

**STUDYING CATALAN AS AN L2 IN A FOREIGN  
CONTEXT: WHO AND WHY  
Learners' profile, attitudes and motivations**

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**Master Thesis**

**Applied Linguistics and Language Acquisition in  
Multilingual Contexts**

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**July 2014**



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## **Acknowledgments**

I would like to express my gratitude to my supervisor Dr. Francesc Xavier Vila for his help, as well as to Laura Estors and Dr. Llorenç Comajoan for their guidance at the beginning of this process and for their comments in the elaboration of the questionnaire. I would also like to thank Dr. Elsa Tragant for her revision of the questionnaire and for her guidance in the analyses.

A special thanks to all the teachers of Catalan abroad for having contacted and encouraged students to take part in this project, and my deepest appreciation to all the students of Catalan abroad whose implication have been priceless. Besides, I would like to thank all the people in charge of the Institut Ramon Llull for their wonderful task in consolidating the learning of Catalan abroad and for their help when needed.

Lastly, my deepest thank you to the people who have been by my side along these months and, specially, these very last days.

To all of you, thank you.



**Abstract:**

Little attention has been paid to central and peripheral languages (De Swaan 2001) in the field of L2 motivation. Based on Gardner (1985), Decy and Ryan (1985) and Dörnyei (2005), this exploratory study seeks to determine which factors may account for L2 Catalan motivation in a foreign context. A total of 83 students learning Catalan in a foreign university completed an online questionnaire about their motives to study Catalan as an L2. Data was submitted to a factor analysis and the results showed that there were five main factors that can account for the students' motives: (1) positive attitudes towards learning Catalan, (2) knowing through mass media due to the interest in the Catalan society, (3) willingness to move to a Catalan-speaking territory, (4) Catalan as an added value: instrumental purpose, and (5) language interest. Another set of descriptive data was gathered in order to outline the profile of the L2 Catalan learner. Then, T-test, correlations and ANOVAs were conducted to establish distinctions based on the learning motives and personal- and course-related variables. Although significant differences were unveiled for the first, the third and the fifth factor, more non-significant differences were found. Thus, the results suggest that L2 Catalan students abroad have a similar profile.

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## **1. INTRODUCTION**

The present paper corresponds to the thesis of the Master's Program Applied Linguistics and Language Acquisition in Multilingual Context, taken in the academic year 2013-2014.

The exploratory study presented below falls within the area of second language acquisition, and more specifically in the area of individual differences. In particular, this paper focuses on L2 Catalan motivation of university students in a foreign context.

The theoretical framework provided in section 2, introduces three different models that may account for the learners' motives: Gardner's (1985) Socio-Educational Model, Deci and Ryan's (1985) Self-Determination Theory, and Dörnyei's (2005) L2 Motivational Self System. Section 2.4. highlights the lack of studies conducted with central languages such as Catalan, and the research questions and the rationale of the study are presented in section 2.5.

The study conducted is explained in section 3. First of all, a description of the creation of the questionnaire and the piloting is provided in section 3.1. Then, sections 3.2. and 3.3. describe the participants of the study and its procedure. Section 3.4. deals with the analysis and the results, and it has three subsections corresponding to the profile of the learner (section 3.4.1.), the factor analysis (section 3.4.2.), and the statistical analyses (section 3.4.3.). After that, there is the discussion of the results in section 3.5.

The conclusions of this study are detailed in section number 4, and its limitations and the further research are explained in section number 5. The references cited in this paper are enumerated in section 6, and section 7 corresponds to the appendices: the final English version of the questionnaire, the source of the items, and the rotated component matrix.



## 2. THEORETICAL FRAMEWORK

For the last four decades, the studies on motivation have suffered an enormous evolution. From the first attempts by Gardner and Lambert (1972), trying to explain the attitudes and motivations of English speakers learning French as the L2 in Canada, to Dörnyei (2005) with the L2 Motivational Self System, the construct of motivation has been changing continuously.

One of the major shifts undergone by motivation has been the perception of the nature of the construct. During the first decades of research, motivation was seen as a relatively stable learner trait, whereas nowadays is considered a dynamic feature in a continuous process of evolution and temporal variation (Dörnyei 1998, 2001a).

Despite all these changes, the impact of motivation on the learning process of an L2 has been always clear. Although attitude is the most important factor among all the individual differences affecting L2 learning (Dörnyei and Skehan 2003, Dörnyei 2005), Dörnyei (1998:117) states that “motivation has been widely accepted by both teachers and researchers as one of the key factors that influences the rate and success of second/foreign language learning”. In addition, Dörnyei and Skehan (2003:589) claim that “foreign language aptitude and motivation have generated the most consistent predictors of second language learning success”. More information about this topic can be found in Noels et al. (2000), Gardner (2001), and Dörnyei and Skehan (2003).

The little consent found in the definitions of the term motivation is impressive. Gardner (1985:10) provides the first definition and he describes it as “the combination of effort plus desire to achieve the goal of learning a language plus favourable attitudes toward learning a language”. That is, L2 motivation could be explained by the sum of effort plus desire plus affect (Gardner 1985, 2001). In line with Gardner’s (1985) definition but following the process-oriented perspective of motivation, Dörnyei and Skehan (2003:614) claim that motivation “is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it”. Besides, Dörnyei (2005:65) claims that motivation “provides the primary impetus to initiate L2 learning”. For the aim of this work, Dörnyei and Skehan’s (2003) definition, and the subsequent definition in Dörnyei

(2005), are considered as the cornerstone since they embrace the main objective of this paper: to determine why students decide to learn Catalan in a foreign context.

Along with the evolution of the construct of motivation, different models and theories have appeared. Among all of them, the three most relevant motivational theories that may account for the motivational factors of L2 Catalan students are explained below (see Dörnyei 1998 and Dörnyei 2003 for a review of motivational theories and models). The *Socio-Educational Model*, the *Self-Determination Theory* and the *L2 Motivational Self System* have been selected due to its relevance in the literature and for its appropriateness for the purpose of this study.

## **2.1. Gardner (1985): the Socio-Educational Model**

In his book, Gardner (1985) generates a model thanks to which he is able to explain the relationship between attitudinal and motivational factors with L2 achievement. As Ortega (2009) highlights, Gardner's model focuses on the quantity of motivation (motivated vs. non-motivated students) and its relation to L2 achievement. Although Gardner (1985:146) states that "it is not a final model, but it has many characteristics which are required in the final model", Gardner's model will receive several criticisms due to its socio-culturally bounded context.

Before going into detail, a clarification between the terms motivation and orientation is worth providing. For Gardner (1985:54), motivation is "a complex of attitudes towards learning the language, desire to learn the language and motivational intensity" which may or may not be related to any particular orientation. Nonetheless, Gardner et al. (2004:3) claim that motivation "is supported by two classes of attitudes, integrativeness and attitudes toward the learning situation" only. By contrast, orientations refer to the reasons of the existence of the motivational goal; i.e., "class of reasons for learning a second language" (Gardner 2004:54). In other words, orientations are a subcomponent of motivation and they are goal-oriented.

As shown in Figure 1, Gardner's model has four classes of variables, which all together affect the process of L2 acquisition: the social milieu, individual differences, language acquisition contexts and outcomes. Within all these variables, motivation is

classified under the individual differences together with intelligence, language aptitude and situational anxiety, and it is embraced by the integrative motive.

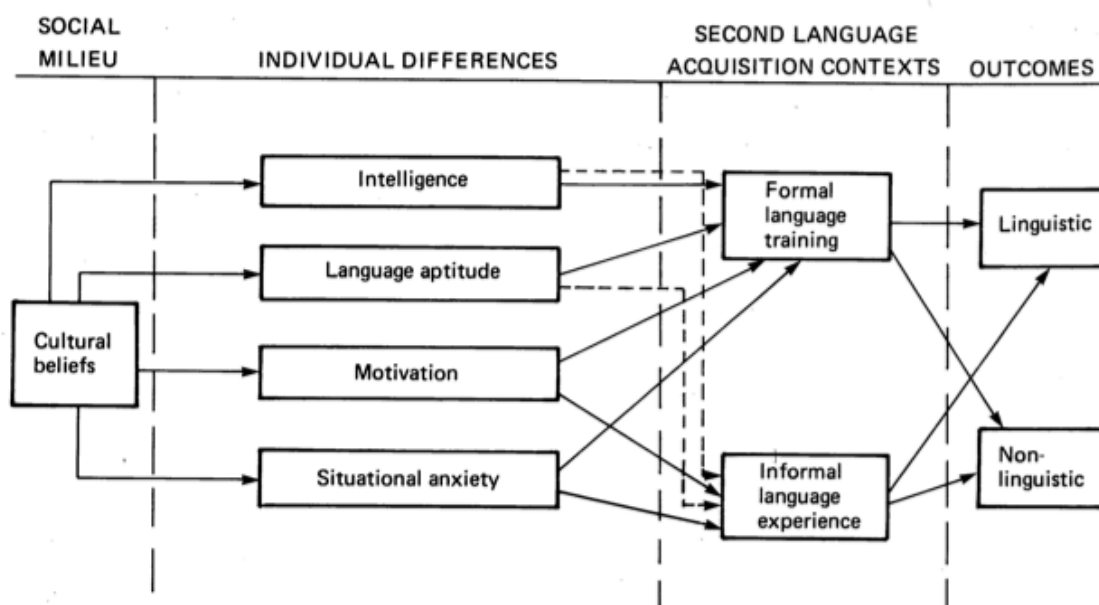


Figure 1. Representation of the Socio-Educational Model in Gardner (1985)

As Dörnyei and Skehan (2003:613) highlight, the integrative motive is “the most elaborate and researched aspect of the model”. Gardner (1985:54) states that “the concept of integrative motive was introduced to identify the merging of attitudinal and motivational factors” since it does not only include the orientations but also the motivations.

