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# Binary Response Patterns among EFL Learners: A Descriptive Study of Motivation, Participation, Anxiety, and Learning Strategies

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**ABSTRACT**

This study investigates binary response patterns in second language acquisition research using questionnaire-based data collected from English as a Foreign Language (EFL) learners. The study focuses on major SLA variables including motivation, classroom participation, language anxiety, learning strategies, and perceptions of teacher support. Second Language Acquisition (SLA) research has increasingly incorporated quantitative methods to examine learners' responses, behaviors, motivation, anxiety, and classroom participation. Among these methods, binary response analysis has become a practical statistical approach for analyzing categorical responses such as "Yes/No," "Agree/Disagree," or "True/False."The data were analyzed descriptively using percentages and frequency distributions to identify dominant learner tendencies. The findings indicate that most learners demonstrated positive attitudes toward English learning, high participation in classroom activities, and strong motivation to improve language proficiency. However, a considerable number of learners also reported anxiety when speaking English publicly. The study highlights the usefulness of binary response analysis in identifying learner tendencies and simplifying quantitative interpretation in SLA contexts. The findings contribute to language teaching practices by offering practical insights into learners' attitudes and behaviors in EFL classrooms.

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## 1. Introduction

Second Language Acquisition (SLA) has become one of the most significant fields in applied linguistics and language education. Researchers have explored how learners acquire, process, and use a second language in various educational and social contexts. SLA research commonly examines learners' motivation, anxiety, attitudes, participation, interaction, and learning strategies to understand the factors influencing language learning success. According to Stephen Krashen's Input Hypothesis, language acquisition occurs when learners receive comprehensible input slightly above their current level of proficiency (Krashen, 1985). Similarly, Long's Interaction Hypothesis emphasizes the importance of interaction and communication in language development (Long, 1996).

In contemporary SLA studies, quantitative research designs are frequently employed to measure learner behaviors and attitudes. One commonly used approach is questionnaire-based research because questionnaires allow researchers to collect large amounts of data efficiently. Many SLA studies use Likert scales; however, binary response formats such as "Yes/No" or "Agree/Disagree" are also effective, especially when researchers aim to simplify statistical interpretation and identify clear response patterns. Binary response analysis refers

to the examination of categorical data containing two response options. In language learning research, binary responses can reveal learners' preferences, participation tendencies, emotional reactions, and classroom experiences. This approach is useful because it provides straightforward numerical interpretation and facilitates descriptive and inferential statistical analyses. Binary response analysis is widely used in educational research, psycholinguistics, and survey-based studies because it simplifies data coding and minimizes ambiguity.

The use of binary questionnaires is particularly relevant in EFL contexts where learners may experience difficulty understanding complex survey scales. Simple response options can improve response accuracy and reduce confusion among younger learners or learners with limited English proficiency. Furthermore, binary analysis enables researchers to identify dominant learner tendencies quickly and efficiently. This study investigates binary responses related to second language acquisition among EFL learners. The research focuses on learner motivation, classroom participation, language anxiety, learning strategies, and teacher support. Through descriptive quantitative analysis, the study aims to identify major learner tendencies and discuss their implications for language teaching. The objectives of this study are:

1. To investigate learners' responses toward second language acquisition.
2. To identify major learner tendencies related to motivation, anxiety, and participation.
3. To examine the usefulness of binary response analysis in SLA research.

The research questions are:

1. What response patterns emerge from learners' binary responses in SLA contexts?
2. What factors influence learners' experiences in second language acquisition?
3. How can binary response analysis contribute to language teaching research?

This study is important because it demonstrates how simple binary questionnaires can generate meaningful quantitative findings in SLA research. The findings may help teachers understand learner characteristics and improve classroom practices accordingly.

