

# The Motivation Conundrum: What motivates university students in an EAP program?

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## Abstract

The purpose of the research project described in this paper is to examine the salient features of motivation driving tertiary level learners of English for Academic Purposes (EAP) in the Israeli student population at Bar Ilan University. The quantitative study included 228 undergraduate university EAP students studying in various disciplines. Dornyei's L2 Motivational Self-System Questionnaire was translated to Hebrew and modified for cultural appropriateness and language clarity. Exploratory factor analysis of the students' answers revealed seven salient features, ranked from highest to lowest, underlying motivation in second language learning with varying degrees of perceived importance. The results present an Israeli perspective which differs from other studies conducted on English Foreign Language (EFL) populations. This leads to the conclusion that a broad perspective toward motivation in the language classroom is important in order to understand motivation among EAP students. Implications for pedagogy and suggestions for future research are explored and discussed.

**Keywords** motivation, EAP, tertiary education, EFL, students' attitudes

## 1. Introduction

"Similar to most countries in the world today, English in Israel plays a major role, both as a global and a local language in multiple domains such as business, academia, media, and education, as well as in daily interactions" (Shohamy, 2014, p.273). Since their inception, universities in Israel have required that students attain a high level of academic English reading comprehension in order to cope with the English academic bibliography associated with their studies (Shohamy, 2014). Most courses are taught in Hebrew, but students are required to read papers in English in almost all the disciplines (Or & Shohamy, 2017). To this end, mandatory English for Academic Purposes (EAP) courses are taught at the universities to thousands of students every year, and significant resources are invested in these programs. In this light, it is of paramount importance to study the underlying perceptions and attitudes of students towards the study of English.

Taguchi et al., (2009), Papi (2010) and Trinder (2013) have shown that students' attitudes toward studying English may vary for several reasons. At Bar Ilan University, where the main language of instruction is Hebrew, and the Israeli culture differs from the cultural context in the studies mentioned above, attitudes towards EAP courses vary as well. Our experience is that some students attend their EAP courses regularly, participate actively and do every assignment seriously, some students do the minimum to pass, and others fall somewhere in between. Since motivation is considered an important

factor affecting learners' success in second language (L2) learning (Humphreys & Spratt, 2008; Taher & Humayun, 2014; Subekti, 2018; Mitu, 2019), it is necessary to examine how scholars have understood motivation in general and then explore its role in second language learning and EAP in particular. Furthermore, the question that begs to be asked is what lies behind students' motivation in an EAP course. The current research project explores what motivates our EAP learners by identifying the salient features underlying motivation in second language learning in the Israeli tertiary student population at Bar Ilan University. Results should have direct pedagogical implications.

### 1.1. Defining Motivation

According to Dörnyei and Ushioda (2009), researchers are almost always selective when attempting to define motivation since it proves to be exceedingly difficult to capture the whole picture. Covington (1998) suggests, motivation, "like the concept of gravity, is easier to describe (in terms of its outward, observable effects) than it is to define" (p. 1). Indeed, rather than define motivation, scholars have discussed a variety of features underlying motivation such as applicability, relevance and interest in different contexts. "Studies on motivation were initiated by the seminal works of Gardner and his students in the Canadian context" (Subekti, 2018, p.58). His view introduced the concepts of integrative and instrumental orientations which were the antecedents of motivation. Gardner (2001) describes the features of individuals who

are motivated and believes that motivated individuals dedicate enough time to reach their goals, keep on trying, do what is needed to reach the goal, have a strong desire, are interested in how they attain their goal, and have considered expectations and results. For Gardner motivation is a key factor which has three required elements: effort, desire and positive affect.

Other descriptions of motivation include that of Ryan and Deci (2000) who note that motivation is a term that involves energy, orientation, persistence, activation and intention. Dörnyei (2001) believes that cause for doing something, the time during which people are ready to do the activity, and the effort they spend in doing that activity are all due to motivation. According to Dörnyei and Clément (2001), motivation is described as a kind of force from within that encourages a learner to take a course of action then moves the learner to begin learning and later is the key element which enables the learning process to endure over the arduous years of language learning. Later, Dörnyei and Ushioda (2011) describe motivation as being comprised 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.

