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Motivation in learning English as a foreign language

A study on motivation and classroom experience in adult students learning English

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Abstract

This essay examines whether a group of adult students of upper secondary school level are instrumentally and/or integratively motivated to learn English as a foreign language. The study also examines if there are any similarities/differences between the students in the different motivation categories classroom experience. This essay is based on a quantitative questionnaire. The questionnaire was answered by adult students who were studying English 5 at upper secondary level in Sweden.

The results show that some of the students were instrumentally motivated by factors such as their desire to enter university or get a good job. They were also motivated by the notion that the English language is useful when working abroad. Furthermore, some of the students were integratively motivated by factors such as their desire to develop their language skills so they would be able to use them abroad when travelling. Some of the students, however, were both instrumentally and integratively motivated and the key factors which motivated them were combinations of instrumental and integrative elements. The instrumentally and the integratively motivated students’ classroom experiences were overall positive where the teachers were described in a positive light. The students who were both instrumentally and integratively motivated, however, were less positive than the other students regarding their classroom experiences and their descriptions of their teachers.

Keywords: instrumental motivation, integrative motivation, adult students, English as a foreign language
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1. Introduction

Abrahamsson (2012: 93) states that the learner’s attitudes have a great influence on motivation, which leads to effects on second language learning. Positive attitudes give potentially higher motivation that can lead to successful learning of the target language in contrast to negative attitudes that can lead to lower motivation and lower learning success. In Yule (2005: 192), however, it is stated that those students who experience success in communicating in their second or third language are the most motivated to learn. This means that motivation may function as a reason for and function of success (Yule, 2005: 192).

In Sweden, English 5 is a compulsory core subject at upper secondary school level and aims at helping students to develop knowledge of the language and the surrounding world. Adult education at the upper secondary level in Sweden provides adults with knowledge at a level that is equivalent to upper secondary school education. Adult education at the upper secondary level is organised for adults who are 19 years or above, and who desire to add to their upper secondary education, have their knowledge and competence affirmed or perhaps change career paths. The students should lack the knowledge that the education aims to provide, to be entitled to participate in a course (Ministry of Education, 2013).

Therefore, understanding what motivates adult students to learn English as a foreign language and what their classroom experiences are is a key factor to develop better classroom settings regarding teaching and classroom environment that can facilitate adult students’ motivation to learn English as a foreign language.

1.1. Aim

This study aims to examine whether a group of adult students at upper secondary school level are instrumentally and/or integratively motivated to learn English as a foreign language. The study also aims to examine if there is any correlation between the adult students’ instrumental and/or integrative motivation and their classroom experience, based on questionnaire data. The research questions are as follows:

1. To what extent are the students instrumentally and/or integratively motivated?
2. To what extent is there a connection between the students’ instrumental and/or integrative motivation and their classroom experience?
2. Theoretical background
This section will be present and explain the chosen theoretical background. The section starts with a brief presentation and explanation of Second Language Acquisition (SLA). After that follows a presentation of motivation in SLA, focusing on instrumental/integrative motivation as this study aims to examine to what extent the students are instrumentally and/or integratively motivated. A more recent approach to motivational research is also presented. Since the study also aims to explore the students’ classroom experience and any potential connection between the student’s motivation and their classroom experience, research in this area is also presented. At the very end of this section, age as a language learning factor is presented and explained as this study focuses on adult students specifically.

2.1. Second Language Acquisition
Many researchers in Second Language Acquisition have described the distinction between second language acquisition and second language learning (e.g. Yule, 2005: 163 and Krashen, as cited in Saville-Troike, 2012:45). Acquisition refers to the process of acquiring the language naturally while communicating with native speakers in a natural environment, while learning refers to the study of the grammar, vocabulary, morphology, phonetics of a language. Activities associated with learning typically take place in schools, while activities associated with acquisition occur when students interact with native speakers (e.g. Yule, 2005: 163 and Saville-Troike, 2012:45).

According to Saville-Troike (2012: 2), second language acquisition is also defined as the study of individuals or groups who are acquiring a language after already having acquired their first language. Even though this additional language may be their third or fourth language to be acquired, it is called a “second” language. The second language may also be referred to as the “target language.” A second language is often an official or socially dominant language, needed for education, employment, etc. It is typically acquired by members of minority group and/or immigrants who speak another native language (Saville-Troike, 2012: 2). In some cases, however, students learn several languages in school, some of which may not be especially useful in the countries in which the students live in (Saville-Troike, 2012: 2).

Second language acquisition is studied primarily in linguistics and different fields of psychology. Traditional linguistics focuses on linguistic competence and linguistic performance. Psychologists typically focus on the cognitive processes involved when
acquiring a language. Sociolinguists typically focus on variability in linguistic or communicative performance. Social psychologists typically focus on identity, social motivation, interactional and larger social contexts of learning. To be able to understand second language acquisition, an awareness of the different types of perspective that exist is needed, which can lead to differing research results and definitions (Saville-Troike, 2012:3).

Many factors affect learners during the process of learning a second language, for example intelligence, aptitude, learning styles, personality, motivation and attitudes, identity and ethnic group affiliation and learner beliefs. All these factors play a role in the learner’s language development. They also affect different parts of the learning. (Lightbown & Spada, 2005: 54-77).

