

"I'LL GET A SCOOTER IF MY GRADES GO  
UP":  
What motivates Finnish pupils to study English

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Yleisesti tiedostetaan motivaation merkitys kielenoppimisessa. Motivaatio onkin yksi tutkituimmista alueista vieraiden kielten oppimisessa ja opettamisessa. Motivaation rakenne ja syyt vaihtelevat suuresti riippuen kontekstista; eri paikoissa eri aikoina suoritettut tutkimukset antavat hyvin erilaisia tuloksia. Siksi motivaatiota on tärkeitä tutkia jatkuvasti.

Tässä tutkimuksessa motivaatio on jaettu kahteen osaan: instrumentaaliseen ja integratiiviseen motivaatioon. Halusimme tutkia, kumpi näistä motivaation osa-alueista vaikuttaa enemmän 9-luokkalaisiin englanninkielen opiskelijoihin. Sen lisäksi halusimme antaa oppilaille mahdollisuuden kertoa omin sanoin, millaisten asioiden he kokevat eniten vaikuttavan englanninkielen opiskelun motivaatioonsa. Koska Suomessa ei ole juurikaan vertailtu erikokoisten kaupunkien välisiä eroja, päätimme tutkia motivaatiota myös tältä osin. Useissa aikaisemmissa tutkimuksissa on huomattu eroja tyttöjen ja poikien motivaation välillä, joten vertasimme lyhyesti myös sukupuolien välisiä mahdollisia eroja.

Toteutimme tutkimuksen kahdessa erikokoisessa kaupungissa. Vastaajina oli yhteensä 116 (pienemmässä kaupungissa 56 ja isommassa 60) yläkoulun 9-luokkalaista. Vastaajat olivat siis 15–16-vuotiaita. Kysely toteutettiin 38:lla viisiasteisella Likert-skaala väittämällä sekä kahdella avoimella kysymyksellä. Likert-skaalan väittämät valittiin Clémentin ja muiden vuonna 1994 Unkarissa käyttämästä kyselystä. Tämän lisäksi kirjoitimme muutaman oman väittämän. Tulokset analysoitiin tilastollisesti käyttäen T-testiä.

Tulokset osoittivat, että molemmissa kaupungeissa oppilaat olivat enemmän instrumentaalisesti motivoituneita. Tuloksista voi päätellä, että oppilaat ymmärtävät englanninkielen osaamisen arvon sekä tässä hetkessä että tulevaisuuden opintoja ja töitä ajatellen. Kaupunkien välillä oli huomattava ero motivaation tasossa: isomman kaupungin oppilaat olivat molemmissa kategorioissa motivoituneempia kuin pienemmän kaupungin oppilaat. Tyttöjen ja poikien välillä odotettua eroa ei löytynyt, vaan oppilaat olivat lähes yhtä motivoituneita sukupuoleen katsomatta.

Tuloksia voidaan soveltaa englanninkielen opetuksessa ja oppilaiden motivoinnissa, sillä ne toivat selkeästi esiin nuoria kiinnostavia ja innostavia asioita. Sisällyttämällä niitä opetukseen voitaisiin varmasti lisätä nuorten mielenkiintoa englanninkielen opiskelua kohtaan.

Asiasanat: foreign language learning and teaching, instrumental motivation, integrative motivation

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## 1. INTRODUCTION

Motivation is a part of everybody's life and people make choices based on their motivation or lack of motivation. One context, where motivation is often mentioned, is studying. Furthermore, according to Ellis (1994: 36), it has been generally recognized that motivation has a substantial effect on foreign language acquisition. This is probably one of the reasons there has been a considerable amount of research done on motivation, especially in the field of education. However, motivation research is not without its problems. Dörnyei (2001: 186) mentions that one of the essential problems in motivation research is that motivation is dynamic; as it changes constantly, it can be difficult to apply the results of one study in another, different, context. In our opinion, this also means that there can never be too much research done on motivation. As motivation keeps changing, every study conducted is important in that time and place. Furthermore, even though motivation has been studied so widely, there are many aspects yet to be studied. Especially as the modern day technology offers many new ways to be inspired to learn languages.

Since motivation is such an important part of learning a language, it is important to provide teachers with as much information about it as possible. As was mentioned earlier, the world changes fast and with it changes motivation. As a result, constant research done on motivation is needed, in order to keep teachers as well as others up-to-date. Furthermore, we hope our study will give teachers some tools to motivate their students to learn English. In addition, for us as future teachers, this topic is extremely interesting.

This paper looks at what motivates Finnish students of English as a foreign language. Furthermore, we will focus on instrumental and integrative motivation and hope to see which is stronger. We believe that in the modern and international world instrumental motivators are increasingly important in the students' lives as the world is at their hands on the Internet but most of its contents are in English. Furthermore, many acknowledge the importance of mastering English to pursue higher education or their dream job. Some of the modern instrumental motivators such as media and Internet have not been studied widely even though one could assume that they are a major factor motivating students. We believe, therefore, that it is very

important to learn more about these modern instrumental factors in order to understand their effect better.

In addition to finding out what motivates the Finnish students to study English, we were also eager to find out if there are any differences in motivation between rural areas and city areas. We chose two very different towns in terms of location and population and, thus, we hoped to be able to get a general idea of the possible differences. Furthermore, we were also interested in the differences between genders. According to Julkunen and Borzova (1997: 50), boys have a lower motivation towards language learning. Also Dörnyei (2006: 107) has found the same difference in his study. Thus, we plan to take a look also on the differences between the two genders, if there are any.

In the following we will first look at the theoretical background of motivation. The focus will be on motivation in language learning and especially on instrumental and integrative motivation. Some previous studies will also be presented in order to indicate the gap which our study will fill. After that we will concentrate on our study and look at the methods we used to conduct it. This will be followed by an analysis and discussion of the results of our study. Finally, we will summarise our study and make suggestions for further studies.

## 2. MOTIVATION

In the last 30-40 years there has been a great development in the field of motivation research. In the 1970s motivation was not yet widely studied, even though some researchers recognized that motivation has an important role in learning a second language (Gardner and Lambert 1972: 191). However, since then there has been a great interest in motivation among researchers. We shall now take a closer look at motivation in general and then more specifically in the field of foreign language learning.

