

THE RELATION BETWEEN LANGUAGE LEARNER MOTIVATION AND
LANGUAGE-RELATED LEARNER ATTITUDES

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Table of Contents

Acknowledgements	4
List of Figures	7
ABSTRACT	8
I. BACKGROUND	10
Initial motivation research.....	10
Dörnyei’s work.....	11
Non-Native English Speaker Motivation.....	12
Globalization and Languages	12
“Global English”.....	13
Motivation of English Speakers	14
Research questions.....	15
II. METHOD.....	16
Participants	16
Recruitment of participants	16
Questionnaire.....	17
Compensation	17
III. RESULTS	19

Participant characteristics.....	19
Analysis.....	19
Attitudes towards learning languages	20
Perceptions of cultures	20
Prestige.....	22
Omnipresence of English	26
Instrumental motivation	28
Integrative Motivation.....	29
IV. CONCLUSIONS.....	31
Findings.....	31
Potential Limitations.....	31
Future Research	32
References.....	34
Appendix A: Questionnaire	36
Appendix B: Recruitment email.....	40

List of Figures

Figure 1. Answers to questions of importance of the L1 culture, by English L1 and Spanish L1 speakers	21
Figure 2. Answers to questions of importance of the L2 culture, by English L2 and Spanish L2 speakers	22
Figure 3. Perceived prestige of English by English native speakers.....	23
Figure 4. Perceived prestige of Spanish by Spanish native speakers.....	23
Figure 5. Perceived prestige of English by English L2 speakers.....	24
Figure 6. Perceived prestige of Spanish by Spanish L2 speakers.....	25
Figure 7. Questions regarding omnipresence of English, among English native speakers	26
Figure 8. Questions regarding omnipresence of English, among Spanish native speakers	27
Figure 9. Questions regarding omnipresence of English, among English L2 speakers	27
Figure 10. Questions regarding omnipresence of English, among Spanish L2 speakers..	28
Figure 11. Questions regarding instrumental motivation, across all participants.....	29
Figure 12. Results to question regarding integrative motivation, by L2 English and L2 Spanish speakers	30

ABSTRACT

This quantitative and qualitative study examines the relationship between language learner motivation and language-related learner attitudes. Motivation has been a prominent research topic in second-language acquisition for several decades, beginning with the work of Wallace Lambert and Robert Gardner (Gardner and Lambert, 1972), who were the first to determine that motivation plays a significant role in language learning success, beyond cognitive and environmental factors. (Dörnyei, 2013, p. 40). Their research paved the way for other researchers such as Zoltán Dörnyei, a prominent researcher in the field of motivation and second language acquisition. My research question is inspired by his work, particularly his research on how Hungarian students perceive various languages including English, where he found that they view English as “the ‘must-have’ language, diminishing their interest in and motivation for learning other foreign languages, including the traditional regional language, German” (Dörnyei et al. 2006, as cited in Dörnyei, 2013). The research uses questionnaires based closely on those used by Dörnyei and Taguchi (2009) and Dörnyei (2006) to investigate whether and how foreign/second language learner motivation is related to the attitudes of foreign/second language learners towards the languages they are learning, their native language, and other languages, including such factors as the languages’ perceived prestige, the perception of their associated cultures and nations, students’ attitudes towards learning, and the perceived omnipresence of English in the world. While both native and second

language speakers of English found it to be more prestigious than native and second language speakers of Spanish found Spanish, there was no difference in their perception of their cultures or in their attitudes towards learning. Other than the prestige factors, where both native and learner groups of English and Spanish ranked their languages high on the scale, but differed to the degree in which they ranked it, there was no significant difference between English and Spanish native and second language (henceforth L2) speakers in terms of their perception of the omnipresence of English in the world.

I. BACKGROUND

Initial motivation research

Gardner and Lambert's 1972 work was the first to determine that motivation is a determiner of foreign language success, beyond cognitive aspects (e.g. ability or aptitude). Whereas previous work in the field focused on cognitive aspects and whether someone has an aptitude for learning languages, Gardner and Lambert found that aptitude could not be the complete answer for why some people learn foreign languages quickly and effectively and others do not, because at some point in history nearly everyone had to learn a foreign language, out of necessity. As they reasoned that teaching methods and cognitive factors were not enough to account for the variability in individual achievement in L2 learning, they performed several studies, their 1972 book being a summary of their research (which began in 1959) into the relation between motivation and language learning. They were the first to define motivation as a "significant cause of variability in language learning success" (Dörnyei, 2013, p. 40). Gardner and Lambert were the first to look at affective, i.e. motivational and attitudinal, components of language learning, going beyond the cognitive reasons that dominated prior research. (Dörnyei, 2013) They divided the motivations for language learning into two main types of motivation: integrative, and instrumental. Integrative motivation is when the learner wants to become a member of the target language community, and learns the language to join the community and learn about the culture. Instrumental motivation is where learners are motivated to learn foreign languages for practical purposes such as to gain better employment opportunities.

Dörnyei's work

These studies and many others have shown that attitudes towards languages and their cultures affect students' motivation to learn them. One such study by Dörnyei, which began in 1993, looked at Hungarian students' perceptions of various languages, their motivation to study them, and attitudes towards them. In particular, Dörnyei (2006) examined how Hungarian students' perceptions of various foreign languages change over time, especially following the end of Soviet influence in the country. Dörnyei (2006) used a questionnaire administered in schools during three phases in 1993, 1999, and 2004. The participants included 13,391 primary school students who were 13-14 years old. The questionnaire included questions with Likert scale answers focusing on students' attitudes towards language learning ("Learning a foreign language is a difficult task"), attitudes towards the L2 communities ("How much do you like meeting foreigners from these countries?"), contact with L2 speakers ("How often do you meet foreigners [...] coming from these countries?"), and background questions including the students' gender and their past foreign language learning (Dörnyei, 2006, pp. 159-161). By the time the last phase of the study was conducted, in terms of students' perceptions Russian was ranked at the bottom and English at the top, indicating changing attitudes towards different languages. "While Global English has maintained its high educational profile, [...] the study of non-world languages has become an increasingly marginal specialisation field. Even the traditional regional *lingua franca* in Hungary, German, was found to have embarked on a declining course, moving towards the 'non-world-language' category. Thus, we found evidence that the learning of languages other than Global English is impeded by the 'Englishisation' process" (Dörnyei, 2006, pp. 143).

Non-Native English Speaker Motivation

A main focus of this thesis will concern the question of whether English affects the motivation of non-native speakers of English to learn languages other than English. This question was inspired by the findings of Dörnyei (2006) in the Hungarian context, and in which he found that, over the time period of their study (1993 to 2004), English had become a ‘self-evident part of education’, the main foreign language which is learned despite the fact that the traditional regional language of Hungary is German, and where the learning of other languages had become more of a “specialized interest” (Dörnyei 2006). A similar conclusion was independently reached by Swedish researchers Henry and Apelgren (2008), whose research examined the current status of multilingualism in Europe and especially in Sweden. Henry and Apelgren (2008) found that “global English is detrimental to the creation of a climate of multilingualism” (p. 608) and that while a great amount of importance is placed on learning English, this is not the case for other foreign languages. They also mention that students tend to view their skills in foreign languages other than English as subtractive to their English abilities, and that “educational systems [...] operate in a manner that privileges English at the expense of other languages.” (Henry & Apelgren, 2008, p. 608).

Globalization and Languages

The current interconnectedness and globalization of the world has led to these many changes in its linguistic landscape, and in how multilingualism and language learning exist. English in particular has experienced a rise to power over the last centuries which is unprecedented among other languages (Saxena, 2010). Even without the prominence of English, the increased interconnectedness of our world has increased the

value and potential usage of languages beyond one's own native tongue, and has made learning foreign languages all the more important today.

