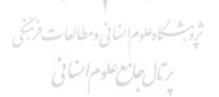Lambert, W.E. 1963. "Psychological Approaches to the Study of Language. Part I: On Learning, Thinking and Human Abilities". **Modern Language Journal**, 47: 51-62.

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proficiency level in second language learning. Therefore, learners with high positive attitudes and a strong desire to learn the language are more likely to put in effort and become competent in using different language skills than those who are in a lower level in this respect, other things being equal.

Another important finding of this study was the relationship between anxiety and achievement. In other words, learners with a lower level of anxiety showed higher levels of language achievement. This is also in line with previous research.

The results also indicate that two out of ten variables used in this study accounted for most of the variability in language proficiency. These two variables, Attitude Toward Learning Languages and English Class Anxiety, may be considered as two independent variables which can best predict language achievement in Iranian students. More research, however, is required to confirm these results.

Another important finding of this study is that integrative orientation which is often considered superior as support for motivation correlated significantly with instrumental orientation, suggesting that integrative orientation as demonstrated in this study can be just as powerful as instrumental orientation

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both. They do not, however, affect outcoms directly nor do attitudes. They rather act as supports for motivation.

As was mentioned before, anxiety has been recognized as an important variable in the socio-educational model of second language learning. According to MacIntyre and Gardner (1989), at the earliest stages the learner may experience a form of state anxiety which is a transient apprehensive experience. However, after repeated occurrences, the learner is likely to associate anxiety with performance in the language classroom. Therefore, it is the result of the negative experiences or expectations of failure that causes anxiety.

In the present study the correlation between language proficiency test (TOEFL) and English Class Anxiety is positive and significant (high score on this measure reflects low levels of anxiety and vice versa). In fact, it is the highest correlation between a scale of the AMTB and the TOEFL, suggesting that anxiety and achievement are in high negative relationship. This is consistent with the findings of research(Gardner and MacIntyre 1993; Aida 1994).

CONCLUSION:

This study was an attempt to investigate the attitudinal/motivational characteristics of Iranian learners in relation to their proficiency in English. In general, the results support the conclusion that there is a clear link between the total attitudinal/motivational configuration and language proficiency performance. The results supported the previous research findings mainly those by Gardner, Lambert and their associates, that feelings, attitudes, and beliefs have a profound influence on the language

indicating that high positive attitudes and motivation play a major role in language proficiency performance as demonstrated on this sample.

Summary and Discussion:

This study has examined the attitudinal/motivational characteristics of Iranian university students learning English as a foreign language. The point of reference is Gardner's socio-educational model. This model is concerned with the role of various individual difference characteristics of the student in the learning of a second/foreign language. The recent version of the model proposes that two classes of affective variables, motivation and situational anxiety are important in learning a second language(Gardner and MacIntyre 1993:158).

Based on the analysis of data, it seems that the subjects in this study are sufficiently motivated to learn English for a variety of reasons which are both integrative and instrumental in nature. These learning reasons or orientations are quite varied: immediate language needs such as fulfilling a course requirement, academic success, future career, travel and financial rewards. This is in line with recent research findings(Clement and Kruidenier 1983).

The importance of orientations lies in their relevance to motivation and the degree they contribute to it. Gardner (1985) reasons that although the integratively-oriented individuals may be more highly motivated than individuals with other orientations,"this association isn't guaranteed a priori"(p.54). Some individuals may reflect an integrative orientation but not strongly motivated to learn the target language. In fact, orientations act as a link between attitudes and motivation and share some qualities of

Orientation; ECA = English Class Anxiety; MI = Motivational Intensity; DE = Desire to Learn English; OI = Orientation Index.

