

UNIVERSITY OF VAASA

Faculty of Philosophy

English Studies

Emilia Holm

Motivation and Attitudes in Second Language Learning

A Case Study

Master's Thesis

Vaasa 2010



## TABLE OF CONTENTS

ABSTRACT	5
1 INTRODUCTION	7
1.1 Material & Method	11
1.2 Previous Research into Language Attitudes in Finland	15
2 ENGLISH IN FINLAND	17
3 MOTIVATION AND ATTITUDES IN FOREIGN LANGUAGE LEARNING	20
3.1 Motivation & Motive	21
3.2 Attitude	23
3.3 Drive Theory	26
3.4 Achievement Theory	27
3.5 Integrative and Instrumental Orientation	28
3.6 Gardner's Socio-Educational Model	29
3.6.1 External Influences	31
3.6.2 Individual Differences	32
3.6.3 Language Acquisition Contexts	37
3.6.4 Outcomes	38
3.7 Anxiety	39
4 MOTIVATION AND ATTITUDES IN VAASAN LYSEON LUKIO	40
4.1 Integrativeness	42
4.3 Attitudes towards the Learning Situation	45
4.4 Motivation	49
4.5 Instrumental Orientation	54
4.6 Language Anxiety	66

5 CONCLUSIONS	72
WORKS CITED	76
APPENDICES	
Appendix 1. Kysely	79
Appendix 2. Questionnaire	84
Appendix 3. Gardner's Socio-Educational Model	89
FIGURES	
Figure 1. Three Component Model	25
Figure 2. Attitudes towards English-speaking Population and Community	42
Figure 3. Desire to Meet Members of the Other Language Group	44
Figure 4. Interest in Foreign Languages in general	45
Figure 5. Evaluation of Teacher	46
Figure 6. Evaluation of Course Material	47
Figure 7. Motivational Intensity	50
Figure 8. Desire to Learn Language	52
Figure 9. Attitudes towards Learning English	53
Figure 10. Desire to Succeed in English Studies	55
Figure 11. Desire to Obtain Career	56
Figure 12. Securing Future	57
Figure 13. Reward from Home	58
Figure 14. Desire to Please Others	59
Figure 15. Compulsiveness	60
Figure 16. Fear of Failure	61
Figure 17. Movies, TV and Music	62
Figure 18. Role of Games	63
Figure 19. Travelling	64
Figure 20. Lack of Motivation	66
Figure 21. Anxieties in Class	67

Figure 22. Anxiety and Effects	67
Figure 23. Anxiety of Using English	69

## TABLES

Table 1. Pupils participating in the study	41
--	----



---

**UNIVERSITY OF VAASA****Faculty of Philosophy**

**Discipline:** English Studies  
**Author:** Emilia Holm  
**Master's Thesis:** Motivation and Attitudes in Second Language Learning  
A Case Study  
**Degree:** Master of Arts  
**Date:** 2011  
**Supervisor:** Sirkku Aaltonen

---

**ABSTRACT**

Asenteet vaikuttavat opiskelumotivaatioon ja oppimistuloksiin. Sen vuoksi on tärkeää selvittää, kuinka lukiolaiset suhtautuvat vieraan kielen opintoihin ja ovatko he motivoituneita opiskelemaan kieliä. Tämän tutkielman tavoitteena on tutkia lukion ensimmäisen vuoden oppilaiden asenteita ja motivaatiota englannin kielen opiskelua kohtaan. Tutkimusmateriaalina on Vaasan lyseon lukion ensimmäisen vuoden oppilaiden täyttämä kysely, jonka pohjalta tutkittiin motivaatiota, asenteita, motiiveja, koulumenestystä ja niissä mahdollisesti ilmeneviä sukupuolieroja. Tutkielmassa analysoitiin mahdollista kielenoppimisen ja opiskelun aiheuttamaa ahdistusta ja sen vaikutusta kielenoppimiseen. Tutkimus perustuu Gardnerin ja Lambertin teoriaan sisä- ja ulkosyntyisestä motivaatiosta, (integrative and instrumental orientation) sekä Gardnerin siitä edelleen kehittämään malliin (socio-educational model), jonka pohjalta kyselylomake laadittiin ja jonka pohjalta analyysi suoritettiin.

Tutkielman tulokset osoittavat, että lukion ensimmäisen vuoden oppilaiden opiskelumotivaatio on pääosin sisäsyntyistä, vaikka sen yhteydessä esiintyy ulkoisiakin motiiveja, kuten matkustelu ja hyvän työpaikan saanti. Tutkimuksen perusteella oppilailla on myönteinen asenne englannin opiskelua kohtaan, ja he ovat motivoituneita opinnoissaan. Tutkimustulokset viittaavat siihen, että etenkin miespuoliset oppilaat hyödyntävät vieraan kielen opiskelussa monipuolisesti erilaisia oppimisvälineitä ja ympäristöjä, kuten televisiota ja internetiä. Oppilaat toivovat monipuolisempaa oppimateriaalia ja enemmän keskustelutaitoa parantavia harjoituksia kouluopetukseen. Useat, etenkin naispuoliset oppilaat, kärsivät jännittämisestä englannin tunneilla ja tilanteissa, joissa he joutuvat käyttämään englantia. Kouluopetus onkin haasteen edessä: kuinka luoda oppilaille turvallinen ja kannustava oppimisympäristö, jossa harjoittaa omia, usein puutteelliseksi koettuja, suullisia taitoja.

---

**KEYWORDS:** second language learning, motivation, anxiety in language learning, integrative orientation, instrumental orientation, socio-educational model



## 1 INTRODUCTION

For the past five years I have been working as a substitute teacher in several elementary schools in Vaasa. Among other subjects, I have had the opportunity to teach English and observe how children learn their second language in the classroom. During the lessons, I have become interested in second language learning and, especially, the motivational aspect of language acquisition.

In this thesis, the motivation and attitudes of Finnish-speaking pupils will be studied. The purpose of the thesis is to investigate if the pupils attending Vaasan lyseon lukio are motivated to study English and to study the attitudes that the pupils had towards English, English-speaking population and English-speaking cultures. This will be accompanied by an analysis of gender differences. In addition, I will examine if the pupils in Vaasan lyseon lukio experience anxiety in relation to studying English.

Motivation is a complex concept that has been widely studied especially in relation to second language learning. There are several motivation theories, particularly in the fields of motivational and social psychology, and new perspectives are being introduced even today. The most common and widely used theory on language learning motivation is Gardner and Lambert's theory of integrative and instrumental orientation which divides motivation into intrinsic and extrinsic motivation. (Kantelinen 1995: 44; Dörnyei 2001: 18.)

Intrinsic motivation in language learning occurs in connection with motives that are not dependent on extrinsic factors: the motives arise from the language learners themselves. Intrinsic motives are usually subjective emotions, such as joy, contentment or pleasure deriving from studying, learning and the feeling of development. Intrinsic motives arouse integrative orientation; the foreign language is studied because it is considered fun or interesting, and the language learner is genuinely interested in the foreign language group and its culture. Extrinsic motivation, in turn, appears together with instrumental motives and objective rewards which, in connection with language learning, may appear as a desire to receive good grades, rewards, praise or other

benefits. Extrinsic motives lead to instrumental orientation; the language is studied for reasons other than genuine desire to learn the language or to get acquainted with the other language group or its culture. (Kantelinen 1995: 45–47; Ruohotie 1998: 38.) Thus, intrinsic motivation occurs in connection with intrinsic motives and leads to integrative orientation which is characterized by a language learner's genuine interest in the foreign language, the foreign language group and culture. Extrinsic motivation, reciprocally, coexists with instrumental motives and occurs as instrumental orientation which appears as a language learner's desire to learn a foreign language in order to obtain extrinsic goals, such as good grades, profession, rewards, praise or other benefits.

Motivation is regarded as the major single factor that affects foreign language learning (see Krashen 1981; McDonough 1981), and intrinsic motives are essential for becoming motivated. An integratively oriented pupil enjoys learning and is willing to expend effort on studying. (Lepper 1988: 294–299; Stipek 1988: 50–51; Julkunen 1989: 23.) Therefore, by studying the motivation and attitudes of foreign language learners it is possible to not only elucidate the current situation of foreign language learning, but also to discover ways in which language learning could be made more interesting and inspiring. By finding out what gives the pupils joy, pleasure and enjoyment in their studies, and by finding out what motivates them, it is possible to develop teaching methods that better fit the needs and wants of the new generations.

Studying the motivation and attitudes towards learning English is important because English is everywhere. Only in the year 2004, the United States produced 475 films of which a considerable number found its way to the Finnish market (Kulttuuritilasto 2005: 283). The year 2004 was not an exception. American films dominate in the Finnish cinemas – in the year 2008, American films had approximately 60 % of the premieres in the Finnish cinemas (Joukkoviestimä 2009: 136). Moreover, according to Cultural Statistics (Kulttuuritilasto 2005: 282), in the 21<sup>st</sup> century, the United States is one of the leading countries in the recording market, and the majority of foreign films and programs shown on the Finnish commercial TV-channels are produced in the States (Joukkoviestimä 2009: 57). Finnish radio programs broadcast English songs, Finnish magazines publish English advertisements with English brands and slogans, and even a

considerable number of video and computer games in Finland are in English. Besides, the number of English people is growing in Finland (Kulttuuritilasto 2005: 33). By the end of December 2008, there were 11 344 English people living in Finland, the number of which increased – mostly by immigration – by 755 people in the same year (Tilastokeskus 2009). Thus, children can be expected to get in contact with English at the early stage of their lives, even before they begin their foreign language studies.

Because the role of English in Finland is expanding, it is important to study the attitudes that Finnish pupils have towards English and their motivation in studying the language. In my thesis, I propose to study the motivation and attitudes that 15–17 year old pupils who have finished comprehensive school and recently started in Finnish high school, Vaasan lyseon lukio, have towards English as a school subject. My intention is to investigate if the pupils are motivated to study English, and if so, what motivates them. Foreign language learning motivation will be studied within the framework provided by Gardner's (2001) socio-educational model, determining whether the pupils have intrinsic or extrinsic motives for studying English. I will study the attitudes that the pupils in Vaasan lyseon lukio have towards studying English, and whether disturbing attitudes, such as anxiety or stress experienced when studying English, are a common problem affecting negatively both the motivation and language acquisition. The study will also explore possible gender differences.

I will study what motivates the pupils in Vaasan lyseon lukio, and if they are motivated to expend effort on their English studies. According to Kyösti Julkunen (1989: 23), intrinsic motives and integrative motivation increase a pupil's willingness to expend effort on their studies. Integrative motivation improves concentration and persistence, and integratively oriented pupils are more likely to spend more time studying than those who only study to gain extrinsic benefits. I assume that also in Vaasan lyseon lukio, pupils who are integratively oriented expend more effort on studying English. Besides, this effort, often entailing longer working hours, is likely to lead to better results. I, therefore, expect the integratively oriented pupils to succeed better in their English studies as well. Consequently, if a pupil has mainly positive attitudes towards English, s/he is likely to expend effort on studying the language, achieve good results and have

mainly intrinsic motives in studying the language. The hypothesis will be tested by utilizing a questionnaire in which pupils are asked to respond to claims which measure their attitudes towards English, the effort that is expended on studying the language, the results that they have achieved in English and the motives that encourage them to study the language.

In addition to investigating the quality of their motives, I will study if the pupils studying in Vaasan lyseon lukio, in general, are motivated to study English. A subjective belief in the necessity, usefulness and profitability of a foreign language is a prerequisite promoting a pupil's language learning motivation (see Hutchinson & Waters 1987: 57; James Alatis, Altman & Penelope Alatis 1981: 79–93). Since English is present in the pupils' everyday life in Finland, and its importance is additionally emphasized by both school and working life, Finnish pupils can be expected to regard English as useful. Therefore, I hypothesize that pupils studying in Vaasan lyseon lukio are generally motivated in their English studies. However, it may be that some pupils have extrinsic motives for studying in high-school, and though attending the Finnish high-school is voluntary, some pupils may be studying English merely due to extrinsic motives; to please others or to graduate from high school. This hypothesis will be tested by investigating the pupils' responses in the questionnaire to the claims that measure motivational intensity (the amount of effort that the pupils are willing to expend on studying English), desire to learn the language and attitudes towards learning the language.

In this chapter, I will present the material and method of the study. In addition, previous research on language attitudes in Finland will be introduced. The second chapter will discuss the role of English in Finland. In the third chapter, the major concepts related to motivation and the central motivation theories, including Gardner's socio-educational model used in the present study, will be discussed. The chapter will, additionally, discuss language learning anxiety and its effects. The fourth chapter will discuss the study and the results. Finally, the conclusions will be presented. First, however, I will present the purpose of the study and discuss why studying language learning motivation and attitudes is important.

## 1.1 Material & Method

The purpose of my study was to study the motivation and attitudes that pupils have towards English as a school subject. The study concentrated on pupils attending Finnish high school because I assumed that they have a clearer perception of the reasons why they study English, which, in contrast to pupils studying on lower school levels, would follow from the fact that they attend the school voluntarily. The class of first-year pupils was chosen because they are still likely to have varying motives for studying English since they have only recently began the high school and attended their first obligatory English lessons at the high school level. I used a questionnaire as a method of study because it makes a detailed analysis possible and is often used in connection with attitude measuring (Heikkilä 2008). The primary material of the study, thus, consisted of a questionnaire, completed by first-year pupils in Vaasan lyseon lukio.

Four groups of first year pupils attending an English class when the questionnaires were distributed in November 2009 filled it out, and their responses were analysed with regard to their motivation. Only the answers of the pupils who study English as an extensive language at school (they follow the syllabus of second language learning in Vaasan lyseon lukio) and who speak Finnish as one of their native languages were included in the study. An additional requirement was that the respondents did not speak English as their other native language. However, I decided to include the pupils, who had a multilingual background as long as they spoke Finnish as one of their native languages and did not speak English as their other native language since the aim of the study was to survey general attitudes towards English, and not to compare the abilities between monolingual and multilingual pupils. The answers of pupils who did not meet the requirements were excluded. Of the 91 pupils who were included in the study, 47 were female and the remaining 44 were male.

The main theory utilized in the study is Gardner and Lambert's (1972) theory of integrative and instrumental motivation, based on their studies conducted in Canada and the United States. The ideas of integrative and instrumental orientation have been further elaborated in Gardner's (2001) socio-educational model, on the basis of which

the questionnaire (see Appendices 2.–3.) was designed and the analysis of this thesis conducted. The study by Gardner and Lambert will be discussed in detail in Chapter 3.

The questionnaire utilized a traditional five-point Likert scale in measuring the positive and negative responses of the pupils. The Likert scale is commonly used in questionnaires especially in connection with attitude measuring since the particular scaling method provides statistics on several Likert scale items. When using Likert scale, the respondents choose the option that best describes their view on a numerical scale. The Likert scale ranges typically from 1 to 5 measuring attitudes from strongly disagree, disagree, cannot say, agree and strongly agree. (Heikkilä, 2008: 53–54, 56; Sudman & Bradburn, 1983: 250.)

According to Heikkilä (2008: 56), the conventional method is to give the respondent several statements measuring one particular Likert scale item to ensure that they are being consistent. In addition, Oppenheim (1966: 43) recommends that important items in the context of attitude measurement should be presented both in open and closed form to guarantee the reliability of the analysis. These recommendations were taken into consideration, and thus, an item studied in the Likert scale was presented in varying forms in two or three statements, in conformity with Heikkilä. For example, travelling as a motive for studying English was measured by claims: *“English skills are important because I want to travel”* and *“I want to have English skills because they are needed when abroad”*. In addition, some items of which I wanted more information were formulated as open questions to give the pupils the possibility to explain their thoughts in their own words. The pupils were, for example, asked to write down why they considered English skills important and why they wanted to be able to speak and understand English.

I used a quantitative analysis in summing up the responses to the Likert scale items. A quantitative analysis refers to an analysis which provides statistical information of numerical and percentual data. The information is typically collected from standardized questionnaires in which the respondents are given options to choose from, and the findings can be illustrated using charts or tables. (Heikkilä 1998: 16.) A quantitative

analysis is a useful method when studying prevailing conditions or circumstances. It does not, however, reveal the causes that may have led to the results of the study. To get a better perception of the causes of which the attitudes and responses of the pupils derive I used a qualitative analysis in studying the open questions of the questionnaire. A qualitative analysis aims at studying the values, attitudes, needs or expectations of the respondents in order to better understand the psychological factors that affect the results of the study. A qualitative analysis is usually textual material gleaned from interviews, group discussions or answers to open questions in a questionnaire for a detailed analysis which aims at understanding the statistical data. (Heikkilä 1998: 16–17.)

The questionnaire consisted of three sections of altogether 12 questions. It was formulated on the basis of Gardner's (2001) socio-educational model and the Attitude/Motivation Test Battery (AMTB, see Gardner, 1985: Appendix 3.) which is a widely acknowledged motivation test that covers the main items of Gardner's theory as well as the items measuring language anxiety (Zoltán 2001: 52–53). The questionnaires were completed anonymously. In this way the pupils could give more honest responses, especially to the items that measure language anxieties.

The first section focused on the age and gender of the pupils. The pupils were asked to mark their current grade in English and, at first, also in the other obligatory language, Swedish since the intention was to study whether there occurs any correlation between success and motivation. Later it became clear that including the success in Swedish in the study would have made the analysis too extensive, due to which the third question was omitted in the final analysis. In Finland, the school marks vary from 4 to 10. Thus, the alternatives to choose from were 4–6 (weak, adequate, moderate; referred to as “adequate” in the study), 7–8 (satisfactory, good; referred to as “good” in the study) and 9–10 (very good, excellent; referred to as “excellent” in the study). The division was made to simplify the processing of the material. In this section, pupils answered by ticking the correct alternative.

As the main purpose of the thesis was to study whether first-year pupils in Vaasan lyseon lukio possess intrinsic or extrinsic -based values in studying English, the second

section of the questionnaire comprised an equal number of claims indicating intrinsic and extrinsic motives. For example, the claim 1: *I like English-speaking people/countries* is an intrinsic motive, and, thus, the claim measured integrative motivation. The claims were placed in a random order. Claim 55: *I want to improve my skills in English in order to succeed in my studies* and claim 14: *It is important to be able to have good language skills in English because it raises the average grade of my school report*, measuring the desire to succeed in one's studies have not been analysed elaborately in this study because the claims repeated the same results achieved in relation to the claims *I study English at home because I want to be good at school* (49.) and *I want to learn English because it is important to get a good grade in English* (53.), and repeating the same information was considered unnecessary.

