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Learners' Motivation at the University Level: Research in Teaching English as a Foreign Language

Introduction

The present research is based on Dörnyei's L2 Motivational Self System in learning English as a second language (L2). The purpose of the research was to explore if motivation changes at the university level and if it does, what are the causes of those changes. The research is cross-sectional and it investigates the degree of motivation at different university levels including first-, second-, third-, and fourth-year students of English Language and Literature.

Theoretical Background

There are several theories and models that try to explain L2 motivation. This study is based on Dörnyei's L2 Motivational Self System, which he proposed during the process-oriented period that began in 2000 and is still present. Within this approach motivation is viewed as a dynamic system which is marked by the constant changes over a certain period, depending on learner's behavior (Dörnyei 9). Theoretical advances in psychology and dissatisfaction with the concept of integrativeness prompted Dörnyei to propose this new system which is in fact based on two theories: possible selves (Markus and Nurius quoted in Ryan and Dörnyei

93)and self-discrepancy theory (Higgins quoted in Ryan and Dörnyei 93). Those theories argue that possible selves are visions of one's self in the future that may direct current behavior because of their need to reduce discrepancies between the present self and ideal self.

The L2 Motivational Self System suggests that there are three primary sources of the motivation to learn a L2:

(a) learner's vision of oneself as an effective L2 speaker,

(b) the social pressure coming from the learner's environment, and

(c) positive learning experiences. (Dörnyei 29)

According to this, Dörnyei's system consists of three motivational components: the Ideal L2 Self, the Ought-to L2 Self and the L2 Learning Experience. So, the Ideal L2 Self is a "representation of the attributes that someone would ideally like to possess" (i.e. a representation of personal hopes, aspirations or wishes), it is closely related to the concept of "integrative motivation" and it is a useful motivator because of the learner's desire to reduce discrepancy between his/her actual and ideal self. The Ought-to L2 Self are "the attributes that one believes one ought to possess" (a representation of someone else's sense of duty, obligations, or responsibilities), it is closely related to the concept of "instrumental motivation" (Dörnyei 29). It also has a "prevention" focus (keeps Ls from failing exams, disappointing one's parents etc.). The L2 Learning Experience has not been sufficiently developed and researched, but it focuses on learners' perceptions of their previous language learning successes and failures. One of the most important aspects of L2 motivational system is Integrativeness, which, according to Dörnyei, may not be related to any actual or metaphorical integration into an L2 community but rather to some more basic identification process within the individual's self-concept. The immediate

antecedents of Integrativeness are Attitudes Toward Members of the L2 community (L2 speakers are the closest parallel to the idealized L2-speaking self) and Instrumentality, which refers to the pragmatic utility of learning the L2. Other relevant components that this study focuses on are Cultural Interest, which includes "the appreciation of cultural products associated with the particular L2 and conveyed by the media," Attitudes Towards Learning English and Interest in the English Language (Dörnyei 26).

Aim and Research Questions

The aim of the study was to explore the motivation of students studying towards an English degree by using Dörnyei's L2 Motivational Self System. The study was focused on3 research questions:

1. Is there any difference in the degree of motivation among first-, second-, third-, and forth-year students in Ideal L2 Self, Ought-to L2 Self, Instrumentality-Promotion, Attitudes Towards Learning English, Interest in the English language, Integrativeness, Cultural Interest, and Attitudes Toward L2 Community?

2. Is there any difference between gender groups considering students L2 motivation?

3. Is there a relationship between students' achievement and the Ideal L2 Self, the Ought-to L2 Self, Attitudes Towards Learning English, Interest in the English Language and Cultural Interest?

Participants

The participants in this study were 33 first-year, 33 second-year, 22 third-year, and 24 fourth-year students majoring ELT at English Department, Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek. There were 71 female and 41 male learners (see Table 1. in Appendix C). Students' achievement for the second- and third-year students was measured by their grade from the last Revision test in the ELP whereas the first-year students' achievement was measured by the grade from the last Revision test in the Contemporary English Language, ranging from 1.00 (min) to 5.00 (max). The fourth-year students were excluded because they are at the M.A. level and that was not the focus of the study. Learners' achievement differed between the first two years. The second-year students had the highest mean value whereas the first-year students had the lowest (see Table 2. in Appendix C).

