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Instrumental and integrative orientations: Predictors of willingness to communicate in the Iranian EFL context

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ABSTRACT

Given that promoting learners' communicative competence in a second language (L2) is one of the primary foci of communicative language teaching approaches, the late 1980s saw an expansion in research into willingness to communicate (WTC), which is deemed to affect individuals' predisposition towards the initiation of L2 communication. The principal aims of this study are (a) to reveal whether instrumental motivation and integrative orientation are correlated with WTC, (b) to delve into the contribution of instrumental and integrative orientations to the explanation of WTC, (c) to examine which of the two motivational propensities is a better predictor of WTC, and (d) to find whether 3 groups of learners with low, medium, and high levels of instrumental and integrative orientations differ in terms of their level of reported WTC. To this end, 188 Iranian EFL learners, who were randomly selected, filled out a WTC questionnaire and a language learning motivation questionnaire. Results of path analysis and standard multiple regression revealed that although both motivational orientations significantly contributed to the explanation of WTC, instrumental motivation, which uniquely explained 3.7% of the variance in total WTC, was a better predictor of WTC. Informed by the results of one-way between-groups ANOVA, a significant difference was encountered among the reported L2 WTC levels of the 3 groups of learners with various levels of both instrumental orientation and integrative motivation. The findings could cast light onto the nexus between motivation and WTC in the Iranian EFL context and the intricacies and dynamics of the WTC process.

Keywords: instrumental motivation; integrative orientation; motivational orientations; Iranian EFL context; willingness to communicate

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Introduction

Communicative approaches to L2 teaching and learning (see Richards & Rodgers, 2001) stress the importance of exposing learners to real-world, comprehensible aural and written L2 input and involving them in “meaning-focused communicative tasks” (Harmer, 2007, p. 69). Contemplating the interactional view of language (Richards & Rodgers, 2001), some researchers set out that merely giving recognition to structural and functional models of language does not suffice, and learners’ engagement in meaningful, socially structured interactions would be of great benefit to the improvement of their L2 proficiency (e.g., Gass, 2003; Long, 1996; MacIntyre, Baker, Clément, & Donovan, 2003; Oslan & Kagan, 1992; Swain, 1995).

Although modern language teaching and learning practices have attached importance to the development of communicative competence in L2 learners (Canale & Swain, 1980; Celce-Murcia, Dörnyei, & Thurrell, 1997; Hymes, 1972), Dörnyei (2003) proposes that having L2 communicative competence per se is not enough for learners’ success. He further argues that apart from being competent, which makes learners able to communicate, they are to be willing to do so. That is, possessing a desirable level of communicative competence on the part of the learners would not guarantee their entering L2 communication situations. In fact, the more willing the learners are, the more active and eager they would be in engaging in L2 communications (Clément, Baker, & MacIntyre, 2003; Yashima, Zenuk-Nishide, & Shimizu, 2004) and the more competent they would be in their L2 use. Willingness to communicate (WTC), which is a construct classified under the category of learner characteristics in SLA, is reckoned to be pivotal to the efficient use of the L2. Not only is L2 use conceptualized as one of the ultimate goals of language learning, but also it is held that learners’ active use of the L2 would advance their communicative competence (Long, 1996; Saint Léger & Storch, 2009; Swain, 2000).

Attempting to fill the gap in the literature on WTC and to shed light on the primacy of a number of its antecedents in the Iranian EFL context, the present work has dealt with the contribution of integrative and instrumental motivation to WTC, as both predictors and determinants of reported WTC level, the possible significant difference between the two orientations in this regard, and their predictive power in projecting reported WTC.

Review of Literature

WTC Concept

As a construct, WTC was first discerned in L1 communication studies (McCroskey & Baer, 1985; McCroskey & Richmond, 1987). Reflecting on the trait-like aspect of individuals’ personality, L1 WTC basically paid heed to speakers’ consistent tendencies and willingness to engage in L1 communications once they were given the choice to talk. Evincing speculation that L2 WTC, in contrast to WTC in L1, is affected by situational variables, MacIntyre and Charos (1996) adapted the construct for L2 studies. Within language learning contexts, teachers observed that some learners, despite having a desirable level of communicative competence, avoided conversing in the L2. Therefore, a number of scholars and practitioners surmised that a mediating factor could be at work between possessing the competence to communicate and putting it to good use, and, henceforth, a plethora of research studies have devoted their attention to the significance of L2 WTC in language learning (Dörnyei, 2002; Dörnyei & Kormos, 2000; Yashima, 1998, 2002; Yashima et al., 2004). As MacIntyre et al. (2003) put it, WTC does not simply transfer from L1 to L2. Thus, L1 and L2 WTC are likely to be independent.

