

## **Impact of Students' Learning Attitudes in the Classroom on Language Acquisition: Evidence from the Research**

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### **Abstract**

*Language learning is a complicated process that is influenced by social, psychological, cognitive, and environmental factors. Among these, it has been frequently discovered that learners' attitudes toward language acquisition play a crucial role in determining how successful second language acquisition is. Despite a plethora of studies on language learning attitudes, many educational contexts still struggle to foster positive student dispositions toward language acquisition. Traditional teacher-centered teaching methods occasionally fail to meet the affective needs of students, which leads to low motivation and negative attitudes toward language learning. Therefore, understanding how attitudes impact learning outcomes is still critical for language instructors, researchers, and curriculum designers. Therefore, the purpose of this paper is to examine how students' attitudes about language acquisition operate in the classroom. This study primarily addresses the concept of attitudes in language learning, the components and types of language learning attitudes, and evidence from recent research demonstrating the impact of attitudes on language learning results. This review emphasizes how crucial it is to create classroom environments that foster positive attitudes on language acquisition. Finally, this paper suggests that language teachers adopt learner-centered teaching practices that actively involve students in the learning process.*

**Keywords:** Attitudes, Language, Classroom, Behavioral, Affective

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## **Introduction**

The process of acquiring a language is complex and is being impacted by social, psychological, cognitive, and environmental elements (Ameen, 2022). Among these, learners' attitudes toward language acquisition have been repeatedly found to be a critical element in determining the effectiveness of second language acquisition. Learners' attitudes affect their perceptions of the target language, how they react to classroom instruction, and how much effort they put into learning activities. Affective factors, especially attitudes, motivation, and emotions, are widely acknowledged in current research on second language acquisition as having a fundamental impact on language learning outcomes (Mercer & Dörnyei, 2020).

The importance of attitudes in influencing students' emotional experiences, motivation, and classroom behavior has been highlighted by academics in recent years (Alhamami, 2022). With learner-centered pedagogies emphasizing students' experiences, perspectives, and emotional engagement with the learning process, the significance of learner attitudes has become even more apparent in contemporary language instruction. Positive attitudes about a target language have been found to increase learners' motivation, willingness to communicate, and perseverance in overcoming language learning challenges. On the other hand, unfavorable sentiments might prevent engagement, lower motivation, and erect psychological obstacles that prevent successful language acquisition.

Students' attitudes toward learning a language are also greatly influenced by the classroom setting. Learners' impressions of language learning experiences can be influenced by a variety of factors, including peer collaboration, classroom interaction, instructor support, and instructional approaches. Positive teacher-student connections and interactive learning activities are hallmarks of supportive classroom environments that have been shown to play a major role in fostering positive attitudes toward language learning (Zhao & Wang, 2023). Students are more likely to actively participate and gain confidence in their language skills when they feel supported and encouraged by their teachers.

Furthermore, recent studies have highlighted the connection between learners' attitudes regarding language acquisition and their mindsets. According to research on language learning engagement, students who have growth

mindsets and think that language proficiency can be improved with effort typically exhibit more positive attitudes and higher levels of participation in language learning activities (Zhang & Papi, 2024). These results demonstrate how crucial psychological views and beliefs are in influencing students' attitudes and actions in language classrooms.

However, many educational contexts still struggle to cultivate favorable student dispositions toward language acquisition, despite a wealth of research on language learning attitudes. Sometimes learners' affective requirements are not addressed by traditional teacher-centered teaching approaches, which results in low motivation and unfavorable attitudes toward language acquisition. Examining the significance of student attitudes in the language classroom is crucial for enhancing teaching strategies and learning outcomes, especially in light of the increased acknowledgment of affective variables in language education. Thus, this paper investigates the function of student language learning attitudes in the language classroom. The notion of attitudes in language learning, the elements and varieties of language learning attitudes, and evidence from recent studies showing the influence of attitudes on language learning outcomes are all specifically covered in this paper.

