BG Research Online

TABLE 1

Student Participants by School

School	Number of questionnaire participants	Number of focus group participants
School A	63	7
UTC B	40	3
School C	46	10
Academy D	26	0
School & Language College E	28	0
Academy G	21	0
School H	47	0
Academy I	38	0
School J	88	0
School K	34	0
Academy L	79	0
School M	34	0
School N	32	0
Other	90	0
Total	666	20

Other encompasses questionnaires returned anonymously

TABLE 2

The Self-Determination Continuum and Modified SRQ-A Responses

Type of motivation	Amotivation	Extrinsic motivation			Intrinsic motivation
Type of regulation	Non-regulation	External	Introjected	Identified	Intrinsic
Characterised by	Lack of intent, lack of value placed on outcome	Compliance, seeking external rewards, avoiding external punishments	Self-control, allocation of internal rewards and punishment	Personal importance, conscious valuing of outcome	Interest, enjoyment, inherent satisfaction
Identifying responses		Because that's what I'm supposed to do	So my teachers will think I'm a good student	Because I want to understand the subject	Because it's fun
		Because I will get in trouble if I don't	Because I'll feel bad about myself if I don't do well	Because it's important to me	Because I enjoy it
		Because I might get a reward if I do well	Because I will feel proud of myself if I do well		

TABLE 3

Response Options for the Item 'Did you Have a Choice Whether to Take a Language or not?'

Students taking a language	Students not taking a language
Yes, it was up to me (Free choice)	Yes, but I didn't want to do a language at all
School gave me a choice but basically I had to take one – I felt under pressure (Pressure)	Yes, but it didn't fit in with my other subjects
No, everyone in my school has to take a language (Everyone)	No, I wasn't allowed
No, not really – because I get good grades my school said I had to take one (Grades)	Yes, but I didn't want to do any of the languages on offer.

TABLE 4

At GCSE, do Students Have a Choice Whether or not to Take a Language?

Response	Head teacher frequency	Head teacher %	Head of department frequency	Head of department %	Total number of schools	Total %
No students can choose, a language is compulsory	13	32.5	16	20.8	27	24.3
Some students can choose	6	15.0	21	27.3	26	23.4
All students can choose	21	52.5	40	51.9	58	52.3
Total	40	100.0	77	100.0	111	100.0

TABLE 5

How is it Decided Which Students Have a Choice Whether or not to Take a Language?

Response	Head teacher frequency	Head of department frequency	Total frequency	Total %
Attainment in languages	2	12	14	45.2
Likelihood of obtaining an EBacc	2	5	7	22.6
Attainment in other subjects	1	4	5	16.1
Other		5	5	16.1
Total	5	26	31	100.0

TABLE 6

Results of Kruskal-Wallis Tests Comparing Self-Regulation Items Across Choice Groups (n = 93)

Item	z	p
I want my teacher to think I'm a good student	1.814	.070
I'll get in trouble if I don't	.619	.536
It's fun	-.599	.549
I'll feel bad about myself if I don't do it	.072	.943
I want to understand the subject	-.027	.979
That's what I'm supposed to do	.724	.469
I enjoy it	-.176	.860
It's important to me	-1.608	.108
I'll feel proud of myself if I do well	.227	.820
I might get a reward if I do well	-.341	.733

TABLE 7

Translation of Items Into Scales

Items	Subscales	Composite scales	Scale
Because I want my teacher to think I'm a good student			
Because I'll feel bad about myself if I don't do it	Introjected		
Because I'll feel proud of myself if I do well		Controlled	
Because I'll get in trouble if I don't			Relative Autonomy Index
Because that's what I'm supposed to do	External		
Because I might get a reward if I do well			
Because it's fun	Intrinsic		
Because I enjoy it		Autonomous	
Because I want to understand the subject	Identified		
Because it's important to me			

TABLE 8

Results of Kruskal-Wallis Tests on the Four Self-Regulation Subscales Compared Across Four Choice

Groups (n = 365)

