Per Linguam 2022 38(1):118-141
http://dx.doi.org/10.5785/38-1-987

Journal Home Page:
http://perlinguam.journals.ac.za

Per Linguam

A Journal for Language Learning
Tydskrif vir Taalaanleer

MOTIVATION FOR ENGLISH LANGUAGE LEARNING: FIRST STEPS IN CREATING A MORE INCLUSIVE QUESTIONNAIRE

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ABSTRACT

Survey questionnaires have consistently been used to measure language learning motivation (LLM) in applied linguistics research. However, in multicultural and multilingual contexts, standardised questionnaires such as Gardner's Attitude/Motivation Test Battery (AMTB) are more aligned with measuring students' motivation in Western countries. Therefore, an urgent need to develop motivation rating scales that can be used in various contexts remains. Accordingly, this paper aims to contribute to the limited body of knowledge concerning the foundational knowledge on designing questionnaires for measuring LLM in multilingual settings like South Africa, by proposing a renewed perspective on English language learning. By outlining the rationale for developing a more inclusive rating scale that can potentially yield valid and reliable research outcomes in multicultural contexts, the paper aims to demonstrate how the design of inclusive rating scales can be achieved. Normative methods involved in developing questionnaire scales are briefly described, specifically, the selection of suitable English language learning survey statements and the piloting and refinement of the scale. The proposed scale can be used in conjunction with qualitative methods, to gain a holistic perspective concerning the relationship between motivation variables and English language learning in a multicultural environment.

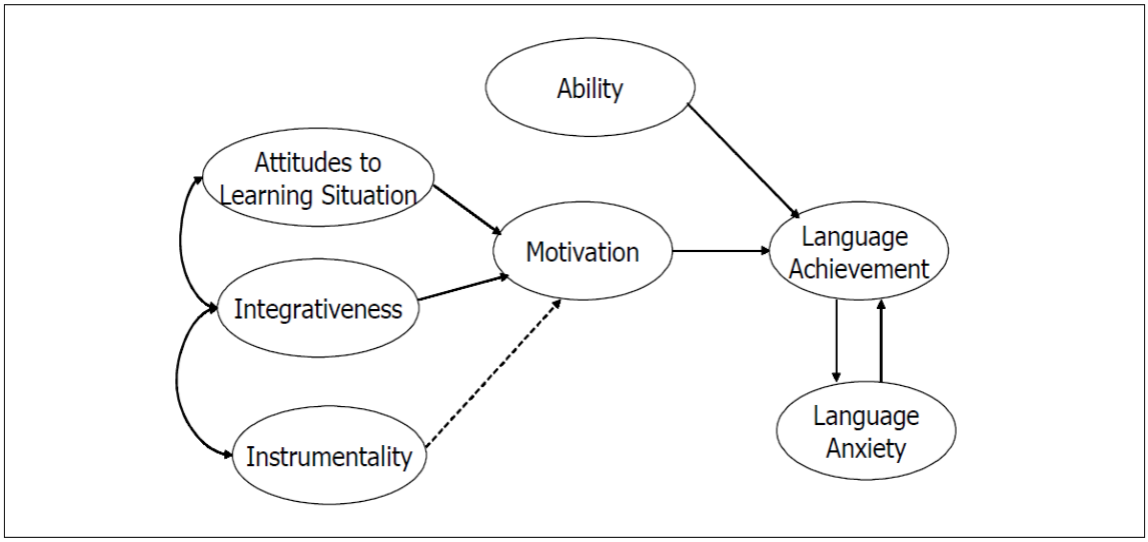
KEYWORDS
questionnaires, English language learning motivation, multilingualism

OUTLINING THE INVESTIGATION

This paper responds to the practical concerns around the current language learning motivation (LLM) questionnaires for learning English in a multicultural environment, i.e., for students learning English as an additional language in those contexts. As will be demonstrated through the paper's literature, the accessible ones are useful in part but for several reasons, require modification to be valid measures.

Although the LLM description has evolved over the years, Gardner (1985a: 10) initially described it as 'the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity'. Motivation has remained a prominent research topic in applied linguistics since the publication of a decade-long study by Gardner and Lambert (1972) in which they ascribed language learning success to the 'learner's affective predisposition toward the target linguistic-cultural group' (Dörnyei, 1990: 46). This perspective resulted in the conceptualisation of integrative motivation and other motivational variables, including instrumentality and attitudes toward the learning situation. However, integrativeness, defined as an innate willingness to learn a language, in order to become part of the speech community or to communicate effortlessly (Dörnyei, 1990: 46), was widely studied and subsequently emerged as the dominant variable of Gardner's socio-educational model of second language acquisition (SLA). The latest model is presented in Figure 1.

Figure 1: The refined socio-educational model (Gardner 2005: 6)



The latest adaptation of the model proposes that language learning depends primarily on two individual difference variables, namely ability and motivation. Whereas ability comprises aptitude and intelligence, motivation for learning a second language involves two main 'classes of variables', namely 'attitudes toward the learning situation' and 'integrativeness'. The model was, in turn, used to develop the Attitude/Motivation Test Battery (AMTB), a scale used to gauge LLM. This scale has been used extensively in Western countries like Canada to examine the role of motivation in foreign and second language learning. However, due to the use of the AMTB being mainly limited to a Western context, researchers such as Oxford, Shearin, Crookes, Schmidt, Julkunen, Skehan, Ushioda and Williams began to question the social-psychological approach to LLM (Dörnyei, 2019: 39–40) and the suitability of the AMTB questionnaire for use in indigenous and other contexts, particularly

outside Canada. This paper aims to address some of the issues surrounding the applicability of questionnaires such as the AMTB, particularly where multicultural societies are concerned. Hence, the researchers anticipate contributing to the limited body of knowledge pertaining to the design of questionnaires for this purpose. Furthermore, Gu (2016: 568) observes that 'questionnaire design and validation remained a topic rarely touched upon until the end of the 20th century' and thus far, only a few book-length volumes and papers demonstrating the design process and validation of questionnaires exist. For applied linguists in South Africa, there is still much to learn about developing contextually appropriate questionnaires to assist in probing a number of the most vexing language questions in this multilingual and multicultural society.

