



Inter-Relationship between Iranian Intermediate EFL Learners' Intrinsic Motivation, their Willingness to Communicate and their Level of Depression: A Case of Khorasan Razavi

Hanieh Afzali^{*1}, Hamid Ashraf², Hamidreza Kargozari¹

¹Department of English Language Teaching, Tabaran Institute of Higher Education Mashhad, Iran.

Email: Haniafzali12121361@gmail.com

²Department of English Language Teaching, Torbat-e Heydareih Branch, Islamic Azad University, Torbat-e Heydareih, Iran.

Email: hamid.ashraf.elt@gmail.com

*Corresponding author's email: Haniafzali12121361@gmail.com

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ABSTRACT

This study examined inter-relationship among willingness to communicate, intrinsic motivation, and level of depression. Through a quantitative and applied study 357 Iranian EFL learners from Khorasan Razavi were examined by three standard questionnaires: 'Willingness to Communicate in a Foreign Language Scale' by Baghaei et al., (2012), intrinsic motivation inventory (IMI) Ryan and Deci (2000), and The Beck Depression Inventory (2015). Results of the Kolmogorov-Smirnov test showed normal distribution of scores. Results of correlation coefficient for the research questions showed that there is a significant relationship between willingness to communicate, intrinsic motivation, and level of depression. It implies that to avoid students' depression in language learning environments they should be encouraged into communicative activities and their intrinsic motivation needs reinforcement.

KEYWORDS: Intrinsic Motivation; Level of Depression; Willingness to Communicate

INTRODUCTION

Motivation has been shown to be a key factor in terms of second language learning. The effectivity of motivation on language learning has been explored by many scholars (Clement, Dörnyei, & Noels, 1994; Dörnyei, 2001; Ehrman, 1996; Gardner & McIntyre, 1993; Schmidt, Boraie & Kassabgy, 1996). How and why students engage with their learning rather than approaching teacher-oriented classroom experiences with disinterest are of particular concern. The EFL teachers and scholars in order to help the learners to improve their willingness to communicate try to control their communication apprehension and strive to motivate those using available instruments. In addition, intrinsic motivation is another factor that has not been examined in relation with level of depression to ensure if it is a determining factor on level of depression or not. The level of depression is considered as a dependent variable in which in psychological studies is a prevalent problem of mental health and failure in academic achievement; however, health problem among the student population (Ibrahim, Kelly, Adams & Glazebrook, 2013). Arslan et al., (2009) believed that depression has a significant impact on academic performance, academic satisfaction, and academic achievement. There is no study specifically devoted to investigations about depression, motivation and willingness to communicate, and provides opportunity for the researcher to distinguish between the effect of such psychological factors on language learning and students' achievement.

This study investigates the interrelationship between three psychological factors of willingness to communicate, intrinsic motivation and level of depression on EFL Iranian intermediate language learners. The study aimed to answer the following research questions:

Q₁. Is there any significant relationship between Iranian intermediate EFL learners' intrinsic motivation and their level of depression?



Q₂. Is there any significant relationship between Iranian intermediate EFL learners' willingness to communicate and their level of depression?

Q₃. Is there any significant relationship between Iranian intermediate EFL learners' willingness to communicate and their intrinsic motivation?

LITERATURE REVIEW

The present study concerned three variables namely willingness to communicate, intrinsic motivation and depression. In the following subsections each variable is discussed in detail

WILLINGNESS TO COMMUNICATE (WTC)

There are some variables that lead to the differences in the degree of willingness to communicate (WTC) among individuals, which are called "antecedents" by McCroskey and Richmond (1990), such as: personality, self-perceived communicative competence, motivation, communication apprehension, context, gender, and age. In addition, MacIntyre et al. (1998) present a heuristic model which shows the range of potential influences on WTC in the L2. The expected interrelationships among the constructs are offered in a pyramid-shaped structure in which each layer introduces one or some variables which can affect the learners' willingness to communicate. WTC in this study refers to the inventory developed by Baghaei, et al., (2012) known as "Willingness to Communicate in a Foreign Language Scale (WTC-FLS)" that contains 20 items divided into three subscales of willingness to communicate with native speakers of English (WTC-NS; statements 1-6); willingness to communicate with foreigners who are not native speakers of English (WTC-NN; statements 7-12), and c. willingness to communicate in the school context (WTC-SC; statements 13-20).

