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DEPARTMENT OF ENGLISH STUDIES

**IDENTIFICATION AND MOTIVATION OF ADVANCED STUDENTS IN A
REGULAR EFL CLASSROOM IN AN ESTONIAN BASIC SCHOOL**

MA thesis

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ABSTRACT

The purpose of this MA thesis is to research motivation to learn English by the students who are already more advanced in the language than their classmates. In addition, factors that may have contributed to students becoming advanced are studied. Being a basic school English teacher, I have come into contact with many students who are more advanced in English than their classmates. For this reason I decided that for my MA thesis I would like to know what are the factors that have contributed to such results and what are the opportunities that the more advanced students have had for learning English compared to regular students. The research questions posed in the current thesis are as follows: How does students' social background influence their English skills? How do students' everyday habits influence their English skills? What are the motivators for regular and advanced students to learn English?

The thesis consists of two main parts: research on motivation and motivating students, and an empirical study which focuses on students' social background, everyday habits and motivators to learn English. The theoretical part of the thesis gives an overview of different motivational theories, foreign language motivation and motivation of advanced students. The theoretical part consists of Dörnyei and Ushioda's viewpoints on different motivational theories and other authors' ideas on student motivation and motivation in general. For the reason that the aim of the thesis is advanced students' motivation, the term 'advanced students' will be explained in this chapter.

The empirical study consists of two questionnaires. The first questionnaire, the English test, is used to check the students' level of English. After taking the first test, students were divided into two groups: advanced students and regular students. The second questionnaire focuses on advanced and regular students' social background, everyday habits and their motivation which may have contributed to the development of their English skill. The results of the second test are analysed and conclusions are drawn in what way the students' social background, everyday habits and motivators influence their English skill.

The results of the survey revealed that advanced students are more motivated to learn English. In addition, they have had more language immersion opportunities and there are many social factors and everyday habits which influence their English skills.

LIST OF ABBREVIATIONS

EFL – English as a foreign language

L1 – first language

L2 – second language

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INTRODUCTION

The aim of the thesis is to research the motivation to learn English by the students who are already more advanced in the language than their classmates. In addition, the present thesis focuses on identifying more advanced students in a regular EFL classroom. Social factors and everyday habits that may have contributed to their English skills are also researched. The term ‘advanced students’ refer to students who are exceedingly better than their peers, referred to as ‘regular students’ in the present thesis. Usually, advanced students have had access to richer language immersion opportunities than regular students and are therefore better at English. For the purposes of this research, the term ‘advanced’ is not used as a term for the level of the Common European Framework of Reference for Languages (CEFR) but as a term to refer to students who are better in English grammar and vocabulary than their peers. This will be determined by an English test.

The research questions posed in the current thesis are as follows: How does students’ social background influence their English skills? How do students’ everyday habits influence their English skills? What are the motivators for regular and advanced students to learn English?

Being a basic school EFL teacher, I have come into contact with many students who are more advanced in English than their classmates. They prefer talking to me in English rather than in Estonian, their first language, and often speak in English with each other outside of the classroom. Their vocabulary and grammar skills exceed the skills of students who have learned English several years longer. For this reason I decided that for my MA thesis I would like to know what are the factors that have contributed to such results and what are the opportunities that the more advanced students have had for learning English compared to regular students.

As Estonian students are exposed to English at quite a young age nowadays, it is plausible to assume that they acquire English more quickly. Easily accessible internet and television contribute to their English skills. I am interested in studying the children's everyday habits which may have contributed to acquiring higher skills in English. This will be studied by inquiring about the students' activities and motivators. Carreira (2010: 100) has said that "intrinsic motivation for learning in general tends to have a positive influence on motivation for learning EFL." Therefore, students are more motivated to learn English when they have an overall high study motivation. In the present study students are asked how much they like and how useful they think different subjects are.

Dörnyei and Ushioda (2013:3) claim that motivation is something that "moves a person to make certain choices, to engage in action, to expend effort and persist in action". According to Gardner (2007: 15), "the motivated individual is goal directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive affect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives)". Therefore, motivation makes us do things in order to achieve something. There are many aspects that influence motivation. Different motivational theories will be discussed as well as motivation to learn a foreign language and motivation of advanced students. A major aspect of motivation that will be discussed in current research is classroom dynamics, focusing on intrinsic and extrinsic motivation. Chang (2010: 149-150) explains that while students' own determination is still most important, groups can also have an impact on motivation. Groups with higher study motivation facilitate learning and raise individual motivation while groups with lower study motivation lower motivation to study.

Little research has been done on the topic of advanced students in a regular classroom; especially on the reasons why these students have become more advanced. Therefore, I see it important that research be conducted on this topic provide an overview

of advanced students in an EFL classroom in an Estonian basic school and discuss different aspects of motivation of advanced students; focusing mainly on what have been the motivators for them hitherto

The thesis consists of two main parts: research on motivation and motivating students, and an empirical study which focuses on students' social background, everyday habits and motivators to learn English. The empirical study consists of two questionnaires. The first questionnaire, the English test, is used to check the students' level of English. After taking the first test, students were divided into two groups: advanced students and regular students. The second questionnaire focuses on advanced and regular students' social background, everyday habits and their motivation which may have contributed to the development of their English skill. The results of the second test are analysed and conclusions will be drawn in what way the students' social background, everyday habits and motivators influence their English skill.

1. ADVANCED LEARNERS AND THEIR MOTIVATION

Motivation is an important aspect of learning. Motivation is what makes students want to achieve better results and try harder. Motivation gives us determination to do something or to achieve something. The current chapter will focus on defining motivation. In addition, the chapter discusses the term ‘advanced students’ as well as their motivation.

1.1 Different motivation theories

There are different approaches to motivation. Dörnyei and Ushioda (2013: 4) say that motivation is quite a vast subject and that many theorists have not been able to give an all-inclusive definition for it. Researchers have to be quite specific when defining motivation – or merely just an aspect of it since their readers might have a different idea in mind concerning motivation. It is much easier to give a general definition which is that “motivational theories intend to explain nothing less than why humans think and behave as they do” (Dörnyei and Ushioda 2013: 4).

Dörnyei and Ushioda (2013: 3) claim that motivation is something that “moves a person to make certain choices, to engage in action, to expend effort and persist in action”. When it comes to a school environment, motivation is what makes students want to acquire knowledge. When students have high motivation levels, they usually have better study results and vice versa. Therefore, teachers and parents should be able to motivate children in order for them to succeed – in the sense that they engage and persist in action and to give their best effort when doing something.

The approach to motivation has shifted a bit since the beginning of the 21st century. according to Dörnyei and Ushioda (2013: 5). They claim that nowadays motivation and learning have more of a “cyclical relationship” rather than motivation being merely a “‘cause’ or an ‘effect’ of learning” Dörnyei and Ushioda (2013: 5). They explain that, for

example, if a student has high motivation, they might have high achievement and this results in their motivation being high in relation to their high achievement. This is converted when it comes to low motivation. Students achievements stay low and therefore, their motivation does not improve either. Research has been done whether this cycle can be broken – students with low motivation achieving high motivation.

Dörnyei and Ushioda (2013: 6) claim that “motivation evolves gradually”. Hence, motivation can be raised by doing certain things, though it should be kept in mind that motivation does not have to be the highest all the time. Dörnyei and Ushioda (2013: 6) are certain that motivation is not constant during a long period of time, for example, when studying a language.

Motivation is also influenced by individualistic and societal perspectives according to Dörnyei and Ushioda (2013: 7). Individualistic perspective focuses on an individual’s views and their attitudes and mental processes while societal perspective focuses on intergroup relations and other exterior influencers. Researching students, this means that group dynamics may play an important role in getting students to focus on their studies. Their motivation, therefore, could be higher when other students in the same group have a higher motivation. This also applies when a group has an overall low motivation – then students in this group are more likely to have a lower motivation themselves. Abrams and Hogg (1999) consider motivation to be resided within an individual. Therefore, individualistic perspective is important and makes each study group different.

A motivation theory that focuses on achievement and need of achievement was devised by Atkinson in 1974. It includes expectancies of success, incentive values, need for achievement and fear of failure (Atkinson 1974). Atkinson (1974) believes that need for achievement finally becomes a part of one’s personality and therefore influences their behaviour. This could also be applied to education where a student would therefore be able

to initiate activities that they find beneficial for them, they would work with higher intensity to achieve better results and if they failed, they would still be goal-oriented and persist in their work. Fear of failure is a component in motivation since it pushes people not to fail, since they do not want to fail.

Attribution theory is one of the few which also integrates human emotions. An attribution is something that we use to explain an event or behaviour. Usually people do not notice the attribution process, since it is so familiar to them. There are undesirable motivation states and desirable motivation states, according to Harvey and Martinko (2010). The ones which help people become more motivated are desirable states: empowerment and resilience. Empowered individuals are motivated to achieve their goals and therefore, put more effort into their work. Resilient individuals are strongly connected with reality and therefore develop accurate attributions and are able to adapt to changes more easily (Harvey et al 2010: 154). They tend not to develop negative attributions and therefore, their motivation does not falter as much as with individuals who might develop negative emotions.

Bandura (1986) developed the self-efficacy theory. This is more related to “self-persuasion that is based on cognitive processing of diverse sources (e.g. other people’s opinions, feedback, evaluation, encouragement or reinforcement; past experiences and training; observing peers; information about appropriate task strategies)” (Dörnyei and Ushioda 2013: 16). This theory “describes learning in terms of the interrelationships between personal, behavioural and environmental or social factors” (Dörnyei and Ushioda. 2013: 17). Therefore, according to this theory, the perceptions or beliefs of your own knowledge are more important than your actual knowledge. People around you have the ability to make you believe in yourself and therefore in completing a certain task.

In 1992 self-worth theory was created by Covington. This is especially applicable to school setting, since it encompasses “a fundamental sense of personal value and worth” (Dörnyei and Ushioda 2013: 17). Students do not want to be humiliated or embarrassed because of their lack of knowledge, which could be harmful to their self-esteem. Therefore, they are motivated to prevent this from happening and study more. Dörnyei and Ushioda (2013: 17) illustrate this with an example that students are not likely to admit a lack of competence but they rather claim that they did not study enough – they do not want to damage the view they have of themselves.

The development of task value component in motivation is attributed to Jacquelynne Eccles and Allan Wigfield (2002). This theory is explained in terms of four components: attainment value, intrinsic value, extrinsic utility value and cost. Attainment value is connected with own personal desire to achieve or obtain something while cost is the negative value component – time and effort put into the activity. Intrinsic value means that an individual gets enjoyment from performing an activity. Extrinsic utility value means that an individual does a task for the future improvement in their lives that the task could possibly encompass.

According to Dörnyei and Ushioda (2013: 19), recent motivational theories concentrate more on the goals of the activity: goal-setting, goal-orientation and goal content and multiplicity. Goal-setting theory was developed by Locke and Latham (1990). Locke (1996) finds that when people concentrate on setting specific goals, they are more likely to accomplish them. It is more related to individual viewpoints: a person has to believe the goal to be important and attainable – then they are more motivated to achieve the desired result. Goal-orientation theory was especially developed for school settings by Ames (1992). Ames (1992) summarises that there are two orientations: mastery orientation, which means that the student wants to learn the subject itself; and performance

orientation which concentrates on students demonstrating their abilities. Therefore, mastery goal is motivation for one's own progress whereas performance goal is motivation for getting public recognition. Though, motivation and school performance do not always depend on an individual but on school setting, other people influence the motivation of an individual as well. These influencers could be teachers or other students. According to Wentzel (2000), students' motivation to learn in a classroom might depend on other goals they have in that classroom: for example, making friends. Wentzel (2000) also finds that pursuing other competences in a classroom might have a positive impact on academic achievement as well.

According to Dörnyei and Ushioda (2013: 23), well known distinctions in motivation theories are intrinsic and extrinsic motivation. Dörnyei and Ushioda (2013: 23) say that intrinsic "motivation deals with behaviour performed for its own sake in order to experience pleasure and satisfaction" and extrinsic motivation "involves performing a behaviour as a means to some separable end, such as receiving an extrinsic reward or avoiding punishment". These are both applicable to school environment as students might want to learn for their own advancement as well as trying to get good grades. There is also a third type: amotivation, which means that the student has no kind of motivation to study at all.

Many studies have found that extrinsic motivation can undermine intrinsic motivation. For example, getting bad grades at school may finally result in the student not wanting to learn the subject at all. However, self-determination theory explains that "motivation for externally defined goals and behaviours may be socialised and gradually internalised" (Dörnyei and Ushioda 2013: 25). For example, when learning English is socially praised (external), a student might make it their goal to learn it and is therefore intrinsically motivated. Carreira (2010) says that curiosity to learn about foreign countries

might raise the motivation to learn foreign languages. They also claim that motivation to learn in general supports motivation to learn a foreign language. Therefore, a student has to be intrinsically motivated in order to have interest in learning at all and curiosity is one way of keeping students interested in learning.

It is presumed that these motivational theories are applicable to Estonian basic school students. Motivation explains why students think and behave as they do. It is presumed that students who believe that learning English is important also achieve better results and have higher knowledge of English. In addition, highly motivated students are expected to work with higher intensity. It is also presumed that students' motivation to learn in general supports EFL learning.

1.2 Foreign language learning motivation

Motivation to learn in general is not exactly the same as motivation to learn a foreign language, according to Dörnyei and Ushioda (2013: 39). Gardner (1985) claims that “motivation comprises three components: motivational intensity of effort, desire to learn the language and attitudes towards learning the language”. Only motivated people display all three components and are more likely to achieve their goals.

Language learning motivation is also influenced by peers. Dörnyei and Ushioda (2013: 29) say that it is especially powerful during adolescence since peer relations become more important at that age. Lewis and Sullivan (2007) say that peer relations are often perceived as a negative influence on academic achievement. In that regard, in some schools student grouping is used, where students are put to level groups. Some studies find that homogeneous grouping has a positive effect on academic achievement i.e. motivation (Gamoran and Berents 1987; Kerckhoff 1986). Homogeneous grouping means that students are divided into level groups, in which they study with students similar to their

own ability. The opposite is heterogeneous grouping where students of different abilities study together in one classroom. Shields (1995) has found that having homogeneous groups of advanced students does not negatively influence the regular classes. Clement *et al.* (1994: 442) however found that having a gifted or advanced student in a classroom can be discouraging for other students in the way that they may feel overwhelmed by the advanced student's language skill. Other students could feel anxiety and that influences classroom dynamics – they might be discouraged from making mistakes in front of the student who is more advanced in the language than they are. Moreover, if other students feel discouraged, they may not want to participate in the language class and therefore their motivation to learn the language could decrease due to classroom dynamics.

Chang (2003) finds that there are different group processes that influence motivation: group cohesiveness, group norms, L2 motivation (self-efficacy and learner autonomy). Group cohesiveness refers to how well the students in that particular group get along. Group norms are like a set of rules which all group members respect. Looking at those processes it can be seen that two of those, group cohesiveness and group norms, deal with group dynamics or classroom dynamics while others, self-efficacy and learner autonomy, deal with an individual in that group. Self-efficacy refers to the students' own perception of their abilities to perform in that class. Learner autonomy is when a student takes responsibility for their own learning. Chang (2003: 132) claims that “a cohesive group learns more efficiently because the members feel more at ease when speaking and sharing ideas with peers”.

Therefore, having a cohesive group creates a safer and more learner-friendly environment where students are not afraid of making mistakes. In addition, when a group has positive group norms which facilitate learning, it also contributes to higher individual achievement. This is also supported by Clement *et al.* (1994) who claim that a more

suitable environment for learning can be created by enhancing group cohesion. Ushioda (2003: 99) claims that “motivation must be viewed as an intrinsic part of human nature, yet one which needs supportive interpersonal interactions and an optimal learning environment in order to grow in positive ways”. This claim supports the idea that however well a student is intrinsically motivated, they still need a supportive learning environment to thrive.

Chang (2010: 129) claims that even if using the same materials and teaching techniques, the response from the students can be very different. She also observed that some groups are more motivated, more engaged and more interested while other groups were the opposite. Therefore, the students themselves participated in forming the learning environment. According to Ushioda (2003), the relations in the classroom with peers and teachers have a significant effect on the learners. In this sense, group is an entire class collective where a teacher teaches – not separate groups within one classroom.