Consequently, the current paper is a first step in investigating the development of questionnaires specifically aligned with students' motivation for learning English in multicultural and multilingual contexts. This paper aims to lay a foundation upon which subsequent studies can develop comprehensive language motivation questionnaires for learning English and potentially other languages in a multicultural and multilingual environment.

RESEARCH QUESTIONS

This paper deliberates the need to develop questionnaires that accommodate students' motivation in various contexts, particularly in multilingual South Africa, by seeking answers to the questions: *Are current LLM questionnaires appropriate for use in learning English in the multilingual South African context? If not, based on the initial results presented in this paper, in future, how can comprehensive, suitable and valid questionnaires be developed for our context?* Finding answers to these questions is of particular significance as the credibility of questionnaires is largely determined by the questionnaire's validity—its ability to elicit what it was designed to elicit—as well as its reliability (Gu, 2016: 567). Therefore, it remains the researchers' responsibility to ensure that the questionnaires being used have been properly validated and that they will lead to trustworthy conclusions (Gu, 2016: 567).

DEFICITS IN EXISTING MOTIVATION QUESTIONNAIRES

Survey questionnaires have been used recurrently since the inception of interest in LLM as the essential instrument to predict learners' motivation for learning second languages (L2). One such example, Gardner's Attitude/Motivation Test Battery (AMTB), designed in 1985, was the first theoretically grounded questionnaire developed to examine major affective components of the socio-educational model (Gardner, 1985b: 5). The questionnaire consists of scales assessing a language learner's attitude towards the target language group and individuals and the L2 acquisition concepts displayed in Table 1.

Table 1: Constructs and scales from the AMTB (Gardner, 2009: 4)

Construct	Scales
Motivation	• Motivation intensity • Desire to learn the language • Attitudes toward learning the language
Integrativeness	• Integrative orientation • Interest in foreign languages • Attitudes toward the target language community
Attitudes toward the learning situation	• Language teacher evaluation • Language course evaluation
Language anxiety	• Language class anxiety • Language use anxiety
Instrumentality	• Instrumental orientation

Despite the wide adaptation of the questionnaire within the SLA research community, it was later criticised based on the statements it contained and the model (socio-educational model) on which it was embedded. The critique of AMTB centred mainly around two areas, namely the conceptualisation of certain constructs in the model, which compromised the validity and generalisability of the questionnaire and the applicability of the questionnaire in various contexts, due to the statements contained in it. Regarding the conceptual challenges, the relevance of integrative motive or integrativeness was thoroughly scrutinised through debate in the late 1980s and early 1990s, which sought to revolutionise the approach to L2 motivation. Scholars such as Crookes and Schmidt (1989), Oxford and Shearin (1994), Gardner and Tremblay (1994), and Dörnyei (1994) stimulated this debate through a series of publications which became known as the *opening of the research agenda*. Oxford and Shearin (1994: 12) were mainly concerned about the interpretation of motivation as either instrumental or integrative, arguing that this approach was limiting, particularly as other studies had shown that students possess additional reasons for learning a language that transcend these two orientations. Crookes and Schmidt (1989: 218) argued that the socio-psychological approach to motivation, which covered the socio-educational model and views informing AMTB, lacked validity as it was not 'well-grounded in the real world domain of the SL classroom'. Dörnyei (1994: 273) believed that there was a need for a more pragmatic, education-based approach to motivation research, which would align with the views of practising teachers and the mainstream educational psychological research. He further argues that:

> L2 learning is more complex than simply mastering new information and knowledge; in addition to the environmental and cognitive factors normally associated with learning in current educational psychology, it involves various personality traits and social components. For this reason, an adequate L2 motivation construct is bound to be eclectic, bringing together factors from different psychological fields, [an aspect that Gardner's approach seemed to have neglected]. (Dörnyei, 1994: 274)

Further concerns about the suitability of the questionnaire for use in places other than Western and English-speaking countries were due to certain statements in the AMTB:

- Most *native* English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.
- I wish I could have many *native* English-speaking friends.
- *Native* English speakers are very sociable and kind.
- I would like to know more *native* English speakers.
- The more I get to know *native* English speakers, the more I like them.
- You can always trust *native* English speakers.
- My motivation to learn English in order to communicate with *English-speaking people* is …
- My attitude toward *English-speaking people* is …

(Gardner, 2004)

The reference to the *native speakers of English* or *English-speaking people* is problematic in multicultural contexts like South Africa because English home language speakers comprise only 8.2% of the total population (Stats SA, 2016: 66). Even though the percentage of native English speakers is more than other languages spoken in the country (like Sesotho, Xitsonga, Siswati, Tshivenda and IsiNdebele), home language speakers of English are geographically dispersed, which means that only small percentages of them are present in each of the provinces. AMTB statements such as the outlined bullet points are, therefore, not always relevant to most learners who are learning English as an L2 or more accurately, an additional language. A very small percentage of these learners will have contact with English home language speakers for the first time at institutions of higher learning such as universities or in workspaces. In Figure 2, a graphic representation showing the most spoken languages across the provinces is presented.

