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 / USA | 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 memeber 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 to 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 foreiners | 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% |