

Contact, Attitude, and Motivation in the Learning of Catalan at Advanced Levels

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ABSTRACT

The theoretical complexity of current understandings of *second language* (L2) *identity* has brought the study of language learner attitudes and motivations from basic concepts of intrinsic, integrative, and instrumental motives to create a more dynamic construct that interacts with background factors (such as first language, geographic origin, and employment), learning contexts, and proficiency levels. The present study examines the profile of the advanced non-native learner of Catalan (level C) as a means of understanding the target language contact, attitudes, and motivations that lead learners to persevere in their study of Catalan. Adult students in advanced level courses were drawn from several study centers directed by the Consorci per a la Normalització Lingüística (CPNL, Barcelona). Students responded to questionnaire items related to the presence of the target language within their social network (5 items), their attitude towards it (10 items), their motivation for studying (40 items, 8 scales), and background information including age, gender, and length of residence, among others. In this descriptive, multivariate study, a variety of interesting aspects of the level C Catalan learner profile has emerged. However, only one background factor (region of origin) interacted significantly with one dependent variable (motivation component *Professional Use*). Additionally, three small but significantly positive correlations were found between attitude and three other variables: contact, *General Intrinsic Motivation*, and *Cultural Value*. In this study, advanced non-native learners of Catalan proved to be a homogeneous, dedicated group displaying generally high levels of contact with the L2, favorable attitudes toward it, and several mutually reinforcing motivations.

Keywords: motivation, L2 Self, Self-Determination Theory, integrativeness, regional language

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1. Introduction

This research documents three constructs: *contact*, between learners and second language (L2) settings and speakers; *attitude*, the judgments learners make about the L2 and, at times, its utility; and *motivation*, the reasons learners give for their study of the L2, which often overlap and change over time. It examines how these three constructs are displayed in the study of Catalan at the advanced level, interact with one another, and differ across learner populations. The target population of the current study is non-native speakers, defined as those whose first language (L1) is not Catalan and who immigrated to Catalonia after age 10.

To contextualize these criteria, and learner demographics reported later, it is worth relating some historical facts concerning the Catalan context. In 1978, Catalonia became an autonomous community with Spanish as state official language and Catalan as regional official language. Educational linguistic policy from 1983 and 1998 reinforced an immersion educational system, where Catalan serves as the language of instruction in non-university teaching, and bilingual proficiency in both Catalan and Spanish is a mandatory outcome. However, those having completed compulsory schooling before 1988 (currently age 40+) received most formal instruction in Spanish. Additionally, extensive economically-driven internal migration in the 1960s and 70s from regions such as Andalucía, Extremadura, and Castilla-La Mancha resulted in a significant population of native Spanish-speaking schoolchildren. Thus a large number of the current professionally-active population reached adulthood without academic or, perhaps, social use of Catalan. For this reason, native-born Catalans (numbering more than 25,000) are currently studying the language in advanced classes offered by the Consorci per a la Normalització Lingüística (CPNL) alongside non-natives (approximately 76,000).

While much interesting research has sought to explain different aspects of this sociolinguistic reality, the goal of the current study is to examine non-Catalans. Specifically, this research seeks to identify the characteristics of the non-Catalans that enroll in Catalan language classes, demonstrating interest in or need for basic understanding of the L2; become proficient, succeeding and becoming familiar with the language; and continue studying, investing time, energy, and resources in pursuit of advanced proficiency. These three separate and key steps in the process

of obtaining level C language abilities¹ bring a uniquely committed group of individuals to the classroom, and this investigation seeks to understand the full complexity of the environmental, attitudinal, and motivational factors that drive these learners.

With this goal in mind, the specific research objectives of this study are:

- To understand learner motivation in the study of Catalan as an additional language, considering as well learner contact with the L2 and attitudes toward it;
- To analyze the interrelationship of these variables and background factors within the population of advanced learners;
- To extend the scope of research on learner motivation to include regional languages and, through examining the Catalan context, reflect on the influence of globalization on multilingual communities.

2. Literature Review

The L2 classroom has been investigated at length and over decades as the intersection of identity, pedagogy, aptitude, and motivation. This review of the literature will focus on the latter with a view to improve our global understanding.

2.1 Contact

This factor both creates and is influenced by the L2 learner's environment. The mutual causality is evident: a student with more L2-speaking contacts will have more incentive to learn it, which opens new possibilities to communicate in the L2 and make more L2-speaking contacts. Measurements of such behavior have been synthesized in the Language Contact Profile created by Freed et al. (2004) to

¹ According to the CPNL, level C as classified in the Common European Framework of Reference for Languages corresponds to the Nivell de suficiència 1-2-3 and is defined as general communicative competence in standard oral and written communication and flexible and effective communication in formal and informal social situations (Consorti).

measure target language input and output in study abroad contexts. The instrument is quite thorough, and has been expanded by notions of Social Network Analysis (Daming et al., 2008), which sheds light on people-specific interaction. This can be framed, for example, as the four people with whom learners have the most contact and the languages used with these people. In the present study, the question is posed in more general terms: What languages are present within the participant's family, friend, and professional spheres? In addition, the inquiry concerning family languages is further subdivided to find person- or generation-specific languages (i.e., L1 with mother and L2 with father, or L1 with parents and L2 with siblings).

A case study of two immigrant students in Catalonia conducted by Cots and Nussbaum (2008) highlights the weight of language use and its influence on language learning. For new arrivals to the region's all-Catalan public education system, they state, the school represents a gate-keeping institution that socializes students through language classes. Learning Catalan does not represent only a gain in communicative ability, but also a construction of social competency and identity as the learner becomes part of a "community of practice" (p. 17). This idea reframes language learning, which is often considered a solely cognitive task, in that proficiency 1) carries social capital; 2) underlies identity construction; 3) represents a process of socialization; and therefore also 4) represents an investment in a new language and culture. The learner's pursuit of advanced proficiency can best be interpreted in terms of the participant's surroundings and relationships.

Moreover, Newcombe and Newcombe (2001) found contact with the target regional language to be crucial in language study perseverance. In their study of adult learners enrolled in Welsh language intensives, *anticipation* of opportunities to practice correlated with course completion, and *actual* opportunities to practice, complemented by support from native Welsh speakers, correlated with use of the target language several months after course completion (p. 349). To summarize, learners continue to study and use the language because of native speaker indulgence and meaningful relationships based in the target language.

2.2 Attitude

Attitudes are the pre-conceived notions learners have about the L2. They can be fostered and reinforced or moderated by the influence of the family unit,

social interactions, the work or educational environment, or specific poignant experiences.

Attitudes are an essential component of *integrative motivation* for language learning, according to the Socio-Educational Model of Second Language Acquisition (proposed by Gardner & Smythe, 1975 and discussed in detail below). They share a dynamic exchange with feelings of *integrativeness*, a construct also developed by Gardner (2000), which operationalizes learners' desire to use the L2 in order to affiliate themselves with the L2 community. In Gardner and Smythe's original instrument, the Attitude/Motivation Test Battery (AMTB), attitudes are considered in two ways: language-specific attitudes, which in the AMTB are subsumed into item scales related to *integrativeness*; and language learning attitudes influenced by factors in the learning environment (teachers, classroom dynamics, activities, etc.) and considered separate from *integrativeness* and motivation.

Of particular relevancy here are language-specific attitudes. Research conducted by Huguet and Janés (2008) on attitudes towards Catalan and Spanish frames them as a measure of favorability toward integration into the host society (see also Huguet & Llurda, 2001). The study's questionnaire research places immigrant schoolchildren on a continuum from very negative to very positive attitudes towards each of the two languages based on responses (+1 for positive response, -1 for negative) to twenty core normative evaluations, such as *Learning Catalan is useless because I may never use it* and *We should all try harder to use Catalan more frequently* (p. 260). The researchers then divided the continuum into categories of unfavorable (-10 to -6), neutral (-5 to +5), and favorable (+6 to +10) attitudes. Overall, attitudes toward both languages were favorable, representing 71% of participants (N=225) concerning Spanish attitudes and 65% concerning Catalan (p. 254). The greatest variance between languages was attributable to mother tongue, where immigrant students from Latin America (N=49) averaged a score of 3.8 concerning Catalan (neutral) and 7.9 concerning Spanish (favorable). Student attitudes did not differ significantly based on length of residence or age of arrival, but an interesting correlation between language-specific attitude and proficiency (as evaluated by teachers) did surface.