“Global English”

1.5 billion people worldwide are fluent or competent in English. English has a special status in more than seventy countries, and is the language which is most commonly taught as a foreign language around the world, in more than 100 countries (Crystal, 2012). English is not the first international lingua franca, but is unprecedented in that non-native speakers make up its majority users, and in its spread and diversification worldwide with its number of different varieties. English exists with many significant varieties, communities, and forms of usage, and this more so than with other languages, including French or other languages which have enjoyed international prominence. This means that English exists pluricentrically, as its expanse and the number of different communities which speak it have led to many new norms of the language. As such, the experience of learning English as a foreign language is going to be different from learning any other languages (Saxena, 2010). Because learning English has become a unique phenomenon in language learning, it should be treated from a different angle. With the rising importance of English, many countries around the world have increased the pressure on their populations to be able to speak English, sometimes displacing the importance of previously important foreign languages for that country in the process, such as German in Hungary (Dörnyei, 2006) or French in Algeria (Crystal, 2012). This thesis will seek to address the unique nature of motivation in English learning, as well as the effects of attitudes towards English in students' motivation in learning English and other languages.

Motivation of English Speakers

These observations lead to an important question: do English native speaker students hold an attitude that foreign languages are not important because their native language is so internationally prominent and spoken? One researcher found that “Many Anglo-American native speakers tend to be complacent and believe that English is sufficient for most purposes” (Bamgbose, 2001, p. 357). This study in part seeks to analyze this aspect of motivation, namely the motivation for native English speakers, especially residents of the U.S., to learn foreign languages. For instance, how is the motivation of native English speakers affected by the status and expansive reach of their native tongue in the world? Many states in the U.S. have no high school foreign language requirement (Education Commission of the States, 2007). How therefore do different languages rank in the minds of native English speakers, and how do their attitudes affect their motivation to learn?

The previous studies mentioned above highlight the impact of the rising influence of English on those whose first language is not English. To date, there has not been any work done on how the influence of English worldwide might impact English native speakers with respect to their motivation to learn foreign languages. The purpose of the present study is therefore both to replicate previous findings from Dörnyei related to the influence of English on learners of English and of other languages, and to extend those studies to ask the same questions to native speakers of English in order to analyze the impact of English on their second language learning motivation.

Research questions

The purpose of this study is to investigate whether and how language learner motivation is related to the attitudes of language learners towards the languages they are learning, their native language, and other languages, including such factors as:

- the languages' perceived prestige
- the perception of their associated cultures and nations
- students' attitudes towards learning languages
- the perceived omnipresence of English in the world.

II. METHOD

This research project involved administration of a questionnaire to participants in the US and in Europe. The questionnaire measured participants' attitudes and motivation for language learning along with various factors related to their language learning experience.

Participants

Participants included 64 individuals aged approximately 18 to 30 who were either Texas State University students, or acquaintances of the researcher in Europe. Participants were sought from all genders, ethnic groups, and occupations.

Recruitment of participants

For the Texas State University students, participants were recruited through a distribution list which was created using the Email List Management Tool provided by Texas State University's Division of Information Technology and through which a column-delimited list of 35,728 Texas State student emails was obtained. For administrative reasons, it was decided to limit the final list used for this study to 1,000 student email addresses. To ensure that the 1,000 email addresses would be randomly selected, a new column of randomly-generated numbers was added to the obtained email distribution list such that one new random number was associated with each of the 35,728 rows of the email list. The entire email list was then sorted in descending order according to the random numbers in the new column. The email addresses in the first 1000 rows of the newly-randomized email list were then selected to create the final randomized list of 1000 students. A Facebook and Instagram post was also used to recruit potential participants to send their emails to the researcher if they were interested in participating;

these potential participants were sent the same recruitment email (see Appendix B) which was sent to the Texas State email list. From this latter group came several students from other universities in Texas and some students from abroad, while the remaining respondents from outside of the US came through reaching out to contacts directly and through word-of mouth from those contacts.

Questionnaire

Participants completed a single questionnaire online through Qualtrics (see Appendix A). First, participants answered several personal information questions including their age, gender, nationality, country of residence, age of beginning language learning, proficiency in their languages, and whether they were currently enrolled in a language course or had been in the past. The next part of the questionnaire consisted of scalar questions addressing their language motivations and attitudes, including questions related to the prestige of their native and any foreign languages, attitudes towards the language(s) and culture(s), attitudes towards language learning in general, and other factors. The questionnaire was designed to take approximately 15-20 minutes to complete.

The questionnaire used in this research is based largely off of the questionnaire used by Dörnyei in his Hungarian study (Dörnyei 2006), and was modified for Qualtrics, with several questions added which specifically related to English learning.

Compensation

All participants were eligible to receive a \$5 gift card for participating in the study (funding was available for the first 200 participants). More specifically, participants who

sent the researcher an email with a screenshot of the final page of the questionnaire received the gift card within a month of the end of data collection.

III. RESULTS

Participant characteristics

Of the 67 respondents to the above-described recruitment efforts, the majority were either native or second language speakers of English or Spanish. 22 were male, 42 female, with the majority between the ages of 20 and 30 and ranging in age from 18 to 57. Three respondents' responses were left out of the final analysis, due to their not providing personal background information such as gender or to their incorrectly filling out the section indicating their native language. This resulted in a total of 64 participants whose data were analyzed for this study.

Most respondents were residents of the U.S., five were residents of Austria and four were residents of France, while four respondents were from four other countries. 45 of the respondents ranked their native language as native-level on the 5-point scale, while 17 ranked it at a varying range of responses which were lower on the scale (1=poorly, 3=passably, 5=nativelike). On the scale for their L2, participants rated their proficiency at an average of 3 on the scale, which corresponded to speaking the language "passably." Participants spoke a range of 10 different L1s, with 39 English speakers and 12 Spanish speakers. There were 13 L2s represented, with 20 L2 Spanish speakers and 12 L2 English speakers. As these two latter language groups were the most populous and as most other language groups were represented by relatively few respondents, all following analyses will concern the responses of native and L2 speakers of Spanish and English.

Analysis

All Likert scales used in the survey were converted from the original phrases to rank-ordered numbers from 1-5 or 1-6. The numbers were then analyzed using Wilcoxon

tests for paired samples to see whether there was a statistical difference between the rankings by English and Spanish L1 and L2 speakers on the different questions.

Attitudes towards learning languages

Native speakers of English and native speakers of Spanish did not significantly differ in their attitudes towards learning languages. The Wilcoxon test between the ranking of native speakers of English and Spanish in their answers to “I am sure I will be able to learn a foreign language well,” “I think I am the type that would feel anxious and ill at ease if I had to speak to someone in a foreign language,” “I don’t think that foreign languages are important to learn,” “My parents do not consider foreign languages to be important school subjects,” and “Learning a foreign language is a difficult task,” showed that their rankings did not significantly differ, based on whether they were a native speaker of English or Spanish.

Perceptions of cultures

Numerically, native speakers of English tended to perceive English-speaking cultures as very important, as did native speakers of Spanish to Spanish-speaking cultures. Wilcoxon tests on “How important do you think the cultures of this language are?” do not show any statistically significant differences for L1 English and Spanish speakers. Figure 1 below charts the answers of the Spanish vs. English native speakers on the question of how important the cultures of the language are.

