



Attitudes to English and Motivation to Continue Learning English in a Tertiary Education Setting

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ABSTRACT

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This study investigates attitudes toward English, the primary language of international communication, and motivation of intermediate and advanced learners to pursue Business English in a university setting. Moreover, the study aims to establish the correlations between attitudes to English, different types of motivation and invested effort as a criterion related to motivated behaviour. Approximately 700 Croatian students of business and economics responded to a questionnaire based on earlier sociolinguistic and L2 motivation research in the socio-psychological tradition. Descriptive and inferential analyses (factor, correlation and hierarchical multiple regression analyses) of the collected data revealed a positive attitude to English as a *lingua franca* alongside a preference for native English varieties. The perception of English as a threat was weak among our respondents. As regards motivational dimensions, the sample was characterised by integrative and two types of instrumental motivation, one deriving from expected benefits and the other from experienced benefits. Although a positive attitude to English as a *lingua franca* positively correlated with invested effort, hierarchical multiple regression analysis revealed that effort could only be predicted on the basis of integrative motivation and positive experiences with English to date. Despite its high score, the motivation dimension deriving from expected benefits was not a predictor of invested effort. Moreover, its composition (focus on future goals, milieu and vitality of L2 community items) suggested that it reflects extrinsic motivation and resembles Ought-to L2 Self. Our findings provide insights into attitudes and motivation of ESP learners in educational contexts where English is not regularly used for academic and professional purposes.

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Palabras clave

actitudes; motivación; inglés para fines específicos; globalización/ internacjonalización; educación terciaria

RESUMEN

Este estudio investiga las actitudes hacia el inglés, el idioma principal de la comunicación internacional, y la motivación de los estudiantes intermedios y avanzados para estudiar inglés de negocios en un entorno universitario. Además, el estudio pretende establecer las correlaciones entre las actitudes hacia el inglés, los diferentes tipos de motivación y el esfuerzo invertido como uno de los criterios relacionados con el comportamiento motivado. Aproximadamente 700 estudiantes croatas de negocios y economía respondieron a un cuestionario basado en investigaciones sociolingüísticas y de motivación en L2 previas, conducidas en la tradición socio-psicológica. Los análisis descriptivos e inferenciales (factorial, de correlación y de regresión múltiple jerárquica) de los datos recopilados revelaron una actitud positiva hacia el inglés como *lingua franca* junto con una preferencia por las variedades nativas de inglés. La percepción del inglés como una amenaza fue débil entre los encuestados. En cuanto a las dimensiones motivacionales, la muestra se caracterizó por una motivación integrativa y dos tipos de motivación instrumental, una derivada de los beneficios esperados y otra de los beneficios experimentados. Aunque la actitud positiva hacia el inglés como *lingua franca* correlacionó positivamente con el esfuerzo invertido, el análisis de regresión jerárquica múltiple reveló que el esfuerzo solamente podía predecirse a base de la motivación integradora y las experiencias positivas con el inglés hasta la fecha. A pesar de su alta puntuación, la dimensión de motivación derivada de los beneficios esperados no fue un factor predictivo del esfuerzo invertido. Además, su composición (centrada en los objetivos futuros, el entorno y la vitalidad de los elementos de la comunidad de L2) sugiere que refleja una motivación extrínseca y se asemeja al yo deóntico L2 (*Ought-to L2 self*). Nuestros hallazgos proporcionan información sobre las actitudes y la motivación de los estudiantes de inglés con fines específicos en contextos educativos donde el inglés no se usa regularmente con fines académicos y profesionales.

1. Introduction

Language globalization has greatly affected the attitudinal and motivational basis of learning English as a foreign language (EFL) (Dörnyei & Ryan, 2015; Dörnyei & Ushioda, 2011). For instance, recent research studies report on attitudes toward the language rather than toward its native speakers (e.g. Björkman, 2015; Gnutzmann, Jakisch, & Rabe, 2015) while classic integrativeness (Gardner 1985) has been reconceptualized in terms of a learner's desire to come closer to his or her ideal image as a universally successful member of the global community (e.g. Dörnyei, Csizér, & Németh, 2006; Dörnyei & Ushioda, 2011). Besides being a global *lingua franca*, English is an academic *lingua franca*. Seeking to attract foreign students, researchers and funding, higher education institutions increasingly offer English classes and English-taught programmes (Wächter & Maiworm, 2014). Moreover, for students of business and economics English carries additional importance as it is also the language of choice in the fields of international banking, economic affairs and trade (Graddol, 2006). It is not clear how these changes in the role of English affect attitudes and motivation of learners of English for specific

purposes (ESP) and whether they are “shaped by the NS centered ideology... or by the strong impulses of today’s globalized world.” (Csizér & Kontra, 2012, p. 2).