Along with the statements measuring integrative and instrumental orientation, additional ten claims, such as *"I am insecure during English lessons"* and *"I am not afraid of expressing myself in English"* were included in random order to measure language anxiety. The pupils were asked to choose an option that best described their view on the Likert Scale. Since English can be heard and read on TV, in magazines and on the Internet, I assumed that the pupils of Vaasan lyseon lukio come into contact with English also in their free time and learn English through the media, music and games. Therefore, also claims, such as *"I want to learn English in order to understand English movies and TV-programs"* and *"I want to learn English in order to understand the lyrics of English songs"*, measuring the effects of media and popular culture were included in the questionnaire. The responses of the second section were analysed quantitatively.

The third section comprised of open tasks that elaborated some motivational aspects already presented in the Likert scale -form in the second section. The questions further investigated the desire to learn English (*"Why do you/do you not consider English skills important?"*), attitudes towards learning English (*"Why do you want to be able to speak and understand English?"*), attitudes towards the learning situation (*"Why are you satisfied/dissatisfied with the way English is taught at your school?"*), attitudes towards the English-speaking population and community (*"What do you think about the*

*population and community of the English-speaking countries*”), motivational intensity (“*Do you put much effort on studying English?*”) and mass media effects (“*Do you use English or need to understand English in your free time?*”). The pupils were invited to answer in their own words to these questions. The answers to the open questions were analysed qualitatively.

## 1.2 Previous Research into Language Attitudes in Finland

English is a significant language which is widely spoken all over the world. Sonja Henriksèn and Johanna Liljeberg (2000) have studied the attitudes that Swedish-speaking pupils on 5<sup>th</sup> and 6<sup>th</sup> grades have towards English and Finnish. The study suggested that English was considered important because of its role as a global language. In addition, the attitudes towards the language appeared to be mainly favourable. Similar results were achieved in a study conducted by Lucas Nylund and Lisa Wolff (2003) and in Kaj Sjöholm’s (2000) study of Finnish- and Swedish-speaking pupils’ stereotyped attitudes. According to their research, the Swedish-speaking pupils in Finland have favourable attitudes towards English language, they are in contact with English also outside the school environment and willing to use the foreign language even in their free time.

According to a study, conducted by Anna Österberg (2000), pupils have strong associations of the representatives of a language group. In her study, the attitudes that Swedish-speaking pupils have towards British and American English and their speakers were studied, and the attitudes that comprehensive school and upper secondary school pupils have towards English language, people and culture were compared. According to the results, presuppositions and prejudices may affect the way in which a certain accent is regarded.

Negative attitudes, such as prejudices towards foreign language groups and their members may appear as doubts of the necessity of language proficiency (Laine 1978: 16–17). This is shown in a study, conducted by Eero Laine (1978), which examined the

motivation that comprehensive school pupils have towards English. His studies are based on Gardner and Lambert's (1972) theory of integrative and instrumental motivation which has, by Laine, been modified to concentrate on aspects related to negative affective components, such as anxiety, that complicate or even prevent learning. The results indicate that distance from the foreign language speakers may lead to prioritization of one's own ethnic group. According to Laine (1978: 17), an ethnocentric language learner is unlikely to be integratively oriented, and ethnocentrism seems to correlate negatively with language learning outcomes.

## 2 ENGLISH IN FINLAND

English is widely spoken all over the world. Research shows that in the year 2000, 60 % of the world's radio broadcasts were in English, 70 % of the world's mail was written in English, and 85 % of all international telephone conversations were in English. Already in the year 2000, English was spoken by more than 1, 000 million people, for more than half of whom it was a second language. It is spoken as the primary native language in the USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa and several Caribbean countries, it is an official language of several other countries, and it is taught as a foreign language more often than any other language in the world. (Airola 2000: 1; Crystal 2003: 2–3.)

Braj Kachru has described the spread of English as an expanding circle. According to him (Cited in Crystal 1997: 53–54.), English speakers form three circles in which the inner circle comprises of the countries where English is the primary language, the second circle consists of the countries in which English is spoken as a second language, and the outer, expanding circle includes the countries in which the role of English as a global language is generally recognized and where English is taught as a foreign language. In addition, according to Crystal (1997: 55), including all the different varieties of English, such as the variety of English used by over than 40 % of the Nigerian population, would further increase the number of English speakers in the world.

English is of great importance in Europe and in Finland, and it is the most commonly used language in Europe. In the year 2005, it was the native language for more than 61 million and the second language for more than 100 million Europeans. Besides, the number of English speakers in Europe is growing. (Kulttuuritilasto 2005: 281.) English is regarded as the most useful foreign language in the European Union, and it is also the most common foreign language there – in the year 2000, approximately every third citizen claims to speak English. (Airola 2000: 1.) English language skills – both oral and written – are highly appreciated and needed in working life in Finland. In addition, the importance of English is emphasized in the Finnish school system. (Julkunen 1989: 21.)

The pupils begin studying English already at the comprehensive school, and it is an obligatory subject even in Finnish high schools as well as in higher education, such as at Finnish polytechnics and universities.

Foreign language learning is strongly represented in the curriculum of the Finnish school system. Pupils have to study at least two foreign languages at the comprehensive school level, and in bigger municipalities, a pupil may study up to four languages<sup>1</sup>. In Vaasan lyseon lukio, pupils who have begun their English studies in the third grade are required to take six compulsory English courses. In addition, two advanced courses, three applied courses and two additional courses are available. Even pupils who study English as a B1-language (have begun their studies in the seventh grade at the age of 13) have to take five compulsory English courses. (Vaasan lyseon lukio: 2010.) Foreign language learning begins in the third grade<sup>2</sup>, usually at the age of 9 to 10 when Finnish-speaking pupils choose the second language, usually English or Swedish. The popularity of English is striking; in the year 2007, almost 91 % of pupils chose English as their second language. The pupils who do not choose English in the third grade usually choose English in the seventh grade the latest; for example, in the year 2007, almost every pupil in the upper stage of comprehensive school studied English. (SUKOL: 2010.) Thus, the vast majority of Finns can be expected to have at least some language skills in English.

English is not only of great importance in Finland, but it enjoys a considerably high-status as well. English is primarily spoken in the USA which is considered as a significant forerunner in technology, fashion and popular culture industry all over the world. The dominance of English is in connection with the political and economic power of the United States, and English language skills are necessary in order to

---

<sup>1</sup> The language that everybody chooses in the third grade is called an A1 –language. Everybody chooses B1 language in the seventh grade. A2-language can be chosen in the fourth or fifth grade and B2-language can be chosen in the upper stage of comprehensive school in some bigger municipalities. Language options vary in different schools. (SUKOL: 2010.)

<sup>2</sup> According to SUKOL (Federation of Foreign Language Teachers in Finland, 2010), foreign language learning will start earlier in the future. In the year 2007, nearly 9 % of the Finnish pupils began their A1-language studies in the first grade (at the age of seven) and 13,9 % began the studies in the second grade (at the age of eight).

participate in international politics or international trade. A global language is also needed by the people. Due to its dominance in the fields of tourism, politics, technology, science and commerce English serves as a *lingua franca* – the third language used as a “common language” by persons or groups of people, who do not share a native language. (Crystal 2003: 7, 9, 95–96.) English is appreciated as a language which unites nations who have different native languages and would not otherwise have a common language.

Also the mass media is commonly believed to influence language attitudes. However, Baker’s (1992: 110–111) research suggests that its effect on attitudes is rather insignificant. According to him, the mass media affects mostly the language attitudes of teenagers, but its influence is, in general, over-emphasized. However, the role of English cannot be underestimated in connection with the media, either. English is the language primarily used in the press, in advertising, broadcasting, films and especially in popular music. Therefore, many people get in contact with English through popular culture even before their foreign language studies. Via globally famous lyrics and songs English has become a symbol of freedom, rebellion and modernism, which seem to carry on as long as English preserves its status. (Crystal 2003: 82–95.)

Language skills in English are useful not only when communicating with English-speaking people, but also when watching TV, listening to music, playing games, travelling or, for example, following the fashion world. Gardner and Lambert’s theory of instrumental orientation suggests that the extrinsic motives, such as a desire to understand the media, may be the reason for some people to study and learn English (Kantelinen 1995: 44–47, Dörnyei 2001: 18). Thus, some pupils also in Vaasan Lyseon lukio may study English, not because they are genuinely interested in the foreign language and its culture, but because they want to use the language for other purposes, such as, for example, travelling or playing games.

### 3 MOTIVATION AND ATTITUDES IN FOREIGN LANGUAGE LEARNING

Motivation is a comprehensive and complex concept. Scholars have formulated several motivation theories in their attempt to explain motivation (see for ex. Gardner & Lambert 1972; Weiner 1972). It has been explained, for example, in terms of an internal drive, a need for achievement or the fear of failure. Nevertheless, a generally accepted theory which would explain motivation in its totality is yet to be found; critics have not yet approved of an inclusive theory that would unambiguously explain motivation and its effect on behavior.

In motivation theories, there is a tendency to discuss *language learning motivation* separately. The following subchapters introduce the basic concepts of *motivation*, *attitudes* and  *motive*, often used in connection with motivation theories. Other closely related concepts are *values*, *norms* and *interests*. However, since their study is separate from motivational theories and not relevant for the present study, they will not be discussed in more detail in this thesis.<sup>3</sup> In the following chapters, some of the most well-known motivation theories regarded as most central in the field of contemporary psychology and current motivational research will be introduced. These will include the drive theory, achievement theory, the theory of integrative and instrumental orientation and Gardner's socio-educational model. The theory of integrative and instrumental orientation which divides motivation into intrinsic and extrinsic motivation is commonly applied, especially, to language learning motivation though scholars tend to use different names to describe them. This approach has also been utilized in the analysis part of the present study when motivation will be analysed, using Gardner's (2001) socio-educational model which focuses on the pupils' integrative and instrumental orientation in second language learning.

---

<sup>3</sup> For a discussion of values, norms and interests, see Dörnyei (2001).

### 3.1 Motivation & Motive

The complex concept of motivation has been approached from several different points of view. There have been attempts to clarify it, for instance, by explaining children's performance behavior in terms of self-capacity, self-esteem, achievement and goal. (Aunola 2002: 105.) A generally accepted definition is, however, that motivation is a state which affects one's behavior. It occurs as energy, force or intensity which stimulates to action, and it is directed towards a certain goal. In addition, motivation includes the influence of reflection, the feedback from the environment, and one's experiences which may either increase or decrease motivation. (Ruoholahti 1998: 36–37.)

The term *motivation* is derived from the Latin word *movere* which can be translated as movement. Today the term *motivation* is understood more widely, and motivation is seen as a complex organism or system which encourages to action. (Ruoholahti 1998: 36.) According to Gardner (1985: 50–51), motivation in second language acquisition comprises four components: a goal in learning the language, a desire to attain the goal, favourable attitudes toward learning the language, and willingness to expend effort in order to learn the language. All these components are dependent on each other, and together they form a motivated organism. According to Lightbown and Spada (1999: 56), a language learner's communicative needs and attitudes towards the second language community affect the quality and intensity of second language learning motivation. The motivation of a language learner increases if the second language is experienced useful in practice. This has been referred to as "perceiving the communicative value of a language" (Lightbown and Spada 1999: 56). Likewise, motivation increases if the second language community is appreciated. It encourages language learners to get acquainted with the foreign culture and the foreign language speakers, which in turn raises the communicative value of the language.

If positive attitudes towards the language and the language community raise the communicative value of the language, those pupils in Vaasan lyseon lukio who have positive attitudes towards the language and its speakers can be assumed to regard

English as more useful. Consequently, positive attitudes would lead to an increased intensity and persistence; positive attitudes would manifest themselves as longer studying hours and better results.

High motivation and positive attitudes have, indeed, shown to correlate with success in second language learning. It is, however, uncertain how they are connected: whether motivation produces good results or the other way round. There may also be other, external components that influence the outcome (Lightbown & Spada 1999: 56). In addition, success is not necessarily determined by motivational factors. Personal attributes may be just as significant and effective in language learning. (Gardner 1985: 10.) One can be extremely motivated without achieving the goal, whereas someone may neither desire to learn the language, nor have favourable attitudes towards learning it and still become successful due to, for example, compulsiveness or a desire to please others.

Motives are in close connection with motivation in determining the quality and intensity of a motivated organism. They are commonly associated with needs and desires deriving from rewards or punishments that one wishes to achieve or avoid. (Ruoholahti 1998: 36–37.) Motives incite to action, thus often directly influencing behaviour. They are dynamic; they encourage to a certain kind of behaviour, and determine the intensity and duration of that behaviour. (Atkinson 1964: 3.) Motives are often classified as a part of personality disposition and claimed to be permanent tendencies to react in a certain way. This is, however, disputable, and Madsen (1968: 311–320), for instance, emphasizes the importance of independent stimuli and impulses as contributors to behaviour.

In the present study, motives have been classified, according to Gardner and Lambert's (1972) theory of integrative and instrumental motivation, as intrinsic or extrinsic, depending on whether the motive derives from a pupil's genuine desire to learn English and get acquainted with English-speaking people or from an extrinsic need to, for example, succeed in studies, please one's parents or gain benefits. Intrinsic motives appear together with intrinsic motivation and represent integrative orientation

(Kantelinen 1995: 45–47). Thus, a pupil who is genuinely interested in the foreign language (intrinsic motive) and studying the foreign language (intrinsic motivation) studies the language because s/he considers learning it fun and interesting (integrative orientation). Extrinsic motives, on the other hand, appear together with extrinsic motivation and represent instrumental orientation (Kantelinen 1995: 45–47). A pupil who, for example, wants to graduate from high-school (extrinsic motive) and studies the language only because of that motive (extrinsic motivation) studies the language only to achieve the extrinsic goal – graduation (instrumental orientation). Motives affect language learning, especially in time; the integratively oriented pupils' motivation to study the language is more likely to exist longer than the motivation of instrumentally oriented pupils, who are less likely to continue studying the language after they have reached their goal.

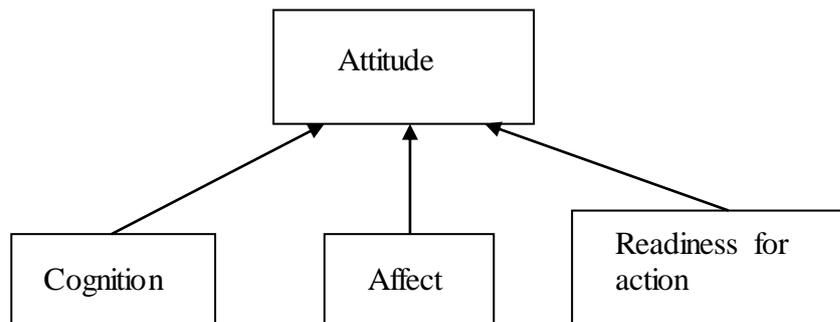
### 3.2 Attitude

In addition to motives, also attitudes affect language learning. Various definitions have been formulated in attempt to explain the meaning of attitude. Icek Ajzen (1988: 4) considers attitude as “a disposition to respond favourably or unfavourably to an object, person, institution or event”. Gardner (1985: 9), in turn, sees the complex concept from an operative point of view stating that attitude is “an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent”. When applied to foreign language learning, Ajzen's definition would suggest that a pupil's attitude towards an object – in the case of my study, learning English – shows as a favourable or unfavourable disposition. Gardner's definition, on the other hand, would imply that attitudes towards studying English are reactions, such as increased or decreased intensity, concentration or effort derived from positive or negative dispositions. In this study, the concept *attitude* will be discussed in conformity with Ajzen because the particular study aims at investigating, especially, the dispositions that pupils in Vaasan lyseon lukio have towards studying English, rather than focusing merely on the reactions that certain attitudes may cause. The reactions that positive or negative attitudes may produce will, thus, be analysed separately.

Defining and describing attitudes is difficult because attitudes are one's intrinsic thoughts, beliefs, feelings and opinions; they are hard to express and explain. Furthermore, attitudes can also be subconscious or denied. As a researcher, it is difficult to generalize and analyse other people's attitudes since everyone experiences their inner sensations subjectively. Moreover, identifying different attitudes is controversial because the ways in which attitudes affect behaviour and reactions may vary or not be noticeable at all. However, attitudes are an important source of information and self-examination, and examining one's dispositions may reveal concealed information – such as suspicion or prejudices towards foreign language groups – of the subconscious mind. (Baker 1992: 11.) Therefore, instead of drawing conclusions on the basis of implied or inferred information that is not clearly stated, the particular study utilized the self-examination of the pupils by asking them, directly, to define their attitudes towards English and studying English. This was done by asking the pupils to form their opinion on several, varying statements, such as “*Studying English is pleasant*”, which measured their attitudes towards English. In addition, the pupils were given an opportunity to explain their views by open questions.

In the particular study, the attitudes towards English were kept separate from the attitudes towards English-speaking people and countries; the pupils were asked to form their opinions on the language separately. However, a favourable or unfavourable attitude towards a language may expand to concern the culture and population of the language group. This can be reversed as well; positive attitudes towards a culture or population may increase positive attitudes towards their language. Peter Trudgill (1975: 28–29, 34), for example, emphasises the significance of social connotations to a language. According to him, negative attitudes towards a language are based on stereotyped social and cultural values. Thus, in his opinion, negative attitudes towards a language actually derive from prejudiced judgement of foreign community and its representatives. Therefore, the attitudes that a pupil studying in Vaasan lyseon lukio has towards English or English-speaking cultures and populations may be similar. This means that positive attitudes towards the language would correlate with positive attitudes towards the culture and population, and negative attitudes towards the language would correlate with negative attitudes towards the culture and population.

According to the three component model formulated by Baker (1992: 12–13), attitudes are divided into cognitive, affective and conative components. They affect an individual's belief structure, emotional reactions and behaviour, as shown in Figure 1.



**Figure 1.** Three Component Model (Baker 1992: 13)

As the above diagram shows, the three component model exists in hierarchy. The object forms the foundation on the basis of which a certain evaluative response is created. This emerges as a comprehensive attitude towards the object. Cognition, affect and conation are then determined by the general attitude towards the object. Consequently, a positive attitude towards English may appear, for example, as a belief that English is a significant language (cognition) together with favourable emotions towards the language, such as love towards English poetry (affect). Furthermore, this may lead to several actions, such as frequent visiting in a book store, active reading of English literature, travelling to England and even raising one's children to appreciate English (conation).

However, even though attitudes affect behaviour and encourage certain actions above others, they correlate with behaviour only to some extent, and they do not have a direct and unambiguous influence on behaviour (Baker 1992: 10–11, Gardner 1985: 810). In addition, some attitudes are more relevant to behaviour than others. For example, a favourable attitude towards English is an advantage in an English class, but it is probably less likely to contribute to one's maths studies. Nevertheless, attitudes may

correlate with behaviour on a higher level. For instance, a pupil's favourable attitude towards English may derive from the positive attitude towards school and educational importance on a more general level and, thus, result in succeeding both in English and in mathematics. (Gardner 1985: 8–10.) Therefore, even if some pupils do not consider English as their favourite subject at school, they may expend effort on studying English if the overall attitude towards studying and education is positive. Reciprocally, a positive attitude towards English language does not guarantee that a pupil is willing to expend effort on studying the language if the general attitude towards studying and education is negative.