Peng (2013) examined the measurement of willingness to communicate (WTC) in a second language (L2) indicated that it is important prerequisite for this line of research is to establish the psychometric properties of the instrument used to measure L2 WTC. The results revealed that generally the participants in this EFL context expressed higher levels of WTC inside their language classroom than outside the classroom. Zarrinabadi et. al. (2014) in their study aimed at investigating the relationship between WTC and identity styles of Iranian EFL learners. Their research measurement includes three questionnaires of willingness to communicate, communication apprehension (CA), and self-perceived communication competence (SPCC) developed by McCroskey and his colleagues (1987, 1988, 1992) and Identity Styles Inventory (ISI) developed by Berzonsky (1990). Findings indicated that CA is positively correlated with diffuse-avoidance and negatively correlated with informative and normative identity style.

Shahsavari (2014) investigated the relationship between WTC and identity processing styles among advanced EFL Iranian learners. Communication was the most important function of language which focused on it since the 1970s (Reese & Overton, 1970). The learner showed willingness to communicate (WTC) in second language in order to learn and acquire a new language. The willingness could be changed based on the image that each individual had in his/her mind of who he/she really was.

In 1998, MacIntyre, Clement, Dornyei, and Noels (1998) developed a comprehensive model of Willingness to Communicate in L2. They integrated linguistic, communicative and social psychological variables to explain one's WTC in their second language. By following McCroskey and his colleagues, MacIntyre et al. (1998) determined WTC as "the probability of engaging in communication when free to choose to do so" (p. 546). However, MacIntyre et al. (1998) did not treat WTC in L2 as a personality trait but as a situational dependent factor which has both temporary and long-lasting effects. They also proposed to extend WTC to influence other modes of production, such as writing and comprehension of both spoken and written languages. Baghaei (2012) in a study on the relationship between willingness to communicate and success in learning English as a foreign language showed that two out of the three subscales of WTC (willingness to communicate in the school context and willingness to communicate with native speakers of English) were moderately correlated with success in learning English as a foreign language.



Hüseyin Öz et al. (2015) illustrated that communication competence and communication apprehension were the strong predictors of WTC while motivational factors indirectly influenced WTC. The proposed model for WTC accounted for 63% of the variance in WTC. Peng (2012) reported on a multiple-case study designed to investigate factors influencing willingness to communicate (WTC) in EFL classroom in China. He recognized six factors underlying classroom WTC: learner beliefs, affective factors, cognitive factors, motivation, linguistic factors, and classroom environment (Peng, 2012, p. 23).

Barjesteh, Vaseghi, and Neissi (2012) discussed that Iranians' lack of willingness to communicate in other situation was that they had not opportunity to show themselves to communicate and have experience out of language classrooms in their institutions which they just could have some group discussion, meetings in their limited time, and friendly chat as well. It showed that Iranian EFL learners did not feel confident enough to initiate communication in unfamiliar situations like public speaking. Hence, context- and receiver-type familiarity was an effective factor for the situation in which a learner initiates communication. Munezane (2015) investigated the relative effects of two treatments—goal setting and visualization—on enhancing Willingness to Communicate (WTC) among a group of Japanese university EFL learners in his article. Munezane (2015) indicated that the visualization treatment alone was not useful in increasing learners' L2 WTC over the nontreatment group.

Aliakbari and Mahjoob (2016) investigated the relationship between Iranian EFL Learners' age and their willingness to communicate (WTC). The results showed that there was not an important relationship between age and WTC of the participants. Zarrinabadi et al. (2016) compared trait-like and situational views toward L2 WTC and argued for the importance of facilitating WTC in language learners. Finally, the paper outlined some possible venues for further research that could expand advance in L2 WTC research. Arshad et al., (2015) asserted that willingness to communicate played a crucial role in a second or foreign language in student success in second language classrooms. The result of descriptive analyses revealed that there were no vital differences in the use of language inside and outside of classroom. Totally, although there were no major differences in willingness to communicate in some circumstances, boys and girls had discussible differences.

INTRINSIC MOTIVATION

Dörnyei (1990), Pourhosein Gilakjani, Leong, and Saburi (2012), and Alizadeh (2016) defined intrinsic motivation as the motivation to engage in an activity that is enjoyable to do. Bomia et al. (1997 as cited in Pourhosein Gilakjani and Ahmadi, 2011) defined intrinsic motivation as the abilities that stem from within an individual which cause him/her to act or learn. Intrinsic motivation in the present study refers to inner ability to persuade something and to achieve the goal of the study that is confined to perception and definition of Ryan & Deci (2000) as was conducted by McAuley, Duncan, and Tammen (1987) and considered as internal consistency with instrument assesses participants interest/enjoyment, perceived competence, effort, value/usefulness, felt pressure and tension, and perceived choice while performing a given activity, thus yielding six subscale scores.

