Language Learning Motivation among Iranian Undergraduate Students

Omol banin Sheibani

Payame Noor University, Yazd, Iran

Abstract: The aim of this study was to describe and examine Iranian's undergraduate students' integrative and instrumental motivation toward learning English as a foreign language. In the study, 79 non-English major students from Islamic Republic of Iran (IRI) were selected to complete a questionnaire reflecting their motivation for learning English. In order to determine the students' tendency towards the two kinds of motivation a modified 25-item survey adapted to standard tests was administered to undergraduate students in Birjand University of Iran. The results have shown that Iranian students had very high motivation and positive attitudes towards learning English and hat they were more instrumentally motivated. Finally, based on the findings, some suggestions and recommendations for teachers have been highlighted.

Key words: Attitude · Integrative Motivation · Instrumental Motivation · Iranian undergraduate students

INTRODUCTION

For the past three decades, motivation has been a central area for empirical research and theoretical work within the context of learning a language other than one's mother tongue, in other words in the context of second language learning (L2). Motivation represents one of the most appealing, complex variables used to explain individual differences in language learning [1].

Upon review of the literature available in the area of students' motivation for learning foreign languages, many studies attempted to explore the learners' integrative and instrumental motivation and most of them took [2] theory of motivation and its role in L2 learners' attained level of proficiency as a basis for research in the 60s, 70s and 80s. According to this theory, there are two types of motivation: integrative and instrumental. An integratively motivated L2 learner shows interest in learning about the culture and the people of the target language, whereas an instrumentally motivated learner has more pragmatic considerations in his/her mind regarding L2 learning, such as obtaining a job or earning more money. "The integratively motivated student," wrote [3] and [2] "is one who is motivated to learn the second language, has openness to identification with the other language community and has favorable attitude toward the language situation."

[2] wrote that persons who acquire languages through instrumental motivation are seeking "…a goal that doesn't seem to involve any identification or feeling of closeness with the other language group, but instead focus on a more practical purpose that learning the language would serve for the individual."

According to [4] the learner factors that can influence the course of development are potentially infinite and very difficult to classify in a reliable manner. Second language acquisition (SLA) research has examined five general factors that contribute to individual learner differences in some depth. These are age, aptitude, cognitive style, motivation and personality. Many SLA researchers examined nonlinguistic influences on SLA such as age, anxiety and motivation [4]. Recent studies suggest that motivation is not static; rather, it evolves dynamically during the learning process, varying from day to day and task to task [5]. Motivation seems to be essential considering the nature of the learning task. For example, learning to master a second or foreign language, especially in a formal educational context, can be a slow and long process due to limitations in this context such as lack of linguistic input and authentic situations to practice, which are critical to language learning.

In Iran, a few similar studies have also been conducted with different groups of students. Most of them, however, were college students. [6-8] have done some research among Iranian students to investigate their motivation. [9] investigated the effect of the two types of motivation (integrative and instrumental) on the English

---

Corresponding Author: Omol Banin Sheibani, No 23, Entefazeh Ave, Enghelab Ave., Yazd, Iran.

proficiency of the EFL senior students at Islamic Azad University of Kerman city. The results of their study showed a significant difference between the means of the English proficiency scores of the integratively motivated students and the instrumentally motivated ones and there were significant correlations between the integrative and instrumental motivation with the students' English proficiency scores. It was also found out that the personal, social and educational factors had significant relationships with the EFL students' motivation.

As far as we know 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 [9]. Iranian students are often highly motivated to study English. Therefore, it will be interesting and worthwhile to investigate and Iranian students' motivation to learn English, especially non-English majors' learning motivation, because they constitute the main portion of the EFL population in this country. The present study intends to highlight the extent of Iranian undergraduate students' motivation in learning English as a foreign language and the differences in instrumental and integrative motivation. From this study, we hope to better understand their needs and help them develop appropriate strategies that may enhance their language learning. Furthermore, the findings of study may promise some improvements and changes regarding teaching and learning L2 in Iran.

