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INTERNATIONAL POSTURE, INTEGRATIVENESS AND L2 MOTIVATION IN THE SERBIAN EFL CONTEXT

In line with globalization, the development of bicultural identities and the emergence of English as a world language, the notion of “World English identity” or “international posture” has emerged, defined as the concept of English language separated from its native communities and cultures. As a means of explaining how an individual tends to relate oneself to the global community rather than any particular geographical or cultural entity, international posture has been regarded as an alternative to the notion of integrativeness or an interest in learning a foreign language in order to identify with a specific language community. Previous research has demonstrated that the lack of identification with native speakers and their cultures is an important motivating factor for English language learners in various contexts. The aim of the study is to determine which factor is a more significant predictor of English language learning motivation, international posture or integrativeness, in Serbia, that is, in the context with limited contact with the target language community. For this purpose, we conducted a survey with non-English major university students. The method of data collection involved a questionnaire survey aimed at examining the students’ international posture, integrativeness and their English language learning motivation. The results indicated that both international posture and integrativeness are predictors of the participants’ motivation for English language learning, while the concept of international posture proved to be a more significant source of the learners’ motivation. The present findings provide important insights into the nature of L2 motivation of the participants, thus carrying some pedagogical implications.

Keywords: Global English, L2 motivation, international posture, integrativeness, identity.

1. INTRODUCTION

Globalisation is defined as “the phenomenon in which people in different locations worldwide are increasingly linked in such a way that events in one part of the world have an impact on local communities around the world” (Richards, Schmidt 2010). Besides the fact that it has affected various aspects

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of the life of the modern world, including economics, urban life as well as cultural practices (Arnett 2002), globalisation has also led to the emergence of a new society in which English is shared among various groups of non-native speakers rather than dominated by its native communities (Warschauer 2000).

Discussing the psychology of globalisation and its influence on identity, Arnett (2002) claims that the most important consequence of the process is its contribution to transformations in identity, that is, in how people think about themselves in relation to their environment. The author argues that “most people now develop a bicultural identity, in which part of their identity is rooted in their local culture while another part stems from an awareness of their relation to the global culture” (Ibid.: 77). Namely, alongside their local identity, which is based on local culture and tradition, people develop their global identity, which provides them with a sense of belonging to the global community and worldwide culture.

Although globalisation generally refers to the flow of information, cultural values and ideas as well as the processes of organising business and commerce, it also has a linguistic dimension. Namely, due to the status of English as an international language and its dominance in the globalized world, it has contributed to the emergence of the era of language globalisation. Being decontextualized and separated from its native speakers and cultures, the language has become an important means for achieving the image of a global citizen. Owing to the dominance of English, language globalisation has been labelled “linguistic imperialism” (Phillipson 1992), “hegemony of Global English” (Dörnyei 2017), or even “linguistic genocide” (Skutnabb-Kangas 2000).

In line with the lack of ownership of English and its status as *lingua franca*, the reasons for learning this language have changed significantly over the last decades. Namely, English may not refer to particular geographical entities, but rather to the international, globalised culture, which includes “business, technological innovation, consumer values, democracy, world travel, and the multifarious icons of fashion, sport and music” (Lamb 2004: 3). Thus, in today’s world, it is more appropriate to talk about learners’ tendency to achieve “World English Identity” than about their desire to identify with the target language community (Dörnyei 2005). In other words, while some learners may be strongly motivated to learn English in order to integrate into the target language community, the main source of motivation for learning the language in the globalized world is the tendency of learners to achieve integration with the global community.

The study addresses the question of how English learners are predominantly motivated to learn the language in Serbia, by their desire to identify with the target language community, or by their efforts to integrate into the cosmopolitan, globalised community, or “imagined community”, as Norton (2001) points out. In creating the theoretical background of this issue, we draw on various lines of research on L2 motivation.

2. THEORETICAL REVIEW

2.1. L2 motivation

Generally speaking, the concept of motivation is defined as “the driving force in any situation that leads to action” (Richards, Schmidt 2010). Given that the nature of motivation is rather complex, the investigation of the phenomenon has generated several psychological theories and a series of studies aimed at defining it as well as determining its causes and effects. Despite decades of research, no motivation theory has managed to explain the full complexity of this issue. Although researchers have been selective in their focus on various aspects of motivation, most of them have agreed that motivation concerns direction and magnitude of human behaviour, including the choice of a particular action, the persistence with it and the effort expended on it (Dörnyei, Ushioda 2011: 4).