Maximum likelihood extraction procedure - 3 main factors

1. Loadings from 5 variables -   General Orientation Dimension (ATLL, ATLE, ISLE, IO, INSO)

2. Loadings from 6 variables - General Motivational Orientation (ILL, ATLL, ATLE, INSO, MI, DE)

3. Loadings from 3 variables - Curricular Language Importance (ECA, MI, DE)

Multiple Regression Procedure:

Multiple stepwise regression procedure was computed in order to see how well the score on the dependent variable (TOEFL)can be predicted from the scores on independent variables (all ten subscales of the AMTB) and to discover the variable which is more important or contributes more to the dependent variable. The results indicate that two variables, English Class Anxiety and Attitudes Toward Learning Languages accounted for .32 of the variability in TOEFL. The other eight variables accounted for only .05 or 5 percent of the variability.

t-Tests:

The statistical technique of t-Test was carried out to compare the subjects' scores on the TOEFL and their scores on the AMTB. The result shows significant difference between the high and low group categorized on the basis of their performance on the language proficiency test,

INSO	.57649	*
ECA	.61503	*
MI	.39083	*
DE	.54197	*
OI	.02432	*

Varimax Rotation 1, Extraction 1, Analysis 1 - Kaiser Normalization

Varimax converged in   6   iterations.

Rotated Factor Matrix:

	FACTOR 1	FACTOR 2	FACTOR 3
TOEFL	.04806	.32997	.55562
ILL	.26994	.59394	.05067
ATLL	.55403	.43528	.22834
ATLE	.35752	.69860	.27345
ISLE	.70777	.26074	-.05926
IO	.95924	.12924	.10240
INSO	.67811	.32755	-.09673
ECA	-.05100	.23192	.74742
MI	.19445	.43437	.40540
DE	.27080	.57444	.37237
OI	.00358	.00462	-.15583

TOEFL = Test of English as a Foreign Language; ILL = Interest in Learning Languages; ATLL = Attitude Towards Learning Languages; ATLE = Attitude Towards Learning English; ISLE = Iranians Should Learn English; IO = Integrative Orientation; INSO = Instrument

study, a factor analysis of the ten subtests of the AMTB was computed. This was done using a maximum likelihood extraction procedure and rotating the matrix to simple structure via the varimax procedure (Dixon and Braun 1979). In naming the factors, the usual procedure of assigning to items an importance proportional to the absolute size of their loading on a given factor and considering only loadings greater than .30 or smaller than -.30 was followed.

The principal component extraction procedure produced three main factors: Factor 1with eigenvalue of 4.01 and a percent of variance 36.5; Factor 2 with eigenvalue of 1.40 and a percent of variance 12.8 and Factor 3 with eigenvalue of .33 and a percent of variance 3.0. The results are summarized under the table on Factor Analysis.

FACTOR ANALYSIS

FACTOR/VARIABLES TOEFL ILL ATLL ATLE ISLE IO INSO ECA MI DE OI/EXTRACTION PAF/ROTATION VARIMAX.

PAF Attempted to extract 3 factors.

Variable	Communality	*	Factor	Eigenvalue	Pct of Var	Cum Pct
TOEFL	.41991	*	1	4.01774	36.5	36.5
ILL	.42820	*	2	1.40436	12.8	49.3
ATLL	.54856	*	3	.33360	3.0	52.3
ATLE.	.69064	*				
ISLE	.57243	*				
IO	.94733	*				

Motivation.

2. There is positive significant relationship between Attitudes Towards Learning Languages and Interest in Foreign Languages and these two correlate significantly with Integrative Orientation - forming the affective construct, Integrativeness which reflects the individual's willingness to interact socially with members of the other language community or just interest in using the target language.

3. There is significant positive relationship between the subtest Iranians Should Learn English and Instrumental Orientation - forming a context-specific construct, Instrumental Language Use. It reflects the general aspect of learning an international language as well as elements appropriate to the academic/professional aspects of learning English.

4. English Class Anxiety showed significant negative correlation with Motivation. It also showed insignificant or low correlation with all the other subtests of the AMTB.

5. Significant positive correlation was found between Integrative Orientation and Instrumental Orientation and these two correlated significantly with Iranians Should Learn English.

6. Correlation of the TOTAL with each of the subtests is significant at the .001 level, two-tailed except for the Orientation Index - an indication that they are all measuring the same common trait.