This study aims to investigate the following research questions:

- What are the Iranian college students' goals for learning English?
- To what extent the university students of Iran are instrumentally or integratively oriented towards English language learning?
- Have students' motivation for learning English changed after entering university or not?

Background

Integrative Versus Instrumental Motivation: Despite the fact that both kinds of motivation are essential elements of success in learning L2, much debate and controversy among researchers and educators have been taking place about which, kind of motivation is more important L2 learners. For a long time, integrative motivation was regarded as superior to instrumental motivation for predicting the success of second language learning [10]. Because if students respected the target culture, they my

read literature or practice the language and a thereby be able to improve their language skills [11]. However, from another perspective, instrumental motivation is meaningful for the learner who has had limited access to the L2 culture, or foreign language settings [12]. For example, [13] study of the Canadian bilingual situation revealed that students tried to develop their language ability for the sake of their future careers. Therefore, both types of motivation can be regarded as being of equal importance, since both have the effect of encouraging learners to study the target language.

Upon review of the literature available in the area of students' motivation for learning foreign languages, many studies attempted to explore the learners' integrative and instrumental motivation. [14] studied educated Chinese speaking ESL students and he found that those who consider Americans as helpful, sincere and friendly did better in a cloze test of English as a second language. [15] agrees with [14] when he explored the high motivation of English language learners in Hong Kong and his study reported the significant correlation between integrative motivation and language proficiency. [16] found that Chinese students in Hong Kong were instrumental motivated.

One area where instrumental motivation can prove to be successful is in the situation 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. The social situation helps to determine what kind of orientation learners have and what kind is most important for language learning.

English Language Teaching (ELT) in Iran: Considering the growth of international relations of Iran with other nations and the extended interest towards today's growing technology and science throughout the world, learning English language as an international language has found a greater importance compared to previous years. Increase in the numbers of language institutes and their students, also increasing interest of parents for their children to learn English can be a good evidence for the recent value of English language in Iran. In this country English is taught at guidance schools, high schools and universities. English is so crucial a factor in determining the choice of the parents that the quality of the English program and the qualifications of the teachers working in each school may affect the families' choice of school for their children. Due to limitations in state schools, private language institutes have simply attracted an increasing number of interested learners including young children

and adults. Many parents send their children from the age of six to learn English in these teaching centers. In universities Non-English Majors study English in a maximum of 6 credits: 3 credits of general English instruction and 3 credits of ESP in which they focus on their field related English texts and learn the related terminology. In Iran English is the dominant language of the foreign trade, international conferences, air traffic in international airports and sea navigation. International book fairs and the trade exhibitions held annually in the country demonstrate the country's readiness and its dependable capacity to maintain its world relationship in English. Iran's cooperation with the UN, Islamic Conference Organization, OPEC and other regional and world organizations makes English quite practical for the involved nationals. According to [17, 18] 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 general English, which influence their academic success. General English should be given special attention at university level not only for EFL students, but also for students majoring in other fields. [17] Many high school and college students have limited occasion to use functional language and are not motivated to learn it. However, other learners of English would benefit from functional language instruction. These include translators, translation students, professors and the clergy; in fact, the clergy and the revolutionary young generation comprise the main group of Iranian English learners [19]. Having passed some courses and having graduated, Iranian EFL students in general seem not to be as proficient and qualified in language use and components as might be expected [20].

Method
Participants: In this study 79 first and second year non-English majors (41 females & 38 males) were selected from the total population of Birjand university students. 68.4% were from the Department of Electrical and Computer Engineering and 31.6% were the Humanities and Social Sciences majors. Although all subjects in this study came from the same university, they graduated from different secondary schools and brought along different attitudes and opinions toward learning English. The fact that they pursue knowledge in different departments at university also provided a variety of opinions about their L2 learning. All of the participants with the mean age of 19 had been learning English for approximately 7-8 years before starting their university education.

