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Motivation in English as a Foreign Language Learning:

A study of motivation toward English language learning in Stockholm's
upper secondary schools for adults (KOMVUX).

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English C- Essay, Credits: 15 HP
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Fall 2014
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Abstract

This study investigates the levels and types of motivation among KOMVUX students at basic and upper secondary levels of English in the county of Stockholm. 95 adult learners of English completed a questionnaire in three municipalities of the county in November 2014, of which 93 were used in the results.

The results showed that the instrumental and integrative motivations of adult learners of English are concomitant. They also demonstrate there is no significant correlation between adult students' level of English and their degree of socially oriented motivation. Differences among adult learners of English appear when extrinsic and intrinsic motivations are examined. The results demonstrate that attitudinal motivation varies according to age range and the number of languages spoken. The results of the present study have been investigated in the light of the particular status that English has in Sweden today. They conform to previous research studies that underline the importance of further investigation in attitudinal motivation in Second Language Acquisition.

Keywords: motivation, adult learner, attitude, English, Sweden, Second Language Acquisition.

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I. Introduction and background

1.1 Background

Adult education (Kommunal Vuxenutbildning or KOMVUX) in Sweden provides adults with the necessary knowledge to engage in their social and working lives. The KOMVUX program is available at two levels: basic, which corresponds to elementary school (Grundskola) level, and upper secondary, which approximates to secondary school (Gymnasiet) level (Skolverket web).

Adult education constitutes a large part of basic and upper secondary education in Sweden. The number of students in adult education (KOMVUX) has increased during the past twenty years, largely as a result of various government initiatives in adult education (Skolverket web). In 2013, there were a total of 197 000 adult students, the majority of whom took secondary level courses. In comparison, Stockholm counted 920 997 children in compulsory elementary and secondary schools (Grundskola) and 330 000 in upper secondary schools. Interestingly, the number of non-adult upper secondary students, has decreased from 352 000 to 330 000 in one year alone (around 4 % from 2012 to 2013) (Skolverket web).

In Sweden, English supersedes German and French for different reasons: it is one of the compulsory core subjects taught from as early as primary school besides mathematics and Swedish. English is required for undergraduate university courses as well as for a large number of vocational training courses. Lastly, the English language has an important place in Swedish society through the media and the new technologies (Bolton and Meierkord 2013). Thus, motivation to learn English in Sweden seems to be essentially related to social progress and to work opportunities on the national level as well as on the international level.

Swedish governmental institutions such as the Ministry of Education (Skolverket) and researchers across the country, have focused their studies on motivation for learning languages at schools and universities. Adult motivation to learn English as a second language (L2 or ESL) in Sweden has not been of much interest among motivational experts in the country despite the fact that in the past four years, nearly half of the adults learning

English at the first level of high school (Engelska A) have dropped out of their English course (SIRIS Web).

Furthermore, the European Lifelong Learning Program has been launched in 2000 by The Education, Audiovisual and Culture Agency Executive Agency (EACEA) in order to promote learning opportunities for individuals at all stages of their life across Europe. Language is a field that the agency promotes in order to encourage economic exchange on the continent. Sweden, as well as other European countries, benefits from the EACEA's actions, programs, support and funding (EACEA Web).

Hence, understanding adults' motivation to learn English is a key factor in order to develop a more responsive educational program. The aim of the present study is to establish the levels and types of motivation among KOMVUX adult students at basic and upper secondary levels of English in the county of Stockholm.

1.2 Research questions

1. What are the types of motivation (instrumental / integrative) that adult learners of English have at the basic and the upper secondary levels?
2. To what extent are adults learners intrinsically or extrinsically motivated to learn English?
3. Are there any significant differences in terms of motivation among English language learners in Stockholm's schools for Adults (KOMVUX) according to their level? If so, what are these differences?

II. Theories and definitions

2.1 Late history of L2 motivation

According to Dörnyei, language learning (L2) motivation's foundation lays in social psychology (2003:7). From the 1960s onwards, L2 experts have discarded social psychology cognitive theories which determine intention or attitude as being the key influential factor to

behavior. Instead, L2 researchers have developed social psychology's expectancy-value theories which consider motivation as being the product of two key factors: "the individual's expectancy of success in a given task and the value the individual attaches to success in that task" (Dörnyei 119).

In L2 research, within the expectancy-value theories framework, the attribution theory which directly connects past experiences with future achievements was of particular interest to L2 researchers in the 1990's. It is, however, the goal theories which became dominant in L2 research because the assumption that for human action to take place, "goals have to be set and pursued by choice" fits language learning as it is a lengthy and complex activity (Dörnyei 117). Thus, language learning motivation covers a wide range of concepts not only because researchers have brought forward different accounts on how motivation emerges and materializes, but also because of "the multifaceted nature and roles of language itself" (Dörnyei 117).

Gardner proposed that Second Language Learning (SLA) is "a social psychological phenomenon" (1985 2) and that a "motivation organism" combines the desire and the effort to achieve a goal with favorable attitudes towards it. For Dörnyei, motivation is rather a "process whereby a certain amount of instigation arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached" (1998 118).

2.2 Integrative and instrumental motivation

According to Dörnyei, the integrative component of motivation has been treated differently by motivational experts in different fields (Dörnyei 4). For Dörnyei, integrative motivation involves a positive "disposition toward the L2 group, the desire to interact and (...) become similar to valued member of that community". Thus, openness to, respect for and sometimes identification with, the community are elements of integrative motivation (2003 5). Carreira outlines Dörnyei's definition by stating that integrative motivation refers to "positive attitudes and feelings toward the target language group" (2005 39).

The concept of integrative and instrumental motivation precedes Gardner's seminal work (1985: 12). Gardner disagrees with his predecessors by stressing that integrative and instrumental motivation is not dichotomous (1985: 12). For Gardner, integrative motivation supersedes instrumental motivation and his theory is based on the integrative aspect of motivation (Dörnyei: 5) because "Motivation involves an attitudinal component [as well as] a goal-directed behavior" (Gardner: 60).

