

American University of Armenia

Department of English Programs

A thesis submitted in
partial fulfillment of the requirements for the degree of Master of Arts in
Teaching English as a Foreign Languages (TEFL)

The contribution of Motivation and Attitude to EFL learner

Achievement

Thesis Advisor: Dr. Robert Agajeenian

Thesis Reader: Melissa Brown

By:

Jenny Grigoryan-Nikolai

Yerevan, Armenia

2010

American University of Armenia

We hereby approve that this thesis

By

Jenny Grigoryan-Nikolai

***“The contribution of Motivation and Attitude to EFL learner
Achievement”***

**be accepted in partial satisfaction for the requirements of the
degree of M.A. in TEFL**

Committee on the Thesis

ROBERT AGAJEENIAN

.....

MELISSA BROWN

.....

Hossein Farhady: associate dean of DEP

.....

**Yerevan, Armenia
2010**

Acknowledgements

First of all, my gratitude and affection go to my family - my mother and sisters for their infinite and profound confidence in me - and to my husband, who gave me energy to keep working on this project.

Very special thanks and sincere appreciations go to my supervisor Dr. Farhady and advisor Dr. Robert Agajeenian for their persistent guidance and support in conducting and completing this master's thesis.

I would like to thank an instructor of DEP Melissa Brown for her valuable comments and recommendations on my thesis, which she provided in the process of writing it.

Also, I wish to thank Ms. Elisa Kekejian, Director of Extension English Language Programs at AUA, who gave me full permission to conduct the study at the Extension Programs at AUA. Thank you for supporting me in so many different ways, and for your invaluable friendship.

Table of Contents

TITLE	PAGE
Acknowledgments	III
Table of contents	IV
List of Abbreviations	VI
List of Tables	VII
Abstract.....	XIII
Chapter 1: Introduction.....	9
1.1 Background of the study.....	10
Chapter 2: Review of the Related Literature	14
2.1 Affect in Language Learning.....	14
2.2 Affect: definitions.....	14
2.3 Attitude and Motivation.....	17
2.4 The Concept of Motivation.....	20
2.5 Theoretical Views of Motivation.....	25
2.5.1 The Behavioral view of motivation.....	266
2.5.2 The Cognitive view of motivation.....	28
2.5.3 The Humanistic view of motivation.....	29
2.6 Classroom Climate Variables.....	32
2.6.1 Interest in learning.....	32
2.6.2 Establishing rapport.....	33

2.6.3 Tasks and activities	34
2.6.4 Teacher feedback	Error! Bookmark not defined.
Chapter 3: Method	36
3.1 Participants.....	35
3.2 Instrumentation	367
3.3 Procedures.....	40
3.4 Findings and statistical analysis of the study	43
Chapter 4: Results and Discussion	53
Chapter 5 : Conclusion	53
5.1 Implications and Applications	54
5.2 Limitations and Delimitations.....	55
5.3 Suggestions for further researchers.....	57
REFERENCES	59
Appendix A: Survey Questionnaire	63
Appendix B: Informed Consent (English) Informed Consent	65
Appendix C: Informed Consent (Armenian)	66

List of Abbreviations

EFL - English as a Foreign Language	11
AMTB - Attitude/Motivation Test Battery	12
BALLI - Beliefs About Language Learning Inventory	19
AUA - American University of Armenia	37
EP - Extension Program	37
SPSS - Statistical Package for the Social Sciences	37
CALL - Computer-assisted Language Learning	39

List of Tables

Table 1: Demographic and other characteristics of study sample	46
Table 2: Types of motivations	48
Table 3: The result of Pearson Correlation between attitude and 8 test scores.....	49
Table 4: Independent sample T-test results	50

Abstract

The current study discusses the role of affective factors Armenian learners have towards learning EFL (English as a Foreign Language). The study focused on Attitude, Instrumental and Integrative orientations, and was designed as a case study, which aimed to report the relationship between Armenian EFL students' motivation and attitude and impact of these affective factors on L2 achievement. In order to achieve the primary aim of the study, three different instruments were utilized to obtain data: a questionnaire, assessing students' motivation and attitude, interviews, and achievement tests. In order to explore non-English major students' motivational and attitudinal thinking of their English learning, as well as their motivational beliefs affecting their efforts learning English, 100 students from levels 2-6 attending the American University of Armenia Extension Program (AUA, EP) English Language courses, were given survey questionnaires adapted from Gardner's Attitude/Motivation Test Battery (AMTB) and, including only 10 students attending the 7th level were interviewed. The findings demonstrated that in Armenian foreign language situations, affective variables (motivation and attitude) play an important role and affect L2 learning achievement. The findings also revealed that achievement of students with the different levels of motivational orientations and attitudes are not very different. The study concludes with a section on implications and limitations. Finally, recommendations regarding future research in this area in Armenia have been highlighted.

Chapter 1: Introduction

With the progress of globalization in world economies and societies, it is essential that EFL learners acquire communicative skills in English, which has become a common international language for living in the 21 century. This has become an important issue in terms of the future and the further development of Armenia as nation.

As the Armenian economy is developing and Armenian people are in more contact with those from other cultures in various ways (such as studying, travelling, and attending conferences), English has become more important. It plays a major role in determining what university and high school students can choose and in furthering education. English is also an influential factor in deciding what jobs and salaries people can get in the job market.

As Armenians have more contact with people from other countries (private organizations, and private markets), they need to collaborate with various foreign investors which condition a high demand for workers who know English and also have basic computer skills. Also the probability for staff working in such organizations becomes higher too. For these reasons Armenian students are often highly motivated to study English. Nevertheless, the learning and teaching of English has been a difficult task for both EFL students and teachers in Armenia due to reasons such as lack of resources and little contact with the target language. Experts in psychology support the close relationship between learning and motivation. Some of them even affirm that motivation affects learning. In the TESOL field, Brown (1987, p. 114) states that “motivation is a key to learning” another language. In a similar way, Dornyei (2001a, p. 1) corroborates the previous assertion and adds that “skills to motivate learners are crucial for language teachers.”

Given these assumptions about the crucial role of motivation in relation to learning, it will be interesting and worthwhile to investigate the relative influence of affective variables (e.g. attitude and motivation) on achievement in Armenian EFL settings, (especially non-English majors' learning motivation and attitude toward language and learning, because they constitute the main portion of the EFL population in the country).

1.1 Background of the study

In learning a foreign language some students are more successful than others despite the same learning conditions. Thus, many applied linguists and psycholinguists have written many articles and conducted many studies and investigations to understand this phenomenon. Accordingly, researchers in their studies tried to investigate and find the factors and clues which would answer this query. And as a result of many different studies in different EFL contexts and settings the researchers discovered that affective factors play a major role and contribute to the achievement in second and foreign language learning. Thus, the significant body of research literature on the role of affective factors in second and foreign language learning has focused on the role of aptitude, attitude and motivation, personality characteristics, and environmental variables as the main factors which influence second and foreign language learning process.

Among the first researchers identifying that achievement in a second and foreign language depends not only on the learner's intelligence and inner capacity were Gardner and Lambert, who considered that "achievement in a second language, relies not only on intellectual capacity and language aptitude, but also on the learners' attitudes toward representatives of the other ethnolinguistic group involved. The learners' motivation for language study would

be determined by his attitude“ (Gardner 1972: 132). These researchers in a series of studies found and concluded that attitudinal variables are among the factors that contribute to the motivation to learn. But in their early studies (1956), Gardner and Lambert were generally agreed that learning another language involved intelligence and verbal ability. Concepts, like attitudes, motivation and anxiety were not considered to be important at all. Today much of this has changed and one sometimes gets the impression that affective variables are considered to be the only important ones (Gardner, 2001, p.1). Gardner and Lambert proposed that learning a second or foreign language involves taking on the behavioral characteristics of another cultural group of people, and that this has implications for the individuals.

Then later on in follow up studies, again, conducted by Gardner in 1985, a new theory was developed, that “L2 learners with *positive attitude* toward the target culture and people will learn the target language more efficiently than those who do not have such positive attitudes.“ Various research projects and empirical studies on the role of affective factors led investigators to new discoveries, which, in their turn, helped researchers reveal unexplored before phenomena, which would expand perspectives and expand horizons for further investigations.

Based on the work conducted in the area of motivation, and based on the notion that affective factors not only contribute, but also are dominant factors in second and foreign language learning, Gardner developed the theory called 'socio-educational model' of second language acquisition. The main principle of the socio-educational model was addressed to the factors which were interrelated with learning a second and foreign language. On the basis of this theory, an instrument has been developed called ATMB (Attitude/Motivation Test

Battery), which was originally used to measure attitudes and motivation and impact of these affective variables on students' studying English and French in Canada. The Scales included attitudes toward French Canadians, interest in foreign languages, attitudes toward European French people, attitudes toward learning French, integrative orientation, instrumental orientation, anxiety, parental encouragement, motivational intensity, and desire to learn French (Gardner 1985). This was a large battery of tests which measured a number of different aspects of language learning. Within this model the main factor- motivation was viewed as requiring three elements: *effect*, *desire* and *affect*. According to Gardner "the variable Motivation refers to the driving force in any situation. The motivated individual *expends effort* to learn the language. That is, there is a persistent and consistent attempt to learn the material by doing homework, by seeking out opportunities to learn more, by doing extra work, etc. Second, the motivated individual *wants* to achieve the goal. Such an individual will express the desire to succeed and will strive to achieve success. Third, the motivated individual will *enjoy* the task of learning the language. Such an individual will say that it is fun, a challenge, and enjoyable, even though at times enthusiasm may be less than at other times"(Gardner 2001, p.8).

Therefore, from the above mentioned theory it can be synthesized that in the socio-educational model, all three elements, effort, desire, and positive affect, are seen as necessary to distinguish between individuals who are more motivated and those who are less motivated. This theory can be considered as the very important piece of information for the researchers who conduct studies on motivation in second and foreign language settings. The awareness of this theory will help a researcher realize what kinds and types of motivation could be

revealed and displayed among the samples of the research study and what aspects of language learning are more influential and effective for language learning.

