

The Relationship between Motivation and Autonomy in Iranian Intermediate EFL Learners

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Abstract

The purpose of the present study was to investigate the relationship among motivation and autonomy in Iranian intermediate EFL learners. Moreover, it was tried to determine the extent of motivation and autonomy among the mentioned participants. To this end, after conducting an Oxford Placement Test (OPT) on a group of EFL students of Islamic Azad University, Najafabad Branch, 97 EFL intermediate learners were selected. Then, motivation, and autonomy questionnaires were administered to the selected homogeneous EFL learners. To answer the first two research questions with the aim of determining the extent of motivation and autonomy among the participants, descriptive statistics was utilized. Furthermore, to discover the relationship among motivation and autonomy, a correlation analysis was employed. The results revealed that Iranian intermediate EFL learners are highly motivated (mean= 68.31), and they can be considered as autonomous language learners in the learning process. Eventually, the findings of the correlation analysis uncovered some association between the variables, but the correlation was not so strong. The results of the study could help the teachers to gain better understanding of the students' weaknesses and strengths, regarding motivation and autonomy. So, they can make a better modification in their teaching methods to provide some opportunities to help the students promote their motivation and autonomy.

Key words: autonomy, autonomous learner, motivation, students' motivation

I. INTRODUCTION

The concept of autonomy has been one of the most controversial issues in language learning and teaching over the past decades. In the field of second and foreign language learning, regarding the consequences of changing views toward teaching approaches and teaching methods, the necessity of helping students to become autonomous learners has

gained a crucial importance and it has become one of the significant issues in this field (Benson, 2001).

Among the vigorous definitions, Holec's (1981) remains one of the most comprehensive one. He referred to autonomy as "the ability to take charge of one's own learning" (Holec, 1987, p. 3 cited in Benson and Voller, 1997, p.1). Benson (2007) described autonomy as "a capacity to take charge of, or take responsibility for, or control over your own learning" (p. 1). Concerning these definitions, it can be concluded that autonomy involves abilities and attitudes that people obtain. Dafei (2007) states that learners' language proficiency has been influenced by their autonomy. Moreover, in a specific task, autonomy provides the learners with some kinds of beliefs, attitudes, conceptions, and abilities to deal with that specific task.

Our language teaching practice has become learner-centered to a greater extent as it has moved more and more towards the communicative approach in the past two decades. Here the language learning is viewed as a collaborative process between teachers and learners. So the role of teachers and learners has been changed in learner-centered classrooms and Communicative Language Teaching (CLT) environment. Moreover, this approach needs various classroom activities, which originated from developments in student's involvement and motivation. Ushioda (1996) states that autonomous learners are motivated learners by definition. Therefore, many studies have been done in this direction. Spratt, Humphreys, and Chan (2002) tried to seek the relationship between autonomy and motivation and found that motivation had a strong impact on students' readiness for learner autonomy. Richards, and Schmidt (2002) defined motivation as "a combination of the learner's attitudes, desires, and willingness to expend effort in order to learn something" (p.343).

It is a clear-cut point that less autonomous learners who are less responsible in their language learning process cannot gain the ability to carry on learning after their education. In other words, since they are dependent on others in language learning, the absence of teachers out of the learning environment, when they need to communicate through the target language, would make them with some difficulties. Moreover, they cannot update their knowledge in target language after leaving the school, because they have not gained the necessary skills to use the appropriate strategies. Regarding the importance of autonomy in recent methods of language teaching and learning, and the significant role of motivation in autonomous learning, in the present study an attempt has been made to find the relationship among Iranian intermediate EFL learners' autonomy, motivation, and the use of metacognitive strategies.

II. LITERATURE REVIEW

Different writers used the notion of autonomy in variety of titles. Gremmo and Riley (1995) refer to autonomy as "self-directed learning", Littlewood (1999) name autonomy as "self-regulated learning", de los Angeles Clemente (2001) calls it as "self-management", Regan (2005) made use of the term "autonomous learning", Dufeu (1994) used the term as "independent learning", and Hess (2006) calls it as "student initiated learning" (Fahim & Sheykhy Bagheri, 2011). The term "independent learning" and "self-directed learning" are

two expressions which are frequently synonymously used for autonomy. There is a broad agreement that autonomous learners realize the goal of their learning program, directly take responsibility for their learning, share in the setting of learning aims, take steps in planning and administrating learning activities, and successively rehearse their learning and weigh its effectiveness (Holec, 1981). Crome (2012) believes that the ability to reflect, learn, and react autonomously is often asserted as a result for learners in higher education. However, he supposes that there is an adequate reason to put this claim in stronger terms.