2.3 Motivation

2.3.1 The Socio-Educational Model

The study of motivation essentially began with Gardner and Lambert's foundational work on *integrativeness* (1959) and the Socio-Educational Model of Second Language Acquisition (1975). Following the evolution of this model over nearly four decades and the incorporation of supplemental theories leads us to the contemporary work of Z. Dörnyei on the L2 Motivational Self System (2009). The field's clear emphasis on the context and ultimate goal of learning rather than its mechanisms provides a broader understanding of the learner, joining education and psychology in an effort to create motivating learning environments.

The foundational study on motivation was conducted in Montréal by Gardner and Lambert in 1959, when these researchers first measured motivation as a variable in language achievement. Leading up to this work, the construct had been mentioned by a handful of authors who moved beyond the notion of utilitarian communication to explore questions of language and identity (reviewed in Gardner, 2001). Gardner's work sought to provide concrete motivational measures in order to analyze the relationship between learner identity and the L2 community. While this proved to be a relevant analytical framework in the context of Québec, we will see that the case differs for foreign language or lingua franca contexts.

Despite this theoretical limitation, Gardner and Lambert's initial study underpins motivational research and has provided most of the vocabulary of the field. The participants, high school students studying French as a second language, were evaluated for language aptitude, verbal ability, attitudes, motivation, and oral French proficiency. *Motivation* meant "characterized by a willingness to be like valued members of the language community" (p. 271). From this understanding of motivation came the Attitude/Motivation Test Battery, Gardner and Smythe's novel instrument discussed earlier; the Socio-Educational Model of Second Language Acquisition, contribution to theory; and the framework of *instrumental* and *integrative* motivations (1975). The latter is presented as an evolution of the former along a scale of language achievement: according to the authors, native-like fluency is generally not pursued by learners motivated by academic requirements or employment prospects. On the other hand, someone seeking to emulate speakers of another language while concurrently studying it would be inspired to put forth

effort and persist in learning the L2. Gardner and Smythe thus arrived at the conclusion that an integrative orientation fosters positive attitudes and greater motivation, which increases target language achievement. In essence, orientations (goals) and attitudes are the elemental components of motivation.

The Socio-Educational Model was formulated through this reasoning and suggests that motivation, alongside language aptitude and other factors, strongly influences language achievement and is composed of an integrative orientation and attitudes toward the learning situation (Gardner, 2001, p. 5). The focus here is *integrativeness*, which transcends language study to encompass attitudes toward the mother culture, other cultures in general, and continua of identification. This is where identity is most clearly implicated in language learning; although the field may now be flooded with reflections on this relationship, the 1959 study and resulting model recast language study as an ideological statement made by the learner in relation to the target language community.

The enormity of this recast continues to be recognized today, as in Z. Dörnyei's 2003 overview where he writes:

[I]t is important to restate that learning an L2 is different in many ways from learning other school subjects. While an L2 is a 'learnable' school subject in that discrete elements of the communication code (e.g., grammatical rules and lexical items) can be taught explicitly, it is also socially and culturally bound, which makes language learning a deeply social event that requires the incorporation of a wide range of elements of the L2 culture. (p. 3-4)

The Socio-Educational Model, however, has displayed several shortcomings. First, orientations were shown to be inconsistent in predicting achievement (Au, 1988). This may relate to the constructs themselves and that one does not preclude the other, whereas the initial study placed students in distinct *instrumental* or *integrative* groups based on the highest-ranked motivation. Since motivations are rarely singular, grouping created a false dichotomy which may have distorted the data. Finally, this analytical framework is short-sighted in that language learning motivation often encompasses reasons beyond this primary duo and becomes a continuum, as described in Self-Determination Theory below.

2.3.2 Self-Determination Theory

Self-Determination Theory (Deci & Ryan, 1985) provides an expanded model for language motivation based on intrinsic (push) and extrinsic (pull) factors. By acknowledging different levels of specifically *extrinsic* motivation, the authors have placed the constructs on a continuum of internalization; that is, learners often “take on” external contingencies of their environment to such an extent that analyzing *My job requires it* and *It can be useful at work* as a single motive is no longer meaningful. The former is clearly an obligation; the latter is a statement of utility that, while based on external factors, is recognized by the learner who then puts forth effort to realize the possible benefits.

While these categories are also called orientations as in the Socio-Educational Model, they differ in that they do not indicate the level of effort accompanying each point on the continuum. Learners may be driven to expend effort for various reasons, and what motivates one to excel might leave another indifferent. In either case, intrinsic motivations sourced from the learner’s own interest or desire to succeed are more *self-determined* than extrinsic motivations. The six orientations, three intrinsic and three extrinsic, are the following (from Noels et al., 2000, p. 61-63):

- Intrinsic—Knowledge: The learner is pursuing new areas of knowledge for the pleasure of it, for the excitement of becoming bilingual.
- Intrinsic—Accomplishment: The learner enjoys the sensation of meeting a challenge and succeeding in becoming fluent.
- Intrinsic—Stimulation: The learner is motivated by either aesthetic qualities of the language (sounds, melody) or the gratification of exciting experiences.
- Extrinsic—Identified regulation (most self-determined): The learner invests time and energy to earn a reward or because the activity is linked to a desired goal.
- Extrinsic—Introjected regulation: The learner seeks to alleviate some kind of external pressure, such as guilt or expectations.
- Extrinsic—External regulation (least self-determined): The learner is obligated by a contingency (positive or negative) and has no personal incentives.

In its original formulation, Self-Determination Theory also included a fourth extrinsic motivation—the most self-determined of all—called Integrated regulation. It bridges the two categories and refers to external motivating factors that the learner has completely integrated into his or her sense of self. However, Noels (2001) notes, few studies have been conducted with *advanced* learners who are assumed to be rooted enough in the study of the L2 to have integrated it into their self-concept (p. 48). While the concept did prove difficult to distinguish from Identified regulation, as seen in Vallerand et al. (1989), it provides the conceptual link between the Socio-Educational Model and images of the L2 Self described in the following section. It has been retained in the present study, which examines specifically *advanced* learners.

Self-Determination Theory may appear to merely change the vocabulary established by the Socio-Educational Model, i.e., intrinsic as the new term for integrative and extrinsic for instrumental, but the concepts are theoretically distinct. In Gardner's 1985 book, he sought to distinguish intrinsic motivation from integrative orientation, which he saw as an essentially extrinsic orientation in its relation to the L2 community. On the other hand, just as Gardner and Smythe found integration-motivated students to be higher achievers, Noels (2001) provides empirical evidence linking intrinsic motivation with affective, behavioral, and cognitive variables. For example, she writes, this orientation produces lower anxiety, positive attitudes, increased language use, and better reading proficiency (p. 50). Less internalized orientations produced little or no significant correlation with these same variables.

However, both frameworks contain their conceptual flaws. In the Socio-Educational Model, the dichotomous categories of integrative *or* instrumental motivations inconsistently predict language learning success and exclude contexts in which the integrative orientation is irrelevant to learners. In fact, Noels (2000) states that integrative orientation is relevant for only a limited participant profile: those living in multicultural contexts and belonging to the clearly dominant group (p. 59). Self-Determination Theory, on the other hand, perhaps does not delineate its categories clearly enough and becomes mired in the gray area between intrinsic factors and integrated extrinsic factors. This impasse brings us to a brief overview of Z. Dörnyei's work on the L2 Self.

2.3.3 The L2 Self

This gray area on the extrinsic-intrinsic continuum has led the field of motivational study back to its roots, examining the relationship between language learning and identity. What stemmed from the case of French students in bilingual Montréal is now being applied to the analysis of FL learner motivation around the world. English lies at the heart of this discussion as the L2 whose community is becoming at once more accessible, through profound changes in communications and transportation, and more vague, through the development of Global English varieties and English as a lingua franca of commerce, travel, and academia. As mentioned before, the concept of *target L2 community*, which inspires countless culture-based lesson plans, may no longer be meaningful.

