

Learners' attitudes to multiple language learning in primary school

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Learners' attitudes to multiple language learning in primary school
Diploma paper

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Sveučilište u Zagrebu
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Stavovi učenika o učenju više jezika u osnovnoj školi
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Abstract

This diploma paper investigates learners' attitudes towards multiple language learning in Croatian and Italian-medium primary schools in Istria. The objective is to examine whether these attitudes vary depending on the language of instruction, and how they influence the language learning experience. The theoretical framework of the study encompasses attitude and motivation, in addition to the significance of multilingualism in education and the bilingual environment of Istria. The study's aims, participants, and procedures are detailed in the second part, followed by a comprehensive analysis and discussion of the results. The findings indicate that attitudes towards language learning diverge depending on the language of instruction. It suggests the potential impact of factors such as environment and intrinsic motivation on the development of positive or negative attitudes towards language learning. Based on the outcomes of the questionnaire, the paper proposes implications for language teaching strategies and educational policies.

Key words: learners' attitudes, bilingual community, motivation, multiple language learning, multilingualism

1. Introduction

Historically, education has been a pillar and a reflection of the society. As a pillar, it has provided the structure upon which the intellectual and cultural development of societies were built and, as a reflection, it has adapted to the technological innovations and shifting perspectives of each time period, shaping minds and molding societies in the process.

Nowadays, everything the human race is exposed to is connected to another continent, country, culture, or language, all different from our own. It is the task of education to prepare us for life in such circumstances, with diversity being the keyword of the present period. To live in this ever-evolving global village, people must be ready to get around and be able to communicate with people from other cultures, either out of necessity or for pleasure.

The diversity of this age is mirrored in the student body of an educational institution and the curriculum changes that have been brought about in the past decades. Just by looking at the student body, one could witness a rich mosaic of ethnicities, languages, and backgrounds that all form part of the same microcosm, i.e., the school or university they attend. On that account, diversity not only enriches the cultural fabric of schools; it also prepares the student for a life in multicultural environments—the environments in which languages play a crucial role. The perfect example of such an environment is the Istria County, the heart of Croatian linguistic and cultural diversity, which has been chosen as the setting of this study.

The theoretical part of the paper explores the impact of multilingualism on the education systems and foreign language policies in Croatia and the wider European context. The paper will also focus on the peculiarities of education in a bilingual setting which involves speakers of minority languages that present more complex linguistic repertoires and living situations than the vast majority of learners from monolingual territories. Another crucial factor this paper will discuss is the role of attitudes and motivation in language learning, both of which are greatly influenced by the cultures and languages that intersect in the Istrian Peninsula.

The second part of the paper is dedicated to the study of learners' attitudes to multiple language learning in primary school, which aims to examine the influence of home and school context, as well as the linguistic and cultural backgrounds. Therefore, this study will focus on some

of the most common phenomena related to attitudes and motivation that arose in the responses of learners with diverse linguistic backgrounds living in a bilingual region.

2. Theoretical framework

In the theoretical part, the paper introduces the topics relevant for the study, which is presented in the next chapter. Some of the main points of the theoretical background of the study concern multilingualism in the school context, as well as individual differences in research and their relevance for language learning. At the end of the chapter, the Istrian context is introduced to provide the setting of the study.

2.1. Multilingualism at School

In recent decades, multiple language learning has become increasingly present in all educational stages, with primary schools being one of the most important institutions to provide an early start to developing multilingual competence. According to Mary and Hélot:

The reasons for learning multiple languages in formal schooling contexts are varied and can be attributed to various factors: the presence of different languages within one country or region, European and national policy makers' desire to increase communication and collaboration between member States and/or individual initiatives to provide children with the linguistic skills deemed necessary to succeed in an increasingly globalized marketplace. (2022, p. 82)

In Europe, this multilingual turn was immensely influenced by the EU and its proposition to ensure that European citizens could communicate in their mother tongue and two foreign languages (European Parliament, 2022). As a consequence, in the past 20 years, almost all EU member states have lowered their start age policies for foreign language (FL) learning, which resulted in children starting FL learning mostly at the age of seven years or less (Enever, 2011). Some schools also introduced another FL later on (at approx. 11-12 years) (Mihaljević Djigunović & Lopriore, 2011).

Croatia is also one of these countries that promotes early language learning since its national mandatory policy makes children begin FL learning at six or seven years (Mihaljević Djigunović & Lopriore 2011). Moreover, to foster early language learning, in Croatia and the rest

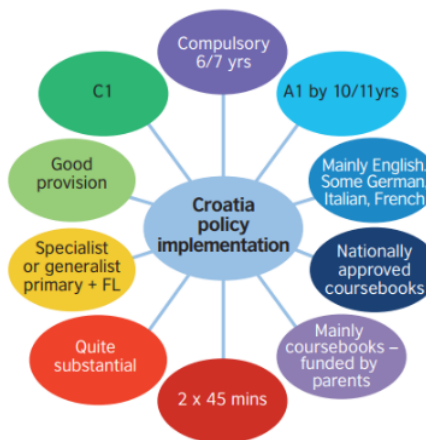
of Europe, foreign languages are being introduced to preschool education (Mihaljević Djigunović & Lopriore 2011) to ensure an early start and exposure. The period from birth to 10 years of age is “paramount to a child’s intensive social, emotional, linguistic, and cognitive development” (Stavans & Jessner 2022, p. 3), which is why introducing language learning at such a young age is beneficial for the future development of the child.

In 2011, the ELLiE (Early Language Learning in Europe) project investigated the effectiveness of primary school language teaching in several European countries, including Croatia. The findings obtained from the project were compiled into structures that represent individual countries and their implementation frameworks according to the model displayed in Figure 1. Consequently, findings from Croatian primary schools have been outlined in Figure 2, which is representative of the FL learning policy implementation at the primary school level in Croatia.

FIGURE 1 POLICY IMPLEMENTATION FRAMEWORK (FROM ENEVER, 2011: 40)



FIGURE 2 CROATIA: PRIMARY LANGUAGES IMPLEMENTATION (FROM ENEVER, 2011: 40)



2.2. Individual Differences in FL Learning

One of the most common dilemmas when it comes to FL learning is the relationship between the attitudes and motivation of the learner and their role in the language learning process. By now, it is clear that these terms are not to be used interchangeably, but the distinction between

the two is opaque. Dörnyei (1994) explained the complexity and the multifaceted nature of FL learning and the role of language in the following terms:

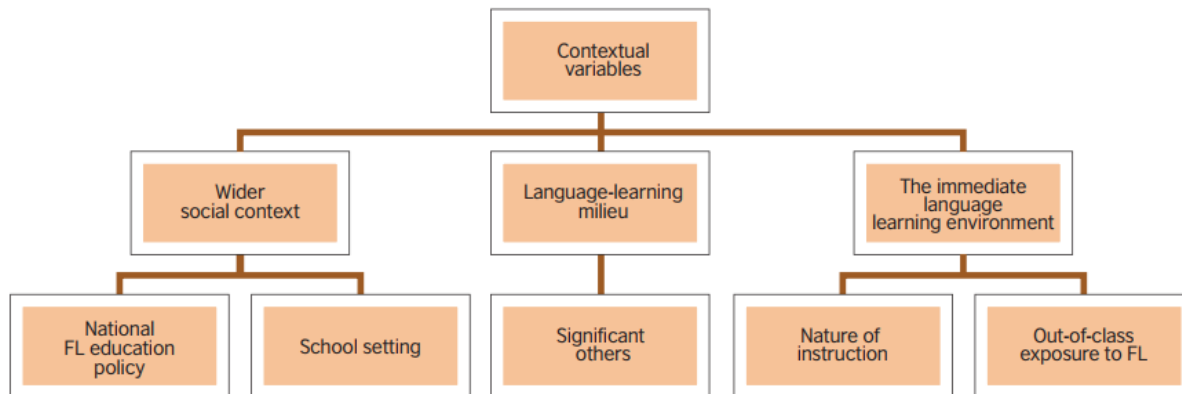
L2 learning presents a unique situation due to the multifaceted nature and role of language. It is at the same time: a) a *communication coding system* that can be taught as a school subject, b) an *integral part of the individual's identity* involved in almost all mental activities, and also c) the most important *channel of social organisation* embedded in the culture of the community where it is used (p. 274).

Apart from complexity, other attributes commonly assigned to language learning (LL) are variability and change (DFG, 2016). The manifestations of these attributes in LL are threefold (DFG, 2016):

- a) Each learner's LL process is unique and there are "no two people, even those in the same classroom, [that] will experience exactly the same social contexts of language use and resolve them in exactly the same way (p. 30);"
- b) Differences in cognitive abilities needed for pattern detection cause variation in the L2 development among individuals;
- c) The Knowledge of previous language(s), including the L1, is also a mediator of processes and outcomes of LL and the cause of variability among learners.

However, the development of the early language learner is affected by other variables that are external to the learner. The categories (and their subcategories) of the variables include (Lopriore & Krikhaar, 2011): the wider social context (national FL education policy, the school setting,), the language learning milieu (the attitude and degree of support from parents, the peer group and significant others) and the immediate language learning environment of the learner (the nature of instruction in the class and the out-of-class exposure to the FL). The interplay of these contextual variables (see Figure 3) especially impacts the "linguistic achievement, attitudinal development and motivation" (Lopriore & Krikhaar, 2011, p. 62) of language learners.

FIGURE 3 CONTEXTUAL VARIABLES (FROM LOPRIORE & KRIKHAAR, 2011: 63)



By reframing the concept of individual differences from internal to the learner (i.e., static and separate from the contextual factors) to complex dynamic systems, research has developed to consider people as “constantly adapting to changes within themselves and to external events (Dörnyei & Ryan, 2015).” As a consequence, there has been a significant change in the approach to attitudes and motivation in research, which Mihaljevic Djigunovic explains in the following terms:

On the one hand, attitudes and motivation are not any more necessarily viewed as single variables in relation to learning outcomes, but they are often considered to be interacting with other individual learner variables, such as language aptitude, language anxiety, language learning styles and strategies, and the like. On the other hand, the contextual factors (e.g., the immediate learning environment, learners’ socio-economic status, language exposure outside school) came to be included in recent studies (2012, p. 58).

