

Motivation and motivation-related factors and their relationship with burnout and engagement: A study of Iranian EFL learners

Alavi, Seyed Amir ✉

University of Sistan and Baluchestan, Iran (amir.alavi1989@outlook.com)

Abbasnia, Saleh

Mehregan Institute of English, Iran (saleh1074@yahoo.com)



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Abstract

Motivation is a complex issue and several studies performed in this area have found several factors affecting it. Additionally, motivation and factors affecting it can be related to several other factors some of which still have not been subject to any empirical study. The purpose of the present study is to know how motivation and some motivation-related factors can be germane to burnout and engagement. The basis of the analysis is data collected from 95 language learners studying in language institutes in Iran. The analysis of data revealed that motivation and motivation-related factors are clearly linked to burnout and engagement.

Keywords: motivation; motivation-related factors; burnout; engagement; Iranian EFL learners

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1. Introduction

Motivation is a well-studied issue in the field of language acquisition. The plethora of studies investigating motivation and its role in second language acquisition give testimony to the importance of this critical variable in second language teaching and learning. As to the Burnout, according to Langroudi and Pirouznejad (2013) this concept was first introduced by the psychoanalyst Freudenberger (1974) and has been defined as “to fail, to wear out, or to become exhausted by making excessive demands on energy, strength, or resources” (p. 159). However this concept was mainly limited to the human services domain, its application was later expanded to different domains by the publication of Maslach Burnout Inventory–General Survey (MBI-GS) (Schaufeli, Leiter, Maslach, & Jackson, 1996). Finally it was the introduction of Maslach Burnout Inventory–Student Survey (MBI-SS) (Schaufeli, Martinez, Marques Pinto, Salanova, & Bakker, 2002) which paved the way for the investigation of burnout in students.

Another variable in our study is engagement. As the opposite of burnout, the focus of engagement is human strengths and optimal functioning rather than weaknesses and malfunctioning (Schaufeli et al., 2002). Regarding burnout and engagement, Langroudi and Pirouznejad (2013) have successfully proven that burnout and engagement are significantly related to academic achievement, meanwhile, studies such as Gardner (1985a) have proven the relationship between motivation and achievement. Hence, the present study is interested in investigating the interplay of motivation, burnout, and engagement as three variables related to learners' achievement.

In spite of the theoretical claims made by those such as Crooks and Schmidt (1991; cited in Ellis, 2008) or Dornyei (1998) on the possible interface of motivation, burnout and engagement, no studies so far have investigated this relationship. Meanwhile, importance of these three variables for the success of language learners have been emphasised by researchers such as Dornyei (1998) and Langroudi and Pirouznejad (2013). The significance of this study stems from the fact that first; this study is investigating a possible relationship which so far has not been investigated. Second, while several ways have been introduced for increasing motivation among language learners, no studies so far have talked about ways of positively affecting learners' engagement and burnout, consequently, finding a relationship between motivation on one hand and burnout and engagement on the other may provide food for thought for language practitioners regarding ways of positively affecting engagement and burnout among language learners through the medium of motivation.

The present study has used translated versions of MBI-SS (Schaufeli et al., 2002) to measure learners' burnout, Utrecht Work Engagement Scale for Students (UWES-S) (Schaufeli et al., 2002) to measure learners' engagement, and Gardner's Attitudes/Motivation Test Battery (AMTB) (Gardner, 1985b) to measure learners' individual motivation, besides, different factors related to motivation have been measured using 12 subscales of AMTB and their relationship with burnout and engagement has been tested through statistical analyses.

Finally, answering the following research questions is the aim of the present study:

1. Is there any statistically significant relationship between Iranian EFL Learners' motivation and their burnout?
2. Is there any statistically significant relationship between Iranian EFL Learners' motivation and their engagement?
3. Is there any statistically significant relationship between subscales of AMTB and burnout of Iranian

EFL Learners?

4. Is there any statistically significant relationship between subscales of AMTB and engagement of Iranian EFL Learners?

Following our research questions the following hypotheses were formulated:

1. There is no statistically significant relationship between Iranian EFL Learners' motivation and their burnout.
2. There is no statistically significant relationship between Iranian EFL Learners' motivation and their engagement.
3. There is no statistically significant relationship between subscales of AMTB and burnout of Iranian EFL Learners.
4. There is no statistically significant relationship between subscales of AMTB and engagement of Iranian EFL Learners.

2. Review of Literature

2.1 Motivation

If you look at different volumes on the issues in second language learning and teaching or even a reference book such as Longman Dictionary of Language Teaching and Applied Linguistics (Richards and Schmidt, 2002), you can see that none of them have provided a shorthand definition for motivation. Still from the literature on motivation, at least one conclusion can be drawn and as Richards and Schmidt (2002) have pointed out that is the multidimensionality of motivation. Generally there are two models for motivation, the first by Dornyei (1994) and the second by Gardner (1985a). Each model has tried to cover some aspects of motivation. In the following both models would be introduced in brief.