In this context, Dörnyei's work has proven particularly insightful regarding the reconceptualization of orientations and *integrativeness*. Citing *goal theories* developed in sports psychology and applied to L2 learning by Tremblay and Gardner (1995), he portrays the L2 learner much as an athlete visualizing the realization of L2 learning goals (2009). Achieving goals through imagining a successful future self increases self-efficacy (the belief that one can surmount difficulties and achieve success) and offers a connection between motivation and achievement. Dörnyei thus proposes the L2 Motivational Self System, a combination of possible selves or futures the learner can envision for him or herself. The *ideal self* can be summarized as the best case scenario, i.e., the learner becomes fluent in the L2; while the *ought-to self* is what the learner wants to avoid becoming, i.e., the ignorant foreigner, or represents norms that the learner has internalized. The combination of push and pull factors, or the discrepancy between the current and ideal/ought-to selves, provides the motivation for action. This analysis seems to explain why learners who have generally positive attitudes and intrinsic orientations may not be the most highly motivated: their visualization of a desired future self is not vivid enough to activate the step-by-step goals necessary for achieving the long-term ideal self.

Dörnyei links the L2 Self to previous theoretical frameworks. From Self-Determination Theory, for example, integrated and identified regulation reflect the ideal self, while external and introjected regulation fit within the construct of the ought-to self. Since the primary focus of Dörnyei's work concerns English as a

foreign language learners, he seeks to distance himself from previous writings on *integrativeness* (2009, p. 24), which he regards as ambiguous and irrelevant to FL settings. He does, however, acknowledge the appropriateness of the Socio-Educational Model in its original setting: multicultural contexts where integration is truly possible and desirable.

The new direction of motivation studies reflects the evolving complexity of modalities of interaction with an L2 community, both in the investigation and interpretation of learner behavior. While L2 Self theory promises many interesting implications for English as a foreign language or *lingua franca* studies, we return now to the multilingual Catalan context, where the L2 community is close at hand and may prove to be the exact reason immigrants to the region decide to pursue advanced proficiency.

2.3.4 Applicability in the Catalan Context

The current investigation of motivations largely reflects the factorial analysis of learner motivations conducted by Bernadó, Comajoan, and Bastons (2008). The questionnaire-based study included 279 participants studying Catalan at the A1-B1 levels in three study centers and sought to analyze the sudden influx of new learners.² Bernadó and her colleagues formulated the questionnaire based on twelve motives organized into two categories of *pleasure* and *objectives*. These bear a clear resemblance to the intrinsic/extrinsic continuum used in Self-Determination Theory, which provides the theoretical framework for the study.

The researchers found that six of the twelve factors explained 46% of variance among the independent variables of level, length of residence, age, and study center (p. 79). First, Factor 1—*General intrinsic motivation*, which refers to positive valuing of Catalan and Catalans, accounted for 23% of variance. The remaining significant factors—work, linguistic anxiety, *integrativeness*, social reinforcement, and studies—explained another 23% of variance and provided additional insights. For example, *integrativeness* and social reinforcement were negatively correlated with age and level.

² In 2005, the Consorci per a la Normalització Lingüística offered a total of 3436 Catalan classes, an increase from the 2096 classes offered in 2001 (p. 72).

These findings for beginning learners identify the research gap to be filled in the study of regional L2 learner motivations. A study of advanced Catalan learners is needed to identify group motivations, investigate the relevance of *integrativeness* for highly proficient learners, apply other concepts from Self-Determination Theory, and take into account additional background factors such as national origin and contact with the L2. Furthermore, since the 2008 study, many new ideas have surfaced related to the L2 Self but have focused on English learning contexts. Returning to a study of multilingual contexts combines the realities of globalized language learning and motivations to learn regional L2s. Reinforcing these motivations within the classroom and extending learning opportunities in general has implications for encouraging immigrants to multilingual communities, specifically Catalonia, to employ Catalan as the local and common language.

2.4 Research Questions and Hypotheses

From this review of the literature and research gap concerning advanced learners, the following questions arise:

1. What attitudes toward Catalan, as a regional L2, are displayed by learners at the advanced level?
2. What motivates learners to persist in their study of the L2 to advanced levels?
3. What are the relationships between learners' contact with the L2, learner attitudes, and types of learner motivations?
4. What are the significant relationships between these constructs and background factors including age, gender, employment status, level of education, length of residence, region of geographic origin, and study center?

The author hypothesizes that advanced learners of Catalan, similar to immigrant schoolchildren and beginning adult learners, will continue to report favorable attitudes and intrinsic motivation. However, because level C Catalan is necessary for many public sector jobs, the scales of Identified and External regulation are expected to increase in importance. Moreover, learners may require certain favorable external factors within the realms of contact with the language

(significant members of the participant's community are native speakers), the workplace (participants are required or encouraged to take classes), and daily schedules (participants have the free time for extracurricular classes) in order to move from "ought to" or "would like to" to action. For this reason, the researcher hypothesizes that few learners will be motivated primarily by Introjected regulation.

3. Methodology

3.1 Participants

A total of 271 students participated in the questionnaire research conducted at several study centers in Barcelona, Spain. Both native and non-native speakers attend these advanced classes; however, the current investigation focuses on the responses of the 90 non-Catalan participants. This number of non-natives is quite low compared to the study on learner motivations conducted by Bernadó et al. (2008), where in beginner Catalan courses only 1.4% of participants were Catalan in origin. To some extent this increase should be expected as proficiency level increases, as native speakers would be seeking the perfection of skills offered at level C, but the low numbers of non-Catalans is in itself insightful.

The majority of these 90 participants were female and Spanish in origin (70 and 53%, respectively), with an average age of 39 and length of residence of 11 years. Most participants had been studying the target language for over a year (78%) and were currently taking evening classes (63%). Many had completed university degrees (42%) and were employed full time (38%) or unemployed (32%). Finally, 80% spoke L1 Spanish or were Spanish bilinguals and did not report advanced proficiency in languages other than Spanish and Catalan (61%).

Concerning participants' use of Catalan, very few reported speaking Catalan with family members (N=1), about equal numbers reported either not using it with friends (44%) or using it among other languages (53%), and 71% used Catalan at work or school among other languages. A majority cited using Catalan daily (58%) and in a variety of contexts (either all or most, 57%). It is worth noting, however,

that in 11 cases Catalan usage was absolutely restricted to the work/school context. (See Table 1.)

Table 1: Learner Demographics (N=90)							
Category		N	%	Category		N	%
Gender	<i>Male</i>	27	30	Length of Study	<i>One course</i>	5	6
	<i>Female</i>	63	70		<i><1 year</i>	11	12
Geographic Origin	<i>Spain</i>	48	53		<i>>1 year</i>	70	78
	<i>Rest of Europe</i>	9	10	Class Time	<i>Morning</i>	27	30
	<i>Latin America</i>	25	28		<i>Afternoon</i>	6	7
	<i>Other</i>	8	9		<i>Evening</i>	57	63
L1	<i>Spanish</i>	66	73	Catalan Use	<i>With family</i>	1	1
	<i>Spanish +</i>	6	7		<i>With friends</i>	48	53
	<i>Other</i>	17	19		<i>With colleagues</i>	64	71
Employment	<i>Full-time</i>	34	38	Frequency	<i>Never</i>	2	2
	<i>Part-time</i>	12	13		<i>Occasionally</i>	12	13
	<i>Unemployed</i>	29	32		<i>Weekly</i>	12	13
	<i>Other</i>	12	13		<i>Several times/week</i>	12	13
Education	<i>Secondary</i>	14	15		<i>Daily</i>	52	58
	<i>University</i>	38	42				
	<i>Master</i>	23	26				
	<i>Doctorate</i>	5	6				
	<i>Other</i>	5	6				
	Range (years)	Average					
Age	19-60	39.3					
Length of Stay	2-50	11.2					

3.2 Instrument

The questionnaire instrument consisted of four parts: background information, contact, attitudes, and motivations (see Appendix A). It was written by the researcher taking into account questionnaires used in previous studies (Bernadó et al., 2008; Huguet & Janés, 2008). First, participants filled in background information considered to be important mediating factors in the literature, such as age, length of residence, geographic origin, etc. Participants also reported on length of formal Catalan studies and evaluated their personal level in the four competences: writing, reading, speaking, and listening.

