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Motivation and Attitudes towards English as a Second Language

Comparison between English– and Finnish–speaking High Schools

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ABSTRACT

Tämän tutkimuksen tavoitteena oli tutkia, millainen motivaatio lukion kolmannen luokan opiskelijoilla on englannin opiskeluun. Tutkimuksessani vertailussa olivat suomenkielinen Teuvan lukio ja englanninkielinen International Baccalaureate-lukio Vaasassa. Opiskelijoiden asenteita ja motivaatiota mitattiin motivaatioteorioihin perustuvalla kyselyllä, johon opiskelijat vastasivat anonymisti. Kysely koostui taustatiedoista, suljetuista väittämistä sekä avoimista kysymyksistä. Oletuksenani oli, että englanninkielisen lukion käyneillä opiskelijoilla olisi parempi kyky ja korkeampi motivaation englannin opiskeluun kuin suomenkielisen lukion käyneillä opiskelijoilla.

Analyysini koostui kyselyn vastauksien vertailusta. Analyysini perustana olivat muun muassa Ruohotien ja Gardnerin motivaatioteoriat. Pienempinä tutkimukseni osa-alueina olivat oppilaiden asenteet englantia kohtaan ja englannin kielen omaksuminen eri tilanteissa. Analyysissäni yhdistyivät kvantitatiiviset ja kvalitatiiviset analyysimetodit. Opiskelijat vastasivat suljettuihin väittämiin Likertin asteikon (1–5) mukaisesti, ja näiden väittämien analysoimisessa mittasin kvantitatiivisesti opiskelijoiden vastausten jakautumisen asteikolle. Syitä opiskelijoiden vastauksille analysoin kvalitatiivisesti. Analysoin kvalitatiivisesti opiskelijoiden vastauksia kyselyn avoimiin kysymyksiin.

Tutkimuksessani selvisi, että yleisesti opiskelijat ovat motivoituneita opiskelemaan englannin kieltä ja he uskovat kielen olevan hyödyksi tulevaisuudessa. Heidän asenteensa englannin kieltä kohtaan ovat pääosin positiivisia. Osaa opiskelijoista motivoivat enemmän ulkoiset asiat, kuten arvosanat, kun taas osaa motivoi sisäinen kiinnostus kielen opiskeluun. Ulkoisen ja sisäisen motivaation välille on vaikea vetää tarkkaa rajaa, ja monet opiskelijat motivoituivat osittain ulkoisista ja osittain sisäisistä asioista. Molemmat ryhmät olivat motivoituneita englannin opiskeluun, mutta englanninkielisen lukio käyneet opiskelijat olivat itsevarmempia ja heillä oli paremmat edellytykset kielen käyttämiseen kuin suomenkielisen lukion käyneillä opiskelijoilla.

KEYWORDS: motivation, language acquisition, attitudes, second language, immersion

1 INTRODUCTION

Finland is a bilingual country where it is compulsory for everyone to learn Swedish as a second national language. However, English is the most commonly chosen foreign language in Finland. According to the Finnish National Board of Education (2004: 138), the instructive task of foreign language learning is to give the students skills that help them in communicative situations in a foreign language. Moreover the aim is to encourage the pupils to use their language skills and also to understand and appreciate the different cultures. If the pupils have not attended a language immersion class, they are likely to begin learning English on the third grade at the age of 9. By the time when students are on the third grade of high school at the age of 18, they have learned English for around 10 years.

In my thesis I will concentrate on high school students' motivation and attitudes towards learning English. I have compared two groups of students who are attending the third and the last grade of high school, thus being approximately 18–19 years old. The first group of students is from Teuva, which is a small municipality in Western Finland where the students have gone through regular Finnish-speaking state school system and have started their English language learning on the third grade (9 years old). The other group of students is from the city of Vaasa and they have gone through either a regular state school or language immersion school and they are now studying in IB (International Baccalaureate) high school, which is held completely in English. This comparison is made in order to find out whether there are great differences in students' motivation towards learning English depending on what kind of school and language teaching they have been exposed to. Both groups of students have filled in a questionnaire concerning the topics of motivation, attitudes and future plans in connection to learning English.

According to Jim Cummins (in Buss & Laurén 1995: 10), several studies have proved that bilingual children understand linguistic meanings more sensitively and may think more flexibly than monolingual children. My assumption is that Vaasa students who are studying in the IB high school have better abilities and motivation for learning English

than Teuva group, who study in the Finnish-speaking high school, and my assumption is based on Cummins' claims (ibid.). The IB students might see English as a tool for improving their work prospects, for instance, since they have been in contact with English language on a daily basis for longer than the regular school students. Hence they likely are more comfortable with using the language in practical situations and could imagine using it as a working language as well. However, as English language is everywhere in the contemporary world, it might be very possible that the students from Teuva have as good or even better language skills in comparison to IB students in Vaasa.

My main research questions are the following: 1. What motivates the students to learn English – intrinsic or extrinsic matters? 2. What are the students' overall attitudes towards studying English? 3. Has most of the students' language learning happened in formal contexts, such as school, or have they learned English more in informal situations, for example in their free time? Naturally the students' attitudes towards studying English might lead their roots all the way back to the beginning when the students started to learn English, since they have studied English for approximately 10 years or perhaps for example language immersion students even longer. The teachers have an effect on the results too, so even if the student had been very motivated in the beginning, he or she might have lost their interest if the teachers have not been equally supportive and demanding enough. As the students have different educational backgrounds in language learning, the challenge was to formulate the questions in so that everyone could answer them.

As Rasinen (2006: 33) points out, language learning can happen in various situations and it can be either planned or spontaneous. Today it is almost impossible to not to be affected by English language. If one searches for information on the Internet, there is in many cases plenty of information in English and one might get more reliable and more thorough information if one searches it using at least two or three languages. Also games and movies are one good channel where language skills might be improved without even noticing it. In addition to this, plenty of terms from social media are accepted to Finnish language straight from English, without translating them. Thus it

could be claimed that finding tools for learning a new language should not be too difficult today. This is one aspect in my study. Among questions about English usage in free time, I asked the students whether they play games that require a certain amount of knowledge of English vocabulary or watch movies and series with English subtitles or read books in English. I also wanted to find out if they use sources that are in English in order to find information for their papers and homework. These may not affect the motivation straightforwardly but they can improve one's vocabulary and language skills in general. When students learn English at school, the language acquisition context is formal, but when they use English in their free time, acquisition context is informal. In these cases learning can be very spontaneous and thus the student may not even notice that he or she has advanced in English.

According to previous studies made in Finland on language learning and motivation, elementary school and secondary school have a noticeable effect on attitudes and views on learning (The Finnish National Board of Education 2011: 30–31). The short-term motivation in elementary and secondary school builds into stronger motivation later. There are four factors that affect the motivation on learning a foreign language, which are *social, individual, learning situation-based and learning competence* factors. The learning motivation is not only dependent on the learner itself, but it is always in connection to social relations. Obstacles for language learning are for example weak self-esteem, negative attitude towards the language, the attitudes of the group and the language teacher. On average, girls have commonly been more motivated on language learning than boys. These results from previous studies give insights on what the findings might be in this thesis. Also, even if motivation and attitude are two separate issues, they are connected so they both have their role on this study.

This study will give insight on what motivates the students and how they learn English. The aim of researching the second language is to understand the motivational factors in the learning process and exploring ways to optimize student motivation (Dörnyei 2001: 183). Measuring motivation is a difficult task and there are some problems that might arise during the research. Firstly, motivation is an abstract and subjective concept, and thus there are no objective measures of it. Motivation cannot be presented by simple

measures, since it is multidimensional and wide construct. Motivation is also a fluctuating concept and it changes over time. (ibid.) These are the aspects that I have tried to bear in mind during this research. The complexity of motivation is also the reason why it needs to be studied: it is the key to finding tools for motivating students more effectively.

My research material consists of the students' answers to the questionnaire that the two groups of high school students fill in (see Appendix 1 & 2). The first group is studying in the high school in Teuva, and they are about 18 years old since they are on the third and last grade of high school. There are 26 participants in this study from Teuva. The other group, the students of which are studying in a high school in Vaasa, is at the same grade but the difference is that they are studying in IB (International Baccalaureate) High school and some of them have studied through language immersion school. There are 25 participants in Vaasa group. The two groups are not representative of all the high school students in Finland, but it is not even the aim of this study. This master's thesis is a case study comparing motivation amongst two groups of students, so the results cannot be generalized too widely. On the other hand, motivation is subjective and thus it would not be possible to generalize the result even if more students would fill the questionnaire. The two groups gave enough material to analyze and compare in smaller scale the motivation for studying English.

I gathered the material for this study with a questionnaire that the two groups of students filled in. Gabriela Saldanha and Sharon O'Brien (2013: 151) quote Matthews' and Ross' (2010: 201) definition of questionnaire: "Questionnaire is (1) a list of questions each with a range of answers; (2) a format that enables standardized, relatively structured, data to be gathered about each of a (usually) large number of cases". There are both strengths and weaknesses in using questionnaire as the research method. Questionnaire is a faster and more popular means of collecting structured data than for example individual interviews and the structured form can make the analysis a bit easier. With a questionnaire one can collect data on participants' opinions, facts and attitudes, so it suits well on the purposes of this study. On the other hand, the questionnaire design is a demanding task, since the questions might easily be

understood wrong. Also, it might be tricky to get explanatory data about emotions and opinions, for instance, without a deeper interview with the participants. (Saldanha & O'Brien 2013: 152) If the deeper interviews were made instead of the questionnaire, then the amount of participants should be smaller as well.

In my thesis I combined both qualitative and quantitative aspects for research. In the questionnaire there are both open questions and closed statement, of which the closed statements were answered by choosing an option in the Likert scale so that all the closed statements were measured with the same scale. Likert Scale runs from 5 "strongly agree" to 4 "agree", 3 "uncertain", 2 "disagree" and finally 1 "strongly disagree" (Oppenheim 1986: 133). Likert scale is one of the four most used attitude assessment techniques so it suits well for the purposes of this study (Gardner 1985: 9). Problematic for using the Likert scale is that many participants might choose the option "uncertain", which could lead to more limited amount of answers (Saldanha & O'Brien 2013: 158). The closed statements were analyzed both quantitatively and qualitatively, meaning that I counted how many students chose which number on the Likert scale and drew conclusions based on the numbers. The qualitative analysis was conducted from the open questions in the questionnaire. With the open questions the purpose was to find out the participants' thoughts about language learning more deeply and to give them a chance to explain their answers to the closed questions.

Tarja Heikkilä (1998: 55) uses Antti Eskola's classification of questions in a questionnaire and Eskola divides them as follows: precise factual information, estimated factual information, reasons for behavior, attitudes, values and opinions and social relations. Of these five categories precise factual information, estimated factual information and attitudes, values and opinions are the aspects presented in the questionnaire used for this thesis. Precise factual information means in this case facts such as age and place of residence. Estimated factual information could be e.g. how students evaluate their level of English language. Measuring attitudes, values and opinions is the most important of these aspects in this study. (ibid.) Basically both the closed and open questions cover what are the students' attitudes towards and opinions about English language, and values come indirectly within these two. Social relations

and reasons for behavior are left out from this questionnaire, although the open questions might reveal some aspects of these two points of views as well.

The students, who participated in my study, are 16–19 years old, and majority of them are 18 years old, so they are counted as adults according to Finnish law. Hence I assumed that they are able to answer the questions truthfully and that they took the questionnaire seriously. Before they started filling the questionnaire, the students were informed that this questionnaire is anonymous and does not have any effect on their grade and also that the questionnaires will not be shared publicly but I use them myself only for the basis of my analysis. By emphasizing these two points for the students I tried to get them to answer in a way that the answers and the results can be treated as reliable as possible.

I have conducted a pilot study on the questionnaire (Appendix 1 and 2) so that second graders in the Finnish-speaking high school in Teuva filled in the questionnaire. According to Saldanha and O'Brien (2013: 158), testing the questionnaire with an appropriate sample is an important step in the design phase. Thus I decided to pilot the questionnaire with the second graders of the high school, since they are very similar to the actual study group. There were five students who piloted the questionnaire, three girls and two boys and they were 17–18 years old. I asked the participants to give feedback on the questionnaire experience. I also looked how much time it takes to fill the questionnaire because filling the questionnaire should not take too much time since the students will lose their focus if it takes too long.

After the piloting and the feedback from it, I made the necessary changes to the questionnaire to make it as efficient as possible. After looking through the answers I noticed that the students had understood the questions well and had not had problems with answering. As I conducted the analysis, I noticed that there were some differences in IB high school matriculation examination and thus some of the students had difficulties in answering to those questions, so it might have been a good idea to pilot the questionnaire among the IB-students as well. Then again the two questions about

matriculation examination were not crucial points for my study and they did not affect the questions about motivation, so I did not see it as a major issue.

It is important that the questionnaire is not too long. Consequence of this might be that the students would have difficulties in concentrating and they might lose their interest and that would have an effect on the answers, naturally. After some consideration I decided to have the questionnaire in Finnish for the students in Teuva high school and in English in Vaasa high school. Even though it can be assumed that most of the students in Teuva could easily fill in the questionnaire in English, but it is more secure to have it in Finnish there to avoid misunderstandings. Moreover, the students' vocabulary is wider in their native language and they may feel much more comfortable and natural when they can answer in Finnish.

I decided to have to questionnaire in English for the IB-students because some of the students have Finnish as their native language and some have Swedish so it might have been difficult for the Swedish speakers to answer in Finnish. Furthermore there were actually six students who had other than Finnish or Swedish as their native language. Moreover, English is the study language for the IB-students so they might feel more natural in answering in English. I first made the questionnaire in Finnish and then translated it into English, trying to make the questions as similar as possible. The English, as well as the Finnish questionnaire are both found at the Appendix list (Appendices 1 and 2).

The order of questions is important in the questionnaire design. The order should be logical and the participants should be able to link the questions to each other. The simple questions should be placed first and the more difficult questions could follow them. (Saldanha & O'Brien 2013: 158) In my questionnaire, there are first questions about the students' background and in addition to being very important information for the research they work as a "warm-up" for the students as well. The closed statements follow the background section and the open questions are the last part. If the open questions were first, the students might get frustrated and then might lose focus on answering to the closed questions. On the other hand, this might happen also when the

open questions are after the closed ones, but I thought that the current order of questions is the most logical one.

After getting feedback on the first draft of the questionnaire I changed the order of some questions so that the questionnaire is in quite a logical and thematically set order. I also thought that the students might be able to reflect their thoughts better in the open questions that followed mostly the same themes as the closed questions. Before closed and open questions there was a background section that included basic information about the students age, gender and native language, for example. The background section proved to be very important, because there were more international students in the IB high school in Vaasa than what was originally assumed. It was important for the quality of the analysis to know about these facts.

In the following chapter, I will explain the English teaching in different school levels according to the regular Finnish school system. I will introduce the basics of International Baccalaureate high school as well as language immersion, since there were several students in Vaasa who had went through language immersion school before high school. In the third chapter, I will present the theoretical background for language learning and acquisition, motivation and attitudes. The fourth chapter includes analysis and discussion about the findings from the questionnaire answers. Finally, I will draw conclusions about my research results and discuss the credibility and implementation of my research from my point of view.

