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**Affective factors  
in language  
learning:**

a case study of EFL university  
students

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## Table of Contents

<b>Abstract.....</b>	<b>5</b>
<b>Introduction.....</b>	<b>6</b>
<b>Part I.....</b>	<b>7</b>
<b>Chapter 1. Discovering emotions.....</b>	<b>7</b>
<b>1.1. Defining emotions .....</b>	<b>7</b>
1.1.1. Lewis’ emotion.....	8
1.1.2. Damasio’s emotions .....	9
1.1.3. Ekman’s emotion.....	11
<b>1.2. Emotion versus feeling .....</b>	<b>13</b>
<b>1.3. Theories of emotions .....</b>	<b>16</b>
1.3.1. James-Lange theory of emotions.....	16
1.3.2. Cannon-Bard theory of emotions .....	17
1.3.3. Magda Arnold cognitive appraisal theory of emotions.....	17
<b>1.4. The cognitive theory of emotion applied to the language teaching field .....</b>	<b>18</b>
<b>Chapter 2. Affective variables in language learning: motivation and learning anxiety</b>	<b>21</b>
<b>2.1. The Neurobiology of L2 motivation in language learning .....</b>	<b>21</b>
<b>2.2. Affect versus cognition .....</b>	<b>22</b>
<b>2.3. L2 Motivation .....</b>	<b>24</b>
2.3.1. L2 Motivation: Historical evolution.....	24
2.3.2 Motivation as a multidimensional construct .....	26
2.3.2.1. Markus and Ruvolo’s “Possible selves” theory.....	27
2.3.2.2. Deci and Ryan’s self-determination theory .....	28
2.3.2.3. Higgins “Self-discrepancy theory” .....	28
2.3.2.4. L2 Motivational Self System .....	29
<b>2.4. Anxiety.....</b>	<b>30</b>
2.4.1. The affective filter hypothesis .....	30
2.4.2. Definition and Types of Anxiety .....	31
2.4.3. L2/FL learning anxiety: communication apprehension, test anxiety and fear of negative evaluation .....	32
2.4.4. What Causes Language Anxiety? .....	33
2.4.5. Learner manifestations of anxieties.....	34
2.4.6. Reducing foreign language anxiety.....	35
<b>Part II.....</b>	<b>38</b>
<b>Chapter 3. The case study.....</b>	<b>38</b>
<b>3.1: The investigation: objectives, the procedure, the sample and the instrument of data collection.....</b>	<b>38</b>
3.1.1. The analysis of the questionnaire: the general information section and the motivation section .....	39
3.1.2. The analysis of the questionnaire: the learning anxiety section .....	40
<b>3.2. The questionnaire .....</b>	<b>41</b>
<b>3.3. Data analysis .....</b>	<b>45</b>
3.3.1 General information section .....	46
3.3.1.1. Question 1 .....	46

3.3.1.2. Question 2 .....	46
3.3.1.3. Question 3 .....	47
3.3.1.4. Question 4 .....	48
3.3.1.5. Question 5 .....	48
3.3.2. Motivation section .....	51
3.3.2.1. Question 6 .....	51
3.3.2.2. Question 7 .....	52
3.3.2.3. Question 8 .....	53
3.3.3.4. Question 9 .....	55
3.3.2.5. Question 10.....	57
3.3.2.6. Question 11.....	58
3.3.2.7. Question 12.....	60
3.3.2.8. Question 13.....	61
3.3.2.9. Question 14.....	62
3.3.2.10. Question 15.....	64
3.3.2.11. Question 16.....	66
3.3.2.12. Question 17.....	67
3.3.2.13. Question 18.....	69
3.3.2.14. Question 19.....	70
3.3.3. Learning anxiety section.....	71
3.3.3.1. Question 20.....	72
3.3.3.2. Question 21.....	73
3.3.3.3. Question 22.....	75
3.3.3.4. Question 23.....	76
3.3.3.5. Question 24.....	78
3.3.3.6. Question 25.....	79
3.3.3.7. Question 26.....	81
3.3.3.8. Question 27.....	82
3.3.3.9. Question 28.....	84
3.3.3.10. Question 29.....	85
3.3.3.11. Question 30.....	87
3.3.3.12. Question 31.....	88
3.3.3.13. Question 32.....	90
3.3.3.14. Question 33.....	91

**Chapter 4. Discussing data ..... 93**

**4.1 Motivational variables ..... 93**

4.1.1. Cultural interests.....	93
4.1.1.1. Language culture .....	94
4.1.1.2 The EFL culture in Italy .....	95
4.1.1.3. EFL in the primary Education System.....	96
4.1.2. Integrative motivation .....	97
4.1.2.1. Attitudes.....	97
4.1.2.2 Integrativeness .....	99
4.1.2.3. Motivation.....	99
4.1.3. Instrumentality promotion/prevention.....	99

**4.2. Data evaluations: the motivation section ..... 100**

**4.3. Learning anxiety variables ..... 104**

4.3.1. Willingness to communicate.....	104
4.3.2. Teacher-student interaction .....	108
4.3.2.1. Teacher-student relationship.....	108
4.3.2.2. Relationships that work in class.....	109
4.3.3. Student-student interaction .....	110

4.4. Data evaluations: the learning anxiety section.....	111
4.5. Conclusion .....	115
<i>References</i> .....	<i>118</i>
<i>Web references</i> .....	<i>124</i>
<i>List of figures</i> .....	<i>125</i>
<i>Appendix</i> .....	<i>126</i>

## Abstract

The present thesis aims at investigating the role of the affective variables in the learning of EFL; in particular, motivation, and learning anxiety of a sample of university students who spontaneously responded to an online questionnaire, shared on Facebook closed groups of various university faculties of Ca' Foscari, Padua, and Bologna.

The study is composed of two parts: the first and second chapter present a theoretical framework about the foundation concepts, whereas the third and fourth chapters introduce the case study and the data analysis discussion concerning some variables emerged from the investigation. Specifically, the first chapter deals with a literature review about the concepts of emotion, affect and theories of emotions. The second chapter analyses two affective variables: motivation and, learning anxiety, from their developing concepts to their theories and related teaching implications. The third chapter introduces the scope, the instrument of the investigation and the data analysis. The fourth chapter examines the data from different perspectives such as cultural interests, attitudes and instrumentality for motivation and, willingness to communicate, teacher-student relationship and student-student relationship for learning anxiety.

## Introduction

English has assumed the status of *lingua franca* of our times; its spreading maybe has reached a peak when it has been elected as the official online language on the internet (Crystal, 2012). The relevance of EFL in the academic and professional domains puts pressure on people to learn it more quickly and more efficiently. As a consequence, mastering EFL is considered as a plus value when it comes to finding a job, but the advantage of possessing such an attractive skill plays a key role also for travelling, for technologies and communicating with people of different cultures and languages in the actual globalized world. The interest in learning English is a widespread need in today's society, but the language learning process is, however, a long path, filled with difficulties and influenced by emotions.

This thesis sought to investigate two main emotions, motivation and learning anxiety, which are accounted to interfere in the EFL learning process; both are considered powerful socio-affective variables which contribute, on the one hand, to promote and sustain the acquisition of the language, while, on the other hand, to hinder it.

This thesis is composed of four chapters; chapter one deals with the concepts of emotion, affect and theories of emotions; chapter two analyses two affective variables: motivation and learning anxiety, from their developing concepts to their theories and related teaching implications. Chapter three introduces the case study, with the presentation of the questionnaire and the results obtained by the data analysis. Finally, chapter four examines the data from different perspectives such as cultural interests, attitudes, integrativeness and instrumentality for motivation and, willingness to communicate, teacher-student relationship and student-student relationship for learning anxiety.

## Part I

### Chapter 1. Discovering emotions

Emotions are essential to our survival and existence as human beings. Without emotions, - without the ability to feel joy and sadness, anger and guilt- we would really not human beings at all. Emotions help define humanness. Equally important is the human being's ability to experience emotions vicariously (Izard, 1991).

In this chapter, it is presented a multifaceted definition of emotion from different psychoanalysts such as Lewis, Damasio and Ekman, the differentiation between emotion and affect, an overview of three important theories of emotions, belonging to three different mainstream psychology which are reportable feelings, behaviourism and cognitivism, and an application of the cognitive appraisal theory to motivation in language teaching.

#### 1.1. Defining emotions

“The emotions have always been of central concern to men [...] writer, artists and musicians have always attempted to appeal to the emotions, to affect and move the audience through symbolic communication (Plutchik, 1962).” In these words of Plutchik (1927-2006), American psychologist, emotions and affect are used to produce changes in humans or to move them. The etymological origin of emotion is from the Latin verb *emovere* “move out, remove, agitate,” from *ex-*, “out”, + *movere*, “to move” (“dictionary.com”, n.d.). Emotions are difficult to define; often emotions and feeling or affect are used indifferently as if they represented the same concept; in fact, they are intimately related along a continuous process that it is tended to think of them reasonably, as one single thing.

According to Damasio (2003) to understand the complex chain of events that begins with emotions and end up in feelings it can be helping a principled separation between the part of the process that is made public and the part that remains private. On the one hand, emotions are actions or movements, whose main manifestations are visible to others as they happen in the face, in the voice and in specific behaviours plus some components which can be measured through scientific probes such as hormonal tests and electrophysiological wave pattern. On the other hand, feeling, are always invisible like the mental images are. A metaphorical way to explain the contrast is: “Emotion plays in the theatre of the body. Feelings play out in the theatre of the mind (Damasio,

2003).” Therefore, emotions precede feeling in the history of life and are the foundation for feelings, the mental events that form the substratum of our minds.

In the next paragraphs, it is presented the concept of emotion from three different psychoanalysts’ perspectives each of which gives a contribution to the complex idea of emotion.

### 1.1.1. Lewis’ emotion

In the philosophy of emotions’ chapter by Solomon which opens the “Handbook of emotions” (Lewis et al., 2010) the author explained that the popular question “What is an emotion?” posed by William James (W. James 1884) in one of his essays, had been researched since Socrates and “pre-Socratic” philosophers, but, the acknowledgment of the emotions has always awaited in the background. The master-slave metaphor used to explain the relationship between reason-emotion, with the wisdom of reason firmly in control and the dangerous impulses of emotion safely suppressed, also displays two features that still determine much of the philosophical view of emotion today. Firstly, the subordinate role of emotion, the idea that emotion is much more primitive, less intelligent and more bestial and more dangerous than reason, and thus, that needs to be controlled by the logic of reason; and secondly, the reason-emotion distinction itself, as if we were dealing with two different antagonistic aspects of the soul.

“Speaking of emotions implies referring to a set of behaviours that occur around a set of stimulus events (Lewis et al., 2010).” In “Children’s Emotions and Moods: Developmental Theory and Measurement” Michael Lewis postulated a representation of the emotions in terms of a structural analysis in which the components are specified and labelled: elicitors, receptors, states, expressions, and experiences (Lewis and Rosenblum 1976 cited in Lewis et al., 2010). The five aspects are:

- a) emotional elicitors; they represent the stimuli, internal or external, that trigger an organism’ emotional receptors which can be either innate or learned;
- b) emotional receptors; they are quite specific loci in the central nervous system that mediate the changes in the physiological and or cognitive state of the organism. The mechanisms through which these receptors accomplish their emotional functions and the type of events that initiate their activities may be genetically encoded or acquired through experience;

c) emotional states; they represent the changes in somatic and neuronal activity that accompany the activation of the emotional receptors. Emotional states are highly specific, transient, patterned alteration in ongoing levels of physiological activity.

d) emotional expressions; they represent the possibly observable surface characteristics of the changes in the face, body, voice and activity level that accompany the emotional state, either innate or learned.

e) emotional experiences; they refer to individuals' conscious or unconscious perception, interpretation and evaluation of their emotional state and expression which are influenced by a range of past experiences in which the nature of the eliciting stimuli and the relevance of particular expressions have, in part, been determined for the individuals by others.

The distinction among these components made clearer the role that cognition may play in emotion. Cognition may elicit an emotion by influencing the effect of an emotional elicitor or, more directly, by interpreting the elicitor.

### 1.1.2. Damasio's emotions

According to Damasio (2003:50): "Emotions are built from simple reactions that easily promote the survival of an organism and thus could easily prevail in evolution." These reactions are designed to provide with all living systems the basic mechanisms for their survival such as finding forms of energy, maintaining a chemical balance compatible with life processes, maintaining the body structure and defending from external agents. He referred to the "homeostasis machine" to the ensemble of these fundamental reactions. The homeostasis machine corresponded to a tree in which there were subdivisions from the bottom, to the top. In the lowest branches, there were the processes of metabolism, the basic reflexes, the immune system. In the middle branches, there were the behaviours associated with pain and pleasure. In the next two levels, the drives and motivations (major examples include hunger, thirst, curiosity, and exploration) and the emotions-proper. And, finally, at the treetop of life regulation the feelings (Damasio, 2003:37). The emotions-proper were made up of three levels:

a) background emotions. They are not evident in one's behaviours but remarkably significant. They are compound expressions of certain combinations of the more basic regulatory reactions. They constitute the energies that characterize a person such as the

calmness or irritability. They are observable in the facial expressions and audible in the voices and their stress pattern;

b) primary emotions, such as the essential emotions of fear, disgust, surprise, anger, sadness and happiness. They are central emotions shared in several human cultures and animal species. They constituted the most studied emotions;

c) social emotions; they include sympathy, embarrassment, guilt, pride, gratitude and admiration. They are responses that are part of the background and primary emotions. Social emotions can be found in animals. In fact, according to Damasio, social behaviours are not necessarily products of education, belonging also to animals;

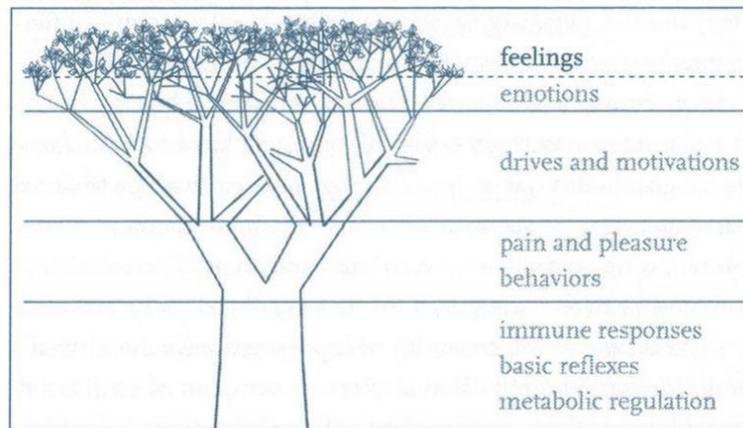


Figure 1: “Levels of automated homeostatic regulation from simple to complex[...]Feelings are a mental expression of all other levels of homeostatic regulation” from Damasio (2003:37).

According to Damasio the chemical homeostatic processes and emotions-proper are all biological life-regulation phenomena and serve for our survival and well-being. They share chemical homeostatic processes that have to do, directly or indirectly, with the integrity and health of the organism, they all are related to adaptive adjustments in body state and eventually lead to the changes in the brain mapping of body states, which form the basis for feelings. Homeostasis is a general feature of a living system to maintain itself, made up of metabolism, reflex and immune system (Damasio, 2003: 49). Homeostatic responses are induced by different kinds of perturbation or sensory signals that a living system detects. Taking into consideration these different types of emotions, Damasio elaborated his definition:

a) an emotion is a complex collection of chemical and neural responses;

- b) the responses are automatically produced by the brain when it detects an emotionally competent stimulus (an ECS);
- c) the brain is prepared by evolution to respond to certain ECSs with specific repertoires of action, intending for ECSs those prescribed by evolution and the many others learned in a lifetime of experience;
- d) the result of these responses is a temporary change in the state of the body proper, and in the state of the brain structures;
- e) the reason of the responses is the survival and well-being of the organism (Damasio, 2003: 53).

“The process begins with an appraisal-evaluation phase, starting with the detection of an emotionally competent stimulus [...]. The appearance of an emotion depends on a complicated chain of events (Damasio, 2003:53).”

### 1.1.3. Ekman's emotion

“Emotions are discrete, automatic responses to universally shared, culture-specific and individual-specific events (Ekman, 2011).” Ekman made a distinction between “basic emotions” and other affective phenomena different from emotions such as moods, emotional traits, and emotional disorders. The term “basic” referred to two characteristics: on the one side, emotions are discrete, or distinguishable from one another as they possess facial, vocal and autonomic physiology (Ekman & Davidson, 1994 cited in Ekman, 2011) and, on the other side, they have evolved through adaptation of one's surroundings. Furthermore, each basic emotion is associated with a family of related states. The criteria that form the basis of an emotion family must, by definition, differ between the emotion families. In addition, an emotion family is composed of individual differences, or variations on the emotional “theme”, where “theme” is the whole characteristics belonging to that family. The variations on that theme are derived from different social experiences, or the product of the evolution, while the variation reflects the learning. The characteristics found in most basic emotions are:

- a) distinctive universal signals; b) distinctive psychology; c) automatic appraisal; d) distinctive universals in antecedent events; e) presence in other primates; f) capable of quick onset; g) can be of brief duration; h) unbidden occurrence; i) distinctive thoughts, memories, and images; l) distinctive subjective experience; m) refractory period filters information available to what support emotion; n) target of emotion unconstrained; o) the emotion can be enacted in either a constructive or destructive fashion (Ekman, 2011).

Ekman stated that there is universality for seven emotion: anger, fear, surprise, sadness, disgust, contempt and happiness. The mechanisms of basic emotions occur in split seconds:

The emotional signals in the face and voice; pre-set actions, learned actions; the autonomic nervous system activity that regulates our body; the regulatory patterns that continuously modify our behaviour; the retrieval of relevant memories and expectations; neurochemical changes. These changes are involuntary; we don't choose them (Ekman 2011).

The fact of having so many responses, different for each of the emotions and to some extent the same for all human beings, mirror what is happening in the central brain mechanisms that guide our emotional responses by automatic appraising mechanisms. Sets of instruction guiding what we do, instructions that reflect what has been adaptive in our evolutionary past and our own personal history. The term “affect program” was first used by Tomkins to refer to an inherited mental mechanism that directs emotional behaviour (Tomkins & McCarter, 1964 cited in Ekman, 2011). For Ekman, affect programs are metaphors. It is known many areas of the brain are involved in generating emotional behaviour. The initial regulatory pattern associated with each of the emotions varies from one individual to another depending on what they learned in life. However, it is evinced from the evidence on the resemblance in emotion signals and in some of the changes in the autonomic nervous system, that affect programs do not start as empty shells, devoid of information; there are circuits already there, unfolding over development, influenced but not entirely constructed by experience. In affect programs, there is also information coming from owners' personal life. Once entered, the personal experience runs as if it had been pre-set by evolution. Ekman argued that present instruction could not be rewritten, but it is not still be proven. If it were possible to rewrite the instructions, then it would be possible to encounter people with emotions completely different from our owns, with mixed signals, different impulses to action, various changes in their heart rate, respiration, etcetera. It is not meant that the present instructions produce identical changes in everyone. The instruction operates on different bodily systems, quite apart from differences between individuals and cultures in what they learn about managing their emotional behaviour.

The basic emotions are discrete physiological responses to fundamental life situations that have been useful in our ancestral environment. These responses are universally shared within our species and some are also found in other primates. The basic emotions are not learned from our culture or environment,

but rather they are prewired responses to a set of stimuli that have affected our species for tens of thousands of generations (Ekman, 2011).

When the emotions are set into motion through automatic appraising, the instructions in the affect programs run until they have been accomplished. If we wish to stop what is occurring, the emotional responses already running may not end instantly. Instead, the new emotional responses may be included over or mixed with the emotion already generated. It has been established from the scientific study that two emotions can occur in rapid sequence, repeatedly. Two emotions can also mix together. Tomkins found that we often have “affect-about-affect,” emotional responses to the emotion we originally felt. We may become irritated that we were made anxious, or we may become fearful about having become so angry. The linking to a second emotion with a first one happens with any pair of emotion. Tomkins also suggested that the one way of understanding the uniqueness of personality was to define whether a person had a specific affect about another affect. He also inferred that sometimes we are not conscious of our primary emotional reaction, we are aware only of our secondary emotion about the first emotion. It is recognised that emotions rarely occur singly, or in pure form. People, usually, experience a flow of emotional responses, not all the same ones, it happens each emotion may be departed by a few seconds so that some of the initial reactions come to an end before new ones initiate, and sometimes emotions occur in coincidental time, blending.

New emotional behaviours are continuously collected throughout life, added to the pre-set emotional behaviours. This characteristic of our affect plans makes it likely for us to accommodate to whatever situations in which we experience. It is why our emotional actions are associated not just to our evolutionary past but also our own distinct past and present. Once acquired and inserted into the affect programs, these newly acquired emotional responses become automatic, just as involuntary as the unlearned responses and both learned and innate behaviours can become so tightly joined together that we can be brought into action so quickly and involuntarily.

## 1.2. Emotion versus feeling

In this paragraph, it is outlined the distinction between emotions and feelings. “Emotion always focuses on the object, while feeling reveals my momentary state of mind (Arnold M., 1969 cited in Arnold M, 2013).”

In “of feeling and emotion” chapter of “Feelings and emotions. The Loyola symposium” by Magda Arnold (2013), J. V. Brady outlined a distinction between two classes of psychological events, emotional behaviour and feelings or affects. Both involve psychological interactions between the organisms and the environment, but the localizability of their consequences is different. On the one hand, emotional behaviour is considered most broadly as active interaction, and appear to change an organism’s relationship to the external environment; while, on the other hand, feelings or affective behaviour, is characterized for being a generic class of interactions whose principal effects are localizable within the reacting organism rather than in the exteroceptive environment. Many different subclasses of feelings may be identified with this broad affective category, but emotional behaviour seems definable in terms of a change or perturbation, characteristically abrupt and episodic in the ongoing interaction between the organism and the environment, while feelings are associated with the autonomic visceral, proprioceptive and endocrine activity. The proliferation and variability of feelings appear limited only by intricacies of an organism’s conditioning history and the complexity of environmental stimulus orientations.

