

Iranian Students' Attitudes and Motivations towards English Medium of Instruction

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ABSTRACT

Current MA Thesis study is an Eastern Mediterranean University case study of attitudes and motivations of Iranian students towards English language, English Speakers and English as a Medium of Instruction. The Context of the study is EMU located in Cyprus.

In order to achieve the aim of the study 4 research questions have been proposed, and a mixed method data collection procedure was set and organized out of an already existing test battery, prepared by Robert, C. Gardner (2006) known as AMTB. This instrument was tested and piloted, and its reliability and validity was insured. Then the instrument was distributed among 199 participants, while they were asked to reflect their views and feelings as honestly as possible. Data analysis procedure was done via SPSS software package.

The results of this study shows that Iranian student carry positive attitudes and motivations towards English and English Medium Instruction. The type of the motivation was mainly integrative.

Keywords: Attitudes, Motivations, EMI, Globalization

ÖZ

Bu çalışmada, Doğu Akdeniz Üniversitesinde eğitim gören İranlı öğrencilerin İngilizce'ye, İngilizce konuşanlara ve eğitim dili olarak İngilizceye karşı tutumlarının ve motivasyon düzeylerinin saptanması hedeflenmektedir. Çalışma Doğu Akdeniz Üniversitesinde gerçekleştirilmiştir.

Çalışmanın hedefleri doğrultusunda öne sürülen 4 araştırma sorusunu cevaplamak için karma yöntem izlenmiş, veriler Robert, C. Gardner (2006) tarafından tasarlanan ve AMTB olarak bilinen test battery aracılığıyla toplanmıştır. Çalışmaya başlamadan önce veri toplama aracı ile pilot çalışma yapıp aracın güvenilirliği ve geçerliliği ıspatlanmış, sonrasında ise veri toplama aracı 199 İranlı katılımcıya uygulanarak katılımcıların görüşleri elde edilmiştir. Elde edilen sonuçlar SPSS ile analiz edilmiştir.

Araştırmadan elde edilen sonuçlara göre İranlı katılımcıların İngilizce ve İngilizce dilinde eğitime karşı olumlu tutum ve yüksek motivasyon düzeylerinin olduğu saptanmıştır.

Anahtar Sözcükler: Tutum, motivasyon, EMI, Globalleşme .

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Chapter 1

INTRODUCTION

1.1 Background of the Study

In the past era students used only their mother tongue for education. They had to study in the universities or schools available at their home region, because traveling across the world was very difficult, expensive and full of physical restrictions. There was another factor that always prevented students from traveling abroad for studying; that was the hardship of learning another language. Learning another language in before in the absence of the new strategies and methods was a very difficult task, hence scholars avoided such an adventure, and remained in their own region, and learned what was available for them in their own language.

Today due to the opportunities available for immigration and studying abroad as a result of globalization, students are more privileged than before. Human mobility has become very easy, and students benefit from the situation by attending schools and universities abroad without much difficulty. Yet, there is one thing left for them to worry about, they are still required to come out of their comfort zone, and use another language for their studies. People usually would rather study in their vernacular language. They did it in their elementary school, high school and they are used to it. But moving out of their own region means that they should use whatever language that is offered in the destined university, college or institution.

Teaching and learning most often takes place through usage of a language acting as a vehicle. In other words, medium for transferring knowledge and content from the source that could be the teacher, to the destination which is the learner, usually is mainly a language. That is why it is called medium of instruction or mean of education. Simply it could be said that until now language has always been the medium for transferring knowledge. Whether it is the native language of teacher and learner, or another language as long as it transfers knowledge, content or feedback from one party to another, it is called medium of instruction. Schools, high schools, and universities around the world, sometimes employ more than one language for teaching purposes. These institutes are the ones that accepting students from different parts of the world. They often offer courses and programs in more than one language. In higher education, English as instructional language is dominant in compare to other languages (Phillipson, 2003; Carli & Ammon, 2007), because more content is available in English language and English is used as a Lingua-Franca globally. Hence main choice of the universities in higher education is English medium instruction.

Students who want to study in international and multilingual universities have two options. One of them is that, they can learn the language of the country that they choose to study there, or they can learn English language. Many enhancements had been made in the field of language learning and teaching, many methods have been tested till today, which made it easier for the students to learn one or more languages in a shorter time; hence the number of the students who wish to learn languages is increasing promptly. Nevertheless, there are still many problems with learning and teaching of languages which are still remaining unresolved. Students still go under a

lot of pressure for learning a medium language to learn the content of their respected field of study.

In any field of education, language acts mainly as the medium for learning, no matter what. Whether it is humanistic field or science or math, language is used to transfer the knowledge. This emphasizes on the need for acquiring another language that could be commonly used for communication in every place around the globe. Students do not only learn from their teachers, but from whoever they encounter during their studies. Such a vast learning environment brings with it new educational, social, and technological trends (Wilkinson & Zegres, 2008). As such new trends are autonomous learning, individual responsibility, globalization, etc. Current trends require communicative competence and maybe a call for learning in a widely spoken language. It may be the reason for implication of English-taught programs in universities around the world (Wilkinson & Zegres, 2008).

It is possible to claim that students learn a language with different velocity; hence it could be said that, some factors must prevent some students from learning a language fast and help the other students to learn the language in higher speed. In this regard, if we find out what these factors and obstacles are, creating a better system to teach language becomes more achievable.

Since learning another language and studying in that language became a big concern, many linguists, psychologists, and language instructors unified to solve some of the problems in language learning. To achieve this goal, they tried first to identify the factors which influence language learning and then they attempted to solve language

learning problems through dealing with those factors. There are many factors that may have an impact on the learning ability of the students, such as, age, gender, teaching methodology, etc. Attitude and motivation are two of these factors, and they can make a great impact in one's ability to learn a new language. These two variables are our concern in this thesis study.

This study focuses on discovering the students' attitudes towards the language they use as a medium of instruction. To achieve this purpose, EMU seems to be a very promising context, because in EMU English language is used as a medium of instruction, and also it has an international quality. Students who come to this university are already familiar with English language. According to the information mentioned in the website of the university one of the requirements of EMU is for students to have scored 6 (or higher) in IELTS test. If their grade does not meet the requirements of the university, or if they lack (English) competency, they will be admitted to the preparatory school to learn the language first, and having passed the proficiency exam, then they will be able to attend their courses. This procedure indicates the fact that the students are already introduced to the English language. Hence, what we aim in this research is to find out how determined they are for learning English language for practicing their respected studies. It means that, we are looking for the level and type of their attitudes and motivations towards the English language and English language education.

Type and level of attitudes of learners towards a language demonstrates the type and level of their motivation for learning that language, and their motivations influence their achievement (Gardner, 1985). In most cases, it is assumed that, the better the

attitudes of the person towards a language is, the learning of that language takes place more smoothly for that person. In this study the students' level of attitudes and the type of their motivation will be under the scope. In this regard, it is of the essence to first clarify what attitude and motivation, and their types are. Then their relevance to the context of teaching and learning are going to be emphasized.

Gardner (1985) indicates that, attitude is a cognitive, affective, and conative state of mind. It means that it involves beliefs, emotional reactions, and behavioral tendencies related to an object, person or an event. It consists, in broad terms, "of an underlying psychological predisposition to act or evaluate behavior in a certain way" (Gardner 1985). According to what has been said, attitudes consist of behavioral and emotional inclinations of people towards something. Whatever that "thing" may include is the object of their attitudes. It means that the "object" captures the attention of the person in a certain way that draws his\her emotions, and thoughts towards it. Azjien (1988) defines attitude as; "a disposition to respond favorably or unfavorably to an object, person, institution or event".

Language learning attitudes are separated into two counterparts. One of them is attitudes towards the language or better to say linguistic quality like; tone, clarity, beauty, harshness of the language. The other one includes attitudes towards the speaker community of the language (Gardner & Lambert 1959). Cargile and Bradrac (2001) argue that language first triggers an attitude towards itself in the perceiver's mind, rather than the evaluation of the speaker. However, others believe that attitudes towards the speakers of the language are as much important in language learning as

attitudes towards the language are (Lambert 1963, Coupland, 1991), and in the majority of the cases they correspond.

Since, learning the language of a community is integrated with the disposition of the learner towards the social identity of the community (Ghazvini, Khajehpour, 2011), attitudes towards the language of the community and the community itself play a great role in the process of learning the language. A ‘social psychological model’ proposed by Lambert (1963), points out the cognitive factors such as language aptitude and intelligence, as well as affective ones such as motivations and attitudes of the learner to be critically important factors for language learning. In this model, Lambert proposes that the extent to which a person acquires L2 depends on the ethnocentric preferences, context evaluation, and orientations toward the respected language and motivation for language learning.

Motivation is another affective variable that is in close relationship with attitude and L2 learning. Gardner (1985) defines L2 learning motivation as “the extent to which an individual struggles to learn the language because of a desire to do so, and satisfaction experienced in this activity”. According to Gardner’s view, language motivation is generated out of three components; motivation level, desire for L2 learning, and an attitude towards the act of (language) learning.

Arousing and directing one’s desire towards a set of goals as a result of having attitude is the motivation towards those set of goals. In order to achieve these goals one may have two types of attitudinal motivations. One of them is more interpersonal and relates to the long term wishes and desires of the person, and it is known as

integrative motivation. Integrative motivation refers to the learner's preference to be a part of, or be like the community of the speakers of a certain language. The other one is more personal and refers to the short term achievements, gains and benefits from learning a language and it is known as instrumental motivation (Gardner & Lambert, 1959). Integrative motivation in other words, reflects the learner's willingness or desire to be like a representative member of the other language community. It also reflects the learner's high level of effort to learn the language in order to communicate with the group. Moreover, integrative motivation reflects an interest in L2 learning, a desire to learn the target language, and positive attitudes towards an L2 learning situation, and the target language community. This is a total convergence to another ethnic group according to Tajfel's (1985) point of view. Instrumental motivation is characterized by a desire to gain social recognition or economic advantage through knowing an L2. It is also characterized by an interest in learning L2 for utilitarian or pragmatic benefits (Gardner & Lambert, 1959).

From these two types of motivations no one can claim which one is more important for learning or which has less effects on L2 learning, due to many factors such as, EFL and ESL learning contexts that determine learner's access to the speaker group, or learner's identity that determines his/her priorities and characterizations of achievement and many other personal and environmental causes. In the following sentences some of the researches that had been performed on the respected topic are discussed and impacted the field of attitudes and motivations are discussed.

The classical approach was the first attempt for the measurement of attitude. In classical approach attitudes of people towards language was first evaluated by

Gardner and Lambert in (1959) on speakers of French and English in Canadian context, using a questionnaire containing statements about the language, the person or group, and reasons for studying a particular language or languages in general (Mckey,1999). The respondents were asked to mark an opinion on 5-7 point likert scale. Choosing between polar adjectives, the adjectives were not defined by the researchers and they were left for the participant to decide on the meaning of each global adjective. This way in the case of evaluating language attitude, beautifulness of the language from the participant's point of view for instance, could be evaluated as a positive and the harshness of the language itself was considered negative attitude. In the case of measuring the evaluation of the speaker of the language again polar adjectives decided whether, for example, the speaker seems to be friendly or hostile. Later Lambert developed matched guise technique. In matched guise technique, people listened to recorded tapes of people speaking French or English and rated the speaker's effectiveness and cognitive qualities, like humor, or intelligence on a polar continuum based on Osgood, Suci, and Tannenbaum (1957) (Mckey, 1999).

In another survey Dornyei and Csizer discussed some dynamics of language attitude and motivation on national weighing scale and collected their data from 8,593 13 and 14 years old students in Budapest and included the attitudes of students towards English, Italian, German, French, and Russian. This research was performed twice, once in (1993) and the other time in (1999). Then the results of both studies clarified how internal social political changes between these years differentiated the attitudes of the people towards these languages.

More related to our cause for this research study, Nasser Shirbagi(2010), performed an experiment on Iranian undergraduate pupils in Kurdistan university in Iran to find out about their attitudes towards English as a foreign language. He conducted his research on a total of 400 participants with questionnaire consisted of two parts. With questions eliciting demographic data and a set of attitude scales (Shirbagi 2010).

1.2 Problem Statement

Regarding this thesis study, the main problem under investigation is determination of attitudes and motivations of students towards English Language Education. Acquiring this information can be helpful for the institute to provide better facilities to attract their attention and raise their motives for learning English language in order to upgrade their learning quality.

In this case, students are entirely Iranian and the context is Eastern Mediterranean University. The problem is that, their attitudes and motivations towards English language education are unknown. No proper study was performed on the topic in this context. Hence, very vague understanding is available about their attitudes and correspondingly their motivations for language learning that may decrease the efficiency of English education in the context.

