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UNIVERSITY OF SPLIT



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**L2 MOTIVATION AND DEMOTIVATION RESEARCH IN
THE CROATIAN CONTEXT**

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UNIVERSITY OF SPLIT
FACULTY OF HUMANITIES AND SOCIAL
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Department of English Language and Literature

**L2 MOTIVATION AND DEMOTIVATION RESEARCH IN
THE CROATIAN CONTEXT**

BA Thesis

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Split, 2023

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1. Introduction

The importance of the English language in today's globalized world cannot be overstated. Its widespread use in business, science, and politics has made it the lingua franca of international communication. As a result, there has been a growing interest in understanding the factors that motivate individuals to learn English as a second or foreign language (ESL/EFL). Motivation plays a crucial role in the language learning process, influencing learners' attitudes, efforts, and persistence. In the first section of this thesis, the concept of motivation is explored in detail, and its role in second language acquisition (SLA) is established. Additionally, the concept of demotivation is introduced, and its potential negative effects on language learning are examined.

After discussing the importance of motivation and demotivation in SLA, the thesis provides an overview of existing research on second language motivation and demotivation in Croatia. The findings of these studies are analysed and compared, highlighting the similarities and differences between the motivating and demotivating factors identified in different contexts. The concluding chapter presents the main conclusions drawn from the research. The key motivating and demotivating factors identified in the studies are summarized, and their implications for language educators and students are discussed. Overall, this thesis aims to provide a review of motivation and demotivation research in SLA in the Croatian context.

2. Motivation and demotivation

2.1 Motivation

Motivation is a fundamental concept in the fields of psychology, education, applied linguistics, and second language acquisition (SLA). It refers to the force that drives human behaviour, compelling individuals to act in particular ways. The term motivation is derived from the Latin word *movere*, which means “to move.” Dörnyei and Ushioda (2011) stated that motivation concerns the direction and magnitude of human behaviour, including the choice of a particular action, persistence with it, and the effort expended on it. The relationship between motivation and learning is cyclical, with motivation being both a cause and an effect of learning.

Dörnyei and Otto (1998: 65) define motivation “as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out.” Their definition of motivation suggests that it is a dynamic and multifaceted process that involves various cognitive and motor processes. According to their definition, motivation involves not only the initial desire or wish to pursue a particular goal or activity but also the ongoing process of directing, coordinating, and amplifying one's cognitive and motor processes to achieve that goal. Additionally, motivation is viewed as a cumulative process, meaning that it builds up over time and is influenced by previous experiences and outcomes. Finally, the definition emphasizes the role of evaluation in the motivational process, suggesting that how someone evaluates their past experiences and outcomes can influence their future decisions and actions. Overall, the definition provides a comprehensive view of motivation as a complex and dynamic process that involves multiple cognitive and behavioural components.

2.2 Motivation in Second Language Acquisition (SLA)

Motivation plays a crucial role in the process of learning a second language (Ellis, 2015). Dörnyei (2005: 65) states that “motivation provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in SLA presuppose motivation to some extent”.

L2 motivational research has gone through different phases in the past 60 years, reflecting

researchers' interests and changes within SLA research. Dörnyei (2005, in Dörnyei and Ushioda, 2011) identified three main periods in L2 motivational research: the social-psychological, cognitive-situated, and process-oriented.

The social-psychological period, which began with the work of Lambert and Gardner in bilingual Canada, emphasized the relationship between motivation and orientation or goal. Lambert and Gardner (1972, in Dörnyei, 2011), argued that an individual's relation to and attitudes towards the L2 and L2 community were primarily responsible for enhancing or hindering efforts to learn the L2. They also distinguished between integrative and instrumental orientation, with integrative orientation referring to the desire to learn a second language to interact with and understand members of another culture, and instrumental orientation referring to the desire to learn a second language for practical purposes. Lambert and Gardner (1959, in Dörnyei, 2011), argued that individuals with an integrative orientation were more motivated to learn a second language and were more likely to achieve higher levels of proficiency than those with an instrumental orientation.

Gardner's socio-educational model (1975) further emphasized the influence of the social and cultural milieu on learners' cultural beliefs, attitudes towards the target language, native speakers, and learning outcomes. Gardner argued that learners' motivation is influenced by three interrelated components: integrativeness, attitudes toward the learning situation, and motivation level. As stated previously, integrativeness refers to the degree to which the learner desires to learn the L2 to integrate into the L2 culture. Attitudes toward the learning situation refer to the degree to which the learner perceives the L2 learning environment as positive. Finally, motivation level refers to the intensity and direction of the learner's motivational states. Gardner's model emphasized the importance of the social and cultural context in shaping motivation, as well as the complex interplay between the individual and the environment.

The cognitive-situated period, as described by Dörnyei and Ushioda (2011), emphasized the importance of contextual factors and social and environmental factors, such as the L2 classroom, in shaping the learning process rather than isolated learner variables, resulting in the emergence of self-determination and attribution theories. In this period, the importance of intrinsic motivation was particularly emphasized. Ryan and Deci (2000) define intrinsic motivation as doing an activity for its inherent satisfaction rather than for some separable

consequence. Intrinsic motivation plays a critical role in education by promoting persistence, creativity, transfer of learning to new contexts, and deeper understanding and enjoyment of the learning process. Self-determination theory (Ryan and Deci, 2000) suggests that intrinsic motivation can be promoted by addressing learners' psychological needs for autonomy, competence, and relatedness.

In Dörnyei's (2011) discussion of Weiner's (1986) attribution theory, the emphasis is placed on the significance of perceived causality in motivation. This involves attributing success or failure to factors such as ability, effort, task difficulty, luck, mood, family background, and assistance or obstacles from external sources. Maehr and Meyer (1997) underline the importance of the interaction between the individual, the environment, and the task in determining motivational processes.

Williams and Burden's social constructivist model (1997, in Dörnyei and Ushioda 2011), provides insight into the contextual factors influencing motivation in L2 classrooms. They emphasized that motivation is not solely an individual trait but is shaped by social and contextual elements. This includes cultural surroundings, social interactions, and the influence of significant individuals. In their comprehensive framework, they outline both internal and external factors that impact language learning motivation. Internal factors include intrinsic interest, perceived value of activities, sense of agency, mastery, self-concept, attitudes, and affective states. External factors encompass significant others (parents, teachers, peers), interaction with them, the learning environment, and broader contextual influences. Williams and Burden's model highlights the complexity of L2 motivation within classroom settings and underscores the need to consider a wide range of factors in understanding and enhancing language learning motivation. In general, the cognitive situated approach recognized the significance of situational factors in shaping learners' perception and the motivational processes that affect second language acquisition.

