Motivational orientations among Swedish Year-9 learners of English

A quantitative study on what motivates students to learn English in school

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Abstract

The concept of motivation has for a long time been of central importance in foreign language learning and teaching. Within the field of foreign language motivation research has been concerned with examining reasons as to why students choose to take a language course, and factors that motivate students to become better at the target language, so-called motivational orientations. Although many studies have examined motivational orientations in a second or foreign language learning context, little research has been done on Swedish learners of English in a school context. Moreover, little research has been carried out on the impact of Global English on language learners’ motivation. The aim of this study was therefore to examine Swedish Year-9 learners’ motivation to learn English in school, based on the concept of motivational orientations, henceforth MOs. Furthermore, with the backdrop of Lamb’s (2004) investigation, the study examined a new MO called Global English MO.

A multi-item Likert scale was used to address the distribution of seven selected MOs; (2) elicit the three most important MOs; and (3) elicit the three most important individual items. The results showed that this group of Swedish Year-9 learners of English favoured Instrumental MO, Language Use MO, Global English MO, Travel MO and Knowledge MO, in that order. Less favoured were motivational factors related to Friendship MO and Integrative MO. The three most important MOs were Instrumental MO, Language Use MO and Global English MO.

The most important individual items were (Q1) “Studying English is important to me because English proficiency will increase my chances of getting a good job in the future”; (Q13) “I am motivated to study English diligently because I want to speak English well”; and (Q18) “I am motivated to study English in school because English is one of the largest languages in the world.” The results indicate that Swedish Year-9 motivation to learn English in school is characterized by pragmatic motives. Moreover, the results indicate that Swedish students consider English as a status language because it is spoken all over the world and used for different purposes.

From a pedagogical perspective MOs can be used as a method for English teachers to familiarize themselves with students’ language learning motivation. If teachers are acquainted with students’ motivation, it is easier to develop motivational teaching practices.

Keywords

Motivation, motivational orientation, instrumental motivation, language learning, Global English
1. Introduction

The concept of motivation has for a long time been of central importance in foreign language learning and teaching. Two definitions for motivation are: “the general desire or willingness of someone to do something; drive, enthusiasm”, and “the reason a person has for acting in a particular way, a motive” (Oxford English Dictionary, 2017) In other words, motivation can determine how willingly and perhaps effectively a person learns a foreign language. Research within the field of foreign language motivation has been concerned with examining reasons for why students choose to take a language course, and factors that motivate students to become better at the target language, so-called MOs.

Although many studies have examined MOs in a second or foreign language learning context, little research has been done on Swedish learners of English in a school context. Moreover, little research has been carried out on the impact of Global English on language learners’ motivation. To examine Swedish students’ motivation is not only beneficial in terms of successful language learning, but something the school ought to work with to sustain the democratic principles which the national school system is based on. My aim is therefore to examine Year-9 learners’ motivation to learn English in school, based on the concept of MOs, which will be further explained in section 2.3.

2. Background and literature review

In the following section a backdrop on the motivational research field will be presented. First, I will treat the curriculum for the compulsory school and the English subject curriculum (2.1). Second, I will present influential theories and research on language learning motivation before and after the millennium (2.2). Lastly, I will present the concept of MOs and previous research that has investigated MOs in second and foreign language learning (2.3). Since scholars examined motivation very similarly in second and foreign language learning, no distinction will be made in the Background and literature review section.

2.1 Curriculum for the compulsory school and the English subject

The Swedish National Agency for Education, the SNAE (Skolverket) issues the curriculum that describes the fundamental values of the Swedish school system. The section Fundamental values and tasks of the school states, that “education should impart and establish respect for human rights and the fundamental values on which Swedish society is based” (SNAE, 2011, p. 9). The section functions as overall guidelines for how schools should work to create an environment where the student feels safe, is treated equally, and is offered teaching based on her needs. The section stresses the individual student and is centred around the idea that the individual student should be actively involved in and take responsibility for her education. In fact, the student is expected, in relation to her age and maturity, to gradually increase influence over her education. According to the SNAE, the school should also promote “a lifelong desire to learn” (2011, p. 9). In order to fulfil this task and sustain the school’s fundamental values, it is necessary
for teachers to familiarize themselves with their students’ motivation. In addition, it is stated in the English subject curriculum that the content for the English subject should treat, among other things, the student’s interest, future plans and views (SNAE, 2011, p. 34). In short, both the curriculum for the compulsory school and English subject curriculum advocate a broadening understanding of student motivation.

2.2 The social-psychological tradition: Integrative and Instrumental motivation

In the field of Second Language Acquisition, SLA, motivation is recognized as a key variable for learning a second language, L2. The reason that motivation is such an important factor when it comes to second- and foreign language learning is because motivation can determine how willingly and successfully a person learns a language that is not her first language (Ushioda, 2012, p. 58). Perhaps the most well-known model for L2 motivation is the social-psychological model proposed by Gardner and Lambert (Gardner & Lambert, 1972). The model was constructed incrementally gradually when they were studying motivation in the bilingual social context of Canada. The first study was carried out on English-speaking high school students in Montreal, who were learning French, and was followed up by a number of similar studies. Gardner and Lambert found that the students who had an integrative orientation to learn French were more successful than those who had an instrumental orientation (Gardner & Lambert, 1972, p. 4). Integrative orientation refers to “a sincere and personal interest in the people and the culture represented by the other group” (Gardner, 1985, p. 133). Gardner and Lambert’s explanation for the students’ success was that their positive attitude towards the target language, desire to integrate into that group, and genuine interest in interacting with speakers of the target group drove them to learn French well (Gardner & Lambert, 1972).

A series of studies showed integrative orientation to be the more powerful orientation. However, Gardner and Lambert discussed a second kind of motivation called instrumental orientation (Gardner & Lambert, 1972). Instrumental orientation refers to language learners who emphasised practical advantages of learning a new language, such as enhancing job opportunities and better educational opportunities (Gardner, 1985, p. 11).

The social-psychological model became the foundation in the research field, and scholars who investigated motivation in relation to L2 learning focused on these twin orientations until the end of the century. The result of these studies varied which proposed that both instrumental and integrative motivation are related to successful L2 acquisition.

