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Motivation Among Kazakhstani Undergraduate EFL Learners

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Motivation Among Kazakhstani Undergraduate EFL Learners

by

Aizhan Arapova

A Thesis

Submitted to the Graduate Faculty of

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Abstract

This study focuses on motivation in foreign language learning among undergraduate students in Kazakhstan. Motivation is an integral part of any skill, and a number of applied linguistic studies have shown that language learning is more successful if the learner is motivated. There are many different factors that cause a learner to be motivated, thus affecting the way one is learning a language. It can be the need to get a well-paid job, a desire to communicate with people from different countries, and so on. There are various factors that affect the way one is motivated. For example, research has shown that gender might play a role here, saying that female learners are more motivated, have more favorable attitudes toward learning a foreign language and, therefore, perform better on achievement tests, while some researchers have argued that the difference between boys and girls' motivation and performance is insignificant or does not exist at all. The differences in EFL (English as a foreign language) learner's motivation factors might also be affected by social, cultural, ethnic or political reasons. This study shows how undergraduate students in Kazakhstan identify what motivates them in learning English as a foreign language and what exactly might be causing any differences in the results obtained.

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Chapter 1: Problem Statement

Motivation plays a significant role in learning any skill. Though difficult to measure, there is no doubt that motivation is a driving force in whatever people do. This force can be caused by various factors: for example, most people study for a college degree because they are motivated by the opportunity to get a good job in the future. A child is motivated to behave because they want their parents to be proud of them. Similarly, motivation is of significant importance in language acquisition as well, whether it is a first or second language. One can say that, when acquiring their first language, children are highly motivated by the need to communicate their needs and desires. Surely, they do acquire their first language using what is given to them from birth, which is Language Acquisition Device (Chomsky, 1965), an inherent ability to learn any human language; but this ability is reinforced through the child's need and motivation to communicate. In second language acquisition, however, it is harder to identify what exactly drives one's motivation to learn a language when one is already able to communicate in their first language. There has been a number of studies on motivation and language learning, namely focusing on the extent to which motivation is important in language learning and ways in which it affects one's second language acquisition. However, as mentioned above, one of the problems that researchers face is that motivation is an abstract notion and is hard to measure; therefore, a number of linguists have made attempts to theorize and measure motivation in L2 learning. For example, Gardner and Lambert (1972) introduced the concept of '*integrative orientation*' that "reflects a sincere and personal interest in the people and culture represented by the other group" (p. 132). Another common notion in the field of L2 motivation is 'L2 Motivational Self System' developed by Dörnyei (2005). Here, Dörnyei makes a distinction between one's *ideal self* and *ought-to self*.

Despite the fact that there have been multiple attempts at theorizing and categorizing motivation in L2 learning, there have been a few studies on how various factors affect one's motivation. For example, it is widely believed that girls are more motivated in language learning than boys, those who have the need to learn a language because they moved to a different country would obviously be more motivated than those who do not have to learn a foreign language, and so on. In Kazakhstan, where the linguistic situation is complex enough with two languages being official and most people being bilingual, English is considered to be a useful tool as the globalization takes place all over the world, but not necessary for survival in the country itself. Therefore, a question arises as to whether Kazakhstani young people are motivated enough to learn English, and what exactly it is that motivates them. This study will focus on motivation of Kazakhstani undergraduate students learning English as a foreign language and show if there is any pattern to how and why young people in Kazakhstan are motivated to learn the language.

Linguistic Situation in Kazakhstan

Kazakhstan is a country in Central Asia, 9th largest country in the world by area, with a small population of 17,000,000 people that are representatives of more than 130 ethnic groups. Its cultural, political and linguistic traits have been significantly influenced by the countries it shares its borders and common history with, most importantly, by Russia. Kazakhstan used to be part of the Russian Empire in the 18th and 19th centuries, and, later, the Soviet Union. Before that period, all people living in the Kazakh land only spoke their native language, Kazakh, which is a Turkic language. Once it became part of the Russian Empire, more people began using Russian. It is worth mentioning that Russia never forced the Kazakh people to stop speaking their native language, although Russian was the only official language. However, the status of Russian as the

lingua franca across all of the Russian Empire and, later, the Soviet Union, inevitably led to the russification of the peoples living there. Russian was used in the military, by the government, it was a required subject in schools, etc. Speaking your native language was acceptable; however, those who failed to learn Russian would typically be put to shame, especially during the Soviet period. As a result of the Soviet policy, nowadays, most people in Kazakhstan can speak two languages: Russian and Kazakh. As for English, it started gaining its importance in early 19th century but was mostly used by the elite of the society. In the Soviet Union, English was a compulsory subject in most schools, and 80% of soviet children were studying English as a foreign language, while the rest were learning German or French (Cole, 1967). This was the case especially during the Cold War, as the Soviet government believed their people need to know the language of their “competition” and “enemy”, but at the same time, due to the hostile attitude towards everything related to English and the country’s isolation almost in every field, English was not considered as a language necessary for survival, getting a well-paid job, respectable status in the society, or for communication within the country. Even in specialized language schools, children would receive English instruction for 3-6 hours a week, where the focus was mostly on oral skills with an occasional study of American literature (Ernenwein Zevin, 1977). The language situation in Kazakhstan has changed once the Soviet Union collapsed. The Kazakhstani government is doing its best to instill respect for their native language in Kazakh people; therefore, Russian is moving to the background and now it is a shame to only be able to speak Russian. Since 1991, when the Soviet Union collapsed, the English language has gained even more importance across the world. Attempting to gradually eliminate all the beliefs and ideologies of the Soviet Union, the Kazakhstani government puts an emphasis on the significance of English learning. Therefore, Kazakhstani people learn English as a foreign

language starting in elementary school and continue to learn it in university. The Kazakhstani government maintains good relationships with English-speaking countries and actively implements various exchange programs so that undergraduate and graduate students can study abroad, gain experience and improve their English. English teachers from all over the world are encouraged to come to Kazakhstan and teach the language because the country's economic growth has led to a demand for English (Oliver, 2009). Government jobs and foreign companies operating in Kazakhstan require English speakers, and to be able to use all the opportunities the growing market of Kazakhstan offers, one should preferably speak English (Miller, 2010). However, a lot of people in Kazakhstan do not seek to study or live abroad and, therefore, can get by in everyday life using Kazakh and Russian. Despite the belief that English is important, in junior and high school, English is still taught only 2 hours a week, movies in English are dubbed either in Russian or Kazakh, books are translated into Russian and Kazakh, so in everyday life, unless they need English for a job or travelling, people in Kazakhstan are not exposed to the language much. In relation to this study and due the fact that the researcher expects some factors, such as gender and university major to have an effect on the participants' motivation, it is worth mentioning that women in Kazakhstan are encouraged to pursue education in any field they want; however, there is a trend in what majors female and male students choose to study. For example, women to choose Linguistics, International Relations, Education, etc. as their majors, while men prefer technical specialties. Also, in the Kazakh-speaking community, there is a strict distinction between what a woman's role and a man's role in the society. Kazakh women tend to get married at an early age, right after graduating from university with a Bachelor's degree, while men are more likely to keep pursuing their education and career, sometimes abroad. The Russian people living in Kazakhstan (around 24% of the Kazakhstani population), on the

contrary, are more open to using the opportunities the world offers, and tend to gradually move away from the traditional way of living, where one's main purpose in life is to build a family and work for the prosperity of one's home country, as Kazakhs believe.

Chapter 2: Literature Review

Motivation

To identify the relationship between motivation and factors influencing it, it is necessary to mention here what motivation is at all and what role it plays in language learning. Abraham Maslow's theory of motivation is one of the most influential theories in this field. According to him, all humans act in a way which will help them satisfy basic needs, before moving on to satisfy higher level needs:

“At once other (and “higher”) needs emerge and these, rather than physiological hungers, dominate the organism. And when these in turn are satisfied, again new (and still “higher”) needs emerge and so on. This is what we mean by saying that the basic human needs are organized into a hierarchy of relative prepotency” (Maslow, 1943, p. 375).

Maslow's description of motivation is based on needs: for example, each organism has physiological needs, and they are considered to be the most prepotent of all needs:

“A person who is lacking food, safety, love, and esteem would most probably hunger for food more strongly than for anything else” (Maslow, 1943, p. 373).

Another important basic need is that for esteem. Every human has self-esteem needs as their satisfaction leads to self-confidence and the feeling of self-worth. We all need a constant positive affirmation for our work and the qualities we have.

Maslow also mentions that one's behavior is multi-motivated, which means that it is determined by several needs simultaneously (1943, p. 390). Therefore, sometimes it is difficult to say what exactly is behind one's behavior and, in fact, we are motivated to act in a certain way due to more than one motivation “determinants”.

For most people, it is not easy to learn a skill simply because learning requires hard, sometimes tedious, work, and it is in human nature to want to achieve certain goals without working too hard for it. When a person is learning how to cook, they are motivated by their basic physiological need, which is hunger, and most people cannot afford buying food several times a day. If one wants to become a doctor, one is clearly motivated to study for many years to achieve their goal because their life will depend on their job. What, however, motivates one to learn a foreign language? Most people do not feel the need to learn one because they have already mastered their native language, and it is a very widespread situation all over the world where children and young people are frustrated when they have to do homework and take exams in a foreign language subject as they have no motivation to do so. However, some people learn a language because they find it fun, or they are willing to make friends with people from other countries, or they want to travel, and so on. There is especially a strong need to learn a second (as opposed to foreign) language because it is becoming common in the world that one leaves their country and moves to another, often an English-speaking country, be it for studies or a job or other reasons.

Motivation in Language Learning

Integrative and instrumental motivation. Due to the fact that motivation itself is a complex notion to study, especially in EFL and ESL (English as a second language), there have been multiple attempts to define motivation and find out how motivation affects one's language learning and acquisition. A number of studies have been conducted on motivation in Canada, the United States, and Great Britain. They were aimed at determining the extent to which the motivational variable was related to second language acquisition. Tucker, Hamayan and Genesee (1976) studied immersion groups of grade 7 students of French as a second language. They

found that attitudes and motivation played a significant role in French proficiency. Other studies, like the one conducted by Gagnon (1974, 1976) showed ambiguous results, where significant relations were found between motivational attitudes and achievement in some regions of Canada (Ontario, Quebec), but in another region (New Brunswick) no relationship was found.

One of the most influential scholars whose works focus on motivation in second language learning is Robert Gardner (1985), who drew a clear line between *integrative* and *instrumental* reasons for learning. It is necessary to mention here how Gardner defined motivation:

“Motivation [...] refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (Gardner, 1985, p, 10).

Gardner stresses that effort alone is not motivation; the desire alone is not motivation, either. The individual has to want, enjoy, and produce effort to do something. Only when one's desire to achieve the goal and efforts made to produce a certain outcome are linked together can we say that one is motivated.

In his later works, Gardner mentions how people believe motivation is not of big importance in language learning. This conclusion stems from the fact that what they do not know is that, while there are many advantages to learning a language, it is not as necessary as learning other skills. Therefore, motivation has to play a significant role in language learning (Gardner, 2007, p. 10).

In 1959, Gardner and Lambert conducted a study involving 90 grade 11 English-speaking high school students in Montreal, Canada, learning French (1959). They suggested that there were two factors involved in learning French: linguistic aptitude and motivation. To find what role the latter one plays in second language learning, the researchers asked the participants to

choose between integrative and instrumental reasons for learning French. The students were considered *integratively* orientated if being able to interact with the French-speaking community was of significant importance for them; and *instrumentally* oriented if they stressed that speaking French would be useful in finding a good job. After that, the participants were given achievement tests. They found that those participants who had integrative reasons for learning French were more highly motivated, had more favorable attitudes toward French-speaking Canadians and, therefore, were more successful in learning the language. What they also found is that the integrative orientation of students depended on parental orientations and attitudes, as well.

Thus, the two most important concepts in Gardner & Lambert's theory are *integrative motivational orientation*, i.e. learning a language to be able to identify with the target culture/community, and *instrumental motivational orientation*, i.e. learning a language to achieve practical goals. Second language learners with integrative motivation are usually interested in the target culture, find learning the language fun, have a significant other or a family member who speaks the language, etc. Those with instrumental motivation learn the language to get into college, find a well-paid job, go on business trips, or merely because it is a college requirement. According to Gardner & Lambert, an individual is integratively motivated if he/she:

1. *Is motivated to learn the language*
2. *Exhibits integrativeness - - i.e., an openness to other cultural communities*
3. *Has favourable attitudes toward the learning situation*
4. *Reflects low levels of language anxiety.* (Gardner & Lambert, 2009, pp. 4-5).

In a study conducted in 1961, Gardner and Lambert (1972) attempted to identify what motivates American students to learn French as a second language. The study was conducted in

three different states: Louisiana, Maine and Connecticut. Unlike their research conducted a few years earlier, the integrative reasons for learning French in this study turned out to be of less relevance to American students, which could be explained by the fact that the need to identify with the French-speaking community is not as strong in the United States as it is in Canada.

