



Ca' Foscari  
University  
of Venice

Master's Degree Programme  
in Language Sciences

Final Thesis

**Foreign  
Language  
Anxiety and  
Motivation in  
the CLIL  
Classroom**

**Supervisor**

Ch. Prof. Carmel Mary Coonan

**Assistant supervisor**

Ch. Prof. Graziano Serragiotto

**Graduand**

Guido Held

Matriculation Number 840652

**Academic Year**

2016 / 2017

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## Chapter 1 – Introduction

Foreign language anxiety and motivation are probably the two most studied psychological aspects of language teaching and learning, probably because they are the two major players in successful language acquisition. However, modern research has mainly focussed on Second Language Acquisition environments leaving other language learning contexts somewhat unexplored. This thesis means to begin filling that void and perhaps to spark interest in the relatively new context of language teaching research in language and content integrated teaching (CLIL).

CLIL is a somewhat new methodology which is meant to integrate the teaching of curricular subjects and foreign languages and aims to enhance linguistic competence to the CALP level (cf. Cummins *et al.* 1986). through the study of original (albeit often revised) material in the target language and by exploiting the *Rule of Forgetting* (Krashen, 1983) which states that learning a language is easier when one forgets they are studying it.

As we shall discuss later, CLIL learning environments have also been argued to provide the students with several advantages, from the creation of a favourable environment for language learning to the stimulation of cognitive growth (cf. Cummins *et al.* 1986).

However, we think CLIL might also favour the creation of high-anxiety learning environments, especially due to the fact that studying an already-complex subject in a foreign language in which students are often not very proficient can prove to be a huge obstacle in one's learning path.

Our goal is to answer the following research questions: Does CLIL promote a high-motivation low-anxiety learning environment? If not, what should be improved? We aim to do so by asking students to fill in a questionnaire which we derived from Horwitz *et al.*'s FLCAS (1986). Our questionnaire aims to investigate anxiety and motivation in high-school students who are experiencing CLIL and to find out what can be improved.

In the following chapter, we shall provide the reader with a theoretical framework for CLIL,

anxiety, and motivation. Chapter 3 will be devoted to explaining our choices regarding the creation of the questionnaires and to illustrate the function of each item. Finally, we shall present our finding and discuss our suggestions to improve the current situation.

## *Chapter 2 – Theoretical Framework*

The first part of this chapter is concerned with the legislation undelaying CLIL programmes in Italy. We will then discuss the advantages of CLIL from a pedagogical prospective (with a special focus on cognitive and linguistic development). Then we will provide a review of the literature concerning foreign classroom anxiety and motivation.

### *2.1 A brief history of CLIL in Italy*

Immersive content and language courses have been a part of the Italian curriculum for little less than 30 years, since the creation of new experimental high schools such as *Liceo Classico/Linguistico Europeo* (“European high school”), which were specifically meant to employ the newly devised ways of teaching languages.

Immersive language learning programmes as part of wider curricula quickly spread through Italy during the 90s as the number of teachers of *regular* subjects who took the initiative and devised CLIL modules in collaboration with their foreign language colleagues increased, being able to thrive thanks to the autonomy granted to schools in the *Regolamento recante norme in materia di autonomia delle istituzioni scolastiche (DPR 275/99)* which allowed for the creation of ad hoc curricula in accordance with the interests of the students<sup>1</sup>.

Then, in 2010, the government finally passed a legislation (DPR 89/2010) in which the procedures through which to implement CLIL programmes in high schools were established,

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<sup>1</sup> art. 4.3 says: “Nell’ambito dell’autonomia didattica possono essere programmati, anche sulla base degli interessi manifestati dagli alunni, percorsi formativi che coinvolgono più discipline e attività nonché insegnamenti in lingua straniera in attuazione di intese e accordi internazionali”

making distinctions for *Licei Linguistici* (linguistic high schools), and all other *Licei* (except *Licei Europei*), and *Istituti Tecnici* (technical institutes<sup>2</sup>). With respect to all *Licei* except *Linguistici* and *Europei*, the aforementioned law quotes:

Nel quinto anno è impartito l'insegnamento, in lingua straniera, di una disciplina non linguistica compresa nell'area delle attività e degli insegnamenti obbligatori per tutti gli studenti o nell'area degli insegnamenti attivabili dalle istituzioni scolastiche nei limiti del contingente di organico ad esse annualmente assegnato. (art 10.5).<sup>3</sup>

Whereas *Licei Linguistici* are to teach two subjects in two different foreign languages:

Dal primo anno del secondo biennio è impartito l'insegnamento in lingua straniera di una disciplina non linguistica, prevista nell'area delle attività e degli insegnamenti obbligatori per tutti gli studenti o nell'area degli insegnamenti attivabili dalle istituzioni scolastiche nei limiti del contingente di organico ad esse assegnato e tenuto conto delle richieste degli studenti e delle loro famiglie. Dal secondo anno del secondo biennio è previsto inoltre l'insegnamento, in una diversa lingua straniera, di una disciplina non linguistica, compresa nell'area delle attività e degli insegnamenti obbligatori per tutti gli studenti o nell'area degli insegnamenti attivabili dalle istituzioni scolastiche nei limiti del contingente di organico ad esse assegnato e tenuto conto delle richieste degli studenti e delle loro famiglie. (art. 6.2)<sup>4</sup>

Lastly, a separate law (DPR 88/2010) sets the procedures for *Istituti Tecnici*:

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<sup>2</sup> The Italian school system differentiates between *Licei* (High schools), which provide a more theoretical instruction and *Istituti* (Institutes) which provide practical skills.

<sup>3</sup> The article may be summarized as follows: "In the fifth year a compulsory non-linguistic subject is to be taught in a foreign language" (my translation).

<sup>4</sup> The article may be summarized as follows: "as of the fourth year one compulsory non-linguistic subject is to be taught in a foreign language. Furthermore, in the fifth year another compulsory non-linguistic subject is to be taught in a different foreign language. The subjects are to be chosen in accordance with the requests of the students and their parents from the list of compulsory subjects" (my translation).

Con successivi decreti [...] sono definiti [...] i criteri generali per l'insegnamento, in lingua inglese, di una disciplina non linguistica compresa nell'area di indirizzo del quinto anno, da attivare in ogni caso nei limiti degli organici determinati a legislazione vigente. (art. 8.2)<sup>5</sup>

Under these laws, CLIL programmes are to be implemented in the 5<sup>th</sup> (and last) year of high school, except for *Licei Linguistici* in which it starts in the 3<sup>rd</sup> year and is redoubled in the 4<sup>th</sup> and is to last the whole year everywhere.

Unfortunately, this is often not the case as many teachers take issue with the *dilution* that teaching in a FL forces them to make on the content<sup>6</sup>, especially in the 5<sup>th</sup> year, which is regarded as the most important one because it leads to the final exams. Indeed, as our results show, some students noticed the (forced) lack of depth of the non-linguistic subject.

As a result, most schools we went to for our investigation (with the exception of *Licei Europei*) chose to only teach one module using the CLIL methodology, making it last for around a month, which, of course, greatly diminishes the impact on the acquisition of the FL making us wonder if the CLIL programme is worth the time at all in its current iteration.

The laws regulating CLIL in Italy are also concerned with the teachers, who, as has been noted in literature, need to possess a high degree of competence not only in the subject matter but also in the theories (and practices) of language teaching as a CLIL course combines both:

“il docente CLIL ha bisogno di una formazione specifica che lo prepari per il nuovo ambiente di insegnamento [...]. Le aree di competenza coinvolte riguardano la lingua, la disciplina linguistica, la metodologia di insegnamento linguistico, la metodologia di insegnamento della disciplina [...] e competenze

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<sup>5</sup> The article may be summarized as follows: “In the fifth year a compulsory non-linguistic subject is to be taught in a foreign language. The procedure through which this is to be implemented shall be formalized through later laws” (my translation).

<sup>6</sup> Often due to a lack of linguistic competence either of the teacher or the students or both.

su questioni quali il bilinguismo, l'acquisizione della LS, l'educazione bilingue e multilingue"<sup>7</sup> (Coonan, 2006: 42-3).

In this respect, the Ministry of Education (*Decreto Direttoriale* n. 6, 16 April 2012) has also provided a profile for the teachers who wish to be licensed to teach a CLIL course, indicating that they need a certified C1 or at least B2 level in the FL to take part in a training course, which is held by a University. A teacher who is licensed to teach a CLIL course must:

- Have a certified C1 level in the FL;
- Be able to deal with the subject in a FL (i.e. master its micro-language, be able to explain the concepts concisely, etc.);
- Be able to make themselves understood by the students and to integrate the linguistic and non-linguistic contents;
- Work in team with the FL teacher to devise a curriculum;
- Be able to find and adapt resources;
- Be able to employ teaching strategies to favour the learning of both the linguistic and non-linguistic subjects;
- Be able to use evaluation methods which are coherent with the CLIL methodology.

However, whereas the indications above are quite clear and detailed, some other aspects are left for the teachers to decide, including how much importance they want to give to the FL. In this respect, many prefer to balance the L1 and FL in the classroom and decide to use both. This decision appears to be in line with experimental results such as Baker's (2017) who found that "dual language programs that allow a child to operate in their more developed home language can result in superior performance compared with submersion<sup>8</sup> and transitional<sup>9</sup> bilingual education" (Baker et al., 2017:160). Similar results have been

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<sup>7</sup> "The CLIL teacher needs to undergo a specific training in order to be prepared for the new teaching environment. They need to be competent in the FL as well as knowledgeable about teaching methods for both the subject and the FL. Furthermore, they need to be experts in FL and multi-lingual education" (my translation)

<sup>8</sup> Defined as an intensive L2-only environment.

<sup>9</sup> Defined as a course that transitions between home language and L2 gradually.

found in a meta-analysis by European researchers who recorded “small positive effect [...] for bilingual over submersion programmes on academic achievement” (Relji et al., 2014:120). Furthermore, creating a 100% FL environment is often not possible as the students do not see it as “authentic” in the first place and use their mother tongue when they can, as a teacher reports:

“Di solito i ragazzi [che stanno svolgendo un task in gruppo] tendono a parlare tra loro in italiano (e non riesco ad impedirlo). Invece, se mi chiedono delucidazioni o aiuti li ‘costringo’ ad esprimersi in inglese”<sup>10</sup>

Lastly, there are no indications as to what the students’ linguistic competence should be in order to participate in a CLIL programme – we assume that without a minimum receptive and productive level of linguistic competence it is impossible for the students to understand and process both the linguistic and the non-linguistic input and to produce any useful output (although no conclusive research has been conducted to ascertain where this threshold level is). Unfortunately, to neglect this is to vastly reduce the usefulness of the CLIL experience for many students who do not possess those skills which, as Coonan correctly argues are fundamental for language competence to arise:

“per molti è implicita l’idea che in una situazione di Lingua Straniera Veicolare la competenza dello studente nella LS si sviluppi automaticamente. [...]. Tuttavia le ricerca ci informa che lo sviluppo non è automatico e che devono sussistere delle condizioni idonee perché esso sia possibile. [...]. Le condizioni minime sono che a) lo studente capisca la lingua straniera; e b) lo studente abbia opportunità di scrivere e parlare in lingua straniera.”<sup>11</sup> (Coonan in Balboni & Coonan, 2014:18)

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<sup>10</sup> “The students usually speak in Italian while working in groups and it is impossible for me to force them to use English. Nevertheless, when they ask me for help I try to have them ask their questions in English” (my translation).

<sup>11</sup> “Many take the idea that LF competence improves automatically in a FL situation for granted. [...] Nevertheless, research points at the fact that it is not so but rather we need to establish two conditions for FL competence to be able to improve: a) the student must be able to understand the FL, and b) the student must have the opportunity to write and speak using the FL” (my translation)

We think the most vital consequence of what Coonan argues is that if CLIL is supposed to work then it must incorporate a few principles of language teaching (which we will discuss in chapter 3.4), especially when it comes to providing a learning environment rich in interactions, and paying attention to the affective well-being of students.

Fortunately, while our data shows that *understanding* is not an issue overall, in some cases problems can arise, resulting in very serious losses of motivation.

## *2.2 The advantages of CLIL*

In this chapter, we will argue that the integration of content and language in teaching creates several advantages over monolingual teaching, which include not only an increase in language acquisition but also in motivation and a potential enhancement of cognitive skills, all of which are possible thanks to a learning environment which, as Coyle (1999) points out, is characterised by the interrelation between Content, Cognition, Communication, and (to a lesser extent in this case) Cultural Awareness.

The language acquisition dimension of CLIL is multi-faceted. As Marsh e Langé (2000) argued, CLIL enables the students to learn through the target language while at the same time improving their language competence as a consequence of learning another subject, thus creating a dual-focused learning environment. Students both acquire and learn<sup>12</sup> the FL during CLIL as a consequence of a mix of automatic language processing mechanisms<sup>13</sup> and formal teaching (which is done by the FL teacher to support the non-linguistic subject teacher), especially (as necessity dictates) of the morpho-syntactic standards of a given subject as well as its micro-language<sup>14</sup>, which are used by students to write up short reports, often following lab experiences of group tasks. Such experiences are vital because they allow

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<sup>12</sup> Acquisition is defined as a spontaneous process whereas learning is formal.

<sup>13</sup> As Krashen famously argued in his “Comprehensible Input hypothesis”.

<sup>14</sup> Thus taking their linguistic skill from BICS to CALP (cf. Cummins 1986)

for communication in the FL among students, creating the opportunity for the negotiation of meaning, which has been argued to “trigger incidental learning as it affords learners’ comprehensible input besides bringing about changes in learner production, attention to problematic formal and meaning aspects of the basis of feedback provided and, most importantly, the engagement of the learners’ cognitive mechanisms in processing form-meaning relationships” (Del Pilar García Mayo & Basterrechea in Llinares & Morton, 2017:34), thus greatly improving communicative skills.

Furthermore, when the subject at hand allows for different point of views (subjects like history or geography do), CLIL programmes can be ideal environments to teach such linguistic skills as intercultural communication<sup>15</sup>. The ability to make comparisons among authors from different cultures and countries can be used as an opportunity to awaken the students to the deeply subjective cultural side of language, which becomes the “mean through which intercultural mediation is possible and the focal point through which to raise awareness to the issue of otherness”<sup>16</sup> (Nalesso Diana in Coonan, 2006: 179, my translation). Given the current multi-ethnic state of the Italian school system<sup>17</sup>, taking the opportunity to introduce the students to the existence of an extremely high amount of different languages within the classroom and to interculturality and how languages are influenced by culture appears of paramount importance to create an inclusive environment for every student.

As we mentioned earlier, dual language learning environments are also said to allow for an enhancement of cognitive skills. Research has pointed at a correlation between L2/FL learning and increase in cognitive skills and academic achievement arguing that:

“L’uso veicolare della LS risulta funzionale al miglioramento delle capacità cognitive elevate che sono necessarie per affrontare lo studio di una disciplina.

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<sup>15</sup> For example, foreign texts can be used to make students notice how discourse works in other languages and cultures (e.g. English texts tend to be direct and on point whereas Italian texts tend to include complex sentences and to get to the point slowly).

<sup>16</sup> In the original Italian: [la lingua dovrebbe essere intesa come] “strumento di mediazione interculturale, come veicolo di cultura e come elemento di sensibilizzazione e di avvicinamento all’altro”

<sup>17</sup> The data released by MIUR states that in a.y. 2015/16, 9.2% of the students were foreigners (i.e. 814.851 students). Data available at <https://tinyurl.com/yb29gxxp>.

Nello stesso tempo, la disciplina veicolata, stimolando processi cognitivi trasversali, sostiene il passaggio dalla semplice competenza comunicativa dell'interazione quotidiana il LS (BICS) all'acquisizione di strumenti linguistici più sofisticati per l'elaborazione di concetti complessi (CALP)" (Menegazzo in Coonan, 2006: 202).

Researchers have conducted a substantial number of studies to verify the correlation between bilingualism and cognitive enhancement. A study on Canadian students of French and English done by Cummins *et al.* (1986), for example, points to the fact that bilingualism correlates with higher cognitive abilities, academic skills, and meta-linguistic awareness. His study shows that immersion programmes (in Canada) result in the achievement of high level L2 proficiency while maintaining normal levels of L1 development. At the same time the students who participated in the study showed no long-term deficit in academic achievement and good attitude towards both the target language group and their own.

Furthermore, Cummins argues, bilingual education does not have to be immersive as exposure to one's L1 allows for the transfer of academic skills into their L2: "minority students' L1 cognitive/academic skills are just as important as L2 exposure for the development of cognitive/academic skills in L2" (Cummins, 1986:94). Similar conclusions have been reached by Mechelli *et al.* (2004) who suggest that bilingual proficiency correlates with higher densities of grey matter in the left inferior parietal region of the brain and by Baker *et al.* (2017) who claim that "the ownership of two or more languages may increase fluency, flexibility, originality, and elaboration in thinking" (p.142), especially when it is balanced, although they also argue that such advantages can only happen if the proficiency in the second language is above a threshold level<sup>18</sup>. Lastly, a meta-analysis of studies conducted in Arizona by Rolstad *et al.* (2005) concluded that "bilingual education is not only as effective as English-only alternatives, but that it tends to be *more effective*" (p. 62).

Lastly, literature has also hypothesised that CLIL may be able to increase motivation in students. On the one hand, some scholars claim that its novelty and the usefulness of

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<sup>18</sup> Although the precise level and nature of such thresholds have been proven to be difficult to establish (cf. Baker *et al.* 2017).

knowing a language in today's Europe (especially for job-related purposes) should be enough to sustain some level of motivation and others have argued that "CLIL can be motivating in other ways than the L2/FL classroom because it fulfils several of the ideal prerequisites expressed in theoretical models of motivation in L2/LF learning" (Sylvén in Llinares & Morton, 2017:55-6), namely – the assumption by the students that they can achieve two goals at the same time (i.e. increasing their knowledge of the FL and of the subject). The possible experiencing of a future self who can skilfully use the FL to communicate, the relevance of the content for the learner, the novelty of using a FL where a ML was used before, the (language-related) authenticity of the new learning environment are all factors which play a major role in the creation of motivation.

Nevertheless, an argument for CLIL programmes being unable to stimulate motivation by themselves (thus making them like any other conventional teaching methodology) has been also been made. Balboni (Balboni & Coonan, 2014), for example, distinguishes between *endogenous* (coming from "within" the student) and *exogenous* (created by "outside" factors) types of motivations. He argues that CLIL cannot produce endogenous motivation by itself (such motivation must be built – it cannot arise spontaneously) and that whereas the exogenous motivation might be created by the need for English in today's Europe and the world, such motivation can only take the students so far before diminishing as they strive to achieve a pragmatic rather than "full" linguistic competence (thus, they might not care about 3<sup>rd</sup> person "-s" morpheme because they will be understood anyway in an environment where people speak *Globish* rather than English).

To summarise, theoretical and empirical evidence has been produced to show the potential usefulness of CLIL programmes. Not only do bilingual learning environments promote cognitive, linguistic, and academic growth, as well as motivation (as the literature we produced shows), but they also open the door to the much-needed teaching of interculturality. Nevertheless, we do not know how much of these theoretical advantages are translated into practice. We hope to find an answer to the current debate by analysing our data nevertheless, we can already guess that much depends on the teacher, and particularly on their mastery of the LS and teaching methodologies.

### 2.3 On motivation

Motivation is regarded by many as one of the most important factors in (language<sup>19</sup>) learning, if not the most important and indeed Dornyei (2005) argues that every other factor in language learning presupposes motivation. Motivation supplies both the drive to begin one's learning journey and the momentum to keep going and can "make up for deficiencies in both in one's language aptitude and learning conditions" (*ibid.*, p. 65). At the same time, as Gardner and Lambert (1972), Sternberg (2002), and Dornyei (2005) among others have argued, lack of motivation can negate the highest amounts of aptitude towards language learning.

In the last 30 years, there have been numerous attempts to establish a model to describe what motivation is and to pinpoint all the factors that concur to its increase or decrease. Gardner and Lambert's (1972) seminal work on Canadian students first theorized a continuum between *integrative* and *instrumental* motivation, the former being one's wish to be able to be a part of a target language group, and the latter being one's wish to learn a language for personal purposes such as work or travel. Which pole of the continuum is most effective depends largely on the social circumstances of one's language learning environment and whereas it may vary from person to person, it is heavily affected by contextual factors (e.g. how the target language group is viewed by one's own, etc.) and it should therefore be applicable to a community as a whole. Further, we think that even when one's motivation is instrumental, integrative motivation is always present to some extent because to work or to travel in a foreign country means to wish to dive into a foreign culture.

Gardner and Lambert's framework was expanded by Clément, Gardner, and Smythe (1977) to include *self-confidence*, which is a measure of one's belief in one's own ability to succeed in the task of learning the target language. Moreover, a few years later, Gardner (1985) expanded it further by giving a central role to attitude toward a target language group,

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<sup>19</sup> Motivation appears to have effect on any kind of learning. Yet, language learning is different from other subjects as learning a language is both a social and personal effort.

which, together with motivation, strongly influence how successful the students are in acquiring languages. Contemporary theorists agree that attitude engenders motivation and is therefore one of the most important factors in language learning.