Apart from learners’ attitudes, motivation is vital for a long-term process such as LL because the level of motivation highly determines the learner’s success. If the learner lacks a sufficient level of motivation, long-term goals are impossible to achieve, even with the most extraordinary abilities (Dörnyei, 2019). Dörnyei explains that even appropriate curricula and good teaching are not enough to ensure student achievement, because the students can be given an opportunity to do something but they cannot be forced to do it. Therefore, motivation indicates the learner’s potential to actively pursue language learning, which “means in educational terms that

motivation is essential for students to take ownership of their learning in order to succeed (Dörnyei & Kubanyiova, 2014, p. 20).”

The following two sections of the study are dedicated to attitude and motivation seen through the lens of LL. The theoretical framework first explores these two factors in detail, before turning to their contributions in the research on LL.

2.2.1. Attitudes

Central to the research on language learning is the concept of attitude. Lasagabaster (2015, p. 21) defines it as “a positive or negative feeling about some person, object or issue acquired through social interaction.” The nature of attitudes is dynamic, since they may change as a result of different individual or social factors affecting the language learning process (Lasagabaster, 2015). Therefore, attitudes can be affected by different agents, with schools being one of the most powerful ones.

Speaking in terms of the school context, Smith (1971) states that at the beginning of a LL process, a student has a fairly neutral attitude toward the language and is open and willing to learn, according to the influence of the learning situation. However, Smith (1971.) maintains that attitudes can be learned, unlearned, and taught, which makes it evident that attitudes are crucial factors for language learning and that they can be influenced. Also, it is vital to follow the attitudes of language learners continually, not only when they start being a problem. Positive attitudes lead to benefits, whereas negative attitudes may result in decreased motivation and inhibit the language learning process, but their effects can be changed (Brown, 2000, as cited in Hosseini & Pourmandia, 2013).

Lasagabaster (2017) also refers to other independent variables that stand out and act as “catalysts of students’ attitudes” (p. 586). These variables include the linguistic model and the languages used at home, which both influence attitude formation and language learning motivation. Attitudes are individually driven, but environmental and pedagogic factors do contribute to their development (Kumaravadivelu, 2006, as cited in Hosseini & Pourmandia, 2013).

Cenoz (2009) points out that attitudes can have a bidirectional relationship with achievement, meaning that proficient learners could have better attitudes towards language. Additionally, she highlights that attitudes, as well as identities, do not develop in a social vacuum; instead, children grow up in a social context that can act as an influence on their attitudes (e.g., parents, teachers, or friends).

2.2.2. Motivation

Motivation, as Brown (1990) puts it, is “the extent to which you will make choices about *(1) goals to pursue, and (2) the effort you will devote to that pursuit*” (p. 384).

The most popular dichotomy in motivation theory is by far the distinction between intrinsic and extrinsic motivation. Dörnyei (1994) explains the distinction as follows:

Extrinsically motivated behaviours are the ones that the individual performs to receive some extrinsic reward (e.g., good grades) or to avoid punishment. With intrinsically motivated behaviours the rewards are internal (e.g., the joy of doing a particular activity or satisfying one's curiosity) (p. 275).

It is important to point out that neither side of this dichotomy is set in stone, given that extrinsic and intrinsic motivations vary and depend on the language learner's situation and circumstances. Several studies have found that students lose their natural intrinsic interest if the goal of an activity, compulsory reading for example, is connected to an extrinsic requirement, such as the grade (Dörnyei, 1994). Also, Brown (1990) pointed to the fact that

Traditionally, schools tend to cultivate extrinsic motivation through teacher directed classrooms, grades and tests that fail to appeal to a student's self-determination, peer pressure to conform to various conventional 'ideals', and through a host of institutional constraints that glorify content, product, correctness, competitiveness, and that fail to bring the learner into a collaborative process of competence building (p. 388).

Similarly, Ushioda (2003) argues that the focus on the extrinsic in the school culture is responsible for children losing their natural sense of curiosity characteristic of the earlier years of language learning. Through the years, “their self-perceptions grow to depend more on social

comparisons, normative standards, and external evaluation” (p. 94). All this leads to students learning languages because they have to, which results in losing the sense of pleasure and challenge that language learning used to provide in the earlier stages of their childhood.

In the 1980s, L2 motivation started to be considered through the lens of the learning situation. As a result, Dörnyei (1994) developed a general framework of L2 motivation that includes the Language Level, the Learner Level, and the Learning Situation Level. These three levels follow the basic components of the learning process and are a reflection of the three aspects of language, i.e., the social, personal, and educational subject matter dimensions (Dörnyei, 1994).

The Language Level focuses on language learning motives and orientations and determines the choice of language and the basic learning goals (Dörnyei, 1994.). The Learner Level consists of affects and cognitions that form stable personality traits (Dörnyei, 1994.). The motivation at this level also involves “the need for achievement and self-confidence, the latter encompassing various aspects of language anxiety, perceived L2 competence, attributions about past experiences, and self-efficacy” (Dörnyei, 1994, p. 279). The Learning Situation Level includes the extrinsic and intrinsic motives of three respective areas:

- 1) Course-specific motivational components are related to the syllabus, the teaching materials, the teaching method, and the learning tasks. These are best described by the framework of four motivational conditions proposed by Crookes and Schmidt: interest, relevance, expectancy, and satisfaction.

- 2) Teacher-specific motivational components include the affiliative drive to please the teacher, authority type, and direct socialization of student motivation (modelling, task presentation, and feedback).

- 3) Group-specific motivational components are made up of four main components: goal-orientedness, norm and reward system, group cohesion, and classroom goal structure (p.280).

In 2005, Dörnyei introduced the L2 Motivational Self System theory, which consists of three dimensions: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience (Dörnyei, 2005). The Ideal L2 Self represents the desired self-image of the learner in the future.

For example, if one wishes to become a proficient L2 speaker and their current state is far from their goal, the learner may be motivated to develop their proficiency. The Ideal L2 Self might also refer to the knowledge of more languages, which then implies to start learning a new language. The Ought-to L2 Self is a reflection of the beliefs one should possess in order to meet imposed expectations and avoid negative outcomes in their LL process. This component has little to do with the learners' own image of themselves as learners because the Ought-to L2 Self features are determined by other agents of the LL process and they are only internalized to an extent by the learner. The L2 Learning Experience, in comparison to the other two components, "focuses on the learner's present experience, covering a range of situated, 'executive' motives related to the immediate learning environment (e.g., the impact of the L2 teacher, the curriculum, the peer group, and the experience of success) (Dörnyei & Ryan, 2015, p. 88)."

In 2014, Dörnyei and Kubanyiova expand the L2 Learning Experience component by defining it as "the perceived quality of the learners' engagement with various aspects of the language learning process (2014, p. 25)." For this reason, they propose the following aspects to engage with in the LL process are:

- school context (e.g., various aspects of belonging to the school community, adopting school norms and developing general academic confidence);
- syllabus and the teaching materials (e.g., curiosity about and interest in the content; match between the syllabus to the students' needs; ownership and personalization of the materials);
- learning tasks (e.g., utilizing the principles of task-based language teaching; application of project/problem-based learning; goal-setting and progress checks);
- one's peers (e.g., relevant areas of group dynamics/classroom management, particularly social acceptance, group cohesiveness, norms of cooperation and tolerance);
- teacher (e.g., student-teacher rapport; utilizing insights from leadership models; conflict resolution) (Dörnyei & Kubanyiova, 2014, p. 25).

2.2.3. The Istrian Context

Since the ancient times, Istria has been a meeting point for different nations and cultures and its territory was the point of contact of different empires, states and political interests (Banovac, 1996). Moreover, the Istria County is the only officially bilingual county in Croatia (Jernej Pulić, 2016).

The Istrian peninsula is shared by three independent countries: Italy, Slovenia and Croatia (Jernej Pulić, 2016). Although the Istria County is officially bilingual, *de facto*, it is multilingual (Jernej Pulić, 2016). Croatian and Italian standard languages are used in education and in the official communication, but there are also dialects, such as Chakavian, Istro-Venetian and Istro-Romanian, as well as other languages used by the minority population of Istria (Albanian, Serbian, Macedonian, among others) (Jernej Pulić, 2016). Additionally, foreign languages have been increasingly present in the Istrian territory, due to the growing presence of tourists from all over the world visiting Istria (Jernej Pulić, 2016).

However, the multiculturalism of Istria goes beyond the three official nationalities that share the peninsula. In particular, the Croatian part, which accounts for the largest part of the peninsula, has always been popular for immigration, and it is nowadays home to different national minorities. Italians are the largest national minority in Istria County, and they constitute 5% of the general population of Istria (2021 Census). It is vital to note that the concentration of the Italian minority is not equal in each part of Istria, which makes the Istrian linguistic situation even more complex.

In Istria, Italian is used as a minority language, which bears considerable similarities to the situation of South Tyrol (Italian and German) and the Basque Country (Basque and Spanish). As is the case with the aforementioned territories, in Istria, the Italian minority has the right to freely use their language and script, which results in a bilingual situation at both social and institutional levels. The status of Italian in Istria is quite strong given that there are multiple schools with it being the main language of instruction, and its size also contributes to it, given that it offers more opportunities to use the language outside school because it is so widespread and present in society. Given that Italian is at the same time a minority language in Croatia and the dominant language of

a neighboring state, speakers of Italian can use it outside of the borders of Istria, which may be an encouraging factor to foster language learning.

However, minority languages in education come with some challenges, with the most important one being the status of English as a *lingua franca*. By becoming increasingly important in this globalized world, the English language is necessarily included in the school curriculum of students instructed in both the national and the minority language. Consequently, the education of minority students has to consist of at least three languages: the minority language, the national language, and English. Cenoz (2009) mentions that, in order to know the learners' attitudes in a multilingual educational context, it would be useful to know the status of each language (minority, majority, and English). Depending on the perception of the importance of other languages, English could affect the learners' motivation to learn the majority or the minority language, if they start considering English as the most important language to learn due to its widespread use. On the other hand, learning three languages out of which the majority and the minority language have an equally demanding syllabus, could be potentially difficult for the learners who have a hard time learning languages. Additionally, there's the common problem of the difference between the dialect and the standard variety of the minority language, such as the Istro-Venetian dialect and the standard Italian used at school. This implies that these children learn three languages at school, but for some of them, none of the three languages is their mother tongue, which makes the language learning situation in school much more difficult.