As shown in Figure 2, the integrative motive, or integrative motivation in Gardner (2001), comprises three major aspects: integrativeness, attitudes towards the learning situation and motivation. In his revision of his own model, Gardner (2001:4) states that “integrativeness and attitudes towards the language learning are two correlated variables that influence motivation to learn a second language, and that motivation and language aptitude have an influence on language achievement”. Hence, Gardner (2001) wants to highlight the dynamical facet of the model thanks to the existent interaction between motivations, attitudes and language achievement.

The variable *Integrativeness* “reflects a genuine interest in learning the second language in order to come closer to the other language community” (Gardner 2001:5) and it can vary from a total openness to the other cultural group up to a complete identification with the target community (Dörnyei 1994a, Noels 2001).

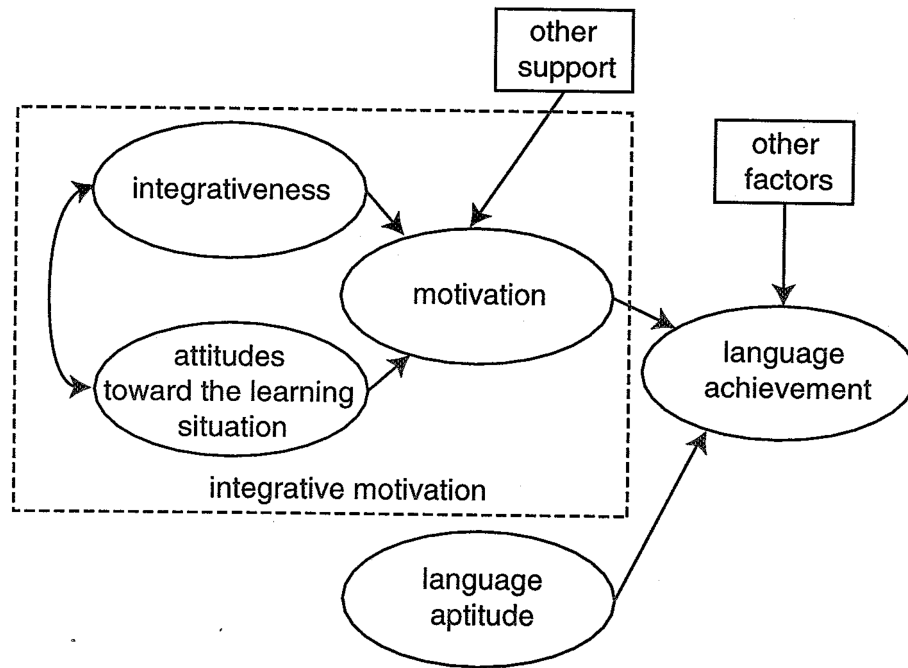


Figure 2. Representation of the Integrative Motivation in Gardner (2001)

The factor *Attitudes toward the learning situation* involves “attitudes toward any aspect of the situation in which the language is learned” (Gardner 2001:5). The teacher, the course, the classmates or the materials could be one of such situational aspects. The last component of the integrative motive is *Motivation* and the author defines it as the combination of “effort plus desire plus affect” (Gardner 2001:6).

The model considers *Other supports*, disassociated from the integrative motivation, that can also affect motivation. Getting a better job or a higher salary would be allocated into this label, which Dörnyei (1994a:274) defines as “the potential pragmatic gains of L2 proficiency” and Norris-Holt (2001:1) as the “more functional reason for language learning”. Gardner (2001:7) labels them as “instrumental motivation”. Despite the great scope that the duality between integrative versus instrumental orientations offers to explain motivation, Gardner (2001:7) states that “the model does not attempt to show all the possible links or even all the possible variables since the intent is to focus attention on the role of integrative motivation”.

In order to operationalize and to be capable to measure motivation, the Attitude/Motivation Test Battery (AMTB) was created (Gardner, 2001; Gardner et al. 2004). This test comprises five big categories and “it was originally developed for use

with English speaking Canadians studying French as a second language” (Gardner 2001:7). Despite having 5 categories, these are subdivided into 11 different scales. *Integrativeness* is measured by (1) integrative orientation, (2) interest in foreign languages and (3) attitudes towards French Canadians. (4) Evaluation of the French teacher and (5) evaluation of the French course assess *Attitudes towards the learning situation*. In order to measure *Motivation*, the scales (6) motivational intensity, (7) desire to learn French and (8) attitudes towards learning French are used. *Instrumental orientation* is measured by the scale (9) instrumental orientation. For *Language anxiety*, the scales (10) French class anxiety and (11) French use anxiety are used.

The supremacy of Gardner’s model remained untouched until the 1990s when it started receiving criticisms. One of such criticisms towards the model and its instrument, the AMTB, is the great extent to which the model is socio-culturally bounded. Dörnyei (1994a, 1994b, 1998, 2003) always highlights that the model is limited to the specific context in which it was created and that it cannot be generalizable. In fact, as it has been said before, most of the evidences that support the model come from Canada, where there is a very specific social context where the L1 group and the L2 group live together.

Another aspect criticised by Dörnyei (1994b) is the terminology. Motivation, integrative motive or integrative motivation, integrativeness, instrumental motivation, and instrumental versus integrative orientation represent different dimensions of the model. As it can be appreciated, clearer labels could have been provided in order to avoid potential misunderstandings.

Dörnyei (2003:11) also points out that the social “macro perspective is less adequate for providing a fine-tuned analysis of instructed SLA, which takes places in language classroom”. That is, Dörnyei emphasizes the impossibility to explain motivation in a language classroom, where foreign language learning takes place, since the model is primarily based on the social context in which it was developed. This idea disagrees with what Gardner et al. (2004) stated. In that article, the authors explain that the model is dynamic and focused on the language classroom.

Noels (2001) also remarks upon Gardner’s model. In her article, the author presents the limitations regarding the duality of integrative and instrumental orientation. On the one hand, she points out that both orientations “are not mutually

exclusive” (Noels, 2001:44), meaning that any one can be integratively and instrumentally motivated at the same time. On the other hand, Noels (2001:44) highlights that “there may be additional orientations besides the integrative and instrumental orientations”, indicating that not only integrative and instrumental orientations may explain motivation. In line with this idea, Dörnyei (1994b:520) had already stated that “an interesting question is why this false dichotomy has prevailed so consistently in the L2 literature”.

The additional orientations that Noels (2001) refers to are the ones Deci and Ryan (1985) proposed in their model. The next section of this paper focuses on this model since it may also explain the motivation of L2 Catalan students.

## **2.2. Deci and Ryan (1985): the Self-Determination Theory**

Although Deci and Ryan’s (1985) book focused on the insights of how different types of motivation affect human behaviour in a very wide scope, the Self-Determination Theory they proposed was taken by Kim Noels and her colleagues to apply it to the field of L2 motivation. Dörnyei (2001a, 2003) defines the model as being one of the most influential approaches to L2 motivation in motivational psychology, and Ortega (2009) highlights that this model raises due to the interest on the quality rather than the quantity, as Gardner sought to determine, of the L2 learning motivation.

Ryan and Deci (2000:55) provide three distinctive types of orientations that are “based on different reasons or goals”: intrinsic motivation, extrinsic motivation and amotivation. *Intrinsic motivation*, as Ryan and Deci (2000:55) explain, “refers to doing something because it is inherently interesting or enjoyable” whereas the *extrinsic motivation* “refers to doing something because it leads to a separate outcome”. *Amotivation* is defined as the “the state of lacking an intention to act” (Ryan and Deci 2000: 61). As the purpose of this paper is to determine which are the L2 Catalan learners’ motives, amotivation will not be addressed.

In a study conducted in order to assess the validity of the dichotomy, Noels et al. (2000:38) define *intrinsic motivation* as the willingness to pursue in an activity because “it is enjoyable and satisfying to do”. Besides, Noels (2001:45) states that

intrinsic motivation is “derived from one’s inherent pleasure and interest in the activity”. Thus, when a learner is intrinsically motivated, she/he is engaged in the L2 learning because of the willingness to learn a language regardless the potential external implications that it may have. Ortega (2009) highlights that it is the most optimal type of motivation when a high L2 proficiency level is to-be-achieved.

Also, Ryan and Deci (2000) present the intrinsic orientation from a reversed perspective. Although there is not much elaboration about this issue, the authors claim that some learners might be intrinsically motivated due to the type of task, meaning that if the task is interesting enough this can lead learners to experiment an intrinsic motivation even though the initial intention was not so.