The process-oriented period in L2 motivation research aimed to understand the dynamic and fluctuating nature of motivation in language learners. Ellis (2015: 62) states that during this period, "researchers turned their attention to examining the dynamic character of motivation and the temporal variation that can occur both over the lifetime of a learner and within a single lesson." One of the key contributors to this period is Zoltán Dörnyei, who emphasizes the

importance of considering the cultural and historical context of language learners in shaping their motivation (Ushioda, 2009). Dörnyei and Ushioda (2011) argue that motivation constantly changes and evolves in response to internal and external influences, such as interest, attitudes, and learning environment. This understanding of motivation as a mental process that dynamically changes and evolves is also supported by Ellis and Larsen-Freeman (2006), who describe motivation as a “mental process that requires constant (re)appraisal and balancing of the various internal and external influences.” Therefore, the process-oriented approach highlights the importance of examining motivation as a dynamic and changing phenomenon, rather than a stable and fixed construct.

The process-oriented period seeks to represent the complex nature of motivation through the Process Model, developed by Dörnyei and Otto (1998). They argue that the motivational process can be understood through three distinct phases. The pre-actional phase represents the initial selection of goals or tasks and involves goal setting, intention formation, and initiation of intention enactment. This phase is influenced by several factors, including goal attributes, values associated with learning, attitudes toward the language and its speakers, success expectancy, learner beliefs, strategies, and environmental conditions. The actional phase pertains to the execution of chosen tasks. It is characterized by subtask generation and implementation, ongoing appraisal of the learning environment, and utilization of self-regulatory strategies to maintain motivation and progress. Influences in this phase include the quality of the learning experience, autonomy, social influences, classroom structures, and self-regulatory strategies.

The post-actional phase involves reflection on completed or interrupted actions, evaluating outcomes, and deriving insights for future actions. Learners compare initial plans to actual outcomes and form attributions about their achievements. This phase leads to the development of internal standards, action-specific strategies, and the transition to new goals. Attributional factors, self-concept beliefs, external feedback, and achievement grades are the main motivational influences in this phase. (Dörnyei and Otto, 1998 in Dörnyei and Ushioda, 2011)

Overall, these three periods in L2 motivational research demonstrate the evolution of the field over time, from a focus on individual learner variables to a more nuanced understanding of the complex interplay between the learner, the environment, and the learning process. The social-

psychological period emphasized the importance of learner attitudes and orientation toward the L2 and L2 community, while the cognitive-situated period recognized the significance of contextual factors in shaping the learning process.

The process-oriented period highlighted the dynamic and fluctuating nature of motivation in language learners, emphasizing the importance of constantly (re)appraising and balancing the various internal and external influences that shape motivation. According to Dörnyei (2011), we are currently moving towards socio-dynamic perspectives of L2 motivation. This perspective acknowledges the importance of social networks, intercultural competence, and identity construction in shaping motivation. It emphasizes the role of social context and interpersonal relationships in this process.

The L2 Motivational Self System, proposed by Dörnyei in 2005, presents a noteworthy progression in the realm of language learning motivation research from a socio-dynamic standpoint. This system synthesizes past research on the dimensions of language learning motivation, integrating psychological theories of the self. The model focuses on the influence of future self-guides on language learning motivation. The theoretical basis for this system is rooted in both the L2 motivation field and mainstream psychology.

The Ideal L2 Self, as a vital component of this system, refers to the version of oneself that a person aspires to become in terms of language proficiency. This ideal self acts as a powerful motivator, compelling individuals to learn a foreign language to bridge the gap between their actual selves and their desired linguistic capabilities. This concept aligns with Higgins's notion of a promotion focus. Higgins (1987, 1998, in Dörnyei and Ushioda, 2011) distinguished between the ideal and ought selves, emphasizing their contrasting approach/avoid tendencies. The ideal self is promotion-focused, centred on aspirations and achievements, while the ought self is prevention-focused, concerned with avoiding negative outcomes and fulfilling responsibilities. When aiming for professional success, motives with a promotion focus relate to the Ideal L2 Self. On the other hand, motives driven by prevention focus, like studying to avoid failure, are connected to the Ought-to L2 Self.

Instrumental motivation, typically linked to learning a language for utilitarian purposes, can be divided into two subtypes: Instrumentality-promotion and Instrumentality-prevention. The former is aligned with the Ideal L2 Self and focuses on achieving career advancement or

personal growth through language acquisition. The latter is aligned with the Ought-to L2 Self and focuses on avoiding negative outcomes or fulfilling responsibilities. The L2 Learning Experience is the third component of Dörnyei's system, emphasizing the motivational impact of immediate learning situations. Positive experiences within the language learning process can significantly influence motivation, as they enhance students' belief in their capability to attain their future selves (Dörnyei and Ushioda, 2011).

The motivational impact of future self-guides is contingent on several conditions. The future self should be distinguishable from the present self and should involve detailed, vivid imagery. The envisioned self should be plausible within the individual's circumstances and should not clash with societal norms or internalized beliefs. Furthermore, the relationship between the future self and the present self should not be overly certain or too unlikely. Studies conducted to validate the L2 Motivational Self System have generally supported its theoretical framework (Csizér and Kormos, 2009, MacIntyre et al., 2009, Ryan, 2009, Taguchi et al., 2009, in Dörnyei and Ushioda, 2011). The Ideal L2 Self has consistently demonstrated a strong correlation with motivation, often outperforming the previously prominent concept of integrative motivation.

Dörnyei's L2 Motivational Self System offers a comprehensive understanding of language learning motivation by integrating psychological theories of the self with the context of second language acquisition. It acknowledges the significant role of future self-guides, including the Ideal L2 Self and Ought-to L2 Self, in motivating language learners. This system provides a valuable theoretical foundation for understanding the complex interplay between learners' aspirations, obligations, and learning experiences in the language acquisition process.

2.3 Demotivation

As stated previously, second language acquisition is a complex process that involves various psychological and social factors. Among these, demotivation is a significant challenge due to its negative impact on language learning outcomes. Demotivation can be defined as a decrease or loss of motivation that learners experience during the language learning process. The reasons for demotivation can be diverse and include factors such as inadequate language proficiency, lack of interest in the target language, or anxiety related to language learning.

Dörnyei and Ushioda (2011:139) state that demotivation concerns “specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action.” They specify that demotivation does not exclude motivation but rather hinders it. Dörnyei and Ushioda limited this definition to external factors, however various studies (Bednářová, 2011, Chambers, 1993, Falout and Maruyama, 2004, Muhonen, 2004, in Tomić, 2020) later included both external factors such as the teacher’s role and the L2 classroom and internal factors such as anxiety and linguistic self-confidence. According to Dörnyei (2005), demotivation is a common issue in SLA. It can lead to negative consequences such as low proficiency levels, decreased engagement, and, eventually, a lack of interest in continuing to learn the language. One of the main factors contributing to demotivation is the lack of meaningful interaction with the target language and its culture. This can include limited exposure to authentic materials or contexts, as well as a lack of opportunities to use the language in social or cultural settings.