Instrumental motivation on the other hand, does not lead to any debate among experts: It is defined as referring to "the potential utilitarian gains of L2 proficiency, such as getting a better job or higher salary" (Carreira: 39).

2.3 Intrinsic and extrinsic motivation

The concept of intrinsic and extrinsic motivation in language learning derives from social psychology as well (Carreira: 40). The controversies among social psychologists regarding the definition of intrinsic and extrinsic motivation might be the reason for L2 researchers' late integration of the intrinsic and extrinsic factors to L2 motivation research. Debates among experts continue because the relationship between intrinsic and extrinsic motivation and integrative and instrumental motivation is ambiguous (Carreira: 40).

For Carreira and Dörnyei, intrinsic motivation is directly linked to an individual's pleasure and satisfaction when they perform an activity (1998: 121). Carreira states that intrinsic motivation means doing an activity for its own sake (2005: 55). Additionally, Dörnyei stresses that intrinsic motivation must endorse autonomy "as a prerequisite for any behavior to be intrinsically rewarding" (1998: 121). Extrinsic motivation on the other hand is, according to Dörnyei and Carreira, directly linked to external rewards or threats (Carreira: 55). Carreira agrees with researchers who sustain that "intrinsic and extrinsic motivations are not dichotomous, but continuous" (2005: 45).

The present study is based on Dörnyei and Carreira's attitudinal (Intrinsic/extrinsic) and socially (integrative/instrumental) oriented definitions. Intrinsic and extrinsic motivations are reward-oriented (performing the activity for itself for example). Integrative and instrumental motivations such as communicating with members of a group or obtaining a better salary for example are socially oriented.

2.4 The acronyms EFL and ESL (or L2)

English as a Foreign Language (EFL) has no particular communicative function nor has it “any special status or use over any foreign language” (Bhaskaran 13).

However, the term “English as a Second Language” (ESL or L2) remains controversial among linguists. Bhaskaran affirms that ESL represents essentially political and institutionalized varieties of English that are, in some countries, used for “intranational communication” (1997 14). Citing Richards et al. , Bhaskaran provides three subcategories of ESL : minorities and immigrants’ English in English-speaking countries (ESL 1), English used daily and purposefully in countries where English is not the L1, like in India for example (ESL 2), and English in countries where English is not the L1, like in Scandinavian countries (ESL 3) where “ English has no official status or intranational use (...), it has a high enough profile in education to enable virtually every educated person to communicate competently with a native speaker and to use English in (...) international contexts” (Bhaskaran 18). Hence, the author agrees with other linguists in affirming that ESL should be defined according to its context, status, and use inside and outside the classroom, because the differences between ESL in various countries, such as Scandinavian countries, Kenya or Germany, for example, are considerable. (Bhaskaran 18). For Bhaskaran, these variants of ESL as well as EFL develop continually and have a pedagogic significance. Thus, teachers around the world should constantly question the applied linguistic validity of these two acronyms (1997 10).

2.5 The case of Sweden

In 2013, Bolton and Meierkord established ESL in Sweden as reflecting the totality of Bhaskaran’s ESL1 subcategories as well as the majority of ESL2’s with the fifth characteristic of ESL1 overlapping with the second characteristic of ESL 2, while keeping its ESL3 characteristics.

Bhaskaran’ subcategories of ESL1 and ESL2 that apply to Sweden today according to Bolton and Meierkord:

ESL1:

1. *English is not regarded or generally accepted as native to the environment, so few speak it as a mother tongue.*
2. *English is used widely by an influential if not significant section of the people as a medium of communication in a variety of domains like education, administration, and commerce. The learners/users may be multilingual and may use English as a link language between them.*

3. *Though English is not native, there is a certain amount of environmental support for English in the form of, for example, popular English language media and some indigenous literature in English.*
4. *English has some officially approved national status and social prestige.*
5. *Communication with a native speaker (NS) is not a primary or even likely objective of learning.*

ESL 2:

(Characteristics 1, 2 and 3 do not apply to Sweden)

4. *The goal of ESL instruction and learning is to interact competently with native speakers (NS) and eventually integrate into the native English – speaking community.*
5. *ESL is acquired and taught not just for communicative ability and integration into the target community but also as an emancipatory step toward the privilege of admittance into and full participation in the target society, for socioeconomic respectability and upward mobility.*

In 2014, the EF English Proficiency Index ranks Sweden as the world’s third most proficient in English (EF Web). In Sweden , English is not only required to access higher education, “it is [also] widely used throughout Swedish industry and business, and has a prominent place in popular culture through television, the internet and other mass media” (Bolton and Meierkord 94).

This study takes into account the characteristics of Bhaskaran’s definition of ESL1, ESL2 and ESL3 in order to situate the type of motivation of the participants in the particular context of Sweden.

III Methodology

3.1 Procedures

A questionnaire (Annex 2) was randomly presented to five KOMVUX teachers in three municipalities of Stockholm County and a total of 95 adult students participated. Two questionnaires were discarded because they were incomplete. The total sample of this study consists of 93 adult students of four KOMVUX centers situated in three municipalities of Stockholm County.

Schools were chosen randomly among basic and upper secondary KOMVUX centers in Stockholm and teachers who cooperated were contacted directly at the center where they work. One teacher was contacted by mail. Three teachers chose to present the questionnaire themselves during class hours. One teacher opted for my presence and presentation before class commenced. In another class, I presented the questionnaire quite unexpectedly to the students during their English class break.

3.2 The participants

The sample included 22 students at basic level 2 (gr2), 24 students at basic level 3 (gr3) divided into two classes, 23 students at basic level 4 (gr4) (the highest level of English in elementary school), 14 students at upper secondary level 6 (gy6) and 11 students at upper secondary level 7 (gy 7, which is the highest level of English in upper secondary school). The 69 adult students of basic English level represented 73.4 % of the sample and the 25 participants at upper secondary level represented 26.6 %.

Sixteen of the 22 males that participated were aged from twenty to twenty-nine years old. Females constituted 77.6 % of the sample and 32 of the 73 women that participated were between twenty to twenty-nine years old. The majority of males and nearly half of females were in their twenties (72.7 % and 43.8 %) while 22.7% of males and 36.9% of females were in their thirties. One male and twelve females were aged forty to forty-nine years old, which represent respectively 4.5% and 16.4 % of each sex. Two women were over fifty years old.