### 3.3 Drive Theory

Drive theory was the first properly enunciated theory on motivation, and ever since, it has influenced motivational psychology more than any other theory. It is formulated by several psychologists, although the most important scholars behind it have been Clark Hull and Kenneth Spence, who are regarded as one of the most significant figures in the field of psychology. (Weiner 1972: 11.) The basic principle behind the theory is the idea of an internal stimulus which affects behavior. When the stimulus is removed, also the need for performing an action ceases. (Weiner 1972: 11.) An example of this could be negative attitudes towards English speaking population which could act as a stimulus causing an English student to skip English class and not be willing to study the language. The theory presumes that if the stimulus – negative attitudes – is removed, also the behavior of the student changes. Thus, according to the theory, a student who doesn't have negative attitudes towards English speaking population would be more likely to attend English class and put effort on studying the language.

The idea of an internal drive is under constant speculation and modification, since it seems to be uncertain how, for instance, individual differences and the influence of thought upon action affects it. In addition, the idea of an uncontrolled drive is seen as mechanistic since it sees an individual from an entirely mechanistic point of view. (Weiner 1972: 91.) Though presumably valid when applied to animals, drive theory

seems inadequate to explain human behavior in its all complexity. After all, it is possible to consciously deliberate the options and choose to not act in conformity with the stimulus. An English learner may, for example, have negative attitudes towards English speaking population but choose to attend the class and study the language anyway. There are various motives that occasionally overlap, and seeing them just as stimuli that mechanically tell us what to do would be denying that people have the right to choose and act accordingly.

### 3.4 Achievement Theory

Similarly to the drive theory, achievement theory aims at separating and specifying the immediate determinants of action, and whereas the drive theory fails to take into account the influence of individual differences on achievement needs, achievement theory accommodates the factor (Weiner 1972: 169–199). It is a cognitive theory which according to Weiner (1972: 169) “assumes that one’s beliefs about the likelihood of attaining a goal (success at an achievement task) mediate between the perception of the task stimulus and the final achievement-related response”. It suggests that the conflict between a need to succeed and a fear of failing leads to increased behavioral efforts to achieve a goal. An individual’s desire to succeed induces approach motivation, while the fear of failing induces avoidance motivation, and both have an effect on behavior. (Dörnyei 2001: 21.)

A language learner who wants to succeed in an English exam also tries to avoid underachievement. The conflict between the desire to succeed and the fear of failure encourages the pupil to study and work hard to reach the goals.

Although achievement theory is the most scientific and the most commonly approved of the cognitive approaches to the motivational behavior, its dependency on environmental determinants, inaccuracy and tendency to conceptualize behavior without perceiving the complex mentality of human mind among others have caused a lot of dispute (Weiner 1972: 252–269). The actions of people cannot be determined merely by investigating their personal goals. A language learner may, for example, want to succeed and avoid

failing in an English exam but be unable to study for the exam because of, for example, lack of time.

### 3.5 Integrative and Instrumental Orientation

The most typical approach is to divide motivation into intrinsic and extrinsic motivation. Gardner and Lambert's (1972) theory of integrative and instrumental orientation, which divides motivation into intrinsic and extrinsic motives, is the most common and widely used theory on language learning motivation (Kantelinen 1995: 44). According to them, motivation comprises four components of effort, want, affect and the goal. Motivational orientation is usually classified according to the goal. (Gardner & Lambert 1972: 3; Gardner 1985: 11–12.) Thus, motivated language learners expend effort on studying a foreign language and genuinely want to learn the language. They have positive emotions towards learning the language, and their behaviour is directed towards achieving the goal, which in language acquisition is learning the language. Intrinsic goals derive from a language learner's genuine desire to learn and study the language, whereas extrinsic goals encourage to studying the language for other benefits. A distinction is made between intrinsic and extrinsic motives on the bases of the motivational orientation which can be characterized either integrative or instrumental.

An integratively orientated pupil experiences the process of language learning as rewarding in itself and is genuinely interested in the second language and the speech-community. The motivation is intrinsic if the individual has positive attitudes or even admiration towards the other culture, its representatives and its language. (Gardner & Lambert 1972: 3.) Integrative attitudes are usually connected with social relations; they typically concern the language learner's desire to meet, understand, interact and even identify with the members of the foreign language group (Baker 1992: 32). Intrinsic motives are subjective and closely connected with emotions. Therefore, the motive usually contains an emotional award: something is done because it satisfies a certain desire or induces pleasure. (Ruohotie 1998: 38; Dörnyei 2001: 27.) Integrative

orientation in language learning occurs in that it is regarded as enjoyable, and it is usually characterized by task orientation, curiosity, persistency and commitment (Aunola 2002: 109). Thus, integratively oriented language learners enjoy studying a language and set up goals for themselves to reach. They are eager to learn more, and they consider learning English as a lifelong process which does not depend on the obligatoriness of the language as a school subject.

Motivation is classified as instrumental if the motive for learning the foreign language depends on extrinsic factors, intentions of obtaining benefit, or on certain attributes of the individual. Such attributes are, for instance, compulsiveness, a need to achieve, desire to please others, or a perfectionist character. In addition, social pressure may force an individual to strive for success. It may occur in the form of demanding teachers, parents, or even society itself which emphasizes the importance of education and success. Thus, instrumental orientation often reflects the intentions connected with profiting or achieving, as would a desire to succeed in the studies of a foreign language in order to obtain a good career. Other examples of instrumental motives for studying a second language are a desire to earn respect, gain status, improve oneself or secure one's future. (Gardner & Lambert 1972: 3; Baker 1992: 32.) Extrinsic motives are usually in connection with materialistic rewards; the reward is not experienced directly but achieved through something else instead (Ruohotie 1998: 38). Extrinsic motivation is instrumental, since language learning is conceived as a means to achieving the principal goal, external to the language learning process. (Aunola 2002: 109.) A language learner may, for example, prepare well for an English exam, not because of a desire to learn English, but because of being rewarded for good grades.

### 3.6 Gardner's Socio-Educational Model

Robert Gardner's (2001) socio-educational model (see Appendix 3.) utilizes the main idea of integrative and instrumental orientation but it is, moreover, a tool to investigate language learners' motivation in practice. It is a significant theory concerning motivation, especially, in second language learning, formulated on the basis of a

motivation study in 1985. In order to measure individual differences, the model utilizes Attitude/Motivation Test Battery (AMTB) which consists of more than 130 motivation measuring items. Until the 21<sup>st</sup> century, it has been the only published, standardized motivation test, and it is globally in use in the field of motivation studies. AMTB includes all categories presented in Gardner's socio-educational model, and it has, additionally, items measuring anxiety experienced in connection with second language learning.

The socio-educational model of second language acquisition, designed by Gardner already in the late 20<sup>th</sup> century, has been empirically tested and proven valid by studies conducted, for instance, by Lalonde in 1982, Gardner in 1983 and Gardner, Lalonde and Pierson in 1983. The model has been seen to comprise all the important components that significantly affect motivation and attitudes, and the description of motivation as a "never-ending cyclical process" as Baker (1992: 40) refers to it, is despite its complexity claimed to be accurate. In the socio-educational model, all variables interact, and language learning is described to occur in stages. Therefore, the model does not oversimplify the complexity of motivation but aims at preserving the variety of attributes influencing it. (Baker 1992: 40–41.)

However, the model has also been criticized for not being able to exclude the variation of cultural context and socio-cultural milieu (see e.g. Dörnyei 2001: 52; Gardner 2001: 10-11). According to the criticism, in addition to the items measuring motivation and anxiety, the culture in which one is born and the family background have an impact on language learning motivation as well. Thus, considering the model all-inclusive would mean ignoring the complexity of individual variance and language learning.

During the years, some minor modifications have been made by Gardner himself to his original version of the socio-educational model. Gardner's (2001) socio-educational model of foreign language learning – the newest version of it – consists of four stages of external differences, individual differences, language acquisition contexts and outcomes. Because these stages are considered important components in second language acquisition (see Baker 1992: 38–41) and because they are analyzed in the

present study of motivation, they will be discussed more elaborately in the following chapters.

### 3.6.1 External Influences

This stage has also been referred to as the socio-cultural milieu, but in the more recent version of the socio-educational model, the concept has been widened to comprise all factors that can have an effect on the language learning process. Gardner (2001: 4–6) divides the influencing factors in two groups: history and motivators. Historical factors consist of social and personal variables which can be biological, such as age or gender, or experiential, such as the family background. The learning history of the language learner is affected by the quality of upbringing and family values. Families who appreciate language learning influence the child's learning history and attitudes towards a language. Also the culture in which one is born has an influence on the language learner. For instance, language learners who are exposed to the second language through the media may get acquainted with it more easily and, thus, learn it more quickly than language learners whose TV-programs and movies are dubbed, and who therefore rarely come into contact with the foreign language. In addition, socio-cultural milieu determines, at least to some extent, whether language learning is considered useful and important. Different cultures transmit different beliefs of what language learning requires and what can be benefitted by it.

By motivators Gardner (2001) refers to factors which have an effect on the learning process. A motivator can be, for example, a teacher who motivates and encourages children in their language studies. According to Gardner (2001: 7), the significance of teachers and teaching methods has been examined, and evidence has been found to support the claim that teacher variables, such as different teaching methods, can have an impact on the attitudes that language learners have towards the learning situation. Therefore, an encouraging language teacher who provides students with varying and challenging material may create positive attitudes and increase motivation.

### 3.6.2 Individual Differences

According to Gardner's (2001) socio-linguistic model, the stage "individual differences" has six subcategories: *integrativeness*, *attitudes toward the learning situation*, *motivation*, *language aptitude*, *other motivational factors* and *other non-motivational factors*. In what follows, the subcategories will be discussed from the point of view of Gardner's model. In addition to these, some ideas of the significance of intelligence, which has been included in some earlier versions of the socio-linguistic model (cf. Gardner: 1985), will be included in the discussion.

#### *Integrativeness*

Integrativeness means that the language learner has intrinsic motives in studying the second language. These motives necessitate positive attitudes towards the foreign culture and community. Integrativeness appears as a desire and willingness to get acquainted with the other culture and its speech-community. Sometimes this includes even enthusiasm and admiration towards a language group. (Gardner 2001: 7–8.) Integrativeness is characterized by the language learner's willingness to relate to the other language group, and it necessitates openness and interest towards other cultures.

According to Gardner and Masgoret (2003: 126–127), integrativeness can be measured by using the three scales of AMTB: attitudes towards the target language group, interest in foreign languages and integrative orientation. It necessitates positive attitudes towards the foreign community, which increase the motivation of a language learner. Integrativeness can also be measured by observing the general interest in foreign languages and language groups. Gardner and Masgoret suggest that genuine interest in certain foreign language group is likely to appear in connection with certain personal attributes, such as openness and tolerance. Lastly, the significance of integrative orientation, in other words, the desire to get acquainted with the members of the other language group is emphasized. This includes a strong willingness to use the foreign language in communication situations with the members of the foreign language group.

*Attitudes toward the Learning Situation*

Attitudes toward the learning situation comprise all reactions and opinions related to the situation in which language is learned. Learning situations include both formal and informal settings. An example of a formal learning situation is a typical teaching situation within the school system. In such a context, the attitudes towards, for instance, the teachers, other pupils, the course, the course material and the teaching methods may influence the language learning motivation and the outcomes. (Gardner 2001: 8.) In a study conducted at the University of Turku, 113 language students were asked to describe qualities that they appreciated in a language teacher. Along with the capability to provide versatile and clear teaching, especially personal characteristics such as flexibility, tolerance, amusement and thoroughness were underlined. (Karlsson & Majjala 2007: 331–339.) This suggests that an encouraging, interesting and thorough teacher who presents the pupils with sufficiently challenging and varying material may increase their motivation and positive attitudes towards the language and its culture. The significance of a language teacher has also shown to be noteworthy and even the students themselves experience that a demanding and inspiring language teacher promotes their learning (Elsinen 2000: 122).

In addition to attitudes towards formal learning situations, also attitudes towards informal language learning contexts must be regarded as significant. Languages are learnt, often even subconsciously, in various informal settings outside the school environment, and the ways in which informal learning situations are experienced may affect motivation and attitudes towards the other language group. The personal experiences that one has of representatives of another culture may lead to a stereotyped image of the whole nation. In addition, the media conveys images and stereotypes. A good example of this is the idealized image of the United States in Hollywood films, such as action movies or war films, which tend to idealize the Americans and the United States. Many box-office movie hits have indeed been hero stories of the American individual who has saved the planet as in *Independence day* or *Armageddon*. By having a dominating position in the movie industry, it is possible for the United States to create a particular image and affect opinions of their country.

According to Riley (2003: 237–252), in order for the language learning process to succeed, the roles of the participants in the process must be recognized. The learners must be willing to adopt their roles as language learners and, additionally, they have to acknowledge the role of the teacher as an instructor who is allowed to correct and evaluate pupil's achievements and language development. When measuring attitudes towards the learning situation, the scales, typically used in the AMTB, are evaluation of the teacher and evaluation of the course (Gardner & Masgoret 2003: 127). The respondents are, for example, presented with claims such as "*The English courses are useful*", and the division of responses determine whether the attitudes towards English courses are favourable or unfavourable. Attitudes towards the learning situation can also be measured by evaluating the reactions to other pupils, the course material, teaching methods and the attitudes towards extra-curricular activities associated with the course (Gardner & Masgoret 2003: 127). Thus, whether other pupils, course material, teaching methods or attitudes towards other activities associated with the course are viewed favourably or unfavourably has an impact on the attitudes towards the learning situation, which may, furthermore, affect the desire to study the language.

### *Motivation*

Motivation is a difficult concept to define. A motivated learner has many characteristics whose quality and intensity may vary between individuals. Gardner, however, distinguishes three elements that reflect the essence of motivation. In AMTB, these factors are motivational intensity, desire to learn a foreign language and attitudes toward learning a foreign language.

Motivational intensity refers to the amount of effort that the individual expends on studying the foreign language. High motivational intensity appears as activeness and diligence, and it includes the urge to improve language skills by hard work and conscientious studying. (Gardner 2001: 8; Gardner & Masgoret 2003: 128.) Motivation has been shown to have a direct impact on the extent of language learning that takes place in informal contexts, and motivation has been thought of as one of the most influential factors, determining whether an informal language learning situation is entered. High motivational intensity may appear as a desire to utilize various possible

learning situations and include language learning also in free time activities. (Gardner 2001: 9.) Language learners who possess high motivational intensity may, with a view to learning, utilize the media, music and games in studying a foreign language and seek their way to situations in which the particular language is spoken.

In addition to high motivational intensity, motivated language learners possess the desire to learn the language. They want to achieve language proficiency and competence, and they want to make progress. They have both proximate and distant goals, which they are determined to achieve. (Gardner 2001: 8; Gardner & Masgoret 2003: 128.) Grades and other evaluation in the school environment are a significant means for the pupil to get feedback of their progression. Therefore, a motivated learner may have goals, such as receiving good grades or giving a successful presentation while still having the mastery of the language as the ultimate goal.

Attitudes towards learning a foreign language refer to the way in which a language learner regards the learning process. Motivated learners experience studying and learning enjoyable. They like challenges and are eager in learning more and developing their language skills. (Gardner & Masgoret 2003: 128.) According to Gardner (2001: 8–9), in addition to positive attitudes towards learning a foreign language, a motivated language learner needs to be willing to expend effort on studying the language and have a desire to learn the language. A motivated individual possesses all of these criteria. Thus, also in Vaasan lyseon lukio, a language learner, who, for example, has the desire to learn the language but lacks the motivation to expend effort on studying it, is not motivated. Reciprocally, a language learner, who expends effort on learning the language but lacks the interest in setting goals and achieving them, is not entirely motivated in studying the foreign language.

### *Language Aptitude*

Personal aptitude is commonly associated especially with language learning. Some people seem to have natural talent in absorbing different languages and vocabulary, whereas others strive to make progress which they may experience frustratingly slow. There are, indeed, studies supporting the belief that some individuals are exceptionally

talented in learning foreign languages. Aptitude has been seen to be caused by an ability to distinguish and recognize different sounds and perceive grammatical structures easily. Aptitude appears also in the form of remembering new words. Even though aptitude seems to be currently disregarded in teaching, Lightbown and Spada (1999: 53–54) suggest that teachers might find it useful to experiment different kinds of teaching techniques and classroom activities to find the teaching methods that best meet the aptitude level of the class.

#### *Other Motivational and Non-Motivational Factors*

The last two subcategories presented in Gardner's (2001: 10) socio-educational model are *other motivational factors* and *non-motivational factors*. Other motivational factors include all possible motives besides integrativeness and positive attitudes that contribute to motivation. Instrumental motives for studying a language, such as obtaining a career, succeeding in studies, securing one's future, getting a reward from home, or wanting to please others belong to this category. Fear of failure, games, TV, music, movies or travelling, and personal attributes such as compulsiveness and high need to achieve may accompany instrumental motives as well. (Gardner & Lambert 1972: 3; Baker 1992: 32.) There may also be other personal reasons that increase motivation and positive attitudes towards the foreign language group.

Among non-motivational factors, for example, learning strategies that may in the form of systematic scheduling and techniques facilitating learning affect learning outcomes can be identified. (Gardner 2001: 10.) However, because detecting various learning strategies or techniques is difficult and as their connection to motivation is indistinct, an analysis on these factors was not included in the present study.

#### *Intelligence*

In some versions of Gardner's (2001) socio-educational model, intelligence has been categorized as a separate factor, influencing the language learning process. In fact, individual differences in language learning outcomes used to be explained merely in terms of intelligence and language aptitude. Nowadays, however, while the emphasis on teaching has gradually been shifting towards valuing the importance of communication

instead of memorizing rules, many teachers and researchers are no longer considering intelligence as a relevant factor in the context of second language learning. Since differences in intelligence nevertheless exist, and there is evidence of their effects on learning outcomes, some theory has been included to discuss this controversial topic. (Littlewood 1984: 97; Lightbown & Spada 1999: 52–53.)

Intelligence is a difficult concept to define since it can exist and appear in many different forms. It is commonly recognized that intelligence sets certain limits to brain capacity and memory-burdening activities. According to Genesee (Cited in Lightbown & Spada 1999: 52–53), the studies which have examined French immersion students in Canada have shown that intelligence measured by IQ tests is connected to the second language reading skills, proficiency of grammar and vocabulary. Nevertheless, there is no proof of a connection between intelligence and oral skills. This suggests that even though intelligence may be an influencing factor in memorizing and rule learning, communicational and social skills together with expressiveness may be a more significant factor in relation to development of oral skills and fluency. However, since the role of intelligence in second language learning is controversial, these arguments have not been taken into consideration in this study.