Based on the notions, beliefs and research evidence that affective factors influence and play an important role in L2 learner's achievement in second and foreign language learning process, I want to ascertain in my study whether the Armenian (American University of Armenia) Extension Program students' English language achievement is influenced or affected by attitudinal and motivational factors. The following research question is especially addressed for this study:

What is the relationship between type and extent of motivation, attitude and their contribution to achievement in the EFL classroom?

Chapter 2: Literature Review

2.1 Affect in Language Learning

The main body of the research literature supports the notion that the affective variables of motivation, attitude and aptitude play a significant role in the second and foreign language learning achievement. If we look through a series of studies conducted by different researchers in different EFL settings we can find various perspectives and theories proposed by these researchers and a variety of hypotheses and conclusions related with the role of affective factors in foreign language learning. Among the researchers supporting and contributing to the field of EFL learner motivation is Stern who, based on his studies, claimed that “the affective component contributes at least as much and often more to language learning than the cognitive skills” (1983: 386). Damasio (1994), on the other hand, has found that “emotions are a part of reason on the neurobiological level”, and LeDoux sees emotion and cognition as partners, by highlighting that: “minds without emotions are not minds at all” (1996: 25). In other words, researchers found that in learning a foreign language or acquiring a second language it is not always that the learner relies on his/her inner capacity and mental abilities to learn. Indeed, there are factors, like emotions or feelings that can contribute even more and influence the progress and improvements in the learning process.

2.2 Affect: definitions

In order to have a more clear conception about the affective factors and their role in the foreign language learning process, related research literature provides enough theory and definitions to enlarge the scope of understanding this phenomenon. Undoubtedly, in the scientific sphere, there are always discussions and debates on the issues related with

discoveries and their importance in a given sphere or field, however, whatever the results and findings they always bring something new to be developed in further research studies. Due to many different empirical studies research literature expands its frames and provides opportunities for many scholars and investigators to enlarge their theoretical knowledge in particular sphere of study. Arnold (Ed.1999), for example, defines affect in terms of "aspects of emotion, feeling, mood or attitude, which condition behavior", while Dickinson (1987: 25) is more concerned with the learner's attitude towards the target language and uses of it, and with his/her emotional responses. Stevick (1999: 44) follows Dulay et all (1982) and states that:

One's " affect " towards a particular thing or action or situation or experience is how that thing, or that action or that situation or that experience fits with one's needs or purposes, and its resulting affect on one's emotions....affect is a term that refers to the purposive, and its emotional sides of a person's reactions to what is going on'' (Stevick, 1999).

These statements and definitions once more support what investigators and researchers have already proved and discovered in their early studies, that: learner's emotions, feelings and attitude can condition behavior toward learning a target language. The affective factors are essential in any learning process, because whatever the learner gets as a result of the learning process is indeed a reflection of his/her attitudes towards the situation, action or even experience that to some extent fits to the learner's academic purpose. However, in related literature on learner affective factors some researchers share the point of view that in a language learning process, mental abilities are more important than affective factors. This notion was hypothesized by Chomsky in (1965: 30-35), who proposed the existence of a language acquisition device in every child. Here he advocates that first-language acquisition is a biological function, e.g. - innate capacity, shared by all human beings. In other words,

Chomsky finds that language learning is an automatic process, which does not need any additional reinforcement, it comes naturally. Lambert, on the other hand, in (1972: 290-291) suggested another perspective by arguing that children approach first-language learning with the desire to communicate with people in their environment and become similar to people they value in that environment. Lambert mainly focuses on the role of the learner's behavior or motivation, which is conditioned by his/her desire to do something for pleasure or to be a part of a society he/she is engaged in. In spite of the fact that these two theories have different perspectives, in some cases they complement each other and are considered to be important approaches in EFL leaning process. The views of these researchers have been applied for second and foreign language learning and later Gardner and Lambert in (1972: 12-13) incorporated these views in social-educational model. Due to this model there has been a shift in the theoretical orientation of many linguists, psycholinguists and language teachers, who now regard second and foreign language as a process similar to first-language acquisition (e.g. Cook, 1969, 1973, McLaughlin, 1978).

It can be concluded that learning a second or foreign language should not be regarded as a result of only an innate ability, intelligence or as a result of age or constructed different methods of teaching. But rather, according to Gardner (1979: 193), "a second or foreign language should be approached as a social-psychological phenomenon, rather than as purely pedagogical one".

2.3 Attitude and Motivation

Many researchers and applied linguists devoted their academic life to find a key for solving a puzzle related to the essence of affective factors and their contribution in EFL learning process. Early research on the relationship between learner attitude/beliefs and second language achievement was carried out by Gardner and Lambert in 1950 s (cf. Gardner and Lambert 1959) and later by Schumann in 1975. Schuman as a result of his studies revealed the role of factors that hinder the learning process and found the following variables: *language shock* (result of feeling dissatisfaction or frustration), *cultural shock*-(result of anxiety which leads to rejecting the native speaker values), *language stress* (the factor, which concerns more with shame and loss of self-esteem), and *anxiety*.

It is obvious that in empirical studies on learner motivation researchers mostly concentrate on the role of language learners, as main subjects of their study, to elicit as much information as possible about learners' behavior, learning style, preferences and conditions where the learning takes place. Nevertheless, the literature provides enough results of empirical studies, where researchers focused on many different affective variables, which would help them find a thread connecting the relationship with the language learning. One of these researchers is Sauvignon (1976), who in his research made an important observation about the teachers' attitudes and beliefs on negative effect of language learning:

Not until we have taken a hard critical look at the attitudes and motivation of teachers, both individually and as a profession, will we be ready to determine what obstacles lay in the way of creating the kinds of learning environments which would be most helpful to our students. (Sauvignon, 1976 p. 296).

In light of the above mentioned observation and teachers' views, some researchers brought the results of their research findings on learners' learning strategies. For instance, one of the researchers was Bassano (1986), who found that students have different learning styles,

different needs, preferences and beliefs and that changes upon these factors can lead to negative reactions. But the results of Willing's (1988) studies showed another picture, where he argues that the learners have their own views on learning and can articulate them. In more early studies in 1979 the results of Domino's research showed that when these differences in learning styles were taken into account college students scored higher on tests (in terms of factual knowledge, attitude and efficiency).

In 1985 Horwitz conducted a study in America on language learning beliefs, and to assess teacher and students' opinion on a variety of issues related to language learning he used developed by himself (BALLI) the Beliefs About Language Learning Inventory. The results of his study did not show so much difference in learner/teacher beliefs. The difference was only in a few items: how learners underestimated the difficulty in language learning, how the students had misconceptions about how to learn a foreign language and that those students gave more value to accent than teachers did. In light of this study results, Kern (1995, p.76) concluded that learner beliefs are "quite well entrenched" and cannot be automatically changed, when exposed to new methods. Another argument on learner beliefs brings in Mantle-Bromley (1995), where on the basis of his studies he concluded that "learners with more realistic and informed beliefs are more likely to behave in class, work harder outside the class and persist longer with study " (373-375).

In spite of the fact that the results of the above mentioned studies show different outcomes, it is obvious, that affective factors and learners' beliefs about language learning influence their achievement and may significantly influence the whole learning process.

One of the research studies on attitudinal change (with regard to learning) was carried out by Cotterall in Korea in 1995. The main aim of the study was to examine attitude change in a

sample community of English learners in Korea, based on the premise that attitudes and perceptions have a "profound influence on learning behavior and learning outcomes" (Cotterall, 1995, p.195; of Cotterall, 1999). The researcher based his study on the premise that attitudinal change is driven by an individual's beliefs and perceptions, which present reality for the learner and which tend to be self-confirming. As a result of research findings Cotterall concluded: if a student "knows", for example, that he/she is a "poor learner", then he/she will act in ways which make this perception true and will cling to a belief system typical of poor learners (low self-esteem, anxiety, low intrinsic motivation etc). In other words, Cotterall supports and shares the idea and point of view of Arnold that a student or a learner can control and condition his/her behavior and accordingly the affective variables conditioning behavior can help or hinder the learning process.

And one more important notion observed by Gardner and Lambert in their series of studies on the role of affective factors in second and foreign language learning is that they consider that "successful language learners have to identify themselves with the members of the target language community and be willing to acquire at least some of the aspects of their behavior" (Gardner 1972: 3).

In order to understand the whole concept of human beings' mental abilities with regards to language learning, the researchers carried out many studies to answer the query as to what is more important in language learning - innate ability for acquiring a means of communication or affective factors that play at least as much and often more to language learning than the cognitive skills. In one of his research studies conducted for answering this query (Lai 1997: 85) defines a cognitive variable – aptitude, as innate and relatively fixed, about which the teacher can do nothing, while attitude is relatively an enduring organization of beliefs about

an object or a situation, predisposing one to respond in some preferential manner (Rosenberg et al. 1960). Lai explains why the attitude is "relatively enduring", because it is learned. And because it is learned, it can be taught. Attitudes, according to Lai, are situational and can therefore be generalized, cultivated or developed in the course of time.

Through a series of studies conducted by Gardner and other researchers on the relationship between affective factors and achievement in language learning process, the views and perceptions of the researchers have undergone changes many times. One research study challenged another and the researchers had to conduct studies in different settings to come up with results which would prove or contradict the previous research study findings. In one of his early research studies Gardner hypothesized that "whereas aptitude and motivation are independent of each other, attitude and motivation are closely related" (Gardner 1981:103-104). Gardner defined that motivation derives from attitudinal characteristics of the learner, and in more recent literature this concept has been expanded and defined as " integrative motive". Integrative motive, according to Gardner, links effort and attitudes which are involved in the goal of learning a foreign language (Gardner and Smyth, 1974a: 14-24, 1974b:33-36). Attitudes refer to beliefs and notions about the target language, while motivation refers to the amount of effort the learner is willing to make in the learning tasks.

