughtful responses from participants.

However, like any other research tool, the questionnaire also had certain limitations. Poor response rates, difficulties in analyzing answers, and potential instances of dishonesty or deceit by participants were some of the shortcomings associated with this data collection method. Additionally, respondents may choose to skip questions they are not interested in answering, which introduces a possibility of missing data.

Participants

The questionnaire was designed for English language and literature students of the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. 26 questionnaires were returned.

The questionnaire was developed by the researcher primarily using a theoretical overview of the topic being studied, and then it was sent online for the participants to fill it.

3.3 Findings

S1: English lessons in a language classroom are both useful and enjoyable

The first question asked if students find English lessons in language classrooms useful and enjoyable. More than half of the respondents agreed with this statement, some students strongly agreed. Only two students chose the „strongly disagree” item.

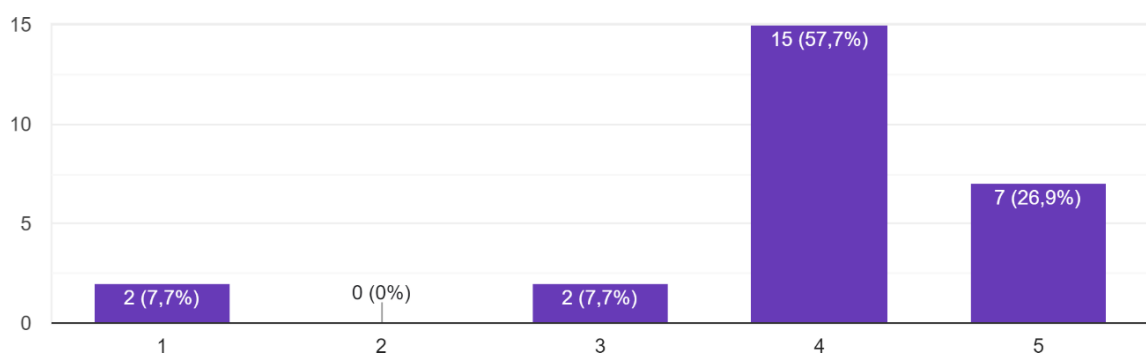


Diagram 3.1 Usefulness of English language classes

S2: I learn English in order to interact more comfortably with English-speaking people

Most students chose „strongly agree” and „agree” options for the next statement. It is obvious that students have the motivation to communicate in English with English-speaking

people, and it shows that they're willing to develop their communication abilities. Summing up, about 40% of students chose the „I don't know”, „disagree”, „totally disagree” options, which can show that almost half of the respondents are not really enthusiastic to speak English with people.

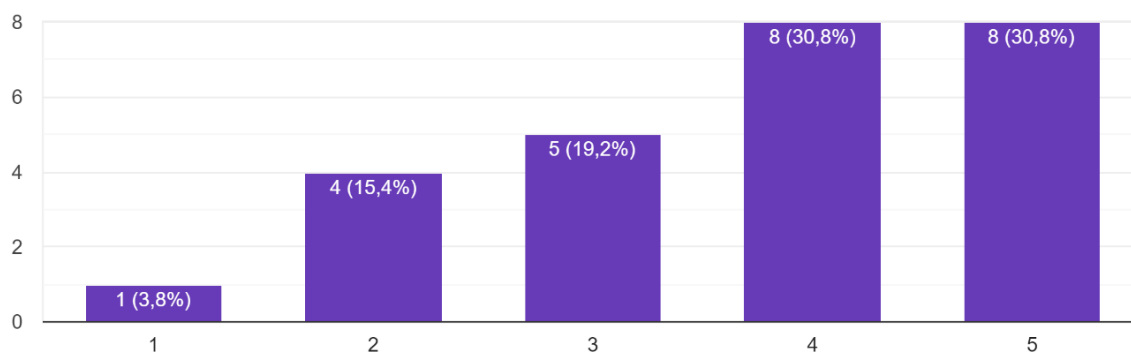


Diagram 3.2 Motivation to communicate with English-speaking people

S3: In my opinion, English teachers must always communicate in English in the lessons

Similarly to the previous statements students had a congruous opinion on this one, too. 17 students (65,4%) chose the „agree” and „strongly agree” option, while only 9 students (34,6%) chose the other options. It can be concluded, that students understand the importance of the teacher using English in the classroom as much as possible. However, being hesitant or disagreeing could be the result of low self-confidence or laziness of using and understanding a foreign language.

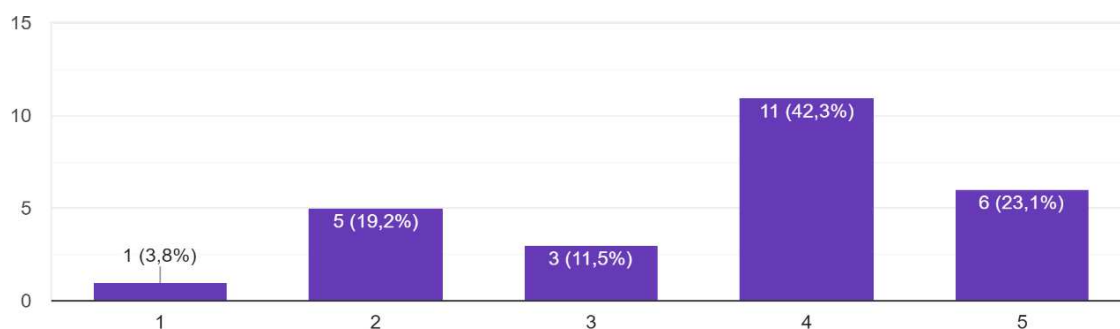


Diagram 3.3 Exclusive English-language usage in the foreign language classroom

S4: Learning English is important so that I can communicate with a large number of people

Altogether 80% of the respondents (21 students) chose the „agree” and „strongly agree” options for this statement. 15,4% of them were unsure about the statement and there was only 1 student who chose the „disagree” option. It shows that students rely on English as a tool and a chance for communicating with more people. As English is the most common language as a

second/foreign globally, students feel they can use it as an open door to the world.

