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Motivation and attitude of English language learning among students (Case study: Mashhad University of Medical Sciences and Ferdowsi University)

Background: Today, learning English is an undeniable necessity because English is the language of science and the training of different disciplines at higher levels and science production is done in English. Motivation is a variable that is considered as a fundamental pillar in the learning category.

Methods: In this cross-sectional study, 607 students of Mashhad University of Medical Sciences and Ferdowsi University from faculties of Health, Nursing and midwifery, paramedical, medicine, dentistry, pharmacy, agriculture, geological, veterinary, and biology who were studying in the third semester were studied during the academic year of 2018-2019. In this study, the faculties of Mashhad University of Medical Sciences and Ferdowsi University were selected using a stratified sampling method. In addition, the motivation and attitude of the English language Learning (Gardner) questionnaire was used in the present study.

Results: The mean score of total attitude and knowledge in Ferdowsi University was 109.29 ± 16.04 , and in the University of Medical Sciences it showed that 108.91 ± 17.39 . 2.1% of the students had poor motivation and attitude, while it was medium in 24.7%, good in 64.7% of students, and 8.4% had a very good motivation and attitude to learn. By assessing the scores of attitude and motivation, it was demonstrated that the students had a positive attitude towards the language; however, the motivation of language was not favorable among students. There was a significant relationship between students' motivation and their educational level ($P < 0.05$); however, the students with higher educational levels were more motivated. There was no significant difference between students' motivations of two universities. No significant relationship could be observed between motivation and major, native status, age, as well as gender ($P > 0.05$).

Conclusion: The students of two universities, without significant differences, had a good attitude toward language learning. However, the motivation score was not as desirable. Not using the main books and resources of language, inappropriate employment or lack of employment, and economic difficulties were considered as motivational barriers.

Keywords: Motivation, Attitude, English Language, Language Learning, Medical Student

انگیزش و نگرش یادگیری زبان انگلیسی در بین دانشجویان (مطالعه موردی: دانشگاه علوم پزشکی و فردوسی مشهد)

زمینه و هدف: امروزه یادگیری زبان انگلیسی یک ضرورت انکار ناپذیر است زیرا زبان انگلیسی زبان علم است و آموزش رشته های مختلف در سطوح عالی و تولید علم، به زبان انگلیسی صورت می گیرد. انگیزه متغیری است که در مقوله یادگیری از آن به عنوان یک رکن اساسی یاد می شود.

روش: در این مطالعه توصیفی- مقطعی ۶۰۷ نفر از دانشجویان دانشگاه علوم پزشکی فردوسی مشهد در طی سال تحصیلی ۹۸-۱۳۹۷ به روش طبقه ای خوشه ای مورد بررسی قرار گرفتند. بدین منظور از پرسشنامه انگیزش و نگرش یادگیری زبان انگلیسی (گاردنر) استفاده گردید. پرسشنامه های مذکور توسط دانشجویان دانشکده های بهداشت، پرستاری و مامایی، پیراپزشکی، پزشکی، دندانپزشکی، داروسازی، کشاورزی، زمین شناسی، دامپزشکی و زیست شناسی با شرط گذراندن دو ترم تحصیلی در مقطع کارشناسی و پزشکی عمومی و کارشناسی ارشد تکمیل گردید.

یافته ها: میانگین نمره کل نگرش و آگاهی در دانشگاه فردوسی برابر با 16.04 ± 109.29 و در دانشگاه علوم پزشکی برابر با 17.39 ± 108.91 بوده است. ۲.۱٪ از دانشجویان انگیزه و نگرش ضعیف، ۲۴.۷٪ متوسط، ۶۴.۷٪ خوب و ۸.۴٪ از انگیزه و نگرش بسیار خوبی برای یادگیری برخوردار بودند. بین انگیزه دانشجویان و مقطع تحصیلی آن ها ارتباط معنی داری وجود داشت ($P < 0.05$). دانشجویان مقاطع بالاتر از انگیزه بیشتری برخوردار بودند. بین انگیزه و رشته تحصیلی، وضعیت بومی، سن و جنس ارتباطی وجود نداشت ($P > 0.05$).

