APPENDICES

Appendix A

The instrument for the study: Motivation Scale

<u>General Information</u>

Name (optional): _____

1. Age : _____

2. Gender: M   F

3. Programme: _____

4. SPM English Grade: _____

5. SPM Oral English Grade: _____

6. Spoken Languages: _____

7. First language:

8. School (secondary): _____

Motivation Scale [developed by Wen (1997) and modified by Shaaban and Ghaith (2000) and adapted from Salem (2006)]. The following are statements with which some people will agree and others will disagree. There are no right or wrong answers, since many people have different opinions.

Please give your immediate reactions to each of the items. On the other hand, please do not be careless, as it is important that we obtain your true feelings.

For Section 1A, circle the number of the alternative below the statement that best indicates your feelings about that statement. For Section 1B, circle the letter that you feel is most relevant to you.

I- Motivation Information

A- Studying English will help me ...
1. Better understand and appreciate English art and literature
   (Strongly disagree) 1   2   3   4   5   6 (Strongly agree)

2. Meet and converse with more and different people
   (Strongly disagree) 1   2   3   4   5   6 (Strongly agree)

3. Learn about other cultures and understand the world better
   (Strongly disagree) 1   2   3   4   5   6 (Strongly agree)

4. Understand the Western cultural heritage
   (Strongly disagree) 1   2   3   4   5   6 (Strongly agree)

5. Because I feel English is an important language in the economic development of the world
   (Strongly disagree) 1   2   3   4   5   6   (Strongly agree)

6. Better understand the problems that English speakers face
   (Strongly disagree) 1   2   3   4   5   6   (Strongly agree)

7. In getting a job
   (Strongly disagree) 1   2   3   4   5   6   (Strongly agree)

8. Converse and communicate with English-speaking friends
   (Strongly disagree) 1   2   3   4   5   6   (Strongly agree)

9. Communicate in English when I travel to English-speaking countries
   (Strongly disagree) 1   2   3   4   5   6   (Strongly agree)

10. Because I need it for my university
    (Strongly disagree) 1   2   3   4   5   6   (Strongly agree)

B- When I learn a second language:

11. I will ...
     a. pass on the basis of sheer luck and intelligence
     b. do just enough work to get along
     c. try hard to learn the language
     d. enjoy doing all the work

12. I will think about the words and ideas that I have learned in my classes
     a. hardly ever
     b. once or twice per week
     c. several times during the week
     d. daily

13. I will spend about the following amount of time to practice the language after classes
     a. zero hours
     b. one hour per week
     c. four hours per week
     d. more that six hours per week

14. I will ...
     a. not necessarily be active in speaking the language in class
     b. answer the questions when I am called upon
     c. volunteer to answer the questions that are easy
     d. always rewrite them, correcting my mistakes

15. After I get my English assignments back, I will ...
     a. just throw them in my desk and forget them
     b. look them over but not bother correcting mistakes
     c. correct mistakes when I have time
     d. always rewrite them, correcting my mistakes

16. I will try to speak English after class:
  a. never
  b. when I have to
  c. when I am offered the opportunity to do so
  d. in a wide variety of situations and as much as possible

II. Information on learning outcomes

How significant are these outcomes of your English class to you?
Circle the number that best indicates your feelings about each statement.

1. To speak English fairly fluently
   (Very Insignificant) 1   2   3   4   5   6 (Very Significant)

2. To be able to communicate with English speakers in basic English
   (Very Insignificant) 1   2   3   4   5   6 (Very Significant)

3. To develop comprehension of reading assignments
   (Very Insignificant) 1   2   3   4   5   6 (Very Significant)

4. To receive the grade of "A" in course
   (Very Insignificant) 1   2   3   4   5   6 (Very Significant)

5. To better understand English people and their way of thinking
   (Very Insignificant) 1   2   3   4   5   6 (Very Significant)

6. To learn about English culture and customs
   (Very Insignificant) 1   2   3   4   5   6 (Very Significant)

How probable is that you will achieve the above outcomes from the English class
that you are taking now? Circle the expected probability for each outcome.

