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The Type and Reliable Predictors of Motivation: A Case of Iranian EAP Learners

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ABSTRACT

The study examined the type and relevant predictors of motivation among Iranian EAP students. The moderating variables of gender, educational degree, time spent at university, average high school GPA, and average university GPA were examined. For this purpose, Gardner's Attitude/Motivation Test Battery (AMTB) was taken from 441 Iranian EAP students. The results indicated that a) the students were highly motivated, but this motivation was mostly extrinsic rather than intrinsic, b) gender did not act as a significant moderating variable in students' motivation, c) the educational degree could predict the type of students' motivation such that students studying for higher degrees had more intrinsic motivation, d) the time spent at university could not predict the type of students' motivation, and e) the EAP students' average high school GPA could predict their intrinsic motivation while their university GPA could not do so for any of the types.

Keywords: *EAP, Medical Students, Intrinsic Motivation, Extrinsic Motivation*

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1. Introduction

Motivation has been identified as an important area of study in psychology and education during the past decades and the significance of motivation has been recognized by educational psychologists as a factor which can enhance the learning process (Lai, 2011). This has led many researchers and teachers to examine the role of motivation in education from different perspectives (Jin, 2014). Dörnyei (2009) considered motivation as a key variable in psychology and language education. Motivation has been identified as a key predictor of success in language learning (Bernaus & Gardner, 2008; Dörnyei, 2005; Gardner, 1985, 2010; Gardner & Lambert, 1972) and the failure or success of language learners has been explained by the degree of their motivation (Chalak & Kassaian, 2010) which is considered as a key to learning in general, and language learning in particular (Dörnyei, 1998).

As for the field of second language acquisition (SLA), most teachers and

researchers agree that motivation can determine the achievement of L2 learners (Dörnyei, 2001). Motivation serves as a primary stimulus for learning and then sustains the demanding process of language acquisition (Cheng & Dörnyei, 2007). Khodashenas et al. (2013) reviewed current research on the role of motivation in SLA and concluded that motivation plays an influential role in all aspects of language learning. Winke (2013) also claims that motivation can affect L2 acquisition in multiple ways and is an essential prerequisite for language learning. Therefore, exploring L2 motivation and researching the features of motivated learners have gained considerable attention in the research fields of education and applied linguistics.

The present study thus attempted to examine the motivation of Iranian EAP [English for Academic Purposes] students. More specifically, the type and reliable predictors of undergraduate medical students studying different fields of medical



sciences were studied. EAP courses, as pointed out by Jin (2014), should be acknowledged as language courses which not only provide the university students with basic knowledge of English language, but also help them enhance their critical thinking and learn about multiple cultures. This points to the significance of EAP courses as an opportunity which can develop the language ability as well as the intercultural competence of the university students. Medical students, among others, are supposed to have more motivation to learn English as they deal with saving human lives (Pineda, 2011) and the most recent information they need is published in English.

2. Literature Review

2.1 Defining Motivation

Motivation has been identified as a complex construct which has multiple facets (Gardner, 1985). Dörnyei (2001) acknowledges the difficulty of defining this term and then mentions that motivation explains the reason for doing something, the time during which people are willing to do the activity, and the effort they put for that. Similarly, Gardner (2010) agrees with the difficulty of defining this concept, but he tries to mention the characteristics of motivated individuals. He believes that motivated individuals allocate enough time to achieve their goals, keep on trying, do what is needed to attain the goal, have a strong desire, are interested in what they do to achieve the goal, and have predetermined expectations and outcomes.

Motivation, according to Dörnyei and Clément (2001), is a kind of internal force that encourages a learner to pursue a course of action and is responsible for starting the learning and later the driving force to sustain the learning process over the long and difficult years of language learning. It is commonly believed that without sufficient motivation, no other factor on its own can ensure student achievement (Ghenghesh, 2010). To Gardner (2001), motivation is a driving force having three indispensable elements: effort, desire, and positive affect. Ryan and Deci (2000) defined motivation as a term that involves energy, orientation, persistence, activation and intention. Dörnyei and Ushioda (2011) defined motivation as consisting of factors such as the perceived value of a task, the perceived degree of success, the individuals' self-image, and the reasons they assign for their failure or success. Winke (2013, p. 112)

believes that “a highly motivated language learner is further characterized by strong and clear incentives for learning the language, such as for future employment, a pay raise, travel opportunities, or to communicate with family members”.