In the same chapter, according to Pribram, emotion arises from the activation of specific structures, hippocampus and limbic mechanisms, which produce certain physiological changes, while feeling is the experience of monitoring and modulating of the amygdala and hippocampus on organismic excitation and inhibition. According to Tomkins, affect is the awareness of stimulation increments, a certain stimulus level, and stimulation decrements. And according to Schachter, “the labels one attaches to a bodily state, how one describes his feelings, are a joint function of cognitive factors and of a state of physiological arousal (cited in Arnold M., 2013).”

In “Children’s Emotions and Moods: Developmental Theory and Measurement”, it is defined emotion as a physiological change that it is manifested in neuromuscular, respiratory, cardiovascular and other bodily changes and can be anticipatory to overt acts. While affect is defined as: “the conscious subjective aspect of an emotion considered apart from bodily changes” where emotion is referred to the emotional state and affect intended as the emotional experience (Lewis, 2012:32).

According to Damasio, the main connotation of the word feeling refers to some variant of the experience of pain or pleasure that occurs in emotions and related phenomena. He argued that the brain responses constitute the emotions, or the body expression of the emotions and that emotional feeling is a consequence of the neurobiological (body) expression. (Damasio, 1999 cited

by Izard, 2009). For Damasio (2003), feelings come from emotions-proper and the homeostasis responses. Emotions are the complex reactions that the body has to certain stimuli. This emotional reaction occurs automatically and unconsciously. Feelings arise after we become aware in our brain of such physical changes; In experiencing the feeling, the body and the mind are mingled, where for feeling is “the mental representation of parts of the body or of the whole body as operating in a certain manner (Damasio, 2003:84).” Damasio defined: “feeling, in the pure and narrow sense of the word, was the idea of the body being in a certain way (Damasio, 2003:85).” He conceived the feeling like an essential knowledge of oneself linked with the awareness of it: “a feeling is the perception of a certain state of the body along with the perception of a certain mode of thinking and of thoughts with certain themes.” Although they are on a higher level, feelings are physiological and biological responses just like emotions. They serve for the living system for its survival and well-being.

According to Panksepp: “Feeling is the dynamic component in emotion (cited in Izard, 2009) and in two related psychobiological processes: entrainment and individuation.” Feelings are thought to simplify and organise a multitude of impulses and to focus them into cognitive processes. This feeling-mediated action in the entrainment of impulses across situations and developmental times allow the formation of a feeling-cognition-action pattern that constitutes the individuation or the organization of traits and their assembly into a unique personality. Furthermore, feeling an emotion requires a perceived level of awareness of its intensity and expression, capacities which depend on the personality and social development such as neuronal activity and the resultant processes involved in symbolization and language. Motivational and cue-producing emotion-feeling provides information relevant to cognition and action. Feelings are also associated with the prediction of future stimulation by anticipating the link between future emotional experiences and needs. Such anticipatory activities are known as emotion-related social skills. Feelings are not altered by perceptual and conceptual processes (Panksepp 2003a,b cited in Izard 2009); actually, its effects on other senses, cognition, and action are generally adaptive and permit the discrimination on each emotional feelings:

For all basic emotions, motivational and action processes occur in similar fashion across situations. Among emotion schemas, however, there are wide differences in motivational, cognitive, and action processes across individuals. The determinants of which particular emotion feeling and what cognitive content occurs in a specific emotion schema include individual differences, learning, culture, and the conceptual processes influenced by them (Izard 2007a; cf. Shweder 1994, cited in Izard 2009).

### 1.3. Theories of emotions

The theories of emotions have evolved from ‘800 by three major traditions (Plutchik, 1970): Darwin, William James, and Freud. The first major tradition was Darwin’s theory of evolution with the assumption of the development of physical structures and mental and expressive characteristics. The second dominant tradition of James postulated that the emotion is a conscious feeling arising from sensations in the viscera and skeletal muscles which come after body arousal and not before it. The primary concern was with the abovementioned sequence of events: perception, feeling and physical states. The third tradition was the psychology of emotion and was based upon Freud’s view that emotions may be archaic discharge syndromes derived from biological interference of humans; moreover, emotions and affects may be unconscious and not accessible to awareness. Summarizing, the Darwinian approach concerned expressive and behavioural aspects of emotions; the James approach involved reportable feelings, visceral physiology and brain structure; lastly, the Freudian approach dealt with the complex mixture of emotional states found in men.

In the following paragraphs, it is presented three theories of emotions that like the three theories of the major traditions just abovementioned, propose three different hypotheses of arousing of emotions in humans.

#### 1.3.1. James-Lange theory of emotions

James (1884) and Lange (1885) postulated similar theories in emotion; the former believed that the emotional experiences were produced by sensing bodily changes, such as changes in heart rate or skeletal muscles, the latter emphasized the role of autonomic feedback in creating the experience of emotion (“The James-Lange Theory of Emotion” n.d.). The theory, known as James-Lange, assumed that there are three steps in producing emotional feelings:

- a) the first step is the elicitation by the emotion-provoking stimulus of peripheral changes, such as skeleton-muscular activity to generate specific actions, and autonomic changes, such as alteration of the heart rate;
- b) the second step is the sensing of the peripheral responses;

c) the third step is elicitation of the emotional feeling in response to the sensed feedback from the periphery.

James-Lange viewpoint triggered the critique by Cannon who claimed to find the origin of emotional feeling in the thalamus rather than in the viscera (Plutchik, 1970).

### 1.3.2. Cannon-Bard theory of emotions

Walter Bradford Cannon (1871-1945) a psychologist at Harvard University, and Philip Bard (1898–1977), a doctoral student of Cannon's, together developed a model of emotion called the Cannon-Bard Theory (Friedman B.H., 2010). Cannon and Bard proposed a hypothalamic theory of emotion, relying on their studies on animal physiology which permitted them to hypothesise the fundamental role of the brain in generating physiological responses and feelings, that consisted of three major points:

- a) the hypothalamus assesses the emotional relevance of environmental events;
- b) the manifestation of emotional responses is mediated by the release of impulses from the hypothalamus to the brainstem;
- c) projections from the hypothalamus to the cortex mediate the conscious experience of emotion (LeDoux, 2003).

In their theorization of emotion arousal, the brain was the first locus of activation of the cascade changes produced by the emotions.

### 1.3.3. Magda Arnold cognitive appraisal theory of emotions

Magda B. Arnold (December 22, 1903–October 5, 2002) was an American psychologist; the first modern theorist to elaborate the appraisal theory of emotions, which moved the direction of emotion theory away from “feeling” theories (e.g. James-Lange theory) and “behaviourist” theories (e.g. Cannon-Bard) and toward the cognitive approaches.

Magda Arnold developed her “cognitive theory” in the 1960s, where she postulated that the initial step in emotion was an evaluation of the situation, namely the process by which the events in the environment are assessed as good or bad for us (Scherer, 2001). According to Arnold, the original appraisals initiate the emotional flow and stimulate both the appropriate actions and the emotional activity itself, so that the physiological changes, recognized as critical, accompany, but do not start, the actions and experiences (Arnold, 1960a cited in Scherer et al., 2001). It is

interesting to note Arnold's idea of intuitive appraisal, in which she describes emotions that are good or bad for the person leads to action:

The sequence perception-appraisal-emotion is so closely knit that our everyday experience is never the strictly objective knowledge of a thing; it is always a knowing-and-liking experience or a knowing-and-disliking [...] the intuitive appraisal of the situation initiates an action tendency that is felt as emotion, expressed in various bodily changes, and that eventually may lead to overt action (Arnold 1960a:177, cited in C. E. Izard, 2013:32).

Moreover, she generalized the concept that intuitive appraisal and emotion response tend to have constancy, so that the object or the situation previously appraised and responded to is evoked in the same way "for all times to come" (Arnold 1960a:184 cited in Izard, 2013)", and in addition, appraisal and emotional response to a given object tend to be generalized to the whole class of objects.

Arnold outlined the distinctions between emotion and other motivational concepts. According to her theory, it was hypothesised that the feeling is the response to the positive or negative reaction to some experience or to something which has affected an individual's functioning. And it was maintained that emotion was a distinct form of biological drives. Also, she differentiated emotion and motive. Emotion was the felt-action tendency, while motive was an action impulse plus a cognition. Therefore, motivated action is a function of both emotion and cognitive processes and an emotional motive, namely action impulse plus cognition, develops only after the emotion has been favourably assessed (Izard, 2013).

#### 1.4. The cognitive theory of emotion applied to the language teaching field

In this paragraph, it is explained the application of the cognitive theory of emotion by Magda Arnold to the language teaching field in theorising the motivation construct in students.

Balboni (Balboni, 2013) applied the input appraisal theory of emotions to the language teaching field and theorised a three steps theory on the importance of cognition in learning a SL/FL:

a) an event takes place, an input is received; in the language teaching field, events are listening or reading activities, group work, class assignment and so on; the input is the event which initiates the process. The teacher cannot interfere;

b) the event is evaluated; According to Schumann, there are preferences and aversions which are acquired during the lifetime of an individual. This value system or stimulus appraisal system evaluates internal and environmental stimuli by five criteria:

- the novelty: an event or an input already experienced does not stimulate new emotions on students, but behavioural routines previously stored in memory, it is the emotion generally defined as “boredom”, which must be fought with the input offered and presented as “new”;
- the pleasantness: the aesthetic pleasure, the design and appearance of textbooks, the setting in which a group work takes place and the types of activities arouse positive or negative emotions which influence students’ emotions;
- the goal significance: the feeling that the intake resulting from the input is useful, sensible based on students’ previous experiences, on their project of learning and, in a broader sense, on one’s own life project;
- self and social image: the feeling, based on students’ previous experiences that the task proposed is achievable;
- coping potential: the feeling that the proposed task does not put students’ self-esteem at risk and their own image with their peers;

c) The evaluation depends on the activation of a reaction, also physiological, for the management of the event (a phase called “arousal”). This phase implements a reaction, both psychological and physiological, which serves to accept, manage or try to avoid the event, to derive pleasure from it or reduce any displeasure, and to produce a desire to repeat or reiterate the experience. In language learning, this phase is called assimilation. There are two possible scenarios: on the one hand, if the environment is pleasant, and the student does not feel at risk, what Krashen (Krashen, S. D. 1981) called an affective filter does not arise allowing the acquisition; on the other hand, if there is anxiety, the cortisol, a steroid of stress, does not permit the action of the neurotransmitters and blocks the acquisition, allowing at maximum, as a result of a rational decision, a temporary learning (acquisition and learning are used in the Krashen sense).

This evaluation is stored in memory by creating what we call “experience”. This assessment system is explicitly centred in the amygdala and the orbitofrontal cortex (Schumann, 1998 cited in Balboni, 2013). The affective appraisal is thus at the nucleus of cognition, and it drives the

decision-making processes. The emotion is, therefore, at the basis of any learning or absence of it (Landolfi, 2014).

Advancing his investigation on the role of the emotions in the language teaching field, Balboni (2013: 15) took from Plato's classification of the emotions and distinguished *Eros*, *Pathos*, and *Epithymia*. *Eros* and *Pathos* are emotions *in presentia* and stand for pleasure and displeasure, while *Epithymia* is an emotion *in absentia* and stands for the desire or the wish to reach something which could ideally represent something important for the individual.

By reducing the variables involved in the process of language learning through the ancient classification of the emotions in: pleasure/displeasure/desire, in presence/absence, Balboni postulated that the emotions to search for to allow the acquisition in the language teaching field must possess the following characteristics:

- a) to stimulate a positive, pleasant psycho-physiological reaction, the *Eros* emotion, such as to allow the acquisition, that is the creation of stable synapses;
- b) to avoid the activation of the production of the stress hormones that inhibit the synapsis, the *Pathos* emotion;
- c) to generate motivation, namely the *Epithymia* emotion, the desire to learn, to modify the cognitive architecture of the students' minds and the biochemical architecture of their brains.

## Chapter 2. Affective variables in language learning: motivation and learning anxiety

In “The Psychology of Anxiety: Second Edition” Levitt (2015) explained that in science, human personalities traits are defined as constructs which are broad abstractions, not correlated to any actual physical existence but useful in explaining observable phenomena and, to distinguish them from entities with measurable physical properties. As a result, constructs are used to explain human feelings, and from them, it is possible to infer the existence of emotions, through acts or “operational criteria” which constitute responses or class of reactions by individuals to specific stimuli. From this, the variety of definitions associated with human behaviours which are all partial definitions, paradigms or an example of an emotion.

In this chapter, it is analysed the role of two socio-affective variables in the language learning context, motivation, and learning anxiety, from their developing concepts and theories.

### 2.1. The Neurobiology of L2 motivation in language learning

Dewaele (2011) in his research on affect and emotions reported the studies of Schumann on the neurobiological substrate of motivation and affect of foreign language learners, defining the experiential selection as an individual’s development of preferences and aversions. According to Schumann, each individual has innate biases which concern both homeostatic value (thirst, warm, hunger) and sociostatic value (the tendency to interact with other human beings) and constitute natural inclinations and aversions. He supposed these mechanisms to be responsible for the language acquisition by infants who make the voices and faces of their caregivers target of automatic attention. Each individual’s value system is the result of own experiences during the lifetime and assessed from five criteria: a) novelty; b) pleasantness; c) goal significance; d) self and social image; e) coping potential. The locus of control of this appraisal system is in the amygdala and the orbitofrontal cortex. The unique experience of an individual’s preference system constitutes an affective appraisal and is at the centre of cognition and guide the decision-making processes. Emotions are thus at the basis of any learning or absence of learning. Whether a stimulus is positively or negatively assessed in a learning situation, it will determine an appraisal reaction; in the former case, it will encourage the learner to approach similar stimuli in the future, and conversely, in the latter case, it may promote avoidance in the future. For Schumann, the foreign

language classroom represents a typical environment of sociostatic regulation where students modulate their sense of well-being in teacher-student and student-student relationships. Positive experiences from the classroom atmosphere can promote the desire to affiliation and grouping; conversely, a bad atmosphere can be felt like a threatening to themselves and can lead to stopping their participation in the classroom community.

Furthering his studies, Schumann (Dörnyei, Z., & Clément, R., 2001) has widened his theory by sketching a concept of learning as a form of mental foraging (i.e., foraging for knowledge), which involves the same neural systems as the ones used by organisms when foraging to feed or mate and which is generated by an incentive motive and augmented by the stimulus appraisal system (Schumann, 2001).

## 2.2. Affect versus cognition

In this paragraph, it is explained the importance of considering the affective dimension in language learning.

Although cognition has always been considered central in the language teaching field (Arnold J., 2011) attention to affect has gained a significant role in the foreign language learning, starting from the pioneer works of the 60s, devoted to the human components of the teaching processes, teachers and students. (Ellis, 1994; Arnold and Brown, 1999 cited in Balboni 2013).

In the social psychology's field, affect is composed of emotions, feelings, and moods or attitudes (Forgas, 2001 cited in Arnold, 2011) while in education literature emotions and feelings are used indifferently, assuming that they share the same meaning. In reality, emotions are context-dependent, short-lived and subjective to specific situations (Sansone, 2005 cited in Arnold, 2011) while moods are very ambiguous to be detected, sometimes they may not be attributable to a specific reason and last longer (Ekman, 2003). For Stevik, success in language learning is highly dependent on what goes "inside" and "between" the learners in the classroom. For "inside" and "between" it is meant two determinant social components of affect: on the one side, individual factors such as self-concept/self-esteem, anxiety, inhibitions, attitudes, motivation, learner styles constitute the inside of the learners and, on the other side, the interactions between the participants of the classroom, teachers, and students, or between students and the target language and culture constitute the between of the learners. As a result, positive affect can provide support for learning

just as negative affect can inhibit the mind and impede learning from occurring. In the same vein, Stern argued that the affective factors take part at least as much as the cognitive abilities to language learning (cited in Arnold, 2011) supporting the need to consider the interplay that both dimensions have on education (Arnold J. & Brown, 1999).

In studies on the relationship between affect and cognition, (Forgas, 2008 cited in Arnold, 2011), it is outlined the critical role played by affect in how the mental representations are created about the world and retained in the memory, and how information is processed. According to Bown and White (cited in Arnold, 2011), affect is involved in the cognitive appraisal of emotional antecedents and in the exercising of the cognitive abilities to notice, reproduce and control emotions. From this viewpoint, it is derived the need for more attention to and a broader perspective on students' affective experiences in the process of second language acquisition.

In educational contexts (LeDoux 1996 cited in Arnold 2011), attention and creation of meaning are two critical areas of activity affected by emotions, both of which are necessary parts of learning. The brain receives many stimuli that are filtered: what is not of interest is excluded while what is meaningful is retained; it is possible to create learning by giving the necessary attention to the meaningful experience; the process is operationalized through emotions since they create meaning.

According to neurobiological research (Damasio, 1994; LeDoux, 1996 cited in Arnold J., 2011), reason and emotion should not be considered independent but inseparable in the learning process. Jensen defined the two functions as complementary; in fact, the logical side of the brain is the locus where the goal is set, but the emotional side is the one that provokes the acting to work towards the goals. Moreover, Schumann also, in his neurobiologically-based model of language acquisition pointed out that emotion and cognition are distinguishable but inseparable, and, as a consequence, affect is an integral part of cognition in a neural perspective. As a result, in teaching, the thinking process will progress more efficiently when both the cognitive functions and the emotional side of the learners are considered. Thus, cognition can be enhanced by affect in learning.

In studies of metacognition, it is outlined the interrelated nature of emotions and cognition since it is involved an awareness of one's personality, feelings, motivation, attitudes and learning styles as metacognitive knowledge (Williams and Burden, 1997:155 cited in Arnold J., 2011). As

a consequence, the affect variable could be considered as a prerequisite for cognition to promote learning.

Furthermore, the belief that attention to affect in learning has the only purpose to make feel students at ease could not be further from the truth. Hopper-Hansen outlined that the teaching which is concerned with affect is rigorous, with clear learning goals and that teachers are not wasting their time. (Arnold, J. 2011).

To sum up, both cognitive and affective characteristics of learners need to be accounted for language learning. According to Gardner and MacIntyre (1993), the affective variables encompass motivation, attitude, personality, learning styles, and language anxiety. The objective of this thesis is to examine motivation and learning anxiety as affective variables and their impact on EFL learning.

## 2.3. L2 Motivation

Motivation is one of the most significant socio-affective variables in language acquisition, usually associated with commitment, enthusiasm, and persistence to achieve goals; in fact, it is commonly associated with the assumption that the success or failure of language learners to master a second (L2) or a foreign language (FL) depends on their motivation. The theoretical evolution in the motivational area encompasses different theories and correlated teaching implications which are presented in the following paragraphs.

### 2.3.1. L2 Motivation: Historical evolution

According to Dörnyei (Ushioda, 2011), there are a number of language learner motivation models that were developed and postulated in fields such as linguistics and sociolinguistics, with relations to second-language acquisition in a classroom setting. The different perspectives on L2 motivation can be divided into three distinct stages in the history of motivation in foreign language teaching and learning. These phases are: (a) The social psychological period; (b) the cognitive-situated period; (c) the process-oriented period:

- a) the social psychological period; in it, the social psychological perspectives on L2 learning motivation emphasize the role of the individuals' social context and social interactions. It flourished in the bilingual context of Canada from 1959 through 1990

(Csizér, K. & Dörnyei, Z. 2005; Ushioda, 2012). In this period, Gardner developed the socio-educational model. He introduced two types of motivation: integrative motivation (linked to the DNA, to the soul, the desire to be integrated into the “French” culture) and instrumental motivation (linked to personal development for future possibilities), he also stressed the importance of “attitude” and the influence of the social milieu in the creation of more or less integrative attitudes;

b) the cognitive-situated period; the cognitive perspectives on L2 focused on how the learners’ mental processes determine their motivation. During the late 1980s and 1990s, the importance in the language learning motivation domain moved towards cognitive models, unveiling the “cognitive revolution” taking place in the psychology at the time. Cognitive psychologists insisted that how one thinks about one’s abilities, possibilities, potentials, limitations, and past performances has main influence on motivation (Csizér, K. & Dörnyei, Z. 2005). Consequently, L2 motivational models turned away from the broad social psychological perspectives, while more conservative-viewed micro perspectives emerged. During this time, outstanding contributions were made by Noels and colleagues through a theory-based self-determination model of language learning motivation, and by Ushioda through the attribution theory (importance of locus of control: luck, ability, task, and effort) and a more complex motivational construct which can be group into three broad clusters:

- actual learning process (subsuming language-related enjoyment/liking, positive learning history, and personal satisfaction);
- external pressures /incentives;
- integrative disposition (subsuming personal goals, desired levels of L2 competence, which consists of language-intrinsic goals, academic interest, feelings about the L2 community and people) (Csizér, K. & Dörnyei, Z. 2005),

From the Italian context, it emerged the Balboni (2000) module: Balboni elaborated a three-part module on the cognitivism:

- Duty. You do something because you have to. It does not introduce interest on the contents or the methodology, and therefore doesn’t lead to acquisition. The information is taught and remained in the medio-term memory, without passing to the long-term memory;

- Need. It represents a stable motivation but still linked to students' personal choices. It lasts until the students have exhausted their needs;
  - Pleasure. Balboni considered it as the determinant factor which enables a stable and lasting acquisition, because it activates and regenerates motivation recursively, limiting the external factors' negativity. For pleasure, it is intended the positive emotions, but also gratification for a cognitive need exhausted or pleasure to cooperating in a work activity group or having made a new experience;
- c) the process-oriented period; it was based on the dynamic character of motivation by Dörnyei and his followers (Dörnyei, Z., & Ottó, I. 1998). He identified three stages:
- preactional stage: the teacher generates the initial wish-choice motivation;
  - actional stage: the executive motivation is sustained by the various "motivational influences" that fuel the process, and which can be enhanced or inhibited depending on whether they contribute to the successful implementation of the goal or reduce the expectations. They are represented by the teachers, learners' appraisals, and learners' self-regulate system;
  - postactional: the retrospective motivation is given by the teacher positive feedback.

The model process-oriented period explores the short-term and long-term changes in the individuals' motivation as they learn the L2. This approach views motivation as a dynamic factor which fluctuates within a class period, a year, and a lifetime. Models from this period include the process model and the motivational self-system (Dörnyei, Z., & Ottó, I. 1998).

