Motivacija i strategije učenja kao prediktori komunikacijske jezične kompetencije u stranom jeziku

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Motivation and Learning Strategies as Predictors of Foreign Language Communicative Competence

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Abstract

In second language acquisition the importance of individual difference factors is stressed, particularly that of the motivation and learning strategies, since those factors can be acted upon. Research points at a close, yet not completely clarified connection between those factors and the communicative competence, which is discussed in the introductory part of the paper.

The aim of the research was to find out which motivational factors and types of learning strategies can significantly predict foreign language communicative competence in a sample of high school students in the Republic of Croatia. The following instruments were used in the research: the Questionnaire on foreign language learning motivation (Karlak, 2014), the Strategy inventory for language learning (Oxford, 1990) and three measures of communicative competence, i.e. the grade obtained in class evaluation, the grade obtained in standardized evaluation (state high school-leaving exam) and the percentage of the correct answers achieved in the standardized evaluation. The results confirm the important role of motivation and learning strategies in predicting foreign language communicative competence. The results show that motivation (34.20 % of explained variance) and learning strategies (1.80 %) are the best predictors of success in class evaluation (40 %), and the least accurate predictors of grade in standardized evaluation (21.80 % of total variance explained), pointing to certain practical implications as well.

Key words: *class evaluation; communicative-metacognitive learning strategies; foreign language acquisition; learner characteristic motivation.*

Introduction

It is a well-known fact that a successful learner is a motivated learner (Ushioda, 2008); in other words, besides the talent for language learning, motivation is the best predictor of foreign language learning success (e.g. Dörnyei, 2001, 2005; Gardner, 1985, 2010; Mihaljević Djigunović, 1998, 2006; Oxford & Shearin, 1996; Skehan, 1989). Although most would agree that there is a positive correlation between motivation and the communicative competence, the interrelation between the two variables has not as yet been entirely clarified. According to the available literature, the general opinion is that this relationship is of a cyclical nature (positive or negative) and is indirect because motivation precedes action rather than accomplishment (Dörnyei & Ushioda, 2011) as some early quantitative models show (e.g. Tremblay & Gardner, 1995). So, according to Gardner (2010), positive attitudes and high motivation provide an individual with an impetus to undertake all types of activities which will help them achieve success in language learning. Similarly, Dörnyei and Ushioda (2011) stress that, besides motivation, other numerous variables partake in achieving success; most of all learner talent, learning opportunities and quality of teaching language exercises, and to this we add the usage of learning strategies.

Positive correlations between the communicative language competence and the usage of learning strategies have been confirmed by research findings world-wide (e.g. Bruen, 2001; Dreyer & Oxford, 1996; Kaylani, 1996; Magogwe & Oliver, 2007; Mihaljević Djigunović, 1999; Oxford & Burry-Stock, 1995; Oxford & Crookall, 1989, and others). However, studies (e.g. Gardner, Tremblay, & Masgoret, 1997; Hong-Nam & Leavell, 2006) also show that this relationship is not entirely linear and that a higher level of communicative language competence does not guarantee the increase in the usage of learning strategies. Similarly, Griffiths (2003) confirms that more successful learners use more interactive and sophisticated strategies in comparison with the less successful learners; thus the author points out quantitative and qualitative differences in the usage of learning strategies. Further, Wong and Nunan (2011) as well as Pickard (1996) conclude that the more successful learners are significantly more autonomous and active in learning, which is reflected in their significantly more frequent usage of communicatively based strategies in the extracurricular context. On the other hand, less successful learners are characterized by the usage of strategies which are more emphatically dependent on authority, i.e. the teacher and the textbook. In other words, learning strategies and motivation are very much interrelated concepts (Cohen & Dörnyei, 2002; Dörnyei & Skehan, 2003). As motivation comprises effort as a behavioural component (Gardner, 1985, 1988), a commonly discussed active approach to learning found in more successful learners in terms of the appropriate usage of strategies could indeed be a reflection of their motivation for learning (Dörnyei, 1996).

The aim of our research was to investigate which motivational factors and types of learning strategies can be used as significant predictors of foreign language learner success. Since previous research shows that motivation precedes action, meaning that motivation for foreign and second language learning is a precondition for strategies usage (Dörnyei, 1996), we predict that motivation, in particular its microdimension or

personal dimension and its macrodimension or socio-cultural dimension (see Karlak, 2014) and the communicative-metacognitive learning strategies will have a key role in predicting learner success.

Method

Participants

Fourth grade students from 12 Croatian high schools participated in the research. The research was carried out in six schools in Osijek (1st Grammar School, 2nd Grammar School, 3rd Grammar School, Jesuit Classical Grammar School, "Gaudeamus" Grammar School, School of Economics and Administration) and in six schools from the wider region (Vukovar Grammar School, A.G. Matoš Grammar School in Đakovo, 'Matija Mesić' Grammar School in Slavonski Brod, Ivan Domac School of Economics and Commerce in Vinkovci, Secondary School of Economics in Slavonski Brod). The final sample comprised 373 participants, out of which 141 participants fell into the subsample of the learners of the German language, and 232 the subsample of the learners of the English language.[1] Female participants were more numerous: there were 256 female students (68.63%) and 117 male students (31.37%). The average age of participants was 18.04 (SD=0.38). The average number of years the participants had learned the mentioned foreign languages was 9.57 (SD=2.07), that is 9.02 (SD=2.33) for the German language and 9.90 (SD=1.83) for the English language.

Instruments

Questionnaire on Foreign Language Learning Motivation (Karlak, 2014)

A questionnaire designed by M. Karlak (2014) was used to gain insight into the motivation for foreign language learning. The questionnaire relies on the theoretical foundations provided by the leading researchers and theoreticians in the field (e.g. Clément, Dörnyei, & Noels, 1994; Dörnyei, 2001; Gardner, 1985; Gardner & Mihaljević Djigunović, 2003; Mihaljević, 1991; Mihaljević Djigunović, 1998). The questionnaire on the motivation for foreign language learning was created in the course of this paper's first author's doctoral dissertation pilot study implementation. It consists of a total of 65 items (statements). The participants were requested to state how much they agreed with the statements on a scale from 1 to 5 (1-not at all agreed, 5-absolutely agreed). Factor analysis was used to extract three factors (principal component analysis, varimax rotation, extraction of factors based on scree test): language characteristic motivation (k^2=39; α^3=0.963), learning context motivation (k=16; α=0.83) and learner characteristic motivation (k=10; α=0.82). The coefficient of internal reliability of the questionnaire was α=0.95.

[1] Due to relatively small subsample sizes and numerous predictors, only the total sample will be regarded. Accordingly, this paper deals with a general foreign language communicative competence that the Croatian adolescents are exposed to during their education.

[2] k – points to the number of subscale items in the applied questionnaire.

[3] α – Cronbach's alpha stands for the reliability (internal consistency) of subscales in the applied questionnaire.

Strategy Inventory for Language Learning (Oxford, 1990)

An adapted version of SILL (Strategy Inventory for Language Learning) was used for the investigation of language learning strategies (Oxford, 1990). SILL is used to measure the frequency of usage of six types of language learning strategies.[4] The participants are required to estimate how often they use particular learning strategies on a scale from 1 to 5 (1-never or almost never, 5-always or almost always). More precisely, the piloted version of the 7.0 questionnaire was used, which consists of 50 items (statements). It differs from the original questionnaire made by R. Oxford (1990) in the alternated formulation of only one item.[5] Factor analysis was used to extract four factors (principal component analysis, oblimin rotation, extraction of factors based on scree test): communicative-metacognitive strategies (k=17; α=0.92), social-affective strategies (k=9, α=0.74), memory strategies (k=10; α=0.66) and cognitive strategies (k=7; α=0.73). The coefficient of the internal reliability of the questionnaire on language learning strategies was α=0.91 (Karlak, 2014).