Ellis (1994: 36) and Dörnyei (2001: 7) agree that, even though motivation has a significant impact on learning, the concept of motivation is somewhat difficult to determine as people have several different ways to describe it. However, according to Dörnyei (2001: 8), it is easier to agree on what motivation does. He (*ibid*) states that motivation affects why people choose to do

something and how long and how hard they are willing to concentrate on the chosen task. Furthermore, people have different reasons for why they want to finish a certain task and in that sense motives can be considered as the reasons for learning (Covington 1998: 11). In addition to answering the 'why' of learning behaviour, motivation can answer the 'how' of learning behaviour. Ellis (1994: 542) mentions this, stating that the strength of the learner's motivation affects the quantity of learning strategies he or she chooses to use in pursuing their goal. A highly motivated learner will use more learning strategies than a poorly motivated one.

Masgoret and Gardner (2003: 128) have written a rather exhaustive description of a motivated person:

The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals. That is, the motivated individual exhibits many behaviors, feelings, cognitions, etc., that the individual who is unmotivated does not.

Motivation can be divided into categories in many ways. It can be divided for example into causative and resultative, depending on if it is the reason for learning or the result of learning, or into extrinsic and intrinsic motivation, depending on whether the reasons for learning come from the inner needs of the learner or from external sources (Ellis 1994: 36). Covington (1998: 11-13) presents another division of motivation into motivation as a drive and motivation in terms of goals. The motives-as-drive approach sees motivation as a means to an end. It is often seen as producing more negative motivation in the sense that incentives and threats are used to 'drive' students into better performances. The motives-as-goals theory is more future-orientated, as the goals that draw, instead of drive towards an action, are most often fixed in the future. Furthermore, these goals are usually positive by nature in that they are noncompetitive and intrinsic. This theory of motives-as-goals is close to the idea of instrumental motivation. Instrumental motivation, along with integrative motivation, is one of the most used concepts in the field of motivation study in language learning. The division between these two will be more closely examined in the following subchapter.

## 2.1. MOTIVATION IN LANGUAGE LEARNING

Integrative and instrumental motivation are among the most researched concepts in the foreign language learning field. These concepts were first introduced by Gardner and Lambert (1972: 12-14) and have ever since been in extensive use. Integrative motivators are those that are associated with a positive attitude towards the target language and its native speakers and possibly a will to be like them and integrate into their culture (Dörnyei 2006: 10), whereas instrumental motivators have more to do with the perceived benefits of learning a foreign language, for example getting a more desirable job (Dörnyei 2006: 12). Furthermore, instrumental motivators are those that see the language as an instrument in reaching another object. Therefore it includes motivators such as wanting to read and listen to foreign language texts, watch foreign language TV and movies, and pursue higher education, for example.

As it is hard to define motivation, it is difficult also to define integrative motivation. Ellis (1994: 513) gives examples of researchers (Kruidenier and Clement 1986) who have, for example, excluded friendship and knowledge from integrative motivation. However, Dörnyei (1990, as quoted by Ellis 1994: 513) states that these different options are all a part of integrative motivation and it is merely a matter of learners emphasizing one aspect more than another. We feel it is more useful and also more generally acknowledged that friendship and knowledge etc. are considered a part of integrative motivation. Other important aspects of integrative motivation are positive outlook on native speakers of a language and their culture.

Instrumental motivation is not without its problems either. Laine (1987: 28-29) makes an interesting argument by claiming that instrumental motivation is not very far-reaching. He (*ibid.*) explains that if a student is instrumentally motivated they have a goal, for example a test, and to achieve that goal they need to learn, for example English. He continues by saying that after achieving the goal they lose interest in the language and are no longer willing to learn it. We, however, argue that many goals are long-term goals and do not have one particular event after which the goal would expire. For instance, a person who is motivated to learn a language for travelling purposes, will not lose interest in the language after their first trip to a foreign country, instead, they will most probably want to learn more before the next time they travel. Furthermore, we think that most people have more than one goal at a time and keep realising new goals as they

go on, therefore, they do not find themselves in a situation where they have no reason to learn a new language.

According to Ellis (1994: 510-511), it is likely that learners have both integrative and instrumental motivation in L2. He also gives an example of a study (Muchnick and Wolfe 1982 as quoted by Ellis 1994: 510-511) where the results have shown that it is not possible to separate integrative and instrumental motivation from each other. However, the separation between integrative and instrumental motivation is widely used (Dörnyei 2006, Gardner and Lambert 1972, Laine 1978) and we will, therefore, use this separation as well.

## 2.2. PREVIOUS STUDIES

Gardner and Lambert were two of the pioneering researchers in the field of motivation. Early on, in 1972, they conducted a study that very comprehensively covered many different situations and consisted of many separate studies. Gardner et al studied English speaking students studying French, as well as Jewish students studying Hebrew. We will concentrate on the English students studying French, as it resembles more the situation in our study. The findings of the studies concerning the English students studying French were as follows: students who were more integratively motivated were more successful than those instrumentally motivated. Also, parental influence was notable: if the parents had positive attitude towards French, the students had the same attitude. Thus, they were integratively motivated. (Gardner and Lambert 1972: 4)

The findings of the above-mentioned study contradict quite notably with the expectations we have for the present study. However, we have to remember that the study was conducted a rather long time ago and, therefore, the context was very different in comparison with the context of our study. Also, the fact that the study concerned French, which has a different status in the world in comparison with English, could have had an impact on the results.

More closely related to our study is one conducted by Julkunen and Borzova (1997). It is more linked in terms of the location of the study, which is Finland and Russia, as well as being a study about learning English as a foreign language, like our study. In their study, Julkunen and Borzova (1997) compared 12-, 14- and 17-year-old-students' motivation towards learning English in

Joensuu, Finland, and Petrozavodsk, Russia. They found that the students in Russia are overall more motivated to learn English than their Finnish counterparts. Julkunen and Borzova (1997: 48) also found that instrumental motivation increases with age, as younger students are not as aware of the advantages of knowing English as older students. Furthermore, they noticed that integrative motivation decreases while instrumental increases, which would support our hypothesis as our students are closer in age to the older students in Julkunen and Borzova's study. In addition, Julkunen and Borzova (1997: 50) found that girls are more motivated than boys, which is one of the issues we want to look at as well. Also Dörnyei (2006: 107) found that girls are more motivated than boys in his study of foreign language learning in Hungary. He studied the motivation of 13-14-year-olds in Hungary, studying English, German, Russian, French and Italian. Dörnyei (2006: 107) found also that of these languages, the students were most motivated to study English. However, these studies have not compared the importance of instrumental and integrative motivation, which is why we are interested in finding out the possible differences between the two.