### 2.3.2 Motivation as a multidimensional construct

In the motivational area, a powerful concept is represented by the "possible self" paradigm which has led to Dörnyei (2009) "L2 Motivational Self System" theory. The idea of the self is considered to be one of the most complex psychological concepts whose roots date back to ancient Greek with the early works of Plato. In 2005, it was used by Dörnyei to frame the theoretical assumptions of the second language (L2) learning paradigm, namely "L2 Motivational Self System". As said by Dörnyei (2009), "The L2 Motivational Self System represents a major reformation of previous motivational thinking by its explicit utilization of psychological theories

of the self". The model has emerged from two theoretical developments which are the concepts of integrativeness/integrative motivation in L2 introduced by Gardner and Lambert (1959) and the elaboration of the self-concept in psychological research leading to motivation theory in mainstream psychology. In the following paragraphs it is presented three theories linked with the possible "self-paradigm" which have contributed to the elaboration of Dörnyei (2009) "L2 Motivational Self System" theory.

#### 2.3.2.1. Markus and Ruvolo's "Possible selves" theory

Among the studies on motivation in the foreign language field, a powerful mechanism has been introduced with Markus and Nurius (1986), with the postulation of an active dynamic nature of the self-system, gradually replacing the traditionally static concept of self-representation, and the introduction of self-specific mechanisms that link the self with action in an interface between personality traits and motivational psychology (Markus & Ruvolo, 1989). In their theory of "possible selves," one's behaviour plays an active role by setting goals and expectations, conceptualizing own as-yet unrealized fantasies drawing on hopes and fears. Markus stated:

Focusing on possible selves gave us license to speculate about remarkable power imagination in human life. We also had room to think about the importance of self-structure as a dynamic interpretative matrix for thoughts, feeling, and action, and to begin to theorize about the role of sociocultural context in behaviour (Markus, 2006: xi cited in Dörnyei, 2009).

According to the theory, there are three main types of possible selves: "a) 'ideal-selves' that we would very much like to become', b) 'selves that we could become', and c) 'selves we are afraid of becoming'(Dörnyei, 2009)." The ideal selves are the successful ones; the feared selves are the negative ones, whereas the "selves that we could become" is considered to be the expected or possible selves (Canver et al., 1994 cited in Dörnyei, 2009). It was also mentioned "ought selves" as a definition of an image of the self, held by another person or an outside opinion. In their studies, it was also outlined how the possible-selves theory involves tangible images and senses, which constitute reality for the individual. According to the inclusion of the mental images in the "possible selves" theory, the neuroimaging studies of the researchers Kosslyn et al. (2002 cited in Dörnyei, 2009) confirmed that humans react to mental images similarly to visual ones, as

they activate about two-thirds of the same brain area. These results provided a neuropsychological basis to Markus, H., and Nurius, P. (1986) claim that the mental images of possible selves achieving the desired goals may directly facilitate the translation of goals into actions and intentions

#### 2.3.2.2. Deci and Ryan's self-determination theory

From the literature of the "possible selves", it is noteworthy to mention the Deci and Ryan's (cited in Dörnyei, 2009) "self-determination" theory which proposed an internalization continuum of extrinsic regulation identifying four stages:

- a) "external regulation", norms coming from external sources, the least self-determined forms of extrinsic motivation such as teacher' praise or parent's confrontation;
- b) "introjected regulation", norms the individual accepts such as the laws of a country;
- c) "identified regulation", norms highly valued by the individual such as learning a language to pursue personal interests and hobbies;
- d) "integrated regulation", norms motivationally inducted by personal beliefs and needs which represent the highest form of extrinsic regulation such as learning a language to attain a cosmopolitan culture.

The first two elements a) and b) are linked to the ought to self, while the remaining c) and d) ones, to the ideal self.

#### 2.3.2.3. Higgins "Self-discrepancy theory"

As far as the possible-self paradigm is concerned, the previous studies of Higgins (1987), which have led to the "Self- discrepancy" theory, are considered pioneer works in the motivational area. The theory assumed that people are motivated to reach a condition where their self-concepts match their personally relevant self-guides, where "self-concepts" are actual/own and actual/other standpoints while "self-guides" are ideal/own, ideal/other, ought/own and ought/other standpoints. Thus, the motivation for reaching a goal is fuelled by the desire to reduce the discrepancy between one's actual self and the projected ideal/ought-to self. The future self-guides move to action to

reduce the discrepancy with the actual-self. Higgins (1987) also underlined that the “ideal self” and “ought-to selves” are both desired end states and the predilection associated with one or another is motivationally distinct: “ideal selves-guides” are linked with personal hopes, aspirations, advancements, and accomplishments, whereas “ought-to selves-guides” have a prevention focus aiming at diminishing adverse outcomes associated with failing, obligations, and restrictions. Associated to this theory, there is the concept of what makes it possible to trigger the automatism, which leads to the self-regulatory mechanisms. Past research (Dörnyei, 2009) inferred that under certain circumstances, motivation could be enhanced or hindered to the desired-self by the following conditions: a) an elaborate and precise future self-image; b) perceived plausibility; c) harmony between the ideal and ought-to self; d) activation/priming; e) the use of procedural strategies; f) the counterbalancing impact of a feared self.

#### 2.3.2.4. L2 Motivational Self System

The “L2 Motivational Self System” theory by Dörnyei (2009), is made up of the three following components:

- a) ideal L2 self, which is the L2-specific facet of one’s ideal self. The ideal L2 self is a “representation of all the attributes that a person would like to possess”;
- b) ought-to L2 Self, which concerns “the attributes that one believes one ought to possess (such as various duties obligations or responsibilities) to meet expectations and avoid possible negative outcomes”;
- c) L2 learning experience, which refers to, (Csizér and Dorney, 2005), “the situation-specific motives related to the immediate learning environment and experience.” Contrary to the first two categories, this one is not influenceable or generalizable because it is a situation-specific experience.

The “L2 Motivational Self System” theory by Dörnyei (2009) includes the important aspects of one’s identity linked to the desired self-projections and the “imposed” self-projections with the specific setting of the learning environment.

## 2.4. Anxiety

“Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with the arousal of the autonomic nervous system (The Modern Language Journal 1986 cited in Horwitz 1986).” Studies on anxiety in L2/FL learning context have been of central interest since the early 1970s as researchers have often attempted to quantify its impact on performances in learning in response to the new interest in the affective factors in the language teaching field emerging from the 60s. When anxiety is restricted to the language learning situation, it is considered into the category of specific anxiety reaction by psychologists, who differentiate it from the general anxiety, which affects individuals in various situations. According to Krashen, “anxiety contributes to an affective filter, which makes the individual unreceptive to language input; thus, the learner fails to ‘take in’ the available target language messages and language acquisition does not progress (Horwitz, 1986).”

### 2.4.1. The affective filter hypothesis

From the tenets of the SLAT (Second Language Acquisition Theory) by Krashen, there is the opposition between acquisition and learning. The acquisition is an unconscious process which uses the global strategies of the right hemisphere of the brain together with the analytical competences of the left hemisphere. When a concept is acquired, it is located in the long-term memory. Conversely, learning is a rational process governed by the left hemisphere, and it does not produce stable knowing: what is learned is a temporary phenomenon and not durable. Moreover, it is activated more slowly than the competence acquired, and in the oral conversation, there is no time to use it, if not as monitoring and as a grammatical check (Balboni, 2008). From the Krashen theory, it is postulated the necessity of the absence of the affective filter to allow a stable acquisition in learners.

The Krashen (1981) Second Language Acquisition Theory (SLAT) is composed of five hypotheses: (a) the Acquisition-learning Hypothesis; (b) the monitor Hypothesis; (c) the Natural Order Hypothesis; (d) the input Hypothesis; (e) the affective filter Hypothesis.

In the fifth hypothesis, the affective filter hypothesis, Krashen conceived the “affective variables” as motivation, self-confidence, and anxiety. He assumed that learners with high

motivation, self-confidence, a good self-image, and a low level of anxiety are facilitated for success in second language acquisition. Conversely, low motivation, low self-esteem, and debilitating anxiety can combine to increase the affective filter and create a “mental block” that impedes comprehensible input from being used for acquisition. When the filter is up, it prevents language acquisition. On the other hand, positive affect is required, but it is not sufficient on its own for acquisition to happen. Moreover, the fifth hypothesis states that in order the input made comprehensible is acquired, it is necessary that the affective filter is not inserted, namely a self-defence block of those who study in front of stress, fear of losing face, performance anxiety (Schumann 1992, cited in Balboni, 2008). According to empirical studies, the metaphor of the “affective filter”, corresponds to precise chemical stimuli: on the one hand, in a state of serenity, the adrenaline becomes noradrenaline, a neurotransmitter that facilitates memorization, while on the other hand, in states of fear and stress, a steroid is produced that blocks the noradrenaline and causes the amygdala (the “emotional” gland that wants to defend the mind from unpleasant events) and the hippocampus to conflict, which is the gland that instead has an active role in activating the frontal lobes and starting memorization (Cardona 2001 cited in Balboni, 2008); the affective filter is, therefore, a precise mechanism to be taken into account in an affective logic.

#### 2.4.2. Definition and Types of Anxiety

“Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object (Hashemi, 2011).” Psychologists distinguish between three categories of anxiety: trait, state, and situation-specific anxiety. “Trait anxiety is a relatively stable personality characteristic” (Scovel, 1978), it is viewed as an individual’s predisposition to be anxious; state anxiety is “an apprehension expected at a particular moment in time as a response to a definite situation” (Spielberger, 1983 cited in Liu, M. & Huang, W. 2012) and, the situation-specific anxiety, “can be seen as trait anxiety limited to a given context (MacIntyre & Gardner, 1991).” It is provoked by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis, 1994:480 cited in Hashemi, 2011).

Anxiety is named as “second/foreign language anxiety” when associated with learning a second or foreign language and has been divided by Horwitz into three related performance

anxieties: communication apprehension (CA), test anxiety (TA) and, fear of negative evaluation (Horwitz, E. K., 1986). Furthermore, in the classroom setting, learning anxiety is also classified into facilitating and debilitating anxiety (Scovel 1978). The former, seems to push learners to put more efforts towards their goals as it holds characteristics of expectancy of success, whereas, the latter inhibits or leads to avoidance of performances, it is associated with wrong attributions and no expectancy of success; they were presented as measures to refer for the many variables in the manifestation of anxiety.

#### 2.4.3. L2/FL learning anxiety: communication apprehension, test anxiety and fear of negative evaluation

Foreign language anxiety (FLA) is a complex and multifactorial phenomenon (Onwuegbuzie et al., 1999:218). It is one of the most studied emotion in second/foreign language acquisition (MacIntyre & Gregersen, 2012). According to Reeve's (2005) description of anxiety, it is an emergent coordinated emotion with feeling and expressive phenomena which include tension, nervousness, worry and dread often accompanied by physical dimension manifestations such as an increase in the heart rate, body sweats, hand's tremble and a sinking feeling in the stomach. It has been found that the feelings of tension or nervousness centre on the two basic task requirements of foreign language learning: listening and speaking (Horwitz et al., 1986:29) because, in the oral interaction, the two skills are interrelated.

Communication apprehension consists of a specific anxiety, embodied by a type of shyness and fear, in speaking with people (Horwitz et al., 1986:29) and whose main manifestations are pair or group communications (oral communication anxiety), public speaking (stage fright), listening to or learning a spoken message (receiver anxiety).

“Test anxiety is a type of performance anxiety” that stems from fear of failure. Oral tests have the potential to provoke both test anxiety and communication apprehension at the same time.

Fear of negative evaluation is similar to test anxiety but broader in scope as it includes any social evaluative interaction outside the language class.

Eventually, foreign language anxiety is not only the abovementioned three types of anxieties, but a complex phenomenon made of self-perceptions, beliefs, feelings, and behaviour

related to classroom language learning arising from the uniqueness of the language learning process.

#### 2.4.4. What Causes Language Anxiety?

Language anxiety is a psychological construct and it is likely that originates from the learner's own "self" acting as an intrinsic motivator (Scovel, 1978) such as his or her self-perceptions, perceptions about others (peers, teachers, interlocutors, etc.), target language communication situations and his/her beliefs about L2/FL learning. Language anxiety may also be the result of linguistic difficulties in a L2/FL experienced by learners in using the target language. The social contexts in which the L2/FL takes place may result in an extrinsic motivator of causes of language anxiety (Hashemi, 2011), among them there are concerns about ethnicity, foreignness, social status of the speaker and the interlocutors, a sense of power relations between them and gender issues. In the specific context of the classroom setting, there have been identified six potential sources of language anxiety (Young D. J., 1991): a) personal and interpersonal anxieties; b) learner beliefs about language learning; c) teacher beliefs about language teaching; d) teacher-learner interaction; e) classroom procedures; f) language testing. In details:

a) In personal and interpersonal anxieties, low self-esteem and competitiveness are considered two sources of language anxiety. Krashen pointed out that students with a small degree of self-confidence are worried about what their peers think of them. Other causes of personal and intrapersonal anxiety have been related to communication apprehension, social fear, and anxiety specific to language learning. According to Leary (Young, 1991) social anxiety, defined as "the prospect of the presence of interpersonal evaluation in real or imagined social settings," encompasses speech anxiety, shyness, stage fright, embarrassment, social-evaluative anxiety, and communication apprehension. For Krashen certain psychological phenomena are specific to the foreign language classroom setting; he refers as "club membership" the group in which the language is learned and argued that the affective filter is down if the students consider themselves members of the group; conversely, the filter is up if they do not. Also, Terrell referred to the "target language group identification" and hypothesized that children acquire their first and second language to gain self-identify and to be considered as members of the group; the strong motivation

for identification or assimilation forces them to attend very carefully to the inputs and to identify a low affective filter in the situation of group identification. Existential anxiety is connected with self-identity. Social distance includes cultural assimilation. All these wrong beliefs contribute to the fear of speaking in front of the other peers and to competitiveness;

- b) learners' beliefs about language anxiety include correctness in pronunciation, mastery of translation, the number of years considered necessary to be fluent;
- c) teachers' beliefs about language teaching constitutes a source of anxiety for students such as exercise a role of an intimidator, constantly correcting their students, do not permit to work in pair or larger groups and the social context that the teacher set up in class;
- d) anxieties in the relationship teacher-students include harsh manners of correcting students, wrong answers by students, incorrectness in front of other peers, looking or sounding dumb, the method of error correction;
- e) anxieties associated with language classroom are centred on having to speak in front of a group;
- f) language testing is a source of stress. Students typically react anxiously to particular language test items.

#### 2.4.5. Learner manifestations of anxieties

The first step to deal with learning anxiety is recognizing its manifestations in individuals' behaviours. There are three categories of behaviour arising from social anxiety for Leary (cited in Young, 1991):

- a) arousal mediated responses which are the side-effects of individuals' activation of their sympathetic nervous system. These side-effects serve no real social function and usually accompany all aroused states;
- b) disaffiliative behaviours that are defined as any actions that reduce social interactions; typically, they are manifested as avoiding starting conversations, less participation, more allowance for silent periods in communication, fewer instances of quiet breakers and short speaking periods in front of an audience;
- c) image protection behaviour which is characterized by smiling and frequently nodding, by seldom interrupting others, and by giving frequent communicative feedback such as

“uh-huh.” According to Leary “these may serve to protect an image of the person as friendly, agreeable, polite, interested and even sociable without incurring in any risk.”

Other manifestations of foreign language anxiety include nervous laughter, avoid eye contact, making joking, short answers responses, avoiding activities in class, coming unprepared in class, acting indifferent, cutting class, crouching in the last row, and avoiding having to speak in the foreign language class.

#### 2.4.6. Reducing foreign language anxiety

According to Foss and Reitzel (cited in Young, 1991), the techniques for reducing language anxiety originating from learners’ beliefs and personal and interpersonal concerns encompass making students aware of their irrational beliefs of fears so that they would be able to approach rather than avoid these anxiety-evoking situations. It would be recommended to verbalise any fear and then write it on the board sharing with their peers this experience. Another technique is to produce an anxiety chart which helps to visualise and recognise the phases of an oral interaction which can create anxiety; it helps to pinpoint the highest level of stress in a given communication. They also suggested the journal writing to make students be able to recognise their irrational feelings, or inadequacy, and let them arrive at realistic expectations. Crookall and Oxford (cited in Young, 1991), proposed a series of activities which included play roles, working groups between peers involving discussions about anxieties and, debriefing sessions with the scope of giving feedback from the group. They also suggested supplemental activities with a tutor, relaxations exercises, self-talk sessions.

To reduce anxieties based on learners’ wrong beliefs, Horwitz suggested that the teachers should discuss periodically with their students about reasonable commitments for successful language learning and confront students’ erroneous beliefs with new information.

Anxieties related to teachers’ beliefs require an approach modulated on a learner-centred language environment and, a conscious examination of teachers’ behaviours and language teaching. Teachers should act as facilitators whose main responsibilities would be to suggest input and communicative opportunities in the language with authentic materials. According to Young, teachers’ attitudes positively evaluated by their students would be to consider mistakes as part of the language learning process. It would be recommended to adopt for a modelling approach to

error correction, which consists of repeating the correct version of what the students were attempting to express, to allow students not to feel spotlighted in front of their peers and corrected. Furthermore, focusing more on successful communication than on grammar rules and forms can help reduce students' anxieties in error correction.

According to Koch and Terrell, Price, Young, and Omaggio anxieties on classroom procedures can be reduced by performing more working group activities and addressing the teaching activities to the real needs of the students such as practicing oral presentations first in small groups before a class audition. Moreover, group activities can diminish the affective preoccupations of the students and increase the students talk exposure (Young, 1991).

Language testing anxieties can be reduced by testing what was effectively taught in the context of the classroom; moreover, pre-test exposure can help students to discuss about possible solutions and help them to recognise that a variety of responses are considered appropriate and make them aware in advance of successful performance expectations.

In addition to these techniques, there are the systemic desensitization activities, proposed by MacIntyre & Gregersen (MacIntyre & Gregersen, 2012) that reduce the intensity of automatic negative-narrowing emotional responses of the students associated with language learning by replacing them with a relaxation response when confronted with a negatively conditioned stimulus. The contact with the triggers producing anxiety is the critical phase of the treatment, and the systematic desensitization is the medium to gain exposure. Imagining situations that closely resembles learners' fears in a completely relaxed way may help them visualize their positive reactions, and they enhance their chances to be progressively less provoked in real situations. There are three consecutive steps: a) construction of a hierarchy chart; b) relaxation training; c) desensitization sessions.

The hierarchy chart lists all the anxiety-provoking activities, ordered in intensity; the subsequent step is the relaxation training which if well-managed permits the positive-broadening emotions to entering (there are three main techniques: autogenic, progressive muscle relaxation and visualization). Finally, the third step is imagining vividly and repeatedly, a high provoking situation completely relaxed.

Summarising, the review of the researches conducted on how to help students to cope with their anxiety in the academic setting has focused on cognitive, affective-oriented, and behavioural approaches (Kondo, 2004):

- The cognitive approaches assume that learners' thinking disturbances are primary sources of anxiety. The solutions include rational-emotive therapies and cognitive restructuring;
- The affective-oriented methods attempt to change the negative involuntary associations between the classroom and anxiety. Treatments from this perspective include systematic desensitization, relaxation training, and biofeedback training;
- The behavioural approach presumes that anxiety occurs because of poor academic skills. Consequently, it is assumed that learners who will be trained in study-strategy skills are to end their fears.

## Part II

### Chapter 3. The case study

The third chapter which commences the second part of this thesis is dedicated to the presentation of the case study conducted through a questionnaire that investigated the emotions of university students about their EFL classes. In the next paragraphs, the objectives of the survey and the various parts of which it is composed are presented and discussed as well as the data analysis with the relative charts.

#### 3.1: The investigation: objectives, the procedure, the sample and the instrument of data collection

The immediate objectives of this investigation have been:

- a) to identify the sample of university students who took part in the survey;
- b) to investigate the motivation of the respondents in the learning of EFL through the evaluation of items such as intended efforts towards the learning, ideal L2 self, ought-to L2 self, instrumentality (promotion and prevention), attitudes to learning English, cultural interest and approaches to the EFL community;
- c) to investigate the learning anxiety through the evaluation of items which have been reflective of the general attitude toward the learning of EFL such as communication apprehension, test-anxiety, relations with peers, competitiveness between students and the fear of negative evaluation in the foreign language class.

The investigation was conducted between February and March of the academic year 2018/2019. The sample of university students examined has been composed by the respondents who spontaneously filled the online questionnaire built on Google forms. It has been chosen to share the link of the survey to the Facebook closed groups belonging to the universities of Ca' Foscari and Padua majorly, and Bologna, of various faculties such as Languages, Language Sciences, Political Sciences, Social Sciences, Literature, Philosophy, Architecture, Economy, Law and Psychology and allowing anyone willing to fill the survey to do it. This procedure has allowed

reaching a consistent number of responses in a short time and in a free and autonomous way. Furthermore, the online format has facilitated data analysis.

The instrument chosen for data collection has been the questionnaire a methodology which presents advantages and limitations as stated by Balboni:

*Un questionario non rileva la realtà ma la deforma, in qualche misura, sulla base dell'idea della realtà che ha l'estensore. In altre parole, c'è il rischio che i punti che vengono inseriti nel questionario e il modo in cui sono poste le domande orientino le risposte (2003:23).*

The first section has been composed of questions which previewed short-format answers (3 items) and closed-format answers (2 items), while the statement-type questions relative to the second and third sections, motivation and learning anxiety, have been structured with closed-format answers. Thus, the data collected have been almost entirely of a quantitative nature. This choice has been motivated by the fact that a survey of this type is faster to fill out and that instead: *un questionario lungo viene cestinato* (Balboni, 2003). Furthermore, the quantitative nature of the data has permitted to build the relative charts.

In the next two paragraphs, it has been analysed the three questionnaire sections.

### 3.1.1. The analysis of the questionnaire: the general information section and the motivation section

The questionnaire has been organised into three sections. The first part of the questionnaire has regarded the general information section and has been structured in short-format and closed-format answers concerning five general questions about sex, age, nationality, number of years in studying EFL and attended faculty course with the year of attendance (items from 1 to 5). The purpose of the first part has been to identify the sample of university students who took part in the survey by these five parameters.