نتیجه گیری: با بررسی تفکیکی نمره نگرش و انگیزش، دانشجویان دو دانشگاه بدون وجود تفاوت معنی داری- از نگرش خوبی نسبت به یادگیری زبان برخوردار بودند. این درحالیست که نمره انگیزش در حد مطلوب نبوده است. استفاده نکردن از کتاب و منابع زبان اصلی، اشتغال نامناسب یا عدم اشتغال، مشکلات اقتصادی و ... می تواند از موانع انگیزشی زبان آموزی باشد.

واژه های کلیدی: انگیزش، نگرش، زبان انگلیسی، زبان آموزی، دانشجویان علوم پزشکی

الدافع و الموقف من تعلم اللغة الإنجليزية بين الطلاب (دراسة حالة: جامعة العلوم الطبية وجامعة فردوسی (للعلوم غیر الطبیه) فی مدینة مشهد)

الخلفية: يعد تعلم اللغة الإنجليزية اليوم ضرورة لا يمكن إنكارها لأنها لغة العلم و تدريب التخصصات المختلفة على المستويات العليا و يتم إنتاج العلوم بها. الدافع هو متغير يعتبر ركيزة أساسية في فئة التعلم.

الطرق: في هذه الدراسة المقطعية، كان 607 طالباً من جامعة مشهد للعلوم الطبية وجامعة الفردوسي من كليات الصحة و التمريض و القبالة و الطب و الطب المساعد و طب الأسنان و الصيدلة و الزراعة و جتولوجيا و الطب البيطري و بيولوجيا ممن كانوا يدرسون في المرحلة الثالثة. تمت هذه الدراسة التي اجريت خلال العام الدراسي 1397-1398 هجرياً شمسياً باستخدام طريقة أخذ العينات الطبقة و الدافع و الموقف من استبيان تعلم اللغة الإنجليزية (Gardner).

النتائج: كان متوسط الدرجة الكلية للموقف و المعرفة في جامعة فردوسي 16.04 ± 109.29 ، و في جامعة العلوم الطبية 17.39 ± 108.91 . 2.1% من الطلاب لديهم حافز ضعيف و موقف ضعيف، بينما كان ذلك متوسط في 24.7% و جيد في 64.7% من الطلاب، و 8.4% كان لديهم دافع جيد للغاية و سلوك للتعلم. من خلال تقييم درجة الموقف و التحفيز، كان لدى الطلاب موقف إيجابي تجاه اللغة، لكن الدافع اللغوي لم يكن موافقاً بين الطلاب. كانت هناك علاقة معنوية بين دافعية الطلاب و مستواهم التعليمي ($P < 0.05$) و كان الطلاب ذوي المستويات التعليمية العليا أكثر تحفيزاً. لم يكن هناك فرق كبير بين دوافع الطلاب في جامعتين. لا يمكن ملاحظة أي علاقة ذات دلالة إحصائية بين الدافع مع مجال الدراسة و الوضع السكني الأصلي و العمر و الجنس ($P > 0.05$).

الخلاصة: كان لدى طلاب جامعتين، دون اختلافات كبيرة، موقف جيد تجاه تعلم اللغة. و مع ذلك، فإن درجة التحفيز لم تكن مرغوبة. يمكن اعتبار عدم استخدام الكتب و الموارد الخاصة باللغة الرئيسية أو التوظيف غير الملائم أو نقص العمالة و الصعوبات الاقتصادية و ما إلى ذلك من الحواجز التحفيزية أمام تعلم اللغة.

الكلمات المفتاحية: الدافع، الموقف، اللغة الإنجليزية، تعلم اللغة، طالب الطب.

یونیورسیتی طلباء کو انگیزی کی تعلیم کا شوق دلانا اور اس سلسلے میں ان کی نظر۔ یہ تحقیق مشهد میں یونیورسٹی آف میڈیکل سائنس اور فردوسی یونیورسٹی کے بارے میں کی گئی

بیک گراؤنڈ: آج کی دنیا میں انگیزی سیکھنا ایک ناقابل انکار حقیقت ہے۔ کیونکہ انگیزی سائنس کی زبان ہے اور اسی زبان میں اعلیٰ تعلیم دی جاتی ہے جبکہ اسی زبان کے سہارے سائنس کے مختلف شعبوں میں ترقی کی جاتی ہے۔ شوق یا محرکات ایک عنصر ہے جس کو تعلیم حاصل کرنے کے میدان میں بنیادی رکن کہا جاتا ہے۔