Research Methods

The research method that was used in this study was a questionnaire. It was adopted from Taguchi et al.'s study (2009) of L2 Motivational Self System among Japanese, Chinese, and Iranian Learners of English. The questionnaire was translated into Croatian and adjusted by removing irrelevant items for the current study (among which were Family Influence, Instrumentality Prevention, Travel Orientation, Fear of Assimilation, Ethnocentrism, Linguistic Self-confidence and English Anxiety). It consisted of 59 items with six-point Likert-type scale, ranging from strongly disagree (1) to strongly agree (6) which assessed learners' Ideal L2 Self, Ought-to L2 Self, Instrumentality-Promotion, Attitudes Towards Learning English, Interest in the English language. Likert-type scale ranging from 1 (not at all) to 6(very much) was

used to assess learners' Integrativeness, Cultural Interest and Attitudes Toward L2 Community. These are the main motivational components that were selected on the basis of Dörnyei's L2 Motivational Self System. The items from different categories were arranged in a way that they were randomized. The modified questionnaire is attached as Appendix A. The motivational components and items can be found in Appendix B. Table 3 in Appendix C presents the Cronbach Alpha internal consistency reliability coefficient based on the data collected from the questionnaire. Integrativeness and Interest in the English Language failed to reach .60 threshold but a similar tendency was noted in previous studies (cf. Dörnyei and Taguchi 122-24, Pavičić Takač and Bagarić Medved, in prep.).

Procedure

All the questionnaires were solved during regular English classes and it took learners approximately 15 minutes to fill them in. The collected data were first entered into IBM SPSS Software Version 23. The statistical measures that were used are: descriptive statistics, Pearson product-moment correlation test, independent t-test and ANOVA.

Results and Discussion

Questionnaire Items - Motivational Components:

Table 4. in Appendix D represents basic descriptive statistics for all motivational components ordered from the highest to the lowest mean. As can be seen from the table, Cultural Interest has the highest ranking English language learning while Ought-to L2 Self has the lowest. This means that the learners enjoy watching movies, listening to music, and reading books in English. In today's society

the media play an extremely important role and are an essential part of learners' lives. The learners are surrounded with different products in English every day, partially due to the fact that the majority of them spends some time on the Internet. The results show that learners appreciate the cultural products associated with English and conveyed by the media and this serves as a powerful motivator for learning L2. On the other hand, Ought-To L2 Self does not have so much influence on the learners' motivation. It is present because of the learners' sense of duty, obligations, and responsibilities, but the majority of them does not study English because that is expected of them. The fact that the Ought-to L2 Self does not play an important role in learners' L2 motivation can also be explained by the fact that the majority of them has a well-developed Ideal L2 Self, meaning that they have a strong desire to reduce the discrepancy between their actual and ideal self. The fact that the Ideal L2 Self has a strong influence on studying English supports Dörnyei's claim that learners' Ideal L2 Self improves their motivation in SLA (Dörnyei 31).

Differences in Motivational Components among Ss

One-way ANOVA was conducted in order to explore the difference in the degree of motivation among first-, second-, third-, and fourth-year students in the following motivational components: Ideal L2 Self, Ought-to L2 Self, Instrumentality-Promotion, Attitudes Towards Learning English, Interest in the English language, Integrativeness, Cultural Interest, and Attitudes Toward L2 Community. The results showed that there is significant difference in L2 motivation in English language learning among first-, second-, third-, and fourth-year only in two motivational components: Instrumentality-Promotion and Ought-To L2 Self. However, Post Hoc test did not show where the significant difference was, so an independent t-test was