### 1.2. Second Language Learning and Motivation

Although there are varied descriptions and definitions of motivation, it is clear that motivation provides the primary drive to initiate learning and later continues to nourish the difficult and lengthy learning process and is therefore critical for second or foreign language learning (Spolsky, 1989; Dörnyei & Clément, 2001; McGrath, Berggren & Mezek, 2016). Guilloteaux and Dörnyei (2008), point out that the investigation of motivation and second language (L2) learning is a rich area for investigation. Indeed, L2 learning motivation has been an enigma in the research on the psychology of second language learning for decades (Boo, Dörnyei & Ryan, 2015; Papi, 2010; Rajab, Roohbakhsh Far, & Etemadzadeh, 2012). There is consensus that no other factor on its own, other than motivation, ensures learners' achievement (Ghenghesh, 2010). More recent investigations into second language achievement have also emphasized the connection between second language achievement, motivation and basic psychological needs (Alamar & Lee, 2019). In a comprehensive analysis of motivation in second language acquisition, Mitu (2019) states that, "the role of motivation in second language learning is indisputable" (p.27). Among many other factors that drive the learners to achieve L2 acquisition, motivation is the most vital one (Mitu, 2019).

The motivational construct in second language learning has undergone various theoretical changes over the last several decades. The social psychological perspective most identified with Gardner's integrative model prevailed until the 1990's when cognitive and educational psychology began to inform the field. More recently, research has focused on contextual and dynamic aspects of motivation (Boo et al, 2015; Csizér & Illés, 2020). In particular Dörnyei's (2005; 2009) theory of the L2 motivational self-system has become a primary area of

inquiry focusing on learners' self-concept and motivational dispositions (Csizér & Magid, 2014; Papi, 2010; You, Dörnyei & Csizér, 2016). Dörnyei and his associates present a concept of L2 motivation which is suitable for today's globalized world with the growing prominence of Global English. In addition, as a part of his contribution in the study of L2 motivation in general and specifically in an attempt to make it methodologically sound, Dörnyei (2010) developed the L2 Motivational Self-System Questionnaire. The questionnaire has become a widely used tool for exploring the motivation of L2 learners (Taguchi, Magid & Papi, 2009; Subekti, 2018; Mitu, 2019).

## 2. The Study

The purpose of the study described below was to identify the factors underlying Bar Ilan University students' motivation in studying English at the tertiary level. This was done using Hebrew version of Dörnyei's L2 Motivational Self-System Questionnaire (Dörnyei, 2010), adapted for cultural appropriateness and language clarity.

## 3. Methodology

### 3.1. Educational Context and Participants

Prior to acceptance to university studies, Israeli students take national college-entry exams which include a section on English reading comprehension. While the major language of instruction is Hebrew, significant amounts of many course bibliographies is English. Therefore, a minimum score on the English section of this exam is required for acceptance (A2 on the Common European Framework of Reference for Languages - CEFR). The results on the English section of the exam, then establish whether a student must take EAP courses to improve his/her level of English or is exempt from taking these courses at the university. Depending on the score, a student may be required to take as many as three semesters of English or as few as one. The courses vary between 4-6 academic hours a week, depending on the level. Though the courses integrate the four modalities, the emphasis is on academic reading comprehension and critical thinking skills.

The sample consisted of 228 undergraduate students (81 men, 143 women, 4 did not reveal their gender) with a mean age of 23.05 ( $SD = 4.69$ ). Participants were first, second or third-year university students enrolled in a compulsory English program at Bar Ilan University for students who have not reached exemption level based on their English score on the national college-entry exams. Bar Ilan University is one of the three largest universities in Israel, is located in the center of the country and has a diverse population including Jews, Muslims, Christians and Druze students. All participants were enrolled in the advanced course, equivalent to the B2 CEFR level, which is the final course of their English requirement. The population consisted of students from various departments within the university. None of the participants were English majors.