The Level of the Communicative Language Competence in the Foreign Language

The level of the communicative language competence in the foreign language was established at two levels: first, by means of standardized evaluation, i.e. the sum of grades achieved at the state high school-leaving exam (Cro. *matura*) and the percentage of correct answers achieved on the exam, and second, by means of class evaluation, i.e. the grade in the foreign language obtained at the end of the first semester. Student success in the standardized evaluation was M=3.70 (SD=0.84) for the total state high school-leaving exam, while class evaluation grades for the studied foreign languages yielded M=3.60 (SD=1.18).

General data on participants were also collected and they included information on: age, sex, grade, grade in the foreign language obtained at the end of the first semester and years of learning the foreign language (for details see Karlak, 2014).

Procedure

This study is part of a wider research project laid out in the doctoral dissertation by Karlak (2014). High school principals and headmasters of the final grades students participating in the study were asked to help with the research. The study was carried out in the classroom and during class time. After quickly presenting the research and pointing out the importance of the cooperation and contribution of the participants, the author gave oral instructions on the manner of the completion of the questionnaires. The research was carried out on an entirely voluntary basis. Parts of the questionnaire were also explained as well as the purpose of the statement the participants were required to

[4] Those are: memory strategies, cognitive strategies, compensation strategies, metacognitive, affective and social strategies.

[5] It is the item: "*While reading, I do not look each unfamiliar word up in the dictionary.*" which has been changed from a negative into an affirmative statement.

provide once they have completed the questionnaire, by means of which they allowed the researcher insight into their results on the foreign language examination on the state high school-leaving exam. Then they were presented with the questionnaire on the German or the English language, depending on which foreign language they were going to take at the high-school leaving exam. The fact that the questionnaire was not anonymous due to the post hoc matching of the foreign language grade obtained on the high school-leaving exam was stressed; it was also emphasized that no one except for the author would have insight into the participants' data. All participants filled in their questionnaires and a very small number of them did not sign the mentioned statement (1.58 %, N=6 students). The information obtained from these few participants was not used in the subsequent data analysis. Prior to filling in the questionnaires, the participants were asked to read the instructions and to provide candid answers. When needed, the author clarified certain problematic details for particular participants who had requested help. Filling in the questionnaire lasted no longer than 40 minutes. After the state high school-leaving exam was over, the author contacted school principals and collected the required grades in the two foreign languages.

Results and Discussion

The preconditions for carrying out a parametric statistical analysis were in place and we decided to analyze the data by means of the hierarchical regression analysis (the predictor and criterion variables are quantitative and on an interval level, the predictor variances are not null, there is no perfect multicolinearity, i.e. the predictors are not too highly correlated with each other, the predictors are not connected to the "external variables", i.e. there is no third variable in a moderating sense which could affect the correlation with the predictors, the homogeneity of variance is also satisfied, the Watson Durbin test showed error independence, i.e. the residuals are in null correlations, error distribution does not differ statistically significantly from normal distribution, the correlation of variables is linear and they are measured independently). In data analysis we first decided to calculate the descriptive statistics for the variables included in the research.

Table 1

Basic descriptive statistics for the measured variables

Variables	N	Possible range	Observed range	M	SD
Age	373	17.00-19.00	17.00-19.00	18.04	0.38
Years of foreign language learning	373	4.00-19.00	4.00-19.00	9.57	2.07
Communicative-metacognitive learning strategies	373	1.00-5.00	1.18-5.00	3.10	0.77
Cognitive learning strategies	373	1.00-5.00	1.00-4.29	2.66	0.70
Memory strategies	373	1.00-5.00	1.10-3.90	2.50	0.52
Social-affective learning strategies	373	1.00-5.00	1.00-4.56	2.65	0.67
Language characteristic motivation	373	1.00-5.00	1.12-4.90	3.55	0.75
Learning context motivation	373	1.00-5.00	1.00-4.44	3.09	0.61
Learner characteristic motivation	373	1.00-5.00	1.40-5.00	3.59	0.75

The data presented in Table 1 show that a full range of answers was obtained for most subscales, which vouches for the good sensitivity of the instruments. The average values for the subscales of learning strategies lean slightly in the negative direction, which speaks for the less frequent usage of learning strategies, while the average values for the motivation subscales lean slightly in the positive direction, signifying higher student motivation.

We proceeded to calculate the intercorrelations of the variables as presented in Table 2.

Table 2

Matrix of the intercorrelation of the measured variables

Variable	1	2	3	4	5	6	7	8	9	10
1. Grade in class evaluation	1	0.46**	0.51**	0.44**	-0.03	-0.03	-0.08	0.44**	0.04	0.58**
2. Grade in standardized evaluation		1	0.93**	0.26**	-0.14**	-0.13*	-0.04	0.27**	-0.01	0.36**
3. Percentage of correct answers on the foreign language exam in the standardized evaluation			1	0.31**	-0.13*	-0.11*	-0.08	0.32**	0.02	0.42**
4. Communicative-metacognitive learning strategies				1	0.40**	0.31**	0.35**	0.78**	0.36**	0.57**
5. Cognitive learning strategies					1	0.45**	0.49**	0.24**	0.36**	0.06
6. Memory strategies						1	0.41**	0.21**	0.27**	-0.02
7. Social-affective learning strategies							1	0.23**	0.32**	-0.14**
8. Language characteristic motivation								1	0.25**	0.58**
9. Learning context motivation									1	0.21**
10. Learner characteristic motivation										1

** p< 0.01; * p<0.05

Table 2 clearly shows that the variables language characteristic motivation and learner characteristic motivation are moderately correlated with success measures, while communicative-metacognitive, cognitive learning strategies and memory strategies are somewhat less correlated with success measures. Cognitive strategies and memory strategies correlate negatively with success measures; this speaks for the non-linearity of the relationship between the communicative language competence and the usage of learning strategies (e.g. Dörnyei, 2005; Ehrman & Oxford, 1995; Gardner, Tremblay, & Masgoret, 1997; Hong-Nam & Leavell, 2006). Learning strategies are less so and moderately correlated with various types of motivation in which only the correlation between the communicative-metacognitive learning strategies with language characteristic motivation, which is relatively high, stands out. Since communication in the foreign language lies to a great extent in the background of both constructs, motivational and strategic, either as an expression of desire or enjoyment, or as specific

communicatively oriented behaviour, such a high correlation was partly expected. In other words, high intensity of language characteristic motivation and learner characteristics will yield greater communicative language competence in learners, but not necessarily a more frequent usage of all types of learning strategies. This was expected, since the strategies most probably develop in accordance with the linguistic development of students (see Karlak, 2014; Oxford & Nyikos, 1989). High correlation between the communicative-metacognitive strategies of learning and the language characteristic motivation is also expected because the higher the socio-cultural value and recognizability of language in the learner's environment, the more likely are students to frequently use these learning strategies which enable them to achieve greater exposure to a foreign language, especially in the extracurricular context. Thus, they will likely achieve higher intrinsic motivation.

The aim of this research was to investigate to what degree it is possible to predict language learning success in high school-leaving students based on student motivation and usage of various learning strategies. We used three different criteria, i.e. three separate hierarchical regression analyses. In the first regression analysis we used the variable of grades in class evaluations of the last grade of high school. In the second analysis the criterion was the grade obtained in the foreign language and provided by means of a standardized examination, i.e. the state high school-leaving exam. In the third analysis the criterion was the percentage of the correct answers achieved on the foreign language exam in the standardized evaluation, which was considered to be the most precise measure of achievement in foreign language proficiency. We used the same predictors for all three analyses. In the first step we controlled for the age, sex and years of learning of the foreign language. In the second step we introduced motivation predictors (language characteristic motivation, learning context motivation, learner characteristic motivation), and in the third step we introduced four types of learning strategies (communicative-metacognitive learning strategies, cognitive learning strategies, memory strategies, social-affective learning strategies) in order to investigate additional influence of these variables in predicting learning success.

