EFL Learners' Motivation and Attitude toward EIL in the Increasingly Globalized Local Context of Iran: A Structural Equation Modeling Approach[*]

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Abstract

The present study probed 409 Iranian English as foreign language (EFL) learners' motivation and attitude toward English as an International Language (EIL) by investigating the causal relationships of their facets via Structural Equation Modeling (SEM). To do so, the Persian version of the attitudes toward EIL scale was designed and validated. It measures five constructs of: cultural realism, linguistic cultural disposition (negative), (dis)ownership of English, EIL posture, and localization. Then, the researchers utilized the validated scale along with the adapted Persian version of motivation scale designed by Taguchi et al. (2009) to explore the causal relationship among their facets. The latter scale measures seven dimensions of instrumentality prevention, instrumentality promotion, ideal L2 self, ought-to l2 self, learning experience, motivational intensity, and integrativeness. The findings of the study revealed that students' motivational intensity positively predicted by other motivational and attitudinal factors with 'ideal self' and 'instrumentality promotion' having the highest influence. It was also found that cultural realism was a significant predicator of localisation, and localisation was a significant positive predictor of disownership of English. EIL posture was also in a positive direct relationship with cultural realism, whereas linguistic cultural disposition (negative) was found to negatively influence other aspects including motivational intensity. This study has some implications for ELT professionals to revisit EFL motivation in light of attitudes toward EIL in expanding circle.

Keywords: attitude, English as an International Language (EIL), globalization, localization, motivation, structural equation modeling

Introduction

Motivation refers to the impetus behind human actions: why people think and behave as they do (Dörnyei, 2005, pk1). To Williams and Burden (1997, p. 120), motivation is a kind of cognitive stimulation, which encourages a being to exert sustained intellectual and/or physical effort in order to achieve a goal. Beside its important role in influencing human behavior in life, motivation also has a pivotal role in successful education. As such, L2 motivation influences learners language behaviors and efforts to learn the target language successfully (Dörnyei, Csizér, & Németh, 2006). It also comprises several factors such as teachers, learners, teaching methods, materials and content, facilities, and textbooks. Gardner s pioneering socio-educational model (1985) in which language achievement was influenced by two types of motives, namely integrativeness and instrumentality has been the target of a great deal of research in the L2 motivation field for the past two decades. However, integrativeness as the core concept of the model has been criticized by many figures (e.g., Coetzee-Van Rooy, 2006; Dörnyei, 2009; Dörnyei & Ushioda, 2011; Kachru & Nelson, 2006; Lamb, 2004; Yashima, 2000, 2009). Boreni (2010) argues that traditionally conceived integrativeness is replaced by interest in communication with foreigners, willingness to learn about other cultures and the desire to access information globally (p. 137). Therefore, role models may be members of one own culture who have developed their global identity instead of native speakers or westerners. So, to bring L2 motivation theory truly in line with contemporary analyses of language and identity in multilingual contexts, Motivational Self-System was introduced to the field of motivation (Dörnyei, 2005).

According to Dörnyei and Ushioda (2009) the L2 Motivational Self System was made up of three components including ideal L2 self, ought-to L2 self and attitudes to learning English (learning experience). Ideal L2 self is the L2-specific facet of one ideal self: if the person we would like to become speaks an L2 . Ought-to L2 Self, concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes and finally learning experience, concerns situated, executive motives related to the immediate learning environment and experience (e.g., the impact of

the teacher, the curriculum, the peer group, the experience of success) (p. 29).

Attitudes have been viewed as the affective core of L2 motivation over the past five decades, since Gardner and Lambert (1972) highlighted the importance of learner s attitudes toward native speakers. In EIL paradigm which emphasizes on shared ownership of English language among all its users, English is used as a contact language among speakers with different first languages (Jenkins, 2009) and it is not confined to native speakers or a specific variety like British or American (Sharifian, 2009). Regardless of context, the majority of nonnative speakers hold a positive attitude toward English and regard it as important for themselves and their country since it generally gives higher levels of social prestige, increases the ability to access information and causes higher employment rates. However, for some non-native speakers especially those less proficient English is considered as a threat to their mother tongue and culture, causing feelings of frustration and social inequality over the intended learning effort. However, the utilitarian purpose of English for connecting with the world seems to override negative dispositions toward English (Erling, 2004).

Accordingly, investigating attitudes of non-native speakers toward English itself sheds light on our understanding of the attitudinal basis of EFL motivation. However, due to the lack of reliable and valid instruments which present the accurate picture of language users attitudes toward EIL the current study sought to develop a scale to investigate language learners attitudes drawing upon the theory of language attitude (Albarracin, Johnson & Zanna, 2014; Eagly& Chaiken, 2005; Garrett, 2010; Vogel & Wanke, 2016). Main sources in the field of EIL (e.g., Alsagoff et al., 2012; Sharifian, 2009) and Delphi technique were also used to find the main aspects of the scale. Therefore, the current study was conducted, first, to design and validate a questionnaire to investigate EFL learners attitudes toward EIL; it then investigates those attitudes in their causal relationship with learners EFL motivation via SEM approach.

While a plethora of studies, to date, strived to investigate the concept of motivation in an EFL context, there is still a scant body of research focusing on the causal relationship between motivational and

attitudinal facets, and, to the best knowledge of the present researchers, no documented study to date has studied Iranian EFL learners' motivation and attitude toward EIL as two beneficial factors within a single framework via SEM. Thus, the main purpose of the present study was to investigate the causal relationship between aspects of Iranian EFL learners' attitude and motivation from the perspective of the latest L2 motivation theory, the L2 Motivational Self System. This piece of research also aimed to gauge how motivational intensity is predicted by other motivational and attitudinal facets.

Literature Review

Researchers have recently investigated the role of motivational and attitudinal factors in predicting EFL learners' motivational intensity (criterion measures, intended effort or motivated behavior in other studies) and explored a number of findings in relation to the causal relationship between motivational and attitudinal facets. The most significant advance in the methodology of such motivational and attitudinal studies has apparently been the increasing application of SEM instead of LISREL models to analyze large, multivariate datasets.