The reason for selecting the undergraduate students at the university is that, they are expected to have a better understanding of their future careers; therefore, their attitude would influence their learning process.

Procedure: The Integrative and Instrumental motivation scale of the original 7-point Likert Scale format of Gardner's Attitude/Motivation Test Battery (AMTB) [2] and [7] were adapted to a 5-point scale, ranging from 'Strongly Disagree' to 'Strongly Agree' and they were coded as (Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5). Survey research is the standard, 'default' method [19]. The most famous motivation questionnaire is [8], Attitude/Motivation. Test Battery, which is made up of over 130 items and its reliability and validity have been supported [2]. Also, adaptations of the AMTB have been used in many studies of L2 motivation [6]. The purpose and different terms of the questionnaire were explained before the distribution by teachers. During the completion process of the questionnaire, the teachers helped the respondents to understand all parts. Students were informed that the information they gave would be kept confidential and be used for research purposes only.

Instruments
Integrativeness (INT): On this scale, there are 12 items that would show their Integrativeness towards the target language.

Instrumentality (INS): This scale includes 13 items and the respondents are asked to measure their utilitarian reason for learning English.

An open-Ended Question: As a measure to language self efficacy or students' perception of themselves as learners, an item for respondents to rate their own English proficiency level was also included in the survey questionnaire on a scale rating from very bad to very good to indicate how proficient they are at English. Also an open-ended question was constructed to elicit qualitative information to check whether there is any change in their motivation after entering the university and why?

Data Analysis: The data was fed into the computer and then was analyzed by using SPSS. Descriptive statistics (mean, frequency & standard deviation) were carried out for all items involved in this study. The paired samples T-test was used to find out the difference between integrative and instrumental motivation of students.

RESULTS AND DISCUSSION

Integrativeness: Comparison between the mean scores of the questions in integrative part illustrated that students were strongly motivated in questions 1, 2 and 5. The other questions (3, 4, 6, 8, 9 and 10) showed the students' moderate motivation among these 12 questions (Table 1). In comparison to other questions, Q7 and Q11 with mean score of above 2.5 showed low level of motivation and Q12 had the lowest mean in integrative part. With an overall mean score of 3.47, respondents have quite high integrative motivation and in general agree that studying English can allow them to interact with other English speakers and to meet various cultures and peoples. However, they are neutral in viewing British and Americans as kind and friendly people. It might due to their lack of contact with native speakers and political issues happening in the world, as well. Many of them never had a chance to know the native English speaker or even to have a clear idea about their culture. Their knowledge about the target language community is 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.

Instrumentality: A close examination of the frequency distribution and mean scores of the instrumental items, indicates that questions 13, 14, 15, 17, 18, 21, 22, 23 with the mean scores above 4 and questions number 19 & 24 with the mean scores approximately 4 show the students very high motivation (Table 2). With the overall mean score of 3.94 we can conclude that most of the university students have high instrumental motivation toward learning English.

But questions number 16 (Studying English can be important for me because other people will respect me more if I know English, M =3.08) and 25 (Studying English is important to me because without it one cannot be successful in any field), have the lowest mean (M =2.66) in this category. Only 30% of the students agreed with it. The question which has the highest mean score (Q13) concerns future career. And Q17 with the mean score of 4.48 shows the students' need for searching the information and materials in English on the Internet.

Integrativeness Versus Instrumentality: Comparing the overall mean scores of the items in instrumental motivation (M=3.94) to the integrative one (M=3.47), it can be concluded that the students are to a certain extent instrumentally motivated but they still have a higher degree of integrative motivation toward foreign language learning.

