



# Language Learning Motivation of Flemish Secondary-School Students

**Aaricia Herygers**

Presented in fulfilment of the requirements for the degree of  
Master of Arts in Linguistics

Supervisor: prof. dr. Elke Peters

Academic year 2020-2021

120,590 characters

## Table of Contents

<b>Preface</b>	<b>2</b>
<b>Abstract</b>	<b>3</b>
<b>Introduction</b>	<b>4</b>
<b>Literature Review</b>	<b>4</b>
Motivation and Language Learning	4
Motivation and Gender	6
Motivation and Socioeconomic Status	8
Motivation and German	9
Motivation and English	10
The Flemish Context	11
<b>Method</b>	<b>12</b>
Survey	12
Respondent Sampling Procedure	14
Respondents	14
Revision	14
German	15
Respondent Background	15
German Class	19
English	20
Respondent Background	20
English Class	23
Analysis	23
<b>Results</b>	<b>24</b>
Factor Analysis	24
Descriptive Statistics and T-test	27
Analysis of Variance	28
German	28
English	30
<b>Discussion</b>	<b>31</b>
<b>Conclusion</b>	<b>32</b>
<b>References</b>	<b>33</b>
<b>Appendix A</b>	<b>36</b>
<b>Appendix B</b>	<b>44</b>
<b>Appendix C</b>	<b>49</b>

**Preface**

Statistics will be the death of me. Many thanks to Sofie and Annika for relieving the pain. Thanks to teachers, students and everyone who shared the survey. Thanks to Laufje. Thanks to Professor Peters. RIP Puma.

[https://www.youtube.com/watch?v=S5\\_DBI0vjlc&t=353s](https://www.youtube.com/watch?v=S5_DBI0vjlc&t=353s)

## **Abstract**

In light of the decreasing number of language students in Flemish higher education (Paelinck, 2017) and the substantial influence of motivation on language learning (Dörnyei, 1994), the aim of this master's thesis is to examine the motivations of Flemish students in the final stage of secondary education to learn German ( $n = 1534$ ) and English ( $n = 648$ ). Through quantitative analyses, it seeks to compare the motivations for both languages to one another, as well as study how gender, socioeconomic status, and education type influence motivation. Moreover, it investigates if the used research instrument, based on the one used in Kissau et al. (2019) measures the underlying variables according to a factor analysis. Student remarks give further insights into the impact of the coronavirus pandemic on language learning motivation and the disparity between German and English motivation. The findings will be of particular interest to foreign language teachers, policymakers, and researchers.

---

Gezien de dalende inschrijvingen in talenrichtingen in het Vlaamse hoger onderwijs (Paelinck, 2017) en de aanzienlijke invloed van motivatie op het leren van talen (Dörnyei, 1994) is het doel van deze masterproef om te onderzoeken hoe het staat met de motivatie van Vlaamse leerlingen in de derde graad om Duits ( $n = 1534$ ) en Engels ( $n = 648$ ) te leren. Door middel van kwantitatieve analyses tracht ze de motivatie voor beide talen te vergelijken en de invloed van gender, socio-economische status en onderwijstype op de motivatie te bestuderen. Bovendien bekijkt ze aan de hand van een factoranalyse of het gebruikte onderzoeksinstrument, dat gebaseerd is op hetgeen uit Kissau et al. (2019), de onderliggende variabelen meet. Opmerkingen van studenten bieden verdere inzichten in de impact van de coronapandemie op de motivatie om talen te leren en het verschil tussen motivatie voor Duits en Engels. De bevindingen zijn van bijzonder belang voor leerkrachten vreemde talen, beleidsmakers en onderzoekers.

## **Introduction**

Language is ubiquitous. Humans have evolved in such a way that made language a necessity. It is one of the keys to successful communication. In present times though, speaking only one language usually is not enough to get by in an increasingly international and globalized world. Because of that, foreign language learning is of paramount importance. However, one might ask oneself: “Are foreign language learners motivated to do so?”

Numerous studies have investigated this motivation for language learning (e.g., Clément et al., 1977; Dörnyei & Clément, 2001) and several interesting outcomes suggesting that motivation may affect language learning have arisen, but despite Belgium’s interesting relationship with languages, the Flemish context remains understudied. It is this author’s experience that in Flanders, English generally seems to be perceived as fun by most students in secondary education, and French seems to be considered essential for good employment. Yet in spite of Germany’s importance for Flemish export (Mooijman, 2020), most students would rather have learned a different foreign language than German, it seems. Few studies have explored whether Flemish secondary-school students are equally motivated to learn German and English.

This thesis thus sets out to explore if the perceived discrepancy in motivation between the languages can be confirmed and quantified in the context of Flemish foreign language learning. It will try to shed light on the underlying motivation of Flemish students as learners of German and English. The main aim for this master’s thesis is to investigate whether there is a difference in Flemish learners’ motivation for German and for English. Furthermore, it seeks to find if gender, socioeconomic status, and education type influence their motivation. It will also evaluate the research instrument adopted from Kissau et al. (2019).

This thesis will first review previous research into motivation and how it relates to gender, socioeconomic status, German, and English. It will also briefly introduce the Flemish context in which the study took place. Section 2 will describe the questionnaire and the respondent sample, as well as the statistical analyses used. Next, the results will be discussed in Section 3. Then, the main findings will be presented. The thesis will conclude by addressing some implications of the study’s findings for language education and further research.

## **1. Literature Review**

### **1.1. Motivation and Language Learning**

It has been demonstrated that learning a second or foreign language is affected by many factors. This concerns, for example, the extent of the target language input (Peters, Noreillie, Heylen, Bulté, & Desmet et al., 2019), the similarity between the first and foreign languages (Peters, 2020), the learner’s age (Birdsong, 2006), as well as bi- or multilingualism (Butler, 2012). Other factors, namely individual learner differences, have long been one of the foci of research conducted by Dörnyei (2006; 2009; 2010) and Skehan (1991). In their joint book chapter, they describe various such differences: aptitude, cognitive and learning styles, language learning strategies, and motivation. This last factor, which “concerns the direction and magnitude of human behavior” (Dörnyei & Skehan, 2003, p. 614), is of particular interest for this thesis.

Research into motivation in school goes back many years (e.g., Entwistle, 1968; Gottfried, 1985; Page, 1958) and is still ever so relevant today (e.g., Wentzel & Miele, 2016; Xie, Vongkulluksn, Cheng, & Jiang, 2021). Within the field of second or foreign language learning (LL), motivation plays a key role. Dörnyei (1994) argues that “motivation is one of the main determinants of second/foreign language (L2) learning achievement” (p. 273). If this is the case, being able to define and measure motivation is a necessity. Building upon his work with Lambert (1959), Gardner developed a framework for motivation measurement, the Attitude/Motivation Test Battery (AMTB) (1985). It provides the language learners with statements regarding their L2 learning experience, while focusing on the *integrative* and *instrumental orientations* they might have. A learner’s integrative orientation refers to their social goals, such as wanting to communicate with various cultural groups. Instrumental orientation, on the other hand, concerns the perceived usefulness or added value of the target language (Gardner, 2010), e.g., for a future job. Motivation is described as being fourfold, comprising “a goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity in question” (Gardner, 1985, p. 50). Because of its prominence, however, the sociopsychological AMTB left little space for different views (Crookes & Schmidt, 1991). Various other factors, such as the classroom environment, find no place in the test, although Oxford and Shearin (1994) point out that they should. Dörnyei agrees and states that “the exact nature of the social and pragmatic dimensions of L2 motivation is always dependent on *who* learns *what* languages *where*” (1994, p. 275, [italics in original]), showing that language learning goes further than the original topics in the AMTB. Upon receiving these criticisms, Gardner and colleagues amended the test to include some of the missing factors, keeping the influential character of their theories high (Al-Hoorie & MacIntyre, 2020).

A mixed-method study by Kissau, Wang, Rodgers, Haudeck and Biebricher (2019) sought to compare the motivation to learn foreign languages in four different countries. They focused on adolescents learning Spanish in the United States and German in New Zealand, as well as English in Germany and China. Using both qualitative (i.e., an interview) and quantitative (i.e., an online survey containing items from the AMTB) methods allowed them to provide interesting insights: the overall attitude toward the L2 was positive, influenced by both integrative and instrumental orientations. Perhaps more important is the difference in status between the studied languages. For the German and Chinese students, the incentive to learn English might be higher, as it is often used as lingua franca. For less dominant languages, interactive and exciting teaching make for more motivated students. As Kissau and colleagues mention, one of the limitations of their study is that the students learning Spanish and German did so voluntarily, whereas English was a fixed course in the curriculum. Such a difference may impact the motivation. The results from this article reiterate that LL motivation must be looked at in its full context (Dörnyei, 1994).

Consequently, examination of the motivation in the multilingual landscape that is Belgium is much needed. Mettewie (2004) studied Belgian secondary-school students’ attitudes toward and motivation for both Dutch and French, creating five subgroups: (1) Dutch as mother tongue in Flanders, (2) Dutch as mother tongue in Brussels, (3) Dutch/French bilingual in Brussels enrolled in a Dutch-speaking school, (4) French as mother tongue in Brussels enrolled in a Dutch-speaking school, and (5) French as mother tongue in Wallonia or Brussels enrolled in a French-speaking school. While all five groups found both languages quite useful, all but the first group rated the usefulness of French higher than they did for

Dutch. Nonetheless, the general motivation to learn either language was relatively high, which is indicative of an awareness that learning either Dutch or French is useful in Belgium. Overall, Groups 1 and 2 had a positive attitude toward LL, but were less positive about the French language classes and culture. The fifth group did not think highly of Dutch, although it did acknowledge its usefulness and was positive toward Dutch/Flemish culture. Students in Group 4 were positive toward both languages and cultures. The multilingual group separated themselves from the monolingual students by not making such a great distinction between the two language communities. When looking at gender, girls were more positive toward LL and more motivated, although the effect of gender was small or not significant. SES barely influenced the motivation. What is important to note about language use in Belgium, is that it is strongly related to the history of the country and it has a strong symbolic value.

## **1.2. Motivation and Gender**

While motivation affects language learning, the learner's gender may also be related to that motivation. American female students of Japanese by satellite, for example, were shown to have higher integrative motivation than their male counterparts (Oxford, Park-Oh, Ito, & Sumrall, 1993). Similarly, Mori and Gobel (2006) found that with Japanese university students, only one aspect of the motivation to learn English was influenced by gender, namely integrative orientation.

Nevertheless, it is not only the integrative aspect of motivation that seems to be more present in female students. Wright (1999) looked at learners in the UK and their attitudes toward the French language and its culture, and by which variables these attitudes were influenced. Although factors such as school type (i.e., selective, or non-selective), inside-school influences (e.g., textbook), and outside-school influences (e.g., media) had a significant impact on attitude, the strongest factor was gender, meaning that girls had more positive attitudes toward speaking and learning French, a greater desire to learn about France, and more positive views of French people. Later research in Hungary with English, German, French, Italian, and Russian as TLs (Dörnyei & Clément, 2001) demonstrated similar results: overall, boys were less motivated. One exception where boys showed more motivation was found for German, which was said to be a more "masculine" language. Later research by Dörnyei, Csizér, and Németh (2006) corroborated that girls consistently scored higher on the motivational scales than boys did.

In Pakistan, Akram and Ghani (2013a) measured students' differences in attitude toward English LL through an adapted version of Gardner's AMTB (1985) and their language proficiency. They then compared the results according to gender. No significant differences were found in their overall motivation to learn English, nor in many other factors such as parental encouragement or anxiety in English class. The students' gender had no impact on their English achievement either. What these results did show, were statistically significant differences between male and female learners' attitudes toward learning English, as well as toward English people, and their desire to learn English. Moreover, like in previous research (Oxford et al., 1993; Mori & Gobel, 2006), girls were significantly more integratively motivated.

Contrary to Akram and Ghani (2013a), Mady and Seiling (2017) did find differences between Canadian girls' and boys' L2 French performance scores, with girls outperforming boys in reading, speaking, and writing. The study found that productive skills were positively

impacted if the learner was female. However, these students did not reveal differences in variables related to motivation according to their gender. The researchers provide a possible explanation, namely that due to the learners being younger than those in other studies (i.e., in primary education), “they may not yet [be] conscious of societal perceptions and any domain as being feminine or masculine in nature” (p. 1156).

Gender is also a key factor in motivation and language learning achievement according to Feng, Fan, and Yang (2013), who researched Taiwanese vocational-college students studying English. They found that (1) LL achievement was impacted by motivation, (2) LL achievement differed by gender, and (3) LL motivation differed by gender. Female students’ task value and control beliefs about learning, as well as their grades and self-confidence differed significantly from those of male students. Feng and colleagues thus advocate for the raising of student motivation and the improvement of the L2 environment.

In countries where English is not the first language, foreign language courses are often obligatory in the school curriculum, showing their usefulness and advantages (Carr & Pauwels, 2006). In the major Anglophone countries, where a “monolingual mindset” (p. 43) is predominant, though, Carr and Pauwels state that there is a discrepancy between male and female interest and presence in optional foreign language classes. Not only are the students mostly female, so are the teachers. While studying classical languages (e.g., Latin or Ancient Greek) used to be perceived as necessary for all men to do, in the Western world, studying modern L2s is now seen as effeminate and not something that “real boys” (p. 46) do. For example, in the early 2000s in Scotland, not even one quarter of the students in advanced grade levels were male. Carr and Pauwels interviewed boys in single-sex and co-educational schools and reported several co-ed boys feeling pressured to distance themselves from female-dominated courses and assert their masculinity. Many of them described their need or tendency to “muck up” (p. 62), making physical courses ideal for them, whereas “girls are smarter” and able to “sit still longer” (p. 64), making girls better at languages. When a boy did study languages, he would be a “geek” (p. 65) and “a bit like a girl” (p. 70). Some boys studying Chinese mentioned needing a more hands-on approach in their language class instead of the traditional methods that work well for girls. While girls may be seen as “passive”, it is also brought up as an advantage for boys in a female-dominated language class, precisely because girls don’t “actively make noise” (p. 67) like boys do, although they are also seen as more talkative than boys. Boys in an all-male environment felt that they do talk as much as girls, but would be less willing to communicate in their foreign language class in the presence of girls. All-male classes “get a lot done” (p. 109). Hence, Carr and Pauwels propose that foreign language classes be separated by sex, so that the classes can be adapted to boys’ needs and raise their motivation level.

In line with Dörnyei and Clément (2001), and Williams, Burden, and Lanvers (2002), who found that German was seen as a more masculine language, Chaffee, Lou, Noels and Katz (2020) conducted research into the femininity or masculinity of languages and how LL motivation is related to men’s masculinity ideologies. They surveyed Canadian university students to find that STEM (science, technology, engineering, and mathematics) was perceived as more stereotypically masculine disciplines and languages more feminine. Subsequently, male students participated in an experiment to test how their LL motivation changed when their masculinity was threatened. Negative attitudes toward LL, as well as lower self-efficacy were reported for threatened men with traditional masculinity ideologies.



Bartram supported this by showing that nearly four out of five English boys studying French had a negative view of the language, and reiterating that girls “just take it more serious [*sic*]” (2006, p. 51).

In Flanders, the difference in motivation for French as a foreign language according to gender was investigated by Ruyffelaert and Hadermann (2012). In the questionnaire, nearly nine out of ten female students showed integrative motivation, whereas eight out of ten male students were more instrumentally motivated. Boys were significantly more motivated to learn French for the purpose of receiving a high salary. The social aspects of the L2 (i.e., making friends, and traveling) were regarded as important by most students, whereas cultural aspects, such as French radio and literature, were of no interest to most.

### **1.3. Motivation and Socioeconomic Status**

Another factor that could influence motivation is the socioeconomic status (SES) of the language learner. Although its impact has not been as widely studied as that of gender on motivation, studies in the past decade have shown the necessity of more research into this factor. As Wright (1999) mentions, while gender was the strongest predictor of motivation, there was a significant positive influence for students that visited the target language country on their LL attitude. She goes on to link this access to travel to SES, suggesting therefore, that student attitudes toward LL and the L2 are also influenced by SES. This link between travel opportunity and SES and subsequently to LL was also made by Carr and Pauwels (2006).

Through interviews with foreign language teachers in Scotland (French and German), Germany (French and English), and France (English and German), Gayton (2010) explored this relationship between SES and student attitudes to LL, as perceived by the teachers. Teachers in each country seemed to be confident that such a relationship exists. They recounted that while some students had never left the area, poorer students, did not “see the relevance of learning the language because they’re never going to be there” (p.24), some Scottish learners of French had visited France and were found to be wanting “to know more about it” (p. 23). This link between SES and motivation, however, was not only found regarding LL, but rather regarding academic motivation in general. Nonetheless, Gayton notes that these links might be “strong, but not absolute” (p. 25), as there are other factors in play, including the parental wish to remove the student from the L2 class and teachers’ beliefs that the links exist at all.

In addition, using an adapted version of the AMTB (Gardner, 1985), Akram and Ghani (2013b) studied the influence of SES on Pakistani students English LL motivation and found that there was a significant positive effect. Encouragement from parents was also more present in students with a higher SES as well as interest in LL and a more positive attitude toward English people, while students with a lower SES were more anxious about their L2 proficiency. It must be said, though, that the motivation intensity and orientations in both groups were equal.

Similar results were found in Poland, where Iwaniec (2020) explored students’ LL motivation as influenced by parental education level and school location. The adolescents in her study were enrolled in school in either a rural or urban area and learned English as a foreign language. Confidence in their English learning was found to be lower in students from rural

schools and with lower parental education. Correspondingly, instrumental goals differed according to the students' SES.