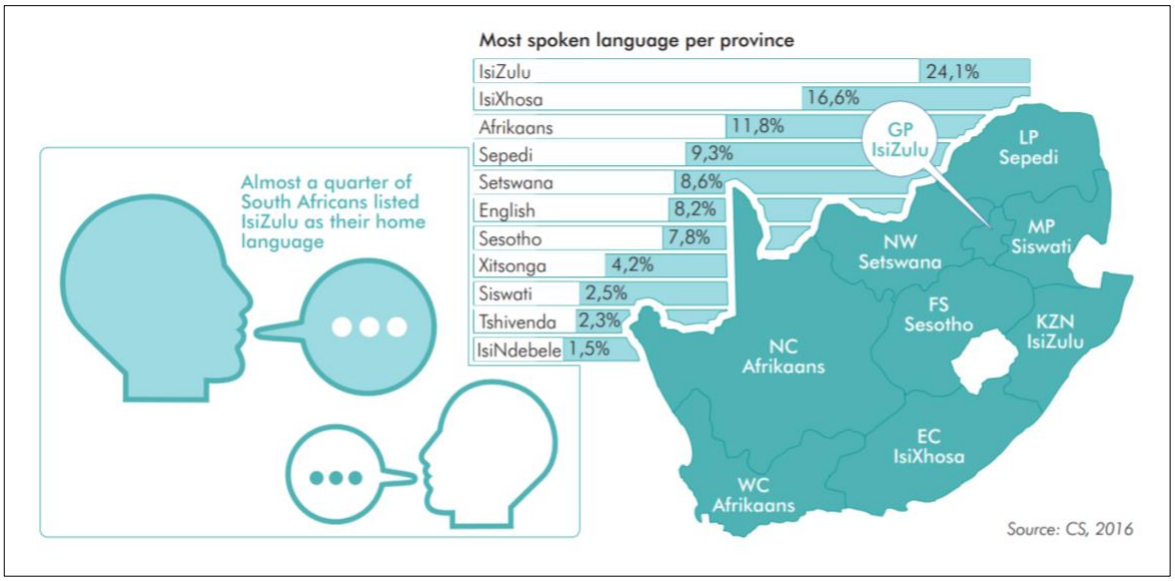


Figure 2: South Africa's home languages statistics (Stats SA, 2016: 66)

Furthermore, the dubious distinction between L2 languages and foreign languages in the AMTB questionnaire as observed in this study, presents further concerns about the generalisability of AMTB and other questionnaires making use of such concepts. The definition of second languages by Richards and Schmidt (2010: 514) is more relevant to the South African context:

> In a broad sense, [second language is] any language learned after one has learnt one's native language. However, when contrasted with [a] foreign language, the term refers more narrowly to a language that plays a major role in a particular country or region though it may not be the first language of many people who use it. English is also a second language for many people in countries like Nigeria, India, [South Africa], Singapore and the Philippines, because English fulfils many important functions in those countries (including the business of education and government) and learning English is necessary to be successful within that context (Richards & Schmidt, 2010: 514).

Considering the outlined definition, it is apparent that the statements referring to foreign languages are less relevant to the South African context. Statements referring to foreign languages in the AMTB include:

- I wish I could speak many *foreign languages* perfectly.
- Studying *foreign languages* is not enjoyable.
- I wish I could speak and read newspapers and magazines in many *foreign languages*.
- I really have no interest in *foreign languages*.

- I would really like to learn many *foreign languages*.
- It is not important for us to learn *foreign languages*.
- Most *foreign languages* sound crude and harsh.
- I enjoy meeting people who speak *foreign languages*.

(Gardner, 2004)

In response to the challenges presented by existing questionnaires such as the AMTB, subsequent research which sought to expand the research agenda of L2 motivation did not only lead the field of LLM into the new era that was sensitive to cognitive phenomena, that is, the desire to increase the educational relevance of L2 motivation research (Dörnyei, 2019: 40), but also opened up the potential for renewed alternative testing approaches or instruments. Since then, Dörnyei and other L2 motivation researchers have published many newly designed and modified questionnaires for use in countries such as Japan, China, Iran, former Persia, South Korea, Hungary and Taiwan. However, these questionnaires have not devoted attention to issues related to English language learning in multicultural Africa, which is characterised by widespread multilingualism, mainly because studies associated with them have focused on Western and European nations primarily and lately, Asian and Middle East countries. Only recently have some researchers started to question the relevance of motivation theories and questionnaires, based on empirical evidence that does not yet include issues related to learning English in the multicultural and multilingual African context.

The outlined issues pertaining to the appropriateness of AMTB and potentially other questionnaires in the African and South African context led to the exploration of alternatives that are more fully aligned with the objectives of the investigation. Gardner (1985b: 1) also points out that in instances where researchers decide to use modified versions of the AMTB, there may be a need to re-evaluate the validity and reliability of such questionnaires:

> The items in [the AMTB] were developed for the Canadian contexts and for English speaking Canadians learning French in elementary and secondary school. Changing the setting, the language or the general socio-cultural milieu in which the language programme exists might necessitate major changes in the items to make them meaningful and relevant. At least, researchers should be concerned with the issues involved in transporting items to other contexts (Gardner, 1985b: 1).

Apart from the shortfalls observed in one of the current SLA questionnaires, lately, there has been a shared concern regarding the monolingual approach foregrounding the views and instruments used to measure and determine individuals' LLM, particularly as discussed next.

