Appraising social class dimensions on learning motivation of Iranian students: Family studies and their status in focus

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Abstract

Educators have widely accepted motivation as an important factor influencing the success of the second/foreign language learning process. Among many factors affecting the language learners' motivation, the role of families and their social class have been considered as the main variables of this study. The present study aimed to explore the effect of social class dimensions on learning motivation, focusing on Vygotsky and Gardner's theories. More specifically, the study tried to investigate the impact of social class dimensions, i.e., parental job, income, and education level on English learning motivation of some high school students in Kerman, Iran. In doing so, 400 teenage students were selected based on the available sampling method. The data were collected through a related two-part questionnaire developed by Gardner (2006). The original English questionnaire was translated into Persian and the researchers checked the reliability and validity. The collected data were inserted to SPSS software version 24 for analyzing and interpreting. The results revealed the effect of social class dimension had a positive effect on Iranian EFL students' motivation toward learning English. In other words, students who belonged to families with higher social class dimensions reflected higher motivation and desires to learn English than the ones who were in families with lower social class dimensions. Findings have some implications for language teachers and students and can improve teaching methods, curriculum development, and syllabus design.

Keywords: Family studies, Family sates, Social class, Motivation, EFL context.

Introduction

As motivation is one of the most important factors driving learning, understanding the role of learners' goals, self-related beliefs and self-regulatory processes is essential before designing and implementing effective instructional programs (Dörnyei & Ushioda, 2011). Although multilingualism is widespread in today's world and in many countries, foreign language learning is part of compulsory education, most research conducted with foreign language learners who studied in tertiary education and younger students who came from middle-class or privileged social backgrounds. In contrast with the area of second language learning, where a great deal of research effort has been concentrated on the role of social, cultural and linguistic context (e.g., Masgoret & Gardner, 2003; Peirce, 2005; Gardner, 2006), in foreign language settings the motivation and language learning processes of disadvantaged students have been rarely investigated (Lamb, 2012). The scarcity of research in this area is unfortunate because foreign language competence might open up new opportunities for students from lower social classes and can assist them in breaking social barriers.

Vygotsky wrote that "children grow into the intellectual life of those around them" (1998, p. 88). In time, Vygotsky notes, the individual's environment undergoes change when it expands to participation in societal production. In his view, children grow into the life of those around them and those life spaces are multiple and varied. Of course, between the time that children grow into the life of the family and later into the life of societal production, they also grow into the life of the school. As the environment expands, Vygotsky (1998) points out that the young also develop shared interests and life activities with a specific socioeconomic group. The history of the school-age and the youth is the history of very intensive development and formulation of

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class psychology and ideology. Thus, Vygotsky focused on the pluralistic nature of development and the importance of class in that variation. Sheldon (2005) expressed that the benefits of recognizing parents as partners in education in supported in many educational researches (cited in Hosseinpour *et al.*, 2015). Gardner (2006) stated that "For young learners, parental involvement in and attitudes towards learning a second language (L2) has a great influence on their L2 development" (cited in Zhou, 2020). So, based on the above findings, there are so much research concerning the role of parents on children's education. As long as the researchers found, there are several studies on the role of social class on adult learners, but none of them considered the family studies and the impact of their social class on motivation of the young EFL learners especially high school students in language learning. Considering the importance and necessity of motivation and social class in language learning, the present study analyzed the impact of social class dimensions on the motivation of the teenage EFL learners regarding Vygotsky and Gardner's theories. More specifically, this paper focused on family studies and tried to investigate the impact of social class dimensions as parental jobs, income, and education on the English learning motivation of Iranian high school students. In order to meet the research objectives, the following research questions are formed:

- Does parental job have a statistically significant effect on English learning motivation?
- Does parental income have a statistically significant effect on English learning motivation?
- Does parental education have a statistically significant effect on English learning motivation?