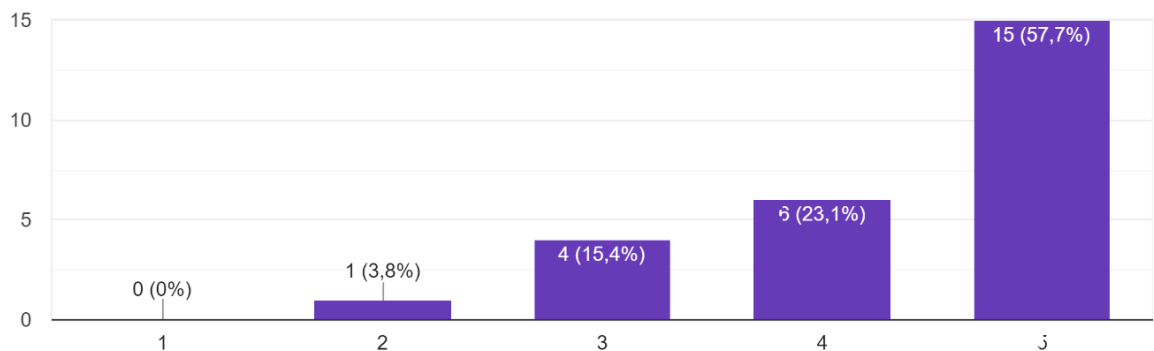


Diagram 3.4 Importance of English in global communication

S5: I find it useful when my English teacher corrects my mistakes

Students' agreement on the teacher's correction was at a record level of 96,1%, choosing the „strongly agree” and „agree” options. Only one student was unsure of the statement. None of the students chose the „strongly disagree” or „disagree” options. This shows, that students think that it is the way it should be, the teacher has to correct their mistakes because it is useful in language classes. Also, it may mean that the teacher is doing a good job creating a comfortable learning environment where students are not afraid to make mistakes.

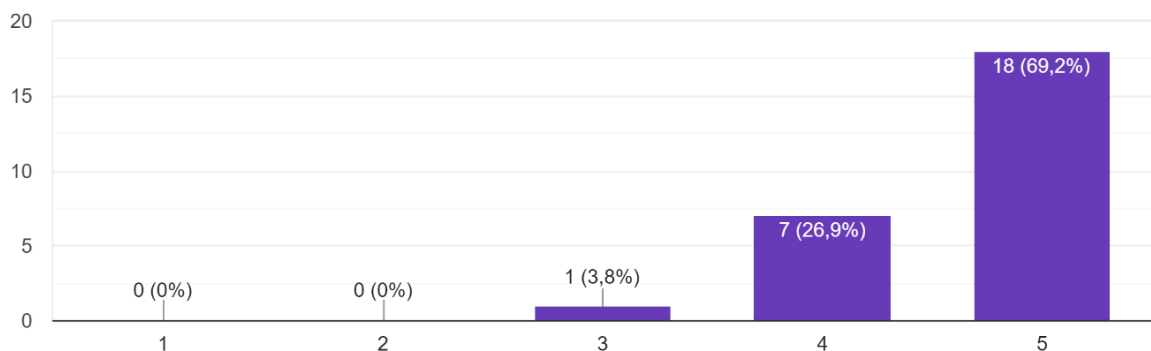


Diagram 3.5 Usefulness of mistake correction by the teacher

S6: I attend English classes because they are mandatory/ obligatory

Surprisingly, the agreement and disagreement with this statement is almost equal. Altogether 12 students agree/strongly agree that they attend English classes only because they are obligatory and 10 students disagree/strongly disagree with the statement. Four students chose the „I don't know option” which means they are not sure about it. That brings up a question of why English language and literature students feel that way and what can be the cause of that.

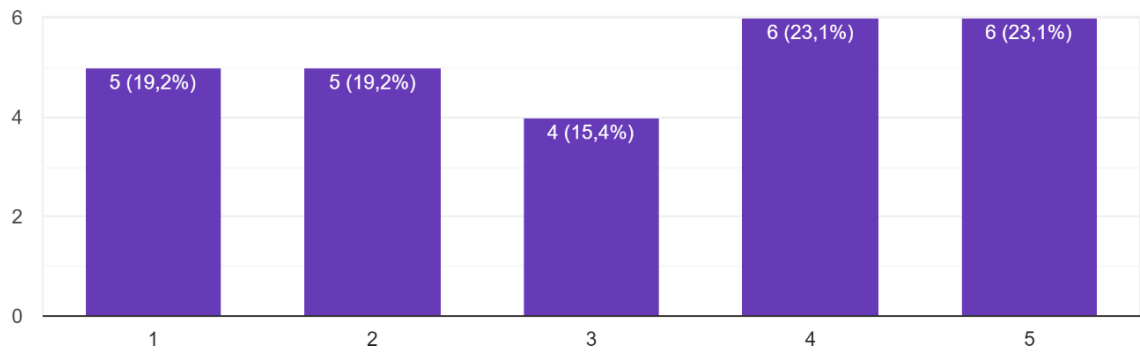


Diagram 3.6 Self-will to attend English classes

S7: English proficiency is crucial for future success

As the results show, more than 70% of the respondents agree/strongly agree with the statement above. The other three scale options were chosen only by 7 students. It indicates that students can not imagine themselves being successful in the future without proficient English knowlegde.