### 3.2. Research Tool

A quantitative study was performed using a Hebrew translation of the L2 Motivational Self-System Questionnaire (Dörnyei & Taguchi, 2010). This tool has been validated in previous research and found reliable (Taguchi, Magid, & Papi, 2009; Dörnyei & Ushioda, 2009; Dörnyei & Taguchi, 2010). The questionnaire consists of 67 items which respondents rate using a 6-point Likert scale, ranging from 1 – "strongly disagree" to 6 – "strongly agree". The questionnaire was translated into Hebrew to ensure that results would not be affected by English reading comprehension challenges of our L2 learners and to ensure better reliability and participation (Thomas, 2013). As in other studies utilizing this L2 Motivational Self-System Questionnaire, minor modifications were made to suit the population. For example, question 9 was adapted from: "I think that there is a danger that Japanese/China/Iranian people may forget the importance of Japanese/Chinese/Iranian culture, as a result of internationalization" to "I think that there is a danger that Israeli people may forget the importance of Israeli culture, as a result of internationalization." 11, 22, 35, and 59 were reversed coded. The translation was done by an outside translator and was then reviewed by the researchers for accuracy.

### 3.3. Procedure

The Hebrew version of the questionnaire was administered to the participants at the beginning of the first lesson of the academic year. The timing of the questionnaire administration was planned to avoid possible contamination of students' responses from any teaching intervention or introduction to the course. Participants received instructions and signed consent forms. Students were informed that the study was designed as part of a research study being conducted by our unit. Instructions were given to the students explaining three points: first, that completing the questionnaire was voluntary, second, anonymity and confidentiality were ensured, and finally, no coercion was involved. This explanation was intended to help students understand their rights as participants. (Oliver, 2003). The study was approved by the Humanities Faculty Ethics Committee in our institution.

### 3.4. Data Analysis Plan

Data were analyzed using SPSS (Ver. 25.0) statistical software. First, a series of exploratory factor analyses were conducted to explore the motivational factors in English studies for Israeli students. Then a repeated-measures analysis of variance (ANOVA) was conducted to test the difference in agreement toward these motivational factors.

Exploratory factor analysis is a statistical method used to uncover the underlying structure of a set of variables (herein, the L2 questionnaire 67 items), based on their interrelationships, and includes several steps. The created index variables are called factors. The factor's eigenvalue measures the variance of the observed variables that a factor explains. Any factor with an eigenvalue  $\geq 1$  explains more variance than a single observed variable. To

determine the number of factors to retain, we employed parallel analysis (e.g., Hayton et al., 2004), using O'Connor's (2000) syntax conducted in SPSS Statistics (Ver. 25.0). Parallel analysis is a statistical method by which a random dataset with the same numbers of observations and variables as the original data, is created. An EFA is then conducted on the random data set. A distribution of the eigenvalues is created (over 10,000 simulations) and the 95<sup>th</sup> percentile criterion is commonly used as the comparison baseline, such that only factors exceeding the 95<sup>th</sup> eigenvalue obtained with the random data, are considered meaningful. We conducted an exploratory factor analysis based on the number of factors retained by the parallel analysis. Estimation of the parameters was based on maximum likelihood. To make the factors- structure simpler to interpret, factors are rotated in a multidimensional space minimizing the complexity of the factor loadings. The relationship of each variable to any of the underlying factors is expressed by the factor loadings. Loadings close to -1 or 1 indicate that the factor strongly influences the variable. Loadings close to 0 indicate that the factor has a weak influence on the variable. As a rule of thumb, variables with loadings higher than .40 or lower than -.40 on any given factor are considered important. Thus, variables with no factor loadings greater than  $|.40|$  on any factor are considered as not reflecting contents common with the other variables. On the other hand, variables with loadings exceeding  $|.40|$  on more than one factor, reflect multiple contents. A common recommendation is to retain only variables that do not meet these two conditions.

Next, to examine differences in degree of agreement among the motivational factors revealed in the EFA, a one-way analysis of variance (ANOVA) for repeated measures, with degree of agreement as the dependent variable and motivational factor as the within-subject factor, was conducted. Differences between the motivational factors were tested using pairwise comparisons with Bonferroni's adjustment to significance level (family-wise of  $\alpha=.05$ ).

