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THE EFFECT OF ETHNIC IDENTITY AND MOTIVATION ON ENGLISH LANGUAGE PROFICIENCY OF TURK LANGUAGE LEARNERS

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ABSTRACT

Earlier research has shown that, to a higher or lesser degree, ethnic identity and motivation may be influential in second or foreign language learning. In order to further investigate the issue in the case of Turk learners of English in Iran, an abridged version of the General Ethnicity Questionnaire, a motivation questionnaire, and a sample TOEFL test were used for data collection. Multiple regression and correlation analyses were run to analyse the data. The results indicated that both ethnic identity and motivation significantly influenced the Turks' English language proficiency. Similarly, a significant positive correlation was found between ethnic identity and motivation.

Key words: ethnic identity, motivation, Turk language learners, EFL

1. INTRODUCTION

Such diverse everyday activities as planning to participate in a conference, deciding to lead a political party or taking part in a language learning workshop share something in common. In other words, every single human activity, plan or thought has a motive which acts as a trigger long before we even know it. Contrary to the rather unchallenged position of motivation in second or foreign language learning and teaching, providing an exact definition for the concept of motivation proves to be complex (Oxford & Shearin, 1994) since a number of different disciplines like general psychology, educational psychology, and social psychology contribute to understanding language learning motivation (LLM). In fact, there is no agreement on the exact definition of motivation (Oxford & Shearin, 1994). While some scholars like McDonough (1981, p.143) refer to the term ironically as a dustbin that "includes a number of possibly distinct components, each with different origins and different effects, requiring different classroom treatment", others like Dornyei (2001),"though less ironical but equally sharp, maint ain that researchers disagree on everything that relates to the concept of motivation, viewing it as no more than an obsolete umbrella that hosts a wide range of concepts that do not have much in common" (p.7). Regarding the arguments that have arisen from attempts at defining motivation, it is worth noting that the complexity of motivation can be more appreciated if one takes into consideration that it is intended to explain nothing less than the reasons for human behaviour (Csizer, Dornyei, & Nemeth, 2006).

2. BACKGROUND OF THE STUDY

Early studies of motivation date back to the time when the concept was understood within a behavioural framework. At that time experts of the field were interested in what moved a resting organism into a state of activity, with heavy reliance on concepts such as instinct, drive, need, energisation, and homeostasis (Weiner, 1990). Reward systems made up the backbone of stimulus-response theories for motivating individuals to show the desired behaviour (Williams & Bruden, 1997). The dominant assumption was that motivation is too complex to be directly investigated and, consequently, the results of much experimental research conducted on animals were generalised to human behaviour. By the 1960s and 1970s, the irrelevance of behavioural mechanical approaches to motivation became apparent and it was time for a shift: such positivist approaches lost support in philosophy because they simply did not work (Locke, 1996) and the cognitive revolution was on its way. With the advance of cognitive approaches more emphasis was put on the individual's role in his or her own behaviour which related the field more to educational psychology (Weiner, 1994). In other words, there was a shift toward focusing on why students choose to engage in academic tasks instead of focusing on what they do and the time they spend doing so as it has been the case with the behaviourist approach (Rueda & Myron, 1995). As such concepts such as goal and level of aspiration have replaced the unconscious concepts of drive, instinct and the like. Moreover, individual

differences were more highlighted with the introduction of psychological concepts like anxiety, achievement needs and locus of control. As the field of cognitive psychology further matured more cognitive concepts like self-efficacy, learning helplessness and causal attributions were also developed (Keblawi, n.d.). Although early studies on motivation focused on contexts (e.g. working context) rather than the language learning and teaching context, later researchers became aware of the importance of motivation in language teaching and learning.