Mercer and Ryan (2010) claim that learners may feel demotivated when they perceive a gap between their language learning goals and their actual language proficiency level. This gap can lead to frustration and disengagement from the learning process. Negative feedback or criticism from teachers or peers can also cause demotivation (Dörnyei, 2005). Language anxiety, which is defined as the fear and apprehension associated with language learning and use, can also lead to demotivation (Horwitz et al., 1986).

To address the issue of demotivation in SLA, researchers have suggested various strategies. Dörnyei and Ushioda (2011) propose a model of motivation that emphasizes the importance of creating a supportive and challenging learning environment to promote learner

motivation. According to this model, providing learners with opportunities for autonomy, relatedness, and competence are key psychological needs that influence motivation. Autonomy refers to learners' sense of control over their learning process, while relatedness refers to their sense of connection and belonging within the learning community. Competence refers to their perceived ability to learn and use the language effectively. Teachers can create a positive learning environment that emphasizes the relevance and meaningfulness of language learning to learners' lives (Ushioda, 2009). By doing so, learners are more likely to stay motivated throughout the learning process.

Language teachers can also use various motivational techniques such as goal setting, task-based learning, and positive feedback to promote learner motivation and reduce demotivation (Dörnyei, 2005). Goal setting is an effective strategy for learners to have a clear idea of their objectives, which can help them stay motivated throughout the learning process (Locke and Latham, 2002). For example, teachers can collaborate with learners to set specific, measurable, achievable, relevant, and time-bound (SMART) goals that align with their interests and needs. Task-based learning, on the other hand, involves designing activities that are relevant and engaging to learners. By creating tasks that are challenging yet achievable, learners are more likely to stay motivated and engaged (Ellis, 2003). For example, a teacher can design a task that requires learners to use the language in a real-world context, such as ordering food at a restaurant or interviewing a native speaker about their culture.

Positive feedback also plays a vital role in fostering learner motivation as it serves to encourage and inspire learners to continue their learning efforts. An essential aspect of positive feedback is its ability to reinforce learners' sense of accomplishment and motivate their ongoing engagement in the learning process. Teachers should provide praise to learners for their dedicated efforts, notable progress, or successful achievement in specific tasks or skills. Bandura (1997) supports this perspective with his social cognitive theory, which emphasizes the significance of feedback in shaping learners' self-efficacy beliefs. According to Bandura (1997), positive feedback that acknowledges and reinforces learners' efforts and advancements can effectively enhance their self-efficacy, thereby strengthening their motivation to persist in learning endeavours.

3. Studies on motivation and demotivation in SLA in the Croatian context

In the upcoming subchapters, we will examine research studies by Mihaljević Dijgunović and Bagarić (2007), Karlak and Velki (2015), Martinović and Sorić (2018), Vidak and Sindik (2018) and Tomić (2020), that have explored L2 motivation and demotivation in the Croatian context. For this thesis, studies available in *Hrčak*, *Dabar*¹ and *Google Scholar*² were selected for analysis and reference. The description of each study includes details regarding the participants, research questions, research methods, data analysis approach, and the obtained results and conclusions. The studies of motivation by Mihaljević Dijgunović and Bagarić (2007), Karlak and Velki (2015), Martinović and Sorić (2018) will be presented before the demotivation studies by Vidak and Sindik (2018) and Tomić (2020). In the discussion section of this thesis, the studies will be analysed, drawing comparisons and identifying common themes and discrepancies among them. The aim is to extract meaningful insights and implications from these studies to contribute to a deeper understanding of the complex interplay between motivation, demotivation and language learning within the Croatian context.

¹ *Hrčak* and *Dabar* are digital academic archives containing Croatian scientific and professional journals which offer free access.

² *Google Scholar* offers journal and conference papers, theses and dissertations, academic books, pre-prints, abstracts, technical reports and other scholarly literature from broad areas of research.

3.1 Mihaljević Djigunović and Bagarić (2007)

The study “A comparative study of attitudes and motivation of Croatian Learners of English and German” was conducted by J. Mihaljević Djigunović and V. Bagarić and published in *Studia Romanica et Anglica Zagrabiensia* in 2007. The study sought to draw comparisons between the attitudes and motivation for learning German and English as a foreign language within the shared socio-educational context.

A three-part questionnaire was employed to collect data on participants’ attitudes and motivation towards learning English and German. This instrument, initially developed in Hungary and validated through prior research in Croatia, consisted of three sections. The first section gathered demographic information, while the second section contained 14 statements, such as “My English/German classes are boring”, “My parents think it important that I speak English/German” and “Our textbooks are bad”. The second section was designed to assess participants’ attitudes and motivation towards learning the respective languages. Each statement was accompanied by a five-point Likert-type scale for agreement assessment. The third section comprised of two open-ended questions aimed at eliciting detailed responses about participants’ likes and dislikes concerning their classes.

The sample comprised 220 learners from primary and secondary schools in Croatia, including Year 8 (age 14) and Year 12 (age 18) participants. The Year 8 participants were selected from 15 primary schools, while the Year 12 participants were drawn from ten secondary schools, including both grammar and vocational schools in the Osijek region of Croatia. The learners studied both English and German.

The qualitative analysis undertaken within this study involved the third section of the questionnaire, in which participants provided detailed accounts of their positive and negative experiences related to the instruction of English/German focused on several dimensions of the teaching process, encompassing the teacher’s role, language instruction, teaching content, teaching methodology, and teaching materials. Additionally, participants offered spontaneous reflections on the foreign language itself and its real-world applications, with responses not fitting into predetermined categories.

The authors found that both primary and secondary school participants learning English and German expressed general contentment with their respective foreign language instructors. Particularly valued were teachers demonstrating favourable personal attributes, such as approachability, kindness, industriousness, a sense of humour, and genuine interest in learners. Educational skills were also highly esteemed, including the ability to establish rapport, motivate learners, and offer equal attention to all students. For primary learners, lucid explanations were of paramount importance. Among secondary participants, language and didactic competence gained prominence, encompassing effective language material presentation and the incorporation of innovative pedagogical approaches. However, some participants conveyed a desire for more personalized attention and engagement from their instructors.

Participants, irrespective of language or duration of study, regarded topics that ignited their interest as conducive to effective learning. Emphasis was placed on content associated with the culture and civilization of countries where the studied language was spoken. While grammatical content was deemed unappealing, German learners specifically expressed reservations about excessive grammar within their curriculum, with articles and declensions posing challenges. English learners cited difficulties with tenses. Grammatical material was commonly perceived as abstract, complex, and tedious, though the consensus was that creative teaching methods could render it more engaging. Comparatively, learners of German found textbook texts and vocabulary selection less satisfactory. Similarly, primary German learners indicated the need for an expanded vocabulary. A subset of German learners suggested that learning would be facilitated through extracurricular exposure and application of the language. Regarding content volume, German learners indicated a perception of overwhelming speed in learning new content, whereas some English learners wished for more novel content and less emphasis on familiar elements.