An early L2 WTC model was developed by MacIntyre (1994), according to which WTC could be predicted by perceived communicative competence and communication anxiety. Then, MacIntyre, Clément, Dörnyei, and Noels (1998) proposed a multilayered pyramid model of WTC, spelling out

WTC as a situated substrate being made up of linguistic, psychological, and contextual variables, including both enduring and situational influences.

WTC is defined as a “readiness to enter into discourse at a particular time with a specific person, or persons, using a L2” (MacIntyre et al., 1998, p.547). It could be inferred that the construct of L2 WTC encompasses learners’ stable, trait-like predispositions as well as situational, transient aspects of the situation in which communication occurs. MacIntyre et al. (1998) proposed that fostering language learners’ L2 WTC should be “the primary goal of language instruction” (p. 545). In a similar vein, it is postulated that learners with higher WTC stand a greater chance of being able to practice in an L2, which, in turn, translates into effective use of the L2 (MacIntyre, Baker, Clément, & Conrod, 2001). Being referred to as a desire to speak in an L2 at a certain moment with a particular person, WTC is the final psychological measure to the initiation of L2 communication (MacIntyre, 2007).

Willingness to Communicate Model

The renowned WTC model was devised by MacIntyre et al. (1998). It aims at integrating psychological, linguistic, and communicative variables through the inclusion of all situational, social, affective, and cognitive influences that are capable of affecting one’s WTC, which, in essence, could portray, explain, and project the actual use of an L2. The model is claimed to have both theoretical and practical implications.

As represented in Figure 1, the WTC model is composed of six layers, each comprising one, two, or three variables, which are among either situational or enduring influences of WTC. The multilayered pyramid model of WTC contains six layers and 12 constructs. Layers I, II, and III of this pyramid-shaped model represent situational influences in the process of L2 communication. Conversely, layers IV, V, and VI exert stable influences on L2 communication engagement:

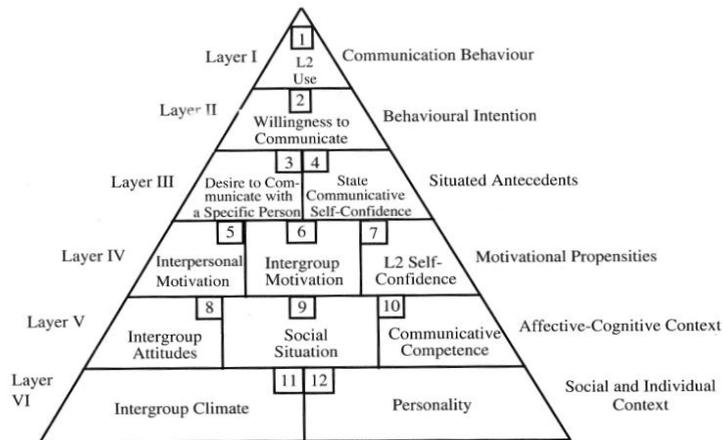


Figure1. Heuristic model of variables influencing WTC (MacIntyre et al., 1998).

MacIntyre et al. (1998) have enlarged upon the layers, an abridged account of which is as follows:

- (I) Communication behavior: This layer includes the variable L2 use, some instances of which are activities such as using anL2 during the class, watching TV in an L2, reading materials published in an L2, and using anL2outside the class.