Gardner and Lambert's model appears very useful to justify two of the major goals that Coonan (Coonan in Serraggiotto, 2004) envisions for CLIL, namely promoting the acquisition of a FL as a tool for the students to be able to be a part of the supra-national European job network (instrumental motivation), and acquiring linguistic communicative competence in the target language to be part of the community in which one finds a job (integrative motivation).

Gardner and Lambert's theory is very useful to explain motivation on a macro-level but unfortunately it has little explanatory power for individuals and need "need to be supplemented with motives associated with the learners' immediate learning situation" (Dornyei, 2005:75). Therefore, in the last 20 years, new frameworks have been developed to account for such variation. These models for motivation are "situational" and focus on contextual factors such as the classroom learning environment, the learner group, the teacher, and the curriculum. These approaches do not reject the previous findings but rather expand on it. For example, Titone's "ego-dynamic" model (1976) starts from the premise that everyone envisions a project for themselves and, whenever the project requires them to know a FL, they devise a "strategy" to learn that language (e.g. enrolling in a course). Thus, everyone who studies a language can be placed on the instrumental-integrative continuum based on their interests. However, Titone includes a further step – a "tactical" moment which happens when contact is made between the individual and the course. If they enjoy the *actual* course (i.e. the environment, the teacher, the curriculum, etc.) and manage to achieve what they wanted to without having to submit themselves to physical and psychological distress, their motivation is fed through a positive feedback loop and they keep going, otherwise, their motivation decreases and eventually stops to fuel them.

Titone's model has a lot in common with the *Self-determination theory* proposed by Deci and Ryan (1985, 2002), notably employed and adapted to language learning by Dornyei, who argue that motivation is linked to intrinsic and extrinsic motives and is produced by one's

wish to change in order to achieve their own goals and to conform to society's standards. Dornyei argues that this vision is made up of the *future self* and an *ought-to self*, the former being what an individual would like to become, the latter being a sum of everything the individual thinks they should become:

“Possible selves derive from representations of the self in the past and they include representations of the self in the future. They are different and separable from the current or now selves, yet are intimately connected to them. [...] they represent specific, individually significant hopes, fears, and fantasies.” (Markus & Nurius, 1986:954).

And are defined by Dornyei et al. as follows:

“the ideal self refers to the representation of the attributes that one would ideally like to possess, while the ought-to self refers to the representation of attributes that one believes one ought to possess (i.e. which represent someone else's sense of duty, responsibility, etc.)” (Dornyei & Ushioda, 2009:13, my parenthesis, based on Higgins, 1987)

Therefore, our visions for ourselves in the future are “the ideal selves that we would very much like to become”, those “we could become”, and the “selves we are afraid of becoming” (Markus & Nurius, 1986:954).

Motivation is created by a discrepancy between *who we are* and *who we would like to become*, as Higgins (1987) explained in his Self-discrepancy Theory, where he argues that motivation arises from a desire to reduce the gap from a real, present-time situation and a *future self* to which one aspires, or, as Dornyei and Kubanyiova (2014) put it, a “personal vision” – which is not an abstract goal but rather which includes sensory elements. If one is to strive to achieve one's personal vision, the argument goes, it must be “plausible” and high enough for the individual to be “bothered” to chase it, and “vivid” enough to “materialize into our mind's eye”<sup>20</sup> (*ibid.*, pp. 31-32). Therefore, our actions are guided by our *future self*, whose function is “setting-to-be-reached standards” (Dornyei & Ushioda, 2009:13), and our

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<sup>20</sup> Thus, going back to the situational aspect of motivation.

*ought-to self*, which regulates our behavior “by guiding the individual *away* from something” (*ibid.*) – thus discouraging behaviours that society deems inappropriate.

In the light of the role of the *selves* in creating a path to change it seems clear that learning (a language) becomes an “investment in the learner’s own identity” (Dornyei & Ushioda, 2009:4) which an individual is forced to change to some extent to accommodate the influence of society on our *selves*.

As we said, our cultural background imposes norms to be respected, forcing the individual to create a *desired future self* (i.e. the combination of *ought-to self* and *ideal self*) in which such norms must be internalized to some extent. The degree to which external regulations are embedded into the *desired future self* has been described by Ryan & Deci’s (2000) theory of self-determination in which the authors discuss the four external sources of motivation – in our opinion, (1) and (2) being linked to the *ought-to self* and (3) and (4) with the *future self*:

1. *External regulations* involve accepting or performing behaviours to satisfy an external demand or reward contingency although the perceived locus of causality for the action is external (e.g. threats, rewards).
2. *Introjected regulations* involve internalizing a regulation knowing that it comes from external sources, or “regulation by contingent self-esteem” (p. 72). Actions performed thus, are internally motivated but at the same time the individual perceives the locus of causality as external and include behaviours that are performed to avoid guilt or anxiety.
3. *Identified regulations* arise from the conscious valuing of a goal which is also valued by others in one’s environment.
4. *Integrated regulations* are created when “identified regulations are fully assimilated to the self, which means they have been evaluated and brought into congruence with one's other values and needs” (p. 73). *Integrated regulation* shares many qualities with intrinsic motivation as it is guided by values which are fully assimilated into the individual’s system of values.

We think that these regulations play a major role in schools. To go into further detail, we can presume that in the context of CLIL, these may correspond to:

1. External regulations are the most foreign to one's system of values. In a student's mind an external regulation could involve going to school. Of course, these regulations harm motivation more than they feed it and we think that students don't generally feel going to school as a compulsory undertaking they must go through.
2. Introjected regulations could include the fear of failing a test of even the entire course. As opposed to the previous one, these are probably more wide-spread. As Balboni (2013) correctly argues, duty (i.e. not to flunk school) can create an affective filter and impair acquisition and is therefore not a good source of motivation.
3. Similarly, identified regulations can provide motivation to do well if the individual feels they must succeed at something and the only way to do so is to be good at something. Success is generated both by external (i.e. our society tends to notice excellency and discard mediocrity) and internal (i.e. the individual wants to be good at something for personal reasons) loci. Nevertheless, contrary to the regulations above, this one appears to be a more constant source of motivation for as long as the individual feels they need to strive to be better and therefore a more powerful source of motivation because it comes from within.
4. Integrated regulations are the best source of motivation. The typical example of integrated regulation in a FL classroom would be an individual's self-identification with the FL community and culture and their wish to be part of them. Pleasure-related motivation such as this has been held as the best kind of motivation both in terms of quality and quantity.

Nevertheless, Dornyei & Ushioda (2009) pinpointed other sources of motivation which are tightly connected with the local environment and which cannot be easily included within the bounds of regulations but take part in the creation of an individual's personal motivational construct nonetheless. Namely, these are:

- *Direct contact with FL speakers*, including one's attitude towards travelling to the target country, meeting people from there, etc.;
- *Cultural Interests* in the target LF community;
- *Vitality of FL community*, including perceived importance and wealth of the target community;
- *Milieu*: perception of the importance of foreign languages in one's environment – which includes school and household;
- *Linguistic self-confidence*.

It is quite clear that motivation is a very complex construct which varies depending on the country, the students, and the learning environment. For our purposes, we, like Dornyei (2005), will consider motivation as a sum of: *ideal self*, *ought-to self*, and *foreign language learning experience*.

To summarize, on the one hand, theoretical literature agrees that CLIL has the potential to “provide the motivating purpose for language learning, a naturalistic learning context that includes social and other pragmatic dimensions, and the possibility of form-focused activity” (Wesche & Skehan, 2002:227) because such programmes “tend to be greatly appreciated by students for their relevance” (*ibid.*, 2002:225). Nevertheless, there is some evidence that this might not be true in real-life situations. For example, Heras et al. (2015) conducted a study where they asked 46 bilingual students (Spanish and Basque) of which 25 were enrolled in the CLIL programme and 21 were not, about their motivation to attend the PE class (which was taught in English to the CLIL students) and their results showed that “there are no main motivational differences between the CLIL and the non-CLIL groups” (p. 84). We hope that the present paper can be of use in the current debate by trying to pinpoint the reasons that increase and decrease motivation in Italian CLIL students.

#### 2.4 Foreign language classroom anxiety

Whereas motivation is potentially the most helpful factor in learning, anxiety is potentially the most harmful. Anxiety has been defined in psychology as “an aversive motivational state

that occurs in situations in which the level of perceived threat to the individual is high” (Derakshan et al. 2009:1) and is believed to arise whenever an individual is “unable to instigate a clear pattern of behavior to remove or alter the event/object/interpretation that is threatening an existing goal.” (Dalglish, 1997:206–207; quoted in Derakshan et al. 2009:1).

However, more recent research has shown that anxiety might be more – Simsek & Dornyei (in Gkonou, 2017) found that some anxious students described their performances as the “outworking of a fairly independent dimension of their overall self” (*ibid.* p. 55), which led the researchers to conceptualise the *anxious-self*. The *anxious-self*, which is felt as an unrestrained part of the overall self, has been shown to lead students to create a personal narrative which creates “marked differences at the characteristic adaptations level” (*ibid.* p. 65) and which leads to different responses (i.e. fight or flight) to stimuli (i.e. interaction in the classroom) from person to person.

These definitions are very useful to use in that they connect anxiety with the theory of selves – *future* and *ought-to self*, meant as an individual’s goals for their future in the definitions we provided previously, are threatened by the *anxious-self*. Further, there might be an additional link between anxiety and the theory of future selves: anxiety could be correlated by the distance between one’s present and their wished-for future, meaning that the more distant one perceives their *future* selves to be, the more likely they are to be anxious about not being able to reach their goal, thus creating a vicious circle whereby one’s goal creates a certain amount of anxiety which in turn makes it harder to achieve and so on.

Literature underpins three main types of anxiety – trait anxiety, state anxiety, and situation anxiety:

- *Trait anxiety* is an individual’s personal psychological characteristic and it can be defined as “an individual’s likelihood of becoming anxious in any situation” (Spielberger, 1983; cited in MacIntyre & Gardner, 1991:87).
- *State anxiety* is believed to be felt by individuals as a here-and-now emotional state and was defined as an “apprehension experienced at a particular moment

in time, for example, prior to taking examinations” (Spielberger, 1983; cited in MacIntyre & Gardner, 1991:90);

- Finally, *situation anxiety* is an emotional state that consistently manifests itself in a particular situation and can be seen “as trait anxiety measures limited to a given context” (MacIntyre & Gardner, 1991:90).

The analysis of anxiety in the literature has produced various theories and mixed results. In particular, some researchers do not agree on the fact that anxiety is always harmful. Indeed, it has also been hypothesised that, in certain contexts, anxiety can be facilitating (i.e. help the learner). Scovel in Horwitz (1991), for example, claims that anxiety is key to a good performance in language learning as long as it is enough to “arouse the neuromuscular system to optimal level of performance, but, at the same time, not so much that the complex neuromuscular systems underlying these [language-related] skills are disrupted” (*ibid.*, p.22). However, the line that separates facilitating and debilitating anxiety appears to be thin and to vary a lot from person to person depending on how well people are able to “compensate for reduced processing effectiveness by enhanced effort” (Eysenck, 1979:365). Taking a different approach, MacIntyre (1995) argues that anxiety can be said to be facilitating only as long as the task at hand is easy enough for the extra effort to be able to compensate for anxiety’s interference on the cognitive system.

Contemporary research (MacIntyre in Gkonou *et al.* 2017) has argued that the distinction between facilitating and debilitating anxiety does not provide “a useful path” (*ibid.* p.12) for language teaching and acquisition because as Horwitz (same volume) correctly points out there would be no way to know where the boundary between facilitating and debilitating anxiety lies for each student.

As we shall see later, language anxiety has been set apart from other types of anxiety by a number of authors (e.g. Dornyei & Ryan 2015). However, scholars agree that foreign language anxiety is tied to social anxiety to some extent. Social anxiety presents itself in the form of “persistent fear of interactions in which one can be observed by others” (King & Smith in Gkonou *et al.*, 2017:91) and is clearly a major player in formal foreign language learning situations. Gardner (1985) first proposed to differentiate between anxiety in

general and foreign language anxiety and was one of the first to develop a framework for the latter, which was then used by Horwitz *et al.* (1986) in their seminal paper where they proposed one of the most influential definitions of foreign language anxiety. The particular kind of anxiety that manifests itself in the FL learning environment falls, according to Horwitz *et al.* (1986), into the class of situation-specific anxiety and trait anxiety, situation-specific anxiety being caused by elements in the classrooms and trait anxiety being caused by one's personality traits.

According to the theorists, this multi-shaped construct can be defined as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning” (Horwitz, 1986:128) which “manifests itself in students quite differently depending on ethnic background, prior language experience, [and] learner personality” (Young, 1991:434).

Although foreign language anxiety has strong ties to personal traits and context-specific elements of the classroom, there appears to be a consensus as to what the major causes of foreign language anxiety are. MacIntyre (1995), has argued that foreign language anxiety is mainly connected to the social and communicative aspects of language learning (which lead the researcher to classify it as a kind of social anxiety), whose main effects include “feeling of tension and discomfort”, “negative self-evaluations” and “tendencies to withdraw in the presence of others” (Schwarzer, 1986:1; quoted in MacIntyre, 1995:91). Young (1991) goes into more detail claiming that language classroom anxiety can be caused by six personal, interpersonal, and extra-personal factors: 1) personal and interpersonal anxieties; 2) learner beliefs about language learning; 3) instructor beliefs about language teaching; 4) instructor-learner interactions; 5) classroom procedures; and 6) language testing. Similarly, Daly in Horwitz *et al.* (1991) underpins several factors which he claims to be directly correlated to anxiety and apprehension in the foreign language classroom. Namely, these are: 1) how much students perceive they are being evaluated; 2) the degree to which a given classroom situation is familiar to the students; 3) prior similar experiences that led to anxiety; 4) the ambiguity and, in general, the vagueness of a given situation; and 5) how conspicuous a person perceives themselves to be. MacIntyre (in Gkononou *et al.*, 2017) pinpoints the major

causes of anxiety and divides them into three main categories: academic, cognitive, and social. Academic causes of anxiety include:

- Being over-conscious about one's pronunciation;
- Unrealistic goals;
- Harsh and/or embarrassing public error correction;
- Methods of testing and lack of transparency in grading.

Cognitive causes include:

- Low self-esteem;
- Friction between the *present-self* and the *future-self* which results in fear of losing one's identity;
- Personality traits such as introversion and perfectionism.

Social causes include:

- Fear of losing face;
- Over-consciousness about one's pronunciation;
- Not being used to groupwork, seeing the classroom as a competitive environment.

MacIntyre's categorisation of foreign language anxiety is probably the most useful to study classroom anxiety and, as we will discuss in the following chapter, our questionnaire takes most of its items into account. These variables translate into the three main components of language anxiety which are, according to Horwitz (1986, 1991): communication apprehension, fear of negative evaluation, and test anxiety<sup>21</sup>.

Test anxiety occurs, as the name suggests, during tests and is therefore a main player in the affective life of students in high schools. Cassidy (2010) claims that test anxiety is made up of two components: emotionality and worry. Emotionality is referred to as "physiological

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<sup>21</sup> Although we accept Horwitz et al.'s (1986) model we would like to underline that their tripartite division of foreign language anxiety into three components is not universally accepted and has been challenged by a few recent studies. Aida (1994), for example, did not find test anxiety to be related to foreign language anxiety and Park (2014) found that foreign language anxiety is mainly communication apprehension.

reactions to stressful or evaluative events” (*Ibid.*, p.10), and its manifestations include perspiration, palpitations, stomach churning, etc.. Worry, on the other hand, manifests itself as “worrying about potential failures”, “reduced self-confidence and self-efficacy”, “fixation on testing events” (*Ibid.*, p.10) and has been claimed to carry a deeper impact on performance than emotionality. It seems fair to assume that test anxiety can stem either from the student’s unrealistically high standards for themselves – which they cannot meet – or because of consecutive failures and the resulting *learned helplessness*.

Fear of negative evaluation has been defined as “apprehension about others’ [i.e. teachers’, classmates’, etc.] evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (Horwitz et al., 1986:128). Since negative evaluations can be caused by a number of reasons ranging from mediocre language skills to poor group dynamics, students with low self-esteem and/or low self-confidence are more likely to be affected by fear of negative evaluation.

Communication apprehension is “the fear or anxiety an individual feels about orally communicating” (Daly in Horwitz, 1991:3) and it is generally agreed upon that its most common manifestations in the foreign language classroom are oral communication anxiety (i.e. when talking in dyads or groups), stage fright (i.e., for example, when speaking in front of other students), and a general hindering of students’ ability to successfully produce, decode and understand spoken language. Much like test anxiety and fear of negative evaluation, communication apprehension is widely believed to find fertile ground in students who are not very self-confident. Furthermore, communication apprehension can be said to be an effect of fear of negative evaluation and results in shyness, reticence, and the adoption of avoidance strategies.

However, foreign language anxiety does not only manifest itself during tests or oral tasks but in all aspects of formal language learning. King and Smith (in Gkonou *et al.*, 2017) correctly maintain that speaking anxiety is the most common because speaking “entails the most public evaluation and is the primary form of communication in the classroom” (*ibid.*

p.96) although arguably a secondary reason may be found in the strain that the *real-time* factor of speaking puts on cognitive resources.

Writing, the other productive skill, is the second worse. Cheng *et al.* (1999) argue that the main reasons are lack of self-confidence in one's work and aptitude and fear of negative evaluation and Takahashi (2010) found that another deciding factor is formal teaching of writing techniques.

Receptive skills cause less anxiety by comparison. Reading appears to be the skill that causes least anxiety in students, probably because it is often a private activity and because it can hardly be evaluated<sup>22</sup>. Saito *et al.* (1999) found that reading anxiety is mostly due to alien orthography and alien cultural system of values (because it makes understanding the contextual meaning of a text more difficult).

Finally, listening anxiety appears to be aroused mainly by an "overload of information in which students are unable to control the speed or delivery of input" (King & Smith in Gkonou *et al.*, 2017:93) and is made worse by the fear of making gaffes due to misunderstandings.

While we hold that receptive skills cause less anxiety, we found enough evidence to think many students suffer from what we shall call "understanding anxiety". Understanding anxiety is elicited when students do not understand something (be it language or concepts) and *panic*. As a consequence, they try to recall what had been said, re-routing their cognitive resources and therefore missing even more of what the teacher is explaining. Moreover, we posit that this process is also caused by the negative influence of anxiety on cognitive processes, which we shall discuss later.

As we said, understanding anxiety causes students to develop the fear of not being able to understand what is said in the classroom which has two implications. The first one is that obviously incomprehensible input is useless. Secondly, through their own narratives<sup>23</sup>, students may end up either thinking they are not good enough or the teacher is not good

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<sup>22</sup> We are talking about non-test situations.

<sup>23</sup> Psychologists (cf. McLean *et al.* 2008; McAdams, 2001) hold that identity is constructed by creating a narrative to explain the world and to provide with "some sense of continuity and purpose" (McAdams, 2001:117) and are often constructed in such a way as to limit personal responsibility as much as possible.

enough (we think this might be the case for many answers in the last two items of our questionnaires – cf. chapter 3.4). Understanding anxiety is very dangerous because it might be impossible to glimpse from the outside – whereas anxieties such as communication apprehension might have some tell-tale signs such as lack of eye contact or reticence to participate in group activities, students who suffer from understanding anxiety might just pretend like they are following the lesson and really be thinking something else entirely. The only way to know is therefore for students to tell teachers.

As we said before, anxiety plays a major role in the classroom because it “can interfere with the acquisition, retention, and production of the new language” (MacIntyre & Gardner, 1991:86) through the creation of an affective filter and because it can harm cognitive processes.

Although we maintain that the process whereby anxiety affects students can be caused by “linguistic issues”, which we have already discussed, we also think this may be a consequence of the fact that learning a foreign language (and the associated system of culturally connotated values) can create a feeling of self-denial to those students who consider it alien to their own. This emotional state can cause students to feel bad about learning a foreign language and it is likely to create a friction among the *future* and *ought-to selves*, therefore lowering motivation, increasing anxiety, etc., leading students to become more introvert and less prone to taking risks and, therefore, to enjoy less interaction and, as a consequence, to receive less meaningful input (cf. Krashen’s theory of meaningful input) and produce less language (cf. Swain’s theory of meaningful output).

However, anxiety doesn’t only compromise language acquisition but has been shown to interfere with all the cognitive processes that are connected with language processing and to have a negative impact on students’ ability to acquire linguistic competence and (Clément *et al.*, 1977). There is a vast number of studies that corroborate the hypothesis of a connection between negative emotional states and reduced language learning. MacIntyre and Gardner in Horwitz (1991) showed that anxiety in the language learning environment is negatively correlated with lexical learning and production. Elkhafaifi (2005) found a connection between anxiety and ability to understand language and Sellers (2000) found

that recall tasks are more difficult for anxious readers. Gardner, Smythe & Lalonde (1984) found that anxiety was one of the best predictors of language proficiency in Anglophone students learning French in Canada. Eysenck et al. (2007) and Derakshan and Eysenck (2009) found that anxiety greatly affects one's ability to process language.

