



University of Guilan

Faculty of Literature and Humanities

English language Department

A Thesis submitted in Partial Fulfillment of the Requirments for  
M.A. Degree in Teaching English as a Foreign Langaue

The Effect of Motivational Factors on English Achivement in an  
Intensive English Course: Evidence from a Military University

**By**

**Hojjat Jodaei**

**Supervisor**

**Dr. Amir Mahdavi Zafarghandi**

**September, 2012**

**IN THE NAME OF GOD**

*THE COMPASSIONATE THE MERCIFUL*

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**Hjjat Jodaei**

Supervisor

**Dr.Amir Mahdavi Zafarghandi**

Advisor

**Dr. Maryam Danaye Tous**

**September, 2012**

**Dedicated to**

**My Family and My Teachers**

**With**

**Love and Respect**

## **Acknowledgment**

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## **Abstract**

### **The Effect of Motivational Factors on English Achievement in an Intensive English Course: Evidence from a Military University**

This study investigated the effect of motivational factors on English achievement in an intensive English course. The participants consisted of 41 Iranian male military staff, with the age range from 21 to 28. The participants filled a translated and adapted version of the mini-Attitude Motivation Test Battery ( $\alpha=.70$ ). Factor analysis of the questionnaire yielded four principal variables namely, motivation, integrativeness, organizational influence, and anxiety. Descriptive statistics indicated that the military staff were highly motivated in learning English and had low English learning Anxiety. It also suggested that the military organization was not so much supportive in learners' studying English. Furthermore, path analysis indicated that integrativeness predicted the motivation to learn English positively, and that motivation was a positive predictor of English achievement, whereas organizational influence was a negative predictor of English achievement. This study confirmed that motivation is the single most influential factor of language learning achievement, all other things being equal. Finally, based on the current study a path analytic model of L2 motivation was proposed.

**Key Words:** Motivation, Motivational Factors, English Achievement, Military , Path analysis

## چکیده

این مطالعه به بررسی اثر عوامل انگیزشی بر یادگیری انگلیسی در یک دوره فشرده می پردازد. شرکت کنندگان این تحقیق ۴۱ نفر از پرسنل نظامی با دامنه سنی ۲۱-۲۸ سال بودند. شرکت کنندگان یک پرسنامه تر جمه شده و تنظیم شده با ضریب اعتبار ۰.۷۰ را پر نمودند. تحلیل عاملی پر سشنامه چهار متغیر اصلی با نام های انگیزه، تمایل به تلفیق، تاثیر سازمانی، و استرس را نشان داد. آمار توصیفی نشان داد که کارکنان نظامی در یادگیری انگلیسی انگیزه بالایی دارند و نیز پیشنهاد کرد که سازمان نظامی در یادگیری زبان انگلیسی کارکنان نظامی، نقش حمایتی ندارد. علاوه بر این، تحلیل مسیر مشخص کرد که عامل تمایل به تلفیق، انگیزه یادگیری انگلیسی را پیش بینی می کند و انگیزه یادگیری انگلیسی یک مولفه مثبت یادگیری انگلیسی بود، در حالی که تاثیر سازمانی یک پیش بینی کننده منفی مولفه یادگیری انگلیسی بود. این مطالعه نشان داد که عامل انگیزه، با فرض برابر بودن تمام چیز های دیگر، موثرترین عامل یادگیری زبان دوم است. در پایان یک مدل تحلیلی انگیزه در یادگیری زبان دوم بر اساس مطالعه حاضر، پیشنهاد گردید.

**کلمات کلیدی:** انگیزه، عوامل انگیزه، یادگیری انگلیسی، نظامی، تحلیل مسیر

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## **LIST OF ABBREVIATIONS**

**L2:** Second language

**AMTB:** Attitude Motivation Test Battery

**EFL:** English as a foreign language

**ESL:** English as a second language

**IDs:** Individual Differences

**SLA:** Second Language Acquisition

**IMUFLC:** Iranian Military University Foreign Language Center

**INT:** Integrativeness

**INSM:** Instrumental Motivation

**MOT:** Motivation

**ANX:** Anxiety

**ALS:** Attitude Toward Learning Situation

**TOEFL:** Test of English as a Foreign Language

**IELTS:** International English Language Testing System

**ORG:** Organization

**ANOVA:** Analysis of Variance

# **Chapter 1**

## **Introduction**



# **Chapter One**

## **Introduction**

### **1.1 Introduction**

Success in learning a foreign language is influenced by both affective and cognitive factors. Less than fifty years ago, affective variables were not considered to be very important in learning another language. “Prior to 1920’s, it was generally believed that intelligence was a primary variable that accounts for differences in learning a foreign language in the school setting” (Henmon, 1929; cited in Gardner, 2001, p. 5). One of the most widely accepted affective factors in foreign language learning is motivation. Motivation is the most used concept for explaining the failure or success of a language learner (Cheng & Dörnyei, 2007; Crookes & Schmidt, 1991; Gardner 1985, 2001, 2005; Dörnyei, 1994; Yang, 2008; Yu & Watkins, 2008; Dörnyei & Csizer, 2002; Gardner & Lambert, 1972; Guilloteux & Dörnyei, 2008; Skehan, 1989, 1991). Motivation has been called the “neglected heart of language teaching” (Rost, 2006, Introduction, para.1). Motivation is an internal momentum, reason, need, and activator, which causes a person to move and to reach a particular purpose. Gardner (1985) identifies motivation as the single most influential factor of language learning achievement, all other things being equal.

Considering the literature of researches on motivation and second language acquisition three periods can be investigated.

#### **1.1.1 Early History**

Considering the past, Gardner (2001) refers to Early History as the period from the beginning of the research on the role of motivation in second language acquisition to 1972, and the publication of Gardner and Lambert’s book, “Attitudes and Motivation in Second Language Acquisition.” In

this period, interest in the topic and relevant research was sporadic, largely descriptive, and somewhat theoretical.

### **1.1.2 Modern History**

Modern history refers to the periods from 1972 to 1985. Gardner as one of the top authorities in motivation researches proposed his socio-educational model of second language acquisition in 1985. This model shows the role of attitudes and motivation in second language learning. This period also accompanies the publication of Gardner's (1985) influential book in the field of motivational research "*Social Psychology and Second Language Learning: The role of Attitudes and Motivation.*" Furthermore, when Attitude /Motivation Test Battery (AMTB) was developed by Gardner (1985), some controversies appeared and there was some development in the related field.

### **1.1.3 Current History**

Many of the studies conducted around the world (e.g. Bernaus & Gardner, 2008; Masgoret & Gardner, 2003, Gardner, 2006), and Iran (e.g Sadighi & Maghsudi, 2000; Fazel & Ahmadi, 2011; Shirbaghi, 2010) have used different measures of Gardner's socio-educational model of second language acquisition. "Although these studies have used different conceptualizations of motivation, they all found relationship between motivation and L2 achievement or other indexes of learning" (Bernaus & Gardner, 2008, p.387). Different studies focused on different variables of motivations. Of different motivational factors, attitude, integrativeness, instrumental motivation, effort, sense of ability, extrinsic/intrinsic motivation, and anxiety were the most widely used variables in the researches, which have been carried out to date. One design that resulted from the research program by Gardner and his colleagues began in 1972, was the development of a formal model of the role of attitude and motivation in second language learning. According to Gardner (2005), this model has undergone a number of changes over the

years, but there is considerable similarity between the earlier versions and the recent ones. In this model, integrativeness and attitudes toward the learning situation are two correlated variables that have an influence on motivation in second language learning and that motivation influence language achievement. Bernaus and Gardner (2008) proposed another model that is directly developed from his socio-educational model. This model shows that integrativeness and attitude toward the learning situation have an influence on the students' motivation and that motivation, language anxiety and attitude toward the learning situation have an effect on the students' performance on the English tests.

### **1.2 Statement of the Problem**

Motivation, as an aspect of individual learner differences, is the most-used concept for explaining the failure or success of a language learner, so determining the motivational factors and variables and their role in foreign language learning is crucial. In so doing, this study made use of the Gardner's latest model of the influence of the various motivational factors on motivation and English achievement.

### **1.3 Objectives of the Study**

The purpose of the present study, first of all, is to determine the effect of motivational factors on military personnel's English achievement at an intensive English course.

In this study, English learning motivation, integrativeness, English learning anxiety, and organizational influence were independent variables and the total mean scores of English achievement during the course served as the dependent variable. Furthermore, findings from this study were directly used to test the predictions of the Gardner's latest socio-educational model (2001) and Bernaus and Gardner path analytic model (2008) of second language motivation. Findings of this study, finally, would help teachers to generate foreign language learner

motivation in EFL setting in general and in a military context, in particular. That is to say, by identifying the motivational variables and focusing on them, English achievement can be enhanced.

#### **1.4 Significance of the Study**

Gardner (2001) refers to motivation as “a driving force in any situation” (p.12). When it comes to language learning, motivation takes on a more crucial role. Oxford and Shearin (1994) claim that motivation influences the amount of input learners receive in the target language, the type of L2 learning strategies they utilize, the extent they interact with native speakers and the extent they maintain L2 skills after language study is over. Considering the significance of motivation in second language learning, the prominent focus of this study was to see the relationship between motivational factors and overall English achievement in an intensive English course in a military setting. As far as this study was concerned, in the literature of motivational study in Iran, there has been no specific study in the field of motivational factors in learning English and their association with English achievement at a military context. Mahdavi and Jodai (2012) state, “many researches in the area of attitude and motivation of Iranian university students have been conducted, but there was no study in the area of military context (to that date)” (p.103). This study intended to answer the questions raised in the previous research (Mahdavi & Jodai, 2012), i.e. the achievement score comparison in a military context. Furthermore, the majority of the studies conducted in Iran investigated the relationship between motivational factors and different measures of English achievement through a correlation design. In this regard, this study is significant in the sense that the relationship between motivational factors and English achievement was investigated through a cause-effect design. Hence, this study intends to fill this gap in the literature of motivation researches by investigating the possible association of motivational factors and English achievement in a particular homogeneous setting. Finally, this

study was significant in a sense that it would make a worthwhile contribution to the present knowledge of motivation and its variables in learning a foreign language in a specific homogeneous context. The context was homogeneous in a sense that gender, range of age, native language, language background, learning context, occupation, religion, type of careers and even the uniforms of the participants were almost the same. Therefore, it would be worthwhile to investigate the motivational factors and second language learning in this particular foreign language learning environment.

### **1.5 Research Questions**

The purpose of the present study is to determine the effect of motivational factors on Iranian Military staff's English achievement. Considering the purpose of the study, the following research questions can be raised:

1. Is Motivation a predictor of Iranian military staff's overall English Achievement in an intensive English course?
2. Is Integrativeness a predictor of Iranian military staff's overall English Achievement in an intensive English course?
3. Is Organizational Influence a predictor of Iranian military staff's overall English Achievement in an intensive English course?
4. Is language learning Anxiety a predictor of Iranian military staff's overall English Achievement in an intensive English course?

### **1.6 Research Hypotheses**

Based on the related literature and the developed theoretical framework of the study, the following hypotheses are proposed:

H<sub>1</sub>1: Motivation is a positive predictor of Iranian military staff's overall English Achievement in an intensive English course.

H<sub>1</sub> 2: Integrativeness is a positive predictor of Iranian military staff's overall English Achievement in an intensive English course.

H<sub>1</sub>3: Organizational Influence is a null predictor of Iranian military staff's overall English Achievement in an intensive English course.

H<sub>1</sub> 4: Anxiety is a negative predictor of Iranian military staff's overall English Achievement in an intensive English course.

## **1.7 Limitations and Delimitations**

A number of limitations and delimitations, due to the nature of the study, are imposed upon the research design; the following points, therefore, should be taken into account:

### ***1.7.1 Limitations***

First, the nature of gender could not be taken into account since only males were the participants of the study. The second limitation refers to scale used in this study. Whether individual Likert's items can be considered as interval data or whether they should be considered as ordinal data is the subject of disagreement. The third limitation was inherent in self-report based surveys. It is assumed that respondents will make a good-faith effort to respond as truthfully as possible. The last limitation relates to the few number of participants (N=41), which made it difficult to generalize the findings.

### ***1.7.2 Delimitations***

The delimitations of this study could be attributed to the nature of the study. First, this study did not focus on the role of the teacher in learning process and that the contributions of the teacher in the course were ignored. The second delimitation of this study is related to the design of the

study since the motivational factors were observed through cross-sectional design, the process and changes in motivational factors during the course could not be investigated. The last delimitation of this study was that different types of anxiety could not be measured because anxiety was only treated as a debilitating factor.

## **1.8 Definition of Key Terms**

### ***English as a Second/Foreign Language***

The distinction between English as a second language and English as a foreign language is the result of the spread of English as an international language. Someone who learns English in a formal classroom setting, with limited or no opportunities for use outside the classroom, in a country in which English does not play an important role in internal communication, is said to be learning English as a foreign language (EFL). The term is often contrasted with English as a second language (ESL), a traditional term for the use of the English language by non-native speakers in an English-speaking environment. That environment may be a country in which English is the mother tongue (e.g., Australia, the U.S) or one in which English has an established role (e.g., India, Nigeria). In this study, however, the term SLA is considered the same as EFL due to the fact that learning environment is not the main focus of the study.

### ***Affective Variables***

Affective variables are associated with emotional functioning that might affect learning, including language learning and involve such factors as empathy, language attitude, language anxiety, and motivation. Affective variables are sometimes contrasted with cognitive variables that according to Richards (2002) are associated with cognitive functioning. These may include general intelligence, language aptitude, memory, and the ability to analyze and evaluate.

### ***Motivation***

Richards et al. (2002) defines motivation as the driving force in any situation that leads to action. In the field of language learning, a distinction is sometimes made between *orientation*, a class of reasons for learning a language, and *motivation* itself, which refers to the combination of the learner's attitudes, desires, and willingness to expend effort in order to learn the second language.

### ***Integrative Motivation***

The constructs of integrative motivation according to Gardner (1985) include the integrative orientation, positive attitudes toward the target language community and the language classroom, and a commitment to learn the language. In this study, based on the context of the study in which potentially there is no opportunity to contact with target culture, by the term integrative motivation we mean the interest of the cadets in international community plus the willingness to find opportunities for engaging learning tasks outside of classroom plus Attitudes toward the learning situation.

### ***Instrumental Orientation***

Instrumental orientation in language learning concerns with more practical issues such as getting a job or passing an exam.

### ***Intrinsic Motivation***

Intrinsic motivation is the enjoyment of language learning itself. It is compared with extrinsic motivation that is driven by “external factors such as parental pressure, social expectations, academic requirements, or other sources of rewards and punishments” (Richards et al., 2002, p.343).



### ***Attitude***

Attitude can be defined as how an individual expresses his/her likes and dislikes towards particular people, things, and occurrences. Attitudes can be positive, negative, or neutral. It is also common to have more than one of these feelings towards something – when that happens, for example, in the case of a person who both likes and dislikes something at once; we say that person's attitude is 'ambivalent'.

### ***Language Anxiety***

Richards et al. (2002) defines language anxiety as “subjective feelings of apprehension and fear associated with language learning and use” (p. 285). Foreign language anxiety may be a situation-specific anxiety, similar in that respect to public speaking anxiety.

### ***Language Achievement***

Richards et al. (2002) define language achievement as “a learner's mastery in a second language and foreign language, of what has been taught or learned after a period of instruction” (p. 284). On the other hand, language proficiency is “the degrees of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language” (Richards et al., 2002, p.292).

### ***Achievement Test***

Richards et al. (2002) defines achievement test as a test designed to measure, “how much language learners have successfully learned with specific reference to a particular course, textbook or program of instruction” (p.7). Achievement test is typically given at the end of the course, whereas, it is administrated periodically throughout a course of instruction to measure language learning up to that point; it is alternatively called progress test.

### ***Organizational Influence***

We define organizational influence as the supports and motivations given by the military organization to the military staff in learning English.

### **1.9 Organization of the Study**

The procedure and outline of the study are as follows:

#### **A) Procedure of the study**

In this study after an exhaustive review of related literature, a theoretical framework based on the results of previous studies was proposed. Using factor analysis and Cronbach alpha scale, the validity and reliability of the instruments were computed. The path analysis of the collected data yielded an experimental model of the role of motivational factors in English achievement in an intensive course at a military university. The results were compared with the proposed theoretical model.

#### **B) Outline of the Study**

In chapter 1, after an introduction to the study the objectives of the study, the significance of the study, research questions and hypotheses, limitations and delimitations, and definitions of the key terms were explained.

In Chapter 2, the literature of studies on the role of motivational factors in foreign language learning in general, and English learning as a foreign language in particular, were investigated. In so doing, first of all, the significant theoretical frameworks of motivation and second language acquisition were explained and then the most significant studies around the world as well as Iran were reported in a chronological order. Finally, a proposed and testable model based on the current study was proposed.

In Chapter 3, after specifying the purpose and questions of the study, the participants of the study, the sampling method, instrumentation, study design, data collection procedures and data analysis procedures are described in detail.

In Chapter 4, after the specification of the dependent and independent variables of the study, the findings were described by tables, graphs, and figures.

In Chapter 5, a summary of the work as well as comprehensive interpretation of the results and alternative discussions of the findings were explained. Finally, possible pedagogical implication and suggestions for further research were proposed.

# **Chapter 2**

## **Literature Review**

## Chapter Two

### Literature Review

#### 2.1 Introduction

Language is an integral system of an individual. Most thoughts involve language, and much of our behavior is influenced by the language we speak and think. We interact with others or even ourselves via language. Then, learning a second language influences language learner's thoughts and behavior. In learning another language, the learner tries to incorporate speech sounds, grammatical structure, behavioral patterns and cultural specification of the target language. Gardner (2001) and Dörnyei (2003) mention that learning another language is different from much other learning that takes place in school. Other school subjects such as mathematics, history, and geography are generally all part of the student's local or national culture but "learning another language involves making something foreign a part of one's self" (Gardner, 2001, p.3). As such, this new individual 'self' influences the second or foreign language learning and willingness to change the old individual "self."

Gardner (2001), arguing the role of learning another language in the modification of the 'self', mentions three important phases during the process of 'modification of the self' in second/foreign language learning: Past, Present, and future. In one interpretation for the notion of the past within the context of second/foreign language learning, he refers to the fact that individual's past experience, family, and cultural backgrounds are considered important to learning a second language. That is, "when the student enters the classroom, he or she brings a lot of emotional and cognitive baggage that influence learning experience" (Gardner, 2001, p.4). If a language learner comes from the culture that values multilingualism, the expectation is that he will be a successful language learner. The notion of the present is meant to indicate that the present situation

influences learning. The teacher presents materials, makes demands, requests, and the student responds to these stimuli. These responses are situation-dependent, i.e. they are moderated by language learner's thoughts, needs, recent experience, and his or her perceptions. Therefore, the notion of the present focuses on the student's current experience in the classroom, teacher's behavior and pedagogical procedures each of which has its own influence on language learning. Finally, the notion of the future refers to the use of the language immediately after current language experience, i.e. after finishing a particular course.

This chapter intends to answer what factors influence language acquisition. To answer this question, one important concept that has comprehensively been investigated in the field of second language acquisition (SLA) is 'individual differences' (IDs). Originated from psychology, this concept has played a significant role in SLA studies. In this chapter, after an overview to IDs, the role of motivation and attitudes as two important constructs of IDs in foreign language learning and their relationships with second/foreign language learning are investigated. In so doing, the most important theoretical frameworks and related researches are considered. Since one important purpose of the study is to construct a model of English learning motivation in a relatively homogenous setting, a testable theoretical framework is proposed based upon the literature review.

## **2.2 Individual Differences in Second Language Acquisition**

The origin of IDs research in psychology dates back to the end of the 19<sup>th</sup> century. Early IDs studies were investigated by quantitative psychology. It was in 1905 that the first intelligence test was constructed by Binet and Simon. This test was devised to separate slow and fast learners in different school systems. Allport and Odbert in 1936 collected a body of descriptive words from an English dictionary to construct individual –difference's variables. IDs studies rapidly flourished in 1950s with the seminal work *Differential Psychology* by Ansatasi (1958). After

that, the focus in IDs research was on cognitive, affective, and psychometric aspects. As Dörnyei (2005) notes, “The research in ID is still a powerful area within psychology, having its own society, the *International Society for the Study of Individual Differences*” (p.5).

Dörnyei (2005) defines IDs broadly as “enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree” (p.4). In a more simple way, IDs focus on anything that makes an individual distinct from others. The focus of IDs study is on the language learners and their distinct characteristics. “The study of INDIVIDUAL LEARNER DIFFERENCES (IDs) has long history that predates the beginning of SLA as a field of enquiry” (Ellis, 2008, p.643). The two important concepts that have been considered mostly in IDs studies are the concepts of *stability* and *durability*. They are vital concepts in studying IDs in a sense that, for a construct to be put under construct of IDs, that construct should be stable and durable. In other words, “ID factors concern stable and systematic deviations from a normative blueprint” (Dörnyei, 2009a, p.2). Dörnyei (2005) states “IDs have been researched extensively in second language (L2) studies, making the area one of the most thoroughly studied psychological aspects of SLA” (p.6). He further mentions that “these studies have typically found IDs to be consistent predictors of L2 learning success” (ibid). The focus of ID's studies in SLA from its beginning (1960s) was product oriented, but over the time the researcher focused on a more process oriented approach. In the 1970s, IDs studies were influenced by studies on *good language learner*. Dörnyei (2005) arguing about the outcome of these studies states:

The results of this line of investigation indicated in a fairly consistent manner that besides a high degree of language aptitude and motivation, there were other learner factors that helped students to excel, in particular the students' own active and creative participation in the learning process through the application of individual learning techniques (Dörnyei, 2005, p.6).

That is, the studies in *good language learner* suggest that language aptitude and motivation as two important constructs of IDs are positive predictors of language learning success.

The early studies of IDs in SLA concentrated mostly on developing some classification of IDs through listing them. Gardner (1985) states, “other things being equal, there are four different types of individual differences that will influence achievement directly, *intelligence, language aptitude, motivation and situational anxiety*” (p.147). He further considers language aptitude and personality as the other two major classes of IDs variables, which have been posited as factors involved in second language achievement. These two constructs (language aptitude and personality) are sub constructs of the major terms, which are cognitive and affective factors respectively. Since our focus is on the affective factors, and as Gardner (1985) states, “attitudes and motivation are relatively independent of language aptitude” (p.171), aptitude as a cognitive factor is not considered in the current study.