MULTILINGUAL CONSIDERATIONS IN THE DESIGN OF LANGUAGE MOTIVATION QUESTIONNAIRES

Recent motivation and multilingualism studies have cited the need to consider multilingual contexts in the future, where the advancement of L2 motivation views and instruments are concerned (the 2017 *Modern Language Journal* issue provides examples). With the recognition of English as an international language and the acceptance of World English varieties, the notion of a 'native' speaker is contested (Alsagoff, 2012: 109). Ushioda and Dörnyei (2009: 2–3) also question the conceptual reference of integrative attitudes since the 'ownership of English does not necessarily rest with a specific community of speakers, whether native speakers of British or American English varieties or speakers of World English varieties'. In multilingual countries like South Africa, it is impractical for one to study the acquisition of English and other languages without considering the effect that local languages may have on the target language learning. This view has been the case observed at institutions of higher learning where classes have become largely linguistically diverse (Pfeiffer & Van der Walt, 2019: 58). Thus, Pfeiffer and Van der Walt (2019: 58) describe multilingualism as a norm rather than an exception; that is, it is a language factor that cannot be ignored, particularly by individuals interested in studying the acquisition of languages in a country such as South Africa. Consequently, this paper argues that the theories and questionnaires formulated outside Africa should be approached with care. They need to be verified for use in African contexts before they are applied. Such verification is vital, as there is increasing evidence about the significance and effects of multilingualism on theory and policy development.

Studies such as those by Coetzee-Van Rooy (2006) have convincingly shown that language learners in contexts like South Africa may hold different beliefs about language learning, which ultimately determine their language motivation and strategies. In her 2014 study, which partly investigated the types of motivations for adding languages to one's repertoires, Coetzee-Van Rooy (2014: 131) states that 'in explaining the ordinary magic of stable African multilingualism in the Vaal triangle region in South Africa', the participants cited that their motivation for learning additional African languages was mainly the desire for social cohesion and that their motivation for learning English was the broadening of access to education. In light of these participants' motivations, in contrast with the predominant types associated with integrativeness and documented by studies concluded in the global North, Coetzee-Van Rooy (2006: 439) argues that the desire and motivation to learn another language may as likely leave the learner's cultural identity intact and may not necessarily derive from any intention to assimilate or become part of the target language community, as assumed previously.

Since the learning or acquisition of languages does not occur in isolation, researchers studying the motivational dynamics in multilingual and multicultural contexts need to consider the value of such rich multilingual contexts and the potential effects that they may have on the language learning process. Further neglect of such contexts and their implications through the application and use of isolated, less-accurate or effective and unevaluated theories and questionnaires can result in inconclusive or biased findings. On the positive side:

> If we are able to explain [and tap into] the observed multilingualism in the presence of English better it could lead to, for example, improved theories of motivation to learn and maintain languages, improved language policies, [improved language motivation questionnaires], and improved pedagogies in similar complex settings (Coetzee-Van Rooy, 2014: 123).

The appropriated methods and the description of the population and its linguistic diversity are discussed in the subsequent section.

METHODOLOGY AND POPULATION

The motivation scale proposed in this paper was initially designed for the main (master's) study, which investigated the language learning beliefs (LLBs) and *motivations* of a diverse group of students from a centrally located South African university in the Free State province. Though the main study used a mixed-methods approach, the data reported in this paper are informed by quantitative inquiry. In line with the quantitative approach, financial and time constraints necessitated the adoption of convenience sampling, which is informed by the availability and willingness of the participants to take part in the study (Dörnyei 2007: 129). The study's population consisted of a group of undergraduate BEd Foundation and Intermediate Phase students from the Faculty of Education of the university where the study was undertaken. The students were in their second year of study and were required to study English as a compulsory subject. Prior to data collection, ethical considerations were adhered to and the ethics clearance number UFS-HSD2016/1564 was issued as an indication that the study met all the ethical requirements of the university.

Of 274 targeted students, 267 completed the survey—213 female students and 54 male students. There were seven missing students, as Table 2 illustrates. Although it was a fairly diverse population, linguistically, Afrikaans and Sesotho speakers were expectedly dominant, as demonstrated in Table 3. Participation was voluntary and the participants were briefed in writing about the purpose of the study and issues pertaining to the use and confidentiality of the data collected.

Table 2: Population size and gender distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Male	54	19.7	20.2	20.2
	2 Female	213	77.7	79.8	100.0
	Total	267	97.4	100.0	
Missing	System	7	2.6		
Total		274	100.0		

Table 3: Students' home languages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 English	13	4.7	4.9	4.9
	2 Afrikaans	100	36.5	37.6	42.5
	3 IsiZulu	24	8.8	9.0	51.5
	4 SeSotho	69	25.2	25.9	77.4
	5 IsiXhosa	20	7.3	7.5	85.0
	6 Setswana	20	7.3	7.5	92.5
	7 Sepedi	9	3.3	3.4	95.9
	8 Other	11	4.0	4.1	100.0
	Total	266	97.1	100.0	
Missing	System	8	2.9		
Total		274	100.0		

The next part of the paper outlines the processes involved in designing the more inclusive scale and the measures taken for refining this scale to make it both more reliable and more valid for a multicultural and multilingual South African context.

THE DESIGN AND FORMAT OF THE QUESTIONNAIRE

The main (master's) study's complete questionnaire, Beliefs About Language Learning and Motivation Inventory-Modified (BALLMI-M) consisted of a combination of English language learning beliefs (LLB) and motivation statements. However, the focus of this paper is the motivation part of BALLMI-M. The adapted statements from different existing survey questionnaires and several newly-generated statements were rated on a five-point Likert scale. Likert scale items enable a researcher to use several items to measure the same construct, which can then be interpreted numerically using statistical analysis (Paltridge &

Phakiti, 2010: 28). The use of several items to measure a particular construct also increases the chances of producing reliable and valid data (Paltridge & Phakiti, 2010: 28).