Brown (2007) used three schools of thought to review the definitions of motivation. According to behaviourism, motivation is provided with an external reward which causes a positive reinforcement. The Cognitive view of motivation focuses on how the individuals' beliefs, thoughts, attitudes, and interpretation of events affect their behaviour (Dörnyei, 2001). In other words, the individuals are seen as goal-directed and purposeful actors who decide on doing a task or not based on their own beliefs. Based on Constructivism, individuals are motivated differently from each other as they are socialized in different contexts.

2.2 Intrinsic vs. Extrinsic Motivation

Noels et al. (2000) have classified language learning motivation into two types of intrinsic and extrinsic based on Deci and Ryan's (1995) self-determination theory. This classification refers to whether the motivation is internally or externally stimulated. Intrinsic motivation is initiated by an inherent desire in performing a task or behaviour for its own sake (Ryan & Deci, 2000). The individuals have an inherent tendency to discover new knowledge and extend his/her competence. Chalak and Kassaian (2010) define intrinsic motivation as one which is organized based on the individual's own values and thoughts. In other words, there is no external reward and the motivation ‘is self-initiating and self-regulating’ (p. 38). According to Ozgur and Griffith (2013), intrinsic motivation can be associated with the inner feelings of learners and it considers how learners engage in the task, and if they are willing to be involved in the activity. This type of motivation is rooted in Cognitivism which sees individuals as self-autonomous and responsible for their own learning. According to Ushioda (2008), learners who are intrinsically motivated, are more involved in the learning process and use more learning strategies. Walker, Greene and Mansell (2006) found that intrinsically motivated students are more inclined to deal with the problems and benefit from their mistakes in the learning process.

Extrinsic motivation is based on Behaviourism which encourages the use of some external rewards for a positive

reinforcement. In extrinsic motivation, a reward or punishment is anticipated by the individual that makes him/her perform the task or behaviour irrespective of the task itself (Vansteenkiste, Lens & Deci, 2006). The individual is thus motivated from an external source rather than the self (Chalak & Kassaian, 2010). The extrinsically motivated learner concentrates on achieving some external rewards or targets which have nothing to do with his/her own beliefs and values (Ryan & Deci, 2000). Such learners usually aim to obtain a good mark, receive praise, satisfy their parents' desires, or prove to be a good student. However, extrinsic motivation "implies some kind of external pressure which, once removed, may result in the language learner quitting the L2 learning" (Noels, Clement & Pelletier, 2001, cited in Kaboody, 2013, p. 47).

2.3 Integrative vs. Instrumental Motivation

Gardner (1985) identified two types of motivational orientations: integrative and instrumental. The integrative orientation refers to a desire to learn the L2 in order to have contact with, and perhaps to identify with, members from the L2 community. This orientation can be contrasted with the instrumental orientation which refers to a desire to learn the L2 to achieve some practical goals such as job advancement or course credits (Noels et al., 2000). A learner with integrative motivation is interested in learning about the culture and people of the target language to become a member of their community. Masgoret and Gardner (2003) believe that a learner with integrative motivation welcomes new beliefs and values from the target culture and has positive attitudes towards the target language and its related thought pattern.