2.2. Motivation in SLA
Motivation is one of the factors that may explain why some second or third language learners are more successful than others. The more motivated the learners are, the more easily they will learn and acquire a new language. Motivation is often one of the keys to the highest level of proficiency (Saville-Troike, 2012: 91).

According to Gardner & Lambert (1972:3), there was no significant research on motivation in second language learning until late 1950’s and early 1960s since it was problematic to measure motivational variables. Gardner and Lambert’s (1959) study on English-speaking Canadian students put language learning motivation as a subject on the map of research. The study stated that the learners’ attitudes to the target language and the target language group affect the desire or motivation to learn. It also found that there are different intentions or goals which drive learners to learn the language.

Oxford (1990: 141-142) also points out that attitudes are strong indicators of motivation in language. Attitudes affect motivation, but motivation and attitudes also work together to affect language learning performance and language skills such as listening comprehension, reading comprehension and oral performance. Studies have shown that attitude and motivation powerfully influence the learners’ ability to lose or keep up language skills after language training is over (Oxford, 1990: 141-142).

Gardner & Lambert (1972) studied motivational factors that are crucial to language learning. They aimed to measure the learners’ attitudes and motivation, towards both their own culture and the speakers of the target language. The studies are based on students in Canada who are
learning French. According to Gardner and Lambert (1972), the learners’ achievements are based on aptitude, intelligence and motivation. The learners’ achievements are also based on learning occasion and learning material. Furthermore, they also stress the teachers’ importance for the students’ language learning. The results show that, even though the student may not have particularly strong aptitude, the student may still be motivated to learn a second language. The results also show that the family is, in many cases, a motivational factor since support and encouragement affect the student positively (Gardner & Lambert, 1972).

Gardner and Lambert (1972) also describe three studies on students who are learning French at different locations in the United States. The result in the first study shows that it is the parents’ encouragement and satisfaction that are the biggest motivational factor. In the second study, it is the teacher who is the leading motivational factor, and in the third, it turned out to be the student’s own integrative focus and the usefulness of the language (Gardner & Lambert, 1972).

2.2.1. Integrative and instrumental motivation
According to Gardner & Lambert (cited in Saville-Troike, 2012: 92), motivation is often categorised into two main types. These two types describe two reasons why a learner wants to acquire a second language.

The first is integrative motivation, which concerns to what extent the learner is interested in the country or the culture represented by the target language group. Integrative motivation is when students want to learn the language to become part of a language community (to integrate). People who have moved to a new country are some examples of people who may want to identify themselves with the new society around them by learning the target language and becoming part of the community using the language of social interaction. The second type of motivation is instrumental motivation, which is connected to the desire to learn a language to increase occupational or business opportunities, and also to gain prestige or power.

Instrumental motivation is when the student wants to learn the language to achieve future goals such as obtaining a job, taking the student, or continuing higher academic studies. Students with instrumental motivation want to learn the language for practical reasons, such as getting good grades or future study plans (Saville-Troike, 2012: 92).

According to Lightbown & Spada (2005: 64), research shows that the distinction between the two types of motivations is not so clear any more. This is because the research context of the studies has shown that these types of motivation are related to success in second language
learning, but the difference is not as clear as it was in the study context that first contradicted. In some learning environments, it is difficult to distinguish between these types of motivation and attitudes towards the second language group and community. Schmidt & Watanabe’s (2001) study on adult learners’ motivation reported the use of language learning strategies, and learner preferences for various kinds of pedagogical activities confirm this as the participating students could not exclusively be divided into two broad motivational categories of integrative motivation and instrumental motivation. Instead, the study showed that one of the major elements of motivation is value and the participating students saw both instrumental and integrative value in learning the foreign language they were studying.

Gardner & Lambert (1959:271) state in their early study that students with an integrative motivation have a more positive posture towards members of the target group than students with instrumental motivation. These students are more motivated to learn the second language (Gardner & Lambert, 1959: 271). Furthermore, Gardner (as cited in Oxford, 1990:3) also argued that integrative motivation has proven its relevance in connection to achievement in the second language. Research has shown that integratively motivated students capitalise on all practice opportunities, volunteer more answers in the classroom, are more precise in response and are satisfied and rewarded for participation. Both Skehan’s and Oxford’s (as cited in Saville-Troike, 2012: 92) research; however, show that neither of the two types of motivation is more favourable than the other regarding language learning. The impact of integrative and/or instrumental motivation on language learning is connected to complex personal and social factors. Both Skehan and Oxford (as cited in Saville-Troike, 2012: 92) also state that second language learning by learners in the dominant group in a society may benefit from integrative motivation while second language learners in a subordinate group may be affected by instrumental motivation.

Furthermore, Skehan and Oxford (as cited in Saville-Troike, 2012: 92) argue that whether a learner is integratively or instrumentally oriented does not show the level of motivation and both can be just as motivated. In addition, it is not known whether motivation leads to good results or if it is good results that lead to motivation (Saville-Troike, 2012: 92).