Taguchi et al. (2009), for instance, conducted a study to explore the causal relations among the motivational and attitudinal factors based on Dörnyei (2) tripartite model of the L2 Motivational Self System among 5000 English learners in three Asian contexts (Japan, China, and Iran) via SEM. In all three contexts instrumentality promotion correlated more highly with the ideal L2 self than instrumentality prevention. And instrumentality prevention correlated more highly with ought-to L2 self than instrumentality promotion. In the three models influence of attitudes to L2 culture and community and instrumentality-promotion on the ideal L2 self was almost balanced. The ideal L2 self predicted the criterion measures directly and also indirectly via attitudes to learning English (learning experience). The findings revealed limited diversity in the results of three contexts.

Csize & Dörnyei (2005) conducted a study in Hungary using SEM to test a hypothesized theoretical model regarding the internal structure of L2 motivation and its effect on learner s motivated behavior. The data were collected from 8,593 learners in 1993 and 1999. Their main finding was that *integrativeness* appeared to be the single most important factor, subsuming or mediating the effects of all the other

responses to questions asked (p. 19). Integrativeness with its core position was the only factor which directly affected the criterion measures. Integrativeness was mainly connected with two various factors, personal attitudes toward members of the L2 community and faceless pragmatic incentives (p. 29). The relationship between *self-confidence* and *attitudes toward the L2 speakers/community* was mediated through *cultural interest*. They also suggested that *integrativeness* should be relabeled as the Ideal L2 Self.

Inspired by Dörnyei Hungarian study, Islam (2013) supported the validity and relevance of the L2 motivational self-system in the Pakistani province of Punjab via SEM techniques. Results showed that participants L2 learning attitudes and ideal L2 selves emerged as the strongest contributors to their reported learning efforts. Moreover, newly proposed construct, *National Interest*, was also found effective in depicting the in-depth understanding of the contemporary L2 motivation of the learners, emphasizing the need to perceive the link between English and their national identities and interests.

Yashima (2000) probed 315 Japanese university students of informatics in Japan. The study aimed to discover the students reasons for learning English, their motivational orientations, and the predicator factors of motivation and proficiency. Major findings revealed that the participants perceived intercultural friendship and instrumental orientations as being the most important motives. Identification with the target group (*integrativeness*) was not an important orientation for the participants. In addition, working in the international community was reported as the least important factor.

More recently, Peng (2014) examined the interrelationships between the three components of L2 Motivational Self, Willingness to Communicate (WTC), international posture, and L2 anxiety using SEM. Questionnaire data obtained from 1,013 university students in China indicated that *ideal L2 self* was predicted by *learning experience*, *international posture* and *ought-to L2 self*. *Ideal L2 self* had a positive effect on *L2 anxiety* while *ought-to L2 self* had a negative effect on it. L2 WTC included two sources of WTC inside and WTC outside the classroom. *L2 anxiety*, *international posture* and *learning experience* were found to predict *WTC inside* positively, while *international posture* was the single direct predicator of *WTC outside*. This model

was the first attempt toward using L2 Motivational Self-System to explain EFL learners communication intention from the perspective of an imagined global community (Peng, 2014, p. 433).

Similarly, Lai (2008) designed a 26-item questionnaire to measure Taiwanese learners motives and attitudes toward EIL focusing on the role of English and students perception.of ownership and acquiring the target culture. Besides, it aimed to investigate university students' motivation for learning English and their perceptions of EIL. One of the most important findings of the study was that although the majority of participants had EIL awareness, they were dealing with the dilemma of adhering to its principles in the class. Results indicated that there was a positive correlation between the length of studying English and learners holding positive attitudes toward learning English. Experience with native English-speaking teachers also predicted positive attitudes toward EIL.

A number of researches have also been carried out in Iran on motivational self-system and attitudinal factors among Iranian EFL students with the results more or less similar to those of the aforementioned studies (Dastgheib, 1996; Matin, 2007; Sadighi & Maghsudi, 2000).

Taken together, the above literature on EFL motivation and attitude toward EIL, and their role in EFL learning demonstrated that studies on motivation and attitude encompasses a host of dimensions. Nevertheless, to our knowledge, no study to date has empirically investigated the Iranian EFL students' motivation, attitude toward EIL, and the causal relationship between their facets in a single study. The present paper, thus, aimed to validate the Persian version of attitude toward EIL scale and investigate the causal associations between its attitudinal subscales with motivational factors included in motivation scale designed by Taguchi et al. (2009). It also sought to examine how motivational intensity is predicted by other motivational and attitudinal factors in the proposed SEM model in this study. Hence, the following research questions were formulated:

RQ1. What is the structural relationship between aspects of EFL motivation and Iranian EFL learners attitudes toward English as an International Language (EIL)?

RQ2. How is motivational intensity predicted by other motivational and attitudinal facets in the proposed SEM model?

Method
Participants
The participants of the present study comprised 409 Iranian adult EFL learners (264 female and 145 male) selected according to convenience sampling among EFL students learning English in private language institutes in 3 cities in Iran (Isfahan,Tehran, and Semnan). Their age ranged from 18 to 32 (M= 22.90, SD= 5.53). The participants proficiency levels included elementary (12%), pre-intermediate (19%), intermediate (26%), upper intermediate (23%), and advanced (20%) levels.

Instruments
'Attitudes toward EIL' Scale
The Persian version of Attitudes toward questionnaire was designed and validated. The scale comprised 27 items evaluating five dimensions of attitudes toward EIL: Cultural realism, linguistic cultural disposition (negative), (dis)ownership of English, EIL posture, and localisation. The scale measures five dimensions via a 6-point Likert-type (strongly disagree, disagree, slightly disagree, slightly agree, agree and strongly agree). The newly designed scale demonstrated acceptable reliability indices. In line with Dörnyei and Taguchi (2010) Cronbach alpha for the whole questionnaire was 0.743, well above the acceptable level of 0.60, showing a high amount of consistency among the items of the questionnaire. Validity evidence for construct interpretation was investigated through exploratory and consequent confirmatory factor analysis (CFA). A Comparative Fit Index (CFI) of .932 and a Root Mean Square Error of Approximation (RMSEA) of .035 were indicative of model fit (see Appendix A for the final CFA model). The five above mentioned factors in the   attitudes toward EIL scale[1] were defined as:

Cultural Realism [mean =5.01, Cronbach   alpha =.78, 5 items],   a willingness and ability to learn from other cultures, not just about them and learning about other cultures may lead to cultural literacy; it is learning from other cultures that will lead to cultural liberty (Kumaravadivelu, 2008, p. 237).

For having successful international communications you need to learn about other cultures.

Linguistic cultural disposition (negative) [mean =2.64, Cronbach s alpha =.79, 5 items]), refers to the participants negative dispositions toward EIL and its effects on local languages and cultures (Canagarajah 1999).

