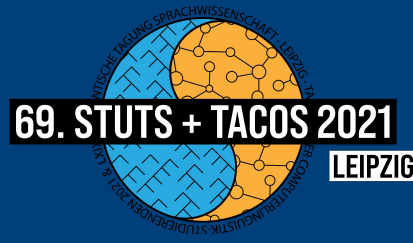# Language Learning Motivation of Flemish Secondary-School Students

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MA Linguistics - Thesis
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Secondary Education in Flanders

5 "education types"

- aso: general ≈ Gymnasium
    - Mathematics, Science, Classical Languages, Human Studies…
- tso: technical ≈ Realschule
    - Industrial Science, Electromechanics, Hospitality, Tourism…
- bso: vocational ≈ Hauptschule
    - Hairdressing, Truck Driver, Woodworking…
- kso: art
    - Music, Theater, Ballet, Visual Arts…
- buso: special secondary education

Situation in Flanders

✨STEM✨

No general study branch with **sole** focus on modern languages

→ Fewer BA language students

→ Future teachers: Low French proficiency

→ 1/5 language teachers without language degree

Kissau et al. (2019)

Motivational profiles

- US (Spanish)
- Germany (English)
- China (English)
- New Zealand (German)

Motivation Intensity		Your Ratings
M1.	When I am studying in my foreign language class, I ignore distractions and stay on task	① ② ③ ④ ⑤
M2.	I really work hard to learn the foreign language.	① ② ③ ④ ⑤
M3.	When I have a problem understanding something we are learning in my foreign language class, I always ask the teacher for help.	① ② ③ ④ ⑤
M4.	I try to understand all the foreign language I see and hear.	① ② ③ ④ ⑤
M5.	I keep up to date with my foreign language instruction by working on it almost every day.	① ② ③ ④ ⑤

Based on Gardner's AMTB (1985)

How motivated are Flemish students to learn **German** and **English**?

Spoiler alert

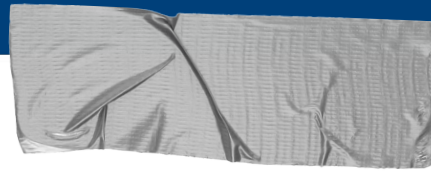Not very motivated for German (Herygers, 2020)

How motivated are Flemish students to learn **German** and **English**?

Parallel thesis

French in Flanders & Dutch in Wallonia (Kinable, 2021)

Another question:

How is this **motivation influenced** by:

➔ **Gender**
   (Carr & Pauwels, 2006)

➔ **SES**
   (Gayton, 2010)

➔ **Education Type**

Hypotheses

Motivation varies per language

No significant gender difference

High SES → high motivation

➜ **German**
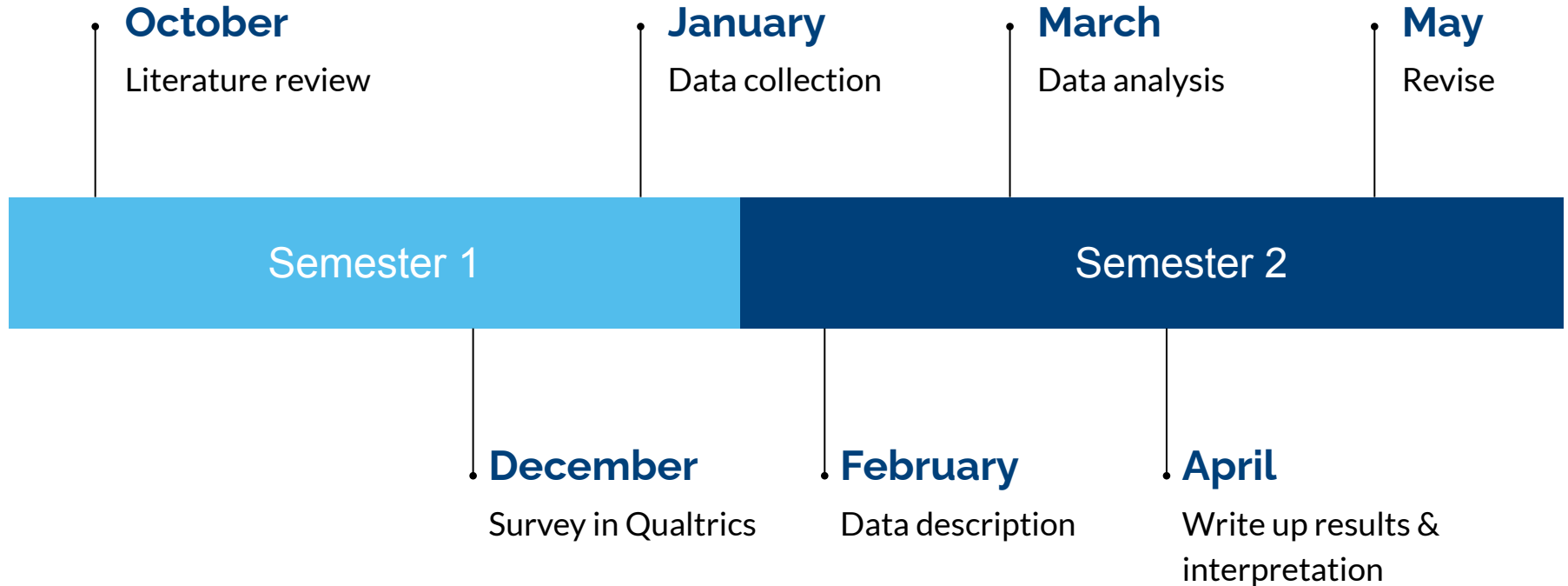Not liked

➜ **English**
Usefulness acknowledged

Extra question:

Does the questionnaire in Kissau et al. (2019) actually measure these latent variables?