Altman and Vaughan (1980) present a long list of such characteristic of IDs. Over the time, this list has been restricted by IDs researchers. Skehan (1989), Robinson (2002), Dörnyei (2005), and Ellis (2008) all include language aptitude, motivation, personality, and anxiety in their classifications. These factors by Ellis (2008) are considered core factors. There are other factors (for example, INTELLIGENCE and LEARNER STRATEGIES), which can be identified as peripheral factors, in a sense that these factors were not listed in the mentioned scholars’ list. Table 2.1 lists these factors of IDs by different researchers.



Table 2.1 Factors listed as influencing individual learner differences in language learning in three surveys (from Ellis, 2008, p.644)

Skehan (1989)	Robinson (2002)	Dörnyei (2005)
1. Language Aptitude	1. Intelligence	1. personality
2. Motivation	2. Motivation	2. Language aptitude
3. Language Learning Strategies	3. Anxiety	3. Motivation
4. Cognitive and affective factors:	4. Language aptitude	4. Learning cognitive styles
a. extroversion/introversion	5. working memory	5. Language learning strategies
b. risk-taking	6. Age	6. Other learner characteristics
c. intelligence		a. anxiety
d. field independence		b. creativity
e. anxiety		c. willingness to communicate
		d. self-esteem
		e. learner beliefs

Four IDs factors that have received special attention by second language (L2) researchers (e.g., Dörnyei, 2005; Dörnyei & Skehan, 2003; Robinson, 2002; Skehan, 1989) are *motivation, language aptitude, learning styles, and learning strategies*. “What has been lacking in this area of SLA, however, is a framework for examining these factors.” (Ellis, 2008, p. 644). That is, there is no consistent theory of IDs in L2 acquisition. On an attempt to impose some order on this field of investigation, Ellis (2004) distinguishes factors according to whether they constitute (1) *abilities*, which refers to some trait constructs such as language aptitude, (2) *propensities*, i.e. state constructs that are influenced by experience, (3) *learner cognitions about L2 learning*, e.g. learner’s attitudes toward language learning, and (4) *learner actions*, i.e. learning strategies. Nevertheless, the problem which remains is that IDs are not black and white. That is, they are the continuum rather as distinctive points, and sometimes it is difficult to categorize one construct, as ‘ability’ or ‘propensity’, or even sometimes it is difficult to see a construct as an IDs factor. Among the mentioned IDs researchers, Robinson (2002) considers

‘age’ as a construct of IDs. Ellis (2008) in his seminal book ‘*The Study of Second Language Acquisition*’ does not list ‘age’ as a construct of IDs, because of central importance of age; he integrates it in just about every chapter of his book. Table 2.2 shows Ellis’s list of IDs constructs.

*Table 2.2 Factors responsible for individual differences in L2 learning (from Ellis, 2008, p.645)*

<b>Category</b>	<b>Factors</b>
Abilities	1 Intelligence 2 working memory 3 Language aptitude
Propensities	1 Learning style 2 Motivation 3 Anxiety 4 Personality 5 Willingness to communicate
Learner cognitions about L2 learning	Learner beliefs
Learner actions	Learning strategies

Some researcher (e.g. Skehan, 1991) also added learning styles and learning strategies to the lists of IDs in language learning. Overall, the two important constructs of affective factors in SLA that can be seen in almost all of the lists are motivation and anxiety.

### **2.3 Affective Factors in Second Language Acquisition**

Bloom and Krathwohl (1964; cited in Brown, 2007, p.153) provides a comprehensive definition of the affective domain in terms of five distinguishable levels.

1. The first and the fundamental level is *receiving*; this is the level that the development of the affectivity begins. The Individual should be aware of the situations, i.e. phenomena, people and objects in which he or she is surrounded by and be ready to give the required feedback to the received stimuli.

2. The second level, *responding* to the stimulus, “in one dimension may be in acquiescence, but in another higher dimension, the person is willing to respond voluntarily without correction, and then receive satisfaction from that response” (Brown, 2007, p.153).
3. The next level of affectivity involves *valuing*. The valuing includes evaluating of the affective factors to which the person is exposed. It is in this phase that IDs become more distinguishable, in a sense that the receiver of the stimulus may accept or reject the affectivity. From Brown’s (2007) point of view “individuals do not merely accept a value to the point of being willing to be identified with it, but commit themselves to the value to pursue it, seek it out, and want it, finally, to the point of conviction” (p.153).
4. The fourth level of the affective domain is, *organization*: It involves making the affectivity a part of the ‘self’ and beliefs of the receiver of the valued stimuli. In this level interrelationships between values are determined and hierarchies of values within the system of the self are established.
5. The last level that an individual is recognized by him/her *value system* can be named ‘internalization level’. In this level, the affectivity becomes a continuous and durable part of the ‘self’. This internalized affectivity constructs the persons’ whole attitudes, i.e. attitudes towards learning, attitudes towards learning context, motivation, ideas and beliefs into macro and micro context, i.e. from classroom to world. Brown, (2007) states “it is at this level that problem solving, for example, is approached on the basis of a total, self-consistent system(p.153).

Bloom’s taxonomy is mostly used for educational purposes, but “it has been used for a general understanding of the affective domain in human behavior” (Brown, 2007, p.153).

Firstly, the second language learner receives the stimulus from the teacher, the peers and even from the self, and then he/she evaluates it to make a related and appropriate response to that stimulus. Considering the role of Bloom's taxonomy in affective domain and in the case of second language learning, the level three (that is the level of valuing) can be replaced by level two (level of responding). Finally, the particular affectivity, if accepted, becomes an integral and indistinguishable part of the L2 learner. In short, discovering how human beings in general and in second language learning, in particular, feel, respond, and value a particular stimulus, is an important aspect of the theories of second language acquisition research. We now turn to a consideration of specific affective factors, which are the focus of the current study.

#### **2.4 Definition of Motivation**

The success in second language learning is often related to the concept of 'motivation'. Motivation is a multifaceted construct and different researchers in psychology and other social science disciplines define it in many different ways. Dörnyei (1998) argues on the exact definition of 'motivation'. He comments, "Although 'motivation' is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept" (p.117). Despite many discussions on position of motivation in learning additional language, as Oxford and Shearin (1994) put it into words, there is no agreement on the exact definition of motivation. Some researchers interpret it in relation to about the other concepts related to motivation, in other words, "viewing it as no more than an absolute umbrella that hosts a wide range of concepts that do not have much in common" (Dörnyei, 2001a, p. 7). Sometimes the discrepancy in results of the conducted studies can be attributed to the different interpretations of the concept of motivation and the constructs that relate to it.

Within the behavioristic framework, the effort was to understand ‘what moved a resting organism into a dynamic state’. In so doing, this approach generalized the results of the conducted studies on animals to humans. Reward system was the key in this approach to motivate individuals to reach the goal. Later, the definition of motivation was influenced by the cognitive shift. Motivation in *cognitive development theory* developed by Piaget, is perceived as “ a built-in unconscious striving towards more complex and differential development of individual’s mental structure (Oxford & Shearin, 1994, p.23).The shift of interests from behavioristic to cognitive theories influenced the focus from ‘what’ to ‘why’. That is “there has been a shift toward focusing on *why* students choose to engage in academic tasks instead of focusing on what they do” (Rueda & Myron, 1995; cited in Keblavi, p.25). Influenced by this shift, the concepts like *stimulus*, *drive*, *aspiration* in behavioristic terms were replaced by *instrumentality*, *integrativeness*, *orientation* in cognitive theories, each of which becomes an important construct in individual difference's research. The modern definitions of motivation consider these constructs in their definitions.

“Motivation refers to the choice people make as to what experience or goals they will approach or avoid and the degree of the effort they exert in this respect” (Keller, 1983; cited in Gardner, 2005, p.3). Gardner’s (1985) statement about the concept of motivation is related to effort, want, desire, reason of behaviors and the affectivity that associated with learning a second language and has a close link with language learning. “Motivation in the present context refers to the combination of efforts plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (Gardner, 1985, p.10).That is, motivation in SLA refers to the extent to which the language learner strives to achieve a particular goal or to become an indistinguishable member of the target community. Having the desire to achieve a predetermined goal and making effort to achieve this goal are prerequisite factors of motivation. We cannot say

that a person who likes to learn a second language is motivated, but when he/she tries to learn second language and makes an effort to do so, it will be possible to say that the individual is motivated in foreign language learning. Therefore, as Gardner (1985) states, “when the desire to achieve the goal and favorable attitudes toward the goal are linked with the effort or the drive” (p.11), we have a motivated organism. Therefore, the concept of ‘motivation’ is not a simple construct and cannot be measured only by one measure, for instance, just by likes or dislikes.

The point I am trying to make here is that motivation is a very broad-based construct. It has cognitive, affective, and conative characteristics, and the motivated individual demonstrates all facets. A reason is not motivation. One can want to learn a language for reasons that might reflect an integrative orientation, but unless this is accompanied by other features of motivation, it is not motivation...If one is motivated, he/she has reasons (motives) for engaging in the relevant activities, persists in the activities, attends to the tasks, shows the desire to achieve that goal, enjoys the activities, etc.... (Gardner, 2005, p. 4)

Gardner (1985) looks at motivation as the “combination of effort plus desire to achieve the goal of learning plus favorable attitudes towards learning” (p.10). That is, *effort and desire* are the prerequisites to call an individual a *motivated person*. Although Gardner’s and Lambert’s interpretation of motivation, as the triggers of the motivational research in SLA, have been used as the basis of many studies, the definition has been revised and reconceptualized by many researchers (e.g. Spolsky, 2000; Dörnyei, 1990, 1998, 2001, 2005).

Within current L2 motivation research, the tendency is to define motivation, as a cumulative force of motives that is “on a continuum from zero to strong” (Dörnyei, 2005, p.89). On the significance of considering motivation as a cumulative force, Dörnyei (2009) argues that instead of conceptualizing learner characteristics in a modular manner (i.e., in terms of distinct ID factors), further research should try to take a systematic approach by identifying higher-level amalgams of collections of cognition, affect and motivation that act as ‘wholes’. An example of

such composite integration of distinct factors in SLA research is Dörnyei's (2005, 2009) concept of 'ideal' and 'ought to selves'. Dörnyei (2009), proposing a broad construct of L2 motivation introduces a new L2 *Motivational Self-System*. This new interpretation of motivation consists of three dimensions:

1. *Ideal L2 Self* that is a powerful motivator to learn the second language to become a competent L2 speaker through reducing the discrepancy between actual and ideal selves.
2. *Ought-to Self*, which refers to the possible self or 'outcome self' that the learner want to achieve. This can be "various duties, obligations, and responsibilities" (Dörnyei, 2005, p.105).
3. *L2 Learning Experience*, which concerns the immediate learning context and language learner experience.

#### **2.4.1 Motivation and Orientation**

Here it is useful to distinguish between orientation and motivation. Because some researchers in the field of second language acquisition research misinterpret these two constructs. Shirbaghi (2010) states, "what had previously been thought of in Gardner and Lambert tradition as motivation, more recently has been renamed as orientation" (p. 2). Nevertheless, considering *orientation* as *renamed motivation* is a fallacy and a complete non-sense. That is, while the former refers to "a class of reasons for learning a second language" (Gardner, 1985, p.54), the latter refers to "a complex of three characteristics, which may or may not be related to any particular orientation" (*ibid*). To Gardner, an orientation is a collection of reasons that reflects common or similar goals, indicating that an individual is learning the language because of an interest towards individuals who speak the language.

Orientation by Gardner and MacIntyre (1991) is measured by a self-report questionnaire, which consists of items such as ‘studying French can be important because it is useful for one’s career. Gardner (2005) considers motivation as a multifaceted concept, involving cognitive, affective, and behavioral components. It cannot be measured only from one aspect. Thus, “orientations in and of themselves do not necessarily reflect motivation” (Gardner, 2005, p.20). Further, he states that “reasons for doing something may indicate motivation and maybe not” (ibid). Therefore, there must be many other features for motivation. Motivation is influenced by ‘orientation’ and can be interpreted in terms of aggregating other constructs such as integrative motivation and instrumental motivation through self-report questionnaires.

#### **2.4.2 Motivation vs. Motivating**

It is also worth noting that *motivation* is different from *motivating* in many different ways. While the initial studies were more concerned with the former, more recent studies emphasize the latter. Crookes and Schmidt (1991) consider motivating students as one of the new research agenda items. After their work, the concept of motivating becomes the interest of many researchers in the field. *Motivating* is something that can be done with self and others, i.e. teachers and peers, and deal with the question of how an individual can be motivated? Gardner’s view of the construct concerns *motivation* and that of Dörnyei is *motivating*, nevertheless, both view motivation as a construct of individual differences. We can rarely see Gardner's comment on motivating. For Gardner motivating is equal to making students’ attitude favorable “in the language learning situation, if the students “attitudes are favorable, it is reasonable to predict, other things being equal, that experience with the language will be pleasant, and the students will be encouraged to continue” (Gardner, 1985, p.8).

Drawing on this research (i.e. how teachers can motivate their students?), Dörnyei (2001b), proposes a number of strategies for the language classroom. Although the affectivity of



these strategies should be confirmed by experimental research, Dörnyei states “there is no doubt that student motivation can be consciously increased by using creative techniques” (p.144). Considering the educational implications of *motivation*, Dörnyei (2005) discusses areas where recent advances have generated material that can promote the effectiveness of unstructured SLA. The first one concerns the development of *motivational strategies*, which provides a wealth of materials that teachers can apply to create a motivational situation in a classroom environment. The second area involves the teachers and the peers to help to develop *self-motivating strategies* that enable the learners to take personal control of the affective conditions and experience that shape their subjective involvement of learning. Here motivating becomes the responsibility of the language learner not teachers or peers. However, in developing self-motivating strategies, we should remember that “it is important to realize that learners will not automatically take ownership of their motivational disposition but need to be supported in this process” (Dörnyei, 2005, p.112). The final area is the study of *teacher motivation*, which was “a rather overlooked motivational area” (Dörnyei, 2005, p.115). This includes the study of teacher behavior and motivational strategies used by them in a classroom and also how they can be both motivating and motivated simultaneously. Dörnyei (2001c) devoted a whole chapter to the question of teacher motivation. Dörnyei (2005) states that “very little work had been conducted on the topic in the L2 field and that this was also true of educational psychology in general” (p.115). Our comments, as classroom practitioners, are that *Motivating* is the pedagogical implication of *motivation* and the former is more important than the latter. In language classroom, it is the implication of motivation that results in better learning not the motivation as an abstract concept.

### **2.4.3 Significance of Motivation in SLA**

Ellis (2008) states “no single individual differences factor in language learning has received as much attention as MOTIVATION” (p. 677). On the importance of motivation for researchers,

Dörnyei (2005) claims that there were almost 100 studies published in 1990s. In a meta-analysis of Gardner and his colleagues' studies on the role of attitude, motivation, and orientation in learning a second language, Masgoret and Gardner (2003) cited 75 independent studies involving more than 10,000 participants. Gardner (1985) identifies motivation as the single most influential factor in learning a new language. The significance of motivation in SLA studies can be traced in motivated individual and the significance of being a motivated organism. On the characteristics of motivated individual, Gardner (1985) mentions two classes of observation: first, the motivated person displays some goal-directed activity, and then, that person expends some effort. Furthermore, the motivated person has positive attitude toward the activity of learning. Gardner (1985), taking some studies to that date into account argues that:

1. "Attitude and motivation are important because they determine the extent to which individuals actively involve themselves in learning the language" (Gardner, 1985, p.56). That is, motivation is important because it reflects the student's involvement in the process of second language learning.
2. "Attitudes and motivation are influential in second language acquisition because they orient the individual to seek out opportunities to learn the language, receives support from investigation of the language drop out" (Gardner, 1985, p.56). That is, a motivated individual tries to persist in the language they have learned after a particular course. This hypothesis is supported by some studies (e.g. Clement, Smythe & Gardner, 1978).
3. "Motivation and language aptitude were both good predictors of proficiency in the second language, whether this was defined in terms of class grades, standard paper and pencil tests, or indices of oral proficiency" (Gardner, 1985, p. 67). That is, regardless of scales of language proficiency measurement, motivation is a better predictor than language aptitude in SLA. This claim was approved by many researchers in the field. Oxford, Park-Oh, Ito, and Sumrall (1993)

confirm that motivation is the single best predictor of language learning achievement, all other things being equal. The reason for this claim is that, as Gardner (2005) mentions, "motivated individual expands more effort" (p. 5).

Considering the implication of motivation, Gardner (2001) implies that motivation involves many things. In other words, the motivated individual:

- (a) Expends effort to achieve the goal, is persistent, and attentive to the task at hand;
- (b) Has goals and desires. These desires can be from immediate desire to long one;
- (c) Enjoys the activity of striving for the goal;
- (d) Experiences positive reinforcement from his or her success, and dissatisfaction in response to failures;
- (e) Makes attributions concerning his or her successes and failures;
- (f) Is aroused when striving for the goal;
- (g) Makes use of strategies to aid in achieving the goal (p. 9).

motivated individual expends more effort to learn the language, and therefore, he is persistent and consistent in doing homework and then he seeks out opportunities to learn more and do extra work. Second, they are goal-oriented and they want to attain their goal, because there may be goals but not wants i.e. having goals does not necessitate motivation. Such an individual expresses the desire and strives to be successful. Third, the motivated individual will enjoy attaining their goals. Such an individual will say that it is a fun and a challenge, and even though at times enthusiasm may be less than that at other times. Our comment is that motivated students are self-confident in language learning, and when they encounter with failures, they know what to do because as Gardner (2005) mentions, "they have expectations about their success and failures" (p. 4). From Gardner's point of view "motivation is a complex concept... the motivated individual exhibits many other qualities in addition to effort, desire and effect, but we believe that these three attributes adequately assess motivation" (Gardner, 2001, p.13). These

characteristics show that motivated individual reflects many cognitive and affective factors in learning through apparent and latent behavior. The motivated person makes use of learning strategies to put these cognitive and affective factors into action. Highly motivated students dare to cope with different situations using different strategies. Many studies have been done to relate motivation to learning strategies, which are used by the language learners (e.g. MacIntyre & Noels; Schmidt, Boraie, & Kassabgy, 1996; Oxford and Nyikos, 1989, Bernaus & Gardner 2008).

Different researchers argue for the importance of motivation in very different ways. Krashen, Jones, Zelindki, & Usprich (1978 in Ellis, 2008, p.855) recognize the students who are more highly motivated to learn, are more likely to enroll in language classes. In other words, the motivated students take part in classroom activity and make the motivated students to do so. Pulvermuller and Schumann (1994) argue that full knowledge of a language can only be achieved if two conditions are met-the learner is motivated to learn the language, and the learner possesses the ability to acquire grammatical knowledge. In his final comment on motivation, Ellis (2008) considers these two constructs as ‘two big’ (i.e. language aptitude and motivation) and suggests that they have been confirmed as the main psychological factors contributing to individual differences in learning a second language. Since aptitude as a trait is not changeable, we can consider motivation as the most influential factor of IDs, which affect SLA, other things being equal. Strenberg (2002), whose research interest mainly is aptitude in language learning, maintains that:

This argument is almost the same as the one noted by Gardner and Lambert (1972), namely that although aptitude accounts for considerable proportion of individual variables in language learning achievement, motivational factors can override the aptitude effect.

Much of what appears to be foreign language learning aptitude may reflect a valuing process. In Belgium, those who learn Flemish as a first language are much more likely to learn a second or even a third language than are those who learn French as a first language. Why? Can anyone seriously believe that the difference is that of the perceived need for additional languages? Probably not. Rather, the difference is that of the perceived need of additional language. There is a practical need for additional language, and the languages are taught with this practical use in mind. (p.19)

As one of the leading attitude researchers of our time, on the significance of motivation over aptitude, Dörnyei (2005) states, “motivation provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in SLA presuppose motivation to some extent”(p.65). That is, regardless of aptitude differences, many learners seem to master an L2 and without sufficient motivation, even students with the most remarkable abilities cannot achieve long-term goals. On the other hand, high motivation can make up for considerable deficiencies in L2 learning. These deficiencies can be due to language aptitude or the situation in which the individual is learning a second language. On the significance of motivation, Rost (2005) argues that “a great deal of research has been conducted in the area of motivation, and why it is so fundamental to second language learning. The underlying issue related to motivation is complex, but it is clear that every person’s motivation to learn is flexible rather fixed” (p. 4).

## **2.5 Motivation Theories in SLA**

Abundance of theories and models of motivation, as Dörnyei (1996) asserts, makes it difficult to explain the role of motivation in SLA. However, “the long history of research into language learning motivation and the plenty of research and theorization did not bring an end to the confusion surrounding it, and our knowledge of the subject remains uneven and inconsistent” (Dörnyei, 2003; cited in Kebabian, 2009, p.1). Dörnyei (2001b) separates the history of L2 motivation into three stages. The early studies are represented by a social, macro-perspective,

and mostly use product-oriented approach, in which the outcome was the base of the research. In 1990s, in line with the cognitive shift, the focus was on micro perspective, and the studies concentrated on the situation and context of learning where “the significance of situation-specific factors such as classroom learning situation was examined” (Ellis, 2008, p. 677). Recently, the shift of interest towards more process-oriented approach and toward macro/micro perspective is seminal in works of the researchers like Dörnyei. The shift from ‘what’ to ‘how’ shows shift of interests on exploration the changes and processes in motivation (motivation change), and the role that this process plays in L2 learning.

In this study, the most influential models which have abundantly been tested in the literature of motivation in SLA, namely Gardner *socio-educational model* (1985), Deci and Ryan’s (1985) *self-determination theory* and Weiner (1992) *attribution theory* are comprehensively explained. Moreover, a brief explanation for more recent theories, i.e. *goal theory*, *attribution theory*, and the *neurobiology of L2 motivation*, which were not tested as much as previous models, is briefly introduced.

### **2.5.1 Gardner’s Fundamental Model of SLA**

Some researchers have misconceptions about Gardner’s fundamental model of language learning, his socio- educational model, and his model of integrative motive in language acquisition. For instance, when they wanted to describe the model instead of the Socio-educational model, they represented Gardner's model of integrative motivation. Therefore, before describing the socio-educational model of second language acquisition, we outline the latest version of Gardner’ (2005) fundamental model of language learning. This is shown schematically in figure 2.1.

