Young Adolescents' Motivation to Learn English in Rural and Urban Settings in Croatia

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Abstract

This thesis reports the results of the study into the influence of urban and rural context on motivation levels in young adolescent Croatian L2 learners of English. The aim of the study was to investigate whether urban context learners display higher motivation levels than rural context learners and whether the urban context facilitates motivation to learn English as an L2 better than the rural context. The data were collected by means of a questionnaire, administered to a total of 53 participants enrolled in a high school in the Croatian town of Koprivnica. The results show that urban context learners have higher motivation levels on two (out of 11) scales on the motivation questionnaire – Instrumentality and Ideal L2 self. Moreover, the results show that both groups of learners demonstrate an overall high level of motivation and a low level of language anxiety. The learners in both contexts show the highest motivation level on the International posture scale, indicating that they are highly aware of the importance of English as a *lingua franca*.

Key words: second language learning, motivation, rural and urban context, instrumentality, English

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1. Introduction

Motivation to learn a second language (L2) is a widely researched aspect of language acquisition. An L2 can be defined as a language that a person has learnt after their first language. Factors that influence motivation to learn an L2 have been the subject of numerous studies, which have explored them from a psychological, sociological, economic and linguistic perspective. One of the most influential authors who set the framework for all future studies was R. C. Gardner (1985), who proposed a socio-educational model of motivation in L2 acquisition. According to Gardner, the most important variables that influence the L2 learning process are the social milieu, the L2 learning context, individual differences and outcomes. Gardner proposed two main motivation orientations – integrative and instrumental. He also argued that social contexts highly influence the learning process and motivation levels.

Along with Gardner, another major contributor to the field of motivation research was Z. Dörnyei (2005) with his Motivational L2 Self System. Dörnyei (2005) proposed a model based on three main dimensions: Ideal L2 self, Ought-to L2 self and L2 learning experience. He argued that such a classifications enables us to detect the type of motivation present in the learner more accurately.

The present study focuses on the influence of the regional context in which the learning process takes place on the motivation levels of L2 learners. It is inspired by and relies on Lamb (2012), where it was found that there are regional differences both in motivation levels (in almost every category examined) and proficiency levels of young adolescents in Indonesia growing up in urban and rural contexts. Similarly, Molina et al. (2021) found differences in the motivation levels of urban and rural context L2 learners of English in Ecuador. Hu (2003) also found differences between urban and rural context L2 learners of English in China in

multiple aspects of language learning – proficiency levels, classroom behaviors and language learning and use strategies. He argued that regional differences in China are the result of unequal distribution of financial investments in different regions of the country.

The influence of urban and rural setting on motivation levels of L2 learners remains largely unexplored in the Croatian context. The main goal of the present study is to examine whether there are differences in the motivation levels of Croatian adolescent L2 learners of English who grew up in urban and rural settings. Since the influence of urban and rural setting on motivation levels of L2 learners has not been as investigated in Europe as in other parts of the world (Asia being the prime example), the results of the present study could shed some light on the universal aspects of this influencing factor and improve our understanding of it. The study is conducted within the the aforementioned theoretical frameworks of motivation research, using the adapted version of the instrument employed in Lamb (2012). The results of the study show that there are differences between the urban and rural context learners in two motivation scales – Instrumentality and Ideal L2 self – in the sense that the learners from the urban context show higher levels of motivation when compared to the learners from the rural context in these scales. It has to be noted, however, that in both of these categories, the urban and the rural context learners showed high motivation levels, and their proficiency levels were similarly high.

The structure of this thesis is as follows. Previous research on motivation is reviewed in Chapter 2 and Chapter 3. Chapter 3 focuses on research conducted in the Croatian context. In Chapter 4, the methodology and the results of the present study are described, followed by Chapter 5, in which the results are discussed. Chapter 6 contains concluding remarks.

2. Previous research on motivation

2.1 Theoretical frameworks of motivation research

Motivation to learn an L2 greatly differs from one individual to another, suggesting that individual differences greatly influence the motivation levels of learners. As such, motivation and the factors that influence it have been widely studied. One of the most influential figures in this field of study is a Canadian psychologist Robert Gardner, whose socio-educational model paved the way for understanding the importance of motivation in L2 acquisition, and the importance of exploring motivation as an individual difference factor.

Gardner (1985) proposed a socio-educational model of L2 motivation that describes the goal of motivation in two main orientations: integrative and instrumental. According to this model, integrative orientation in language learning focuses on the individual being interested in learning the language in order to successfully interact and form a stronger relationship with the members of the community. On the other hand, instrumental orientation is driven by the practical purpose of learning the L2, such as getting a better paying job, excell at the current job, or other practical reasons. Furthermore, he describes the difference between L2 learning in school and other school subjects. According to Gardner (1985), individual differences, such as attitudes and motivation levels, are deemed more important in L2 learning when compared to other subjects (such as maths, history or biology), since the L2 learning process includes a multiperspective and multicultural approach. Gardner (1985) describes the L2 as a way for the individual to interact with a different community, concluding that the individual then forms the L2 identity, which is heavily socially influenced. He also argues that the language programme influences learners' attitudes towards a specific language group (and consequently, the success with which the learner will be able to incorporate aspects of the language in use), noting that traditional grammar-translation courses, for instance, would have

less of an influence on the attitude towards language learning when compared with language programmes that enable the learners to incorporate more cultural properties of the language in use. Gardner (1985) also argues that along with the language programme, teacher's teaching style also greatly influences students' attitude towards the L2. This is even more so when compared to the relevance of the biology teacher and the attitude of the students towards biology since biology is taught from the individual's own cultural perspective, thus reducing the focus from the teacher as a prime mediator of the learning process.

In his more recent paper, Gardner (2007) elaborates some of his ideas in more detail. He explains two types of motivational constructs – language learning motivation and classroom learning motivation. When describing the language learning motivation, he argues that language learning motivation is a general characteristic and that it refers to the fact that the individual has taken up the opportunity to learn an L2. He also describes it as a stable type of a motivational construct, which is, however, succeptible to change, under certain conditions. On the other hand, classroom learning motivation focuses on the current motivation present in the L2 classroom. More specifically, it refers to the students' motivation to complete the tasks they are given, or to proactively take part in the classroom lesson. This construct is, according to Gardner (2007), state oriented, meaning that multiple external and internal factors can influence it more easily. External factors are those that are outside one's control, such as task difficulty, while internal ones are those that are within one's control, such as effort. Some of the influencing factors can be the teacher, teacher's teaching style, the materials and the lesson being taught or an overall class atmosphere. Gardner concludes that in practice, it is rather difficult to distinguish between the two types of motivation when trying to observe them, but emphasizes that the theoretical distinction is necessary for the purposes of any theoretical framework.

