



Discovering Learners' Attitude Towards Second Language Learning Based on ABC Attitude Model

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ABSTRACT

This study explores learners' attitudes towards the learning of a second language, focusing on the ABC Attitude Model encompassing affective, behavioural, and cognitive components. The research aims to explore how learners' attitudes align with these dimensions when acquiring English as a second language and how learning materials influence their attitude. A Likert-type survey was administered to seventy semester two undergraduate students from one university in Malaysia, with a gender distribution of 41.4% male and 58.6% female. The majority of respondents were aged 20 to 22, enrolled in an English for Professional Communication program. The study analyzed the survey data using SPSS v29, demonstrating high internal reliability. The findings show that students are mainly motivated by the practical benefits of learning English for their future careers, are more engaged when they see its relevance, and prefer clear, well-organised, and technology-based learning materials. Students' motivation to learn English is driven by career goals; however, many struggle with self-directed learning. They engage in language tasks, yet grammar and syntax remain challenging, so structured support is



necessary. Furthermore, digital and well-organised materials improve comprehension, enhance flexibility, and promote independent learning. These insights can help educators and language practitioners refine their teaching methods to better align with learners' expectations and preferences.

Keywords: learners attitudes, English language learning, ABC Attitude Model, teaching and learning materials, technology integration

INTRODUCTION

The journey of learning takes different paths, shaped by each individual's choices, abilities, and effort. These differences reflect both strengths and limitations in the learning process, often driven by personal attitudes influenced by background, experience, and environment (Getie, 2020). In second-language (L2) learning, attitude is critical. According to Lo and Lin (2020), students with a positive mindset are more motivated, viewing language learning as a path to future rewards. However, not all learners have this experience because anxiety, burnout, and particularly frustration can diminish their drive to learn. As Richards (2022) notes, frustration emerges when learners feel stuck, lose confidence, and become discouraged from moving forward.

In addition, second language acquisition is a lifelong journey that requires ability, commitment, perseverance, and passion (Teimouri et al., 2022). Learning a second language, the experience becomes more meaningful when learners recognize its long-term benefits. However, success goes beyond setting goals in which it relies on taking responsibilities and staying motivated (Almada et al., 2019).

On the other hand, learning strategies and materials significantly shape learner learning attitudes. The use of media and technology can boost motivation and make learning more enjoyable (Shahabani et al., 2022). For instance, interactive tools not only keep learners engaged but also build positive study habits and attitudes (Rafiola et al., 2020; Shahabani et al., 2022). When learning is seen as effective and accessible, students are more likely to stay motivated and succeed.

Statement of Problem

Learners at all levels develop their own ideas, perceptions, and goals in education. They can adapt to their environment, put in effort, and achieve success through effective learning strategies. Language learning then should be simple and structured which is supported by step-by-step instruction and clear content. Well-planned and organised materials, tailored to learners' needs, enhance engagement and motivate self-improvement. Such a positive learning environment encourages students to develop better attitudes, which are linked to academic success (Cocca & Cocca, 2019; Getie, 2020; Shahabani, 2023).

However, not all learners can maintain their motivation and commitment to language learning, and their attitudes often shift when facing challenges. For instance, Malaysian L2 users recognize the need to acquire English for social and professional interactions, as it is widely used



in business (Mahmud et al., 2022). However, their enthusiasm for mastering the language declines due to difficulties in learning complex skills like grammar and syntax (Shahabani, 2023). Frustration and anxiety can replace initial motivation if the learning process becomes harder to the learners. This is a serious issue as it can hinder learners' engagement to progress. Therefore, it is encouraged to offer supportive instructional settings. Strong learning support, for example, skilled language instructors, good learning materials, and a supportive instructional context should be provided in order to improve learners' attitude and to enhance their motivation (Wang & Guan, 2020). With such offers, learners will be able to strengthen their beliefs and motivation.

Thus, the appropriate teaching approaches, methods and also the materials have to be carefully planned, prepared, organised, and finally, employed. Based on Bandura's (1977) learning theory, one's attitude can positively be developed and maintained with the existence of promising motivational factors that are provided to them (Abdullah, 2019).

Hence, this study aims to explore the classroom context and interactional conditions that can improve learners' attitudes by examining their emotional, behavioural, and cognitive traits. It also explores how learning materials can enhance these attitudes to increase satisfaction. Specifically, it seeks to understand L2 learners' attitudes towards second language learning, find effective teaching methods that meet their needs (whether tech-based or traditional), and explore updated, engaging learning materials that boost motivation and inspire learning.