Participants from both languages and age groups concurred that teaching should transcend reliance on textbooks and prescribed teacher guidebooks. Creative and alternative teaching methodologies were favoured, characterized by motivational strategies distinct from traditional paradigms, such as authentic language use and opportunities for purposeful and natural communication in the FL. Expression of personal meanings, either when answering questions or through discussion, featured high on their list of desirable classroom activities.

German learners sought approaches for simplifying the learning of complex language components. Both English and German learners favoured a communicative approach rooted in authentic language use over a purely cognitive strategy based on facts and rules. Personal expression and meaningful communication featured prominently among desired classroom activities.

Learners of English voiced contentment with their textbooks, while some learners of German found the topics outdated and tasks uninspiring. The autonomy of learners was highlighted, with criticisms about insufficient explanatory content on grammar and vocabulary for autonomous learning. Learners of German were notably critical of textbooks, with vocational school participants expressing dissatisfaction over their length and inability to foster communicative competence. Supplementary teaching materials, such as worksheets or mind maps were favoured, particularly among learners of German.

German learners exhibited divided opinions regarding their affinity for the language, with some liking it while others considered it challenging. In contrast, participants learning English expressed positive sentiments, with positive feelings remaining consistent regardless of study duration. All participants recognized the practical utility of language acquisition, with German learners emphasizing its relevance in economy and business and English learners emphasizing universal applicability of the English language. Participants' reflections on their language learning experiences were positive, though secondary school German learners demonstrated a less consistent liking for all aspects compared to their counterparts learning English. A fraction of participants regarded the allotted FL hours as either too low or excessive, potentially influenced by their specific educational context.

The findings revealed noticeable differences in attitudes and motivation between English learners and German learners. Learners of German showed a decrease in motivation and positive attitudes towards the language from primary to secondary school. Learners of English exhibited greater linguistic self-confidence and more favourable attributional patterns compared to learners of German. The authors referred to previous research by Arnett (2002) and Mihaljević Djigunović and Geld (2003) to support the suggestion that these disparities can be attributed to distinct immediate learning environments and out-of-school language learning contexts. Arnett (2002) explains that motivation for learning English can be understood by metaphorically

identifying with its global language status and its representation of a globalized world citizen identity. The research conducted by Mihaljević Djigunović and Geld (2003) with Croatian learners of English and German demonstrated that learners of English benefit from greater exposure and opportunities for unconscious language acquisition, while learners of German have limited chances for out-of-class language use, relying more on simulated language use within the classroom.

The study emphasized the crucial role of the teaching process in shaping attitudes and motivation for learning a foreign language, with learners expressing an ardent desire for increased opportunities to engage in oral communication, express their opinions, and participate in discussions in the English/German language. This underscores the significance of language output and contextualized language use in enhancing motivation. These findings suggest that providing learners with opportunities to express themselves and actively participate in meaningful interactions can foster motivation to learn a foreign language. Learners disliked a purely 'cognitive' approach, which is learning only facts and rules, and favoured a more communicative approach based on natural language use.

This study described learners' need for creative teaching methods, increased language output opportunities, and a focus on contextualized language use to enhance motivation for learning English and German.

3.2 Karlak and Velki (2015)

In the study conducted by M. Karlak and T. Velki (2015), titled “Motivation and Learning Strategies as Predictors of Foreign Language Communicative Competence” and published in *Croatian Journal of Education*, the authors aimed to investigate the extent to which distinct types of motivation and learning strategies predicted communicative competence in a foreign language. The study employed a mixed-methods approach, which combined quantitative and qualitative data collection methods.

The sample comprised 373 participants, with 141 German language learners and 232 English language learners. The participants were attending high school and had an average age of 18.04, with 256 female students (68.63%) and 117 male students (31.37%). The average number of years that the participants had learned foreign languages was 9.57, which was 9.02 for German and 9.90 for English. M. Karlak (2014), in Karlak and Velki (2015), designed a questionnaire for researching motivation for foreign language learning used in this study as part of her dissertation. The questionnaire included statements such as “English enables me to communicate with a lot of people”, “Honestly speaking, I don't have the desire to learn English/German”, “I make an effort to check corrections when my English teacher returns graded assignments”, “There is a positive atmosphere prevailing in the English class that motivates me to learn and work”, and “The teaching materials we use for learning English/German encourage me to study.”

An adapted version of SILL (Strategy Inventory for Language Learning) was used to investigate language learning strategies (Oxford, 1990). SILL was used to measure the frequency of usage of six types of language learning strategies (LLS): memory strategies, cognitive strategies, compensation strategies, metacognitive, affective, and social strategies.¹ The proficiency in using foreign language for communication was determined through a dual approach: initially, through standardized assessment, which combined the grades attained in the national high school-leaving exam (Cro. *Državna matura*) and the percentage of accurate

¹ Oxford (1990) groups LLS into six categories: (a) memory strategies: used for information storage and retrieval; (b) cognitive strategies: used for comprehension and production; (c) compensation strategies: used to overcome limitations in linguistic knowledge or performance; (d) metacognitive strategies: used to plan, organize, focus, and monitor learning; (e) affective strategies: used to control motivation and emotions; and (f) social strategies: used for cooperative interaction with others.

responses in the exam; subsequently, through classroom evaluation, represented by the grade obtained in the foreign language course at the conclusion of the first semester.

The research focused on three dimensions of motivation: language characteristic motivation, learning context, and learner characteristic motivation. Language characteristic motivation encompassed the language's value, while learning context motivation involved attitudes towards the formal learning context, and learner characteristic motivation represented personal and external factors influencing learning. Additionally, four learning strategies were identified: communicative-metacognitive, cognitive, memory, and social-affective strategies. The study found that motivation and learning strategies significantly predicted communicative competence in a foreign language. The findings from the intercorrelations of variables revealed moderate correlations between language characteristic motivation and learner characteristic motivation with success measures. Conversely, communicative-metacognitive, cognitive, and memory strategies displayed weaker correlation with success. Notably, cognitive and memory strategies were negatively correlated with success measures, signifying non-linearity between communicative language competence and learning strategy usage. Regression analysis demonstrated the substantial role of motivation in explaining variance in communicative language competence, accounting for 34.20% of class evaluation grade variance, 12.30% of standardized evaluation grade variance, and 16.40% of standardized evaluation correct answer percentage variance. Learning strategies also contributed to explaining competence variance, albeit less significantly, accounting for an additional 1.80% to 3.60% across the three success criteria.

The study found that motivation and learning strategies predicted success better in class evaluation grades compared to standardized evaluations. Learner characteristic motivation and communicative-metacognitive strategy usage were significant predictors of class evaluation grades, reflecting the importance of linguistic self-confidence and extracurricular language use. Memory and cognitive strategies were associated with institutional learning and explained class evaluation grade variance. Additionally, male students were predicted to perform better on standardized evaluation, possibly due to lower societal pressure.

The authors noted that the study's limitations included the heterogeneous subsamples of German and English learners, suggesting the need for separate analyses and balanced samples.

