Swedish abroad

Motivation to learn, access and use Swedish among Polish university students

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Abstract

The motivation to learn foreign languages is changing in many parts of the world as a consequence of the dominance of English in business, media, etc., and the access it provides to the so-called global community and global identity. Nevertheless, relatively small languages like Swedish are offered at universities and students sign up to these programmes. This study investigates the motivation to learn, access and use Swedish among Polish university students using data from an online questionnaire exploring integrative, instrumental and emotional perspectives. The results reveal that the main motives for learning Swedish are based on instrumental values of future work but also linguistic interest, and interest in music/literature and pop culture. Most students engage in (mainly passive) extramural activities that complement the university studies (listening, watching, reading). English plays an important role and is frequently preferred over Swedish in formal or complex oral communication even when proficiency in Swedish and English is influencing the societal integration. This first effort to highlight the practice and motivation to learn a Scandinavian language abroad enables further and more extensive studies in FLA in languages with a narrower field of use than the traditionally researched large European languages.

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Abbreviations

BICS   Basic Interpersonal Communication Skills
CAF   Complexity, Accuracy and Fluency
CALP   Cognitive Academical Language Proficiency
CEFR   Common European Frame of References
FLA   Foreign Language Acquisition
L1   First Language
L2   Second Language
L2MSS   L2 Motivation Self System
LCP   The Language Contact Profile
LOTE   Languages Other Than English
SA   Study Abroad
SLA   Second Language Acquisition
WTC   Willingness To Communicate

1 Introduction

Research in Second Language Acquisition (SLA) and Foreign Language Acquisition (FLA) can focus on such diverse qualities of language learning as grammatical gender, non-verbal communication, phonological transfer or psychological aspects of motivational features in the learning situation itself. This study centers on qualities of the psychology of foreign language learning and discusses motivation (Dörnyei, 2005, 2013; Dörnyei, Macintyre, Alister, 2015; Dörnyei & Ushioda, 2009; Ushioda, 2009), willingness to communicate in the foreign language and the usage of, and access to the target language (Arndt, 2023; Freed, 1995; Jackson, 2012). A supplementary area of interest in this study is the relationship between Swedish and the previously acquired English and other languages amongst the students as a potential factor that may affect the learning of an additional language (Henry, 2010, 2011). Studies on motivation in second language learning predominantly target English as a second language even if other internationally used languages such as Chinese, French, Spanish, or Russian add supplementary perspectives on motivation and exposure (e.g., Arvidsson & Rocher Hahlin, 2022). However, English is nowadays mastered by most European students to at least intermediate levels of proficiency, but more importantly, it is also a language broadly accepted as a contact language in countries like Sweden. The high status of English in Sweden (Bijvoet, 2020), and the use of English in business, the public sector and in many private contexts makes it feasible to live and work in Sweden speaking only English. From a language learner perspective, this substantial presence of English in Swedish society is likely to weaken motivation and willingness to learn to communicate in Swedish and languages other than English, since access to the global community already is granted via proficiency in English (Henry, 2011). Nevertheless, a great number of learners worldwide still choose to study Swedish as their major at their home universities (Swedish Institute, 2024).The linguistic, cultural and geographical distance for foreign language learners of Swedish varies greatly, but the numerically top three countries where Swedish is offered at university level in the world are Germany, the USA and Poland (ibid), where the latter is typologically dissimilar from the Germanic-branched English and German. The effort required to learn a language divergent from the mother tounge is expected to be higher than if the target language belongs to the same language family or is in other ways similar, according to Markedness Differential Hypothesis (Eckman, 1977). In the case of Polish/Swedish the distance in phonology, lexicon and syntax in comparison with other Germanic languages is considerable. Therefore, this additional difficulty and effort required to learn, access and use Swedish in a foreign context makes Polish students especially interesting as foreign language learners of Swedish from a usage and motivational perspective.

Good technological infrastructure gives digital access to linguistic contexts of Swedish regardless of physical distance through TV, streaming services, social media, language apps, AI tutors, or online- conversation partners, etc. This kind of engagement could possibly replace the lack of traditional spontaneous communication situations in real life to add fluency to the learning process since productive language skills oblige practice and exposure (R. Ellis, 1994; Krashen,

1985; Long, 1983). The fast technological advancement in digital language usage, also for learning purposes is measured in the effects of language development acquired in totally digitalized environments, and recent studies investigate several aspects of AI driven methods like computational phonetics not only for augmented fluency but also reduced anxiety in foreign languages (e.g. Zhang et al., 2024).

Previous studies with the objective to examine the learning of Swedish abroad have focused on linguistic and grammatical development, comparing learners on-site in Sweden with learners in Australia (Norrby & Håkansson, 2007) but without targeting psychological factors such as attitude, instrumentality or willingness to communicate. In contrast, in the current study the focus is rather on the sociolinguistic and motivational features of the acquisition process intimately associated with emotional aspects of language learning such as integrativeness, effort, and linguistic confidence.

This thesis therefore asks three main questions:

1) What motivates Polish students to choose Swedish as their targeted language for a university education?
2) How and with what frequency do they access Swedish outside of the university curriculum (if at all)?
3) What relevance does English and other languages have on students' linguistic choices of communication and future plans?

2 Background

2.1 Disposition

Section 2.2 introduces basic terminology from the field of second language acquisition (SLA) and foreign language acquisition (FLA), the notions of input and output (exposure and usage), immersion, study abroad, naturalistic and formal learning. Section 2.3 introduces the psychology of language learning focusing on motivational aspects in acquisition and communication in a new language. Section 2.4 contextualizes Swedish as a language from a learner's perspective and describe relevant aspects of language learning and exposure in Poland and finally describes the status and role of English in a global context.

Section 3 explains the current study with the tree research questions and their hypotheses in more detail and section 4 describes the method, participants, questionnaire, and procedure. The results of the study are presented in section 5, primarily on a group level for all participating students accordingly to the research questions. The discussion in section 6 summarizes and comments the results and highlight the interesting findings in the material. The general conclusion of the study is presented in section 7.

2.2 Basic Concepts

2.2.1   First, Second and Foreign Language and usage

In studies of Second and Foreign language acquisition (SLA/FLA) there is a general agreement of significant differences between learning a first language (L1) and the succeeding ones (L2) in terms of acquisition and processing manner, where the L1 contrast from any other language learnt later in life (Meisel, 2013). Some of the decisive differences are developmental and neurolinguistic, like age, while other depend on the learning context like exposure, input and output and yet others on the psychological aspects of motivation to learn (Dörnyei & Ushioda, 2009; N. Ellis, 2005; Ortega, 2014, 2023).

The L1 is usually defined by the chronological factor as the language (or languages) learnt in early childhood. In the L1(s), the child develops understanding of the world simultaneously with the acquisition of the linguistic concepts, and children deprived of linguistic interaction in childhood, may later in life have difficulties in developing language at all (e.g. Chomsky, 1975; Curtiss, 1977; Newport, 2020). Acquisition of the first language is fundamental for the admittance in local community, and this first communication skill, crucial for human survival, is incomparable with acquiring a second language in most other contexts. Additionally, first language acquisition normally occurs without specific instruction very early in the maturational process, while

neuroplasticity of the brain is still developing (Clark, 2016). The current view on linguistic development and its sensitive periods of natural acquisition prevails but now centers around the role of input and general cognitive skills (Lieven, 2014; Rowland, 2014; Tomasello, 2003).

The definition of second language (L2) is generally also defined by the chronological aspect as a language acquired when the learner already knows at least one language. Languages other than L1 are in some literature referred to as L2, L3, L4, etc., most frequently depending on the order of acquisition but sometimes depending on proficiency depending on emphasis. Other linguists stay with the definition of just L1 and L2, to acknowledge the difference between the first and later languages without specifying further details.

Further, the distinction between second and foreign language acquisition (SLA/FLA) specifies the context of learning. SLA is typically used when learning is taking place in the country where the target language is spoken, for example in business or education. In contrast, FLA refers to learning a foreign language in the home country where there are no immediate relations to the target language. However, both S/FLA are learned intentionally, most often in a classroom setting or similar educational environment (e.g., Lightbown & Spada, 2015). In the current study, FLA is consistently used as it reflects the surveyed context.

Even if the interest in learning foreign languages is declining (European Union, 2023), monolingualism is very rare in a global perspective, and most individuals speak or use more than one language on a regular basis which make most bi- or multilingual to some extent. Nevertheless, the concept of monolingualism is frequently used in the context of language policies or language ideology (Edwards, 2012; Josephson, 2018), and there are still political and linguistic consequences from the founding of modern states, where *"one language- one culture- one country"* was easier to administrate and control than linguistic diversity, that most commonly represented the reality (Josephson, 2018). On a personal level the concepts of mono- bi and multilingual in commonly refer to children's exposure and usage of languages during the earliest childhood (up to 3-4 years), and determine which languages can be defined as their L1(s). An extention of the concept, that specifies the acuisition of languages in individuals make a distinction between *simultaneous or sequential* multilingualism. Simultaneous bilingualism occurs if two languages were acquired at the same time in early childhood, and conceptual aspects developed simultaneously, suggesting different cognitive development (e.g. Bialystok et al., 2012). *Sequential bililingualism,* on the other hand, occurs when languages are acquired in sequence - normally the language spoken at home first, followed by a majority or school language (not necessarily mastered to the same proficiency level or used with equal frequency). Bi- or multilinguals habitually have a dominant language and are not equally strong in all domains, and dominance switches throughout a lifetime when new languages are acquired, extensively used or left unused for longer periods of time without practice (e.g. Ortega, 2023).

2.2.2　Learning a language – L1 vs L2

A fully mastered functionality in a language requires various skills of great complexity, such as for example controlling phonology, syntax, orthography, lexicon and other purely linguistic features, but also competence in language *usage,* including pragmatics, idiomatic expressions, rhythm/melody and a certain cultural knowledge to meet standards of politeness and modes of communication (Zhu, 2019), or even appropriate gesturing (e.g., Graziano & Gullberg, 2024). All of these skills are normally acquired naturally in the L1 context but may requisite extra attention in a foreign language. How functional a language is in a written or spoken contexts can depend on the learner profile, cognitive aspects, motivation, exposure, etc. and in a L2 learning situation, several factors can deeply influence the outcome. The abilities to learn a new language depend on age, neurobiological factors, cognitive capacities (such as working memory and language aptitude), but also motivation as a psychological factor (e.g Ortega, 2014). Learner strategies and the tendency to take risks in linguistic production or to "play it safe" can affect the complexity and functionality of language and influence the pace and mode of linguistic development (Norris & Ortega, 2009). A significant difference in approach to learning can depend on if the new language is meant for pleasure, to serve only for basic (tourist) communication, for passive understanding, for studies or for advanced production in highly specialized professional situations. The difference between Basic Interpersonal Communication Skills (BICS) and usage for advanced academical purposes, Cognitive Academic Language Proficiency (CALP), are significant as the latter require a far greater capacity of cognitive burden (Cummins, 2017). In conclusion, expected outcomes in learning L2 is dependent on age of onset, cognitive predispositions and motivation but differ significantly from the L1 acquisition. Table 1 displays an overview based on Bley Vroman (1988) that provides a comparison between first and Foreign/Second Language acquisition and factors influencing outcomes (R. Ellis, 1994, p. 107).

Table 1. Overview of features in first, and second / foreign language acquisition

Feature	First Language	Second / Foreign Language
Overall success	Perfect mastery	Unlikely to master if adult student
General failure	Success guaranteed	Complete success very rare
Variation	Little variation in path and overall success	Learners vary in degree of success and path
Goals	Target language competence	L2 learners may be content with less than target language competence and more concerned with fluency than accuracy.
Fossilization	Unknown in child language	Cease to develop and sometimes backslide
Intuition	Clear intuition regarding what is correct and incorrect	Unable to do grammatical judgments
Instruction	No necessity for formal instruction	Instruction helps L2 learners

| Affective factors | Success is not influenced by personality, motivation and attitudes | Affective factors play a major role in determining proficiency |

2.2.3   Measuring L2 language learning outcomes

The Common European Frame of References (CEFR) is often used to indicate the proficiency in any given language to facilitate measuring and positioning students in adequate learning groups. The levels of proficiency are divided into three main units: beginner/basic user (A1, A2), intermediate/independent user (B1, B2) and advanced/proficient user (C1, C2) where C2 correspond to native-like proficiency (Council of Europe, 2020).

A vast body of research has examined the success and outcomes of adult FLA especially in production and also within the research field of Swedish as a second language. The focus has largely been on linguistic skills such as grammar, complexity, accuracy and fluency (Glahn, Håkansson, Hammarberg., 2001; Norrby & Håkansson, 2007; Norris & Ortega, 2009; Riggenbach, 2000). Nevertheless, the effect of age on final outcomes remains a much investigated domain, still open to debate (e.g. Abrahamsson & Hyltenstam, 2009).

2.2.4   Exposure, input and output

Exposure to language is indispensable for the learning process, regardless of whether it occurs in a classroom, digitally, or spontaneously in the local environment. Studies of FLA have long examined and theorized the influence of exposure and usage in the notions of input and output. The definition of input is the language that potentially can be understood by the learner , originating in adapted comprehensible (tutor) speech or authentic real-world material (movies, magazines). Output on the other hand corresponds to an active process that make the learner, in spoken or written form, produce utterances and process previous knowledge for productive usage (Swain, 1985).

However, the input of language includes not only speech or text, but also explicit feedback forms in teaching situations where the theoretical background were based on some, or a combination of the following theories. The *Input Hypothesis* (Krashen, 1982) acknowledged that linguistic development occur if the input is adjusted to somewhat exceed the competence of the L2 speaker, the *Pushed Output Hypothesis* (Swain, 1985) additionally stressed that only input is not sufficient without adding linguistic output as a necessity for acquisition. The input was considered to be satisfactory for understanding, but not to generate active language production. The *Noticing Hypothesis*, (Schmidt, 1990) converted *input* into *intake* through noticing, and suggested the importance of attention of what was learned since incidental learning, (as in L1 for children) was not considered to play any significant role in the second language. Finally *the Interaction Hypothesis* (Long, 1983) stressed that learners necessarily had to negotiate for meaning in their communication, and therefore coved repeatedly both input *and* output, manifested through clarification requests, confirmation or comprehension checks in interaction (ibid).

The so-called social turn in language acquisition theory shifted to instead focus on the social aspects of language learning, based on Vygotsky´s (1896–1934) work. In the social approaches central learning qualities were instead redirected to depend on scaffolding (interactive support from others) preferably in the *Zone of Proximal Development* (ZPD) and suggested that interaction with the environment contained much greater complexity than just input. The focus turned to the surrounding social context rather than internal processes. These social and individual aspects of FLA relied on *Conversation analysis*, *Socio cultural theory*, and *Dynamic systems theory*, with the common idea that cognition and learning were social (Ortega, 2014). Knowledge and learning were here situated, shared and experienced by participation as opposed to the previously more mechanic processing of input.

More contemporary work has instead focused on the influence of frequency of exposure and usage effects of the learning process and if language contact requires considerable intentional effort, incidental learning benefits may be restricted. Exposure to language outside of the learning situation can for example stimulate incidental vocabulary learning, and affect knowledge of collocations due to frequency of exposure in the target language (e.g González Fernández & Schmitt, 2015) or be modified in output based on interactional input from native speakers (Mackey, Oliver, Leeman., 2003).