7. Correlation between TOEFL and AMTB (total) was 0.44, significant at .001 level.

Factor Analysis:

In order to delineate the underlying cluster of variables used in this

Correlations:	INSO	ECA	MI	DE	OI	TOTAL
TOEFL	.1194	.5192**	.3484**	.3950**	-.0818	.4415**
ILL	.4057**	.1926	.3414**	.4034**	.0552	.6855**
ATLL	.4434*	.1866	.4129**	.5018**	-.0356	.7525**
ATLE	.4661**	.3458**	.4513**	.6299**	-.1202	.8087**
ISLE	.5854**	-.0394	.2780**	.2918**	.0057	.6283**
IO	.7005**	.0850	.2630*	.3943**	-.0098	.7263**
INSO	1.0000	-.0117	.1972	.3072**	.0373	.6591**
ECA	-.0117	1.0000	.4032**	.3797**	-.0975	.4787**
MI	.1972	.4032**	1.0000	.4804**	-.0847	.5971**
DE	.3072**	.3797**	.4804**	1.0000	-.0114	.7017**
OI	.0373	-.0975	-.0847	-.0114	1.0000	-.0450
TOTAL	.6591**	.4787**	.5971**	.7017**	-.0450	1.0000
N of cases	146	2-tailed Signif:	* - .01		** - .001	

TOEFL = Test of English as a Foreign Language; ILL = Interest in Learning Languages; ATLL = Attitude Towards Learning Languages; ATLE = Attitude Towards Learning English; ISLE = Iranians Should Learn English; IO = Integrative Orientation; INSO = Instrument Orientation; ECA = English Class Anxiety; MI = Motivational Intensity; DE = Desire to Learn English; OI = Orientation Index.

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1. As the Correlation Matrix shows, there is high positive relationship (r=0.62 at the .001 level of significance) between Attitudes Towards Learning Languages and Desire to Learn English and these two correlate significantly with Motivational Intensity - forming the affective construct,

period. The AMTB was administered immediately after. Subjects were also requested to fill in the demographic section concerning their age, sex and the information related to their year of study and the number of years they had studied English.

Statistical Analyses: The Pearson Product-Moment Correlation was computed for the ten scales of the AMTB and the correlations of these with language proficiency scores were computed . The correlations of the total with each of the subscales of the AMTB were also computed. The results are reflected in the Correlation Matrix.

Matrix of Correlation Coefficients

Correlations:	TOEFL	ILL	ATLL	ATLE	ISLE	IO
TOEFL	1.0000	.2390*	.3353**	.3803**	.1036	.1068
ILL	.2390*	1.0000	.3968**	.5301**	.3461**	.3341**
ATLL	.3353**	.3968**	1.0000	.5702**	.5175**	.6196**
ATLE	.3803**	.5301**	.5702**	1.0000	.3866**	.4648**
ISLE	.1036	.3461**	.5175**	.3866**	1.0000	.6882**
IO	.1068	.3341**	.6196**	.4648**	.6882**	1.0000
INSO	.1194	.4057**	.4434**	.4661**	.5854**	.7005**
ECA	.5192**	.1926	.1866	.3458**	-.0394	.0850
MI	.3484**	.3414**	.4129**	.4513**	.2780**	.2630*
DE	.3950**	.4034**	.5018**	.6299**	.2918**	.3943**
OI	-.0818	.552	-.0356	-.1202	.0057	-.0098
TOTAL	.4415**	.6855*	.7525**	.8087**	.6283**	.7263**

includes a variety of subscales and each is meant to measure one aspect of the attitudinal or motivational characteristics of the individuals under study. The reliability and validity of the measures used in this test battery have been supported by considerable research (Gliksman 1976, 1981; Lalonde and Gardner 1984; Gardner,Lalonde, and Moorcroft 1985; Gardner and MacIntyre 1991). This test battery was supplemented by items developed in a pilot study by the researcher. The pilot study was conducted among learners in two different language institutes among a large number of participants. Responses elicited from these learners were developed into Likert-type scales and included in the test battery. It also included a few items from Horwitz Horwitz & Cope's Foreign Language Classroom Anxiety Scale(1986). This is because anxiety has come to be recognized as an important variable in the process of second language learning.