Table 1: Descriptive Statistics of the 12 Items on Integrative Motivation (n=79)

Items: I study English …

Q	1	2	3	4	5	M	SD	V
1	1	0	2	37	39	4.43	.673	.453
2	0	3	21	30	25	3.97	.862	.743
3	5	8	26	29	11	3.42	1.057	1.118
4	3	4	33	23	16	3.57	.996	.992
5	1	4	17	34	23	3.94	.911	.829
6	10	11	22	20	16	3.27	1.288	1.659
7	8	20	32	10	9	2.90	1.116	1.246
8	5	4	14	38	18	3.76	1.065	1.134
9	6	5	21	31	16	3.58	1.116	1.246
10	6	5	21	31	16	3.51	1.073	1.151
11	12	17	40	4	6	2.68	1.044	1.091
12	9	22	40	2	6	2.67	.983	.967

Overall mean score: 3.47

Table 2: Descriptive Statistics of the 13 Items on Instrumental Motivation (n=79)

I study English because …..

Q	1	2	3	4	5	M	SD	V
1	1	3	4	14	57	4.56	.859	.737
2	2	3	13	23	38	4.16	1.006	1
3	0	2	13	23	41	4.30	.837	.701
4	11	17	20	17	14	3.08	1.308	2
5	1	2	3	25	32	4.16	.940	.883
6	3	3	21	32	20	3.80	.992	.984
7	6	8	23	26	16	3.48	1.153	1.33
8	0	5	9	41	24	4.06	.822	.675
9	1	0	15	33	30	4.15	.818	,669
10	0	0	6	26	47	4.52	.638	.407
11	1	4	21	30	23	3.89	.934	.871
12	17	22	17	17	6	2.66	1.249	1

Overall mean scores: 3.94

Table 3: Paired Samples T-test for Iranian Students INT vs. INS (alpha= .05)

Mean	Std.Deviation	Std.Error Mean	t	df	Sig.(detailed)
-.4717	.4520	.05085	-9.277	78	.000

Results of Paired Samples T-Test: A paired samples T-test was applied to indicate whether there is a statistically significant difference between the total scores of the integrative motivation items (INT: M=3.47; SD=.60) and the instrumental motivation items (INS: M=3.94; SD=.55) or not (Table 3).

By applying the T- test it was found that there is a significant difference between the two scores (t = -9.277, $p < 0.001$).

Table 4: Respondents' Perceived Levels of English Proficiency (n=79)

Rating	Frequency	Percent
Very bad	7	8.9
Bad	16	20.3
Average	45	57.0
Good	9	11.4
Very good	2	2.5

Table 5: Frequency Distribution

Rating	Frequency	Percent
More	53	67.1
Less	15	19.0
The same	11	13.9
Total	79	100.0

Results of Perceived English Proficiency (Q26):
Question number 26 asked students to rate their English proficiency on a scale from very bad to very good (Table 4). The data analysis shows that more than half of the respondents perceived their English proficiency to be average (57%) and only 11.4% rated themselves as good in English language.

Analysis of Open -Ended Question (Q27): With the high motivation found in the present study, the majority of the students (67.1%) reported that they had actually become more motivated to learn English according to their responses to the open-ended Q27. Most of them believe that after entering university they have realized the importance of English for becoming more successful in their education, especially for using internet and finding scientific sources concerning their majors and studying reference books and journals. Especially those who were Computer majors needed English for making use of up-to-date computer and engineering technologies to be prepared for their future job. Most of them mentioned the importance of studying English as it is the most dominant international language and enables them to use the computer programs more effectively. One of them wrote," We should be good in English language, in order to work with computer programs and use internet."

Some believed that in secondary school, the contact hours were only time they studied the English subject; but in university, although the class met for two hours a week, additional time and self-reading was needed when preparing for an assignment, usually in the form of a written report papers or sometimes an oral presentation, all of which required research, reading, writing and translating from English to Persian. A few of them have a clear plan for going abroad for further education and their

career. Some of them need English for higher education in Iran because the post graduate students have to pass the English Proficiency Test of the Ministry of science Research & Technology (MCHE) or the Test of English as a Foreign Language (TOEFL).Therefore, success in learning English will determine one's future progress. And the others like English because they can make more friends and talk to net friends from different parts of the world. Only 13.9% of the students' attitudes and motivation toward English didn't change much before or after they have entered the university. And the rest of them (19%) reported that they had become less motivated to learn English mainly because of the heavy burden of their major study, time limitation.