Furthermore, South Korean research focusing on how SES might have an impact on the relationship between motivation and English LL strategies indicated that while these strategies seem more useful to students with a low SES, students with a high SES use them more frequently and showed higher motivation levels (Shin & So, 2018). While it is important to note that the study's generalizability may be limited due to only one fifth of the participants coming from a lower socioeconomic background, these results show that more research into LL strategies, motivation and SES is needed.

#### **1.4. Motivation and German**

In contrast to the motivation to learn English as a foreign language, which has been extensively researched in many contexts with various foci, studies into L2 German motivation remain limited. Kissau et al. (2019) included both in their study and found that secondary-school students in New Zealand had a significantly higher desire to learn German than German students had to learn English. For them, it was also important to come into contact with other cultures, which was not the case for German students learning English.

Similarly, Australian learners of German were interviewed to find that they were interested in learning more about European culture (Schmidt, 2014). The university students additionally expressed high intrinsic motivation, while also acknowledging that others may find it uncommon that anyone would want to learn German. For several students the enriched language knowledge came with more opportunities for studies or work abroad and a sense of confidence for their travel plans to German-speaking countries. However, students also mentioned that the basic level of German, distance learning, and the low availability of other languages to study were factors for discontent.

Using a longitudinal mixed-methods approach, ie., a questionnaire and interviews, Busse and Williams (2010) asked university students from the United Kingdom why they wanted to study German, and found that why they do so is "closely linked" (p. 76) to how much they like the language. The evaluation of the teacher also played a role in the enjoyment, e.g., when the teacher encouraged them to pursue university-level German. High enjoyment in secondary school was suggested to be the basis for a desire to reach a higher proficiency in university. This is especially related to speaking proficiency, which was again mentioned in the context of travel to Germany and contact to speakers of German.

Busse and Walter (2013) found that, like in Schmidt (2014), the above-mentioned students enjoyed the challenge that German presented to them intellectually and needed the difficulty to be high enough, otherwise their motivation declined. In Busse (2013) a decrease in motivation was also mentioned as a result of too little progress and too little speaking practice, as well as a feeling of unpreparedness for writing, reading, and explicit grammar tasks. At the beginning of the year, students were not very confident in their proficiency and thus had low self-efficacy. They mentioned that they could sometimes not improve their proficiency due to a lack of German input. Therefore, Busse and Walter advocate for curricula that integrate languages instead of perceiving them as "a separate skill" (2013, p. 450).

Although some might be keen to learn German, several secondary-school students in the Netherlands and England found German rather unenjoyable, calling it “rubbish”, “stupid”, and “boring”, and a “waste of time”, especially if it was not an optional course (Bartram, 2006, p. 46). However, two thirds of the Hungarian students studying German and English in an article by Csizér and Lukács (2010) actually chose to study German as their first L2 and English only later on. The students who were able to study the L2 they wanted to study first, had a significantly higher motivation than those who could not. Nonetheless, as is also shown by Dörnyei et al. (2006), both students with German as their first and second L2 had a higher motivation for, and more positive attitudes toward English. Similarly, they seemed to be more confident in their English abilities. Hungarian students’ and parents’ ideal LL path seems to be English as first L2 and German as second L2. Despite German being spoken in Hungary’s neighboring countries, its importance seems to have given way to the global English.

### **1.5. Motivation and English**

The Chinese students learning English in Kissau et al.’s (2019) study often expressed instrumental reasons for their LL, even when their overall motivation was not very high. Both Chinese and German students also showed interest in anglophone culture. Reasons for lower motivation included having too few opportunities to practice in groups for the German students, and too little a challenge posed by the textbooks to the Chinese students.

Pavelescu (2019) explored the relationship between emotion and motivation to learn English by contrasting two Romanian student experiences. One student was highly encouraged by their English teacher and had strong emotions toward her favorite singer, whereas the other student did not have such an experience. The findings showed that the former was more motivated than the latter, indicating that emotions such as love, and feelings of support play active roles in L2 motivation.

Gayton’s (2010) study revealed that both Scottish policymakers and students show little interest in LL. Conversely, in France and Germany, English is seen as highly important, which lies in line with the instrumental orientation found in Kissau et al.’s (2019) German and Chinese students. Learning French and German as L2, on the other hand, is also met with little interest, because “people speak English anyway” (Gayton, 2010, p. 21). According to the teachers, the students also knew more about English-speaking culture, than they did their other TL’s because English is everywhere, as opposed to the other L2. This idea is supported by research by Peters, Noreillie, and Puimège (2020), who investigated Flemish students’ French and English proficiency and found that young students know many English words before having English class due to the prominence of English-language media.

Similar results were found by Csizér and Kormos (2008), who demonstrated that young Hungarian learners of German had a more negative view of German speakers than learners of English did toward English speakers. Additionally, the latter had more exposure to their target language and were more supported in their LL process. A side effect of the high out-of-school exposure seemed to be, though, that Swedish students of English became demotivated in class, needing their teachers to challenge them sufficiently (Sundqvist & Olin-Scheller, 2013).

In Ethiopia, comparable factors were discovered to affect English learners' motivation (Getie, 2020). Around half of the students indicated that they felt positively toward native speakers of English, and wanted to speak like them. Instrumental and integrative orientations were also shown. Teachers, however, seemed to be a negative factor in their LL process, e.g., because of a lack of support, echoing Pavelescu's (2019) findings.

### 1.6. The Flemish Context

For Flanders, this thesis seeks to find if there are differences in language learning motivation across education types, so it must first describe these. Although Belgium is a fairly small country, it has various levels of government; one of those are the so-called "Communities", which are responsible for education. The geographical region of Flanders in the north overlaps with the Flemish or Dutch-speaking Community. Wallonia in the south consists of two communities; the larger French-speaking Community, and the tiny German-speaking Community in the east (for an overview of their L2 education, see Mettwie & Van Mensel, 2020). Thus, Belgium is an officially trilingual country. Because of the official bilingualism in the Brussels-Capital Region, both the Dutch- and French-speaking communities organize education there.

Flemish education places a large focus on foreign languages, presumably because of the relatively small number of speakers of Dutch. Around the age of ten, children usually receive their first French classes and will continue to do so until they graduate. Generally, twelve-year-olds start secondary education, which they will continue for six years. These six years are divided into three stages. In the first stage, students receive fairly broad classes, discussing various fields, such as science and mathematics, but also music and society. Here, students can choose to study Latin, but all students have French and, either in the first or second year, start their official English classes. From the second stage onwards, students have the chance to profile themselves more in numerous study tracks in different education types: aso, bso, kso, tso. While German is an official language in Belgium, it has usually only been offered in the third stage in aso and tso — sometimes.

Aso stands for *algemeen secundair onderwijs* (general secondary education) and will be called *doorstroomfinaliteit* ("move up finality") after the modernization of the Flemish education system. Its focus is to prepare students to 'move up' to college or university by offering theoretical study tracks (e.g., Human Studies, Science-Mathematics, or Latin-Economics). Students who wish to prepare themselves for a vocation (e.g., woodworking, hairdressing, truck driving) can do so in bso (*beroepssecundair onderwijs*, vocational secondary education), or *arbeidsmarktfinaliteit* ("job market finality"). A combination of both is offered in tso (*technisch secundair onderwijs*, technical secondary education), in study tracks like Electromechanics or Office Management & Communication, and kso (*kunstsecundair onderwijs*, art secondary education), in Industrial Art or Dance, for example. Both will be rebranded as *dubbele finaliteit* ("double finality").

Despite aso's academic focus, in the last stage, there is no study track with a sole focus on modern languages (HLN, 2020). Students who wish to learn more French and English, and start a new modern foreign language (i.e., German in most cases), will always have to choose a second focus component (i.e., Latin, Science, Mathematics, or Economics). With the rise of attention for STEM (science, technology, engineering, mathematics), Flemish language education has come to need a "Marshall Plan" (Vosters et al., 2018). The Vlaams

Talenplatform (Flemish language platform), which was created to tackle the decreasing number of students in language studies (Paelinck, 2017) and decreasing foreign language proficiency (Lutjeharms & Lochtman, 2011; Maenhout, 2020a; Vermeersch, 2020), advocated for a plan to improve the quality of language education (Buysse et al., 2020; VRT, 2020).

Although German in secondary education does not have a high status and its class hours are reduced or removed completely (Belgischer Germanisten- und Deutschlehrerverband, 2021; Lochtman & Obst, 2012), changes to the secondary education curriculum in favor of German were not met with positive reactions (Maenhout, 2020b). In light of these facts, it is not unthinkable that students' motivation for German is low.

## **2. Method**

For this thesis, the study by Kissau, Wang, Rodgers, Haudeck and Biebricher (2019) was replicated in the context of Flemish foreign language education. Replication studies allow for the veracity and generalizability of findings to be reviewed and supported (Abbuhl, 2018).

### **2.1. Survey**

The survey used for this study was based on Kissau et al.'s (2019) questionnaire that consists of two sections. Section one focuses on background information, i.e., the participants' gender, their foreign language teachers' gender, the starting points of their foreign language studies, and whether or not the participants are native or heritage speakers of their respective languages. The second section deals with the language attitudes using 5-point Likert scales ranging from "strongly disagree" to "strongly agree" with a neutral middle. Forty-three statements are grouped into nine topics: motivation intensity (M1-5), desire (D1-5), attitudes toward the language (A1-5), integrative orientation (I1-4), instrumental orientation (In1-4), teacher evaluation (T1-5), course evaluation (C1-5), anxiety (An1-5), and self-efficacy (S1-5).

Some changes and additions were made to the survey for the present study, resulting in an obligatory German part with a total of 43 statements and 21 additional questions across four sections and an optional English part including the same 43 statements and eight questions across three sections. Because the original statements were not language specific, they were amended for the respective German and English parts of the survey so that each statement contained the language. For example, "I really work hard to learn the foreign language" (Kissau et al., 2019) became "I really work hard to learn German" and "I really work hard to learn English".

Because the survey was conducted in Dutch, the author of this thesis co-operated with Charlotte Kinable for a translation of the English questionnaire into Dutch. Kinable, a MA student in French and English Linguistics and Literature at KU Leuven, also provided a French translation for her parallel research, focusing on the motivation to learn French in Flanders and Dutch in Wallonia.

The survey was conducted online, using Qualtrics Software. Given the Covid-19 pandemic, it was not feasible to collect data in schools during regular class time. The estimated duration was 25 minutes, which was slightly longer than Kissau et al.'s (2019) 15 minutes, which

contained fewer questions than our adapted version. While Appendix A contains the entire questionnaire, some questions warrant an explanation, which is given below.

In the first section, after an introduction of the topic, participants filled out the informed consent form. If they did not consent, the software would automatically end the survey. Participants who agreed, were told they would get to see nine pages with statements (Section 2). The pages correspond with the nine topics mentioned above. To avoid any unwanted effects (e.g., tiredness or priming), the statements on each page were shown in a random order to each respondent. In addition, the topics were also randomized. For example, respondent A could therefore first see the statements about anxiety, whereas respondent B would see the statements about desire.

Following the statements, in Section 3, there were general questions about the respondents' backgrounds. The first question sought to find the respondents' gender. Here, it was deemed to be of paramount importance to include a non-binary option, both for the participants themselves, as well as for their teachers, as this thesis tackles the topic of gender influence on language learning motivation. The survey asked the students about their parents' education level. For this question, a "not applicable" option was added to better include students who live with a single parent, for example. The other answer options are available in Appendix A. Another important decision was made to name the parents "Parent 1 (e.g., mother)" and "Parent 2 (e.g., father)", to better reflect the possible familial structures. The last questions in this section concerned the languages spoken at home. The respondents were asked to indicate which language they spoke most at home, if they spoke any other languages and if so, which one(s). By including these questions, mono-, bi and multilingualism could be used in the analysis, while also showing whether the participants are native or heritage speakers of German and/or English. In view of the possibility that speaking only Dutch at home in a Dutch-speaking region might affect the way foreign language learners assess and perceive their foreign language classes, this is invaluable data for a motivational study. These learners therefore have only experienced learning a new language through classes instead of through bi- or multilingualism.

The questions in Section 4 asked the respondents about their German backgrounds. First, the number of hours of German class in a normal school week was to be specified. Then, the respondents were asked about their teachers' genders. For this question, also a non-binary option was included, in the case that any of the teachers would have been open about their gender. Otherwise, it was expected that students would indicate either male or female, although that might not be what the teachers identify themselves as. Asking every teacher about their gender would be beyond the scope of this paper. Furthermore, because the class environment also has an effect on the student (Wright, 1999), students had the chance to specify which textbooks they use in class, if any. Lastly, the students' mobility to German speaking countries was assessed, as this may relate to their SES (Gayton, 2010). More specifically, they were required to indicate whether or not they had traveled to Germany, Austria, German-speaking Switzerland, and/or Liechtenstein.

Section 5 concentrated on supplementary questions. Here, respondents could show what their German classes focus on: grammar, vocabulary, reading proficiency, spelling, oral proficiency/communication, writing proficiency, listening proficiency, and culture/literature. An important question followed: "Did the coronavirus pandemic influence your motivation to

learn German?” Such a question was deemed vital in a study on motivation, as a pandemic can impact education (Di Pietro et al., 2020; Gonzalez et al., 2020). Lastly, comments could be made, if necessary.

Students were then allowed to choose whether or not they wanted to fill in the questionnaire for English as well. This included the same 43 statements from Section 2 in Section 6, but “German” was changed to “English”. Here too, the topics as well as the statements inside each topic were randomized. Section 7 corresponded with Section 4. For the question regarding mobility, the students were asked to indicate whether or not they had traveled to the following English-speaking regions: the United Kingdom or Ireland; the United States or Canada; Australia or New Zealand. The last section, Section 8, corresponded with Section 5.

## **2.2. Respondent Sampling Procedure**

The respondent sample for this study was based on convenience, while taking into account its geographical distribution and representativeness. All respondents were found by reaching out to Flemish teachers of German through social media, or by contacting schools with German in at least one of their curricula. The schools were found on the website *Onderwijskiezer.be* (*education chooser*), which was created by the CLB (*Centrum voor Leerlingenbegeleiding*, Center for Students’ Counseling) and the Flemish Ministry of Education and Training, and provides contact information on every school in Flanders and the Dutch-speaking schools in the Brussels-Capital Region. In total, 349 schools from all five Flemish provinces, as well as Dutch-speaking schools from the Brussels region were invited to participate. No specific routine was used to contact schools, aside from not contacting schools that had already confirmed their willingness to participate in Kinable’s study, to avoid any overlaps between students (i.e., to avoid students having to fill in two similar questionnaires). In the case of an accidental school overlap (e.g., through social media contact instead of *Onderwijskiezer.be*), both the German and French teachers were asked to separate the German-learning students from those that do not study German, seeing as this is the smaller of the two groups.

The survey was available for 28 days in January, after the winter break. Students had thus had one semester of classes and an examination period already. This allowed them to form opinions on the languages, the teachers, and the textbooks.

## **2.3. Respondents**

### **2.3.1. Revision**

A total of 2003 people opened the survey. After having read the terms of the research, 83 indicated that they did not want to participate in the study. The German part of the questionnaire was filled in completely 1517 times and 668 participants also filled in all English questions, resulting in a response grade of approximately 76% and 34% respectively. In the case that incomplete sets of responses contained answers to the questions regarding mobility, they were still taken into account. This addition provided 43 more German and a further five English answer sets. Because this study not only focuses on gender, but socioeconomic status as well, the mobility questions had to be answered for the response set to be considered useful. All responses were manually reviewed to exclude those that would impede the accuracy and validity of the research. This revision led to the deletion of data from three respondents, as they were duplicates. One set of responses was dismissed, because the comments mentioned this set being filled in by a teacher to test the

survey. Seven respondents indicated the same answer to all scales from the German questions, so they were disregarded, one of those also included answers to the English questions. Three response sets were partially deleted because the English scales were answered identically, but the German scales were not. Eight more respondents were not considered because the respondents did not fill in their school and/or study track correctly, which could mean that their other answers were not filled in reliably. Six further sets of answers to the German and three to the English questions were removed because the participants mentioned having German class in the previous fourth year, but not anymore in the fifth year, which is the focus of this study alongside the sixth and seventh years. Fourteen students answered the English questions but do currently not have any English in their curriculum. Therefore, the number of participants in the German part of the study is 1534, including 648 (42.2%) participants who additionally took part in the survey for English.

Subsequently, the responses were manually re-examined in terms of correctness. For example, due to distance learning, it might not be clear how many weekly hours of German or English are actually offered. Likewise, students might not know the exact name of the textbooks used in their foreign language classes. Inconsistencies compared to the answers by other respondents from the same school and study track were corrected. In cases of unclear answers, or where there was only one student from a certain school or study track, the school websites and/or teachers were consulted.

### **2.3.2. German**

#### **2.3.2.1. Respondent Background**

Respondents came from 80 schools, each situated in the Flemish provinces and the Dutch-speaking Brussels area, resulting in a school response rate of 23%. The number of students per region is shown in Table 1. Students from Antwerp constituted the majority of the sample (28.5%) and those from Brussels were represented the least (8.3%). Flemish Brabant ( $n = 313$ ) and Limburg ( $n = 312$ ) each made up just over 20% of all respondents. East and West Flanders respectively accounted for 9.8% and 12.7% of the sample.

As seen in Table 2, including a non-binary gender option in the questionnaire allows for further differentiation between the biological sexes and gender identity, and thus opens up the survey to possible respondents who do not identify themselves as either female or male. For a study with a focus on gender, this is especially important. In this case, 1.3% of the respondents used this option. The male participants accounted for 40.3% of all answers, whereas the majority was female (58.4%). This discrepancy is often encountered in foreign language learning, as mentioned in Section 1.2 (e.g., Carr and Pauwels, 2006). It is also in accordance with the official enrollment data in Dutch-speaking Belgium from 2019 (Vlaams Ministerie van Onderwijs en Vorming, 2020), where slightly fewer students in the study tracks offering German class are male (approximately 47%).