## 2. Literature Review

### 2.1 Second Language Acquisition

Second Language Acquisition refers to the process through which individuals learn a language other than their first language. SLA involves cognitive, psychological, social, and linguistic dimensions. Ellis (1997) defines SLA as the study of how learners acquire a second language both inside and outside classroom settings. Researchers have developed various theories to explain language acquisition processes. Krashen's Monitor Model emphasizes comprehensible input and natural acquisition processes (Krashen, 1985). According to this theory, learners acquire language effectively when they are exposed to understandable language input in low-anxiety environments. Another important theory is Long's Interaction Hypothesis, which argues that interaction facilitates acquisition because learners negotiate meaning during communication (Long, 1996). Vygotsky's Sociocultural Theory also contributes significantly to SLA research. Vygotsky (1978) argues that learning occurs through social interaction and collaboration. In language classrooms, learners develop linguistic competence through communication with teachers and peers. Similarly, Swain (1985) emphasizes the role of comprehensible output, suggesting that learners improve language proficiency by producing language actively.

### 2.2 Motivation in Language Learning

Motivation is one of the strongest predictors of successful language learning. Gardner and Lambert (1972) distinguish between integrative motivation and instrumental motivation.

Integrative motivation refers to learners' desire to integrate with the target language community, while instrumental motivation relates to practical goals such as academic achievement or career opportunities. Dörnyei (2001) explains that motivated learners demonstrate persistence, participation, and positive attitudes toward language learning. In EFL contexts, motivation influences learners' willingness to communicate and engage in classroom activities. Highly motivated learners are more likely to practice English outside the classroom and use various learning strategies. Research by Ushioda (2011) also highlights the dynamic nature of learner motivation. Motivation can fluctuate depending on classroom environment, teaching methods, peer interaction, and personal experiences.

### 2.3 Language Anxiety

Language anxiety is another important factor in SLA research. Horwitz, Horwitz, and Cope (1986) introduced the concept of Foreign Language Classroom Anxiety (FLCA), which refers to learners' fear, nervousness, and apprehension during language learning activities. Learners often experience anxiety when speaking English publicly, answering teachers' questions, or interacting with fluent speakers. MacIntyre and Gardner (1994) found that anxiety negatively affects language performance, communication, and confidence. Anxious learners may avoid participation and experience difficulties processing linguistic information. Creating supportive classroom environments can reduce learner anxiety. Teachers who provide encouragement, constructive feedback, and collaborative learning opportunities help learners develop confidence and reduce fear of making mistakes.

### 2.4 Classroom Participation and Interaction

Classroom participation plays an important role in language acquisition because language learning requires active communication. According to Long (1996), interaction enables learners to negotiate meaning and receive feedback during communication. Active participation also enhances speaking fluency and communicative competence. Communicative Language Teaching (CLT) emphasizes learner-centered interaction and meaningful communication (Richards, 2006). Through group discussions, role plays, and collaborative tasks, learners become more engaged in language use. Research has shown that learners who actively participate in classroom activities tend to demonstrate better language achievement. Participation also reflects learner confidence, motivation, and willingness to communicate.

### 2.5 Binary Response Analysis in Educational Research

Binary response analysis involves the statistical examination of data containing two response categories. Binary data are commonly analyzed using percentages, frequencies, chi-square tests, logistic regression, and reliability measures. In educational research, binary questionnaires are useful because they simplify data collection and interpretation. According to Cohen, Manion, and Morrison (2018), binary response formats reduce ambiguity and improve response consistency. Binary coding is also effective for younger learners who may struggle with complex Likert scales. Binary response analysis has been applied in studies examining attitudes, motivation, perceptions, and classroom behaviors. In SLA research, binary questionnaires allow researchers to identify dominant learner tendencies clearly and efficiently.

## 3. Research Methodology

### 3.1 Research Design

This study employed a quantitative descriptive research design using binary response analysis to investigate learners' experiences in second language acquisition (SLA).

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Quantitative research was selected because the study aimed to analyze numerical response patterns related to learners' motivation, anxiety, classroom participation, learning strategies, and perceptions of teacher support.