Having learners with an active part in language learning is considered as the major and the essential part of autonomous learning. Zimmerman (1995) puts emphasis on students' roles in autonomous learning in this way: to have a goal for learning, to work for themselves, to engage in enthusiastically, to study effectively and actively, and to ratify he methods in which they wish to learn. Clearly and in few words, learners should learn to be self-motivated and self-disciplined in autonomous situations (cited in Dabiri, 2006). The psychological conceptual for developing learner autonomy in language classroom which is the most desirable to educationalist, is just that individuals learn much better when they are responsible for their own learning (Candy, 1988, cited in Cotterall, 1995). Touches on that whenever learners-especially adults are asked to take part in making choices and decisions about the quickness, progression, style of instruction, and content of what they are studying, learning is more suggestive and more efficient. Moreover, learners who are involved in making choices and decisions about dimensions of the program are probably to have a sensation of more motivation in their learning.

It is true that motivation is such a fundamental factor in language learning that no teacher could keep away from being concerned with student's motivation. Based on Gardner's (1985) viewpoint, motivation is "a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning"(p. 10).

III. METHODOLOGY

A. Research Questions

The following questions were the foci of the current study:

1. What is the extent of motivation in learning English demonstrated by Iranian intermediate EFL learners?
2. Are Iranian intermediate EFL learners autonomous in learning English?
3. Is there a relationship among Iranian intermediate EFL learners' autonomy, and motivation?

B. Participants

In order to find the relationship between autonomy and motivation, which is the main goal of the present study, a sample of 154 Iranian undergraduate EFL learners majoring in TEFL were randomly selected from the students of Islamic Azad University, Najafabad

Branch. To select a homogeneous group of intermediate learners, an OPT was administered at the first phase of the study to the whole 154 EFL learners. The results of the OPT were analyzed based on the associated rating levels chart. Then, those who received scores between 30 to 47 were considered as intermediate learners. Consequently, 97 participants met the acceptable standard and contributed to the implementation of the study.

C. Instruments

In this study, for the purpose of data collection, three main instruments were employed, including: a language proficiency test (OPT), Students' Motivation Questionnaire, and Autonomy Questionnaire.

1. Quick Oxford Placement Test (Allen, 2001)

The first instrument was an OPT which was designed by Allen (2001). It was used to assess the EFL learners' degree of homogeneity prior to the study and contained 60 multiple-choice items of vocabulary, structures, and cloze test (see Appendix A).

2. Students' Motivation Questionnaire

The second data collection tool, students' motivation questionnaire, was an 18-item questionnaire which included three parts: the first part consisted of 7 items (items 1-7) concerning students' extrinsic motivation and the second part with 5 items (8-12) seeks out information on students' intrinsic motivation. These two parts were adopted from Schmidt, Boraie, and Kassabgy (1996). The third part elicits information on students' attitude toward learning English (items 13-18). It consisted of 6 items which were designed by Gardner (1985). It shows a high level of reliability (0.85) and its validity was confirmed by some language experts. It is a five-point Likert scale questionnaire ranging from strongly agree, agree, undecided, disagree, and strongly disagree. (see Appendix B).

3. Autonomy Questionnaire

The last data collection tool was autonomy questionnaire, a 28-item and four-point questionnaire ranging from *strongly agree* to *strongly disagree* (see Appendix C). It was taken from Cottrell's studies in 2000 and 1999 with the aim of determining the existence and level of autonomy among intermediate EFL learners. Cottrell (1999) considered different dimensions in her questionnaires related to the purposes of her studies. In the present study, regarding the aim of the second research question, four sections were selected including: teacher's role, self-efficacy, nature of language learning, and strategies of language learning consisting 5, 6, 8, and 9 items respectively.