2.2.4. Previous research on attitudes towards multiple language learning

The studies on language attitudes have become more frequent in the last decades and they have contributed to this field of research by focusing on many different areas, such as “speakers of the L2, L2 learning, parental attitudes, language use, language learning preferences, language policy, minority languages, English as a *lingua franca* and bilingual education among others (Lasagabaster, 2015, p. 21).” Speakers of minority languages are an important part of studies on multilingualism because, in most cases, they are multilingual. They learn the official language of the country they live in, the minority language, and also often learn English as an international language (Cenoz & Gorter, 2019).

Several studies have been concerned with the bilingual situations of many countries, regions, and cities. Cenoz is the leading researcher on the effects of bilingualism in the Basque Country, including the positive influence of bilingualism in third language acquisition (Cenoz and Valencia 1994, Cenoz 2009; Cenoz, 2013). Some of the advantages that bilinguals have over monolinguals are experience in LL and learning strategies potentially developed to a larger extent, as well as a broad linguistic repertoire to draw upon when learning a third language (Cenoz, 2013). Cenoz (2013) pointed out that language distance was a positive influence of the linguistic repertoire among bilinguals, given that it facilitates the learning of an L3. Another researcher that dealt with the positive influence of bilingualism on Basque learners is Lasagabaster (2017), who noted that learners' positive attitudes on multiple language learning were a reflection of the societal perceptions of the knowledge of languages. Given that the younger generations fostered a cosmopolitan attitude to LL, bilingualism and multilingualism were highly esteemed among them.

In her research on factors influencing the English language learning trajectories among students in the bilingual region of Catalonia, Muñoz (2014) found that high-achievers expressed an intense love for languages in general, whereas among low-achievement groups there was “a far greater tendency for them to refer to English as a means to an end (to travel, to access cultural goods, to communicate, etc.), showing an instrumental kind of motivation (2014, p.478).” These low-achievement participants, compared to a high-achievement group, did not speak of an unconditional love for languages, nor did they mention any pleasure they got from the learning process (Muñoz, 2014). Low-achievers recommended motivation as an important factor for LL, but they pointed out the importance of motivation being accompanied with hard work or effort. In contrast, none of the high-achievement students associated LL with hard work (Muñoz, 2014).

Other research on the effects of multilingualism included Hofer and Jessner's (2016) research on the linguistic and cognitive benefits of early multilingual learning conducted in South Tyrol, Italy, and Lambert's (1963) study of the influence of family on the development of orientation in a bilingual setting in Montreal Canada. In Istria, Letica Krevelj (2016) conducted a research on the perceptions of crosslinguistic similarity among bilingual learners, Foškić (2019) observed parental attitudes toward early language learning in the Italian-medium primary schools of Istria, and Kostić-Bobanović & Bobanović (2011) examined the LL strategies in monolingual and bilingual Istrian students.

Apart from research conducted in bi- and multilingual settings, there were other studies on attitudes that were conducted on a national level or in a monolingual environment. In their 4-year longitudinal study on LL learners' individual characteristics, Djigunovic and Lopriore found that "[h]ome support and out-of-school FL exposure, as well as the type of classroom activities they engaged in during the three years, apparently influenced these trends (2011, p.58)." Studying the attitudes of Croatian EFL learners, Mihaljevic Djigunovic (2007) found that aspects of FL teaching that the students considered as positive were a communicative approach and the use of activities with active involvement (e.g., group work). Negative aspects of the classes were a too traditional teaching approach, lack of or not enough communicative activities in class and too many tests, especially the ones that evaluate the grammar (Mihaljevic Djigunovic, 2007). Additionally, some other contextual variables emerged as paramount in research, especially the role of the teacher, which turned out to be one of the most important factors of language learning (Mihaljevic Djigunovic, 2007; Djigunovic & Lopriore, 2011). In their longitudinal study on the role of the teacher, Tragant and Lundberg claimed that in order to get a complete picture of successful FL learning, the "effects of teaching in the classroom and the influence of out-of-school factors need to be taken into account and should be considered together (2011, p. 99)." Mihaljevic Djigunovic (2013) found that attitudes to FL learning tend to be very positive in Croatia, with learners and users of foreign languages being apparently instrumentally oriented because they consider the knowledge of foreign languages a great asset.

3. The study

Having provided a general overview of the theoretical concepts that underlie this study in the previous sections, the focus of this chapter is the study conducted in Croatian- and Italian-medium schools in Istria. The following sections are dedicated to the aim, sample, procedures and results of the study conducted in four primary schools in Istria, with 136 participants from Grades 7 and 8.

3.1. Aim

The present study aims to investigate learners' attitudes toward multiple language learning in Croatian- and Italian-medium primary schools in the bilingual Istria County. The study focuses on attitudes toward early and multiple language learning, the school context, satisfaction with the

school's language policy and instruction, the learners' perceptions of their natural disposition for language learning, and the perceived influence of prior language knowledge on the learning of a new language. Also, the study will look into their motivation for language learning and the main factors that influence the learning situation of each individual student. Lastly, the focus is also on learners' perception of the general importance attributed to FLs in their environment. Data from the two groups of students in Croatian- and Italian-medium primary schools is compared according to the aforementioned criteria.

The main research questions of the study are the following:

1. What are learners' attitudes toward language learning depending on the language as a medium of instruction?
2. How motivated are learners to learn languages?
3. How strongly do different factors influence learners' motivation in this area?

3.2. Sample

For the purposes of this study, the sample is divided into two groups according to whether the main language of instruction is Croatian (CMS) or Italian (IMS). The sample was obtained from grades 7 and 8 of a Croatian-medium primary school in Pula (School A), a Croatian- (School B) and Italian-medium primary school in Vodnjan (School C), and an Italian-medium primary school in Umag (School D). Even though all these cities form part of the bilingual Istria County, the percentage of Croatian and Italian populations varies among them. According to the 2021 Census (Croatian Bureau of Statistics, 2011), Pula, the largest city in the region, consists of 75.88% of the Croatian citizens and only 3.56% of the Italian minority. The population of Umag is made up of 69.97% Croatians and 11.47% of Italians. In Vodnjan, the Croatian population is the lowest among the three at 59.70%, and the Italian minority is the largest among the three, reaching 15.01%. The general overview of the study sample is shown in *Table 1*.

Table 1 Croatian- and Italian-medium school groups

Croatian-medium Primary School Students			Italian-medium Primary School Students		
School A (n=42)			School C (n=21)		
Grade 7	15 boys	15 girls	Grade 7	4 boys	6 girls
Grade 8	4 boys	8 girls	Grade 8	3 boys	8 girls
School B (n=29)			School D (n=44)		
Grade 7	3 boys	7 girls	Grade 7	13 boys	16 girls
Grade 8	7 boys	12 girls	Grade 8	6 boys	9 girls
Total (n=71)	29 boys	42 girls	Total (n=65)	26 boys	39 girls

As Table 1 shows, the Croatian and Italian groups have been quite uniform in terms of the number and gender of the students. A total of 71 participants had Croatian as their main language of instruction, and the group consists of 29 male (40.8%) and 42 female (59.2%) students. The Italian-medium group consisted of 65 participants, out of whom 26 are male (40%) and 39 (60%) female. In sum, a total of 136 students aged between 12 and 15 years participated in the study: 55 boys (40.4%) and 81 girls (59.6%).

Table 2 Number of languages learned at school

Languages Learned at School			
Croatian-medium Primary School Students		Italian-medium Primary School Students	
2	7	2	/
3	56	3	55
4	8	4	10

The students from School A started learning Croatian and English in Grade 1, and from Grade 2, they took Italian as an elective subject. Seven participants (9.8%) students from School A opted for studying only two languages, whereas a total of 35 (49.3%) participants from School A opted for Italian as the third language. Croatian-medium primary School B participants started learning Croatian and English in Grade 1, but they were given the option to choose Italian as well in Grade 1 and had an additional choice of German in Grade 4. There were 21 (29.6%) Croatian participants in School B who learned three languages and 8 (11.3%) participants who learned all four languages offered in school.

As far as the Italian group is concerned, learners from School C learned Italian, Croatian, and English from Grade 1, and they could choose German as an elective subject in Grade 4. Ten (15.4%) students chose to learn four languages, including German as an elective. In School D, students were not offered an elective language in Grade 4 so all participants studied only three languages: Italian, Croatian, and English.

Looking at the sample as a whole, the students mostly learned three languages at school, with 111 participants (81.6%) out of 136 falling under this category. The rest of the sample consisted of seven participants (5.2%) who learned two languages at school and 18 students (13.2%) who opted for learning four languages in their formal education. However, some of the students used different languages in their home context, which is why the next section is dedicated to a general overview of the CMS and IMS groups' home languages.

Table 3 Home Languages of the CMS and IMS Groups

Croatian-medium Primary School Students			Italian-medium Primary School Students		
1	59	CRO (95%), IT, MKD	1	39	CRO (57%), TAL (38%), FR, SLO
2	12	CRO-ENG (67%), CRO-IT (25%), CRO-GER	2	22	CRO-IT (86%), CRO-ENG, CRO-RUS, SLO-IT
2+	/	/	2+	4	CRO-IT-ENG, CRO-IT-SER, SLO- CRO-IT-ENG

Another characteristic observed were the languages that CMS and IMS groups spoke at home. As a general rule, whenever a student chose 3 (always) for a language used in interaction with his/her immediate family, that language was considered to be a home language.

In the CMS group 59 (83%) learners lived in a monolingual household and in 95% of the cases the home language was equal to the language of instruction at school (Croatian). Other instances of home languages found by the study include 1 participant whose L1 was Italian and 1 participant who was born in North Macedonia and spoke to its family exclusively in Macedonian. The rest of the group (12 participants) claimed to be bilingual with 67% of students speaking Croatian and English at home, 25% had the combination of Croatian and English in their household, and one participant spoke Croatian and German at home.

