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Contents

Foreign Language Identity and English Achievement at a Specific Educational Level

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Abstract

The present study aimed not only to study the factorial structure of 30-indicator Foreign Language Identity Scale (FLIS) within an educationally controlled level but also to explore its relationships with the achievement of English as a foreign language (EFL). To this end, the FLIS was administered to six hundred and eighty grade three high school (G3HS) students in Mashhad, Iran, and their responses were subjected to Principal Axis Factoring. The rotation of results via Varimax with Kaiser Normalization and removing low cross loading indicators yielded five factors, i.e., *Idealized Reception*, *Idealized Society*, *First Languaculture*, *Idealized Self-Expression*, and *Idealized Communication*. The findings thus confirm EFL identity as a factorial construct whose five dimensions correlate significantly with each other. With the exception of *First Languaculture* which emphasis the relationship between G3HS students' Persian and EFL identity, *Idealized Reception*, *Idealized Society*, *Idealized Self-Expression*, and *Idealized Communication* correlate significantly with EFL achievement. Among these factors, *Idealized Reception* shows the strongest relationship with EFL achievement followed by the FLIS itself. The results are discussed and suggestions are made for future research.

Keywords: Identity, foreign language, achievement, construct validity

1. Introduction

As an abstract word identity signifies self-image or self-concept (Piironen & Timonen, 2007). People, however, establish their self-images as schemata when they involve in social interactions, hence social identity (SI). Although Gumperz and Cook-Gumperz (1982) believed that only the SI is "in large part established and maintained by language" (p. 7), humans seem to create, maintain and modify their identities through experiences which are not only represented but also expressed as schemata forming their language. For this very reason, Menard-Warwick (2005) viewed the process of identity formation as "multiple, fluid, dynamic, and constituted in discourse" (p. 270).

Identity functions within a labyrinth of syntactic, semantic and discoursal relationships it holds with other related schemata experienced in both first and foreign languages. The very dependence of

identity to other schemata does in fact explain its being fluid and dynamic. In an attempt to explore the relationship between identity and culture, Khodadady and Navari (2011) [henceforth K&N], for example, developed a 30-item Foreign Language Identity Scale (FLIS) on the basis of their discourse with several learners of English as a foreign language (EFL) in Iran. They administered the scale to 470 female advanced EFL learners registered in several private language institutes and extracted six factors underlying the FLIS, i.e., Idealized Society, Idealized Communication , Idealized Means, Idealized Opportunities, Global Connection and Global Self-Expression.

Item 30 of the FLIS provides a typical EFL identity indicator, i.e., "If I travel to an English speaking country (for vacation or living), I would select an English name for myself". Out of 470 EFL learners in K&N's study, 323 (69%), 56 (12%), and 90 (19%) disagreed, had no idea and agreed, respectively, with adopting an English name for themselves. These results show that the majority of female EFL learners in Iran have established a very strong semantic relationship with their Persian names and would like to keep them as an indication of who they are whereas nineteen percent have decided to modify the relationship and replace their Persian names with English in order to define their identity in terms of the place where they are going to live rather than where they come from.

Keeping first language name or adopting a foreign substitute within a desired foreign context whose language is being learned is itself one of the six observed variables constituting the Idealized Communication factor established by K&N. Out of 40.1% of cumulative variance explained by the six factors extracted from FLIS, this particular factor explains 8.8% of variance, revealing the fact that identity is not a fixed and single mental structure that acts as a self-regulatory system to motivate and guide the learning of female EFL learners at an advanced level as Adams and Marshall (1996) assumed it to do. It is instead a personally as well as collectively developed multidimensional schema which is modified continuously as learners relate their identity to other related schemata constituting the remaining five indicators of Idealized Communication, i.e., marriage, children, parents, artists, and products having foreign names.