- (II) Behavioral intention: This very type of intention encompasses willingness to communicate. WTC refers to the contention that language learners who are willing to communicate in the L2 look for chances and welcome opportunities to actively engage in L2 communications.
- (III) Situated antecedents: This layer consists of two variables: desire to communicate with a specific person and state communicative self-confidence. It takes account of one's desire to converse with (a) certain interlocutor(s) in specific contexts. It also comprises the speakers' confidence in their ability to communicate efficiently in an L2 in a given situation.
- (IV) Motivational propensities: This layer is made up of three variables: (1) interpersonal motivation, (2) intergroup motivation, and (3) L2 self-confidence.
- (V) Affective-cognitive context: This variable reflects upon intergroup attitudes, social situation, and communicative competence. Intergroup attitudes represent L2 learners' propensity to communicate in specific L2 situations. Social situation includes a number of elements such as interlocutors, setting, purpose, topic, and the channel of communication. Communicative competence is regarded as an individual's level of language proficiency which can affect their level of WTC, accordingly.
- (VI) Social and individual context: The last layer includes both personality and intergroup climate, which are explicated as individuals' personality traits and their desire to adapt themselves to the values of the members of the L2 community respectively.

Motivation

The significance of language learners' motivation, as one aspect of individual differences among L2 learners, has long been discussed in the field of SLA (Dörnyei, 2003, 2005; Gardner, 2000; Gardner & Lambert, 1972; Gorges, Kandler, & Bohner, 2012; Skehan, 1989). Also, key components of language learning motivation, the interrelationships among them, and their contribution to learning outcomes have been identified and addressed in previously conducted research (Gardner, Masgoret, & Tremblay, 1999; MacIntyre, MacMaster, & Baker, 2001; Yamashiro & McLaughlin, 2000; Yashima et al., 2004).

Gardner and Lambert (1972) refer to motivation as L2 learners' overall goal and orientation towards learning an L2; their persistence in making an effort to achieve the goal is perceived as attitude. By and large, it is opined that motivation can be defined as "the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect" (Keller, 1983, p. 389). By the same token, Crookes and Schmidt (1991) propose that "motivation is identified primarily with the learner's orientation toward the goal of learning a second language" (p. 471), and Gass and Selinker (2001) posit that motivation is a predictor of language learning success. Last but not least, according to Dörnyei (2005), motivation works as a driving force for language learning, and it could compensate for some situational or personal deficiencies learners might come across.

Centering their work upon motivation at a macro level, some scholars have divided motivational propensities into two classifications: integrative and instrumental orientations (Brown, 2007a; Crookes & Schmidt, 1991; Gardner & Lambert, 1972; Gardner, Smyth, Clément, & Gliskman 1976; Gliskman, Gardner, & Smyth, 1982; Pavlenko, 2002). However, some other studies (e.g., Dörnyei & Otto, 1998; Dörnyei & Kormos, 2000) have shifted their focus onto situation-specific motivation, which is mainly determined by learners' attitudes towards the very task at hand.

Instrumental and Integrative Motivational Orientations

Motivation, in its general sense, falls into two main categories: integrative and instrumental. Gardner (1985) refers to integrative motivation as learners' desire to communicate with a valued L2 group. In other words, integrative motivation is "a desire to be a representative member of the other language community" (Gardner & Lambert, 1972, p.14). However, in the event that an individual's purpose of learning a language is primarily finding a job, being promoted, satisfying an academic requirement or other similar issues, they are coaxed into learning an L2 by instrumental motivation. Thus, instrumental motivation is "a desire to gain social recognition or economic advantages through knowledge of a foreign language" (Gardner & Lambert, 1972, p.14). Brown (2007a) provides additional insights into the way two dichotomies of motivation, that is, instrumental/integrative and intrinsic/extrinsic, could be differentiated. He states that extrinsic motivation exists when someone else urges an L2 learner to learn the language for either integrative or instrumental reasons. On the contrary, intrinsic motivation refers to L2 learners' desire to either integrate with the L2 culture or attain their personal goals utilizing an L2.

It has been purported that integrative motivation is more influential than instrumental motivation in the process of learning an L2 (Baker, Clément, & Donovan, 2002; Gardner & Lambert, 1972; Pavlenko, 2002). Investigating the significance of attitude and motivation as contributing factors in language learning in the Iranian EFL context, Sayadian and Lashkarian (2010) suggested that instrumental orientation is the dominant motivational orientation for Iranian EFL learners. However, not all researchers are of the same mind on whether integrative motivation could exhort language learners to study hard, nor do they agree on whether and how such an oft-claimed influence is exerted and extended in isolation, regardless of the interface among other unassailable variables.