Based on Vaezi (2008), many researchers believe that intrinsic (or integrative) motivation is superior to extrinsic (or instrumental) motivation. Cook (2001), for instance, maintains that integrative motivated learners respect the target culture and are thus more interested to read the literature of or practice the second language, and thereby are able to improve their language skills. Gass and Selinker (2001) also claim that integrative motivation can predict the success of second language learning more and above instrumental motivation. Some other scholars, however, believe that the situation where the L2 is being learned is so important in determining the kind of motivation or orientation the learners usually adopt (Dörnyei, 1990). One area,

where instrumental motivation can prove to be successful, is where the learner is provided with no opportunity to use the target language and therefore, no chance to interact with members of the target group. Gonzales (2010) did a research on Filipino FL Learners and the results showed that the learners were both extrinsically and intrinsically motivated. In fact, the research showed that Filipino FL Learners were extrinsically motivated in the sense that their goal for learning the L2 was basically to find better careers and to have more opportunities for economic enhancement in future. Rahman (2007) also found that Bangladeshi students tend to learn English with instrumental motivation rather than integrative one.

2.4 Iranian EAP Students' Motivation

The learning and teaching of English has long been a difficult task for both EFL students and teachers in Iran due to reasons such as lack of resources and little contact with the target language (Sadeghi, 2005). According to Maleki and Zangani (2007) and Sadeghi (2005), one of the most serious problems that Iranian EFL students face in their field of study is their inability to communicate and handle English after graduating from university. This is due to their weaknesses in English, which influence their academic success. This points to the significance of EAP courses which make the university students ready to use English for their academic purposes. Moreover, the type of Iranian EFL learners' motivation has been proved to be different. Moivaziri (2008), for instance, found that Iranian students have both instrumental and integrative motivation. However, Vaezi (2008) found that Iranian EFL learners have high instrumental motivation. These contradictory results encouraged the researcher to conduct a survey with different participants and at different settings. Therefore, conducting a study that examines the type of students' motivation in learning a foreign language, especially English, at a different setting and also the reliable predictors of their motivation, is deemed necessary. The present study thus attempted to examine the motivation of Iranian EAP students studying medical sciences with a focus on the type and reliable predictors of their motivation. The moderating variables of gender, educational degree, time spent at university, average high school GPA, and average university GPA were examined. This study can help EAP teachers better understand their



students' needs and help them develop appropriate strategies that may enhance their language learning.

The study aimed to investigate the following research questions:

1. What is the type of Iranian EAP students' motivation in language learning?
2. Is there any relationship between gender and Iranian EAP students' type of motivation?
3. Is there any relationship between Iranian EAP students' educational degree and the type of their motivation?
4. Is there any relationship between time spent at university and Iranian EAP students' type of motivation?
5. Is there any relationship between Iranian EAP students' average high school GPA and the type of their motivation?
6. Is there any relationship between Iranian EAP students' average university GPA and the type of their motivation?

3. Methodology

3.1. Participants

The population of the present study included all the EAP students studying in paramedical, nursing and medical colleges of Golestan university of Medical Sciences, Iran. The type of sampling used was purposive sampling. 441 students were selected as the research sample from which 144 students were males (32.65%) and the remaining 297 ones were females (67.34%). Out of this number, 28 were studying for associate of art (6.35%), 298 students were B. Sc. students (67.57%) and the remaining 115 participants were GP students (26.07%).

3.2. Instrument

To collect the data, an adopted version of the intrinsic/integrative and instrumental/extrinsic scales of the original five-point Likert Scale format of Gardner's Attitude/Motivation Test Battery (AMTB) (Gardner, 1985) was used. The questionnaire had 104 items which has been reported to have good reliability and validity (Gardner, 1985). The Persian version of the questionnaire was assessed for having acceptable validity and reliability by using Banville, Desrosiers and Genet-volet (2000) method. In brief, the original instrument was translated into Persian one by two lecturers of B. Sc. in English Language Teaching and once by two bilingual psychologists. These two versions were then compared, evaluated

and modified to reconcile any differences that were observed. Content validity, clarity and linguistic appropriateness of the instrument was checked by three Iranian experts in psychology. The Cronbach's alpha reliability measure of the questionnaire was acceptable ($\alpha = 0.72$) as found in a pilot study ($n = 30$). The first part of the questionnaire asks questions about the participants' intrinsic motivation and the second part tries to gather data about their extrinsic motivation. Each of the two parts has 20 scores (in total 40 scores). See the appendix for the English version of the questionnaire.