91.5 % of the sample were of foreign background while 8.5 % were Swedish natives. The context of this study was thus multilingual and multicultural. Among those with a foreign background, the majority spoke three languages daily (54.76%) while 42.8% used two languages. Of the 84 participants of foreign origin, 41.7 % used English daily outside the class and nearly 18 % did not specify the languages they used outside the class.

The data regarding backgrounds and languages used daily outside the class are presented in table 1.

Nb of lang. spoken daily / background	Foreign background	Swedish background
1 language (Swedish)	2	3
2 languages (excluding English)	26	1
2 languages (including English)	10	4 (Sw-Eng)
3 languages (excluding English)	3	0
3 Languages (including English)	22	0
3 languages (not specified)	15	0
More than 3 languages (excluding English)	1	0
More than 3 languages (including English)	5	0
Total	84	8

Table 1

Table 1 shows that half the participants of Swedish origin used English as well as Swedish daily outside the class while 37.5% spoke only Swedish outside the class. A total of 43.6 % spoke English outside the class.

3.3 Administering the questionnaire

KOMVUX centers were selected through the Stockholm County KOMVUX application internet site according to the level of English they offered (basic or upper secondary). Teachers were contacted by mail and given a short presentation of the study and suggestions for procedure (Dörnyei 114). Unfortunately, no teacher answered my mail.

Direct visit to the centers was the next step and teachers that were present, as well as students who were approached outside their class, responded positively. For four classes, teachers asked me to return at a time and date that was convenient to them. One teacher wanted me to present, distribute, and help the students if needed just before her class started. Two other teachers chose to present and distribute the questionnaire themselves during class hour. On another occasion, my presence corresponded to the class's recess and students completed the questionnaire immediately after having received their teacher's approval. A few students of basic and upper secondary levels were met outside their class. They agreed to complete the questionnaire at once.

After having presented myself to the groups or individuals as a student in English conducting a study, I explained to the students its aim, which was to measure the motivation of adult students in English in the Stockholm area. I laid emphasis on the fact that the questionnaire was anonymous and that neither the name of the school, nor the name of the

municipality, was to be named in my analysis. I also asked them to take note of my e-mail address if they wanted to contact me for further comment on motivation to learn English or the questionnaire itself for example.

3.4 The questionnaire

In the first part of the questionnaire (category group 1), participants provided personal information anonymously (sex, age range, background - foreign or Swedish -, the number of, and languages used daily , their level of English according to the Swedish KOMVUX system, and the number of hours studied per week)

The second part of the questionnaire was based on Gardner’s Attitudes/Motivation Test Battery (AMTB) (2004 web) which has been adapted by numerous researchers in L2 motivation. The AMTB, as a base for this study, aimed at ensuring validity when measuring the causal relationship between variables (Bryman 151).

The 27 statements were divided into 9 groups of three statements. Each statement was presented with a five points Likert scale and participants were asked to circle or check one of the five given points (1= strongly disagree, 2= disagree, 3=neither agree nor disagree, 4= agree, 5= strongly disagree). Hence, by using the five points Likert scale, reliability was ensured (Bryman 155). The 27 statements were divided into 9 coded factor or category groups in order to facilitate the analysis and investigation of the relationships among those factors, namely social and attitudinal motivation.

Group 2	Instrumental motivation (social factor)
Group 3	Integrative motivation (social factor)
Group 4	Extrinsic Motivation - instrumental orientation (attitudinal factor)
Group 5	Intrinsic Motivation : self- confidence- (attitudinal factor)
Group 6	External encouragement (impact of social factor on attitudinal factor)
Group 7	Intrinsic motivation –integrative orientation (attitudinal factor)
Group 8	Extrinsic Motivation (Teacher and peer students)
Group 9	Recapitulation of Instrumental/integrative motivation
Group 10	Self- assessment of the use of English outside the class, motivation and the English class.

In the third and final part of the questionnaire, participants were given the opportunity to write a comment in order to facilitate the possibility of gathering additional qualitative data.

Lastly, my e-mail address appeared in bold for the participants and teachers to contact me for any further questions, comments or information.

3.5 Data management

The data was recorded in an EXCEL spreadsheet with one column corresponding to one item in the questionnaire. Data recording was facilitated by the grouping and coding of items.

In my administering of the questionnaire, I observed that a number of participants tended to avoid choosing extreme negative answers such as 1=strongly disagree. Such students, who wanted me to assist them when they completed the questionnaire, tended to select the option 3 (= neither agree nor disagree) as they uttered “no” when doing so.

The present study follows Dörnyei’s data manipulation suggestions (2007: 206). The number of variables is reduced from five to two values that contain the initial variables’ information: Agree and Disagree. Hence, the value Disagree (1) sums up the variables 1, 2 and 3 and the value Agree (2) includes both variables 4 and 5.

IV Results

4.1 Socially oriented motivation

Tables 2 and 3 below, show that participants had high degrees of both instrumental and integrative motivation.