Gardner was one of the pioneering researchers to focus on motivation. To Gardner, motivation is an important factor in learning a second and foreign language (Gardner, 1985b). Later on, Ely (1986) specifically focused on a FL setting, with learners of Spanish in Northern California. To his surprise, there were clusterings of motivation that resembled instrumental and integrative orientations. Ellis (1994) simply asserted that motivation affects the extent to which language learners persevere in learning, the kinds of behaviour they exert, and their actual achievement. Chang and Huang (1999) suggested that integrative motivation may be a powerful predictor for language learning and should be emphasized in the EFL classroom. Noels, Clement and Pelletier (2001) concluded that integrative motivation strongly correlated with intrinsic motivation, and learning motivation had a significant correlation with learning strategies. Schmidt and Watanabe (2001) reported that motivation does indeed affect strategy use and preferences for different types of classroom activities but some associations are much stronger than others. Vaezi (2008) showed that Iranian students had very high motivation and positive attitudes towards learning English and they were more instrumentally motivated. Alrabai and Moskovsky (2009) offered a number of generalizations and conclusions in relation to the role of motivation in the attainment of English as a foreign language in the Saudi educational setting. Sorenson (2009) came to the conclusion that students with higher self-perception of their motivation and language aptitude tended to receive higher grades in class. Vara and Vela (2009) illustrated the effect of motivation in a successful learning process by providing real examples taken from questionnaires and interviews with a group of Mexican students learning English independently. Yuan Fang (2009) asserted that Chinese university students were more instrumentally motivated than their Australian counterparts, while Australian university students were more integratively motivated than their Chinese counterparts in FL learning. In fact, it was found that FL learning motivation is closely associated with language policy, curriculum, and pedagogy. Gonzales (2010) reached the conclusion that cultural understanding, cultural integration and self-satisfaction form younger learners' motivational orientation. In addition, it was found that females showed more orientation towards communication and affiliation and self-efficacy than males. Finally, it was found that foreign language being learned influences motivation. Indeed, Japanese language learners showed more motivational orientation towards career and economic enhancement, French language learners tended to be more interested in affiliation with foreigners, and Spanish language learners tended towards self-efficacy. Ahmadi (2011) found that female students had stronger integrative motivation whereas male students had stronger instrumental motivation. However, Fazel and Ahmadi (2011) came to the conclusion that integratively motivated IELTS candidates and their instrumentally motivated peers stood at the same level of proficiency. In addition, the researchers reported no significant difference between the integratively oriented and instrumentally oriented participants in terms of their writing performance. Ghanea et al. (2011) realized that there was a significant relationship between the integrative motivation and instrumental motivation, on the one hand, and English proficiency, on the other, among Iranian EFL learners at Shiraz Azad University. Damavand (2012) researched the effects of motivation types (i.e., instrumental and integrative) on writing proficiency among Iranian IELTS candidates in terms of their writing achievement and concluded that there was no statistically significant difference between the two groups in terms of proficiency.

Sharon (2009) investigated the role of ethnicity in second language (L2) learning motivation. He believed that despite the proposed links between social context and language acquisition (Bialystok, 2007; Hoff, 2008), few studies have explored this issue. The results of this study suggested that students who felt less strongly connected to their ethnic identity were likely to study longer than their more affirmed peers. It was concluded that although integrative and instrumental orientations play a strong role in L2 motivation, effects of ethnic identity are also important. Similarly, Gatbonton et al. (2011) concluded that certain component dimensions of EGA were negatively associated with the participants' pronunciation accuracy of the English voiced interdental fricative (e.g., /ð/ in other), an important marker of ethnolinguistic identity. In other words, the stronger the EGA was, the less native-like the L2 pronunciation accuracy was. In another study, Kam (n.d) investigated English learning motivation of Chinese students in Hong Kong and Sydney. The results indicated that integrative orientation, anxiety in second language learning and attitudes toward the language courses are important in shaping students' motivation which lean their efforts to learn and energize them to sustain the process of second language learning.

Despite the plethora of research on the role of motivation and ethnic identity in language learning separately, further studies are warranted to investigate the role of ethnicity and motivation together in English language proficiency in the context of Iran. Therefore, the present study was conducted to investigate the issue with respect to Turk learners of English in Iran.

3. THE PRESENT STUDY

3.1   Objectives of the study

The purpose of the present study was to see whether Iranian Turk learners' identity and motivation had any effect on their English language proficiency. In other words, the researchers' intention was to investigate whether lower or higher levels of ethnic identity in the case of Iranian Turk learners of English were related to their motivation and levels of English language proficiency. The objectives of the present study can be reformulated into the following research questions:

1) Do the Iranian Turks' levels of ethnic identity and motivation have an effect on their English language proficiency?

2) Is there a correlation between Iranian Turk language learners' level of ethnic identity and motivation?