Motivation refers to multi-faceted, influential, and complex factors in the learning process used to explain individual differences in language learning (Lim, 2007; Jahansouzhshahi, 2009). Motivation is of "particular interest to L2 or FL teachers, administrators and researchers, because it can be presumably enhanced in one specific learning context but weakened in another learning context" (Yuanfang, 2009, p. 87). There is little doubt that motivation can greatly facilitate language learning process (Arnold & Brown, 1999). As Dörnyei (2001) states, the two conceptualizations mentioned above are not without antecedents in psychological literature. In particular, one of the most important impacts has come from the work of the German psychologists Heckhausen and Kuhl They constructed a process model of motivation which assumed that there are distinct temporally ordered phases within the motivational process, namely, the pre-decisional phase of motivation and the post-decisional phase of motivation. Falout and Falout (2005) studied demotivating factors in the process of language learning. Their study entitled as "the other side of motivation: learner demotivation" concluded that teacher behavior has the most damaging effect on students' motivation and introduced the other demotivating factors as "sticking too much to any one thing; focusing on abstractions without usage, context, application; incomprehensible activities; inappropriate level or pace" (p. 34). According to Pourhosein Gilakjani, Leong, and Saburi (2012) the success of any action is dependent on the extent to which persons try to get their goal, along with their desire to do so.



Guay et al., (2010) affirmed that superior student motivation is centered primarily on intrinsic motivation. This form of motivation is essential to the promotion of lifelong, voluntary reading (Melekoglu, 2011; Metsala et al., 1996; Pulfrey, Darnon, & Butera, 2013). Lepper, Corpus, and Iyengar (2005) defined intrinsic motivation “as a desire to engage in behaviors for their own inherent rewards” (p. 192). Intrinsic motivation is necessary for learning, and is also an identified goal of education in general (Pulfrey et al., 2013; Spinath & Steinmayr, 2008; Spinath & Steinmayr, 2012). An intrinsically motivated student will be enthusiastic toward reading, read more, and therefore demonstrate a tremendous level of comprehension (Schiefele, et al., 2012; Taboada et al., 2009).

Sources of intrinsic motivation include positive reading experiences, books regarded as pleasurable, realizing the personal importance of reading, and interest in the topic read (Becker et al., 2010). Students who are intrinsically motivated become engaged readers (Vieira & Grantham 2011). They view reading as valuable, and hence tend to set goals related to reading well and often, which allows a self-perception of reading capability (Froiland et al., 2012; Gerbig, 2009; Gillet, Vallerand, & Lafrenière, 2012; Guthrie, 2001; Guthrie & Humenick, 2004). Mohammad Reza Ahmadi (2017) explained the terms reading motivation, different types of motivation, reading comprehension, and different models of reading comprehension. “This study showed that reading motivation had a considerably positive effect on reading comprehension activities” (p.1). Kolić- Vehovec, Rončević, and Bajšanski (2008) conducted a study to identify motivational components of self-regulated learning and reading strategy use in university students on the basis of goal orientation patterns. 352 undergraduate Croatian students participated in this study. The Components of Self-Regulated Learning (CSRL) and the Strategic Reading Questionnaire (SRQ) were used to collect data. The results showed that different goal orientation groups had different reading habits. It also turned out that groups with high mastery orientation had more adaptive motivational profile and more adequate reading strategy use than groups with low mastery or/and high work-avoidance orientation.

DEPRESSION

Depression is a psychological term considered as one symptom for some abnormalities. The term depression is defined lexically as “severe despondency and dejection, typically felt over a period of time and accompanied by feelings of hopelessness and inadequacy” (Oxford dictionary). Conceptually, the term depression means “a common mental disorder that presents with depressed mood, loss of interest or pleasure, decreased energy, feelings of guilt or low self-worth, disturbed sleep or appetite, and poor concentration” (World Health organization, 2012, p. 6).