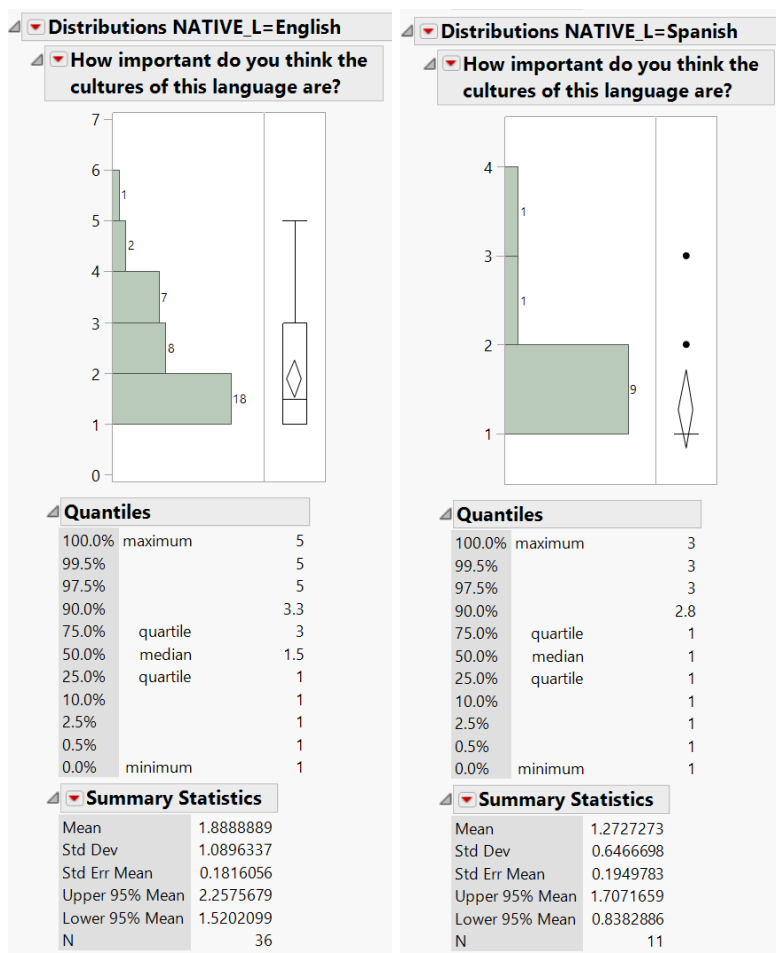


Figure 1. Answers to questions of importance of the L1 culture, by English L1 and Spanish L1 speakers.

There was, on the other hand, a difference between L2 speaker responses for each language, as L2 learners of Spanish, as shown in Figure 2 below, more consistently rated Spanish-language cultures as “very much” on the scale of importance than L2 learners of English rated English-speaking cultures. This difference was in fact statistically significant ($Z = -2.98, p = .003$). This means that the ranking of importance of Spanish by Spanish L2 speakers was significantly greater than the ranking of importance of English by English L2 speakers.

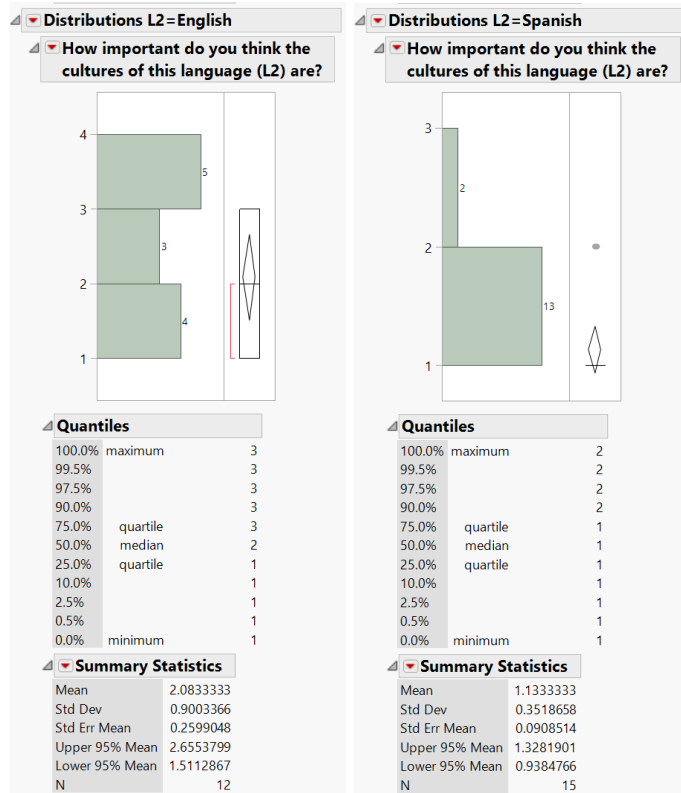


Figure 2. Answers to questions of importance of the L2 culture, by English L2 and Spanish L2 speakers.

Prestige

On questions of the importance of the language, native speakers of both English and Spanish rated those languages as being similarly important in the world. Wilcoxon Matched Pairs signed ranked tests showed that the differences in rankings between English and Spanish L1 speakers were not statistically significantly different. These numbers are charted in Figures 3 and 4 below.

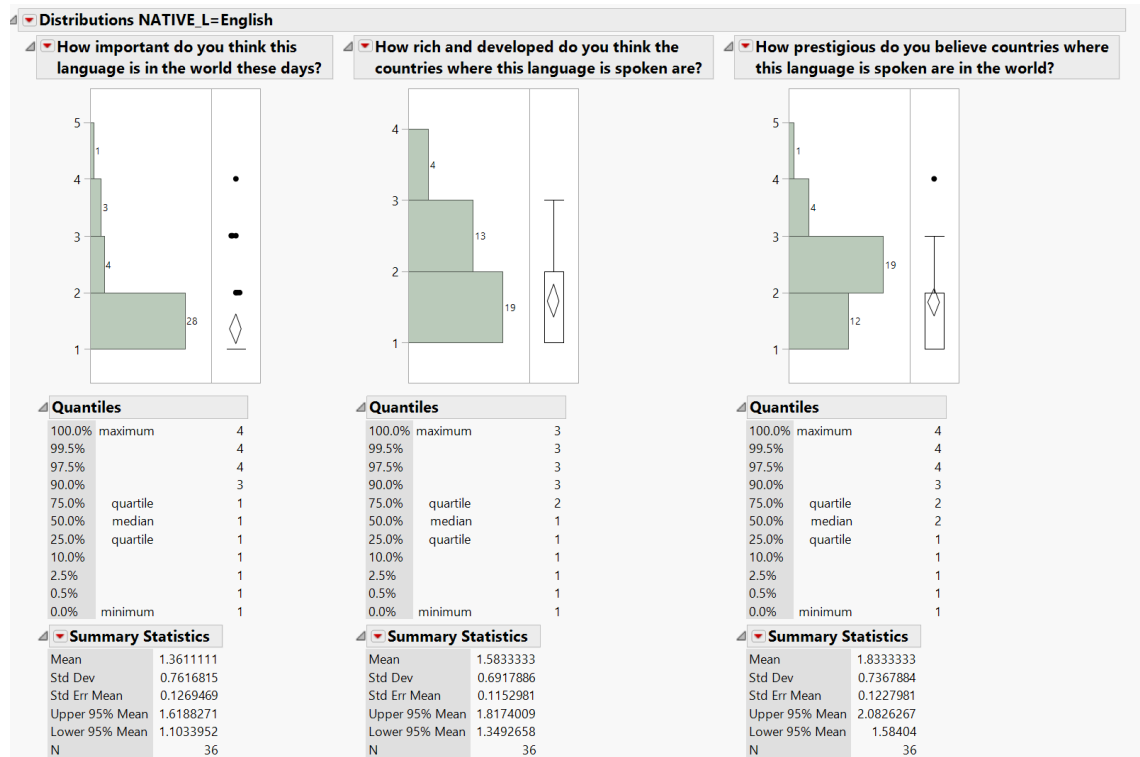


Figure 3. Perceived prestige of English by English native speakers.

