



**“Something that you’re passionate about”
-Motivation and Integrated English in Vocational
Programmes**

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Abstract

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The importance of motivation in language learning has been emphasised and paid more attention to the last decades, and the topic of student motivation has also been touched upon in the Swedish school system. The issue of low results in the vocational programmes have been scrutinised both in media and the National Agency of Education, which resulted in an integration between the character subjects and the core subjects. The idea is to increase the students’ motivation to the core subjects by integrating them with the character subjects in the vocational programmes. Therefore, integration is executed by teachers in vocational programmes, and included in the curriculum for upper secondary schools. The aim of this study is to investigate students’ attitudes toward integrated and non-integrated English, and how it influences their motivation. 10 interviews have been carried out in the Electric and Construction programme, and the data has been analysed using a thematic analysis. Themes have been selected and discussed in relation to the aim and research question. The result shows that the students feel that the integrated English is useful, but that non-integrated English within their personal interests is the most motivating content in the English course. Students want to be more involved in their education and the need to express their unique personalities seems to be of importance when it comes to learning English. The results indicate that the concept of integration might not be the most motivating aspect to focus on, but rather the individual aspects of the students and what they feel is motivating.

Keywords: Motivation, qualitative psychology, integrated English, vocational programmes

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1.Introduction

According to the Swedish National Agency of Education (2011) the results based upon the national tests and international reports have fallen during a long period. There are several possible reasons, but one mentioned is the vast difference between the quality of the education and its ability to reach the students' motivation. Within this discussion, there has been much attention focused on the vocational programmes concerning the lack of motivation and the results when it comes to the core subjects. The recent debate has been whether the vocational programmes should have automatic qualification to university studies like the theoretical programmes have. During my practise as a teacher student, and working as a substitute teacher, I have met students from several vocational programmes such as the construction, vehicle and electronic programmes. My experiences have been that these students can be unmotivated towards theoretical subjects, and the English subject overall. The discussion concerning education in the vocational programmes has been under the microscope in the media, where the concern has been if the core subjects are modest versions of the theoretical programme versions. This seems to be the case for many students in the vocational programmes, and therefore the National Agency of Education (2011) has decided that the core subjects should be integrated in and adapted to the programmes. The idea of integration arose in the 1990s, and it is used to motivate vocational students in their core subjects. With this in mind, it is therefore interesting to see that despite this, many students are still unmotivated and have trouble passing the core subjects. The integrated English is supposed to function as more motivating and relevant to the students, but somehow there are examples where it is the opposite of motivating. Why is it that these students have low expectations on themselves and a negative attitude towards the subject, even though it is adapted to their programme? Although research done from the teachers' perspectives tells us otherwise, could the integrated English also have negative effects on the students' attitudes and perceptions about the subject? With these questions in mind, the goal is to find out how the integrated English affects students' motivation and attitudes toward the subject.

2. Background

In this section, the background of vocational programs and integration in the Swedish school system will be presented.

2.1 The vocational programmes

In the Upper Secondary School reform of 1991, research found that many students in the vocational programmes had trouble passing the core subjects. Furthermore, the problem of vocational programmes being seen as simplified versions of other programmes was discussed and problematised. Before the 1994 syllabus, the vocational programmes did not have the same core subject courses as the theoretical programmes. From the 1994 syllabus as well as the 2011 reform, the vocational programmes have the exact same courses when it comes to the core subjects. However, to gain the qualification for university studies the vocational students have to make a conscious choice to be able to have the courses that are required for university studies, whereas the theoretical programmes automatically have the qualification. There has been interest in the media concerning this issue, and the current discussion has revolved around whether the vocational programmes should have qualification for university studies like the theoretical programmes have. The government announced in April 2017 that they would like to execute this reform. This has to do with the low status of the vocational programmes that affects the education. Hellsten & Prieto (1998, p.40) mentioned that the natural science programme has the highest status among the upper secondary programmes, and is highly valued by teachers and students. The vehicle programme is on the lowest place in the hierarchy, which affects the vocational students' interest to study theoretical subjects.

2.2 The concept of integration

The low results and lack of motivation within the vocational programmes made the schools integrate the core subjects with the practical subjects, thus creating the so called “integrated English”. The concept is an adapted version of the core subject used in the vocational programmes, to make the subject more relevant and motivating. The concept of integration can be defined as letting the content in the core subjects be affected by the practical subjects to increase the students' motivation, and strengthen the connection between the professional life and the school (Egidius, 2006, p.177).

The idea about integration first came about in the 1990s, and Elisabeth Rudhe wrote about the concept in 1996: “It is a way of working from the students’ interests in the character subjects. Integration is best described as a way of using the core subjects as a tool in the character subjects, or as the character subjects being used in the core subjects” (Rudhe & The National Agency for Education, 1996, p.29). The current syllabus says that the subjects should be connected to the students’ education, as well as their lives in the society and coming professions (National Agency for Education, 2011, p.54). The School Inspection (2000) reports that attempts to integrate have had various successes depending on the direction of the vocational programme. It turned out that if the practical subjects were similar to the core subjects, the integration was more successful. This could be seen in the health care programme, and therefore the collaboration between the core subjects and the character subjects was well developed and was successful.

2.3 Integration in vocational programmes

The curriculum for Upper Secondary School (Lgy11) highlights the importance of context and unity for the students to facilitate their learning. To achieve this, the relationship to their working life such as integration between core subjects and practical subjects are advocated. The School Inspection has made several inspections of the vocational programmes that display faults in the quality, among other things problems with inadequate coherence between the vocational subjects and the core subjects. The inspection done in 2017 displays several obstacles that make it difficult for teachers to be able to collaborate between the subjects’ borders. The School Inspection mentions that the students express that they do not understand the usefulness of different elements in their education, and therefore it is not meaningful. Teachers feel that it is difficult to adapt the education since the learning groups often consist of students from different vocational programmes.

Helena Korp (2006) found in her study that if teachers have low expectation on their students, it will also make the students lower their own expectation on themselves. If teachers have different outlets and levels in different classes, it will be difficult to create an equal education which is measured by the same national tests. With this in mind, it is interesting to think about how the vocational students are expected to work with the integrated English, and students from other programmes do not work with any adapted version of the subject, yet they still take the same national tests. The National Agency for Education (2011) works towards

making sure that every student is offered an equal education no matter what school or programme, but is this accomplished through adapting English to certain programmes?

