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**Integrative Motivation as a Predictor of Success in the Intermediate Foreign Language Classroom**

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Integrative Motivation as a Predictor of Success in the Intermediate Foreign Language Classroom

Todd Hernandez: Marquette University

Abstract:
This study investigates the ability of three variables—integrative motivation, instrumental motivation, and the need to fulfill a university foreign language requirement—to predict: (1) scores on a simulated oral proficiency interview (SOPI) and (2) the desire to enroll in a foreign language after fulfilling the language requirement. Analysis of data from a questionnaire and a SOPI administered to 130 students completing their fourth-semester Spanish course identified integrative motivation as a significant predictor of both SOPI scores and students' desire to continue studying Spanish beyond the four-semester foreign language requirement. A negative relationship was also found between the need to fulfill the language requirement and an intention to continue with further studies in Spanish. The findings support a focus on classroom activities that enhance integrative motivation as a means of increasing student success in the foreign language classroom.

Keywords: culture, foreign language requirement, motivation, oral proficiency, simulated oral proficiency interview
Introduction

Motivation is a major determinant of second language acquisition (SLA). In addition to evidence of a positive relationship between motivation and success on achievement tests and other measures, research has shown that motivation can influence how often students use second language (L2) learning strategies, how often they interact with native speakers, and how much input they receive in the L2 (Oxford & Shearin, 1994). Research has also found that an interest in the L2 culture can influence students' desire to continue or stop the study of an L2 (Ramage, 1990). Although a number of studies have examined the relationship between motivation and different measures of language achievement (Gardner, Day, & MacIntyre, 1992; Gardner & Lambert, 1972; Gardner & MacIntyre, 1993), no previous research has focused on the relationship between motivation and ratings on a simulated oral proficiency interview (SOPI). In order to determine which motivation factors contribute most to students' oral proficiency, it is important to examine the relationship between motivation and ratings on a performance-based measure such as the SOPI.

This study focused on three variables: integrative motivation, instrumental motivation, and the motivation provided by the need to fulfill the foreign language requirement. Gardner and Lambert (1959) identified integrative motivation as an interest in foreign languages, a desire to interact with native speakers of the target language culture, and positive attitudes toward these people and their culture. In contrast, instrumental motivation indicated a desire to study the target language in order to achieve a pragmatic objective, such as to improve an individual's future employment opportunities.

Gardner and Lambert (1972) then examined the relationship between integrative and instrumental motivation and the language achievement of students studying French in Montreal. A significant positive correlation was found between integrative motivation and achievement in French. The results suggested that integrative motivation was an important component of successful SLA. Subsequent research by Ely (1986) focused on the use of the integrative-instrumental paradigm to describe the motivation of first-year university students of Spanish. A factor analysis of student responses to a questionnaire revealed three distinct motivation clusters: (1) integrative motivation, (2) instrumental motivation, and (3) the foreign language requirement. Ramage (1990) discovered a relationship between an interest in fulfilling the college entrance requirement and an intention to stop studying French or Spanish at the end of the second-year high school course.

The purpose of the present study is to investigate the ability of these variables-integrative motivation, instrumental motivation, and the need to fulfill a foreign language requirement-to predict: (1) the oral proficiency of students completing their fourth-semester university-level Spanish course and (2) students' desire to enroll in additional Spanish after completing the four-semester foreign language requirement.

The investigation addresses the following three research questions:

- Which types of motivation-integrative motivation, instrumental motivation, and the foreign language requirement-exist among fourth-semester university-level Spanish students?
- Does type of motivation predict SOPI scores?
- Does type of motivation predict the desire to continue the study of Spanish beyond the four-semester foreign language requirement?

Method

Participants were 130 students completing a fourth-semester Spanish course at a large midwestern university. The sample (n = 130) was selected at random from the population of students (N = 384) completing their fourth-semester university-level Spanish course at this institution. All 130 participants were required to complete four semesters of a foreign language in order to graduate. Fifty-two of the participants (40%) were male and 78
were female. The participants ranged in age from 18 to 24 years (M = 20.34, SD = 1.78). Twenty-two students (16.9%) had studied Spanish for a total of 2 years at the secondary and postsecondary levels, 17 students (13.1%) had studied Spanish for 3 years, 43 students (33.1%) had studied the language for 4 years, and 48 students (36.9%) had had more than 4 years of study. Five students (3.8%) said they spoke some Spanish at home. The responses indicated that 47 students (36.2%) would continue to take Spanish beyond the four-semester foreign language requirement. There were 83 students (63.8%) who did not intend to take additional Spanish courses, while 14 participants (10.8%) said their intention was to concentrate in Spanish.