conducted. The test showed (see Table 5. in Appendix E) that there is statistically significant difference Sig.= .005 (p<0.05) in Instrumentality-Promotion between the second-year students (M=4.3771, SD=.80313), and the third- (M=3.8081, SD=.90083) and fourth- year students (M=3.7176, SD=.75001). Second-year students are still at the beginning of their studies, so the learning of English is still a new challenge in their lives when compared to the third- and especially the fourth-year students, who are at the M. A. level. Also, since the second-year students are still very young and ambitious, they perceive English as a means for achieving their goals and broadening their horizons in terms of travelling and future careers. In addition, as Dörnyei states in his theory, Instrumentality-Promotion is closely related to the Ideal L2 Self and learners want to learn English for the sake of their professional advancement. The independent t-test also showed that there is statistically significant difference Sig.= .005 (p<0.05) in Ought-to L2 Self between the second-year students (M=2.8030, SD=.91857) and third- (M=2.1932, SD=1.11118) and fourth- year students (M=2.1902, SD=.69277). Since the second-year students are so young and at the beginning of their studies, they still feel a strong sense of duty and responsibilities towards their friends and family. Also, they are afraid of disappointing their parents and important people in their lives, whereas fourth-year students have already earned their B.A. degree and the third-year students are close to it, so they have already been valued and respected for their success.

Gender Differences

The independent samples t-test was conducted in order to compare the Ideal L2 Self, the Ought-To L2 Self, Instrumentality-Promotion, Interest in English, Integrativeness, Cultural Interest and Attitudes Toward L2 Community for males and

females. The test showed that there is statistically significant difference, as can be seen in the Figure 1 in Appendix E. Females showed more interest in the learning of English and in its cultural products, more positive attitudes toward the L2 community and a higher level of Instrumentality-Promotion and Integrativeness than the males. The higher motivation of female learners in certain motivational aspects can be partially explained by the fact that more female students decide to study English in the first place, so it is possible that they show more interest in the culture and language itself from the beginning. In the whole study there were only 41 male participants and 71 female participants, which displays that more females opt for studying English. These results indicate that further research needs to be conducted in order to find out the causes of these differences between the males and females.

Students' Achievement

The third question explores the relationship between learners' achievement and the Ideal L2 Self, the Ought-To L2 Self, Attitudes Towards Learning English, Interest in the English Language and Cultural Interest. There was a significant correlation between learners' achievement and all the stated motivational aspects except Ought-to L2 Self (see Table 6. in Appendix E). Ideal L2 Self shows the strongest correlation with learners' achievement which means the higher the learners' grade in ELP, the higher the learners' Ideal L2 Self, meaning that the discrepancy between their actual and Ideal L2 self is reducing. The learners have a clear and well-developed image of themselves as fluent speakers of English and their achievement depends mostly on this. Cultural Interest and Interest in the English Language also show a significant correlation with learner's achievement. This means that learners' interest in cultural products associated with the L2 and their interest in the language

itself have a strong impact on their achievement. They enjoy watching movies and reading books in English and that influences their achievement positively. Attitudes Towards Learning English also show statistically significant correlation with students' achievement, which suggests that learners enjoy learning English and find this interesting, so their grades are also higher.

Conclusion

Many conclusions can be drawn on the basis of Dörnyei's theory and research results. All learners possess a high level of Cultural Interest and they have a well-developed and vivid Ideal L2 Self image. This means that the influence of media and the globalization have a strong impact on the SLA and that this needs to be taken into consideration in future research. Also, it supports Dörnyei's perception of the Ideal L2 Self as a complex motivational component which takes into account learners' most profound wishes, desires and aspirations. On the other hand, the Ought-To L2 Self motivational component does not seem to have such an influence on the learners' motivation.

The results also show that there is difference in the degree of motivation among first-, second-, third-, and forth-year students in only two motivational categories: Instrumentality-Promotion and Ought-To L2 Self. This is important for SLA because it shows that university students are still very motivated for learning English, but it also serves as a confirmation that the professors are doing a great job in keeping their students motivated and interested in learning the language. The motivation only decreases in terms of Instrumentality-Promotion and Ought-To L2 Self, but this can be explained by the fact that, as students grow older and progress

through their studies, they become more independent and interested in the language itself and its cultural aspects and not so much in its pragmatic utilities.

The fact that female learners showed higher degrees of motivation in certain motivational components than male learns also needs to be researched further, possibly by conducting interviews. This is especially important for the SLA because a much smaller amount of male learners decides to study English in the first place. Another conclusion that can be drawn is that students' achievement in language learning depends strongly on their Ideal L2 Self image and the cultural aspects of the language. This suggests that teachers must incorporate those cultural aspects in their classes as well, and not focus exclusively on grammar, vocabulary and pronunciation. In that way, learners will be more motivated and they will achieve better results.