Second, participants shared with whom, how often, and in which settings they use the target language outside of class. This provides information about learner contact with Catalan, which can both influence and reflect motivation to learn. The section also allowed for network analysis, by which the presence of the L2 in different domains of contact (family, friends, and professional, 5 items) was

contrasted with frequency of use and context (2 items). Family items were later combined, resulting in 5 items total.

The brief attitudes section of the questionnaire was published (in English) by Huguet and Janés (2008). The study was conducted in Catalonia and deals with attitudes toward Catalan and Spanish, using value statements for each language to place participants on a continuum of unfavorable, neutral, or favorable attitudes. In the discussion of results, the researchers portray language attitudes as key to predicting integration by immigrants into the host society. The instrument proved reliable through testing-retesting and has been included here in an abbreviated form featuring only those statements related to Catalan (10 items).

The fourth and final component of the questionnaire asked learners about their motivation to learn Catalan. This section represents the core of the questionnaire and allows access to learner reports of the present study's primary question: *why* do learners do what they do? This section largely reflects the questionnaire used in Bernadó et al. (2008), cited earlier. Their instrument included 53 items which were chosen based on a pool of student responses given to the open-ended question *Why are you studying Catalan?* and compared to a review of the literature (primarily Noels, 2001, and Gardner, 1996). The instrument used in the present study retains only 40 items, both to balance the number of items representing each motivation scale and to remove items related to Catalan L1 learners, who are not the primary focus of this investigation. All intrinsic and extrinsic motivations cited by Self-Determination Theory were present, and an additional scale was added by the researcher to encompass items related to Social Reinforcement, or interpersonal relationships that motivate learners. Additionally, the rating scale was adjusted to reflect a 5-item Likert scale.

The questionnaire was pilot-tested on a small sample of non-native advanced speakers of Catalan to confirm the clarity and appropriateness of items and verify the time necessary for completion (10-15 minutes). The small sample was considered appropriate because the instrument included reliability-tested and published items sourced from other studies.

3.3 Procedure

Data was collected in thirteen morning, afternoon, and evening sessions in seven Barcelona CPNL study centers during November 2011. Efforts were made to obtain a representative sample from courses in several neighborhoods and at different times of day. The questionnaire was administered in written form to entire classes of learners who were invited to complete it on a voluntary basis at the end of the session. The participation rate was very high (nearly 100 percent in most cases). The language of the questionnaire was Catalan, since all level C students regardless of L1 were assumed to have advanced proficiency in that language.

3.4 Analysis

Frequencies and descriptive statistics were calculated using the SPSS 20.0 statistical package for all background variables, contact variables, attitudinal scores, and motivation scales. Background variable groups established for analysis purposes were divided in two cases by random sampling (study center, gender) and in all other cases were defined by the researcher to establish logical and balanced categories. For example, age groups included 19-34 years (active professionals), 35-44 years (productive professionals), and 45-60 (settled professionals/retirees). Length of residence groups included 2-5 years (new arrivals), 6-10 years (settled arrivals), 11-20 years (residents), and 21-50 years (long-term residents). For employment, the categories were full-time, part-time, and unemployed workers, with a general category for others. The educational categories distinguished between those having completed primary/secondary education, several degrees of higher education, and others. Finally, geographic origin was separated into Spaniards, Europeans from outside Spain, Latin Americans, and others.

The primary variable used in measuring learner contact with Catalan was a composite measure based on reported social network use (6 points maximum based on 3 contexts and intensity, 1 = Catalan present, 2 = Catalan dominant); the frequency scale (1 = never, 5 = daily); and the number of contexts of use (5 points maximum). These measures were weighted by multiplying by 5, 10, and 4 respectively to calculate scores out of 100. Frequency of use was assumed to be the most telling measure and thus received the greatest consideration.

Attitudes towards Catalan, as in the source study (Huguet & Janés, 2008), were assigned a point value (+1 for positive response, -1 for a negative response; negatively-worded items were recoded), summed, and the participant placed on a continuum from -10 to +10. Scores -10 to -6 were considered unfavorable, -5 to +5 neutral, and +6 to +10 favorable, answering Research Question 1. Reliability was calculated in the original study by means of a test-retest technique, with three months' time between tests (p. 251). Reliability for the current sample was rechecked, and the resulting Cronbach Alpha coefficient of the ten items proved disappointingly low (.573). The deletion of items would not have improved the reliability of the scale.

Analysis of the section on motivation was initially based on eight groupings of multi-item scales, representing the categories of intrinsic (3 groupings, or 13 items) and extrinsic (5 groupings, or 27 items) motivation from Self-Determination Theory. Each scale contained between 3 and 7 items. Internal consistency reliability of the motivation scales was verified using Cronbach Alpha measures. Principal Components Analysis was then used to determine the most important factors tying together participants' responses to the motivational items, in response to Research Question 2. This analysis revealed four Components (after a Varimax rotation) which accounted for 53% of variance. In subsequent analyses, components were used in lieu of motivation scales, and Cronbach Alpha reliability ratings were recalculated. Both attitude and the motivation Components were then correlated with each other and with the composite contact measure to answer Research Question 3. To relate contact and attitude to the independent variables and find significant relationships (Research Question 4), one-way analysis of variance (ANOVA) and t-tests were run. For the same purpose, a multivariate analysis of variance (MANOVA) was performed for motivational components, using Wilks' Lambda to determine significance.

4. Results

4.1 Contact

In general, advanced learners of Catalan were found here to use the language in few of the networks cited ($M=1.54/6$, $SD=1.04$), but mentioned frequent use outside of class: 60% reported daily use, 25% weekly use or several times a week. Fourteen percent used Catalan only occasionally, and only one participant out of 90 cited never using Catalan outside of class. Additionally, learners used Catalan in nearly 3 out of 5 contexts, including on television, in public, and at work or school. These responses led to an average composite contact score of 60.30/100 ($SD=19.43$).

4.2 Attitude

In the present study, participants' attitudes ranged from -6 to 10, with a rather high average of 7.42 ($SD=2.8$). Thirty percent of participants responded positively to all statements and received 10, and an additional 35% received 8 or 9. Thus a majority of participants weighted the high average, displaying favorable attitudes toward Catalan. This information answers Research Question 1.

4.3 Motivation

Due to the increased complexity of scale-based quantitative data, various aspects of the motivational items were first inspected to ensure the reliability and validity of the scales and to obtain a general view of the data. Internal reliability measures are reported here in Table 2, and all scales proved satisfactory according to general guidelines in questionnaire methodology (Dörnyei, 2003b), although one (Extrinsic-Identified Regulation) tested low and should be improved in future research. Considering a "position by response" bias, frequencies for different levels of the Likert scale were calculated. In 31/40 items, participants employed all levels from *strongly disagree* to *strongly agree*; in 8 items, no participants strongly

disagreed; and in one item, no participants disagreed or strongly disagreed.³ Given the nature of the statement, this positive position bias is not surprising and is not considered as compromising the data. Analysis also revealed one problematic item⁴ with missing responses reaching 7/90, whereas all others averaged between one and two missing responses. This item should also be reconsidered in future research.

Scale Name	# Items	Cronbach Alpha
Stimulation	3	.789
Knowledge	5	.841
Accomplishment	5	.710
Social Reinforcement	5	.682
Integrated Regulation	7	.827
Identified Regulation	5	.587
Introjected Regulation	4	.794
External Regulation	6	.703

Reviewing the descriptive information for motivational items reveals certain patterns. In 21 of 40 items, more than half of participants strongly agreed. This is reflected in the skewness values for each motivational scale (see Appendix B). Rather than indicating abnormality, the high frequency of positive responses simply reflects the underlying nature of motivational scales: advanced language learners are likely to be highly motivated for a variety of reasons. The sheer measure—without considering type—is probably what leads these learners to persist to high levels of proficiency.

The 40 motivational items were then subjected to Principal Components Analysis after confirming that this statistical analysis was appropriate (multiple coefficients of .3 or above in the correlation matrix, supporting factorability; Kaiser-Meyer-Olkin value = .763, above the recommended .6; Barlett's Test of Sphericity significant value). The analysis revealed nine components with eigenvalues greater than 1 which accounted for 71% of total variance, mostly concentrated in the first four components whose percentages were 32, 10, 7, and 5

³ Item 9: *It can be useful at work* (Identified Regulation).