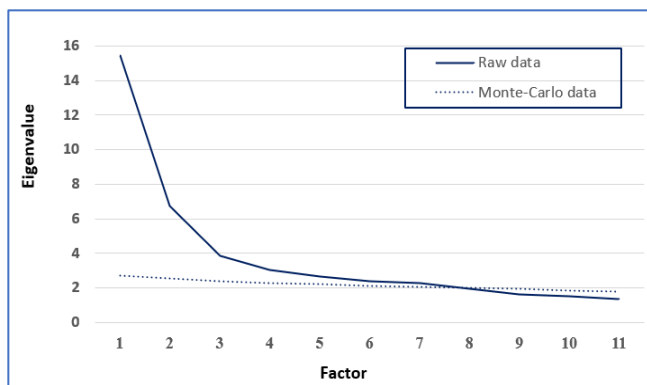
## 4. Results

### 4.1. Exploratory Factor Analysis (EFA)

Exploratory factor analysis was used to test the factorial structure of the Hebrew translation of the L2 Motivational Self-System Questionnaire. The number of factors to retain was determined by parallel analysis, which has been shown to provide a more accurate estimate of the number of factors to retain than Kaiser's criterion of eigenvalues  $> 1$  (e.g., Dinno, 2009). Parallel analysis on the 67 items, based on the mean eigenvalues and the 95<sup>th</sup> percentile eigenvalue obtained from random data, indicated a seven-factor solution. As shown in Figure 1, the curve of the 95<sup>th</sup> percentile eigenvalues (over 10,000 simulations) obtained from random data crossed the curve of the corresponding eigenvalues obtained from real data before the eighth eigenvalue.

Based on the parallel analysis results, we conducted an EFA on the 67 items of the L2 questionnaire, constrained to a seven-factor solution, using an oblique rotation. Such factor rotation preserves the correlations

among variables. Since rotated factors were only moderately correlated ( $\bar{r} < .30$ ), the data were reanalyzed adopting a Varimax factor rotation which retains the orthogonality among factors (see Tabachnick and Fidell, 2017).



**Figure 1.** Real- and random-data parallel analysis factor eigenvalue

The analysis revealed that some items had poor factor loadings ( $L < .40$ ) on all factors, and several other items had high factor loadings ( $L > .40$ ) on more than one factor. These 14 items were removed and a second EFA with Varimax rotation was conducted on the remaining 53 items. Table 1 presents the factor loadings of the seven-factor solution and Table 2 presents the descriptive statistics. As shown, all items loaded high on their respective factor, and all factors had high reliabilities, attesting to the sound structure of the 53-item version of the scale.

Inspection of the questionnaire items revealed seven features characterizing Israeli university students' motivation towards learning English: 1) *Interest in Studying English* (e.g., "I really enjoy learning English"), 2) *Perceived Capacity* (e.g., "I am sure I have a good ability to learn English"), 3) *Applicability* (e.g., "Studying English can be important to me because I think someday it will be useful in getting a job"), 4) *Interest in English Language Culture* (e.g., "Do you like music of English speaking countries"), 5) *Parental Encouragement* (e.g., "My parents encourage me to study English"), 6) *Fear of National Identity Loss*, (e.g., "I think that, as internationalization advances, there is a danger of losing the Israeli identity"), and 7) *Perceived Necessity* (e.g., "I have to learn English because without passing the English course I cannot graduate"). Factor scores were computed for each participant by averaging the ratings on the relevant items for each factor (see Table 2 for factors' descriptives).

#### 4.2. Comparisons between Motivational Factors

To examine differences in degree of agreement among the seven motivational factors for Israeli students revealed in the EFA, a one-way analysis of variance (ANOVA) for repeated measures was conducted, with degree of agreement as the dependent variable and motivational factor (*Interest in Studying English*, *Perceived Capacity*, *Applicability*, *Interest in English Language Culture*, *Parental Encouragement*, *Fear of National Identity Loss*,

*and Perceived Necessity*) as the within-subject factor. Results revealed that the effect of perception toward learning English was significant,  $F(6, 222) = 230.68$ ,  $p < .001$ ,  $\eta^2 = .86$ . Pairwise comparisons with Bonferroni's adjustment to significance level showed that most factors significantly differed from each other ( $p$ 's  $< .001$ ) except for the pairs of factors of *Interest in English Language Culture* and *Perceived Necessity*, which were not significantly different and the pairs of factors *Perceived Capacity* and *Applicability* which were also not significantly different. Overall, the highest rates were given to *Interest in English Language Culture*, then to *Perceived Capacity* and *Applicability*, which in turn were rated higher than *Perceived Necessity* and *Interest in Studying English*, which were rated higher than *Parental Encouragement*. Finally, the lowest rates were given to *Fear of National Identity Loss*. These results suggest that Israeli students are very much interested in English culture and are most concerned with their level of mastery in English and the possible usefulness of learning the language. They are less affected by parental attitude and are less concerned with national identity loss.