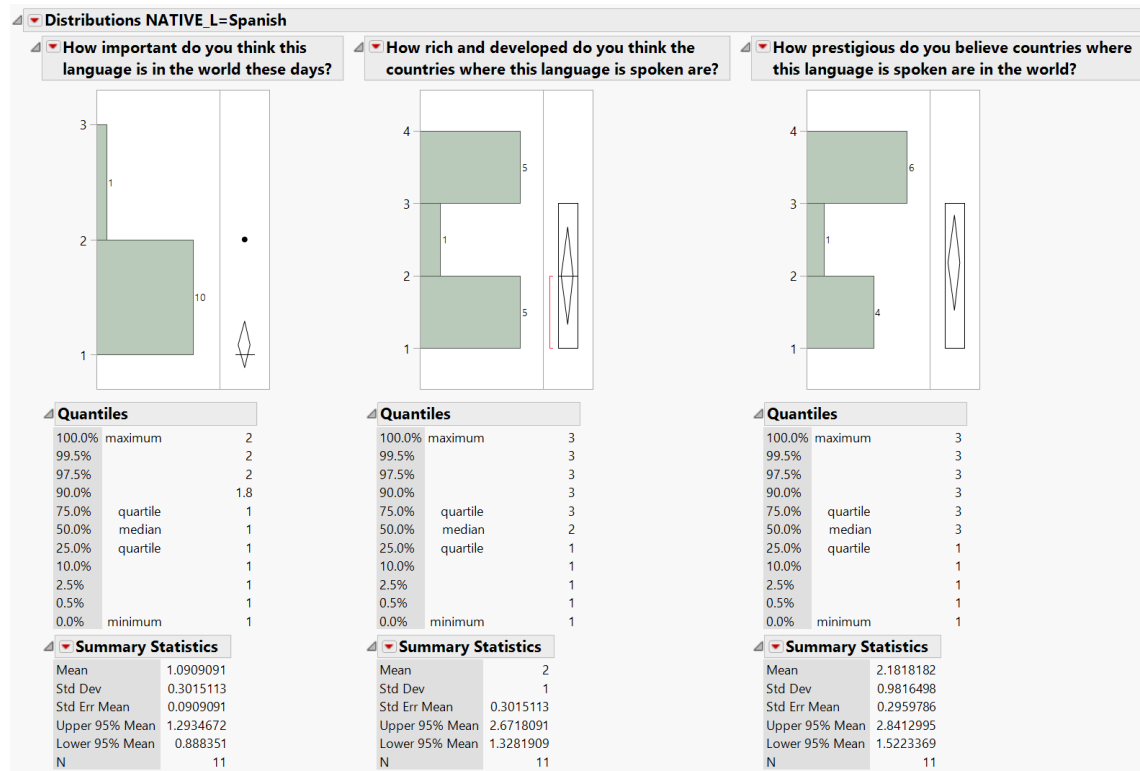


Figure 4. Perceived prestige of Spanish by Spanish native speakers.

As for L2 perceptions of importance of the languages, L2 learners of English rated English as significantly more important than L2 learners of Spanish rated Spanish, though both groups rated the languages they were learning on the higher end of the scale. Wilcoxon tests on differences in rankings for answers to the questions of “How important do you think this language is in the world these days?” ($Z = 2.1, p = .04$), “How rich and developed do you think the countries where this language is spoken are?” ($Z = 3.3, p = .0009$), and “How prestigious do you believe countries where this language is spoken are in the world?” ($Z = 3.4, p = .0008$) showed that the rankings of answers from L2 English speakers were statistically significantly higher than with L2 Spanish speakers. This is illustrated in Figures 5 and 6 below.

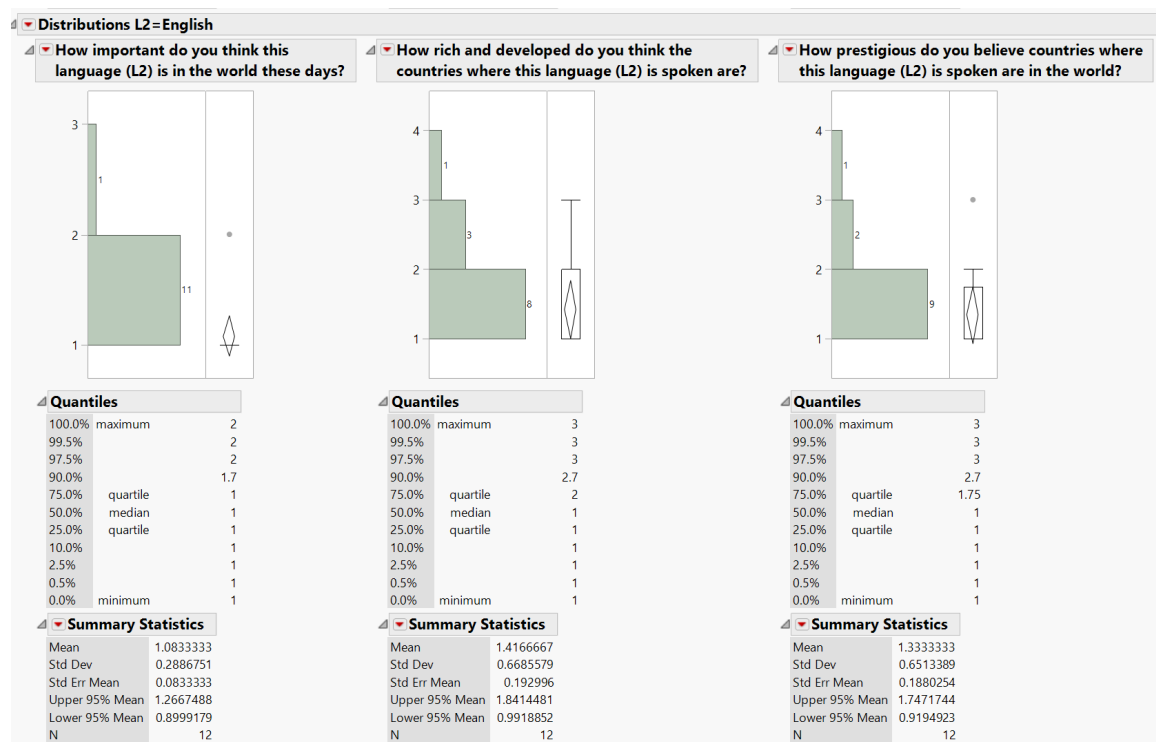


Figure 5. Perceived prestige of English by English L2 speakers.