I think that learning English threatens my native language and culture.

(Dis)ownership of English [mean = 4.31, Cronbach alpha =.75, 6 items], as a collective claim to English as everybody language which belongs to all its users around the globe (Parmegiani, 2014).

English belongs to anyone who attempts to speak the language.

EIL posture [mean =5.05, Cronbach alpha =.75, 5 items], refers to students attitudes to EIL and explains how much learners value English as an international language (Csizér & Kormos, 2008).

With English, I am able to be a citizen of the global world.

Localization [mean =4.46, Cronbach alpha =.63, 6 items], English language used as a means to present one s own culture and concerns to others around the globe (McKay, 2003).

Iranian experts should choose English materials that conform to our culture and ideologies.

Motivation Scale
To determine EFL students' motivation, the researchers used Persian version of motivation scale designed and validated by Taguchi et al. (2009) and made minor modifications regarding the content of some items (e.g., the items related to criterion measure subscale were replaced with the original items of motivational intensity from Yashima (2002) to avoid item redundancy). The motivation questionnaire contains 41 statements evaluating seven constructs of motivation: instrumentality promotion, instrumentality prevention, ideal self, ought-to L2 self, learning experience, integrativeness and motivational intensity. The scale is a 6-point Likert type (strongly disagree, disagree, slightly disagree, slightly agree, agree and strongly

agree). The seven abovementioned factors in the motivation scale[2] were defined as:

Motivational Intensity [mean =4.75, Cronbach s alpha =.73, 6 items], refers to the learners intended efforts toward learning English (Yashima, 2002).

I think I spend fairly long hours studying English.

Ideal L2 Self [mean =4.82, Cronbach salpha =.83, 6 items], according to Dörnyei (2005, p. 106), refers to the L2-specific facet of one s ideal self .

I can imagine myself speaking English as if I were a native speaker of English.

Ought-to L2 Self [mean =4.14, Cronbach salpha =.68, 6 items], refers to the attributes that one believes one ought to possess (i.e. various duties, obligations, or responsibilities) in order to avoid possible negative outcomes Dörnyei, 2005, p. 106).

Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.

Instrumentality Promotion [mean = 4.82, Cronbach alpha =.778, 6 items], measures the regulation of personal goals to become successful such as developing high proficiency in English for financial or occupational advancement (Taguchi, et al., 2009, p. 74).

Studying English is important to me in order to achieve a special goal (e.g., to get a degree or scholarship).

Instrumentality Prevention [mean = 4.54, Cronbach alpha =.797, 8 items], measures the regulation of duties and obligations such as studying English in order to pass an examination (Taguchi, et al., 2009, p. 74).

I have to study English because I don't.want.to get bad marks in it.

Learning Experience [mean =4.89, Cronbach alpha =.77, 6 items], measures situation-specific motives related to the immediate learning environment and experience (Taguchi, et al., 2009, p. 74).

Do you always look forward to English classes?

Integrativeness [mean =5.17, Cronbach salpha =.57, 3 items], entails having a positive attitude toward the second language, its culture and the native speakers of that language (Taguchi, et al., 2009, p. 74).

How much do you like English?

Data Collection

The data was collected in three cities of (Tehran, Isfahan, and Semnan) in 2015-2016 academic year. The main procedure in all three contexts was similar. In this study, Taguchi et al. (2009) motivation scale together with newly designed and validated scale on attitudes toward EIL were administered to the participants. Clear instructions on the purpose of the questionnaire and appropriate responding were provided. All the participants were required to complete the demographics section in the questionnaires (e.g., age, gender, proficiency level, educational level, and the length of English study of the respondents).

Data Analysis

The normality assumptions were checked employing SPSS (21). To substantiate the validity of the Persian version of attitudes toward EIL scale, confirmatory factor analysis (CFA) was applied to the data. In so doing, AMOS statistical package (22) was utilized. The reliability of the questionnaires was computed via Cronbach's alpha. The causal association between motivational factors and aspects of attitudes toward EIL was examined through SEM via AMOS. SEM is a robust statistical technique that is used to interpret the causal relationship among several variables within a single framework.

The expectation-maximisation algorithm (maximum likelihood method) was employed to deal with the missing data (Hair et al., 2006; Kline, 2005). Goodness-of-fit indices provided by AMOS are used to evaluate the adequacy of the final SEM model. According to Byrne (2001) and Hair et al. (2006) x^2 is one the most informative indices to be reported. However, as x^2 statistic is sample-dependent and significant for samples larger than 200, the relative Chi square (x^2/df) and other fit indices are normally used as solution (Schumacker & Lomax, 2004, p. 100). Relative chi square should be under cut off value of 2 to be acceptable (Tabachnick & Fidell, 2007). Fit indices include CFI and RMSEA. Regarding CFI, generally 0.90 on the 1.0 scale

indicates a good fit. Pearson product moment correlations were also run to investigate the effect of motivational and attitudinal subscales on motivational intensity.

Results and Discussion
Creating a Hypothesized Model of Causality

unlike many other quantitative research methodologies which pursue discovering some underlying rationale in the data, the SEM family requires that the researchers have predetermined expectations based on a theoretical model and any proposed causal model   must have some basis, whether it be theory, results of previous studies, or an educated guess that reflects the researcher s domain knowledge and experience (Kline, 2005, p. 9).