Gardner's Model for Motivation - Gardner was one of the pioneering scholars focusing on the issue of second language motivation, in his view motivation has four aspects: (a) a goal, (b) effortful behaviour to reach the goal, (c) a desire to attain the goal, and (d) positive attitudes towards the goal (Gardner, 1985a; cited in Root, 1995). Another aspect of Gardner's model is Motivational orientations. He has identified these orientations as integrative and instrumental. The former referring to a positive attitude towards the second language community and a desire to integrate with or adapt to that culture through the use of language and the latter referring to a more functional reason such as job promotion or language requirement (Gardner, 1985a; cited in Root, 1995).

In spite of the above mentioned orientations, Gardner (1985a) asserts that these orientations are different from learners' actual motivation. Meanwhile, he talks about different factors which affect second language learners' motivation. In Gardner's (1985b) work, several factors have been enumerated that affect learners' motivation; the factors are: interest in foreign languages, parental encouragement, motivational intensity, English class and English use anxiety, English teacher and course evaluation, attitudes towards learning English, attitudes towards English-speaking people, integrative and instrumental orientations, and desire to learn English.

To measure learners' individual motivation and the above mentioned factors, Robert Gardner and his Canadian associates developed Attitudes/Motivation Test Battery, a questionnaire which operationalizes the components of Gardner's model for motivation in measurable terms (Dornyei & Csizer, 1998). AMTB is composed of 12 subscales each of which represent one factor related to motivation. In addition to these subscales, Gardner (1985b) introduces several composite scales which are measured by adding up some of these subscales.

One important composite scale introduced in Gardner (1985b) is "learners' individual motivation" which is

composed of three subscales of AMTB: (a) motivational intensity, (b) desire to learn English, and (c) attitudes towards learning English (Gardner, 1985b). Learners' individual motivation in Gardner's words has been defined as:

A complex of three characteristics which may or may not be related to any particular orientation. These characteristics are attitudes towards learning the language, desire to learn the language, and motivational intensity (Gardner, 1985a, p. 54).

Dornyei's model for motivation - Dornyei (1998) argues that motivation is multidimensional and still criticises Gardner for concentrating too much on its integrative aspects. Dornyei (1998) states that this excessive concentration on an integrative orientation to motivation is due to the fact that early motivation research was dominated by a psychological approach. He also argues that this multidimensionality stems from the multifaceted nature of language and its roles. Dornyei (1998) enumerates three roles for language; first, a communication coding system, second, an integral part of the individual's identity, and finally, a channel of social organisation. He goes on asserting that these unique roles of language differentiate second language motivation from the concept of motivation in general education (Dornyei, 1998). Based on a synthesis of static and dynamic conceptions of motivation, Dornyei (1998) defines motivation as a process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached.

According to Dornyei's model, motivation at language level comprises integrative and instrumental motivational subsystems. At learner level it comprises (a) need for achievement; and (b) self-confidence, where self-confidence itself includes language use anxiety, perceived second language competence, causal attributions, and self-efficacy. Additionally, motivation, at learning situation level, comprises course-specific motivational components, teacher-specific motivational components, and group-specific motivational components (Dornyei, 1994).

The following figure adapted from Dornyei (1994, p. 280) summarises all of the above mentioned components.

Language Level		Integrative Motivational Subsystems		
		Instrumental Motivational Subsystems		
Learner Level		Need for Achievement		
		Self-Confidence: Language Use Anxiety Perceived L2 Competence Casual Attributions Self-Efficacy		
		Learning Situation Level	Course-Specific Motivational Components	Interest
				Relevance
Expectancy				
Satisfaction				
Learning Situation Level	Teacher-Specific Motivational Components	Affiliative Drive		
		Authority Type		
		Direct Socialization of Motivation: Modelling Task Presentation Feedback		
		Learning Situation Level	Group-Specific Motivational Components	Goal-orientedness
Norm and Reward System				
Group Cohesion				
Classroom Goal Structure				

Figure 1. Components of foreign language learning motivation (adapted from Dornyei, 1994, p. 280)

2.2 Burnout

The concept of burnout was first introduced in the human services domain where people were engaged in some sort of professional activity (Schaufeli et al., 2002). Burnout has been characterized by its three components: (a) exhaustion that is measured by items referring to fatigue regardless of the sources of those feelings, (b) cynicism that refers to indifference or distant attitudes towards an activity, and finally (c) reduced professional efficacy due to the social and non-social aspects of professional (or educational) accomplishments (Schaufeli et al., 2002).

2.3 Engagement

According to Schaufeli et al. (2002) engagement is a positive, fulfilling, and work-related affective-cognitive state which is persistent and pervasive and is characterized by vigour, dedication, and absorption. Vigour itself is characterized by high levels of energy and mental resilience and willingness and ability to invest effort in one's own work. Meanwhile dedication has been characterized by a sense of significance, enthusiasm, inspiration, pride, and challenge. Finally the third dimension of engagement, absorption, has been characterized by being fully concentrated and happily engrossed in one's work (Schaufeli et al., 2002).