DISCUSSION

As mentioned before, this study provided information on Iranian motivation toward learning L2 in two relevant areas: integrative and instrumental. Studies have not consistently shown either form of motivation to be more effective than the other and the role of each is probably conditioned by various personality and cultural factors.

The result of the study showed that Iranian students participated in the study had very high motivation towards learning English. And the students had a higher degree of instrumental motivation than the integrative one. Iranian L2 learners might preserve their identity by unconsciously selecting to be motivated instrumentally. Aspiration related to integrative motivation might affect their identity and fear of identifying with English (western) culture and values may be related to their socio-cultural and religious affiliation. Also the latest American colony and campaign against some countries in the area might affect their motivation. On the other hand, instrumental motivation was found more prominent in some situations particularly where there appears to be little desire to integrate.

Iran has visibly been opening up to the world. Fortunately, many international conferences on different cultural, social and economic issues are being held here and moreover, Iran is the pioneer of the idea of dialogue among civilizations. In spite of all these, the significant role of the English language as the lingua franca of today's world in establishing foreign relations is simply neglected in Iran. As far as I know, very few native English speakers permitted to teach within Iran, therefore, Iranian students don't have the opportunity to benefit from native speakers' teaching language. We can see only

few English speaking foreigners in the country who are tourists or belong to business sector. Moreover, the places you may find the tourists are limited to tourist sites, hotels, or business companies. Therefore, students have no contact with foreigners except for few cases. Studying a second language is unlike studying most other subjects in that it involves taking on elements of another culture (i.e., vocabulary, pronunciations, language structure, etc.,), while most other school subjects involve elements common to one's own culture.

By saying that this should be considered when focusing on the concept of motivation, we mean that the individual is a member of a particular culture and many features of the individual are influenced by that culture. In the individual, this cultural context is expressed in terms of ones attitudes, beliefs, personality characteristics, ideals, expectations, etc. With respect to language learning, therefore, the individual will have various attitudes that might apply to language learning, beliefs about its value, meaningfulness and implications, expectations about what can and cannot be achieved and the importance of various personality characteristics in the learning process. All of these characteristics originate and develop in the overall cultural context as well as the immediate family.

According to responses collected in the questionnaire, one of the demotivating factors of Iranian students as they mentioned in their answer to question 27, was the fact that as the burden of their major study became heavier, many of the students had fewer chances to access English and made little effort to continue to learn the language. As a result, their English motivation would have probably decreased. Therefore, to maintain or enhance the students' positive attitudes toward and motivation to learn English and ultimately improve their English proficiency, it might be beneficial for the Universities to offer ESP courses throughout the university years so that non-English majors could have constant contact with the target language. In the subject of English for non-English majors because in the limited hours of instruction they normally could not have the chance of learning English especially the most favored skills of listening and speaking as the program is not designed to do so. However, when the students graduate, on the one hand, they feel the necessity of communicating in English and on the other hand find that their previous schooling did not help them to do so. Therefore, they resort to other means of learning to communicate the language such as registering at language institutes or hiring a tutor.

Another problem concerning these students is that, while their secondary school teachers are not competent at spoken language skills, the university instructors are, but the problem is that students are not at the level of proficiency to make the professors communicate with them in English. The other pressing limitation the students mentioned in open ended item is the short hours which do not let university professors, work on four skills adequately. Overcrowded classrooms in universities, is another problem. It is not surprising to see 50 or 60 or even 70 students in a class at universities. This large number in the classroom results in instructor's limitation in applying effective communicative methods with almost no student talking time in the class.