Materials and Methods

The participants of this study were 400 Iranian students of four high schools in the second district of Kerman, Iran in the academic year 2023. All of them were females with the same range of ages, from 15 to 17. Selecting the learners who could be a true representative of the whole group was one of the most important tasks to follow by the researchers. To achieve these considerations, the researchers used the availability sampling method. The data collection consists of a two questionnaire, the social class part and the motivation part, developed by Gardner (2006). The first part explored the information of parental education, income as well as job, and the second part explored students' motivation for learning English and consisted of 44 items with a five-Likert scale ranging from completely disagree to completely agree. The original English questionnaire was translated into Persian to ensure that the participants easily followed the items and then it was translated back into English to ascertain that the translated one had the same interpretation. The reliability of the questionnaire showed that Cronbache's alpha was 0.87, indicating the high reliability level.

It should be noted that the survey was first piloted to a small sample and then administered to the real group. The researchers attended the classes, explained the goal of the study and informed students it is not necessary to write their names and what they stated in the questionnaires would remain confidential; thus, they were encouraged to give their true response to any item. The researchers also asked the language learners if there were any questions or concerns. After they prepared for responding, the translated questionnaires distributed among them. The participants should have responded to all questions carefully without any time limitation. Eventually, all the questionnaires were gathered for analyzing and interpreting data. The current study used a quantitative method to seek the answers to the research questions. The SPSS software version 24 and Excel software were used to analyze the collected data. Two types of data analysis were used: descriptive and inferential. Descriptive statistics, including frequency tables and bar charts, were implemented to investigate the social class (parental occupation, education, and income). Moreover, inferential statistics, including one-sample T-test and one-way analysis of variance (ANOVA) were used to know if social class significantly affected English learners' motivation in Kerman female high schools.

Results

Data Analysis of Parents' Jobs
Different jobs of the participants' parents were analyzed and Table 1 presented data analysis.

As Table 1 indicated, 4.5% of the students' fathers were unemployed, 5.25% were workers, 6.25% were instructors, 30% were retired and employees, 7.5% had military jobs, 39.25% were self-employed, 6.25% were doctors/engineers/industrialists/professors, and 1% had other jobs. Moreover, 48% of the mothers were housewives, 15.75% were workers, 16.5% were instructors, 4.25% were retired and employees, 5.25% were tailors and hair-dressers, 5.75% were self-employment, 1.25% were doctors/engineer/professors, and 3.25% had other jobs.

Data Analysis of Parents' Income
The income of the participants' parents was analyzed and Table 2 revealed data analysis of it.

The results of parents' income are revealed in Table 2. As the table shows, out of 400 students' fathers, 6.25% did not have any income, 12.75% had less than 5 million toman, 25.75% had an income between 5 to 10 million toman. 36.25% of them also reported an income of 10 to 20 million toman, and 19% of their fathers had more than 20 million toman in a month. The table also analyzed the students' mother income and the results indicated that 51.25% had no income. However, 17% of them had less than 5 million toman and 13.75% had an income between 5 to 10 million.

Table 1: Data distribution of parents' jobs

Father's Jobs	Freq.	Percent	Mean	Mother's jobs	Freq.	Percent	Mean
Unemployed	18	4.5	135.05	Housewife	192	48	128.65
Worker	21	5.25	123.10	Worker	63	15.75	128.34
Instructor	25	6.25	120.45	Instructor	66	16.5	126.15
Retired and employee	120	30	130.50	Retired & employee	17	4.25	117.90
Military	30	7.5	118.22	Tailor & hair-dresser	21	5.25	112.50
Self -employment	157	39.25	124.20	self -employment	23	5.75	122.75
Doctor, engineer, industrialist & professor	25	6.25	141.25	Doctor, engineer & Professor	5	1.25	139.22
Other	4	1	134.02	Other	13	3.25	131.34
Total	400	100	-	Total	400	100	-

Table 2: Data distribution of parents' income

Father's Income	Freq.	Percent	Mean	Mother's income	Freq.	Percent	Mean
Without income	25	6.25	110.15	Without income	205	51.25	109.85
Less than 5 million Toman	51	12.75	111.22	Less than 5 million Toman	68	17	113.48
between 5-10 million Toman	103	25.75	126.5	between 5-10 million Toman	55	13.75	127.20
between 10-20 million Toman	145	36.25	129.5	between 10-20 million Toman	48	12	128.10
More than 20 million Toman	76	19	138.31	More than 20 million Toman	24	6	137.95
Total	400	100	-	Total	400	100	-