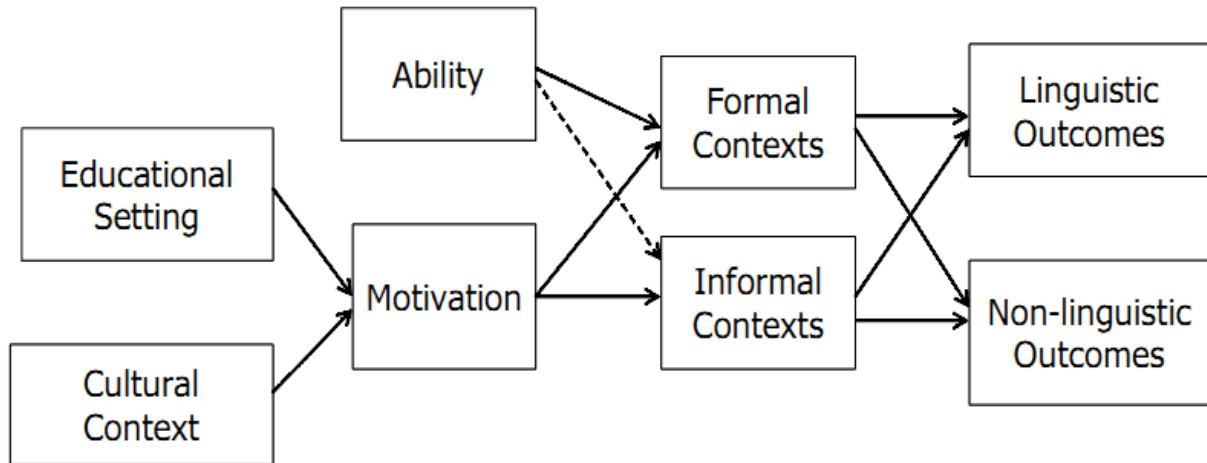


Figure 2.1: Gardner's Fundamental model of language acquisition (from Gardner, 2005, p. 4)

This model more or less is the same as Gardner's (1985) consideration of the socio-educational model of second language acquisition. It seems that the latest fundamental model of language learning by Gardner is developed from his early theoretical model, namely 'socio-educational model'. As indicated in figure 2.1, the model proposes that there are two primarily individual difference's variables involved in language-learning, i.e. ability and motivation. Gardner (2005) suggests that, other things being equal, the students with higher levels of ability and motivation will tend to be more successful than those with lower levels of ability and motivation. However, these two factors are expected to be relatively independent, for instance, some students with higher motivation may have high or low ability and vice versa. As the model suggests, motivation is influenced by both educational setting and cultural context.

### 2.5.2 Gardner's socio-educational Model

Second language learning is a social-psychological phenomenon, and it is important to consider the conditions under which it takes place. The socio-educational model was an attempt to determine these conditions in SLA. The socio-educational model was first proposed by Gardner and Smyth (1975). The model has been redefined several times after the first proposal (Gardner, 1985, 1988, 2000, 2005; Gardner & Tremblay, 1994), but the main constructs of it

remain more or less the same. It was the dominant theory in early motivation research for more than 30 years. Gardner (2005) claims, “the socio-educational model is a paradigm that is completely compatible with many of the new research agendas that have developed” (p. 3). This model is a schematic presentation of the factors that influence second language achievement.

Figure 2.2 is the representation of the model.

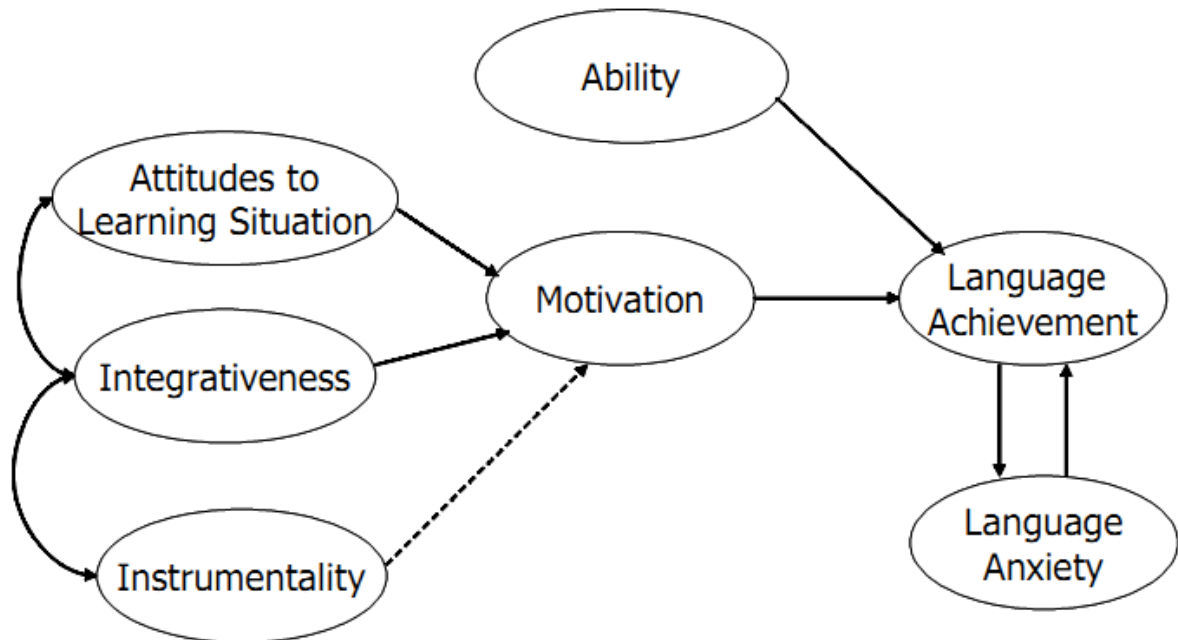


Figure 2.2: Gardner socio-educational model (From Gardner, 2005, p. 6)

In summary, the socio socio-educational model has generated many predictions related to SLA. Some of the major findings are as follows.



1. Integrative motivation is predictive of classroom behavior (Glikzman, Gardner, & Smythe, 1982);
2. Students who drop out of language study are lower in motivation, integrativeness, and attitudes toward the learning situation (Gardner, 1983);
3. Structural Equation models support the socio-educational model (Gardner, 1985);
4. Faster learning of English/French pairs is related to integrative motivation (Gardner, Lalonde, & Moorcroft, 1985);
5. Integrative and instrumental motivations are both related to the learning of English/French pairs (Gardner & MacIntyre, 1991);
6. Integrativeness, attitudes toward the learning situation, and motivation are factorially distinct (Gardner & MacIntyre, 1993);
7. The socio-educational model can incorporate other motivational variables in structural equations (Tremblay & Gardner, 1995);
8. Attitudes and motivation influence state motivation, which influences the rate of learning of English/Hebrew word pairs (Tremblay, Goldberg, & Gardner, 1995).

Considering these findings, Gardner (2005) claims that there is ample evidence that supports the applicability of the socio-educational model in SLA. In the application of these models on research, sometimes the attention is directed to the individual scales (e.g., attitude toward learning situation, motivational intensity, etc.) and sometimes, the focus is on the aggregated components (e.g. score on Integrativeness, Attitudes toward the Learning Situation, and/or Motivation) to obtain a total score of integrative motivation.

### **2.5.3 Integrativeness**

Integrative motivation is the key construct of the Gardner's socio-educational model which is made up of three main sub-constructs, each of which is further broken down to sub components, namely, integrativeness, attitudes toward the learning situation and motivation. Figure 2.3 is a schematic representation of Gardner's (1985) conceptualization of the integrative motive.

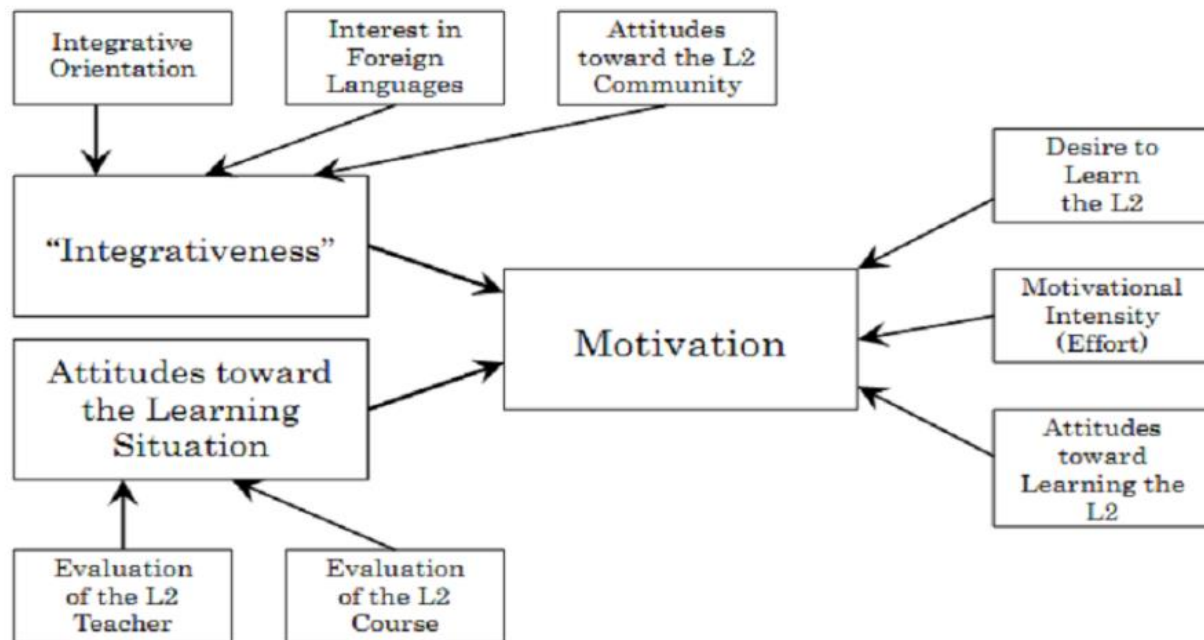


Figure 2.3: Diagram of Gardner’s (1985) Integrative Motive constructs

Integrative motivation is the main focus of many motivational researches in SLA. Gardner (2005) states that “when I began preparing this talk (for a lecture), I googled the internet for the term ‘integrative motivation’ and much to my surprise, I obtained 591 hints” (p.2). As of 2012, when we surf the net for the term ‘integrative motivation, surprisingly almost 4 million hints were found. This shows the increasing attention to the concept of ‘integrative motivation’. However, as Gardner (2005) suggests, different people have different conceptualization of the term because they do not distinguish integrative orientation, integrative motivation, and integrative motive.

Integrative motivation for Lambert (1974) was a kind of orientation. It seems that at first there were no differences between the concepts of integrative orientation and integrative motivation. An integrative orientation toward language study reflects “sincere and personal interest in the people and culture represented by the other group” (Lambert, 1974, p. 98). Therefore, the integrative orientation stresses the desire to involve with the other community.

Gardner and Lambert (1972) strongly suggest that integratively motivated learners were more successful in learning language than those learners who were instrumentally motivated.

Gardner's (1985) conceptualization of the integrative motivation is that it includes orientation (i.e. a class of reasons for learning a second language), motivation (i.e. attitudes toward learning the language, plus desire plus motivational intensity) and a number of other attitudinal variables. Integrative motivation occurs once a learner tries to, or have a desire to integrate himself/herself with the culture of the L2 group. It characterizes the students who study an L2 because of their interest in the values and cultural issues of the target community.

Crookes and Schmidt (1991) imply that "integrative motivation is defined with positive attitudes toward the target language group and the potential for integrating into the group, or at least an interest in meeting and interacting with members of the target language group" (p.472). In most of Gardner's studies of Canadian English speakers learning French, Integrativeness is measured by three measures: Integrative Orientation, Attitudes towards French Canadians, and Interest in Foreign Languages.

In a reinterpretation of the concept of *integrativeness*, Gardner (2002) refers to the notion of past, present, and future. "Integrative motivation addresses all three of these aspects as they apply to the individual and that this distinguishes it from other motivational concepts in the area of second language acquisition" (p.3). That is, integrative motivation is a broader concept and encompasses the learners' background, interest and concerns over and above the classroom activity at a particular time, and the learner's existence after the language course. Thus "the concept of integrative motive is much more complex than simply expressing an integrative orientation in language study" (Gardner, 2000, p.5). Later, Gardner (2005) concludes that "integrative motivation refers to a constellation of attributes" (p.20), and that it is not a distinctive construct but a collection of related constructs. It is not something that some people

have and others do not. For Dörnyei (2005), integrative motivation in a broad term, concerns a “positive interpersonal/ affective disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community” (p.5). It implies an openness to, and respect for the other cultural community, their values, identities and ways of life.

Czizer and Dörnyei (2005) propose a definition of integrativeness focusing on a cognitive representation. Czizer and Dornyei (2005) state “our proposed interpretation equates integrativeness with the Ideal L2 Self, referring to the L2-specific dimension of the learner’s ideal self” (p.30). The construct of ‘Ideal Language Self’ describes the attributes that a person would ideally like to possess. Thus, “From this perspective integrativeness can be reconceptualized as an L2 facet of one’s ideal self” (Ellis, 2008, p.690). For example, if a learner’s ideal self, wants to become a proficient L2 speaker, then this indicates an integrative disposition. However, their definition not only made the enigma less complex but as Gardner (2005) states, “it certainly will make communication about integrativeness difficult” (p.8).

Overall, considering the definitions of the concept of integrative motivation presented here we suggest that it is important to define the integrative motivation according to the context in which the L2 learning is taking place. It is the nature of context that determines the interpretation of integrative motive. In an attempt to clarify the influence of context on ID factors, Dörnyei (2005), argues that scholars have come to reject the notion that the various traits are context-independent and absolute, and are now increasingly proposing new dynamic conceptualizations in which ID factors enter some with the situational parameters rather cutting across tasks and environment. That is, integrative motivation as a construct of IDs is context dependent, so its interpretation should be in the context in which it is operationalized.

The learning context or learning situation or in a more broad term “*social setting*” (Ellis, 2008, p.286) is seen as an important factor in SLA. The context can be from the immediate

context to a broader one. Dörnyei (2005) examine three aspects of the motivational impacts of the context of learning:

Course-specific motivational components (e.g., relevance of the teaching materials, interests in the tasks, appropriateness of the teaching method), teacher-specific motivational components (e.g., the motivational impact of the teacher's personality, behavior, and teaching style/ practice), and group –specific motivational components (e.g., various characteristics of the learner group such as cohesiveness, goal-orientedness, and group norms). (p. 11)

#### **2.5.4 Integrativeness in Military Context**

In English as a Foreign Language (EFL) setting such as the Iranian Military University Foreign Language Center (IMUFLC), it is important to consider the actual meaning of the term 'integrativeness'. As the cadets and staff studying English at IMUFLC, they do not have opportunities to integrate themselves with the culture of the L2 group. Foreign military staffs are rarely invited to Iranian army to pay a visit or do different missions, so actually, there is almost no chance of communicating with non -Persian speakers. Therefore, this condition restricts the meaning of integrative motivation in this particular context, and this suggests integrative motivation and its definition is context dependent. Therefore, in the IMUFLC, by the term integrative motivation we mean the interest of the cadets in international community plus the willingness to find opportunities for engaging learning tasks outside of classroom plus attitudes toward the learning situation. We suggest that this definition can be applied to a setting in which there is no opportunity to contact the target community.

### **2.5.5 Integratively Motivated Individuals**

It is suggested that those students who exhibit characteristics of the integrative motive would volunteer answers more frequently in class, get more answers correct, and express more satisfaction with the class than those with lower levels of attitudes and motivation. Gardner (2000) suggests an individual can be said to be integratively motivated if he/she: 1. Is motivated to learn the language 2. Exhibits integrativeness i.e., an openness to other cultural communities 3. Has a favorable attitude toward the learning situation, and 4. He/she reflects low levels of language anxiety.

Considering these conditions, Gardner (2005) suggests if a researcher wanted to obtain one score to reflect Integrative Motivation (IM), she/he could compute an aggregate of the four mean of aggregate scores:

$$IM = INT + ALS + MOT - ANX$$

That is, integrative motivation is the sum of instrumental motivation plus attitude toward learning situation plus motivation minus anxiety.

Gardner (2005) postulates, “an individual who has a high degree of integrativeness has a favorable evaluation of the language learning situation, and is highly motivated to learn the language” (p.12), However, it is important to recognize, as MacIntyre (2002) puts it, “the students who endorse integrative attitudes, or more simply an integrative orientation or goal, but who does not show effort or engagement with the language, is simply not a motivated learner” (p.48). That is, having just desire or positive attitude toward L2 is not enough to call a person a motivated one.

### **2.5.6 Instrumental Motivation**

Instrumental motivation is another construct of Gardner's socio-educational model. Gardner and Lambert (1972) suggest it occur when a learner wishes to attain a goal by means of L2. Later, Gardner (2001) refers to the following reasons as instrumental reasons: *I want to learn the language in order to get a job, or I want to learn the language because it will be important for my future career, or I want to learn the language so that I will be better educated.* Thus instrumental motivation concerns the benefits, which second language learning may bring to a language learner.

In his definition of *instrumentality*, Dörnyei (2005) refers to "perceived pragmatic benefits of L2 proficiency" (p.6). In Dörnyei (2005), 'ideal language self' "instrumentalities are divided into two types: promotion vs. prevention. "Instrumental motivation with a promotion focus (e.g. to learn English for the sake of professional advancement) are related to the ideal self, whereas instrumental motives with a prevention focus (e.g. study in order not to fail the test) are parts of the ought self" (p.103). As this distinction suggests, the focus of these two types of instrumentality is the utilitarian value in spite of having different goals. That is, it is the goal of learning that determines the type of instrumentality.

### **2.5.7 Inseparability of Integrative and Instrumental Motivation**

It is possible that the learner might have *mixed motives* in a sense that he or she can have both integrative motivation and instrumental motive at the same time. Therefore, different types of motivation lie on a continuum and the concern is the degree of intensity. This is in line with Dörnyei's (2005) claim, which conceptualizes different types of motivation lying on a continuum from amotivation through extrinsic motivation to intrinsic motivation, which are discussed later. On the other hand, the language learner might have neither type of motivation. One possible situation could be when a person learns a language in order to go abroad both for working and

living. Gardner (2001) exemplifies a person who cannot be considered neither integratively motivated nor instrumentally. "Someone who states that they are (he/she is) studying a particular language because it is a language requirement is not even giving a reason for learning the language" (Gardner, 2001, p.11). It means that when somebody learns an L2 because of good grade, this is just a reason for learning and cannot be categorized as any kind of motivated individual.

### **2.5.8 Attitude**

Attitude is the other influential construct of the socio-educational model. The concept of attitude is complex, and many definitions have been proposed to describe its essence. Gardner (1985) defines attitude as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (p.9). In other words, attitude is the state of readiness to respond to a referent and an inclination to behave in a consistent manner toward an object. Attitudes are influenced by many factors and vary from one context to another. These factors can be interests, values, tendencies, and culture. To Brown (2001), attitude is characterized by "a large proportion of the emotional involvement such as feelings, self and relationships in community" (p.61). However, a major question which remains however is "attitude toward what?" (Gardner, 1985, p.50). The attitudinal variables which have received considerable attention by SLA researchers consist of attitude toward learning the second language, attitudes toward learning situation, and attitudes toward the second language community. While the first type of attitude is clearly an educationally driven construct, the two other are primary socially oriented variables. Gardner (2002) states that "the variable, **Attitude toward the Learning Situation** (his emphasis), involves attitudes towards any aspect of the situation in which the language is learned" (p.12). In the school context, these attitudes can refer



to teaching materials, the facilities, extra-curricular activities in the course, course administrators, teachers, peers, and even the self.

There are different types of attitudes distinguished by Gardner (1985), one involves a *utilitarian* predisposition which emphasizes the usefulness of learning a second language, another is *aestheticism*, i.e. focus of an appreciation of the language, and the third is identified as *tolerance* of students in language learning. Attitude, therefore, is a multidimensional concept. In fact, attitudes can be classified in terms of their relevance to second language achievement. “The relevance might be defined simply in terms of the correlation between the attitude and achievement variables” (Gardner, 1985, p.52). Many studies have shown a relation between attitude and language achievement. In their meta-analysis of Gardner’s and his colleagues works on the role of attitude and motivation, Masgoret and Gardner (2003) found a correlation of .29 between the variables of attitude and the combined grade. Cohen (1988) describes the correlation of .30 as a medium effect size. In general, “learners’ attitudes have an impact on the level of L2 proficiency achieved by individual learners, and they are influenced by this success” (Ellis, 2007, p. 287). Gardner (1985) states, “those with positive attitude would be more attentive in the learning situation, would take assessments more seriously, would find it more rewarding to simply experience the language and thus achieve more” (p. 52). Therefore, positive attitudes toward the L2 learning, social setting and the target community group can be expected to enhance learning and negative attitudes to impede learning, but this need not necessarily be so. Some studies in the literature of attitude studies (e.g. Oller & Perkins, 1978; Oller, Hudson & Liu 1997) indicate that a negative attitude toward L2 is associated with high levels of L2 proficiency. Oller and Perkins (1978) suggest that some learners may be motivated to excel because of negative attitudes towards the target language community. In this case, the learner might learn the language to get the inside of a cultural community in order to exploit, manipulate and overcome

the people of the target community. This orientation by some researchers (Gardner, 1985; Lambert; 1963) refers to *Machiavellian motivation*. It can be suggested that at a non-English military context in which the staffs are learning English because they are supposed to go abroad and do overseas missions, a Machiavellian motivation can be the predominant motivation.

### **2.5.9 Attitude/Motivation Test Battery (AMTB)**

Attitude/Motivation Test Battery (AMTB) was developed as a result of Gardner and Lambert (1972) studies to measure the various constructs of the socio-educational model of second language acquisition. AMTB is a self-report instrument and has been adapted for many different learning contexts of learning L2 around the world, e.g. with French language (Mondada & Doehler, 2004), English as an International language (Brown, Robson & Rosenkjar, 2001; Lamb, 2004, Inbar, Donitsa-Schmidt & Shohamy, 2001; Ushioda, 2001), Heritage language (Noels, 2005; Syed, 2001) and Persian language. (Sadighi & Maghsudi, 2000; Matin, 2007; Mahdavi & Jodai, 2012).