There have been other studies focusing on integrative and instrumental reasons for learning a second/foreign language. In 1972, Lukmani conducted a study involving 60 Marathi-speaking female high school students in Bombay, India, who had studied English as a second language for 7 years. For the study, an indirect questionnaire, a Cloze test and a direct questionnaire were developed. The participants were asked to rank five integrative and five instrumental reasons for learning English and complete a Cloze test. The results of the study showed that most students had instrumental reasons for learning English and that instrumental orientation correlated higher with English proficiency than the integrative one; they preferred to learn English to use it as a tool in career advancement (Lukmani, 1972).

Some other studies, however, showed a strong correlation between integrative reasons for learning a second language and achievement/proficiency. In 1977, Clement, Major, Gardner and Smythe conducted a study of 130 Franco-Ontarian high school students. The results showed that the frequency of use of English contributed significantly to the integrative motive factor and, moreover, to the self-confidence with English.

Teitelbaum, Edwards, and Hudson (1975) investigated 108 American university students learning Spanish as a second language. The most important integrative reasons for learning Spanish were a belief that the process of learning the language is enjoyable, as well as a large amount of time spent in Mexico.

Other factors in language learning and acquisition. Research has also been conducted on other variables that might play a role in second language acquisition. For example, behavior in the language classroom could be an important predictor of one's success in second language learning, which was confirmed by the studies conducted by Glikzman (1975), Naiman, Frohlich, Stern and Todesco (1978), and Shapson and Kaufman (1978). Other variables that affect one's learning are age, gender, occupation, etc. There have been a number of studies that were aimed at identifying the roles of the above mentioned variables in language learning. For instance, it is widely known that children acquire a language much faster than adults. In linguistics, there is a concept of critical period hypothesis that was popularized by Lenneberg (1967), which holds that, in order for one to acquire a language fully and successfully, one should start learning it before puberty. Lenneberg suggested that after puberty, a brain loses its plasticity and all the capacities necessary for language acquisition.

Research shows how gender affects one's social behavior, use of language and language learning abilities. In her study, Bardwick noted how the "female mind" is different from the "male mind" and that girls seek social approval more than boys (Bardwick, 1971, p. 92).

Politzer's study (1983) of language learning strategies showed that females use various strategies more than males. Oxford (1987) found that a career choice might also affect one's motivation to learn a second language. One's choice of second language learning strategies was largely influenced by the university major, in favor of social science, education, and humanities majors as opposed to science or math majors.

In 1989, Ehrman and Oxford conducted a study on 78 subjects (30 Foreign Service Officer (FSI) studying Japanese, Thai, and Turkish, 26 FSI language instructors who were native speakers of Japanese, Thai, Turkish, Indonesian, Italian, and Hungarian, and 22 professional

language trainers) to identify to what extent a career choice might affect one's use of language learning strategies. They found that the professional language trainers reported greater use of language learning strategies mostly because they were proficient at them and trained to use them; teachers preferred to use authentic language much more often than students. Ehrman and Oxford suggested that the professional language trainers have both integrative and instrumental motives to learn languages, meaning that they are interested in using a language both for personal use (integrative motivation) and for applying what they have learned in their jobs (instrumental motivation). The researchers also mention that government employees learn a language for instrumental reasons, but their spouses might learn a foreign/second language for both instrumental and integrative reasons.

The relationship between gender and motivation in language learning has been widely studied; therefore, a more detailed description of these studies should be provided.

A common understanding is that females are better motivated and perform better academically than males. In the research conducted by Pomerantz, Altermatt, and Saxon (2002), girls outperformed boys in four subject areas (Language Arts, Social Studies, Science, and Math), however, they self-evaluated much lower than boys did. This led the researchers to the conclusion that, though gender differences do exist in terms of performance, their effect is not as big as it could have been had girls expressed more confidence in themselves.

According to Kissau (2006), some studies that focused on the correlation between gender and motivation have shown that the gender differences are related to age or grade and, therefore, can vary depending on what motivational component is being studied. He also found that young boys are good at and enjoy learning math and sports more, while young girls outperform boys in music and writing.

The results of the studies conducted in the field of motivation, gender and second language acquisition show contradictory results, and there is still no definite answer to this problem. Csizér and Dörnyei (2005) did a study with 8,593 13- and 14-year-old Hungarian students where the participants were asked to complete two surveys, one at the beginning of 1993, and the other during the last few months of the decade. The theoretical basis for their research was Dörnyei's L2 motivational self system theory. The researchers found that boys are less motivated in L2 learning and their attitude toward learning English is different from that of girls in that they consider it to be something that only girls should do. Their findings were supported by various follow-up studies. For instance, Xiong (2010) found that girls are more interested in learning English and express higher levels of integrative and instrumental motivation than boys do.

Interesting results were found in a study done by Kissau in 2003. The participants of the study were 500 Grade 9 learners of French as a second language. He found that how the society perceives gender differences in learning has a significant impact on the students' self-competence, motivation to learn, and self-evaluation:

“Boys were reporting that they feel less capable than girls in French because society has told them in no uncertain terms that they are not supposed to be as capable. Boys reported being less interested in learning about French culture because society has made it clear that that is more of a female concern. They felt that they had to be lucky to do well in French, once again, because society has let it be known that it is not 'normal' for a boy to do well in French. Instead of admitting to being different, or unlike other 'real' boys, male students attribute their successes in French to external sources such as luck. In the end, societal perceptions were found to influence all 15 of the 18 variables

where significant gender differences were reported in the quantitative data analysis.”

(Kissau, 2006, p, 415).

Kissau then suggests that teachers start changing the society's perceptions in the classroom, at the micro-level, in order to help boys be more intrinsically motivated.

In a study conducted in 2003, Yang investigated 341 college students enrolled in East Asian language classes. The results of the study showed that integrative motivation was more important than instrumental motivation, especially for female students. The study conducted by Mori & Gobel (2006) showed similar results: females scored significantly higher on the items associated with integrativeness.

Some studies, however, did not show any gender differences in terms of motivation. For instance, the study conducted by Ludwig (1983) in New York University, Buffalo, showed that “men were more likely to enroll in language courses because languages are potentially useful (instrumental motivation) rather than intrinsic (which may be more closely aligned with integrative motivation)” (pp. 224-225). In a study conducted by Corbin & Chiachiere (1997) on secondary school students, girls did better in EFL courses, but there was no difference motivation-wise. Another research that contradicted the studies supporting the gender differences in second language learning, is one conducted by Akram and Ghani in Pakistan (2013). Their results showed that there were no statistically significant differences between males and females in their attitudes and motivation to learn the English language. However, there was a small gap between the two groups in terms of instrumental motivation: the male participants expressed a stronger desire to learn English to find a job, study in university or travel abroad. As the researchers themselves explained the results, “given the nature of Pakistani society, [...], despite the prominence of women in a few professions such as teaching, women are not destined to

pursue careers in which English would be a relevant feature” (Akram & Ghani, 2013, p. 539).

This is an example of how the gender differences were affected by the socio-economic situation and traditions.

The present study is a partial reduplication of a study conducted by Sugimoto, Rahimpour, and Yaghoubi-Notash in 2006. The participants were 84 male and 102 female university students majoring in Science, Humanities, or Engineering at the University of Tabriz and the Azad University of Tabriz, Iran. They were asked to complete a questionnaire containing a set of 30 items. In 4 of the questions, the males’ responses were significantly different from those of the female students. The items were the following: I like hearing English spoken (mean rank for males = 80.43, females = 104.26); Children should not be made to learn English (mean rank for males = 83.60, females = 101.66); To be able to speak English is important to be cosmopolitan (mean rank for males = 83.10, females = 102.07); Knowing another language well might cause me to lose my identity (mean rank for males = 84.29, females = 101.08). The female participants of the study were more supportive of the above statements than the males; with the other items, no significant differences were found.

This study, in particular, is based on Gardner’s theory of integrativeness and instrumentality in that the main purpose of it is to find the extent to which integrative and instrumental factors play a role in the participants’ motivation to learn English. The reason it is a partial reduplication of the study mentioned above is that similar survey questions were used in the present study. However, this study does not focus on gender only, but on integrative and instrumental motivational factors, while the gender and university major variable have also been considered in the data analysis.

Chapter 3: Methodology

Research Questions

Based on the previously conducted studies and theories in the field of motivation, the research questions posed by this study are the following:

1. Are Kazakhstani undergraduate EFL learners motivated to learn the language integratively or instrumentally?
2. Are there any significant differences between the responses of female and male students?

The answers to the above research questions will show what motivates undergraduate students in Kazakhstan to learn English as a foreign language, what integrative and instrumental factors contribute to their motivation, and what factors affect motivation.

Participants

The study was conducted on around 350 undergraduate students of three Kazakhstani universities (in the same city, Karaganda): Karaganda State Medical University, Karaganda State Technical University, and Buketov Karaganda State University. The first one prepares future doctors in many medical specialties, and the students there study Latin as many medical terms are of Latin origin, and English two hours a week, for the first two years of study. The second university offers technical majors, such as Engineering, Computer Science, Mining, and so on. The third one offers a wide range of majors, such as Law, Linguistics, Chemistry, Math, Business, Economics, Physical Education, Psychology, etc. The age of the participants varied, ranging from 18 to 25 and above. In terms of the linguistic and cultural background, most of the participants speak either Russian or Kazakh as their first language and had had around 10 years of English instruction before entering into a university. There was no restriction in terms of the gender, meaning that the research had no control over the ratio between the number of female

participants and the number of male participants. There was also no restriction in terms of the number of respondents from each university; therefore, some of the universities provided more responses than the others.

Procedures

As mentioned above, the method of collecting data was reduplicated from the study conducted on Iranian students by T. Sugimoto, M. Rahimpour, and M. Yaghoubi-Notash in 2006. Data collection took place in March 2017, in the middle of the spring semester, over the course of three weeks. An online questionnaire was developed for this purpose, with a set of 29 questions and a five-point scale: Strongly Agree, Agree, Not Sure, Disagree, and Strongly Disagree. Before proceeding to the completion of the survey, the students were provided the consent letter (also online) indicating the purpose of the study, risks and benefits, and necessary instructions. Some of the items on the questionnaire tested the factors contributing more to integrative motivation, while other statements contributed to instrumental motivation (Items 1-9 reflect the participant's background information, 10-19 – integrative factors, 20-29 – instrumental factors). All of the items on the questionnaire are also gender-neutral. In the first few questions of the survey, participants were asked to provide background information, such as sex, age, major, first language and English learning experience, specifically the number of hours of English instruction in their school before entering university and the number of years spent studying English as a foreign language. The questions were provided in both Russian and Kazakh, as those are the two languages spoken most widely in Kazakhstan.

Data Analysis

The total number of responses collected was 411, out of which 28 had to be eliminated as the respondents were younger than 18 years old, thus leaving 383 responses for the analysis. The

data was analyzed in terms of the general information provided, as well as in terms of the relationship between all the variables. Below is the general information about the participants observed from the survey:

Age: 367 respondents are 18 to 25 years old, while only 16 are 25 years old and above.

Gender: 293 participants (76.70%) are females, while the rest (89, or 23.30%) are male students.

Length of English study: As seen from the graphs in Appendix C, most participants have been learning English for more than 4 years, which is common in Kazakhstan, as students start studying English in 3rd grade, or, if not in elementary school or high school, they start learning it in university.

Hours of English instruction: The graphs in Appendix C show that in high school, most participants received 2 hours of English instruction per week, while in universities it differs (supposedly, depending on the university or major). Most respondents now receive either 0 or more than 4 hours of English instruction per week.

The rest of the charts providing general information about the participants' responses are provided in Appendix C.

To see the relationship between the gender variable and integrative and instrumental factors, a mean was calculated for each item. For this purpose, each item on the survey was assigned a numerical value of 1, +2, +3, +4, and +5 to Strongly disagree, Disagree, Not sure, Agree, and Strongly Agree, respectively. Calculating the mean for the survey items helped the researched to identify the differences between the males' responses and those of the female participants. For illustration purposes, the results of the analysis are expressed in the two tables below.

Table 1: Results for Items 10-19

		Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Sum of mean ranks
Female	N	293	293	293	293	293	293	293	293	293	293	293
	Mean rank	3.79	3.94	4.29	2.80	2.85	4.21	4.02	4.21	4.29	4.49	38.89
Male	N	89	89	89	89	89	89	89	89	89	89	89
	Mean rank	3.54	4.13	4.01	2.89	2.59	4.11	3.89	3.87	4.17	4.26	37.46
Total												38.175

Table 2: Results for Items 20-29

		Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Item 26	Item 27	Item 28	Item 29	Sum of mean ranks
Female	N	293	293	293	293	293	293	293	293	293	293	293
	Mean rank	4.42	4.32	4.08	4.36	3.92	3.57	2.10	2.10	2.22	2.80	33.89
Male	N	89	89	89	89	89	89	89	89	89	89	89
	Mean rank	4.22	4.00	3.85	4.25	3.81	3.52	2.37	2.35	2.39	2.91	33.67
Total												33.78

As shown in Table 1, the means for males' responses and females' responses are almost identical, which demonstrates that, based on these results, it is difficult to say whether female

students in Kazakhstan are more integratively motivated to learn English as a foreign language. The difference between the sums of mean ranks is also not big (38.89 for female participants vs 37.46 for male participants). As for the items 20-29 which are designed to show whether the participants are instrumentally motivated, the difference between the mean ranks is also small (33.89 for female participants vs 33.67 for male participants). This shows that it is difficult to say whether, for example, male students are more likely to learn English for practical reasons, such as getting a job or to be respected in their own society, than female students.