Another study conducted in the United States, Canada and Philippines by Gardner and Lambert (1972) showed that integrative motivation resulted in better second language results in both Canada and the United States, while in the Philippines; it was the instrumental motivation that was crucial. The outcome was due to what role the second language played in
the learners’ society where integrative motivation gives an advantage when the target language works more like a foreign language, while instrumental motivation has more effect where the target language serves as a second language. Similar to the students in the Philippines, Majeed’s (2013) study on the sources of motivation to learn a second language carried out among first language speakers of English in college in the United States also showed that the instrumental motivation was the main factor for students’ choice to study a second language. Many of these students did not have the ambition to study a second language beyond their need to complete general education requirements.

2.2.2. New approach to motivational research
Gardner and others mainly focused on the social dimension in their studies on motivation. Dörnyei (1994:274) criticised Gardner’s theories as being too complex. Therefore, in 1994, the focus of motivation research shifted, according to Dörnyei (1994:277), and the new approach on motivation research focuses on different motivational components and different perspectives that are important and connected to learning in a classroom. The focus is now to a greater extent on teaching materials, learning tasks, method, teacher’s personality, style, feedback, relationships with students and the dynamics of the learning group.

Dörnyei (2005:106) developed a new second language motivational self-system theory that consists of three main components: the ideal second language self, ought-to second language self and the second language learning experience. Furthermore, the main components also have several sub-components.

The first component, the ideal second language self, refers to the second language specific feature of one’s ideal-self such as integrative, internalised instrumental motives, and if a person wants to speak a second language. This component has five sub-components. The ideal second language self points out the second language specific aspect of one’s ideal self. Integrative/integrativeness results in learners’ positive attitudes towards the second language, the culture and the native speakers. Instrumental promotion follows the guideline of personal goals to become successful in the future by developing proficiency in a second language to earn more money or find a better job. Attitudes to L2 community involve the students’ attitudes toward the speakers of the target language. Cultural interest measures the students’ interest in the culture of the second language society and its media products, such as TV programs, magazines, music, and movies (Dörnyei, 2005:105).
The second component, ought-to L2 self has three sub-components. The *ought-to second language self* recognises the attributes that one believes one ought-to possess such as various duties, obligations, or responsibilities to avoid possible adverse outcomes. *Instrumental prevention* estimates the learners’ duties and obligations concerning to study a second language to get a passing grade. *Family influence* investigates the parents’ role to motivate the second language learner (Dörnyei, 2005:106).

The third component, L2 learning experience divides the situation-specific intentions concerning the learning setting and experience such as the curriculum, the impact of the teacher, the peer group, and the experience of success. This component contains two sub-components. *Attitudes to learning a second language* measures situation-specific motives connected to the nearest learning environment and experience. *Criterion measure* investigates the students’ future efforts to learn a second language (Dörnyei, 2005:106).

### 2.2.3. Motivation in the classroom

According to Lightbow & Spada (2005: 185), teachers have no direct influence on learners’ inner motivation for learning a second language, since students are from different backgrounds and have different life experiences, which all contribute to the learners’ motivation and attitudes towards learning a second language. The teacher can, however, influence the students’ motivation by making the classroom an environment of support, where the students get the opportunity to be stimulated and engaged in activities. In this case, Lightbow & Spada (2005: 185) mentions that the teacher must also consider the learners’ age, interests and cultural background and what situations the learners can experience success, which in turn can lead to positive motivation and language success.

Crookes and Schmidt (as cited in Lightbown & Spada, 2005) have also pointed out several areas of pedagogy that can increase the student’s motivation. Teachers’ ways of telling about or explaining the activities in the lesson at an early stage of the lesson can increase the student’s motivation and interest. Lessons with varying activities, tasks and materials can enhance the student’s attention and interest level. Activities in which students must work together can boost the student’s self-confidence because every student, including the weaker ones, can contribute to the tasks (Lightbown & Spada, 2005).

Hicks (2008) did a study to describe and understand students’ motivation during foreign language instruction, specifically from the perspective of students’ engagement. He also examined how students’ themselves described their own foreign language learning experience.
in the classroom. Furthermore, he examined the learning outcomes through individual interviews with students and teachers. The study showed that teachers are the key element influencing the students’ levels of interest, enthusiasm, engagement, and motivation. All the participants disclosed details about the second language instructional setting which are rarely accessible to teachers such as prominent characteristics that would engage and motivate students and perceptions of how the teachers acted and expressed themselves and what shaped students’ behaviours (Hicks, 2008).

Weger-Guntharp (2008) examined language motivation and classroom activity preferences among adult learners in the US. The findings of the study showed that learners reported classroom activities preferences were listening, speaking and writing activities. The study showed that the relationship between motivation and classroom preferences were means of understanding how motivation influences classroom learning. The pedagogy discussion should, therefore, focus on the impact of these finding to increase learner confidence using authentic materials and helping learners apprehend the relevance of a variety of language skills (Weger-Guntharp, 2008). Gardner (as cited in Dörnyei, 2001:14) argued for taking into consideration the complexity of learning a foreign language in a classroom. Language represents the whole culture and heritage of the native speakers, besides being a school subject. To learn the language, it is argued that learners need to take on a new identity (Dörnyei, 2001:14).

2.3. Age and second language acquisition
Age is a common factor that is discussed when highlighting the importance of individual differences in second language learning. There are some different perceptions about the importance of a learners’ age in language learning. There has been some research on whether there is any particular age when learning capacity decreases or may even end (Lightbown & Spada 2005: 67-69).