In the field of applied linguistics, motivation has been considered as one of the most important factors that, besides other individual differences, such as age, language aptitude, or personality, accounts for learning success and failure in the process of foreign language learning. Dörnyei (2018) claims that it is a particularly important dimension of this process, because it initiates L2 learning and then provides the driving force to sustain learning. Like in the field of psychology, L2 motivation research has focused on various aspects of this construct, thus producing diverse, even conflicting, theories. For example, Gardner and Lambert (1972) emphasized the social and psychological aspects of L2 motivation, the 1990s were marked by a shift to cognitive and situated dimensions of this construct, while the process-oriented models focused on its temporal aspects. Current theoretical frameworks stress the need for investigating L2 motivation from a complex dynamic systems perspective. Moreover, the past two decades of L2 motivation research have shown that the developed theoretical paradigms have been almost entirely based on the study of English, thereby raising the question of whether they are applicable to investigating the motivation to learn other languages (Dörnyei, Al-Hoorie 2017; Ushioda 2017). This confirms that the process of language globalization has not left the field of L2 motivation unaffected (Ushioda 2017).

Focusing on the new educational orthodoxy relating to the status of English in curriculums around the world and the transition of English from “foreign language” to “basic skill”, Graddol (2006) claims that the existence of global English might mean the end of English as a foreign language. Similarly, Ushioda (2017) claims that owing to the status of English as “a global language” (Crystal 2003, cited in Ushioda 2017), “a basic education skill” (Graddol 2006, cited in Ushioda 2017) and “a world auxiliary language” (Lo Bianco 2014, cited in Ushioda 2017), the research on motivation for learning English has demonstrated a more pragmatic dimension of this issue. For decades, the focus of the theories was mainly on learners’ attitudes towards particular English-speaking geographical and cultural entities, as well as their tendency to identify with a specific English language community. However, current theoretical frameworks

have focused on the purposes of language learning, that is, instrumental and extrinsic factors, such as advantage, power, necessity, utility or cosmopolitanism (Ushioda 2017). Additionally, English has become an important segment of learners' cosmopolitan, globalized world-citizen identities (Dörnyei, Ryan 2015: 79), not merely a school subject or a code of communication. Thus, it is reasonable to claim that the development and maintenance of the identity could be a major source of motivation for learning this language.

1.2. Integrativeness

For several decades L2 motivation research has concentrated on the notion of integrativeness, which was proposed by Gardner and Lambert (1959) in the late 1950s in the bilingual context of Canada. Integrativeness refers to a genuine interest in learning a foreign language in order to come closer to the target language community, to integrate into it, or even to identify completely with it (Gardner, Lambert 1972; Gardner 2001: 5). More precisely, the concept includes integrative orientation, interest in foreign languages (which reflects the absence of ethnocentrism) and attitudes toward the L2 community. According to Gardner's model, integrativeness is one of the most important predictors of L2 motivation, besides attitudes towards learning situation. In other words, the learner who is motivated to learn a foreign language, shows an interest in the integration with the target language community, favourable attitudes towards the speakers, as well as positive attitudes towards the context of learning. Therefore, integrativeness always implies some sort of psychological and emotional identification with the people who speak the L2 and their culture (Dörnyei, Csizér 2002).

Despite the fact that a number of empirical studies have supported this model (e.g. Gardner 1985; Gardner, MacIntyre 1993), in the 1990s numerous researchers (e.g. Brown 1990; Julkunen 1989; Skehan 1989) started to question the generalizability of the concept and, especially, its applicability to the process of English language learning in the globalized world. Namely, they claim that in multilingual and multicultural settings such as Canada, where Gardner proposed this model, it is sensible to talk about integration since in these contexts learners come into contact with L2 speakers. On the other hand, in the settings where a foreign language is taught as a school subject primarily with limited contact with target language speakers, the concept of integrativeness does not make sense (Dörnyei 2010). Moreover, in the case of English and its growing dominance as a world language, it is not easy to define the geographical and cultural entity that the language belongs to. The lack of a specific L2 community additionally challenges Gardner's model (Ibid.). Coetzee-Van Rooy (2006) points out that the notion of integrativeness is untenable in world Englishes contexts, while Lamb (2004) claims that learners may not associate with particular geographical or cultural entities but the spreading, international culture. In other words, the originally conceptualised notion of integrativeness is not fundamental to L2 motivation in general but only in specific socio-cultural settings, while the problem is compounded by the

globalisation process and the dominance of global English. Thus, the notion in its original form has diminished in importance in recent years.

