

دافعية طلاب الجامعة التكنولوجية نحو تعلم اللغة الانكليزية

(الدافعية ، اللغة الانكليزية ، تعلم)

بحث مقدم من قبل
بان كاظم عبد
ماجستير لغة انكليزية / مدرس مساعد
مركز اللغة الانكليزية

University of Technology Student's Motivation towards Learning English Language

**(motivation, English language, learning)
A Study by**

Ban Kadhim Abed

M.A. English, Assistant Lecturer

English Language Center

Abstract

Motivation is an important factor that has an effect on the achievement of the students. For this reason both the type and combination of motivation is important to identify that helps in the successful learning.

This paper tried to look into two categories of motivation that students may possess towards the process of learning the English language, namely, one is of integrative nature and the other is of instrumental nature. To narrow and be more accurate in the study, Computer Science students at University of Technology have been chosen to represent the sample. A questionnaire regarding motivation and including 20 items was selected to test the sample. The aforementioned questionnaire was taken from Test named Gardner's (1985, p 65) Motivation Battery. The test was distributed to the study sample that includes 65 students of Computer Science. The outcomes indicate that the students of the sample possess the two previous categories of motivation of high levels strongly headed for learning English language. However, by making simple comparison, it was found that student's motivation of instrumental nature is higher than that of integrative nature.

Key words: motivation, English language, learning

دافعية طلاب الجامعة التكنولوجية نحو تعلم اللغة الانكليزية الخلاصة

الدافع هو أحد العوامل الهامة التي لها تأثير على تحصيل الطلبة. لهذا السبب وعلى حد سواء من المهم تحديد نوع الدوافع التي تساعد في التعلم الناجح.

حاولت هذه الدراسة إلى التعرف على أنواع من الدوافع (تكاملية أو فعال) التي لديها نحو تعلم اللغة الإنجليزية لطلاب علوم الحاسوب في الجامعة التكنولوجية. تم استخدام ٢٠ عنصر لعمل استبيان مقتبس من جاردر (1985) (AMTB) إلى 65 طالبا من علوم الحاسوب. تكشف النتائج أن الطلاب لديهم مستويات عالية من التحفيز التكاملي والفعال لتعلم اللغة الإنجليزية ، وكان دوافعهم الفعالة أعلى من دوافعهم التكاملية.

Introduction

1.1 The statement of the Problem

When students' achievement is affected highly by their motives toward learning English language, so it is important for us to decide the kind of motivation students have. The current study tried to figure out whether students have motive toward learning English language or not. Second, the types of motivation that affects them, whether instrumental or integrative.

1.2. Objective and Significance of the study

Particularly this study aims at probing two categories of motivations that students may have towards the process of learning the English language, namely, the first of integrative nature and the second of instrumental nature. Broadly, this paper tries to define the reasons and effects that stimulate our students to learn and develop their study language, in turn, to find the simple and productive methods to teach that language.

1.3. Study Limits

The current study is restricted to:

1. The learner sample is limited to collage sample in the University of Technology.
2. The level of the sample is first year in the department of computer sciences, non-English specialist.
3. The academic year is 2014-2015.

1.4 Research Question:

This study arises basic question that tries to find answer to during its test, the question can put in this way: What type of stimulation (whether of integrative nature or instrumental nature) which students of Computer Science in University of Technology have that motivate them towards the learning of English language?

2.1 What is motivation?

The driving force in any situation that leads to action for the purpose of achieving a certain goal is the definition of motivation, or more specifically human motivation. Gass and Selinker (2008:426) confirm that motivation is a social, psychological factor frequently used to explain the differential success in learning a second language. So motivated individuals will learn another language faster and achieve a greater degree.

In the same way, Cook (2001:115), Al- Mutawa and Al- Kailani (1989:156) define motivation as the basic element in foreign language teaching and learning that it should come from learners or based on their desires and needs. It refers to the choices people make as to what experiences or goals they will get or avoid the degree of effort they will exert in this respect (Keller, 1983:389).