Personal names do not form a single and isolated part of the Idealized Communication factor for advanced EFL learners in Mashhad, Iran. They are not only related but also influenced by indicators loading on the other five factors extracted from the FLIS by K&N, i.e., Idealized Society, Idealized Means, Idealized Opportunities, Global Connection and Global Self-Expression. While Idealized Communication correlates significantly with the first four factors, i.e., r = .85, .84, .65, .25 ($p < .01$), respectively, it does not relate significantly to Global Self-Expression, indicating that modifying one's identity as materialized partly in selecting a foreign name entails compromising self-expression. It does, however, explain 71 percent of variance in both Idealized Society and Idealized means, revealing the assumed relevance of their names as indispensible means of reaching an idealized society.

The present study is designed to further explore Menard-Warwick's (2005) contention that identity is a multiple and dynamic schema. If it holds true, the administration of the FLIS to participants whose level of proficiency in EFL is different from those studied by K&N then its constituting factors and the indicators loading on the factors would be different. The same argument was followed by Khodadady, Golbooie Mousavi and Sarraf (2012) who administered the 33-item Religious Orientation Scale (ROS) developed by Khodadady and Bagheri (2012) to participants whose age and educational levels differed. Their results showed that instead of seven, six factors, i.e., Social, Concessional, Humanitarian, Inspirational, Theo-pacific, and Sacrificial, underlie grade three high school (G3HS) students' religious indicators. This study aims to find out whether a similar pattern will appear in EFL identity.

2. Methodology
2.1. Participants

Six hundred and eighty G3HS students, 140 male (21.2%) and 520 female (78.8%), took part in this study voluntarily. The boys were studying at Sheikh Ansari Shahed, Imam Ali and Jamaran state and Mafakher private high schools in the educational districts of one, five and six and the girls had registered in Allameh, Allame Tabatabaee, Farzanegan 2, Narjes, Professor Reza, Shafagh and Zeynabiyeh high schools in the educational districts of two, three and seven in Mashhad Iran. They were 16 (n = 58, 8.8%), 17 (n = 489, 74.1%), 18 (n = 109, 16.5%), and 19 (n = 4, .6%) years old (mean = 17.09, SD = .52). They spoke Persian (n = 646, 99.3%), Arabic (n = 2, .3%), Lori (n = 1, .2%) and Turkish (n = 1, .2%) as their first language.

2.2. Instruments

A demographic questionnaire and a foreign language identity scale (FLIS) were employed in the study. The participants' overall sores on English achievement were also obtained from the EFL teachers.

2.2.1. Demographic Questionnaire
The demographic questionnaire developed in this study comprised four items requiring the participants to specify the high school where they had registered, their age, gender, and mother language.

2.2.2. Foreign Language Identity Scale
The Persian Foreign Language Identity Scale (FLIS) developed by K&N was employed in this study. It consists of 30 items having seven choices, i.e., totally disagree, almost disagree, disagree, no idea, agree, almost agree and totally agree. The values of 1, 2, 3, 4, 5, 6, and 7 were assigned to the choices, respectively. The value of zero was also assigned to those items not selected by anyone. All the statistical analyses were run on these seven points. Points 1, 2 and 3 were collapsed as were points 5, 6, and 7 to form the single points disagree and agree, respectively. And finally no idea was expanded to include no responses as well. (The English items constituting the questionnaire and its descriptive statistics based on the three points, i.e., disagree, no idea and agree, have been given in Appendix.)

Table 1 presents the reported descriptive statistics and reliability coefficient of the FLIS and its six factors. As can be seen, the FLIS is a highly reliable measure of foreign language identity (α = .90) as are its four underlying variables, i.e., Idealized Society (α = .90), Idealized Communication (α = .85) and Idealized Means (α = .81) and Idealized Opportunities (α = .70). Together with the less reliable factor of Global Connection and single item Global Self-Expression factor, the variables explain 40.1% of variance in the FLIS.

