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Attributional Analysis of Language Learners at High Schools: The Case of Iranian EFL Learners

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Abstract

This study was conducted to find out to what factors Iranian EFL language learners at high schools attribute their successes and failures. To this end, 708 Iranian high school students from different socioeconomic backgrounds and gender were selected. These participants were asked to take an attribution questionnaire. The questionnaire consists of four parts: Emotion, Self-image, Intrinsic motivation, and Language policy. Mainly, ANOVA and Post-hoc tests were employed to analyze the data. The results demonstrated that Intrinsic motivation is the primary attribution, and gender does not play any role in attribution. Moreover, significant differences were found among students of different social classes. Students from high socioeconomic background scored highest in Emotion and Self-image; and

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students from rural areas outscored in Intrinsic motivation and Language policy. Finally, the results were discussed in the context of language learning and teaching.

Keywords: Attribution Theory; High school; Emotion; Self-image; Intrinsic motivation; Language policy

Introduction

Attribution theory (Weiner, 1992) is concerned with the reasons individuals attribute to their perceived successes and failures in achievement situations including academic ones. Attribution theory is of particular importance in language learning because of the common failure students experience in learning a language (Dornyei, 2005) or failure in achieving the desired level of proficiency. From the constructivist point of view, the casual explanation learners provide for their outcomes in learning a language can affect learners' motivation (Tsi, 2000; Williams, Burden, & Al-Baharna, 2001; Williams, Burden, Poulet, & Maun, 2004) which in turn, affect their future achievements.

Attributions are socially constructed in nature, and situationally determined (Williams et al. 2004); students from the same mindset tend to interpret their past and future academic achievements in the same way. For example, Williams et al. (2004) found a relationship between explanations for language learning outcomes and age, sex, and the language. Hassaskhah and Vahabi (2010) showed age was a determining factor in learners' reasons for their language learning successes or failures. From this perspective, the researchers hypothesize that there might be a difference in attribution patterns of students coming from different socio-economic backgrounds, namely, low-, high-, mid-, and rural students. To our knowledge, no study of this type has been conducted. Thus this aspect of attribution theory seems promising as an area for research in learning foreign languages. Moreover, no comprehensive study has been undertaken to determine to what students, in language classes attribute their successes and failures in the high schools of Iran. Therefore, the present study aims to investigate to what reasons Iranian high school learners from low, mid, and high-socioeconomic backgrounds, and rural areas attribute their successes and failures in learning a foreign language. Besides, the role of gender is investigated to see whether it is a contributory factor.

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Theoretical Framework

Attribution theory developed within the constructivist framework. According to constructivism, individuals are actively engaged in constructing meaning and making sense of the world. A constructivist approach to learning favors the idea that learners are not passive recipient of knowledge; rather, the process of the construction of knowledge happens as a result of the interaction between the individuals' pre-existing knowledge and beliefs and the information and ideas that they obtain form the environment. Considering learning as an active process requires the learner exert effort. This in turn needs motivation (Palmer, 2005). Attribution theory, as Dornyei (2005) argues, has become one of the influential theories in academic motivation. The way attributions affect the learners' motivation can be explained by the nature of attributions.

Weiner (1979, 1980, 1986) identified four principal causes influencing attributions for perceived success and failure in life: a) ability, b) effort, c) task difficulty, and d) luck. Wiener (1986) also identified three dimensions for attributions: locus of control, stability, and controllability. Therefore, individuals may perceive these causes to be internal versus external; or they may believe that the reasons change over time or they remain stable. Likewise, attributers may believe they can have control over the causes or they cannot control them. The attribute dimensions of the above four main causes have been generally analyzed as follows: Ability is an internal, stable, and relatively uncontrollable factor. Task difficulty is an external, stable, and uncontrollable element. Effort is an internal, unstable, and controllable factor. And, luck is an external, unstable, and relatively uncontrollable cause.