Saville-Troike (2012:82) claims that younger learners and older learners have different advantages. For example, children are not as analytical as older learners can be. Older learners have greater knowledge of their first language compared to younger children. Older learners normally have a greater analytic ability than children, since they tend to understand grammatical rules better. Children are more likely to get input from others, which can be beneficial for their language learning. For example, immigrant children tend to interact more than their parents with the people in the country to which they have moved. Statistically and
empirically it will seem as if immigrant children are better language learners than their parents, even though what they are better at is facilitating language acquisition by creating and placing themselves in good language acquisition settings (Saville-Troike, 2012).

According to the so-called critical period hypothesis (Lightbown & Spada 2005: 11), if a learner starts his/her second language learning after the age of 12-13, he/she will not achieve the same language level as a learner who speaks the language as his native language. In other words, there is a critical period for language learning when it is easier to acquire a language. During this period language learning happens naturally and without much effort (Lightbown & Spada 2006: 11). The hypothesis does not state that after this period, language learning is impossible but rather the learning process becomes more difficult (Lightbown & Spada 2006: 11). Garcia (2009), on the other hand, argues that few studies show that the critical period plays a significant role in which language level a learner will reach. The only thing really affected by the critical period is that pronunciation in similar target languages is much easier to achieve if language learning begins before the critical period rather than after (Garcia, 2009).
3. Methodology

According to Hartman (2004: 205), a quantitative method is used when it comes to finding out the quantity of something. What is being investigated must be measurable. Otherwise, the study cannot be of a quantitative nature. Hartman (2004:146) states that the method to be used must meet the requirements for validity, which means that the method is the most appropriate one and will reflect reality and truth. This study is of a quantitative nature as the research questions are measurable (Hartman, 2004).

3.1. Questionnaire

To answer the research questions, a questionnaire was used. The questionnaire consists of 13 questions and can be found in the Appendix. The 13 questions are divided into 3 parts. In the first part of the questionnaire, participants provide personal information, such as gender, age range and their first languages. In the second part, the students provide information on whether they are instrumentally or integratively motivated regarding grades, homework, the use of English outside the classroom, if students are trying their best in class and whether they would like to study more English after this course. In the third part, the students provide information on their classroom experience, specifically their feelings about the English lessons, what they like about the English lessons and are asked to describe their teacher.

The questions are both open and closed, meaning that in all the questions, the students are provided with different answer options and but they are also provided with space to motivate and add to their selected answer option. The students get space to provide more detailed answers. This can also be viewed as a drawback as the participants must choose one of the answer options provided by the researcher and may not be given enough space to reflect. In questions 4-7, the participants are given the following answer options yes, no or maybe. In questions 8-10 and 13 the participants are given the answer options often, sometimes, and rarely. In questions 11-12 the participants are given the answer options very good, good, neither good or bad, bad and very bad.

According to Denscombe (2009: 226-227), it is favourable for the analysis that everyone be given the same questions. Thus, the collected data will not be influenced by variations in the questions. Furthermore, this methodology enables researchers to collect and analyse the data that participants provide quickly. However, the impersonal relationship between the
participants and the researcher can be a disadvantage. The participants may not have the right interpretation of the questions, and the researcher does not get an opportunity to ask the right type of follow-up questions.

3.2. Participants
The group consists of 38 adult students studying English 5 at upper secondary school level in adult education in Sweden. The group is quite diverse in age, ethnic and educational background, knowledge of the Swedish language and the time they have lived in Sweden. 17 of the participants were male students and 21 were female students. 16 of the students were between the ages 19-21, 19 of the students were between the ages 22-24 and 3 of the students were between the ages 25-27.

A variety of first languages are represented in the study. 17 of the participants were first language speakers of Swedish, 13 were first language speakers of Arabic, 4 were first language speakers of Albanian and 2 were first language speakers of Armenian. According to the Ministry of Education statistics (2016), the number of non-Swedish first language speakers studying in adult education was 46% in 2016. This explains why so many of the participants in this study had other first languages than Swedish.

The data regarding the relation between the number of students and gender, age and first language/languages are summarized in Figures 1-3.

Figure 1. Gender distribution of the students
3.3. Collecting the data
The questionnaire was presented to two English teachers at a school who run adult education courses. The teachers were contacted by email and given a short presentation of the study. Both teachers responded positively and suggested a time which was suitable for both the teachers and the students. I was present at two English classes on two separate occasions where I presented the questionnaire, distributed it, and helped the students if needed. Potential ethical concerns were minimised, following Denscombe (2009: 193), by explaining the purpose of the study to the participants, explaining that participation is completely voluntary and that participants can withdraw their participation at any time without any explanation. I also explained that the participation is anonymous and personal data will only be used for the survey, and the answers are not traceable to a specific person.
3.4. Reviewing the answers
Female and male answers, as well as answers from different age groups and different first languages, were analyzed separately. The number of students who answered the questions was counted and compiled into tables. The students’ answers were then categorized into the different types of motivation. The ambition was to analyze the results both on a general level and in detail where possible outliers and common attitudes would be distinguished.
4. Results and analysis
As mentioned in the section on methodology, the questionnaire consists of 13 questions; questions 4-10 provide information on whether the students are instrumentally and/or integratively motivated. Questions 11-13 provide information on the students’ classroom experience (See appendix).