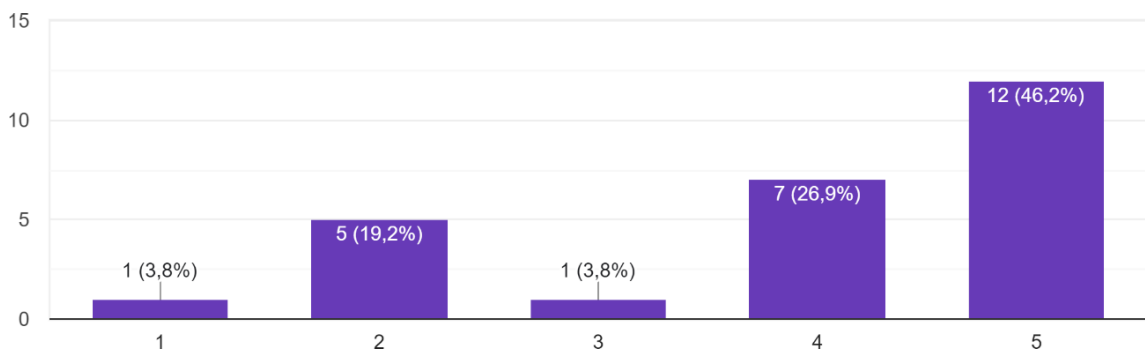


Diagram 3.7 English proficiency as a base for future success

S8: Our teacher is always prepared and organized for class

The majority of students expressed a positive attitude towards this statement, as 19 students selected the agree/strongly agree options. Six students were uncertain about how to respond, one student disagreed with the statement, and none chose the "strongly disagree" option. This suggests that teachers are held in high regard and have a positive perception among their students. The questionnaire's complete anonymity further reinforces the notion that respondents were not influenced to provide exclusively positive responses.

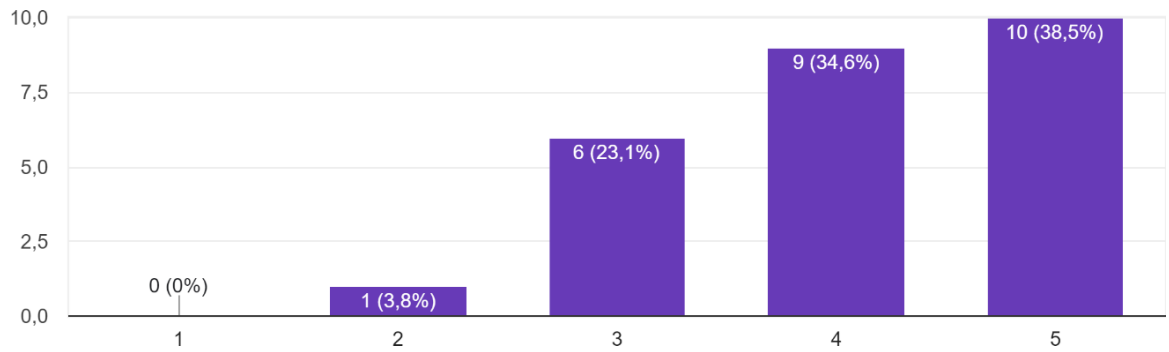


Diagram 3.8 The level of preparation of the teacher

S9: Knowing English can be helpful in securing a good job

Out of the 26 respondents, 22 individuals believed that having knowledge of English can be beneficial for obtaining and keeping a good job. This response suggests that they perceive employers to prioritize candidates who possess English language skills. Only 1 student expressed uncertainty on the matter, while the remaining students disagreed with the statement. According to their opinion, they do not consider knowing English as a necessary requirement for securing a good job.

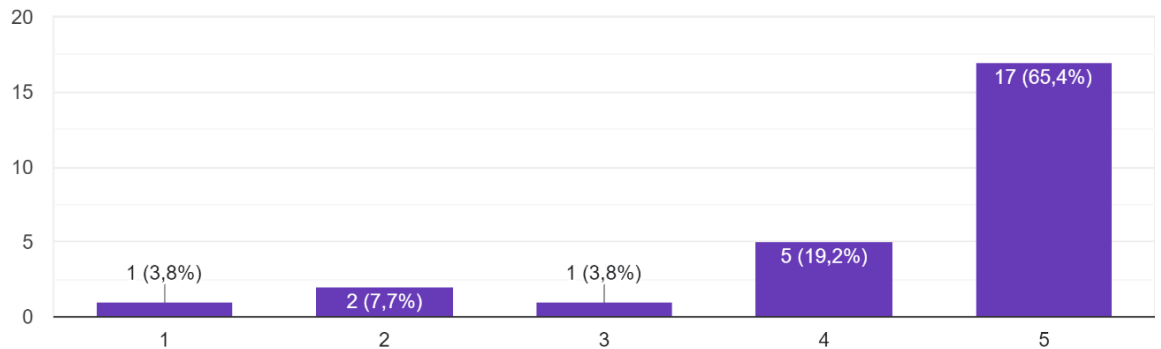


Diagram 3.9 Importance of English knowledge in securing a good job

S10: Proficient knowledge of English can help me earn more money

Approximately 90% of the students agreed with the statement that proficient knowledge of English is a prerequisite for earning a decent amount of money. Only one student selected the "strongly disagree" option, while two were uncertain about their response. This data suggests that the majority of students consider English proficiency to be a valuable asset in terms of securing higher-paying job opportunities. However, it is important to note that this conclusion is based solely on the students' opinions and may not necessarily reflect reality.

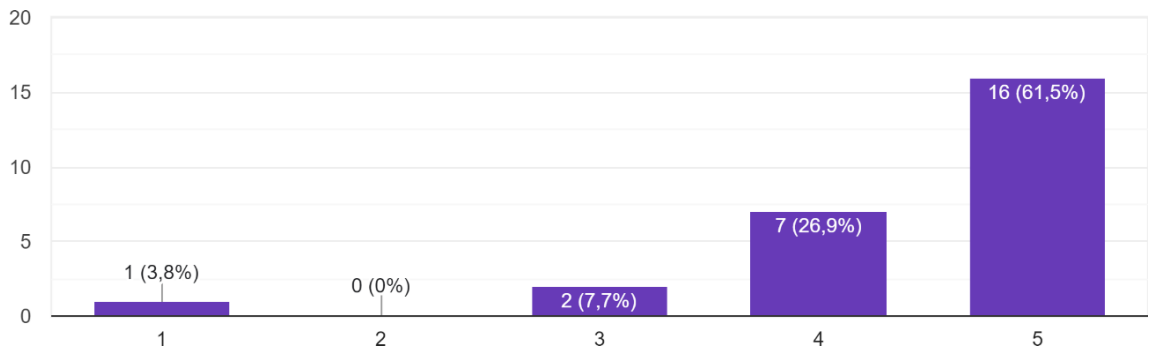


Diagram 3.10 English as a tool for earning more money in the future

S11: I study English to achieve good grades and avoid failing tests

Out of the respondents, 10 students agreed or strongly agreed with the statement, while 10 students disagreed or strongly disagreed with it. Six students expressed uncertainty on the matter. This data indicates that students hold varying opinions about studying English. Interestingly, an equal number of students reported that their primary focus in studying English was achieving good grades and not focusing on grades.