2 ENGLISH TEACHING IN FINLAND

This section gives information about the Finnish school system and how English is taught there. Most of the students in my study have a background from regular comprehensive school and some of them have a background from language immersion school which usually in Finland is combination of Finnish and Swedish. The regular Finnish high school follows mostly the conventions of the comprehensive school whereas International Baccalaureate has somewhat different degree structure, and they are both represented in this chapter.

The Finnish National Board of Education has changed the curriculum of education in all the different stages of school starting in preliminary schools in 2016. This is an ongoing change taken step by step, for example in year 2017 the seventh graders in secondary school and the first graders in high school started to study according to the guidelines of the new curriculum. The new curriculum is quite different from the old one and it relies greatly on students independent will to proceed in their studies. However, the students who have participated in my study have still followed the old curriculum and hence I did not see it relevant to take up the new curriculum in my study. Thus those issues in my thesis that relate to education curriculum are based on the old curriculum.

2.1 English Teaching in Regular Schools in Finland

In Finland, the first foreign language learned is called A-language. The foreign language teaching starts on the third grade at latest, but optionally the teaching can be started on the first or second grade already. According to the Finnish National Board of Education (2004: 138–139) the focus on the first two classes is on comprehension, repetition, and practicing on oral communication. Commonly people in Finland learn English as their first foreign language. However, this situation might change and is already changing because of the increasing amount of immigrants and refugees who might communicate in the Finnish school system with English as their first language. The aim of foreign language teaching in elementary school is that after the sixth grade, the students are able

to communicate in concrete situations, they have the means for studying language, they are able to write in foreign language and they understand the cultural values and differences (Finnish National Board of Education 2004: 139).

In secondary school the goal is that students learn to communicate in more demanding situations, the proportion of writing increases and the students' ability to function in the foreign cultures rises (Finnish National Board of Education 2004: 141). After the secondary school the students should be quite fluent in communicating in the first foreign language. The students should also understand some key differences between different variants of English language. (ibid.) According to the law set by Finland's Council of State in 2012, the weekly hours in a year in teaching the first foreign language are 9 in grades 3–6 and 7 in grades 7–9 (The Finnish Council of State's order 28.6.2012). One weekly hour in a year means 38 lessons. Thus, in grades 3–6 the pupils have 342 lessons of English at school and in grades 7–9 the pupils have 266 lessons of English. The amount of the second language teaching is quite extensive, so it can be concluded that English is an important school subject in Finland and it has a great role in all school levels.

2.2 Language Immersion in Finland

The model for Finnish language immersion method is adapted from Canada, where the language immersion method is used for English-speaking children in order to make them learn French (Laurèn 1998: 20–22). The first language immersion class in Canada started in 1965, and today it is spread through whole Canada. Language immersion means that children adapt at least one foreign language. In Finland the first language immersion in Finnish-Swedish started in 1987 in kindergarten in Vaasa. (ibid.) The Finnish-Swedish language immersion is more common than Finnish-English language immersion, but today there are both of them. In Suvilahti in Vaasa, there is an elementary school that focuses on the teaching of foreign language, and it is possible to learn English there in immersion. In 2014 a language immersion teachers' education

started at the University of Vaasa, which might be a result of the increased interest in language immersion in Vaasa and in the whole Finland.

Followed from the Canadian model, the Finnish language immersion teaching relies on the principle of early total immersion (Lauren 1998: 20–22). Earliest the immersion is started in kindergarten when the children are five years old, and is then continued in elementary school until the ninth grade (*ibid.*). In Finnish-Swedish language immersion in Vaasa, they use Swedish more in the first years of elementary school, but on the ninth grade the percentage of Swedish and Finnish is 50–50. In Suvilahti School (2014–2015), they start with 80 % of English on the first two years of elementary school whereas on secondary school in Merenkurkku School, where they continue, the amount of English is 30% so Finnish is used 70 % of the time. Thus, the English immersion teaching emphasizes Finnish more than the Swedish immersion. To be able to attend Suvilahti's English language immersion class, the children who have attended English-speaking preschool or have an English-speaking background take priority over others, and the rest of the students are selected with the lottery.

The principle in language immersion is that one teacher uses one language consistently. This principle is made to avoid confusion among students. Even if the pupils at first do not understand everything in the immersion language, the goal is that they soon become accustomed to it and eventually start using the language themselves (Suvilahti School 2014–2015). Grammar has its role as a tool to make more effective communication with the use of words and structures, but it is not emphasized in the same way as in regular language teaching. Thus, the aim of language immersion is acquisition more than learning. (*ibid.*) In this thesis, none of the regular high school students from Teuva had studied through language immersion in comprehensive school whereas ten of the IB students had done it. I did not have an additional question about whether the language immersion was with language pair Finnish-English or Finnish-Swedish. Thus I cannot draw any conclusions about this but it could be assumed that Finnish-Swedish pair is more common since Vaasa is a bilingual city and there are many Swedish-speakers.

2.3 English Teaching in the Finnish High Schools

In this section, I will give an overview of foreign language teaching in the regular high schools in Finland which is the type of high school Teuva students have attended. The students, who have started English in the grades 1–6 and have English as their first foreign language (since Swedish is the second national language), have six compulsory courses of English in high school. In addition to this, it is possible for the students to choose 2–4 advanced courses that are voluntary. (The Finnish National Board of Education 2003: 101–102) The contents of the six compulsory courses vary from culture to technology and from society to communication to free time (ibid.). The aim of the language teaching is that the students are guided to recognize their strengths and weaknesses as communicators and language learners (ibid. 101). To emphasize it once more, the aforementioned information is based on the old school curriculum since that is the curriculum that the participants of my study have followed.

The Finnish National Board of Education (2010) states that those who learn English as their A-language (first foreign language) should be in level B2.1 on every field of language learning: in listening comprehension, speaking, reading comprehension and writing. In level B2.1 the students have basic level of independent language skills, which means that students are able to argue effectively, for example. (The Finnish National Board of Education 2010) The problem with the Finnish high school language teaching is that it mainly focuses on the final examination the students have at the end of high school. Thus improving the oral communication remains as a minor issue in teaching, even though it is stated as one of the main goals in the curriculum (The Finnish National Board of Education 2003: 101).

2.4 International Baccalaureate High School in Finland

The International Baccalaureate is a degree that can nowadays be done in over 100 countries and in Finland there are high schools that have for example one class of IB-students in a regular high school. Even though it is an international degree, it is equal

with the degree from the regular Finnish high school. The specialty of IB is that the first year follows the structure of the regular Finnish high school system and the only difference is that the students are taught in English, but on the second and the third year the students choose either a higher level or standard level in every subject. (International Baccalaureate 2017)

In Vaasa, there is a Swedish-speaking school named Vasa Övningsskola that has one class of about 28 IB-students. They organize the IB teaching in coordination with a Finnish-speaking high school, Vaasan lyseon lukio. According to their website, usually about half of the students are Finnish speakers and half Swedish speakers and then there are always a few international students. (Vaasan lyseon lukio 2017) In my study, there were actually more international students than I expected, at least based in their native language. Among the IB students there was one whose native was English and five who had some other language. Thus the half and half speaker scale is not really the case in my study. This fact does not make any difference for the results of my study since the IB students are studying in English in any case and it can be assumed that they use English more in everyday life than the regular high school students.

One difference is also that at the end, each IB students select a topic of their interest and they write an Extended Essay on it (Vaasan lyseon lukio 2017). This kind of essay is lacking completely from the regular high school system in Finland. Of course the students may have to write something similar for example on their Finnish courses, but this is not on the requirements of the curriculum. According to the International Baccalaureate Website, the IB is different from other curricula because it encourages students for critical thinking and thinking of both local and global contexts and, quite naturally, develops multilingual students (International Baccalaureate 2017).

3 MOTIVATION AND LANGUAGE LEARNING

This chapter discusses the theoretical background for the study. The chapter begins with a discussion about second language learning and second language acquisition. The concepts of motivation and attitude are explained and the relation of motivation, attitudes and second language learning is studied. In this section I will also introduce different motivational theories and researchers. These theories include achievement motivation, Gardner's theory on second language acquisition and motivation, and achievement anxiety. All of these theories were relevant for forming the questionnaire and thus they also form the basis of the analysis of questionnaire results. In my analysis I use the terms extrinsic and intrinsic motivation as the main concepts of motivation and these will be explained in section 3.2.

3.1 Second Language Acquisition

Second language learning or acquisition is the way how people learn a language that is not their native language. This can happen inside or outside classroom. (Ellis 1997: 3) Basically, a second language is really not always the person's second language but it can be the third or fourth language as well, but in the study of language learning any other language than native language can be referred to as a second language (ibid.). In this study, English is the actual second language for most of the students but some of them have Swedish, Finnish or some completely different language as their second language and English is then the third language learned.

The term foreign language learning is sometimes used instead of second language learning because second language should be a language that can be adopted by hearing it in everyday communication (Ellis 2015: 6). Thus in Finland, for example, a second language would be Swedish according to this definition. The Finnish National Board of Education (2004: 138–139) uses the term first foreign language from English. Foreign language usage is limited in a daily life and mostly learned in a classroom (Ellis 2015: 6). Since English is such a common language today, it can without a doubt be called a

second language as well. In everyday life, many Finnish people see and hear English much more than Swedish around them since English is everywhere (commercials, social media, books, etc.).

Sometimes a distinction is made between the terms second language acquisition and second language learning, because acquisition is seen as a process where the learner does not have to make special effort in order to learn a language whereas learning is seen as a concrete act of studying a language and putting effort on it (Ellis 2015: 7). However, the distinction of these two concepts is unnecessary in this study due to the fact that both of these two can take place in second language context and it is basically impossible to differentiate whether second language learning has happened due to acquiring the language or actually learning it (ibid.). Thus, I use both of these concepts as equal terms in my study. In the questionnaire, there are questions about actual learning situations of English and also about situations where language acquisition may happen without noticing, for example in free time.

According to Ellis (2015: 37), there are three types of psychological factors that affect second language learning. These types are *cognitive, conative and affective*. The cognitive factor in second language acquisition is language aptitude, which will be explained later. The conative factor in second language learning is motivation, so from the psychological point of view in language learning the conative factor in language learning is in the key role of this thesis. (ibid.) The third factor is affective factor which determines whether a person has a positive or negative attitude in situations, in this case language learning (ibid.). This can become visible for example as language anxiety, which will be discussed in section 3.7. According to Ellis (ibid.), these factors have the most impact on second language learning and thus they are presented in this thesis as well. Ellis' psychological factors also show how everything is related to everything in language learning and proves that these different factors need all to be taken into account when second language acquisition is studied.

Language aptitude means learner's ability to acquire language in the learning situation (Ellis 2015: 39). Traditionally language aptitude is seen as sort of a special talent for

language learning, but basically a learner who has aptitude for language learns faster and more easily than a learner who has no aptitude for languages (ibid.). The researchers of language aptitude have different views on whether aptitude is a stable feature or if it changes. Some people might have better language aptitude due to implicit language learning or better learning strategies, but language aptitude might also be just a natural talent for language acquisition (Ellis 2015: 41). There is a relation between age and language aptitude. As an adult learner a high level of analytical ability may be necessary in order to achieve a good level on a second language whereas the ability is less important for children because they have better ability to acquire new skills naturally (ibid.). Thus it is better the earlier language learning begins.

Ellis (2015: 15) presents the distinction of implicit and explicit learning, which has derived from cognitive psychology. Implicit learning happens when an individual acquires knowledge without conscious action and in a natural and simple way. Explicit learning requires more conscious action where an individual has to put effort on learning a certain structure. (ibid. 15–16) In other words, implicit learning happens when an individual has not intended to learn whereas explicit learning happens when an individual deliberately intends to learn something. For example the students participating in this study might have their English learning based mostly on learning at school so explicit learning situations are more common for them. Then again there might be students who are not so motivated about studying English at school but they still may have acquired good linguistic skills for example from regularly playing games that are in English.

3.2 The Concept of Motivation

Motivation is a widely studied topic which can be analyzed from many different perspectives. The word motivation has originally derived from a Latin word *movere*, which means ‘moving’ (Ruohotie 1998: 36). According to Pekka Ruohotie (ibid. 38), the meaning of the word has expanded later on to mean a system of different factors that stimulate and direct behavior. Motivation can be divided into *intrinsic* and *extrinsic*

motivation. *Intrinsic* motivation is connected to needs such as self-fulfillment and self-development whereas *extrinsic* motivation comes from the needs for security and sense of solidarity, for example (ibid.). Ruohotie also claims that research into motivation shows that increased motivation improves performance (ibid.). In language learning context, Gardner (1985: 10) claims motivation to be "a combination of effort, desire to achieve a goal of learning the language and favorable attitudes towards learning the language."

According to Ruohotie (1998: 51–54) the basis of motivation are needs, values and motives. Ruohotie divides basic needs into three categories: existence needs, relatedness needs and growth needs (ibid. 54). Values reflect the pursued goals of the action. These values have an effect on the motives that one has for his/her goals and plans for family, education and work. Important for the formation of motivation is, how meaningful and important an individual values the goal and whether or not the individual is ready to work to accomplish the goal even when there are adversities. (ibid.) In this case there might be a difference between the personal goals that the student has set for himself or herself and the goals that the teacher has set for the students. In high school it could be assumed that the teacher's primary goal is that every student passes the student examination in order to graduate from high school. As the students in this study are in their last year of high school, presumably the same goal is the most important for them too. One of the aims in this study is to see if the students have other goals concerning English and how much these affect their motivation.

It has also been found that there is a correlation between motivation and the time used for completing tasks. The better the motivation, the longer the time spent for studying. (Gage & Berliner 1998: 315) This supports the aforementioned Ruohotie's (1998: 51–54) theory on values that reflect the pursued goals of action. If a student does not value the task given to him or her and does not find meaning in doing it, it is likely that he or she will not use very much time in completing it. An intrinsically motivated student is ready to work more to complete the task and is aiming for better results than an extrinsically motivated student. However, Gardner (1985: 53) claims that intensity of work does not always correlate with motivated behavior. Two individuals might say that

they have used the same amount of time on some project or on homework that still might not have the same effect on their behavior. The other might find completing the task more pleasant and have more positive attitudes towards the subject, in this case English language, than the other one. (ibid.) According to Gardner, components of goal, effort, want and attitudes towards the activity are required for having a valid description of motivation (ibid.).

Motivation is tightly connected to learning and this makes it an important subject to study. Although theoretically motives for learning can be divided into intrinsic or extrinsic ones, commonly these two aspects of motivation are not separate but complete each other (Ruohotie 1998: 38). In the questionnaire, open question number 2, *What motivates you better in studying English, extrinsic matters (grades, compliments) or your own intrinsic interest (English language itself, the culture)?*, the students could elaborate the interests more. This question might be quite difficult for the students because their motivation consist of a combination of both extrinsic and intrinsic matters.