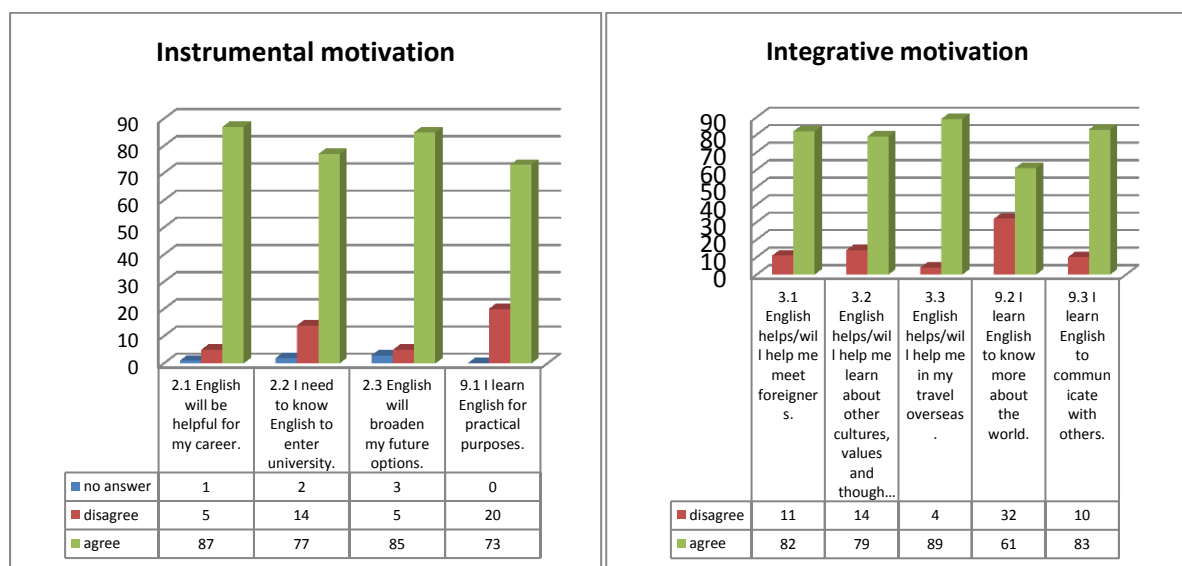


Table 2

Table 3

Tables 2 and 3 indicate that most participants consider that English will help them as much in their career as in their travels overseas. The “English to broaden futures options” instrumental factor correlates with the “communicating and meeting foreigners” integrative factor. Finally, “learning about the world, cultures, values, and thoughts” along with “entering university” appear as minor reasons for learning English.

A comparison of instrumental motivation and integrative motivation according to the two levels of English: basic (gr) and upper-secondary (gy) is presented in tables 4 and 5 below respectively.

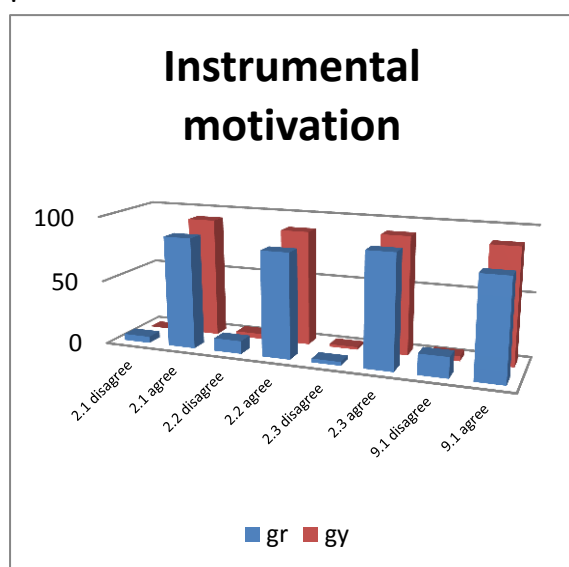


Table 4

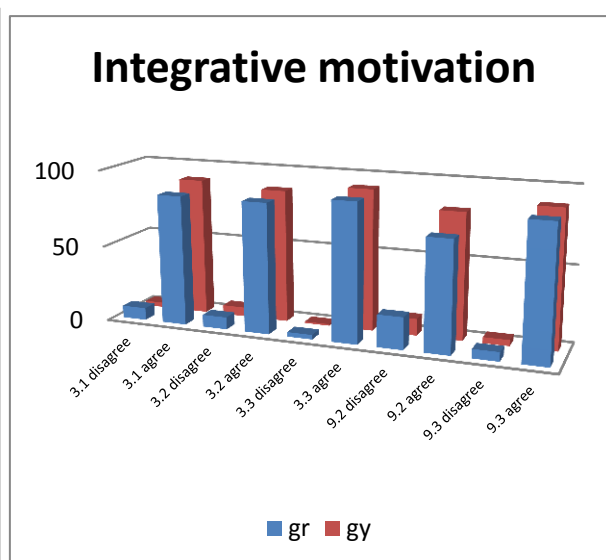


Table 5

Regarding both instrumental and integrative motivation, the tables 4 and 5 show that there is no significant difference between the levels of English: participants at basic level and at upper-secondary level of English indicate high results in both instrumental and integrative motivation.

4.1.1 Instrumental motivation

Upper-secondary students of English unanimously agree that English will be helpful for their career (Item 2.1). Similarly, they almost unanimously agree that the English language will broaden their future options (item 2.3). Furthermore, over 95% of upper-secondary adult students in English consider that they learn English for practical purposes (item 9.1).

On the other hand, 92% of students at basic level of English consider that English represents a helpful tool for their career. 87% are studying English to enter university (in comparison with 95% students at upper-secondary level), and 93 % think that English will broaden their future options. However, only around 82% of basic level of English students consider that they were learning English for practical purposes.

4.1.2 Integrative motivation

Upper-secondary level students almost unanimously agree that English is a helpful tool in their travel overseas (99%). Over 96% of them consider English as means by which to meet foreigners (item 3.3). This correlates with item 9.3: “I learn English to communicate with others” (95%). Lastly, over 93% consider that English is useful for acquiring knowledge of other cultures, values and thoughts. However, only 88% agreed with item 9.2: “I learn English to know more about the world”.

Students with a basic level of English showed less integrative motivation despite the fact that results reach over 90%. Hence, 91% consider that English will be a helpful tool for meeting foreigners and for learning about other cultures, values, and thoughts. Furthermore, over 96% think that English will be helpful in their travels overseas. However, only 77% of basic level English students agree with Item 9.2 (“I learn English to know more about the world”) while 93.5% agree with item 9.3 (“I learn English to communicate with others”).

For each level of English, noticeable discrepancies appear in the group 9 which enabled participants to provide an outline on their previous answers. By the same token, the group 9 statements provided the participants’ self-assessment. Thus, item 9.1 “I learn English for practical purposes” recapitulated items 2.1 to 2.3, and items 9.2 “I learn English to know more about the world” and 9.3 “I learn English to communicate with others” outlined group-3 items which focused essentially on integrative motivation.

There is no noticeable difference between the data provided by basic level and upper-secondary adult learners of English in the Stockholm area. The high majority of adult learners are both integrative and instrumentally motivated.