The schematic path-diagram below, informed by the literature presented in this study, presents the hypothesized causal linkages between the eleven variables within the model to tap the first research question of this study. In the model below, the positive (+) and negative ( ) notations denote the hypothesized nature of the causal linkage between the variables; directional relationship between variables is shown by a single headed arrow   , and bidirectionality is depicted by a double headed arrow   (Fig. 1).
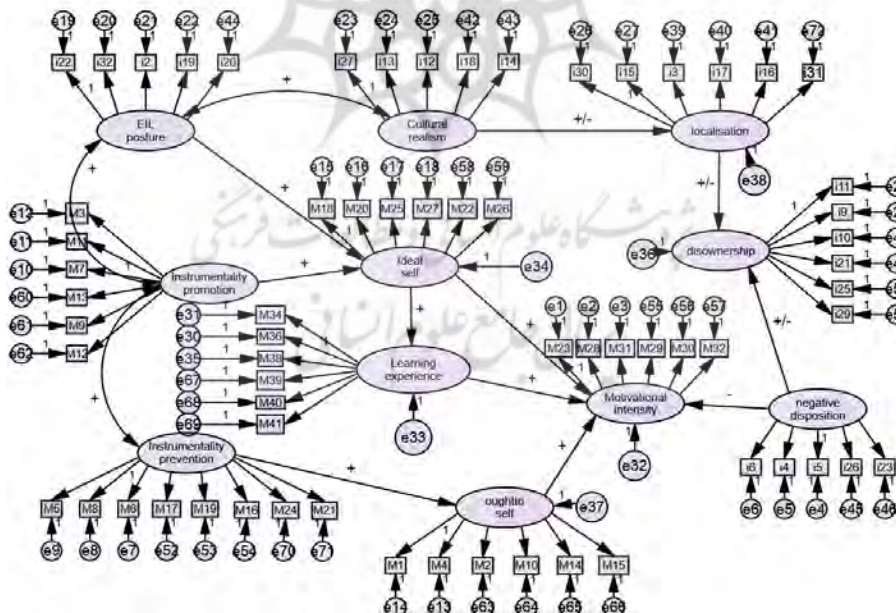
Figure1. A SEM diagram (path-diagram) illustrating the hypothesized relationships among the variables in the study. Items from motivation scale M1 to M41 and items from Attitudes toward EIL questionnaire are i1 to i33.

Here in the proposed model the relationships between seven motivational factors and their directions are proposed based on Taguchi et al. (2009).With reference to the limited literature concerning the causal relationship between attitudinal factors and also between motivational and attitudinal factors in the Iranian context, it is hypothesized that commitment to *localisation* will function as a positive predictor of *disownership* of English. Based upon the work of Rivers (2011), this idea is further informed by the controversial opinion regarding those items used to symbolize Iranian   cultural identity. For example, the decentralizing English textbooks and empowering Persian experts are often used to pursue both localisation and disownership agendas. The aim is to protect national culture and identity against imperial power with reference to the orientation of nationalistic or patriotic feelings within Iran which is generated by historic cultural icons such as religious events, traditions and rituals, shrines, mosques and other sources of national identification. However, considering the impact of *localisation* upon *disownership*, the hypothesized model is still hesitant to make explicit predictions (we decided to use a ± notation). The reason behind this hesitancy is in the fact that no study in the context of Iran investigated the correlation between these two factors quantitatively.

Due to the limited literature available, it is generally unknown how commitment to *localisation* will interact with *cultural realism* or interculturalism (hence we used a ± notation). Alternatively, if succumbing to the prevalent viewpoint of previous studies (Rivers, 2011, Islam, 2013), it can also be hypothesized that *localisation* will be positively predicted by *cultural realism.* Consequently, those with localisation tendencies may be inclined to consider the English speaking foreigner as an opportunity which can be used for enhancing the power and status of the Iranian nation. This is also consistent with the claim that internationalization is akin to Iranization which means nothing other than Iranian   ambition to rise to a position of importance and power in the twenty-first century.

In the Sullivan and Schatz (2009) study, it was reported that belief in imperialism predicted a negative disposition toward learning English, a finding the authors interpret as being due to the fact that some Iranians consider English as a threat to their uniqueness and national identity. As a consequence the negative effect of imperialism on attitudes toward learning English likely reflects this threat (Rivers, 2011, p. 494). Based on the notion of threat perception, it could further be elaborated that imperialism is indispensable for Iranian national identification for some Iranians and that the enormous pressures which many Iranians undergo in attempting to acquire English proficiency has caused a backlash against English speaking communities and cultures. This argument is supported by the fact that the xenophobic attitudes which many Iranians have toward outsiders are the outcome of failing to achieve positive identification with the native English speaker.

Based on Social Identity Theory (Tajfel & Turner, 1986) and Intergroup Threat Theory (Stephan & Stephan, 2000) and the need for a positive in-group/out-group distinctiveness, it may be viable to account for intergroup antagonism between English people and the Iranians. Some critics claim that the early introduction of English detracts from a child mother tongue development. In this vein, Otsu (2004) denotes that elementary school students should prioritize mother tongue in order to establish their strong independent local identities. Others fear that the global dominance of English will be solidified with the increase in the development of communicative abilities in English which may cause the loss of local linguistic and cultural identity (Canagarajah, 1999; Pennycook, 2007; Phillipson, 1992).

In terms of how *localization* relates to *negative disposition* toward learning English or English speaking community and culture, many of the similar arguments raised above justify the hypothesized negative relationship. As Gardner (2001) mentions I didn see how someone could really learn a second language if they didn t like the group who spoke the language (p. 1). Regarding the interaction between *negative dispositions* toward English with *motivational intensity*, Clément (1980) has suggested that *negative disposition* in the form of fear of assimilation will decrease *integrativeness* and as a result *motivational intensity*. In terms of the more pedagogically focused variables used in this study, based on Taguchi et al. (2009), it is hypothesized that the

instrumentality promotion and EIL posture variables will predict ideal l2 self and ideal l2 self will predict motivational intensity and the desire to partake in English study indirectly via favorable perceptions and appraisal of English learning context (positive learning experience). In turn the latter *EIL posture* will predict *ideal L2 self* positively and *ideal l2 self* predicts positive l2 *learning experience* which results in stronger *motivational intensity*.