Ema Ushioda and Zoltán Dörnyei (2009: 1) establish that in the latter decades of 20th century and the beginning of 21st century globalization has been a pervasive phenomenon and within this phenomenon the world of second language learners has changed drastically as well. As Ushioda and Dörnyei point out, the research studying motivation on second language learning follows behind in this development and might even need reconceptualization (ibid.). The students in high school who participated in this study basically have lived their entire life in a globalized world where technology is and has been constantly present in their everyday life bringing its own linguistic features within. Thus it will be intriguing to see how living in the globalized era has affected them as language learners and whether they are motivated, for instance, by working possibilities in the future world, maybe abroad, or their goals for the forthcoming studies.

When the person is more extrinsically motivated, the person might need more positive feedback and even rewards in order to make the learning process interesting and worthwhile. According to Tuija Rasinen (2006: 32) certain features of the learner,

stimulating learning environment and encouraging learning situations advance language learning. Then again learning difficulties, lack of motivation, lack of support and non-stimulating learning environment are possible obstacles for language learning (ibid.). These are aspects that teacher needs to take into account in order to achieve as motivated learners as possible. If some of these obstacles appear in the learning environment, it might more likely cause difficulties and lack of motivation for extrinsically motivated learners. On the other hand, if the tasks and the learning environment are not challenging and interesting enough for the good, intrinsically motivated learner, the learner might get bored and that would affect negatively to motivation (ibid.).

Learning results are affected by learner's own ways of thinking, images that the learner has formed from earlier experiences and attitudes. Motivation and attitudes are concepts that are sometimes seen as overlapping each other. The difference between the two aforementioned is that attitude is relatively stable, internal and slowly changing, while motivation is quite transient and is usually related to one situation at a time. Change in motivation does not necessarily require change in attitude. (Ruohotie 1998: 31, 41-42) Thus, a student might not have much motivation for learning English, if the student's attitude towards English language itself is negative. On the other hand, this student might be motivated towards some kind of school project about English if the student finds the task interesting. This does not still mean that the student's attitude towards learning English would have changed. Even if motivation and attitudes can be separated, they still have effect on each other. Thus it is natural to study both these aspects in this Master's Thesis.

Motivation is often seen as the means that helps to get somewhere, for example motivation is the means that is used for achieving a good grade from a course. But from teaching perspective, motivation can also be seen as an end goal in itself, meaning that the goal is that for example at the end of high school, a student is genuinely interested in English language and will remain interested in it even after the formal teaching ends. (Gage & Berliner 1998: 313–314) This is an interesting point of view that is not so often brought up in motivational theories. In this study, it can also be evaluated if the

teachers have succeeded in their task of the *end* motivation, if they have been able to motivate the students for life or if they just want to be finished with studying English and with their matriculation examination.

3.3 The Concept of Attitude and Attitude Measurement

Defining the concept of attitude is complex and thus there are several definitions for it. The word attitude derives from Latin word ‘aptitude’ and the Italian ‘atto’ and the original meaning of the word is ‘aptitude of action’ (Baker 1992: 11). From this explanation attitudes mean having a tendency towards certain action. Individual’s attitude can be defined to be reaction to an attitude object, which the individual judges on the basis of their beliefs and opinions about the object. Attitudes are toward something, and they differ depending on how specific or general they are (Gardner 1985: 9). The concept of attitude is used to explain the direction and persistence of human behavior (Baker 1992: 10). Attitude is an extensive concept and the definition of it depends on the researcher’s point of view.

Attitudes can be divided into *cognitive, affective and readiness* parts (Baker 1992: 12–13). The cognitive part involves thoughts and beliefs towards the object. The affective part involves feelings towards the attitude object. The cognitive and affective parts might sometimes conflict, when for example prejudices and anxieties are in conflict with formally stated beliefs. The conative part of attitude involves the readiness for action. (ibid.) It is a behavioral intention of action under defined contexts and circumstances. Attitude measurements often reflect the cognitive part of attitudes and there is a chance that attitude measurement does not reveal the private feelings since the measurement does not delve deep enough beneath the surface. (ibid.) Baker represents the following figure, originally established by Rosenberg and Hovland (1960), which shows the model of attitude in a hierarchical form. The model shows that all the three components merge into one bigger unity, attitude.

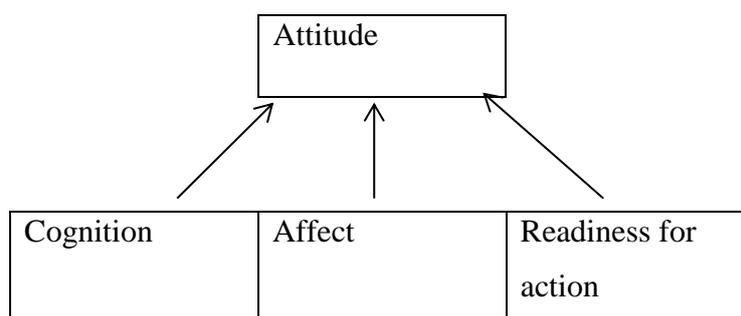


Figure 1. Rosenberg & Hovland (1960) Three Component Model of Attitude

According to Baker (1992: 9), attitude is a term of common usage, but in relation to a language, "...attitudes to that language appear to be important in language restoration, preservation, decay or death". Baker (ibid.) claims that a survey of attitudes provides an indicator of current beliefs, thoughts and desires and in the case of language attitude measurement shows how people within a certain community respond to a language. From Rosenberg & Hovland's model (Figure 1), cognition and affection mean the students thoughts and feelings about English language and culture. The conative part, readiness for action, can be seen as the students' readiness to work in order to learn English.

When considering attitudes in relation to behavior, it can be said that some types of attitudes might have more relevance to behavior than others. According to Gardner (1985: 9), research into second language acquisition has proved that attitudes are related to behavior, possibly indirectly. In the case of this study, the students who have negative attitude towards learning English might have negative behavior in their English class, but it does not mean that the same students cannot have positive attitude towards learning Swedish, for example. Attitudes towards language can be studied from the perspective of the language itself: what are the attitudes towards learning the language, or attitudes towards speaking the language (Gardner 1985: 7). These questions are involved in the questionnaire in order to see if there is correlation between attitudes, motivation and learning results in English in high school.

According to Baker (1992: 18), it is unlikely that attitude measurement would show individual's attitudes perfectly. People tend to give socially acceptable answers both consciously and unconsciously so this might happen in attitude testing. The researcher and the perceived purpose of the research might affect the responses people give. The context or environment of the testing might have an effect on the results as well. Thus it is important in this study to make the environment as neutral as possible and to emphasize that the answers are anonymous and do not affect the students grades so the students can answer truthfully. For example statements 3, 9 and 16 in the closed questions section (see Appendix 2) measure students' attitudes towards English language in general and studying it. Statement number 3 is *It is important to know English language*, statement number 9 is *English language does not interest me at all* and 16 is *I do not think I will need English in the future*.

3.4 Motivation, Attitudes and Second Language Learning

Gardner and Lambert (in Spolsky 1989: 149) have claimed that individual's motivation to learn a second language depends on his or her attitudes towards other group in particular and by his orientation to the learning task itself. Language learning is the one of the school subjects where attitude is specifically significant. In language learning Gardner has established two kinds of attitude: "[...] attitudes to the people who speak the target language and attitudes to the practical use to which the learner assumes he or she can put the language being learned" (ibid.).

When a learner has previously been motivated but has lost interest for some reason, the phenomenon is called demotivation (Dörnyei 2001: 142). Demotivation does not necessarily mean that the learner has completely lost motivation, but it might mean that the motivational basis has been affected by a strong negative component but there might still be some other positive motives. Amotivation differs from demotivation, since amotivation means lack of motivation that is a result of unrealistic expectations that have not been fulfilled (ibid. 144). In the closed question section there was statement number 8, which was *Studying English is boring at school but otherwise I am interested*

in the language. If a student answers either agree or strongly agree on this statement, it might be due to two things: firstly, the student can be extrinsically motivated and continue to study eagerly even though language learning is dull in school, or then it might result into demotivation if the students does not find the study materials methods interesting enough in school.

3.5 Achievement Motivation and Attribution Theory

Achievement theory is a cognitive theory, which assumes that “one’s beliefs about the likelihood of attaining a goal mediate between the perception of the task stimulus and the final achievement-related response” (Weiner 1972: 169). David McClelland (quoted in Weiner 1972: 173) has stated that motives determine why people behave as they do, being the genotypes of behavior. He also claims that throughout life affective states associate certain stimulus situations, such as hot stove elicits fear since it has been associated with pain. Thus emotions are the basis of motives and not the motives itself. In situations where there are conflicts between the present affective condition and an expected affective state, the motivation rises. In achievement theory, all motives are seen as learned and they do not only energize behavior but also guide the organisms towards goals (Weiner 1972: 174). McClelland’s findings form the ground for achievement theory.

Achievement motivation can be divided into two categories: autonomous achievement motivation, where performance is compared to previous performance, and social achievement motivation, where comparison is made to other people’s performances (Gage & Berliner 1998: 319). According to Gage and Berliner (1998: 319–320), autonomous achievement motivation develops early and remains predominant until the beginning of school, whereas social achievement motivation develops after the beginning of school. Autonomous achievement motivation is likely to be more beneficial for learning, but both forms of achievement motivation are necessary for achieving goals and they should be maintained as well as possible. Those who have high achievement motivation rather blame lack of effort if they fail than blame external

factors. (Gage & Berliner 1998: 320–321) From this point of view, there seems to be clear connection between intrinsic motivation and achievement motivation.

Attribution theory is related to the achievement theory. Like in achievement theory past experiences and emotions affect future motivation, it is believed in attribution theory that past successes and failures shape motivation for future actions (Ellis 2015: 50). The attributions may be internal or external. If the attributions are internal, the learners try to find explanations for their performance from their abilities but if the attributions are external, they try to find reasons from the outside, for example from the learning conditions (*ibid.*). For example the students who participated in this study, might put the responsibility for their success or failure in language learning for school or their teacher, which are external attributions. Then again some students might take the responsibility on their own actions, for example time used for language learning, which is internal attribution.

3.6 Gardner's Motivation and Second Language Acquisition Theory

The best known theory of second language motivation has been introduced by Robert Gardner (Dörnyei 2001: 47). Gardner replaces the concept of goal, which has been used in achievement theory, by the concept of orientation and the relationship between motivation and orientation is central in Gardner's theory. In Gardner's theory orientations are not actually part of motivation but more like correlations of motivation. Nevertheless, two orientations, integrative and instrumental, are the best known concepts in Gardner's second language motivation theory. Integrative orientation means positive tendency towards the second language and willingness to interact with the language community and identification with them. Instrumental orientation then again is more pragmatic approach to second language learning, and it reminds the extrinsic motivation. (*ibid.* 48–49)

Gardner claims that motivation is formed of three components, which are “motivational intensity, desire to learn the language and attitudes towards learning the language”

(Dörnyei 2001: 49). If a learner is really motivated, all these three components should be activated. Orientations (integrative and instrumental) help to raise motivation to gain the goals. If orientation is integrative, the quality of the goals is likely “a strong interpersonal quality” whereas in instrumental motivation the quality is practical (ibid.). If the learner has three aforementioned components in their motivation, Gardner calls it integrative motive. Part of integrative motive is also attitudes towards learning situation itself.

Gardner does not only focus on motivational and attitude theories but he shows patterns behind language learning process itself. Figure two below presents Gardner’s socio-educational model on language learning, showing different factors that affect the learning outcome. The model shows cultural beliefs as a starting point for second language learning and then individual differences, learning contexts and possible learning outcomes. The background behind the model will be discussed more thoroughly after the figure.

GARDNER'S EDUCATIONAL MODEL

Gardner's schematic representation of the theoretical model

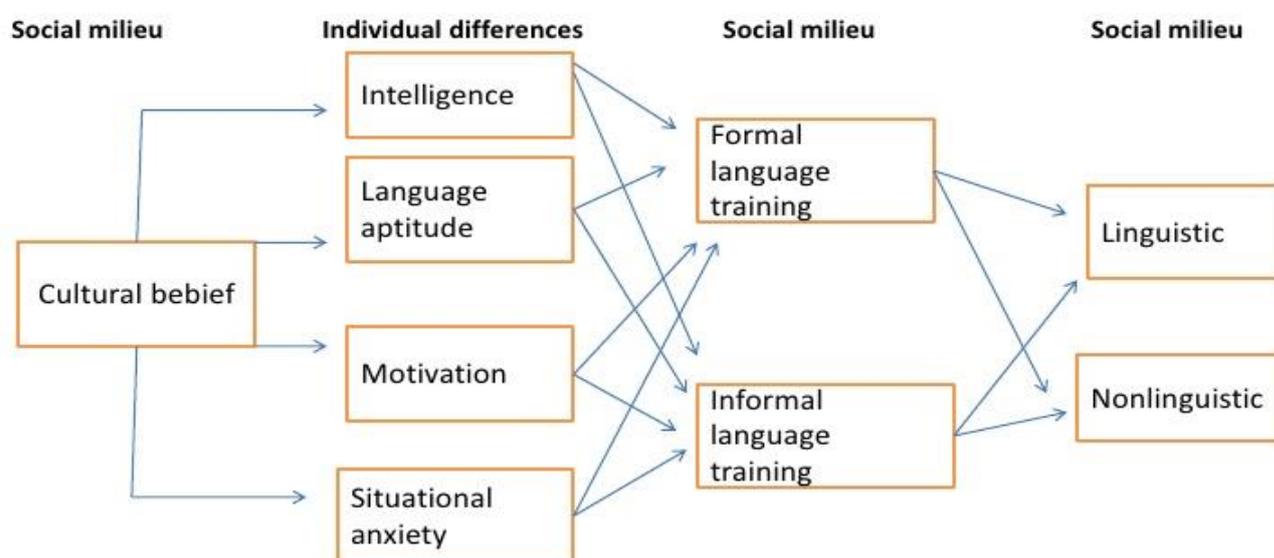


Figure 2. Gardner's Socio-Educational Model of Second Language Learning

Gardner (1985: 146) states that a central theme in his model is the starting point, cultural beliefs, since they have a great effect on language learning. For example, if cultural belief is that second language learning is difficult, will the achievement level likely be low and individual differences in achievement might be explained with the cultural beliefs and affect the conception of all of the four individual differences in the model (ibid.). However, if the cultural belief is that most will learn a second language and the achievement level high, the individual differences in achievement might be more related to intelligence and aptitude (ibid. 146–147). Of the two aforementioned scenarios, the latter suits more to the Finnish way of thinking since in Finland it is commonly expected that everyone learns at least English and since Finland is a small country and no other nation speaks Finnish, it is quite necessary to know other language(s). In my study the cultural beliefs do not have a central role but the other parts of the model fit into the purposes of this study.

In this model (Figure 2), there are only two sociocultural aspects that affect language learning (social milieu and individual differences), but in the original Gardner's socio-educational model (1985: 147) of second language learning there are four different sociocultural aspects that affect language learning: social milieu, individual differences, second language acquisition context and outcomes. Thus, the three former aspects lead either into linguistic or non-linguistic learning outcome (Dörnyei 2001: 51-52). Actually, the outcome is likely to be both linguistic and non-linguistic but it depends on the learner which one is the ruling one. All of these factors will be explained more thoroughly below.