Before we interpret the results of the regression analysis, we will briefly describe the four types of learning strategies and three dimensions of motivation which were found (for details see Karlak, 2014).

The communicative-metacognitive strategies are characterized by an active approach to learning with an emphasis on the elements of communication and metacognition, especially in the extracurricular context of language learning. They imply learners' additional exposure to a foreign language aiming to acquire a high level of communicative language competence (Karlak, 2014). For example, learners will read or write for pleasure in the foreign language, look for opportunities to communicate in the language, they will expose themselves to the foreign language on television, radio, the Internet, etc., they will plan and coordinate their learning, etc.

Cognitive learning strategies primarily refer to the activation of mental processes in learning, e.g., by repetition and consolidation, systematization of the learned material,

etc. These are mostly institutionalized learning strategies used "at school". Their purpose is to master the demands of the foreign language as a school subject (Karlak, 2014).

Memory strategies refer to various techniques used for memorizing vocabulary, such as creation of mental images, rhyme, using words in a sentence, etc. Thus, they involve mastering the linguistic units at the basic word level (Karlak, 2014).

Table 3

Regression analysis of the three criteria of communicative language competence (grade in class evaluation, grade in standardized evaluation, and percentage of correct answers on the foreign language exam in the standardized evaluation) for the investigated variables

Criteria/ Predictors	Grade in class evaluation β	Grade in standardized evaluation β	Percentage of correct answers on the foreign language exam at the standardized evaluation β
Sex	0.02	-0.18**	-0.19**
Age	-0.11*	-0.08	-0.95
Years of foreign language learning	0.13**	0.10	0.11*
Regression model	R=0.18; R^2=0.03; R^2_{kor}=0.02; $F_{(3, 369)}$=4.04; p<0.01	R=0.22; R^2=0.05; R^2_{kor}=0.04; $F_{(3, 369)}$=5.94; p<0.01	R=0.24; R^2=0.06; R^2_{kor}=0.05; $F_{(3, 369)}$=7.68; p<0.01
Sex	0.06	-0.15**	-0.17**
Age	-0.09*	-0.07	-0.08
Years of foreign language learning	-0.01	0.01	0.02
Language characteristic motivation	0.15**	0.12*	0.14*
Learning context motivation	-0.10*	0.09	-0.06
Learner characteristic motivation	0.52**	0.30**	0.34**
Regression model	R=0.61; R^2=0.38; R^2_{kor}=0.37; $F_{(6, 366)}$=36.79; p<0.01	R=0.42; R^2=0.17; R^2_{kor}=0.16; $F_{(6, 366)}$=7.62; p<0.01	R=0.48; R^2=0.23; R^2_{kor}=0.22; $F(_{6, 366})$=18.00; p<0.01
Sex	0.08	-0.13**	-0.14**
Age	-0.10*	-0.07	-0.09
Years of foreign language learning	-0.03	-0.01	-0.01
Language characteristic motivation	0.06	0.02	0.04
Learning context motivation	-0.09	-0.07	-0.04
Learner characteristic motivation	0.44**	0.26**	0.28**
Communicative-metacognitive learning strategies	0.24**	0.22*	0.24**
Cognitive learning strategies	-0.12*	-0.18**	-0.18**
Memory strategies	-0.03	-0.11*	-0.08
Social-affective learning strategies	-0.05	0.09	0.02
Regression model (final solution)	R=0.63; R^2=0.40 (CI=0.32-0.44); R^2_{kor}=0.38; $F_{(10, 362)}$=20.88; p<0.01	R=0.47; R2 =0.22 (CI=0.14-0.26); R2kor=0.20; F(10, 362)=5.72; p<0.01	R=0.52; R2 =0.27 (CI=0.18-0.31); R2kor=0.25; F(10, 362)=13.15; p<0.01

Social-affective learning strategies aim to overcome various difficulties and unpleasant emotions in foreign language learning or communication, with the help of others or individually. Accordingly, they imply self-encouragement while speaking in the foreign language, care and effort in correctly understanding one's own message as well as the message conveyed by the other speaker, and learning and exercising with others.

The three-dimensional structure of motivation, which is similar to the constructs proposed by Dörnyei (1994, 1996), Gardner (2010) and Solmecke (1983), is comprised of the language characteristic motivation, learning context motivation and learner characteristic motivation. Language characteristic motivation (compare Mihaljević Djigunović, 1998) is an extremely complex dimension whose major feature is the value of foreign language learning, which means that learners probably find the language to be worth learning for various reasons, e.g. affective, integrative, communicative, educational-business, out of interest and the wish to learn, parental attitudes, societal status of the foreign language, global trends, etc. A similar factor labelled value was found in the research by Schmidt and Watanabe (2001). Thus, according to Karlak (2014), this macrodimension of motivation mostly reflects the social-cultural dimension of the motivation of learners as members of their society (e.g. *I wish to learn the foreign language so well that it comes naturally to me*).

Learning context motivation refers to the evaluation of the elements of the formal context in foreign language mastering, e.g. teachers and teaching methods, class atmosphere, teaching materials, etc. This dimension reflects the educational dimension of the motivation of learners who participate in the formal learning context (Karlak, 2014; Mihaljević Djigunović, 1998; Schmidt & Watanabe, 2001 and others) (e.g. *I do not like the teaching methods our foreign language teacher uses*).

Learner characteristic motivation refers to the inner as well as the external learner factors which influence learning. This is a dimension which encompasses positive factors such as lack of fear of using the language and learning difficulties as well as smaller interest and parents' incitement to learn the language. In a wider sense, this can be an indication of a learner's linguistic self-confidence. In this dimension the personal nature of motivation is reflected which probably mostly develops in an individual as part of the smallest, yet without doubt, the most important societal core, i.e. the family (Karlak, 2014, pp. 216-217) (e.g. *I feel fear when somebody asks me something in a foreign language*.).

The data clearly show (see Table 3) an important contribution of motivation in the clarification of the communicative language competence in the learners' foreign languages; motivation explains 34.20% variance of the grades obtained in class evaluation, 12.30% of the variance in the standardized evaluation and 16.40% variance of the percentage of the correct answers achieved on the foreign language exam in the standardized evaluation. Findings of previous research also show that motivation is the best success predictor in learning (e.g. Dörnyei, 2001, 2005; Gardner, 1985, 2010; Mihaljević Djigunović, 1998, 2006; Oxford & Shearin, 1996; Skehan, 1989). Although statistically less significantly, learning strategies help explain the communicative language competence of learners, as well as the additional 1.80% variance of the grades obtained in class evaluation, 3.60% of the variance of grades obtained in the standardized evaluation, and 3.10% of the variance of the percentage of correct answers on the foreign language exam in the standardized evaluation. Thus, the mentioned result probably shows that the questionnaire did not cover the full range of strategies used by the participating

learners, but also that they had automatized the usage of (their own) learning strategies. Thus, a triangulation of methods could provide more significant and reliable results in the investigation of learning strategies, for example if beside the questionnaire the think-aloud method were used (see Mihaljević Djigunović & Matijašević, 2002). In brief, the significance of motivation in the explanation of the variance of communicative language competence is significantly higher in relation with the learning strategies. In other words, the results confirm that learning strategies in a way result from motivation, but also show that the boundaries between the two variables are not clear-cut. Consequently, despite the fact that strategies are considered to be examples of motivated behaviour, as indicated by partly high correlations between strategies and motivation in Table 2, which is why one could expect to find more significant results speaking for their importance, smaller contribution of learning strategies (as examined by the SILL) leaves room for other potential learning activities which a motivated learner undertakes in the process of foreign language mastering.