More elaborately, Gardner (1985:50) claims that motivation involves four: components goal, willing behaviour, reaching the goal desire and positive way towards the activity. Motivation is an internal state that activates, guides and maintains behaviour. Research on motivation in educational psychology has much to do with the desire that students carry in doing any kind of task, the level of concern they have and inner stimulus, their personal objectives which control the behavior of their own, and finally the impression pertaining the reasons of either their success or failure. It should be known that activities having inner or private awards are dealt by inherent motivation, on the other hand, motivations caused by results and penalties are dealt by external motivation.

Weiner improved a certain kind of study which explains types of views the students may have towards the causes of both their success and failure in school. Such causes are definitely having influence on emotions and motivations of those students. For instance, once the failure is ascribed by the students to inability, moreover, such inability is comprehended to be unmanageable, those students will go through the feeling of disgrace and embarrassment, consequently, the same students will make less efforts and

display lesser type of performing act. Dissimilarity, once the failure is ascribed by the students to less effort, in addition to, such less effort is comprehended to be controllable, those students will go through the feeling of guilt, therefore, the same students will make much effort and display improved kind of performing act. (Wikipedia, 2013,p 3: Internet).

Brown (2001:73) interprets the definition of motivation in many ways depending on the theory of human behaviour. A behaviouristic definition according to Skinner's operant conditioning model, human beings, will go after a goal, like other living organisms because they perceive a reward for doing so. Cognitively speaking, a number of cognitive psychological viewpoints offer quite a different perspective on motivation. While reward is very much a part of the whole picture, the difference lies in the source of motivation and in the power of self-reward.

2.2 The Nature of Motivation

Zahran 1990 said that the significance of motivation in relating to activities of people was realized within the arena of social psychology and educational field from long time. For the field of foreign language learning, it is thought that motivation is equally important like language ability in forecasting for language accomplishment. For Dejnozka and Kapel, in human behavior, the mental notion that defines a respondent prize to a certain behavior to satisfy a particular necessity is what motivation means (ibid, 1991, p.61). As for Gardner (2006, p.242) who said that a motivation can be described as a complicated physical process that has numerous views, therefore; to offer a simple definition is not applicable matter since there various views given by various theories and schools to the concept of. For instance, in accordance with point of view attributed to behaviouristic psychology school, motivation simply is an expectation of prize (Brown, 2000, p. 160). In accordance with opinions of the cognitive school followers, the concept "motivation" is something that is closely attached to resolution of the student as explained by Keller (1983, p.389). As for Brown (ibid, p.160), who explained that practices and objectives which the learners desire to achieve or not to achieve define the options that those learners take, in addition to the level of effort needed to be maintained in that point . Nevertheless, the followers of constructive school in their explanation to the

notion motivation put a stress on circumstances of social nature along with the resolutions taken by persons (ibid). Notwithstanding the dissimilarities of opinion in the three meanings of motivation which were adopted by the three aforementioned schools, the principle of needs is always highlighted, in other words, rewarding the completion of needs which the learners have, those needs require options to be taken, and must be understood in various statuses within a society situation (ibid, p.161).

According to Browns' views (2000, p.160), he said that once a learner possesses the accurate motivation, he/she will inevitably succeed, moreover, that matter of success in cases of learning the second language can be simply announced. Similarly, Gardner (2006, p. 241) said that highly motivated learners will do better than lower motivated students. He additionally elaborated that if the learner is given a motivation, he/she has will have stimulations for involving in acts of similar types, consumes and uses strength, continues the acts, be present at the mission, indicates a will to accomplish the objective, loves the acts, and so on, (Gardner, 2006, p. 243).

In explaining failure or success of a learner, motivation will be an inner generator that prompts a person to a peculiar action, a desire, emotion, reason, need, impulse or purpose. The main influential elements which affected the pace and extent of being succeeded for students who try to learn a language of foreign nature are motivation. Gardner (1985,p.65) said that the extent an individual reach at works or attempt to learn the language is the definition of motivation because of the satisfaction experienced in this activity and a desire to do so (p. 10).

2.3 Types of Motivation

According to various linguistic works concerning foreign languages, two major categories of learner's motive have been, the first is of instrumental nature and the second is of integrative nature. Many scholars (e.g. Gardner, 1983, p.203; Wilkins, 1972, p.184) have defined an integrative motivation as: the desire of the learner when liking to identify himself with a foreign language or he can being part of the society of the target language.