Even though Gardner set the foundation for motivation research with his socio-educational model of L2 motivation, it is important to explore some of the revisions of this model that followed. Dörnyei (2005) notes that the existing frameworks (mostly refering to Gardner and his 1985 socio-educational model) do not fully factor in the classroom elements of the L2 learning process. McGroarty (2001), also provides some insights, claiming that social context greatly influences the L2 learning process, and that the connections between social context and motivation are yet to be fully explored, since different contexts can influence motivation to learn an L2 in a facilitative, neutral or inhibitory way. Kimura (2003) criticizes the quantitative approach to examining the influence of classroom context on L2 motivation since the classroom context is not static and cannot be easily measured through questionnaires, primarily because it is dependant on multiple internal or external (unstable) variables.

Furthermore, a call for the revision of Gardner's notion of integrative motivation was brought by Noels et al. (2000), which pointed out that Gardner's proposal is only relevant in a certain sociocultural context. The authors propose a different framework, in which four main categories of motivation orientations are described: friendship, travel, knowledge and instrumental orientation. It is important to note that Noels et al. (2000) did not coin these orientations. This was done by Clement and Kruidenier (1983), based on a study involving 871 participants. The participants were eleventh grade students, who filled in a questionnaire containing 37 orientation items. The purpose of the study was to determine the effects of the following three parameters on motivation orientation: ethnicity, milieu and a target language. Along with the main four orientations that proved to arise most commonly in all groups of participants, divided by three criteria: cultural setting, ethnicity and target language, Clemens and Kruidenier (1983) concluded that the emergence of any of the four orientations is highly

determined by the structure of the learning situation in which the learning process is taking place.

Noels et al. (2000) further explore the four orientations proposed by Clement and Kruidenier (1983), correlating each individual orientation with either intrinsic or extrinsic motivation. The authors conclude that instrumental orientation highly correlates with external regulation – the lowest of the three levels of extrinsic motivation – suggesting that if the external factor is taken out of the equation, the learner will lose motivation for language learning completely. They also conclude that the remaning three orientations – friendship, travel and knowledge orientations – all highly correlate with the intrinsic type of motivation.

What Dörnyei (2005) proposes is the expansion of the concept of integrative motivation proposed by Gardner (1985). Dörnyei points out that his model of motivation is not meant to disprove the concept integrative orientation described by Gardner, but rather broaden the interpretation of it, while introducing new terms to describe a more coprehensive model. Dörnyei puts forward the notion of the Motivational L2 Self System, which consists of three main dimensions: Ideal L2 self, Ought-to L2 self and L2 learning experience. He describes the Ideal L2 self dimension as the individual's own imaginative ideal self, suggesting that the motivation to learn an L2 stems from the individual's own wanting to minimize the discrepancy between the Ideal L2 self and the actual self. Ought-to L2 self dimension is described as a set of attributes which the individual believes are necessary to possess in order to circumvent any potential negative outcomes. Dörnyei also explains that this dimension is extrinsically oriented. The third dimension, L2 learning experience, is described as a set of motives that are situation-specific, which are related to the learning environment in which the current L2 learning process taked place. Dörnyei's model inspired other academics to further explore the notion of motivation, especially focusing on how the new theoretical notions can be applied in a school environment, since multiple situation-specific classroom variables were

shown to influence the motivation of the students. In the next section, I review previous research on the influence of urban and rural contexts on L2 motivation.

2.2. Previous research on the influence of urban and rural contexts on motivation

One of the key studies into the influence of urban and rural contexts on L2 motivation is Lamb (2012), conducted within the framework of Dörnyei's (2005) L2 Motivational Self System. Lamb compared the motivation levels of L2 learners of English in three different contexts in Indonesia – a metropolitan city, a provincial town and a rural area. There was a total of 527 participants in the study, with ages ranging from 12 to 14. The study used a cloze test to determine the learners' proficiency in English, and a questionnaire to examine their motivation for learning English,The questionnaire had 50 items in total and employed a 6-point Likert scale. It was written in the Indonesian language. The materials used in the study will be described into more detail in 4.3.

The results showed that there is a statistically significant difference between the metropolitan and the provincial areas compared to the rural area, both in the level of motivation and the proficiency level. The category named International posture showed the largest discrepancy between the two contexts (metropolitan and provincial representing the urban context, and the rural area representing the rural context). Furthermore, the results showed that the participants in the rural context were influenced by their family to a lesser degree than the participants in the urban setting. Moreover, the Ideal L2 self (described in 2.1) was found to influence the learning effort of the metropolitan context participants to a higher degree than the remaining two contexts. Out of nine categories examined in the questionnaire, the rural context learners showed lower motivation levels in eight of them. Lamb highlights

the importance of teacher influence on motivation levels of young learners, and advocates for additional resources being available to teachers to enhance their teaching skills and methods.

Hu (2003) explores the regional differences of urban and rural context in China, addressing the fact that the vast majority of resources to improve English language learning were directed to urban, rather than rural areas. Some of the resources are the following: improvement of teachers' competence, distribution of new textbooks and learning materials, and updating the existing curriculums. Hu concludes that there are noticeable regional differences in multiple aspects of language learning in China, most prominent being the English language proficiency, language learning, strategies use and classroom behaviors. The two weakest points of the less developed areas are, according to Hu (2003), professional training (or the lack thereof) of the teacher and learner's exposure to English.

Molina et al. (2021) conducted a study which involved 16-18-year-old L2 learners of English from Ecuador. The main goal of the study was to compare the motivation of learners in urban and rural secondary school context. The authors conclude that the participants from the rural area show a lower level of motivation when it comes to both intrinsic and extrinsic motivation. Intrinsic motivation is linked to the performance of tasks that are internally rewarding to the individual, whereas extrinsic motivation is related to the completion of tasks which are rewarded externally in return. The learners from both contexts exhibited a relatively low level of motivation to learn English in general. However, the learners from both contexts show a high motivation level in relation to the category named "English as a universal language".

To sum up, several studies studies based on Gardner's (1985) socio-educational model of L2 motivation and Dörnyei's (2005) Motivational L2 Self System, and conducted in Asia and South America, have shown that there are differences in motivation (and proficiency) levels

of L2 learners of English in urban and rural areas. Urban area learners tend to show a higher level of motivation, as well as a higher proficiency level, when compared to rural area learners.

3. Previous research on motivation in the Croatian context

A study on motivation to learn the L2 and the factors that contribute to it in the Croatian context was conducted by Jelena Mihaljević Djigunović (1995). The study served as a framework for multiple future studies conducted in Croatia. The aim of the study was to design an instrument which would uncover different types of motivation and attempt to measure their intensity present in L2 learners of English in the Croatian context. Mihaljević Djigunović (1995) identifies three main types of motivation present in Croatian L2 learners of English: pragmatic-communicative motivation, affective motivation and integrative motivation. Pragmatic-communicative motivation is described as a motivation mainly driven by communication purposes in L2 learners. Affective motivation is achieved when the learner enjoys using the target language, and integrative motivation can be linked to Gardner's (1985) integrative orientation. Mihaljević-Djigunović (1995) also points out the two most common demotivators – the teaching setting and learning difficulties. She also notes that learning difficulties tend to lead to higher anxiety levels during the learning process in the classroom context.