	Yes it was up to me	I felt under pressure	Everyone has to take a language	Because I get good grades my school said I had to
Intrinsic $\chi^2(3) = 27.822, p = .000)$	207.15	144.32* $(r = .22)$		
	207.15			143.91* $(r = .21)$
		144.32* $(r = .15)$	195.56	
			195.56	143.91* $(r = .15)$
Identified $\chi2(3) = 18.239, p = .000)$	208.01	162.26* $(r = .16)$		
	208.01		164.27* $(r = .16)$	
	208.01			157.84* $(r = .17)$
External[a] $\chi2(3) = 8.721, p = .033)$			2.50* $(r = .15)$	3.00
Introjected $\chi2(3) = 5.23, p = .156)$				

[a]Median scores are shown

*Significant at the .005 level

TABLE 9

Mean Ranks for RAI, Autonomous and Controlled Regulation Compared Across Four Groups –

Results of Kruskal-Wallis Tests (n = 389)

	Yes it was up to me	I felt under pressure	Everyone has to take a language	Because I get good grades my school said I had to
RAI ($\chi^2(3) = 38.183$, $p = .000$)	226.03	148.59* ($r = .26$)		
		148.59* ($r = .17$)	211.75	
			211.75	153.37* ($r = .15$)
	226.03			153.37* ($r = .23$)
Controlled regulation ($\chi^2(3) = 2.541$, $p = .468$)				
Autonomous regulation ($\chi^2(3) = 32.083$, $p = .000$)	211.04	147.69* ($r = .25$)		
		147.69* ($r = .18$)	214.82	
			214.82	161.15* ($r = .14$)
	211.04			161.15* ($r = .19$)

TABLE 10

Graphical Representation of how Choice Affects Motivation

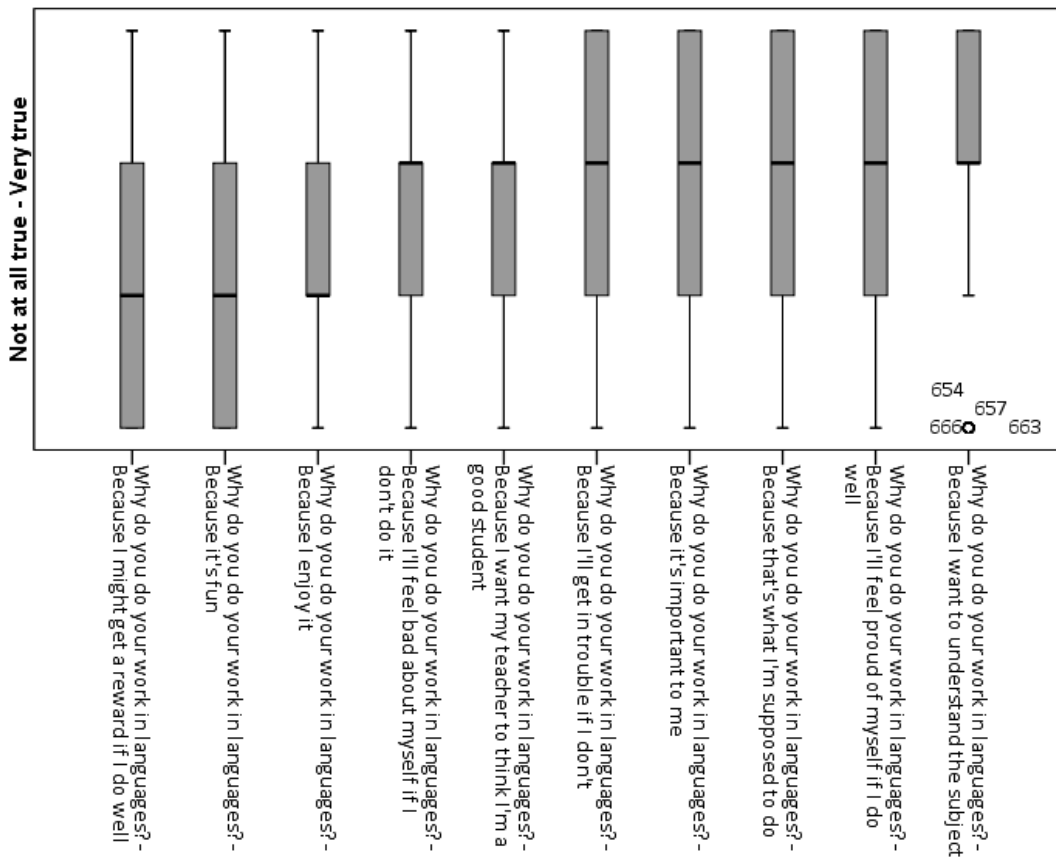| Students who selected:		
Yes, it was up to me	Everyone in my school has to take a language	Because I get good grades my school said I had to take one
were more likely to be motivated by:		
Intrinsic regulation Identified regulation	Intrinsic regulation	External regulation