**Instrumentation**

A 26-item questionnaire was administered to students in the first week of March 2003. The questionnaire consisted of two parts: Student Background Information and a Motivation Index (see Appendix A). Part I included questions regarding gender, age, academic status and major, grade point average, previous language experience, home language background, and desire to continue taking Spanish beyond the four-semester foreign language requirement. Part II of the questionnaire was adapted from Ely (1986) and consisted of three subscales: integrative motivation, instrumental motivation, and the foreign language requirement. Using a 4-point Likert-type scale, participants indicated the extent to which different reasons for studying Spanish were important to them.

A factor analysis was performed to test the validity of the questionnaire. A Principal Components Extraction method was used with VARIMAX rotation. The factor analysis yielded three factors with eigenvalues greater than 1.0. Eigenvalues were 6.525 for Factor 1 (integrative motivation), 1.696 for Factor 2 (instrumental motivation), and 1.260 for Factor 3 (foreign language requirement motivation). These three factors accounted for 67.72% of the total variance. Factor loadings of 0.40 and above were chosen as the criterion for interpretation. The results of the factor analysis determined that each item on the questionnaire was valid in measuring its assigned factor.2 (see Appendix B). To estimate the consistency of scores on the questionnaire, Cronbach alpha coefficients were computed on all three subscales. The alpha coefficients were high, ranging from 0.85 to 0.90.

To assess participants' oral proficiency, a 25-minute SOPI3 was administered in the third week of March 2003. The SOPI was administered in groups to participants in a language lab during a 50-minute class session. Students recorded their answers to the test questions on blank cassettes and returned them to the researcher. No problems were reported in the administration of the SOPI.

The SOPI tapes were scored by two graduate students with experience using the ACTFL proficiency scale.4 One of the graduate students rated the tapes of all 130 participants. Thirty tapes were then selected at random. These were scored by the second rater in order to establish interrater reliability. The raters agreed on the scores of 25 out of the 30 tapes.5 The percentage of complete agreement was high (83%). The correlation between the two raters was also acceptable (0.64).

**Data Analysis**

Both descriptive and inferential statistics were used to address the research questions. The statistical techniques included: (1) descriptive analysis, (2) simultaneous multiple regression analysis, and (3) logistic regression analysis.

**Results**

The means and standard deviations of the 14 items in Part II of the questionnaire were calculated (see Appendix C). An examination of the responses revealed that the two items with the highest means both involved the fulfillment of the four-semester university foreign language requirement: item 14, M = 2.43, SD = 0.98, and item
19, M = 2.41, SD = 1.01. The third ranked item involved taking Spanish to improve future employment opportunities: item 22, M = 2.14, SD = 0.95. The view that Spanish was an important language was the fourth highest ranked item: 24, M = 2.10, SD = 0.84. The results also identified the desire to learn how to speak Spanish as the fifth highest ranked item (item 20, M = 2.10, SD = 0.87) and the desire to converse with Spanish speakers in the United States as the seventh highest ranked item (item 15, M = 1.98, SD = 0.92). In contrast, the two lowest ranked items were the desire to use the language with Spanish-speaking friends and acquaintances (item 18, M = 1.33, SD = 1.02) and interest in Hispanic culture, history, or literature (item 16, M = 1.08, SD = 0.95).

**Integrative Motivation Subscale**

The integrative motivation subscale consisted of nine items (maximum score = 27). A frequency distribution was created in order to describe the range of participants' integrative motivation scores. The scores were assigned to one of three groups for the purpose of classification: high, moderate, and low. A high motivation score ranged from 19 to 27, a moderate score was from 10 to 18, and a low score was from 0 to 9. As illustrated in Table 1, on average, students reported a moderate integrative motivation to study Spanish (M = 15.45, SD = 6.33). The questionnaire responses revealed that 61 students (46.9%) indicated a moderate integrative motivation, 43 students (33.1%) had a high integrative motivation, and 26 students (20.0%) had a low integrative motivation.