D. Procedure

The process of collecting data started with the application of the OPT. The OPT was administered to 154 university EFL learners of Najafabad Azad University. After around 30 minutes they finished the test and the obtained results were analyzed and merely the intermediate learners were selected. Thus, 97 intermediate learners were chosen out of the 154 EFL university learners. Having selected the required intermediate EFL learners from Najafabad Azad University, the Students' Motivation Questionnaire, and the Autonomy Questionnaire were administered to the selected homogenous participants. The obtained data were then submitted to statistical analyses.

IV. RESULTS

A. Investigating the First Research Question

As it was mentioned, the students' motivation questionnaire was used to gather the data on the first research question to determine the extent of motivation in learning English demonstrated by Iranian intermediate EFL learners. The items of the questionnaire were divided into three categories under the titles of extrinsic motivation, intrinsic motivation, and students' attitude toward learning English. Descriptive statistics were utilized on the items of each category separately to find frequencies, percentages, means, and standard deviation in each group. This outcome is tabulated in table 1.

Table 1: Descriptive Statistics of Students' Motivation

Scales	Agree %	Disagree %	Undecided %	Mean	Standard Deviation
Extrinsic	82.6	8.87	8.53	4.19	3.09
Intrinsic	52.11	31.80	16.09	3.002	4.94
Attitude	71.9	16	12.1	3.83	3.21
Total Mean	68.87	18.89	12.24	68.31	8.38

As it is clear in the above table, the data revealed that, in general, the participants had high level of motivation since they showed a high level of agreement (mean= 68.87) on the items of the motivation questionnaire than disagreement (mean= 18.89). However, among the three categories on motivation, the items of extrinsic motivation were favored more since the respondents showed their agreements more in these items than the other two categories (mean= 4.19). Concerning the other two categories, the higher percentage of agreement was found as well. 71.9 % of the respondents had positive attitudes toward learning English which is again a noticeable percent of agreement in this category. Finally, regarding the intrinsic motivation, 52.11% of the participants were found as intrinsically motivated learners. It is a clear-cut point that the intermediate EFL learners were motivated more extrinsically with the

mean of 4.19 in the foreign language context of Iran in comparison to intrinsic motivation. Figure 1 shows the graphical representation of the percentages of positive and negative responses.

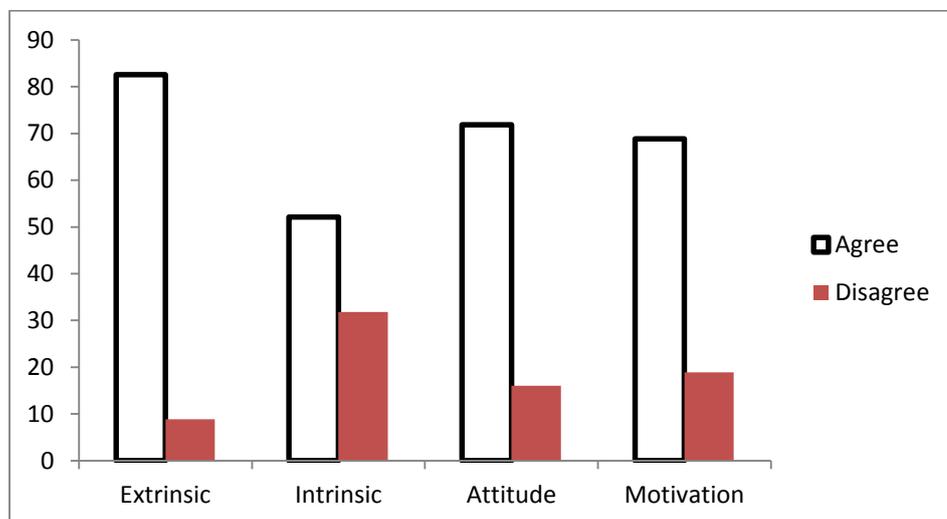


Figure 1: Graphical representation of the percentages of positive and negative responses on motivation

B. Investigating the Second Research Question

To address the second research question, Cotterall's autonomy questionnaire was used to investigate the existence and level of autonomy among the Iranian intermediate EFL learners. The employed data collection tool was a four-point Likert scale questionnaire with 28 items including 5, 6, 8, and 9 items under the titles of teacher's role, self-efficacy, nature of language learning, and strategies of language learning respectively. Descriptive statistics were reported for each category separately. Table 2 demonstrates the descriptive statistics concerning the four categories of autonomy.