روش: اس تحقیق میں مشهد یونیورسٹی آف میڈیکل سائنس اور فردوسی یونیورسٹی کے چھ سو طلباء نے شرکت کی۔ ان طلباء کا تعلق طب، نرسنگ، مڈوائفری، پیرا میڈیکس، ڈینٹل میڈیسن، ادویہ سازی، زراعت، علم الارض، ویتیرنری میڈیسن، اور بائیولوجی سے تعلق تھا۔ ان ہی طلباء نے تحقیق کے لئے انگیزش سیکھنے کا شوق دلانے اور اس سلسلے میں طلباء کے نظریات کے لئے انگیزی کا سوالنامہ (گاردنر) تیار کیا۔ البتہ ان طلباء کو جنرل میڈیسن، پوسٹ گریجویٹ کے دو ترمز بھی گذارنے پڑے۔

نتیجے: فردوسی یونیورسٹی میں انگیزی پڑھنے کا شوق اور اس سے آگہی کی شرح اک سو نو اعشاریہ دو نو تھی جبکہ مشهد یونیورسٹی آف میڈیکل سائنس میں ایک سو آٹھ اعشاریہ نو ایک تھی۔ دو اعشاریہ ایک فیصد طلباء نے شوق تھا نہ آگہی تھی۔ چوبیس اعشاریہ سات فیصد طلباء نے متوسط زمرے میں آئے تھے جبکہ چونسٹھ اعشاریہ سات فیصد طلباء میں انگیزش سیکھنے اور اس سے آگہی کا شعور اچھا تھا جبکہ آٹھ اعشاریہ چار فیصد طلباء میں انگیزش پڑھنے اور اس سے آگہی بہت ہی اچھی تھی۔ اونچی کلاسوں کے طلباء میں انگیزی پڑھنے اور اس کا شعور بہتر دیکھا جاسکتا تھا۔ دیگر عوامل جیسے طلباء کا مقامی ہونا، عمر اور جنس کوئی خاص معنی نہیں رکھتے تھے۔

سفرش: ان دو یونیورسٹیوں کے طلباء کی جانب سے انگیزی پڑھنے اور اس کا شوق رکھنے میں کوئی خاص فرق نہیں تھا جبکہ اس کا شعور بہتر دیکھا گیا تھا۔ اصلی زبان میں منابع و ماخذ کے مطالعے کا فقدان نامناسب کام یا بے روزگار ہونا اقتصادی مشکلات جیسے مسائل انگیزی نہ پڑھنے کا سبب بن سکتے ہیں۔

کلیدی الفاظ: شوق، انگیزی، زبان، سائنس

INTRODUCTION

English is an international language among the countries of the world. Today's world is the world of communication and dialogue; however, knowing the language that is shared between a non-native speaker and listener is very important. English is a language through which many scholars and scientists share their knowledge, therefore knowing English by students and researchers is important so that they can access to the latest sciences in the world (1). The importance of learning English to access and use the world's scientific resources is clear to everyone, but despite the high importance of this skill, many students and even professors are reluctant to learn English and only they use Persian resources. Many students learn English during or before post-graduate school; however, only a limited number can use this skill to improve their academic level (2). Despite teaching English in high schools and universities, spending a lot of time and money on teaching English, has, unfortunately, no acceptable results, and sometimes the frustration arising in the educated person will make learning English difficult in next years (3). Having the right notion and attitude towards language learning is important for teachers and learners. In addition, it has a great impact on the final result of education (4). According to previous studies, it can be said that almost all over the world, people have fixed views and mental schemas about language learning, which are mostly related to views on the origin of the language, the effect of age on learning, and innate talents in language learning (5). Other studies also showed that the psychological, educational, geographical location of the place of residence, attitude, and support of parents directly affect persons' attitude to learn and determine their desire to learn (6). Regardless of the intrinsic characteristics and the place in where people live, one of the most important reasons for not paying attention to learning English is lack of motivation and sufficient knowledge, as well as lack of a proper perspective for language learning (2,7).

