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OUT-OF-CLASS EXPOSURE, MOTIVATION AND ATTITUDES TOWARDS ENGLISH  
AMONG SECONDARY SCHOOL LEARNERS

Diplomski rad

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Graduation Thesis

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## **Abstract**

The topic of this thesis is motivation and language-related attitudes among secondary school students. The focus is on informal, out-of-class exposure to English and its impact on motivation and attitudes towards the language. Moreover, the study analyses learners' types of motivation and motivational intensity. In the first part, the thesis provides theoretical background and previous research, while the second part describes the procedure of the presented research with the results and following discussion. Results show that learners are moderately motivated to learn English and it is mostly for practical purposes, such as school, work, travelling and leisure time activities. Participants have mostly positive attitudes towards the language and it is closely connected to motivational intensity and presence of English in their everyday life.

Key words: motivation, attitudes, exposure, secondary school learners

## Table of Contents

Acknowledgments .....	
Abstract .....	
1. Introduction .....	1
2. A historical overview of FL motivation research .....	2
2.1. The social psychological period .....	2
2.1.1. AMBT .....	3
2.1.2. Integrative and instrumental orientation .....	4
2.1.2. The socio-educational model .....	4
2.2. The Cognitive-Situated Period .....	5
2.2.1. Self-determination .....	5
2.2.2. Attribution .....	6
2.3. The Process-Oriented Period .....	6
2.4. Recent conceptualizations of motivation .....	7
3. Contact .....	9
4. Research in Croatia .....	11
5. Study .....	13
5.1. Aim .....	13
5.2. Sample .....	13
5.3. Instrument .....	14
5.3.1. Pilot .....	14
5.2.2. Questionnaire .....	14
5.4. Procedure and data analysis .....	15
6. Results And Discussion .....	17
6.1. Motivation .....	17
6.1.1. Motivation intensity .....	17
6.1.2. Types of motivation .....	18
6.2. Attitudes .....	19
6.3. Exposure .....	20
6.3.1. Types of exposure .....	21
6.4. Correlation .....	22
7. Conclusion .....	24
8. References .....	25
9. Sažetak .....	28
10. Appendices .....	29
10.1. Appendix A - Student motivation and attitudes questionnaire .....	29
10.2. Appendix B - Table 5. Difference in motivation between genders .....	32
10.3. Appendix C - Table 6. Difference in types of exposure to English .....	33

## 1. Introduction

Keeping in mind the current status of English as a predominant foreign language in Croatian schools, the aim of the research was twofold and focused on the following goals:

- to explore how the amount of exposure to English as a foreign language affects language learners;
- to explore which type of motivation is the highest among high school students.

Foreign language learning can be divided into two aspects: a) linguistic – developing competences in a foreign language and b) non-linguistic - motivated learning behaviour, learning and understanding other cultures, forming attitudes towards language, learning in general, etc. (Gardner, 1985). In both aspects exposure to a language has a strong influence on students. Since it can influence both attitudes towards a target language, motivation and language learning process itself (Csizér& Kormos, 2008; Lopriore & Mihaljević Djigunović, 2010), the aim of the research presented here is to investigate the role of various amounts of exposure to English as a foreign language on learners' motivation and attitudes towards the language.

The beginning of the thesis sets a theoretical frame work with the main perspectives on language learning motivation and intercultural contact. Furthermore, it gives an overview of the previous research on the chosen topic. The research part of the thesis presents procedures and results which are focused on motivation to learn the English language. Special attention is given to different types of motivation and the role of out-of-class exposure to English as a foreign language (EFL). More specifically, we investigated the correlations between the degree of exposure, attitudes towards the language and motivation. In other words, how use of the language in leisure time is related to the motivation and attitudes towards EFL.

## 2. A historical overview of FL motivation research

Although motivation is an individual difference that has been researched the most, many things are yet to be defined. At first glance, motivation seems a clear and straightforward concept, but in fact it is influenced by numerous factors and is consequently a very complex phenomenon. Therefore, it is not a surprise that there are many theories and approaches concerning motivation.

The following sections present a historical overview of theories on motivation and relevant studies.

### 2.1. The social psychological period

The social psychological period connects perspectives that emphasize the impact of one's social context and social interactions while learning a foreign language. The starting point was in Canada, which, as a bilingual setting was an ideal place to start a research on L2 motivation. Participants were native English speakers learning French and vice versa. The field was founded by Robert Gardner, Wallace Lambert and their colleagues in the 1960s. In their *socio-educational model*, Gardner and Lambert (1972) shifted focus of research from an individual learner to a socio-cultural aspect because they believed that learners' attitudes towards a specific group of people influenced their future success in acquiring the language. Therefore, their work was not focused on cognitive aspects of language learning, but more on affective ones. The key component was integrative motivation which included favourable attitudes towards the target language group, positive attitudes towards the learning situation and motivation to learn the language. This resulted in the concept of *integrativeness* which refers to a learner's wish to become a part of a foreign language speaking community. In his later research with MacIntyre (1993), Gardner confirms that cultural beliefs determine the influence of cognitive and affective variables on the process of language learning.

Although many scholars agree with Gardner's model in a bilingual setting such as Canada, at the same time many question it in the sense that it is not applicable to a context where language is taught as a foreign language, and not as an L2 (Dörnyei, 1990; Mihaljević Djigunović, 1998). Moreover, the concept of integrativeness is not relevant in its narrow sense, since learners do not have immediate contact with an L2 population which they could integrate in. Lambert and Gardner were aware of the limitations when they started their work, and the differences they met in various socio-cultural contexts motivated them for further



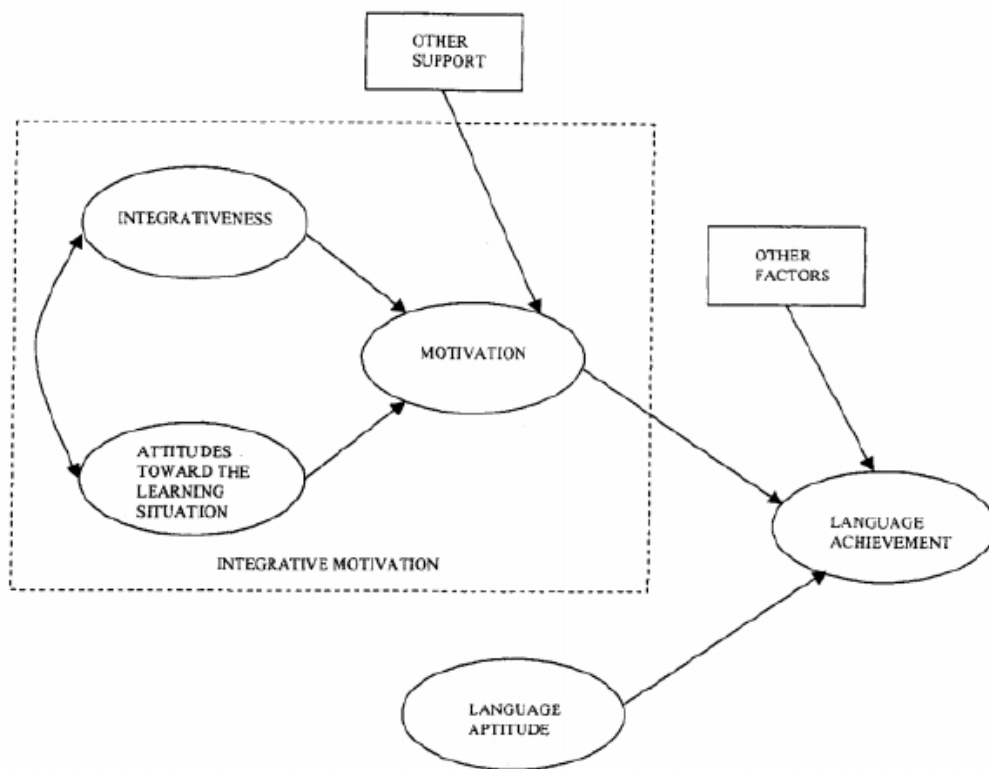


Figure 1. Schematic representation of the socio-educational model (from Gardner 2000, p. 17)