However, a slight difference can be observed if one compares the mean ranks for the “integrative” items with those for the “instrumental” items, where the means for the latter one are lower. The figures in the tables above and the graphs in Appendix C show that the participants responded either “Agree” or “Absolutely agree” to the items 10, 11, 12, 15, 16, 17, 18, 19, which are:

I enjoyed attending English classes in high school;

I am interested in the lives and cultures of English-speaking countries;

I would like to make English-speaking friends;

I would like to communicate with people in English-speaking countries;

English will enable me to understand the lifestyle of English-speaking countries;

I want to learn English because I would like to understand and appreciate the books written in English, such as British/American literature;

I want to be able to read English website articles, newspapers and/or magazines;

I want to be able to understand movies and songs in English.

The results of the survey were also analyzed using a t-test. The table below shows the means and standard deviation for females and males’ responses calculated for items 10-29.

Table 3: Means and standard deviation for females and males' responses

	Q2	N	Mean	Std. Deviation	Std. Error Mean
Q10	Female	291	3.7938	.98895	.05797
	Male	89	3.5393	1.15853	.12280
Q11	Female	290	4.1276	.80715	.04740
	Male	89	3.9438	1.08040	.11452
Q12	Female	289	4.2941	.68211	.04012
	Male	88	4.0114	.91594	.09764
Q13	Female	290	2.7966	1.28741	.07560
	Male	87	2.8851	1.36761	.14662
Q14	Female	291	2.8454	1.25676	.07367
	Male	87	2.5862	1.22524	.13136
Q15	Female	290	4.2103	.78518	.04611
	Male	88	4.1136	.91516	.09756
Q16	Female	290	4.0241	.75978	.04462
	Male	88	3.8864	.98765	.10528
Q17	Female	291	4.2062	.79140	.04639
	Male	87	3.8736	1.09761	.11768
Q18	Female	289	4.2941	.64010	.03765
	Male	87	4.1724	.89191	.09562
Q19	Female	290	4.4931	.63488	.03728
	Male	87	4.2644	.81354	.08722
Q20	Female	290	4.4241	.68304	.04011
	Male	86	4.2209	.97500	.10514
Q21	Female	291	4.3162	.65631	.03847
	Male	87	4.0000	.96449	.10340
Q22	Female	290	4.0759	.95637	.05616
	Male	86	3.8488	.96427	.10398
Q23	Female	290	4.3621	.68342	.04013
	Male	87	4.2529	.94276	.10107
Q24	Female	290	3.9172	1.00520	.05903
	Male	85	3.8118	1.10727	.12010
Q25	Female	289	3.5675	1.01881	.05993
	Male	86	3.5233	1.14508	.12348

	Q2	N	Mean	Std. Deviation	Std. Error Mean
Q26	Female	290	2.1034	.92429	.05428
	Male	83	2.3735	1.08999	.11964
Q27	Female	291	2.0997	.95070	.05573
	Male	85	2.3529	1.14128	.12379
Q28	Female	289	2.2215	1.02033	.06002
	Male	85	2.3882	1.15567	.12535
Q29	Female	288	2.7951	1.08025	.06365
	Male	86	2.9070	1.14407	.12337

The table below shows the results for each of the items analyzed through Levene's Test for Equality of Variances and a t-test for Equality of Means. The figures in bold in the statistical significance column are the ones used for the analysis of difference between the responses of the female and male students.

Table 4: Two-tailed significance for females' and males' responses

Item	Equal variance assumption	Statistical significance after Levene's Test for Equality of Variances	Statistical significance (two-tailed) after t-test
10	Equal variances assumed	.016	.042
	Equal variances not assumed		.063
11	Equal variances assumed	.017	.085
	Equal variances not assumed		.141
12	Equal variances assumed	.351	.002
	Equal variances not assumed		.008
13	Equal variances assumed	.520	.580
	Equal variances not assumed		.592
14	Equal variances assumed	.972	.090
	Equal variances not assumed		.087
15	Equal variances assumed	.406	.331
	Equal variances not assumed		.372
16	Equal variances assumed	.003	.167
	Equal variances not assumed		.231

Item	Equal variance assumption	Statistical significance after Levene's Test for Equality of Variances	Statistical significance (two-tailed) after t-test
17	Equal variances assumed Equal variances not assumed	.008	.002 .010
18	Equal variances assumed Equal variances not assumed	.101	.159 .239
19	Equal variances assumed Equal variances not assumed	.196	.006 .017
20	Equal variances assumed Equal variances not assumed	.037	.030 .074
21	Equal variances assumed Equal variances not assumed	.278	.001 .005
22	Equal variances assumed Equal variances not assumed	.813	.054 .057
23	Equal variances assumed Equal variances not assumed	.002	.235 .317
24	Equal variances assumed Equal variances not assumed	.085	.407 .432
25	Equal variances assumed Equal variances not assumed	.214	.732 .748
26	Equal variances assumed Equal variances not assumed	.002	.025 .042
27	Equal variances assumed Equal variances not assumed	.004	.040 .065
28	Equal variances assumed Equal variances not assumed	.049	.200 .232
29	Equal variances assumed Equal variances not assumed	.609	.406 .422

From the results we can see that differences between the females and males' responses on some of the items are statistically significant for this study, namely (the difference was deemed significant if the significance number is less than .05):

Q10: I enjoyed attending English classes in high school.

Q12: I would like to make English-speaking friends.

Q14: I would like to marry an English speaker

Q17: I want to learn English because I would like to understand and appreciate the books written in English, such as British/American literature.

Q19: I want to be able to understand movies and songs in English.

Q20: I can find a well-paid job if I speak English.

Q21: English is becoming more important in my country.

Q22: I need to know English to study abroad.

Q26: I learn English because everybody else is learning this language.

Q27: I am studying English merely because I would like to get good grades.

If we took a look at the items above and the means for females and males' responses, a number of conclusions can be made. For items 10, 12, 14, 17, 19, 20, 21, and 22, there the difference between the responses of the female and male students is statistically significant in favor of the females' responses, and most of such items contribute to the integrative motivational reasons. For items 26 and 27, however, the males' responses have higher means than those of the female respondents; therefore, the male students in Kazakhstan are more likely to learn English because everybody else is learning the language, or because it is required in school and they want to get good grades.

As there is an extensive number of responses to this survey, to understand the relationship between one's major and motivation to learn English, 20 responses were randomly selected out of all the responses received to be used as a sample, 10 of which represented various Humanities majors, while the other 10 – Science majors. The response numbers and majors selected for the analysis are given in the table below.

Table 5: The responses and majors randomly selected for the analysis

Humanities	Science
#17 Tourism	#38 Information Systems
#50 Law	#85 Finance
#156 Tourism	#86 Automotive Engineering
#177 Religious Studies	#171 Biotechnology
#199 Law	#176 Mechanical Engineering
#213 Elementary School Teacher	#191 Accounting
#283 Philology	#289 Petroleum Engineering
#296 Russian Literature Teacher	#323 Chemistry
#346 Russian Language and Literature	#369 Math
#383 Social Cultural Service	#370 Math

The mean was calculated for each of the responses. Below are the table describing the means for those with Humanities majors and a separate table for those with Sciences majors.

Table 6: The means for the responses of the participants with Humanities majors

	Mean for Items 10-19	Mean for Items 20-29
#17	3.5	3.3
#50	3.9	4.1
#156	4.0	3.9
#177	3.8	3.7
#199	4.3	3.5
#213	4.1	3.5
#283	3.7	4.2
#296	3.5	3.8
#346	4.5	3.4
#383	4.0	4.0
Mean rank	3.93	3.74

Table 7: The means for the responses of the participants with Science majors

	Mean for Items 10-19	Mean for Items 20-29
#38	4.5	4.4
#85	2.9	3.8
#86	4.8	3.8
#171	4.5	4.1
#176	2.6	2.6
#191	3.8	3.4
#289	4.8	3.5
#323	4.2	3.8
#369	3.6	3.9
#370	4.7	3.9
Mean rank	4.04	3.72

As we can see from the two tables above, there is no particular tendency in the relationship between one's major and motivation to learn English. In both groups, the mean for the integrative items is close to 4 out of 5, while the mean for the instrumental items is a little lower.

Chapter 4: Discussion

Based on the research questions proposed above, and the studies conducted on motivation, the researcher expected the following results:

1. EFL learners in Kazakhstan were expected to be not as integratively motivated as they are instrumentally since English is typically perceived as the language necessary to survive in other countries or get a well-paid job.
2. Female students are more integratively motivated, while male students were expected to be motivated instrumentally.
3. The researcher expected Humanities majors also to be more motivated to learn English than those with technical specialties.

To answer the first research question, the results showed that Kazakhstani undergraduate English language learners are motivated both integratively and instrumentally, meaning that they study English to learn more about the culture and to be able to communicate with native English speakers, as well as to find a good job, study abroad, or travel. However, a slight difference between integrative and instrumental motivational factors can be observed, as the mean for the “integrative” items is 38.175, while the mean for the “instrumental” items is 33.78, so the difference between the two is around 4.4. This shows that Kazakhstani students have a big interest in learning more about the English language, its native speakers, and are willing to be able to communicate with English speakers and integrate in their culture. The findings then do not confirm the researcher’s hypothesis which stated that the participants should be motivated instrumentally rather than integratively.

As for the second research question, the analysis showed that there are some statistically significant differences between the females and males’ responses. There were many “integrative”

items on the survey where the difference was in favor of the female students' responses, which, as the researcher expected, proves that female students are more likely to study English for integrative reasons. The difference between the responses of female and male students was not as significant for the "instrumental" items. However, on two of them (Items 26 and 27), the means of the male students' responses was significantly higher than those for the female students. These results show that female students are more likely to learn English because they want to be able to make English-speaking friends, communicate with them, watch movies and listen to songs in English, read books in English, etc., while male students are more likely to learn English because everyone else around them is studying English or because they want to have good grades in school. However, as the analysis showed, it does not mean that female students do not learn English for instrumental reasons, as well. The findings of the study correlate with those of other studies previously conducted on gender and motivation, such as those done by Xiong (2010), Yang (2003) and Mori & Gobel (2006).

The findings also showed that one cannot say if students with particular majors need English more or are more motivated to learn a foreign language than those with other majors. The responses were very similar for both groups (Humanities and Science majors).

Despite the fact that the researcher expected different results, the figures obtained in the survey show that Kazakhstani students, no matter what age, gender, or major they are, are willing to learn English for various purposes. However, their responses about the number of hours of English instruction in high school and university (Items 6 and 7 in Appendix C) demonstrate the need for more English instruction in Kazakhstani schools as 0-3 hours would not be enough for an undergraduate student to learn the language.

Limitations and Benefits

The limitations of this study include the following:

1. The participants might not have been honest about their responses. As a multiple-choice survey was being used, it is difficult to say whether every statement on the survey was thoroughly read and thought about.
2. The number of female participants was much higher than the number of male participants. A clearer and bigger picture of the correlation of integrative and instrumental motivational factors would have been obtained if the number of participants in both groups had been around the same.
3. In the analysis of how one's major affects one's motivation, a bigger sample could have been analyzed, or all of the responses. Also, a more detailed analysis could be provided using t-test.
4. In addition to gender and major, other factors could have influenced one's responses, such as age, L1, and language learning experience. Further studies could be performed to address these factors.
5. The survey could have been designed in a way that would show the relationship between the respondents' background information (Items 1-9) and integrative and instrumental reasons.

The results will play an important role in identifying the major reasons for learning English as a foreign language in Kazakhstan, as it is not commonly used there yet, and it is important for English teachers to learn what makes their students learn the language, to know how to approach every student, avoid biased attitude to gender in their classrooms, and how to encourage their students to work harder. As mentioned above, English programs in Kazakhstan

should also be analyzed and their effectiveness reevaluated, as there is a demand and willingness among undergraduate students to learn the English language.

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Appendix A

Informed Consent

Title: Motivation among Kazakhstani Undergraduates

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I am Aizhan Arapova, and I am currently pursuing a Master's degree in Teaching English as a Second Language at Saint Cloud State University, Saint Cloud, USA. Thank you for your interest in taking part in this research, which is part of my MA degree requirements. Below is the information that you might need in order to have a better idea of what the purpose of the study is. Should you have any further questions, feel free to contact me (Primary Investigator) or my thesis advisor at the e-mail address and telephone number given above.