The shift from individualistic to more social approaches to researching L2 motivation was matched by parallel trends in the psychology of motivation. Namely, the social cognitive perspective, according to which the world is reflected in the individual's mental processes, attitudes and values, was largely replaced by social identity approaches, focused on the influence of broader social settings and macro contextual factors, such as socio-cultural norms, traditions, and processes. This shift reduced the theory of motivation to the individual-level perspective (Dörnyei, Al-Hoorei 2017).

The focus on the decontextualized nature of Global English and the dissatisfaction with the concept of integrativeness, resulted in several constructs and models, mostly aimed at revaluation and reinterpretation of the concept of integrativeness. For example, Dörnyei (2009) claims that the process of identification in the process of foreign language learning refers to an internal process of identification within the learner's self-concept, rather than identification with the target language community. Similarly, Lamb (2004) argues that English language learning has become a part of learners' identity, since they do not associate the language with particular geographical or cultural entities, but with the powerful forces of globalisation.

One solution to the problem of generalizability of the concept of integrativeness was proposed by Yashima (2002), who tended to expand the notion of integrativeness to refer to the tendency to integrate into a generalised international community. Namely, the author proposed the concept of *international posture* as a more generalised attitudinal concept, which could explain L2 motivation more adequately than the notion of integrativeness in the case of English language learning

1.3. *International posture*

The concept of international posture is defined as “an interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and [...] openness or a non-ethnocentric attitude toward different cultures” (Yashima 2002: 57). Yashima developed the notion as a means of explaining how learners in settings with no direct contact with the speakers of a target language manage to relate to an L2 community. Conducting research on L2 motivation among Japanese learners, the author concluded that English is something vaguer than the American community in the minds of Japanese learners, symbolising something that connects them to foreign countries and foreigners. As Yashima (Ibid.) points out, the notion of international posture combines intercultural friendship and vocational interests, thus blurring the difference between integrativeness and instrumentality.

It is important to note that the concept of international posture does not discard integrativeness, but rather broadens its scope, as it refers to the tendency to relate oneself to the international community rather than any specific L2 entity (Yashima 2009). As Botes et al. (2020: 1) claim, international

posture is “a revised form of Gardner’s construct of integrativeness, updated to reflect the unique situation of English as a global language in which the integrative and instrumental orientations cannot be differentiated and in which the target group that a learner must integrate into has changed from a specific native-speaking group to an abstract international community”. Namely, as Yashima (2009) proposes, openness to foreigners and non-ethnocentric attitudes, as important segments of integrativeness, can be explained by the multidimensional concept of international posture, which refers to cognitive, affective and behavioural characteristics of an individual, including non-ethnocentric attitudes, openness to different communities and cultures, adaptability, and empathy.

2. METHODOLOGY

2.1. Aim

The aim of the study is to analyse whether and to what extent the concepts of international posture and integrativeness can predict motivation for English language learning among non-English major university students in Serbia, that is, in the context with limited contact with the target language speakers. Additionally, the study is aimed at determining which factor is a better predictor of learners’ motivation, international posture or integrativeness. For this purpose, we used Yashima’s model of international posture as a framework and Gardner’s concept of integrativeness.

2.2. Research questions

The following research questions were considered in the study:

How well do the two measures of L2 motivation sources, international posture and integrativeness, predict English language learning motivation? How much variance in English language learning motivation can be explained by the scores on the scales of international posture and integrativeness?

Which is a better predictor of English language learning motivation: international posture or integrativeness?