The system of the English language teaching in Iran is totally defective. It has not been revised for almost 25 years. So with such problems can we expect knowledgeable graduates? If we have a better realization of English language as an international language and understand its different variations and the effect of the native languages on them, considering the changing nature of them and also considering them as the accepted forms of English language, then we can have a better plan for future consideration of the language and setting the standards for it. For this purpose, literary scholars must join the language teachers in a common concern for setting the goal. To overcome some of these problems mentioned, the language skills of the teachers must be developed and teachers must be acquainted with modern techniques of foreign-language teaching. The greatest motivation to developing English-language programs comes from the wealth of scientific and technological knowledge that now exists in English. Interest in learning English has increased to such an extent that English is now considered by many researchers to be an international language [20].

As confirmed by the findings of the present study, Iranian learners have a very strong motivation for learning English. Teachers should be sensitive to learners' motives, to recognize their instrumentality and at the same time raise their integrative motivation, as both kinds of motivation are required to induce people to learn. Teachers should encourage a balanced development of both types of motivation for learners. Recognizing learners' instrumental motives can be easily achieved by preparing learners for examinations and focusing more on practical skills such as how to communicate with other people when traveling abroad. On the other hand, raising their interests towards the culture of the target language (i.e., English) can be done by activities such as giving

information on the lifestyle, geography, literature of the English-speaking countries through visual, written and audio forms, or even organizing group-sharing for learners who have been to English speaking countries.

According to [2], attitudes are related to motivation and can be changed. Teachers can raise learners' integrative motivation by enhancing their positive attitudes and correcting their negative stereotypes towards English speaking countries and people as well as the English language itself. They can improve the contents, teaching methods, classroom activities to raises students' interests and motivation in language learning.

Both [12, 14] (cited in [9]) suggest that increasing learners' participation is a good way to raise their interests in learning which in turn increase motivation. [16] point out that "motivation is the feeling nurtured primarily by the classroom teacher." Therefore, teachers should be the agent to create a friendly and enthusiastic environment. As attitude change is influenced by a number of factors, including the credibility and attractiveness of the presenter, consequences of communication, environment, involvement of learners, form and content of message [8], teachers should improve these aspects to facilitate better learner motivation.

Teacher feedback can also affect student motivation. The feedback should be encouraging and informational rather than controlling; otherwise, students may lose their motivation. There are some research findings concerning rewards teachers give their students [11]. Extrinsic rewards (those from outside, e.g., good grades) can enhance students' performance; however, it might not help continuing motivation in learning since students get satisfied only in the desire of obtaining the reward rather than in learning itself. [21] pointed out that teacher-centered traditional schools tend to enhance extrinsic motivation and "fail to bring the learner into a collaborative process of competence building." That is, students tend to lose their natural interest in learning with extrinsic activities, while intrinsic motivation enhances student's internal motivation (e.g., happiness or satisfaction of doing activities or of learning, itself). Teachers should encourage students (e.g., by emphasizing mastery of specific goals whether their grades are good or not) to develop their own intrinsic rewards.

Moreover, teachers can help students recognize links between effort and outcome and attribute past failures to controllable factors (e.g., problems of time management, the use of inappropriate strategies, etc.), because those who attribute their failure to their own inability in learning

tend to lose their motivation [22]. Generally, teachers should develop students' confidence with praise and encouragement in their feedback during or after class.

As the causal relationship between integrative motivation and classroom behaviors is unclear, encouraging positive classroom behaviors may be another option for teachers to enhance learners' positive attitudes which in turn raise motivation [15]. In order to make the language learning process a more motivating experience instructors need to put a great deal of thought into developing programs which maintain student interest and have obtainable short term goals. At university level this may include, any number of foreign exchange programs with other universities, overseas "home-stay" programs, or any other activities which may help to motivate students to improve their target language proficiency. 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. Research in the area suggests L2 achievement strongly affects learner motivation [9].