1. To speak English fairly fluently
   No Probability   0 10 20 30 40 50 60 70 80 90 100% Probability

2. To communicate with English speakers in basic English
   No Probability   0 10 20 30 40 50 60 70 80 90 100% Probability

3. To develop reading comprehension in English
   No Probability   0 10 20 30 40 50 60 70 80 90 100% Probability

4. To receive the grade of "A" from the class
   No Probability   0 10 20 30 40 50 60 70 80 90 100% Probability

5. To better understand English people and their way of thinking
   No Probability   0 10 20 30 40 50 60 7080 90 100% Probability

6. To learn more about English culture and customs
   No Probability   0 10 20 30 40 50 60 70 80 90 100% Probability

What do you think of your own ability to achieve the above outcomes? Circle your estimated ability for each outcome

1. To speak English fairly fluently
   Very Low Ability   0 10 20 30 40 50 60 70 80 90 100   Very High Ability

2. To be able to communicate with English speakers in basic English
   Very Low Ability   0 10 20 30 40 50 60 70 80 90 100   Very High Ability

3. To develop comprehension of reading assignments
   Very Low Ability   0 10 20 30 40 50 60 70 80 90 100   Very High Ability

4. To receive the grade of "A" in course
   Very Low Ability   0 10 20 30 40 50 60 70 80 90 100   Very High Ability

5. To better understand English people and their way of thinking
   Very Low Ability   0 10 20 30 40 50 60 70 80 90 100   Very High Ability

6. To learn more about English customs and culture
   Very Low Ability   0 10 20 30 40 50 60 70 80 90 100   Very High Ability

Thanks for your time!

Appendix B

1. Integrative motivation

The following tables (Tables 1 – 6) show the results of analysis on items 1, 2, 3, 4, 8 and 9 in the Motivation Scale. These items attempted to determine the **integrative motivation** of the participants.

Table 1: Item 1 - Studying English will help me better understand English art and literature.

		Responses	
		Frequency	%
1	Strongly disagree	0	0
2	Disagree	6	3.21
3	Somewhat disagree	32	17.11
4	Somewhat agree	46	24.60
5	Agree	52	27.81
6	Strongly agree	51	27.27
	Total	187	100.00

Table 2: Item 2 - Studying English will help me meet and converse with more and different people.

		Responses	
		Frequency	%
1	Strongly disagree	0	0.00
2	Disagree	6	3.19
3	Somewhat disagree	12	6.38
4	Somewhat agree	27	14.36
5	Agree	66	35.11
6	Strongly agree	77	40.96
	Total	188	100.00

Table 3: Item 3 - Studying English will help me learn about other cultures and understand the world better.

		Responses	
		Frequency	%
1	Strongly disagree	1	0.53
2	Disagree	8	4.26
3	Somewhat disagree	20	10.64
4	Somewhat agree	35	18.62
5	Agree	76	40.43
6	Strongly agree	48	25.53
	Total	188	100.00

Table 4: Item 4 - Studying English will help me understand the Western cultural heritage.

		Responses	
		Frequency	%
1	Strongly disagree	4	2.13
2	Disagree	9	4.79
3	Somewhat disagree	39	20.74
4	Somewhat agree	58	30.85
5	Agree	52	27.66
6	Strongly agree	26	13.83
	Total	188	100.00

Table 5: Item 8 - Studying English will help me converse and communicate with English-speaking friends.

		Responses	
		Frequency	%
1	Strongly disagree	3	1.60
2	Disagree	1	0.53
3	Somewhat disagree	10	5.35
4	Somewhat agree	26	13.90
5	Agree	67	35.83
6	Strongly agree	80	42.78
	Total	187	100.00

Table 6: Item 9 - Studying English will help me communicate in English when I travel to English-speaking countries.

		Responses	
		Frequency	%
1	Strongly disagree	2	1.06
2	Disagree	1	0.53
3	Somewhat disagree	4	2.13
4	Somewhat agree	21	11.17
5	Agree	57	30.32
6	Strongly agree	103	54.79
	Total	188	100.00

2. Instrumental motivation

The following tables (Tables 7 – 10) show the results of analysis on items 5, 6, 7 and 10 in the Motivation Scale. These items attempted to determine the **instrumental motivation** of the participants.

Table 7: Item 5 - Studying English will help me because I feel English is an important language in the economic development of the world.

		Responses	
		Frequency	%
1	Strongly disagree	1	0.53
2	Disagree	1	0.53
3	Somewhat disagree	7	3.72
4	Somewhat agree	25	13.30
5	Agree	63	33.51
6	Strongly agree	91	48.40
	Total	188	100.00

Table 8: Item 6 - Studying English will help me better understand the problems that English speakers face.

		Responses	
		Frequency	%
1	Strongly disagree	1	0.53
2	Disagree	7	3.72
3	Somewhat disagree	21	11.17
4	Somewhat agree	47	25.00
5	Agree	72	38.30
6	Strongly agree	40	21.28
	Total	188	100.00

Table 9: Item 7 - Studying English will help me in getting a job.

		Responses	
		Frequency	%
1	Strongly disagree	2	1.07
2	Disagree	1	0.53
3	Somewhat disagree	7	3.74
4	Somewhat agree	12	6.42
5	Agree	51	27.27
6	Strongly agree	114	60.96
	Total	187	100.00

Table 10: Item 10 - Studying English will help me because I need it for my university.