In examining the lack of students' motivation to learn English, emotional and personality traits were examined by many researchers (8), but since the early 1990s, Gardner and Lambert have conducted extensive research on the socio-psychological factors influencing language learning. Special attention was paid to two factors: motivation and attitude. According to some studies, the motivation variable is one of the most important factors for success in one's educational path. There is no united definition for motivation, but according to researchers, the motivation is a set of intentions that are used to achieve a certain goal according to the degree of attractiveness and importance of that goal for the individual (9). Therefore, motivation should be considered and examined as a social and psychological factor that has a tremendous impact on people's willingness to learn. In recent decades, many studies have been conducted to examine the motivation of individuals in the field of learning, especially language learning (10).

With a deeper look at the behavior of some students towards language learning, it is sometimes perceived that people have biased and stubborn behaviors towards learning a second

language. This perception is usually concluded from the level of acceptance and participation of students in the English language and free speech classes (11). According to previous studies, students are most motivated to learn a second language so that they may become successful in their future job and they may find friends from foreign countries. Of course, there are other factors that have little to do with these two motivational factors, i.e., challenging their abilities, complacency, getting acquainted with the culture and customs of other nations, etc. (12). Due to the facilities that are available for learning today (such as various educational videos, online classes, internet, books, audio files, etc.), people cannot complain about the lack of facilities and cannot consider it as the reason for the negligence of students and generations (13, 14).

Most students make a great effort to learn English before entering the university in order to get better positions, majors, and even the extra marks; however, by entering the university, most of them consider their job done and try not anymore. As a result, universities become larger schools in which the goal of the students is only to get better marks or pass exams(8). Such students do not try to challenge themselves with more and newer science and sometimes they are discouraged by their professors to use newer sources for their research studies (١٥).

According to studies, it is not possible to set a specific age for learning a second language, but most researchers believe that with age, the ability to learn and memorize decreases compared to adolescence and youth; however, this period (which is associated with the student period) is the best time for learning a second language (16).

The study of Ayati et al.(2) showed that the inclusion of general English language lessons had no effect on students' motivation and attitude towards English language. According to Malek Mohammadi (17), there is no significant relationship between gender and language learning motivation, while a statistical relationship has been observed between the major and learning motivation. Chen Jing Yu conducted a study on the motivation of learning English on 10,000 high school and college students. He stated that students' motivation and attitude toward English learning in order to better communicate with the learning environment was higher than college students (18).

In a study conducted by Dennis McInnery et al. about student learning strategies on 8,000 samples, it was found that students with stronger motivation for learning and self-concept scored better in English and math (19).

Given the high importance of learning English and its role in promoting the scientific and professional level of people, it is necessary to conduct research in the field of motivation, attitude, behavior, and biology about learning a second language to explain the reasons for people's willingness or unwillingness to learn a second language (20). In previous studies on English language learning by students, it was believed that students at the University of Medical Sciences should be more motivated to learn a second language due to higher-level courses or relatively better grades in university entrance exams (9, 21). But so far, no study has sought to compare the two universities of medical sciences and basic

sciences in Iran. As a result, the present study tries to compare the motivation and attitude of learning English in the students of these two universities.

METHODS

This descriptive cross-sectional study was conducted in Mashhad University of medical sciences and Ferdowsi University, as the reference universities in Eastern Iran, in the academic year of 2018-2019. The sampling method was stratified cluster. Each university was considered as a class and each faculty as a cluster. The faculties of Mashhad University of Medical Sciences (including health, nursing, and midwifery, paramedical, medicine, dentistry, and pharmacy) and Ferdowsi University faculties (including agriculture, geology, veterinary, and biology) were selected by simple random sampling. A number of classes were selected from each faculty according to its population and then the eligible samples were identified. The sample size was estimated to be 500 based on similar studies through the population ratio estimation formula. Before completing the questionnaires, the correct way of completing the questionnaire and the purpose of the research project were explained to the students. The inclusion criteria for undergraduate and postgraduate studies were the completion of the second semester, and the exclusion criteria were the study at Ph.D. and Professional Doctorate. The questionnaire used in this study is Gardner's attitude and motivation test questionnaire, which its validity and reliability have been measured on 245 samples in the study conducted by Ghorban Dordinejad (22). This questionnaire is an integrated socio-educational model which is measured by integration through the dimensions of "attitude to the importance of

language learning", "parents' motivation for children's English learning", "motivation to learn the language", and "Attitudes toward the origin of the language in question".