⁴ Item 3: *It makes me a more knowledgeable person* (Integrated Regulation).

in respective order. Inspection of the screeplot confirmed the dominance of these first four components, which were retained for the following Varimax rotation.

In the rotated results, the four components accounted for 53.2% of variance, or 17, 16, 12, and 8% respectively. The items that loaded on each of the components, and seven that cross-loaded, are listed in the Principal Component Analysis chart (see Appendix C) and summarized here in Table 3.

Component	# Items	Eigenvalues	% Variance Explained	Cronbach Alpha
1	13	12.6	17.1	.91
2	12	4.0	16.1	.91
3	8	2.7	11.6	.80
4	6	1.9	8.4	.73

Overall, components reflected the Self-Determination Theory motivational scales which were designated in the literature review and around which the questionnaire was built. Here the components are analyzed individually, in response to Research Question 2.

A total of 13 items loaded on Component 1, 9 from the Intrinsic grouping (2 for Stimulation, 5 for Knowledge [all items], and 2 for Accomplishment) and 4 from the Extrinsic grouping (1 for Social Reinforcement and 3 for Integrated Regulation). Component 1 therefore encompasses intrinsic motivation in general and two of the *most self-determined* extrinsic scales. This highlights the previously-cited “gray area” on the intrinsic-extrinsic continuum where the theoretical frameworks presented in the literature review blend and support various explanations. In this case, the social aspect of learning reflects the aesthetic pleasure of the language itself and can be recategorized as Stimulation. In addition, the items referring to Integrated Regulation that fall under Component 1 clearly refer to the learner’s Ideal Self, both as a *knowledgeable person* (Item 3) and a *participant in cultural events and customs* (Item 7). If learners, through their ratings of these motivation items, envision intrinsic motivations and ideal selves as convergent constructs, theory should further examine the compatibility of the two. This component was therefore labeled *General Intrinsic Motivation*.

A total of 12 items loaded on Component 2, 2 from the Intrinsic grouping (both for Accomplishment) and 10 from the Extrinsic grouping (3 from Integrated

Regulation, 2 from Identified Regulation, 4 from Introjected Regulation [all items], and 1 from External Regulation). While this may seem like a diverse mix, the underlying concept tying these together can be explained as the desire for fluency. Looking at an example item from each of the five scales involved reveals this link: Item 39 *I want to speak with confidence*, Item 22 *I want to relate better to people here*, Item 4 *It makes settling into Catalonia easier*, Item 25 *I want to speak without getting nervous*, and Item 27 *Catalan is becoming more and more necessary in Catalonia*. This component reflects the bidirectional influence of contact and motivation: If learners respond to pressure to speak Catalan well (other-imposed, or *introjected*), these items will motivate them to learn. If learners are motivated to become highly proficient (self-imposed, or a desire for *accomplishment*), they seek to increase their use of the language with native speakers. This factor was therefore labeled *Fluency and Social Use*.

A total of 8 items loaded on Component 3, 2 from the Intrinsic grouping (1 for Stimulation and 1 for Accomplishment) and 6 from the Extrinsic grouping (3 from Social Reinforcement, 1 from Integrated Regulation, and 2 from External Regulation). This component grouping reveals some weaknesses in the discriminatory power of the items: four of the eight overlap with Component 1 (with differences of load factor ranging from .281 down to just .039), another with Component 4, and two items load on two other components apart from Component 3. However, reviewing the items with the heaviest loads, which all relate to Catalan-specific characteristics (culture, lifestyle, people, literature), the researcher has labeled this component *Cultural Value*.

Finally, a total of 6 items loaded on Component 4, all extrinsic (3 from Identified Regulation and 3 from External Regulation). No items cross-loaded, and all related to work, work prospects, or studies. This component is a perfect insight into the least self-determined motives that bring learners to the classroom. Although it stands fourth in explanatory power (8% of total variance), it is the most theoretically cohesive of the components examined thus far. This factor was therefore labeled *Professional Use*.

The internal consistency reliability was then recalculated for each component grouping of items. The homogeneity of the items, as measured by the Cronbach Alpha rating, was expected to improve since this in part refers to the

underlying pattern of the answers discovered through Primary Component Analysis. Components 1 and 2 reached very high reliability ratings, both at .91, with Component 3 and 4 obtaining at .80 and .73, respectively. These components were therefore retained for the following MANOVA analysis, replacing the motivational scales. Standardized average scores (based on the 5-point Likert Scale) and standard deviations are summarized in Table 4.

Component	Average Score (standardized)	SD
1: General Intrinsic Motivation	4.25	.70
2: Fluency and Social Use	3.67	1.00
3: Cultural Value	3.68	.80
4: Professional Use	4.1	.65

4.4 Relationships among contact, attitude, and motivation

To understand the relationships among the measures of contact, attitude, and motivation components, these measures were correlated in pairs using Pearson product-moment correlation. One participant, an outlier who received the only negative attitude score, was excluded from the analysis. The strength of correlations is presented in Table 5 and reveals three significant relationships. First, contact and attitude share a medium-size correlation, as do attitude and Components 1: *General Intrinsic Motivation* and 3: *Cultural Value*. These are significant at the .01 level, and although the three constructs do not jointly correlate in any way, attitude is able to explain nearly 9% of variance in participant's use of Catalan and slightly more of the variance in two of four motivational components. This information answers Research Question 3.

	Contact	Attitude	Motivation Components			
			1	2	3	4
Contact	1.0	.459* (24.5)	-.117 (1.3)	-.100 (1.0)	-.164 (2.7)	.026 (.1)
Attitude	.459* (24.5)	1.0	.302* (9.1)	-.153 (2.3)	.370* (9.4)	-.069 (.5)

Numbers are r values; * indicates significant value; shared variance is communicated in parentheses
 $p < 0.01$

4.5 Relationships between contact, attitude, and motivation and background factors

To respond to Research Question 4 and measure the significant relationships between, on the one hand, contact, attitude, and motivation, and on the other hand, the seven independent background variables (age, gender, employment status, level of education, length of residence, region of geographic origin, and study center), both analyses of variance and t-tests were used. One-way analysis of variance (ANOVA) was used to compare first contact and then attitude to the background variables (except gender, where a t-test was required). Then to compare motivation components to the background variables, a multivariate analysis of variance (MANOVA) was employed.

The ANOVA and t-tests used to distinguish between these groups failed to find any significant differences for attitude or contact based on any of these background factors. This finding may result from the small number of cases in each category (as few as 4 for the employment category of “other”) or may be attributed to the lack of discriminating power in the attitudinal measure. (See Appendix D for details.)

To prepare the data for one-way, between-groups, multivariate analysis of variance (MANOVA) to investigate interaction between background factors and motivation components, variables were checked for sample size, normality, and outliers. Nearly all independent variables reached satisfactory sample sizes. However, two study centers had to be excluded from the sample because they provided too few target population participants, resulting in a sample size of 86 participants. The Kolmogorov-Smirnov Test of Normality generated normal distribution ($>.05$) for all measures. Univariate outliers were present in Component 1 (3), Component 2 (3), and Component 3 (3). Two multivariate outliers were identified using Mahalanobis distances, but since they were few and did not greatly exceed the critical value based on four dependent variables, the data were retained. Linearity was confirmed by checking scatter plots of correlations between all possible pairs of components for all independent variables. Finally, the last assumption of multicollinearity was met, as none of the dependent variables (components) correlated with each other highly (above .8). Thus the data were deemed suitable for MANOVA analysis.

The one variable seeming to significantly impact results was found to be region of origin ($F(12, 209)=2.31, p=.009$; Wilks' Lambda=.719; partial eta squared=.104). When the results per component were considered separately against a Bonferroni adjusted alpha level of .013, the only difference to reach statistical significance was Component 4: *Professional Use* ($F(3, 82)=4.68, p=.005$; partial eta squared=.146). Thus this accounts for 14.6% of variance in Component 4 scores explained by region. An inspection of the mean scores indicated that European participants from outside Spain were less motivated by reasons relating to use of Catalan in the professional sphere ($M=.693, SD=.043$) than Spaniards ($M=.839, SD=.019$), Latin Americans ($M=.876, SD=.026$), or others ($M=.792, SD=.046$). It is worth mentioning again that this information comes from a pool of 86 participants, only 9 of whom were European of non-Spanish origin. Although statistically significant, the practical significance of this 18-point difference is low. Tables showing relationships between factors are included in Appendix E.

