Motivation And Attitudes Of Iranian Undergraduate EFL Students Towards Learning English

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Abstract

This paper investigated the various socio-psychological orientations of Iranian undergraduates towards learning English. It focused on the motivation orientations of the students and their attitudes towards the target language and its community. A group of 108 students majoring in English translation at Islamic Azad University, Khorasgan Branch in Isfahan, Iran was surveyed using the AMTB (Attitude, Motivation Test Battery). The domains used for the purposes of the study were: a) interest in English, b) parental encouragement, c) motivational intensity, d) attitudes towards learning English, e) attitudes towards English-speaking people, f) integrative orientation, g) desire to learn English, and h) instrumental orientation. The results revealed that these Iranian Non-native speakers of English learn the language for both 'instrumental' and 'integrative' reasons and their attitudes towards the target language community and its members were generally found to be highly positive. The paper also reported some micro and macro implications of the study.

Keywords: motivation, intrinsic, extrinsic, attitudes, instrumental, integrative.

Introduction

Motivation is the most used concept for explaining the failure or success of a learner. Dörnyei (1998) claimed that motivation is a key to learning. It is an inner source, desire, emotion, reason, need, impulse or purpose that moves a person to a particular action. Motivation has been regarded as one of the main factors that influence the speed and amount of success of foreign language learners. The original impetus in second/foreign (L2) motivation research comes from the social psychology since learning the language of another community simply cannot be separated from the learners' social dispositions towards the speech community in question (Moiinvaziri, 2008, p.126). Lambert (1963) has proposed a 'social psychological model' in which he has emphasized cognitive factors such as language aptitudes and intelligence as well as affective factors such as attitudes

and motivation. Lambert proposes that the degree to which an individual acquires a second language may depend on motivation, attitudes towards the other community and orientations towards language learning. Another pioneer in this field, Gardner (1985), defined L2 motivation as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p: 10). More specifically, motivation is conceptualized to subsume three components: desire to learn the language, attitude towards learning the language and motivation density. Motivation in Gardner's theory does not contain any integrative or instrumental elements Dörnyei (1998).

Brown (2007) reviewed the definitions of motivation based on the three historical schools of thought as follows:

1) *Behaviourism.* This perspective sees motivation as the anticipation of reward. Driven to acquire positive reinforcement and based on our prior experience we repeat the action to get rewards.
2) *Cognitivism:* It sees motivation as choices people make. The forces behind our decisions are the needs or drives. Ausubel (1968) identified 6 needs for the construct of motivation: the need for
    a) exploration
    b) manipulation
    c) activity
    d) stimulation
    e) knowledge
    f) ego enhancement
3) *Constructivism:* Each person is motivated differently and the emphasis is on social context and individual personal choices.

Psychologists have listed other needs including independency, self-esteem, achievement, aggression, affiliation, order, endurance, etc. Motivation can also be global, local (situational) or task-oriented. In Second Language Acquisition (SLA) studies, the two best-known classifications for motivation are called intrinsic/ extrinsic and integrative/ instrumental motivation.

Intrinsic and Extrinsic Motivation

Intrinsic/extrinsic motivation refers to whether the motivation is more inside a person or outside of him/her. Intrinsic motivation refers to the motivation which is originated inside a person. There is no reward except the activity itself. It means that the essence of motivated action that is, sense of autonomy and the desire is self-initiating and self-regulating while in extrinsic motivation there is an anticipation of reward from outside and a person is motivated from an outside source rather than the self.

Intrinsic/extrinsic motivation is related to the term locus of control which was first introduced by Rotter (1966). If a person places responsibility for her/his life within self, s/he has internal locus of control and is self-motivated character and if s/he places the

responsibility on others and on circumstances outside self, s/he has external locus of control. In order to achieve internal locus and self-motivation, one should be eager to give up the security of making excuses and to take responsibility of all her/his decisions and actions. Extrinsically motivated behaviours are carried out to get a reward from outside and beyond the self. Maslow (1970) believed that intrinsic motivation is noticeably superior to extrinsic because we are motivated to achieve "self-actualization". Bruner (1966) claimed that one of the most effective ways to help students is to free them from the control of rewards. In some cases, the two kinds of motivation may overlap to some degree because one may be motivated from both an inside source and an outside one at the same time. Generally speaking, both kinds of motivation play important roles in learning and lack of motivation can cause procrastination because motivation is the driving force that makes people act. In other words, presence of motivation can increase learning behaviour. Teachers need to know the type of motivation and its sources to meet the students' particular needs.