Communication and Depression Scholars have found that interpersonal communication can contribute to the exposure and effectiveness of health messages (Hornik, 1989; Silk, Atkin, & Salmon, 2011). These social connections can have a positive influence, because interpersonal relationships can not only offer support, but can also serve as additional channels for persuasion toward health goals (Adelman, Parks, & Albrecht, 1987). Generally, social support is understood to have a positive impact on those with depression, potentially even decreasing levels of depression (Aseltine, Gore, & Colten, 1994). However, the effects of social support on depression can depend largely on preceding personality factors, such as social competencies and self-conceptualizations.

Maftoon and Sarem (2013) in their investigation aimed to research the relationship between Iranian EFL learners' gender and their willingness to communicate (WTC), and the relationship between WTC inside and outside the classroom among male and female Iranian English language learners as well. Thirty randomly chosen advanced learners were asked to fill out the WTC questionnaire developed by MacIntyre, Baker, Clément, and Conrod (2001). Nasser Fallah (2013) in his article as “Willingness to communicate in English, communication self-confidence, motivation, shyness and teacher immediacy among Iranian English-major undergraduates: A structural equation modeling approach” took the initiative to test a model of L2 communication that examined the potential connections among willingness to communicate in English (L2WTC), three individual differences (shyness, motivation, communication self-confidence) and one situational variable (teacher immediacy). Carolina Bernale's (2016) paper titled as “Towards a comprehensive concept of Willingness to Communicate: Learners' predicted and self-reported participation in the foreign language classroom” investigated L2 use and classroom participation practices of German-as-foreign-language learners; their predictions and expectations regarding their own participation during the foreign language class, and the reasons behind their actions according to their own accounts. Ahmadian et al., (2012) in their research titled as “the role of gender and academic experience in EFL students' willingness to communicate in English in academic context” investigated the status of the Willingness to Communicate (WTC) of the Iranian students of English as a foreign language and the possible roles of gender and



academic experience in the degree of the learners' WTC. The findings of the study revealed an average WTC among the students. Furthermore, they found that there was a significant difference between female and male students in terms of their WTC.

METHODOLOGY

This study was a quantitative and applied research. It applied three questionnaires of Intrinsic Motivation Inventory, Willingness to communicate Questionnaire, and Beck's Depression Inventory. In addition to analysis of variables the interrelationship between three variables was measured.

PARTICIPANTS

For the purpose of this study, 357 Iranian EFL intermediate learners (selected based on leveling of institutions) studying at the language institutes of large cities of Khorasan Razavi were selected. Selection was done purposefully from all available participants of Mashhad and Neishaboor in which participants were both male and female with the same level of proficiency. The researcher considered the whole number of available English institutes in these cities to be roughly 112, and each institute was estimated to have 45 learners on average, the population of this study was about 5000 English language learners. According to Krejcie and Morgan's (1970) table, this study's sample size was 357 learners from 15 to 25 years old considering the 95% of the level of confidence and 0.05 degree of accuracy.

MATERIALS

Three different instruments were employed: Willingness to communicate questionnaire used in this research was originally developed by McCroskey (1992); Intrinsic motivation inventory (IMI) was created by Ryan and Deci (2000); Beck Depression Inventory (BDI-II) developed by Tanjani et al. (2015). Baghaei, Dourakhshan and Salavati's (2012) "Willingness to Communicate in a Foreign Language Scale (WTC-FLS), was implemented in this study. It assesses language learners' willingness to communicate in English through 20 items divided into three subscales: "a. willingness to communicate with native speakers of English (WTC-NS; statements 1-6); b. willingness to communicate with foreigners who are not native speakers of English (WTC-NN; statements 7-12), and c. willingness to communicate in the school context (WTC-SC; statements 13-20) (Baghaei et al., 2012, p. 59). The WTC-FLS questionnaire's entire reliability in Baghaei et al., (2012) was 0.78. Result of reliability test for WTC-NS, WTC-NN, WTC-SC, and WTC-FLS was respectively 0.69, 0.82, 0.71, and 0.81, respectively.

The questionnaire is scored using Likert scale consisting five items: strongly disagree (1), disagree (2), no idea (3), agree (4), strongly agree (5). In this questionnaire since the number of questions are 20; therefore, the score 20 represents the least level of willingness to communicate and number 100 represents highest level of willingness to communicate. Intrinsic motivation inventory (IMI) was created by Ryan and Deci (2000) and used in this study. One of the first reported analyses of IMI scale was conducted by McAuley, Duncan, and Tammen (1987) in a competitive sport setting. Internal consistency, reported in their study, was adequate with alpha coefficients varying between .68 and .87 for specific dimensions and .85 for the overall scale. The instrument assesses participants interest/enjoyment, perceived competence, effort, value/usefulness, felt pressure and tension, and perceived choice while performing a given activity, thus yielding six subscale scores. Recently, a seventh subscale has been added to tap the experiences of relatedness, although the validity of this subscale has yet to be established. The interest/enjoyment subscale is considered the self-report measure of intrinsic motivation; thus, although the overall questionnaire is called the Intrinsic Motivation Inventory, it is only the one subscale that assesses intrinsic motivation, per se. As a result, the interest/enjoyment subscale often has more items on it that do the other subscales.