In order to keep up with the changing world also teaching needs to be updated. In her study, Taalas (2008: 78-79) presents some issues teachers find important in achieving useful changes in teaching and teaching methods. According to Taalas, most teachers seem to agree that changes are necessary and important in order to provide the best teaching possible. However, most teachers also agreed that change is not good if it is made merely for the sake of changing matters. Instead, changes need to be justified and well grounded. In other words, there has to be a need for change and good reasons for it. Muhonen (2004: 71) conducted a study concerning second language demotivation. In her study she found that students are demotivated if their learning material is inappropriate and boring. Textbooks and exercises in the textbooks received the most criticism. This, also, suggests that there is a need for change and development in order to make learning more motivating. Furthermore, according to Taalas (2008: 7), teachers are the ones who can make the change. As we have already mentioned, motivation plays an important role in language learning. Therefore, could it not be agreed also that it is important for teachers to know what motivates their students and with that, know how to motivate them? Thus, we believe that our study will provide teachers with information on how they could change their teaching so that it suits their students the best.

Now that we have looked at some theories of motivation and introduced some previous studies, we will move on to presenting our own study.

### 3. PRESENT STUDY

In this study we will try to get an idea of what motivates Finnish students to study English. We feel, as future teachers, that this is an area that needs to be focused on in order to provide the best teaching possible. We will, also, focus on finding out whether the respondents are more instrumentally or integratively motivated, since these concepts are widely used in the field of motivation studies. Studying these categories can also be helpful in determining the motivators.

In addition to the previous, we will also concentrate on the differences between a small and a large town. Differences between rural areas and city areas have been found in previous studies and, therefore, we want to find out whether differences still exist. We will also take a look at gender differences concerning motivation. In previous studies differences between genders have been found (Julkunen and Borzova 1997: 50-53, Dörnyei 2006: 107) and we will, also, want to study this point of view.

Thus our research questions are the following:

- 1) What motivates Finnish 9<sup>th</sup> graders to study English?
- 2) Are motivators more instrumental or integrative?
- 3) Does the size and location of the town have an effect on what motivates the students?
- 4) Are there any differences in motivation between the genders?

We used a questionnaire to find out what motivates Finnish 9<sup>th</sup> graders to study English. In addition to Likert scale questions, we asked them to answer some open-ended questions about what motivates them. We used these methods, since we wanted to get as broad a view on this matter as possible. Next, we wanted to see if the motivators are clearly more instrumental or integrative. Finally, we compared the levels of motivation in two towns of a different size. This brings us to our hypotheses, which are as follows:

Hypothesis 1: We believe that the study will prove that in the modern international world the motivators are more often instrumental than integrative.

Hypothesis 2: We believe that the results will show that small town students are even more instrumentally motivated than their city counterparts.

Concerning our first hypothesis, we believe that a difference will show between instrumental and integrative motivation. Although integrative motivation holds an important part of learners' will to finish a task (Gardner and Lambert 1972: 134), we believe that instrumental motivation will show stronger in our results. The modern day Finland is very international and very technology-orientated. Therefore, we believe that the youth are very well aware of the value of knowing foreign languages, especially English. If one has goals to achieve a good career, one is probably aware of the need to be able to communicate with colleagues, customers and other linking persons in the work environment and this is not always possible in one's mother tongue. English is the connecting language between many companies nowadays, be it international or even national companies. In addition to being well respected in the work environment, English seems to be the connecting language on the Internet as well. In these days, practically everything can be found online and especially the youth who are growing up with the Internet, realise the possibilities that the Internet offers. Knowing English helps a great deal when one is using the Internet. These are the two main reasons why we think instrumental motivators might be stronger in today's youth, but there are many more: interest in English music, television and reading for example.

Our second hypothesis concerns the possible differences between smaller and larger towns. Already in 1978, Laine (1978: 121) found significant differences in motivation between respondents in the city and respondents in the rural areas. Laine found that the participants living in the city were more instrumentally motivated, whereas in rural areas the motivation was more integrative and related to a positive attitude towards language learning in general. We believe that a difference is present today as well. However, we think that during the last 30 years things have changed dramatically due to the technical revolution, and this may have resulted in that the small town students will be more instrumentally motivated than their city counterparts. We believe this because we think that in smaller towns the activities where English is used are more often

instrumental, such as the Internet, whereas youth in larger places might have more opportunities to meet English-speaking people and, therefore, be more integratively motivated. In addition, small town students might see learning English as a tool to get better study places and jobs and, with that, move away from rural areas.

Having presented our research questions and hypotheses, we shall now take a closer look into how we have gathered our data and how we analyzed it.

#### 4. DATA AND METHODS

We decided to do this study with 9<sup>th</sup> grade Finnish students of English as a foreign language. This means they are 15 to 16 years old and in the last grade of the upper level of comprehensive school. We thought that at this age the students are old enough to define the ways they use their language skills, and why they want to learn a foreign language, in this case English. Furthermore, we felt that older students, students in sixth-form, may already be concentrating strongly on their upcoming matriculation exams.

We decided to conduct the study in two different sized towns. This is because we wanted to find out if the size or location of the town makes any difference in the results. The bigger of the towns has a more central location in southern Finland with about 100,000 inhabitants. The other town we chose for the study is a town with a population of a little less than 15,000. It is located in the Southern Ostrobothnia region and slightly more secluded in terms of geography. The smaller town has one comprehensive school whereas the larger one has eleven.

Regarding respondents, we chose to have roughly the same amount (approximately 50-60) of respondents in both towns to make it comparable. The total amount of responses was 116, 56 of them from the smaller town and 60 of them from the larger town. One answer sheet was very obviously filled in as a joke so we had to discard it. We chose a fairly large amount of respondents, as we thought it would be necessary in order to be able to generalise the results. In addition, more data than this might have been too much to cover in a study of this size.

The study was conducted by having the respondents take a questionnaire. The most important reason for using a questionnaire was the amount of respondents. We conducted a quantitative study and, therefore, needed to have a great deal of respondents. As a result, we were able to generalise the results. Regarding other methods of gathering data, we decided that interviewing 120 respondents was not an option within the timeframe we had. Furthermore, we believed that we would get more honest answers when the respondents could answer totally anonymously.

As there are pros in using a questionnaire as a tool of research, there are also cons to it. Hirsjärvi, Remes and Sajavaara (2008: 190) point out that the results gathered by means of a questionnaire can be rather superficial and not rich in terms of theories. In addition, it is not always certain that the respondents take the questionnaire seriously. We also considered these facts before conducting the study. However, there are advantages and disadvantages in every study method and a questionnaire seemed to fulfil our needs best.

Hirsjärvi et al (2008: 190) recognize that there is always the possibility that questions or some of them are left unanswered in questionnaire. We also thought about this matter before conducting the study. We assumed that the possibility of blank answers would be bigger in open-ended questions, as there is the risk that respondents might not want to use enough time and thought on answering them properly. We did encounter these problems when we started to analyze the data. However, there were no significant shortages in the data and we were able to analyze it without any major problems.