As it has been developed, the AMTB consists of 11 subsets measuring five constructs and a total of over 130 items. The five constructs are Attitude toward the Learning Situation, Integrativeness, Motivation, Language Anxiety, and instrumental orientation. For young students, it has one additional measure, namely, Parental Encouragement. Table 2.3 presents, the five main constructs and the scales used to assess them and table 2.4 lists the constituent scales with sample items.

Table 2.3: Constructs and Scales of the AMTB (From Gardner, 2009, p.4)

Construct	Scales
Motivation	Motivational intensity Desire to learn the language Attitudes toward learning the language
Integrativeness	Integrative orientation Interest in foreign languages Attitudes toward the target language community
Attitudes toward the Learning Situation	Language teacher evaluation Language course evaluation
Language Anxiety	Language class anxiety Language use anxiety
Instrumentality	Instrumental orientation

Table 2.4: The constituent scale of Gardner’s AMTB (From, Dörnyei, 2005, p.72-73)

- *Attitudes toward French Canadians* (10 Likert scale items)  
E.g., “French Canadians add a distinctive flavor to the Canadian culture.”
- *Interest in foreign languages* (10 Likert scale items)  
E.g., “I would really like to learn a lot of foreign languages.”
- *Attitudes toward learning French* (10 Likert scale items).  
E.g., “I really enjoy Learning French.”
- *Integrative orientation* (4 Likert scale items)  
E.g., “Studying French can be important for me because it will allow me to meet and converse with more and varied people.”
- *Instrumental orientation* (4 Likert scale items)  
E.g., “Studying French can be important for me only because I’ll need it for my future career.”
- *French class anxiety* (5 Likert scale items)  
E.g., “It embarrasses me to volunteer answers in our French class.”
- *Parental encouragement* (10 Likert scale items)  
E.g., “My parents really encourage me to study French.”
- *Motivational intensity* (10 multiple choice items)  
E.g., “When it comes to French homework, I:  
(a) Put some effort into it, but not as much as I could.  
(b) Work very carefully, making sure I understand as I could.  
(c) Just skim over it.”
- *Desire to learn French* (10 multiple choice items)  
E.g., “If there were a French Club in my school, I would:  
(a) Attend meeting once a while  
(b) Be most interested in joining  
(c) Definitely not join.”
- *Orientation index* (1 multiple choice item)  
E.g., “I am studying French because:  
(a) Think it will someday be useful in getting a good job.  
(b) Think it will help me to better understand French people and way of life.  
(c) It will allow me to meet and converse with more and varied people.  
(d) A knowledge of two languages will make me a better-educated person.”
- *Evaluation of the French teacher* (25 semantic differential scale items)  
E.g., “Efficient .....;.....;.....;.....;..... Inefficient”
- *Evaluation of the French course* (25 semantic differential scale items)  
E.g., “Enjoyable.....;.....;.....;.....;..... Unenjoyably”

Gardner (2009) mentions that Gardner and his colleagues’ works in six countries (Croatia, Poland, Romania, Brazil, Spain, Japan) show that the scales of the AMTB produce

internal consistency reliability coefficients and correlations of the major constructs with final grades in English comparable to those obtained in the Gardner and his colleagues' studies. One of the purposes of our study is to investigate this reliability coefficient in an Iranian context.

Different studies use different measurement for attitude and other constructs, among them following measures are prevalent depending on the purpose of the study: 1) *Individual variable*, i.e., the correlations among these variables were investigated. 2) *Aggregate measures of the constructs*, i.e., the focus was more on aggregate measures reflecting major components. 3). *Aggregates of the constructs*, i.e., Integrative motive scores were computed by aggregating Integrativeness. Furthermore, the conducted studies made use of different item's formats, among them *Likert*. Multiple-choice and *Semantic Differential* were more common.

#### **2.5.10 Challenges to Gardner's Socio-educational Model**

Despite the significant role of the socio-educational model in the mainstream of SLA research, the model was subject to both theoretical and methodological aspects by many researchers (e.g. Dörnyei, 1990, 1994, 2005; Crookes & Schmidt, 1991; Oxford & Shearin, 1994; Oxford, 1996). The first criticism is against the content validity of the AMTB. Dörnyei (2005) argues that the items in the motivation sub component conflate the mental phenomenon of being motivated with behaviors. That is "it assesses both motivation and motivated behavior" (Ellis, 2008, p.681). As a result "it is not easy to decide the exact nature of the underlying trait that the instruments targets" (ibid). That is, the construct in consideration might not measure what it intends to.

The second criticism raised by some researcher is that, the AMTB is appropriate for Canada, as a bilingual country. In a sense, the research is concerned with second language learning rather foreign language learning; therefore, it is not appropriate to foreign language learning. Reasons for this are "either that the language is not readily available" (Oxford, 1996; cited in Gardner, 2005, p.18) and/or that "it lacks political importance in the community"

(Dörnyei, 2001 cited in Gardner, 2005, p.18). In response to this criticism Gardner, and his colleagues mention that the conducted researches in a number of countries in which L2 learning is considered as foreign language learning indicate that the AMTB is clearly appropriate to those countries.

The third criticism is related to terminological misunderstandings. Dörnyei (1994, 2005) mentions two sources of difficulties. The first one is related to the interpretation of Integrative Motive. That is, Gardner has three different but very closely related concepts of integrativeness (i.e. integrative orientation, integrativeness, and integrative motive/motivation), i.e. terminological difficulty “makes it difficult to decide what is meant when Gardner talks about ‘motivation’ in his writing L2 motivation in general. Integrative motivation? Or the specific ‘Motivation’ subcomponent of the integrative motive?” (Dörnyei, 2005, p.69). Surprisingly, Gardner (2001) agrees with this criticism in the sense that “the term is used frequently in the literature though close inspection will reveal that it has different meaning to many different individuals” (Gardner, 2001, p.1).

The fourth criticism is the division of ‘motivation’ as ‘Integrative and Instrumental’ separately by many researchers in Gardner’s socio-educational model. Dörnyei (2005) mentions that many manuscripts submitted to international journals start out by conceptualizing motivation purely (and poorly) along the instrumental-integrative dichotomy. That is, the psychological aspect of human nature does not allow such purely separation, and therefore, considering motivation as the sum of integrativeness and instrumentality is a reductionist view. Gardner and Macintyre (1993) have already replied to this criticism in a sense that motivation itself is dynamic and the old categorization of motivation in terms of integrative vs. instrumental motivation is too static and restricted. Other researchers have more or less the same criticism to this distinction. For example, McClelland (2000) calling for a definition of ‘integrativeness’

focus on “integration with the global community rather than assimilation with native speakers” (p.109) and highlights “need to reappraise Gardner’s concept of integrativeness to fit a perception of English as an international language” (ibid).

The fifth criticism which is considered an ‘enigma’ by Dörnyei (2005) though the importance of it, is that “it has no obvious parallels in any areas of mainstream motivational psychology, and its exact nature is difficult to define” (p.5). This resembles Gardner’s (2001) conclusions that the “term is used frequently in the literature, though close inspection will reveal that it has slightly different meaning to many different individuals” (Gardner, 2001, p.1). Dörnyei (2005) agrees that still an ‘integrative motive’ component has consistently emerged in empirical studies even in different contexts, which show its significance in the learning process; However, Dörnyei (2005) does not explain what would happen if it had obvious parallels in mainstream motivational psychology or what problems and difficulties this lack cause.

The last criticism coming from a constructivist approach downgrades the importance of integrative component. The concept of integrative motive can be seriously hazardous to individuals’ identities as it implies that, in the extreme view, successful L2 learners are those who wish to integrate with target community and, therefore, relinquish their identity. Webb (2003) put this in other words and state “in this context, the cultural identity of the second language learner is conceptualized as hazardous in the second language learning process” (63).

Overall, these criticisms lead to a paradigm shift from macro to micro perspective, and rise of the other models on the role of motivation in second language learning. Nevertheless, as Dörnyei (2005) states, “different- or however, contradicting- theories do not necessarily exclude one another but may simply be related to different phases of the motivated behavioral process” (p.18), it should be mentioned that at this stage, the scholars (e.g. Dörnyei, 1990; Oxford & Shearin, 1994; Oxford, 1996) call for expanding and redefying socio -educational model rather

than degrading or eliminating it. This redefinition of the model by scholars resulted in a new perspective on the role of motivation in SLA.

## **2.6 Cognitive Shift**

The starting point of the cognitive shift in motivation research is seen in Crookes and Schmidt's (1991) article. In that paper, they have argued that work to that date on the topic of motivation in SLA had been limited in two senses: "it has been almost exclusively social-psychological in approach, and it has failed to distinguish between the concept of attitude, especially attitude toward the target language culture, and motivation." (Crookes & Schmidt, 1991, p. 501). Several other studies were conducted by many other researchers in the late 1980s (e.g. Julkunen, 1989; Skehan, 1989), and early 1990s (e.g. Brown, 1990; Skehan, 1991) are related to this shift.

Dörnyei (2005) states the cognitive-situated period was characterized by the intertwining influence of two broad trends.

(a)The desire to catch up with advances in motivational psychology and to extend our understanding of L2 motivation by importing some of the most influential concepts of the 1980s. These concepts were almost entirely cognitive in nature, which reflected the effect of the ongoing cognitive revelation in psychology.... (b) The desire to narrow down the macro perspective of L2 motivation (i.e. the broad view focusing on the motivational disposition of whole communities, typically taken by proponents of the social psychological approach' to a more fine-tuned and situated analysis of motivation as it operates in actual learning situations, characterized by a microperspective". (p.74)

intercultural communities, viewing it as a dynamic entity rather than static concept, and focusing upon the process rather than the product were the main focuses of the cognitive shift. The shift of macro-perspective to micro-perspective motivated researchers to catch up with mainstream educational psychological theories such as *Self-determination theory*, *Attribution theory*, *Goal theory*, *Classroom Friendly models*, and *the Neurobiology of L2 Motivation*.



### 2.6.1 Self-determination Theory

*Self-determination theory* (Deci & Ryan, 1985) distinguishes two types of motivation: intrinsic and extrinsic. Dörnyei (2005) states, “it has been one of the most influential approaches in motivational psychology, and several attempts have been made to the L2 field to incorporate certain elements from the theory to explain L2 motivation” (p.76). In the late 1990s, Noels and his colleagues (e.g. MacIntosh & Noels, 2004; Noels, 2001a, 2001b; Noels, Clement & Pelletier, 1999, 2001, Noels, Pelletier, Clement & Vallerand, 2000), in line with the general thrust of the cognitive situated period, developed a systematic research program “(a) to relate the various intrinsic/extrinsic components established in educational psychology to orientations developed in L2 research, and (b) to examine how the learners’ level of self-determination is affected by various classroom practices” ( cited in Dörnyei, 2005, p.77).

Noels (2001) examines the relationship between classroom practices and self-determination and concludes that motivation consisted of three main elements: *intrinsic orientation*, *extrinsic orientation* and *amotivation* which lie along a continuum from self – determination to non-self-determination. An individual with high level of self-determination is likely to demonstrate autonomy in his or her learning and lead to higher achievement. Figure 2.4 shows their conceptualization of motivation.

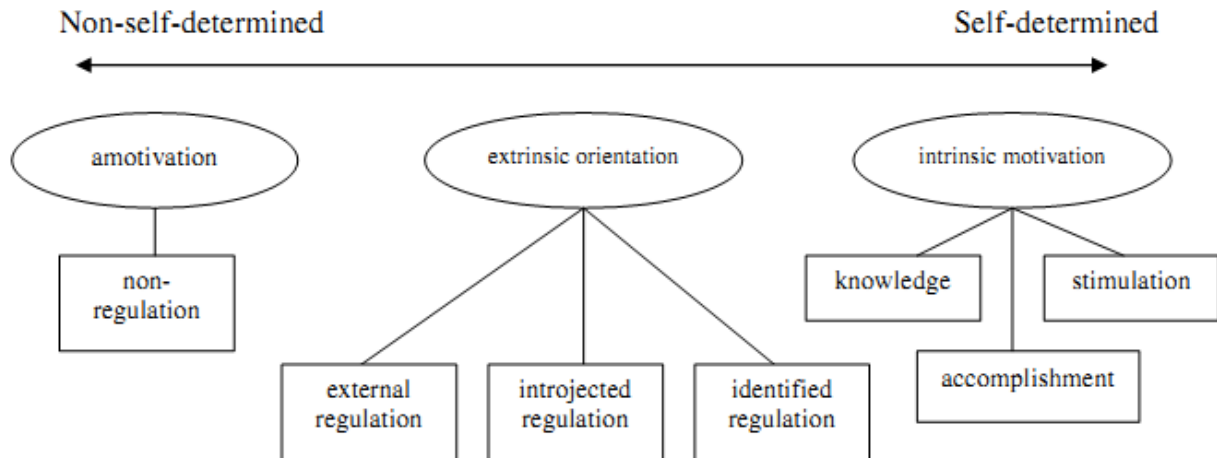


Figure 2.4: Orientation subtypes along the self-determination continuum (from Contia, 2007, p.6)

According to Deci and Ryan (2008), *Self-determination theory* “addresses such basic issues as personality development, self-regulation, universal psychological needs, life goal and aspiration, energy and vitality, non-conscious processes, the relationship of culture to motivation and the impact of social environment on motivation, affect, behavior, and well-being” (p.183).

### 2.6.1.1 Intrinsic Motivation

Intrinsic motivation is defined as “motivation to engage in an activity because that activity is enjoyable and satisfying to do” (Deci & Ryan, 1985, p. 39). It is a type of motivation that derives from internal satisfaction and enjoyment. Intrinsic motivation comes from within the learners and relates to learner’s identity and sense of well-being. According to Noels et.al. (2000) Intrinsic motivation as a sub scale of the self-determination theory, is of three kinds: a) *intrinsic motivation knowledge* (i.e. the pleasure of knowing new things), *intrinsic motivation accomplishment* (the pleasure of accomplishing goals), and *intrinsic motivation stimulation* (the pleasure in doing the task). Ehrman, Leaver, and Oxford (2003) state that intrinsically motivated learners find the reward in the enjoyment of learning activity itself and achieve a feeling of

competence in doing the task. In other words, intrinsically motivated individuals are mostly internally driven rather than externally driven.

### **2.6.1.2 Extrinsic Motivation**

Extrinsic motivation refers to “actions carried out to achieve some instrumental end such as earning reward or avoiding a punishment” (Deci & Ryan, 1985, p.39). In contrast to intrinsic motivation, extrinsic motivation lies along the continuum from non-self-determination to self-determination. In other words, Motivation in self-determination theory is classified into three categories on a continuum, from unwillingness, to passive compliance, to active personal commitment. *External regulation*, which refers to the learner’s attempts and actions to reach the external rewards and benefits of doing the task, i.e. the learners’ behaviors are performed to satisfy an external demand or obtain an externally imposed reward contingency. The *introjected regulation* “ which refers to a partial internalization in which external regulations are taken by the individual but are not accepted as his or her own” (Black & Deci, 2000). The performed measures here are due to some external pressure (e.g. a person who learns the language in order not to feel ashamed if he does not know it). *Identified regulation* refers to the regulation driven by personally relevant reasons, such as that the activity is important for achieving a valued goal (e.g. individuals who learn an L2 because they think it is important for their educational development). Identified regulated individual take part in the process of learning because of the internal values and goodness which it entails.

### **2.6.1.3 Amotivation**

Amotivation in the self-determination theory refers to “lack of motivation resulting from realizing that there is no point” (Dörnyei 2001a, p. 143). It is independent of extrinsic and intrinsic motivation. Deci and Ryan (1985) define amotivation as “the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual’s

experiencing feelings of incompetence and helplessness when faced with the activity” ( cited in Dornyei, 2001a, p. 144). Vallerand (1997) mentions four major types of amotivation. First, amotivation can result from a *capacity-ability belief*, i.e. an individual may have amotivation because of lack of self-confidence; the second type is *strategy beliefs*, i.e., amotivation i.e. an individual may think that the undesired outcome may result from strategy misuse. The third type of amotivation, *capacity-effort belief*, results from this perception that the task is too demanding to do. The fourth type of amotivation, a *helplessness belief*, result from this perception that effort is inconsequential, and it cannot be of any help.

#### **2.6.1.4 Criticisms of Self-determination Theory**

The existence of the self-determination continuum is not well established. Vandergrift (2005) examined the relationship between motivation and proficiency with the self-determination theory; he found that no distinct simple pattern, reflecting a continuum of increasing self-determination was apparent and concludes that the self-determination framework as developed by Noels and colleagues cannot be generalized for adolescent learners. In an experimental study on college students, Vohs *et.al.* (2008) found that offering too many choices to individuals may lead to negative effects on self-regulation. That is, this may lead to less self-regulation, less willingness to engage in an activity and less persistence in performance.

Some scholars (e.g. Soh, 1978) see no differences between *intrinsic/extrinsic* motivation from self-determination theory and *integrative/instrumental* motivation from Gardner’s socio-educational model. Intrinsically motivated individuals enjoy doing the task of language learning; on the other hand, as Gardner (2009) notes, integratively motivated students show greater satisfaction with the class. Extrinsically motivated individuals do the learning because of instrumental reasons; it derives from instrumental influences such as earning a reward or avoiding punishment while instrumentally motivated individuals do learning because of the

benefits of learning, for example, getting a job. In short, sometimes the distinction between *integrative* with *intrinsic* motivation and *instrumental* with *extrinsic* motivation become blurred. Still, however, the similarity between the *extrinsic* and *instrumental* is more evident than those between *intrinsic* and *integrative*.

### 2.6.2 Goal Theories

“Goals have always been a central feature of L2 motivation research” (Dörnyei, 2005, p.9). Originally, goal theories come from educational psychology. Goal refers to the reasons or purposes that an individual has in learning process. Overall, goals affect individuals’ performance in the sense that they:

- Concentrate the attention toward a particular activity;
- Motivate individual to make effort;
- Affect individuals to continue a particular task;
- Affects the strategy use by different learners.

As noted by Locke and Latham (2002), the two influential goal theories in motivational studies are *goal-setting theory* and the *goal orientation theory*.

According to Locke (1996), among other things *goal-setting* and *performances* are related. That is, goals affect the performance, the effort paid to reach that goal, the strategies used and its persistence. Motivational research is mainly concerned with *goal orientation theory*. Dörnyei (2005) states that “language learning goals have been typically referred to as orientations” (p. 9). However, ‘orientations’ as defined by Gardner and Trembly (1994), had not been explicitly linked to various goal theories that had become popular in the educational psychology.

Unlike the *goal-setting theory*, *goal orientation theory* was developed in a classroom context in order to explain children’s learning and performance (Dörnyei, 2001a, p.27). Pintrich

and Schunk (2002; cited in Dörnyei, 2005, p. 9) states “currently, it is probably the most active area of research on student motivation in classrooms, and it has direct implications for students and teachers.” This theory hypothesized that an individual’s performance is closely related to his or her perceived goals. Ames and Archer (1988) commenting on the contribution to the theory, distinguish between two types of *goal orientation: Performance vs. Mastery* orientations. Performance oriented learners are primarily concerned looking good and capable whereas mastery oriented learners are more concerned with increasing their knowledge and being capable.

### **2.6.3 Attribution Theory**

“Attribution theory (Weiner, 1986, 1992, 2000) has achieved a special status among contemporary motivation theories in psychology because this was the first theory that successfully challenged Atkinson’s classic achievement motivation theory in the 1970s” (Dörnyei, 2005, p.79). Attribution theory was the dominant theory in research on student motivation in the 1980s. The theory to the SLA research is important since many cases of language-learning failure can be explained by it. Attribution is also important in a sense that, as Williams, Burden, and Al-Baharna (2001) note, it plays an important role in shaping learner motivation.

Some Scholars in the field of SLA motivation research (Weiner, 1986, 1992, 2000; Dörnyei, 2001b; Slavin, 2003) explain attribution theory in terms of four factors: *ability, effort, perceived difficulty of a task* and *luck*. Brown (2007) considers ability /effort as internal factors and luck and /task difficulty as external factors. The theory links future achievements and successes to these factors and considers this link as a *causal attribution* (e.g. effort causes achievement or ability results in achievement). Dörnyei (2005) clarifying this point states “If, for example, we ascribe past failure in a particular task to low ability in our part, the chances are that

we will not try the activity ever again, whereas if we believe that the problem lay in our insufficient effort or the unsuitable learning strategies that we had employed, we are more likely to give it another try” (p.79). That is language learners’ background plays an important role in future achievement and can be an attributed reason of achievement. Attributions are culturally bound and learners with different cultural background attribute their success or failure to different factors. In a qualitative study, Williams et al. (2001) found that, in the case of Arab students’ perception of their learning, factors such as ‘luck’ are never mentioned or the factor ‘ability’ was cited rarely by participants. In other words, they mentioned that language learning is attributed to the class environment, circumstances, exposure to the language, interest, strategy use, and support from others.

The concept of attribution is closely related to *self-efficacy* (*believe in self*). “A high sense of self-efficacy, an appropriate degree of effort may be devoted to achieving success” (Brown, 2007, p.156). Conversely, “a learner with low self-efficacy may quite easily attribute failure to external factors” (ibid). In short, we can think over *self-efficacy* as the pedagogical implication from the attribution theory and one of the teachers’ responsibility is to encourage high self –efficacy in their students.

#### **2.6.4 Classroom Oriented Model**

The classroom context is so complex that, according to Dörnyei (2001a), “no single motivational principle can possibly capture this complexity” (p.13). So to understand what would happen in a classroom situation, we need a more complex model that considers many constructs of motivational theories simultaneously. In so doing, Dornier’s (1994) classroom-friendly model (table 2.5) conceptualizes L2 motivation on three levels: The *language level*, the *learner level*, and the *learning situation level*. These three levels reflect the three important constructs of every language learning course (i.e. learner, teacher, context) and also reflect the three different

dimensions of the previous models at the same time (i.e. the social dimension, the personal dimension, and the educational dimension). In this model the *language level* is the most general level of the construct and is closely related to Gardner's concept of integrative and instrumental motives and address the social side of L2 motivation. The *learner level* represents individual differences among learners and involves a complex of effects and cognitions, which form stable personality traits. The *learning situation level* concerns classroom specific motivational factors: Course-specific, Teacher-specific, and Group-specific motivational components. It resembles the intrinsic/extrinsic motivation of Self-determination theory, also from our point of view, learning situational level can be related to Gardner's interpretation of *Attitudes* i.e. attitudes toward the learning situation which can be operationalized in the classroom setting.