The terms integrative and instrumental motivation were put to use by Gardner and Lambert (1972). Integrative orientation regards the community of the language studied – English in this case. Students are motivated to learn the English language because they feel that they would like to be a part of or conform to that community themselves. Instrumental motivation, though, is desire to use the language learned as an instrument to have advantages in their adult life, for example, a better job.

The integrative motive consists of three components: integrativeness, attitudes towards the learning situation and motivation according to Gardner (1985: 82–83). Integrativeness is the interest in foreign languages and attitude towards the foreign language community whereas attitude towards the learning situation is attitude towards the teacher and learning environment. It was concluded that motivation for learning a second language is often associated with a positive outlook towards the L2 community. Brevik

(2017) has found that there are students who read better in L2 than their L1. This can be attributed to a positive outlook towards L2 community, and, therefore having high motivation to learn the language even more so than L1.

When it comes to learning English, a survey conducted by Dörnyei *et al.* in 2006 found that students find English to be a language that is necessary to be successful. Therefore, their motivation to learn English was quite high. Moreover, from this we can conclude that motivation to learn a language depends quite a lot on the language status as well. When studying motivation to learn a language, it should be made very clear whether the language is English or any other, since motivation for learning English can be quite different from learning any other language, especially because English is used as *lingua franca* (a common language between people with different first languages) in many regions.

1.3 Motivating advanced students

Nowadays many students come into contact with English at quite a young age, thus, having different levels in English when starting to learn it at school. Regular curriculum may seem a bit too simple for them and therefore, they are not motivated to learn, since they already know most of what is required by the Estonian national curriculum for foreign languages that is used in basic school. As different people may perceive the term *advanced* differently, present thesis includes the discussion of terms used for advanced EFL students.

In order to talk about advanced students there has to be a collective understanding of who can be called advanced. “Regular” EFL classroom term is used to refer to students whose language is lower than advanced students’ skill and “advanced students” refer to students who are exceedingly better in using the English language for different purposes

than their peers. Other options of referring to advanced students are “gifted” and “talented”. Harris (2009: 376) refers to gifted students as those who perform higher than 95% on a standardized achievement test. Pereira and Oliveira (2015: 208) also think that tests are a reliable way of determining giftedness. However, Harris (2009: 376) and Blackburn, Cornish and Smith (2016: 345) agree on the fact that giftedness could also be determined through demonstrating better performance than others (e.g in visual or performing arts). Therefore, in order to determine whether a student is gifted, a reliable source has to be used. The source may as well be an individual with vast knowledge of the subject area. On the other hand, the risk of people being biased cannot be avoided. Therefore, it is easier to determine giftedness in areas that can be tested – e.g. English skills.

Gallagher (2000: 6) explains that giftedness can be both environmentally influenced and congenital. Gallagher (2000: 6) says that “there are some youngsters who are born with the capability to learn faster”. Students are not born with the ability to be good at a certain subject, but rather the ability to learn something they are interested in at a more advanced speed. Thus, congenitally gifted students could theoretically strive at any subject; they only need to set their mind to it. In English language learning “gifted” would then refer to students who have been exposed to the English language at a young age and have been able to acquire it at a higher speed than “regular” children. In that regard, being advanced in the English language probably has both an environmental and congenital basis.

Teachers often have difficulties identifying advanced students in regular classrooms. The main reason being the lack of material to support determining and teaching gifted students (Harris 2009: 385). Pereira and Oliveira (2015: 208), Gallagher (2000:8), VanTassel-Baska and Stambaugh (2005: 212) all agree with Harris on that claim.

Furthermore, VanTassel-Baska and Stambaugh (2005: 212) find that if teachers are not aware of the needs of advanced students, the students may be neglected entirely. Therefore, a collectively understandable aid for identifying advanced students should be worked out or used. Merely comparing students with other students in that class gives an overview of that student in quite a narrow view – only comparing them with students in their collective learning environment. A standardized test would be welcome in this respect.

According to Gardner (2007: 10–11), there are two types of motivation. One of them motivates the student to learn about the subject, the other is about learning in a classroom in general. As to how the students have become advanced in the first place, Gardner (2007: 15) claims that their motivation must have been high at some point. He does not explain, however, whether it was motivation to learn the subject or motivation to learn in general. He does, however, state that having been interested in learning a language might not have been only to learn a language, but also to learn about the culture behind the language (Gardner 2007: 15).

Pereira, Oliveira (2015: 209) and Gallagher (2000: 8) find that there is a lot a teacher can do in order to motivate students to learn. Pereira and Oliveira (2015: 209) claim that students would be more motivated if teachers provided them with more challenging study materials. However, students usually do not want to differ from their peers much. Having a specialized curriculum and different study materials would isolate them from other students. Teenagers tend not to want that and therefore, they prefer to study according to the regular curriculum so that they would not be isolated. As a consequence, they find the current study materials too simple for them and are not motivated to achieve high results. VanTassel-Baska and Stambaugh (2005: 212) insist that a teacher in that regard is very important. Teachers are supposed to manage the classroom so that they have enough time to contribute to the learning of students on different levels.

Not just that, having different materials used in the classroom, the teacher has to be able to switch themselves over to be able to contribute to each group equally.

Blackburn, Cornish and Smith (2016: 245) claim that gifted students are “at risk of performing significantly below their potential”. They are more than capable of achieving better results but are not motivated to do so. In Estonia, there has been no research conducted regarding the motivation of advanced students and their underachievement. Even if advanced students are not motivated to learn, their study results in English should still be high. It is presumed that advanced students have more opportunities to learn English. Advanced students are thought to be able to learn English in a more advanced speed – they acquire the language through everyday habits.

2. EMPIRICAL STUDY ON THE MOTIVATION OF ADVANCED STUDENTS IN THE CONTEXT OF AN ESTONIAN BASIC SCHOOL

A qualitative approach is used in the present thesis. The reason for this is that the author of the current paper wanted to collect information on the motivation and students' views on learning from a specific group of students – the students who are at a higher level in English than their peers. The aim of the research is to collect information on the study motivation, social background and everyday habits of advanced students compared to regular students. The selection of students who participated in this study are in grades 8-9 in an Estonian gymnasium. The number of students who participated in this study is 54. The school is located in a small town and has about 350 students.

Firstly, an English test was carried out among all the selected students in order to find out the level of students participating in the study. Secondly, a motivation questionnaire was carried out among the same students. The purpose of the second questionnaire was to find out the students' social background, everyday habits and beliefs and motivators which may have contributed to their English skill. The results of both tests were then compared to find out the correlation between students' English skill and whether these factors influence their skill in any way.

2.1 English level test

The aim of the first questionnaire was to determine the difference between students' levels of English. This step was necessary in order to select advanced students from both grades to compare their study motivation to the motivation of regular students. Harris (2009) as well as Pereira and Oliveira (2015) believe that a test is a great way to determine whether a student is advanced in a subject or not.

A test by Oxford Online English was used to determine the level of the students (<https://www.oxfordonlineenglish.com/english-level-test>). When deciding upon which test to use, the following was taken into account: difficulty, availability, suitability for students of different ages, universality, focus on different skills like grammar and vocabulary and having questions of various difficulty. The placement test by Oxford Online English was chosen because it is an actual test used for testing the level of students in order to assign the best study materials for them. The test has easier questions as well as more difficult questions.

The test consists of two parts: vocabulary and grammar. Oxford Online English also provides reading and listening tests but for the purpose of this research, grammar and vocabulary tests are more relevant since they focus on language skills rather than comprehension skills. The vocabulary and grammar tests have multiple choice questions: each question has 4 answers out of which only one is correct. The sentences are short and easy to follow. Altogether there are 80 questions where half focus on different aspects of grammar and the other half on vocabulary (see Appendix 1 for the English test taken by the students).

One of the shortcomings of such a test is that if students do not know the answer, they can choose randomly, which may alter the reliability of the results as the student may have chosen the correct answer by chance. In addition, the number of questions is limited, which means that they are only tested on a limited range of grammar and vocabulary knowledge.

2.1.1 Data collection

The placement level test was conducted on paper in an English classroom in December 2018. In the school where the research was conducted there are two English

teachers. Students study in level groups according to their study results in English, Estonian (L1) and Mathematics. Therefore, the English groups are mixed-ability: they have students of different levels of intellectual ability. The school gave permission to take the test with the students.

The students in the school under study start learning English in grade 3. They all use *I Love English* students' books and workbooks for studying. There are two teachers of English who start teaching English to grade 4 students – grade 3 students are taught by their class teachers. In grades 5–9 homogeneous groups are formed to provide an encouraging learning environment for the students. The least the participating students have studied English at school is 5.5 years and the most 6.5 years.

There were altogether 54 students who participated in the English language test. The participating students all study in grades 8 and 9. 30 students from grade 8 and 24 students from grade 9 participated in the study.

The test was carried out in English language lessons. The students participating were all given 45 minutes (one academic hour) to complete the test. If they finished early they could hand in the tests early. The students were also given instructions on how to complete the test and an explanation about the purpose of the test. They were asked to choose only one answer for each question since only one was correct. The students were told that this is the first of two tests and their results would be compared and analysed. The tests were carried out on paper and students were asked to mark their answers in pen.

2.1.2 Data analysis

After collecting the tests, the results were analysed using MS Excel. The score of each student was inserted to MS Excel manually (see Appendix 2 for the results of the English test). For the purposes of general personal data regulations the students' names are

not used, student codes are used instead. The codes include the grade of the student and a number given to them according to the score they got on their English test. The first number signifies the grade, the *s* refers to *student* and the second number is a serial number which was assigned to each student after scoring their English test. The data was checked several times in order to ensure the correctness of information. MS Excel functions used were MEAN, MEDIAN and MODE. MEAN shows the arithmetic mean, whereas the MEDIAN shows the “middle” value, which separates the higher half from the lower half. Mode shows the most frequent score the students achieved.

Each correct answer gave one point, no half-points were given. Therefore, a student could get as many as 80 points altogether. Answers that were not clearly understood were marked as wrong: for example, more than one option was marked or none of the options were marked. No points were deducted for giving the wrong answer.

All of the scores were rounded to two decimal points, since the current paper requires the scores to be compared to one another in order to analyse the English skills of that particular group of students.

Table 1 – Grammar test results

Grade	No of students	Grammar max (40)	Grammar min	Grammar mean	Grammar median	Grammar mode
8	24	36	10	22.59	22.5	32
9	30	36	8	23.03	21	28

Table 1 shows that the most the students scored on the grammar part of the test was 36 points out of 40. This goes both for grade 8 and grade 9 students. The least the students scored on the grammar part of the test was 10 points for grade 8 students and 8 points for grade 9 students. The score for grade 8 that was scored the most was 32, while for grade 9

it was 28. Though, the mean of score of the grammar part of the test is higher for grade 9 students, the median of the score is higher for grade 8 students. From this we can infer that it does not always matter how long a student has been at school – their English skills do not depend on years spent at school.

Table 2 – Vocabulary test results

Grade	No of students	Vocabulary max (40)	Vocabulary min	Vocabulary mean	Vocabulary median	Vocabulary mode
8	24	36	12	22.75	22	23
9	30	36	9	21.53	21	28

Table 2 shows that the most students scored on the vocabulary part of the test was 36, the same score that both grades had with grammar. The lowest score in the vocabulary part of the test was 9 for grade 9 students and 12 for grade 8 students. Here we can see that the minimum score for vocabulary was again lower for grade 9 students as it was with grammar. Vocabulary mean and median scores are also higher for grade 8 students. The mode, however, was higher for grade 9 students.

Table 3 – Overall test results

Grade	No of students	Overall max (80)	Overall min	Overall mean	Overall median	Overall mode
8	24	72	22	45.33	43	52, 40, 36, 32
9	30	70	19	44.57	47.5	70, 60, 59, 51, 29, 26

Table 3 shows that there is very little difference between the averages of grade 8 and grade 9 students; in fact, grade 8 students did even better than grade 9 students. Overall, grade 8 students also had a higher minimum score and maximum score. From that we can conclude that studying English in a school environment might not be how students regularly learn English. They might acquire the language in other environments; for example, social groups, on the Internet, from mobile games etc. In order to find out exactly what the study motivators and everyday habits are a motivation questionnaire was compiled.

In the current thesis, to be perceived as advanced, grade 8 and grade 9 students had to get a score of at least 60 points, which means that they had to get at least 75% of the answers correct. Getting at least 75% on a test in Estonia means that the student would get the mark 'good'. Considering that the mean was 44.57 for grade 9 and 45.33 for grade 8, getting at least 60 points could be viewed as having more knowledge in English than an average student. Therefore, the results of the English test determine that there are 6 advanced students in grade 8 (8s1-8s6) and 8 advanced students in grade 9 (9s1-9s8). Altogether, there are 14 advanced students and 40 regular students in the sample studies for the present thesis.

2.2 Motivation questionnaire

The purpose of the second questionnaire (see Appendix 3 for the English version) was to research the habits of students and their social background in order to find out whether there is a correlation between their English skills. In addition they were asked about their motivators for learning English in the context of their future plans and everyday use of the language. Google Forms was used to conduct the questionnaire. The

questionnaire was carried out in April 2019 among all the students who participated in the first test. The computer classroom was used to complete the questionnaire. Different English groups completed the questionnaire during the same day. Students were informed that no names would be used in the thesis and their answers were confidential. The school gave permission to conduct the questionnaire.

The questionnaire can be divided into three parts: social and linguistic background, everyday habits (ESLC 2011) and motivation to learn English (Clément et al 1994b). The *Student Questionnaire for the European Survey on Language Competences* was selected because it was the most relevant regarding questions which I was looking to get answers to in this research. In the *Student Questionnaire for the European Survey on Language Competences* not all the questions were used. From the English Language Learning Survey, only section 1 was used, since it was the most relevant to the purpose of this research. The questions in section 1 focus on the reasons why studying English is important to the student. The questionnaire was then translated from English into Estonian (see Appendix 4 for the Estonian version), in order to make it clearly understandable to all students. The teacher was present during the completion of the questionnaire so that the students could ask questions if they had any.

One of the shortcomings of the questionnaire is the need for Internet and computer access, since it was completed on Google Forms. The plus side is that data is collected and organised automatically which saves quite a lot of time in terms of having to insert the data into Excel manually (as was the case with the first test). A problem that arose during the test was that students were not entirely sure about the schooling of their parents as well as their employment.

2.2.1 Data analysis

The data was analysed mainly focusing on the difference between advanced students and regular students. No direct comparisons will be made between grade 8 and grade 9 students, since this is not the purpose of the research. The purpose is to find out the differences between social and linguistic background, everyday habits and motivation for learning English between advanced students and regular students, despite their age. There were altogether 54 students who participated in this study. There are 14 advanced students and 40 regular students.

The motivation questionnaire consists of 21 questions and the questions are divided into groups. The first group consists of questions about social and linguistic background (socioeconomic conditions), the second group about everyday habits and beliefs and the third group consists of questions about motivation. There are two questions which do not belong to any of these groups: the student's name and grade. These questions were only for the purpose of connecting the results of the motivation questionnaire to the English test. Questions 3-10 are about social and linguistic background, questions 11-19, 21 are about everyday habits and question 20 is about motivation.

The responses from the questionnaire were first downloaded from Google Forms. Then the responses were arranged according to student codes. The results of the questionnaire were organised into three groups: all the students' answers, advanced students' answers and regular students' answers. Then percentages were calculated in order for the data to be comparable.

2.2.2 Social background

Research on social and linguistic background consist of questions about the students' parents, the students' history with different languages and socioeconomic conditions.

The first question asked about the students' language contact when they were little. The purpose of this question was to find out how many students are from families with different L1. The results were that 88.89% of the students had Estonian as their L1. Other languages included Finnish, English and Võru (an Estonian dialect). Finnish, English and Võru dialect were all marked only once whereas Russian was marked three times. All those three that marked Russian as a language they spoke as a small child were from regular students' group as well as students who marked Finnish and Võru dialect as their L1. The student who marked English as L1 belongs to the advanced students' group.