## 5. Discussion

Since motivation is integral to language learning, the aims of this project were first to isolate the features which would help motivate Israeli university students in their required EAP courses, and second, to examine their relative importance for our EAP students. The EFA applied on Dornyei's 67-item questionnaire ratings with Israeli university students enrolling in EAP courses revealed that 53 of the items were meaningfully clustered into seven categories. Inspection of the items in the categories revealed the following main perceptions of students' towards learning English for Academic Purposes: 1) *Interest in Studying English*, 2) *Perceived Capacity*, 3) *Applicability*, 4) *Interest in English Language Culture*, 5) *Parental Encouragement*, 6) *Fear of National Identity Loss*, and 7) *Perceived Necessity*. Follow up comparison analyses revealed different levels of importance that students attach to these seven perceptions with *Interest in English Language Culture* being the salient feature and *Fear of National Identity Loss* the least important.

*Interest in English Language Culture* ranked highest and related to items such as "Do you like music of English-Speaking Countries" and "Do you like English films". Israel is a country which is open to English language culture through social media, music, films and tourism. This may explain the high score for this factor (see Table 2).

*Applicability* ranked second and is related to items such as "Studying English could be important for me because I think that one day it will help me find a good job" and "The things I want to do in the future require me to use English". The job market in Israel is competitive, and English ability is often a requirement for employment in many sectors. Young Israeli adults are very aware of this fact and the high scoring for this factor may reflect this reality. Schmidt and her colleagues (2019, p.1) explain that "theory and research suggest that when learning tasks have meaning, applicability or value to students outside the

instructional context, students exhibit greater interest, engagement, performance and persistence". The context in Schmidt's research was science instruction, but the same can also be attested to in second language and mathematics teaching, as shown in the research of Kapolovie, Joe and Okoto (2014). In addition, Zohoorian's research (2014) based on Keller's (1987) theory of motivation and instructional design, concludes that authentic tasks provide the type of interest and relevance that motivates L2 learners. In a 2017 study, Badeleh et al. explain that EAP teachers should understand that their learners consider learning English as a means to an end, such as reading and translating scientific texts. That is, English language learning is pragmatic and instrumental in nature. Applicability is also a seminal feature of successful language learning with laptops as demonstrated by the work of Warshauer (2006). As such, teachers can help students become more aware of the instrumental uses of learning English using digital technology and other real-world resources to increase student motivation.

*Perceived Capacity* ranked next and related to items in the questionnaire such as, "I am certain that I have a good ability to learn language" and "I am sure I will be able to write in English comfortably if I continue studying". The students who participated in our study were placed in the advanced level courses based on their college placement exams. In addition, most of these students have high matriculation scores in English indicating success in high school English classes (Central Bureau of Statistics, Israel, 2019). Therefore, these students have succeeded in their English studies in the past, but still need to improve in order to reach college exemption level. The relatively high score of this factor may point to the fact that these students have succeeded in their high school English studies and may therefore believe that they will also be able to succeed in their English courses at the university level. Perhaps students' perception is that success seems to breed success (Pocklington, 2018).

*Perceived Necessity* ranked high as well and related to items such as "I have to learn English because without passing the English course I cannot graduate", and "Studying English is important to me because if I don't have knowledge of English, I'll be considered a weak student". All Israeli universities, where the main language of instruction is Hebrew, have an English requirement. Students are highly aware that they must reach exemption level on their university entrance exams or complete an exemption-level course in order to earn a BA. Furthermore, a high grade in English is a criterion for acceptance to most advanced degree programs in Israel. Our classroom experience is that this awareness affects students' motivation.

*Positive Interest in Studying English* related to questionnaire items such as "I really enjoy learning English" and "I always look forward to English class". The lower rating that emerged for this factor (see table 2) is not surprising as these students have been studying English since primary school and may very well feel that they have had enough formal training. The higher rating of *Perceived Capacity* may be related here as well. Our advanced students may perceive their English skills to be sufficiently high and may therefore not have further

interest in studying English. Finally, studying English is a requirement which may detract from their major areas of study and interest. Israeli university students are older than the average university student in OECD countries. On average they are 24 years old, as opposed to 22 years old (Central Bureau of Statistics, Israel, 2018). As adult learners with busy lives, the low level of interest may be a result of students' pragmatic prioritizing of where to dedicate their time and energy.