### 3.6.3 Language Acquisition Contexts

Language acquisition contexts are either formal or informal. A traditional example of a formal situation in which a language is learned is a conventional classroom situation, language laboratory or language computer laboratory. (Gardner 2001: 9.) Also adults are increasingly given opportunities to study and develop their language skills at, for example, open universities and in university summer courses, and education and language skills are encouraged by employers. Along with the idea of the importance of learning and lifelong education, people have become increasingly willing to educate themselves.

Informal language acquisition contexts are learning situations in which language is learned without teaching. In informal situations, language may be learned even

unintentionally as a by-product of other activities. Informal learning often takes place inadvertently and it may form even 75% of all personal learning experiences. (Gardner 2001: 9; Tuomisto 2001: 49–50.) Language may be learned by watching TV, playing games, reading books or magazines, in the movies or while listening to a radio broadcast. The opinions that the pupils in Vaasan lyseon lukio have towards formal and informal language acquisition contexts give valuable information on how the pupils learn and how they would like to learn English. By asking the pupils studying in a Finnish high-school, it is possible to find out if the pupils are satisfied with the way language is being taught at their school and if they utilize informal language acquisition contexts, such as TV, in studying the language.

#### 3.6.4 Outcomes

Linguistic outcomes can usually be seen as the development of linguistic competence. Learning a foreign language in formal and informal contexts regularly expands vocabulary, increases proficiency in grammar, improves listening comprehension and accomplishes more fluent speech and eloquent writing. However, language learning may also have a non-linguistic outcome. Developing oral and literary skills may increase willingness to use the language and enter the learning situations, such as informal discussions. Language learning may also affect attitudes and motivation. (Gardner 2001: 9–10.) Success in studies may increase interest in the foreign culture and its representatives and, through that, increase motivation, whereas negative experiences like anxiety related to second language studies may create negative attitudes and weaken motivation. By asking the pupils if they are, for example, willing to use English and enter situations in which English is being used and if they see development of their linguistic competence, it is possible to investigate if the teaching in Vaasan lyseon lukio provides the pupils the linguistic outcome that it should provide: the development of language skills, the willingness to use English and maybe even interest in the foreign culture and learning motivation.

### 3.7 Anxiety

Anxiety affects all learning. It has an impact on the cognitive, emotional, behavioural and bodily states. (Cited in Julkunen 1989: 52.) The effect of anxiety on a language learner's cognitive state appears as worries and concerns related to studying and using the language. A language learner experiences inability and insecurity and does not have confidence in his/her abilities. The emotional effect refers to feelings of anxiety, distress, tension and frustration. A language learner may, for example, feel anxious when attending a class or when using a foreign language. The feelings of anxiety and inability have, furthermore, an impact on a language learner's bodily state and behavior. Anxiety increases, for example, heartbeat and the sweating of the palms, and the constant negative experiences and feelings may lead to the avoidance of situations in which the foreign language is spoken, such as a withdrawal from discussions in class. A frustrated language learner may even discontinue studying the language.

A mild level of anxiety has been discovered to correlate positively with school achievements. Distress increases adrenaline excretion, which improves speed, accuracy and endurance. In relation to cognitive functions, to which learning is included, adrenaline secretion has been detected to have a positive effect on psychological efficiency. The pupils secreting more adrenaline have been shown to be more eager to learn and to achieve better grades. (Frankenhaeuser 1979: 137–140.) However, high anxiety affects a pupil's ability to perform. It disables and discourages and may change the attitudes towards the object more negative. (Cited in Julkunen 1989: 54–55.) The negative feelings of inadequacy, frustration and fear make it difficult for the pupil to concentrate on the tasks. Low self-concept and self-esteem decrease not only the belief in one's abilities but also the willingness to strive for achieving one's goals. The present study investigates if the pupils in Vaasan lyseon lukio experience anxiety in the class or when using English, and how it affects their studies and learning process. High anxiety may discourage the pupils and prevent them from learning English. It may also prevent them from reaching the linguistic outcome – development of oral and literary skills – that education aims at.

#### 4 MOTIVATION AND ATTITUDES IN VAASAN LYSEON LUKIO

In the following analysis, the attitudes and motivations that the respondents of the Finnish high school *Vaasan lyseon lukio* have towards English as a school subject will be discussed. In the light of Gardner's (2001) socio-educational model, I investigated whether the motivation among the respondents participating in the study was based on intrinsic or extrinsic motives. Additionally, the intensity of motivation (how much effort the pupils expend on their studies in English) and the anxiety experienced during English lessons were analysed. Finally, I studied if there were any gender differences in motivation, attitudes and success. To measure the attitudes and motivations, I used a questionnaire as a method of study.

Half of the 50 claims in the questionnaire measured integrative orientation which, in accordance with Gardner's (2001) socio-educational model (see Appendix 3.), were divided into integrativeness, attitudes towards the learning situation and motivation. Integrativeness consisted of attitudes towards the English speaking population, the desire to meet members of the other language group and interest in foreign languages in general. In the questionnaire, four claims measured attitudes towards the English speaking population, three measured integrative orientation and similarly three investigated interest in foreign languages in general. Attitudes towards the learning situation were measured by two claims evaluating the English teacher and three claims evaluating the course material. Motivation was examined by the means of four claims measuring motivational intensity, three claims measuring the desire to learn English and three claims indicating attitudes towards learning English. The remaining 25 claims measured instrumental orientation. Motives suggesting instrumental orientation in studying English were classified as desire to obtain career, desire to succeed in studies in general, to secure one's future, to achieve a reward, to achieve good grades, compulsiveness, high need to achieve, desire to please others, fear of failure and travelling. Two statements were formulated to examine the responses to each of these motives. Additionally, three statements examined the role of TV, music and games in learning English and two claims investigated whether English is studied merely because it is an obligatory subject at school. Along with these 50 claims measuring integrative

and instrumental orientation, ten statements were included to measure language anxiety. Six of the claims investigated anxiety experienced during the English class and the remaining four claims examined anxiety when using the language in practice. The third section comprised of open questions that elaborated some motivational aspects of the previous section. These questions further investigated the desire to learn English, attitudes towards learning English, towards the learning situation, towards the English-speaking population and community, motivational intensity and mass media effects.

Of the 91 pupils who participated in the study 52 % (47/91) were female and 48 % (44/91) were male. The majority of them (85 %, 77/91) studied English as their second language. The 15 % (14/91) of the pupils, who studied English as a third language, had, however, switched to a more advanced level and, thus, all participants studied English as an extensive language and followed the second language learning syllabus of the Finnish high school. Some respondents (10 %, 9/91) had a multilingual background. However, since the intention of the study was not to compare the differences between monolingual and multilingual pupils, all Finnish participants who speak Finnish at home and learn English as a foreign language, following the second language learning syllabus were included in the study. The pupils participating in the study are illustrated in Table 1.

Table 1. Pupils participating in the study

Female	47	52 %
Male	44	48 %
All	91	100 %

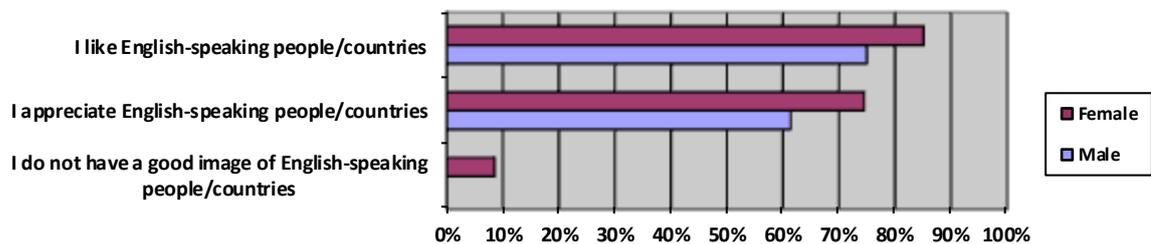
The pupils had succeeded in their English studies quite well. According to their answers, the majority of them, in other words 54 % (49/91), had currently received an excellent grade in English, 33 % (30/91) had currently received a good grade and 13 % (12/91) had an adequate grade in English. In the other foreign language (Swedish), the pupils had performed slightly less successfully. The majority had received mainly good

grades; 37 % (34/91) had an excellent grade, 52 % (47/91) had a good grade and 11 % (10/91) had an adequate grade.

#### 4.1 Integrativeness

According to Gardner's (2001) socio-educational model, integrativeness comprises of attitudes towards the English-speaking population and community, integrative orientation and interest in foreign languages in general. In the questionnaire, three claims were formulated to measure each of these items.

Firstly, integrativeness requires positive attitudes towards the English-speaking population and community. Claims *I like English-speaking people/countries* (1.), *I appreciate English-speaking people/countries* (46.) and *I do not have a good image of English-speaking people/countries* (19.) measured the pupils' attitudes towards the English-speaking population and community. The attitudes towards English-speaking people and countries appeared to be quite positive. A clear majority expressed appreciation and favourable disposition towards English-speaking population and community, as shown in Figure 2.



**Figure 2.** Attitudes towards English-speaking Population and Community

More than 80 % (73/91) of the respondents agreed with the claim *I like English-speaking people/countries*, and the clear majority expressed admiration towards the English-speaking population and community. Especially the female pupils responded to the claim favourably. Also when the pupils were asked with an open question what they thought about the population and community of English-speaking people, the attitudes were mainly positive. Even the ones who were not familiar with English-speaking cultures were quite eager to learn about them<sup>4</sup>:

(1) I don't know much about English-speaking people or about the different cultures but I've got a positive image of them... Especially of England and Australia.

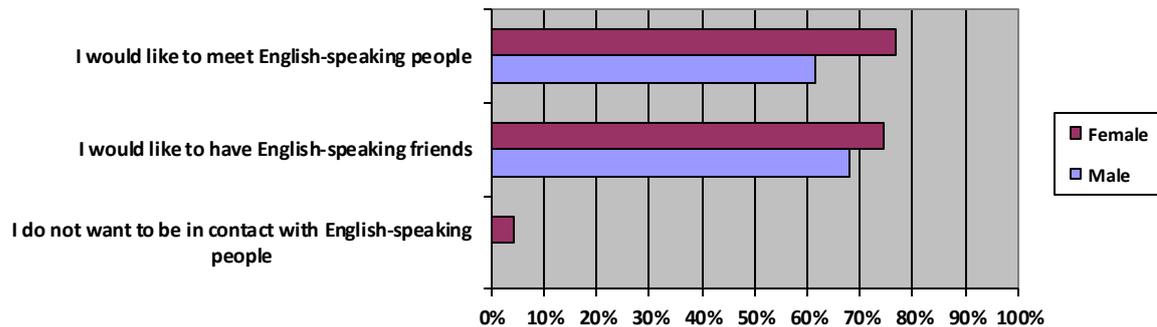
(2) Quite unaware of them. I'm curious though, I would like to learn more about them.

The majority expressed a desire to get acquainted with English-speaking people and their culture. Especially the United States, Australia and England interested the pupils as destinations to which they would want to travel. Several of the respondents had English-speaking friends or relatives and were quite familiar with their culture.

In addition to positive attitudes towards English-speaking population and community, integrativeness necessitates a desire to get acquainted with the other language group. Claims *I would like to meet English-speaking people* (54.), *I would like to have English-speaking friends* (30.) and *I do not want to be in contact with English-speaking people* (38.) measured the desire to meet members of the other language group. Most of the pupils shared the desire to meet English-speaking people, as shown in Figure 3.

---

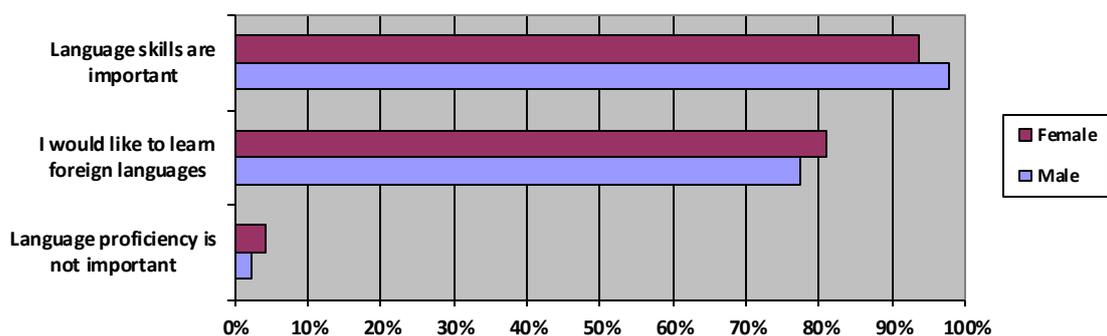
<sup>4</sup> I have translated the answers of the pupils from Finnish to English.



**Figure 3.** Desire to Meet Members of Other Language Group

As can be seen in the figure, all in all, over 71 % (65/91) of all the pupils agreed with claim *I would like to have English-speaking friends*, and also the idea of meeting English-speaking people was responded to very positively. The female respondents were slightly more eager to get in contact with English-speaking people and to have English-speaking friends. However, according to the answers to the open questions, many of the male pupils already had English-speaking friends, which may explain their response to the claim. Some female pupils agreed with not wanting to be in contact with English-speaking people. According to their answers to the open questions, this seemed to be caused by anxieties and fears related to speaking English (see 4.6). Overall, however, the pupils seemed to be fairly interested in meeting English-speaking people.

The third item which indicates integrativeness – in addition to positive attitudes towards the English-speaking population and the desire to meet members of the other language group – is the interest in foreign languages in general. Claims *Language skills are important* (29.), *I would like to learn foreign languages* (45.) and *Language proficiency is not important* (18.) measured the pupils' interest in foreign languages in general. Overall, language proficiency was considered really important by almost all of the respondents, as shown in Figure 4.



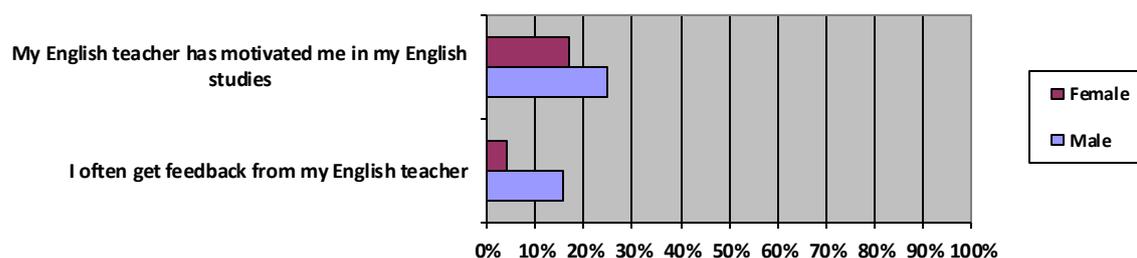
**Figure 4.** Interest in Foreign Languages in general

As the figure shows, all in all, the pupils were interested in learning foreign languages; almost 80 % (72/91) of the pupils agreed with claim *I would like to learn foreign languages*. There did not appear to be significant differences in the attitudes of male and female respondents. The attitudes towards learning foreign languages in general were somewhat less positive in comparison with attitudes towards learning English.<sup>5</sup> The difference may have been caused by less favourable attitudes towards studying other foreign languages – such as studying the second obligatory school language, Swedish – that may have been regarded as less important than English.

#### 4.3 Attitudes towards the Learning Situation

Attitudes towards the learning situation include the attitudes towards the teacher and the course material. The evaluation of the English teacher was examined by claims *My English teacher has motivated me in my English studies (17.)* and *I often get feedback from my English teacher (37.)*. The responses to the claims varied substantially, as can be seen in Figure 5.

<sup>5</sup> Almost all of the pupils wanted to have English proficiency, and more than 90 % of the respondents wanted to learn more English (see 4.4).



**Figure 5.** Evaluation of Teacher

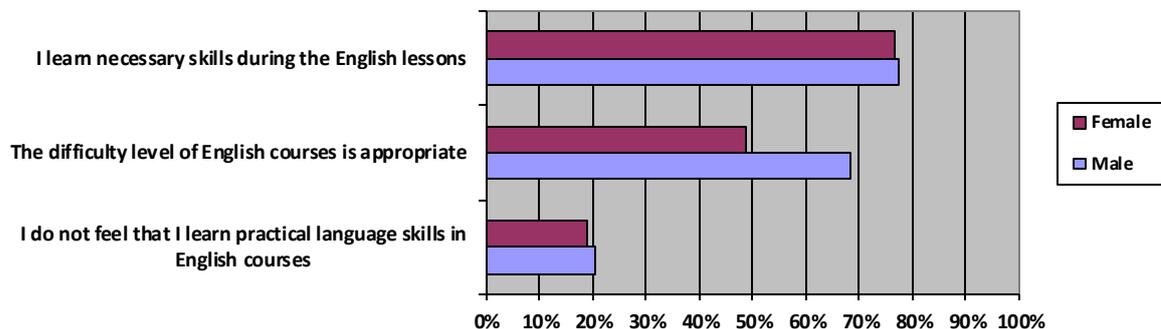
The role of a language teacher in language learning and motivation was measured by two claims which were aimed at discovering whether the teacher was considered to have a considerable effect on learning and motivation on a personal level. Only a little more than 20 % (19/91) of the pupils thought that their English teacher had motivated them in their English studies. A significant number of pupils did not respond for or against the claim. In comparison with the female pupils, the male respondents seemed grant their English teachers a more significant role in their language studies.

According to their answers, the pupils did not get much feedback from their teachers; fewer than 10 % agreed with the claim concerning the feedback from their teacher. In a Finnish high-school, the teaching is traditionally based on individual work, supervised by the teacher. The average group size of the classes participating in the study was approximately 30 pupils in one group. Because the group sizes are big, the teaching may be suffering from the lack of time or resources that would be necessary for giving feedback to every pupil individually.

The male pupils saw that they had received slightly more feedback than the female pupils. However, the results do not explain whether the lack of feedback was regarded positively signalling the lack of negative feedback, or whether the pupils would regard any increase in feedback favourably. The difference may also have been caused by different styles in evaluation.

The answers to the open questions suggest that the attitudes towards the role of the English teacher are affected by the dissatisfaction with fast pace in the class. The respondents have only recently started at the Finnish high-school, and according to their answers, they experience a gap between the difficulty level of the comprehensive school English and high-school English. The sudden accelerated pace in the class seems to be accompanied by frustration and discontentment (See 4.6).

The pupils' evaluation of the English course material was investigated by the claims *I learn necessary skills during the English lessons* (2.), *The difficulty level of English courses is appropriate* (21.) and *I do not feel that I learn practical language skills in English courses* (50.). In general, both female and male pupils experienced that they learn the necessary language skills at school, as shown in Figure 6.