4.2 Attitudinal motivation

The levels of intrinsic and extrinsic motivations of this study's sample are provided in percentage terms in table 6.

Attitudinal motivation	Disagree	Agree
Intrinsic motivation (self-confidence)		
5.1 When I speak English, I don't mind making mistakes.	49.5%	50.5%
5.2 When someone speaks to me in English, I tend to be nervous.	65.5%	34%
5.3 Knowing English helps me become a better person.	49.5%	50.5%
Intrinsic motivation (integrative orientation).		
7.1 I study English because I like it.	14%	86%
7.2 If I could not go to KOMVUX, I would learn English by myself.	47%	53%
7.3 Learning English is easy.	73%	27%
Extrinsic motivation (Instrumental orientation)		
4.1 English is essential for personal development.	20%	75%
4.2 Others will have a better opinion of me if I speak English.	41%	59%
4.3 Knowing English gives me a feeling of success.	27%	73%
External encouragement		
6.1 My family/friends encourage me to learn English.	40%	59%
6.2 I get help to do my homework and get things explained to me outside the class.	60%	40%
6.3 Outside the class, I watch films, listen to songs or read in English.	31%	69%
Extrinsic motivation (Teacher and peer students)		
8.1 In an English class, the teacher personality is important.	11%	89%
8.2 In an English class, the teacher's method is important.	5%	93%
8.3 In an English class, the group is important.	29%	70%

Table 6

In this study, approximately half of the participants are anxious about being proficient. Similarly, nearly half the number of participants think that the English language contributes to personal development. Moreover, if 86% of the participants like studying English, more than half of them would study it by themselves and only 27% consider learning English as an easy task.

Regarding extrinsic motivation, 59% of the participants relate proficiency in English with personal prestige and 73% relate it to success. Finally 75% consider that English is essential for personal development. Regarding the influence of the English class as a whole;

the teacher's method prevails over his or her personality while the group class has a minor impact on individuals (70%).

Table 3 shows that not only the teacher's and the group-class's role predominates over family members and friends, it also indicates that personal involvement outside the class through English speaking media such as the national Swedish television channels, the internet and digital games, is relatively important (69%).

4.4 Differences

4.3.1 Number of languages spoken daily outside the class

Table 7 below presents the values in percentage terms of participants who speak two languages daily outside the class. Table 8 presents the values of those who speak three and more than three languages.

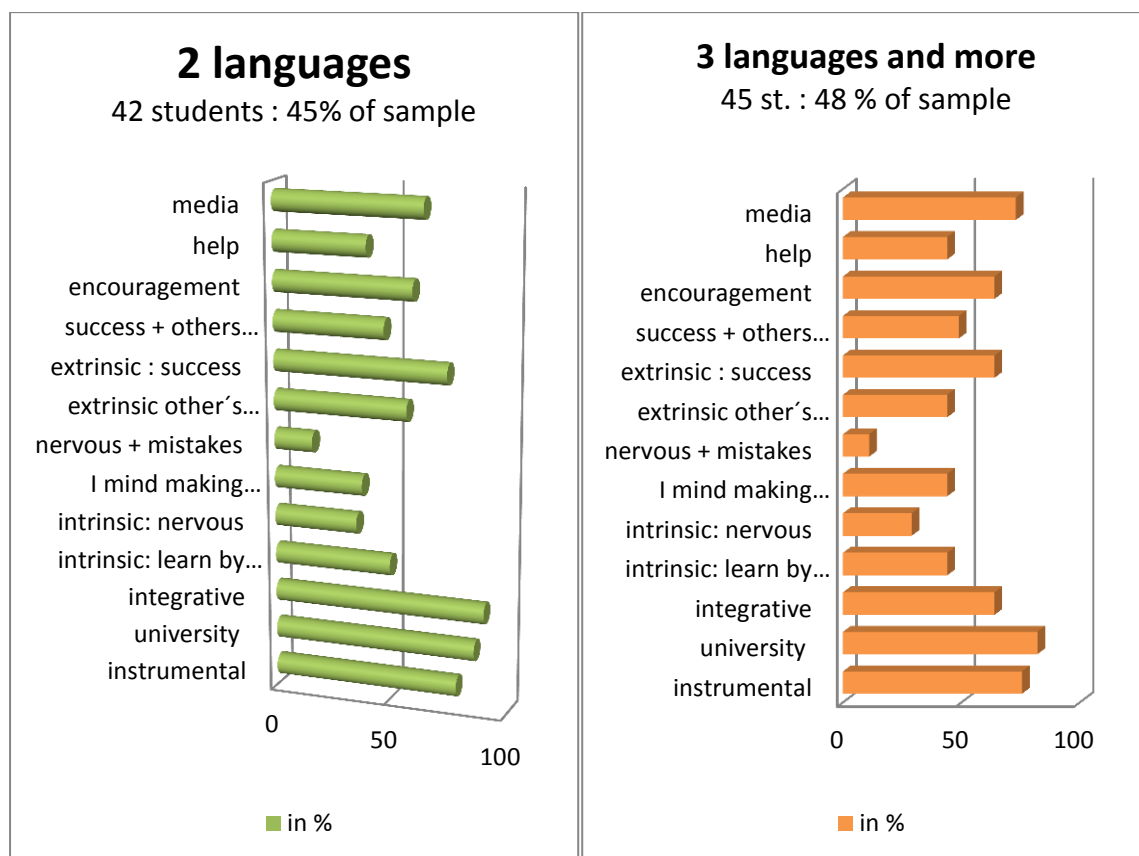


Table 7

Table 8

The major contrasts that the data of table 7 and table 8 present concern intrinsic motivation: two languages users have a more positive attitude toward English (90%) than those who speak three languages or more (64%). By the same token, half of participants speaking two languages consider learning English by themselves in comparison with 44 % of those speaking three languages or more.

Regarding extrinsic motivation, values obtained for “others will have a better opinion of me” (44 % for speakers of three languages and 57% for speakers of two languages) and “Speaking English gives me a feeling of success” (64 % for speakers of three languages and 74% for speakers of two languages) show that participants who speak two languages consider English as a prestigious language. Speakers of only two languages are also more apprehensive about being addressed in English than speakers of three languages (35.5 % and 29% respectively for the item “When someone speaks to me in English, I tend to be nervous”).