Introduction

It is widely known that motivation plays an important role in learning a foreign language. A number of studies have proven this assumption to be true; however, there are a number of factors that drive our motivation to learn, and this study is aimed at investigating them. Various factors can possibly influence one's motivation, such as the need to find a good job, travel abroad, personal development, etc.

Purpose

This study aims at investigating the motivational patterns of undergraduate students in Kazakhstan and the correlation between various factors, such as gender, and motivation.

Study procedures

The survey will be conducted online in three universities in the city of Karaganda, Kazakhstan, namely Karaganda State Technical University, Karaganda State Medical University and Buketov Karaganda State University. If you agree to participate in the study, you will need to complete a background information sheet and a questionnaire of 21 questions addressed on a five-point scale (Strongly Agree, Agree, Not Sure, Disagree, and Strongly Disagree). The questions do not ask for personal information (other than age and gender) and do not contain inappropriate vocabulary. The survey will be provided both in Kazakh and Russian (depending on what is your first language), for your convenience. Completing the survey should take approximately 20-30 minutes. You do not have to answer each and every question; however, I strongly encourage you to take your time thinking carefully about the items. Your personal information and responses will be confidential and anonymous and will only be known to the primary investigator and committee chair (thesis advisor).

Participating in this study is completely voluntary. Your decision whether or not to participate will not affect your current or future relations with St. Cloud State University, or the researcher. If you decide to participate, you are free to withdraw at any time without penalty.

Risks and benefits

There are no risks to your health; however, you might feel uncomfortable or reluctant to answering some of the questions due to the fact that the primary investigator is not able to foresee all the reactions and/or feelings the questions might cause. Therefore, as mentioned

above, you have the right to withdraw from the study anytime. In this case, all information you provide will be destroyed and omitted from the final paper. The benefits of participating in this study include the opportunity for you to better understand the current situation in EFL (English as a foreign language) in your country in terms of motivation. Once the results of the survey have been analyzed, you have the right to request a summary of the results by using the contact information provided above.

Your completion of the survey indicates that you are at least 18 years of age and your consent to participation in the study.

Ақпараттық келісім

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Мен, Арапова Айжан, қазіргі кезде АҚШ, Миннесота штаты, Сент-Клауд қаласында Сент-Клауд Мемлекеттік Университетінде (Saint Cloud State University) екінші тіл ретінде ағылшын тілін Оқыту мамандығы бойынша магистратурада оқып жатырмын. Мен жоғарыда аталған университетінде магистр дәрежесін алу үшін талаптардың бірі болып табылатын осы зерттеуге қызығушылық танытқаныңыз үшін ризашылығымды білдіремін. Төменде осы зерттеудің мақсатын түсіндіріп беретін барлық ақпарат ұсынылған. Егер қандай-да бір сұрақтар туындаса, Сіз жоғарыда ұсынылған байланыс ақпараты бойынша менің ғылыми жетекшімен немесе маған хабарласа аласыз.

Кіріспе

Мотивация шет тілін оқуда маңызды рөл атқаратындығы кеңінен белгілі. Көптеген зерттеулер бұл болжамды растады; солай бола тұра, тілді оқуға біздің мотивация негізделген бірнеше фактор бар, және бұл зерттеу осындай факторларды анықтауға бағытталған. Мотивацияға жақсы жұмысты табу, саяхат жасау, жеке даму және т.б. қажеттілігі сияқты түрлі факторлар ықпал етеді.

Мақсаты

Бұл зерттеу мотивацияға ықпал ететін түрлі факторлар мен қазақстандық студенттерде ағылшын тілін оқуға мотивацияны зерделеуге бағытталды.

Тәсіл

Сауалнама Қарағанды қаласының үш университетінде өткізіледі, атап айтқанда:

Қарағанды Мемлекеттік Техникалық Университеті, Қарағанды Мемлекеттік

Медициналық Университеті және академик Е.А. Букетов атындағы Қарағанды

Мемлекеттік Университеті. Егер Сіз зерттеуге қатысуға келіссеңіз, сізге бес баллмен

белгіленетін (Мүлдем келіспеймін, келіспеймін, сенімсізбін, келісемін, толықтай

келісемін) және 21 пайымнан тұратын сауалнаманы толтыру керек. Сауалнама ішінде

жеке сұрақтар (жасы мен жынысынан басқа) және жарамсыз лексика жоқ. Сізге ыңғайлы

болу үшін сауалнама қазақ және орыс тілдерінде берілген. Сауалнаманы толтыру

шамамен 20-30 минутты алады. Сізге әр сұраққа жауап беру міндетті емес; бірақ мен

асықпауға және әр сұрақты ойлануға ұсыныс беремін. Сіздің жауаптарыңыз құпия және

жасырын ақпарат болып келеді және оларға қолжетімділікке тек зерттеуші мен ғылыми

жетекші ие болады.

Бұл сауалнамаға қатысу ерікті болып табылады. Сіздің қатысу туралы шешіміңіз Сіздің

зерттеуші немесе Сент-Клауда Мемлекеттік Университетпен қатынасқа ықпал етпейді. Сіз

қатысудан кез келген уақытта бас тартуға құқылы боласыз.

Тәуекел мен пайда

Сауалнамаға қатысу Сіздің денсаулық үшін ешқандай қауіп төндірмейді; солай бола тұра,

алдын ала қарастыру мүмкін болмайтын түрлі факторлармен байланысты кейбір

сұрақтарға жауап бергіңіз келмейтін жағдай туындауы мүмкін. Осыған орай, жоғарыда

көрсетілгендей сауалнамаға қатысудан кез келген уақытта бас тартуға құқылы боласыз.

Бұл жағдайда Сіздің ұсынған ақпараттың барлығы жойылады және ол зерттеуде қолданылмайды.

Бұл зерттеуге қатысу қазақстандық студенттерді шет тілі ретінде ағылшын тілін оқуға не ынталандыратынын жақсы түсінуге мүмкіндік береді. Зерттеу нәтижелері сараланғаннан кейін Сіз зерттеушімен байланыстырған ақпаратты сұрауға құқылы боласыз.

Сауалнамаға қатыса отырып, Сіз 18 жасқа толғаныңызды және барлық шарттармен таныс екеніңізді растайсыз.

Информированное согласие

Название проекта: Мотивация среди казахстанских студентов

Исследователь: Арапова Айжан

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Я, Арапова Айжан, в настоящее время обучаюсь на магистратуре по специальности Преподавание английского как второго языка, в Государственном Университете Сент-Клауда (Saint Cloud State University) в городе Сент-Клауд, штат Миннесота, США. Я признательна Вам за проявление интереса в данном исследовании, которое является одним из требований для получения степени магистра в вышеуказанном университете. Ниже предоставлена вся информация, объясняющая цель данного исследования. В случае, если у Вас возникнут какие-либо вопросы, Вы можете обратиться ко мне или моему научному руководителю по контактной информации, предоставленной выше.

Введение

Широко известно, что мотивация играет важную роль в изучении иностранного языка. Многие исследования подтвердили это предположение; тем не менее, существует ряд факторов, на которых основана наша мотивация изучать язык, и это исследование направлено на выявление таких факторов. На мотивацию могут влиять различные факторы, такие как необходимость найти хорошую работу, путешествовать, личное развитие и т.д.

Цель

Данное исследование направлено на изучение мотивации к изучению английского языка у казахстанских студентов и различных факторов, влияющих на мотивацию.

Метод

Опрос будет проведен в трех университетах города Караганда, а именно: Карагандинский Государственный Технический Университет, Карагандинский Государственный Медицинский Университет и Карагандинский Государственный Университет имени академика Е.А. Букетова. Если Вы согласны участвовать в исследовании, Вам будет необходимо ответить на вопросы об общей информации и заполнить опрос, состоящий из 21 утверждений и пятибальной шкалы (Абсолютно не согласен(-на), Не согласен(-на), Не уверен(-а), Согласен(-на), Абсолютно согласен(-на)). Опрос не включает в себя личные вопросы (кроме возраста и пола) и не содержит неприемлемую лексику. Для Вашего удобства опрос предоставлен на казахском и русском языках. Заполнение опроса должно занять приблизительно 20-30 минут. Вам необязательно отвечать на каждый вопрос; однако, я рекомендую не спешить и тщательно обдумать каждый вопрос. Ваши ответы являются конфиденциальной и анонимной информацией, и доступ к ним будут иметь только исследователь и научный руководитель.

Участие в данном опросе является добровольным. Ваше решение о принятии участия в нем не повлияет на Ваши отношения с Государственным Университетом Сент-Клауда или исследователем. Вы также можете отказаться от участия в любое время.

Риск и польза

Участие в опросе не представляет никаких рисков для Вашего здоровья; тем не менее, может возникнуть ситуация, при которой Вы пожелаете не отвечать на некоторые

вопросы в связи с различными факторами, которые невозможно предусмотреть. В связи с этим, как указано выше, у Вас есть полное право отказаться от участия в опросе в любое время. В таком случае вся предоставленная Вами информация будет удалена и не будет использована в исследовании.

Участие в данном исследовании предоставит возможность лучше понять, что мотивирует казахстанских студентов изучать английский язык в качестве иностранного. Как только результаты исследования будут проанализированы, Вы имеете право запросить информацию о них, связавшись с исследователем.

Принимая участие в опросе, Вы подтверждаете, что Вы не младше 18 лет, и что Вы ознакомлены со всеми его условиями.

Appendix B

Survey in English

1. Your age

16-18 19-25 25 and older

2. Sex

Female Male

3. Major

4. First language

5. How long have you been learning English as a foreign language?

Less than 1 year 1-3 years 4-7 years more than 7 years

6. How many hours of English instruction per week did you have in high school?

0 1 2 3 more than 4

7. How many hours of English instruction per week do you have now?

0 1 2 3 more than 4

8. Other than in school, how many hours per week do you use English (listen, speak, read, or write in English)?

0 1 2 3 more than 4

9. My grades for English classes in high school were good.

Strongly disagree Disagree Not sure Agree Strongly agree

10. I enjoyed attending English classes in high school.

Strongly disagree Disagree Not sure Agree Strongly agree

11. I am interested in the lives and cultures of English-speaking countries.

Strongly disagree Disagree Not sure Agree Strongly agree

12. I would like to make English-speaking friends.

Strongly disagree Disagree Not sure Agree Strongly agree

13. I have an English-speaking friend/boyfriend/girlfriend I need to be able to communicate with.

Strongly disagree Disagree Not sure Agree Strongly agree

14. I would like to marry an English speaker.

Strongly disagree Disagree Not sure Agree Strongly agree

15. I would like to communicate with people in English-speaking countries.

Strongly disagree Disagree Not sure Agree Strongly agree

16. English will enable me to understand the lifestyle of English-speaking countries.

Strongly disagree Disagree Not sure Agree Strongly agree

17. I want to learn English because I would like to understand and appreciate the books written in English, such as British/American literature.

Strongly disagree Disagree Not sure Agree Strongly agree

18. I want to be able to read English website articles, newspapers and/or magazines.

Strongly disagree Disagree Not sure Agree Strongly agree

19. I want to be able to understand movies and songs in English.

Strongly disagree Disagree Not sure Agree Strongly agree

20. I can find a well-paid job if I speak English.

Strongly disagree Disagree Not sure Agree Strongly agree

21. English is becoming more important in my country.

Strongly disagree Disagree Not sure Agree Strongly agree

22. I need to know English to study abroad.

Strongly disagree Disagree Not sure Agree Strongly agree

23. I need English to travel.

Strongly disagree Disagree Not sure Agree Strongly agree

24. I need English to pass my exams/tests.

Strongly disagree Disagree Not sure Agree Strongly agree

25. To be able to speak English is important to be cosmopolitan.

Strongly disagree Disagree Not sure Agree Strongly agree

26. I learn English because everybody else is learning this language.

Strongly disagree Disagree Not sure Agree Strongly agree

27. I am studying English merely because I would like to get good grades.

Strongly disagree Disagree Not sure Agree Strongly agree

28. I am studying English merely because it is required.

Strongly disagree Disagree Not sure Agree Strongly agree

29. Other people will respect me more if I speak English.

Strongly disagree Disagree Not sure Agree Strongly agree

Survey in Kazakh

1. Сіздің жасыңыз

16-18 19-25 25 және одан жоғары

2. Жынысыңыз

Әйел Ер

3. Мамандығыңыз

4. Ана тіліңіз

5. Ағылшын тілін үйреніп жүргеніңізге қанша болды?

1 жылдан кем 1-3 жыл 4-7 жыл 7 жылдан астам

6. Сіздің мектепте аптасына неше сабақ ағылшын тілі болды (жоғары сыныптар)?

0 1 2 3 4 астам

7. Қазір аптасына неше сағат ағылшын тілі сабағы өтеді?