FIGURE 1

Distribution of Scores for the Item 'Why do you do Your Work in Languages'
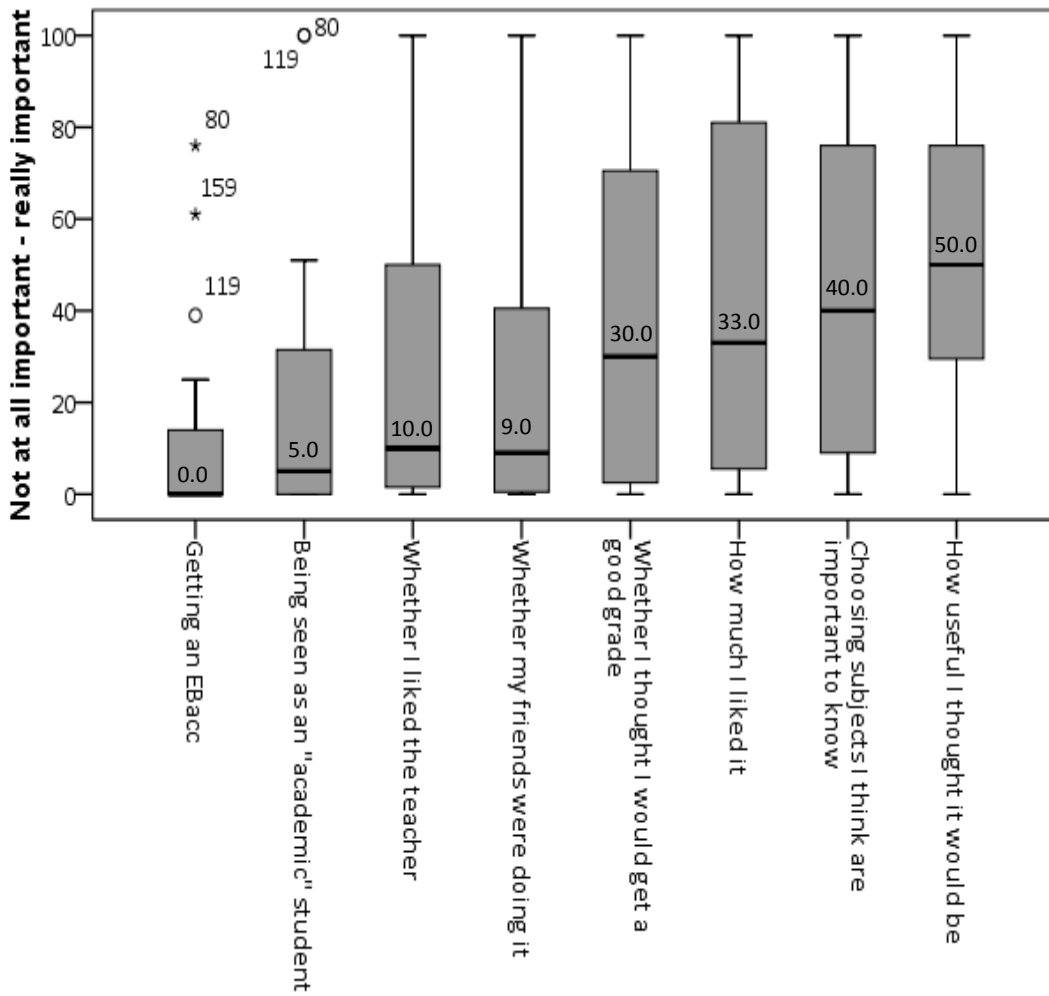
FIGURE 2