Consequently, we decided to explore the attitudes to English and EFL motivation of Croatian students of business and economics and to determine how they correlate with motivated behaviour. To that purpose, we firstly investigated our respondents’ attitudes towards English and motivation to learn English in tertiary education. Next, we tested for correlations between the attitudes, types of motivation and invested effort as a measure related to motivated behaviour and, finally, we determined which attitudes and types of motivation function as predictors of invested effort. Students of business and economics represent a significant portion of all non-language students in Croatia (approximately 20%) and similar studies have not been conducted to date.

Briefly, the paper is organized as follows. Section 2 presents a literature review on attitudes to English and motivation to learn English. Our research method is outlined in section 3. The results and discussion are presented in sections 4 and 5, respectively. Finally, we offer some conclusions, recommendations for further research and implications for teaching in section 6.

2. Literature Review

2.1. Attitudes to English

Attitudes have been regarded as the affective basis of second language (L2) motivation ever since Gardner and Lambert (1972) emphasized the significance of learners' attitudes towards native speakers of the target language. The focus on native speakers has, however, raised considerable criticism in the case of English as an international language (e.g. Dörnyei, 1990; 1994; Mihaljević Djigunović, 1998; Lamb, 2004; Dörnyei et al. 2006). Instead, McClelland (2000) and Yashima (2000) emphasise the learner's desire to integrate into the global community of English language users. Since English appears to function as the language of global identity, Ushioda (2006) suggests that the "external" reference group of English language users disappears as the learner develops the concept of himself/herself as a member of the global community of English speakers. Rather than identifying with a community of native speakers, the learner may be identifying with the cultural and intellectual values of the language itself (Dörnyei, 2005). Finally, attitudes to English as a language for global communication were found to contribute to the development of the learner’s image of himself or herself as a successful user (Csizér & Kormos, 2009; Yashima, 2009). Our understanding of the attitudinal basis of motivation to learn English may thus be enhanced by research into the attitudes of non-native speakers towards English and its varieties (e.g. English as a Native Language – ENL, and English as a Lingua Franca – ELF) in different contexts.

Attitudes towards English are generally positive as respondents tend to believe it is important for themselves and their country (e.g. Björkman, 2015; Gnutzmann et al., 2015). Research studies conducted in countries where English is the first (Tardy, 2004), second (Yang & Lau, 2003; Sinno, 2008) or foreign language (Nielsen, 2003; Preisler, 2003; Ciscel, 2002; Erling, 2004; Bergroth, 2008) consistently reveal that non-native speakers of English consider it as a means of global communication used chiefly for economic reasons. Moreover, members of different social groups (general population, workers, non-language students, English majors) agree that English enables global access to

information, improves one's chances of employment and gives social prestige. This is not to say that attitudes to English are entirely positive. Namely, research has established that some non-native speakers perceive English as a threat to their language and culture (e.g. Erling, 2004; Sinno, 2008), that less proficient individuals experience social (Bergroth, 2008; Preisler, 2003) or communicative inequality (Knapp, 2002; Flowerdew, 2001), and that some learners are frustrated by the need to invest significant learning effort into mastering English (Tardy, 2004). Still, it seems that the usefulness of English for connecting with the world supersedes most of the negative attitudinal effects (Kaylani, 1996; Erling, 2004; Bergroth, 2008; Sinno, 2008).

Research into learners' attitudes to different varieties of English is also important for our study. It is not clear how the role of English in international communication affects students' learning aims and beliefs (Seidlhofer, 2003). Whether they aim to achieve the competence of an educated native speaker (NS) or achieve "expert level" as ELF learners/users (Jenkins, 2006, p. 141). The few large-scale empirical studies carried out to date suggest that native norms exert a decisive influence on both teachers and learners despite the growing use of English among non-native speakers. For instance, Murray (2003) found that Swiss English teachers, although somewhat open to Euro-English, ultimately choose to rely on ENL norms. Timmis (2002) surveyed hundreds of teachers and learners of English to find out that students cling to the traditional concept of language mastery and were more reluctant to abandon native speaker norms of grammar and pronunciation than teachers. Contrary to their expectations, Csizér and Kontra (2012) found that ENL affects non-language majors' beliefs about English and their learning aims more strongly than ELF. Finally, a research study conducted in Croatia among a large number of ESP learners in different disciplines revealed that variety-related preferences of non-English majors vary in relation to their self-assessed pronunciation proficiency and study major (Stanojević & Josipović Smojver, 2011).