### **Concept of Attitudes in Language Learning**

It has long been acknowledged that attitudes play a significant role in shaping educational achievements, especially when it comes to learning a second language. Attitudes in language learning contexts refer to learners' evaluative inclinations toward a target language, the language's speakers, the learning process, and the cultural factors surrounding it. Learners' motivation, engagement, and willingness to speak in the language classroom are greatly influenced by these evaluative orientations, which can be neutral, negative, or positive. Attitudes are one of the most important affective factors influencing language acquisition performance, according to recent study (Oskoz & Gimeno-Sanz, 2020; Mystkowska-Wiertelak, 2022).

A popular definition of attitude in educational psychology is a taught propensity that causes people to react positively or negatively to a specific thing, concept, or action. This idea in language education relates to students' inclinations to respond favorably or unfavorably to studying and utilizing a second or foreign language. According to Colhando (2020) and Ahmed et al. (2021), students' motivation, classroom engagement, perseverance in learning tasks, and general impression of language learning experiences might all be

indicators of such responses. According to recent research, learners' attitudes about language acquisition are shaped by their experiences, social interactions, and educational settings rather than being innate traits (Utami, Ratnadewi, & Yunianti, 2020).

Language attitudes are generally understood in contemporary research to be composed of three interconnected elements: behavioral, affective, and cognitive. Learners' views and beliefs about the language, such as their opinions on its difficulty or utility, are referred to as the cognitive component. Learners' emotional reactions to language acquisition, such as delight, curiosity, or anxiety, are included in the affective component. On the other hand, learners' intents or inclinations to act in particular ways like taking part in class discussions, practicing the language, or avoiding communication in the target language are referred to as the behavioral component (Li & Li, 2022; Dragojevic, 2018). These elements of attitude combine to influence students' behavior in language classrooms, according to recent research (Ameen, 2022).

The realization that learning environments have an impact on students' linguistic attitudes is another important advancement in recent study. As digital technologies are increasingly included into language instruction, researchers are starting to look at how students feel about various learning modalities, including online and in-person instruction. Students' perceptions of these settings can affect how engaged and satisfied they are with language learning activities. For example, learners' attitudes toward instructional modalities had a substantial impact on their learning experiences and outcomes, according to a study looking at learners' attitudes toward online and in-person language learning environments (Alhamami, 2022).

Furthermore, it has been demonstrated that learners' academic success and long-term dedication to language learning are influenced by their attitudes about language acquisition. Positive attitudes toward studying English are associated with improved levels of confidence, motivation, and academic achievement, according to studies done on university students. These students frequently believe that learning a language is beneficial for their own growth, access to information, and chances for international communication (Ameen, Stapa, & Yunju, 2021).

## **Components of Attitudes in Language Learning**

It is generally accepted that attitudes toward language learning are multifaceted structures made up of a number of interconnected elements that together affect students' attitudes, feelings, and actions in the language classroom. A tripartite paradigm comprising cognitive, emotive, and behavioral components is typically used in contemporary research on second language learning to understand attitudes. Because it offers a thorough account of how learners think about, feel about, and act toward language learning, this social psychology-based paradigm has been widely used in language learning research (Mercer & Dörnyei, 2020).