Thus, foreign language classroom anxiety is harmful for two reasons – it has the power to potentially decrease motivation and it impairs cognitive functions and, in particular, the efficiency of the cognitive system (cf. Eysenck, 2007), although its negative effects are not limited to that context. Anxiety has been shown to “impair cognitive functioning, to disrupt memory, to lead to avoidance behaviours, and to have several other effects” (Eysenck, 1979; cited in MacIntyre & Gardner, 1991:87).

Krashen et al. (1983) claimed that “certain affective variables are related to second language achievement” and that “the best situations for language acquisition seem to be those which encourage lower anxiety levels” (*ibid.*, p.38) because anxiety plays a pivotal role in building an emotional filter that prevents input from becoming intake – “given two acquirers with the exact same input, the one with a lower filter will acquire more.” (*ibid.*, p.38). The same argument has also been made by others who correctly claimed that anxiety can be deleterious to the volitional processes because “thought is engendered by motivation, i.e., by our desires and needs, our interests and emotions. Behind every thought there is an affective-volitional tendency, which holds the answer to the last ‘why’ in the analysis of thinking” (Vygotskiĭ et al., 2012:267). Among many, Horwitz et al. (1986) observe that anxiety affects communicative strategies and creates a vast number of problems among which there are difficulty in retrieving words in difficult conditions (e.g. during exams), refusal to produce language for fear of making mistakes, production of more ‘concrete’ messages, usage of different grammatical constructions. That being said, there is no general consensus in the literature on whether it is anxiety that interferes with competence and, therefore, causes a poor performance, or whether it is (repeated) poor performances that lead to anxiety as Sparks and Ganschow (1995) have argued. Nevertheless, it seems fair to assume that there is some degree of co-causation.

Lastly, since anxiety affects the processing of language, anxious students often have performance issues during tasks, exams, etc., “especially when the task being performed is complex and attentionally demanding” (Derakshan et al. 2009:1). Similar results have been portrayed by Horwitz et al. (1986) who found that anxiety can create issues in the cognitive system, particularly in tasks which require retrieving words in cognitively demanding conditions (e.g. during exams) and can drastically reduce the amount of output in social occasions due to holding back on language production for fear of making mistakes, using different and often simpler grammatical constructions, and so on.

It seems quite clear that all the issues above come into play in the CLIL classroom. Through an increase in quality and quantity of exposure to the FL, CLIL is supposed to favour its acquisition. On the other hand, we recognise that having to study an already-difficult subject in a foreign language has the potential to impact one’s affective system negatively and to overwhelm one’s cognitive capabilities. In such cases, as we have said, anxiety can arise and cause the students to avoid taking risks (i.e. participating), develop hostility toward the FL and the subject, raise the affective filter, and so on. Therefore, we must acknowledge that CLIL has the potential to be either very useful or very harmful, depending on how it is conducted, crucial factors being:

- the teacher’s ability to keep the students interested in the subject by providing them with material that is both challenging on the linguistic level and appropriate to their age;
- the teacher’s ability to create a safe environment where participation is encouraged and rewarded;
- the teacher’s proficiency in the FL (students will often scorn a teacher who they think lacks mastery of their subject) and the cooperation between the non-language subject teacher and the FL teacher to work synergistically;
- Desire, on the part of the students, to take on a new challenge and overcome the difficulties posed by it.

In conclusion, we have sketched a brief history of CLIL in Italy and seen its strengths and weaknesses. The literature we have cited lays down the theoretical foundations for CLIL and it is clear that its inclusion in the school system has a great potential for promoting the acquisition of a FL. We have also argued that much of this potentiality depends on the teachers, with an emphasis on their competence in teaching methods and the FL itself. Moreover, we have seen how CLIL can stimulate and support both *instrumental* and *integrative* motivation, especially if it is presented to the students correctly as a much-needed chance to increase the amount of time dedicated to FLs within schools and therefore as a mean to achieve one's life goals. On the other hand, we have also discussed about the potentiality for CLIL to negatively impact students by creating anxiety because of the added linguistic challenge, which can nevertheless be attenuated by teacher support and the creation of a positive learning environment, especially through communication and interest in the students' affective dimension. Finally, we discussed the three types of anxiety: test anxiety, fear of negative evaluation, and communication apprehension, and their implications both for cognition and for language learning.

### *Chapter 3 – The Research*

As we mentioned in the last chapter, the present paper is concerned with investigating two psychological aspects of CLIL programmes: motivation and anxiety. In order to do so, we devised two questionnaires, one to be administered in Licei Europei (Appendix A) and one in every other Licei (Appendix B). We had to use two different questionnaires because the curriculum in Licei Europei includes 5 years of CLIL, and, as a consequence, a few of the questions had to be changed and we also had the opportunity to add a few, as we will explain later in this chapter.

The questionnaire we administered in Licei Europei (henceforth Q1) is made up of 34 items. The first 4 questions are designed to provide us with demographic information. The 28 items

that follow ask the students about various aspects of how they perceive CLIL programmes from the affective point of view. The last two items are optional open-ended questions.

The questionnaire we administered everywhere else (henceforth Q2) is made up of 31 items. Like in Q1, the first four questions are intended to provide us with demographic information. The body of the questionnaire is made up of 24 items designed to provide us with the data we need to answer our research questions, and, finally, the last 2 items are open-ended questions as in Q1.

As we said, the questionnaires are in Italian and they require 10 to 15 minutes to complete. In accordance with what Oppenheimer (1992), Dornyei (2007), and Lietz (2008, 2010) suggest, the items in our questionnaires were designed to include an “I don’t know” (DK) answer for two reasons. Firstly, since we are asking them to analyse an experience they had in the past year(s) (i.e. anxiety without CLIL), we foresee that some people might not remember well enough and/or feel confident enough with their answers. Secondly, seen as the middle *neutral* answer “Neither agree nor disagree” is not the same as “I don’t know” we accept the existence of the second one in order not to force the interviewees to give us an opinion they do not actually have because they are required to provide us with an answer. Our choice appears to be in line with Lietz’s (2008, 2010) stance that the making a DK answer available does not appear to be detrimental nor to make a significant statistical impact.<sup>24</sup> Furthermore, we decided to add the “neither agree nor disagree” option, because, while we concede that the omission of such option could result in people not reporting their actual attitudes because they do not want to be bothered thinking (cf. Krosnick 1991), we must also take into account O’Muirheartaigh et al.’s (2000) analysis in which they indicate that “response scales without the middle point had lower validity and higher random error variance” (Lietz, 2008:10), which is probably because people are forced to choose another random option in lieu of the one that they identify with.

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<sup>24</sup> Lietz (2008) cites an experiment by Schumann and Presser (1996) in which they conducted 19 surveys about US foreign affairs, internal politics, etc. with and without the DK option and “Results indicated a large significant difference regarding respondents’ choice of substantive response options for only one of the 19 experiments” (Lietz, 2008:8)

Within this framework, we decided to use a 6-options scale system which appeared to us to be able to provide satisfactory enough answers for our purposes. Lastly, as Horwitz et al. (1986) did in their influential paper, we decided to use a verbal scale system (i.e. “strongly agree”, “agree”, “neither agree nor disagree”, “disagree”, “strongly disagree”<sup>25</sup>) with multiplying adverbs at both ends of the scale. Exceptions are made for items 1-2-3-4-6-7-8-9 in Q1 and items 1 to 11 in Q2 where we ask about the details of how CLIL was organized, and 18 and 19 in Q1 and 18 in Q2 where students are asked about their ability to participate in classroom discussion and to answer oral questions.

### 3.1 The questionnaires

This chapter will be concerned with the presentation of the design of the study – we shall examine each question explaining its design and why we included it.

Questions 1 to 4 are the same in both questionnaires:

**Q1&2.1** *Ho seguito un CLIL (I attended a CLIL module):*

We ask the students when they started attending a CLIL module because we think the longer they attend them the more they will get used to the methodology and the FL – in other words, we want to see if there is a correlation between anxiety and time spent attending CLIL courses and motivation and time spent attending CLIL courses.

**Q1&2.2** *Durante l'anno in cui ho svolto/si sta svolgendo il CLIL ho studiato/sto studiando in un (When I attended a CLIL module, I was studying in...):*

We would like to see whether there are any substantial differences between schools. In particular, we would like to see if there are differences between *Istituti Tecnici, Licei Linguistici, Licei Europei, and Other Licei* because, as we explained in the last chapter, CLIL is approached differently in each of them. Furthermore, we would also like to see if there

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<sup>25</sup> In Italian: “completamente d’accordo”, “d’accordo”, “né d’accordo né in disaccordo”, “disaccordo”, “completamente in disaccordo”.

are differences between *Licei*, in which subjects are usually very theoretical, and *Istituti Tecnici*, where subjects are usually more practical and often include lab experiences.

**Q1&2.3** *Su che materia è stato attivato il CLIL (Which subject did the CLIL module cover)?*

Following up on the last question, we want to make a comparison between subjects. Coonan (Balboni & Coonan, 2014) suggests that the best candidates for CLIL are subjects for which iconic communication can be employed (including maps, drawings, etc.), subjects that welcome the use of demonstrations and experiments as means of explaining (such as chemistry or physics), and subjects whose language is highly formalized such as mathematics. In all these cases the visual cues help the students with the (possibly hard) task of following the lesson by providing them with an easy to understand, non-LS explanation of the subject matter. Through the comparison between these subjects and ones that are not included in their category, we hope to find out how important the choice of subject is and whether there is one subject in particular that works best when trying to create a high-motivation, low-anxiety learning environment.

**Q1&2.4** *In che lingua viene svolto/è stato svolto il CLIL (Which Foreign Language was used in CLIL)?*

We asked this question to see whether a comparison between Romance languages (like French or Spanish) and Germanic languages (like English or German) was possible, thinking that perhaps Romance languages would produce less anxiety because they would be more user friendly, being in the same family as Italian. Unfortunately, CLIL is predominantly done in English in Italy so no such comparison was possible.

Items 5-6 in Q1 loosely correspond to items 5-6-7-8 in Q2 in that our goal is to see whether a) the students feel that CLIL helps them learning a FL, and b) whether there is any proof of it. Therefore, Q1 asks:

**Q1.5** *Penso che il CLIL mi abbia facilitato nell'apprendimento della lingua in cui è svolto*  
(I think attending a CLIL module helped me learn the FL)

As we hinted, we are interested in psychological aspects of Language Learning and, therefore, our questions are largely based on what the students feel.

**Q1.6** *Penso che se la lezione fosse in italiano capirei* (If the lesson were in Italian, I think I would understand):

We would like to see whether the students feel that CLIL is crippling their ability to understand what is said during the lesson because, if it were so, an affective filter might be set up.

Whereas Q1 was administered in Licei Europei, where one subject is taught in the FL from year 1 to 5, students who filled Q2 only experienced one module in CLIL which meant we had the chance to ask for a comparison between before-CLIL and during-CLIL:

**Q2.5** *Prima dell'attivazione del CLIL, la mia media nella materia in questione era* (Before I started attending the CLIL module, my average mark in the subject was):

**Q2.6** *Dall'attivazione del CLIL, la mia media nella lingua straniera è* (Now that I've begun attending a CLIL module, my average mark in the FL is):

Through items 5 and 6 we would like to see whether a) CLIL produces any tangible effects, and b) whether these effects are positive or negative. We assume that the students who saw their averages diminish will be less motivated and more anxious and will show in later items.

**Q2.7** *Hai (avuto) lo stesso insegnante di quando non facevi CLIL per la materia in questione* (Did the same teacher do the CLIL and non-CLIL modules)?

We think this question is necessary because we can only make comparisons between before and during CLIL if the teacher is the same, otherwise motivation and anxiety could be produced by other factors, first of which the teacher's skill.

**Q2.8** *Rispetto a quando non facevo CLIL, ora capisco il professore* (Now that the CLIL module has started I understand):

This item corresponds to item 6 in Q1 – we want to see whether students understand what is explained to them.

Items 7-8-9 in Q1 are the same as items 9-10-11 in Q2:

**Q1.7&Q2.9.** *Il docente è disposto a dare chiarimenti in italiano (My teacher is willing to provide clarifications in Italian):*

We ask this because we presume that if the teacher is willing to help the students through Italian, then they might feel less “abandoned” in a hostile FL environment.

**Q1.8&Q2.10.** *Il docente è disposto a rispiegare in italiano (My teacher is willing to re-explain in Italian):*

Going a step further, we would like to see whether there is a correlation between the degree to which the L1 is used and how much motivation and anxiety are produced – we think our results will show that the more a teacher is willing to use the L1 to help the students, the more motivation and the less anxiety are produced.

**Q1.9&Q2.11.** *Ci viene proposto materiale di studio (Our study material is in):*

As we did in 8, we want see whether the use of the L1 in conjunction with the FL has any correlation with the state of anxiety and motivation.

Item 10 in Q1 and 12 in Q2 are similar – both ask the students for a comparison. Item 12 in Q2 asks the students about their ability to understand since the introduction of CLIL and whether they are worried when they do not understand. In Q1, the before-after comparison is not possible (because the students never experienced the subject in the L1) so we ask the students to make a comparison between the CLIL subject and a similar one (for example Maths and Physics).

**Q2.12.** *Rispetto a quando non facevo CLIL, l'aumento della complessità della lezione a causa della componente linguistica è tale da farmi preoccupare di non riuscire a stare al passo con le spiegazioni (now that we do CLIL, I feel that the lesson is more difficult to understand because it is in a FL and I'm worried that I might not be able to follow what is said)*

Through this item and Q1.11, we would like to see whether students are anxious about not understanding. As we said in the previous chapter, we think that students below a threshold level will not understand what is told them and we think that this may cause a

sort of *understanding anxiety* to arise. Under its effects, students might experience all the usual symptoms of anxiety and an added general discouragement towards the subject because they cannot possibly study what they do not understand in the first place.

**Q1.10.** *In confronto ad una materia affine (materie scientifiche vs umanistiche), nell'ora di CLIL l'aumento della complessità della lezione a causa della componente linguistica è tale da farmi preoccupare di non riuscire a stare al passo con le spiegazioni (In comparison with a similar subject (e.g. sciences vs humanities), when I'm in the CLIL classroom I feel that the lesson is more difficult to understand because it is in a FL and I'm worried that I might not be able to follow what is said)*

This item is similar to Q2.12 but must ask for a comparison between the CLIL subject and a similar one for the reasons we explained previously. To further our investigation of this aspect we also ask whether the students feel that their receptive skills in the FL are getting better as they progress through the school system:

**Q1.11.** *In confronto ad adesso, nei primi anni la complessità della lezione a causa della componente linguistica mi preoccupava di più (In the first years I was more worried about not being able to understand what is said in the classroom than I am now):*

In Licei Europei we can make a diachronic comparison to see whether CLIL is more effective the longer it goes on. We think that students whose linguistic competence has increased thanks to CLIL and who have got used to the CLIL methodology and have had time to accustom themselves to the use of a FL as the medium of non-linguistic content will be less worried and perhaps more motivated.

The investigation in *understanding anxiety* continues with the following two items:

**Q1.12** *Nell'ora di CLIL mi sembra che i miei compagni riescano a seguire la lezione molto più facilmente di me (In the CLIL classroom, I feel that the other students have a easier time following the lessons than I do)*

This item relates to self-esteem, which we argue is a component of motivation, and to its opposite, which is a component of anxiety. Although we assume that students who feel

they are worse than their classmates will be more anxious and less motivated, we would like to ascertain how strong the correlation is.

**Q2.13.** *Da quando faccio CLIL mi sembra che i miei compagni riescano a seguire la lezione molto più facilmente di me (Since we started CLIL, I feel that the other students have an easier time following the lessons than I do)*

Due to the differences in curricula we can ask students in Licei Linguistici and Istituti Tecnici, and Other Licei for a diachronic comparison to see whether CLIL exacerbates low self-esteem.

**Q1.13&Q2.14.** *Nell'ora di CLIL, ho sempre l'impressione che i miei compagni abbiano una competenza linguistica più avanzata della mia (I always feel that the other students have a higher linguistic competence than I do)*

Whereas the previous item could be skewed by the students' aptitude towards the subject, through this item, we focus our investigation on linguistic competence in general (i.e. we include both receptive and productive skills).

Next, we focus on productive skills and communication apprehension and fear of negative evaluation:

**Q2.15.** *Rispetto a quando non facevo CLIL, intervengo meno durante la lezione perché ho paura di non riuscire ad esprimermi correttamente: (now that we do CLIL I participate less because I'm afraid I won't be able to express myself properly):*

We would like to see whether students are afraid of speaking in CLIL classrooms. This issue is very important because students who do not participate in discussion have less opportunities to produce output which is necessary for their linguistic competence progress.

**Q1.14.** *In confronto ad una materia affine (materie scientifiche vs umanistiche), nell'ora di CLIL, intervengo meno durante la lezione perché ho paura di non riuscire ad esprimermi correttamente (In comparison with a similar subject, I participate less in the CLIL classroom because I'm afraid I won't be able to express myself properly):*

The same is asked to students in Licei Europei but, as before, we ask for a comparison with another subject here and for a diachronic evaluation in the next item:

**Q1.15.** *In confronto ad adesso, nei primi anni intervenivo meno per paura di non riuscire ad esprimermi correttamente (In the first years I participated less than I do now because I was afraid I wouldn't be able to express myself properly).*

Items 16 and 17 in both Q1 and Q2 deal with stress:

**Q1.16.** *Nella materia in cui è attivato il CLIL sono sempre sotto stress, anche se penso di essermi preparato adeguatamente (I'm always stressed in the CLIL classroom, even when I think I have studied enough)*

We want to see whether CLIL induces stress in the students. If so, we can study the data from other items to try to see what exactly is the cause.

**Q1.17.** *In confronto ad adesso, nei primi anni di CLIL ero molto più stressato, anche se pensavo di essermi preparato adeguatamente (In the first years I was always more stressed in the CLIL classroom than I am now, even when I thought I had studied enough)*

We use this item to see whether stress is caused by the initial impact with a new methodology, in which case we expect to see positive responses to this item or if it is something else entirely.

**Q2.16.** *Rispetto a quando non facevo CLIL, ora sono sempre sotto stress, anche se penso di essermi preparato adeguatamente (Since we started doing CLIL I'm always stressed, even when I think I have studied enough)*

We pose the same questions in Q2 with the difference that we ask them for a diachronic comparison to see whether it is CLIL that creates a stressful environment. If it is so, then we should also notice a majority of positive answers to the next item:

**Q2.17.** *Anche nelle altre materie sono sempre sotto stress, anche se penso di essermi preparato adeguatamente (I'm always stressed, even when I think I have studied enough in other subjects as well)*

If a large enough number of students experience an increase in stress in the same subject taught with the CLIL methodology but not in other subjects, then we can be fairly certain that something is wrong with CLIL. Nevertheless, if students agree with both Q2.16 and Q2.17, then we can assume that the increase in stress is due to CLIL but rather to something else, probably to do with their personality (i.e. trait anxiety).

Items 18 and 19 in Q1 and 19 in Q2 deal with answering questions. In the Italian school system around half of the tests are oral and most lessons are frontal, meaning that most times answering questions means being tested. Therefore, these items are meant to investigate both *oral* test anxiety and communication apprehension. Further, whereas we asked about stress in situations where the students felt they had studied enough in the previous items, we ask about situations in which they do not, which means a certain degree of stress and anxiety are expected:

**Q1.18.** *In confronto ad una materia affine (materie scientifiche vs umanistiche), nell'ora di CLIL se mi viene posta una domanda sulla quale non mi sono preparato tendo a bloccarmi con più facilità (In comparison with a similar subject, when the teacher asks me a question about something I've not studied I tend to get stuck more easily)*

It is normal for students to be unprepared sometimes and most students develop an ability to talk themselves out of a negative mark by using whatever knowledge they have about the subject matter. This item is designed to tell us whether doing so in a FL is more difficult than doing so in the L1. This of course could be caused either by a lack of LF proficiency or by the impairing of cognitive and linguistic processes caused by anxiety and realistically by both.

**Q1.19.** *In confronto ad adesso, nei primi anni di CLIL se mi veniva posta una domanda sulla quale non mi ero preparato tendevo a bloccarmi con più facilità adeguatamente (In the first years I tended to get stuck more easily when I was asked a question about something I had not studied)*

By making a diachronic comparison we want to see whether being accustomed to speaking in the FL and the increased proficiency in the FL due to CLIL have any effect on oral test anxiety.

**Q2.18.** *Rispetto a quando non facevo CLIL, ora se mi viene posta una domanda sulla quale non mi sono preparato tendo a bloccarmi con più facilità (Now that we do CLIL, when the teacher asks me a question about something I've not studied I tend to get stuck more easily)*

The reasoning behind this item is the same as in Q1.18.

Next, we go back to investigating the non-oral-test contributions to the lessons and we concentrate specifically on communicative apprehension and fear of negative evaluation<sup>26</sup>:

**Q1.20.** *In confronto ad una materia affine (materie scientifiche vs umanistiche), nell'ora di CLIL mi imbarazza di più intervenire, anche quando sono costretto (In comparison with a similar subject, participating embarrasses me more in the CLIL classroom, even when I'm forced to):*

Embarrassment, caused by low self-esteem and the feeling of not being able to express oneself properly can cause apprehension about others' evaluations and therefore the avoidance of evaluative situations (i.e. communication apprehension) that can decrease one's will to communicate in general. Therefore, we expect that those who gave us positive responses to Q2.15, Q1.14, and Q1.15 will produce the same kind of responses to these items.

