

ABSTRACTS

From the Editors: The following two abstracts have been included in this issue as representative of the research being carried out in Mexico.

THE RELATIONSHIP BETWEEN TYPE OF MOTIVATION AND ACHIEVEMENT IN THE
STUDY OF ENGLISH AS A FOREIGN LANGUAGE

Marilyn Buck

Type of motivation, based on Gardner and Lambert's instrumental and integrative classifications, and its relationship to achievement were studied with a group of state university students in Mexico City, some having a foreign language requirement and others having no requirement. Motivation type was assessed at the beginning of an English course by means of a direct scale consisting of instrumental and integrative reasons for studying English, and also through an indirect scale of the kind developed by Spolsky, in which subjects rated a list of adjectives as to how they described themselves, how they would like to be, their evaluation of native language speakers, and their evaluation of target language speakers. Achievement in the English course was measured by the exams normally taken in the course throughout the semester. The questionnaire was designed according to those used in similar studies carried out both in second and foreign language learning contexts, and was given in the students' native language, Spanish. Results showed that the direct scale clearly and strongly indicated an instrumental motivation for the subjects and this type of motivation was related to higher achievement in the course, according to a stepwise regression analysis. The indirect scale was difficult to interpret and the results were not clear. The question of instrument validity in affective measurement remains as a possible cause for the inconsistent results obtained in this and other similar studies.