### **Cognitive Component of Attitude**

Learners' beliefs, perceptions, and knowledge regarding the target language and the language acquisition process are referred to as the cognitive component of attitude. These views could include learners' opinions about the language's utility, their expectations about how hard it will be to acquire, and their opinions about the importance of language acquisition for one's own or one's career's advancement. According to Ameen (2022) and Ameen, Stapa, and Yunju (2021), cognitive attitudes in language education environments frequently influence how students understand their learning experiences and decide how much significance they place on language study. Recent studies show that learners' perceptions of a language's utility have a significant impact on their motivation and engagement. For example, students who believe that a language is crucial for employment prospects, academic success, or international communication are more likely to be dedicated to language learning activities. These ideas motivate students to devote more time and energy to improving their language skills (Zhang & Papi, 2024). Additionally, the cognitive component of attitude includes learners' perceptions of their own capacity to acquire a language. Concepts like self-efficacy and language learning mindsets are directly linked to these ideas. Students are more likely to approach learning tasks with perseverance and resilience if they think that language ability can be increased with practice and effort. On the other hand, students who think that learning a language is intrinsically challenging or that they are not capable of doing so may form unfavorable attitudes that prevent them from participating in the learning process (Hejazi, et al, 2023).

### **Affective Component of Attitude**

The emotional reactions of language learners are referred to as the affective component of attitude. According to Ameen, Stapa, and Yunju (2021), these sentiments may include those related to learning a new language, such as enjoyment, curiosity, enthusiasm, anxiety, boredom, or frustration. Because they affect students' perceptions of the learning process and their willingness to engage in communicative activities, emotional experiences in the classroom are vital in forming students' attitudes. The significance of emotional variables in second language acquisition has been brought to light in recent years by the increasing impact of positive psychology in language instruction. Positive feelings like enjoyment, curiosity, and confidence can greatly increase learners' engagement and promote language growth, according to academics. Research on the emotional aspects of language acquisition has revealed that students who find language learning more enjoyable are more likely to engage in class activities and perform at better levels (Fathi & Behzadpoor, 2025). On the other hand, learners' attitudes and willingness to communicate in the target language might be adversely affected by unpleasant emotional experiences like worry or dread of making mistakes. Effective language learning has been found to be significantly hampered by language anxiety, especially during speaking exercises. High-anxiety learners frequently avoid communicative tasks and may form unfavorable opinions about language learning in general (Solhi, 2024).

### **Behavioral (Conative) Component of Attitude**

Learners' observed behaviors and inclinations in reaction to language acquisition are referred to as the behavioral component of attitude. This element shows how students convert their feelings and ideas into real learning activities. Students' engagement with class activities, motivation to practice the language, use of learning tools, and participation in discussions can all be indicators of their behavioral attitudes in language classes (Ameen, Stapa, & Yunju, 2021). Pupils who have positive behavioral attitudes usually participate actively in language learning activities. They are more likely to practice communicating with peers, ask questions, take part in group discussions, and rigorously finish assignments. These actions give students more chances to practice their language skills, which eventually helps them become more proficient.

## **Types of Attitudes in Language Learning**

Attitudes toward language learning can manifest in different forms depending on learners' perceptions, motivations, cultural orientations, and learning experiences. Researchers in second language acquisition have identified several categories of attitudes that influence learners' engagement and success in language learning contexts. These include integrative and instrumental attitudes, positive and negative attitudes toward language learning, cultural attitudes toward the target language, and attitudes toward the learning environment.

### **Integrative and Instrumental Attitudes**

Integrative attitudes refer to learners' desire to identify with or integrate into the culture and community connected with the target language. Learners with high integrative attitudes frequently demonstrate real interest in the culture, customs, and social behaviors of the language group. This interest may motivate students to interact more thoroughly with the language and acquire stronger communicative ability (Ameen *et al.*, 2021). Integrative attitudes are particularly essential in circumstances where language learning is intimately related with intercultural communication and global interaction. Learners that express integrative attitudes often display curiosity about the culture of native speakers, seek opportunities for authentic connection, and show sensitivity toward cultural variety. Recent research demonstrates that such attitudes relate to improved motivation, greater language exposure, and more active participation in communicative tasks (Hennebry-Leung & Lamb, 2024). In contrast, instrumental attitudes refer to learners' drive to study a language for practical or utilitarian goals. These purposes may include academic advancement, employment prospects, access to information, or professional growth. Learners who hold instrumental attitudes consider language learning primarily as a way to attain specific goals rather than as a tool for cultural integration (Hennebry-Leung & Lamb, 2024).