Karlak and Velki (2014) highlighted the importance of fostering learner characteristic motivation to enhance linguistic self-confidence and promote active extracurricular language engagement, involving teachers and parents. Furthermore, motivation and learning strategies were identified as potent predictors of language competence, explaining 15% to 34% of success variance, while other variables may play more significant roles in predicting standardized exam outcomes.

In conclusion, this research demonstrated the significant predictive role of motivation and learning strategies in communicative language competence among high school students. While motivation was a strong predictor across success measures, learning strategies contributed modestly. The findings emphasized the need for targeted interventions to enhance motivation and encourage strategic language learning practices, particularly for improving class evaluation grades. The authors noted that further research should explore additional variables influencing standardized exam outcomes.

3.3 Martinović and Sorić (2018)

A study by A. Martinović and I. Sorić (2018), “The L2 motivational self-system, L2 interest, and L2 anxiety: A study of motivation and gender differences in the Croatian context”, was published in *ExELL (Explorations in English Language and Linguistics)*. The study aimed to investigate the motivation and gender differences in Croatian university students for learning English as a second language (L2). The study builds on previous research on the L2 Motivational Self System (L2MSS) and its application to gender differences in L2 motivation. Martinović and Sorić (2018) cited studies by Dörnyei and Ottó (1998) and Gardner (1985), which showed that learners who have a clear ideal self-concept are more motivated to learn L2. They also cited a study by Tremblay and Gardner (1995), which suggested that females are more motivated to learn L2 than males.

The study aimed to explore potential differences in various motivational aspects, including the ideal L2 self, ought-to L2 self, instrumental motivation for both promotion and prevention, as well as L2 interest, L2 anxiety, and intended effort. To investigate these differences between males and females, the researchers employed the L2 Motivational Self System (L2MSS) questionnaire. The questionnaire included statements such as “If I could speak the second language well, I would have better opportunities for a good job”, “I consider learning the second language important because other people will respect me more if I know it”, “I feel proud of myself when I use the second language successfully”, “The second language teacher makes the lessons interesting and enjoyable” among others.

The study originally included 555 first-year non-English major students from the University of Zadar. However, twelve incomplete questionnaires were discarded. The final sample comprised 204 males (37.6%) and 339 females (62.4%). Participants had varying years of English language study experience, ranging from 4 to 16 years, with an average of 10.3 years. Their final high school English grades averaged 3.7 on a scale of 1 to 5.

Several analyses were conducted to address the research questions, including descriptive analysis, t-tests to examine gender differences in motivation variables, and one-way ANCOVA to investigate gender differences while controlling for grade levels.

The study found no significant gender differences in the L2MSS elements related to the ideal L2 self, L2 interest, and L2 anxiety. Both male and female participants recognized the

significance of English for practical objectives like future studies and careers. Interestingly, a shared decline in motivation linked to external pressures from various sources, such as parents, teachers, and peers, was also evident.

However, significant gender differences emerged in other motivational aspects. Females exhibited higher motivation related to avoiding negative consequences (instrumentality-prevention) and demonstrated stronger intentions to exert effort and greater interest in learning English.

These findings challenge traditional stereotypes about gender and language learning, suggesting that females in this context may have a balanced ideal L2 self and a feared self, potentially fuelling their motivation.

Furthermore, females exhibited higher levels of L2 anxiety compared to males, despite having higher high school English grades. This complex relationship between gender, anxiety, and motivation raises questions about how different types of anxiety may impact language learning.

Proficiency levels were considered in the analysis, and gender differences persisted in L2 motivation, even after controlling for grade levels. Females maintained higher motivation, particularly in terms of intended effort, interest, and instrumentality-prevention. This indicated that females were particularly incentivized by external rewards such as degrees and professional achievements. Additionally, females exhibited heightened intended effort and enthusiasm at the commencement of the academic year, indicative of a generally elevated motivation level. However, due to unequal variances, gender differences in L2 anxiety could not be conclusively determined.

This study sheds light on gender differences in L2 motivation among Croatian university students, providing insights into the L2 Motivational Self System, L2 interest, and L2 anxiety. While gender-related disparities were not observed in some respects, such as the ideal L2 self, females exhibited higher motivation levels, particularly in avoiding negative consequences and expressing greater effort and interest in English learning. According to Martinović and Sorić (2018: 50), “findings in this study may indicate that females are more conscientious English language learners than males and that females’ self-concept is related to a sense of dutifulness

and self-discipline.” These findings challenge gender stereotypes and suggest that females may have balanced ideal and feared selves that contribute to their heightened motivation. The study underscores the importance of considering gender and its interaction with motivation in language learning contexts. Further research is needed to explore gender differences in different cultural and linguistic contexts and to understand the interplay between anxiety, self-confidence, and motivation in language learning.

In conclusion, this study contributes to our understanding of gender differences in L2 motivation and offers valuable insights for language educators and researchers in Croatia and beyond.

3.4 Vidak and Sindik (2013)

N. Vidak and J. Sindik conducted a study entitled “English Language Learning Demotivation of University Students” in 2013 (published in *Coll. Antropol.*) that focused on investigating demotivation in the English language learning process among university students in Croatia. In this study, the primary objective was assessing dissimilarities in demotivational factors during the process of learning English as a foreign language (LEFL) concerning gender, year of study, and the specific academic program. The secondary goal was to analyse the associations between demotivation factors (DM) during LEFL and motivation factors (M), along with selected pertinent variables.

The study used a self-evaluation instrument, the Questionnaire for Measuring Type and Intensity of Motivation of Croatian Students for Learning English as a Foreign Language (TIMLEFL), constructed in 1989 by Jelena Mihaljević Djigunović. This questionnaire measures three types of student motivation and two types of student demotivation for learning English as a foreign language and contains 38 statements, such as “English allows me to communicate with a lot of foreigners.”, “I dislike the teaching methods of our teacher.”, “I like pronouncing English words.”, “English is a stupid language.”. The statements were rated on a five-point Likert scale. The sample included 172 participants, comprising all students enrolled in 3-year undergraduate programs in two departments, Maritime and Mass Communications.

The findings of this study underscore the key role of individual factors in the language learning process. This research highlights the vital importance of investigating demotivation in learning English as a foreign language within the Croatian socio-educational context. The authors of this study confirm their hypothesis that specific factors distinctly drive motivation and demotivation. Notably, the study reveals that demotivation in LEFL is significantly influenced by factors such as the teacher’s approach, teaching materials, and instructional methodologies. Furthermore, challenges in learning, encompassing insufficient foundational knowledge and perceiving English as overly intricate, contribute to demotivation.

The authors establish that several factors exert influence over motivation for LEFL and demotivation, outlining distinct patterns. Gender, the year of study, and the chosen academic program were found to exhibit negligible influence on the level of demotivation. The absence of gender-related differences aligns with research conducted by Muhonen (2004). Furthermore, no

significant disparities in demotivation were detected based on the program of study, endorsing the authors' initial hypothesis that demotivation levels remain similar among students in different departments.