The IMS group professed a far more complex linguistic situation when it comes to home languages. Thirty-nine participants (60%) lived in a monolingual household, with 57% speaking primarily Croatian, 38% Italian, and 2 participants spoke French and Slovenian at home. In School C, given its proximity to the border, several participants stated that they were born in the neighboring countries (Italy and Slovenia), which must have influenced the variety of home languages.

The Croatian-medium Primary School Students will form the CMS group (CMS) and the Italian-medium Primary School Students, will be referred to as the IMS group (IMS), according to their respective languages of instruction.

3.3. Procedures

The collection of survey data took place in June 2023. Prior to the actual collection of data, selected schools were approached, provided with a detailed description of the purpose of the research, and informed on the aims and content of the questionnaire. Given that our selected schools have learners of different L1, an original questionnaire was compiled solely for the purpose of this study, which was then translated into two versions: Croatian (Appendix 1) and Italian (Appendix 2). Once we obtained the permission to conduct our research, class teachers were contacted to schedule the questionnaire administration and turn in the printed materials with parental consent papers, which the students returned and signed before the start of the next stage.

The author of this paper or the English teachers distributed questionnaires, which were filled out during school lessons. During the questionnaire administration, the author or teacher provided the learners with a brief introduction and instructions for filling in the questionnaire. The author was always present to answer questions that arose. The students were instructed to be as detailed and honest as possible, to take their time to express their opinions, and to relax because there were no correct or incorrect answers in the questionnaire.

The students were not given a time limit for the questionnaire, but most of them managed to complete it within 30 minutes. Some learners, however, wanted to provide more detailed answers, which resulted in a slightly extended time period needed for the completion of the questionnaire. It was precisely this factor that influenced the range of answers, which range from simple answers to extensive descriptions that, if put together, make up small linguistic portraits of the learners.

The qualitative data obtained from the questionnaires were content-analyzed to isolate some common patterns, quantitative answers were statistically analyzed using SPSS.

In the following sections, several factors are covered, starting from the ones that arose from the general information of the learners and could have an influence on their attitudes and the language learning situation. Given the complexity of the linguistic repertoires and the influence multilingualism has on attitudes, the study did not exclude the learners' L1; instead, the languages in focus are all languages that the students formally learn in school, with additional information about possible extra languages used in daily life being provided in the general information section of the questionnaire.

The parts of the questionnaire that are analyzed in the study include questions about the attitudes on early and multiple language learning, perceived aptitude for learning languages, the influence of previous languages on the learning of a new language, perceptions on the influence of the environment on foreign language learning, as well as in-school language learning satisfaction and perceived difficulty. Also, the next chapter covers two questions that were directed towards the students' perceptions of their general motivation level for language learning and the factors that contribute to it are. The students could express their general motivation for language learning on a scale from 1 to 5, which was followed by a list of motivating factors that motivate their language learning. The participants were given an option to choose multiple factors from the

list, in order to portray their learning situation as accurately as possible. Other questions, that served as context for these main questions included the information about learning languages out of school, the main focus of their language classes in school (e.g. grammar, vocabulary, reading, writing, speaking), the usefulness and use of the languages they were learning as well as their favorite language to study and the additional language(s) they would like to study.

4. Results

This chapter centers on the results of the study conducted in Istrian Croatian- and Italian-medium schools. In the first section, the students' attitudes on several aspects of language learning are observed. The second part focuses on two questions regarding the learners' motivation levels for language learning and the factors that contribute to them feeling motivated. At the end of the chapter, a general overview of the study is provided to touch upon the main points of the research.

4.1. Attitudes

Attitudes are very important for the individual's approach to language learning. Several factors can influence the development of either a positive or negative attitude, which is reflected in the individual's willingness to learn languages. The main questions this section is focused on are early and multiple language learning, perceived natural disposition for languages, the influence of prior languages for language learning, the learning context at school, and the impact of the environment in foreign language learning.

4.1.1. Early Language Learning and Multiple Language Learning

The first two questions of the questionnaire were aimed at observing whether students found it beneficial to learn multiple languages or to start learning early, i.e., by the age of 10. These questions served as a sort of introduction into more complex factors that were mentioned later in the questionnaire. The decision to group them together arose from the similarity of answers provided by the students, as well as the similar stances of both groups regarding the matter.

Table 4 Attitudes on early language learning and multiple language learning

1. Is it beneficial to start learning two languages in school by the age of 10?		2. Is it beneficial to know multiple languages?	
YES	NO	YES	NO
CMS: 64 (90.1%)	7 (9.9%)	70 (98.6%)	1(1.4%)
IMS: 59 (90.8%)	5 (7.7%)	62 (95.4%)	2 (3.1%)

* 1 answer missing for both questions in the IMS group

The results show that both the CMS and IMS groups found multiple language learning more or less equally beneficial in both of the above questions. As far as both groups are concerned, an early start was found beneficial by more than 90% of the learners. Some of the patterns that could be formed based on the content analysis were:

- a) faster and easier learning at an early age, unlike adult language learning (CMS: n=23; IMS: n=16),
- b) an early start is useful and it means more knowledge (CMS: n=18; IMS: n=11),
- c) benefits for future language learning or life in general (CMS: n=9; IMS: n=9).

Even though the answers of the groups were simple and mostly uniform, some participants showed a more mature outlook on the benefits of early language learning and offered interesting insights for the study. Some of the answers touched upon the importance of an early start and the influence of a multilingual immediate environment, which fosters the habit of language learning from the beginning, while others put an emphasis on the motivation and confidence that would lead the students' language learning and use in the future:

Participant 7, CMS (cluster A): Because children are mature enough to handle learning two languages, even though it may be easier for those who start learning with an already set routine of

speaking that language at home. Children understand it as a kind of routine and don't protest as much as older people might¹.

Participant 34, CMS (cluster B): I think so because it motivates children to do and study more.

Participant 106, IMS (cluster C): Because we learn faster, it becomes normal for us, and in the future, we will be more confident (to travel and communicate with others – retrieved from the next question).

However, the negative attitudes and the explanations that followed were much more interesting. Combining the answers of both groups for Question 1, four out of twelve participants (with three out of four being from the IMS group) opted for the negative answer because they believed children should begin learning languages earlier in life and not at the age of 10, even though the question clearly stated: “by the age of 10.” The CMS group showed more negative attitudes than the IMS group, and one of the answers on the CMS part stated the following:

Participant 1, CMS: I believe that it is necessary to learn only English and the mother tongue because some people find it easy to learn and some find it difficult. Some will like it, some won't, so it's better if it's optional because it can ruin someone's GPA.

Even though this answer revealed quite logical explanations for his negative attitude, the participant showed quite a peculiar attitude toward language learning in their following answers. The participant seemed to learn languages to get some kind of external validation from others (“speaks English to be cool”) and considered languages other than English useless and worthless. Even though the student had excellent grades and studied Italian as an elective subject, he still considered that learning languages other than English was only useful to be able to brag, and for no other reason.

Out of seven participants who opted for a negative answer in the CMS group, four of them stated they felt stressed and had a hard time learning so many languages. One participant explained

¹ All participant answers were translated by the author from Croatian or Italian, depending on the students' main language of instruction.

that language learning should not be a burden to the students; instead, the languages should be offered as elective subjects for the learners to choose whether to learn them and when to start.

One of them provided a quite unusual and confusing explanation of his negative opinion of early language learning that implied that a later start would mean that the language learning process will be finished faster. It was not clear why would the student think that the learning process would ever really come to an end but his answer was quite direct and left no room for misinterpretation. The same participant proposed to start language learning from Grade 7 because in that period people learn a language much faster. The student, however, showed positive attitudes, excellent motivation, and enthusiasm for language learning, which is what made this answer stand out from the rest of the questionnaire.

The last negative attitude came from Participant 32, who regarded students of that age as too young to understand that languages are something else, i.e., different from Croatian. It could mean that the participant referred to the strong bond that most monolingual people have to their L1 in the early stages of their FL learning, which he clearly perceived as negative.

Question 2 of the questionnaire provided us with an insight into the perceived benefits of multiple language learning. Learners' answers revealed positive attitudes on multiple language learning (more than 95% in both groups), which could be classified as follows:

- a) interpersonal communication (CMS: n=36; IMS: n=20),
- b) traveling (CMS: n=13, IMS: n=11),
- c) knowledge (“good to know”) (CMS: n=9, IMS: n=10),
- d) future life, education, or occupation (CMS: n=10, IMS: n=11).

4.1.2. Aptitude for Language Learning

This section shows the perception of an aptitude for language learning, i.e., their thoughts on whether they possessed a natural disposition to learn languages. This question centered on the subjective evaluation of the individual's language learning abilities, the study did not analyze this factor in a more detailed manner.

Table 5 Attitudes on perceived aptitude for language learning

8. Do you believe to have an aptitude for language learning?			
	YES	YES AND NO	NO
CMS:	41 (57.7%)	5 (7%)	25 (35.2%)
IMS:	39 (60%)		24 (36.9%)

* 2 answers missing in the IMS group

Most answers referred to the learners' learning characteristics, or lack thereof, such as an ability to focus, good memory, ease or speed of learning, passion for language learning, grammar comprehension, and speaking skills. Several participants of the IMS group pointed out the multiple languages they were exposed to at an early age, which they considered crucial for the development of their language learning aptitude.

Some students referred to their aptitude in terms of all languages they studied, but some participants explained their stance in relation to individual languages. For example, Participant 7 considered herself to be a fast learner because language learning was easy, but with English, the situation was a bit different. The student got language anxiety when English was involved, which made the participant fear that language in particular, which probably interfered with English language learning.

There were five participants who could not decide whether they thought to have an aptitude for language learning. These participants gave a YES/NO answer and provided different explanations. For example, Participant 23, stated that language aptitude was not universal and thought that, for some languages, one had it, and for others, one did not, while Participant 37 claimed English language learning was pretty easy at an early age, but that learning new languages was a struggle. One of the participants from the IMS group (102) felt the burden of the L1(Italian), which tends to influence a foreign language, which is why the participant thought to lack aptitude.