In accordance to research question one and two, this section is, therefore, divided into four parts. The first part presents data from the students who showed instrumental motivation according to Gardner and Lamberts definition of instrumental motivation. In the second part, data from the students who showed integrative motivation according to Gardner and Lamberts definition of integrative motivation are presented. The third part presents data from the students’ who showed both instrumental and integrative motivation. The fourth part presents students from all three categories classroom experiences.

4.1. Instrumentally motivated students
The figures below are collections of the answers from the 14 students who showed instrumental motivation in their answers when it comes to learning English as a foreign language. 10 of the students were female and 4 were male. 7 of the students spoke Swedish as their first language while 4 spoke Arabic and 3 spoke Albanian. 10 of the students were between the ages 19-21 while 4 of them were between the ages 22-2
Figure 4. The instrumentally motivated students’ responses to the questions 4-7 in the questionnaire. Are you trying your best in English? Do you think it is important to get a good grade in English? Are you interested in continuing studying English after this course? Is there anything you would like to change in the English course?

9 of the students claim they are trying their best in English. According to their answers, the underlying reason for their claim is that it will increase their chances of getting good grades which in turn increases their chances of entering university. Some of them even went as far as mentioning getting a good job. In other words, the students’ reasons for trying their best have solely to do with getting good grades to enter university and for some students also to get a good job. This is in line with Gardner and Lambert’s (as cited in Saville-Troike’s, 2012: 92) definition of instrumental motivation, which is connected to the desire to learn a language to increase professional or business opportunities but also to get prestige or power. 5 of the students, however, are uncertain if they are trying their best in English, which according to their answers, is due to factors like fatigue and laziness.

Furthermore, all 14 students unanimously consider good grades in English as necessary. They unanimously answered that the root cause for their opinion is that good grades increase their chances of entering university. This is once again in line with Saville-Troike’s (2012: 92) definition of instrumental motivation.

Additionally, 9 of the students were interested in continuing studying English after this course, since it according to their answers, will not only increase their chances of entering
university, but also increase their chances of being able to choose the desired education and university. In other words, these students are interested in studying more English solely for instrumental reasons. This can be linked to Majeed’s (2013) study, which showed the same indications that instrumental motivation is the main factor for the participating students’ choices to study a foreign language.

Some of the students also revealed interest in continuing studying English from the perspective that the English language is meaningful when working abroad. 2 of the students said to be uncertain whether they would like to continue with English after this course and 3 of them said to be not interested. The students who are not interested claim that an additional course in English is not necessary for their university application. This can once again be linked to Majeed’s (2013) study where many of the participating students did not have the ambition to study beyond their needs to complete general education requirements. In other words, most students see their language needs as an obstacle between themselves and university requirements.

Lastly, a clear majority of the students would not change anything in the English course. They are content with the teacher, the lesson content and the teaching. However, the 3 students’ who would like to change the course had some opinions about the time and the length of the lessons as some of these students expressed dissatisfaction regarding this issue. They would have liked to start the lessons much earlier in the day and have shorter lessons.
Figure 5. The instrumentally motivated students’ responses to questions 8-10 in the questionnaire. *Do you do your homework? Do you use English outside school? In what situations do you use English outside school?*

10 of the students said to often do their homework because it generates good grades; this is in line with Saville-Troike’s (2012: 92) definition of instrumental motivation. 4 of them sometimes do their homework. These students express some difficulties to find time to do their homework due to factors like too much homework and written assignments. All these students also have part-time jobs aside from their education which makes it hard for them to find time for homework. In other words, these students are not prioritising the English course due to part-time jobs. Additionally, most of these students are not interested in continuing studying English after this course, which can be linked to Majeed’s (2013) study where many of these students did not have the ambition to study language beyond their need complete general education requirements.

Furthermore, all 14 students often used English outside the classroom and the students also often used English while watching programs/listening to music and rarely used English in the contexts of chatting/emailing. Additionally, 10 of the students rarely used English in a “face to face” context, in online games and while reading and writing. Parallels can be drawn to the findings in Weger-Guntharp’s (2008) study on students’ preferred classroom activities which indicated that the learners’ reported preferences were listening, speaking activities and writing activities. The students have somewhat similar choices regarding classroom activities and using English in contexts outside the classroom. 4 of the students sometimes used English in
context of “face to face” with people, in online games and while reading and writing. These are the students who sometimes did their homework.

As shown above, all students often used English in a context where contact with people was not required, such as listening to music and watching television programs/movies. Additionally, most students rarely used English in contexts where contact with people was required, such as chatting/emailing, online gaming and “face to face” with people.

4.2. Integratively motivated students
The figures below are collections of the answers from the 10 participants who showed integrative motivation in their answers when it comes to learning English as a foreign language. The statistics will also be presented in text and analysed more in detail below. 7 of the students were male and 3 were female. 7 of the students spoke Arabic as their first language while 3 spoke Swedish as their first language. All 10 students were between the ages 22-24.