**Figure 6.** Evaluation of Course Material

As can be seen in the figure, almost 80 % (70/91) of the respondents agreed with claim *I learn necessary skills during the English lessons*. However, every fifth pupil felt that they did not learn practical language skills at school. When the pupils were asked with an open question if they were satisfied with the way English was being taught at school, several of the respondents would have wanted more variation in exercises and teaching methods. The pupils wanted more oral exercises to be practiced at school, as shown by their answers:

- (3) We should get more exercises to practice speaking [---] to learn to pronounce English better and to speak the language more fluently.
- (4) We should have less grammar and rather try to learn how to speak.
- (5) More verbal exercises! One can't learn to speak English just by writing down words in an exercise book.
- (6) The teaching is routinized and boring. We read the chapter, look at the words, do the same exercises over and over again...
- (7) We should discuss in English more in the class.
- (8) [---] we should have more discussions so that we would learn how to pronounce English too.
- (9) We are not taught practical language skills. The teacher should, for example, order everyone to speak English in class so that no one would be allowed to speak a word in Finnish in class.

According to the pupils, English teaching concentrates on learning new vocabulary and grammar. Even though the pupils had some oral exercises, they mainly consisted of repeating words and translating or reading sentences in English. Thus, speaking the language in a situation where one cannot just repeat the words heard on the tape or read them from a book, but where one has to formulate the sentences spontaneously, was regarded difficult.

The female and male respondents were quite unanimous in their opinions concerning the necessary language skills at school. However, the female respondents seemed to be more unsatisfied with the difficulty level of the English courses. When the pupils were asked if they were satisfied with the way English was being taught at school, several pupils complained about the fast speed in teaching new material:

- (10) We move on too quickly, the weakest ones can't keep up.
- (11) I would like to have better grades but I don't learn anything because we move on too quickly.

(12) Teaching is great. It's just that the new topics are gone through so fast.

(13) I'm not happy with English teaching because I can't speak English and we just quickly go through things. I would need to get more practice...

(14) The teachers are under the impression that everyone knows as much and the ones who are weaker are under a lot of pressure.

The pupils seemed to feel that the individual differences in language aptitude and language skills were not being taken into consideration. According to them, the teaching favors the pupils who are good at English already, and the fast speed in teaching makes it hard for them to follow in the class. This tended to lead to frustration and dissatisfaction which further discouraged motivation. When these pupils were asked if they expend much effort in studying, the answers were quite pessimistic:

(15) No, I don't. It's too hard and it feels useless because I don't understand anyway.

(16) No. I can't speak English and I don't understand it and that's why I don't feel like studying it. I don't have the energy to study, I can't keep up anyways.

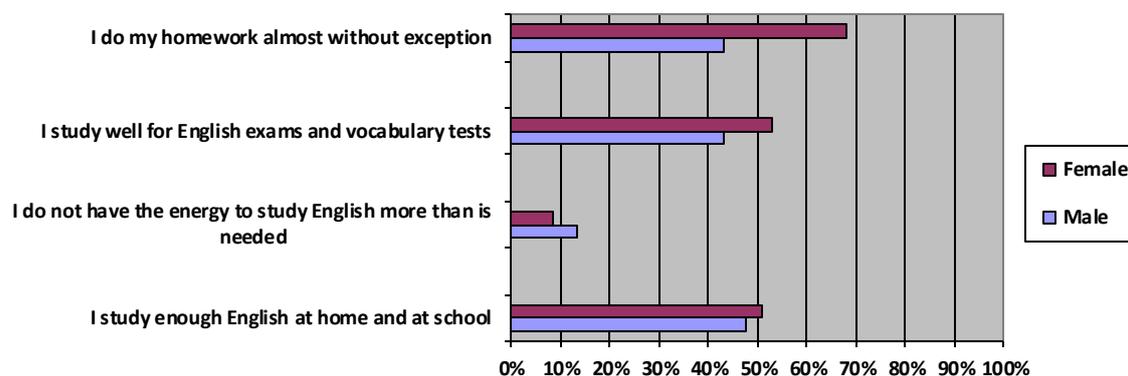
The pupils who had low confidence in their English skills also had the weakest grades in English. When these pupils were asked why they considered learning English important, they named mainly instrumental motives such as passing the courses, graduating from high-school and getting a good job.

#### 4.4 Motivation

Motivation consists of components which measure the motivational intensity, the desire to learn a foreign language and attitudes towards learning the language. Three claims examined the respondents' desire to learn English and their attitudes towards the

learning process, while four claims measured their motivational intensity – the amount of work they expend on studying English.

High motivational intensity shows as willingness to study and practice the language skills and is required in order for a language learner to be characterized as motivated. Claims *I do my homework almost without exception (16.)*, *I study well for English exams and vocabulary tests (20.)*, *I do not have the energy to study English more than is needed (44.)* and *I study enough English at home and at school (31.)* examined the amount of effort that the pupils expend or are willing to expend on their English studies. Approximately half of the pupils were doing their homework and prepared for the exams. In addition, the pupils seemed to be quite willing to practice their English skills voluntarily, as shown in Figure 7.



**Figure 7.** Motivational Intensity

As the above figure shows, the female respondents expend quite much more effort on their studies in comparison with male students. The difference was exceptionally significant with respect to the claim measuring the amount of work expended on persistent, regular studying of homework: almost 70 % (32/47) of the female pupils stated that they did their homework almost without exception, whereas the corresponding number of male pupils was little more than 40 %.

Apparently, many of the pupils would want to study more English. When the pupils were asked if they expend a lot of effort on studying English, several complained about the lack of time:

(17) Not always because I'm so tired after having done all the other school work.

(18) No, there are so many other school subjects that I should practice as well...

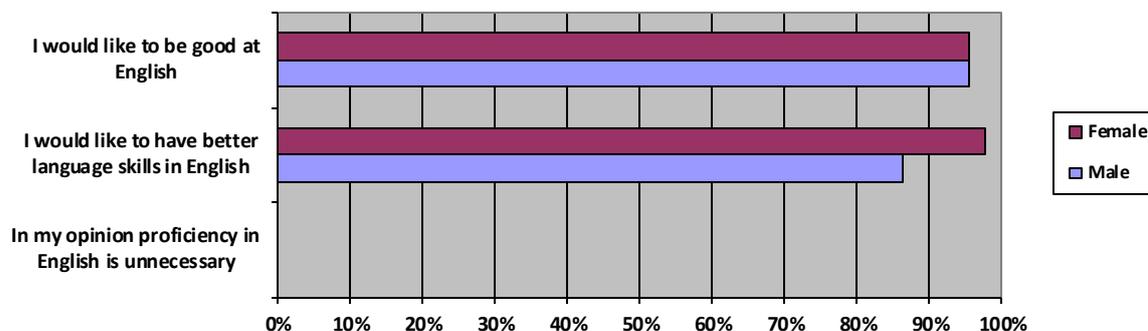
(19) Practising other school subjects takes all my time. I don't have free time!

Despite the variation between the male and female respondents in regard to the effort expended on homework, both female and male pupils were quite satisfied with the amount of effort that they put on studying English – approximately every other respondent felt that the effort that they expend on their English studies was sufficient. However, the answers to the open questions suggest that the male pupils learn and study English in contexts other than the school environment. According to their answers, they learn and study English when playing games, surfing on the Internet, chatting, listening to music, playing and watching sports and spending time with English-speaking friends.

In contrast, the majority of the female pupils answered that they did not need to use or understand English in their free time. Their motivation seemed to derive from the idea that they will need it *someday*, when travelling, applying for a job or, for example, in working life. Thus, the male pupils seemed to come in contact with English more often than the female respondents. This may give explanation to the good results and confidence that the male pupils had in their English language skills.

Along with high motivational intensity, motivated language learners share the desire to learn the language. The desire to learn English was examined by claims *I would like to be good at English* (39.), *I would like to have better language skills in English* (3.) and

*In my opinion proficiency in English is unnecessary (15.)* The pupils shared an immensely strong desire to learn English, as shown in Figure 8.



**Figure 8.** Desire to Learn Language

As can be seen in the figure, almost every pupil (96 %, 87/91) agreed with claim *I would like to be good at English*. Likewise, the substantial majority wished to be better in English, and none of the respondents considered English language skills unnecessary. When the pupils were asked if, and why, they regarded English language skills important, the necessity of learning the language was emphasized in nearly all of the answers:

(20) It is important to have English language skills because if you can speak English it is easier for you to get a job and discuss with foreigners. [---] People who can't speak English are nowadays seen as uneducated and uncivilized.

(21) It is so common that you have to know how to speak it.

The role of English as a global language was even exaggerated in some answers:

(22) Because you manage everywhere if you can English

(23) English is important because it helps you to manage through life.

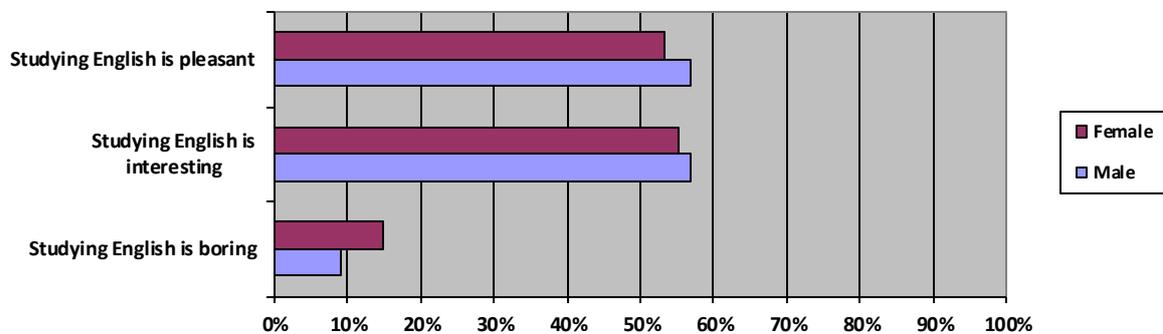
(24) When you can speak English, you get along always wherever you are.

(25) Everybody can English.

(26) You are understood everywhere by everyone and you understand everyone no matter where they come from.

There did not appear to be significant differences between the responses of the male and female pupils to the claims measuring their desire to learn English. The few male pupils who did not respond for or against desiring to be good at English, and who disagreed on wanting to have better language skills in English, had excellent grades in English, which may suggest that they did not feel the need to become better at English because they already considered themselves good at it.

In addition to high motivational intensity and the desire to learn the language, a motivated language learner has positive attitudes towards learning the language. *Studying English is pleasant* (36.), *Studying English is interesting* (28.) and *Studying English is boring* (5.) examined the attitudes that the respondents have towards the foreign language learning process. The majority had positive attitudes towards learning English, as shown in Figure 9.



**Figure 9.** Attitudes towards Learning English

As can be seen in the above figure, studying English was considered pleasant and interesting by 56 % (51/91) of the pupils. The ones who considered language learning pleasant also considered it interesting, which suggests that the positive attitudes correlate strongly or that the particular positive attitudes were seen to be similar. However, approximately 13 % of the responses indicated that some pupils regarded their English studies as boring rather than pleasant or interesting. On the basis of the answers to the open questions this criticism was mainly directed to the course material and teaching methods which some pupils considered monotonous and self-repetitive (see 4.3).

The variation between the attitudes of male and female respondents was not significant. Overall, however, the attitudes towards learning English were slightly more favourable among male respondents. Since the male pupils seemed to utilize several learning tools, such as the media, music, games and social relations in their studies, they may have experienced also the learning process more positively. As one of the male pupils had written:

(27) I just have fun and learn while doing it. I, for example, read books in English, watch movies, and chat with exchange students.

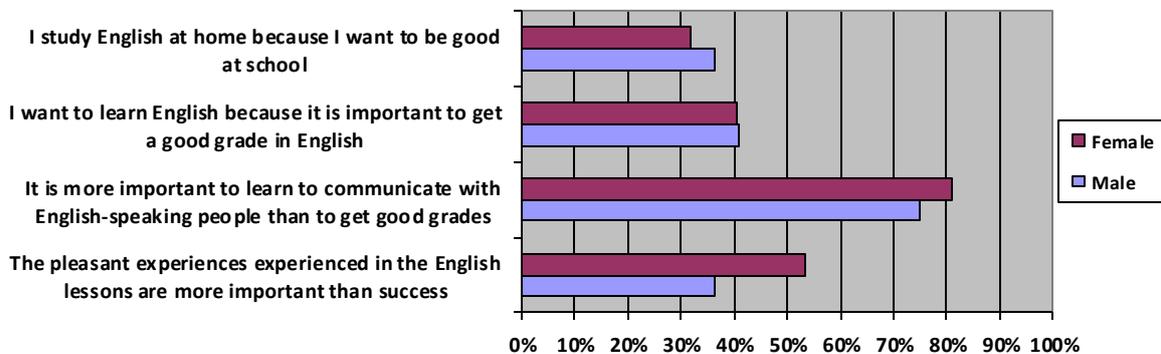
Even if the female pupils expended more effort on studying English, their attitudes towards learning it were less positive in comparison with the male pupils. Apparently, the male pupils learned English also in informal language learning contexts which, thus, made learning English fun for them. However, all in all, the attitudes towards learning English were positive and nearly all respondents shared a desire to learn the language.

#### 4.5 Instrumental Orientation

Instrumental orientation is characterized by extrinsic motives and, sometimes, even lack of motivation. There were 25 claims in the questionnaire examining the significance of

instrumental motives in relation to motivation and attitudes in foreign language learning. The instrumental motives, included in the study were a desire to succeed in studies, to obtain career, securing one's future, a reward from home, a desire to please others, compulsiveness, a fear of failure, movies, TV and music, games and travelling, which will be discussed in the following. In addition, I will discuss if any lack of motivation appeared to be experienced by the pupils.

Studying a language just to get a good grade or pass the exams signals instrumental orientation. Claims *I study English at home because I want to be good at school (49.)*, *I want to learn English because it is important to get a good grade in English (53.)*, *It is more important to learn to communicate with English-speaking people than to get good grades (23.)* and *The pleasant experiences experienced in the English lessons are more important than success (60.)* investigated the significance of the proximate motive of succeeding in one's studies experienced among the respondents. Communication skills were highly appreciated among the pupils, as shown in Figure 10.



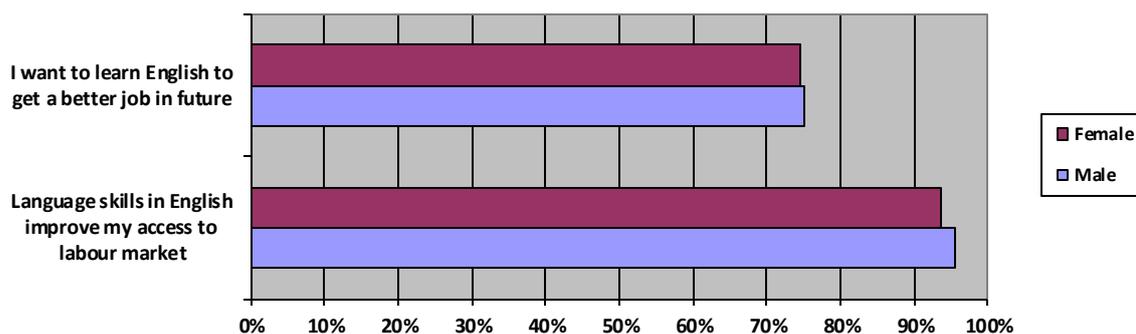
**Figure 10.** Desire to Succeed in English Studies

As the above figure shows, getting good grades served as a motive for studying English only for 41 % (37/91) of the pupils, and the desire to be good at school met with even less support. Communication skills, however, were highly appreciated among the pupils. Up to 78 % (71/91) of the respondents valued communication skills more than

receiving good grades. Pleasant experiences gained somewhat less appreciation. Nevertheless, 45 % (41/91) of the respondents prioritized pleasant experiences over succeeding in studies.

The male respondents appeared to value success in English more valuable, in comparison with the female pupils. The female respondents valued intrinsic motives such as enjoyment experienced when studying English and improvement in communication skills more commonly on a more general level. However, intrinsic motives and especially communication skills were appreciated among both male and female respondents.

In addition to the desire to succeed in studies, a desire to obtain career can characterize instrumental orientation. Desire to obtain career was observed by two statements: *I want to learn English to get a better job in future* (40.) and *Language skills in English improve my access to labour market* (4.). The majority of the pupils acknowledged that there is a connection between English skills and accessing the labour market, as can be seen in Figure 11.

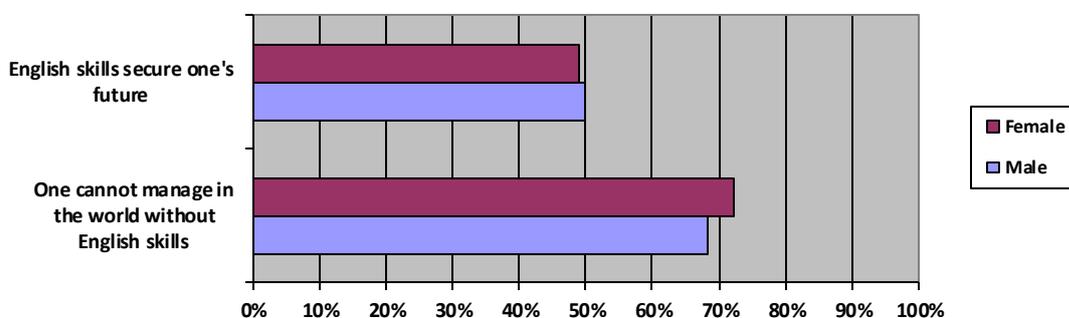


**Figure 11.** Desire to Obtain Career

As the above figure shows, all in all, up to 76 % (69/91) of the pupils agreed with claim *I want to learn English to get a better job in future*, and almost all of the pupils thought that English skills would contribute to their access to the labour market. Both male and

female respondents were quite unanimous about the importance of language skills in proportion to obtaining a career. The desire to create a good career was also emphasized in the answers to the open questions. The majority of the pupils wrote that they wanted to be able to learn and understand English because language skills are regarded valuable when applying for a job and because English skills are needed in working life.