The questionnaire was in Finnish as we felt that this would help the students express themselves more freely and avoid any misunderstandings. We also thought this would help prevent blank answers which would be due to not understanding the question.

The questionnaire included 38 Likert scale form questions and two open-ended questions. As a basis for the Likert scale questionnaire we used a questionnaire used by Clément et al (1994, as quoted by Dörnyei 2001: 264-267) in Hungary and added some questions of our own that we saw fit. The questions used by Clément et al seemed to meet our needs very well. In addition, we wanted to use questions that were already proven effective rather than creating all new questions ourselves. In the open-ended questions we asked the respondents to use their own words in

describing what motivates them. Likert scale form was chosen to make the results easier to interpret and to make filling the questionnaire faster and easier for the respondents. Next, we wanted to add a few open-ended questions so that the respondents could use their own words and add any opinions or ideas that they were unable to point out in the Likert scale questions. We also asked the students to indicate their age, gender and English grade.

After finishing the questionnaire we piloted it with our peer students to see how long it took to fill it in and if there were any ideas for improvement. As a consequence, we revised some sentence structures and rephrased the open-ended questions. It took the test respondents around 5-7 minutes to answer the questions. However, as we could not test the questionnaire with people from our target age group, we decided to give the respondents more time, namely 10 minutes. This way, blank answers due to a lack of time could be avoided.

The answer options to our five-point Likert scale questions were:

- 1 = I strongly agree
- 2 = I partly agree
- 3 = I have no opinion
- 4 = I partly disagree
- 5 = I strongly disagree

The questions can be found in English in the following chapter and the questionnaire can be found in Appendix 1.

The Likert scale questions were divided into instrumental and integrative categories as follows:

Instrumental questions:

1, 2, 4, 6, 7, 9, 11, 12, 15, 16, 19, 22, 23, 27, 28, 31, 32, 36, 38

Integrative questions:

3, 5, 8, 10, 13, 14, 17, 18, 20, 21, 24, 25, 26, 29, 30, 33, 34, 35, 37

As we have mentioned, we conducted the study in two different towns and gathered the data in February of 2009. In order to provide the respondents in both towns with the exact same

information, the teachers were given identical instruction sheets that they were asked to go through with the respondents. Same information was included in the questionnaire.

As regards the Likert scale questions, we carried out a statistical analysis and used a T-test to find out if the results were statistically significant ( $P\text{-value} < 0.05$ ). In addition, we used Cronbach's Alpha to prove the reliability of the two categories of questions. The open-ended questions were analyzed by entering the answers into different categories. As the questions were not completely open but in a way guided, the results were easy to categorize. We decided not to do statistical analysis with the open-ended questions, even though that was a possibility as the results were easily categorized. Instead, we merely wanted to see which categories got the most mentions. In the next section, we will present the results of our study.

## 5. RESULTS

In this section we will report the findings of our study. The findings are divided thematically into four sections. First we will be focusing on the individual statements and questions and we will look at some of the questions more closely. After this we will concentrate on instrumental and integrative motivation. Then we will move on to the differences between the two towns of our study. Finally we will go through the differences we were able to find between girls and boys.

### 5.1. WHAT MOTIVATES THE STUDENTS?

One of our original aims was to find out what motivates the students to study English. In this section we will try to give an answer to that question. First we will look at the statements concerning instrumental motivation. Then we will move on to statements concerning integrative motivation and, finally, take a look at the responses we got from the open-ended questions.

Table 1. Questions divided into categories – instrumental motivation

Question	Mean	SD
Instrumental:		
Q1. Studying English is important to me because I would like to travel to countries where English is used.	1.74	.803
Q2. Studying English is important to me because it will enable me to get to know various cultures and peoples.	2.22	.921
Q4. Studying English is important to me so that I can read English books.	2.85	1.225
Q6. Studying English is important to me because I need it in web communities (e.g. MySpace).	2.58	1.177
Q7. Studying English is important to me because I may need it later for my studies.	1.77	.908
Q9. Studying English is important to me because it will enable me to learn more about what is happening in the world.	2.31	1.071
Q11. Studying English is important to me so that I can understand English-speaking films.	2.11	1.155
Q12. Studying English is important to me so that I can shop in online stores that are in English.	2.49	1.161
Q15. Studying English is important to me because an educated person is supposed to be able to speak English.	1.92	1.019
Q16. Studying English is important to me so that I can understand English-speaking online radios.	3.4	1.171
Q19. Studying English is important to me because it will enable me to learn more about the English world.	2.34	.96
Q22. Studying English is important to me because without English I won't be able to travel a lot.	1.83	1.065
Q23. I do not particularly like the process of learning English and I do it only because I may need the language.	3.56	1.416
Q27. Studying English is important to me because many of the websites I visit are in English.	2.47	1.095
Q28. Studying English is important to me because I may need it later for my job.	1.91	1.051
Q31. Studying English is important to me so that I can understand English music.	1.8	1.073
Q32. Studying English is important to me because I play games online that are in English.	3.28	1.374
Q36. Studying English is important to me so that I can read English newspapers or magazines.	2.71	1.223
Q38. Studying English is important to me so that I can understand English-speaking TV.	2.09	1.105

The lowest mean (1.74) in the whole series of statements got statement number one “*Studying English is important to me because I would like to travel to countries where English is used.*” This means that the respondents more or less agreed with the statement. In addition the standard deviation of this statement was fairly low, which indicates that the respondents were rather

unanimous. Also statement number 22, concerning the importance of travelling, got a fairly low mean (1.83).

Another statement that got a low mean (1.77) was statement number 7 “*Studying English is important to me because I may need it later for my studies.*” Statement number 15, which also emphasised the importance of English in education, got a low mean as well (1.92). In addition, the need for English in future job was noted, as the mean in question 28 was rather low (1.91). Yet another statement receiving a rather low mean (1.8), a rather different in comparison with the previous ones, was statement number 31 “*Studying English is important to me so that I can understand English music.*”

Over all, the means of instrumental motivation statements are not extremely high as they vary between 1.74 and 3.56. In fact, there are only two statements where the mean goes over 3: statements number 23 and 32. Furthermore, in comparison with the means of integrative motivation statements, the instrumental ones are lower. Now, we will move on to reporting the integrative motivation statements.