Table 2: Descriptive Statistics of Autonomy Scales

Scales	Agree%	Disagree %	Mean	Standard Deviation
Teacher-Role	56.28	43.28	2.64	2.40
Self-Efficacy	81.58	18.4	2.91	2.22
Strategy	74.23	25.78	2.92	3.78
Nature	71.50	28.51	3.04	3.23
Total Mean	70.89	28.99	81.41	7.18

As it is quite obvious in table 2, Iranian university EFL learners with intermediate level of proficiency can be called almost autonomous learners, concerning the mean of their

positive responses in the autonomy questionnaire (mean=70.89%). Moreover, their responses showed that they believe in the importance of using language learning strategies to promote their language learning ability in a high extent. Another important point is that they perceived the nature of language learning fairly on autonomous matter and 71.50% of them showed their positive view toward this point. However, their responses on the first category revealed that 43.28% of them agreed with the importance of role of teacher in their learning process. The graphical representation concerning the percentages of positive and negative responses on various parts of autonomy questionnaire is depicted in figure 2.

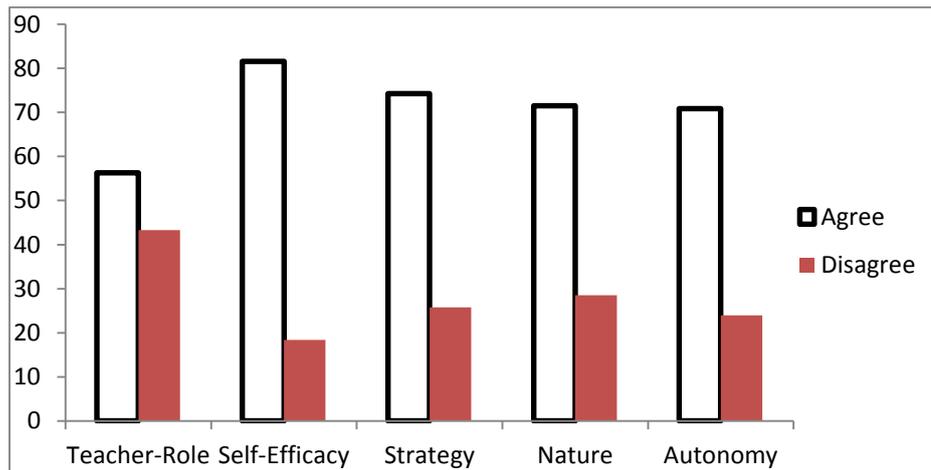


Figure 2: Graphical representation of the percentages of positive and negative responses on autonomy

C. Investigating the Third Research Question

To address the third question, the relationship among the Iranian intermediate EFL learners’ autonomy and motivation, Pearson Correlation was run on the obtained data from motivation and autonomy.

Table 3: Correlational Coefficient among Motivation, autonomy, and metacognitive learning strategies

scales		Motivation	Autonomy
Motivation	Pearson Correlation	1	.255*
	Sig. (2-tailed)		.012
	N	97	97
Autonomy	Pearson Correlation	.255*	1
	Sig. (2-tailed)	.012	
	N	97	97

* means the correlation coefficient is significant at .05.

** means the correlation coefficient is significant at .01

The results of table 3 show a low positive correlation coefficient ($r= 0.255$, $p= 0.012$) between motivation and autonomy which reveals that the high level of motivation among intermediate EFL learners leads to high level of autonomy among them. But this is a weak relationship. Figure 3 shows the graphical representations concerning the correlation among autonomy and motivation.

