



# 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 (EFP) 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 EFP 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, 1993) in the Mexican context.

## Materials & Methods

**Sample.** We selected 342 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 self-efficacy (10 items)	.985	.985	.985	.985	.985	.985			
7. Foreign language learning self-efficacy (10 items)	.985	.985	.985	.985	.985	.985	.985		
8. Foreign language learning self-efficacy (10 items)	.985	.985	.985	.985	.985	.985	.985	.985	
9. Foreign language learning self-efficacy (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 ( $p < .05$ ).

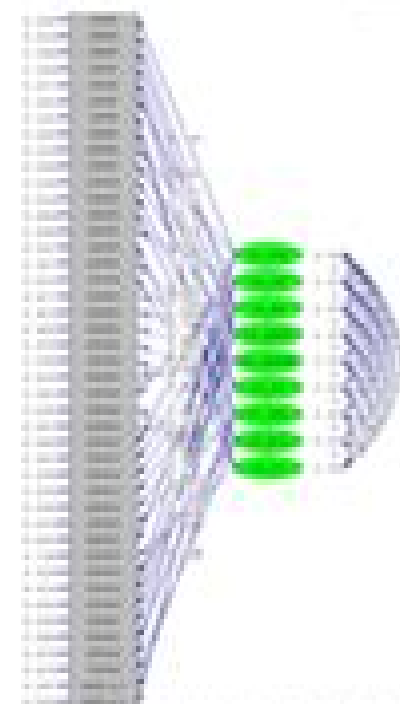


Figure 1. Structural model of the Attitude/Motivation Test Battery

## 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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