➔ **Motivation Intensity**

➔ **Desire**

➔ **Attitude**

➔ **Integrative Orientation**

➔ **Instrumental Orientation**

➔ **Teacher Evaluation**

➔ **Course Evaluation**

➔ **Anxiety**

➔ **Self-Efficacy**

Ideal path

October
Literature review

January
Data collection

March
Data analysis

May
Revise

Semester 1	Semester 2

December
Survey in Qualtrics

February
Data description

April
Write up results & interpretation

Actual path

October
Literature review

January
Data collection

March
Data analysis

May
Revise

December
Survey in Qualtrics

February
Data description

April
Write up results & interpretation

Semester 1

Semester 2

Choose factors: Gender, ET & SES

Contact schools

Remind schools

Learn everything ever about statistics

Finally do **lots** of SPSS

Re-remind schools

Just once more

Clean up data

Describe sample

Wrong analysis: **more** SPSS

Still SPSS

Start 1 month late

Get lumbago

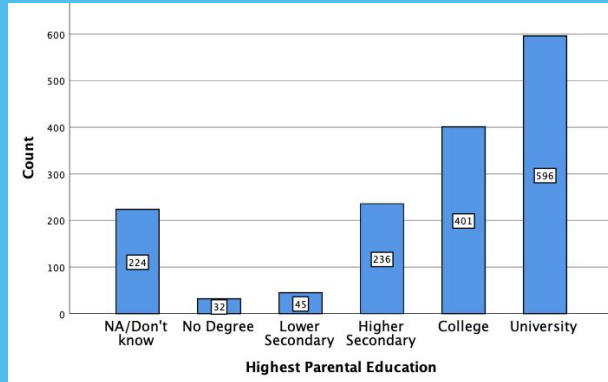Revise translated survey

1.5k goal achieved: Happy dance

Respondents

German

N = 1534

58% F, 40% M, 1% X

72% aso, 26% tso, 2% bso

English

N = 648

67% F, 32% M, 1% X

84% aso, 16% tso, 1% bso
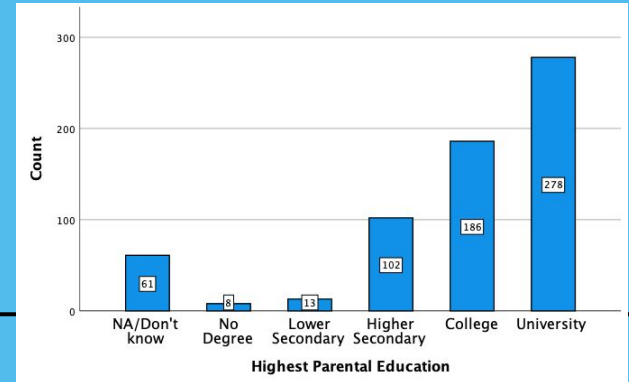
Factor Analysis Results

Table 1

Rotated Component Matrix for the German Questionnaire

Scale	Component							
	1	2	3	4	5	6	7	8
M1						.656		
M2						.738		
M3								
M4								
M5						.734		
D1	.443							
D2	.569							
D3	.598		.441					
D4	.684							
D5	.512							-.469
A1	.751							
A2	.682							
A3	.700							
A4	.767							
A5	.630							
I1			.732					
I2			.766					
I3			.767					
I4			.634					
In1						.824		
In2			.415					
In3			.412				.476	
In4							.665	
T1		.829						
T2		.837						
T3		.835						
T4		.827						
T5		.686						
C1		.642						
C2	.658	.459						
C3	.477	.525						
C4	.499	.506						
C5	.495	.604						
An1				.796				
An2				.823				
An3				.842				
An4				.693				
An5				.787				
S1					.782			
S2					.683			
S3					.467			
S4					.704			
S5					.763			

Note. The extraction method was Principal Component Analysis and the rotation method was the Varimax technique with Kaiser Normalization. The rotation converged in 11

Table 2

Rotated Component Matrix for the English Questionnaire

Scale	Component								
	1	2	3	4	5	6	7	8	9
M1.E								.683	
M2.E								.702	
M3.E									
M4.E		.509							
M5.E								.708	
D1.E									
D2.E							.717		
D3.E							.663		
D4.E				.712					
D5.E				.678					
A1.E				.658					
A2.E				.552	.493				
A3.E				.710					
A4.E				.635					
A5.E					.527				
I1.E						.760			
I2.E						.801			
I3.E						.796			
I4.E				.426		.610			
In1.E									.673
In2.E									.524
In3.E									.711
In4.E									.595
T1.E	.871								
T2.E	.770								
T3.E	.872								
T4.E	.872								
T5.E	.668								
C1.E	.464			.667					
C2.E			.433	.646					
C3.E				.653					
C4.E				.734					
C5.E	.498			.642					
An1.E			.855						
An2.E			.855						
An3.E			.871						
An4.E			.697						
An5.E			.853						
S1.E		.850							
S2.E		.796							
S3.E		.681							
S4.E		.812							
S5.E		.811							

Note. The extraction method was Principal Component Analysis and the rotation method was the Varimax technique with Kaiser Normalization. The rotation converged in 8 iterations.