The students' parents' employment was also inquired. The purpose of the question was to learn the students' social background and whether it might be connected to their English skills. Overall, the employment rate was higher for fathers, 74.07% of fathers had a full-time job whereas only 64.81% of mothers had a full-time job. Controversially, more mothers had part-time jobs than fathers. The unemployment rate for mothers was exactly the same for mothers and fathers: 9.26% of mothers and fathers were unemployed without looking for a job.

The results of the questionnaire show that while there is not much of a difference in the full-time employment of fathers of advanced and regular students, there is a significant difference in the employment of mothers of advanced and regular students. While 85.81% of the advanced students' mothers are working either full-time or part-time, only 75% of regular students' mothers were working. Moreover, neither the mothers nor fathers of advanced students were looking for a job while unemployed. That could mean that the

parents' of advanced students have more stable employment than that of regular students' parents – 12.5% of regular students' parents weren't working but looking for a job. Other options students added for their parents' employment were *going to school* and not having said parent.

Students were asked about their parents' education. Children often follow their parents' footsteps and therefore parents' education might influence the students desire to learn English or to go to school. The students were asked about the highest level of schooling that their mother and father had completed. On the one hand, the results show that more mothers had higher education than fathers. On the other hand, significantly more fathers had completed vocation schools than mothers. None of the advanced students' mothers had vocational school education. There were also less mothers with only primary school education than fathers.

When it comes to advanced and regular students, the difference is not as significant with mothers as it is with fathers. When there is only a 1.07% difference between mothers of advanced and regular students who have completed higher education, there is a 6.79% difference between fathers. Though the difference is small with mothers, there are still more mothers and fathers who have completed higher education of advanced students than regular students. This shows that advanced students have parents who have received higher education than regular students. Though, there are more advanced students' parents who have only primary school education than those of regular students. From this we can conclude that there is no clear correlation between the education of students' parents and the students' English skills.

The next questions concentrated on the students' socioeconomic conditions. These might influence the students' English skills since this largely determines whether the student has contact with the English language or not. It seems that regular students have

even better opportunities to study in general than advanced students. A higher proportion of regular students have a desk to study at, a room of their own and a quiet place to study than advanced students. However, there are more advanced students who have a computer they can use for schoolwork, an Internet connection and books in English. Regular students have more English dictionaries than advanced students. All the advanced students have an Internet connection while 97.50% of regular students have an Internet connection. As advanced students have worse conditions for studying than regular students, this might mean that advanced students are more used to studying in unfavourable condition which may sometimes be the case in schools. Therefore, it is easier for them to concentrate at school as well.

Students were asked about how many working mobile phones, television sets and computers they have at home, not regarding the number of family members. There was only one student out of 54 who did not have any television sets in their home. The student belongs to the regular group. There were two students who did not have any computers or laptops at home and those belong to the regular group as well. This shows that some students may not have opportunities to spend time in an English media environment.

61.11% of students had more than three mobile phones in their home. This might just mean that they have many family members and each has their own device. 9.26% of students only had one phone in their home. It is not certain who this phone belongs to. 42.59% of the students have 2 television sets in their home. It was not clarified, however, where these are located and who uses them the most. Usually students have two computers or laptops in their home.

Next part of the questionnaire clarifies whether the students have certain devices or not. It seems that advanced students have better opportunities when it comes to having access to English language environment. There are more advanced students who have their

own computers or laptops, video games consoles, and music players. All of the questioned students have got their own personal mobile phones as well as access to the Internet. There are 92.86% of advanced students who have their own computer or a laptop whereas only 67.50% of regular students have a personal computer. Another significant difference is between owning of a video games console: 78.57% of advanced students have a video games console whereas only 35% of regular students have that. Since videogames are often in English, it is clear that a video games console benefits the students' English skills. When it comes to a music player, this has become quite unnecessary since mobile phones can do the same things as a music player. Only 24.07% of students have a music player.

2.2.3 Everyday habits

Students were asked about their everyday habits which may have contributed to the development of their English skills. This section of the questionnaire includes questions about how English might be used in their daily life. It also includes questions about what they think of other subjects they have to learn at school. This was included in the research in order to see the extent to which the advanced students are interested in other subjects than English and how this relates to their English skills. This part also includes the open question about the students' opinion on what has helped them to study English.

The first question in the students' everyday habits section asked about using the computer for different activities. This shows us how purposefully the students use a computer. Of course, students who have their own computers probably use them more but this is irrelevant because the school has a computer classroom which the students can also use. First, the students were asked how often they use the computer for homework or school assignments. There were many students who never use their computer for homework, even more than students who use their computer for that purpose almost every

day. The difference between advanced and regular students is not that prominent when it comes to using a computer for homework. The second question was more specific: it asked how often students use a computer for English homework. The numbers in these responses were significantly lower. Apparently, other subjects require the use of a computer more than English. 14.81% of the students responded that they never use a computer for English homework, whereas 7.41% of students never use the computer for other subjects' homework. However, this also depends on how much homework the teacher gives the students. If a teacher gives more homework, using a computer becomes more necessary as well. Though, it seems that regular students use a computer for homework more often than advanced students.

It seems that using computers is not necessary for schoolwork, but a computer is still often used to find information. 31.48% of the students replied that they use a computer almost every day for the purpose of finding information. The results show that advanced students use the computer more to find information. Therefore, they can purposefully use a computer to gain more knowledge.

Computers are often also used for games. It seems that students also use computers often for playing games. Here is a significant difference between advanced and regular students. 20.37% of all students said they never use a computer for games and those were all regular students. It seems that advanced students use a computer for games at least a few times a year. 50% of the advanced students use a computer for games almost every day while only 15% of regular students do the same. This suggests that using a computer for playing games may play a significant role in the students' English skills. It also depends on whether the students play games where they have to communicate with other players in English or play games that only require receptive skills (reading, listening).

Students use the computer even more for entertainment like listening to music, watching movies and video clips. The question does not specify, however, whether these activities must take place in English or not. 44.44% of the students replied that they use the computer for entertainment almost every day. Though, there is a big difference between advanced and regular students. While 71.43% of the advanced students say that they use the computer for the purpose of entertainment almost every day, only 35% of the regular students say the same.

The computer is used the most for the purpose of contacting other people. 55.56% of the students claim that they use the computer for that purpose almost every day. While the number of advanced students is the same for contacting others and entertainment, then the number of regular students who use the computer for contacting others is 20% higher than for entertainment. It is not specified whether the contact with others is in English or any other language. This is why we cannot claim that this boosts students' English skills.

The students were also asked about the habits of language use in their family: what language they and their family members use regularly at home. While Estonian is spoken regularly by the family members as well as by the students themselves, Russian seems to be more popular at homes than English. 27.78% of students claimed that Russian is regularly used at home while only 14.81% of the students said that English is regularly used at their home. However, in advanced students' homes English is spoken more often than Russian. As was mentioned previously, there was a student who claimed they used English at home before the age of five who belong to the advanced students' group. 35.71% of advanced students and 7.5% of regular students said that English is regularly spoken at home. There is also a difference between whether the family speaks L2 or the student themselves speak L2. It was revealed that while English is spoken more by the students themselves, then Russian, by contrast, is spoken more by family members than

students themselves. From this we can assume that English is more popular among young people since students' parents did not use English at home as much as their children.

The students were asked what they thought about their parents' English skills. They had four options to choose from to separately grade their father and mother's English skills. It seems that, overall, the students' mothers are better at English than their fathers. 12.96% of the students answered that their mothers do not know English at all, whereas the number of fathers that do not know English at all was nearly twice as high. Furthermore, none of the regular students marked their fathers' English skills to be very good, whereas it was 5% for mothers. Advanced students have estimated both of their parents' English skills to be better than regular students have estimated. This could also mean that advanced students have had the opportunity to learn English from their parents while most regular students have not had this opportunity.

The students were asked about how much they use English in different situations. In each situation, advanced students use English more often than regular students. The reason for this could also be that regular students do not know that much English to use it in everyday activities. Advanced students, who already are good at English, get to practice it even more that way and their knowledge of the language keeps expanding. As regular students use less English in everyday situations, their English skills cannot improve as quickly.

The questionnaire reveals that advanced students use English to write with their friends daily 51.43% more than regular students. 15% of regular students said that they never use English to write with their friends. There were no advanced students who said that they never use English to write with their friends, they said that they use English at least a few times a year to a few times a week for that purpose. 33.3% of all the students said that they use English almost every day to write with their friends. However, when it

comes to speaking English, not writing, only one person said that they use English to speak with their friends daily. 22.22% of students said that they never use English to speak with their friends, this also includes advanced students. It can be concluded that students feel more confident in writing in English than speaking the language with their friends, despite their language skill. Even advanced students use English quite rarely when it comes to speaking compared to writing in the language.

Students use English even less when it comes to speaking with relatives or tourists. Only one student from the advanced group answered that they use English daily to communicate with their relatives. 50% of all the students answered that they never use English to speak with their relatives. There might be several reasons why students do not speak English with their relatives: their relatives might not know that much English, they do not have a reason to speak English with their relatives, they do not have many relatives or they do not come into contact with their relatives very often. The same reasons can also be applied to speaking with tourists. As the town where this research was conducted is quite small, there might not be many tourists visiting there. Therefore, students do not have a chance to speak with tourists. 35.19% of all the students claimed that they never use English to speak with tourists. The results show that students use English less with their relatives than with tourists. The reason may be that tourists usually speak English while relatives might not.

It was revealed earlier that students spend a lot of time playing games and being online. However, they were not asked how often they use English with people on the Internet. An example was also given – e.g. online games. People on the internet could also include their friends, relatives, different forums and social media. 24.07% students claimed that they use English almost every day with people on the Internet. Most of these claimers are advanced students. 27.78% of all students said that they never use English with people

on the Internet – only regular students never use the Internet for that purpose. They might not feel confident in using the language for that purpose or have the necessary skills for that.

Media has become easily accessible to everybody, including students. A lot of the media, however, is in English and therefore students come into contact with English more often as well. The study shows that students knowingly use media and are aware of their contact with English because of it. Similarly to previous question about how much they use English in different situations, advanced students come into contact with English more often in this aspect as well. 87.04% of all students listen to songs in English. Listening to songs in English does not require much skills in English because songs can be listened to without paying much attention to the lyrics and the meaning. Though, trying to understand the lyrics definitely develops listening skills.

Contrarily, watching movies or television programmes definitely improves students' receptive English skills. Difference was made between watching movies and television programmes with and without subtitles. It was not clarified, however, whether the subtitles are in English or Estonian. It seems that students do not watch movies as much as they do other activities like use the Internet or play games.

Altogether 6.49% of the students said that they never watch movies in English and 15.74% of students said they never watch television programmes in English. Watching movies and television programmes in English without subtitles seems to be more comfortable for advanced students. 42.86% of advanced students watch movies without subtitles almost every day while 25% of regular students do the same. Though, both groups of students watch movies without subtitles at least a few times a week. Watching movies with subtitles is more popular among regular students. 70% of all regular students watch movies with subtitles at least a few times a week, while only 50% of advanced students do

the same. Subtitles make watching a movie more comfortable, especially when listening is strained because of other sounds around the watcher, regardless the language of the subtitles. Television programmes seem to be less popular than movies. Altogether 18.52% of students marked that they do not watch television programmes spoken in English without subtitles and 12.96% with subtitles. It seems that more than half of advanced students as well as regular students watch television programmes at least once a week but with subtitles. In conclusion, advanced students as well as regular students watch quite a lot of movies and television programmes, though regular students prefer watching movies and television programmes with subtitles while advanced students often watch without subtitles as well.

The students were asked how often they play computer games spoken in English. As it was revealed earlier, students spend quite a lot of time playing computer games. Since in computer games students have to understand the language in order to understand what they are supposed to do in the game, this can be considered to have a positive effect on students' English skills. The study confirms this statement. Almost half, 48.15% of all students said that they play computer games in English at least a few times a week. Advanced students play significantly more computer games in English than regular students. While 92.86% of advanced students play computer games at least a few times a week, out of which 64.29% of advanced students play almost every day, only 32.5% of regular students play computer games at least a few times a week, out of which 30% of regular students play almost every day. None of the advanced students claimed that they never play computer games in English while 32.5% of regular students said that they never do it. With such a significant contrast between advanced and regular students, it can be hypothesised that computer games play a significant role in the development of students' English skills.

It seems that reading is not very popular among these students, especially reading in English. 70.37% of all students said that they never read books in English, while 61.11% said that they never read magazines or comics in English. Reading books requires concentration and understanding of the text in order to follow the plot – without understanding the language completely it is difficult to understand the story. Therefore, students do not bother to read in a foreign language. Magazines and comics, on the other hand, do not require as much attention to detail than books. Comics also have pictures which makes following the story much easier. Advanced students read more books as well as magazines and comics than regular students. While 14.29% of advanced students read a book in English at least a few times a week, only one regular student admitted to reading a book in English that often. Similarly, comics and magazines are also read more by advanced students: 21.4% of advanced students said that they read comics and magazines at least a few times a week while only 10% of regular students admitted to doing that as often. From that, it can be derived that advanced students spend more time practicing their English skills than regular students and this helps to improve their skills further.

Most of the students previously marked that they have got access to the Internet at home. In addition to using the Internet for finding information, students were asked how often they visit websites written in English. These may include social media websites, news sites, blogs, forums etc.; it was not specified in the question. 11.11% of all students said that they never visit websites written in English – 15% of all regular students and none of the advanced students. All of the advanced students said that they visit websites written in English from a few times a month to almost every day, while only 72.5% of regular students admitted to visiting websites in English that often. Moreover, almost twice as many advanced students said that they visit websites written in English almost every day compared to regular students. Regular students might not have a reason to visit those

websites since it is more difficult for them to understand the content presented on the websites.

The students had to answer questions about subjects taught at school as well. First, they were asked how much they liked certain subjects and secondly, how useful they thought these subjects were. These responses will be analysed comparing the opinions on likeness and usefulness of the subject as well as the answers by advanced and regular students. The students were asked to grade these subjects on a 4-point scale: not at all, hardly, quite, a lot. The likeability of the subject could also be influenced by the teacher, not only subject matter.

Regular students found mathematics a more likeable subject than advanced students. None of the advanced students, but 7.5% of regular students found that they like mathematics a lot. None of the advanced students, however, said that they did not like mathematics at all, while 22.5% of regular students did not like the subject at all. In contrast, while the students may not find the subject enjoyable, they do find it useful. 96.29% of the students found that mathematics is at least quite useful, while there were only two students who thought that mathematics was not useful at all. These two students belong to the regular group.

Physics was the second subject they were asked about. Physics seems to be more likeable than mathematics. Less students claimed they do not like the subject at all compared to with mathematics. While advanced students liked mathematics a bit less than regular students, then physics is more liked by advanced students. Both the advanced students and regular students found physics to be less useful than mathematics.

Very few students marked that they liked biology. Advanced students found biology to be slightly more likeable than regular students. 30% of regular students said that they did not like biology at all while none of the advanced students made that claim.

Biology was found to be less useful than physics by regular students. Advanced students thought that biology was as useful as physics. 12.5% of regular students claimed that biology wasn't useful at all while none of the advanced students made that claim.

Advanced students found history much more enjoyable and useful than regular students. While 50% of advanced students found history to be at least quite likeable, only 22.5% of regular students agreed with them. 35% of regular students found history to be not likeable at all, while 7.14% of advanced students had the same opinion. 67.5% of regular students found that history was hardly or not at all useful while 57.14% of advanced students claimed the opposite. Overall, less than 10% of all the students thought that history was not useful at all, while it was quite likeable.

Opinions on the likeability and usefulness of music and art had quite similar answers. Both subjects are quite likeable. There are less than 15% of students who found that music and art were not likeable at all. Both advanced students and regular students agree on the likeability of the subject. By contrast, art is found to be less useful than music. Advanced students and regular students again have quite similar opinion on the matter, 22.23% of all students find music useful whereas only 12.96% of all students find art useful. Both of these subjects are found to be much less useful than any other subject.

Physical education is the most popular subject of all. 85.19% of all students find physical education to be quite or very likeable. Regular students like physical education even more than advanced students. Only 3.7% of all students claimed that they did not like physical education at all. Even less students found physical education useless. 92.86% of advanced students found physical education to be quite or very useful while 82.5% of regular students agreed with them. None of the advanced students thought that physical education was useless, while 2.5% of regular students disagreed. Overall, physical education scored the most both on the likeability and the usefulness of the subject.