Noels (2001:45) provides a taxonomy with three different subtypes of intrinsic motivation that have been identified. The first type is the *Intrinsic-Knowledge* and it “refers to the feelings of pleasure that come from developing knowledge and satisfying one’s curiosity about a topic area”. A second type, *Intrinsic-Accomplishment*, “refers to the enjoyable sensations that are associated with surpassing oneself and mastering a difficult task”. The last type of intrinsic motivation is the *Intrinsic-Stimulation*, which “refers to the simple enjoyment of the aesthetics of the experience”. As it can be seen, these subtypes are different in the sense of the purpose, or goal, of the orientation, but all of them are based on internal reasons.

On the other hand, *extrinsic motivation* is defined by Noels et al. (2000:39) as “those actions carried out to achieve some instrumental end, such as earning a reward or avoiding punishment”. Ryan and Deci (2000) explain that an activity is done extrinsically motivated when a separable outcome, external to the activity itself, wants to be attained.

Four different types of extrinsic motivation have been found in the literature, and according to Decy and Ryan (1985:35), “extrinsically motivated behaviours may range from being determined largely by controls to being determined more by choices based on one’s own values and desires”. The degree of self-determination, thus, is what defines which type of extrinsic motivation a person has.

The least self-determined category is *External regulation*. Ryan and Deci (2000:61) define it as those behaviours that “are performed to satisfy an external

demand or obtain an externally imposed reward”. For example, studying a language as a course requirement would be an example of this type of motivation.

The second type of extrinsic motivation is *Introjected regulation*. This is more internalized than the external regulation but it is still influenced by external factors. In this case, Ryan and Deci (2000:62) claim that people perform in such way due to “the feeling of pressure in order to avoid guilt or anxiety”. An example of this type of motivation would be passing an exam in order to avoid embarrassment of failure.

An even more internalized subtype of extrinsic motivation is *Identified regulation*. Noels (2001:48) defines this component as “to engage in an activity because its value is recognized to be important of some aspect”. As an example, the activity of working on your writing skills in order to become better a journalist would fall into this label of the extrinsic motivation.

Lastly, there is the *Integrated regulation* and among all, it is the most internalised, the most self-determined type of extrinsic motivation. Ryan and Deci (2000:62) report that this is the next step of the Identified regulations since “integration occurs when identified regulations have been fully assimilated to the self”. The same authors also point out that even though they are internalised, they are still considered as externally motivated behaviours, since they are done for its instrumental values, and not because of enjoyment. Noels (2001) claims that more research is needed on this area since only people in a very advanced process of L2 learning may have this type of motivation.

As Figure 3 shows, the intrinsic and extrinsic orientations (with its subtypes) “lie on a continuum of self-determination” (Noels 2001:49), being intrinsic motivation and amotivation its end-points. Noels (2001) also argues that applying this continuum may help organizing language-learning goals.

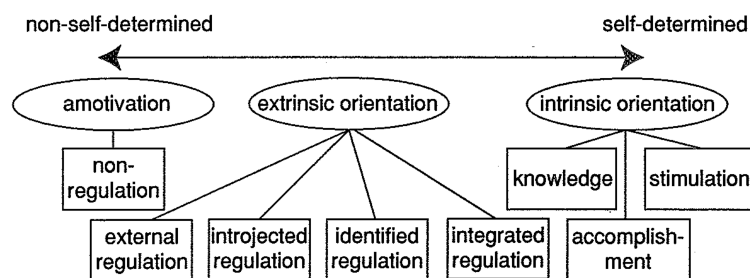


Figure 3. Self-determination continuum in Noels (2001)



All these types of orientations seem to be somehow related to the integrative and instrumental motivation dichotomy presented by Gardner. Noels (2001) delves into this issue since she lists previous studies specifically designed to assess the relationship between these dimensions.

### **2.3. Dörnyei (2005): the L2 Motivational Self System**

The last model presented in this paper that may account for L2 Catalan motivation is Dörnyei's (2005) L2 Motivational Self System. It is the current motivational model and its bases first appeared in Dörnyei (2003) where the author first mentioned selves and identity as being the best explanatory dimensions of L2 motivation. However, Dörnyei (2005:66) claims that "the L2 Motivational Self System is broad in its scope and is compatible with the major findings of past research in the field".

Another change underwent by the construct of motivation, as Ushioda and Dörnyei (2012:400) state, is the "shift in focus from an external reference group to the internal domain of self and identity". Since Dörnyei (2005:93) defines his model as "a new conceptualization of L2 motivation that re-orientes the concept in relation to a theory of self and identity", it could be said that the model has led this change effortlessly. Ortega (2009:185) highlights that the L2 Motivational Self System "is one macro model of language-specific motivation".

In his book, Dörnyei (2005) first gives some justifications for presenting a new motivational model, which most of them are statements against Gardner's model. For example, if one of Dörnyei's major criticisms was that the Socio-Educational Model was socio-culturally bounded, Dörnyei (2005:94) states that the L2 Motivational Self System is "empirically bounded"; that is, the author wants to affirm from the very beginning that his model is based on past research without being linked to any particular context.

Another concern that Dörnyei (2005) addresses could be regarded as the reformulation of the concept of integrativeness. Since Gardner's integrative motivation made sense in the context it was developed, where the L2 group was part of the learning context, Dörnyei (2005:97) highlights that, normally, learning a

language takes place in an environment where there is a “lack of a salient L2 group”; that is, in a foreign context (mostly as a school subject). This idea is also supported by Ortega (2009:85) as she remarks that there is “a lack of realistic opportunity of integration” when learning takes place in a foreign context. Dörnyei (2009:24) also claims that when learning a language in a foreign context and as a school subject, “the ‘integrative’ metaphor does not have any obvious meaning”. Having presented this objections towards Gardner’s model, Dörnyei (2005) propose identity and the self-concept as the core elements of the model. Dörnyei (2005:98) defines the selves in the following way:

*“I believe that possible selves offer the most powerful, and at the same time the most versatile, motivational self-mechanisms, representing the individuals’ ideas of what they might become, what they would like to become, and what they are afraid of becoming”.*

Hence, Dörnyei (2005) proposes three dimensions that may account for L2 motivation: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience.

The *Ideal L2 Self* refers to one’s ideal image in the L2 facet and it has a promotion focus. For example, if the person the learner wants to become masters the L2, the Ideal L2 Self “will serve as a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves” (Dörnyei 2005:105), indicating that the Ideal L2 Self will motivate the learner to achieve his/her image of him/herself.

In contrast, Dörnyei (2005:105) describes the *Ought-to L2 Self* as the dimension referring “to the attributes that one believes one ought to possess in order to avoid possible negative outcomes”. Thus, the Ought-to L2 Self has a prevention focus. Finally, the *L2 Learning Experience* refers to the factors related to the situation of the learning environment and the experience.

Despite having criticised Gardner’s model, Dörnyei (2005) admits that there may be some resemblances between both models. For example, Gardner’s integrative motivation could be understood as one feature of the Ideal L2 Self. That is, if the learner has an integrative motivation to learn a language, in his/her Ideal L2 Self he/she sees him/herself as part of the L2 group. Thus, according to Dörnyei (2005), the Ideal L2 Self and the integrative motivation may be linked.

Instrumentality may be related to the Ideal L2 Self or to the Ought-to L2 Self. In this case, the promotion versus prevention nature of the motive allows more explanation. For example, having an instrumental motivation such as getting a better job has a promotion focus, and thus it is embedded by the Ideal L2 Self. By contrast, the fear of failing a course, which has a prevention focus, situates this motive into the Ought-to L2 Self category.

So far, the three most relevant models and theories found in the literature that may account for L2 Catalan motivation have been explained. The next section is devoted to L2 motivation studies that have central languages as its L2.

#### **2.4. L2 motivation studies with central languages**

Taking De Swaan's (2001) taxonomy, languages can be classified into four different levels, and they can be regarded as hypercentral languages, supercentral languages, central languages or peripheral languages.

The only hypercentral language existing nowadays is English, and languages such as French, Hindi, Spanish or Russian would be considered supercentral languages. Catalan, as well as Danish, Finnish or Hungarian are classified as central languages. The last group of languages, the peripheral ones, are those languages that are not taught; e.g., Breton.

Thus, bearing De Swaan's categorization in mind, the search of studies conducted having an L2 different from English or any supercentral language has been far from successful. Actually, as far as I know, no studies have been carried out with central languages, languages with a similar number of speakers as Catalan.

Despite the lack of research encountered, one study can be mentioned in this section. Bernadó et al. (2008) conducted a study to determine L2 Catalan learners' motives in a naturalistic context. In their study, a factor analysis unveiled that there were six main factors, explaining 46.2% of the variance. The first factor is called *General intrinsic motivation* and it refers to the positive general attitudes towards Catalan. Items such as "I like Catalan" and "I think that Catalan is an interesting language" explain this factor.

*Work* is the second factor they found. In this case, learners reported they studied Catalan in order to obtain a better job. The third factor is called *Linguistic anxiety* and it refers to the discomfort of not knowing Catalan and the problems it may imply. For example, the item “I do not feel comfortable not knowing how to speak Catalan” would fall into this label.

Factor four represents the *Integrative motivation*. In this case, learners emphasized the importance of the adaption in the Catalan society. *Intrinsic motivation: social relations in the language classroom* is the fifth factor. Although it is very related to the first factor, in this case the learning environment is what it is more important. For example, the item “Apart from learning Catalan, I have fun” explains this factor.