Learners from Italian-medium primary schools often considered learning multiple languages as ordinary, given that it forms part of their reality from an early age. However, some

participants focused more on their struggle with learning certain languages or certain elements of a language (e.g., grammar or pronunciation), which was reflected in their answers as a feeling that they lacked the skill needed to learn other languages. Other participants expressed that they felt the burden of speaking many languages, in a way that made it more difficult to learn current and new languages. With some students, there was a feeling of lost interest and drive for language learning expressed in their answers, which translated into negative answers regarding their perceived aptitude. One of the participants of the IMS group offered an answer that summed up pretty accurately some of the aforementioned points:

Participant 94: Because I speak only 3 languages and I wouldn't know how to form sentences in other languages.

The questionnaire of Participant 94 did not contain any signs of a perceived lack of aptitude and apparent self-confidence in his language learning abilities, given that his grades were good, the language exposure at home and in the media were quite versatile and his motivation was neutral. It might be the case that some of the participants really considered it normal to speak three languages at such a young age and forgot how extraordinary it really was when compared to monolinguals.

4.1.3. Influence of Previous Languages on the Learning of a New Language

This section centers on two questions that referred to the influence of other languages on the learning of a new language. One of the questions aimed at inspecting whether the students perceived the knowledge of prior languages as beneficial, while the other question had a more neutral tone to let the participants elaborate their perceptions on cross-linguistic influences in terms of its positive or negative effects.

Table 6 Attitudes on the influence of previous languages on the learning of a new language

6. Do you think it is easier for you to learn another foreign language when you already know one?			7. Have you noticed that the languages you already know or are learning at the moment influence the learning of a new language?		
YES	YES AND NO	NO	YES	YES AND NO	NO
CMS: 44 (62%)	5 (7 %)	21 (29.6%)	45 (63.4%)	/	26 (36.6 %)
IMS: 39 (60%)	6 (9.2%)	19 (29.2%)	33 (50.8%)	/	30 (46.2%)

* 1 answer missing for CMS and IMS groups (Question 6)

** 2 answers missing for the IMS group (Question 7)

In general, both groups believed that prior language knowledge positively influenced the learning of a new language (60%). Elaborating on why learning a new language was easier when they already knew one, most of the participants (CMS: n=14; IMS: n=15) mentioned cross-linguistic similarities between languages, while the second most popular answer were the learning strategies they knew how to employ to make their learning easier or faster (CMS: n=2; IMS: n=4). Other answers included the existence of a good base for LL, the habit of LL, and the ease of comprehension of another language, whereas the CMS group focused more on the fact that such learning was more encouraging, easier than learning both languages simultaneously, or better because in this way they could learn two languages, which was better than one.

The negative answers differed in content between the groups, with the IMS group expressing opinions on the fact that every language was different (n=2), that they were having a hard time learning languages (n=4), or that they felt some languages had been interfering with others (n=2). One participant even stated that learning new languages was not easy for anyone, which was interesting given the diversity of the languages she mentioned in the questionnaire. The fact that this participant learned three languages at school, as well as German and Russian out of school, and claimed that prior language knowledge had no benefits for additional language learning might be due to the complexity level of her language combination.

The negative answers of the CMS group focused on the languages being different (n=2) and on the learning of a third language being even more difficult and more likely to experience interference because of prior knowledge (n=2). One participant stated that he could not speak a word of the third language (Italian) that he was currently learning, which by default made the supposition from the question untrue. Also, the participants mentioned further language learning to be an extra burden (n=3) because they were already learning two or three languages, but they did say they considered another language as an additional asset to their competencies.

When it comes to the influence of prior language knowledge on the learning of a new language, both groups seem to have noticed it, the CMS group with 63.45% of affirmative answers, and the IMS group with 50.8%.

Most of the positive answers included the perceived similarity between languages, in terms of pronunciation and word forms (CMS: n=19; IG: n=27) as well as the perceived interference when speaking or thinking in a language (n=2 in both groups). One of the participants from the IMS group also pointed out the use of the Istro-Venetian dialect at home, which further complicated the effects of this language on all the other languages the student dealt with in the school context.

4.1.4. Language Learning Satisfaction and Perceived Difficulty

All the attitudes analyzed so far proved to be quite levelled among both groups. However, when it came to the questions about satisfaction with and perceived difficulty of language learning in the school context, the situations of the CMS and IMS group turned out to be different.

Table 7 Attitudes on language learning satisfaction and perceived difficulty

3. Are you satisfied with the way you learn languages at school?				10. Is learning multiple languages at school difficult for you?		
	YES	YES AND NO	NO	YES	YES AND NO	NO
CMS:	41 (57.7%)	6 (8.5%)	24 (33.8%)	28 (39.4%)	2 (2.8%)	41 (57.7%)
IMS:	51 (78.5%)		13 (20%)	12 (18.5%)	1 (1.5%)	52 (80%)

* 1 answer missing in the IMS group (Question 3)

These two questions may provide the most opposing views between the two groups. The majority of the CMS group was satisfied with the instruction they were given in school but it has to be noted that the percentage for a negative attitude (33.8%) was also high. Some of the most common positive answers included being happy with the teacher, teaching methods, and school curriculum, which were expressed by 14 participants. Others indicated that they were satisfied because it was fun (n=2) and they learned everything they had to know (n=2), whereas 3 participants expressed a wish for the school curriculum to be reduced, despite being happy with the language learning in school.

The negatives were mostly connected to too much work, rote learning, grammar, and cognitive load (n=10), others complained about boredom (n=3) and the fact that it could be done better (n=3) or that they still did not understand anything in a language they had been learning for some years (n=2). One participant indirectly called language learning in school a waste of time, stating that he had a feeling he learned much more at home.

Other individual answers that were not included in the aforementioned clusters emphasized the lack of communication or ludic activities in class (Participant 47 & 50), as well as languages being too much work together with other subjects (Participant 34). These suggestions did not come as a surprise given the students' answers about grammar mostly being the main focus of language subjects, when they thought communication should be the element they practice the most at school with their peers. These attitudes were reflected in the following answers:

Participant 47, CMS: I think we could learn a language more through fun games at school, because some students don't like learning a foreign language, but that's what parents expect from them.

Participant 50, CMS: We should communicate more and not just write in class, or we should play games because that way we learn more easily.

Participant 34, CMS: Because the teachers give us too much work to do at home.

When it comes to satisfaction with language learning at school, the IMS group had a completely different attitude from the CMS group, with a high 78.5% of students being happy with the language instruction they receive at school and only 20% of negative attitudes.

Positive attitudes were numerous in the IMS group, with 22 participants (Participant 72 included) being happy with the curriculum or the teacher, some even expressing the desire to learn even more. An equally high number of 20 participants were satisfied with their knowledge of languages learned at school and the little effort it presented to them. Language learning was found to be interactive and fun by 5 participants, others liked the atmosphere in class (n=1) and some emphasized that language learning is something natural to them ever since they were little, which is why they should be satisfied (n=1).

Participant 72, IMS: Yes, because the curriculum is well-organized, although I would like them to add other languages to study have them as elective subjects (e.g., Spanish, French, Korean...).

However, among the negative answers there were 2 participants who were dissatisfied because they would like to learn more languages and the ones offered in school were not enough (n=2). Other negatives referred to the lack of focus on communication skills (n=3), boring or useless exercises in class (n=2), and disliking the choice of languages they had to learn (n=1) because other languages were more attractive to learn.

Some of the opposing views within the IMS group were reflected in positive answers about language learning at school, but some negatives did not express dissatisfaction with the way they were thought languages at school. They did claim to be dissatisfied with the selection of languages offered at school, as well as the number of languages they were offered in school (Participant 111 & 114). To portray the aforementioned divergence of opinion, the following answers were selected from participants of the IMS group. These participants all learned three languages at school, with the first being given the option to learn German as an additional language, whereas the other two students were not given an option to choose another language as an elective subject:

Participant 111, IMS: No, because we only study Croatian and English (not counting Italian) and I would like to learn a few more languages.

Participant 114, IMS: No, because we don't study the languages I like and I don't like Italian. I try to understand English but I'm not too good. I like other languages better.

In terms of the perceived difficulty they had with learning multiple languages, the CMS group stated that they did not consider it hard (57.7%). The ones who found it difficult (39.4%)

disliked the workload and the rote learning (n=9), found that the languages mutually interfered (n=4), and thought that learning three languages simultaneously was too much (n=3). One participant stated that everything other than English was useless and one complained that the exams of different subjects often coincided. One participant also complained about moving to the current school in grade 5, which made it difficult to catch up with other colleagues who started learning Italian earlier. Another participant, coming from a monolingual household, expressed that learning multiple languages in school was hard because handling multiple languages was not something he was used to.

Those who did not find language learning to be hard mostly emphasized their good organization and working habits (n=2), fast learning and easy comprehension (n=4), lack of language interference (n=1), passion for languages (n=2), a non-demanding curriculum (n=4) and satisfaction with the teacher (n=1). Some participants claimed that learning per se was not difficult, but that it can get stressful at times (n=2), while another claimed that it was easy to learn two languages; however, if it were about learning three, that would not be the case. One participant abstained from pondering whether it was hard or not because it was beneficial either way, while Participant 55 stated that the more languages one learned, language learning became more and more interesting.

Once again, the IMS group was on the opposite end of the CMS group's answers with an extremely high percentage of students considering language learning at school as 'not difficult' (80%), with only 18.5% of affirmative answers to the question about language learning being hard.

The ones having trouble with learning reported that they had too much work to do (n=6, Participant 89 included), they did not feel like learning multiple languages simultaneously (n=1), they were not able to learn another language quickly when they already knew one (n=1) or that they were not doing well with memorizing everything that they needed for school (n=1). One of the participants answered the question referring to the amount of effort that each language required, which was obviously not of his liking. His short but suggestive answer revealed being rather annoyed by the whole language learning situation, something that could be deducted from the rest of the questionnaire as well:

Participant 89, IMS: Yes, double the exams, double the rules, double the readings.