2.2.5   Language immersion and Study Abroad

Studies in language immersion, and their significance to efficient language acquisition were first explored in a Canadian bilingual context and showed that balanced bilingualism could be achieved under the right circumstances (Lambert et al., 1974). Nowadays, within the field of Study Abroad, one of the main aims is to discover how immersion in a target language environment affects language learning, usually by studying or living in a country where the language is spoken. The social linguistic competences, acquisition of fluency and use of different types of communicative strategies, written as well as spoken (B. Freed, 1995) are especially likely to improve during a study abroad sojourn. The engagement with native speakers and other cultural activities have been shown to have a significant effect on oral fluency, sociolinguistic awareness, and pragmatic competence but less so on academic writing and grammatical accuracy (J.-M. Dewaele, 2010; Taguchi, 2008). However, study abroad does not always lead to more or better linguistic encounters due to anxiety, cultural adjustment issues or lack of interaction with native speakers (e.g Jackson, 2012). For some students who lack motivation it may be easier not to interact in the target language, but socialize in preexisting social contacts or to use English as a contact language (Heinzmann, Hilbe Ehrsam., 2024).

In the context of Swedish as a foreign language, a comparative study (Norrby & Håkansson, 2007a) targeted second and foreign language acquisition of Swedish in Malmö, Sweden and Melbourne, Australia. The focus was the development of grammatical aspects based on processability theory and showed no major differences in the sequences of learning. However, the pragmatic skills developed much faster and tempo of acquisition increased for the students in Sweden.

2.2.6   Naturalistic and formal learning

Naturalistic acquisition is normally associated with children and occurs through immersion and natural interaction. Nevertheless, natural acquisition can also appear in FLA, when learners frequently participate in events where the target language is used (IRL or digitally). This kind of exposure could lead to natural informal learning. However, these situations are likely to mainly develop BICS, and be limited considering CALP (Cummins, 2017). Formal learning, on the other hand, occurs in specific environments dedicated to language acquisition accompanied by specific instruction and focus on a precise linguistic feature as for example vocabulary, grammar, or pronunciation. A distinction is often made between explicit and implicit knowledge of language, where explicit knowledge corresponds to conscious, articulated skills and rules learned through formal instruction used when learners monitor their language production. Implicit knowledge is the opposite; unconscious, automatically fluent in communication and normally acquired in natural interaction (R. Ellis, 1994). It is currently an extensive field of study, that among other aspects investigate verbalization or explanation of, for example, grammatical rules that might be difficult for a native speaker that only know a language from naturalistic environments. For explicit learners rules and grammar form the necessary basis for linguistic production, at least initially. However, even if a language is formally acquired, some researchers suggest that extensive practice may make the language develop and turn explicit rules into automatized knowledge (e.g, R. Ellis, 1994), enhancing the idea that explicit or formal learning can support natural acquisition, but not totally replace it. More recent studies suggest that explicit and implicit L2 knowledge influence each other reciprocally (e.g, MinHye & Godfroid, 2023).

2.3   Psychology of Language learning

Learning a language differs significantly from learning other matters, because of the intimate connection with identity, self-image and the social nature of the learner (Williams, 1994). It alters the self-image of the student while adapting cultural and social behaviors connected with the new language. It includes confidence, emotions and motivation in a way that few other skills do, and recently, a new field of Psychology of language learning has begun to emerge around these notions. Motivation has received most attention in FLA, but has expanded to so-called Positive Psychology in SLA (Mercer & MacIntyre, 2014), in which positive emotions and mental states are assumed to enhance the learning, relating to the theoretical constructs of Foreign Language Enjoyment and Foreign Language Anxiety (ibid). These emotional factors (anxiety and enjoyment) also influence general willingness and capacity to communicate. Apart from a good self-confidence that makes learners take more risks in foreign language communication, learners who believe that they have the capacity to learn through effort are likely to be more interested in practicing their communicative skills (Macintyre et al., 1998). Students who interact and are more active in extramural activities are expected to enjoy themselves more (e.g Arvidsson & Rocher Hahlin, 2022). The teacher, tutor or communication partner play an important role for the second language learner, depending on how mistakes are corrected, seen or ignored (MacIntyre et al., 2016), but

the pedagogical implications connected with the learning situation are not further discussed in this study.

2.3.1 Classical motivation

A broad definition of the concept of motivation concerns the *direction* and *magnitude* of human behavior (Dörnyei, 2013). These two factors in turn motivate *choice, persistence* and *effort* spent on a specific action, such as learning a language, and determine why individuals decide to act, how long they are willing to sustain activity, and how hard they are willing to pursue it (ibid). Motivation is in other words generally considered to be a highly important determiner of L2 success. Consequently, the study of motivation in language acquisition involves elements from several disciplines including psychology, language education, and applied linguistics and the main areas of interest of L2 motivation research concern *attitudes*, *attribution*, and the *psychology of self* (Dörnyei, 2013). In classical studies, the Social Educational Model by Gardner (Gardner, 1985) was applied. The Attitude and Motivational Test Battery (AMBT) was used to measure language learning motivation, assessing integrativeness, attitudes towards the learning situation as well as language anxiety, instrumentality and motivation, including effort, desire and attitudes distinguishing between integrational and instrumental motivation. The purpose of learning based on *integrational* motivation targets to connect with community and culture based on openness, curiosity and positive feelings about the people and culture. The instrumentality was founded on the language as a tool to achieve a practical goal without searching cultural integration (ibid).

2.3.2 L2 Motivational self-system

In reaction to the classical model of motivation, Dörnyei and Ushioda (2009) developed the L2 Motivational Self System Model (L2MSS). This model extended to also include a theory about a *possible self*, and more importantly, that the effectiveness of the future possible selves only appears effective as motivation when the individual perceives them as possible, realistic and within reach according to personal circumstances (ibid). The L2MSS and the methodology to elicit ideas about the present and future selves in relation to a second language, constituted out of self-images, links the concept of motivation with the self. The L2MSS is organized in the dimensions of:

1) *ideal L2 self*: a future perception of L2 self within reach of what is actually possible from the learner's point of view.
2) *ought-to L2 self*: focusing the attributes the learner ought to possess in order to avoid possible negative outcomes.
3) *L2 learning experience*, focusing on influence from the teachers, the curriculum, or the peer group.

Within the L2MSS, seven central components of motivation and attitude toward L2 are measured: *integrativeness*, *instrumentality*, *attitude towards L2 speakers*, *cultural interest*, *vitality of L2 community*, *milieu*, and *linguistic self-confidence* (Csizér & Dörnyei, 2005).

Despite the huge impacts that this theory has had on motivation studies in SLA, it has been critiqued for its conceptual vagueness, measurement difficulties, cultural bias, neglect of dynamic contexts and limited integration of emotion and identity and conceptual limitations. Some of the main critiques is that L2MSS underplay present moment are associated with individual agency where ideal L2 self is overemphasized, represent a western cultural and contextual individualist view and cultural bias, the lack of emotional fluctuations affect and identity negotiation, lack of longitude data to validate assumptions of future self, and the somewhat different functions for LOTE languages (e.g.,Dörnyei & Ushioda, 2009; Gu, 2009; Oakes & Howard, 2022; Ushioda, 2009).

The L2 motivational self-system in an English environment shapes the learner's motivation, (Dörnyei, 2013) and can sometimes be used as a reference point in acquisition of other languages. This is not necessarily beneficial, as the activation of the English-speaking self might be compared with the L3 speaking self of the new target language. However, a development of a bicultural L2/L3 identity, where one is based on the local culture, and the other to a global identity based on English is not uncommon (e.g., Dörneyi 2009).

In L2MSS the *ideal* L2 self confidence in speaking and identity is closely interconnected, as the imagination of powerful pictures of futures L2 speaking self are expected to raise the confidence in the targeted foreign language. However, if high confidence is a fact in one already acquired foreign language (e.g. English) it risks to stand as a competitor to forthcoming languages (Henry, 2011). Nevertheless, also contrasting influence of English were proposed in a case study of simultaneous L2 English and L3 French/Spanish/Russian students in Sweden and suggested that ”…*an L2 English self-concept can, in learning situations, be an active constituent in the working self-concept and that it has a referential function*” (Henry, 2011, p. 235). This propose that subsequent languages after English might benefit from the L2-self already acquired in English, and add to the more contemporary view that interconnect all languages in a person's repertoire (Rothman et al., 2019), and not only refer to the L1. However, confidence in diverse linguistic situations is not stable and depends on "person-in context" approach, where the situation determines the choice to use a foreign language or initiation of contact in more secure formats (Ushioda, 2009).

2.3.3   Personal learning - learner profiles, confidence and integrativeness

The contextual setting for the learning situation, access to input and output and the linguistic practice alongside with the cognitive capacities and age of onset have already been discussed (Dörnyei, 2005; R. Ellis, 1994; Krashen, 1985), but also other internal factors play a significant role for language acquisition. Individual learners are expected to differ in the manner of how their learning process develop, depending on so-called learner types.

Individual differences in learning and the existence of learner types has occupied many researchers (e.g., Skehan, 1991), and three learner types nominated as *the risk taker*, *the careful and thorough*, and *the recycler,* likely to display different levels in willingness to communicate. These types were analyzed in a context of Swedish as a foreign language (Norrby & Håkansson, 2007). "The risk taker" frequently uses not yet mastered grammatical structures or word combinations without fearing mistakes and is willing to speak early in the acquisition process. This learner type normally develops fluency faster and shows a higher willingness to communicate in the learner language, marginally concerned about accuracy in the output. The "careful and thorough" focuses on correctness, learning rules to perfection and excel in written communication, but is generally less active in oral communication until later in the development process. The "recycler" student focuses on reusing familiar structures and balances fluency with accuracy with the risk of plateauing in development if left without explicit challenges (ibid). The matter of confidence in the foreign language can vary depending on learner type and can at least partially determine a learner's readiness to engage in communication when opportunity arises.

As a conclusion, personal variation in language learning and motivation depends on cognitive capacities, exposure and motivation and in the mode of learning and using the target language can as well as personality traits, confidence, and willingness to integrate and communicate.

2.3.4   The dynamics in motivation

In older studies of SLA/FLA motivation, the pre-actional stages of motivation were initially considered to be the key to probabilities of success, because of their decisive role if a student would take the action to begin the learning process (Dörnyei, 2013). More up to date research frequently emphasizes the motivational fluctuations depending on moment of the acquisition process, context, teacher, the time frame (one language lesson vs. an individual exercise). These studies often include social, cultural as well as institutional settings to emphasize the interaction between the learners and their environment (e.g. Liu, Lin Zhang., 2023). Complex Dynamic Systems Theory (CDST) approaches motivation and language learning as constantly changing systems, where the relevant aspects develop and adapt according to external and internal influences. Motivation in this micro perspective is seen as very context sensitive and as producing unique experiences of motivation for each learner depending on emotions, personality, classroom atmosphere, goals, etc. (De Bot, Lowie, Verspoor., 2007; Dörnyei et al., 2015; Larsen-Freeman, 2012).
An increasingly common method for studying specific or general motivation in language learning or usage is to ask students to report and answer questions regularly within given intervals of time (e.g Arndt, Granfeldt, Gullberg., 2025). Motivation to speak the target language is also measured in specific communicative contexts, where the learner can be more or less motivated to communicate in the learner language.

In a larger perspective, the purpose behind learning a foreign language could be either political or personal, and language policies in some countries can imply the obligatory teaching of a foreign language, that the learners themselves perhaps are not interested in acquiring. What languages are

available depends on policy, political influence, time and popularity of other languages. Personal reasons for acquiring a foreign language more frequently include an element of choice, where children and/or their parents have a possibility to elect one of a few designated foreign languages. The European Union advocates learning three languages, $1 + 2$, where (1) corresponds to the native mother tounge and $+ (2)$ refers to English and an additional foreign (mostly European) language (European Council 2020).

In the current age groups different motivation patterns are expected to emerge with possible instrumental goals, such as grades that may give admittance to an education disconnected from the values of the language or culture itself. Other integrative motivators can be to spend (or not) time on learning a foreign language. At university, the element of voluntary choice of indulging in a new chosen foreign language is expected to be higher, eliminating students without motivation in language learning. Additionally, learning a second language as an adult may differ in than in child studies (e.g Ortega, 2023).

2.3.5   Willingness To Communicate

The notion of *Willingness to Communicate* (WTC) originated in L1 acquisition studies but has been adapted and developed to L2 contexts (Macintyre et al., 1998) with a focus on willingness, readiness and choice of entering a conversation in a foreign language or to remain silent depending on contextual and linguistic situations. The WTC in FLA is not only influenced by the situational factors such as topic, context or respondent, but also by enduring features like personality, motivation and confidence (Ushioda, 2009).

Further, the willingness and ability to integrate with L2 speakers is a central topic in WTC as well as in Study Abroad and Motivational studies. The ability to integrate in a new linguistic and cultural context does vary depending on background expectation and cultural attitudes.

 Some of the most significant factors that influence the WTC are self-perceived competence in the acquired language combined with the possible anxiety based on not being sure that the communication is received as intended. Moreover, the attitude towards the target language is highly relevant as well as the contextual and social aspects of communication (Macintyre, Clément, Dörneyi,. 1998). The social and cultural environment that determines for example social norms in the classroom setting or some specific group membership can also influence the WTC or studies in extramural activities in other languages (e.g. Arvidsson & Rocher Hahlin, 2022).

Linguistic self-confidence and self-efficacy, alongside with L2 anxiety and perceived communicative competence is a core matter within WTC (Macintyre et al., 1998).

2.4 The languages and learning contexts in the current study

2.4.1 Linguistic context of Swedish and as an L2

2.4.1.1 *Accessibility of Swedish in the world*

Swedish is the main language in Sweden (Kulturdepartementet, 2009) and one of two national languages in Finland (Språklag, 2003) belonging to the Germanic branch of the Indo-European languages. Swedish is, at least in a global perspective, a large langue with 10 million speakers in Sweden and abroad supported by a high online presence that include press, periodicals, radio, and literature, music, films and other multimedia productions. Swedish is a thriving institutionalized language, used and sustained by institutions beyond the home and community (Ethnologue, 2025a) and language of instruction in education with a high digital presence, and available for AI conversations free of charge as well as in more advanced paid versions depending on interest and funding. Access can easily be achieved to input that reflects societal and cultural norms that require more subtle and practical exposure to the language than is normally practiced in a classroom setting.

2.4.1.2 *Typological overview of Swedish*

Swedish is closely related to other Scandinavian languages like Norwegian, Danish, or Icelandic, and more distantly to other Germanic languages as German, Dutch or English. Typical marked features in Swedish and the Scandinavian languages are word order (so-called V2, that compulsory places the finite verb in the second position in a main clause), and the strictly regulated syntax, especially in subordinate clauses (Flyman Mattsson, 2017). Phonetically, Swedish has a large number of vowels distinguished in length (short and long) and quality depending on position within a word (Riad, 1997). Stress is not static as in most surrounding languages and can be decisive for meaning as prosody is central for comprehensibility. An additional marked feature in Swedish of perhaps minor importance lies in its tonal qualities that can differentiate semantic meaning of words based on tone only (ibid).

2.4.1.3 *L2 Swedish*

Research of Swedish as a second language is a relatively new but growing field of academic studies in Sweden and grammatical aspects of development in L2 Swedish are currently described from several perspectives (Flyman Mattsson, 2017, 2021; Flyman Mattsson & Håkansson, 2021). On-site studies of Swedish in Sweden are possible at most levels and part of the country, organized by municipalities and private actors depending on requirements of the particular learner group consisting of for example children, recently arrived adult migrants, temporary workers or advanced university students. Some universities offer intensive immersion programs where students are expected to master the language within the course of two semesters (e.g Lund Univerity, 2025).

Areas of Swedish phonetics and phonology that have been studied as causing difficulties for new learners can be summarized in difficulties with vowels, consonants and prosody (Zetterholm & Tronnier, 2019). However, several phoneticians working on Swedish phonology with focus on L2 speakers often emphasize the aim of comprehensibility rather than perfection in pronunciation (Bannert, 2004; Bruce, 2010; Thorén, 2023).