The absence of statistically significant variations in demotivation concerning the year of study reinforces the authors' hypothesis that this factor does not significantly affect demotivation levels. However, the study identifies meaningful correlations between demotivation and specific motivational aspects—namely, pragmatic-communicative and affective motivation. Pragmatic-communicative motivation involves the instrumental and professional value learners associate with English as a language of international communication. Affective motivation, on the other hand, refers to learners' desire to learn English due to specific aesthetic or emotional reasons (such as their affinity for the language) (Mihaljević, 1998).

Additionally, the type of academic program influences motivational patterns, with students in the Mass Communications Department displaying greater motivation to learn English as a foreign language than those in the Maritime Department.

The authors argue that this research serves as a valuable addition to demotivational research due to its exploration of demotivation in specific departments of the University of Dubrovnik, filling a research gap in the Croatian context. However, the study's limitations encompass a small and selective participant sample, warranting future research with more comprehensive and representative samples. To offer deeper insights into student demotivation in EFL, comprehensive research should incorporate teachers and ensure equitable gender representation. These findings offer essential insights for educators and researchers, underscoring the significance of mitigating demotivation and enhancing student motivation within the landscape of language learning.

3.5 Tomić (2020)

B. Tomić conducted a study on demotivation as a part of her graduation thesis titled “Demotivation in learning English as a foreign language” at the Faculty of Humanities and Social Sciences in Split. The primary aim of this study was to investigate the demotivating factors affecting secondary school English as a Foreign Language learners. This research design was structured based on previous theses by N. Bednářová (2011) and J. Muhonen (2004) (in Tomić,2020), which served as models for both methodology and data analysis.

The participants were secondary school students from three different schools in Split, Dalmatia County, attending a type of school known as gimnazija that focuses on general, linguistic, or natural science-mathematics knowledge. A total of 140 students, 99 female and 41 male, aged between 15 and 18, participated voluntarily. The study aimed to understand demotivation factors affecting this group, given the diversity in teaching styles, strategies, and learning materials during their educational journey.

In designing the research instrument, the study adopted an essay task format inspired by the methods used in prior demotivation research, particularly those by Bednářová (2011, in Tomić, 2020) and Muhonen (2004, in Tomić,2020). This approach aimed to elicit detailed, personalized responses from students, encouraging them to freely describe situations where their motivation to learn English was negatively impacted. Regarding the procedure, the data collection took place during psychology classes, with the consent of school administrations. The psychology teacher, acting also as a school counsellor, facilitated the process by introducing the researcher, ensuring a comfortable environment for the students. A total of seven sessions were conducted, with each session lasting around 40-45 minutes. After introducing the purpose of the study, students were provided with a consent form and warm-up activity to familiarize them with the concepts of motivation and demotivation. They were then instructed to write a detailed essay describing their experiences of demotivation.

The data analysis employed a mixed-methods approach, combining both qualitative and quantitative methods. A content analysis was conducted on the collected essays. Initially, all demotivating factors were identified and coded based on recurring patterns and themes. Subcategories were formed, such as “testing and assessment” and “teaching styles and methods,” which were further grouped into broader categories representing external and internal influences

on demotivation. To ensure reliability, an independent researcher analysed a subset of essays, leading to consensus regarding coding.

For the quantitative analysis, quantizing was performed by assigning numerical values to the established categories and subcategories derived from the qualitative analysis. Findings were categorized into external demotivators related to the teacher's role and learning environment, and internal demotivators including self-confidence, experiences of failure, and attitudes towards English. This approach aimed to provide numerical data for a more general understanding of demotivation factors among the participants. By employing a combination of qualitative content analysis and quantizing, the study sought to uncover patterns and provide both in-depth and numerical insights into the demotivation experiences of the participants.

The most prevalent external demotivating factors emerged from the teacher's role and teaching environment. Within the teacher's role, personality and behaviour garnered the most instances (20%), with favouritism as a dominant subcategory. Students' reflections illustrated the negative consequences of teacher favouritism, where some were given undue attention, leaving others disheartened. A student shared their experience stating, "The teacher often gives priority to students with higher grades, especially when it comes to questions concerning personal views and opinions or new vocabulary." Uninterested and indifferent teacher attitudes towards the subject and students contributed to demotivation (4.6%). This demotivator was characterized by teachers failing to ignite students' enthusiasm for English. Teaching methods also emerged as a significant source of demotivation (19.4%). Outdated methods and topics unrelated to English led to disengagement. Students mentioned that wandering off-topic made them lose motivation. A student noted, "The teacher often talks about matters which are not closely connected to the English language."

Internal demotivators accounted for 27.8% of the cases. Lack of self-confidence was a predominant issue (12%), leading to performance anxiety, self-doubt, and fear of mistakes. A student confessed, "I'm afraid of making mistakes in front of the class. I fear being laughed at." Experiences of failure contributed significantly (9.2%) to demotivation. Obtaining bad grades, especially after exerting effort, negatively impacted motivation. Attitudes towards English as a language constituted 3% of demotivators. Some found English grammar difficult and boring. Comparing these findings to previous studies underscores the consistent role of teacher-related

factors in demotivation. The study suggests adapting teaching styles and communication approach. Additionally, addressing self-confidence issues and fostering a supportive classroom environment could alleviate internal demotivation.

Teaching methods emerged as a substantial contributor to demotivation. In 76 cases (19.4%), students expressed demotivation stemming from their English teachers' use of outdated and uninteresting teaching styles. This finding was consistent with previous research (Bednářová, 2011, Muhonen 2004, Sakai and Kikuchi 2009, and Ushioda 1998, in Tomić 2020). Specifically, students noted that teachers deviated from the subject matter, discussing topics unrelated to English, resulting in a loss of motivation. For instance, a student recounted how the teacher constantly talked about a graduation trip during English lessons, leading to disinterest and inactivity in class. Such experiences undermined both students' respect for the subject and their enthusiasm to learn.

The study further revealed that outdated teaching methods also hindered motivation. Around 2.5% of the demotivating instances related to methods like 'ex-cathedra' lectures, individual work, and excessive memorization. Students believed these methods failed to prepare them for real-world language use. They advocated for more engaging approaches that fostered communication and creativity. As one student suggested, modern language education should involve projects, social interaction, and real-world application of language skills. Moreover, teacher incompetence in explanation accounted for 2.8% of demotivating factors. This issue was consistent with findings from other studies (Chambers, 1993, Bednářová, 2011, Dörnyei, 1998, Muhonen, 2004, Sakai and Kikuchi, 2009 in Tomić, 2020). Students highlighted instances where teachers possessed deep knowledge but struggled to convey concepts effectively. For instance, a student noted a teacher's inability to teach grammar basics resulted in poor verb tense understanding, illustrating how inadequately explained topics could hinder learning outcomes.

The study also highlighted language of instruction as a demotivating aspect. Approximately 2% of students found the shift from the native language (L1) used in elementary school to English (L2) in secondary school challenging. Some struggled when complex concepts were explained solely in English. Conversely, a few students complained about excessive L2 use and a lack of translation, emphasizing the need for balance to aid comprehension. In addition, the research indicated that teacher criticism and punishment significantly demotivated students.