3.2. The participants

In the present study, data were collected from a sample of 120 Iranian Turk learners of English studying at an advanced level. It was assumed that individuals studying at the advanced level best fit the purpose of the current study since they possess a better command of English and this aids them in responding to the questionnaires. The participants were volunteers residing in Tabriz (n=28), Urumiyeh (n=20), Ardebil (n=32), Zanjan (n=16) and Qazvin (n=24). Moreover, language learners between 19 and 35 were chosen based on availability. It is worth noticing that participants with a non-Turk ethnic origin were excluded from data collection. Table1 shows the distribution of the sample.

Table 1 Distribution of Turk participants in the Turk dominated cities

Turk Dominated Cities	N	%
Ardebil	32	26.7
Qazvin	24	20.0
Tabriz	28	23.3
Urumiyeh	20	16.7
Zanjan	16	13.3

3.3. Instruments

Three instruments were utilized to collect the necessary data for the study: an abridged version of the General Ethnicity Questionnaire (Tsai, et al, 2000), a motivation questionnaire (Vaezi, 2008), and a sample TOEFL test (Masan, 1983).

3.3.1. The General Ethnicity Questionnaire

The original version of the General Ethnicity Questionnaire was developed by Tsai and Levenson (2000) for their studies of culture and emotion. Later, Tsai et al (2000) abridged the questionnaire to make it fit for the Chinese context. The abridged version of the questionnaire was further modified by the present researchers to make it suitable for the Iranian context. In fact, since the present research was conducted to investigate Iranian Turk learners' level of ethnic identity, the items were mainly modified to be applicable to Turk learners (see Appendix A for the abridged version of the questionnaire modified for Turk language learners). For instance, in each of the 5- point Likert scale items, the term Turks or Turkish was substituted for the term Chinese. In addition to a total of 38 items in the two parts of the questionnaire, the participants were required to answer two short answer questions to provide the researchers with their demographic data. The reliability of the questionnaire in the present study was estimated through Cronbach's alpha. The reliability index was .910 which is highly satisfactory.

3.3.2. The Motivation Questionnaire

To investigate the hypothesized relationship relationship between motivation and English language proficiency and/or ethnic identity, Vaezi's (2008) adapted version of motivation questionnaire was employed (see Appendix B for the questionnaire). In fact, Vaezi developed the questionnaire based on Gardner's Attitude/ Motivation Test Battery (1985) and Clement et al.'s (1994) Integrative and Instrumental motivation scale so as to make the questionnaire suitable for the intended Iranian context. The questionnaire was adapted to a 5-point scale, ranging from "Strongly Disagree" to "Strongly Agree" and the choices were coded as Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly-Agree=5. The questionnaire consists of a total of 25 items: 12 items dealing with integrativeness and 13 items dealing with instrumentality (the respondents are asked to measure their utilitarian reason for learning English). The reliability of the questionnaire in the present study estimated through Cronbach's alpha was 0.802, which is quite acceptable.

3.3.3. The TOEFL Test

In order to determine the participants' English language proficiency, the researchers made use of a sample TOEFL test (Masan, 1983). The test was composed of a listening comprehension section (which had 3 parts and 40 items), a section dealing with structure and written expressions (which had 2 parts and 40 items) and finally a section having to do with reading comprehension and vocabulary (which had 2 parts and 60 items). The reliability of the test for the present study estimated through Cronbach's alpha was 0.95, which is quite high.

3.4. Data Collection Procedure

The students were told in advance about having the opportunity to participate in a research project; indeed, no one was pushed into participating in the project, but there was a bonus set for those who participated. In order to minimize the students' confusion, the necessary instructions needed for filling in the questionnaires and doing the test were given to the students in Persian. The students were also made sure that the information collected would be kept confidential and used for research purpose only. No time limits were set for answering the General Ethnicity Questionnaire and the Motivation Questionnaire; however, time limits were specified for answering the questions on the TOFEL test. In other words, the students were given ample time to answer items on the two questionnaires. The students were also given 110 minutes to do the TOEFL test. Since oth er factors could also have had an effect on the students' English language proficiency, it was attempted to minimize them to the extent possible by asking for the students' demographic data, examining them and eliminating exceptional cases (e.g., those who started learning English or had long lived in an English speaking country) from data analysis. In addition, there was a 15-minute interval between administering the questionnaires and the TOFEL test and the students were allowed to leave the class and refresh themselves for a while.

