

Assessment of German Learners' Motives in Iran and Its Educational Outcomes

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(Received: 26th, April, 2017, Accepted: 22nd, October, 2017, Date of publication: September, 2017)

Recent studies on assessment of Iranian learners' motives has addressed the two following issues; first, whether learners' motives of learning German language play a role on choosing an institute. Second, the type of outcomes that the learners' motives and their purpose of learning German language make probable for an educational procedure. To this end, a study using a Likert-scale questionnaire was conducted with a sample of 150 Iranian German language learners in two groups, one studying in an Iranian institute and the other in one run by German people in Iran. Early findings showed a difference in learning motives and the reason behind the institute choice between the two groups. Therefore, the role of 'difference in motives' in choosing a location for learning was confirmed. It was also shown that the textbooks of German language compiled in Germany are suitable for those learners who are planning to migrate to this country, and that content localization and adjustment seems necessary.

Key words: Motive, Foreign Language Learner, Language Institutes, Educational Content, Local.

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