The importance of attributions and their dimensions is in how they influence one's cognition and behavior. For instance, if one believes luck is the 'primary' factor affecting a success or failure, one will probably not be motivated to make more effort on future occasions because luck is generally perceived as unstable and uncontrollable in nature. Likewise, if an individual believes 'ability' is the stronger factor in his/her past failure he/she may be less motivated because it is perceived to be an uncontrollable factor. On the other hand, effort is considered as a positive attribution because it is an internal, unstable, and controllable factor (Jarvis, 2005), and research has shown a positive relationship between effort attribution and academic achievement (Lei & Qin, 2009, Yates, 2002).

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Heider (1985) called attribution theory a "naïve" psychology because, first the explanations for the causes of events are given by people themselves; second the explanations might be valid. However, even invalid attributions can affect individuals' performance. This highlights the important role that teachers play in overriding the negative effect of less desirable attributions. For example, Sutherland and Singh (2004) recommended that teacher give more opportunities to students for answering questions, praise students for correct answerers, and instruct students, by proving a model on how to tackle difficult tasks.

Moreover, attribution theory has been shown to be of potential importance in the realm of language learning. Researchers in the field of second or foreign language learning have made limited use of attribution theory. Among the studies done is the research conducted by Pishghadam and Motakef (2011), who investigated the attribution patterns of Mashhadi high school students, reporting that the explanations they gave for their language achievements varied among the students from different majors. Similarly, Pishghadam and Modarresi (2008) designed, validated, and applied a questionnaire to the students of Ferdowsi University of Mashhad. The results of their study revealed that out of four subscales (emotion, intrinsic motivation, language policy, and self-image) the students attributed their perceived success and failure more to intrinsic motivation and language policy. In the same vein, a recent study into attributions of English language learners in Iran (Pishghadam & Zabihi, 2011) manifested there was a significant positive relationship between attribution of effort and foreign language achievement. Furthermore, the study showed the students who scored higher in their test tended to relate doing well to stable and personal factors. In another study, the relationship between age and attributions was investigated by Hassankhah and Vahhabi (2010) in private language institutes in Iran. The findings showed that age factor affected learners' beliefs about language achievement. Moreover, all three age groups (children, teens, and adults) blamed lack of effort as the most important reason for their poor performance. In a similar vein, Williams et al. (2004) examined attribution patterns of high school students. The students were boys and girls of different age groups. The languages they studied were also considered. They reported that obvious variations emerged among different language groups; all students inclined to cite internal reasons more than twice as many as external ones. Moreover, the results of their study showed that unlike boys who inclined to view themselves as the cause of their *success*, girls were more likely to feel responsible for their *failures*. Hsieh and Schallert (2008)

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also found ability attribution as a strong predictor of foreign language achievement. They suggested that students' attributions seemed to be positive.

Purpose of the Study

As noted earlier, language learners' attributions have a very important effect on their language achievements. However, it seems that research on the language learners' attributions in the high schools of Iran has been ignored by attribution researchers. Moreover, as Williams et al. (2004) believed, students from the same mindset may have a 'shared discourse', regarding their beliefs about the reasons of their achievements. Therefore, it is likely that the attributional patterns of the students vary based on their socio-economic backgrounds and their gender. Given the importance of knowing the differences of attributional patterns among students in order to provide appropriate feedback, the researchers aim to address the following questions:

Q1: To what factors (Emotions, Self-image, Intrinsic Motivation, and Language Policy) do high school students attribute their successes and failures in Iranian EFL context?

Q2: Are there any significant differences in attributional responses of students in Iranian EFL context based on the variable of gender?

Q3: Are there any significant differences in attributional responses of students in Iranian EFL context with respect to socio-economic background (villagers/ low, mid, and high class)?