Lastly, factor number six is called *Studies*. In this case, the items that conform this factor represent the importance of learning Catalan in order to be able to study. An item exemplifying this factor is “I need Catalan for my studies”.

Then, the authors conducted ANOVAs with the motivational factors and four variables: level of proficiency, length of residence, age, and learning environment. The results only revealed significant differences between the four variables and the factors *Work* and *Integrative motivation*.

## **2.5. Rationale and Research Questions**

Among all the existing theories and models that account for L2 motivation, the three presented above have been selected due to its relevance in the literature and its potential explanatory power of L2 Catalan motivation in a foreign context. Nonetheless, due to the lack of research done in the field of L2 motivation with central languages and the inexistent evidences to support this study, the appropriateness of these models to explain L2 Catalan motivation must not be taken for granted. For all that, this exploratory study seeks to answer the following questions:

1. Who are the learners of Catalan abroad?
2. Which factors account for L2 Catalan motivation in a foreign context?

3. Are there any differences among the participant based on personal- and course-related variables and their motives?
4. Which model, if any, is the best to embrace the learners' motives?

### **3. THE STUDY**

#### **3.1. Instrument**

##### ***3.1.1. Creation of the questionnaire***

Although “there is no best method for researching motivation” (Dörnyei 2001b:181), questionnaires are reported to be the most common elicitation tool to do so. Following Dörnyei’s (2012) guidelines, an online questionnaire, using Google Drive – Form, was created in order to gather the data for this study. Four main questionnaires were used as the basis to create the new tool<sup>1</sup>: the two versions of 1985 and 2005 from the Attitude/Motivation Test Battery (AMTB) created by Gardner, the Foreign Language Attitudes and Goals Surveys (FLAGS) developed by Cid, Grañena and Tragant (2009), and Dörnyei (2010).

Several items were selected from each of the questionnaires and they were adapted to fulfil the contextual features of this study. For example, the original item number 92 from the AMTB 2005 “I wish I were fluent in English” was adapted as “I wish I were fluent in Catalan”, and the original item number 1 from FLAGS “I like learning English” was transformed to “I like learning Catalan”.

The adaptation of the borrowed items is justified by Dörnyei (2001b:189) since he states that, referring to the AMTB, “even this standardised battery cannot be used mechanically in contexts other than where it was developed”; in other words, a new questionnaire needs to be developed for every context in which motivation is researched.

For the same reason, some items were added in order to tackle other specific Catalan-related dimensions. For example, the item number 15 “I'm interested in doing

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<sup>1</sup> The specific reference for each of the cited questionnaires is found under a section of the References named Questionnaires.

businesses in Catalonia, the Valencian Country or the Balearic Islands.” is one of such items. The source of each item may be found in Appendix B.

Seven content areas grouped the 49 items of the questionnaire (items 4 “It will have a negative impact in my life if I don’t learn Catalan” and 10 “I regret having chosen to study Catalan” were negatively worded; items 22 “My partner is Catalan” and 42 “I have Catalan roots” were Yes-No questions), having more than 4 items (the minimum number of items per area required by Dörnyei 2012) in each of the dimensions. The areas were *Integrative motivation* (10 items), *Instrumental motivation* (8 items), *Intrinsic motivation* (7 items), *Attitudes towards the learning situation* (9 items), *Ideal L2 Self* (5 items), *Ought-to L2 Self* (5 items), and *Receptive communication* (5 items). Careful attention was paid to the creation and adaptation of the items. All of them were short, precise and unambiguous. Double-barrelled items were also avoided. A 6-point Likert-scale (1: Strongly disagree, 6: Strongly agree) presented by Dörnyei (2001b), which had already been used in Dörnyei and Kormos (2000), was used.

Despite the previous classification, items were randomized in order to “create a sense of variety and to prevent respondents from simply repeating previous answers” (Dörnyei 2012:78). The 49 items were presented first, and the factual questions, at the end. All the items, the background information, and the course-related questions were close-ended questions. Only the question “What pushed you to enrol in the Catalan courses?” was an open questions.

Three versions of the questionnaire were created in order to broaden its scope and to prevent participants answering the questionnaire due to linguistic reasons. The questionnaire was first developed in English. After piloting it, English, Spanish and Catalan were the languages in which the questionnaire was written. In order to assess the validity of the versions, native speakers of each language reviewed the translations. The final English version of the questionnaire may be found in Appendix A.

### 3.1.1. *Piloting the questionnaire*

The initial English version of the questionnaire was piloted with 5 learners of Catalan from the University of Chicago. These were directly contacted and asked to answer the questionnaire and to report the shortcomings they may face.

From their answers, I could determine that the length of the questionnaire was adequate since none of them lasted more than 15 minutes to complete it. Besides, only one modification had to be made: the option “0” in the question “How many courses on Catalan literature and/or culture have you taken?” had to be added.

## 3.2. **Participants**

The participants of this study were learners of Catalan as an L2 in a foreign university. The two requirements to be fulfilled were that participants had to be (1) university students studying Catalan (2) in a foreign context. Out of the total unknown number of students of Catalan abroad<sup>2</sup>, 100 answers to the questionnaire were obtained. From the initial sample, 17 were discarded since 16 attended Catalan courses as listeners, and 1 started learning Catalan during an exchange program in a Catalan university. Thus, the final sample of participants was formed by 83 students (25 males, 58 females).

Regarding the type of study in which they were enrolled, as shown in Table 1, 69.8% of the participants were taking an undergraduate course. The remaining participants were taking a graduate course (22.9%) or a PhD (7.3%).

Type of study	N	%
Undergraduate	58	69.8
Graduate	19	22.9
Phd	6	7.3

Table 1. Type of study

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<sup>2</sup> This information was asked to the Institut Ramon Llull, the institution in charge of the teachers of Catalan abroad, but it was not available.

Due to the worldwide scope of this project, a closer look to the origin of the participants is needed. With respect to the country where learners were studying, as shown in Table 2, Italy and Germany, followed by the United States, were the countries from which more students responded. These three hold the top positions out of a total of 10 different countries.

<b>Country</b>	<b>N</b>
Italy	31
Germany	22
United States	10
Russia	8
Hungary	4
Finland	3
France	2
India	1
United Kingdom	1
Sweden	1

Table 2. Country of origin of the responses

### **3.3. Procedure**

Due to the impossibility to contact the learners abroad straightaway, the links to the questionnaires were sent to a total of 142 teachers of Catalan abroad. They were asked to send an email to their students explaining the project and pursuing them to answer it within a fortnight. The data obtained was treated statistically using SPSS.

### **3.4. Analysis and Results**

The data gathered with the questionnaire was treated twofold. First of all, a descriptive set of data was collected in order to outline the profile of the L2 Catalan student abroad. Secondly, statistical analyses were conducted to determine which motives account for L2 Catalan learners, and to explore whether the participants differ according to the motives and personal- and course-related variables.



### 3.4.1. *The profile of the L2 Catalan learner*

In order to be able to provide the information presented in this section, and to outline the profile of the L2 Catalan learner, learners were asked some personal- and course-related matters. This section displays the responses of the students to all these questions.

Three groups were made according to the age of the learners. Since they were university students, the first group embedded those students whose age ranged between 18 and 22. These were those students who were under the undergraduate university period. Another group embraced those students who were from 23 to 30 years old, and students above the age of 31 formed the last group. As it can be seen in Table 3, the most numerous group are the younger participants (N=47).

<b>Age group</b>	<b>N</b>	<b>%</b>
18-22	47	56.6
23-30	28	33.8
>30	8	9.6

Table 3. Age groups

As far as the field of study is concerned, three different main areas were identified: Language and culture, Translation, and Linguistics, which all together cover 56.6% of the participants' areas of study. Another label, called Others, was created in order to encompass those students who were not taking any course related to the ones stated previously. Table 4 provides a more detailed enumeration about this aspect.

Deeper analyses of these data revealed that the Others label included students of Mathematics, Chemistry, Architecture, and Political Sciences among other fields. In relation to that, the country of study did not become exclusive; that is, these students did not come from any specific country. Rather, they were very dispersed.

<b>Field of study</b>	<b>N</b>	<b>%</b>
Language and culture	36	43.4
Translation	7	8.4
Linguistics	4	4.8
Others	20	24.1
Not specified	16	19.3

Table 4. Field of study

As it can be observed in Table 5, regarding the willingness to study Catalan, 76% of the students (N=63) stated that they wanted to study the language, although only 25 participants (30.1%) stated that Catalan was their first option among the other languages offered. In spite of this fact, only 24% of the participants (N=20) reported that it was compulsory to study another language in their program. Furthermore, the Catalan credits obtained by taking these courses were not recognised to obtain the university degree for 48.2% of the learners (N=40). As it can be seen, the desire of the learners to study Catalan surpasses the mandatory requirements of their courses and the recognition of the credits to obtain the university degree. By contrast, the results also indicate that Catalan was not the first language choice for the majority of the students.

