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The purpose of this study was to determine whether the five scales in the MUSIC Model of Academic Motivation Inventory produced valid scores when used in university English language courses across four different countries. We surveyed 1,147 students in English language courses in Iran, Mexico, China, and Egypt and analyzed their responses by performing measurement invariance testing using multiple group confirmatory factor analysis. The data fit the models well and the configural, metric, and scalar invariance held across the four countries, providing evidence of construct validity for the five scales. The internal consistency reliability of the five MUSIC Inventory scales was also found to be acceptable.

Relationships between the MUSIC Inventory scales and measures of behavioral engagement, disaffection, and achievement provided some evidence of predictive validity, but some inconsistencies with expected relationships were noted. Overall, this study provides fairly strong validity evidence for using the inventory in English language courses.