In the first phase of the study, a survey questionnaire was designed and piloted among the 2016 cohort of Education students solely to refine the questionnaire. The refined cross-sectional survey questionnaire was then administered to the 2017 group of education students.

As mentioned, of particular relevance to this investigation is the construction of a more inclusive (motivation) scale, which was largely shaped by the 'ten commandments for motivating language learners' by Dörnyei and Csizer (1998). The ten commandments are motivational macro strategies identified in an empirical survey aimed at exploring and articulating various motivational strategies used by Hungarian teachers of English (Dörnyei & Csizer, 1998: 203). Although the exact formulations were contextualised for the study's purpose in our questionnaire, these ten commandments, the strategies for increasing language learners' motivation, were used to categorise the questionnaire statements into different domains. Table 4 outlines these strategies.

Table 4: Ten commandments for motivating language learners (adapted from Dörnyei and Csizer, 1998: 215)

1.	Set a personal example with your own behaviour.
2.	Create a pleasant, relaxed atmosphere in the classroom.
3.	Present the tasks properly.
4.	Develop a good relationship with the learners.
5.	Increase the learners' self-confidence to use the target language.
6.	Make the language classes interesting.
7.	Promote learner autonomy.
8.	Personalise the learning process.
9.	Increase the learners' goal-orientedness.
10.	Familiarise learners with the target language culture.

Furthermore, to ensure valid and reliable questionnaire outcomes, the design of the instrument was aligned with the design principles proposed by Dörnyei and Csizer (2012). Statements for use in the scale were scrutinised and modified for the selected education students' contexts and backgrounds. The statements were also categorised into five domains, adopted from Dörnyei's 1994 model of the 'components of foreign language learning motivation' (Dörnyei, 1994: 280–282). The first domain consisted of eleven statements, the second domain had fourteen statements, the third domain contained eight statements, the fourth domain had ten statements and there were nine motivation statements in the fifth domain.

Following the categorisation of statements into different domains, the design process first involved adapting adaptable statements from the current, relevant questionnaires so that they initially (the current paper's objective) are contextually neutral, accommodating or unbiased towards multilingual students. Secondly, contextually, the statements that were deemed irrelevant or biased were excluded. For this design and refinement process, the following questionnaires were used: the *Beliefs About Language Learning Inventory Modified (BALLI-M)* by Lepota and Weideman (2002), *the Attitude/Motivation Test Battery (AMTB)* by Gardner (2004), the *Consolidated list of the motivation questionnaires used in the 2008–2009 comparative survey project in Japan, China and Iran* published by Dörnyei and Taguchi (2010) and the *English language learning survey (items grouped according to scales)* by Clement, Dörnyei and Noels (1994). The rewording or restructuring of the statements is demonstrated in Table 5. Each domain consists of two sets of statements: 1) the originally worded motivation statements from the sources in the left column of the table and 2) the adapted and new motivation statements in the right column. The statements deemed neutral or accommodating for various contexts were imported without modifications.

Table 5: Learning situation questionnaire statements based on Dörnyei's questionnaires, and Gardner's motivation battery as modified by Lepota and Weideman (2002), and Mhlongo (2019)

MOTIVATIONAL STATEMENTS	
Statements from previously used questionnaires	**Modified and new statements in the proposed scale**
Domain 1: Lecturer-specific motivational components	
1. My English teacher is a great source of inspiration to me *(Gardner, 2004)*.	My lecturer's passion for English inspires me to learn English
2. *New formulation*	The better the kind of English used by my lecturer, the more motivated I am to learn English.
3. I look forward to going to class because my English teacher has a dynamic teaching style *(Gardner, 2004)*.	I look forward to going to class because my English lecturer has a dynamic teaching style.
4. *New formulation*	I am unmotivated to participate in English class activities if my lecturer has not prepared well for the class.
5. *New formulation*	My motivation to learn English has nothing to do with my lecturer.
6. When I have a problem understanding something in my English class, I always ask my teacher for help *(Gardner, 2004)*.	When I have a problem understanding something in my English class, I can always ask my lecturer for help.
7. I would prefer to have a different English teacher *(Gardner, 2004)*.	I would prefer to have a different English lecturer.
8. I really like my English teacher *(Gardner, 2004)*.	I really like my English lecturer.
9. When I have a problem understanding something in my English class, I always ask my teacher for help *(Gardner, 2004)*.	My English lecturer never humiliates me in class.
10. *New formulation*	My English lecturer makes me feel stupid.
11. *New formulation*	My English lecturer makes positive comments when giving feedback.
Domain 2: Learner-specific motivational components (self-confidence/anxiety/self-efficacy)	
12. I am afraid that other students will laugh at me when I speak English *(Clement et al., 1994). No changes made*	I am afraid that other students will laugh at me when I speak English.
13. *New formulation*	My English lecturer helps to put everyone at ease.
14. *New formulation*	I find my English classes threatening.
15. *New formulation*	There is a relaxed atmosphere in the English class.
16. *New formulation*	I enjoy participating in group activities in class.
17. I get nervous and confused when I am speaking in my English class *(Dörnyei & Taguchi, 2010).*	I get nervous when I have to speak in my English class.
18. I feel calm and confident in the company of English-speaking people *(Dörnyei & Taguchi, 2010).*	I feel comfortable in my English class.
19. *New formulation*	I am not allowed to make any language errors in my work.
20. *New formulation*	My English lecturer encourages me to express myself in English.
21. If I make more effort, I am sure I will be able to master English *(Clement et al., 1994). No changes made*	If I make more effort, I am sure I will be able to master English.
22. I am sure I have a good ability to learn English *(Clement et al., 1994). No changes made*	I am sure I have a good ability to learn English.