Instrumental and Integrative Motivation

Within the field of language learning, the typical model is the division made between integrative and instrumental motivation (Gardner & Lambert, 1972). If a person learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, s/he is affected by instrumental motivation. In other words, instrumental motivation refers to the motivation to acquire a language as means of achieving goals such as promoting a career or job or reading technical texts while integrative motivation has to do with wanting to be accepted by another community. Integrative motivation means integrating oneself within a culture to become a part of that society. Gardner and MacIntyre (1993) have referred to these two types of motivation as motivation orientations and mentioned that depending on learner's orientation (either career/academic-related 'instrumental" or socially/culturally-related "integrative") different needs must be fulfilled in Foreign Language Teaching (FLT).

Some researchers believe that integrative motivation is essential for successful second language learning. Graham (1984) made a distinction between integrative and assimilative motivation. Integrative motivation is defined as the desire to learn L2 to communicate with the members of the second language society and find out about its culture. It does not necessarily refer to the direct contact with L2 group while in assimilative motivation learners wish to lose themselves in the target language and become an indistinguishable member of that speech community. What is important is that the two orientations are not mutually exclusive. Some learners learn better if they are integratively oriented while others are more successful if they are instrumentally motivated and some learn better if they take the advantage of both orientations. In other words, one may have both kinds of motivations: s/he may be instrumentally motivated to pass a test or meet a requirement, but at the same time, s/he may love the culture of a community and want to learn and participate in its culture. Brown (2007) illustrated the relationship between the two dichotomies of instrumental/integrative and intrinsic/extrinsic with the following table:

Table 1: Motivation dichotomies taken from Bailey

	Intrinsic	**Extrinsic**
Integrative	L2 learner wishes to integrate with the L2 culture (e.g., for immigration or marriage)	Someone else wishes the L2 learner to know the L2 for integrative reasons (e.g., Japanese parents send kids to Japanese-language school)
Instrumental	L2 learner wishes to achieve goals utilizing L2 (e.g., for a career)	External power wants L2 learner to learn L2 (e.g., corporation sends Japanese businessman to U.S. for language training)

Extrinsic and instrumental motivations are similar but not exactly alike. Extrinsic focuses on the fact that the reason is outside of a person, while instrumental is about the purpose of her/his learning. Intrinsic and integrative motivations are also different because intrinsic motivation has to do with what makes someone feel good while integrative motivation is about membership in a language community.

The point worthy of mention is that during the lengthy process of learning, motivation does not remain constant. It becomes associated with mental processes and internal, external influences that the learner is exposed to. In other words, time is considered an important aspect in the nature of learner's motivation.

Attitude

De Bot, Lowie and Verspoor (2005, p. 72) claimed that "teachers, learners and researchers will all agree that a high motivation and a positive attitude towards a second language and its community help second language learning". Baker (1988) believed that attitudes are not subject to inheritance because they are internalized predispositions. Attitudes towards a particular language might be either positive or negative. Some learners may have negative attitude towards the second language and want to learn it in order to prevail over people in the community but generally positive attitude strengthens the motivation. Some individuals might generate neutral feelings. Attitudes towards language are likely to have been developed by learners' experiences. They may change during the passage of time. It could refer to both attitudes towards language learning and attitudes towards the members of a particular speech community. Fasold (1984) claimed that attitudes towards a language are often mirrored in the attitudes towards the members of that speech community.

Language attitude is an important concept because it plays a key role in language learning and teaching. According to Prodromou (1992), a successful learner is the one who possess positive attitudes towards the target language. Attitude has been defined by Allport (1935) as a mental or neural state of readiness, shaped through experience or dynamic influence on the response provided by an individual to situations and objects. Everyone agrees that high motivation and positive attitudes towards a language, its culture and people help to achieve a certain goal but the question is how they could be measured.