3.3. Procedure

To perform the research, the aim of the study was first explained to the students and then after ensuring their satisfaction to participate in the study, they were asked to fill out the short form of Gardner's Attitude/Motivation Test Battery (AMTB). Before the main study was carried out, a pilot study was conducted with 30 students who were similar in characteristics to the main research sample. The reason for using the pilot study was to uncover any plausible problems and to assess the feasibility and usefulness of the data collection method. Moreover, the questionnaire's reliability was tested and approved using alpha Cronbach. To make sure that all the information would remain confidential and anonymous wherever possible, the students were asked not to write their names while filling out the questionnaire.

4. Results

4.1. The type of motivation

The results of descriptive statistics, as shown in Table 1, indicated that the mean of the students' motivation to learn English was calculated to be 33.10 (from the total score of 40). Each of the two parts has 20 scores (in total 40 scores). The scores below 24 are considered as "weak", the scores between 24 and 32 are taken into account as "middle" and the scores above 32 are reported as "good". Therefore, it can be concluded that the EAP students of medical sciences are, on the whole, highly motivated to learn English. The results showed that the mean of the students' extrinsic (16.73) motivation is more than their intrinsic motivation (16.36).

Table 1: Descriptive statistics for motivation and its two types

	N	Range	Minimum	Maximum	Mean
Motivation Total	441	25.00	15.00	40.00	33.1043
Intrinsic	441	12.00	8.00	20.00	16.3651
Extrinsic	441	13.00	7.00	20.00	16.7392

To find the type of students' motivation and see if they were more intrinsically motivated or extrinsically, paired sample t-test was run. The results specified that the difference between the students' extrinsic and intrinsic motivation was significant. As shown in Table 2, the mean of intrinsic motivation was 16.36 while for extrinsic motivation, the mean was 16.73.

Table 2: Descriptive statistics of Paired Sample t-test for type of motivation

	Mean	N	SD
Intrinsic Motivation	16.36	441	2.19
Extrinsic Motivation	16.73	441	2.12

The results of paired sample t-test (Table 3) indicated that the mean difference between the intrinsic ($M = 16.36$, $SD = 2.19$) and extrinsic motivation ($M = 16.73$, $SD = 2.12$) of the students was statistically significant, $t(440) = -3.63$, $p < .001$. Consequently, the results proved that EAP students were more extrinsically motivated.

Table 3: Results of Paired Sample t-test for type of motivation

Pair	Mean	SD	t	df	Sig.
intrinsic – extrinsic motivation	-.374	2.16	-3.637	440	.000**

Note: ** $p < .001$.

4.2. Reliable Predictors of Motivation-Gender

To investigate the moderating role of gender in EAP students' motivation, independent sample t-tests were run. The results of descriptive statistics indicated that the differences between the intrinsic and extrinsic motivation of males and females were not different as shown in Table 4.

Table 4: Descriptive statistics of Independent Sample t-tests for gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Intrinsic	male	142	16.1972	2.31933	.19463
	female	290	16.5000	2.06176	.12107
Extrinsic	male	142	16.5775	2.28571	.19181
	female	290	16.8724	1.98635	.11664

The results of independent sample t-tests in Table 5 indicated that the mean difference between the intrinsic motivation of male and female EAP students was not statistically significant, $t(430) = -1.37$, $p > .05$. The mean difference between the extrinsic motivation of male and female students was not statistically significant either, $t(430) = -1.37$, $p > .05$. As a result, it can be concluded that gender is not a reliable predictor of EAP students' type of motivation since it did not vary between the intrinsic and extrinsic types of motivation.

Table 5: Independent Sample t-tests results for gender

		F	Sig.	t	df	Sig.
Intrinsic	Equal variances assumed	1.165	.281	-1.375	430	.170
	Equal variances not assumed			-1.321	252.764	.188
Extrinsic	Equal variances assumed	1.515	.219	-1.378	430	.169
	Equal variances not assumed			-1.314	248.017	.190

Educational Degree

This study attempted to find if the educational degree of EAP students can determine the type of EAP students' motivation. For this purpose, one-way ANOVA was run to find the differences between students studying for Associates of Science, Bachelor of Science, and those who are general practitioners. The descriptive statistics are shown in Table 6.