Last question concerning subjects was about languages they learn at school. Advanced students found English to be much more likeable than regular students. This is probably because English is a lot easier for advanced students than to regular students. 92.86% of advanced students found English quite or very likeable whereas only 70% of the regular students found English to be a likeable subject. Overall, students are quite satisfied with English. This could also be connected to the fact that English was considered to be the most useful language that the students learn at school. As much as 96.29% of all the students found English to be quite or very useful. All of the advanced students thought that English was quite or very useful while 5% of regular students found English not to be useful at all.

The language they start teaching the earliest at school is the students' native language, Estonian. Students quite like Estonian. 90.37% of all students find Estonian to be quite or very likeable. Advanced students like Estonian better than regular students. However, even more students think Estonian to be a useful subject. Only 5.55% of all students believe Estonian to be hardly or completely useless. Advanced and regular students agree on the usefulness of the subject, although regular students do not like the subject as much.

The third language the students were inquired about was Russian. At that school, students start learning Russian in grade 6. Students like Russian considerably less than English or Estonian. These reasons might not only be connected with the subject itself but also the teacher, classroom environment, up to date study materials etc. More than half of all the students do not like Russian. Again, advanced students agree with regular students on this matter, although, they disagree on the usefulness of the subject. None of the advanced students believe Russian to be hardly or not at all useful, while 17.5% of regular

students believe the opposite. The reason for this is hard to assume without a specific study on this topic.

The last question, which inquired students about their everyday habits, was how much time they usually study for an English test. The students were given five options to choose from: no time at all, less than one hour, about one to two hours, about two to three hours, more than three hours. Only one student spends more than three hours to study for an English test. Most of the students take no time at all to about one to two hours. 57.14% of all the advanced students claimed that they do not study for an English test. Only 27.5% students claimed the same. However, 32.5% of regular students said that it takes them about one to two hours to study for an English test. Most of the regular students study less than one hour. In conclusion, it takes much more time for regular students to study for an English test than it does for advanced students. Although the students were asked about studying for an English test, we do not know how much time they spend on learning in general.

Students gave various answers to as what has helped them to develop their English skills regarding everyday habits in their own opinion. Four of 14 advanced students said that school or teachers have helped them. Only one student said that travelling has helped them. Other reasons given by the advanced students were communicating in English and getting help from family, movies, songs and games. Regular students gave similar answers. 12 regular students said that teachers or school has helped them learn English. The most popular answer was that watching movies helps them learn English the most. Watching videos and having online friends has also helped.

2.2.4 Motivation to study English

The students were asked about why studying English is important to them. Students were given 20 statements and a 5-point scale for each question. They had to choose the option that was true for them for each statement. The scale consisted of 5 options: strongly agree, agree, somewhat agree, disagree, strongly disagree. The statements were mostly reasons why a person should be able to understand English.

Figure 1 – Motivators to study English

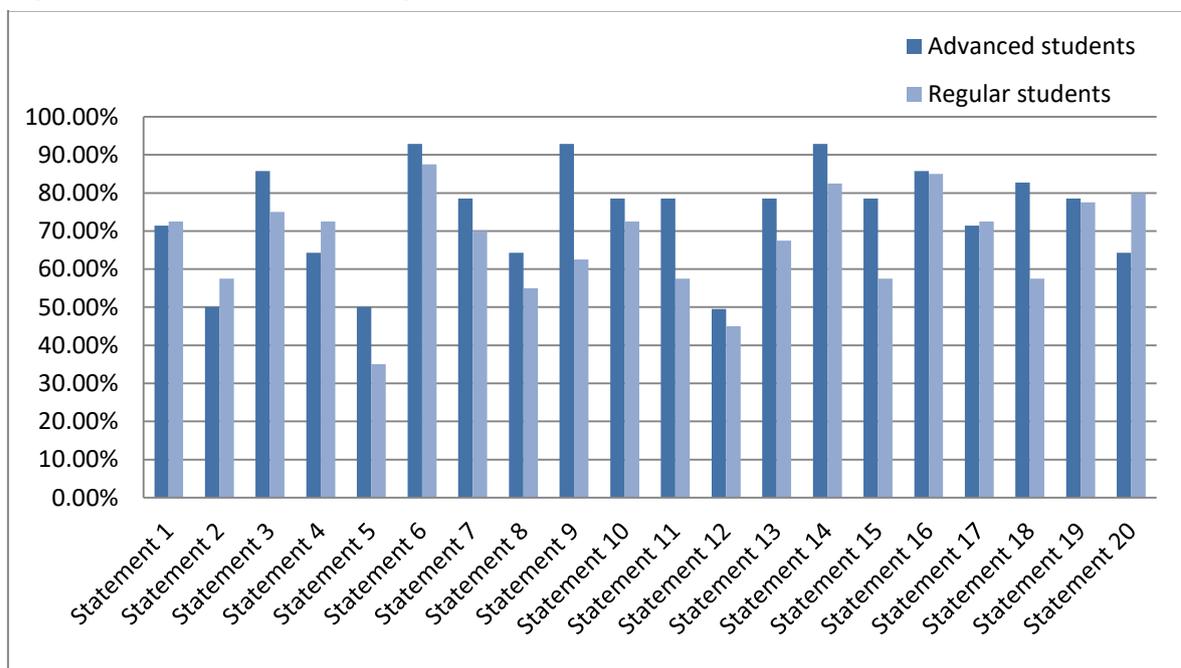


Figure 1 shows the difference between agreement with each statement between advanced and regular students. Agreement was considered to be two answers of the five: strongly agree and agree. Somewhat agree was considered to be hesitant and not added to the chart. The percentages show the range of students who agreed to the statement. Each statement will now be discussed separately.

1. *because I would like to meet foreigners with whom I can speak English.*

All the students mostly agreed with the statement. 14.81% of all the students strongly disagreed. The reason is unknown. An assumption may be that they do not want to meet English-speaking foreigners, but rather people who speak a different language. Regular

students are more interested in meeting foreigners. More regular students strongly agree with the statement while advanced students agree.

2. *because I would like to make friends with foreigners*

The second statement is strongly connected to the first one and answers are similar as well. Though, while students would like to meet foreigners, they do not want to make friends with them quite as much. More people disagreed with that statement than the previous one. Similarly to the first statement, regular student are more interested in making friends with foreigners.

3. *because it will enable me to get to know new people from different parts of the world.*

Getting to know new people from different parts of the world seems to appeal more than meeting them and making friends with them. More people agree with this statement than with the previous ones. Advanced and regular students mostly have the same opinion on how English is important to them for this reason. Though 45% of regular students strongly agree with the statement only 28.5% of advanced students strongly agree.

4. *so that I can keep in touch with foreign friends and acquaintances.*

This statement is strongly connected with all the previous ones. Moreover, more students agree with this statement than the previous ones. This is the first statement, however, which gets less agreement from regular students than from advanced students. It seems that regular students might not want to keep in touch with foreigners as much as advanced students would. This may show a significant difference between regular students and advanced students. Advanced students are not as interested in the social benefits that come from speaking English while this is the motivator for regular students.

5. *because I would like to learn as many foreign languages as possible.*

It seems that generally students are more interested in learning English than other foreign languages. Almost the same amount of students agreed with the statement than disagreed. However, advanced students are more interested in learning many foreign languages than regular students. Only 35% of regular students agree or strongly agree with the statement while 50% of advanced students agree or strongly agree. From this we can assume that advanced students are more interested in knowledge and learning than regular students.

6. *because it will help me when travelling.*

Most of the students believe that knowing English is important because it helps them when travelling. None of the advanced students disagree with that statement while 7.5% of regular students still do. Otherwise, both groups of students agree with the statement: regular students agree more strongly but overall they both do.

7. *because it will enable me to get to know various cultures and peoples.*

Again, regular students agree more strongly with this agreement, though overall there are more advanced students who generally agree. Only 7.14% of advanced students disagree with the statement while 12.5% of regular students disagree. Previously, regular students were more interested in getting to know different people but adding the learning aspect to the statement about culture, advanced students became more interested.

8. *because it will enable me to learn more about the English world.*

This statement also infers learning. It does not only suggest learning about various cultures but specifically the English world. The same amount of students disagree with this statement. Though, students seem to be less certain about wanting to learn about the English world than cultures and peoples in general. 31.48% of the students were not certain about their agreement to this statement but only somewhat agreed.

9. *because it will enable me to learn more about what is happening in the world.*

This statement does not specify English, but asks about the world in general. The question implies learning, though, and as with previous statements about learning, advanced students agree with the statement more. 15% of regular students disagree with the statement but none of the advanced students. In addition, half of the advanced students strongly agree with the statement, while 32.5% of regular students strongly agree.

10. because an educated person is supposed to be able to speak English.

Many students agreed with that statement. While regular students agreed more strongly, the number of advanced students who agreed was higher, 78.57% as opposed to regular students 72,5%.

11. so that I can be a more knowledgeable person.

While advanced students agree that an English skill is more or less needed to be a knowledgeable person, many regular students disagree. 25% of regular students do not think that English has anything to do with being knowledgeable. This is a statement that advanced students can agree with more easily because they already have more knowledge in English than regular students.

12. because without it one cannot be successful in any field.

Students seem to be more hesitant about this statement. Mostly, they only agree somewhat with the statement. Though, while 24.07% of advanced students disagree with the statement, 27.5% regular students disagree. More regular students also agree or strongly agree with the statement. This implies that regular students believe that having a job in any field require English skills while advanced students believe that having a job does not necessarily mean a person has to have advanced English knowledge.

13. so that I can broaden my outlook.

Most of the students believe that English skills broaden their outlook. Advanced students have answered similarly with regular students and altogether 70.37% of students agree

with the statement, 22.22% are more hesitant and 7.41% disagree. None of the advanced students disagreed with the statement.

14. because I may need it later (for job, studies).

85.18% of all students agree or strongly agree with the statement. There are only 5.55% of students who disagree; again, none of the advanced students disagree. While advanced students did not think that English skills were important to be successful in any field, then they believe that they themselves might need English later. This shows that they do not want to be employed to any field, but rather have something in mind that might require better English skills.

15. because without English I won't be able to travel a lot.

Travelling is discussed previously as well, but this question implies that English is necessary for a person if they want to travel. The difference with the previous travelling statement (statement number 6) is that statement number 6 implies that English skills might be useful, not a necessity, when travelling. Comparing these answers to answers to statement number 6, students do not think that lack of English skills will stop them from travelling. 12.97% of students think that English is not a necessity for travelling. Advanced students have a stronger opinion on the necessity of English than regular students – contrarily to statement number 6 where both had quite strong opinions. This might be because regular students see that English could help them, but is not necessary.

16. so that I can understand English-speaking films, videos, TV or radio.

Most of the students found the entertainment part of English skills to be important. Advanced students as well as regular students agreed with this statement. As it turns out, students do not always think about the future, but rather what would make their life more interesting and pleasurable. In addition, watching films, videos, TV or listening to radio

does not require any productive language skills, which, in my experience, have proven to be more difficult for students.

17. so that I can understand English pop music.

It is clear that understanding songs is not as important as understanding films or other media. Songs can be listened to without understanding a word and it would still be enjoyable. Films, by contrast, have to be observed and understood in order to enjoy them. Listening to music requires only the use of receptive skills and is also easier. 11.11% of students thought that learning English is not important in order to understand English pop music.

18. so that I can read English books, newspapers or magazines.

Reading is also a receptive skill which does not require as much effort as productive skills. It seems, though, that reading is not very important to the students; rather, to regular students. None of the advanced students disagreed with the statement: they have intentions to read these publications in English as opposed to regular students, out of whom 16.67% believe that it is not important to learn English for that purpose.

19. because I would like to travel to countries where English is used.

This is a statement about travelling; the difference between statements 6, 15 and this one is that this statement focuses on countries where English is used, whereas two other statements did not specify a location. This statement helps us understand also students' interest in English-speaking countries. Very little students disagree with the statement and do not think learning English is important to travel to countries where English is used, only 5.55% of all students. More than half of the students agree strongly with the statement. This implies that students think that English is important when travelling to countries where the language is used; but comparing the results with statement 15 we find that the students do not think English is necessary to travel to other places around the world.

20. because I would like to spend some time abroad.

None of the advanced students disagreed with the statement. They found that English is important for spending time abroad. The same was with regular students. As much as 80% of regular students believe that learning English is important if they wanted to spend some time abroad. Only 2.5% of these students were hesitant about whether English is necessary compared to advanced students out of whom 35.71% were hesitant.

2.3 Discussion

The aim of the present thesis is to identify advanced students and research their everyday habits, social background and motivation to study English in order to learn the reasons why their English skills are higher than the skills of regular students. In this section, the results are discussed according to the research questions.

How does students' social background influence their English skills?

Many aspects of the students' social background influence them positively, others do not seem to have any influence at all. Factors of social background that the students were asked about included questions about their parents, their contact with the English language and also socioeconomic questions. First, the factors that had no to little influence will be discussed; then factors that significantly influence the students' English skills.

The research reveals that speaking a foreign language before the age of five does not have an impact on students' English skills later in life. The research found that students whose L1 was Russian do not have advanced English skills. Still, there was one student who had practiced English before the age of five. This advanced student might be an exception and no general conclusions can be made that this was the reason they became advanced in English at school.

According to the study, parents' education does not influence the students' English skills neither. Regular as well as advanced students' parents had different levels of education – mothers as well as fathers. There was a trend that mothers had gone to vocational schools less than fathers, but this does not seem to influence the students' English skills. From this we can conclude that there is no correlation between the education of students' parents and students' English skills.

Although some socioeconomic conditions influence the students' English skills, there are many that do not seem to have an influence or influence the students minimally. It seems that students do not have to have a separate room, a quiet place to study and a desk to study at in order to become advanced. Contrarily, it came out that advanced students had less of these socioeconomic benefits than regular students. It cannot be claimed that not having these benefits will reduce the students' opportunities to become advanced, but rather that these are not necessary requirements to become advanced.

Having different kinds of devices and gadgets seems to influence the students positively – with the exception of a music player. The study shows that having a music player does not have an impact on students' language skills. The reason for that could be the fact that most of the students have mobile phones which generally include music players. It can be concluded that having a music player does not influence the students' English skills.

Talking about gadgets, another one that does not influence the students' English skills is a mobile phone. The reason being that all the students have a mobile phone and therefore, this does not favour one group of students over another. Factors like having a better phone with more opportunities might influence the students' skills but this was not asked in the questionnaire. Another socioeconomic benefit that all students had was access to the Internet. Therefore, this is not a contributing factor to the students' skills. Though,

using the Internet for various purposes influences the students' English skills – this aspect will be discussed later.

The parents' employment influences the students to a certain degree. While there were many parents of regular students who were looking for a job, there were many of advanced students' parents who were simply not working. Choosing this option could mean that not working was the parents' conscious decision rather than not being able to find a job. From this we can assume that advanced students' parents have more stable employment, but it is not completely certain.

What influences the students' English skills significantly is having access to technical equipment like a computer or a video games console. Students who had personal computers or laptops were significantly more advanced in English than their peers. In this section of the study the students were not yet asked about the ways they use their computers, but the fact that the contrast between having a computer and/or a video games console was so significant between advanced and regular students clearly demonstrates the influence these objects have on students' English skills.

How do students' everyday habits influence their English skills?

This section of the questionnaire mainly includes questions about the ways students use English every day, but also how often they do certain things that may contribute to their English skills and their opinions of other subjects in addition to English which are taught to them at school. In addition, there was an open question about what do the students themselves think has helped them to improve their English skills the most. Everyday habits which mostly do not influence students' English skills will be discussed first.

According to the study, some of the things students do on the computer do not influence their English skills even though having a computer did. For example, doing homework on the computer. Advanced students and regular students answered quite

similarly when they were asked about how much they use the computer for assignments. Therefore, this purpose of the computer does not affect the students' English skills. Moreover, even doing homework for English classes does not influence their skills in English. A reason could be that they are not given much homework to do and therefore they do not need to use the computer for that purpose as much. Using a computer for other activities, like contacting other people, does not influence their English skills either. Assuming that the students use the same applications and websites for the purpose of contacting others, they probably are already used to using these and therefore, do not require much skill to do that. In addition, the question did not specify which language they had to use for contacting other people and, therefore, these could have been applications or websites in Estonian as well.