A closer look at the different types of secondary education among the respondents (Table 3) shows expected counts of respondents per type, as German is not offered in as many technical study tracks compared to the general ones. Of all the participating schools, one also provided German class to students studying to become truck drivers in vocational secondary education. Bso is the only education type in the study where the male participants outnumbered the females, in a 6:1 ratio. 62% of the bso participants were female, whereas in tso, this number lay considerably lower, with only a small majority of 52%. As a whole,



students in aso made up nearly three quarters of the total number of respondents compared to one quarter from tso and around two percent from bso.

In an era of smartphone usage and distance learning, it was of paramount importance to optimize the survey for mobile devices. Just over one third of the valid sets of responses was given through a mobile device, as Table 4 demonstrates.

**Table 1**

*Respondent Region (German Questionnaire)*

Region	n	%
Antwerp	437	28.5
Brussels-Capital Region	127	8.3
East Flanders	150	9.8
Flemish Brabant	313	20.4
Limburg	312	20.3
West Flanders	195	12.7
Total	1534	100.0

**Table 2**

*Respondent Gender (German Questionnaire)*

Gender	n	%
Female	896	58.4
Male	618	40.3
X	20	1.3
Total	1534	100.0

**Table 3**

*Respondent Education Type (German Questionnaire)*

Gender	Education Type		
	Aso	Tso	Bso
Female	689	203	4
Male	407	187	24
X	16	3	1
Total	1112	393	29

**Table 4**

*Mobile Participation (German Questionnaire)*

Device	n	%
Non-mobile	953	62.1
Mobile	581	37.9
Total	1534	100.0

**Table 5**

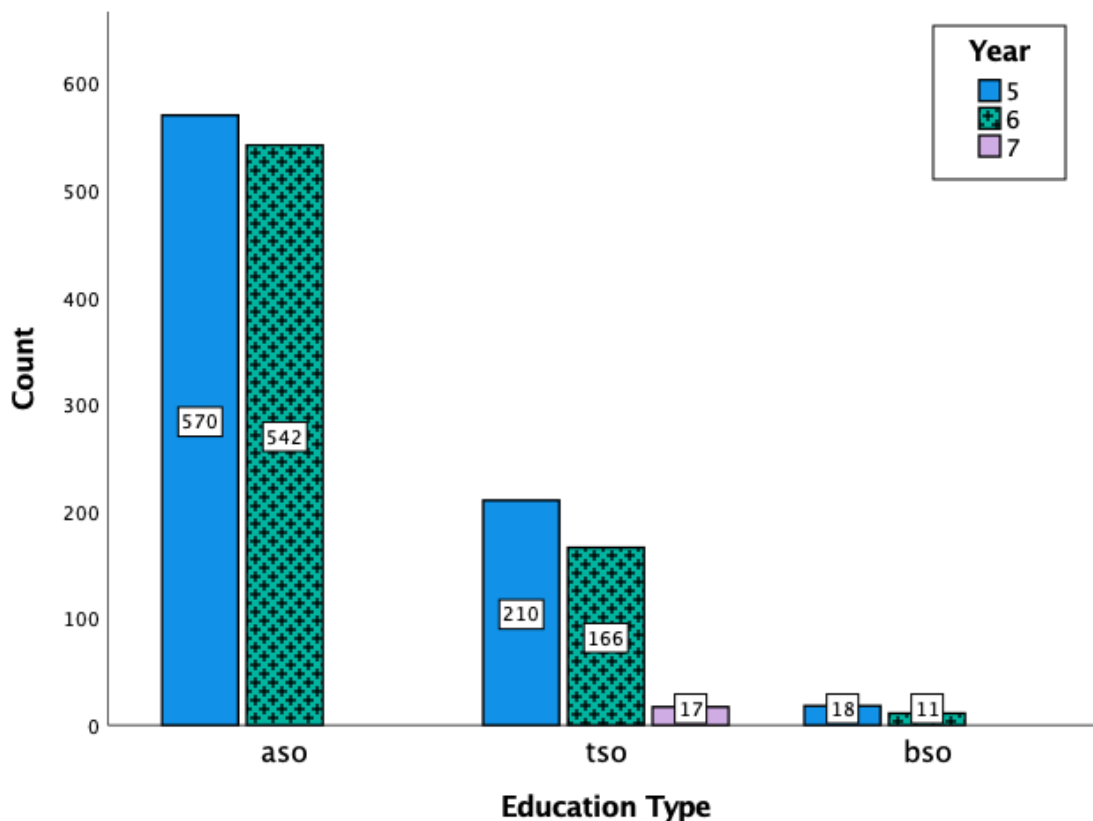
*Respondent Education Year (German Questionnaire)*

Education Year	n	%
5	798	52.0
6	719	46.9
7	17	1.1
Total	1534	100.0

The respondents' age was beyond the scope of this study. Nevertheless, the current year of study was needed to be able to determine the number of years each participant had been studying German, and in some cases English. Students therefore also provided the year in which they started learning German (and in some cases English) as a foreign language in school. Table 5 illustrates a relatively equal response rate to the German set of questions from fifth- (n = 798) and sixth-year students (n = 719). Seventh years are not as common as the first six years and are usually not available for the types of study tracks with German in the curriculum, which explains the lower response count (n = 17). Every seventh-year student in the sample was technically oriented, as is represented in Figure 1.

**Figure 1**

*Respondent Education Type by Year (German Questionnaire)*

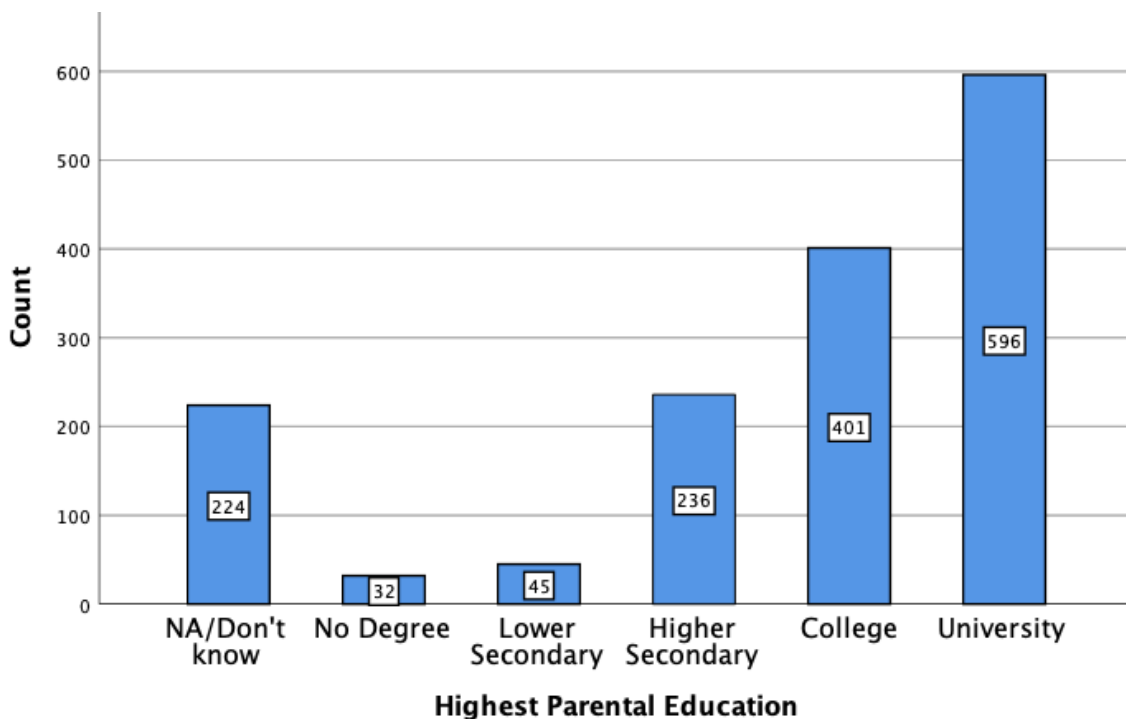


Nearly two thirds of all respondents speak only Dutch at home. 37% of the respondents indicated that they speak at least one language other than Dutch at home. This includes non-Dutch monolingual households, seeing as the Dutch-speaking context requires the students to know the language as well. While for 80.2% of the respondents Dutch is the most-spoken language at home, 37 other languages were mentioned, representing numerous language families. These included but were not limited to Albanian (mentioned 11 times), Arabic (14), Chechen (1), Chinese (4), Dyula (1), Hungarian (1), Indonesian (1), Japanese (1), Pular (1), and Turkish (32). Students that speak multiple languages at home were then able to add the non-most-spoken ones as well. For example, one student indicated to speak mostly French at home, but Dutch, Arabic and Sicilian as well. The answers furthermore included languages such as Thai (1) and Vietnamese (1), which represent additional families. A mere 2% (n = 31) of the respondents specified German as one of their home languages.

Parental education was based on the highest level for either parent indicated by the respondents, supposing that this would be of most importance in terms of SES. Figure 2 shows that most parents (38.9%) obtained a university degree. However, a combined total of 5% of parents did not receive any higher-secondary education. Students could also answer that they did not know their parents' education level, or that one (or both) did not apply. These answers were taken together and make up for 14.6% of the sample.

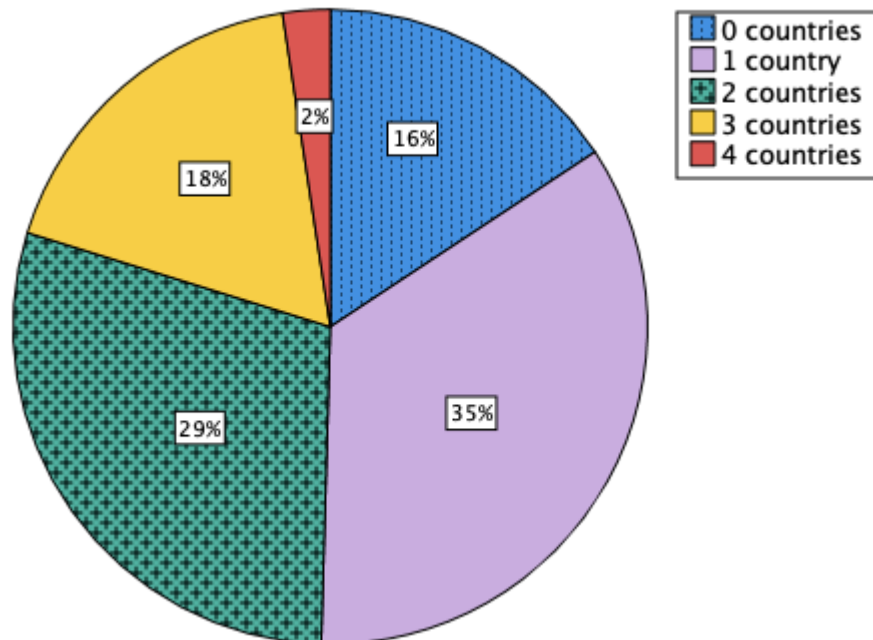
**Figure 2**

*Highest Parental Education Level (German Questionnaire)*



**Figure 3**

*Mobility to German-Speaking Countries*



As visualized by Figure 3, half of all respondents had not traveled to any ( $n = 241$ ) or only one ( $n = 533$ ) German-speaking country. Only 37 students answered that they had visited all four mentioned countries. The most-visited country was Germany, to which 78% of all respondents had traveled, followed by Austria (48%), Switzerland (27%), and Liechtenstein (3.5%).

Eighty respondents (5.2%) indicated that they had at least one course in the CLIL format. Eight said to have two CLIL courses and one student mentioned following four non-language classes in a foreign language. Most students followed their CLIL courses in English (54), and 17 students had at least one course in French. However, 11 students received Aesthetics (1), Geography (5), or Physical Education (5) in German.

**2.3.2.2. German Class**

Nearly three quarters, or 1121 of all respondents had a female German teacher. During their German class, the large majority (38%) used the textbook *Alles klar?*, followed by *Alles im Griff?* (26%), and *Spitze* (25%). A small number of students mentioned using both *Alles klar?* and *Spitze*, or *Menschen*. Eleven percent did not have a ready-made textbook and used a syllabus made by the teacher. Most students had either two or three hours of German class per week. Just under 200 students received only one hour. Table 6 shows that with merely 1.6% of students indicating so, having four hours of German class per week was exceptional.

A total of 1509 respondents provided information on the focus of their German class. Only 27 students mentioned spending none of their time in class on grammar, which received the

most focus. On the contrary, 375 students did not have any German culture or literature, making these the themes that get the least focus, as is demonstrated in Table 7.

The pandemic influenced the motivation to learn German of 1365 students, or 89%. While some mentioned having had more time to watch German series or movies, or do more exercises, most students had less motivation than before, less German class, fewer tasks and thus did not feel as if they were learning anything. Many also mentioned having difficulties with having to learn the German case system and pronunciation through online classes. Some of the comments made and their translations are available in Appendix B.

**Table 6**

*Number of German Hours per Week*

Number	n	%
1	199	13.0
2	657	42.8
3	654	42.6
4	24	1.6
Total	1534	100.0

**Table 7**

*Focus of German Class According to the Respondents*

*n* = 1534

Theme	Min.	Max.	<i>M</i>	<i>SD</i>
Grammar	.0	100.0	20.9	12.3
Vocabulary	.0	100.0	19.9	10.4
Reading Proficiency	.0	60.0	10.6	6.2
Spelling	.0	50.0	9.4	5.9
Oral Proficiency/Communication	.0	100.0	13.1	9.3
Writing Proficiency	.0	50.0	10.4	6.0
Listening Proficiency	.0	50.0	9.2	5.5
Culture/Literature	.0	100.0	6.5	7.1

### 2.3.3. English

#### 2.3.3.1. Respondent Background

Respondents also had the option to answer questions regarding English in addition to the German ones. As seen in Table 8, those who did, came from 72 schools and most lived in Antwerp (*n* = 243). With only 5.4% of the respondents coming from West Flanders, this province is the least represented.

Table 9 shows that the large majority of all answers came from aso students. The technically and vocationally oriented students represented only 15.7% and a mere 0.6% of the English answers respectively. In this sample, just under one third of the respondents were male. Nine non-binary respondents from the general education type also answered the questions from the English section. Two thirds of both aso and tso students were female. Four bso respondents took part in the English portion of the survey, of which two were female and two were male.

**Table 8***Respondent Region (English Questionnaire)*

Region	n	%
Antwerp	243	37.5
Brussels-Capital Region	63	9.7
East Flanders	71	11.0
Flemish Brabant	124	19.1
Limburg	112	17.3
West Flanders	35	5.4
Total	648	100.0

**Table 9***Respondent Gender and Education Type (English Questionnaire)*

Gender	Education Type			Total	
	Aso	Tso	Bso	n	%
Female	361	70	2	433	66.8
Male	172	32	2	206	31.8
X	9	0	0	9	1.4
Total n	542	102	4	648	100.0
Total %	83.6	15.7	0.6	100.0	

When looking at the English section of the survey, year six is slightly more present (n = 340) than year five (n = 308). None of the students in year seven took part in the English portion of the survey, as there is no English class in their curriculum this year.

Of the English-question respondents, two thirds live in a monolingual Dutch household. Whereas Dutch is the most-spoken language in 83% of all cases, French (9.1%), Turkish (2%), Spanish (1.1%), English (1.1%), and 14 other languages were mentioned. Those that live in a multilingual household (n = 191) also indicated a range of 29 other languages, such as Arabic (mentioned 9 times), Berber (7), German (7), Romani (1), and Wolof (1). A total of 73 students (11.3%) indicated that they speak English at home, either as their most- or non-most-spoken language.

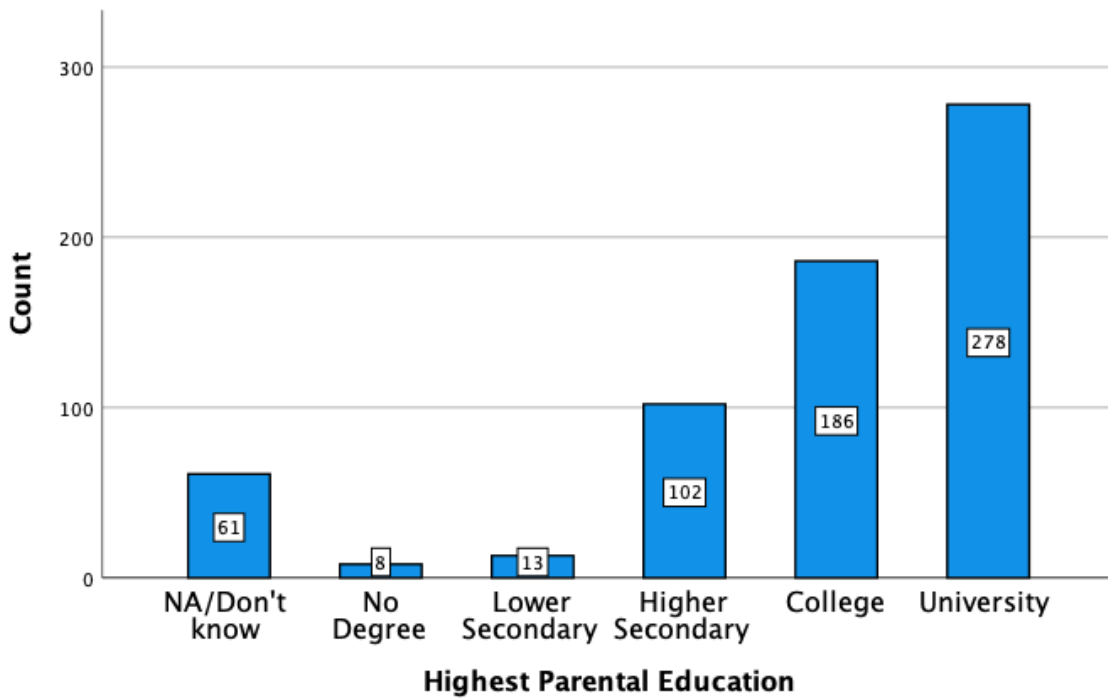
Figure 4 is similar to Figure 2 in the sense that the highest parental education is university-level education for most respondents. Approximately 1 and 2 percent of these respondents respectively indicated that their parent(s) did not obtain a degree or only received lower secondary education.