Several research essays from different universities in Sweden have been carried out to investigate integrated subjects in vocational programmes. The results show mainly positive effects from the integration, and a high motivation level from the students. Leif Strandberg (2013) performed a similar study in the vehicle programme, examining integrated English. The results showed that most students found it motivating, and the ones who did not could on the other hand grasp the usefulness in their work life. Throughout different research about integrated subjects, the formulated problem with non-integrated education is that the students cannot see the connection between the theoretical subjects and the practical subjects and their coming profession. Subjects like English are therefore seen as pointless and non-motivating. Elisabeth Rudhe (1996, p.25) says that students at the vocational programmes have a so called utility view on knowledge and education. Valuable knowledge means useful professional knowledge.

According to the School Inspection (2017, p.9), previous research done about the vocational programmes in Sweden displays the notion that students in vocational programmes do not have the interest or capacity to do the theoretical assignments. This also affects the teachers, making them have lower ambition for these students. Therefore, the School Inspection believes that the education must be connected to the programme, meaning that the integration of core subjects and the practical subjects is something to strive for as a teacher. However, there have been some issues concerning integration. The School Inspection found that in practice, integration can be difficult to execute due to lack of time and interest from the teachers. Differences between the cultures of core subjects and the practical subjects were also found, which complicates integration and the teachers had difficulties understanding each other's different situations. There have also been claims that integration provides a limited knowledge in English, and contributes to the notion that the practical programmes are simplified versions of the theoretical programmes (Berggren, 2013).

The Swedish School Inspection (2014) did an investigation about teaching in the vocational programmes. The results showed that the students had a special view on the core subjects as a "separate theoretical part" (p.15). The Swedish School Inspection therefore said that teachers have to put more focus on the theoretical subjects to increase motivation and a better attitude

towards the subjects. This should be conducted by using integration between the practical and the theoretical subjects. However, Jan Berggren (2013) shows in his thesis *Engelskundervisning i gymnasieskolan för mobilisering av ungdomars livschanser* (2013) that pupils in the vocational programmes requires a limited knowledge in the English subject due to the integration, making it a simplified version of the subject. His research also shows that teachers actively contribute to maintaining certain differences between the vocational programmes and the university preparatory programmes. Lower expectations on the vocational students than students in other programmes is one example of differences between the programmes. Students themselves also contributed to maintaining patterns of lower levels of knowledge. This can be connected to the public view of the vocational programmes versus the university preparatory programmes. According to a survey done by Gymnasium.se, students think that the vocational programmes have a lower status, and the students are seen as less intelligent with lower ambitions.

3. Review of the literature

The theoretical framework of motivation will be presented, as will theories concerning motivation and language learning in the classroom.

3.1 The concept of second language learning motivation

Motivation is an important concept when learning a language, but it is also a difficult term to define. Dörnyei (2011, p.3) defines motivation as the choice of a particular action, the persistence with it and the effort spent on it. When dealing with motivation in this paper, the term will be dealt with concerning why people decide to do something, how long they are willing to do the activity and how seriously they are willing to pursue it (Dörnyei, 2011 p.4). The motivation in students can of course differ, and can depend on everything between grades and wanting to gain more knowledge. When learning a second language, motivation is the primary force, and it is necessary to achieve long-term goals (Dörnyei, 2008 p. 55). Motivation theories pursue to describe human behaviour and it is therefore connected to psychological perspectives on human behaviour. The term motivation can be used in research as well as education, but the explicit meaning of the concept can be seen differently. Dörnyei (2011, p.4) states that motivation can be seen as the direction of human behaviour. Thus, motivation is responsible for peoples' reason to do something, how long people are willing to maintain the activity and how much they are willing to pursue something.

Regarding learning a second language, motivation is the primary force, and it is necessary to achieve long-term goals (Dörnyei, 2008 p. 55). Motivation in second language learning can also be defined as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised and (successfully or unsuccessfully) acted out" (Dörnyei & Otto', 1998 p. 65). Thus, the motivation for learning a second language is a complex and dynamic issue that includes many factors. When dealing with second language learners it is important to be aware of the importance of motivation. Richards and Smith (2002, p. 343-344) offer a definition of motivation construct when it comes to language learning. They state that there can be a distinction between motivation, and the reasons for learning a language and orientation. Orientations contain a willingness to be like treasured participants of the language community, and also more practical concerns such as passing an examination. Thus, the combination of enjoying the language learning itself, and motivation driven by more external reasons like requirements or rewards and punishments are separated. In the second language acquisition field, there is a clear distinction between the term motivation and the concept of orientation, according to Richards and Smith (2002). Orientation includes the reasons for doing something and motivation is the main desire that makes the learner study. Consequently, these two concepts are related and sometimes defined in the terms of extrinsic or intrinsic.

3.2 Research concerning second language learning motivation

The area of motivation has become significant within research since it has a great effect on learning and achieving. There are many questions concerning motivation. How important is motivation, and why do some have more than others? Since motivation is such an important aspect of student achievement, researchers examine the pedagogical implications more and more by giving motivational strategies attention in research (Guilleoteaux & Dörnyei, 2008 p.57).

Research concerning second language learning was conducted in 1959 by Robert Gardner and associates. The study took place in Canada, and displayed "The importance of the 'motivational factor'" (Gardner & Lambert, 1959, p.271). Their study was the first to explore the great impact of motivation and success in language learning. They found that motivation

was equally important as linguistic capacity when learning a second language. Their research has been followed by other theorists that have tried to understand the role of motivation in learning a second language.

The research done by Gardner and Lambert worked as a beginning for more research concerning L2. Their theories were also challenged and other viewpoints were investigated such as the environment in the classroom. Thereafter the focus was on the tasks themselves which eventually led to research concerning differences between students, the psychological part and context surrounding the individual. (Higgins, 1987, p.319). Studies showed that the image one has of one's future self has a big impact on motivation (Markus & Nurius, 1986 p.1). Operating the theory of the possible future selves, Dörnyei developed the motivational model called "the L2 motivational Self-System" (Dörnyei, 2009 p.3). The theory implies that there are three main concerns in the basis of motivation. The ideal self, the ought-to self and the L2 learning experience. When it comes to the L2 learning experience, there are things to factor in like the curriculum, past experiences of achievement, the teacher and other areas outside the classroom. This theory is relevant when it comes to the aim of this study since the research focused on experiences of the L2 classroom and how it affects the students. L2 motivational self-system can work as a theoretical framework in the complex learning process (Dörnyei, 530, 2014). The success in learning a second language depends on the level of motivation. Future visions of themselves is a powerful mind-set of the learners when it comes to motivation, and positive learning experiences. In a study by Rotgans and Schmidt it seems as though motivation is sometimes not enough. The student has to be intentionally involved and engaged in their education. Therefore, a connection between motivation and effort has to exist (2012, p. 197).