The Beck Depression Inventory (BDI, BDI-1A, BDI-II) includes a 21 items using a four-point scale ranging from 0 (symptom not present) to 3 (symptom very intense). The completion time of this questionnaire was approximately 5 to 10 minutes. The Beck Depression Inventory (BDI) was revised in 1996 to reflect changes to the diagnostic criteria for Major Depressive Disorder becoming the BDI-II. The BDI-II also contains 21 questions, scored from 0 to 3. Beck's questionnaire was modified and implemented by Tanjani et al. (2015) in Iran and it is known as Beck Depression Inventory (BDI-II) with 20 items. This questionnaire, used in this study, was that of Tanjani et al. (2015) in which was examined for reliability in four levels: a. despair containing items number 2, 9, 13, 16, 17, and 20; b. lack of trust toward future containing items number 1, 7, 10, 14, 15, 18; c. pessimism containing items number 3, 5, 8, 11; despair toward future containing items number 4, 12, 19. The result of the questionnaires reliability for each subscale indicated that for Despair, Lack of trust toward future, Pessimism, Despair toward future were 0.90, 0.94, 0.92, and 0.93, respectively.



DATA ANALYSIS

Data of the present study was achieved from application of three research questions and transformed into SPSS software version 21 for analysis. To achieve the result, data were analyzed using Kolmogorov Smirnov test to ensure about normal distribution of scores of responses to the questionnaires. After ensuring about normal distribution of the scores, non-parametric test was used and relationship was measured using Spearman test. For the analysis of interrelationship between variables the two tests of Pillai's Trace and Wilks's Lambda were applied.

RESULT

The relationship between intrinsic motivation and depression as well as between willingness to communicate and depression was measured through Spearman test. The Kolmogorov-Smirnov test for three variables of willingness to communicate, intrinsic motivation and level of depression. As it is presented, the obtained sig values for all variables are less than .05. For WTC it is .000, for IMI it is .027, and for BDI it is .000. Therefore, the test is significant and nonparametric test through Spearman analysis should be employed.

Table 1

The Results of K-S Test One-Sample Kolmogorov-Smirnov Test

	N	Mean	Std. Deviation	Differences			Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)
				Absolute	Positive	Negative		
WTC	357	71.59	1.67	.172	.093	-.172	3.25	.000
IMI	357	55.92	1.16	.078	.052	-.078	1.46	.027
BDI	357	17.30	1.28	.176	.176	-.115	3.32	.000

To analyze the research questions, result of Spearman's analysis for the three research questions showed the significant level of 0.000 for the entire variables and correlation coefficient for WTC, IMI and BDI is reported and introduced in subsections of answering the research questions (table 2).

Table 2

Correlation coefficient analysis of three variables including willingness to communicate, intrinsic motivation and level of depression

			WTC	IMI
Spearman's rho	WTC	Correlation Coefficient	1.000	.546
		Sig. (2-tailed)	.	.000
		N	357	357
	IMI	Correlation Coefficient	.546	1.000
		Sig. (2-tailed)	.000	.
		N	357	357
	BDI	Correlation Coefficient	-.342	-.347
		Sig. (2-tailed)	.000	.000
		N	357	357

RESEARCH HYPOTHESIS 1

H0₁: There is no significant relationship between Iranian intermediate EFL learners' intrinsic motivation and their level of depression.

The value of Spearman's Correlation Coefficient for intrinsic motivation and level of depression is .000 that indicates level of significant is less than .05; therefore, correlation coefficient at both .05 and even .01 is significant. Result indicates that the first null hypothesis is rejected. It reveals that there is a significant relationship between intrinsic motivation and level of depression. Since the relationship is negative (-.347) it shows that relationship is bidirectional and indicates that students with high level of intrinsic motivation have less level of depression and vice versa students with low level of intrinsic motivation have higher level of depression (table 4.3).