Table 1:   Descriptive statistics and reliability coefficient of the FLIS and its underlying factors

Factors	No of items	Mean	SD	Alpha	Eigen-value	% of Variance	Cumulative %
1 Idealized Society	14	72.89	16.095	.90	3.73	12.43	12.44
2 Idealized Communication	8	34.70	11.013	.85	2.64	8.80	21.23
3 Idealized Means	8	36.93	9.525	.81	2.15	7.17	28.41
4 Idealized Opportunities	5	26.24	5.456	.70	1.97	6.57	34.98
5 Global Connection	2	10.61	2.518	.38	0.83	2.76	37.73
6 Global Self-Expression	1	4.72	2.186	-	0.71	2.36	40.09
FLIS	30	148.11	29.355	90	-	-	-

2.2.3. Overall English Achievement
Based on G3HS students contributions to the discussions brought up in the class, quizzes held during the year, and final written examination measuring the students' grammar and vocabulary knowledge as well as reading comprehension ability, an overall English achievement score with a maximum of 20 is

reported by the teacher. The cut off score of 10 is adopted as the criterion to determine whether the G3HS students have passed the course or not (Farhady, Jafarpoor, & Birjandi, 1994).

2.3. Procedure

Upon having the required number of the scales copied, the second and third authors who teach EFL in high schools, in Mashhad, Iran, contacted other EFL teachers in the specified schools and asked them to encourage their students to take part in the project. Upon having the teachers and students' approval, they attended the classes on set dates, administered the questionnaires in person and encouraged the participants to raise whatever questions and concerns they had. They also followed the same procedure in their own EFL classes. Since both measures were in Persian, no serious questions were raised as regards the content of identity indicators and they were thus administered under standard conditions. The participants were asked to hand in their completed questionnaires to their teachers as they completed them. After checking their official records, the EFL teachers wrote their students' final English achievement scores in a specified slot on the demographic questionnaire.

2.4. Data Analysis

In order to determine whether the indicators had functioned well their descriptive statistics were calculated. The alpha reliability coefficient (RCs) was then adopted to determine the reliability level of the FLIS. Based on Khodadady and Hashemi's (2011) findings, the Principal Axis Factor (PAF) was adopted to extract the factors which were then rotated via Varimax with Kaiser Normalization to have a clear picture of their structure. The eigenvalues of one and higher were employed to determine the number of latent variables underlying the FLIS. After estimating the alpha RCs of the factors, they were correlated not only with each other but also with the score on the EFL to explore the research questions below.

Q1. What is the factorial structure of the FLIS when it is administered to the G3HS students?

Q2. Do the FLIS and its underlying factors correlate significantly with the G3HS students' EFL achievement?

3. Results and Discussions

Table 2 presents the results obtained by the Kaiser-Meyer-Olkin (KMO) measure of Sampling Adequacy. As can be seen, The KMO statistic obtained in this study is .92. Similar to the statistic obtained by K&N, i.e., .94, it is in .90s. According to Kaiser and Rice (1974), KMO statistic in the .90s is marvelous because it shows that the factor analysis employed would probably provide the best common factors. The significant Bartlett's Test of Sphericity, i.e.

$p < .001$, indicated that the correlation matrix was not an identity matrix.

Table 2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		This study	K&N
		.921	.936
Bartlett's Test of Sphericity	Approx. Chi-Square	5913.494	4569.221
	df	435	435
	Sig.	.000	.000

Table 2 presents the initial (I) and extraction communalities (EC) obtained via PAF in this and K&N's study. As can be seen, the ECs of this study range between .24 (item 16) and .56 (item 25) whereas those of K&N range from .18 (item 12) to .59 (item 2). As it will be presented shortly, the relatively higher low ECs of the FLIS items in this study heralded their acceptable loadings on the extracted factors. Items having very low ECs in K&N's study, i.e., items 12 and 18, did not, however,

load acceptably on any factor, indicating that the indicators comprising the FLIS provide a more comprehensive measure of EFL learners who are homogeneous in their age and educational levels.