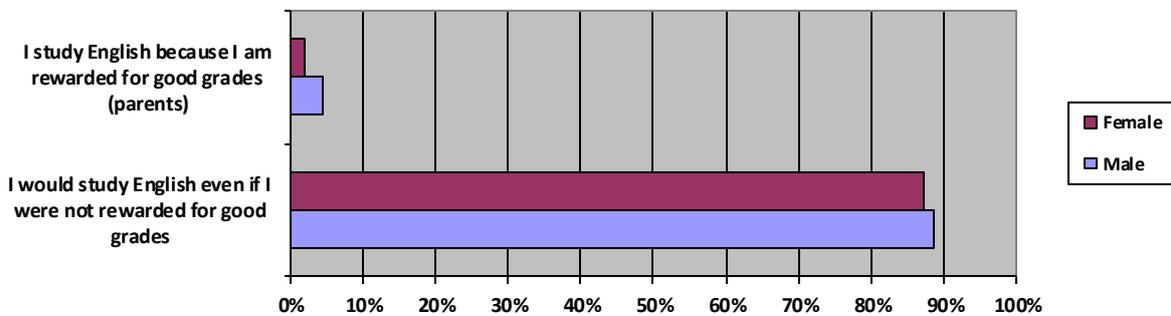
Also the desire to secure one's future can characterize instrumental orientation. Claims *English skills secure one's future* (32.) and *One cannot manage in the world without English skills* (22.) investigated the disposition that the respondents had towards claims associating English skills with securing one's future. According to the responses, English skills were regarded quite significant from the futuristic perspective. Proficiency in English was seen as a prerequisite for general well-being, and English skills were believed to provide security and means to manage in the world, as shown in Figure 12.



**Figure 12.** Securing Future

As the figure shows, approximately half of the pupils agreed with that English skills secure one's future. The claim *One cannot manage in the world without English skills* was regarded even more favourably; altogether 70 % of the respondents agreed with the claim. In general, both the male and female pupils responded to the claims rather favourably.

Some pupils may study the language because they become rewarded for effort and good grades at home. Studying for money or other rewards is an extrinsic motive and indicates instrumental orientation. The impact that the parents have on the respondents' motivation by rewarding them was investigated by the claims *I study English because I am rewarded for good grades (parents)* (6.) and *I would study English even if I were not rewarded for good grades* (59.). Rewards in the form of money or praise were conceived as insignificant motivators, and a clear majority disapproved on reward from home serving as a motive for their studying of English, as can be seen in Figure 13.



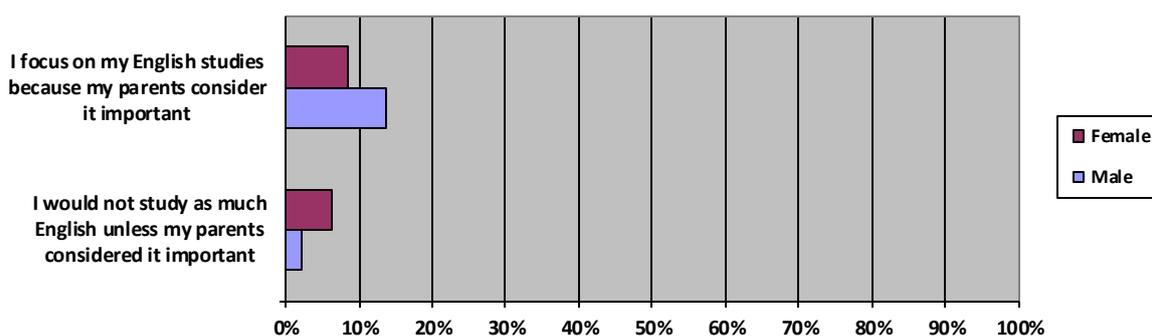
**Figure 13.** Reward from Home

As illustrated in the above figure, 86 % (78/91) disagreed with claim *I study English, because I am rewarded for good grades (for example by parents)*. Additionally, according to their responses, the pupils would study English even though they did not get money or praise of good grades. The idea of reward from home being a motive was strongly rejected by the respondents, and the substantial majority of the pupils had chosen the “strongly disagree” and “strongly agree” options for the claims measuring the significance of rewards. Studying at high-school is voluntary, and the strong opinions against the instrumental motive of getting a reward from home may suggest that the pupils attend the class because they have more profound and personal motives than an occasional reward from home encouraging their studies. The pupils are also approaching adulthood, and most of them are on the verge of beginning to leave home and becoming independent. Therefore, the pupils may have wanted to emphasize that

they make their choices independently and that their acts are no longer dependent on the opinions of their parents.<sup>6</sup>

There did not appear to be any significance differences between the responses of the male and female pupils to the claims measuring how rewards influence the motivation of studying English. In general, neither the male nor female respondents regarded rewarding as their motive for studying English.

In addition to studying for rewards, language may be studied to please other people, such as the teacher or the parents. Also the motive of pleasing others is included in instrumental orientation. Claims *I focus on my English studies because my parents consider it important (11.)* and *I would not study as much English unless my parents considered it important (35.)* investigated whether a desire to please others – the parents, in particular – served as a motive for many of the respondents studying English. The results show that the amount of effort that the pupils expend on studying English does not depend on the demands and opinions of their parents, as illustrated in the below figure.

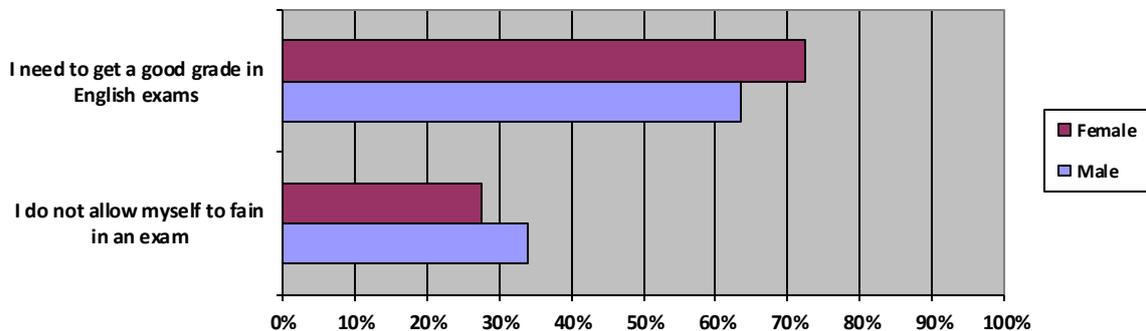


**Figure 14.** Desire to Please Others

<sup>6</sup> This becomes evident especially in the answers to claims measuring desire to please others (see the next page).

Figure 14. shows that the pupils did not consider the opinions of their parents as a motive for studying English; 84 % (76/91) of the pupils disagreed with claim *I would not study as much English unless my parents considered it important*, and, correspondingly, the substantial majority were opposed to the idea of studying English to please their parents. Both claims measuring the occurrence and impact of desire to please one's parents aroused strong rejection, and the pupils increasingly chose the extreme options to indicate strong disagreement.

Also compulsiveness, such as a compulsive need to succeed, can signal instrumental orientation. Compulsiveness as a reason for studying English was examined by claims *I need to get a good grade in English exams* (10.) and *I do not allow myself to fail in an exam* (26.). The majority of the respondents experienced a need to succeed in English exams, as shown in Figure 15.

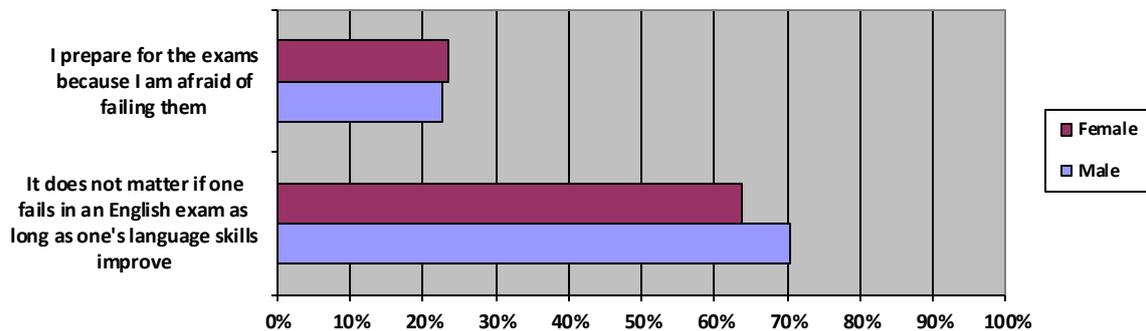


**Figure 15.** Compulsiveness

As can be seen in the figure, according to their responses, 68 % (62/91) of the pupils agreed that it was a necessity for them to get good grades in the English exams. In addition, approximately 30 % of the pupils felt the need to succeed and did not let themselves fail in an exam. Since the parents, in general, appeared to be of less importance as a factor influencing the motivation and motivational intensity, it can be presumed that the pupils themselves set up this need to succeed. However, the motive of

the compulsiveness may vary among the pupils. It might, for example, be caused by a need to pass the exam in order to graduate from high-school or from the desire to get a good job in future.

In addition to compulsiveness, the fear of failure can indicate instrumental orientation. Claims *I prepare for the exams because I am afraid of failing them (7.)* and *It does not matter if one fails in an English exam as long as one's language skills improve (43.)* measured the pupils' attitude towards failing and examined whether a fear of failing served as a motive for the pupils. According to the responses, the fear of failure was not regarded essential, and the respondents' attitudes towards the possibility of failing in an exam were, at least still at this point of their lives, quite careless, as can be seen in the figure below.

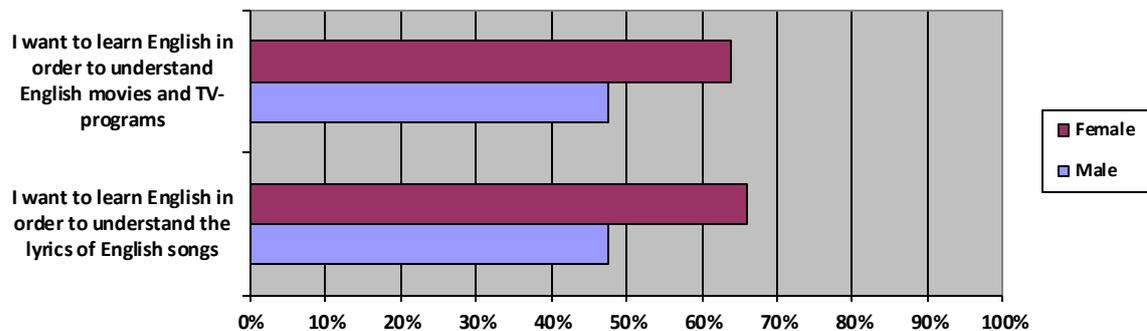


**Figure 16.** Fear of Failure

The figure shows that almost every fourth pupil claimed that they prepared well for the exams because they were afraid of failing. However, the majority (67 %, 61/91) were convinced that failing in an exam does not matter as long as one develops and learns new skills.

The role of media and music as motivators in language learning was examined by claims *I want to learn English in order to understand English movies and TV-programs (9.)* and *I want to learn English in order to understand the lyrics of English songs (52.)*.

The majority of the pupils want to learn English in order to understand English movies, TV-programs and lyrics, as shown in Figure 17.



**Figure 17.** Movies, TV and Music

As can be seen in the above figure, 68 % of the pupils agreed that they wanted to learn English in order to understand English movies and TV-programs. Similarly, more than half of the pupils wanted to learn English to understand English lyrics. In the responses of male and female pupils noteworthy is the deviation. Whereas less than half of the male respondents considered understanding English movies, TV-programs and music a motive for studying English, the corresponding number of female respondents was approximately 65 %.<sup>7</sup>

The answers to the open questions suggested that, whereas female pupils more frequently saw movies, TV and music as a motive urging them to study, the male pupils, on the contrary, seemed to use media and music as a tool to promote learning. When asked if they expended much effort in studying English, several of the male pupils mentioned that they consciously learnt and practiced English with music, TV and movies:

<sup>7</sup> Still, only 6 % of the female pupils denied that movies, TV or music would encourage them to study, whereas the corresponding number of the male pupils was 26 %.

(28) At school – not much, [---] At home, I read books and magazines in English, I listen to English music, and, most importantly, play video games.

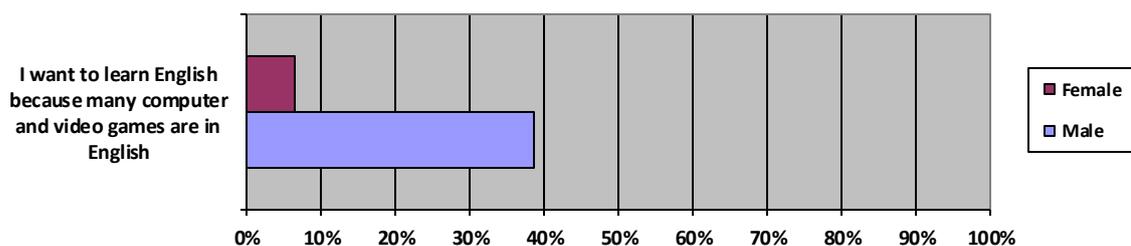
(29) I, for example, read books in English, watch movies, and chat with exchange students.

(30) I learn it from TV and when listening to music.

(31) I watch movies without subtitles so that I can think about the words.

In addition, when the pupils were asked if, and when, they faced situations in which they needed to use or understand English, the male pupils responded that they hear, use and learn English every day in various settings outside the school environment more often than the female pupils (see 4.6).

The role of games as a contributor to the pupils' learning of English was investigated by claim 12: *I want to learn English because many computer and video games are in English*. The responses of the male and female pupils differed here significantly. Games were a significantly more popular motive for studying English for the male pupils, as shown in Figure 18.

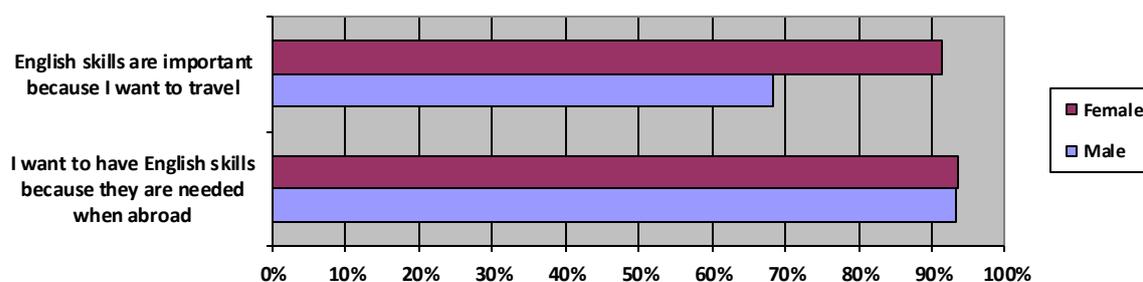


**Figure 18.** Role of Games

As the above figure shows, in comparison with the female respondents, the male pupils considered games as a motive for their language studying much more frequently. Whereas only 6 % (3/47) of the female pupils expressed interest in understanding

English games, up to 39 % (17/44) of the male pupils agreed with games being a motive for them. According to their answers to the open questions, several of them, not only want to learn English because many computer and video games are in English, but also learn English because they play games. They mentioned that they learn English while playing computer games, video games and Internet games in which one “chats with other people”. In addition, some of the pupils mentioned a game called World of Warcraft (Wow), which is a multiplayer online role-playing game, where a considerable part of the game consists of interacting with non-player characters or other players.

Also travelling is included in instrumental orientation. Claim 25: *English skills are important because I want to travel* studied the degree in which the desire to travel affects the respondents’ studying of English. Claim 42: *I want to have English skills because they are needed when abroad* also observed whether the respondents consider English proficiency a necessary skill required when travelling. A substantial majority of the pupils responded that travelling encourages them to study English and that language skills are crucial when abroad, as can be seen in Figure 19.



**Figure 19.** Travelling

As the figure shows, the majority conceived English skills necessary when abroad; up to 93 % (85/91) of the pupils agreed with claim *I want to have English skills because they are needed when abroad*. The majority also were of the opinion that they study English because they want to travel. When the pupils were asked in the open questions if, and

why, they considered English skills important, several of them mentioned travelling as one of the reasons:

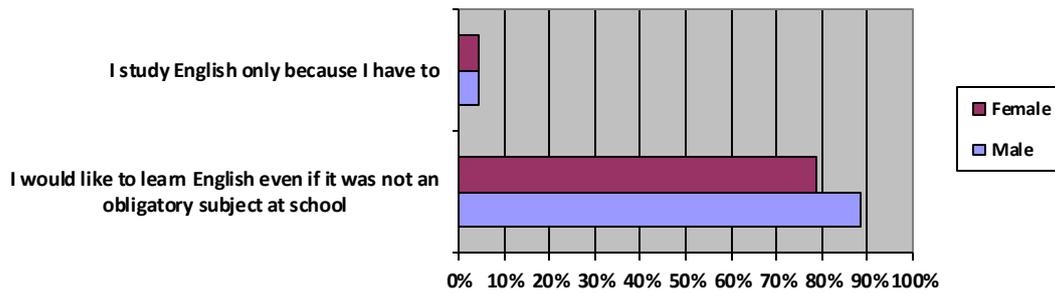
(32) English skills are important because they are needed abroad.

(33) I need English if I want to travel in future.

(34) I would like to travel a lot (especially to USA).

The results support the view that English is considered very necessary in the global world, and that the pupils study English, not only because it is a compulsory subject at school, but also because they genuinely believe that they will need to have English language skills in future. Travelling as a motive for studying English occurred also frequently together with integrative motives. The ones who had positive attitudes towards studying English and towards English-speaking communities and cultures also wanted to travel and get acquainted with foreign cultures.

Instrumental orientation is characterized by extrinsic motives, such as the desire to travel or understand English media. However, it can sometimes be seen even as a lack of motivation. According to Gardner, studying English only because of its obligatoriness indicates high instrumental orientation or, in some cases, even the lack of motivation. The claims *I study English only because I have to* (27.) and *I would like to learn English even if it was not an obligatory subject at school* (48.) investigated if there were pupils studying English only because it is a compulsory subject at school, which would indicate clear domination of instrumental orientation or, perhaps, even the lack of motivation. The majority of the respondents rejected the idea of studying English only because they have to, as illustrated in Figure 20.