2.2. Language Learning Motivation

Motivation is a major individual difference variable that has been proved to play an important role in the process of L2 language learning. It contributes to L2 learning success by providing both the initial impetus to start learning and the energy necessary to attain distant goals. Closely related to the underlying attitudes and shaped by the social setting, L2 motivation has been studied from many perspectives. Since this research study aims to shed light on the motivation of Croatian business students to learn English in the context of (language) globalization, we opted for the macro-perspective of the socio-psychological approach. In line with the recommendations of Dörnyei (2005) and Sugita McEown and colleagues (2014), this theoretical background was chosen as the most suitable for our research context, population and outcome variables. Consequently, we focus on relatively stable and generalized motivational dimensions: instrumentality (Dörnyei, 1990; Dörnyei & Csizér, 2002), the concept of integrativeness (Gardner, 1985, 2001) and its recent reconceptualization by Dörnyei (2005, 2010).

According to Gardner (1985, 2001), language achievement is strongly influenced by integrative motivation, a concept comprised of attitudes toward the learning situation, motivation and integrativeness, i.e. the learner's attitudes toward and desire to integrate into the L2 community (Gardner & MacIntyre, 1993). Having dominated the L2 field for decades, integrative motivation and

integrativeness met with criticisms derived from the position of English in our globalized world. Firstly, it is impossible to clearly separate integrative motivation in the original sense from instrumental motives in the contexts where English is learned as a foreign and not a second language, i.e. where L2 learners do not learn the target language within the target community (e.g. Noels, Pelletier, Clément & Vallerand, 2000; Dörnyei, 1994; Mihaljević Djigunović, 1998; Yashima, 2000; Kimura, Nakata & Okumura, 2001). Secondly, since English has become a global, international language, the external reference community of native speakers of English has disappeared and classic integrativeness needed to be re-conceptualized to include the desire for integration with the global community (e.g. McClelland, 2000; Irie, 2003; Dörnyei & Csizér, 2002; Lamb, 2004; Yashima, 2000).

Although the concept of integrative motivation met with criticisms deriving from the position of English as a language for international (utilitarian) communication, numerous research studies repeatedly demonstrated that integrativeness, or a latent factor that would traditionally be referred to as integrativeness, plays a decisive role in language learning success (Dörnyei, 2009; MacIntyre, MacKinnon, & Clément, 2009; Sugita McEown et al., 2014). According to Dörnyei and Csizér (2002), integrativeness mediates the effect of other attitudinal/motivational variables on intended effort and language choice as measures related to motivated behaviour. What is more, attitudes toward L2 speakers and instrumentality act as the immediate antecedents of integrativeness. These findings on language attitudes and motivation in the context of globalization led Dörnyei (2005) to propose a new three-part model for L2 motivation research, the L2 Motivational Self System (L2MSS). Drawing on the theory of possible selves (Markus & Nurius, 1986) and self-discrepancy theory (Higgins, 1998), the model comprises the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience, i.e. motives deriving from the immediate learning environment. The Ideal L2 Self involves an image of the learner as a proficient L2 user. It has a promotion focus as the learner invests effort to reduce the gap between his/her real and ideal self. The Ought-to L2 Self has a prevention focus and relates to beliefs about what one should do meet others' expectations and prevent negative consequences. According to Csizér and Dörnyei (2005), extrinsic, instrumental motives play a significant role in EFL motivation. Depending on their level of internalization, instrumental motives characterize both the Ideal and the Ought-to L2 Self: internalized instrumental motives relate to the Ideal L2 Self while extrinsic instrumental motives reflect the Ought-to L2 Self.

Previous studies in English language learning motivation in Croatia have been led by Mihaljević Djigunović (1998, 2007) who designed a motivation questionnaire for the Croatian context in the socio-psychological tradition. It was administered to eight-graders, high-school students and freshmen of political science and journalism in the 1990's. Mihaljević Djigunović (1998) found three types of EFL motivation: pragmatic-communicative motivation (combining present and future goals and "communicative" items that contain elements of integration into the international community), affective motivation (with both emotional and aesthetic overtones) and integrative motivation in the classical sense. More recently, Martinović (2017) validated the L2MSS in the Croatian university context and proved that the Ideal L2 Self was associated with integrative motives and internalized instrumental motives and had a stronger impact on the amount of effort invested in learning than the Ought-to L2 Self.

3. Method

3.1. Participants

Altogether 698 Croatian university students of business and economics at the University of Zagreb, 499 women and 196 men (3 with missing gender data) aged 19 to 45 ($M = 21$, $SD = 1.5$), took part in the main study. They had been learning English as the first foreign language for 11.5 years on average (between 8 and 22 years) and were required to attend Business English at university level. Before taking part in the study, all participants had attended at least one semester of obligatory Business English (recommended proficiency level: B2 or higher). Our convenience sample represented approximately 15% of the entire population and the characteristics of the sample and target populations were similar.