**Q1.21.** *In confronto ad adesso, nei primi anni mi imbarazzava di più intervenire, anche quando ero costretto (In the first years participating embarrassed me more in the CLIL classroom, even when I was forced to);*

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<sup>26</sup> We chose not to put the items in a linear order because Horwitz (2007) suggested to mix them up so that the questionnaire results less boring.

**Q2.19.** *Rispetto a quando non facevo CLIL, mi imbarazza di più intervenire, anche quando sono costretto (Now that we do CLIL, participating embarrasses me more in the CLIL classroom, even when I'm forced to);*

**Q1.22&Q2.20.** *Intervenire mi imbarazza di più nella materia in cui faccio CLIL che nelle altre (Participating embarrasses me more in the CLIL subject than in any other):*

Finally, we make a comparison between the CLIL subject and all other subjects so that we can pinpoint what exactly causes communication apprehension and fear of negative evaluation.

We also investigate the effect of anxiety on cognitive and linguistic processes:

**Q1.23.** *In confronto ad una materia affine (materie scientifiche vs umanistiche), nell'ora di CLIL intervenire mi provoca più confusione ed insicurezza (In comparison with a similar subject, when I participate in the CLIL classroom, I tend to get more confused and to feel more insecure)*

Since anxiety has been proven to impair cognition and the processing of language (cf. previous chapter), we expect that those whose answers indicated anxiety in previous items will generally agree with these items.

**Q1.24.** *In confronto ad adesso, nei primi anni intervenire mi provocava più confusione ed insicurezza (In the first years, when I participated in the CLIL classroom, I tended to get more confused and to feel more insecure than I do now);*

**Q2.21.** *Rispetto a quando non facevo CLIL, intervenire mi provoca più confusione ed insicurezza (Now that we do CLIL, when I participate in the CLIL classroom, I tend to get more confused and to feel more insecure).*

Next, we focus on an important factor for keeping up motivation: physical and mental effort from studying and doing homework (cf. Balboni's motivation model in the previous chapter):

**Q1.25&Q2.23.** *In confronto ad una materia affine (materie scientifiche vs umanistiche), studiare e fare i compiti della materia CLIL a casa è un processo più lungo e faticoso<sup>27</sup> (In comparison with a similar subject, studying and doing homework takes longer and is more demanding);*

**Q1.26.** *In confronto ad adesso, nei primi anni studiare e fare i compiti della materia CLIL a casa era un processo più lungo e faticoso (In the first years, studying and doing homework took longer and was more demanding than it is now);*

**Q2.22.** *Rispetto a quando non facevo CLIL, studiare e fare i compiti a casa è un processo più lungo e faticoso (Now that we do CLIL, studying and doing homework takes longer and is more demanding)*

Studying and doing homework are probably the foremost motivation killers in high schools. Spending hours at a desk after having spent 5 hours at school is not only boring for most students but also forces them to “waste” their afternoons when they could be playing or being out with friends or doing sports. Therefore, we expect that those who agree with these statements will be among the least motivated.

The following items are designed to investigate test anxiety:

**Q1.27&Q2.25.** *Le verifiche e le interrogazioni della materia CLIL mi preoccupano di più di quelle delle altre materie a causa della difficoltà linguistica<sup>28</sup> (Taking oral and written tests worries me more in the CLIL subject than in any other because of the foreign language factor);*

**Q1.28.** *In confronto ad adesso, nei primi anni le verifiche e le interrogazioni mi preoccupavano di più (In the first years, oral and written tests worried me more);*

**Q2.24.** *Rispetto a quando non facevo CLIL, le verifiche e le interrogazioni mi preoccupano di più (Now that we do CLIL, oral and written tests worry me more);*

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<sup>27</sup> Q1.25 and Q2.23 are worded slightly differently but they mean the same thing.

<sup>28</sup> Q1.27 and Q2.25 are worded slightly differently but they mean the same thing.

**Q1.29&Q2.26.** *Penso che il mio voto nella materia CLIL non rispecchi le mie vere capacità/conoscenze perché è influenzato dalla difficoltà della lingua (I think my average mark in the CLIL subject is lower than it should be because of the FL factor):*

Appraisal theory explains that whenever one feels they are unjustly punished they create an affective filter. Thus, motivation will be low for those who agree with this item.

Then, we ask about feelings of discomfort:

**Q1.30&Q2.27.** *Sono molto più teso e nervoso nell'ora di CLIL che nelle altre (I'm more tense and nervous in the CLIL classroom than in any other)*

And lastly whether the students would like to not attend the CLIL lesson:

**Q1.31&Q2.28.** *Spesso mi piacerebbe saltare l'ora di CLIL (I'd often like to skip the CLIL lesson)*

**Q1.32&Q2.29.** *Salterei volentieri le ore della materia CLIL ma non quelle delle altre materie (I'd often like to skip the CLIL lesson but not any other)*

This item is designed to distinguish between those who don't like school in general and those who specifically dislike CLIL.

**Q1.33&Q2.30.** *Hai delle osservazioni aggiuntive sul CLIL? (Would you like to say something about CLIL?)*

*This item is designed as a catch-all question so that students can tell us anything they feel we missed as well as comment on CLIL.*

**Q1.34&Q2.31.** *Cosa faresti per migliorare il CLIL? (What would you do to improve CLIL?)*

To summarise, we have justified our choices in developing and designing our questionnaire by citing the literature. Then, we have analysed each item in both questionnaires and explained why we designed them so and what our expectations for the responses are. In the next chapter we will present the data and analyse it to see whether we are correct or not.

### 3.2 The Subjects

The data analysed in this paper was gathered through the administration of the previously described questionnaires (appendixes A and B) to a grand total of 404 high school students of which 45 attended Licei Linguistici, 106 attended Licei Classici, Artistici, and Scientifici, 53 attended Istituti Tecnici, and 200 attended Licei Europei. All high schools were in Veneto (Italy).

All the students we interviewed attended English CLIL courses. However, we would like to point out that Licei Linguistici and Licei Europei also offer a second subject in a second FL but unfortunately, we couldn't ask the students to fill in a second questionnaire because that would have taken too much time off the classes. In all other Licei and Istituti Tecnici 128 students out of 157 (81.3%) attended a CLIL course in the year this study was made (a.y. 2017-2018), 25 (15.92%) attended CLIL courses for two years and the remaining had at least three years' worth of experience in CLIL<sup>29</sup>.

In the Licei Linguistici 28 students out of 45 (62.2%) attended a CLIL course in the same year and the remaining 17 (37.8%) attended them for three years.

Finally, in Licei Europei 80 out of 200 students (40%) were in their third year of CLIL, 58 (29%) in their fourth, and 62 (31%) in their fifth.

*Table 1 - Student Distribution*

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>Licei Linguistici</i>	28 (62,2%)	/	17 (37,8%)	/	/
<i>Licei Europei</i>	/	/	80 (40%)	58 (29%)	62 (31%)
<i>All other Licei and Istituti Tecnici</i>	128 (81,5%)	25 (15,9%)	2 (1,3%)	2 (1,3%)	2 (1,3%)

<sup>29</sup> Probably because they had to repeat a year or changed schools.

The subjects taught using the CLIL methodology are as shown in table 2:

Table 2 –Subjects by Number of Students attending them.

	Earth Sciences	Art History	Electrical Engineering	Automation Engineering	Chemistry	Technology	Geography & Art History	Geography
<i>Istituti Tecnici</i>	/	/	16 (10,1%)	23 (14,5%)	7 (4,4%)	7 (4,4%)	/	/
<i>Licei Linguistici</i>	/	17 (37,8%)	/	/	/	/	28 (62,2%)	/
<i>Licei Europei</i>	68 (34%)	/	/	/	/	/	/	132 (66%)
<i>All other Licei</i>	57 (35,8%)	49 (30,8%)	/	/	/	/	/	/

### 3.3 Anxiety Value

The findings presented in this paper were inferred through a quantitative statistical analysis of the data. The data we gathered have been divided according to the different approaches to CLIL – data from Licei Classici, Artistici, and Scientifici (appendix C), Data from Licei Linguistici (appendix D), Data from Licei Europei (appendix E).

For each group, we also calculate an Anxiety Value (henceforth AV) to determine those who are most anxious. The AV is calculated thus: each student gets +2 AV each time they “completely agree” with a statement, +1 AV when they “agree”, -1 AV when they “disagree” and -2 AV when they “completely disagree”. This way, those who tend to agree most (i.e. endorse statements which reflect anxiety) will have the highest AV and those who disagree most will have the lowest. The AV is calculated for each questionnaire – see appendix F for

AVs in Licei Classici, Artistici, Scientifici, and Istituti Tecnici, appendix G for AVs in Licei Linguistici, and appendix H for AVs in Licei Europei.

In Q1, the AV is calculated for each student by adding 2 points when a student “strongly agrees” with a statement that indicates anxiety, 1 point when they “agree”, -1 when they “disagree” and -2 when they “strongly disagree”. In Q2 the calculation is slightly different because a few statements (such as statement 11) indicate anxiety when disagreed upon. Thus, the calculation is as follows:

- 2 points are scored for each “**strongly agree**” in items 10-12-13-14-16-20-22-23-25-27-29-30-31-32, for each “**strongly disagree**” in items 11-15-17-21-24-26-28, and for answering “**much better**” in 6, “**never**” in 7-8, “**I agree, and it doesn’t happen when we use Italian**” in 18 and “**I still get stuck**” in 19;
- 1 point is scored for each “**agree**” in items 10-12-13-14-16-20-22-23-25-27-29-30-31-32, for each “**disagree**” in items 11-15-17-21-24-26-28, and for answering “**better**” in 6, “**seldom**” in 7-8, “**it’s true, it always happens**” in 18;
- -1 point is scored for each “**disagree**” in items 10-12-13-14-16-20-22-23-25-27-29-30-31-32, for each “**agree**” in items 11-15-17-21-24-26-28, and for answering “**worse**” in 6, “**often**” in 7-8, “**I disagree, I always manage to say something**” in 18-19;
- -2 points are scored for each “**strongly disagree**” in items 10-12-13-14-16-20-22-23-25-27-29-30-31-32, for each “**strongly agree**” in items 11-15-17-21-24-26-28, and for answering “**much worse**” in 6, “**always**” in 7-8, “**I disagree, I am better off using English**” in 18 and “**I got better now**” in 19.

The maximum/minimum AV a single student can score is  $\pm 46$  if they filled Q1 and  $\pm 52$  if they filled Q2.

In accordance with the theoretical framework we have presented and our discussion in the previous chapter, our analysis of the data shall be based on the following subdivision of the items:

- Motivation: items 5-6-25-26-29-31-32 in Q1 and 5-6-7-8-22-23-26-28-29 in Q2

- Understanding Anxiety: items 10-11 in Q1 and 12 in Q2
- Communication Apprehension: items 14-15 in Q1 and 15 in Q2
- Fear of Negative Evaluation: items 20-21-22 in Q1 and 19-20 in Q2
- Self-esteem: items 12-13-16-17 in Q1 and 13-14-16-17 in Q2
- Cognitive Impact of anxiety: items 18-19-23-24-30 in Q1 and 18-21-27 in Q2
- Test Anxiety: items 27-28 in Q1 and 24-25 in Q2
- Other: items 7-8-9 in Q1 and 9-10-11 in Q2.

Our goal is to answer the following research questions:

- Does CLIL promote a high-motivation low-anxiety learning environment?
- If not, what should be improved?

## Chapter 4 – The Results

The following chapter will contain the data we have gathered during our investigation. Our results show great dissimilarities among schools. There appears to be a generally high level of anxiety in Istituti Tecnici and all Licei except Linguistici and Europei, where 30,2% of the students (48 out of 159) endorse at least one third of the statements that indicate anxiety and 10% (17 students) endorse at least half. The situation is similar in Licei Europei where 23,5% (47 out of 200 students) endorse at least one third of the statements but only 3% (6 students) endorse at least half. Finally, in Licei Linguistici, the situation appears to be more promising with 17,8% (8 out of 45) of the students endorsing at least a third of the statements and only 3 students (6,7%) endorsing at least half.

*Table 3 - N° of students who endorse statements that indicate anxiety*

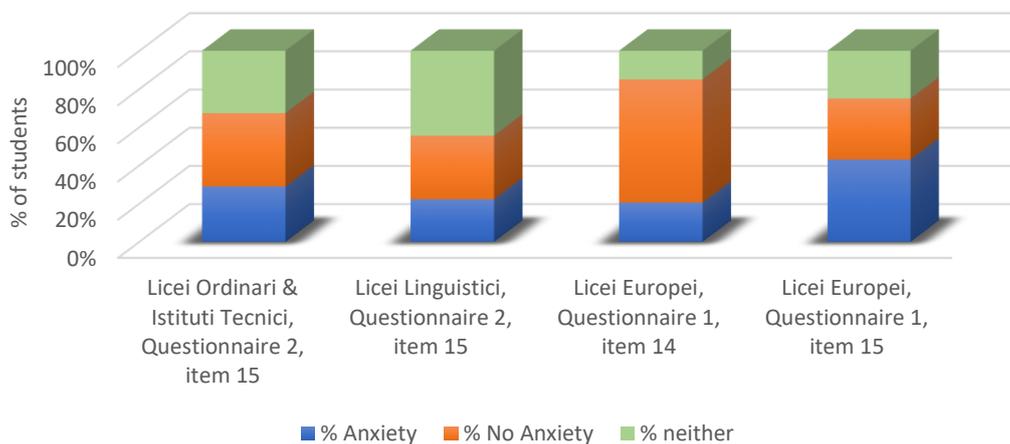
	<i>At least 1/3 statements</i>	<i>At least 1/2 statements</i>
<i>Licei Linguistici</i>	8 (17,8%)	3 (6,7%)

<i>Licei Europei</i>	47 (23,5%)	6 (3%)
<i>All other Licei and Istituti Tecnici</i>	48 (30,2%)	17 (10,7%)

#### 4.1 Communication Apprehension

Regarding communication apprehension, 28,9% of the students in Istituti Tecnici and all Licei except Linguistici and Europei, and 22,2% of the students in Licei Linguistici endorse the statement “15. now that we do CLIL I participate less because I’m afraid I won’t be able to express myself properly” and 20,5% of the students in Licei Europei endorse “14. In comparison with a similar subject, I participate less in the CLIL classroom because I’m afraid I won’t be able to express myself properly” although 32% of them also endorse “15. In the first years, I participated less than I do now because I was afraid I wouldn’t be able to express myself properly”.

**Graph 1 - Percent of Students endorsing statements that indicate communication apprehension**

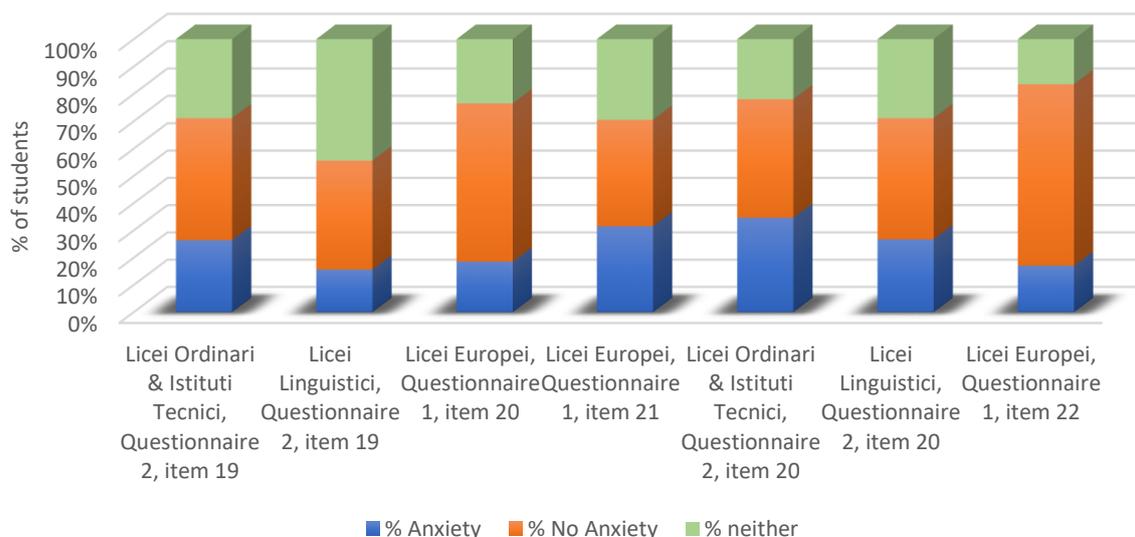


#### 4.2 Fear of Negative Evaluation

The questionnaires portray a similar situation in the context of fear of negative evaluation. Students tend to endorse statements such as “19. Now that we do CLIL, participating

*embarrasses me more in the CLIL classroom, even when I'm forced to*" in all Licei except Linguistici and Europei and Istituti Tecnici (26,4% endorsement) and to a lesser extent in Licei Linguistici (15,6% endorsement). In Licei Europei 18,5% of the students endorse "20. *similar subject, participating embarrasses me more in the CLIL classroom, even when I'm forced to*" but at the same time 31,5% of the students agree that "21. *In the first years participating embarrassed me more in the CLIL classroom, even when I was forced to*". Finally, the statement "Participating embarrasses me more in the CLIL subject than in any other" (item 22 in Q1 and 20 in Q2) is endorsed by 34,6% of the students in all Licei except Linguistici and Europei and Istituti Tecnici, 26,7% in Licei Linguistici, and 17% in Licei Europei.

**Graph 2 - Percent of Students endorsing statements that indicate fear of negative evaluation**

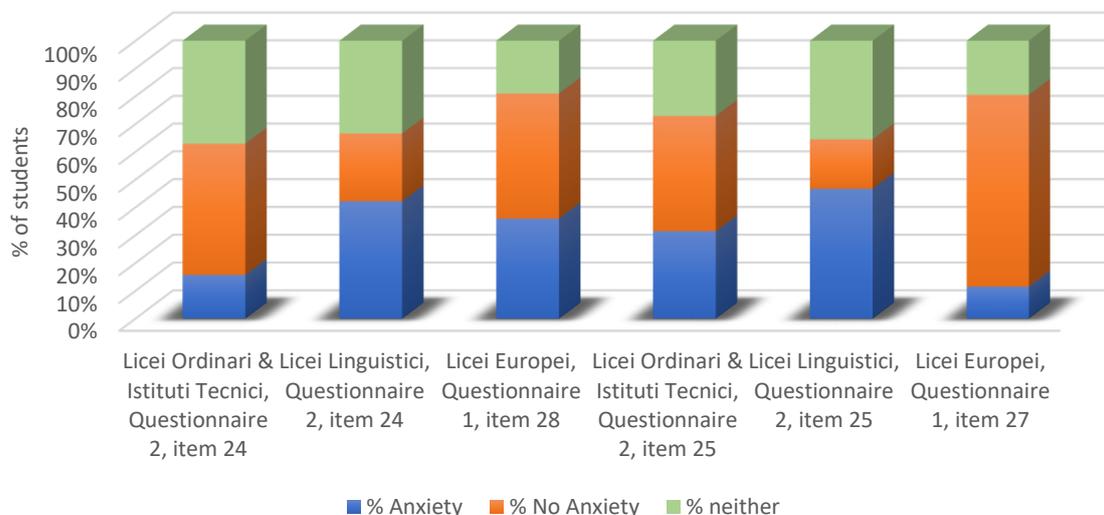


### 4.3 Test Anxiety

Finally, test anxiety appears to be widespread. The statement "taking oral and written tests worries me more in the CLIL subject than in any other because of the foreign language factor" (item 27 in Q1 and 25 in Q2) is endorsed by 31,4% of the students in all Licei except Linguistici and Europei and Istituti Tecnici and 46,7% in Licei Linguistici but only 11,5% in Licei Europei. However, on the one hand, in all Licei except Linguistici and Europei and Istituti Tecnici only

15,7% of the students endorse “24. Now that we do CLIL, oral and written tests worry me more”. On the other hand, in Licei Linguistici the same statement is endorsed by 42,2% of the students. In Licei Europei are somewhere in between with a 36% rate of endorsement of the statement “28. In the first years, oral and written tests worried me more”.