The results have also shown that success variance in foreign language learning in terms of grades in class evaluation is better explained by the selected predictors (motivation and learning strategies) in relation to two measures of the standardized evaluation. We assume that the reason for that is the fact that here we deal with two very different measures of communicative language competence: on the one hand there are class evaluations which are results of many months of learning and effort, active participation in foreign language classes and carrying out all the school and test obligations, the students' relationship with the teacher, and it probably reflects equal representation of all four language skills; on the other hand there are standardized evaluations in form of a written exam in which one's speaking skill is not evaluated. The exam, due to its strict form, is without doubt a very stressful experience for the students, which can probably be reflected in the results.

The class evaluation grade can be predicted on the basis of: higher intensity of learner characteristic motivation, more frequent usage of the communicative-metacognitive strategies and less frequent usage of cognitive strategies. The finding that higher learner characteristic motivation is a significant predictor of the class evaluation grade was expected, because that type of motivation in a wider sense points at the importance of linguistic self-confidence in the formal learning context. For example, Gardner (1985) states that linguistic self-confidence develops as a result of positive experience in the context of foreign and second language mastering in which there are many opportunities for language use. This can be related to a significant predictor role of the communicative-metacognitive learning strategies whose frequent usage is typical of highly motivated and successful students who believe in their abilities and are prepared to invest effort in an extracurricular context with the purpose of mastering a foreign language (see Karlak, 2014). Likewise, since the emphasis is on communication (active usage of language) at this level of learning, it is not surprising that the usage of the cognitive learning strategies typical of institutional learning "at school" is a significant predictor of grades obtained in class evaluations. Namely, it can be assumed that students have in a way "grown

out of" those strategies. In other words, by using some other strategies, especially the communicative-metacognitive ones, the students make up for the less frequent usage of the cognitive learning strategies.

The results of the regression analysis also point to an inadequately statistically significant role of the other two dimensions of motivation. In terms of the learning context motivation, the reason for such results may lay in the fact that the given motivation type mostly refers to the general attitudes towards the formal learning context which, possibly, do not affect the core of this very complex learning context. The involvement of peer influence on foreign language learning, for instance, may yield more significant results. Lack of a significant predictor role in the case of language characteristic motivation, although unexpected, shows that the value which foreign language learning has for an individual cannot be significantly predicted by any measure of communicative language competence; still, we assume that it is very important for permanent language learning, i.e. the continuation of language learning. Its role may be weaker due to the very nature of the subscale and a significant number of the communicatively-based statements. This subscale partially overlaps with and is statistically "overruled" by the subscale of communicative-metacognitive strategies. A weaker predictor role of memory strategies and social-affective strategies can be related to the language development of the adolescent learner, i.e. a higher level of communicative language competence which allows them to reach for some sophisticated, primarily communicatively-based learning strategies in foreign language learning instead of the dull memorizing of individual language elements or strategies which enable students to deal with unpleasant emotions. Interesting is also the finding that sex is a significant predictor of grades obtained in the standardized evaluations as well as the percentage of correct answers on this exam whereby success is better predicted with male students. We assume that taking an exam such as the state school-leaving exam is probably more stressful for most female students because they suffer greater societal pressure since female students mostly choose their careers in the field of languages, be it in education, translation or other related professions.

A potential shortcoming of this study is certainly the fact that the sample of participants was in fact made out of two very different subsamples, i.e. German and English as foreign languages. Differences are found between the two languages in terms of the level of communicative language competence, intensity of their motivation, usage of strategies and other factors connected to formal and wider social contexts (for details see Karlak, 2014). This is why future studies should look at representative samples and carry out separate analyses for English and German as foreign languages. In addition to that, a greater balance of the sample in terms of sex would yield more reliable results.

Research results also point at certain practical implications, especially the need to strengthen learner characteristic motivation with the aim of enhancing linguistic self-confidence and stimulating learners to actively master the foreign language in the extracurricular context, whereby foreign language teachers but also parents have extremely important roles. Self-confidence in language will very likely contribute to

the increase in motivation and significantly more frequent usage of the very useful communicative-metacognitive learning strategies which are closely linked to motivation.

Conclusion

In this study we have shown that motivation and learning strategies have a significant role in predicting the communicative language competence in a foreign language. It was shown that motivation is a powerful predictor of language competence for all three measures of success and it explains the variance of success in 15% to 34% . Learning strategies offer additional explanation for the learning variance in 2-3% , where communicative-metacognitive learning strategies contribute the most. The results show that learning strategies and motivation are the best predictors of success in class evaluation performed by the foreign language teacher, while they cannot be used to predict grades obtained in the standardized evaluations. Obviously, some other variables are more important for predicting the success students will achieve on their state high school-leaving exam (e.g. certain personal traits, importance of the foreign language for further education, etc.). This should be investigated in further research.

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Motivacija i strategije učenja kao prediktori komunikacijske jezične kompetencije u stranom jeziku

Sažetak

U ovladavanju inim jezikom važno mjesto pripada čimbenicima individualnih razlika, osobito motivaciji i strategijama učenja, budući da se na njih može djelovati. Istraživanja ukazuju na blisku, međutim još uvijek ne posve razjašnjenu vezu između tih čimbenika i komunikacijske jezične kompetencije, a o čemu se raspravlja u uvodnom dijelu rada.

Cilj istraživanja bio je provjeriti koji motivacijski činitelji i tipovi strategija učenja značajno predviđaju komunikacijsku jezičnu kompetenciju u stranom jeziku na uzorku srednjoškolskih učenika u Republici Hrvatskoj. U istraživanju su korišteni sljedeći instrumenti: Upitnik o motivaciji za učenje stranih jezika (Karlak, 2014), Inventar strategija učenja jezika (Oxford, 1990) i tri mjere komunikacijske jezične kompetencije učenika, tj. ocjena u razrednom vrednovanju, ocjena u standardiziranom vrednovanju (ispit državne mature) i postotak točne riješenosti standardiziranog vrednovanja. Rezultati su potvrdili važnu ulogu motivacije i strategija učenja u predviđanju komunikacijske jezične kompetencije u stranom jeziku. Rezultati su pokazali kako motivacija (34,20% objašnjene varijance) i strategije učenja (1,80%) najbolje predviđaju uspjeh u razrednom vrednovanju (40%), a najslabije ocjenu u standardiziranom vrednovanju (21,80% ukupno objašnjene varijance), u čemu se očituju i određene implikacije na nastavnu praksu.

Ključne riječi: *komunikacijsko-metakognitivne strategije učenja; motivacija osobina učenika; ovladavanje stranim jezikom; razredno vrednovanje.*

Uvod

Općenito je poznata činjenica da je uspješan učenik ujedno i motiviran učenik (Ushioda, 2008), odnosno da je motivacija, uz jezičnu nadarenost, najbolji prediktor uspjeha u stranom jeziku (npr. Dörnyei, 2001, 2005; Gardner, 1985, 2010; Mihaljević Djigunović, 1998, 2006; Oxford i Shearin, 1996; Skehan, 1989). Iako bi se svi složili da između motivacije i komunikacijske jezične kompetencije postoji pozitivna veza, odnos dviju varijabli ipak nije u potpunosti razjašnjen. U literaturi prevladava mišljenje da je

taj odnos ciklički (pozitivan ili negativan), no i da je neizravan jer motivacija prethodi djelovanju prije nego postignuću (Dörnyei i Ushioda, 2011), na što ukazuju i neki prijašnji kvantitativni modeli (npr. Tremblay i Gardner, 1995). Tako će, prema Gardneru (2010), pozitivni stavovi i visoka motivacija pojedincu pružiti poticaj da se prihvati svih vrsta aktivnosti koje će pridonijeti uspjehu u učenju jezika. Slično tomu, Dörnyei i Ushioda (2011) ističu da osim motivacije na uspjeh utječu i brojne druge varijable, najviše sposobnost učenika, prilike za učenje i kvaliteta poučavanja jezičnih zadataka. Tome bismo dodali i uporaba strategija učenja.