Method

Participants

Participants were 708 fourth-grade high school students from different schools in Mashhad and some villages near Mashhad, a city in the northeast of Iran. 44.1 percent of the students were female and 55.9 percent were male whose age varied from 18 to 19 years old. The participants were students of Humanities (31.8%), Sciences (37.6%), and Math (30.6%). In order to gather the data, the researchers, first, referred to the Education Organization of Khorasane Razavi Province. It has to be noted that students were classified into four groups by the organization, based on the district in which they studied: students coming from low-, mid-, and high-socio-economic status backgrounds, and rural students. Therefore, the researchers

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were introduced to seven departments of education based on the aforementioned classification. Some schools were introduced to the researchers to administer the questionnaires. The schools were located in the non-affluent education districts (districts 1 and 5), affluent education districts (district 3 and parts of district 4), middle-affluent education districts (parts of districts 6, and 7, and district 2), and rural districts (Ahmad Abad, Razaviye, and Tabadkan located in different geographical directions of Mashhad). All students learned English for seven years at school, and at the time of the survey, they spent four hours a week learning English. 38.3 percent of the participants reported that they had studied English at private English classes. These students came from different socioeconomic backgrounds: High (N=214), Mid (N=220), Low (N=156), and Rural (N=118).

Instrumentation

Students' attributions were measured using a questionnaire called "Attribution Theory for Foreign Language Learners Questionnaire"–hereafter ATFLL--(see Appendix). The questionnaire was designed and validated by Pishghadam and Modarresi (2008), which consists of 30 items ranging from strongly agree to strongly disagree. They reported the total reliability of .83 for the questionnaire. The results of factor analysis indicated that the questionnaire measures 4 constructs as *Emotions, Self-image, Intrinsic motivation, and Language policy*. In this study, the total reliability of the questionnaire, estimated via Cronbach' alpha, was 0.79.

Procedure

The data were obtained during fall and winter of 2010 and 2011 academic years. The questionnaire was presented to students during class hours by prior arrangement with the teachers. In order to receive the reliable data, the researchers shortly introduced the participants to the purpose of the research and assured them that confidentiality and anonymity considerations would be observed. Administration lasted approximately 10-15 minutes for the measure.

All of the statistical analyses were performed with SPSS V. 16.0 and the alpha level was set at $p< .05$. To investigate the normality of the distribution descriptive statistics (mean, standard deviation and standard error of mean) were employed. In order to determine to what factors (Emotions, Self-image, Intrinsic Motivation, and Language Policy) the participants, as whole, attributed their success and failures, as perceived by themselves, descriptive statistics was applied to the data. Moreover, Independent Sample t-test, and One-way ANOVA were respectively conducted to

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evaluate the degree to which the participants' attributions vary regarding the gender and students' socio-economic backgrounds.

Results

As it was mentioned before, the ATFLL questionnaire used in this study, measures four attribution factors, namely, Emotions, Self-image, Intrinsic Motivation, and Language Policy. The first research question is to what factors high school students, as a whole, in Mashhad and some villages around Mashhad attributed their successes and failures in the English language classes.

The results of descriptive statistics showed that students attributed their successes and failures more to intrinsic motivation (mean: 3.95) and self-image (mean: 3.46). As can be seen in Table 1, the pattern of attribution for students from the most to the least is as follows: 1) intrinsic motivation (mean: 3.95), 2) self-image (mean: 3.46), 3) emotions (mean: 2.56), and 4) language policy (mean: 2.41).

Table 1
The Means of Factors Obtained from Descriptive Statistics

Variables	N	Mean	Std. Deviation
emotions	708	2.5632	.80519
self-image	708	3.4671	.75460
intrinsic motivation	708	3.9557	.67265
language policy	708	2.4121	.78594
Valid N (listwise)	708		

In order to determine if the differences among means are significant or not, multivariate tests (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, Roy's Largest Root) were applied to the data. The results showed that the differences among means are statistically significant (see Table 2).