Table 6: Descriptive statistics of ANOVA for educational degree

		N	Mean	SD	SE
Intrinsic	GP	115	16.5565	2.57243	.23988
	BSc	298	16.3322	2.02685	.11741
	Associate	28	15.9286	2.19306	.41445
	Total	441	16.3651	2.19204	.10438
Extrinsic	GP	115	16.7826	2.34626	.21879
	BSc	298	16.8389	2.01197	.11655
	Associate	28	15.5000	2.02759	.38318
	Total	441	16.7392	2.12507	.10119

As seen in Table 6, the mean of intrinsic motivation was higher for general practitioners than other educational degrees. As for the extrinsic motivation, the mean was more for Bachelor of Science students. In both types of motivation, the Associates of Science students had the lowest degree of motivation. This shows that the higher the level of students, the more motivated they will be for learning English. GP students had the highest amount of motivation to learn English. BSc students were less motivated than GP students but more motivated than those who were studying to take their Associate of Arts.

The main table of ANOVA, as shown in Table 7, indicates that the differences between the three groups was not significant for intrinsic type of motivation, $F(2) = 1.02$, $p > .05$. However, the differences were significant for the extrinsic type of motivation, $F(2) = 5.21$, $p < .05$. This shows that higher educational degrees have more motivation, but this is more evident for intrinsic type of motivation while for the extrinsic type, BSc students are more motivated than the general practitioners.

Table 7: Results of ANOVA for educational degree



		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic	Between Groups	9.872	2	4.936	1.027	.359
	Within Groups	2104.350	438	4.804		
	Total	2114.222	440			
Extrinsic	Between Groups	46.178	2	23.089	5.211	.006*
	Within Groups	1940.834	438	4.431		
	Total	1987.011	440			

Note: * $p < .01$.

Time Spent at University

The time spent at university was examined as a moderator variable to see if it can determine the type of EAP students' motivation. A one-way ANOVA was again run for this purpose. The descriptive statistics are shown in Table 8. The results showed that the number of semesters spent at university could not act as a significant predictor variable.

Table 8: Descriptive statistics of ANOVA for time spent at university

		N	Mean	SD	SE
Intrinsic	1	46	16.2391	2.14149	.31575
	2	118	16.6271	2.38871	.21990
	3	185	16.2973	1.98725	.14611
	4	30	16.5667	1.88795	.34469
	5	44	16.1136	2.75526	.41537
	7	18	15.9444	1.98442	.46773
	Total	441	16.3651	2.19204	.10438
Extrinsic	1	46	16.1304	2.11459	.31178
	2	118	16.7712	2.36213	.21745
	3	185	16.8865	1.96244	.14428
	4	30	16.6000	1.94049	.35428
	5	44	17.1818	2.04908	.30891
	7	18	15.7222	2.24409	.52894
	Total	441	16.7392	2.12507	.10119

The results of ANOVA, as shown in Table 9, indicates that the differences between different semesters was not significant for intrinsic type of motivation, $F(5) = .700$, $p > .05$. In addition, the differences were not significant for the extrinsic type of motivation either, $F(5) = 2.20$, $p > .05$. The overall results showed that the time spent at university could not determine the type of EAP students' motivation.

Table 9: Results of ANOVA for time spent at university

		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic	Between Groups	16.868	5	3.374	.700	.624
	Within Groups	2097.354	435	4.822		
	Total	2114.222	440			
Extrinsic	Between Groups	48.999	5	9.800	2.200	.053
	Within Groups	1938.012	435	4.455		
	Total	1987.011	440			

Average High School and University GPAs

The moderating roles of EAP students' average high school and university GPAs were also examined in this study. For this purpose, multiple regression analyses were run. The results are shown in Table 10.