1.3 Purpose of the Study

It was mentioned in the previous section that unawareness about the condition of attitudes and motivations of the Iranian students in EMU is the main problem that is being tackled in this study. Thus, the main purpose of this study is to find out whether Iranian students who are studying in EMU are positively or negatively attracted towards English language, English language speakers and English Medium Instruction.

Another purpose of this research is to figure out their motivations for learning English language in order to facilitate their learning in their respected studies. It means that, this study is aiming to discover if their motivation is positive or negative and in the meantime decide what type of motivation there are equipped with.

In order to achieve these aims four research questions were proposed. The answers to these questions will provide a better view over attitudes and motivations of the Iranian students of EMU towards English language, English speaking people and English Medium Instruction (EMI). In the next section of this chapter these questions are listed and discussed.

1.4 Research Questions

Four research questions are proposed, in order to reach to an understanding about attitudes and motivations of Iranian students in EMU. These questions are listed below; however it seems important to mention that these questions are equally important for creating a clear view on the main topic of the study, and for realizing its purposes.

- What are EMU's Iranian students' attitudes towards English language and English speakers?
- What are the motivations of EMU's Iranian students for English language learning?
- Which environmental factors affect EMU's Iranian students' attitudes and motivations towards English language?
- How Iranian students perceive English medium Instruction (EMI).

1.5 Significances of the Study

This study is significant for many reasons from which some are discussed in the following sentences:

- The participants of the study are Iranian students who are coming from a very tight system. The educational system in Iran does not give the required value to English language, and English language instruction due to the political differences between the government and the west. The views of the students thus indicate the true feelings of Iranians towards English, English medium education and English language learning in general.
- The context of this study requires emphasize on attitudes and motivations towards EMI, which had been very rarely attended before elsewhere.
- Although there had been a lot of research on the topic of attitudes and motivation, not many of them, tried to signify the differences between learning English as the foreign language and learning English as a medium for studying in other branches of learning.
- This study is a case study which makes it significant in a way that the results of this study may be a valuable source for creation, modification or application of language policies in the context of the study.
- This study is the first of its kind on the Iranian population in EMU, or in fact in any other context as well.

1.6 Definition of Terms

Attitude: Attitude is a disposition to respond favorably or unfavorably to an object, person, institution or event (Azjien, 1988).

Motivation: the extent to which an individual works or strives to learn the language because of a desire to do so and satisfaction experienced in this activity (Gardner, 1985).

Instrumental motivation: Instrumental motivation is characterized by a desire to gain social recognition or economic advantage through knowing an L2. And it is also characterized by an interest in learning L2 for utilitarian or pragmatic benefits (Gardner and Lambert, 1965).

Integrative motivation: Integrative motivation reflects the learner's willingness or desire to be like a representative member of the other language community. It also reflects the learner's high level of effort to learn the language in order to communicate with the group. Moreover, integrative motivation reflects an interest in L2 learning, a desire to learn the target language and an attitude towards an L2 learning situation, and the target language community (Gardner & Lambert, 1965).

Medium of instruction: language that is used for pedagogical and educational purposes, in other words the language of teaching and learning situations. The language used in the schools and universities.

Chapter 2

LITERATURE REVIEW

2.1 History of Attitude Studies

Over the past decades, many studies emerged about attitudes of speakers of different languages towards their own or another language. Most of these researches were performed on Anglophone languages. According to Ellis (1997), the first scholars who gave attention to the topic of attitudes were Labov, Gardner and Lambert who attempted to measure people's attitudes towards a specific variety of language. Their work has been followed by many till the date of this study.

There were many more attempts for studying people's attitudes towards different aspects or varieties of languages. According to Giles and Bellings (2004), there are many well-known researchers who impacted the study of attitudes in different fields of human studies. Some of them worked in language learning and teaching. Some researched attitudes with respect to psychology. And many of them were sociolinguists who studied attitudes towards varieties of languages. These people have done their studies in different parts of the globe ranging from Europe, Americas, Asia and Oceania. There also has been many journal issues and articles published about the attitudes of the human beings towards a variety of language or the speakers of a language. Such body of work on the topic of attitudes provides us with substantial and valuable sources of information today. However, employing all

of them in one research will not be possible, hence the most related and well-known researches will be introduced in the theoretical input of this study.

Today many Iranian English Language scholars became interested in the topic. It may be since, a gap can be found in the attitudes of the Iranian government and Iranian society towards English language and context. Iranian government shows a much more positive attitude towards Arabic language rather than English. It is based on the political and religious perspectives of the people in charge, since as Borjian (2013) points out English language in many cases was termed by the rulers as the “language of the enemy”. Where on the other hand, people show more tendencies towards knowing English, they call it: “instrument of success” (Riazi, 2005) which may be the result of many factors like; technology, importance of education, and the desire to be globally recognized. This topic will be discussed in more detail later in this chapter. These studies on the topic of attitudes and motivation can be found in many journals. From these academic studies, later in this research some will be introduced in order to shed light on the psychological features of the participants, who are truly the representatives of Iranian context. The purpose of using recent attitudinal studies performed on the Iranian students is to establish the mindset patterns regarding attitudes and motivation of Iranian participants. However, before introducing and comparing some studies performed in Iranian context, first in this literature review we will run through a brief history of attitudinal studies. Then we examine the types and levels of both language attitudes and motivations for language learning. Along with defining attitudes and motivations, accommodation theory and Identity of a person in relation to their attitudes and motivations for learning a second language will be investigated. Afterwards a brief historical view on language policies

in Iran will be presented, in order to give us a better view of background of our participants. Also the topics of globalization and medium of instruction will be added because of their relevance to our purpose in this research, and also to the context of EMU as an international educational environment. First, there is a need to understand where all began:

In the year 1931 Pears, a British radio talk show host started a study, in which he asked BBC audiences to provide personality traits and profiles for people's voice samples that they hear on the radio. This study led to finding that different varieties of English were characterized differently by people, and changing the variety resulted in changes in person's perception.

After this noticeable event, many studies followed to determine whether the voice parameters show the person's dispositional state (Giles & Billings, 2004), it was also concluded that after some time people started reacting to some voice patterns or styles of speaking more stereotypically compared to the others (Giles & Powesland, 1975). This was only a beginning to an outburst of research about attitudes of people towards varieties of languages.

After Pears many tried to examine attitudes using various scales, methods and techniques; however it was after 1950's that many believe to be the golden era in the field of attitudinal researches. In this decade Lambert (1955) began to investigate this factor by speculating that an interest in learning a foreign language develops because of emotional involvement with the target language's community, or because the learner has a direct interest in the language. Research findings show that attitudes

and motivations are indeed related to successful L2 learning but it has not been indicated how they do so (Lightbown and Spada, 1993).

In (1972) Lambert and Gardner together studied attitudes of people towards French and English Canadian language varieties. Gardner continued studying the topic until in 1985 he generated a comprehensive model of second language acquisition, which brought attitude studies into the education and language learning. He simply followed the Idea that, "Learner attitudes have an impact on the level of L2 proficiency achieved by individual learners, and are themselves influenced by this achievement" (Ellis, 1997). Gardner's study is influencing most of inquiries even today. He defines attitudes as a state of mind that involves believes, feelings, emotional orientations related and directed towards the object of attitude. Object of attitude concerns every concept that arouses human's attitudes, feelings and beliefs towards itself. It could be anything that you have a feeling for; you have a perspective towards, or can be included into your likes and dislikes. When you like something it means that you are having a kind of attitude towards it, also hating requires a kind of attitude towards an object, but a negative form of attitude. That object is the object of your attitude. Gardner (1985) believes, "attitude is a mental tendency to act or estimate in a definite way". His model and definition of attitude is more related to education and it is not merely defining attitudes towards language.

2.2 Attitudes

Gardner and Lambert's interest in language attitudes and motivation led both these psychologists to follow this concept until each formulated methods of measuring attitudes of people. Lambert (1967) created match guise technique and Gardner (1985) originated a comprehensive model of language acquisition (Mckey &

Hornbringer, 1996). The relativity of their work to the topic of the current study entails that it is better to follow their footsteps in this research in order to have a valid and reliable study. Hence, here their definitions of the concepts will be considered as primary foundation of this research. However; other linguists and psychologists' views and theories about the concept are discussed and kept as valuable sources of data for clarification.

Respectively, Gardner (1985) believes that attitude consists of cognitive, affective, interactive components. He states that, "attitude involves beliefs, emotional states and behavioral tendencies to the object of attitude and consists of a fundamental mental predisposition to act or estimate behavior in a definite manner" (Mckey & Hornbringer, 1996). This definition had been used by many researchers in the field which adds to its value.

There are two major types of attitudes. One of them is Positive attitude and the other one is negative attitude. Positive attitude is more often desirable for the individual and the negative attitude repudates unwanted object, action or event (Mckey & Hornbringer, 1996). However, not everybody has the same kind of attitudes towards a concept (object). If that was the case, the current research study would have lost its value. It is because there are varieties of perspectives over one concept that gives attitude a meaning. For example; modern art, social networks, fashion, advertisements and as like are built and functioning, relying on the idea that people like or dislike differently from one another.

For instance, advertisement has become a powerful industry because; it manages negative attitudes of people in respect to different products, whether worthy of the price they are offered in, or unworthy of it, to become more positive, so the sale raises, simply by means of a psychological process, which even may be only a racket. People will buy and use the product no matter if they need it or not, thinking that they bought the best quality, only because they received a lot of positive information about that product. This shows the power of attitudes and change of attitudes. How customers feel about what they are buying means the most to them, and it satisfies them more than any other aspect of their purchase, only because they have positive attitudes about it.

In language learning the goal of discovering and nourishing attitudes is to first enhance negative and undesirable attitudes to become positive and anticipated, then to orient it to extricate positive motivations out from the heart of it. This means that attitudes without motivations in language learning and teaching will not be very effective. However, acquiring language (not learning) is more involved with the person's attitudes because, like attitude itself, it is a subconscious procedure. Actually it may be even possible to claim that human brain acquires what is desirable (attitude) disregard of any orientations (motivation). But while learning in the systematic way the attitudes should be addressed towards a more specific goal or outcome, and desire alone will not be enough.

Teachers have been asking themselves for a long time, why students with generally equal backgrounds are different in their success rate. In language learning there are many factors playing role in an individual's learning. The notion of learner-centered

instruction in foreign and second languages learning grew out of the acknowledgment that language learners are diverse, in their motives for learning another language, their style to learning, and their abilities (Wenden, 2002). Attitudes and motivation shape student's reasons for learning. If the student has positive language attitudes and higher motivations for learning the language, level of his or her accomplishment increases. On the contrary, negative language attitudes and lower motivations for learning the language, influences learning negatively.

Additionally, positive attitudes towards language and language learning might be as much the outcome of achievement in that language as the reason (Mckey & Hornbringer, 1996). Students' general positive attitude may not be enough for their success. Their positive attitude may be influenced by many factors like media, government, or their parents' attitudes towards the language or towards the speakers of the language. For instance, Iranian students are taught from the childhood to have a negative attitude about the western countries lifestyle by the government. This kind of distrust towards English language and western countries affects them to some point and shapes their attitudes towards those people and respectively their language also. Even though, other than government, there are parents, media and technology which expose them to a more positive attitude towards western cultures. An attitude of an Iranian student inclusively is the sum of all these attitudes, coupled with their own natural view of the world around them. If they have positive or negative attitudes towards English and English learning, it could be the result of their outlook towards their trust for their parents, and government. If the students have negative attitudes towards an education system, and the education system shows negative

attitudes towards English language (or any concept) the student's attitudes if not affected by any other factor will be positive towards English language.

2.3 Attitudes as an Affected Factor

This part of the literature review discusses attitudes and motivations for learning and acquiring language in relation to environment. One's attitudes and motivations towards a language and language learning can be resulted from many personal and environmental factors, from which student, parents, educational system, political views of the governments, local media, and social networks towards the language and the speakers of that language could be named as the most effective ones.

The ways context and current instructional system influence attitudes of learners, is subject of many attitudinal studies. For instance Dörnyei (1991) and (1998) performed two very large scaled researches about attitude of a nation (Hungary) towards different languages. The difference that was found in the results and findings of these two researches, showed that during the time gap between (1991) and (1998) the Hungary's social changes influenced people's attitudes and motivations for learning other languages.

2.4 Impact of the Government and History of English in Iran

Where the student comes from, has a lot to do with their motivations and attitudes. Considering this factor as an important factor, obliges us to find out what is provided for us about Iranian context, in the literature review part and participants part.

The common belief is that Iranians, especially their rulers have negative attitudes regarding west and English language (Hayati and Mashhadi 2010 Cited in: Kennedy, 2015). It cannot be neglected that during the recent decades, there was a remarkable

movement towards this language. However, this movement is a fashionable trend towards private sector, while public sector remains incompetent of teaching English effectively (Davari, 2013).