Table 2. Questions divided into categories – integrative motivation

Question	Mean	SD
Integrative:		
Q3. Studying English is important to me because I would like to spend some time / live in an English-speaking country	2.24	1.1
Q5. The Americans are sociable and hospitable.	2.5	.882
Q8. The Australian culture is interesting.	2.64	1.05
Q10. The more I learn about the British, the more I like them.	3.06	1.074
Q13. I like the way the Americans behave.	2.78	.933
Q14. The British are usually reliable and honest.	3.17	2.966
Q17. Studying English is important to me so that I can keep in touch with foreign / English friends and acquaintances.	2.32	1.262
Q18. The Americans are kind and cheerful.	2.77	.93
Q20. Studying English is important to me because I am interested in English-speaking cultures (or some of them)	2.56	1.09

Q21. I would like to know more British people.	2.85	1.136
Q24. The Australians are friendly and nice.	2.78	.902
Q25. It is important for me to know English in order to be similar to the British / Americans / Australians.	3.6	1.179
Q26. Studying English is important to me because I would like to make friends with English-speaking people.	2.51	1.075
Q29. I would like to know more American people.	2.47	1.05
Q30. The British are open-minded and modern people.	3.04	.806
Q33. Studying English is important to me because I would like to meet foreigners with whom I can speak English.	2.13	1.1
Q34. The Americans are friendly people.	2.7	.877
Q35. It is important for me to know English in order to think and behave like the English / Americans / Australians do.	3.68	1.092
Q37. The British are kind and friendly.	2.8	.906

As we already mentioned, the means in this category are higher than in the previous one: the means vary between 2.13 and 3.68. The lowest mean (2.13) got statement number 33 “*Studying English is important to me because I would like to meet foreigners with whom I can speak English.*” Also statement number 3, which referred to living abroad, got a mean rather low in the scale of this statement category (2.24).

The highest mean (3.68), then again, gained statement number 35 “*It is important for me to know English in order to think and behave like the English / Americans / Australians do.*”, which means that the students mostly disagreed with this statement. Another statement getting a high mean (3.6) was statement number 25. This statement is rather similar with the previous statement mentioned, as it refers to the want to be similar with the members of some English cultures.

As regards the open-ended questions, they are the following: Q39 “Where do you find knowing English to be the most useful.” and Q40 “Mention one to four most important things that motivate you to study English.”. Below, Tables 3a and 3b show the most popular answers for question 39. In Tables 4a and 4b are listed the results of question 40.

Table 3a. Q39 results in smaller town

Answer:	Mentions:
Travel	32
Future job	18
Internet	11
Tv/movies	11
Communication	9
Music	5

Table 3b. Q39 results in bigger town

Answer:	Mentions:
Travel	39
Communication	27
Future job	17
Tv/movies	9
Reading books/magazines	6
Music	6

As can be seen from Tables 3a and 3b, most often mentioned replies in question 39 in both towns were travelling and future job expectations. However, in the bigger town, between these two in popularity was communication with English-speaking people, with 27 mentions, whereas in the smaller town communication was mentioned only nine times, which left it behind the Internet and TV/movies.

Table 4a. Q40 results in smaller town

Answer:	Mentions:
Travel	20
Future job	15
Music	13
Communication	12
Future studies	8
Tv/movies	7

Table 4b. Q40 results in bigger town

Answer:	Mentions:
Communication	28
Travel	21
Future job	18
Tv/movies	12
Future studies	10
Reading books/magazines	10

Tables 4a and 4b show that when the respondents were asked about what motivates them to learn English (Q40), the order of the most popular answers was slightly different from the results of question 39. In the smaller town, the most popular answer was still travel with 20 mentions, but in the larger town communication had taken the highest position with 28 mentions, leaving travel behind. In addition to the difference in the order of popular answers, the deviation in question 40 was bigger than in question 39. We will take a more detailed look into the answers and their implications in the discussion chapter.

## 5.2. INSTRUMENTAL VS INTEGRATIVE MOTIVATION

Our second hypothesis was that in today's world, instrumental motivators will be stronger than integrative because of the opportunities that knowing the English language offers to a person. In Table 5 we can see the differences between these two categories of motivation. Cronbach's Alpha was used to test the question categories and how well the questions in each category represent the same topic. As can be seen from Table 5, Cronbach's Alpha shows the questions in both categories investigate their respective topics very well.

Table 5. Instrumental vs. integrative motivation

	C Alpha	Mean	SD	Df	T-value	P-value
Instrumental (n=19)	.92	2.33	.69	115	- 8.76	.000
Integrative (n=19)	.90	2.77	.65	115	- 8.76	.000

The results show that with a mean of 2.33, instrumental motivation is far more important to the respondents of our study than integrative motivation (mean 2.77). The P-value (.000) shows that the results are statistically significant and this proves our hypothesis of instrumental motivators being stronger than integrative ones.

## 5.3. DIFFERENCES BETWEEN TOWNS

As well as the difference between instrumental and integrative, we wanted to study the possible differences between motivation in smaller and bigger towns. We hoped to see if our hypothesis of students in smaller towns being more instrumentally motivated would be true. Tables 6 and 7 below will show the results of differences in instrumental and integrative motivation between students in smaller and bigger towns.

Table 6. Instrumental motivation in different sized towns

	Mean	SD	Df	T-value	P-value
Smaller town (n=56)	2.49	.69	114	2.35	.021
Larger town (n=60)	2.19	.66	114	2.35	.021

Table 6 shows that there is a statistically significant difference between the two towns ( $p=.021$ ). Larger town students were more instrumentally motivated than smaller town students, which contrasts our hypothesis.

Table 7. Integrative motivation in different sized towns

	Mean	SD	Df	T-value	P-value
Smaller town (n=56)	2.98	.68	114	3.61	.000
Larger town (n=60)	2.57	.55	114	3.61	.000

As the results show (Table 7), also integrative motivation was more strongly visible with the larger town students than with the smaller town students. Furthermore, the difference is even more significant ( $p=.000$ ) than the difference in instrumental motivation ( $p=.021$ ). We can also see that in both towns the instrumental motivation mean is much lower than the mean for integrative motivation, which means that the difference between instrumental and integrative motivation was clearly visible in both towns.

#### 5.4. DIFFERENCES BETWEEN GENDERS

In addition to the previous, we also wanted to see if there were significant differences between the genders, as this difference has shown in most of the previous studies we have been reading. Table 8 will show the difference between the genders in instrumental motivation and Table 9 the difference in integrative motivation.