3.2. Instrument

We used a four-part questionnaire in Croatian to investigate the students' attitudes towards English, motivation to continue learning English at university level, effort invested, and to collect biographical data. The questionnaire was initially piloted in a comparable group of 389 respondents and the data obtained were submitted to statistical analysis. The respondents' written comments were also taken into consideration when developing the questionnaire.

The attitudinal measures were based on the questionnaire used by Erling (2004) to obtain a sociolinguistic profile of university students (both English-majors and majors in non-language disciplines) in Berlin, a significantly internationalized and globalized urban setting. The motivational measures were derived from the questionnaire used by Dörnyei, Csizér and Németh (2006) to investigate the impact of language globalization in Hungary and the questionnaire developed by Mihaljević Djigunović for the Croatian context (1998). Both attitudes and motivation items were adapted by the author for self-assessment on 5-point Likert-type scales ranging from strongly disagree (1) to strongly agree (5). The scale used to self-assess invested effort was developed by the author and the answers ranged from no or very little effort (1) to a lot of effort (5) while the combined score for effort served as a criterion variable.

The questionnaire comprised the following main variable groups:

- Attitudes towards English (20 items) were conceptualized in terms of attitudes to language globalization, the spread of English and its effects in daily life, preference for models of English (native and culturally neutral varieties), adherence to national linguistic norms, and causes of the spread of English.
- Motivation for learning English section of the questionnaire (36 items) comprised the affective dimension, integrative dimension, direct contact with native speakers, instrumental dimension, milieu, vitality of L2 community, cultural interest, and linguistic self-confidence.
- The combined score for self-assessed invested effort served as a criterion measure. The effort scale (11 items) included skills and competences which were either required or taught in the programme (e.g. terminology, grammar, reading comprehension, fluency, business writing, listening comprehension, idiomatic expressions etc.).

3.3. Data Collection and Analysis

The questionnaire in Croatian was administered by the author during regular classes of both business/economics and Business English classes at the University of Zagreb. The students were first informed about the study and its purpose, after which volunteers took 15 to 20 minutes to complete the questionnaire anonymously.

The data were coded in SPSS and the metric properties of the questionnaire tested (factor structure and reliability). Principal component analyses were used to identify the factors representing the underlying attitudes and types of motivation. Correlation analysis was used to establish relationships among variables and with invested effort. Finally, hierarchical multiple regression analysis was used to determine significant predictor variables.

4. Results

4.1. Attitudes of Croatian University Students of Business and Economics to English

In order to determine our respondents' attitudes toward English we carried out a principal components analysis of the attitudes questionnaire. It yielded a five-factor solution explaining 44.54% of the variance. Descriptive statistics and reliability coefficients for the five attitudinal dimensions are given in Table 1.

A close analysis of the items loading on the factors led us to name the attitudinal dimensions as follows: attitudes factor 1 (AF1) ($\alpha = 0.80$) – English as a threat (4 items; sample items: The presence of English in daily life is a threat to my culture / my native language.); AF2 ($\alpha = 0.71$) – English as a *lingua franca* of Europe (5 items; sample items: All adult Europeans should be able to speak and understand / read and write English without problems.); AF3 – Desirability of a culturally neutral variety (4 items; sample item: It is best to speak a neutral variety of English that does not represent one culture or country.); and AF4 – Concern for the integrity of national varieties (2 items: It is acceptable to mix British and American English in writing / in speaking.) The internal consistency (Cronbach alpha) of AF5 was not satisfactory and it was dropped from further analyses.

Clearly, Croatian students of business and economics generally did not perceive English as a threat but as a useful shared language. Descriptive statistics, however, revealed that our respondents did not embrace the idea of a *lingua franca* without reservations. The composition of items loading on AF2, moreover, showed that the positive attitude to English incorporates a level of concern for the primary national language: 82% of respondents did not agree that more English than Croatian classes should be taught in schools. Finally, we recorded a mildly positive attitude toward a culturally neutral variety of English and a weak concern for the integrity of the national varieties of English.

	N	Min	Max	M	SD	α
Attitudes - factor 1 English – threat	698	1.00	5.00	1.82	.87	.80
Attitudes - factor 2 English – lingua franca	691	1.40	5.00	3.45	.72	.71
Attitudes - factor 3 Pro neutral variety	695	1.00	5.00	3.30	.72	.52

Attitudes - factor 4 Integrity of nat. varieties	694	1.00	5.00	3.12	1.05	.82
Attitudes - factor 5	691	1.00	3.80	1.95	.51	.27

Table 1. Descriptive Statistics and Reliability Coefficients for the Attitudinal Dimensions. (Own elaboration).