Table 2.5: Components of Foreign Language Learning Motivation (From Dörnyei, 1994, p.280)

LANGUAGE LEVEL	Integrative Motivational Subsystem Instrumental Motivational Subsystem
<b>LEARNER LEVEL</b>	<b>Need for Achievement</b> <b>Self-Confidence</b> * Language Use Anxiety * Perceived L2 Competence * Causal Attributions * Self-Efficacy
<b>LEARNING SITUATION LEVEL</b>	
<i>Course-Specific Motivational Components</i>	<b>Interest</b> <b>Relevance</b> <b>Expectancy</b> <b>Satisfaction</b>
<i>Teacher-Specific Motivational Components</i>	<b>Affiliative Drive</b> <b>Authority Type</b> <b>Direct Socialization of Motivation</b> * Modelling * Task Presentation * Feedback
<i>Group-Specific Motivational Components</i>	<b>Goal-orientedness</b> <b>Norm &amp; Reward System</b> <b>Group Cohesion</b> <b>Classroom Goal Structure</b>



### **2.6.5 The Neurobiology of L2 Motivation**

Influenced by recent high-tech methods of brain studies, the neurobiological studies of motivation were introduced by Schumann (1989, 1999). In this approach brain mechanism and neurological reactions that happen during a particular process are investigated. Dörnyei (2005), comments that this new line of research has the potentiality to revolutionize the motivational studies within the field of SLA research.

The key construct of Schumann theory is *stimulus appraisal*, which occurs in the brain, align five dimensions. Novelty (degree of unexpectedness/familiarity), pleasantness (attractiveness), goal/need significance (whether the stimulus is instrumental in satisfying needs or achieve goals),  *coping potential* (whether the individual expects to be able to cope with the event), and self- and social image (whether the event is compatible with social norms and the individual's self-

concept). (Dörnyei, 2005, p.10) of L2

motivation is that motivation can be a pattern of stimulus appraisal. In other words, the five appraisal dimensions (*novelty, pleasantness, coping potential, self/social image*) constitute motivation. Furthermore, this model considering instrumental/integrative motive of Gardner and intrinsic/extrinsic motive of Deci and Ryan, comments that there might not be the best motivation.

### **2.7 Process -oriented Approach To motivation**

In Motivational studies, the concept of attitude change has been attended from the very beginning of motivational study. Gardner (1985) mentions, “attitude change is viewed by Lambert (1963) as a direct consequence of becoming proficient in a second language” (p.84). However, in comparison to other motivational studies, studies on the process of motivation in SLA are rare. Dörnyei (2005) states “the process-oriented conception of L2 motivation is a novel research paradigm and at the moment few of its tenets have been explicitly tested in L2

contexts” (p.87). The process-oriented approach to motivation emerged from the cognitive situated period in the 1990s, and it is going to be the dominant theory in recent motivational psychology. The key slogan of this approach to motivation studies in SLA is that ‘motivation changes over time’. The focus of this view of L2 motivation is on change rather than variables, and the related studies tend to be longitudinal rather than cross-sectional. Dörnyei (2005) as the pioneer developer of the model mentions that, in the context of SLA, which takes place over several years, “motivation is expected to go through rather diverse phases” (p.83). In other words, motivation in the process of L2 learning, like L2 learning itself, is not a static attribute rather dynamic one; therefore, it is subject to fluctuations.

Ellis (2008) states, “Researchers are increasingly acknowledging that propensity factors (for example, motivation, learning style, anxiety) are situated and dynamic rather than trait- like” (p.721). That is, “they operate differently in different social contexts and they fluctuate as a result of learner internal and external factors “(ibid). Scholars in the field of process oriented-approach to motivation (e.g. Williams & Burden, 1997; Dörnyei, 2000, 2001; Dörnyei and Otto; 1998) divide the stages of the motivation process on a continuum. Williams and Burden (1997) distinguish three motivational phases: a) reasons for doing something, (b) deciding to do something, and (c) sustaining the effort or persisting. Similarly, Dörnyei and Otto (1998) and Dörnyei (2000, 2001) developed a process model of L2 motivation to specify the components and mechanisms making up the L2 motivation process. The model explains the process of motivation on a continuum from initial *wishes* and *desires* to final *evaluation* of the process. The three distinct stages of the model according to Dörnyei (2005) are:

1. *Preactional stage*: first, motivation needs to be generated- the motivational dimension related to this initial phase can be referred to as *choice motivation*, because the generated motivation leads to selection of the goal or the task that the individual will pursue.

2. *Actional stage*: second, the generated motivation needs to be actively *maintained* and *protected* while the particular action lasts. This motivational dimension has been referred to as *executive motivation*. And it is particularly relevant to sustained activities such as studying an L2, and especially to learning in classroom setting...

3. *Postactional stage*: There is a third phase following the completion of the action-termed motivational retrospection-which concerns the learners' *retrospective evaluation* of how things went. The way students process their past experiences in this retrospective phase will determine the kind of activities they will be motivated to pursue in the future (Dörnyei, 2005, p.84). Figure (2.3) shows the more details of these three processes.

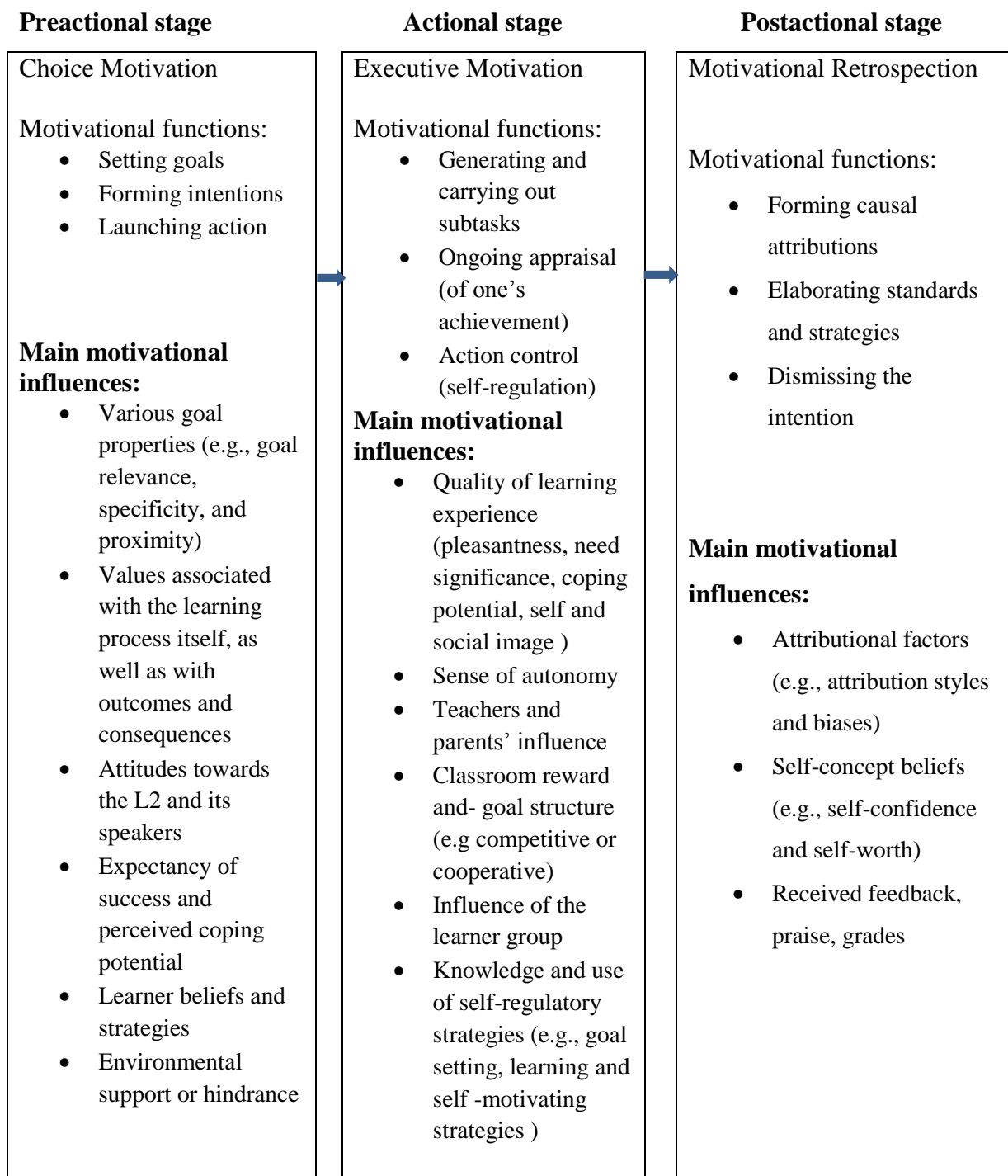


Figure 2.5: A process of L2 Motivation (from Dörnyei, 2005, p.85)

In this model *Preactional* stage according to Ellis (2008) is closely related to the idea of ‘orientation’. The *Actional* stage which concerns the effort learners make to achieve their goals is influenced by the third stage i.e. *postactional* stage.

The process oriented model to motivation is concerned with motivation change over time. Ellis (2008) mentions that these models can incorporate other motivational models. For instance, “the Preactional stage incorporates such constructs as integrative motivation, the actional stage incorporates instrumental motivation and intrinsic motivation, and the postactional stage incorporates attribution theory” (Ellis, 2008, p.688). Incorporating different theories into one is advantageous of the process-oriented approach to motivation. Since the model benefits from positive outcomes of other models and neglect the negative side of those models.

Although, the process-oriented approach has a revolutionary role in the motivation studies, it is subject to some criticisms. Firstly, the operationalizing actional stage is not clear. Dörnyei (2005) mentions that “the model implies that the actional process in question is well-definable and has clear cut boundaries” (p.86). Secondly, it should be mentioned that the stages in the process-oriented approaches should be simultaneously taken into account, but it is not clear how to operationalize this consideration.

## **2.8 Motivation in Cause-Effect studies**

The relationship between motivation and different measures of L2 achievement can be considered as reciprocal cause-effect relationships. Ellis (2008) states that “motivation can result from as well as lead to success in L2 learning” (p.684). Gardner (1985) sees motivation as a causative variable. In a review of a number of studies, Spolsky (1989) suggests that “while greater motivation and attitudes lead to better learning, the converse is not true” (P.153). Williams (1994), presenting a constructive approach to L2 motivation, contends that it is impossible to establish whether motivation leads to successful achievement or whether success leads to higher motivation, or whether it is a mixture of both, or whether both are affected by other factors. Other studies suggested that learners’ motivation is strongly affected by their achievement. Henmann (1980) suggested that it was success that contributed to motivation rather

than vice versa and develop the 'Resultive Hypothesis', which claims that learners who do well are more likely to develop motivational intensity and tend to be active in the classroom.

Recently, with the advancement of statistical procedures, Gardner and his colleagues evaluate specific 'causal models' demonstrating good indices of fit. As Gardner (2009) suggests, "the basic model treats Integrativeness and Attitudes toward the Learning Situation as two exogenous variables that support Motivation while Motivation and Language Aptitude (when included in the study) are viewed as influences of Second Language Achievement" (p.9). Gardner currently has made use of path analysis and hierarchical linear modeling procedure to test specific aspects of the socio-educational model of second language acquisition, and the effects that individual language classes have on the overall patterns identified. The result suggested that characteristics of the class could influence the validity of the model.

However cause-effect relation studies suffer from some criticisms. Dörnyei (2005), considering motivation in a dynamic system framework, states "there are no simple cause-effect explanations between variables examined in isolation, which is the standard research focus in most applied linguistic research, particularly in the area of individual differences" (p.241). That is, the nature of applied linguistics as a dynamic field of research is so complex that simply attributing cause-effect relationship is not realistic. Then, "rather than pursuing such a reductionist agenda, studies in the dynamic systems vein need to emphasize the process of self-organization with regard to the whole of the interconnected system" (ibid).

## **2.9 Studies on the Relationship between Motivational Factors and L2 achievement**

Many studies conducted by Gardner, and his colleagues used AMTB as the instrument of their study to collect the measures of motivational variables. The early studies intended to explore the impact of isolated ID variables such as language aptitude, L2 motivation, or learning style on L2 achievement. In so doing, the researchers made use of a self-report questionnaire like AMTB, and then processed the data by complex statistical procedures. Gardner (2009) notes that, in those studies, the dependent variables were generally measures of achievement in second language, and the independent variables or predictors were various measures of aptitude, attitude and motivation, primarily and other scales forming the AMTB. Many of these studies made use of factor analysis to integrate the items which measure the same construct and to determine the underlying dimensionality of the variables. The recent studies by Gardner and his colleagues (e.g. Bernaus & Gardner, 2008), focus on aggregating scores of independent variables of AMTB constructs. Masgoret and Gardner's (2003; cited in Gardner 2009, p.7) meta-analysis of Gardner and his colleague's research conducted to that date demonstrated that *motivation* was by far the highest correlate of achievement followed by Integrativeness and Attitude toward the Learning Situation. Furthermore, the meta-analysis suggests that the two orientations (i.e. integrative & instrumental) demonstrated much lower correlations with the integrative orientation tending to be a slightly higher correlate than the instrumental orientation, on average. Table 2.8 shows some studies conducted by Gardner and his colleagues who investigated motivational factors and L2 achievement.

Table 2.6: Gardner and his colleagues' Studies concerned L2 achievement and Motivation (from Gardner, 2009, p.7)

Type of Study	Publications
Prediction of Language Achievement	Gardner & Lambert (1959) Gardner & Lambert (1972) Gardner & Smythe (1975) Gardner, Smythe, Clément & Glikzman (1976) Clément, Gardner & Smythe (1977) Clément, Major, Gardner & Smythe (1977) Gardner (1980) Clément, Gardner & Smythe (1980) Gardner & Smythe (1981) Gardner (1985) Lalonde & Gardner (1985) Gardner (2006)
Meta Analysis	Masgoret & Gardner (2003)

Bernaus and Gardner (2008) investigated language teaching strategies, and the effects of these strategies on students' motivation and English achievement between 31 EFL teacher and their students (N=694). Using path analysis, they indicated that “integrativeness, attitude toward the learning situation, and instrumental orientation predict the motivation to learn English, and that motivation was a positive predictor of English achievement, whereas attitudes toward the learning situation and language anxiety were negative predictors of English achievement” (p.387). That is, when students were units of analysis, the correlation between the measures of *Integrativeness*, *Attitudes toward the Learning Situation*, *Motivation instrumental motivation* and the measure of *English Achievement* all were significant. These patterns of relationships confirmed the predictions of Gardner socio-educational model. However, one problem with this study was that it presupposed anxiety as a linear variable. However, in reality, it is not the case since anxiety can be facilitative and debilitating. Therefore, the study in investigating the relationship between *language anxiety* and *language achievement* violates the assumptions of the path analysis. Because, in path analysis, all relations should be linear and additive.



Research on the relationship between motivational variables and measures of L2 learning in Iran, have generally been following Gardner's socio-educational model of L2 learning. Sadighi and Maghsudi (2000) investigated the effects of integrative and instrumental motivation of undergraduate Iranian English major students and their English proficiency in terms of TOEFL score. A significant difference between the means of the English proficiency scores of the integratively motivated students and the instrumentally motivated ones are reported. The findings suggest that the formers were better than the latter on the TOEFL test of English proficiency.

In a study by Fazel and Ahmadi (2011), the relationship between instrumental/integrative motivation and the writing proficiency scores of 245 Iranian IELTS candidates who took the actual IELTS test in Iran was investigated. No statistically significant differences between integratively oriented participants and instrumentally oriented ones as far as their writing performance exam is concerned, were found. In that study the writers claim, "quite a few studies have been done after Gardner and Lambert's controversial researches and results" (Fazel & Ahmadi, 2011, p.748). However, we wonder if this is true, since, as Dörnyei (2005) notes, there were almost 100 published studies just in 1990s. In that study, Fazel and Ahmadi (2011) state that "correlation analysis was used to describe the strength and direction of the linear relationship between the variables." (p.751). Correlation analysis, however, is a measure of association, not causation, and therefore, it is not appropriate for determining the direction of the linearity; it just shows correlation. The problem remains with this study is related to the design of the study. In fact, there are many other factors that influence the writing proficiency at one-shot design so it is difficult to investigate the students' writing ability just by considering the students' performance in a writing test.

Mahdavi and Jodai (2012) conducted a preliminary study on the attitudes toward English and English learning at a military context. The participants included 34 Iranian military personnel who took part in an intensive English course at an Iranian military university foreign language center. The study employed a contextualized version of AMTB (Gardner 2004). The study is the basis of the current study in a sense that it makes use of the scales and questionnaire developed in that study.

### 2.10 The Current Study

Figure 2.6 illustrates the theoretical model developed for the current study. The model shows that Integrativeness, Anxiety, and Organizational influences are three interrelated independent variables, which indirectly affect L2 achievement through motivation whereas motivation as an independent variable directly influences L2 achievement.

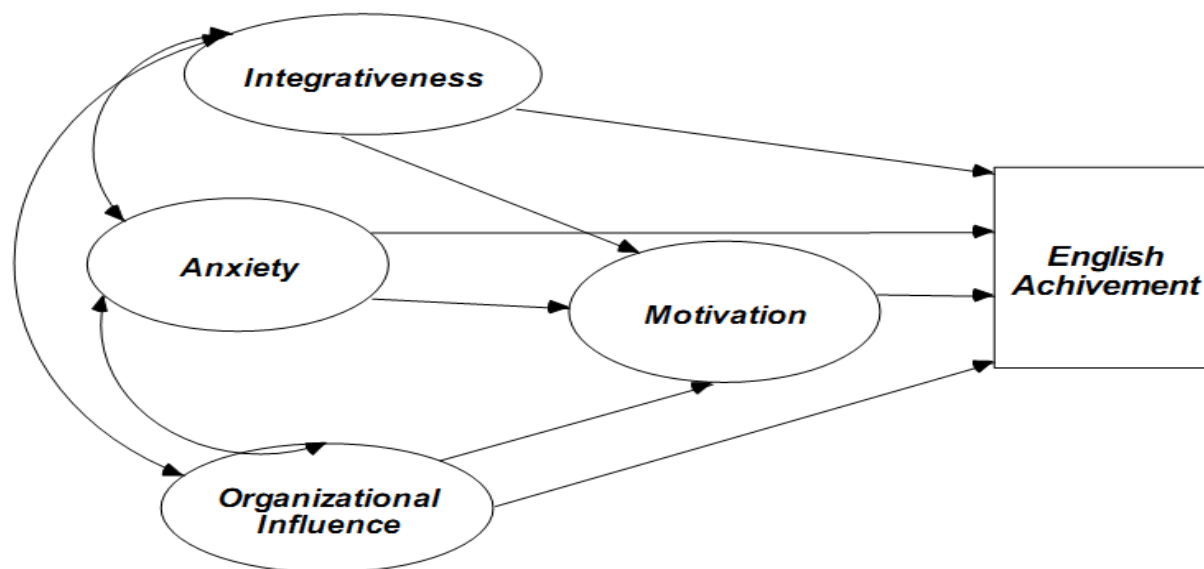


Figure 2.6: The proposed theoretical framework of the study

The diagram is intended to represent the assumed relationship between these constructs. The uni-directional arrows linking Integrativeness, organizational Influence, and potentially Anxiety to motivation, imply that motivation is supported by these constructs. Moreover, a

unidirectional variable between Integrativeness and English Achievement and between Anxiety and English Achievement shows that they are related. A unidirectional arrow also links Motivation to English achievement. This is meant to indicate that, in this model, it is assumed that among Motivation, Integrativeness, Organizational Influence, and Anxiety variables, Motivation is the major variable responsible for individual differences in achievement in the language learning context. The bidirectional arrows linking Integrativeness to Organizational Influence and also to Anxiety are meant to indicate that the two pairs of constructs are expected to be correlated with one another.

To test the proposed model, in the next chapter, we describe the design and method used to investigate the effect of motivational factors as independent variables and English achievement in terms of the performance of students during the intensive English course as the dependent variable.

# **Chapter 3**

## **Methodology**

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### **Methodology**

#### **3.1 Introduction**

The purpose of the present study was to determine the effect of motivational factors on military staff's English achievement at an intensive English course. Following were the research questions:

1. Is Motivation a predictor of Iranian military staff's overall English Achievement in an intensive English course?
2. Is Integrativeness a predictor of Iranian military staff's overall English Achievement in an intensive English course?
3. Is Organizational Influence a predictor of Iranian military staff's overall English Achievement in an intensive English course?
4. Is Language learning Anxiety a predictor of Iranian military staff's overall English Achievement in an intensive English course?

Following were the hypotheses of the study:

H<sub>1</sub>1: Motivation is a positive predictor of Iranian military staff's overall English Achievement in an intensive English course.

H<sub>1</sub> 2: Integrativeness is a positive predictor of Iranian military staff's overall English Achievement in an intensive English course.

H<sub>1</sub>3: Organizational Influence is a null predictor of Iranian military staff's overall English Achievement in an intensive English course.

H<sub>1</sub> 4: Anxiety is a negative predictor of Iranian military staff's overall English Achievement in an intensive English course.

In this chapter after describing the participants and the setting of the study, instrumentation, design of the study, data collection procedures and data analysis procedures were described in detail.

### **3.2 Participants**

The population of this study was 55 Iranian military personnel aged from 19-32 in four different classes at a military university who took part in an intensive English course at the foreign language center of the university. All of participants were male with Persian as their native language. To minimize the age effect out of total population those who aged from 22- 28 were selected and also to include students with the same range of background English proficiency (i.e. their English level before starting the course), Oxford Quick Placement Test results, which were obtained from the students before the intermediate level English course, were taken into account. Finally, based on the mentioned criteria (age range and language proficiency), 41 participants out of 55 were selected for this study. Table 1 lists the sampling population of the study.

Table 3.1: The populations and the participants of the study

<b>Class</b>	<b>Number of Students</b>	<b>Survey Responses</b>
<b>A</b>	13	9
<b>B</b>	16	13
<b>C</b>	14	11
<b>D</b>	12	8
<b>Total</b>	55	41

A non-probability sampling or convenience sampling method was used to select the participants of the study. Castillo (2009) suggests that where participants are selected because of their convenient accessibility and proximity to the researcher, this method can be used. In this method, the participants are selected just because they were easy to recruit for the current study.