Not surprising! Gardner (2010, p. 109): "construct-oriented approach to test construction rather than a factor analytic one".

Descriptive Statistics

T-test (equal variances not assumed)
→ all mean differences are significant

Table 3

Motivational Profile

Motivation Topic	German (*n* = 1534)				English (*n* = 648)			
	M Max. = 5	*SD*	Var.	Alpha	*M* Max. = 5	*SD*	Var.	Alpha
Motivation Intensity	2.99	.63	.40	.66	3.27	.59	.35	.60
Desire	3.01	.76	.58	.79	3.61	.64	.41	.64
Attitude	2.88	.91	.83	.90	3.68	.78	.60	.86
Integrative Orientation	3.27	.84	.71	.83	4.10	.73	.54	.82
Instrumental Orientation	3.01	.71	.51	.64	3.70	.71	.51	.58
Teacher Evaluation	4.07	.81	.65	.89	3.89	.86	.74	.91
Course Evaluation	3.36	.82	.67	.90	3.60	.83	.69	.91
No Anxiety	3.38	.93	.87	.86	3.82	1.00	1.00	.92
Self-Efficacy	3.06	.74	.55	.82	4.40	.64	.41	.92
General Motivation	**3.23**	**.53**	**.28**		**3.79**	**.46**	**.21**	

Student Remarks (Pandemic)

- Because of this we had fewer classes and so everything was explained less
- Distance learning for German is incredibly boring
- Distance learning for German is very hard to follow
- learning the cases online is just not manageable
- I didn't have a single online German class last year, a disgrace, if you ask me.
- I watched more German series

- We get more assignments that we have to do at home by ourselves and on my own I find it all much more difficult to study and understand
- I watched more movies in English so I have more motivation to keep learning it
- came into contact with English more and more to follow the news
- I started reading more because I had more free time; both Dutch and English books

Student Remarks (General)

- I only study German so that I can keep on studying Latin.
- I actually feel that I have not learned anything useful after a year and a half of German class
- I want to learn German (to understand more people or texts), but we lose so many classes that we actually don't learn anything (and especially not speaking)
- I quite liked the online assignments for German

- I find it unfortunate that we learn British English. I'd rather learn American English in class.
- I find English a very beautiful language, and it is very important. It is an international language
- I have a lot of online contact with people from all over the world, we all speak English. Therefore my English is relatively fluent and I don't have any problems in class.

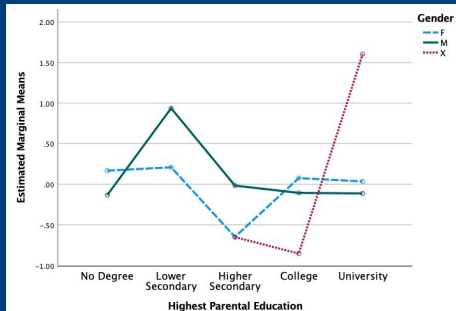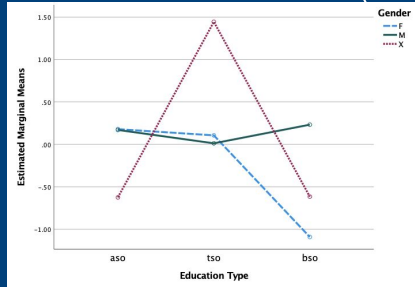Post-hoc Tukey:
LS > HS
LS > College
Uni > HS
Uni > College

Note. Non-estimable means are not plotted.

ANOVA

Table 4

ANOVA Results with Motivation Intensity as the Dependent Variable (German)

Predictor	Sum of Squares	df	Mean Square	F	p	Partial η^2
(Intercept)	.23	1	.23	.23	.628	.000
ET	4.81	2	2.40	2.44	.087	.004
Gender	4.64	2	2.32	2.36	.095	.004
HPE	17.37	4	4.34	4.41	.002	.014
ET * Gender	13.49	4	3.37	3.42	.009	.011
ET * HPE	9.86	7	1.41	1.43	.189	.008
Gender * HPE	14.32	6	2.39	2.42	.025	.011
ET * Gender * HPE	6.56	6	1.09	1.11	.354	.005
Error	1258.86	1278	.99			

Note. *P*-values below .05 are highlighted. $R^2_{adj.}$ = .022. ET = Education Type. HPE = Highest Parental Education.

Questions?

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