Testing and Interpreting the Hypothesized Model of Causality

Figure 2 represents the final SEM model on the causal relationship between motivational and attitudinal factors in this study. Results show that all the paths were significant at the p<.001 level. The relative chi-square is at an acceptable level in the present study, x2=2384.951(DF=1808), p<0.001. Moreover, other goodness-of-fit indices indicate that the model is appropriate to describe the sample. The CFI and RMSEA values were 0.912 and 0.028. Therefore, we can conclude that the model provides an adequate representation of our dataset.
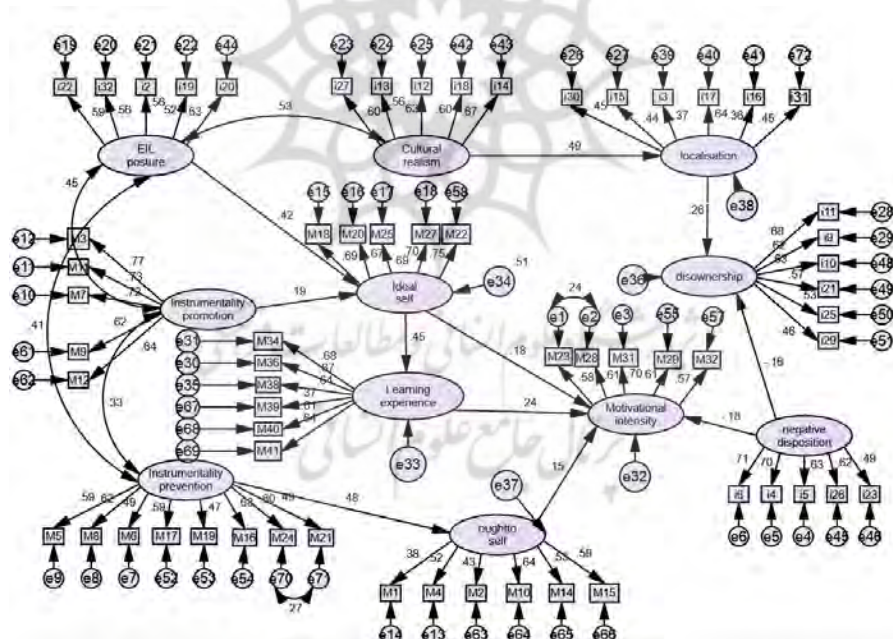
Figure2. The final path model with standardized estimates [Chi-square = 2384.951, df = 1808, p < 0.01] [CMIN = 1.319, CFI = 0.912, RMSEA = 0.028. All paths shown are significant at the p < 0.001 level. Items from Motivation scale M1 to M41 and items from Attitudes toward EIL questionnaire are i1 to i33.

In relation to the hypothesized relationships between the variables concerning the seven dimensions of Iranian EFL learners motivation, according to the proposed model, motivational intensity was found to be directly predicted by ideal L2 self (0.18) and ought-to L2 self (0.15). It should be noted that the strength of the relationship between *motivational intensity* and *ideal L2 self* in the initial model was (0.28), but after considering modification indices to enhance model fitness it decreased to (.18). It suggests that *ideal L2 self* is a more powerful predicator of *motivational intensity* than *ought-to L2 self* (Islam, 2013; Csize & Dörnyei, 2005; Taguchi et al., 2009). According to Taguchi et al (2009) the *ideal l2 self* predicts *motivational intensity* indirectly through *learning experience* (attitudes to learning English). Similarly, in this study, *ideal L2 self* predicts *learning experience* (0.45) and then learning experience predicts motivational intensity (0.24).

 In this study *instrumentality-promotion* predicts the *ideal L2 self* (0.19) and instrumentality-prevention predicts ought-to L2 self (0.48). This corroborate with the idea that *ideal l2 self* has promotional focus while *ought-to L2* self has preventional focus (Dörnyei, 2009). EIL posture also predicts ideal l2 self directly and positively (0.42). The relatively balanced influence of *EIL posture* and *instrumentality-promotion* on the *ideal L2 self*, suggests that the *ideal L2 self* that learners tend to develop is fully fledged and rounded in terms of being both personally agreeable and professionally successful (Taguchi et al., 2009, p. 85).

EIL posture and *cultural realism* correlate with each other in a balanced way and both predict each other in a positive direct way (0.53). Previous studies (Adachi, 2013; Islam, 2013) argue that interest in *intercultural communication* predicts *l2 community appeal* and vice versa since you are more interested to know about other cultures when you are interested to be a member of global community. *Cultural realism* predicts localization (0.49) in a direct positive relationship. As Rivers (2011) claims, *interculturalism* predicts *nationalism* since in the process of adding to your cultural horizons via gaining intercultural knowledge you perceive English as the builder of national identification. *Localization* also predicts *(dis)ownership of English* (0.26) in a positive direct way. In this vein, Phan (2009) discussed the process of reasserting one   identity when speaking English while being

proud of their local identity and culture by attempting to take the ownership of English.

Linguistic cultural disposition (negative) negatively and directly predicts *(dis)ownership of English language* (-0.16) and motivational intensity (-0.18). In line with Clément s(1980) findings, *negative linguistic cultural disposition* has its roots in the individual s *fear of assimilation* with target culture and community and this fear leads to lower degrees of *integrative motive* which results in lower *motivational intensity* and intended effort in learning the target language.

To investigate the relationships among students' EFL motivation and their attitudes toward EIL and the effect of motivational and attitudinal subscales on motivational intensity, the concern of second research question in this study, multiple correlations were run; the results are presented in Table 1. As the table indicates, motivational intensity is associated significantly and positively with the other six motivational subscales: Instrumentality prevention (r=.355, $p<0.05$), instrumentality promotion (r=.311, $p<0.05$), ideal self (r=.397, $p<0.05$), ought-to L2 self (r=.340, $p<0.05$), learning experience (r=.499, $p<0.05$), integrativeness (r=.604, $p<0.05$). Motivational intensity is also associated significantly and positively with four of attitudinal subscales: Cultural realism (r=.278, $p<0.05$), (Dis) ownership of English (r=.125, p<0.01), EIL posture (r=.461, p<0.05) and localization(r=.370, p<0.05). On the other hand it is significantly but negatively correlated with Linguistic cultural disposition (r= -.265, $p<0.05$).

Table 1. *Correlation Coefficients for Motivational and Attitudinal Subscales*

Factor	1	2	3	4	5	6	7	8	9	10	11	12
1. Instrumentality prevention	1											
2. Instrumentality promotion	.321**	1										
3. Ideal self	.443**	.453**	1									
4. Ought-to L2 self	.370**	.390**	.529**	1								
5. Learning experience	.353**	.369**	.590**	.545**	1							
6. Motivational intensity	.355**	.311**	.397**	.340**	.499**	1						
7. Integrativeness	.459**	.464**	.691**	.619**	.386**	.604**	1					
8. Cultural realism	.085	.157**	.486**	.139**	.301**	.278**	.354**	1				
9. Negative disposition	-.168**	-.233**	-.115*	.009	-.164**	-.265**	-.221**	-.123*	1			
10. disownership	.010	.207**	.166**	.035	.118*	.125*	.127*	.192**	-.149**	1		
11. EIL posture	.394**	.498**	.470**	.292**	.311**	.461**	.407**	.491**	-.198**	.166**	1	
12. Localisation	.093	.323**	.285**	.340**	.374**	.370**	.125*	.313**	-.039	.261**	.340**	1

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

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

Conclusions and Implications

Building upon previous context specific work (Taguchi et al., 2009), the present study has focused on an underresearched area of psychology of language learning by examining five attitudinal facets of attitudes toward EIL in relation to seven motivational factors among a sample of Iranian EFL learners studying English in private language institutes. This study demonstrates its originality due to its distinctive multidimensional contribution to the fields of EFL motivation, EIL and EFL learning pedagogy.