![Figure 6.](image)
All students, unanimously, claimed that they are trying their best in English. According to their answers, the underlying reason for their claim is that it is essential, for their own sake, to do their best in the course. They are trying to do their best to develop their language skills. Some of them even answered that they would be able to use their language skills abroad when they travel. They view English language as an international language to be used in communication with others, hence their efforts to develop in their language learning. This is in line with Gardner and Lamberts (Saville-Troike, 2012: 92) definition of integrative motivation which concerns to what extent the learner is interested in the country or the culture represented by the target language group. This by being interested in learning a second language and having the desire to learn about, or associate with, the people who use the language your learning.

The students’ claims can also be linked to Mackenzie’s (2013:1-3) Some of the students also tried their best to please and impress their teacher which can be linked to Hicks’ (2008) study where the results indicate that teachers are the critical element influencing the students’ levels of interest, enthusiasm, engagement, and motivation.

Furthermore, 7 of the students consider good grades in English as necessary. The underlying reason for their opinion, according to their answers, is that good grades will affect their will and desire to push themselves and try even harder in the course. In other words, the students considered good grades as a motivating factor to try their best in their language learning.

3 of the students, however, were uncertain about their view on whether good grades are important or not. These students found formative feedback more important, which is mentioned by Yule (2005: 192) saying that feedback is a tool for the students to see what they need to develop.

Additionally, all students were interested in continuing with English after this course. The root cause for their interest is that they enjoy learning the English language and would like to develop their language skills even further. In other words, they would like to study English as
much as possible which, again, is in line with Gardner & Lambert’s (Saville-Troike, 2012: 92) definition of integrative motivation.

Lastly, all students state that they would not change anything in the English course. They are content with the teacher, the lesson content and the teaching. Hence, their efforts to do their best which, in turn, can be linked to Lightbow & Spada’s (2005: 185) claim that the teacher can influence the students’ motivation by making the classroom an environment of support, where the students get the opportunity to be stimulated and engaged in activities. The students’ answers can also be linked to the second study on students learning French in the United States presented by Gardner and Lambert (1972), which showed that the teacher was the primary source to the students’ motivation.

Figure 7. The intergratively motivated students’ responses to questions 8-10 in the questionnaire. Do you do your homework? Do you use English outside school? In what situations do you use English school?

All 10 students often did their homework. Some of these students considered homework as an opportunity to develop language skills and learn more, which is in line with Gardner and Lambert’s (as cited in Saville-Troike, 2012: 92) definition of integrative motivation.
Furthermore, all 10 students often used English outside the classroom and 7 of these students also used English while chatting/emailing, reading/writing, “face to face” with people and in online games. Furthermore, the same students sometimes used English while watching programs/movies and listening to music. The 3 students who sometimes used English while chatting/emailing, reading/writing, “face to face” with people and in online games, are the same students who often used English while listening to music and watching programs/movies. This can be compared with the findings of Weger-Guntharp (2008) which indicated that the learners reported classroom activities preferences were listening, speaking activities and writing activities.

As shown above, most students often used English in contexts where contact with people was required, such as chatting/emailing, online gaming and “face to face” with people, such as listening to music and watching programs/movies. Additionally, most students used English, sometimes in a context where contact with people was not required, such as listening to music and watching programs/movies.

4.3. Students who are both instrumentally and integratively motivated
The below figures are collections from the answers of the 14 participants who showed both instrumental and integrative motivation when it comes to learning English as a foreign language. 7 of the students were male and 7 were female. 7 of the students spoke Arabic as their first language while 4 spoke Swedish and 3 students spoke Armenian as their first language. 7 students were between the ages 22-24 while 4 of the students were between the ages 25-27 and three of the students were between the ages 19-21.
10 of the students claim that they are trying their best in English. The underlying reasons for their claim are their chances of getting good grades which, in turn, increases their chances of entering university and getting a good job. They also claim that it is important, for their own sake, to do their best in the course. They are trying to do their best to develop their language skills so they will be able to use their language skills abroad when they travel. 14 students consider good grades in English as important for the same reasons. This is in line with Gardner and Lambert’s (as cited in Saville-Troike, 2012: 92) definitions of both instrumental and integrative motivation. Furthermore, this can also be linked to Schmidt & Watanabe’s (2001) study which showed that one of the significant elements of motivation is value and that students see the value in learning the foreign language they are studying whether they were instrumentally or integratively motivated.

Additionally, 10 of the students were interested in continuing with English after this course and would not change the current course in any shape or form. The underlying reasons for their interest is that it would increase their chances of entering university and increases their
chances of being able to choose the desired education and university and that they enjoyed
learning the English language and would like to develop their language skills even further.
Some of the students also reported that the English language is meaningful when working
abroad. This is again in line with Gardner and Lambert’s (as cited in Saville-Troike, 2012: 92)
definition of both instrumental motivation and integrative motivation.

4 of the students, however, would not continue with English after this course which can be
linked to Majeed’s (2008) study that indicated many of the participating students did not have
the ambition to study a second language beyond the need to complete general education
requirements. These are also the same students who would like to change the current course in
some way. Some of these students would like to study Swedish and English in parallel. This
way they would learn English and Swedish simultaneously. Some of the students, however,
considered that the deadlines should not be a decisive part to the grade as the students have
part-time jobs and have difficulties finding time to do all the assignments in the course.