**Graph 3 - Percent of Students endorsing statements that indicate test anxiety**



#### 4.4 Understanding Anxiety

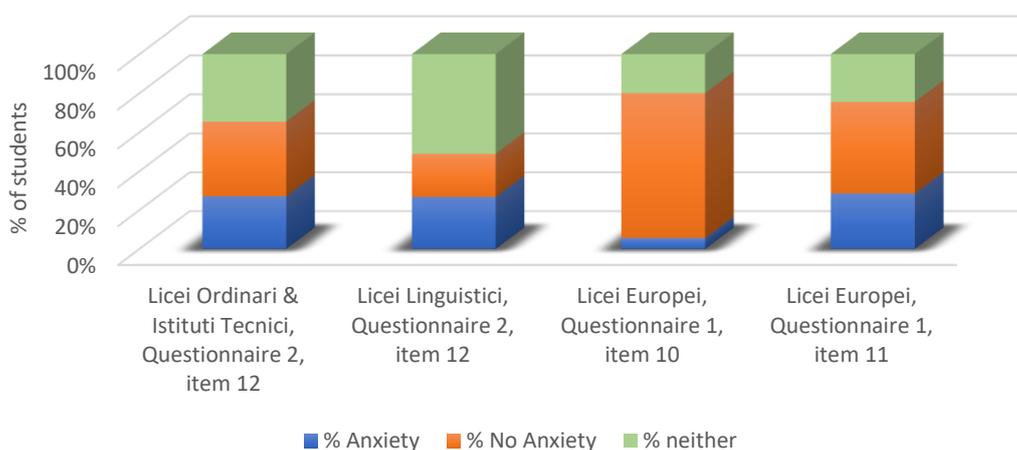
The anxiety that arises from the fear of not being able to follow the lesson is less widespread. Statement “12. now that we do CLIL, I feel that the lesson is more difficult to understand because it is in a FL and I’m worried that I might not be able to follow what is said” is endorsed by 27% of the students in all Licei except Linguistici and Europei and Istituti Tecnici and 26,7% of the students in Licei Linguistici. In Licei Europei, on the other hand, the picture is completely different. The statement “10. In comparison with a similar subject (e.g. sciences vs humanities), when I’m in the CLIL classroom I feel that the lesson is more difficult to understand because it is in a FL and I’m worried that I might not be able to follow what is said” is only endorsed by 5,5% of the students, with only 1 person completely agreeing.

The interpretation of this piece of data is particularly complicated in the light of the fact that students in Licei Europei mostly agree on the fact that their teachers are often

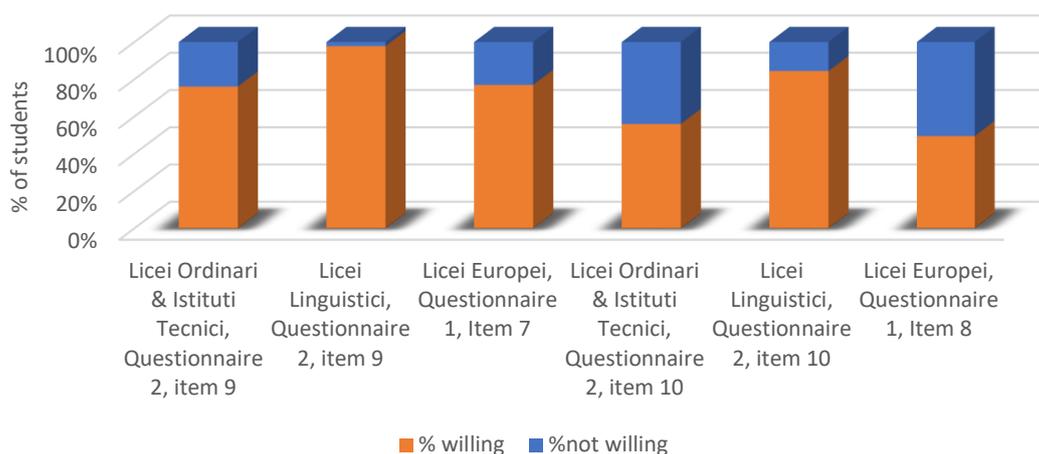
willing to provide clarifications (statement 7, 77% agree) or even re-explain the whole lesson (statement 8, 49,5% agree) in Italian when asked. Similar numbers are found in Licei Linguistici where 97,8% of the students agree with statement 9 in Q2 and 84.4% agree with statement 10 and in all other Licei and Istituti Tecnici where 76,1% agree with statement 9 and 56% agree with statement 10. Thus, it appears that the considerably lower amount of anxiety must be influenced by other factors such as the presence of mother-tongue speakers in Licei Europei or the availability of afternoon class hours where students can freely ask their teachers about what they did not understand.

In all Licei except Linguistici and Europei and Istituti Tecnici, 18,2% of those whose answers to *statement “12. now that we do CLIL, I feel that the lesson is more difficult to understand because it is in a FL and I’m worried that I might not be able to follow what is said”* indicate lack of anxiety also indicate that their teachers are willing to clarify bits of the lesson and 40,9% say their teacher is willing to re-explain in Italian (the figures are 22,2% and 15,6% in Licei Linguistici and 57,7% and 37,1% in Licei Europei), meaning that the remainder of the students feel anxious and states that their teacher is not willing to re-explain. This result suggests that either students are so demotivated that they don’t care whether they understand or not and thus cannot be bothered to ask the teacher for clarifications or that the teachers are not able to get messages across to the students either in English or in Italian.

**Graph 4 - Percent of Students endorsing statements that indicate understanding anxiety**



**Graph 5 - Percent of Students endorsing statements that indicate teacher's willingness to clarify or re-explain in Italian**

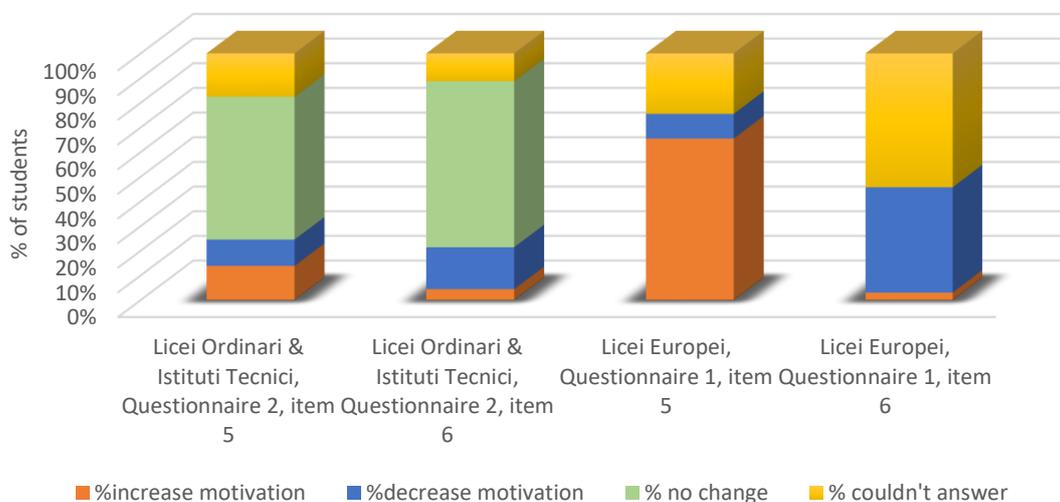


#### 4.5 Motivation

Evaluating motivation appears to be a multifaceted issue, and much depends on the context. Many students appear to be driven by instrumental motivation in Licei Europei where “5. *I think attending a CLIL module helped me learn the FL*” is agreed upon by 65% of the population although at the same time 42,7% of the students also agrees that they would understand the lessons better if they were in Italian (statement 6). On the other hand, in all other Licei and Istituti Tecnici, where a more grounded comparison is possible, only 4,4%<sup>30</sup> claim that there is a tangible improvement on their linguistic competence as reflected by the answers to statement “6. *Now that I’ve begun attending a CLIL module, my average mark in the FL is:*” whereas 13,8% of the students indicate that their average mark in the subject has decreased since the activation of CLIL in their answers to statement “5. *Before I started attending the CLIL module, my average mark in the subject was:*”.

<sup>30</sup> In Licei Linguistici nobody could answer statements 5 and 6, either because no test had been done yet or because the teachers are less transparent about marks.

**Graph 6 - Percent of Students endorsing statements concerning instrumental motivation**



What is more, many students might undergo a further decrease in motivation as a consequence of an increase in the amount of time they spend doing homework at home and therefore of the physical and psychological distress they have to submit to (cf. Titone’s motivation model in Chapter 2.3).

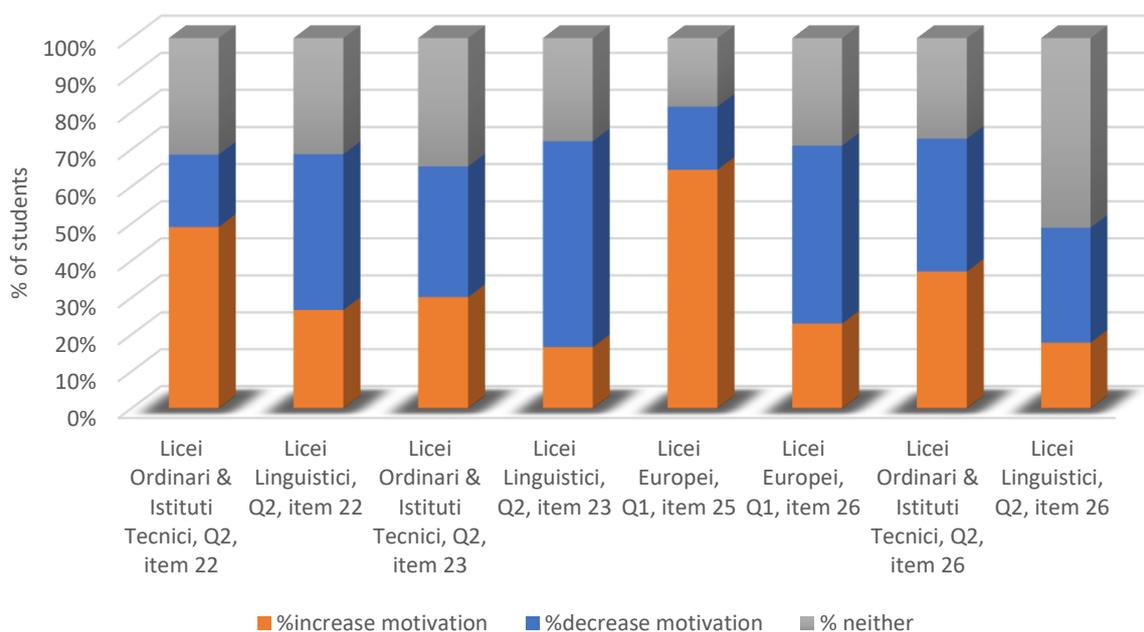
In all Licei except Europei, Istituti Tecnici, and Licei Linguistici 19,5% and 42,2% of the students respectively endorse “22. Now that we do CLIL, studying and doing homework takes longer and is more demanding” and, at the same time 35,2% of the population in all Licei except Linguistici and Europei and Istituti Tecnici and 55,6% in Licei Linguistici endorse “23. In comparison with a similar subject, studying and doing homework takes longer and is more demanding”.

The situation in Licei Europei appears similar to that of all other Licei and Istituti Tecnici with 17% of the students endorsing statement “25. In comparison with a similar subject, studying and doing homework takes longer and is more demanding”. What is more, it appears that for many students the situation does not improve as they advance through high school: the statement “26. In the first years, studying and doing homework took longer and was more demanding than it is now” is endorsed by 23% of the students and disagreed upon by 48% of the remaining population.

Finally, the affective component of motivation is further harmed by the perceived

discrepancy between what their marks are and what they should be. Indeed, in statement “I think my average mark in the CLIL subject is lower than it should be because of the FL factor” (item 29 in Q1 and 26 in Q2) is endorsed by 35,8% of the students in all Licei except Linguistici and Europei and Istituti Tecnici, 31,1% of the students in Licei Linguistici, and 18,5% in Licei Europei, possibly meaning that many students feel that they are being unjustly punished for not knowing the language and therefore losing motivation to study.

**Graph 7 - Percent of Students endorsing statements concerning affective factors in motivation**



#### 4.6 Self-Esteem

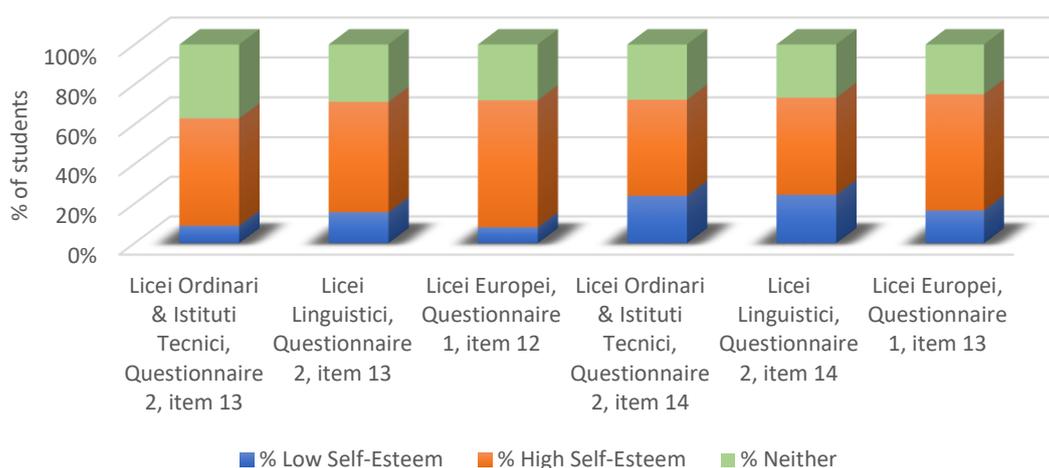
The second affective factor we have investigated is self-esteem, which, as we argued in Chapter 1, not only has an important function in creating motivation by playing a role in the creation of *introjected regulations*, which are involved in the construction of the ought-to self, but also is responsible for the fear of negative evaluation.

Fortunately, very few students feel that they are worse than their mates. In particular, the statement “12. In the CLIL classroom, I feel that the other students have a easier time following the lessons than I do” is only endorsed by 8% of the students in Licei Europei and

its counterpart “13. Since we started CLIL, I feel that the other students have an easier time following the lessons than I do” is endorsed by 15,6% in Licei Linguistici and 8,8% in all other Licei and Istituti Tecnici.

The situation appears to be worse when we talk about linguistic competence in general: statement “I always feel that the other students have a higher linguistic competence than I do” (statement 13 in Q1 and 14 in Q2) is endorsed by 16,5% in Licei Europei, 23,9% in all other Licei except Linguistici and Istituti Tecnici and finally by 24,4% in Licei Linguistici.

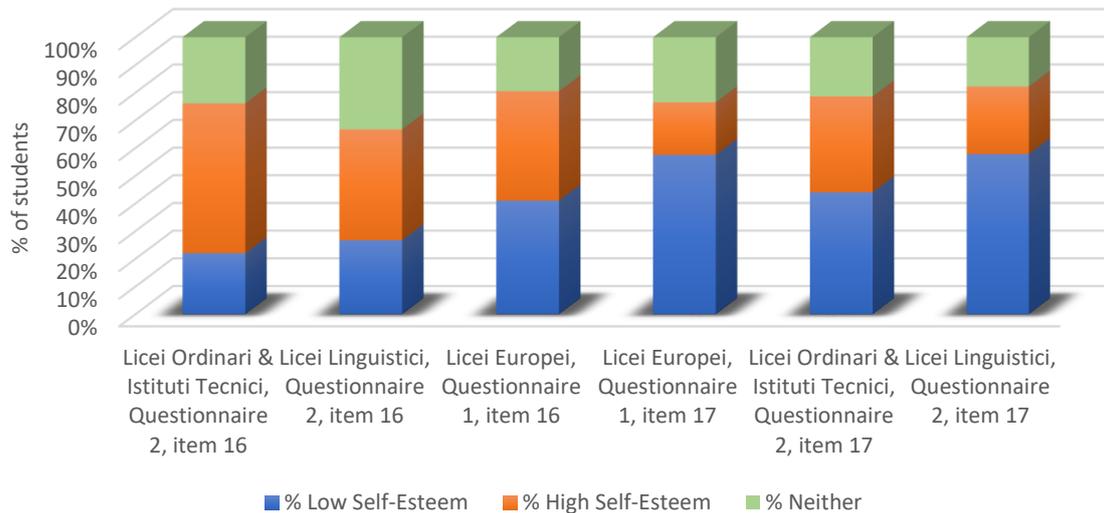
**Graph 8 - Percent of Students endorsing statements that indicate low self-esteem in correlation with fear of negative evaluation**



What is more, many students appear to believe they are not good enough, especially in Licei Europei where 41% agrees with “16 I’m always stressed in the CLIL classroom, even when I think I have studied enough” and where 57,5% thinks the situation hasn’t improved over time (statement 17). To a lesser extent, the same is true in all Licei except Linguistici and Europei and Istituti Tecnici and in Licei Linguistici where “16. Since we started doing CLIL I’m always stressed, even when I think I have studied enough” is endorsed by 22% and 26,7% of the students respectively. Worse, it appears that students are stressed in most subjects: 44% in all Licei except Linguistici and Europei and Istituti Tecnici and 57,8% in Licei Linguistici agree with “17. I’m always stressed, even when I think I have studied enough in other subjects

as well”, likely meaning that the issue is at a deeper level.

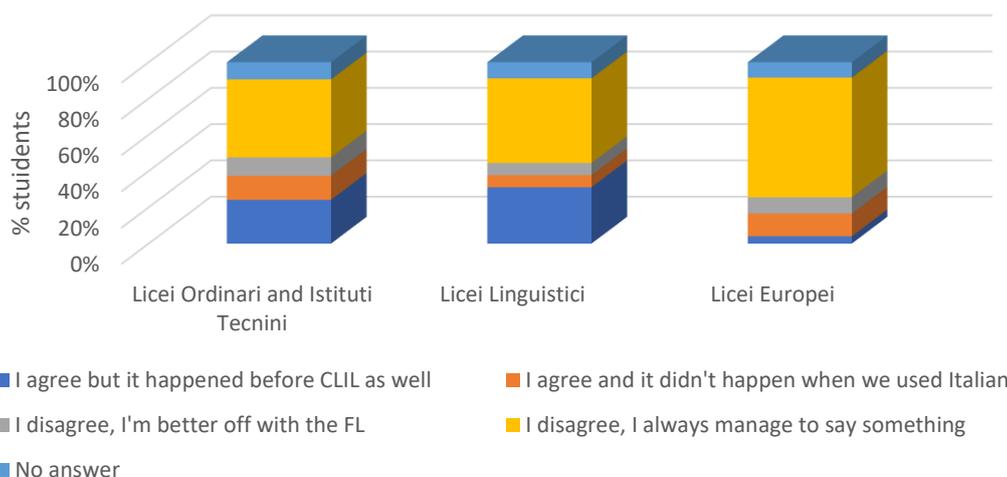
**Graph 9 - Percent of Students endorsing statements that indicate low self-esteem in general**



#### 4.7 The impact of anxiety and low self-esteem on cognition

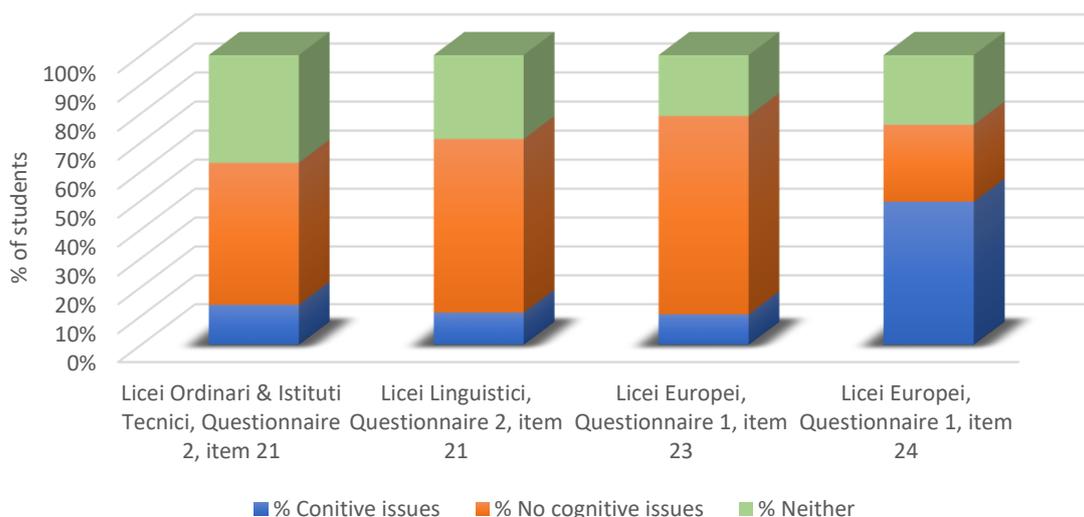
For a few students, the issue of low self-esteem is probably connected with the lowering of cognitive processing power caused by anxiety. For example, 16,5% of the students in Licei Europei answered statement “18. In comparison with a similar subject, when the teacher asks me a question about something I’ve not studied I tend to get stuck more easily” with “I agree, and it doesn’t happen when we use Italian”, meaning that the processing of the FL is hindered by the anxiety caused by being called upon by the teacher to answer a question in front of the whole classroom. What is interesting is that, unlike for previous items, the follow-up diachronic comparison shows a marked improvement with 30% of the students agreeing that their linguistic competence got better (statement 19). Similarly, in all Licei except Linguistici and Europei and Istituti Tecnici 13,3% of the students say improvising in English is an issue (statement 18) although interestingly only 6,7% of the students gave the same answer in Licei Linguistici.