Works Cited

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Appendix A

UPITNIK O UČENJU ENGLESKOGA JEZIKA

Ovim upitnikom želimo saznati što mislite o učenju engleskoga jezika. Rezultati će se koristiti za skupnu statističku obradu kako bismo dobili odgovore na postavljena istraživačka pitanja. Vaše sudjelovanje neće utjecati na Vaše ocjene. Budući da je Vaša anonimnost zagarantirana (podaci ostaju poznati samo istraživaču), molimo Vas da budete potpuno iskreni pri davanju svojih odgovora. Ne postoje točni i netočni odgovori. Trebate procijeniti koliko dobro svaka tvrdnja opisuje Vas. Ne odgovarajte kako bi trebalo biti ili kako se drugi ljudi ponašaju.

Prije samog popunjavanja upitnika molimo Vas da odgovorite na nekoliko općih pitanja (molimo Vas da zaokružite ili nadopunite ono što se odnosi na Vas).

1. Spol: M   Ž

2. Naziv studija: _____.

3. Naziv smjera: _____.

4. Dob: _____.

5. Koliko ste godina ukupno do sada učili engleski jezik? (uključujući vrtić, osnovnu školu, srednju školu): _____ godina.

Pročitajte svaku tvrdnju i zaokružite onaj odgovor koji najbolje odražava Vaše mišljenje. Sljedeće se tvrdnje odnose na **Vaše stavove o učenju engleskoga jezika**. Molimo Vas da pažljivo pročitate sve tvrdnje u ovom upitniku i procijenite

KOLIKO se sa svakom pojedinom tvrdnjom osobno slažete. Zaokružite jedan broj na brojčanoj skali od 1 do 6:

1 – uopće se ne slažem, 2 – ne slažem se, 3 – djelomično se ne slažem, 4 – djelomično se slažem, 5 – slažem se, 6 - potpuno se slažem

1. Učim engleski jer moji bliski prijatelji misle da je to važno.	1 2 3 4 5 6
2. Meni je učenje engleskog važno jer je znanje engleskoga jezika neophodno za napredovanje u budućnosti.	1 2 3 4 5 6
3. Volio/Voljela bih se usredotočiti na učenje engleskog više nego na bilo što drugo.	1 2 3 4 5 6
4. Kadgod razmišljam o svojoj budućoj karijeri, zamišljam sebe kako koristim engleski jezik.	1 2 3 4 5 6
5. Spreman/a sam uložiti puno truda u učenje engleskog.	1 2 3 4 5 6
6. Učenje engleskog je nužno jer ljudi koji me okružuju očekuju to od mene.	1 2 3 4 5 6
7. Mogu sebe zamisliti kako govorim engleski s prijateljima i kolegama iz inozemstva.	1 2 3 4 5 6
8. Smatram učenje engleskog važnim jer ljudi koje ja cijenim misle daga trebam učiti.	1 2 3 4 5 6
9. Mogu sebe zamisliti kako živim u inozemstvu i uspješno koristim engleski u komunikaciji s mještanima.	1 2 3 4 5 6
10. Ako ne budem uspješan/na u učenju engleskog, razočarat ću meni drage ljude.	1 2 3 4 5 6
11. Učim engleski kako bih mogao/la biti u toku i informiran/na o najnovijim svjetskim vijestima.	1 2 3 4 5 6

12. Mogu sebe zamisliti kako govorim engleski kao da mi je materinskijezik.   1 2 3 4 5 6

13.Meni je učenje engleskog važno kako bih postigao/la poseban cilj (npr. studij ili dobiti stipendiju).   1 2 3 4 5 6