Listening to songs in English does not influence the students' English language skills. The reason probably being that a person does not have to understand the lyrics of a song to enjoy the music. Even though most of the students listened to songs in English at least a few times a week, the answers did not vary between advanced and regular students much. Therefore, it can be claimed that listening to songs does not affect one's English skills.

Students having different attitudes towards different subjects they are taught at school does not influence their skills much. Advanced students and regular students mostly agreed on the likeability and the usefulness of a subject. Learning different subjects, therefore, does not influence the students' English skills; neither does the fact how much they enjoy the subject or how useful they think the subject is.

The study shows that regular students generally spend more time studying for an English test than advanced students. Advanced students are already more confident in their language skills and therefore have the opinion that they do not need to spend much time

studying the language. However, as regular students still have study outcomes to achieve, they put more effort into getting satisfactory marks. The study clearly shows that even though regular students spend more time learning for a test in English, it is not the best way to improve their English skills and therefore, it does not influence the students' general English skills.

What influences students' English skills is watching movies and television programmes. The difference between advanced and regular students is that advanced students are comfortable with watching movies and television programmes without subtitles, while regular students "need" subtitles. Not having subtitles makes the observer more attentive and therefore, they try to listen to every English word they hear. This makes them grasp the meaning of the words from context and, thus, improves their English skill (in addition to listening to various sentence structures, aspects of grammar etc. without even realising they are acquiring the language). It was not specified what language the subtitles have to be in and it cannot be assumed whether the subtitles are in Estonian, Russian or English. Students themselves, though, wrote that watching movies is one of the things which has helped them improve their English skills. This holds for both regular and advanced students.

Reading books and comics or magazines also positively influences students' English skills. As with watching movies in English, reading requires being observant in order to understand the story. Reading even more so, since films also have a picture to go with the text. Books, however, need for the reader's undivided attention. Therefore, reading is a great way to improve English skills as well.

What also influences the students' English skills is having to communicate with people who also use English around them. It could be their parents, people on the Internet, tourists etc. This can be both written English and spoken English. Having to use the

language is definitely a factor in acquiring better skills in English as advanced students use English more often for communication than regular students.

What influences the students' English skills the most seems to be playing computer or console games. This claim can be made by observing the contrast in students' answers, which show that advanced students spend significantly more time on gaming than regular students. As most games that are released are in English, this seems a great way to learn the language and have fun at the same time.

What are the motivators for regular and advanced students to learn English?

The motivators to learn English can be divided into groups. Altogether there are five groups of orientations why a student might feel English is important to learn. These groups are instrumental, knowledge, travel, friendship and sociocultural orientations (Clement 1986).

Instrumental motivation is the desire to use the language learned as an instrument to have advantages in their adult life, for example, a better job (Gardner *et al.* 1972). Instrumental motivation was higher for advanced students. They apparently think more about the future and adult life and are therefore more motivated to learn English. They believe that English skills will grant them a better future. Therefore, advanced student could be motivated by offering them study materials that concern careers, future possibilities etc. – they are more interested in learning if the subject appeals to them. This claim is supported by Pereira and Oliveira (2015), who claim that challenging study materials motivate students. Therefore, when teachers provide students with more appealing materials, the students' motivation will rise and they probably achieve better results.

Knowledge orientation means that students are interested in acquiring knowledge overall. They are motivated to learn various different topics and fields in order to gain

knowledge. This applies to learning English as well. The study shows that advanced students are significantly more knowledge-oriented than regular students. Carreira (2010) has said that the desire for learning in general has a positive effect on learning English. This claim is supported by the study conducted in this thesis. Reasons why knowledge oriented students want to learn English include wanting to be a knowledgeable person, to broaden their outlook, a desire to learn several languages, to feel more educated and to be able to read English publications.

People who want to learn English so they could travel or that travelling would be easier for them are travel oriented. Although many students who want to travel do not think English is necessary for that, they still believe it would make travelling easier. Travel-oriented people want to learn English because they would like to spend time abroad, whether travelling there or living there for some time, they believe it is important to know English in order to travel.

Friendship-oriented people want to learn English because they are interested in other people around the world. Gardner and Lambert (1972) define this as integrative orientation of motivation – students are motivated to learn the English language because they feel that they would like to be a part of or conform to that community themselves. This orientation is more important to regular students. It seems that regular students are more interested in knowing lots of people and communicating with them than having other kinds of knowledge about the world. They have a positive outlook towards the English-speaking community. People who are motivated to make friends and find English skills important for that reason are interested in meeting people from different parts of the world and making and maintaining friendships with them. Advanced students desire knowledge more than friendships.

Lastly, there are people who are motivated by sociocultural factors to learn English. Sociocultural factors include knowledge about different cultures and places around the world in addition to being able to understand English-speaking entertainment like films, videos and songs. Again, advanced students are mostly more motivated by these factors. The only reason regular students find it more important to study English is so that they could understand English pop music – though the difference in their opinion is very small. Therefore, advanced students find sociocultural values more intrinsically motivating – they enjoy using English for watching films and videos, learning about different cultures and places around the world. They do not find the time and effort put into the task to be too high for them to lower their motivation to learn about these things and use English in the process. This claim is supported by task value component in motivation developed by Jacquelyne Eccles and Allan Wigfield (2002). The study shows that advanced students are highly motivated to learn about various cultures and people as well as the English world. Carreira (2010) explains that the motivation to learn a foreign language can be raised by being curious about foreign countries, which seems to be the case with the advanced students under study.

Regarding the fact that more interesting study materials rise motivation, Dörnyei and Ushioda (2013) and Atkinson (1974) claim that when students have high motivation to study, they will also achieve better results. Atkinson (1974) emphasised that the need for achievement can become a part of one's personality and therefore their motivation to study any subject is higher. Moreover, Dörnyei and Ushioda (2013) claim that motivation does not always have to be high during a long period of learning process. Hence, motivation can be raised by doing certain things. The study supports that claim – advanced students' motivation to learn English was high for different reasons.

The self-worth theory created by Covington in 1992 claims that students do not want to embarrass themselves because of their lack of knowledge. The study supports that claim, as regular students feel much less comfortable using English than advanced students. The study showed that regular students do not use English as much as advanced students when talking with their friends, their relatives, their parents, tourists etc. It can be assumed that one of the reasons for that is the self-worth theory.

Advanced students were more certain that they would need English in their future, either for a job or for studying. Therefore, these students have set goals for themselves for why they would need English in the future. This is supported by the goal-setting theory developed by Locke and Latham (1990), which claims that if a person has set a specific goal for themselves, they find it easier to accomplish, providing they find the goal to be important and attainable. As per the results of the study, advanced students find English to be an highly important subject to study.

Gardner (1985) claims that “motivation comprises three components: motivational intensity of effort, desire to learn the language and attitudes towards learning the language”. He also claimed that only motivated people display all three components. The study, shows that advanced students’ motivation comprises of all three components. Although, it was revealed that advanced students mostly do not study for their English test, they seek other situation to use English, like watching films, communicating with people or play games in English. Desire to learn the language is demonstrated by how motivated they were to learn the language and attitudes towards learning the language by how likeable and useful they thought English is.

CONCLUSION

Motivation is something that makes people want to do things, achieve their goals and try to be better. In connection with students, motivation makes them desire better grades and overall, gain more knowledge. Dörnyei and Ushioda (2013: 3) claim that motivation is something that “moves a person to make certain choices, to engage in action, to expend effort and persist in action. Therefore, in language learning, motivation makes us learn the language for several personal reasons which makes us ‘move’ in a certain direction.

The theoretical part of the thesis gives an overview of different motivational theories, foreign language motivation and motivation of advanced students. The theories presented in the thesis are applicable to Estonian basic school students. It is presumed that if students are motivated, their results in English are better. People think that learning English is important because it is *lingua franca*. Advanced students learn English because they think that it gives them more opportunities in the future.

The empirical part of the thesis consists of two parts: an English test and a motivation questionnaire. 54 students were chosen to participate in the study. All the students go to the same school in a small town in Estonia. Two questionnaires were completed by the students: the first one (an English test) was conducted in order to identify advanced students and the second one (motivation test) to study the social background, everyday habits and motivators to learn English by advanced students compared to regular students.

The aims of the thesis were to give an overview of different motivation theories, to study the factors which have contributed to advanced students’ English skills, and to see what motivated advanced students to learn English. The research questions were: How does students’ social background influence their English skills? How do students’

everyday habits influence their English skills? What are motivators for regular and advanced students to learn English?

Social factors that influence students' English skills are as follows: having different kinds of technical equipment like laptops and video games consoles. The study shows that there are many social background factors which influence the students' English skills. The most significant social background factors are having a computer or a video games console. Since students who generally had access to at least one of these devices were more advanced in English, it is considered a contributing factor to advanced students' English skills. Everyday habits that influence students' English skills are as follows: playing computer or console games, communicating with people around them in English, reading books, magazines and comics and watching films without subtitles.

The social factors which do not influence students' English skills or influence them minimally are as follows: speaking English before the age of five, their parents' education, some socioeconomic conditions like having their own room, a desk and a place to study at, having a music player, a mobile phone or access to the Internet. The everyday habits which do not influence or influence student's English skills very little are as follows: doing homework on the computer, contacting other people on the computer, listening to songs in English, attitudes towards various subjects taught at school.

Motivators for advanced students to learn English are as follows: a desire to have a better future, a desire to gain knowledge and learn. This means that advanced students are extrinsically motivated to learn English. Other factors like travelling and entertainment were important to regular students as well. Understanding songs in English does not seem motivate students to learn English.

The research shows that advanced students' intrinsic and instrumental motivation is higher than that of regular students. Advanced students believe that learning English is

important to be successful later in life, for example, get a better job. Advanced students are also more interested in learning about foreign cultures and peoples, which according to Carreira (2010) is one of the factors which raises students' interest to learn a language. The study confirms that if students have high motivation, they achieve better results (Atkinson 1974) – the motivation of advanced students to study English was higher. Students should be provided with study materials which are relevant to their interests. The study also supports the claim that advanced students are more motivated because their motivation comprises three motivation components: intensity of effort, desire to learn the language and positive attitude towards learning the language” (Gardner 1085).

While the research shows that playing computer games or games on a video games console seems to have an impact on students' English language skills, additional research could be conducted on what kind of games students usually play, what kind of language is used in these games, whether they need productive or receptive skills in order to play these games. In addition, the study on whether social background and everyday habits influence students' English skills could be done on a larger scale including students from several schools and areas.

In conclusion, the aim of the present thesis was achieved. The thesis gave an overview of different motivation theories, gave an analysis of advanced students' background and everyday habits which have resulted in their English skills being well above average, and in addition, gave an overview of why learning English is important to them compared to regular students.

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17. It's the _____ building in the city.
- highest
 - tallest
 - greatest
 - fattest
18. He's so _____! I'm not _____ in anything he says.
- bored, interesting
 - boring, interesting
 - boring, interested
 - bored, interested
19. You can't smoke here - please _____ your cigarette.
- put away
 - put up with
 - put out
 - put down
20. They never argue and they enjoy spending time together = they _____.
- get on very well
 - like themselves very much
 - relate very well
 - relationship very good
21. I love all fruit, but _____ strawberries.
- specially
 - mostly
 - specifically
 - especially
22. I don't _____ going out tonight.
- have mood to
 - like
 - want to
 - feel like
23. I'm a bit lost. can you tell me how to _____ to the university?
- find
 - reach
 - go
 - get
24. Every time I wear something white, I _____ coffee or orange juice or something on it.
- spill
 - drop
 - let
 - pour
25. We nearly missed the plane - we were only just _____.
- timely
 - in time for
 - in time
 - on time
26. Breakfast, lunch and dinner are _____.
- eatings
 - meals
 - foodtimes
 - food
27. Your father's brother's daughter is your _____.
- cousin
 - cousina
 - niece
 - sister
28. She doesn't have brothers or sisters - she's a(n) _____.
- only child
 - alone child
 - lonely child
 - single child
29. Our teacher doesn't _____ us use mobile phones in class.
- allow
 - make
 - forbid
 - let
30. Argh! This noise is giving me a _____.
- headpain
 - headhurt
 - headouch
 - headache
31. It's a good idea, but it's _____ that the boss will agree with you.
- unlikely
 - likely
 - improbably
 - unprobably
32. I've got all the data. Now I just need to _____ the answer.
- think out
 - work out
 - count out
 - make out
33. I don't like my job very much. I'm going to _____ and look for another one.
- retire
 - finish
 - resign
 - fire

34. tired --> exhausted // small --> tiny //
angry --> _____

- annoyed • furious
- irritated • vexed

35. Do you live in a house or a(n)
_____?

- apartment • village
- home • building

36. Are you planning to go _____ for
the weekend?

- far • off
- away • out

37. At the weekend I _____ with
some friends.

- went for fun • enjoyed
- went out • played

38. Let's go to a restaurant for dinner
tonight = let's _____ tonight.

- eat away • eat outside
- eat outwardly • eat out

39. He's a waiter, she's a _____.

- waitress • waitree
- waitress • waiter

40. Happy is the _____ of sad.

- opposed • opposite
- opposite • oppose

Grammar**CLASS:** _____**NAME:** _____

1. He _____ ever works as _____ as he should.
 - hardly, hard • hard, hardly
 - hardly, hardly • hard, hard
2. I'll send it to you _____ I get the money.
 - in case • as soon as
 - until • unless
3. She's wearing a _____ dress.
 - beautiful long • black long
 - black beautiful
 - long black • long beautiful
 - beautiful black
4. _____ spent time abroad when I was a student, I found it easier to get used to _____ in another country.
 - have, live • to have, living
 - having, living • having, live
5. I _____ like getting up early.
 - not • doesn't
 - am not • don't
6. She _____ have short hair, but now it's long.
 - didn't • used to
 - use to • before
7. Do you think it's _____ rain tomorrow?
 - going to • to
 - going • will
8. Let's go to the cinema. - Great idea! What film _____ we watch?
 - are we going to • shall
 - do • will
9. But they _____ be away - I saw them this morning!
 - mustn't • don't have to
 - can't • shouldn't
10. Where _____ they from?
 - is • are
 - isn't • am
 - •
11. Winters there _____ be really cold sometimes.
 - can • could
 - might • may
12. I drink coffee _____.
 - twice a day • two times for a day
 - twice in day • two times day
13. I wouldn't say that to him if I _____ you.
 - would be • were
 - am • was
14. The film _____ by Quentin Tarantino.
 - did directed • was direct
 - directed • was directed
15. I'd love to _____ in the 19th century.
 - lived • have been lived
 - have lived • live
16. He drives quite _____, but his brother drives really _____.
 - slowly, fast • slowly, fastly
 - slow, fast • slow, fastly
17. She _____ in a small house near the park.
 - live • stays
 - lives • living

18. Whose bag is this? - It's _____.
- the mine
 - mine
 - of me
 - my
19. Could you tell me _____?
- where is the bus stop
 - is where the bus stop
 - where the bus stop is
 - the bus stop is where
20. I wish he _____ so rude to people when we go out.
- hadn't been
 - didn't be
 - wouldn't be
 - won't be
21. I _____ been hit by a car, but luckily I just managed to get out of the way.
- may have
 - can have
 - might have
 - could have
22. This house is _____, but also _____.
- more big, more expensive
 - more big, expensiver
 - bigger, expensiver
 - bigger, more expensive
23. I was _____ exhausted by the end of the day.
- very
 - extremely
 - completely
 - incredibly
24. That wasn't a good idea - you _____ thought about it more carefully.
- have to
 - must have
 - ought have
 - should have
25. I don't know where she is. I suppose she _____ got stuck in traffic.
- must have
 - might have
 - can have
 - should have
26. I'm busy on Friday, so I _____ come.
- am not
 - can't
 - don't
 - not can
27. Where _____ he work?
- do
 - does
 - is
 - don't
28. I spend too much time _____. I'd like _____ more time for myself and my family.
- working, to have
 - to work, to have
 - to work, having
 - working, having
29. That smells good! What _____?
- do you cook
 - are you cooking
 - do you cooking
 - are you cook
30. If he _____ one minute later, he _____ the train
- would have arrived, would have missed
 - arrived, would have missed
 - had arrived, would have missed
 - would arrive, would miss
31. How long have they _____ there?
- waiting
 - been waited
 - been waiting
 - waited
32. I _____ to Germany last year.
- goed
 - went
 - gone
 - go
33. She's from _____, so she speaks _____.
- Spain, Spainese
 - Spanish, Spain
 - Spain, Spanish
 - Spanish, Spanish