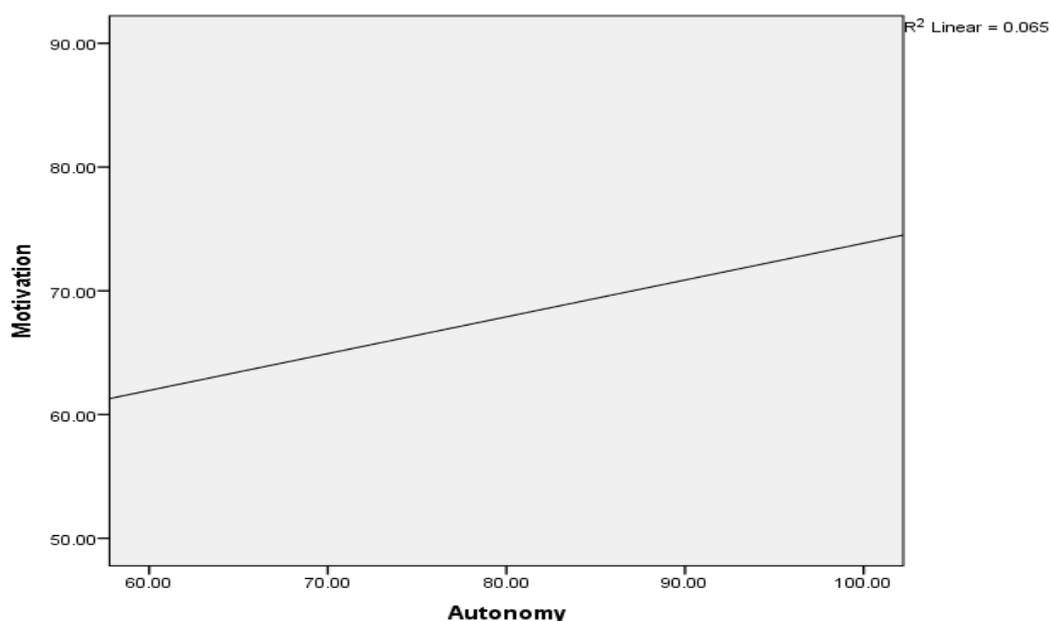


Figure 3: Graphical representation of the correlation among autonomy and motivation

V. CONCLUSION

A large number of studies in the area of foreign and second language learning have been done on discovering the influential variables in the process of language learning to foster the role of positive variables in order to reach to better outcome in this process. Among the crucial factors influencing the success of language learners, motivations has been identified as a key factor influencing the rate and success of language learning in both EFL and ESL contexts (Masgoret *et al.*, 2003). Gass and Selinker (2001) state that those individuals who are motivated will learn another language faster and better. In the first research question, it was tried to determine the extent of motivation among Iranian intermediate EFL learners. The analyses of descriptive statistic revealed that Iranian intermediate EFL learners are almost highly motivated learners. In other words, they are highly interested in learning English. They may have this high sense of motivation because of many reasons such as rewards, evaluation by the others, finding a job (extrinsic motivation) or because of curiosity or interest to gain the learning experience (intrinsic motivation) or maybe because of having positive feeling and opinion toward target language or target

culture (attitude toward language learning). But the data from table 1 revealed that Iranian intermediate EFL learners are more extrinsically motivated (mean= 4.19) rather than intrinsically (mean= 3.002). This might be due to the effect of context and due to the limited contact with English native speakers in Iran. So extrinsic motivation is more favored while there is little desire for intrinsic one. Consequently, in Iran where English is considered as a foreign language, EFL learners are more eager to learn the language through instrumental motivation especially because of some pressures or reward from the social environment. These findings are consistent with some of the previous studies (Dörnyei, 1998; Gardner & MacIntyre, 1991; Noels *et al.*, 2001) where they pointed that the majority of EFL learners are more instrumentally motivated to learn English.

Another influential and salient factor affecting the success of the students in learning a language is autonomy. The outcome of descriptive statistics on the autonomy questionnaire revealed that Iranian intermediate EFL learners were autonomous learners since 70.89% of responses were positive responses. As it is clear in table 2 in previous part, 81.53% of participants' responses in self-efficacy part were positive responses indicating that the participants have more positive judgment of their capabilities in their language learning process. Also, they highly believed in using language learning strategies (78.23%) and they perceived the nature of language learning as an autonomous matter and more than half of them do not view the teachers as the only source of learning outcome. These results can be due to changing views in the field of teaching English as a second/ foreign language. The method of language teaching moved from grammar translation method toward more communicative one, so the main focus moved from teachers to learners, as well (Bagheri & Aeen, 2011).