RESEARCH HYPOTHESIS 2

H0₂: There is no significant relationship between Iranian intermediate EFL learners' willingness to communicate and their level of depression

The value of Spearman's Correlation Coefficient for willingness to communicate and level of depression is 0.000 that indicates level of significant is less than 0.05; therefore, correlation coefficient at both 0.05 and even 0.01 is significant. Result indicates that the second null hypothesis "There is no significant relationship between Iranian intermediate EFL learners' willingness to communicate and their level of depression" is rejected. It means that there is a significant relationship between willingness to communicate and level of depression. Since the relationship is negative (-.342) it represents that relationship is bidirectional and indicates that students with high level of willingness to communicate have less level of depression and vice versa, students with lower level of willingness to communicate have higher level of depression (Table 2).

RESEARCH HYPOTHESIS 3

H0₃: Is there any significant relationship between Iranian intermediate EFL learners' willingness to communicate and their intrinsic motivation?

To answer the third hypothesis that examines inter-relationship between the entire variables general linear model was used and the intercept relationship between variables was achieved using Pillai's Trace and Wilki's Lambda test in which both indicated that the significant level is 0.000 that is less than 0.05; therefore, there is a significant interrelationship between the three variables and the third null hypothesis "There is no significant inter-relationship among Iranian intermediate EFL learners' willingness to communicate, intrinsic motivation and level of depression" is rejected. Interrelationship between variables indicates that variables affect each other and their relationship is bidirectional (except correlation between intrinsic motivation and willingness to communicate that is significant, but directional (.546)).

DISCUSSION

This study aimed at investigating relationship between three variables with emphasize on willingness to communicate and intrinsic motivation on depression among Iranian EFL intermediate learners. Result of the analysis showed that there is a significant and bidirectional relationship between variable the effect on willingness to communicate and intrinsic motivation on level of depression. And the effect of willingness to communicate on intrinsic motivation was ensured but it was directional so that they are parallel and help developing each other, while the effect of willingness to communicate on depression was so that by increasing willingness to communicate the level of depression decreases. In the case of intrinsic motivation there was the same procedure so that students with higher intrinsic motivation had less level of depression and individuals with higher level of depression had less level of intrinsic motivation.

Result of this study revealed positive relationship between variables. Accordingly, to the extent that teachers and instructors motivate their learners toward language learning the level of depression would be increased. In addition, if students are likely to communicate with each other and with teacher it signifies that they are less depressed. On the other hand, high level of depression was reported in students with lower rate of willingness to communicate and intrinsic motivation. There are some studies that investigated variables of this study in relation with different variables contributed to language learning. From such studies the positive impact of motivation on reading comprehension in Ahmadi's (2017) study, and lack of relationship among willingness to communicate, perceived competence, and communication apprehension. In different language proficiency levels among different genders was reported in Afghari and Sadeghi's (2012) study. The study of Yang (2006) was influential in this area who studied two types of motivation, integrative and instrumental, and found a significant relationship between motivation and communicative skills.

In a study by Modirghameneh and Firouzmandin (2014) learners' willingness to communicate influenced their intention to initiate communication. Result of this study is to some extent in line with the result of present study since willingness to communicate is considered as a motivational factor to communicate and in the present study willingness to communicate meant lack of depression and higher rate of intrinsic motivation. The interrelation between the three variables as examined in this study has not been performed previously and this study was innovative in revealing existence of interrelationship between willingness to communication and intrinsic motivation



with depression. The relationship was bidirectional and emphasized on developing willingness to communicate and increasing of intrinsic motivation to reduce students' depression and lack of interest in learning English.

CONCLUSION

In this study the interrelationship between three variables of willingness to communicate, intrinsic motivation, and level of depression was examined on Iranian EFL learners from Khorasan Razavi. It was concluded there is relationship between willingness to communicate and depression in language learners, and it was shown that students with higher level of depression were less willing to communicate with their peers and their teachers. It implies that the strategies for engaging students in communications can help them to decrease their level of depression. The relationship between intrinsic motivation and level of depression was approved and it was specified that there is bidirectional relationship so that by reinforcing one variable the other decreases and vice versa. It was determined that high level of intrinsic motivation decreases level of depression indicating the effect size of using motivational approaches to reduce level of depression among EFL learners. In general, psychological variables in language teaching and learning are correlational and the present study emphasized on mere psychological factors to emphasize on the importance of improving motivation and emphasizing on communicative tasks in learning pedagogies.

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