Gardner and Lambert (1972) distinguished the two types of motivation known as integrative and instrumental motivation. Gardner (1985) designed a test battery known as the Attitude and Motivation Test Battery (AMTB). It included some items measuring all factors that affect attitude and motivation. In AMTB, the concept of attitude is incorporated in motivation meaning that positive attitudes increase motivation.

Current Status of English in Iran

In Iran's current educational context, English is predominantly considered to be the first foreign language. English is taught at different levels in the Iranian national educational system, ranging from primary schools to institutions of higher education as well as in private language schools. English is the medium of instruction in some programmes at the university level. It is offered as foreign language (FL) courses in secondary schools and as a language for specific purposes (LSP). It is also the language of some of the conferences in Iran. The demand in educational institutions and learning environments grow increasingly and it requires good planning and decision making to help learners and students to prosecute their studies and fulfill their goals. On the other hand, due to economic, educational or political reasons, people -- in their search for better work and better educational opportunities -- have become increasingly mobile and have started to migrate to different English speaking countries. These reasons alongside with the other reasons such as ever-growing interest in learning English as a prestigious language encourage the people to learn it. It means that people and particularly young generations usually have some kind of positive feelings towards English. Therefore, knowing and learning English has progressively become more prestigious and more popular, particularly among high school and university students. Some Iranian researchers have examined the type of motivation and its orientation along with the attitudes of the learners towards learning English and found different results. For example, Moiinvaziri (2008) claimed that students in her study were highly motivated in both instrumental and integrative orientations. On the other hand, studies such as Vaezi (2008) claimed that Iranian students had very high motivation and positive attitudes towards learning English and they were more instrumentally motivated. These contradictory results encouraged the researcher to conduct a survey with different participants and at different setting.

The Study

This study investigated the language attitudes and motivation of Iranian students enrolled in English Department majoring in English translation at IAUKB, Isfahan, Iran. In particular, the study aimed to find motivation orientations of the Iranian non-native English speaking students towards the language and their attitudes towards learning English, English-speaking people and their culture.

Research Questions

To achieve the objectives, the following corresponding questions were formulated for the present study:

Research question 1: Are the students highly interested/ motivated in learning English as a foreign language?

Research question 2: Are the students motivated intrinsically or extrinsically towards learning English?

Research question 3: Are the students motivated instrumentally or integratively towards learning English?

Research question 4: What are the attitudes of the students towards learning English?

Research question 5: What are the attitudes of the students towards English-speaking people?

Methodology

Participants

In this study, the population was university students majoring in English translation during the academic year of 2008. From the accessible population, a convenient sample of 108 Iranian university students (20 males and 88 females) majoring in English translation at IAUKB during the academic year of 2008 responded to the items of the AMTB. Most of the students were locals but there were some students from other cities who were living at dormitory at IAUKB. The reason for selecting these students was based on availability and also because the participants in the study were the researcher's students for 6 non-consecutive semesters and she had enough information about these students and their language background. Table 2 summarizes the participants' characteristics.

Table 2: Demographic background of the participants

No. of students	108	
Age	21-30 years old)	
Sex	Male: 20	Female: 88
Mother tongue	Persian	

Procedure and instrumentation

To collect data, the researcher used a questionnaire adopted from Gardner's AMTB (1985). Integrative and Instrumental Orientation scales of the original 6-point Likert Scale format of Gardner's Attitude/Motivation Test Battery (AMTB) (Gardner, 1985) were used, ranging from 'Strongly Agree' to 'Strongly Disagree'. The questionnaire had 104 items. The AMTB is reported to have good reliability and validity (Gardner, 1985). Since the participants were all students of English translation, the questionnaire was administered in English. The students were asked to complete the questionnaire in the class during a session. They were also asked to check the questions carefully, read them thoroughly and if there were some questions regarding the comprehension of the questions, they were allowed to ask them either in native language (NL) or English target language (TL). Respondents had enough time to complete the task and all the questionnaires were collected at the end of the session. There was no missed or distorted questionnaire. It should be mentioned that some minor changes were made in the wordings of the questionnaire by using synonyms to make it more comprehensible for the Iranian students. Respondents were informed that the information they gave would be kept confidential and used only for research purposes. (A sample of the questionnaire is provided in Appendix A). AMTB items are made of 12 scales which are as follows:

1. Interest in Foreign languages
2. Parental Encouragement
3. Motivational intensity
4. English class anxiety
5. English teacher evaluation
6. Attitudes towards learning English
7. Attitudes towards English-speaking people
8. Integrative orientation
9. Desire to learn English
10. English course evaluation
11. English use anxiety
12. Instrumental Orientation

However, as the major focus in this study was on different types of motivation (intrinsic and extrinsic), orientations (instrumental and integrative) and the attitudes of the students regarding the language, speech community and its culture, the results of some items of

AMTB are not reported here (including English class anxiety, English teacher evaluation, English course evaluation and English use anxiety). Accordingly, only 8 domains were included in the statistical procedure. Moreover, as the accumulation of answers given by the students were mostly on two ends of Likert scale, all the items were classified in two general scales of agree and disagree. (The key to the questionnaire is provided in Appendix B).

Results of the Study

The students' responses to the questionnaire were analyzed in terms of descriptive and inferential statistics. The data was basically nominal and based on frequencies. Therefore, percentages were calculated. The raw data was fed into the computer and a non-parametric test of Chi-square was run by the Statistical Package for Social Sciences (SPSS) 15 software for each case to know whether the distribution was different from what one would expect by chance. In other words, it was done to determine whether the observed frequencies had statistically significant difference with the expected ones or they had just occurred by mere chance. As it can be seen in Tables 3 to 10 all Chi-squares observed showed statistically significant differences from those occurring by mere chance at a highly confident level of probability; i.e., the 0.001 level.

Table 3: The frequencies for questionnaire items on Domain 1

	Item	Agree	Disagree
Domain1: Interest in Foreign Language	1	96	12
	12	100	8
	21	96	12
	32	100	8
	42	100	8
	55	98	10
	65	108	0
	76	78	30
	85	104	4
	95	68	40
	Total	**948 (87.78%)**	**132 (12.22%)**
	(X^2)	**616.533**	

*$p < 0.001$

Table 3 indicates that 87.78% of the respondents agreed that they were highly interested in learning a foreign language, English in this very case. For item 65, all respondents agreed that if they planned to stay in another English speaking country, they would try to learn their language.

Table 4: The frequencies for questionnaire items on Domain 2

	Item	Agree	Disagree
Domain2: Parental Encouragement	2	88	20
	22	102	6
	43	94	14
	48	72	36
	57	60	48
	66	86	22
	86	88	20
	103	84	24
	Total	**674 (78.47%)**	**190 (21.53%)**
	(X^2)	**271.130**	

*p < 0.001

As shown in Table 4, 78.47% of the students agreed that their parents try to help them learn English and encourage them to practice and continue studying English. Therefore, they had good external locus of control and motivation to learn it. Item 22 received the highest percentage of agreed answers (94.44%) which refers to their parents' idea about the importance of English.

Table 5: The frequencies for questionnaire items on Domain 3

	Item	Agree	Disagree
Domain 3: Motivational Intensity	3	84	24
	13	90	18
	23	72	32
	33	86	22
	44	54	54
	56	76	32
	67	78	30
	77	84	24
	87	28	80
	96	70	38
	Total	**726674 (67.22%)**	**354674 (32.78%)**
	(X^2)	**128.133**	

*p < 0.001

Table 5 reveals that 67.22% of the respondents agreed that they were highly motivated in learning English. The only item which got the highest percentage for disagreement (74%)

is item 87 which referred to the boredom of them when they tried to understand more complex aspects of English (Table 5).