In other words, integratively a learner is motivated when he learns a language because of the desire to know more information about the culture and values of the foreign language community or to interact with the foreign language speakers or to live in that country. It is thought that when students

learn a target language , they like the people that speak the language and admire the target culture and want to know or even integrate into the society in which the language are the most successful students . above explanation gives an accurate clarification about one category of motive called an integrative motive, it is thought as a good tool for positive achievement to wide-ranging of pronunciation similar to native one (Finegan (1999, p.568).

As opposed to the past one, there is a motive of instrumental nature. The scholar Gardner characterizes instrumental motive as taking in a dialect on the grounds that the learner need to utilize it for all intents and purposes (ibid, 1983, p. 203) .

As it were, a student is instrumentally propelled once he needs to be acquire a language for the purpose of succeeding a text, utilizing it in one's occupation, utilizing it while making a journey to a certain place, as something else; a change from staring at the TV, in light of the fact that the instructive rules need it, (Wilkins, 1972, p.184) . For the most part described, the motive of instrumental nature can be described as the wish to obtain solid item out of learning a second language (Hudson 2000, p46). The goal behind the process of a language acquisition with instrumental motivation is more useful, such as meeting the necessities for school or university graduation, applying for a job, requesting higher pay based on language ability, technical material reading, work of translation, achieving higher rank. A second language acquisition is often characterized by instrumental motivation, in which slight or zero integration within society takes place between the student and a public utilizing the objective language. Several scholars just like “Spolsky” (1989, p. 160) approve that learning a language because of practical reasons can be introduced or used for any learner.

Therefore, there are many reasons for identifying the EFL Learners' motivation towered learning the English language. In other words, if we are interested with knowing student's motivation, so reasons of either instrumental nature or integrative nature will be taken in consideration. The important thing is that the two types are unable to be true at the same time. Learning will be better for some learners if integratively motivated while other learners will be successful if have motive of instrumental nature and

few study well in case they make benefits of two types. To put differently, the two kinds of motivations may the learner own, he may be motivated instrumentally and he may have great affection in the culture of a community and want to succeed an exam or do a task, yet simultaneously, to study and contribute to it. The concept of motive to be considered as having multi-function sides is a crucial issue for many philosophers and scholars.

Recently, many psychologists have mentioned that during the learning process, the learner has further requests such as self-respect, success, being independent, connection, order, durability, etc. And the chief thing worth to be revealed here is, motivation becomes associated with cognitive operation and does not remain fixed, and influence the learner whether he exposed to it internally or externally. In other words, in the nature of learner's motivation, a vital element to be taken in consideration is time.

For the acquisition of second/foreign language (FLA/SLA), double categorizations of motive are recognized, these are: “intrinsic/extrinsic” and “integrative/instrumental”. Deci and Ryan (1985,p:42) made a distinction between intrinsic and extrinsic motivation that shows some kinds of motives could initiate from “inside or outside” the learner. Intrinsic or inside motive happens once the learner learns an additional language for the sake of fun, when intellectually stimulated, because it worth-doing, or for the feeling of competence and self-determination Deci (1975:17). The person would have an extrinsic motive as that person wants to absorb the language for the purpose of getting external prizes, for instance: winning a better work or succeeding in a test, or because his/her wears towards penalty. According to that, motives of intrinsic and extrinsic categories would involve two kinds of motives; the first is of integrative nature and the second is of instrumental nature. It was contended that though the two types of motivation instrumental and integrative are important in the process of language learning, the motive of intrinsic type makes the most gainful learning chances (Oxford, R.L. 1996). To rephrase it in a different way, students who have motive of intrinsic type, instead of the individuals whom possess motive of extrinsic motive, get to be capable in the objective language. Rotter (1966,p35) initially presented the concept witnessed to control that is significant to the motive of intrinsic and extrinsic nature. If a man puts obligation regarding his life inside of self, he has interior venue of control

and is self-roused individual, and on the off chance that he puts the obligation on others and on circumstances outside self, he has outer venue of control. For accomplishing inside locus and self-motive, one should be excited to stop the awareness of rationalizing and to assume liability of every one of his choices and activities. Conducts of extrinsic motive are done to obtain a prize comes from (somebody) external and further than the one self. For certain states, there is an overlap to some degree between the two categories of motivation because one may be motivated from inside along with outside source simultaneously. As a rule, both sorts assume vital parts in learning and lack in type of motive can bring about gradualness since motive is the main thrust that pushes individuals to act. At the end of the day, presence of motive can expand learning conduct. The kind of motive should be acquainted with by instructors and its sources to satisfy the learners' specific wants.