Many universities that offer Swedish abroad have Swedish lecturers to cater for education in pragmatical, cultural and societal norms (Swedish Institute, 2025) and at least 25 countries in the world offer courses or entire study programs up to master's level in Swedish and other Scandinavian languages. Figure. 1 shows an overview of officially registered sites that offer tuition of Swedish in Europe, the US, Canada, and eastern Asia as listed by the Swedish Institute and their website (Swedish Institute, 2024), and a more detailed view of the sites can be found in an online map (Google Maps, 2025). According to the Swedish Institute there are currently no universities in Australia, Africa or South America that teach Swedish. However, there are most likely countless other possibilities for learners abroad to seek tuition at language schools or with private teachers online, or in local communities in the mentioned countries and beyond. Despite these options to learn Swedish abroad, studies of Swedish as a foreign language abroad is very underdeveloped.

Figure 1. World map with universities teaching Swedish as a foreign language

2.4.2   Language context in Poland, Polish

2.4.2.1   *Polish in the world*

Polish is the only official language in Poland, however neighbouring countries have a minor impact on the local development of the language and the western parts of Poland draw lexicon from

German and the eastern more from Russian, but overall, but there is generally no problem of intelligibility within the country.

There are Polish communities abroad in most European countries and beyond, and as an example of the Polish diaspora in Sweden, Polish is one of the top 15 foreign languages taught as mother tongue in Southern Sweden (Språkcentralen, personal communication, December 22, 2023).

Poland's dramatic history with numerous changes in territorial borders in the last century has had linguistic consequences in for example forced migrations resettling populations into nonnative territories, and the current situation in Ukraine has had an impact on the language dynamics in the country. However, Polish is relatively linguistically uniform, but there are, as in most languages' differences in dialects and sociolects between middle-class educated language and working-class speakers.

2.4.2.2   A typological view of Polish

Polish belongs to the Slavic branch of the Indo-European languages and is a fusional inflectional language where grammatical relationships are expressed in morphological affixes rather than word order. In Polish the word order is by default subject-verb-object (SVO), but due to the extended morphology, modifications according to stylistic or empathetic purposes are relatively frequent. Most word classes such as nouns, adjectives, pronouns and verbs all inflect for number, gender, person, tense, aspect and case (WALS, 2025). The two latter morphological features, *aspect* and *case* are marked in Slavic languages, and the seven grammatical cases in Polish include nominative, genitive, dative, accusative, instrumental, locative, and vocative. The aspect is a verbal system, that by necessity define whether an action is completed (perfective) or ongoing/habitual (imperfective)(Swan, 2002). Lack of definiteness is also unusual in non-Slavic languages. Phonologically, stress is fixed to the second to last syllable, and Polish is marked by a highly complex consonant system that include long consonant clusters rare in other languages.

2.4.2.3   Exposure to other languages

The education in Poland introduces English as the first second/foreign language (since 1989 replacing Russian), and English is now a compulsory subject initiated in as of the 7th year of age with individual regional variations. The elective third languages are most frequently German, French or Spanish (European Union, 2023). Access to international television channels such as BBC, CNN and other international broadcasts is available according to choice and economic predispositions. Nevertheless, on national TV channels the predominant method for translating film production is *voice over translation*. In this method a lector reads out the lines covering the original language and as a consequence, there is no audio exposure to the original language. Moreover, *full dubbing* is common in children's movies and animated films, where separate actors act the lines, but texting, with audio of original language is not common. The dubbing sometimes involve the so-called domestication, where cultural content from the original language is translated to something more familiar for a Polish audience, expectedly making the viewed media more enjoyable, but is likely to deviate from the original significance (Leszczynska & Szarkowska, 2018). According to the EF English proficiency index (EF, 2025) Poland ranks relatively high, just behind countries like Finland and Belgium. The largest languages in Poland apart from Polish are

English (737,000), German (216,000), French (41,900), but the speakers of Scandinavian languages in the country are considerably fewer, measuring 10,300 Swedish speakers reported to live in Poland, 14,200 Norwegian and 4,790 Danish (Ethnologue, 2025a).

2.4.3 L2 English, globalisation and the effect on Languages Other Than English

English is currently by far the most widely used L2 language globally with 1,528,000,000 speakers (Ethnologue, 2025b) and taught in over 100 countries as a core school subject due to its status as a lingua franca in education, business, tourism, media, and science. English gives linguistic access to what is called the global community and global identity (Jenkins, 2010; Phillipson, 1992). It is represented as a *lingua cultura*, indexing socially situated value systems, a *lingua emotiva*, popular culture and entertainment, a *lingua academica*, research, teaching, and learning, a *lingua economica* market forces and globalisation, and a *lingua tyrannosaura*, a language of power or threat (Hult, 2017). However, the sociolinguistic aspects of the global usage of language also changes the internal function (e.g Blommaert, 2010). The status, occurrence and presence of English in the world influences local languages and exposure to English on a daily basis have transformed English from a foreign to a second language in many areas. A significant part of English acquisition is no longer based on teaching in classrooms but supported by extramural activities such as consumption of social media, computer games, music or other types of input (e.g Jensen, 2017). English is considered have a high status in Sweden (Bijvoet, 2020) and other countries, which grants an easy access in loan words, code switching in casual conversations or stylistic variations just to mention a few. Nevertheless, to accidentally come across languages other than English, apart from minority and large migrant languages might not be as easy and require an explicit effort, depending on circumstances.

Within FLA, many studies focus on English as a second language, and studies of language acquisition of Languages Other Than English (LOTE) form a separate subgroup of studies. Additionally, general interest in learning languages other than English is diminishing in most countries (European Union, 2023) and research about the influence of L2 English on later learned languages, often indicate a negative impact on motivation to learn other foreign languages after having acquired English (Csizér & Dörnyei, 2005; Duff, 2017; Henry & Apelgren, 2008; Henry, 2011).

3 The current study

The main goal for this study is to uncover why Polish students engage in a university education with the explicit aim to learn Swedish, given that English is a dominant lingua franca and given the typological distance between Polish and Swedish. Further, the motivation and learning effort is measured in terms of whether, and how the students search for additional linguistic in- and output as an extension of the learning situation at the university, since Swedish is not expected to appear naturally in the local environment. Factors such as language anxiety, confidence, motivation and goals are examined in the language choice of imaginary situations (Swedish or English), that together with the existing access to a global community through English may both discourage or inspire the students to use their Swedish. The study uses a questionnaire to probe these issues, and results are presented as quantitative descriptive statistics, complemented with qualitative individual highlights to distinguish individual learners.

3.1 Research Questions

1) The first research question in this study is *why the participants have decided to study Swedish (in Poland)* and investigates the so-called pre-action motivators. It explicitly explores what motivated the participants to decide to apply to the university and activate the learning process in a serious manner. These motivators include previous knowledge of the language, emotional aspects, attitude towards Swedish and personal emotive or instrumental goals. Together they combine integrative and instrumental motivating factors.

2) The second question addresses *whether, how and with what frequency the participants access, use and practice their Swedish outside of the formal teaching situation at their university*. This question connects to engagement, usage and willingness to communicate in the target language, alongside with integrativeness and explore the possible learning outcomes from the chosen activities.

3) Thirdly, a more general question is *how knowledge of and interest in other languages, especially English, influence the motivation to learn, use and integrate with a Swedish context*.

3.2 Hypotheses

1) The hypothesis of the first research question assumes that Polish students choose a career path in Swedish linguistics for the goal of future work opportunities in Sweden or cooperation with Swedish businesses alternatively within Scandinavian linguistics. This purely instrumental assumption is based on the general idea that university studies are intended to lead to a professional career. Additionally, personal and integrative matters are expected to motivate the choice of the study direction, such as partner, family or other personal interests that rank Swedish higher than other languages of greater international importance. The personal interests in features related Swedish/Scandinavian languages or culture are expected to mirror willingness to communicate and integrate with Swedish society or culture.

2) Considering the expected age of the students (20-25) and the present technological infrastructure in Poland, a majority of the participants are estimated to create their own connections with Swedish freestanding of the university and enlarge the suggestions of extramural activities in the questionnaire with additional usages. The digital natives are anticipated to be especially well-equipped to find creative ways to cater for digital access to Sweden/Swedish and well accustomed to digital socialization after the extensive lockdown during the Covid- pandemic. The Internet is assumed to be a dominant source of input, with online passive consumption of media, alongside with active interaction in digital communities or AI tools rather than traditional language cafés or IRL communities. However, considering the presumed limitation in communication with native speakers live, interaction with peers in Swedish is an expected source of practice.

3) For RQ3, a clear hypothesis is more difficult to formulate since previous studies provide conflicting evidence as to whether high proficiency of English will diminish or raise the motivation for learning additional languages. Considering previous research and the impact of English as a door opener to the global community, motivation and interest in learning foreign languages is expected to be low. It is anticipated that students with precise personal motivation in their studies and with integrative motivators to a higher extent answer the open questions in the questionnaires in Swedish and will be more prone to communicate in Swedish also in oral situations. Previous and extensive linguistic competence in languages other than English and regular usage of multiple languages is also expected to intensify the willingness to communicate in Swedish

4 Method

To probe motivation for studying Swedish as a foreign language, a sample group of Polish university students, based at three different study locations in Poland were invited to answer a questionnaire. The only requirement for participation was full-time studies of Swedish in a program at a university, independent of present-day level of proficiency.

The literature consulted (Dörnyei, 2013; Trost, 2016) during the choice of method in relation to the scope of the study and the limited time frame resulted in a digital questionnaire constructed on the basis of the relevant fields of studies and previously used questionnaires (Arndt, 2023; Dörnyei, 2013; Freed, 1995; Freed et al., 2004; Macintyre et al., 1998).

To target trends at the group level, a quantitative approach via a survey/questionnaire was favored over individual interviews or focus groups. All the data in this thesis is based on self-reported answers in a questionnaire and therefore potentially subject to lack of memory or the willingness to idealize one's own performance.

4.1 Participants

To recruit participants for this study, the website of the Swedish Institute was consulted, providing information about where in the world Swedish tuition is offered (cf. Fig. 1). Swedish lectors at the universities of Krakow, Warsaw, and Gdansk were contacted and given more detailed information about the current study and in the next step, participants from the mentioned Polish Universities were recruited through their Swedish lector from whom they received short information about the study and subsequently a link to the online questionnaire. All participation was voluntary, and the learners did not obtain any compensation for their effort. Forty-eight students agreed to participate, and within the stipulated time (March /April 2025) a total of 42 participants had submitted their responses online.

The mean age of the participants was 22 years, and only one participant was older than 25 (28). All respondents with one exception reported Polish as their only first language, and one bilingual student had another Slavic language as second mother tounge (Rusyn). The mean duration of studies in Swedish in this sample group was 4.2 semesters, which corresponds to approximately two years of full-time studies in Swedish. Table 2 summarizes participant characteristics of the 42 participating students, and Figure 2 their self-reported proficiency in languages other than the L1.

Table 2. Summary of participant characteristics (Q 1-5).

Number of participants	42
Gender	Female (32), Male (9), Other (1)
Participating Universities	Krakow (18), Warsaw (7), Gdansk (17)
Study time	1-2 semesters (13), 3-4 semesters (9), 5-6 semesters (12) 7+ semesters (8)
Age	Range 19 - 28 years, mean age of 22 years
Linguistic (L1) background	L1 Polish (41) Simultaneous bilingual Polish/Rusyn (1)

	English	Swedish	German	Spanish	French	Russian	Danish	Icelandic	Italian	Japanese	Rusyn
Native (C2)	4	0	0	0	0	0	0	0	0	0	1
Advanced (C1)	36	13	2	0	0	0	0	0	0	0	0
Intermediate B1-B2	2	17	5	2	2	0	0	0	0	0	0
Beginner (A1-A2)	0	12	15	9	10	4	4	4	4	1	0

Self-reported proficiency in L2 languages according to CEFR

■ Beginner (A1-A2) ■ Intermediate B1-B2 ■ Advanced (C1) ■ Native (C2)
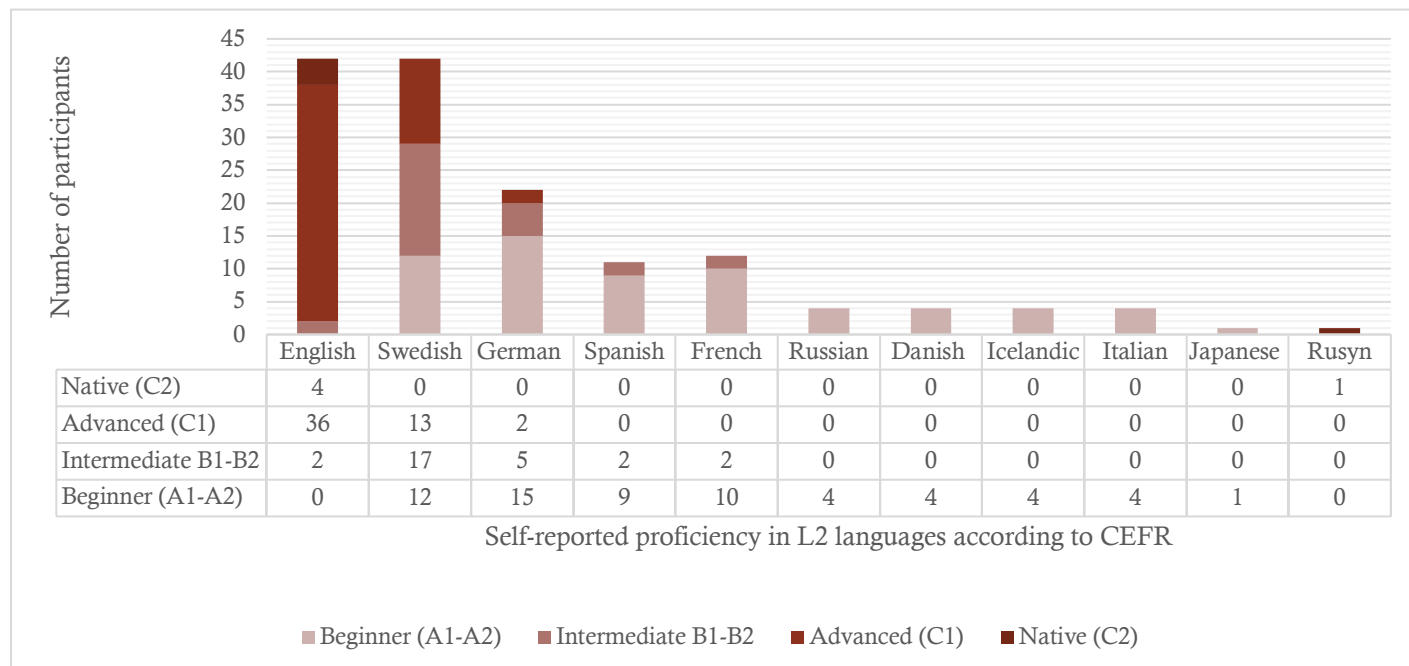
Figure 2. Self-reported proficiency in L2 languages (Q 6)

Total number of participants and their self-reported proficiency in preselected and self added languages. Darker colour indicate higher proficiency.

All students but one reported exclusively Polish as their L1, with sequential acquisition of other languages. The linguistic proficiency in English was self-reported as advanced (C1) for the absolute majority of the participants corresponding to independent usage according to the CEFR scale. Four participants rated their proficiency level as native, and only two stated level B2. Overall, proficiency in English was generally higher than proficiency in Swedish, however, 13 participants reported equal level of linguistic competence (C1) in Swedish and English.