Distributions of Scores for the Item 'As far as you can Remember, how Important Were Each of These Things When you Decided Whether to Take a Language or not?' for Students who Chose not to Take a Language
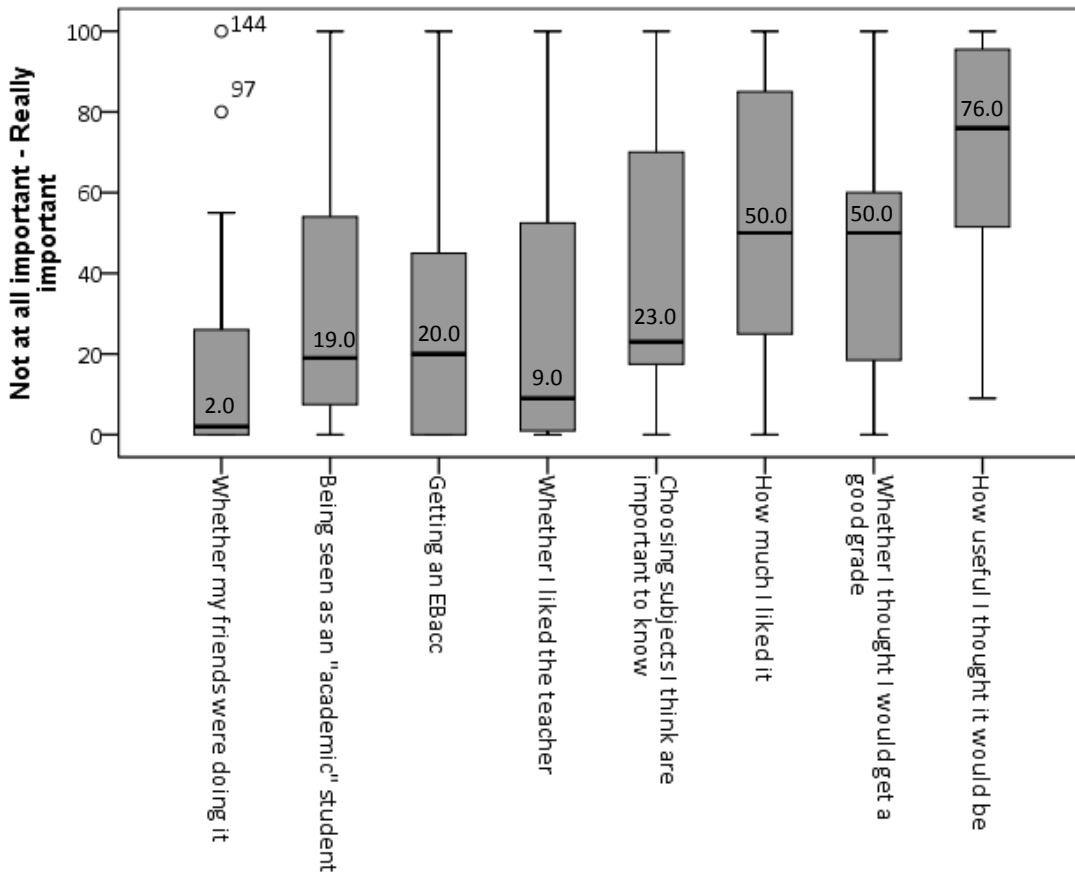
Medians are labelled

FIGURE 3

Distributions of Scores for the Item 'As far as you can Remember, how Important Were Each of These Things When you Decided Whether to Take a Language or not?' for Students in the 'Free Choice' Group

Medians are labelled