Figure 11. The students who were both instrumentally and integratively motivated
responses to questions 8-10 in the questionnaire. Do you do your homework? Do you use
English outside school? In what situations do you use English outside school?
All 14 students often did their homework. Some of these students considered homework as an opportunity to develop language skills and learn more, but also as a mean to increase their chances of getting a good grade which in turn would increase their chances of entering university which is line with Gardner and Lambert’s (as cited in Saville-Troike, 2012: 92) definitions of both instrumental and integrative motivation.

Furthermore, all students rarely used English outside the classroom while chatting/emailing, reading/writing, “face to face” with people and in online games. Furthermore, half of the students often used English while reading/writing, “face to face” with people, in online games and watching programs/movies. The other half, however, rarely used English while listening to music, “face to face” with people and in online games. The 3 students who sometimes used English while chatting/emailing, reading/writing, “face to face” with people and in online games are the same students who often used English while listening to music and watching programs/movies. This can be compared with the findings of Weger-Guntharp’s (2008) study which indicated that the learners’ reported classroom activities preferences were listening, speaking activities and writing activities.

As shown above, the division between how often the students’ use English in different situations varies.

4.4. Students from all three motivation categories’ classroom experiences.

The below figures are collections from the answers of the all participants in the study’s classroom experiences when it comes to learning English as a foreign language.
Figure 12. The instrumentally motivated students’ responses to questions 11-12 in the questionnaire. *How do you feel about the English lessons? What do you mostly like about the English lessons?*

All students considered the English lessons to be very good. A majority of these students also considered the teachers’ love for English and the teaching methods/planning of the lessons to be very good. Furthermore, 4 students found the teachers love for English and the teaching methods/planning of the lessons to be good. Half of the students found the lesson contents and the atmosphere in the class very good.
Figure 13. The integratively motivated students’ responses to questions 11-12 in the questionnaire. *How do you feel about the English lessons? What do you mostly like about the English lessons?*

7 of the students report feeling that the English lessons are very good. These students also find the teachers love for English excellent, and find the atmosphere in the classroom good. 3 of the students feel that the lessons are useful. These students also find the teachers love for English good, but the atmosphere in the classroom very good. All students, unanimously, feel that the teaching methods/planning of the lesson are outstanding and the lesson contents are good.
Figure 14. The students’ who were both instrumentally and integratively motivated responses to questions 11-12 in the questionnaire. How do you feel about the English lessons? What do you mostly like about the English lessons?

7 of the students report feeling that the English lessons are good. These students also find the teachers’ love for English neither good nor bad but find the atmosphere in the classroom and the lesson contents as good. 4 of the students feel that the English lessons are very good. These students also find the teachers’ love for English and the lesson contents as very good. 3 students feel that the English lessons are neither good nor bad. The also find the teachers method and planning of the lessons and the lesson contents neither good nor bad.

The students’ response to the English lessons varies as some students find the lessons good, some find the lessons very good, and some find the lessons neither good nor bad.
Figure 15. The instrumentally motivated students’ responses to question 13 in the questionnaire. How would you describe your English teacher?

All students unanimously described their teacher as often being patient, knowledgeable, giving helpful feedback and rarely mistreating students. A few students described their teacher as sometimes being angry. They also described their teacher being someone who sometimes interrupts them, but helps them sometimes with their pronunciation. Most students, however, described their teacher as rarely being angry and rarely interrupting students. Furthermore, the same students also claim that their teacher often helps them with their pronunciation. In other words, the students described their teacher as being supportive and helpful rather than being angry and interruptive which may enable a supportive classroom environment. This is in line with the statement in Yule’s (2005: 192) claim that language-learning contexts that support and encourage students to try to use the language skills they possess to communicate successfully are more helpful than contexts that focus on errors, corrections and the students’ failure to be perfectly accurate.

The students similar to the students’ in Hicks (2008) study also showed that they could present details about their views on teachers’ characteristics and how they perceive their teacher regarding expression and action.
Figure 16. The integratively motivated students’ responses to question 13 in the questionnaire. How would you describe your English teacher?

All students described their teacher as being patient, knowledgeable and giving helpful feedback. All students answered that their teacher rarely gets angry at them when they make mistakes. The 7 students, who described the teacher as rarely mistreating, also claimed that the teacher rarely interrupts them when they are talking to correct them. The same students also claimed that the teacher sometimes helped them with their pronunciation. Similar to Hicks’ (2008) study, these students also presented characteristics that engage and motivate students and perceptions of how the teachers act and express themselves.

The 3 students who described the teacher as often treating students unfairly also claimed that the teacher often helped them with their pronunciation, but that the teacher sometimes interrupted them when they were talking to correct them. This contrasts to the statement in Yule’s (2005: 192) that language-learning contexts should support and encourage students to try to use the language skills they possess to communicate successfully instead of contexts that focus on errors, corrections and the students’ failure to be fully accurate.
Figure 17. The students’ who were both instrumentally and integratively motivated responses to question 13 in the questionnaire. *How would you describe your English teacher?*

All 14 students described their teacher as being patient and rarely treating students unfairly. The 4 students who think their teacher often gets angry when they make mistakes are the same students who think that the teacher does not know a lot about English, rarely gives helpful feedback and rarely helps them with their pronunciation. This contrasts to the statement in Yule’s (2005: 192) that language-learning contexts should support and encourages students to try to use the language skills they possess to communicate successfully instead of contexts that focus on errors, corrections and the students’ failure to be perfectly accurate. However, the 10 students who think the teacher rarely gets angry are also the same students who feel that the teacher is knowledgeable. Furthermore, the 7 students who think that the teacher often gives helpful feedback and helps them with their pronunciation also believe that the teacher rarely interrupts them to correct them.