At the beginning of the new millennium, the debate about motivation intensified and the well-established concept suggested by Gardner and Lambert began to lose its firm grip. One of the reasons was that some scholars found the integrative/instrumental model to be insufficient. Crookes and Schmidt noted as early as 1991 that it did not provide “satisfactory connection to language-learning processes and language-pedagogy”, and thus lacked practical relevance for teachers (1991, p. 502). Subsequently, other scholars began to question the explanatory power of integrative motivation in contexts where the target language cannot be linked to a specific community of speakers (Dörnyei & Csizér,
Researchers began seeking new concepts to complement the social-psychological perspective, which could explain the complex nature of L2 motivation.

2.2.1 Motivation in the language classroom: the L2 Motivational Self-System

After the millennium shift, research on academic motivation in education was dominated by theories of “the Self”. This self-related focus came to reshape the L2 motivational field. Pioneering in this area was Dörnyei (2005, 2009), who attempted to establish a link between influential theories on motivation in the L2 field, such as integrative/instrumental concept, and the emerging theories on cognitive concepts from mainstream psychology such as self-efficacy and self-determination theory (Dörnyei, 2009; Ushioda, 2012). Dörnyei proposed the L2 Motivational Self-System, implementing future-oriented aspects of the self-concept (Dörnyei, 2005, 2009). The L2 Motivational Self-System consists of three dimensions referred to as the ideal L2 self, the ought-to L2 self, and the L2 learning experience. The ideal L2 self refers to what the language learner wishes to become, e.g. a businesswoman working internationally. Traditional integrative and instrumental motives belong in this component. Ought-to L2 self refers to attributes the learner believes they ought to possess to avoid possible negative outcomes. It concerns personal and social duties, obligations, and responsibilities. The third dimension is the L2 learning experience, which concerns the student’s learning environment and experience, the impact of the teacher and peers etc (Dörnyei, 2005, pp. 105-106)

Central to Dörnyei’s theory is that the ideal, and the ought-to selves work as powerful motivators to learn a second language. Similar to how athletes visualise their goals in training, Dörnyei suggests that language learners should envision themselves as successful L2 users (2005, 2009). If a person has a vision of becoming a successful L2 user in the future, she will want to reduce the discrepancy between the current self and the ideal future self. Motivation to learn an L2 stems from the person’s desire to reduce the gap between the present self and the ideal self. Since the learner’s vision is what shapes her motivation, Dörnyei outlined a framework of motivational teaching practices in the L2 classroom. The framework consists of motivational strategies that the teachers can use to maintain and strength the learners L2 vision. These motivational strategies can be grouped in four broad stages and concern: (1) Creating the basic motivational conditions; (2) Generating initial motivation; (3) Maintaining and protecting motivation; and (4) Encouraging positive retrospective self-evaluation. (Dörnyei & Hadfield, 2014). Essential in Dörnyei’s framework is that the L2 learner’s vision should be strengthen, substantiated and kept alive.

2.3 Development of the integrative/instrumental model: motivational orientations

MO, has for a long time been the basis for studying motivation in language learning research. The social-psychological model was the first established theory that treated MOs: integrative/instrumental (Gardner & Lambert, 1972). The model has been used in different contexts for studying motivation; however, the term MO has had slightly different definitions. MO has been referred to as the “variety of reasons students take
specific foreign languages” (Yang, 2003, p.45). The term has also been used to study factors that motivate learners to study a second language (Clément & Kruidenier, 1983). The many investigations on language learner motivation lead to the expansion of Gardner and Lambert’s twin orientations. Instead of focusing on two MOs, scholars began to investigate several MOs when examining language learner motivation.

The following four sections will present studies made on MOs with the purpose to exemplify how MOs have been used to study language learner motivation. That is, both in contexts where students are taking a language class by choice and in contexts where students are taking a language class to fulfill a language requirement, respectively. Besides presenting studies on MO together with some of the findings, the purpose of this literature review is also to acquaint the reader with the MOs that will be used in this present study.

2.3.1 MOs among Canadian high school students

Clément & Kruidenier (1983) further developed Gardner and Lamberts (1972) twin concept on language learner motivation. Drawing upon previous research on integrative and instrumental orientation, Clément and Kruidenier developed a similar motivation questionnaire to study MOs among high school students in Canada. 871 French-speaking and English-speaking high school students who were studying Spanish, English, or French as a second language participated in the study. The participants were given a questionnaire consisting of 37 reasons for learning the target language, which they answered on a six-point Likert scale. The purpose of the study was to assess the influence of ethnicity (French/English), milieu (anticultural/multicultural) and target language (Spanish/English/French) on MO. The results of the factor analysis varied; however, four orientations proved to be common to all groups: travel, friendship, knowledge, and instrumental orientations. In other words, the students were motivated to study a second language to be able to travel, make new friends, acquire knowledge, and to achieve practical goals. The study demonstrated that there are other types of orientations, apart from integrative/instrumental orientations, that are worth taking into account when studying motivation. Furthermore, the results suggested that the emergence of MOs is determined by “who learns what in what milieu” (Clément & Kruidenier, 1983, p. 288).

2.3.2 MOs among East Asian language learners

Yang (2003) constructed a similar orientation questionnaire to measure MO and selected learner variables of East Asian language learners in the United States. The participants were 341 college students enrolled in Chinese, Japanese and Korean language classes in the Midwest United States. 149 students were taking the language class to fulfil the university foreign language requirement, whereas 190 were taking the class for other reasons. 145 students were heritage learners, meaning they had a heritage-related connection to the language they studied. 196 students were non-heritage learners. The questionnaire was a seven-point Likert scale, consisting of 45 items. 8 of the items were formulated for this specific study and 37 of the items were from related research. The intention of the form was to measure seven subgroups of MO: Integrative, Instrumental, Heritage-related, Travel, Interest, School-related, and Language use MO. The three MOs
East Asian language learners emphasised the most were: Interest MO, Integrative MO, and Language use MO. Non-heritage students emphasised Interest MO, which could mean that a genuine interest in the target language can have a positive impact on a person’s decision to study the language. Japanese and Korean learners were more likely to study the language for integrative reasons, such as wanting to participate in cultural activities of the target language group. Chinese learners stressed the need for the language in their future careers (Instrumental MO). Common to all learners was that they found it important to improve their ability to understand spoken language and communicate with native speakers and speak fluently: Language use MO (Yang, 2003, p. 51)

