MOTIVATIONAL PROFILES:
A SMALL-SCALE STUDY

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Motivation has been considered a significant individual variable in the successful acquisition of a foreign language. Much research in this area has focused on identifying the dimensions that constitute motivation such as attitude towards the target language, its speakers and their culture, or the perceived benefit that mastering the target language may provide. Csizér and Dörnyei (2005) proposed a qualitative model that groups these motivational dimensions together into learner profiles by means of an exploratory statistical technique applied to data obtained from a questionnaire.
This study attempts to apply Dörnyei and Csizér's model to identify motivational profiles of 95 Chilean learners of English as a foreign language. The statistical analysis gave as a result four motivational profiles which were related to such variables as achievement and the professional education programme the students belonged to at the time of the study.

Key words: individual differences, L2 motivation, attitudes and selves

Perfiles motivacionales: un estudio en pequeña escala

La motivación ha sido considerada una variable individual significativa en el aprendizaje exitoso de una lengua extranjera. Varias de las investigaciones en el área se han concentrado en identificar las dimensiones que constituyen la motivación, como la actitud hacia la lengua meta, sus hablantes y su cultura, o la percepción de beneficio que pueda procurar el dominio de la lengua meta. El modelo cualitativo de Csizér y Dörnyei (2005) propone agrupar dimensiones motivacionales en perfiles de aprendientes mediante la aplicación de un procedimiento estadístico exploratorio a datos obtenidos de un cuestionario.
Este estudio intenta aplicar el modelo formulado por Csizér y Dörnyei para identificar perfiles motivacionales de 95 aprendientes chilenos de inglés como lengua extranjera. La aplicación del análisis estadístico permitió identificar cuatro perfiles motivacionales que fueron analizados en relación con variables como programa de estudio y desempeño en el nivel de inglés que estaban cursando al momento del estudio.

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1. INTRODUCTION

Second Language Acquisition studies consider a number of variables that have a bearing on the acquisition process. Some of these are part of a consistent line of research that focuses on the language learner as an individual: Individual Differences research. This area studies those characteristics that relate to the cognitive, affective, and social aspects of a human being. The present study addresses one of these variables: motivation.

The study of motivation as part of the overall research on Individual Differences has had a very long line of contributions from different authors since 1985, when Gardner tried to explain how motivation to learn another language was the primary force for enhancing or hindering intercultural communication and affiliation in the Canadian social reality (in Dörnyei 2003: 5). In this publication, Dörnyei described Gardner's proposals together with other approaches developed since then. Gardner's theory draws on insights from social psychology, from cognitive psychology theories such as self-determination theories, attribution theories, and goal theories; and from neurobiological approaches to motivation based on insights from the field of cognitive neuroscience. Each of these interdisciplines has played a part in developing the field of motivation studies. As for Dörnyei himself, he has investigated many factors that are inherent to motivation. In their 2002 publication, Dörnyei and Csizér identified a series of factors that configure L2 motivation, such as attitudes towards the L2 speakers, cultural interest or the pragmatic benefits of being proficient in an L2. In a later article, Csizér and Dörnyei (2005) applied a revised version of Gardner's motivation theory to provide a conceptual link between cognition and motivation by introducing the notion of possible selves to the individual's self-concept. Possible selves have been described as representing "individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming" (Markus and Nurius 1986: 954, in Dörnyei 2003: 6). By means of a statistical procedure called 'cluster analysis', Csizér and Dörnyei (2005) were able to uncover recurrent patterns of motivational factors, which led to the identification of learner profiles. These learner profiles, in turn, were interpreted within Dörnyei's L2 Motivational Self System. The present research attempts to apply this approach to describe Chilean learners' motivation.