3.3 Research concerning motivation in the classroom

Cognitive psychology influenced a period where the focus was on how people develop and stock information, linked to the learning situation and mainly in the classroom. This period was called the cognitive-situated period by Dörnyei and Ushioda (2011, p.47). The mental processes were explored and the results could be useful for teacher education.

As a result, the concepts of extrinsic and intrinsic motivation were divided within motivation, and it is part of the self-determination theory by Deci and Ryan (1985). Intrinsic motivation can be explained as the type of motivation that is obtained by the completion of a task and

filled with enjoyment, satisfaction and simple preference of a task (p.41). Extrinsic motivation, on the other hand, is connected to external factors such as rewards, grades and other people's opinions (Dörnyei and Ushioda, 2011 p.23). The extrinsic factors can be seen as demotivation according to Deci and Ryan, but can also be transformed to personal values or goals (Deci & Ryan, 1985 p.270). Furthermore, they state that learners could be more motivated if they were more involved in their own learning, and that the intrinsic motivation can be triggered by teachers creating an environment in the classroom that has room for curiosity and not a controlling support (Ibid. p.29).

This led to motivational studies that were narrowed down to the classroom, and also the specific tasks. The importance of the motivation during a task and for a task was highlighted first by Willams and Burden, and this led to several process models that were useful in teaching situations (Dörnyei & Ushioda, 2011 p.61). Ushioda's theory of person-in-contact deals with the idea that motivation research has to recognize the personal mental processes within individuals, and how these different and personal processes affect one's motivation (Ibid, p.76). This method of study would require observing teachers talking to students, and letting them talk about interests instead of asking them to practice certain procedures. This could help to understand what affects students' motivation.

Dörnyei (2001) discusses motivational strategies in the language classroom and provides practical classroom ideas that can be used as a tool by teachers. The book is based upon the most well-known motivation theories in psychology at the time. The book covers research and theories concerning topics such as basic motivational conditions, learning experiences and how to maintain and protect motivation. Dörnyei highlights the importance of teachers' influence and the fact that no teacher can be perfect, but should aim to be a "good enough motivator" (2001, p.136). To create a motivational climate in the classroom is the main goal, and the techniques that he offers can be used to achieve this. When it comes to tasks and activities in the classroom, Dörnyei promotes explaining the point of the task, including the students in the education by giving them opportunities to choose activities based upon their individual interests (2001, p.63-64). Furthermore, Henry and associates (2017) performed a study to critically evaluate strategies used in classrooms focusing on activity design and content. Dörnyei's motivational strategies were used as an analytical tool, and the results showed that activities including authentic material are prominent. The results also showed

that digital technologies could provide creativity, and that the use of authentic material creates high demands in teachers and their linguistic and pedagogical skills.

Regarding motivation and learning a second language, Gardner (1985, p.6) developed a theory about students' attitudes when it comes to a certain language group that influences their learning and that the social dimension when learning a language is very important. Gardner (p.10) defines L2 motivation and explains important aspects when it comes to learning a language: the attitude towards learning a language, the desire to learn the language and the motivational intensity. It all comes down to enjoying the task and effort. To be motivated students need all three components. Dörnyei (2001, p.46) also mentions the complexity of learning an L2 and the motivation it takes. He states that L2 is not only an educational issue, it is a very social event that includes a wide range of components of the L2 culture. Dörnyei also argues that motivation is socially shaped, since a language is not only cognitive in content and structure. It is socially and motivationally loaded (2001, p.66). Therefore, the social dimension of L2 motivation is an important aspect, such as interacting and the students' diverse language identities.

When dealing with language learning in the classroom, Dörnyei & Ushioda (2011, p.20) introduces Eccles et al. (2007) model of task values, and they are defined by four components that are important when it comes to motivation:

- **Attainment value:** the personal significance of mastering a skill and succeed when performing tasks
- **Intrinsic value:** interest in the skill/topic and appreciation emerging when performing the activity
- **Extrinsic utility value:** awareness of the relevance of the task in relation to current and future goals, and how learning plays a role in improving one's life and being a better person.
- **Cost:** a negative value factor where components like expended effort and time, anxiety and fear of failure are included.

Eccles et al. (2007) state that the general accomplishment of a task consists of these four parts, interplaying with one another to regulate the intensity and strength of behaviour. Researchers have begun to highlight the significance of the usefulness of tasks, since it is

important for the learners to have a relationship between the tasks they are performing and personal goals in the long term (Dörnyei, 2011 p.22).

4. Purpose and Research Question

Concerning integrated English in vocational programmes, the general idea within the National Agency of Education and the School Inspection is that it is motivating and will result in higher scores from the students. The lack of motivation within the students has been named as a reason for the low results in the core subjects. Consequently, the concept of integration has been executed in schools and included in the legal documents. However, the issue of integration has not been thoroughly researched in relation to motivation, and there has not been much research from a student perspective. Little attention has been given to how integration affects students' motivation from independent researchers. Thus, investigating how the students perceive the integrated English is of importance since it affects the outline of their education. The purpose of this essay is to investigate vocational students' perceptions of and attitudes toward the integrated English for their upper secondary programmes. The aim is to get an insight into whether the adapted English has a positive or negative influence on their perceptions about motivation towards English as a subject. The results will be discussed in relation to earlier research to see how it correlates to negative and positive aspects about the adapted English and its effect on students' attitude towards this core subject.

4.1 Research question:

- What are the pupils' attitudes toward the integrated English and non-integrated English, and how does it influence their motivation?

5. Material and Method

The outline and execution of the study will be explained, as well as the method for analysing the data and ethical concerns will be brought up.

5.1 Method

The aim is to investigate students' perceptions and attitudes, and therefore this will be a qualitative study. Studies concerning motivation often lead to qualitative methods, due to the complicated and multifaceted concept of motivation (Dörnyei, 2011, p.204). Individuals'

motivation is difficult to understand and to investigate, counting in emotional issues and practical issues, without examining their own experiences and thoughts.