2.4 The Concept of Motivation

The term motivation in a second language learning context is seen according to Gardner (1985) as “ referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity“. According to the Pocket Oxford English Dictionary (2004), motivation is “the reason or

reasons behind one's actions or behaviour". The study of motivation in second and foreign language acquisition has become an important research topic with the development of the socio-educational model developed by Gardner, because this model was developed primarily to examine the relationship between students' motivation, attitudes and their achievement in second and foreign language. Nowadays, many researchers and educators agree that motivation "is a very important, if not *the* very important factor in language learning", without which even "gifted" individuals cannot accomplish long-term goals, whatever the curricula and whoever the teacher (Van Lier 1996: 98). This concept of motivation has been widely accepted by teachers and researchers as one of the key factors influencing second and foreign language learning. Heckhausen (cited in Tremblay and Gardner 1995; 505-6) offers the following definition of motivation:

The observed goal-directedness of the behavior, the inception and completion of a coherent behavior unit, its resumption after an interruption, the transition to a new behavioral sequence, the conflict between various goals and its resolution, all of these represent issues in motivation. (1991: 9).

This definition explains the concept of motivation as a factor which always moves forward and can be generalized during period of time. It means that motivated individuals have storage of energy which all the time explores new and new potential toward the things they are doing. In other words, these individuals are in the process of fighting for the sake of their goals. In light of this notion Gardner and Lambert in (1972) developed a theory of motivation with the new orientations, which they called *Integrative* and *Instrumental* orientations. Gardner explains the desire or motivation to learn a foreign language as a *positive attitude* toward the representatives of the target community. This very desire to be similar to the target community members, Dörnyei in his recent studies and investigations, called -

integrative orientation, which is better for learning a language, while *instrumental orientation* - is associated with the desire to learn a language for the sake of pragmatic goals (find a well-paid job, get higher education etc). According to Dörnyei the role of orientation is to arouse motivation and direct it towards a set of goals (Dörnyei 2001).

To investigate the role of motivation in foreign language learning many researchers conducted various studies to find a clue which would prove the hypothesis that motivation is really considered being one of the most influential factors in language learning process. Thus Dörnyei, Noels and Clement in 1994 conducted research in Hungarian settings. The intent of the study was to assess students' attitude, anxiety and motivation toward learning English, as well as their perception of another variable as classroom atmosphere. The survey was administered to 301 students in grade 11. For this study the teachers were asked to rate each of the students in proficiency and a number of classroom behaviors. The results were as follows: achievement in English was significantly related to self-confidence, learning environment and motivational and attitudinal indexes.

On the basis of many different studies conducted in different countries and different settings Gardner worked out different models and instruments to measure and examine different variables related to the second and foreign language learning. And one of these instruments he called AMTB, (Attitude/Motivation Test Battery), a test made up of around 130 multi-component motivational items which also included attitudes, parental encouragement, anxiety, and classroom environment variables.

In one of the research studies conducted in Canada in 1985 Gardner used (AMTB) where the results revealed that, motivation enhances second and foreign language acquisition and mostly the learners were ranking in integrative motivation.

As empirical studies on second and foreign language show, instrumental and integrative orientations are positively related to each other, in spite of the fact that they follow different goals. Actually, both these orientations help and sustain the learning process and complement each other, besides they help to enhance better proficiency and achievement in the language learning process. "Students' learning goals also proved to break up into different motivational clusters. The definition of these clusters varies upon the socio-cultural setting in which the study is conducted" (Clement et al., 1994; Oxford and Shearin, 1994). Thus, new motivational clusters have been identified such as *extrinsic* and *intrinsic* motivation. These two clusters by their functions are similar to that of above mentioned instrumental and integrative orientations. But a generally accepted description of intrinsic motivation is that when a person learns an L2 because of the pleasure in doing so; such individuals are engaged in their L2 learning process and maintain effort without external rewards. In contrast to the intrinsic motivation, extrinsic refers to the desire to learn a language because of a reward from the social environment, for example; career advancement, education, traveling etc). Both these types of motivation, undoubtedly, must be encouraged because they both lead to learning and achievement. Some researchers in their studies found out that the extrinsically motivated individuals may lose their interest toward the language they learn when outside reinforcement appears, while intrinsically motivated individuals are engaged in the process of learning cognitively and other outside reinforcements cannot hinder in accomplishing their goals, they are on their own initiative to achieve high levels.

Gardner and Lambert, at different levels (cited in Richard-Amato, 1996), carried out fundamental research over 12 years, which contributed to understanding how motivational and attitudinal factors influence second and foreign language learning. Analysis and results

of those studies showed that integrative motivation is a longer-lasting and stronger drive in learning a language. However, later research, conducted by others and Gardner came to challenge this point of view. For, this time, the results obtained from the studies were opposite. Some students with high instrumental motivation proved to be more successful in learning a target language than those with the inner desire to accomplish the goal.

The social context in Armenia can serve as an excellent confirmation of this point of view. For example, a great number of people nowadays attempt to learn English driven by instrumental motivation. And it is obvious, that in the learning process one type of motivation can transfer to another and these two types of motivation cannot be isolated from each other. In other words, different types of motivation contribute and sustain successful learning and may vary within the individuals in different learning context.

The importance of learner motivation becomes a frequent discussion of the topic not only for researchers, but also for English language teachers who work in different EFL settings in different countries. They have raised many common problems and issues in articles published in the English Teacher *Forum* in different years and publications. Indeed, it is a teacher's responsibility to recognize and promote the motivational type, the most effective for the learner. For this worthy purpose, the classroom teacher should enhance the knowledge of motivational issues. That is why it is of vital importance for teachers to have an adequate theoretical background on this issue to help students promote their potential learning possibilities and create an atmosphere in the classroom for motivating students to learn. In light of this issue Stipek (cited in Eggen and Cauchak 1999) highlighted his point of view that "teachers contribute a great deal to students' desire to learn and to take responsibility for their own learning".

Within the socio-educational model, which is comprised of four sections: External Influence, Individual Differences, Language Acquisition Context and Outcomes, Gardner proposed the notion of Motivators. Currently, there has been belief that one can distinguish between motivation and motivating (cf., Dörnyei, 1994; 2001). Thus, it is proposed that teachers can help the language learning process by motivating their students. According to this belief Dörnyei (2001, p. 119) presents a set of four principles for teachers that he considers important in this conception of motivation. They are:

1. Creating the basic motivational conditions.
2. Generating student motivation
3. Maintaining and protecting motivation
4. Encouraging positive self-evaluation.

Dörnyei's latter notes on pedagogically motivated constructs give "food for thought" that teachers, probably, are aware of the issues of motivation and other affective variables in the context of second and foreign language learning, nevertheless the results of studies are not satisfactory. It can be concluded that, though EFL teachers are aware of their role in teaching a language, nevertheless they don't use or apply the theory appropriately. If a couple of the above mentioned constructs had been used appropriately in classroom settings, obviously there would have been more desirable and effective results. This means that the teachers, who are considered motivators, should change their approaches and use the various strategies to help learners strive and achieve their goals.

2.5 Theoretical Views of Motivation

Applied linguists and theorists have developed several approaches to motivation to assist the teachers adopt these approaches and possibly apply and use them in teaching practice to promote and enhance learners' motivation in EFL settings. These approaches fall in three broad categories: *the behavioral view*, *the cognitive view* and *the humanistic view*. Since it is beyond the scope of this study to discuss all the advantages and shortcomings of these approaches, the focus will be only on interpretations as to how the variables of the learning environment may influence learner motivation.

2.5.1 The Behavioral view of motivation

The behavioral view of motivation first came to psychology in the United States in 1920 - 1960. The origin of this theory goes back to the end of the nineteenth century, where the early developer of this theory J.B. Watson (1878-1958) proposed, that “we are born as tabulae rasae and we are shaped by environment and experience” (Bacum, 1999, p.7). The origins of the behavioral viewpoint are also related to the efforts of E. L. Thorndike (1874-1949) in the U.S. and Ivan Pavlov (1849-1936) in Russia. In spite of the fact, that these researchers have different theoretical viewpoints, regarding learner behavior, nevertheless, their viewpoints share common issues - that behavior is best understood as a *conditioning factor*. For example, Pavlov believes that influence of stimuli conditions behavior and he called this phenomenon-*stimulus-response connection*, also known as classical conditioning or respondent learning. According to Pavlov, respondent learning occurs when the learner responds to the environment. The main idea of developing this phenomenon was to help the teacher create and provide pleasant and emotionally safe conditions in the classroom to promote learner learning. And this environment should serve as a stimulus for the learner to

respond to this environment. Thorndike, on the other hand, believes that behavior is affected by its consequences. According to Thorndike, behavior is repeated when it has a satisfactory outcome, and behavior that leads to an unsatisfactory outcome tends not to be (Bacum, 1999, p.9).

Ormond (1999), on the other hand, states that "students should experience academic tasks in contexts that elicit pleasant emotions.... When students associate academic subject matter with positive feelings, they are more likely to pursue it of their own accord". This means that when working in the classroom where the teacher creates positive stimuli students feel more motivated to participate in classroom activities with the positive attitude to learning.

One of the proponents of behavioral theory was B.F. Skinner (1904-1990), known as the developer of the *operant-conditioning* theory, this was called so because of its emphasis upon how behavior "operates" on the environment. The most important thing in operant-conditioning is the idea of *contingencies*, which are relations between behavior and its consequences as they occur in natural environment (Bacum, 199, p.109). The major concept of operant-conditioning is concerned with the use of positive reinforcement. The idea of this approach is to encourage already motivated behavior. For instance, as Skinner explains, a student is more encouraged, when he/she gets the praise from the teacher for his behavior in the classroom. It can be interpreted, that the student is reinforced to get the praise again. However, some experts (Eggen and Cauchak, 1999) contradict this point of view and explain that the positive reinforcement can decrease intrinsic motivation, because students participate in classroom activities for the sake of reward. Thus, it is recommended that operant-conditioning techniques must be used in some cases, when, for example, dealing with the students with low motivation or high anxiety.