The recent history of English language teaching in Iran has seen many changes in the recent decades (Kennedy, 2015). About four decades ago before the revolution in Iran the English language policies, due to good political affairs with U.K and U.S.A and as a result of cultural, economic and educational exchange between Iran and Western countries, became so strong that English won the ground from French. British Council in Iran and Iran-American Society were two prominent semi-private language centers that contributed to the spread of English language in Iran.

However, a change of scene began to appear, and Islamic revolution put an end to the expansion of English language in Iran. According to Aliakbari (2002) negative attitudes of the revolutionaries, and the newly established government towards west and English language resulted in closure of private language centers and purge of English books. According to Borjian (2013) debate about banning English teaching from schools and universities was one of the hottest topics among the rulers. Eventually when the decision was made that English should remain in the educational system, they gave it an Islamic Nationalistic nature (Tollefson, 1991). They also planned the curriculum around ideological beliefs of the government.

Around the year 1982 despite lack of human recourses, the government still maintaining sensitiveness on English language, considered five other languages (German, Russian, French, Italian, and Spanish) as foreign languages for teaching in

education. Although as mentioned since there was not enough teachers available for this policy to turn into something useful, English saved its place as the most popular foreign language among people and this policy was overruled later (Aghagolzadeh, 2013).

In the second decade of revolution as a result of privatization in economy of Iran and because of lack of proper English teaching methods in the schools, the private sector began their activities regarding teaching English. They became active, although there was a big resistance from the side of the government (Kennedy, 2015).

Gap between private sector and governmental English teaching styles rose bigger during the 21th century and the third decade after the revolution. The impact of technology and globalization affected Iranians' attitudes towards higher education and also English language learning positively. By expansion of demand for higher education many English teachers came out of universities looking for job opportunities. So the private sector took benefit from this situation and made many modifications in the ways and means of English language teaching. In the meantime, public sector was still lacking a good teaching method and the books were still the same as they were. In the end it is mentionable that the argument over "to teach or not to teach" is still going on in Iran (Kennedy, 2015). As a result of all these, some people who value learning leave the country for better education. And their attitudes towards the medium of their learning, is our topic of interest here in this study.

Vaezi (2008) discusses the growth of international relations of Iran with other nations and the extended interest towards today's growing technology and science

throughout the world, also increasing interest of parents for their children to learn English can be a good evidence for the recent value of English language in Iran. Moreover, it indicates the positive attitudes of the students' parents towards English language learning of their children (Kennedy, 2015). Attitudes of the parents of the children as mentioned above are one of the key factors for shaping the child's attitudes towards English language learning. In Iran, English is taught at guidance schools, high schools and universities. It begins in the second year of the student's guidance school and continually can be seen in their curriculum till the end of the high school (Kennedy, 2015).

Currently in Iran English is considered the main foreign language in education. It is taught in schools, universities and institutions at different levels with different methods and styles, most especially in the private sector. Only one or two universities in Iran employ English as the medium of instruction, and the rest of the universities use Persian language for non-English fields of study and sciences. The application of English language in Iran is EFL in secondary schools, and ESP in the universities. English language is implicated as the medium in some international conferences held in Iran. A well-established language planning and perspective seems necessary for training better learners especially now due to the increasing demand for English language in Iran. It seems like that, some kind of human mobility is increasingly expanding due to the social, economic, and political status of the Iranians, that force them to immigrate or study outside the borders of their own country and links them to the English language in international level. Adding to these reasons the fashionable and prestigious perceptions of people inside the country generates a type of positive motivation for learning English in Iran. Regarding this

important fact and towards it, some Iranian scholars began measuring attitudes and motivations of the students towards English and English language learning as a popular foreign language. For example, Moiiinvaziri (2008), Vaezi (2008), Aliakbari (2010), Shirbagi (2010) and so many others claimed that students indicated positive attitudes towards English, and they were very highly motivated for learning it, but their findings are distinct over the type of attitudes and motivations of the students.

2.5 Attitudes and Motivations in the Field of Language Learning

One of the earliest works on the measurement of one's attitudes and motivation appeared in the field of second language studies by Gardner and Lambert (1959). Both psychologists were interested in discovering attitudes and motivation of French and English speakers in Canada, where the skills of both languages were salient enough. The outcome was a self-report questionnaire with items in form of statement about the languages. It was referring to the person using the target language, and their purpose for learning the other languages. The questionnaire was 5 and 7 likert points. Participants were asked to mark their feelings for languages, and statements heard in both languages on a scale, with two polar adjectives at each end of the scale. For example; they had to decide to grade the language, or the statement from "Ugly to Beautiful", from "Harsh to Soft", from "Dumb to Smart". Their responses to various items were statistically valid information that could be correlated to other measures in language learning, like their participation in class and etc.

Later Lambert (1959) originated a scale that was named Matched Guise Technique (MGT). Lambert was interested in the inter-ethnic attitudes of people living in Canada. He was determined to understand how English and French- Canadian people perceived each other's languages. Thus he made an investigation in which he

provided some samples of recorded speaker's voice in both English and French. Then he asked the participants to listen to each statement and decide to rank the statement on a polar adjective scale. Many believe that matched guise technique is the origin of speaker evaluation paradigm studies that appeared later. In this type of assessing language attitudes and person's perception of heard voice samples (Guises), the impact of privately held views of the listener determines whether he or she likes or dislikes the heard voice, or how he or she likes it. The procedure is based on the assumption that the heard voices trigger some social categorization and characterization that leads to a set of fixed ethnical attributes. In other words, if someone is heard speaking English by another person, some characteristics and traits referred to the stereotypical characteristics of English people come to the mind of the listener. Whether the listener belongs to that ethnic group or not has a great impact on the way he or she characterizes that group. Hence if a French person hears someone speaking English his perception of the speaker is quite different than perception of an English person listening to the voice of a fellow Englishman. Dispositional states such as sense of belonging (to an ethnic group), inferiority or superiority that is felt by person when he or she listens to another variety of language, familiarity and other such feelings are essential, when an individual wants to measure or observe other's attitude towards language.

However, many linguists found limitation for this model of Second Language Acquisition. According to the purpose of our study, which is not dealing with student's learning, but includes psychological tendencies of students towards a language (medium) and their motivation for learning and using that language as a tool for further learning, and considering that the context is a university (EMU)

rather than classroom. This experimental model can be found useful for in different contexts such as educational contexts. Nevertheless, since none of the shortcomings and limitations mentioned above incorporate our purpose, and its useful nature for measuring attitudes and motivation of people in societal context, rather classroom environment it will be helpful for us in this study. The experimental or quasi experimental frame work of such studies is useful for drawing a picture of language learning, though it fails to provide guidance for teachers to use it in their planning classroom level interventions (Crooks and Schmidt, 1991).

2.6 Motivation for Language Learning

Efforts of Wallace Lambert and Robert C. Gardner have been considered as the most important and also the most effective in the fields of attitudes and motivations. However, the original theory of motivation goes back to Mowrer's (1950) study on how development of a person is affected by being identified with a valued figure (Skehan 1989). Later Gardner and Lambert (1959) relying on the extent to which a person desires to be identified not only with a public figure, but also in many cases by people from other cultures or being in other cultures, and also observing person's desire for acquiring pragmatic needs theorized two types of motivation for language learning. One of them was integrative and the other one was instrumental motivation. They believed that people, who have integrative motivation aspire to be identified with the people of the target language community, learn their culture and become a part their culture. On the other hand, language learners with instrumental motivation want to learn it for utilitarian purposes, only to satisfy their pragmatic needs like, finding a better carrier or earning more money as a result of improving their language skills.

Gardner and Lambert (1972) theorized that, integrative motivation is more effective for learning language because it is more internal and personal than instrumental motivation and because it expands a lot of efforts, and remains intact for a longer period of time (Mohammadian, 2013).

Most researchers approve that motivation is linked to one's choice of a specific action, persistence with it, and work spent on it (Manolopoulou-Sergi, 2004). Also Brown (2001) argues that motivation should be first understood, and then applied properly in the language classroom to work as it should be working. Lifrieri (2005), points out that in any activity if motivation is considered as a key factor for achieving success. In other words, it is a common belief that attainment is insured through having clear and appropriate motivation. Similarly, Gardner (1985) suggests that students who carry positive motives perform more successfully in their studies. Brown (2000) argues that proper motivation is a pledge to success in language learning. In addition he suggests that a motivated student has reasons (motives) for interacting in the related activities, shows extra efforts, remains persistent on the tasks, and feels enjoyment while performing the task, etc.

In order to recognize motivation first it should be introduced by its parts. Almost everyone in the field believes that there are two types of motivation. This distinction makes motivation a controversial issue in the fields of education and psychology (Altamimi; M Shuib, 2009). The reason for this controversy lies in the contrast between instrumental and integrative motivations.

In (2009) M, Mohammadi, M, Moenikia and A, Z-Babelan performed a study on 780 high school students in Ardabil, a city located in north western parts of Iran. They aimed to determine the role of self-regulated strategies in learning of second language and to compare gender differences among these variables. To do so they adapted a Questionnaire (MSLQ) modified by Pintrich and collaborators. Their questionnaire included 81 items based on motivational model of Pintrich (2003). Their findings showed that motivation is an important factor in second language learning. Their findings were related with outcomes of other studies performed with the same objective (Brown, 2001).

Chalak and Kassaian (2010) open their discussion about the topic of attitudes and motivation almost the same way as the other studies, by explaining motivation; thereby they refer to Dörnyei (1998) as he says: “learners’ success or failure is usually defined by the level of their motivation”. Chalak and Kassaian (2010) explain further that motivation is an internal desire that forge one’s actions towards a goal.

After defining motivation, this study in the literature review part gives Brown (2001) definition of motivation based on the three historical schools of thought:

Behaviorism: This school of thought sees motivation as the desire for acquiring a response that is followed commonly by a reward or punishment that enforces the motivation.

Cognitivist: Believe that the choice one make is based on reasons that root in their needs and attitudes.

Constructivism: Believes that motivations of people are formed in reaction to the interactional needs of those people in different contexts. In other words, people acquire them when they are interacting.

Motivation is commonly among the scholars has been distinguished to two types, however a third type which is going to be introduced later has been added to the motivational types. Nevertheless, distinguishing motivation types took place in two different ways by different scholars. There are two theories that categorize motivation types for different perspectives regarding their purpose and application.

- Gardner's theory. As pointed out earlier, Gardner (1985) theorized that there are two types of motivations, which are instrumental and integrative.
- Ryan and Deci's theory. Ryan & Deci (2000) made another distinction, considering how deep inside someone the desire for attaining a goal is laying, the motivation can be intrinsic or extrinsic.

These two types of distinctions refer to the desires of the person for achievement in life and learning. The only difference here can be that Gardner's distinction, stands for the person's motivation as a mean of achievement, while Rotter's distinction somehow explains the depth of individual's desire within the him or her. In other words, the first one emphasizes more on the type of desire, and the second emphasizes on the level of desire. Reasons for learning another language depend to the degree to the degree to which the students are self-determined to learn a language. The depth of that self-determination within a person is classified as extrinsic or intrinsic motivations (Ryan & Deci 2000). Extrinsic motivation for

example, exists in a person as an externally mediated object of learning. For instance a person with extrinsic motivation is one looking for learning a language to get a better job. While, intrinsic motivation is not bound to an end. For instance, a person learning a language only for the sake of learning, he is intrinsically motivated. However, in Gardner's view of motivation instrumentality refers to use of learning for attaining a goal to grasp a better position in the ethnic group, while integrativeness stands for being accepted as a member of a social group. Gardner's view is more sociological based, and Rotter's is more psychological. Besides these two types of motivation there is third kind, which was introduced in some of the literatures about the topic.

There is another type of motivation introduced by Cooper and Fishman (1977) referring to one's personal views of himself or herself. It is called personal or developmental motivations referring to reading books or watching movies in another language, resulting in improvement in that language (A, Altamimi; M, Shuib, 2009). Here there may not be an integrative or instrumental aim for learning the language that is why it is called personal or developmental motivation. It refers to the person's efforts for upgrading self-identity and personality through browsing another culture's literature and art. This type of motivation is more like the intrinsic motivation for it exists deep inside individuals' desires and attitudes towards the language and the community of the speakers of the language. Personal motivation does not exactly include a precise goal for becoming a member of a community or to increase social status level through learning a language, but it is for increasing knowledge of environment and surroundings. Maybe even learning the language is not the primary

goal here, and all the effort is put in order to raise self-knowledge or knowledge of the world around the person.

However, measuring and defining motivation through psychometric methodology showed to be promising while dealing with second language acquisition in education, there are some limitations for its impact on the classroom setting. Crooks and Schmidt (1991) discuss these limitations, they believe that:

- Definition provided for motivation in psychological studies is very narrow.
- Since we do not know whether instrumental motivation is the cause for successful acquisition of language, or the result of SLA model, we cannot be certain if it is logic to rely so much on it.
- Another issue refers to; the fact that the experimental psychological motivation studies, due to their experimental nature are not very suiting for the classroom and learning.