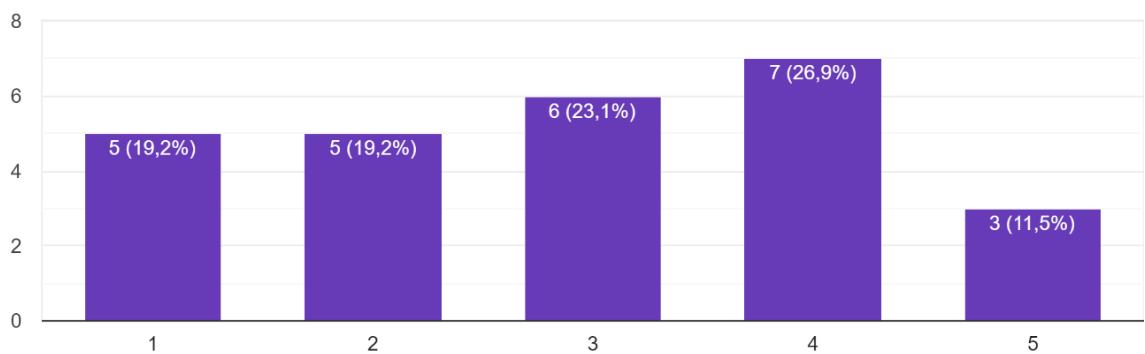


Diagram 3.11 Studying English to achieve good grades and avoid failing tests

S12: Getting bad grades in English is embarrassing

A total of 30.7% of the students indicated that they do not feel embarrassed about receiving bad grades in English. There may be various reasons for this, such as the belief that grades do not always reflect one's language proficiency, or the perspective that bad grades offer opportunities for improvement and correction of mistakes. Additionally, some students may not place a high value on grades or feel that it is not important enough to be embarrassed about. However, nearly 30% of the students expressed uncertainty about the statement, while 42.3% of the students reported feeling embarrassed about receiving bad grades in English.

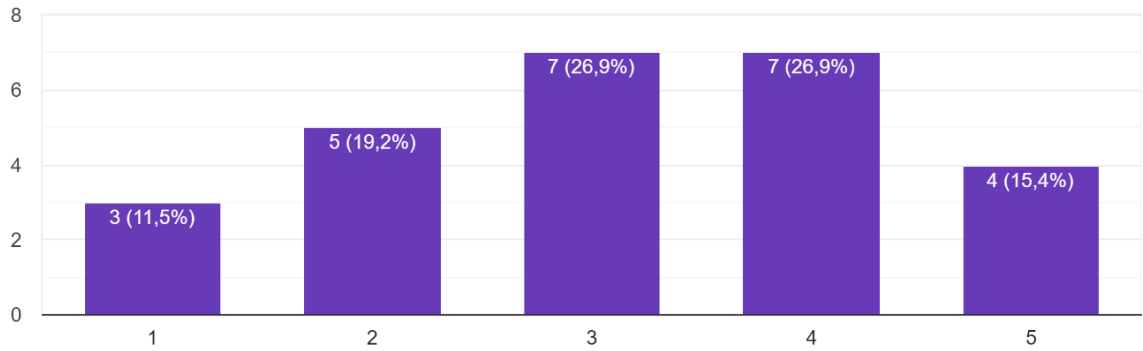


Diagram 3.12 The relationship between bad grades and embarrassment in English language classes

S13: My parents or family believe that I need to study English to be educated

Unfortunately, the responses to this statement did not provide a clear picture. An equal number of respondents chose the "strongly agree/agree" options and the "strongly disagree/disagree" options. Additionally, six students expressed hesitancy or uncertainty regarding this statement. Based on these findings, we can conclude that there are some students who study English as a foreign language to fulfill the expectations of their parents or family. However, it is also evident that there are learners who pursue English language learning independently, without the influence of their family.

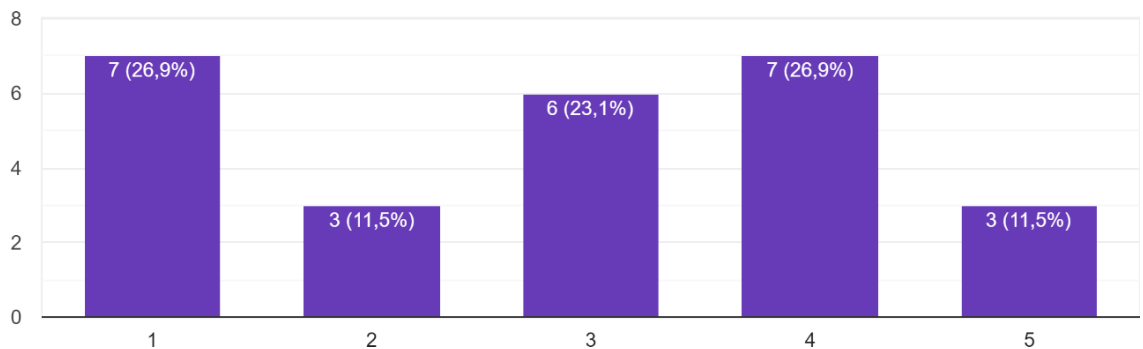


Diagram 3.13 Influence of parents/family in studying EFL

S14: I need English skills because I envision living abroad in the future

The information gathered for this statement closely resembles the previous one. The number of positive answers is nearly equivalent to the number of negative answers, indicating divergent views among the students. Some students believe that English language skills will be beneficial if they plan to relocate abroad in the future. On the other hand, there are students who do not consider English proficiency as a prerequisite for living in another country. Additionally, six respondents expressed uncertainty or hesitation regarding this question, highlighting the complexity of the topic and varying perspectives among the students.