2.3.3 MOs among Filipino foreign language learners
Gonzales (2010) conducted a survey to explore MOs among Filipino foreign language learners (henceforth, Filipino FL learners) of Chinese, French, Japanese and Spanish. Based on seminal works of Gardner and Lambert, Dörnyei and others, Gonzales developed a questionnaire consisting of 50 Likert-items to measure six selected MOs. Gonzales found that Filipino FL learners desired career and economic enhancement. Filipino FL learners believed that knowledge in FL could give them a high-paying job and better opportunities to study abroad and work abroad. The emphasis on pragmatic gains indicated that the Filipino FL learners were more instrumentally motivated. Although predominantly belonging to the instrumental dichotomy, the study also found that the learners were motivated to learn FL for integrative reasons. They wanted to communicate and affiliate with speakers of the target language, as well as understand the culture of the target language community. Gonzales (2010) called Filipinos FL learners’ overlapping motivation “a hybrid of other dichotomies and constructs of motivation advocated by Gardner et al [sic!] and other motivational research scholars” (Gonzales, 2010 p.16).

2.3.4 MOs among Indonesian young learners of English
Lamb (2004) investigated motivation of Indonesian children who had just begun formal study of English in an urban high school. Also, drawing upon previous research on L2 motivation he collected quantitative and qualitative data to identify motivational factors. One part of the questionnaire was a three-point Likert scale consisting of five different reasons for why English is important: (1) Can help my career in the future; (2) It is a pleasure to study; (3) Can help me meet foreigners and learn about foreign countries; (4) My parents encourage me to learn it; (5) It is an important school subject. The statements were meant to measure instrumental orientation, integrative orientation, pleasure in the process of learning, the motive of satisfying the parents, and the desire to do well in school. The instrumentally oriented statement regarding one’s future career was found to be most important.

In another part of the survey, the students were asked to explain in their own words why they wanted to learn English. The responses to this open question were analysed, coded, and produced to eight distinct reasons. The four most frequent reasons were: (1) English is enjoyable to learn; (2) English is important as an international language; (3) English broadens one’s outlook; (4) It is important to gain mastery of English. Specially
interesting was that over 100 of these comments seemed to express “some more general need for English” (Lamb, 2010, p. 10). Although the “general need for English” seemed integrative, it was not related to integration, as suggested by Gardner and Lambert. Instead, Lamb argues, based on the findings of his study and support from previous research and theories that the seemingly integrative motivation among the Indonesian children could be better understood as an identification process. As a result of the constant exposure of English discourse via media, school, and encouragement from parents, Indonesian children develop a bicultural identity. The bicultural identity consists of “an English-speaking globally-involved version of themselves in addition to their local L1-speaking self” (Lamb, 2010, p. 3). The global identity “gives them a sense of belonging to a worldwide culture” (Lamb, 2010, p.15). Additionally, students associate English as a powerful force of globalization, which also contributes to the future vision of themselves as “world citizen[s]” (Lamb, 2010, p.16), and which is why they are highly motivated to learn the language. Moreover, Lamb argues that the desire to integrate with people of the target language community loses its explanatory power in many English foreign language contexts (2004, p. 3). Lamb means that English is a spoken all over the world and therefore “English is no longer associated just with Anglophone cultures” (2004, p. 14).

3 Aim and research questions

The aim of this study is to examine Swedish Year-9 learners’ motivation to learn English in school, based in the concept of motivational orientations. As we learnt from the Background and literature review-section, there is no clear definition of the term motivational orientation although it usually refers to either, the variety of reasons for optionally taking a language course, or, factors that motivate a person to study a second or foreign language that is obligatory. In this study I will use the latter sense, since English is a mandatory school subject and not an optional course.

Research questions:

1. How are the seven selected motivational orientations distributed among Swedish Year-9 learners of English?
2. Which three motivational orientations do Swedish Year-9 learners of English emphasise the most?
3. Within the three most important orientations, which individual items do Swedish Year-9 learners of English emphasise the most?

Furthermore, with the backdrop of Lamb’s (2004; see below for more detail) investigation, the study will include and examine a new MO called Global English MO. A multi-item Likert scale will be used to address seven selected MOs. The instrument and the MOs will be further explained in sections 4 and 4.1.
4. Methodology

This research project is intended to examine Swedish Year-9 learners’ motivation to learn English in school. The reason this study was conducted on pupils in Year-9 was because a group of approximately 110 informants was conveniently available. Considering the time frame set for this project, and the wish to do a quantitative study, this group was chosen to ensure that a sufficient amount of data could be collected. The participants are enrolled in ninth grade elementary school somewhere in the greater Stockholm area and are between the ages 14 and 15. Participation was anonymous and not obligatory.

When constructing a questionnaire it is important to “collect feedback about how the instrument works and whether it performs the job it has been designed for” (Dörnyei, 2003, p. 63). Therefore, I conducted a small pilot-study on four volunteering students in Year 9. After they had handed in the consent-form and completed the questionnaire, I asked for their opinions. The feedback I got was very useful because the students highlighted items that were ambiguous and superfluous, and they gave suggestions on how to improve the overall appearance of the questionnaire. For example, they suggested that I should use a four-point Likert instead of a five point-Likert. They said they found it tempting and comfortable to tick the middle point whenever they were not sure they agreed or disagreed with the given statement. They meant that if there were only four alternatives, the students would have to take a stand.

The pilot study was particularly valuable as it gave me insight into factors that motivate students and how they can differ even in a small group of four persons. All of them said I should include an item about willing to learn English because it is one of the most widespread languages in the world. One of them said “yeah, like, I really want to learn English, because it is this great world language”. Since the questionnaire did not cover that kind of motivation I did some research on the topic to see if I could find support for a new subgroup (MO). Based on Lamb (2004), I formulated an additional subgroup: Global English MO. Furthermore, the sample data led to modification of several items and deletion of two items.