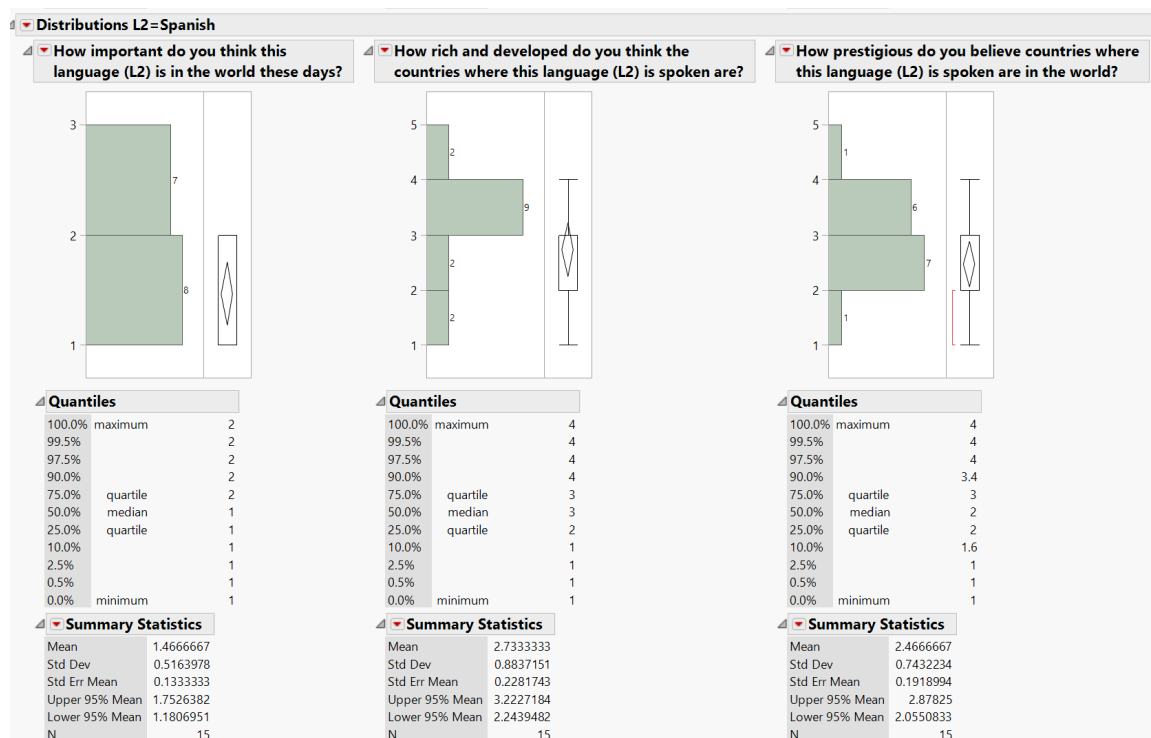


Figure 6. Perceived prestige of Spanish by Spanish L2 speakers.

Further questions about prestige (also shown in Figures 3-6) addressed how rich and developed and prestigious the countries where the language is spoken are perceived. English native speakers consistently rated English-speaking countries as more prestigious and developed than native speakers of Spanish rated Spanish-speaking countries. The trend continued for L2 speakers, where L2 speakers of English rated English-speaking countries as far more developed and prestigious than did Spanish L2 learners Spanish-speaking countries: in fact, L2 Spanish learners tended to rate Spanish-speaking countries towards the middle of the scale (3, or “so-so” in terms of prestige/development) while English speakers mostly rated English-speaking countries as “very much” and “quite a lot” prestigious and developed.

Omnipresence of English

Across all respondents among the questions pertaining to the omnipresence of English, previous expectations were not supported: most respondents did not rate English as being the “most important foreign language to learn” or as making learning other languages of no use. Contrary to the initial expectations of the study, between native and L2 speakers of English and Spanish, there were no statistically significant differences in their perceptions of the omnipresence of English. Mean ratings for the relevant questions are depicted in Figures 7-10 below.

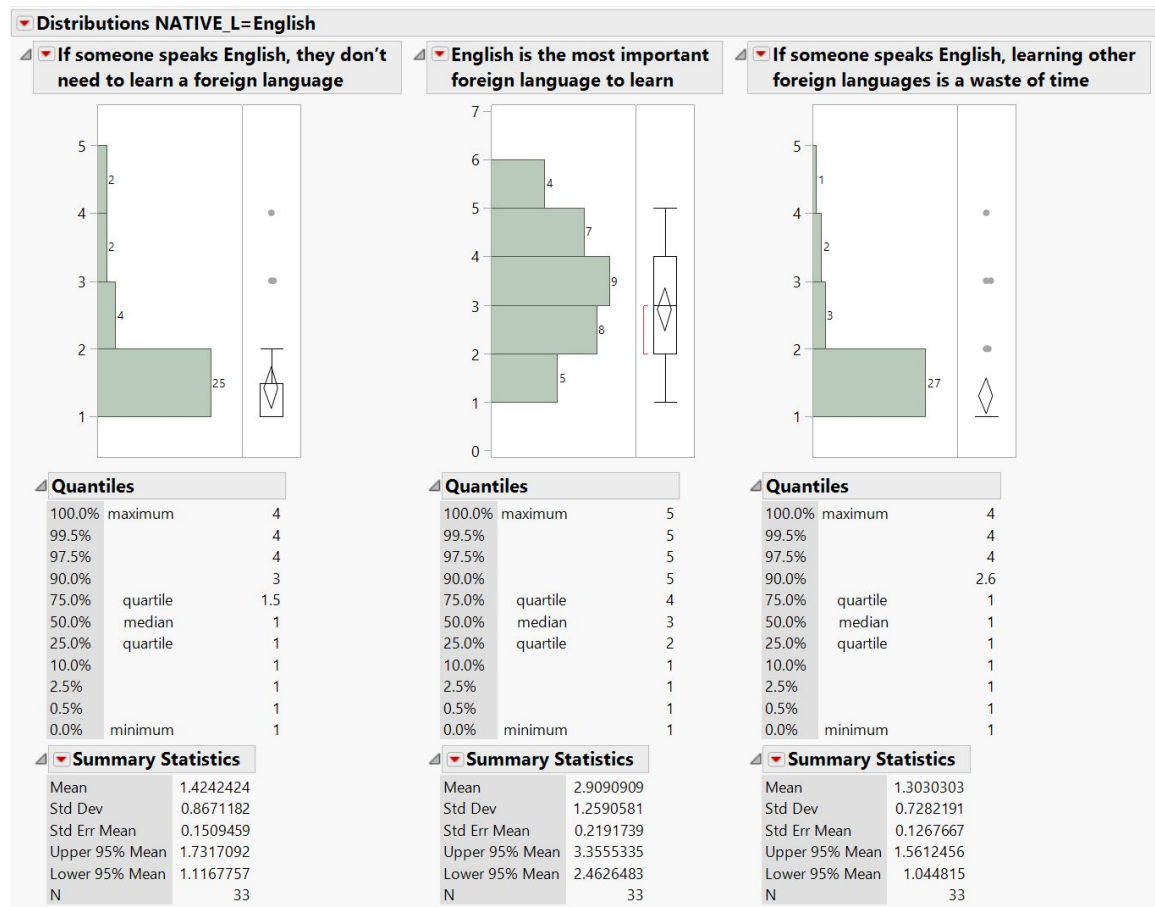


Figure 7. Questions regarding omnipresence of English, among English native speakers.

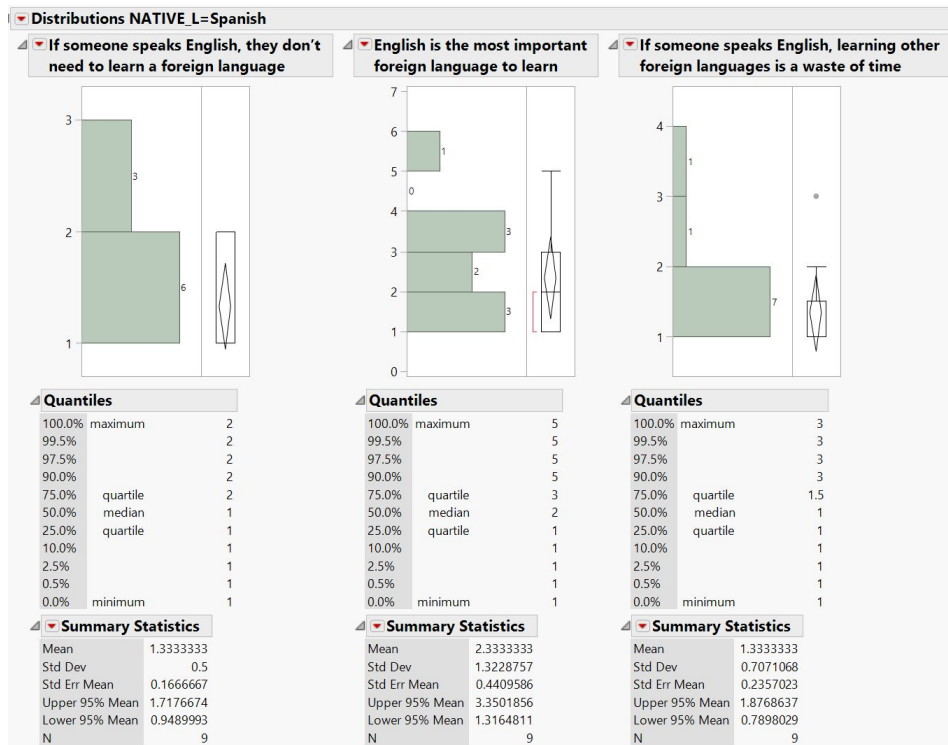


Figure 8. Questions regarding omnipresence of English, among Spanish native speakers.