### **3.3 Setting**

English is an important requirement for Iranian army officers for a variety of purposes. First, they are supposed to do a variety of missions abroad, and then army commanders and officials need knowledgeable and skillful staff to translate foreign military field manuals, technical manuals in various branches and specialties. Besides, collecting information about different armies in the world is almost impossible without relying on English and some other language abilities of the individuals who are responsible working with radio receivers, satellites, the internet, and other technological devices or those who are in direct contact with the people of the target country. To meet these objectives, Foreign Languages Center of Army was established by Native American teachers' assistance long before the Islamic Revolution. On the grounds of great attention given to learning English and some other languages by authorities, comparing the first few years after the Revolution, remarkable changes have been made with regard to textbooks, methods, and curriculum. The outdated audio-lingual textbooks were replaced by the

most common and communicative based books like New Interchange, Topnotch, Total English, and World View series.

The learners are chosen from different units of the army throughout the country. The number of those who are sent to the center of foreign languages of Army usually exceeds the educational and accommodation capacity, so by giving a selection test, the participants of the course are selected. The military staffs who pass the criterion score and are admitted, have to be placed in different levels given a placement test. The course is usually taught in 4 or 5 levels depending on the total number of the participants. The course lasts for six months. Classes meet 6 hours a day, 5 days per week.

### **3.4 Instrumentation**

#### **3.4.1 Oxford Quick Placement Test (2001)**

This test is divided into two parts: Part one (questions 1-40) and part two (questions 41-60). The standard time allocated to test according to test procedure is 30 minutes. The results of this test were used to select students with the same range of English proficiency before starting the course.

#### **3.4.2 Achievement Tests Scores**

The total mean scores of students during the intensive course were used as indices of English achievement.

#### **3.4.3. Background Information Questionnaire**

This researchers' developed questionnaire was used to induce demographic, educational and academic background of the participants. The items used for this purpose were age of the participants, their experience at army, total hours of English study per week outside of classroom, familiarity with other foreign languages and extra English class.



### 3.4.4 AMTB and Mini-AMTB

The international version of the Attitude Motivation Test Battery for English as a foreign language (AMTB) is a set of more than 100 test items in which respondents are asked to rank one of three scales: Likert, multiple choices and a semantic differential. For the present study a contextualized and translated version of Mini-AMTB (Gardner & MacIntyre, 1991) were used to determine motivational factor. The mini- AMTB consists of one item corresponding to each scale on the AMTB. The mini-AMTB uses Semantic differential scaling instead of Likert scale to deduce information from the participants.

Back-translation procedure was used to translate the main questionnaire items. First, a specialist in the field of translation translated it into Persian, and then another specialist translated these items back into English to ensure that the two sets of items are comparable. Both questionnaires were checked out with the third specialist who was fluent both in English and Persian. Table 3.2 shows the constructs of the questionnaire.

Table 3.2: Categorical structure of the questionnaire of the study

<b>Category 1</b>	English Learning Motivation	7 items
<b>Category 2</b>	Language Learning Anxiety	2 items
<b>Category 3</b>	Integrative Motivation	2 items
<b>Category 4</b>	Organizational Influence	1 item

In this study we made use of both contextualized and translated AMTB (34items) items and mini-AMTB (12 items). The response of the questionnaires used in this study were based on a 5-point Likert scale, with five indicating “strongly agree” and 1 indicating “strongly disagree.” One of the most common scales used in survey studies are Likert's scales. A majority of attitude questionnaires used odd numbered Likert's scales (7 or 5- points, sometimes 3 points). Over

many years, Likert's 5-point scale has taken many new forms. The reason why Likert 5-point scales were used is that most modern researchers agree that the neutral rating in a 5-point scale is needed when conducting survey research. Survey respondents may feel neutral about a particular topic, and presenting to those respondents a scale without a neutral midpoint can introduce respondent bias as respondents are forced to choose a more negative or positive response.

Cronbach internal consistency reliability for each subtest on the data was elicited from the participants to ensure that the reliabilities are comparable to those of the original mini-AMTB calculated for each set of constructs. As table 3.2 shows the internal consistency reliability for the entire questionnaire yielded .70, which was considered an acceptable reliability for the questionnaire of the study. Furthermore, the reliabilities of motivation measures were calculated. Cronbach alpha coefficients for four measures ranged from .63 (Integrativeness) to .87 (Motivation).

Table 3.3: Reliability Statistics for entire questionnaire and the motivation constructs

Construct	Cronbach's Alpha	Number of Items
Entire questionnaire	.700	12
Motivation	.874	7
Integrativeness	.631	2
Anxiety	.728	2

To make the questionnaire valid and to integrate the items which measure the same constructs, factor analysis was used. Furthermore, to estimate the reliability of the questionnaire, internal consistency measures were computed using Cronbach Alpha method for each domain and for the total domains

### 3.5 Design of the Study

The current study was conducted to see the relationships between Iranian military staff's motivational factors (i.e. Motivation, Integrativeness, Anxiety, and Organizational Influence) as independent variables, and their English achievement in an intensive English course in terms of the total mean score over the course, as the dependent variable. This endeavor was quantitative in nature in the sense that possible cause-effect correlation between different motivational factors and cadets' English achievement was investigated through path analysis. Since the correlation analysis between variables tells nothing about the cause and effect, to answer the questions and to test the hypotheses of the study, a cause-effect analysis between the dependent variables and independent ones were taken into account. Furthermore, this study could be named an ex post-facto one, since no treatment was given, and it was based on the analysis of data collected by some elicitation data. Brown (1998) suggests, "Cross sectional studies consider a group of people as a cross section of possible behavior at a particular point or at several distinct points in time" (p.3). Then, this study could be a kind of cross sectional study and at the same time hierarchal research in a sense that "In the hierarchical approach to the study of individual learner differences (IDs), predictions based on a theory of IDs are made and then tested empirically" (Ellis, 2008, p.964).

### **3.6 Data Collection Procedures**

Following were the procedures of the study:

First of all, the participants of the study were selected according to Oxford Placement Test scores, which were obtained by the candidates to ensure proper placement in English courses before starting the intensive English course. This was to ensure that the participants with the same range of English proficiency (intermediate level) were selected for the intended study. To ensure that participants were supplied with enough information, they were informed of the procedures and the purposes of the research. Then the background questionnaires which included

information such as the participants' age, hours of studying English per week, English background and their familiarity with other languages, were distributed among the participants. After responses given to the questionnaire, those who were not in the age range between 22-28 were eliminated from the study. Before distributing the questionnaire, a written permission was obtained from the designer of the questionnaire for the current study. To find a quantitative measure of cadets' motivational factors, the contextualized and translated versions of the mini-AMTB were given to the remaining participants of the study (n=41). The total mean scores of the achievement tests during the course were used as an index of English achievement by the participants.

After the data collection procedure, the possible association and the degree of significance between independent variables (Motivation, Integrativeness, Anxiety, and Organizational Influence) and dependent variables (English achievement) were investigated by statistical analyses. Furthermore, through the results of statistical analysis, it was investigated whether motivational factors were positive/negative/null predictors of the Iranian military staff motivation to learn English.

### **3.7 Data Analysis Procedures**

To investigate the relationship between independent variables and dependent variable a cause and effect statistical analysis procedure was used. Since a correlation between two variables says nothing about the causal relationship between them, we made use of path analysis to test whether Motivation, Integrativeness, Anxiety, and organizational influence as constructs of motivation, were positive/ negative/null predictors of the Iranian military staff's English achievement. Path analysis is the multivariate procedure that, as defined by Ullman (1996), allows examination of a set of relationships between one or more independent variables, either continuous or discrete, and one or more dependent variables, either continuous or discrete. It is a statistical analysis,

which specifies all the causal linkages among a set of variables. It is a form of multiple regression which focuses on causality. Path analysis is usually performed for continuous variable by using linear regression equations. Usually, it involves the analysis and comparison of two models– a “full model” with the possible paths included and a “reduced model” which have some of the paths deleted, because they are hypothesized not to contribute to the model. The full model was described in the previous chapter, and the reduced models will be explained in the next chapter.

### **3.8 Conclusion**

This study was conducted in a relatively homogenous context to investigate the effect of motivational variables in L2 achievement. A cause-effect relationship between the independent variables and the dependent variables was considered. In so doing, a statistical analysis which is rarely used in SLA research was employed. The context was homogenous in a sense that the gender, range of age, English background, participant’s native language, and the situational setting in which students were learning English were the same. This suggests that the results obtained from this study can be replicable to other relatively homogenous contexts. The path analytic models were compared with the hypothesized model, which was proposed previously in chapter 2. The results of this comparison will be discussed comprehensively in the next chapter.

To increase the viability and validity of the proposed causal model, Gardner’s (1999) suggestions in inferring causation with individual differences data are taken into account. These steps are:

1. *Construct the measure of the variables of interest that have good measurement properties:* in so doing, to construct questionnaire items with high levels of internal consistency and reliability factor analysis were used.

2. *Assess the relationships of the variables with the major criteria using a variety of analytic procedures such as bivariate correlations, factor analysis, and structural equation modeling.* To meet these objectives path analysis and *factor analysis* with different motivational variables and English achievement were used.
3. *Assess the relationships of the variables with other variables that could be considered secondary criteria in the overall causal model.* In this study, we hypothesize that integrative motivation influences Motivation, and it correlates with Anxiety and Organizational influence.

# **Chapter 4**

## **Results & Discussions**

## Chapter four

### Results & Discussions

#### 4.1 Introduction

This study intended to investigate the effect of motivational factors on English achievement in an intensive English course. English achievement in terms of the total mean of scores during the course was considered as the dependent variable of the study. To test the reliability of the instrument of the study, Cronbach alpha coefficient of reliability was used. Furthermore, to determine the possible influential motivational factors on English achievement (the independent variables of the study) and also to test the validity of the instrument of the study, we did factor analysis. Finally, we made use of path analysis to investigate the following questions.

1. Is Motivation a predictor of Iranian military staff's overall English Achievement in an intensive English course?
2. Is Integrativeness a predictor of Iranian military staff's overall English Achievement in an intensive English course?
3. Is Organizational Influence a predictor of Iranian military staff's overall English Achievement in an intensive English course?
4. Is language learning Anxiety a predictor of Iranian military staff's overall English Achievement in an intensive English course?

To test the following hypotheses, the significance of each of the obtained coefficients through path analysis was tested by a t-test at significance level of  $P < 0.05$ .



H<sub>1</sub>1: Motivation is a positive predictor of Iranian military staff's overall English Achievement in an intensive English course.

H<sub>1</sub> 2: Integrativeness is a positive predictor of Iranian military staff's overall English Achievement in an intensive English course.

H<sub>1</sub>3: Organizational Influence is a null predictor of Iranian military staff's overall English Achievement in an intensive English course.

H<sub>1</sub> 4: Anxiety is a negative predictor of Iranian military staff's overall English Achievement in an intensive English course.

## **4.2 Analysis**

### **4.2.1 Factor Analysis**

To determine the number of common factors needed to adequately describe the correlation between the observed variables, and to estimate how each factor is related to each observed variable we made use of factor analysis.

### **Descriptive Statistics**

The resulting descriptive output of the questionnaire is shown in table 4.1. Each item has been rated on the same Likert scale (1 to 5), and the standard deviations of the item rating did not vary much. It, therefore, seems reasonable on this occasion to model the covariance matrix.

Table 4.1: Descriptive Statistics for questionnaire variables

Item	N	Minimum	Maximum	Mean	Std. Deviation
1	41	1	5	3.10	1.530
2	41	1	5	2.85	1.276
3	41	1	5	4.17	1.046
4	41	2	5	4.41	.836
5	41	2	5	4.34	.883
6	41	1	5	4.10	.995
7	41	1	5	3.78	1.084
8	41	1	5	2.83	1.321
9	41	1	5	3.61	1.181
10	41	1	5	2.44	1.450
11	41	2	5	4.41	.741
12	41	1	5	2.98	1.458
Valid N (listwise)	41				

Following were the stages of factor analysis:

### Stage 1

Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's test of the questionnaire yielded .71. It suggested that we could do factor analysis for the translated questionnaire. This test suggests that we can do factor analysis if the result is above .50.

Table 4.2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.714
Bartlett's Test of Sphericity	Approx. Chi-Square	222.692
	df	66
	Sig.	.000

The result of Bartlett's Test (222.692), which was significant at .05, was meaningful. Therefore, there was a relatively high relationship between the constructs of factors.

### Stage 2

In this stage, the communality estimates were calculated before and after factor extraction. Table 4.3 shows the results of 'communalities'. In this table:

- A) The first column shows the total possible variance of every questionnaire item. This value for all the factors is the highest probability (i.e. 100%).
- B) The second column (Extraction) shows the observed variance of every factor. This value fluctuates between (0) and (1).

From this table, we see, for example the little value (.39) of the variance of item 9 (only 39 %) can be comparatively attributed to the common factors.

Table 4.3: Communality estimates

Item	Initial	Extraction
1	1.000	.707
2	1.000	.743
3	1.000	.685
4	1.000	.891
5	1.000	.708
6	1.000	.609
7	1.000	.664
8	1.000	.823
9	1.000	.595
10	1.000	.825
11	1.000	.787
12	1.000	.940

Extraction Method: Principal  
Component Analysis.

### Stage 3

Table (4.4) shows how much of the total variance of the observed variables was explained by each of the principal components. The first section shows the number of components or factors in the first stage of factorial analysis. In this study, since we inserted 12 items as the 12 initial variables; therefore, 12 components could be identified. As the table (4.4) shows, four principal factors remained after extraction.

Table 4.4: Principal component analysis output for questionnaire variables

Component	Initial Eigenvalues			Extraction of Squared Loadings			Rotation of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	<b>4.540</b>	<b>37.836</b>	37.836	4.540	37.836	37.836	4.245	35.374	35.37
2	<b>1.715</b>	<b>14.290</b>	52.127	1.715	14.290	52.127	1.602	13.349	48.72
3	<b>1.303</b>	<b>10.858</b>	62.985	1.303	10.858	62.985	1.588	13.236	61.95
4	<b>1.019</b>	<b>8.495</b>	71.480	1.019	8.495	71.480	1.142	9.521	<b>71.48</b>
5	.916	7.630	79.109						
6	.831	6.925	86.035						
7	.416	3.468	89.503						
8	.378	3.152	92.655						
9	.357	2.977	95.632						
10	.258	2.151	97.782						
11	.179	1.494	99.277						
12	.087	.723	100.000						

Extraction method: Principal Component Analysis

The second part (Initial Eigenvalues) arranges the total variance of the factors from high to low.

According to Kaiser Criteria, those factors or components that their Eigenvalues is above 1 should be selected.

As the percentage of variance shows, the first principal component had the highest (37.83) contribution in the model. In other words, the first factor determined 37.83 percent of the total variance. The second principal component had a variance of 1.715 accounting for a further 14% of the variance and so on.

The total “cumulative %” column of the table tells us that around 71 percent of the total variance could be accounted for by the first four components altogether. The figure 4.1 demonstrates this distribution of variance among the components together graphically.

For each principal component, the corresponding eigenvalue was plotted on the y-axis. To simplify, we should select the components of which their eigenvalues is more than 1; therefore, four principal factors could be identified.

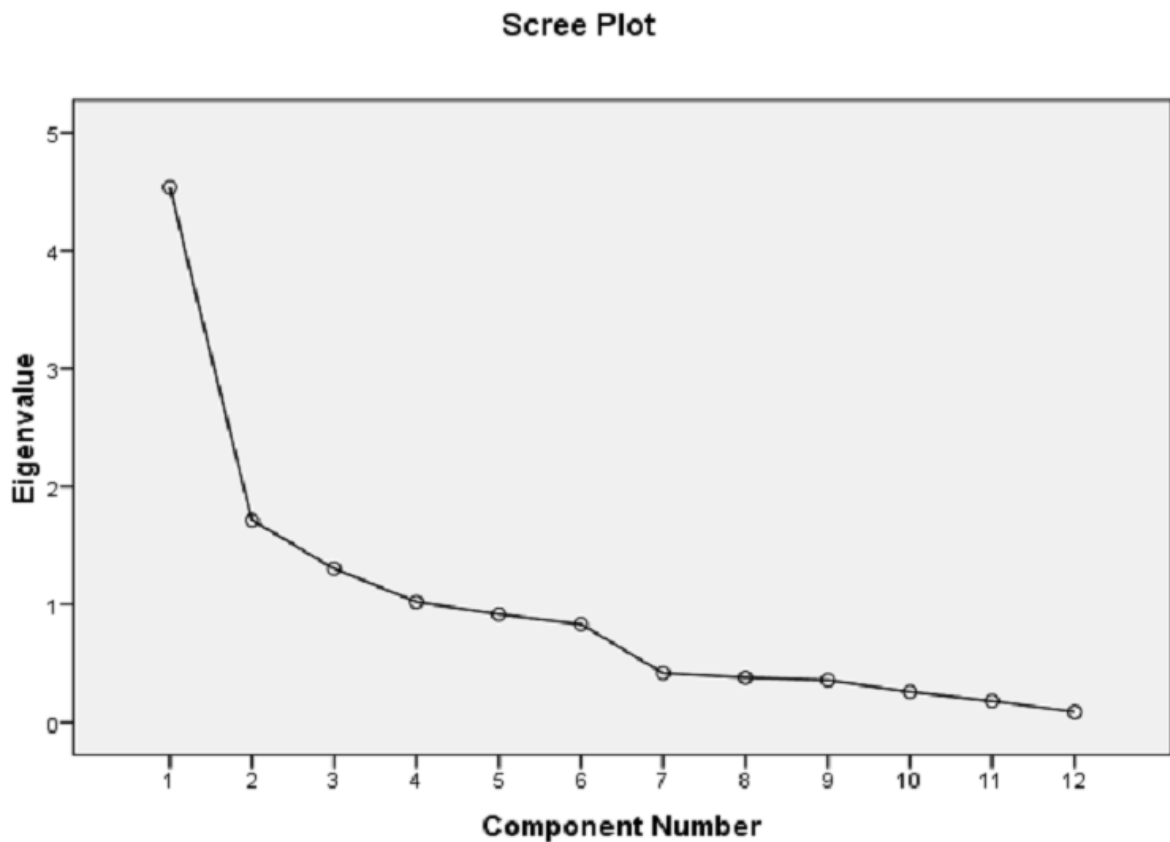


Figure 4.1: The distribution of variance among the components

#### Stage 4

In this stage, the coefficients which specify the linear function of the observed variables for each component were computed before and after rotation. Since for interpretation of the results we used the coefficients after rotation, we bring only the rotated matrix component results (Table 4.5).

Table 4.5: Varimax Rotation Component Matrix<sup>a</sup> for questionnaire variables

**Rotated Component Matrix<sup>a</sup>**

Item	Component			
	1	2	3	4
4	.940			
11	.871			
5	.828			
3	.777			
6	.725			
9	.596			
7	.589			
8		.896		
10		.864		
2			.853	
1			.822	
12				.959

Extraction Method: Principal Component

Analysis.

Rotation Method: Varimax with Kaiser

Normalization.

a. Rotation converged in 5 iterations.

Having decided on the four-component solution, we can interpret the components. The first Matrix (column 1), shows high positive correlation with each of the motivational measurements. For example, the correlation between the first component and item11 (i.e. *my motivation to learn English is....*) is .87; therefore, the first principal factor is simply a weighted average of the Motivation.

The second Matrix (column 2) is highly positively correlated with the two factors: item 8 (i.e. *I worry about speaking English outside of class*) and item10 (i.e. *I worry about speaking in my English class*).Therefore, we labeled this construct as Anxiety.

The third Matrix (column 3) is positively and highly correlated with item 1 (i.e. *my motivation to learn English in order to interact with English-speaking people is...*) and item 2 (*my attitude toward English-speaking people is...*); therefore, we named this construct as Integrativeness.

The last matrix yielded the correlation of .95 with item 12 (i.e. *my organization encourages me to learn English*); therefore this principal factor can be a good indicator of Organizational Influence.

### **Stage 5**

The Figure 4.2 shows the rotated matrix graphically. Since the result from the factor analysis yielded more than two variables, we can think of them as defining a ‘space.’ If the value is near zero, we can deduce that the rotation is insignificant. On the other hand, if this value is more, then .50, we can interpret that the rotation is high. The figure shows that, for example, the variables namely, item 8 and item10 play the highest role on one of the main factors (e.g. Integrativeness).



### Component Plot in Rotated Space

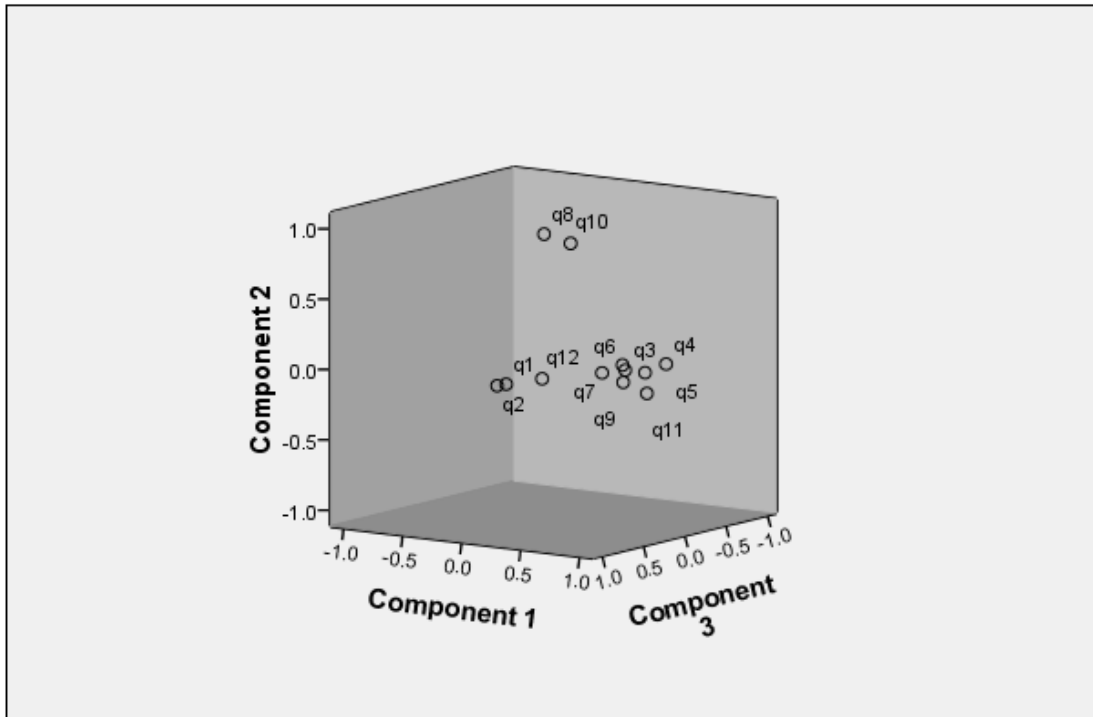


Figure 4.2: Rotated Matrix in Space

Sample size, as an important concept in factor analysis, has been defined in different ways. Hair et.al. (1995) suggest that sample size should be 100 or greater. However, MacCallum, Widaman, Zhang, and Hong (1999) mention that “when communalities are high (greater than .60) and each factor is defined by several items, sample sizes can actually be relatively small” (p.402). In the current study, almost all the communalities were more than .60. Furthermore, Guadagnoli and Velicer (1988) conclude that solutions with correlation coefficients more than .80 require smaller sample sizes, in this study, the majority of coefficients were more than .80. Moreover, Sapnas and Zeller (2002) point out that even 50 cases may be adequate for factor analysis. Finally, regarding the number of participants (N) required for each variable ( $\rho$ ), often defined as the number of samples to the number of variables ratio (N:  $\rho$ ), the ratio was 10, which was in line with the common rule of thumbs (e.g, 3:1, 6:1, 10:1, 15:1).