The Pearson Correlation Coefficient was run on the obtained data of the two questionnaires to find the relationship among motivation and autonomy. A positive correlation ($r= 0.255$) was found between motivation and autonomy indicating that the higher level of motivation among intermediate EFL learners to some extent leads to high level of autonomy, as well. On the relationship between motivation and autonomy, Yu (2006) put emphasize on the role of motivation as an influential factor on autonomy. He refers to Chomsky who points out that "the truth of the matter is that about 99% of teaching is making the students feel interested in the material. But, the relationship between motivation and autonomy in language learning has been a very controversial issue over the decades" (p.6). In exploring the relationship between autonomy and motivation, there is an idea that "enhanced motivation is conditional upon learners' taking responsibility for their own learning" (Lamb, 2001; Skui, 2002; Takagi, 2003; Oshioda, 2003; cited in Benson, 2007, p. 29). The researchers in Hong Kong University demonstrated that motivation is a factor that precedes autonomy (Benson, 2007). In addition, Dickinson (1994) states that "autonomous learners become more highly motivated and work more effectively".

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Appendices

Appendix A:

Quick Oxford Placement Test

Oxford University Press

and

University of Cambridge Local Examinations Syndicate

Name:

Date:

Quick Oxford Placement Test

Version 2

This test is divided into two parts:

Part One (Questions 1 – 40) – All students.

Part Two (Questions 41 – 60) – Do not start this part unless told to do so by your test supervisor.

Time: 30 minutes

Part 1

Questions 1 – 5

- Where can you see these notices?
- For questions 1 to 5, mark **one** letter **A**, **B** or **C** on your Answer Sheet

**You can look, but don't
touch the pictures.**

- A in an office
- B in a cinema
- C in a museum

**Please give the right
money to the driver.**

- A in a bank
- B on a bus
- C in a cinema

**NO
PARKING
PLEASE**

- A in a street
- B on a book
- C on a table

**CROSS BRIDGE FOR TRAINS TO
EDINBURGH**

- A in a bank
- B in a garage
- C in a station

**KEEP IN A
COLD PLACE**

- A on clothes
- B on furniture
- C on food

Questions 6 – 10

□□ In this section you must choose the word which best fits each space in the text below.

□□ For questions 6 to 10, mark **one** letter **A**, **B** or **C** on your Answer Sheet.

THE STARS

There are millions of stars in the sky. If you look (6) the sky on a clear night, it is possible to see about 3000 stars. They look small, but they are really (7) big hot balls of burning gas. Some of them are huge, but others are much smaller, like our planet Earth. The biggest stars are very bright, but they only live for a short time. Every day new stars (8) born and old stars die. All the stars are very far away. The light from the nearest star takes more (9) four years to reach Earth. Hundreds of years ago, people (10) stars, like the North star, to know which direction to travel in. Today you can still see that star.

- | | | |
|----------|--------|---------|
| 6 A at | B up | C on |
| 7 A very | B too | C much |
| 8 A is | B be | C are |
| 9 A that | B of | C than |
| 10 A use | B used | C using |

Questions 11 – 20

□□ In this section you must choose the word which best fits each space in the texts.

□□ For questions **11** to **20**, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

Good smiles ahead for young teeth

Older Britons are the worst in Europe when it comes to keeping their teeth. But British youngsters **(11)** more to smile about because **(12)** teeth are among the best. Almost 80% of Britons over 65 have lost all or some **(13)** their teeth according to a World Health Organisation survey. Eating too **(14)** sugar is part of the problem. Among **(15)** , 12-year olds have on average only three missing, decayed or filled teeth.

- | | | | |
|----------------------|-----------------|-------------------|------------------|
| 11. A getting | B got | C have | D having |
| 12. A their | B his | C them | D theirs |
| 13. A from | B of | C among | D between |
| 14. A much | B lot | C many | D deal |
| 15. A person | B people | C children | D family |

Christopher Columbus and the New World

On August 3, 1492, Christopher Columbus set sail from Spain to find a new route to India, China and Japan. At this time most people thought you would fall off the edge of the world if you sailed too far. Yet sailors such as Columbus had seen how a ship appeared to get lower and lower on the horizon as it sailed away. For Columbus this **(16)** that the world was round. He **(17)** to his men about the distance travelled each day. He did not want them to think that he did not **(18)** exactly where they were going. **(19)** , on October 12, 1492, Columbus and his men landed on a small island he named San Salvador. Columbus believed he was in Asia, **(20)** he was actually in the Caribbean.