23. *New formulation*	Practising speaking English with my friends [in the English language classroom] gives me the confidence to express myself in English.
24. I believe that I will learn to read, write and speak English very well *(Lepota & Weideman, 2002)*.	I am confident I will be able to use English very well if I continue studying it.
25. I feel confident when asked to speak in my English class *(Gardner, 2004)*.	I do not feel confident when asked to speak in my English class.
Domain 3: Learner-specific motivational components (need for achievement/effort)	
26. *New formulation*	The English lecturer is the person who is most responsible for the effectiveness of the English course.
27. *New formulation*	My English lecturer always welcomes inputs from students.
28. *New formulation*	My English lecturer encourages me to think independently.
29. I make a point of trying to understand all the English I see and hear *(Gardner, 2004)*.	I make a point of trying to understand new English words I come across every day.
30. I am prepared to expend a lot of effort in learning English *(Dörnyei & Taguchi, 2010)*.	I love to try my best when doing an English task.
31. In my work, I seldom do more than is necessary *(Clement et al., 1994)*.	I do only the minimum English work that I have to.
32. I tend to give up and not pay attention when I don't understand my English teacher's explanation of something *(Gardner, 2004)*.	I tend to give up easily when I don't understand the work.
33. I really work hard to learn English *(Gardner, 2004). No changes made.*	I really work hard to learn English.
Domain 4: Course-specific motivational components (Dörnyei's task presentation; personalising the learning process)	
34. *New formulation*	The clear learning outcomes keep me motivated.
35. *New formulation*	English class activities accommodate a wide range of individuals' abilities.
36. *New formulation*	The teaching pace is too fast.
37. *New formulation*	I enjoy the course content.
38. *New formulation*	I find the content of the course not relevant to my needs.
39. *New formulation*	Practical tasks make learning enjoyable.
40. *New formulation*	The course design motivates me to learn English.
41. *New formulation*	I find the skills developed in the course relevant to my needs.
42. *New formulation*	I find that I can relate to the topics discussed in class.
43. *New formulation*	The course helps me to learn other important things not related to language skills.
Domain 5: Integrative and instrumental motivational components	
44. Studying English is important because it will allow me to be more at ease with people who speak English *(Gardner, 2004)*.	Studying English is important because it will help me to understand English people better.
45. It is important for me to know English in order to think and behave like the English/Americans do *(Clement et al., 1994)*.	It is important for me to know English in order to be more like an English person.
46. *New formulation*	It is important for me to know English because one day I want to become part of an English community.
47. I want to learn English so well that it will become natural to me *(Gardner, 2004)*.	I want to learn English so well that it will feel natural to me when I use it.
48. Studying English is important to me because I think it will someday be useful in getting a good job *(Dörnyei & Taguchi, 2010). No changes made*	Studying English is important to me because I think it will someday be useful in getting a good job.

49. Studying English is important to me because other people will respect me more if I have a knowledge of English *(Dörnyei & Taguchi, 2010)*.	If I am fluent in English people will respect me more.
50. I would like to learn English so that I can study successfully *(Lepota & Weideman, 2002). No changes made*	I would like to learn English so that I can study successfully.
51. Studying English is important to me in order to achieve a special goal (e.g., to get a degree or scholarship) *(Dörnyei & Taguchi, 2010)*	I have to learn English because without passing the English course I cannot get my degree.
52. *New formulation*	I do not need to be good in English to get a job one day.

The decision to include as many statements as possible was to ensure that the questionnaire would still contain sufficient statements to address the learning motivation objectives of the main study after the completion of item analysis and also to attain high reliability of the data produced (Paltridge & Phakiti, 2010: 28). In a further attempt to ensure the production of highly reliable and valid data, every possible response was included in the response categories and this resulted in five options: strongly disagree, disagree, neutral, agree and strongly agree.

As mentioned previously, several statements were borrowed from a number of questionnaires used previously because they have 'been through extensive piloting and therefore have a certain "track record"' (Dörnyei & Csizer, 2012: 77). As a result, they were likely to produce valid and reliable data. In line with the guidelines proposed by Dörnyei and Csizer (2012: 78) for writing good items, the questionnaire items were kept short and simple and everyday language was used as far as possible. Ambiguous or 'loaded' words and sentences were avoided, negative constructions were kept to a minimum and 'double-barrel' questions were avoided.

As far as the design of the questionnaire is concerned, Dörnyei and Csizer (2012: 78) comment that designing an attractive and professional questionnaire plays a vital role in motivating participants 'to produce reliable and valid data' (see also O'Leary, 2014: 215). In Table 6, the format used for the current scale as part of BALLMI-M is presented.

Table 6: Survey questionnaire layout

To what extent do you agree or disagree with the following statements?		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.		A	B	C	D	E
2.		A	B	C	D	E
3.		A	B	C	D	E
4.		A	B	C	D	E
5.		A	B	C	D	E

PILOTING AND REFINEMENT OF THE QUESTIONNAIRE

Piloting refers, in this instance, to 'administering the [questionnaire] to a sample of participants who are similar to the target group of people for whom it has been designed' (Dörnyei & Csizer, 2012: 79). Although several previously validated statements were borrowed, they still needed to be piloted since the context was arguably unique.

The pilot aimed primarily to determine whether the questionnaire items reflected the underlying construct and if they contributed to the internal consistency of the scale (Pallant, 2010: 97), therefore, a reliability analysis was performed. Subsequently, the incomplete

questionnaire responses were discarded to yield complete data for the next phase of analysis. The reliability index was then calculated and resulted in a Cronbach's alpha reliability index of 0.899, which indicates a 'very good internal consistency or reliability' (Pallant, 2010: 100).