34. How did this _____ broken?

- was
- be
- become
- get

35. I've already called her four times

_____.

- again
- today
- before
- yesterday

36. If I had more time, I _____ do more exercise.

- will
- would
- want to
- 'm going to

37. Take a sandwich with you _____ you get hungry later.

- in case
- if
- so as not to
- when

38. By next month I _____ all my exams, and I can relax!

- will be finishing
- will finish
- will have been finishing
- will have finished

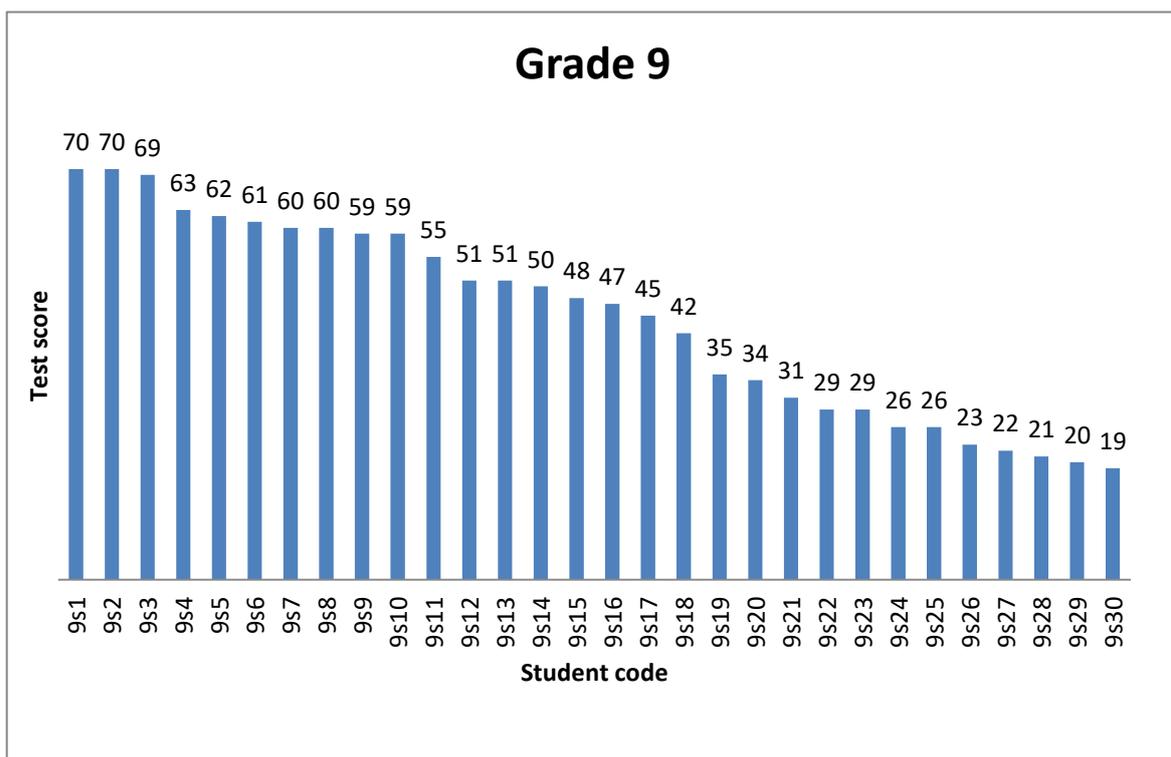
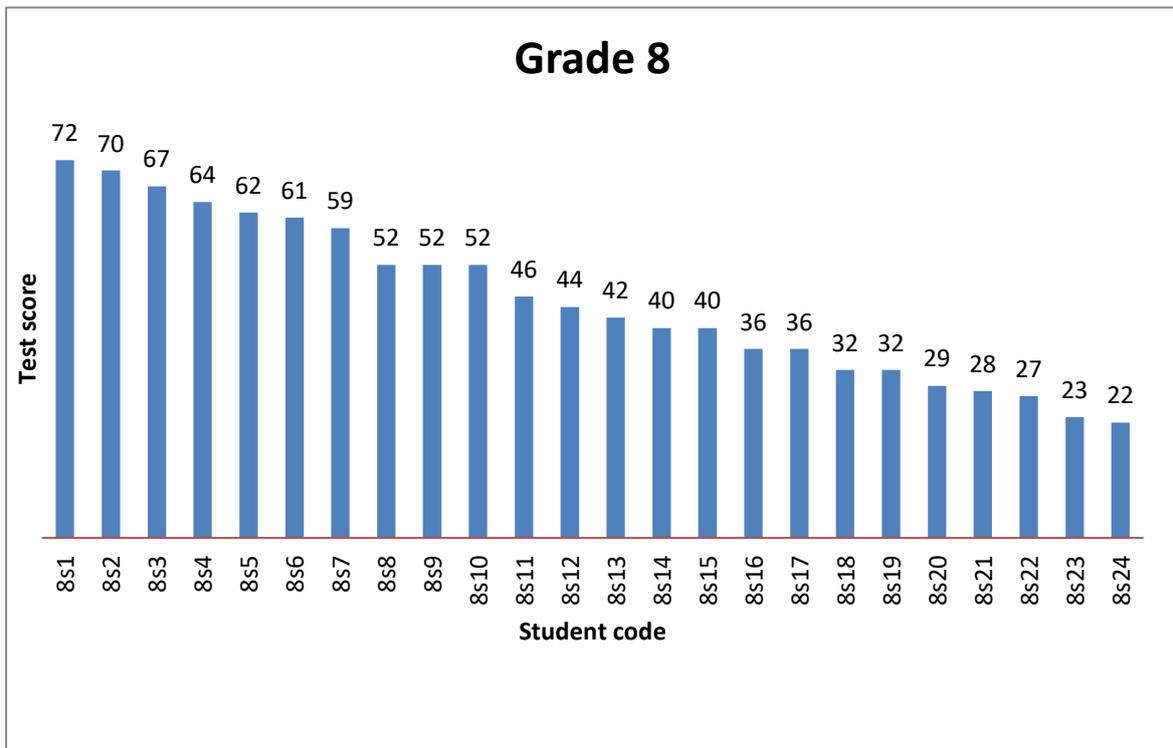
39. It was the first time he _____ anything so spicy.

- has eaten
- had been eating
- had eaten
- was eating

40. Put _____ bag on _____ table, then give me _____ apple and _____ bar of chocolate.

- the, the, an, a
- the, the, a, a
- a, the, an, the
- a, a, the, the

APPENDIX 2: English test results



APPENDIX 3: Motivation questionnaire in English

1. Name: _____
2. Grade: _____
3. Which languages did you speak at home as a small child (before the age of five)?
 Estonian
 English
 Russian
 other: _____
4. How is your mother currently employed
 full-time job
 part-time job
 not working, but looking for a job
 not working
 other: _____
5. How is your father currently employed
 full-time job
 part-time job
 not working, but looking for a job
 not working
 other: _____
6. What is the highest level of schooling completed by your mother?
 primary school education
 secondary school education
 vocational school education
 higher education (university)
7. What is the highest level of schooling completed by your father?
 primary school education
 secondary school education
 vocational school education
 higher education (university)
8. Which of the following do you have at home? (select all that apply)
 A desk to study at
 A room of your own
 A quiet place to study
 A computer you can use for school work
 An internet connection
 A dictionary
 Books in English
9. How many of these are there in your home?
 Mobile phones
 Television sets

___ Computers of laptops

10. Are the following devices available for you to use at your home?

Your own computer, laptop, or notebook	Yes / No
Access to the internet	Yes / No
A video games console	Yes / No
Your own iPod, Mp3 player or similar	Yes / No
Your own mobile phone	Yes / No

11. How often do you use a computer outside school time for the following?

[Never / A few times a year / a few times a month / a few times a week / (almost) every day]

For homework or school assignments

For homework or assignments for the subject of English

For finding information

For games

For entertainment (music, movies, video clips)

For contact with others (messenger, Skype)

12. Which languages does your family speak regularly at home?

___ Estonian

___ English

___ Russian

___ Other: _____

13. Which language(s) do you, yourself, speak regularly at home?

___ Estonian

___ English

___ Russian

___ Other: _____

14. In your opinion, how well do your parents know English?

[Not at all / a little / quite well / very well]

Father

Mother

15. How often do you use English outside school in the following ways?

[Never / A few times a year / a few times a month / a few times a week / (almost) every day]

How often do you write English with friends (emails, messenger)

How often do you speak English with relatives?

How often do you speak English with friends?

How often do you speak English with tourists?

How often do you use English with people on the internet, for example when playing online games?

16. How often do you come into contact with English through media in the following ways?

[Never / A few times a year / a few times a month / a few times a week / (almost) every day]

How often do you listen to songs in English?

How often do you watch movies spoken in English without subtitles?

How often do you watch movies spoken in English with subtitles?

How often do you watch television programmes (not movies) spoken in English without subtitles?

How often do you watch television programmes (not movies) spoken in English with subtitles?

How often do you play computer games spoken in English?

How often do you read books written in English?

How often do you read a magazine or a comic written in English?

How often do you visit websites written in English?

17. How much do you like the following school subjects?

[Not at all / hardly / quite / a lot]

Mathematics

Science subjects, e.g. physics

Human and society subjects, e.g. history

Music

Art

PE

English

Estonian

Russian

18. In your opinion, how useful are the following school subjects?

[not at all / hardly / quite / very]

Mathematics

Science subjects, e.g. physics

Human and society subjects, e.g. history

Music

Art

PE

English

Estonian

Russian

19. How much time do you usually study for an English test?

___ No time at all

___ Less than one hour

___ About one to two hours

___ About two to three hours

___ More than three hours

20. Choose the best answer to why studying English is important to you.

- strongly agree
- agree
- somewhat agree

- disagree
- strongly disagree

Studying English is important to me . . .

1. because I would like to meet foreigners with whom I can speak English.
 2. because I would like to make friends with foreigners.
 3. because it will enable me to get to know new people from different parts of the world.
 4. so that I can keep in touch with foreign friends and acquaintances.
 5. because I would like to learn as many foreign languages as possible.
 6. because it will help me when travelling.
 7. because it will enable me to get to know various cultures and peoples.
 8. because it will enable me to learn more about the English world.
 9. because it will enable me to learn more about what is happening in the world.
 10. because an educated person is supposed to be able to speak English.
 11. so that I can be a more knowledgeable person.
 12. because without it one cannot be successful in any field.
 13. so that I can broaden my outlook.
 14. because I may need it later (for job, studies).
 15. because without English I won't be able to travel a lot.
 16. so that I can understand English-speaking films, videos, TV or radio.
 17. so that I can understand English pop music.
 18. so that I can read English books, newspapers or magazines.
 19. because I would like to travel to countries where English is used.
 20. because I would like to spend some time abroad.
21. Describe, what has helped you the most in developing your English skill?

APPENDIX 4: Motivation questionnaire in Estonian

1. Nimi: _____
2. Klass: _____
3. Mis keeli sa väiksenä kodus rääkisid? (enne viieaastaseks saamist)
 Eesti
 Inglise
 Vene
 muu: _____
4. Kuidas su ema hetkel töötab?
 täistööajaga
 osalise tööajaga
 ei tööta, kuid otsib tööd
 ei tööta
 muu: _____
5. Kuidas su isa hetkel töötab?
 täistööajaga
 osalise tööajaga
 ei tööta, kuid otsib tööd
 ei tööta
 muu: _____
6. Milline on sinu ema haridustase?
 põhiharidus
 keskharidus
 kutseharidus
 üliharidus
7. Milline on sinu isa haridustase?
 põhiharidus
 keskharidus
 kutseharidus
 kõrgharidus
8. Mis järgnevast on sul kodus olemas? Märki kõik, mis sobivad.
 eraldi laud kus õppida
 oma tuba
 vaikne koht õppimiseks
 arvuti, mida saad kooliasjadeks kasutada
 internetiühendus
 sõnaraamat
 inglisekeelsed raamatud
9. Kui mitu sul neid asju kodus olemas on?
 mobiiltelefonid
 televiisorid

___ laua- või sülearvutid

10. Kas järgnevad seadmed on sul kodus kasutamiseks olemas?

Sinu isiklik arvuti või sülearvuti	Jah / Ei
Juurdepääs internetile	Jah / Ei
Videomängude konsool	Jah / Ei
Sinu isiklik iPod või Mp3 mängija	Jah / Ei
Sinu isiklik mobiiltelefon	Jah / Ei

11. Kui tihti kasutad arvutit väljaspool kooli järgnevateks tegevusteks?

[mitte kunagi / paar korda aastas / paar korda kuus / paar korda nädalas / (peaaegu) iga päev]

Kodutöödeks või kooliülesanneteks erinevates õppeainetes

Kodutöödeks või kooliülesanneteks inglise keeles

Informatsiooni otsimiseks

Mängimiseks

Meelelahutuseks (muusika, filmid, videote vaatamine)

Teiste inimestega suhtlemiseks (messenger, Skype)

12. Milliseid keeli su pereliikmed regulaarselt kodus kasutavad?

___ Eesti

___ Inglise

___ Vene

___ muu: _____

13. Milliseid keeli sa ise regulaarselt kodus kasutad?

___ Eesti

___ Inglise

___ Vene

___ muu: _____

14. Mis sa arvad, kui hästi oskavad su vanemad inglise keelt?

[mitte üldse / natuke / üsna hästi / väga hästi]

Isa

Ema

15. Kui tihti kasutad sa inglise keelt väljaspool kooli järgnevate tegevuste jaoks?

[mitte kunagi / paar korda aastas / paar korda kuus / paar korda nädalas / (peaaegu) iga päev]

Kui tihti kasutad inglise keelt sõpradega kirjutamiseks (emails, messenger)?

Kui tihti kasutad inglise keelt sugulastega või perega rääkimiseks?

Kui tihti kasutad inglise keelt sõpradega rääkimiseks?

Kui tihti kasutad inglise keelt turistidega rääkimiseks?

Kui tihti kasutad inglise keelt internetis suhtlemiseks (näiteks *online*-mängudes)?

16. Kui tihti puutud inglise keelega kokku läbi meedia järgmistel viisidel?

[mitte kunagi / paar korda aastas / paar korda kuus / paar korda nädalas / (peaaegu) iga päev]

Kui tihti kuulad sa inglisekeelseid laule?

Kui tihti vaatad sa filme inglise keeles ilma subtiitriteta?

Kui tihti vaatad sa filme inglise keeles subtiitritega?

Kui tihti vaatad sa telesaateid (mitte filme) inglise keeles ilma subtiitriteta?

Kui tihti vaatad sa telesaateid (mitte filme) inglise keeles subtiitritega?

Kui tihti mängid sa inglisekeelseid arvutimänge?

Kui tihti loed sa inglisekeelseid raamatuid?

Kui tihti loed sa ajakirju või koomikseid inglise keeles?

Kui tihti külastad sa inglisekeelseid veebilehekülgi?