16. A made B pointed C was D proved
17. A lied B told C cheated D asked
18. A find B know C think D expect
19. A Next B Secondly C Finally D Once
20. A as B but C because D if

Questions 21 – 40

In this section you must choose the word or phrase which best completes each sentence.

For questions **21** to **40**, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

21 The children won't go to sleep we leave a light on outside their bedroom.

- A except B otherwise C unless D but

22 I'll give you my spare keys in case you home before me.

- A would get B got C will get D get

23 My holiday in Paris gave me a great to improve my French accent.

- A occasion B chance C hope D possibility

24 The singer ended the concert her most popular song.

- A by B with C in D as

25 Because it had not rained for several months, there was a of water.

- A shortage B drop C scarce D waste

26 I've always you as my best friend.

- A regarded B thought C meant D supposed

27 She came to live here a month ago.

- A quite B beyond C already D almost

28 Don't make such a! The dentist is only going to look at your teeth.

- A fuss B trouble C worry D reaction

- 29 He spent a long time looking for a tie which with his new shirt.
A fixed B made C went D wore
- 30 Fortunately, from a bump on the head, she suffered no serious injuries from her fall.
A other B except C besides D apart
- 31 She had changed so much that anyone recognised her.
A almost B hardly C not D nearly
- 32 teaching English, she also writes children's books.
A Moreover B As well as C In addition D Apart
- 33 It was clear that the young couple were of taking charge of the restaurant.
A responsible B reliable C capable D able
- 34 The book of ten chapters, each one covering a different topic.
A comprises B includes C consists D contains
- 35 Mary was disappointed with her new shirt as the colour very quickly.
A bleached B died C vanished D faded
- 36 National leaders from all over the world are expected to attend the meeting.
A peak B summit C top D apex
- 37 Jane remained calm when she won the lottery and about her business as if nothing had happened.
A came B brought C went D moved
- 38 I suggest we outside the stadium tomorrow at 8.30.
A meeting B meet C met D will meet
- 39 My remarks were as a joke, but she was offended by them.
A pretended B thought C meant D supposed
- 40 You ought to take up swimming for the of your health.
A concern B relief C sake D cause

Part 2

Do not start this part unless told to do so by your test supervisor.

Questions 41 – 50

In this section you must choose the word or phrase which best fits each space in the texts.

For questions **41** to **50**, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

CLOCKS

The clock was the first complex mechanical machinery to enter the home, **(41)** it was too expensive for the **(42)** person until the 19th century, when **(43)** production techniques lowered the price. Watches were also developed, but they **(44)** luxury items until 1868 when the first cheap pocket watch was designed in Switzerland. Watches later became **(45)** available and Switzerland became the world's leading watch manufacturing centre for the next 100 years.

- | | | | |
|---------------------|-------------------|--------------------|-------------------|
| 41 A despite | B although | C otherwise | D average |
| 42 A average | B medium | C general | D common |
| 43 A vast | B large | C wide | D mass |
| 44 A lasted | B endured | C kept | D remained |
| 45 A mostly | B chiefly | C greatly | D widely |

Dublin City Walks

What better way of getting to know a new city than by walking around it?

Whether you choose the Medieval Walk, which will **(46)** you to the Dublin of 1000 years ago, find out about the more **(47)** history of the city on the Eighteenth Century Walk, or meet the ghosts of Dublin's many writers on the Literary Walk, we know you will enjoy the experience. Dublin City Walks **(48)** twice daily. Meet your guide at 10.30 a.m. or 2.30 p.m. at the Tourist Information Office. No advance **(49)** is necessary. Special **(50)**

..... are available for families, children and parties of more than ten people.

46. **A** introduce **B** present **C** move **D** show
 47. **A** near **B** late **C** recent **D** close
 48. **A** take place **B** occur **C** work **D** function
 49. **A** paying **B** reserving **C** warning **D** booking
 50. **A** funds **B** costs **C** fees **D** rates

Questions 51 – 60

In this section you must choose the word or phrase which best completes each sentence.