Table 8. Differences in instrumental motivation between genders

	Mean	SD	Df	T-value	P-value
Boys (n=47)	2.46	.81	77.99	1.57	.121
Girls (n=67)	2.24	.58	77.99	1.57	.121

Table 9. Differences in integrative motivation between genders

	Mean	SD	Df	T-value	P-value
Boys (n=47)	2.91	.80	69.89	1.73	.088
Girls (n=67)	2.68	.49	69.89	1.73	.088

Tables 8 and 9 show that the differences between the genders in both instrumental and integrative categories were non-significant ( $p=.121$  and  $p=.088$ , respectively) even though girls were slightly

more motivated in both categories than boys. Furthermore, the standard deviation was smaller for girls in both categories, which shows they agreed more on the statements than boys. We will now move on to the discussion of the results to look at what the results mean and how they correlate with previous studies. We will also look at the problems we encountered with our study.

## 6. DISCUSSION

Having presented the results, we will now further discuss them and their possible implications. This section will follow roughly the same order as in the previous section, starting with discussion of the most and least popular statements along with the open-ended questions. At this point we will also compare the answers between instrumental and integrative motivation will be compared. Finally, we will look at the differences between the towns and the differences between the genders. These topics will be discussed in the light of our research questions and hypotheses.

Some of the most popular statements in the instrumental motivation category concerned future studies (Q7 and Q15) and future job (Q28). This could also be seen in the open-ended questions where these groups got a high number of mentions. This suggests that the 9<sup>th</sup> graders are very aware of their future job or study expectations. This could be because they need to decide whether they want to continue their studies in vocational school or sixth-form so it is a very current issue for them. Examples 1, 2, and 3 show some thoughts of the students on this issue:

Example 1.

Haluan englannin opettajaksi

I want to be an English teacher

Example 2.

Kun menee töihin niin melkein joka työs tarvitaan englantia

When you get a job, in almost every job you need English

Example 3.

Menen kesätöihin Lontooseen kuukaudeksi ja yritän päästä johonkin amerikkalaiseen / englantilaiseen huippuyliopistoon opiskelemaan

I'm going to work in London for a month in the summer and I'll try to get into some American / English top-ranking university

These results also brace our first hypothesis which suggested that instrumental motivators are more common than the integrative ones. Furthermore, the results seem to support our expectations that the youth realizes the assets of English in their future career.

In addition to the previous, travelling was noted as important motivator in Likert scale questions as Q1 and Q22 both received very low means (Table 1). In addition, travelling received a very high amount of mentions in both schools in both open-ended questions (Tables 3a, 3b, 4a and 4b), which was also an indication of the importance of travelling as a motivator among today's youth. The importance of travelling as a motivator could very well be seen as a result of the globalization of today's world. Travelling is often a normal part of the youth's life and interaction with foreigners is expected. Some of the answers to the open-ended questions also showed that the students were aware of the status of English as a lingua franca and, therefore, of its importance in travelling. The following are examples on what the students thought about travelling:

Example 4.

Matkustelussa. "maassa maan tavalla, tai enkkuu"

In travelling. "when in Rome, do as the Romans do, or speak English"

Example 5.

Siinä, että jos matkustaa ulkomaille niin siellä ei pärjäisi, jos ei osaisi Englantia

In that, that if you travel abroad you couldn't survive if you couldn't speak English

Music has been a major factor in increasing both of our motivation towards learning English. It has been a part of our lives from a very young age when we were just starting to learn English. For that reason we were not surprised to find out that also the respondents considered music to be an important motivator; as Q31 received a low mean (Table 1). Music was also mentioned in the open-ended questions and in Q39 it was at sixth place in both towns (Tables 3a and 3b). It was also appreciated by the students in the smaller town in the answers of Q40 (Table 4a). People encounter music everywhere and a major part of it is in English. Foreign music that reaches Finland is often sung in English and English is also used by many Finnish artists. Many of the respondents of our study mentioned that they want to understand the message of the music they are listening to and, therefore, they are inspired to study English. This can be seen from the following examples:

Example 6.

Haluan ymmärtää englanninkielistä musiikkia

I want to understand English music

Example 7.

Tietää mitä musiikis sanotaan

You know what is said in the music

Another example shows how the actual musicians can be the source of inspiration to study English, as a respondent answered to Q40:

Example 8.

Englantilaiset muusikot

English musicians

Television and movies was a category also receiving mentions in both towns in both open-ended questions (Tables 3a, 3b, 4a and 4b). In addition, the Likert scale questions concerning television and movies (Q11 and Q38) received lower means than any of the questions in the integrative question category. Thus, television and movies are important motivators. This could reflect the fact that much of the entertainment supply in television is in English. Furthermore, many of the mainstream movies are in English. This means that English is available for everyone and it is a part of almost everybody's lives. The following examples show some of the thoughts the respondents had concerning television and movies:

Example 9.

TV:stä ym myös oppii englantia

Also from the TV etc you can learn English

Example 10.

Nykyään on hyvä että ymmärrän musiikin lyriikoita ja TV-sarjojen ja elokuvien suomentamattomia ja väärin suomennettuja vitsejä.

Nowadays it's good that I can understand music lyrics and the jokes in TV-shows and movies that haven't been translated or have been translated wrong.

As we had expected, the statements with the lowest individual means were found in the instrumental motivation category and the highest individual means were found in the integrative motivation category (Tables 1 and 2). This supports our first hypothesis which concerned the relationship between instrumental and integrative motivation. Furthermore, as Table 5 shows, the

difference in the combined results in both categories was notable: the mean in the instrumental motivation category was much lower than that of the integrative motivation category.

As noted above, in the Likert scale questions the students agreed more with the instrumental motivation statements. In addition, in the open-ended questions, instrumental motivation got more mentions than integrative motivation. However, integrative motivators are important too and communication got a great deal of mentions in the open-ended questions. It was even more popular than most of the instrumental motivators in the open-ended questions. What we found interesting as regards our second hypothesis, was that the students in the bigger town rated communication as second and as first in the open-ended questions 39 and 40, respectively, whereas in the smaller town communication only rated as fifth and fourth. In the smaller town, the biggest motivators for the students (Q40) were travel, future job, music and only after that, communication. In the bigger town communication came before travel or job. Even though the Likert scale questions showed no significant difference that would support our second hypothesis, the open-ended questions lean more towards it. We hypothesised that the bigger city students would be more integratively motivated and the smaller town students more instrumentally motivated. The answers to the open-ended questions show just that: students in larger town are more motivated by the idea of communicating with foreigners and the students in the smaller town by the more instrumental aspects such as the internet and future job expectations. Some of the answers emphasizing the importance of being able to communicate are presented here:

Example 11.

Ystäviä ympäri maailmaa. Useat ystäväni puhuvat englantia.

Friends all over the world. Many of my friends speak English.

Example 12.