All participants reported regular weekly usage of Polish and English, but only 35 stated regular usage of Swedish. Systematic usage of other languages than L1, Swedish and English was rare, although 7 of the 42 participants considered themselves to be active multilinguals in at least four languages, always including Polish, English and Swedish. Only one participant was active in five languages. Figure 3 gives an overview of the estimated active language use per average week in the sample group.
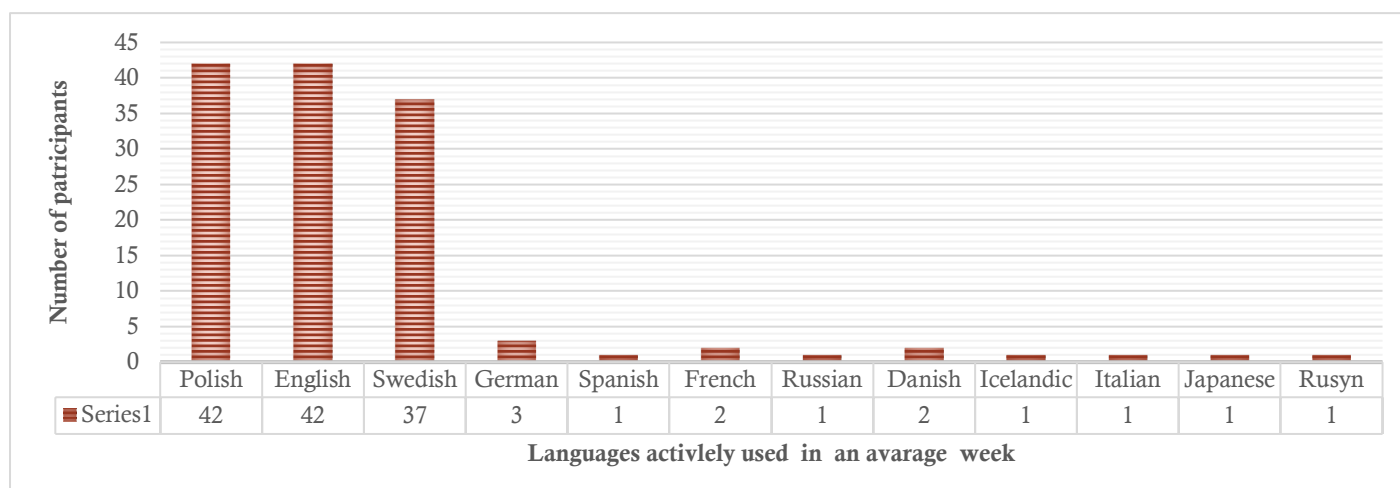
Figure 3. Languages actively used in an average week (Q 7)

Total number of participants with active usage of preselected and self added languages in an avarage week.

4.2 Questionnaire

A digital questionnaire was constructed in a survey tool (Sunet Survey) provided for students and researchers at Lund university to facilitate the data collection. For the construction of the questionnaire, sources from several fields were used; Second language acquisition and motivation (H. L. Arndt, 2023; Dörnyei, 2013a; Macintyre et al., 1998), Study Abroad (SA) (H. L. Arndt, 2023) and Willingness to Communicate (Macintyre et al., 1998), and The Language Contact Profile (B. Freed, 1995; B. Freed et al., 2004). The Language Contact Profile (LCP) is designed to assess language learning and contact with languages, including self-rated proficiency, language and contexts of usage, was not used on its own. The LCP has been criticized for being too voluminous and exhaust participants, for not differentiating the diverse qualities of language exposure, and for not including more modern forms of interaction such as social media. Further, since the LCP was constructed to examine long-term immersion programs, it risks resulting in recall errors and delivering inaccurate and inconsistent estimates of language exposure overestimating their actual interaction. It would have been ideal to measure motivation on several occasions, and with more detailed methods as the ESM (e.g Arndt, Granfeldt, Gullberg et al., 2023) but that was beyond the scope of the current study.

The questionnaire contained 24 questions (see Appendix) inspired by the previously mentioned fields of L2 motivation and practice and adapted to a Swedish context. The different types of questions included polar interrogative questions (Yes/No), multiple choice questions (selective response questions, sometimes with the possibility to add specifications), ordinal scale questions (Likert scale questions), and one free text question. The majority of the questions were compulsory, while the appearance of others depended on the preceding answers. The ordinal scale

questions were formulated as "*to what extent do you agree with…*" and contained sub-questions in sets of five to seven, in order to assess the theoretical constructs of WTC, integrativeness, etc., from different angles. The most commonly used form of Likert scale suggests seven levels of agreement and allow the participant to stay neutral. In this questionnaire the number of possible answers was diminished to six and therefore automatically obliged the participant to lean towards agreement or disagreement.

The length of the questionnaire aimed to strike a balance between thoroughly answering the research questions and the student's motivation to complete the survey avoiding participant fatigue (c. f Arndt, 2023). According to praxis in SLA the questionnaire was distributed to the students in their mother tongue Polish, preventing possible linguistic filters in the answers. However, the only open-ended free text question concerning future plans to use Swedish invited the participants to answer in Polish *or* Swedish as a covert attempt to test the participants' willingness to communicate in Swedish.

The questionnaire first established standard participant information such as age, gender, number of semesters studied, L1 and other active languages. Further questions targeted instrumentality, linguistic confidence and emotional engagement as well as integrativeness related to the motivation. Subsequently, the participants were asked if they try to access Swedish outside of their obligatory university activities, and if so to specify in what manner and with what frequency. Targeting WTC, the questionnaire surveyed the self-reported probability of using Swedish or English, respectively, in situations of various formality, and also the interest in learning or expanding knowledge of other languages. The last free text question invited the participants to answer in Swedish or in Polish how they hope to use Swedish in the future.

The questionnaire was initially created in English, the main language of the literature, and only later translated into Polish. The translation was proofread and corrected by a native speaker of Polish currently living in Poland with a professional competence in English linguistics. Some of the questions in the questionnaire contained somewhat formulations that could be subject to interpretation, but the original expressions were adhered to as much as possible. The questionnaire was then piloted in Polish on a group of students to detect possible problems regarding language or presentation. This also generated some minor corrections. Nevertheless, one question accidently occurred twice (Q12:6 & 19:2), and only results from the first answers are analyzed.

The entire questionnaire, in its English and Polish version is available in the Appendix.

4.3 The procedure

Participants received the link to the online questionnaire from their coordinator as of March 25th, 2025, and the survey closed on April 11th, 2025. Initially, after opening the link to the survey, the participant was informed about the purpose of the study, the possibility to withdraw at any time and the guarantee of total anonymity. Only after participants had provided consent of participation, did the questionnaire unfold, question by question. Contact information to the researcher for questions was displayed both in the beginning and at the end of the questionnaire after submitting.

5 Results

To provide background information about the participants, their mode and age of first contact with Swedish is first presented, followed by an exposition of data according to the research questions: (1) motive and motivation to learn Swedish, (2) access to and usage of Swedish and (3) the relationship with English (and other languages). In the data presentation, the questionnaire questions are sometimes abbreviated to give more space to the data, but the targeted question is referenced back to the original questionnaire (QX) in the appendix. In the presentation of the results, the ordinal scale questions and sub questions are sometimes presented in a different order than in the questionnaire to give a better overview and a presentation that is easier to understand. They are then called A, B, C instead of the original numbers 1, 2, 3 as in the Appendix.

Table 3 show an overview over the participants' mode and age of first contact with Swedish. It reveals that Swedish was most commonly introduced through media/music/television, in early or late adolescence, in many cases just before entering the education program. As for age, only one participant had been exposed to Swedish in early infancy (0-3 years) and by 21 years of age all the participants in the sample group had established contact with Swedish.

Table 3. Mode and age of first contact with Swedish (Q 8 & 9)

The table show how many participants (of totally 42) encountered Swedish within the specified age range, displaying the equivalent modes of contact.

		Age of contact				
		0 -3 years	4 -11 years	12 -16 years	17 -21 years	**Total**
Mode of contact	Media/music/TV	0	3	9	10	**24**
	Travel to Sweden		1	4		**5**
	Family/Relatives	1	1		1	**3**
	Friends			1	2	**3**
	Studies (other)				4	**4**
	Don't know					**3**

RQ1 Motive and motivation (Why)

The main motivators to study Swedish at university level were probed by one direct, and several indirect questions. The direct question (Q10) based on multiple choice asked for the participants' decisive motives to study Swedish. A maximum of three alternatives could be chosen, which resulted in 108 selections, equaling a mean of 2.57 answers per participant distributed on the seven presented options (Table 4). Only one participant decided to add an additional reason than the suggested alternatives; interest for further studies in Sweden, (not necessarily related to Swedish). The top three reasons given were: future work opportunities, linguistic interest, and interests in Swedish music, pop culture or literature. Additionally, nature or lifestyle alongside with interest in the social or political system in Sweden proved to be attractive for many participants. None of the participants had a partner as a noteworthy motivator. Instrumental and integrative motivators were thus the most common combinations. This core topic of motivation was additionally surveyed for more detailed aspects of instrumentality, emotional engagement and integrativeness, alongside with the L2MSS in ordinal scale questions.

Table 4. Self-reported main motives to learn Swedish (Q 10)

The numbers correspond to total responses in each category, with a maximal possibility of 3 per participant, explaining the high number of motivators for the 42 participants.

Main motive	Responses
Work opportunities	31
Partner	0
Relatives	1
Linguistic interest	25
Music/ Pop Culture/ Literature	19
Nature/ Lifestyle	18
Social or Political System	13
Other (Studies)	1
TOTAL	(108)

5.1.1 Instrumentality

Questions (Q11:1-11:5) targeted instrumental motivators in language learning and measured the expected management of Swedish for work, living, studying, as a general life challenge or other future plans (Q 11) shown in Figure 4. The highest mean of agreement in the sample group was related to work (5.26), a clearly instrumental motivator, followed by the life challenge, an intrinsic motivator. The lowest agreement in his set of question probed to be future plans of studies in Sweden. Instrumental and integrative reasons are mixed suggesting that both types are important for the sample group of students.
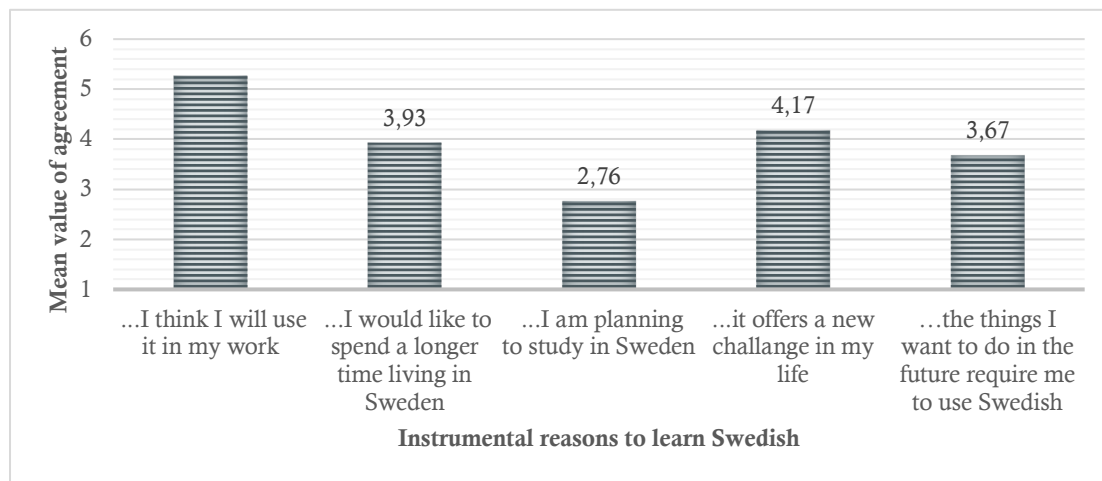
Figure 4. Mean level of agreement to instrumental statements (Q 11)

The results are presented in order of appearance in the questionnaire and show mean values of agreement in the total sample group, based on the values 1 = I totally disagree; 6 = I completely agree.

5.1.2 Emotional engagement

Questions 13:1-13:4 targeted the emotional involvement in the Swedish language based on ordinal scale question of happiness and personal interests related to Swedish. Figure 5 presents the results which show similarly high mean values related to emotional engagement, displaying an average of close to 5 on all of the questions.
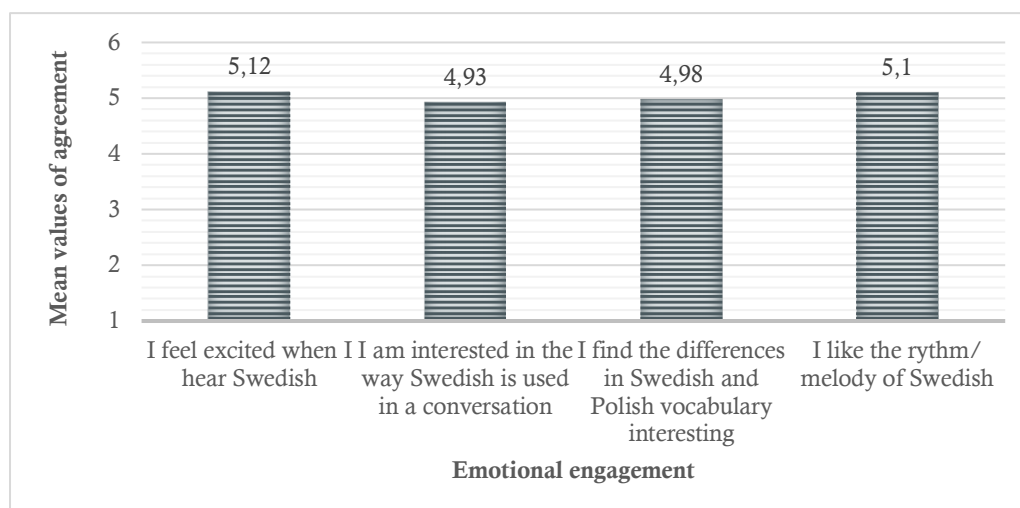
Figure 5. Mean level of emotional engagement in Swedish (Q 13:1-13:4)
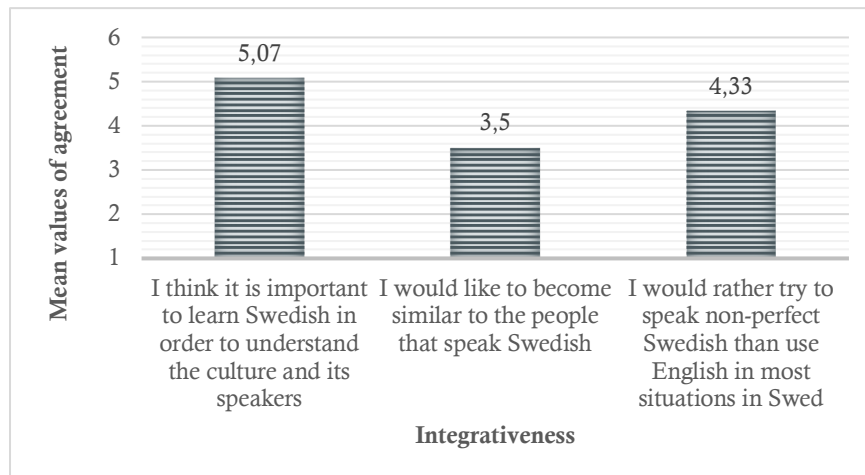
The results present mean values of agreement in the total sample group, based on the values 1 = I totally disagree; 6 = I completely agree

5.1.3 Integrativeness

Questions 13:5-13:7 included a set of ordinal scale statements that targeted integrativeness with Swedish and the Swedish speaking context, showing substantial agreement on the importance of language to understand Sweden and its culture (Figure 6). Nevertheless, in the willingness to become *similar* to the people that speak Swedish agreement and disagreement in the sample group the individual answers were more dispersedly divided. The first communicative question related to usage of English appeared in this set of questions, showing a relatively high mean value (4.33) of rather speaking broken Swedish than using English in most situations. In sum, there is a notable difference between agreeing with that language is important in order to understand a specific culture and wanting to integrate in the speaker's culture in a more personal way.