2. THEORETICAL FRAMEWORK

2.1. *Generalized components of motivation*

Csizér and Dörnyei conceive of motivation as "a multifaceted construct that comprises a number of more general trait-like and more situation-specific, state-like components"

(2005: 616). Dörnyei and Csizér (2002) described Hungarian school children's general L2 motivational disposition towards 5 target languages by means of a questionnaire which addressed several attitudes towards the L2 and the L2 community along with language background and learning environment. Data was analyzed using factor analysis for each language and this yielded a five-factor solution for each of the languages considered. These factors were interpreted as five broad and language-specific dimensions: *Integrativeness, Instrumentality, Direct contact with L2 speakers, Cultural interest,* and *Vitality of L2 community.* The authors identified two further dimensions which are independent of particular languages: *Milieu*, and *Linguistic self-confidence.* Dörnyei and Csizér's description of these seven dimensions is presented in the table below:

Table 1: Motivational Dimensions

Integrativeness	This is related to a general positive outlook on the L2 and its culture. It refers to an openness to identify with another language community that would facilitate their motivation to learn and adopt words, sounds, word orders, and other behavioural and cognitive features that are part of another culture, to the extent that learners scoring high on this factor would like to communicate with and might even want to become similar to the L2 speakers.
Instrumentality	This is a goal-oriented component; it refers to the perceived pragmatic benefits of L2 proficiency.
Attitudes toward L2 speakers	This concerns attitudes toward having direct contact with L2 speakers and travelling to their country.
Cultural interest ('indirect contact')	This reflects the appreciation of cultural products associated with the particular L2 and conveyed by the media (e.g. films, television programs, magazines, and popular music).
Vitality of L2 community	This concerns the perceived importance and wealth of the L2 communities in question.
Milieu	This concerns the general perception of the importance of foreign languages in the learner's immediate environment (e.g. in the school context and in friends' and parents' views).
Linguistic self-confidence	This reflects a confident, anxiety-free belief that the mastery of an L2 is well within the learner's means.

(Dörnyei and Csizér 2002: 432)

2.2. Motivation and L2 Self

Dörnyei's L2 Motivational Self System is inspired by the findings in 'self' research in psychology. Broadly speaking, three dimensions are integrated into the construct:

'the ideal L2 self', 'the ought-to L2 self', and 'the L2 learning experience'. The first dimension refers to all the attributes that a person would like to possess (e.g. hopes, aspirations, and desires). According to Csizér and Dörnyei (2005: 616), "If one's ideal self is associated with the mastery of an L2, that is, if the person that we would like to become is proficient in the L2, he/she can be described –using Gardner's (1985) terminology– as having an "integrative" disposition". Since this dimension concerns hopes, aspirations, advancements, growth, and accomplishments, in this view, ideal self-guides are described as having a 'promotion focus'. The second dimension, 'the ought-to L2 self', is described as referring to the attributes a person believes he/she 'ought to' possess, such as duties, obligations and responsibilities. These attributes are considered more extrinsic types of instrumental motives and do not necessarily coincide with the person's desires or wishes. Ought-to self guides are said to have a 'prevention focus', which regulates the absence or presence of negative outcomes, in relation to the attributes of responsibility and obligation. The authors relate both dimensions to motivation in the following way: "L2 motivation can be seen as the desire to reduce the perceived discrepancies between the learner's actual self and his or her ideal and ought-to L2 selves" (2005: 617). Finally, the third dimension integrating Dörnyei's L2 Motivational Self System, 'the L2 learning experience', concerns the executive motives (situation-specific) related to the immediate learning environment and experience. This dimension includes motivational components which are course-specific, teacher-specific, and group-specific (2005: 617).

2.3. Learner types and Motivational Profiles

In 2005, Csizér and Dörnyei applied an exploratory statistical procedure called 'cluster analysis' to data obtained from a questionnaire which had been completed by 8,593 Hungarian students in order to uncover the various patterns that underlie the above components' interrelations. This type of analysis groups participants with similar results on each of the variables (which correspond to the motivational dimensions in 2.2). The objective was to identify each group by assigning subjects to learners' types and motivational profiles. The analysis provided a four-group distinction of learners ranging from the least motivated students (Group 1), who scored lower on all the variables, to the most motivated students (Group 4), who scored higher on all of the variables. In addition, these profiles were explained in relation to Dörnyei's L2 Motivational Self System. These results will be discussed below in comparison with those of the present study.

3. Objectives of the study

As a general objective, this research attempts to classify a group of undergraduate Chilean students' attitudes and motivation towards English as a target language by applying cluster analysis to data obtained from a questionnaire. This process will lead to the identification of learner profiles in this particular community, and to the explanation of grouping solutions derived from cluster analysis within Dörnyei's L2

Motivational Self System. Other purposes of this study are to compare the results with those from Csizér and Dörnyei's study (2005) and to analyse the findings in relation to students' number, gender, proficiency, level of English and fields of specialisation.