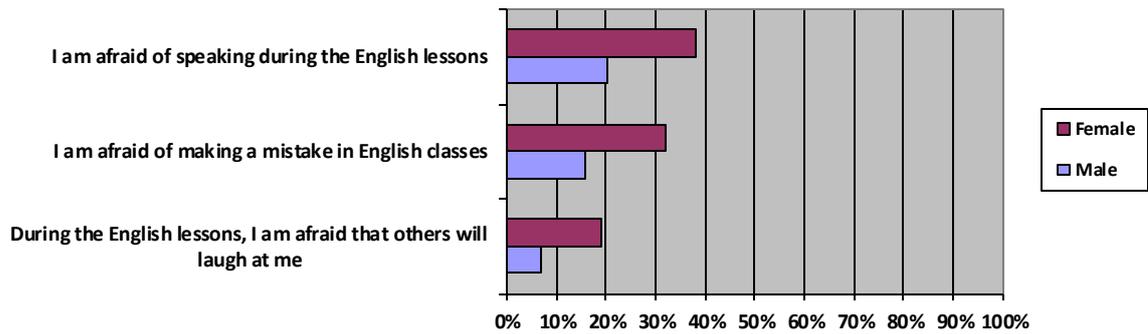


**Figure 20.** Lack of Motivation

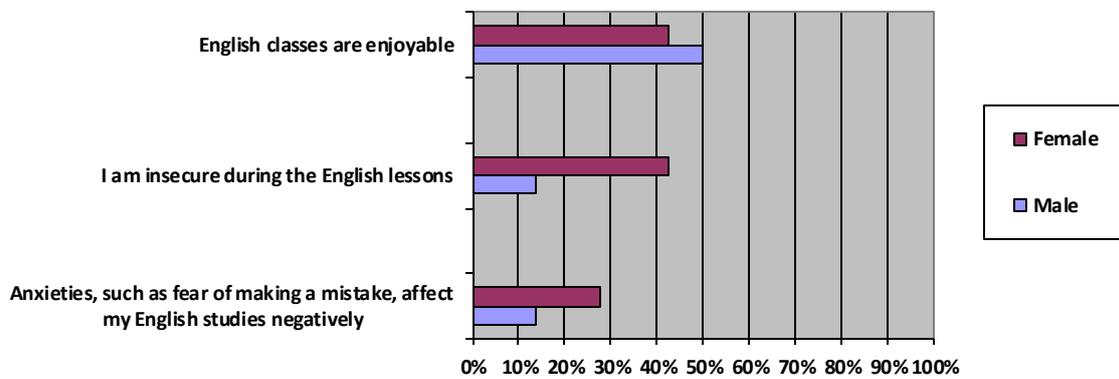
The above figure shows that a substantial minority of the pupils announced that they study English only because they have to. Besides, accordingly their answers, 84 % (76/91) of the respondents would like to study English even though it was not a compulsory subject at school. The male respondents seemed to be more willing to study English voluntarily than the female respondents. All in all, however, the opinions were quite favourable.

#### 4.6 Language Anxiety

The present study investigated the anxiety that the pupils experience in class and when using English. The claims measuring anxiety experienced in English class were: *I am afraid of speaking during the English lessons* (33.), *I am afraid of making a mistake in English classes* (24.) and *During the English lessons, I am afraid that others will laugh at me* (41.). In addition, claims *English classes are enjoyable* (57.), *I am insecure during the English lessons* (8.), and *Anxieties, such as fear of making a mistake, affect my English studies negatively* (51.) measured English class anxiety and its effects. A significant number of pupils responded that they experienced anxiety in their English class, as shown in Figures 21 and 22.



**Figure 21.** Anxieties in Class



**Figure 22.** Anxiety and Effects

As the above figures show, roughly half of the pupils did not experience, or admit experiencing, anxiety during the English class. However, a significant number of the remaining pupils did experience anxiety. Approximately 30 % of the respondents stated that they experienced insecurity during English lessons and were afraid of speaking there. Every fourth pupil was afraid of making a mistake, and 13 % of the pupils were afraid of being laughed at. Every fifth respondent confirmed that their fears affected their English studies negatively. Besides, almost 30 % of the respondents chose alternative 3: *Cannot say* and, thus, did not reject this claim.

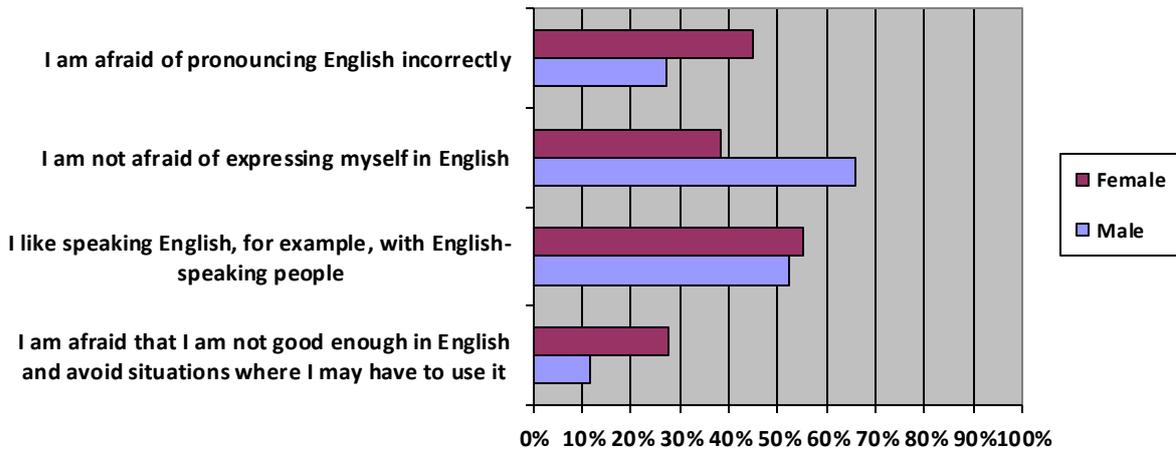
There occurred substantial differences between the responses of male and female pupils, and the female pupils experienced anxiety and distress much more frequently in comparison with male pupils:

(35) [---] it would be nicer to learn how to speak English before being forced to speak in English in front of the class to everybody...

(36) My pronunciation is terrible [---] it's not nice when you have to humiliate yourself and make a speech in front of the class.

The feeling of insecurity in English class and the fear of being laughed at were three times more common among the group of female pupils than among male pupils. In addition, the female respondents were afraid of using English at school and making a mistake in English class twice as often as the male respondents. The female respondents were also more likely to experience that the fears and anxieties that they felt in English classes had a negative impact on their foreign language learning.

In addition to the anxiety experienced in the class, the study investigated if anxiety is being experienced when using English. The claims measuring anxiety experienced when using English were: *I am afraid of pronouncing English incorrectly* (47.), *I am not afraid of expressing myself in English* (13.), *I like speaking English, for example, with English-speaking people* (34.) and *I am afraid that I am not good enough in English and avoid situations where I may have to use it* (58.). The majority enjoyed speaking English, for example, with English-speaking people, which indicates that the attitudes towards using English are mainly positive. However, a considerable number of pupils experienced anxiety when using English, as can be seen in Figure 23.



**Figure 23.** Anxiety of Using English

As the above figure indicates, approximately 36 % of the respondents were afraid of pronouncing English incorrectly or expressing themselves in English. The male pupils appeared to be more confident when using English; the female respondents experienced more anxiety and fear in comparison. The fear of pronouncing English incorrectly, for instance, was twice as common among the female pupils. This fear may, however, be associated with speaking in an English class because in connection with claim *I like speaking English, for example, with English-speaking people* only 17 % (8/47) of the female pupils rejected the claim, and there did not occur significant variation between the responses of male and female respondents. In fact, the female pupils regarded speaking English with English-speaking people even slightly more favourably in comparison with the male pupils.

Nevertheless, female pupils were more likely to avoid situations in which English was spoken. Whereas only every tenth male respondent agreed with the claim, 28 % (13/47) of the female pupils confirmed that they avoided situations in which they had to speak English, which resulted from the lack of confidence in oral skills.

(37) It feels like you are expected to learn English on your own because you hear it everywhere [---] I don't use English as much as I could. I'm afraid that I will say something wrong.

(38) What if I start a sentence and then don't know how to finish it [---] We don't learn how to have a conversation at school.

(39) I don't want to speak English because my pronunciation is terrible.

Altogether, the male respondents seemed to be quite confident about their language skills. When the pupils were asked if they expend much effort in studying English, several pupils regarded themselves already "good enough":

(40) No, I don't have to, I'm good enough already.

(41) I get good results without hard work.

(42) I don't work hard, I'm quite confident about my English skills.

(43) I just learn without doing much.

The majority of the pupils who were confident about their language skills also had excellent grades in English. However, even though these pupils evaluated that the amount of work they expend in studying is insignificant and that they "don't work hard" when compared to the respondents' average number of working hours spent on studying, almost every one of them exceeded the average of working hours. As one of the pupils had written:

(44) No, I don't study much because I'm good already. However, I do read the new chapters, study the new words and do my homework.

In addition, when the “confident” pupils were asked if they use or need to understand English in their free time, all of them answered that they hear, use and learn English every day in various settings outside the school environment:

(45) I read books, magazines, articles in the net, I watch movies and TV-programs, I listen to the music and play computer games which have probably taught me the most.

(46) I chat with the exchange students of our school. At work I use English every day.

(47) There are many English pages in the net which I read. In addition, I have some Australian friends with whom I chat in the net.

(48) I listen to music, surf in the net, comment on Internet pages, play games and see TV-programs.

The ones who had weak grades in English were much more likely to not use or hear English in their free time. They also felt uncertainty and were not confident about their language skills:

(49) Actually, I never have to use English anywhere. Maybe sometimes abroad I've had to say a couple of words in English. Maybe that's why I can't speak English...

(50) Sometimes some tourists ask for help. Really seldom, though.

However, the majority appeared to be quite willing to enter situations in which English was spoken. Even the majority of the ones suffering from anxieties and insecurity wanted to learn and develop their English skills.

## 5 CONCLUSIONS

The purpose of the thesis was to study the motivation and attitudes that pupils in the Finnish high-school, Vaasan lyseon lukio, had towards English as a school subject. The intention was to investigate if the pupils were motivated to study English and if so, what motivated them. The study utilized Gardner's (2001) socio-educational model in determining whether the pupils had intrinsic or extrinsic motives for studying English. I studied the attitudes that the pupils in Vaasan lyseon lukio had towards studying English, and whether disturbing attitudes, such as anxiety or stress experienced when studying English, were a common problem affecting negatively motivation and language acquisition. This was accompanied by an analysis of possible gender differences.

I hypothesized that pupils studying in Vaasan lyseon lukio would be generally motivated in their English studies. The results confirmed that the attitudes towards English-speaking people and countries were mainly favorable. The majority wanted to get acquainted with English-speaking people and their culture. The pupils appreciated language proficiency, and English skills, especially, were regarded really important and necessary. English was seen as a global language which was needed in order to travel, communicate with foreigners and get a job in future. The majority was also eager to learn English and had positive attitudes towards learning the language.

Since the majority was eager to learn English and had positive attitudes towards English-speaking people, cultures and learning the language, the pupils had mainly intrinsic motives for studying English. All in all, the extrinsic motives such as getting good grades, getting a reward from home or studying to please others met only with little support. However, a substantial majority considered travelling and getting a job, especially, as essential motives that urged them to study and develop their English skills. Therefore, at least some instrumental motives seem to exist together with integrative orientation. The pupils who had positive attitudes towards English-speaking people, cultures and studying the language usually, at least to some degree, studied English to achieve certain instrumental goals as well.

My second hypothesis was that the pupils who were integratively oriented had better grades in English and expended more effort on studying the language. Because intrinsic motives usually appeared together with at least some extrinsic motives, categorizing pupils in a group of integratively oriented pupils who merely had intrinsic motives for studying English would be misleading. Instrumental orientation, however, was easy to detect because it occurred as a clear absence of intrinsic motives. The pupils whose answers reflected strong instrumental orientation usually named some extrinsic motives but did not have any intrinsic motives for studying English. The instrumentally oriented pupils had weak grades in English and low confidence in their English skills. They usually expended less effort on studying English, and they were likely to experience anxieties such as frustration, feeling of incompetence and distress that further discouraged them from studying. The results, therefore, suggest that a pupil who has merely extrinsic motives for studying English is likely to have weak grades in English and to be unwilling to expend effort on studying.

Because the pupils regarded English proficiency as a necessity, required if one wanted to obtain career, travel or succeed in life, it is understandable that this aspect came up in the answers of the pupils. However, the genuine interest that they had in studying English, getting acquainted with English-speaking people and learning foreign cultures was emphasized in the answers of the integratively oriented pupils. In addition, intrinsic motives were accompanied by positive attitudes towards the language and language learning process; for instance, several of the pupils described English language beautiful and considered learning it fun. However, categorizing the pupils into groups presenting either integrative or instrumental orientation is impossible. Usually the pupils had both intrinsic and extrinsic motives in their language studying, and classifying which motives were experienced stronger would be difficult.

The language teacher seemed to remain quite distant in the evaluations of the pupils. The respondents did not appear to receive much feedback from the teacher, and the teaching methods used in Finnish high-school were criticized for being monotonous and self-repetitive. According to the responses, the pupils would have appreciated more oral exercises to practice practical language skills. The pupils experienced that the teaching concentrated on learning new vocabulary and grammar but did not improve their ability

to participate in a discussion or formulate sentences on their own. In addition, several of the respondents complained about the fast pace in the class.

The teachers have to follow the national high-school syllabus. Besides, the group sizes in high-school are rather big, with one class consisting of approximately 30 pupils. Therefore, it can be presumed that in order to follow the national syllabus, the teachers simply do not have time to go through the new chapters more thoroughly or to give guidance and feedback individually to every pupil. Without more profound guidance, however, especially the weaker pupils are in danger to fall behind. Consequently, the pupils with the weakest grades in English had low confidence in their English skills. They were more likely to experience anxieties, frustration and distress both in English class and when using English. Besides, they studied English mainly because of instrumental motives such as passing the courses, graduating from high-school and getting a job. Since the instrumentally oriented pupils are less likely to continue studying the language after they have reached their primary goal, such as graduation, education should encourage pupils towards integrative orientation and help them to find intrinsic motives that would make their language learning more pleasant and encourage them to develop their language skills also in the future.

The female pupils appeared to expend more effort on doing their homework and studying for the exams. However, the male pupils seemed to study and learn English in contexts other than the school environment when playing games, surfing on the Internet, chatting, listening to music, playing and watching sports and spending time with English-speaking friends. Thus, the male pupils seemed to actively use and hear English more than the female pupils. This may explain the confidence that the male pupils had in their English skills.

A significant number of pupils experienced anxiety in English class and when using English. The anxieties, which were often accompanied by low self-confidence, insecurity related to using English and lack of intrinsic motives, were common, especially, among the female pupils. The majority of the female respondents who experienced anxieties rarely got into contact with English outside classroom. They were

not used to using English and, therefore, the situations in which they had to use the language caused distress. Several of the pupils even acknowledged that they avoided situations in which they had to use English.

Since the pupils who frequently came into contact with English in their free time were more likely to have better grades and confidence in their English skills, it is worth considering if there is a way to somehow encourage the pupils to employ the various learning tools available outside the classroom. Obviously, it is possible to affect, and contribute to, the language learning because many of the pupils, for instance, considered chatting with the exchange students of the school useful. In addition, the anxieties felt in the class and when using English often appeared to have a negative impact on language learning. It would, therefore, be necessary to find a way of reducing anxieties experienced by the pupils. Many of the pupils suffering from fears acknowledged that there is a “threshold” to use English and, furthermore, that it might be overcome if the teacher insisted that they use the language in class. The pupils expressed explicitly the need for exercises in which they could practice their oral skills, which would give them a better competence to enter real life situations in which English was spoken.

It certainly is a challenge to increase the share of verbal exercises to encourage the silent and shy ones, in particular, to speak. Moreover, the teachers and the individual schools are obviously under a lot of pressure, and the national syllabus sets its own limitations. However, increasing the situations in which the pupils can use English could give everyone a chance to develop their skills and gain more confidence. Just by adding some short English discussions in which the pupils could discuss various topics, for example, in small groups could improve the language skills considerably and reduce the anxieties of the pupils. Providing a safe environment in which the pupils can practice and develop their skills is, after all, the primary goal at which education aims.

## WORKS CITED

- Airola, Anneli (2000). *Towards Internationalisation. English Oral Proficiency in BBA Studies at North Karelia Polytechnic*. Publications in Education No 55. Joensuu: University of Joensuu.
- Aunola, Kaisa (2002). *Mikä meitä liikuttaa. Modernin motivaatiopsykologian perusteet*. [What moves us. The basics of the modern motivation psychology.] Ed. Salmela-Aro & Nurmi. Keuruu: PS-kustannus.
- Ajzen, Icek (1988). *Attitudes, Personality and Behaviour*. Milton Keynes: Open University Press.
- Alatis, James, Howard Altman & Penelope Alatis (Eds.) *The Second Language Classroom: Directions for the 1980's*. New York: Oxford University Press.
- Atkinson, J.W (1964). *An introduction to motivation*. Princeton, N.J.: Van Nostrand.
- Baker, Colin (1992). *Attitudes and Language*. Clevedon: Multilingual Matters Ltd.
- Dörnyei, Zoltán (2001). *Teaching and Researching Motivation*. Harlow: Pearson Education.
- Elsinen, Raija (2000). "Kielitaito – väylä Suomen ulkopuoliseen maailmaan." *Yliopisto-opiskelijoiden vieraiden kielten oppimiseen liittyviä käsityksiä kielikeskusopettajan tulkitsemana*. [Language skills – a route to the outer world. University students' opinions about learning foreign languages, interpreted by a language center teacher.] University of Joensuu, Publications in Education No 62. Joensuu: University of Joensuu.
- Frankenhaeuser, Marianne (1979). *1978 Nebraska Symposium on Motivation. Vol. 26*. London: University of Nebraska Press.
- Gardner, R.C. (1985). *Social Psychology and Second Language Learning. The Role of Attitudes and Motivation*. London: Edward Arnold (Publishers) Ltd.
- Gardner, R. C. (2001). *Language Learning Motivation: The Student, the Teacher, and the Researcher* [online]. [Cited 5.11.2009.] Austin: University of Texas, 2001. Available at: <http://studentorgs.utexas.edu/flesa/tpfle/contents1.doc>
- Gardner, R.C. & W.E. Lambert (1972). *Attitudes and Motivation in Second-Language Learning*. Rowley, Mass.: Newbury House.
- Heikkilä, Tarja (2008). *Tilastollinen tutkimus*. [Statistical investigation.] 7<sup>th</sup> edition. Helsinki: Edita Prima Oy.