Finally, regarding external support, values concerning encouragement from family and friends, their help and the use of media such as television and the internet, do not correlate (respectively 59.5 %, 40 %, 64 % for speakers of two languages and 64 %, 44 %, 73% for speakers of three languages or more). However, they follow a similar pattern between the two types of participants.

4.3.2 Age ranges

In this study, participants aged twenty to thirty-nine years old represent the majority of the sample (84%). Tables 9 and 10 present the values provided by students aged twenty to twenty-nine years old and thirty to thirty-nine years old respectively.

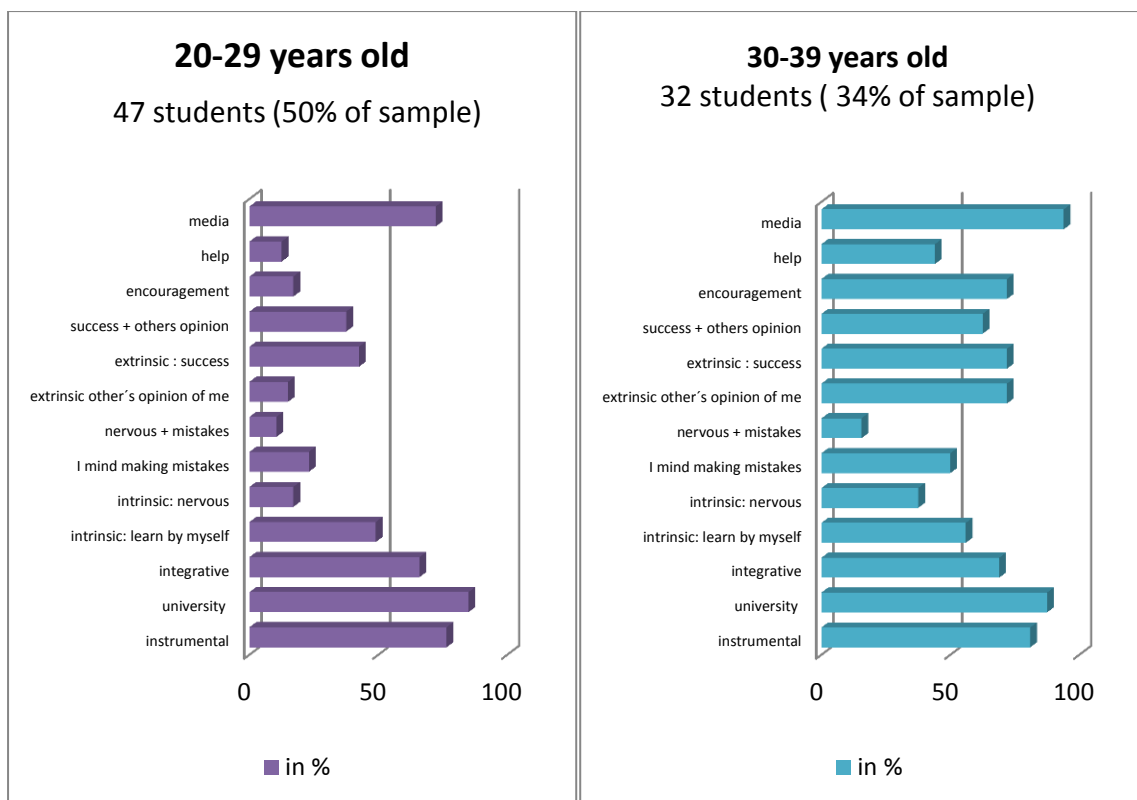


Table 9

Table 10

The values presented in table 9 and 10 show higher rates of instrumental motivation than integrative motivation for both age ranges (76.5% and 66% respectively for the participants in their twenties compared with 81% and 69% for participants who are aged between thirty and thirty-nine years old). Tables 9 and 10 clearly show that the majority of the participants are taking the course in order to enter university (85% of the participants aged twenty to twenty-nine and 87.5% of the participants aged thirty to thirty-nine).

Differences appear in attitudinal motivation: intrinsic, extrinsic and external support. Nearly half of 30-39 aged students are more concerned about making mistakes when speaking English than the younger students (23 %). 37.5 % of the 30-39 years old participants are also apprehensive when someone speaks to them in English compared with their younger counterparts (17 %).

For the majority of the participants aged thirty to thirty-nine years old , speaking English confers a feeling of success (72%) in comparison with those aged twenty to twenty-nine (42.5%). Furthermore, 72 % of older students think that others will have a better opinion of them if they speak English in comparison with 15% of the younger participants.

Finally, participants aged thirty to thirty-nine are given both more encouragement (72 %) and help (44 %) than the students aged twenty to twenty-nine; 17% of which get external encouragement, and 12.5 % of which get external help). The majority of the participants aged between thirty and thirty-nine years old (94 %) as well as 72.5 % of participants aged between twenty and twenty-nine use the media in English outside the class.

4.4 Qualitative data

Twenty-five participants chose to write a comment in the last part of the questionnaire. Eight students took the opportunity to comment on their teacher's performances and the program itself which is rather irrelevant to the present study. The majority of the students who added a comment, specified that they "liked studying English".

Five persons specified the integrative aspect of their motivation. Hence, comments such as: "*I am happy to learn English. It's an international language and in our life we need to learn English*", "*English is the most popular language in the world, many people in the world use it every day.*" and, "*I like to learn English. English is a useful and important language. I want to learn more. The more we can speak with all country people.*" show that English is perceived as the essential means to international communication and access to other cultures.

Five other participants outlined their instrumental motivation with comments such as: "*I want to learn E because it will help me at work. I have to learn E because I have to go to university*", "*I learn E for practical purposes.*"

For two other participants, English is linked to knowledge and education: "*It [English] is very helping (sic) to grow my knowledge.*", "*I obtained a good job and more info about all*".