After having made alterations in accordance with the suggestions from the participants in the pilot study, I went to the selected school and handed out consent-forms to all students in Year 9. Out of 101 students, 100 handed in both the consent-form and a fully answered questionnaire. One newly arrived student decided not to complete the questionnaire because she found it difficult to understand the questions, which were in Swedish. She was offered help to translate the questions into English by the teacher, but her English proficiency was also poor. Therefore, the questionnaire was removed, resulting in a total of 100 completed forms. The consent-form can be found in Appendix A, and the questionnaire can be found in Appendix B.

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1 A student who has been in the Swedish school system for less than four years is considered a new arrival (SNAE)
4.1 The questionnaire

The method for this study was a questionnaire. In the first two questions the students were asked to fill in their age and choose gender that they identify themselves with. However, the information was omitted during the data collection as it was irrelevant for the present study. The main method was a questionnaire in multi-item Likert scale format. The questionnaire was prepared by using MOs from related research. Instrumental, Knowledge, Friendship and Travel MO were included because Clement and Kruidenier (1983) found them to be common among L2 learners. Yang’s (2003) findings on Language Use MO as a mutual motivator among Asian Language learners influenced me to include similar items. Integrative MO comes from Gardner and Lambert’s social-psychological theory and was included in the questionnaire due to its rich history in L2 motivation research (Gardner & Lambert, 1972; Gardner, 1985).

Global English MO emerged as a subgroup after the pilot-study and was influenced by Lamb’s (2004) study (see sections 2.3.4 and 4). Global English MO is supposed to address if Swedish Year-9 students’ motivation to learn English in school is connected to English being a means of international communication and because of the English language association to globalization.

The individual items used for my investigation were inspired by established questionnaires used in previous research. Most of the items were tweaked to fit the target group and suit the purpose of the study. All the items were statements, whereby the respondents were asked to mark the extent to which she agreed or disagreed. The scale ranged from 1 (strongly disagree) to 4 (strongly agree). Seven subgroups of MOs were used in this study. I will now present the subgroups together with the definition I will use, and items that focus on the same MO:

**Instrumental MO** is when the student is motivated by practical reasons that can enhance job and/or educational opportunities.

Q1. Studying English is important to me because English proficiency will increase my chances of getting a good job in the future.
Q2. I am motivated to study English diligently because I have the aspiration to earn a good grade
Q3. Studying English is important because the proficiency is important for my future studies.

**Knowledge MO** is when the student emphasises English proficiency or knowledge as such.

Q4. Learning English makes me feel like an educated person.
Q5. Studying English is important to me because I like the feeling of learning new things, and that includes my knowledge in the English language.
Q6. It is important for me to learn English because a person who knows English is considered well educated and gets more respect than a person who does not know English.
Friendship MO is when the student’s motivation to learn English in school comes from friends and/or the family’s engagement and/or encouragement.

Q7. I have relatives and/or friends whom I can only communicate with in English, therefore I want to learn English.
Q8. My friends often use English in writing and/or speech, and therefore I want to learn better English.
Q9. I would like to make friends with people who are not from Sweden and that motivates me to learn English.

Travel MO refers to the student’s desire to travel to or live in places where English is spoken.

Q10. Studying English is important to me because I want to travel abroad and be able to communicate with people there.
Q11. Studying English is important to me because I want to be able to live in another country.
Q12. I want to be able to study abroad and that motivates me to study English diligently.

Language use MO is the student’s desire to improve their language ability to be able to use it in “everyday-like” situations. For example, in speech, reading, and writing in English.

Q13. I am motivated to study English diligently because I want to speak English well.
Q14. I am motivated to study English diligently because I want to understand films and/or books which are in English.
Q15. I am motivated to study English in school because I want to understand when people speak English.

Integrative MO refers to the student’s inner desire to understand the culture of the people who speak the target language, and/or the desire to identify with the community where the target language is spoken.

Q16. I am motivated to study English because the proficiency enables me to understand the culture of communities where English is spoken.
Q17. I am motivated to study English because I want to identify with English-speaking people.

Global English MO is when the student’s motivation to learn English is connected to English being a means for international communication and/or globalization.

Q18. I am motivated to study English in school because English is one of the largest languages in the world.

2 Largest is a translation of Swedish största, by which is meant roughly ‘spoken by many people in many parts of the world’.
Q19. English is a language used by many people in the world and for different purposes, and that motivates me to be better at English.

**Option for unmotivated students**

Q20. The English subject does not interest me. Other school subjects feel more important.

As I got the questionnaires back, the material was transferred to an Excel file. Each response option was assigned a number. The response “strongly agree” was assigned “4”, “agree” was assigned “3”, “disagree” was assigned “2” and “strongly disagree” was assigned “1”. The items that addressed the same target (MO) were put together. Means, standard deviations and coefficient of variation of the seven MOs were calculated. Additionally, means for each individual item were calculated. The formulas were found in *Statistics for Evidence-Based Practice and Evaluation* (Rubin, 2013). Furthermore, Item Q20 functioned as an option for unmotivated students and will not be treated as an MO in the Results section.

5. **Results**

The purpose of this study was to examine Swedish Year-9 students’ motivation to learn English in school based on the concept of MOs. The aim was to address the distribution of seven selected MOs; (2) elicit the three most important MOs; and (3) elicit the three most important individual items. This following section will present the data connected to each research question, followed by a concluding subsection to summarize the findings.

5.1 **Distribution of the seven selected MOs**

As explained in the Method section, each individual item was assigned a number between 1-4. The answer “strongly disagree” was worth 1 point, “disagree” was worth 2 points, and so forth. All the items that addressed the same MO were put together and were calculated the mean values. Table 1 shows the mean, standard deviation, and coefficient of variation for each of the seven MOs.