The test battery (AMTB) in its final form consisted of ten measures and 65 items including not only the orientations but also the various measures of attitudes, motivation, and anxiety as recommended by Dr. Gardner(personal correspondence). The test was then translated into Farsi and the accuracy of the translated copy was checked by back translation method.

The internal consistency reliability (Cronbach Coefficient alpha) of the AMTB was computed for this study. The result showed an overall reliability of .92. The value for each subscale was also calculated.The reliability for TOEFL with this sample was .91.

Procedure: The TOEFL proficiency Test was administered to five classes of the previously described subjects during their English class

components of motivation and the role it plays in developing second language proficiency in university students in Iran. The following questions were addressed:

1) What attitudinal/motivational characteristics can be identified in Iranian university students learning English as a foreign language?

1) What is the relationship between their level of proficiency and their attitudes and motivation towards learning the language?

3) Are instrumentally-oriented students significantly different from integratively-oriented ones regarding their language proficiency?

METHOD

Subjects: Students participating in this study were 146 university students studying towards their medical degrees at the Medical School of Tehran University.They were all undergraduates with an age range of 19 to 25. They all had very similar background as regards academic education and almost similar language learning experience and were all sophomores. One hundred and five of the participants were males and forty-one females. There were five classes altogether. These classes were taught by different instructors but they all used the same materials and almost the same method in teaching.

Instrumentation: The instruments used in this study consisted of a written proficiency test (TOEFL 1987) with 100 items: 40 structure and written expression items, 30 vocabulary items and 30 reading comprehension items.

Another measuring instrument used in this study was an adaptation of Gardner's Attitude/Motivation Test Battery (1985). This test battery

school subjects, since they involve the acquisition of skills or aspects of behavior which are characteristic of another cultural community. Therefore, "the relative degree of success will be influenced to some extent by the individual's attitudes toward the other community or the other communities in general as well as by the beliefs in the community which are relevant to the language learning process"(Gardner 1985:146).

A central theme of the model is that the social context in which the language is learned influences not only the level of achievement but also, the roles that specific factors play in determining individual differences in language learning outcomes (Gardner 1985). Motivation, according to this model, has a central role with causal links relating it to other variables and specifically to language anxiety. That is, these two are negatively related; with high levels of motivation depressing anxiety and high levels of anxiety decreasing motivation. Motivation itself is goal-directed and is . a combination of effort, desire to achieve the goal and favorable attitudes toward learning the language.

In research literature, however, 'motivation' has been occasionally misused as a term synonymous with 'orientation', although the distinction has often been made clear by Gardner and his associates in many of their publications(Gardner 1985;Gardner and Lambert 1972). It has been explicitly pointed out by Dr.Gardner "that motivation is an important variable in second language acquisition not necessarily integrative or instrumental motivation. In our research, we do investigate integrative orientation and instrumental orientation, but as we make it clear, this is not the same as motivation"(personal correspondence, November 1995).

In the present study an attempt was made to investigate the

motivation in second or foreign language learning. Research began with speculations made by Lambert (1955) "that an emotional involvement with the target language community or the language itself often resulted in an interest in learning the language of that community"(Gardner and MacIntyre,1993:1).

It was mainly Gardner and Lambert's findings of research that formed the beginnings of a sociopsychological theory of second or foreign language learning (Gardner and Lambert 1959,1972; Lambert 1967;Gardner 1968,1980,1983,1985; Gardner, Clement,Smythe, & Smythe 1979). This theory maintains that a learner's success in a second or foreign language depends upon his/her affective predisposition toward the target linguistic cultural group. Two main types of orientation (learning reasons) were identified:integrative and instrumental. An integrative orientation reflects an interest in learning another language because of "a sincere and personal interest in the people and culture represented by the other language group"(Lambert,1974:98); whereas an instrumental orientation emphasizes "the practical value and advantages of learning a new language"(Ibid). These are no longer considered the only learning reasons, however. Other orientations such as friendship, knowledge, travel, etc. have been identified (Clement and Kruidenier,1983).