Figure 5 visualizes the mobility to English-speaking regions. Nearly half of the English-question respondents had traveled to one such region. Approximately 58% of the students had visited the British Isles, whereas only around 17% and 2% had flown to North America or vacationed down under. Merely eight respondents indicated that they had visited all three regions.

Among these students there were 51 who had CLIL classes. The majority (28 students) followed their only such class in English. Five respondents had two CLIL courses in English. Geography (13) and Economics (11) were mentioned most often.

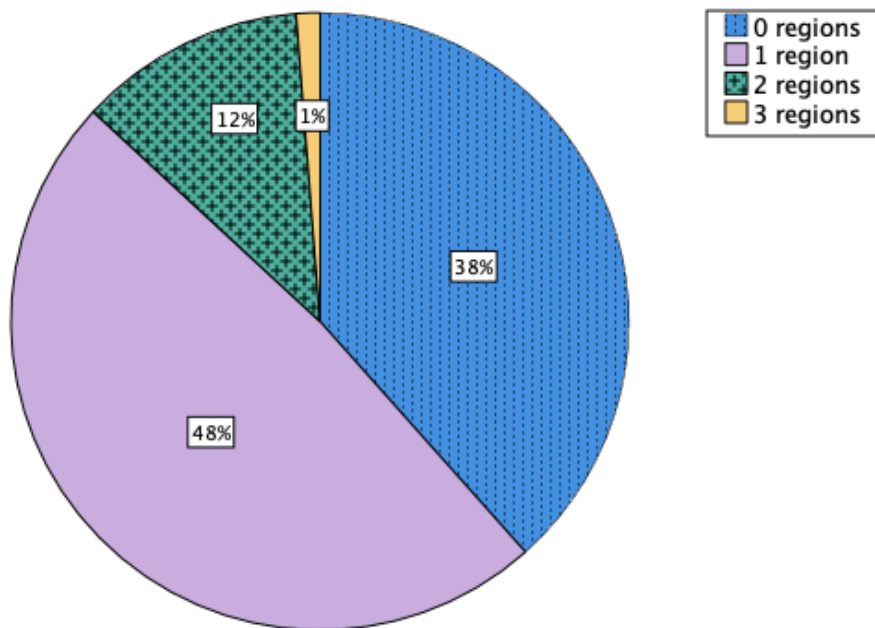
**Figure 4**

*Highest Parental Education Level (English Questionnaire)*



**Figure 5**

*Mobility to English-Speaking Regions*



### 2.3.3.2. English Class

More than three out of four students stated that they have a female teacher. Thirty percent of the students did not have a ready-made textbook, but rather used a syllabus made by their teachers. A fifth of the respondents used *Connect*. The books *New Contact Two-in-one*, *On Track* and *Spark* were used by 13.6%, 9.6%, and 8.8% of the students respectively. Various other textbooks were mentioned as well. The vast majority of respondents (73.9%) had three hours of English per week, although one (0.8%), two (15.9%), and four (9.4%) hours were also specified.

The most focus in English class is placed on learning vocabulary, with only 17 students indicating that they spend 0% of their class time on it. Despite the inconsistency in English spelling, it is the least focused on, as demonstrated by Table 10. Although culture and literature rate higher than spelling, they are most often not discussed at all: 113 students do not spend any class time on them.

One hundred eighteen students felt that their motivation to learn English had been influenced by the pandemic. Some commented that they had more time to read English books or consume more English media, or were even more motivated than before, whereas others had less motivation and time. Appendix B contains some of the comments and their translations.

**Table 10**

*Focus of English Class According to the Respondents*

*n* = 648

Theme	Min.	Max.	<i>M</i>	<i>SD</i>
Grammar	.0	100.0	15.9	10.3
Vocabulary	.0	70.0	17.0	9.4
Reading Proficiency	.0	70.0	12.2	7.7
Spelling	.0	30.0	9.1	5.3
Oral Proficiency/Communication	.0	100.0	14.7	10.6
Writing Proficiency	.0	50.0	11.8	6.2
Listening Proficiency	.0	30.0	9.5	5.4
Culture/Literature	.0	100.0	9.8	10.7

## 2.4. Analysis

To find out if the nine different topics (e.g., Motivation Intensity and Self-Efficacy) used in Kissau et al. (2019) indeed were the latent variables which this present study tried to measure, a dimensionality reduction in the IBM SPSS Statistics version 27 software was carried out. This was done with a factor analysis using the principal component analysis extraction technique. The factor loadings underwent the Varimax rotation and Kaiser normalization.

The scales were also combined in their respective subtopics, creating nine more variables. However, because Anxiety is the only negative topic, the results were reversed, creating the variable No Anxiety. Cronbach's alpha is reported for each subtopic and each language to show the reliability of the survey responses. In terms of construct validity measures, Pearson's *r* correlation coefficient was calculated for No Anxiety and Self-Efficacy. For each language, a new variable General Motivation was created, which comprised the mean score



of each motivational subtopic. The means, standard deviations, and variance for these variables were calculated. To see if the German and English results differed from each other significantly, an independent samples t-test was run.

Due to the small number of bso and non-binary respondents, they were excluded from the analyses. Students who indicated that their parents had no degree or were lower-secondary educated were combined to create a larger group. For the purposes of the following analyses, Z-scores were calculated for each subtopic as well as the umbrella variable. The normality of the data was inspected, and the homogeneity of variance was tested using Levene's test. Equal variances could be assumed for most subtopics, so the effect of Gender, Highest Parental Education and Education Type on these topics was looked into using one-way or factorial analyses of variance (ANOVAs). Effect sizes were calculated as partial eta squared ( $\eta^2$ ). In the case of a significant main effect, a post-hoc Tukey test was run. When Levene's test rejected the null hypothesis, Welch tests were run.

### **3. Results**

#### **3.1. Factor Analysis**

The rotated component matrices from the dimensionality reductions in Tables 11 for German and 12 for English show that both explain over 50% of the variance. While the questionnaire in Kissau et al. (2019) made use of nine topics, only seven workable factors came out of the German data. While Anxiety and Self-Efficacy fully overlapped with the new factors (Components 4 and 5 respectively), this was not the case for e.g., Instrumental Orientation. Three out of four scales from this topic clustered together in Component 7, but the scale Instrumental Orientation 2 only loaded high on Component 3 and thus clustered with Integrative Orientation.

Surprisingly, there were scales with high loadings for more than one component. In such a case, the scale's interpretation by the respondents was not clear-cut and therefore it is uncertain which latent variable was behind the scale. However, two scales (i.e., Motivation Intensity 3 and 4) did not have loadings higher than 0.4 or lower than -0.4.

The English data component matrix shows similar peculiarities. Although five out of nine factors overlapped with the topics from Kissau et al.'s (2019) questionnaire, the other four topics did not. Three scales from Motivation Intensity, for example, were clustered in Component 8, but Motivation Intensity 4 (English) was clustered with Self-Efficacy in Component 2, and Motivation Intensity 3 (English) did not have any high loadings. Regarding Desire, even though Desire 1 (German) did load high, Desire 1 (English) did not.

While these outputs must be kept in mind and further researched, it would be beyond the scope of the current thesis to amend the research instrument and employ these new modified factors with their respective scales. For the purposes of this paper, the nine original topics are retained, as to be able to better compare the results for German and English in Flanders, as well as with other studies that make use of Kissau et al.'s (2019) questionnaire (e.g., Kinable's).

**Table 11***Rotated Component Matrix for the German Questionnaire*

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

*Note.* The extraction method was Principal Component Analysis and the rotation method was the Varimax technique with Kaiser Normalization. The rotation converged in 11 iterations. The highest loading per scale is printed in boldface. Only loadings above .4 or below -.4 are shown.

**Table 12***Rotated Component Matrix for the English Questionnaire*

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

*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. The highest loading per scale is printed in boldface. Only loadings above .4 or below -.4 are shown.

### 3.2. Descriptive Statistics and T-test

Table 13 demonstrates the “Motivational Profile” (Kissau et al., 2019) of the students who filled in the German and English questionnaires. It shows that eight out of nine motivation topics received lower mean scores for German than for English, totaling just over 3 (i.e., a neutral opinion) and just under 4 (i.e., “agree”) respectively. German teachers, however, were evaluated more positively than their English colleagues. The least variance is found in Motivation Intensity, indicating that the respondents had similar opinions about these scales, whereas the most variance is found in No Anxiety, suggesting the opposite. Pearson’s  $r$  for the correlation between No Anxiety and Self-Efficacy was .324 for German and .566 for English with  $p < .001$ , also confirming the theory that higher self-efficacy corresponds with lower anxiety (Bandura, 1986). The intra-factor reliability is good for most subtopics; a poor or questionable  $\alpha$  might be due to the small number of scales within each subtopic.

The independent samples t-test showed no equality of variances for six of the ten variables, but the differences between German and English motivation were significant with  $p < .001$  in each case, as is shown in Table 14.

**Table 13**

#### *Motivational Profile and Intra-factor Reliability*

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

**Table 14**

#### *Independent Samples T-test*

Motivation Topic	$t$	$df$	$p$	$M$ difference	$SE$ difference	95% Confidence Interval	
						Lower	Upper
Motivation Intensity <sup>a</sup>	9.64	2180	< .001	.28	.03	.22	.34
Desire <sup>a</sup>	17.72	2180	< .001	.60	.03	.54	.67
Attitude <sup>a</sup>	19.54	2180	< .001	.80	.04	.72	.88
Integrative Orientation <sup>a</sup>	23.15	2180	< .001	.83	.04	.76	.91
Instrumental Orientation	20.54	1214.76	< .001	.69	.03	.62	.75
Teacher Evaluation <sup>a</sup>	-4.46	2180	< .001	-.18	.04	-.25	-.10
Course Evaluation	6.09	1207.52	< .001	.24	.04	.16	.31
No Anxiety	9.67	1142.45	< .001	.44	.05	.35	.53
Self-Efficacy	42.87	1391.88	< .001	1.35	.03	1.29	1.41
General Motivation <sup>a</sup>	23.67	2180	< .001	.56	.02	.52	.61

<sup>a</sup>Equal variances assumed.

Table 15 shows the mean scores and standard deviations according to the predictors Gender, Education Type and Highest Parental Education for each motivation topic.

**Table 15**

*Motivational Profile per Predictor (Z-score)*

Predictor		M	D	A	I	In	T	C	No A	S	GM
Gender											
Female	<i>M</i>	.02	.05	.02	.11	-.01	.02	.03	-.19	.00	.01
<i>n</i> = 896	<i>SD</i>	1.01	.96	.99	.94	.95	1.03	1.01	.98	.98	.99
Male	<i>M</i>	-.02	-.09	-.03	-.17	.02	-.02	-.04	.29	.03	.00
<i>n</i> = 618	<i>SD</i>	.97	1.04	1.01	1.05	1.05	.94	.98	.94	1.02	1.01
Education Type											
aso	<i>M</i>	.00	.02	.03	.08	-.03	.04	.05	-.01	.05	.04
<i>n</i> = 1112	<i>SD</i>	.98	.99	1.00	.96	.97	1.00	1.00	.97	.96	.99
tso	<i>M</i>	.01	-.03	-.07	-.18	.09	-.10	-.08	.05	-.10	-.07
<i>n</i> = 393	<i>SD</i>	1.04	1.01	.99	1.06	1.07	.98	.97	1.08	1.07	1.01
Highest Parental Education											
ND+LS	<i>M</i>	.22	.07	.04	-.07	.16	-.04	-.03	.19	-.03	.08
<i>n</i> = 77	<i>SD</i>	1.00	1.23	1.02	1.07	1.12	1.13	1.09	1.10	1.09	1.13
HS	<i>M</i>	.09	.13	.09	.05	.02	.14	.10	-.08	.03	.09
<i>n</i> = 236	<i>SD</i>	1.10	1.08	1.08	1.05	1.13	.95	.99	1.05	1.05	1.07
College	<i>M</i>	.01	.03	.06	.06	.04	.01	.09	-.07	.09	.04
<i>n</i> = 401	<i>SD</i>	.95	.93	.97	.95	.97	1.03	1.00	1.03	.97	.98
University	<i>M</i>	-.06	-.08	-.07	.03	-.04	-.08	-.09	.09	-.03	-.05
<i>n</i> = 596	<i>SD</i>	1.00	.96	.97	.96	.95	1.03	1.00	.92	.97	.96

Note. M = Motivation Intensity, D = Desire, A = Attitude, I = Integrative Orientation, In = Instrumental Orientation, T = Teacher Evaluation, C = Course Evaluation, No A = No Anxiety, S = Self-Efficacy, GM = General Motivation. ND+LS = No Degree + Lower Secondary, HS = Higher Secondary.

### 3.3. Analysis of Variance

#### 3.3.1. German

The first analysis of variance was conducted on the influence of three independent variables (Gender, Education Type, Highest Parental Education) on General Motivation for German. Two levels were included for Gender (male, female) and Education Type (aso, tso), and four for Highest Parental Education (no degree + lower secondary, higher secondary, college, university). While the effects of Gender and Highest Parental Education were not significant, the main effect of Education Type [ $F(1, 1260) = 6.29, p = .012, \text{partial } \eta^2 = .005$ ] was statistically significant at the .05 significance level, with  $R^2_{\text{adj.}} = .009$ . This effect showed that, in general, aso students ( $M = .05, SD = .99$ ) were significantly more motivated than tso students ( $M = -.05, SD = .98$ ).

No significant effect on Motivation Intensity was found.

Gender had a significant effect on students' desire to learn German,  $F(1, 1260) = 9.03, p = .003, \text{partial } \eta^2 = .007, R^2_{\text{adj.}} = .011$ . It was demonstrated that female students ( $M = .05, SD = .95$ ) wanted to learn German more than their male peers ( $M = -.08, SD = 1.03$ ).

While there was a significant main effect of Education Type on Attitude [ $F(1, 1260) = 6.10, p = .014, \text{partial } \eta^2 = .005, R^2_{\text{adj.}} = .008$ ], there was also an interaction effect between Education Type and Higher Parental Education [ $F(3, 1260) = 2.96, p = .031, \text{partial } \eta^2 =$

.007]. The interaction visualized in Figure C1 in Appendix C suggests that tso students with university-educated parents ( $M = .00$ ,  $SD = .89$ ) have a more positive attitude toward German than their aso counterparts ( $M = -.08$ ,  $SD = .98$ ).

There were significant effects of Gender [ $F(1, 1260) = 8.27$ ,  $p = .004$ , partial  $\eta^2 = .007$ ,  $R^2_{adj.} = .022$ ] and Education Type [ $F(1, 1260) = 9.88$ ,  $p = .002$ , partial  $\eta^2 = .008$ ] on Integrative Orientation. These revealed that female students ( $M = .13$ ,  $SD = .91$ ) were more integratively oriented to learn German than male students ( $M = -.13$ ,  $SD = 1.03$ ), and that students in aso ( $M = .08$ ,  $SD = .96$ ) also had a higher integrative orientation than those in tso ( $M = -.14$ ,  $SD = .99$ ).

Significant interaction effects between Gender and Highest Parental Education [ $F(3, 1260) = 4.05$ ,  $p = .007$ , partial  $\eta^2 = .010$ ,  $R^2_{adj.} = .017$ ], and between the three variables [ $F(3, 1260) = 5.11$ ,  $p = .002$ , partial  $\eta^2 = .012$ ] on Instrumental Orientation were found. The latter is visualized in Figures C2 and C3, which indicate that male tso students with university-educated parents ( $M = .36$ ,  $SD = .91$ ) are more instrumentally oriented than their female counterparts ( $M = -.24$ ,  $SD = 1.00$ ).

Teacher evaluations differed significantly across education types [ $F(1, 1260) = 13.66$ ,  $p < .001$ , partial  $\eta^2 = .011$ ,  $R^2_{adj.} = .018$ ], with aso students ( $M = .05$ ,  $SD = 1.01$ ) evaluating their teachers more positively than tso students ( $M = -.13$ ,  $SD = .98$ ).

Although there was a significant interaction effect between Education Type and Gender on Course Evaluation [ $F(1, 1260) = 6.00$ ,  $p = .014$ , partial  $\eta^2 = .005$ ,  $R^2_{adj.} = .021$ ], there was also an interaction effect between Education Type, Gender, and Higher Parental Education [ $F(3, 1260) = 4.44$ ,  $p = .004$ , partial  $\eta^2 = .010$ ]. The latter is visualized in Figures C4 and C5 and suggests that female tso students whose parents have no degree or are lower-secondary educated ( $M = -.54$ ,  $SD = 1.18$ ) and female aso students with university-educated parents ( $M = -.09$ ,  $SD = 1.01$ ) evaluated their German course more negatively than their peers.