The individual differences form the broadest aspect in language learning, including intelligence, language aptitude, motivation and situational anxiety. According to Gardner (1985: 147), intelligence is included to the model due to the assumption that it affects the learning outcome how well and/or fast an individual understands given tasks and explanations. Language aptitude can be defined as "a series of verbal and cognitive abilities that would play a role in language learning" (ibid.). In the questionnaire (Appendix 2) the background question 6 about the students' last grade from English course, and open question 4 about students' self-evaluated English skills measure their language aptitude and intelligence. In Gardner's model (ibid.), motivation includes the effort, want and affect that an individual associates with second language learning. Situational anxiety is in association with the language itself because it might inhibit individual's performance and consequently affect language acquisition negatively (ibid. 147-148).

In his model, Gardner (1985: 148) distinguishes between formal and informal second language acquisition context. Gardner (ibid.) states that sometimes it is difficult to distinguish between formal and informal contexts but it is still purposeful to have them separated. The traditional language learning context is the formal one, and that can be for example classroom or some other formal situation where one is given training or explanations. Informal context is a situation where the second language learning is not the purpose of the activity but it is involved in the situation. (ibid.) For example

listening to English music or travelling abroad would be examples of informal situations. Garner's division is very similar to Ellis' (2015: 15–16) definition of explicit and implicit language acquisition. Of Gardner's language acquisition contexts it could be said that the students from Teuva, who have studied in regular school, are likely to have learned English mostly in formal context. In turn International Baccalaureate students from Vaasa are more likely to have learned English in both formal and informal context.

According to Gardner's model (1985: 149), outcomes from all the factors included in the model are both linguistic and non-linguistic regardless the context has been formal or informal (see Figure 2). With linguistic outcomes Gardner refers to knowledge on second language: "[...] vocabulary knowledge, grammar, pronunciation, fluency, etc." (ibid.). Non-linguistic outcomes shape up from experiences and they include for example attitudes and values (ibid.). Basically, one could become very fluent in second language and thus have a positive linguistic outcome from the learning process, but he or she might also have a negative attitude towards the second language after the process and thus the non-linguistic outcome would be negative.

Gardner's (1985: 147) model shows in a clear manner how everything affects everything in language learning context (see Figure 2). A good example of this is intelligence and language anxiety, which is closely related to motivation. A student might be very intelligent and thus have all premises towards being a well-achieving language learner. However, this student might also be a very anxious person and thus feel very uncomfortable for example in oral language practice or communicative situations. At worst this might lead to losing interest in learning the language completely. Gardner (ibid. 149) concludes the complexity of second language learning in the following way: "The product of any language learning context is the result of a dynamic interplay of the experiences and the prior cognitive and affective factors". When studying second language acquisition and motivation, it can be only speculated what has affected what. In my study, the open questions in the questionnaire (Appendix 2) help in analyzing the causes and consequences of extrinsic or intrinsic motivation, language aptitude or anxiety.

3.7 Achievement Anxiety

Evaluative situations often cause a feeling of anxiety, which might actually improve performance for some people (Stipek 1988: 165). For some students anxious feelings can weaken performance by disturbing the ability to retrieve learned material. In situations where individual's self-esteem is threatened, anxiety is believed to arise. Fear of failure makes anxious students avoid evaluative situations and choose easier tasks, possibly leading to underachieving. (ibid. 165) It could be assumed that exams and dialogic discussions are situations that cause anxiety for students who have problems with language learning. Anxiety can be both the result and the cause of weak performance (Ellis 2015: 56). If a student has, for example, failed in a social situation in the second language earlier, they might later on feel anxious in all social situations in where they have to use the second language.

Achievement anxiety is often referred to as "test anxiety", but anxiety might occur in formal testing as well as simply when a teacher asks a student a question (Stipek 1988: 166). Since evaluation is always present in school learning, anxiety might cause serious problems for some students. Anxiety often rises due to poor preparation and is thus both the cause and consequence of it. Anxiety is often divided into trait anxiety, which is relatively stable, and to state anxiety, which is temporary emotion. (ibid.) The aforementioned "test anxiety" is likely to be state anxiety. But even people, who have trait anxiety, meaning that they have a tendency to be anxious due to their personality, are not anxious all the time (ibid.). There is a statement about "test anxiety" in the questionnaire (see Appendix 2), which is statement number 11: *English exams make me nervous*. If a student's answer to this is either *agree* or *strongly agree*, they clearly experience state anxiety.

Anxiety might affect learning in three levels. Firstly, anxious feelings prevent preprocessing new information which means that registering new information may fail. Secondly, processing might be affected by anxiety, meaning that applying new

information into practice fails. Thirdly, anxiety interferes with the output of response, meaning that the student might fail to verbalize the answer, even if they would know it. (Stipek 1988: 168–169) In this thesis anxiety does not have a central role in the questionnaire, but it is assessed because it might affect the person's motivation and attitudes towards English language. Answers to questions about anxiety are compared to motivational and attitude aspects to see if there is some kind of correlation between them. There are a couple of closed questions (Appendix 2) that measure anxiety, the aforementioned statement number 11 and statement number 10: *I feel anxious if I have to speak English in the class*. In addition to those, also statement number 3, *I like talking in English*, might correlate with anxiousness.

4 ANALYSIS OF THE QUESTIONNAIRE DATA: THE TWO GROUPS OF HIGH SCHOOL STUDENTS IN COMPARISON

The analysis consists of comparing the two groups of third year high school students, aged 16–19 years. The analysis is based on the students' answers on the questionnaire that they filled in (see Appendix 1 & 2). The questionnaire is in three parts: background questions, closed statements and open questions. The background section includes questions about gender, age, study background and native language. These questions give some basic information about the both groups and facilitate the comparison of these two groups.

The closed questions are basically statements where the students answer by circling the option from 1–5 (Likert scale) that suits them best. The open section includes questions about for example motivators for studying English, students' feelings about their English skills, do they think they will need English in the future and so on. The aim of the open questions is that the students could answer some questions in detail and broadly. The questions in the questionnaire are based on the theories on second language learning, motivation, attitudes and anxiety that were presented in the chapter 3. Since Teuva students had the questionnaire in Finnish, I have translated their answers into English in connection with the examples I present. I have tried to maintain the content of the answers as similar as possible.

I will refer to the groups according to their place of study, so the first group from the Finnish-speaking high school is called "Teuva students" and the other group in the IB high school in Vaasa is called "Vaasa students". I will first present background information on both student groups so that it is easier for the reader to evaluate the differences in the results. After that I will analyze the students' motivation towards studying English language in 4.2 and their attitudes towards the language in 4.3. These sections are followed by a more general discussion about the students' motivation towards English language in 4.4. The students' usage of English in their free time and their attitudes towards internationalization are discussed in section 4.5. In the questionnaire there were also questions about achievement anxiety in language learning,

which will be discussed in 4.6. Most of the questions in the questionnaire measure the students' motivation on learning English either directly or indirectly and every section in the analysis includes also discussion about motivational factors.

I decided to leave out open questions 1 and 3 from the analysis. Open question 1 was following: *Are you satisfied with the level of teaching you have had in comprehensive school and high school? Why are you/why are you not? What would you change?* Open question 3 was following: *In what kinds of situations you think you will need English language in the future? Would you like to study languages or work in an international environment, for example?* I left the question 1 out because it did not have much relevance for the research questions, and question 3 I left out because the aspects in the question were covered quite well with the closed statements already.

4.1 Background Knowledge on the Two Groups of Students

In Teuva high school there were 26 students who filled in the questionnaire in Finnish (Appendix 1). All of them were Finnish speakers and had gone through the regular school system in Finland. Fifteen participants were male and eleven were female, so the gender division was not totally equal. In Vaasa in the IB high school there were 25 students who filled in the questionnaire in English (Appendix 2). Thus the amount of the students was almost the same in both groups. In Vaasa the gender division was less equal than in Teuva, since there were only seven male students and eighteen female students in Vaasa group. Among Vaasa students there were many different native languages. Seven of the students were Finnish-speaking, six were Swedish speakers, one had English as native language and five had other languages. In addition to that, there were five students that ticked two boxes for their native language, four of them had both Finnish and Swedish and one had Swedish and English, so these students appeared to be complete bilingual.

The students in Teuva high school filled in the questionnaire in January 2017 when they had less than a month to study at school before their study break for the matriculation

exams started in February. They needed to decide in which universities or universities of applied sciences they would apply after high school in March and thus this was a good timing to ask how they see their future use of English language. The Vaasa students filled in the questionnaire in the beginning of February and their final examination is in May so they have a bit different schedule than the regular students. The Vaasa students also stayed at school until the end of March.

English was the first foreign language for all the 26 students in Teuva high school. This means that they have started learning English on the third grade at the latest. This is not surprising information since English is the commonly chosen second language in Finland. There were 19 students in the Vaasa group who had English as their first foreign language and two who had it as the second one. In addition to that, there were four students who wrote down that English is their native language, even though there was only one student who directly said English to be their native language on the second question.

One of the questions in the questionnaire was about the grade of the latest English course. In Finnish high school system the grading is in between 4–10. Four is the lowest grade whereas 10 is the highest grade. I divided the grades into three categories: 4–6, 7–8 and 9–10. In Teuva high school, eight of the students had got a grade from the highest category (9–10), seventeen had got it from the middle category (7–8) and only one had the lowest category (4–6). Judging from these answers it could be said that the level of English language is quite good among these students. In Vaasa there were 18 students whose latest English course grade was from the highest category and seven had it from the middle category, so none of them had got a grade from the lowest category. As in Teuva the majority of students had the grade from the middle category, it could be concluded that the level of English is better in Vaasa since the majority of the students had the grade from the highest category. Based on these grades and the aforementioned Gardner's model (1985: 147), the students in both groups should have the necessary language aptitude and intelligence for second language learning.

All of the students (26) in Teuva high school were going to complete the advanced level in English language in the matriculation examination. In Finland this means the A-level of language. Unlike in many other countries where A is the lowest level of language and C is the highest, in Finland the level goes down from A-C (thus A being the highest and C the lowest level). (The Finnish National Board of Education 2010) In Vaasa 15 students were going to complete the matriculation examination on the advanced level and the rest of them (10) were going to complete it on the basic level. In Vaasa this is a bit different, since as it was mentioned in 2.4, the IB students choose either higher level or standard level in every subject (International Baccalaureate 2017). Thus the basic level in the national matriculation exam is not entirely equal to the standard level in the IB matriculation exam.

The national matriculation examination is in two parts: first the students have a listening comprehension and later they have the written exam. The written part consists of reading comprehension, an essay and a grammatical part. The matriculation examination has been criticized especially about the listening comprehension which is supposed to measure the spoken skills in English. In one of the open questions (question no. 5) I asked if they feel that the matriculation exam measures their English skills well and if the exam is a good motivator for studying English. The answers differed greatly – some of the students saw matriculation exam as good motivator whereas others thought that it does not measure the real English skills properly. The open question 5 will be analyzed more thoroughly in the following section 4.2.

4.2 Motivation towards Studying English Language

In the second part of the questionnaire there were 22 statements that the students answered by using the Likert scale from one to five (Oppenheim 1986: 133). If the student chose number one from the scale, it meant that the student strongly disagreed with the statement. Then again if the student chose number 5, it meant that the student strongly agrees with the statement. There were different themes in the closed statements: statements about studying English at school, statements about attitudes

towards English language in general, statements about internationalization and studying or living abroad and the usage of English in free time. Some of the questions divided opinions more than others and in some questions the students were quite unanimous. There were also some very clear differences between the students from Teuva high school and the students from IB high school, especially in the usage of English language in free time.

In the questionnaire there were six questions that were related to studying English and some of them were either directly or indirectly related to motivation. There was also the open question number 5 that was related to motivation for studying English. I will first analyze these study-related statements. As mentioned earlier, the questionnaire was presented in Finnish for Teuva students and in English for Vaasa students, so all the data from Teuva students' answers is translated by me. The first about studies was statement number 1 *Studying English language is interesting*. Most (19) Teuva students agreed with the statement. There were two who strongly agreed, two who were uncertain and three who disagreed. Of the Vaasa students there was one who strongly disagreed, one who disagreed and four who were uncertain. The rest of them either agreed (10) or strongly agreed (9). So basically both Teuva students and Vaasa students mostly found studying English interesting. This question measured the students' interest in studying English in a formal context (Gardner 1985: 148). Those who agreed or strongly agreed with the statement, seem to have favorable attitudes towards learning the second language, which, according to Gardner (1985: 10), is one of the essential elements of motivation in second language learning.

The statement number 2 was following: *The English courses in high school are interesting*. There was one student in Teuva who strongly disagreed and three students who disagreed but the majority (12) of the students were uncertain. Nine students agreed and one strongly agreed with the statement. The majority of the Vaasa students either agreed (14) or strongly agreed (4), four were uncertain and rest disagreed (2) or strongly disagreed (1). Thus the Vaasa students found English courses to be more interesting than what students from Teuva thought. In Teuva group, more students had answered to statement 2 with option "uncertain" than they had to any other statement.

It can only be speculated why so many students in Teuva group chose the “uncertain” option for the second statement, but two options might be that either the students regard the English courses in a neutral way and do not even expect their contents to be especially interesting or then they might find some of the courses more interesting than the others and thus do not know how to relate to the question. When taking into account the claim that there should be a correlation between motivation and the effort put into tasks (Gage & Berliner 1998: 315), there seems to be inconsistency between Teuva students’ answers to statement 1 and the answers to statement 2. Based on the answers to statement 1, they seemed to be rather motivated but apparently they did not find the contents of the high school courses very interesting. On the other hand, a conclusion can be drawn that in that case it is the intrinsic motivation (Ruohotie 1998: 38), the students own interest that drives them for learning English. Lightbown and Spada (1999: 163) claim that “teachers have no influence over a learner’s intrinsic motivation for learning a second language”. According to them (*ibid.*), the language teacher’s task is to create a supportive learning environment where the students can learn about cultures and have successful experiences. Thus Teuva students might require a more supportive and stimulating learning environment to achieve more positive motivation towards learning English in school.

Statement number 6 was *Good grades motivate me in studying English* which measured whether the students are extrinsically motivated in studying English or not. None of the students from Teuva strongly disagreed with this statement but five of them disagreed and seven were uncertain. Eleven students agreed with the statement and two strongly agreed. Two of the Vaasa students strongly disagreed but no one disagreed. Six were uncertain, seven agreed and ten strongly agreed. Judging merely from this question, it seems that for Vaasa students, extrinsic factors, in this case good grades, motivate them more than they motivate students from Teuva (Ruohotie 1998: 38). Of course this kind of a conclusion cannot be drawn from one question, but the result is somewhat surprising. On the other hand, as Ruohotie (*ibid.*) points out, intrinsic and extrinsic motives are separated concepts but often in reality they complete each other. Thus it is quite natural that good grades motivate to study to language in general and it cannot be

stated that a student is only extrinsically motivated even though he or she might find motivation from extrinsic factors.

Statement 7 was about the matriculation examination in English: *I study English to pass the matriculation exam*. Most of the students in Teuva strongly disagreed (5), disagreed (8) or were uncertain (4). There were eight students who agreed and one who strongly agreed. There were three Vaasa students who strongly disagreed with the statement, seven who disagreed, eight who were uncertain, four who agreed and three who strongly agreed. This question also measured whether the extrinsic or intrinsic factors motivate the students more. In this question there were more students in Teuva who agreed with the statements than in Vaasa high school.