Gardner and Lambert (1972) set out that learners who have a high level of integrative motivation outperform those having instrumental motivation. In addition, Gardner et al. (1976) and Glikzman et al. (1982) asserted that integrative motivation positively influences the use of the target language. In the same vein, MacIntyre et al. (2002) proposed that having no respect for or believing in the depreciation of L2 community culture would lead to L2 learners' failure, and this would be the case, even if they have high levels of instrumental motivation. Furthermore, Pavlenko (2002) pointed out that it is integrative motivation, but not instrumental motivation, which is a major determinant of students' ultimate success in language learning. On the other hand, Crookes and Schmidt (1991) argued that the probability of educational success is higher in integratively motivated learners in comparison with those who are not motivated. Nevertheless, having high levels of integrative motivation, such learners do not necessarily outperform their instrumentally motivated counterparts. Brown (2007a) stated that a combination of both motivational propensities is at work in learning an L2. In response to the observed controversies surrounding the importance attached to integrative and instrumental orientations, Gardner (1980) posited that the contextual and sociocultural factors as well as differences in the ways of measurement and statistical analyses of data could have led to such glaring inconsistencies.

Paying heed to the Iranian EFL context, not only does the present study add to the body of literature on the role of the two motivational orientations in the process of L2 learning, but it also lends support to the ongoing research on the significance of instrumental and integrative orientations in the enhancement and prediction of WTC. In an attempt to deepen our understanding of the concept of WTC and the contribution of instrumental and integrative orientations to it, the present quantitative study examines the following research questions:

1. To what extent are Iranian EFL learners' instrumental and integrative orientations correlated with their reported WTC?

2. How much of the total amount of variability in WTC could be explained by instrumental orientation and integrative motivation?
3. Which is a better predictor of WTC: instrumental orientation or integrative motivation?
4. Do three groups of learners with high, medium, and low levels of instrumental and integrative motivational orientations significantly differ in terms of their level of reported WTC?

Method

Participants

A questionnaire comprised of two parts for measuring both learners' L2 WTC and their motivation was administered to 188 university students studying at M.A., M.S., B.A., and B.S. levels at the University of Tehran, Kish International Campus. Of these, 109 were male (58%) and 79 were female (42%). The age distribution of the participants ranged from 19 to 48, and their average age was 27 years.

At the University of Tehran, Kish International Campus, possessing a certain level of mastery of English is among the requirements which are to be fulfilled by all the applicants. Those students whose IELTS band scores are 5.5 or above as well as those who have a TOEFL PBT score of 550 and above or TOEFL iBT score of 80 and above are exempted from attending English classes offered by the Language Center. Still, those applicants who do not meet such a requirement have to take English language classes regarding their level of proficiency of English at the time of application. To choose the participants of the study, simple random sampling was employed. So, all of the Iranian university students who took part in the present work were randomly selected from among elementary, intermediate, and advanced English learners at the Language Center of the University of Tehran, Kish International Campus.

Instruments

In an attempt to measure L2 WTC, the WTC scale was adapted from the work done by MacIntyre et al. (2001). They had allocated very good internal consistency ($\alpha = .92$) to the 27 items that assessed the frequency of time that learners would be willing to communicate in English. Responses to the 5-point Likert scale indicate students' level of WTC in English. The Cronbach alpha internal consistency reliability of the entire sample of the present work was found to be .87. Not only does the WTC scale operationalize L2 WTC in the four basic skill areas, that is, listening, speaking, reading, and writing, but it also assesses learners' willingness to engage in L2 communication both inside and outside the classroom. What is more, in order to investigate both learners' integrative motivation and their instrumental orientation, a language learning motivation questionnaire was used in this study. The questionnaire consisted of items that had already been introduced and employed in research studies carried out by MacIntyre and Charos (1996), Dörnyei and Kromos (2000), Dörnyei (2002), and Csizer and Dörnyei (2005).

According to MacIntyre and Charos (1996), the Cronbach alpha internal consistency reliability of the questions that attempt to assess learners' integrative orientation is reported to be .86. In the current study, however, the internal consistency reliability of such questions was .75. Items of the instrumental orientation subscale ($\alpha = .74$ in the current work) describe advantages that learners want to gain by learning a language.

The researcher and a colleague of hers translated the questionnaires from English into Persian separately. Then, the translated versions were compared and contrasted. Rare cases of

inconsistency, which were basically due to stylistic variations, were discussed. Next, the final translated version of the questionnaire was given to a Ph.D. student of TEFL to be fine-tuned after being compared with the original WTC scale. After that, the final version of the questionnaire was piloted, and slight modifications were made to a number of item wordings.