Pozitivnu povezanost komunikacijske jezične kompetencije i uporabe strategija učenja potvrđuju rezultati istraživanja provedenih širom svijeta (npr. Bruen, 2001; Dreyer i Oxford, 1996; Kaylani, 1996; Magogwe i Oliver, 2007; Mihaljević Djigunović, 1999; Oxford i Burry-Stock, 1995; Oxford i Crookall, 1989 i dr.). No, istraživanja (npr. Gardner, Tremblay i Masgoret, 1997; Hong-Nam i Leavell, 2006) pokazuju i da taj odnos nije u potpunosti linearan, odnosno da se višom razinom komunikacijske jezične kompetencije ne povećava nužno i uporaba strategija učenja. Slično tomu, Griffiths (2003) utvrđuje da uspješniji učenici češće upotrebljavaju interaktivnije i sofisticiranije strategije u odnosu na manje uspješne učenike, ukazujući kako na kvantitativne tako i na kvalitativne razlike u upotrebi strategija učenja. Nadalje, Wong i Nunan (2011), slično kao i Pickard (1996), zaključuju da su uspješniji učenici znatno autonomniji i aktivniji u učenju, što se vidi u njihovoj značajno češćoj upotrebi strategija komunikacijskog usmjerenja u izvannastavnom kontekstu, a manje uspješne učenike karakterizira upotreba strategija s većim naglaskom na ovisnosti o autoritetu, tj. nastavniku i udžbeniku. Drugim riječima, strategije učenja i motivacija međusobno su vrlo povezani koncepti (Cohen i Dörnyei, 2002; Dörnyei i Skehan, 2003). Kako motivacija sadrži i bihevioralnu komponentu u obliku truda (Gardner, 1985, 1988), često spomenuti aktivni pristup učenju uspješnih učenika u smislu odgovarajuće upotrebe strategija zaista može biti odraz njihove motivacije za učenjem (Dörnyei, 1996).

Cilj našeg istraživanja bio je provjeriti koji motivacijski činitelji i tipovi strategija učenja značajno predviđaju uspjeh učenika stranih jezika. Budući da su prethodna istraživanja pokazala da motivacija prethodi djelovanju, odnosno da je motiviranost za učenje inog jezika preduvjet za uporabu strategija (Dörnyei, 1996), pretpostavljamo da će kako motivacija, osobito njezina mikrodimenzija, tj. osobna, i makrodimenzija, tj. društveno-kulturna (vidi Karlak, 2014), tako i s njom tijesno povezane komunikacijsko-metakognitivne strategije učenja imati ključnu ulogu u predviđanju uspjeha učenika.

Metoda

Sudionici

U istraživanju su sudjelovali učenici četvrtih razreda iz 12 hrvatskih srednjih škola. Istraživanje je provedeno u šest osječkih škola (I. gimnazija, II. gimnazija, III. gimnazija, Isusovačka klasična gimnazija s pravom javnosti, Gimnazija „Gaudeamus“, Ekonomska i upravna škola) i u šest škola iz šire okolice (Gimnazija Vukovar, Gimnazija A. G. Matoša

Đakovo, Gimnazija Županja, Gimnazija „Matija Mesić“ Slavonski Brod, Ekonomska i trgovačka škola Ivana Domca Vinkovci, Ekonomsko-birotehnička škola Slavonski Brod). Konačnim je uzorkom obuhvaćeno ukupno 373 sudionika, od toga 141 sudionik čini poduzorak iz njemačkog jezika, a 232 sudionika poduzorak iz engleskog jezika.[6] U cjelokupnom je uzorku zastupljeniji ženski spol: 256 učenica (68,63 %) i 117 učenika (31,37 %). Prosječna dob sudionika iznosila je 18,04 (SD = 0,38) godine. Prosječna dužina učenja stranog jezika iznosila je 9,57 (SD = 2,07) godina: njemačkog jezika 9,02 (SD = 2,33) godina, a engleskog 9,90 (SD = 1,83).

Mjerni instrumenti

Upitnik o motivaciji za učenje stranog jezika (Karlak, 2014)

Radi stjecanja uvida u motivaciju za učenje stranog jezika korišten je upitnik M. Karlak (2014) koji se oslanja na teorijske postavke vodećih istraživača i teoretičara (npr. Clément, Dörnyei i Noels, 1994; Dörnyei, 2001; Gardner, 1985; Gardner i Mihaljević Djigunović, 2003; Mihaljević, 1991; Mihaljević Djigunović, 1998). Upitnik o motivaciji za učenje stranog jezika nastao je u sklopu pilot istraživanja za doktorsku disertaciju, a sastoji se od ukupno 65 čestica (tvrdnji) za koje sudionici trebaju procijeniti stupanj slaganja na skali od 1 do 5 (1 – uopće ne, 5 – u potpunosti da). Faktorskom su analizom ekstrahirana tri faktora (metoda glavnih komponenata, varimax (pravokutna) rotacija, ekstrakcija faktora izvršena na temelju scree testa): motivacija osobina jezika (k[7] = 39; α[8] = 0,96), motivacija konteksta učenja (k= 16; α = 0,83) i motivacija osobina učenika (k = 10; α = 0,82). Koeficijent unutarnje pouzdanosti cijelog upitnika iznosi α = 0,95.

Inventar strategija učenja jezika (Oxford, 1990)

Za ispitivanje strategija učenja korištena je prilagođena inačica ISUJ-a (engl. *SILL*), odnosno Inventara strategija učenja jezika (Oxford, 1990) kojim se mjeri učestalost uporabe šest tipova strategija[9] pri čemu sudionici na skali od 1 do 5 trebaju procijeniti koliko često rabe pojedine strategije učenja (1 – nikada ili gotovo nikada, 5 – uvijek ili gotovo uvijek). Preciznije, upotrijebljena je prethodno pilotirana inačica upitnika 7.0 koji se sastoji od 50 čestica (tvrdnji), a od originalnog se upitnika R. Oxford (1990) razlikuje u izmijenjenoj formulaciji svega jedne čestice.[10] Faktorskom su analizom ekstrahirana četiri faktora (metoda glavnih komponenata, oblimin (kosokutna) rotacija, ekstrakcija faktora na temelju scree testa): komunikacijsko-metakognitivne strategije (k = 17; α = 0,92), društveno-afektivne strategije (k = 9, α = 0,74), strategije pamćenja (k = 10; α =

[6] Zbog razmjerno malog broja sudionika u pojedinim poduzorcima i većeg broja prediktora, razmatrat će se samo ukupan uzorak sudionika. U skladu s tim ovaj se rad bavi općom komunikacijskom jezičnom kompetencijom u stranom jeziku kojem su hrvatski adolescenti izloženi tijekom svog obrazovanja.

[7] k – označava broj čestica pojedine subskale primijenjenog upitnika

[8] α – Cronbachov alpha označava pouzdanost (unutarnju konzistenciju) pojedine subskale primijenjenog upitnika

[9] To su: strategije pamćenja, kognitivne strategije, kompenzacijske strategije, metakognitivne, afektivne i društvene.