Table 6: The frequencies for questionnaire items on Domain 4

	Item	Agree	Disagree
Domain 4: Attitudes Toward Learning English	6	108	0
	18	102	6
	26	106	2
	38	74	34
	47	102	6
	62	102	6
	70	102	6
	82	98	10
	90	100	8
	100	98	10
	Total	**992674 (91.85%)**	**88674 (8.15%)**
	(X^2)	**756.681**	

*p < 0.001

The results of Table 6 reveal that 92.85% of the students of English had positive attitudes towards learning English. Item 6 in the questionnaire got the highest percentage of agreement (100%), in which learners considered learning English as being really great.

Table 7: The frequencies for questionnaire items on Domain 5

	Item	Agree	Disagree
Domain 5: Attitudes Toward English-Speaking People	7	100	8
	27	100	8
	40	98	10
	53	64	44
	49	68	40
	71	106	2
	91	96	12
	104	54	54
	Total	**686674 (79.40%)**	**178674 (20.60%)**
	(X^2)	**298.685**	

*p < 0.001

The data in Table 7 suggest that 79.40% of the students had positive attitudes towards English-speaking people, their culture and speech community and they wanted to

communicate with English-speaking people and wished to have native English friends. The only question in this domain which got the same frequency is item 104 and the percentage of agreement and disagreement was the same, i.e. 50%. (Question 104: You can always trust native English speakers). Items 71, 7 and 27 received the highest percentage of agreement (more than 91.15%) which referred to the respondents' wish to make friends, communicate and be in contact with native English speakers.

Table 8: The frequencies for questionnaire items on Domain 6

	Item	Agree	Disagree
Domain 6: grative Orientation	8	100	8
	28	106	2
	50	94	14
	72	106	2
	Total	**406674 (93.98%)**	**26674 (6.02%)**
	(X^2)	**334.259**	

*p < 0.001

As shown in Table 8, 93.98% of the respondents were integratively motivated and thought that English is a very important language because it allows them to speak, communicate, interact and appreciate English people and their way of life and culture.

Table 9: The frequencies for questionnaire items on Domain 7

	Item	Agree	Disagree
Domain 7: Desire to Learn English	9	102	6
	17	86	22
	29	94	14
	37	86	22
	51	104	4
	61	84	24
	73	102	6
	81	100	8
	92	108	0
	99	100	8
	Total	**966674 (89.44%)**	**114674 (10.56%)**
	(X^2)	**672.133**	

*p < 0.001

Table 9 shows that the students had a high desire to learn English as a foreign language (89.44%).

Table 10: The frequencies for questionnaire items on Domain 8

	Item	Agree	Disagree
Domain 8: ...mental Orientation	15	96	12
	35	102	6
	59	94	14
	79	80	28
	Total	**372674 (86.11%)**	**60674 (13.89%)**
	(X^2)	**225.333**	

*p < 0.001

Table 10 reveals that 86.11% of the respondents are instrumentally motivated as they wish to learn English and think that it is important because they will need it for their career, make them more educated and it will help them to find good jobs.

Conclusion

This study was conducted to investigate the types of motivation, orientation and the attitudes of Iranian undergraduate students towards learning English and English-speaking people. The findings of the study revealed that the students of English translation at IAUKB were both intrinsically and extrinsically motivated. They were also both instrumentally and integratively oriented. This provided sufficient answers to the research questions and could contradict the idea that ESL learners are instrumentally oriented (König, 2006; Hamp-Lyons, 1983, Al-Tamimi & Munir, 2009). The findings were also in line with those of other studies conducted in Iran such as Moiinvazirii (2008) and in partial agreement with Vaezi (2008).

Furthermore, as far as the key motivating factors for learners are concerned, the respondents' reaction to the questionnaire items may provide the basis for identifying the following four factors as some of the main reasons for learners under the study. First of all, the desire to learn English is a crucial factor in this regard. One of the principle goals of English Department at IAUKB is to have graduate students who are proficient in English translation. The responses provided by the students in the questionnaire indicated that they had a high desire to learn English. Moreover, the responses showed that the students did not always try their best and in many cases, they blamed themselves for their failure in learning English. Therefore, as another motivating factor, more efforts by students could guarantee their success in learning English. Another factor which was reported to be as the main motivating factor for the students involved in the study was the need or importance of English. Their responses in the questionnaire items reported that they believed that English is very important and they need to learn it for both instrumental and integrative reasons. As discussed earlier, the questionnaires showed that their attitude was highly positive towards English, its culture and people. Generally speaking, most of the students believed that English is an international and important language and everyone needs to learn it. They also wished to visit other countries to learn