The learners' perceptions of why multiple language learning was not hard were quite diverse. The most popular answer was that language learning was fast and easy (n=21, Participants 87 & 130 included) and that they love learning languages (n=9, Participant 114 included). Others emphasized the importance of good organization and "switching off" after each class to avoid interference between the languages (n=3). Some participants considered early start to be important in their successful handling of a number of languages (n=2), while others claimed their proficiency was responsible for the easy time they have learning languages in school. It was interesting to see that some considered cross-linguistic similarity to be beneficial (n=2), whereas others thought learning was easy because the language had nothing to do with one another. Lastly, 2 participants opted for the negative answer because they wanted to learn more (n=1) and they thought that language learning at school was too easy for them (n=1).

Participants of the IMS group mostly regarded language learning at school as not difficult, suggesting that they loved languages and wanted to learn more because they were good at it and it required little effort on their part. Some answers suggested that part of the students was eager to learn more either because they considered themselves to be skillful or because they were passionate about learning languages. Others enjoyed it for the fun of it, which resulted in the students taking language learning lightly than others. These views were reflected in the following answers:

Participant 87, IMS: It has never been difficult for me, but I understand that it is challenging for some students.

Participant 114, IMS: Why not, if there were more, I would study them all.

Participant 130, IMS: No, because with each language we do different activities and the teaching method changes constantly, so it was never difficult because it wasn't boring. The only time I found it difficult was when I started school because I had to do it and I didn't understand much, but then over time I got used to it.

4.1.5. Learners' Perceptions of the Environment on FL Learning

The last element covered in this section are the perceptions of the environmental influence on foreign language (FL) learning. Given a more general form of the question, the students were free to interpret the concept of environment as referring to the home, the school and/or the Istria County in general. In this way, the students showed the extent of their understanding of the role of environment or the importance of one of some factors that were more prominent in their eyes.

Table 8 Attitudes on the learners' perceptions of the environment on FL learning

14. Do you believe that the environment you live in encourages FL learning?		
	YES	NO
CMS:	32 (45.1%)	37 (52.1%)
IMS:	38 (58.5%)	23 (35.4%)

* 2 answers missing in the CMS group

**4 answers missing or indecisive in the IMS group

Perceptions of the positive influence of the learners' environment on FL learning have proven for the two groups to be different, although not for much. The Croatian part of the sample did not perceive their environment as encouraging for FL learning with 52.1% negative and 45.1% of positive answers.

Ten participants recognized tourism as a potential factor for the promotion of FL learning in their environment, while other seven students mentioned the influence of living in a bilingual context, referring to either their city or the whole county, as well as being surrounded with bi- or multilingual people that could be helpful for their language learning process. Individual answers also touched upon the influence of technology and social media in facilitating language learning and exposure to other languages. In this aspect, the answers mostly focused on the importance of English, which was the default language of the whole online experience and, therefore, got the students extra motivated to learn this language of international communication. Also, the students mentioned the ease of connection with people from different parts of the world, that could be helpful for the exposure to other languages or that allowed them to practice some of the languages that were not available in their environment. Another factor that came up in the questionnaires was the importance of the learner's immediate environment and the multiculturalism of Istria in the development of multilingual individuals. The negative answers concerned the fact that everybody in their environment spoke the same language (i.e., Croatian) (n=5) and that the elective languages were not attractive or that students did not like to study them (n=4). Another interesting answer

stated that there was no one country that could be beneficial for language learning, given that people can travel to other countries anytime and learn languages in a different environment (n=1). Also, one answer considered the environment on a national level and claimed that the Croatian educational policy would not impose language learning on the students, which is why the answer was no (n=1).

The IMS group considered their environment encouraging for FL learning (58.5%) and 35.4% of learners did not. Most of the positive answers stressed tourism (n=16, Participant 87 included) and bilingualism (n=7, Participant 131 included) as being the most important influences on FL learning. Other elements in favor were video games and the internet (n=3), the accessibility of FL learning (3), and multilingualism (n=2, Participant 130 included). Other individuals pointed out the proximity to other countries (n=1) and the help other people could easily provide when it comes to language learning (n=1).

On the negative side, the most common answers referred to only two languages being used in their town, which left no room for other languages (n=4), or the claim that everyone spoke the same language (n=4). Others blamed it on the dialect people mostly spoke at home (n=2), as well as the lack of FL in school (participant from School C, which offered no elective languages) and the small size of the city they live in (n=1)

Some prominent answers advocating the importance of the Istrian bilingual context for FL learning covered different points of influence and provided different perspectives on bilingualism. The answers ranged from considering the bilingual context as encouraging for or helping with language learning to feeling a sense of constraint to learn all the languages that are used in a city or the Istria County. The answers that covered this aforementioned range stated the following:

Participant 87, IMS: Yes, I live in a region that almost entirely depends on tourism, and where knowing languages is considered very important by everyone.

Participant 130, IMS: Yes, because if you live in an environment where multiple languages are spoken, learning becomes easier because you can learn from others. Furthermore, being in a place where everyone can speak many languages makes you want to learn them as well. Of course, sometimes it's necessary to speak multiple languages when living in a bilingual environment.

Participant 131, IMS: Yes, I live in Istria, so I have to know Italian and Croatian. This helps me learn all the Romance and Slavic languages.

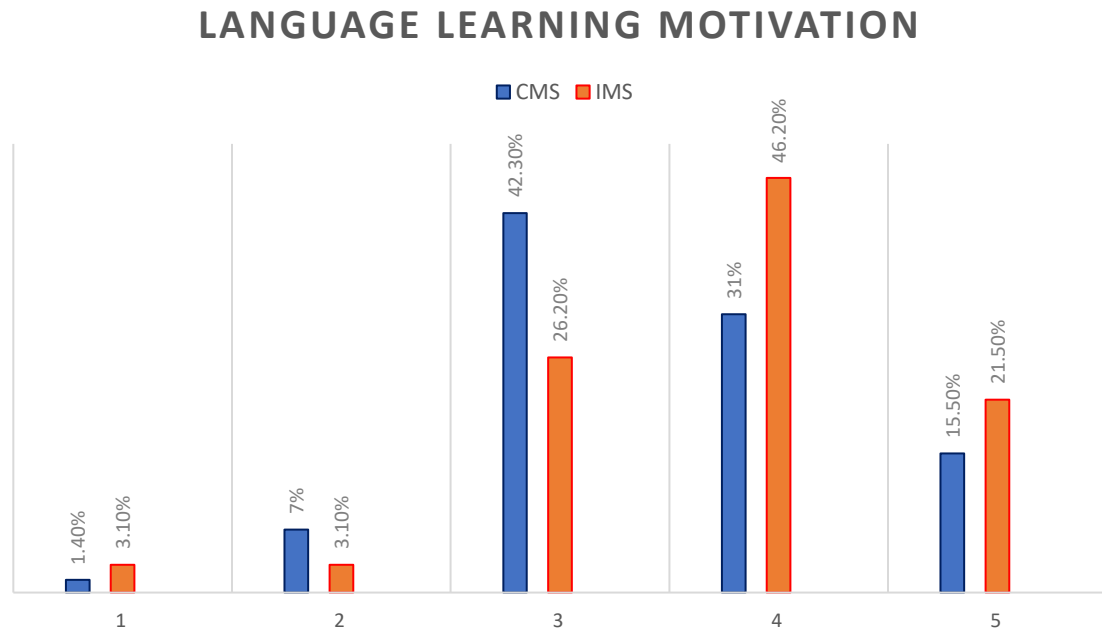
4.2. Motivation

All previously analyzed attitudes have in some way or another influenced the learners' language learning motivation and orientation. In the following two sections, a mean level of motivation is established and the study looks into the factors that both groups place high or low in terms of their influence on the language learning situation. Part of the questionnaire that inspected how motivated the students felt for language learning in general and which factors motivated them consisted of one Likert scale question and one multiple choice task.

4.2.1. General Motivation for Language Learning

To assess how motivated they felt for language learning, the students were given a Likert scale which ranged from 1 (extremely unmotivated) to 5 (extremely motivated). The aim of this question was to get a subjective evaluation of the students' perceived motivation for language learning, which could provide an insight into the difference between the two groups and see if it connected somehow to the attitudes analyzed in the previous sections.

FIGURE 4 LANGUAGE LEARNING MOTIVATION



As can be seen in Figure 4, the difference in attitudes is reflected in the difference in motivation between the two groups in question. The scale was as follows: 1 – extremely unmotivated, 2 – unmotivated, 3 – neutral, 4 – motivated, 5 – extremely motivated.

In the CMS group, with a mean value of 3.53, the majority of students expressed a neutral motivation for language learning (n=30). Twenty-two students were motivated for LL and 11 participants were extremely motivated. On the negative side of the range, five students felt unmotivated and one participant was extremely unmotivated. Two students left the scale unmarked, which is why their motivation records are missing.

As far as the IMS group is concerned, with a mean value of 3.8, most students (n=30) expressed to be motivated. Fourteen students were extremely motivated and seventeen of them were neutral. On the negative side of the spectrum, two participants expressed to be unmotivated and two felt extremely unmotivated.