3.5. Data Analysis

The SPSS statistical software (version 17) was used for data analysis. First, Multiple Regression was run to see if ethnic identity and/or motivation of the Turk Iranian language learners had any effect on their English language proficiency. Then, correlational analysis was employed to assess the relationship between motivation and ethnic identity of the Turk participants.

4. RESULTS AND DISCUSSION

4.1. Results of multiple regression analyses

Standard multiple regression was implemented to assess the extent to which levels of motivation and ethnic identity of the Turk learners may have influenced their level of English language proficiency. It is worth mentioning that prior to performing the statistical analysis, characteristics of study variables were examined to see if they met the required statistical assumptions. The obtained results of Tolerance value and the variance inflation factor (VIF) for the data (Tolerance=0.921; VIF=1.086) rejected the presence of mulicollinearity. Moreover, an inspection of the normal probability plot (P-P) of the regression standardized residual and the scatter plot along with Mahalanobis distance

value revealed that the assumptions of normality, linearity and homoscedasticity were not violated. The Mahalanobis distance value for the data was 9.21. Furthermore, the Case wise Diagnostics table showed that case number 90 from the sample with a residual value of -3.17 recorded a total TOFEL test score of 4, while our model predicted a value of 31.12. Clearly, our model did not predict the individual's score very well. To check whether this strange case had any undue influence on the results for our model as a whole, Cook's distance value was investigated. The result (Cook's distance =0.045) suggested no major problem. Table 2 shows the results of multiple regression analysis for the participants.

Table 2 Results of multiple regression for the Turk participants

Mode 1	R	R-Square	Adjusted R-Square	Standard error of estimate
1	0.409	0.167	0.153	7.86

	DF	Mean	F	Sig
Regression Residual	2	726.46	11.74	.000*
	117	61.83	-	-

		ß	Sig
Turks' ethnic identity		-.171	.055
Turks' ethnic identity		-.327	.000

The results of the multiple regression analysis indicate that the two predictors (i.e., motivation and ethnic identity) explained 16.7 percent of the variance (R^2 =.167, F (2, 117) =11.74, p<.001) in the English language proficiency of the Turks. Indeed, ethnic identity (β = -.171, p<.05) and motivation (β = -.327, p<.05) significantly influenced the Turks' English language proficiency. In addition, the results of the multiple regression revealed two important facts: 1) Based on a comparison of the beta values, motivation was a better predictor than ethnic identity. 2) A negative relationship existed between ethnic identity on the one hand and language proficiency on the other.

The correlation between ethnic identity and motivation for the Turk language learners was investigated using Pearson product-movement correlation. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. The results, displayed in Table 3, indicated that there was a small positive significant correlation between the two variables (r=.28, n=120, p<.05).

Table 3 Correlation between the Turks' ethnic identity and motivation

	Turks' motivation 0-28
Turks' ethnic identity	

P< .05 (2-tailed) N= 120

As for the results of multiple regression, the negative relationship between the Turks' ethnic identity and English language proficiency may be justified within the racial identity as an academic risk factor approach (as opposed to ethnic identity as an academic promoting factor approach). Within several well-known theoretical models, ethnic minority identity has been posited to place individuals at risk for decreased academic engagement through the influence of their heightened awareness of the negative status of their racial group in society (e.g., Aronson, 2002; Fordham, 1988; Fordham & Ogbu, 1986; Mickelson, 1990; Steinberg, Dornbusch, & Brown, 1992). The Cultural-Ecological framework of ethnic minority achievement offered by Fordham and Ogbu (1986), for instance, asserts that since African American populations immigrated to the United States under conditions of oppression and opportunity constraint, they developed a collective group identity that rejects institutions that are dominated by the oppressive mainstream culture, including the American educational system. As a consequence, youths' identification with a black identity came to entail a rejection of a pro-achievement orientation, including attitudes and behaviours associated with being successful in school. Fordham (1988) suggested that sustained school success for high-achieving African-American students entails minimizing their connectedness to their racial identity in exchange for mainstream attitudes and values that are better aligned with an academic identity, a process termed as becoming "race-less." In short, various explanations have been offered to explain ethnic minority academic achievement and underachievement, and most implicate the role of youths' ethnic identity beliefs, or their self-constructed definitions of the relevance and meanings associated with being a member of their ethnic group. Indeed, ethnic minority groups face many social and structural risks and challenges world-wide, and a stronger identification with an ethnic minority identity has been related to perceiving more ethnic group barriers and

discrimination and having a higher awareness of group stigma and stereotypes. Because of this, some researchers (e.g., Aronson, 2002; Fordham, 1988; Fordham & Ogbu, 1986; Mickelson, 1990; Steinberg, Dornbusch, & Brown, 1992) have suggested that a stronger ethnic group identity necessarily places the youth at risk for decreased academic engagement and, therefore, lower academic achievement, in this case lower language proficiency.