		Responses	
		Frequency	%
1	Strongly disagree	5	2.66
2	Disagree	4	2.13
3	Somewhat disagree	13	6.91
4	Somewhat agree	23	12.23
5	Agree	69	36.70
6	Strongly agree	74	39.36
	Total	188	100.00

3. Effort

The following tables (Table 11-16) show the results of analysis on items 11-16 in the Motivation Scale. These items attempted to ascertain how much **effort** the participants exerted for their English class.

Table 11: Item 11 - When I learn a second language, I will…

		Responses	
		Frequency	%
A	pass on the basis of sheer luck and intelligence	11	5.88
B	do just enough work to get along	29	15.51
C	try hard to learn the language	78	41.71
D	enjoy doing all the work	69	36.90
	Total	187	100.00

Table 12: Item 12 - When I learn a second language, I will think about the words and ideas that I have learned in my classes.

		Responses	
		Frequency	%
A	hardly ever	19	10.16
B	once or twice a week	55	29.41
C	several times during the week	69	36.90
D	daily	44	23.53
	Total	187	100.00

Table 13: Item 13 - When I learn a second language, I will spend about the following amount of time to practice the language after classes:

		Responses	
		Frequency	%
A	zero hour	41	21.93
B	one hour per week	77	41.18
C	four hours per week	52	27.81
D	more than six hours per week	17	9.09
	Total	187	100.00

Table 14: Item 14 - When I learn a second language, I will…

		Responses	
		Frequency	%
A	not necessarily be active in speaking the language in class	36	19.35
B	answer the questions when I am called upon	77	41.40
C	volunteer to answer the questions that are easy	29	15.59
D	always rewrite them, correcting my mistakes	44	23.66
	Total	186	100.00

Table 15: Item 15 - After I get my English assignments back, I will…

		Responses	
		Frequency	%
A	just throw them in my desk and forget them	9	4.79
B	look them over but not bother correcting mistakes	49	26.06
C	correct mistakes when I have time	95	50.53
D	always rewrite them, correcting my mistakes	35	18.62
	Total	188	100.00

Table 16: Item 16 - I will try to speak English after class.

		Responses	
		Frequency	%
A	never	5	2.69
B	when I have to	49	26.34
C	when I am offered the opportunity to do so	45	24.19
D	in a wide variety of situations and as much as possible	87	46.77
	Total	186	100.00

4. Valence

The following tables (Tables 17 – 22) show the results of analysis on items 1, 2, 3, 4, 5, and 6 in the Motivation Scale. These items attempted to determine how the participants **value the outcomes (valence)** of their English class.

Table 17: Item 1 - To speak English fairly fluently

	Responses	
	Frequency	%
Very significant	34	18.09
Significant	51	27.13
Least significant	61	32.45
Least insignificant	38	20.21
Insignificant	4	2.13
Very insignificant	0	0.00
Total	188	100.00

Table 18: Item 2 - To be able to communicate with English speakers in basic English

	Responses	
	Frequency	%
Very significant	41	21.81
Significant	71	37.77
Least significant	53	28.19
Least insignificant	20	10.64
Insignificant	3	1.60
Very insignificant	0	0.00
Total	188	100.00

Table 19: Item 3 - To develop comprehension of reading assignments

	Responses	
	Frequency	%
Very significant	35	18.62
Significant	66	35.11
Least significant	60	31.91
Least insignificant	24	12.77
Insignificant	2	1.06
Very insignificant	0	0.00
Total	187	100.00

Table 20: Item 4 - To receive "A" in course

	Responses	
	Frequency	%
Very significant	53	28.49
Significant	55	29.57
Least significant	41	22.04
Least insignificant	27	14.52
Insignificant	5	2.69
Very insignificant	5	2.69
Total	186	100.00

Table 21: Item 5 - To better understand English people and their way of thinking

	Responses	
	Frequency	%
Very significant	30	15.96
Significant	60	31.91
Least significant	52	27.66
Least insignificant	37	19.68
Insignificant	6	3.19
Very insignificant	3	1.60
Total	188	100.00

Table 22: Item 6 - To better learn about English culture and customs

	Responses	
	Frequency	%
Very significant	28	14.89
Significant	43	22.87
Least significant	57	30.32
Least insignificant	43	22.87
Insignificant	13	6.91
Very insignificant	4	2.13
Total	188	100.00

5. Expectancy

The following tables (Table 23 – 28) show the results of analysis on items 1, 2, 3, 4, 5, and 6 in the Motivation Scale. These items attempted to determine the **expected probability** for participants to achieve the following outcomes from their English class:

Table 23: Item 1 - To speak English fairly fluently

Expected probability	Responses	
	Frequency	%
0%	0	0.00
10%	4	2.26
20%	5	2.82
30%	14	7.91
40%	17	9.60
50%	40	22.60
60%	18	10.17
70%	26	14.69
80%	24	13.56
90%	16	9.04
100%	13	7.34
Total	177	100.00

Table 24: Item 2 - To be able to communicate with English speakers in basic English

Expected probability	Responses	
	Frequency	%
0%	0	0.00
10%	0	0.00
20%	4	2.21
30%	3	1.66
40%	9	4.97
50%	23	12.71
60%	25	13.81
70%	29	16.02
80%	34	18.78
90%	34	18.78
100%	20	11.05
Total	181	100.00

Table 25: Item 3 - To develop comprehension of reading assignments

	Responses	
Expected probability	Frequency	%
0%	0	0.00
10%	1	0.55
20%	3	1.66
30%	5	2.76
40%	9	4.97
50%	20	11.05
60%	19	10.50
70%	36	19.89
80%	29	16.02
90%	28	15.47
100%	31	17.13
Total	181	100.00

Table 26: Item 4 - To receive "A" in course

	Responses	
Expected probability	Frequency	%
0%	0	0.00
10%	1	0.56
20%	3	1.68
30%	3	1.68
40%	8	4.47
50%	26	14.53
60%	23	12.85
70%	33	18.44
80%	36	20.11
90%	26	14.53
100%	20	11.17
Total	179	100.00

Table 27: Item 5 - To better understand English people and their way of thinking

| | **Responses** | |
Expected probability	Frequency	%
0%	0	0.00
10%	2	1.12
20%	1	0.56
30%	5	2.81
40%	13	7.30
50%	29	16.29
60%	17	9.55
70%	34	19.10
80%	31	17.42
90%	28	15.73
100%	18	10.11
Total	178	100.00

Table 28: Item 6 - To better learn about English culture and customs

| | **Responses** | |
Expected probability	Frequency	%
0%	0	0.00
10%	2	1.12
20%	3	1.68
30%	6	3.35
40%	17	9.50
50%	31	17.32
60%	27	15.08
70%	29	16.20
80%	33	18.44
90%	18	10.06
100%	13	7.26
Total	179	100.00

6. Ability

The following tables (Tables 29 - 34) show the results of analysis on items 1, 2, 3, 4, 5
and 6 in the Motivation Scale. These items attempted to ascertain the participants'
estimated ability for the following outcomes:

Table 29: Item 1 - To speak English fairly fluently

Estimated ability	Responses	
	Frequency	%
0%	0	0.00
10%	0	0.00
20%	4	2.21
30%	3	1.66
40%	9	4.97
50%	23	12.71
60%	25	13.81
70%	29	16.02
80%	34	18.78
90%	34	18.78
100%	20	11.05
Total	181	100.00

Table 30: Item 2 - To be able to communicate with English speakers in basic English

Estimated ability	Responses	
	Frequency	%
0%	0	0.00
10%	1	0.55
20%	3	1.66
30%	5	2.76
40%	9	4.97
50%	20	11.05
60%	19	10.50
70%	36	19.89
80%	29	16.02
90%	28	15.47
100%	31	17.13
Total	181	100.00

Table 31: Item 3 - To develop comprehension of reading assignments

Estimated ability	Responses	
	Frequency	%
0%	0	0.00
10%	1	0.56
20%	3	1.68
30%	3	1.68
40%	8	4.47
50%	26	14.53
60%	23	12.85
70%	33	18.44
80%	36	20.11
90%	26	14.53
100%	20	11.17
Total	179	100.00

Table 32: Item 4 - To receive "A" in course

Estimated ability	Responses	
	Frequency	%
0%	0	0.00
10%	2	1.12
20%	1	0.56
30%	5	2.81
40%	13	7.30
50%	29	16.29
60%	17	9.55
70%	34	19.10
80%	31	17.42
90%	28	15.73
100%	18	10.11
Total	178	100.00

Table 33: Item 5 - To better understand English people and their way of thinking

Estimated ability	Responses	
	Frequency	%
0%	0	0.00
10%	2	1.12
20%	3	1.68
30%	6	3.35
40%	17	9.50
50%	31	17.32
60%	27	15.08
70%	29	16.20
80%	33	18.44
90%	18	10.06
100%	13	7.26
Total	179	100.00

Table 34: Item 6 - To learn more about English customs and culture

Estimated ability	Responses	
	Frequency	%
0%	0	0.00
10%	2	1.14
20%	7	3.98
30%	6	3.41
40%	14	7.95
50%	42	23.86
60%	25	14.20
70%	29	16.48
80%	23	13.07
90%	17	9.66
100%	11	6.25
Total	176	100.00

Gender and motivation

1. Integrative motivation

The following tables (Tables 35-40) show the results based on males' and females' responses to items 1, 2, 3, 4, 8 and 9 in the Motivation Scale. These items attempted to ascertain the **integrative motivation** of the participants.