The students similar to the students in Hicks’ (2008) study also showed that students could disclose details about the second language instructional setting which are rarely accessible to teachers.
4.5. Summary of the results
The students who were instrumentally motivated were motivated by factors such as their desire to enter university or getting a good job. Some of the students also expressed an interest in the English language based on it being meaningful when working abroad. All the students often used English in a context where contact with people was not required and most students rarely used English in context where contact with people was required.

Furthermore, the students who were integratively motivated considered it as necessary, for their own sake, to do their best in the course. They desired to develop their language skills so that they would be able to use the language when travelling abroad. They also viewed the English language as an international language to be used in communication with others. Most of the students often used English in contexts where contact with people was required. Additionally, most students sometimes used English in context where contact with people was not required.

However, the students who were both instrumentally and integratively motivated were motivated by key factors of both instrumental and integrative elements.

Regarding the students’ classroom experience, the instrumentally motivated students showed a positive/very positive attitude towards the English lessons. They also described their teachers in a positive light as they described them as being patient, giving helpful feedback, using good lesson plans and good teaching methods. These students reported not wanting to change anything in the English course as they were content with the teacher, the lesson content and the teaching. The integratively motivated students showed the same positive attitudes towards the English lessons.

The students who were both instrumentally and integratively motivated, however, were in general less positive than the other students. These students’ responses to the English lessons varied as some students found the lessons good, some found the lessons very good, and some find the lessons neither good nor bad. Furthermore, some of these students also found that their teacher is often angry when they make mistakes, that the teacher does not know a great deal about English, rarely gives helpful feedback and rarely helps them with their pronunciation.
5. Conclusion
This study aimed to examine whether a group of adult students were instrumentally and/or integratively motivated to learn English as a foreign language and if their classroom experience correlated with their motivation. The research questions were: 1. Are the students instrumentally and/or integratively motivated? 2. To what extent is there a connection between the students’ instrumental and/or integrative motivation and their classroom experience?

The results showed that three types of students could be distinguished. Students who were instrumentally motivated, students who were integratively motivated and students who were both instrumentally and integratively motivated. The results also showed that there were similarities between the instrumentally motivated students and the integratively motivated students’ classroom experiences as they both, overall, were positive where the teachers were described in a positive light. The students who were both instrumentally and integratively motivated, however, were less positive than the other students regarding their classroom experiences and their descriptions of their teachers.

This study was conducted on a very small group of students and may, therefore, not be applicable on a national scale. Furthermore, this was also limited due to time and resources that it was not possible analyse the answers in-depth.

However, the study highlights that further research is needed to investigate the role of motivation in learning English as a foreign language among adult students in Sweden. The students’ motivational preferences can be used as a way to improve the teaching. It is important for teachers and schools to consider the needs and wishes of students because they might find solutions to problems regarding teaching or learning methods.
References


Appendix

1. Questionnaire

1. Gender: ______________________

2. Age: ______________________

3. First language/languages: ___________________________________________________

4. Are you trying your best in this English course?
   a) Yes
   b) Maybe
   c) No
   Motivate your answer:
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

5. Do you think it is important to get a good grade in English
   a) Yes
   b) Maybe
   c) No
   Motivate your answer:
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
6. Are you interested in continuing studying English after this course?

a) Yes

b) Maybe

c) No

Motivate your answer:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

7. Is there anything you would like to change in the course?

a) Yes

b) Maybe

c) No

Motivate your answer:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

8. Do you do your homework?

a) Often

b) Sometimes

c) Rarely

Motivate your answer:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
9. Do you use English outside school?
   a) Often
   b) Sometimes
   c) Rarely
   **Motivate your answer:**
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

10. In what situations do you use English outside the classroom?

<table>
<thead>
<tr>
<th>Situation</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Chatting or/and emailing online</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b) Face to face with People</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c) Online games</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d) Reading/writing</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e) Listening</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f) Watching movies/television programs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

11. How do you feel about your English lessons?
   a) Very good
   b) Good
   c) Neither good nor bad
   e) Bad
   f) Very bad.
   **Motivate your answer:**
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

39
12. What do you think of........?

<table>
<thead>
<tr>
<th></th>
<th>Very good</th>
<th>Good</th>
<th>Bad</th>
<th>Very bad</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The teacher’s love for English</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>b) The teacher’s method and planning of lessons</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>c) The lesson contents</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>d) The atmosphere in class</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

**Motivate your answer:**
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

13. How would you describe how your English teacher usually behaves in class?

<table>
<thead>
<tr>
<th></th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Patient</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>b) Angry when we make mistakes</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>c) Knows a lot about English</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>d) Treats some students unfairly</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>e) Interrupts students when they are talking to correct them</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>f) Gives helpful feedback on my written essays.</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>g) helps students with their pronunciation</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

**Motivate your answer:**
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________