The same instrument was used in Pavičić Takač and Berka (2014), which compared motivation type and the intensity of motivation for L2 learning in two different settings – among the students of grammar schools and the students of vocational schools in Osijek (n=541). Furthermore, two additional variables were explored – gender and English proficiency. The results show that pragmatic-communicative motivation is the strongest among the three main dimensions proposed by Mihaljević-Djigunović (1995). Furthermore, Pavičić Takač and Berka (2014) point out that the students with higher grades in both contexts reported a higher level of pragmatic-communicative motivation, but the students attending grammar school, in general, report a higher level of pragmatic-communicative motivation when compared to the vocational school students. When it comes to gender

differences, the authors state that there is a statistically significant difference in the affective motivation level between male and female participants, stating that female participants reported a higher affective motivation level. They also conclude that the school context and the proficiency level may influence the L2 learning process to a great extent.

Balenović (2011) conducted a study which examined the most common type of motivation in Croatian adult L2 learners of English. Two different socio-economic contexts were examined – Gospić and Rijeka. Among the two Croatian towns, Gospić represents an area of living that is less urban when compared to Rijeka, which represents a more urban urban area of living. Balenović found that the most prominent type of orientation was the affective-cultural orientation, described by the author as an orientation that is driven by the need of the individual to learn a language because of the liking of the language, and the wanting to familiarize oneself with a different L2 culture. The second most prominent type of orientation is professional orientation, described as the individual's desire to learn an L2 because of the work obligations that include the knowledge of the L2. Third most common orientation is found to be the instrumental-technological orientation, which arises due to practical reasons, such as everyday use of English (on the Internet, for instance). The least prominent orientation, the author concludes, is the communicative-integrative orientation. This type of orientation is associated with the individuals' need (or desire) to successfully communicate with a native speaker (or the user of the language in general) of English, in situations such as travelling. She also concludes that the participants in Gospić assess their communicative-integrative orientation as being less pronounced, unlike the participants in Rijeka, who assess it higher. One of the possible explanations could be the geographic location of Rijeka (and Gospić, respectively), meaning that the participants in Rijeka are more likely to interact with foreigners in English because of tourism, that is more prominent in

Rijeka. The comparison between the remaining three orientations shows no significant difference between the participants in Rijeka and Gospić.

Martinović (2018) conducted a study with the aim to investigate whether the following factors contribute to the motivation level of Croatian non-English majors for learning English as an L2: gender, achievement levels and the length of studying English. A total of 543 participants were included in the study. The author shows that there is a positive correlation between higher English grades and the instrumentality-promotion, Ideal L2 self and intended effort invested in the L2 learning process. Furthermore, students with a higher grade level showed less motivation to learn English, primarily due to external reasons heavily connected with social pressure, such as peer pressure or parent pressure. Martinović concludes that the study confirms the already established links between the motivation level and the achievement and proficiency level.

To summarise, Mihaljević Djigunović (1995) proposed three main types of motivation for learning English as an L2 in the Croatian context: pragmatic-communicative motivation, affective motivation and integrative motivation. Pavičić Takać and Berka (2014) argue that pragmatic-communicative motivation is the strongest among the three types of motivation in young Croatian grammar and vocational school students. They also report that female students show higher levels of affective motivation then male students. Balenović (2011) shows that in adult L2 learners of English, the most prominent type of motivation is affective-cultural motivation. Finally, Martinović (2018) concludes that students' higher English grades positively correlate with the levels of instrumentality, Ideal L2 self and effort invested in L2 learning among Croatian non-English majors.

4. Present study

4.1. Research questions and hypotheses

The aim of this study is to examine the differences in motivation between the urban and the rural L2 learners of English in the Croatian context. Furthermore, the aim is to determine whether the urban context facilitates motivation to learn English better than the rural context, while also trying to identify the variables that potentially influence the motivation levels of learners.

The study seeks to answer the following research questions:

1. Are there differences in motivation to learn English as an L2 between young adolescents in urban and rural areas of Croatia?
2. Does the urban setting facilitate Croatian young adolescents' motivation to learn English as an L2 better than the rural context?

The predictions for the research questions, based on the findings of previous studies,are the following:

1. There are statistically significant differences when comparing motivation levels to learn English between the urban and the rural group of young adolescent L2 learners in Croatia.
2. The urban setting facilitates motivation to learn English as an L2 in young adolescents in Croatia better than the rural setting.

4.2. Participants

A total of 53 L2 learners of English participated in the study. They were enrolled in the "Fran Galović" Secondary School in Koprivnica, a town with 30.854[1] inhabitants in Central Croatia and a seat of the Koprivnica Križevci County, at the time of the study. A total of three second grade classes were involved in the study. To reduce differences regarding the teacher influence, the three classes were taught by the same teacher in high school (also in the first grade). Two main categories that divided the participants were the urban and the rural category. A total of 62.3% (n=33) of participants grew up in an urban area, while a total of 37.7% (n=20) of participants grew up in a rural area. A total of 75.4% (n=40) of participants were 16 years old, while the remaining 24.6% (n=13) were aged 17. Out of the 33 participants in the urban context group, 54.5% (n=18) were male, and a 45.5% (n=15) were female. On the other hand, 25% (n=5) of the rural group participants were males, and 75% (n=15) of the rural group participants were females. All of the participants stated that their mother tongue is Croatian. As for taking English language classes outside school 39.3% (n=13) of the urban setting participants stated that they attend or have attended classes outside school. On the other hand, 15% (n=3) of the rural context participants reported attending or having attended English language classes outside school.

The proficiency level of the participants was determined by means of a C-test, administered before the main testing instrument (i.e. a questionnaire). The participants from both groups scored similarly in the test. The urban group participants, on average, scored 85.5% (133.38 points out of a maximum of 156 points, SD = 19.37). The rural group participants, on average, scored 83.5% (n=130.3 points out of a maximum of 156, SD = 23.6)

[1] This can be seen on the official website of the Croatia Bureau of Statistics: https://www.dzs.hr/default_e.htm

in the test. The Student T-test revealed that there are no significant differences in the proficiency level of the participants ($t(283)=-0.528$, $p<0.05$).

To distinguish between the urban and rural contexts, the official division of the Koprivnica Križevci County was used as a point of reference. The aforementioned county consists of three cities – Koprivnica, Križevci and Đurđevac – and 22 municipalities[2]. The students that lived in one of these three cities were categorized as belonging to the urban context group, while the participants that lived in any of the 22 municipalities were grouped as part of the rural context group. To account for migrations, the participants were asked whether they changed their place of living during their life. Out of 53 participants, 13.2% (n = 7) stated that they did change their place of living. Two of the participants stated that they moved from one urban area to another, so they were categorized into the urban context group. Two of the participants stated that they moved from a rural area to an urban area. Since they moved to the urban area 11 and 13 years ago respectively, both were also included in the urban context group. The remaining three participants stated that they lived in a rural area before moving to another rural area, and these participants were all categorized into the rural context group.