TABLE 1 Grouped Frequency Distribution of Integrative Motivation Scores

<table>
<thead>
<tr>
<th>Integrative Motivation Score</th>
<th>Group</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-27</td>
<td>High</td>
<td>43</td>
<td>33.1%</td>
</tr>
<tr>
<td>10-18</td>
<td>Moderate</td>
<td>61</td>
<td>46.9%</td>
</tr>
<tr>
<td>0-9</td>
<td>Low</td>
<td>26</td>
<td>20.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>130</td>
<td>100%</td>
</tr>
</tbody>
</table>

N = 130 Mean = 15.45 SD = 6.33

**Instrumental Motivation Subscale**

The instrumental motivation subscale consisted of three items (maximum score = 9). A frequency distribution was also created in order to describe the range of participants' instrumental motivation scores. A high motivation score ranged from 6 to 9, a moderate score was from 3 to 5, and a low score was from 0 to 2. Table 2 demonstrates that students possessed a moderate instrumental motivation to study Spanish (M = 3.88, SD = 2.41). A total of 32 students (24.6%) reported a high instrumental motivation, 55 students (42.3%) had a moderate instrumental motivation, and 43 students (33.1%) had a low instrumental motivation.

TABLE 2 Grouped Frequency Distribution of Instrumental Motivation Scores

<table>
<thead>
<tr>
<th>Instrumental Motivation Score</th>
<th>Group</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-9</td>
<td>High</td>
<td>32</td>
<td>24.6%</td>
</tr>
<tr>
<td>3-5</td>
<td>Moderate</td>
<td>55</td>
<td>42.3%</td>
</tr>
<tr>
<td>0-2</td>
<td>Low</td>
<td>43</td>
<td>33.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>130</td>
<td>100%</td>
</tr>
</tbody>
</table>

N = 130 Mean = 3.88 SD = 2.41

**Foreign Language Requirement Subscale**

The foreign language requirement subscale consisted of two items (maximum score = 6). As with the integrative and instrumental motivation subscales, participants' foreign language requirement scores were assigned to one of three groups: high, moderate, and low. A high foreign language requirement score ranged from 4 to 6, a
moderate score was from 2 to 3, and a low score was from 0 to 1. As shown in Table 3, students reported a high foreign language requirement score (M = 4.83, SD = 1.85).

A total of 103 students (79.2%) had a high foreign language requirement score, 17 students (13.1%) had a moderate foreign language requirement score, and 10 students (7.7%) had a low foreign language requirement score.

Together, the results of the questionnaire demonstrated that fourth-semester university students of Spanish were studying the language for a variety of reasons. An examination of the responses (see Appendix C) revealed that on average, the students reported the need to fulfill the four-semester foreign language requirement as the most important reason for taking Spanish. As in Ely (1986), descriptive statistics also confirmed that participants were studying Spanish for both integrative and instrumental reasons. A number of students reported an interest in the perceived pragmatic benefits of Spanish language studies (instrumental motivation). Students reported taking Spanish, for instance, to make them more qualified job candidates and thus improve their future employment opportunities. The questionnaires also demonstrated that students were studying Spanish because of an interest in the L2 culture (integrative motivation). In particular, students identified a desire to be able to speak Spanish as an important reason for taking Spanish courses. Numerous students also cited as two additional reasons for taking Spanish courses interest in using the language for future travel to a Spanish-speaking region and a desire to converse with native speakers of Spanish in the United States.

**TABLE 3 Grouped Frequency Distribution of Foreign Language Requirement Scores**

<table>
<thead>
<tr>
<th>FL Requirement Score</th>
<th>Group</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6</td>
<td>High</td>
<td>103</td>
<td>79.2%</td>
</tr>
<tr>
<td>2-3</td>
<td>Moderate</td>
<td>17</td>
<td>13.1%</td>
</tr>
<tr>
<td>0-1</td>
<td>Low</td>
<td>10</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

N = 130 Mean = 4.83 SD = 1.85

**SOPI Scores**

Table 4 shows the results of the SOPI. The mean for the SOPI was 4.18 and the standard deviation was 0.68. The SOPI scores ranged from novice high to intermediate high. Table 4 indicates that 72 out of the 130 students (55.38%) received a rating of intermediate low, 38 students (29.23%) received a rating of intermediate mid, 18 students (13.85%) were rated novice high, and 2 students (1.54%) were rated intermediate high.