Figure 6. Mean values of integrativeness (Q 13:5-13:7)

The results present mean values of agreement in the total sample group, based on the values 1 = I totally disagree; 6 = I completely agree

Other aspects of willingness to integrate with language/country were probed in Q 20, asking if the participants had considered to study in Sweden. Most of the participants (28), did not contemplate the possibility, and for the remaining (14) a follow-up question (Q 21) revealed why they refrained from it despite the considerations.

With the possibility to accept several of the alternative answers, the main reason not to study in Sweden were economic motives, the potentially complicated application process or family reasons (Figure 7). Ten percent also added that they could keep better focus on their studies at home, and the remaining ten percent expected to have enough language practice also in their home environment.

Figure 7. Decisive reasons not to study Swedish in Sweden (Q 21)

In this figure, the results are presented in rates of responses based on the 14 participants that had considered long-term studies in Sweden, with the possibility to indicate more than one option.

5.1.4   L2 Motivation Self System

Questions 19:1-19:7 targeted the L2 motivational self-system where future vision of the L2 self mainly focused on the ideal L2 self, and the effort put into the learning situation. The ordinal scale questions probing the L2MSS, and efforts put into the learning of the language are presented in Figure 8. The results reveal relatively similar and high mean agreement regarding the ideal future

L2 self, but a somewhat lower concerning the effort spent on the learning. However, the sub-question specifying effort spent on finding and exercising extramural activities (bar F) contrasts with the general effort in the language acquisition (bar D).
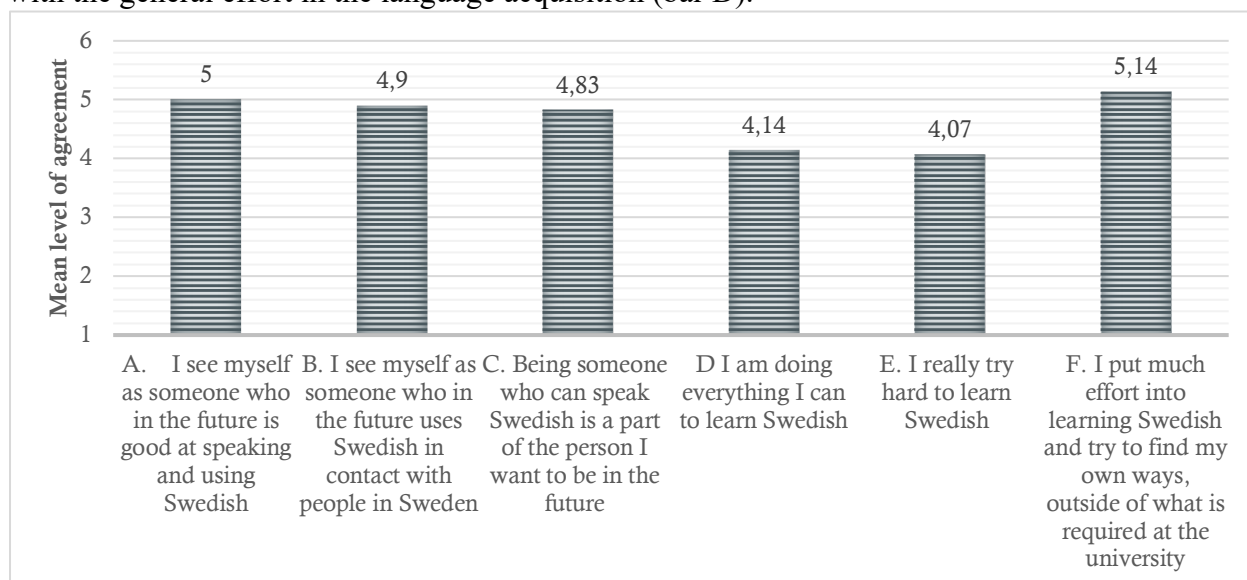

Figure 8. Mean level of agreement in self- motivation (Q 19)

The results present mean values of agreement in the total sample group, based on the values 1 = I totally disagree; 6 = I completely agre

5.2 RQ2 Access and usage (How)

The second research question asked about participants' contact with Swedish and their active use of it outside of the university. The results are presented in three separate sections displaying engagement in extramural activities, types of activities and time spent on them; followed by the internal use of Swedish with peers; and finally, the linguistic confidence in Swedish that potentially correlate with the willingness to communicate in the target language.

5.2.1 Engagement in extramural activities

Questions 14-17 focused on engagement in extramural activities either individually or in conversations with peers. Thirty-five of the participants reported engagement in extramural activities not required by the university curriculum (Q 14), specified type of activities (Q 15) and an average time per week spent all activities combined (Q 16). The majority involved in passive linguistic activities such as listening to music, watching TV/streaming services, etc., or reading books/magazines. Fewer participants stated that they (also) engaged in active linguistic behaviors with productive usage of Swedish like writing, conversation groups, or similar productive

interaction. The participants were permitted to select an unlimited number of options and were also invited to add other means of approaching Swedish. None of the participants added other modes usage than the preselected, although most students were involved in several activities. The average participant reported 5.2 ways of interaction with Swedish, which explains the high total number of activities visible in the bars (Figure 9). The most frequently reported usages of Swedish were associated with music, TV, readings or language applications, but furthermore, reproduction of Swedish music showed to be the most popular active occupation in Swedish. Figure. 9 show an overview of noncompulsory extramural activities of the 35 participants, ordered accordingly to popularity in activity and separated into active engagement (full fill) and passive engagement (stripes). The total number of reported active undertakings (58) are comparably fewer than the passive behaviors (124).
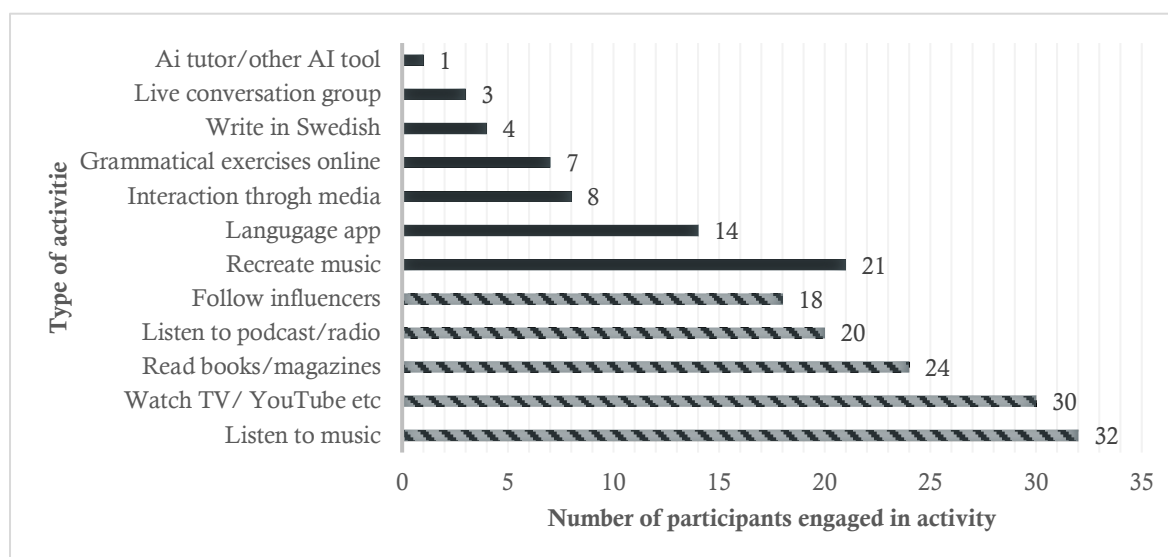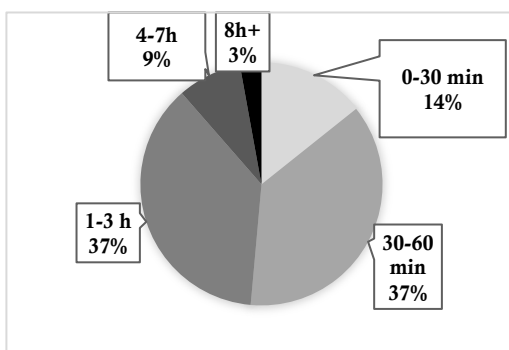

Figure 9. Engagement in types of extramural activities in Swedish (Q15)

The results of the different types of extramural activities ordered accordingly to popularity and type of engagement where full fill represent active/productive activities and striped passive activities

Measured in average time spent per week on extramural activities (Q 16 Fig. 10), nearly 75 percent of the participants spent between 30 minutes and three hours on their actions. Only 12 percent estimated four or more hours per week and the remaining five 14 percent less than 30 minutes per week. How much time was spent on each individual activity was not inquired in the questionnaire.

Figure 10. Average time of weekly engagement in extramural activities (Q16)

The results are presented in percentage of responses based on the 35 participants involved in extramural activities.

5.2.2 Usage of Swedish with peers

As an additional usage of Swedish, the participants answered a polar interrogative question if they took the opportunity to speak Swedish with their peers in situations not required in the teaching/learning situation at the university (Q 17). Ten of the 42 participants, at various levels of proficiency (and accomplished study time), reported that they speak Swedish with their peers also outside of obligatory classroom exercises.

5.2.3 Linguistic confidence

The set of ordinal scale questions (Q 12:1-12:6) allocated linguistic confidence in Swedish, start with "I am sure I …" and continue with assorted aspects of linguistic confidence-related questions. The results are presented in Figure 11. A minor difference in confidence appeared in the two active forms of language usage – speaking and writing where means of confidence in writing was slightly higher than in speaking.
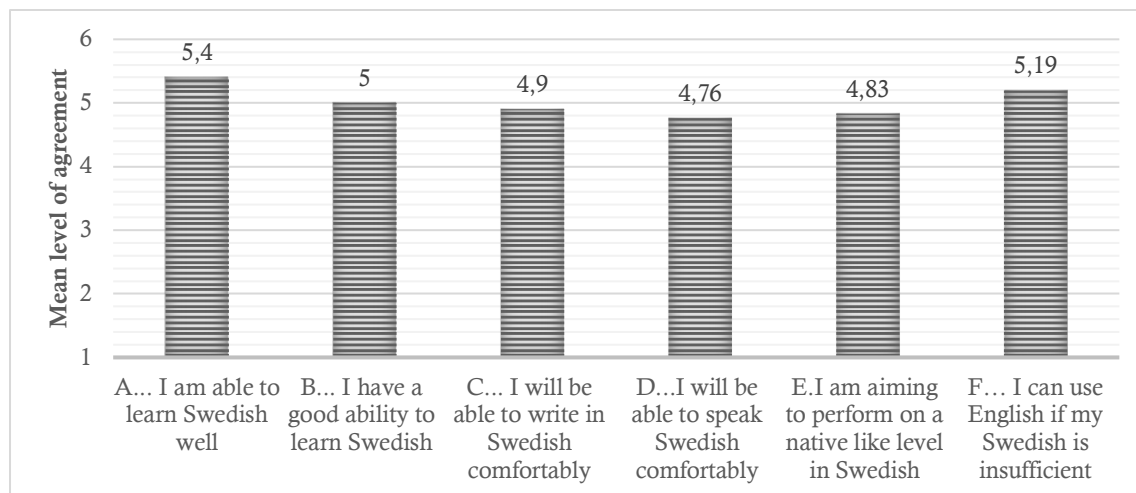

Figure 11. Linguistic confidence in Swedish (Q 12)

The results present mean values of agreement in the total sample group, based on the values 1 = I totally disagree; 6 = I completely agree

5.3 RQ3 English/Swedish (and other languages)

The third research question focused on the knowledge/usage of English (and languages other than English) and was surveyed in ordinal scale questions for interest in other languages (Q 22). Additionally, the importance of Swedish compared to other languages (Q 23) was investigated, alongside with the expected usage of Swedish or English in diverse communicative situations (Q 18), the confidence of a general possibility to use English instead of Swedish in Sweden (Q12:6), and the willingness to use broken Swedish rather than English (Q 13:7). The converted attempt to use written Swedish was also assessed in the language choice of the open-ended free text question (Swedish or Polish) about future usage of Swedish (Q 24).

5.3.1 Interest in other languages

The curiosity of other languages (Q 22) was measured by probing the interest in learning or improving knowledge in some selected neighboring or potentially relevant languages. The result show that all participants were attracted to the idea of learning more English. In contrast, the participants were on a group level only moderately interested in learning or improving other preselected languages. An overview of mean values of interest for the whole sample group (Figure 12) shows the participants´ general interest where Arabic raises the least enthusiasm followed by Chinese, Korean and Russian. However, some students showed more general linguistic interest, in very varied languages, while others were totally focused on the Germanic branch. Despite that Swedish was measured in a different question (Q 23) it is included in this data presentation.
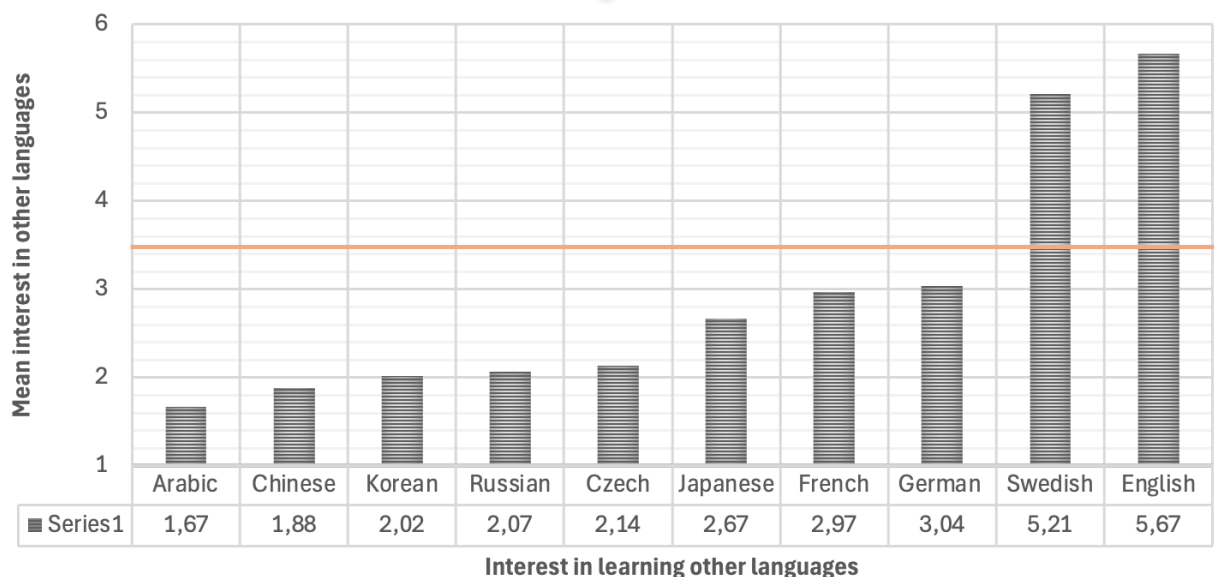

	Arabic	Chinese	Korean	Russian	Czech	Japanese	French	German	Swedish	English
▦ Series1	1,67	1,88	2,02	2,07	2,14	2,67	2,97	3,04	5,21	5,67

Interest in learning other languages

Figure 12. Mean value of interest in learning other languages (Q 22)

The results present mean values of interest of learning based on the values 1 = not interested at all; 6 = very interested. The red line shows the difference between interest and disinterest.

5.3.2 Language choice WTC in Swedish or English.

Willingness to Communicate in L2 Swedish or L2 English was probed by a request to select the preferred language of communication in given situations in Sweden based on the participant's present linguistic competence (Q 18). Figure 13 show that the least complicated and standard situations such as basic interaction in a shop, café or on the street were more likely to occur in Swedish, while specialized and personally important situations such as a medical visit or border control were generally preferred to be conducted in English.