Table 10: Results of multiple regression analyses for average high school and university GPAs

Dependent	Model	F	t	R ²	Sig.	β
Intrinsic	1 (Constant)	3.70	7.257	.023*	.000**	
	GPAH		2.683		.008*	.157*
	GPAU				.196	-.076
Extrinsic	1 (Constant)	.716	8.508	.004*	.000**	
	GPAH		1.188		.236	.070
	GPAU		-.516		.606	-.030

Note: * $p < .01$; ** $p < .001$.

a. Predictors: (Constant), GPA University; GPA High School

The results of multiple regression analyses indicated that the average high school GPA could predict the intrinsic motivation of EAP students of medical sciences. It could explain about 16% of variance in their intrinsic motivation ($\beta = .157$, $t = 2.68$, $p < .01$). However, its predictive explanation was not significant for the extrinsic motivation ($\beta = .070$, $t = 1.18$, $p > .05$). The students' average university GPA could predict neither the intrinsic motivation nor the extrinsic one. The overall results showed that the EAP students' average high school GPA can predict their intrinsic motivation while this was not true for their university GPA.

5. Discussion of Findings

Apart from aptitude for language learning, individual factors including motivation are essential elements of success in learning L2. The aim of this study was to investigate the degree and type of EAP students' motivation studying medical sciences. The findings indicated that the mean of these students' motivation for learning English was 33.10 from the total score of 40. It can be thus claimed that the participants were highly motivated to learn English. The results also showed that the medical students were mostly extrinsically motivated. The examination of reliable predictors of their type of motivation also showed that gender could not act as a predictor variable. However, the students' educational degree could differentiate between their degree and type of motivation such that students who were general practitioners or studying for Bachelor of Science were more motivated than those who were studying for Associates of Science. Moreover, students studying for higher educational degrees were more intrinsically motivated rather than extrinsically. The time spent at university or number of semesters did not act as a predictor variable. The average high school GPA was able to explain the variance of medical students' intrinsic motivation while their university GPA could explain the variance for any type of motivation.

The results of this study are consistent with the findings of Gonzales (2010) who found that the Asian EFL students are highly motivated. Having done a study on 150 Filipino FL learners, the author reported that the students have both intrinsic and extrinsic motivation for learning English. The results of this study are also in agreement with that of Noels et al. (2000) who found that French learners had both intrinsic and extrinsic motivation.

This study found that Iranian EAP students studying medical sciences are mostly extrinsically motivated which means their desire for learning English is driven by an external force or need rather than an internal one. They might be motivated to learn English for occupational purposes or getting new information from the net. The results are in line with Liu and Huang (2011) who found that Chinese EFL students have more extrinsic motivation than intrinsic one. Also, the results prove the findings of Vaezi (2008) who found that Iranian EFL learners have instrumental motivation. Chalak and Kassaian (2010) also examined the motivation of Iranian undergraduate EFL learners and found that they have both instrumental and integrative motivation. This difference can be justified based on the participants of their study who were learning English Translation and Teaching English as a Foreign Language. They were studying English for the sake of communication and interaction as well as occupational purposes. However, EAP students are generally learning English for some external reasons which might not have anything to do with interaction with the target community.

The results of predictor variables indicated that gender did not make any difference between the types of students' motivation. This finding does not support the findings of previous studies some of which found that gender could act as a significant moderator variable. Russilo and Arias (2004), for instance, reported that female students have less extrinsic motivation than male learners. However, in line with this study, they did not find any gender differences in intrinsic motivation. In addition, Yang (2003) examined the role of a number of moderating variables in motivational orientations and found no significant relationship for gender. In contrast, Shams (2008) found gender to be predictive of motivation; girls proved to be more motivated than boys. Gonzales (2010) also found that female Filipino learners are more motivated to learn French. The author

revealed that females have higher motivational orientation than males in the desire for communication and affiliation with foreigners.

The findings indicated that students studying for higher educational degrees had more intrinsic motivation. This shows that as EAP students move to higher levels, they adopt more integrative reasons for learning English. Several reasons could be proposed for this relationship such as a more experience with using the language for instrumental purposes would eventually lead the students to pursue more integrative reasons for learning English. Another reason might be the social prestige that higher educational degrees bring for EAP students that cause them to express more integrative reasons for learning English instead of having some external forces for that.