### 4.2.2 Path Analysis

The procedures were conducted through the following stages:

#### Stage 1

In this stage, English Achievement as the dependent variable and all the other motivational factors (i.e. Motivation, Integrativeness, Organizational Influence, and Anxiety) as independent variables were inserted into the regression equation.

#### Descriptive Statistics

The table 4.6 shows the quantitative mean of dependent (Achievement), independent variables (INT=Integrativeness, Organizational Influence = Org, Anxiety =ANX, and Motivation=MOT) and the related Standard deviations.

Table 4.6: Descriptive statistics for the inserted variables

	Mean	Std. Deviation	N
Achievement	67.27	14.015	41
INT	2.9756	1.20391	41
Org	<b>2.9756</b>	1.45753	41
ANX	<b>2.6341</b>	1.22996	41
MOT	<b>4.1185</b>	.73741	41

The 5-point Likert scale used in this study assumes an average rating of 3.84 as above neutral and 2.71 below. Therefore, as descriptive statistics suggest, it seems that the participants were highly motivated in learning English (Mean<sub>Mot</sub>=4.11  $\geq$  3.84) and also had low English learning Anxiety (Mean<sub>Anx</sub>=2.63  $\leq$  2.71). Moreover, the value of organizational Influence (Mean<sub>Org</sub>=2.97), which is slightly above 2.71, suggests that from military staff point of view the

military organization was not so much supportive of the learners studying English (Mean<sub>org</sub>= 2.97 $\geq$ 2.71).

### **Correlations**

Pearson Correlation of .40 (table 4.7) shows that there is a positive relationship between English Achievement and Motivation. It also shows that there is a positive relationship between Integrativeness and English Achievement, but this correlation is less than that between Motivation and English Achievement (.40). The results were significant at .05 Level, therefore, we can suggest that an individual with a higher level of motivation and integrativeness tends to have a higher achievement.

Table 4.7: The Correlations between independent (Integrativeness, Organizational Influence, Anxiety, and Motivation) and dependent (English Achievement) variables

		Achievement	INT	Org	ANX	MOT
Pearson Correlation	Achievement	1.00	.28	-.348	.014	<b>.40</b>
	<b>INT</b>	<b>.28</b>	1.00	.028	-.036	.32
	Org	-.348	.028	1.000	-.200	-.13
	ANX	.014	-.036	-.200	1.000	.051
	MOT	<b>.404</b>	.329	-.137	.051	1.000
Sig. (1- tailed)	<b>Achievement</b>	.	.036	.013	.464	<b>.004</b>
	<b>INT</b>	<b>.036</b>	.	.431	.412	<b>.018</b>
	Org	.013	.41	.	.105	.197
	ANX	.464	.41	.105	.	.376
	MOT	.004	.08	.197	.376	.

### Model Summary

Table 4.8 shows the summary of model fitness. In this table, the value of multiple coefficient regression (R) shows the fitness of the model; the more R value the more predictive the model. This value (R = .53) suggests that there was a relatively high relationship between the aggregation of the independent (Motivation, Integrativeness, Anxiety, and Organizational Influence) and the dependent (English Achievement) variables. According to this table, Adjusted Regression Square (.28) shows that about .30 of the total variance of English Achievement was dependent on the four independent variables of the study. Therefore, the residual variation (1-.28= .72) suggests that over .70 English Achievement was due to other exogenous variables, which were out of this model (For example, other independent variables, which were not investigated during this study).

Table 4.8: Model summary (stage 1)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.53 <sup>a</sup>	.28	.20	12.47

a. Predictors: (Constant), MOT, ANX, Org, INT

### ANOVA

As the results of Analysis of Variance (Table 4.9) shows, the value of F at .05 Level was significant (F=3.62). Therefore, it is suggested that the independent variables were strong predictors of the dependent variable. Alternatively, the regression model of four independent variables and one dependent variable was an acceptable model.

Table 4.9: ANOVA results for the first regression model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2253.548	4	563.387	<b>3.62</b>	.014 <sup>a</sup>
	Residual	5602.880	36	155.636		
	Total	7856.428	40			

a. Predictors: (Constant), MOT, ANX, Org, INT

b. Dependent Variable: Achievement

Table 4.10 shows the results of regression coefficient effects of motivational factors as independent variable and English Achievement as the dependent variable. To interpret the results in path analysis, we use this table.

Table 4.10: The Coefficients for the first regressional model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	48.224	13.458		3.583	.001
INT	2.229	1.742	.191	1.280	.209
Org	-3.113	1.396	<b>-.324</b>	-2.229	<b>.032</b>
ANX	-.671	1.639	-.059	-.409	.685
MOT	5.693	2.869	<b>.30</b>	1.984	<b>.050</b>

a. Dependent Variable: Achievement

The standardized coefficients (Beta) help us to determine the contribution of every independent variable on the dependent variable variance. It shows that Motivation as an independent variable had the highest positive beta coefficient (.30). Since the value of  $t$  is significant at .05 Level, the first hypothesis is accepted, and we can say that motivation was a positive predictor of English achievement. To interpret we can say that with an increase in one SD unit of Motivation, English Achievement increases .30 of the SD unit.

The value of Beta in the case of Integrativeness ( $\beta=.19$ ) was not significant at .05 level, therefore, the second hypothesis was rejected and we could imply that Integrativeness was a null predictor of Iranian military staff's English Achievement.

The value of Beta for Organizational influence at .05 was ( $\beta=-.32$ ). Since the value of  $t$  ( $t=-2.22$ ) was significant, we can suggest that our third hypothesis was rejected and the Organizational Influence was a negative predictor of Iranian military staff's English Achievement.

In the case of Anxiety, since the value of  $t$  is not significant at .05, we can conclude that Anxiety cannot be a predictive of English Achievement, in other words, it is a null predictor of English Achievement, and therefore in this stage we could omit this independent variable in the

path diagram. Considering the standardized coefficients (Beta) of Independent variables, the following diagram could be drawn.

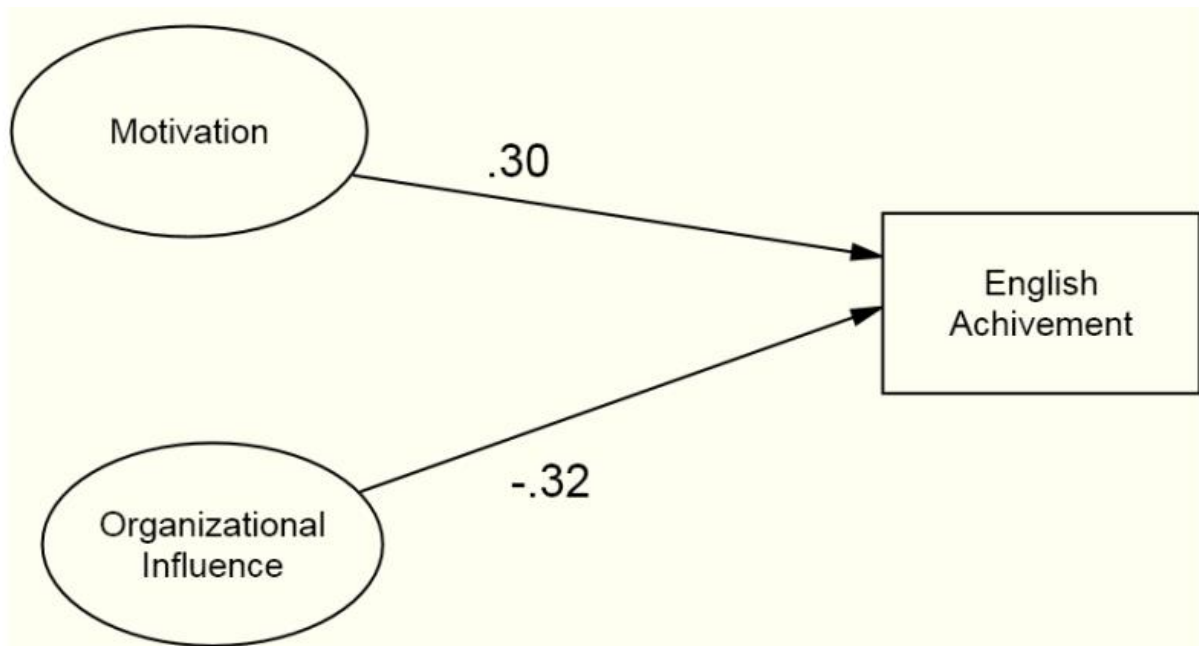


Figure 4.3: The motivational factors influencing English Achievement

This model suggests that Motivation and Organizational Influence directly influence English Achievement in the sense that the former is a positive predictor of English Achievement; the latter is a negative one.

## Stage 2

In this stage, based on the theoretical model, Motivation, which was supposed to have the highest effect on English Achievement, was inserted as the dependent variable and Integrativeness, Organizational Influence, and Anxiety as independent variables of regression equation, the results of which follow.

## Correlations

As table (4.11) indicates, the highest correlation (.32) is related to the correlation between Integrativeness and Motivation. Since this correlation is significant (.01) at .05, we can suggest

that Integrativeness is also a positive predictor of Motivation, i.e. an individual with high level of Integrativeness tends to have higher Motivation. In the sense that the other correlations were not significant at .05, we did not follow up the procedures.

Table 4.11: The correlations between independent (Integrativeness, Organizational Influence, Anxiety) and dependent (Motivation) variables.

		MOT	INT	Org	ANX
Pearson Correlation	MOT	1.000	<b>.329</b>	-.137	.051
	INT	<b>.329</b>	1.000	.028	-.036
	Org	-.137	.028	1.000	-.200
	ANX	.051	-.036	-.200	1.000
Sig. (1-tailed)	MOT	.	<b>.018</b>	.197	.376
	<b>INT</b>	<b>.018</b>	.	.431	.412
	Org	.197	.431	.	.105
	ANX	.376	.412	.105	.

### Model Summary

Table (4.12) shows the summary of model fitness in the second stage. The multiple coefficient regression of ( $R = .36$ ) suggests that there is a significant relationship between the aggregation of independent (Integrativeness, Anxiety, and Organizational Influence) and dependent (Motivation) variables at this stage. According to this table, Adjusted Regression Square ( $R = .06$ ) shows that only .06 of the total variance of Motivation was dependent on the three independent variable of this study. Therefore, the residual variation is due to other exogenous variables, which are out of this model (For example, other independent variables which are not investigated during this study).



Table 4.12: The Model summary for the second stage

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.362 <sup>a</sup>	.131	.060	.71479

a. Predictors: (Constant), ANX, INT, Org

### ANOVA

As the results of Analysis of Variance (table 4.13) shows, the value of F test statistics (F=1.85) is not significant at .05 level. Therefore, it suggests that the independent variables cannot be a strong predictor of the dependent variable. This confirms the Adjusted Regression Square results in the model summary, which suggested that only .06 of the total variance of Motivation was dependent on the three independent variable of this study.

Table 4.13: ANOVA for the second regression model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.847	3	.949	1.858	.154 <sup>a</sup>
	Residual	18.904	37	.511		
	Total	21.751	40			

a. Predictors: (Constant), ANX, INT, Org

b. Dependent Variable: MOT

### Coefficients

Table (4.14) shows the results of regression coefficient effects of motivational factors (Integrativeness, Organizational Influence, and Anxiety) as the independent variables and Motivation as the dependent variable.

Table 4.14: The Coefficients for the second regression model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.663	.482		7.608	.000
	INT	.205	.094	<b>.334</b>	<b>2.180</b>	<b>.036</b>
	Org	-.070	.079	-.139	-.890	.379
	ANX	.021	.094	.035	.224	.824

a. Dependent Variable: MOT

The standardized coefficient of Integrativeness (Beta=.33) was significant at .05. It showed that Integrativeness was a positive predictor of Motivation. This confirms that integratively oriented individual is also a motivated one.

The results of Beta coefficients for Organizational Influence and Anxiety were not significant at .05. Therefore, they could be left out from the path analytic model.

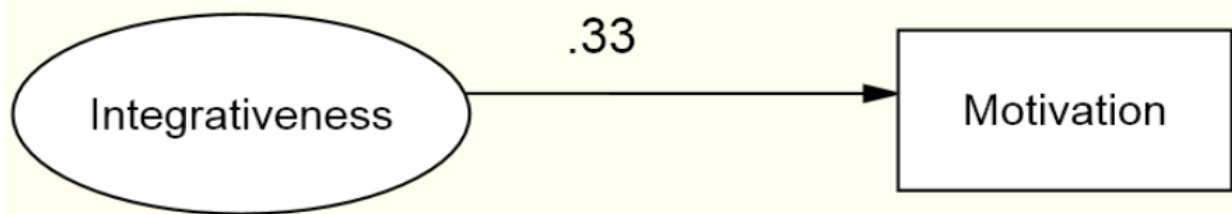


Figure 4.4: The effect of Integrativeness on Motivation

### Stage 3

In this stage, Integrativeness as the dependent and Organizational Influence/ Anxiety as independent variables were inserted into the regression Equation. The following results were obtained.

### Correlations

As the Pearson Correlation of .028 showed, there was a very low positive relationship between Organizational Influences and Integrativeness. It also indicated that there was a very low negative relationship between language learning Anxiety and Integrativeness ( $\alpha=-036$ ). These results were not significant at .05; therefore, no interpretation could be suggested.

Table 4.15: The correlations between independent (Organizational Influence and Anxiety) and dependent (Integrativeness) variables.

		MOT	INT	Org	ANX
Pearson Correlation	MOT	1.000	<b>.33</b>	-.137	.051
	INT	<b>.33</b>	1.000	.028	-.036
	Org	-.137	.028	1.000	-.200
	ANX	.051	-.036	-.200	1.000
Sig. (1-tailed)	MOT	.	<b>.02</b>	.197	.376
	INT	<b>.02</b>	.	.431	.412
	Org	.197	.431	.	.105
	ANX	.376	.412	.105	.

### Model Summary

The summary of Model fitness (Table 4.16) suggests that there was a very low relationship ( $R=.042$ ) between the aggregated independent variables (Anxiety and Organizational Influence) and the dependent variable (Integrativeness). Adjusted Regression Square ( $R^2=.051$ ) shows that only 5.1 percent of the total variance of Integrativeness was dependent on Anxiety and Organizational Influence.

Table 4.16: The Model summary of the third stage

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.101	2	.050	.033	.968 <sup>a</sup>
	Residual	57.875	38	1.523		
	Total	57.976	40			

a. Predictors: (Constant), ANX, Org

b. Dependent Variable: INT

### ANOVA

The results of ANOVA (Table 4.17) show that the value of F-test statistic is not significant at .05. Therefore, the independent variables (Anxiety and organizational Influence) cannot be good predictors of the dependent variable (Integrativeness). In other words, the regression model of two independent variables and one dependent variable could not be an acceptable model. This confirmed the results of Adjusted Regression Square value in the model summary (Table 4.15).

Table 4.17: ANOVA<sup>b</sup> for the third regression model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.101	2	.050	.033	.968 <sup>a</sup>
	Residual	57.875	38	1.523		
	Total	57.976	40			

a. Predictors: (Constant), ANX, Org

b. Dependent Variable: INT

### Coefficients

As the coefficients table (Table 4.18) suggests, the Beta value were not significant either for Anxiety or for Organizational Influence. Therefore, no meaningful diagram could be proposed.

Table 4.18: The Coefficients for the third regressional model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.003	.674		4.457	.000
	Org	.018	.137	.022	.132	.896
	ANX	-.031	.162	-.031	-.189	.851

a. Dependent Variable: INT

#### Stage 4

In this stage, Anxiety as a dependent variable and Organizational influence as an independent variable was inserted into the regressional model. The results were not significant at .05, therefore, no meaningful diagram could be proposed here.

Table 4.19: The Coefficients for the fourth regressional model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.227	.647		4.984	.000
	INT	-.031	.162	-.030	-.189	.851
	Org	-.168	.134	-.199	-1.255	.217

a. Dependent Variable: ANX

#### 4.3 Discussions

Considering the results of the four stages we can now report all of the results in the final path analytic model (Figure 4.5).

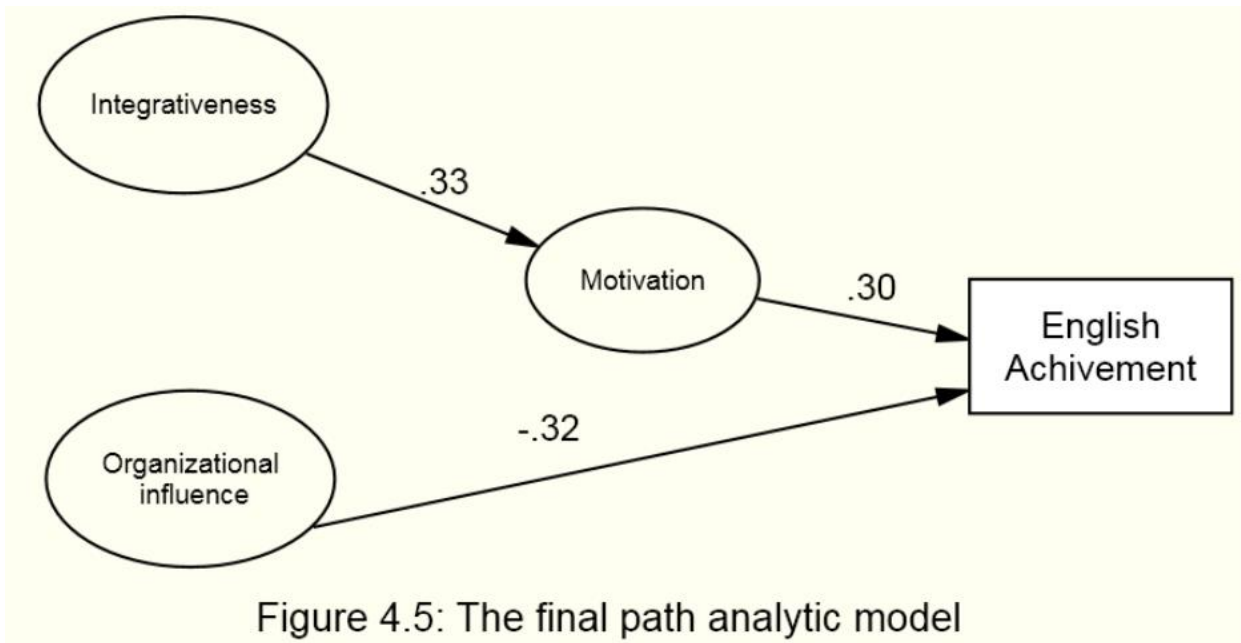


Figure 4.5: The final path analytic model

1. The variables which only directly influenced English achievement as a dependent variable:

As the model suggests, the variables of Motivation and Organizational Influence were the independent variables that affected English achievement directly. The beta coefficient  $.30$  suggests that Motivation as an independent variable was positive predictors of English Achievement. In an interpretation of this coefficient, we can suggest that one unit increase of Motivation (in term of Standard Deviation) accompany  $.30$  of that unit increase in English Achievement. On the other hand, the variable Organizational Influence with Beta coefficient ( $-.32$ ) directly influenced English Achievement. Therefore, it was a negative predictor of English achievement. This suggests that, from military staff's point of view, the military organization is not generally supportive and encouraging for studying English.

2. The variables that only indirectly influenced English achievement as a dependent variable

Integrativeness as an independent variable was the only variable that had an indirect effect on English Achievement through Motivation. The Beta coefficient for the effect of

Integrativeness on Motivation was .33. This suggests that Integrativeness is a positive predictor of Motivation. Furthermore, we can suggest that with a unit change in Integrativeness (in term of SD), motivation changes .33 SD.

In this study, the path analysis depicted three independent variables, Integrativeness, Motivation, and Organizational Influence. As the model suggests, Integrativeness supports Motivation and Motivation influenced English Achievement directly. The results from this investigation can be used to test directly the predictions from the Gardner's socio-educational model of L2 acquisition. This model predicted that Integrativeness serves as the foundation of Motivation, whereas Motivation as an Independent variable account for individual differences in L2 achievement. In subsequent formulations, Gardner (2001 & 2007) hypothesized that language Anxiety could play a direct role in influencing L2 achievement, depending upon the setting and the other variables.

The coefficients linking Motivation to English Achievement was positive, whereas that of Organizational Influence was negative. The positive effect of Motivation was expected, but the negative effect of Organizational Influence was not. The negative effect of Organizational Influence suggests that those military staffs that consider the military organization supportive and encouraging for studying English tend to have low English Achievement. To interpret this phenomenon, we can suggest that the military organization is not so much supportive in English learning, or that supports and encouragements given by military organization to military staff for learning English is not effective.