Finally, one participant outlined the importance of English in Sweden: "*It is very important for me to study English here in Sweden.*"

V Analysis

5.1 Common features and differences with previous studies

The numerous research studies on motivation in L2 have not been able to identify a single factor, or several factors, as the common source of motivation to learn a second language or ESL in particular. Rather, they have shown that there are different social and attitudinal variables that depend upon the individual environment, the context, and the perception of the language learned along with its culture (Fewell 27).

The results of the present study show that instrumental and integrative as social motivational factors do not “constitute the complete picture” (Dörnyei 4). Instrumental and integrative are rather components of individual dispositions and as such, appear to be attitudinal orientations rather than motivation (Dörnyei 5).

This study partly refutes Dörnyei’s assertion that L2 learners’ integrative component is closely linked to the willingness to identify with the culture language target group (2003 6). The results show differences among learners according to their age range and their level of English. However, it does not exclude the significant social impact of language learning on learners and the fact that many participants are apprehensive when addressing another person in English can be related to Gardner’s theory on negative aspects of motivation causing positive outcomes (1985 76).

The present study demonstrates that there are different attitudes toward the English language community which can affect language learning. Gardner suggests that this particular attitudinal aspect of motivation in language learning needs to be investigated further because “there is a strong association between ethnicity and language” and that “reactions to out-groups might be implicated” (1985 7).

In this study, if the values regarding instrumental and integrative motivation both show a general positive attitude towards English, intrinsic and extrinsic attitudinal variables indicate a better understanding of the distribution of motivation among adult learners of English in Stockholm today. The qualitative data gathered in this study shows that for adult learners, the English language is directly connected to progress and betterment on the personal and social levels.

Furthermore, the quantitative and qualitative data show that despite their high degree of instrumental motivation, participants, whether they want to associate with the L2 group or not, are influenced by the social impact that English has in Sweden. This reflects Fewell's following assertions on social influence in L2 learning : " Language learning has a significant social impact on the learner since it involves one's self-image." and " social identity [is] an important linguistic variable in L2 attainment " (2009 3).

In the light of Carreira's model of intrinsic and extrinsic motivation that includes eight sub-categories within the framework of autonomy, heteronomy as well as goal and means (2005 60-61), adult learners of English in Stockholm today seem to be mainly persons with "goal-heteronomy-instrumental motivation". Goal-heteronomy-instrumental motivation refers to the participants' interest in learning English for instrumental reasons built by external powers while enjoying the learning of English. Carreira shows that parents can be examples of external powers that have a direct influence on learners. This study shows that these societal factors are not to be considered as the influences that have a direct impact on adult learners of English in Stockholm Today.

Finally, the results of the present study demonstrate that the multicultural profile of English classes in Stockholm's KOMVUX centers today emphasizes the problematic aspects of gauging attitudinal motivation in language learning. However, the particular status of English in Sweden could be considered an asset as it implements a social exigency. This study has not approached other elements of motivation such as aptitude, cognitive and learning styles, as well as strategies that Dörnyei considers as important for experts and teachers to explore in order to anticipate and predict individual success (2003 589). Motivation as a process implies a possible lack of constancy in learning because it "concern(s) the behaviour of complex systems that contain multiple interconnected components, where development is characterized by non-linear growth as systems adapt and evolve organically in response to contextual processes and in ways that contribute to shaping context" (Dörnyei and Ushioda 400). Hence, further research in aptitudes and learning style and strategies could give a "new orientation to the study of motivation" (Dörnyei 622) in order to firstly, understand adult learners of English motivation and secondly, provide adapted pedagogical techniques and material to adult learners of English in Sweden.

5.2 Discussion

In the present study, an overwhelming majority of participants were of foreign background and used at least two languages daily outside the class. Individual age range and level of English cannot possibly constitute the only criteria to examine the causes of their learning English, nor can differentiating the students' origins (on the basis of being of Swedish origin or of foreign background) be sufficient. Participants' cultures and home languages are key elements that were beyond the scope of this study to examine. In this study, I have numbered 30 different languages spoken daily outside the class, apart from Swedish, which is spoken by all participants, and English, which is also used by less than half the sample outside the class.

By the same token, another key element that this study could not explore is the participants' individual experience with the English language and the English culture. The sample includes essentially adult learners with different ethno-linguistic backgrounds who entertain different kinds of relations with the language target group (or rather: groups) as many participants come from countries where English is present and influential.

If the results of the present study emphasize the multifaceted phenomenon that motivation in L2 implies (Carreira 42), it demonstrates that some variables can be generalized. Hence, external help and encouragement are to be dissociated as two different variables that might have different impact on learners and their achievements. Furthermore, Sweden's social context promotes the use and practice of English primarily through the television and the internet, which are used by the majority of the participants daily. The constant use of media in English enhances and influences learners' perceptions of English as a group and as a culture as much as it can affect learners' achievements as well.

In the present study, participants consider that the teacher's methodology is the most important factor in their learning (93.5%) and 41 % "wish [their] English class would be different". According to these results, teachers of English in Sweden today need a better understanding not only of their adult students' motivation but of the impact of their teaching practice on the students' motivation as well. However, motivation is not a linear process and other factors might impede adult learners' progress such as individual family and working contexts for example. Therefore, teachers of English in Stockholm today need to make use of the learners' perception of English as an instrument to achieve career development as well as to pursue personal interests such as travelling and communicating with people of

other cultures. Interculturalism needs to take the place of multiculturalism in today's English classes of Stockholm. Adult students' perceptions of, and experiences with the target language group also need to be part of the teaching process.

VI. Conclusion

The majority of previous studies on motivation have been set in schools, high schools or universities where participants' motivation was directly related to the context of the study, and parents and teachers were usually essential influential factors to motivational variables and to learners' achievements. Adult motivation is rather a self-determining process and studying the motivational factors of adult learners implies taking into consideration a large number of differences. There are various factors that can interfere with adults' motivation to learn English such as students' personal and professional lives for example as well as their individual perception and experience with English as a language and as a culture.

Teachers of English in Stockholm today have an important role to play in adult education because English itself is a prerequisite for individual progress in society. However, if the Education Ministry (Skolverket) provides teachers of English with specific pedagogical aims and surveys that measure the satisfaction of the students, it does not offer theoretically-based guidance that would enable teachers to understand and comprehend their students' motivational profile.