<table>
<thead>
<tr>
<th>MO Subscale</th>
<th>Mean</th>
<th>SD</th>
<th>CV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument MO</td>
<td>3.51</td>
<td>0.58</td>
<td>17%</td>
</tr>
<tr>
<td>Language use MO</td>
<td>3.43</td>
<td>0.70</td>
<td>20%</td>
</tr>
<tr>
<td>Global English MO</td>
<td>3.34</td>
<td>0.66</td>
<td>20%</td>
</tr>
<tr>
<td>Travel MO</td>
<td>3.27</td>
<td>0.84</td>
<td>26%</td>
</tr>
<tr>
<td>Knowledge MO</td>
<td>3.00</td>
<td>0.82</td>
<td>27%</td>
</tr>
<tr>
<td>Integrative MO</td>
<td>2.71</td>
<td>0.66</td>
<td>24%</td>
</tr>
<tr>
<td>Friendship MO</td>
<td>2.52</td>
<td>1.02</td>
<td>41%</td>
</tr>
</tbody>
</table>
As can be seen in Table 1, the most popular MO was Instrumental, with the mean of 3.51, standard deviation (SD) of 0.58, and coefficient of variation (CV) of 17%. The second most popular was Language use MO, with the mean of 3.43, SD of 0.70, and CV of 20%. The third most important was Global English MO, with the mean of 3.34, SD of 0.66, and of CV 20%. The fourth most important was Travel MO, with the mean of 3.27, SD of 0.84, and CV of 26%. The fifth most important MO was Knowledge, with the mean of 3.00, SD of 0.82, and of CV 27%. Integrative MO obtained the second lowest mean value of 2.71, SD of 0.66, and CV of 24%. Friendship MO obtained the lowest mean of 2.52, and had a relatively high SD and CV: 1.02 respectively 41%.

5.2 The three most important MOs

The figures for the three most important MOs are presented below.

Table 2. Ranking if of the seven selected MOs

<table>
<thead>
<tr>
<th>MO Subscale</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental MO</td>
<td>3.51</td>
<td>1</td>
</tr>
<tr>
<td>Language use MO</td>
<td>3.43</td>
<td>2</td>
</tr>
<tr>
<td>Global English MO</td>
<td>3.34</td>
<td>3</td>
</tr>
<tr>
<td>Travel MO</td>
<td>3.27</td>
<td>4</td>
</tr>
<tr>
<td>Knowledge MO</td>
<td>3.00</td>
<td>5</td>
</tr>
<tr>
<td>Integrative MO</td>
<td>2.71</td>
<td>6</td>
</tr>
<tr>
<td>Friendship MO</td>
<td>2.52</td>
<td>7</td>
</tr>
</tbody>
</table>

As shown in Table 2, Instrumental MO, Language MO, and Global English MO obtained the highest means (3.51, 3.43 and 3.34), and therefore the highest ranks (1, 2, 3). Travel MO and Knowledge MO were ranked 4 and 5, respectively, and should also be regarded as important aspects in students’ motivation to learn English in school. The least important orientations were Integrative MO and Friendship MO, with the ranks 6 and 7.

5.3 The three most important individual items, within Instrument MO, Language Use MO, and Global English MO

The following three tables will show the three most important individual items, within Instrumental MO, Language Use MO, and Global English MO.

Table 3. The means and ranks of the individual items that addressed Instrumental MO

<table>
<thead>
<tr>
<th>Instrumental MO</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1. Studying English is important to me because English proficiency will increase my chances of getting a good job in the future.</td>
<td>3.61</td>
<td>1</td>
</tr>
<tr>
<td>Q2. I am motivated to study English diligently because I have the aspiration to earn a good grade.</td>
<td>3.34</td>
<td>3</td>
</tr>
<tr>
<td>Q3. Studying English is important because the proficiency is important for my future studies.</td>
<td>3.57</td>
<td>2</td>
</tr>
</tbody>
</table>
Looking within Instrumental MO, in Table 3, we can see that item Q1 concerning job opportunities was the most important individual item out of the three that addressed Instrumental MO. Item Q3 also received a high score (3.57), close to Q1 (3.61). Q2 got a slightly lower mean (3.34). The similar results of Q1 and Q3 indicate that future job opportunities and future studies are both important factors.

Table 4. The means and ranks of the individual items that addressed Language Use MO

<table>
<thead>
<tr>
<th>Language use MO</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q13. I am motivated to study English diligently because I want to speak English well.</td>
<td>3.51</td>
<td>1</td>
</tr>
<tr>
<td>Q14. I am motivated to study English diligently because I want to understand films and/or books which are in English.</td>
<td>3.34</td>
<td>3</td>
</tr>
<tr>
<td>Q15. I am motivated to study English in school because I want to understand when people speak English.</td>
<td>3.41</td>
<td>2</td>
</tr>
</tbody>
</table>

On Language use MO (Table 4), the students were motivated to learn English in school, mostly because they wanted to speak English well (Q13). Item Q15 received the mean of 3.41, while Item Q14, which treated the desire to learn English to be able understand films and books, was slightly lower (3.34).

Table 5. The means and ranks of the individual items that addressed Global English MO

<table>
<thead>
<tr>
<th>Global English MO</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q18. I am motivated to study English in school because English is one of the largest languages in the world.</td>
<td>3.39</td>
<td>1</td>
</tr>
<tr>
<td>Q19. English is a language used by many people in the world and for different purposes, and that motivates me to be better at English.</td>
<td>3.29</td>
<td>2</td>
</tr>
</tbody>
</table>

Between the two items on Global English MO (Table 5), the statement concerning the desire to learn English because it one of the largest languages in the world (Q18), was found to be slightly more motivating, than to learn English because it is used all around the world and for different purposes (Q19).

5.4 A summary of the results

Instrument MO, Language use MO, Global English MO, Travel MO and Knowledge MO all received high mean values ranging from 3.00-3.51. Considering the minor differences in those results, all five orientations should be regarded as important aspects of motivation among these students. Integrative MO and Friendship MO were not as popular and received means below 2.71. The three most important MOs were Instrumental MO (1), Language Use MO (2), and Global English MO (3). Instrumental MO received a low SD of 0.58, which indicates a low variance in the students’ responses. Within the top three MOs, the most important individual items were: (Q1) Studying English is important to
me because English proficiency will increase my chances of getting a good job in the future; (Q13) I am motivated to study English diligently because I want to speak English well; and (Q18) I am motivated to study English in school because English is one of the largest languages in the world. To clarify, the differences within the subscales were small and the individual items were selected to enable further analysis and discussion.

6. Discussion

This section will discuss the results in the same order as the result section (the distribution of seven MOs, the three most important MOs, and the three most important individual items). After that, pedagogical implications will be discussed (6.4). Finally, some limitations of the study together with suggestions on further research (6.5).