Binary response analysis was used because the questionnaire consisted of two response categories coded numerically as "1" and "2." The binary format allowed the researcher to simplify statistical interpretation and identify dominant learner tendencies clearly.

### 3.2 Research Participants

The participants of this study were students learning English as a Foreign Language (EFL) in an educational institution. The participants were selected using purposive sampling because they were actively involved in English learning activities and had experience participating in classroom interaction. The respondents consisted of learners with varying levels of English proficiency. The participants were considered appropriate for the study because they regularly engaged in language learning tasks such as speaking activities, classroom discussions, and vocabulary learning.

### 3.3 Research Instrument

The main instrument used in this study was a binary-response questionnaire. The questionnaire consisted of statements related to: Learner motivation; Classroom participation; Language anxiety; Learning strategies; Teacher support and classroom environment

Each statement required respondents to select one of two possible responses:

| Response | Score |
|---|---|
| Disagree / No | 1 |
| Agree / Yes | 2 |

The questionnaire format was designed to simplify learner responses and facilitate quantitative analysis. Binary questionnaires are particularly effective for identifying clear tendencies in learner behavior and attitudes.

### 3.4 Data Collection Procedure

The data were collected through direct questionnaire distribution to the participants during English learning sessions. Before completing the questionnaire, participants received explanations regarding the purpose of the research and the response procedures. Participants completed the questionnaire individually. The researcher ensured that respondents understood all questionnaire items clearly to minimize misunderstanding and improve response reliability. After the questionnaires were completed, the responses were coded numerically into binary data using the values "1" and "2." The coded data were then organized into tabular form for statistical analysis.

### 3.5 Data Analysis Technique

The data were analyzed descriptively using binary response analysis techniques. The researcher calculated frequencies and percentages for each questionnaire item to identify dominant learner tendencies. The analysis focused on examining: learners' motivation toward, English learning, classroom participation patterns, levels of language anxiety, use of learning strategies, and perceptions of teacher support.

Descriptive statistics were selected because they provide clear and straightforward interpretation of categorical data. The binary coding system simplified the identification of positive and negative learner responses.

The findings were then interpreted in relation to theories of second language acquisition, learner motivation, language anxiety, and communicative language teaching.

# 4. Findings and Discussion

## 4.1 Learners' Motivation toward English Learning

The analysis revealed that most learners demonstrated positive motivation toward English learning. The majority of participants responded positively to statements related to enjoying English lessons, studying English outside the classroom, and recognizing the importance of English for future careers.

These findings align with Gardner's (1985) theory of motivation, which emphasizes the importance of positive attitudes in language acquisition. Motivated learners tend to participate actively and demonstrate persistence in learning activities. The findings also support Dörnyei's (2001) argument that motivation influences learner engagement and achievement. The results indicate that learners understand the practical importance of English in academic and professional contexts. Many learners considered English proficiency essential for future employment opportunities and global communication. This suggests that instrumental motivation plays a significant role in EFL contexts. The findings also show that motivated learners are more willing to practice English independently. Students who regularly watch English videos, listen to English songs, or review classroom materials demonstrate stronger commitment to language learning.

## 3.2 Classroom Participation

The data showed relatively high levels of classroom participation among learners. Many students reported answering teachers' questions, participating in group discussions, and engaging in classroom tasks. This finding supports communicative approaches to language teaching, which emphasize interaction and learner participation. According to Richards (2006), communicative classrooms encourage learners to use language meaningfully and develop communicative competence. Classroom participation is important because active learners receive more opportunities to practice language use. Through participation, learners negotiate meaning, receive corrective feedback, and improve fluency. However, some learners still reported reluctance to speak in front of classmates. This hesitation may be related to language anxiety and fear of making mistakes. Teachers should therefore create supportive classroom environments that encourage participation without excessive pressure. Collaborative learning activities such as pair work and group discussions may help reduce learner hesitation. These activities provide learners with opportunities to communicate in less threatening situations.