0 1 2 3 4 астам

8. Университетті есептегенде, аптасына неше сағат ағылшын тілін қолданасыз (ағылшын тілінде тыңдайсыз, сөйлесесіз, оқисыз, жазасыз)?

0 1 2 3 4 астам

9. Мектепте ағылшын тілінен менде жақсы бағалар болды.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

10. Мектепте ағылшын тілі сабағына қатысу маған ұнайтын.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

11. Ағылшын тілінде сөйлейтін елдердің өмірі мен мәдениеті мені қызықтырады.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

12. Мен ағылшын тілінде сөйлейтін достарымның болғанын қалар едім.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

13. Менің қызым\ жігітім - ағылшын тілінде сөйлейді, және мен онымен еркін сөйлескім келеді.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

14. Мен ағылшын тілінде сөйлейтін адамға тұрмысқа шығар едім\ үйленер едім.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

15. Мен ағылшын тілінде сөйлейтін елдердің тұрғындармен араласуды қалар едім.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

16. Ағылшын тілі маған ағылшын тілінде сөйлейтін елдердің тұрмыс қалпын түсінуге мүмкіндік береді.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

17. Мен ағылшын тілін үйренгім келеді, себебі ағылшын тілінде жазылған кітаптарды, мысалы британдық және америка әдебиетін түсінгім келеді.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

18. Мен ағылшын тіліндегі вебсайттарды, газеттерді және журналдарды түсінгім келеді.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

19. Мен ағылшын тіліндегі фильмдер мен әндерді түсінгім келеді.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

20. Егер ағылшын тілін меңгерсем, жақсы жұмыс таба аламын.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

21. Ағылшын тілінің менің елімде маңызы артып келеді.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

22. Мен ағылшын тілін шетелде білім алу үшін білгім келеді.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

23. Ағылшын тілі маған саяхат жасау үшін қажет.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

24. Ағылшын тілі маған емтихан\ тест тапсыру үшін қажет.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

25. Ағылшын тілі космополиттік адам болу үшін маңызды (ұлттық ырым-жырымдарға тәуелді болмау).

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

26. Мен ағылшын тілін басқалар оқып жүргеннен кейін ғана оқып жүрмін.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

27. Мен ағылшын тілін жақсы баға алу үшін ғана оқып жүрмін.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

28. Мен ағылшын тілін міндетті пән болғаннан кейін ғана оқып жүрмін.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

29. Егер мен ағылшын тілін меңгеріп алсам, адамдар мені одан да көп сыйлайтын болады.

Мүлдем келіспеймін Келіспеймін Сенімсізбін Келісемін

Толықтай келісемін

Survey in Russian

1. Ваш возраст

16-18 19-25 25 и старше

2. Пол

Женский Мужской

3. Специальность

4. Родной язык

5. Сколько лет Вы изучаете английский язык?

меньше 1 года 1-3 года 4-7 лет более 7 лет

6. Сколько часов английского в неделю преподавали в Вашей школе (старшие классы)?

0 1 2 3 более 4

7. Сколько часов английского в неделю преподавают Вам сейчас?

0 1 2 3 более 4

8. Помимо университета, сколько часов в неделю Вы пользуетесь английским (слушаете, говорите, читаете, пишете на английском)?

0 1 2 3 более 4

9. У меня были хорошие оценки по английскому в школе.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

10. Мне нравилось посещать занятия английского в школе.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

11. Меня интересует жизнь и культура англоговорящих стран.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

12. Я бы хотел(-а) завести англоговорящих друзей.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

13. Моя(-й) девушка/парень – носитель английского языка, и я бы хотел(-а)

свободно общаться с ней/ним.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

14. Я бы хотел(-а) жениться / выйти замуж за носителя английского языка.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

15. Я бы хотел(-а) общаться с жителями англоговорящих стран.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

16. Английский язык позволит мне понять образ жизни англоговорящих народов.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

17. Я хочу изучать английский язык, потому что я хочу понимать книги, написанные на английском языке, например, британскую и американскую литературу.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

18. Я хочу понимать вебсайты, газеты и журналы на английском языке.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

19. Я хочу понимать фильмы и песни на английском языке.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

20. Я смогу найти хорошую работу, если овладею английским языком.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

21. Английский язык приобретает все большую значимость в моей стране.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

22. Я хочу знать английский, чтобы обучаться за границей.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

23. Английский нужен мне для путешествий.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

24. Английский нужен, чтобы сдать экзамен/тест.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

25. Английский важен для того, чтобы быть космополитичным человеком

(свободным от национальных предрассудков).

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

26. Я изучаю английский язык только потому, что его изучают все.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

27. Я изучаю английский язык только потому, что хочу получить хорошие

оценки.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

28. Я изучаю английский язык только потому, что это обязательный предмет.

Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

29. Люди будут уважать меня больше, если я овладею английским языком.

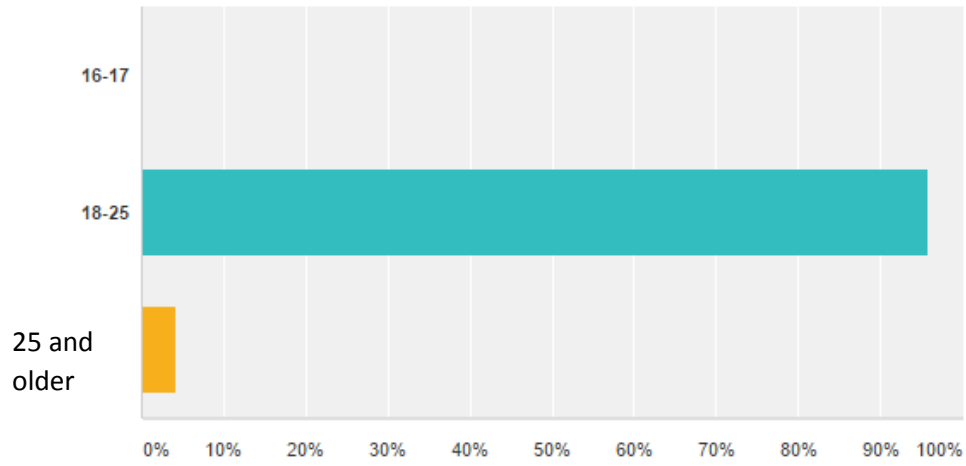
Абсолютно не согласен(на) Не согласен(на) Не уверен(а)

Согласен(на) Абсолютно согласен(на)

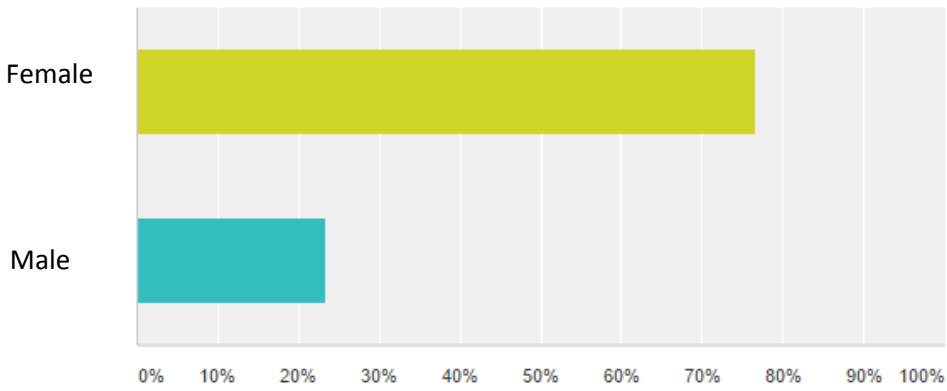
Appendix C

Survey Responses

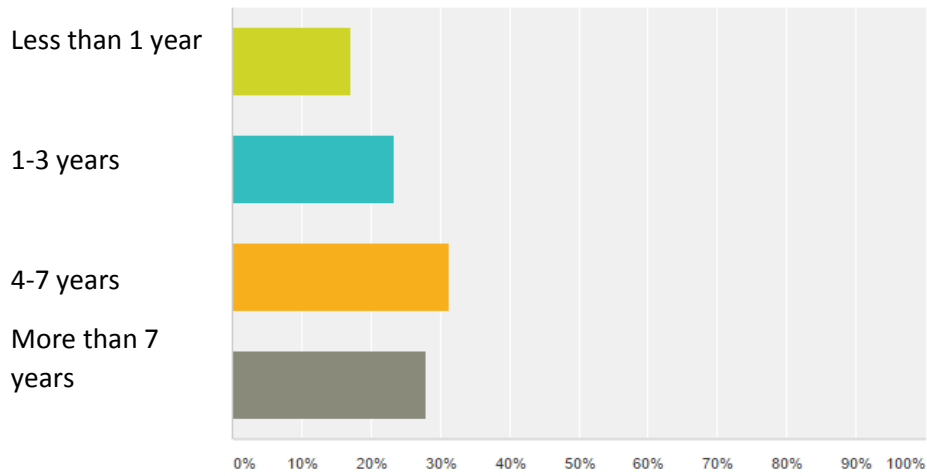
Item 1: Age



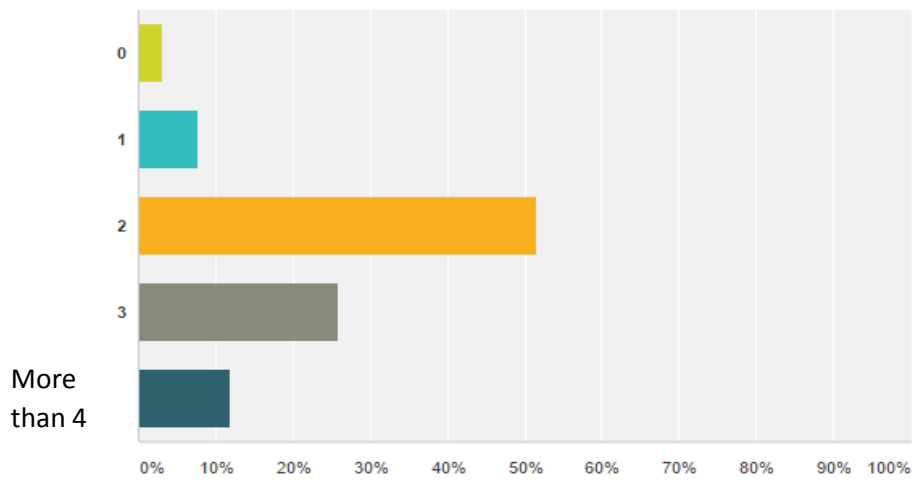
Item 2: Sex



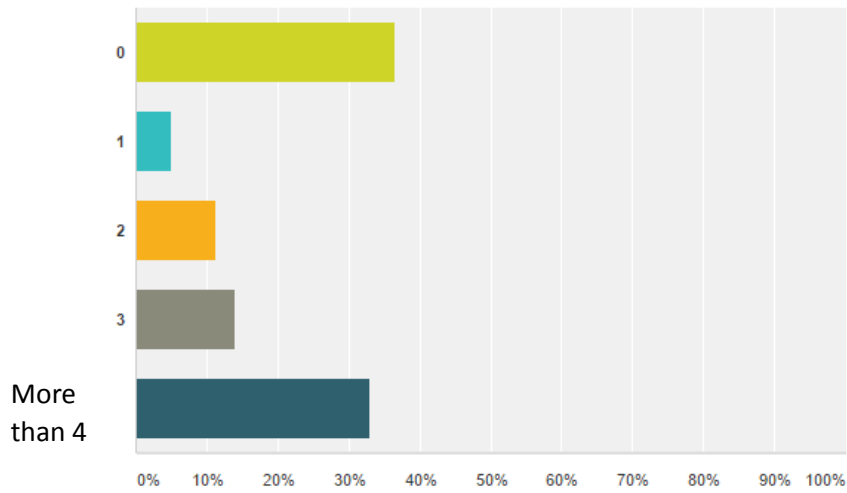
Item 5: How long have you been learning English?



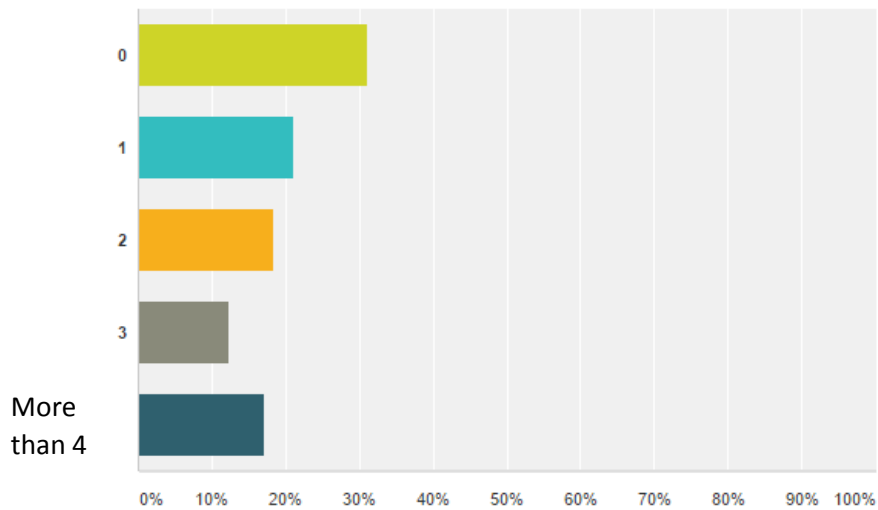
Item 6: How many hours of English instruction per week did you have in high school?