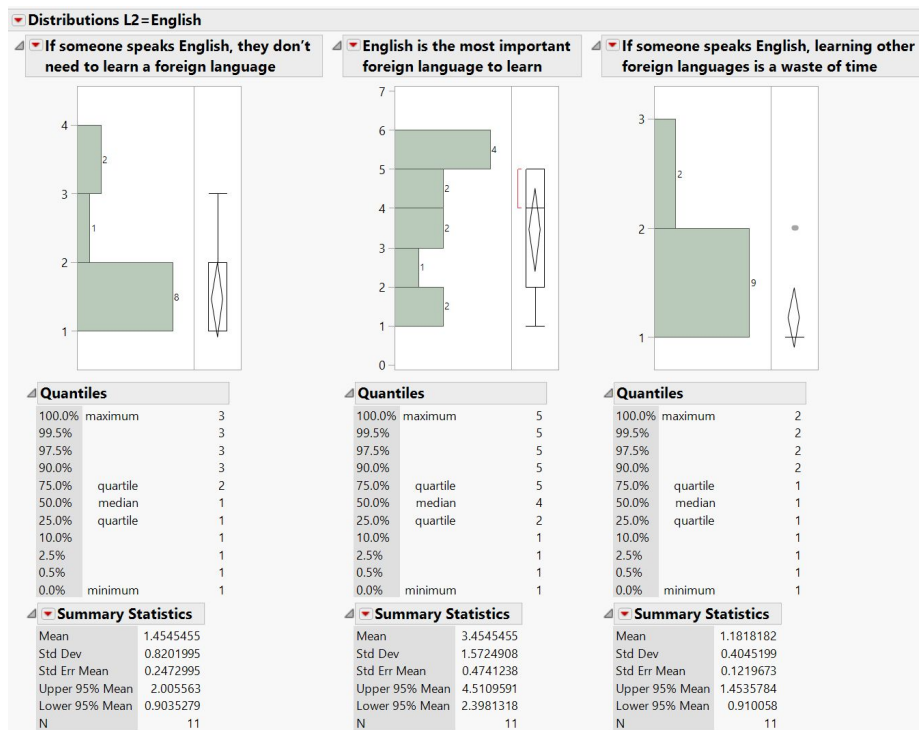


Figure 9. Questions regarding omnipresence of English, among English L2 speakers.

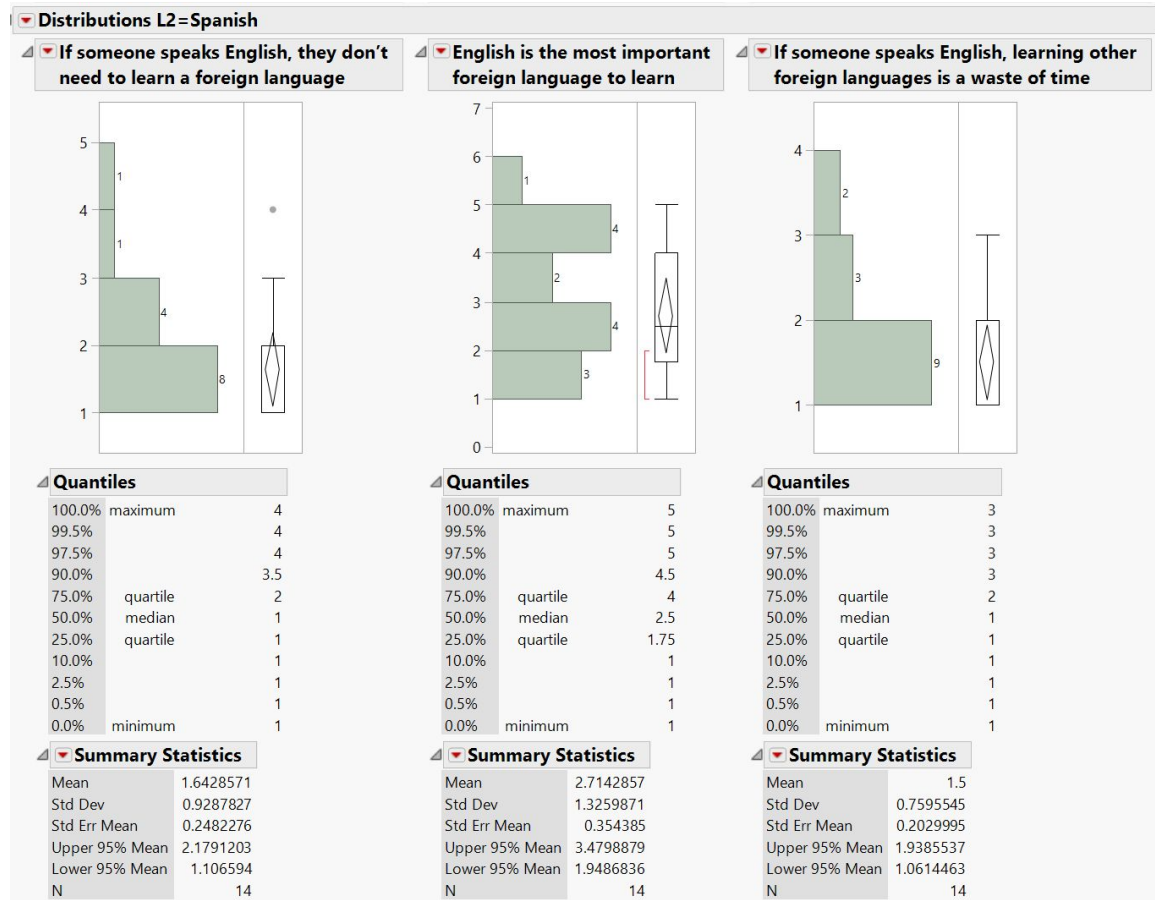


Figure 10. Questions regarding omnipresence of English, among Spanish L2 speakers.

Instrumental motivation

Participants overall were very motivated by instrumental factors, as shown in Figure 11 below.