	Shop/museum	Bar/café	Direction	University	Private party	Border	Medic
▪ English	0	1	0	0	2	4	9
▪ Most likely English	2	3	2	5	4	9	9
▪ Probably English	5	4	6	2	6	13	10
▪ Probably Swedish	5	8	11	12	8	2	4
▪ Most likely Swedish	12	11	10	9	9	8	6
▪ Swedish	18	15	13	14	13	6	4

Choice of language in communication situations
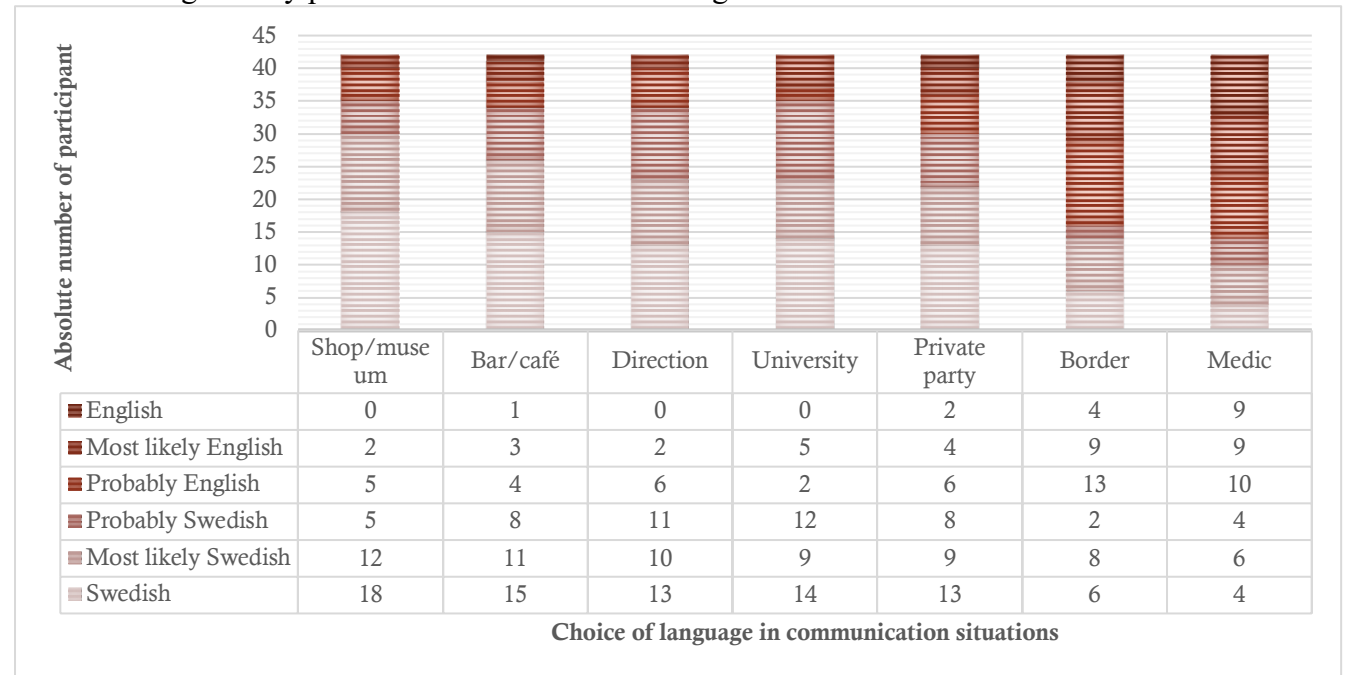
Figure 13. Language choice in communicative situations (Q 18)

The participants' probable preference of Swedish or English in any given situation. The darker colouring, the higher probability to use English. The bars are ordered in accordance to linguistic preference and not in order of appearance in the questionnaire. The explanations of the situations are abbreviated in the figure, but full description can be found in the appendix (Q 18).

As choice of language can depend on proficiency, and not only confidence a second figure represent only the students (13) who report equal knowledge of both languages (Figure 14). Also here, a similar pattern emerges showing that more important and formal situations make the participants more prone to choose English over Swedish.
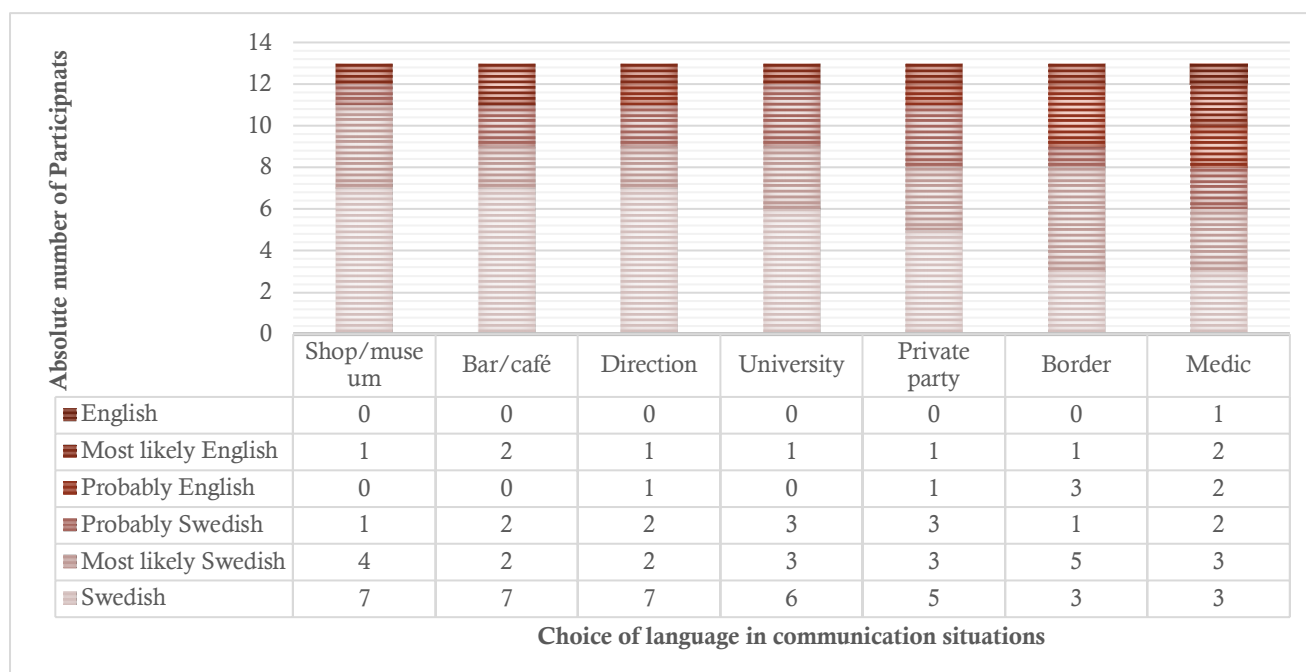
Choice of language in communication situations	Shop/muse um	Bar/café	Direction	University	Private party	Border	Medic
English	0	0	0	0	0	0	1
Most likely English	1	2	1	1	1	1	2
Probably English	0	0	1	0	1	3	2
Probably Swedish	1	2	2	3	3	1	2
Most likely Swedish	4	2	2	3	3	5	3
Swedish	7	7	7	6	5	3	3

Choice of language in communication situations

Figure 14. Choice of language in communicative situations when proficiency in Swedish and English is equal (Q 18).

The participants 'probable preference of Swedish or English in any given situation. The darker colouring, the higher probability to use English. The explanations of the situations are abbreviated in the figure, but full description can be found in the appendix (Q18).

5.3.3 Confidence in replacing Swedish with English

The question about confidence of using English in Sweden, as a whole " *I feel confident that I can use English if my Swedish prove to be insufficient*" (Q 12:6) showed a mean of agreement of 5.19 in the total sample group, although some participants (2) answered as low as 3 (moderately disagree), and 4 (moderately agree). This statement could be interpreted as if it refers to the possibility and confidence of a receiver in Sweden or the individual participants capacity of better production in Swedish or in English.

5.3.4 Future hope and expectancy related to Swedish

The concluding (optional) question in the questionnaire (Q24) asked how the participants expected or hoped to use their Swedish in the future and invited them to answer in Swedish or Polish. Of 39 responses, 30 were written in Polish and 9 in Swedish. Three participants chose to leave the post blank. In the presentation of the answers (Table 5) they are divided into categories of work, integration, linguistic interest, literature/music/film and studies, indicating in bold whether the text was written in Swedish. All displayed answers are translated to English, and the high total number

is a result of that some answers qualified in several categories. As a general notion, the most common ways to express work was rather unspecific, as general *"work with/ in Swedish"*. Others were a lot more specified in how usage of Swedish would be involved in future profession. Translations of all comments in Swedish are presented in the table, but repetitive and similar answers in Polish are not.

Table 5. Future hope and expectancy to use Swedish (Q 24)

Examples of sequences of independent answers in Swedish (bold) and Polish, categorized according to main themes.

Work: (37)	***"I want to work as a film journalist and write about Swedish films"*** *"communicate with Swedish brokers", **"at work", " I would like to start working at some Swedish company"," I already work as a Swedish teacher", " I want to speak Swedish at work" "I want to work with Swedish or in Sweden" , "I aim for a level of Swedish that allow me to work with it", " I would like to work with Swedish"***
Integration (14)	*"culture"," Study Swedish with native speakers in Sweden, live in Sweden to emerge in culture and return with more cultural knowledge", "contact with people", "move" "interact with Swedish department in Swedish firm", "learn to know language and culture and then maybe move, depending on acclimatization"," help polish communities abroad"," use Swedish in private life and live in Sweden"," in contacts with Swedes", "be part of an academic context, lecture and research", "live in Sweden and interact nativelike". One of my biggest dreams is to move to Sweden, at least for a short period of time"*
Linguistic interest (9)	*"translator, maybe in EU", "work in language school"," **language teacher"," translation"," translator of text, preferably books"," I plan to find a job with Swedish, and I would prefer it to be my main language at work, and not for example English"," **teach Swedish or work as a translator"***
Literature/ music/film (5)	*"Experience cultural texts (books, movies etc.) originally produced in Swedish", "I'm interested in original literature in Swedish, and not translations",**" I want to work as a film journalist and write about Swedish films",** **"read more books in Swedish and see Swedish movies",** **"Watch Swedish movies and follow swedes in social media",** "movies, TV, social media, not to forget the language"*
Studies (7)	***"Study exchange Erasmus in Sweden"** "in future studies", "at the University if I decide to study in Sweden", "for a continuation of my studies in Sweden, unrelated to the present studies", "I would like to do academical research in history (Swedish and others)" "Start a PhD", "Go for Erasmus in Sweden"*

6 Discussion

The current study probed why students in three universities in Poland have decided to study Swedish, using an online questionnaire to investigate motivating variables based on instrumentality, emotional engagement, integrativeness, L2 motivational self-system, linguistic confidence, etc., (Dörnyei, 2013b; Dörnyei & Ushioda, 2009; Macintyre et al., 1998). The results showed that on a group level, the main motivators were work, linguistic interest, music/literature/pop culture and interest in nature/lifestyle. Secondly, it assessed whether and with what frequency the students' access, practice and use the language outside of what is required by the university measuring effort and time spent on language usage or learning in informal settings (Arvidsson & Rocher Hahlin, 2022; B. Freed et al., 2004; B. F. Freed, 1995; Macintyre et al., 1998). Most of the students were regularly involved in extramural activities but predominantly in passive forms and typically spent 30 min - 3 hours per week in the target language environment. The final research question tried to assess the impact of English and interest in languages other than English (Henry, 2011; Macintyre et al., 1998). The results showed that English was the preferred language for most participants in formal and complex contact situations in Sweden, while Swedish was generally preferred in simpler situations, also with students that reported equal knowledge of Swedish and English. In relationship to other languages, English was without competition the most popular for further improvement also if Swedish, the main language of the chosen study was included.

6.1 RQ1 Motive and motivation (Why)

6.1.1 Work

With regard to the first research question, concerning what had motivated the choice to enter Scandinavian studies at university in Poland, the results confirmed the general hypothesis of career studies as an instrumental tool to future employment. This was additionally supported by the instrumental content in the inquiry of planned usage of Swedish, where using Swedish at work was the head motivator mentioned independently by almost all participants (37/39). The independent answers also showed that instrumental values related to more or less specific aspects of working, and of the nine participants that answered in Swedish, work formed the main category. This aligns with previous motivation studies where the L2-self often centers around career goals as instrumental values guiding language learning (e.g., Dörnyei & Ushioda, 2009)

6.1.2 Linguistic interest

Linguistic interest was the second most important stimulus to enter university education in Swedish and the personal and emotive engagement in the Swedish language was as expected very high on a group level. Nevertheless, personal differences ranged from 3.25 (P 41) to the top score of 6.0 (8 P). The individual comments revealed that studies of Swedish in several (3) cases were chosen by chance and in the last moment and not especially aiming for Swedish, but for *a* foreign language. A possible cause of studies in Swedish could be difficulties of admittance to education of a more popular language, but it was not suggested in the answers and would need to be corroborated. Regarding emotional and linguistic engagement, mainly spoken Swedish was surveyed, as hearing, using Swedish in a conversation and appeal of the Swedish rhythm/melody. None of the questions were focused on Swedish in writing, apart from differences in vocabulary. It could be argued that the differences in vocabulary have a more culturally specific meaning, regarding to, for example, semantic differences, as well as the understanding of how Swedish is used in a conversation, including gestures, turn-taking, silence or pragmatic aspects of language usage as more integrative interests. Nevertheless, several of the participants (3) mentioned interest in Swedish literature in their anticipated future usage of Swedish. However, out of the independent answers *in Swedish* (9/39), two of them (2/9) expressed linguistic anticipations.
The aim to perform at a native-like level ranked relatively highly, given that most students encountered Swedish in their teens. The total agreement with aiming to perform on a native-like level in Swedish was the goal of 15 participants, and interestingly, four of them already perceived themselves as native speakers of English.

Turning to confidence, as a linguistic aspect it is expected to relate to WTC (Macintyre et al., 1998), only a minor difference in the confidence appeared in the two active forms of language usage – speaking and writing - and showed that confidence in writing was marginally higher than in speaking on a group level. The difference is too small to draw any general conclusions, and would need to be further explored on an individual level in order to establish whether this is related to learner types who wait for accuracy to develop before they speak (cf. Norrby & Håkansson, 2007b), or to the linguistic difficulties described in Swedish L2 phonology (Zetterholm & Tronnier, 2019).

6.1.3 Music, literature and pop culture

Most of the students' first contact with Swedish occurred in their teens, mediated through music or television, which also was the third highest ranked motivator after work opportunities and linguistic interest in the initial question about main reasons to study Swedish. The substantial and early contact with media/music suggests it to be the most frequent and easily accessible way to get in contact with Swedish, and not surprisingly also the most practiced extramural activity (32/35 listeners and 21/35 reproducers). Travel, or introduction to Swedish via family connections were rare, possibly because this generation may have suffered travelling restrictions due to the Covid pandemic. The presence of digital media, and music, literature and pop culture were clearly

underestimated in the hypothesis and should probably have been more specified for added accuracy in the analysis. Additionally, given the high popularity of all motivators mentioned so far and the fact that no internal ranking was required, it could be assumed that the most common combination of interest for an average student would be work (instrumental), to various extents combined with language (integrative) and interest in music/pop culture or literature (enjoyment), corresponding to the integrative aspects in the hypothesis.