2.4 Motivation, Burnout and Engagement

Studying the literature on motivation, while one would recognise the depth and breadth of the work in this area, he or she would also be able to recognise that no studies so far have investigated the possible relationship between motivation, burnout, and engagement. This gap in the literature does not seem to be due to researchers' disinterest or lack of theoretical basis for the possible relationship between these variables. The main reason seems to be the fact that burnout and engagement have recently been introduced in the field of second language research; to be more precise their introduction in second language research dates back to early years of twenty-first century with the introduction of Maslach Burnout Inventory-Student Survey (MBI-SS) (Schaufeli, et al., 2002) which paved the way for the investigation of burnout in students.

However in the following an account of the conjectures about the possible relationship between motivation, burnout, and engagement has been provided. First and foremost, Crooks and Schmidt (1991; cited in Ellis, 2008), trying to define characteristics of motivated learners, have stated that "it is probably fair to say that teachers would describe a student as motivated if s/he becomes productively engaged in learning tasks, and sustains that engagement, without the need for continual encouragement or direction" (p. 480). Additionally, Ellis (2008), talking about the effects of motivation, has simply asserted that motivation affects the extent to which language learners persevere in learning, what kinds of behaviour they exert, and their actual achievement.

Last but not least, expectancy-value theories (e.g. Atkinson and Raynor, 1974; cited in Dornyei, 1998, p. 4) have also given testimony to the fact that motivation may lead to increased expectations of success through increased effort which would possibly increase the chances of the final success in performing language learning tasks (Dornyei, 1998). The characteristics of motivated behaviour and motivated learners such as increased effort (Atkinson and Raynor, 1974; cited in Dornyei, 1998, p. 4), productive and sustained engagement (Crooks and Schmidt, 1991; cited in Ellis, 2008), and perseverance (Ellis, 2008), seem to be similar to those characteristics mentioned for learners with high engagement (Schaufeli et al. 2002)

3. Methodology

3.1 Participants

The main participants of the study were 95 adult learners of English (60 males and 35 females) studying at

intermediate and upper-intermediate levels in language institutes in Zahedan and Lar (in Iran). The participants were studying in four language institutes in Zahedan and two language institutes in Lar and were from a variety of social backgrounds.

The sampling method for this study was convenience sampling, that is, the choice of participants to be included in the study was based on availability of ease of access, however, only those at intermediate and upper-intermediate levels of proficiency and between the age of 20 to 24 were included in the final sample so as to prevent the sample from becoming to heterogeneous.

Proficiency level of participants to be included in the sample of the study was decided with the help of their institutes, in addition, there was a self-rating scale where participants could indicate their level of proficiency based on certain criteria (such as the ability to use language in specific situations and for specific tasks) as indicated on the questionnaire, the self-rating scale was adapted from Dornyei and Taguchi (2010). Only those learners' which both based on institutes' evaluation and self-rating scale were at intermediate and upper-intermediate levels were included in the sample. In addition to the main participants, 40 intermediate and upper-intermediate level language learners (20 male and 20 female, aged 20 to 24) participated for piloting instruments used in the study.

3.2 Instrumentation

The instruments used in the study were as follows:

1. A self-rating scale (in Persian) for learners to indicate their proficiency levels adapted from Dornyei and Taguchi (2010).
2. A translated version of Gardner's Attitudes/Motivation Test Battery (AMTB) (a 104 item, six-point likert-scale questionnaire) (Gardner, 1985b).

AMTB measures factors related to motivation based on 12 subscales as follows:

1. Interest in Foreign Languages
2. Parental Encouragement
3. Motivational Intensity
4. English Class Anxiety
5. English Teacher Evaluation
6. Attitudes towards Learning English
7. Attitudes towards English-speaking people
8. Integrative Orientation
9. Desire to Learn English
10. English Course Evaluation
11. English Use Anxiety
12. Instrumental Orientation

In addition to these subscales, the sum of learners' scores on motivational intensity, attitudes towards learning English and desire to learn English are taken as an indicator of learners' actual motivation.

AMTB was translated from the English version into Persian by the first author, afterwards, it was back-translated by a translator holding a BA in English Translation. The correspondence between the original and back-translated versions was testified by a third translator. The translated questionnaire was given to nine learners aging from 16 to 32 (3 females and 6 males) and their comments regarding vagueness or miscomprehensions were received. In addition, two language teachers and an institute manager reviewed the items and gave their comments. A Final version of the questionnaire was developed considering the comments received from the learners, teachers, and the institute manager, meanwhile, during this process, two translators were supervising the process so as to ensure that the semantic correspondence between the English version and the translated version has not been lost.