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Table 2
Multivariate Tests for the Significance of Differences among the Means of Variables (Emotions, Self-image, Intrinsic Motivation, and Language policy)

Variables		Value	F	Hypothesis df	Sig.
EMOTIONS	Pillai's Trace	.715	590.784(a)	3.000	.000
SELFIMAGE	Wilks' Lambda	.285	590.784(a)	3.000	.000
INTRINSIC	Hotelling's Trace	2.514	590.784(a)	3.000	.000
LANGAUGE	Roy's Largest Root	2.514	590.784(a)	3.000	.000

To answer the second research question i.e., if there is any significant difference between females and males' attributions for their perceived success and failures, an Independent Sample t-test was conducted to the data. The result shows that gender played no significant role in the variables under investigation (emotion: t=-.142, p>.05; self-image: t=.-.457, p>.05; intrinsic motivation, t=1.631, p>.05; language policy, t= 1.319, p>.05) (see Table 3).

Table 3
The Results of Descriptive Statistics for Gender and ATFLL Factors

Variables	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
emotions	-.142	706	.887	-.00865	.060
self-image	-.457	706	.648	-.02614	.057
intrinsic motivation	1.631	706	.103	.08294	.050
language policy	1.319	706	.188	.07840	.059

In order to investigate if there is any significant difference among the four groups, i.e., students coming from the low-, mid- ,and high socio-economic backgrounds, and the rural students in ascribing their successes and failures to the ATFLL factors, i.e., Emotions, Self-image, Intrinsic Motivation, and language Policy, one-way ANOVA was employed. The ANOVA test indicated that socio-economic background played a significant role in students' attribution, as the

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findings are statistically significant for all ATFLL factors i.e., emotions (F= 5.57, $p< .05$), self-image (F=3.26, $p< .05$), intrinsic motivation (F=3.26, $p< .05$), and language policy (F=5.84, $p< .05$) (see Tables 4, 6, 8, 10).

Table 4
Results of One-way ANOVA for Socio-economic Background and Emotions

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.642	3	3.547	5.578	.001
Within Groups	447.723	704	.636		
Total	458.366	707			

As Table 4 shows, there is a significant difference among different socioeconomic backgrounds considering emotions (F= 5.57, $p< .05$). Given significant differences, post hoc Tukey was employed to locate the differences among means. Tukey post hoc testing (Table 5) revealed that students coming from high socio-economic background more than rural students and rural students more than students from low socio-economic background attributed their successes and failures in English learning to emotions.

Table 5
Tukey HSD for Socio-economic Background and Emotions

socioeconomic background	N	Subset for alpha = 0.05		
		1	2	3
Low	156	2.3875		
Rural	118	2.4473	2.4473	
Mid	220		2.6303	2.6303
High	214			2.6864
Sig.		.904	.157	.919

High > Rural > Low

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As Table 6 reveals, there is a significant difference among students from different socioeconomic backgrounds considering self-image (F=3.26, $p< .05$).

Table 6
Results of One-way ANOVA for Socio-economic Background and Self-image

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.525	3	1.842	3.266	.021
Within Groups	397.057	704	.564		
Total	402.582	707			

To further analyze the data to locate the differences among means, Tukey post hoc testing was conducted. The results (Table 7) showed that high socio-economic students compared to low socio-economic ones made more self-image attributions.

Table 7
Tukey for Socio-economic Background and Self-image

Socioeconomic background	N	Subset for alpha = 0.05	
		1	2
Low	156	3.3636	
Mid	220	3.4326	3.4326
Rural	118	3.4368	3.4368
High	214		3.5947
Sig.		.811	.202

High > Low

As Table 8 exhibits, there is a significant difference among different socioeconomic backgrounds considering attributing their successes and failures to intrinsic motivation (F=3.147, p< .05).

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Table 8
Results of One-way ANOVA for Socio-economic Background and Intrinsic Motivation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.233	3	1.411	3.147	.025
Within Groups	315.658	704	.448		
Total	319.891	707			

The results of Tukey post hoc testing indicated that rural students more than students from middle socio-economic background attributed their successes and failures to intrinsic motivation (see Table 9).