English and its culture in the environment. The opportunity to visit other countries and communicate with native speakers may affect the type of motivation they have to achieve their goals because as claimed by Oxford and Shearin (1984), the learner motivation may be affected by whether the learner is studying in a foreign language environment or a second language environment.

The present study might have both micro implications in the form of in-class teaching and macro implications in the form of curriculum adaptation and development, instructional design and language policy. The paper aimed to shed light on the status of English as a foreign language and the attitudes attributed to the language and its culture among undergraduate students. It provided additional insights in better identifying existing motivational challenges and in taking a more realistic perspective about the ELT situation in Iran. Teachers can vigilantly observe their students' personalities and work on them to help them achieve their goals. Since high motivation and positive attitude attribute to the process of learning, language teachers can suggest the following tips to their students to motivate them more:

1. Set goals for themselves
2. Build in some fun and pleasure through/with language
3. Control their feelings
4. Interact with others

Teachers can also create interesting lesson plans by the help of different strategies, techniques and procedures in which the students' attention is gained. Encouraging students to become more active participants and cooperate in the process of teaching and learning can help them learn the language better.

The findings of this paper can also help language developers, syllabus designers and decision makers to develop programmes and design syllabi and create interesting textbooks which maintain students' interest. They can employ foreign exchange programmes to help the students meet and converse with more and varied people, understand and appreciate their way of life and interact and communicate more easily with the speakers of other languages in general and English, in particular. This programme could be more useful at university levels. Employing new and more communicative methods (rather than Grammar Translation Method, which emphasizes vocabulary items, grammatical rules and translation) at high school level which arouse the interest of the students. Teachers can also encourage the students to continue learning English and improving their oral skills. The last point worthy of mention is that the conclusions of the present study is limited to the participants under study and should not be generalized to other academic settings with different participants without further research.

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Appendix A

Attitude/Motivation Test Battery (AMTB)

Student's Name: -------------------------------

PART ONE: *The following questions ask about your motivation in and attitude toward learning the English language. Remember there are no right or wrong answers; just answer as accurately as possible. Use the scale below to answer the questions.*

1= Strongly disagree
2= Moderately disagree
3= Slightly disagree
4 = Slightly agree
5= Moderately agree
6= Strongly agree

1. I wish I could speak many foreign languages perfectly.	1	2	3	4	5	6
2. My parents try to help me to learn English.	1	2	3	4	5	6
3. I don't pay much attention to the feedback I receive in my English class.	1	2	3	4	5	6
4. I don't get anxious when I have to answer a question in my English class.	1	2	3	4	5	6
5. I look forward to going to class because my English teacher is so good.	1	2	3	4	5	6
6. Learning English is really great.	1	2	3	4	5	6
7. If Iran had no contact with English-speaking countries, it would be a great loss.	1	2	3	4	5	6
8. Studying English is important because it will allow me to be more at ease with people who speak English.	1	2	3	4	5	6
9. I have a strong desire to know all aspects of English.	1	2	3	4	5	6
10. My English class is really a waste of time.	1	2	3	4	5	6
11. I would get nervous if I had to speak English to a tourist.	1	2	3	4	5	6
12. Studying foreign languages is not enjoyable.	1	2	3	4	5	6
13. I make a point of trying to understand all the English I see and hear.	1	2	3	4	5	6
14. I don't think my English teacher is very good.	1	2	3	4	5	6
15. Studying English is important because I will need it for my career.	1	2	3	4	5	6
16. I never feel quite sure of myself when I am speaking in our	1	2	3	4	5	6