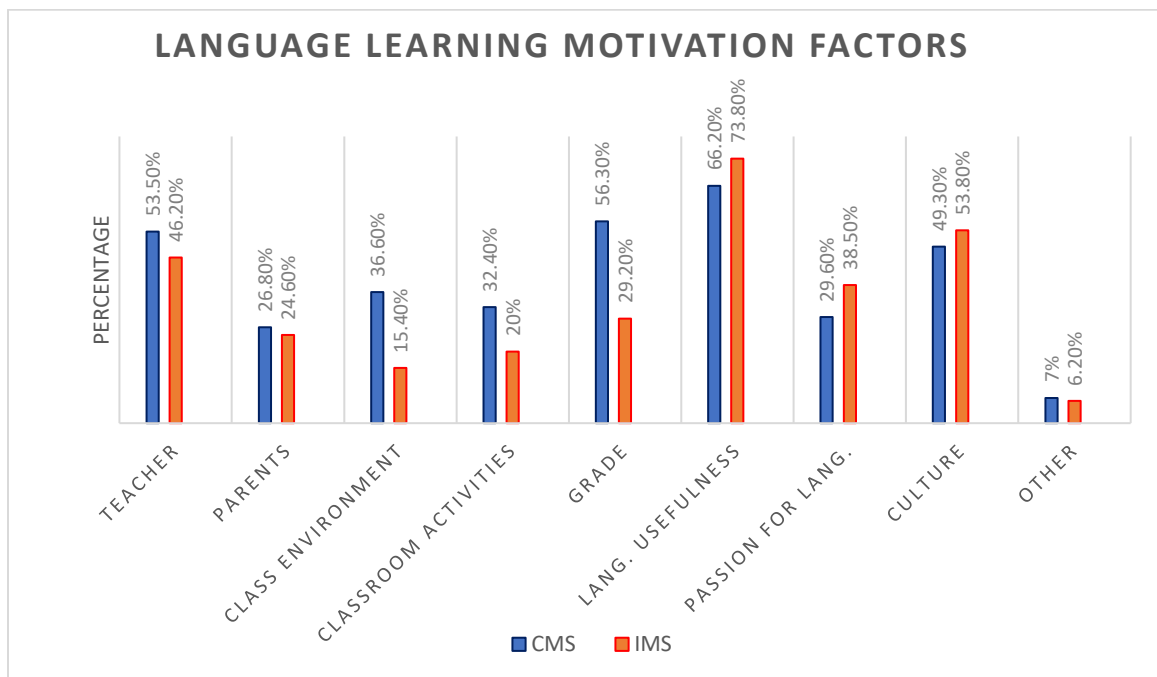
With the mean values being 3.53 for the CMS group and 3.8 for the IMS group, it is not surprising that the mean was higher in the IMS group. In question 9, the students had to mark their motivation from a scale from extremely unmotivated (1) to extremely motivated (5). However, the questions that preceded or followed this task also provided insights into the students' perspective on language learning, with factors such as satisfaction, perceived difficulty and aptitude, usefulness, as well as language learning and home context being all parts of a picture that portrayed the students' situations individually. During the questionnaire analysis, the predominant view of the CMS group did not seem as motivated and eager to learn languages, which was shown by the divided opinions over the difficulty and satisfaction of the school instruction. It could be that this dissatisfaction with language learning at school only suppressed their true interest in language learning (see Brown, 1990, Dörnyei, 1994, Ushioda, 2003) since a high 78.9% of the students said that they would like to learn additional languages (the most popular being Spanish, French, German, etc.). At times, there was a huge difference in the profiles of students who apparently had the same level of motivation, but it could not be read from their answers. Generally speaking, participants from the CMS group at times showed rather practical reasons for language learning and expressed being unhappy with language learning at school. However, when it came to expressing how they felt on a scale from 1 to 5, some students of the CMS group with such "unenthusiastic" answers expressed to be neutral (3) or motivated (4) for language learning, same as the students from IMS groups that chose the same categories but their answers were indicative of an encouraging home and school context, a genuine passion for languages and the willingness to learn more than one additional language. Notwithstanding, the answers of the CMS group might have clearly mirrored their perspective of language learning related to the school context, while

the question on additional languages they would like to learn revealed the exact opposite. Therefore, their general motivation levels for language learning might be higher in comparison to how motivated they express to feel when it comes to language learning in the formal education context. Very few students in general expressed a low motivation for language learning, which is a good sign for a multilingual and multicultural Istria.

4.2.2. Language Learning Motivation Factors

Following the language learning motivation scale, the students had a multiple-choice task in which they had to choose all the factors that they considered most motivating for their learning situation (see Figure 5 down below). The students could choose among factors such as the role of the teacher, their parents, the in-class activities used for language learning, the importance of the grade from language subjects for their GPA, and the influence of the class environment in language classes. Also, they could choose the usefulness of the language for everyday and future life as a motivating factor, as well as the wish to meet new people and cultures. Additionally, the participants were given an option to write other factors that motivate them for language learning, which were not included in the list.

FIGURE 5 LANGUAGE LEARNING MOTIVATION FACTORS



The ranking order of the CMS group was: 1. Language usefulness, i.e., Instrumental orientation (66.2%, n=47), 2. Grade (56.3%, n=40), 3. Teacher (53.5%, n=38), 4. Culture, i.e.,

Integrative orientation (49.3%, n=35), 5. Class Environment (36.6%, n=26), 6. Classroom activities (32.4%, n=23), 7. Passion for languages (29.6%, n=21), 8. Parents (26.8%, n=19), and 9. Other (7%, n=5: e.g., Music).

The IMS group ranked the elements in the following order: 1. Language usefulness, i.e., Instrumental orientation (73.8%, n=48), 2. Culture, i.e., Integrative orientation (53.8%, n=35), 3. Teacher (46.2%, n=30), 4. Passion for languages (38.5%, n=25), 5. Grade (29.2%, n=19), 6. Parents (24.6%, n=16) 7. Classroom activities (20%, n=13), 8. Class Environment (15.4%, n=10), and 9. Other (7%, n= 4: e.g., Traveling).

As was previously mentioned, it did not come as a surprise that the ranking order revealed a more “school-oriented” type of motivation in the CMS group and a more “individual-to-social” motivation in the IMS group, both types named after a thorough questionnaire analysis. The first one, as expected, ranked the extrinsic motivator (grade) higher than the passion for languages, which reflects a more intrinsic motivation (56.3% to 29.6% difference). Given the prevalent monolingual backgrounds of the students from this group, parents are placed in the second-to-last position with 26.8%.

The IMS group, as the CMS group, ranked instrumental orientation highest, but unlike the latter group, it placed integrative orientation at the second position (53.8%) In both groups, teachers were at the third position according to the influence on motivation, which gives them a great responsibility towards their students and their profession. The IMS group placed a passion for languages before the grades, which was to be expected, even if the difference in percentages between these two was not that prominent. The parental factor was placed at the sixth position which would imply a higher relevance, although the percentage expressed in both groups was similar (24.6% IMS to 26.8% CMS). However, on the negative side of the spectrum on both sides (CMS n=5, IMS n=4) there was one student who circled only the grade and one who circled both grade and parents as the most significant influence in their language learning. On the other hand, both groups gave little relevance to the class environment and the in-class activities in terms of their position, even if CMS placed them significantly higher than the IMS group if we look at the percentages (CMS: 36.6%, 32.4%; IMS: 15.4%, 20%). However, it should be noted that the CMS group provided a total of 254 answers, while the IMS group circled 200 elements in total.

4.3. General Overview

The questionnaires provided a glimpse of different profiles of students and their linguistic repertoires that are highly representative of Istria being the center of linguistic diversity in Croatia. Apart from the main languages in question (Croatian and Italian), some other languages emerged when the students reported the languages they sometimes use at home, which included Macedonian, German, Slovene, French, Hungarian, Serbian, Russian, as well as the Istro-Venetian dialect.

The two groups analyzed in the study offered similar views on the benefits of early and multiple language learning and gave uniform answers on the perceptions of their language learning aptitude. However, more interesting were the contrasting opinions regarding the difficulty and perceptions of language learning in the school context. Even though both groups learn an average of 3 languages, the IMS group's curriculum is more difficult, because it consists of two equally levelled languages in terms of the subject matter (Italian and Croatian) and a foreign language (English). In contrast, elective subjects in Croatian-medium schools (Italian and/or German) tend to be relatively easy or teachers tend to be lenient, but the students still profess dissatisfaction with the way they are instructed or the difficulty of language learning at school. Some of the CMS students even stated that Italian was easy or that they spent X years learning it and they still could not speak a word, which is a luxury not permitted to the IMS group, given the importance of both languages for their education and the country they live in. Also, it is to be noted that more IMS students speak the Istro-Venetian dialect at home, which makes standard Italian even more difficult for them. However, given their exposure to at least two languages from an early age, the IMS group showed much more enthusiasm and true interest in multiple language learning, which was also seen by the more detailed and extensive nature of their answers. It was interesting to note that the focus on grammar present in both schools was perceived somewhat differently in both groups. The CMS group was overtly against it, whereas the IMS students were not fans, but perceived it as necessary and showed major faith in their teachers doing their best to teach them properly.

The different perceptions of milieu and motivational factors also reveal the importance of the environment and individual differences that lead to more or less success in the language learning process. The answers provided by both groups were sufficient to make a general overview

of the data, but more detailed answers in some parts gave a detailed insight into the learner's attitudes, motivations, and languages that were important inside and outside of the school context.

5. Conclusion

In conclusion, multilingualism in this day and age is both a trend and a norm that shapes our intercultural and interconnected world. Social media, globalization, and technology are the driving forces behind this norm, which is manifested in the changes in educational policies related to foreign language learning. Although multilingual competence and multilingualism are generally encouraged, sometimes other factors cast a shadow on the benefits.

The present study aimed to examine the differences in attitudes between two groups of learners in the bilingual Istria County with different languages of instruction, Croatian and Italian. Moreover, the study explored the language learning motivations and the most influential factors that contributed to the motivations of each group.

In sum, the study confirmed that language attitudes and motivation may be related to the home and learning context that greatly shape the individual's experiences and attitudes (Mihaljevic Djigunovic 2007, Djigunovic & Lopriore 2011). The IMS group had more positive attitudes, higher motivation and enthusiasm for language learning in and out of school. Also, their perceptions of a supportive and bilingual environment (Lasagabaster 2017) are in accordance with the development of multilingual competence that has been fostered by the national policies in recent years, which showed the language learning process in school being perceived as less tedious in their answers. The CMS group expressed less enthusiasm towards the language instruction received in school but their interest in languages was relatively neutral. Additionally, the content differences in the questionnaires and the IMS group's passion for languages, perceived lower effort, and higher motivation reflect the findings of Muñoz (2014) if compared to CMS groups' instrumental kind of motivation, lower level of motivation, and higher perceived effort to learn languages.

However, this study comes with certain limitations that should be addressed. Future studies of this sort could include language placement tests for each of the languages learned in school to get a better idea of the learners' actual knowledge. Additionally, some parts of the questionnaire would be of much better use if supplemented with interviews, which could help the research get a more detailed insight into the learners' everyday lives and determine the real language exposure

they get from the media and their immediate environment. It would also be beneficial to determine the exact sequence of language acquisition to account for possible cross-linguistic influence and interaction, as well as the possible benefits or difficulties both could cause in the language learning process.