The Behaviorist theory of learning explains the process of learning based on the changes of learner's behavior, which occur as a result of the relationship between the environmental conditions-(stimuli) and behavior- (response). Teachers who follow the principles of behavioral learning theory should apply for negative and positive reinforces in order to strengthen or end student's unwanted behavior. Also reinforces can be used to teach new skills, which helps shaping learner behavior. According to (Slavin, 2003, pp. 144-151): "teachers who follow the behaviorists are also expected to use punishment and consequences to bring about a behavior change and facilitate learning".

Analyzing the above mentioned theories, it becomes clear, that these approaches are of a great demand to be used by teaches. It is true that in the learning process learner's behavior is conditioned by its stimuli. As a result of these stimuli the learning outcome becomes a reflection of an environment where the learning process takes place. However, these two approaches have different perspectives; nevertheless they are two ends of one thread. It can be concluded that in order for teachers to create a pleasant and emotinally safe atmosphere in the classroom and to enhance the learning process, teachers can use one or a combination of these theoretical approaches.

2.5.2 The Cognitive view of motivation

In the 1950-60's cognitive psychologists developed the theory, similar to behavioral approach, which emphasized the cognitive process in people. The main principal of the cognitive approach is that individuals are more motivated in learning when they try to understand the world, have a control over their lives and are self-directed. As cognitive theorists suggest, individuals are more motivated, when they experience a *cognitive*

disequilibrium, in which they try to find a solution to a problem, (Piaget 1960). Piaget explains that the cognitive disequilibrium occurs when learners want to know about a particular subject more and they try to find solutions and ways for solving the problem. For example, when the students are assigned to create a table using a computer and the students do not know how to prepare this task, they realize that they need to try their best and find a solution for this problem - how to compose such table.

It is obvious that the cognitive view highlights intrinsic motivation, whereby the students value learning for its own sake, they do mind-challenging activities to get pleasure for the well-accomplished task. Students try to accomplish the tasks by increasing their understanding of a topic on their level of cognitive skill.

2.5.3 The Humanistic view of motivation

The first humanistic theorists were Carl Rogers (1902-1987) and Abraham Maslow (1908-1970). The humanistic theory of learning involves the concept of learning through watching the behavior of others and what results from that behavior. The humanistic view of motivation, in contrast to behavioristic and cognitive approach, views the individual "whole person" as a physical and cognitive, but primarily emotional being. This particular approach suggests that individuals are more motivated by a need for growth and development itself.

The best-known theory in this view is Abraham Maslow's (1954) hierarchy of needs. Maslow (cited in Eggen and Cauchak, 1999) hypothesized a hierarchy of 5 needs, by stressing that needs are different at different times: *psychological* (bodily needs, such as hunger, thirst, sleep), *safety* (safeguards from physical and emotional harms), *social affection*

(belongingness, friendship), *esteem* (self-confidence, achievement, power), and *self-actualization* (the drive to maximize potential, growth and fulfillment).

In his hierarchy of needs Maslow stresses on behavior as the major and important component, which changes according to the situation. When, for example, an individual has satisfied his/her lower needs, he/she will feel motivated to satisfy higher growth needs as well. In the context of learning, according to Maslow, when deficiency needs are not satisfied, students may make poor choices that lead them to off-task behaviors, satisfying deficiency need leads to a sense of relief, and satisfying growth needs lead to desire for further achievements.

In the same vein, one of the proponents of the humanistic approach, Bill Huitt, says that the humanistic approach mainly focuses on the development of the child's self-concept. Consequently, he asserts that "if the child feels good about him or herself then it is a positive start for him or her to improve or learn/develop, or in Maslow's terms, this is called "self-actualisation" (Bill Huitt 2009: par 1). According to Hitt: "in humanistic approach, education is really about creating a need within the child, or instilling within the child self-motivation"(2009: par.1). This form of education is usually called child-centered or student-centered, which is more typified by the child taking responsibility for the education and owning the learning.

From the point of view of Maslow and Huitt the humanistic approach mainly focuses on each person (learner) not only as a physical and cognitive human being, but rather as a human being that is mainly emotional. By saying "emotional" it is meant that when "touching" learners' personal interests, feelings, experiences and personalities in language learning, it is hoped that they will be encouraged to appreciate themselves through

language class. It means that if the personal and academic interests of the learners are taken into account the learning process, undoubtedly, will have an effective result. It can be synthesized that in contrast to the behavioral approach, where learners take rewards from others, in the humanistic approach learners take rewards from themselves.

It is interesting to see how the proponents of the humanistic approach consider the role of the EFL teacher in this particular approach. Again according to Huitt: - "the teacher's role, in humanistic theory, is to be a role model. The teacher is to model appropriate behavior and make an effort not to replicate inappropriate behavior. A teacher is also expected to provide a reason and motivation for each task, teach general learning skills, foster group work, and if possible, give a choice of tasks to the students. The humanistic teacher is a facilitator, not a disseminator of knowledge" (Huitt 2001, par 2-3).

It is obvious that whatever the approach, and whatever the views and perspectives almost all popularize the role of the teacher as the facilitator and creator of pleasant conditions for successful learning.

In summary, Maslow's theory demonstrates how the relationship between three different components: emotional, physical and intellectual needs shape a "whole person ". It means that in the language learning process these three components are of a great importance, because they complement each other for learner language achievement. This view, like the cognitive and behavioral approach, highlights intrinsic motivation. All the above mentioned approaches, undoubtedly, are very important and should be applied in practice in an EFL context. Each of these views are excellent examples to realize how the affective factors like motivation, attitude, environment and cognitive skills vary from context to context and change in different situations. These approaches also help to explore human beings' mental

and behavioral abilities, which are hidden, when they are not "discovered, or explored " by a teacher. Teachers should never ignore theoretical knowledge on learning as a powerful basis for teaching practices, but should be familiar with various theories to help their students in learning experiences and achieving success.

2.6 Classroom Climate Variables

Among the affective variables influencing EFL learner achievement, classroom variables are considered to be not less important than other affective factors. According to Eggen and Cauchak (1999), who conducted many studies on affective factors and their role in learner achievement, figured out that classroom climate helps promote students' feelings of safety, together with a sense of success, challenge and understanding. Climate is important because it creates an atmosphere that encourages and promotes learner motivation and achievement. And it is the role of a teacher to create such conditions to enhance learner success.

Related literature suggests a number of variables, which may contribute to creating such environment. Thus, not to underestimate the advantages of the rest of classroom variables, I have distinguished some of them which, in my opinion, play a key role in creating an environment promoting students' motivation to learn. These variables are the following: *interest in learning, teacher-student rapport, tasks and activities, and teacher feedback.*

2.6.1 Interest in learning

Wang (1999) asserts that to improve the learners' interest in English - "developing interest in learning should enjoy priority; students should be provided with various kinds of modern facilities to create a relaxing and active real language learning environment". In contrast to this point of view Shu *et al.* (2004) argued that teachers are crucial agents in cultivating students' interest in foreign language, which was echoed by Pintrich and Schunk in (1996, p. 171). These researchers stressed on the teacher's enthusiasm as a factor which can foster students' motivation in learning. And to support this idea, Zhu (2001) brings his arguments similar to Shu *et al's* theory, where he stresses a vital responsibility of the teacher to provide for students success in early learning experience. Another view regarding this theory is proposed by Liu (2002, p.17) where he mainly emphasizes the importance of new teaching methodologies and the teacher attitude to students, which can directly impact on students' interest in learning.

It is obvious that the role of the teacher is important in providing their motivation in learning. From this perspective, students' interest in learning a language is in the hands of their teacher, who should be interested in developing the interest toward learning.

2.6.2 Establishing rapport

The main concept of establishing rapport is to help teachers establish and build a trust between teacher and students. Brown in (1994) emphasized the importance of establishing rapport and defined it as the "relationship or connection you establish with your students, a relationship that is built on trust and that leads to students feeling capable, competent and creative". In other words, if the teacher is trusted by students it will be easy to organize

classroom activities and events in the most efficient way and, moreover, it will help to reduce the anxiety and the level of resistance in classroom.

2.6.3 Tasks and activities

By discussing tasks and activities as variables, the focus should not be on the content or types of activities and tasks, like course syllabus, textbooks, but on general principles of the approach to task as a key factor of achieving learner's improvement. First of all, the teacher should see how the task and activities proposed are related to personal goals of the students. Green (1995) stresses that, "the teacher should help each student with setting personal goals with the scope of the course". And another principle in task and activities section is that the tasks should help students make the learning process more enjoyable. For example, as a type of activity, a teacher can provide learners with group or pair work, class discussions, which will focus on real life situations. These kinds of activities really help decrease anxiety which is often observed in an EFL context. Generating learner motivation through classroom activities greatly contributes to a pleasant learning atmosphere.

Chapter 3: Methodology

The present study was designed as a case study, which aimed to report the relationship between affective factors and achievement in EFL classroom. Gall et.al. (1996) define case study research as the” in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon”. The study was conducted in seven classes at the Extension Program of the American University of Armenia (AUA EP), which offers students a one and a half-year intensive English language program. Each proficiency level of the overall course, from the beginner to advanced, lasts nine weeks (three times a week, three hours per session). The participants of the study had different levels of proficiency. Some students have been placed as continuing from previous levels or have achieved the appropriate results in the placement test administered by the department. Each group contained between ten to fifteen students.

Data were collected in three ways: through the scores obtained from achievement tests, through interviews and questionnaires with students. SPSS package and T-tests were applied to interpret and analyze data for attitude and two orientations of motivation.