Table 3:   Initial (I) and extraction communalities (EC) of items comprising the FLIS

Item	This study		K&N		Item	This study		K&N		Item	This study		K&N	
	IC	EC	IC	EC		IC	EC	IC	EC		IC	EC	IC	EC
1	.23	.33	.44	.45	11	.37	.46	.42	.44	21	.30	.37	.25	.24
2	.35	.45	.52	.59	12	.32	.35	.20	.18	22	.22	.37	.15	.50
3	.30	.37	.30	.36	13	.38	.44	.25	.29	23	.36	.43	.40	.47
4	.28	.27	.34	.29	14	.45	.53	.42	.47	24	.35	.36	.32	.35
5	.27	.35	.18	.22	15	.44	.54	.42	.47	25	.45	.56	.44	.55
6	.40	.44	.43	.48	16	.26	.24	.26	.23	26	.41	.44	.53	.54
7	.37	.43	.43	.47	17	.41	.45	.38	.41	27	.35	.39	.52	.53
8	.37	.41	.44	.46	18	.42	.44	.26	.26	28	.35	.41	.55	.56
9	.34	.35	.27	.37	19	.40	.38	.36	.46	29	.42	.48	.50	.48
10	.33	.38	.15	.22	20	.34	.35	.36	.35	30	.23	.24	.33	.36

Table 4 presents the LVs extracted in this study. As can be seen, the application of the PAF to the data extracts six LVS having eigenvalues higher than one, explaining 51.9% of variance in the FLIS. However, when they were rotated via VKN, the eigenvalue of the sixth LV fell below one, indicating that it contributes little to the measurement of the construct under investigation. A close examination of the rotated loadings showed that only two items, i.e., 28 (.34) and 29 (.35), had loaded acceptably on LV6. However, item 28 had a higher loading on LV1 (.35) as did item 29 on LV2 (.47). Because of these low cross loadings LV6 was removed from validity analyses. These results show that the eigenvalues of one and higher as well as the highest magnitudes of item loading on a given LV can be convincingly used to determine the number of factors which underlie psychological measures such as the FLIS.

Table 4:   Total variance (V) and cumulative variance (CV) explained by LVs

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of V	CV %	Total	% of V	CV %	Total	% of V	CV %
1	8.106	27.018	27.018	7.521	25.069	25.069	3.290	10.966	10.966
2	2.089	6.963	33.982	1.500	5.000	30.069	2.842	9.472	20.438
3	1.602	5.339	39.321	1.022	3.408	33.477	2.111	7.038	27.475
4	1.455	4.850	44.171	.864	2.880	36.357	1.875	6.251	33.726
5	1.226	4.087	48.258	.617	2.056	38.413	1.234	4.113	37.839
6	1.104	3.679	51.937	.509	1.698	40.111	.682	2.272	40.111

Table 5 presents the LVs extracted in this as well as K&N's study. (The factors and the highest acceptable loadings of all items on the LVs along with their descriptive statistics are given in Appendix.). As can be seen, with the exception of LV3 whose three items had loaded on a single LV in K&N's study, the other four LVs contain items contributing to several LVs in K&N's study, indicating that the indicators forming the LVs underlying the FLIS change as a result of the places where the EFL learners study English. Furthermore, more indicators load on fewer LVs when the educational level of the learners is controlled. While indicators 12 and 18 did not load on any of the six LVs extracted by K&N from the responses of advanced EFL learners coming from diverse educational levels ranging from high school to PhD degrees, all the 30 indicators loaded on five LVs extracted from G3HS students in this study, i.e., *Idealized Reception*, *Idealized Society*, *First Languaculture*, *Idealized Self-Expression* and *Idealized Communication*.