The final version of the translated questionnaire was piloted among a sample of 40 language learners (mentioned in the participants section), while the reliability of the original version of AMTB calculated using Cronbach alpha formula is .85 (Gardner, 1985b), the Cronbach alpha coefficient as an index of reliability for the translated version of AMTB was .82 based on this pilot study.

A questionnaire developed through translating MBI-SS (Shaufeli et al., 2002) and UWES-S (Shaufeli et al., 2002) and merging the items on the two instruments. MBI-SS is a 15 item 7-point likert-type questionnaire to measure burnout among students with three subscales. Five items measure exhaustion, four items measure cynicism, and six items measure reduced professional efficacy. UWES-S is a questionnaire for measuring learners' engagement, includes 14 items on a 7-point likert-scale with three subscales, five items to measure vigour, five items to measure dedication, and four items to measure absorption.

The items on MBI-SS and UWES-S were translated through a process similar to the process for translating AMTB. For piloting and final administration, the items on MBI-SS and UWES-S were consequently merged, similar to the study by Schaufeli et al. (2002), to avoid answering bias. Besides, the original 7-point scale was changed into a 6-point scale. The choice of a 6-point scale over a 7-point scale was due to the fact that when respondents are less motivated or don't want to invest much cognitive work they tend to choose the middle category as a neutral choice (Dornyei & Taguchi, 2010).

Prior to administrations, the translated questionnaire was piloted among 40 learners. However the reliability indices for original MBI-SS and UWES-S have not been mentioned in the literature, the reliability index for the translated questionnaire used in this study, calculated using Cronbach alpha formula, turned out to be .86 which is an acceptable index of reliability. The final versions of the questionnaires used in the study along with their English versions can be found in the appendices.

3.3 Data Collection Procedure

Prior to administration, researchers had explained to institute staff and teachers how to guide learners on responding to questionnaire items and using self-rating scale. Afterwards, the questionnaires along with the self-rating scale (described in the instrumentation section) were handed out to the participants by institute staff. Participants were guided on responding to the questionnaire items and using self-rating scale by their teachers and institute staff. After receiving instruction on responding to the questionnaire items and using self-rating scale, participants could take the questionnaires home and return them the next session, so they could take enough time responding to the questionnaires' items.

4. Results and Data Analysis

The data for the present study were submitted to the Statistical Package for Social Sciences (SPSS) in order to be analysed. Table 1 presents the descriptive statistics for different subscales of AMTB, MBI-SS, and UWES-S. The alpha level for all of the analyses was decided to be .05.

Table 1*Descriptive statistics for different subscales of AMTB, Individuals' Motivation, MBI-SS, and UWES-S*

	Scales	<i>N</i>	<i>Mean</i>	<i>SD</i>
AMTB	Interest in Foreign Languages	95	46.72	10.712
	Parental Encouragement	95	32.63	10.085
	Motivational Intensity	95	40.36	5.973
	English Class Anxiety	95	32.65	8.571
	English Teacher Evaluation	95	35.38	5.537
	Attitudes toward Learning English	95	47.98	10.679
	Attitudes toward English-speaking people	95	33.36	8.240
	Integrative Orientation	95	19.89	3.866
	Desire to Learn English	95	48.03	11.397
	English Course Evaluation	95	46.52	10.661
	English Use Anxiety	95	31.02	7.619
	Instrumental Orientation	95	18.19	4.221
	Learners' Individual Motivation (Motivational Intensity, Desire to Learn English, and Attitudes towards Learning English)	95	88.34	14.519
	MBI-SS	Exhaustion	95	10.97
Cynicism		95	8.60	4.147
Reduced Professional Efficacy		95	16.32	5.370
Total Burnout (MBI-SS Total)		95	35.88	11.639
UWES-S	Vigour	95	21.73	4.806
	Dedication	95	24.21	4.629
	Absorption	95	16.16	3.819
	Total Engagement (UWES-S Total)	95	62.09	11.558

4.1 Research Question 1

Is there any statistically significant relationship between Iranian EFL Learners' motivation and their burnout?

Concerning the first research question, sum of the scores on Motivational Intensity, Desire to Learn English, and Attitudes towards Learning English subscales of AMTB which according to Gardner (1985b) indicate individuals' motivation was taken as an indicator of learners' motivation. The degree of relatedness between learners' burnout (based on their scores on MBI-SS) and their motivation was tested using Pearson's correlation. In addition to total burnout scores, the relationships between motivation and different subscales of burnout were also tested using Pearson's correlation. The results of Pearson's correlation as indicated in Table 2 reveal that there are statistically significant negative relationships between learners' motivation and burnout and also between motivation and subscales of burnout. All of the correlations were significant at $p \leq .000$ which is smaller than our alpha level ($N=95$, $\alpha=.05$); hence the answer to our first research question is positive and we can reject the related null hypothesis.