**TABLE 4 Means, Standard Deviations, Frequencies, and Percentages on the SOPI**

<table>
<thead>
<tr>
<th>ACTFL Oral Proficiency Level</th>
<th>Assigned OPI Value</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced High</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Mid</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Low</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate High</td>
<td>6</td>
<td>2</td>
<td>1.5%</td>
</tr>
<tr>
<td>Intermediate Mid</td>
<td>5</td>
<td>38</td>
<td>29.2%</td>
</tr>
<tr>
<td>Intermediate Low</td>
<td>4</td>
<td>72</td>
<td>55.5%</td>
</tr>
<tr>
<td>Novice High</td>
<td>3</td>
<td>18</td>
<td>13.8%</td>
</tr>
<tr>
<td>Novice Mid</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Novice Low</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

130 100%
Simultaneous multiple regression analysis was performed to determine the significant predictors of the SOPI scores. Students' raw scores on the integrative motivation, instrumental motivation, and the foreign language requirement motivation subscales were entered as independent predictor variables, and SOPI scores were entered as the dependent variable. Table 5 presents the prediction for the SOPI scores. Shown in the table are: the Pearson correlation of the predictor with the outcome measure (r); the unstandardized regression coefficient (B); the t statistic showing the significance of the unstandardized regression coefficient (t); and the p value of the t statistic (p). Significance was set at the level of p < 0.05. The multiple regression model was significant $R^2 = 0.21$, $F(3,126) = 10.89$, p < 0.001. The results of the regression analysis demonstrated that students with higher integrative motivation tended to receive higher scores on the SOPI. As shown in Table 5, integrative motivation (B = 0.041) was identified as the single significant predictor, accounting for 18.75% of the variance of the SOPI scores. Instrumental motivation (B = 0.013) and the foreign language requirement (B = -0.048) were not identified as significant predictors.

<table>
<thead>
<tr>
<th>Variable</th>
<th>r</th>
<th>B</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative Motivation</td>
<td>0.433</td>
<td>0.041</td>
<td>4.356</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Instrumental Motivation</td>
<td>0.183</td>
<td>0.013</td>
<td>0.542</td>
<td>0.589</td>
</tr>
<tr>
<td>FL Requirement</td>
<td>-0.259</td>
<td>0.048</td>
<td>-1.560</td>
<td>0.121</td>
</tr>
</tbody>
</table>

Logistic regression analysis was conducted to determine the significant predictors of a desire to continue the study of Spanish. Students' raw scores on the integrative motivation, instrumental motivation, and the foreign language requirement motivation subscales were entered as independent predictor variables, and desire to continue the study of Spanish beyond the four-semester foreign language requirement (item 9) was entered as the dependent variable. The logistic regression model was significant $\chi^2(3) = 61.23$, p < 0.001. Integrative motivation and the foreign language requirement were identified as significant predictors of students' decisions to continue taking Spanish. There was a positive relationship between integrative motivation and the students' desire to continue the study of Spanish. As shown in Table 6, for each unit increase in integrative motivation, the odds ratio ($e^{B} = 1.267$) that a student would continue the study of Spanish increased by 26.7%. In contrast, a negative relationship was found between the foreign language requirement and students' desire to continue their studies in Spanish. For each unit increase in foreign language requirement (see Table 6), the odds ratio ($e^{B} = 0.607$) that the student would continue to enroll in Spanish courses after completing the foreign language requirement decreased by 39.3%. Together, the results of the logistic regression analysis showed that students with higher integrative motivation were more interested in continuing their language studies. This finding is consistent with Ramage (1990). In her investigation into the relationship between motivation and a desire to continue language studies beyond the second year of high school, Ramage discovered that an interest in the L2 culture and a desire to become proficient in the L2 distinguished continuing students from students who stopped studying the language.