6.1.4   Nature or lifestyle and political or social system

The fourth motivation factor ranked almost as high as music/literature and pop culture was labelled in general terms of nature and lifestyle. These notions include cultural aspects of the language and therefore integrativeness is discussed in this section. Further, the social and political systems were the subsequently highest ranked motivator. The integrative questions in the questionnaire showed that the willingness to become similar to people who speak Swedish had relatively low means (3.5) on a group level compared to the perceived importance of mastering the language in order to understand the culture (5.07) and the communicative and integrative effort to speak broken Swedish instead of English (4.33). However, the mean values in these integrative features on an individual level ranged from 2.33 (P12) to the maximal 6.0 (3 P) and show the highest diversity in the entire data set. The main difference is, as expected, due to the personal aspects of language learning where high levels of integrativeness engage an alteration of the entire persona (c.f Williams, 1994). The interest in and access to the global identity granted by English manifests itself in the high values of expanding the knowledge in English and the converse limited interest in other languages, at least at a group level. This suggests that integration through language and similarity is not required, since there is an "exit plan" through English in complicated situations, based on the global community. This aligns with the role of English as a language that adapts to transnational , diverse and mobile contexts, in a way that Swedish does not (Blommaert, 2010), and is beyond the integration in the local community. However, this type of analysis presumes that confidence in English is higher than in Swedish. More interestingly, the only two participants (2/39) who did not mention work in their descriptions of future usages of Swedish were integrative and linguistic: *"socialize with people"* and *"live in Sweden for a while and for that reason be able to communicate on a nativelike level"*. Surprisingly, none of the individual answers written in Swedish was classified as integrative as could be expected given the use of local language as an important factor for integration.

Another facet of possible willingness to integrate with Swedish simultaneously with the acquisition of the language showed that one third of the participants had considered to study in Sweden but desisted due to various reasons. However, a few participants mentioned plans of further studies and a study abroad sojourn to complement their education with real life experience. The remaining suggested (and added) motivators (partner, relatives and studies) jointly collected very few reactions, which contradicted the hypothesis that relatives or personal experience from Sweden would play a decisive role.

6.2 RQ2 Access and usage (How)

The second research question sought to investigate participants' voluntary extension of Swedish contexts in active use outside of the university's obligations, the time and effort invested in the extramural activities including modes and types of these actions. The results showed that most of the students (35) did indeed engage in extramural activities in Swedish, with the most popular types of activities being passive, such as listening to music, watching movies/serials/YouTube or reading. Nevertheless, interactive and productive usages of Swedish were represented mainly in the use of language apps, writing or interaction through media, but to a much lesser extent than the passive endeavors. The average student engaged in extramural activities for between 30 min and 3 hours a week, corresponding to an equivalent of anything from watching an episode in a serial to two full length movies.

6.2.1   Active usage of Swedish

The learners of L2 Swedish in this study are learning Swedish abroad, far from natural linguistic contexts. Their active choice to use Swedish actively is limited but nevertheless essential to developing fluency according to theories in language acquisition (cf. R. Ellis, 1994). The high instrumental values of motivation to learn Swedish, mainly for usage at work (5.26), and with many students aiming for nativelike proficiency (15), most of the participants (35/42) engaged in extramural activities. However, only 37 of the 42 participants reported using Swedish on a weekly basis in contrast to the 42 who stated active weekly usage of English. This surprisingly low number raises questions about how usage of a language is defined by the participants. Possibly, practice and usage at the university is not considered to be authentic usage, as it is a part of a formal educative setting and not naturalistic circumstances. The data from the five participants who did not report a regular and active weekly usage of Swedish (5/42) support this hypothesis since four of them did not engage at all in extramural activities.

6.2.2   Active and passive engagement

The questionnaire did not display the duration of time invested in individual activities, but the dataset indicates that some students (5/35) did not engage in any productive activities at all, and others in singing/reproducing Swedish songs (8/35) as the only productive activity. This occupation involves phonological practice, but not independent production. The general tendency in the group is that active and productive usage is marginal, if the reproduction of music is excluded. However, a few participants (9/35) reported being active in live (3) and digital (8) conversation groups[1], that could be both oral and textual, at least in the digital version. Out of those participants who were active in conversation groups, only 3/8 used Swedish with their peers

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[1] two of the live collocutors were also active digitally

in Swedish. This could possibly suggest that participation in a conversation group (online or IRL) is an authentic communication situation, and more artificial with a fellow student with the same L1.

6.2.3 Interaction with peers

This second option for using Swedish in a foreign language context was the usage of Swedish with peers, outside of classroom exercises. Only ten of the participants (10/42) took the opportunity to practice Swedish with their peers. Considering the presumed shortage of real linguistic contexts with possibility to interaction, it was assumed that more students would take the opportunity to practice oral interaction in more safe and equal naturalistic settings where fluency could benefit also from conversation with peers at a similar level. Given most students who encountered Swedish in their teens aimed for native level proficiency in Swedish (15 participants scoring 6.0 on agreement in this question), it is surprising that not more effort was invested in an accessible practice. Another unexpected finding was that no student reported other extramural activities than the options that were presented in the survey, and none of the students added speaking with peers as an extramural activity. This could be related to the understanding of what an extramural activity is, and if social bonds do not stretch beyond the university, it is possible that the potential for conversations are regarded as part of the education.

However, the effort spent on finding and exercising extramural activities contrast with general effort in the language acquisition, suggesting that extramural activities are not necessarily viewed as langage learning or usage that could be helpful in the acquisition process, but rather as amusement (Jensen, 2017) This implicates that extramural usage is enjoyment and the effort of learning is not.

6.3 RQ3 English/Swedish (and other languages)

The third more explorative research question aimed to investigate if knowledge of previously acquired languages (especially English) and interest in languages other than English influenced the willingness to communicate in Swedish.

6.3.1 Languages other than English

As the linguistic background data revealed, all participants reported high proficiency in English, including native level (4). Knowledge of other languages (except Swedish) was mainly limited to beginner's level with a few exceptions in German (5), Spanish (2) and French (2) and the simulationsly bilingual in Polish/Rusyn (1). Nevertheless, interest in learning or improving linguistic skills showed differences in individual means from 1.9 (3) to 4.3 (P14), and no participant was very interested in learning Chinese, Czech and Korean. Thus, participants favored

the Germanic languages (English, Swedish, German), followed by Romance (only French was part of this selection), and Japanese. Only then did interest in Slavic languages similar to the participants L1´s (Czech and Russian) appear, and the typologically and culturally more distant Korean, Chinese and Arabic drew the least interest. This pattern, with the slightly surprising high interest in Japanese, could be associated with a possible digital presence of the participants and a more general interest in music/ literature and pop culture.

Willingness to communicate in Swedish was also covertly tested in the questionnaire (Q 24), leaving the language choice to the participants. The concept of WTC has of course been developed around oral communication, but here additionally written communication was targeted (cf. Macintyre et al., 1998). The hypothesis that extensive linguistic competence and regular usage of multiple languages as a potential reinforcement for willingness to communicate in Swedish could not be confirmed due to a too limited dataset regarding to these aspects.

6.3.2   English

Only a few participants (5) rated their interests in learning Swedish higher than learning English; more participants rated the interests as equal (16); and the remaining (21) rated interest in learning English higher than Swedish. This last finding is surprising given that all the participants were enlisted at a department of Scandinavian studies. This high interest in English confirms the primary motivation to access the global community and only secondarily to integrate into Swedish society as was suggested in previous studies (Dörnyei & Ushioda, 2009; Henry, 2011). In other words, global English and access to the global community is a goal higher than interest in integration related to a specific other language (Swedish). However, one participant did explicitly mention English in a negative way and was "*hoping to use Swedish as language at work instead of for example English*". This can be interpreted as a specific linguistic interest in Swedish, but with the potential assumption that knowledge of English could be rated higher than knowledge of Swedish in future professional situations.

In imagined communicative situations in Sweden, the participants had high confidence, a mean value of (5.19) in that they would be able to use English in situations in Sweden if their Swedish was insufficient. This was also executed in so much that most participants preferred to communicate in English in formal or decisive situations, but Swedish was more probable in casual and simple contexts. Interestingly, the data deriving from the participants who rated their proficiency in Swedish and English as equal (13/42) showed that they were more likely to use Swedish than the entire sample group, but the pattern to use English in more formal or specialized situations prevailed. This could be related to higher confidence in the English-speaking self, but this was not measured in this study. Nevertheless, it seems likely based on the presence of and exposure to English in society and on the integrated role of English in the education system and in the direct usage of the measuring tools in WTC (Macintyre et al., 1998).

6.4 Outlook

This small-scale study has uncovered some initial answers to why university students may choose to study a language like Swedish and what motivations drive them. Many further questions could obviously be explored. It seems that students have relatively diverse reasons to commence studies in Swedish and the diversity may at least partly be explained by the circumstance that up to three motivators were permitted in the initiating core question, without internal ranking. Future studies could design reply options differently to unpack whether the diversity is true or a reflection of the questionnaire design.

Several learner profiles emerged from the data set, suggesting very diverse learners with different motivations and interests in Swedish as a language, motivations to access and integrate into Swedish contexts despite the geographical distance, and the role of English, and presumed L2 (English) and L3 (Swedish) identities. A more detailed analysis of the learner types could be implemented to further highlight the diversity of students and their motivations, however that was beyond the scope of the current study. For such an analysis, a larger and more complex data set based on daily responses would be advisable, and methods such as the Experience Sampling Method could be used for more far-reaching studies to measure language exposure and interaction.

Willingness to communicate as a concept is primarily restricted to oral expressions, but textual behavior, for example online, could expand the WTC concept and broaden the analysis to also include other learner types that excel in written communication but chose to remain silent in spoken communicative situations. A minor attempt to include this textual expression was done in this study to covertly examine the readiness to write in Swedish but was not further processed and compared in the existing dataset. This is still to be explored.

The findings in this study carry several implications for further studies in languages other than English, especially for languages where high competence in English is expected to influence necessity of using the local language. For universities or educators, it gives examples of extramural behaviors and highlight the challenges in the maintenance of linguistic diversity and intercultural competence.

7 Conclusions

In the expanding field of study of motivation and psychology of language, especially in languages other than English, this study contributes to new knowledge of learners of Scandinavian languages abroad and gives a first glimpse of their motivations, expectancies and linguistic behaviors.
The linguistic and cultural relationships between the L2 English and L3 Swedish described in this study enables a more nuanced picture of the role of English and the cultural implications of integrativness in the target language society and will hopefully be used as the basis of further study.

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9 Appendix

Appendix 1

Questionnaire: Study Swedish abroad

This questionnaire forms the empirical data of a master thesis in the department of linguistics at Lund's University in Sweden. The main purpose is to uncover why students choose to study Swedish at Polish universities, and what the usage and practice of Swedish looks like outside of the university context. Your participation in this study, as a student of Swedish at a Polish university is voluntary, and you can at any time decide to quit.

The responses that you give in this questionnaire will be kept confidential and are anonymous. Your honest and detailed responses will be greatly appreciated.
Thank you for your cooperation.

The questionnaire is expected to take about 15 minutes to complete.

If you have any questions, please contact:

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1) How many semesters have you been studying Swedish at the university?

☐ 1-2 semesters
☐ 3-4 semesters
☐ 5-6 semesters
☐ 7 semesters or more

2) In which town are you studying Swedish?

☐ Gdańsk
☐ Kraków
☐ Warszawa

3) What is your gender?

☐ Female
☐ Male
☐ Other

4) How old are you?

_____

5) Which is your first language or languages?

☐ Polish
☐ German
☐ Swedish
☐ Ukrainian
☐ Other: please specify _____

6) What other languages do you know, and on approximately at what level?

	No knowledge	Beginner A1-A2	Intermediate B1-B2	Advanced C	Native C2+
English	☐	☐	☐	☐	☐
German	☐	☐	☐	☐	☐
Swedish	☐	☐	☐	☐	☐
Spanish	☐	☐	☐	☐	☐
French	☐	☐	☐	☐	☐
Russian	☐	☐	☐	☐	☐
Other: specify below	☐	☐	☐	☐	☐

7) What languages do you normally use, actively or passively, in an average week?

☐ Polish
☐ Swedish
☐ English
☐ German
☐ Spanish
☐ French
☐ Russian
☐ Ukrainian
☐ Other – please specify _____

8) How did you first get in touch with or noticed Swedish?

☐ Family/relatives
☐ Friends
☐ Media/music/television
☐ Travel to Sweden
☐ Partner
☐ Other - please specify _____
☐ Don't know

9) How old were you when you first got in touch with Swedish?
☐ 0-3 years old
☐ 4-11ears old
☐ 12-16 years old
☐ 17-21 years old
☐ 22 or older
☐ Don´t know

10) What are the main reasons that made you decide to study Swedish at the university? Please choose a maximum of 3 options.

☐ Future work opportunities
☐ A Swedish partner
☐ Parents, grandparents, cousins or family
☐ Linguistic interest in Swedish
☐ Swedish music, literature or pop culture
☐ Nature or lifestyle
☐ Political or social system in Sweden
☐ Other, please specify _____

11) To what extent do you agree with the following statements?

	1 Totally Disagree	2 Disagree	3 Moderately Disagree	4 Moderately Agree	5 Agree	6 Totally Agree
11:1 Learning Swedish is important to me because I think I will use it in my work.	☐	☐	☐	☐	☐	☐
11:2 Learning Swedish is important to me because I would like to spend a longer time living in Sweden.	☐	☐	☐	☐	☐	☐
11:3 Learning Swedish is important to me because I am planning to study in Sweden.	☐	☐	☐	☐	☐	☐
11:4 Learning Swedish is important to me because it offers a new challenge in my life.	☐	☐	☐	☐	☐	☐
11:5 The things I want to do in the future require me to use Swedish.	☐	☐	☐	☐	☐	☐

12) To what extent do you agree with the following statements?

	1 Totally Disagree	2 Disagree	3 Moderately Disagree	4 Moderately Agree	5 Agree	6 Totally Agree
12:1 I am sure I will be able to write in Swedish comfortably if I continue studying.	☐	☐	☐	☐	☐	☐
12:2 I am sure I will be able to speak Swedish comfortably if I continue studying	☐	☐	☐	☐	☐	☐
12:3 I am sure I have a good ability to learn Swedish	☐	☐	☐	☐	☐	☐
12:4 I am aiming to perform on a native like level in Swedish	☐	☐	☐	☐	☐	☐
12:5 I am sure I am able to learn Swedish well.	☐	☐	☐	☐	☐	☐
12:6 I feel confident about that I can use English if my Swedish prove to be insufficient.	☐	☐	☐	☐	☐	☐

13) To what extent do you agree with the following statements?

	1 Totally Disagree	2 Disagree	3 Moderately Disagree	4 Moderately Agree	5 Agree	6 Totally Agree
13:1 I feel excited when Swedish is spoken.	☐	☐	☐	☐	☐	☐
13:2 I am interested in the way Swedish is used in a conversation.	☐	☐	☐	☐	☐	☐
13:3 I find the difference in the vocabulary in Polish and Swedish interesting.	☐	☐	☐	☐	☐	☐
13:4 I like the rhythm/melody of Swedish.	☐	☐	☐	☐	☐	☐
13:5 I think it is important to know Swedish in order to understand the culture and its speakers.	☐	☐	☐	☐	☐	☐
13:6 I would like to become similar to the people that speak Swedish.	☐	☐	☐	☐	☐	☐
13:7 I would rather try to speak non-perfect Swedish than use English in most situations in Sweden.	☐	☐	☐	☐	☐	☐

14) Do you try to access Swedish outside of class, in other manners than required by your university curriculum?

☐ Yes
☐ No, I focus on the material provided by the university

If yes:

15) How do you practice Swedish outside of university related activities? Please list all that are applicable and specify those that are not mentioned.