Table 9
Tukey for Socio-economic Background and Intrinsic Motivation

Socioeconomic background	N	Subset for alpha = 0.05	
		1	2
Mid	220	3.8727	
Low	156	3.9071	3.9071
High	214	4.0101	4.0101
Rural	118		4.0763
Sig.		.242	.099

Rural > Mid

As Table 10 illustrates, there is a significant difference among different socioeconomic backgrounds considering language policy ($F=5.848$, $p<.05$).

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Table 10
Results of One-way ANOVA for Socio-economic Background and Language Policy

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.618	3	3.539	5.848	.001
Within Groups	426.096	704	.605		
Total	436.714	707			

Tukey post hoc testing (Table 11) illustrated rural students more than other three groups made language policy attributions.

Table 11
Tukey for Socio-economic Background and Language Policy

Socioeconomic background	N	Subset for alpha = 0.05	
		1	2
high	214	2.3037	
mid	220	2.3761	
low	156	2.4167	
rural	118		2.6695
Sig.		.549	1.000

Rural > Low, Mid, High

Discussion

Using the framework of attribution theory, this study aimed at answering three research questions, which were already mentioned. Regarding the first research question, the data from descriptive statistics demonstrated that, as a whole, intrinsic motivation (or lack of it) seems to play the most significant part as a reason for successes and failures, regardless of the learners' gender or their socio-economic backgrounds. This finding is supported by Pishghadam and Modarresi (2008) who suggested that Iranian university students from various majors and of both gender mostly ascribed their successes and failures in language learning to intrinsic

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motivation. Also, the present finding agrees with Weiners' (1992) suggestion that intrinsic motivation is crucial in learners` attributions. In addition, the results coincide with those obtained by McQuillan (2000) and Tse (2000) who considered motivation as one of the most common explanations of foreign language learners' achievements.

Intrinsic motivation is an internal and unstable factor over which the learner can have control. As Weiner (1985) proposed, as long as failure is concerned, it is better to make internal, unstable, and controllable attributions for better performance, provided that the unstable factor is changed. However, if the person ascribes failure to an internal and stable factor, it is less likely that future learning experiences will be much productive. Moreover, a closer scrutiny of the data reveals that students scored highest in their intrinsic motivation. This seems promising since it is a well-established belief among many researchers that motivation is one of the most important affective factors accounting for successes and failures when learning a second language (Ellis, 1994).

In the same vein, self-image is the mostly cited explanation of high school students for their language learning outcome. Ascribing language achievements to self-image seems to be a healthy attribution for some reasons. First, like intrinsic motivation, self-image is an internal, unstable and controllable factor. Second, because of the close relationship between self-image and emotions, if students view themselves capable of performing language learning tasks successfully, this has the effect of decreasing negative feelings and a good source for efficient work on the language (Arnold, 2007). Furthermore, Dornyei (2005) argues that learners holding positive view of themselves are more likely to perform better in school. Self-image is also closely related to the concept of self-esteem. Likewise, there is a plethora of research showing a positive relationship between self-esteem and language performance (e.g. Hayati & Ostadian, 2008; Horwitz, 2008).

Regarding the second question, no significant differences were found in the way in which female and male students made sense of their perceived successes and failures in learning a foreign language. This finding is partly in line with that obtained by Williams et al. (2004) regarding girls' and boys' attribution to the role of peer group in their foreign language achievements; however, much of the previous research commonly reported differences in the attribution responses of both sex. For instance, in the area of language learning, Peacock (2009) reported

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significant differences between males and females. Moreover, findings obtained from the attributional research (Austin, 1995; Chedzoy & Burden, 2009; Gaeddert, 1987; Little, 1985; Marsh, 1986; Nelson & Cooper, 1997; Pintrich & Schunk, 2002; Ryckman & Peckham, 1987; Vispoel, Farmer, & Vispoel, 1990) in other domains, found connections between attributions and gender. As Williams et al. (2004) argued, attributions are likely to be context and subject specific, and attribution researchers need to be careful about generalizing the findings of studies from one domain to other domains. Thus, it is likely that Mashhadi female and male high school students attributed their language achievements to similar factors. One possible line of explanation for this finding lies in heterogeneity of both gender with respect to socio-economic factors.