research. Dörnyei (1990) explains how, in a FL context, languages are primarily learned as a means of communication on an international level and not only to communicate with native foreign language speakers. This especially applies to English as a global language. At the time of its growing influence and importance on an international level, English is not only a language used for communication with native speakers, but even more so with other non-native speakers (Kabalin Borenić, 2013; Erling 2005). With the omnipresence of English in different spheres of human life, it is considered to be “less foreign“ and in many contexts it is approaching to traditional values of a second language. Similarly, Mihaljević Djigunović (1998) concluded that integrativeness in a foreign language learning context would not imply a desire to integrate into an English speaking community, but rather to become a member of an international English speaking community.

### 2.1.1. AMBT

In 1985 Gardner created the Attitude/Motivation Test Battery (AMBT), a questionnaire consisting of 130 items. It was a highly useful and advanced statistical instrument with psychometric principles for measuring attitudes and motivation among learners. It has been adopted in many learning contexts around the world. The AMBT measures all variables relevant in Gardner’s theory on motivation, and the constructs are: attitudes toward foreign

language speakers, attitudes toward learning a foreign language, interest in a foreign language, integrative and instrumental orientation, motivational intensity, desire to learn a foreign language, orientation index with the addition of parental encouragement, evaluation of a learning context (teacher and class) and language anxiety.

### **2.1.2. Integrative and instrumental orientation**

Gardner claims that there is a distinctive difference between motivation and orientation. “Orientations refer to reasons for studying a second language, while motivation refers to the directed reinforcing effort to learn the language” (Gardner 1991, p. 58).” In his initial studies, he makes a distinction between *integrative* and *instrumental* orientation, but considers only the integrative one to be a variable that influences motivation. As Lambert states, integrative orientation is “a sincere and personal interest in the people and culture represented by the other language group“ (Lambert, 1974, p. 98) while instrumental orientation is “the practical value and advantages of learning a new language” (p.98).However, many researchers highlighted the importance of pragmatic motives for learning a language and considered both integrative and instrumental to be types of motivation (Dörnyei 1990; Clément, Dörnyei and Noels, 1994; Mihaljević Djigunović 1998; Yashima 2000). In his later work, Gardner (1991) himself agrees on both instrumental and integrative motivation.

### **2.1.2. The socio-educational model**

In a further development of Gardner’s original theory, in 1993 Gardner and MacIntyre published a revised socio-educational model of acquiring L2. It consists of four main variables: social milieu, individual differences, learning context and learning outcomes. All factors work within the socio-cultural context, whereas cultural beliefs about language learning affect cognitive and affective variables of language learning. In this model milieu has a significant role because it can also influence the learner's exposure to a language, language status and learner's belief on how important the language is. Many individual factors influence learning outcomes and they are divided in two groups – cognitive and affective. Cognitive ones refer to the learner's intelligence, aptitude and learning strategies and they are not interrelated. Affective factors are attitudes, motivation and language anxiety. Attitudes do not influence learning outcomes directly, but they are a basis for motivation. It is important to notice the distinction between formal and informal learning contexts and their influence on language learning outcomes.

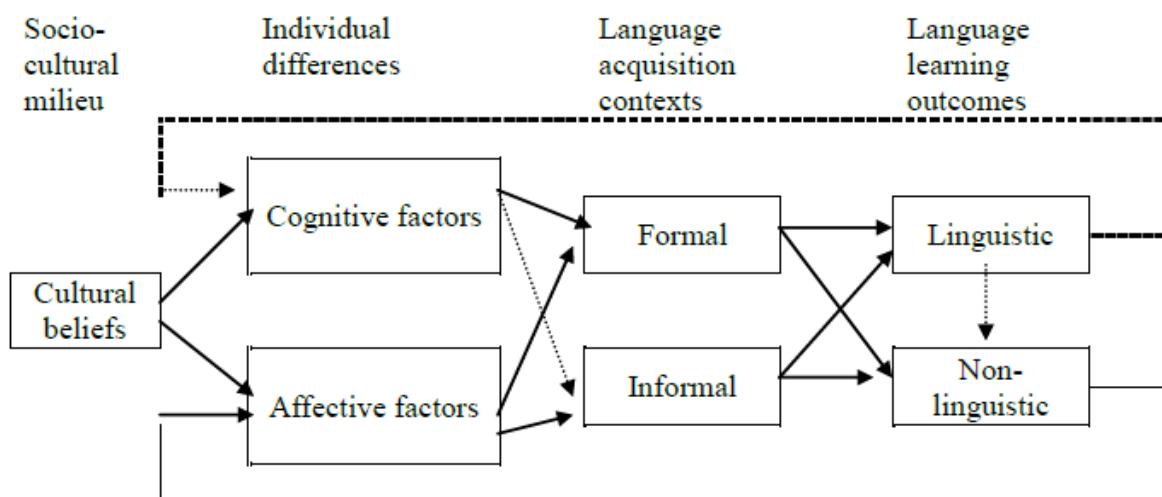


Figure 2. Schematic representation of the socio-educational model (Gardner and MacIntyre 1993)

## 2.2. The Cognitive-Situated Period

A new shift in motivational research started with the *cognitive-situated period* which placed more attention on cognitive aspects of motivation and on a micro-perspective within a learner's immediate learning situation. As a part of that idea Crookes and Schmidt (1991) emphasised the need to look at motivation from a classroom perspective. The impact of the proposed theories resulted in increased research on teachers, learner groups, curricula and other situational-specific factors (Dörnyei 1994; Nikolov 2001). There was additional interest in a temporal aspect of motivation as well. Many researchers have suggested that motivation should be seen as a dynamic process that changes over time. According to Williams and Burden (1997) motivation is not constant, but it also involves a learner's engagement in setting goals to initiate motivation and maintaining its level later on.