Data Collection

The researcher had access to 38 English classes at the University of Tehran, Kish International Campus. The classes were held for elementary, intermediate, and advanced EFL learners, and they focused on speaking, reading, writing, listening skills, and grammar component. The attendees had been assigned to the classes based on their test scores for the standardized U-Test, which is given to all the applicants at the University of Tehran, Kish International Campus, and a structured interview, which is evaluated in compliance with Brown's (2007b) five-component model. Since learners' level of proficiency in English was not regarded as an independent variable influencing their motivation and WTC level, 14 of these classes were randomly selected from among the three proficiency levels. Therefore, as stated earlier in section 3.1., all of the participants of the study were doing English language courses at the time of data collection.

The questionnaire, which took about 15 minutes to complete, was administered in one of the class sessions, held through a semester. In order to lessen the halo effect (see Mackey & Gass, 2005), the participants were informed that their involvement in the study would not affect their final evaluation, nor was it compulsory for them to include their names as a part of biographical information. Moreover, they were told that there were no right or wrong answers to the questions. However, to ensure that the respondents would take the survey seriously and would express their opinions honestly, before executing the administration process, they were told that their opinions mattered to a study. All such instructions were supplied in Persian. Finally, all collected questionnaire data were coded by converting respondents' answers to numbers and were prepared for analysis.

Data Analysis

Two instances of Pearson correlation coefficient were calculated to find possible significant relationships between the Iranian EFL learners' integrative and instrumental orientations and their reported WTC. In addition, a path analysis was run to investigate any possible significant difference in the contributions of the two motivational orientations to WTC. Moreover, a standard multiple regression was conducted to find out how well instrumental and integrative orientations could predict WTC, to investigate how much variance in WTC can be explained by them, and to examine which subscale is a better predictor of L2 WTC. In an attempt to examine any potential significant difference(s) among the three groups of learners with high, medium, and low levels of integrative and instrumental motivational propensities in terms of their reported WTC, two instances of one-way between-groups ANOVA were run. Doing so, the impact of integrative and instrumental orientation levels on the reported levels of WTC was explored.

Results

Relationships between Motivational Propensities and WTC

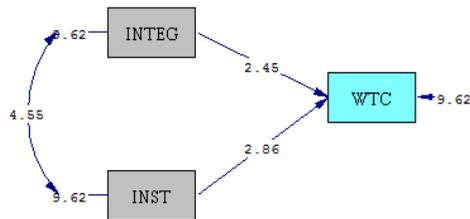
A Pearson correlation coefficient was performed to find if there was a relationship between the participants' integrative orientation and their reported WTC. Based on the results, it could be

concluded that there was a relationship between the two variables ($r = .26, n = 188, p < .05$, it does represent that the strength of the relationship is small).

The relationship between the Iranian EFL learners' instrumental orientation and their reported WTC was investigated as well. Informed by the results, it could be argued that there was a relationship between the two variables ($r = .27, n = 188, p < .05$, it does amount to a weak relationship in terms of strength), with high levels of instrumental motivation associated with higher levels of reported WTC. Hence, just as the case of integrative orientation, the null hypothesis as there is no significant relationship between the Iranian EFL learners' instrumental orientation and their reported WTC was rejected. In both cases, the results should be reported cautiously due to the weak to moderate effect size.

Results of Path Analysis

A path analysis was run to examine the contribution of instrumental and integrative orientations to the explanation of WTC. A path analysis closely resembles a SEM model; there are no latent variables in the former though. Path analysis calculates path coefficients. According to Kerlinger and Pedhazur (1973, p. 310), "a path coefficient indicates the direct effect of a variable taken as a cause of a variable taken as an effect". In the present work, path analysis was used to analyze how much of the total variability in WTC could be explained by the causal impact of instrumental and integrative orientations. As the path diagram in Figure 2 displays, both instrumental and integrative motivational orientations contributed significantly to WTC. The *t*-value for the contribution of instrumental motivation ($t = 2.86 > t_{critical} = 1.96$) and that of integrative motivation ($t = 2.45 > t_{critical} = 1.96$) to WTC were both statistically significant. However, instrumental motivation made a higher contribution. Because the data points and parameters in the path model were the same, the chi-square, degree of freedom, and probability were equal to zero. As noted by Ullman (2006), the adequacy of the model cannot be tested. That said, one can make conclusions about the specific paths in the model:



Chi-Square=0.00, df=0, P-value=1.00000, RMSEA=0.000

Figure 2. A path diagram (integrative and instrumental motivational orientations and WTC)

Integrative and Instrumental Orientations: Predictors of WTC

Before interpreting the results of standard multiple regression, certain assumptions are to be checked. To start with, the independent variables should demonstrate some relationship with the dependent variable. This very assumption has already been checked, with regard to the answer to the first research question of the present work. Determining the presence of multicollinearity is

another measure to be taken. Two cut-off points that are used for spotting the existence of multicollinearity are Tolerance and VIF. Tolerance value should not be very small (i.e., less than .10). Raising the possibility of multicollinearity, a very small Tolerance value indicates that the multiple correlation with other variables is high. VIF (Variance Inflation Factor) is the inverse of the Tolerance value, and it should not be above 10. As seen in Table 1, the Tolerance value is .85, and The VIF is 1.17. It could be concluded that multicollinearity is not a cause for concern.

Another way of checking the assumptions of standard multiple regression is inspecting the Normal P-P Plot of Regression Standardized Residual and the Scatterplot that are requested as part of the analyses.

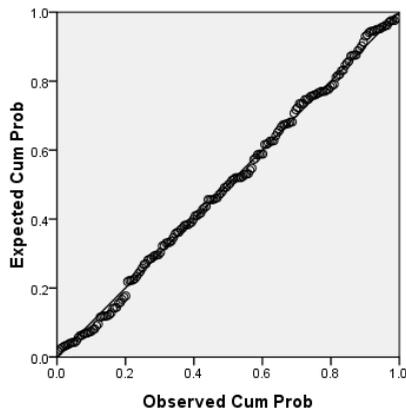


Figure 3. Normal P-P Plot of regression standardized residual. Dependent variable: Total reported WCT

As seen in Figure 3, the points lie in a reasonably straight diagonal line from bottom left to top right. This suggests that there is no major deviation from normality.

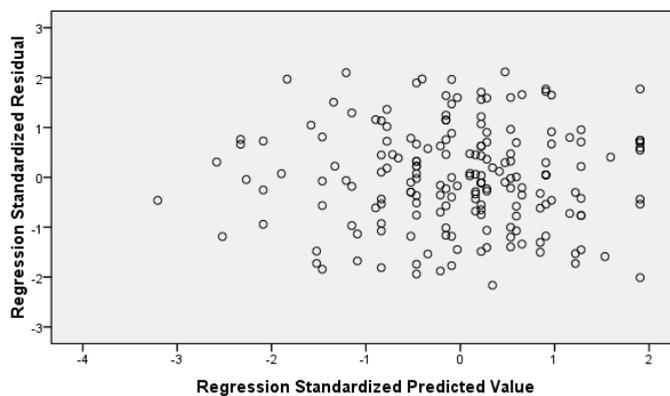


Figure 4. The scatterplot of standardized residuals. Dependent variable: Total reported WCT.

As displayed in Figure 4, the residuals are roughly rectangularly distributed. That is, most of the scores concentrate in the middle (along the 0 point, between -2 & 2). Therefore, none of the assumptions are violated. In order to know how the two independent variables, that is, instrumental motivation and integrative motivation, contributed to the prediction of WTC, and to compare the contribution of the two independent variables, the Beta values under Standardized Coefficients were used.

Table 1

Coefficients of the Standard Multiple Regression

Model	Unstandardized Coefficients		Standardized Coefficients	95% Confidence Interval for B		Correlations			Collinearity Statistics		
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial Part	Tolerance	VIF
1 (Constant)	36.50	5.59		6.53	.000	25.48	47.52				
Instrumental	1.92	.69	.21	2.77	.006	.55	3.28	.28	.20	.192	.85
Integrative	1.61	.68	.18	2.37	.019	.27	2.95	.26	.17	.165	.85

As seen in Table 1, instrumental orientation ($beta = .21$) made a stronger contribution to explaining WTC compared to integrative orientation ($beta = .18$). However, both instrumental orientation ($Sig. = .006$) and integrative motivation ($Sig. = .019$) made a statistically significant unique contribution to the prediction of WTC. According to Table 2, 10.5% of the variance in total reported WTC is explained by instrumental and integrative motivational orientations.