	<b>Yes</b>	<b>No</b>
<b>Mandatory requirement to study another language</b>	20 (24%)	63 (76%)
<b>Willingness to study Catalan</b>	63 (76%)	20 (24%)
<b>Catalan selected as the first option</b>	25 (30.1)	58 (69.9)
<b>Recognition of the Catalan credits</b>	43 (51.8)	49 (48.2)

Table 5. Willingness to study Catalan and other course-related variables

As shown in Table 6, students were also asked to report what pushed them to enrol in a Catalan course. Out of the 39 answers obtained in this question (it was a free open question), nine different reasons were identified. Two of them seem to be the most common: *Prior time spent in a Catalan-speaking territory* and *Interest in languages and cultures*. For the former, Discovering the language is the most relevant and it includes answers such as “I studied in Barcelona last winter and fell in love with the language and culture” and “I visited Barcelona in 2011 and got interested in Catalan, and I found out that my university offers Catalan courses, so I went there”. Thus, all of the learners highlight that they discovered the language during a period spent in a Catalan-speaking territory. For the reason *Interest in languages and cultures*, two subtypes stand out. Responses such as “I wanted to study Catalan because I like the Catalan culture” and “I think that Catalan is a very interesting language” point out the interest of the learners in the Catalan language and culture. Also, some students reported that they were introduced to Catalan through their

<b>Reasons</b>		<b>N</b>	<b>Total N</b>
Prior time spent in a Catalan-speaking territory	Discovering the language	7	10
	Importance to speak the local language	3	
Upcoming time spent in a Catalan-speaking territory	To study	4	7
	To work	1	
	To live	1	
	Holidays	1	
Interest in languages and cultures	General interest	1	10
	Specific interest in the Catalan language and culture	4	
	Interest risen through the knowledge of Spanish	5	
Personal interest			3
Instrumentality			3
Proximity with Catalan-speaking territories			2
Identification with the Catalan culture			1
Similitudes with the Catalan culture			1
Others			2

Table 6. Identified reasons to enrol in a Catalan course

previous knowledge of Spanish and their knowledge about the linguistic situation of Spain. “After having gained some competence in Spanish before, I was interested in having a closer look on one of the other official languages of Spain” exemplifies this category.

Among the other reasons, it is also remarking the reason *Upcoming time spent in a Catalan-speaking territory*. Different subtypes were identified as well, but going to a Catalan-speaking territory to study is the most common. Some of the answers provided are “I am planning on doing doctoral research in Catalonia on Catalan artists who became important in the French surrealist movement” and “An upcoming Erasmus-year in Tarragona”.

With respect to the linguistic profile of these students, a lot of variation was found in the L1 due to the diversity of origin of the students. Nonetheless, bearing in mind that the number of participants is not stable across countries, the most common L1s are the ones from the countries from which there are more participants: Italy and Germany. Table 7 shows the distribution of the frequency of the L1s.

<b>L1</b>	<b>N</b>
Italian	29
German	19
Russian	10
English	7
Finish	4
Hungarian	4
Spanish	2
French	2
Turkish	2
Greek	1
Hindi	1
Polish	1
Portuguese	1

Table 7. L1 of the learners

The variation in the L2 is more consistent though. In the questionnaire, students were asked to select from a list of languages, those in which they were able to have a conversation about a daily topic. The languages listed were: Spanish, English, French, Italian, German, Basque, and Galician. The None option and the Other option were also applicable.

As it can be appreciated in Table 8, English is the most common L2 for these students (N=72), and Spanish is the second one (N=66). For French and German, the third and the fourth language respectively, the number of participants capable of having a conversation with these languages drops considerably. At the bottom of the table, languages spoken by less than 6 participants such as Italian, Swedish or Russian may be found.

<b>Language</b>	<b>N</b>	<b>%</b>
English	72	86.7
Spanish	66	79.5
French	25	30.1
German	22	26.5
Italian	6	7.2
Galician	1	4.8
Basque	0	0
None	1	4.8
Other languages spoken by 4 participants	8	9.6
	Portuguese and Swedish	
	7	8.4
Other languages having only 1 participant	Serbo-Croatian, Slovakian, Polish, Russian, Hungarian, Arabic, and Norwegian	

Table 8. L2s of the learners

Regarding the combination of these languages, those students who reported knowing only one L2 (N=11), English was the language they knew. However, the

students who stated knowing two L2 languages (N=31), the combination of English plus Spanish was the most common (N=17); the second most common combination was formed by English and French (N=3). For students who reported knowing three different L2 languages (N=30), the combination of English, Spanish and German was the most usual (N=7).

Apart from the information provided with respect to the frequencies of the L2s, the previous data also highlights the great linguistic repertoire of the students since, out of the 83 participants, 31 stated that they knew two L2s, and 30 that they spoke three more languages apart from their L1. Table 9 summarizes the amount of languages that participants spoke.

<b>Number of languages spoken</b>	<b>N</b>	<b>%</b>
None or 1 language	12	14.5
2 languages	31	37.34
3 languages	30	36.2
More than 3 languages	10	12

Table 9. Number of the languages spoken

As far as the number of courses already taken is concerned, students were asked to make a distinction between the language courses and the cultural/literary courses. As Table 10 shows, 37 learners (44.6%) had already finished one course of Catalan. By contrast, 51.8% of the participants (N=43) stated that they had not done any cultural and/or literary course.

<b>Number of language courses</b>	<b>N</b>	<b>%</b>	<b>Number of cultural/literary courses</b>	<b>N</b>	<b>%</b>
1 course	37	44.6	0 courses	43	51.8
2 courses	27	32.5	1 course	23	27.7
3 or more courses	19	22.9	2 or more courses	17	20.5

Table 10. Number of the courses

Regarding the total number of courses taken, it is worth highlighting that 24% of the participants (N=23) have already taken four or more than four courses of Catalan. Despite this value, Table 11 provides evidences of how the number of courses taken decreases after having finished the second course.

<b>Total number of courses</b>	<b>N</b>	<b>%</b>
1 course	23	27.7
2 courses	25	30.1
3 course	15	18.1
4 or more courses	20	24.1

Table 11. Total number of courses

Students were also asked about whether they had spent some time studying abroad. In this case, 45.7% (N=38) of the participants reported that they had enjoyed a study-abroad period.

In relation to the contact with the Catalan language itself and its speakers, students were asked three questions: whether they had been in Catalonia, in the Valencian Country or in the Balearic Islands before starting to learn Catalan; whether they knew any Catalan speaker before starting to learn Catalan; and whether they had contact with any Catalan speaker at time of testing. Table 12 shows the answers to these questions.

	<b>Yes</b>	<b>No</b>
<b>Prior period in a Catalan-speaking territory</b>	54 (65.1%)	40 (34.9%)
<b>Prior contact with Catalan speakers</b>	31 (37.3%)	52 (62.7%)
<b>Current contact with Catalan speakers</b>	43 (51.8%)	40 (48.2%)

Table 12. Contact with the Catalan language itself and its speakers

The first important aspect to highlight is that 65.1% of the learners had been to a Catalan-speaking territory before starting to learn Catalan. Besides, a closer look to the data unveils that, out of 54 learners, 49 learners (90.7%) had been in Catalonia. Secondly, with regard to the former contact with a Catalan speaker, 31 learners reported that they had contact with Catalan speakers before starting to learn Catalan. This value increased when learners reported whether they had contact with a Catalan speaker at time of testing. In this case, 51.8% of participants (N=43) answered positively. Thus, the results suggest that having contact with L1 Catalan speakers increases as the learning process evolves.

As displayed in Table 13, two more issues concerning family matters were addressed in the questionnaire. Item 22 “My partner is Catalan” and item number 42 “I have Catalan roots” can add extra details to the profile of the L2 Catalan learner. For the former, only 3 learners replied positively, whereas for the latter, none of the participants reported to have Catalan roots.

	Yes	No
<b>22. My partner is Catalan.</b>	3 (3.6%)	80 (96.4%)
<b>42. I have Catalan roots.</b>	-	83 (100%)

Table 13. Personal factors

### ***3.4.2. Factor analysis of the learners’ motives***

A factor analysis was conducted with 47 items of the questionnaire; item 22 “My partner is Catalan” and item 42 “I have Catalan roots” were not submitted to the analysis since only two possible answers were allowed for these items<sup>3</sup>. The results of the test unveiled that there were 14 factors with a total initial eigenvalue above 1, which represented 76.2% of the initial variance. However, since it was observed that the curve of the Scree plot dropped after factor 5, another factor analysis was conducted extracting only 5 factors. The results revealed that these 5 factors explained 50.25% of the variance.

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<sup>3</sup> In order to carry out a factor analysis, the items submitted to the analysis must have more than three possible answers.



After having checked the rotated component matrix showing the weight of each item for each of the factors, items that did not reach .4 in any of the 5 factors were deleted. Thus, item numbers 2 “I would like to translate the Catalan literature”, 17 “I’m a FC Barcelona supporter”, 33 “The things I want to do in the future require me to use Catalan”, 36 “I would like to visit Catalonia, the Valencian Country and/or the Balearic Island, and to be able to communicate in Catalan”, and 45 “I want to be able to communicate with my Catalan family” were discarded.

Then, a factor analysis was carried out again, extracting only 5 factors, with the remaining 42 items. The results showed that these factors explained 51.9% of the variance accounting for L2 Catalan students’ motives. A Varimax rotation was provided in order to interpret the factors. Appendix C provides the complete rotated component matrix.