5. Discussion and Conclusion

In essence, this study has sought to advance the study of contact, attitudes, and motivations of learners of Catalan at the advanced level. Most research along these lines features beginning levels, and the present investigation has begun to fill the gap in the literature concerning advanced learners—who dedicate a portion of their income, much energy, and sometimes years of their free time to learning a regional L2. Why do they do what they do, and with such persistence? In order to attempt an explanation to this overarching question, we will address each specific research question (RQ) in turn.

Concerning RQ1, *What attitudes toward Catalan, as a regional L2, are displayed by learners at the advanced level?*, this investigation has shown that learners studying level C Catalan have an overwhelmingly positive evaluation of the language. A strong majority (65%) agreed with at least 8 of the 10 value statements, including *I approve of all children in my town studying Catalan* (statement 1), *We should all try harder to use Catalan more frequently* (statement 4), and *I live in a place where Catalan is spoken, so I should know and use it* (statement 6). The single participant to display an unfavorable attitude toward

Catalan at the same time reported never using Catalan outside of class, never using Catalan with family, friends, or colleagues, and low motivation on nearly every component except 4: *Professional Use*. This case, however, appears to be the exception to the rule.

RQ2 asked *What motivates learners to persist in their study of the L2 to advanced levels?* Principal Components Analysis resulted in four factors which explained a total of 53.2% of variance in participants' responses. This statistical test indicates that advanced learners are highly motivated in general, averaging 3.93/5 for motivation overall. Considering variance explained by each component, we see a weight of 17.1% for Component 1: *General Intrinsic Motivation*; 16.1% for Component 2: *Fluency and Social Use*; 11.6% for Component 3: *Cultural Value*; and 8.4% for Component 4: *Professional Use*. The intrinsic and socially-motivated nature of the three most powerful components is evident.

In order to contextualize the components identified as the primary motivations of advanced learners of Catalan, we return to the Factors found to be influential for beginner learners of Catalan by Bernadó et al. (2008). Component 1 both in content and name largely reflects Factor 1—*General Intrinsic Motivation* as defined by the researchers, who found that it explained 23% of variance (p. 79). This confirms the hypothesis that advanced adult learners would continue to report intrinsic motivations. Component 2: *Fluency and Social Use* appears to combine the previous study's Factor 3—*Linguistic Anxiety* and Factor 4—*Integrative Motivation*, which reflect the push and pull factors that constitute a desire for fluency. Component 3: *Cultural Value* appears tied to Factor 4 as well, although the explicit desire to integrate cited in the previous study is not present here. This component is therefore interpreted more as a valuing of characteristics of the other culture rather than a direct desire for interaction. Component 4: *Professional Use* corresponds directly and clearly with Factor 2—*Work* and Factor 6—*Studies* found in the previous study. Although no measure of variance explained is provided, we can assume that the combined explanatory power of these two factors rivals the 8.4% attributable to Component 4 in this study.

Regarding RQ3, *What are the relationships between learner's contact with the L2, learner attitudes, and types of learner motivations?*, three significant relationships were revealed. First, between attitude and contact, which share a

positive correlation; and then between attitude and *General Intrinsic Motivation* and *Cultural Value*. The latter correlation proved to be the strongest, explaining 9.4% of variance. None of these modest findings is surprising: positive attitudes logically give rise to increased motivation and contact with L2 speakers, and vice versa. It should again be noted that all three constructs obtain high frequencies in general and, although not discriminatory in this sampling of participants, are considered mutually reinforcing.

Finally, RQ4 asked *What are the significant relations between these constructs and background factors including age, gender, employment status, level of education, length of residence, geographic origin, and study center?* In all 42 possible combinations of these factors, only one statistically significant difference was found to distinguish participants. Those of European origin coming from outside of Spain (in this sample, including Italy, France, the United Kingdom, Germany, Poland, Serbia and Slovenia) showed less *Professional Use* motivation than other groups. However, as this group represented only 10% of all participants surveyed, it is not considered significant enough for generalization.

These findings are therefore partly in line with the original hypothesis. Advanced learners do exhibit favorable attitudes and intrinsic motivation just as immigrant schoolchildren and beginning adult learners from previous studies (Huguet & Janés, 2008 and Bernadó et al., 2008, respectively). However, work-related motivations were expected to increase in importance, reflecting a socioeconomic reality where many jobs require or prefer level C proficiency. While *Professional Use* did prove to be an important factor, explaining 8.4% of variance, it did not rival intrinsic motivation or motivation for interpersonal and cultural reasons. Additionally, the supposedly essential external factors, such as increased contact with the L2, workplace requirements to learn it, or even simply free time to take classes were not shown to be fundamental. While it is true that participants in general had extensive contact with Catalan, most were not obliged to learn it and 40% had other full-time commitments. This sample has demonstrated a uniquely motivated profile.

However, this simple and happy conclusion effaces various limitations of the study. First, the target population is small (N=90), as the number of non-Catalans studying at level C is markedly inferior to the number of Catalans

(N=181) in this sample. This figure alone indicates that few non-Catalans persist to high levels of proficiency (of all enrolled students, this population outnumbers Catalan natives 4 to 1), and those that do, do so for a variety of complementary reasons and mostly because they like it. Future studies could attempt to enlarge and diversify the sample, collecting data in study centers outside of Barcelona in other urban centers or rural areas where Catalan might be increasingly dominant. It would be equally useful to study the motivations of non-Catalans who begin language classes but do not attain level C.

Second, questionnaire research has obvious and inherent shortcomings: all information is self-reported (likely with a positive bias) and abbreviated; questions are at times simplistic; participants may be unmotivated to complete the questionnaire in its entirety; and when the questionnaires are anonymous, as in this case, there is no opportunity to interact with participants and probe more complex issues. However, it is an efficient means of data collection and is the tool of choice for motivational research. The current study would have nevertheless benefited from more open-ended items or follow-up interviews, which would provide richer data and perhaps another angle on learner contact, attitudes, and motivations.

Finally, homogeneous scores for the three constructs in question reveal not just high frequencies and positive measures but also the lack of discriminatory power of the items included. First, the composite contact measure may call for a more refined and tested formula. Additionally, the ten attitudinal statements validated by Huguet and Janés (2008) did not prove reliable and appropriate for this sample. Future research should consider scaling the responses instead of offering a simple “yes/no” dichotomy and possibly changing the items to increase discriminatory power. Where items do not discriminate, they should be dropped from further analysis. The same approach should be considered for motivational items which are too heavily skewed, such as those that receive “strongly agree” in more than 75% of cases (for an example of this process, see Cid et al., 2009).

Despite these limitations, the findings of this study are unique in that they provide a preliminary insight into the motivational self of advanced learners of a regional L2. Investigating what draws these learners to pursue native-like proficiency in a language that does not advertise large-scale economic or social benefits—contrary to global English—bears greatly on the survival of regional

languages. Placed thus on the sidelines of globalization, these languages that are made official and valued by their communities must also attract new speakers, new learners who will dedicate themselves as these advanced learners of Catalan have. This study on motivation reflects the incentives learners feel to study Catalan, a timely and poignant topic for all regional L2s.

6. References

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APPENDIX A: Questionnaire

QÜESTIONARI

Moltes gràcies per participar en aquest estudi.

Aquest és un qüestionari per saber quins motius t'han portat a apuntar-te a un curs de català. Les teves respostes es tractaran confidencialment i a més a més serà anònim, per la qual cosa et demanem que siguis completament sincer/a. El qüestionari no té respostes correctes ni incorrectes, totes són vàlides i no esperem cap resposta en concret per part teva. Gràcies per col.laborar.