For questions **51** to **60**, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

- 51 If you're not too tired we could have a of tennis after lunch.
A match **B** play **C** game **D** party
- 52 Don't you get tired watching TV every night?
A with **B** by **C** of **D** at
- 53 Go on, finish the dessert. It needs up because it won't stay fresh until tomorrow.
A eat **B** eating **C** to eat **D** eaten
- 54 We're not used to invited to very formal occasions.
A be **B** have **C** being **D** having
- 55 I'd rather we meet this evening, because I'm very tired.
A wouldn't **B** shouldn't **C** hadn't **D** didn't
- 56 She obviously didn't want to discuss the matter so I didn't the point.
A maintain **B** chase **C** follow **D** pursue
- 57 Anyone after the start of the play is not allowed in until the interval.
A arrives **B** has arrived **C** arriving **D** arrived
- 58 This new magazine is with interesting stories and useful information.
A full **B** packed **C** thick **D** compiled

59 The restaurant was far too noisy to be to relaxed conversation.

- A conducive B suitable C practical D fruitful

60 In this branch of medicine, it is vital to open to new ideas.

- A stand B continue C hold D remain

Alte level	Paper and pen test score		Council of Europe Level
	Part 1 score out of 40	Part 1 score out of 60	
0 beginner	0-15	0-17	A1
1 elementary	16-23	18-29	A2
2 lower intermediate	24-30	30-39	B1
3 upper intermediate	31-40	40-47	B2
4 advanced		48-54	C1
5 very advanced		54-60	C2

Appendix B:
Students' motivation questionnaire

Students' motivation questionnaire	Strongly disagree	Moderately disagree	Undecided	Moderately agree	Strongly agree
1. The main reason I am taking English class is that my parents want me to improve my English.					
2. I want to do well in English class because it is important to show my ability to my friends.					
3. I want to learn English because it is useful when traveling to many countries.					
4. I am learning English to pass examinations.					
5. I am learning English because English is my compulsory subject.					
6. If I learn English better, I will be able to get a better job.					
7. I want to learn English because I want to study abroad in the future.					
8. English is important to me because it will broaden my view.					
9. I want to learn English to learn about people of England and the USA.					
10. I want to learn English to get familiarized with the western cultures.					
11. I really enjoy studying English.					
12. I love learning English.					
13. English is a very important part of the school programme.					
14. I plan to learn English as much as possible.					
15. I would learn English if it were not our compulsory subject.					
16. Learning English is an enjoyable experience.					
17. I look forward to go to class because learning English is so good.					
18. I really enjoy learning English.					

Appendix C:
Autonomy Questionnaire

Autonomy Questionnaire	Strongly disagree	Disagree	Agree	Strongly agree
27. I believe the teachers are as only sources of knowledge in the class.				
28. I believe the role of teacher is to set my learning goals.				
29. I believe the role of teacher is why my difficulties are.				
30. I believe the role of teacher is to create opportunities to us to comprehend.				
31. I believe the teachers think the students are autonomous scholars.				
32. I think the feedback from the teacher helps me most.				
33. I think the feedback from other people helps me most.				
34. I believe the feedback I give myself help me most.				
35. I think I am good at language learning.				
36. I think having my work evaluated by others is scary.				
37. I think having my work evaluated by others is helpful.				
38. I know how to check my work for mistakes.				
39. I know how to explain why I need English.				
40. I know how to measure my progress.				
41. I know how to set my own learning goals.				
42. I keep a record of my study.				
43. I make self-exam with the exam papers chosen by myself.				
44. I think I attend out-class activities to practice and learn the language.				
45. during the class, I try to catch the chances to take part in activities such as pair/group discussion, role play etc.				
46. I know my own strengthens and weaknesses in my English study.				
47. I believe teaching and learning are fundamentally autonomous activities.				
48. I believe teaching and learning should be fundamentally autonomous activities.				
49. I view education is a tool that helps the students to be autonomous.				
50. I view my learning success depends on what I do outside the classroom.				
51. I view my learning success depends on what the teacher does in the classroom.				
52. I believe that I should find my own opportunities to use the language.				
53. I believe I have the ability to promote my language skills successfully.				
54. I believe I know how to find an effective way to learn English.				