Factor 1: *Positive attitudes towards learning Catalan*. The items that represent this factor come mostly from the category Attitudes towards the learning situation. Items such as number 47 “I like doing my Catalan homework”, number 48 “I wish I had more opportunities to learn Catalan outside the classroom” and number 24 “I like studying Catalan” explain this factor. Also, items number 38 “I would like to be able to speak Catalan like a native speaker” and number 26 “I wish I were fluent in Catalan” are important; the last two are from the category Intrinsic motivation. This factor explains the highest percentage of variance (13.5% of the rotated variance) and it represents the positive attitudes that learners have towards learning Catalan and towards the language itself.

Factor 2: *Knowing through mass media due to the interest in the Catalan society*. This factor points out the interest of the learners to know about Catalonia and its society through mass media. In this case, most of the items from the category Receptive communication are representative in this factor. Such items are number 43 “I would like to understand the Catalan newspapers and magazines” and number 29 “I would like to understand the Catalan TV” among others. Besides, item number 5 “I identify myself with the Catalan way of life”, which falls in the Integrative motivation category, is also representative in this factor. Factor number 2 explains 12.8% of the variance.

Factor 3: *Willingness to move to a Catalan-speaking territory*. This factor represents the interest of the learners to move to a Catalan-speaking territory and that they study Catalan to do so. It is explained by items such as number 31 “I would like to work in Catalonia, the Valencian Country or the Balearic Islands”, number 30 “I would like to live in Catalonia, the Valencian Country or the Balearic Islands”, and number 14 “I can imagine myself living in Catalonia, the Valencian Country or the Balearic Islands, using Catalan effectively for communicating with the locals”. The items representing this factor mostly belong to the category of Integrative motivation, and it represents 10.5% of the variance.

Factor 4: *Catalan as an added value: instrumental purpose*. The highest values representing this factor correspond to items such as number 25 “Learning Catalan is necessary because people surrounding me expect me to do so” and number 6 “Knowing Catalan may be useful to me in getting a job in the future”. In this case, learners perceive Catalan as an added value, which may help them to get a job in the future. The explanatory items for this factor, which explains 9.6% of the variance, are from the categories Instrumental motivation and Ought-to L2 Self.

Factor 5: *Language interest*. This factor is explained by three items: number 28 “I like speaking foreign languages”, number 34 “I like to learn foreign languages” and number 46 “The more foreign languages you speak, the more respected you are”. These items fall into the area Intrinsic motivation and Instrumental motivation and they explain the interest that some learners have in learning languages in general. This factor represents 5.5% of the variance.

In sum, the factor analysis revealed that there were 5 factors accounting for the learners’ motives which all of them explained 51.9% of the variance: Positive attitudes towards learning Catalan, Knowing through mass media due to the interest in the Catalan society, Willingness to move to a Catalan-speaking territory, Catalan as an added value: instrumental purpose and Language interest. Further descriptions of the factors are provided in the Discussion section (see section 3.5.).

### **3.4.3. Relationship between the motivational factors and other variables**

The factors explained in the previous section were submitted to statistical analyses in order to determine whether learners of Catalan differed according to the

motives and other personal- and course-related variables. Below, only the significant differences are reported; if no information is provided, it is assumed that differences appeared to be non-significant.

First of all, independent samples t-tests were conducted with the variables sex, study-abroad period, and prior time spent in a Catalan-speaking country. The results of the tests revealed a significant gender-based difference for factor 1) Positive attitudes towards learning Catalan ( $t(35.14)=-2.653, p=.012$ ), pointing out that female learners had a more positive attitude towards the learning of the language and towards the language itself. For factor 3) Willingness to move to a Catalan-speaking territory, significant differences were found between this factor and the variables study-abroad period ( $t(72.79)=-2.764, p=.007$ ) and prior time spent in a Catalan-speaking territory ( $t(41.85)=-2.658, p=.014$ ). The results indicate that students who had enjoyed a study-abroad period and learners who had been in Catalan-speaking territory before learning Catalan were more willing to move to a Catalan-speaking territory.

Independent samples t-test were also conducted with the variables mandatory requirement to study another language, willingness to study Catalan, Catalan selected as the first option and recognition of the Catalan credits. A significant difference was found for factor 3) Willingness to move to a Catalan-speaking territory regarding the first variable ( $t(81)=2.713, p=.008$ ). Further analyses revealed a negative significant relationship between these factors ( $r=-.289, p=.008$ ). Thus, these results point out that learners who are not required to study another language, learn Catalan because of their potential upcoming time in a Catalan-speaking territory. For the other variables, no significant differences were found. For the variables prior contact with a Catalan speaker and contact with a Catalan speaker at time of testing, the results of independent-samples t-tests unveiled no significant differences as well.

Secondly, Pearson correlations were carried out with the motivational factors and the variables age, number of courses (language, culture and literature, and total), and the total number of L2 languages spoken. The results of the tests unveiled significant relationships between the number of language courses ( $r=.255, p=.02$ ), the number of culture and/or literature courses ( $r=.239, p=.03$ ), and the total number of courses taken ( $r=.282, p=.01$ ) with factor 3) Willingness to move to a Catalan-speaking territory, indicating that the higher the desire to move to a Catalan-speaking

territory, the higher the number of Catalan courses taken by the student. With regard to the total number of L2 languages spoken, this variable correlates with factor 5) Language interest ( $r=.227$ ,  $p=.039$ ), which means that learners who are able to speak more L2s are the ones who have a higher interest in learning languages.

As far as the L2 languages spoken, factor 3) Willingness to move to a Catalan-speaking territory is negatively correlated with L2 German speakers ( $r=-.246$ ,  $p=.025$ ). Thus, the results indicate that learners who speak German have a lower desire to move to a Catalan-speaking territory.

Finally, mixed between-within ANOVAs were conducted having the motivational factors as the within-subject factor and the variables type of study, country of origin and field of study as the between-subjects factor. The interactions motivational factor by type of study and motivational factor by country of origin appeared to be significant ( $F(32,266.55)=1.970$ ,  $p=.032$ ,  $\eta^2=.103$ ; and  $F(8,154)=2.208$ ,  $p=.03$ ,  $\eta^2=.169$  respectively). Nonetheless, due to the disparity of the number of participants belonging to each group (see section 2.4.1.), results may not be accurate enough to provide a definite description of the effects of these variables. Lastly, the three most common reasons to study Catalan (Prior time spent in a Catalan-speaking territory, Upcoming time spent in a Catalan-speaking territory, and Interest in languages and cultures) were submitted to a mixed between-within ANOVA as the between-subjects factor, having the learners' motives as the within-subjects factor. The results revealed a non-significant effect of any of the variables.

### **3.5. Discussion**

First of all, with regard to the profile of the L2 learner of Catalan, the information presented above, as a result of the 83 responses obtained, suggest that the average L2 Catalan learner is a young woman, aged between 18 and 22, taking an undergraduate course in any field related to languages. Although it may not be mandatory to study another language for the degree, the learner might want to study Catalan regardless the recognition of the credits obtained by the Catalan courses. Furthermore, studying Catalan may be due to the discovery of the language in a prior period spent in a Catalan-speaking country or due to the interest in the Catalan culture and language. The learner may also master English and Spanish apart from the L1.

The results related to the engagement towards the learning of Catalan highlighted that the student may have completed 1 or 2 courses of Catalan language, and none or maybe 1 course in Catalan culture and/or literature. In addition, the learner may have contact with a Catalan speaker, who she did not know before learning Catalan. The results obtained disconfirmed the assumption that learners of Catalan do so because they have Catalan roots or because they have a Catalan partner, and that all L2 Catalan learners master Spanish.

Secondly, the factor analysis carried out with the items of the questionnaire revealed that there were 5 main factors accounting for the learners' motives. The first factor, *Positive attitudes towards learning Catalan*, provides insights about the feelings of the learners at time of testing. That is, this factor does not explain any longitudinal specific motive that could account for their motivation. Rather, it highlights that, throughout the learning process, Catalan becomes an interesting subject and that positive feelings towards the language arise. Also, the willingness to master this language seems to be present in the learners. Contrasting these interpretations with the profile of the learner outlined above, it could be stated that despite most of the students may not choose Catalan as the first option, taking Catalan courses is a positive experience for the learners. Besides, the statistical results revealed that women were the learners who had more positive attitudes towards the learning of Catalan and towards the language itself. Bearing in mind that there were 25 males and 58 females, results may be biased.

For the second factor, *Knowing through mass media due to the interest in the Catalan society*, the results suggest that students feel, somehow, integrated in the target group, and they use mass media to keep themselves updated. Item number 5 "I identify myself with the Catalan way of life" remarks this sense of integration and identification experienced by the learners.

In contrast to the first factor, the second one represents the first learners' motive to study Catalan, and according to the theoretical framework presented above, it could be stated that Gardner's model could account for it. Although Gardner developed his model in Canada, where the L1 group and the L2 group live together, the results of this study suggest that the sense of integration in the L2 group may exist despite the distance between the learner and the target-language society.

A justification for this finding may be related to the existence of Internet. Contrary to the time when Gardner developed his model, in 1985, nowadays, Internet may clear the gap between the learner and the L2 group, favouring the presence of an integrative motivation towards the L2 society.