The second section of the questionnaire has regarded the affective variable of motivation and has been structured in fourteen statement-type items measured by a five-point Likert scale ranging from “strongly agree” to “strongly disagree.” The questions concerned topics chosen from Dörnyei et al.’s Hungarian Studies (Taguchi et al., 2009) such as integrativeness, cultural interest, attitudes to L2 community, and criterion measures, and from the “L2 Motivational Self System” such as ideal L2 self, ought-to L2 self, and attitudes to learning English. All the questions for the section

have been based on established questionnaires (Clément & Baker, 2001; Dörnyei 2001; Gardner, 1985; Noels et al., 2000; Ryan; Yashima et al., 2004 cited in Taguchi et al., 2009). The following factors have been used in the study section dedicated to motivation:

- a) “Criterion measures” evaluating the learners’ projected efforts towards learning English (item 6 of the questionnaire);
- b) “Ideal L2 self”; according to Dörnyei (cited in Taguchi et al., 2009), it refers to “the L2-specific facet of one’s ideal self” (item 7 and 8 of the questionnaire);
- c) “Ought-to L2 self”; it corresponds to the attributes that one supposes ought to possess (i.e., various duties, obligations or responsibilities) to avoid potential negative consequences (Dörnyei cited in Taguchi et al., 2009) (item 9 and 10 of the questionnaire);
- d) “Family influence”; it refers to the family relationships, specifically about active and passive parental roles (item 11 of the questionnaire) in learning choices of the respondents;
- e) “Instrumentality promotion”; it measures the regulation of the personal objectives to become successful such as achieving high proficiency in English to find a better job or being able to live and work abroad (item 12 and 13 of the questionnaire);
- f) “Instrumentality-prevention”; it measures the regulation of duties and obligations such as studying English to pass an examination (item 14 of the questionnaire);
- g) “Attitudes to learning English”; it measures the situation specific motives related to the immediate learning environment and experience (item 15 of the questionnaire);
- h) “Attitudes to the L2 community”; it investigates the learner’s attitudes towards the community of the target language (item 18 and 19 of the questionnaire);
- i) “Cultural interest”; it measures the learner’s interest in the cultural products of the L2 culture, such as TV, magazines, music, and movies (item 16 and 17 of the questionnaire);
- l) “Integrativeness”; the integrativeness factor encompasses having a positive attitude toward the English language, its culture and the native speakers of that language (items from 16 to 19 of the questionnaire).

### 3.1.2. The analysis of the questionnaire: the learning anxiety section

The third section of the questionnaire has regarded the affective variable of learning anxiety and has been structured in fourteen statement-type items measured by a five-point Likert scale

ranging from “strongly agree” to “strongly disagree”; the items have consisted of a reduced sample of questions chosen from the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire by Horwitz (1986). The fourteen items chosen from the FLCAS questionnaire corresponded to the items: 1, 4, 7, 8, 10, 12, 13, 15, 19, 25, 27, 29, 31, 33, which are in the present survey in the same order from items 20 to 33. The choice of the items has been dictated by pertinence to the university classes setting since the original investigation was designed for high school students. The items regarded many aspects of learning anxiety randomly presented. The following factors have been used in the study section dedicated to learning anxiety:

- a) Communication apprehension (item 20, 21, 29 and 32 of the questionnaire);
- b) Test-anxiety (item 23 of the questionnaire);
- c) Fear of negative evaluation (items 21, 24 of the questionnaire);
- d) Students’ experience in class (items 20, 25, 29, 30, 31 of the questionnaire);
- e) Students’ main emotions in English classes (items 26, 27, 29 of the questionnaire);
- f) Teacher-student relationship (items 21, 27, 28, 31 of the questionnaire);
- g) Student-student relationship (items 22, 33 of the questionnaire).

It can be noticed that the items in the third part of the questionnaire from 20 to 33 are multifactor.

### 3.2. The questionnaire

#### Questionnaire about EFL classes for university students

The respondents are asked to evaluate their EFL classes

First section: General information

Top of Form

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**1. Age.**

**2. Sex.**

*Choose only one option.*

- Male
- Female

**3. Nationality.**

*Choose only one option.*

- Italian
- Other:

**4. How long have you been studying English?**

**5. Which university course do you attend and which year?**

Second section: Motivation

In the second section, the respondents are asked to choose one of the five-point Likert Scale options about the statements concerning motivation on EFL classes.

**6. If an English course was offered at the university or somewhere else in the future, I would like to take it.**

*Choose only one option.*

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**7. The things I want to do in the future require me to use English.**

*Choose only one option.*

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**8. I can imagine myself studying in a university where all my courses are taught in English.**

*Choose only one option.*

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**9. Studying English is important to me because an educated person is supposed to be able to speak English.**

*Choose only one option.*

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**10. It will have a negative impact on my life if I don't learn English.**

*Choose only one option.*

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**11. Being successful in English is important to me so that I can please my parents/relatives.**

*Choose only one option.*

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**12. Studying English can be important to me because I think it will someday be useful in getting a good job.**

*Choose only one option.*

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**13. Studying English is important to me because I would like to spend a longer period living abroad (e.g. studying and working).**

*Choose only one option.*

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**14. I have to learn English because without passing the English course I cannot get my degree.**

*Choose only one option.*

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**15. I like the atmosphere of my English classes.**

*Choose only one option.*

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**16. I like English magazines, newspapers, or books.**

*Choose only one option.*

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**17. I like TV programmes made in English-speaking countries.**

*Choose only one option.*

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**18. I would like to travel to English- speaking countries.**

*Choose only one option.*

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**19. I would like to know more about people from English-speaking countries.**

*Choose only one option.*

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Third section: Learning anxiety

In the third section, the respondents are asked to choose one of the five-point Likert Scale options about the statements concerning learning anxiety on EFL classes.

**20. I never feel quite sure of myself when I am speaking in my foreign language class.**

*Choose only one option.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**21. It frightens me when I don't understand what the teacher is saying in the foreign language.**

*Choose only one option.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**22. I keep thinking that the other students are better at languages than I am.**

*Choose only one option.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**23. I am usually at ease during tests in my language class.**

*Choose only one option.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**24. I worry about the consequences of failing my foreign language class.**

*Choose only one option.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**25. In language class I can get so nervous I forget things I know.**

*Choose only one option.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**26. It embarrasses me to volunteer answers in my language class.**

*Choose only one option.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**27. I get upset when I don't understand what the teacher is correcting.**

*Choose only one option.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**28. I am afraid that the teacher is ready to correct every mistake I make.**

*Choose only one option.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**29. I get nervous and confused when I am speaking in my language class.**

*Choose only one option.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**30. Language classes moves so quickly I worry about getting left behind.**

*Choose only one option.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**31. I get nervous when I don't understand every word the language teacher says.**

*Choose only one option.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**32. I would probably feel comfortable around native speakers of the foreign language**

*Choose only one option.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**33. I am afraid that the other students will laugh at me when I speak the foreign language.**

*Choose only one option.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

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Bottom of Form

### 3.3. Data analysis

This paragraph deals with the data analysis gathered through the diffusion of the questionnaire link on the online platforms of Facebook closed groups of various Faculties belonging to Ca' Foscari and Padua mainly, and in less measure to Bologna.

### 3.3.1 General information section

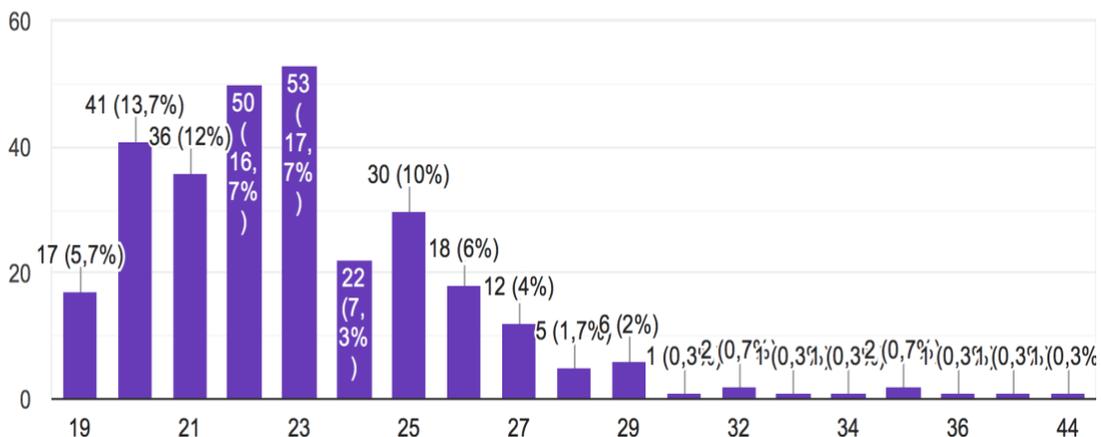
The first section of the questionnaire has been composed of five informative items which had the purpose of identifying the sample of the university students who took part in the survey. The sample was comprised of 301 respondents. Since no question from the questionnaire was mandatory to proceed along, there have been unanswered questions.

#### 3.3.1.1. Question 1

There have been 300 answers to the first question about age, and the graph shows that the statistical sample has been constituted by respondents aged between 19 to 44, whose mean age was 23.2 years.

#### 1. Age.

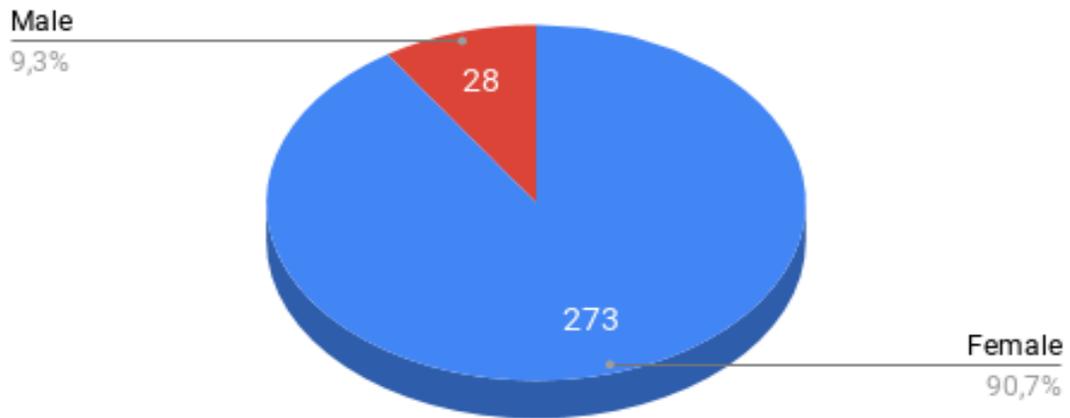
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#### 3.3.1.2. Question 2

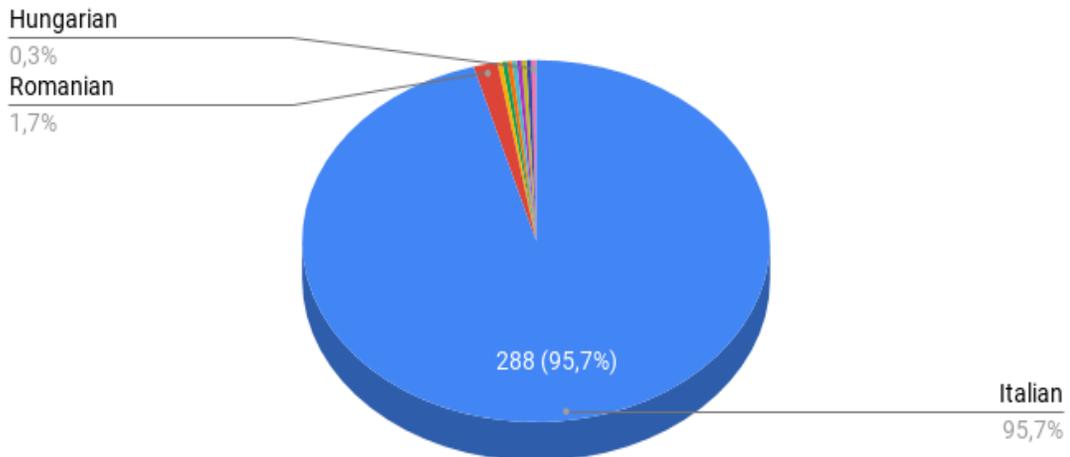
There have been 301 responses to the question about sex, and the graph displays that the predominance of the statistic sample has been composed by the female population with 273 answers which have corresponded to 90.7% of the sample, while the male population has been formed by 28 respondents, 9.3%; the proportion male-female has been 1 to 10 and have been differentiated in the following questions.

## Question 2. Sex.



### 3.3.1.3. Question 3

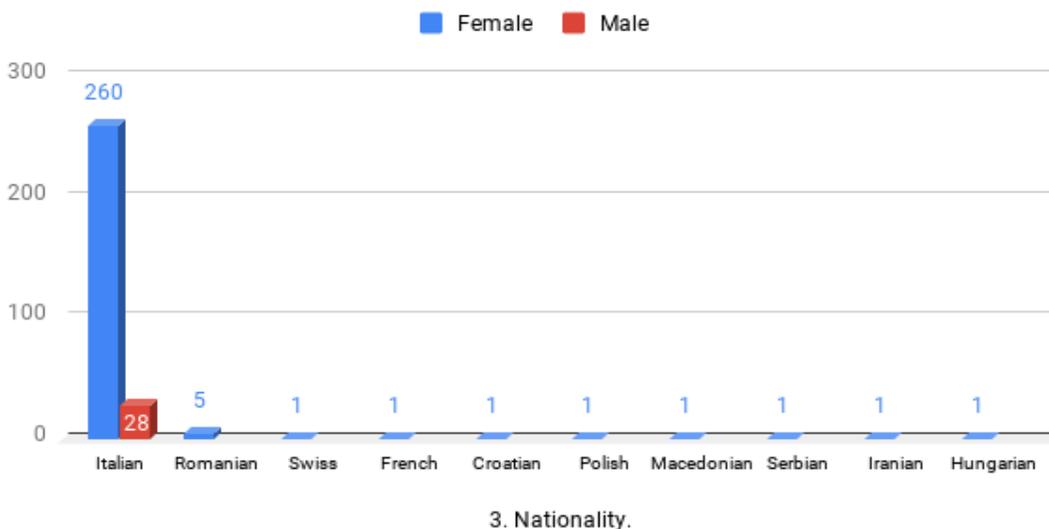
## 3. Nationality.



There have been 301 answers to the third question about nationality; the Italian-nationality has constituted the predominance of the statistic sample with a value of 95.7%. The percentages

of the other nationalities have been composed of: five Romanian respondents 1.7%, one Swiss respondent 0.3%, one French respondent 0.3%, one Croatian respondent 0.3%, one Polish respondent 0.3%, one Macedonian respondent 0.3%, one Serbian respondent 0.3%, one Iranian respondent 0.3% and one Hungarian respondent 0.3%. The male population was entirely constituted by the Italian nationality.

### Question 3. Nationality.



#### 3.3.1.4. Question 4

There have been 300 answers to the fourth question concerning the number of years in studying English as a foreign language; tabulating the data, it has emerged that the respondents have been studying English for a mean of 14.6 years. This datum is consistent with the fact that the majority of the respondents begun studying EFL at primary school instruction, being 23.2 years the average age of the sample; all the answers are in the Appendix.

#### 3.3.1.5. Question 5

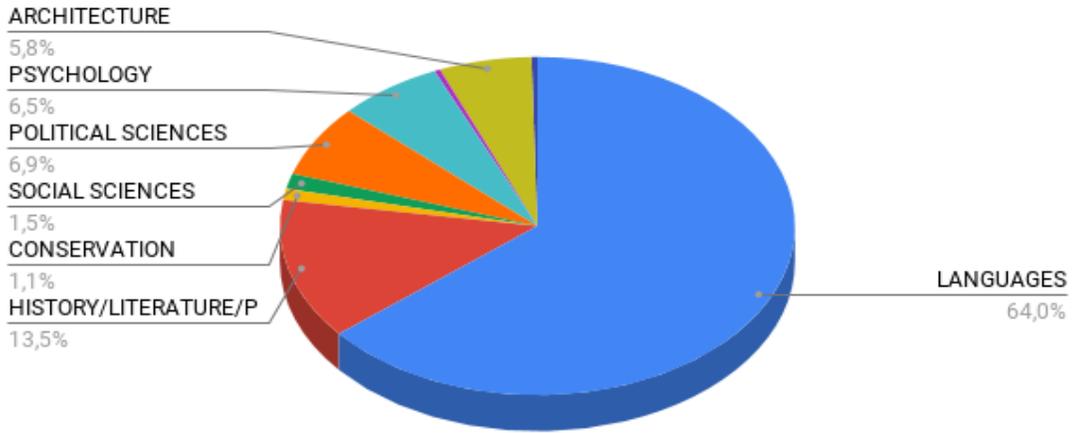
There have been 295 answers to the fifth question regarding the faculty of the university course and the year of course attended, which was in the short-format answer. To obtain a general

overview of the answers, all the different university courses about the same domain have been included in general labels to tabulate the data and identify their provenience. Languages included Language Sciences, Languages, Civilisation and the Science of Language, Linguistic and Cultural Mediation, Modern Languages, Linguistics and Comparative Cultural Studies, Languages for International Cooperation and Communication, Translation; History/Literature/Philology/Philosophy included Humanities, Science of the literary text and communication, Ancient Heritage, Ancient civilization, Italian Philology and literature, Modern Literature, History, Literature Philosophy, Italian language and Culture for Foreigners, Philosophy and Human Sciences; Conservation Science and Technology for Cultural Heritage included Conservation of Cultural Heritage and Performing Arts Management, Conservation science and technology for cultural heritage and Multimedia art; Political Sciences included International Politics and Diplomacy, Political Sciences, International Relationships and Human Rights; Social Sciences included Sociological Sciences, Educational Science, Sciences of Society and Social Service; Architecture included IUAV, Architecture and *Ecole Nationale supérieure d'architecture*; Psychology included Cognitive Psychology; Neuroscience, Neuroscience and Neuropsychological Rehabilitation, Clinical Psychology, Cognitive Psychology and Psychobiology; Journalism included Journalism and Publishing; and Law.

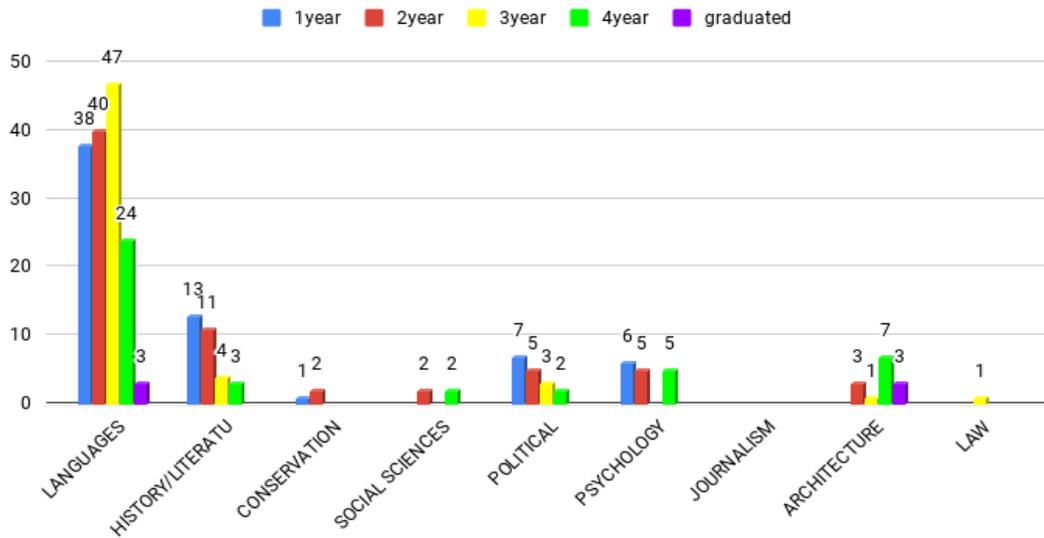
The percentages obtained from the tabulation have been: Languages 64%, History/Literature/Philology/Philosophy 13.5%, Conservation Science and Technology for Cultural Heritage 1.1%, Social Sciences 1.5%, Political Sciences 6.9%, Psychology 6.5%, Journalism 0.4%, Architecture 5.8%, Law 0.4%. There have been twenty answers from which it has not been obtained the course attended either because it was omitted and there only was the attended year, or because it was not understandable from the acronyms used which constituted the 6.8 % of the sample. The data relative to the year of attendance have been a total of 238 answers; it has been decided to tabulate the first, the second and the third year which constituted the majority of the answers and to include in the fourth year all the master degree courses (the first and the second year) and the subsequent years of university courses (the fourth, and the fifth year of course); the data coming from the respondents who declared to be already graduated have been kept and included as graduated. The values of the years of attendance have corresponded to first year 27.3%, second year 28.6%, third year 23.5%, fourth year 18.1% and graduated 2.5%; there

have been 57 answers in which the datum relative to the year of attendance has been omitted, which have constituted the 19.3% of the answers. All the answers are in the Appendix.

### Question 5. Which university course do you attend and which year?



### Question 5. Which university course do you attend and which year?

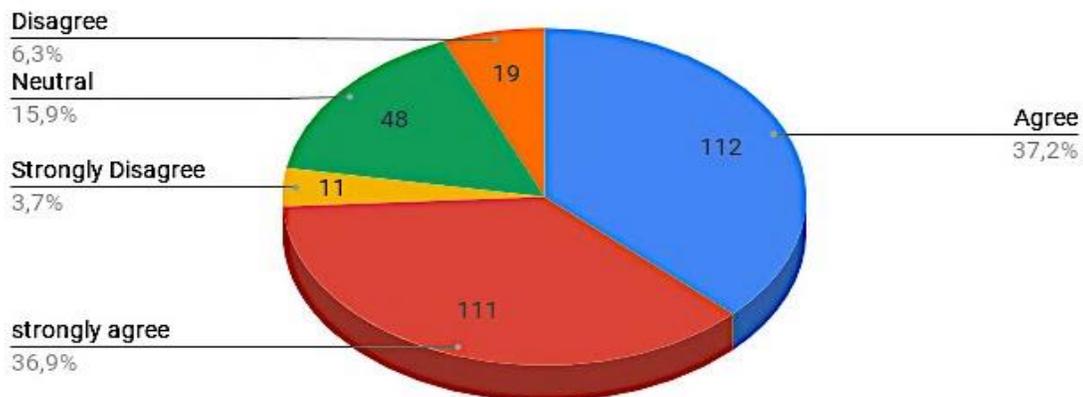


### 3.3.2. Motivation section

The second section of the questionnaire concerned the affective variable of motivation with fourteen statement-type questions from items 6 to 19.