4.3. Methodology

4.3.1 Materials

The materials used in the present study were modeled on the ones used by Lamb (2012) to investigate the motivation of young Indonesian adolescents (see 2.2). The materials consisted of a C-test and a questionnaire. The questionnairethat was translated from English into Croatian. The C-test was slightly adjusted in terms of the locations mentioned in the text,

[2] This can be seen on the official website of Koprivnica Križevci County: https://kckzz.hr/en/about-the-county/towns-and-municipalities/

in the sense that the names of Indonesian cities were replaced with internationally recognized cities. No other lexical modifications were made in the C-test.

The C-test consisted of five short texts, with a total number of points being 156. In Lamb (2012), the exact number of letters missing in each word was shown to the participants. Such practice was omitted from the present study, as there were no indicators of the number letters missing in the texts.

The questionnaire was divided into two parts – the background questionnaire and the motivation questionnaire. The background questionnaire consisted of questions that elicited participants' age, gender, place of living, information about a potential move, information about potential attendance of English language classes outside school, mother's and father's education level and their estimated level of proficiency in English.

The motivation questionnaire consisted of 50 statements which the students had to evaluate based on a 7-point Likert scale. In the scale, 1 signified "I strongly disagree" or "It does not apply to me at all", and 7 signified "I strongly agree" or "It completely applies to me". The points in between were not labelled. Such a Likert scale differentiates from the one used by Lamb (2012), which had 6-points. An additional, central, point was added to the scale to obtain more nuanced answers. Furthermore, Lamb included eleven yes-no questions as items (e.g. "Does speaking English make you nervous?"), and these items were rephrased as statements (e.g. "Speaking English makes me nervous.") in the present study to allow participants to rate them using a Likert scale in the same way as other items.

In Lamb (2012), the 50 items were categorized into 11 categories, which were retained in the present study. The categories were as follows: (1) Criterion measure (motivated learning behaviour), (2) Ideal L2 self, (3) Ought-to L2 self, (4) International posture, (5) Instrumentality, (6) L2 learning experience in school, (7) L2 learning experience outside of

school, (8) Language anxiety, (9) Family influence, (10) Peer influence and (11) Teacher influence. The number of items in each category differed. The order of the items was randomized; the present study retained the order from Lamb (2012).

4.3.2 Procedure

The initial phase of the study included a brief explanation of the study to the participants, omitting the information that English L2 learning motivation in rural and urban contexts will be compared and analyzed in the study. After that, consent forms for the participants' parents to sign were distributed. The participants had one week to hand in the signed consent forms. A week after the initial introduction, the study was conducted. First, the participants were asked to complete a C-test to determine their level of proficiency. The students had 20 minutes at their disposal to complete the test, and the average time needed to complete it was around 10 minutes. The second part of the study was then conducted. It involved distributing and completing the questionnaire. The participants had 20 minutes to complete the questionnaire. The approximate time of completion was around 10 minutes, with each class having at least one student needing full 20 minutes to complete the questionnaire. The participants were tested in a group, in a classroom, during their English class, and had a total of 40 minutes at their disposal to complete both the test and the questionnaire. All the materials they had received were printed, and both pen and pencil were allowed to use.

4.4 Results

The method used to analyze the results of the motivation questionnaire was calculating the mean value for each item, averaging the mean values of all items for each category, and cross-examining the mean values of urban and rural groups within each category. There were four statements the values for which were reversed and recoded when representing them in the results (these statements are marked with an "R" in Tables 1–12). After determining the mean

values, the variance for each category was calculated. After that, an f-Test was conducted for each category, to determine whether the null hypothesis that the two variances were equal could be accepted or rejected.

Based on the results of the f-Test, an appropriate Student T-test was then conducted for each category to determine whether there are statistically significant differences between the urban and rural group in each of the eleven categories. The *p* value was set at a $p<0.05$. Out of eleven categories, Student T-tests showed that the urban and the rural group differed in the two categories – the Ideal L2 self ($t(283)=-2.88$, $p<0.05$) and Instrumentality ($t(144)=-2.35$, $p=<.05$). In what follows, I provide the descriptive statistics results for each category.

The category called "Motivated learning behavior" included five items. One of the items was reversely measured. The statistical analysis showed that the urban and the rural group did not differ in this category. The results can be observed in Table 1.

Table 1. Results of the "Motivated learning behavior" category

STATEMENT	**MEAN VALUE**		**SD**		**TOTAL**	
	Urban	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
1. I really try hard to learn English.	4.81	5.0	1.861	1.760	4.002	4.0
12. I would like to spend lots of time studying English.	4.39	3.95	1.694	1.774		
26. I think that I am doing my best to learn English.	4.21	4.6	1.672	1.881		

32. I put much effort into learning English outside school.	3.06	2.5	1.730	1.244		
47. I often skimp on my English homework. (R)	3.54	3.95	2.265	2.108		

The category called “Ideal L2 self” consisted of six items. The items explored the importance that the participants attributed to the English language and its use in the future based on the Motivational L2 Self System by Dörnyei (2005) (see 2.1). The statistical analysis showed that there is a difference between the urban and the rural group in this category. The results are shown in Table 2.

Table 2. The results of the “Ideal L2 self” category.

STATEMENT	**MEAN VALUE**		**SD**		**TOTAL**	
	Urban	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
5. The things I want to do in the future involve English.	5.21	5.0	1.815	1.702	6.015	5.58
9. I often imagine myself as someone who’s able to speak English.	6.42	5.65	1.061	1.458		
21. I want to be able to speak English well.	6.78	6.95	0.599	0.217		
24. I see myself one day speaking English with other young people from all over the world.	5.57	5.0	1.714	1.788		
33. It is easy to imagine myself as a	5.96	5.65	1.758	1.589		

future user of English.						
50. If my dreams come true, I'll use English effectively one day.	6.15	5.25	1.227	1.373		

The category called "Ought-to L2 self" comprised six items, which represent the expectation of others around the participants when it comes to their English language proficiency and use. Prior research showed that it is rather difficult to correctly measure the "Ought-to L2 self" category (cf. Lamb, 2012). The results of the statistical analysis showed that the urban and the rural group did not differ in this category. The results can be seen in Table 3.

Table 3. Ought-to L2 self category results.

STATEMENT	**MEAN VALUE**		**SD**		**TOTAL**	
	Urban	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
4. I need English to avoid failing my exams.	3.57	2.85	2.278	1.904	3.84	3.36
14. Young Croats are obliged to learn English well.	6.24	6.2	1.061	1.029		
29. I feel I have to study English well to be a good pupil.	5.24	4.5	1.639	1.161		
17. Learning English is necessary because people surrounding me expect me to do so.	3.96	2.55	2.270	1.596		

42. Adults who can't use English may be considered ignorant.	2.15	2.15	1.277	1.061		
44. If I fail to learn English I'll be letting other people down.	1.9	1.95	1.4	1.283		

The category called "International posture" reflected the participants' opinion on the importance of English globally. It consisted of five items. The results of the statistical analysis showed that the urban and the rural group did not differ in this category. It should be noted that this category showed the highest overall mean values out of all the categories, which could indicate a high level of this type of motivation in both urban and rural participants. The results for this category coincide with the results in Lamb (2012) in the sense that the participants in both studies showed the highest level of motivation in this category. The results are given in Table 4.