Table 2*Pearson's Correlation between Individual Motivation & Burnout & its subscales (N = 95, $\alpha = .05$)*

	Exhaustion		Cynicism		Reduced Professional Efficacy		Total Burnout	
	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>
	Learners' Individual Motivation	-.56	.000	-.66	.000	-.71	.000	-.79

4.2 Research Question 2

Is there any statistically significant relationship between Iranian EFL Learners' motivation and their engagement?

To answer the second research question, once again sum of the scores on Motivational Intensity, Desire to Learn English, and Attitudes towards Learning English subscales of AMTB was taken as an indicator of learners' motivation. Pearson's correlation was used to check the degree of relatedness between learners' motivation and their scores for engagement (and subscales of engagement) as gathered using UWES-S. Similar to the first research question, very high correlations were found. All of the correlations were significant at $p \leq .000$ which is smaller than our alpha level ($N=95, \alpha=.05$), so the related null hypothesis was successfully rejected. Table 3 presents the correlations between learners' motivation and engagement and also motivation and subscales of engagement.

Table 3

Pearson's Correlation between Individual Motivation & Engagement & its subscales (N = 95, $\alpha = .05$)

	Vigour		Dedication		Absorption		Total Engagement	
	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>
Learners' Individual Motivation	.58	.000	.68	.000	.51	.000	.69	.000

4.3 Research Question 3

Is there any statistically significant relationship between subscales of AMTB and burnout of Iranian EFL Learners?

Considering the third research question, analysis of the relationships between the 12 subscales of AMTB and burnout using Pearson's correlation indicated that all of the subscales of AMTB are significantly related to burnout and our third hypothesis was successfully rejected ($N=95, \alpha=.05$). However, when we look at the table of correlations we find out that all of the subscales of AMTB are negatively correlated with burnout except English class anxiety and English use anxiety which are positively correlated with burnout. This reveals that while interest, positive attitudes, encouragement from parents, etc. may be the opposites of burnout, there may be some direct links between anxiety and burnout. Table 4 shows the correlations between the subscales of AMTB and burnout.

Table 4

Results of Pearson's Correlation between subscales of AMTB and Burnout (N = 95, $\alpha = .05$)

Subscales of AMTB	Burnout	
	<i>r</i>	<i>p</i>
Interest in Foreign Languages	-.74	.000
Parental Encouragement	-.32	.002
Motivational Intensity	-.54	.000
English Class Anxiety	.32	.001
English Teacher Evaluation	-.29	.004
Attitudes toward Learning English	-.78	.000
Attitudes toward English-speaking people	-.40	.000
Integrative Orientation	-.56	.000
Desire to Learn English	-.78	.000
English Course Evaluation	-.78	.000
English Use Anxiety	.35	.000
Instrumental Orientation	-.33	.001

4.4 Research Question 4

Is there any statistically significant relationship between subscales of AMTB and engagement of Iranian EFL Learners?

Similar to the previous research questions, for answering the fourth research question, Pearson's correlation was our statistic of choice. Results of the analysis revealed that all of the 12 subscales of AMTB were significantly and positively related to engagement except English class anxiety and English use anxiety where no significant relationships ($N=95$, $\alpha=.05$) between these two and engagement was observed. 10 out of the 12 correlations were significant at $p \leq .05$ which means that our fourth null hypothesis was partly rejected ($N=95$, $\alpha=.05$). The detailed results can be found in Table 5.

Table 5

Results of Pearson's Correlation between subscales of AMTB and Engagement ($N = 95$, $\alpha = .05$)

Subscales of AMTB	Engagement	
	<i>r</i>	<i>p</i>
Interest in Foreign Languages	.63	.000
Parental Encouragement	.53	.000
Motivational Intensity	.56	.000
English Class Anxiety	-.14	.158
English Teacher Evaluation	.42	.000
Attitudes toward Learning English	.62	.000
Attitudes toward English-speaking people	.50	.000
Integrative Orientation	.61	.000
Desire to Learn English	.66	.000
English Course Evaluation	.62	.000
English Use Anxiety	-.17	.083
Instrumental Orientation	.42	.000

Note. Boldfaced correlations are significant at $p < .05$

5. Discussion and Conclusion

The results of the present study indicate that there is a negative correlation between different subscales of motivation and burnout and a positive correlation between different subscales of motivation and engagement. In what follows theoretical and pedagogical implications of the study have been discussed and suggestions for further research have been provided.

5.1 Theoretical and Pedagogical Implications of the Study

Results of the first and second research questions reveal the validity of the claims made by those such as Crooks and Schmidt (1991), Ellis (2008), and Atkinson and Raynor (1974) regarding the idea that motivated learners can be more engaged, more persevering and invest more effort in performing language learning tasks. The findings revealed that motivation among learners is greatly correlated with the three subscales of engagement, i.e. vigour, dedication, and absorption. On the contrary, based on the findings of this study, an increase in learners' motivation may be synonymous with a decrease in their burnout and also in all of the subscales of burnout, i.e. exhaustion, cynicism, and reduced efficacy. Additionally, results of the third and fourth research questions shed more light on the issue by revealing the fact that not only learners' individual motivation but also different factors that affect learners' motivation in general, such as parental encouragement or teacher evaluation are also highly correlated with burnout and engagement among learners.