### 2.2.1. Self-determination

Deci and Ryan's (1985) *Self-determination theory* is one of the most influential in the psychology of motivation. It is based on the dichotomy of intrinsic and extrinsic motivation. The difference depends on the source of one's motivation. Intrinsic or internal motivation is the one triggered within a learner and implies satisfaction by the act of learning itself. On the other hand, extrinsic or external, as the name proposes, comes from outside, as a desire for praise, respect, career prospect etc. The focus of the *Self-determination theory* is on intrinsic motivation within a classroom, contrary to the extrinsic which is present in most educational systems (Brown, 1990; Noels 2001). Further studies showed that Gardner's integrative motivation has a high correlation with intrinsic motivation, while instrumental correlates with

extrinsic (Noels, 2001; Noels, Pelletier, Clément & Vallerand, 2000). Furthermore, they found a correlation between learner's intrinsic motivation and a supporting teacher who provides instructive feedback. Finally Noels and her colleagues (2000) developed the Language Learning Orientations Scale consisting of intrinsic motivation, extrinsic motivation and amotivation – the lack of motivation when a learner does not consider it worth the effort or finds the task to be too hard.

### 2.2.2. Attribution

In the 1980s, attribution theory hit the big spotlight. It is based on connecting a learner's past experience with future achievements. Bernard Weiner (1992) stated that past experience will shape future motivation. More specifically, if a learner was successful in the past it is likely that the motivation will continue to be high, and if a learner experienced failure, there is a good chance that the motivation will decrease. However, if we believe that a poor outcome was a result of lack of effort, we will probably try again, but if we think the task is too hard and we do not have enough capacities to perform it well, we might give up. Ushioda's (1996) interview study proved Weiner's arguments to be correct. The results show that pupils demonstrate positive motivation in correlation with attributing positive learning results to personal abilities or attributing negative learning results to something they can improve, such as lack of effort.

### 2.3. The Process-Oriented Period

Further research on the temporal aspect of motivation resulted in the *process-oriented period*. Dörnyei (2005) and Ushioda (1996) describe the need for adopting the Process-oriented theory due to daily changes in motivation as an ongoing change over time. Changes in motivation are very important, especially when we keep in mind the long duration of learning a foreign language.

Dörnyei and Ottó (1998) designed a model of the process-oriented concept of motivation consisting of three key phases: 1) *practical stage* when motivation is generated and the goal is set, so it can be referred to as choice motivation, 2) *actional stage* when the task is executed and motivation needs to be maintained, therefore it is referred to as executive motivation, and finally 3) *postactional stage* with the evaluation of what has been done and this can affect further motivation, also known as motivational retrospective. Authors themselves point to the shortcomings of the model because of the impossibility to set clear boundaries of each stage

and the fact that the processes are not independent and isolated from other activities, but are part of a complex cognitive and affective set of variables in human behaviour.

Ushioda (1996) agreed on different research approaches and argued that research should be more introspective to be able to fully grasp the complexity of the motivation process. Furthermore, she highlighted the need to investigate the environmental influences on one's motivation, mostly classroom setting.

#### **2.4. Recent conceptualizations of motivation**

Rethinking and new investigations in motivation and foreign language learning behaviour resulted in the conceptualisation of the *L2 Motivational Self System*. Proposed by Dörnyei and his Hungarian colleague Kata Csizér, the theory is based on three dimensions that influence motivation: ideal L2 self, ought-to self and L2 learning experience.

The ideal L2 Self is a person with the proficiency in a language that the learner would like to acquire. The gap between the actual and the ideal self is what motivates learners internally to carry on and get closer to their goal. The ought-to Self signifies the characteristics one should possess in order to avoid possible negative outcomes. In other words, having enough qualifications to be able to perform a task, but not the desired level of knowledge yet. It is an instrumental and extrinsic type of motivation generated from the outer influences. L2 learning experience concerns the immediate learning environment and experience.

Based on the data collected in a survey conducted in Hungary on 8593 pupils, Dörnyei and Csizér (2005) proposed one more theoretical model for the research of motivation. They applied the Structural equation modeling (SEM) to “interpret the relationship among several variables within a single framework” (2005, p.19). Schematic representation of the relationships is presented in Figure 3. As a multivariate statistical technique it is appropriate for testing numerous interrelated variables within complex models, such as foreign language learning. Being the most common variables researched in past L2 studies, the main components were: Integrativeness, Instrumentality, Vitality of the L2 Community, Attitudes toward the L2 Speakers/Community, Cultural Interest, Linguistic Self-Confidence, and Milieu. Moreover, these dimensions were the ones that emerged from their research in 2002. Although firstly questioning integrativeness as a valid concept, the results showed that integrativeness is the key concept in foreign language learning motivation. It is possibly difficult to explain the importance of the variable in the context where the immediate contact

is not probable, and even more difficult to expect integration into a foreign language community. The authors explain integrativeness in a broader sense than Gardner defined it. For example, they do not see integrativeness as the will to become the member of a chosen society, but a desire to become closer to possible selves.

Even though the new theories did not completely agree with Gardner's theoretical model, they have many similarities. Dörnyei himself claims that his plan was not to prove Gardner's theory incorrect, but to give a different perspective on motivation research. He argues that “human motivation is to a large extent socially shaped and this contextual dependence is particularly prominent when the target behaviour is the learning of a foreign language, due to the multifaceted nature and role of language itself”(2001, p. 65). His explanation that a foreign language is not a socially neutral field is in agreement with Gardner's theory of combined research of attitudes and motivation. In addition to attitude as an important factor, McGroarty (1998) highlights the need to analyse the milieu, in other words, how the social environment supports or hinders the acquisition of a foreign language. The need to learn a foreign language, and therefore the motivation for it, is not the same in all contexts, so a higher degree of exposure to the language is vital to make the learning meaningful.

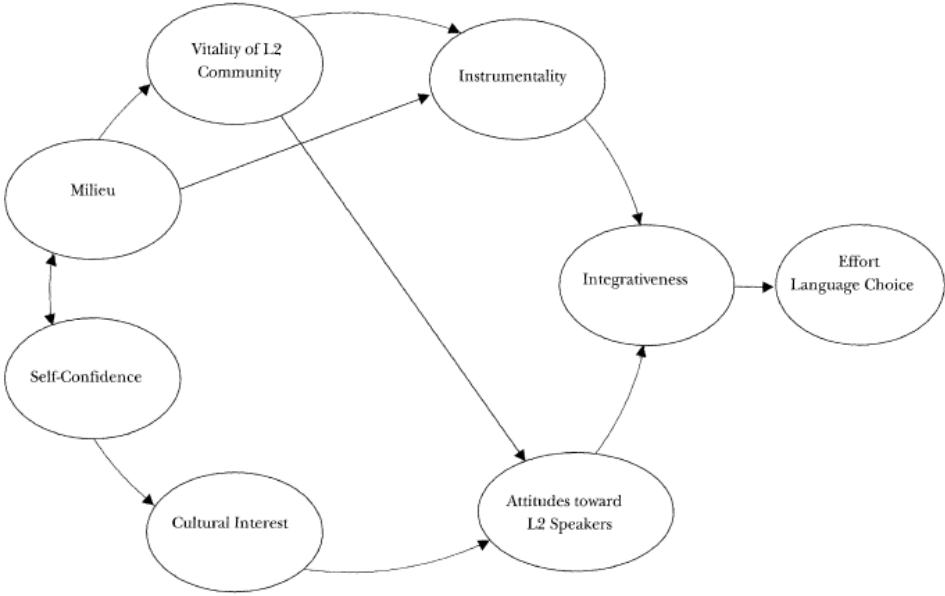


Figure 3. Schematic representation of Interrelationships of the Motivational Variables and Criterion Measures (Dörnyei and Csizér 2005, p. 28)