**Graph 10 - Answers to Questionnaire 2, Item 18**



What is more, only 10,5% of the students in Licei Europei endorse “23. In comparison with a similar subject, when I participate in the CLIL classroom, I tend to get more confused and to feel more insecure” and 13,8% of the students in all Licei except Linguistici and Europei and Istituti Tecnici and 11,1% in Licei Linguistici endorse its counterpart (statement 21 in Q1) with 49,5% agreement rate that the situation doesn’t improve (statement 24 in Q2).

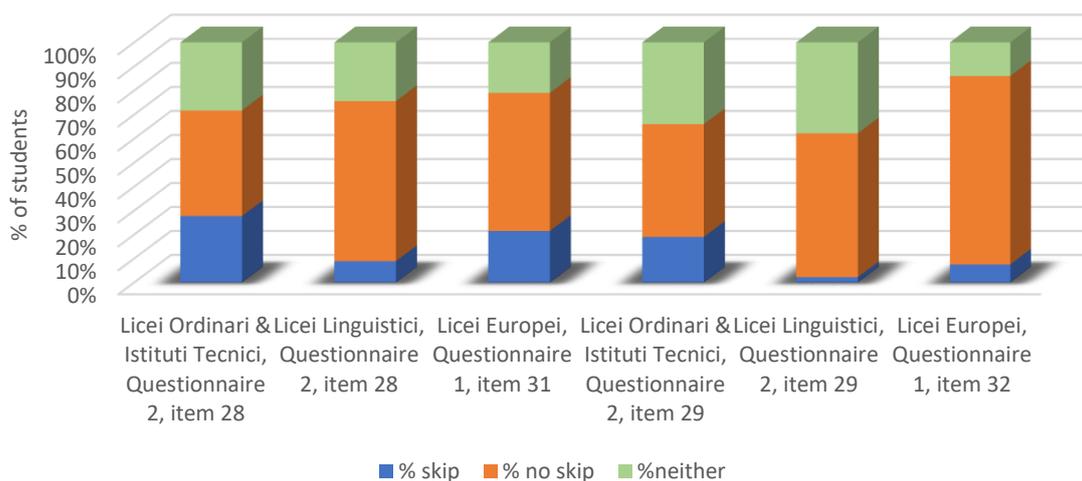
**Graph 11 - Percent of Students endorsing statements that indicate the harmful cognitive impact of anxiety**



To conclude our investigation in anxiety, motivation, and self-esteem, we asked the students

whether they felt like skipping the CLIL class. The endorsement of statements “*I’d often like to skip the CLIL lesson*” (item 31 in Q1 and 28 in Q2) and “*I’d often like to skip the CLIL lesson but not any other*” (item 32 in Q1 and 29 in Q2) are least endorsed in Licei Linguistici where they are agreed upon respectively by 8,9% and 2,2% of the students and they are endorsed most in all Licei except Linguistici and Europei and Istituti Tecnici where 27,7% and 19% of the population endorses them respectively. To conclude, Licei Europei, while being somewhere in between, appear to be closer to the latter with 21,5% of the students agreeing with statement 31 and 7,5% endorsing statement 32.

**Graph 12 - Percent of Students who would like to skip the CLIL lesson**



#### 4.8 Anxiety Values

The last raw piece of data we want to present is the anxiety value (henceforth AV) which we used to investigate *overall* anxiety.

**Table 4 - Anxiety Value**

	Maximum Scored	Minimum Scored	Average	Median
Licei Linguistici	14	-21	-5,2	-5
Licei Europei	21	-36	-7,1	-7

All other Licei  
and Istituti  
Tecnici

38

-39

-5,2

-5

#### 4.9 Optional Questions

To conclude the review of our data, items 31-32 in Q1 and 28-29 in Q2, give us helpful insights on matters which the students believed to be especially important.

In Istituti Tecnici only 39 students left a comment about CLIL. Of those, 4 say they are happy about the current state of CLIL, 3 say they think CLIL was very useful to improve their language competence, especially because being proficient in a FL opens up new the possibility to look for an employment in Europe and 2 said they love CLIL. At the same time, 2 students lament the fact that CLIL is very trying because the challenge of using a FL is added to the complexity of the subject itself and 2 other students said CLIL creates an environment in which following and understanding a lesson becomes very complex. We may hypothesise that this is particularly true in Istituti Tecnici where most subjects are very technical and a very specific micro-language is used and indeed 3 students say CLIL would be better if less technical textbooks were employed, 4 say it would be better if the lesson were done in Italian first and only then in the FL, and 2 students think the CLIL subject should be made more *practical* and less theoretical. Lastly, 4 students say the teachers are not competent enough, either in the FL or in teaching techniques.

In Licei Classici and Artistici the situation is quite worse. Out of 59 students who left a comment, 8 would like CLIL to be extended to more subjects, 2 wrote that CLIL is useful, and 2 are happy about CLIL in the current state. However, 4 students said that the complexity of the subject, together with the challenge of using a FL make CLIL very trying. Furthermore, 12 students said they would not do CLIL if they could choose because it forces the teacher to oversimplify or re-explain in Italian, which they consider to be a waste of time, and 12 wrote that better teachers are needed for CLIL to be useful, 8 of whom are in a class where apparently the teacher only used Italian when explaining but gave out materials in the FL.

The situation appears to be much better in Licei Linguistici, where out of 20 students who left a comment, 9 say CLIL is very useful to improve the language competence and 4 ask to increase the number of CLIL hours and 2 ask to increase the number of FL hours.

CLIL was organized differently in Licei Europei, where the Italian teacher collaborates with a native speaker of the FL, creating a more complex situation. Out of 118 students who left a comment, 26 said they found CLIL to be a useful tool to improve their linguistic competence, 6 think CLIL is fine in its current state, and 8 would like either more class-hours of CLIL or the FL. Like in Istituti Tecnici, 6 students think less technical subjects should be chosen and 5 think the classes should be made more practical. Furthermore, 3 students thought their linguistic level might not have been high enough and said more hours of English would be needed in primary and middle schools to improve the situation. 34 students said better teachers are needed and 7 of them specified that the native speakers do not appear to be competent in the subject. Finally, 14 students thought the subject was explained superficially because of the FL challenge and therefore their knowledge at the end of the year would be inferior than that of the students who did not do CLIL in the same subject, which is a very serious issue especially for those who have to take the fifth-year final exam.

The comments show very different attitudes towards CLIL but we think that a common factor is how the students feel about their teachers. In Istituti Tecnici and all other Licei, those who think their teachers are not good enough tend to agree with statements indicating anxiety 10% more than the others (34,4% vs 24,6%) and to disagree with them 10% less (36,2% vs 45,9%) and in Licei Europei they agree on average 5% more (30% vs 25,2%) and disagree 5% less (49,5% vs 54,5%)<sup>31</sup>.

#### *4.10 Conclusions*

To summarise our findings, anxiety appears to be widespread in all the schools we went to. In all Licei except Europei Standard and Istituti Tecnici 21,7% (5 out of 23)<sup>32</sup> of the statements

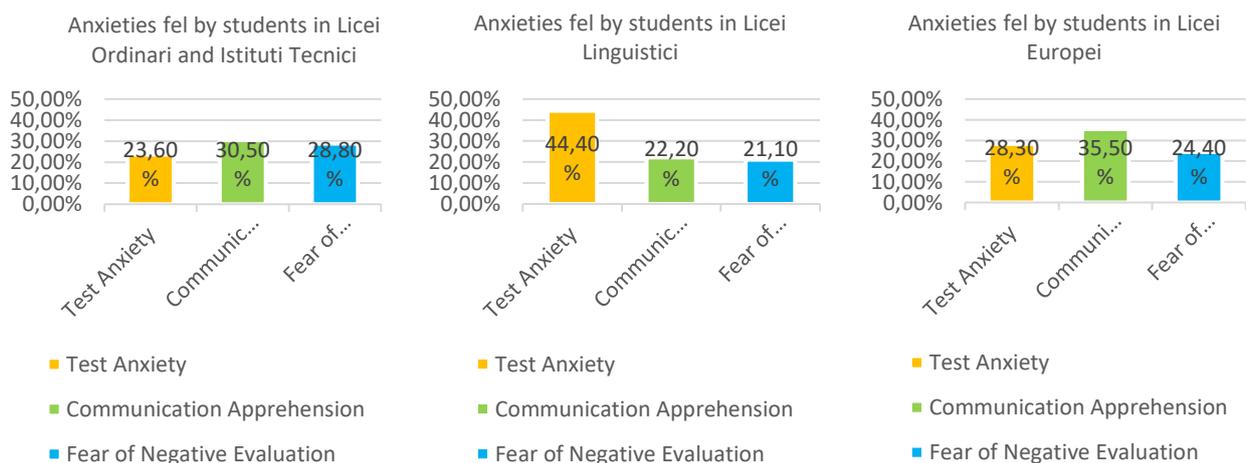
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<sup>31</sup> In Licei Linguistici nobody said they thought their teachers weren't good enough.

<sup>32</sup> Statements 10-17-20-23-26 in Licei Ordinari and Istituti Tecnici and statement 17-22-23-24-25 in Licei Linguistici.

indicating anxiety were endorsed by at least one third of the students and in Licei Europei the situation appears to be worse with 29,6% (8 out of 27) of the statements<sup>33</sup> indicating anxiety being endorsed by at least one third of the students. Furthermore, in both Licei Linguistici and Licei Europei 2 statements<sup>34</sup> (8,7% and 7,4% respectively) were endorsed by at least half of the students.

Using the data above and in accordance with the discussion in chapter 2, it is possible to rank Communication Apprehension, Fear of Negative Evaluation and Test Anxiety based on how much they are felt by students. To do so, we have identified the statements that fit the description and we have calculated the percentage of students who endorsed each one of them and then we calculated the average. The data does show different patterns for each type of school: in all Licei except Linguistici and Europei and Istituti Tecnici students feel Fear of Negative Evaluation the most (30,5%), followed by Communication Apprehension (28,9%) and Test Anxiety (23,6%). In Licei Linguistici the situation is opposite: Fear of negative Evaluation is felt least (21,1%), then we have Communication Apprehension (22,2%), and Test Anxiety (44%). Similarly, Fear of Negative Evaluation is felt least in Licei Europei (24,8%), followed by Test Anxiety (28,3%) and by communication apprehension (35,5%).



The raw data suggests the conclusion that overall anxiety is widespread. 82,9% of the

<sup>33</sup> Statements 6-8-14-15-16-24-26-28.

<sup>34</sup> Statements 17 and 23 in Licei Linguistici and 8 and 17 in Licei Europei.

students in all Licei except Linguistici and Europei and Istituti Tecnici, 87,7% in Licei Linguistici, and 88,2% in Licei Europei is affected by at least one type of anxiety.

## *Chapter 5 – Discussion*

This chapter will be concerned with an analysis of our data and a discussion of its repercussion. We will consider both the methodological and the affective aspects and suggest a few ways to improve the situation.

### *5.1 Solving Anxiety Issues in the CLIL Classroom*

To answer our first research question, “Does CLIL promote a high-motivation low-anxiety learning environment?”, the data would suggest that no, CLIL does not promote a high-motivation low-anxiety learning environment. Whereas a somewhat large number of students report being motivated, many more say they feel anxiety on a daily basis. It is difficult to pinpoint what exactly causes the situation we presented in the previous chapter. As the data shows, there are great differences not only among the schools but also among the students. Anxiety Values range widely within the same classes, signalling that the role of one’s personality and attitude towards the school play a major role in the development of foreign language anxiety and motivation.

Our data shows that many students do not perceive the classroom as a safe environment and that a great number of them suffer from the three main components of foreign language anxiety – Test Anxiety, Communication Apprehension and Fear of Negative Evaluation. The data leads us to think that the main factor that contributes to them is lack of confidence (for example, 57% of the students who endorse item 15 also endorses item 12), meaning that more than half of those who are afraid of not being able to follow the CLIL classes due to their lack of linguistic competence also feel that they are not good enough to participate in the discussion. Therefore, it would appear that a number of changes need to occur, from increasing the amount of attention paid to the affective well-being of students and possibly

the implementations of Positive Psychology techniques (see for example Seligman, 2006; Seligman & Csikszentmihalyi, 2014), to an increase of the amount of collaboration between the FL teacher and the non-FL teacher.

First of all, we think the first step to tackle foreign language anxiety is to notice it. As we mentioned in chapter 1, anxiety has a number of somatic manifestations. Many of them, including increased heart-beat, stomach aches, and to some extent increased perspiration cannot be noticed from outside. However, many other cues can be seen through an attentive observation of non-verbal behaviour which is “the primary mechanism through which individuals communicate emotion in the language learning and teaching process” (Gregersen *et al.* in Gkonou *et al.*, 2017:114). Gregersen (2005) discovered the main non-verbal indicators of the presence of anxiety, namely: limited facial expressiveness (especially with regards to mouth and eyes), avoidance of eye-contact, stiff posture, and heavy use of the hands (for purposes which are unrelated to communication, such as fidgeting). While noticing these signals is not an easy task, Gregersen (2007) found that accuracy in decoding non-verbal behaviour can be increased to a point through formal training.

However, we think the easiest and best way to assess the affective well-being of students is to ask them. Since it is likely that students will not tell teachers they are feeling anxious about aspects of the learning process, we suggest using questionnaires such as the Foreign Language Classroom Anxiety Scale (FLCAS) to assess the situation.

Once the issue has been found corrective measures can be put to action. Previous studies on foreign language anxiety have already suggested many ways to reduce the impact of its effects including: focussing on positive experiences to improve self-esteem (MacIntyre & Gardner, 1991), writing a journal and *behavioural contracting* (Gregersen & MacIntyre, 2014), helping the students adjust their goals and develop more realistic expectations about the learning process and giving positive reinforcements as often as possible (Price, 1991), employ group activities that favour the social aspect of language learning (Clément *et al.*, 1994), and incorporating fun activities such as games<sup>35</sup> (Crookall & Oxford in Horwitz &

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<sup>35</sup> Balboni (2014) explains that there is a difference between *game* and *play* – using games (with rules) to teach is meant as a way to activate the *Rule of Forgetting*: the idea that learning is easier if one forgets they are in a formal

Young, 1991).

Moreover, as we anticipated earlier, positive psychology could prove to be an extremely useful tool for decreasing or at least managing foreign language anxiety. Positive psychology “sheds light on emotions, flow, agency, hope, and optimism” (Oxford, in Gkonou *et al.*, 2017:181), and puts them in opposition to ‘negative’ emotions such as anxiety, which greatly limit the individual’s range of responses to a phenomenon, forcing them to adopt survival behaviours which often entail withdrawal from social situations. Here, we will refer to techniques that derive from Seligman’s ‘*ABCDE* macro-strategy’ (2006), in which the researcher holds that whenever an individual is faced with an issue, the following steps will contribute to staying positive: when facing Adversity (i.e. an event that would trigger pessimism), one has to remember that negative Beliefs (i.e. interpretations of that event) will have negative Consequences (such as the generation of anxiety), whereas Disputation (i.e. rational thinking about the causal chain that led to the event) results in Energization (i.e. positive thinking).

Thus, ways to work on ‘emotional intelligence’ through rational thinking to counter the causes of anxiety through empowerment of the student include:

- convincing the students of the importance of agency in the learning process;
- reminding the students of the advantages of knowing the FL;
- teaching students to make positive attributions (i.e. reconsider their narrative for explaining failure);
- maintaining an optimistic learning environment (e.g. telling students who did not pass an exam that they can have some time to study and then take another one to fix their mark).

### *5.1.1 Communication Apprehension and Fear of Negative Evaluation*

On the topic of communication apprehension and fear negative evaluation specifically, we think that much of the negative effects of foreign language anxiety could be avoided if the

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learning environment. Games have many advantages: they tend to create low-stress environments, the relation between students and teacher changes and becomes less one-sided (the teacher becomes a *linguistic referee*), and they elicit positive emotions.

students had a solid foundation of specific linguistic knowledge beforehand so that they always have a point on which to start building their subject discourse. In order to do so, before each CLIL lesson the FL teacher, having been told the specifics of that lesson, could dedicate a part of their class time to go over at least the micro-language that is going to be employed. Furthermore, before the beginning of the CLIL course, enough time should be dedicated to teaching the morpho-syntactic conventions of that subject's literature so that the students may have an easier time studying, especially when they are on their own.

These results are in line with the findings of other researchers such as Marwan (2008), who discovered widespread communication apprehension and fear of negative evaluation due to (perceived) lack of preparation in EFL students in Indonesia. The easiest solution to this is probably to increase the load of group tasks and projects, starting from elementary schools, so that students can get used to participating and thus being put in the spotlight by the time they reach high school. Furthermore, in order to make the language learning environment less stressful, it might be possible to take a few precautions such as using a logical order when calling on students (avoid randomness) and, in some cases teachers could also help students to learn to cope with their anxiety by giving them tips or even better asking them what is wrong and adjusting their styles and methodologies to create an environment which is better suited for their students. Unfortunately, Italian schools often shun the idea of having the students play a central role in the classroom which is dominated by the teacher who knows all and whose job is to pour knowledge into the minds of the students. Unfortunately, the school system that arises from the idea of the godly teacher on one side and the void students on the other pays no attention to the affective side of learning.

Nevertheless, as Horwitz (1995) argues, what all successful language learners have in common is a positive emotional response towards learning the language because, as we discussed in chapter 1, learning a language effectively modifies one's self and therefore influences one's ego and therefore has an impact on one's emotions. What is more, the connection between a safe learning environment and positive emotional responses on the part of the students (and therefore success in learning the FL) is so delicate that Price (1991) argued that even a single callous interaction or a tactless comment from the teacher can

create an inextinguishable source of foreign language anxiety. It is therefore imperative that teachers start accepting the fact that they are fully responsible for the emotional well-being of their students, which they should nurture using “explicit instructional strategies for developing motivation language learning, decreasing anxiety, and confronting erroneous beliefs about language learning” (Horwitz, 1995:577) such as those advocated by Krashen in his *Natural Approach* (Krashen & Terrel., 1983) or in Lozanov’s *Suggestopedia*, among many others.

What is more, lecture-style classes are also sub-optimal for language learning in general because they favour teacher-talking-time over student-talking-time which, as Swain (1985) and Swain et al. (1995) have postulated in their seminal works, is fundamental for language learners because it forces students to engage in cognitive processes that play a role in language learning with its three functions:

- Noticing: producing language makes the students aware of their gaps;
- Hypotheses testing: through the production of language the students test their grammar and receive feedback;
- Metalinguistic: by processing language the students are made able to control and internalize linguistic items.

Thus, a new approach should be taken in consideration where, the high proportion of teacher-talking-time in content classrooms is replaced in favour of opportunities for “exploratory” (Mohan 1986: 13) speaking and writing activities, which would give the students the chance to be an active language users and thus making the foreign language their own because “reasoning brings about a more sustained preoccupation with meaning than information transfer does on its own, since it involves deriving one piece of information from another (working things out in the mind) not just encoding or decoding given information” (Prabhu 1987: 48) and also because it encourages dialogic language exchanges both between the students and the teacher and among the students themselves.

In order to do so, the classroom needs to incorporate the principles of social interaction in learning, which van Lier (1996) argues to be an activity where teachers and students work side by side interdependently and where there is “an emphasis on negotiating

meaning, learning how to learn and where the learning process is as important as learning outcomes” (Coyle, 1999:59), which would require a radical change in the collective mentality of students, parents, and teachers alike whose interests lie more in the marks at the end of the year than in the actual knowledge the students possess.

From the affective point of view, it appears that CLIL is failing and it also seems that there are a multitude of factors causing it. As we said in chapter 1, the literature agrees that certain subjects are better choices than other for a CLIL module. It appears that all the schools chose to implement subjects for which including pictures, graphs, etc. is possible which, as we said, can be very useful to the students because it makes understanding easier and less dependent on the language alone as a medium while at the same time making the language itself easier to understand because the message is already partially known.

However, our data also shows that some of the subjects, depending on the teacher’s approach, are prone to include a lot of complex micro-language and can be very difficult to explain and understand in a FL, in particular chemistry and engineering. Thus, a few students complain that the lessons are too “technical” (especially in Istituti Tecnici) and some students complain that the subject is explained too “superficially”, possibly because the teacher is afraid of not being fully understood. We received less complaints of this nature for *Earth Sciences*, *Art History*, and *Geography*, which allow for less direct points and more wordy explanations.

In the previous chapter, we found that test anxiety was the most felt kind of anxiety overall, followed by communication apprehension and fear of negative evaluation. However, the result is skewed by the fact that 44% of the students we interviewed in Licei Linguistici claimed they were anxious about tests. Otherwise, Communication apprehension the foremost kind on anxiety in all schools. The data we analysed seem to provide enough evidence to argue that communication apprehension, test anxiety and fear of evaluation are entwined and cause each other in a vicious cycle because most of the students who agreed with the statements concerning one also endorsed those about the other two. We argue that the first and foremost factor in the causal chain is fear of negative evaluation, which

causes a general feeling of anxiety, which in turn causes the cognitive system to malfunction – especially when dealing with complex tasks as is the case for processing language. Anxiety, then, causes students to make mistakes, which are often corrected on the spot by the teachers. This leads to communication apprehension and test anxiety (especially oral tests anxiety) as they are the context in which the mistakes are made and, most importantly, in which they are heard by all. Indeed, speaking appears to provoke widespread anxiety, with only around half of the students feeling uncomfortable speaking – 45,7% in all Licei except Linguistici and Europei and Istituti Tecnici<sup>36</sup>, 46,2 In Licei Linguistici<sup>37</sup>, and 56,2 in Licei Europei<sup>38</sup>. Licei Europei being the worst probably due to the presence of mother tongue speakers level which can be perceived as an unattainable goal.