3.1 Research Methodology

1. The sample of this study consisted of 65 students of department of computer sciences / first grade students / University of Technology. A questionnaire was administered to the students in English. Those students were requested that read the inquiries deliberately, in case that they don't comprehend a few inquiries, they were permitted to inquire about them whether in mother tongue language or objective language .The apportioned time to complete the form of aforementioned questionnaire was 20-minute for each session. the student had the sufficient period of time to finish the mission and every one of the questionnaire form were gathered toward the end of the session. students were educated that no names of them would be given away, the data they provide would be maintained mystery, and no one in any case and under any condition would have an entrance to the information with the exception of the researcher. (Appendix A contains a specimen of the questionnaire).
2. The instrument utilized as a part of this study comprised of a questionnaire of motives and was adjusted from the surveys created by "(1) Gardner (1985) for his Attitude Motivation Test Battery (AMTB) " utilizing introduction scales of the integrative and instrumental nature ; (2) Clement et al. (1994); The questionnaire comprised of 20 five-point

Likert (1932) scale points (on a size of 1-5, going from firmly differ =1 to unequivocally concur = 5). The inquiries concerning motives of integrative nature were points 1, 2, 3, 7, 8, 9, 13, 16, 17, 18 (check appendix) and the inquiries regarding motives of instrumental nature were points 4, 5, 6, 10,11,12,14,15,19,20 (check appendix). These questionnaire points were scaled on Likert scale type of the five-point (1=firmly differ to 5 = unequivocally concur).

3. In order to have a valid type of questionnaire, it was presented to number of jury members who are asked to provide their approval, alteration or in case have any extra items like to be added that concerning the form of the questionnaire. It is necessary to note that the questionnaire is also refereed as valid one by all of the experts, the thing which indicates 100% consent (see table 1).

Table 1 (names and positions of jury members)

No.	Academic rank	Name	College
1	Professor	Al-Rifia , Fatin	College of Education/Ibn Rushd/ University of Baghdad, Ph.D.in ELT
2	Assistant Professor	Al-Noori , Bushra	College of Education/Ibn Rushd/ University of Baghdad, Ph.D.in ELT
3	Instructor	Mizher, Dhea'	College of Education/Ibn Rushd/ University of Baghdad, Ph.D.in ELT
4	Instructor	Arif , Ali	College of Education/Ibn Rushd/ University of Baghdad, Ph.D.in ELT

3.2 Results and Discussion

This paper aimed to probe two categories of motives (the first of integrative nature and the second of instrumental nature) that students of Computer Science at University of Technology might possess towards the learning process of English language.

3.3 Data Collection :

Data collected by the questionnaire and was analyzed by using Paired Student's *t*-Test. The findings drawn out from the data analysis are given below. The results of T-Test was (-20.5) at a degrees of freedom (59). This result assumes the null hypothesis, is 0.000, which show that there is no significant difference between the two types integrative motivation and instrumental motivation. The average mean score for group A was (31.1) at 95% confidence interval for Mean: 29.44 thru 32.76, and the Standard Deviation was = 6.41, where Hi = 45.0 Low = 15.0, and Median = 31.0, the Average Absolute Deviation from Median = 4.93. Those results show that there is a good interest in learning English language. (See table 1)

Table 1 Group A , Number of items= 60

15.0	26.0	31.0	36.0
16.0	28.0	31.0	37.0
21.0	29.0	32.0	37.0
23.0	29.0	32.0	38.0
25.0	30.0	33.0	39.0
25.0	31.0	34.0	41.0
26.0	31.0	34.0	42.0
26.0	31.0	36.0	45.0

Table 2 Group B: Number of items= 60

31.0	39.0	42.0	47.0	52.0
32.0	40.0	42.0	48.0	52.0
33.0	40.0	43.0	48.0	53.0
36.0	40.0	43.0	49.0	53.0
36.0	40.0	43.0	49.0	54.0
37.0	41.0	44.0	49.0	54.0
37.0	41.0	44.0	49.0	55.0
38.0	41.0	44.0	50.0	59.0