### 3. Contact

Many sociological studies have dealt with the importance of contact as an important factor in shaping one's behaviour (Pettigrew, 1998). It was not widely accepted in the field of foreign language research. Clément (1980) was the first one to point out the results of contact with the members of the foreign language society. Recently, researchers have focused more on the importance of the contact with a foreign language and how it influences motivated learning behaviour. Of course, an immediate contact and interaction with foreign language speakers has the highest influence. However, passive contact is not to be ignored. Csizér and Kormos (2007) state in their research that not only is immediate contact the one which is important, but also that learners can be in contact with the language and culture through other sources. The findings show that written contact and contact through media is highly valuable in contexts where learners are not very likely to meet native speakers. Cultural products provide meaningful usage of a foreign language and thus lead to an increased interest (Clement & Kruidenier, 1983; Dörnyei & Csizér, 2005; Lapriore & Mihaljević Djigunović, 2010). Dörnyei and his colleagues (2006) “found that the main source of contact with the language was an indirect one, through the exposure to various L2-specific cultural products“ (p. 244) and it was one of the main variables in describing motivated learning behaviour. Similar results were found in Csizér and Kormos' research (2007). Li, Snow and White (2015) agree that students usually do not have access to English in their everyday life situations, so they search for the means of exposure across multiple contexts and show high interest in using the social media platforms to learn FL.

The study of inter-cultural attitudes and beliefs within the social psychology argue that attitudes are supposed to determine behaviour (Allport, 1954). A study conducted by Clement et al. (1994) showed once again that in absence of immediate contact, L2 media usage plays a big role in familiarising learners with the L2 community and culture, and thus in forming attitudes. Kuppens (2010) states that while being exposed to media in a foreign language, learners link foreign language learning to leisure activities, which creates positive attitudes toward the process of language learning.

However, through the years, English acquired a special status of a global language and this raises an issue that the contact is not necessarily limited to its native speakers, but even more often it assumes contact with other non-native speakers. In this sense it is hard to talk about the influence of learner's attitudes towards the foreign language population, since the input

comes from dispersed origins of speakers. Moreover, it is no longer just connected to a specific culture, but it also carries some global and international characteristics (James, 2000; Crystal, 2003 Mihaljević Djigunović and Geld, 2003)



#### 4. Research in Croatia

Mihaljević Djigunović and Geld (2003) suggest that with Croatian as a dominant language in Croatia, the area is still mostly monolingual and considers English as a foreign language. However, with the increase of international business, contacts and its perception of a must, English can be seen as a *lingua franca* in Croatia. There are two main reasons for the privileged position of English compared to other foreign languages learned in Croatia. First of all, it is ascribed pragmatic value that learners add to learning it. People see knowing English as a way to a better life, better jobs and better reputation in general. The second thing is the amount of exposure – be it through television, movies, Internet or music. What differentiates Croatia from some countries in Europe is the fact that most of the TV programmes are subtitled which provides a big source of informal exposure to the language. Access to English is very easy in everyday life and available to everyone. It is so deeply integrated in both private and professional spheres of citizens' lives that even the ones that have never learned English know many English phrases by learning them accidentally. As Mihaljević Djigunović and Geld state “English seems to be losing its foreignness” (p. 337).

Another study that focuses on the exposure to English in Croatia was conducted as a part of *Early Language Learning in Europe* project (2010). It measured the exposure to English as a foreign language in Croatia and Italy and checked whether informal interaction can directly influence learning outcomes. Results showed four typical sources of exposure: television (which is significantly higher in Croatia due to the fact that most of the programmes are subtitled as opposed to Italy where they are dubbed), Internet (watching videos, reading, writing, playing games, listening to music etc), speaking English to foreigners and English at home (not only using it, but also talking about it and showing what was done in class). Finally, the analysis of the qualitative part where focal participants revealed that there was no significant correlation between exposure and positive learning outcomes, meaning that a high degree of exposure does not necessarily mean high achievement.

Mihaljević Djigunović conducted several pieces of research on the topic of learning English as a foreign language. They cover a broad range of variables that influence the process of learning foreign language. We will present those relevant for our study, the ones focused on attitudes towards learning English as a foreign language and motivation.

In her research (Djigunović, 1991) concerning the attitudes toward learning English as a foreign language, the participants were students from the Faculty of Political Sciences in

Zagreb. Results showed that the participants believed some were more talented to learn languages than others, but they also believed it was not the crucial predictor of success. Most of them wanted to learn English well and become fluent in it. They did not think that knowing about the culture of native English speakers was a prerequisite for language acquisition, which was not surprising because participants saw English as a medium of international communication, not only limited to native speakers. Their instrumental motivation showed high results, while their integrative aspirations were once again more directed at a global community than solely at the integration into an English speaking society.

Her research (Djigunović, 1998) on affective factors in language learning, and therefore on motivation to learn English as a foreign language, included a qualitative part in which 578 primary school pupils answered open questions to describe their reasons for learning English. After analysis, motives were grouped in 9 groups of reasons to learn English: English as a world language, general culture, affiliation, future utility, present utility, force, affective motive, integrative motive and motives connected to classroom context. Groups were used to make constructs for the questionnaire. A total of 340 pupils participated in a research to investigate the types of motivation and their motivational intensity. The results showed presence of three types of motives for learning English as a foreign language. The instrumental type (in the study referred to as use-communication type), affective type and integrative. It also showed presence of demotivators and attribution of past bad experience.

As presented, foreign language learning is a very complex process, affected by many factors. However, in this thesis the focus will be on motivation and the variables that are closely connected to it.

## 5. Study

### 5.1. Aim

While many studies investigated the interrelationship of exposure to a language and the process of language acquisition, not many studies have been conducted to connect the language exposure with motivation for learning. The aim of this study was to investigate motivation and attitudes toward EFL among secondary school students and to determine whether exposure in an out-of-class context is related to motivation and attitudes.

Firstly, it was necessary to determine the degree, and type of motivation. Furthermore, the aim was to find out whether there was a significant difference between gender groups, age groups and pupils from gymnasium and vocational school. Although the milieu is not the central part of the research, it was also included in order to explain some issues more easily. Secondly, we wanted to determine the relationship between exposure to EFL, attitudes and motivation. More specifically, to examine possible correlations between the variables in question.

### 5.2. Sample

The participants in the study were 104 secondary school students. Originally there were 128 participants, out of which 24 questionnaires were incomplete or invalid. The participants were all between the age of 15 and 19. Half of them attended a grammar school and half of them an economics stream of the high school in Vrbovec, a town near Zagreb. At that moment, most of them (78.8%) had three English lessons per week. The majority of the sample were female 67.3% (N=70) and 32.7% (N=34) of the sample were male. Most of the participants started learning English at the age of 6 or 7, which means that the majority started learning English in the first grade of primary school as it is an obligatory subject. Also, their instructed and formal education in English comes almost exclusively from school settings, since only 7.7% reported that they were taking additional English classes. See details in Table 1.