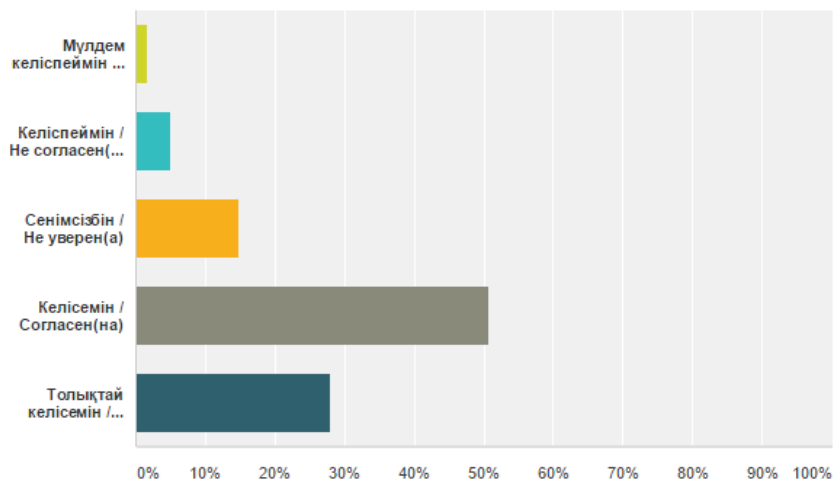
Item 7: How many hours of English instruction per week do you have now?



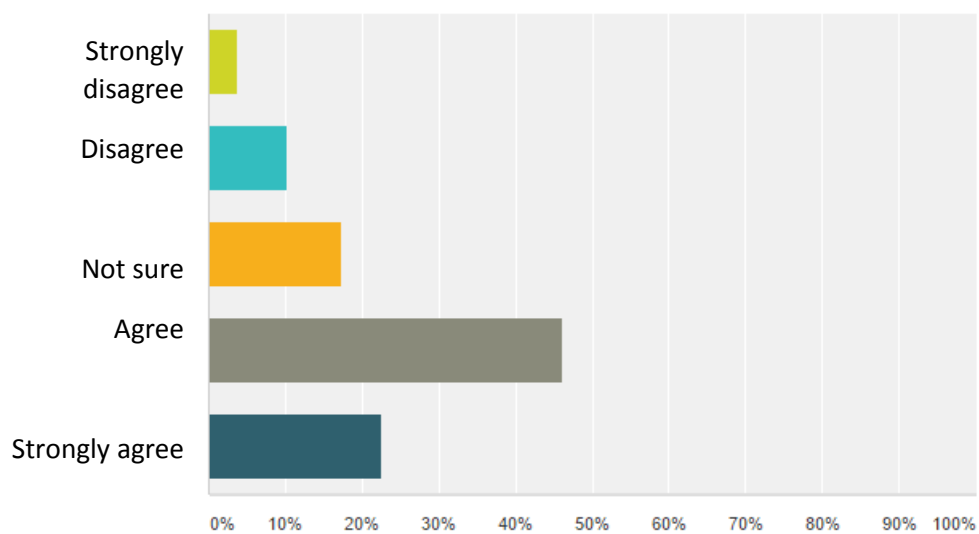
Item 8: Other than in school, how many hours per week do you use English (listen, speak, read, or write in English)?



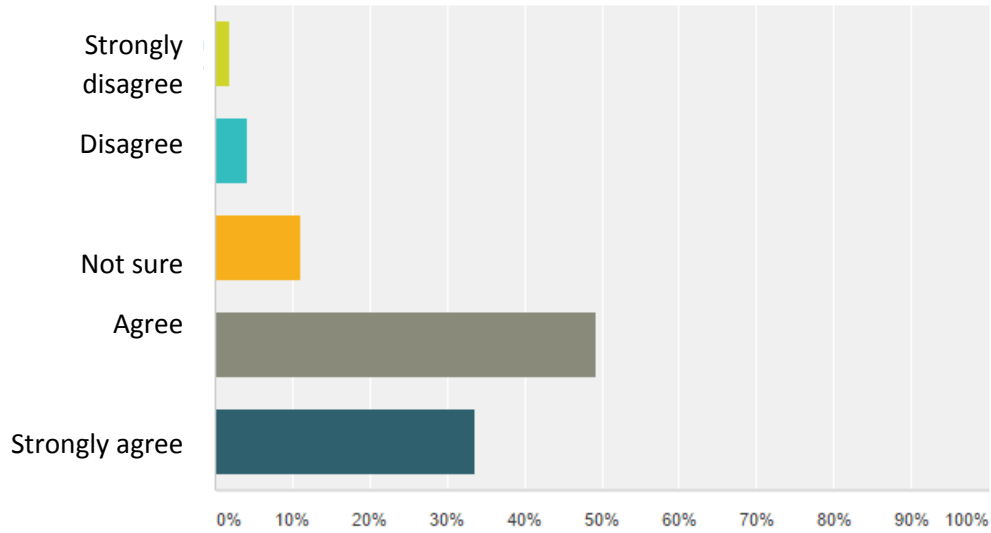
Item 9: My grades for English classes in high school were good.



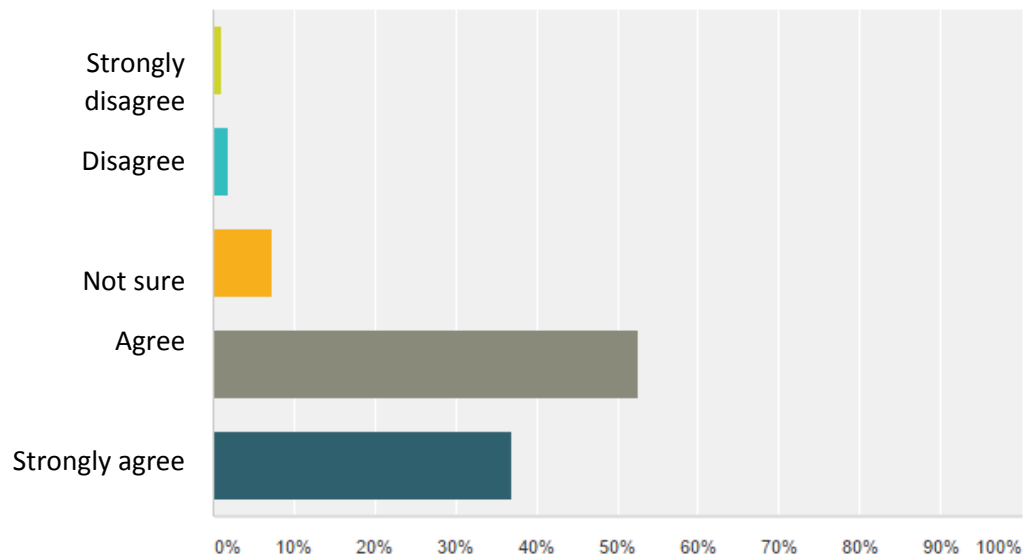
Item 10: I enjoyed attending English classes in high school.



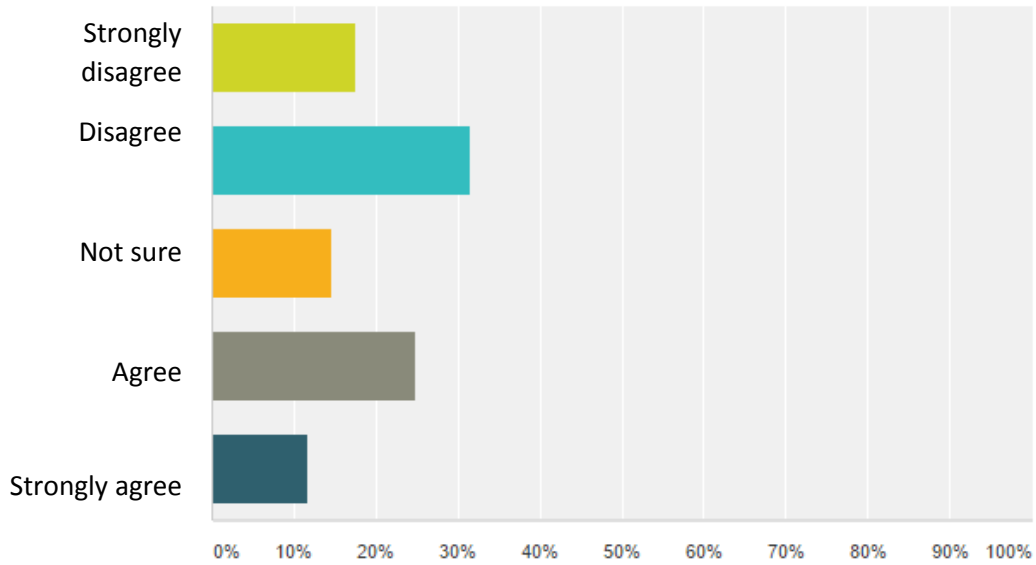
Item 11: I am interested in the lives and cultures of English-speaking countries.



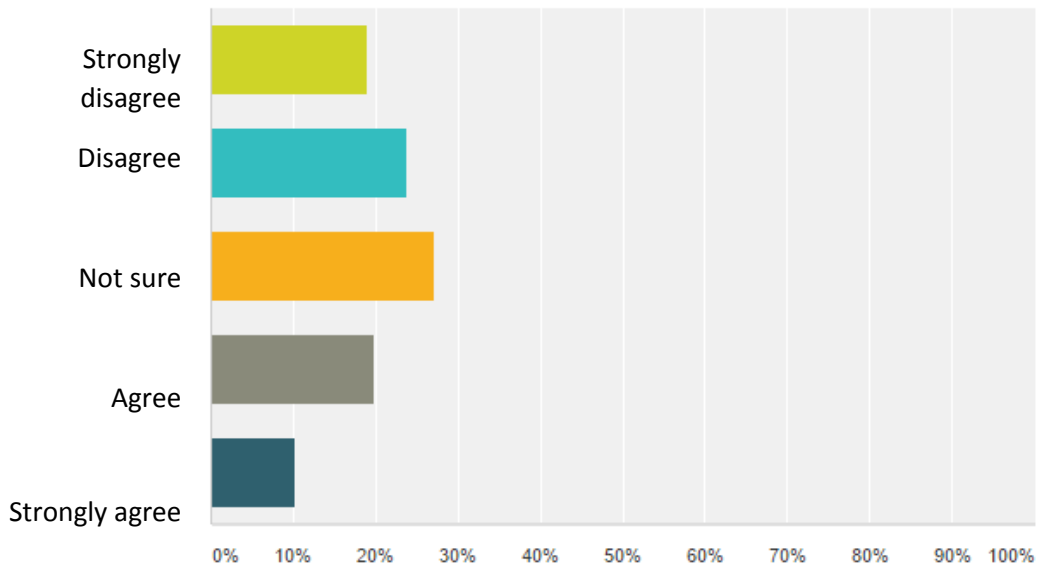
Item 12: I would like to make English-speaking friends.



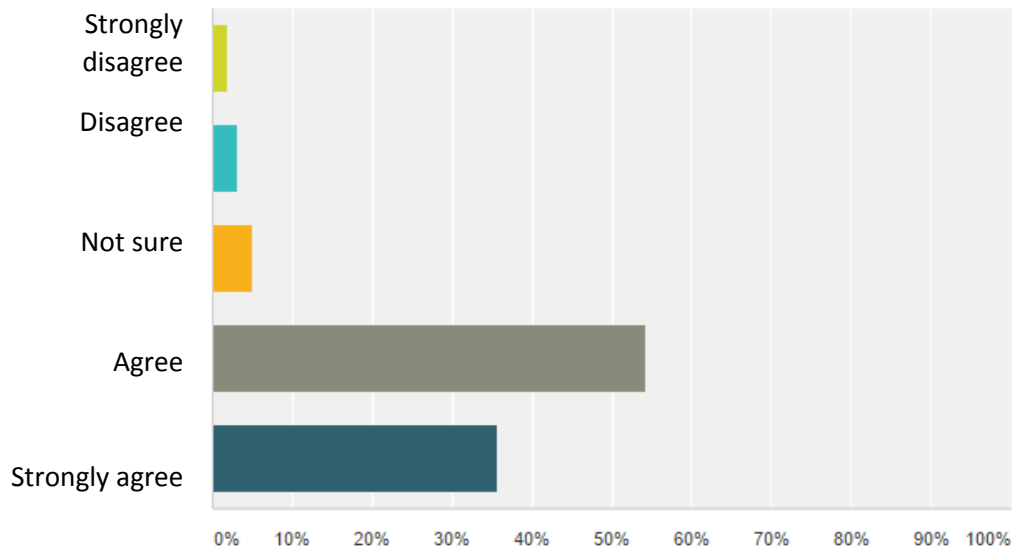
Item 13: I have an English-speaking friend/boyfriend/girlfriend I need to be able to communicate with.