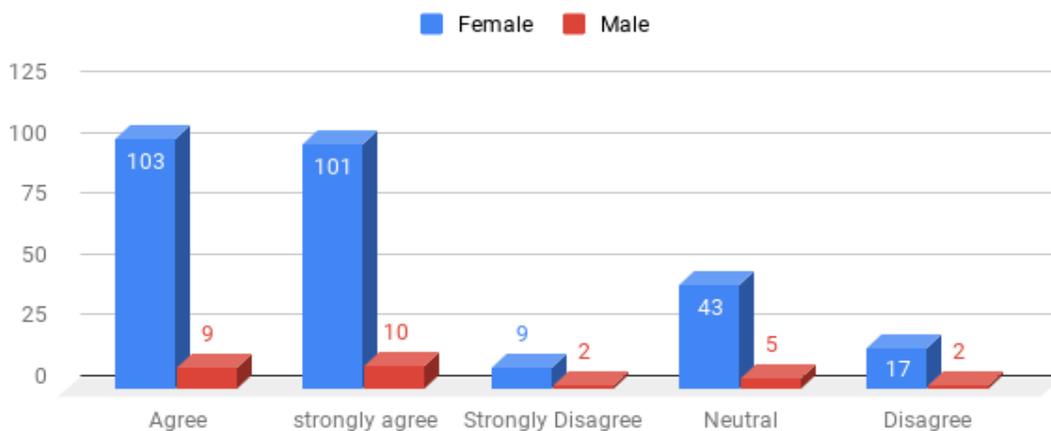
#### 3.3.2.1. Question 6

**6. If an English course was offered at the university or somewhere else in the future, I would like to take it.**



The pie chart about the 6-question, (301 answers) shows a preponderance of “agree” choices 37.2%, and “strongly agree” 36.9% in the intention of taking an English course in the future, “neutral” answers have been 15.9%, while “disagree” answers have been 6.3%, and “strongly disagree” have been 3.7%. Putting together the data of the positive answers (“strongly agree” and “agree”), the percentage of the positive evaluations goes up to 74.1% which displays that the sample of university students was willing to putting efforts towards learning English. From the second diagram, the distribution of the results between male and female samples displays that there are no significant differences: in the male population, the total positive evaluations have been 67.8%, neutral 17.8% and total negative ones 14.3%, while in the female population, the overall positive evaluations have been 74.7%, neutral 15.7% and the total negative ones 9.5%.

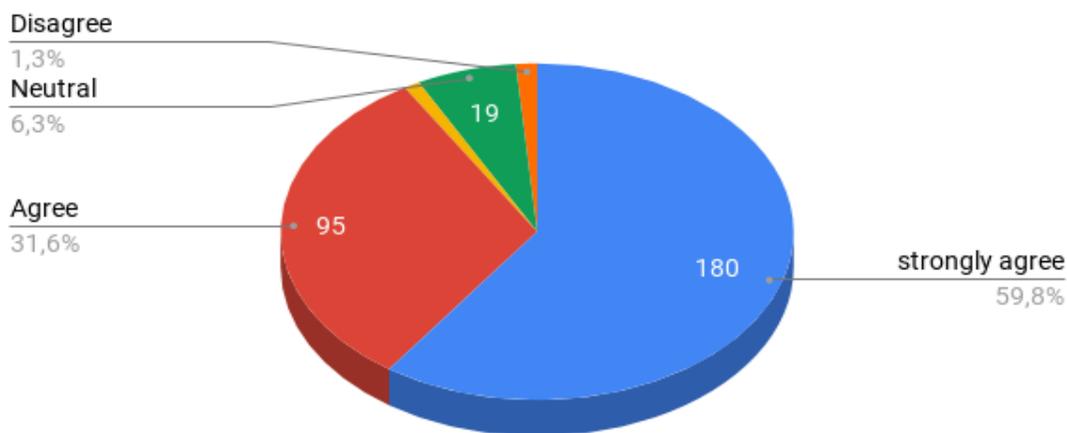
Question 6. If an English course was offered at the university or somewhere else in the future, I would like to take it.



6. If an English course was offered at the university or somewhere else in the future, I would like to

### 3.3.2.2. Question 7

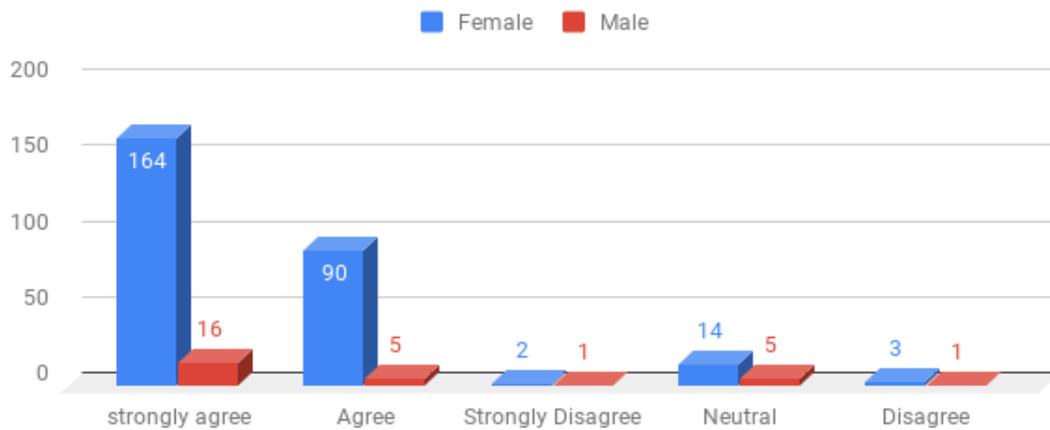
7. The things I want to do in the future require me to use English.



From the graph of the 7-item (301 answers) it is evinced that the most chosen answer has been “strongly agree” with 59.8%, followed by “agree” with 31.6%, “neutral” with 6.3%, “disagree” with 1.3% and “strongly disagree” has been 1% of the sample; the data display that the ideal L2-specific facet of one’s ideal self was positively assessed by the respondents. From the

analysis of second diagram relative to the distribution of the results of male and female samples it has resulted that in male the population, the total positive evaluations have been 75%, neutral 17.8% and the total negative ones 7.1%, while in the female population, the total positive evaluations have been 93%, neutral 5.2% and total negative ones 1.8%. The female population has reacted with a higher percentage of consensus in wanting to use EFL in the future than the male one.

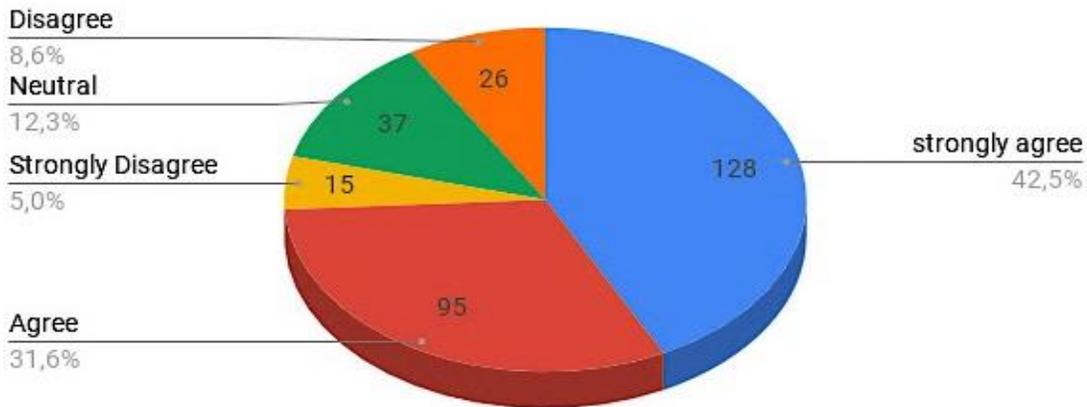
**Question 7. The things I want to do in the future require me to use English.**



7. The things I want to do in the future require me to use English.

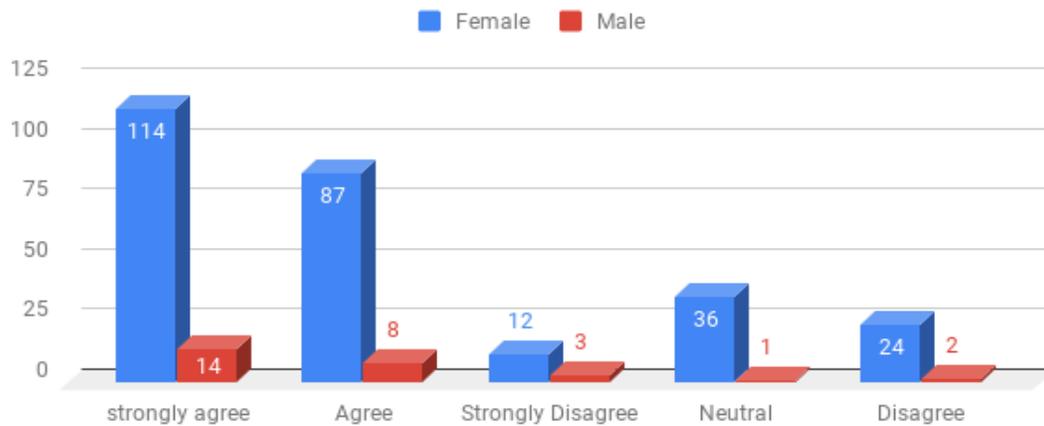
3.3.2.3. Question 8

**8. I can imagine myself studying in a university where all my courses are taught in English.**



The 8-item pie chart (301 answers) displays that the most chosen answer has been “strongly agree” with 42.5% followed by “agree” with 31.6%, “neutral” has been 12.3 % and the negative evaluations of “disagree” and “strongly disagree” have been 8.6% and 5% respectively. The sum of the positive assessments is 74.1%; this value confirms that the respondents possess an L2-specific facet of their ideal self. From the analysis of second diagram relative to the differentiation between male and female populations it has resulted that in the male population, total positive evaluations have been 78.6%, neutral 3.6% and the total negative ones 17.8%, while in the female population, total positive evaluations have been 73.6%, neutral 13.2% and total negative ones 13.2%. There is no significative difference in assessing this item between the male and female samples.

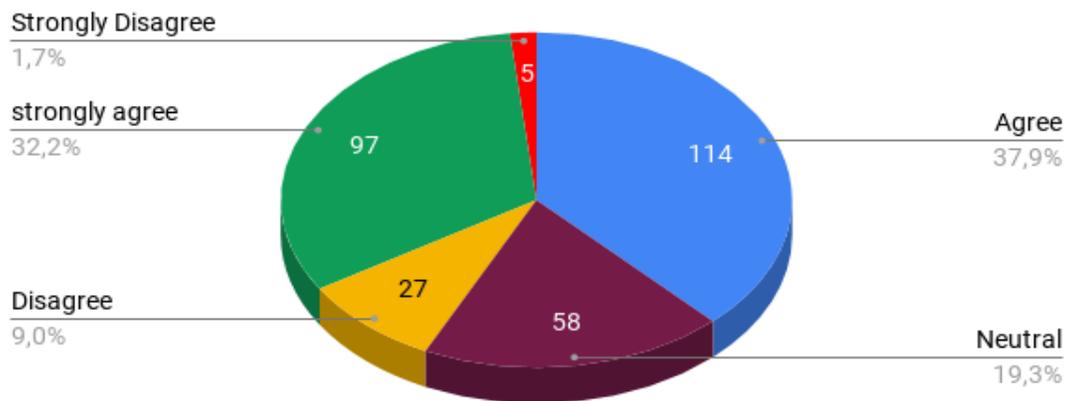
Question 8. I can imagine myself studying in a university where all my courses are taught in English.



8. I can imagine myself studying in a university where all my courses are taught in English.

#### 3.3.3.4. Question 9

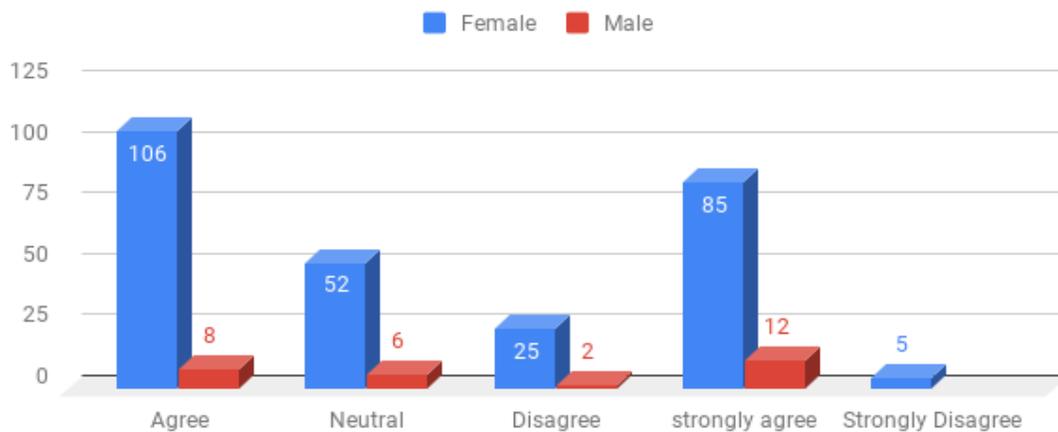
9. Studying English is important to me because an educated person is supposed to be able to speak English.



The 9-item pie chart (301 answers) shows that the respondents have reacted with “agree” for the 37.9% of the sample as the most chosen option, followed by “strongly agree” with 32.2%, “neutral” with 19.3%, “disagree” with 9% and “strongly disagree” with 1.7%. The question concerned the ought-to L2 self-facet and measured the duty or obligation to study English to avoid

possible adverse outcomes. The question implicitly referred to the degree of proficiency of the English language, which is highly valued in contemporary society. From the analysis of the second diagram it has resulted that there is no significant difference in assessing this item between male and female samples: in the male population, total positive evaluations have been 71.4%, neutral 21% and negative 7%, while in the female population, total positive evaluations have been 69.9%, neutral 19% and total negative ones 10.9%.

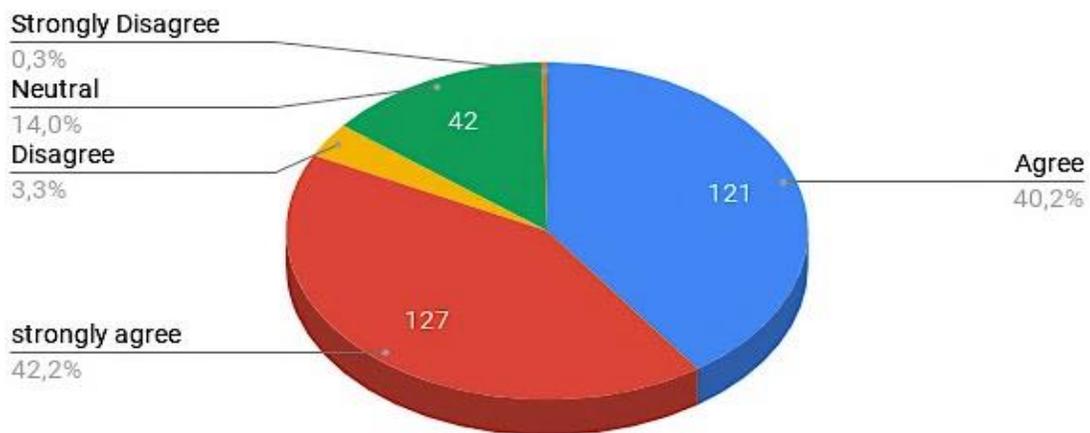
**Question 9. Studying English is important to me because an educated person is supposed to be able to speak English.**



9. Studying English is important to me because an educated person is supposed to be able to

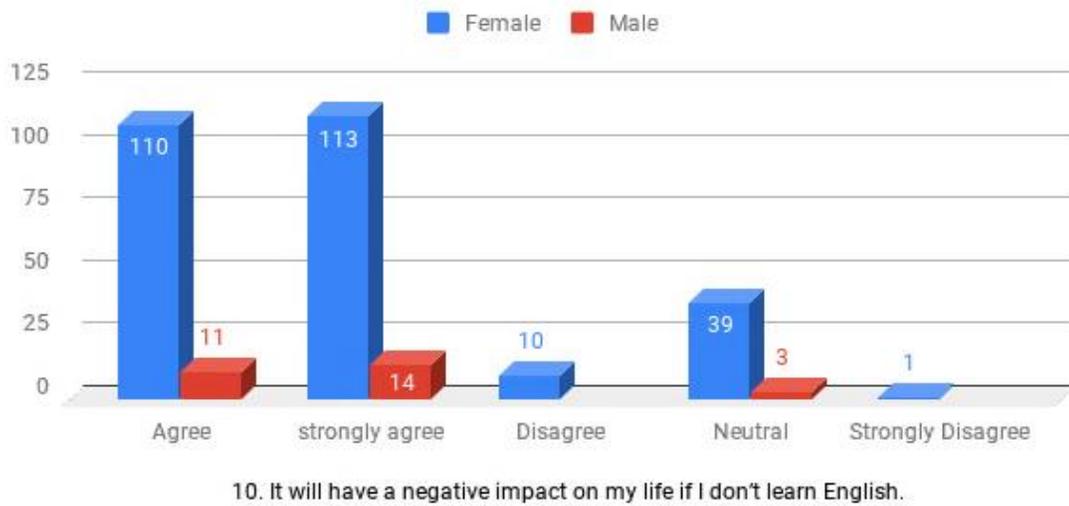
### 3.3.2.5. Question 10

#### 10. It will have a negative impact on my life if I don't learn English.



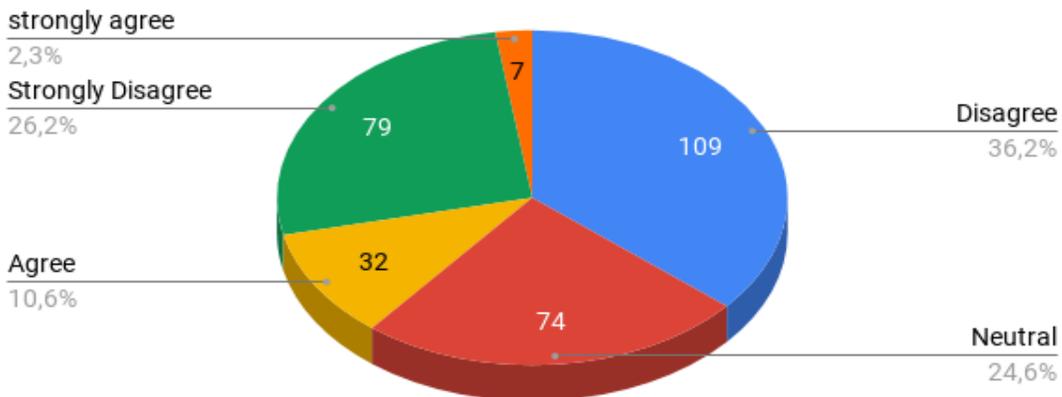
The respondents have reacted to the 10-question (301 answers) with “strongly agree” for 42.2% of the preferences and with “agree” for 40.2%, “neutral” answers have been 14% while the negative evaluations of “disagree” and “strongly disagree” have been respectively 3.3% and 0.3%. The question concerned an ought-to L2 self-attitude towards possible adverse outcomes. From the analysis of the second diagram about the comparison of the reactions between male and female samples it has resulted that in the male population, total positive evaluations have been 89.3%, neutral 10.7% and no negative ones 7.1%, while in the female population, total positive evaluations have been 81.7% neutral 14.3% and total negative ones 4%. The male sample has shown a higher percentage of concerns about the consequences of not learning EFL than the female one.

Question 10. It will have a negative impact on my life if I don't learn English.



### 3.3.2.6. Question 11

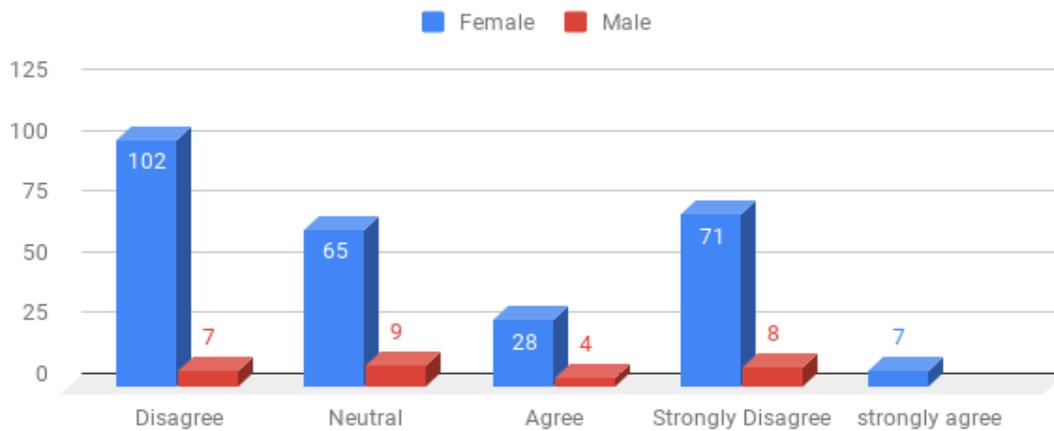
11. Being successful in English is important to me so that I can please my parents/relatives.