Table 35: Item 1 - Studying English will help me better understand English art and literature.

		Male		**Female**	
		Frequency	%	Frequency	%
1	Strongly disagree	0	0.00	0	0.00
2	Disagree	5	6.25	1	0.93
3	Somewhat disagree	13	16.25	19	17.76
4	Somewhat agree	19	23.75	27	25.23
5	Agree	23	28.75	29	27.10
6	Strongly agree	20	25.00	31	28.97
	Total	80	100.00	107	100.00

Table 36: Item 2 - Studying English will help me meet and converse with more and different people.

		Male		**Female**	
		Frequency	%	Frequency	%
1	Strongly disagree	0	0.00	0	0.00
2	Disagree	4	5.00	2	1.85
3	Somewhat disagree	7	8.75	5	4.63
4	Somewhat agree	13	16.25	14	12.96
5	Agree	25	31.25	41	37.96
6	Strongly agree	31	38.75	46	42.59
	Total	80	100.00	108	100.00

Table 37: Item 3 - Studying English will help me learn about other cultures and understand the world better.

		Male		Female	
		Frequency	%	Frequency	%
1	Strongly disagree	1	1.25	0	0.00
2	Disagree	5	6.25	3	2.78
3	Somewhat disagree	14	17.50	6	5.56
4	Somewhat agree	17	21.25	18	16.67
5	Agree	28	35.00	48	44.44
6	Strongly agree	15	18.75	33	30.56
	Total	80	100.00	108	100.00

Table 38: Item 4 - Studying English will help me understand the Western cultural heritage.

		Male		Female	
		Frequency	%	Frequency	%
1	Strongly disagree	1	1.27	3	2.75
2	Disagree	6	7.59	3	2.75
3	Somewhat disagree	22	27.85	17	15.60
4	Somewhat agree	30	37.97	28	25.69
5	Agree	13	16.46	39	35.78
6	Strongly agree	7	8.86	19	17.43
	Total	79	100.00	109	100.00

Table 39: Item 8 - Studying English will help me converse and communicate with English-speaking friends.

		Male		Female	
		Frequency	%	Frequency	%
1	Strongly disagree	2	2.56	1	0.92
2	Disagree	1	1.28	0	0.00
3	Somewhat disagree	4	5.13	6	5.50
4	Somewhat agree	16	20.51	10	9.17
5	Agree	30	38.46	37	33.94
6	Strongly agree	25	32.05	55	50.46
	Total	78	100.00	109	100.00

Table 40: Item 9 - Studying English will help me communicate in English when I travel to English-speaking countries.

		Male		Female	
		Frequency	%	Frequency	%
1	Strongly disagree	2	2.53	0	0.00
2	Disagree	1	1.27	0	0.00
3	Somewhat disagree	1	1.27	3	2.75
4	Somewhat agree	13	16.46	8	7.34
5	Agree	24	30.38	33	30.28
6	Strongly agree	38	48.10	65	59.63
	Total	79	100.00	109	100.00

2. Instrumental motivation

The following tables (Tables 41 – 44) show the results based on males' and females'
responses to items 5, 6, 7 and 10 in the Motivation Scale. These items attempted to
determine the **instrumental motivation** of the participants.

Table 41: Item 5 - Studying English will help me because I feel English is an important
language in the economic development of the world.

		Male		Female	
		Frequency	%	Frequency	%
1	Strongly disagree	1	1.27	0	0.00
2	Disagree	1	1.27	0	0.00
3	Somewhat disagree	4	5.06	3	2.75
4	Somewhat agree	14	17.72	11	10.09
5	Agree	22	27.85	41	37.61
6	Strongly agree	37	46.84	54	49.54
	Total	79	100.00	109	100.00

Table 42: Item 6 - Studying English will help me better understand the problems that
English speakers face.

		Male		Female	
		Frequency	%	Frequency	%
1	Strongly disagree	1	1.27	0	0.00
2	Disagree	3	3.80	4	3.67
3	Somewhat disagree	10	12.66	11	10.09
4	Somewhat agree	21	26.58	26	23.85
5	Agree	31	39.24	41	37.61
6	Strongly agree	13	16.46	27	24.77
	Total	79	100.00	109	100.00

Table 43: Item 7 - Studying English will help me in getting a job.