### **Positive and Negative Attitudes Toward Language Learning**

Positive attitudes are defined by curiosity, excitement, and readiness to participate in language learning activities. Learners with positive attitudes often display better involvement in classroom work, higher motivation, and stronger tenacity in overcoming language learning problems. Positive attitudes toward language acquisition are generally related with supportive classroom

conditions, effective teaching approaches, and meaningful learning experiences. For example, research in language education reveals that learners who encounter engaging classroom interactions and positive feedback from teachers tend to acquire favorable attitudes toward language learning (Mercer & Dörnyei, 2020). These attitudes can boost learners' confidence and encourage active involvement in communication activities. Conversely, negative attitudes may occur when learners regard language learning as difficult, irrelevant, or burdensome. Negative attitudes are generally related with feelings of anxiety, frustration, or lack of confidence. Students who develop unfavorable attitudes about language learning may avoid participation in classroom activities, have low enthusiasm, and demonstrate limited engagement with language learning tasks (Solhi, 2024).

### **Cultural Attitudes Toward the Target Language**

Learners' views and opinions about the culture connected to the target language and its speakers are referred to as cultural attitudes. The degree to which students embrace intercultural communication and their willingness to interact with the language may be greatly impacted by these attitudes. Curiosity and tolerance for cultural diversity can be fostered by positive cultural attitudes toward a language group. Students are more likely to become interested in learning a language if they value the cultural diversity that comes with it. These students might look for chances to engage with native speakers, watch media in the target language, and learn about local customs and viewpoints. However, unfavorable cultural attitudes can make language acquisition more difficult. Learners may be reluctant to interact with the language if they connect it to unfavorable stereotypes or cultural disputes (Byram, 2021).

### **Attitudes Toward Teachers and the Learning Environment**

Learners' opinions of their teachers, teaching methods, and classroom settings comprise another significant category of language learning attitudes. Students' enthusiasm and participation in language learning activities can be greatly impacted by how they feel about their teachers. Positive attitudes are frequently inspired in students by teachers who exhibit enthusiasm, empathy, and helpful teaching methods. Students' attitudes are also greatly influenced by the educational setting. A dynamic learning environment that promotes favorable attitudes toward language learning can be created through

interactive teaching strategies, group learning exercises, and relevant communication assignments (Mercer & Dörnyei, 2020).

### **Evidence from Studies and Research**

A vast body of empirical research has proven that learners' attitudes toward language learning considerably influence their motivation, classroom involvement, persistence, and ultimately their language ability. Studies undertaken in many educational contexts including secondary schools, universities, and multilingual cultures consistently reveal that learners who develop favorable attitudes toward the target language tend to obtain superior academic success in language learning. One of the earliest and most prominent empirical contributions to the study of language learning attitudes is the socio-educational model created by Robert Gardner. Gardner's study stresses that students' attitudes toward the target language, the learning context, and the speakers of the language contribute greatly to the formation of motivation for language learning. According to Gardner (2010), learners who exhibit good attitudes regarding the language and its culture are more likely to generate integrative motivation, which boosts their commitment to learning the language and improves their overall performance. Gardner's Attitude/Motivation Test Battery (AMTB) has subsequently been widely utilized in empirical investigations to study the relationship between attitudes and language acquisition achievement.

Subsequent research have broadened this perspective by studying how attitudes about language acquisition influence students' motivation and classroom behavior. For instance, study performed among English as a Second Language (ESL) learners indicated that students who exhibited positive attitudes toward English demonstrated higher levels of classroom participation and stronger willingness to learn the language (Hussain et al., 2023). The study further demonstrated that learners saw English as a vital instrument for academic success and worldwide communication, which contributed to their positive orientation toward language acquisition. Similarly, research analyzing university students' attitudes regarding English as a foreign language has indicated that learners' opinions of the language considerably influence their level of engagement in classroom activities. In a study involving Chinese EFL learners, good language learning attitudes were found to be substantially connected with students' communication abilities and classroom engagement (Yan, 2024). The findings suggested that students who

regarded English useful for international communication were more willing to participate in discussions, presentations, and collaborative learning activities.