On one hand the answers to statement 7 might mean that in this issue Teuva students are more extrinsically motivated than Vaasa students but on the other hand the statement divided opinions greatly among both groups and in both groups there were more people who disagreed or were uncertain with the statement than those who agreed with it. This statement also measured the *end* motivation that Gage & Berliner (1998: 313–314) presented. The students who agreed or strongly agreed with the statement are likely to use their motivation as the means of passing to matriculation exam, whereas those who disagreed or strongly disagreed are more likely to continue learning English even after completing the matriculation examination.

Statement number 8 was following: *Studying English is boring at school but otherwise I am interested in the language*. This statement, just like the previous one, divided opinions among both groups of students. Most of the Teuva students either strongly agreed (3), agreed (10) or were uncertain (8). The rest of them disagreed (4) or strongly disagreed (1). Among Vaasa students there were more of those who strongly disagreed (5), disagreed (8) or were uncertain (3). There were six of them who agreed and three of them who strongly agreed with the statement. In addition to measuring motivation, this statement also showed if the students were more interested in learning the language in informal situations, such as in their free time, than in formal ones, which school obviously is (Gardner 1985: 148). Judging from the answers, there were more students

in Teuva who preferred the informal language learning situations than in Vaasa group, where a larger group of students seemed to find school learning also interesting.

The last statement related to studying English was number 15: *The things I learn at English classes help me in the real life, for example if I travel abroad*. Teuva students clearly thought this way since ten of them strongly agreed, 13 agreed and three were uncertain, so no one disagreed or strongly disagreed with the statement. Also most of the Vaasa students either strongly agreed (15) or agreed (5). There were three students who strongly disagreed and one who disagreed and one who was uncertain. Thus, there were more students in the Vaasa group who did not agree with the statement but then there were also more students who strongly agreed than there was among Teuva students. As was stated earlier in the theory, Ruohotie (1998: 51–54) presents that the basis of motivation are needs, values and motives and of these three aspects, values reflect the pursued goals of the action. Important is how meaningful and important the students value the goals and what are they ready to do to accomplish them (ibid.). If the students feel that knowing English is going to be useful in their future, they might see learning the language as a more attractive goal of action. Most of the students in both groups seem to think that the things learned in school are beneficial for them in real life as well.

There are two diagrams below, one of them representing Teuva students' answers on study-related questions and the other representing the same answers among Vaasa students. With these diagrams it is easier to see the differences between the two groups, for example with the division of answers "agree" and "strongly agree" for the statement 15 in the two groups. The diagram also shows the numbers for how many chose which option in the scale. The different options are shown with different colors: light blue is "strongly agree", purple is "agree", green is "uncertain", red is "disagree" and dark blue is "strongly disagree".

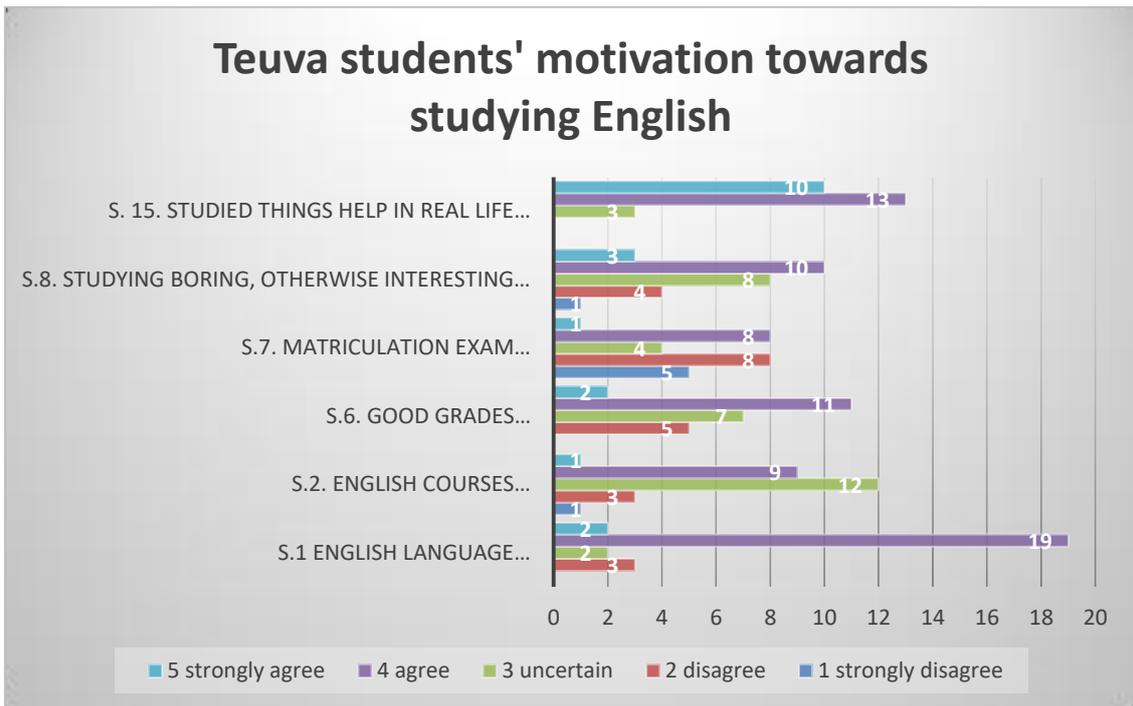


Diagram 1. Teuva students’ answers in study-related questions

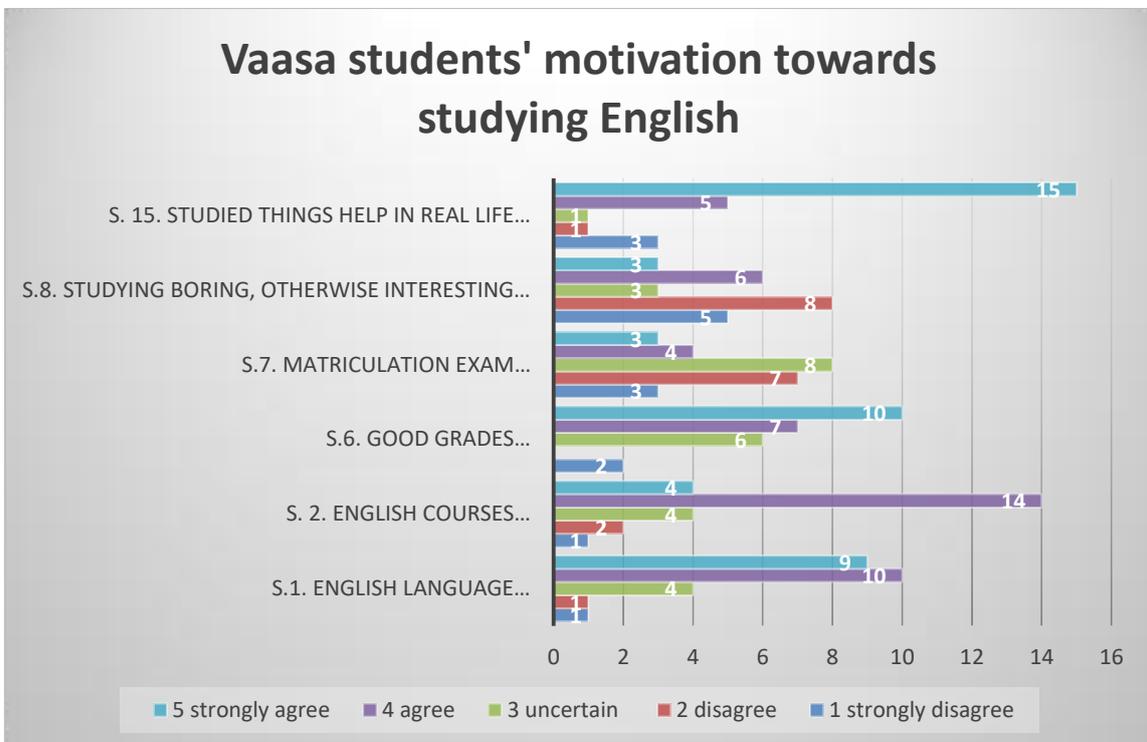


Diagram 2. Vaasa students’ answers in study-related questions

In addition to the aforementioned statements, there was also the open question 5 that measured motivation towards matriculation examination and thus it can be included to this section. As a whole the question 5 was following (see Appendix 2): *Do you think that the matriculation exam of English measures English skills well? Does the exam motivate you to study?* The problem that rose in the analysis of this question was that the IB students have a bit different matriculation exam than the regular Finnish-speaking high school students and this was not taken into account in formulating the question. The students in IB high school in Vaasa write a literary analysis whereas the regular matriculation exam consists of writing, listening comprehension, reading comprehension and grammar task. Despite the different kind of exam, both groups do have a matriculation exam in English and thus they either will be or will not be motivated about the exam. Thus I decided to include this question in my analysis.

Below are examples of Teuva students' answers to question 5. Since Teuva students answered in the questionnaire in Finnish, I have translated their answers in English. The examples include both positive and negative answers:

- (1) "Yes it measures and motivates."
- (2) "I don't think it measures the skills completely. It does motivate, but not in a good way. The motivation means more like you have to study for the matriculation exam."
- (3) "A guess it measures quite well, there is a diverse set of questions. But the pressure and conditions in the situation might cause panic and the result does show the real skills. The test itself does not motivate."
- (4) "Getting a good grade motivates me."

The following examples include Vaasa students' positive and negative answers to the same question:

- (5) "The IB English language and literature exam requires good English skills. I'm motivated to study."
- (6) "The exam motivates me. The IB English exam tests your analysis skills and also your language. I feel it is good and it tests well your English skills."
- (7) "I do not think that the matriculation exam measures English skills properly. The exam motivates me to study."

- (8) “No. I feel it focuses too much on world topics and not the English language.”

Even though the matriculation exam itself is different between the two groups, the students answered quite similarly to the question in both groups and therefore I did not see the difference as such a big problem. There were answers like examples 1, 4, 5 and 6 that were positive, meaning that they were motivated about the matriculation exam. Then there were answers similar to examples 2, 3, 7 and 8, where the students did not feel that the exam motivates them or felt that there was motivation towards the exam but it was “forced” in a way. The example 4 shows clear extrinsic motivation towards the matriculation exam due to the fact that the student says that grades are his/her motivation, which is one of the extrinsic motivators (Ruohotie 1998: 36).

In general, Vaasa students seemed to find the matriculation exam as more purposeful than Teuva students. There were many students in Vaasa group who thought that their matriculation exam measures their linguistic skills well, whereas in Teuva group many students criticized especially the listening comprehension test. Teuva students thought that the listening comprehension test measured more the ability to work under pressure than their spoken skills in English. Maybe the regular high schools should have a more analytical and literal matriculation exam like in the IB group so that the students would find the exam more meaningful.

4.3 Attitudes towards English Language

There were three statements in the closed questions section that measured the students' attitudes towards English language. These statements were *It is important to know English language* (3), *English language does not interest me at all* (9) and *I do not think I will need English in the future* (16). Based on Baker's (1992: 12–13) model of attitude components, which are cognitive, affective and conative, it can be concluded that statements 9 and 16 measure affective attitudes and statement 3 measures cognitive attitude. The students' answers showed that attitudes towards English language were

rather positive in both groups. This can be seen in the following diagrams (3 & 4). As it was stated in the theory, attitudes have an effect on person's behavior and thus they also affect the learning process and according to Gardner, language learning is one of the subjects where attitudes have specifically great role (in Spolsky 1989: 149).

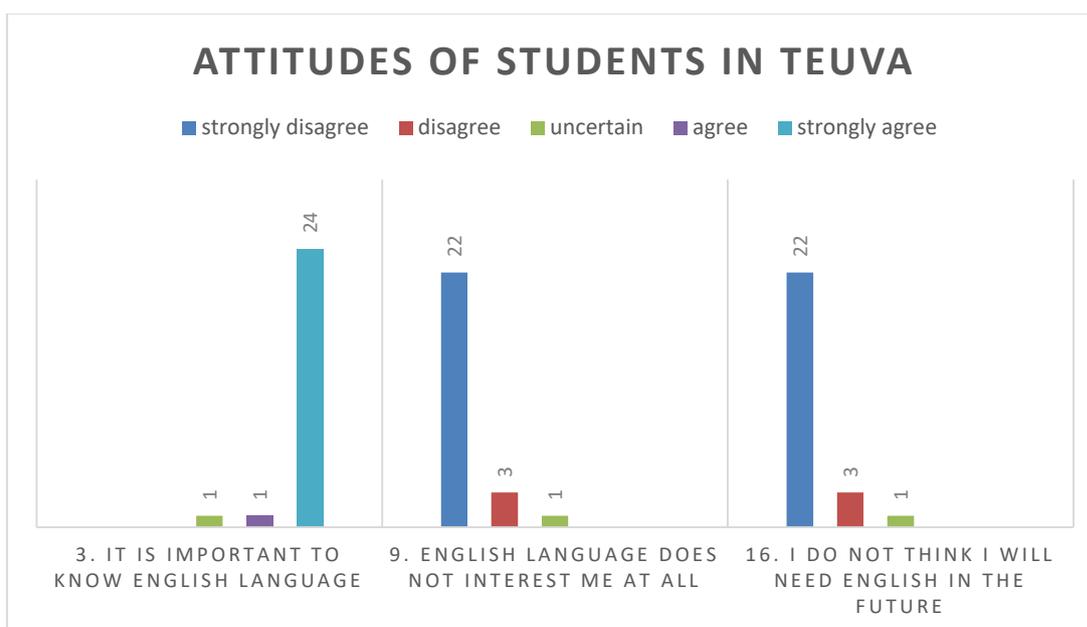


Diagram 3. Teuva students' attitudes towards English language

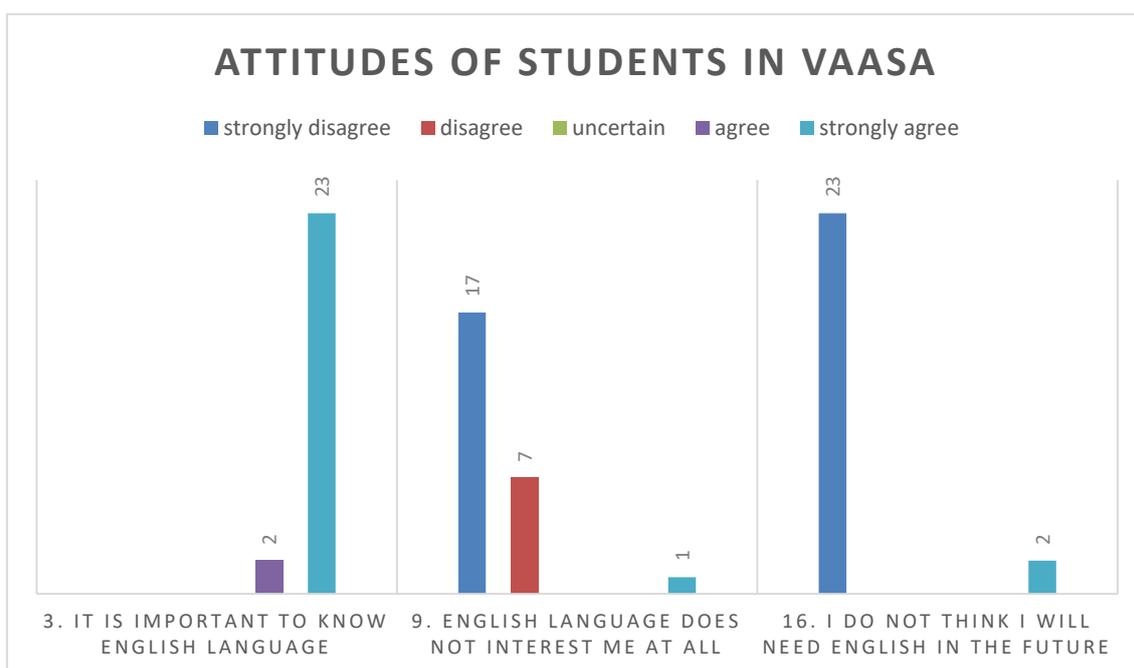


Diagram 4. Vaasa students' attitudes towards English language

As can be seen from the diagrams 3 and 4, the students were quite unanimous in both groups in all the three attitude questions. Most students in both groups chose the option “strongly agree” on statement 3, which correlates with positive attitude towards English. Then again, most students in both groups strongly disagreed with statements 9 and 16, which also correlates with positive attitude since the statements themselves were negative. Interestingly, there was one in the Vaasa group who strongly agreed with statement 9 and two who strongly agreed with statement 16. This is a sign of a rather negative attitude towards English language and it is a bit unexpected that students from Vaasa group have it, considering that they study in English.