2.3. Participants

The participants of the survey were 206 non-English major university students: 65 (31.5%) students of the faculties of social sciences and humanities, 48 (23.3%) students of medical sciences, 51 (24.8%) students of the faculties of sciences and mathematics, and 42 (20.4%) students of the faculties of technology and engineering sciences. Of these, 87 (42.23%) were males and 119 (57.77%) females. The students were drawn from four universities in Serbia: the University of Belgrade (30.10%), the University of Novi Sad (22.82%), the University of Niš, (19.9%) and the University of Kragujevac (27.18%). The participants ranged in age from 19 to 28 with a mean age of 22.6 (SD=2.07), while most of them were in the third year of study (21 (10.2%) students were in the

first year of study; 34 (16.5%) students were in the second year; 58 (28.2%) students were in the third year; 48 (23.3%) students were in the fourth year of study; 14 (6.8%) students were in the fifth year of study; 4 (1.9%) students were in the sixth year of study; 27 (13.1%) participants were master students).

As the demographic section of the questionnaire revealed, the participants had studied English as a school and university subject for 13.04 years ($SD=2.59$) on average, ranging from 1 to 19 years, while only 44 (21.4%) students had visited an English-speaking country. The mean score of the learners' grades in English was 8.3 ($SD=1.46$). Most students (33%) self-assessed their proficiency at the B2 level of CEFR.

2.4. Instruments

Data were collected by means of a questionnaire, which consisted of a total of 32 five-point Likert type items ranging across three variables: English language learning motivation, international posture and integrativeness, and an eight-item part that provided background information about the participants.

The variables were developed from previously conducted studies and adapted to the Serbian context. The concept of English language learning motivation, which was the criterion measure in the study, was measured by nine items taken from a study conducted by Taguchi et al (2009) (Cronbach's α of this measure was .932), some of them being, for example, "I think I am doing my best to learn English" or "If an English course was offered at university or somewhere else in the future, I would like to take it." The items referred to the learners' intended efforts towards learning English, a measurement of both participants' perception of the efforts they devote to English language learning currently and their intended future efforts. The measure of integrativeness consisted of four items (Cronbach's $\alpha = .692$), taken from the same study (Ibid.). The items indexed how much the participants were interested in English language learning in order to integrate into the target language community or to come closer to it (for example, "I would like to adopt the culture and lifestyle of an English-speaking country" or "I learn English in order to learn more about the culture and art of its speakers"). Nineteen items for international posture were adapted from a study conducted by Yashima (2002) among Japanese learners of English (Cronbach's α for the concept was .913). The variable measured the learners' readiness to learn English in order to develop their cosmopolitan, globalized identities (for example, "I'd like to make friends with foreigners" or "I often talk about situations and events in foreign countries with my family and/or friends.").

The second part of the questionnaire, which included open-ended and multiple-choice items, consisted of the participants' background information (age, gender, year of study, faculty, duration of formal English education, a visit to an English-speaking country, the grade achieved in English, and a self-rated English proficiency level).

The questionnaire was translated into Serbian, the participants' native language, to ensure clarity and enhance the accuracy of responses.

2.5. Procedure of data collection

The questionnaire was administered to the participants in May 2020. Namely, an electronic copy of the questionnaire was emailed to the participants and posted on some online internet forums for students.

2.6. Statistical data analysis

The obtained data were processed by means of descriptive statistics, correlation and regression analysis as recommended statistical methods. The analyses were performed by using SPSS version 24.0.

3. RESULTS AND DISCUSSION

Table 1 presents the descriptive statistics of the three variables measured in the study. Based on the mean scores and standard deviations, the participants' motivation for English language learning is moderately strong ($M=3.6$; $SD=.902$), the level of their integrativeness is moderately high ($M=3.71$; $SD=.805$), while their international posture is also above the moderate level ($M=3.97$; $SD=.691$).

Judging by the results, the efforts that the participants devote to English language learning as well as their intended future efforts, as the measure of their motivation, are considerable. The analysis of their answers to the individual items supports the results. For example, 118 students (57.3%) would like to study English even if they were not required, while 157 participants (76.2%) claim that they are working hard at learning English.

Likewise, the students expressed a marked interest in identifying with the target language community and to integrate into it, while their tendency to relate themselves to the global community and their readiness to communicate with people other than Serbian, proved to be strong. This is illustrated by their responses to the individual statements that revealed that 105 (51%) participants learn English in order to learn more about the culture and art of its speakers, 128 (62.1%) students want to live in a foreign country, while 48 (23.3%) participants would rather avoid the kind of work that sends them overseas frequently. The present findings indicated that the participants consider the study of English as “a self-evident part of education rather than as driven by an L2-specific motivational decision” (Dörnyei, Al-Hoorie 2017: 462).