Another key facet of current research on language learning attitudes is on the influence of motivation and goal orientation. Studies demonstrate that both integrative and instrumental incentives influence learners' attitudes toward language learning. For example, Anwar et al. (2020) showed that Indonesian university students demonstrated both integrative and instrumental orientations toward learning English. While some learners were motivated by a desire to interact with speakers of the language and learn about their culture, others were driven by instrumental goals such as employment opportunity, academic advancement, and access to global knowledge. Further empirical evidence demonstrates that favorable attitudes toward language learning also correlate to enhanced classroom engagement and perseverance in language learning tasks. Punongbayan et al. (2025) evaluated students' attitudes and motivation toward language learning among intermediate school learners and found that students with favorable views toward the language displayed increased desire and greater persistence in completing language learning activities. The study also revealed that students who loved language learning activities were more likely to actively participate in classroom discussions and collaborative exercises.

Recent study has also studied the relationship between language learning attitudes and learners' resilience in academic situations. Wicaksono *et al.* (2023) explored the role of self-assessment, self-efficacy, and grit in online English language learning environments. Their findings suggested that students who demonstrated positive attitudes toward language assessment and learning tasks were more likely to acquire academic resilience and keep motivation under hard learning conditions. This shows that positive attitudes toward language acquisition can help learners overcome problems and persist in their learning attempts.

Another new topic of research involves the impact of technology on students' attitudes toward language learning. With the increasing integration of digital technologies and artificial intelligence in education, several research have studied how technology influences learners' motivation and attitudes. A research by Abdelrady and Akram (2022) examined the impact of implementing multimedia technologies in ESL courses. The results showed that using multimedia technology significantly increased students' enjoyment

and positive attitudes toward learning. Increased engagement, interaction, and enjoyment in the language learning process were all facilitated by the incorporation of multimedia components, including movies, interactive activities, and internet resources. According to Akram et al. (2021), teachers are thought to apply technology integration in an effervescent manner. In a similar vein, Ozer and Kılıç (2018) conducted a study to investigate how mobile-assisted language learning affected ESL learners' motivation and enjoyment levels. Positive results were found, demonstrating the potential of mobile devices and language learning applications to promote engagement and enjoyment. ESL students were able to interact with language learning resources at their own pace and from any location thanks to the accessibility and convenience provided by mobile-assisted language learning. This led to increased motivation, enjoyment, and the formation of positive learning attitudes. These studies show how integrating technology into the classroom improves ESL students' learning attitudes and enjoyment. ESL students can interact with the language in dynamic and significant ways thanks to multimedia technology and mobile-assisted language learning, which offer chances for personalized and interactive learning experiences. Technology integration can improve motivation, engagement, and positive learning attitudes in ESL classes by fostering an engaging and exciting learning environment. However, researchers also advise that the use of technology must be carefully managed to ensure that it complements rather than replaces meaningful classroom interaction. Effective integration of technology should strive to facilitate communicative language teaching and foster active learner participation (Ramzan, et al 2023).

These findings underscore the importance of developing supportive classroom conditions that generate favorable attitudes about language learning. Teachers can encourage such attitudes by adopting interactive teaching practices, supporting collaborative learning, integrating meaningful communication activities, and providing constructive feedback. When students perceive language study as pleasurable, relevant, and achievable, they are more likely to establish positive attitudes that support successful language acquisition.