4.2. Croatian Business and Economics Students' Motivation for Learning English at University

A principal components analysis of the motivation questionnaire was carried out to identify the types of EFL motivation present in the sample. The analysis yielded a four-factor solution explaining 39.15% of the variance. Descriptive statistics and reliability coefficients for the four motivational dimensions are given in Table 2 (next page).

After analysing the items loading on different factors, the following motivational dimensions were identified: motivation factor 1 (MF1) ($\alpha = .76$) – Integrative motivation (8 items; sample items: I want to become similar to English people, Americans, etc.; I want to speak English so that I can live in the USA, UK etc.); MF2 ($\alpha = .78$) – Expected benefits for future education and career (12 items; sample items: English will help my future career / education.; Those who speak English can travel all over the world.; People around me tend to think that it is a good thing to know English.); MF3 ($\alpha = .68$) – Demotivating effect of learning English (for specific purposes) at university (10 items; sample items: I prefer learning something more useful than English.; English is a stupid language.); and MF4 ($\alpha = .60$) – Experienced benefits and self-confidence (5 items; sample items: I am sure I can learn English well.; I use English to read professional literature.).

4.3. Effort invested into learning English at University

The combined score for self-assessed effort invested into learning English revealed that our respondents invest but moderate effort into advancing their overall English skills ($M 3.01 \pm SD .68$).

	N	Min	Max	M	SD	α
Motivation - factor 1 Integrative	685	1.00	4.88	2.73	.61	.76
Motivation - factor 2 Expected benefits	693	2.67	5.00	4.28	.43	.78
Motivation - factor 3 Demotivator	685	1.00	3.60	1.97	.50	.68
Motivation - factor 4 Experienced benefits	695	1.00	5.00	3.00	.74	.60

Table 2. Descriptive Statistics and Reliability Coefficients for the Motivational Dimensions. (Own elaboration).

4.4. Correlations between attitudes, motivation types and invested effort

To establish relationships among attitudes, motivation types and invested effort, correlation analyses were carried out. Even though correlations among attitudes were low to moderate (Table 3), they were significant. The moderate negative correlation between AF1 and AF2 ($r = -.29, p < .01$) suggests that respondents who considered English as a threat to the Croatian language and culture tended not to agree that all adult Europeans should know English while a low positive correlation between AF1 and AF3 ($r = .20, p < .01$) suggests that respondents who might consider English as a threat prefer a culturally neutral variety of English. There was, however, no correlation between AF2 (perception of English as a *lingua franca*) and AF3 (a positive attitude to culturally neutral varieties of English).

Next, we recorded a strong positive relationship between the attitude that English is a *lingua franca* of Europe and 'expected benefits' for education and career ($r = .50, p < .01$). In addition, there was a moderate positive relationship between the attitude that English is a *lingua franca* and 'integrative motivation' ($r = .43, p < .01$). Finally, there was a strong positive correlation between the attitude that English is a threat and demotivation ($r = .56, p < .01$), and a moderate negative relationship between English as a *lingua franca* and demotivation ($r = -.38, p < .01$).

Invested effort correlated with only two attitudinal variables and the correlations were low: AF1 had a low negative correlation with invested effort ($r = -.15, p < .01$) whereas AF2 had a positive correlation with effort ($r = .24, p < .01$). As regards motivation factors, the identified demotivator had a low negative correlation with invested effort ($r = -.27, p < .01$). The three types of motivation all positively correlated with effort. Although these correlations were low to moderate, it should be mentioned that the correlation coefficients were notably higher for 'integrative motivation' ($r = .37, p < .01$) and 'experienced benefits' ($r = .35, p < .01$) than for 'expected benefits' ($r = .20, p < .01$).

	Effort	Gender	Age	AF1	AF 2	AF 3	AF 4	MF 1	MF 2	MF 3
Gender	.12**	-								
Age	-.12**	-.06	-							
A - factor 1	-.15**	-.19**	-.03	-						
A - factor 2	.24**	.15**	.04	-.29**	-					
A - factor 3	-.01	-.17**	-.00	.21**	-.00	-				
A - factor 4	-.03	-.06	-.01	.04	.15**	.12**	-			
M - factor 1	.37**	.10**	-.11**	-.18**	.43**	-.06	.02	-		
M - factor 2	.20**	.14**	-.05	-.25**	.50**	.06	.11**	.45**	-	
M - factor 3	-.27**	-.22**	-.04	.56**	-.38**	.08*	-.00	-.33**	-.46**	-
M - factor 4	.35**	-.03	-.05	-.15**	.24**	.05	.03	.34**	.22**	*

* $p < 0.05$; ** $p < 0.01$

Table 3. Correlations Between the Attitudinal Variables, Motivational Variables, Invested Effort, Gender and Age (N = 648). (Own elaboration).