Table 4. The results of the "International posture category"

STATEMENT	**MEAN VALUE**		**SD**		**TOTAL**	
	Urban	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
6. I want to use English to communicate with people from other countries.	6.45	6.2	1.063	1.077	6.23	6.03
11. I am interested in what happens outside of Croatia.	6.21	6.45	1.192	1.116		

18. English is the most important language in the world.	5.27	4.65	1.988	1.710		
28. Learning English is necessary because it is an international language.	6.42	6.15	0.902	1.013		
39. English is important in the world nowadays.	6.81	6.7	0.464	0.556		

The category called “Instrumentality” explored the attitude of participants towards the importance and relevance of English in everyday life, such as for their hobbies or future employment, following Gardner (1985). It consisted of four items. The statistical analysis showed that the urban and the rural group differed in this category. Both groups of participants showed a high a level of motivation in this category. The results are shown in Table 5.

Table 5. The results of the “Instrumentality” category

STATEMENT	**MEAN VALUE**		**SD**		**TOTAL**	
	Urban	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
8. Knowledge of English is useful for my hobbies.	6.24	5.45	1.173	1.716	6.17	5.73
20. Studying English is important to me so I can get a better job.	6.0	5.6	1.346	1.428		
22. Learning English well can help	6.27	6.15	1.008	1.061		

me get into a good college later on.						
38. English is important for me to succeed educationally.	6.18	5.75	1.102	1.134		

The category called “L2 learning experience in school” consisted of four items, one of which was reversely-measured. This category is closely connected to the “Teacher influence” category, which might explain why the results of these two categories are rather similar. The statistical analysis showed that the urban and the rural group did not differ in this category. The results can be seen in Table 6.

Table 6. Results of an “L2 leaning experience in school” category

STATEMENT	**MEAN VALUE**		**SD**		**TOTAL**	
	Urban	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
13. I like the atmosphere of my school English classes.	5.09	4.75	1.756	1.996	4.48	4.37
19. I feel bored studying English at school (R)	4.39	3.9	2.290	2.142		
25. My school English teachers make lessons really interesting.	4.57	4.8	1.803	1.805		
34. I enjoy my school English lessons.	3.9	4.05	1.951	1.640		

The category called “L2 learning experience outside school” contained five items. The statistical analysis showed that the urban and the rural group did not differ in this category. The results are given in Table 7.

Table 7. Results of the “L2 learning experience outside school” category

STATEMENT	MEAN VALUE		SD		TOTAL	
	Urban	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
2. I enjoy finding out the meaning of English words myself.	4.78	5.35	1.653	1.525	5.42	5.5
15. I enjoy learning from the environment, for example from songs, movies or magazines.	6.39	6.3	1.321	1.228		
27. I like to study English at home.	4.48	4.5	1.839	1.717		
36. I enjoy seeing and hearing English.	6.06	5.85	1.456	1.235		

The category called “Language anxiety” contained four items that explored participants’ attitude towards the language anxiety they experience when speaking English. The statistical analysis showed that the two participant groups did not differ in this category. Also, the results show that both groups of participants demonstrate a relatively low level of anxiety, which could explain high motivation levels in other categories. The results can be observed in the Table 8.

Table 8. Results of the “Language anxiety” category

STATEMENT	MEAN VALUE		SD		TOTAL	
	Urban	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
7. If I met an English speaker I would feel nervous.	3.06	4.05	1.999	2.011	2.7	3.21
37. Speaking English makes me nervous.	1.9	2.3	1.465	1.552		
45. I worry that foreigners would think my English strange.	3.45	3.65	1.954	1.981		
49. I feel nervous when asked to use English in class.	2.39	2.85	1.869	1.956		

The category called “Family influence” examined the influence of the participants’ family and their attitude towards the importance of English. The category contained four items, one of which was reversely-measured. The statistical analysis showed that the urban and the rural group did not differ in this category. In general, family members of participants from both contexts express a positive attitude towards English. The results are shown in Table 9.

Table 9. The results of the “Family influence” category

STATEMENT	MEAN VALUE		SD		TOTAL	
	Urban	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
3. My family has negative attitudes towards English (R)	6.45	6.6	1.325	1.319	5.31	4.85
10. My family believes that I must study English to be an educated person.	5.18	4.6	1.894	1.496		
23. It's important to my family that I do well in English.	4.75	3.85	1.854	1.458		
30. My family encourages me to study English well.	4.87	4.35	1.948	1.710		

The category called “Peer influence” explored the influence of peers on the participants' attitude towards English. It contained five items, with one being reversely-measured. The statistical analysis showed that that the two groups of participants did not differ in this category. The results can be observed in Table 10.

Table 10. Results of “Peer influence” category

STATEMENT	MEAN VALUE		SD		TOTAL	
	Urban	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
16. My closest friends have positive attitudes towards English.	6.66	6.5	0.692	0.866	4.34	4.51
35. My close friends encourage me to study English.	3.9	4.05	2.021	2.036		
41. My closest friends don't really like English (R).	5.69	5.7	1.845	1.552		
43. There's a friend who has really helped me learn English	2.66	2.75	1.994	2.046		
48. There's at least one friend who has really influenced by attitudes towards English.	2.78	3.55	1.964	1.856		

The category “Teacher influence” explored the influence of teachers on the participants' attitude towards learning English. It contained only three items. The statistical analysis showed that the two participant groups did not differ in this category. The results can be observed in Table 11.

Table 11. Results of the “Teacher influence” category

STATEMENT	MEAN VALUE		SD		TOTAL	
	Urban	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
31. The role of teachers is important in helping me learn English.	5.21	4.65	2.175	2.080	4.4	4.23
40. There's at least one teacher who has really influenced my attitudes towards English	4.5.1	5.15	2.488	1.681		
46. My teachers have really encouraged me to study English harder.	3.48	2.9	2.09	1.729		

Summarising all the results outlined above, the Figure 1 shows the average mean values and standard deviations for all categories for both groups of participants. It can be observed that standard deviations for the urban context group are higher than for the rural context group, suggesting that there is a higher degree of variance present in the results of the urban context group of participants.