Objectives and Research Questions

The objectives of this study are;

- a) to examine L2 learners' attitude based on the three domains of affective, behavioural and cognitive when learning English,
- b) to investigate how the use of learning materials that facilitate second language acquisition influences learners' attitudes.

Therefore, this study is conducted to answer the following research questions;

- a) What are the attitudes of L2 learners towards learning English as a second language based on the Affective, Behavioural and Cognitive perspectives?
- b) How do the learning materials used that facilitate the learning of second language influence learners' attitude?

LITERATURE REVIEW

ABC Attitude Model

The attitude models have been introduced and practised by many psychologists and educationists; and these models can be varied based on how we go about using and interpreting them (Corneille & Stahl, 2019). One such model is the ABC Attitude Model, which comprises emotional, behavioural, and cognitive components (Zhang & Zhang, 2020). This model provides a framework for understanding how individuals process what they think and feel, which then



influence their actions. Corneille and Stahl (2019) emphasize that attitudes are shaped through internal evaluations, while Mohamad Hanefar et al. (2021) expand on this by describing it as a psychological process where people reflect on their experiences before deciding how to respond. Zhang and Zhang (2020) further highlight that emotions whether positive or negative can strongly affect how individuals think and behave. These studies, hence, show that attitudes develop through a mix of how people feel, what they think and how they behave. In the context of language learning, the learning approaches, materials and methods can be the best factors that can influence learners' attitudes; good or poor. This understanding provides a theoretical basis for the current study to explore how these factors shape learners' attitudes in real classroom settings.

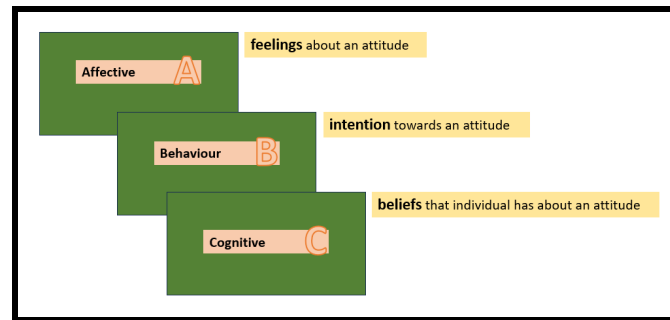


Figure 1. ABC Attitude Model [Concept adapted from Jain (2014)]

Learners' Learning Attitude based on their Affective, Behavior and Cognitive Attributes

The field of second language acquisition (SLA) is shaped by a range of factors, with learners' attitudes and motivation emerging as pivotal determinants of success. Early work by Gardner and Lambert (1959) underscored the influential role of motivation and interest in acquiring a second language, emphasizing that positive attitudes towards the target language and its speakers often correlate with greater proficiency (Hegedűs, 2020). Conversely, negative attitudes are associated with diminished motivation and lower attainment (Samuel & Zaitun, 2007). This underscores the importance for educators to understand and nurture learners' dispositions to foster a supportive learning environment (Aziz & Bakar, 2019).

The ABC Attitude Model, comprising affective, behavioral, and cognitive components, offers a comprehensive framework for analysing learners' attitudes. By addressing each dimension, educators can design interventions that not only target linguistic proficiency but also address the broader psychological and social dimensions of learning. For example, integrating cultural elements into language lessons can improve learners' affective orientation, while setting achievable goals within a safe learning environment enhances motivation (Clark & Schlee, 2010).

However, positive attitudes alone do not guarantee success. Teaching strategies, availability of resources, and examination techniques significantly influence outcomes (Mazana et al., 2019). Even motivated learners may struggle when instructional methods are misaligned with their needs or when they lack appropriate learning strategies.



Past Studies

L2 Learners' Attitudes towards the Learning of a Second Language; the Learning of Grammar and Syntax Rules

Recent research reflects a paradigm shift from treating grammar as an isolated component to viewing it as an integral aspect of communicative competence (Aboghunaim, 2018). Studies have revealed divergent perspectives: while some advocate for minimizing explicit grammar instruction to promote fluency (the “zero option”), others argue for its integration to support communication skills (Aboghunaim, 2018; Celce-Murcia, 2008). Ellis (2021) emphasizes that learners actively construct their language knowledge, highlighting the need for instruction that considers the learning process rather than solely the end product.