Finally, following the thorough analysis of the piloted statements, statements that did not correlate well with the rest of the scale were removed and some items were reworded and reclassified as language learning beliefs (LLBs), leaving 36 motivation statements for the refined questionnaire.

THE REALIABILITY AND PRESENTATION OF THE PROPOSED NEW SCALE

The refined BALLMI-M (the main study's complete questionnaire) was administered to the group of Foundation and Intermediate Phase education students. The statistical analyses revealed that all of the motivation statements presented in Table 7 had good item–total correlations, indicating their homogeneity in contributing toward a common construct and their ability to discriminate well (Green, 2013: 66) and thus indicated their suitability for future re-utilisation. The confidence in the scale was further boosted by an improved Cronbach's alpha reliability index of the motivation scale which moved from 0.899 to 0.932, as shown in Table 8.

Table 7: Item-total statistics BALLMI-M motivation scale

Item–Total Statistics					
Abbreviated statements	**Scale Mean if Item Deleted**	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**	**Squared Multiple Correlation**	**Cronbach's alpha if Item Deleted**
Lecturer's passion for English inspires	135.37	312.482	.594	.618	.924
Clear learning outcomes motivate	135.49	318.351	.524	.441	.925
Studying important to understand	135.42	323.713	.285	.361	.928
The better the lecturer's English	135.38	313.581	.574	.571	.925
Lecturer puts everyone at ease	135.61	313.351	.584	.490	.924
Lecturer welcomes input from students	135.08	321.636	.476	.451	.926
Class activities accommodate	135.36	321.682	.469	.428	.926
Important to be more like the English	136.75	324.030	.240	.386	.929
Look forward to class	135.71	311.292	.621	.676	.924
Lecturer encourages independent think.	135.50	315.031	.626	.555	.924
Important to know English	136.21	318.870	.348	.348	.928
Relaxed atmosphere in the class	135.71	318.640	.469	.483	.926
Try to understand new words every day	135.36	325.251	.333	.304	.927
Enjoy course content	135.62	310.883	.697	.663	.923

Learn English so that it feels natural	135.07	318.842	.477	.391	.926
Enjoy participating in class activities	136.20	320.054	.327	.343	.928
Try best when doing English task	135.00	319.784	.583	.531	.925
Learning English to get a good job	134.84	323.464	.481	.438	.926
Can always ask lecturer for help	135.14	319.311	.488	.494	.926
Feel comfortable in English class	135.31	314.563	.591	.616	.924
Practical tasks make learning enjoyable	135.32	323.091	.393	.337	.926
If fluent in English more respect	136.59	325.887	.196	.224	.930
If continue studying English confident	135.11	316.348	.618	.560	.924
Creating opportunities outside class	135.35	316.793	.566	.441	.925
Course design motivates learning	135.77	311.556	.695	.637	.923
English necessary to study successfully	135.21	317.476	.554	.507	.925
Lecturer encourages expressing	135.60	315.711	.581	.489	.925
Like lecturer a lot	135.29	315.163	.564	.496	.925
If more effort made, English mastered	134.90	319.799	.590	.510	.925
Work really hard to learn English	135.59	315.853	.600	.537	.924
Have a good ability to learn English	135.07	323.564	.437	.407	.926
Skills developed in course are relevant	135.64	317.676	.575	.484	.925
Have to pass English to get degree	135.36	323.700	.325	.274	.927
Can relate to topics discussed in class	135.53	318.034	.611	.567	.925
Course helps learn other things	135.64	316.349	.549	.494	.925
Lecturer makes positive comments	135.22	318.222	.600	.521	.925

Table 8: Reliability statistics BALLMI-M motivation scale

Reliability Statistics		
Cronbach's alpha	Cronbach's alpha Based on Standardised Items	N of Items
.927	.932	36

Based on the scale's satisfactory validation and reliability outcomes as demonstrated in Tables 7 and 8, the researchers regard the scale presented in Table 9 as a progressive move towards the design of a more inclusive questionnaire for measuring motivation for English language learning in multicultural and multilingual settings.

Table 9: BALLMI-M motivation scale

To what extent do you agree or disagree with the following statements?		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	My lecturer's passion for English inspires me to learn English	A	B	C	D	E
2	The clear learning outcomes keep me motivated.	A	B	C	D	E
3	Studying English is important because it will help me to understand English people better.	A	B	C	D	E
4	The better the kind of English used by my lecturer, the more motivated I am to learn English.	A	B	C	D	E
5	My English lecturer helps to put everyone at ease.	A	B	C	D	E

6	My English lecturer always welcomes input[s] from students.	A	B	C	D	E
7	English class activities accommodate a wide range of individuals' abilities.	A	B	C	D	E
8	It is important for me to know English in order to be more like an English person.	A	B	C	D	E
9	I look forward to going to class because my English lecturer has a dynamic teaching style.	A	B	C	D	E
10	My English lecturer encourages me to think independently.	A	B	C	D	E
11	It is important for me to know English because one day I want to become part of an English community.	A	B	C	D	E
12	There is a relaxed atmosphere in the English class.	A	B	C	D	E
13	I make a point of trying to understand new English words I come across every day.	A	B	C	D	E
14	I enjoy the course content.	A	B	C	D	E
15	I want to learn English so well that it will feel natural to me when I use it.	A	B	C	D	E
16	I enjoy participating in group activities in class.	A	B	C	D	E
17	I love to try my best when doing an English task.	A	B	C	D	E
18	Studying English is important to me because I think it will someday be useful in getting a good job.	A	B	C	D	E
19	When I have a problem understanding something in my English class, I can always ask my lecturer for help.	A	B	C	D	E
20	I feel comfortable in my English class.	A	B	C	D	E
21	Practical tasks make learning enjoyable.	A	B	C	D	E
22	If I am fluent in English people will respect me more.	A	B	C	D	E
23	I am confident I will be able to use English very well if I continue studying English.	A	B	C	D	E
24	I find it important to create opportunities for myself to use English outside of class.	A	B	C	D	E
25	The course design motivates me to learn English.	A	B	C	D	E
26	I would like to learn English so that I can study successfully.	A	B	C	D	E
27	My English lecturer encourages me to express myself in English.	A	B	C	D	E
28	I really like my English lecturer.	A	B	C	D	E
29	If I make more effort, I am sure I will be able to master English.	A	B	C	D	E
30	I really work hard to learn English.	A	B	C	D	E
31	I am sure I have a good ability to learn English.	A	B	C	D	E
32	I find the skills developed in the course relevant to my needs.	A	B	C	D	E
33	I have to learn English because without passing the English course I cannot get my degree.	A	B	C	D	E
34	I find that I can relate to the topics discussed in class.	A	B	C	D	E
25	The course helps me to learn other important things not related to language skills.	A	B	C	D	E
36	My English lecturer makes positive comments when giving feedback.	A	B	C	D	E

