



Validation of the Attitude/Motivation Test Battery in Mexican university students from the Faculty of Sport

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Introduction

Learning English for professional purposes (EPP) is fundamental for students engaged in sports-related facilities. In fact, it positively affects their overall knowledge and cultural background, as well as it increases their professional opportunities as coaches, teachers, or future researchers (Carbone and Coppolino, 2006). However, the association "English first" underlined that engagement in ESP classes and motivation towards learning it are low among Mexican university students. The aim of this study is to validate the Attitude/Motivation Test Battery (AMTB) assessing motivation towards learning English (Gardner and MacIntyre, 1992) in the Mexican context.

Materials & Methods

Sample. We selected 242 students attending the first semester at the Faculty of Sports Organization of Monterrey (Mexico).

Instrument. AMTB (Gardner, 1985) was originally created for a target population of English Canadian students attending French classes. Subsequently, a version focusing on English as a second language was proposed by Gardner (1995) and adapted to the Mexican context (Gardner-Francis, 2011), but not validated. The first Mexican version is composed by 58 items distributed into nine dimensions, using Likert scale from total disagreement (1) to total agreement (7).

Procedure. Students were asked to answer the AMTB during the first week of the semester, before sitting for the English placement test.

Results & Discussion

The first reliability analysis highlighted the presence of 13 conflicting items, which were successively removed. Overall reliability for the instrument without the conflicting items was found to be excellent ($\alpha = .985$).

Table 1. Construct validity of the dimensions of the Attitude/Motivation Test Battery

	D1	D2	D3	D4	D5	D6	D7	D8	D9
1. Attitude towards English (10 items)	.985								
2. Foreign language anxiety (10 items)	.985	.985							
3. Foreign language self-efficacy (10 items)	.985	.985	.985						
4. Foreign language learning strategy (10 items)	.985	.985	.985	.985					
5. Foreign language learning motivation (10 items)	.985	.985	.985	.985	.985				
6. Foreign language learning strategy (10 items)	.985	.985	.985	.985	.985	.985			
7. Foreign language learning strategy (10 items)	.985	.985	.985	.985	.985	.985	.985		
8. Foreign language learning strategy (10 items)	.985	.985	.985	.985	.985	.985	.985	.985	
9. Foreign language learning strategy (10 items)	.985	.985	.985	.985	.985	.985	.985	.985	.985

Factorial analysis based on maximum likelihood was run in order to endorse the internal structure of the questionnaire (Figure 1). The 9-dimension structure was confirmed and multiple indexes of goodness of fit were calculated. They included chi square divided by the degrees of freedom ($\chi^2/df = 1.7$), which denoted a good model adjustment (Carmines & McLeer, 1983), Root Mean Square Error of Approximation (RMSEA = 0.055), confirming the validity of the structure (Eck & Mowatt, 1995), Non-Normed Fit Index (NNFI = .985) and Comparative Fit Index (CFI = .985), whose values corroborated the suitability of the model as well (Hu & Bentler, 1999). All estimated factorial saturations for the final version of the questionnaire were statistically significant ($p < .05$).

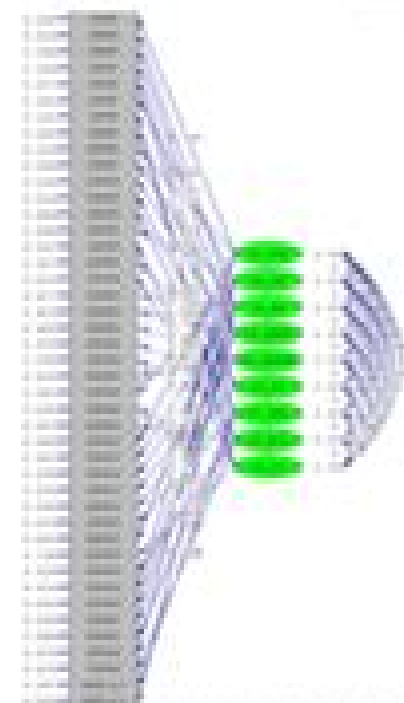


Figure 1. Structural model of the Attitude/Motivation Test Battery

Conclusions

1. The final version of AMTB is composed by 45 items distributed into nine dimensions.
2. This version represents a suitable instrument for assessing students' motivation towards learning English in Mexican Sports facilities.
3. More research is required in order to assess invariance by gender, age or previous English knowledge.

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Sample Questions On The Caimi Intrinsic Motivation Gifted Test

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Julie Lamb Milligan, 2007-09 What tests are used to identify giftedness How are decisions made about placement and services after a battery of tests have been administered Beyond standardized testing how do students qualify for services A guide for parents teachers and university students seeking to identify and or work with the gifted It conveys a history of assessing and identifying giftedness traditional and non traditional measures for identifying the gifted procedures and test instruments used for appropriate and accurate assessment guidance for identifying giftedness among subpopulations methods for recognizing giftedness in the primary grades the importance of classroom teachers in the assessment process It also provides many practical classroom ideas and activities for nurturing potential giftedness an Activity Book for students and teachers for each chapter About the author Julie Lamb Milligan is an associate professor at Arkansas State University She was for eighteen years a teacher and administrator in school districts throughout Arkansas before becoming a professor of education at the university Dr Milligan s Ph D in gifted education and curriculum and instruction is from Kent State University In the past decade she has published numerous articles in professional journals and publications that concern themselves with educating the gifted Get Your Child Ready for an IQ Test and for Gifted Child Qualification Process The L. I. B The L.I.B Child Development Association, 2015-07-08 Intelligent test secrets revealed for the first time This book uncovers the various types of questions that children are being asked on different intelligence and gifted programs evaluation tests and provides the tools that will allow children to excel and maximize their potential Many grade school children are required to take intelligence evaluation tests or gifted program qualification tests These tests are usually aimed at predicting the child s ability to participate and cope with tasks that require a high intelligence level The tests pretend to be objectives and provide a non biased indication of the child s ability However studies have shown that this is not the case and children who were prepared and practice similar tests get significantly higher results True someone who is not intelligent will not be able to get high results even after massive training Still training allows gifted intelligent children to realize their full ability and make the most of the stressful test situation 10% 25% improvement is guaranteed for every child In this book you will find over seventy sample tests covering twelve different types of questions including General knowledge and vocabulary Verbal comprehension Conceptual relations Shape sequences and matrices Arithmetic problem solving and series Pattern recognition In addition to the sample tests a thorough explanation for all types of questions is provided covering all possible variations demonstrating the best methods and strategies and providing useful tips and tricks This is the only available book that provides this kind of thorough preparation for all types of IQ tests through fun parent child quality time bonding experiences *Gifted and Talented COGAT Test Prep Gateway* Gifted Resources, 2016-08-10 Doctor veterinarian astronaut what does your kid want to be when they grow up Kids dream big when it comes to what they ll do in life And they should Congratulations on taking the first steps in helping your child make the most of this educational journey and achieve their dreams Gaining acceptance to a coveted gifted and talented program or earning a spot in a sought after selective school

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