☐ Language applications (exBabbel, Duolingo, uTalk)
☐ Listen to Swedish music
☐ Reproduce Swedish music – sing, analyze or speak the lyrics
☐ Listen to Swedish radio programmes & podcasts
☐ Watch Swedish television / movies / serials / YouTube
☐ Read books or magazines in Swedish
☐ Write summaries or retell in Swedish what I have read or heard in other languages

- ☐ Online grammar exercises
- ☐ Converse with AI tutors or other AI tools
- ☐ Participate in a conversation group organized by the local Swedish community or alike
- ☐ Interact with friends or family over the phone, Messenger, What's ap or other media
- ☐ I follow Swedish influencers on social media
- ☐ Other activities: please specify below

16) On average, how much time do you spend per week using Swedish in extracurricular activities as mentioned above?

- ☐ 0-30 min
- ☐ 30-60in
- ☐ 1-3 hours
- ☐ 4-7 hours
- ☐ More than 8 h

17) Outside of obligatory class activities, do you speak to your (Polish) peers in Swedish?

- ☐ Yes
- ☐ No

18) If you would have the opportunity to go to Sweden next week, how probable is it that you would use Swedish or English in the following situations:

	1 Swedish	2 Most likely Swedish	3 Probably Swedish	4 Probably English	5 Most Likely English	6 English
18:1 In a shop/museum	☐	☐	☐	☐	☐	☐
18:2 At the border	☐	☐	☐	☐	☐	☐
18:3 When asking for directions	☐	☐	☐	☐	☐	☐
18:4 At a private party	☐	☐	☐	☐	☐	☐
18:5 At a pub/café talking to a stranger	☐	☐	☐	☐	☐	☐
18:6 During a medical visit	☐	☐	☐	☐	☐	☐
18:7 At the university, in the company of Swedish students	☐	☐	☐	☐	☐	☐

19) To what extent do you agree with the following statements?

	1 Totally Disagree	2 Disagree	3 Moderately Disagree	4 Moderately Agree	5 Agree	6 Totally Agree
19:1 I see myself as someone who in the future is good at speaking and using Swedish.	☐	☐	☐	☐	☐	☐
19:2 I feel confident about that I can use English in most situations in Sweden if my Swedish is not good enough.	☐	☐	☐	☐	☐	☐
19:3 Being someone who can speak Swedish is a part of the person I want to be in the future.	☐	☐	☐	☐	☐	☐
19:4 I see myself as someone who in the future uses Swedish in contact with people in Sweden.	☐	☐	☐	☐	☐	☐
19:5 I am doing everything I can to learn Swedish.	☐	☐	☐	☐	☐	☐
19:6 I really try hard to learn Swedish.	☐	☐	☐	☐	☐	☐
19:7 I put much effort into learning Swedish and try to find my own ways, outside of what is required at the university.	☐	☐	☐	☐	☐	☐

20) When you decided to start studying Swedish, did you consider studying Swedish in Sweden instead of in Poland?

☐ Yes
☐ No

21) If yes:
Why did you decide to study in Poland?

☐ The application process seemed complicated
☐ For economic reasons

☐   For family reasons
☐   I can focus better on my studies if I stay in the country
☐   I have enough opportunities to practice Swedish in Poland
☐   Other - please specify below

22) How interested would you be in learning (or improving) the following languages:

|	1 Not interested at all	2 Slightly uninterested	3 Somewhat uninterested	4 Somewhat interested	5 Interested	6 Very interested
Arabic	☐	☐	☐	☐	☐	☐
Chinese	☐	☐	☐	☐	☐	☐
Czech	☐	☐	☐	☐	☐	☐
English	☐	☐	☐	☐	☐	☐
French	☐	☐	☐	☐	☐	☐
German	☐	☐	☐	☐	☐	☐
Japanese	☐	☐	☐	☐	☐	☐
Korean	☐	☐	☐	☐	☐	☐
Russian	☐	☐	☐	☐	☐	☐

23) How important is learning Swedish to you in relation to other languages?

1 Not important at all	2 Slightly unimportant	3 Somewhat uninportant	4 Somewhat important	5 Important	6 Very important
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐

24) Describe shortly, in Swedish or Polish how you plan/hope to use your Swedish in the future?

_____

Thank you for your participation!

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Od ilu semestrów studiujesz szwedzki na uniwersytecie?
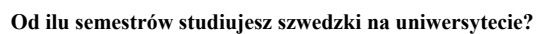
☐ 1-2 semestry

☐ 3-4 semestry

☐ 5-6 semestrów

☐ 7 semestrów lub więcej

W jakim mieście studiujesz język szwedzki?

☐ Gdańsk

☐ Warszawa

☐ Kraków

Jakiej jesteś płci?

☐ Kobieta

☐ Mężczyzna

☐ Inne

Ile masz lat?

☐☐☐☐☐☐☐☐☐

Jaki jest / jakie są twoje języki ojczyste?

☐ Polski

☐ Niemiecki

☐ Szwedzki

☐ Ukraiński

☐ Inny – proszę sprecyzować poniżej

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Jakie inne języki znasz, i mniej więcej na jakim poziomie?

	Nie znam	Początkują-cy (A1-A2)	Średni (B1-B2)	Zaawansow-any (C1)	Ojczysty (C2+)
Angielski	☐	☐	☐	☐	☐
Niemiecki	☐	☐	☐	☐	☐
Szwedzki	☐	☐	☐	☐	☐
Hiszpański	☐	☐	☐	☐	☐
Francuski	☐	☐	☐	☐	☐
Rosyjski	☐	☐	☐	☐	☐
Inny – proszę sprecyzować poniżej	☐	☐	☐	☐	☐

Jakich języków używasz, biernie lub czynnie, w ciągu normalnego tygodnia?

☐ Polski
☐ Szwedzki
☐ Angielski
☐ Niemiecki
☐ Hiszpański
☐ Francuski
☐ Rosyjski
☐ Ukrainski
☐ Inny – proszę sprecyzować poniżej

W jaki sposób po raz pierwszy zetknąłeś się z językiem szwedzkim?

☐ rodzina
☐ znajomi
☐ media/muzyka /telewizja
☐ podróż do Szwecji
☐ partner/ partnerka
☐ inne, proszę sprecyzować poniżej
☐ Nie wiem

Comment

2

Ile miałeś lat jak po raz pierwszy zetknąłeś się z językiem szwedzkim?

☐ 0-3 lata

☐ 4-11 lat

☐ 12-16 lat

☐ 17-21 lat

☐ Więcej niż 22 lata

☐ nie wiem

Jakie są główne powody, dla których zdecydowałeś się studiować język szwedzki na uniwersytecie? Wybierz maksymalnie 3 opcje

☐ Możliwość pracy w przyszłości

☐ Szwedzki partner lub partnerka

☐ Rodzice, dziadkowie, kuzynostwo lub rodzina

☐ Zainteresowanie lingwistyczne językiem szwedzkim

☐ Szwedzką muzyka, literatura lub kultura popularna

☐ Przyroda lub styl życia

☐ System polityczny lub społeczny w Szwecji

☐ Inne, proszę sprecyzować poniżej

3

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Do jakiego stopnia zgadzasz sie z następującymi twierdzeniami?

	Wcale się nie zgadzam	2	3	4	5	Zgadzam się całkowic- ie
Nauka szwedzkiego jest ważna dla mnie, ponieważ zakładam, że będę go używać w pracy	☐	☐	☐	☐	☐	☐
Nauka szwedzkiego jest ważna dla mnie, ponieważ chciałbym spędzić dłuższy czas mieszkając w Szwecji	☐	☐	☐	☐	☐	☐
Nauka szwedzkiego jest ważna dla mnie, ponieważ planuję studia w Szwecji	☐	☐	☐	☐	☐	☐
Nauka szwedzkiego jest ważna dla mnie, ponieważ oferuje mi nowe wyzwania w życiu.	☐	☐	☐	☐	☐	☐
Szwedzki jest niezbędny do realizacji moich przyszłych zamierzeń	☐	☐	☐	☐	☐	☐

4

Do jakiego stopnia zgadzasz sie z następującymi twierdzeniami?

	Wcale się nie zgadzam	2	3	4	5	Zgadzam się całkowicie
Jestem pewien, że będę mógł swobodnie pisać po szwedzku kontynuując moje studia	☐	☐	☐	☐	☐	☐
Jestem pewien, że będę mógł swobodnie mówić po szwedzku kontynuując moje studia	☐	☐	☐	☐	☐	☐
Jestem pewien, że mam dobre predyspozycje aby nauczyć się języka szwedzkiego	☐	☐	☐	☐	☐	☐
Moim celem jest porozumiewanie się w języku szwedzkim na poziomie języka ojczystego	☐	☐	☐	☐	☐	☐
Mam przekonanie, że jestem w stanie nauczyć się języka szwedzkiego dobrze	☐	☐	☐	☐	☐	☐
Jestem przekonany, że mógłbym używać angielskiego jeśli mój szwedzki okaże się niewystarczający	☐	☐	☐	☐	☐	☐

Do jakiego stopnia zgadzasz sie z następującymi twierdzeniami?

	Wcale się nie zgadzam	2	3	4	5	Zgadzam się całkowic-ie
Cieszę się gdy słyszę język szwedzki	☐	☐	☐	☐	☐	☐
Jestem zainteresowany sposobem w jaki szwedzki używany jest w konwesacji	☐	☐	☐	☐	☐	☐
Różnice w słownictwie w polskim i szwedzkim są dla mnie interesujące	☐	☐	☐	☐	☐	☐
Podoba mi się melodia języka szwedzkiego.	☐	☐	☐	☐	☐	☐
Uważam, że znajomość szwedzkiego w celu zrozumienia kultury i mówców jest ważna	☐	☐	☐	☐	☐	☐
Chciałbym stać się podobny do ludzi mówiących po szwedzku	☐	☐	☐	☐	☐	☐
Na ogół będąc w Szwecji wolałbym raczej mówić słabo po szwedzku niż przejść na angielski	☐	☐	☐	☐	☐	☐

Czy próbujesz szukać materiałów i uczyć się lub używać języka szwedzkiego poza zajęciami, w inny sposób niż wymagany przez program studiów?

☐ Tak

☐ Nie, skupiam się na materiałach dostarczanych przez uniwersytet

6

Jakie są twoje źródła szwedzkiego poza działaniami związanymi z uniwersytetem? Wymień wszystkie, które są stosowne i podaj te, które nie zostały wymienione.

☐ Aplikacje językowe (np. Babbel, Duolingo, uTalk)

☐ Słuchanie szwedzkiej muzyki

☐ Odtwarzanie szwedzkiej muzyki – śpiewanie, analizowanie słów i tekstów

☐ Słuchanie szwedzkich programów radiowych i podcastów

☐ Oglądanie szwedzkiej telewizji / filmów / seriali / YouTube

☐ Czytanie książek lub czasopism w języku szwedzkim

☐ Pisanie streszczeń lub opowiadanie po szwedzku tego, co przeczytałem lub usłyszałem w innych językach

☐ Ćwiczenia gramatyczne online

☐ Rozmawianie z korepetytorami AI lub korzystanie z innych narzędzi AI

☐ Udział w grupie konwersacyjnej organizowanej przez lokalną społeczność szwedzką lub podobne

☐ Interakcja z przyjaciółmi lub rodziną przez telefon, komunikatory Messenger , Whatsap lub inne media

☐ Obserwuję szwedzkich influencerów w mediach społecznościowych

☐ Inne, proszę sprecyzować poniżej

Please specify your other activities

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Ile czasu w tygodniu poświęcasz dodatkowym zajęciom w języku szwedzkim wymienionym wyżej?

☐ 0 - 30 minut

☐ 30 - 60 minut

☐ 1 - 3 godzin

☐ 4-7 godzin

☐ więcej niż 8 godzin

Czy oprócz obowiązkowych zajęć, rozmawiasz ze swoimi kolegami z uniwersytetu po szwedzku?

☐ Tak

☐ Nie

7

Gdybyś miał okazję pojechać do Szwecji w przyszłym tygodniu, na ile prawdopodobne jest, że będziesz używał szwedzkiego lub angielskiego w następujących sytuacjach:

	szwedzki	najprawd-opodobn-iej szwedzki	prawdop-odobnie szwedzki	prawdop-odobnie angielski	najprawd-opodobn-iej angielski	angielski
W sklepie lub muzeum	☐	☐	☐	☐	☐	☐
Pytając o drogę	☐	☐	☐	☐	☐	☐
W barze lub kawiarni rozmawiając z obcą osobą	☐	☐	☐	☐	☐	☐
Na granicy	☐	☐	☐	☐	☐	☐
Na uniwersytecie, w towarzystwie szwedzkich studentów	☐	☐	☐	☐	☐	☐
U lekarza	☐	☐	☐	☐	☐	☐
Na prywatnym przyjęciu	☐	☐	☐	☐	☐	☐

8

Do jakiego stopnia zgadzasz sie z następującymi twierdzeniami?

	Wcale się nie zgadzam	2	3	4	5	Zgadzam się całkowic-ie
Widzę siebie jako kogoś kto w przyszłości dobrze posługuje się językiem szwedzkim.	☐	☐	☐	☐	☐	☐
Widzę siebie jako kogoś kto w przyszłości posługuje się językiem szwedzkim w kontaktach z ludźmi w Szwecji	☐	☐	☐	☐	☐	☐
Bycie osobą mówiącą po szwedzku jest częścią osoby, którą chcę być w przyszłości	☐	☐	☐	☐	☐	☐
Naprawdę bardzo staram się nauczyć szwedzkiego	☐	☐	☐	☐	☐	☐
Wkładam wiele wysiłku w naukę szwedzkiego i staram się znaleźć własne sposoby, poza planami uczelni	☐	☐	☐	☐	☐	☐
Robię wszystko co mogę aby nauczyć się języka szwedzkiego	☐	☐	☐	☐	☐	☐
Jestem przekonany że mógłbym używać angielskiego jeśli mój szwedzki okaże się niewystarczający	☐	☐	☐	☐	☐	☐

Kiedy zdecydowałeś się na naukę języka szwedzkiego, czy brałeś pod uwagę naukę w Szwecji, zamiast w Polsce?

☐ Tak

☐ Nie

9

Dlaczego zdecydowałeś się na studia w Polsce?

☐ Proces aplikacji w Szwecji wydawał się skomplikowany

☐ Ze względów ekonomicznych

☐ Ze względów rodzinnych

☐ Mogę lepiej skupić się na nauce, jeśli zostanę w kraju

☐ Mam wystarczająco dużo możliwości, aby ćwiczyć szwedzki w Polsce

☐ Inne - proszę określić poniżej

Kommentar

[   ]

Jak bardzo chciałbyś nauczyć się (lub rozwinąć znajomość) następujących języków:

	Wcale nie zainteresowany	2	3	4	5	Bardzo zainteresowany
Arabski	☐	☐	☐	☐	☐	☐
Chiński	☐	☐	☐	☐	☐	☐
Czeski	☐	☐	☐	☐	☐	☐
Angielski	☐	☐	☐	☐	☐	☐
Francuski	☐	☐	☐	☐	☐	☐
Niemiecki	☐	☐	☐	☐	☐	☐
Japoński	☐	☐	☐	☐	☐	☐
Koreański	☐	☐	☐	☐	☐	☐
Rosyjski	☐	☐	☐	☐	☐	☐

Na ile ważna jest dla ciebie nauka języka szwedzkiego w porównaniu z innymi językami?

Wcale nie ważna	2	3	4	5	Bardzo ważna
☐	☐	☐	☐	☐	☐

Krótko opisz, po polsku lub po szwedzku, w jaki sposób zamierzasz używać języka szwedzkiego w przyszłości.

[   ]

Dziękujemy za współpracę. W razie pytań prosimy o kontakt: Magda Wandlén Szymczynska MA student in Language and Linguistics, Specialisation General Linguistics Centre for Language and Literature, Lund University tel +46 (0) 733 82 37 52 magdawandlen@hotmail.com

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