The findings of the current study regarding the Turk participants' motivation may be approached from two angles. On the one hand, the results indicated that motivation is significantly influential in the Turks' English language proficiency, which supports the findings of earlier studies conducted on motivation and demotivation (Ghanea et al. 2011). On the other hand, despite the available body of information (Ahmadi, 2011; Chang and Huang, 1999; Damavand, 2012; Ellis, 1994; Ely, 1986; Fazel & Ahmadi, 2011; Pelletier, 2001; Soureshjani & Naseri, 2011; Vaezi, 2008; Wlodwoski, 1985), the findings of the present study indicate that motivation has had a significant negative correlation with the Turk ethnic group's language proficiency. In contrast to the findings of the above mentioned studies, the results of the current study support the findings of a study by Svanes and Bjorg (1987) who found a negative correlation between instrumental motivation and grades of European and American students at the University of Bergen, Norway. Based on the results of Svanes and Bjorg's(1987) study and a comparison between the findings of the present study and the literature, it sounds plausible to state that motivation is by no means the only factor affecting Turks' L2 achievement (Laine, 1981; Clément, 1986; Clément & Kruidenier, 1983, 1985; Ellis, 1986, 1999; Gardner & MacIntyre, 1992; Kruidenier & Clément, 1986; Ramage, 1990; Oxford & Ehrman, 1993). For instance, affective, cognitive and action attitudes toward institutional framework, learners' notion of difficulty of target language study (Laine, 1981) as well as intelligence, language aptitude and language-learning strategies (Gardner & MacIntyre, 1992; Oxford, 1989; Skehan, 1989, 1991; Spolsky, 1989) may have affected the Turks' L2 linguistic achievement. Similarly, self-confidence, friendship, travel, and knowledge (Clément, 1986; Clément, Gardner & Smythe, 1977, 1980; Clément, Major, Gardner & Smythe, 1977) may have affected the individuals' linguistic achievement (Kruidenier & Clément, 1986). Moreover, the relationship between motivation and linguistic achievement is not direct but involves other factors (Berwick & Ross, 1989; Gardner & MacIntyre, 1992; Gliksman, Gardner & Smythe, 1982; Naiman et al., 1978; Svanes, 1987, 1988). There is also the criticism that the dualistic conception of motivation is unhelpful as it provides little information on other important variables such as the amount of effort learners put into learning (Richards, 1993).

Finally, the obtained results from the correlational analysis revealed that there was a small positive correlation between ethnic identity and motivation for the Turk participants. In other words ethnic identity may be considered a motive for the Turk participants to learn the English language. The findings accord with Rivas et al. (2008) who found that Latino college students' achievement motivation and ethnic identity correlated. Moreover, based on the ethnic identity as a promoting academic achievement factor approach, there is support from emerging theory and research that a strong, positive sense of ethnic identity relates to more positive achievement values and may help adolescents maintain positive academic motivation and engagement when they perceive group barriers or have negative race-related experiences.

5. Conclusion

The present study was conducted to examine the relationship between the ethnic identity and motivation of the Turk learners of English and their English language proficiency. Results obtained from the ethnic identity and motivation questionnaires along with the TOEFL test indicated a significant effect of ethnic identity and motivation on the language proficiency for the Turk language learners. This is in line with the findings of earlier research which show that ethnic identity and motivation may have an influential impact on language teaching and learning in general (Ahmadi, 2011; Chang & Huang, 1999; Damavand, 2012; Ellis, 1994; Ely, 1986; Fazel & Ahmadi, 2011; Pelletier, 2001; Soureshjani & Naseri, 2011; Vaezi, 2008; Wlodwoski, 1985).