English class.						
17. Knowing English isn't really an important goal in my life.	1	2	3	4	5	6
18. I hate English.	1	2	3	4	5	6
19. I feel very much at ease when I have to speak English.	1	2	3	4	5	6
20. I would rather spend more time in my English class and less in other classes.	1	2	3	4	5	6
21. I wish I could read newspapers and magazines in many foreign languages.	1	2	3	4	5	6
22. My parents feel that it is very important for me to learn English.	1	2	3	4	5	6
23. I don't bother checking my assignments when I get them back from my English teacher.	1	2	3	4	5	6
24. I feel confident when asked to speak in my English class.	1	2	3	4	5	6
25. My English teacher is better than any of my other teachers.	1	2	3	4	5	6
26. I really enjoy learning English.	1	2	3	4	5	6
27. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.	1	2	3	4	5	6
28. Studying English is important because it will allow me to meet and converse with more and varied people.	1	2	3	4	5	6
29. If it were up to me, I would spend all of my time learning English.	1	2	3	4	5	6
30. I think my English class is boring.	1	2	3	4	5	6
31. Speaking English anywhere makes me feel worried.	1	2	3	4	5	6
32. I really have no interest in foreign languages.	1	2	3	4	5	6
33. I keep up to date with English by working on it almost every day.	1	2	3	4	5	6
34. The less I see of my English teacher, the better.	1	2	3	4	5	6
35. Studying English is important because it will make me more educated.	1	2	3	4	5	6
36. It embarrasses me to volunteer answers in our English class.	1	2	3	4	5	6
37. I sometimes daydream about dropping English.	1	2	3	4	5	6
38. I'd rather spend my time on subjects other than English.	1	2	3	4	5	6
39. It doesn't bother me at all to speak English.	1	2	3	4	5	6
40. I wish I could have many native English speaking friends.	1	2	3	4	5	6
41. I enjoy the activities of our English class much more than those of my other classes.	1	2	3	4	5	6
42. I would really like to learn many foreign languages.	1	2	3	4	5	6
43. My parents feel that I should continue studying English all through my life.	1	2	3	4	5	6
44. I put off my English homework as much as possible.	1	2	3	4	5	6
45. I am calm whenever I have to speak in my English class.	1	2	3	4	5	6
46. My English teacher has a dynamic and interesting teaching style.	1	2	3	4	5	6
47. English is a very important part of the school program.	1	2	3	4	5	6
48. My parents have stressed the importance English will have for	1	2	3	4	5	6

me when I leave university.						
49. Native English speakers are very sociable and kind.	1	2	3	4	5	6
50. Studying English is important because it will enable me to better understand and appreciate the English way of life.	1	2	3	4	5	6
51. I want to learn English so well that it will become natural to me.	1	2	3	4	5	6
52. To be honest, I really have little interest in my English class.	1	2	3	4	5	6
53. Native English speakers have much to be proud about because they have given the world much of value.	1	2	3	4	5	6
54. It would bother me if I had to speak English on the telephone.	1	2	3	4	5	6
55. It is not important for us to learn foreign languages.	1	2	3	4	5	6
56. When I have a problem understanding something in my English class, I always have my teacher for help.	1	2	3	4	5	6
57. My parents urge me to seek help from my teacher if I am having problems with my English.	1	2	3	4	5	6
58. My English teacher is one of the least pleasant people I know.	1	2	3	4	5	6
59. Studying English is important because it will be useful in getting a good job.	1	2	3	4	5	6
60. It worries me that other students in my class seem to speak English better than I do.	1	2	3	4	5	6
61. I'm losing any desire I ever had to know English.	1	2	3	4	5	6
62. Learning English is a waste of time.	1	2	3	4	5	6
63. I would feel quite relaxed if I had to give street directions in English.	1	2	3	4	5	6
64. I like my English class so much; I look forward to studying more English in the future.	1	2	3	4	5	6
65. If I planned to stay in another country, I would try to learn their language.	1	2	3	4	5	6
66. My parents are very interested in everything I do in my English class.	1	2	3	4	5	6
67. I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.	1	2	3	4	5	6
68. I don't understand why other students feel nervous about speaking English in class.	1	2	3	4	5	6
69. My English teacher is a great source of inspiration to me.	1	2	3	4	5	6
70. I plan to learn as much English as possible.	1	2	3	4	5	6
71. I would like to know more native English speakers.	1	2	3	4	5	6
72. Studying English is important because I will be able to interact more easily with speakers of English.	1	2	3	4	5	6
73. I would like to learn as much English as possible.	1	2	3	4	5	6
74. To be honest, I don't like my English class.	1	2	3	4	5	6
75. I would feel uncomfortable speaking English anywhere outside the classroom.	1	2	3	4	5	6
76. Most foreign languages sound crude and harsh.	1	2	3	4	5	6