Learners' perceptions of grammar and syntax remain complex, influenced by factors such as cultural relevance, instructional approaches, and their own language identities (Ng, 2023). For instance, while some learners value explicit grammar learning for its role in accuracy, others may perceive it as a barrier to communicative competence. Understanding these perceptions is essential for designing inclusive, effective curricula.

Comparative studies have illuminated how cultural and contextual factors shape attitudes toward SLA. Sun and Wudthayagorn (2024) examined 8,300 Thai and Chinese students in Bangkok and found that, while both groups displayed positive attitudes toward English, Chinese students demonstrated stronger intrinsic motivation and self-belief, attributed to cultural influences on achievement. Similarly, Kızıltepe (2000) reported high motivational intensity among Turkish EFL learners, linking positive attitudes with improved outcomes.

Other research highlights persistent challenges. Ameen (2023) found that while EFL students at the University of Raparin recognized grammar's importance, they often harboured negative attitudes due to its perceived complexity and inadequate teaching methods. This underscores the need for supportive, context-sensitive approaches to grammar instruction.

Learners' attitudes that shaped by affective, behavioural, and cognitive factors are central to the success of second language acquisition. Positive attitudes foster motivation and engagement, while negative ones hinder achievement. However, attitudes interact with broader pedagogical and contextual elements, including instructional strategies, cultural background, and available resources. A nuanced understanding of these interconnections is vital for developing effective teaching practices and curricula that promote communicative competence and sustained learner motivation.

Impact of Attitude on L2 Learners' Performance with Enhanced Learning Tools

The use of technology in education cannot be denied as it offers effective tools such as its interactive applications, AI powered applications and other platforms that allow checking for grammar and other errors (Arce & Valdivia, 2020). Nevertheless, the drawbacks of employing these applications can occur when learners rely on this technology without putting their own effort in the learning process. Despite the negative effect, Abusahyon et al. (2023) mentioned



that technology helps create positive attitude amongst the learners and as a result, it helps improve language acquisition. Such outcomes highlight the importance of learner disposition in maximizing the potential of digital tools, suggesting that attitude is a key mediator between technological innovation and academic success.

The findings from Aladini et al. (2025) on AI-driven writing tasks had found that technology-based learning tools had improved language acquisition amongst the L2 learners, and had improved the learners' attitude. The study made use of quasi-experimental method to 561 intermediate EFL learners from a private institute in Iran. Aladini et al. (2025) had found that AI-assisted writing improves linguistic proficiency and metacognitive development which also cultivates learners' positive attitude. This aligns with Abusahyon et al.'s (2023) findings which mentioned that attitude helps in determining the success of technology-based instructions.

In addition, Yu and Trainin (2021) had found that technology-based learning is more effective than the conventional learning methods. Yu and Trainin (2021) had conducted a meta-analysis on technology assisted L2 vocabulary learning and had analysed 359 experimental studies from 2006 until 2017. They compared digital and traditional methods to determine factors like teaching approach and learners' characteristics. The results showed that mobile-assisted learning is more effective ($d=0.85$) compared to computer-assisted methods ($d=0.46$), and incidental instruction ($d=1.04$) outperformed intentional instruction ($d=0.57$). This is to highlight that learners are more motivated to learn vocabulary when they are provided with technology-based instruction. Their study complements Aladini et al.'s (2025) study which suggesting that the learning of vocabulary and also writing skills can be enhanced through technology as learners show positive attitude to the learning process.

When technology and other digital tools have affected learners' positively, it is significant to integrate them with most classroom teaching to enhance the learning process (Zhu et al., 2023). The current study therefore, explores how these attitudes can influence learners' engagement in the L2 learning contexts.

L2 Learners' Learning Attitude and its Impact

Learners' attitude can affect language learning performance. Learners are found motivated to use language when they are provided with fun activities in a comfortable learning environment (Dewaele et al., 2022). This positive attitude can be seen when learners feel the joy of learning which then influence them to participate directly in the learning process.