4.5. Results of Hierarchical Multiple Regression Analysis

Since the results of correlation analyses showed significant relationships among attitudes towards English, types of language learning motivation and effort invested, hierarchical multiple regression analysis was used to investigate which attitudes and motivation types could help predict Invested effort. The results (Table 4) showed that gender, age, attitudes and motivation variables explain 23% of the variance in Invested effort as the criterion variable. While age was found to be a negative significant predictor of Invested effort, the strongest positive and significant predictors of Invested effort were 'experienced benefits' ($\beta = .25$) and 'integrative motivation' ($\beta = .22$). As already mentioned above, the dimension of 'expected benefits' was not found to be a positive and significant predictor of Invested effort ($\beta = -.06$).

	Step 1 β	Step 2 β	Step 3 β
Gender	.11**	.06	.07
Age	-.11**	-.13**	-.09*
Attitudes - factor 1		-.08	.03
Attitudes - factor 2		.22**	.07
Attitudes - factor 3		.02	.02
Attitudes - factor 4		-.06	-.05
Motivation - factor 1			.22**
Motivation - factor 2			.06
Motivation - factor 3			.16**
Motivation - factor 4			.25**
<i>R</i>	.16	.30	.48
<i>R</i> ²	.03	.09	.23
Adjusted <i>R</i> ²	.03	.08	.22
<i>F</i> (<i>df</i>)	8.80** (2. 645)	10.438** (6.641)	18.961** (10.637)
ΔR^2		.06	.14
<i>F</i> Δ (<i>df</i>)		10.986** (4.641)	29.01** (4.637)
Cohen's <i>f</i> ²	.02	.10	.30

* $p < 0.05$; ** $p < 0.01$

Table 4. Results of Hierarchical Multiple Regression Analysis with Invested Effort as the Criterion Variable and Attitudes and Types of Motivation as Predictor Variables. (Own elaboration).

5. Discussion

Our research into attitudes of ESP students to English produced some expected and some unexpected findings. Similar to other European contexts (Bergroth, 2008; Björkman, 2015; Erling, 2007; Gnutzmann et al., 2015), Croatian students of business and economics embrace English as a language for international communication on condition that the primary national language continues to be upheld and supported institutionally.

As regards the status of English as a global language and our respondents' attitudes to varieties of English, it was interesting to see that our students' attitudes and learning aims still seem to be shaped

by the prestige associated with native speaker models, which is consistent with the findings from the literature (for a review see Lindemann, Litzenberg & Subtirelu, 2014). Namely, our analyses revealed that students in our sample generally perceive English as a *lingua franca* while preferring a native English variety to a culturally neutral variety (Table 3). This somewhat resonates with the findings of Stanojević and Josipović Smojver (2011) who also conducted their study among Croatian university students. A group of their non-English majors whose self-assessed pronunciation proficiency was very good to excellent also tended to prefer native English models and to aspire to native-like pronunciation.

Furthermore, our respondents' predominantly instrumental orientation did not induce them to adopt a favourable outlook to culturally neutral varieties. Namely, the literature (e.g. Erling, 2004; House, 2002; Jenkins 2005; Modiano, 1996; Seidlhofer, 2001) suggests that learners who are motivated by utilitarian reasons tend to opt for culturally neutral varieties, such as ELF, as they ensure fast and effective communication. It therefore seemed logical that our ESP learners might favour a culturally neutral variety over ENL. In our sample, however, although the respondents were fully aware of the role English plays in international (business) communication, the instrumental motivational dimensions had no correlation (Table 3) with a positive attitude toward learning a culturally neutral variety. This is in contrast to the findings presented by Erling (2004) and in line with the findings reported by Csizér and Kontra (2012). Erling (2004) reported on attitudes in a rather more international context: Berlin. Her respondents' preference for ENL or ELF was influenced by their need for ESP. On the other hand, the research carried out by Csizér and Kontra (2012) in a Hungarian ESP setting revealed that, surprisingly, the impact of ENL remains strong. However, they suggested that the preferences of Hungarian ESP learners may change as a result of increased mobility and internationalization. It is possible that the same phenomena will affect Croatian ESP learners. Namely, Croatia has only recently become involved in the Erasmus and a limited number of business students have experienced studying and/or working in a truly international context. As a result, our students still cannot objectively evaluate either ENL or ELF as varieties for international communication among experts.