The analysis of average high school and university GPAs also indicated that the high school GPA could predict the intrinsic motivation of the learners while the university GPA could not. This points to the importance of students' educational background in determining their motivation for learning English; when they have higher high school GPAs, they express more intrinsic motivation. The results of this phase are consistent with the results of "time spent at university" which indicated that the number of semesters students spend at university does not have any relationship with the type of their motivation. In other words, the findings can help us claim that the academic years and courses students pass at university, alongside their university GPA, neither increase their motivation nor determine its type.

6. Conclusion and Implications

The results showed that Iranian EAP students, irrespective of gender, were highly motivated to learn English. This motivation, though mostly extrinsic or instrumental, suggest some implications for EAP teachers and other stakeholders of the field. An implication of the findings is that motivational orientation of students, as a significant factor, should be considered in teaching and learning of a foreign language. Many teachers believe that by sticking to the language learning materials, they can create a classroom environment that is conducive to learning. Nevertheless, these teachers should take into account their students' personalities and learning styles as well as the reasons they have for language learning. By doing this, teachers can improve their teaching methods by



considering the type of motivation that is developed by their students. As for this study, since extrinsic motivation was more prevalent among students of medical sciences, EAP teachers should understand that their learners consider learning English as an instrument for achieving something like reading and translating scientific texts. Therefore, the teachers should make the students more aware of the instrumental uses of learning English to make them even more motivated or at least preventing them from being discouraged and demotivated.

Since the results showed no significant role for gender, it can be suggested that gender-neutral methods and procedures should be adopted by EAP teachers. In other words, the teachers need to avoid gender bias in their classrooms and treat both male and female learners equally. This includes not only the way EAP teachers motivate their students to learn, but also the materials they adopt for their syllabus.

It is important for the EAP teacher to know the type of his/her learners' motivation and which variables are likely to influence and form it. The present study found that the educational degree can predict the type of EAP students' motivation; the higher the educational degree for which the students study, the more intrinsically motivated they will be. This shows that EAP teachers should not use the same motivational strategies for all students. To put it in a nutshell, students of higher levels need to be motivated intrinsically by focusing on real communication with the target community while for lower levels, instrumental strategies should be conducted.

The findings indicated that neither the time spent at university nor the average university GPA of students could not predict the type of their motivation. This means the EAP courses have not been successful in creating a motivating atmosphere for the students and the teaching methods and/or materials have had a neutral role in their motivation. In contrast, the students' average high school GPA could predict their intrinsic motivation. The overall results show that the academic setting in general, and EAP courses in particular, could not provide the students with a learning context that can enhance their motivation to learn English. This finding might be due to the premise that EAP teachers are not satisfying their students' needs and/or desires. Another

reason might be inappropriate EAP materials and syllabi for medical students. The results have implications for EAP policy makers, curriculum planners and teachers to adapt the teaching materials and procedures to the learners' needs and purposes.

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Appendix: Questionnaire

Below are statements with which some people agree and some disagree, so there is no right or wrong answer. Please indicate your opinion about each statement by ticking the boxes which best indicates the extent to which you disagree or agree with that statement. Use the scale below to indicate your opinion.

		1 = Strongly disagree				
		2 = Disagree				
		3 = Uncertain				
		4 = Agree				
		5 = Strongly agree				
		Statement				
1	Studying English can be important to me as it will allow me to be more at ease with other people who speak English.					
2	Studying English can be important for me because it will allow me to meet and converse with more and varied people.					
3	Studying English can be important for me because it will enable me to better understand and appreciate British and American art and literature.					
4	Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.					
5	Studying English can be important for me because I will need it for my future career.					
6	Studying English can be important for me because it will make me a more knowledgeable person.					
7	Studying English can be important for me because I think it will someday be useful in getting a good job.					
8	Studying English can be important for me because other people will respect me more if I have knowledge of L2.					