## 3.3 Language Anxiety among Learners

One of the most significant findings of the study is the presence of language anxiety among many learners. Several participants indicated feeling nervous when speaking English publicly or answering questions in class. This finding is consistent with Horwitz et al. (1986), who argue that foreign language anxiety is common in language classrooms. Learners may fear negative evaluation, making grammatical mistakes, or being laughed at by peers. MacIntyre and Gardner (1994) explain that anxiety can reduce learners' confidence and communication performance. Anxious learners often avoid speaking activities and participate less actively in classroom interaction.

The findings suggest that teachers should pay greater attention to learners' emotional experiences. Supportive feedback, positive reinforcement, and encouraging classroom atmospheres can reduce anxiety levels. Teachers should also avoid excessive correction

during speaking activities because overcorrection may increase learner fear and self-consciousness. Instead, constructive and supportive feedback may help learners develop confidence gradually.

### 3.4 Learning Strategies

The findings revealed that many learners employed independent learning strategies such as using dictionaries, taking notes, practicing with peers, and watching English media. Oxford (1990) explains that language learning strategies help learners improve comprehension, retention, and communication skills. Learners who actively use strategies tend to become more autonomous and successful. The use of English media such as movies, songs, and videos demonstrates learners' exposure to authentic language input. According to Krashen (1985), comprehensible input is essential for acquisition. Exposure to authentic materials may therefore support vocabulary development and listening skills. Peer interaction also emerged as an important strategy. Learners who practiced English with classmates demonstrated greater willingness to communicate and stronger classroom participation.

### 3.5 Teacher Support and Classroom Environment

The data indicated that learners generally perceived teachers positively. Many students agreed that teachers explained lessons clearly, encouraged participation, and created comfortable classroom environments. Teacher support plays a crucial role in SLA because positive teacher-student relationships increase learner confidence and motivation. According to Vygotsky's Sociocultural Theory, learning occurs through interaction with more knowledgeable individuals. Supportive classroom environments encourage learners to take risks and participate actively. Teachers who use interactive teaching methods and provide encouragement contribute significantly to learner engagement.

The findings suggest that classroom atmosphere influences learners' emotional experiences and participation levels. Positive learning environments reduce anxiety and improve learner confidence.

### 3.6 Implications of Binary Response Analysis

The study demonstrates that binary response analysis is an effective quantitative approach for SLA research. Binary questionnaires simplify data collection and allow researchers to identify dominant learner tendencies clearly. This approach is particularly useful in EFL contexts involving younger learners or participants with limited English proficiency because simple response formats reduce confusion and improve reliability. Binary analysis also facilitates statistical interpretation. Researchers can easily calculate percentages, frequencies, and categorical comparisons.

However, binary responses may oversimplify learner opinions because they limit participants to two choices only. Future research may combine binary questionnaires with interviews or Likert-scale instruments to obtain deeper insights.

Despite these limitations, binary response analysis remains valuable for identifying broad patterns in learner attitudes and behaviors.

## 5. Conclusion

This study investigated binary response patterns in second language acquisition research focusing on learner motivation, classroom participation, anxiety, learning strategies, and teacher support. The findings revealed that most learners demonstrated positive attitudes toward English learning and actively participated in classroom activities. Learners also recognized the importance of English for academic and professional purposes. At the same time, many learners experienced anxiety when speaking English publicly. This finding

highlights the importance of supportive classroom environments and positive teacher feedback.

The study also demonstrated that learners employed various learning strategies such as using dictionaries, practicing with peers, and engaging with English media. These strategies contributed positively to language learning experiences. Overall, binary response analysis proved to be an effective method for examining learner tendencies in SLA research. The approach simplifies data interpretation and allows researchers to identify important educational patterns efficiently.

The study suggests that language teachers should encourage participation, reduce classroom anxiety, and create supportive learning environments to enhance language acquisition. Future studies may combine binary questionnaires with qualitative methods to obtain richer insights into learner experiences.

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