Expanding on this idea, Shahzad et al. (2020) conducted a study in the English department of Khawaja Freed University of Engineering, involving one hundred respondents. It was found that learning digitally can positively change learners' attitude. Virtual teaching and learning were shown to enhance student retention and engagement. Students are found "*committed and motivated towards their studies, and they welcome Virtual Teaching (VT)*". This response provides empirical support for the effectiveness of the enhanced learning materials in fostering positive attitudinal change among learners. Additionally, learners' attitudes can be seen in their willingness to fully engage with the learning process, including its challenges and opportunities. When students accept the process, they show awareness and openness to growth. Here, rewards play a role. Small gestures like a smile, a star, or praise can boost motivation and reinforce



positive behavior (Kasyulita, 2019). According to Kasyulita (2019), learners became more attentive and motivated to learn English when rewarded, showing how effective reinforcement can strengthen a positive learning attitude.

However, motivation should not rely solely on rewards. The learning experience must also be meaningful and well-structured. A clear, step-by-step approach helps learners stay focused, committed, and organised. Fun and engaging activities make learning more enjoyable and reduce frustration. Instead, ineffective experiences and repeated failure can negatively impact learners' attitudes. This was evident in a study by Tsybulsky and Oz (2019), which examined Israeli student teachers and highlighted how poor learning experiences can diminish motivation and hinder progress.

Further insights come from a study conducted in southern Bhutan by Sonam et al. (2023), which revealed that secondary school students exhibit both positive and negative attitudes toward learning English. These attitudes are shaped by elements such as the classroom environment and instructional methods. The research highlighted that a supportive learning setting, combined with engaging and relevant resources such as effectively utilized textbooks can foster more positive student attitudes. These attitudes are influenced by students' cognitive beliefs, emotional responses, and behavioural tendencies, all of which stem from their individual learning experiences and perceptions.

Conceptual Framework

ABC Attitude Model

This study is essentially based on the ABC attitude model which comprises three major components namely Affective, Behavioural and Cognitive (Verešová & Mala, 2016). The Affective component is to demonstrate the feelings of an individual. A person would have a choice to make that he or she can decide about the likes or dislikes about something (Jain, 2014). The next component is Behavioural. Tendency to react differently at a time may occur based on the different experience he or she encounters due to change in the feelings and beliefs. It is also *“the way the attitude we have influences how we act or behave”* (Verešová & Mala, 2016). Cognitive component, on the other hand, is how a person makes judgement or evaluation towards things they see, feel and experience. Through Cognitive component a person will have a chance to use their wisdom to make judgement and provide reasoning by evaluating the events and the consequences before taking any actions. A study on “Students’ Cognition and Attitude in Writing Descriptive Text” by Sari et al. (2020) found that a cognitive domain scored the highest for positive attitude in writing descriptive text. The study has found that *“the students had positive mental, potential action and psychological tendency through experiences which expressed by evaluating a particular favourable object especially in writing descriptive text”*.

This study, hence, observes learners' attitudes towards the learning of a second language; and if the learning materials provided can help improve their attitude. These three attitude components are suitable to relate to learners' learning attitude. Hence, the Affective, Behavioural and Cognitive components are taken into consideration to seek the participants' responses. In addition, this study considers several sub-attributes that relates to learners' feelings, responses and judgement by including elements such as honesty towards the learning that is the acceptance

to learning, feeling rewarded by the learning, learners' determination, learners' commitment, learning excitement, learners' perception towards the learning and also the learning frustration. These sub-attributes are mapped onto the ABC model as follows: feelings of acceptance, reward, excitement, and frustration reflect the Affective component; determination and commitment represent the Behavioural component; while perception and judgment toward learning align with the Cognitive component. This categorization enables a structured analysis of learners' attitudes through an established theoretical framework.