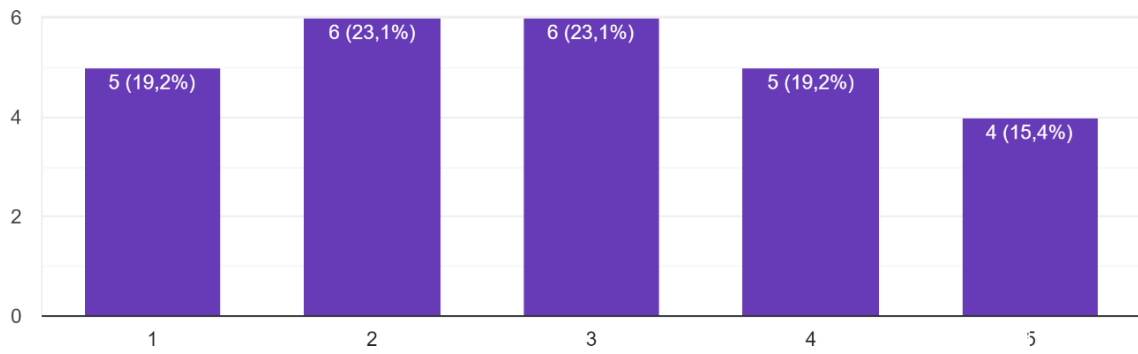


Diagram 3.14 English as a motivating factor for living abroad

S15: My teacher is motivating enough for me to learn English

Almost half of the students (12) agreed with the statement. This means that they find their English teachers rather motivating for learning English. 7 students did not agree with it, so according to them, their English teachers may not put enough effort into being motivating enough. The rest of the respondents were hesitant with their answers.

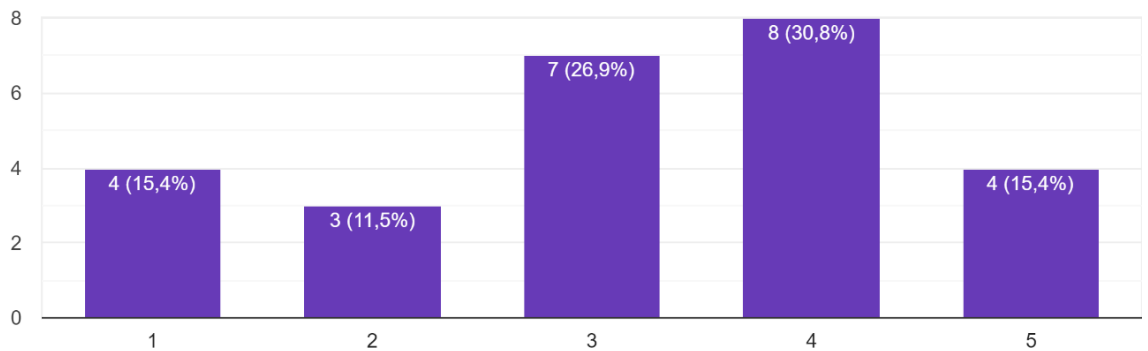


Diagram 3.15 Teachers' role in motivation to learn EFL

S16: I feel confident when I speak in my foreign language class

12 out of the 26 respondents said that they were confident when they had to speak in foreign language classes. This means that they were not afraid to make mistakes and if they did, the environment in the class was comfortable enough to not be ashamed or embarrassed of it. These students may also know that making mistakes is inevitable in learning a language. Also, what it says about the teacher is that he/she corrects mistakes in a way that students do not lose self-confidence. On the other hand, 9 students said that they were not confident speakers, which can be because of anxiety, fear of getting laughed at or not being comfortable enough. 5 students chose the „I don't know" option.

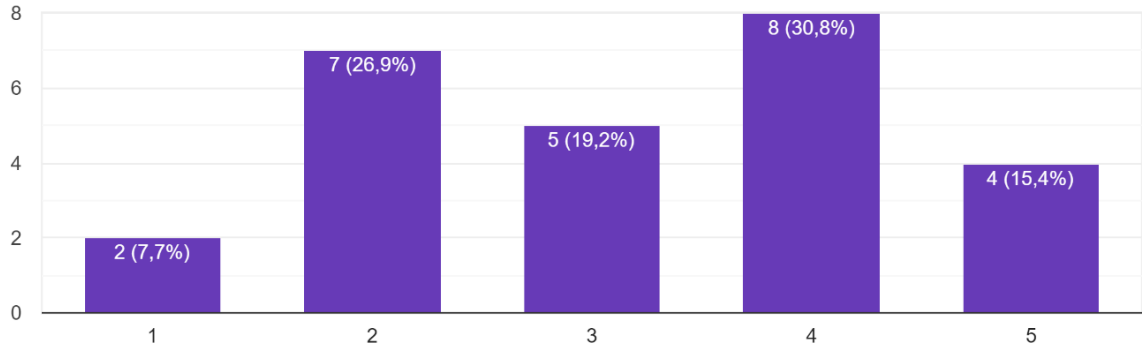


Diagram 3.16 Confidence in foreign language speaking classes

S17: I don't feel nervous when I make mistakes

Diagram 3.17 reveals that 8 of the 26 students do not feel nervous when they make mistakes, which is a positive thing, whereas 8 students were undecided about the statement. 10 students admitted that they do have a problem with making mistakes as they tend to be nervous or anxious if they make mistakes. The reason for this could be lack of confidence, reactions from their peers or even from the teacher.

