



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, 2009). 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

	1	2	3	4	5	6	7	8	9
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, 1995). All estimated factorial loadings for the final version of the questionnaire were statistically significant ($p < .05$).

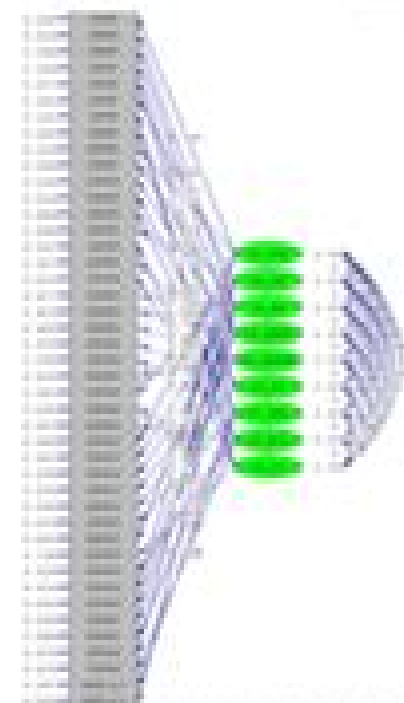


Figure 1. Structural model of the Attitude/Motivation Test Battery

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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Table of Contents Sample Questions On The Caimi Intrinsic Motivation Gifted Test

1. Understanding the eBook Sample Questions On The Caimi Intrinsic Motivation Gifted Test
 - The Rise of Digital Reading Sample Questions On The Caimi Intrinsic Motivation Gifted Test
 - Advantages of eBooks Over Traditional Books
2. Identifying Sample Questions On The Caimi Intrinsic Motivation Gifted Test
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Sample Questions On The Caimi Intrinsic Motivation Gifted Test
 - User-Friendly Interface
4. Exploring eBook Recommendations from Sample Questions On The Caimi Intrinsic Motivation Gifted Test
 - Personalized Recommendations
 - Sample Questions On The Caimi Intrinsic Motivation Gifted Test User Reviews and Ratings

- Sample Questions On The Caimi Intrinsic Motivation Gifted Test and Bestseller Lists
- 5. Accessing Sample Questions On The Caimi Intrinsic Motivation Gifted Test Free and Paid eBooks
 - Sample Questions On The Caimi Intrinsic Motivation Gifted Test Public Domain eBooks
 - Sample Questions On The Caimi Intrinsic Motivation Gifted Test eBook Subscription Services
 - Sample Questions On The Caimi Intrinsic Motivation Gifted Test Budget-Friendly Options
- 6. Navigating Sample Questions On The Caimi Intrinsic Motivation Gifted Test eBook Formats
 - ePub, PDF, MOBI, and More
 - Sample Questions On The Caimi Intrinsic Motivation Gifted Test Compatibility with Devices
 - Sample Questions On The Caimi Intrinsic Motivation Gifted Test Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Sample Questions On The Caimi Intrinsic Motivation Gifted Test
 - Highlighting and Note-Taking Sample Questions On The Caimi Intrinsic Motivation Gifted Test
 - Interactive Elements Sample Questions On The Caimi Intrinsic Motivation Gifted Test
- 8. Staying Engaged with Sample Questions On The Caimi Intrinsic Motivation Gifted Test
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Sample Questions On The Caimi Intrinsic Motivation Gifted Test
- 9. Balancing eBooks and Physical Books Sample Questions On The Caimi Intrinsic Motivation Gifted Test
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Sample Questions On The Caimi Intrinsic Motivation Gifted Test
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Sample Questions On The Caimi Intrinsic Motivation Gifted Test
 - Setting Reading Goals Sample Questions On The Caimi Intrinsic Motivation Gifted Test
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Sample Questions On The Caimi Intrinsic Motivation Gifted Test
 - Fact-Checking eBook Content of Sample Questions On The Caimi Intrinsic Motivation Gifted Test
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
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 - Integration of Multimedia Elements
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