Table 5:   Descriptive statistics of the LVs extracted in this study and their items loading on K&N's LVs

No	# of item	LVs extracted in this study	M	SD	Skew	Kurt	Alpha	K&N's LVs and their acceptably loading items
1	11	Idealized Reception	57.47	10.711	-.550	.157	.83	Idealized Society (4, 16, 28), Idealized Communication (24), Idealized Opportunities (13, 14, 15, 19), Global Connection (9, 10), no loading (18)
2	7	Idealized Society	32.11	8.839	-.233	-.419	.81	Idealized Society (6, 8, 11, 17, 26), Idealized Communication (29), no loading (12)
3	4	First Languaculture	12.74	4.981	.300	-.054	.66	Idealized Communication (23, 25, 27, 30)
4	5	Idealized Self-Expression	21.07	5.491	-.233	.075	.69	Idealized Society (1), Idealized Means (2, 3, 5, 7)
5	3	Idealized Communication	12.90	3.948	-.146	-.310	.56	Idealized Society (20), Idealized Opportunities (21), Global Self-Expression (22)
		FLIS	136.28	26.194	-.311	.308	.90	

As can be seen in Table 5, the FLIS has an alpha reliability coefficient (RC) of .90. Since the same RC was obtained by K&N, it can be said that it is a highly reliable measure of not only advanced EFL learners but also EFL learners of elementary and intermediate proficiency levels. Furthermore, the five LVs extracted in this study are also reliable variables because their RCs range from .56 (LV5) to .83 (LV1). Different labels have, therefore, been used for the five LVs extracted in this study to differentiate them from those of K&N in terms of item types loading on the LVs. *Idealized Reception*, has, for example, been used to show that instead of one LV, its constituting items have loaded on four LVs established by K&N, i.e., Idealized Society (items 4, 16, 28), Idealized Communication (item 24), Idealized Opportunities (items 13, 14, 15, 19), and Global Connection (items 9, 10).

As the first LV, *Idealized Reception* specifies G3HS students who think if they speak English everyone would admire them. They can meet more interesting people if they learn English. They also think that they would have better job opportunities and prosper. Speaking English makes the learners have a better feeling of their personality inside and outside of the class. They believe by learning English they can make more foreign friends and if they teach English to their own children in their early childhood, they will have a better personality. The natives in English speaking countries would welcome them if they know English as it is the only way to join the world village. Knowing English will make their dreams for reaching freedom come true. They prefer the characters in institute English books more than the ones in school English books and can have a better connection with their English language teachers if they studied in an English speaking country.

Idealized Society occupies the second part of the G3HS students' identity who believe 'women' enjoy more freedom in English speaking countries where there are better living conditions. They enjoy watching English peoples' lifestyle more than their own and love the image of living in an English speaking country. When they learn English, they become more interested in taking part in ceremonies such as Christmas, and Valentine. They also enjoy the products, stores, books, magazines, and the movies which carry English names. English speaking celebrities are their favourites because they are a part of that idealized society.

The third LV underlying the FLIS has been called *First Languaculture*. Agar (1994) coined "Languaculture" (p. 60) to emphasize the organic union of language and culture. According to Lantolf and Thorne (2006), it "re-establishes the unity between people and their fundamental symbolic artifact" (p. 5). *First Languaculture* shows that G3HS students do not believe that if their parents spoke English, they could connect to them better. Neither do they prefer their marriage ceremony to be held in English

style. They value the Iranian artists who speak English. If they travel to an English speaking country, some of them would select an English name for themselves.

Idealized Self-Expression accrues as the fourth LV when G3HS student think that they can express their feelings better in English than in Persian. After learning a new topic in English, they can make mental connections with the natives. They think that learning English is the only way through which they can be connected with their favorite celebrities abroad. These learners believe only learning English can help them overcome their problems and reach their goals.

Idealized Communication happens as the fifth LV when G3HS students employ English as the only channel through which they introduce their culture and history to people in other countries. For them knowing English is the only channel through which they can have communication in the internet and thus be heard. They consider the person who does not know a foreign language such as English as illiterate.

