Table 1

*Goals of studying English and future vocational/educational aspirations* (*N = 63*)

|  |  |  |
| --- | --- | --- |
| Aspiration type | Count | Percentage score % |
| 1. Achieving native-like level
 | 16 | 25 |
| 1. Learning other languages (Italian, Russian, German, Spanish
 | 14 | 22 |
| 1. Work as a teacher
 | 13 | 21 |
| 1. Going/working abroad
 | 10 | 16 |
| 1. Work as a translator in a firm / sworn translator
 | 8 | 13 |
| 1. Working with languages
 | 6 | 10 |
| 1. Emigrate to an EU country/Australia/theUSA
 | 5 | 8 |
| 1. Interpersonal communication
 | 6 | 10 |
| 1. Open my own business (language school/kindergarten/tourist agency)
 | 6 | 10 |
| 1. Working in tourism (as a guide)
 | 4 | 6 |
| 1. Travelling
 | 4 | 6 |
| 1. Learning L2 culture
 | 2 | 3 |
| 1. Working in a corporation
 | 1 | 2 |
| 1. Giving private tution
 | 1 | 2 |
| 1. Study further and work
 | 1 | 2 |
| 1. Work as a journalist
 | 1 | 2 |
| 1. Combine language with studying another field
 | 1 | 2 |
| 1. Translating books
 | 1 | 2 |
| 1. Helping a family member to learn
 | 1 | 2 |
| 1. Working in a consulate
 | 1 | 2 |

\*The total number of aspirations exceeds the number of respondents as more than one aspiration was expressed.

Table 2

*Ways of pursuing the aspirations* (*N* = 63)

|  |  |  |
| --- | --- | --- |
| Ways of pursuing the aspirations | Count | Percentage score% |
| 1. Systematic learning / working hard
 | 21 | 33 |
| 1. Graduate from English studies
 | 9 | 14 |
| 1. Going abroad for a while
 | 9 | 14 |
| 1. Looking for an opportunity to communicate
 | 5 | 8 |
| 1. Enroll on FL courses
 | 5 | 8 |
| 1. Reading in English
 | 4 | 6 |
| 1. Watching films
 | 4 | 6 |
| 1. Learning words and structures daily
 | 3 | 5 |
| 1. Study more on my own
 | 2 | 3 |
| 1. Find a job where English is required
 | 2 | 3 |
| 1. Revising L2 material
 | 2 | 3 |
| 1. Study more on my own
 | 2 | 3 |
| 1. Reward myself for achievements
 | 1 | 2 |
| 1. Increase L2 contact
 | 1 | 2 |
| 1. Pursue interests
 | 1 | 2 |

Table 3.

*Student attributions to FL competence*

|  |  |  |
| --- | --- | --- |
| Sources of language learning success | Count | Percent |
| 1. Visits abroad; opportunity to practise L2
 | 18 | 29 |
| 1. Watching cartoons/films/TV series
 | 10 | 16 |
| 1. Willingness to communicate with foreigners/ foreign friends
 | 6 | 10 |
| 1. Choice of the subject of study/profile class
 | 6 | 10 |
| 1. Work (e.g., restaurants) with an opportunity to speak L2/work abroad
 | 6 | 10 |
| 1. Total time of learning spent at school
 | 6 | 10 |
| 1. Interest in the humanities/languages
 | 5 | 8 |
| 1. School success (in comparison to other school subjects)
 | 5 | 8 |
| 1. Listening to L2 songs
 | 4 | 6 |
| 1. Playing computer games in L2
 | 4 | 6 |
| 1. Private tuition
 | 4 | 6 |
| 1. Reading in English
 | 3 | 5 |
| 1. Early start in a FL
 | 3 | 5 |
| 1. The teacher (bringing additional materials)
 | 3 | 5 |
| 1. Willingness to get to know other cultures
 | 3 | 5 |
| 1. Communication in the Internet
 | 2 | 3 |
| 1. Very good teachers in primary school (raising motivation)
 | 2 | 3 |
| 1. Extended programme of FL at school (additional classes)
 | 2 | 3 |
| 1. Living in the English speaking country
 | 2 | 3 |
| 1. Practise at speaking with foreigners
 | 2 | 3 |
| 1. Exchange programmes with schools from abroad
 | 1 | 2 |
| 1. Requirement to take a FL at school exams
 | 1 | 2 |
| 1. Participation in EU progammes (free courses)
 | 1 | 2 |
| 1. Help of a family member
 | 1 | 2 |
| 1. Self-study
 | 1 | 2 |
| 1. Attending language courses
 | 1 | 2 |
| 1. Parents’ motivation
 | 1 | 2 |
| 1. \*Lack of opportunity to speak L2 with foreigners
 | 1 | 2 |
| 1. Hard work in preparing for exams/tests
 | 1 | 2 |
| 1. Internship abroad
 | 1 | 2 |
| 1. Ambition to improve (due to poor school results)
 | 1 | 2 |