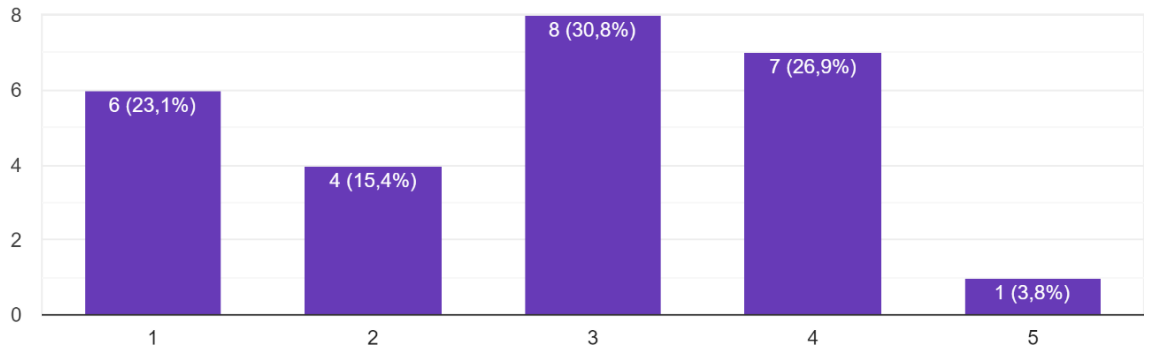


Diagram 3.17 The role of anxiety in EFL classes

S18: I always think others are better than me

Examining Diagram 3.18, it is evident that students hold diverse opinions regarding the statement. Merely 3 students remained undecided, while 10 respondents acknowledged feeling that others are more competent than themselves. Conversely, 13 students disagreed with the statement, indicating a sufficient level of self-confidence, where they do not perceive others as being superior to them.

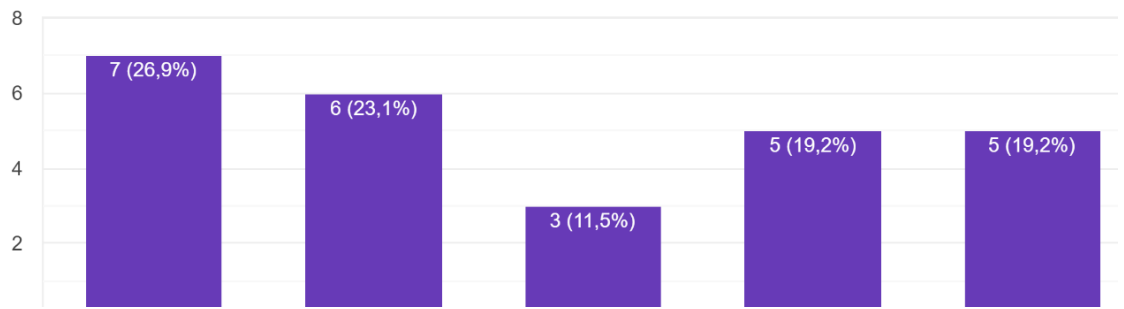


Diagram 3.18 Students' comparison of others and themselves

S19: My motivation decreases because I believe that studying English will be useless for me

22 out of the 26 students chose „disagree/strongly disagree” options which means that they do not think English would be useless for them. Their attitude towards EFL is positive. 3 students were undecided about the statement and only 1 chose „strongly agree” option.

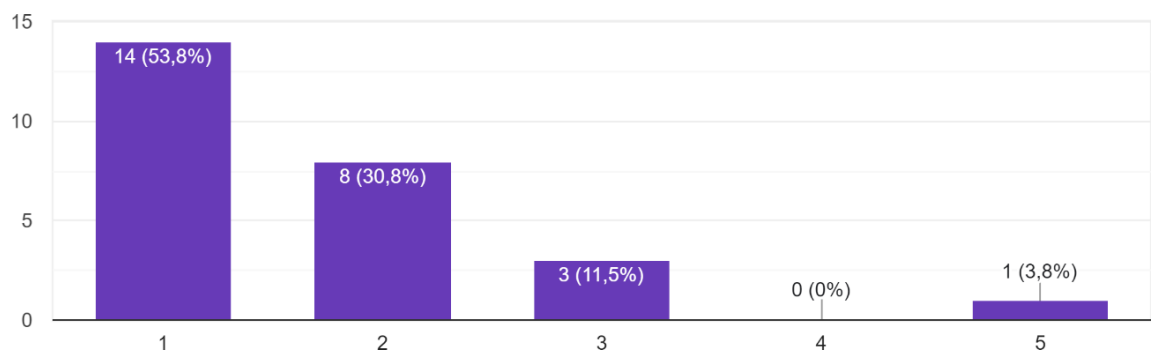


Diagram 3.19 Attitudes towards studying English

S20: My motivation decreases as a result of my teacher's negative attitude

The last Likert scale question shows that 7 students could not really decide whether the teacher plays a role in their motivation. Also 7 students had a positive answer, which means that they lose motivation because of the teacher. However, 12 students admitted that their teacher's negative attitude was not a defining variable in their motivation of English language learning.

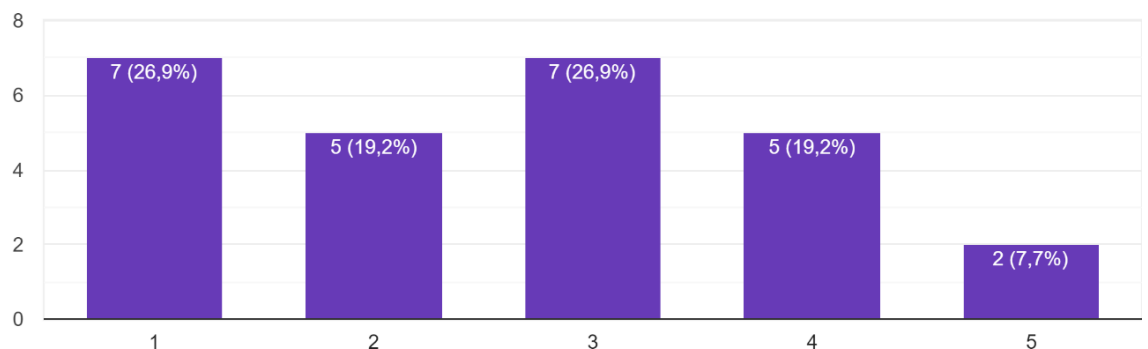


Diagram 3.20 The role of teachers' negative attitudes in EFL learning motivation

Open-ended questions

The second section of the questionnaire comprised four open-ended questions, to which students provided their honest opinions.