A significant main effect of Education Type on Self-Efficacy was found, with  $F(1, 1260) = 6.94$ ,  $p = .009$ , partial  $\eta^2 = .005$ ,  $R^2_{adj.} = .009$ . Students in aso ( $M = .07$ ,  $SD = .96$ ) were found to be more confident in their German abilities than those in tso ( $M = -.11$ ,  $SD = 1.05$ ).

An ANOVA with No Anxiety as the dependent variable; and the three independent variables could not be run, as the homogeneity assumption was not met. However, using only Education Type and Highest Parental Education as independent variables, significant effects were found. The effects on Education Type [ $F(1, 1286) = 8.50$ ,  $p = .004$ , partial  $\eta^2 = .007$ ,  $R^2_{adj.} = .015$ ] and Highest Parental Education [ $F(3, 1286) = 4.08$ ,  $p = .007$ , partial  $\eta^2 = .009$ ] were significant, but the interaction effect between the two was statistically significant as well, with  $F(3, 1260) = 2.90$ ,  $p = .034$ , partial  $\eta^2 = .007$ . This is visualized in Figure C6, which suggests that tso students with higher-secondary educated parents ( $M = -.15$ ,  $SD = 1.02$ ) have more anxiety in their German class than their peers do. The Welch test showed that the effect of Gender on No Anxiety was statistically significant [ $F_{Welch}(1, 1359.81) = 93.43$ ,  $p < .001$ ], with female students ( $M = -.19$ ,  $SD = .98$ ) showing more anxiety than male students ( $M = .29$ ,  $SD = .94$ ).

These tests demonstrated that while Gender, Education Type and Highest Parental Education might have a significant effect on a student's motivation to learn German on their own, they often interact significantly.

### 3.3.2. English

For the English part of the questionnaire, an analysis of variance was conducted on the influence of the independent variables Gender (including only female and male students), Education Type (including only aso and tso students), and Highest Parental Education (no degree + lower secondary, higher secondary, college, and university) on Motivation Intensity. With  $F(1, 560) = 6.94$ ,  $p = .009$ , partial  $\eta^2 = .012$ ,  $R^2_{adj.} = .035$ , a significant main effect of Education Type was found. It was demonstrated that students in aso ( $M = -.07$ ,  $SD = .95$ ) had a significantly lower Motivation Intensity than those in tso ( $M = .35$ ,  $SD = 1.10$ ). A significant interaction effect of Gender and Highest Parental Education [ $F(3, 560) = 3.73$ ,  $p = .011$ , partial  $\eta^2 = .020$ ] is visualized in Figure C7 in Appendix C. It indicates that male students with university-educated parents and female students with parents that received higher-secondary education are less motivated than their respective peers.

A student's Education Type had a significant effect on their Attitude,  $F(1, 560) = 8.82$ ,  $p = .003$ , partial  $\eta^2 = .015$ ,  $R^2_{adj.} = .021$ . This effect demonstrated that students in tso ( $M = .29$ ,  $SD = .96$ ) had a significantly more positive attitude toward English than those in aso ( $M = -.05$ ,  $SD = .98$ ).

No significant main or interaction effect was found on Desire, Integrative Orientation, or Instrumental Orientation.

As visualized in Figure C8 and C9, a significant interaction effect between Gender, Education Type, and Highest Parental Education was found on Teacher Evaluation,  $F(3, 560) = 3.86$ ,  $p = .009$ , partial  $\eta^2 = .020$ ,  $R^2_{adj.} = .017$ .

Figure C10 demonstrates the interaction effect between Gender and Highest Parental Education on Course Evaluation,  $F(3, 553) = 2.67$ ,  $p = .047$ , partial  $\eta^2 = .014$ ,  $R^2_{adj.} = .014$ . They indicate that male students with university-educated parents in both aso and tso evaluated their English course less positively than their peers.

Gender had a significant effect on students' anxiety in English class,  $F(1, 560) = 15.99$ ,  $p < .001$ , partial  $\eta^2 = .028$ ,  $R^2_{adj.} = .058$ . This effect revealed that male students ( $M = .38$ ,  $SD = .81$ ) were significantly less anxious than female students ( $M = -.14$ ,  $SD = 1.00$ ).

For the variable Self-Efficacy, separate Welch tests were run. While no significant effect of Highest Parental Education was found, Gender [ $F_{Welch}(1, 435.49) = 5.65$ ,  $p = .018$ ] and Education Type [ $F_{Welch}(1, 135.37) = 4.61$ ,  $p = .034$ ] had a significant effect on students' self-efficacy. Female students ( $M = -.07$ ,  $SD = 1.02$ ) and tso students ( $M = -.19$ ,  $SD = 1.04$ ) respectively believed significantly less in themselves regarding English than male students ( $M = .12$ ,  $SD = .94$ ) and aso students did ( $M = .05$ ,  $SD = .96$ ).

The Welch tests for General Motivation showed no significant effects of any of the three variables.

The above-mentioned results thus show that Gender, Education Type, and Highest Parental Education have statistically significant effects on different subtopics within a student's motivation to learn English.

## **Discussion**

This study aimed to investigate the motivations of Flemish secondary-school students toward German and English. In particular, it wanted to quantitatively examine the used research instrument, which was based on the one in Kissau et al. (2019), as well as compare the motivations across language, gender, SES, and education type.

While the factor analyses did not return the latent variables as expected, this should not mean that the questionnaire is invalid. It was explained that in the creation of the AMTB (Gardner, 1985), a “construct-oriented approach to test construction” (Gardner, 2010, p. 109) was opted for, to include a wider scope of concepts instead of merely highly-correlating scales. An advantage of a survey based on the AMTB is that it can be reused in different contexts. After Kissau et al.'s study, only a translation and slight adaptation were needed to allow for it to be used in the German and English as L2 in Flanders contexts.

The quantitative data showed that the difference in Flemish students' motivation for German and English differed significantly. Although the overall English motivation lies higher, German teachers were evaluated more positively. This might be due to the presence of English in the media and teachers not being able to challenge students enough (Sunqvist & Olin-Scheller, 2013), or not showing students enough support (Getie, 2020; Pavelescu, 2019), as past research has indicated. A student commented that they were “finally” challenged more by their teacher, which had a positive influence on the student's motivation (Table B4).

The more negative attitude toward German was also found in previous studies (e.g., Bartram, 2006). The student remarks support the quantitative data, with a clear negative trend toward German, and a more positive one toward English, which is seen as more useful. The feeling of unpreparedness in German found in Busse's (2013) study could also be identified, with Flemish students mentioning not being able to hold a conversation, or not having sufficient classes, despite a desire to learn the language. Although the context was different, comparable to the findings from Schmidt's (2014) interviews, students often remarked that distance learning for German was not a positive experience and it had decreased their motivation. At the same time, for some students, the pandemic offered time to read more English books, or watch more English movies.

Busse and Williams (2010) found that the reasons for studying a language were related to how much students like the language. Some Flemish students mentioned that they would rather study Spanish, or that they only study German in order to keep on studying Latin, which means that their scores on the Desire and Attitude variables were quite low.

The third, fourth, and fifth research questions sought to find whether or not gender, SES, and education type, respectively influenced Flemish students' motivation. Although gender (e.g., Wright, 1999) and SES (e.g., Gayton, 2010) had been examined before as factors in LL motivation, the Flemish context, and Flemish education types in particular were understudied. This thesis, however, suggests that a student's education type may impact their motivation to learn German and English. Students in also had a higher general



motivation for German than students in tso, which follows from the significantly higher integrative orientation, teacher evaluation, and self-efficacy. On the other hand, the results do not show the same trend for Flemish students as learners of English. Tso students showed a higher motivation intensity and a more positive attitude. Nonetheless, aso students did feel more confident in English. Female students demonstrated a greater desire and felt more integratively oriented to learn German, but male students showed less anxiety regarding both languages. Parental education, as an indication for SES, was only significant in interactions, which suggests a need for further research into this factor.

A further larger-scale study could include South Tyrol as a German-speaking travel destination and include mobility as a measure for SES. In addition, further work could provide more insights into the motivations of underrepresented groups: non-binary, bso, and kso students. Be that as it may, this thesis was able to contribute to the understanding of motivation for learning German and English in Flanders and which factors may influence that motivation.

## **Conclusion**

Previous studies have argued that motivation is a key factor in language learning (e.g., Dörnyei, 1994). For this master's thesis, the aim was to investigate by means of an online survey how motivated Flemish students are to learn German and English, replicating the study by Kissau et al. (2019). The questionnaire measured nine motivation topics: motivation intensity, desire, attitudes toward the language, integrative orientation, instrumental orientation, teacher evaluation, course evaluation, anxiety, and self-efficacy. In combining the results for each topic, a general motivation score could be observed.

Students indicated a significantly lower general motivation for German than for English. In fact, eight out of nine motivation topics showed lower scores for German, with only German teachers being evaluated more positively than their English colleagues. In addition, various motivation subtopics were influenced by either the students' gender, education type, parental education, or a combination of these variables. For example, in spite of their lower presence in foreign language classes, male students were less anxious in their English and German classes than their female peers were.

Moreover, aso students were more confident in their English and German language abilities than their tso peers were. Students in aso also evaluated their German teachers more positively than those in tso did. The analyses did not show significant main effects of parental education, but how it interacts with the other variables might be explored in further research.

Comments made by the students provided more insight into their quantitative survey responses; they demonstrated that the pandemic and the consequential distance learning had a vast negative impact on their German motivation. Overall, however, it allowed them to be exposed to more English media, which positively influenced their motivation for English.

To conclude, continued efforts are needed to decrease students' anxiety and increase their self-efficacy in foreign language classes, especially German classes. What is more, these findings demonstrated a need to improve the English teacher evaluations, and to substantially increase the overall motivation for and attitude toward German.

## References

- Abbuhi, R. (2018). Research Replication. In A. Phakiti, P. Da Costa, L. Plonsky, & S. Starfield (Eds.), *The Palgrave Handbook of Applied Linguistics Research Methodology* (pp. 145–162). Palgrave Macmillan. [https://doi.org/10.1057/978-1-137-59900-1\\_7](https://doi.org/10.1057/978-1-137-59900-1_7)
- Akram, M., & Ghani, M. (2013a). Gender and language learning motivation. *Academic Research International*, 4(2), 536–540.
- Akram, M., & Ghani, M. (2013b). The relationship of socioeconomic status with language learning motivation. *International Journal of English and Education*, 2(2), 406–413.
- Al-Hoorie, A. H., & MacIntyre, P. D. (Eds.). (2020). *Contemporary Language Motivation Theory: 60 Years Since Gardner and Lambert (1959)*. Multilingual Matters.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice Hall.
- Bartram, B. (2006). Attitudes to language learning: A comparative study of peer group influences. *The Language Learning Journal*, 33(1), 47–52.
- Belgischer Germanisten- und Deutschlehrerverband. (2021, January 28). *BGDV-Aktion für Deutsch im flämischen Sekundarunterricht: Meer Duits in het onderwijs, bitte!* <http://www.bgdv.be/wordpress/bgdv-aktion-fuer-deutsch-im-flaemischen-sekundarunterricht-meer-duits-in-het-onderwijs-bitte/>
- Birdsong, D. (2006). Age and Second Language Acquisition and Processing: A Selective Overview. *Language Learning*, 56(s1). <https://doi.org/10.1111/j.1467-9922.2006.00353.x>
- Busse, V. (2013). Why do first-year students of German lose motivation during their first year at university? *Studies in Higher Education*, 38(7), 951–971. <https://doi.org/10.1080/03075079.2011.602667>
- Busse, V., & Walter, C. (2013). Foreign Language Learning Motivation in Higher Education: A Longitudinal Study of Motivational Changes and Their Causes. *The Modern Language Journal*, 97(2), 435–456. <https://doi.org/10.1111/j.1540-4781.2013.12004.x>
- Busse, V., & Williams, M. (2010). Why German? Motivation of students studying German at English universities. *Language Learning Journal*, 38(1), 67–85. <https://doi.org/10.1080/09571730903545244>
- Butler, Y. G. (2012). Bilingualism/Multilingualism and Second-Language Acquisition. In T. K. Bhatia & W. C. Ritchie (Eds.), *The Handbook of Bilingualism and Multilingualism* (pp. 109–136). John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781118332382.ch5>
- Buysse, L., Bernaerts, L., Herman, L., Heyvaert, L., & Vosters, R. (2020, August 31). Ook talen verdienen een eigen “stem.” *De Standaard*. [https://www.standaard.be/cnt/dmf20200830\\_97679154](https://www.standaard.be/cnt/dmf20200830_97679154)
- Carr, J., & Pauwels, A. (2006). *Boys and foreign language learning*. Palgrave Macmillan. <https://doi.org/10.1057/9780230501652>
- Chaffee, K. E., Lou, N. M., Noels, K. A., & Katz, J. W. (2020). Why don't “real men” learn languages? Masculinity threat and gender ideology suppress men's language learning motivation. *Group Processes and Intergroup Relations*, 23(2), 301–318. <https://doi.org/10.1177/1368430219835025>
- Clément, R., Gardner, R. C., & Smythe, P. C. (1977). Motivational variables in second language acquisition: A study of Francophones learning English. *Canadian Journal of Behavioural Science/Revue Canadienne Des Sciences Du Comportement*, 9(2). <https://doi.org/10.1037/h0081614>
- Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41(4), 469–512.
- Csizér, K., & Kormos, J. (2008). The Relationship of Intercultural Contact and Language Learning Motivation among Hungarian Students of English and German. *Journal of Multilingual and Multicultural Development*, 29(1), 30–48. <https://doi.org/10.2167/jmmd557.0>
- Csizér, K., & Lukács, G. (2010). The comparative analysis of motivation, attitudes and selves: The case of English and German in Hungary. *System*, 38, 1–13. <https://doi.org/10.1016/j.system.2009.12.001>
- Di Pietro, G., Biagi, F., Costa, P., Karpiński, Z., & Mazza, J. (2020). *The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international datasets* (No. 9789276199373). <https://doi.org/10.2760/126686>
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273–284.
- Dörnyei, Z. (2006). Individual differences in second language acquisition. *AILA Review*, 19. <https://doi.org/10.1075/aila.19.05dor>
- Dörnyei, Z. (2009). Individual Differences: Interplay of Learner Characteristics and Learning

- Environment. *Language Learning*, 59, 230–248.  
<https://doi.org/10.1111/j.1467-9922.2009.00542.x>
- Dörnyei, Z. (2010). The Relationship between Language Aptitude and Language Learning Motivation: Individual Differences from a Dynamic Systems Perspective. In E. Macaro (Ed.), *The Bloomsbury Companion to Second Language Acquisition* (pp. 247–267). Bloomsbury Academic. <https://doi.org/10.5040/9781474212397.ch-009>
- Dörnyei, Z., & Clément, R. (2001). Motivational characteristics of learning different target languages: Results of a nationwide survey. In Zoltán Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 399–432). University of Hawaii Press.
- Dörnyei, Z., Csizér, K., & Németh, N. (2006). *Motivation, Language Attitudes and Globalisation: A Hungarian Perspective*. Multilingual Matters.
- Dörnyei, Z., & Skehan, P. (2003). Individual Differences in Second Language Learning. In C. J. Doughty & M. H. Long (Eds.), *The Handbook of Second Language Acquisition* (pp. 589–630).
- Entwistle, N. J. (1968). Academic motivation and school attainment. *British Journal of Educational Psychology*, 38(2). <https://doi.org/10.1111/j.2044-8279.1968.tb02003.x>
- Feng, H.-Y., Fan, J.-J., & Yang, H.-Z. (2013). The relationship of learning motivation and achievement in EFL: Gender as an intermediated variable. *Educational Research International*, 2(2), 50–58.
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. Edward Arnold.
- Gardner, R. C. (2010). *Motivation and Second Language Acquisition: The Socio-educational Mode*. Peter Lang.
- Gardner, R. C., & Lambert, W. E. (1959). Motivational Variables in Second-Language Acquisition. *Canadian Journal of Psychology*, 13(4), 266–272.
- Gayton, A. (2010). Socioeconomic status and language-learning motivation: To what extent does the former influence the latter? *Scottish Languages Review*, 22, 17–28.
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1738184>
- Gonzalez, T., de la Rubia, M. A., Hincz, K. P., Comas-Lopez, M., Subirats, L., Fort, S., & Sacha, G. M. (2020). Influence of COVID-19 confinement on students' performance in higher education. *PLOS ONE*, 15(10), e0239490–e0239490. <https://doi.org/10.1371/journal.pone.0239490>
- Gottfried, A. E. (1985). Academic intrinsic motivation in elementary and junior high school students. *Journal of Educational Psychology*, 77(6). <https://doi.org/10.1037/0022-0663.77.6.631>
- Iwaniec, J. (2020). The effects of parental education level and school location on language learning motivation. *The Language Learning Journal*, 48(4), 427–441.  
<https://doi.org/10.1080/09571736.2017.1422137>
- Kissau, S., Wang, C., Rodgers, M., Haudeck, H., & Biebricher, C. (2019). The motivational profile of adolescent foreign language learners: An international comparison. *International Journal of Language Studies*, 13(1), 19–40.
- Lochtman, K., & Obst, B. (2012). Germanistik in Belgien/Brüssel. In *Convivium (Germanistisches Jahrbuch Polen)* (pp. 81–90). DAAD.
- Lutjeharms, M., & Lochtman, K. (2011). Fremdsprachenunterricht und Forschung in den Beneluxländern: Ein Überblick. *Fremdsprachen Lehren Und Lernen*, 40, 29–48.
- Mady, C., & Seiling, A. (2017). The coupling of second language learning motivation and achievement according to gender. *Theory and Practice in Language Studies*, 7(12), 1149–1159.  
<https://doi.org/10.17507/tpls.0712.01>
- Maenhout, K. (2020a, November). Leraars in spe halen lat voor Frans en wiskunde vaak niet. *De Standaard*. [https://www.standaard.be/cnt/dmf20201122\\_97756528](https://www.standaard.be/cnt/dmf20201122_97756528)
- Maenhout, K. (2020b, December). Duits duwt Spaans uit het lessenrooster. *De Standaard*.  
[https://www.standaard.be/cnt/dmf20201207\\_97974355](https://www.standaard.be/cnt/dmf20201207_97974355)
- Mettewie, L. (2004). *Attitudes en motivatie van taalleerders in België* [Doctoral thesis]. Vrije Universiteit Brussel.
- Mettewie, L., & Mensel, L. V. (2020). Understanding foreign language education and bilingual education in Belgium: A (surreal) piece of cake. *International Journal of Bilingual Education and Bilingualism*. <https://doi.org/10.1080/13670050.2020.1768211>
- Mooijman, R. (2020, January 2). Wallonië is onze beste handelspartner. *De Standaard*.  
[https://www.standaard.be/cnt/dmf20200101\\_04788620](https://www.standaard.be/cnt/dmf20200101_04788620)
- Mori, S., & Gobel, P. (2006). Motivation and gender in the Japanese EFL classroom. *System*, 34(2), 194–210. <https://doi.org/10.1016/j.system.2005.11.002>
- Oxford, R., Park-Oh, Y., Ito, S., & Sumrall, M. (1993). Japanese by satellite: Effects of motivation,