Table 6 presents the correlations between the LVs underlying the FLIS. As can be seen, the LVs correlate significantly not only with the FLIS but also with each other. *Idealized Reception,* for example, shows the highest relationship with *Idealized Society*, i.e., r = .58, *p* <.01, indicating how strongly human societies influence their members' receptions by each other in that they try to accomplish what is admired by their fellow members. *First Languaculture*, however, results when native societies fail to integrate their members and they do, therefore, learn the EFL to develop an *Idealized Society* with which it correlates significantly the second highest, i.e., r = .55, *p* <.01.

Table 6:   Correlations between the FLIS and its underlying LVs

Scale and its LVS	FLIS	1	2	3	4	5
FLIS	1	.875**	.811**	.689**	.696**	.609**
1 Idealized Reception	.875**	1	.576**	.439**	.548**	.486**
2 Idealized Society	.811**	.576**	1	.548**	.409**	.316**
3 First Languaculture	.689**	.439**	.548**	1	.358**	.393**
4 Idealized Self-Expression	.696**	.548**	.409**	.358**	1	.374**
5 Idealized Communication	.609**	.486**	.316**	.393**	.374**	1

** Correlation is significant at the 0.01 level (2-tailed)

The correlations among the five LVs constituting the FLIS highlight the difference between English as a second language (ESL) and EFL. If learning EFL helps G3HS students be assigned to an EFL group, then their belonging to Persian as a first language (PFL) group must show the pattern Tajfel (1981) described. He defined SI as an individual's membership in a social group. Within an ESL context, according to Ricento (2005), "If an individual's emotional needs were not met by their identification with a particular group, that person could change their group" (p. 896). The significant and positive relationship between *First Languaculture* as a distinct factor forming the PFL identity, however, correlates significantly with the other four factors representing the EFL identity. These results show that acquiring an EFL identity is closely related to PFL and does not, therefore, require replacing one with another. Such a replacement may, nonetheless, take place within an ESL context.

Table 7 presents the correlations between the FLIS, its five LVs and EFL achievement. As can be seen, the FLIS correlates significantly with the achievement, i.e., r = .18, *p* <.01, showing that G3HS students' EFL identity explains three percent of variance in their achievement. The EFL achievement also correlates significantly with the *Idealized Reception* (r = .18, *p* <.01), *Idealized Self-Expression* (r = .17, *p* <.01), *Idealized Communication* (r = .14, *p* <.01), and *Idealized Society* (r = .10, *p* <.01), emphasizing the relevance of these factors to learning EFL.

Table 7: Correlations between the FLIS, its underlying LVs and EFL achievement

Scale and its LVS	EFL Achievement	Scale and its LVS	EFL Achievement
FLIS	.176**	First Languaculture	.068
Idealized Reception	.183**	Idealized Self-Expression	.166**
Idealized Society	.099*	Idealized Communication	.136**

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)

4. Conclusion

The administration of the 30-item Persian FLIS to 660 G3HS students who study EFL as part of their school curriculum showed that five factors underlie these students EFL identity, i.e., *Idealized Reception*, *Idealized Society*, *First Languaculture*, *Idealized Self-Expression*, and *Idealized Communication*. The results indicate that the FLIS relates significantly to teacher-reported EFL achievement and thus explains some variance in their school success. It remains, however, to be found out whether the same type of relationship is established between EFL Identity and achievement when the latter is empirically measured by written measures such as S-Tests, i.e., multiple choice item measures whose alternatives have semantic, syntactic and discoursal relationship with the key responses, developed on the materials taught during the year.

Khodadady and Alaee (2012), for example, designed a 43-item S-Test on the six reading passages of *English book 3* (Birjandi, Nouroozi, & Mahmoodi, 2010) taught at grade three in Mashhad high schools. They administered the S-Test along with Khodadady and Alaee's (2012b) Persian Social Capital Scale (SCS) to four hundred seventy seven male and female G3HS students. While they could not find any significant relationship between the participants' social capital and EFL achievement, such a relationship could be established between EFL identity and achievement in this study indicating that the identity developed by G3HS students in EFL classes plays a more significant role in their EFL learning than their social capital.