3.1 Participants

For the study 110 learners (48 male and 62 female) between the ages ranging from teenagers up to and above their thirties were selected from American University of Armenia (Extension Program). The reason for selecting this university was mainly conditioned by my interest to answer the query: what makes Armenian foreign language learners attend these courses especially when the payment for the course is high for the average income earner throughout Armenia; and is their motivation conditioned by their inner impulse toward the

target language and community or are they more inclined toward instrumental motivation, which leads toward the utilitarian purposes, as (gaining proficiency in English as an essential requirement for getting well-paid job, pursuing higher studies or traveling)? The respondents were the native Armenian speakers learning English as a foreign language, which came from different academic majors and had different sociocultural backgrounds.

3.2 Instrumentation

As it has been mentioned above one of the instruments was the scores obtained from the achievement tests, which contained listening, reading and grammar sections from the “*New Interchange*” textbooks (Third and Second Editions per 16 units in each). *New Interchange* is a multi-level course in English as a second or foreign language for young adults and adults. The course covers the four skills of listening, speaking, reading and writing, as well as improving pronunciation and building vocabulary (Richards, 2005). The tests in the Third Edition of *Interchange* are based on every two units, while the second edition textbooks tests are based on every four units. Thus, the students using the third edition textbooks took 8 tests and students using the second edition of *interchanges* took 4 tests per course.

For the second measurement instrument, I applied a revised Armenian and English version of AMTB (Attitude Motivation Test Battery). The underlying principle of selecting Gardner’s AMTB was its established validity and reliability over the last two decades, as it has been used in a significantly large number of quantitative studies which focused on examining different affective components influencing second/foreign language (Gardner and Lambert, 1972; Masgoret & Gardner, 1994; Kristmanson, 2000; Williams, Burden & Lanvers, 2002). The AMTB explores language learning in four major sections; attitudes,

motivations and classroom anxiety, motivational intensity, and teacher and curriculum (Gardner, 1985).

AMTB is the Integrative and Instrumental Orientation scale of the original 7-point Likert Scale format of Gardner's Attitude/Motivation Test Battery (AMTB) (Gardner, 1985). The original AMTB consists of about 130 items on different affective variables influencing L2 achievement. For the present study, the set of items were adopted from the Gardner's original test battery questionnaire and adapted to a 5-point scale, ranging from 'Strongly disagree' to 'Strongly agree'. I borrowed those items which were designed to elicit information regarding each learner's integrative and instrumental motivation, attitudes, measure characters and features associated with learning English. The questionnaire for this particular research consisted of 20 questions. According to the research questions and related research literature of the present study, which aimed to identify American University of Armenia (Extension Program) learners' attitudes and motivation toward learning English as a foreign language and ascertain the role of affective factors influencing L2 learning, the respondents were asked to fill out the questionnaire on motivation, attitude, teacher and classroom climate variables.

AMTB has shown its reliability and validity in numerous investigations. One could, for example, quite easily conceive of a research design in which the AMTB would be administered to groups of students participating in (CALL) Computer-assisted language learning activities in a class in order to assess possible changes in attitudes and motivation throughout the course" (Tennant 2004, p. 4-5). The AMTB is reported to have good reliability and validity (Gardner, 1985; 1980; Gardner and Smythe, 1981). With regard to above mentioned, I would like to bring some results of research findings conducted by

Gardner and others in different EFL settings, which show the reliability of the test battery. For example, in one of the research studies Gardner and Moorcroft (1985) made use of an 11-item mini-AMTB suggested by Guilford (1954) that has been used in other studies to assess the same attributes as the larger form of the AMTB. The samples were first-year French classes students participating in a 10-session independent-study multimedia lab. Results of analysis showed that the relationships among the components of integrative motivation (i.e., integrativeness, attitudes toward the learning situation, and motivation) during the fifth and tenth sessions were similar with that of obtained in other studies using the standardized AMTB. The components correlated predictably with the stated measures, and that the measures showed high levels of reliability over the interval between the sessions. (<https://www.calico.org/memberBrowse.php?action=issue&id=33>).

Many researchers have employed AMTB for their studies in the field of foreign language learning. The mini-AMTB has recently been introduced to reduce administration time while maintaining the basic conceptual structure of the original version. Several studies have successfully employed the mini-AMTB (e.g., Baker & Macintyre, 2000; Gardner & Macintyre, 1993; Macintyre & Charos, 1996; Macintyre & Noels, 1996; Masgoret et al., 2001). Gardner and Macintyre (1993) have shown that this instrument has acceptable concurrent and predictive validity. Since the original AMTB was written with regard to attitudes toward learning French and French Canadians, it was modified to refer to attitudes toward learning English and English speakers.

1. Integrativeness ($\alpha = .86$ in Macintyre & Charos, 1996, (the degree to which respondents were learning English for the purpose of interacting and communicating with members of the second language community)

2. Attitudes toward learning situation ($\alpha = .89$ in Macintyre & Charos, 1996), (attitude toward the language teacher and attitude toward the course).
3. Motivation ($\alpha = .65$ in Macintyre & Charos, 1996), (the desire to learn English, motivational intensity, and attitude toward learning English).
4. Instrumental orientation. This was measured by one item of instrumental orientation.
5. Language anxiety ($\alpha = .48$ in Macintyre & Charos, 1996), (assessing English classroom anxiety). [http://www.hawaii.edu/sls/uhwpsl/20\(2\)/Hashimoto.doc](http://www.hawaii.edu/sls/uhwpsl/20(2)/Hashimoto.doc)

Previous researches with versions of the mini-AMTB have demonstrated highly acceptable levels of convergent and discriminant validity (Gardner, Lalonde, and Moorcroft (1985)). In one study Gardner tested volunteers from Psychology course on 8 scales from a regular form of the AMTB and the corresponding mini-AMTB items. Correlations between the regular scales and their corresponding mini-AMTB were significant with a median value of .575. At the same time, correlations between the scales within each measuring format were comparable to each other, with medians of .220 for the mini-AMTB and .375 for the regular AMTB format.

A later study (Gardner & MacIntyre, 1993), employing students registered in an introductory French course, and using all 11 scales, yielded similar results. The correlations between corresponding scales using a Likert format (the regular format in recent years) and the mini-AMTB were all significant and reasonably high with a correlation of .720. Furthermore, correlations between the 11 scales within each format were comparable with medians of .160 for the mini-AMTB and .195 for the Likert form. French achievement and four aggregate scores (Integrativeness, Attitudes toward the Learning Situation, Motivation, and Language Anxiety) were calculated. These scores were obtained for both the Likert and mini-AMTB

formats, and their correlations with five measures of French achievement were comparable with medians of .250 ($p < .05$) for the regular AMTB, and .215 ($p < .05$) for the mini-AMTB.

Comparable results were also obtained by Masgoret et al. (2001) with the children's form of the AMTB. The intent was to assess the same attributes with relatively few items.

Participants in this investigation were 499 Spanish children in Spain, ranging in age from 10 to 15 years, who were taking part in a 4-week summer program in English. . A 17-item mini-AMTB was constructed to measure the major aggregate constructs from the AMTB:

Integrativeness, Attitudes toward the Learning Situation, Motivation, and Language Anxiety.

Two other measures were Instrumental Orientation and Parental Encouragement. The

relationship between each of the aggregate measures and an objective measure of English achievement demonstrated significant correlations with:

Integrativeness ($r = .13$, $p < .01$), Attitudes toward the Learning Situation ($r = .13$, $p < .01$),

Motivation ($r = .25$, $p < .0001$), and Language Anxiety ($r = -.28$, $p < .0001$). These results are

comparable, taking into account the large sample size; the results obtained with the AMTB

“The fact that the results obtained using this short questionnaire show such a pattern suggests that the questionnaire indeed measures what it was intended to measure and provides some reassurance concerning its psychometric validity” (e.g., see Gardner et al., 1985).

Above displayed research findings can be considered as solid ground to relay on AMTB.

Therefore, based on this empirical evidence I underline and defend my choice of this reliable and valid measurement battery used in my study.

3.3 Procedures

To conduct this study, first of all, I needed to complete several procedures: define participants, choose instrumentations, and start my investigation. When the study design was

ready to be launched, the only thing that remained was to follow the procedures developed for it. First of all, I needed permission to gather data by means of interviewing and distributing questionnaires among the participants and also permission to have access to students' test scores. I asked the Director of Extension English Programs at AUA, Ms. Elisa Kekejan, to help me get the test scores obtained by students during the course from instructors. In order not to violate any of the rules established by AUA regarding these kinds of procedures, and also to make everything official, I was required to prepare and conduct an 'Informed Consent' form to inform respondents, that their answers in the survey will be used only for the purpose of this particular study and that their confidentiality will be kept. After finalizing all the required procedures related with the 'Informed Consent' form, I made appointments with all the instructors and explained to them the purpose of my study and asked to be allowed to attend their classes for the purpose of my study. All the instructors were very willing to help me out because many of them used to teach me in Extension Programs. Each of them gave me the students' attendance sheet and schedule of the days and hours of their instructions.

Having all the required information in my hands, I immediately started attending classes to collect data. All the instructors asked me to come in their classes during break time, because it was the most convenient time for the students. Some of them would come and join the class late (after work or after studies) and could miss participation in the survey and after classes they might be tired and less attentive while filling out the questionnaires.

To gather the data from the questionnaires the participant respondents were asked to indicate - how important was each reason for their learning English as a foreign language. The focus primarily was on Attitude and two types of motivational orientations: *Integrative*

and *Instrumental* following Gardner and Lambert's (1972) definition. The questionnaire also included the set of questions on teacher and classroom variables, which according to related research literature, are important factors affecting language learning. The scales with Attitude, Instrumental and Integrative orientations included per four items to find out the dominant reason for studying English as a foreign language. Integrative orientation comprised of a set of particular questions, which would help to see to what extent learners had an interest to assimilate with the target community, their life style, literature etc, for example *Question 7: "Studying English can be important for me because it will enable me to better understand and appreciate English art and literature"*, while Instrumental orientation questions measured the students' utilitarian reasons for learning the target language, for example, *Question 9: "Studying English can be important for me because I think it will someday be useful in getting a good job"*. For the Attitude scale, the respondents were asked to answer the questions, which were designed to elicit information about learners' relation toward the target community, for example *Question 14: "I have a favorable attitude towards the native English community"*. The *Question 5*, like: *"I look forward to going to class because my English teacher is good"* and *Question 10: "I enjoy the activities of our English classes"*, were included to find out to what extent the teacher and classroom variables can contribute or hinder the learning process.