Thus, a qualitative method will make it possible to answer the research questions and take part of more elaborate answers from the respondents. A quantitative study would have been possible to use. However, this study is not about measuring the quantity of opinions but rather to analyse more in depth interviews to be able to answer the research questions.

5.2 Interviews

According to Esiasson (2012), interviews are efficient when wanting to research how individuals perceive things in their lives, which is the case in this study. Thus, there will be semi-structured interviews with 10 students from two vocational programs. The interviews will be carried out as informal conversations to make the students relaxed, but also truthful in their answers (Dörnyei, 2011 p.236). An interview study can offer more depths of understanding, in contrast to questionnaires which would have provided more general depictions of the issue at hand. The interview follows general theme questions, discussing their attitudes towards the integrated and non-integrated English. These questions can be found in Appendix 1. By using a semi-structured interview, the interviewer can follow the respondents' interests or opinions that might arise, and the interviewer is more free to discuss different topics that might be of special interest. Trost (2010) also mentions that when it comes to qualitative interviews, the uninteresting topics that do not have to do with the study can be set aside. There will be follow-up questions that can help the understanding of the respondents' opinions and thoughts. In relation to the observations that were carried out, interesting things observed concerning the areas discussed in the interviews can work as a background to a more in-depth conversation. The interviews were carried out in Swedish to make it as easy as possible for the students to discuss and explain their thoughts. The interviews took place during a scheduled English lesson, and they were in a private room.

5.3 Pilot interview

As Howitt mentions (2016, p.59) the qualitative interview demands preparation of planning the interview, and there is also a great deal of skill that makes the execution of interviews successful. If a researcher is not very familiar with interviewing for research purposes, practice is a good way to ensure that the interviews will reach their effect. It is also a good way to avoid errors like asking leading questions, or not obtaining enough in-depth answers.

Early interviews cannot be guaranteed to produce data of quality (Howitt, 2016 p.70). Also, pilot interviews should be executed with suitable participants. With this in mind, a pilot interview was conducted with a student from the construction program. The 10 general questions were used, and the outcome of the pilot interview was that more follow-up questions and engagement from the researcher needed to take place. As conducting interviews demands skill and an adequate interview guide, there could have been more interviews for practice purposes before conducting the interviews sampled for the study. However, this was not possible due to time constraints.

5.4 Observations

In addition to interviews, observations were carried out. According to Johansson and Svedner, observations can help to understand and take part of the students' answers, and get a wider understanding of the research (2006, p.48). There were two observations carried out before the interviews, one in each class that was interviewed. There could have been more observations carried out to really grasp the students' perspective of the English lessons. However, due to time limitations this was not possible. The observations are to work as a background to the interview, where certain interesting things observed can be of importance in the interviews. The students who participated in the study were given extra attention during the observations. How they reacted to the tasks, their attitudes during the lessons and other noticeable issues were areas that gave a context to the interviews. Certain discussions and questions were related to how the students seemed to act in the classroom during the observations, and gave a deeper understanding of the students' discussions. Actions such as sighs, body language and statements during the lessons were brought up during the interviews and discussed in relation to the questions. Some students showed signs of reluctance during specific tasks, and this was discussed in relation to what kind of tasks they would rather do.

5.5 Participants

The students were selected with the help of my supervisor from my practice. Two classes that are familiar with me were chosen, from the construction programme and the electrical programme. There is a wide range of vocational programmes in the upper secondary school where this study took place. However, the construction and electrical programmes have been part of my practice for several years, and therefore it was both convenient and interesting to use participants from the programmes that I am familiar with. It is important to be aware of the fact that the results could have been different if the participants studied at other

programmes, such as the hairdresser programme, for example. Since many of the students in programmes such as the electric and construction programme have little interest in university studies, it was interesting to include participants from these kinds of vocational programmes. The students who participated did so on their own initiative when being asked in a survey if anyone wanted to be interviewed. In the construction programme two students were interviewed, and in the electrical programme eight students were interviewed, whereas four girls and six boys participated. The students who participated in the study have been fully informed of the aim and purpose of the study, and their anonymity has been protected using coded names in this essay. When conducting qualitative research, there are no demands on having a random selection of respondents. However, there is an over-representation of male participants in this study, since there are fewer female students in these particular programmes. This could affect the results, although this study focuses on the personal attitude within the students, and not gender-related issues concerning learning English. Students who participated:

Ella	Female	Electrical	Vilda	Female	Construction
Lisa	Female	Electrical	Nina	Female	Construction
Fabian	Male	Electrical			
Rickard	Male	Electrical			
Alex	Male	Electrical			
Robin	Male	Electrical			
Anton	Male	Electrical			
Emil	Male	Electrical			

5.6 Material

The interviews have been conducted in a semi-structured manner, using theme based questions. When discussing a certain theme, follow-up questions were asked to get more insight into the students’ thoughts and perceptions. This makes it possible to be part of a dialogue and participate in the personal accounts that can arise in the interviews. The

interviews were about 20 minutes long, and they have been recorded and thereafter transcribed.

5.7 Analysis of data

When analysing the material, Johansson and Svedner (2010) advocate to categorize the material into patterns. Dörnyei (2001, p.239) also recommends that processing interview data in qualitative research can be done by forming broad categories and then identifying patterns in the responses, that reassemble in themes. Thus, the material from the interviews has been categorized into different themes using a *Thematic Analysis*. Braun and Clarke (2006, p.78) state that thematic analysis is a fundamental method for qualitative analysis. It is independent from specific theories and can be applied as a useful research tool for many different accounts of data. It is used to identify and analyse patterns/themes within data that are of interest to the study (ibid, p.80). Themes are defined by important characteristics in connection to the research. Thus, the themes do not depend on quantifiable measures (p.82).

The themes in this paper have been selected by looking at the perspectives related to motivation, integrated English and non-integrated English. As Braun and Clarke mention (2006, p.83), using thematic analysis to provide detailed accounts of a group of themes within one area is a valid alternative. These themes are related to the areas of integrated English and student motivation across the set of data. As such, the data has not described in an overall form, but rather focusing on the areas of interest to this study. This approach is more theoretical and as such the data is coded for the specific research question at hand.