The use of an interesting text can also help to increase the motivation level of students in the classroom. Many Iranian texts often contain material which fails to capture the interest of students due to the heavy emphasis on vocabulary and grammar. From an integrative point of view, it is important for the instructor to help students to realize that, even though they may see no need to become proficient in a second language, the study of another language and culture can only enhance their perception and understanding of other cultures.

[21] showed that instrumental motives significantly contribute to motivation in EFL contexts and can involve a number of extrinsic motives, resulting in a fairly homogeneous subsystem. Instrumental motives most efficiently promote learning up to the intermediate level, but to go beyond this level, the learner must be integratively motivated [18, 21] stressed the importance of the teacher in developing motivation "teacher skills in motivating learners should be seen as central to teaching effectiveness."

CONCLUSION

This study was conducted to examine the Iranian university students' motivation towards learning English. The findings present a picture which establishes that Iranian students were instrumentally motivated and their

integrativeness was high, too. This study also provides a sufficient answer to the research questions addressed and confirms the opinion of some researchers who believe that in a foreign language situation students are instrumentally oriented. Taken together, findings from both qualitative and quantitative data of the present study give a consistent picture, that instrumental and integrative goals, especially future career development, meeting more varied people and learning English in order to use the internet properly are very important for Iranian students.

In conclusion, both integrative and instrumental motivations contribute to the learning of a second/foreign language. It is clear that the teacher, the class atmosphere, the course content, materials and facilities, as well as personal characteristics of the student will have an influence on the individual's classroom learning motivation [2].

"… there is much that we have yet to learn about the role of motivational factors in learning... the processes involved are vastly more complex than our research to date has been able to illuminate" [13]. No matter what the underlying motivation to study a second language, what cannot be disputed is the fact that motivation is an important variable when examining successful second language acquisition. Some research has shown that motivation correlates strongly with proficiency, indicating both that successful learners are motivated and that success improves motivation. Thus motivation is not fixed, but is strongly affected by feedback from the environment.

As we know motivation is an important factor in L2 achievement, therefore it is important to identify both the type and combination of motivation that assists in the successful acquisition of a second language. At the same time it is necessary to view motivation as one of a number of variables in an intricate model of interrelated individual and situational factors which are unique to each language learner. Thus understanding the students' goal and motivation for learning L2 helps the teachers, educational policy makers and curriculum planners to improve the students' proficiency. Many studies [17] have demonstrated that measures of proficiency in the L2 are related to motivational characteristics of students.

And finally, the motivation that students have in their real life is not only integrative and instrumental, but also many other kinds; furthermore, all students get motivated by different reasons; that is, some do by classroom atmosphere, course content or teacher's

attitude in the daily classroom. Theory should not walk alone without practical application. Although it is not easy to draw absolute conclusions, since types of motivation may be the result of a group affect among cognition, attitude, motivation and personality, there is clearly a need for much further research on L2 motivation as well as other areas [21]. There is much work to be done before researchers, teachers and language learners will fully understand motivation and all its aspects. In the words of [14] "L2 motivation as a situated construct, will undoubtedly be one of the main targets of future motivation research".

The results of the present study though showed that Iranian university students are highly motivated to learn English, but the limitation of participants to one university of only one city in Iran do not allow one to conclude that in general all students of Iran are purely instrumentally motivated. More research in this area needs to be conducted. Replication of the study with language learners at similar proficiency levels with varying backgrounds in different learning contexts is necessary to understand how well the results may be generalized to other EFL students in Iran. Students in different majors may demonstrate a different trend of orientation to learn English. The results may also be different if there are more female or male participants. Moreover, other research methods such as interviews can be employed to supplement the survey so that the changes or differences in attitude and motivation among students can be explained.

Current L2 motivation research would need to improve in three areas: [14].