One of the most important concerns of the researchers about learning a second language is lying deep inside the learner's attitudinal/ motivational aspects of their cognition. Motivation as a key factor had been accepted by both teachers and the researchers to influence learning and success in L2 learning with a very high rate (D, Ghazvini & Khajehpour, 2010). The origin of this incentive comes from human psychological view that learning other communities cannot be kept separated from the learner's beliefs and emotional estates that the learner has of the other community. This is how we can see the relation between the person's motivations and attitudes. More the person becomes interested in the community and the people

living in that community, he becomes more motivated for learning the language. Because either learning the language can help that person to achieve his or her short term goals like, getting a better job or increasing income, or through learning the language he or she finds the chance of blending in the other society. Either way it will not work as it should work if the person is not interested in the language or cultural aspects of the target society. In Lambert's (1956) social psychological model, he proposes language aptitude and intelligence in addition to motivation and attitude. In this model, it is proposed that acquiring the language depends on ethnocentric inclinations, views of the social life, and tendencies towards the act of language learning and learning generally increases the learning of language. Gardner (1985) defines motivation as the level one's desire to learn and their satisfaction during the process.

Situations for learning the new language and attitudes towards bilingualism effect learning through creating additive situations or reductive situations. In the additive situation, the learner feels that he or she is adding to what they have learned before, as a result of this, they become more eager to learn the language. Here in this situation the motivation level increases, due to the feeling they acquire from noticing the rate of their success. On the other hand, in the reductive situation, if the learner feel threatened of losing what they have already learned, their level of motivation decreases (D, Ghazvini & Khajehpour 2010). What is desired for the better learning is that, the learners feel that they are adding to what they already have acquired. They shouldn't get the sensation that their language knowledge of other learned languages is disappearing, and worse than that they should not sense that that learning the new language is responsible for it.

As the result for what had been said about motivation and attitudes, it can be concluded that the language learner's desires for learning is determined through his or her look upon the language itself, the community of the speakers of the designated language, and also their view on learning as an act of upgrading their view of the surroundings and upgrading their social status. In other words, positive view of the person about the language, the speakers of that language and the act of learning, can provide for that person, two types of motives. They are both positive and oriented towards a specific anticipated goal. One of these goals is very much used as an instrument for achieving for instance; better jobs, or more money. However, there is another type of motivation that is called integrative motivation and it is somehow, language specific. This type of motivation creates the anticipation of being accepted in the other local society, or being rejected by your own. Also today we like it or not humanity is moving towards creating a globalized world. Globalization is another important topic that will be discussed later in this literature review.

2.7 Globalized World and Language Learning Attitudes

21st century brought with it technologies that gave humans the opportunity to move from their birth places, to achieve their goals in another place on the globe. Many reasons could be named for human mobility, from which gaining knowledge is primary. Blommaert (2010) emphasizes on the concept of human mobility (Mckey, 2013). Besides gaining knowledge many cross borders for traveling, trade, and etc., And some other because they had been driven out from their own country. Students nowadays move from one corner of the world to another in order to improve their social and economic status. It shows that the world today turned to become a smaller place for the people who are living in it. Borders are getting narrower and localization is giving place to globalization. No force has ever impacted attitudes and

motivations for language learning like the force of globalization (Dörnyei, Csiz'er, N'emeth; Clevedon, 2006). Even though, the concept of globalization had been interpreted in varieties of ways, it provides a framework for a more expanded learning environment (Garrett 2006). Interrelation between globalization and attitudes/motivations of the language learners brings the second language acquisition to a new level (Dörnyei, 2005).

Globalization in common terms is called global integration, westernization, internet revolution, Americanisation, free market, economic liberalization (A, M, Zaharia; R, Lolescu 2009). In Iran sometimes people call it Europeanization, even though it usually happens with Iranians moving outside the country or with Iran's closed borders for the outsiders. Globalization also refers to process of exchange of human affairs by linking individuals and escalating human activities across territories.(Held, McGrew, Goldblatt, Perraton, 1999). Waters (2001) describes globalization as a social process where geographical limitations for economic, political, social and cultural arrangements are withdrawn, in which people act accordingly.

There are many books published about globalization. These books often emphasize that, the construct of globalization had shaped ages before now, and it is not a new concept. They claim that localized events are shaped many miles away (Giddens, 1990; McKey 2013).

For instance; War, Hunger, lack of educational facilities and so many other reasons can be the causes for people to move from their home region to another to satisfy their needs. Whatever change they bring to the new local society is the result of their

movement. As Hobsbown (2007) notes, “The impact of the globalization is felt by those who benefit from it least” (McKey 2013). Scholte (2005) gives two reasons for globalization that are, the increase for international exchanges, and withdrawal of space from the maps and removal of territorial places

In the context of EMU the reasons that brought the students to Northern Cyprus are as size of their population in the country, but the aim is education. They are here to create a change in their lives. They bring their attitudes and motivations towards the language used as the medium along with them. Their attitudes and motivations shape the context of English language acquisition in this university, and consequently to the society, since their education is English.

This is where English as the international language has more responsibility than Turkish because, firstly the courses are usually offered in English language and, second the students are not planning for staying in the society for ever. The English language here only plays the role of medium and the lingua franca. Also in a world where the borders are no longer obstacles for humans to cross over, nationalities clash with each other in order to give birth to an international identity for all of the people living in it. Cultures meet, traditions are introduced, and languages are learned in such an environment, but a common language should connect all these together. International nature of English language is helping such integration. This may be the main reason for selection of English Medium Instruction (EMI) in EMU.

2.8 English Medium Instruction (EMI)

This section is specialized to this chapter to create a very clear look upon English Medium Instruction. It includes defining the concept of EMI, a brief history of its

emergence and development, and the challenges for the application of this system in different institutes and regions. This part of this chapter aims to introduce the type of EMI employed in the context of current study.

Colman (2006) asserted that there are positive and negative sides to the globalization effects on the politics, economy, culture, and identity of every nation and humanity as an overall. To all these education could be added as a significant factor regarding being affected by the impending globalization. To meet the demands of a globalized world there are two skills that seem to be very essential for every nation to equip their people with. One of them is technology and the other one is the language that is globally accepted and recognized to be the medium (Duc Manh, 2012). Developing language learning and content learning accordingly and in respect to each other is what good quality teaching is all about (Martyniuk, 2006).

It was in U.S.A that for the first time the idea of integrated content and language education came the existence (Wilkinson & Zegera, 2007). Later this idea was developed for promoting foreign language learning in Europe, thus citizens of European Union get the chance to live, work or study wherever they wanted within the Union's boundaries. During this period universities began encouraging their students to spend some of their study period in other institutes as an exchange student. Many programs in this regard emerged in Europe, as such Erasmus program, Bologna, and joint-degree program could be pointed out. These new opportunities required multilingualism. In that time English was a language that was widely spoken in Europe. Hence, most universities adopted it as the second language of their education (Wilkinson& Zegera, 2007).

As a result of this movement in Europe many organizations and published documents like; language department of Council of Europe, Common European framework of Reference (CEFR), and European Language Portfolio (ELP) were established. Their job was to supervise language affairs in Europe (Wilkinson& Zegeza 2007).

The end result of such a bottom up process in Europe was selection of English as the language of communication and instruction. Against many resistances because English might be a danger for the existence of other languages in that day until today, English remained as the most popular language for human affairs in Europe and globally also. Some of those reasons according to Inmaculada Fortant (2006) are:

- English was spoken very widely as lingua-franca throughout the Europe and by the population of (47%).
- There is a vast content of knowledge already existing in English language.
- Many scientific journals are published in English language.
- Many conferences are being held in English language.

As English today realizes a great amount of worlds communicative exchange , the safest and more logical choice of adopting a medium for education seems to be English as well (R G.Klaasen, 2003).

In Asia Gills (2006) notifies that the progress of using English medium instructions is a top down procedure. It means that it is directed from people in the top to the people who apply it in the educational system which is opposite to Baldouf and Kaplan (2005) proposal for implementing English medium instruction. They believe

that this process should be relying on the efforts of the people, and be built from bottom to the top. They also suggest English medium instruction should be implemented in the objectives of the instruction should be identified and implemented to each level receiving English medium instructions separately (Duc Manh, 2012).

In regards with attitudes, medium of instruction did not receive much attention in the English language literature (Van der Wende 1996; Wächter & Maiworm, 2008). This research is one of the few that views attitudes of students towards English language instructions. Usually studies look at the topic of attitudes and motivations from the perspective of L2 learning either in EFL or ESL backgrounds. This adds to the significance of the study.

Even so, the case of India shows us that using English medium instruction is not all beneficial for every ethnic group of the society, after a generation deployment of English medium instruction in India, the results indicated that students coming from higher society benefit it due to access to the knowledge and student from lower society do not, due to lack of access to a good English education (Annamalai 2004, Duc Manh 2012). It is since who lack English proficiency fail to learn the other sciences, and those who had the opportunity learn better English will grow fine. However in international higher education institutes this will not be a case of deficiency, for two reasons. First is because of the level of education, where institute is responsible for providing facilities for a better English medium instruction. Second is because the students are almost from same ethnic group in their own societies,

gathered in one educational center. Such is the case of English medium instruction used in the EMU.

There are other challenges for employing EMI, as well. Klaassen (2003) considers three aspects for EMI:

- Pedagogical quality
- Intercultural communication
- English language proficiency

Afterwards, she introduces two main challenges related to these aspects:

- It is impossible to improve the language proficiency of the teachers over a short period of time.
- Meaning should be transferred and understood during the construction of knowledge in any pedagogical situation.

The first challenge for employing EMI refers to the Teachers' level of English proficiency and the fact that the language needs of the foreign students should be considered too. The students' comprehension and learning depends on the input provided by the task encountered and the teacher's speech in the classroom (Richards 1983). As a result of this challenge it could be issued that; students learn better when EMI is employed with the consideration of the students' and teachers' level of English proficiency.

The latter challenge refers to content and language integrated learning and pedagogical quality. Considering that knowledge is better understood when it is

presented in higher quality. In EMI situation besides the language proficiency level of the student and the teacher, the teaching skills play a very crucial role in effectiveness of education. Klaassen (2003) believes that the quality of education and improvement of the language of the personnel as an integrated process gives EMI programs the required attention.

Even though there are some challenges for employment of EMI, still today around the world especially In Europe and recently in Asia, schools and universities are using EMI progressively (Wenden, 1996; Wächter & Maiworm, 2008). In every country it is observable to the eye that English use is increasing. Some use English as a medium and some other have multilingual medium for their educational system.

It is since the role of English as a lingua-Franca in academic context is unquestionable Grutzmann (2000). And the Anglo-Saxon universities due to offering English courses established higher prestige comparing to the other universities around the world. The other universities had no choice but either to begin presenting courses in English, or attract less international students. Failing to lure less than desirable number of international intellectual students in turn again, would have damaged the university economically, prestigious wise, credibility wise, and scientifically. This will result in the isolation of the universities after a period of time (Koenraad, Hajer, Hoosten, and Van der Werf 2006). Hence they began application of EMI worldwide with accordance to the policies of education in their countries. Thus consequentially three types of EMI came to the existence (Koenraad, Hajer, Hoosten, and Van der Werf, 2006):

- Where English is the medium of instruction from beginning of the education or the entire higher education Like, in Finland and Netherland.
- Where there is an increasing use of EMI along with the local language of the region, like in Poland and Turkey (Natansky, 2004).
- Where English is used in order to attract the students, and further in the education they are transited to the local language, like in Germany (Mary, 2005).

Respectively, since EMU is under the policies of Turkey's Educational system here we refer to Selma Karabinar (2007) who introduces two types of Content and language Integrated learning for EMI currently applied in Turkey:

- Full content and language integration in higher education, where all the courses are in English. She calls this model English medium.
- Partial integration of content and language. In this model, some courses are presented in English and some other in Turkish. She calls this model Turkish and English medium.

Among the two usual types for Turkey's educational system, EMU benefits from the first model. In Most majors courses in EMU are offered only in English. Although there are some majors which are only offered in Turkish, or some that are only conducted in English.

Chapter 3

METHOD

3.1 Participants

The participants of this study are Iranian students who are currently studying in Eastern Mediterranean University. These students moved to EMU from different parts of the world and mainly from Iran in order to enroll in different fields of study that is offered by EMU. Population of Iranian students in EMU is around 2000 students and from them 199 students participated in this study. These students are a part of international program of the university that is offered in English Language, hence, they follow the English Medium Instruction. They are from both genders and with different ages and language levels. They had English courses in Iran; hence, they are familiar with English language. Their medium of instruction previously had been Persian language in most of the cases, which is their mother tongue, as well. Studying in English language, and learning English to use it as a medium for their education in other fields of study is almost new to them.