Table 1. An overview of the sample

Gender	Female	32.7%
	Male	67.3%
Age*	15	11.5%
	16	24%
	17	38.5%
	18	23%
	19	1.9%
School	Economics	50%
	Grammar	50%
Out-of-school English lessons	Yes	7.7%
	No	92.3%
Started to learn English	5 years and earlier	12.5%
	6 or 7 years	77%
	8 years and later	10.6%
Learning other language	Yes	63.5%
	No	36.5%

\*one missing

### 5.3. Instrument

#### 5.3.1. Pilot

The instrument was created by combining questionnaires (Mihaljević Djigunović, 1998; Csizér & Kormos, 2008) and adding several new questions. In order to see if all questions were clear and to test the validity of the constructs, the pilot test was conducted. The pilot was given to a sample consisting of a single class in the high school where the study was later conducted. Participants in the pilot were excluded from the final data and results.

After the data was analysed, constructs were tested for the internal reliability and all showed good results with high Cronbach's alpha values. The results will be presented later in the *Results and discussion* section.

#### 5.2.2. Questionnaire

Prior to completing the questionnaire, students were informed about the research and they signed the consent to participate in the study. The questionnaire consisted of three parts. The first one tested motivation and attitudes. The second inquired about the degree of exposure to language. Finally, the third part investigated the learners' background data. We used a 6-point scale for the first and second part, and the third part had open questions about learners' age, gender, foreign language learning background etc. Although they gave their biographical information, they did not write their names, thus ensuring the anonymity of the participants.

The questionnaire consisted of eight constructs. Five of them were oriented toward motivation – *degree of motivation* (Items 11, 18, 28, 33) and different types and subtypes of motivation – *integrative* (Items 3, 9, 16, 23, 32) and *instrumental*. Due to different aspects of instrumental motivation that is present among the participating population, instrumental motivation was measured through three subdivisions – *career* (Items 4, 10, 17, 24), *travelling & communication* (Items 5, 12, 15, 19) and *entertainment* (Items 6, 13, 20, 26, 29, 31). Since motivation is a very complex phenomenon and it is intertwined with many other affective factors, besides motivation, the focus of the research was also on *attitudes towards English language* (Items 1, 7, 15, 22, 30), *milieu* (Items 2, 8, 14, 21, 27) and *degree of the exposure to English language* (Items 34 – 41). Each construct had 4 to 8 items.

All participants were asked to complete the questionnaire. It consisted of 33 statements with 6-point Likert scale ranging from 1 = “completely disagree” to 6 = “completely agree”. The part that was measuring the exposure to the language had 8 statements with the 5-point scale (1 = never, 5 = every day). Participants had to estimate their average use of English language outside the school context. It is primarily passive use when they would read or listen (e.g. watching TV, reading magazines, spending time on Internet, etc) and not actively use the language. Finally, the last part on the learners’ biography had mostly open questions inquiring on learners’ age and language learning history.

#### **5.4. Procedure and data analysis**

The survey was conducted after the principal’s and teachers’ consent. Participants were informed about the topic of the research and they were given instructions on how to fill in the questionnaire. Additional explanation and description of scale values were written at the beginning of the questionnaire. Participants were asked to try to give honest answers. Furthermore, they were prompted to ask if there were any misunderstandings or uncertainties. The whole procedure lasted around 15 minutes. The questionnaire was printed and given to the participants during their English lessons at school. It was distributed in six different classes.

Once the data was collected it was coded in order to be analysed using the *Statistical Package for Social Sciences* (SPSS) 20 software. The following statistical procedures were used: reliability analysis, descriptive statistics, t-test, ANOVA, MANOVA, correlation analysis.

As previously mentioned, after the pilot, Cronbach's Alpha values were measured in order to establish the internal consistency of all eight constructs. Each construct had high values proving the constructs to be reliable. Results are presented in Table 2.

Table 2. The internal consistency of the constructs

Construct	$\alpha$
Attitudes towards English	.942
Integrativeness	.871
Instrumental motivation: Travelling & communication	.778
Career	.850
Entertainment	.850
Degree of motivation	.872
Milieu	.708
Exposure	.842

## 6. Results And Discussion

The participants were grouped according to three characteristics – gender, school and grade (1<sup>st</sup> and 2<sup>nd</sup> grade together opposed to 3<sup>rd</sup> and 4<sup>th</sup>). Results will be presented for each construct separately.

### 6.1. Motivation

#### 6.1.1. Motivation intensity

Results showed that most of the participants felt motivated to learn English as a foreign language (M= 5.11). For example, Item 11 (*I want to learn English as well as I can*) with M=5.596 and Item 33 (*It is important to me that I know English well*) with M=5.250 show participants' strong determination to acquire English successfully and their perception of it as an important language. Almost all participants (96.2%) agreed with Item 11, out of which 73.1% strongly agree. Results are similar to the ones from the earlier research conducted in Croatia (Mihaljević Djigunović 1998) when 97.43% reported their desire of a high level of knowledge in English. In total, 88.5% agree with the statements about the degree of motivation, whereas 11.5% do not agree. To describe their agreement 29.8% put 6, the highest value on the scale.

Significant difference was present only with the participants grouped by gender, while there was no statistically significant difference between schools and age. Girls reported higher degree of motivation than boys. Results are presented in Table 3. Similarity of results in different schools can be interpreted as positive and a possible sign of similar standards across different vocational programs in the school where the study was conducted. The absence of significant difference between groups also indicates the homogeneity of the sample, common perception of the importance of knowing English and desire to learn across various age groups and vocations.

Table 3. Difference in motivation between boys and girls

Variable	Gender	N	M	SD	t	p
Degree of motivation	F	70	5.364	0.690	4.452	0.001**
	M	34	4.574	1.112		

\*\*p < 0.01

### 6.1.2. Types of motivation

According to the results, students learning behaviour is mostly driven by utilitarian motives for a career prospect, travelling and communication and using English for leisure activities; which is in accordance with the previous results obtained in Croatia (Mihaljević Djigunović, 1991). Higher reports of instrumental motivation were also noted among Hungarian students in the research done by Csizér and Kormos. Due to common European FL learning context, similar educational policies and shared geopolitical background, the results in Hungary are considered to be relevant and used for comparison in addition to the results of previous studies in Croatia. Repeated results of the higher degree of instrumental than integrative motivation lead to the conclusion that in the FL setting, participants more often learn the language for practical reasons than for the integrative one (Dörnyei, 1990; Mihaljević Djigunović, 1998; Csizér & Kormos, 2008). There is often a lack of real connection among the speakers, hence the integration is not possible.

Table 4 shows the mean values for each type of motivation. As instrumental motivation is divided in subcategories for better understanding of learners' wish to learn English, from the high score on career construct, we can notice that the participants primarily believe that the language is needed in education (Item 4 - *Learning English is important to me because I think I will need it for future studies*) and career (Item 10 - *If I can use English well, I will have better opportunities for a good job*). This aspect of instrumental motivation can be affected by a milieu due to the age of the learners and the fact that they still rely on advice from their parents. It can also be seen from the correlation analysis of the reported results which display moderate relationship between career motivation and milieu ( $r = 0.496$ ,  $p < 001$ ). Furthermore, English is also considered to be important for international communication while travelling abroad (Item 25 - *I learn English because it makes travelling abroad more enjoyable*) and therefore not only for the communication with native speakers, but even more so with other speakers to whom English is also a foreign language. Third subcategory of instrumental motivation is entertainment (Item 13 - *to read magazines, newspapers and books in English*, Item 29 - *to understand films and TV shows*, Item 31 - *to translate instructions*, etc) where learners reported high motivation to learn English for that purpose. It is presumably a result of the presence of the language in many situations of everyday life, media consumption and popular culture that is predominantly in English and has an increasing influence on young people in Croatia.