Q1: Do you feel that your self-confidence is impacted by your English language proficiency?

The majority of students responded with a simple "yes." Many respondents acknowledged that their English proficiency and ability to communicate fluently instilled confidence in them. However, a few students stated that their English skills did not affect their self-confidence.

Q2: What areas of English language learning do you find challenging (e.g., grammar, vocabulary, pronunciation)?

Only one student responded that no area of English language learning was challenging or frustrating. However, all other students mentioned specific areas they found difficult. The two main areas identified by the students were grammar and pronunciation. These challenges may arise due to differences between their native language and English.

Q3: Does your personality or learning style influence your language learning experience?

Four students admitted that their personality or learning style did not impact their English language learning experience. Conversely, the remaining respondents indicated that these factors did indeed influence their EFL learning. Overall, personality appeared to have a more dominant influence, as most students mentioned the importance of being prepared for each class to feel more confident. Additionally, introverted students expressed difficulty with speaking unprepared in front of the class.

Q4: How do you feel about the feedback (both positive and negative) on your English proficiency?

The respondents were divided with regard to their reaction to feedback. Some students welcomed both positive and negative feedback equally, recognizing the value it had on their further studies. The second group, however, expressed a preference for positive comments and exhibited reluctance to receive negative feedback. They described negative feedback as disheartening and often took it personally.

Overall, the students' responses indicate a range of perspectives and experiences in

relation to the impact of English language skills on self-confidence, challenging areas in language learning, the influence of personality and learning style, and reactions to feedback on language skills.

3.4 Discussion and implications

The data collected in this study made it possible to address the research hypotheses regarding certain EFL variables' effects on motivation among the students of Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education.

The first hypothesis, which stated that intrinsic motivation is more significant in EFL learning than extrinsic motivation, has been supported. While the majority of students are internally motivated, some view English as a means for future success, obtaining and maintaining employment, and increasing their earning potential.

The hypothesis suggesting that instrumental motivation has a greater influence on students learning English as a foreign language than integrative motivation has also been confirmed.

Furthermore, the last hypothesis has also been substantiated. Teachers play a vital role in motivating and demotivating students in EFL learning. According to the respondents, feedback from teachers holds significant importance. However, delivering feedback in a negative or impolite manner can result in students losing motivation. Additionally, the level of organization and the teachers' negative attitudes can also serve as demotivating factors.

With the help of the collected data the research question could be answered successfully. The results of this study show that a variety of EFL factors, with the instructor, personality, and attitude toward language learning being the most influential ones, have an impact both on motivation and demotivation of English language and literature students of Ferencz Rakoczi II Transcarpathian Hungarian College of Higher Education.

CONCLUSIONS

Much has been discussed and explored in an attempt to understand the nature of motivation. This includes examining its components, identifying who can be motivated, and considering its opposite, which can be described as amotivated or demotivated. Additionally, exploring what factors serve as motivators is crucial. Given that motivation is a recurring topic encountered by teachers in their lectures, there is still much to be discovered about this complex concept. Various factors such as concepts, physical needs, and emotions can all serve as sources of inspiration for language learning. Without a desire to learn, it is unlikely that the process of learning will occur. Occasionally, physical motivations may serve as a catalyst for someone to engage in learning. The attitudes and behaviors of students are not only the focus of instruction but also influence the likelihood of bringing about change. We are aware that while motivation does influence a successful outcome, achievement may also influence motivation. The same is probably true for the other variables in language learning; it seems very logical to anticipate that high accomplishment will result in greater confidence, less fear, etc.

The thesis provides a comprehensive theoretical background on the topic of the effects of EFL variables on motivation and the learning outcome. The task of the discussion about the significance of those variables was also fulfilled. The mostly agreed upon affective variables that influence motivation and the learning outcome are self-confidence, attitudes, anxiety. Every student has different perceptions about their teachers, curriculum, class. These are the responsible factors for shaping their attitude towards EFL. Learners with a positive attitude to language learning and the target language community are more successful in learning the language. This may help to explain and understand why some people acquire languages far more quickly than others. In the same classroom environment, some learners advance quickly while others suffer through and never master a second language. Anxiety can have a negative effect in the classroom. The second most significant predictive variable is anxiety, specifically anxiety related to language learning. Language-specific anxiety and a small vocabulary are connected. It makes sense that anxious learners exhibit poor vocabulary in their foreign language classes. Language teachers should be understanding of avoiding creating unnecessary stress for their pupils in order to lessen the anxiety. Applying instructional strategies can be one way to do so. Self-confidence is also very important in language learning.

The teacher is undoubtedly plays a significant role in the persistence of students' motivation. It will be crucial how they approach learning the language and the work at hand.

Teachers are held accountable for creating a welcoming environment in the classroom. EFL teachers are urged to increase the confidence of their students in order for them to participate more in the lessons. If a learner has great self-confidence, it is more likely for them to develop good communication skills.

One aim of English language teaching is now to improve students' motivation for learning English as a foreign language. Nevertheless, choosing English as an obligatory subject alone is insufficient because improving students' motivation is a complex procedure involving many factors, including students' interests and their social and economic backgrounds, teachers, and educational institutions. Due to their importance and close proximity to the students, language teachers in particular should be included in educational decisions. After it has been established teachers must be able to maintain and protect their students' motivation. Otherwise, the kids' motivation will only be intense for a small amount of time.