*Parental Encouragement* rated lower and was related to items such as "My parents encourage me to study English in my spare time" and "My parents believe that I must study English to be an educated person". Parental encouragement to study English is pervasive in Israel. From elementary school on, many Israeli parents provide their children with private lessons and extra-curricular English classes to ensure that their children succeed in English. As noted above, the age of average Israeli university students is higher than that of average university students in OECD countries. In Israel, university students often live on their own, some are married, and most are independent of their parents. Therefore, parental influence at the university level is probably less pervasive.

*Fear of National Identity Loss* rated lowest related to questionnaire items such as "I think that, as internationalization advances, there is a danger of losing the Israeli identity" and "Because of the influence of the English-speaking countries, I think the morale of Israeli people is becoming worse". In Israel, English plays a crucial role in local language and culture" (Shohamy, 2014). Although in Israel's early history English was viewed with disapproval and related to British rule, since the 1960s, the strong economic, political, and cultural ties with the US have led to a very positive view of English (Or & Shohamy, 2017).

Future research could include information about subjects' native language in order to analyze their background in more depth. A larger number of participants would provide more data. In addition, a future study could examine achievement levels at the end of the course as they may correspond to motivational factors.

## 6. Conclusion

Results of the study have led us to conclude that a broad perspective toward motivation in the language classroom is important. That is, there is no single feature which influences our students' motivation, rather a number of features are at work. This idea makes sense intuitively, and our research supports that intuition. While it seems obvious that highly motivated students will be more effective language learners than those who are less motivated, the question remains however, how can less motivated students be encouraged to study the L2 most effectively?

Since we have found that there is no single factor motivating every student, language teachers need to approach L2 motivation from the learners' perspective and tailor classroom practices accordingly (Authors 2010; Yung, 2013; Ro, 2016). This is also suggested by Zhang and

Ardasheva (2019), in their discussion of student self-efficacy in English Public Speaking college courses, who have found that “different groups of students may respond differently to their instructors' efforts” (p. 54). These findings go hand in hand with Bahrami et al., (2019) recent calls for EAP teachers to adopt research-informed practice. Our research therefore recommends that EAP instructors engage in research to discover what is important to their students and identify the factors which influence their motivation in their particular learning environment.

In the Israeli context at Bar Ilan University instructors could target the “*Applicability*” factor by emphasizing the usefulness of understanding Academic English in other university courses or in order to assist in a job search. In addition, assigning independent research projects in which students integrate all the skills they have studied in the EAP course and apply them to subjects which are important to them, should increase students' motivation to study English. Activities, such as writing on topics needed in their content courses or preparation for oral presentations which are perceived as having practical applications should therefore help motivate students.

With regard to *Interest in English Language Culture*, since our students have exposure to English language culture through music, film, social media and tourism, the high ranking of this perception indicates that we could take advantage of these avenues to increase motivation. In addition, creating opportunities for students to interact with the English language culture through authentic cultural interactions should have a positive motivating impact. One possible way to generate interest in learning the language could be to build international dialogue projects on digital platforms, where students interact in English with students from English speaking countries.

Furthermore, teachers should be sensitive to students' perceptions of their English language ability (*Perceived Capacity*). Since they had been successful English language learners in the past, and have high perceived capacity, many of our students resent being placed in the course and not receiving an exemption from English. They are not aware that academic English presents new challenges, so skilled teachers should present the EAP challenge in a positive nonthreatening way. Research supports the idea that expert teachers can have a positive impact on the way students learn a language (Farell, 2013; Lamb, 2017). In addition, MacIntyre and Mercer, (2014) and MacIntyre et al., (2019) show that the power of positive psychology has become increasingly relevant in second language acquisition (SLA) research.