14. Moram učiti engleski jer mislim da inače ne mogu biti uspješan/na usvojoj budućoj karijeri.   1 2 3 4 5 6

15. Mogu sebe zamisliti kako pišem pisma i e-mailove na tečnom engleskom.   1 2 3 4 5 6

16. Učenje engleskog je važno za mene kako bih stekao/la viši društveni status.   1 2 3 4 5 6

17. Učenje engleskog mi je važno jer predstavlja novi izazov u mojem životu.   1 2 3 4 5 6

18. Ulažem puno napora u učenje engleskog jezika.   1 2 3 4 5 6

19. Mislim da dajem sve od sebe pri učenju engleskog.   1 2 3 4 5 6

20. Mogu zamisliti sebe kako živim u inozemstvu i vodim raspravu na engleskom.   1 2 3 4 5 6

21. Učenje engleskog mi je važno jer se za obrazovanu osobu pretpostavlja da može govoriti engleski.   1 2 3 4 5 6

22. Stvari koje želim raditi u budućnosti zahtijevaju od mene da koristim engleski.   1 2 3 4 5 6

23. U usporedbi s mojim vršnjacima mislim da puno više učim engleski.   1 2 3 4 5 6

24. Mogu zamisliti situaciju u kojoj govorim engleski sa strancima. 1 2 3 4 5 6

25. Učenje engleskog je važno za mene jer će me drugi ljudi više cijenitiako budem znao/la engleski. 1 2 3 4 5 6

26. Sebe zamišljam kao nekoga tko zna govoriti engleski. 1 2 3 4 5 6

27. Moram učiti engleski jer ako ga ne budem učio/la moji će roditelji/meni bliske osobebiti razočarani mnome. 1 2 3 4 5 6

28. Učenje engleskog mi je važno jer s engleskim mogu raditi bilo gdje u svijetu. 1 2 3 4 5 6

29. Moji roditelji/meni bliske osobe vjeruju da moram učiti engleski da bih bio/laobrazovana osoba. 1 2 3 4 5 6

30. Učenje engleskog je važno za mene jer mislim da ću s dobrimengleskim moći zaraditi puno novaca. 1 2 3 4 5 6

31. Meni je učenje engleskog važno jer planiram provesti duži periodživeći u inozemstvu (na primjer: studirajući ili radeći). 1 2 3 4 5 6

Sljedeće se tvrdnje odnose na **Vaše osjećaje prema engleskom jeziku.** Molimo Vas da pažljivo pročitate sve tvrdnje u ovom upitniku i procijenite KOLIKO se sa svakom pojedinom tvrdnjom osobno slažete. Zaokružite jedan broj na brojčanoj skali od 1 do 6:

1 – uopće se ne slažem, 2 – ne slažem se, 3 – djelomično se ne slažem, 4 – djelomično se slažem, 5 – slažem se, 6 - potpuno se slažem

1. Osjećam se ushićeno kada čujem da se govori engleski jezik.　　1　2　3　4　5　6

2. Nervozan/na sam i zbunjen/na kada govorim engleski na satu engleskog.　　1　2　3　4　5　6

3. Volio bih provesti puno vremena učeći engleski.　　1　2　3　4　5　6

4. Osjećao/la bih se nelagodno kad bih trebao/la govoriti engleski s izvornim govornikom.　　1　2　3　4　5　6

5. Stvarno uživam u učenju engleskog.　　1　2　3　4　5　6

6. Mislim da su razlike između hrvatskog i engleskog jezika zanimljive.　　1　2　3　4　5　6

7. Kad bih sreo/la izvornoga govornika engleskog bio/la bih nervozan/na.　　1　2　3　4　5　6

8. Sviđa mi se ritam engleskoga jezika.　　1　2　3　4　5　6

9. Sviđa mi se atmosfera na satima engleskog jezika.　　1　2　3　4　5　6

10. Osjećao/la bih se napeto kad bi me stranac pitao za smjer na engleskom.　　1　2　3　4　5　6

11. Uvijek se radujem satima engleskog jezika.　　1　2　3　4　5　6

12. Mislim da je stvarno zanimljivo učiti engleski jezik.　　1　2　3　4　5　6

Molimo Vas da odgovorite na sljedeći niz pitanja koristeći skalu:

1 – nimalo, 2 – jako malo, 3 – tako-tako, 4 – malo, 5 – dosta, 6 – jako

1. Koliko ste nervozni i zbunjeni kada trebate govoriti na satu engleskog?   1 2 3 4 5 6

2. U kojoj Vam se mjeri sviđaju filmovi na engleskom?   1 2 3 4 5 6

3. U kojoj Vam se mjeri sviđaju tv programi koji su nastali u zemljama engleskog govornog područja?   1 2 3 4 5 6

4. Koliko se plašite da će Vam se drugi učenici smijati kada govorite engleski?   1 2 3 4 5 6

5. U kojoj biste mjeri željeli putovati u zemlje engleskog govornog područja?   1 2 3 4 5 6

6. U kojoj Vam se mjeri sviđa upoznavati ljude s engleskog govornog područja?   1 2 3 4 5 6

7. Koliko biste se nelagodno osjećali kada biste trebali govoriti engleskis izvornim govornikom?   1 2 3 4 5 6

8. U kojoj Vam se mjeri sviđaju ljudi koji žive u zemljama engleskog govornog područja?   1 2 3 4 5 6

9. U kojoj Vam se mjeri sviđa glazba iz zemalja engleskog govornog područja?   1 2 3 4 5 6

10. U kojoj Vam se mjeri sviđaju časopisi, novine, knjige na engleskom?   1 2 3 4 5 6

11. Koliko biste bili napeti kada bi Vas stranac nešto pitao na engleskom?   1 2 3 4 5 6

12. Koliko se bojite da biste zvučali glupo na engleskom zbog pogrešakakoje činite?   1 2 3 4 5 6

13. Koliko Vas brine da bi drugi govornici engleskoga jezika Vaš engleski mogli smatrati čudnim?   1 2 3 4 5 6

14. U kojoj biste mjeri željeli postati slični ljudima koji govore engleski?   1 2 3 4 5 6

15. Koliko je, prema Vašem mišljenju, važno učiti engleski da bi se saznalo više o kulturi i umjetnosti govornika toga jezika?   1 2 3 4 5 6

16. Koliko ti se sviđa engleski?   1 2 3 4 5 6

Appendix B

Motivational Components:

Ideal-L2 Self:

1. Mogu sebe zamisliti kako govorim engleski s prijateljima i kolegama iz inozemstva.

1 2 3 4 5 6

2. Mogu sebe zamisliti kako živim u inozemstvu i uspješno koristim engleski u komunikaciji s mještanima.

1 2 3 4 5 6

3. Kadgod razmišljam o svojoj budućoj karijeri, zamišljam sebe kako koristim engleski jezik.

1 2 3 4 5 6

4. Mogu sebe zamisliti kako govorim engleski kao da mi je materinski jezik.

1 2 3 4 5 6

5. Mogu sebe zamisliti kako pišem pisma i e-mailove na tečnom engleskom.

1 2 3 4 5 6

6. Mogu zamisliti sebe kako živim u inozemstvu i vodim raspravu na engleskom.

1 2 3 4 5 6

7. Mogu zamisliti situaciju u kojoj govorim engleski sa strancima.

1 2 3 4 5 6

8. Sebe zamišljam kao nekoga tko zna govoriti engleski.

1 2 3 4 5 6

9. Stvari koje želim raditi u budućnosti zahtijevaju od mene da koristim engleski.

1 2 3 4 5 6

Ought-To L2 Self:

1. Učim engleski jer moji bliski prijatelji misle da je to važno.

1 2 3 4 5 6

2. Učenje engleskog je nužno jer ljudi koji me okružuju očekuju to od mene.

1 2 3 4 5 6

3. Smatram učenje engleskog važnim jer ljudi koje ja cijenim misle da ga trebam učiti.

1 2 3 4 5 6

4. Ako ne budem uspješan/na u učenju engleskog, razočarat ću meni drage ljude.

1 2 3 4 5 6

5. Učenje engleskog mi je važno jer se za obrazovanu osobu pretpostavlja da može govoriti engleski.

1 2 3 4 5 6

6. Učenje engleskog je važno za mene jer će me drugi ljudi više cijeniti ako budem znao/la engleski.

1 2 3 4 5 6

7. Moram učiti engleski jer ako ga ne budem učio/la moji će roditelji/meni bliske osobe biti razočarani mnome.

1 2 3 4 5 6

8. Moji roditelji/meni bliske osobe vjeruju da moram učiti engleski da bih bio/la obrazovana osoba.

1 2 3 4 5 6

Instrumetality-Promotion:

1. Meni je učenje engleskog važno jer je znanje engleskoga jezika neophodno za napredovanje u budućnosti.

1 2 3 4 5 6

2. Meni je učenje engleskog važno kako bih postigao/la poseban cilj (npr. završiti srednju školu, studij ili dobiti stipendiju).