<table>
<thead>
<tr>
<th>Variable</th>
<th>r</th>
<th>B</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative Motivation</td>
<td>0.259</td>
<td>0.048</td>
<td>-1.560</td>
<td>0.121</td>
</tr>
<tr>
<td>Predictor</td>
<td>B</td>
<td>SE B</td>
<td>Wald</td>
<td>$e^B$</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Integrative Motivation</td>
<td>0.237*</td>
<td>0.051</td>
<td>21.915</td>
<td>1.267</td>
</tr>
<tr>
<td>Instrumental Motivation</td>
<td>-0.060</td>
<td>0.104</td>
<td>0.327</td>
<td>0.942</td>
</tr>
<tr>
<td>FL Requirement</td>
<td>-0.500*</td>
<td>0.137</td>
<td>13.326</td>
<td>0.607</td>
</tr>
<tr>
<td>Constant</td>
<td>-1.910</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note, $e^B$ = exponentiated B or odds ratio. The log likelihood of deviance $-2\ln(L) = 108.89$. Cox and Snell $R^2 = 0.376$. *p< 0.001.

Discussion
This study investigated the ability of three variables-integrative motivation, instrumental motivation, and the need to fulfill a foreign language requirement-to predict: (1) scores on a SOPI and (2) students' desire to enroll in additional Spanish after completing the four-semester foreign language requirement. The findings demonstrate that integrative motivation can contribute to student success in the foreign language classroom.

Simultaneous multiple regression analysis identified integrative motivation as a significant predictor of the SOPI scores. In addition, logistic regression analysis revealed a positive relationship between integrative motivation and the students' desire to enroll in additional Spanish courses after completing the foreign language requirement. The data therefore suggest that a focus on classroom activities that enhance integrative motivation can increase students' oral proficiency and stimulate their interest in further studies in the language. This, in turn, can lead to the attainment of the Standards for Foreign Language Learning (National Standards, 1999).

In order to promote such integrative motivation, instructors should develop activities and assignments that provide opportunities for students to interact within a language community, such as interviews with native and near-native speakers of the L2. Such opportunities provide language learners with meaningful opportunities to use the language to explore the linguistic and cultural differences of the L2 culture, in addition to allowing them to reflect on the similarities and differences between their own culture and the L2 culture (National Standards 1.1, 1.2, 2.1, 4.2, and 5.1).

The integration of authentic materials into the foreign language classroom—at all levels of instruction—provides students with needed opportunities to interact with the L2 culture. Using such materials to support course objectives is also effective for increasing students’ integrative motivation because the materials expose students to real language and stimulate class discussion and small group work. In addition to providing students with opportunities to develop a broad range of communicative and sociolinguistic competencies, the use of authentic materials helps language learners develop increased linguistic confidence and good language learning strategies.

Instructors can further enhance integrative motivation by providing students with consistent exposure to authentic language and culture through multimedia. The use of multimedia (e.g., the Internet, e-mail, DVDs, radio broadcasts, and L2 satellite television programs) can provide an interactive framework for incorporating Cultures Standards 2.1 and 2.2 into the language classroom. Both Lee (1997) and Hertel (2003) discussed the role of the Internet in integrating culture into the foreign language classroom. Hertel (2003), for example, described the use of an e-mail exchange program to promote cultural learning between a university-level beginning Spanish class in the United States and an intermediate English as a second language (ESL) class in Mexico.
The students in this study expressed an interest in studying Spanish in order to use the language for future travel to a Spanish-speaking region (see item 13 in Appendix C). Instructors should therefore continue to promote study abroad opportunities as an important component of both secondary and postsecondary education. At the university level, instructors should also seek to integrate the study abroad experience into foreign language courses as well as into the general education curriculum through expanded course and program options for both novice and advanced learners (Standards 3.1, 3.2, and 5.1).