The cognitive attitude involves thoughts and beliefs (Baker 1992: 12–13) and the statement 3 measures this. Most of the students in both groups showed rather positive attitude to this question so they believe that they will need English in the future. The affective part involves feelings towards the attitude object (ibid.). The statements 9 and 16 measured affective attitude. Most students were interested in English language and thought that they will need it in the future, so also their affective attitude was mostly

positive. There were some exceptions in Vaasa group, but especially Teuva group was quite unanimous in all three questions. The cognitive and affective parts might sometimes conflict, for example if prejudices and anxieties are in conflict with previous beliefs (ibid.). These attitude components are also quite difficult to separate from each other, since thoughts and beliefs are very close to feelings.

As discussed earlier in theory, one aspect of attitude is the attitude towards using language in practice (Gardner 1985: 7). If a student has a negative attitude towards using the language and they agreed with the statement 16, *I do not think I will need English in the future*, they might not see learning English being very beneficial for them and this can affect their motivation. As motivation and attitudes are related to each other and often also confused with each other, they have an effect on each other and thus neither of them can be forgotten. As Gardner (1985: 53) has stated, a positive attitude is one of the three components necessary for good motivation so with a negative attitude it is unlikely to be intrinsically motivated. But as most of the students have a positive attitude, and they are able to see a concrete use of English language also in the future, they are likely to have motivation to work for achieving good skills in English.

4.4 Motivation towards English Language

In the questionnaire, the third section consisted of open questions. The open question number two was a direct question about motivation: *What motivates you better in studying English, extrinsic matters (grades, compliments) or your own intrinsic interest (English language itself, the culture)?* I will now present examples on the students' answers and compare whether there were more extrinsically or intrinsically motivated students in the two groups. As Ruohotie (1998: 38) defined, intrinsic motivation comes from for example the need of self-development whereas extrinsic motivation comes for example from the need of security.

Here are examples of Teuva students' answers on the open question number two:

- (9) "My own intrinsic interests"
- (10) "Intrinsic interest, I want to be able to cope with things in English when I am abroad"
- (11) In English language the language itself motivates me most and I also want to travel and do an exchange or work as an au pair, so that also motivates to learn the language more.
- (12) Maybe more English language in general. I want to be good at it and I have always liked the language. Of course it also feels good to get compliments and good grades.
- (13) "Intrinsic interest motivates me much more"

The examples above are answers from those students who felt that they were more intrinsically motivated in learning English. There were altogether 15 students from Teuva who answered that their English language learning is driven by their intrinsic interest. There were three students who answered exactly in the same way as is the example 9. Many of the students who answered that they are more intrinsically motivated in learning English mentioned something about working or studying abroad or travelling and many students also said that they were interested in the culture. As Ruohotie (1998: 51–54) has stated, what affects motivation is how valuable the students find the goals and whether they are ready to work for the goals or not. Since many of the students see practical benefits for the future in having good skills in English language, it is easier for them to find intrinsic motivation for studying.

Most of the Vaasa students also were intrinsically motivated. Here are some examples from those who answered that intrinsic interest drives them in learning English:

- (14) "I want to study and work abroad. Also, English is one of the most spoken languages in the world which is why knowing English language is important."
- (15) "My own interests and I often weigh the pros and cons of learning certain things. Because English is used so broadly it motivates me to study it"
- (16) "Intrinsic interest"
- (17) "My motivation is my future, considering I want to work abroad"
- (18) "To be able to speak English confidently and also to express myself better"

Many Vaasa students did not mention as clearly as Teuva students whether it was more intrinsic or extrinsic motivation that they had towards learning English. On the other hand, some of the Vaasa students explained a bit more on how and why they felt in a certain way. In the example 16 the person has not explained why he or she is intrinsically motivated but all of the other examples (14–15, 17–18) had quite similar answers to Teuva students regarding the role of English in their future. This again supports Ruohotie's (1998: 51–54) theory on how the future goals affect the motivation.

There were also many students in Teuva group who said that both intrinsic and extrinsic factors motivate them in learning English. As was brought up in the theoretical background, intrinsic and extrinsic motivation are concepts that are often separated from each other, but in reality there are rarely separate but more commonly complete each other (Ruohotie 1998: 38). Thus it is natural that many of the students feel that they are intrinsically interested in learning English language, but that they also get motivated from extrinsic factors such as good grades. The three examples (19–21) below present answers where Teuva students said that they are motivated by both intrinsic and extrinsic matters.

- (19) “Both, though my intrinsic interest motivates me more nowadays”
- (20) “Actually both. For example, if I’ve got a good grade from the latest English course and the topics on the next course are interesting, will my motivation get higher also”
- (21) “Both in a way, at the moment the will to survive the matriculation exam and to learn English so that I can manage using it in the future”

In the example 19, the student has not clarified why he or she is nowadays more motivated with intrinsic interest. Also the example 21 is an answer that probably many students on the third grade of high school can relate to. It is usually the extrinsic factors that motivate to study for the matriculation examination, such as getting a good grade or being accepted by parents, but on the background many students might still have intrinsic interest that drives them. Most of the students thought that they will need English in the future, so they know that good linguistic skills help them in their studies and career, and there were also many students who wanted for example to experience an exchange abroad. Ruohotie (1998 51–54) has stated that values are one compound of

motivation, since values reflect the pursued goals of the action. These values have an effect on the types of motives. If their pursued goal of action is a good grade, their motive is extrinsic, but the goal of action is to their own interest, their motive is intrinsic. The student who answered with the option “both”, are likely to value both extrinsic and intrinsic goals.

Similarly to Teuva students, there were Vaasa students who found that their motivation consists of both extrinsic and intrinsic factors. There are some examples of these answers below:

- (22) “Both, as they are equally apparent in my daily life”
- (23) “It’s hard to say, both. Of course is also about the culture so we kind of have to know. Also which English-speaking culture”
- (24) “Grades motivate me but I would like to know English better and that is what motivates me the most”
- (25) “Ability to communicate with other people, grades, compliments. Useful things for later on in life”

All of the examples above (22–25) include both extrinsic and intrinsic factors in motivation. The example 22 describes the students’ life quite well, since even though one would have a deep intrinsic motivation towards something, it might not still be enough to get the good grades and naturally the extrinsic matters are also important for students’ future and success. The example 23 also includes some criticism towards the question, since it says “also which English-speaking culture”. I wanted to put examples on what extrinsic and intrinsic motivation could mean because these concepts might not be familiar for the students, but it seems that the vagueness of the word “culture” has confused at least this student. It seemed that other students had not taken the examples so literally, so it can be assumed that most of the students understood the meaning of the question quite well. In the example 25, the students had not stated particularly on whether he or she is more motivated about extrinsic or intrinsic matters, but it can be concluded that it is intrinsic interest to be able to communicate with other people whereas grades and compliments are clearly extrinsic matters.

In Teuva group there were only three students who were clearly more motivated about extrinsic matters. Below there are three answers (26–28) from students who were extrinsically motivated:

- (26) “I am maybe more motivated about the extrinsic things”
- (27) “Extrinsic matters motivate me more because my intrinsic interest in the language is not very high”
- (28) “Grades motivate me more, also my own interest a bit”

Taken from Rasinen’s motivation theory (2006: 32), the students with extrinsic motivation might need much positive feedback, a stimulating learning environment and encouraging learning situations in order to achieve as good linguistic skills as those who are intrinsically motivated. This can be seen for example from the answer 27, the student says that he or she gets more motivation from extrinsic matters because his or hers intrinsic interest is not very high. This is also a challenge that a teacher faces on trying to motivate all students. An intrinsically motivated student basically needs merely guidance to the right direction and they will learn, whereas an extrinsically motivated student needs rewards and compliments and good justification on why the language should be learned and the tasks be done. Below are examples of Vaasa students who were also extrinsically motivated:

- (29) “Extrinsic matters”
- (30) “When I notice that I have use of my English skills and good grades”
- (31) “Career is important, world language for communication”
- (32) “Career”

There were two examples (29 and 32) that did not explain why extrinsic matters motivate them but they merely just stated that this is the fact. These four answers were the only ones from Vaasa group that clearly correlated with extrinsic motivation. Two of the students (examples 31 and 32) mentioned career as their motivator. It can be debated whether career as a motivator leads to extrinsic or intrinsic motivation, and also in this thesis it has been stated that future goals affect the learning outcome, and career is clearly a future goal. But it could be speculated whether a students would still want to learn English if it would not benefit his or hers career. Thus career as a motivator to learn English can correlate with extrinsic motivation.

The difficulty of motivation is that it is difficult to separate what affects what and is something a reason or consequence of something. It can again be concluded that Ruohotie's (1998: 38) statement about extrinsic and intrinsic motivation completing each other is very true and there are no clear-cut differences between these two. One of the aims of this study was to see whether the globalized era has affected on students motivation and in what way. It clearly has affected positively since a clear majority in both groups were more intrinsically motivated or both intrinsically and extrinsically motivated English learners. On the other hand, it might make it more difficult to separate what aspects have effect on intrinsic and extrinsic motivation.

4.5 English in Free Time and Internationalization

The students' usage of English on their free time was measured with closed questions from 18 to 22 and with open question number six. If students use English often in their free time, there might happen plenty of implicit learning, where they do not even have ambitions for learning (Ellis 2015: 16). Their feelings about internationalization were measured with closed questions 12–14 and 17. All of these aspects are analyzed in this section. Most of the students had quite positive attitudes towards internationalization and about working or studying abroad. A notable difference between the Teuva students and Vaasa students was that Vaasa students use English more on their free time than Teuva students. The usage on the free time might affect greatly on how well the students acquire English language or is the language learning only limited in the classroom situations. Thus these questions basically measure if the students learn English mostly in the formal contexts or are the informal contexts also part of their language acquisition (Gardner 1985: 148).

The reason why these questions were included in the questionnaire was that if a person uses English often in their free time, it usually correlates with intrinsic interest in the language and the questions also measure the students' language acquisition in informal context. Also, if a student is interested in international career, for example, it could be

assumed that learning English is one of the means to achieve their goal and this motivates them (Gage & Berliner 1998: 313–314). This applies for example to the statement 17: *I am interested in making an international career*. This is a practical use for English language since at least currently it is necessary to know English if one wants to have an international career. These affect the person's motivation either directly or indirectly. As was mentioned earlier, according to Gardner and Lambert's theory the students have attitudes to the practical use to which the students assume they can put the language being learned (in Spolsky 1989: 149).

4.5.1 English in Free Time

The first statement about using English on free time is number 18: *I often watch English TV shows or movies with English subtitles or without any subtitles at all*. On this statement, five of the Teuva students strongly agreed, 10 agreed and three were uncertain. On the other end of the scale, seven of the Teuva students disagreed and one strongly disagreed. Thus more than half of the students regularly watch TV shows or movies without subtitles or with English subtitles. Within the Vaasa group, 21 of the students strongly agreed with the statement and four agreed and no one disagreed. So a conclusion can be drawn that most of the students do not need subtitles in Finnish or Swedish and instead are able to watch the shows solely with the help of English language. Agreeing to this statement might also correlate with integrative motivation in a sense that they have positive tendency towards the second language and willingness to interact with the language community and identification with them (Dörnyei 2001: 47). Even though they are not communicating with the language community directly, they will be exposed to the culture and the practical context of the English language.

The statement number 19 is following: *In my free time I read books or comics in English*. This is an interesting statement also from the point of view that young people are often criticized of not reading books but instead having their focus on social media all the time. For example PISA results already from 2009 have shown that young people in Finland read less printed texts in all other categories except fiction and non-fiction books than young people in 2000 (Parviainen 2012: 7). In the next PISA results from

2012, Finnish teenagers' reading skills had become even weaker and the weakening has been third fastest of all the countries participating in PISA (Arffman & Nissinen 2015: 29). With these results on the background, it could be assumed that most of the students might not read in English since their reading skills are getting worse even in their native language.

In Teuva group, none of the students ticked the number five, strongly agree, on the Likert scale. Instead, 15 of them strongly disagreed and seven disagreed with the statement. One was uncertain and three agreed. In the Vaasa group the numbers were quite reverse: 14 of the students strongly agreed and five agreed. Two were uncertain, two disagreed and two strongly disagreed. Teuva students' answers supported the aforementioned results PISA results (Parviainen 2012, Arffman & Nissinen 2015), but Vaasa students' answers were more positive. In this case, it can be assumed that the role of the English language in the students' everyday life is the biggest reason for the great differences among the two groups. On one hand, one reason why Vaasa students presumably read more in English is because their school books are in English. On the other hand, English is not the native language for most of the Vaasa students either so from that point of view the students should have equal abilities to read in English.

Statement number 20, *I often search and read lyrics of songs that are in English*, might not be the best way to measure language usage because the answer also depends on whether the student is interested in music in general or not. The reason why I included this question was that music is a quite easy way to learn language implicitly (Ellis 2015: 16), meaning that one can learn plenty of English without noticing. It has also been studied that when music is used as a teaching method in second language learning for children, it develops the children's language and increases their motivation and joy for learning (Jederlund 2011: 162). Of course children and basically adult language learners are not similar groups but those in high school who like to listen to music, might also learn plenty of new words and utterances meanwhile listening.

Five of the Teuva students strongly agreed with statement 20 and six agreed. Three of them were uncertain, nine disagreed and three strongly disagreed. Among the Vaasa

students, one strongly disagreed, three disagreed and on the other end of the scale four agreed and 17 strongly agreed with the statement. What is similar in most of these free time usage answers is that Vaasa students had quite similar answers to each other whereas Teuva students' answers were more divided.