6.1 Distribution of the seven selected MOs

The results showed that this group of Swedish Year-9 learners of English favoured Instrumental MO, Language Use MO, Global English MO, Travel MO, and Knowledge MO, in that order. Less favoured were motivational factors related to Friendship and Integrative MO. The fact that Friendship MO received the lowest rank contradicts Clement and Kruidenier’s (1983) notion on Friendship as a shared orientation among L2 learners. The low placement indicates that the students do not see English so much as means to make new friends, communicate with relatives, or communicate with friends. Neither were the students motivated to learn English for Integrative reasons. As Gardner puts it, Integrative motivation is when the learner wants to acquire a language because of “a sincere and personal interest in the people and the culture represented by the other group” (Gardner, 1985, p. 133).

Nevertheless, it was not surprising that the students did not agree very much with the two items on Integrative MO. First, because of the broad meaning of the phrase “culture of communities where English is spoken”, which was used in item 16. Second, since English constitutes an array of varieties and is spoken all around the world, it is not as easily connected with a certain ethnic group or nation as, for example, Finnish. As Lamb puts it: “English is no longer associated just with Anglophone cultures” (2004, p. 14). Even if Swedish students, indeed, associate English with the United Kingdom or the United States of America, there may still be ambiguity in the terms “English speaking people” and “English culture”. Consequently, asking them to report whether they have a genuine interest in “English-speaking people” and “culture of communities where English is spoken”, as the statements were phrased might have been unclear. A third explanation to the low mean on Integrative MO can be that the concept is not appropriate to explain language learning motivation in this EFL context (Lamb, 2004). According to Gardner and Lambert, integrative motivation steams from the desire to be affiliated with the speakers of the target language. Considering that the participants of this study are learning English as a mandatory school subject and not by choice, it would be rather surprising if they all had a sincere personal affinity for English-speaking people and culture.
6.2 The three most important MOs

Instrumental MO, Language Use MO, and Global Use MO were the most favoured kinds of motivation among this group. Instrumental MO is when the student is motivated by practical reasons that can enhance job and/or educational opportunities. Language Use MO refers to the student’s desire to improve her language ability to be able to use it in “everyday-like” situations, such as in speaking, reading, and writing in English. Global Use MO is when the student’s motivation is connected to English being an international language.

Instrumental MO obtained the highest mean value (3.51) and once again showed to be an important motivational factor, as previous studies have shown (Clement & Kruidenier, 1983; Gardner & Lambert, 1972; Gonzales, 2010 Lamb, 2004; Yang, 2003). The coefficient of variation was 17%, which was the lowest CV of all MOs. In other words, the students’ answers on the items concerning Instrumental MO did not vary as much as they did on the other MOs. Therefore, it feels rather safe to say that most of the students preferred Instrumental MO over the other six MOs. The students were motivated to learn English in school because the knowledge might increase job- and educational opportunities in the future. Language Use MO was also among the top three. Students wished to speak English well and understand when other people speak English. These two MOs indicate that the students’ motivation to learn English in school is characterized by pragmatic motives. Moreover, Global English MO also was popular among the students. It can be assumed that Swedish students are motivated to learn English because it is one of the most widely spoken languages in the world.

6.3 The three most important individual items, within Instrument MO, Language Use MO, and Global English MO

In line with Gonzales (2010), the results of this study showed job opportunities to be an important motivation. While the Filipino foreign language learners of Gonzales’s study highlighted increasing job opportunities abroad, the Swedish informants stressed enhancing job opportunities in the future. Its high mean value of 3.61 (Q1) indicates that the students view English proficiency as a tool, which they can make use of in their future career. A possible explanation for the emphasis of English proficiency in connection to future job is the trend of globalization. Since most teenagers use the Internet extensively, they are made aware of the globalization process, presumably daily, whether they want to or not. Simply by using You Tube or Instagram, the student is exposed to product commercials and offered direct links to websites that offer “free international shipping within the next 24 hours”. The Internet, with its global marketing and cross-border communication, might influence young people’s understanding of how business looks like in contemporary society. Through the internet and media they are made aware that English is becoming the main language in, for instance, global trade, business, and cultural interactions, and thus functions as a global lingua franca. Even if a Swedish Year-9 student does not have the aspiration to work internationally, English proficiency has become a necessity in working life. Nowadays, many employers require that the employees, at the very least, have some level of English proficiency. Often, this requirement is to ensure that communication with partners, customers, and others is
possible between speakers of different first languages. Swedish students may not know precisely what use they will have of English in their future profession; nonetheless, they seem to value the benefits of knowing two languages.

Similar to Yang’s (2003) investigation, the students wished to speak the target language well (Q13). The desire to speak English well was more motivating than understanding films/books, and people in English. It is not possible from this present study to explain why speaking skills are more motivating than for example reading skills. Perhaps it has to do with the emotional need to belong to a social group, which I imagine is especially important during the formative years of adolescents. In Sweden, elements of the English language are used in everyday speech. *Awkward* and *nice* are examples of loanwords common among teenagers and young adults. Nor is it unusual that a conversation regarding video games contains English words and phrases. In social contexts, not having the ability to speak English is more noticeable than not having the ability to understand English films and books. Both in and outside the classroom, a lack of spoken language skills can be socially excluding and perhaps the motive for becoming good speakers of English.

Finally, the students were motivated to study English because they consider it one of the largest languages in the world (Q18). When I constructed this statement, I was not sure whether it would generate any positive answers. I was uncertain, because the statement is quite abstract compared to the other statements. While most of them have a clear “area of use”, statement 18 does not. I believe that the high mean on the somewhat loosely formulated item confirms the high status of English (3.39). According to Lamb (2004), English is a powerful discourse that we are continuously exposed to, through media and school. He suggests that the constant exposure may encourage the language learners to develop a bicultural identity, which gives “a sense of belonging to a worldwide culture” (Lamb, 2010, p.15). It could be the case that Swedish students are doing the same thing. Considering the unique position English holds in Sweden, it would make sense that Swedish students have developed, in addition to their L1-speaking self, a part that “stems from an awareness of their relation to the global culture” (Lamb, 2004 p.15). To exemplify the unique position of English in Sweden; English can be taught in compulsory school already from Year-1. On television, English-speaking films and programs are not dubbed but subtitled. English is also the dominant language on the internet, which is used extensively. For many Swedish people, English is a part of their daily life and in many cases functions more as a second language, rather than a foreign language. Perhaps it is therefore natural that Swedish students want to become members of the Global English community. Even if the questionnaire item did not explicitly say anything about joining a global community, it can be assumed that they students want to affiliate themselves with something that is beyond their L1-community.