		Male		Female	
		Frequency	%	Frequency	%
1	Strongly disagree	2	2.56	0	0.00
2	Disagree	0	0.00	1	0.92
3	Somewhat disagree	5	6.41	2	1.83
4	Somewhat agree	5	6.41	7	6.42
5	Agree	24	30.77	27	24.77
6	Strongly agree	42	53.85	72	66.06
	Total	78	100.00	109	100.00

Table 44: Item 10 - Studying English will help me because I need it for my university.

		Male		Female	
		Frequency	%	Frequency	%
1	Strongly disagree	4	5.06	1	0.92
2	Disagree	2	2.53	2	1.83
3	Somewhat disagree	6	7.59	7	6.42
4	Somewhat agree	9	11.39	14	12.84
5	Agree	33	41.77	36	33.03
6	Strongly agree	25	31.65	49	44.95
	Total	79	100.00	109	100.00

3. Effort

The following tables (Tables 45-50) show the differences in effort between male and female participants based on items 11-16 in the Motivation Scale. These items attempted to ascertain how much **effort** the participants exerted for their English class.

Table 45: Item 11 - When I learn a second language, I will…

		Male		Female	
		Frequency	%	Frequency	%
A	pass on the basis of sheer luck and intelligence	6	7.59	5	4.63
B	do just enough work to get along	14	17.72	15	13.89
C	try hard to learn the language	31	39.24	47	43.52
D	enjoy doing all the work	28	35.44	41	37.96
	Total	79	100.00	108	100.00

Table 46: Item 12 - When I learn a second language, I will think about the words and ideas that I have learned in my classes

		Male		Female	
		Frequency	%	Frequency	%
A	hardly ever	7	8.86	12	11.11
B	once or twice a week	25	31.65	30	27.78
C	several times during the week	31	39.24	38	35.19
D	Daily	16	20.25	28	25.93
	Total	79	100.00	108	100.00

Table 47: Item 13 - When I learn a second language, I will spend about the following amount of time to practice the language after classes:

		Male		Female	
		Frequency	%	Frequency	%
a	zero hour	18	22.78	23	21.30
b	one hour per week	37	46.84	40	37.04
c	four hours per week	17	21.52	35	32.41
d	more than six hours per week	7	8.86	10	9.26
	Total	79	100.00	108	100.00

Table 48: Item 14 - When I learn a second language, I will…

		Male		Female	
		Frequency	%	Frequency	%
A	not necessarily be active in speaking the language in class	18	23.08	18	16.67
B	answer the questions when I am called upon	28	35.90	49	45.37
C	volunteer to answer the questions that are easy	18	23.08	11	10.19
D	always rewrite them, correcting my mistakes	14	17.95	30	27.78
	Total	78	100.00	108	100.00

Table 49: Item 15 - After I get my English assignments back, I will…

		Male		Female	
		Frequency	%	Frequency	%
A	just throw them in my desk and forget them	4	5.06	5	4.59
B	look them over but not bother correcting mistakes	25	31.65	24	22.02
C	correct mistakes when I have time	40	50.63	55	50.46
D	always rewrite them, correcting my mistakes	10	12.66	25	22.94
	Total	79	100.00	109	100.00

Table 50: Item 16 - I will try to speak English after class.

		Male		Female	
		Frequency	%	Frequency	%
A	Never	3	3.85	2	1.85
B	when I have to	27	34.62	22	20.37
C	when I am offered the opportunity to do so	16	20.51	29	26.85
D	in a wide variety of situations and as much as possible	32	41.03	55	50.93
	Total	78	100.00	108	100.00

4. Valence

The following tables (Tables 51-56) show the differences in valence based on how males and females responded to items 1, 2, 3, 4, 5, 6 in the Motivation Scale. These items attempted to determine how the participants **value the outcomes** of their English class.

Table 51: Item 1 - To speak English fairly fluently

	Male		**Female**	
	Frequency	%	Frequency	%
Very significant	11	13.92	23	21.10
Significant	24	30.38	27	24.77
Least significant	24	30.38	37	33.94
Least insignificant	18	22.78	20	18.35
Insignificant	2	2.53	2	1.83
Very insignificant	0	0.00	0	0.00
Total	79	100.00	109	100.00

Table 52: Item 2 - To be able to communicate with English speakers in basic English

	Male		**Female**	
	Frequency	%	Frequency	%
Very significant	14	17.72	27	24.77
Significant	31	39.24	40	36.70
Least significant	22	27.85	31	28.44
Least insignificant	12	15.19	8	7.34
Insignificant	0	0.00	3	2.75
Very insignificant	0	0.00	0	0.00
Total	79	100.00	109	100.00