The themes in this study have been selected by careful reviewing of the data, and the search for themes has undergone several stages. First, all data has been initially coded, which resulted in lists of different codes identified throughout the data. This resulted in broad levelled themes, which were in turn sorted into more specific codes and themes. The material went from general themes such as “Integrated English and motivation”, and “Motivating content in English courses”. After reviewing and coding themes in relation to the aim of the study, the data was narrowed down to the following significant specific themes:

-Working with individual interests provides motivation

-The usefulness of Integrated English

-Student involvement and the importance of choices

-The importance of communicative skills in integrated and non-integrated English

The analysis of the data has been carried out through examples from the interviews that can be identified to the issue in each theme. The examples are analysed beyond description, they are explained and analysed in relation to the research question and previous research concerning the concept of motivation and language learning. The analysis seeks to explain what the different themes can reveal about the attitudes towards the non-integrated English and the integrated English, and how their attitudes influence the students' motivation.

5.8 Ethical concerns

Regarding the ethics of researching, the respondents' anonymity has been protected and they have been informed about the purpose and conduct of this study. The results gathered are only used for research purposes. The respondents were fully informed orally and in writing that they could stop the interview at all times, and choose to not participate in the study at any time. The respondents have the opportunity to ask questions about the study at any time, and their anonymity has been protected in this study using coded names. The ethical considerations made in this study are in accordance to the Science Council ethical guidelines.

6. Validity issues

When conducting qualitative research, establishing criteria for validity can be difficult. Yardley (2014, pp.235-236) mentions that to judge validity in qualitative research, there needs to be a judgement whether the findings can be regarded as trustworthy, and how well the research has been carried out. These judgements are not easy, and can pose problems in qualitative research. To be able to measure some sort of validity in research, common criteria need to be looked at, such as the theories and methods used. In this case, the analysis of the data can be complex, since different researchers can have different perspectives on the data that was sampled. Reasons for certain perspectives expressed can depend on the socio-cultural aspect and context of the participants. However, the analysis has been carried out by searching for common patterns in the answers, which can be easily checked by comparing the answers and see how they fit under the same theme. The data has been studied in detail, and the emerging themes are directly related to the questions which makes them observable for

other researchers as well to find. The theories that are used to discuss the data are well known motivation theories that have an important role in the field of education. Leading researchers in the field such as Dörnyei, Ushioda, Gardner and associates have been referred to as reliable researchers who have studied motivation and second language learning.

When conducting semi-structured interviews, the focus is to look at the individual differences and effects of context, rather than focus on generalizable laws (Yardley, 2014 p.237). As such, the interviews are relating to the particular context of the integrated English that these students have experienced in school. This study focuses on the theoretical findings in the data that can be connected to motivation, rather than statistical findings that can be generalized. Thus, there are no expectations that the data will be precisely repeated. Similarities between different perspectives can be useful in other contexts, for example findings of similar themes and patterns that can be interpreted in relation to the aim of this study.

The context of participants is also an important aspect to consider. The impact of the participants can be different due to the relationship to the researcher. In this case, the students are familiar with the researcher which can create some sort of security. The questions are not particularly sensitive, and they are open-ended to encourage them to answer freely and to discuss what they think is important (Yardley, 2014, p.247). The interviews could have been conducted in groups, but that could have affected the answers and created some sort of peer pressure.

7. Results and Analysis

The aim of this study was to investigate some students' attitudes towards integrated English and non-integrated English and motivation. The data has been coded to identify themes that are directly related to the aim and research question. Interesting perspectives concerning integrated English, non-integrated English and the students' motivation have been selected to be analysed in relation to motivation theories and previous research.

7.1 Theme 1: Working with individual interests provides motivation

The students were asked if they had any situations where they felt motivated to learn English in class. As Dörnyei mentions (2011, p.519), motivation interacts with emotional issues but also cognitive issues, like feelings and behaviour. Since human behaviour can be influenced

in many different ways, reasons for having motivation can be many and are therefore complex to explain. Thus, when the students stated that motivation had to do with “fun”, they were asked to develop when something is fun. They stated that fun means when something is genuinely interesting on a personal level. Fabian, for example, described what could motivate him in English class:

A personal interest where you write or talk about it..., it would be easy to come up with and express yourself. Like sports, I do play soccer, or about an experience on your practice or something. Although, I would probably choose soccer because it is easier for me. I would probably get a higher grade since I know more about it. (Fabian, Electric)

All of the students mention the importance of working with something that is interesting or fun when it comes to having motivation for learning English. Anton also includes the element of speaking, which also seems to be an important aspect for several students.

Yeah well I would choose some sort of speaking task, about sports. An interest. (Alex, Electric)

When discussing motivation and English, the students mention their own individual interests as a source of motivation that will trigger them to learn and work with English in school. Dörnyei (2001, p.28) proposes motivational strategies to encourage students’ motivation by seeing them as individuals and incorporating that fact into the education by meaningful tasks that they can relate to. Henry et al (2017, pp.19-20) also mention the importance of students being able to express their identities rather than only being seen as a learner or a student. The need for expressing their unique personalities could be a part of why they feel this would be the most motivating thing to focus on in English. Lisa expresses her thoughts on working with non-motivating content, and this also gives the impression that content without some sort of connection to interests is not highly valued as motivational:

Like kind of, writing about a lot of other countries that you always get to do eventually. It feels like: Oh well I have discussed this country a lot of times now! (Lisa, Electric)

With this in mind, it is clear that these students feel that they want to work with subjects that have to do with their individual preferences. This seems to bring out the motivation it takes

for them to engage in the subject. Ella talks about what would motivate her to work with English:

I am very much into like rights, female rights and the kind of right to your own identity and stuff like that (Ella, Electric)

When conveying their personal identities, Henry et al. (2017) also mention that there are rare occasions that students get to play a part beyond a student or a learner. This affects their motivation, and to be able to act as a unique individual is more likely to create motivation within the student (2017, pp.19-20). Vilda also mentions the importance of interest, and especially when it comes to producing something of her own:

When it comes to reading it does not really matter, but that you, when you are writing that it's something that you are interested in. (Vilda, Construction)

It is clear that personal interest generates motivation, but it seems as though it also increases the creativity to produce something, as Vilda points out by mentioning reading in contrast to writing. When students engage in activities for their own purposes, without apparent rewards the motivation is intrinsic. This increases the feeling of self-determination which makes the student feel satisfaction and pleasure in the task (Dörnyei & Ushioda, 2009, p. 68). This means that to put an effort into a task, the student would need to maintain an intrinsic motivation. This is noticeable when Rickard talks about the last task he felt was motivating in English:

I guess it's when we are writing or talking about something that I find like interesting. Like the last thing we did, we watched 8 Mile. It's Eminem if you know. Well I have watched that movie a lot of times, I really like Eminem. So I went all in for that task. It's like working with a hobby. (Rickard, Electric)

The fact that the National Agency of Education consider that what will motivate students is their coming work lives does not seem to correlate to the reality in which these students find themselves. As shown in the results, students thought that what would motivate them in English would be to work with something they find interesting and/or fun. This accords with Gardner's (p.10) definition of L2 motivation and the importance of enjoying the task, and what attitude the learners have towards the language.