Furthermore, the empirical study provided an answer to the research question formulated in the study. The findings demonstrate that a number of EFL variables, with the instructor, personality, and attitude toward language learning being the most significant ones, have an impact on the motivation and demotivation of English language and literature students at Ferencz Rakoczi II Transcarpathian Hungarian College of Higher Education.

Numerous research have considered that demotivation may have an impact on learners' attitudes toward language learning. Due to a number of demotivating factors, students' initial levels of motivation eventually decline. Because of this, students who become disinterested in learning a foreign language early on may suffer long-term consequences like failure, a loss of confidence, self-blame, and having to put in a lot of extra effort to become interested again in their studies.

One of the more significant findings to emerge from this study is that extrinsic motivation is really important for students, although experts of the field argue that intrinsic motivation can be a key for mastering English as a foreign language. Also, the main EFL variables that influence students' motivation are different personality traits, anxiety, social background, self-confidence and the role of the teacher in generating and maintaining motivation is unarguable.

In conclusion, it can be stated that the importance of motivation for mastering a foreign language is determined by a number of factors, including learner attitudes, learning styles, and personal characteristics. All students carry motivation with them in some way or form. If students are not motivated intrinsically they can easily become demotivated.

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РЕЗЮМЕ

Мотивація - важливий фактор у вивченні мови. Це рушійна сила, яка утримує учнів у процесі вивчення мови і допомагає їм зосередитися на досягненні поставлених цілей. Мотивація може походити з різних джерел, включаючи особистий інтерес до мови, бажання спілкуватися з іншими, необхідність просування в кар'єрі або бажання дізнатися більше про культуру. Мотивація допомагає учням долати труднощі, які виникають при вивченні нової мови, такі як граматичні правила, запам'ятовування лексики та вимова.

Мета цієї дипломної роботи полягає у вивченні критичної функції змінних у вивченні англійської мови як іноземної, розгляді значення мотивації для результатів навчання як для студентів, так і для викладачів англійської мови, а також отриманні інформації про можливі демотивуючі фактори, що впливають на рівень володіння англійською мовою серед студентів Закарпатського Угорського Інституту імені Ференца Ракоці II.

Об'єктом дослідження є мотивація у вивченні іноземної мови.

Предметом дослідження є змінні англійської мови, що впливають на мотивацію та результати навчання.

Теоретичну цінність роботи полягає у комплексному аналізі змінних при вивченні англійської мови як іноземної та їхній вплив на мотивацію.

Практична цінність цієї роботи полягає в кількісних та якісних даних, які були зібрані за допомогою анкети, що мала на меті дослідити мотивацію студентів англійської мови та літератури до вивчення англійської мови як іноземної, а також вплив змінних англійської мови як іноземної на мотивацію та результати навчання.

Методи дослідження, використані для вирішення поставлених у роботі завдань, містять як теоретичні, так і емпіричні підходи.

Робота складається зі вступу, трьох розділів, кожен з яких поділений на підрозділи, огляду літератури, висновків, списку використаних джерел, резюме українською мовою та додатків.

Перший і другий розділи - це огляд літератури за темою, з різними частинами і питаннями, що обговорюються. Третій розділ - це дослідження на основі анкетування.

Одним із найважливіших висновків цього дослідження є те, що зовнішня мотивація є дійсно важливою для студентів, хоча експерти в цій галузі стверджують, що внутрішня мотивація може бути визначальною для оволодіння англійською мовою як

іноземною. Крім того, основними змінними англійської мови як іноземної, що впливають на мотивацію студентів, є різні особистісні риси, тривожність, соціальне походження, впевненість у собі, а роль викладача у формуванні та підтримці мотивації є беззаперечною.

Підсумовуючи вищесказане, можна стверджувати, що важливість мотивації до вивчення іноземної мови визначається низкою факторів, серед яких варто виділити ставлення до навчання, стиль навчання та особистісні характеристики.

APPENDIX

Questionnaire

Please rate the following statements on a scale from 1 (strongly disagree) to 5 (strongly agree), based on your experience learning English

1. English lessons in a language classroom are both useful and enjoyable.
2. I learn English in order to interact more comfortably with English-speaking people.
3. In my opinion, English teachers must always communicate in English in the lessons.
4. Learning English is important so that I can communicate with a large number of people.
5. I find it useful when my English teacher corrects my mistakes.
6. I attend English classes because they are mandatory/ obligatory.
7. English proficiency is crucial for future success.
8. Our teacher is always prepared and organized for class.
9. Knowing English can be helpful in securing a good job.
10. Proficient knowledge of English can help me earn more money.
11. I study English to achieve good grades and avoid failing tests.
12. Getting bad grades in English is embarrassing.
13. My parents or family believe that I need to study English to be educated.
14. I need English skills because I envision living abroad in the future.
15. My teacher is motivating enough for me to learn English.
16. I feel confident when I speak in my foreign language class.
17. I don't feel nervous when I make mistakes.
18. I always think that others are better than me.
19. My motivation decreases because I believe that studying English will be useless for me.
20. My motivation decreases as a result of my teacher's negative attitude.

Open-ended questions:

1. Do you feel that your English language skills have an impact on your self-confidence?
2. Are there any specific areas of English language learning (e.g. grammar, pronunciation, vocabulary) that you find particularly challenging or frustrating?
3. Do you feel that your English language learning experience is impacted by your personality or learning style? If so, in what ways?
4. How do you react to feedback on your English language skills (positive and negative) ?

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Цитати 181 Сторінка 93

Посилання 1 Сторінка 103

1.19% Вилучень

Деякі джерела вилучено автоматично (фільтри вилучення: кількість знайдених слів є меншою за 8 слів та 0%)

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Модифікації

Виявлено модифікації тексту. Детальна інформація доступна в онлайн-звіті.

Замінені символи 2