4. Research questions

The research questions for the present study are the following:

4.1.1. How motivated are Chilean students of English as a foreign language?
4.1.2. How can motivational profile groups of Chilean students be identified?
4.1.3. How can identified motivational profile groups be described?

5. Methodology

5.1. Subjects

The sample was comprised of 95 Chilean students of English as a foreign language in the age range of 19 to 48, the mean range being 21.1. Most of them were second year and third year undergraduates. At the time of the study, they were taking English language courses at different levels: Beginner (66.32%) and Intermediate (33.68%). The students' majors covered thirteen different subjects belonging to five areas: Engineering, Information Technology and Communications, Business and Administration, Agronomy, and Health. As for gender, the sample included 64 male students (67.37%) and 31 female students (32.63%).

5.2. Instrument

The questionnaire used in this study (see Appendix 1) is an adapted version of the questionnaire developed by Kormos and Dörnyei (2004). It consisted of 51 questions using 5-point Likert scales and addressing the different motivational dimensions identified in the studies conducted by Dörnyei and associates: *Integrativeness, Instrumentality, Direct contact with L2 speakers, Cultural interest, Vitality of L2 community*. The ratings ranged from *strongly agree* to *strongly disagree*. Students completed the questionnaire voluntarily in approximately 10 minutes after taking their term tests at the end of the semester.

5.3. Criteria adopted for analysis

Questions that may concern other variables not meant to be explained in this study were removed from the analysis, particularly those questions that were considered ambiguous and that addressed other features of personality such as self-esteem (questions 1, 11, 22). After "non-systematic" interviews with students it was decided not to analyse the results for English as related to the UK since most students were not familiar with the products associated with its culture.

5.4. Procedure

The results were computed by assigning values from 1 to 5 for each answer. Mean ratings were calculated since each variable was measured by more than one answer. The statistical procedure of cluster analysis was then applied to the data. This clustering (or numerical classification) uses a data array, or matrix, to classify (or cluster) the cases (rows) of data into groups according to values of their attributes (columns) for each of the dimensions that constitute the motivational construct. There is no prior knowledge of grouping (or any prior grouping is ignored). Cluster analysis seeks to separate data into groups based on individual cases. There is a variety of clustering techniques. A hierarchical clustering was chosen for this specific type of data. The statistical procedure operates as follows: results for every student are considered a cluster, so at the beginning there are as many clusters as students participating in the study. The program then merges clusters with similar results until one cluster is obtained. The analysis is represented in a 'dendogram' that shows every step of the clustering analysis and it allows to identify at which point relatively homogeneous clusters can be defined as a group and therefore as a motivational profile. The researcher has to decide then the number of groups by analysing the dendogram. After deciding a four-group solution, another statistical procedure called 'discriminant analysis' was applied to confirm the classification. This procedure identified those cases that might belong to two groups at the same time. Since the sample was relatively small, 6 cases were not considered in the analysis.

6. DISCUSSION OF RESULTS

6.1. Motivational Profiles

As explained above, clustering analysis provided a dendogram of the different patterns and the possible classifications. The results are shown below in Table 2 and Figure 1, respectively:

Table 2: Motivational Profiles

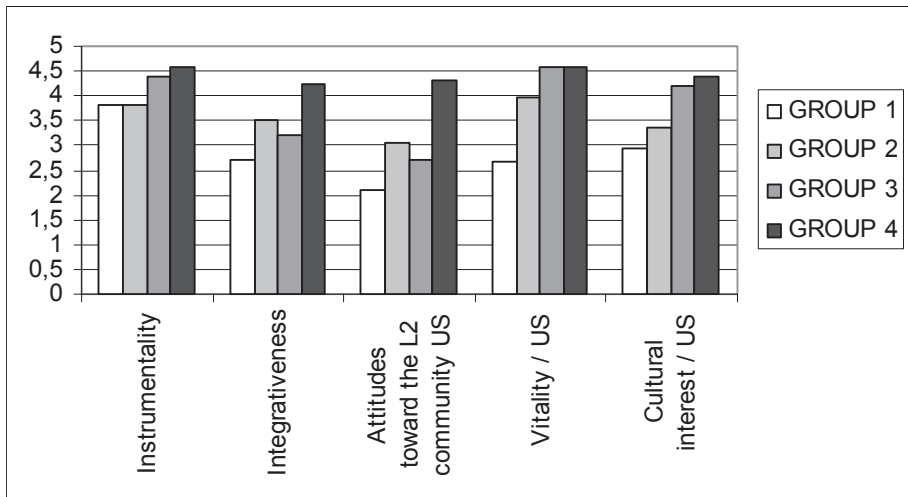| Group	Instrumentality	Integrativeness	Attitudes toward the L2 community US	Vitality / US	Cultural interest / US
GROUP 1	3.82887701	2.70588235	2.09803922	2.67647059	2.95294118
GROUP 2	3.81034483	3.51724138	3.06896552	3.98275862	3.37241379
GROUP 3	4.38934169	3.22413793	2.71264368	4.5862069	4.2
GROUP 4	4.57582973	4.25	4.30952381	4.57142857	4.4

Figure 1: Representation of the Motivational Profiles

Group 1 is formed by the students that scored lower than average on each of the motivational variables; they are the *Least Motivated Students*. Students that scored higher than average on each variable are the *Most Motivated Students* and constitute Group 4. Groups 2 and 3 display differences not only in terms of intensity but also in terms of their motivational patterns. Group 2 is higher on *Integrativeness* and *Attitudes toward L2*, and Group 3 is higher than Group 2 in relation to *Instrumentality*, *Vitality of the L2 Community,* and *Cultural Interest*. This situation can be interpreted within Dörnyei's L2 Motivational Self System: Group 4, the Most Motivated Group, has a fully developed 'L2 ideal self' characterised by positive attitudes toward the L2, the L2 community and recognition of the positive benefits of this integrative disposition. Groups 1 and 2 are similar in the sense that they present neither an integrative disposition nor an instrumental one toward the L2 and its community. Group 3 is related to the 'ought-to L2 self', i.e., they are highly motivated to learn English but only in terms of the pragmatic benefits that mastering the language can provide. They present very negative attitudes toward the community and to the possibility of direct contact with its members.

    The present study results are similar to those of the large-scale study carried out by Csizér and Dörnyei (2005), i.e., there are 4 Motivational Profiles; there are two recognisable extreme groups (Groups 1 and 4), and 2 in-between groups that present pattern differences. However, in their study, Group 2 presented higher scores on *Attitudes, Vitality* and *Cultural Interest*, whereas Group 3, on *Integrativeness* and *Instrumentality*. The most significant differences between these studies have to do with *Cultural Interest* and *Integrativeness*. Hungarian low-motivated students from Group 2 were highly interested in the target language culture (music, films, TV programs), but did not display either an integrative or an instrumental disposition towards the L2. In turn, Group 3 presented these two dispositions but a very low score concerning the culture and the speakers of the L2 at issue. The differences between Hungarian and

Chilean results were expected, since there is considerable variation between the two studies concerning size of the sample, date of the survey, and most important of all, historical background and social reality of the two countries in question. By the time of their first survey (1993), Hungarian students had had the possibility of studying western languages for about 10 years. Before that, Russian had been the compulsory L2 taught at school. Therefore, they were more interested in learning other languages and about other cultures. Given the presence of the US in many international affairs that involve confrontations and war during the last decade, the attitudes that Chilean students show toward the country and its citizens are, unfortunately, negative. This may account for the low scores on *Instrumentality* and *Attitudes* that Group 3 holds toward the particular community. Concerning *Cultural Interest*, needless to say, the massive presence of US culture throughout the world by means of satellites, the Internet, music, films, and TV programs can account for the high results in *Cultural Interest* independently of the low scores on the dimensions discussed above. Finally, the importance attached to the language and the significance that mastering English implies in the working environment nowadays explain that every group of students scored high on *Instrumentality*, the lower score being 3.82 from Group 1.

6.2. Intended Effort

Csizér and Dörnyei (2005) stated that the group results had to be measured against Intended Effort to validate them. Considering this variable, the results below show consistency, the higher the group number, the higher the amount of effort the student is willing to make in learning English.