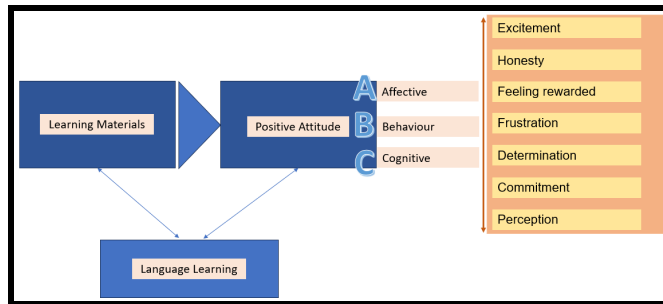


Figure 2. Conceptual Framework of the Study

METHODOLOGY

This study in a form of survey was administered to seventy bachelor degree students from one public university in Selangor, Malaysia. They were semester two students undergoing the English for Professional Communication program. The population of this study comprised of 85 semester two undergraduate students from English for Professional Communication program. Referring to the sample size determination table by Krejcie and Morgan (1970), that much population requires the number of responses to be seventy (70) respondents. The quantitative data was collected using a Likert-type survey; Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. The survey questionnaire, adapting ABC attitude model, consists of 3 sections that are (1) participants' demographic profile; (2) survey on research question 1 for learners' Affective, Behavioural and Cognitive responses; and (3) survey on research question 2 learners' attitude on the learning materials used. The survey items were adapted from the ABC Attitude models, and also from research by Tran (2020); and Nguyen and Habók (2022). The survey items were modified to cater for the purpose of this study and to complement the research questions. The questionnaire was distributed to the respondents online. The data was analysed using Statistical Package for the Social Sciences version 29 (SPSS v29), and the results were reported in a form of tables presenting the mean and standard deviation. Cronbach analysis for RQ 1 survey shows .924 and for RQ 2 survey shows .842 thus showing high internal reliability; refer to Table 1 and 2.

Reliability Statistics

Table 1 shows the reliability statistics for the instrument for RQ1. SPSS analysis revealed a Cronbach alpha .924 thus showing a high reliability for the survey.
 Table 2 shows the reliability statistics for the instrument for RQ2. SPSS analysis revealed a Cronbach alpha .842 thus showing a high reliability for the survey. Further SPSS analysis was done to answer the two research questions for this study.

Table 1. Reliability Statistics for Learning Material - For RQ1

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.924	.930	16

Table 2. Reliability Statistics for Learning Material - For RQ2

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.842	.861	13

Table 3. Distribution of Survey Items

NO	SECTIONS	SURVEY COMPONENTS	NO OF ITEMS
1	DEMOGRAPHIC PROFILE	Age and gender	
2	SURVEY FOR RQ1	A. Impression on Learning English as Students	8
		B. Perspectives on Learning English as Students.	4
		C. Performance on Learning English as Students	4
3	SURVEY FOR RQ2	Perspectives on Learning Materials Used to Learn English Language	13
		TOTAL NO OF ITEMS:	29

RESULTS AND DISCUSSION

This section presents the demographic data and data analysis of the findings. The findings are gathered from the results using the Likert-type survey that are based on research questions one and two. Below are the results.

Findings for Demographic Profile

Based on Figure 3 and 4 below, this current study involves seventy respondents with 41.4% male and 58.6% female university students. They are undergraduate students from a local university in Malaysia, undergoing the English for Professional Communication program. The majority of the respondents aged from 20 to 22 years old, which is 84.3%.

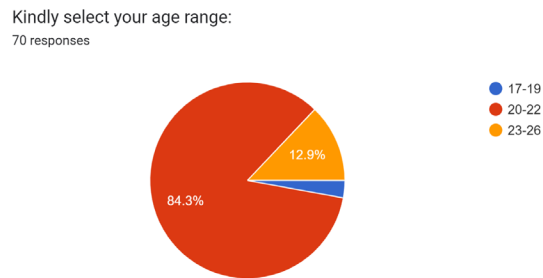


Figure 3. Findings for Age

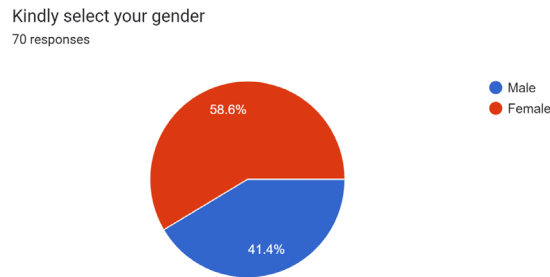


Figure 4. Findings for Gender

Findings for RQ1

Research question 1 is “What are the attitudes of L2 learners towards learning English as a second language based on the Affective, Behavioural and Cognitive perspectives?” This research question would like to look into the students’ attitude when learning the English language. The research is to find out if these learners’ attitudes match the three dimensions of attitude that is “Affective”, “Behavioural” or “Cognitive”. There were sixteen (16) items asked for these attitude dimensions.