[10] Riječ je o čestici „*Pri čitanju ne idem tražiti svaku nepoznatu riječ u rječnik.*“ koja je na prijedlog sudionika zbog nejasnoće preoblikovana iz niječne u potvrdnu.

0,66) i kognitivne strategije (k=7; α=0,73). Koeficijent unutarnje pouzdanosti cijelog upitnika o strategijama učenja stranog jezika iznosi α = 0,91 (Karlak, 2014).

Razina komunikacijske jezične kompetencije u stranom jeziku

Razina komunikacijske jezične kompetencije u stranom jeziku utvrđena je na dvije razine: prvo, standardiziranim vrednovanjem, odnosno zbirnom ocjenom iz ispita na državnoj maturi, kao i postotkom točne riješenosti ispita i drugo razrednim vrednovanjem, tj. ocjenom iz stranog jezika na kraju prvog polugodišta. Uspjeh sudionika na standardiziranom vrednovanju iznosio je M = 3,70 (SD = 0,84) u ukupnoj ocjeni ispita državne mature, a u postotku točne riješenosti ispita M = 72,04 % (SD = 14,21). Na razrednom vrednovanju utvrđeni je uspjeh u stranom jeziku iznosio M = 3,60 (SD = 1,18).

Prikupljeni su i opći podatci o sudionicima: dob, spol, škola, razred, ocjena iz stranog jezika u razrednom vrednovanju (na polugodištu) i dužina učenja stranog jezika (za detalje vidi Karlak, 2014).

Postupak

Istraživanje je dio šireg istraživačkog projekta doktorske disertacije (Karlak, 2014). Za pomoć u istraživanju zamoljeni su ravnatelji navedenih srednjih škola kao i razrednici završnih razreda. Istraživanje je provedeno u razredima za vrijeme trajanja nastave. Nakon kratkog predstavljanja istraživanja i isticanja važnosti suradnje i velikog doprinosa sudionika, autorica je dala usmene upute o načinu ispunjavanja upitnika. Istraživanje je bilo u potpunosti dobrovoljno. Ukratko su objašnjeni i pojedini dijelovi upitnika, kao i svrha izjave koju su sudionici na kraju trebali popuniti, a kojom učenici dopuštaju istraživačici uvid u rezultate ispita iz stranog jezika na državnoj maturi. Potom je, ovisno o stranom jeziku koji polažu na državnoj maturi, sudionicima uručen odgovarajući upitnik za njemački, odnosno engleski jezik. Naglašeno je da zbog naknadnog pridruživanja ocjene iz njemačkog odnosno engleskog jezika s državne mature upitniku, upitnik nije anoniman, no također je istaknuto kako nitko osim autorice neće vidjeti podatke sudionika, odnosno da je osigurana povjerljivost podataka. Svi su sudionici ispunili upitnike, a vrlo mali broj njih nije potpisao izjavu (1,58%, N=6 učenika).Njihovi podatci nisu se koristili u daljnjoj obradi podataka. Sudionici su zamoljeni da prije ispunjavanja pročitaju upute uz pojedini upitnik i da njihovi odgovori zaista budu iskreni. Prema potrebi autorica je tijekom ispunjavanja pojedinim sudionicima otklonila manje nejasnoće. Ispunjavanje upitnika ni u jednom razredu nije trajalo duže od 40 minuta. Nakon provedene državne mature na ljetnom i jesenskom ispitnom roku autorica je ponovno kontaktirala ravnatelje škola u vezi s prikupljanjem ocjena sudionika iz stranog jezika.

Rezultati i rasprava

Preduvjeti za provođenje parametrijske statistike i regresijske analize bili su zadovoljeni pa smo podatke odlučili analizirati putem hijerarhijske regresijske analize (prediktorske

i kriterijske varijable su kvantitativne i na intervalnom nivou, varijance prediktora nisu nulte, ne postoji savršena multikolinearnost, tj. prediktori nisu međusobno u previsokim korelacijama, prediktori nisu povezani s„vanjskim varijablama", tj. nema treće varijable u smislu moderatora koja bi mogla utjecati na povezanost s prediktorima, zadovoljena je i homogenost varijance, Watson Durbinov test je pokazao nezavisnost pogreške, tj. reziduali su u nultim korelacijama, distribucija pogreške se statistički značajno ne razlikuje od normalne distribucije, povezanost varijabli je linearna te su one nezavisno mjerene). Pri obradi rezultata najprije smo izračunali deskriptivne statistike za varijable uključene u istraživanje.

Tablica 1.

Iz Tablice 1 je razvidno da su za većinu subskala dobiveni gotovo puni rasponi odgovora, što govori u prilog dobroj osjetljivosti instrumenata. Prosječne vrijednosti za subskale strategija učenja pomaknute su blago u negativnom smjeru, što govori u prilog rjeđoj uporabi strategija učenja, a prosječne vrijednosti za subskale motivacije blago su pomaknute u pozitivnom smjeru, što govori u prilog višoj motiviranosti učenika.

Zatim su izračunate interkorelacije ispitivanih varijabli koje se nalaze u Tablici 2.

Tablica 2.

Iz Tablice 2 jasno se vidi kako su motivacija osobina jezika i motivacija osobina učenika umjereno povezane s mjerama uspjeha, a komunikacijsko-metakognitivne, kognitivne strategije učenja i strategije pamćenja nešto su slabije povezane s mjerama uspjeha. Pritom su kognitivne strategije i strategije pamćenja s mjerama uspjeha povezane u negativnom smjeru, što govori u prilog nelinearnosti odnosa komunikacijske jezične kompetencije i uporabe strategija učenja (npr. Dörnyei, 2005; Ehrman i Oxford, 1995; Gardner, Tremblay i Masgoret, 1997; Hong-Nam i Leavell, 2006). Također su slabije i umjereno povezane strategije učenja s različitim tipovima motivacije, pri čemu se ističe samo povezanost komunikacijsko-metakognitivnih strategija učenja s motivacijom osobina jezika koja je relativno visoka. Tako visoka korelacija dijelom je očekivana budući da se u pozadini obaju konstrukata, motivacijskog i strategijskog, u velikoj mjeri nalazi komunikacija na stranom jeziku, s jedne strane kao izraz želje ili ugode, s druge kao određeno komunikacijski usmjereno ponašanje. Drugim riječima, visok intenzitet motivacije osobina jezika i osobina učenika dovest će i do više komunikacijske jezične kompetencije učenika, no ne nužno i do češće uporabe svih tipova strategija učenja, što je očekivano budući da se strategije vjerojatno razvijaju u skladu s jezičnim razvojem učenika (vidi Karlak, 2014; Oxford i Nyikos, 1989). Visoka korelacija komunikacijsko-metakognitivnih strategija učenja s motivacijom osobina jezika također je očekivana jer što je društveno-kulturna vrijednost i uočljivost jezika u okruženju učenika veća, to će učenici češće posezati za tim strategijama učenja koje im omogućuju veću izloženost autentičnom stranom jeziku osobito u izvanškolskom kontekstu i zasigurno veću intrinzičnu motivaciju.