Based on the relationship found between burnout and motivation and the characterisations of burnout (Schaufeli et al., 2002), the findings imply that motivated learners would be expected to be less exhausted in language learning, don't have distant attitudes towards learning activities and show more professional efficacy

due to their educational accomplishments. Additionally, based on the characterisations of engagement (Schaufeli et al., 2002) and with respect to the relationship discovered between motivation and engagement, motivated learners would be expected to show high levels of energy, mental resilience and ability to invest effort in their learning, meanwhile, they would possibly be more enthusiastic and proud about their language learning, ready to face challenges and would be fully engrossed in their work.

The fact that motivation and motivation-related factors can be germane to burnout and engagement among language learners, two variables which according to Langroudi and Pirouznejad (2013) are related to one's academic success, once again, echo the importance of motivation in language learning and teaching. Teachers should be informed about different factors which may increase learners' motivation, such as anxiety, interest in foreign languages, attitudes towards foreign languages, etc. They should also inform parents of the importance of parental encouragement as a factor affecting learners' motivation. In a broader sense, not only teachers, but also syllabus designers and curriculum developers should also keep these findings in mind since much of what happens in any language program is mainly dependent upon higher-level decisions made about course values and contents which may positively affect variables such as learners' attitudes towards foreign languages and foreign language speakers, general evaluations of language courses, development of instrumental and integrative orientations in learners, etc. which according to Gardner (1985a) would consequently affect learners' motivation.

In addition, Dornyei (1994) has introduced several ways for increasing learners' motivation such as including sociocultural components within a course, promoting contact with second language speakers, making syllabus of the course relevant through needs analyses, etc. which can provide starting points for the decision making of teachers, syllabus designers, and curriculum developers in this regard. Dornyei and Csizer (1998) have also enumerated several macrostrategies to be used by teachers for increasing learners' motivation such as promoting learner autonomy, increasing learners' goal-orientedness, familiarizing learners' with the target language culture, etc. However implementation of such strategies also requires efforts not only from teachers but also from teacher educators, syllabus designers and curriculum developers. These groups may take the above mentioned ways into consideration so as to improve learners' motivation which may result in decreased burnout and increased engagement among learners. It's hoped that this decrease in burnout and increase in engagement would positively affect learners' achievement as demonstrated by Langroudi and Pirouznejad (2013).

5.2 Suggestions for Further Research

The fact that motivation and its subscales are germane to burnout and engagement, two variables which according to Langroudi and Pirouznejad (2013) are related to one's academic success, gives clear hints to all of those involved in second language teaching and research to pay more attention to these variables. Further research is necessary to investigate the links between these variables in detail. This is also necessary to mention that the present study mainly rests upon Gardner's model for motivation, while further studies with a focus on Dornyei's model for motivation may also be beneficial to revealing more facts about the aforementioned relations and throwing more light on the issue.

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Appendix A: Merged version of MBI-SS and UWES-S (in English)

Please indicate whether you agree or disagree with the following statements, mark the statements based on the key below. Key:

1 Strongly Disagree	2 Disagree	3 Almost Disagree	4 Almost Agree	5 Agree	6 Strongly Agree
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1	I find my studies challenging.	1	2	3	4	5	6
2	When I am studying, I forget everything else around me.	1	2	3	4	5	6
3	I feel emotionally drained by my studies.	1	2	3	4	5	6
4	I feel tired when I get up in the morning and I have to face another day at the university.	1	2	3	4	5	6
5	I feel stimulated when I achieve my study goals.	1	2	3	4	5	6
6	When I'm studying, I feel mentally strong.	1	2	3	4	5	6
7	Time flies when I'm studying.	1	2	3	4	5	6
8	I can get carried away by my studies.	1	2	3	4	5	6
9	I doubt the significance of my studies.	1	2	3	4	5	6
10	When studying I feel strong and vigorous.	1	2	3	4	5	6
11	I feel burned out from my studies.	1	2	3	4	5	6
12	My studies inspire me.	1	2	3	4	5	6
13	I can effectively solve the problems that arise in my studies.	1	2	3	4	5	6
14	I can continue for a very long time when I am studying.	1	2	3	4	5	6
15	I have become less enthusiastic about my studies.	1	2	3	4	5	6
16	I am proud of my studies.	1	2	3	4	5	6
17	In my opinion, I am a good student.	1	2	3	4	5	6
18	I have become less interested in my studies since my enrollment at the university.	1	2	3	4	5	6
19	I am enthusiastic about my studies.	1	2	3	4	5	6
20	During class I feel confident that I am effective in getting things done.	1	2	3	4	5	6
21	I have become more cynical about the potential usefulness of my studies.	1	2	3	4	5	6
22	I feel happy when I am studying intensively.	1	2	3	4	5	6
23	When I study, I feel like I am bursting with energy.	1	2	3	4	5	6
24	I feel tired when I get up in the morning and I have to face another day at the university.	1	2	3	4	5	6
25	I have learned many interesting things during the course of my studies.	1	2	3	4	5	6
26	I find my studies to be full of meaning and purpose.	1	2	3	4	5	6
27	When I get up in the morning, I feel like going to class.	1	2	3	4	5	6
28	I feel used up at the end of a day at university.	1	2	3	4	5	6
28	I believe that I make an effective contribution to the classes that I attend.	1	2	3	4	5	6