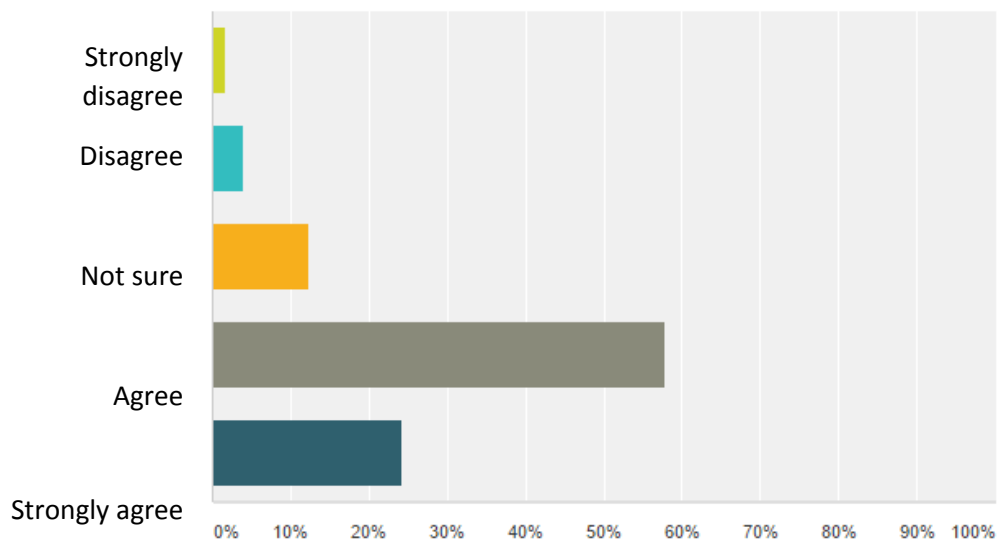
Item 14: I would like to marry an English speaker.



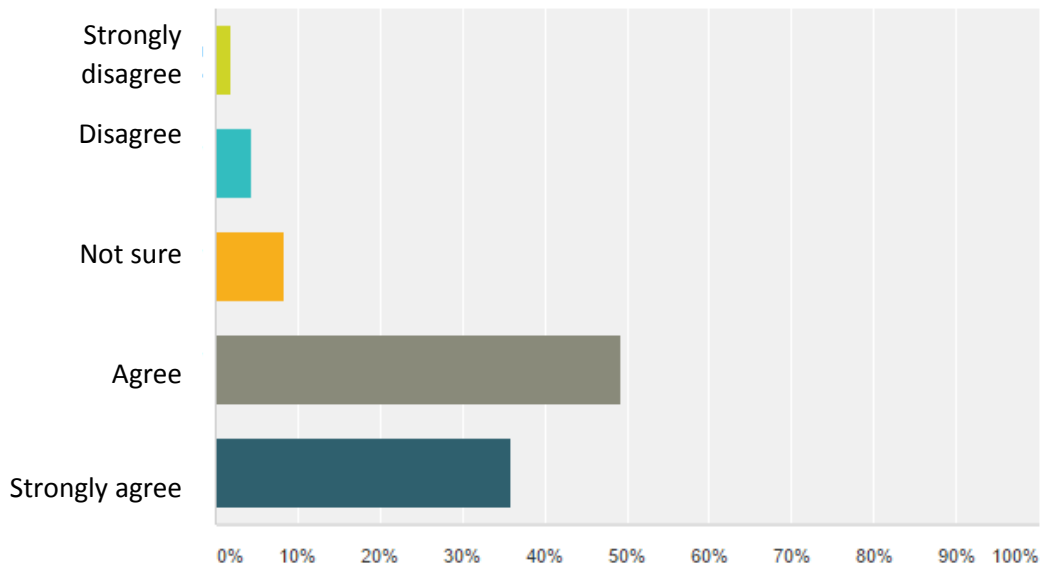
Item 15: I would like to communicate with people in English-speaking countries.



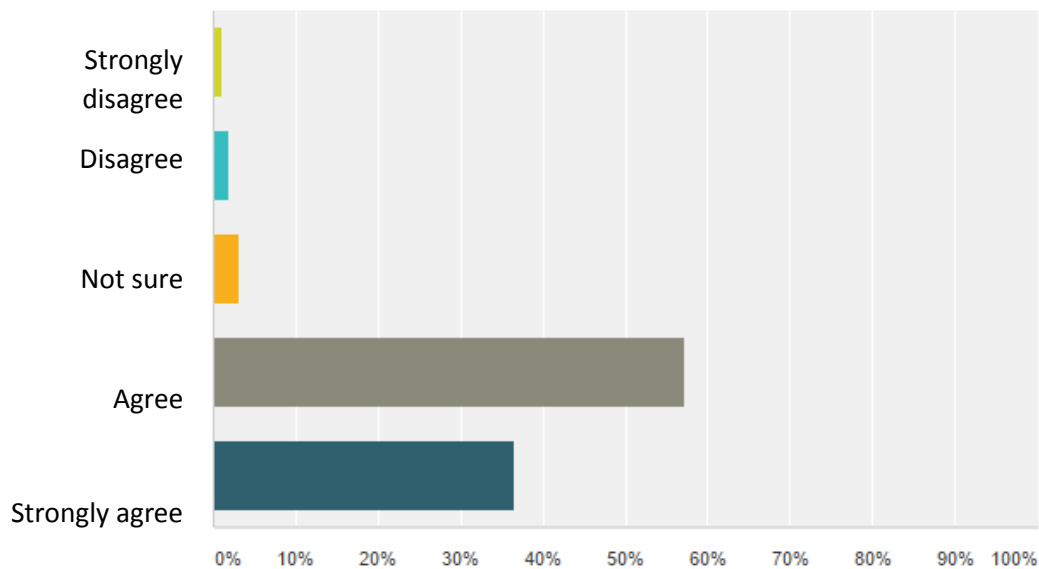
Item 16: English will enable me to understand the lifestyle of English-speaking countries.



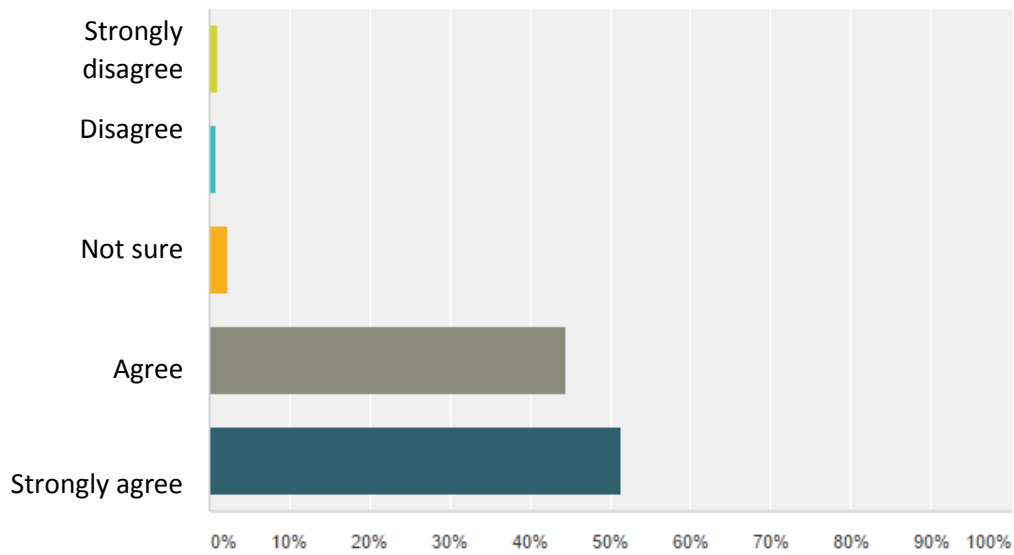
Item 17: I want to learn English because I would like to understand and appreciate the books written in English, such as British/American literature.



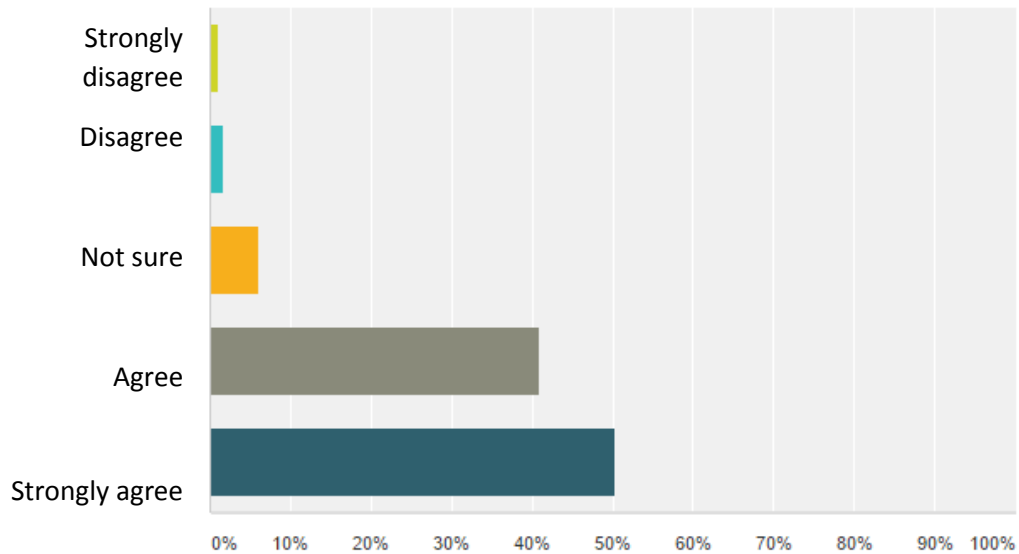
Item 18: I want to be able to read English website articles, newspapers and/or magazines.



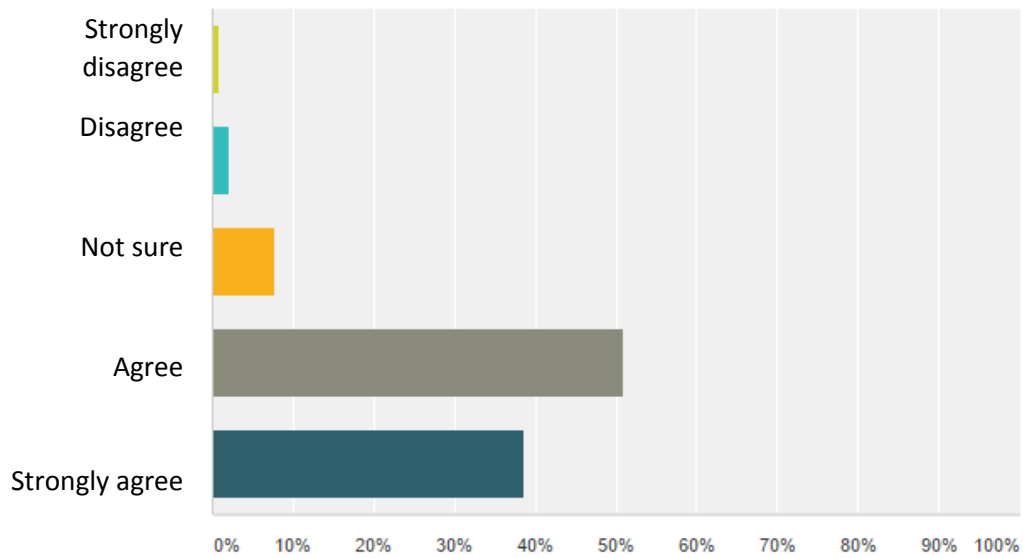
Item 19: I want to be able to understand movies and songs in English.