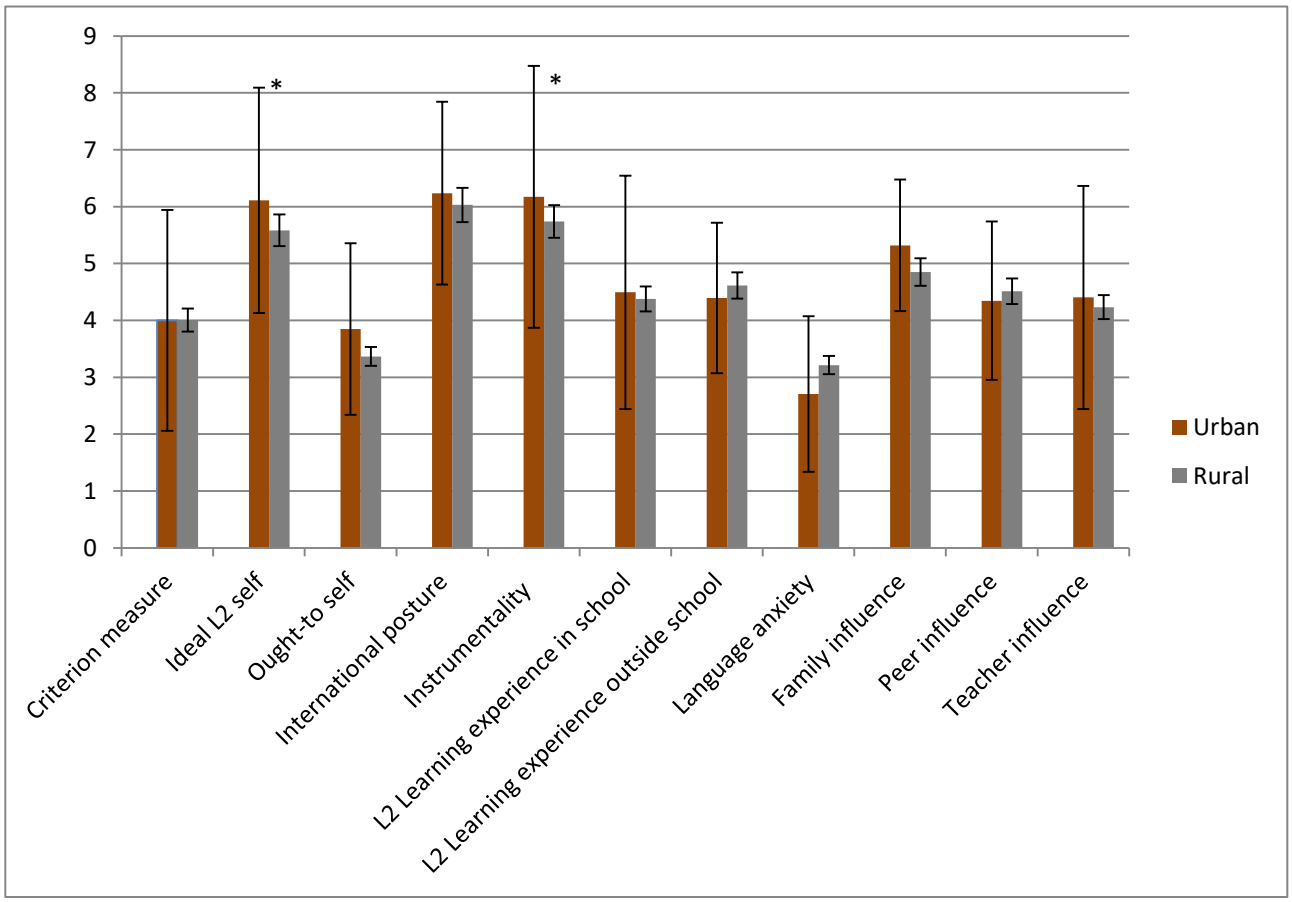

Figure 1. Mean values and standard deviations for each category for both participant groups *Indicates a statistically significant difference

5. Discussion

The present study explored the influence of urban and rural setting on motivation levels of young adolescent L2 learners of English in the Croatian context. . The first research question examined whether there are differences in motivation between urban and rural context learners. The results showed that some differences indeed exist. More precisely, it was found that L2 learners living in the urban area had a higher motivation level in two categories examined in the motivation questionnaire: Ideal L2 self and Instrumentality. Nonetheless, both groups of learners showed a high motivation level in both of these categories. Lower motivation levels of rural context learners can be potentially explained by the hypothesis that these learners experience a more pronounced expectance of them to stay within the community, while learners raised in the urban area are more exposed to a lifestyle that promotes individualism, eventual separation from parental figures, and a variety of possible vocations. The differences that have been established between the two groups of learners are in line with Lamb (2012), who showed a clear difference between the urban and the rural group of participants both in their motivation and proficiency level.

The second research question explored whether the urban setting facilitates motivation to learn English as an L2 in young adolescents in Croatia better than the rural context. Based on the fact that urban context learners showed a higher level of motivation in the categories of Ideal L2 self and Instrumentality than rural context learners, there is some evidence suggesting that the urban setting indeed facilitates motivation to learn English in young adolescents in Croatia better than the rural one. These findings are in line with Hu (2003) and Lamb (2012), who came to the same conclusion for adolescent L2 learners of English in China and Indonesia respectively.

Looking at the results of the questionnaire beyond research questions, the participants showed the highest motivation levels in the category of International posture, which suggests a high level of awareness of the impact of English as a global language among Croatian adolescents. These findings are in line with Lamb (2012) and Molina et al (2021), whose participants also showed the highest level of motivation in this category. The pedagogical implications of this finding is that teachers could introduce more materials which emphasize the importance of English as a global language to further facilitate the positive effect of this type of motivation on the whole learning process.

In addition to the category of International posture, the highest overall values were obtained in the already mentioned categories of Ideal L2 self and Instrumentality. This also coincides with Lamb (2012), whose participants scored the highest mean values in the two categories in question in addition to the International posture category. This potentially indicates the universal importance of these three categories for the construct of motivation. High motivation levels in the categories of Instrumentality and International posture can be potentially explained by the dominating position of English as a *lingua franca*, and the desire of Croatian adolescents to be competent non-native speakers of English. The learners' motivation levels in the above-mentioned categories might have been additionally enhanced by the the availability of and access to the Internet and other new media.

The lowest values in the present study were found in the Anxiety category, which indicates that Croatian adolescents learning English in the classroom do not generally experience language anxiety, which can be considered as a demotivating factor in relation to English.

The study has several limitations. First, the number of participants was relatively low. Second, the two genders were not distributed evenly in the two groups, especially in the rural

context group, in which the number of female participants was as high as 75% (n=15). Third, the school which the participants attended was a grammar school, meaning that it might not be particularly representative of the region as a whole, considering that no vocational school students were included in the study. Finally, since the regions of Croatia vastly differ historically, culturally, economically and even linguistically (if we consider regional varieties of Croatian), it is difficult to generalize the results of the present study to the whole high school population in Croatia.

6. Conclusion

The aim of this study was to determine whether there are differences in motivation levels of young adolescent L2 learners of Englishin urban and rural settings in Croatia. The results show that there are two categories in which they differ statistically– Instrumentality and Ideal L2 self. The participants living in the urban context showed higher motivation levels in the aforementioned categories when compared with the participants in the rural context. Moreover, the category which showed the highest mean values in both participant groups was International posture, which suggests that the learners are highly aware of the importance of English in the globalized world, and how valuable the knowledge of English is today.