- First, there is a need for more empirical research for many L2 motivational components
- Second, the research should not be restricted to a particular group (e.g., French Canadian).
- Third, a clearer difference between ESL and EFL should be explored.

REFERENCES

1. Oxford, R., (Ed.). 1996. Language Learning Motivation: Pathways to the New Century. Honolulu: University of Hawaii Press.
2. Schmidt, R., D. Boraie and O. Kassabgy, 1999. Foreign language motivation: Internal structure and external connections. In R. Oxford (Ed.), Language learning Motivation: Pathways to the new century (pp: 10-70). Honolulu: University of Hawaii Press.

3. Deci, E.L. and R.M. Ryan, 1995. Intrinsic Motivation and Self-motivation in Human Behavior. New York: Plenum Press. Iranian Journal of Language Studies (IJLS), 3(1): 2009 99.

4. Tremblay, P.F. and R.C. Gardner, 1995. Expanding the motivation construct in language learning. The Modern Language Journal, 79: 505-518.

5. Rastegar, M., 2003. Affective, Cognitive and Personality Predictors of Foreign Language Proficiency among Iranian EFL Learners. Unpublished doctoral dissertation, Shiraz University, Shiraz, Iran. Zahra Vaezi, pp: 102.

6. Tohidi, N., 1984. Sex Differences in Achievement/Career Motivation of Motivation of Iranian Boys and Girls. Sex Roles, 11: 467-484.

7. Baker, S.C. and P.D. MacIntyre, 2000. The role of gender and immersion in communication and second language orientations. Language Learning, 50: 311 341.

8. Krashen, S.D., 1985. The input hypothesis. New York: Longman.

9. Ellis, R., 1994. Understanding second language acquisition. Oxford: Oxford University Press.

10. Gardner, R.C., 2005. Integrative motivation and second language acquisition. Canadian Association of Applied Linguistics/Canadian Linguistics Association Plenary Talk, London, Ontario.

11. Clement, R. and B. Kruidenier, 1983. Orientations in second language acquisition: The effects of ethnicity, milieu and target language on their emergence. Language Learning, 33: 273-291.

12. Oller, J., 1997. Attitudes and attained proficiency in ESL: a sociolinguistic study of Chinese in the United States. Language Learning, 27: 1-27.

13. Sadighi, F. and N. Maghsudi, 2000. The Relationship between Motivation and English proficiency among Iranian EFL Learners. Indian journal of Applied Linguistics, 26: 39-52.

14. Crooks, G. and R.W. Schmidt, 1991. Motivation: Reopening the research agenda. Language Learning, 41: 469-512.

15. Shaikholeslami, R. and M. Khayyer, 2006. Intrinsic Motivation, Extrinsic Motivation and Learning English as a Foreign Language. Psychological Reports, 99: 808-813.

16. Gass, S. and L. Selinker, 2001. Second language acquisition: An introductory course. Mahwah, NJ: Erlbaum.

17. Brown, H.D., 1990. M & Ms for language classrooms? Another look at motivation. In J.E. Alatis (Ed.), Georgetown University Round Table on Language and Linguistics (pp: 383-393). Washington DC: Georgetown University Press.

18. Farhady, H., A. Jafarpur and P. Birjandi, 1994. Testing language skills: From theory to practice. Tehran: SAMT Publications.

19. Hashemi, M.R., 1992. Feasibility of Functional Approach to EFL Teaching in Iran. Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March, 3-7: 1992.

20. Van Lier, L., 1996. Interaction in the Language Curriculum: Awareness, Autonomy and Authenticity. London: Longman.

21. Maleki, A. and E. Zangani, 2007. A Survey on the Relationship between English Language Proficiency and the Academic Achievement of Iranian EFL Students. Asian EFL Journal, 9: 86-96.

22. Ushioda, E., 1996. Learner autonomy 5: The role of motivation. Dublin, Ireland: Authentik.