Cilj našeg istraživanja jest provjeriti u kojoj je mjeri moguće predvidjeti uspjeh iz stranog jezika učenika završnih razreda srednje škole na temelju motivacije učenika i korištenja različitih strategija učenja. Koristili smo se trima različitim kriterijima, odnosno trima odvojenim hijerarhijsko-regresijskim analizama. U prvoj regresijskoj analizi za kriterij smo se koristili varijablom ocjena u razrednom vrednovanju završnog razreda srednje škole, u drugoj analizi kriterij je bio ocjena iz stranog jezika na standardiziranom vrednovanju, tj. državnoj maturi, a u trećoj analizi kriterij je bio postotak točne riješenosti ispita iz stranog jezika na standardiziranom vrednovanju kao najpreciznija mjera uspješnosti naučenog stranog jezika. Za sve tri analize korišteni su isti prediktori. U prvom koraku smo dob, spol i dužinu prethodnog učenja stranog jezika kontrolirali, u drugom smo koraku uveli motivacijske prediktore (motivaciju osobina jezika, motivaciju konteksta učenja, motivaciju osobina učenika), a u trećem koraku četiri tipa strategija učenja (komunikacijsko-metakognitivne strategije učenja, kognitivne strategije učenja, strategije pamćenja, društveno-afektivne strategije učenja) kako bismo provjerili njihov dodatni utjecaj u predviđanju uspjeha.

Tablica 3.

Prije tumačenja rezultata regresijske analize ukratko će biti opisana istraživanjem utvrđena četiri tipa strategija učenja i tri dimenzije motivacije (za detalje vidi Karlak, 2014).

Komunikacijsko-metakognitivne strategije karakterizira aktivan pristup učenju s naglašenim elementima komunikacije i metakognicije, osobito u izvanškolskom kontekstu učenja jezika. One podrazumijevaju dodatno izlaganje učenika stranom jeziku u cilju stjecanja visoke razine komunikacijske jezične kompetencije (Karlak, 2014). Učenik će tako, primjerice, čitati ili pisati na stranom jeziku za vlastito zadovoljstvo, tražiti prilike za komunikaciju, izlagat će se stranom jeziku putem televizije, radija, interneta i sl., planirat će i koordinirati svoje učenje itd.

Kognitivne strategije učenja poglavito se odnose na aktiviranje mentalnih procesa u učenju, primjerice ponavljanjem i utvrđivanjem, usustavljivanjem gradiva i sl. Riječ je, stoga, o pretežito „školskim" strategijama učenja čija bi svrha primjene mogla biti svladavanje zahtjeva stranog jezika kao školskog predmeta (Karlak, 2014).

Strategije pamćenja odnose se na razne tehnike zapamćivanja vokabulara, poput stvaranja mentalne slike, rime, uporabe riječi u rečenici i sl. Stoga podrazumijevaju svladavanje lingvističkih jedinica na temeljnoj razini riječi (Karlak, 2014).

Društveno-afektivne strategije učenja, pak, imaju za cilj svladati razne teškoće i neugodne emocije pri učenju stranog jezika ili komunikaciji, bilo uz pomoć drugih ljudi ili individualno. U skladu s tim podrazumijevaju samoohrabrivanje pri jezičnoj djelatnosti govorenja na stranom jeziku, brigu i trud u pogledu pravilnog razumijevanja kako vlastite poruke tako i poruke sugovornika, kao i učenje i vježbanje s drugima.

Trodimenzionalnu strukturu motivacije, koja nalikuje konstruktima Dörnyeija (1994, 1996), Gardnera (2010) i Solmeckea (1983), čine motivacija osobina jezika, motivacija konteksta učenja i motivacija osobina učenika. Motivacija osobina jezika (usporedi

Mihaljević Djigunović, 1998) iznimno je kompleksna dimenzija čije je glavno obilježje vrijednost učenja stranog jezika, što znači da učenici jezik vjerojatno smatraju vrijednim učenja zbog raznih razloga, primjerice, afektivnih, integrativnih, komunikacijskih, obrazovno-poslovnih, zatim zbog interesa i želje za učenjem, roditeljskih stavova, statusa stranog jezika u društvu, globalnih trendova i sl. Sličan su faktor nazvan vrijednost u svom istraživanju utvrdili Schmidt i Watanabe (2001). Ta makrodimenzija motivacije, prema Karlak (2014), stoga odražava pretežito društveno-kulturnu dimenziju motivacije učenika kao sudionika društva u kojem živi (Npr. *Želim tako dobro naučiti strani jezik da mi on postane prirodan.*).

Motivacija konteksta učenja odnosi se, pak, na procjenu nekih sastavnica formalnog konteksta ovladavanja stranim jezikom, poput nastavnika i nastavnih metoda, razrednoga ozračja, nastavnih materijala i sl. Ta dimenzija odražava, dakle, obrazovnu dimenziju motivacije učenika kao sudionika formalnog konteksta učenja (Karlak, 2014; Mihaljević Djigunović, 1998; Schmidt i Watanabe, 2001 i dr.) (Npr. *Ne sviđaju mi se nastavne metode našeg profesora stranog jezika*).

Motivacija osobina učenika odnosi se kako na unutarnje tako i na vanjske čimbenike učenika koji utječu na učenje. Riječ je, dakle, o dimenziji koja obuhvaća pozitivne čimbenike, poput nedostatka straha od jezične uporabe i teškoća u učenju, no i manji interes i poticanje na učenje od roditelja, što u širem smislu može biti pokazatelj jezičnog samopouzdanja učenika. U toj se dimenziji, stoga, ogleda poglavito osobna narav motivacije koja se vjerojatno pretežito razvija u pojedincu kao dijelu najmanje, no nedvojbeno i najvažnije jezgre društva, tj. obitelji (Karlak, 2014, str. 216-217) (Npr. *Osjećam strah kada me netko nešto pita na stranom jeziku.*).

Iz navedenih rezultata (vidi Tablicu 3) jasno se vidi značajan doprinos motivacije u objašnjenju komunikacijske jezične kompetencije u stranom jeziku učenika, pri čemu motivacija objašnjava 34,20 % varijance ocjene u razrednom vrednovanju, 12,30 % varijance u standardiziranom vrednovanju i 16,40% varijance postotka točne riješenosti ispita na standardiziranom vrednovanju. Da je motivacija najbolji prediktor uspjeha u učenju, potvrđuju i rezultati prethodnih istraživanja (npr. Dörnyei, 2001, 2005; Gardner, 1985, 2010; Mihaljević Djigunović, 1998, 2006; Oxford i Shearin, 1996; Skehan, 1989). Strategije učenja, iako statistički značajno slabije, doprinose objašnjenju komunikacijske jezične kompetencije učenika, objašnjavaju dodatnih 1,80% varijance ocjene u razrednom vrednovanju, 3,60% varijance ocjene u standardiziranom vrednovanju i 3,10% varijance postotka točne riješenosti ispita na standardiziranom vrednovanju. Navedeni rezultat stoga ukazuje na to da upitnikom vjerojatno nije bio pokriven raspon strategija kojima se učenici zaista koriste, no i da su vjerojatno automatizirali uporabu (vlastitih) strategija učenja. Stoga bi triangulacija metoda zasigurno dala značajnije i pouzdanije rezultate u istraživanju strategija učenja, primjerice kada bi se uz upitnik istraživanje naslanjalo i na metodu glasnog navođenja misli (vidi Mihaljević Djigunović i Matijašević, 2002). Ukratko, značajnost motivacije u objašnjavanju varijance komunikacijske jezične kompetencije znatno je veća u odnosu na strategije učenja. Drugim riječima, rezultati

potvrđuju da strategije na određeni način proizlaze iz motivacije, no ujedno ukazuju i na vrlo nejasne granice među tim varijablama. Unatoč tome što se strategije, dakle, smatraju primjerima motiviranog ponašanja, na što, među ostalim, ukazuju i dijelom visoke korelacije strategija učenja i motivacije utvrđene u Tablici 2, zbog čega bi se mogao očekivati i značajniji rezultat u njihovu korist, slabiji doprinos strategija (ispitanih ISUJ-om) u objašnjavanju varijance komunikacijske jezične kompetencije ostavlja dovoljno prostora i za potencijalne druge aktivnosti učenja koje motivirani učenik poduzima u procesu ovladavanja stranim jezikom.