Table 3: Data distribution of parents' education level

Father's education level	Freq.	Percent	Mean	Mother's education level	Freq.	Percent	Mean
Uneducated	6	1.5	114.10	Uneducated	4	1	75.40
Primary & High School	67	16.75	116.56	Primary & High School	43	10.75	123.65
Diploma	120	30	137.32	Diploma	92	23	126.88
B. A	113	28.25	133.62	B. A	133	33.25	127.25
M.A	62	15.5	126.75	M.A	93	23.25	129.11
Ph.D. & Higher	32	8	132.98	Ph.D. & Higher	35	8.75	144.62
Total	400	100	-	Total	400	100	-

Table 4: Descriptive analysis of english learning motivation

Variable	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
English Learning Motivation	400	1.35	4.86	3.45	0.76	-0.63	0.22

Besides, 12% reported their income between 10 to 20 million and 6% had more than 20 million monthly income.

Data Analysis of Parents' Education Level

The parental education levels were examined and Table 3 highlighted the data analysis.

The levels of parental education are analyzed and indicated in Table 3. Based on the table, 1.5% of the students' fathers were uneducated, followed by 16.75% who had primary and high school education. 30% of the fathers had a diploma, 28.25% were M.A., and 15.5% were M.A. Also, 8%low percentage of them (8%) had Ph.D. and higher. The

table also analyzed mothers' education levels and the results indicated that a low percentage (1%) of students' mothers were uneducated and 10.75% had primary and high school education. However, 23% of them had a diploma, 33.25% were B.A., and 23.25% were M.A. Additionally, 8.75% of them Ph.D. certificates and higher.

Data Analysis of English Learning Motivation

The present study also analyzed the study's main variable, which was the English learning motivation of the high school EFL language learners.

As Table 4 revealed, the mean and standard deviation of

Table 5: One-sample T-test and mean difference

Mean of variable	N	T	df	p - value	Mean difference
			Test value = 3		
3.38	400	5.32	399	0.0001	0.36

students' english learning motivation are (3.45) and (0.76), respectively (M = 3.45, SD = 0.76). Also, other related data as minimum and maximum were reported which are 1.35 and 4.86 (Min = 1.35 & Max = 4.86).

Table 5 provided one-sample T-test which was used for analyzing the extent of learning motivation in Kerman female high schools. Because the mentioned item was a five-Likert scale, the test value was considered 3.00. Considering the *p-value,* it can be concluded that there was a great difference between the test value and mean of the variable that was English learning motivation ($\Delta M = 0.36$), and the mean of English learning motivation was more than the test value (M = 3.38). Thus, the level of English learning motivation was more than normal extent, near to high level among the participants of this study (T = 5.32, $p < 0.01$).

English Learning Motivation and Social Class Dimensions

For analyzing learning motivation and different social class dimensions, the homogeneity of variances was tested and based on the homogeneity, one-way analysis of variance was used (Table 6).

Table 4 revealed descriptive statistics of English learning motivation and parents' job. The students whose fathers' jobs were military had little motivation (M = 118.22) than those whose fathers were doctor, engineer, industrialists & professor (M = 141.25). This difference was significant in descriptive statistics. Moreover, data analysis of English learning motivation and mothers' jobs showed that the students whose mothers' jobs were tailor & hair-dresser had little English learning motivation (M = 112.50) rather than the students whose mothers' jobs were doctor, engineer & professors (M = 139.22). Thus, with great certainty, it can be

said that there is a remarkable difference between the means of the mentioned variables (English learning motivation and parents' job). Furthermore, in analyzing parents' jobs *p-value* is 0.04 and 0.03, respectively which are less than 0.05. Therefore, parents' jobs have a statistically significant effect on students' English learning motivation.