In addition to studying the language for future travel to a Spanish-speaking region, students also reported an interest in using Spanish to interact with native speakers in the United States (see item 15 in Appendix C). Instructors who are interested in creating course-oriented opportunities for students to use their Spanish with members of Spanish-speaking communities should consider integrating a service-learning component into their first- or second-year language courses. Consistent with several of the goals expressed by the National Standards in Foreign Language Education Project (1999), service learning offers students meaningful opportunities to work with native speakers of the L2 community (Hellebrandt & Varona, 1999). Service-learning opportunities can also be created in areas with limited native-speaker populations. Polansky (2004), for example, described a Tutoring for Community Outreach course that promoted interaction between undergraduate foreign language students and younger language learners in the local schools. In this course, students tutored ESL, French, German, Japanese, or Spanish students.

In addition to integrative motivation, the results of the questionnaire indicated that students were also interested in instrumental factors for studying Spanish (see items 17, 22, and 25 in Appendix C). The high rankings on these items suggest that it is also important to attend to this aspect of motivation within the classroom. To address instrumental motivation, it is critical to provide students with multiple opportunities, tailored to individual students' interests, to use the L2 to acquire new real-world information. Instructors should thus devise research-based activities and assignments that require students to use authentic language sources (e.g., telephone interviews with native and near-native speakers, e-mail correspondence with offices of tourism, L2 Web sites, and L2 newspapers and magazines) to obtain information about an assigned topic for subsequent presentation to the class (Standards 1.1, 1.2, 1.3, 3.1, 3.2, and 5.1).

In addressing instrumental motivation, instructors should also emphasize the usefulness of the L2 through the discussion and demonstration of potential career opportunities. Instructors might invite different guest speakers to the classroom to discuss the role of the L2 in the United States as well as in other countries (Standards 1.1, 1.2, 3.1,3.2, and 5.1).

Conclusion

In summary, this study identified integrative motivation as a significant predictor of oral proficiency. In addition, a significant positive relationship was found between integrative motivation and students' desire to continue studying Spanish beyond the four-semester foreign language requirement. The data confirm the need to focus on classroom activities and assignments that promote integrative motivation as a means of increasing student achievement. The findings also suggest the importance of eliciting information about students' needs and interests regarding their L2 study. In order to determine students' reasons for language study, instructors might administer a questionnaire to students at the beginning of the semester. The data can then be used to provide students with classroom activities and projects that are consistent with their interests.

This study demonstrated that motivation is an important factor for student success in the L2 classroom. Future research might investigate the relationship between motivation and oral proficiency of students studying different L2s at different levels of language instruction. Classroom research is also needed to examine the role
of specific classroom activities in promoting motivation. This in turn may help L2 instructors provide more effective and engaging language instruction for all learners.

Acknowledgments
I would like to thank Dr. Paul García for his support and expertise as well as the anonymous reviewers at Foreign Language Annals for their valuable suggestions.

Notes
1. Developed by the Center for Applied Linguistics (1995), the SOPI is a tape-mediated test of speaking proficiency. As with the ACTFL Oral Proficiency Interview (OPI), the SOPI is designed to elicit speech samples that are rated according to the ACTFL proficiency scale. As a tape-mediated assessment, the SOPI uses an audiotape and printed test booklet to obtain a speech sample from the examinee rather than the faceto-face procedure of the OPI. Examinees listen to a series of speaking tasks on a master tape and then record their responses on a second blank cassette. A global rating is then assigned by comparing examinees' responses with the criteria in the ACTFL Proficiency Guidelines (1999).

2. The results of the factor analysis indicated that item 13 had a loading of 0.386 on Factor 1 (integrative motivation), 0.389 on Factor 2 (instrumental motivation), and 0.465 on Factor 3 (foreign language requirement motivation). The high loading of item 13 on Factor 3 was unexpected. Ely (1986) reported a similar finding in his factor analysis of responses to a motivation questionnaire administered to first-year university students of Spanish. As in Ely, the author of this study decided to retain item 13 on the integrative motivation subscale.

3. The SOPI used in this study consisted of a warmup section and seven performance-based speaking tasks. In the warmup, students answered a series of background questions in a simulated conversation with a native Spanish speaker. Students then responded to five picture-based tasks and two topic-based tasks. The functions and ACTFL proficiency levels of the seven tasks were: (1) asking questions (intermediate), (2) providing a simple description (intermediate), (3) giving directions (intermediate), (4) narrating in the present (advanced), (5) narrating in the past (advanced), (6) discussing personal activities (intermediate), and (7) explaining a process (advanced).