Table 3: Group and Intended Effort

Group	Intended effort
GROUP 1	3.64705882
GROUP 2	3.76149425
GROUP 3	3.75862069
GROUP 4	3.96428571

Compared to Csizér and Dörnyei's study, the group related to the least motivated students scored similarly for Intended Effort. Nevertheless, in relation to the most motivated students, the present study shows an average score of 3.96, while in Csizér and Dörnyei's study, Group 4 obtained a score of 4.69/4.81, which is higher than the scores in this study.

6.3. Size and gender composition of the groups

The tables for size and gender are presented below, since gender composition is not equally distributed in the groups, the results for this variable will be analysed differently for male and female students.

Table 4: Size Composition of the Groups

Group	Number
GROUP 1	17
GROUP 2	29
GROUP 3	29
GROUP 4	14
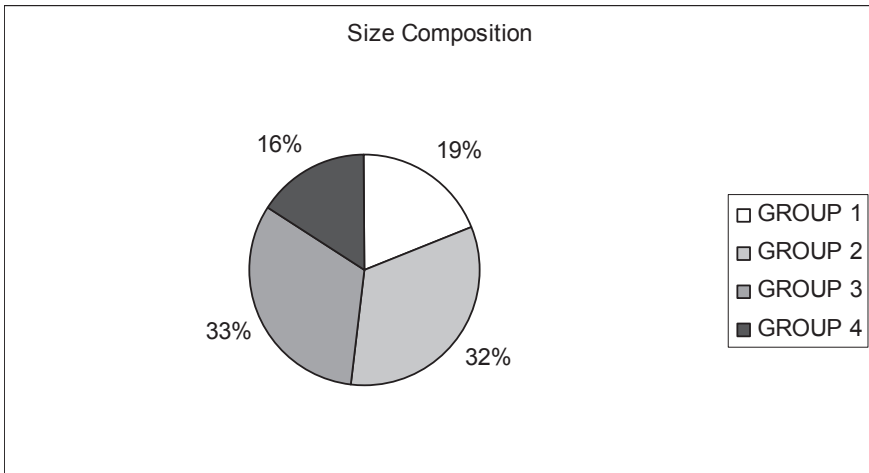
Figure 2: Size Composition of the Different Motivational Profiles

Figure 2 shows that most of the students surveyed present a low motivational profile (32%), or they belong to Group 3, the 'ought-to L2' self-guides.

Table 5: Gender Composition of the Groups

Group	Male Students
GROUP 1	12
GROUP 2	20
GROUP 3	21
GROUP 4	6

Group	Female Students
GROUP 1	5
GROUP 2	9
GROUP 3	8
GROUP 4	8
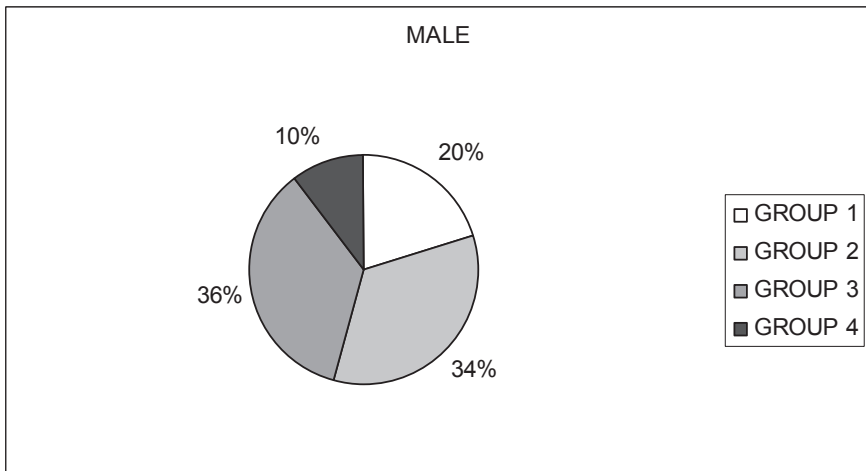
MALE