Factor number 3, *Willingness to move to a Catalan-speaking territory*, is the one in which learners differ the most. Statistical analyses unveiled that learners who had been studying abroad and learners who had been in a Catalan-speaking territory before learning Catalan are the ones who were more willing to move. The results seem to indicate, thus, that going to a place where Catalan is spoken encourages learners to enrol in Catalan courses when they are at their universities, and that the same learners want to go back to a Catalan-speaking territory.

In line with the previous results, the reason Upcoming time spent in a Catalan-speaking territory, specifically to study, was found to be important as well, indicating that some learners study Catalan beforehand and that they are aware of the importance of using Catalan in the naturalistic context. It was also found that these learners are the ones who take more Catalan courses.

Integrative motivation seems to be the best explanatory type of motivation for this factor as well. However, a matter of physical distance makes the distinction between factors number 2 and 3. If factor 2 represents integration in distance, factor 3 refers to the integration in the real target-language context. In addition, the dimension of the Ideal L2 Self seems to explain the factor as well since item number 14 “I can imagine myself living in Catalonia, the Valencian Country or the Balearic Islands, using Catalan effectively for communicating with the locals” is important for the factor. Thus, it could be said that the results may demonstrate that integrative motivation and the Ideal L2 Self may be linked, as Dörnyei (2005) argued.

The same pattern of results was found for factor 4. In this case though, *Catalan as an added value: instrumental purpose* is explained by both instrumentality and the Ought-to L2 Self. The results of this study may also prove the existence of a relationship between these two dimensions, as Dörnyei (2005) presented. This factor represents the perceptions that some learners have towards the language, which consider Catalan as an added value, a distinctive feature among peers. For these

learners, Catalan may be helpful for getting a job in the future. Statistical analyses revealed no differences for any of the variables and factor number 4.

The last factor, *Language interest*, explains the interest that some learners have in learning foreign languages. The intrinsic motivation is the most explanatory type of motivation since it truly embeds the inherent pleasure of doing an activity as Noels (2001) highlights. Statistical analyses revealed that learners who knew more L2s obtained a higher value for this motive.

Lastly, as far as the best model that accounts for L2 Catalan motivation is concerned, none of the ones presented above seem to be fully appropriate. Rather, a model resulting from the combination of the three would be more explanatory. This model would entail three dimensions: integrative motivation plus the Ideal L2 Self, instrumental motivation plus the Ought-to L2 Self, and intrinsic motivation.

#### **4. CONCLUSIONS**

The aim of this exploratory study was threefold. Firstly, with regard to the profile of the L2 Catalan learner, an average profile has been provided highlighting some features that these students may have by presenting personal characteristics, as well as academic-related features.

Secondly, a factor analysis unveiled that there were five factors, which explained a 51.9% of the variance, that account for the learner's motives. The factors were: 1) positive attitudes towards learning Catalan, (2) knowing through mass media due to the interest in the Catalan society, (3) willingness to move to a Catalan-speaking territory, (4) Catalan as an added value: instrumental purpose, and (5) language interest. Among them, four factors, numbers 2, 3, 4, and 5 represent the learners' real motives to study Catalan, whereas factor number 1, the most explanatory, highlights that learning Catalan is a positive experience for the learners despite the fact that some of them reported that Catalan was not their first choice among the languages offered.

Then, the results of the statistical tests revealed significant differences for factors 1, 3 and 5 in some of the variables submitted to the analysis. However, these were not very numerous. Rather, the majority of the tests conducted unveiled non-

significant differences, indicating that learners of Catalan have a very similar motivational pattern.

Finally, the results of this study suggest that none of the motivational models presented explains L2 Catalan motivation exclusively; a model resulting from a combination of the three would be more explanatory.

In sum, this study has been the first approach to L2 Catalan motivation, presenting new information about the general profile of the learner as well as their motives to study the language. It can also be stated that learners do not differ a lot, meaning that L2 Catalan learners are very similar as far as their motives are concerned. The results of the study have also proved that none of the motivational factors presented in this paper is capable to fully explain L2 Catalan motivation.

## **5. LIMITATIONS AND FURTHER RESEARCH**

Regarding the limitations of this study, the number of participants may have not been sufficient enough to make generalizations of the results presented above. Also, the number of participants was not always stable when they were divided into groups; e.g., the type of study or the country of origin, which led to have inconclusive results.

Due to the lack of studies conducted with central languages, the questionnaire was created by grouping items of other questionnaires in areas which were thought to be the most appropriate for L2 Catalan. As a consequence, other motives may have remained undiscovered since the questionnaire may have not tackled all the possible explanatory dimensions.

With respect to further research, the study could be conducted again increasing the number of participants. That would allow confirming the results found in this study and to provide, possibly, new information about the topic. Having a similar number of participants across countries and types of study could provide some insights about similarities and/or differences in relation to these areas.

Motivational studies with other central languages could be conducted in order to observe whether the pattern of results found with regard to the motivational theories is generalizable to this type of languages. Also, more insights should be provided about the integrative motivation that L2 learners have abroad.



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## 7. APPENDICES

### 7.1. Appendix A: Questionnaire

Below, the final English version of the questionnaire used in the study is provided.

#### MA Thesis: Why do I study Catalan?

Firstly, I would like to thank you for participating in this project.

The following questionnaire seeks to gather information about which are the most predominant factors in your motivation in learning Catalan. You should bear in mind that there is no correct nor wrong answer to the questions presented below. All the data will be treated anonymously and for researching purposes. Please, be as honest as possible.

Thank you, again.

Ruben Manuel

\*Required

#### I study Catalan because... \*

##### 1. I need Catalan for my job.

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

##### 2. I would like to translate the Catalan literature.

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

##### 3. Studying Catalan is important to me because other people will respect me more if I have knowledge of Catalan.

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. It will have a negative impact on my life if I don't learn Catalan.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. I identify myself with the Catalan way of life.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. Knowing Catalan may be useful to me in getting a job in the future.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. I am interested in the Catalan culture (art, architecture, cuisine, etc.).**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. Knowing Catalan is an added value for my academic curriculum.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**9. Whenever I think of my future career, I imagine myself using Catalan.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10. I regret having chosen to study Catalan.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**11. I would like to meet Catalan people.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**12. I am attracted by the Catalan history and society.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**13. I would like to surf web pages in Catalan.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**14. I can imagine myself living in Catalonia, the Valencian Country or the Balearic Islands, using Catalan effectively for communicating with the locals.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**15. I'm interested in doing business in Catalonia, the Valencian Country or the Balearic Islands.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**16. I want to be able to communicate with my Catalan-speaking friends.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**17. I'm a FC Barcelona supporter.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**18. I would like to read the Catalan literature written in the original version.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**19. I would like to understand the Catalan music.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**20. I think that the Catalan classes are fun.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**21. If a new teacher came now, I would keep studying Catalan.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**22. My partner is Catalan.**

Yes       No

**23. I can imagine myself in a university where all my courses are taught in Catalan.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**24. I like studying Catalan.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**25. Learning Catalan is necessary because people surrounding me expect me to do so.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**26. I wish I were fluent in Catalan.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**27. Studying Catalan is important to me in order to gain the approval of my peers/teachers/family/boss.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**28. I like speaking foreign languages.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**29. I would like to understand the Catalan TV.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**30. I would like to live in Catalonia, the Valencian Country or the Balearic Islands.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**31. I would like to work in Catalonia, the Valencian Country or the Balearic Islands.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**32. I am interested in the Catalan language and literature.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**33. The things I want to do in the future require me to use Catalan.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**34. I like to learn foreign languages.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**35. I study Catalan because close friends of mine think it is important.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**36. I would like to visit Catalonia, the Valencian Country or the Balearic Islands, and to be able to communicate in Catalan.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**37. I would like to take more Catalan courses.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**38. I would like to be able to speak Catalan like a native speaker.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**39. I would like to study in Catalonia, the Valencian Country or the Balearic Islands.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**40. At the moment, I need Catalan for my studies.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**41. If I had another teacher, I would study Catalan as well.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**42. I have Catalan roots.**

Yes       No

**43. I would like to understand Catalan newspapers and magazines.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**44. I can imagine myself speaking Catalan as if I were a native speaker of Catalan.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**45. I want to be able to communicate with my Catalan family.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**46. The more foreign languages you speak, the more respected you are.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**47. I like doing my Catalan homework.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**48. I wish I had more opportunities to learn Catalan outside classroom.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**49. Catalan is one of my favourite courses.**

Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Specific questions about enrolling in the Catalan courses

### I have enrolled in Catalan because...\*

Learning another language is compulsory in my degree.

- Yes
- No

Catalan was my first option among all the other languages offered.

- Yes
- No

I wanted to study Catalan anyway.

- Yes
- No

### What pushed you to enroll in the Catalan courses?

**Are the credits from the Catalan courses recognized for obtaining your degree? \***

- Yes
- No

**How many Catalan-language courses have you taken? \***

\_\_\_\_\_

**How many courses on Catalan literature and/or culture have you taken? \***

\_\_\_\_\_

## Background information

**Sex: \***

- Male
- Female

**Age: \***

\_\_\_\_\_

**Country of birth: \***

\_\_\_\_\_

**Are you a university student? \***

- Yes
- No

**Name of the university you are currently studying at: \***

\_\_\_\_\_

**Country where the university is found: \***

\_\_\_\_\_

**Type of program you are currently taking: \***

If you are taking Catalan courses but you are not a university student, write NO in the following box.