The participants of this study are scattered around EMU in different faculties, where they are busy doing their tertiary studies. From medicine to architecture and English language teaching these students accepted to take part in this thesis study. Their attitudes and motivations for education in English is somehow unknown to us. Thus, this research requested a number of these students and investigates their language behaviors such as; their attitudes towards English language, their attitudes towards

the speakers of English language, and their motivations for learning English in order to use it as the medium of their instruction and also their familiarity with English medium instruction and their attitudes towards it as well. Another point here is to recognize which affective factor influence their attitudes and motivations for English language learning.

Table 1 explains the gender of the participants. Nevertheless, it is mentionable since gender was considered as the only independent variable for this study, it seemed very important to take keen notice about the entries in the participant’s information part of the data collection instrument and the ones without this information were ruled out, since they could have affected the results of the study.

Table 1 : Participants’ sample size

	Valid	Frequency	Percent	Valid Percent	Cumulative Percent
male		104	52.3	52.3	52.3
female		95	47.7	47.7	100.0
Total		199	100.0	100.0	

3.2 Context

This study is arranged in Eastern Mediterranean University (EMU) located Northern Cyprus. In the northern part of the Island the main language used is Turkish. The policies of EMU regard two languages as mediums of instructions in this university. These languages are English and Turkish. They are implicated in most fields separately, and the medium of instruction of the students are mentioned in their applications as well.

Entering the university if the students obtain IELTS score below (6.00) or TOFEL below (82) they should take a placement test to be qualified to take their courses. If their performances in these tests are not at the desirable level, they will be sent to the preparatory school for acquiring the required proficiency for attending their courses. In some other cases, if they have moderate performances in the test, they will be given extra English courses to reach the level of proficiency that the university requires. According to this policy, it can be concluded that they are already introduced to English language, which is basic and vital for this study since, the student's familiarity with the language and its culture ensures that they have a feeling towards it.

3.3 Design of the Study

The design of this study is a mixed quantitative and qualitative in nature. This is a case study because of its closed context and its in-depth focus on the topic of attitudes and motivations towards a language used as the medium for education.

The subject of this study focuses on the in-depth inspection of motivations of Iranian students, affected by their attitudes towards English language. According to the reality of the context that uses English not as a foreign language or second language, but as a medium for teaching and learning procedures, this study too considers English language from the perspective of education mostly. Hence, the data acquired for this study, undertakes only English as the language under investigation.

3.4 Research Questions

Correspondingly, with the purpose of the study the following research questions have been proposed. This research tries to answer them to achieve the main aim of the

study which is discovering attitudes and motivations of Iranian students towards (EMI).

- What are EMU's Iranian students' attitudes towards English language and English speakers?
- What are the motivations of EMU's Iranian students for English language learning?
- Which environmental factors affect EMU's Iranian students' attitudes and motivations towards English language?
- How Iranian students perceive English medium Instruction (EMI)?

3.5 Data Collection Instruments

Data collection in this thesis study takes place through usage of a questionnaire. The questionnaire is comprised out of two parts. One is the likert scale and the other asks some open ended questions. The first part of this instrument as pointed out is a questionnaire which contains 21 items. This part is applied on all of the participants once, therefore, its reliability and validity will be decided through a pilot study which is reported later in this section. The purpose of this questionnaire is to extract numerical data from the participants about their attitudes and motivations towards English and English medium instruction. The items of the questionnaire are taken from Gardner's (2006) 'Attitudes and Motivations Test Battery' AMTB. Various items have been modified for the study. This modification was necessary, since function of English language implicated in EMU is different than what AMTB had been designed to achieve.

As it was mentioned earlier many times, the function of English language applied in EMU context is instructional, while AMTB was designed to measure attitudes and motivations towards EFL and ESL contexts. The original version of AMTB encompasses 104 attitude and motivation related questions, from which 21 items seemed to be sufficient. For ethical reasons, R. C. Gardner was asked by the researcher for his permission. Gardner agreed to give his blessing for using his instrument in any way that could be helpful for achieving the goals of this research study through an email which is installed to the end of this thesis paper as an appendix.

As it was mentioned above 21 items were selected from AMTB, however since the purpose of AMTB was to measure motivational and attitudinal behaviors of language learners in ESL and EFL contexts, they had to be modified to meet the aims and context of this study. In the EMU context, the first reason for the students' English learning is educational, and also as mentioned in the limitations section in the first chapter, English in this context is neither a foreign language precisely, nor a second language for the students. Rather it is English under employment for educational purposes EMI, hence examining student's motivations for second and foreign languages merely will not be enough.

The nature of the questionnaire is shaped and organized to cultivate the answer to the research questions. It includes understanding about the attitude and motivations of Iranian students for English language learning for continuing their education. The purpose includes the kind of their attitudes and the type of their motivations for English education.

According to this factor the questionnaire associated to this study is modified to cover aims of this study and suit the context as well, the way that some of the questions are opting to discover general attitudes and motivations of the students implicitly and explicitly towards English language. English speaking people and English medium instruction. There are some questions in this questionnaire that emphasize only on EMI use of English language.

In addition to the questionnaire part, there are 3 open ended questions part. Each of the questions was proposed to directly confront the student about their perspective and understanding of attitudes and motivations towards EMI. First question asks them how they find their attitudes towards English language. The second one asks about their motivations for learning English language. The third asks if they know what EMI is and if they like it or not.

3.6 Data Analysis Procedure

In order to analyze the statistical results of this study, IBM SPSS Statistics 23 software package is used. In addition, some of the data were analyzed with a calculator and paper and pen as analysis instruments. Qualitative data were analyzed with using pen and paper as instruments.

The aim of processing the data is to find a meaningful answer to the research questions. Hence, the Items in the questionnaire are arranged to measure different aspects of motivational and attitudinal habits of the Iranians of EMU towards English Medium Instructions.

Items 1 to 6 are stating about attitudes of the participants towards English language and English speaking people. Items 7 to 12 require the participants' opinion of their motivations for English language learning. Items 13 to 15 tend to investigate the participants' understanding of EMI. From 16 to 20 measures the influence of presumed affective factor on the attitudes of the participants. The last item tries to figure out their satisfaction with English language teaching and environment of EMU for English language learning.

The questionnaire is a likert scale of 1 to 5. Where, 1 stands for strongly agree, 2 for agree, 3 for neutral, 4 for disagree, 5 for strongly disagree. Analyzing the questionnaire is a report of the frequencies of the agreements to the items.

There is a second part in the instrument of data collection which includes three open ended questions directly aiming for the participants' view of their own attitudes and motivations and their understanding of EMI. First question asks the participants that how they describe their attitudes for English language and English language speaker, and why do they have positive or negative attitudes towards each. The second simply asks them why they like to learn English language. This question will depict their type of motivation as well. The third question asks if they know what EMI is and if they like it.

3.7 Reliability and Validity of the Instruments

The instruments of this study have changed three times, measured and tested to turn into a useful device. Some of the actions taken to raise the validity and reliability of the instrument are as follows:

➤ **Integrity of AMTB:**

The questions of the questionnaire are mainly modified out of Gardner's (2006) AMTB, while AMTB is and has been proven reliable and valid and had been globally used.

➤ **Supervisor's notes and advices:**

Another credibility of this instrument is that while it was being prepared research adviser inspected and monitored the stages of preparation and provided notes, corrections and advices.

➤ **Ethical matters:**

As it was explained before the instrument of this study is adapted form of Gardner's (2006) AMTB. This action took place after his permission was attained through an email the email content is installed to the appendixes.

➤ **Pilot Study report:**

It was mentioned before that a pilot study was held to prove the reliability and validity of the questionnaire. First, it should be explained that this questionnaire was prepared after it went into three different phases, and made into three drafts. The first draft was changed during the process of being organized through the advices of the supervisor.

The second draft included totally 67 questions. That instrument was tested through a pilot study, and the third draft which became operational appeared from the heart of it. The second draft of the instrument was given out to 26 participants and after that

they were asked to mention if they can find any inconsistencies with the data collection device. Some of their replies that were useful for this study are listed below:

- Almost everybody complained about the number of questions.
- They did not want to provide their personal information like student ID number.
- They found the questions very complicated.
- They were unhappy with time they spent for completing the questionnaire.
- They found some sections of the instrument unnecessary.
- They underlined the face validity problems such as spelling problems or typos.

The pilot study had some other benefits, too. After processing the results of this small scale study and running the reliability test. The total reliability of the items in second draft of the questionnaire showed 0.721 Cronbach's alpha, that indicates a fare and healthy reliability and co-efficiency among the items. Even though the statistics were testifying to the appropriateness of the questionnaire, still the comments of the participants should have been provided for.

Hence, after changing and reducing the unrelated items and the content of the questionnaire to the third draft. It was tested again and the results showed that:

- The participants were happy with the number of the questions and the time they spend on the questionnaire.
- They were content when they were not insisted for putting personal information.
- They found the questions straight forward and interesting.

- The problems with the face validity were corrected in the third draft of the instrument.
- The reliability of the instrument was processed again after the modifications and it was changed from 0.721 Cronbach's alpha in the second draft, to 0.847 Cronbach's alpha in the third draft, which is more reliable. Reliability results are indicated in tables 2.

Table 2 : Reliability Statistics

Cronbach's Alpha	N of Items
.847	21

Chapter 4

FINDINGS & RESULTS

The fourth chapter of this study includes explanation of the quantitative and qualitative data gathered via a questionnaire. The results of the questionnaire which are calculated via IBM SPSS Statistics 23 are reported here in this chapter. After 21 items in the questionnaire, in another section in this chapter the results of the open ended questions are reported and clarified.

Then in another section these results are interpreted and compared to each other for more discussions. A very short conclusion in the end of this chapter explains the overall findings of this study.

4.1 The Results of the Questionnaire

The first part of the instrument of this study for data collection includes 21 items. Each item is a statement that is supposed to be agreed to or disagreed to by participants. The results of the questionnaire indicate the feelings of the participants towards each statement.

For each item in the questionnaire in this part one section is included. In each section there is a table showing the results and each table is reported briefly in each section. The table shows the frequency of the answers for each item. In front of each statement, among SA, A, N, D, and SD the one, that is more frequently marked shows the feelings of the participants.

Item#1- [I value English language]

According to the statistics and calculation of frequencies of item one; majority of participants (54%) marked their opinion Strongly Agree (SA). The second majority of the answers (27%) focus mainly on Agree (A). This depicts positive attitudes towards English language in general. The mean of answers is (1.7) which indicates (SA) in total.

Table 3: [I value English Language]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	108	54.3	54.3	54.3
agree	55	27.6	27.6	81.9
neutral	22	11.1	11.1	93.0
disagree	4	2.0	2.0	95.0
strongly disagree	10	5.0	5.0	100.0
Total	199	100.0	100.0	

Item#2- [I Value English language learning]

Table 4 shows that (53%) of the participants marked (SA) to the second statement. Then another major group of the participants (25%) agreed with the statement. The mean is (1.7), hence all of the numbers indicate very positive attitudes towards English language learning.

Table 4: [I Value English language learning]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	106	53.3	53.3	53.3
	agree	51	25.6	25.6	78.9
	neutral	30	15.1	15.1	94.0
	disagree	4	2.0	2.0	96.0
	strongly disagree	8	4.0	4.0	100.0
	Total	199	100.0	100.0	

Item#3- [I prefer learning English to other languages]

This statement tries to find out about the participants' emphasize on English language learning, rather than learning any languages. The answers indicated that (31%) strongly agreed to the statement, (35%) agreed to it and (19%) were neutral about it. The total mean also is (2.1). These together show positivity towards English language, but yet it is showing a kind of neutrality too.

There were 9 missing numbers (unanswered) which were excluded during the calculation.

Table 5: [I prefer learning English to other languages]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	62	31.2	32.6	32.6
	agree	70	35.2	36.8	69.5
	neutral	39	19.6	20.5	90.0
	disagree	14	7.0	7.4	97.4
	strongly disagree	5	2.5	2.6	100.0
	Total	190	95.5	100.0	
Missing	10.00	9	4.5		
Total		199	100.0		

Item#4- [I like English speaking people]

Everybody responded to this item. (36%) agreed that they have positive feelings towards the English speaking people. (27%) of the participants were neutral, and (26%) strongly agreed. The atmosphere could be described as positive, since the mean (2.1) is also pointing out to the same result.

Table 6: [I like English speaking people]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	53	26.6	27.0	27.0
	agree	73	36.7	37.2	64.3
	neutral	54	27.1	27.6	91.8
	disagree	12	6.0	6.1	98.0
	strongly disagree	4	2.0	2.0	100.0
	Total		196	98.5	100.0
Missing	10.00	3	1.5		
Total		199	100.0		

Item#5- [English language is beautiful, educational, poetic, harsh or effective]

This item provides the participants with five different options to choose, in order to explain how they find English language as they hear it. The technique used in this item is based on Lambert's (1959) classical approach. The options provided for the participants are five different adjectives that they can refer them to their feelings about English language.