Table 53: Item 3 - To develop comprehension of reading assignments

	Male		Female	
	Frequency	%	Frequency	%
Very significant	12	15.19	23	21.10
Significant	25	31.65	41	37.61
Least significant	29	36.71	31	28.44
Least insignificant	12	15.19	12	11.01
Insignificant	1	1.27	1	0.92
Very insignificant	0	0.00	1	0.92
Total	79	100.00	109	100.00

Table 54: Item 4 - To receive "A" in course

	Male		Female	
	Frequency	%	Frequency	%
Very significant	20	25.64	33	30.56
Significant	21	26.92	34	31.48
Least significant	17	21.79	24	22.22
Least insignificant	14	17.95	13	12.04
Insignificant	4	5.13	1	0.93
Very insignificant	2	2.56	3	2.78
Total	78	100.00	108	100.00

Table 55: Item 5 - To better understand English people and their way of thinking

	Male		Female	
	Frequency	%	Frequency	%
Very significant	12	15.19	18	16.51
Significant	25	31.65	35	32.11
Least significant	18	22.78	34	31.19
Least insignificant	18	22.78	19	17.43
Insignificant	5	6.33	1	0.92
Very insignificant	1	1.27	2	1.83
Total	79	100.00	109	100.00

Table 56: Item 6 - To better learn about English culture and customs

	Male		Female	
	Frequency	%	Frequency	%
Very significant	12	15.19	16	14.68
Significant	12	15.19	31	28.44
Least significant	21	26.58	36	33.03
Least insignificant	23	29.11	20	18.35
Insignificant	9	11.39	4	3.67
Very insignificant	2	2.53	2	1.83
Total	79	100.00	109	100.00

5. Expectancy

The following tables (Tables 57-62) show the differences in expectancy based on males and females responses to items 1, 2, 3, 4, 5, and 6 in the Motivation Scale. These items attempted to determine the **expected probability** for participants to achieve the following outcomes:

Table 57: Item 1 - To speak English fairly fluently

Expected probability	Male		Female	
	Frequency	%	Frequency	%
0%	5	6.25	3	2.75
10%	0	0.00	0	0.00
20%	0	0.00	2	1.83
30%	2	2.50	5	4.59
40%	8	10.00	8	7.34
50%	16	20.00	15	13.76
60%	11	13.75	12	11.01
70%	15	18.75	21	19.27
80%	9	11.25	22	20.18
90%	9	11.25	9	8.26
100%	5	6.25	12	11.01
Total	80	100.00	109	100.00

Table 58: Item 2 - To be able to communicate with English speakers in basic English

Expected probability	Male		Female	
	Frequency	%	Frequency	%
0%	5	6.25	3	2.75
10%	0	0.00	0	0.00
20%	2	2.50	3	2.75
30%	4	5.00	4	3.67
40%	2	2.50	6	5.50
50%	11	13.75	11	10.09
60%	12	15.00	12	11.01
70%	13	16.25	14	12.84
80%	14	17.50	26	23.85
90%	11	13.75	13	11.93
100%	6	7.50	17	15.60
Total	80	100.00	109	100.00

Table 59: Item 3 - To develop comprehension of reading assignments

Expected probability	Male		Female	
	Frequency	%	Frequency	%
0%	5	6.25	4	3.67
10%	1	1.25	0	0.00
20%	2	2.50	2	1.83
30%	2	2.50	5	4.59
40%	4	5.00	6	5.50
50%	9	11.25	11	10.09
60%	27	33.75	15	13.76
70%	10	12.50	12	11.01
80%	6	7.50	25	22.94
90%	9	11.25	14	12.84
100%	5	6.25	15	13.76
Total	80	100.00	109	100.00

Table 60: Item 4 - To receive "A" in course

Expected probability	Male		Female	
	Frequency	%	Frequency	%
0%	9	11.25	4	3.67
10%	2	2.50	0	0.00
20%	2	2.50	3	2.75
30%	5	6.25	4	3.67
40%	5	6.25	8	7.34
50%	14	17.50	12	11.01
60%	7	8.75	10	9.17
70%	15	18.75	17	15.60
80%	6	7.50	22	20.18
90%	8	10.00	17	15.60
100%	7	8.75	12	11.01
Total	80	100.00	109	100.00