Table 2

Model Summary of the Standard Multiple Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.32	.105	.09	15.07

The *Part* correlation coefficients, also known as semi-partial correlation coefficients, which are displayed in Table 1, indicate the contribution of each subscale to the total R square (see Pallant, 2007). Squaring this value gives an indication of the contribution of variables to the total R square. Results of squaring this value showed that instrumental orientation uniquely explained 3.7% of the total variance in reported WTC. In other words, 3.7% of R square would drop if instrumental motivation were not included in the WTC model. For integrative orientation, the Part correlation

coefficient was .165, which when squared gave us .027. This meant a unique contribution of 2.7% to the explanation of variance in WTC. Finally, to assess the statistical significance of the results, the ANOVA table was used.

Table 3

The ANOVA Table of the Standard Multiple Regression

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4931.32	2	2465.66	10.85	.000
Residual	41826.64	184	227.32		
Total	46757.97	186			

Informed by the information presented in Table 3, the results reached a statistical significance ($Sig. = .000$; which means $p < .05$).

The WTC Levels of the Learners with Three Levels of Motivation

Using the SPSS software, the participants were classified into three groups according to their level of integrative motivation. Eighty learners, who had total integrative orientation of 60 and less, fell into Group 1 ($M=57.91$, $SD=17.06$). Seventy-nine students were classified as members of Group 2 ($M=64.40$, $SD=13.59$), whose total integrativeness was between 61 and 80. The last category, Group 3 ($M=66.46$, $SD=15.81$), consisted of 29 learners who had total integrative motivation level of 81 and above. A one-way between-groups ANOVA was conducted to explore the impact of integrative orientation on reported levels of L2 WTC. The results are demonstrated in Table 4.

Table 4

Analysis of Variance for WTC and Integrative Orientation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2368.75	2	1184.38	4.93	.008
Within Groups	44413.59	185	240.07		
Total	46782.35	187			

There was a statistically significant difference at the $p < .05$ level in WTC levels for the three groups of learners with different levels of integrative orientation: $F(2, 185)=4.9$, $p=.008$. Despite reaching statistical significance, the actual difference in the mean scores between the groups was medium as the effect size, calculated using eta squared, was .050.

Post-hoc comparisons using Scheffe test indicated that the mean score for Group 1 ($M=57.91$, $SD=17.06$) was significantly different from both Group 2 ($M=64.40$, $SD=13.59$) and Group 3 ($M=66.46$, $SD=15.81$). However, Groups 2 and 3 were not significantly different.

In another classification, the learners were put into three groups based on their level of instrumental orientation. Group 1 ($M=57.77$, $SD=15.10$) was comprised of 87 students with instrumental motivation of 70 and below. Forty-one students whose instrumentality was between 71 and 80 were in Group 2 ($M=64.89$, $SD=15.08$), and finally, Group 3 ($M=66.02$, $SD=16.04$) was composed

of 60 learners with instrumental motivation level of 81 and above. As shown in Table 5, another instance of one-way ANOVA was run to explore the impact of instrumental orientation on the reported levels of L2 WTC.

Table 5

Analysis of Variance for WTC and Instrumental Orientation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2866.45	2	1433.23	6.03	.003
Within Groups	43915.88	185	237.38		
Total	46782.34	187			

As seen in Table 5, a significant difference in the total reported WTC for the three groups of learners with various levels of instrumental motivation was indicated at the $p < .05$ level: $F(2, 185) = 6.03, p = .003$. In order to determine the effect size, eta squared was calculated. The effect size was .06; hence, the difference in the mean scores between the groups was medium.

Post-hoc comparisons using Tukey HSD test indicated that the mean score for Group 1 ($M = 57.77, SD = 15.10$) was different from that of Group 2 ($M = 64.89, SD = 15.08$) and Group 3 ($M = 66.02, SD = 16.04$). Conversely, Group 2 and Group 3 were not significantly different.