The findings of the study yielded via SEM revealed that students' motivational intensity positively predicted by other motivational and attitudinal factors with 'ideal self' and 'instrumentality promotion' having the highest influence. It was shown ideal l2 self predicts instrumentality promotion and on the other hand ought-to L2 self predicts instrumentality prevention. It was also found that cultural realism was a significant predicator of localisation and localisation

was a significant positive predictor of disownership of English . L2
posture was also in a positive direct relationship with cultural
realism , whereas linguistic cultural disposition (negative) was found
to negatively influence other aspects including motivational intensity.

Future practice may build upon the outcome of the current study.
The proposed model suggests how teachers can add to learners
motivational intensity by empowering their ideal self and
instrumentality promotion. Teachers can take use of educational
initiatives to help learners envision a bright future as an ideal user of
English to empower their ideal l2 self. It also shows instrumentality
with promotional focus is a more influential source of motivational
intensity than instrumentality with preventional focus. Furthermore, by
adding to learners cultural horizons and empowering Iranian experts in
localizing English teaching materials we can help learners take
ownership of the English language and also their own learning process.

However, there are a number of limitations. First, the participants
were selected based on convenience sampling as far as feasibility
considerations are concerned. Second, the students certain
demographic variables like political affiliations and academic degree
were not controlled. Third, the participants of the current study
consisted of 409 EFL learners studying at language institute in 3 cities
of Iran. Thus, the study should be replicated with larger samples in
various regions of the country to ensure the generalizability of the
finding.

The findings documented through the process of SEM suggest that
the complexity of the role of motivation and attitude in English
language learning requires further empirical investigation. Further work
needs to be done to focus on the inherent weaknesses found within the
current study, most remarkably by using SEM procedure to its full
potential by developing more reliable instruments and utilizing latent
constructs which permit higher measurement sensitivity. Further
enhancements may be made through using a more diverse sample while
taking charge of age, gender, political ideology and foreign language
proficiency. In pursuing the issues discussed within this study,
achieving a better understanding of the emic considerations of
motivational and attitudinal factors and the way in which they affect
language learning processes is hoped.

Notes

[1] For each factor a sample item is included after giving the definition. For the full questionnaire as well as the frequency and percentages of the responses for the validated attitudes toward EIL scale see appendix B.

[2] For each factor a sample item is included after giving a definition. For the full questionnaire as well as the frequency and percentages of the responses for the adapted motivation scale see appendix C.

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Appendix A

Final CFA model of Attitudes toward EIL scale indicating 5 factors (χ^2/DF=1.51, CFI=.932, TLI=.924, RMSEA=.035)
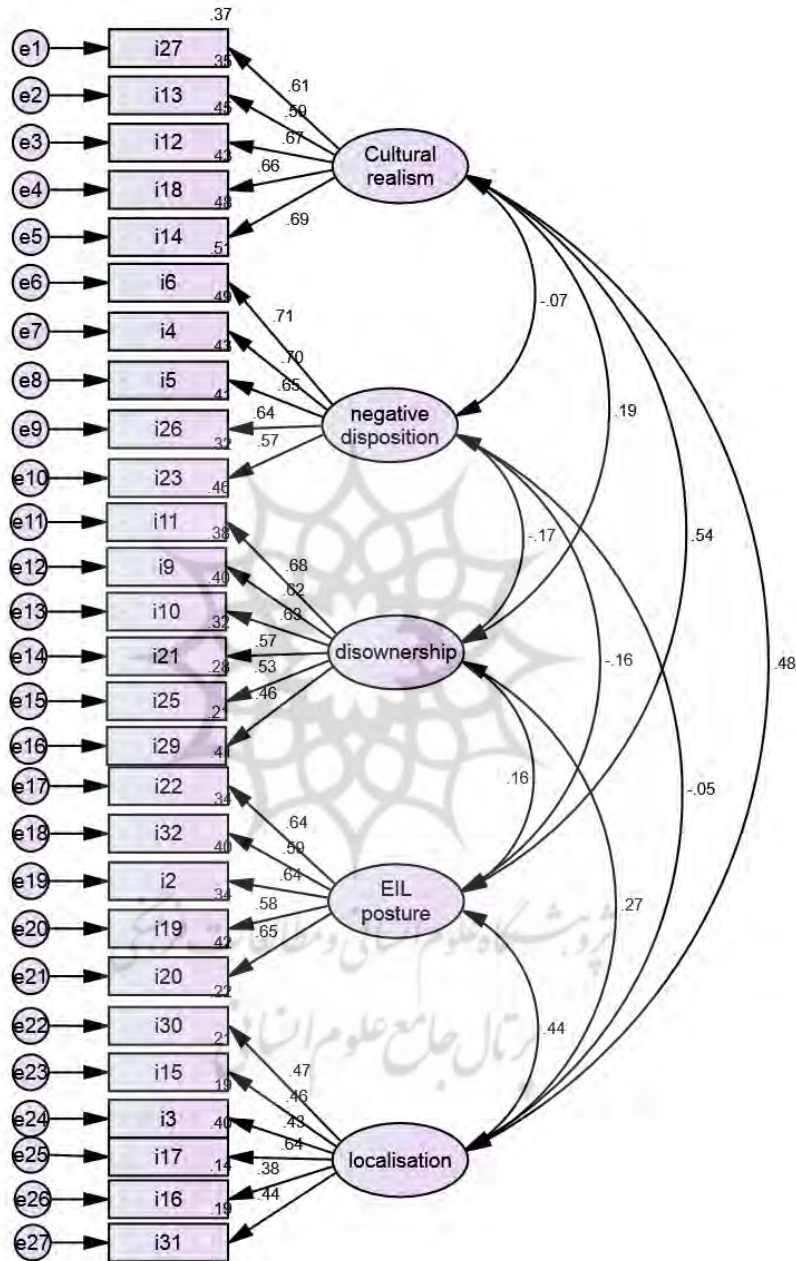
Appendix B

Frequency of Learners responses to validated Attitudes toward EIL   scale
(N=409)