This study was based on a relatively small sample in one institution; future research could include other tertiary institutions in our country to give a wider perspective. Nonetheless, our research enabled us to identify the salient features in our university students' particular environment. Furthermore, different students in different contexts with different backgrounds, needs and personalities may reveal varying motivational features (Hennebry-Leung, M., & Xiao, H. A., 2023). Research conducted in other EAP environments supports this conclusion (Hamzaoui-Elachachi, H. & Graia, W.B., 2014). Humphreys and Spratt (2008) as well as Csizér and Illés (2020) argue that understanding the motivations to learn a language in different contexts could enable teachers to successfully motivate their students. Indeed, there may not be a “one size fits all” answer to the motivation conundrum, but language teaching professionals should continue to strive to understand their students' specific circumstances in order to enhance motivation.

**Table 1.** Factor Loadings and Reliabilities of the Final 53-Item Questionnaire Scale (N=228)

	1	2	3	4	5	6	7
I find learning English really interesting (24).	<b>.81</b>	.14	.12	.11	.07	-.03	.01
I always look forward to English class (37).	<b>.80</b>	.01	.18	.06	.13	.00	-.06
I really enjoy learning English (61).	<b>.76</b>	.29	.25	.14	.10	-.05	.08
If an English course was offered at university or somewhere else in the future, I would like to take it (5).	<b>.69</b>	-.05	.26	.16	-.05	-.06	-.14
I like the rhythm of English (42).	<b>.68</b>	.19	.02	.21	.16	-.11	.01
I feel excited when hearing English spoken (3).	<b>.65</b>	.15	.09	.14	.18	.00	.20
I find the difference between Hebrew vocabulary and English vocabulary interesting (27).	<b>.64</b>	.00	.15	.04	.14	.14	-.13
How much do you like English? (51).	<b>.59</b>	.34	.16	.26	.07	-.05	-.06
I am interested in the way English is used in conversation (15).	<b>.57</b>	.07	.32	.25	.22	-.08	.02
Do you like English magazines, newspapers, or books? (49).	<b>.56</b>	.21	.17	.21	.04	-.03	-.19
Do you like English films? (45).	<b>.52</b>	.03	.10	.23	.25	.06	.08
I think that I am doing my best to learn English (41).	<b>.49</b>	.10	-.02	.22	.05	-.13	.10
I would feel uneasy speaking English with a native speaker (11 reversed).	.15	<b>.73</b>	-.17	-.08	.11	-.24	-.14
I would get tense if a foreigner asked me for directions in English (59 reversed).	.02	<b>.72</b>	-.21	-.01	-.00	-.14	-.21
I can imagine a situation where I am speaking English with foreigners (20).	.13	<b>.72</b>	.21	.28	-.07	-.04	-.07
I can imagine myself living abroad and having a discussion in English (8).	.21	<b>.69</b>	.09	.27	-.02	-.10	.03
I imagine myself as someone who is able to speak English (33).	.17	<b>.68</b>	.33	.19	-.02	-.06	.03
I get nervous and confused when I am speaking in my English class (22 reversed).	.22	<b>.66</b>	-.14	-.00	.05	-.28	-.23
If I met an English native speaker, I would feel nervous (35 reversed).	.03	<b>.63</b>	-.18	.09	.05	-.26	-.23
I am sure I have a good ability to learn English (57).	.13	<b>.62</b>	.34	.20	.07	.15	.01
I am sure I will be able to write in English comfortably if I continue studying (32).	.35	<b>.54</b>	.29	.08	.02	.13	.28
Studying English is important to me because English proficiency is necessary for promotion in the future (18).	.14	-.07	<b>.75</b>	.18	.10	-.07	.02
Studying English is important to me because I think it will someday be useful in getting a good job (6).	.16	-.05	<b>.70</b>	.17	.10	-.08	-.03