Six students (1.5%) reported feeling demotivated due to constant critical remarks, while four (1%) described how punishment negatively impacted their learning motivation. Students expressed that a lack of praise and positive energy in classes affected their willingness to participate. Unjust punishments also had a similar counterproductive effect, causing students to lose motivation and trust in the teacher.

Regarding testing and assessment, 13.5% of demotivating instances were related to perceived inequalities in teachers' evaluations and disorganized grading processes. Students often felt that grades did not accurately represent their language knowledge due to repetitive and unimaginative questioning methods, leading to demotivation. Additionally, students found certain grading practices unfair, where teachers appeared to assign grades based on past performance rather than current effort, resulting in a sense of hopelessness and discouragement.

The pace of instruction was another factor affecting motivation. About 2% of cases were attributed to lessons that were either too slow or too fast. Some students complained that excessive time spent on one topic made them lose interest and confidence, while others found lessons overwhelming due to rapid content delivery.

Poor pronunciation by teachers also led to demotivation. Students cited instances where inaccurate pronunciation affected their comprehension during dictation tests. Furthermore, some students found demotivation when teachers used a foreign accent (e.g., British) that was different from what they were accustomed to (e.g., American).

The learning environment constituted the second-largest portion of demotivating occurrences, accounting for 16.3% of the total. It encompassed subcategories such as teaching materials, learning conditions and school facilities, and classroom atmosphere.

Teaching materials were identified as a source of demotivation, with 42 instances reported. Students found materials to be boring, uninteresting, repetitive, outdated, unrealistic, and either too challenging or unchallenging. This aspect negatively impacted their motivation to learn English. The repetition of tasks and topics within materials was a concern for ten students, while eight students felt that the teaching materials were outdated and did not align with practical language use. Six students found the materials too challenging, leading to a loss of motivation, while one student experienced demotivation due to the lack of challenge. Additionally, two

students perceived the materials as age-inappropriate, undermining their motivation.

Learning conditions and school facilities represented another facet of the learning environment that led to demotivation. Thirteen cases were identified in this subcategory. Frequent changes in English teachers were a significant demotivating factor for eight students, disrupting their learning routines and necessitating adaptation to different teaching styles. The obligation to study other subjects or engage in extracurricular activities also contributed to demotivation for some students. Moreover, one student expressed dissatisfaction with a poorly organized school schedule.

The classroom atmosphere contributed to demotivation for nine students. Negative behaviour among classmates, often involving mockery, influenced students' motivation negatively. Such behaviour could erode self-confidence and participation in language classes. In some instances, attitudes and actions of peers, including exam cheating, caused students to lose motivation to study.

While external influences were more prevalent, internal factors were still significant, constituting almost 28% of demotivating influences. A total of 109 cases of internal demotivation were identified, including lack of self-confidence, performance anxiety, doubts about abilities, fear of mockery, fear of mistakes, shame, experiences of failure, lack of previous knowledge, bad grades, communication difficulties, lack of progress, negative attitudes towards English, grammar difficulties, perception of impracticality, and general negative attitude towards the system. Lack of self-confidence was the dominant internal factor (12% of cases).

Performance anxiety often stemmed from doubts about abilities. Failure experiences (9.2%) included lack of previous knowledge, bad grades, communication failures, understanding difficulties, and lack of progress. Attitudes towards English (3.1%) encompassed negative perceptions of grammar, impracticality, and perceived language difficulty. Other internal factors (3.6%) included technology distractions, pursuing alternative interests, health-related difficulties in catching up, and negative attitudes towards the education system.

The author found that external factors exerted a more pronounced influence compared to internal factors, aligning with prior research (Bednářová, 2011, Chambers, 1993, Dörnyei, 1998, Muhonen, 2004, in Tomić, 2020). According to the author's analysis, students tended to attribute

their demotivation to external circumstances, effectively separating such instances from their underlying, persistent motivation, a phenomenon previously discussed by Ushioda (1998).

The impact of internal factors, while less potent, still held significance in affecting students' motivation in language learning. Notably, the author identified that the most influential demotivating factor was the teacher's role, consistent with findings in earlier studies (Bednářová, 2011, Chambers, 1993, Dörnyei, 1998, Muhonen, 2004, Oxford, 1998, in Tomić, 2020). Issues related to teacher demeanour, teaching methodologies, and assessment practices were particularly impactful in diminishing student motivation.

The author also highlighted the adverse effects of inequality within the classroom. Instances of unequal treatment by teachers, varying grading standards, and unfair exam organization strongly discouraged students. Interestingly, contradictory responses among students were noted, reflecting diverse interpretations of demotivating factors, a phenomenon acknowledged by Chambers (1993, in Tomić, 2020). The study acknowledged limitations tied to the inherent subjectivity in data collection methods. The author suggested potential avenues for further research, including an exploration of demotivation dynamics across different educational tiers and demographic variables. The author proposed supplementing essay-based research with interviews to enhance data quality, enabling a deeper understanding of occasionally ambiguous responses.

In summation, this study sheds light on demotivating factors prevalent among Croatian secondary school EFL students. The findings underscore the significance of external influences and the pivotal role of teachers in shaping students' motivation.

4. Discussion

The discussion aims to synthesize and compare the findings of three studies that explore motivation (Mihaljević Djigunović and Bagarić, 2007, Karlak and Velki, 2015, Martinović and Sorić, 2018) and the two that explore demotivation (Vidak and Sindik, 2018 and Tomić, 2020), in the context of second language acquisition (SLA). These studies, despite employing varying methodologies and focusing on various aspects, converge on several common themes while also showcasing notable differences.

Mihaljević Djigunović and Bagarić's study (2007) involved primary and secondary school students, Karlak and Velki (2015) focused on high school students, and Martinović and Sorić (2018) targeted university-level students. This variation suggests that the motivational factors influencing language learning may evolve as students progress through their educational journeys. This phenomenon aligns with Ushioda's perspective (1996), as highlighted in Dörnyei and Ushioda (2011), where she underscores that in institutionalized learning settings, motivational fluctuations are more common than stability. Consequently, she advocates for a research approach that delves into the evolving nature of motivational experiences over time and identifies the contextual factors that play a dynamic role in shaping motivation

Mihaljević Djigunović and Bagarić (2007) primarily focused on comparing attitudes towards different languages, Karlak and Velki (2015) delved into predicting communicative competence in connection to motivation and learning strategies, and Martinović and Sorić (2018) probed gender differences in motivation. These divergent research questions highlight the multifaceted nature of motivation and its various dimensions, demonstrating that motivation is not a one-size-fits-all concept.