This study highlights the need for further inquiry in adult education in Sweden and the necessity to broaden the place of motivation in the teachers' education programs which Dörnyei considers as too limited (Dörnyei 2001). Adult students' perceptions and use of English are certainly relevant to Sweden's teachers' practices and should be active features of the classroom. The present study demonstrates that more research is needed in order to investigate cultural differences, aptitude, learning styles and strategies in adults' motivation to learn English.

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VII Annexes

Annex 1: Synopsis of participants' data

instrumental motivation	no answer	disagree	agree
2.1 English will be helpful for my career.	1	5	87
2.2 I need to know English to enter university.	2	14	77
2.3 English will broaden my future options.	3	5	85
9.1 I learn English for practical purposes.	0	20	73
integrative motivation			
3.1 English helps/will help me meet foreigners.	0	11	82
3.2 English helps/will help me learn about other cultures, values and thoughts.	0	14	79
3.3 English helps/will help me in my travel overseas.	0	4	89
9.2 I learn English to know more about the world.	0	32	61
9.3 I learn English to communicate with others.	0	10	83
Intrinsic motivation (confidence)			
5.1 When I speak English, I don't mind making mistakes.	0	46	47
5.2 When someone speaks to me in English, I tend to be nervous.	0	61	32
5.3 Knowing English helps me become a better person.	0	46	47
Intrinsic motivation (integrative orientation).			
7.1 I study English because I like it.	0	13	80
7.2 If I could not go to KOMVUX, I would learn English by myself.	0	44	49
7.3 Learning English is easy.	0	68	25
Extrinsic motivation (Instrumental orientation)			
4.1 English is essential for personal development.	4	19	70
4.2 Others will have a better opinion of me if I speak English.	0	38	55
4.3 Knowing English gives me a feeling of success.	0	25	68
Extrinsic motivation (Teacher and peer students)			
8.1 In an English class, the teacher personality is important.	0	10	83
8.2 In an English class, the teacher's method is important.	1	5	87
8.3 In an English class, the group is important.	1	27	65
External encouragement			
6.1 My family/friends encourage me to learn English.	1	37	55
6.2 I get help to do my homework and get things explained to me outside the class.	0	56	37
6.3 Outside the class, I watch films, listen to songs or read in English.	0	29	64
Personal assessment			
10.1 Outside the class, I use English.	1	53	39
10.2 I am motivated to learn English.	2	12	79
10.3 I wish my English class would be different.	0	55	38

Motivation toward English language learning

Please put a tick in the box next to the answer of your choice or write in the space provided.

1.1 I am Female Male

1.2 Age: 20-29 30-39
40-49 50-59 60 and over

1.3 I am Of Swedish origin (both my parents are Swedes).
 Of foreign, or partially foreign, background (one of my parents is not originally from Sweden).

1.4 Every day, I use
1 language 2 languages
 3 languages More than 3 languages

Please specify:

Swedish English Others: _____

1.5 I am studying "Engelska grundläggande":
 Delkurs 1 Delkurs 2
 Delkurs 3 Delkurs 4

I am studying "Engelska på Gymnasiet nivå" :

Engelska 5 Engelska 6 Engelska 7

1.6 I study ____ hours / week

Below are 10 series of 3 sentences. For each sentence, circle the number that refers to your answer:

1. Strongly disagree 2. Disagree 3. Neither agree nor disagree
4. Agree 5. Strongly agree

Example:

Eating fruits is good for health.

1___2___3___4___⑤

2.1 Knowing English will be helpful for my career.

1___2___3___4___5

2.2 I need to know English to enter university.

1___2___3___4___5

2.3 English will broaden my future options. (broaden = bredda, vidga)

1___2___3___4___5

3.1 English helps/will help me meet foreigners.

1___2___3___4___5

3.2 English helps/will help me learn about other cultures, values and thoughts.

1___2___3___4___5

3.3 English helps/will help me in my travels overseas.

1___2___3___4___5

4.1 English is essential for personal development.

1____2____3____4____5

4.2 Others will have a better opinion of me if I speak English.

1____2____3____4____5

4.3 Knowing English gives me a feeling of success.

1____2____3____4____5

5.1 When I speak English, I don't mind making mistakes.

1____2____3____4____5

5.2 When someone speaks to me in English, I tend to be nervous.

1____2____3____4____5

5.3 Knowing English helps me become a better person.

1____2____3____4____5

6.1 My family /friends encourage me to learn English.

1____2____3____4____5

6.2 I get help to do my homework or get things explained to me outside the class.

1____2____3____4____5

6.3 Outside the class, I watch films, listen to songs or read in English.

1____2____3____4____5

7.1 I study English because I like it.

1 ___ 2 ___ 3 ___ 4 ___ 5

7.2 If I could not go to KOMVUX, I would learn English by myself.

1 ___ 2 ___ 3 ___ 4 ___ 5

7.3 Learning English is easy.

1 ___ 2 ___ 3 ___ 4 ___ 5

8.1 In an English class, the teacher's personality is important.

1 ___ 2 ___ 3 ___ 4 ___ 5

8.2 In an English class, the teacher's method (= way of teaching, the activities) is important.

1 ___ 2 ___ 3 ___ 4 ___ 5

8.3 In an English class, the group is important.

1 ___ 2 ___ 3 ___ 4 ___ 5

9.1 I learn English for practical purposes (e.g., get a job).

1 ___ 2 ___ 3 ___ 4 ___ 5

9.2 I learn English to know more about the world.

1 ___ 2 ___ 3 ___ 4 ___ 5

9.3 I learn English to communicate with others.

1 ___ 2 ___ 3 ___ 4 ___ 5

10.1 Outside the class, I use English.

1___2___3___4___5

10.2 I am motivated to learn English.

1___2___3___4___5

10.3 I wish my English class would be different.

1___2___3___4___5

Please feel free to write any additional comment about English here:

Thank you for your participation and time!

If you have any question, please contact me at this mail-address:

Versah13@student.hh.se