The statement number 21, *I often search for information in English*, is both related to free time and to studying. The students can search for background information for their studies in English, since there usually is more information in English than in other languages. The students could also search for example instructions, make up tutorials, recipes and many other things that they use on their free time. A study of young adults' reading habits showed that Internet is the most important communication channel for young Finnish adults and texts that young people read in the Internet are often multimodal (Herkman & Vainikka 2012: 69–72). On this statement seven Teuva students strongly agreed, five agreed and six were uncertain. Six of the students disagreed and two strongly disagreed. It can be seen that this statement divided opinions among Teuva students in great deal. None of the Vaasa students strongly disagreed or were uncertain, one disagreed and one agreed and the rest of them, 23 students, strongly agreed with the statement number 21. So clearly the IB students feel much more comfortable with searching for information in English than the regular high school students.

Statement number 22, *I often play games where English language is needed*, falls into the same category with the statement 20. The students' answers do not only measure the students' interest on English language but also their interest in playing games in general. However, it has been noted that plenty of students who often play games, acquire great linguistic skills simultaneously with the gaming since games give a possibility to build vocabulary and depending on the game, to improve conversational skills as well (Rankin, Gold & Gooch 2006: 5).

Eight of the Teuva students strongly agreed with the statement 22, four agreed and six were uncertain. Four of them disagreed and four strongly disagreed with often playing games where English is needed. Of the Vaasa students, 17 strongly agreed and two

agreed with the statement. One was uncertain and five strongly disagreed on the game statement. This statement and statement 19 about reading divided the group of Vaasa students the most. The gaming statement also collected the most strongly agree–answers in the section of free time usage among the Teuva students. Thus, it could be assumed that some of the students, who otherwise are not much in touch with the English language, might be indirectly in touch with the language through the games.

The open question number six was a broader question about the students' usage of English in their free time: *Do you use English a lot in your free time? If you do, in what kinds of situations and how often do you use it?* The answers to this question gave more thorough image of the informal language acquisition context the students might have (Gardner 1985: 148). In the Teuva group, nine of 26 students mentioned using English in their free time while playing games, which is one third of the group. Many of the students mentioned watching videos, series and movies in English for example on YouTube. Some of the students mentioned that they search for information in English and also look for news in English. There were also a couple of students who mentioned that they read books in English. I have collected below some game-related answers in free time usage from the Teuva students:

- (33) “I use English every day when I play online games, otherwise I would not be able to communicate with the other players”.
- (34) “When I am on the internet and playing games, almost daily”
- (35) “Yes I do. Mostly on the internet speaking or reading about stuff and when I play video games with foreigners”

There were some students in Teuva who mentioned that they rarely speak in English in their free time but otherwise they use English often, for example on the internet or watching series or movies or playing games. This is presumably quite common among regular high school students. They are, in a way, passive users of the English language, since they rarely produce the language in writing or speech but they still use the language as means of for example finding information on something that interests them. But even if they are mostly only passive users of the language, it can still be assumed that their linguistic skills improve all the time they are in touch with the language. There

were also five students who said that they either do not use English on their free time or they use it only little.

Below there are Teuva students' answers on the open question 6. Even though Teuva students did not communicate in English very much in their free time, most of the students did use English in their free time which is informal language learning context where the second language learning is not the purpose of the activity but it is involved in the situation (Gardner 1985: 148). Of the examples below, there were only three students (examples 37, 39 and 44) where the students did not name any situations where English is involved in their free time and said that they use English rarely in their free time.

- (36) "I use English mainly when I watch TV and movies, and play games. I rarely end up in conversational situations where I would need English. Otherwise I basically use English on a daily basis."
- (37) "I use it quite rarely, so I cannot really name situations where I would use it."
- (38) "Yes I do, I read a lot on the internet and watch videos in English."
- (39) "I rarely speak English in free time"
- (40) "English movies, TV-shows, books and blogs"
- (41) "I hear English when I watch movies, but I don't speak English often. I speak it if someone, who speaks English, comes to talk to me or when I am travelling"
- (42) "I use it quite a lot, I listen to English music almost daily and in addition to that I watch English TV-shows and movies, I have an English-speaking friend and a couple of family friends who live in England"
- (43) "Sometimes, usually on the internet"
- (44) "I don't use it"
- (45) "I search for information and play games in English. I also watch YouTube videos that are in English. In a written form English about 3–12 hours per week"

Figure 3 below shows the most common situations where Teuva students use English in their free time. The figure is there to visualize the various ways how English is used. As can be seen from the figure, many of the ways the students use English require Internet or technology in general. It shows that English is the Internet language and the language is visible constantly for the students.



Figure 3. Teuva students' usage of English in their free time

The open question number six collected fairly different answers among the Vaasa students. All of the students answered that they do use English in their free time and there were many who said that English is the most common language that they use. Another difference to Teuva students was that meanwhile Teuva students could be classified as passive users of the language, Vaasa students can definitely be classified as active users of the language since they use it mostly for communicative purposes. Below there are some examples of the Vaasa students answers.

- (46) "I speak English 95 % of the time with friends, family, teachers, strangers, etc."
- (47) "I use English when I am on the Internet, play video games, watch TV, etc."
- (48) "I use it a lot. Most of my friends speak English in most situations so every day"
- (49) "I do communicate in English with friends and other people. I do this every day, and use English more than any other language, really."
- (50) "I do. The internet is predominantly in English as are games and the books I read"

- (51) “I use it a lot. Mostly because I have a lot of English speaking friends”
- (52) “I communicate with friends, watch entertainment shows, music, etc. I use it every day almost all day”
- (53) “I use more English than Finnish because of international friends”
- (54) “I basically speak English 24/7 (talking with friends, family, teachers, etc.) but I also switch to my mother tongue (codeswitching) while talking with my parents or friends who speak the same language.”
- (55) “With friends, games, TV/videos, internet”

The students had similar answers in how they use English language for playing games, reading, listening to music, watching TV-shows and movies. The major difference between the two groups was the spoken communication, that lacked in most of the Teuva students' answers whereas was visible in almost all of the Vaasa students' answers. Since the Vaasa students use English all the time in communication, their spoken skills are much more likely to improve than Teuva students' skills. One difference between the two groups was that none of the Vaasa students mentioned reading news or searching for information as one of the elements in free time usage, whereas many of Teuva students did. Then again, there were many Vaasa students who said Internet to be one of the means in general, so there is a possibility that these things were implied in that.

Figure 4 below visualizes the most common means of English usage among Vaasa students in their free time. They have mostly the same means as Teuva students but for example “communicative purposes”, as I have defined it, is lacking completely from Teuva students' list. By communicative purposes I mean situations where the students actually use English in order to discuss with their friends, for example.

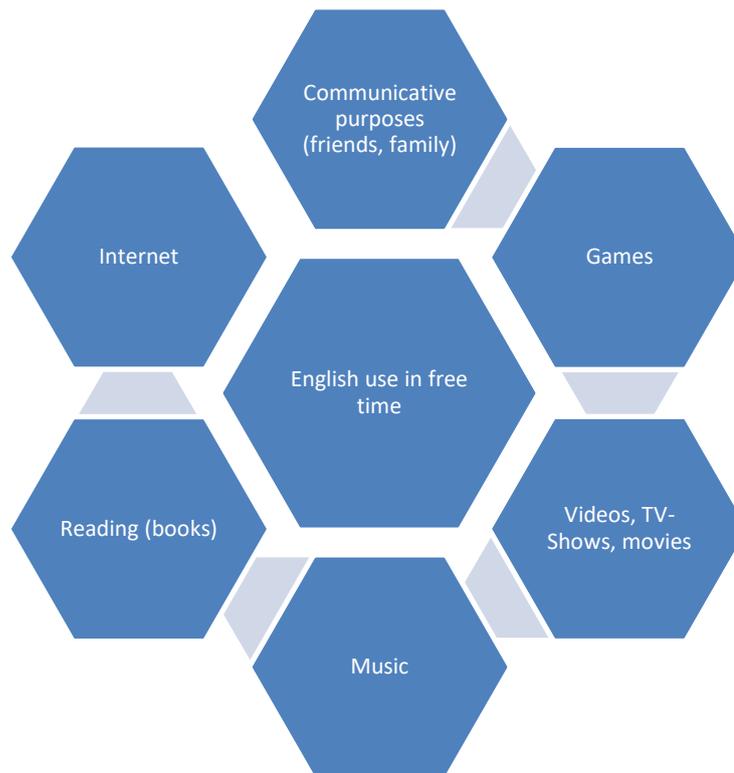


Figure 4. Vaasa students' usage of English in their free time

4.5.2 Internationalization

There were four statements that measured the students' attitudes towards internationalization. First of these statements was number 12, *I would like to study languages for example at the university*. I did not want to restrict the question only to English language and thus I put "languages" in general to the statement. The statement measured the students' interest in continuing to study language(s) in a formal context Gardner (1985: 148). This question divided opinions in both groups of students. In Teuva group, only one strongly agreed, seven agreed and nine were uncertain. Four of them disagreed and five strongly disagreed. In Vaasa group, three strongly agreed with the statement, five agreed and six were uncertain. Three of the students disagreed and eight strongly disagreed. So a bit surprisingly there were more students in Vaasa who strongly disagreed than in Teuva. Many students chose the option "uncertain" which might be because the students may not know certainly yet what they want to study. As

can be seen from the numbers, the enthusiasm towards studying languages in a formal context was not at a very high level.

The next statement about internationalization was statement number 13, *I would like to live abroad*, which collected very different answers from the two groups. Five Teuva students strongly agreed with the statement and nine agreed. Four of them were uncertain, two disagreed and six strongly disagreed. Vaasa students had more positive answers on this statement. Eighteen of them strongly agreed with the statement, four agreed and one was uncertain. Two of them disagreed but no one strongly disagreed. Thus a conclusion can be drawn that the students in the IB program feel more comfortable about living in a strange country than the students from regular high school. The international study program and linguistic capabilities have undoubtedly had an effect on the answers. However, it needs to be taken into account that some of the Vaasa students said their native language to be something else than Finnish or Swedish, so it could be assumed that some of them may not be from Finland originally. Thus it is natural that they may want to live somewhere else than Finland in the future and they may even have lived already in some other countries. Attitudes towards speaking the language (Gardner 1985: 7) might affect the students' answers to these questions about internationalization, since they might not want to be in a situation where they have to use English every day.

Presumably the most topical internationalization statement for the students was statement number 14, *I would like to do an exchange or work as an au pair*. This question again divided opinions in both groups of students. In Teuva group, seven students strongly agreed with the statement and seven agreed. Five of them were uncertain, three disagreed and four strongly disagreed. In Vaasa group, eight of the students strongly agreed and also eight agreed with the statement. Six of them were uncertain, one disagreed and two strongly disagreed. A noteworthy observation is that even though the Vaasa students had very positive attitudes towards living abroad, not as many strongly agreed on the idea of doing an exchange or working as an au pair. In general, both groups had relatively positive attitudes towards this statement since over half of both of the groups either agreed or strongly agreed.

The last statement about internationalization was work-related statement number 17, *I am interested in making an international career*. The results showed that students in Vaasa had more positive feelings about this than Teuva students. Among Teuva students four of the students strongly agreed and eight agreed with the statement, whereas among Vaasa students most of them either strongly agreed (16) or agreed (8). In the Vaasa group only one student was uncertain and no one disagreed or strongly disagreed whereas in the Teuva group seven were uncertain and the rest either disagreed (5) or strongly disagreed (2). Even though English language is not the direct link to international career, English is the most widespread language in the world and knowing the language well benefits in achieving the career goals (Gage & Berliner 1998: 313–314).

4.6 Anxiety

Language anxiety is quite a common reason for not performing in as good level as it would be possible. As was mentioned in the theory of achievement anxiety, for example test anxiety and anxiety in social situations are forms of language anxiety. There were two statements in the questionnaire that measured the anxiety, which are statements 10 and 11. In addition to this, number four of the open questions also partially measured anxiety in language usage more from the point of view of everyday life. These will be analyzed in this section based on the Stipek's (1988) achievement anxiety theory presented earlier.

The statement 10, *I feel anxious if I have to speak English in the class*, measures anxiety in social situations. Apparently this type of anxiety is not very common in neither of these groups since none of the Teuva students and only one of the Vaasa students strongly agreed with this statement. Three Teuva students and two Vaasa students agreed. Eight of the Teuva students strongly disagreed and nine disagreed with the statement, six were uncertain. As much as 21 Vaasa students strongly disagreed with the statement and one was uncertain. Thus it can be concluded that at least in oral situations

most of the students do not feel anxious at all so that should not prevent learning in their case. Especially in the case of the IB students it is good that they do not have anxious feelings about speaking in the class since they probably need to do that on a daily basis. Even though the statement in the questionnaire only asks about anxiety in the classroom, it is likely that the ones, who agreed with this statement, might suffer from trait anxiety (Stipek 1988: 166), which is the more permanent form of anxiety. Thus they might feel anxious in other spoken situations as well. The aspect of anxiety in social situations in general is more thoroughly measured in the open question four.

The other statement about anxiety measured the so called “test anxiety” that can, according to Stipek (1988: 165), sometimes lead into better results but can also weaken performance significantly in evaluative situations. The statement 11 is following: *English exams make me nervous*. One of the Teuva students strongly agreed, six agreed and four were uncertain. On the other end of the scale, six Teuva students strongly disagreed and nine disagreed. Among Vaasa students, three students strongly agreed with the statement, four agreed and five were uncertain. Seven of the students strongly disagreed and six disagreed. According to these answers, evaluative situations are not problematic for most of the students but in comparison to the statement 10, there are more students who do feel anxious in the exam situation. Test anxiety is likely to be temporary emotion and thus it can be classified as state anxiety (Stipek 1988: 166), and the students who suffer from test anxiety, might not feel anxious at all in other English learning situations.

The open question 4 included a self-evaluation about their English skills and reflection about how confident they are speaking English. The self-evaluation measures how they see their language aptitude which, according to Gardner (1985: 147), includes the cognitive and verbal abilities that can have effect on second language learning. The question 4 actually included three questions, which are the following: *How would you describe your English skills? Do you trust your skills or are you insecure? Do you have the courage to have a natural conversation in English?* There was a clear difference in the confidence of the two groups. The majority of both of the groups were quite confident with their English skills but there were more insecure students in Teuva group

and Vaasa students also spoke more positively about their skills. Below there are examples of the answers from students that were insecure. First are the answers from Teuva students:

- (56) “I understand English and I can speak it, but I don’t want to speak with my friends, it makes me anxious. When I am abroad, I don’t have a problem to speak and be understood”
- (57) “I am insecure, I don’t have the courage”
- (58) “I am good at English, a prepared conversation goes well, in spontaneous situations I hesitate”

In comparison, below there are answers from insecure Vaasa students:

- (59) “I manage, but I am not that comfortable.”
- (60) “Okay, because I get nervous in times when I need to talk influent of others but in terms of holding a conversation, I can handle it pretty well”
- (61) “I always think that I have lack of English skills compared to everyone else”

The answers from the insecure students support Stipek’s (1988) claims well. According to Stipek (1988: 166), anxiety is often caused by poor preparation and thus it can be both the reason and the consequence. Example 58 supports this claim, as the student writes that he or she manages well in prepared conversation but feels uncomfortable in spontaneous situations. Moreover, at least examples 56, 57, 60 and 61 support Stipek’s (ibid. 165) claim that anxiety is likely to rise when individual’s self-esteem is threatened and when they feel the fear of failure. In Vaasa group, there were five students who had insecure feelings about their English skills, some were more insecure and others only a bit. In Teuva group, there were six students who felt insecure in English. Thus the amount of insecure students was basically the same.