Based on the results of the study, there is some evidence suggesting that the urban setting facilitates motivation to learn English as an L2 in young adolescents in Croatia better than the rural one. However, more studies need to be conducted to gather more substantial evidence. The study could be improved by increasing the number of participants, achieving a greater gender balance in the sample, introducing students from a greater variety of high schools and regions in Croatia and conducting a more thorough statistical analysis involving a regression analysis to determine which factors are most influential when it comes to motivation levels of urban and rural context L2 learners.

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Appendix

Appendix 1. – Consent form

INFORMATIVNI OBRAZAC ZA SUDIONIKE U ISTRAŽIVANJU

NAZIV PROJEKTA

Istraživanje motivacije srednjoškolaca u Hrvatskoj za učenje engleskog jezika

OPIS ISTRAŽIVANJA

Ovim putem pozivamo Vaše dijete da sudjeluje u istraživanju za potrebe izrade diplomskog rada Kristijana Škiljaice na diplomskom studiju engleskog jezika i književnosti i povijesti na Filozofskom fakultetu Sveučilišta u Rijeci pod mentorstvom izv. prof. dr. sc. Tihane Kraš.

Istraživanje proučava motivaciju učenika srednjoškolske dobi u Hrvatskoj za učenje engleskog jezika. Istraživanje uključuje ispunjavanje upitnika na hrvatskom jeziku i testa znanja engleskog jezika.

POVJERLJIVOST PODATAKA

Svi podaci prikupljeni u istraživanju u potpunosti su anonimni. Podaci su odvojeni od obaviještenog pristanka te se ne dovode u vezu s njim. Od sudionika ćemo prikupiti sljedeće osobne podatke: spol, dob, razred, materinski jezik (ili materinske jezike), grad ili mjesto u kojem žive i u kojem su eventualno prije živjeli, podatak o tome jesu li pohađali dodatnu poduku iz engleskog jezika, razinu obrazovanja roditelja te razinu poznavanja engleskog jezika roditelja. Nitko neće povezivati podatke koji se od sudionika prikupe s podacima na temelju kojih bi ih se moglo identificirati.

TRAJANJE

Uobičajeno trajanje istraživanja iznosi 40 minuta.

PRAVA SUDIONIKA

U bilo kojem trenutku sudionik može bez ikakvog objašnjenja odustati od istraživanja te

tražiti da se podaci koji su se do tada od njega/nje prikupili unište. Također ima pravo ne odgovoriti na neko pitanje te tražiti pojašnjenja u vezi njega.

KORISTI I RIZICI

Ovo istraživanje ne donosi niti neposrednu korist niti rizik za sudionike.

OBAVIJEŠTENI PRISTANAK

Potpisivanjem potvrđujete da ste pročitali informativni obrazac i da pristajete da Vaše dijete sudjeluje u istraživanju.

Ime i prezime sudionika (djeteta)

_____ _____

Ime i prezime roditelja/skrbnika Datum

_____

Potpis roditelja/skrbnika

_____

Appendix 2. – C-test

INSTRUCTIONS: In the five passages below parts of some words are missing. Your task is to complete the missing part of each word. You have 20 minutes at your disposal for doing the whole task. Please write in a legible way. If you make any corrections, please make sure it is clear what your final answer is.

TEXT 1: A boy is talking about himself.

„Hi! My name's Ben. I'm ten ye_____old a_____I'm fr_____Australia.

I've g_____brown ha_____and bl_____eyes. I li_____with

m_____parents and my sis_____in a sm_____house in

Sydney.

I_____my fr_____time I li_____to sw_____in t_____

_____sea and to ri_____my bike. I al_____enjoy pla_____

_____games o_____my comp_____."

TEXT 2: An English teenager's typical day

My mum wakes me up at about 7 o'clock. I ta_____a

qui_____shower and th___have brea__downstairs.

Usu_____I ha_____a bowl o____cereal

and so_____toast. A_____8 o'clock I

wa_____to sch_____; it ta_____me ab_____half

a_____hour. We ha_____lessons a_____morning;

each sub_____has a diff_____teacher. At 12 o'clock ever_____has

lu_____together; m_____favourite fo_____is fish a____

_____chips.

I_____the afte_____we alw_____play sp _____; football in the

win_____and ten_____in t_____summer. Most days I g_____

_____home ab_____5 o'clock. I d_____my home_____

_____then ha_____supper

wi_____my fam_____. After th_____I wa _____TV or re_____a

magazine. I g_____to b_____at 10 o'clock.

TEXT 3: A postcard from Etty & family, who are on holiday

We're in London, having a great time. Our English friends, Alice and Becky,

m_____us a_____the air_____and th_____we to___a

b_____into t_____city cen_____. We're sta_____in

a ho_____near Buckingham Pal_____, b_____we

ha_____not se_____the qu_____yet!

Th_____are s_____many thi_____to d_____here, b_____it

i_____very expe_____, and t_____weather i_____quite co_____.

I th_____my Eng_____is impr_____fast!

Best wishes, Etty & family

TEXT 4: A customer is in a travel agency, asking for information.

X: Good morning.

Y: Good morning, how can I help you?

X: I'm planning a trip to the USA. I've ne_____been there

bef_____, how lo_____is t_____flight?

Y: Well, t_____New York its ov_____12 hours. Y_____can

g_____via Paris o_____via Berlin, wh_____would y_prefer?

X: Via Paris, I th_____. How mu_____does i_____cost?
Y: A_____the mom_____it co_____about $700, i_____you f_____

with Birtish Airways. It m_____be che_____with RyanAir, ju_____let

m_____check o_____my scr .

Yes, i_____is $600 wi_____them.

X: OK, pl_____book m_____two tic_____to New

York. Y: Wh_____do y_____want t_____travel?

X: O_____25th Aug_____. Y: Sin_____or Return? X: Return.

Y: Fine, take a seat while I make the booking.

TEXT 5: A famous circus

The circus, Cirque du Soleil, began in Montreal, Canada. It was started by the Canadian

Guy Laliberté in 1984. Wh_____he le_____college, Laliberté trav____

_____around Eur_____and ear_____money pla_____

_____music i_____the str_____.

Not lo_____after h_____returned ho_____, he sta_____Cirque du

Soleil wi_____his fri_____Daniel Gauthier. Dur_____the 1990s, Cirque gr_____

quickly. N_____it does sh_____all ov_____the wo_____and h_____

more th_____3000 peo_____working f_____it.

Cirque does n_____have a_____animals, b_____there is mu_____and da_____ and each

sh_____tells a story.

Appendix 3. – Questionnaire

UPITNIK O MOTIVACIJI ZA UČENJE ENGLESKOG JEZIKA

Prvi dio

Navedi tražene podatke. Neka pitanja treba dopuniti, a neke odgovore treba zaokružiti.

Dob: _____

Spol: M Ž

Razred koji pohađaš: _____

Koji je tvoj materinski jezik ili koji su tvoji materinski jezici (ako ih imaš više)?

_____

Gdje živiš (napiši ime grada ili mjesta)? _____

Jesi li prije živio/živjela negdje drugdje?