Haluan tutustua eri kulttuureihin. Haluan oppia tuntemaan ihmisiä eri maista ja kulttuureista.

I want to get to know different cultures. I want to meet people from different countries and cultures.

As we have already mentioned in the present study chapter, we believe that this has to do with what the surroundings offer in different sized towns. In a smaller town the importance of the Internet might show stronger and in the bigger town there might, for example, be more foreigners to meet. Furthermore, we think that the location of the town contributes to this as well, as the

bigger of the towns is more centrally located, close to the capital and other big cities, whereas the smaller town is more secluded. Maybe the students in small town schools should be encouraged to find friends with whom they could practise their English speaking and writing skills. As they already seem to be very familiar with the Internet, they could perhaps learn to communicate more over the Internet.

In addition to the above listed answers, some other motivators came up in the open-ended questions. These factors had to do with for example general interest in the language and learning, with the teacher or with grades. These answers, however, were very marginal. Some examples of these answers are listed below in Examples 13, 14 and 15.

Example 13.

Hyvä opettaja

Good teacher

Example 14.

Saan skootterin jos koulunumerot nousevat :D

I'll get a scooter if my grades go up :D

Example 15.

Koska englanninkieli on mielenkiintoista.

Because English is interesting.

These examples show that the traditional reasons for learning are still there, but the small amount of these answers shows that students are more motivated by what they can do with the language itself instead of the grades or other incentives they might be promised. We think that this shows the need to stress the usefulness of the language instead of trying to motivate the students with some other rewards.

Even though some indication supporting our second hypothesis could be seen in the answers to the open-ended questions, the Likert scale questions seemed not to support our hypothesis. In fact, the Likert scale questions showed that the smaller town students were all together less motivated towards studying English than the larger town students (Tables 6 and 7). This contradicts also with the results Laine (1978: 212) presented in his study, as he proved that the students in city areas were more instrumentally motivated than the students in rural areas.

However, some conclusions could also be drawn from the fact that the difference in instrumental motivation between the towns was slightly less significant than the difference in integrative motivation. This again contrasts with Laine (1978: 212) but not as considerably with our hypothesis. Maybe if the amount of respondents had been larger and the study had been conducted in several towns with various locations, the results might have been different.

However, the fact that in our study the smaller town students were less motivated in both areas was rather surprising for us as we believed that the difference could be seen only in the popularity of instrumental and integrative motivation categories. The fact that the smaller town is more secluded than the larger town, could also result in the smaller town students being less aware of the benefits of English, as they do not encounter it in interaction as often as the students in larger town might. Furthermore, the lower motivation of the small town students could also be due to the fact that they might, in fact, be happy to be where they are and might not even want to get away from the place.

We also wanted to see if there was difference in motivation between the genders. As shown in Tables 8 and 9, even though the figures are slightly lower for girls, the results are statistically non-significant. This shows that even though girls had agreed slightly more with the statements than boys, they are no longer significantly more motivated than the boys. This is in contrast with most other studies that showed the difference between the genders (Julkunen & Borzova 1997: 50, Dörnyei 2006: 107) as previously the difference has been clear. We believe that this is at least partly due to the fact that boys are spending considerable amounts of time on the Internet, and have also realised that English is needed in future jobs and studies. We, therefore, think that the internationalization and technical revolution may have made the difference that was needed in order to get boys interested in the English language, which has previously been considered by boys as a “girly subject” (Dörnyei 2006: 107). We have to acknowledge though that Dörnyei’s (2006) study is very recent and it shows the difference between the genders very strongly so there cannot be a ground-breaking difference seen yet. However, we do think that the settings of our study, Finland, differ notably from those of Dörnyei’s study which was conducted in Hungary. Furthermore, Dörnyei’s study considered more languages and ours only English which is considered the lingua franca and the dominating language of the Internet and international business.

## 7. CONCLUSION

The aim of our study was to discover what motivates the youth of today's Finland to study English. The results turned out to be somewhat surprising to us but, also, in some parts, they supported our original ideas. As we expected, instrumental motivation was more popular than integrative motivation and, in fact, the results were significant in this part. However, the differences between the towns were not what we expected, as the smaller town students were less motivated than the larger town students. Some indication supporting our hypothesis concerning the towns could, nevertheless, be seen in the open-ended questions. Gender differences were non-significant, even though some difference could be seen between the two genders. In addition to discussing the previous topics, one of our original goals was to give teachers some tools to motivate their students. In the following we will give some examples of how our research results could be used in teaching.

We could see that travelling was a very popular motivator amongst the students. One might think that it is not easy to include travelling in teaching. There are, nevertheless, different ways in which travelling can be taken into account. For example, some schools organize small exchange periods, or other kinds of language trips to the target language countries. Actual travelling is not, however, always an option. In this case travelling could be included in teaching, for example, by having students do tasks where they can travel via internet to various places and collect and present information, pictures etc. of the places.

We do believe that communication is very important in order to be motivated in language learning. Our study also proved that communication is an important motivator amongst the youth. However, sometimes it is not possible for the students to communicate with foreigners, especially in a smaller place where there are not many English speaking foreigners. Therefore, the teachers could try to create communicational situations by asking, for example, exchange students or other foreigners to come to the class. Especially in smaller towns it should be possible to get, for example, foreign sportsmen/women playing for local teams to take part in lessons.

Music was one of the motivators mentioned by our respondents. It was mentioned that the respondents wanted to really understand the lyrics of the music they are listening to. This can

easily be taken advantage of in teaching. Teachers often make students listen to songs in class and find out missing words. However, we thought that in order to really motivate the students, they could be asked to listen to their favourite music at home, and learn the lyrics of music they genuinely are interested in. Furthermore, some type of written home assignments could be derived from this passion for music that students have.

Another instrumental motivator, movies, was noted also as rather important in the students' lives. Movies can easily be included in teaching. If there are resources, it is possible to organize a movie club as an extra-curricular activity that students would still get credits from. Activities associated with watching movies could be discussion in class after watching the movie or written assignments done at home. If there are no resources to organize a club, the teacher can try to arrange time to watch a movie in class every now and then.

Even though we were able to get rather satisfying results from our study, it has to be noted that the scale of the study was rather small. There were not that many participants in the study and only two towns were compared. With a larger number of participants and a larger number of towns included, the results could be more reliable and it would be safer to draw conclusions and generalize the results. Also, when writing the questionnaire, we could have chosen to use the Likert-scale numbers in another order so that the results would have been easier to interpret.