4. The two raters in this study administered and scored the SOPI with the assistance of the SOPI self-instructional training kit (CAL, 1995).

5. There were disagreements on five of the SOPI tapes; none extended beyond one sublevel on the ACTFL proficiency scale. The raters reviewed these five tapes and then assigned new scores.

6. The performance of each student on the SOPI was assigned a rating on the ACTFL proficiency scale. Ratings were then converted into numerical values for the purpose of data analysis: novice low = 1, novice mid = 2, novice high = 3, intermediate low = 4, intermediate mid = 5, intermediate high = 6, advanced low = 7, advanced mid = 8, advanced high = 9, superior = 10. Note that the numerical values assigned for this analysis assume that the ACTFL scale represents an interval scale with equal intervals between proficiency levels.

7. In simultaneous multiple regression, all predictor variables are entered into the regression equation at the same time.

8. This finding was consistent with previous research supporting a positive relationship between integrative motivation and language achievement. Gardner and Maclntyre (1993), for example, found a significant positive correlation between integrative motivation and four self-rating scales of French proficiency.

9. Responses on item 9 were coded as 0 if the student did not intend to continue Spanish and as 1 if the student intended to keep taking Spanish courses.

References

APPENDIX A Questionnaire

Part I Student Background Information
2. Age:
3. Academic status:
   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior
   e. Other (please specify)
4. Academic major:
   a. Business
   b. Education
   c. Engineering
   d. Liberal Arts & Sciences
   e. Other (please specify)
5. Cumulative grade point average in all undergraduate courses:
6. Number of TOTAL years studying Spanish:
   a. 0 to 1
   b. 1+ to 2
   c. 2+ to 3
   d. 3+ to 4
   e. 4+
7. Number of years studying Spanish at the high school level:
   a. 0 to 1
   b. 1+ to 2
   c. 2+ to 3
   d. 3+

8. Have you spent more than three months in a Spanish-speaking region before?
   a. Yes
   b. No

9. Do you plan to take Spanish beyond the four-semester foreign language requirement?
   a. Yes
   b. No

10. Do you plan to study toward a major in Spanish?
    a. Yes
    b. No

11. Are you of Hispanic descent?
    a. Yes
    b. No

12. Did you speak Spanish in your home?
    a. Yes
    b. No

Part II. Motivation Index

Use the following scale to indicate the degree to which the following reasons for studying Spanish are important to you.

Rating Scale:
0 = not important
1 = slightly important
2 = moderately important
3 = very important

I am taking Spanish because...

13. I want to use Spanish when I travel to a Spanish-speaking region.
    0
    1
    2
    3

14. I need to study a foreign language as a requirement for my major.
    0
    1
    2
    3

15. I want to be able to converse with Spanish speakers in the United States.
    0
    1
    2
    3

16. I am interested in Hispanic culture, history, or literature.
    0
    1
    2
17. I feel that Spanish may be helpful in my future career.
18. I want to be able to use it with Spanish-speaking friends/acquaintances.
19. I need Spanish to fulfill the foreign language requirement.
20. I want to be able to speak more languages than just English.
21. I want to learn about another culture to understand the world better.
22. Spanish may make me a more qualified job candidate.
23. I think foreign language study is part of a well-rounded education.
24. I feel that Spanish is an important language in the world.
25. I feel that knowledge of Spanish will give me an edge in competing with others.
26. I want to communicate with native speakers of Spanish.
### APPENDIX B Factor Matrix