In Teuva group there were 20 students who had quite positive and confident feelings about their English skills. There were also 20 students in the Vaasa group who thought positively about their English skills. As mentioned before, the greatest difference among these two groups was that Vaasa students’ confidence was visibly in higher level than

Teuva students. Below there are examples of the students' answers, first Teuva students:

- (62) "I am very good at English. I speak it fluently and clearly. I have noticed that sometimes I forget what some English word is in Finnish, even though I know the meaning of the word."
- (63) "I have quite good skills in English, I trust my skills and it feels natural to talk in English."
- (64) "I would say that I am quite good at English because there is room for improvement too. I trust my skills quite a lot and I dare to speak in English."
- (65) "I can write English very well, speaking is average. Sometimes speaking is uncomfortable because I am insecure about pronunciation. I trust my skills in writing, not completely in speaking."

There were many students in Teuva who evaluated their skills quite similarly as students in examples 62 and 63. Based on Gardner's (1985: 147) definition on language aptitude, these students feel that they have decent cognitive and verbal abilities in English. To make the comparison between the two groups, below are examples of Vaasa students' answers:

- (66) "I would describe them as excellent. I trust my skills completely and have no issues in engaging conversations in English."
- (67) "I feel very comfortable speaking and writing English. But I did spend a year abroad in the US so that contributed to a large extent"
- (68) "I trust them with my life. Yes I can have a natural conversation"
- (69) "I am completely comfortable in English"

While most Teuva students evaluated their skills in the same manner as in examples 62 and 63, most Vaasa students answered quite similarly to examples 66 and 68. Thus it could be clearly seen that Vaasa students were more confident about their skills than Teuva students.

5 CONCLUSIONS

In my Master's Thesis I studied high school students' language acquisition, motivation and attitudes towards English. My research method was conducting a questionnaire (see Appendices 1 & 2) for two different kinds of high school student groups. The first group consisted of 26 students from Teuva who have attended a regular Finnish-speaking high school. The second group consisted of 25 students from Vaasa who have attended International Baccalaureate High School, where the education is completely in English and where they have a bit different school curriculum as well.

The participants in my study were third graders in high school and they were 16–19 years old, most at the age of 18 or 19. I emphasized to the students that their answers will be analyzed anonymously and that their answers would not affect their grades. It seemed that the students had taken the questionnaire seriously and that they answered in the way they felt. The questionnaire included a background section where the students filled in basic information and this was followed by 22 statements, where the students answered by choosing 1–5 on Likert Scale (1= strongly disagree, 5 strongly agree). The third part of the questionnaire was the open questions section, where the students could give more thorough answers in various questions.

My assumption for this study was that Vaasa students who are studying in the IB high school have better abilities and motivation for learning English than Teuva group studying in regular high school and my assumption was based on Jim Cummins' claims (in Buss & Laurén 1995: 10). Jim Cummins (*ibid.*) pointed out that several studies have proved that bilingual children understand linguistic meanings more sensitively and may think more flexibly than monolingual children. Even though the IB students might not be fully bilingual, they are accustomed to use English every day in their life and English is the language of their communication. The assumption was proven right at least partly in my analysis. On one hand Vaasa (IB) students seemed to have better abilities for learning and using English language than Teuva students. On the other hand, the both groups were fairly motivated to learn English and to use it in their future as well.

I had three research questions and they were the following: 1. What motivates the students to learn English – intrinsic or extrinsic matters? 2. What are the students' overall attitudes towards studying English? 3. Has most of the students' language learning happened in formal contexts, such as school, or have they learned English more in informal situations, for example in their free time? I will next discuss these research questions and the main findings in my study.

As stated in section 3.2., motives for learning can theoretically be divided into intrinsic or extrinsic ones, but commonly these two aspects of motivation are not separate but complete each other (Ruohotie 1998: 38). For example to the open question 2 (Appendix 2), the majority of the students in both groups stated that intrinsic interest motivated them in studying English or that both extrinsic and intrinsic issues motivate them. Taking into account the statements and open questions, the students seemed to be more intrinsically than extrinsically motivated English learners. It was quite natural that extrinsic factors such as good grades motivated many students. It is difficult to state that a person is either intrinsically or extrinsically motivated, and thus Ruohotie's aforementioned statement seems to be quite true: intrinsic and extrinsic motives complete each other. Many of the students saw English as a benefiting factor for their future studies and career which is likely to increase achievement motivation (Gage & Berliner 1998: 319)

Based on for example Gardner's (1985: 10) claim that motivation is "...a combination of effort, desire to achieve a goal of learning the language and favorable attitudes towards learning the language", it seemed logical to include questions about attitudes towards English language in my research. As stated in 3.4, language learning is the one of the school subjects where attitude is specifically significant (Spolsky 1989: 149). The students in both groups had mostly positive attitudes towards English language, so it should not be a factor that prevents their language learning. Naturally there were some students who had rather negative attitudes towards English language but there were only few of them. However, Baker (1992: 18) has claimed that it is unlikely that attitude measurement would show individual's attitudes perfectly because people tend to give socially acceptable answers both consciously and unconsciously. Thus the students

might have chosen the answer that they thought was the “expected” one. This is the downside of questionnaire study – the participants might not answer the way they truly feel but they answer in a way they think is the socially acceptable way. I tried to avoid this by having both closed statements and open questions in the questionnaire.

There was a great difference between Vaasa students’ and Teuva students’ use of English in their free time. Teuva students did use English in free time for example when playing games, watching series and movies and using social media. The difference was that Vaasa students had much more of actual communication in English in their free time whereas Teuva students were mostly only passive users of the language. This difference is likely to be the result of the different high schools the students attended to. Vaasa students were also noticeably more confident with their linguistic skills than Teuva students. There were only few students in both groups who felt insecure about their English skills but Vaasa students trusted their skills more.

There were altogether 51 participants, 26 from Teuva and 25 from Vaasa, in my study from two schools, so that limits drawing any general conclusions from my study. The strength of this study was that the participants were from two different kinds of high schools and that created an interesting setting for comparison. From this small scale study it can be concluded that high school students are motivated to study English whichever kind of high school they are attending to. Regular Finnish high schools and language teaching in general should pay attention to practicing oral communication, since that seemed to be the biggest obstacle for Teuva students from regular high school. Also the matriculation exam was criticized by the students, so hopefully the Finnish National Board of Education will develop it into a more suitable form for the spring 2018, when the matriculation exam will be held in electronic form for the first time.

Motivation towards second language learning is always a topical subject. This study could be repeated on a larger scale or the students could be interviewed individually about motivation. Even though the high school students are at the end of their English language learning at school, they will still face the language at their education since

English is the academic language and most of them in their future career as well. English language acquisition could be studied even more from the perspective of games, social media and Internet, which today are all very prevalent issues in young people's lives.

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APPENDICES

Appendix 1. Questionnaire for the Teuva group

Kysely

Tulen käyttämään kyselyn vastauksia aineistona pro gradu-tutkielmaani Vaasan yliopistossa. Vastaukset käsitellään anonyymisti eivätkä ne vaikuta englannin kielen arvosanaasi. Vastaathan mahdollisimman rehellisesti kysymyksiin. Kiitos!

– Sarianna Saksa, englannin opiskelija

Annan luvan käyttää vastauksiani tutkimuksessa: ____

1. Taustatiedot

Ikä ____

1. Rastita valitsemasi vaihtoehto:

Sukupuoli

____ Mies

____ Nainen

2. Äidinkieleni on

____ suomi

____ ruotsi

____ englanti

____ muu, mikä? _____

3. Olen käynyt

____ tavallisen peruskoulun

____ kielipainotteisen tai kielikylpykoulun

4. Opiskelen

___ Teuvan lukiossa

___ Vaasan IB-lukiossa

5. Englanti on minulle

___ ensimmäinen vieras kieli (aloitettu 3. luokalla)

___ toinen vieras kieli (aloitettu 5. tai 7. luokalla)

6. Viimeisimmän englannin kielen kurssin arvosana

___ 9–10

___ 7–8

___ 4–6

7. Aion kirjoittaa/olen jo kirjoittanut

___ pitkän englannin ylioppilaskokeissa

___ lyhyen englannin ylioppilaskokeissa

___ en aio kirjoittaa englantia ylioppilaskokeissa

2. Väittämät

8. Ympyröi seuraavista väittämistä sopivin vaihtoehto.

1=täysin eri mieltä

2=jokseenkin eri mieltä

3=en osaa sanoa

4= jokseenkin samaa mieltä

5=täysin samaa mieltä

1. Englannin kielen opiskeleminen on mielenkiintoista	1	2	3	4	5
2. Lukion englannin kurssit ovat mielenkiintoisia	1	2	3	4	5
3. Englannin kielen osaaminen on tärkeää	1	2	3	4	5
4. Pidän englannin puhumisesta	1	2	3	4	5
5. Haluaisin osata paremmin englantia	1	2	3	4	5
6. Englannin opiskelussa minua motivoivat hyvät arvosanat	1	2	3	4	5

7. Opiskelen englantia päästäkseni läpi ylioppilaskokeesta	1	2	3	4	5
8. Englannin opiskelu koulussa on tylsää, mutta kiinnostaa minua muuten	1	2	3	4	5
9. Englannin kieli ei kiinnosta minua lainkaan	1	2	3	4	5
10. Tunnen oloni ahdistuneeksi, jos joudun puhua englantia tunnilla	1	2	3	4	5
11. Englannin kokeet jännittävät minua	1	2	3	4	5
12. Haluaisin opiskella kieliä esimerkiksi yliopistossa	1	2	3	4	5
13. Haluaisin asua ulkomailla	1	2	3	4	5
14. Haluaisin lähteä vaihto-opiskelijaksi tai au pariiksi	1	2	3	4	5
15. Englannin tunneilla opitut asiat auttavat minua käytännön elämässä, jos esimerkiksi matkustan ulkomaille	1	2	3	4	5
16. En usko tarvitsevani englantia tulevaisuudessa	1	2	3	4	5
17. Minua kiinnostaa kansainvälinen työura	1	2	3	4	5
18. Katson usein englanninkielisiä tv-sarjoja tai elokuvia englanninkielisillä tekstityksillä tai ilman tekstityksiä	1	2	3	4	5
19. Luen kirjoja tai sarjakuvia vapaa-ajallani englanniksi	1	2	3	4	5
20. Etsin ja luen usein englanninkielisten laulujen sanoituksia	1	2	3	4	5
21. Etsin usein tietoa englanniksi	1	2	3	4	5
22. Pelaan usein pelejä, joissa tarvitaan englannin kieltä	1	2	3	4	5

3. Avoimet kysymykset

1. Oletko ollut tyytyväinen saamaasi englannin opetukseen peruskoulussa ja lukiossa?

Miksi olet/ miksi et ole? Mitä muuttaisit?

2. Motivoivatko sinua englannin opiskelussa enemmän ulkoiset asiat (arvosanat, kehu) vai oma sisäinen kiinnostus (englannin kieli itsessään, kulttuuri)?

3. Millaisissa tilanteissa uskot tarvitsevasi englannin kieltä tulevaisuudessa? Haluaisitko esimerkiksi opiskella kieliä tai työskennellä kansainvälisessä ympäristössä?

4. Millaisiksi kuvailisit englannin taitosi? Luotatko kykyihisi vai oletko epävarma? Uskallatko esimerkiksi keskustella luontevasti englanniksi?

5. Mittaako englannin ylioppilaskoe mielestäsi hyvin englannin kielen taitoja? Motivoiko koe opiskelemaan?

6. Käytätkö englantia paljon vapaa-ajallasi? Jos käytät, niin missä muodoissa ja miten usein?

KIITOS VASTAUKSISTASI!

Appendix 2. Questionnaire for the Vaasa group

Questionnaire

I will use the answers of this questionnaire as a material to my Master's Thesis (pro gradu) for University of Vaasa. The answers will be observed anonymously and they do not affect your grade in English. Please answer the questions as truthfully as possible.

Thank you!

– Sarianna Saksa, student of English language

I give permission to use my answers in the research: ____

1. Background information

Age ____

1. Tick the chosen option:

Gender

Male

Female

2. My native language is

Finnish

Swedish

English

Other, what? _____

3. I have been in

Regular comprehensive school

Language-oriented or language immersion school

4. I am currently studying at

High school in Teuva

IB High school in Vaasa

5. To me English is

the first foreign language (started on the third grade)

the second foreign language (started on the fifth or seventh grade)

6. The grade I got from the latest English class is

9–10

7–8

4–6

7. I am going to complete/I have completed

advanced level in English in the matriculation exam

basic level in English in the matriculation exam

I am not going to complete English in the matriculation exam

2. Statements

8. Circle the most suitable option in the following statements.

1=strongly disagree

2=disagree

3=uncertain

4= agree

5=strongly agree

1. Studying English language is interesting	1	2	3	4	5
2. The English courses in high school are interesting	1	2	3	4	5
3. It is important to know English language	1	2	3	4	5
4. I like talking in English	1	2	3	4	5
5. I would like to know English language better	1	2	3	4	5
6. Good grades motivate me in studying English	1	2	3	4	5
7. I study English to pass the matriculation exam	1	2	3	4	5

8. Studying English is boring at school but otherwise I am interested in the language	1	2	3	4	5
9. English language does not interest me at all	1	2	3	4	5
10. I feel anxious if I have to speak English in the class	1	2	3	4	5
11. English exams make me nervous	1	2	3	4	5
12. I would like to study languages for example at the university	1	2	3	4	5
13. I would like to live abroad	1	2	3	4	5
14. I would like to do an exchange or work as an au pair	1	2	3	4	5
15. The things I learn at English classes help me in the real life, for example if I travel abroad	1	2	3	4	5
16. I do not think I will need English in the future	1	2	3	4	5
17. I am interested in making an international career	1	2	3	4	5
18. I often watch English tv-shows or movies with English subtitles or without any subtitles at all	1	2	3	4	5
19. In my free time I read books or comics in English	1	2	3	4	5
20. I often search and read lyrics of songs that are in English	1	2	3	4	5
21. I often search for information in English	1	2	3	4	5
22. I often play games where English language is needed	1	2	3	4	5

3. Open questions

1. Are you satisfied with the level of teaching you have had in comprehensive school and high school? Why are you/why are you not? What would you change?

2. What motivates you better in studying English, extrinsic matters (grades, compliments) or your own intrinsic interest (English language itself, the culture)?

3. In what kinds of situations you think you will need English language in the future? Would you like to study languages or work in an international environment, for example?

4. How would you describe your English skills? Do you trust your skills or are you insecure? Do you have the courage to have a natural conversation in English?

5. Do you think that the matriculation exam of English measures English skills well? Does the exam motivate you to study?

6. Do you use English a lot in your free time? If you do, in what kinds of situations and how often do you use it?

THANK YOU FOR YOUR ANSWERS!