DA NE

Ako da, gdje? _____

Prije koliko godina si se doselio/la u grad ili mjesto u kojem sada živiš? _____

Pohađao sam dodatnu poduke iz engleskog jezika kako bih bolje naučio/naučila jezik.

DA NE

Najviša postignuta razina obrazovanja tvog oca:

A) završena osnovna škola
B) završena srednja škola
C) završen preddiplomski studij / viša stručna sprema
D) završen diplomski studij / visoka stručna sprema
E) završen doktorski studij
F) ostalo: _____

Najviša postignuta razina obrazovanja tvoje majke:

A) završena osnovna škola
B) završena srednja škola
C) završen preddiplomski studij / viša stručna sprema
D) završen diplomski studij / visoka stručna sprema
E) završen doktorski studij
F) Ostalo: _____

Do koje se mjere tvoj otac koristi engleskim jezikom?

A) Uopće ga ne razumije.
B) Razumije ga, ali ga ne govori.
C) Razumije ga i otežano govori.
D) Razumije ga i govori s malim poteškoćama.
E) Razumije ga i tečno govori.

Do koje mjere se tvoja majka koristi engleskim jezikom?

A) Uopće ga ne razumije.
B) Razumije ga, ali ga ne govori.
C) Razumije ga i otežano govori.
D) Razumije ga i govori s malim poteškoćama.
E) Razumije ga i tečno govori.

Drugi dio

Označi koliko se slažeš sa sljedećim tvrdnjama i koliko se odnose na tebe. Brojka 1 znači ‘uopće se ne slažem s tvrdnjom’ ili ‘uopće se ne odnosi na mene’, a brojka 7 ‘u potpunosti se slažem s tvrdnjom’ ili “u potpunosti se odnosi na mene”.

1. Doista se trudim naučiti engleski.

1 2 3 4 5 6 7

2. Volim sam/sama pronalaziti značenje engleskih riječi.

1 2 3 4 5 6 7

3. Moja obitelj ima negativne stavove prema engleskome.

1 2 3 4 5 6 7

4. Engleski mi je potreban da ne dobijem jedinicu.

1 2 3 4 5 6 7

5. Stvari koje želim raditi u budućnosti imaju veze s engleskim.

1 2 3 4 5 6 7

6. Želim se koristiti engleskim za komunikaciju s ljudima iz drugih zemalja.

1 2 3 4 5 6 7

7. Kad bih upoznao izvornog govornika engleskoga, bio bih nervozan / bila bih nervozna.

1 2 3 4 5 6 7

8. Poznavanje engleskoga korisno je za moje hobije.

1 2 3 4 5 6 7

9. Često zamišljam sebe kao nekoga tko je u stanju govoriti engleski.

1 2 3 4 5 6 7

10. Moja obitelj vjeruje da moram učiti engleski kako bih bio školovan / bila školovana.

1 2 3 4 5 6 7

11. Zanima me što se događa izvan Hrvatske.

1 2 3 4 5 6 7

12. Želio/Željela bih provesti mnogo vremena učeći engleski.

1 2 3 4 5 6 7

13. Sviđa mi se atmosfera na satovima engleskoga u školi.

1 2 3 4 5 6 7

14. Mladi u Hrvatskoj moraju dobro naučiti engleski.

1 2 3 4 5 6 7

15. Volim učiti iz okoline, primjerice kroz pjesme, filmove ili časopise.

1 2 3 4 5 6 7

16. Moji najbliži prijatelji imaju pozitivne stavove prema engleskome.

1 2 3 4 5 6 7

17. Trebam učiti engleski jer ljudi oko mene to očekuju.

1 2 3 4 5 6 7

18. Engleski je najvažniji jezik na svijetu.

1 2 3 4 5 6 7

19. Dosadno mi je učiti engleski u školi.

1 2 3 4 5 6 7

20. Učenje engleskoga mi je važno kako bih našao/našla bolji posao.

1 2 3 4 5 6 7

21. Želim znati dobro govori engleski.

1 2 3 4 5 6 7

22. Dobro poznavanje engleskoga pomoći će mi da se upišem na dobar fakultet.

1 2 3 4 5 6 7

23. Mojoj je obitelji važno da budem dobar/dobra u engleskome.

1 2 3 4 5 6 7

24. U budućnosti se vidim kako govorim engleski s mladima iz cijelog svijeta.

1 2 3 4 5 6 7

25. Moj nastavnik / Moja nastavnica čini nastavu engleskoga doista zanimljivom.

1 2 3 4 5 6 7

26. Smatram da se maksimalno trudim naučiti engleski.

1 2 3 4 5 6 7

27. Volim učiti engleski kod kuće.

1 2 3 4 5 6 7

28. Potrebno je učiti engleski jer je on međunarodni jezik.

1 2 3 4 5 6 7

29. Trebam dobro učiti engleski da budem dobar učenik.

1 2 3 4 5 6 7

30. Roditelji me potiču na učenje engleskoga.

1 2 3 4 5 6 7

31. Uloga nastavnika važna je za moje učenje engleskoga.

1 2 3 4 5 6 7

32. Ulažem velike napore u učenje engleskoga izvan škole.

1 2 3 4 5 6 7

33. Lako mi se zamisliti kao budućeg govornika engleskoga.

1 2 3 4 5 6 7

34. Uživam na satovima engleskoga.

1 2 3 4 5 6 7

35. Bliski me prijatelji potiču na učenje engleskoga.

1 2 3 4 5 6 7

36. Volim vidjeti i čuti engleski.

1 2 3 4 5 6 7

37. Govorenje engleskoga čini me nervoznim/nervoznom.

1 2 3 4 5 6 7

38. Engleski je važan za uspjeh u obrazovanju.

1 2 3 4 5 6 7

39. Engleski je važan u današnjem svijetu.

1 2 3 4 5 6 7

40. Imam/Imala sam barem jednog nastavnika / jednu nastavnicu koji je doista utjecao / koja je doista utjecala na moje stavove prema engleskome.

1 2 3 4 5 6 7

41. Moji najbliži prijatelji baš i ne vole engleski.

1 2 3 4 5 6 7

42. Odrasli koji ne govore engleski mogu se smatrati neznalicama.

1 2 3 4 5 6 7

43. Imam prijatelja koji mi je doista pomogao u učenju engleskoga.

1 2 3 4 5 6 7

44. Ako ne uspijem naučiti engleski, iznevjeriti ću druge ljude.

1 2 3 4 5 6 7

45. Brinem se da ću strancima čudno zvučati na engleskome.

1 2 3 4 5 6 7

46. Nastavnici su me doista poticali da se više zalažem u učenju engleskoga.

1 2 3 4 5 6 7

47. Često površno napišem domaću zadaću iz engleskoga.

1 2 3 4 5 6 7

48. Imam barem jednog prijatelja koji je doista utjecao na moje stavove prema engleskome.

1 2 3 4 5 6 7

49. Često sam nervozan/nervozna kad moram govoriti engleski na satu.

1 2 3 4 5 6 7

50. Ako mi se ostvare snovi, jednoga ću se dana učinkovito koristiti engleskim.

1 2 3 4 5 6 7