6. Suggestions for further research

Regarding ethnic identity, motivation and language proficiency, the following suggestions may be beneficial for further research:

1. In the present study the role of gender was not investigated. The addition of this variable to the two variables in a similar study might lead to new findings.
2. Since there are other ethnic groups inhabiting in Iran, it would be a good idea to conduct similar studies with those ethnic minorities as the participants of the study.
3. Similar research could be done out of the Iranian context, or among those Turk participants living in other cities of Iran to verify the results of the present study.

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Appendix A: General Ethnicity Questionnaire-Turkish Version (abridged)

Please use the following scale to indicate how much you agree with the following statements. Write down your response.

1	**2**	**3**	**4**	**5**
Strongly Disagree	**Disagree**	**Neutral**	**Agree Strongly**	**Agree**

1	I was raised in a way that was Turkish.
2	When I was growing up, I was exposed to Turkish culture.
3	Now, I am exposed to Turkish culture.
4	Compared to how much I negatively criticize other cultures, I criticize Turkish culture less.
5	I am embarrassed/ashamed of Turkish culture.
6	I am proud of Turkish culture.
7	Turkish culture has had a positive impact on my life.
8	I believe that my children should read, write, and speak Turkish.
9	I have a strong belief that my children should have Turkish names only.
10	I go to places where Turk people go.
11	I am familiar with Turkish cultural practices and customs.
12	I relate to my partner or spouse in a way that is Turkish.
13	I admire people who are Turk.
14	I would prefer to live in a Turk community.
15	I listen to Turkish music.
16	I perform Turkish dance.
17	I engage in Turkish forms of recreation.
18	I celebrate Turkish holidays.
19	At home, I eat Turkish food
20	At restaurants, I eat Turkish food.
21	When I was a child, my friends were Turk.
22	Now, my friends are Turk.
23	I wish to be accepted by Turks.
24	The people I date are Turks.
25	Overall, I am Turk.

Please use the following scale to answer the following questions. Write down your response.

5	4	3	2	1
Very much	**Much**	**Somewhat**	**A little**	**Not at all**

26	How much do you speak Turkish at home?	
27	How much do you speak Turkish at school?	
28	How much do you speak Turkish at work?	
29	How much do you speak Turkish at prayer?	
30	How fluently do you write Turkish?	
31	How much do you view, read, or listen to Turkish on TV?	
32	How much do you view, read, or listen to Turkish	
33	How much do you view, read, or listen to Turkish on the radio?	
34	How fluently do you understand Turkish?	
35	How fluently do you speak Turkish?	
36	How fluently do you read Turkish?	
37	How much do you speak Turkish with friends?	
38	How much do you view, read, or listen to Turkish in literature?	

Appendix B: Survey Questionnaire (English-learning Motivation Scale)

Below are a number of statements with which some people agree and others disagree. We would like you to indicate your opinion about each statement by writing the number in the boxes below which best indicates the extent to which you disagree or agree with that statement.

1- Strongly Disagree   2-Disagree   3-Neutral   4-Agree   5-Strongly Agree

1	Studying English can be important to me because it will allow me to be more at ease with other people who speak English.
2	Studying English can be important for me because it will allow me to meet and converse with more and varied people
3	Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.
4	Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.
5	It is important for me to know English in order to know the life of the English-speaking nations.
6	Studying English is important to me so that I can understand English pop music.
7	The more I get to know native English speakers, the more I like them.
8	Studying English is important to me
9	Studying English is important to me so that I can keep in touch with foreign friends and acquaintances.
10	I would like to know more about native English speakers.
11	The British are kind and friendly.
12	The Americans are kind and cheerful.
13	Studying English can be important for me because I'll need it for my future career.
14	Studying English can be important for me because it will make me a more knowledgeable person.
15	Studying English can be important for me because it will someday be useful in getting a good job
16	Studying English can be important for me because other people will respect me more if I know English.
17	Studying English can be important for me because I will be able to search for information and materials in English on the Internet.
18	Studying English can be important for me because I will learn more about what's happening in the world.
19	Studying English can be important for me because language learning often gives me a feeling of success.
20	Studying English can be important for me because language learning often makes me happy.
21	Studying English is important to me because an educated person is supposed to be able to speak English.
22	Studying English is important to me so that I can understand English-speaking films, videos, TV or radio.
23	Studying English is important to me so that I can read English books.
24	Studying English is important to me because it will enable me to get to know new people from different parts of the world.
25	Studying English is important to me because without it one cannot be successful in any field.