1 2 3 4 5 6

3. Učenje engleskog je važno za mene kako bih stekao/la viši društveni status.

1 2 3 4 5 6

4. Učenje engleskog mi je važno jer predstavlja novi izazov u mojem životu.

1 2 3 4 5 6

5. Učenje engleskog mi je važno jer s engleskim mogu raditi bilo gdje u svijetu.

1 2 3 4 5 6

6. Učenje engleskog je važno za mene jer mislim da ću s dobrim engleskim moći zaraditi puno novaca.

1 2 3 4 5 6

7. Meni je učenje engleskog važno jer planiram provesti duži period živeći u inozemstvu (na primjer: studirajući ili radeći).

1 2 3 4 5 6

8. Učim engleski kako bih mogao/la biti u toku i informiran/na o najnovijim svjetskim vijestima.

1 2 3 4 5 6

9.Moram učiti engleski jer mislim da inače ne mogu biti uspješan/na usvojoj budućoj karijeri.

1 2 3 4 5 6

Attitudes Towards Learning English:

1. Stvarno uživam u učenju engleskog.

1 2 3 4 5 6

2. Sviđa mi se atmosfera na satima engleskog jezika.

1 2 3 4 5 6

3. Uvijek se radujem satima engleskog jezika.

1 2 3 4 5 6

4. Mislim da je stvarno zanimljivo učiti engleski jezik.

1 2 3 4 5 6

Interest in the English Language:

1. Osjećam se ushićeno kada čujem da se govori engleski jezik.

1 2 3 4 5 6

2. Sviđa mi se ritam engleskoga jezika.

1 2 3 4 5 6

3. Mislim da su razlike između hrvatskog i engleskog jezika zanimljive.

1 2 3 4 5 6

Integrativeness:

1. U kojoj biste mjeri željeli postati slični ljudima koji govore engleski?

1 2 3 4 5 6

2. Koliko je, prema Vašem mišljenju, važno učiti engleski da bi se saznalo više o kulturi i umjetnosti govornika toga jezika?

1 2 3 4 5 6

3. How much do you like English?

1 2 3 4 5 6

Cultural Interest:

1. U kojoj Vam se mjeri sviđaju filmovi na engleskom?

1 2 3 4 5 6

2. U kojoj Vam se mjeri sviđaju tv programi koji su nastali u zemljama engleskog govornog područja?

1 2 3 4 5 6

3. U kojoj Vam se mjeri sviđa glazba iz zemalja engleskog govornog područja?

1 2 3 4 5 6

4. U kojoj Vam se mjeri sviđaju časopisi, novine, knjige na engleskom?

1 2 3 4 5 6

Attitudes Toward L2 Community:

1. U kojoj biste mjeri željeli putovati u zemlje engleskog govornog područja?

1 2 3 4 5 6

2. U kojoj Vam se mjeri sviđa upoznavati ljude s engleskog govornog područja?

1 2 3 4 5 6

3. U kojoj Vam se mjeri sviđaju ljudi koji žive u zemljama engleskog govornog

područja?

1 2 3 4 5 6

Appendix C

Table 1: Learners' gender and year of study

	Frequency	Percent
Male	41	36.6
Female	71	63.4
First year	33	29.5
Second year	33	29.5
Third year	22	19.6
Fourth year	24	21.4
Total	112	100.0

Table 2: Learners achievement

Year of Study	Mean	Std. Deviation
First year	2.5152	1.34910
Second Year	3.3636	1.02525
Third Year	3.0909	1.15095

Table 3: Reliability Statistics of the Motivational Components:

Motivational Component	Cronbach Alpha	Number of Items
Ideal L2 Self	.862	9
Ought-to L2 Self	.851	8
Instrumentality-Promotion	.781	9
Attitudes Towards Learning English	.859	4
Interest in the English Language	.572	3
Integrativeness	.423	3
Cultural Interest	.830	4
Attitudes Toward L2 Community	.765	3