The results indicated that Iranian participants of this study found English language firstly educational (40.2%), secondly effective (27.1%), then beautiful (20.1%), and

after all these they found it harsh (6.1%) and then poetic (5.5%). The results are clearly showing that participants are bound to English for educational purposes. Therefore, they value (EMI) highly favorably.

Table 7 : [English is ...]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Beautiful	40	20.1	20.3	20.3
	Education	80	40.2	40.6	60.9
	al				
	Poetic	11	5.5	5.6	66.5
	Harsh	12	6.0	6.1	72.6
	Effective	54	27.1	27.4	100.0
	Total	197	99.0	100.0	
Missing	10.00	2	1.0		
Total		199	100.0		

Item#6- [My attitudes towards English language are positive]

The rationale behind this item which might at the first look resemble the first item is to confirm and support the data acquired regarding attitudes of the participants by confronting them with a straight forward statement about their attitudes towards English language. Consistency between this item and the other first four items will show their true feelings about English language, English language learning and English speaking people.

The finding showed that the participants very excitedly like English language. Table (8) shows that (52%) of the participants marked SA, and (32%) of them agree to the statement. The mean is showing (1.7) which is pointing to SA as well.

Table 8 : [My attitudes toward English language are positive]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	103	51.8	52.6	52.6
	agree	64	32.2	32.7	85.2
	neutral	19	9.5	9.7	94.9
	disagree	2	1.0	1.0	95.9
	strongly disagree	8	4.0	4.1	100.0
	Total	196	98.5	100.0	
Missing	10.00	3	1.5		
Total		199	100.0		

Item#7- [I learn English to make a better living]

This item is investigating participant's instrumental motivations for learning English. In other words this item aims to find out if Iranian students are instrumentally motivated for learning English language. Their responses to the item number 7 designates that from the population of (198) participants who responded to this item, total mean shows they agree (2.1111) with the statement.

In Table (9) majority of the population (37.2%) agreed to the statement (31.8%) strongly agreed to it, and (21%) were neutral. These numbers show that people mostly agreed to this statement.

Table 9 : [I learn English to make a better living]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	63	31.7	31.8	31.8
	agree	74	37.2	37.4	69.2
	neutral	43	21.6	21.7	90.9
	disagree	12	6.0	6.1	97.0
	strongly disagree	6	3.0	3.0	100.0
	Total	198	99.5	100.0	
Missing	10.00	1	.5		
Total		199	100.0		

Item#8- [I learn English to communicate with English speaking people]

Answers to this item shows integrative motivations of the participants for learning English language. As it is revealed in the table 9 the participants almost unanimously strongly agreed (1.7310) that they are interested in language learning in order to communicate with the English speaking people.

Majority (50.8%) of people voted strongly agree to the term, then second majority of the population agreed that communication is the main reason they learn English because of it. This shows integrative nature Iranian Participants of the study.

Table 10 : [I learn English to communicate with English speaking people]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	101	50.8	51.3	51.3
	agree	70	35.2	35.5	86.8
	neutral	10	5.0	5.1	91.9
	disagree	10	5.0	5.1	97.0
	strongly disagree	6	3.0	3.0	100.0
	Total	197	99.0	100.0	
Missing	10.00	2	1.0		
Total		199	100.0		

Item#9- [I like to be a part of western culture]

The participants are not English they are Iranian. Do they want to become American without keeping their Persian part? This item in the questionnaire reveals Iranian participant's loyalty to their identity, and their integrative motivations for accommodating in the western culture, which in nature is immensely different from identity of their own. The results came out that, they were neutral to it. (64%) were neutral, (664%) disagreed and (32%) strongly disagreed with this statement. The overall mean is(3.38) which indicates neutral towards disagreement.

It shows that learning a new language among Iranian students does not mean learning or melting in the other culture. They showed small interest in sinking in and it shows good sense of Identity, while it shows less motivation for integration.

Table 11 : [I like to be a part of western culture]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	16	8.0	8.1	8.1
	agree	21	10.6	10.7	18.8
	neutral	64	32.2	32.5	51.3
	disagree	64	32.2	32.5	83.8
	strongly disagree	32	16.1	16.2	100.0
	Total	197	99.0	100.0	
Missing	10.00	2	1.0		
Total		199	100.0		

Item#10- [I think Iranian people like English language learning]

10th item in the questionnaire serves two purposes first that it shows each participant's view of their countrymen's motivations for English language learning, which in turn can affect their own motivations as well. The mean results reveal that they agreed (2.1042) that Iranian students are positively motivated to learn English language.

In this regard table 12 indicates that (32%), and (31%) of the participants voted agree and strongly agree which is very positive. Even the results are showing agree the number neutral is high (24%) a bit.

Table 12 : [I think Iranian people like English language learning]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	64	32.2	33.3	33.3
	agree	62	31.2	32.3	65.6
	neutral	49	24.6	25.5	91.1
	disagree	16	8.0	8.3	99.5
	strongly disagree	1	.5	.5	100.0
	Total	192	96.5	100.0	
Missing	10.00	7	3.5		
Total		199	100.0		

Item#11- [My motivations for English language learning are positive]

Following the 10th item, item number 11 confronts the participants directly about the status of their own motivations for learning English language. In other words, an straight forward question about their motivation for English language learning will expose their true motivations and confirms their other motivational responses.

The results indicate that in total they strongly agree (1.6154) that they have positive motivations for language learning. The frequencies show (52%) strongly agree and (32%) agree. They both together indicate the students' believe they have positive motivations for studying English language, and learning in EMI system.

Table 13 : [My motivations for English language learning are positive]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	105	52.8	53.8	53.8
	agree	70	35.2	35.9	89.7
	neutral	12	6.0	6.2	95.9
	disagree	6	3.0	3.1	99.0
	strongly disagree	2	1.0	1.0	100.0
	Total	195	98.0	100.0	
Missing	10.00	4	2.0		
Total		199	100.0		

Item#12- [English is a bridge to success]

This general statement which has the exact meaning in Persian when translated tends to understand if the Iranian students participating in this study are feeling the same and perceive English language learning as a positive move towards their future success. Whether instrumental or integrative (52%) of the participants found English a bridge towards success, another big population was (28%). According to the responses of the participants in table 12, totally they strongly agreed that learning English will influence their success in the future

Table 14 : [English is a bridge to success]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	105	52.8	54.4	54.4
	agree	56	28.1	29.0	83.4
	neutral	12	6.0	6.2	89.6
	disagree	11	5.5	5.7	95.3
	strongly disagree	9	4.5	4.7	100.0
	Total	193	97.0	100.0	
Missing	10.00	6	3.0		
Total		199	100.0		

Item#13- [I know what English medium Instruction (EMI) is]

Answering this item will reveal the participants' familiarity with the term EMI. All of the participants are receiving their instructions everyday through English language medium, so they should have clear knowledge of their kind of education. However, the results are indicating that they show neutral (2.6105) responses to this statement and only half of them almost replied that they knew what EMI was. The answers are scattered (29%) agreed, (23%) but, strongly agreed but, (14%) strongly disagreed, (10%) disagreed, and (18%) were neutral. This shows a little negativity against EMI, it means that, it is not like everybody who is here like they studying in English, but they have to; since English Medium I instruction here is English, there is no other choice for them,. However, the number of people who like it and agree to the statement is more.

Table 15 : [I know what English medium Instruction (EMI) is]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	46	23.1	24.2	24.2
	agree	59	29.6	31.1	55.3
	neutral	36	18.1	18.9	74.2
	disagree	21	10.6	11.1	85.3
	strongly disagree	28	14.1	14.7	100.0
	Total		190	95.5	100.0
Missing	10.00	9	4.5		
Total		199	100.0		

Item#14- [I prefer to have my higher education in English language]

This entry in the questionnaire tries to understand if Iranian participants are content with learning their respective fields of sciences in English language. The results

show that from the total 191 responses to this statement the majority agreed (2.0524) that they would rather study in English language than in other languages. (36%) strongly agreed and (33%) percent agreed to this statement.

Table 16 : [I prefer to have my higher education in English language]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	73	36.7	38.2	38.2
	agree	67	33.7	35.1	73.3
	neutral	31	15.6	16.2	89.5
	disagree	8	4.0	4.2	93.7
	strongly disagree	12	6.0	6.3	100.0
	Total	191	96.0	100.0	
Missing	10.00	8	4.0		
Total		199	100.0		

Item#15- [I think learning through Persian is easier than English]

The point of putting this item in the questionnaire was to find out does learning both language and content together give students negative motivations. From the total of 195 participants who answered to this item every one very lightly agreed (2.4821) that, it was easier for them to study in their native language. However, the responses to the previous item state that their motivations for learning in English is not so much manipulated by the adversity of integrated learning of language and content. In other words, almost half of the participants found (EMI) and learning English as an extra effort for their education. The results show (25%) agreed, (23%) strongly agreed, (32%) were neutral, (10%) disagreed and (6%) strongly disagreed.

Table 17 : [I think learning through Persian is easier than English]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	47	23.6	24.1	24.1
	agree	51	25.6	26.2	50.3
	neutral	65	32.7	33.3	83.6
	disagree	20	10.1	10.3	93.8
	strongly disagree	12	6.0	6.2	100.0
	Total	195	98.0	100.0	
Missing	10.00	4	2.0		
Total		199	100.0		

Item#16- [My parents want me to learn English]

This item tries to find out if parents of the students act as an affective factor for attitudes and motivations of their children for English language learning. 196 participants responded that they somehow agree (2.3214) that their parents are having effects on their attitudes and motivations for English language learning. There was no significant difference between the responses of the male (2.3107) and female (2.3333) participants. The parents' effect on the attitudes and motivations of the participants show tendencies towards neutrality. According to table 16 majority of the students (36%) strongly agreed, some (22%) Agreed and (20%) were neutral. This shows parents are important in the learning of their students, but they are not very primary.

Table 18 : [My parents want me to learn English]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	72	36.2	36.7	36.7
	agree	45	22.6	23.0	59.7
	neutral	41	20.6	20.9	80.6
	disagree	20	10.1	10.2	90.8
	strongly disagree	18	9.0	9.2	100.0
	Total	196	98.5	100.0	
Missing	10.00	3	1.5		
Total		199	100.0		

Item#17- [My government helps me to learn English as my second language]

The Iranian governments' views of west and their attitudes towards English language are being considered as an affective factor on the attitudes and motivations of the Iranian participants here. This item tries to understand if the government is promoting English inside their country or facilitating the Iranian students abroad. The mean results came out the way that almost every 195 participants were neutral (3.1846) to the statement. The statistics did not indicate their clear view on the statement; therefore, it is a sign of negative response. The results indicate that (27.1%) were neutral and another (27.1%) disagreed to the statement, only (20%) of the population agreed to the statement.

Table 19 : [My government helps me to learn English ...]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	18	9.0	9.2	9.2
	agree	40	20.1	20.5	29.7
	neutral	54	27.1	27.7	57.4
	disagree	54	27.1	27.7	85.1
	strongly disagree	29	14.6	14.9	100.0
	Total	195	98.0	100.0	
Missing	10.00	4	2.0		
Total		199	100.0		

Item#18- [Living in 2016 requires learning English]

This statement refers to the requirements of the age that we are living in, and tries to figure out if the level of the technology, education and other life requirements in this year necessitate learning English language as the global language or not. 191 participants nearly agreed (2.2147) that knowing English had become a necessary accessory for this age. Frequencies of answers were like, (31.2%) strongly agreed, (31.2%) agreed and (20.9) were neutral about it.

Table 20 : [Living in 2016 requires learning English]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	62	31.2	32.5	32.5
	agree	62	31.2	32.5	64.9
	neutral	40	20.1	20.9	85.9
	disagree	18	9.0	9.4	95.3
	strongly disagree	9	4.5	4.7	100.0
	Total	191	96.0	100.0	
Missing	10.00	8	4.0		
Total		199	100.0		

Item#19- [I learn English to comprehend western media]

Media has become an inseparable part of everyone’s life these days and it cannot be denied easily, and western media is now producing by far the best and the most attractive programs. Hence, this item in the questionnaire acts to understand if their attractiveness is affecting participants’ attitudes and motivations for language learning. The mean results signify that the participants agree (2.4365) that they would like to understand the content of the media provided by the western media industry. There is tendency towards negativity. The results also indicate that (33%) of the participants agreed that they consume it for this reason, but on the other hand (23%) are feeling neutral or (14%) disagree with it.

Table 21 : [I learn English to comprehend western media]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	46	23.1	23.4	23.4
	agree	67	33.7	34.0	57.4
	neutral	46	23.1	23.4	80.7
	disagree	28	14.1	14.2	94.9
	strongly disagree	10	5.0	5.1	100.0
	Total	197	99.0	100.0	
Missing	10.00	2	1.0		
Total		199	100.0		

Item#20- [I learn English to become international]

The effect of globalization is observable to the eye were ever you look these days. People travel thousands of miles across the world for varieties of reasons, and Iranians are no exception. According to the results of this Item Iranian participants

agree (2.0508) with this idea. Majority of (36%) strongly agreed to the statement, (37%) agree with it and the atmosphere can be described as positive.