Dimensions 2 and 3 measure the axis of motivation, and dimensions 1 and 4 measure the axis of attitude. Out of 37 known questions of the questionnaire, 14 questions were related to the "attitude of the importance of learning a foreign language"; 7 questions were related to the "parent's motivation for children's English learning"; 6 questions were related to the motivational inclination to learn a foreign language, and 5 questions were related to the comprehensive attitude to learning a foreign language.

For statistical data analysis, SPSS software version 18 with a significance level of 0.05 was used. Mean and standard deviation were used for descriptive analysis. Kolmogorov-Smirnov test ($P = 0.119$) was used to determine the distribution of quantitative variables and data analysis. The Independent T-test was used to compare the means between the two groups and the Chi-square test was used to compare the qualitative variables.

RESULTS

In this study, 607 students of Mashhad University were surveyed in terms of motivation and attitude towards English learning. The age of participants was 18 to 47 years, and the mean age was 21.33 ± 3.22 . 90.8% of students were studying in undergraduate and medical courses (pharmacy, dentistry, and medicine), and 8.2% were studying for a master's degree. 34.3% of the participants in the study were male, and 81.4% of the students were single (Table 1).

The mean total score of motivation and attitude in Ferdowsi University was 109.29 ± 16.04 , and in University of Medical

Table 1. Frequency distribution of demographic variables

Variable	Ferdowsi University		University of Medical Sciences			
	Frequency	Percentage	Frequency	Percentage		
Gender	Male	127	41.6	Male	81	26.8
	Female	178	58.4	Female	221	73.2
Marital status	Single	256	83.9	Single	238	78.8
	Married	49	16.1	Married	64	21.2
Educational level	undergraduate	270	88.5	undergraduate	281	93
	Post-graduate	35	11.5	Post-graduate	21	7
Housing situation	Native	203	66.6	Native	145	48
	Non-native	103	33.4	Non-native	157	52
Employment status	Employed	62	20.3	Employed	48	15.9
	Unemployed	243	79.7	Unemployed	254	84.1
Intention to continue education at higher levels	Yes	246	80.7	Yes	231	76.5
	No	59	19.3	No	71	23.5
Taking language courses before entering university	Yes	169	55.4	Yes	147	48.7
	No	136	44.6	No	155	51.3
Language courses at present	Yes	71	23.3	Yes	31	10.3
	No	234	76.7	No	271	89.7

Table 2. Score of motivation attitude			
	Attitude score	Motivation score	Total score of motivation and attitude score
Ferdowsi University	8.8±60.87	7.2 ±36.91	16.04 ±109.29
University of Medical Sciences	9.8±60.57	7.4±36.14	17.39±108.91
Sum (Both Universities)	9.3±60.7	7.4±36.12	16.7±109.10

Sciences was 17.39± 108.91. The lowest and highest scores that could be obtained were 37 and 148, and the range of scores obtained between the subjects was 39 to 144 respectively (Table 2). As it is obvious, there is no significant difference between the scores of students of the two universities . The results of the Independent Sample T-test showed that

there is no statistically significant difference between the mean scores of attitude and motivation with the type of university.

In the relevant questionnaire, 13 questions focus on motivation (Table 3), and 24 questions focus on attitude (Table 4) towards language learning in students.

Table 3. Average indicators of students' motivation and attitudes by university						
Motivation and attitude towards language learning		University of study				P-Value
		Ferdowsi University		University of Medical Sciences		
		Mean	Standard deviation	Mean	Standard deviation	
Motivational axis	Motivational orientation towards English learning	15.80	3.6	16.02	3.7	0.45
	Motivation of parents for children's English learning	20.28	4.4	20.11	4.5	0.63
Attitude axis	The importance of language learning	47.04	8.6	47.13	7.1	0.87
	Attitudes towards the origin of language	13.82	3.3	13.47	3.7	0.18
Sum		109.29	16.04	108.91	17.39	0.78