	Items	Min.	Max.	Mean	Std. dev.	Skewness	Kurtosis
Motivation for English language learning	9	2	4.89	3.601	.902	-.286	-1.444
Integrativeness	4	1.75	5	3.714	.805	-.097	-.932
International posture	19	2.37	4.74	3.97	.691	-.814	-.792

Table 1: Descriptive statistics of the variables in the study

To examine whether the intensity of English language learning motivation can be predicted from the participants' international posture and integrativeness, we performed multiple linear regression analysis. The international posture score and integrativeness score were the independent variables, while the score for English language learning motivation was the dependent variable. Preliminary analyses showed that the assumptions of normality, homogeneity, linearity, and multicollinearity had not been violated.

In order to perform regression analysis, the independent variables should at least slightly correlate (correlation should be at least 0.3) with the dependent variable (Pallant 2007). As the correlations between the independent variables in the study, international posture and integrativeness, and the dependent variable, motivation for English language learning, are high above the value, both independent variables were included in the regression analysis (Table 2). The results of the correlation analysis demonstrated a statistically significant moderate positive correlation between motivation for English language learning and the participants' integrativeness ($r=.377$, $p=.000$), as well as a statistically significant strong positive correlation between their motivation and international posture ($r=.523$, $p=.000$). The results suggest that students with high levels of integrativeness show mostly high motivation for learning English. Similarly, the participants displaying a strong international posture are strongly motivated to learn the language (Table 2). Thus, the results indicate that international posture is a more significant indicator of learners' motivation than integrativeness. The findings agree with some previous studies (e.g. Ryan 2009), which revealed that the correlation between learners' attitudes towards English speakers and their motivation for learning this language is much smaller compared to the correlation between learners' attitudes towards the speakers of English as an international language and their motivation.

		Motivation for English language learning
Integrativeness	Pearson Correlation	.377
	Sig. (2-tailed)	.000
International posture	Pearson Correlation	.523
	Sig. (2-tailed)	.000

Table 2: Results of the correlations for the tested variables

Tables 3 and 4 present the results of the regression analysis, which demonstrate that the concepts of integrativeness and international posture can predict motivation for English language learning. The results show that the model is statistically significant $F(2, 203)=106.334$, $p=.000$, with $R^2=.512$. Judging by the results, 51% of the variance of motivation can be explained by integrativeness and international posture, that is, more than half of the variance of this dependent variable.

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.715	.512	.507	.63401

Table 3: Model summary

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	85.487	2	42.743	106.334	.000
Residual	81.601	203	.402		
Total	167.088	205			

Table 4: ANOVA

Table 5 presents the relative contribution of each independent variable to the participants' English language learning motivation. The results indicate that integrativeness is a statistically significant moderate predictor of motivation ($\beta=.497$, $p=.000$), while the dimension of international posture emerged as a statistically significant strong predictor of this dependent variable ($\beta=.619$, $p=.000$).

Model		Standardized Coefficients Beta	T	Sig.
1	(Constant)		-4.596	.000
	Integrativeness	.497	9.942	.000
	International posture	.619	12.387	.000

Table 5: Coefficients

Judging by the results, it can be concluded that motivation for English language learning can be predicted relatively accurately from learners' integrativeness. Namely, if learners show the tendency to integrate into the target language community, it can be expected with a significant probability that their motivation for learning this language is high, and vice versa. Additionally, the results suggest that it is possible to predict motivation for English language learning with high probability from the participants' international posture. In other words, we can expect that the learners expressing the interest in achieving the global identity, show high levels of motivation for English language learning, and vice versa. The findings indicate that the participants consider the concept of an English-speaking, global community freed from its geographical and cultural boundaries to be a more important source of their motivation for learning English than the target language community defined in the traditional sense. It should be noted that the contribution of integrativeness to the students' motivation is not negligible. In fact, the participants express their desire to communicate with native speakers of English and even to integrate into their community to some extent, despite the fact that they live in a context where there is little daily contact with native speakers of the language. It may be that due to the constant presence of the English language and culture in the media and everyday life, the learners feel that they are fairly familiar with them and, thus, develop an affective reaction to this language community, which consequently motivates them to learn the language. Still, despite the motivating power of the participants' interest in the integration into the target language community, the contribution of their tendency to see themselves as a part of the international, imagined community is even more significant.