17. Kui palju meeldivad sulle järgmised õppeained koolis?

[mitte üldse / mitte eriti / üsna / väga]

matemaatika

füüsika

ajalugu

muusika

kunst

kehaline kasvatus

inglise keel

eesti keel

vene keel

18. Mis sa arvad, kui olulised on järgnevad õppeained?

[mitte üldse / mitte eriti / üsna / väga]

matemaatika

füüsika

ajalugu

muusika

kunst

kehaline kasvatus

inglise keel

eesti keel

vene keel

19. Kui kaua aega sa tavaliselt õpid inglise keele testiks?

___ mitte üldse

___ vähem kui tund aega

___ umbes üks-kaks tundi

___ umbes kaks-kolm tundi

___ rohkem kui kolm tundi

20. Vali sobivaim vastus, miks inglise keele õppimine on sinu jaoks oluline.

- nõustun täielikult
- nõustun
- enam-vähem nõustun
- ei nõustu
- üldse ei nõustu

Inglise keele õppimine on minu jaoks oluline,

sest ma tahaksin kohtuda välismaalastega, kellega ma saan inglise keeles rääkida
sest ma tahaksin välismaalastega sõbraks saada
sest see võimaldab mul tundma õppida uusi inimesi maailma erinevatest paikadest
et ma saaksin ühendust hoida välismaiste sõprade ja tuttavatega
sest ma tahaksin õppida nii palju võõrkeeli kui võimalik
sest see aitab mind reisides
sest see aitab mul tutvuda erinevate kultuuride ja inimestega
sest see aitab mul teada rohkem inglisekeelsetest riikidest
sest see aitab mul õppida rohkem maailmas toimuva kohta
sest haritud inimene peaks suutma inglise keelt rääkida
et ma saaksin olla suuremate teadmistega inimene
sest ilma inglise keeleta ei saa ühelgi alal edukas olla
et oma tuleviku väljavaateid suurendada
sest mul võib seda tulevikus vaja minna (töö, õppimine)
sest ilma inglise keele oskuseta ei saa ma palju reisida
et ma saaksin aru inglisekeelsetest filmidest, videotest, televisioonist või raadiost
et ma saaksin aru inglisekeelsest pop-muusikast
et ma saaksin lugeda inglisekeelseid raamatuid, ajalehti või ajakirju
sest ma tahaksin reisida riikidesse, kus kasutatakse inglise keelt
sest ma tahaksin viibida mõnda aega välismaal

21. Kirjelda, mis on sinul aidanud kõige paremini inglise keele oskust arendada.

APPENDIX 5: Motivation questionnaire results

Social and linguistic background

1. Which languages did you speak at home as a small child (before the age of five)?

RESPONSES	All	Advanced	Regular
Estonian	88.89%	92.86%	87.50%
Finnish	1.85%	0.00%	2.50%
Russian	5.56%	0.00%	7.50%
English	1.85%	7.14%	0.00%
Other	1.85%	0.00%	2.50%

2. How is your mother currently employed?

RESPONSES	All	Advanced	Regular
full-time job	64.81%	78.57%	60.00%
part-time job	12.96%	7.14%	15.00%
not working, but looking for a job	7.41%	0.00%	10.00%
not working	9.26%	7.14%	10.00%
goes to school	1.85%	0.00%	2.50%
other	3.70%	7.14%	2.50%

3. How is your father currently employed?

RESPONSES	All	Advanced	Regular
full-time job	74.07%	71.43%	75.00%
part-time job	7.41%	7.14%	7.50%
not working, but looking for a job	1.85%	0.00%	2.50%
not working	9.26%	21.43%	5.00%
goes to school	0.00%	0.00%	0.00%
other	7.41%	0.00%	10.00%

4. What is the highest level of schooling completed by your mother?

RESPONSES	All	Advanced	Regular
higher education (university)	27.78%	28.57%	27.50%
secondary school education	40.74%	50.00%	37.50%
vocational school education	16.67%	0.00%	22.50%

primary school education	14.81%	21.43%	12.50%
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5. What is the highest level of schooling completed by your father?

RESPONSES	All	Advanced	Regular
higher education (university)	9.26%	14.29%	7.50%
secondary school education	35.19%	42.86%	32.50%
vocational school education	33.33%	14.29%	40.00%
primary school education	22.22%	28.57%	20.00%

6. Which of the following do you have at home?

RESPONSES	All	Advanced	Regular
A desk to study at	87.04%	78.57%	90.00%
A room of your own	72.22%	50.00%	80.00%
A quiet place to study	72.22%	57.14%	77.50%
A computer you can use for school work	88.89%	92.86%	87.50%
An Internet connection	98.15%	100.00%	97.50%
An English Dictionary	53.70%	35.71%	60.00%
Books in English	48.15%	64.29%	42.50%

7. How many of these are there in your home?

MOBILE PHONES			
RESPONSES	All	Advanced	Regular
0	1.85%	0.00%	2.50%
1	9.26%	14.29%	7.50%
2	9.26%	0.00%	12.50%
3	18.52%	7.14%	22.50%
more than 3	61.11%	78.57%	55.00%
TELEVISION SETS			
RESPONSES	All	Advanced	Regular
0	1.85%	0.00%	2.50%
1	33.33%	14.29%	40.00%
2	42.59%	57.14%	37.50%
3	16.67%	21.43%	15.00%
more than 3	5.56%	7.14%	5.00%

COMPUTERS OR LAPTOPS			
RESPONSES	All	Advanced	Regular
0	3.70%	0.00%	5.00%
1	18.52%	21.43%	17.50%
2	38.89%	28.57%	42.50%
3	22.22%	42.86%	15.00%
more than 3	16.67%	7.14%	20.00%

8. Are the following devices available for you to use at your home?

YOUR OWN COMPUTER,OR LAPTOP			
RESPONSES	All	Advanced	Regular
Yes	74.07%	92.86%	67.50%
No	25.93%	7.14%	32.50%
ACCESS TO THE INTERNET			
RESPONSES	All	Advanced	Regular
Yes	100.00%	100.00%	100.00%
No	0.00%	0.00%	0.00%
A VIDEO GAMES CONSOLE			
RESPONSES	All	Advanced	Regular
Yes	46.30%	78.57%	35.00%
No	53.70%	21.43%	65.00%
YOUR OWN IPOD, MP3 PLAYER OR SIMILAR			
RESPONSES	All	Advanced	Regular
Yes	24.07%	28.57%	22.50%
No	75.93%	71.43%	77.50%
YOUR OWN MOBILE PHONE			
RESPONSES	All	Advanced	Regular
Yes	100.00%	100.00%	100.00%
No	0.00%	0.00%	0.00%

21. Describe, what has helped you the most in developing your English skill?

- Advanced students' answers

mängud, filmid, laulud.

inglis keele tunnid

filmide vaatamine

Inglastega suhtlemine

filmide vaatamine

Venna abiga olen suutnud aru saada rohkem ja õpetaja suudab hästi seletada

õp

välismaal reisides suheldes teiste inimestega

- Regular students' answers

filmid

Tundides viibimine, kui kusagil näen sõna, mille tähendust ma ei tea siis ma googeldan seda.

Inglise keele tund ja erinevate filmide vaatamine inglise keeles (subtiitritega).

Inglise keelsete filmide vaatamine

Inglise keelsed laulud ja inglise keelt kõnelevad inimesed

filmide ja videomängude vaatamine/mängimine

Filmid muusika

Filmid

Õpetaja

YouTube videode vaatamine ja laulude kuulamine (vlogid, muusika)

Õpetaja

Inglise keelsed multikad, filmid, videod, mängud.

Mängude mängimine ja filmide vaatamine

Youtubis olemine iga päev.

Laulude kuulamine

Interneti kaudu ,mängudest, tunnis ,vend ,neti sõbrad

Inglise keele tunnid koolis, inglise keelsete videote vaatamine ja kuulamine ning videomängude abil teistega inglise keeles suhtlemine.

inglise keele tund, inglise keelsed neti lehed

inglise keelsete filmida vaatamine, inglise keele tunnid, inglise keelse muusika kuulamine.

filmid, muusika, mängud, kool, sõbrad

Ei tea

Mängud, filmid ja kool

filmid, kool, meedia

Filmide vaatamine

Inglis keelsed videod ja filmid.

Kui keegi räägib minuga selles keeles ja, kui ma mõnda sõna ei tea siis ta tõlgib, filmide vaatamine

Inglise keele tunnid, arvutimängud, laulud.

Everyday habits

1. How often do you use a computer outside school time for the following?

FOR HOMEWORK OR SCHOOL ASSIGNMENTS			
RESPONSES	All	Advanced	Regular
never	7.41%	7.14%	7.50%
a few times a year	20.37%	14.29%	22.50%
a few times a month	35.19%	42.86%	32.50%
a few times a week	31.48%	28.57%	32.50%
(almost) every day	5.56%	7.14%	5.00%
FOR HOMEWORK OR ASSIGNMENTS FOR THE SUBJECT OF ENGLISH			
RESPONSES	All	Advanced	Regular
never	14.81%	42.86%	5.00%
a few times a year	31.48%	21.43%	35.00%
a few times a month	33.33%	28.57%	35.00%
a few times a week	14.81%	7.14%	17.50%
(almost) every day	5.56%	0.00%	7.50%
FOR FINDING INFORMATION			
RESPONSES	All	Advanced	Regular
never	5.56%	7.14%	5.00%
a few times a year	7.41%	14.29%	5.00%
a few times a month	24.07%	7.14%	30.00%
a few times a week	31.48%	35.71%	30.00%
(almost) every day	31.48%	35.71%	30.00%
FOR GAMES			
RESPONSES	All	Advanced	Regular
never	20.37%	0.00%	27.50%
a few times a year	20.37%	7.14%	25.00%
a few times a month	14.81%	7.14%	17.50%
a few times a week	20.37%	35.71%	15.00%
(almost) every day	24.07%	50.00%	15.00%
FOR ENTERTAINMENT (MUSIC, MOVIES, VIDEO CLIPS)			
RESPONSES	All	Advanced	Regular
never	1.85%	0.00%	2.50%

a few times a year	7.41%	0.00%	10.00%
a few times a month	20.37%	14.29%	22.50%
a few times a week	25.93%	14.29%	30.00%
(almost) every day	44.44%	71.43%	35.00%
FOR CONTACT WITH OTHERS (MESSENGER, SKYPE)			
RESPONSES	All	Advanced	Regular
never	7.41%	0.00%	10.00%
a few times a year	3.70%	7.14%	2.50%
a few times a month	20.37%	7.14%	25.00%
a few times a week	12.96%	14.29%	12.50%
(almost) every day	55.56%	71.43%	50.00%

2. Which languages does your family speak regularly at home?

RESPONSES	All	Advanced	Regular
Estonian	100.00%	100.00%	100.00%
English	14.81%	35.71%	7.50%
Russian	27.78%	28.57%	27.50%
Finnish	1.85%	0.00%	2.50%

3. Which language(s) do you, yourself, speak regularly at home?

RESPONSES	All	Advanced	Regular
Estonian	100.00%	100.00%	100.00%
English	29.63%	64.29%	17.50%
Russian	18.52%	21.43%	17.50%
Finnish	0.00%	0.00%	0.00%

4. In your opinion, how well do your parents know English?

FATHER			
RESPONSES	All	Advanced	Regular
not at all	24.07%	28.57%	22.50%
a little	66.67%	57.14%	70.00%
quite well	7.41%	7.14%	7.50%
very well	1.85%	7.14%	0.00%
MOTHER			

RESPONSES	All	Advanced	Regular
not at all	12.96%	0.00%	17.50%
a little	55.56%	57.14%	55.00%
quite well	25.93%	35.71%	22.50%
very well	5.56%	7.14%	5.00%

5. How often do you use English outside school in the following ways?

HOW OFTEN DO YOU WRITE ENGLISH WITH FRIENDS?			
RESPONSES	All	Advanced	Regular
never	11.11%	0.00%	15.00%
a few times a year	12.96%	7.14%	15.00%
a few times a month	20.37%	14.29%	22.50%
a few times a week	22.22%	7.14%	27.50%
(almost) every day	33.33%	71.43%	20.00%
HOW OFTEN DO YOU SPEAK ENGLISH WITH RELATIVES?			
RESPONSES	All	Advanced	Regular
never	50.00%	28.57%	57.50%
a few times a year	11.11%	0.00%	15.00%
a few times a month	24.07%	35.71%	20.00%
a few times a week	12.96%	28.57%	7.50%
(almost) every day	1.85%	7.14%	0.00%
HOW OFTEN DO YOU SPEAK ENGLISH WITH FRIENDS?			
RESPONSES	All	Advanced	Regular
never	22.22%	7.14%	27.50%
a few times a year	11.11%	7.14%	12.50%
a few times a month	18.52%	14.29%	20.00%
a few times a week	25.93%	28.57%	25.00%
(almost) every day	22.22%	42.86%	15.00%
HOW OFTEN DO YOU SPEAK ENGLISH WITH TOURISTS?			
RESPONSES	All	Advanced	Regular
never	35.19%	28.57%	37.50%
a few times a year	50.00%	64.29%	45.00%
a few times a month	9.26%	0.00%	12.50%
a few times a week	5.56%	7.14%	5.00%
(almost) every day	0.00%	0.00%	0.00%

HOW OFTEN DO YOU USE ENGLISH WITH PEOPLE ON THE INTERNET (E.G. ONLINE GAMES)?

RESPONSES	All	Advanced	Regular
never	27.78%	0.00%	37.50%
a few times a year	12.96%	14.29%	12.50%
a few times a month	12.96%	14.29%	12.50%
a few times a week	22.22%	28.57%	20.00%
(almost) every day	24.07%	42.86%	17.50%

6. How often do you come into contact with English through media in the following ways?

HOW OFTEN DO YOU LISTEN TO SONGS IN ENGLISH?

RESPONSES	All	Advanced	Regular
never	1.85%	0.00%	2.50%
a few times a year	0.00%	0.00%	0.00%
a few times a month	0.00%	0.00%	0.00%
a few times a week	11.11%	7.14%	12.50%
(almost) every day	87.04%	92.86%	85.00%

HOW OFTEN DO YOU WATCH MOVIES SPOKEN IN ENGLISH WITHOUT SUBTITLES?

RESPONSES	All	Advanced	Regular
never	5.56%	0.00%	7.50%
a few times a year	16.67%	14.29%	17.50%
a few times a month	27.78%	35.71%	25.00%
a few times a week	20.37%	7.14%	25.00%
(almost) every day	29.63%	42.86%	25.00%

HOW OFTEN DO YOU WATCH MOVIES SPOKEN IN ENGLISH WITH SUBTITLES?

RESPONSES	All	Advanced	Regular
never	7.41%	0.00%	10.00%
a few times a year	7.41%	14.29%	5.00%
a few times a month	20.37%	35.71%	15.00%
a few times a week	38.89%	14.29%	47.50%
(almost) every day	25.93%	35.71%	22.50%

HOW OFTEN DO YOU WATCH TELEVISION PROGRAMMES SPOKEN IN ENGLISH WITHOUT SUBTITLES?

RESPONSES	All	Advanced	Regular
never	18.52%	28.57%	15.00%
a few times a year	16.67%	7.14%	20.00%
a few times a month	27.78%	35.71%	25.00%
a few times a week	14.81%	0.00%	20.00%
(almost) every day	22.22%	28.57%	20.00%

HOW OFTEN DO YOU WATCH TELEVISION PROGRAMMES SPOKEN IN ENGLISH WITH SUBTITLES?

RESPONSES	All	Advanced	Regular
never	12.96%	14.29%	12.50%
a few times a year	7.41%	7.14%	7.50%
a few times a month	16.67%	14.29%	17.50%
a few times a week	24.07%	14.29%	27.50%
(almost) every day	38.89%	50.00%	35.00%

HOW OFTEN DO YOU PLAY COMPUTER GAMES SPOKEN IN ENGLISH?

RESPONSES	All	Advanced	Regular
never	24.07%	0.00%	32.50%
a few times a year	16.67%	7.14%	20.00%
a few times a month	11.11%	0.00%	15.00%
a few times a week	9.26%	28.57%	2.50%
(almost) every day	38.89%	64.29%	30.00%

HOW OFTEN DO YOU READ BOOKS WRITTEN IN ENGLISH?

RESPONSES	All	Advanced	Regular
never	70.37%	35.71%	82.50%
a few times a year	16.67%	35.71%	10.00%
a few times a month	7.41%	14.29%	5.00%
a few times a week	3.70%	14.29%	0.00%
(almost) every day	1.85%	0.00%	2.50%

HOW OFTEN DO YOU READ A MAGAZINE OR A COMIC WRITTEN IN ENGLISH?

RESPONSES	All	Advanced	Regular
never	61.11%	28.57%	72.50%
a few times a year	11.11%	21.43%	7.50%
a few times a month	14.81%	28.57%	10.00%
a few times a week	7.41%	14.29%	5.00%
(almost) every day	5.56%	7.14%	5.00%

HOW OFTEN DO YOU VISIT WEBSITES WRITTEN IN ENGLISH?