- language-learning styles and strategies, gender, course level, and previous language learning experience on Japanese language achievement. *Foreign Language Annals*, 26(3), 359–371.
- Oxford, R., & Shearin, J. (1994). Language Learning Motivation: Expanding the Theoretical Framework. *The Modern Language Journal*, 78(1).  
<https://doi.org/10.1111/j.1540-4781.1994.tb02011.x>
- Paelinck, G. (2017, January). Hogescholen winnen aan populariteit ten opzichte van universiteiten. *VRT NWS*.  
[https://www.vrt.be/vrtnws/nl/2017/01/19/hogescholen\\_winnenaanpopulariteitnenopzichtevanuniversiteiten-1-2869144/](https://www.vrt.be/vrtnws/nl/2017/01/19/hogescholen_winnenaanpopulariteitnenopzichtevanuniversiteiten-1-2869144/)
- Page, E. B. (1958). Teacher comments and student performance: A seventy-four classroom experiment in school motivation. *Journal of Educational Psychology*, 49(4).  
<https://doi.org/10.1037/h0041940>
- Pavelescu, L. M. (2019). Motivation and emotion in the EFL learning experience of romanian adolescent students: Two contrasting cases. *Studies in Second Language Learning and Teaching*, 9(1), 55–82. <https://doi.org/10.14746/sslit.2019.9.1.4>
- Peters, E. (2020). Meertaligheid kinderspel? Hoe leren we een nieuwe taal. In P. d'Hoine & B. Pattyn (Eds.), *Wetenschap in een veranderende wereld. Lessen voor de XXIste eeuw* (pp. 67–90). Leuven University Press.
- Peters, E., Noreillie, A. S., Heylen, K., Bulté, B., & Desmet, P. (2019). The Impact of Instruction and Out-of-School Exposure to Foreign Language Input on Learners' Vocabulary Knowledge in Two Languages. *Language Learning*, 69(3), 747–782. <https://doi.org/10.1111/lang.12351>
- Peters, E., Noreillie, A.-S., & Puimège, E. (2020). Frans eerste vreemde taal en Engels tweede vreemde taal? Of toch niet? Een blik op de Engelse en Franse taalvaardigheid van jongeren in Vlaanderen. In W. Coudenys (Ed.), *Taal en de wereld* (pp. 53–70). Leuven University Press.
- Ruyffelaert, A., & Hadermann, P. (2012). The impact of age and gender on the learners' motivation and attitude towards French in secondary education in Flanders. In L. Gómez Chova, A. López Martínez, I. Candel Torres, & International Association of Technology and Development (IATED) (Eds.), *INTED2012 Proceedings* (6th ed., pp. 159–165). International Association of Technology, Education and Development (IATED).
- Schmidt, G. (2014). "There's more to it": A qualitative study into the motivation of Australian university students to learn German. *German as a Foreign Language*, 25(1), 21–44.
- Shin, H. W., & So, Y. (2018). The moderating role of socioeconomic status on motivation of adolescents' foreign language learning strategy use. *System*, 73, 71–79.  
<https://doi.org/10.1016/j.system.2017.11.007>
- Skehan, P. (1991). Individual Differences in Second Language Learning. *Studies in Second Language Acquisition*, 13, 275–298.
- Sundqvist, P., & Olin-Scheller, C. (2013). Classroom vs. Extramural english: Teachers dealing with demotivation. *Linguistics and Language Compass*, 7(6), 329–338.  
<https://doi.org/10.1111/lnc3.12031>
- Vermeersch, B. (2020). Docenten Frans hoger onderwijs trekken aan alarmbel: "Studenten beheersen taal niet genoeg om niveau aan te kunnen." *VRT NWS*. <https://www.vrt.be/vrtnws/nl/2020/01/15/docenten-frans-pleiten-voor-een-niet-bindende-ijkingsproef-voor/>
- Vlaams Ministerie van Onderwijs en Vorming. (2020). *Statistisch jaarboek van het Vlaams onderwijs 2019-2020*.  
<https://onderwijs.vlaanderen.be/nl/statistisch-jaarboek-van-het-vlaams-onderwijs-2019-2020>
- Vosters, R., Bekers, E., Housen, A., Keulen, S., Lochtman, K., Michot, M.-E., Struys, E., Swyzen, C., & Vande Castele, A. (2018, October). Ons taalonderwijs heeft nood aan een marshallplan. *Knack*. <https://www.knack.be/nieuws/belgie/ons-taalonderwijs-heeft-nood-aan-een-marshallplan/article-opinion-1370845.html>
- Wentzel, K. R., & Miele, D. B. (Eds.). (2016). *Handbook of Motivation at School*. Routledge.  
<https://doi.org/10.4324/9781315773384>
- Williams, M., Burden, R., & Lanvers, U. (2002). "French is the Language of Love and Stuff": Student perceptions of issues related to motivation in learning a foreign language. *British Educational Research Journal*, 28(4). <https://doi.org/10.1080/0141192022000005805>
- Wright, M. (1999). Influences on learner attitudes towards foreign language and culture. *Educational Research*, 41(2), 197–208. <https://doi.org/10.1080/0013188990410207>
- Xie, K., Vongkulluksn, V. W., Cheng, S.-L., & Jiang, Z. (2021). Examining high-school students' motivation change through a person-centered approach. *Journal of Educational Psychology*.  
<https://doi.org/10.1037/edu0000507>

## Appendix A Foreign Language Motivation Survey

### Sectie 1: Informatie over de verwerking van jouw persoonsgegevens

### Sectie 2: Taalattitudes Duits

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

1 = helemaal niet akkoord, 2 = helemaal akkoord, 3 = neutraal, 4 = akkoord, 5 = helemaal akkoord

#### **Motivation Intensity**

- M1 Tijdens de les Duits laat ik mij niet afleiden en focus ik mij op de taken die ik moet doen voor de Duitse les. ① ② ③ ④ ⑤
- M2 Ik werk heel hard om Duits te leren. ① ② ③ ④ ⑤
- M3 Als ik iets niet snap in de les Duits, dan vraag ik aan de leerkracht om hulp. ① ② ③ ④ ⑤
- M4 Ik probeer al het Duits dat ik hoor (op de radio of op straat) en dat ik zie (op de TV, internet, tijdens series) te begrijpen. ① ② ③ ④ ⑤
- M5 Ik werk bijna elke dag voor Duits zodat ik mee ben in de Duitse les. ① ② ③ ④ ⑤

#### **Desire**

- D1 Ik wou dat ik vroeger was begonnen met het leren van Duits dan de leeftijd waarop ik nu begonnen ben met Duits te leren. ① ② ③ ④ ⑤
- D2 Ik zou graag vlot Duits willen praten. ① ② ③ ④ ⑤
- D3 Ik zou zo graag Duits willen leren zodat mijn Duits natuurlijk overkomt. ① ② ③ ④ ⑤
- D4 Ik zou zoveel mogelijk willen leren over de Duitse taal. ① ② ③ ④ ⑤
- D5 Als ik zou kiezen wat we mochten leren op school, dan zou ik heel de dag door mijn tijd besteden aan het leren van het Duits. ① ② ③ ④ ⑤

#### **Attitudes toward the Language**

- A1 Duits leren vind ik fantastisch. ① ② ③ ④ ⑤
- A2 Ik amuseer me tijdens het leren van Duits. ① ② ③ ④ ⑤
- A3 Ik zou graag in de toekomst zoveel mogelijk willen leren over het Duits. ① ② ③ ④ ⑤
- A4 Ik hou ervan om Duits te leren. ① ② ③ ④ ⑤
- A5 Ik vind het belangrijk dat Duits leren deel uitmaakt van mijn studierichting. ① ② ③ ④ ⑤

#### **Integrative Orientation**

- I1 Ik vind het belangrijk dat ik Duits leer zodat ik meer op mijn gemak ben bij mensen die Duitstalig zijn. ① ② ③ ④ ⑤

- I2 Ik vind het belangrijk dat ik Duits leer zodat ik kan afspreken of babbelen met een diverse groep mensen. ① ② ③ ④ ⑤
- I3 Ik vind het belangrijk dat ik Duits leer zodat ik makkelijker dingen kan gaan doen met jongeren van een andere cultuur. ① ② ③ ④ ⑤
- I4 Ik vind het belangrijk dat ik Duits leer omdat ik zo de cultuur, kunst en literatuur van Duitstalige landen/regio's beter zal begrijpen en beter zal waarderen. ① ② ③ ④ ⑤

### **Instrumental Orientation**

- In1 Duits leren vind ik enkel en alleen belangrijk omdat ik het later ga nodig hebben in mijn professionele carrière. ① ② ③ ④ ⑤
- In2 Ik vind het belangrijk om Duits te leren omdat ik er een verstandiger persoon van word. ① ② ③ ④ ⑤
- In3 Ik vind het belangrijk om Duits te leren omdat mensen me meer zullen respecteren en accepteren voor mijn Duitstalige kennis. ① ② ③ ④ ⑤
- In4 Ik vind het belangrijk om Duits te leren omdat het in de toekomst nuttig gaat zijn om een goede job te vinden. ① ② ③ ④ ⑤

### **Teacher Evaluation**

- T1 Ik heb een vriendelijke leerkracht Duits. ① ② ③ ④ ⑤
- T2 Mijn leerkracht Duits is goed in zijn of haar job. ① ② ③ ④ ⑤
- T3 Mijn leerkracht Duits houdt rekening met de gevoelens van leerlingen. ① ② ③ ④ ⑤
- T4 Ik vertrouw mijn leerkracht Duits. ① ② ③ ④ ⑤
- T5 Mijn leerkracht Duits probeert er alles aan te doen om zoveel mogelijk uit haar of zijn lesuur te halen. ① ② ③ ④ ⑤

### **Course Evaluation**

- C1 Mijn lessen Duits zijn goed. ① ② ③ ④ ⑤
- C2 Ik hou van de Duitse les. ① ② ③ ④ ⑤
- C3 Mijn lessen Duits zijn echt verrijkend. ① ② ③ ④ ⑤
- C4 Ik haal voldoening uit mijn lessen Duits. ① ② ③ ④ ⑤
- C5 De les Duits is aangenaam om naartoe te gaan. ① ② ③ ④ ⑤

### **Anxiety**

- An1 Ik ben beschaamd om vrijwillig te antwoorden op vragen van de leerkracht in de les Duits. ① ② ③ ④ ⑤
- An2 Ik word nerveus en verward als ik Duits moet praten tijdens de les Duits. ① ② ③ ④ ⑤
- An3 Ik ben heel onzeker als ik Duits moet praten tijdens de les Duits. ① ② ③ ④ ⑤
- An4 Ik heb altijd het gevoel dat mijn klasgenoten beter Duits praten dan ik. ① ② ③ ④ ⑤
- An5 Ik ben bang dat mijn klasgenoten mij zullen uitlachen als ik Duits praat. ① ② ③ ④ ⑤

### Self-efficacy

- S1 Ik voel dat ik in staat ben om een gesprek in het Duits te begrijpen. ① ② ③ ④ ⑤
- S2 Ik voel dat ik goed genoeg kan schrijven in het Duits zodat ik een event, een persoon of een verhaal kan uitleggen. ① ② ③ ④ ⑤
- S3 Ik verwacht dat ik het goed zal doen in de lessen Duits. ① ② ③ ④ ⑤
- S4 Ik voel dat ik de meest belangrijke zaken kan halen uit een gesprek of een verhaal dat ik hoor of lees in het Duits. ① ② ③ ④ ⑤
- S5 Ik voel dat ik goed genoeg kan praten in het Duits zodat ik mezelf verstaanbaar kan maken als het over bepaalde onderwerpen gaat. ① ② ③ ④ ⑤

### Sectie 3: Algemene achtergrond

Nu volgen enkele algemene vragen.

1. Wat is jouw gender?  M  V  X
2. Zit je in het aso, tso, bso of kso?  aso  tso  bso  kso
3. Welke studierichting volg je? \_\_\_\_\_
4. In welk jaar zit je?  5  6  7
5. Hoe heet jouw school? Vul hier de naam en de stad/gemeente in.  
\_\_\_\_\_
6. In welke provincie ligt jouw school?  
 Antwerpen  Brussel  Limburg  
 Oost-Vlaanderen  Vlaams-Brabant  West-Vlaanderen
7. Heb je "CLIL" (Content and Language Integrated Learning)? Je volgt zo bijvoorbeeld de les aardrijkskunde in het Frans.  Ja  Nee
  - a. Welk vak of welke vakken volg je in CLIL en welke taal of talen?  
Vul hier zowel vak als taal in. Bijvoorbeeld: aardrijkskunde (Frans), geschiedenis (Engels). \_\_\_\_\_
8. Wat is het hoogste opleidingsniveau van je ouders?
  - a. Ouder 1 (bv. moeder)  
 Geen diploma  Lager secundair  Hoger secundair  
 Hoger niet-universitair  Universitair  Weet ik niet  
 Niet van toepassing
  - b. Ouder 2 (bv. vader)  
 Geen diploma  Lager secundair  Hoger secundair  
 Hoger niet-universitair  Universitair  Weet ik niet  
 Niet van toepassing
9. Welke taal spreek je het meest thuis?  
 Nederlands  Frans  Engels  Duits  Arabisch

- Italiaans       Pools       Russisch       Spaans       Turks  
 Andere: \_\_\_\_\_

10. Spreek je thuis nog een andere taal?       Ja       Nee

a. Welke taal of talen spreek je thuis nog? (Meerdere antwoorden mogelijk)

- Nederlands       Frans       Engels       Duits  
 Arabisch       Italiaans       Pools       Russisch       Spaans  
 Turks       Andere: \_\_\_\_\_

#### Sectie 4: Achtergrond Duits

Fast geschafft! De volgende vragen gaan over jouw lessen Duits.

1. Hoeveel uren Duits volg je in een normale schoolweek? \_\_\_\_\_
2. Wanneer ben je begonnen met het leren van Duits?
 

<input type="radio"/> Lager onderwijs	<input type="radio"/> Secundair onderwijs: eerste jaar
<input type="radio"/> Secundair onderwijs: tweede jaar	<input type="radio"/> Secundair onderwijs: derde jaar
<input type="radio"/> Secundair onderwijs: vierde jaar	<input type="radio"/> Secundair onderwijs: vijfde jaar
<input type="radio"/> Secundair onderwijs: zesde jaar	<input type="radio"/> Secundair onderwijs: zevende jaar
3. Wat is het gender van je leerkracht Duits dit jaar?       M       V       X
4. Welk handboek gebruik je voor Duits?
 