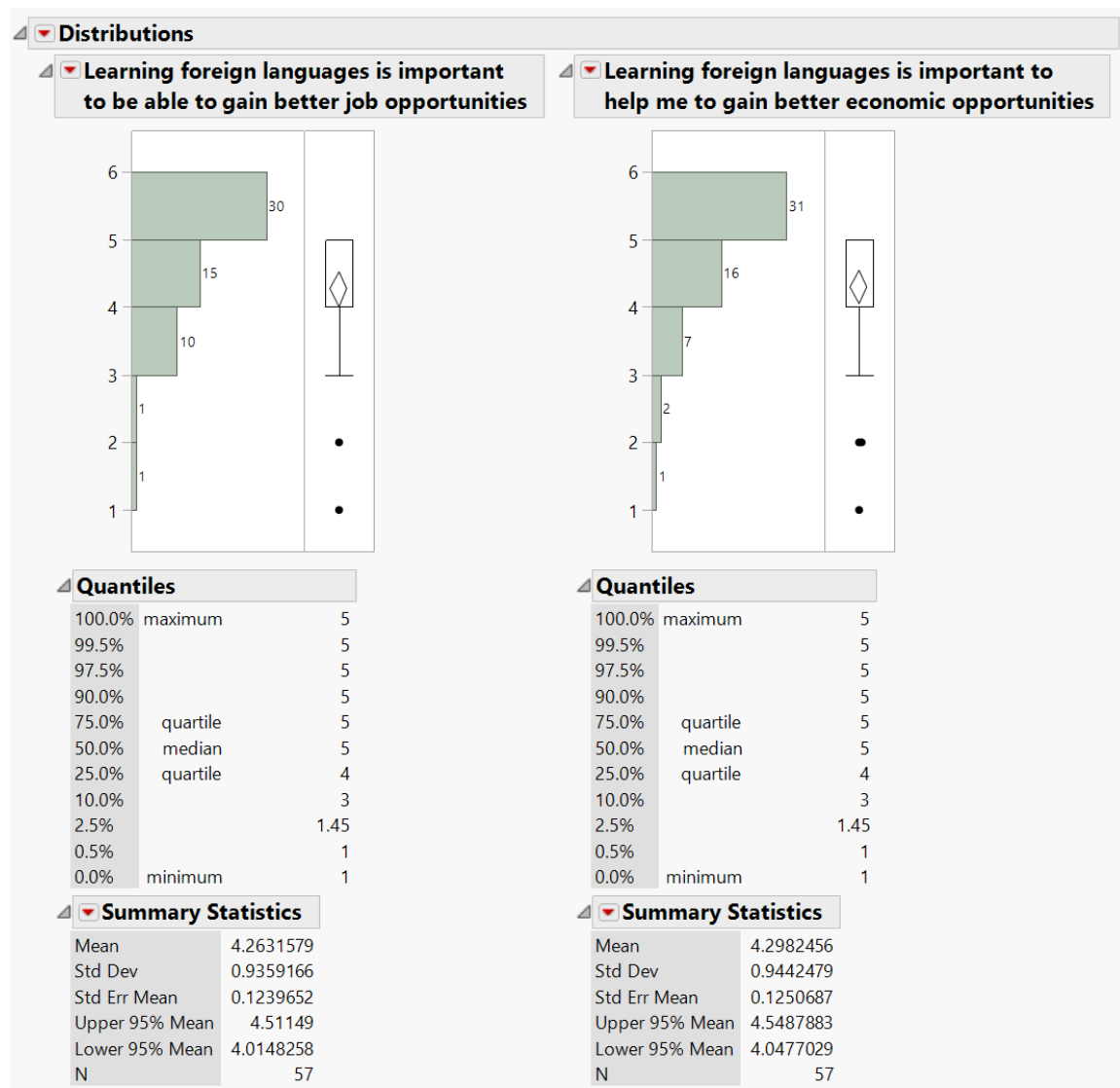


Figure 11. Questions regarding instrumental motivation, across all participants.

Integrative Motivation

L2 learners of Spanish were significantly more integratively motivated than were learners of English, though English learners also had a high degree of integrative motivation. Wilcoxon tests on “How important do you think learning this language is in order to learn more about the culture and art of its speakers?” ($Z = 2.26, p = .02$) showed L2 learners of Spanish rating this factor as significantly more important than did L2 learners of English. This is illustrated by the results of the question in Figure 12 below.

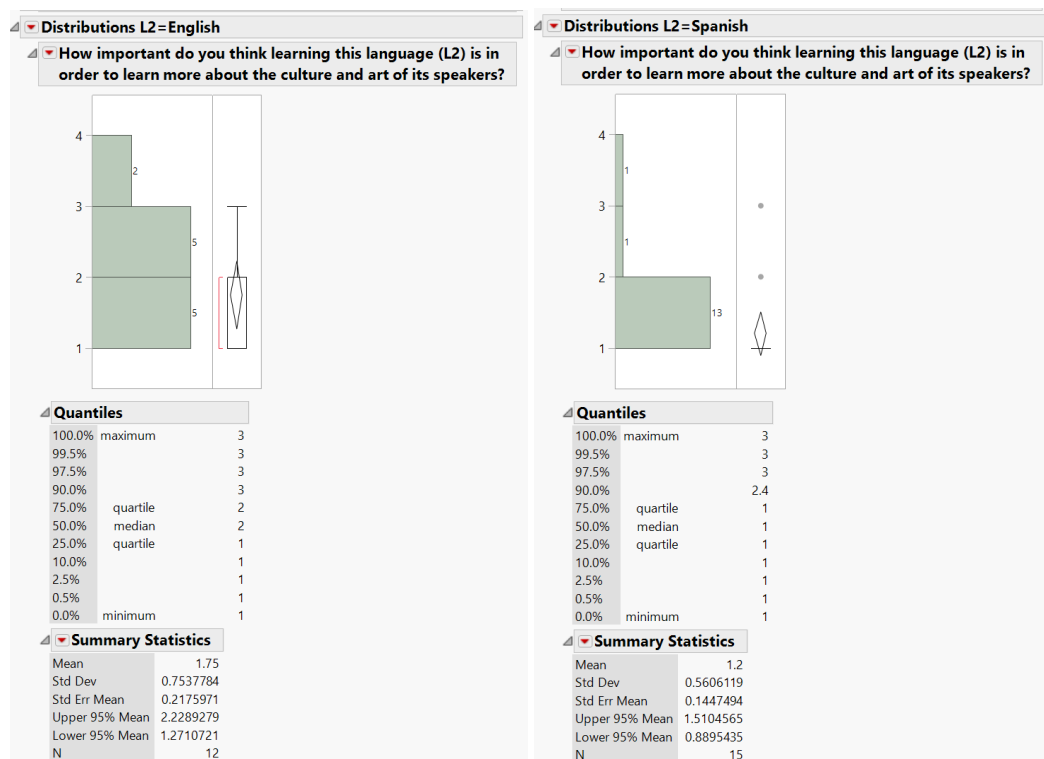


Figure 12. Results to question regarding integrative motivation, by L2 English and L2 Spanish speakers.

IV. CONCLUSIONS

Findings

While the overall findings of the research were different than expected, some original expectations were supported. For the perceptions of prestige, both the English language and English speaking countries were seen as more prestigious among English L2 learners than were the Spanish language and Spanish-speaking countries. English native speakers also saw English-speaking countries as more prestigious than Spanish native speakers perceived Spanish-speaking countries. Learners of Spanish and of English did not differ in their perceptions of their associated cultures and nations. Finally, the different learner groups did not differ in their attitudes towards language learning.

As for the perception of the omnipresence of English in the world, there were differences in perceptions of prestige, as English speakers more uniformly ranked their languages as prestigious, but beyond the prestige factors there was no significant difference between the perceptions of the omnipresence of English in the world between English and Spanish L1 and L2 speakers. This finding is different from the original expectations of the study.

Potential Limitations

The survey was taken strictly on a voluntary basis. This may have led to the results coming from participants who were already interested in language learning, and thus predisposed to having a higher level of proficiency in additional languages and positive attitudes towards language learning in general. If the same survey were given to a group of participants drawn not predominately from language learners at a university but from the general population, a different set of results would possibly have been

observed. While larger numbers of participants are always desirable in survey research in that researchers can have more confidence in results which come from relatively larger *n*-sizes, it is still the case that most respondents in the present research were recruited from among the undergraduate population of a large public US university. Any future follow-up work for this study will nonetheless endeavor to find ways of recruiting more participants.

The status of Texas State University as a Hispanic-Serving Institution (HSI) may also mean that the results collected in this study are specific to Texas State, or to other HSIs, rather than the U.S. population as a whole. This may particularly relate to the high status afforded to Spanish, and to the questions concerning the omnipresence of English.

Future Research

Future research should address whether the present findings were influenced by the fact that Texas State is an HSI, by surveying at different, non-HSI institutions. Future research should also include questions about additional factors which are known to influence second language learning and which were not addressed in this thesis, such as socioeconomic status. Another aspect to be looked at in the future is how the terms “prestigious” and “omnipresent” were treated differently by respondents in this study. Participants did seem to feel that English was prestigious, but did not rate it as uniformly “omnipresent,” as initially expected. Overall, prestige did not seem to equate to the idea of omnipresence among the respondents, and more work in the future would be needed to understand how these terms work with one another. Another factor to address is the lack of a clear language policy in the U.S., and how this affects language learning. No one second language is officially/federally promoted in the U.S., as opposed to many

countries where English is the first foreign language that is learned, with other languages being introduced later. Language teaching in the U.S. has also traditionally served academic goals rather than practical or economic goals (Kubota, 2008). How this latter tradition might affect integrative and/or instrumental forms of motivation is something to be looked at in more detail in the future.