7.2 Theme 2: The usefulness of Integrated English

When discussing the integrated English, the students have some rather positive attitudes towards that particular kind of English. They all mention its usefulness when it comes to their future occupations. Anton and Nina discussed that it can be useful within the occupation and their focus is on the word knowledge:

I don't think those kinds of words are in the normal English 5 course. (Anton, Electric)

Yeah. You learn about like tools and stuff, what they are called. (Vilda, construction)

The School Inspection states on their website that working programme oriented rather than subject oriented is meaningful for the students. In every syllabus there are demands that to focus on the programme should affect the shape of the core subjects. Furthermore, according to The National Agency for Education, it is also crucial that the core subjects should integrate with the character subject in, for example, the vehicle program (2008).

Although the integrated English is perceived as useful, it is not mentioned as something “fun” or “interesting” as the individual content earlier discussed was. Ella recognizes that she can use the integrated English outside of school, although she is not very excited about it:

Well. Not boring but not very fun either. It's more like yeah I'm studying this because it is useful, and I can use it later in life. (Ella, Electric)

Ella's answer could indicate that the integrated English does not function as motivational even though it should be according to the English curriculum, although it is authentic in the sense that it can actually be used outside of school. Rickard also mentions that it can be used later on in life, which should be motivating, according to the National Agency of Education:

I think it can be good to do, because it is the kind of stuff that you could need if you are working abroad or something. So it can be very useful. (Rickard, Electric).

Emil's response about the integrated English is similar to Ella's attitude towards the concept, not very positive but not very negative:

I guess it's okay. You learn stuff that you maybe did not know what it was like, called. (Emil, Electric)

The students are aware of the relation between the tasks and their future reality. Jacquelynne Eccles et al. (2007) model of task values explains the extrinsic utility value of tasks. The motivation to tasks related to the future goals and the role of learning to improve the quality of one's life is an extrinsic motivation. The fact that the students relate the integrated English to its usefulness in their future could be seen as extrinsic motivation, which is important for students, to be able see the relationship between tasks and long-term goals. However, the extrinsic motivation is just one of many components that learners need to be fully motivated when learning a language (Dörnyei & Ushioda, 2009, p. 20). This could explain the sort of plain attitude towards the integrated English in comparison to the non-integrated English.

Yeah well it's great later on in the work-life... You don't know how long people have been living in Sweden for... Or how good their English is so that's always useful. (Anton, Electric)

Anton has a positive attitude when discussing the integrated English, although he focuses on the communicative area of English. When he was asked to elaborate on this, he stated that he thought he could practice these kinds of communicative skills within non-integrated areas of English, which means that he does not really say that the integrated English is useful. Thus, it has more to do with the ability to communicate with others.

Alex talks about the linguistic knowledge that he thinks makes integrated English helpful, although he does not mention if he thinks it would increase his motivation. He focuses on the word-knowledge of the integrated English, which has been the case for several students interviewed. He seems to connect the usefulness to the current situation where he can use it in school. His attitude is also not entirely confident when talking about the integrated English:

We got to learn about different concepts and so on, it's good to know. Because in certain books that we use in the electric subjects are in English sometimes, so it's certain words, sometimes you don't really get what they mean but... Then we have still learned to translate them so that's, I think it has helped a little at least. (Alex, Electric)

As Richards and Smith mention (2002, pp.343-344), motivation and second language learning can be defined by a number of reasons, like the orientation towards more practical concerns like passing an examination, or getting a job.

7.3 Theme 3: Student involvement and the importance of choices

Dörnyei (2001, p.63) mentions the importance of generating motivation by making the material relevant to the students. He suggests that the learning activities are selected from the perspective of what society thinks students should learn, and not what the students themselves would choose if given the opportunity. The students were asked to describe what could motivate them to learn English in school. Their response was linked to Dörnyei's statement: they would like to be able to choose topics themselves, and it would have nothing to do with integrated English or their future occupations. Nina stated earlier that she thought integrated English was positive, and that she thought it could be motivating since it is useful. However, if given the choice, she mentions her personal preference:

If I could choose...Then it would be like series, movies and things like that. What I think is fun.

Okay. So things that are in your interests? (Annica)

Yes, then you can choose for yourself. Like what you, what movie you want to and stuff like that. Yeah. (Nina, Construction)

The School Inspection (2014) carried out their report on vocational programmes and stated that students in vocational programmes needed to be more motivated towards the core subjects, by integration. They suggested that students had to see the relationship between the world outside of school and the core subject within the school (p.14). While this has been executed through the integrated English, it seems as the relevance of the students' lives outside of school when it comes to their present reality is more important, than their future reality as electricians or construction workers. Lisa mentions being able to choose topics would be more motivating. She has also stated that she thinks integrated English is useful and an important area in the curriculum. According to her answer, she would also feel motivated if she could be involved in the choices of topics or material.

If you get like for example a writing task, and then you get to choose your own topic, that would feel more motivating than to get a certain strict topic. Or if you

could choose a book and do a book review, that, would feel more motivating when you have some options. (Lisa, Electric)

Dörnyei (2011, p.4) mentions the meaning of motivation, and connects it among other things to why people do something, but also how hard they are going to pursue it. When looking at the answers from the students concerning integrated English, it does not seem as something they would pursue. This is interesting since it has connection to the real life outside of school and can therefore be seen as authentic. It would also benefit them in their occupations, yet they would rather pursue other topics and ways of learning English.