Mean - Attitude Affective



Table 4. Affective

NO	AFFECTIVE ITEM	Means
1	I find it interesting to learn English language as a second language because it is manageable.	3.957 (SD:0.7882)
2	I find it enjoyable to learn English language as a second language because it is equipped with interesting teaching and learning materials.	3.871 (SD:0.8499)
3	I feel that learning English now is important for my future career.	4.30 (SD:0.5477)
4	I feel that the learning of English as a second language can make me a professional one day.	4.186 (SD:0.6207)

Mean - Attitude Behavioural

Table 5. Behavioural

NO	BEHAVIOURAL	Means
1	I set goals every time I am in my English class.	3.186 (SD:0.8894)
2	I often do revision before class.	3.100 (SD:0.9653)
3	I am prepared during English class because I know English lessons can help me to be a better English speaker and writer.	3.514 (SD:0.8119)
4	I pay attention in class because I am confident that English knowledge that I possess helps me to go far after college.	4.043 (SD:0.5230)

Mean - Attitude Cognitive



Table 6. Cognitive

NO	COGNITIVE ITEMS	Means
1	I foresee the need to learn English because it plays an important role for my learning and my future.	4.371 (SD:0.543)
2	I foresee the need to master the English language in speaking and writing as the lessons will benefit me.	4.329 (SD:0.502)
3	I can understand that English lessons help me to develop my English language proficiency.	4.343 (SD:0.507)
4	I realise that English lessons help me to improve my speaking skill.	4.20 (SD:0.604)
5	I realise that English lessons help me to improve my listening skill.	4.143 (SD:0.643)
6	I realise that English lessons help me to improve my reading skill.	4.226 (SD:0.569)
7	I realise that English lessons help me to improve my writing skill.	4.214 (SD:0.478)
8	I realise that English lessons help me to understand English grammar and its syntactic rules.	3.857 (SD:0.785)

The survey results show that students generally have a positive attitude toward learning English as a second language. This attitude is reflected across three areas: how they feel about learning (affective), what they do in class (behavioural), and what they think about the importance of English (cognitive).

In the Affective dimension, students showed strong emotional interest in learning English. For example, many agreed that learning English is important for their future career ($M = 4.30$, $SD = 0.55$) and that it could help them become professionals one day ($M = 4.19$, $SD = 0.62$). They also found English manageable ($M = 3.96$, $SD = 0.79$) and enjoyable due to interesting materials ($M = 3.87$, $SD = 0.85$). These results suggest that students are emotionally motivated and see English as both enjoyable and useful.

In the Behavioural dimension, responses were more mixed. While students were less likely to set goals ($M = 3.19$, $SD = 0.89$) or do revision before class ($M = 3.10$, $SD = 0.97$), they were more likely to be prepared during lessons ($M = 3.51$, $SD = 0.81$) and pay attention in class ($M = 4.04$, $SD = 0.52$). This shows that although some study habits outside class may be lacking, students are still actively engaged during lessons, especially when they believe English will help them succeed after college.



The Cognitive dimension had the highest and most consistent scores. Students clearly understand the importance of English for their learning and future, with strong agreement on items like “I foresee the need to learn English” (M = 4.37, SD = 0.54) and “I foresee the need to master English in speaking and writing” (M = 4.33, SD = 0.50). They also recognized how English lessons help improve their proficiency (M = 4.34, SD = 0.51), speaking (M = 4.20, SD = 0.60), reading (M = 4.23, SD = 0.57), and writing (M = 4.21, SD = 0.48). The lowest score in this group was for grammar and syntax (M = 3.86, SD = 0.79), which may reflect a common challenge among learners.

Overall, the findings show that students are emotionally connected to learning English, they stay focused during class, and they understand how English can benefit their future. The three dimensions, affective, behavioural, and cognitive, seem to support each other. When students enjoy learning and see its value, they are more likely to stay engaged and motivated.

Findings for RQ2

Research question 2 is “How do the learning materials used that facilitate the learning of second language influence learners’ attitude?” This research question would like to look into the students’ attitude while learning English language when using any given learning materials. There were thirteen (13) items for this element (Learning Materials).