<table>
<thead>
<tr>
<th>No.</th>
<th>Subscale</th>
<th>Factor 1</th>
<th>Factor 2</th>
<th>Factor 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Integrative</td>
<td>0.386</td>
<td>0.389</td>
<td>0.465</td>
</tr>
<tr>
<td>14</td>
<td>FL Reqmt</td>
<td>-0.008</td>
<td>-0.072</td>
<td>-0.887</td>
</tr>
<tr>
<td>15</td>
<td>Integrative</td>
<td>0.600</td>
<td>0.257</td>
<td>0.438</td>
</tr>
<tr>
<td>16</td>
<td>Integrative</td>
<td>0.805</td>
<td>0.110</td>
<td>0.059</td>
</tr>
<tr>
<td>17</td>
<td>Instrumental</td>
<td>0.394</td>
<td>0.673</td>
<td>0.260</td>
</tr>
<tr>
<td>18</td>
<td>Integrative</td>
<td>0.744</td>
<td>0.161</td>
<td>0.134</td>
</tr>
<tr>
<td>19</td>
<td>EL Reqmt</td>
<td>-0.113</td>
<td>-0.046</td>
<td>-0.890</td>
</tr>
<tr>
<td>20</td>
<td>Integrative</td>
<td>0.519</td>
<td>0.365</td>
<td>0.375</td>
</tr>
<tr>
<td>21</td>
<td>Integrative</td>
<td>0.778</td>
<td>0.194</td>
<td>-0.042</td>
</tr>
<tr>
<td>22</td>
<td>Instrumental</td>
<td>0.156</td>
<td>0.898</td>
<td>0.073</td>
</tr>
<tr>
<td>23</td>
<td>Integrative</td>
<td>0.602</td>
<td>0.470</td>
<td>0.038</td>
</tr>
<tr>
<td>24</td>
<td>Integrative</td>
<td>0.577</td>
<td>0.534</td>
<td>0.081</td>
</tr>
<tr>
<td>25</td>
<td>Instrumental</td>
<td>0.209</td>
<td>0.881</td>
<td>0.067</td>
</tr>
<tr>
<td>26</td>
<td>Integrative</td>
<td>0.774</td>
<td>0.297</td>
<td>0.261</td>
</tr>
</tbody>
</table>

Note. Factor 1 = integrative motivation; Factor 2 = instrumental motivation; Factor 3 = foreign language requirement motivation

### APPENDIX C Means and Standard Deviations for the Motivation Index

<table>
<thead>
<tr>
<th>No.</th>
<th>Subscale</th>
<th>Description of Item</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Lang. Req.</td>
<td>To fulfill the language requirement</td>
<td>2.43</td>
<td>0.98</td>
</tr>
<tr>
<td>19</td>
<td>Lang. Req.</td>
<td>To fulfill the language requirement</td>
<td>2.41</td>
<td>1.01</td>
</tr>
<tr>
<td>22</td>
<td>Instrumental</td>
<td>To increase job opportunities</td>
<td>2.14</td>
<td>0.95</td>
</tr>
<tr>
<td>24</td>
<td>Integrative</td>
<td>Spanish is an important language</td>
<td>2.10</td>
<td>0.84</td>
</tr>
<tr>
<td>20</td>
<td>Integrative</td>
<td>To speak Spanish</td>
<td>2.10</td>
<td>0.87</td>
</tr>
<tr>
<td>17</td>
<td>Instrumental</td>
<td>Need Spanish for future career</td>
<td>2.05</td>
<td>0.93</td>
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<td>15</td>
<td>Integrative</td>
<td>To speak with Spanish speakers in the U.S.</td>
<td>1.98</td>
<td>0.92</td>
</tr>
<tr>
<td>25</td>
<td>Instrumental</td>
<td>To increase job opportunities</td>
<td>1.88</td>
<td>1.05</td>
</tr>
<tr>
<td>23</td>
<td>Integrative</td>
<td>As part of a well-rounded education</td>
<td>1.79</td>
<td>1.02</td>
</tr>
<tr>
<td>13</td>
<td>Integrative</td>
<td>To use Spanish for future travel</td>
<td>1.79</td>
<td>1.02</td>
</tr>
<tr>
<td>26</td>
<td>Integrative</td>
<td>To speak with native speakers in Spanish</td>
<td>1.65</td>
<td>1.01</td>
</tr>
<tr>
<td>21</td>
<td>Integrative</td>
<td>To learn about another culture</td>
<td>1.44</td>
<td>0.92</td>
</tr>
<tr>
<td>18</td>
<td>Integrative</td>
<td>To use it with Spanish-speaking friends</td>
<td>1.33</td>
<td>1.02</td>
</tr>
<tr>
<td>16</td>
<td>Integrative</td>
<td>Interest in Hispanic culture</td>
<td>1.08</td>
<td>0.95</td>
</tr>
</tbody>
</table>