### 5.1.2 Test Anxiety

Whereas Communication apprehension and Fear of Negative Evaluation are to some extent parallel and can be tackled at the same time by changing the teacher's *modus operandi* in the classroom, test anxiety must be tackled separately.

We think that test anxiety derives mainly from a lack of transparency in marking and follow-up after a test. Furthermore, in CLIL modules, there is also the issue of linguistic competence and inability to mediate knowledge through a FL even though that knowledge has been really acquired.

In order to fix the situation, we advise the following three steps. Firstly, teachers must create an evaluation grid and make it public in order for the students to know what is being marked and how – it is not enough to have a mental system of marking, that system must be known to the students, otherwise they will always feel like they are being unjustly punished. Therefore, when a student receives their test back they should see both an overall mark and the filled evaluation grid so that they know what they do well and what they need to improve – a single number mark is useless because it depends on both knowledge and form (especially in CLIL), but doesn't give overt information on either.

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<sup>36</sup> Calculated using items 15-18-19-20-21.

<sup>37</sup> Calculated using items 15-18-19-20-21.

<sup>38</sup> Calculated using items 14-15-18-19-20-21-22-23-24.

Secondly, teachers should consider the fact that sometimes it might be better to do tests in the L1 rather than the FL because form is the cage of content – on average 28,5% of the students we asked feel that their marks are low because of the FL.

Thirdly, special attention must be paid to those who do not pass a test. Most times a test is the conclusion of a module and no follow-up is done. However, since having acquired knowledge on that module is necessary to understand the next one, students cannot be left on their own when they fail a test. What is more, since most students cannot be trusted to do things on their own, teachers must devise a path to make them reach the level that is required to deal with the next topic. Unfortunately, this must necessarily be done at home because there is not enough time to do it in the classroom. Therefore, it is necessary to take a psychological precaution and make it clear that the student is not being punished for failing but rather helped to get back on their feet.

Overall, the situation portrayed by the data presented here seems to suggest that something is not right in the learning environment. It is, however, possible that the problem does not lay in a particular stage of education (i.e. primary, middle, high schools) but rather in the whole school system. The data at hand seems to highlight at least three issues.

Firstly, it appears that many students do not possess a very high linguistic competence in FLs by the time they reach high schools despite studying English since first grade.

Secondly, it appears that the school environment is too competitive and that not enough is done to accustom learners to the idea of group work, which is sometimes “forced” on the students in the CLIL methodology but often not used in other subjects, where the lessons are most times lectures, *de facto* favouring the creation and the upholding of a highly competitive attitude and in the worst cases of a hostile environment (thus, communication apprehension and fear of negative evaluation).

Thirdly, the data suggests that anxiety is fostered by common misconceptions cited above such as the treatment of errors as if they were horrors (as the high endorsement rates of items 16-17-18 in Q1 and Q2 and 19 in Q2 appears to indicate), the belief that anything short of perfection is not good enough (which is especially bad when talking about

pronunciation), etc. As many authors have already argued, these factors contribute to creating a sub-optimal environment for language learning. Krashen and Terrell (1983), for example, hold that “certain affective variables are related to second language achievement [...]. The best situations for language acquisition seem to be those which encourage lower anxiety levels” (ibid. p.38) and at the same time that negative emotions are instrumental in raising the affective filter, which leads to the conclusion that “given two acquirers with the exact same input, the one with a lower filter will acquire more.” (ibid. p.38).

## *5.2 Creating and Maintaining Motivation*

At this point, in the light of the grim picture portrayed by the data, it seems reasonable to argue that, as a whole, teachers are not doing enough to guarantee a safe and suitable foreign language learning environment for the students and, while it is clear that creating a perfect environment represents a next to impossible challenge because of the existence of many factors which are not under the teachers’ direct control (such as the number of students in the classes, the low funding, etc.), there are many initiatives that can be adopted to improve the present situation. Nevertheless, teachers should also mind other affective variables which have been shown to have an effect in the arousal of foreign language anxiety, like personality traits and learner’s style preferences. Personality traits such introversion and perfectionism have been shown to correlate with anxiety respectively by MacIntyre & Charos (1996) and Gregersen & Horwitz (2002). Lastly, Oxford (1999) found that students whose stylistic preferences (such as global vs analytic) are in conflict with their teachers’ are often more prone to be anxious.

A possible solution might be to offer as much variety as possible when it comes to how teaching is approached within the classroom so that as much variety as possible, which can be done by including group as well as individual tasks and by employing different styles of

teaching to accommodate for as many “intelligences”<sup>39</sup> as possible. Furthermore, Krashen’s Natural approach recommends that students should not be required to speak the 2nd or foreign language but rather be allowed to decide when the moment is right to do so, thus, “forcing” students to use the FL as a medium for their productions should be avoided in favour of a mix of L1 and FL while keeping in mind that improving the students’ proficiency in the FL is the goal. In order to do so, it is necessary to involve the FL teacher as much as possible and create a two-pronged learning process where the FL teacher tackles the micro-language and its rules and the non-FL teacher has the students put that theoretical knowledge to practice. On the same topic, Daly in Horwitz (1991) suggests not to punish classroom chatter.

What is more, there needs to be a change in the treatment of sub-optimal language productions – short sentences or holo-sentences must be rewarded and errors must not overtly be corrected but rather intelligently pointed out so that the students can correct themselves without feeling that they are being penalized for making an error in the first place. Krashen also proposes that affective-humanistic activities be used “to involve the students’ feelings, opinions, desires, reactions, ideas and experiences” (Krashen & Terrell. 1983:100) so that the input can be interesting to the students. It appears that this is very hard to implement in CLIL but we think that a first step towards this goal might be to ask the students which subject they would like to study in a FL rather than deciding on it *a priori*. This way, not only would the students feel empowered, they would also make a choice based on their ideal future selves, thus increasing motivation.

Interestingly, the data seems to point to the fact that anxiety does not always impair motivation. The data analysed in this paper appears to point to the fact that, while anxiety might not be detrimental to motivation in most students, motivation seems to have a great influence in overcoming anxiety issues. Specifically, the proof of this seems to lie in the

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<sup>39</sup> In his book *Frames of Mind: The Theory of Multiple Intelligences* (1983) Gardner proposed that each person’s brain is dominated by a single ability or intelligence, which are namely: Musical-rhythmic and harmonic, Visual-spatial, Verbal-linguistic, Logical-mathematical, Bodily-kinaesthetic, Interpersonal, Intrapersonal, Naturalistic, and Existential, all of which translate in different ways to interpret and approach reality.

relatively low endorsement rated of statements statements n° 31 and 32 in Q1 and 28 and 29 in Q2 (all below 30%). These numbers seem to point to the fact that in spite of the widespread anxiety in the language learning classroom, motivation is not only enough to sustain the drive to go to class and to actively listen – if not participate – but also – and most importantly – for a few students to wish for more contact with the foreign language (especially in Licei Linguistici, cf. comments).

Results to this effect do not appear to be new and in fact, some authors have already argued that “high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions” (Dörnyei, 1988:117). The most likely reason behind this is that motivation is not a volatile entity but rather one that takes root in individuals because it is tightly connected to the students' future selves and to “the subjective experiences of language learning and language use in general, and the subjective associations that such experiences evoke in the minds of the students.” (Ushioda, 1996:34) and, therefore, built through time and as a result very resilient. Nevertheless, the same is also true for de-motivation. As the data shows, a few students perceive CLIL as yet another useless and heavy obstacle along their path or feel they are being unjustly penalized for not knowing the FL well enough to score high marks. Again, a possible solution to this issue would be to let the students choose which subject to do in the FL or to increase the collaboration between the FL and subject teachers. Another solution could be to consider the language and the content separately so that one does not influence the other although the form often limits the contents and those who do not possess the necessary linguistic skills to express themselves.

### *5.2.1 Task-based Approaches*

The issue of establishing and maintaining motivation is vital. Aside from the measures we suggested above which might be specific to each class, we also suggest that the methodologies for language teaching be adopted in the CLIL class, specifically a task based approach to teaching that is as collaborative as possible, which a few of the schools already

do. In particular, we suggest that the *frontal lecture* should be avoided in favour of a lesson which explicitly includes a “before the task” section, a “practical task” section, and an “after the task” section.

As we argued in chapter 1, learning and acquisition are largely founded upon motivation, which can be built during the first section of a lesson (i.e. before the task) by challenging the students to use their general knowledge to do some guess-work about the matter at hand using visual medias (e.g. videos etc.) and then asking why, in their opinion something works the way it does. Thus, the students will not only be interested in the matter because they made a prediction and are therefore involved, but also will feel that they are not *tabulæ rasæ* but rather intelligent and knowledgeable human being.

Task-based learning then requires a task, an experiment, or another practical activity (including for example researching something on the internet in groups) to involve the students and to make them the centre of the learning process rather than a bored secondary party.

Finally, in the last section of the lesson the results of the previous activity can be discussed together in order to come up with a theory that explains what was researched or experimented on. Again, the discussion is not meant to be a one-way discourse but rather a seminar-like confrontation where the teacher acts as a moderator by suggesting ideas and directing the conversation so that the students may reach the correct answer collaboratively.

The task is where theory comes into practice. Tasks in a CLIL class are characterised by two main features: they have an overt pedagogical goal (i.e. the students learn something that has to do with the lesson by completing the task), and a covert linguistic goal: by completing the task in a FL, the students make it their own. To maximise interpersonal linguistic contact and student speaking time, we suggest employing as many socio-collaborative tasks as possible. Socio-collaborative tasks as described by Cohen et al. (2014) have a number of characteristics:

- They can be solved in multiple ways;

- They are interesting;
- They allow for each student to make a personal contribution;
- They use multiple medias;
- They involve multiple senses;
- They require more than one skill;
- They are challenging;

By definition, these tasks require multiple abilities and thus allow for many students to shine within the same group. Group-worthy tasks must “create and support interdependence among members of a group” (Cohen & Lotan, 2014:92). The natural differences between students will make it so that each group includes people at different levels of knowledge and competence and with different skills who can collaborate to solve the task. Thus, the completion of the task becomes a matter of cooperation among the members of each group which is at the same time a group effort and a matter of personal skills (and therefore accountability). Cohen and Lotan (2014) also suggest proposing post-task write-ups or reports to ensure everybody’s participation.

In addition to what we have said so far, we would also like to stress that tasks can be as much effective in writing. Writing has a number of advantages over speaking, the foremost being that it is not done in real-time. Whereas speaking requires students to think and talk at the same time and can lead to cognitive and affective issues, writing offers the possibility to take one’s time and to think about what one is trying to communicate. Further, writing tasks, which are usually done at home, afford the students with the safety of checking grammar and linguistic issues at home. Furthermore, writing tasks also enable students to learn to write (by doing). Most high school students go into higher education without having a clue about academia or scientific writing. However, this could easily be fixed by using CLIL as an opportunity to learn how to write an academic essay, using bibliography, etc. through writing tasks.

As a consequence of these properties, these tasks have a number of advantages (*ibid.*). First, they allow for a friendly work environment in which the students help each other and which

therefore allows for peer-to-peer tutoring, mostly in the form of negotiation of meaning and form (Pica in Mayo *et al.* 2013:52-54), although other phenomena such as backchannelling and overlapping speech have been shown by Brooks & Donato (1994) to provide students with useful linguistic interaction. Secondly, because they are interesting, challenging (and therefore rewarding), and engaging, these tasks fit particularly well into Krashen's description of meaningful input (1985), which is critical in the language learning and acquisition process. Lastly, they stress the social aspect of using a foreign language which is what many students find most attractive about CLIL.

The two main issues with creating well-balanced tasks in CLIL classrooms is that often students will not possess a good enough language competence to mediate complex concepts and that it is often hard to incorporate the features that make a task useful for language learning into a task that is also useful for didactic purposes.

The pedagogical usefulness of classroom activities depends largely on how much cognitive and linguistic effort they require. High enough cognitive demand is necessary that the students don't feel treated like children. However, at the same time, over-complex tasks are not useful either because the students might feel powerless and lose motivation as a result. Furthermore, tasks must force the students to push their linguistic competence to the limit and to reach an O+1<sup>40</sup> by pushing the limit of their linguistic competence one step further. Nevertheless, task planning also needs to be informed by the "Trade-off Hypothesis" (Skehan, 1998), which holds that the "three performative areas of fluency, accuracy, and complexity are in competition for the available attentional resources" (Malicka and Levkina in Shehadeh & Coombe, 2012:44)<sup>41</sup>.

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<sup>40</sup> Krashen (1983, 1985) argues that if a student's receptive linguistic competence is I, then the teacher should provide that student with comprehensible input that is slightly more advanced, I+1 being the closest step along the language competence continuum for language acquisition to take place. We think the same applies for output.

<sup>41</sup> Skehan's Trade-off hypothesis is in contrast with Robinson's Cognition Hypothesis (Robinson, 2011) which argues that fluency, accuracy, and complexity draw on different resource pools and attention to particular aspects of a task can enhance the performance in all of them.

Thus, a task which is linguistically demanding can be adjusted to be cognitively less difficult and a task that involves new concepts is made easier by handling it in a familiar language (we already discussed that CLIL modules should not be done entirely in the FL in chapter 1).

Ways to reduce the language demands of a task include:

- pre-teaching difficult language;
- using tables and images to help “visualise concepts” (Clegg, 1999:125);
- doing pre-task activities to elicit questions about language and content from the students;
- explaining a text’s function and reading it through to highlight the discourse structure;
- manipulating a text by transforming difficult expression into more straight-forward ones, giving it a more obvious structure by making the paragraphs smaller and more obvious, etc.;
- when using visual media such as YouTube, make sure to use videos that have subtitles.

Ways to reduce the cognitive demands of a task include:

- include a graphic representation of the subject matter;
- give examples;
- include a sample answer to the task to give the students an idea of what they are asked to do.

In the previous pages, we argued that there are a few aspects that can be changed in order to improve the quality of lessons. However, we also think that a mentality change on the part of the students would be very useful.

### *5.3 Attitudes*

It has been long known and it appears in our investigation that many students have a wrong attitude toward school in general and they try to deflect their own faults onto their teachers. Similarly to motivation, attitude towards languages appear to have an impact on achievement although, as Gardner (1985) correctly reports there is no consensus on how to efficiently measure attitude and different scales and tests yield different outcomes where this correlation is concerned – the results appear to vary not only when changing tests but also when using the same tests to assess different subjects (for example, Neidt and Hedlund, 1967).

Furthermore, it appears that several factors may influence attitude towards language learning, including sex (women tend to have a more positive attitude towards language learning than men) which appears to be so relevant that Randhawa and Korpan (1973) showed how making a few adjustments to account for sex-related attitudinal differences can help removing sex-related differences in achievement.

Another important factor appears to be the students' families' socio-economic status and the students' upbringing. Results show that Canadian (Gagnon, 1974) and Welsh (Jones, 1950) children from families that endorse bilingual education and expressed positive views toward Welsh and French had more positive attitudes toward learning a L2 and achieved better results than children whose families did not.

Lastly, Gardner (1985) and Gardner and Smythe (1975) report that attitude toward language learning becomes worse as students age, possibly because “education (which is correlated with age) tends to cause students to take a more objective look at issues” (Gardner, 1985:44), resulting in what looks like a decrease in positive attitudes. However, research has also shown that positive changes in attitude appear to be influenced by attendance to language courses. Riestra and Johnson (1964) and Stennett and Earl (1982), for example, found that students who were enrolled in language courses had more positive attitudes toward the FL than those who were not. Although it is unclear whether they developed those positive attitudes or had them in the first place, it is likely that a process of co-causation was

created where students who already had somewhat positive attitudes toward a language and its speakers saw them increased as a consequence of learning that language.

Attitude is strongly linked to motivation and correlates to its intensity – students with a positive attitude appear to be more motivated than students with negative attitudes – and because they “orientate the individual to seek out opportunities to learn the language” (Gardner, 1985:56). Both attitude and motivation correlate to classroom behaviour. Glikzman (1976)<sup>42</sup>, quoted in Gardner (1985), for example, found that motivated students with positive attitude towards language learning not only volunteered more frequently but also received more positive feedback from their teacher.

Changes in attitude have been shown to be very slow and often hard to elicit. Leonard (1964) and Hanna and Smith (1979), for example, found that exposure to the FL community achieved through trips and exchange programmes have a positive, albeit limited, effect on attitude and other researchers such as Amir (1976) and Cziko and Lambert (1976) found that the decisive factor appears to be the amount of contact students have with the FL.

Changing the students’ attitude toward school and the FL is a complex ordeal and it has to be approached from many angles. Firstly, we suggest getting the students to rationalise their attitude and motivation. In order to do so, at the beginning of the first year it might be useful for them to write up what they want to learn and why, including what motivates them, what they think about the FL and its speakers. The goals students choose must be achievable – especially in the beginning goals should be easily obtainable to create a sense of achievement. If, on the contrary, goals are too long-term, students risk losing interest in them because they take too much time to achieve. We suggest starting with such goals as “being able to read an article I’m interested in without having to check the dictionary every few words” or “being able to watch and understand a documentary about the subject we are studying in the FL with subtitles”. These goals are both easily obtainable and include a facilitating condition which allows the learners to “cheat” without feeling bad about it. Goals such as “I want to be able to work and live abroad by myself”, on the other hand are not

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<sup>42</sup> *Second Language acquisition: the effects of student attitudes on classroom behaviour*. Unpublished M.A.thesis, University of Western Ontario, London, Canada.

only very hard to achieve but also prove quite difficult to “prove” and, consequently, can prove to be detrimental to motivation, at least at the beginning of a course. However, those comments become more useful later on when students are about to graduate and they possess an advanced linguistic competence and have the means to challenge themselves, for example by enrolling in a university abroad.

Good syllabus design keeps track of the students’ goals and includes activities to improve the skills the students want to learn, thus making school interactive and enjoyable. A syllabus also requires updating – we think collaboration with the students is necessary to do so in order to keep track of whether they think they succeeded in their goal or not, whether they have different goals now, and whether their idea of the FL changed. In CLIL modules, this means investigating students’ attitudes towards learning both content and language and can be done in our opinion by asking questions designed to elicit positive answers to have the students realize putting in the effort now can be worth it in the future such as:

1. Do you think studying this subject in this foreign language is worth the effort? Why?;
2. Do you think CLIL helps learning the FL?;
3. Do you think you will have any advantage on those who have less linguistic competence in the FL?.

As our results show, many students already have an answer these questions (for example, in Istituti Tecnici a few students said CLIL is useful to find jobs in foreign countries) but we think putting those answers into writing could be helpful to the students. Further, we think it would be very useful if students were asked to complete these self-assessments for each subject and for school in general – where questions such as “Do you think school is useful?” are asked.

As we argued, contact with the FL and its community has been shown to be valuable. Schools already have programmes where native speakers come into the classroom and are put alongside the FL teacher, but these are almost exclusively in high schools. In accordance to what we said earlier, we would suggest that increasing the number of hours throughout primary and secondary schools because according to our data they appear to have a very

positive effect on motivation and attitude – in Licei Europei, where both the “main” teacher and a native speaker are present at the same time during CLIL lesson, 65% of the students think CLIL modules are useful to learn the language.

Further, we also think that anticipating the field trip abroad that is usually scheduled in the fifth year could help to increase positive attitudes in the school years to come although we also recognise that if done in the 5<sup>th</sup> year the trip abroad is psychologically useful because it takes the pressure away from the final exam.

Other paths to increase contact with the foreign language could include *distance exchange programmes* where two schools in different countries share lessons through skype, thus an Italian class in Italy could listen to a German teacher teaching Physics in Germany. Although these programmes are nowhere as widespread as they could be, the introduction of technology such as the interactive whiteboard in schools could soon make these types of initiative an every-day reality.

To summarise, we have analysed the key players in the creation of classroom anxiety and motivation. We have also discussed important methodological issues that we think contribute to the creation of a sub-optimal learning environment as well as *internal* issues such as attitude and to some extent motivation (because the future-self comes primarily from within). All the initiatives we have suggested so far are up to the teachers. However, much can be done at home as well. We think it would be incredibly useful to convince parents of the importance of attitudes toward the FL and contact with that language. Teachers could suggest introducing movies in FLs at home or dropping a casual positive comment every now and then to stimulate positive thinking.

## ***Chapter 6 – Conclusion***

Our goal was to investigate aspects of language learning in a CLIL environment. We did so through a questionnaire which we derived from Horwitz *et al.*'s FLCAS (1986) and which we asked more than 400 students from various types of high-schools to fill in. The

questionnaires dealt with two issues: foreign language classroom anxiety (in all the aspects) and motivation, both of which we discussed in chapter 2. Our results show that more than 80% of the students we interviewed experienced at least one type of foreign language anxiety during CLIL and that communication apprehension is generally the most widespread aspect of foreign language anxiety. We have tried to underpin and analyse a few issues which the students reported, such as how to increase dynamicity in the classroom to favour interaction.