DISCUSSION

Although this study represents the first steps in designing a more inclusive LLM questionnaire for learning English, it has, as an initial step, provided a template that can be

refined with further research. However, further research would require a critical evaluation of the existing motivation theories (informing the current questionnaires) and their applicability to English language learners in multilingual and multicultural contexts.

As the first step, the proposed rating scale has resolved, to a certain extent, the inappropriate statements referring to ownership of English and native speakers and has dealt with conceptual ambiguities present in other current scales. We agree with Ushioda and Dörnyei that multilingual and multicultural motivational aspects have been neglected by 'most 21st-century literature on motivation in second language acquisition' (Ushioda & Dörnyei, 2017: 451) and that there is a need to probe how the emphasis on English affects motivation to learn other languages. Concerning their study to investigate motivation to learn languages in a multicultural world, Ushioda and Dörnyei (2017) also acknowledge that 'a strong bias on global English in the empirical exploration and theoretical analysis of L2 motivation [has resulted in] other target languages [or attempts to comprehend their impact on the acquisition of English and other target languages being] much less well-represented in L2 motivation research'. They believe that to redress this imbalance, we need to bring 'together a uniquely original set of theoretical and empirical perspectives on LLM beyond global English, where the attentional focus is on target languages other than the established *lingua franca* of the "global village"' (Ushioda & Dörnyei, 2017: 452) and also by finding answers to the questions:

> (a) How far are current mainstream theoretical perspectives adequate to account for motivation to learn other languages other than English?
> (b) What impact does global English have on motivation to learn other second or foreign languages in a globalised yet multicultural and multilingual world [or, what impact do local languages have on motivation to learn global English in a globalised yet multicultural and multilingual world]? (Ushioda & Dörnyei, 2017: 452).

In future studies, examining responses to these questions and their implications is thus essential, as they are likely to inform the choices of statements included in the questionnaires and their potential to reflect the unique motivation(s) of multilingual individuals who acquire or add languages to their repertoires.

RECOMMENDATIONS FOR FUTURE STUDIES

In addition to the previously outlined considerations for future research, a further step towards the design of questionnaires suitable for multilingual English language learners will entail, primarily, the validation of the most current theories such as the *L2 motivation self system* theory (Dörnyei, 2005) in multilingual contexts by investigating the nature of motivation of multilingual persons adding English to their multilingual repertoires and the

effects that other languages may have on the motivation of these learners to learn English or other target languages. This is particularly significant as the main study revealed that 'the students did not indicate a desire to integrate with the L1 [home language] speech community. [Furthermore], as multilingual language [students] studying at a multicultural university, they did not believe it [was] necessary to change their identity' (Mhlongo et al., 2020: 114–115). The proposed approach implies further scrutiny and adaptation of statements that still refer to an individual's desire to assimilate into the English L1 speech community if any, in the current scale and other questionnaires. Arguably, suitable questionnaires that will assist language educators and practitioners to discover and nurture students' LLM to enhance and develop learners' language proficiency will only be possible when we more fully understand the nature of students' LLM for learning English in multilingual contexts, using appropriate methods or approaches. Makoe and McKinney (2014: 658) thus argue:

> …without an understanding of the language ideologies informing both policy and practices, we will not be able to shift practices in South African classrooms so that learners' full linguistic repertoires can be legitimately used as resources for learning (Makoe & McKinney, 2014: 658).

To conclude, since 'the study of L2 motivation has seen an unprecedented boom during the past decade' (Boo, Dörnyei & Ryan, 2015: 145), it is important that the method(s) one chooses to use in developing LLM questionnaires reflect the changes that have been prompted in these studies. This may suggest adapting existing scales further and using these in conjunction with qualitative measures that provide individual learner variability. This is especially significant in multilingual countries where learners tend to learn English and other languages for various reasons other than wishing to adopt a new cultural identity.

LIMITATIONS OF THE STUDY

Although the first steps were taken in adapting statements from existing questionnaires to accommodate English language learners from multilingual contexts by deliberating the effects of Global Englishes and the multilingualism phenomenon, the rating scale presented in this paper is merely the start. However, it has, to a certain extent, established the basis or foundation towards which holistic questionnaires reflecting the English language learning motivations of multilingual learners can be developed in the future. Henceforth, a more refined and comprehensive questionnaire envisioned by the current researchers will consist of motivation statements reflective of the unique motivation of multilingual learners to learn English, specifically in the South African environment, as informed by future studies probing the nature of multilingual individual's motivation for learning languages. We look forward to the development of such an instrument that is informed by the findings from this and future studies.

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