Close examination of the path analysis reveals that it, in essence, reflects two regression equations. In one equation, Integrativeness is viewed as a predictor of Motivation, whereas in the other equation, Motivation and Organizational Influence are considered predictors of English Achievement. The results confirmed that overall Integrativeness contributed significantly to the



prediction of Motivation as indicated by tests of significance, and that Motivation significantly predicted English Achievement. However, none of the coefficients between Integrativeness and English Achievement, Organizational Influence and Motivation, and Anxiety and English Achievement were significant, so simply their paths were omitted from the final path analytic model.

The results of correlation analysis confirmed that the results of path analysis were significant. Table 4.8 reveals that there is a positive correlation between Integrativeness and Motivation ( $r=.33$ ). From that table, we can see that the correlation between Motivation and English Achievement was  $.40$ , whereas the correlation between Organizational Influence and English Achievement was  $-.34$ . The only correlation that was significant in correlation analysis, but not in path analysis, was the correlation between Integrativeness and English Achievement ( $r=.28$   $p \leq .05$ ). This suggests that Integrativeness and English Achievement were correlated, but the direction of this relationship could not be determined by correlation analysis; however, path analysis indicates that Integrativeness affects English Achievement indirectly through Motivation. Since all of the coefficients in these paths were significant and positive, we can suggest that highly integratively motivated individual tend to gain higher English Achievement.

This fact confirms the importance of integrative motivation in SLA even in a social setting such as Iranian Military Foreign Language Center, in which there is practically no opportunity to integrate into the target language community.

The findings from this research did not stray far from the results of the previous findings of research into the role of motivational factors in SLA. This study, like many studies by conducted Gardner and his colleagues (e.g. Bernaus & Gardner, 2008), focused on aggregating scores of independent variables of AMTB constructs. The results from this study are also consistent with Masgoret & Gardner's (2003) meta-analysis of Gardner, and his colleague's

research conducted to that date who suggested that *motivation* is by far the highest correlate of achievement followed by Integrativeness and Attitude toward the Learning Situation. The only exception was in the case of the role of Anxiety in SLA. Bernaus and Gardner (2008) found that Anxiety is a negative predictor of English Achievement. That is, anxiety directly has a negative effect on English achievement. However, study did not yield such straightforward results. Our study suggested that Anxiety could not be a significant predictor of either English Achievement or Motivation. In a possible explanation for this discrepancy, we can relate the results to the nature of language anxiety. In our study, the results of descriptive statistics suggested that the participants had relatively low anxiety; therefore, the anxiety level did not have much significant effect on English achievement, either directly or indirectly. The current study like many other researches on the relationship between motivational variables and measures of L2 learning in Iran followed Gardner's socio-educational model of L2 learning. Considering integrative motivation, the findings from this study, moreover, confirmed the findings of the studies conducted in Iran (e.g. Sadighi & Maghsudi, 2000), which suggested that integrative oriented learners were successful in the TOEFL test of English proficiency.

We started this chapter by describing the procedures taken to ensure the validity and reliability of the instrumentation of the study. To validate the mini-AMTB questionnaire we made use of factor analysis. Factor analysis yielded four factors, namely Motivation, Integrativeness, Anxiety, and Organizational Influence. We also computed Cronbach ( $\alpha$ ) for internal consistency reliabilities for each aggregated factors to ensure that the reliabilities are comparable to those of the original mini-AMTB. After that, to measure the association between motivational factors and English Achievement, we conducted path analysis. Our main purpose for employing path analysis was to examine the causal relationship between the motivational factors and English achievement. Then, we proposed a path analytic model based on the obtained

significant coefficients. This model suggested that Integrative Motivation was a positive predictor of Motivation, whereas Motivation is a positive predictor of English Achievement. It also depicted that Organizational Influence is a negative predictor of English Achievement. Furthermore, the results of path analysis were compared with those of correlation analysis. Overall, the results of correlation analysis confirmed the findings of path analysis. The findings confirmed Gardnerian view on the role of motivation and integrativeness in SLA.

# **Chapter 5**

# **Conclusion**

## Chapter Five

### Conclusion

#### 5.1. Introduction

This study investigated the effect of motivational factors on English achievement in an intensive English course. Overall, the findings confirmed that motivation is the single best predictor of English achievement, all other things being equal. The results, moreover, indicated that Integrativeness predicted the motivation to learn English positively, and that motivation was a positive predictor of English achievement, whereas organizational influence was a negative predictor of English achievement. Furthermore, this study confirmed that Gardner's socio-educational model of L2 motivation could also be applicable in a relatively homogeneous context such as Iranian military university. In this study, we also made use of contextualized and translated version of full AMTB (34 items) to measure different constructs of motivation (i.e. Integrativeness, Motivation, Anxiety, and Organizational Influence). All the correlations between motivational factors and English Achievement, except that of Language Anxiety and English Achievement were significant. For example, the correlation of Motivation with English Achievement was .43, indicating that students with a higher level of motivation performed better than the students with lower motivation during the intensive course. In general, the correlations among the variables measured with the mini-AMTB tended to be higher than those typically found with the AMTB questionnaire. This was because fewer items were involved in the mini AMTB. As a result, there was much room under the influence of common measurement variance to contribute to the correlations. However, for the analysis section, we used the results of mini-AMTB rather than the full AMTB. The reason for this selection was the result of KMO and Bartlett's test (an adequacy test of factor analysis) which yielded more reliable results ( $\alpha=.71$ ) for

mini-AMTB than it did for full AMTB ( $\alpha=.51$ ). However, the results of both questionnaires were supposed to have the same pedagogical implications.

## **5.2 Pedagogical Implications**

In terms of immediate pedagogical implications, this study indicated that the military organization was not so much supportive and encouraging in military staff's English learning process and that those supports given were not so much effective. Therefore, the reports of these kinds can be used in quarterly report of the military foreign language center to convince the military organization to be more supportive and encouraging in English leaning program among military staff. The military organization and other similar institutions would benefit from considering the key motivational factors of this study to improve and augment their staff motivation; hence, their English Achievement. The current study also supported the importance of integrativeness as the main focus of many motivational researches in SLA. It suggested that even in a social setting in which practically language learners do not have any opportunity to integrate with target community, integrative motivation can have a significant effect on motivation and therefore on English achievement. Therefore, language practitioners can enhance integrative motivation by providing values and cultural issues of the target community to increase the motivation among students and therefore, to make their students better language learners. In terms of long term pedagogical implications of the current study, an increased focus on the enhancement of students' motivation in educational institutions in general, and in the military context in particular, can positively affect students English Achievement. The findings have also important implications for other studies with different samples and different contexts investigating the causal link between different motivational factors and L2 Achievement. The tested model in this study can be informative for teachers to consider the importance of motivational factors during the process of second language learning and teaching.

### 5.3 Suggestions for Further Research

Based on the present study following suggestions for further research can be proposed:

1. Based on the results of factor analysis and the internal consistency reliability of the translated and adopted mini-AMTB questionnaire, it would be appropriate to use the developed questionnaire for other similar studies in different Iranian EFL contexts.

2. The results from this study were only based on the military staff's perception of motivational factors. Because teachers have also important roles in any L2 learning context, one possible area of research can be the consideration for the role of teachers as well as learners in L2 learning process. Therefore, a more education friendly model, which would focus on a variety of motivational factors, can be proposed.

3. In the current study, we also suggested that motivation, Integrativeness, and their definitions are context dependent, so before conducting any research in the field of motivation and L2 acquisition research, it is highly recommended to operationally define motivation and motivational factors according to the context in which they are being studied.

4. The fourth suggestion for further study can be doing longitudinal- qualitative studies in a variety of educational settings in general, and in a military context, in particular. Since motivation in such studies is viewed as a process-oriented phenomenon rather product oriented one, the findings would help teachers become aware of the role of motivation in the process of language learning.

5. Finally, other investigations can be conducted with other motivational factors such as attitudes toward learning situation, attitudes toward language learning, attitudes toward target language community, instrumental motivation, demotivation, and intrinsic/extrinsic motivation with different measures of English achievement or proficiency and with the other introduced L2

motivational theories such as self-determination theory to investigate the effectiveness of the proposed models.

#### **5.4 Conclusion**

The intent of this study was to investigate the effect of some motivational constructs on English achievement of Iranian military staff at a military university. Many conducted studies on the relationship between motivational factors and different measures of English achievement have been of correlational design. This study made use of a rarely used study design in SLA motivation studies to compare the proposed theoretical model with that of experimental one. Although the findings from this study were broadly in line with those studies conducted in many other contexts, the results from such studies may or may not be applicable in other contexts. As indicated, motivation is a complex construct, whose sub-constructs vary from one context to another. That is, motivation as a dynamic construct is context dependent, and since a variety of contexts can be found in L2 acquisition around the world, it would be invaluable to investigate motivational factors in these settings even after numerous studies conducted in the related field.



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# Appendices

## Appendix A

### Dr. Gardner's written permission

*From: "R.C. Gardner" <[gardner@uwo.ca](mailto:gardner@uwo.ca)>*

*Date: Mon, 30 Apr 2012 13:15:02 -0400*

*Subject: Re: Permission*

*To: Hojat Jodai <[jodai.hojat@gmail.com](mailto:jodai.hojat@gmail.com)>*

Hello

This will confirm that you have my permission to use the AMTB for your research. Please note that there is an international version of the Attitude Motivation Test Battery for English as a foreign language available on my web page (see address for language related files in my signature file below). This version has been translated into a number of languages and used in a number of countries. In a recent book, I discuss the basis of our research, the history of our program, issues and constructs associated with our research approach, and present results based on 12 studies conducted in six different countries / languages. Over the years I have had many requests from researchers wanting to translate and adapt it to their contexts. I agree, with the proviso that they cite a reference for the source in any publications and that they do not market it.





## Appendix B

### Mini-Attitude/Motivation Test Battery

(English  
version)

**All of the documents mentioned above are available on this website. Copies of the AMTB in the other languages can be obtained from R. C. Gardner**

The purpose of this part of the questionnaire is to determine your feelings about a number of things. We want you to rate each of the following items in terms of how you feel about it. Each item is followed by a scale that has a label on the left and another on the right, and the numbers 1 to 7 between the two ends. For each item, please circle any one of the numbers from

1 to 7 that best describes you.

My motivation to learn English in order to communicate with English speaking people 1.  
7 STRONG \_\_\_6:\_\_\_5:\_\_\_4:\_\_\_3:\_\_\_2:\_\_\_1:\_\_\_ is: WEAK \_

My attitude toward English speaking people is: 2.  
7 \_\_\_6:\_\_\_5:\_\_\_4:\_\_\_3:\_\_\_2:\_\_\_1:\_\_\_ UNFAVOURABLE \_  
FAVOURABLE

My interest in foreign languages is: 3.  
7 VERY \_\_\_6:\_\_\_5:\_\_\_4:\_\_\_3:\_\_\_2:\_\_\_1:\_\_\_ VERY LOW \_  
HIGH

My desire to learn English is: 4.  
7 \_\_\_6:\_\_\_5:\_\_\_4:\_\_\_3:\_\_\_2:\_\_\_1:\_\_\_ WEAK \_  
STRONG

My attitude toward learning English is: 5.  
7 \_\_\_6:\_\_\_5:\_\_\_4:\_\_\_3:\_\_\_2:\_\_\_1:\_\_\_ UNFAVOURABLE \_  
FAVOURABLE

My attitude toward my English teacher is: 6.  
7 \_\_\_6:\_\_\_5:\_\_\_4:\_\_\_3:\_\_\_2:\_\_\_1:\_\_\_ UNFAVOURABLE \_  
FAVOURABLE

My motivation to learn English for practical purposes (e.g., to get a good job) 7.  
7 STRONG \_\_\_6:\_\_\_5:\_\_\_4:\_\_\_3:\_\_\_2:\_\_\_1:\_\_\_ is: WEAK \_

I worry about speaking English outside of class: 8.  
7 VERY MUCH \_\_\_6:\_\_\_5:\_\_\_4:\_\_\_3:\_\_\_2:\_\_\_1:\_\_\_ VERY LITTLE \_

My attitude toward my English course is: 9.  
7 \_\_\_6:\_\_\_5:\_\_\_4:\_\_\_3:\_\_\_2:\_\_\_1:\_\_\_ UNFAVOURABLE \_  
FAVOURABLE

I worry about speaking in my English class: 10.  
7 VERY \_\_\_6:\_\_\_5:\_\_\_4:\_\_\_3:\_\_\_2:\_\_\_1:\_\_\_ VERY LITTLE \_  
MUCH

My motivation to learn English is: 11.  
7 VERY \_\_\_6:\_\_\_5:\_\_\_4:\_\_\_3:\_\_\_2:\_\_\_1:\_\_\_ VERY LOW \_  
HIGH

My parents encourage me to learn English: 12.  
7 VERY \_\_\_6:\_\_\_5:\_\_\_4:\_\_\_3:\_\_\_2:\_\_\_1:\_\_\_ VERY LITTLE \_  
MUCH

## Appendix C

### The developed questionnaire of the study

در زیر تعدادی جمله مشاهده می کنید که برخی با آن موافق هستند و دیگران در آن اختلاف نظر دارند لطفا دور یکی از گزینه ها را در زیر هر جمله با توجه به میزان موافقت یا مخالف با آن آیتم دایره ای بکشید .

- (۱) -در آینده می خواهم به خوبی انگلیسی صحبت کنم.  
الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم
- (۲) -کاش می توانستم فیلم های انگلیسی زبان را بدون زیرنویس یادببله نگاه کنم .  
الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم
- (۳) -وقتی به ترانه انگلیسی گوش می دهم کاش می دانستم که چه دارند می گویند .  
الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم
- (۴) -من علاقمند کشور های انگلیسی زبان هستم .  
الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم
- (۵) احساس خوبی نسبت به مردمان انگلیسی زبان دارم .  
الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم
- (۶) کتاب های که برای یادگیری استفاده می کنیم کارایی لازم را ندارند .  
الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم
- (۷) از پنج موضوع درسی (ریاضی و...) انگلیسی ضعیف ترین درس من است .  
الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم
- (۸) من در کلاس درس انگلیسی عصبی می شوم .  
الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم
- (۹) قصد دارم بعد از اتمام دوره یادگیری زبان انگلیسی را ادامه دهم .  
الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم
- (۱۰) من می خواهم انگلیسی را تاحدی تقویت کنم که با یک خارجی که نمی تواند فارسی صحبت کند ، به راحتی صحبت کنم .  
الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم
- (۱۱) برایم مهم است که در آینده کاری انجام دهم که بتوانم زبان انگلیسی را در آن استفاده کنم.  
الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم
- (۱۲) صادقانه بگویم که در آینده به زبان انگلیسی نیازی نخواهم داشت .  
الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم
- (۱۳) مهمترین چیز در مطالعه انگلیسی گرفتن نمره خوب است .  
الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم

- ۱۴) اگر مجبور به خواندن انگلیسی نشوم، مطالعه نمی‌کنم .  
 الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم  
 ۱۵) اینجا ایران است نیازی به یادگیری انگلیسی نیست .  
 الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم  
 ۱۶) فقط برخی از قسمت های کتاب های دوره جالب است .  
 الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم  
 ۱۷) اگر موقعیت اش را داشتم به یک کشور انگلیسی زبان مسافرت می‌کردم .  
 الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم  
 ۱۸) به طور کلی کلاس انگلیسی را دوست دارم .  
 الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم  
 ۱۹) صادقانه بگویم هیچ علاقه ای به یادگیری زبان انگلیسی ندارم .  
 الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم  
 ۲۰) اگر امکانش باشد دوست دارم در آینده در یک کشور انگلیسی زبان زندگی کنم .  
 الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم  
 ۲۱) سازمان ما باور دارد که یادگیری انگلیسی مهم است .  
 الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم  
 ۲۲) روسای ما به انگلیسی علاقمند هستند .  
 الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم  
 ۲۳) منابع مختلف یادگیری زبان انگلیسی در محل کارم در دسترس است .  
 الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم  
 ۲۴) روسای ما می‌گویند که یادگیری انگلیسی برای آینده شغلی ما مهم است .  
 الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم  
 ۲۵) سر کلاس اگر مطلبی را نفهمیدم، نهایت تلاش خود را برای فهمیدن آن می‌کنم .  
 الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم  
 ۲۶) وقتی مطلبی را نمی‌فهمم از مدرس و بقیه دانش آموزان سوال می‌کنم .  
 الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم  
 ۲۷) اگر تکالیف انگلیسی خسته کننده باشد، تا تمامش نکردم رهاش نمی‌کنم .  
 الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم  
 ۲۸) اگر امکان ملاقات بایک خارجی را داشتم وزبانهای انها را می‌دانستم، ترجیح می‌دهم ان خارجی انگلیسی زبان باشد .  
 الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم  
 ۲۹) صادقانه بگویم، من آدم درونگرا هستم.  
 الف) کاملاً موافقم (ب) موافقم (ج) نظری ندارم (د) مخالفم (ه) به شدت مخالفم

۳۰) دوست دارم به عنوان داوطلب به سوالات مطرح شده در کلاس جواب بدهم و مهم نیست که جواب آن درست است یا نه .

الف) کاملاً موافقم ب) موافقم ج) نظری ندارم د) مخالفم ه) به شدت مخالفم  
۳۱) اشتباه کردن برایم غیر قابل تحمل است .

الف) کاملاً موافقم ب) موافقم ج) نظری ندارم د) مخالفم ه) به شدت مخالفم  
۳۲) دوست دارم انگلیسی را بیشتر از سطحی که در کلاس تدریس می شود یاد بگیریم .

الف) کاملاً موافقم ب) موافقم ج) نظری ندارم د) مخالفم ه) به شدت مخالفم  
۳۳) موقع عوض کردن کانال های تلوزیون ، اگر یک برنامه به زبان انگلیسی باشد به آن نگاه می کنم .

الف) کاملاً موافقم ب) موافقم ج) نظری ندارم د) مخالفم ه) به شدت مخالفم  
۳۴) در آینده دانستن زبان انگلیسی به پیشرفت در کارم کمک زیادی می کند .

الف) کاملاً موافقم ب) موافقم ج) نظری ندارم د) مخالفم ه) به شدت مخالفم

هدف این قسمت از پرسشنامه مشخص نمودن حس شما نسبت به جنبه های مختلف زبان انگلیسی است به دنبال هر آئتم یک مقیاسی آورده شده است، که یک طرف آن در سمت راست و طرف دیگر آن در سمت چپ است لطفا دور عددی که بیانگر میزان تمایل شماست، دایره ای بکشید.

۱. انگیزه من برای یادگیری زبان انگلیسی به منظور ارتباط با مردمان انگلیسی زبان:
 

خیلی زیاد	۵	۴	۳	۲	۱	خیلی کم
-----------	---	---	---	---	---	---------
۲. نگرش من نسبت به مردمان انگلیسی زبان:
 

مساعد	۵	۴	۳	۲	۱	نامساعد
-------	---	---	---	---	---	---------
۳. علاقه من نسبت به زبان های خارجی:
 

مساعد	۵	۴	۳	۲	۱	نامساعد
-------	---	---	---	---	---	---------
۴. تمایل من نسبت به یادگیری انگلیسی:
 

خیلی زیاد	۵	۴	۳	۲	۱	خیلی کم
-----------	---	---	---	---	---	---------
۵. نگرش من نسبت به یادگیری انگلیسی:
 

مساعد	۵	۴	۳	۲	۱	نامساعد
-------	---	---	---	---	---	---------
۶. نگرش من نسبت به معلم انگلیسی:
 

مساعد	۵	۴	۳	۲	۱	نامساعد
-------	---	---	---	---	---	---------
۷. انگیزه من برای یادگیری زبان انگلیسی برای اهداف عملی (مثلا "گرفتن یک شغل خوب)
 

خیلی زیاد	۵	۴	۳	۲	۱	خیلی کم
-----------	---	---	---	---	---	---------
۸. من در مورد صحبت کردن بیرون از کلاس نگران هستم.
 

خیلی زیاد	۵	۴	۳	۲	۱	خیلی کم
-----------	---	---	---	---	---	---------
۹. نگرش من نسبت به دوره زبان مرکز:
 

مساعد	۵	۴	۳	۲	۱	نامساعد
-------	---	---	---	---	---	---------
۱۰. من در مورد صحبت کردن در کلاس نگرانم:
 

خیلی زیاد	۵	۴	۳	۲	۱	خیلی کم
-----------	---	---	---	---	---	---------
۱۱. انگیزه من نسبت به یادگیری زبان اینگلیسی:
 

مساعد	۵	۴	۳	۲	۱	نامساعد
-------	---	---	---	---	---	---------
۱۲. سازمان من مرا به یادگیری زبان انگلیسی تشویق می کند.
 

خیلی زیاد	۵	۴	۳	۲	۱	خیلی کم
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## Appendix D Background Questionnaire

به نام خدا

توجه: شرکت کننده گرامی اطلاعات گردآوری شده از این پرسشنامه ها فقط به منظور استفاده در یک تحقیق میدانی است و در نتایج دوره هیچ تاثیری ندارد.

سن:

مدرک تحصیلی:

شماره تماس:

تجربه کاری:

۱. در چه سنی یادگیری زبان انگلیسی را شروع کردید؟

۲. در مجموع چند ساعت در هفته، خارج از کلاس انگلیسی مطالعه می کنید؟

۱ تا ۴ ساعت      ۴ تا ۸ ساعت      ۸ تا ۱۲ ساعت      ۱۲ تا ۱۶ ساعت      بیشتر از ۱۶ ساعت

۳. چند ساعت در هفته، خارج از کلاس فعالیت های زیر را تمرین می کنید؟

Speaking:	0-2	2-4	4-6	6-8	More than 8 hours
Listening:	0-2	2-4	4-6	6-8	More than 8 hours
Reading:	0-2	2-4	4-6	6-8	More than 8 hours
Writing:	0-2	2-4	4-6	6-8	More than 8 hours

۴. آیا با زبان خارجی دیگری غیر از انگلیسی آشنا هستید؟ اگر بلی در چه حد؟

خیلی زیاد      زیاد      متوسط      کم      خیلی کم

۵. به چه زبان محلی صحبت می کنید؟

۶. دانش زبان انگلیسی خود را در چه حد ارزیابی می کنید؟

عالی      بسیار خوب      خوب      ضعیف      خیلی ضعیف

۷. آیا تا کنون در کلاس های زبان بیرون شرکت کرده اید؟ اگر بلی چه مدت؟

۱-۳ ماه      ۳-۶ ماه      ۶-۹ ماه      ۹-۱۲ ماه      بیشتر از ۱ سال