Descriptive statistics of English learning motivation in different ranges of income indicated that the students whose father's income was less than 5 million had little English learning motivation (M = 111.22) rather than the learners whose father's income was more than 20 million (M = 138.31). This difference was noticeable in descriptive statistics. Also, descriptive statistics of English learning motivation in father's income indicated that the students whose father's income was less than 5 million, had little English learning motivation (M = 113.48) rather than the learners whose father's income was more than 20 million (M = 137.95). Data analysis shows notable differences between the means of English learning motivation and parents' income. Moreover, as Table 7 showed, in analyzing parents' income, *p-value* reported as 0.2 and 0.03 which are less than 0.05, thus it can be said that parents' income has a statistically significant effect on students' English learning motivation.

Descriptive statistics of English learning motivation in different levels of education indicated that the students whose father's education was primary and high school, had little English learning motivation (M = 113.91), but those who were MA and higher had more English learning motivation (M = 132.98). Besides, data analysis of learning motivation in different levels of education indicated that the students whose mothers were uneducated had little English learning motivation (M = 75.40) rather than those who were MA and higher (M = 144.62). Considering the results, there is a significant difference between the means of students' learning motivation and their parents' level of education. Additionally, *p - value* is reported in Table 8 as 0.3 and 0.02 which less more than 0.05, thus it can be said that parents' educational levels have a statistically significant effect on students' English learning motivation.

Table 6: ANOVA test- analyzing english learning motivation and parents' jobs

Model	Sum of squares	df	Mean square	F	p-value
Father's job					
Between groups	3235.77	15	478.56		
Within groups	131204.52	384	965.47	0.55	0.04
Total	132541.35	399	-		
Mother's job					
Between groups	2784.02	15	532.68		
Within groups	1245123.22	384	929.74	0.59	0.03
Total	1255689.12	399	-		

Table 7: ANOVA test- analyzing English learning motivation and parents' income

Model	Sum of squares	df	Mean square	F	p - value
Father's income					
Between groups	5365.8592	16	1354.26		
Within groups	126859.22	383	965.56	1.44	0.02
Total	130658.72	399	-		
Mother's income					
Between groups	56582.32	16	1541.23		
Within groups	125874.46	383	923.03	1.58	0.03
Total	131235.10	399	-		

Table 8: ANOVA test- analyzing English learning motivation and parents' educational level

Model	Sum of squares	df	Mean square	F	p - value
Father's education					
Between groups	5854.52	25	1239.11		
Within groups	128542.32	374	923.03	1.32	0.3
Total	1305652.24	399	-		
Mother's education					
Between groups	9541.13	25	1911.15		
Within groups	122351.35	374	8995.36	12.15	0.02
Total	130125.53	141	-		

Discussion

Gardner (2007) indicates an indirect impact of history on motivation, such as values and beliefs of learning the language and personal family background. In most Asian cultures parental belief greatly influences their children's language learning (Ran, 2001; Dandy & Nettelbeck, 2002; Phillipson, 2006; Phillipson & Phillipson, 2007). Gómez (2010) reported that the dominant factors in the student's motivation are the importance of languages in present-day society and classroom tasks. Ellis (2006) also claimed that social class is usually based on education, income and occupation level. He focused on the strong connections between social class and L2 achievement. Students from middle-class homes regularly outperform those from lower- and working-class homes. In his views, L2 learning is connected to different attitudes and working-class students usually drop their language earlier than middle-class students, for instance, more middle-class students tend to continue studying it at the university. For analyzing the research questions, the homogeneity of variances was tested and based on the homogeneity, a one-way analysis of variances was used for analyzing data. The means of various parents' jobs were not in the same ranges, and the jobs with upper levels such as doctor, engineer, industrialist, and professor, had higher mean than others. In other words, there was obvious difference between the means of

parents' jobs and students' learning motivation. Moreover, the results of this study showed that the higher parents' income received the first rank followed by the lower income. That is to say, a significant difference was found between the means of various parental incomes. The study also analyzed the possible effect of parental education on the EFL learners' motivation. Based on the received data, the students' motivation toward leaning English with different levels of parental education was not in the same range. In fact, data analysis reflected a great difference in descriptive statistics of various parents' levels of education. Considering the above discussion, it can be said that different social class dimensions, i.e., parents' job, income, and education levels, positively affected EFL learners' motivation toward learning English.