Motivation, on the one hand, appears to be high, especially in *Licei Europei* where most students are convinced CLIL helped them learn the FL. Many students reported that either they found CLIL helpful for learning the foreign language or for other instrumental or integrative purposes.

However, our analysis would also suggest that that despite the great amount of literature devoted to language teaching, most of the theory does not appear to be put in practice. Thus, anxiety appears to reign in CLIL classrooms and around one third of the students feels so oppressed they would like to skip CLIL lessons entirely. However, we have also found that the level of foreign language anxiety depends greatly on interpersonal factors as well, meaning that trait anxiety probably plays a pivotal role in the arousal of foreign language anxiety. Whereas trait anxiety can hardly be treated in schools (due to lack of funding and personnel), situation anxiety (i.e. foreign language anxiety) can. We have therefore suggested a number of changes that would in our opinion greatly improve the quality of life in the classroom.

Unfortunately, this study suffers from many limitations. First, due to a lack of resources, we only surveyed students in Veneto. Second, even though we managed to interview students across many different types of high-schools, we think the pool of students was not high enough to produce truly generalizable results. We hope that researchers will continue investigating CLIL and foreign language anxiety. In particular we think it would be interesting to make a comparison between CLIL in Romance languages and CLIL in Germanic languages, which we weren't able to do because 100% of the students we interviewed used English as the CLIL foreign language.

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### Appendix A – Questionnaire 1 (Licei Europei)

1. Ho seguito un CLIL \*

- Quest'anno
- Other:

2. Durante l'anno in cui ho svolto/si sta svolgendo il CLIL ho studiato/sto studiando in un: \*

- Liceo Linguistico
- Liceo Scientifico
- Liceo Classico
- Liceo Artistico
- Istituto Tecnico Settore Economico Indirizzo Turistico
- Istituto Tecnico Settore Economico Altri Indirizzi
- Istituto Tecnico Settore Tecnologico
- Istituto Professionale Settore dei Servizi
- Istituto Professionale Settore Industria e Artigianato
- Other:

3. Su che materia è stato attivato il CLIL? \*

4. In che lingua viene svolto/è stato svolto il CLIL? \*

5. Penso che il CLIL mi abbia facilitato nell'apprendimento della lingua in cui è svolto \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in Disaccordo
- Non so rispondere a questa domanda

6. Penso che se la lezione fosse in italiano capirei \*

- Molto meglio
- Meglio
- Uguale
- Peggio
- Molto Peggio
- Non so rispondere a questa domanda

7. Il docente è disposto a dare chiarimenti in italiano \*

- Sempre
- Spesso
- Raramente
- Mai

8. Il docente è disposto a rispiegare in italiano \*

- Sempre
- Spesso
- Raramente
- Mai

9. Ci viene proposto materiale di studio \*

- Sia nella lingua del CLIL che in italiano
- Solo nella lingua del CLIL
- Solo in italiano

10. In confronto ad una materia affine (materie scientifiche vs umanistiche), nell'ora di CLIL l'aumento della complessità della lezione a causa della componente linguistica è tale da farmi preoccupare di non riuscire a stare al passo con le spiegazioni \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

11. In confronto ad adesso, nei primi anni la complessità della lezione a causa della componente linguistica mi preoccupava di più \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

12. Nell'ora di CLIL mi sembra che i miei compagni riescano a seguire la lezione molto più facilmente di me \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

13. Nell'ora di CLIL, ho sempre l'impressione che i miei compagni abbiano una competenza linguistica più avanzata della mia \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo

- Completamente in disaccordo
- Non so rispondere a questa domanda

14. In confronto ad una materia affine (materie scientifiche vs umanistiche), nell'ora di CLIL, intervengo meno durante la lezione perché ho paura di non riuscire ad esprimermi correttamente: \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

15. In confronto ad adesso, nei primi anni intervenivo meno per paura di non riuscire ad esprimermi correttamente \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

16. Sia nella materia in cui è attivato il CLIL sia nelle altre sono sempre sotto stress, anche se penso di essermi preparato adeguatamente \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

17. In confronto ad adesso, nei primi anni di CLIL ero molto più stressato, anche se pensavo di essermi preparato adeguatamente \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

18. In confronto ad una materia affine (materie scientifiche vs umanistiche), nell'ora di CLIL se mi viene posta una domanda sulla quale non mi sono preparato tendo a bloccarmi con più facilità \*

- è vero, mi succede sempre
- è vero, non succede quando utilizziamo solo l'italiano
- non è vero: me la cavo meglio con la lingua straniera
- non è vero: riesco sempre a dire qualcosa
- Non so rispondere a questa domanda

19. In confronto ad adesso, nei primi anni di CLIL se mi veniva posta una domanda sulla quale non mi ero preparato tendevo a bloccarmi con più facilità \*

- è vero, la mia competenza nella lingua non era tale da permettermi di creare un discorso su due piedi però ora sono migliorato
- mi blocco anche adesso
- non è vero: riesco sempre a dire qualcosa
- Non so rispondere a questa domanda

20. In confronto ad una materia affine (materie scientifiche vs umanistiche), nell'ora di CLIL mi imbarazza di più intervenire, anche quando sono costretto \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

21. In confronto ad adesso, nei primi anni mi imbarazzava di più intervenire, anche quando ero costretto \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

22. Intervenire mi imbarazza di più nella materia in cui faccio CLIL che nelle altre

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

23. In confronto ad una materia affine (materie scientifiche vs umanistiche), nell'ora di CLIL intervenire mi provoca più confusione ed insicurezza \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

24. In confronto ad adesso, nei primi anni intervenire mi provocava più confusione ed insicurezza \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo

- Completamente in disaccordo
- Non so rispondere a questa domanda

25. In confronto ad una materia affine (materie scientifiche vs umanistiche), studiare e fare i compiti della materia CLIL a casa è un processo più lungo e faticoso \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

26. In confronto ad adesso, nei primi anni studiare e fare i compiti della materia CLIL a casa era un processo più lungo e faticoso \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

27. Le verifiche e le interrogazioni della materia CLIL mi preoccupano di più di quelle delle altre materie a causa della difficoltà linguistica \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

28. In confronto ad adesso, nei primi anni le verifiche e le interrogazioni mi preoccupavano di più \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

29. Penso che il mio voto nella materia CLIL non rispecchi le mie vere capacità/conoscenze perché è influenzato dalla difficoltà della lingua \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

30. Sono molto più teso e nervoso nell'ora di CLIL che nelle altre \*

- Completamente d'accordo

- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

31. Spesso mi piacerebbe saltare l'ora di CLIL \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

32. Saltarei volentieri le ore della materia CLIL ma non quelle delle altre materie \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

33. Hai delle osservazioni aggiuntive sul CLIL?

34. Cosa faresti per migliorare il CLIL?

#### *Appendix B – Questionnaire 2 (other Licei and Istituti Tecnici)*

1. Ho seguito un CLIL \*

- Quest'anno
- Other:

2. Durante l'anno in cui ho svolto/si sta svolgendo il CLIL ho studiato/sto studiando in un: \*

- Liceo Linguistico
- Liceo Scientifico
- Liceo Classico
- Liceo Artistico
- Istituto Tecnico Settore Economico Indirizzo Turistico
- Istituto Tecnico Settore Economico Altri Indirizzi
- Istituto Tecnico Settore Tecnologico
- Istituto Professionale Settore dei Servizi
- Istituto Professionale Settore Industria e Artigianato
- Other:

3. Su che materia è stato attivato il CLIL? \*

4. In che lingua viene svolto/è stato svolto il CLIL? \*

5. Prima dell'attivazione del CLIL, la mia media nella materia in questione era: \*

- 2+ punti superiore

- 1 punto superiore
- uguale
- 1 punto inferiore
- 2+ punti inferiore
- Non so rispondere a questa domanda

6. Dall'attivazione del CLIL, la mia media nella lingua straniera è: \*

- 2+ punti superiore
- 1 punto superiore
- uguale
- 1 punto inferiore
- 2+ punti inferiore
- Non so rispondere a questa domanda

7. Hai (avuto) lo stesso insegnante di quando non facevi CLIL per la materia in questione? \*

- Sì
- No

8. Rispetto a quando non facevo CLIL, ora capisco il professore \*

- Molto meglio
- Meglio
- Uguale
- Peggio
- Molto Peggio
- Non so rispondere a questa domanda

9. Il docente è disposto a dare chiarimenti in italiano \*

- Sempre
- Spesso
- Raramente
- Mai

10. Il docente è disposto a rispiegare in italiano \*

- Sempre
- Spesso
- Raramente
- Mai

11. Ci viene proposto materiale di studio \*

- Sia nella lingua del CLIL che in italiano
- Solo nella lingua del CLIL
- Solo in italiano

12. Rispetto a quando non facevo CLIL, l'aumento della complessità della lezione a causa della componente linguistica è tale da farmi preoccupare di non riuscire a stare al passo con le spiegazioni \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo

- Non so rispondere a questa domanda

13. Da quando faccio CLIL mi sembra che i miei compagni riescano a seguire la lezione molto più facilmente di me \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

14. Nell'ora di CLIL, ho sempre l'impressione che i miei compagni abbiano una competenza linguistica più avanzata della mia \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

15. Rispetto a quando non facevo CLIL, intervengo meno durante la lezione perché ho paura di non riuscire ad esprimermi correttamente: \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

16. Rispetto a quando non facevo CLIL, ora sono sempre sotto stress, anche se penso di essermi preparato adeguatamente \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

17. Anche nelle altre materie sono sempre sotto stress, anche se penso di essermi preparato adeguatamente \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

18. Rispetto a quando non facevo CLIL, ora se mi viene posta una domanda sulla quale non mi sono preparato tendo a bloccarmi con più facilità \*

- è vero ma succedeva anche prima

- è vero e non succedeva quando utilizzavamo solo l'italiano
- non è vero: me la cavo meglio con la lingua straniera
- non è vero: riesco sempre a dire qualcosa
- Non so rispondere a questa domanda

19. Rispetto a quando non facevo CLIL, mi imbarazza di più intervenire, anche quando sono costretto\*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

20. Intervenire mi imbarazza di più nella materia in cui faccio CLIL che nelle altre

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

21. Rispetto a quando non facevo CLIL, intervenire mi provoca più confusione ed insicurezza \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

22. Rispetto a quando non facevo CLIL, studiare e fare i compiti a casa è un processo più lungo e faticoso \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

23. Studiare e fare i compiti a casa è un processo più lungo e faticoso nella materia CLIL che nelle altre a causa della difficoltà linguistica. \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

24. Rispetto a quando non facevo CLIL, le verifiche e le interrogazioni mi preoccupano di più \*

- Completamente d'accordo

- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

25. Le verifiche e le interrogazioni della materia CLIL mi preoccupano di più di quelle delle altre materie \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

26. Penso che il mio voto nella materia CLIL non rispecchi le mie vere capacità/conoscenze perché è influenzato dalla difficoltà della lingua \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

27. Sono molto più teso e nervoso nell'ora di CLIL che nelle altre \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

28. Spesso mi piacerebbe saltare l'ora di CLIL \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

29. Saltarei volentieri le ore della materia CLIL ma non quelle delle altre materie \*

- Completamente d'accordo
- D'accordo
- Né d'accordo né in disaccordo
- Disaccordo
- Completamente in disaccordo
- Non so rispondere a questa domanda

30. Hai delle osservazioni aggiuntive sul CLIL?

31. Cosa faresti per migliorare il CLIL?



ITEM N°	Quest'anno	per 2 anni	per 3 anni	per 4 anni	per 5 anni	TOT ROW					
1	128	25	2	2	2	159					
	Liceo Classico	Liceo Artistico	Istituto Tecnico settore Tecnologico	Istituto Tecnico settore Chimico		TOT ROW					
2	57	49	46	7		159					
	Scienze	Storia dell'arte	Elettrotecnica e Sistemi	Sistemi ed Automazione	Chimica	Tecnologia e Progettazione	TOT ROW				
3	57	49	16	23	7	7	159				
	Inglese						TOT ROW				
4	159						159				
	2+Punti superiore	1 punto superiore	uguale	1 punto inferiore	2+ punti inferiore	Non so Rispondere	TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY
5	4	18	92	15	2	28	159	13,8	0	0	10,7
6	3	24	107	5	2	18	159	4,4	0	0	17,0
	Si	No									
7	122	35									
	Molto Meglio	Meglio	Uguale	Peggio	Molto Peggio	Non so Rispondere	TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY
8	2	10	130	6	3	8	159	5,7	0	0	89,3
	Sempre	Spesso	Raramente	Mai			TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY
9	45	76	30	8			159	23,9	0	0	76,1
10	27	62	53	17			159	44,0	1	0	56,0
	Sia nella lingua del CLIL che in italiano	Solo nella lingua del CLIL	Solo in italiano				TOT ROW				
11	60	94	5				159				
	Completamente d'accordo	D'accordo	Né d'accordo né in disaccordo	Disaccordo	Completamente in disaccordo	Non so rispondere a questa domanda	TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY
12	15	28	45	44	17	10	159	27,0	0	0	38,4
13	4	10	47	62	24	12	159	8,8	0	0	54,1
14	10	28	39	50	27	5	159	23,9	0	0	48,4
15	9	37	47	44	17	5	159	28,9	0	0	38,4
16	14	21	34	51	35	4	159	22,0	0	0	54,1
17	23	47	32	38	17	2	159	44,0	1	0	34,6
	è vero ma succedeva anche prima	è vero e non succedeva quando utilizzavamo l'italiano	non è vero: m la cavo meglio con la lingua straniera	non è vero: riesco sempre a dire qualcosa	Non so rispondere a questa domanda		TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY
18	38	21	16	68	15		158	37,3	0	0	53,2
	24,1	13,3	10,1	43,0	9,5						
	Completamente d'accordo	D'accordo	Né d'accordo né in disaccordo	Disaccordo	Completamente in disaccordo	Non so rispondere a questa domanda	TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY
19	15	27	40	48	23	6	159	26,4	0	0	44,7
20	14	41	29	48	21	6	159	34,6	1	0	43,4
21	5	17	50	58	20	9	159	13,8	0	0	49,1
22	12	19	34	57	21	16	159	19,5	0	0	49,1
23	20	36	44	36	12	11	159	35,2	1	0	30,2
24	9	16	49	58	17	10	159	15,7	0	0	47,2
25	17	33	34	48	18	9	159	31,4	0	0	41,5
26	16	41	28	43	16	15	159	35,8	1	0	37,1
27	7	30	37	54	27	4	159	23,3	0	0	50,9
28	19	25	39	47	23	6	159	27,7	0	0	44,0
29	9	21	42	45	30	11	158	19,0	0	0	47,5

*Appendix D – Data from Licei Linguistici*

ITEM N°

	Quest'anno	per 2 anni	per 3 anni	per 4 anni	per 5 anni	TOT ROW													
1	28	0	17	0	0	45													
	Liceo Linguistico					TOT ROW													
2	45						45												
	Storia dell'arte	Storia dell'arte e Geografia				TOT ROW													
3	28	17				45													
	62,2	37,8				Inglese	TOT ROW												
4	45						45												
	2+Punti superiore	1 punto superiore	uguale	1 punto inferiore	2+ punti inferiore	Non so Rispondere	TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY								
5	0	0	35	0	0	10	45	0,0	0	0	0								
6	1	3	34	0	0	7	45	0,0	0	0	8,9								
	Si	No				TOT ROW													
7	45	0						45											
	Molto Meglio	Meglio	Uguale	Peggio	Molto Peggio	Non so Rispondere	TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY								
8	0	3	37	1	0	4	45	2,2	0	0	88,9								
	Sempre	Spesso	Raramente	Mai				TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY							
9	34	10	1	0				45	2,2	0	0	97,8							
10	29	9	7	0				45	15,6	0	0	84,4							
	Sia nella lingua del CLIL che in italiano	Solo nella lingua del CLIL	Solo in italiano				TOT ROW												
11	28	9	8				45												
	Completamente d'accordo	D'accordo	Né d'accordo né in disaccordo	Disaccordo	Completamente in disaccordo	Non so rispondere a questa domanda	TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY								
12	1	11	22	8	2	1	45	26,7	0	0	22,2								
13	0	7	9	20	5	4	45	15,6	0	0	55,6								
14	1	10	10	17	5	2	45	24,4	0	0	48,9								
15	1	9	15	12	3	5	45	22,2	0	0	33,3								
16	1	11	13	16	2	2	45	26,7	0	0	40,0								
17	5	21	6	10	1	2	45	57,8	1	1	24,4								
	è vero ma succedeva anche prima	è vero e non succedeva quando utilizzavamo l'italiano	non è vero: ma la cavo meglio con la lingua straniera	non è vero: riesco sempre a dire qualcosa	Non so rispondere a questa domanda				TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY						
18	14	3	3	21	4				45	37,8	0	0	53,3						
	31,1	6,7	6,7	46,7	8,9				Completamente d'accordo	D'accordo	Né d'accordo né in disaccordo	Disaccordo	Completamente in disaccordo	Non so rispondere a questa domanda	TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY
19	0	7	17	17	1	3	45	15,6	0	0	40,0								
20	0	12	12	17	3	1	45	26,7	0	0	44,4								
21	1	4	11	25	2	2	45	11,1	0	0	60,0								
22	2	17	13	12	0	1	45	42,2	1	0	26,7								
23	2	23	13	7	0	0	45	55,6	1	1	15,6								
24	1	18	12	11	0	3	45	42,2	1	0	24,4								
25	4	17	14	8	0	2	45	46,7	1	0	17,8								
26	2	12	16	8	0	7	45	31,1	0	0	17,8								
27	0	5	20	17	1	2	45	11,1	0	0	40,0								
28	1	3	8	24	6	3	45	8,9	0	0	66,7								
29	0	1	12	22	5	5	45	2,2	0	0	60,0								

*Appendix E – Data from Licei Europei*

ITEM N°

	Quest'anno	per 2 anni	per 3 anni	per 4 anni	per 5 anni	TOT ROW					
1	1	0	80	58	61	200					
	Liceo Classico Europeo					TOT ROW					
	Scienze	Geografia				TOT ROW					
3	132	68				200					
	Inglese					TOT ROW					
4	200					200					
	Completamente d'accordo	D'accordo	Né d'accordo né in disaccordo	Disaccordo	Completamente in disaccordo	Non so rispondere a questa domanda	TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY
5	38	93	48	16	4	1	200	10	0	0	65,5
	Molto Meglio	Meglio	Uguale	Peggio	Molto Peggio	Non so Rispondere	TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY
6	12	73	107	4	2	1	199	42,7	1	0	3,0
	Sempre	Spesso	Raramente	Mai			TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY
7	65	89	43	3			200	23	0	0	77
8	28	71	78	23			200	50,5	1	1	49,5
9	9	191	0				200				
	Completamente d'accordo	D'accordo	Né d'accordo né in disaccordo	Disaccordo	Completamente in disaccordo	Non so rispondere a questa domanda	TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY
10	1	10	34	95	54	6	200	5,5	0	0	74,5
11	22	72	48	39	18	1	200	28,5	0	0	47
12	1	15	49	79	49	7	200	8	0	0	64
13	7	26	49	69	48	1	200	16,5	0	0	58,5
14	8	33	30	83	46	0	200	20,5	0	0	64,5
15	7	57	48	56	30	2	200	43	1	0	32
16	23	59	36	58	21	3	200	41	1	0	39,5
17	2	36	46	80	35	1	200	57,5	1	1	19
	è vero ma succedeva anche prima	è vero e non succedeva quando utilizzavamo l'italiano	non è vero: m la cavo meglio con la lingua straniera	non è vero: riesco sempre a dire qualcosa	Non so rispondere a questa domanda		TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY
18	8	25	18	132	17		200	16,5	0	0	75
	4	12,5	9	66	8,5		TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY
	è vero, la mia competenza nella lingua non era tale da permettermi di creare un discorso su due piedi però ora sono migliorato	mi blocco anche adesso	non è vero: riesco sempre a dire qualcosa	Non so rispondere a questa domanda			TOT ROW	% ANXIETY	More than 1/3 show anxiety	More than 1/2 show anxiety	% NO ANXIETY
19	57	22	106	11			196	11,2	0	0	83,2
	29,08163265										
20	7	30	45	75	41	2	200	18,5	0	0	58
21	5	58	56	55	23	3	200	39	0	0	31,5
22	9	25	31	82	51	2	200	17	0	0	66,5
23	3	18	38	97	40	4	200	10,5	0	0	68,5
24	4	49	41	73	26	7	200	49,5	1	0	26,5
25	6	28	36	71	38	21	200	17	0	0	54,5
26	5	41	36	66	30	22	200	48	1	0	23
27	3	20	37	94	44	2	200	11,5	0	0	69
28	13	59	33	64	26	5	200	45	1	0	36
29	9	28	30	80	50	3	200	18,5	0	0	65
30	3	4	21	90	80	2	200	3,5	0	0	85
31	18	25	38	66	49	4	200	21,5	0	0	57,5
32	7	8	24	79	78	4	200	7,5	0	0	78,5