Table 61: Item 5 - To better understand English people and their way of thinking

Expected probability	Male		Female	
	Frequency	%	Frequency	%
0%	7	8.75	3	2.75
10%	2	2.50	2	1.83
20%	1	1.25	2	1.83
30%	3	3.75	6	5.50
40%	7	8.75	10	9.17
50%	14	17.50	19	17.43
60%	7	8.75	14	12.84
70%	13	16.25	13	11.93
80%	13	16.25	18	16.51
90%	9	11.25	12	11.01
100%	4	5.00	10	9.17
Total	80	100.00	109	100.00

Table 62: Item 6 – To better learn about English culture and customs

Expected probability	Male		Female	
	Frequency	%	Frequency	%
0%	8	10.00	4	3.67
10%	3	3.75	1	0.92
20%	2	2.50	3	2.75
30%	7	8.75	7	6.42
40%	9	11.25	8	7.34
50%	14	17.50	26	23.85
60%	7	8.75	11	10.09
70%	11	13.75	15	13.76
80%	9	11.25	15	13.76
90%	5	6.25	11	10.09
100%	5	6.25	8	7.34
Total	80	100.00	109	100.00

6. Ability

The following tables (Tables 63-68) show the differences in the ability based on responses by males and females to items 1, 2, 3, 4, 5 and 6 in the Motivation Scale. These items attempted to ascertain the participants' **estimated ability** for the following outcomes:

Table 63: Item 1 - To speak English fairly fluently

Perceived ability	Male		Female	
	Frequency	%	Frequency	%
0%	5	6.25	3	2.75
10%	0	0.00	0	0.00
20%	2	2.50	2	1.83
30%	0	0.00	3	2.75
40%	4	5.00	5	4.59
50%	13	16.25	10	9.17
60%	13	16.25	12	11.01
70%	10	12.50	19	17.43
80%	10	12.50	24	22.02
90%	16	20.00	18	16.51
100%	7	8.75	13	11.93
Total	80	100.00	109	100.00

Table 64: Item 2 - To be able to communicate with English speakers in basic English

Perceived ability	Male		Female	
	Frequency	%	Frequency	%
0%	5	6.25	3	2.75
10%	0	0.00	1	0.92
20%	2	2.50	1	0.92
30%	2	2.50	3	2.75
40%	6	7.50	3	2.75
50%	10	12.50	10	9.17
60%	8	10.00	11	10.09
70%	18	22.50	18	16.51
80%	4	5.00	25	22.94
90%	16	20.00	12	11.01
100%	9	11.25	22	20.18
Total	80	100.00	109	100.00

Table 65: Item 3 - To develop comprehension of reading assignments

Perceived ability	Male		Female	
	Frequency	%	Frequency	%
0%	6	7.50	4	3.67
10%	1	1.25	0	0.00
20%	1	1.25	2	1.83
30%	1	1.25	2	1.83
40%	5	6.25	3	2.75
50%	15	18.75	11	10.09
60%	10	12.50	13	11.93
70%	15	18.75	18	16.51
80%	10	12.50	26	23.85
90%	9	11.25	17	15.60
100%	7	8.75	13	11.93
Total	80	100.00	109	100.00

Table 66: Item 4 - To receive "A" in course

	Male		Female	
Perceived ability	Frequency	%	Frequency	%
0%	8	10.00	3	2.75
10%	2	2.50	0	0.00
20%	0	0.00	1	0.92
30%	2	2.50	3	2.75
40%	6	7.50	7	6.42
50%	15	18.75	14	12.84
60%	8	10.00	9	8.26
70%	9	11.25	25	22.94
80%	11	13.75	20	18.35
90%	12	15.00	16	14.68
100%	7	8.75	11	10.09
Total	80	100.00	109	100.00

Table 67: Item 5 - To better understand English people and their way of thinking

	Male		Female	
Perceived ability	Frequency	%	Frequency	%
0%	7	8.75	3	2.75
10%	1	1.25	1	0.92
20%	1	1.25	2	1.83
30%	3	3.75	3	2.75
40%	10	12.50	7	6.42
50%	13	16.25	18	16.51
60%	7	8.75	20	18.35
70%	12	15.00	17	15.60
80%	13	16.25	20	18.35
90%	8	10.00	10	9.17
100%	5	6.25	8	7.34
Total	80	100.00	109	100.00

Table 68: Item 6 – To learn more about English customs and culture

Perceived ability	Male		Female	
	Frequency	%	Frequency	%
0%	9	11.25	4	3.67
10%	1	1.25	1	0.92
20%	2	2.50	5	4.59
30%	3	3.75	3	2.75
40%	9	11.25	5	4.59
50%	21	26.25	21	19.27
60%	8	10.00	17	15.60
70%	9	11.25	20	18.35
80%	9	11.25	14	12.84
90%	5	6.25	12	11.01
100%	4	5.00	7	6.42
Total	80	100.00	109	100.00