### 6.4 Pedagogical implications

Looking at the results from a pedagogical perspective, there is a lot a teacher can do to stimulate and enhance students’ language learning motivation. This present study indicates that students see themselves using the English in the future, although we do not know how elaborate and vivid that image is. Dörnyei suggests that the teacher should work actively with the students’ ideal L2 self because if the student has a vision of
themselves as a successful language learner, she will be motivated to make it reality (Dörnyei, 2005, 2009; Dörnyei & Hadfield, 2014). In this case, the first step would be to construct a desired ideal L2 self. In other words, to find out more specifically what students want to do with English and who they want to become as an English speaker. The students of this study agreed that enhancing job opportunities was important, yet there is more to explore. For instance, it would be beneficial to find out what kind of profession they desire and if they desire to work in Sweden or abroad. Imagination is encouraged in this phase, and is especially useful if the learner has no L2 vision at all. To stimulate the vision and keeping motivation alive, teachers can use different motivational strategies. For example, choose topics that are interesting and relevant to the student’s vision, promote learner autonomy and if possible, personalise the learning process (Dörnyei & Hadfield, 2014, pp. 291-292).

Motivation is dynamic, which means that the students’ vision is not fixed. In a classroom context with one teacher per 25 students it might be unattainable to strengthen everybody’s motivation and to personalise everybody’s learning experience. But I do think it is necessary for the teacher to try to strengthen each student’s motivation in order to create language teaching that is meaningful and facilitates successful language learning.

6.5 Limitations of the study

The reason for choosing to use questionnaires was because I wanted to collect a relatively large amount of information that could target a range of different motivational factors. With the help of a multi-item Likert scale I had 2-3 items that focused on the same MO. It is said that the wording of an item can have “unexpected importance: minor differences in how the [item] is formulated and framed can produce radically different levels of agreement or disagreement” (Dörnyei, 2003, p.33). With 2 to 3 items targeting the same MO the risk of encountering such problem was reduced. Additionally, multi-items made it possible to examine different aspects of the seven different MOs.

The statements used in the questionnaires were rather simple, which resulted in superficial answers consequently limiting the depth of the study. Qualitative interviews with a few informants could have been used as a complement to enrich the questionnaire data. For instance, it would have been interesting to examine why students find it appealing and motivating that English is one of the largest languages in the world (Q18). Addition of such primary data would have enabled a more nuanced discussion.

Most of the individual items used in the questionnaire were inspired by items that have been used in previous research. The items were tweaked to fit the target group and suit the purpose of the study. Furthermore, the questionnaire was tested in a pilot-study and alterations were made in accordance with the suggestions from the participants. Even though many of the items were improved at least 2 to 3 times, they could have been modified even more. For instance, Integrative MO received a relatively low mean (2.71). Maybe the results would have been different if the words “American culture” were used instead of “culture of communities where English is spoken” on item Q16; “I am motivated to study English because the proficiency enables me to understand the culture
of communities where English is spoken.” Similar changes could have been made on item Q17; “I am motivated to study English because I want to identify with English-speaking people.” Instead of “English-speaking people” formulation such as “people from the UK/USA”, or “Americans/Brits” could have been used. The reason the mentioned examples were not used was because I did not want the statements to concern only UK/USA culture and people. The English language is used in many other countries and communities; therefore, I decided to keep the two items on Integrative MO open for the students to determine what constitutes “communities where English is spoken” and “English speaking-people”.

Friendship MO also received a low mean (2.52) which was surprising. It could be that item Q7 did not apply to this group of students; “I have relatives and/or friends whom I can only communicate with in English, therefore I want to learn English.” An item on making friends by chatting on the internet may have produced higher levels of agreement, thus increased the mean value of Friendship MO. Friendship MO might have been sharpened if I had a better understanding of what Year-9 students regard as friendship, for instance, whether friendship must be physical, or whether friendship can be a stranger the student talks to when playing online computer games. Also, if the student has an English-speaking basketball coach or English-speaking neighbour, does the student regard is as friendship or acquaintance?

Finally, since Global English MO was constructed for this specific essay and there is little previous research to compare the results with the findings of this present study must be treated with caution.

7. Conclusion

The aim of this study was to examine Swedish Year-9 learners’ motivation to learn English in school based on the concept of MOs. Additionally, the study included a new MO which emerged after a pilot-run of the questionnaire. The MO received the name Global English MO inspired by Lamb (2004).

The results showed that this group of Swedish Year-9 learners of English favoured Instrumental MO, Language Use MO, Global English MO, Travel MO and Knowledge MO. Less favoured were motivational factors related to Friendship MO and Integrative MO. The three most important MOs were Instrumental MO, Language Use MO and Global English MO. The high means of Instrumental MO (3.51) and Language Use MO (3.43) indicate that Swedish Year-9 students’ motivation to learn English in school is characterized by pragmatic motives. Global English MO also received a high mean, which indicates that the students are motivated to learn English because it is one of the most widely spoken languages in the world.

The most important individual items were (Q1) “Studying English is important to me because English proficiency will increase my chances of getting a good job in the future”; (Q13) “I am motivated to study English diligently because I want to speak English well”;
and (Q18) “I am motivated to study English in school because English is one of the largest languages in the world.”

From a pedagogical perspective MOs can be used as a method for teachers to familiarize themselves with students’ language learning motivation. It has been suggested that teachers should work actively to stimulate and strengthen the so called L2 learner vision (Dönyei, 2005, 2009). MOs can function as a starting point for such work and can be useful for both motivated and unmotivated students.

