

## Foreign language learning motivation scale

Huang, H. W. (2005). The relationship between learning motivation and speaking anxiety among EFL non-English major freshmen in Taiwan (Unpublished master's thesis, Chaoyang University of Technology, Taiwan).

Yang, Y. T. C., Gamble, J., & Tang, S. Y. S. (2012). Voice over instant messaging as a tool for enhancing the oral proficiency and motivation of English-as-a-foreign-language learners. *British Journal of Educational Technology*, 43(3), 448-464.

### 34 Items

#### 3 Dimensions

##### Learning needs

1. There are no language communication problems in travelling to another country, as long as I learn English well.
2. Learning English will help me get a better job in the future.
3. Studying English will help me pass the entrance examination of a prestigious school.
4. It is necessary to learn English to have a better life.
5. Learning English well will help me keep up with international current events.
6. There is no direct relationship between learning English and selecting a job (-)
7. If I make a significant effort to study English, I will succeed.
8. Learning English can help me understand different cultures and people.
9. If I can study abroad or emigrate, I will try hard to learn English.
10. I know that one of the goals of learning English is to communicate with others.
11. For me, English scores are not important at all (-)
12. Learning English allows me to meet more foreign friends.
13. In order to read English books and broaden my view, I will study English diligently.

##### Self-efficacy

14. I believe that I can learn English well.
15. In modern society, it is important to learn English well.
16. Learning English is a new challenge.
17. I think I am good at English.
18. I am sure that my English ability is good.
19. I am always worried that I am incompetent in learning English (-)
20. I am confident that I can speak with others in English.
21. I am confident that my English pronunciation is correct.
22. In class, I understand everything that the teacher says in English.
23. If the other classmates' English scores are better than mine, I will try hard to catch up.
24. Usually, I do not study English autonomously (-)

##### Achievement motivation

25. I usually do not study English unless my teacher gives an English test (-)
26. In addition to the assignments assigned by my English teacher, I do not preview English in advance (-)
27. I have a chance to express my opinion to foreigners if I make an effort to study English.
28. I will try my best to study English when an English test is given.
29. I will enhance my English proficiency through different learning methods (e.g. going to movies, listening to music and talking with foreigners).
30. In terms of English, I put in just enough effort to achieve what I can easily.
31. I do not complete English assignments until the last moment (-)
32. When I have a problem in expressing my ideas in English class, I will ask my teacher for help to find the answer.
33. I am pleased to learn English, which is at a somewhat higher level of difficulty than my current level.

34. I plan to attend English proficiency tests outside of school to prove my ability

5-point Likert Scale (1=*strongly disagree*, to 5=*strongly agree*)

Cronbachs  $\alpha$ : NA