Rezultati su pokazali i da je varijanca uspjeha u stranom jeziku u obliku ocjene u razrednom vrednovanju bolje objašnjena odabranim prediktorima (motivacijom i strategijama učenja) u odnosu na dvije mjere standardiziranog vrednovanja. Pretpostavljamo da je razlog tomu činjenica da je ovdje uistinu riječ o dvama vrlo različitim mjerama komunikacijske jezične kompetencije: s jedne strane razrednog vrednovanja, što je rezultat višemjesečnog učenja i truda učenika, potom zalaganja u obliku aktivnog sudjelovanja u nastavi stranog jezika i ispunjavanja brojnih nastavnih i ispitnih obveza, odnosa prema nastavniku i vjerojatno odražava podjednaku zastupljenost svih četiriju jezičnih djelatnosti. S druge strane, pak, standardiziranog vrednovanja u obliku pismenoga ispita kojim se ne vrednuje jezična djelatnost govorenja, a koji prije svega svojom strogom formom i načinom provođenja za učenike nesumnjivo predstavlja vrlo stresno iskustvo, što vjerojatno može negativno utjecati na rezultate ispita.

Ocjenu u razrednom vrednovanju možemo predvidjeti na temelju: više motivacije osobina učenika, češće uporabe komunikacijsko-metakognitivnih strategija i rjeđe uporabe kognitivnih strategija. Pokazatelj da se viša motivacija osobina učenika ističe kao značajan prediktor ocjene u razrednom vrednovanju je očekivan budući da taj tip motivacije u širem smislu ukazuje na važnost jezičnog samopouzdanja u formalnom kontekstu učenja. Gardner (1985), primjerice, tvrdi da se jezično samopouzdanje razvija kao rezultat pozitivnih iskustava u kontekstu ovladavanja inim jezikom u kojem postoji mnogo prilika za jezičnu uporabu. S tim se može dovesti u vezu i značajna prediktorna uloga komunikacijsko-metakognitivnih strategija učenja čija je češća primjena upravo karakteristična za visoko motivirane i uspješne učenike koji vjeruju u svoje sposobnosti i spremni su i u izvannastavnom kontekstu uložiti trud u ovladavanje stranim jezikom (vidi Karlak, 2014). Slično tomu, budući da je na toj razini učenja naglasak na komunikaciji, odnosno aktivnoj jezičnoj uporabi, ne iznenađuje podatak o rjeđoj uporabi tipično školskih kognitivnih strategija učenja kao značajnog prediktora ocjene u razrednom vrednovanju. Naime, može se pretpostaviti da su ih učenici na određeni način „prerasli", odnosno da uporabom nekih drugih strategija, osobito komunikacijsko-metakognitivnih, istodobno nadoknađuju nešto rjeđu uporabu, u ovom slučaju, kognitivnih strategija učenja.

Uvid u rezultate regresijske analize, među ostalim, ukazuje i na nedovoljno statistički značajnu ulogu ostalih dviju dimenzija motivacije. U pogledu motivacije konteksta učenja, razlog za to mogao bi biti taj da se navedeni tip motivacije odnosi na pretežito opće stavove o formalnom kontekstu učenja koji, vjerojatno, ne zadiru dovoljno

duboko u srž ovog vrlo složenog konteksta učenja. Možda bi, primjerice, uključivanje vršnjačkog utjecaja na učenje stranog jezika dalo značajnije rezultate. Izostanak značajne prediktorne uloge u slučaju motivacije osobina jezika, iako neočekivan, ukazuje na to da vrijednost koju učenje stranog jezika ima za pojedinca, doduše, ne može značajno predvidjeti nijedna mjera komunikacijske jezične kompetencije, no pretpostavljamo da je ona itekako važna za trajno bavljenje stranim jezikom, tj. za nastavak učenja stranog jezika. Također je moguće da je njezina uloga slabija zbog same naravi subskale koja se, osobito zbog značajnog broja komunikacijski usmjerenih tvrdnji, po svom sadržaju djelomično preklapa sa subskalom komunikacijsko-metakognitivnih strategija koje su je, posljedično, u statističkom smislu „nadjačale". Slabija prediktorna uloga strategija pamćenja i društveno-afektivnih strategija, pak, može se vjerojatno dovesti u vezu s jezičnim razvojem učenika-adolescenata, tj. s višom razinom komunikacijske jezične kompetencije koja im dopušta da umjesto suhoparnog zapamćivanja pojedinih jezičnih jedinica ili, pak, strategija koje im omogućuju nošenje s neugodnim emocijama, posežu za sofisticiranijim, prije svega komunikacijski usmjerenim strategijama učenja u ovladavanju stranim jezikom, o čemu je bilo riječi prije. Zanimljiv pokazatelj predstavlja i činjenica da je spol značajan prediktor ocjene u standardiziranom vrednovanju, kao i postotka točne riješenosti navedenog ispita, preciznije da muški spol bolje predviđa uspjeh. Stoga pretpostavljamo da je polaganje ispita, kao što je ispit državne mature, za većinu učenica vjerojatno stresnije iskustvo jer je na njima zasigurno i znatno veći društveni pritisak budući da se ženski spol u većoj mjeri odlučuje za karijeru upravo u području stranih jezika, bilo u školstvu, prevođenju ili drugim srodnim zanimanjima.

Potencijalni nedostatak provedenog istraživanja zasigurno je činjenica da je cjelokupni uzorak sudionika zapravo sastavljen od dvaju vrlo različitih poduzoraka, za engleski, odnosno njemački kao strani jezik, među kojima postoje razlike s obzirom na razinu komunikacijske jezične kompetencije, intenzitet motivacije, uporabu strategija učenja i druge čimbenike, što je povezano kako s formalnim tako i sa širim društvenim kontekstom (vidi Karlak, 2014). Stoga bi u budućnosti bilo preporučljivo na reprezentativnim uzorcima provesti zasebne analize za engleski, odnosno njemački kao strani jezik, kao i u većoj mjeri uravnotežiti uzorak s obzirom na spol učenika.

Rezultati istraživanja ukazuju i na određene praktične implikacije, osobito na potrebu za jačanjem motivacije osobina učenika u cilju porasta jezičnog samopouzdanja, a s tim u vezi i na poticanje učenika na aktivno ovladavanje stranim jezikom, osobito u izvannastavnom kontekstu, pri čemu iznimno važna uloga pripada nastavnicima stranih jezika, no i roditeljima. Jezično će samopouzdanje zasigurno pridonijeti kako porastu motivacije tako i znatno češćoj uporabi s njom tijesno povezanih, osobito korisnih, komunikacijsko-metakognitivnih strategija učenja.

Zaključak

Istraživanjem smo pokazali kako su i motivacija i strategije učenja važne za predviđanje komunikacijske jezične kompetencije u stranom jeziku. Motivacija se,

osobito u dimenziji osobina učenika, pokazala kao snažan prediktor komunikacijske jezične kompetencije za sve tri mjere, pri čemu objašnjava varijancu uspjeha od 15% do 34%. Strategije učenja dodatno objašnjavaju varijancu uspjeha 2 – 3%, pri čemu najviši doprinos imaju komunikacijsko-metakognitivne strategije učenja. Dobiveni rezultati pokazuju kako strategije učenja i motivacija najbolje predviđaju ocjenu u razrednom vrednovanju dobivenu od nastavnika stranog jezika, a najslabije ocjenu u standardiziranom vrednovanju. Očito su neke druge varijable važnije za predviđanje uspjeha na državnoj maturi (npr. određene osobine ličnosti, važnost stranog jezika za daljnje školovanje i sl.), što bi svakako trebalo provjeriti u budućim istraživanjima.