As it becomes obvious from the previous, this study is not comprehensive enough. Thus, further study needs to be done with a larger number of participants. In addition, as regards our results in differences between genders, we think that further study on the gender differences, with a bigger sample, might show if indeed boys' motivation to learn English has risen to almost the same level as that of girls. Furthermore, it could be studied whether there are differences between high and low achievers and what motivates them.

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## 9. APPENDIX: Questionnaire in Finnish

Teemme pro seminaari-tutkimusta Jyväskylän yliopiston kielten laitoksen englanninopettaja-linjalla. Kyselyn aiheena on motivaatio englanninkielen opiskelussa.

Vastaa alla oleviin väittämiin ympyröimällä mielipidettäsi vastaava numero asteikolla 1-5, jossa 1 tarkoittaa ”täysin samaa mieltä” ja 5 tarkoittaa ”täysin eri mieltä” tai kirjoita vastaus sille varattuun tilaan. Aikaa vastaamiseen on 10min.

	Täysin samaa mieltä	Melko samaa mieltä	Ei mieli- pidettä	Melko eri mieltä	Täysin eri mieltä
1. Englannin opiskelu on minulle tärkeää, koska haluaisin matkustaa maihin, joissa käytetään englanninkieltä	1	2	3	4	5
2. Englannin opiskelu on minulle tärkeää, koska se mahdollistaa tutustumisen moniin kulttuureihin ja kansoihin	1	2	3	4	5
3. Englannin opiskelu on minulle tärkeää, koska haluaisin viettää aikaa / asua englanninkielisessä maassa	1	2	3	4	5
4. Englannin opiskelu on minulle tärkeää, jotta voin lukea englanninkielisiä kirjoja	1	2	3	4	5
5. Amerikkalaiset ovat seurallisia ja vieraanvaraisia	1	2	3	4	5
6. Englannin opiskelu on minulle tärkeää, koska tarvitsen sitä nettiyhteisöissä (esim. MySpace)	1	2	3	4	5
7. Englannin opiskelu on minulle tärkeää, koska saatan tarvita sitä tulevissa opinnoissani	1	2	3	4	5
8. Australialainen kulttuuri on mielenkiintoinen	1	2	3	4	5
9. Englannin opiskelu on minulle tärkeää, koska englanninkielen avulla voin ottaa selvää mitä maailmalla tapahtuu	1	2	3	4	5
10. Mitä enemmän opin briteistä, sitä enemmän pidän heistä	1	2	3	4	5
11. Englannin opiskelu on minulle tärkeää, jotta voin katsella englanninkielisiä elokuvia	1	2	3	4	5
12. Englannin opiskelu on minulle tärkeää, jotta voin tehdä ostoksia englanninkielisissä nettikaupoissa	1	2	3	4	5
13. Pidän tavasta jolla amerikkalaiset käyttäytyvät	1	2	3	4	5
14. Britit ovat yleensä luotettavia ja rehellisiä	1	2	3	4	5
15. Englannin opiskelu on minulle tärkeää, koska koulutetun ihmisen tulee osata puhua englantia	1	2	3	4	5
16. Englannin opiskelu on minulle tärkeää, jotta voin kuunnella englanninkielisiä nettiradioita	1	2	3	4	5
17. Englannin opiskelu on minulle tärkeää, jotta voin pitää yhteyttä ulkomaalaisiin/englantilaisiin ystäviini ja tuttaviiini	1	2	3	4	5
18. Amerikkalaiset ovat iloisia ja kilttejä	1	2	3	4	5
19. Englannin opiskelu on minulle tärkeää, koska sen avulla voin oppia enemmän englanninkielisestä maailmasta	1	2	3	4	5

	Täysin samaa mieltä	Melko samaa mieltä	Ei mieli- pidettä	Melko eri mieltä	Täysin eri mieltä
20. Englannin opiskelu on minulle tärkeää, koska olen kiinnostunut englanninkielisistä kulttuureista (tai jostakin niistä)	1	2	3	4	5
21. Haluaisin tuntea enemmän ihmisiä Brittein saarilta	1	2	3	4	5
22. Englannin opiskelu on minulle tärkeää, koska ilman englanninkielen taitoa en voi matkustaa kovin paljon	1	2	3	4	5
23. En erityisemmin pidä englanninkielen opiskelusta ja opiskelenkin sitä vain siksi että tarvitsen / saatan tarvita kieltä.	1	2	3	4	5
24. Australialaiset ovat ystävällisiä ja mukavia	1	2	3	4	5
25. Minulle on tärkeää osata englantia, jotta voin olla samanlainen kuin britit / amerikkalaiset / australialaiset	1	2	3	4	5
26. Englannin opiskelu on minulle tärkeää, koska haluaisin englanninkielisiä kavereita	1	2	3	4	5
27. Englannin opiskelu on minulle tärkeää, koska useat nettisivut joilla vierailen, ovat englanninkielisiä	1	2	3	4	5
28. Englannin opiskelu on minulle tärkeää, koska saatan tarvita sitä tulevassa ammatissani	1	2	3	4	5
29. Haluaisin tuntea enemmän amerikkalaisia ihmisiä	1	2	3	4	5
30. Britit ovat ennakkoluulottomia ja nykyaikaisia	1	2	3	4	5
31. Englannin opiskelu on minulle tärkeää, jotta voin kuunnella ja ymmärtää englanninkielistä musiikkia	1	2	3	4	5
32. Englannin opiskelu on minulle tärkeää, koska harrastan nettipelejä jotka ovat englanninkielisiä	1	2	3	4	5
33. Englannin opiskelu on minulle tärkeää, koska tahtoisin tavata ulkomaalaisia, joiden kanssa voisin puhua englantia	1	2	3	4	5
34. Amerikkalaiset ovat ystävällisiä	1	2	3	4	5
35. Minulle on tärkeää osata englantia, jotta voin ajatella ja käyttäytyä kuten britit / amerikkalaiset / australialaiset	1	2	3	4	5
36. Englannin opiskelu on minulle tärkeää, jotta voin lukea englanninkielisiä sanomalehtiä/aikakauslehtiä	1	2	3	4	5
37. Englantilaiset ovat ystävällisiä ja hyväntahtoisia	1	2	3	4	5
38. Englannin opiskelu on minulle tärkeää, jotta voin katsella englanninkielisiä tv-ohjelmia	1	2	3	4	5
39. Missä asioissa koet englanninkielen osaamisesta olevan eniten hyötyä?					

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40. Mainitse 1-4 tärkeintä asiaa, jotka motivoivat sinua opiskelemaan englantia

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Ikä: \_\_\_\_ Sukupuoli: mies / nainen Englannin arvosana: \_\_\_\_

**Kiitos vastauksistasi!!! 😊**