With regard to the third research question, i.e., the attribution patterns among students from different socio-economic backgrounds, very interesting results emerged. The results of the study indicated that the learners coming from high socio-economic background, compared with the other three groups, related their successes and failures mostly to Emotions. It has to be mentioned that the factor of Emotions is measured by items one to nine of the questionnaire. These items measure the learners' emotional factors, regarding being displeased, disappointed, unsatisfied, neglectful, displeased with the families' lack of emotional support, frustrated, dissatisfied with the teachers' lack of knowledge, and being discontented. Since the items of the questionnaire were on a 5-point Likert scale ranging from 'strongly agree' (1) to 'strongly disagree'(5), the higher scores students obtained from this factor, the more they attributed their successes and failures to positive emotions. Language class hours are almost nothing compared to the connection they have with the English language outside the walls of school classes. As the data from descriptive statistics revealed, most of these students (80%) participate in private language classes where language materials are attractive. Support from the claim comes from Pishghadam and Modarresi (2008) who suggested the texts used in the informal context of language education have employed new findings in the field of language learning which address learners' needs and interests. Moreover, private language classes, compared with EFL classes at schools, enjoy smaller number of students which makes it possible to adopt more humanistic and communicative approaches to class activities, such as pair work and group work. As Williams and Burden (1997) argued, the more students are engaged in class activities, the more they develop positive attitudes towards learning. Besides, less teacher-centered classes lead to a close, positive,

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emotional and interactive relationship among language learners themselves, and their teachers, and as research shows positive class atmosphere enhances positive emotions towards learning (Aboudan, 2009) Also, most of the students from high socio-economic status backgrounds have access to satellite television, English language films, and music. Therefore, all the aforementioned factors explain the reason why these students have developed a positive emotional relationship regarding learning of a foreign language.

On the other hand, students from low socio-economic background less than the other three groups attributed their language outcomes to emotions. Unlike the learners from high socio-economic background, these learners do not participate in private language classes much (10%). Thus, it is recommended that teachers establish positive atmosphere in these language classes. Moreover, teachers can devise language activities which are interesting for the students.

As for the second ATFLL factor, self-image, once again students from high socio-economic background, more than the other three groups, explained their language outcomes in terms of this factor. It seems that these students have evaluated their abilities regarding language learning positively and they have developed this perception gradually by interacting with different sources of language, which they have access to as we talked about them in details above. Moreover, the results of the study showed that there is a significant difference between this group and the students from low socio-economic backgrounds with respect to their attributions to self-image. These students scored the least in ascribing their language achievements to self-image. Thus, they do not seem to have positive view of themselves regarding language learning.

Regarding attribution to intrinsic motivation, there is a significant difference between rural students and middle class students. The obtained result showed that rural students, compared to middle class students, ascribed their success and failures more to intrinsic motivation. Attribution for success and failure to intrinsic motivation does not seem to be a negative one since it is internal, unstable, and controllable factor.

The last issue deals with language policy. Rural students ascribed their success and failure in language learning more than the other three groups to language policy. It is an external, stable cause over which learners have no control.

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However, as Jarvis (2005) argued, interpretation of learners' attributions must be approached and treated cautiously. As explained earlier, the only source of English rural students have access to, is the one existing at schools; hence, they do not have a better model to compare with. Also a close look at the data shows that rural students do not hold negative attitude towards language policy. Therefore, holding optimistic thoughts might help students in their language achievement, despite deprivation they are faced.

On the whole, Mashhadi EFL high school students do not seem to adopt unhealthy attributional style. However, as it was discussed before, the students from low socio-economic status backgrounds attributed their language outcomes to less positive emotions and self-esteem, compared with the other students. This seems rather alarming, calling the educators and teachers' attention to their problem.