Even though etic approach prevails in academia, it could be beneficial to take the emic approach into consideration when forming new language policies, or even deciding which language skills to develop and how to do so. A quantitative approach is certainly a valuable way to analyze the present situation and shape future educational policies, but more detailed and elaborate answers possibly offer more nuance that could result in more inclusive and levelled FL learning in the school context. Research focused on learners' attitudes could be the weapon to fight the losing interest (Brown 1990) in language learning that occurs in high school and university students experience when compared to the initial enthusiasm in early childhood and primary school (Brown, 1990, Dörnyei, 1994, Ushioda, 2003). The ultimate goal should be to foster and enhance the natural curiosity children enter school with, thus creating open-minded, passionate, and culturally aware citizens of the world who will take advantage of the knowledge they were given and share it with other people in their environment.

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Sažetak

Ovaj diplomski rad bavi se analizom stavova učenika o učenju više jezika u osnovnim školama na području Istre, županije koja je poznata po svojoj dvojezičnosti. Cilj rada bio je istražiti mijenjaju li se stavovi učenika s obzirom na jezik koji se koristi kod poučavanja, što znatno utječe na općenito iskustvo učenja jezika. Rad se sastoji od teorijskog dijela koji se bavi pojmovima stavova i motivacije u učenju, te ulogom koju višejezičnost ima u obrazovanju i dvojezičnoj istarskoj zajednici. Drugi se dio rada bavi opisom cilja, sudionika i postupaka istraživanja te rezultatima i raspravom. Rezultati istraživanja ukazuju na promjenu stavova o učenju jezika s obzirom na jezik poučavanja, što podrazumijeva utjecaj čimbenika kao što su okolina i intrinzična motivacija. Naposljetku, u zaključku rada nudi se pregled glavnih rezultata, ograničenja i odrednica za buduća istraživanja te implikacije za obrazovne politike i poučavanje jezika.

Ključne riječi: stavovi učenika, dvojezična zajednica, motivacija, učenje više jezika, višejezičnost

Appendices

Appendix A: Stavovi učenika o učenju više jezika u školi

I Opći podaci

Molim te da zaokružiš ili nadopuniš odgovor.

1. Dob _____

2. Spol **M** **Ž**

3. Mjesto rođenja _____

4. Razred **7.** **8.**

5. Škola _____

6. Navedi po redu jezike koje si učio/la **počevši od materinskog**, procijeni svoje znanje iz svakog jezika i nadopuni ostale podatke u tablici.

1 – Loše 2 – Dovoljno 3 – Dobro 4 – Vrlo dobro 5 – Izvrsno

Jezici	Razred u kojem si počeo/la učiti jezik	Znanje jezika (zaokruži odgovarajući broj)					Očekivana ocjena iz jezika u školi
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	

7. Koje jezike koristiš u svakodnevnom životu i koliko često? Nadopuni i zaokruži.

Jezici						
OBITELJ I PRIJATELJI						
1 – Nikad 2 – Ponekad 3 – Često						
s majkom	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
s ocem	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
s braćom i sestrama	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
s rodbinom	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
s prijateljima u školi	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
s prijateljima izvan škole	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
OSTALO						
1 – Nikad 2 – Ponekad 3 – Često						
internet	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
videoigre	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
časopisi, novine i knjige	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
putovanja	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
instrukcije ili tečajevi jezika	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

II Upitnik

1. Misliš li da je dobro početi **učiti dva jezika u školi u dobi do 10 godina?** **DA / NE**

Ako da, zašto? Ako ne, zašto?

2. Misliš li da je dobro **znati više jezika u životu?** **DA / NE**

Zašto?

3. Jesi li zadovoljan/na **načinom na koji učiš jezike u školi?** **DA / NE**

Zašto?

4. Učiš li neki **strani jezik izvan škole** (instrukcije, škola stranih jezika i sl.)? **DA / NE**

Ako da, koji i zašto?

5. Na čemu se fokusirate na nastavi jezika u školi (npr. gramatika, vokabular, čitanje, pisanje ili komunikacija)? Navedi ono što misliš da je fokus u nastavi svakog jezika koji učiš.

Primjer: španjolski jezik gramatika

_____ jezik _____

_____ jezik _____

_____ jezik _____

_____ jezik _____

6. Misliš li da ti je **lakše učiti drugi strani jezik** kad već jedan znaš?

7. Jesi li primijetio/la da jezici koje već znaš ili učiš **utječu na učenje novog jezika?** **DA / NE**

Ako si ikada primijetio/la takav utjecaj, slobodno navedi neki primjer.

8. Misliš li da imaš **talenta za učenje jezika**? **DA / NE**

Zašto?

9. Navedi od 1- 5 **razinu motivacije za učenje stranih jezika** u školi? **1 2 3 4 5**

1 – izrazito motiviran/a, 3 – neutralan/a, 5 – izrazito nemotiviran/a

2 – motiviran/a, 4 – nemotiviran/a,

Što najviše utječe na tvoju motivaciju? Zaokruži sve odgovore koji se odnose na tebe.

- a) Nastavnik
- b) Roditelji
- c) Atmosfera u razredu
- d) Aktivnosti na satu
- e) Ocjena
- f) Korisnost jezika za svakodnevni život i/ili budućnost
- g) Ljubav prema učenju jezika
- h) Želja za upoznavanjem novih ljudi i kultura
- i) Ostalo:

10. Je li ti **istovremeno učenje više jezika** u školi teško? **DA / NE**

Zašto?

11. Misliš li da će ti svi jezici koje učiš **koristiti u životu**?

DA / NE

Zašto?

12. Koji ti je **jezik najdraže učiti**? _____

Zašto?

13. Bi li želio/la **učiti još neki jezik** u životu?

DA / NE

Zašto? Ako da, koji?

14. Misliš li **sredina u kojoj živiš potiče na učenje** stranih jezika?

DA / NE

Zašto?

15. Na koji način jezike koje učiš **koristiš u svakodnevnom životu?**

Appendix B: L'atteggiamento degli alunni nei confronti dell'apprendimento di più lingue a scuola

I Informazioni generali

Ti prego di cerchiare e completare le risposte:

1. Età _____

2. Sesso **M** **F**

3. Luogo di nascita _____

4. Classe **7°** **8°**

5. Elenca in ordine cronologico le lingue che hai studiato, **partendo dalla tua lingua materna**.
Valuta la tua conoscenza di ciascuna delle lingue e completa la tabella.

1 – Scarso 2 – Sufficiente 3 – Buono 4 – Ottimo 5 – Eccellente

Lingue	Classe in cui hai iniziato a studiare questa lingua a scuola	Livello di conoscenza (cerchia il numero appropriato)					Voto scolastico previsto
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	

6. Quali lingue usi nella vita quotidiana e con quale frequenza? Completa la tabella con le lingue elencate nel quesito precedente e cerchia le risposte che si riferiscono a te.

Lingue						
AMICI E FAMILIARI						
1 – Mai 2 – Qualche volta 3 – Spesso						
con la madre	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
con il padre	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
con i fratelli	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
con i parenti	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
con gli amici a scuola	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
con gli amici fuori scuola	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
OSTALO (ALTRO)						
1 – Mai 2 – Qualche volta 3 – Spesso						
su internet	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
con i videogiochi	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
riviste, giornali e libri	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
viaggiando	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
in corsi o lezioni di lingue	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

II Questionario

1. Pensi che vada bene iniziare a **studiare due lingue a scuola all'età di 10 anni?** **SÌ / NO**

Se la tua risposta è sì, perché? Se la tua risposta è no, perché?

2. Credi che sia vantaggioso **conoscere più di una lingua nella vita?** **SÌ / NO**

Perché?

3. Sei **soddisfatto/a** del modo in cui **studi le lingue a scuola?** **SÌ / NO**

Perché?

4. **Studi** una lingua straniera al di **fuori della scuola** (classi particolari, scuola di lingue straniere, ecc.)? **SÌ / NO**

Se la tua risposta è sì, perché?

5. **Su cosa vi concentrate nelle lezioni di lingua** a scuola (ad es. grammatica, vocabolario, lettura, scrittura o comunicazione)? Scrivi ciò che pensi sia l'obiettivo dell'insegnamento di ogni lingua che stai studiando a scuola.

Esempio: spagnolo grammatica

_____	_____
_____	_____
_____	_____
_____	_____

6. Pensi che sia più **facile per te imparare un'altra lingua** straniera quando ne conosci già una?

7. Hai notato se le lingue che già conosci o che stai imparando **influiscono sull'apprendimento di una nuova lingua?** **SÌ / NO**

Se hai notato un'influenza del genere, fanne un esempio.

8. Pensi di essere **portato/a per l'apprendimento** delle lingue? **SÌ / NO**

Perché?

9. Indica (1-5) il livello di motivazione **per l'apprendimento delle lingue straniere a scuola.**

1 2 3 4 5

1 - estremamente
demotivato/a

2 – demotivato/a

4 – motivato

3 – indifferente

5 – estremamente motivato

Cosa influisce maggiormente sulla tua motivazione? Cerchia tutte le risposte che si riferiscono a te.

- a) L'insegnante
- b) I genitori
- c) Ambiente in classe
- d) Attività in classe
- e) Voto
- f) L'utilità di queste lingue per la tua vita quotidiana e/o future
- g) Passione per l'apprendimento delle lingue
- h) Il desiderio di conoscere nuove persone e culture

i) Altro:

10. Per te è **difficile studiare** più lingue a scuola allo stesso tempo? **SÌ / NO**

Perché?

11. Credi che tutte le lingue che stai studiando ti **serviranno nella vita**? **SÌ / NO**

Perché?

12. Qual è la **tua lingua preferita da studiare**? _____

Perché?

13. Ti piacerebbe **imparare un'altra lingua** nella vita? **SÌ / NO**

Perché? Se la tua risposta è sì, che lingua studieresti?

14. Pensi che **l'ambiente** in cui vivi **favorisca l'apprendimento delle lingue** straniere? **SÌ / NO**

Perché?

15. Come usi le **lingue** che stai studiando **nella vita di tutti i giorni**?