Analysis of the motivation data collected by the questionnaire revealed that our sample was characterized by the simultaneous presence of three types of motivation: integrative, two types of instrumental motivation and a demotivator related to learning English (for specific purposes) during tertiary education. Although many EFL researchers (Irie 2003; Kimura et al., 2001; Lamb, 2004; Warden & Lin, 1999; Yashima, 2000) found no evidence of classic integrative motivation in their samples, we have identified it among our respondents. Moreover, it had the highest correlation with invested effort in our study (Table 3). Earlier research conducted in Croatia using a similar questionnaire also found that integrative motivation existed among Croatian learners (Mihaljević Djigunović, 1998).

The instrumental motives in our sample related to two temporal frames of reference: future (expected benefits for future education, travel and career) and past/present (experienced benefits and self-confidence). We labelled the former 'expected benefits'. It is a blend of instrumental and integrative motives that is typical of the motivation to learn English as an international language (e.g. Dörnyei et al. 2006; Kimura et al. 2001; Lamb 2004; McClelland, 2000; Mihaljević Djigunović, 1998; Yashima, 2000; 2009). This motivational dimension also comprised milieu and vitality of L2 community items, which led us to conclude that it bears a resemblance to the concept of Ought-to-L2 Self. Subsequent correlation (Table 3) and regression analyses (Table 4) corroborated this conclusion: 'Expected benefits'

had a low correlation with motivated behaviour and no predictive strength, which is similar to the findings on the motivational impact of Ought-to-L2 Self in the literature (Csizér & Kormos, 2009; Csizér & Lukács, 2010; Martinović, 2017; Yashima, Zenuk-Nishide, & Shimizu, 2004). It would, therefore, seem that the dimension of 'expected benefits' involves extrinsic motives that need to be internalized before they can exert a positive motivational impact. Earlier research (Kim, 2009) suggests that a successful internalization of extrinsic motives depends on the individual's relationship with the relevant community. As the majority of our respondents did not have a lot of experience in international (business) communication, it may be concluded that they still need to develop a concrete and stimulating image of themselves as speakers of Business English. This positive development may occur if students are encouraged and/or expected to regularly use English for educational and professional purposes in the course of their studies and not only during language classes.

The other type of instrumental motivation found in our sample derived from examples in one's family, self-confidence and personally experienced benefits of using English for entertainment (watching programmes on satellite television) and professional development (reading professional literature). The wording of motivation items loading on this factor implies the present utilitarian value of English for indirect contact with the L2 culture. We labelled it 'experienced benefits'. In contrast to the findings from Hungary (Dörnyei et al., 2006), the parents' language competences seem to play a role in our respondents' L2 motivation and are related to self-confidence and daily usage of English in informal settings. Unlike 'expected benefits', 'experienced benefits' had a moderately positive correlation with invested effort as a measure of motivated behaviour. This would suggest that the past experience of using English has a greater motivational impact than distant career goals and generally held beliefs about English. Ushioda (2001) also reported on two different temporal frames of reference shaping her subjects' motivation with different levels of influence: future goals (teleological factors) and language learning/using experience to date (causal factors). The more successful learners in her study attributed a greater motivational importance to the latter. Moreover, Ushioda's findings suggest that students' goals undergo an evolution. Perhaps the 'expected benefits' for career, communication and travel do not contribute to our respondents' motivated L2 behaviour because our students' job-related perspectives still have not crystallised sufficiently.

Contrary to our findings, earlier research conducted in Croatia by Mihaljević Djigunović (1998) established the presence of instrumental motivation which reflected both present and future benefits: pragmatic-communicative motivation which implied integration with the world and positively correlated with the learning outcome. Even though the participants in both studies perceived English as essential to personal and professional success, our findings suggest that this simple realization has lost some of its motivational strength in the Croatian higher education context. Namely, the motivational dimension which we named 'expected benefits' failed to fuel motivated behaviour while 'experienced benefits' and 'integrative motivation' were the strongest positive and significant predictors of invested effort in our study (Table 4). This suggests that only a positive experience with English usage to date and the desire to integrate into a community of native speakers have a motivational impact in our specific group of respondents: fairly competent users of English in tertiary education.