Discussion

Results of a number of studies, delving into the contribution of motivation to language learning, showed that integrative motivation, in comparison with instrumental orientation, was a stronger determinant of learners' success in L2 learning procedures (Baker et al., 2002; Gardner & Lambert, 1972; Pavlenko, 2002). Similarly, informed by research on Iranian EFL learners' motivation, integrative motivation was reported to be the dominant motivational orientation for such learners (Sayadian & Lashkarian, 2010). Nevertheless, in another study conducted in the Iranian EFL context, both instrumental and integrative motivational orientations were found to be of importance in shaping learners' points of view towards learning English, and the two motives were regarded as equally pivotal sociopsychological orientations (Chalak & Kassaian, 2010). In light of the findings of the present study, however, it was concluded that the relationship between the Iranian EFL learners' instrumental orientation and their reported WTC was slightly higher than that of their integrative motivation and L2 WTC. In addition, results of the present work suggested that instrumental motivation, by comparison with integrative motivation, made a higher contribution to the explanation of L2 WTC.

It could be discussed that in the first place, cultural issues as well as local ideologies and policies (Benesch, 1993) are capable of exerting an influence on pedagogical decisions, and they would have concomitant effects on classroom contexts and learners' behaviors. Therefore, the intricacies and complexities of each unique EFL context, which could feed into the dominance of one orientation over the other, cannot be overlooked. In the second place, given the fact that learning, in general, and language learning, in particular, are complex and multifarious phenomena, simply extending findings of certain research studies, which confirm the existence of links or relationships between certain variables, to other determinants and similar contexts would be glaringly way off the mark. Consequently, effects of motivation on L2 learning could not be generalized to its power and influence over the explanation of or contribution to L2 WTC.

The relationship between motivation, in a general sense, and WTC has been investigated in a number of research studies carried out into EFL/ESL contexts. To start with, motivation was known to correlate with L2 WTC (Hashimoto, 2002; MacIntyre et al., 2002). Such a finding is in line with the results of the present study regarding the answers to research questions one, two, and three. Moreover, L2 WTC was viewed as an extension of motivation (Dörnyei & Skehan, 2003). The results of the present work were found to be in accord with such a contention, for they illuminated that 10.5% of the variance in the total reported WTC is explained by instrumental and integrative motivational orientations, which were both hailed as major determinants of Iranian EFL learners' L2 WTC. In other studies (Yashima, 2002; Yashima et al., 2004), motivation was reported to have an indirect influence on WTC. Matsuoka (2004) investigated the correlation among motivational factors, WTC, and English proficiency, and concluded that WTC and English proficiency were not correlated. Additionally, it was proposed that although language anxiety, instrumental orientation, and extraversion would predict WTC in English, self-confidence and integrative orientation could predict English proficiency. Such findings are in line with the findings of the present study, with regard to the answer to the third research question.

Informed by the paths shown in Figure 2, it could be argued that the level of reported L2 WTC of Iranian EFL learners is predicted by both their instrumental and integrative orientations. However, it was found that instrumental motivation is a better predictor, which is not very much in line with arguments made by MacIntyre et al. (2002) and Pavlenko (2002). As a partial replication of a study conducted by MacIntyre et al. (2003), Peng's (2007) study examined the predictive effect of motivation on L2 WTC among 174 Chinese learners of English. Results indicated that integrative motivation accounted for a small proportion of variation in L2 WTC, and attitudes toward learning situation did not project the level of WTC at all.

A final point worthy of mention is that the social, contextual, and cultural issues feeding into the Iranian EFL context could have led to the present state of both learners' motivation behind learning English and the nexus between the two subscales of motivation and WTC. Not only could the findings of the present work offer new ways of looking at Iranian EFL learners' motivational orientations for learning English, but also they would cast light on the relationship between motivation and WTC in this very EFL context. Doubtless, further research is still required to solidify the findings of the present work.

Within this strand of research, future studies into the Iranian EFL context could explore the predictive power of other antecedents to WTC; for instance, situated antecedents, that is, learners' desire to communicate with a specific person and their state communicative self-confidence could be investigated as predictors of L2 WTC. Future studies could also take account of EFL learners' levels of proficiency in English as independent variables affecting their reported WTC. Moreover, comparing the contribution of antecedents to reported WTC in EFL contexts with those of ESL settings could give venue for new research projects, and future research could delve into the dynamic emergence of situational WTC in L2. Last but not least, further studies could approach the concept of WTC qualitatively to check the consistency of relevant findings.

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