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I. DADES						
Edat _____	Quant temps fa que vius a Catalunya? _____					
Sexe	<input type="checkbox"/> home	<input type="checkbox"/> dona				
Feina	<input type="checkbox"/> jornada completa	Estudis finalitzats	<input type="checkbox"/> primària			
	<input type="checkbox"/> jornada partida		<input type="checkbox"/> secundària			
	<input type="checkbox"/> parat		<input type="checkbox"/> universitat			
	<input type="checkbox"/> jubilat		<input type="checkbox"/> master			
	<input type="checkbox"/> estudiant		<input type="checkbox"/> doctorat			
	<input type="checkbox"/> altres: _____		<input type="checkbox"/> altres: _____			
Lloc d'origen: País _____	Ciutat _____					
Quina és la teva llengua materna (o quines són)? _____						
Altres llengües i nivell	_____	<input type="checkbox"/> baix	<input type="checkbox"/> intermedi	<input type="checkbox"/> avançat		
	_____	<input type="checkbox"/> baix	<input type="checkbox"/> intermedi	<input type="checkbox"/> avançat		
	_____	<input type="checkbox"/> baix	<input type="checkbox"/> intermedi	<input type="checkbox"/> avançat		
	_____	<input type="checkbox"/> baix	<input type="checkbox"/> intermedi	<input type="checkbox"/> avançat		
Duració d'estudis de català	<input type="checkbox"/> un curs	<input type="checkbox"/> menys d'un any	<input type="checkbox"/> més d'un any: _____ anys			
Nivell de català:	Escriure	<input type="checkbox"/> gens ni mica	<input type="checkbox"/> una mica	<input type="checkbox"/> bastant	<input type="checkbox"/> molt	<input type="checkbox"/> perfectament
	Llegir	<input type="checkbox"/> gens ni mica	<input type="checkbox"/> una mica	<input type="checkbox"/> bastant	<input type="checkbox"/> molt	<input type="checkbox"/> perfectament
	Parlar	<input type="checkbox"/> gens ni mica	<input type="checkbox"/> una mica	<input type="checkbox"/> bastant	<input type="checkbox"/> molt	<input type="checkbox"/> perfectament
	Entendre	<input type="checkbox"/> gens ni mica	<input type="checkbox"/> una mica	<input type="checkbox"/> bastant	<input type="checkbox"/> molt	<input type="checkbox"/> perfectament

II. OPORTUNITATS d'ÚS de CATALÀ			
Quina llengua o quines llengües parles amb...			
...la teva mare? _____			
...el teu pare? _____			
...els teus germans? _____			
...els teus amics? _____			
...els teus companys d'estudis/del treball? _____			
Amb quina freqüència fas servir el català <u>fora del curs</u> ?	<input type="checkbox"/> diàriament	Contextos	
	<input type="checkbox"/> moltes vegades a la setmana		<input type="checkbox"/> a casa
	<input type="checkbox"/> una o dues vegades a la setmana		<input type="checkbox"/> televisió, internet, etc.
	<input type="checkbox"/> ocasionalment		<input type="checkbox"/> públic: restaurants, botigues, etc.
	<input type="checkbox"/> mai	<input type="checkbox"/> activitats culturals	
		<input type="checkbox"/> feina/escola	

III. ACTITUDS (marca el que s'escaigui)		
1. Estic d'acord en què tots els nens de la meua ciutat estudiïn català.	<input type="checkbox"/> sí	<input type="checkbox"/> no
2. Aprendre català és desagradable.	<input type="checkbox"/> sí	<input type="checkbox"/> no
3. Aprendre català no em serveix per res perquè mai l'utilitzo.	<input type="checkbox"/> sí	<input type="checkbox"/> no
4. Hauríem d'esforçar-nos en utilitzar el català amb més freqüència.	<input type="checkbox"/> sí	<input type="checkbox"/> no
5. Aprendre anglès o francès és més important que aprendre català.	<input type="checkbox"/> sí	<input type="checkbox"/> no
6. Visc en un lloc on es parla català, per tant, l'hauria de saber i utilitzar.	<input type="checkbox"/> sí	<input type="checkbox"/> no
7. Només els catalans haurien d'estudiar català.	<input type="checkbox"/> sí	<input type="checkbox"/> no
8. No m'agrada com sona el català.	<input type="checkbox"/> sí	<input type="checkbox"/> no
9. M'agrada parlar en català.	<input type="checkbox"/> sí	<input type="checkbox"/> no
10. M'agrada escoltar la gent parlar català.	<input type="checkbox"/> sí	<input type="checkbox"/> no

IV. MOTIUS pels QUALS M'HE APUNTAT a un CURS de CATALA...	
(Llegeix cada frase i marca l'opció que s'adigui més al teu cas)	
1. Perquè, a més d'aprendre català, m'ho passo bé i tinc l'oportunitat de conèixer gent	<input type="checkbox"/> gens d'acord <input type="checkbox"/> poc d'acord <input type="checkbox"/> neutre <input type="checkbox"/> una mica d'acord <input type="checkbox"/> molt d'acord
2. M'agrada aprendre idiomes	<input type="checkbox"/> gens d'acord <input type="checkbox"/> poc d'acord <input type="checkbox"/> neutre <input type="checkbox"/> una mica d'acord <input type="checkbox"/> molt d'acord
3. M'enriqueix com a persona	<input type="checkbox"/> gens d'acord <input type="checkbox"/> poc d'acord <input type="checkbox"/> neutre <input type="checkbox"/> una mica d'acord <input type="checkbox"/> molt d'acord
4. Perquè la meua adaptació a Catalunya sigui més ràpida	<input type="checkbox"/> gens d'acord <input type="checkbox"/> poc d'acord <input type="checkbox"/> neutre <input type="checkbox"/> una mica d'acord <input type="checkbox"/> molt d'acord
5. M'agraden els catalans	<input type="checkbox"/> gens d'acord <input type="checkbox"/> poc d'acord <input type="checkbox"/> neutre <input type="checkbox"/> una mica d'acord <input type="checkbox"/> molt d'acord
6. El català és una llengua amb la qual em sento identificat/da	<input type="checkbox"/> gens d'acord <input type="checkbox"/> poc d'acord <input type="checkbox"/> neutre <input type="checkbox"/> una mica d'acord <input type="checkbox"/> molt d'acord
7. Per poder seguir els costums catalans i els actes culturals en català (teatre, festes populars, etc.)	<input type="checkbox"/> gens d'acord <input type="checkbox"/> poc d'acord <input type="checkbox"/> neutre <input type="checkbox"/> una mica d'acord <input type="checkbox"/> molt d'acord
8. Perquè el saber no ocupa lloc	<input type="checkbox"/> gens d'acord <input type="checkbox"/> poc d'acord <input type="checkbox"/> neutre <input type="checkbox"/> una mica d'acord <input type="checkbox"/> molt d'acord
9. Perquè em pot anar bé per a la feina	<input type="checkbox"/> gens d'acord <input type="checkbox"/> poc d'acord <input type="checkbox"/> neutre <input type="checkbox"/> una mica d'acord <input type="checkbox"/> molt d'acord
10. Per la meua satisfacció personal	<input type="checkbox"/> gens d'acord <input type="checkbox"/> poc d'acord <input type="checkbox"/> neutre <input type="checkbox"/> una mica d'acord <input type="checkbox"/> molt d'acord
11. Per millorar les meves possibilitats de feina, trobar una feina millor, i/o per promocionar-me on treballo	<input type="checkbox"/> gens d'acord <input type="checkbox"/> poc d'acord <input type="checkbox"/> neutre <input type="checkbox"/> una mica d'acord <input type="checkbox"/> molt d'acord
12. Per poder accedir a algunes oposicions	<input type="checkbox"/> gens d'acord <input type="checkbox"/> poc d'acord <input type="checkbox"/> neutre <input type="checkbox"/> una mica d'acord <input type="checkbox"/> molt d'acord
13. És bonic conèixer altres cultures	<input type="checkbox"/> gens d'acord <input type="checkbox"/> poc d'acord <input type="checkbox"/> neutre <input type="checkbox"/> una mica d'acord <input type="checkbox"/> molt d'acord
14. Perquè a la majoria de feines es demana català parlat i escrit	<input type="checkbox"/> gens d'acord <input type="checkbox"/> poc d'acord <input type="checkbox"/> neutre <input type="checkbox"/> una mica d'acord <input type="checkbox"/> molt d'acord
15. M'agrada la manera de ser dels catalans	<input type="checkbox"/> gens d'acord <input type="checkbox"/> poc d'acord <input type="checkbox"/> neutre <input type="checkbox"/> una mica d'acord <input type="checkbox"/> molt d'acord
16. Per treure'm la vergonya a l'hora de parlar-lo	<input type="checkbox"/> gens d'acord <input type="checkbox"/> poc d'acord <input type="checkbox"/> neutre <input type="checkbox"/> una mica d'acord <input type="checkbox"/> molt d'acord