<input type="radio"/> Alles im Griff?	<input type="radio"/> Alles klar?	<input type="radio"/> Aspekte Junior
<input type="radio"/> DaF im Unternehmen	<input type="radio"/> Deutsch Kompakt	<input type="radio"/> Spektrum
<input type="radio"/> Spitze	<input type="radio"/> Studio 21	<input type="radio"/> Andere: _____
<input type="radio"/> Geen/cursus van de leerkracht		
5. Ben je al eens naar een Duitstalig land gereisd?
 

a. Duitsland	<input type="radio"/> Ja <input type="radio"/> Nee
b. Oostenrijk	<input type="radio"/> Ja <input type="radio"/> Nee
c. Duitstalig Zwitserland	<input type="radio"/> Ja <input type="radio"/> Nee
d. Liechtenstein	<input type="radio"/> Ja <input type="radio"/> Nee

#### Sectie 5: Extra Duits

1. Waarop ligt de focus in jouw les Duits? Het totaal moet 100% zijn.

- |                                |      |
|--------------------------------|------|
| Grammatica                     | ___% |
| Woordenschat                   | ___% |
| Leesvaardigheid                | ___% |
| Spelling                       | ___% |
| Spreekvaardigheid/communicatie | ___% |
| Schrijfvaardigheid             | ___% |
| Luistervaardigheid             | ___% |
| Cultuur/literatuur             | ___% |



2. Denk je eraan om in het hoger onderwijs talen te gaan studeren? Waarom wel of waarom niet? \_\_\_\_\_
3. Heeft de coronapandemie invloed gehad op je motivatie om Duits te leren?  
 Ja: \_\_\_\_\_  Nee
4. Wil je zelf nog graag iets toevoegen?  
 Ja: \_\_\_\_\_  Nee

Dat was het einde van de enquête voor Duits! Wil je ook graag de enquête invullen voor Engels?  Ja  Nee

### Sectie 6: Taalattitudes Engels

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

1 = helemaal niet akkoord, 2 = helemaal akkoord, 3 = neutraal, 4 = akkoord, 5 = helemaal akkoord

#### **Motivation Intensity**

- M1 Tijdens de les Engels laat ik mij niet afleiden en focus ik mij op de taken die ik moet doen voor de Engelse les. ① ② ③ ④ ⑤
- M2 Ik werk heel hard om Engels te leren. ① ② ③ ④ ⑤
- M3 Als ik iets niet snap in de les Engels, dan vraag ik aan de leerkracht om hulp. ① ② ③ ④ ⑤
- M4 Ik probeer al het Engels dat ik hoor (op de radio of op straat) en dat ik zie (op de TV, internet, tijdens series) te begrijpen. ① ② ③ ④ ⑤
- M5 Ik werk bijna elke dag voor Engels zodat ik mee ben in de Engelse les. ① ② ③ ④ ⑤

#### **Desire**

- D1 Ik wou dat ik vroeger was begonnen met het leren van Engels dan de leeftijd waarop ik nu begonnen ben met Engels te leren. ① ② ③ ④ ⑤
- D2 Ik zou graag vlot Engels willen praten. ① ② ③ ④ ⑤
- D3 Ik zou zo graag Engels willen leren zodat mijn Engels natuurlijk overkomt. ① ② ③ ④ ⑤
- D4 Ik zou zoveel mogelijk willen leren over de Engelse taal. ① ② ③ ④ ⑤
- D5 Als ik zou kiezen wat we mochten leren op school, dan zou ik heel de dag door mijn tijd besteden aan het leren van het Engels. ① ② ③ ④ ⑤

#### **Attitudes toward the Language**

- A1 Engels leren vind ik fantastisch. ① ② ③ ④ ⑤
- A2 Ik amuseer me tijdens het leren van Engels. ① ② ③ ④ ⑤

A3 Ik zou graag in de toekomst zoveel mogelijk willen leren over het Engels. ① ② ③ ④ ⑤

A4 Ik hou ervan om Engels te leren. ① ② ③ ④ ⑤

A5 Ik vind het belangrijk dat Engels leren deel uitmaakt van mijn studierichting. ① ② ③ ④ ⑤

### **Integrative Orientation**

I1 Ik vind het belangrijk dat ik Engels leer zodat ik meer op mijn gemak ben bij mensen die Engelstalig zijn. ① ② ③ ④ ⑤

I2 Ik vind het belangrijk dat ik Engels leer zodat ik kan afspreken of babbelen met een diverse groep mensen. ① ② ③ ④ ⑤

I3 Ik vind het belangrijk dat ik Engels leer zodat ik makkelijker dingen kan gaan doen met jongeren van een andere cultuur. ① ② ③ ④ ⑤

I4 Ik vind het belangrijk dat ik Engels leer omdat ik zo de cultuur, kunst en literatuur van Engelstalige landen/regio's beter zal begrijpen en beter zal waarderen. ① ② ③ ④ ⑤

### **Instrumental Orientation**

In1 Engels leren vind ik enkel en alleen belangrijk omdat ik het later ga nodig hebben in mijn professionele carrière. ① ② ③ ④ ⑤

In2 Ik vind het belangrijk om Engels te leren omdat ik er een verstandiger persoon van word. ① ② ③ ④ ⑤

In3 Ik vind het belangrijk om Engels te leren omdat mensen me meer zullen respecteren en accepteren voor mijn Engelstalige kennis. ① ② ③ ④ ⑤

In4 Ik vind het belangrijk om Engels te leren omdat het in de toekomst nuttig gaat zijn om een goede job te vinden. ① ② ③ ④ ⑤

### **Teacher Evaluation**

T1 Ik heb een vriendelijke leerkracht Engels. ① ② ③ ④ ⑤

T2 Mijn leerkracht Engels is goed in zijn of haar job. ① ② ③ ④ ⑤

T3 Mijn leerkracht Engels houdt rekening met de gevoelens van leerlingen. ① ② ③ ④ ⑤

T4 Ik vertrouw mijn leerkracht Engels. ① ② ③ ④ ⑤

T5 Mijn leerkracht Engels probeert er alles aan te doen om zoveel mogelijk uit haar of zijn lesuur te halen. ① ② ③ ④ ⑤

### **Course Evaluation**

C1 Mijn lessen Engels zijn goed. ① ② ③ ④ ⑤

C2 Ik hou van de Engelse les. ① ② ③ ④ ⑤

C3 Mijn lessen Engels zijn echt verrijkend. ① ② ③ ④ ⑤

C4 Ik haal voldoening uit mijn lessen Engels. ① ② ③ ④ ⑤

C5 De les Engels is aangenaam om naartoe te gaan. ① ② ③ ④ ⑤

### Anxiety

- An1 Ik ben beschaamd om vrijwillig te antwoorden op vragen van de leerkracht in de les Engels. ① ② ③ ④ ⑤
- An2 Ik word nerveus en verward als ik Engels moet praten tijdens de les Engels. ① ② ③ ④ ⑤
- An3 Ik ben heel onzeker als ik Engels moet praten tijdens de les Engels. ① ② ③ ④ ⑤
- An4 Ik heb altijd het gevoel dat mijn klasgenoten beter Engels praten dan ik. ① ② ③ ④ ⑤
- An5 Ik ben bang dat mijn klasgenoten mij zullen uitlachen als ik Engels praat. ① ② ③ ④ ⑤

### Self-efficacy

- S1 Ik voel dat ik in staat ben om een gesprek in het Engels te begrijpen. ① ② ③ ④ ⑤
- S2 Ik voel dat ik goed genoeg kan schrijven in het Engels zodat ik een event, een persoon of een verhaal kan uitleggen. ① ② ③ ④ ⑤
- S3 Ik verwacht dat ik het goed zal doen in de lessen Engels. ① ② ③ ④ ⑤
- S4 Ik voel dat ik de meest belangrijke zaken kan halen uit een gesprek of een verhaal dat ik hoor of lees in het Engels. ① ② ③ ④ ⑤
- S5 Ik voel dat ik goed genoeg kan praten in het Engels zodat ik mezelf verstaanbaar kan maken als het over bepaalde onderwerpen gaat. ① ② ③ ④ ⑤

### Sectie 7: Achtergrond Engels

- Hoeveel uren Engels volg je in een normale schoolweek? \_\_\_\_\_
- Wanneer ben je begonnen met het leren van Engels?
  - Lager onderwijs
  - Secundair onderwijs: eerste jaar
  - Secundair onderwijs: tweede jaar
  - Secundair onderwijs: derde jaar
  - Secundair onderwijs: vierde jaar
  - Secundair onderwijs: vijfde jaar
  - Secundair onderwijs: zesde jaar
  - Secundair onderwijs: zevende jaar
- Wat is het gender van je leerkracht Engels dit jaar?  M  V  X
- Welk handboek gebruik je voor Engels?
  - Ace
  - Connect
  - English for Life
  - Fairway
  - Insight
  - New Contact Two-in-one
  - New Headway
  - On Track
  - Strike
  - Track 'n' Trace
  - Andere: \_\_\_\_\_
  - Geen/cursus van de leerkracht
- Ben je al eens naar een Engelstalig gebied gereisd?
  - Verenigd Koninkrijk/Ierland  Ja  Nee
  - Verenigde Staten/Canada  Ja  Nee
  - Australië/Nieuw-Zeeland  Ja  Nee

Sectie 8: Extra Engels

5. Waarop ligt de focus in jouw les Engels? Het totaal moet 100% zijn.

Grammatica \_\_\_\_\_%

Woordenschat \_\_\_\_\_%

Leesvaardigheid \_\_\_\_\_%

Spelling \_\_\_\_\_%

Spreekvaardigheid/communicatie \_\_\_\_\_%

Schrijfvaardigheid \_\_\_\_\_%

Luistervaardigheid \_\_\_\_\_%

Cultuur/literatuur \_\_\_\_\_%

6. Heeft de coronapandemie invloed gehad op je motivatie om Engels te leren?

Ja: \_\_\_\_\_  Nee

Wil je zelf nog graag iets toevoegen?

Ja: \_\_\_\_\_  Nee

## Appendix B Student Remarks

The following tables show a selection of comments made by the students, and their English translations. Although there were fewer comments regarding the motivation to learn English, a clear trend was to be noticed: German (class) was perceived less positively than English (class) was. Numerous students mentioned having trouble with German distance learning and feeling unprepared to hold conversations in German, whereas the pandemic had a positive influence on students' contact with English.

**Table B1**

### *Influence of Pandemic on Motivation to Learn German*

ik was het meeste al vergeten	I had forgotten most things already
ik spreek meer met mijn online vrienden, die allemaal Engels spreken en daarom ligt mijn focus nu meer op Engels	I talk to my online friends more, who all speak English, so therefore I focus on English
Afstandslessen Duits zijn zeer moeilijk te volgen	Distance learning for German is very hard to follow
Afstandsonderwijs is saai	Distance learning is boring
Afstandsonderwijs van Duits is ongelooflijk saai	Distance learning for German is incredibly boring
Alle motivatie is überhaupt weg dus jezelf inzetten voor vakken die je voordien ook al niet leuk vond, is alleen nog maar moeilijker geworden.	All motivation is gone so it has only gotten harder to do your best for courses that you didn't like before.
communiceren met Duitse vrienden	communicating with German friends
De afstandslessen zijn minder motiverend dan in de klas.	The distance classes are less motivating than in the classroom
De klas praat meer en ik zie niet hoe de leerkracht iets uitspreekt. Ik moet enkel focussen op wat ik hoor.	The class talks more and I can't see how the teacher pronounces something. I have to focus solely on what I hear
De lessen online zijn niet leuk	The online classes aren't fun.
de naamvallen online leren is gewoon niet te doen	learning the cases online is just not manageable
De structuur van het elke week beetje Duits krijgen is 6 maanden stilgevallen.	The structure of getting a little German each week came to a stop for 6 months.
Dit heeft invloed gehad op mijn motivatie in het algemeen.	This has an influence on my motivation in general
door de lessen online te hebben is het een beetje aanpassen	because of classes online it takes some getting used to
Duits is niet echt mijn lievelingstaal om te leren, ik ben meer geïnteresseerd in Spaans of Engels.	German is not really my favorite language to learn, I am more interested in Spanish or English.

Duitse les is nog saaier geworden.	German class got even more boring.
Er is minder motivatie voor elk vak, niet alleen Duits.	There is less motivation for every course, not just German.
Er zijn veel minder lessen door Corona	There are much fewer classes because of Corona
geen motivatie meer om nog iets te leren	no motivation anymore to learn anything
Grotere achterstand, minder taalgevoel	Larger backlog, less linguistic feeling
heeft me er op een of andere manier beter in gemaakt	has somehow made me better at it
helemaal geen motivatie om nog iets te doen	no motivation at all to do anything
Het beetje Duits dat ik had geleerd heb ik allml vergeten.	The little German that I had learned I have all forgotten.
Het heeft mijn motivatie verbeterd.	It has improved my motivation
Het is moeilijker geworden door online lessen	It has become more difficult because of online classes
Het maken van oefeningen thuis is vele minder leuk dan het gezamenlijk maken en oefenen op de uitspraak van deze oefeningen.	Making exercises at home is much less fun than making them together and practicing the pronunciation of these exercises.
Hierdoor hadden we minder les en dus minder uitleg over alles.	Because of this we had fewer classes and so everything was explained less
Hierdoor hebben wij 1 jaar Duits achterstand, maar onze school verwachtte wel dat we alles nog kende. Daardoor moesten de meeste extra hun best doen.	Because of this we have 1 year of German backlog, but our school expected that we still knew everything. Therefore most had to try their best even more
Hierdoor moesten we bepaalde grammatica zelf behandelen (vooral vorig jaar), waardoor het dit jaar soms moeilijk is om alles te herinneren en omdat het minder goed gaat, heb ik persoonlijk iets minder motivatie.	Because of this we had to learn certain grammar on our own (like last year), which makes it difficult this year to remember everything and because it is going less well, I personally have a little less motivation
Ik had extra tijd en verveelde me, ik heb een paar dagen geleerd en daarna het opgegeven	I had extra time and was bored, I studied a few days and then gave up
ik heb gewoon geen hoop meer	I just don't have hope anymore
Ik heb meer energie, waardoor ik meer kon werken aan Duits	I have more energy, so I was able to work more for German
ik heb meer naar duitse series gekeken	I watched more German series
Ik heb vorig jaar geen enkele online les Duits gehad, een schande als je het mij vraagt.	I didn't have a single online German class last year, a disgrace, if you ask me.
Ik vind 1 uurtje per week te weinig om me gemotiveerd te voelen voor een vak als Duits. Ik kan niet eens een goede zin vormen ik het Duits,	I find 1 hour a week too little to feel motivated for a course like German. I can't even form a good sentence in German, we don't learn much in a year... (Not even 1 book in 2 years time)

we zien dan ook niet echt veel op een jaar...(Niet eens 1 boek op 2 jaar tijd)

Ik voel me zelf luier voor school en minder gelukkig

I feel lazier for school and less happy

Ik was gemotiveerd om meer te weten te komen over de Duitse cultuur.

I was motivated to get to know more about the German culture

In het vierde ben ik begonnen met Duits. Ook het jaar van de eerste lockdown. Van mijn Duitse leerkracht heb ik toen niet veel gehoord...

In the fourth year I started German. Also the year of the first lockdown. I didn't hear much from my German teacher then...

Ligt niet aan mij, ligt aan de persoon die niet capabel is om de les Duits te geven.

It's not me, it's the person who isn't capable of giving the German class

Minder gemotiveerd

Less motivated

onze school vond Duits niet belangrijk genoeg daarom hebben we een lange periode geen Duits gehad.

Our school didn't find German important enough so we didn't have German for a long time.

Vorig schooljaar (2019-2020) kregen we tijdens het fulltime online onderwijs amper taken voor Duits, hierdoor had ik geen motivatie om het bij te houden

Last school year (2019-2020) during full-time online class we barely got assignments for German, so I had no motivation to keep it up

We hebben tijdens de lockdown in maart maar 1 keer les Duits gehad.

We had only 1 German class during the lockdown in March.

We zitten al een jaar in afstandsonderwijs. Mentale gezondheid is er helemaal onder door dus niemand heeft nog motivatie voor iets.

We have been distance learning for a year already. Mental health went completely under so no one has motivation for anything anymore.

---

## Table B2

### *Influence of Pandemic on Motivation to Learn English*

---

ik ben meer in contact gekomen met mensen uit het buitenland via online platforms dus dit heeft mijn motivatie om Engels beter te leren sterker gemaakt.

I came into contact more with people from abroad through online platforms so this has strengthened my motivation to learn English

ik wilde nog meer engels horen omdat je het ook constant op de tv zag. Alle internationale vergaderingen waren in het Engels.

I wanted to hear more English because you also saw it on TV constantly. All international meetings were in English.

Ik ben, doordat ik meer vrije tijd had, veel meer gaan lezen; zowel Nederlandstalige als Engelstalige boeken.

I started reading more because I had more free time; both Dutch and English books

ik heb veel meer films in het Engels gekeken waardoor ik nog meer zin heb om het verder te leren

I watched more movies in English so I have more motivation to keep learning it

meer en meer in contact gekomen met het Engels om het nieuws te volgen	came into contact with English more and more to follow the news
We krijgen meer taken op die we zelf thuis moeten maken en alleen vind ik dat allemaal vele moeilijker om te studeren en begrijpen.	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

**Table B3**

*General Remarks on Motivation to Learn German*

Als je wilt dat iemand een nieuw taal moet leren, geef hun ook een reden of een doel. Klakkeloos een taal leren zonder het nut ervan te weten is heel lastig voor een student. Waarom doen studenten liever engels? want de studenten zien dat dit een nuttige vaardigheid is voor allerlei dagelijkse dingen	If you want someone to learn a new language, give them a reason or a purpose. Learning a language unthinkingly without knowing its use is very difficult for a student. Why do students prefer English? Because the students see that this is a useful skill for various daily things
De online taken van Duits vond ik best wel leuk	I quite liked the online assignments for German
Ik doe Duits alleen maar zodat ik Latijn kan blijven doen.	I only study German so that I can keep on studying Latin.
ik heb eigenlijk het gevoel dat ik op anderhalf jaar duitse les nog niks geleerd heb wat nuttig is	I actually feel that I have not learned anything useful after a year and a half of German class
Ik vind dat de lessen Duits wel nuttig zijn maar ik denk niet dat ik dan na mijn zesde jaar een gesprek ga kunnen voeren met een duitse persoon. Dus ik zo vooral veel focus leggen op communicatie.	I think that the German classes are useful but I don't think that I will be able to hold a conversation with a German person after the sixth year. So I would mostly focus on communication.
Ik wil wel Duits leren (zo begrijp ik meer mensen of teksten), maar we verliezen zo vaak lessen dat we eigenlijk niets leren (en vooral niet spreken)	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)

**Table B4**

*General Remarks on Motivation to Learn English*

Het werkboek 'On Track' is niet volgens mij niet goed uitgewerkt. Ik vind het heel saai en verwarrend.	The textbook 'On Track' isn't worked out very well in my opinion. I find it very boring and confusing.
I love [naam] hij is een zeer leuke Engelse leerkracht.	I love [name], he is a very fun English teacher.
Ik heb online veel contact met mensen over heel de wereld, we spreken allemaal Engels. Hierdoor	I have a lot of online contact with people from all over the world, we all speak English. Therefore



is mijn Engels redelijk vloeiend en heb ik geen problemen met de lessen.

my English is relatively fluent and I don't have any problems in class.