Since the students came from different academic and socio-cultural backgrounds with different levels of proficiency in English, the questionnaire was administered in the mother tongue (Armenian) along with the English original. The questionnaire in the mother tongue was distributed only to Beginners (second level learners). Before preparing and administering the questionnaire in the mother tongue, it was discussed and agreed beforehand with the

instructors teaching the courses. All the instructors, teaching (3-6 levels) except the second level instructor wanted the questionnaire to be distributed in English. The questionnaire to be translated into Armenian was not difficult, because the questions were written in simple English. The translation was contextually relevant and easy for comprehending. After translating into Armenian, the questionnaire was checked by people, whose competence in both languages was equally well. Thus, I asked the Director of (EP at AUA) and some of the instructors at EP to check the quality and relevance of the translation.

The questionnaire in the mother tongue was administered as soon as I got the agreement on conducting the survey through the questionnaire. The purpose and different terms of the questionnaire were explained before the distribution. During the completion process of the questionnaire, the researcher was present physically to monitor and also to help the respondents to understand certain parts. Below, in the section on the “Findings and statistical analysis of the study“, the results are given in detail as obtained from the questionnaires and interviews.

3.4 Findings and statistical analysis of the study

The total number of students enrolled in this study was 110. Out of this total number- only 100 students' test results were obtained because of attendance problems. Only those students were required to fill out the questionnaire to gather data. The rest 10 participants from the Seventh level were enrolled in interviews, because according to the program level, they were not required to take tests during the course. Thus, below there are the results of the statistical

analysis obtained from test scores and questionnaires of those 100 students and the results of the interviews.

Out of a student number (100) participating in filling out the questionnaires and having the test scores - 7.4 % were teenagers, 36.2 %- 20 year olds, 53.2 % -30 year olds and 3.2 % - were over 40. The number of male participated was- 43 %, while female - 57 %. Five percent of the study participants were at the second level of the program, 32 % of the participants were at the third level, 28 % at the fourth level, 17 % at the fifth level, and 18 % at the sixth level. See (Table 1).

Table 1. Demographic and other characteristics of study sample

Variable	Result
Age, n (%)	
Teens,	7 (7.4)
20s,	34 (36.2)
30s,	50 (53.2)
Over 40s	3 (3.2)
Gender, n (%)	
Male	43 (43.0)
Female	57 (57.0)
Program level, n (%)	
Second	5 (5.0)
Third	32 (32.0)
Fourth	28 (28.0)
Fifth	17 (17.0)
Sixth	18 (18.0)

Instrumental motivation

The following four questions comprised in questionnaire measured the level of ***instrumental motivation***:

1. *Studying English can be important for me because it will make me a more knowledgeable person.*
2. *Studying English can be important to me because I think it will someday be useful in getting a good job.*
3. *Studying English can be important to me because other people will respect me more if I have knowledge of a foreign language.*
4. *Studying English can be important for me because I'll need it for my future career.*

By the strict definition, students who gave four positive answers to the above mentioned questions, were considered as high instrumentally motivated, while others – low instrumentally motivated. Out of the total sample only 23.2 % gave four positive answers to the instrumental motivation questions and those were considered as high instrumentally motivated students see (Table 2).

Integrative motivation

The following four questions of the study measured the level of ***integrative motivation***:

1. *Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.*
2. *Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.*
3. *Studying English can be important for me because it will allow me to be more at ease with people who speak English.*
4. *Studying English can be important for me because it will allow me to meet and converse with more and varied people.*

The same principle was used to identify integrative motivated students and those who had positive or negative attitude. Out of the total sample, 58.6 % were considered as having high integrative motivation. See (Table 2).

Attitude

The following four questions of the study were used to measure whether the participant has positive or negative attitude towards the learning of the English language:

1. *I like the way Americans behave.*
2. *I have a favorable attitude towards the native English community.*
3. *I would like to get to know the culture and art of native speakers*
4. *Knowing English is an important role in my life.*

Out of the total sample 28.0 % were considered as having positive attitude. See (Table 2).

Table 2. Types of motivations

# of students according to the types of motivations, n, %	
Instrumental motivation	23 (23.2)
Integrative motivation	58 (58.6)
Positive attitude	28 (28.0)

As this study aimed to identify the relationship between types of motivations, attitude and their influence on learner’s achievement (test scores), correlation was run to see whether the mentioned variables were correlated or not. Pearson’s correlation was run between attitude total score and eight test scores, between attitude total score, instrumental motivation and eight test scores, between attitude total score, integrative motivation and eight test scores. The results of the Pearson’s correlation shows significant positive correlation between first and second test scores at the 0.05 level, and significant positive correlation at the 0.01 level between first and third test scores, between first and fifth test scores, between first and sixth test scores. Correlation results between different types of test scores are explained in Table3.

Table 3. The result of Pearson Correlation between attitude and eight test scores

	Test – 2	Test – 3	Test – 4	Test – 5	Test – 6	Test – 7	Test - 8
Test – 1							
Pearson Correlation	0.22*	0.29**	0.07	0.50**	0.62**	0.07	0.11

Sig (2-tailed)	0.03	0.00	0.48	0.00	0.00	0.65	0.45
Test - 2							
Pearson Correlation		0.61**	0.57**	0.52**	0.55**	0.48**	
0.40*							
Sig (2-tailed)		0.00	0.00	0.00	0.00	0.00	0.00
Test -3							
Pearson Correlation			0.60**	0.61**	0.66**	0.64**	
0.59*							
Sig (2-tailed)			0.00	0.00	0.00	0.00	
0.00							
Test - 4							
Pearson Correlation				0.39**	0.42**	0.43**	
0.41*							
Sig (2-tailed)				0.00	0.00	0.00	
0.00							
Test - 5							
Pearson Correlation					0.69**	0.67**	
0.92*							
Sig (2-tailed)					0.00	0.00	0.00
Test - 6							
Pearson Correlation						0.53**	
0.55*							
Sig (2-tailed)						0.00	0.00
Test - 7							
Pearson Correlation							
0.61*							
Sig (2-tailed)							0.00

* Correlation is significant at the 0.05 level (2-tailed)
 ** Correlation is significant at the 0.01 level (2-tailed)

To reveal the difference between mean test score and instrumental motivation, independent sample T-test was run. The difference between the sample mean test score among students

with high instrumental motivation and low instrumental motivation was 2.04, with a 95 % confidence interval from 6.78 to 10.87; t- test statistic was 0.46, with 92 degrees of freedom and an associated P value of P= 0.65.

According to the t-test for equality of means results, p-value equals to 0.65 and, therefore, the difference between the two means is not statistically significantly different from zero at the 5% level of significance. There is an estimated change of 2.04% (SE = 4.44 %). However, there is insufficient evidence (p = 0.65) to suggest that high instrumentally motivated students have high mean test scores comparable to those who are low instrumentally motivated. See (Table 4).

Table 4. Independent sample T-test results

	t,	Sig.	Mean diff.	SE
<i>The difference between mean test score and</i>				
Instrumental motivation	0.46	0.65	2.04	4.44
Integrative motivation	0.41	0.68	1.57	3.81
Attitude	1.42	0.16	5.37	3.78

The difference between the sample mean test score among students with high integrative motivation and low integrative motivation was 1.57, with a 95 % confidence interval from - 6.01 to 9.16; t- test statistic was 0.41, with 92 degrees of freedom and an associated P value of P= 0.68.

According to the T-test result, p-value equals to 0.68 and, therefore, the difference between the two means is not statistically significantly different from zero at the 5% level of significance. There is an estimated change of 1.57% (SE = 3.81 %). However, there is insufficient evidence (p = 0.68) to suggest that high integrative motivated students have high mean test scores comparable to those who have low integrative motivation. See (Table 4).

The study reveals the same results for attitude when comparing the difference between mean test scores among students who have positive or negative attitude. The difference between the sample mean test score among students with positive attitude and negative attitude was 5.37, with a 95 % confidence interval from 2.13 to 12.87; t- test statistic was 1.42, with 91 degrees of freedom and an associated P value of $P= 0.16$.

The P-value equals to 0.16 and, therefore, the difference between the two means is not statistically significantly different from zero at the 5% level of significance. There is an estimated change of 5.37% (SE = 3.78 %). However, there is an insufficient evidence ($p = 0.16$) to suggest that there is statistically significant difference between mean test scores among those who have positive attitude comparable to those who have negative attitude. See (Table 4).

For me, however, the interviewing was the most interesting part throughout the process of collecting data. First of all, it was interesting because I interviewed advanced level students (the 7th level), who spoke good English and were able to answer leading questions when needed. I conducted a semi-structured interview which was based on the same questions I had in the questionnaire. As Marriam (1998) suggested: -'' interviewing is necessary when we can not observe behavior, feeling, or how people interpret the world around them'' (p.72). The advantage that draws an interview is that many people are willing to communicate orally in a face-to-face situation. Through interviews, the researcher can obtain information which is not possible to obtain through other tools of research. In the interview facial expression, body movements and repetitions are all devices to help the respondent clearly understand the question. To conduct the interviews of the students, I asked the instructor only for one session. As an interviewer I tried to create a pleasant and relaxed atmosphere for students to

help them express their opinions, thoughts and feelings regarding learning a foreign language. The interview was audio-recorded. Eight interview questions were designed in accordance with the four sets in the questionnaire. Students were required to answer the questions one by one.