Table 4. Frequency distribution of students' responses to motivation questions											
Question number	Factor 2 and 3: Motivational axis				1	2	3	4	Mode	Mean	Standard deviation
	Strongly agree = 1	Agree = 2	Disagree = 3	Strongly disagree = 4							
2	I'm waiting for English class time.				160	259	154	32	2	2.09	0.85
3	I feel very comfortable when I have to speak English.				91	184	245	78	3	2.48	0.91
5	My parents try to help me in learning the language.				131	222	172	75	2	2.29	0.96
6	I prefer to spend more time in English class and less time in other classes.				89	197	256	63	3	2.48	0.87
8	My parents feel that learning a language is very important to me.				230	252	87	32	2	1.85	0.87
9	Speaking English does not bother me at all.				131	209	196	63	2	2.29	0.94
20	My parents emphasize the importance that English will have for me when I graduate.				204	234	115	49	2	2.00	0.93
21	I keep in touch with English almost every day.				85	192	253	76	3	2.52	0.88
23	My family is very interested in everything I do in English class.				137	224	188	50	2	2.22	0.91
24	If I were you, I would spend all my time learning the language.				117	184	236	68	3	2.42	0.92

Table 4. Continued											
Question number	Factor 2 and 3: Motivational axis				1	2	3	4	Mode	Mean	Standard deviation
	Strongly agree = 1	Agree = 2	Disagree = 3	Strongly disagree = 4							
32	My parents insist that I ask the teacher for help if I have a problem with English.				146	242	157	55	2	2.18	0.92
34	I try to understand everything I see or hear in English.				250	278	58	17	2	1.73	0.76
36	My parents feel that it is better for me to continue learning English throughout my university studies.				222	237	111	34	2	1.92	0.88

Table 5. Frequency distribution of students' responses to questions in the field of attitude											
Question number	Factor 2 and 3: Motivational axis				1	2	3	4	Mode	Mean	Standard deviation
	Strongly agree = 1	Agree = 2	Disagree = 3	Strongly disagree = 4							
1	Learning English is important; Because it will allow me to meet and talk to many different people.				389	195	19	3	1	3.60	0.58
4	Learning English is important; Because I will be able to communicate more easily with English-speaking people.				334	234	23	11	1	3.46	0.68
7	Learning English is really great.				320	236	30	16	1	3.41	0.73
10	I wish I could read newspapers and magazines in different foreign languages.				302	230	44	19	1	3.33	0.81
11	English speakers are very sociable and kind.				110	212	214	56	3	2.60	0.91
12	Learning English is a waste of time.				28	40	203	334	4	1.61	0.80
13	I like to learn English as much as possible.				356	201	22	15	1	3.46	0.77
14	English speakers have a lot to be proud of; Because they have offered a lot of value to the world.				126	243	178	53	2	2.71	0.90
15	Learning foreign languages is not important to me.				20	60	235	282	4	1.73	0.82
16	Studying the language is important because it will make me more literate.				320	236	31	13	1	3.41	0.73
17	Learning English is important, because it will enable me to better understand and praise the English lifestyle.				186	226	138	46	2	2.89	0.94
18	I have a strong desire to learn all aspects of the English language.				257	234	89	23	1	3.19	0.84
19	I would like to get acquainted with more English speakers.				243	261	76	24	2	3.19	0.81
22	If I want to live in a country, I will try to learn the language of that country.				321	231	34	18	1	3.40	0.74
25	I wish I spoke English fluently.				344	216	28	11	1	3.46	0.72
26	Most English speakers are kind and easy to get along with; I'm happy to be friends with them.				114	207	216	57	3	2.61	0.92
27	I enjoy meeting people who speak a foreign language.				219	277	84	23	2	3.14	0.80
28	I really enjoy learning English.				272	241	65	23	1	3.25	0.82
29	The more I know English-speakers, the more I like them				169	213	182	32	2	2.85	0.91
30	I prefer to have another language teacher.				124	195	207	81	3	2.60	0.95
31	I really like learning foreign languages.				287	234	61	25	1	3.29	0.80
33	I really like my English class, I have more English to learn in the future.				203	230	119	55	2	2.96	0.94
35	I love learning English.				323	227	36	21	1	3.40	0.75
37	I want to learn English so well that it becomes normal for me.				363	201	33	10	1	3.51	0.67