Table 22 : [I learn English to become international]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	72	36.2	36.5	36.5
	agree	75	37.7	38.1	74.6
	neutral	28	14.1	14.2	88.8
	disagree	12	6.0	6.1	94.9
	strongly disagree	10	5.0	5.1	100.0
	Total	197	99.0	100.0	
Missing	10.00	2	1.0		
Total		199	100.0		

Item#21- [I value the context of EMU for language learning]

The last Item in the questionnaire strives to find out about the feelings of the students about the current context of their education, which is Eastern Mediterranean University. They did not seem to be content with the level of English language learning in this university and they showed neutral (3.2312) feelings about this item. But, the tendency was towards negative perceptions. The participants either agreed (20%) or disagreed (26%) or strongly disagreed (22%) that EMU is suitable for English language learning.

Table 23 : [I value the context of EMU for language learning]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	28	14.1	14.1	14.1
	agree	40	20.1	20.1	34.2
	neutral	34	17.1	17.1	51.3
	disagree	52	26.1	26.1	77.4
	strongly disagree	45	22.6	22.6	100.0
	Total	199	100.0	100.0	

4.2 findings and Results of open ended Questions

As it was mentioned the data collection instrument that was originated for the purpose of this study consists two parts. One of them was a questionnaire with 21 items that was already discussed and its results were mentioned in this chapter. The other part of this instrument that was created to serve as a data collection device is open ended questions. Three General straight forward essay questions related directly to the attitudes of the participants, their motivations and participants' perception of EMI. Respectively the analysis of such kind of data is a qualitative one. Since the data collected via open ended questions, it includes ideas, comments and points of view of the participants had been read and examined carefully and all of the reflections of the participants were considered very important. Data analysis in this part is based on the categories that the participants' answers fit into.

4.2.1 Question#1

For the first question, which is a question related to attitudes of the participants the categorizations take place on the positivity or negativity of their attitudes. Then the next category lists their reasons for their positive or negative attitudes towards the language or the people.

From the total of 155 participants who answered to the first question, 124 showed positive feelings towards English language and the rest felt neutral or had negative feelings. In this regard they provided many reasons for their attitudes, from which the most commented ones is discussed in the list below. And the number in front of each show how many times was this topic discussed by different participants. The following is a list of reasons that participants of this study claimed to have for learning English language. Positive reasons are first and then the negative ones.

- English is the international language (36)
- English language helps me communicate (19)
- English is a practical language (13)
- Transaction of ideas happen usually in English language (10)
- My education is in English (8)
- Most of scientific articles and books are in English language (8)
- I have positive attitudes for learning languages overall (5)
- English sounds good (4)
- Speaking English brings respect (3)
- English is useful for traveling (2)
- English is the language of economy
- English is very important for me
- I enjoy learning English
- Positive attitudes help learning
- I got my best grades in my English courses

Positive Speaker's Evaluation:

- Their culture and logic for life is interesting (15)
- I would like to live among English native people (13)
- I like western people (10)
- I want to study in their universities (7)
- They made it possible for people around the world to communicate (4)
- I have never received negative vibe from English speaking people (4)
- I think I might like them if I meet them (3)
- They are civilized people (2)
- They are kind and compassionate (2)
- I was born in their culture (2)

Negative and neutral attitudes towards English language and English speaking people:

- Their imperialistic views on world and mostly on middle east sickens me (7)
- I hate western people for no reason, so I hate their language (6)
- They make us learn their language because they are more powerful (4)
- I love my own people more (3)
- I cannot talk as good as them and it takes my confidence away (3)
- I have to study in English (3)
- I have no clue about their ways of living (2)
- I do not care about them (2)
- I would rather get to know them first and then shape my attitudes (2)
- If they do not like Iranians, I would not like them

If the frequency of the results for positive statements (197) is evaluated against the negative statements (32), with a simple calculation, it could be resulted that there is a significant positivity in the attitudes of the participants towards English language learning. And the results refer to the reasons for this positive attitude.

4.2.2 Question#2

The second question in the open ended questions asks participants about their reasons for English language learning. In order to analyze the answers, and due to the fact that again there is no fixed answers, the main topics will be categorized based on the type of motivation of the participant for language learning.

Number of (168) participants replied to this question, and almost all of them (159) claimed that they have positive motivations for learning English language and the those few (9) participants explained that, because they are getting educated in EMI context they must bear with it, and they do not have any other choice but learn it to be able to continue their education in this university.

In this regard, for this thesis study Gardner's (1985) distinction of motivation was chosen, since this distinction is more relevant to language studies than other types of motivational distinction. Hence, positive answers of the participants are categorized into two types of instrumental motivation and integrative motivation. However, since all of the participants' answers cannot be categorized exactly as instrumental and integrative and the range of the responses are so wider than these two, Cooper and Fishman's (1977) type will be added to this distinction, as well. This is for two reasons; first, is for recognizing their reasons for language learning in a more clarified and clear manner. And second reason is because of the context of language learning which requires less integrative English language learning motivations for the purpose of fitting in the society. And the students forge other reasons for learning

English language, from which many of them cannot be categorized as integrative or instrumental.

Integrative motivations

- Communication (48)
- Education (40)
- To become international (19)
- To fit into the foreign society (13)
- Necessity of the age we live in (10)
- Immigration (8)
- live up to date (6)
- To get familiarized with the globalized world (4)
- Traveling (3)

Instrumental motivations

- Better career (36)
- Better future (22)
- Better salary (10)

Personal motivation

- To use cultural products such as movies, books or journal articles (15)
- To access global science (13)
- Love of English language (8)
- Language learning desire (7)
- To find international friends (6)

- To improve myself (2)
- Knowing English opens new horizons to life (2)
- It gives self confidence

The frequencies of the factors mentioned in second interview question indicate positive attitudes towards English. Also they signify that the Iranian participants convey integrative motivations.

4.2.3 Question#3

The third question investigated the perceptions of the Iranian participants about EMI. Nevertheless, the results of this item turned out to be somehow unexpected, since very few participants from ELT department only answered “yes” to the question and the rest did not have any clue about the term “English Medium Instruction”, while on their student certificates it is mentioned for the students that they are getting instruction through English medium. Out of (124) participants who responded to this question, only (51) of them knew about this concept. So, in this part of the results section only some of the comments of the students who were familiar with the term (EMI) are explained as they discussed them.

Participant#1: “Yes I know, I like it because it is related to my field firstly. Second to study in English also helps us to improve our knowledge easily. For example, if you want to write thesis it more difficult to find enough materials, but students who have lessons in (EMI) contexts are luckier, because they will not have difficulty about it”.

Participant#2: “Yes, and I like it a lot, because I am studying in this language”.

Participant#3: “Yes, I do. I like it because at this time and age the world needs to have a common medium of education, so that people can understand each other ‘s ideas and beliefs better”.

Participant#4: “Yes I know what it is, and I like it, and I learnt the language this way myself”.

Participant#5: “If you mean a special type of language learning method, I do not know. But if not, me like many other students in this university received the same English language instructions and learned English in a modern way”.

Participant#6: “I am not familiar with language education approaches, but I agree with English education”.

Participant#7: “yes I like it very much and prefer to do my own education in English language because of many reasons such as; feeling of being in contact with the world around me, feeling being a part of academic world around me, being able to exchange information when needed, being recognized by the other scholars, expanding my scientific horizon, feeling up to date and being able to assess myself easier using this kind of education”.

Participant#8: “yes, like in EMU”.

Participant#9: “It’s a system like in EMU I suppose! I totally prefer English to Turkish and Persian to English”.

Participant#10: “Yes it is studying your field in English language. I like this system.

Participant#11: “Yes, but I am not happy with this situation”.

Participant#12: “Yes, but I prefer Persian educational system”.

Participant#13: “Yes, but I prefer Persian educational system in general”.

Participant#14: “Although not being sure, I think it is the instruction /education style when English is the primary language. It is very important and I have positive attitudes towards it”.

4.3 Research Questions

4.3.1 What are Iranian Student’s Attitudes towards English Language and English Language Speakers in EMU?

The findings of the items (1 to 6) and first interview question signify that Iranian students reflected positive attitudes towards English language. They showed positive attitudes towards the speakers of English language and their attitudes towards learning English language were positive, as well.

As they mentioned in their responses to the first interview question, their positive attitude towards the language has some high rated reasons. As Such were for example; international nature of English language, practicality of English language in today’s world, communicative competence of English language, they recognized English as a very powerful medium for the exchange of ideas, and finally they found

English useful for education and to access to the world's scientific journals and data bases.

Participants formed their attitudes towards the speakers of the English language based on some reasons such as; their reach culture, participants wished to live among them, they found them warm hearted and kind.

4.3.2 What is the Type of Motivations of Iranian Student's for Learning English in EMU?

Firstly it should be mentioned that they were highly motivated to learn English language and they mentioned reasons for their motivations from which it can be concluded that their motivations are positive, but distinct. In order to categories types of their motivations their reasons and the nature of this study were considered primary. After analysis of the responses they were categorized in three different groups of instrumental, integrative and personal motivations from which in each category some reasons seemed more rated than the others. It is also mentionable that integrative motivations were showing flying high rates comparing to the other types.

Participants claimed that they formed their integrative motivations for English language learning for reasons such as; communication, Education, becoming international, fitting into foreign societies, necessity of the age we live in and immigration. Even though, their integrative motivations to my surprise were much higher than their other motivations, and contradicted other literature, there are two points that should not be forgotten.

First, is that their high integrative motivation is not towards the native of English language, but it is towards all of the English speakers on earth which shows that they kept their identity intact for most parts, and the second note which is explained before and is explained later in this chapter too is that, it was expected that Iranian student's to be instrumentally motivated, but since the context of their study and their environment has been changed their goals and desires for learning the language can be different too.

The participants signified that even though their instrumental motivations for learning English language is not as high as their integrative motivation, but still they desire to gain some instrumental outcomes from learning English. They rated three reasons more than others, these reasons are; finding a better career, making a better future and gaining more salary.

4.3.3 Which Affective Factor/s Influence Iranian Students' Attitudes, and Consistently their Motivations for English Language Learning in EMU?

Among the five factors decided to be assessed international face of English language was the one that influenced the most, but the results were very near to decide. Nevertheless, in the interview papers they provided some new affective factors such as; communicative values of English language, practicality of the language in different situations, and power of English for the exchange of if ideas in scientific fields. However, I believe and felt from their answers that international domination of English is simply accepted by the participants, and they cannot imagine another to play this role. This is since they strongly recognized it in their papers and the only international language and also as the most spoken language in the world.

4.3.4 What is the Understanding of the Iranian Students of (EMI), and how Do they Feel about it?

The answer to this question is the main aim and the main reason that this study is a case study, since it is much interconnected with the feelings of Iranian students towards (EMI). It is somehow surprising and funny at the same time. It is since the majority of the participants did not have any clue about the nature or meaning English Medium Instruction, even though; it was written for them in Persian as well. And for another reason they can see it in their university documents. However, when they were asked if they would like to get educated in English language, a lot of the participants answered positively, the importance of this factor is one of the significances of this study. When they were asked, do they prefer Persian to English, they did not show much enthusiasm, and they were seemingly content with English mediated education. And, even they complained in many cases that they do not like the level of English learning and teaching in EMU, for which for example, they complained over teachers' English level and accent, or their methods of teaching in English, but it was understandable from the responses that they like Integrated English content and language integrated education system. In an overall I think their responses were even in the favor of education in English language. They gave some reasons such as, international recognition, access to journal articles and books, films and TV series and others.

What we found in this study finds meaningfulness here in answering to the question number six, and in a very simple definition is that Iranian students' are positive towards English language, motivated for English language learning, and in favor of learning English while learning the body of their own field of science and helpful for

their studies. I witnessed that, Iranians are agitated to learn English, and they believe that if they lose time for learning somehow they will be left behind from the world, generally. I as well witnessed a kind of laziness among them that may be because of deficiencies of the current system of language learning around them.

4.4.1 Understanding and Attitudes of Participants towards EMI

This part tends to investigate the knowledge and attitudes of participants towards English Medium Instruction. Items 13, 14 and 15 are responsible for this action, while item 21 is discussed in this section, due to the relativity of content.

Item 13 asks if the participants know what EMI is, and the answer acquired from the participants is surprisingly negative. They replied uncertainty about the statement, and voted neutral. It is while as mentioned they are currently educating under employment of English language medium, and this is reminded to them in their documents.