Not only does the FLIS itself but also four of its underlying factors, i.e., *Idealized Reception*, *Idealized Society*, *Idealized Self-Expression*, and *Idealized Communication*, correlate significantly with the teacher-reported EFL achievement. Future research must show whether the same relationships would be established if empirical measures such as the S-Tests are employed to assess EFL achievement. It will be equally important to find out whether the FLIS yields the same factors if it is administered to grade four high school students whose EFL achievement plays a more significant role in their lives. Upon graduation they take part in university entrance examination (UEE) part of which deals with their EFL achievement. Success on the UEE secures better job opportunities for these students.

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Appendix: Indicators and Factors Comprising the FLIS Along with the Magnitude of Their Loadings

Item	F	Load	Indicators	Disagree %	No Idea %	Agree %
1	4	0.46	Learning English is the only way through which I can be connected with my favourite celebrities abroad.	12	17	71
2	4	0.61	I can express my feelings better in English.	45	22	33
3	4	0.42	I believe only learning English can help me in reaching my goals.	42	16	42
4	1	0.40	If I knew English, the natives in English speaking countries would welcome me.	10	8	81
5	4	0.54	After learning a new topic in English, I can make mental connections with the natives.	24	27	49
6	2	0.57	I believe in English speaking countries, there are better living conditions.	26	15	59
7	4	0.43	I believe only learning English can help me in overcoming my problems.	51	25	24
8	2	0.61	I enjoy watching English peoples' lifestyle more than ours.	40	14	46
9	1	0.42	I believe by learning English I can make more foreigner friends.	13	12	75
10	1	0.39	I believe learning English is the only way for joining the world village.	13	11	76
11	2	0.64	I believe 'women' enjoy more freedom in English	22	17	62

			speaking countries.			
12	2	0.48	By learning English, I'm getting more interested in taking part in ceremonies like Christmas, Valentine, ...	27	20	52
13	1	0.61	By learning English, I'd get better job opportunities and prosper.	5	8	88
14	1	0.66	By speaking English, I can meet more interesting people.	10	16	74
15	1	0.71	When I speak English, my family, relatives, my friends and the society would look me up.	11	12	77
16	1	0.36	I prefer the characters in institute English books more than the ones in school English books.	16	28	56
17	2	0.51	I love the image of living in an English speaking country.	16	14	70
18	1	0.37	In my dreams for reaching freedom, I believe I need knowing English.	28	22	50
19	1	0.45	Speaking English makes me have a better feeling of my personality inside and outside of the class.	15	19	66
20	5	0.40	Knowing English is the only channel through which I can have communication in the internet and thus can be heard.	27	20	54
21	5	0.39	Me, my family, and the people in my country, consider the person who does not know a second language as illiterate.	50	17	33
22	5	0.59	English language is the only channel through which I can introduce our culture and history to people in other countries.	27	17	55
23	3	0.50	I prefer my marriage ceremony be held in English style.	77	12	12
24	1	0.42	I believe if I start teaching English to my child in his early childhood, he will grow a better personality later on.	16	12	72
25	3	0.66	I believe that if my parents (or my spouse) spoke English, I could connect to them better.	46	25	29
26	2	0.47	English speaking celebrities are my favourites.	39	21	40
27	3	0.44	I value those Iranian artists who can speak English too.	36	26	37
28	1	0.35	I can have a better connection with my English language teacher providing that she/he had studied in an English speaking country.	28	26	46
29	2	0.47	I enjoy the products, stores, books, magazines, and the movies which carry English names.	33	20	47
30	3	0.41	If I travel to an English speaking country (for vacation or living), I would select an English name for myself.	75	11	14