The pie chart relative to the 11-item (301 answers) shows that the most chosen answer has been “disagree” with 36.2% followed by “strongly disagree” with 26.2%, “neutral” with 24.6%, “agree” with 10.6% and “strongly agree” with 2.3%. From the results, it is evinced that respondents do not learn English to accomplish another person’s desire. From the second chart, in the male

population, total positive evaluations have been 14.3%, neutral 53.6% and total negative ones 32.1%, while in the female population, total positive evaluations have been 12.8 %, neutral 23.8% and total negative ones 63.4%. The results have been coherent with the fact that university students are adult individuals, and parental roles have a passive impact on their life or at least marginal. The male sample has been predominantly neutral concerning the family influence while the female sample has been mostly negative towards family influence.

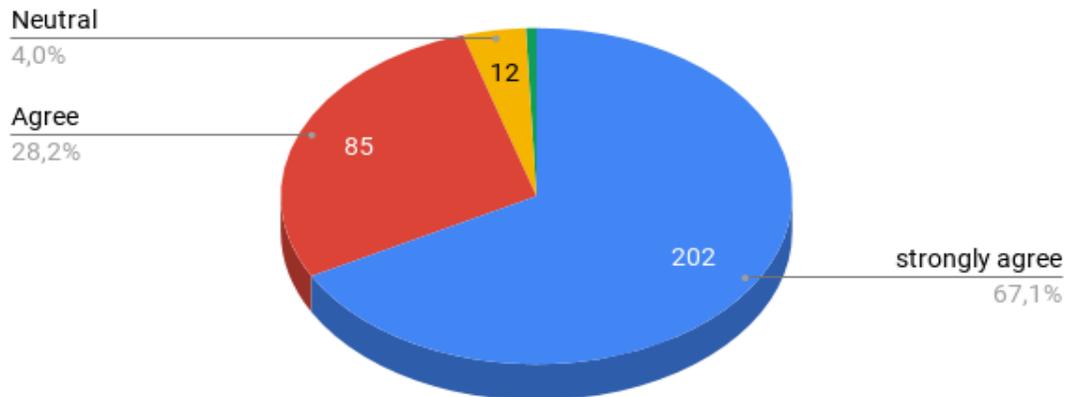
**Question 11. Being successful in English is important to me so that I can please my parents/relatives.**



11. Being successful in English is important to me so that I can please my parents/relatives.

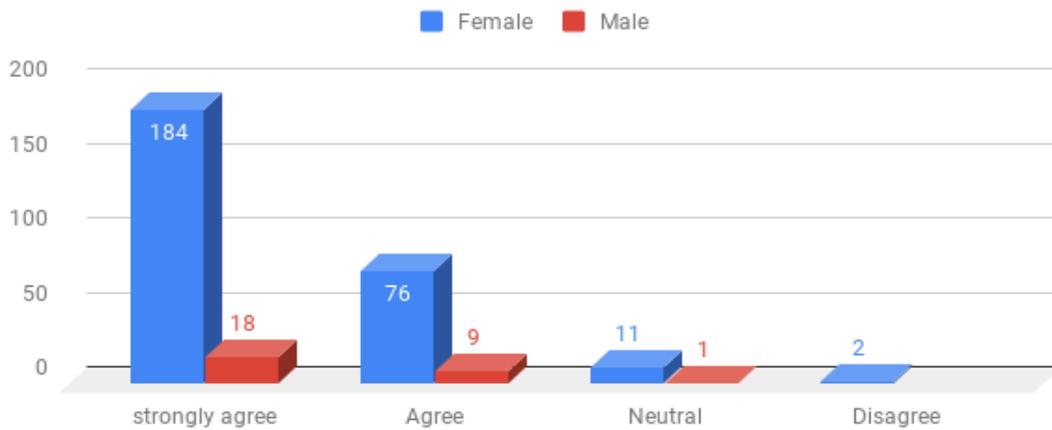
### 3.3.2.7. Question 12

12. Studying English can be important to me because I think it will some day be useful in getting a good job.



From the graph of the 12-item (301 answers) which deals with the instrumentality promotion in language learning, it has emerged by the results that “strongly agree” has been the most chosen option with 67.1% followed by “agree” with 28.2%, “neutral” with 4% and lastly “disagree” with 0.7%. There have been no “strongly disagree” answers. The tendency of the distribution of the results has been similar between male and female samples: in the male population, total positive evaluations have been 96.5%, neutral 3.5% and no negative ones, while in the female population, total positive evaluations have been 95.3% neutral 4% and total negative ones 0.7%. Learning English has been accounted to be pivotal to find a good job by the statistic sample.

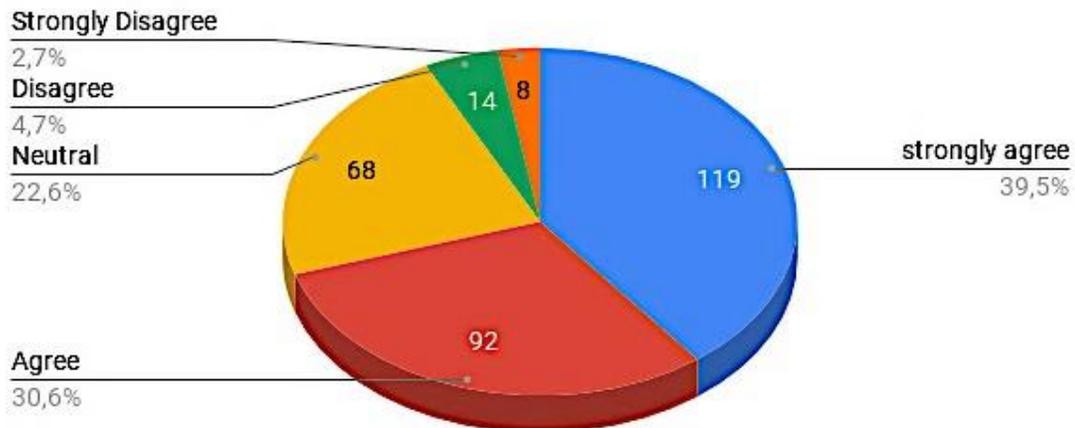
Question 12. Studying English can be important to me because I think it will some day be useful in getting a good job.



12. Studying English can be important to me because I think it will some day be useful in getting a

### 3.3.2.8. Question 13

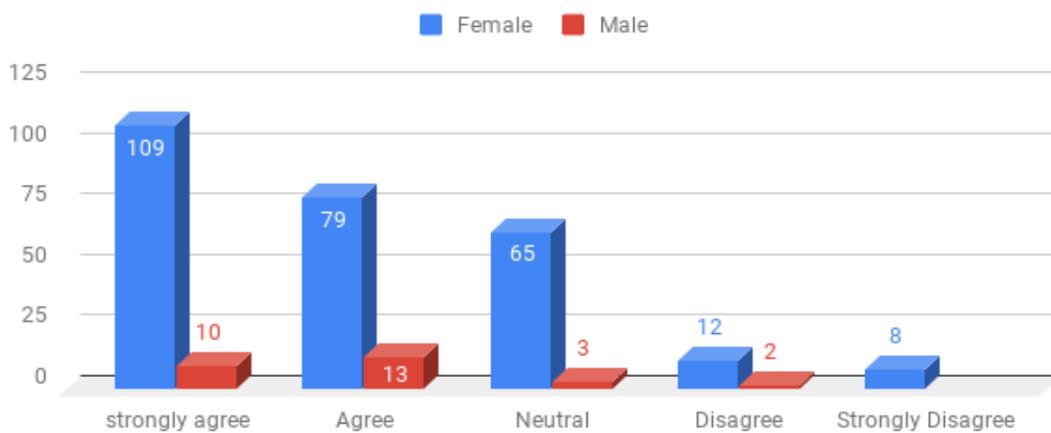
13. Studying English is important to me because I would like to spend a longer period living abroad (e.g. studying and working).



The results to the 13-question (301 answers) concerning the instrumentality promotion display that the most chose option has been “strongly agree” with 39.5%, followed by “agree” with

30.6%, “neutral” with 22.6%, “disagree” with 4.7% and “strongly disagree” has been 2.7% of the sample. From the data analysis of the second diagram it has resulted that in the male population, total positive evaluations have been 82.1%, neutral 10.7% and total negative ones 7.1%, while in the female population, total positive evaluations have been 68.9%, neutral 23.8% and the total negative ones 7.3%. The male sample has reacted with a higher percentage of consensus about the importance of studying EFL to live for more extended periods abroad than the female one.

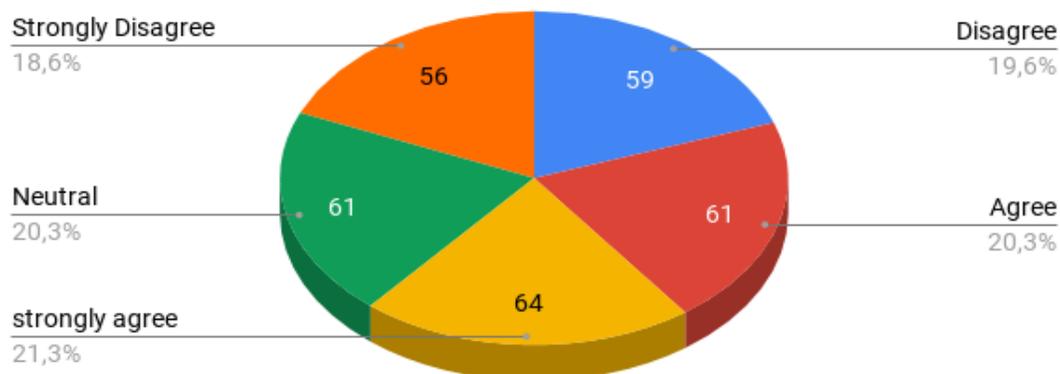
**Question 13. Studying English is important to me because I would like to spend a longer period living abroad (e.g. studying**



13. Studying English is important to me because I would like to spend a longer period living abroad

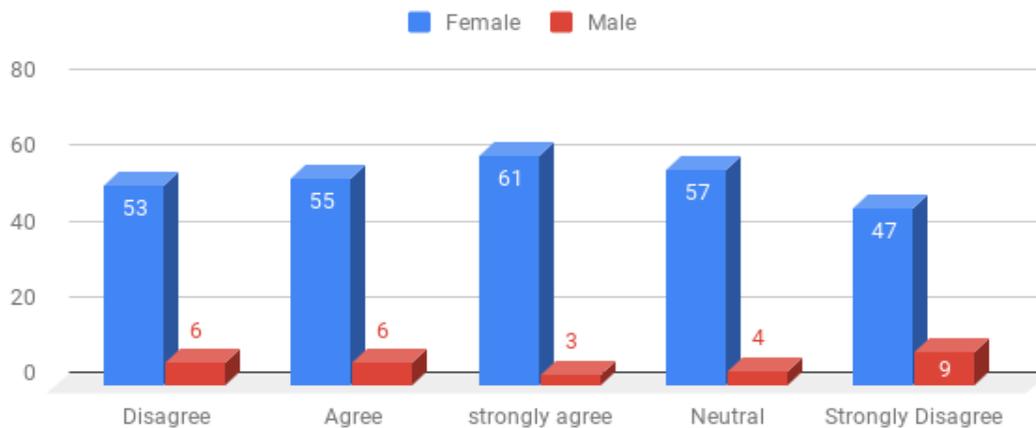
3.3.2.9. Question 14

**14. I have to learn English because without passing the English course I cannot get my degree.**



The pie chart relative to the 14-item (301 answers) that concerns the instrumentality prevention motive, displays an almost equal distribution of all the five options with a percentage fluctuating between the higher value of 21.3% of “strongly agree” to the smaller value of 18.6% of “strongly disagree”; the options “neutral” and “agree” both have scored 20.3% and “disagree” has been 19.6%. From the analysis of the second diagram it has resulted that in the male population, total positive evaluations have been 32.1%, neutral 14.3% and total negative ones 53.6%, while in the female population, total positive evaluations have been 42.5%, neutral 20.9%, and the total negative ones 36.6%. More than the half of the male population has declared not to study English to get the degree; the female population has been more divided in the opinions with a partial preponderance of consensus about studying English to get a degree but inferior to the half of its population.

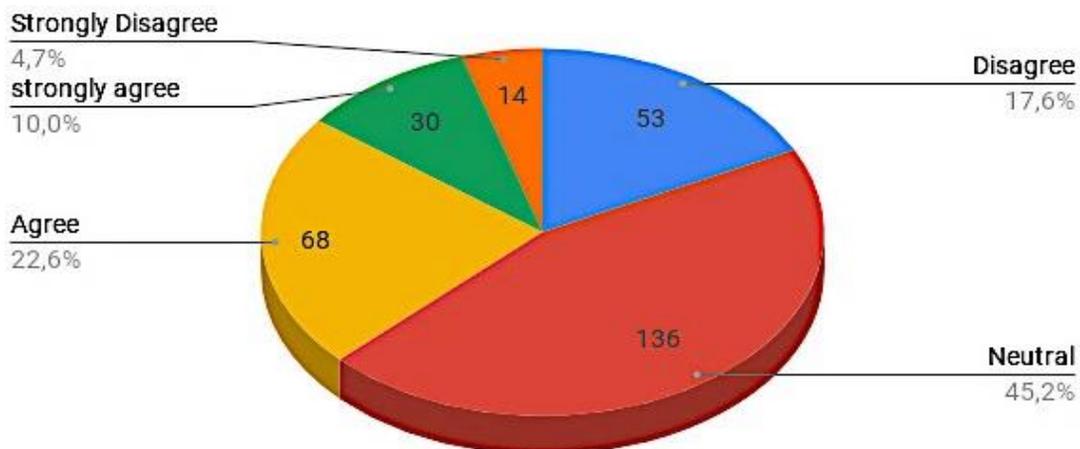
Question 14. I have to learn English because without passing the English course I cannot get my degree.



14. I have to learn English because without passing the English course I cannot get my degree.

### 3.3.2.10. Question 15

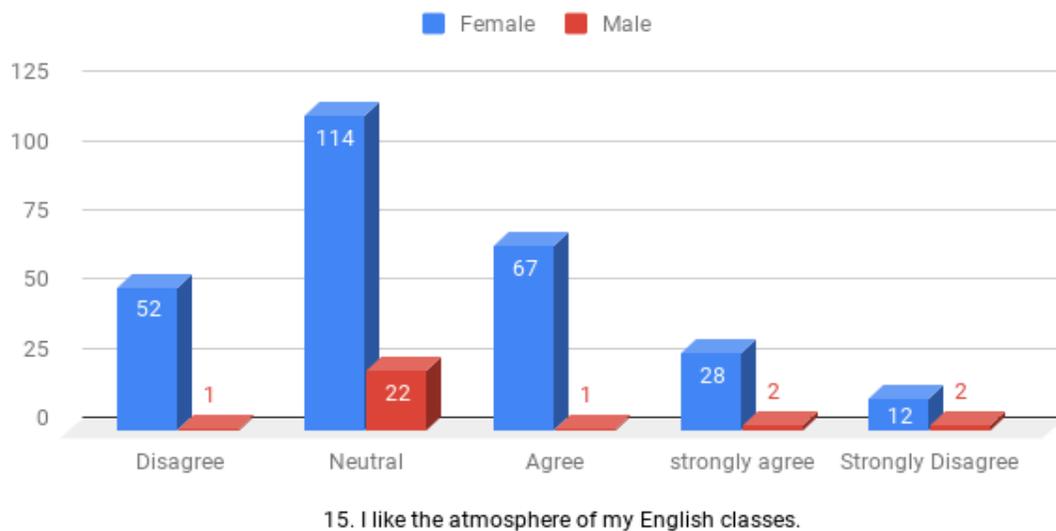
15. I like the atmosphere of my English classes.



The pie chart relative to the 15-item (301 answers) concerning the attitudes to the specific context of the learning environment represented by the EFL classes displays that the most chosen option has been “neutral” with the 45.2% of the choices followed by “agree” with 22.6%, “disagree” with 17.6% and lastly “strongly disagree” with 4.7%. In the comparison male-female

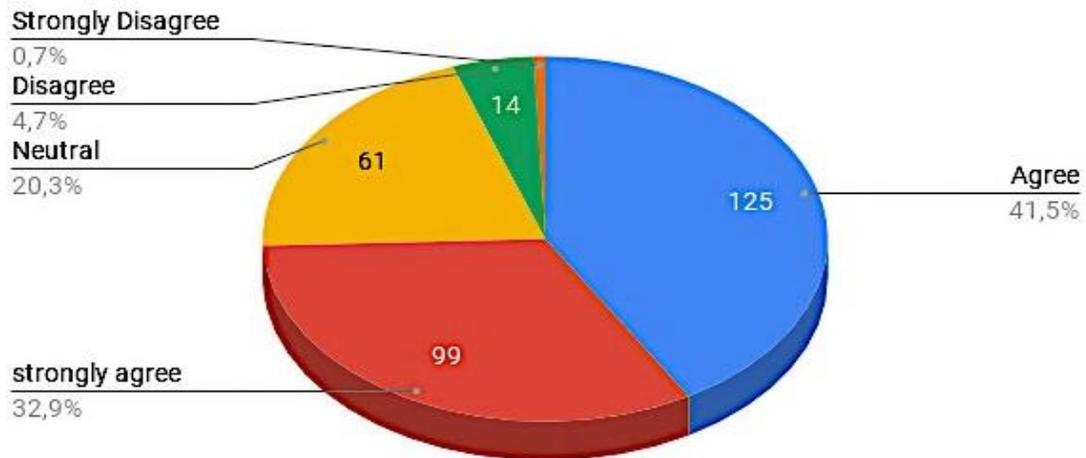
samples, both reacted with “neutral” as the most chosen option; in the male population, “neutral” answers have been 78.6%, the total positive evaluations have been 10.7% and the total negative ones 10.7%, while in the female population, “neutral” answers have been 41.7%, total positive evaluations have been 34.8% and total negative ones 23.4%. The atmosphere of the English classes does not arouse positive emotions; from the comparison male-female populations, the male population has exhibited a higher value of neutral choices and an inferior value of consensus in liking the EFL classes, while the female population has been more divided in the choices, but the liking of English classes has stopped at around one-third of its sample.

**Question 15. I like the atmosphere of my English classes.**



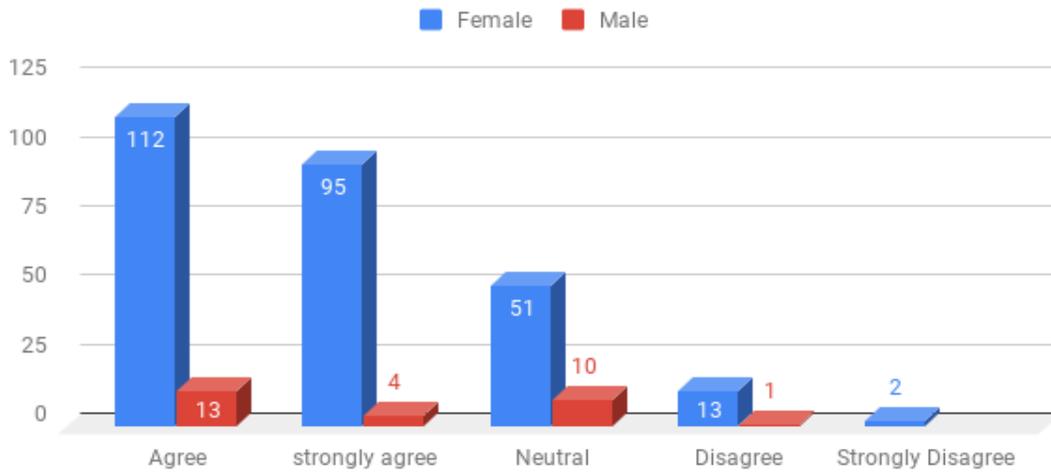
### 3.3.2.11. Question 16

#### 16. I like English magazines, newspapers, or books.



The 16-item pie chart (301 answers) relative to the measure of the cultural interests towards the English-speaking countries, displays that the most chosen option has been “agree” with 41.5% followed by “strongly agree” with 32.9%, “neutral” with 20.3%, “disagree” 4.7 % and “strongly disagree” with 0.7%. From the second diagram, the tendency of the distribution of the results has been similar for both male and female samples: in the male population, total positive evaluations have been 60.7%, neutral 35.7% and total negative ones 3.6% while in the female population, total positive evaluations have been 75.8%, neutral 18.7% and total negative ones 5.5%. The female sample has reacted with a more significant percentage of consensus in liking the English magazines, newspapers, or books that the male one.

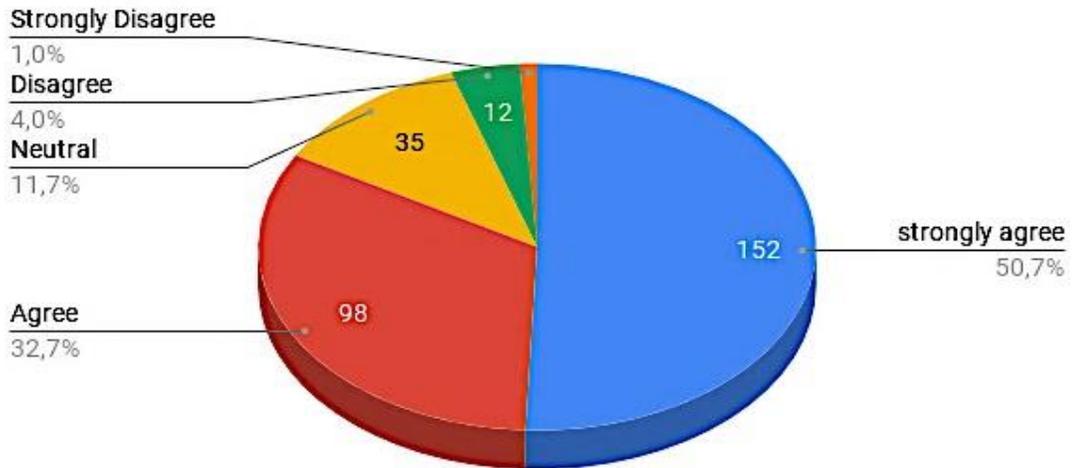
Question 16. I like English magazines, newspapers, or books.