For the tested population, integrative motivation is moderate. The construct tested the integration in L1 English speaking society, e.g. Item 3 (*I would like to live in an English speaking country*). Having in mind the high rate of motivation connected to travelling and communication, it might suggest that participants are more motivated to become a citizen of the world and not only a member of a FL community, which corresponds to the findings of Mihaljević Djigunović from 1991. Increased scores of instrumental motivation and different perception of integrative motivation fits into the theory that motivation to learn a language in a FL context cannot be identically tested and interpreted as in a foreign language setting (Dörnyei, 1990; Littlewood, 1984; Mihaljević Djigunović, 1998).

The following table presents the results for each type of motivation.

Table 4. Types of motivation

	N	Minimum	Maximum	Mean	Std. Deviation
Integrative	104	1.00	6.00	4.3029	1.26024
Entertainment	104	1.17	6.00	4.5946	1.04168
Travelling	104	1.25	6.00	4.7981	.95282
Career	104	3.00	6.00	5.1875	.78266

When grouping the results according to gender, girls reported significantly higher results for integrative ( $t=3.118$ ,  $p<0.05$ ), career ( $t=2.866$ ,  $p<0.05$ ) and travelling & communication motivation ( $t=2.806$ ,  $p<0.05$ ). Grouped by a type of school, grammar school students reported significantly higher scores again for integrative ( $t=2.013$ ,  $p<0.05$ ) and travelling & communication motivation ( $t=2.256$ ,  $p<0.05$ ). Finally, according to class, older students from 3rd and 4th grades had significantly higher results only for integrative motivation ( $t=2.217$ ,  $p<0.05$ ) and they do not differ from their younger colleagues in aspects of instrumental motivation. As it can be seen from the results, only entertainment motivation does not have any differences between groups.

For a representation of the results there is the Appendix, Table 5.

## 6.2. Attitudes

Results also show that participants have good attitudes towards the English language, with the mean score of 4,456 while describing the extent to which they agree with the statements about attitudes towards the language (Item 1 – *I like English language*, Item 7 – *I like the sound of*

*English*). Although the high degree of exposure and incidental acquisition of words and their usage in everyday life can lead to a feeling of native language being jeopardised by a FL, at the same time people get used to the language and they mainly form positive attitudes. However, not only the omnipresence of English in Croatia can have a positive reflection on attitudes, but the perception of English as a global language vital for international communication in time of increased globalisation can also be a reason for the high degree of participants' motivation and positive attitudes. Furthermore, the presence of English outside the classroom and in informal context of participants' free time and activities they choose themselves can lead to increased affection for the language and therefore more positive attitudes. In her research, Kabalin Borenić (2013) highlights that 84.3% of participants were against the idea of introducing dubbed movies and TV programmes, which points out the desire to have English present in media and entertainment.

When comparison of groups was done, it showed that there is a significant difference between genders. Although girls reported more positive attitudes towards English, it might imply that they engage more emotions and reflect more on the affective side of the language.

Difference in results reported by pupils of different schools or different age groups is not statistically significant.

Table 6. Difference in attitudes between genders

Variable	Gender	N	M	SD	T	p
Attitudes	F	70	4.714	1.190	2.951	0.004**
	M	34	3.924	1.455		

\*\*p < 0.01

### 6.3. Exposure

In general, participants reported a moderate degree of out-of-class exposure to English (M=3.320, SD=.851), which would mean that they sometimes meet and use English in their free time, outside the school setting. T-test showed that significant difference exists between age groups, more specifically learners of 3<sup>rd</sup> and 4<sup>th</sup> grades reported much higher exposure to the language than pupils in first two grades (t=3.159, p<0.001). There was also a difference between schools; pupils of grammar school reported higher degree of out-of-school exposure to the language (t=4.986 p<0.001).

### 6.3.1. Types of exposure

Since the construct consisted of different variables describing various types of exposure to the language, each variable was analysed separately in order to see which type of out-of-class exposure is the most common. It is not surprising that exposure through TV got the highest scores, as it was already mentioned that watching TV is a common leisure activity and TV programme consists of numerous TV shows in English. Concerning language and culture related aspects, we can say it has a big influence on the Croatian population. According to Kabalin Borenić (2013), many participants think that the presence of English in everyday life contributes to broadening of cultural horizons. The following types of exposure to EFL are music and the Internet. Books and magazines in the FL had the lowest scores with very low results, especially for books. However, the low scores of the exposure to English through books can be ascribed to a general trend in Croatian society and high school education where pupils are not encouraged to read literature in a foreign language. It is to expect that the results might be slightly different among college students. All in all, we can conclude that the participants are in general moderately exposed to English and their usage of the language is not exclusively limited to the language lessons, but they use it in their leisure time as well. Table 7 presents the mean values for each type of out-of-school exposure to English.

For the types of exposure, the analysis by groups was done once again. When grouped by class, there were significant differences between pupils in all types of exposure and for all types older students were the ones who reported higher exposure. For gender, girls reported significantly higher exposure through music, books and TV, while boys are more exposed to English in video games. In other types of exposure there is no statistically significant difference. When divided by schools, there is a significant difference in all types but music. More detailed results can be found in the table in Appendix C, Table 6.

Table 7. The mean values of out-of-school exposure to English.

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Use_TV	104	1.00	5.00	4.2115	0.95198	0.906
Use_Music	104	1.00	5.00	3.7500	1.30533	1.704
Use_Web	104	1.00	5.00	3.7212	1.21045	1.465
Use_Travel	104	1.00	5.00	3.2981	1.37155	1.881
Use_Games	104	1.00	5.00	3.2115	1.35584	1.838
Use_Mag_News	104	1.00	5.00	2.7308	1.19246	1.422
Use_Books	104	1.00	5.00	2.2692	1.28645	1.655

#### 6.4. Correlation

Correlation analysis showed a significant and strong relationship between motivation and attitudes towards the language ( $r=.742$ ) and attitudes and the degree of exposure ( $r=.616$ ). Moderate relationship exists between motivation and milieu ( $r=.409$ ) and motivation and exposure to the language ( $r=.408$ ). Results and relationship strength can be seen in the following diagram (Figure 4).