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Appendix A: Questionnaire

[Personal Information]

Please answer these few personal questions.

If you could, please choose three foreign languages you would choose to learn? Please rank the three languages in order of importance.

1)

2)

3)

Why did you choose these languages?

Sex: male female

Age:

Nationality:

Country of residence:

Are you currently enrolled in a foreign language course, or have you taken a foreign language in the past?

What foreign language(s) are you learning?:

Language 1 (native language)

What age did you begin learning this language?

Did you learn this language in school?

How well do you speak this language? Between 1 and 5, where 1=poorly, 3=passably, and 5=nativelike. If you are rating your native language on this scale, for example, you would assign a rating of 5.

Language 2

What age did you begin learning this language?

Did you learn this language in school?

How well do you speak this language? Between 1 and 5, where 1=poorly, 3=passably, and 5=nativelike. If you are rating your native language on this scale, for example, you would assign a rating of 5.

Language 3

What age did you begin learning this language?

Did you learn this language in school?

How well do you speak this language? Between 1 and 5, where 1=poorly, 3=passably, and 5=nativelike. If you are rating your native language on this scale, for example, you would assign a rating of 5.

Language 4

What age did you begin learning this language?

Did you learn this language in school?

How well do you speak this language? Between 1 and 5, where 1=poorly, 3=passably, and 5=nativelike. If you are rating your native language on this scale, for example, you would assign a rating of 5.

Language 5

What age did you begin learning this language?

Did you learn this language in school?

How well do you speak this language? Between 1 and 5, where 1=poorly, 3=passably, and 5=nativelike. If you are rating your native language on this scale, for example, you would assign a rating of 5.

Have you ever been abroad for longer than six months?

If yes, where?

Please answer the following questions concerning foreign language learning. We are interested in your personal opinion. Please give your answers sincerely as this will guarantee the success of the investigation. Thank you very much for your help.

I. In the following section we would like you to answer some questions by simply giving marks from 1 to 5.

5 = very much, 4 = quite a lot, 3 = so-so, 2 = not really, 1 = not at all.

For example, if you like "hamburgers" very much, "bean soup" not very much, and "spinach" not at all, write this:

	hamburger	bean soup	spinach
How much do you like these foods?	5	2	1

Please put one (and only one) whole number in each box and don't leave out any of them. Thanks.

5 = very much, 4 = quite a lot, 3 = so-so, 2 = not really, 1 = not at all.

[In the following section, respondents will fill in the top of the columns of the table with the languages they specified above.]

	German	French	Russian	English	Italian
Question					

1. How much do you like these languages?
2. How much do you think knowing these languages would help you to become a more knowledgeable person?
3. How important do you think these languages are in the world these days?

4. How important do you think learning these languages is in order to learn more about the culture and art of its speakers?
5. How much effort are you prepared to expend in learning these languages?
6. How much do you think knowing these languages would help you when travelling abroad in the future?
7. How much do you think knowing these languages would help your future career?
10. How much would you like to become similar to the people who speak these languages?

11. How much would you like to travel to the countries where this language is spoken?
12. How rich and developed do you think the countries where this language is spoken are?
13. How prestigious do you believe countries where this language is spoken are in the world?
14. How important do you think the cultures of this language are?
14. How much do you like meeting foreigners who speak this language?
15. How much do you like the films/TV shows made in this language? (Write 0 if you don't know any.)
17. How much do you like the people who live in the countries where this language is spoken?
18. How often do you see films/TV programs made in this language?
20. How often do you meet foreigners (e.g. in the street, restaurants, public places) who speak this language?
21. How much do you like the music in this language? (Write 0 if you don't know it.)

Have you put a number in each box? Thank you!

II. Now there are going to be statements some people agree with and some people don't. We would like to know to what extent they describe your own feelings or situation. After each statement you'll find five boxes. Please put an 'X' in the box which best expresses how true the statement is about your feelings or situation. For example, if you like skiing very much, put an 'X' in the last box:

	Not at all true	Not really true	Partly true partly untrue	Mostly true	Absolutely true
I like skiing very much.					X

There are no good or bad answers – we are interested in your personal opinion.

	Not at all true	Not really true	Partly true partly untrue	Mostly true	Absolutely true

Question					
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22. I am sure I will be able to learn a foreign language well.
23. I think I am the type who would feel anxious and ill at ease if I had to speak to someone in a foreign language.
24. People around me tend to think that it is a good thing to know foreign languages.
25. I don't think that foreign languages are important to learn.
27. My parents do not consider foreign languages to be important school subjects.
29. Learning a foreign language is a difficult task.
30. If someone speaks English, they don't need to learn a foreign language.
31. English is the most important foreign language to learn.
32. If someone speaks English, learning other foreign languages is a waste of time.
33. Learning foreign languages is important to be able to gain better job opportunities.
34. Learning foreign languages is important to help me to gain better economic opportunities.
35. I learn foreign languages to better understand the cultures of their speakers.

Please leave any comments that you think might add to your responses on the questionnaire.

Appendix B: Recruitment email

[subject] Research Participation Invitation: Language Learning Motivation

This email message is an approved request for participation in research that has been approved by the Texas State Institutional Review Board (IRB).

Dear potential participant,

I am a student working on research for my thesis project about motivation in foreign language learning, and I am asking for your voluntary participation in a study. This study is intended to better understand individuals' attitudes towards foreign languages and their motivations to learn foreign languages.

You have been selected for participation in this research study because you are currently enrolled as a student at Texas State University, or because you are an individual over 18 years of age living in Europe and who is a proficient English speaker.

Your participation involves completing an online survey for which no personally identifiable information will be collected. There are no expected risks from participating in the survey which will take about 15 to 20 minutes to complete. You must be at least 18 years of age to take this survey.

Anticipated benefits to subjects include an increase in knowledge about motivation and language learning, and the knowledge discovered will be important to the field because of the information it will provide on how perceptions of English affect students' motivation to learn other languages.

Compensation

The first 200 participants will receive a \$5 gift card for participating in the study.

To receive compensation: upon completing the questionnaire in full, send a screenshot of the final screen (after clicking the "finish" button) to mns62@txstate.edu. Gift card codes will be sent to the email address used to send the screenshot by April 15th, 2019.

Confidentiality

You do not have to participate in this study if you do not wish to. Your participation is voluntary and your responses will remain anonymous. If you volunteer to be in this study, you may withdraw from it at any time without consequences of any kind.

By following the survey link below, you are consenting to participate in this study. Every effort will be made to keep the personal information in your research record private and confidential. Any personally identifiable information obtained in connection with this study will remain confidential. Data will be kept for three years (per federal regulations) after the study is completed, and then destroyed.

If you have any questions or concerns, please contact me, Morgan Stephan, at mns62@txstate.edu, or my faculty advisor, Dr. Peter Golato, at pgolato@txstate.edu / 512-245-2360

This project was approved by the Texas State IRB on February 28, 2019. Pertinent questions or concerns about the research, research participants' rights, and/or research-related injuries to participants should be directed to the IRB chair, Dr. Denise Gobert 512-716-2652 – (dgobert@txstate.edu) or to Monica Gonzales, IRB Specialist 512-245-2334 - (meg201@txstate.edu).

Follow this link to the Survey: [Take the Survey](#)

Or copy and paste the URL into your internet browser:

https://txstate.co1.qualtrics.com/jfe/form/SV_8kLzkY1NsiPZjkg