The results of the current study are in accordance with Lin *et al*., (2023), who analyzed the effect of social support on higher vocational students' learning motivation and reported positive relationship between social support and learning motivation of higher vocational college students. Moreover, Kiedan (2022) explored the relationship between socioeconomic status and motivation to learn and found a positive relationship between the socioeconomic status of Arab families and the student's motivation to learn. Furthermore, Khansir *et al*., (2016) analyzed the relationship between socioeconomic status and motivation of language

learners and findings showed a strong relationship between socioeconomic status and motivation in language learning. The results of this paper also supported Bektas-Cetinkaya and Oruc (2011) who worked on the effects of socioeconomic status and physical learning environment on motivation and findings revealed that socioeconomic background and well-equipped classrooms and better physical conditions have a positive effect on students' motivation and language use. Additionally, Nikolov (2009) observed a similar tendency which indicated a strong link between parents' level of education and students' achievement in language learning and Munoz (2008) explained the strong links between socioeconomic statuses and achievement by arguing that students from different social backgrounds have access to different types of schools.

Conclusion

Children's English learning cannot be performed without parental involvement to improve their learning motivation since academic motivation has been positively and significantly related to student's achievement (Kalaycı & Öz, 2018). Both teachers and researchers have widely accepted motivation as a major element influencing the rate and success of EFL learning. Individuals with the highest degree of abilities and the best teachers with the most appropriate curricular do not seem to be able to accomplish long-term goals if there is not sufficient motivation. On the other hand, high motivation can make up for deficiencies in one's language aptitude and language learning situation (Choubsaz & Choubsaz, 2014). As mentioned earlier, this study concentrated on analyzing the possible effect of social class dimensions on learning motivation. Based on the received information, different social class dimensions, i.e., parents' job, incomes, and educational level, positively affected Iranian EFL students' motivation to learn English. In other words, students who belonged to families with higher social class dimensions reflected higher motivation and desires to learn English than the ones who were in families with the lower social class dimensions. Accordingly, it can be said that the EFL students with higher social class dimensions, the more successful they tend to be in language learning. It is worth noting that students' motivation and interests will act positively when the importance and necessity of learning a foreign language is obvious and definite for learners.

Teachers and parents play an essential and equal role in determining the importance and necessity of learning foreign language. Since teachers and parents are as symbol for learners, thus the role of teachers and parents cannot be neglected. As the researchers of this study tried to investigate the importance of social class in making positive attitude toward language learning, the results could be useful and effective not only for teachers and learners, but also for improving teaching methods, curriculum development,

syllabus design, and pedagogical implications. In a nutshell, the present study's findings are very helpful to educators in the field of language teaching. In particular, the results can help the board of education at high schools as well as institutes nationwide to take measures to consider and enhance learning motivation among the students and consequently deal with the existing problems that students across the country experience in language learning.

Acknowledgment

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Annexure

Questionnaire

First Part

• *Dear Participants: Greetings and respect*

The questionnaire that you are facing are designed to carry out a research activity. In order to protect your private information, we have refrained from mentioning your personal information. Therefore, please answer all the questions in the questionnaire. We sincerely thank you in advance for your cooperation.

Your area of residence: lower/middle/upper area of the city

GPA last semester: ....
Father's job: ....
Mother's job: ....