Appendix D

Table 4: Descriptive Statistics for the Motivational Components with their Mean, St. D., Min and Max

Motivational Component	Minimum	Maximum	Mean	Std. Deviation
Cultural Interest	1.75	6.00	5.4621	.74451
Ideal L2 Self	3.11	6.00	5.2452	.66246
Attitudes Toward L2 Community	2.33	6.00	5.0721	.86504
Integrativeness	2.33	6.00	4.6847	.74919
Attitudes Towards Learning English	1.50	6.00	4.4219	.99607
Interest in the English Language	1.67	6.00	4.1171	.97923
Instrumentality-Promotion	1.78	5.89	4.0694	.87274
Ought-to L2 Self	1.00	5.38	2.4448	.92667

Appendix E

Table 5: Differences in Motivational Components among second-year students and third- and fourth- year students

	year of study (I)	year of study (J)	t	df	Sig(2-tailed)
Instrumentality-Promotion	2	3	2.452	53	.018
		4	3.146	55	.003
Ought-to L2 Self	2	3	2.217	53	.031
		4	2.705	54	.009

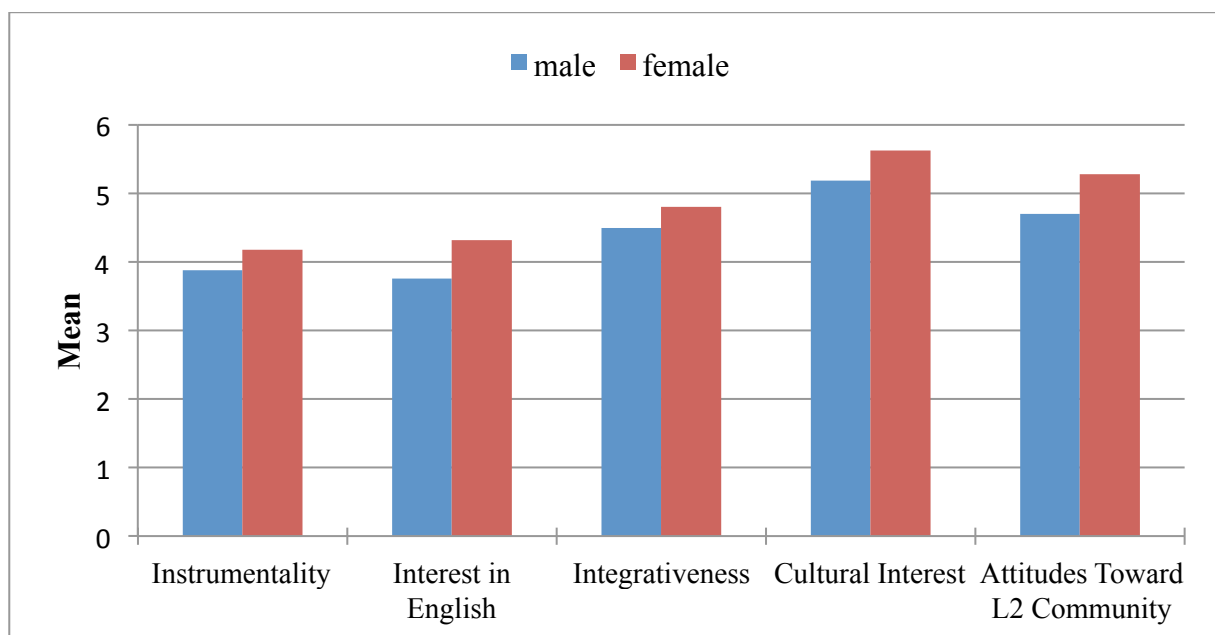*Figure 1: Gender Differences According to the Motivational Components*

Table 6: Correlation between students' achievement and motivational components

		Ideal I2	Cultural Int.	Interest in Eng	Attitudes Towards Eng
students' achievement	Pearson Correlation	.228[*]	.224[*]	.214[*]	.212[*]
	Sig. (2-tailed)	.034	.036	.046	.047
	N	87	88	87	88

*. Correlation is significant at the 0.05 level (2-tailed).