In terms of research methodology, Mihaljević Djigunović and Bagarić (2007) employed a questionnaire with open-ended responses, allowing for rich qualitative insights into students' motivation for learning English and German in connection to their attitudes. Karlak and Velki (2015) took a mixed-methods approach, combining questionnaires and exam results to gain a holistic perspective. Martinović and Sorić (2018) primarily relied on a structured questionnaire to find gender differences regarding elements of the L2MSS, L2 interest, and L2 anxiety

Despite these differences, these studies collectively underline the importance of

motivation in language learning. They emphasize that a positive learning environment, effective teaching methods, and engaging content are essential for fostering motivation. Students generally favour a communicative approach that fosters authentic language use, highlighting the significance of practical language skills (Mihaljević Dijgunović and Bagarić, 2007).

Moreover, the studies reveal variations in motivation based on factors such as the choice of language, educational level, and gender. For example, males and females may require different motivational approaches. According to Martinović and Sorić (2018), male students need to be encouraged to be more conscientious with their study while female students can be encouraged to use their surroundings and relationships to improve their knowledge.

In conclusion, the combination of these studies offers a comprehensive perspective on motivation in language learning within the Croatian context. While they showcase differences in participants, research questions, and methodologies, they collectively underscore the multifaceted nature of motivation. The studies show that motivation is the most important individual difference in learning a foreign language and is often combined with other variables such as age, gender, grades, anxiety and learning strategies.

The demotivational studies conducted by Vidak and Sindik (2013) and Tomić (2020) provide valuable insights into the factors influencing demotivation among language students. Nevertheless, significant distinctions exist between these two studies regarding their participants, research objectives, methodologies, data analysis approaches, and findings.

Vidak and Sindik's study (2013) focused on university students in Croatia who were learning English as a foreign language. Their primary goal was to investigate disparities in demotivational factors during the LEFL process concerning gender, year of study, and the specific academic program. Additionally, they aimed to scrutinize the connections between demotivation factors and motivation factors.

Their findings emphasized the significant impact of factors such as the teacher's approach, teaching materials, and instructional methodologies on demotivation in LEFL. However, gender, year of study, and the chosen academic program were found to have minimal effects on demotivation. The study also revealed correlations between demotivation and specific motivational aspects, notably pragmatic-communicative and affective motivation.

In contrast, Tomić's study centred on secondary school students in Split, Croatia, who attended different types of schools known as *gimnazija*, offering various educational tracks. Tomić's study employed an essay task format to elicit detailed, personalized responses from students about their experiences of demotivation. Unlike Vidak and Sindik, Tomić adopted a mixed-methods approach, combining qualitative content analysis with quantization.

Tomić's findings highlighted the significance of external factors, particularly those related to the teacher's role and the teaching environment, in demotivation. Outdated teaching methods and irrelevant topics in English classes were identified as major sources of demotivation. The study also identified internal factors, such as lack of self-confidence and experiences of failure, contributing to demotivation. Additionally, the research emphasized the importance of addressing issues related to teacher behaviour and teaching methods to alleviate demotivation.

In comparing these two studies, it becomes evident that they targeted different educational levels and employed distinct research methodologies. Vidak and Sindik's study shed light on demotivation among university students, emphasizing the role of various external factors, while Tomić's research offers a more detailed exploration of demotivation among secondary school students, encompassing both external and internal factors. Both studies underscore the importance of addressing teacher-related factors to mitigate demotivation and enhance motivation for language learning.

5. Conclusion

In summary, combining studies on motivation and demotivation in foreign language learning in the Croatian context provides a complete view of how various factors influence language acquisition. While these studies encompass diverse participants, research questions, methodologies, and outcomes, they collectively underline the multifaceted nature of motivation and demotivation in the language learning process.

The motivational studies by Mihaljević Djigunović and Bagarić (2007), Karlak and Velki (2015), and Martinović and Sorić (2018) illuminate the crucial role of motivation in SLA. They emphasize the need for tailored approaches at different educational levels and reveal that motivation is not a one-size-fits-all concept. Practical insights from these studies suggest that a positive learning environment, effective teaching methods, and engaging content are essential for nurturing motivation. Moreover, they highlight the significance of considering factors such as language choice, educational level, and gender when designing language programs.

On the other hand, the demotivational studies by Vidak and Sindik (2013) and Tomić (2020) shed light on the factors that can hinder language students. These studies show that demotivation is also multifaceted, stemming from external factors like teaching methods and materials, as well as internal factors like self-confidence and experiences of failure. Both studies emphasize the critical role of addressing teacher-related factors to mitigate demotivation and enhance motivation among language students.

Collectively, these studies serve as a valuable resource for educators, policymakers, and researchers in Croatia and beyond. They underscore the importance of understanding the interplay between motivation and demotivation. In the ever-evolving landscape of language education, recognizing the complexities of motivation and demotivation is paramount.

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Summary

The aim of this thesis is to provide a review of the existing body of research on motivation and demotivation in second or foreign language learning within the Croatian context. Mihaljević Dijgunović and Bagarić (2007), Karlak and Velki (2015), and Martinović and Sorić (2018), delved into the realm of motivation in their studies. On the other hand, Vidak and Sindik (2018) and Tomić (2020) concentrated on researching demotivation. The initial section of the thesis presents a description of fundamental concepts, such as motivation in a broader sense, motivation in second language acquisition and demotivation. The core section of the thesis delves into an in-depth analysis of selected research studies conducted in Croatia. Each study is examined in terms of participants, research instruments, methods of data analysis, findings and conclusions. The discussion section compares findings from the studies to derive key insights and conclusions.

Key words: motivation, demotivation, L2 students, qualitative and quantitative research

Sažetak

Cilj ovog završnog rada je pružiti pregled postojećih istraživanja o motivaciji i demotivaciji u učenju drugog ili stranog jezika u Hrvatskoj. Istraživanja koja su proveli Mihaljević Dijgunović i Bagarić (2007), Karlak i Velki (2015) te Martinović i Sorić (2018) ispitivala su motivaciju, dok su istraživanja koja su proveli Vidak i Sindik (2018) i Tomić (2020) ispitivala demotivaciju. U početnom dijelu rada opisani su temeljni pojmovi kao što su motivacija u širem smislu, motivacija u procesu učenja drugog jezika te demotivacija. Središnji dio rada detaljno analizira odabrana istraživanja provedena u Hrvatskoj. Za svako istraživanje opisani su sudionici, metodologija istraživanja (instrument i analiza podataka), rezultati i zaključci. U središnjem dijelu rada detaljno su opisana istraživanja provedena u Hrvatskoj. Za svako istraživanje navode se sljedeći aspekti: ispitanici, instrumenti korišteni u istraživanju, metoda analize podataka, dobiveni rezultati i zaključci. U raspravi su istraživanja međusobno uspoređena i ponovljeni su neki glavni zaključci.

Ključne riječi: motivacija, demotivacija, učenici drugog/stranog jezika, kvalitativno i kvantitativno istraživanje

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Student/ica: Ante Bušalić

Naslov rada: L2 motivation and demotivation research in the Croatian context

Znanstveno područje i polje: Engleski jezik i književnost

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