17. M'agrada el català	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
18. M'agrada parlar en català	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
19. Em fa falta a la vida diària	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
20. Trobo que el català és una llengua interessant	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
21. Me l'exigeixen a la feina	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
22. Vull aprendre a parlar català correctament	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
23. M'agrada la cultura catalana	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
24. Per aprendre a expressar-me amb fluïdesa	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
25. Per treure'm la por a parlar-lo	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
26. Perquè vull arribar a parlar-lo prou bé sense que es noti que no sóc català/na de naixement	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
27. A Catalunya el català cada vegada més es fa servir per a tot	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
28. El necessito per als meus estudis	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
29. M'agrada saber més coses	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
30. Crec que s'ha d'aprendre l'idioma d'allà on un viu	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
31. Perquè em costa molt parlar-lo	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
32. Per poder entendre la tele, llegir el diari, escoltar la ràdio,...	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
33. Per poder relacionar-me amb gent d'aquí	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
34. Per ajudar els meus fills a l'escola (fer els deures, parlar amb els professors, entendre informació)	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
35. Tinc amics i/o familiars que normalment utilitzen el català	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
36. Perquè m'incomoda no saber parlar el català	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
37. Vull arribar a parlar-lo a casa	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
38. M'agraden les cançons, poesies, i/o prosa en català	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
39. M'agradaria parlar català amb confiança	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord
40. He d'aprendre català per complir tràmits oficials	<input type="checkbox"/> gens d'acord	<input type="checkbox"/> poc d'acord	<input type="checkbox"/> neutre	<input type="checkbox"/> una mica d'acord	<input type="checkbox"/> molt d'acord

Si tens altres comentaris sobre el teu aprenentatge de català, si us plau escriu aquí:

APPENDIX B: Motivation Scales, Skewness and Kurtosis Values

Scale Name	Skewness	Kurtosis
Stimulation	-.961	.593
Knowledge	-1.636	2.735
Accomplishment	-1.417	2.230
Social Reinforcement	.051	-.826
Integrated Regulation	-.697	-.005
Identified Regulation	-.864	.221
Introjected Regulation	-.782	-.139
External Regulation	-.233	-.851

APPENDIX C: Principal Components Analysis

Component	Item	Load Factor	Scale
1	29. I like to learn	.803	I-Knowledge ⁵
	13. Knowing other cultures is beautiful	.790	I-Knowledge
	8. It is good to learn new things	.743	I-Knowledge
	17. I like Catalan	.700	I-Stimulation
	2. I like learning languages	.669	I-Knowledge
	18. I like speaking Catalan	.629	I-Stimulation
	3. It makes me a more knowledgeable person	.624	E-Integrated Regulation
	30. I think it is important to learn the language where I live	.614	E-Integrated Regulation
	20. I think Catalan is interesting	.607 ⁶	I-Knowledge
	7. I want to participate in cultural events in Catalan (theater, festivals, etc) and Catalan customs	.547	E-Integrated Regulation
	10. I find it personally satisfying	.523	I-Accomplishment
	1. In addition to learning, I enjoy the class and the chance to meet new people	.315	E-Social Reinforcement
24. I want to speak Catalan fluently	.510 ⁷	I-Accomplishment	
2	25. I want to speak without getting nervous	.791	E-Introjected Regulation
	16. I want to speak without embarrassment	.737	E-Introjected Regulation
	39. I want to speak with confidence	.703	I-Accomplishment
	36. I feel uncomfortable not knowing how to speak Catalan	.697	E-Introjected Regulation
	32. I want to understand TV shows, read the newspaper, listen to the radio	.676	E-Integrated Regulation
	31. It is difficult for me to speak Catalan	.649	E-Introjected Regulation
	27. Catalan is becoming more and more necessary in Catalunya	.601	E-External Regulation
	26. I want to speak it well enough that people think I am Catalan	.567	I-Accomplishment
	33. I want to relate better to people here	.565 ⁸	E-Integrated Regulation
	34. I want to help my children with their schoolwork	.562	E-Identified Regulation
	4. It makes settling into Catalunya easier	.552	E-Identified Regulation
	37. I want to be able to use Catalan at home	.531 ⁹	E-Integrated Regulation
3	6. I identify with Catalan	.661	E-Integrated Regulation
	23. I like Catalan culture	.577	E-Social Reinforcement
	15. I like the Catalan lifestyle and attitudes	.557	E-Social Reinforcement
	19. I need it for daily life	.532	E-External Regulation
	40. I need Catalan to carry out official paperwork	.525	E-External Regulation
	5. I like Catalan people	.516 ¹⁰	E-Social Reinforcement
	38. I like Catalan songs, poetry, and/or prose	.472 ¹¹	I-Stimulation
	22. I want to speak Catalan without mistakes	.405 ¹²	I-Accomplishment
4	11. It will increase my chances of employment, help me find a better job, and/or help me with promotion	.734	E-Identified Regulation
	9. It can be useful at work	.733	E-Identified Regulation
	14. Spoken and written Catalan is required for a majority of jobs	.696	E-External Regulation
	21. My work requires me to learn Catalan	.609	E-External Regulation
	12. With Catalan, I will be able to sit public service exams	.582	E-Identified Regulation
	28. I need Catalan for my studies	.502	E-External Regulation

⁵ I = intrinsic, E = extrinsic

⁶ Cross-loaded with Component 3 (.563)

⁷ Cross-loaded with Component 2 (.511)

⁸ Cross-loaded with Component 3 (.492)

⁹ Cross-loaded with Component 3 (.458)

¹⁰ Cross-loaded with Component 2 (.481)

¹¹ Cross-loaded with Components 1 (.389) and 2 (.339)

¹² Cross-loaded with Component 1 (.366)

APPENDIX D: ANOVA and t-test Results

Background Factor	Construct	F	df[†]	p
Study center	Contact	.013	2, 86	.987
	Attitude	1.540	5, 79	.187
Age	Contact	.453	7, 82	.865
	Attitude	.681	2, 81	.509
Length of residence	Contact	.044	2, 73	.957
	Attitude	.274	2, 44	.762
Employment	Contact	1.677	5, 81	.149
	Attitude	1.399	3, 78	.249
Education	Contact	.815	5, 79	.543
	Attitude	1.356	4, 75	.257
Region of origin	Contact	.577	6, 83	.747
	Attitude	.236	3, 81	.871

[†] Reported as *between groups, within groups*

* Sig. at $p \leq 0.05$.

Construct	Gender	M, SD	t	p
Contact	Male	57.52, 21.28	-.888	.377
	Female	61.49, 18.64		
Attitude	Male	6.85, 2.60	-1.882	.063
	Female	7.88, 2.22		

* Sig. at $p \leq 0.05$.

APPENDIX E: MANOVA Results

Background Factor	Component	<i>F</i>	<i>df</i>	<i>n</i>²
Study center	1	.697	5	.042
	2	.552	5	.034
	3	.346	5	.021
	4	1.985	5	.110
Age	1	.670	2	.016
	2	.424	2	.010
	3	.337	2	.008
	4	.398	2	.010
Length of residence	1	.369	2	.011
	2	1.515	2	.042
	3	.095	2	.003
	4	1.145	2	.032
Gender	1	2.678	1	.031
	2	2.149	1	.025
	3	1.501	1	.018
	4	.002	1	.000
Employment	1	.819	3	.030
	2	1.030	3	.038
	3	1.392	3	.050
	4	2.894*	3	.099
Education	1	.062	4	.037
	2	.036	4	.011
	3	.084	4	.039
	4	.014	4	.009
Region of origin	1	2.835*	3	.094
	2	1.718	3	.059
	3	.743	3	.026
	4	4.682**	3	.146

* Sig. at $p \leq 0.05$.** Sig. at $p \leq 0.013$.