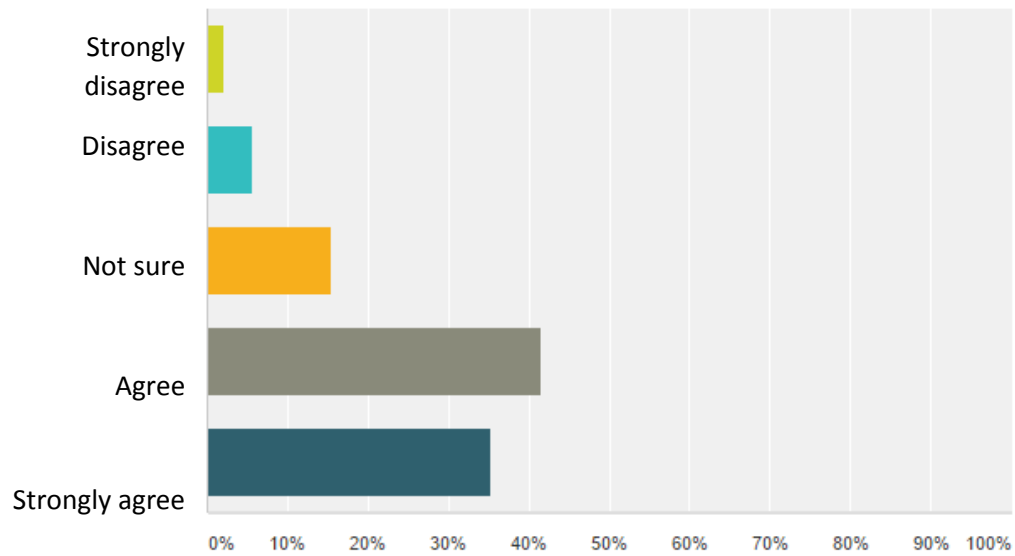
Item 20: I can find a well-paid job if I speak English.



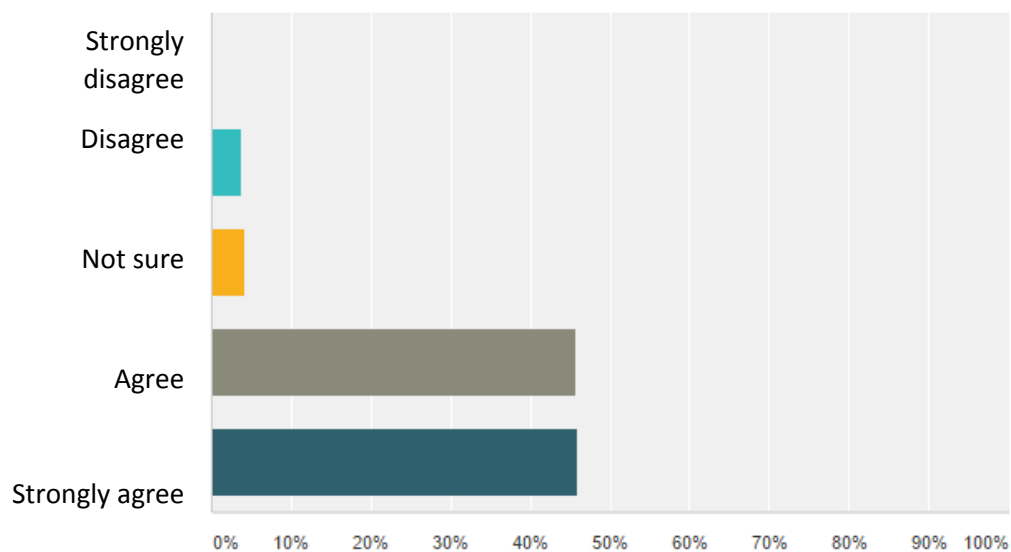
Item 21: English is becoming more important in my country.



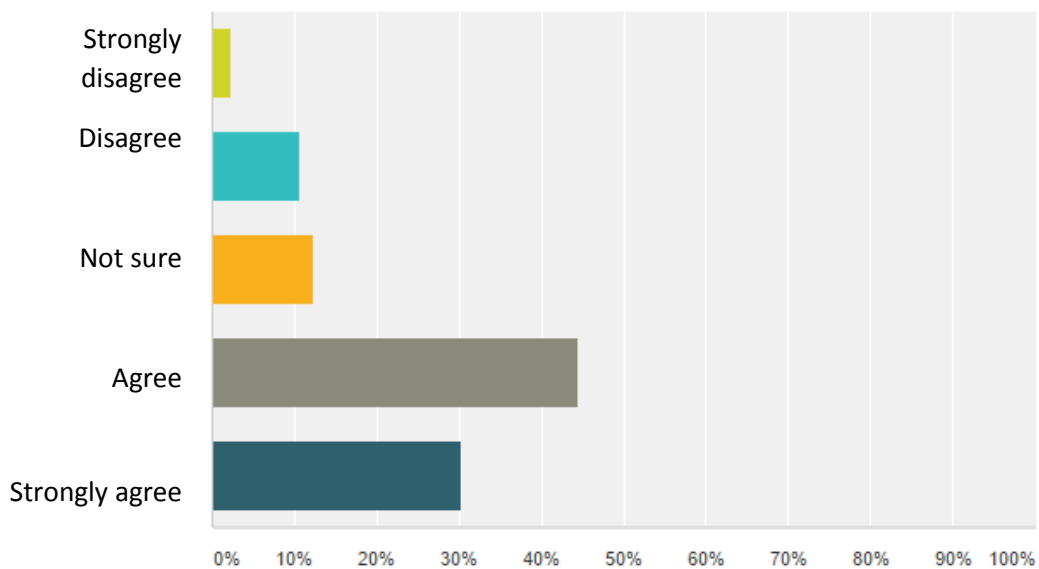
Item 22: I need to know English to study abroad.



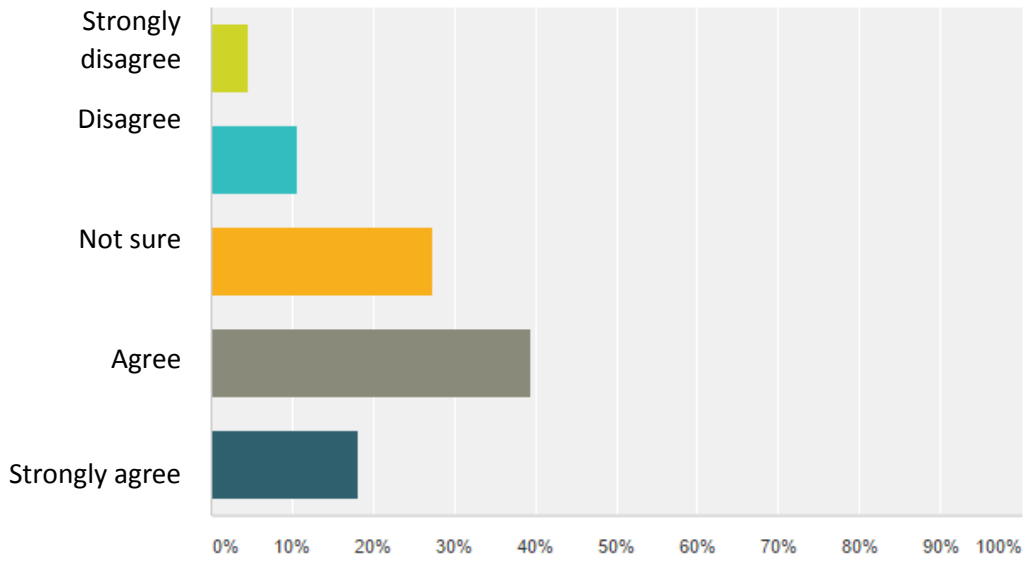
Item 23: I need English to travel.



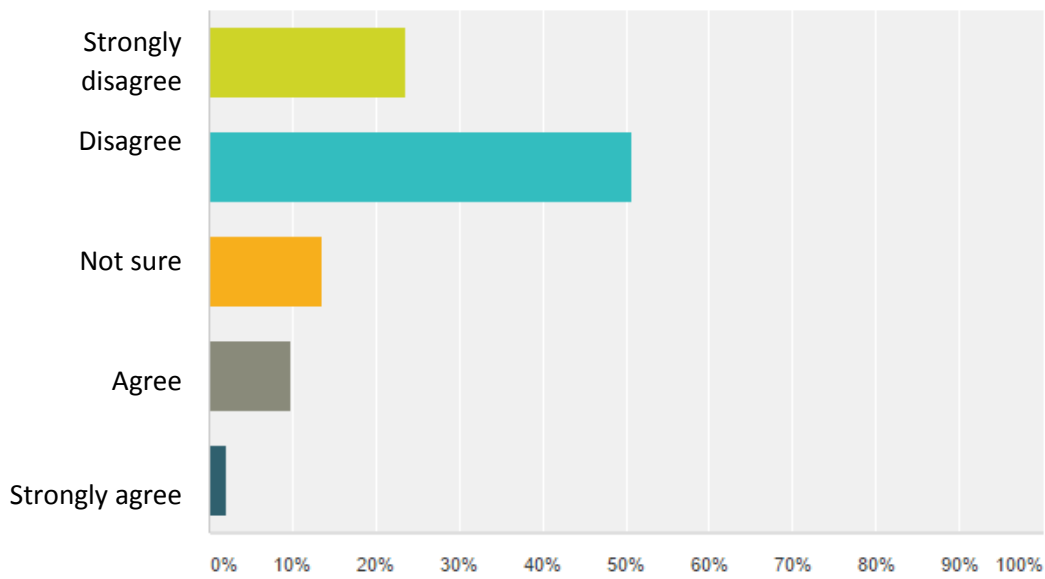
Item 24: I need English to pass my exams/tests.



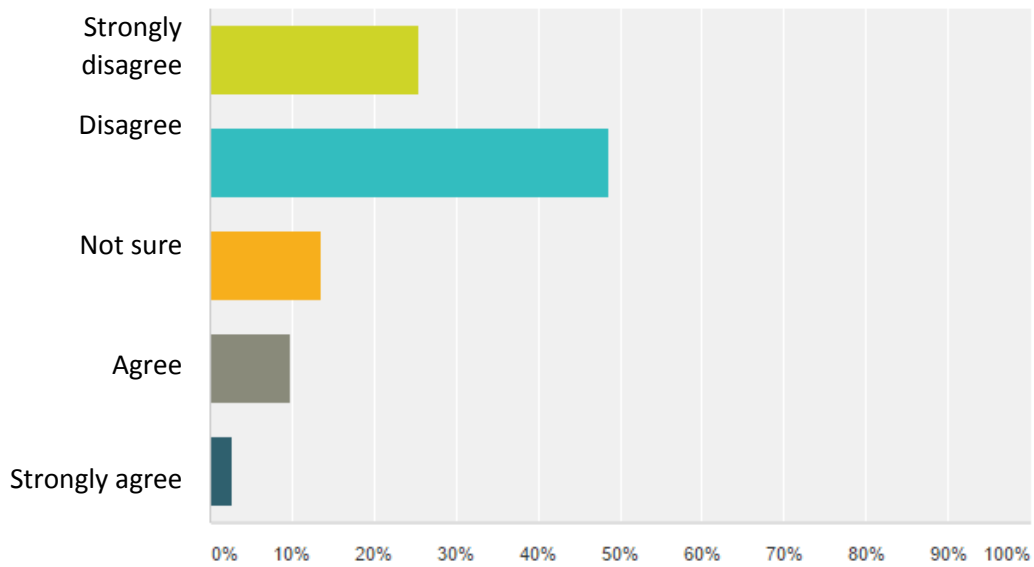
Item 25: To be able to speak English is important to be cosmopolitan.



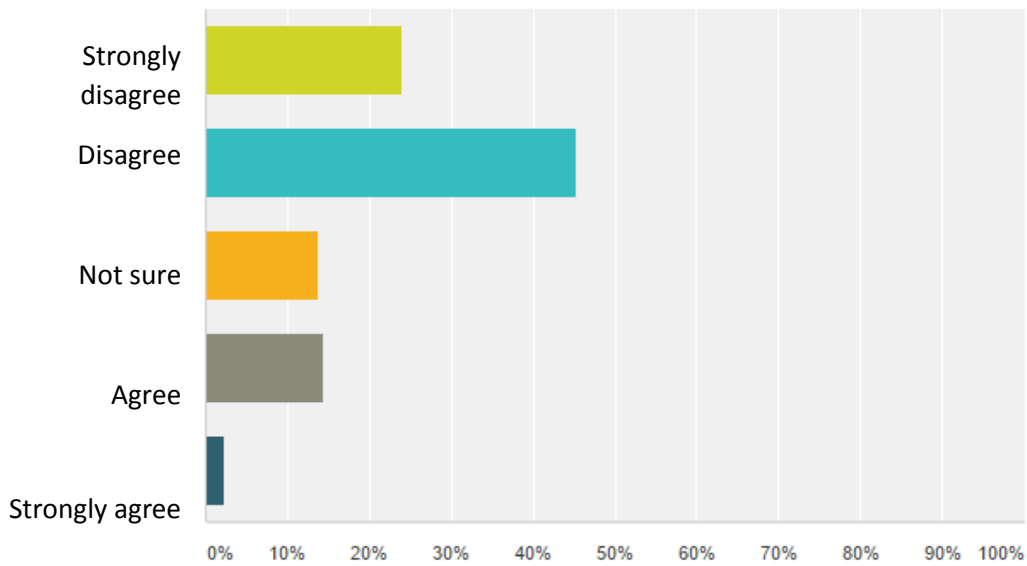
Item 26: I learn English because everybody else is learning this language.



Item 27: I am studying English merely because I would like to get good grades.



Item 28: I am studying English merely because it is required.



Item 29: Other people will respect me more if I speak English.