In addition, 14th item asks them if they prefer getting educated in such a system, and they with a limited insight over the concept, agreed and possibly relying on the translation of the this item agreed with cert that they would like to do their tertiary studies in English language. Males showed a bit more enthusiasm than the females.

Nevertheless, item 14 stated for them if they would learn better if they studied in Persian language, as they used to. The replies of the participants agreed to the statement, though the results lacked confidence and it was pretty much near to neutral feelings.

Item number 21 asks if they are happy with context of EMU for learning English language. The Iranian participants of the study voted that they are not so sure about the statement, and in this matter they expressed neutral feelings.

The 3rd item in the interview sheet, tries to understand if participants are familiar with EMI, and if they like or not. The responses were supportive of the entries in the questionnaire, and indicated a kind of uncertainty about the term English Medium Instruction among majority of the participants while, from reviewing the papers of the ELT student it was obvious that they understood the term and expressed their feelings towards it. Some of their statements were declared in this chapter earlier on.

4.4.2 Affective Factors Influencing Participants' Attitudes and Motivations.

Every participant who took part in this study shaped their attitudes towards English language and consequently their motivations for learning it during ages and it did not just granted to them. All of the participants share some environmental factor which may play role in this respect. The affective factors considered to influencing their language learning behaviors are such as effect of parents, Iran's government, technology era, western media, and very importantly globalization that is happening right in front of their eyes. To each factor one item in the questionnaire is specialized for assessment.

The 16th item in the questionnaire states that their parents insisted them to learn English language. The participants replied that they do not so much agree with the statement and they were almost neutral about this factor. The results were showing agreement with a very low confidence which was almost near neutral stance.

It was argued in the literature review section that Iranian government does not favor westerners and English language as a product of west. Item number 18 asks if the participants receive any help or positive attitudes from their government for their English language learning activities ever. The answers came out to be neutral and almost near disagreement with the statement.

In the last decade many technological enhancements appeared in different aspects of life. They were offered mostly firstly by the western people and they were equipped with English language as a medium for using them, also internet is functioning more than ever, promoting English language worldwide. According to this fact, participants were asked from if living in this era in a general view requires learning English language. The results indicated that they agree to this statement.

Media is another promoter of English language and Hollywood acts as the first character in this regard. Their products are everywhere and people are consuming these goods every day and night. So the participants were asked if these products change their attitudes towards English language or give them motivations for learning it better to understand them better. They replied that they agree that these products change give them positive attitudes and motivations. However, they did not show big interest in the statement that they learn English to understand western media.

Globalization is very fast and with it different opportunities are appearing for people living around the world. Borders are losing value and human mobility and immigrations became easier than it has ever been. Hence, the effect of such big

movement among humans includes the participants of this study in different angles. They are themselves pioneers and global scholars and scientists who left all they had behind them to find happiness not between the borders of a country, but to experience joy in an international quality. That is why! They were asked if they learn English to become international, and they responded with confidence yes. Now, it is possible to say; they agreed to the statement. Becoming international was also among the highest rated in their answers to essay questions. It is an integrative motivation for the student.

Chapter 5

DISCUSSION AND CONCLUSION

In this chapter there are four parts. First is a discussion of findings of this study in compare to some recent articles. Second one is conclusion of what had been done and found out in this study. Then after, there are implications of the study topics related to the purpose and findings of this study research.

5.1 Discussion

In the first part of the final chapter there are discussions. Discussion is about topic, method, and findings of this study compared to some of the recent studies in this research area, to see if there are incompetence's or differences. Finding gaps between different works of different people gives more clarification about the findings. Hence four other studies are decided to be introduced briefly and compared to the current study.

In (2010) Naser Shirbagi performed a study on the topic of attitudes and motivation towards English language among Iranian students. He chose 400 participants in Kurdistan, Iran and distributed a questionnaire among them. He found out that Iranian students are carrying positive attitudes towards English language. He found out that they are equipped with positive motivations for English language learning. He understood that the type of motivation for English language learning is instrumental motivation. It is reasonable since integrative motivation needs suitable

environment for the act of integration, and in Iran English language learning is an EFL situation. In these situations students learn a foreign language mainly for its utilitarian value rather integrative (Shirbagi, 2010).

In another study in Ghazvini and Khajepour (2011) aimed for attitudes and motivations of 123 Iranian students towards English language learning. The participants marked their opinion about English language in questionnaire. The results showed that the participants were positively motivated for English language learning. They also were carrying positive attitudes English language as well. Type their motivation was instrumental, like in Shirbagi's study (2010).

In (2012) Mahdavi & Jodai tried to measure the attitudes of the military universities towards English language learning. Since as it was mentioned in the literature review, there is a gap between the attitudes of the government and people towards English language in Iran, the results of this study were very interesting. The researchers modified Gardner's (2004) AMTB, and distributed the instrument among 34 military students. The results came out there was a kind of positive attitudes towards English language learning. Their motivations were indicated positive, and the type of their motivation was resulted to be instrumental motivation.

In another study in Aliakbari and Monfared (2012) aimed for the attitudes and motivations of 100 Iranian students towards English language. They prepared a version of Pan and Block (2011) questionnaire, and distributed it among 100 BA and MA students in Iran. The results of their study indicated positive attitudes for Iranian

students towards English language. Their motivations were instrumental, and also positive for English language learning.

A comparison between the recent works on the Iranian population commonly indicates that Iranians usually have positive attitudes towards English language. This was the case of all of researches introduced in this section. Their motivations for English language learning also were positive in all of the cases. The type of their motivation though, was recognized to as instrumental motivation. It made a lot of sense since people in Iran get great job opportunities or better salaries at their current or future job.

Nevertheless, this study supports the results of the others about the type of attitudes or the level of their motivations. Only area the results of this study contradict the results of the other studies, is in the type of Iranian students' motivations for English language learning. All of the other studies concluded that Iranians carry instrumental motivations, where in this study it was made sure that they have more integrative motivation for learning English. Such a contradiction is even sensible since the context of their education is changed for EFL to EMI and that made all the difference.

5.2 Conclusion

This thesis study aimed to investigate attitudes and motivations of the Iranian students who are currently studying in Eastern Mediterranean University towards English language learning as the medium of their instructions. 199 Iranian students participated in this study and filled a questionnaire and interview sheet to provide us with the findings that are about to revealed.

This thesis study proposed 4 research questions, which are going to be answered one by one shortly. Here it was hypothesized that Iranian students have positive attitudes towards English language and English speaking people, and they are positively motivated for learning English language generally and as mean of education, and the type of their motivation as it was cited in some of the literature like in Aliakbari's, (2010) and Shirbagi's (2010) is predicted to be instrumental motivation.

5.3 Implications of the study and Suggestions for further studies

This study looked upon the attitudes and motivations of Iranian students in EMU towards English language and English language learning. In addition this study considered gender as an independent variable and tested some affective factors against the attitudes and motivations of the students. This research was a case study too. There are many aspects of an attitudinal study.

This research can be replicated in any similar context and on any group of students no matter what their nationality is or what they are studying. This research study can be continued as well, if more independent variables such as level of the students, their age, or their faculty.

A qualitative study can compare the results of this study with the similar one performed or to be performed on the other populations in this university. The results of such an study can give clear view of the students coming to Northern Cyprus for tertiary studies. This way the language department of EMU, knowing attitudes and motivations of their students may be able to provide for their linguistic needs, with more awareness and appropriately.

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APPENDICES

Appendix 1: Questioner

Attitudes and motivations of Iranian students towards English Medium Education

Data collection instrument

Please fill the form and proceed to the next section.

Name:

Surname:

Student Number:

Department:

Gender: Male Female

Age:

Years of study:

Nationality:

Researcher's notes

Dear participants I am preparing a thesis on the topic of "Attitudes and motivations of Iranian students towards English as a medium of instruction under supervision and guidance of Prof. Dr. Necdet Osam, my advisor. The success of this research study depends on your answers to the questions. Thus please, spare a little bit of your time to help me find my answers.

You do not need to worry about the information you share about yourself. It is because; the researcher is morally responsible for your information and answers. As the researcher, I assure you that this information will be kept safe and classified from the eyes of the strangers, and will not be shared with anyone.

Signature

To what extent do you agree with statements? The following items ask about your attitudes and motivations towards English language learning for instructional purposes. Remember that there is no right or wrong answer; just answer accurately as possible. Please read the statements below and mark the appropriate choices. Use the scale below to answer the questionnaire items.

1= Strongly agree 2=Agree 3= Neutral 4= Disagree 5= Strongly disagree

1. I value English language.

من زبان انگلیسی را دوست دارم..

1	2	3	4	5
---	---	---	---	---

2. I value English language learning.

من یادگیری انگلیسی را دوست دارم.

1	2	3	4	5
---	---	---	---	---

3. I prefer learning English to other languages.

من انگلیسی را برای یادگیری به دیگر زبانها ترجیح می دهم.

1	2	3	4	5
---	---	---	---	---

4. I like English speaking people.

من از مردم انگلیسی زبان خوشم می آید.

1	2	3	4	5
---	---	---	---	---

5. English is:

انگلیسی به نظر من :

تحصیلاتی
زیبا

شاعرانه

خشن

موثر

1	2	3	4	5
---	---	---	---	---

1) Beautiful 2) Educational 3) Poetic 4) Harsh 5) Effective

6. My attitudes towards English language are positive.

رویکرد و نگاه من به انگلیسی مثبت است.

1	2	3	4	5
---	---	---	---	---

7. I learn English to make a better living.

من انگلیسی یاد می گیرم تا زندگی مرفح تری برای خود

بدست آورم.

1	2	3	4	5
---	---	---	---	---

8. I learn English to communicate with English speaking people.

من انگلیسی یاد میگیرم تا بتوانم با دیگران ارتباط برقرار کنم.

1	2	3	4	5
---	---	---	---	---

9. I like to be a part of western culture.

من دوست دارم که جزیی از فرهنگ غرب شوم.

1	2	3	4	5
---	---	---	---	---

10. I think Iranian people like English language learning.

به نظر من ایرانیها آموزش زبان انگلیسی را دوست دارند.

1	2	3	4	5
---	---	---	---	---

11. My motivations for English language learning are positive.

انگیزه من برای یادگیری زبان انگلیسی مثبت است.

1	2	3	4	5
---	---	---	---	---

12. English is "a bridge to success".

دانستن انگلیسی "پلی رو به موفقیت" است.

1	2	3	4	5
---	---	---	---	---

13. I know what English medium Instruction (EMI) is.

من می دانم آموزش دانشگاهی به زبان انگلیسی چیست.

1	2	3	4	5
---	---	---	---	---

14. I prefer to have my higher education in English language.

من ترجیح می‌دهم تحصیلات دانشگاهی به انگلیسی باشد.

1	2	3	4	5
---	---	---	---	---

15. I think learning through Persian is easier than English.

به نظرم به فارسی که درس می‌خواندم بهتر از انگلیسی یاد می‌گرفتم.

1	2	3	4	5
---	---	---	---	---

16. My parents want me to learn English.

والدینم اصرار دارند انگلیسی یاد بگیرم.

1	2	3	4	5
---	---	---	---	---

17. My government helps me to learn English as my second language.

حکومت ایران از انگلیسی یادگرفتن ما حمایت میکند.

1	2	3	4	5
---	---	---	---	---

18. Living in 2016 requires knowing English language.

در سال 2016 همه باید انگلیسی بدانند.

1	2	3	4	5
---	---	---	---	---

19. I learn English to comprehend western media.

انگلیسی یاد می‌گیرم تا رسانه‌های غربی را بهتر درک کنم.

1	2	3	4	5
---	---	---	---	---

20. I learn English to become international.

من انگلیسی یاد می‌گیرم تا بین‌المللی شوم.

1	2	3	4	5
---	---	---	---	---

21. I value the context of EMU for English learning.

از محیط دانشگاه برای یادگیری زبان انگلیسی راضیم.

1	2	3	4	5
---	---	---	---	---

Appendix 2 : open ended questiony

Interview questions:

Please write your answers to the questions below.

لطفا به سوالات زیر جواب تشریحی بدهید. لطفا توجه داشته باشید که جواب درست یا غلط وجود ندارد و شما می توانید جواب خود را در یک پاراگراف کوتاه بنویسید.

1. How do you describe your attitudes towards English language and western people? Positive or negative, Why?
رویکرد خودتان به انگلیسی و انگلیسی زبانها را چطور وصف می کنید؟ مثبت یا منفی؟ چرا؟
2. How do you describe your motivation for English learning? Why do you learn English language?
انگیزتان را برای یادگیری انگلیسی چطور مبینید؟ چرا انگلیسی یاد میگیرید؟ (مثال: شغل خوب یا مهاجرت یا تحصیل و یا فیلم دیدن و ...)
3. Do you know what English Medium Instruction (EMI) is? Do you like it or not?
آیا می دانید سیستم آموزشی انگلیسی زبان چیست؟ آیا آن را می پسندید؟

Thank you for your time and participation.

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