This study is carried out in Mashhad` s cultural context; in order to generalize the results of the study to a larger EFL context, it is suggested that it is replicated in the other cities of Iran to see to what factors high school students ascribe their language outcomes. Furthermore, it is recommended that other researchers replicate the study by using other instruments that measure more attribution variables. Finally, we believe that the research can be done on junior students to find out to what factors these learners attribute their learning successes and failures, as they are generally in the early stages of learning a foreign language to ensure if they are making healthy attributions.

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Appendix

Attribution Theory for Foreign Language Learners (ATFLL) Questionnaire

سن دقیق　　جنسیت　　رشته تحصیلی

آیا تا کنون در مدارس زبان شرکت کرده اید؟

آیا به جز زبان انگلیسی زبان دیگری می دانید؟

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۱. کاملا موافقم ۲. موافقم ۳. نظری ندارم ۴. مخالفم ۵. کاملا مخالفم

۱	فکر میکنم به اندازه کافی برای یادگیری زبان وقت نگذاشته ام.					
۲	خیلی دلم میخواهد زبان یاد بگیرم ولی سخت است.					
۳	از پیشرفت خودم در یادگیری زبان راضی نیستم.					
۴	احساس می کنم در یادگیری زبان کوتاهی کرده ام.					
۵	اگر در خانواده ام به زبان انگلیسی اهمیت بیشتری داده شود من هم زبان را یاد می گیرم.					
۶	احساس میکنم به خاطر روشهای نادرست تدریس نسبت به یادگیری زبان سر خورده شده ام.					
۷	فکر می کنم معلمان به خوبی در من ایجاد انگیزه نکرده اند.					
۸	اگر زبان را یاد نمی گیرم به خاطر این است که تا کنون مدرس زبان خوبی نداشته ام.					
۹	برای دستیابی به موفقیت در یادگیری زبان آنطور که دلم میخواهد تلاش نکرده ام.					
۱۰	احساس میکنم نمی توانم زبان انگلیسی را یاد بگیرم.					
۱۱	برداشتم از واکنش سایرین این است که فردی بی استعداد هستم.					
۱۲	فکر میکنم درست وقتی بلد نیستم معلم از من میپرسد.					
۱۳	در یادگیری زبان به خوبی از عهده تکالیفم بر نمی آیم.					
۱۴	فکر میکنم هنگام بادگیری اشتباهاتم زیاد است.					
۱۵	فکر میکنم بیش از این توان یادگیری زبان را ندارم.					
۱۶	وقتی از عهده انجام تکالیفم بر نمی آ یم بخت و اقبالم را سرزنش میکنم.					
۱۷	فکر میکنم انرژی ام را بیهوده صرف یادگیری زبان کرده ام.					
۱۸	هر گاه در یادگیری زبان با واکنش منفی از سوی معلم رو به رو میشوم احساس نا امیدی میکنم.					
۱۹	احساس میکنم نسبت به یادگیری زبان بی انگیزه شده ام.					
۲۰	از مشارکت در فعالیت های زبانی احساس نگرانی می کنم.					
۲۱	من برای یادگیری زبان سخت کار می کنم.					
۲۲	متاسفانه در کشوری زندگی میکنم که در آن زبان انگلیسی صحبت نمی شود.					
۲۳	علاقه خاصی به زبان انگلیسی دارم.					

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۲۴	فکر میکنم یادگیری زبان انگلیسی بیشتر از هر زبان دیگری حائز اهمیت است.					
۲۵	پیشرفت در یادگیری زبان به خاطر خودم است نه به خاطر افراد یا شرایط دیگر.					
۲۶	وقتی خودم از عهده انجام تکالیف سخت زبان بر می آیم لذت میبرم.					
۲۷	فکر می کنم تدریس زبان در مدارس یاد گیری آن را دشوار نموده است.					
۲۸	به نظر من از طریق مکالمه زبان را راحتتر میتوان یاد گرفت.					
۲۹	با اینکه میدانم توانائی صحبت کردن در زبان انگلیسی ر دارم ولی در کلاس صحبت نمی کنم.					
۳۰	فکر میکنم کتابهای زبان تالیف داخل کشور خشک و خسته کننده هستند.					

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