This study has examined the distribution of seven selected MOs, elicited the three most important MOs, and elicited three most important individual items within. The results are not generalizable and can at most function as indicator for MO’s among Swedish Year-9 learners of English. Further research can be drawn on a bigger group of informants together with qualitative interviews with a few informants to complement questionnaire data.
References


Appendix A : Consent-form

Tillstånd för deltagande i motivationsundersökning

Information om undersökningen
Jag heter Sandra Stajic och är student vid Stockholms universitet. Just nu håller jag på med en studie om elevers motivation till att läsa engelska i skolan. Detta brev innehåller information om min studie och vad det innebär att delta.

Studiens syfte och genomförande
Studien handlar om olika faktorer som kan tänkas motivera elever till att läsa engelska i skolan. Exempel på saker som kan tänkas öka motivationen till engelskämnet är: att man vill resa eller studera utomlands, att man gillar känslan att lära sig nya saker, eller för att man vill kunna prata bra engelska.

Deltagande
Att delta i studien är frivilligt och oavsett om du väljer att medverka i studien eller inte, deltar du i undervisningen som vanligt. Att delta i studien innebär att du kommer att besvara ett antal frågor och svar på dessa kommer att användas i forskningssyfte.

Etik och sekretess
Studien följer noga de etiska föreskrifter som gäller för god forskningssed. Allt insamlat material behandlas med största aktsamhet och förvaras på ett säkert sätt. Materialet kommer bara att användas i forskningssyfte och delas med medverkande elever och lärare, samt skola, kommer att vara anonyma i de sammanhang där studien presenteras och publiceras.

Om du har frågor eller önskar mer information är du välkommen att kontakta mig på mejl: sast9949@su.se

Student
Sandra Stajic
(student vid Stockholms universitetet)

Handledare
Elisabeth Gustawsson
(universitetslektor i Engelska)

Medgivande
Genom att kryssa för ”Ja” och skriva under detta dokument ger vårdnadshavare och elev sina medgivanden till att delta i forskarstudie enligt ovanstående beskrivning. Ett ”Nej” innebär att eleven inte deltar i studien.

☐ Ja, jag tillåter att mitt barn deltar i ”Forskarstudie om motivation i engelskämnet”
☐ Nej, jag tillåter inte att mitt barn deltar i ”Forskarstudie om motivation i engelskämnet”

______________________________   ______________________________
Elevens namn                              Klass

______________________________
Elevens underskrift

______________________________
Vårdnadshavares underskrift

___________________________________    ______________________________
Ort och datum                            Vårdnadshavares underskrift namnförttydligande

21
Appendix B: The Questionnaire

Frågeformulär

1. Kön?
  Tjej □
  Kille □

2. Ålder?

I den här delen kommer du få påståenden som har att göra med motivation till skolämnet engelska. Kryssa för 1,2,3 eller 4 beroende på hur påståendet överensstämmer med dig. Vänligen, kryssa bara ett alternativ per påstående.

1. Att läsa engelska är viktigt för mig eftersom att kunskaperna i engelska ökar mina chanser att få ett bra jobb i framtiden.

   Håller inte alls med □
   Håller inte med □
   Håller med □
   Håller helt med □

2. Jag motiveras att plugga engelska flitigt för att jag vill ha ett högt betyg i engelska.

   Håller inte alls med □
   Håller inte med □
   Håller med □
   Håller helt med □

3. Att läsa engelska är viktigt eftersom att kunskaperna är viktiga för mina framtida studier.

   Håller inte alls med □
   Håller inte med □
   Håller med □
   Håller helt med □
4. **Att lära mig engelska får mig att känna mig kunnig/välutbildad/kunskapsrik.**

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<thead>
<tr>
<th>Håller inte alls med</th>
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5. **Att läsa engelska är viktigt för mig för att rent allmänt gillar jag känslen av att lära mig nya saker, och det gäller även mina ökade kunskaper i det engelska språket.**

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<th>Håller inte alls med</th>
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6. **Det är viktigt för mig att kunna engelska därför att en person som kan engelska anses välutbildad och får mer respekt än en person som inte kan engelska.**

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<th>Håller inte alls med</th>
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7. **Jag har släktingar och/eller vänner som jag bara kan kommunicera med på engelska därför vill jag lära mig mer engelska.**

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<tr>
<th>Håller inte alls med</th>
<th>Håller inte med</th>
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<th>Håller helt med</th>
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<td>2</td>
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8. **Mina vänner använder ofta engelska i skrift och/eller tal och därför vill jag lära mig mer engelska.**

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<th>Håller inte alls med</th>
<th>Håller inte med</th>
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9. **Jag vill ha vänner som inte är från Sverige, därför motiveras jag att lära mig engelska.**

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<th>Håller inte alls med</th>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
10. Att läsa engelska är viktigt för mig eftersom jag vill resa till andra länder och kunna kommunicera med människorna där.

Håller inte alls med  Håller inte med  Håller med  Håller helt med
1  2  3  4

11. Att läsa engelska är viktigt för mig eftersom jag vill kunna bo i ett annat land.

Håller inte alls med  Håller inte med  Håller med  Håller helt med
1  2  3  4

12. Jag vill kunna studera utomlands och därför motiveras jag att plugga engelska flitigt.

Håller inte alls med  Håller inte med  Håller med  Håller helt med
1  2  3  4


Håller inte alls med  Håller inte med  Håller med  Håller helt med
1  2  3  4


Håller inte alls med  Håller inte med  Håller med  Håller helt med
1  2  3  4

15. Jag motiveras att läsa engelska i skolan för att jag vill kunna förstå när människor pratar engelska.

Håller inte alls med  Håller inte med  Håller med  Håller helt med
1  2  3  4


24
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<tr>
<th></th>
<th>Håller inte alls med</th>
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<tbody>
<tr>
<td>17</td>
<td>Jag motiveras att läsa engelska i skolan eftersom jag vill kunna identifiera mig med engelsktalande människor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Jag blir motiverad att studera engelska i skolan eftersom att engelska är ett av de största världsspråken.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Engelska är ett språk används av många människor i världen och i olika syften och det motiverar mig att bli bra på engelska.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Engelskämnet intresserar mig inte särskilt mycket. Andra ämnen känns viktigare.</td>
<td></td>
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Tack för din medverkan! 🌸