It's easier to have motivation if you think something is fun. Or if you make it fun. Something that you're passionate about. (Robin, Electric)

The National Agency of Education states in the curriculum for upper secondary school (2011) that to create an equal education for all students across the country, the education cannot be executed in the same way for all (p.6). It is therefore interesting that at the same time, it has been decided that it is likely that vocational students will be more motivated by integrated English. According to the results in this essay, in order to motivate the students, they themselves should be able to be more involved in their education and learn through authentic material that proceeds from their individual interests and reality. Nina talks about the importance of motivation, and the last task she did which was choosing a series of their preference and doing a writing assignment about it. Nina thought that it was fun that they got to choose for themselves:

When we do assignments like that...Then I think...that it is motivating. Because you find that it is fun also. Because it is very important too, that you find it rather fun to feel a strong motivation. Because it is very hard to be motivated when you like, think it is very boring. (Nina, Construction)

The students realize the importance of motivation in school, and seem to have strong feelings about when they are motivated and when they are not. Dörnyei discusses possible strategies to motivate language learners, and mentions that to increase the students' involvement in the education, adapting the tasks to the students' personal interests is important (2008, p.281). Nina continues to discuss integrated English, and what she would choose if it came to non-integrated English or integrated English:

Yeah it's useful. You get to learn about tools and stuff, what they are called. And you got to learn more about other people's practice. So that's good. But if I got to choose...It would be like, series, movies and stuff like that. What I find fun.
(Nina, Construction)

It seems as though the integrated English is more connected to the extrinsic motivation, and the choices of non-integrated English bring out the intrinsic motivation that has to do with pleasure in the task, and individual goals and processes. According to these results, the kind of intrinsic motivation that the students feel when doing certain tasks, is the kind of motivation that also makes them strive further in the learning process. Emil explains how he feels when the subject is not interesting and how it affects the quality of the task:

It's when you are like, writing a paper about something really boring. Then you are just like: No. I don't want to. And then the outcome is often half bad. You would only get an E. Like. It could have gone better if you were interested.
(Emil, Electric)

It is interesting that Emil connects the willingness to do a task with the result of the task when it comes to grades. The National Agency of Education has stated that the grades in the vocational programmes have been too low in the core subjects, and integration is the key to help students perform better in those subjects. When looking at the results, it seems as though the grades and achievements are connected to the degree of interest in the task which in itself is connected to the willingness and pleasure in the task. Thus, one could draw the conclusion that students would do better in school if they would be more involved in the planning, and working with personal interests could also affect the results.

7.4 Theme 4: The importance of communicative skills in integrated and non-integrated English

When learning a language, the social aspect is important both inside and outside of school. Gardner (1985, p.78) stated that the learners' attitude towards the language community cannot be separated from the learning of a language, and the students' success is correlated to their attitudes towards the language. When discussing both integrated and non-integrated English, the students made it clear that the social aspect of learning English was important to them. They express an ambition to speak well and be understood by others who speak English. Thus, this theme was selected as it has an influence on their motivation in both kinds of

English. Robin discussed if he had any goals in the English subject, and he stated that he felt unmotivated due to the fact that he felt he already possessed the skills that he felt was the reason for studying English.

Yeah of course I want to be able to communicate in English and understand it. But I feel like I already do. I don't really know if that's a goal of mine. (Robin, Electric)

According to Dörnyei and Csizér (2005, p. 21), the integrative motivation is an important component in Gardner's formulation of second language learning. The importance to integrate within the second language group and wanting to become similar to the speaker of English makes the learner generate motivation and achieve goals. Anton mentions the social skills he thinks are important and he separates certain English from English in school:

Yeah well, that depends on how you look at it because I have some friends from Australia that live in town, and I can talk to them without problems and they can understand me and I understand them. But it's a pretty big difference from in school, a whole other kind of English. (Anton, Electric)

Well the only thing you need is to like being understood. Yeah. To keep up a conversation. In English. (Rickard, Electric)

Anton and Rickard felt that they already possess the communicative skills that they need to have outside of school. This could affect their motivation, since it could feel pointless to do something that you already feel that you know.

Both Lisa and Fabian connect the use of integrated English to communicative skills that they might need when communicating with others. The kind of English that they refer to can be seen as non-integrated English by practising speaking, listening and understanding the language in general when communicating with others that do not speak Swedish. It is interesting that they mention this when discussing integrated English, which is in fact an English based upon their programs such as construction English.

It, it feels pretty useful because sometime we ought to come about something English in our context. Like with work and some customers may be speaking English or whatever and then you will actually need some knowledge in English, expressions within the electric occupation. (Lisa, Electric)

It's difficult. I guess it's good. When working abroad. It's a little motivating. If you are going to work abroad. Or at a big firm that has foreign customers. (Fabian, Electric)

The usefulness is largely about the communicative area, and to have positive attitudes towards the spoken English language can be helpful when it comes to motivation and their language learning. The communicative area of English seems to be a motivation that comes from within the students, wanting to be able to utilise their knowledge. Alex talks about positive experiences from English in school, and mentions the social aspect of learning English:

Yeah well I guess it was when I was abroad and you feel like it is easier to understand others and...Easier to keep up a conversation than before you had English. So it has helped me that way. (Alex, Electric)

Alex states that he values the communicative skills that will be required outside of school, which seems to be the case for several of the students. It seems as though the distinction between outside and inside school English affects their level of motivation. When it comes to integrated English, the fact that it can be used outside school makes it useful, but it does not seem to increase the level of motivation as working with authentic subjects that relate to what they are interested in. The communicative area is interesting since it is used in both kinds of English, but it seems as though the students feel that being able to speak in itself is important. Dörnyei (2001, p.46) states that the social dimension of language learning, and the students' language identities are important aspects when it comes to motivation. This seems to be the case for these students, since they regard English not just as a subject in school, but also a part of their future when it comes to travelling, working and being able to communicate. The social aspect of the subject affects their motivation both in and outside of school, which agrees with Dörnyei's statements about the social dimension and motivation in language learning.