Appendix B: Key to the merged version of MBI-SS and UWES-S

No	Scale	Positively Keyed	Negatively Keyed
MBI-SS			
1	Exhaustion	3-4-11-24-28	
2	Cynicism	9-15-18-21	
3	Professional Efficacy		5-13-17-20-25-29
UWES-S			
4	Vigour	6-10-14-23-27	
5	Dedication	1-12-16-19-26	
6	Absorption	2-7-8-22	

Appendix C: English AMTB (Gardner, 1985b)

Please indicate whether you agree or disagree with the following statements, mark the statements based on the key below. Key:

1	2	3	4	5	6
Strongly Disagree	Disagree	Almost Disagree	Almost Agree	Agree	Strongly Agree

1	I wish I could speak many foreign languages perfectly.	1	2	3	4	5	6
2	My parents try to help me to learn English.	1	2	3	4	5	6
3	I don't pay much attention to the feedback I receive in my English class.	1	2	3	4	5	6
4	I don't get anxious when I have to answer a question in my English class.	1	2	3	4	5	6
5	I look forward to going to class because my English teacher is so good.	1	2	3	4	5	6
6	Learning English is really great.	1	2	3	4	5	6
7	If Japan had no contact with English-speaking countries, it would be a great loss.	1	2	3	4	5	6
8	Studying English is important because it will allow me to be more at ease with people who speak English.	1	2	3	4	5	6
9	I have a strong desire to know all aspects of English.	1	2	3	4	5	6
10	My English class is really a waste of time.	1	2	3	4	5	6
11	I would get nervous if I had to speak English to a tourist.	1	2	3	4	5	6
12	Studying foreign languages is not enjoyable.	1	2	3	4	5	6
13	I make a point of trying to understand all the English I see and hear.	1	2	3	4	5	6
14	I don't think my English teacher is very good.	1	2	3	4	5	6
15	Studying English is important because I will need it for my career.	1	2	3	4	5	6
16	I never feel quite sure of myself when I am speaking in our English class.	1	2	3	4	5	6
17	Knowing English isn't really an important goal in my life.	1	2	3	4	5	6
18	I hate English.	1	2	3	4	5	6
19	I feel very much at ease when I have to speak English.	1	2	3	4	5	6
20	I would rather spend more time in my English class and less in other classes.	1	2	3	4	5	6
21	I wish I could read newspapers and magazines in many foreign languages.	1	2	3	4	5	6
22	My parents feel that it is very important for me to learn English.	1	2	3	4	5	6
23	I don't bother checking my assignments when I get them back from my English teacher.	1	2	3	4	5	6
24	I feel confident when asked to speak in my English class.	1	2	3	4	5	6
25	My English teacher is better than any of my other teachers.	1	2	3	4	5	6
26	I really enjoy learning English.	1	2	3	4	5	6
27	Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.	1	2	3	4	5	6
28	Studying English is important because it will allow me to meet and converse with more and varied people.	1	2	3	4	5	6
29	If it were up to me, I would spend all of my time learning English.	1	2	3	4	5	6
30	I think my English class is boring.	1	2	3	4	5	6
31	Speaking English anywhere makes me feel worried.	1	2	3	4	5	6
32	I really have no interest in foreign languages.	1	2	3	4	5	6
33	I keep up to date with English by working on it almost every day.	1	2	3	4	5	6
34	The less I see of my English teacher, the better.	1	2	3	4	5	6
35	Studying English is important because it will make me more educated.	1	2	3	4	5	6
36	It embarrasses me to volunteer answers in our English class.	1	2	3	4	5	6
37	I sometimes daydream about dropping English.	1	2	3	4	5	6
38	I would rather spend my time on subjects other than English.	1	2	3	4	5	6
39	It doesn't bother me at all to speak English.	1	2	3	4	5	6
40	I wish I could have many native English speaking friends.	1	2	3	4	5	6
41	I enjoy the activities of our English class much more than those of my other classes.	1	2	3	4	5	6
42	I would really like to learn many foreign languages.	1	2	3	4	5	6
43	My parents feel that I should continue studying English all through school.	1	2	3	4	5	6
44	I put off my English homework as much as possible.	1	2	3	4	5	6
45	I am calm whenever I have to speak in my English class.	1	2	3	4	5	6