16. I like English magazines, newspapers, or books.

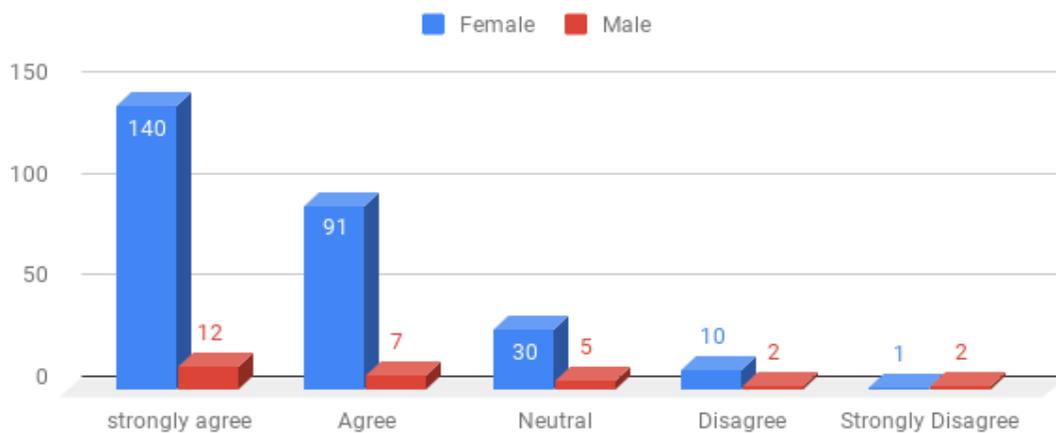
3.3.2.12. Question 17

17. I like TV programmes made in English-speaking countries.



The pie chart relative to the 17-item (300 answers) concerning the learners' cultural interests in the TV programs made in the English-speaking countries evidences a preponderance of positive evaluations; the most chosen option has been "strongly agree" with 50.7%, followed by "agree" with 32.7%, "neutral" with 11.7%, "disagree" with 4% and "strongly disagree" with 1% of the sample. The second diagram displays that in the male population, total positive evaluations have been 67.8%, neutral 17.8% and total negative ones 14.3% while in the female population, total positive evaluations have been 84.9%, neutral 11% and total negative ones 4%. The female population has exhibited a higher degree of consensus toward the EFL cultural interests than the male one.

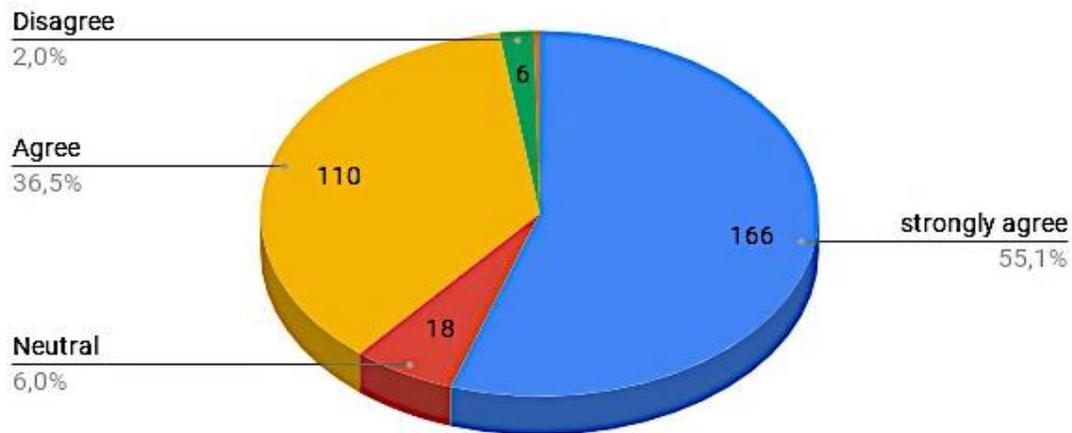
### Question 17. I like TV programmes made in English-speaking countries.



17. I like TV programmes made in English-speaking countries.

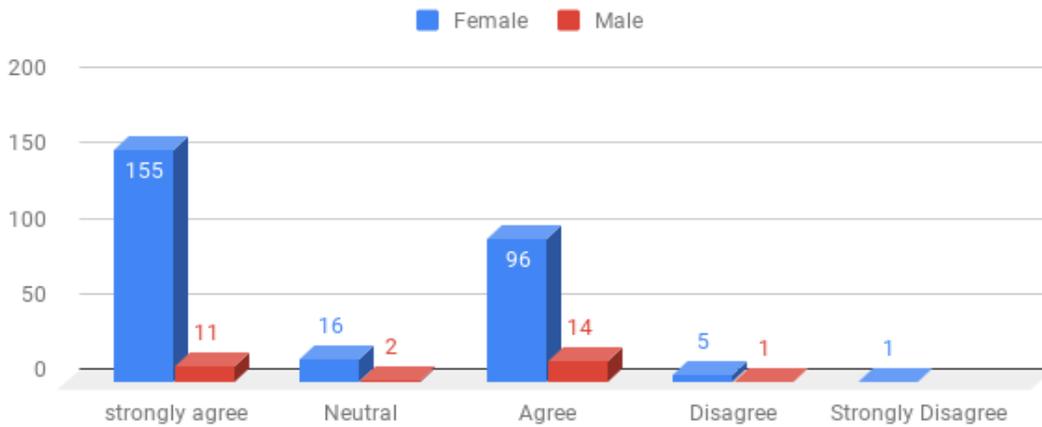
### 3.3.2.13. Question 18

#### 18. I would like to travel to English- speaking countries.



The pie chart relative to the 18-item (301 answers) which measure the interest in travelling to the English-speaking countries displays that the majority of the respondents have chosen “strongly agree” with 55.1%, followed by “agree” with 36.5%, “neutral” with 6%, “disagree” with 2% and “strongly disagree” with 0.3%, evidencing an overall massive interest toward visiting the English-speaking countries. The tendency of the results has been similar for both male and female respondents: in the male population, total positive evaluations have been 89.3%, neutral 7.1% and total negative ones 3.6% while in the female population, total positive evaluations have been 91.9%, neutral 5.8% and total negative ones 2.2%.

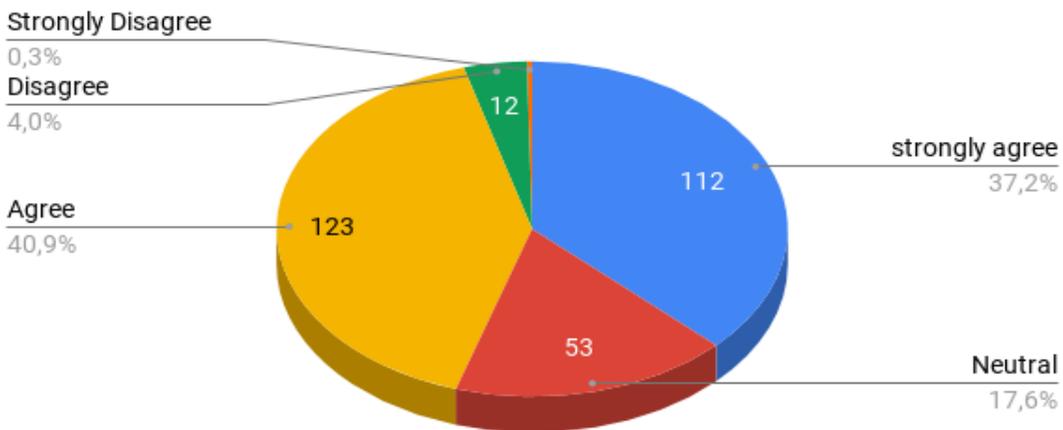
**Question 18. I would like to travel to English- speaking countries.**



18. I would like to travel to English- speaking countries.

3.3.2.14. Question 19

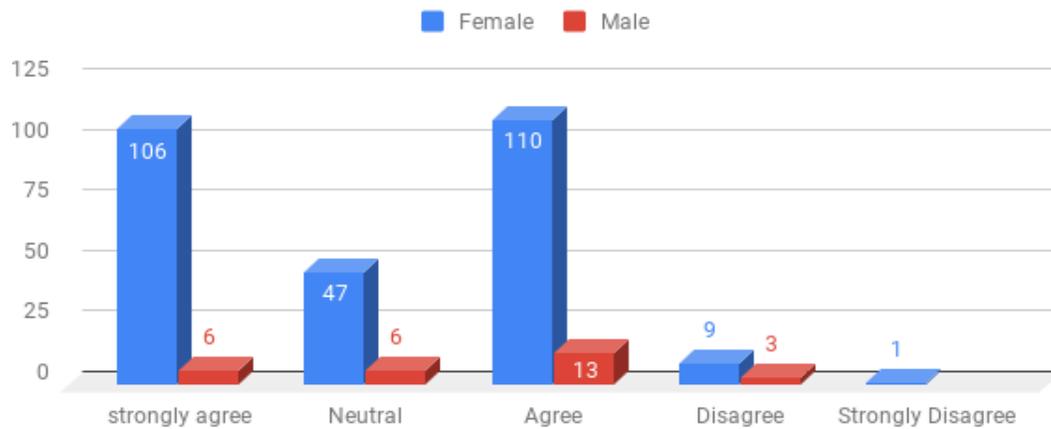
**19. I would like to know more about people from English- speaking countries.**



The pie chart relative to the 19-item (301 answers) concerning the interest in knowing more about the English-speaking countries displays that the majority of the respondents have chosen “agree” with 40.9% followed by “strongly agree” with 37.2%, “neutral” with 17.6%, “disagree” with 4% and “strongly disagree” with 0.3%. The sum of the positive evaluations gives a total of

78.2%, while the sum of the negative evaluations is 4.3%. From the second chart, it is evinced that the female population has been more interested in knowing more about the English-speaking countries than the male one: in the male population, total positive evaluations have been 67.8%, neutral 21.4% and total negative ones 10.7%, while in the female population, total positive evaluations have been 79.1%, neutral 17.2%, and total negative ones 3.7%.

**Question 19. I would like to know more about people from English-speaking countries.**



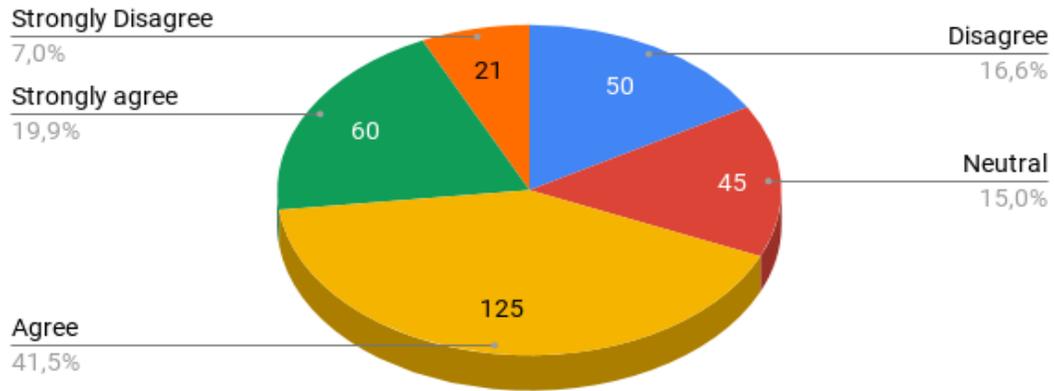
19. I would like to know more about people from English-speaking countries.

**3.3.3. Learning anxiety section**

The third section of the questionnaire regarded the learning anxiety affective variable with fourteen statement-type questions from items 20 to 33.

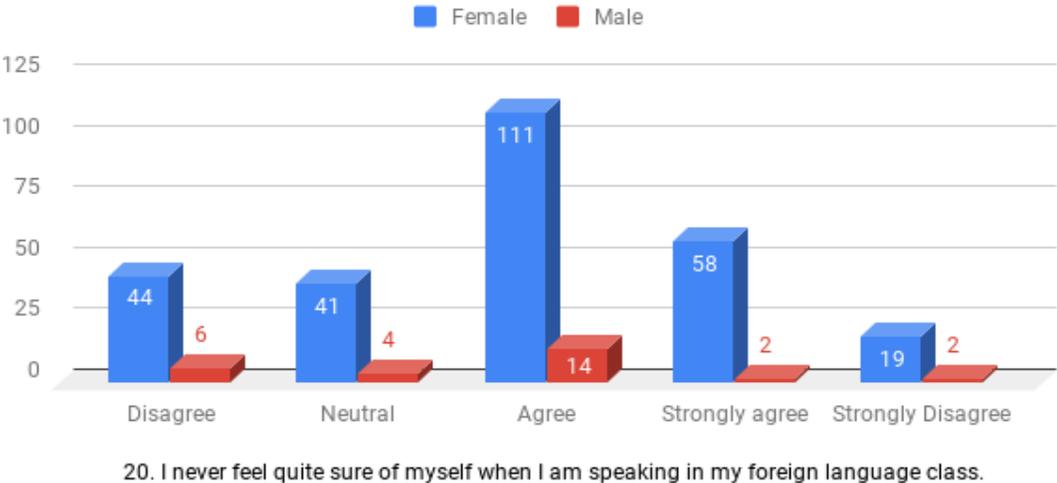
### 3.3.3.1. Question 20

20. I never feel quite sure of myself when I am speaking in my foreign language class.



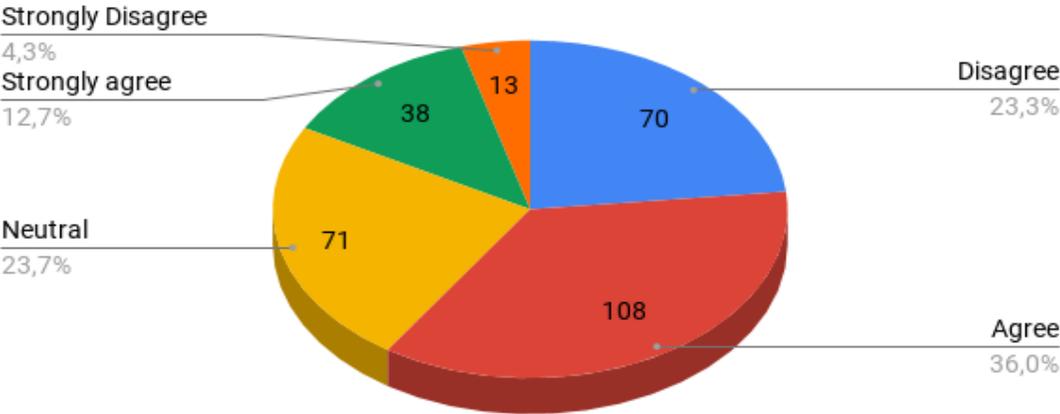
The pie chart of the 20-item (301 answers) concerning communication apprehension shows that the majority of the respondents have chosen “agree” with 41.5 % followed by “strongly agree” with 19.9%, “disagree” with 16.6 %, “neutral” with 15%, and lastly “strongly disagree” with 7%. On the whole, the respondents who have positively valued the question 61.4% (“agree” and “strongly agree”) of the sample do not feel sure when speaking in their EFL classes. The second diagram displays that the distribution of the results has been similar for the male and female samples: in the male population, total positive evaluations have been 57.1%, neutral 14.3% and total negative ones 28.6% while in the female population, total positive evaluations have been 61.9%, neutral 15%, and total negative ones 23%. The female sample has shown slightly higher values of communication apprehension.

Question 20. I never feel quite sure of myself when I am speaking in my foreign language class.



3.3.3.2. Question 21

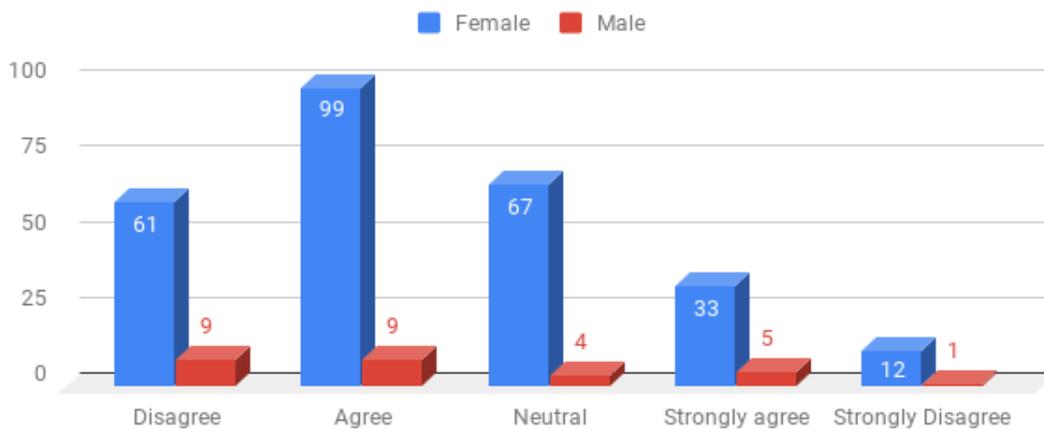
21. It frightens me when I don't understand what the teacher is saying in the foreign language.



The pie chart of the 21-item (300 answers) concerning being frightened of not understanding what the teacher is saying, shows that the most chosen option has been “agree” with

36% followed by “neutral” with 23.7%, “disagree” with 23.3%, “strongly agree” with 12.7% and lastly “strongly disagree” with 4.3%. Putting together the data of the positive and the negative evaluations it results that 48.7 % of the sample have agreed (“strongly agree” plus “agree”) while 27.6%, have disagreed (“strongly disagree” plus “disagree”). On the whole, nearly half of the sample of respondents have exhibited anxiety in not understanding what the teacher is saying, while the other half has been divided almost equally in “neutral” and “disagree.” From the analysis of the second chart, it has emerged a similar distribution of the results between the male and female samples: in the male population, total positive evaluations have been 50%, neutral 14.3% and total negative ones 35.7% while in the female population, total positive evaluations have been 48.5%, neutral 24.6%, and the total negative ones 26.8%.

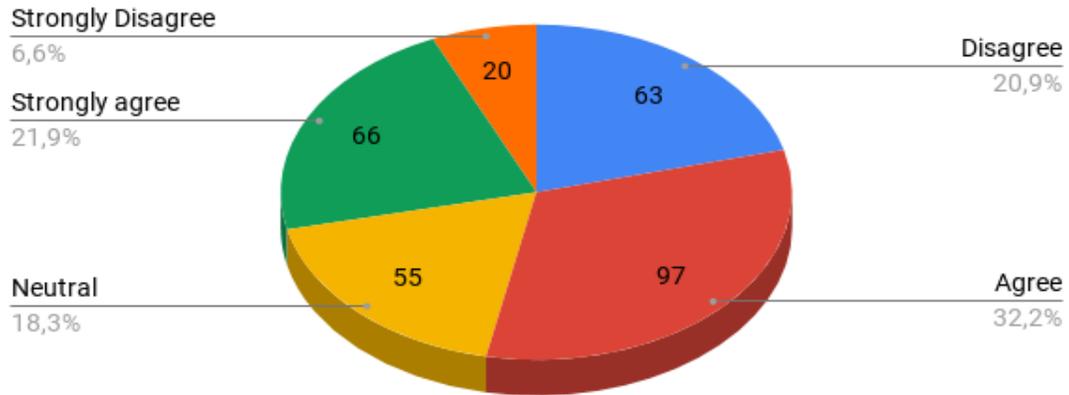
**Question 21. It frightens me when I don't understand what the teacher is saying in the foreign language.**



21. It frightens me when I don't understand what the teacher is saying in the foreign language.

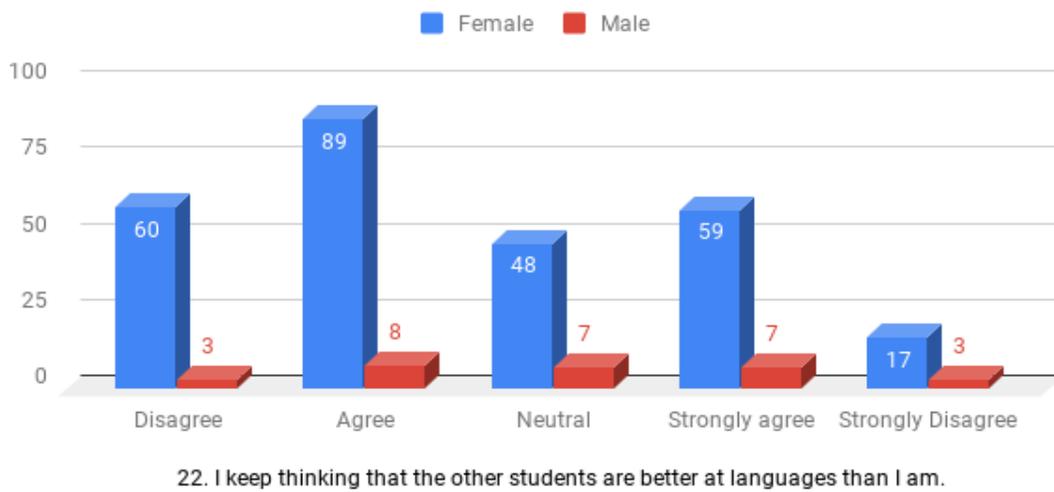
### 3.3.3.3. Question 22

22. I keep thinking that the other students are better at languages than I am.



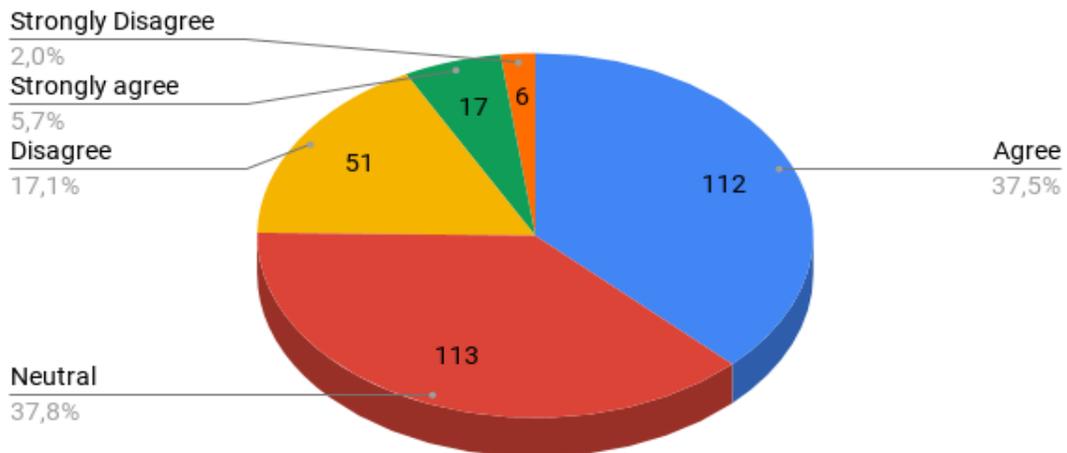
The pie chart of the 22-item (301 answers) concerning thinking that other students are better than they are, shows that the most chosen option has been “agree” with 32.2% followed by “strongly agree” with 21.9%, “disagree” with 20.9%, “neutral” with 18.3%, and lastly “strongly disagree” with 6.6%. The second chart evidences that the distribution of choices has been similar in both male and female samples: in the male population, total positive evaluations have been 53.6%, neutral 25%, and total negative ones 21.4%, while in the female population, total positive evaluations have been 54.2%, neutral 17.6%, and total negative ones 28.2%. The findings display that more than half of both samples have exhibited low self-esteem about their abilities.