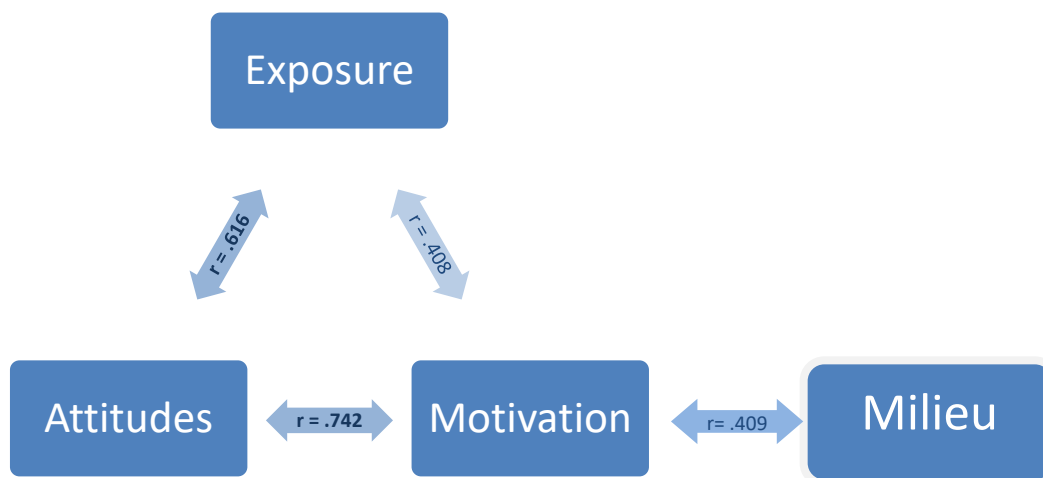


Figure 4. Preview of correlation between variables

From the results we can see that attitudes and motivation are very important components in L2 learning process. They are closely interrelated and their importance should not be neglected in the learning process. Having that relationship in mind, teachers should work on non-linguistic components of the language in order to increase the positive attitudes and subsequently increase motivation. Attitudes as a component affecting motivation can be very powerful since they are embedded in learners and they can transform to intrinsic motivation. On the other hand, motivation can also be affected by the milieu, which is an external motivator, and although scoring the lowest results in the study it is still pretty high, especially taking into consideration the age of participants and that they are still quite influenced by their parents and other significant people in their lives.

Results also show the importance of exposure to the language and chances to use the language whether passively or actively. It has a significant correlation both with motivation and attitudes. As previous studies showed (Mihaljević Djigunović, 1998; Csizér and Kormos, 2008; Kabalin Borenić, 2013) it contributes to forming attitudes, especially when learners perceive concrete usefulness and benefits of knowing the language.

## 7. Conclusion

The aim of the study was twofold - to investigate the type of motivation that is the most present among pupils of a high school and to determine the influence of the exposure to the English language on learner's attitudes towards the language and their degree of motivation. Results show that the students are mostly instrumentally motivated and connect learning English with better educational and career prospects. Their integrative motivation is moderately high and it can be assumed that their desire for integration is more inclined to general belonging to the international community than being limited only to the English native speaking society. Exposure to the language is strongly correlated to attitudes towards the language and motivation. Therefore, teachers should ensure plenty of meaningful and attractive materials to boost learners' motivation and prompt positive attitudes.

Results confirm the high presence of the English language in the lives of Croatian students. Although it is not a contact with native speakers of English speaking community, through popular culture and media learners get plenty of input and learn about the culture and form their attitudes towards the speakers and the language itself.

Due to the complexity of the field and many interrelated variables, this study has its limitations. Longitudinal research of one generation through all four years of the secondary school could give more insights on the temporal aspects of the motivation. Further research could reveal whether learners' motivation changes over the years while getting closer to the enrolment into a college or starting to work, and which direction it takes. Furthermore, a more detailed research into attitudes should include socio-political aspects of the language and preferably compare English to other influential languages in Europe to get a better picture of the position of English as a lingua franca.

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## 9. Sažetak

Cilj diplomskog rada bio je istražiti koja je vrsta motivacije najprisutnija među učenicima srednje škole i odrediti utjecaj izloženosti engleskom jeziku na stavove učenika prema jeziku i na njihov stupanj motivacije. Rezultati pokazuju da je kod učenika najprisutnija instrumentalna motivacija koja predstavlja učenje engleskog radi boljih šansi u daljnjoj edukaciji i budućoj karijeri. Integrativan tip motivacije je srednje jakosti i može se pretpostaviti da učenici više teže pripadnosti međunarodnoj zajednici, nego isključivo zajednici engleskih govornika. Izloženost jeziku ima snažnu korelaciju sa stavovima prema jeziku i motivacijom, stoga bi profesori trebali osigurati zanimljive materijale koji pokazuju korisnost znanja jezika i potiču razvijanje pozitivnih stavova prema jeziku i porast motivacije za učenjem.

Rezultati potvrđuju prisutnost engleskog jezika u svakodnevnom životu hrvatskih učenika. Iako se to ne odnosi na direktan kontakt s izvornim govornicima engleskog, mnogo informacija se može dobiti kroz medije i popularnu kulturu temeljem čega se stvaraju stavovi o govornicima i samom jeziku.

## 10. Appendices

### 10.1. Appendix A - Student motivation and attitudes questionnaire

Upitnik je dio istraživanja o motivaciji učenika srednje škole za učenjem engleskog jezika. Anoniman je i svi rezultati bit će korišteni isključivo u znanstvene svrhe. Nema točnih i netočnih odgovora, važno je jedino da su odgovori iskreni. U svakom odgovoru potrebno je zaokružiti odgovor koji najbolje opisuje u kojoj mjeri se slažeš s navedenom tvrdnjom. Nemoj se dugo zadržavati na jednom pitanju.

Puno hvala na pomoći i odvojenom vremenu!

**1 = u potpunosti se ne slažem**

**2 = ne slažem se**

**3 = djelomično se ne slažem**

**4 = djelomično se slažem**

**5 = slažem se**

**6 = u potpunosti se slažem**

1	Sviđa mi se engleski jezik.	1	2	3	4	5	6
2	Ljudi koji me okružuju smatraju da je dobro znati strane jezike.	1	2	3	4	5	6
3	Volio/Voljela bih živjeti u državi engleskog govornog područja.	1	2	3	4	5	6
4	Učenje engleskog mi je važno jer će mi jezik biti potreban za daljnje školovanje.	1	2	3	4	5	6
5	Volio/Voljela bih putovati u zemlje engleskog govornog područja.	1	2	3	4	5	6
6	Znanje engleskog mi je važno jer mi omogućava igranje video igara.	1	2	3	4	5	6
7	Engleski jezik vrlo lijepo zvuči.	1	2	3	4	5	6
8	Učim engleski jer moji bliski prijatelji misle da je engleski važan.	1	2	3	4	5	6
9	Volio/Voljela bih poznavati izvorne govornike engleskog jezika.	1	2	3	4	5	6
10	Ako dobro znam engleski, imam ću veće šanse za pronalazak dobrog posla.	1	2	3	4	5	6
11	Volio/voljela bih naučiti engleski što bolje.	1	2	3	4	5	6
12	Učenje engleskog mi je važno jer planiram putovati u inozemstvo.	1	2	3	4	5	6
13	Znanje engleskog mi omogućava čitanje stranih novina, časopisa i knjiga.	1	2	3	4	5	6
14	Roditelji me potiču da učim engleski.	1	2	3	4	5	6
15	Smatram da je engleski jezik zanimljiv.	1	2	3	4	5	6
16	Učenje engleskog je važno jer bih volio/voljela provesti duži period živeći i radeći u inozemstvu.	1	2	3	4	5	6
17	Učenje engleskog mi je važno za ostvarivanje osobnih ciljeva (npr. upisati fakultet, diplomirati, pronaći dobar posao).	1	2	3	4	5	6
18	Trudim se dobro naučiti engleski.	1	2	3	4	5	6
19	Učenje engleskog mi je važno jer bez znanja jezika ne mogu putovati u inozemstvo.	1	2	3	4	5	6