Ik vind Engels een zeer mooie taal, en het is zeer belangrijk. Het is een internationale taal.

I find English a very beautiful language, and it is very important. It is an international language.

Ik vind het spijtig dat we Brits Engels leren. Ik zou liever Amerikaans Engels leren in de klas.

I find it unfortunate that we learn British English. I'd rather learn American English in class.

Mijn huidige leerkracht Engels kan me eindelijk de extra uitdaging bieden waar ik al altijd op wachten tijdens de lessen.

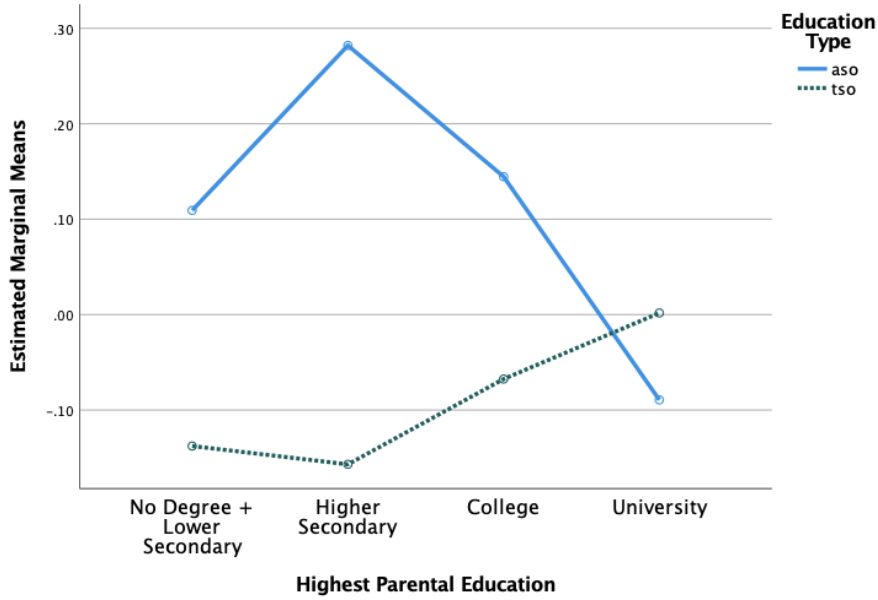
My current English teacher can finally offer me the extra challenge in class that I was always waiting for.

---

## Appendix C Interaction Plots

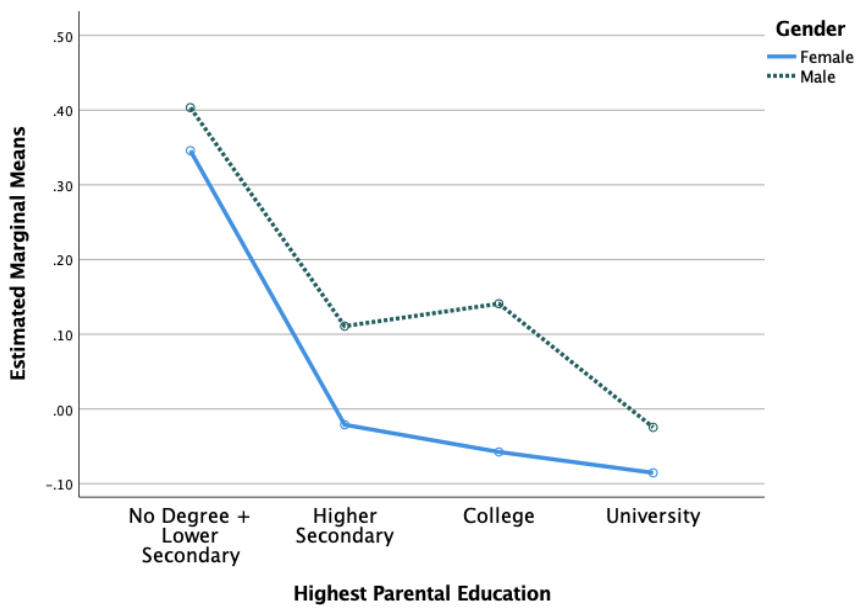
**Figure C1**

*Profile Plot: Interaction Effect between HPE and ET on Attitude (German)*



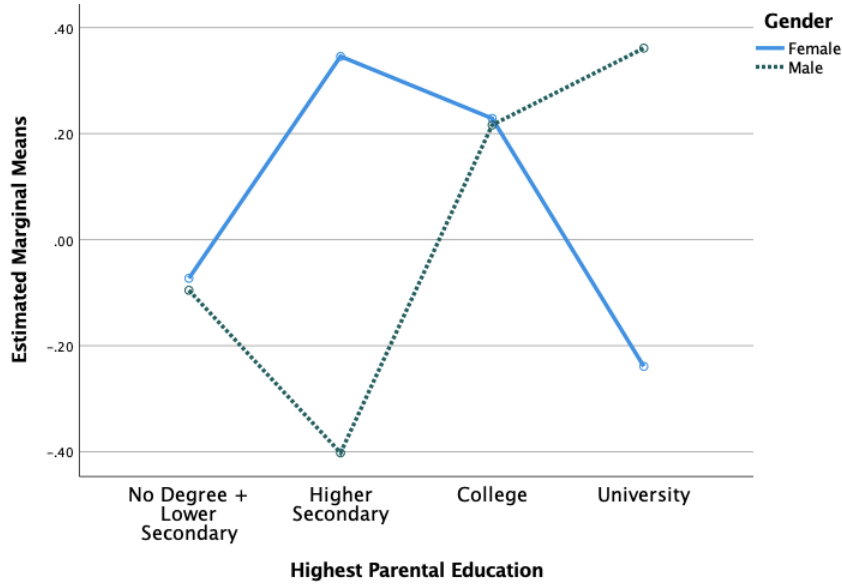
**Figure C2**

*Profile Plot: Interaction Effect between Gender, HPE, and ET (aso) on Instrumental Orientation (German)*



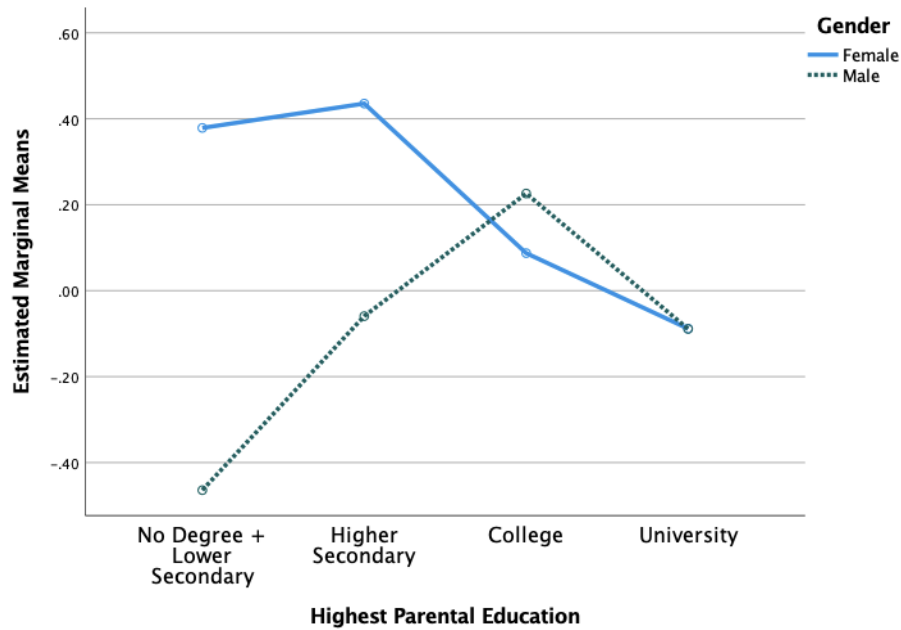
**Figure C3**

*Profile Plot: Interaction Effect between Gender, HPE, and ET (tso) on Instrumental Orientation (German)*



**Figure C4**

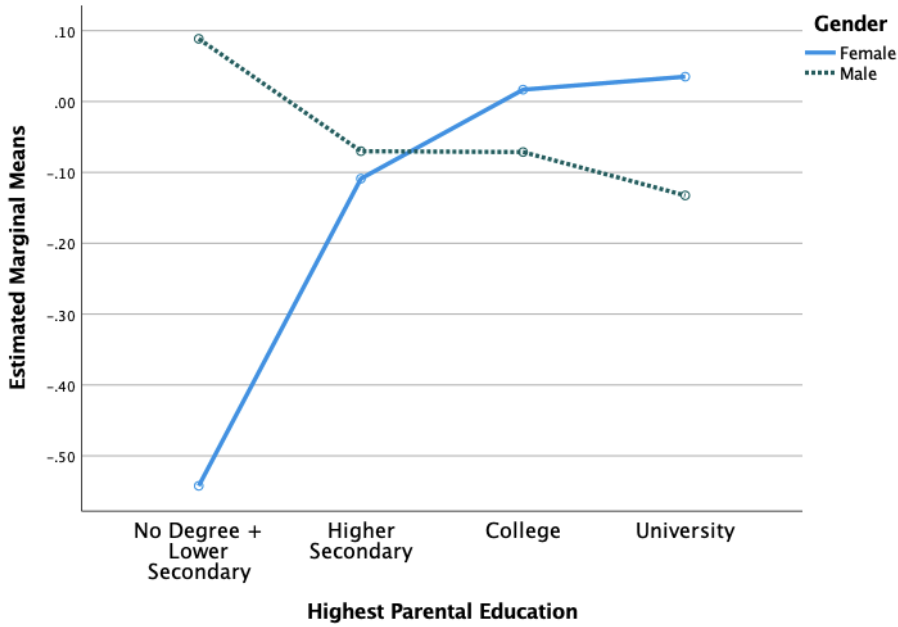
*Profile Plot: Interaction Effect between Gender, HPE, and ET (aso) on Course Evaluation (German)*



**Figure C5**

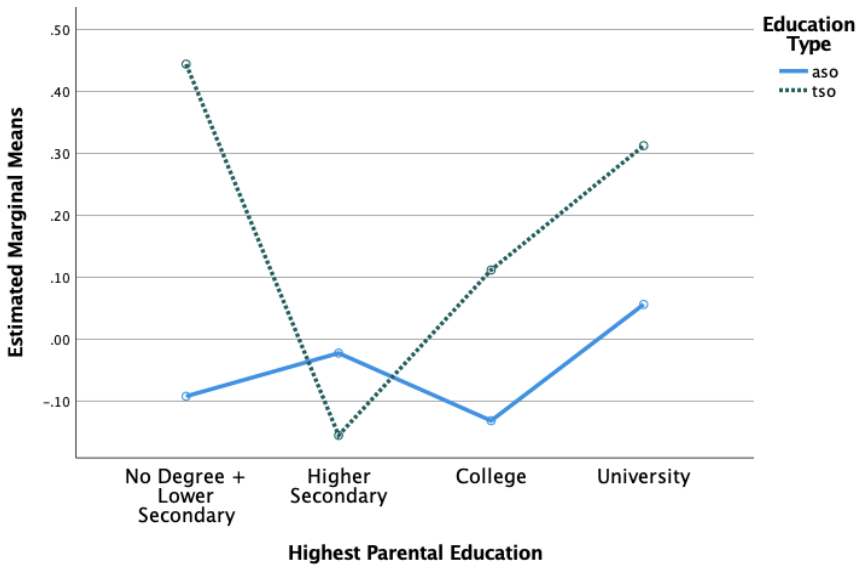
*Profile Plot: Interaction Effect between Gender, HPE, and ET (tso) on Course Evaluation*

*(German)*



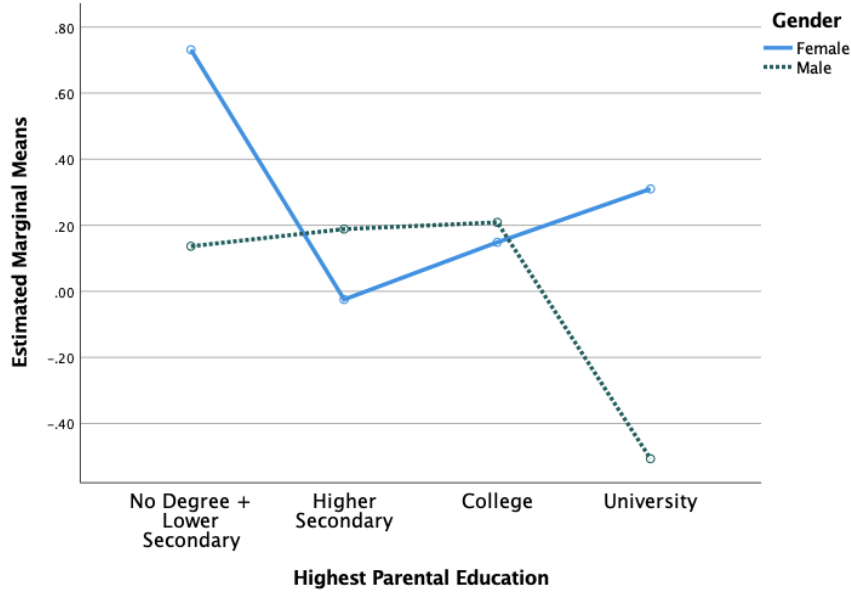
**Figure C6**

*Profile Plot: Interaction Effect between ET and HPE on No Anxiety (German)*



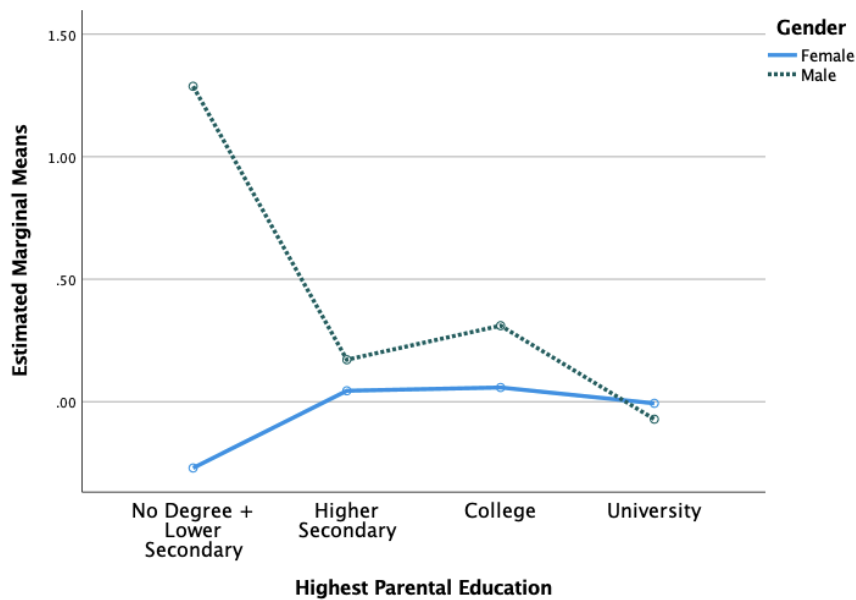
**Figure C7**

*Profile Plot: Interaction Effect between Gender and HPE on Motivation Intensity (English)*



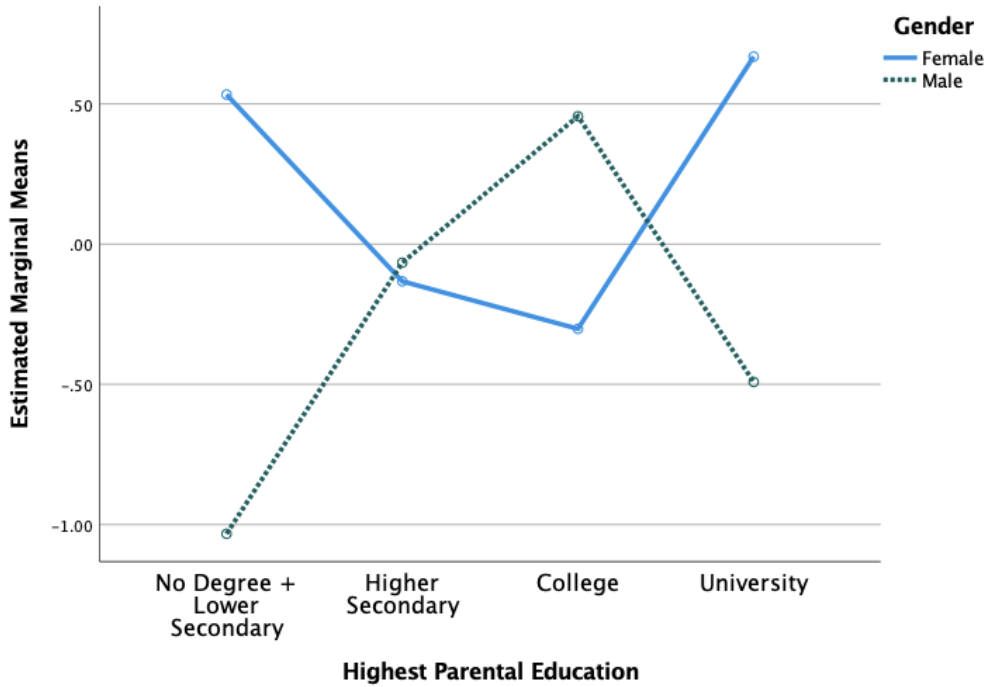
**Figure C8**

*Profile Plot: Interaction Effect between Gender, ET (aso) and HPE on Teacher Evaluation (English)*



**Figure C9**

*Profile Plot: Interaction Effect between Gender, ET (tso) and HPE on Teacher Evaluation (English)*



**Figure C10**

*Profile Plot: Interaction Effect between Gender and HPE on Course Evaluation (English)*