Figure 3: Male Students Distribution
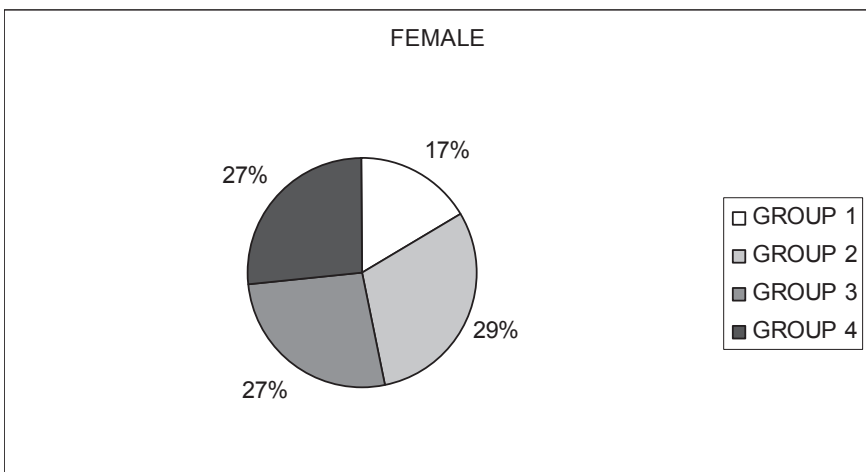
FEMALE

Figure 4: Female Students Distribution

Most male students (36%) present a profile that corresponds to Group 3, and 34%, to Group 2. Group 4 membership for male students is only 10% of the sample. Female students, on the other hand, present similar results for Group 2 (29%), Group 3 (27%), and Group 4 (27%). Comparing the results, we can suggest that female students have a tendency to develop either an 'ought-to L2 self' or an 'ideal L2 self', whereas male students, in general, tend to be highly motivated by pragmatic benefits ('ought-to L2 self-guides').

6.4. Group and level of instruction

The sample is made up of 60 beginner and 29 intermediate students. The distribution into groups is presented below.

Table 6: Group and Level Distribution

Group	Beginner	Intermediate
GROUP 1	9	8
GROUP 2	22	7
GROUP 3	21	8
GROUP 4	8	6

Most students at the lower level of instruction can be identified with Group 2 and Group 3 Motivational Profiles, and only 15% and 13% with Group 1 and Group 4, respectively. Students at an intermediate level of English instruction show an even distribution within the categories: Group 1: 27%, Group 2: 24%, Group 3: 28%, and Group 4: 21%. Motivation is also considered a dynamic construct which might vary over the course of learning (Dörnyei and Csizér 2002: 424). This could explain this level variance. However, a longitudinal study would be necessary to measure this feature of motivation and an even proportion of students per level is needed.

6.5. Group and Proficiency

As can be seen below there is a slight tendency to an increased proficiency across the groups.

Table 7: Grades and Proficiency

Group	Mean Exam Grades
GROUP 1	4.35659057
GROUP 2	4.44814426
GROUP 3	4.38680018
GROUP 4	4.74304236

Group 3 shows lower grades than Groups 1 and 2. Group 4 presents a slightly higher level of proficiency. However, the highest grades per course are included in this group. The difference with Group 3 may suggest that an 'ought-to L2 self guide' does not necessarily imply successful mastery of an L2.

6.6. Group membership and specialization

As stated above, as students belonged to different areas of study, the results concerning specialisation will be analysed below with a description of the different profiles for each programme.