Gardner's socio-educational model of second language learning was an attempt to provide a comprehensive interpretation of language learning. This model has developed over more than 30 years of research and is concerned with the role of various individual difference characteristics of the student in the learning of a second language. An interesting feature of this model is that it stresses the point that languages are unlike other

MacIntyre, 1992).

The first category, cognitive variables, includes intelligence, aptitude, language learning strategies as well as previous language training and experience. The second category, affective variables, is related to those attributes that reflect one's reactions to any situation. Attitudes and motivation, language anxiety, feelings of self-confidence, personality traits, and learning styles are among the most important attributes of this category. Other factors such as age or socio-cultural experiences are included in the last category(Gardner et al. 1992: 211).

Affective variables are defined as "those emotionally relevant characteristics of the individual that influence how she/he will respond to any situation" (Gardner and MacIntyre 1993:1).

Many emotional and personality factors are involved in second language learning, but the two main variables that receive most attention in this study are attitudes and motivation. ['Second language' is used throughout this article to refer to any language other than the native language, and thus synonymous with 'foreign language'.]

Various definitions have been proposed to describe 'attitude' as a complex concept. Allport (1954) states that, "an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related"(p.45).

Keller (1983) defines 'motivation' in terms of "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect"(p.389).

Considerable research has been conducted on the role of attitudes and

learning of a second/foreign language. The research questions mainly concerned 1) the attitudinal/motivational characteristics of Iranian university students learning English as a foreign language, 2) their level of proficiency in English, and 3) whether instrumentally-oriented learners are significantly different from integratively-oriented ones regarding their language proficiency. One hundred and forty-six university students studying towards their medical degrees comprised the population of the study. They were all undergraduates with an age range of 19 to 25 years. The instruments used consisted of a written proficiency test (TOEFL 1987) and an adaptation of Gardner's Attitude/Motivation Test Battery (1985). The data obtained were analyzed using the Pearson Product-Moment Correlation formula, factor analysis technique, multiple regression procedure and a number of t-Tests.

Based upon the results, 1) a clear link was postulated between the total attitudinal/motivational configuration and language proficiency performance, 2) a negative relationship was found between anxiety and achievement, 3) English Class Anxiety and Attitude Toward Learning Languages (2 of the AMTB measures) were found to be independent variables which can best predict language achievement and 4) no significant difference in achievement was found between integratively-oriented and instrumentally-oriented learners.

Introduction: In research literature, a learner's characteristics which determine or influence the language learning process have been carefully studied and analyzed. Researchers have focused on 10 major attributes which are normally grouped into three broad categories (Gardner and

The Role of Attitudes and Motivation in Second/Foreign Language Learning

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چکیده:

یکی از مباحثی که همواره در آموزش زبان دوم مطرح می‌شود داشتن انگیزه و تمایل درونی زبان‌آموز نسبت به زبان خارجی مورد مطالعه وی می‌باشد. مقاله حاضر ارتباط بین این انگیزه و یادگیری زبان خارجی را بررسی نموده و به تحلیل علمی آزمایشات انجام شده بر روی تعدادی دانشجوی دانشگاه تهران می‌پردازد. نتیجه این آزمایشات وجود ارتباط محکمی بین این دو متغیر را آشکار می‌سازد. بعلاوه نتایج جالبی درمورد سایر حالات درونی و احساسی زبان‌آموز و تأثیر آنها در یادگیری زبان خارجی بدست می‌دهد.

The present study was an attempt to investigate the components of motivation and the role it plays in developing second language proficiency in university students in Iran. Gardner's "Socio-educational Model" served as a general framework for this study. This model is concerned with the role of various individual difference characteristics of the student in the