'Attitudes Toward EIL' Scale	1 F/P	2 F/P	3 F/P	4 F/P	5 F/P	6 F/P	M	SD
Cultural Realism (general mean: 5.018) (Cronbach alpha: .781)								
(i27) Leaning English can enrich my cultural horizons by learning from different cultures.	2 .5	3 .7	14 3.4	109 26.7	145 35.5	136 33.3	4.96	.938
(i13) For having successful international communications you need to learn about other cultures.	2 .5	7 1.7	18 4.4	77 18.8	147 35.9	158 38.6	5.04	.992
(i12) English enables communication between people from different cultures, but I don t identify it with any specific culture.	2 .5	5 1.2	11 27	85 20.8	152 37.2	155 37.9	5.06	.939
(i18) English teaching materials should provide information about life and culture of various countries around the world.	3 .7	2 .5	28 6.8	70 17.1	162 39.6	144 35.2	5.00	0.980
(i14) English materials should provide students with awareness of cultural differences in the various contexts.	4 1.0	4 1.0	19 4.6	88 21.5	126 30.8	168 41.1	5.03	1.028
Linguistic cultural disposition (negative) (general mean: 2.642) (Cronbach alpha: .790)								
(i6) I think globalization of English language is the outcome of British or American imperialism.	65 15.9	121 29.6	125 30.6	68 16.6	19 4.6	11 2.7	2.73	1.206
(i4) I think that learning English threatens my native language and culture.	69 16.9	135 33.0	140 34.2	58 14.2	5 1.2	6 1.5	2.53	1.050

(i5) I think English language education should be limited because it results in western culture dominance.	63 15.4	107 26.2	152 37.2	66 16.1	16 3.9	5 1.2	2.71	1.106
(i26) Growing interest in learning English is not a threat for our native language and culture.	77 18.8	134 32.8	116 28.4	65 15.9	12 2.9	5 1.2	2.55	1.126
(i23) We should protect Iranian culture by not using English words in television or social networks.	67 16.4	116 28.4	132 32.3	75 18.3	10 2.4	9 2.2	2.69	1.150
(dis)ownership of English **(general mean: 4.31)** **(Cronbach alpha: .753)**								
(i11) English belongs to anyone who attempts to speak the language.	12 2.9	20 4.9	67 16.4	94 23.0	103 25.2	113 27.6	4.45	1.333
(i9) English belongs only to the UK/US.	6 1.5	42 10.3	64 15.6	97 23.7	97 23.7	103 25.2	4.33	1.355
(i10) It is only native speakers' right to decide how English should be used.	19 4.6	37 9.0	68 16.6	129 31.5	72 17.6	84 20.5	4.10	1.392
(i21) If English is used differently from British or American English, it must be wrong.	14 3.4	18 4.4	59 14.4	107 26.2	108 26.4	103 25.2	4.43	1.310
(i25) I think only British and American norms are acceptable in using English.	9 2.2	28 6.8	73 17.8	103 25.2	86 21.0	110 26.9	4.37	1.344
(i29) It is possible to have different kinds of Englishes like Indian, African and even Iranian varieties of English.	15 3.7	44 10.8	68 16.6	97 23.7	85 20.8	100 24.4	4.21	1.441
EIL posture **(general mean: 5.054)** **Cronbach alpha: .757)**								
(i22) English plays an important role for successful international affairs.	4 1.0	2 .5	19 4.6	83 20.3	181 44.3	120 29.3	4.94	.939
(i32) English makes it possible to connect to the rest of the world.	2 .5	3 .7	9 2.2	72 17.6	164 40.1	163 39.9	5.15	.882

(i2) The presence of English in daily life is a consequence of increased internationalization.	2 .5	2 .5	5 1.2	63 15.4	144 35.2	195 47.7	5.24	.860
(i19) English is a valuable tool for communication among non-native speakers around the world.	4 1.0	2 .5	31 7.6	103 25.2	123 30.1	146 35.7	4.90	1.051
(i20) With English, I am able to be a citizen of the global world.	4 1.0	5 1.2	20 4.9	65 15.9	149 36.4	166 40.6	5.04	1.012

Localization
(general mean: 4.46)
(Cronbach alpha: .632)

(i30) English textbooks should include some aspects of Iranian culture and lifestyle.	19 4.6	34 8.3	68 16.6	80 19.6	96 23.5	112 27.4	4.31	1.46
(i15) Iranian experts should choose English materials that conform to our culture and ideologies.	23 5.6	29 7.1	66 16.1	90 22.0	97 23.7	104 25.4	4.27	1.461
(i3) We should not depend only on western oriented English textbooks.	8 .2	35 8.6	48 11.7	98 24.0	84 20.5	136 33.3	4.52	1.379
(i17) Learning English in Iran should help our culture known and our voice be heard in other parts of the world.	8 .2	34 8.3	62 15.2	73 17.8	91 22.2	141 34.5	4.54	1.407
(i16) Learning English should help promote Iranian culture and identity.	9 2.2	33 8.1	51 12.5	74 18.1	108 26.4	134 32.8	4.57	1.379
(i31) Learning English should help to introduce Iranian culture to other countries.	17 4.2	26 6.4	55 13.4	72 17.6	97 23.7	142 34.7	4.55	1.448

Note. Item i9, i21, and i25 were reverse scored in the analysis.

Appendix C

Frequency of Learners responses to adapted version of motivation scale by Taguchi et al. (2009), (N=409)

'Motivation' Scale	1 F/P	2 F/P	3 F/P	4 F/P	5 F/P	6 F/P	M	SD
Motivational Intensity (general mean: 4.75) (Cronbach alpha: .730)								
(M23) Compared to my classmates, I think I study English relatively hard.	8 2.0	6 1.5	46 11.2	82 20.0	136 33.3	131 32.0	4.77	1.69
(M28) I often think about the words and ideas which I learn about in my English classes.	7 1.7	12 2.9	33 8.1	116 28.4	137 33.5	104 25.4	4.65	1.132
(M31) If English were not taught at school, I would study on my own.	4 1.0	5 1.2	33 8.1	108 26.4	165 40.3	94 23.0	4.73	1.006
(M29) I really try to learn English.	2 .5	5 1.2	27 6.6	109 26.7	147 35.9	119 29.1	4.84	.993
(M30) I think I spend fairly long hours studying English.	4 1.0	17 4.2	58 23.3	83 22.0	110 26.9	137 33.5	4.68	1.241
(M32) After I graduate from college, I will continue to study English and try to improve.	5 1.2	16 3.9	34 8.3	82 20.0	122 29.8	150 36.7	4.83	1.193
Ideal L2 Self (general mean: 4.82) (Cronbach alpha: .835)								
(M18) I can imagine myself speaking English as if I were a native speaker of English.	5 1.2	7 1.7	25 6.1	82 20.0	131 32.0	159 38.9	4.97	1.089
(M20) I can imagine myself speaking English with international friends or colleagues.	5 1.2	8 2.0	38 9.3	96 23.5	132 32.3	130 31.8	4.79	1.120
(M25) Whenever I think of my future career, I imagine myself using English.	2 .5	12 2.9	40 9.8	98 24.0	125 30.6	132 32.3	4.78	1.118
(M27) I can imagine myself studying in a university where all my courses are taught in English.	6 1.5	12 2.9	30 7.3	89 21.8	146 35.7	126 30.8	4.80	1.131