20	Učenje engleskog mi je važno jer mogu čitati webstranice na engleskom jeziku.	1	2	3	4	5	6
21	Moji roditelji/obitelj smatraju da trebam učiti engleski da bih postao/la dobro educirana osoba.	1	2	3	4	5	6
22	Volim engleski jezik.	1	2	3	4	5	6
23	Volio/Voljela bih biti pripadnik stanovništva države engleskog govornog područja.	1	2	3	4	5	6
24	Učenje engleskog mi je važno zbog napredovanja u životu.	1	2	3	4	5	6
25	Učim engleski jer mi znanje jezika omogućava ugodniji boravak tijekom putovanja u inozemstvu.	1	2	3	4	5	6
26	Učenje engleskog mi je važno jer mi olakšava razumijevanje pjesama na engleskom jeziku.	1	2	3	4	5	6
27	Učenje engleskog je potrebno jer ljudi koji me okružuju misle da je to važno.	1	2	3	4	5	6
28	Trudim se biti što bolji/bolja u engleskom.	1	2	3	4	5	6
29	Učenje engleskog mi je važno jer mogu razumjeti filmove i serije na engleskom jeziku.	1	2	3	4	5	6
30	Sviđaju mi se engleske riječi.	1	2	3	4	5	6
31	Engleski mi ponekad koristi da prevedem upute za korištenje (npr. na kućanskim aparatima, elektroničkim uređajima).	1	2	3	4	5	6
32	Volio/voljela bih imati mnogo prijatelja iz zemalja u kojima se govori engleski.	1	2	3	4	5	6
33	Važno mi je da dobro znam engleski.	1	2	3	4	5	6

U idućem dijelu zaokruži koliko često susrećeš engleski jezik izvan škole.

1 = nikada 2 = rijetko 3 = ponekad 4 = često 5 = svaki dan

34	Koliko često koristiš engleski u slobodno vrijeme?	1 6	2	3	4	5
35	Koristim engleski kada slušam glazbu.	1 6	2	3	4	5
36	Koristim engleski kada čitam internetske stranice.	1 6	2	3	4	5
37	Koristim engleski kada čitam časopise i novine.	1 6	2	3	4	5
38	Koristim engleski kada čitam knjige.	1 6	2	3	4	5
39	Koristim engleski kada igram video igre.	1 6	2	3	4	5
40	Koristim engleski kada gledam filmove i serije.	1 6	2	3	4	5
41	Koristim engleski kada putujem u inozemstvo.	1 6	2	3	4	5

Spol: M Ž

Dob: \_\_\_\_\_

Razred: \_\_\_\_\_

Vrsta škole: \_\_\_\_\_

S koliko godina si počeo/la učiti engleski? \_\_\_\_\_

Koliko puta tjedno imaš engleski u školi? \_\_\_\_\_

Ideš li izvan škole na tečaj/privatne satove engleskog? DA NE

Osim engleskog, koji strani jezik učiš? \_\_\_\_\_

Koji strani jezik bi volio/voljela učiti? \_\_\_\_\_

## 10.2. Appendix B - Table 5. Difference in motivation between genders

Variable	Gender	N	M	SD	t	p
Integrative motivation	F	70	4.561	1.134	3.118	0.002**
	M	34	3.772	1.356		
Career	F	70	5.336	0.687	2.866	0.005**
	M	34	4.882	0.884		
Travelling	F	70	4.975	0.819	2.806	0.006**
	M	34	4.434	1.108		
Entertainment	F	70	4.652	0.953	.811	0.416
	M	34	4.476	1.210		

\*\*p<0.01

### 10.3. Appendix C - Table 6. Difference in types of exposure to English

Variable	Grade	M	SD	t	p	Gender	M	SD	t	p	School	M	SD	t	p
<b>Free_Time</b>	1 <sup>st</sup> & 2 <sup>nd</sup>	2.861	1.146	-4.029	0.000***	M	3.412	1.158	0.285	0.776	Grammar	3.808	0.991	4.234	0.000***
	3 <sup>rd</sup> & 4 <sup>th</sup>	3.721	1.019			F	3.343	1.153			Economics	2.923	1.135		
<b>Music</b>	1 <sup>st</sup> & 2 <sup>nd</sup>	3.349	1.361	-2.711	0.008**	M	3.324	1.430	-2.374	0.019*	Grammar	3.962	1.283	1.667	0.099
	3 <sup>rd</sup> & 4 <sup>th</sup>	4.033	1.197			F	3.957	1.197			Economics	3.538	1.306		
<b>Web</b>	1 <sup>st</sup> & 2 <sup>nd</sup>	3.140	1.302	-4.479	0.000***	M	4.029	1.114	1.831	0.070	Grammar	4.231	0.854	4.715	0.000***
	3 <sup>rd</sup> & 4 <sup>th</sup>	4.131	0.957			F	3.571	1.234			Economics	3.212	1.304		
<b>Mag_News</b>	1 <sup>st</sup> & 2 <sup>nd</sup>	2.186	0.982	-4.218	0.000***	M	2.706	1.244	-0.148	0.883	Grammar	3.154	1.195	3.854	0.000***
	3 <sup>rd</sup> & 4 <sup>th</sup>	3.115	1.185			F	2.743	1.176			Economics	2.308	1.039		
<b>Books</b>	1 <sup>st</sup> & 2 <sup>nd</sup>	1.721	0.984	-3.892	0.000***	M	1.853	1.158	-2.350	0.021*	Grammar	2.731	1.345	3.903	0.000***
	3 <sup>rd</sup> & 4 <sup>th</sup>	2.656	1.340			F	2.471	1.305			Economics	1.808	1.049		
<b>Games</b>	1 <sup>st</sup> & 2 <sup>nd</sup>	2.837	1.344	-2.419	0.017*	M	3.971	1.087	4.304	0.000***	Grammar	3.538	1.275	2.522	0.013*
	3 <sup>rd</sup> & 4 <sup>th</sup>	3.475	1.312			F	2.843	1.326			Economics	2.885	1.367		
<b>TV</b>	1 <sup>st</sup> & 2 <sup>nd</sup>	3.861	1.146	-3.306	0.001**	M	3.882	1.066	-2.521	0.013*	Grammar	4.423	0.750	2.313	0.023*
	3 <sup>rd</sup> & 4 <sup>th</sup>	4.459	0.697			F	4.371	0.854			Economics	4.000	1.085		
<b>Travel</b>	1 <sup>st</sup> & 2 <sup>nd</sup>	2.814	1.435	-3.150	0.002**	M	3.265	1.421	-0.172	0.864	Grammar	3.712	1.109	3.210	0.002**
	3 <sup>rd</sup> & 4 <sup>th</sup>	3.639	1.225			F	3.314	1.357			Economics	2.885	1.491		

\*p<0.05

\*\* p<0.01

\*\*\*p<0.001