38.0	41.0	44.0	50.0	
38.0	41.0	44.0	50.0	
39.0	41.0	46.0	50.0	
39.0	42.0	47.0	52.0	
39.0	42.0	47.0	52.0	

In Group B the Mean was = 44.2 at 95% confidence interval for Mean: 42.56 thru 45.77 and the Standard Deviation = 6.21 where Hi = 59.0 Low = 31.0 and Median = 43.0 Average Absolute Deviation from Median = 5.10

The following table shows Group A-B: Number of items= 60

Table 3 Group A-B

-25.0	-18.0	-14.0	-12.0	-10.0	-6.00
-23.0	-18.0	-14.0	-12.0	-10.0	-6.00
-21.0	-18.0	-14.0	-12.0	-10.0	-4.00
-21.0	-17.0	-14.0	-11.0	-9.00	-3.00
-20.0	-17.0	-13.0	-11.0	-9.00	-2.00
-19.0	-16.0	-13.0	-11.0	-9.00	
-19.0	-16.0	-13.0	-11.0	-9.00	
-19.0	-16.0	-13.0	-10.0	-8.00	
-19.0	-15.0	-12.0	-10.0	-8.00	
-18.0	-15.0	-12.0	-10.0	-7.00	
-18.0	-15.0	-12.0	-10.0	-7.00	

In looking at the two categories of learning motives: one of integrative nature and the other of instrumental nature, a comparison was made in which it was observed that these students had near equivalent of both kinds of motives towards learn English language with normal mean scores of The two gatherings = -13.1 and 95% confidence interval for Mean: -14.34 thru -11.79 and the Standard Deviation = 4.93 Hi = -2.00 Low = -25.0 Median = -12.5 Average Absolute Deviation from Median = 3.97

To put it differently, 97% of the students have motives towards acquiring English, while just 3% had normal level of motives towards acquiring English. No one of the students demonstrated low motivation to take in the language. Such discoveries infer that these students were spurred to learn English.

Conclusion

This study looked into the English language learning motivation level of college students. The findings of this research showed that these students had high motivation to learn English. They had both high integrative and instrumental motivation to learn the language. This could be attributed to the fact that the students felt that learning the English language would help them with future career, education opportunity, and communication in the rapid change of globalization.

The students realized the importance of learning English in their future careers and their school, and that knowing English it will help them make friends with foreigners.

Appendix 1 Motivational Items (Integrative Motivation and Instrumental Motivation)

Instructions: Please indicate your choice with a tick (✓) in the column provided which appears most applicable to you. We would urge you to carefully read and give accurate answers since the success of this study depends upon your input.

(5 = strongly agree, 4 = agree, 3 = moderate, 2 = disagree, 1 = strongly disagree)

No	Motivational items	5	4	3	2	1
1	Studying English is important to me because I can understand the cultures and traditions of the foreign countries.					
2	Studying English is important to me because I am able to understand English literature ; stories, novels ... etc.					
3	Studying English can be important for me because I will be able to communicate with any foreigners.					
4	Studying English can be important for me because it will help me to get an ideal job in the future.					
5	Studying English can be important for me because I will need it for my future career.					
6	It can be important for me to study English because knowing it will make me a more clever person.					
7	Studying English helps me to be more knowledgeable to understand the ways of life of the foreign countries.					
8	Studying English helps me to easily make friends with foreigners.					
9	Studying English helps me to associate with the foreign countries and learn about their values and beliefs.					
10	Studying English for me is important thing because other people will respect me more if I know a foreign language.					
11	Studying English can be important for me because it will help me to further my studies.					
12	Studying English can be important for me because it					

	will help me search for information , and materials in English on the Internet.					
13	It is helpful to me to study English and can make me open-minded and friendly like native English speakers.					
14	Studying English is important to me because it will help me when I travel abroad.					
15	Studying English is important to me because it will help me to achieve at school.					
16	The Americans and British are kind and cheerful.					
17	I enjoy watching English news and movies.					
18	I enjoy reading English books, articles, newspapers, and magazines.					
19	I study English diligently because I want to earn a university degree.					
20	I study English diligently because it is an important tool for communication.					

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