46	My English teacher has a dynamic and interesting teaching style.	1	2	3	4	5	6
47	English is a very important part of the school program.	1	2	3	4	5	6
48	My parents have stressed the importance English will have for me when I leave school.	1	2	3	4	5	6
49	Native English speakers are very sociable and kind.	1	2	3	4	5	6
50	Studying English is important because it will enable me to better understand and appreciate the English way of life.	1	2	3	4	5	6
51	I want to learn English so well that it will become natural to me.	1	2	3	4	5	6
52	To be honest, I really have little interest in my English class.	1	2	3	4	5	6
53	Native English speakers have much to be proud about because they have given the world much of value.	1	2	3	4	5	6
54	It would bother me if I had to speak English on the telephone.	1	2	3	4	5	6
55	It is not important for us to learn foreign languages.	1	2	3	4	5	6
56	When I have a problem understanding something in my English class, I always my teacher for help.	1	2	3	4	5	6
57	My parents urge me to seek help from my teacher if I am having problems with my English.	1	2	3	4	5	6
58	My English teacher is one of the least pleasant people I know.	1	2	3	4	5	6
59	Studying English is important because it will be useful in getting a good job.	1	2	3	4	5	6
60	It worries me that other students in my class seem to speak English better than I do.	1	2	3	4	5	6
61	I'm losing any desire I ever had to know English.	1	2	3	4	5	6
62	Learning English is a waste of time.	1	2	3	4	5	6
63	I would feel quite relaxed if I had to give street directions in English.	1	2	3	4	5	6
64	I like my English class so much, I look forward to studying more English in the future.	1	2	3	4	5	6
65	If I planned to stay in another country, I would try to learn their language.	1	2	3	4	5	6
66	My parents are very interested in everything I do in my English class.	1	2	3	4	5	6
67	I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.	1	2	3	4	5	6
68	I don't understand why other students feel nervous about speaking English in class.	1	2	3	4	5	6
69	My English teacher is a great source of inspiration to me.	1	2	3	4	5	6
70	I plan to learn as much English as possible.	1	2	3	4	5	6
71	I would like to know more native English speakers.	1	2	3	4	5	6
72	Studying English is important because I will be able to interact more easily with speakers of English.	1	2	3	4	5	6
73	I would like to learn as much English as possible.	1	2	3	4	5	6
74	To be honest, I don't like my English class.	1	2	3	4	5	6
75	I would feel uncomfortable speaking English anywhere outside the classroom.	1	2	3	4	5	6
76	Most foreign languages sound crude and harsh.	1	2	3	4	5	6
77	I really work hard to learn English.	1	2	3	4	5	6
78	I would prefer to have a different English teacher.	1	2	3	4	5	6
79	Studying English is important because other people will respect me more if I know English.	1	2	3	4	5	6
80	I get nervous when I am speaking in my English class.	1	2	3	4	5	6
81	To be honest, I really have no desire to learn English.	1	2	3	4	5	6
82	I think that learning English is dull.	1	2	3	4	5	6
83	I would feel comfortable speaking English where both Japanese and English speakers were present.	1	2	3	4	5	6
84	I look forward to the time I spend in English class.	1	2	3	4	5	6
85	I enjoy meeting people who speak foreign languages.	1	2	3	4	5	6
86	My parents encourage me to practice my English as much as possible.	1	2	3	4	5	6
87	I can't be bothered trying to understand the more complex aspects of English.	1	2	3	4	5	6
88	Students who claim they get nervous in English classes are just making excuses.	1	2	3	4	5	6
89	I really like my English teacher.	1	2	3	4	5	6
90	I love learning English.	1	2	3	4	5	6
91	The more I get to know native English speakers, the more I like them.	1	2	3	4	5	6
92	I wish I were fluent in English.	1	2	3	4	5	6
93	I have a hard time thinking of anything positive about my English class.	1	2	3	4	5	6
94	I feel anxious if someone asks me something in English.	1	2	3	4	5	6
95	I would rather see a TV program dubbed into our language than in its own language with subtitles.	1	2	3	4	5	6
96	When I am studying English, I ignore distractions and pay attention to my task.	1	2	3	4	5	6
97	My English teacher doesn't present materials in an interesting way.	1	2	3	4	5	6
98	I am sometimes anxious that the other students in class will laugh at me when I speak English.	1	2	3	4	5	6
99	I haven't any great wish to learn more than the basics of English.	1	2	3	4	5	6
100	When I leave school, I will give up the study of English because I am not interested in it.	1	2	3	4	5	6
101	I would feel calm and sure of myself if I had to order a meal in English.	1	2	3	4	5	6
102	English is one of my favorite courses.	1	2	3	4	5	6
103	My parents think I should devote more time to studying English.	1	2	3	4	5	6
104	You can always trust native English speakers.	1	2	3	4	5	6