RESPONSES	All	Advanced	Regular
never	11.11%	0.00%	15.00%
a few times a year	9.26%	0.00%	12.50%
a few times a month	12.96%	7.14%	15.00%
a few times a week	25.93%	28.57%	25.00%
(almost) every day	40.74%	64.29%	32.50%

7. How much do you like the following school subjects?

MATHEMATICS			
RESPONSES	All	Advanced	Regular
not at all	16.67%	0.00%	22.50%
hardly	38.89%	57.14%	32.50%
quite	38.89%	42.86%	37.50%
a lot	5.56%	0.00%	7.50%
PHYSICS			
RESPONSES	All	Advanced	Regular
not at all	14.81%	7.14%	17.50%
hardly	50.00%	42.86%	52.50%
quite	29.63%	35.71%	27.50%
a lot	5.56%	14.29%	2.50%
BIOLOGY			
RESPONSES	All	Advanced	Regular
not at all	22.22%	0.00%	30.00%
hardly	33.33%	50.00%	27.50%
quite	40.74%	50.00%	37.50%
a lot	3.70%	0.00%	5.00%
HISTORY			
RESPONSES	All	Advanced	Regular
not at all	27.78%	7.14%	35.00%
hardly	37.04%	21.43%	42.50%
quite	31.48%	64.29%	20.00%
a lot	3.70%	7.14%	2.50%
MUSIC			
RESPONSES	All	Advanced	Regular
not at all	9.26%	7.14%	10.00%

hardly	25.93%	42.86%	20.00%
quite	51.85%	35.71%	57.50%
a lot	12.96%	14.29%	12.50%
ART			
RESPONSES	All	Advanced	Regular
not at all	12.96%	7.14%	15.00%
hardly	22.22%	35.71%	17.50%
quite	38.89%	28.57%	42.50%
a lot	25.93%	28.57%	25.00%
PHYSICAL EDUCATION			
RESPONSES	All	Advanced	Regular
not at all	3.70%	0.00%	5.00%
hardly	11.11%	21.43%	7.50%
quite	38.89%	35.71%	40.00%
a lot	46.30%	42.86%	47.50%
ENGLISH			
RESPONSES	All	Advanced	Regular
not at all	5.56%	0.00%	7.50%
hardly	18.52%	7.14%	22.50%
quite	44.44%	21.43%	52.50%
a lot	31.48%	71.43%	17.50%
ESTONIAN			
RESPONSES	All	Advanced	Regular
not at all	7.41%	7.14%	7.50%
hardly	22.22%	7.14%	27.50%
quite	50.00%	78.57%	40.00%
a lot	20.37%	7.14%	25.00%
RUSSIAN			
RESPONSES	All	Advanced	Regular
not at all	9.26%	0.00%	12.50%
hardly	46.30%	50.00%	45.00%
quite	35.19%	42.86%	32.50%
a lot	9.26%	7.14%	10.00%

8. In your opinion, how useful are the following school subjects?

MATHEMATICS			
RESPONSES	All	Advanced	Regular
not at all	3.70%	0.00%	5.00%
hardly	0.00%	0.00%	0.00%
quite	44.44%	64.29%	37.50%
a lot	51.85%	35.71%	57.50%
PHYSICS			
RESPONSES	All	Advanced	Regular
not at all	5.56%	0.00%	7.50%
hardly	33.33%	35.71%	32.50%
quite	48.15%	50.00%	47.50%
a lot	12.96%	14.29%	12.50%
BIOLOGY			
RESPONSES	All	Advanced	Regular
not at all	9.26%	0.00%	12.50%
hardly	37.04%	35.71%	37.50%
quite	38.89%	50.00%	35.00%
a lot	14.81%	14.29%	15.00%
HISTORY			
RESPONSES	All	Advanced	Regular
not at all	9.26%	0.00%	12.50%
hardly	51.85%	42.86%	55.00%
quite	33.33%	50.00%	27.50%
a lot	5.56%	7.14%	5.00%
MUSIC			
RESPONSES	All	Advanced	Regular
not at all	14.81%	7.14%	17.50%
hardly	62.96%	64.29%	62.50%
quite	16.67%	28.57%	12.50%
a lot	5.56%	0.00%	7.50%
ART			
RESPONSES	All	Advanced	Regular
not at all	27.78%	14.29%	32.50%
hardly	59.26%	71.43%	55.00%
quite	11.11%	14.29%	10.00%

a lot	1.85%	0.00%	2.50%
PHYSICAL EDUCATION			
RESPONSES	All	Advanced	Regular
not at all	1.85%	0.00%	2.50%
hardly	12.96%	7.14%	15.00%
quite	46.30%	71.43%	37.50%
a lot	38.89%	21.43%	45.00%
ENGLISH			
RESPONSES	All	Advanced	Regular
not at all	3.70%	0.00%	5.00%
hardly	0.00%	0.00%	0.00%
quite	22.22%	28.57%	20.00%
a lot	74.07%	71.43%	75.00%
ESTONIAN			
RESPONSES	All	Advanced	Regular
not at all	3.70%	0.00%	5.00%
hardly	1.85%	7.14%	0.00%
quite	18.52%	21.43%	17.50%
a lot	75.93%	71.43%	77.50%
RUSSIAN			
RESPONSES			
not at all	3.70%	0.00%	5.00%
hardly	9.26%	0.00%	12.50%
quite	31.48%	57.14%	22.50%
a lot	55.56%	42.86%	60.00%

9. How much time do you usually study for an English test?

RESPONSES	All	Advanced	Regular
no time at all	35.19%	57.14%	27.50%
less than one hour	37.04%	35.71%	37.50%
about one to two hours	25.93%	7.14%	32.50%
about two to three hours	0.00%	0.00%	0.00%

more than three hours	1.85%	0.00%	2.50%
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Motivation to study English

Choose the best answer to why studying English is important to you.

Studying English is important to me . . .

1. because I would like to meet foreigners with whom I can speak English.			
RESPONSES	All	Advanced	Regular
strongly agree	37.04%	21.43%	42.50%
agree	35.19%	50.00%	30.00%
somewhat agree	12.96%	14.29%	12.50%
disagree	11.11%	14.29%	10.00%
strongly disagree	3.70%	0.00%	5.00%
2. because I would like to make friends with foreigners.			
RESPONSES	All	Advanced	Regular
strongly agree	29.63%	21.43%	32.50%
agree	25.93%	28.57%	25.00%
somewhat agree	27.78%	35.71%	25.00%
disagree	12.96%	14.29%	12.50%
strongly disagree	3.70%	0.00%	5.00%
3. because it will enable me to get to know new people from different parts of the world.			
RESPONSES	All	Advanced	Regular
strongly agree	40.74%	28.57%	45.00%
agree	37.04%	57.14%	30.00%
somewhat agree	9.26%	7.14%	10.00%
disagree	11.11%	7.14%	12.50%
strongly disagree	1.85%	0.00%	2.50%
4. so that I can keep in touch with foreign friends and acquaintances.			
RESPONSES	All	Advanced	Regular
strongly agree	46.30%	35.71%	50.00%
agree	24.07%	28.57%	22.50%
somewhat agree	18.52%	28.57%	15.00%
disagree	7.41%	7.14%	7.50%
strongly disagree	3.70%	0.00%	5.00%
5. because I would like to learn as many foreign languages as possible.			
RESPONSES	All	Advanced	Regular
strongly agree	11.11%	7.14%	12.50%
agree	27.78%	42.86%	22.50%
somewhat agree	24.07%	21.43%	25.00%

disagree	25.93%	21.43%	27.50%
strongly disagree	11.11%	7.14%	12.50%
6. because it will help me when travelling.			
RESPONSES	All	Advanced	Regular
strongly agree	59.26%	57.14%	60.00%
agree	29.63%	35.71%	27.50%
somewhat agree	5.56%	7.14%	5.00%
disagree	3.70%	0.00%	5.00%
strongly disagree	1.85%	0.00%	2.50%
7. because it will enable me to get to know various cultures and peoples.			
RESPONSES	All	Advanced	Regular
strongly agree	31.48%	21.43%	35.00%
agree	40.74%	57.14%	35.00%
somewhat agree	16.67%	14.29%	17.50%
disagree	9.26%	7.14%	10.00%
strongly disagree	1.85%	0.00%	2.50%
8. because it will enable me to learn more about the English world.			
RESPONSES	All	Advanced	Regular
strongly agree	29.63%	7.14%	37.50%
agree	27.78%	57.14%	17.50%
somewhat agree	31.48%	28.57%	32.50%
disagree	9.26%	7.14%	10.00%
strongly disagree	1.85%	0.00%	2.50%
9. because it will enable me to learn more about what is happening in the world.			
RESPONSES	All	Advanced	Regular
strongly agree	37.04%	50.00%	32.50%
agree	33.33%	42.86%	30.00%
somewhat agree	18.52%	7.14%	22.50%
disagree	9.26%	0.00%	12.50%
strongly disagree	1.85%	0.00%	2.50%
10. because an educated person is supposed to be able to speak English.			
RESPONSES	All	Advanced	Regular
strongly agree	40.74%	35.71%	42.50%
agree	33.33%	42.86%	30.00%
somewhat agree	12.96%	14.29%	12.50%
disagree	7.41%	7.14%	7.50%
strongly disagree	5.56%	0.00%	7.50%
11. so that I can be a more knowledgeable person.			
RESPONSES	All	Advanced	Regular

strongly agree	31.48%	42.86%	27.50%
agree	31.48%	35.71%	30.00%
somewhat agree	18.52%	21.43%	17.50%
disagree	12.96%	0.00%	17.50%
strongly disagree	5.56%	0.00%	7.50%
12. because without it one cannot be successful in any field.			
RESPONSES	All	Advanced	Regular
strongly agree	18.52%	7.14%	22.50%
agree	24.07%	28.57%	22.50%
somewhat agree	33.33%	50.00%	27.50%
disagree	20.37%	14.29%	22.50%
strongly disagree	3.70%	0.00%	5.00%
13. so that I can broaden my outlook.			
RESPONSES	All	Advanced	Regular
strongly agree	42.59%	42.86%	42.50%
agree	27.78%	35.71%	25.00%
somewhat agree	22.22%	21.43%	22.50%
disagree	5.56%	0.00%	7.50%
strongly disagree	1.85%	0.00%	2.50%
14. because I may need it later (for job, studies).			
RESPONSES	All	Advanced	Regular
strongly agree	62.96%	64.29%	62.50%
agree	22.22%	28.57%	20.00%
somewhat agree	9.26%	7.14%	10.00%
disagree	3.70%	0.00%	5.00%
strongly disagree	1.85%	0.00%	2.50%
15. because without English I won't be able to travel a lot.			
RESPONSES	All	Advanced	Regular
strongly agree	33.33%	28.57%	35.00%
agree	29.63%	50.00%	22.50%
somewhat agree	24.07%	14.29%	27.50%
disagree	7.41%	7.14%	7.50%
strongly disagree	5.56%	0.00%	7.50%
16. so that I can understand English-speaking films, videos, TV or radio.			
RESPONSES	All	Advanced	Regular
strongly agree	61.11%	64.29%	60.00%
agree	24.07%	21.43%	25.00%
somewhat agree	7.41%	14.29%	5.00%
disagree	5.56%	0.00%	7.50%
strongly disagree	1.85%	0.00%	2.50%

17. so that I can understand English pop music.			
RESPONSES	All	Advanced	Regular
strongly agree	42.59%	35.71%	45.00%
agree	29.63%	35.71%	27.50%
somewhat agree	16.67%	21.43%	15.00%
disagree	9.26%	7.14%	10.00%
strongly disagree	1.85%	0.00%	2.50%
18. so that I can read English books, newspapers or magazines.			
RESPONSES	All	Advanced	Regular
strongly agree	27.78%	28.57%	27.50%
agree	37.04%	57.14%	30.00%
somewhat agree	18.52%	14.29%	20.00%
disagree	9.26%	0.00%	12.50%
strongly disagree	7.41%	0.00%	10.00%
19. because I would like to travel to countries where English is used.			
RESPONSES	All	Advanced	Regular
strongly agree	53.70%	50.00%	55.00%
agree	24.07%	28.57%	22.50%
somewhat agree	16.67%	21.43%	15.00%
disagree	3.70%	0.00%	5.00%
strongly disagree	1.85%	0.00%	2.50%
20. because I would like to spend some time abroad.			
RESPONSES	All	Advanced	Regular
strongly agree	48.15%	35.71%	52.50%
agree	27.78%	28.57%	27.50%
somewhat agree	11.11%	35.71%	2.50%
disagree	9.26%	0.00%	12.50%
strongly disagree	3.70%	0.00%	5.00%

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Maret Kümnik

Identification and Motivation of Advanced Students in a Regular EFL Classroom in Basic School

(Edasijõudnud õpilaste äratundmine ja motiveerimine põhikooli inglisekeele tavaklassis)

Magistritöö

2019

Lehekülgede arv: 98

Annotatsioon: Käesoleva magistritöö eesmärgiks on uurida edasijõudnud õpilaste motivatsiooni, kes on inglise keeles palju edasijõudnumad kui nende klassikaaslased. Lisaks uuritakse tegureid, mis võivad olla panustanud nende edasijõudnuks saamisele. Olles ise põhikooliastme inglise keele õpetaja, olen kokku puutunud paljude õpilastega, kes on inglise keeles palju edasijõudnumad kui nende klassikaaslased. Sellel põhjusel otsustasin magistritöökäigus uurida, mis on need tegurid mis selliste tulemusteni on viinud ja mis võimalused on edasijõudnud õpilastel olnud inglise keele õppimiseks võrreldes tavaliste õpilastega. Uurimisküsimused antud magistritöös on järgmised: Kuidas õpilaste sotsiaalne taust mõjutab nende inglise keele oskust? Kuidas õpilaste igapäevased harjumused mõjutavad nende inglise keele oskust? Mis on edasijõudnud ning tavaliste õpilaste motivatsiooniks inglise keelt õppida?

Magistritöö koosneb kahest osast: motivatsiooni uurimus ja õpilaste motiveerimine ning uurimuslik osa, mis keskendub õpilaste sotsiaalsele taustale, igapäevastele harjumustele ning inglise keele õppimise motivatsioonile. Magistritöö teoreetiline osa annab ülevaate erinevatest motivatsiooniteooriatest, motivatsioonist õppida võõrkeelt ning edasijõudnud õpilaste motivatsioonist. Teoreetiline osa koosneb Dörnyei ja Ushioda vaadetest erinevatele motivatsiooniteooriatele and teiste autorite arvamustele õpilaste motivatsioonist ning motivatsioonist üldiselt. Põhjusel, et magistritöö eesmärgiks on edasijõudnud õpilaste motivatsioon, selgitatakse selles peatükis mõistet 'edasijõudnud õpilased'.

Magistritöö uurimuslik osa koosneb kahest küsimustikust. Esimest küsimustikku, inglise keele testi, kasutatakse selleks, et määratleda õpilaste inglise keele tase. Pärast esimese testi läbiviimist jagati õpilased kahte gruppi: edasijõudnud õpilased ja tavalised õpilased. Teine küsimustik keskendub edasijõudnud ja tavaliste õpilaste sotsiaalsele taustale, igapäevastele harjumustele ning motivatsioonile, mis võivad olla mõjutanud nende inglise keele oskuse arengut. Teise testi tulemused analüüsitakse and tehakse järeldused, millisel määral õpilaste sotsiaalne taust, igapäevased harjumused ning motivatsioon mõjutavad nende inglise keele oskust.

Uuringu tulemused näitavad, et edasijõudnud õpilased on motiveeritumad inglise keelt õppima. Lisaks on neil olnud rohkem keelekümbeluse võimalusi ning on mitmeid sotsiaalseid tegureid ning igapäevaseid harjumusi mis mõjutavad nende inglise keele oskust.

Märksõnad:

Näiteks: Inglise keel, edasijõudnud õpilased, motivatsioon, sotsiaalsed tegurid, igapäevased harjumused, põhikooliõpilane, inglise keele õppimine

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