The results of the study are in line with some previous studies, which revealed that integrativeness is a weak, moderate or even non-existent source

of L2 motivation (e.g. Coetzee-Van Rooy 2002; Kormos, Csizér 2008; Yashima 2002) as well as with the studies indicating the predictive relationship between the concept of international posture and L2 motivation (Elwood 2011; Kim 2004; Poupore 2013; Yashima 2002). The study also provided support for claims that English language learners' motivation to learn the language can be explained by the global identity that they develop in addition to their local self, while the tendency of these learners to integrate into the target language community gradually loses its explanatory and predictive power in many EFL contexts (Lamb 2004). Thus, the findings confirm that in the modern, globalised world, the knowledge of the English language is an important part of the learner's identity (Dörnyei 2018). As Dörnyei and Csizér (2002) point out, the process of identification which is at the core of integrativeness may be better explained as an internal process within the learner's self-concept, rather than identification with an external entity such as a target language community.

5. CONCLUSION

The aim of the study was to determine how well international posture and integrativeness predict motivation for learning English and to examine which dimension is a better predictor of motivation in Serbia, that is, in the context with limited contact with the target language community. For this purpose, we conducted research among non-English major university students.

The findings of the study indicated that more than half of the variance of English language learning motivation can be explained by the two sources of L2 motivation, international posture and integrativeness. The study also revealed that integrativeness appears to be a statistically significant moderate predictor of the learners' motivation, while international posture proved to be a statistically significant strong predictor of this dependent variable. Thus, the findings confirmed that the learners' motivation for English language learning is generated more from their tendency to become citizens of the "global village" than from their interest in integration with the specific population. Indeed, since English has been considered a global language separated from its native speakers and cultures, the learners of this language in Serbia, similarly to other contexts with limited contact with target language communities, find it more difficult to identify with the native speakers of the language than with the international imagined community.

Since the results provide an insight into the sources of motivation for English language learning, some pedagogical and practical implications arise from the study. The implications are aimed at generating and sustaining learners' motivation by encouraging their positive attitudes towards the target community, and more importantly, by stimulating their interest in the development and maintenance of their global identity.

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НАКЛОЊЕНОСТ ИНТЕРНАЦИОНАЛИЗАЦИЈИ,
ИНТЕГРАТИВНОСТ И МОТИВАЦИЈА ЗА УЧЕЊЕ
ЕНГЛЕСКОГ ЈЕЗИКА У КОНТЕКСТУ УЧЕЊА ЕНГЛЕСКОГ
КАО СТРАНОГ ЈЕЗИКА У СРБИЈИ

Резиме

Паралелно са процесом глобализације, развојем двокултурних идентитета и појавом енглеског као светског језика, јавио се појам „наклоњености интернационализацији”, који је дефинисан као концепт енглеског језика независног у односу на изворне заједнице и културе. Као димензија којом се објашњава како појединац успоставља повезаност са глобалном заједницом уместо са специфичним географским или културним ентитетима, наклоњеност интернационализацији се сматра алтернативом појму интегративности, односно заинтересованости ученика да уче одређени страни језик како би се идентификовали са изворним говорницима тог језика. Претходна истраживања су показала да ово одсуство идентификације са изворним говорницима и њиховим културама представља важан мотивациони фактор за учење енглеског језика у различитим контекстима. Циљ овог истраживања је да се одреди који фактор представља значајнији предиктор мотивације за учење енглеског језика, наклоњеност интернационализацији или интегративност, у Србији, односно у контексту са ограниченим контактом са изворним говорницима овог језика. У ту сврху спровели смо истраживање међу студентима нефилолошких студија у Србији. Начин прикупљања података подразумевао је анкетно испитивање усмерено ка испитивању наклоњености интернационализацији, интегративности и мотивације испитаника за учење енглеског језика. Резултати истраживања су показали да и наклоњеност интернационализацији, и интегративност представљају предикторе мотивације за учење енглеског језика, док се концепт наклоњености интернационализацији показао као значајнији извор мотивације. Резултати омогућују увид у природу мотивације за учење енглеског језика код одабране групе испитаника, те из њих произилазе одређене педагошке импликације.

Кључне речи: глобални енглески језик, мотивација за учење страних језика, наклоњеност интернационализацији, интегративност, идентитет

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