Table 7. Mean Score for Learners’ Attitude towards the Use of Learning Material

No	Survey Items	Mean/SD
1	I prefer learning English language using computer technology	3.900 (SD: 0.568)
2	I prefer learning English language using physical books	2.429 (SD: 1.04)
3	I prefer learning English language when the materials allow interactivity (I can interact with the learning materials – example: navigation)	3.686 (SD: .7256)
4	I prefer learning English language when the materials used allow me to do exercises many times so that I can remember the content	3.929 (SD: .6878)
5	I prefer learning English language when the lessons are presented with graphics so that I can differentiate points	3.729 (SD: .8668)
6	I prefer learning English language when the lessons are presented with graphics so that I am motivated to learn	3.757



		(SD: .8918)
7	I prefer learning English language when the lessons are presented with graphics so that I can remember points	3.843 (SD: .7734)
8	I prefer learning English language when the lessons provide examples so that I can develop my confidence to continue learning	4.157 (SD: .5552)
9	I prefer learning English language when the lessons are digital based that I can learn at any time and any place I want	4.171 (SD: .6132)
10	I prefer learning English when the lessons are digitally based, allowing me to learn at my own speed and pace	4.214 (SD: .5871)
11	I prefer learning English language when the lessons are well-organised and arranged step-by-step	4.243 (SD: .6241)
12	I prefer learning English language when the lessons are digital based that multimedia elements are included (Interactive buttons, animations, voice over, etc)	4.114 (SD: .6493)
13	I prefer learning English language when the explanations are clear and straightforward	4.257 (SD: .5018)

The findings from Table 7 show that learners' attitudes toward language learning improve when instruction aligns with their preferences. Specifically, the highest-rated item, “I prefer learning English when explanations are clear and straightforward” ($M = 4.257$, $SD = 0.5018$), highlights the importance of clarity for comprehension. In addition, “I prefer well-organised, step-by-step lessons” ($M = 4.243$, $SD = 0.6241$) underscores the need for structured instruction. Moreover, technology-based learning is also strongly favoured, with “I prefer digital lessons that allow self-paced learning” ranking third ($M = 4.214$, $SD = 0.5871$), followed by “I prefer digital lessons that I can access anytime, anywhere” ($M = 4.171$, $SD = 0.6132$), reflecting the value learners place on flexibility and autonomy. Furthermore, confidence-building strategies are equally important, with “I prefer lessons with examples that help me gain confidence” securing the fifth position ($M = 4.157$, $SD = 0.5552$), and multimedia-enhanced instruction ranking sixth ($M = 4.114$, $SD = 0.6493$), indicating a preference for interactive elements like voiceovers and engaging features. On the other hand, lower-ranked items include repeated exercises ($M = 3.929$, $SD = 0.6878$), general computer-based learning ($M = 3.900$, $SD = 0.568$), and visual aids ($M = 3.843$ – 3.757), which, while supportive of engagement and retention, are not as highly prioritized. Additionally, among the least preferred methods, graphics for differentiating points ($M = 3.729$, $SD = 0.8668$) and interactive navigation ($M = 3.686$, $SD = 0.7256$) scored lower, possibly due to



unfamiliarity with interactive learning tools. Finally, the lowest preference was physical books ($M = 2.429$, $SD = 1.04$), reinforcing the shift toward digital-based learning for better engagement and comprehension. Overall, these results show that learners prioritize clarity, structured instruction, flexibility, and technology-driven methods, while traditional materials like printed books and excessive graphics are seen as less effective.

CONCLUSION AND RECOMMENDATION

Summary of Findings and Discussions

The findings for Research Question 1 (RQ1), which examined L2 learners' attitudes across affective, behavioural, and cognitive dimensions, reveal that affective factors such as emotional investment, values, and future goals play the strongest role in motivation. Students have the idea that English language can help them in their future career and not just as a school subject. This makes learning English more meaningful to them (Wang et al., 2023).

Similar findings were reported by Hernández Salinas (2024), whose case study of university students highlighted how emotional connection and personal goals significantly shaped motivation and engagement. However, the use of digital platforms and text-books can only excite learners when they feel these tools match with their personal goals (Li et al., 2024). Learners have to be exposed to the idea that learning English is important to them and show how relevant to their future needs in order to get them engage to the learning (Wang et al., 2023). On the behavioural side, learners will participate actively in the learning when they foresee the long-term benefits, for example, future-oriented goals (Saito et al., 2017). Additionally, learners are found motivated when they are well-prepared. They will participate in the classroom activities and show better engagement to the learning (Oga-Baldwin et al., 2017). Park and Ahn (2022) also had found that deeper cognitive and behavioural engagement with feedback activities led to improved writing outcomes, emphasizing the role of structured learning and reflection. However, not all learners are motivated. Some learners are not motivated as they are struggling with setting up goals. They do not see the importance of learning which this can hinder their learning progress. Hence, class instructors or educators have to play their roles to instil positive vibes to improve learners' motivation.