8. Discussion and Conclusion

The aim of this study was to examine students' attitudes toward the integrated and non-integrated English, and how these attitudes influence their motivation. Since the National Agency of Education and the School Inspection promote working more with the integrated English, it is interesting to investigate why/if the students have low motivation toward English

in spite of the connection to their programmes. The focus within the legal documents and research done by the School Inspection suggest that there needs to be more integration between theoretical and practical subjects to motivate students in the vocational programmes. The results in this study analysed by a thematic analysis show that the students appreciate the usefulness of the integrated English, and can relate the topic to real life situations which can work positively for their motivation. However, they do not connect the integrated English to the “fun” and “interesting” topics that they refer to when discussing non-integrated tasks that have to do with their personal interests. This could indicate that the integration is not the complete answer to how to increase motivation for vocational students. For teachers, this means that it would be of importance to see the individual needs in each student and proceed from their personal motivations. Even though the respondents study on vocational programmes and are motivated towards their future work life, they are also just young people with other interests and motivational desires. Thus, the issue of motivation for vocational students could benefit from a wider perspective of motivation rather than focusing solely on integration to solve the issue.

The results indicate that the students seem to be well aware of what makes them motivated, which would be interesting to proceed from as a teacher. When it comes to the general idea of integration, it is positive since it provides authenticity to the tasks, and a relationship to the future outside of school. Integration is supposed to counteract the detachment between the theoretical subjects and the practical subjects, which it does not seem to do in this case since the integration does not seem to really affect their motivation when it comes to developing their skills in English. It seems as though the policy makers who advocate more integration could benefit from exploring the power of motivation within the students. There are more areas when it comes to motivation than just knowing that something is useful. Thus, the students could benefit from a more individual approach and not a general “solution” that is supposed to fix the issue of vocational students and their motivation toward the core subjects. A more individually adapted English where students can express their unique personalities could generate deeper motivation than the integrated English. The planning of the education could benefit from including the students in choices of subjects, and using their will to be skilled in the communicative area to motivate them further. The will from the students to be involved in the education is something that teachers should take in account, and involving the students could be a way to find out what triggers extrinsic and intrinsic motivation within students.

The wide range of different vocational programmes should be taken into consideration when discussing integration. The fact that the policy makers seem to state that integration should be the general solution for all vocational students can also be problematic since it puts these students within certain norms and labels. Vocational students are not only interested in their professions or practical subjects, and therefore integration is not the only thing that can motivate them. The target group of this study might have very different experiences from integration than other vocational students at different programmes. To generalise all vocational students as unmotivated can be problematic, and should be taken into consideration from the National Agency of Education and the School Inspection when guiding teachers in how to motivate students. Since there are differences in status and stereotypical views on theoretical and vocational students, the education should not only be influenced by certain interpretations of students depending on their programme. The low status of the vocational programmes is also an issue that can be related to the low expectations on these students, which in turn affects their motivation and results. Integration can therefore work in a negative way if it confirms the low expectations on the students, such as only being interested in construction for example, or not being interested in theoretical subjects. Therefore, integration should be executed with a great deal of knowledge in how it could work motivational in education.

The results show that the students seem to relate to English in two ways, in and outside of school. This correlates to their identities, and shows that their motivation can be affected in both kinds of English by working with individual interests that they can relate to both in and outside of school. Thus, the fact that some students think that they have sufficient knowledge in the communicative area can be the result of viewing that area as something outside of school, that does not need to be developed in school. This indicates that they do not feel stimulated by the English that they are studying in school, which can have negative consequences on their attitudes toward the subject. Dividing the subject as inside and outside of school can also affect the motivation in several ways. This would be important as a teacher to recognize, and try to change the view on the subject as one unity instead of two. The students would benefit from not dividing certain skills as not having to do with English learnt in school. The divided view of the subject is similar to the detachment between the theoretical and practical subjects done by the students, which affects their motivation. Consequently, students need to realise how the English is useful but also connected to their personalities.

Integrated English can be positive when it comes to motivation, depending on the execution. When taking the results of this study into consideration, integration could perhaps be more related to the personalities of the students rather than, for example, only using text books to integrate certain expressions and word knowledge. To simply rely on the idea that all vocational students would be motivated by the same general solution is problematic, and therefore research concerning motivation and integration on vocational programmes would be of importance. To solve the issue of motivation and theoretical subjects when it comes to vocational programmes is no easy question, and should therefore perhaps not be met with an easy fix.

9. Limitations and Further Research

This study cannot give a wide-ranging overview of the connection between motivation and integrated English, since it is limited in scope and time. Other aspects of motivation and English in vocational programmes should be investigated, such as teacher influence, students' background and education material. The issue of motivation on vocational programmes could be expanded as well as the aim and research questions. This would require more time to investigate, having more in-depth interviews with students and including a wider scope. It is also not possible to generalise the results to say anything about integrated English in general, but merely open up a small window of research to possibly gain more interest in the issue. To measure motivation is difficult, since there is no empirical evidence that is consistent, and there have been different studies using different criteria (Gardner & Tremblay, 1994, p.524). However, through qualitative methods such as interviews it can be carried out.

The area of integrated English and its effect on students in the vocational programmes have been given little attention. The recommendations from the National Agency of Education and the School Inspection have been followed and executed without much input from other independent researchers. Further research would be interesting in order to examine how students could be more motivated in the core subjects. It would be relevant to examine the consequences of integration, and how it works in relation to motivation. Studies performed in vocational programmes could give more indications whether the integrated English should be more individually adapted, and how this could be carried out. Furthermore, how to handle the

low status of the vocational programmes, and the effects this has on the students and their education would be important to examine more.

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Appendix: Interview questions

Vad betyder motivation för dig?

Finns det ämnen i skolan du känner motivation till?

Vad tycker du om engelska som ämne?

Hur skulle du beskriva dina kunskaper i engelska?

Har du några mål med engelskan? I skolan och utanför skolan?

Finns det situationer när du känner dig motiverad på engelska lektionerna?

Finns det situationer när du inte känner dig motiverad på engelskan?

Vad krävs för att du ska känna dig motiverad på engelskan?

Hur skulle du beskriva engelska ämnet utifrån positiva erfarenheter?

Hur skulle du beskriva engelska ämnet utifrån negativa erfarenheter?

Vilka slags uppgifter gillar du mest i engelskan?

Vilka slags uppgifter gillar du minst?

Vad skulle kunna motivera dig till att välja till engelska 6 eller 7?

Hur ser du på att jobba med bygg engelska/el engelska?

På vilket sätt har du jobbat med bygg/el engelska?

Tror du att du i framtiden kommer få användning för den bygg/el engelskan ni läser?

Vad gillar du mest att arbeta med på engelskalektionerna?

Vad gillar du minst att arbeta med på engelska lektionerna?

Finns det situationer där du tappar intresset för engelska?