77. I really work hard to learn English.	1	2	3	4	5	6
78. I would prefer to have a different English teacher.	1	2	3	4	5	6
79. Studying English is important because other people will respect me more if I know English.	1	2	3	4	5	6
80. I get nervous when I am speaking in my English class.	1	2	3	4	5	6
81. To be honest, I really have no desire to learn English.	1	2	3	4	5	6
82. I think that learning English is dull.	1	2	3	4	5	6
83. I would feel comfortable speaking English where both Iranian and English speakers were present.	1	2	3	4	5	6
84. I look forward to the time I spend in English class.	1	2	3	4	5	6
85. I enjoy meeting people who speak foreign languages.	1	2	3	4	5	6
86. My parents encourage me to practice my English as much as possible.	1	2	3	4	5	6
87. I can't be bothered trying to understand the more complex aspects of English.	1	2	3	4	5	6
88. Students who claim they get nervous in English classes are just making excuses.	1	2	3	4	5	6
89. I really like my English teacher.	1	2	3	4	5	6
90. I love learning English.	1	2	3	4	5	6
91. The more I get to know native English speakers, the more I like them.	1	2	3	4	5	6
92. I wish I were fluent in English.	1	2	3	4	5	6
93. I have a hard time thinking of anything positive about my English class.	1	2	3	4	5	6
94. I feel anxious if someone asks me something in English.	1	2	3	4	5	6
95. I would rather see a TV program dubbed into our language than in its own language with subtitles.	1	2	3	4	5	6
96. When I am studying English, I ignore distractions and pay attention to my task.	1	2	3	4	5	6
97. My English teacher doesn't present materials in an interesting way.	1	2	3	4	5	6
98. I am sometimes anxious that the other students in class will laugh at me when I speak English.	1	2	3	4	5	6
99. I haven't any great wish to learn more than the basics of English.	1	2	3	4	5	6
100. When I leave university, I will give up the study of English because I am not interested in it.	1	2	3	4	5	6
101. I would feel calm and sure of myself if I had to order a meal in English.	1	2	3	4	5	6
102. English is one of my favourite courses.	1	2	3	4	5	6
103. My parents think I should devote more time to studying English.	1	2	3	4	5	6
104. You can always trust native English speakers.	1	2	3	4	5	6

Appendix B

Attitude/Motivation Test Battery Items for Questionnaire

Questionnaire Item No.

Scales	Positively Keyed	Negatively Keyed
Interest in Foreign Languages	1, 21, 42, 65, 85	12, 32, 55, 76, 95
Parental Encouragement	2, 22, 43, 48, 57 66, 86, 103	N/A
Motivational Intensity	13, 33, 56, 77, 96	3, 23, 44, 67, 87
English Class Anxiety	16, 36, 60, 80, 98	4, 24, 45, 68, 88
English Teacher Evaluation	5, 25, 46, 69, 89	14, 34, 58, 78, 97
Attitudes toward Learning English	6, 26, 47, 70, 90	18, 38, 62, 82, 100
Attitudes toward English-speaking people	7, 27, 40, 53, 49 71, 91, 104	N/A
Integrative Orientation	8, 28, 50, 72	N/A
Desire to Learn English	9, 29, 51, 73, 92	17, 37, 61, 81, 99
English Course Evaluation	20, 41, 64, 84, 102	10, 30, 52, 74, 93
English Use Anxiety	11, 31, 54, 75, 94	9, 39, 63, 83, 101
Instrumental Orientation	15, 35, 59, 79	N/A

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