Table 8: Group Profile and Specialization

	GROUP 1	GROUP 2	GROUP 3	GROUP 4
Escuela de Ingeniería[1]	14%	36%	27%	23%
Escuela de Informática y Telecomunicaciones	31%	15%	39%	15%
Escuela de Administración y Negocios	22%	30%	26%	22%
Escuela de Recursos Naturales	21%	43%	36%	0%
Escuela de Salud	12%	35%	41%	12%
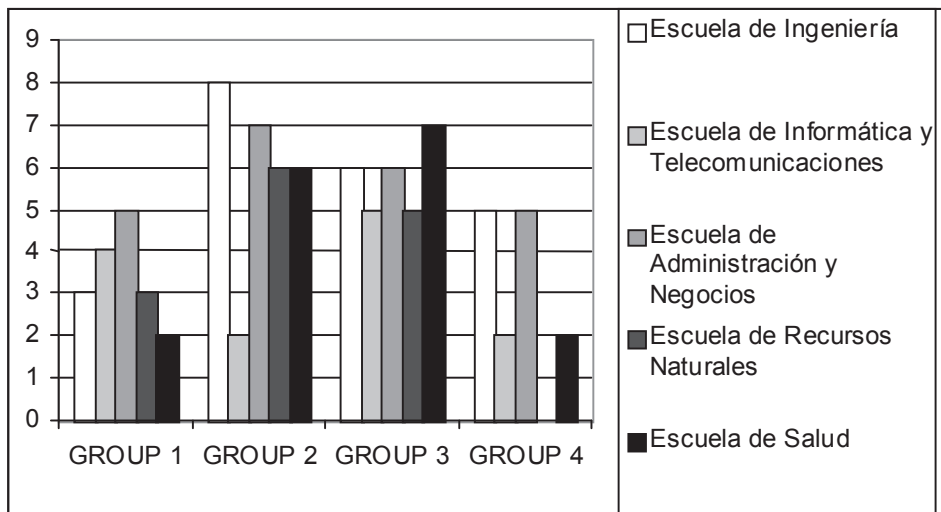
Figure 5: Group and Specialization

The specialization profiles defined by the institution students belong to are the following:

- Students of Engineering and of Information Technology: they are characterized as being creative and dynamic, with a great interest in and curiosity about technology, as being skillful at mathematics and physics, and as having an interest in learning and research.

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[1]   The areas of specialization are given in Spanish.

- Business and Administration: these students are described as having a great interest in administration and business negotiations; they also expect to join the business world or to develop their own company. Additionally, it is necessary to have an orientation towards mathematics, team work skills, and analytical skills.
- Natural Resources: these students are described as being inclined to the study of natural sciences, with the conviction that their professional responsibility is a contribution to developing assets from natural resources and playing a part in the country's development.
- Health: students with an inclination to contribute to the welfare of others and to carry out team work. These students are prepared to meet the population's health needs by applying scientific and technological knowledge and skills.

A common result along the different specializations is that most students have a Group 2 and Group 3 Motivational Profile.

Engineering and Business Administration students have a similar distribution across the four groups, with a higher number of students in Group 2 (36% and 30%) and Group 3 (27% and 26%). That is, they have a slight tendency to be low-motivated and 'ought-to' motivated students. Students from Natural Resources belong to Group 2 (43%) and Group 3 (36%). This represents a significant tendency to be low-motivated and, in the second place, 'ought-to' motivated, which can mean that these students do not envisage English as being an important contribution to their future. Information Technology students are inclined toward Groups 3 (39%) and 1 (31%). The 'ought-to L2 self' is developed probably since most computer programs and technical procedures in their area of specialization make use of the English language. Finally, the specializations related to Health are two-year technical programmes. This might explain the pragmatic motivation that places most of these students in Group 3 (41%), and in Group 2 (35%). On the one hand, they are 'ought-to motivated' self guides in that they acknowledge that mastering an L2 would be beneficial, and, on the other hand, a considerable number of these students do not see the English language as having a role in their future.

7. Conclusions

We may conclude that the model proposed by Dörnyei and Csizér can be applied to the study of Chilean students' motivation, with similar four group motivational profiles. Results suggest that most of the students in the sample display a Group 2 and a Group 3 motivational profile, regardless of gender, proficiency, level of English, and specialization (with a few exceptions described above). That is to say, students tend to be low-motivated or instrumentally motivated to learn English, even those that in the future might need to communicate with English-speaking people (as International Business students). International and national evaluations of proficiency in English have revealed that not all Chilean students attain mastery of the L2 taught at schools. The study of motivational profiles might lead to a deeper understanding of some of the factors that hinder successful language learning and motivate teachers to include

contents and activities that develop an integrative disposition toward the target language and its culture. On the other hand, the variable that was used to validate this study, Intended Effort, shows interesting results when compared to Csizér and Dörnyei's large-scale study. This might be the purpose of a subsequent study. While the least motivated students present little interest in taking action to successfully master the target language, with similar results to Csizér and Dörnyei's study, there is a low increase on Intended Effort as L2 Motivation increases.

The results of this study should be supported by further work. A large-scale research project at a national level with a proportional inclusion of the variables would provide interesting information to those involved in foreign language acquisition.