- Undergraduate / Bachelor
- Graduate / MA Program
- PhD Program
- Other: \_\_\_\_\_

**Name of the degree or PhD you are currently taking: \***

If you are taking Catalan courses but you are not a university student, write NO in the following box.

\_\_\_\_\_

**Have you ever spent some time studying abroad? \***

Yes

No

**If you have selected “yes” where have you been?**

Name the country or countries.

\_\_\_\_\_

**Are you an exchange student? \***

Yes

No

**What is your mother tongue? \***

\_\_\_\_\_

**Which of the following languages (apart from your native language) can you have a conversation about daily topics with? \***

Spanish

English

French

Italian

German

Basque

Galician

None

Other: \_\_\_\_\_

**Before starting to learn Catalan, had you ever been to Catalonia, the Valencian Country or the Balearic Islands? \***

Yes

No

**If you have selected “yes”, where had you been?**

Catalonia

The Valencian Country

The Balearic Islands

**Before starting to learn Catalan, did you know any Catalan speaker? \***

Yes

No

**Are you in touch with any Catalan speaker (who is not your teacher)? \***

Yes

No

**You can now add here any comment you wish to make:**

**Thank you for participating!**

## 7.2. Appendix B: Source of the items of the questionnaire

The following table presents the source of each item of the questionnaire used in this study. First, the name of the questionnaire or the name of the author is stated, and then, after the slash, the number of the item in the original questionnaire is provided, if available.

Item	Source
1. I need Catalan for my job.	Context-specific
2. I would like to translate the Catalan literature.	Context-specific
3. Studying Catalan is important to me because other people will respect me more if I have knowledge of Catalan.	Dörnyei
4. It will have a negative impact on my life if I don't learn Catalan.	Dörnyei
5. I identify myself with the Catalan way of life.	AMTB (2005) - 50
6. Knowing Catalan may be useful to me in getting a job in the future.	AMTB (2005) - 59
7. I am interested in the Catalan culture (art, architecture, cuisine, etc.).	Context-specific
8. Knowing Catalan is an added value for my academic curriculum.	FLAGS - 42
9. Whenever I think of my future career, I imagine myself using Catalan.	Dörnyei
10. I regret having chosen to study Catalan.	AMTB (2005) - 37
11. I would like to meet Catalan people.	AMTB (2005) - 48, 40, 71
12. I am attracted by the Catalan history and society.	Context-specific
13. I would like to surf web pages in Catalan.	FLAGS - 46
14. I can imagine myself living in Catalonia, the Valencian Country or the Balearic Islands, using Catalan effectively for communicating with the locals.	Dörnyei



15. I'm interested in doing business in Catalonia, the Valencian Country or the Balearic Islands.	Context-specific
16. I want to be able to communicate with my Catalan-speaking friends.	Context-specific
17. I'm a FC Barcelona supporter.	Context-specific
18. I would like to read the Catalan literature written in the original version.	AMTB (1985), Interest in Foreign Languages - 4
19. I would like to understand the Catalan music.	FLAGS - 59
20. I think that the Catalan classes are fun.	FLAGS - 16
21. If a new teacher came now, I would keep studying Catalan.	Context-specific
22. My partner is Catalan.	Context-specific
23. I can imagine myself in a university where all my courses are taught in Catalan.	Dörnyei
24. I like studying Catalan.	FLAGS -1 / AMTB (2005) - 6 / AMTB (1985), Attitudes toward Learning French - 2
25. Learning Catalan is necessary because people surrounding me expect me to do so.	Dörnyei
26. I wish I were fluent in Catalan.	AMTB (2005) - 92
27. Studying Catalan is important to me in order to gain the approval of my peers/teachers/family/boss.	Dörnyei
28. I like speaking foreign languages.	AMTB (2005) - 1
29. I would like to understand the Catalan TV.	FLAGS - 44
30. I would like to live in Catalonia, the Valencian Country or the Balearic Islands.	Context-specific
31. I would like to work in Catalonia, the Valencian Country or the Balearic Islands.	Context-specific
32. I am interested in the Catalan	FLAGS - 23 / Context-specific

language and literature.	
33. The things I want to do in the future require me to use Catalan.	Dörnyei
34. I like to learn foreign languages.	AMTB (2005) - 42
35. I study Catalan because close friends of mine think it is important.	Dörnyei
36. I would like to visit Catalonia, the Valencian Country or the Balearic Islands, and to be able to communicate in Catalan.	AMTB (1985), Interest in Foreign Languages - 1 / Context-specific
37. I would like to take more Catalan courses.	AMTB (2005) – 64
38. I would like to be able to speak Catalan like a native speaker.	FLAGS - 18
39. I would like to study in Catalonia, the Valencian Country or the Balearic Islands.	Context-specific
40. At the moment, I need Catalan for my studies.	Context-specific
41. If I had another teacher, I would study Catalan as well.	AMTB (2005) - 78 / Context-specific
42. I have Catalan roots.	Context-specific
43. I would like to understand Catalan newspapers and magazines.	AMTB (2005) - 21
44. I can imagine myself speaking Catalan as if I were a native speaker of Catalan.	Dörnyei
45. I want to be able to communicate with my Catalan family.	Context-specific
46. The more foreign languages you speak, the more respected you are.	FLAGS - 50
47. I like doing my Catalan homework.	AMTB - 44
48. I wish I had more opportunities to learn Catalan outside classroom.	Context-specific
49. Catalan is one of my favourite courses.	AMTB - 102

### 7.3. Appendix C: Rotated component matrix

The next table displays the outcome of the last factor analysis conducted with the remaining 42 items of the questionnaire.

	Component				
	1	2	3	4	5
47. I like doing my Catalan homework	,716		-,148		
48. I wish I had more opportunities to learn Catalan outside classroom.	,709	,159	,183	,108	
11. I would like to meet Catalan people.	,666	,196	,384	,250	,122
49. Catalan is one of my favourite courses.	,638	,164	,146	-,133	
38. I would like to be able to speak Catalan like a native speaker.	,617	,232	,352		
20. I think that the Catalan classes are fun.	,610			,164	,149
24. I like studying Catalan.	,606		,344	-,138	
26. I wish I were fluent in Catalan.	,559	,433	,386		
37. I would like to take more Catalan courses.	,519	,367	,249		
12. I am attracted by the Catalan history and society.	,515	,482	,157		
32. I am interested in the Catalan language and literature.	,494	,362	,297		
7. I am interested in the Catalan culture (art, architecture, cuisine, etc.).	,484	,422	,114	,147	
43. I would like to understand Catalan newspapers and magazines.	,256	,747	,181		

29. I would like to understand the Catalan TV.	,196	,716	,286		
44. I can imagine myself speaking Catalan as if I were a native speaker of Catalan.		,635	,207		
13. I would like to surf web pages in Catalan.	,338	,587	,161		
19. I would like to understand the Catalan music.	,268	,577	-,124		,333
18. I would like to read the Catalan literature written in the original version.	,399	,560		,131	-,103
5. I identify myself with the Catalan way of life.		,527	,180		-,138
16. I want to be able to communicate with my Catalan-speaking friends.	,230	,499		,195	
9. Whenever I think of my future career, I imagine myself using Catalan.	,102	,459	,310	,391	-,390
3. Studying Catalan is important to me because other people will respect me more if I have knowledge of Catalan.	-,328	,436		,305	,339
8. Knowing Catalan is an added value for my academic curriculum.		,426	,179	,299	
10. I regret having chosen to study Catalan.	-,229	,391	,352	-,272	
31. I would like to work in Catalonia, the Valencian Country or the Balearic Islands.	,226	,198	,731	,276	
30. I would like to live in Catalonia, the Valencian Country or the Balearic Islands.	,115	,182	,697	,338	

39. I would like to study in Catalonia, the Valencian Country or the Balearic Islands.	,365	,173	,686	,249	
14. I can imagine myself living in Catalonia, the Valencian Country or the Balearic Islands, using Catalan effectively for communicating with the locals.	,261	,172	,682	,134	-,105
41. If I had another teacher, I would study Catalan as well.			,621	-,238	,240
23. I can imagine myself in a university where all my courses are taught in Catalan.	,285	,284	,535	,110	-,184
21. If a new teacher came now, I would keep studying Catalan.	,155	,179	,518	-,251	,217
25. Learning Catalan is necessary because people surrounding me expect me to do so.				,804	,153
27. Studying Catalan is important to me in order to gain the approval of my peers/teachers/family/boss.	-,118			,756	,195
4. It will have a negative impact on my life if I don't learn Catalan.	-,154	-,227	,141	-,646	
1. I need Catalan for my job.	,288	,190		,575	-,318
6. Knowing Catalan may be useful to me in getting a job in the future.		,279	,251	,526	
40. At the moment, I need Catalan for my studies.	,284			,495	-,198

15. I'm interested in doing business in Catalonia, the Valencian Country or the Balearic Islands.	,131	,137	,340	,476	-,318
35. I study Catalan because close friends of mine think it is important.	-,169	,388	,204	,433	,223
28. I like speaking foreign languages.	,204		,129		,729
34. I like to learn foreign languages.	,309		,113		,636
46. The more foreign languages you speak, the more respected you are.	-,184		-,158	,319	,627

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

a. Rotation converged in 9 iterations.