- Henriksèn, Sonja & Johanna Liljeberg. *Engelska behövs I världen och finska behövs I Finland*. [English is needed in the world and Finnish is needed in Finland.] Master's Thesis. Vaasa: Åbo Akademi, 2000.
- Hutcinson, T. & A. Waters (1987). *English for Specific Purposes. A Learning-Centred Approach*. Glasgow: Bell & Bain.
- Joukkoviestimet 2009, Finnish Mass Media* (2010). Helsinki: Tilastokeskus.
- Julkunen, Kyösti (1989). *Situation and Task-specific Motivation in Foreign-Language Learning and Teaching*. Publications in Education No 6. Joensuu: University of Joensuu.
- Karlsson-Fält, Carola & Minna Maijala (2007). *Kieltenopettaja ja kielen oppiminen – mitä opiskelijat arvostavat opettajassa?*. [A language teacher and language learning – what qualities do the students appreciate in a language teacher?] In Salo, Olli-Pekka, Tarja Nikula & Paula Kalaja (Eds.) *Kieli oppimisessa – Language in Learning*. AFinLAn vuosikirja 2007. Suomen soveltavan kielitieteen yhdistyksen julkaisuja No 65. Jyväskylä.
- Krashen, K (1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press.
- Kulttuuritilasto, Kulturstatistik, Cultural Statistics* (2005). Helsinki: Tilastokeskus, yliopistopaino.
- Laine, Eero (1978). *Vieraan kielen opiskelumotivaatio Suomessa II, Foreign Language Learning Motivation in Finland II*. Suomen sovelletun kielitieteen yhdistyksen (AFinLa) julkaisuja No 21. Turku.
- Lepper, M.R. (1988) *Motivational Considerations in the Study of Instruction*. *Cognition and Instruction* 5.
- Littlewood, William (1984). *Foreign and Second Language Learning. Language Acquisition Research and its Implications for the Classroom*. Cambridge: Cambridge University Press.
- Madsen, K.B (1968) *Theories of Motivation*. Copenhagen: Munksgaard.
- McDonough, S.H. (1981). *Psychology in Foreign Language Teaching*. London: George Allen & Unwin.
- Nylund, Lucas & Wolff, Lisa (2003). *Engelskaläraren som attitydpåverkare – en fallstudie över finlandssvenska elevers attityder till och kontakt med engelska I årskurserna 5 och 6*. [An English teacher as an opinion leader – a case study of the attitudes and contacts that Finnish Swedish pupils have in relation to English.] Master's Thesis. Vaasa: Åbo Akademi.

- Oppenheim, A. N (1966). *Questionnaire Design and Attitude Measurement*. London: Gower Publishing Company Ltd.
- Riley, P (2003). *Learner Autonomy in the Foreign Language Classroom: Teacher, Learner, Curriculum and Assessment*. Dublin: Authentik.
- Ruoholahti, Pekka (1998). *Motivaatio, tahto ja oppiminen*. [Motivation, desire and learning.] Helsinki: Oy Edita Ab.
- Sjöholm, Kaj (2000). *Attitudes towards English and two second national languages in Finland*. In: Perspectives on Language and Communication in Multilingual Education, 121–141. Reports from the Faculty of Education No 6. Eds. Kaj Sjöholm & Anna Ostern. Finland: Åbo Akademi.
- Stipek D.J. (1988). *Motivation to Learn. From Theory to Practice*. Englewood Cliffs, N.J.: Prentice-Hall.
- Sudman, Seymour & Bradburn, Norman M. (1983). *Asking Questions*. San Francisco: Jossey-Bass Inc. Publishers.
- SUKOL (2010). *Kielivalinnat. Tilastotietoa kielivalinnoista* [online]. [Language choices. Statistical data about language choices.] [Cited 10.4.2010]. Available at: <http://www.sukol.fi/index.phtml?s=64>
- Tilastokeskus (2009). *Suomessa jo 50 000 venäjänkielistä*. [online]. [There are already 50 000 Russian people in Finland.] [Cited 28.3.2011]. Available at: [http://www.stat.fi/artikkelit/2009/art\\_2009-09-08\\_005.html](http://www.stat.fi/artikkelit/2009/art_2009-09-08_005.html)
- Trudgill, Peter (1975). *Accent, Dialect and the School*. London: Edward Arnold Ltd.
- Tuomisto, Jukka. *Arkipäiväoppiminen aikuiskasvatuksen ja elinikäisen oppimisen kontekstissa*. [Everyday learning in the contexts of adult education and lifelong education.] In: Sallila, Pekka & Tapio Vaherva (Eds.) *Arkipäivän oppiminen*. 5th edition. Helsinki: BTJ Kirjastopalvelu Oy.
- Vaasan lyseon lukio (2010). *Opetussuunnitelma. A1-kielet (englanti, saksa, ranska, venäjä)* [online]. [The curriculum. A1-languages (English, German, French, Russian)] [Cited 9.4.2010]. Available at: <http://lukiot.vaasa.fi/Default.aspx?id=418507>
- Vaasan lyseon lukio (2010). *Opetussuunnitelma. B1-englanti* [online]. [The curriculum. B1-English.] [Cited 9.4.2010]. Available at: <http://lukiot.vaasa.fi/Default.aspx?id=418507>
- Weiner, Bernard (1972). *Theories of Motivation from Mechanism to Cognition*. Los Angeles: Rand McNally College Publishing Company.

Hei! Olen valmistumassa englanninopettajaksi, ja teen tutkimusta lukioikäisten nuorten motivaatiosta ja asenteista englannin kieltä ja englannin opiskelua kohtaan. Vastaathan mahdollisimman totuudenmukaisesti. Vastauksesi käsitellään luottamuksellisesti. Kyselylomakkeen lopussa on muutama avoin tehtävä, joihin toivon sinun vastaavan kirjallisesti. Kiitos!

---

**OSIO 1.**

Ikä: \_\_\_\_ vuotta

Rastita oikea vaihtoehto:

1. Sukupuoli:

mies

nainen

2. Viimeisin arvosanani englannissa (yläasteen päättötodistus tai viimeisin lukioarvosana)

4-6

7-8

9-10

3. Viimeisin arvosanani toisessa vieraassa kielessä (ruotsi, saksa, ranska, tms.)

4-6

7-8

9-10

3. Englanti on minulle...

ensimmäinen vieras kieli (aloitettu 3. luokalla)

toinen vieras kieli (aloitettu myöhemmin)

4. Kotonani puhutaan...

suomea

ruotsia

englantia

muuta kieltä, mitä? \_\_\_\_\_

## OSIO 2.

## 5. Ympyröi, missä määrin yhdyt seuraaviin väittämiin:

- 1: Täysin eri mieltä  
 2: Osittain eri mieltä  
 3: En osaa sanoa  
 4: Osittain samaa mieltä  
 5: Täysin samaa mieltä

	Täysin eri mieltä					Täysin samaa mieltä				
	1	2	3	4	5	1	2	3	4	5
1. Pidän englanninkielisistä ihmisistä/maista	1	2	3	4	5					
2. Opin englannintunneilla hyödyllisiä asioita	1	2	3	4	5					
3. Haluaisin osata paremmin englantia	1	2	3	4	5					
4. Englannin osaaminen parantaa mahdollisuuksiani työmarkkinoilla	1	2	3	4	5					
5. Englannin opiskelu on tylsää	1	2	3	4	5					
6. Opiskelen englantia, koska minut palkitaan hyvistä numeroista (esim.vanhemmat)	1	2	3	4	5					
7. Valmistaudun huolellisesti kokeisiin, koska pelkään epäonnistumista	1	2	3	4	5					
8. Koen epävarmuutta englannintunneilla	1	2	3	4	5					
9. Haluan oppia englantia ymmärtääkseni paremmin englanninkielisiä elokuvia ja televisio-ohjelmia	1	2	3	4	5					
10. Minun on saatava hyvä numero englanninkokeista	1	2	3	4	5					
11. Keskityn englanninopiskeluun, koska vanhempieni mielestä se on tärkeää	1	2	3	4	5					
12. Haluan oppia englantia, koska monet pelit ovat englanninkielisiä	1	2	3	4	5					
13. Uskallan ilmaista itseäni englanniksi	1	2	3	4	5					
14. Englannin osaaminen on tärkeää, koska hyvä englanninnumero nostaa todistukseni keskiarvoa	1	2	3	4	5					
15. Mielestäni englannin osaaminen on turhaa	1	2	3	4	5					
16. Teen lähes poikkeuksetta aina kotiläksyt	1	2	3	4	5					
17. Englanninopettaja on motivoinut minua englanninopinnoissani	1	2	3	4	5					
18. Kielitaidolla ei mielestäni ole merkitystä	1	2	3	4	5					
19. Minulla ei ole kovin hyvä kuva englanninkielisistä ihmisistä/maista	1	2	3	4	5					
20. Luen huolellisesti englanninkokeisiin ja englannin sanakokeisiin	1	2	3	4	5					
21. Englanninkurssien vaikeustaso on mielestäni sopiva	1	2	3	4	5					
22. Ilman englanninkielentaitoa ei pärjää nyky maailmassa	1	2	3	4	5					
23. Kouluarvosanoja tärkeämpää on oppia keskustelemaan englanninkielisten kanssa	1	2	3	4	5					
24. Pelkään tekeväni virheitä englannintunneilla	1	2	3	4	5					
25. Englannin osaaminen on mielestäni tärkeää, koska haluan matkustella	1	2	3	4	5					
26. En anna itseni epäonnistua kokeissa	1	2	3	4	5					
27. Opiskelen englantia vain koska minun on pakko	1	2	3	4	5					
28. Englannin opiskelu on mielenkiintoista	1	2	3	4	5					
29. Kielitaito on tärkeää	1	2	3	4	5					
30. Haluaisin englanninkielisiä ystäviä	1	2	3	4	5					
31. Teen mielestäni riittävästi töitä englannin opiskelun eteen kotona ja koulussa	1	2	3	4	5					
32. Englannin osaaminen takaa turvatun tulevaisuuden	1	2	3	4	5					
33. Jännitän puhumista englannintunneilla	1	2	3	4	5					

	Täysin eri mieltä			Täysin samaa mieltä	
34. Tykkään, kun saan puhua englantia esimerkiksi englanninkielisten kanssa	1	2	3	4	5
35. En tekisi yhtä paljon töitä englanninopiskelun eteen, ellei se olisi vanhempieni mielestä tärkeää	1	2	3	4	5
36. Englannin opiskelu on mukavaa	1	2	3	4	5
37. Saan usein palautetta englanninopettajaltani	1	2	3	4	5
38. En tahdo olla tekemisissä englanninkielisten kanssa	1	2	3	4	5
39. Haluaisin olla hyvä englannissa	1	2	3	4	5
40. Haluan oppia englantia saadakseni paremman työpaikan tulevaisuudessa	1	2	3	4	5
41. Pelkään englannintunneilla, että muut nauravat minulle	1	2	3	4	5
42. Haluan osata englantia, koska sitä tarvitsee ulkomailla	1	2	3	4	5
43. Englanninkokeessa epäonnistuminen ei haittaa, kunhan kehittyä ja oppii lisää uusia asioita	1	2	3	4	5
44. En jaksaa opiskella englantia yhtään sen enempiä kuin on pakko	1	2	3	4	5
45. Haluaisin oppia vieraita kieliä	1	2	3	4	5
46. Arvostan englanninkielisiä ihmisiä/maita	1	2	3	4	5
47. Pelkään ääntäväni englantia väärin	1	2	3	4	5
48. Haluaisin oppia englantia, vaikka se ei olisi pakollinen aine koulussa	1	2	3	4	5
49. Luen englantia, koska haluan olla hyvä koulussa	1	2	3	4	5
50. En koe oppivani englanninkursseilla käytännön kielitaitoa	1	2	3	4	5
51. Englannintunneilla kokemani pelot, kuten jännittäminen ja virheiden tekemisen pelko vaikuttavat kielteisesti kielenoppimiseen	1	2	3	4	5
52. Haluan oppia englantia ymmärtääkseni paremmin laulujen sanoja	1	2	3	4	5
53. Haluan oppia englantia, koska hyvien arvosanojen saaminen on tärkeää	1	2	3	4	5
54. Haluaisin tutustua englanninkielisiin	1	2	3	4	5
55. Haluan oppia lisää englantia, jotta menestyisin opinnoissani	1	2	3	4	5
56. Haluaisin tietää lisää yhden tai useamman englanninkielisen maan (esim. Amerikka, Englanti, Australia) kulttuurista	1	2	3	4	5
57. Englannin tunneilla on mukavaa	1	2	3	4	5
58. Pelkään, etten osaa tarpeeksi hyvin englantia, joten välttelen tilanteita, joissa joudun käyttämään sitä	1	2	3	4	5
59. Opiskelisin englantia, vaikka en saisi rahaa tai kiitosta hyvistä koenumeroista	1	2	3	4	5
60. Menestystä tärkeämpää on englanninopiskelusta saadut kivat kokemukset	1	2	3	4	5

**OSIO 3.**

6. Miksi englannin osaaminen on/ei ole mielestäsi tärkeää? Miksi haluat osata ja ymmärtää englantia?

---

---

---

---

---

---

---

8. Miksi olet/et ole tyytyväinen englanninopetukseen koulussasi? Miten sitä pitäisi muuttaa?

---

---

---

---

---

---

---

9. Mitä mieltä olet englanninkielisten maiden kansalaisista ja kulttuureista?

---

---

---

---

---

---

---

10. Arvioi, kuinka monta tuntia viikossa käytät englannin opiskeluun koulun ulkopuolella.

\_\_\_ h/vko

11. Teetkö mielestäsi paljon töitä englannin opiskelun eteen? Jos et, niin miksi?

---

---

---

---

---

---

---

12. Käytätkö tai joudutko tekemisiin englanninkielen kanssa vapaa-ajallasi? Missä tilanteissa ja kuinka usein?

---

---

---

---

---

---

---

**KIITOS VASTAUKSISTASI!**

Emilia Holm  
englannin opiskelija  
Vaasan yliopisto

I am conducting research into motivation and attitudes towards learning English as a second language. Please try to answer the following questions as truthfully as possible. Your answers will be handled confidentially. The third section of the questionnaire includes open questions. I wish you answer them in writing. Thank you for your answers!

---

**SECTION 1.**

Age: \_\_\_\_ years

Cross the appropriate alternative:

1. Gender:

\_\_\_ male

\_\_\_ female

2. Current grade in English

\_\_\_ 4-6

\_\_\_ 7-8

\_\_\_ 9-10

3. Current grade in the second foreign language (Swedish, German, French, etc.)

\_\_\_ 4-6

\_\_\_ 7-8

\_\_\_ 9-10

4. English is my...

\_\_\_ first foreign language

\_\_\_ second foreign language

**SECTION 2.**

5. Please circle to which extent you agree with following statements:

1: Strongly disagree

2: Disagree

3: Cannot say

4: Agree

5: Strongly agree

	Strongly disagree				Strongly agree
1. I like English-speaking people/countries	1	2	3	4	5
2. I learn necessary skills during the English lessons	1	2	3	4	5
3. I would like to have better language skills in English	1	2	3	4	5
4. Language skills in English improve my access to labour market	1	2	3	4	5
5. Studying English is boring	1	2	3	4	5
6. I study English because I am rewarded for good grades (parents)	1	2	3	4	5
7. I prepare for the exams because I am afraid of failing them	1	2	3	4	5
8. I am insecure during the English lessons	1	2	3	4	5
9. I want to learn English in order to understand English movies and TV-programs	1	2	3	4	5
10. I need to get a good grade in English exams	1	2	3	4	5
11. I focus on my English studies because my parents consider it important	1	2	3	4	5
12. I want to learn English because many computer and video games are in English	1	2	3	4	5
13. I am not afraid of expressing myself in English	1	2	3	4	5
14. It is important to be able to have good language skills in English because it raises the average grade of my school report	1	2	3	4	5
15. In my opinion proficiency in English is unnecessary	1	2	3	4	5
16. I do my homework almost without exception	1	2	3	4	5
17. My English teacher has motivated me in my English studies	1	2	3	4	5
18. Language proficiency is not important	1	2	3	4	5
19. I do not have a good impression of English-speaking people/countries	1	2	3	4	5
20. I study well for English exams and vocabulary tests	1	2	3	4	5
21. The difficulty level of English courses is appropriate	1	2	3	4	5
22. One cannot manage in the world without English skills	1	2	3	4	5
23. It is more important to learn to communicate with English-speaking people than to get good grades	1	2	3	4	5
24. I am afraid of making a mistake in English classes	1	2	3	4	5
25. English skills are important because I want to travel	1	2	3	4	5
26. I do not allow myself to fail in an exam	1	2	3	4	5
27. I study English only because I have to	1	2	3	4	5
28. Studying English is interesting	1	2	3	4	5
29. Language skills are important	1	2	3	4	5
30. I would like to have English-speaking friends	1	2	3	4	5
31. I study enough English at home and at school	1	2	3	4	5
32. English skills secure one's future	1	2	3	4	5
33. I am afraid of speaking during the English lessons	1	2	3	4	5
34. I like speaking English, for example, with English-speaking people	1	2	3	4	5

	Strongly disagree			Strongly agree	
35. I would not study as much English unless my parents considered it important	1	2	3	4	5
36. Studying English is pleasant	1	2	3	4	5
37. I often get feedback from my English teacher	1	2	3	4	5
38. I do not want to be in contact with English-speaking people	1	2	3	4	5
39. I would like to be good at English	1	2	3	4	5
40. I want to learn English to get a better job in future	1	2	3	4	5
41. During the English lessons, I am afraid that others will laugh at me	1	2	3	4	5
42. I want to have English skills because they are needed when abroad	1	2	3	4	5
43. It does not matter if one fails in an English exam as long as one's language skills improve	1	2	3	4	5
44. I do not have the energy to study English more than is needed	1	2	3	4	5
45. I would like to learn foreign languages	1	2	3	4	5
46. I appreciate English-speaking people/countries	1	2	3	4	5
47. I am afraid of pronouncing English incorrectly	1	2	3	4	5
48. I would like to learn English even if it was not an obligatory subject at school	1	2	3	4	5
49. I study English at home because I want to be good at school	1	2	3	4	5
50. I do not feel that I learn practical language skills in English courses	1	2	3	4	5
51. Anxieties, such as fear of making a mistake, affect my studies negatively	1	2	3	4	5
52. I want to learn English in order to understand the lyrics of English songs	1	2	3	4	5
53. I want to learn English because it is important to get a good grade in English	1	2	3	4	5
54. I would like to meet English-speaking people	1	2	3	4	5
55. I want to improve my skills in English in order to succeed in my studies	1	2	3	4	5
56. I would like to know more about the cultures of English-speaking countries	1	2	3	4	5
57. English classes are enjoyable	1	2	3	4	5
58. I am afraid that I am not good enough in English and avoid situations where I may have to use it	1	2	3	4	5
59. I would study English even if I were not rewarded for good grades	1	2	3	4	5
60. The pleasant experiences experienced in the English lessons are more important than success	1	2	3	4	5

**SECTION 3.**

6. Why do you/do you not consider English skills important? Why do you want to be able to speak and understand English?

---

---

---

---

---

---

---

8. Why are you satisfied/dissatisfied with the way English is taught at your school? How would you change it?

---

---

---

---

---

---

---

9. What do you think about the population and community of English-speaking countries?

---

---

---

---

---

---

---

10. How many hours per week do you study English outside school?

\_\_\_ hours

11. Do you put much effort on studying English? If not, why?

---

---

---

---

---

---

---

12. Do you use English or need to understand English in your free time? In which situations and how often?

---

---

---

---

---

---

---

THANK YOU FOR YOUR ANSWERS!

Emilia Holm  
English student  
University of Vaasa

APPENDIX 3. Gardner's Socio-Educational Model

Figure1: Revised Socio-Educational Model