### **Implications for Language Education**

The results of empirical studies on students' attitudes toward learning a language have important implications for classroom instruction, curriculum design, educational policy, and language instruction. One of the most

significant ramifications is to how language instructors influence students' perspectives on language acquisition. In addition to providing teaching materials, teachers are also in charge of establishing classroom cultures that promote favorable attitudes toward language acquisition. Studies have continuously demonstrated that students' attitudes toward language acquisition are significantly influenced by teacher conduct, instructional tactics, and classroom interaction patterns (Dörnyei, 2001). Teachers are crucial in inspiring students by creating a classroom environment that is encouraging, setting high standards for pupils, and boosting their confidence in their ability to learn a language. Students are more likely to acquire favorable attitudes about the language and the learning process when teachers show excitement, offer constructive criticism, and promote engagement (Dörnyei, 2001). Also, communicative and interactive teaching strategies can support the development of positive attitudes toward language acquisition. According to research, students who engage in communicative language exercises like role-plays, group discussions, and cooperative problem-solving typically become more motivated and confident while speaking the target language (Richards & Rodgers, 2014). These methods promote involvement and assist students in seeing language acquisition as relevant and useful.

The significance of motivation in the acquisition of a second language is another significant implication of studies on attitudes toward language learning. Since learners' attitudes about the language and the learning environment affect their willingness to put forth effort in language learning, attitudes and motivation are intimately related. Positive sentiments toward the language and its speakers support the growth of integrative motivation, according to research within Robert Gardner's socio-educational paradigm (Gardner, 2010). Learners are more likely to stick with their language studies and reach better skill levels if they are driven to engage with members of the target language community. Thus, educators and educational establishments ought to employ tactics that enhance students' instrumental and integrative motivation. Interaction with native speakers, exposure to real-world language use, and cultural exchange events can all help foster integrative motivation. On the other side, highlighting the useful advantages of learning a language, such as access to global knowledge and job prospects, can boost instrumental motivation.

Policymakers should understand that learners' psychological and emotional connection with the language is just as important to successful language learning as curricular material. Learner-centered teaching strategies that foster positive attitudes toward language acquisition should be promoted by educational policies. This could entail offering teacher preparation courses that give language instructors techniques for inspiring pupils and dealing with affective issues in the classroom. Policymakers should also encourage the creation of multilingual and multicultural communication-focused language learning facilities. Students' opinions can be influenced and their desire to learn more languages can be increased by promoting favorable cultural attitudes regarding languages.

## **Conclusion**

This study's analysis of the literature shows that learners' attitudes influence their motivation, participation, engagement, and ultimately their degree of language proficiency. Students' attitudes have a considerable impact on language learning outcomes in a variety of educational environments, according to empirical studies discussed in this article. According to research, students who find language learning to be relevant, practical, and pleasurable typically participate more in class, are more motivated, and perform better academically (Hussain et al., 2023; Yan, 2024). Furthermore, research has demonstrated that learners' engagement and perseverance in language learning activities can be improved by positive emotional experiences including enjoyment and interest (Punongbayan et al., 2025). The study's overall conclusions highlight the fact that language acquisition is a social and affective process in addition to a cognitive one. Students' attitudes regarding language learning have an impact on how they view the process, how much time and effort they devote to it, and how well they acquire language proficiency. Thus, encouraging positive attitudes toward language acquisition need to be regarded as a primary goal of language instruction.

## **Recommendations**

In view of the evidence presented from the various studies, the following recommendations are presented.

- I. Learner-centered teaching strategies that actively include students in the learning process should be implemented by language instructors.

- II. Teachers should make an effort to establish encouraging classroom settings that lower fear and promote students' freedom of expression in the target language.
- III. Authentic materials like newspapers, movies, podcasts, and social media information should be incorporated into language training by curriculum designers.
- IV. Educational technology should be carefully included into language instruction.
- V. Teachers should be prepared with useful techniques for encouraging students, cultivating positive attitudes, and resolving emotional obstacles to language acquisition.
- VI. Educational establishments must motivate students to assume more accountability for their own language acquisition.

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