For cognitive domain, learners are found to show high metacognitive awareness when they see that English language is important for their academic success and professional achievement. When they foresee that English is relevant to their needs, they will easily set learning goals and plan for learning strategies (Van Loon et al., 2024). However, the learning of grammar and syntax is not the favourite amongst learners as the lessons are challenging which involved critical analysis of the sentence structure (Walker et al., 2020). The learning of English grammar and syntax, though involves such demanding skills, it helps learners to improve critical thinking as well as problem-solving, hence, educators need to plan for strategies to keep learners motivated.

Research Question 2 (RQ2) looked at how learning materials influence students' attitudes toward learning a second language. The findings showed that learners are motivated when the learning process aligns with their preferences. The responses are positive towards the materials used during the learning. Learners prefer the materials which are clear, easy to understand and well organised. Learners also prefer lessons that are explained in a simple manner as well as follow



step-by-step structure. This learning process can help learners to be confident, hence, to understand better. Almohawes (2024) mentioned that learners will be more motivated and will be less stressful when the learning is well-structured and organised. This learning context is supported by Stratton (2023), who found that learners in higher institution preferred explicit instruction than implicit approach because it can reduce learners' anxiety.

Next, the study has found out that learners have strong preference for the use of computer technology. Hence, to study at own pace and to be able to access lessons whenever they want become the learners' preferences. This is to demonstrate that learners feel more confident when they are able to control their learning with the existence of computer-based learning. This way helps learners to develop more positive attitude towards their language learning (Xia et al., 2024). Shadieff and Wang (2022) also mentioned in their study on technology-supported language learning that digital platforms improve motivation and engagement which aligns with this current study. Moreover, it was found that learners appreciate when the lessons are included with examples and multimedia features, for example, the interactive elements. Learners feel that the learning is enjoyable and well-supported which can enhance their learning progress and improve their skills (Yuan, 2018). However, the traditional approach such as providing them with static visuals, printed text-books and drilling activities are not the learners' favourite. This approach does not offer flexibility, and based on the study, it can be said that learners prefer an active and meaningful learning experience (Wu et al., 2025) which the learning materials are presented in a clear, well-structured and interactive manner. With the new enhancement of teaching and learning approach, learners are able to improve their confidence level and understanding.

Conclusion

This study demonstrates that learners' attitude towards the learning of English language are affected by the affective, behavioural and cognitive dimensions. Affective dimension is affected by learners' feelings and their future goals. Learners are observed to care about their future career and also their academic achievement (Yuliani et al., 2023). In terms of behavioural dimension, learners are observed to stay positive during the learning process when they foresee the long-term value of learning English. Hence, educators are suggested to provide more enhanced and effective learning support (Feng & Li, 2024) that cater for this purpose. Cognitively, learners are found to demonstrate positive awareness for memory and problem-solving, however, they are still struggle with the challenging grammar lessons which required more meaningful and real-world context learning (Kersten et al., 2021). Thus, with this demanding situation, learning materials prepared have to be clear, and well-structured, and also have to include technology-based tools to enhance motivation and to improve understanding (Ye, 2024). Learners will be able to participate in more difficult learning activities when they are motivated and confident (Yuan, 2018). This may occur when the learning is facilitated using multimedia tools. Though the study shows positive feedback upon the use the technology-based learning materials, physical text-books, and repetitive activities reveal the limitations when learners are found to prefer the traditional methods less.

Pedagogical Implications and Suggestions for Future Research



This study highlights the significance of aligning the language instructions to the learners' preference, attitude and ability. Learners will improve on their learning anxiety and enhance their learning attitude when educators plan well their instruction and the materials that correspond with learners' cognitive and emotional growth. Learners, especially those with low self-esteem, have to be provided with supportive learning environment such as receiving immediate feedback, well-structured learning materials, as well as emotional support. Supported by technology-based materials, peer interaction and reflective practices can boost learners' confidence which can help them to continue learning without feeling pressured.

Future research should examine how digital-based instructions can help learners in improving their attitudes and motivation. In addition, comparing digital tools and the conventional methods could explore how learners behave and if that can affect their confidence and attention levels. Researchers also can investigate if AI-powered activities can improve learners' retention in learning language.

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Conflict of Interest



The authors reported no conflicts of interest for this work and declare that there is no potential conflict of interest with respect to the research, authorship, or publication of this article.

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