Lastly, we identified a weak demotivating factor which we named Demotivating effect of learning English (for specific purposes) at university. The composition of items on this factor led us to conclude that the respondents' motivation decreases as "more important" goals and actions are identified

(Dörnyei, 2005; Miyahara, 2015). To wit, our respondents were young adults who had been learning English for an average of 11.5 years while generally being beginners in economics and business. Consequently, they tended to prioritize economic and business content over Business English. This finding is corroborated by the relatively low combined score for self-assessed effort invested in learning English ($M 3.01 \pm SD .68$). Low levels of motivation for learning English at Croatian universities were also reported by Martinović (2017) and Mihaljević Djigunović (1998). Our correlations results (Table 3) suggest that learners who perceive English as a threat and learners who do not subscribe to its status of a *lingua franca* tend to be more demotivated by the current hierarchy of academic goals. It may be hypothesized that the demotivation for learning English at university does not result from the immediate academic context only, but is also under the influence of socio-cultural attitudes.

There are several limitations to our study. First, temporal and contextual restraints obliged us to use a convenience rather than a random sample, but we believe that the results are relevant as the sample was large and its characteristics closely resembled those of the population. Second, our study used self-report measures but its origin is in a recognized research tradition and the instrument comprises items from previous research studies in similar settings. Furthermore, the questionnaire was piloted in a large sample and its validity was tested. Third, it is a question to what extent our students understand sociolinguistic issues and terms (e.g. British or American English vs. a culturally neutral variety, ENL vs. ELF) and how correctly their responses reflect their attitudes to varieties of English. Namely, the respondents' outspoken preference for ENL may, at least to an extent, represent their English teachers' (Stanojević & Josipović Smojver, 2011) and/or broader social attitudes rather than a conscious and well-informed personal choice (Lindemann et al., 2014).

6. Conclusions

Our research was motivated by the unique status of English as the primary language of international (business) communication and the need to explore the impact of language globalization on the affective basis of ESP learning. The aim was to investigate the attitudes to English and motivation of Croatian students of business and economics, and to determine how they correlate with motivated behaviour. Our results show that English is generally perceived as a useful *lingua franca* for international communication. At the same time, however, our instrumentally-oriented respondents' learning aims and language attitudes continue to be shaped by the prestige associated with native speaker models. Furthermore, our respondents' markedly positive attitude to English as a *lingua franca* shows no correlation with their moderately positive attitude to culturally neutral varieties. In sum, our sample is characterised by a positive attitude to English as a global language and an apparent preference for native English varieties. Although these findings are similar to findings from other EFL and ESP settings (see Lindemann et al., 2014), further research should be undertaken for two reasons. First, the majority of our student population lack academic or professional international experience and may not be able to assess the usefulness or efficiency of any English variety in international communication. Second, our respondents may not have a precise understanding of sociolinguistic terms used in the questionnaire, e.g. ELF, ENL or culturally neutral variety. It would be interesting to conduct a smaller-scale study involving students who have participated in international mobility programmes and further explore business students' awareness of different varieties of English and their understanding of the relevant sociolinguistic concepts.

As regards the motivation to continue learning English at university, we identified integrative motivation and two types of instrumental motivation in our sample. On the whole, evidence of integrative motivation among business students appears as a somewhat surprising finding as long as we do not take into account the economic power and vitality of English-speaking communities. It seems that Croatian business students would gladly consider moving to an English-speaking country, and this fuels motivated learning behaviour. The two instrumental types of motivation have different temporal frames of reference. One of them involves milieu items and reflects future goals, i.e. expected benefits for education, travel and career, while the other derives from positive past and present experiences and involves self-confidence. Very high levels of instrumental motivation reflecting expected benefits correlate strongly with the students' positive attitude to English as a *lingua franca* but the ensuing perception of English as an absolute prerequisite of success seems to have no effect on our respondents' behaviour. Namely, 'expected benefits' correlates weakly with invested effort and has no predictive strength. Consequently, it may be hypothesised that the dimension we named 'expected benefits' resembles the concept of Ought-to-L2 Self, i.e. that the dimension of 'expected benefits' predominantly comprises extrinsic motives that need to be internalized in order to exert a positive motivational impact. Instrumental motivation stemming from experienced benefits for entertainment, professional development and self-confidence, however, is the best predictor of invested effort in our study. To sum up, the past and present experience of using English have a greater motivational impact than distant career goals and widespread beliefs about English. To further elucidate our findings a measure of achievement could be included in the analysis. Next, the dimensions of 'expected benefits' and 'experienced benefits' and their respective effects could be further explored using an instrument designed for the purpose.

To conclude, our findings show that the status of English as a global business and academic *lingua franca* need not be enough to stimulate learning in the higher education context. Only a positive experience with English to date and the desire to integrate into a community of native speakers exert a motivational impact among fairly competent learners of Business English at university level. The efforts of fairly-advanced non-English majors could, therefore, be enhanced by informing their attitudes towards English (and its varieties) and by regularly providing authentic opportunities to use English in professional and academic settings outside of and unrelated to the ESP classroom.

About the author

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