There was a significant relationship between students' motivation and attitude and their educational levels ($P=0.001$) so that students in higher educational levels had more motivation to learn English. There was a statistically significant relationship between motivation and attitude towards language learning and the intention to continue education to higher levels ($P=0.000$) so that people who wanted to continue their education had a higher score than others. There was a significant relationship between motivation and attitude score with language learning history in institutions ($P=0.000$) so that people who had not participated in language training courses in the past had better motivation and attitude than the other group. There was a significant relationship between motivation and attitude score with language learning in institutions at present ($P=0.000$) so that people who were currently attending language learning courses in institutions had better motivation and attitude towards the group compared to another group. There was no significant difference between the motivations of the students of the two universities. There was no significant relationship between motivation and attitude with major, native status, age, and gender ($P>0.05$).

DISCUSSION

According to studies, the most important factors in learning a second language are motivation and attitude. The results of the study showed that the students of the two universities had a good attitude towards language learning without significant differences. However, the motivation score was not at the desired level. 69.02% of the study participants were interested in attending English language classes, and 97.03% considered learning English important for more communication with people around the world (Tables 5 and 6). These results were consistent with the findings of the

studies conducted in Iran, Switzerland, and Turkey (7, 23, 24). However, the Benson (25) reported contradictory results, so that he stated that students considered the English learning important for a number of specific actions and did not consider other environmental applications for it other than that.

According to the results of the response to the questions related to the "attitude towards the origin of the language", it can be found that 35-40% of students have a negative attitude towards the origin of the English language, and this point may be one of the barriers to learning English among students, which is consistent with a similar study conducted in Jordan (26). There was a statistically significant relationship between motivation and attitude scores with students' educational level. However, according to the results of ANOVA statistical test, there was no relationship between faculty and major with students' motivation and attitude; these results are inconsistent with the study conducted by Gömleksiz (27) in which the engineering students and students with a background in mathematics and humanities have been investigated.

According to the present study, the level of parental encouragement in language learning has a positive effect on students' motivation and attitude, and 79.4% of subjects considered their family members as motives in language learning. This result is consistent with the study conducted by Gardner's study (28).

Koizumi's study (29) in Japan and Clement' study (30) in France showed that gender was effective in the motivation level to learn English. However, in the results of the present study, no significant difference was observed between motivation and gender.

The existence of a statistical relationship between motivation and attitude score with the educational level and the intention to continue education at higher levels may be due

Table 6. Relationship between motivation scores obtained by students of two universities with demographic characteristics

Variable	Motivation axis		Attitude axis	
Gender	Male	7.40±35.91	Male	17.6±106.05
	Female	7.31±36.22	Female	17.23±109.96
	P-value	0.61	P-value	0.64
Marital status	Single	7.20±36.26	Single	17.3±109.3
	Married	7.89±35.47	Married	17.5±107.2
	P-value	0.3	P-value	0.01
Native status	Native	7.37±36.17	Native	9.30±60.92
	Non-native	7.31±36.05	Non-native	9.42±36.05
	P-value	0.83	P-value	0.56
Employment status	Employed	7.71±36.17	Employed	8.93±61.23
	Unemployed	7.26±36.10	Unemployed	9.44±60.62
	P-value	0.93	P-value	0.53
Intention to continue education	Have	7.01±36.90	Have	8.86±61.67
	Don't have	7.81±33.25	Don't have	10.25±57.26
	P-value	0.00	P-value	0.00

to the need for a Language proficiency certificate to participate in doctoral exams.

It should be noted that in the present study, there were limitations such as accessing to students of different faculties and coordination with the education unit of the faculties (according to the inclusion and exclusion criteria).

Considering the results of this study, students generally showed a positive attitude towards learning English, but they did not have enough motivation to learn the language. Not using main books and references of the language, inappropriate employment or lack of employment, economic problems, etc. can be motivational barriers to language learning. It is suggested to pay more attention to find the cause of the lack of sufficient motivation to learn the language in future studies.

Coordination with faculty education as well as access to students of different faculties have been the limitations of this study. It is hoped that with further cooperation of the relevant authorities in future studies, these limitations be reduced.

Ethical considerations:

Ethical issues (including plagiarism, informed consent, misconduct, data creation or forgery, duplication or submission, redundancy, etc.) have been fully respected by the authors.

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