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Appendix 1

Cuestionario sobre motivación

Este cuestionario es privado y confidencial. La información recopilada de los cuestionarios será analizada solo con propósitos de investigación. No hay respuestas correctas o incorrectas. Solo estoy interesada en sus opiniones.

1. Género: masculino ☐   femenino ☐

2. Edad: _____

3. Carrera: _____

4. Estudios de inglés: _____

(colegio o universidad y cantidad de años)

INSTRUCCIONES: Indique hasta qué punto está de acuerdo con las siguientes afirmaciones:

MA = Muy de   A = de   P = posible-   D = en des-   MD = Muy en
acuerdo   acuerdo   mente   acuerdo   desacuerdo

		MA	A	P	D	MD
1.	A veces siento que aprender inglés es una carga para mí.					
2.	Me gustaría conocer tantos norteamericanos como fuera posible.					
3.	Estoy seguro de que voy a poder aprender inglés.					
4.	El inglés es la lengua más importante hoy en día.					
5.	Creo que mi aptitud para el inglés es relativamente buena.					
6.	Me gustaría que tuviéramos más horas de inglés.					
7.	Cuando tengo que hablar en inglés, a menudo pierdo la confianza.					
8.	Me gusta esforzarme para aprender.					
9.	Desafortunadamente no soy muy bueno para aprender inglés.					
10.	Preferiría invertir el tiempo en otros ramos en lugar de inglés.					
11.	Estoy conforme con mi nivel de inglés.					
12.	Me gustaría invertir una gran cantidad de energía en aprender inglés en el futuro.					
13.	No estoy muy interesado en las clases de inglés.					
14.	Los norteamericanos son modernos y de criterio amplio.					
15.	Los ingleses son modernos y de criterio amplio.					

	MA	A	P	D	MD
16. Aprender inglés me produce a menudo una sensación de éxito.					
17. Me gusta como se comportan los norteamericanos.					
18. Me gusta como se comportan los ingleses.					
19. Para mis padres, el inglés no es un ramo importante.					
20. Estaría satisfecho si pudiera alcanzar un nivel intermedio de inglés.					
21. Realmente me gusta la lengua inglesa.					
22. Generalmente me pongo nervioso cundo tengo que hablar en inglés.					
23. En clases de inglés aprendemos cosas que serán útiles en el futuro.					
24. Aprender inglés es una de las actividades más importantes para mí.					
25. Rara vez estudio inglés más de lo necesario.					
26. Me gustaría alcanzar un nivel avanzado de inglés.					
27. Me gustan las clases de inglés.					
28. Me gustaría conocer muchos ingleses.					
29. El inglés me puede ayudar a adquirir más conocimientos.					
30. Estados Unidos juega un rol importante en el mundo hoy en día.					
31. Inglaterra juega un rol importante en el mundo hoy en día.					
32. Estados Unidos es un país muy rico y desarrollado.					
33. Inglaterra es un país muy rico y desarrollado.					
34. Me gustan los programas de televisión norteamericanos.					
35. Me gustan los programas de televisión ingleses.					
36. Me gustan las películas norteamericanas.					
37. Me gustan las películas inglesas.					
38. Me gusta la música norteamericana.					
39. Me gusta la música inglesa.					

	M	A	P	D	MD
¿Por qué es el inglés importante para ti? Aprender inglés es importante para mí…					
40. … porque podría necesitarlo más adelante (para el trabajo, estudios posteriores).					
41. … para ser más educado.					
42. … porque me gustaría pasar algún tiempo en el extranjero.					
43. … para poder leer libros, revistas y periódicos en inglés.					
44. … porque me gustaría tener la posibilidad de conocer la cultura de sus hablantes.					
45. … porque a través del inglés puedo conocer mucha gente en distintos lugares.					
46. … porque uno no puede lograr ningún éxito sin el inglés.					
47. … para poder conocer mejor la vida de los hablantes de inglés.					
48. … porque me gustaría tener amigos extranjeros.					
49. … para poder entender las películas, videos y programas de televisión en inglés.					
50. … porque podría ser útil en mis viajes.					
51. … para poder entender canciones en inglés.					

(Adapted from Kormos and Dörnyei 2004)