Father's income: Without income/Less than 5 million Toman/between 5-10 million Toman/between 10-20 million Toman/More than 20 million Toman

Mother's income: Without income/Less than 5 million Toman/between 5-10 million Toman/between 10-20 million Toman/More than 20 million Toman

Father's education: Uneducated/Primary & High school/Diploma/bachelor (B.A)/Master (M.A)/Ph.D. & Higher

Mother's education: Uneducated/Primary & High school/Diploma/bachelor (B.A)/Master (M.A)/Ph.D. & Higher

Second Part

1. Studying English is an enjoyable experience.
    Strongly disagree/disagree/neither agree or disagree/agree/strongly agree

2. I really enjoy learning English.
    Strongly disagree/disagree/neither agree or disagree/agree/strongly agree

3. I plan to learn as much English as possible.
    Strongly disagree/disagree/neither agree or disagree/agree/strongly agree

4. I hate English.
    Strongly disagree/disagree/neither agree or disagree/agree/strongly agree

5. I would rather spend my time on subjects other than English.
    Strongly disagree/disagree/neither agree or disagree/agree/strongly agree

6. Learning English is a waste of time.
    Strongly disagree/disagree/neither agree or disagree/agree/strongly agree

7. I think that learning English is dull.
    Strongly disagree/disagree/neither agree or disagree/agree/strongly agree

8. When I leave school, I shall give up the study of English entirely because I am not interested in it.
    Strongly disagree/disagree/neither agree or disagree/agree/strongly agree

9. Studying English can be important for me because I would like to meet foreigners with whom I can speak English.
    Strongly disagree/disagree/neither agree or disagree/agree/strongly agree

10. Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.
    Strongly disagree/disagree/neither agree or disagree/agree/strongly agree

11. Studying English can be important for me because I will be able to participate more freely in the activities of English groups.
    Strongly disagree/disagree/neither agree or disagree/agree/strongly agree

12. It is important for me to know English in order to know the life of the English-speaking nations.
    Strongly disagree/disagree/neither agree or disagree/agree/strongly agree

13. The British people are open-minded and modern people.

Strongly disagree/disagree/neither agree or disagree/agree/ strongly agree

14. Studying English is important to me so that I can understand English pop music.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

15. The Americans are sociable and hospitable.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

16. The more I learn about the British, the more I like them.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

17. Studying English is important to me because it will enable me to get to know various cultures and peoples.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

18. Studying English is important to me so that I can keep in touch with foreign friends and acquaintances.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

19. I would like to know more about American people.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

20. The British are kind and friendly.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

21. The Americans are kind and cheerful.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

22. I would like to know more British people.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

23. Studying English can be important for me because it will make me a more knowledgeable person.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

24. Studying English can be important for me because I may need it later (e.g., for job, studies).
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

25. Studying English can be important for me because other people will respect me more if I have a knowledge of a foreign language.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

26. Studying English can be important for me because I will be able to search for information and materials in English on the Internet.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

27. Studying English can be important for me because I will learn more about what's happening in the world.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

28. Studying English can be important for me because language learning often gives me a feeling of success.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

29. Studying English can be important for me because language learning often makes me happy.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

30. Studying English is important to me because it provides an interesting intellectual activity.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

31. Studying English is important to me because it offers a new challenge in my life, which has otherwise become a bit monotonous.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

32. Studying English is important to me because an educated person is supposed to be able to speak English.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

33. Studying English is important to me so that I can understand English-speaking films, videos, TV or radio.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

34. Studying English is important to me because without it one cannot be successful in any field.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

35. It is important for me to know English in order to better understand the English-speaking nation's behavior and problems.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

36. Studying English is important to me because it will enable me to get to know new people from different parts of the world.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

37. Studying English is important to me so that I can read English books.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

38. Studying English is important to me because it will enable me to learn more about the English world.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

39. Studying English is important to me because I would like to spend some time abroad.
Strongly disagree/disagree/neither agree or disagree/ agree/strongly agree

40. Studying English is important to me because I would like to travel to countries where English is used.

Strongly disagree/disagree/neither agree or disagree/agree/strongly agree

41. Studying English is important to me because it will help me when traveling.

    Strongly disagree/disagree/neither agree or disagree/agree/strongly agree

42. Studying English is important to me so that I can broaden my outlook.

    Strongly disagree/disagree/neither agree or disagree/agree/strongly agree

43. Studying English is important to me because without English I won't be able to travel a lot.

    Strongly disagree/disagree/neither agree or disagree/agree/strongly agree

44. Studying English is important to me because I would like to make friends with foreigners.

    Strongly disagree/disagree/neither agree or disagree/agree/strongly agree