Whenever I think of my future career, I imagine myself using English (58).	.33	.18	<b>.68</b>	.03	.25	-.12	-.06
The things I want to do in the future require me to use English (66).	.26	-.08	<b>.67</b>	.04	.32	-.18	-.12
Studying English is important to me because with English I can work globally (64).	.13	.23	<b>.65</b>	.17	.17	.00	.11
I have to study English, otherwise, I think I cannot be successful in my future career (36).	.19	-.08	<b>.65</b>	-.01	.21	-.10	.34
Studying English can be important for me because I think I'll need it for further studies in my major (55).	.15	.04	<b>.58</b>	.14	.13	-.05	.25
If I make more effort, I am sure I will be able to master English (7).	.15	.27	<b>.53</b>	.31	-.03	.16	.03
Do you like English films? (46)	.20	.09	.14	<b>.70</b>	-.03	-.16	.10
Do you like to travel to English-speaking countries? (44)	.20	.10	.09	<b>.67</b>	.15	-.15	.00
Do you like TV programmes made in English-speaking countries? (52)	.19	.21	.11	<b>.67</b>	.04	-.11	.07
Do you like meeting people from English-speaking countries? (50)	.25	.26	.13	<b>.64</b>	.17	-.11	-.02
I respect the values and customs of other cultures (30).	.09	-.06	.09	<b>.62</b>	.05	-.20	-.18
I am very interested in the values and customs of other cultures (4).	.28	.11	.09	<b>.55</b>	.04	.04	-.13
Do you like the people who live in English-speaking countries? (47)	.22	.03	.27	<b>.52</b>	.07	-.17	-.01
Do you like the music of English-speaking countries (e.g., pop music)? (43)	.37	.20	-.06	<b>.44</b>	.06	-.06	.17
My parents believe that I must study English to be an educated person (62).	.09	.09	.19	.06	<b>.74</b>	.04	.10
My parents encourage me to take every opportunity to use my English (e.g., speaking and reading) (14).	.19	.14	.08	.12	<b>.73</b>	-.07	.02
My parents encourage me to study English in my free time (29).	.28	.08	.05	.18	<b>.71</b>	.07	-.15
My parents encourage me to study English (2).	-.08	.06	.19	.33	<b>.69</b>	.01	-.05
My parents encourage me to attend extra English classes after class (e.g., at English conversation schools) (40).	.27	-.11	.14	-.01	<b>.61</b>	.07	-.16
I have to study English, because, if I do not study it, I think my parents will be disappointed in me (25).	.23	-.23	.05	-.09	<b>.55</b>	.16	.30
Learning English is necessary because people surrounding me expect me to do so (38).	.09	-.02	.26	-.04	<b>.55</b>	.08	.28
I think that, as internationalization advances, there is a danger of losing the Israeli identity (63).	-.08	-.11	.01	-.15	.02	<b>.86</b>	.10
Because of the influence of the English-speaking countries, I think the morale of Israeli people is becoming worse (34).	.05	-.04	-.11	-.27	.04	<b>.77</b>	.03
I think the cultural and artistic values of English are going at the expense of Israeli values (56).	-.01	-.07	-.03	-.22	.07	<b>.75</b>	.02
I think that there is a danger that Israeli people may forget the importance of Israeli culture, as a result of internationalization (9)	-.10	-.14	-.05	-.09	.02	<b>.74</b>	.08
Because of the influence of the English language, I think Israeli language is corrupt (21).	.01	-.18	-.15	.02	.08	<b>.71</b>	-.06
Studying English is necessary for me because I don't want to get a poor score or a fail mark in English proficiency tests (60)	.02	-.11	.29	-.03	.08	.60	<b>.76</b>
I have to study English because I don't want to get bad marks in it at university (23).	-.04	-.19	.10	.05	.05	.02	<b>.75</b>
I have to learn English because without passing the English course I cannot graduate (10).	-.07	-.06	-.11	-.11	-.10	.02	<b>.72</b>
Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak student (67).	.03	-.14	.24	-.15	.24	.03	<b>.45</b>
<i>Pct of Explained Variance</i>	24%	11%	6%	5%	5%	4%	4%
<i>Cronbach's alpha</i>	.91	.81	.87	.84	.83	.86	.72

**Table 2.** Psychometrics of the Final 53-Item Questionnaire Scale

Factor	M	SD	Skewness		Kurtosis	
			Statistic	SE	Statistic	SE
Interest in Studying English	3.86	1.05	-0.27	0.16	-0.56	0.32
Perceived Capacity	4.70	0.93	-0.67	0.16	-0.10	0.32
Applicability	4.93	0.89	-1.11	0.16	1.36	0.32
Interest in English Language Culture	5.01	0.81	-1.17	0.16	1.23	0.32
Parental Encouragement	2.96	1.08	0.07	0.16	-0.72	0.32
Fear of National Identity Loss	2.43	1.10	0.83	0.16	0.45	0.32
Perceived Necessity	4.16	1.15	-0.47	0.16	-0.31	0.32

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### Conflict of Interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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