The number of participants in the class was ten (five male and five female). Before conducting the interview they were informed that the interview was anonymous and that participation in the study was voluntary; the data would be kept strictly confidential and would be used exclusively for research purposes. I got the audiotape ready for recording and asked for the first volunteer to enter the classroom; the rest of the participants should wait outside the room. This procedure should be followed for the purpose of keeping the answers confidential. The interview was conducted in the target language.

The majority of the students have been learning English as the second or third foreign language for approximately three to four years. Their academic majors ranged from linguistics to economics, medicine and law. Results of interviews showed that all of them were instrumentally motivated learners. When asked to identify the reason for learning English, all of them identified that English is learnt for its utilitarian value, i.e. getting a good job, going abroad for higher study, reading books (specific literature), traveling among others. Some of them worked in the places where the knowledge of English was demanded, some of them worked in places requiring business travel to different countries. Only one respondent claimed that he is learning English so that he can interact with native speakers comfortably. When asked about teaching and activities used in the classroom, for example, *Q 10: "I enjoy the activities of my English class"* and *Q 19: "My teacher has an interesting and dynamic way of teaching"*, all respondents expressed their satisfaction with the English

teacher, since she always encouraged to speak and involved the learners in the topic being discussed. By using differentoral activities she stimulated learners to actively participate in discussions and debates developing their communicative skills. They liked such an approach, and above all, they liked her native-like English speech, which was important for them to hear.

When asked to identify their interest toward the target language art and literature *Q 7*: “*Studying English can be important fr me because it will enable me to better understand and appreciate English art and literaure*”, only two identified that learning English language helps them better understand and appreciate the values of the target culture. To identify their attitude toward the target community, when asked “*have they a favorable attitude toward the native English community*” out of ten only one respondent that he had a positive and favorable attitude toward the target community, by explaining that he: - “likes the behavior and life style of those people, they behave naturally, i.e. as they feel and are sociable and kind”.

Chapter 4: Analysis and discussions of the Research Question

The study aimed to answer the query “*What is the relationship between types and extent of motivation and attitude and their contribution to achievement in the EFL classroom*”? This study attempted to understand Armenian students’ motivational and attitudinal thinking of their English learning when attending Extension Program courses in American University of Armenia, as well as how their motivational beliefs affect their efforts in engaging in English learning. The five themes applied in this study--- integrative orientation, instrumental

orientation, attitudes toward English learning, teacher and classroom variables were developed from Gardner (1985) and Gardner and Lambert (1959, 1972) research on language learning motivation. These five themes were used to direct the design of the questionnaire, the interview questions and to analyze and discuss the study findings. The findings of the present study demonstrate a picture which establishes that Armenian undergraduate and graduate students are both instrumentally and integratively motivated and to some extent have a favorable attitude towards English learning. The results of the findings show that (58.6%) out of 100 students who participated in a questionnaire survey, had high integrative motivation in learning English as a foreign language, while approximately one quarter (23.2%) had high instrumental motivation, and only (28.0%) showed the positive attitude towards the target language and learning. Since the study aimed to find the relationship between the variables of motivational orientations and attitude and their contribution to L2 achievement it was important to figure out to what extent the motivational orientations and attitude influence Armenian learners' achievement.

The survey findings indicate that the students with different levels of instrumental motivation, integrative motivation and attitude towards the learning a foreign language revealed the difference in an achievement with the significant correlation between the test scores at the levels of 0.01 and 0.05, but the difference between two mean scores of students having high and low instrumental, high and low integrative motivation and positive and negative attitude was found statistically not significant. Such findings and results of the study provide a sufficient answer to the research question addressed hypothesis that affective variables contribute to L2 achievement. It can be concluded, that no matter to what extent an

EFL learner is motivated, achievement can be gained, since the learner is motivated to reach the language learning goal.

Chapter 5: Conclusion

This study empirically investigated the role of students' motivation and attitudes on the study of English as a foreign language, based on two commonly used frameworks for L2 motivation: those of Gardner and MacIntyre (1991), Gardner and Lambert (1972) and Dörnyei (2001). Many studies have shown that integratively oriented learners in general achieve higher proficiency levels than instrumentally oriented learners, while (Gardner, 1985) and others came to challenge this point of view, based on the results of their research studies which showed that instrumentally motivated learners proved to be more goal oriented and are more successful in language learning. In spite of the fact that the present study results show that more than half of the survey participants learn English for integrative reason (e.g., have an inner desire and impulse towards language learning and want to become members of the target community), and almost one quarter - for utilitarian reasons (for gaining some social and economic rewards) the limitation of the participants involved in the research does not allow to conclude that such findings and results could supposedly refer to all Armenian EFL learners. The present study, rather, proves that instrumental reasons for language learning are very much negligible for the undergraduate students in the Armenian context. However, I tend to challenge this notion based on my awareness that nowadays the majority of adult EFL learners in Armenia learn a foreign language driven only by utilitarian reasons, however, the presence of integrativeness in the learning process can not be rejected. These two motivational orientations are two ends of one thread which complement each other.

5.1 Implications and Applications

An implication of the present study findings is that 58.6% of the participants, irrespective of their gender, age and proficiency level, have stressed the importance of learning English driven by integrative motivation. This means that Armenian EFL learners' thinking of learning a foreign language is determined by their inner desire to be similar to the target community members. The achievement of these students also shows and proves that integratively motivated learners have a potential in successful learning outcomes. In the same vein Gardner and Lambert (1972) in *Attitudes and Motivation in Second and Foreign Language Learning* postulate the theory in brief, which maintains that the successful learner of a second/ foreign language must be psychologically prepared to adopt various aspects of behavior which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitudes toward the members of the other group are believed to determine how successful he will be, relatively learning the language. His motivation to learn is thought to be determined by his attitudes toward the other group in particular and toward the learning task itself. However, the results of another research studies showed and proved that instrumentally motivated learners also can succeed and be engaged and actively involved in the learning process. Actually, both these orientations are very important considerations and serve one purpose: to achieve the successful results, their personal interests help them value their language learning endeavours. Irrespective of the findings, I would like to replicate the issue and say that integrative motivation, undoubtedly, is a drive which facilitates learner's success, but we can not reject the fact that a student's integrativeness may be simply built on an "empty" enthusiasm, which is not enough for

reaching the learning objectives. Thereby, I tend to think that the Instrumental motivation is a more reasonable argument in EFL learning context. As this study was conducted to probe the motivational orientations and attitude towards EFL learning and students' achievement the results obtained from the study demonstrate that affective factors have more or less a positive influence on language learning when learners are driven by the motive (instrumental or integrative) to achieve short or long-term goals. In spite of the fact that the results of the current study revealed the integrative motivation as a dominant factor for learning English, nevertheless, the students learning a foreign language can not avoid instrumental drives, especially in monolingual countries, where English is taught as a foreign language. Taking into consideration the above mentioned facts in a foreign language learning environment the role of the teacher as a facilitator becomes more essential in order to maintain and enhance the learning process for the group of students pursuing academic goals. First of all, a teacher must be aware of the theoretical background related with affective factors with respect to language learning, to apply this knowledge and teach competence in practice. All these factors are important considerations to be generalized as a golden rule for all EFL settings.

5.2 Limitations and Delimitations

In this study there are some limitations to be pointed out. First of all the study is restricted to the sample population. Since this was a small-scale study, the survey results cannot be generalized to the entire population in Armenia. Secondly, the study findings would have revealed different results if they had been conducted in various EFL settings throughout Armenia, (taking into account the conditions contributing to language learning): area (region,

town, village), a sample size with gender variable, a language teaching delivery (approaches, teaching strategies, curriculum), learning environment (classroom, facilities, appliances) among others. Undoubtedly, all these components, can contribute or hinder the learning process. All EFL settings all over the world have different values and perceptions in regard to language learning and can vary from place to place, setting to setting. Gardner and Lambert have rightly emphasized the significance of studying each language learning setting in its own right, and thereby suggested that the configuration of variables obtained training in one setting will not be necessarily valid in another setting. As for example, the South Asian learners learn English for historical, political social and cultural reasons which are radically different from those of South-East Asian or African learners. The same insight of values can vary from one EFL setting to another within Armenia too.

For instance, majority of Armenian villages, towns, and cities are predominantly monolingual. Here we can suppose that English can be learnt only for its utilitarian value (to get a good job, to build a career or to go abroad). Many of the EFL learners might have never had a chance to meet a native English speaker or even to have a clear idea about their culture. Their knowledge about the target language community could be very much limited to books, novels or English movies. So, an integrative orientation may be harder to foster as an important driving force for learning English. According to Dörnyei (1994), teachers, course-specific factors as well as the group climate represent important factors affecting the learners' motivation in a foreign language learning context. "The teachers should be conscious of the fact to enhance the learner motivation, and foster learners to achieve language learning goals. Instructors and learning content are factors which strongly affect the learning atmosphere in the class". Teachers need to create interesting lessons in which the

students' attention is gained. Encouraging students to become more active participants in a lesson can sometimes assist them to see a purpose for improving their communication skills in the target language. Successful communication using the target language should result in students feeling some sense of accomplishment.

5.3 Suggestions for further researchers

As it was mentioned above the results of the present study showed that integrative orientation is the major driving force for learning English at the undergraduate level, but the presence of Instrumentality also needs to be noted. The mixed findings do not allow one to conclude that in general all students are purely integratively motivated. The language proficiency of integratively orientated students and as well as students with instrumental orientation, if investigated further in future researches, might give us new insight into Armenian various EFL situations. There are a wide variety of factors such as: age, aptitude, amount of exposure in an EFL learning situation that should be taken into account to identify the learners' success in L2 learning. In regard with this Gardner (1985) in his Socio-Educational Model proposed that motivation should not be understood as the sole factor that leads to achievement, but as one variable combined with other factors that influence learner's success.