(M22) I can imagine myself writing English e-mails fluently.	4 1.0	9 2.2	35 8.6	87 21.3	163 39.9	111 27.1	4.78	1.066

Ought -to Self
(general mean: 4.143)
(Cronbach alpha: .688)

(M1) I study English because close friends of mine think it is important.	25 6.1	37 9.0	75 18.3	96 23.5	111 27.1	65 15.9	4.04	1.416
(M2) Studying English is important to me because other people will respect me more if I have a knowledge of English	11 2.7	35 8.6	80 19.6	116 28.4	98 24.0	69 16.9	4.13	1.297
(M4) If I fail to learn English, I ll be letting other people down.	20 4.9	34 8.3	64 15.6	126 30.8	101 24.7	64 15.6	4.30	1.133
(M10) I consider learning English important because the people I respect think that I should do it.	16 3.9	32 7.8	54 13.2	113 27.6	116 28.4	78 19.1	4.26	1.334
(M14) Learning English is necessary because people surrounding me expect me to do so.	28 6.8	25 6.1	88 21.5	113 27.6	97 23.7	58 14.2	3.98	1.373
(M15) Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.	15 3.7	28 6.8	75 18.3	112 27.4	121 29.6	58 14.2	4.15	1.278

Instrumentality Promotion
(general mean: 4.821)
(Cronbach alpha: .778)

(M3) Studying English is important to me because I am planning to study abroad.	6 1.5	10 2.4	25 6.1	88 21.5	151 36.9	129 31.5	4.85	1.100
(M11) I study English in order to keep updated and informed of recent news of the world.	6 1.5	11 2.7	34 8.3	99 24.2	118 28.9	141 34.5	4.80	1.165
(M7) Studying English is important to me in order to achieve a special goal (e.g., to get a degree or scholarship).	2 .5	3 .7	48 11.7	104 25.4	131 32.0	121 29.6	4.77	1.054
(M13) Studying English can be important to me because I think I ll need it for further studies.	2 .5	5 1.2	45 11.0	107 26.2	118 28.9	132 32.3	4.78	1.081

(M9) Studying English can be important to me because I think it will someday be useful in getting a good job and/or making money.	3 .7	15 3.7	37 9.0	89 21.8	110 26.9	155 37.9	4.84	1.176
(M12) Studying English is important to me because English proficiency is necessary for promotion in the future.	2 .5	9 2.2	35 8.6	92 22.5	119 29.1	152 37.2	4.89	1.098

Instrumentality Prevention
(general mean: 4.54)
(Cronbach alpha: .797)

(M5) I have to study English because I don t want to get bad marks in it.	10 2.4	19 4.6	61 14.9	100 24.4	121 29.6	98 24.0	4.46	1.266
(M6) I have to learn English because without passing the English course I cannot get my degree.	7 1.7	17 4.2	63 15.4	113 27.6	112 27.4	97 23.7	4.46	1.220
(M8) I have to study English; otherwise, I think I cannot be successful in my future career.	10 2.4	20 4.9	39 9.5	111 27.1	132 32.3	97 23.7	4.53	1.227
(M17) Studying English is important to me because, if I don t have knowledge of English, I ll be considered a weak learner.	5 1.2	18 4.4	42 10.3	97 23.7	111 27.1	136 33.3	4.71	1.221
(M19) Studying English is necessary for me because I don t want to get a poor score or a fail mark in English proficiency tests (TOEFL, IELTS).	7 1.7	26 6.4	61 14.9	97 23.7	120 29.3	98 24.0	4.44	1.271
(M16) Studying English is important to me because I don t like to be considered poorly educated person.	13 3.2	8 2.0	50 12.2	91 22.2	108 26.4	139 34	4.69	1.281
(M24) Studying English is important to me, because I would feel ashamed if I got bad grades in English.	15 3.7	19 4.6	45 11.0	110 26.9	113 27.6	107 26.2	4.49	1.310

(M21) I have to learn English because I don t want to fail the English course.	10 2.4	20 4.9	45 11.0	105 25.7	114 27.9	115 28.1	4.56	1.273

Learning Experience
(general mean: 4.893)
(Cronbach alpha: .777)

(M34) Do you like the atmosphere of your English classes?	8 2.0	8 2.0	52 12.7	98 24	112 27.4	131 32.0	4.69	1.210
(M36) Do you really enjoy learning English?	3 .7	8 2.0	17 4.2	74 18.1	149 36.4	158 38.6	5.03	1.014
(M38) Would you like to have more English lessons at school?	2 .5	6 1.5	21 5.1	83 20.3	152 37.2	145 35.5	4.99	.988
(M39) Do you always look forward to English classes?	7 1.7	16 3.9	45 11.0	67 16.4	103 25.2	171 41.8	4.85	1.276
(M41) Do you find learning English really interesting?	3 .7	7 1.7	29 7.1	97 23.7	131 32.0	142 34.7	4.89	1.063
(M40) Do you think time passes faster while studying English?	3 .7	7 1.7	30 7.3	95 23.2	124 30.3	150 36.7	4.91	1.076

Integrativeness
(general mean: 5.173)
(Cronbach alpha: .575)

(M33) How much would you like to become similar to the people who speak English?	12 2.9	15 3.7	38 9.3	43 10.5	85 20.8	216 52.8	5.01	1.345
(M35) How important do you think learning English is in order to learn more about the culture and art of its speakers?	3 .7	5 1.2	11 2.7	61 14.9	162 39.6	167 40.8	5.14	.935
(M37) How much do you like English?	4 1.0	3 .7	8 2.0	53 13.0	94 23.0	252 61.6	5.37	.947