For further researches in the area of EFL motivation, an AMTB could be developed and enlarged in the sets of variables like: anxiety towards language learning, more questions should be developed and added on teacher and classroom variables, parental encouragement to elicit much information about the learner thinking of language learning and attitudes. These sets of variables could provide insights in identifying the role of affective factors

influencing EFL learners' achievement in various contexts and settings. For example, a teacher variable itself might give us insight of the teacher's role, his/her approach and methods of teaching, curriculum delivery, classroom atmosphere among others, which are very important considerations related to language learning. Nowadays with the growing popularity of English, the role of parents encouraging their children to learn a foreign language becomes essential too. The parents' role in language learning can be characterized as a fostering or hindering factor for the young learners (teenagers); some teens may be willing to learn additionally a foreign language and some not.

For example, the present study measurement tool was restricted to investigate parental encouragement, because the majority of the study participants attending EP at AUA were adult learners, who knew for sure why they were learning English. The teens comprised only (7.4 %) of the sample population of the study.

The following questions may prove useful for future research in line with this study:

1. *What is the influence of parental encouragement in teenagers L2 language proficiency?*
2. *To what extent does the teaching method and approach affect an L2 learning outcome?*
3. *What is the role of curriculum on developing a foreign language learner's language competence, performance?*

References

- Brown, H.D. (1987). *Principles of Language Learning and Teaching* (3rd edn.), Eaglewood Criffs, N.J.: Prentice Hall
- Clement, R. and Kruidenier, B. G. (1980). Aptitude, attitude, and motivation in the second language proficiency: A test of Clement's model. *Journal of language and Social Psychology* 11:203-32.
- Cook, V. (1969). "The Analogy Between First and Second Language Learning". *International Review of Applied Linguistics* 7:207-14
- Dickinson, L. (1995). Autonomy and motivation: A literature review. *System*, 23, 165-174.
- Dörnyei, Z. (2001a). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Dulay, H., Burt, M. and Krashen, S. (1982) *Language Two*, Oxford University Press, New York.
- Eggen, P. & Chauchak, D.(1999). *Educational Psychology*. Prentice –Hall, Inc.
- Gardner, R.C. (1985). *Social Psychology and Second Language Learning*. London: Arnold.
- Gardner, R.C., & Lambert, W. E. (1972). *Attitudes and motivation: Second Language Learning*. Newbury House.
- Gardner, R. C., & MacIntyre, P.D. (1991). An Instrumental Motivation in Language Study: Who says it is not effective? *Studies in Second Language Acquisition*. 13:57-72.

Gardner, R. C. & Tennant, J. (1998, May). *Attitudes, motivation and anxiety in learning French: Their relation to classroom experiences and achievement*. Paper presented at the Trends/Tendances 98 conference, Carleton University, Ottawa, Canada.

Horwitz, E.K., Horwitz, M. B., & Cope, J. A. (1991). Foreign language classroom anxiety in E.K. Horwitz and D.J. Young (eds.) *Language anxiety*. (pp.27-39). Englewood Cliffs, NJ: Prentice Hall.

Richards, J (2005). *New Interchange*. The Edinburg Building, Cambridge University Press.

Lai, Po-yung. (1997). "Attitude, Motivation and Foreign Language Learning". *Studies in English Literature &Linguistics* 3:85-98

Lambert, W.E., G.R. Tucker.1972. *Bilingual Education of Children: The St. Lambert Experiment*. Rowley, Mass.: Newbury House.

Larson-Freeman, D., & Long, M.H. (1994). *An Introduction to Second Language acquisition research*. Longman

Liu, C. Y. (2003). Analysis on current English teaching and learning in primary schools. *Foreign Language Teaching in Schools*,3, 15-17.

Mariam, S.B. (1998). *Qualitative resaerch and case study application in education*. San Fransico, CA: Jossey-Bass

Maslow, A. (1970). *Motivation and Personality*. 2 nd ed. New York: Harper &Row.

Nunan, D. (1997). Task-based syllabus design: selecting, grading and sequencing tasks. In

G.Crookes & S.M. Gass (eds.). *Tasks in a pedagogical context: Integrating theory and practice*. Clevedon: Multilingual Matters, 58-68.

Ormrod, Jeanne Ellis (1999). *Human Learning*. Prentice-Hall, Inc.

Oxford, R. L. & Shearin, J. (1994). Language Learning motivation: Expanding the theoretical fr

Piaget, J. and Inhelder, B. (1969). *The Psychology of the Child*. London: Routledge and Kegan Paul. *The Modern Language Journal*, 78, 12-28.

Pintrich, P. R., and Schunk, D. H. (1996). *Motivation in education: theory, research and applications*. Englewood Cliffs: NJ: Prentice-Hall.

Richard-Amato, Patricia, A. (1996). *Making it Happen. Interaction in the Second Language Classroom*. White Plains, NY Longman.

Sauvignon, S.J. (1976). On the other side of the desk: a look at teacher attitude and motivation in second-language learning. *The Canadian Modern Language Review*.

Schumann, J. (1978). "The acculturation model for second language acquisition". *Gingras ed.*

Shu, D. F., Peng, M., Cheng, H. Y., Wang, L. M., & Sun, J. B. (2004). An experiment on teaching reform in secondary school. *Foreign Language Teaching and Research*, 5, 229-232.

Smith, L.E.(1985). "EIL versus ES/EFL: What's the Difference and What Difference Does the Difference make?" *English Teaching Forum* 23. 4:2-6

Stevick, E. (1996). *Humanism in Language Teaching*. 3 rd. ed. Oxford: Oxford University Press.

Ur, P. (1996). *A course in the language teaching: Practice and theory*. Cambridge: Cambridge University Press.

Van Lier, L. (1996). *Interaction in the language curriculum. Awareness, autonomy and authenticity*. London: Longman.

Vygotsky, L.S. (1987). *The collected works of L.S. Vygotsky. Volume 1. Thinking and speaking*. New York, NY: Plenum Press (as cited in Lantolf, 2000).

Zhu, S. M. (2001). *Guiding skills for students' psychology*. Shanghai: Shanghai Dictionary Publishing Press.

www.ntnu.edu.tw/acad/doc/meet/97/a4/a407-1pdf

www.finchpark.com/afe/affect/htm

www://140.122.100.145/ntnu/j31/j31-16.pdf

<http://studentorgs.utexas.edu/flesa/tpfle/contents1.doc>

<http://itslj.org/Articles/Norris-Motivation.html>

<http://e-flt.nus.edu.sg/v322006/nikitina.htm>

<http://e-flt.nus.edu.sg/v5n22008/finch.htm>

<https://www.calico.org/a-206-The%20Computerized%20MiniAMTB.html>

<http://www.learning-theories.com/humanism.html>

<http://publish.uwo.ca/~gardner/>

<http://www.linguist.org.cn/doc/su200808/su20080802.pdf>

(<https://www.calico.org/memberBrowse.php?action=issue&id=33>).

Appendix A : Survey Questionnaire

Student Name _____

1. Sex (Circle one): Male, Female

2. Age (Circle one): Teens, 20s, 30s, over 40

Below are a number of statements with which some people agree and others disagree. There is no right or wrong answer since many people have different viewpoints. I would like you to indicate your response to each statement by ticking the boxes below which best indicate the extent to which you disagree or agree with that statement.

Since the success of the research will depend on your answers, please take the questions seriously.

All responses will remain anonymous.

Thank you!

	QUESTIONS	Strongly disagree	disagree	Neutral	Agree	Strongly agree
1	Studying English can be important for me because it will make me a more knowledgeable person.					
2	Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.					
3	My English class is really a waste of time.					
4	Native English speakers are very sociable and kind.					
5	I look forward to going to class because my English teacher is good.					
6	I think my English class is boring.					
7	Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.					
8	My English teacher does not present the teaching materials in an interesting way.					
9	Studying English can be important to me because I think it will someday be useful in getting a good job.					
10	I enjoy the activities of our English classes.					

11	I like the way Americans behave.					
12	Knowing English is an important role in my life.					
13	Studying English can be important for me because it will allow me to be more at ease with people who speak English.					
14	I have a favorable attitude towards the native English community.					
15	Studying English can be important for me because I'll need it for my future career.					
16	Studying English can be important to me because other people will respect me more if I have knowledge of a foreign language.					
17	I would like to get to know the culture and art of native speakers.					
18	When I have a problem understanding something in my English class, I always ask my teacher for help.					
19	My English teacher has an interesting and dynamic style of teaching.					
20	Studying English can be important for me because it will allow me to meet and converse with more and varied people.					

Appendix B: Informed Consent (English)

Informed Consent

Extension Program, American University of Armenia

Information for people Who Take Part in Research Studies

The following information is being presented to help you decide whether you want to take part in a minimal risk research study. Please, read this carefully. If you do not understand anything, ask the person in charge of the study.

General Information about the Research Study

The purpose of the research study named “*The Contribution of Motivation and Attitude to English as a Foreign Language (EFL) learner Achievement*” is to investigate and find out the relationship between motivation and attitude, and their contributions to the EFL learners’ learning and achievement.

You are being asked to participate because your ideas and your answers will help us understand the extent to which motivation and attitude toward English learning impact your language achievement.

Confidentiality of Your Records

Your privacy and research records will be kept confidential to the extent of the law and only the principal investigator will have access to it.

Consent to Take Part in This Research Study

By signing this form, I agree to have my responses to this questionnaire be used as part of this research study.

Signature of Participant

Printed Name of Participant

Date

Investigator Statement

I have carefully explained to the subject the nature of the above mentioned research study. I hereby certify that to the best of my knowledge the subject signing this consent form understands the nature of his/her involvement in this study.

Signature of Investigator

Jenny Grigoryan

Printed Name of Investigator

Date

□□ □□□□□□□□□□ □□□□□□□□□□ □□□□□□□□
□□□□□□□□□□ □□□□□□□□□□ □□□□□□□□ □□□□□□□□□□□□
□□□□□□ □□□□□□□□□□:

----- □□□□ □□□□□□□□ □□□□□□□□□□ □□□□□□□□ □□□□□□
□□□□□□□□□□ □□□□□□□□□□□□□□ □□□□□□□□□□ □□□□□□
□□/□□□□/□□□□