Question 22. I keep thinking that the other students are better at languages than I am.



#### 3.3.3.4. Question 23

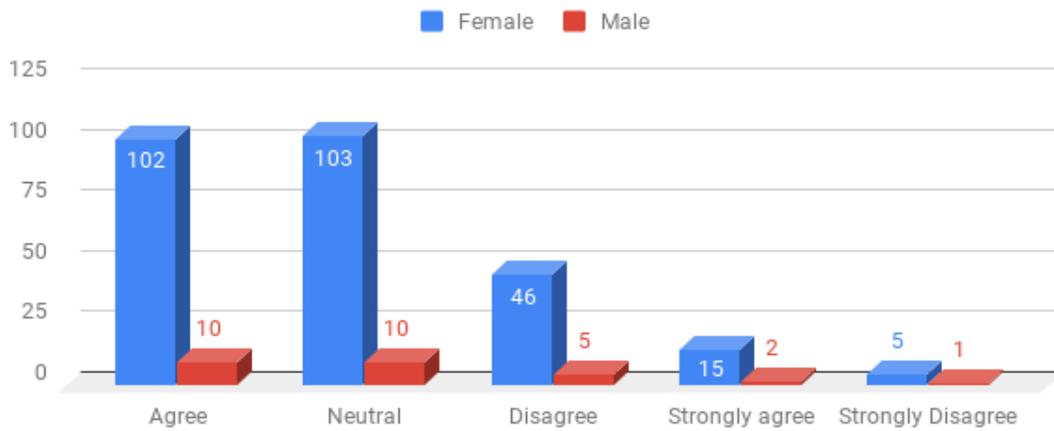
23. I am usually at ease during tests in my language class.



According to the pie chart of the 23-item (299 answers) concerning feeling at ease during tests in the EFL classes, the most chosen option has been “neutral” with 37.8% followed by “agree” with 37.5%, “disagree” with 17.1%, “strongly agree” with 5.7% and “strongly disagree” with 2%. Summing the total positive and negative data, it is obtained that 43.2% of the respondents feel at

ease during tests, while 19.1% do not; the amount of 37.8% of respondents who have chosen “neutral” can be interpreted as being dependent on situations such as having studied or having exercised in advance. The second diagram evidences that distribution of the results has been similar for male and female populations: in the male population, total positive evaluations have been 42.8%, neutral 35.7%, and total negative ones 21.4% while in the female population, total positive evaluations have been 43.1%, neutral 38%, and total negative ones 18.8%.

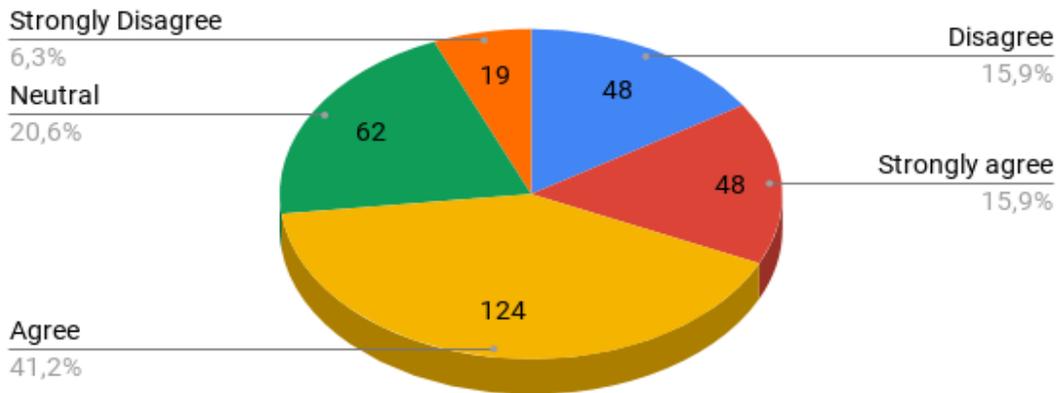
**Question 23. I am usually at ease during tests in my language class.**



23. I am usually at ease during tests in my language class.

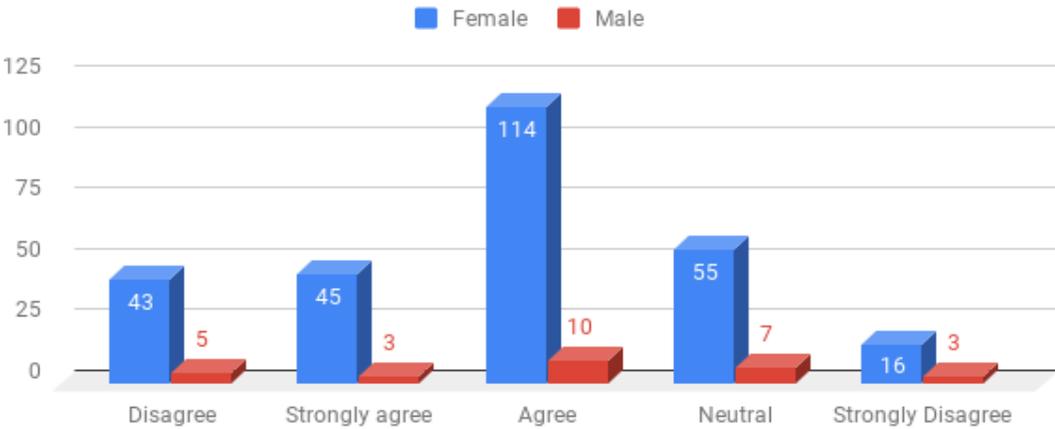
### 3.3.3.5. Question 24

24. I worry about the consequences of failing my foreign language class.



The graph of the 24-item (301 answers) concerning the worries about failing at the EFL classes displays that the majority of the respondents have chosen “agree” with 41.2%, the second most selected option has been “neutral” with 20.6% followed by both “strongly agree” and “disagree” with the same score of 15.9% and lastly by “strongly disagree” with 6.3%. Putting together the data of the positive (“strongly agree” and “agree”), and negative (“strongly disagree” and “disagree”) evaluations, it results that 57.1% of the respondents have agreed in being worried about the consequences of failing their foreign language classes, and 22.2% have disagreed. From the second diagram, the analysis of the male and female distribution of the results has revealed that in the male population, total positive evaluations have been 46.4%, neutral 25%, and total negative ones 28.6%, while in the female population, total positive evaluations have been 58.2%, neutral 20.1% and total negative ones 21.6%. The female sample has displayed a higher degree of worries in failing their EFL classes.

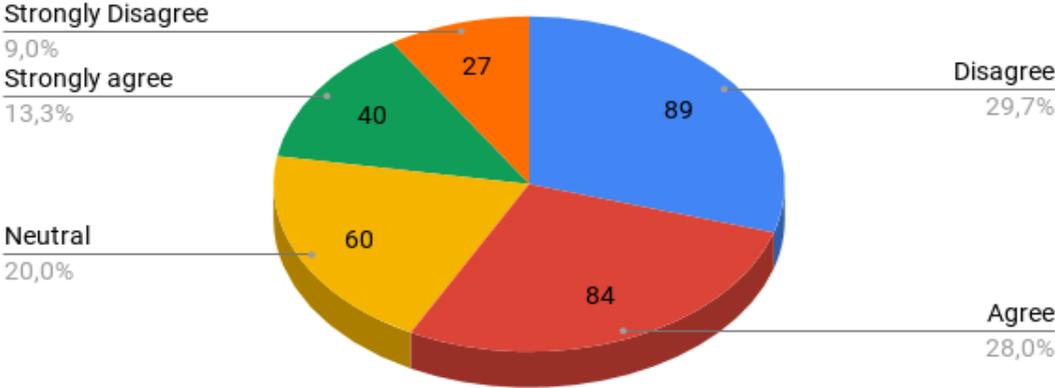
Question 24. I worry about the consequences of failing my foreign language class.



24. I worry about the consequences of failing my foreign language class.

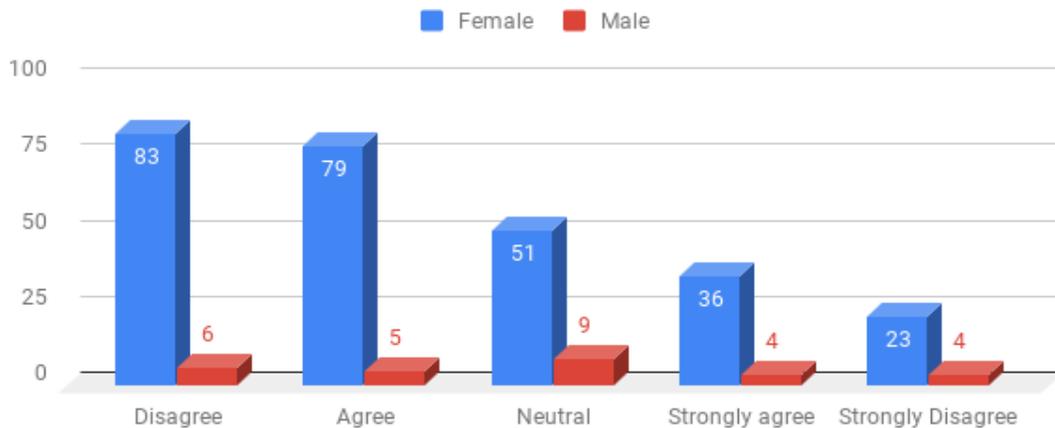
3.3.3.6. Question 25

25. In language class I can get so nervous I forget things I know.



The graph concerning the 25-item (300 answers) displays that the most chosen option has been “disagree” with 29.7%, followed by “agree” with 28%, “neutral” with 20%, “strongly agree” with 13,3% and lastly “strongly disagree” with 9%. The sum of the positive evaluations (“strongly agree” plus “agree”) gives a total of 41.3% of consensus in experiencing nervousness to the extent to forget the things one knows, while the sum of the negative evaluations (“disagree” plus “strongly disagree”) gives a total of 38.7% that deny it. From the analysis of the second diagram, the male and female distribution of the results has revealed that in the male population, total positive evaluations have been 32.1%, neutral 32.1%, and total negative ones 35.7%, while in the female population, total positive evaluations have been 42.3%, neutral 18.7%, and total negative ones 38.9%. The female sample has displayed a higher degree of nervousness in their EFL classes.

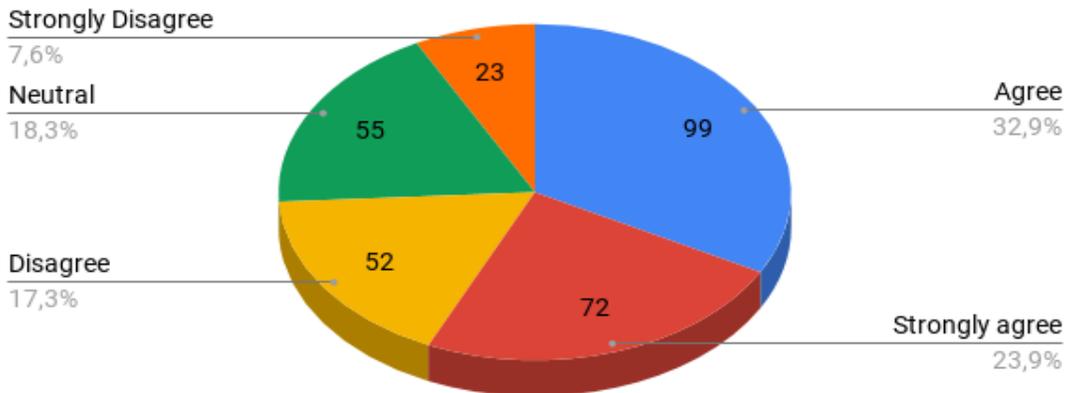
**Question 25. In language class I can get so nervous I forget things I know.**



25. In language class I can get so nervous I forget things I know.

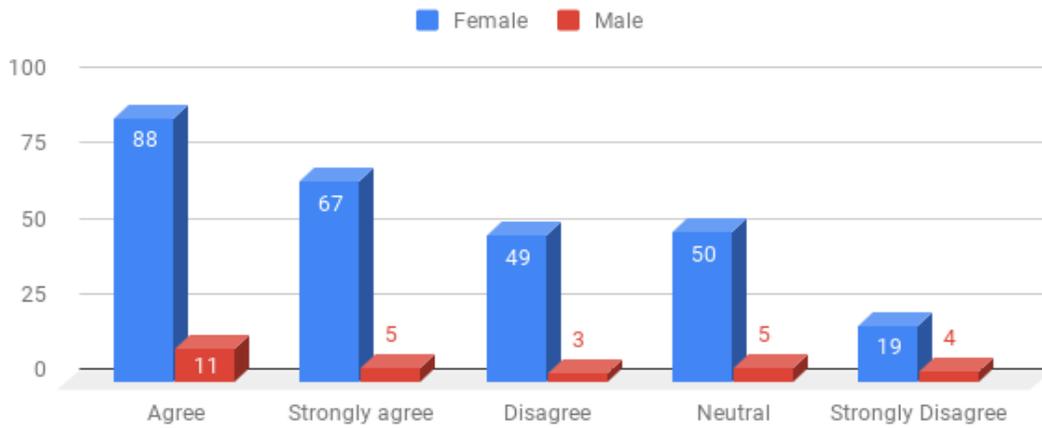
### 3.3.3.7. Question 26

**26. It embarrasses me to volunteer answers in my language class.**



The pie chart relative to 26-item (301 answers) displays that the most chosen option has been “agree” with 32.9%, followed by “strongly agree” with 23.9%, “neutral” with 18.3%, “disagree” with 17.3% and lastly “strongly disagree” with 7.6%. Summing the positive evaluations, it is obtained the value of 56.8% of the respondents who have declared to feel embarrassed to volunteer answers in their EFL classes and, summing the negative assessments, the amount of 24.9% of the respondents who have declared to do not. On the whole, the respondents do feel embarrassed about voluntarily answering in their EFL classes. From the second graph it has emerged that in the male population, total positive evaluations have been 57.1%, neutral 17.8%, and total negative ones 25%, while in the female population, total positive evaluations have been 56.7%, neutral 18.3%, and total negative ones 24.9%. The distribution of the results has been similar for male and female populations.

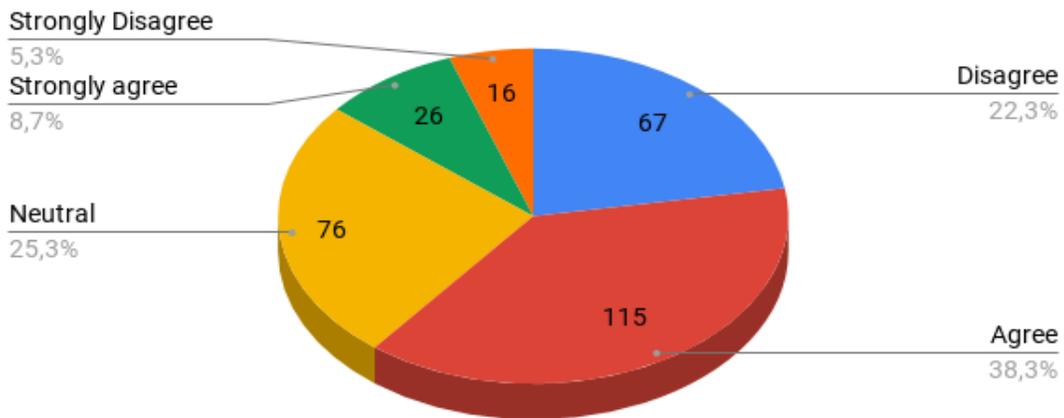
Question 26. It embarrasses me to volunteer answers in my language class.



26. It embarrasses me to volunteer answers in my language class.

3.3.3.8. Question 27

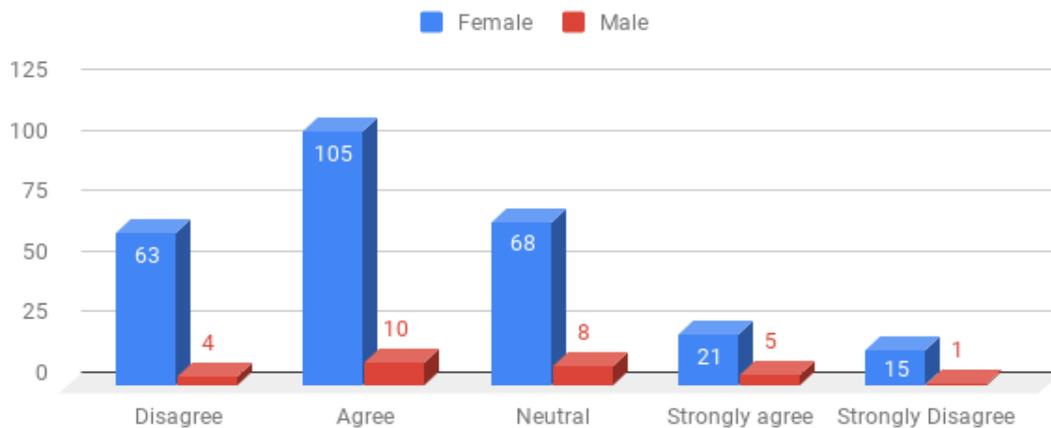
27. I get upset when I don't understand what the teacher is correcting.



The pie chart relative to the 27-item (300 answers) concerning being upset at not understanding what the teacher is correcting, shows that the majority of the respondents have

chosen “agree” with 38.3%, followed by “neutral” 25.3%, “disagree” with 22.3%, “strongly agree” with 8.7% and lastly “strongly disagree” with 5.3%. The sum of the positive evaluations gives a total of 47% while the amount of negative assessments gives a total of 27.6%. On the whole, less of the half the sample get upset when they do not understand teacher’s correction. From the second diagram relative to the analysis of the male and female distribution of results, it has emerged that in the male population, total positive evaluations have been 53.6%, neutral 28.6%, and total negative ones 17.8%, while in the female population, total positive evaluations have been 46.3%, neutral 16.9%, and total negative ones 28.6%. For the male sample, the percentage of consensus in getting upset at not understanding the teacher is higher than the female one.

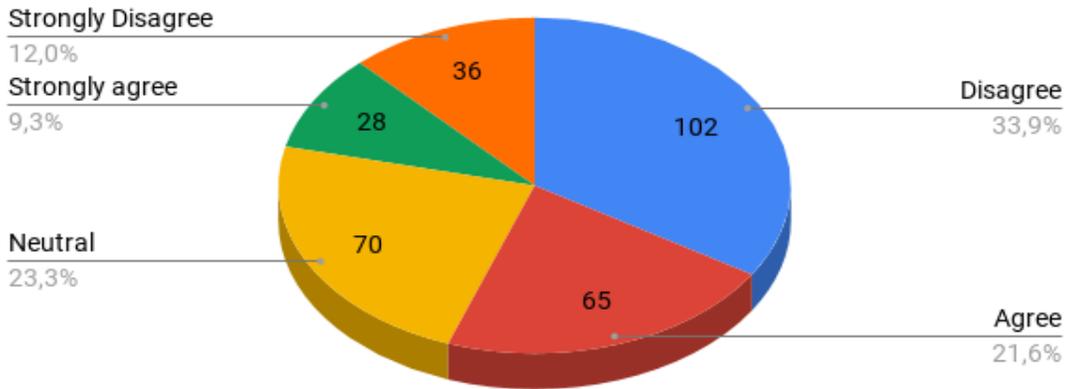
**Question 27. I get upset when I don't understand what the teacher is correcting.**



27. I get upset when I don't understand what the teacher is correcting.

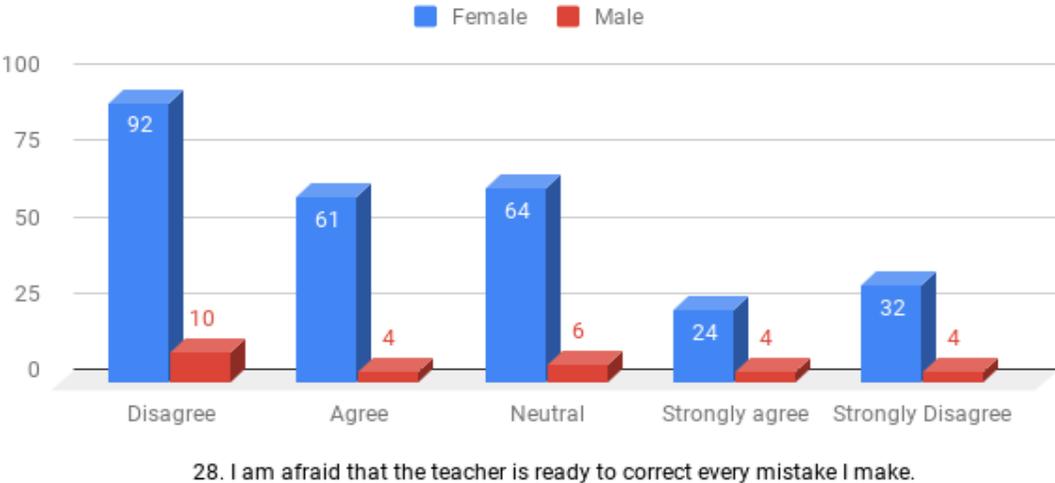
### 3.3.3.9. Question 28

28. I am afraid that the teacher is ready to correct every mistake I make.



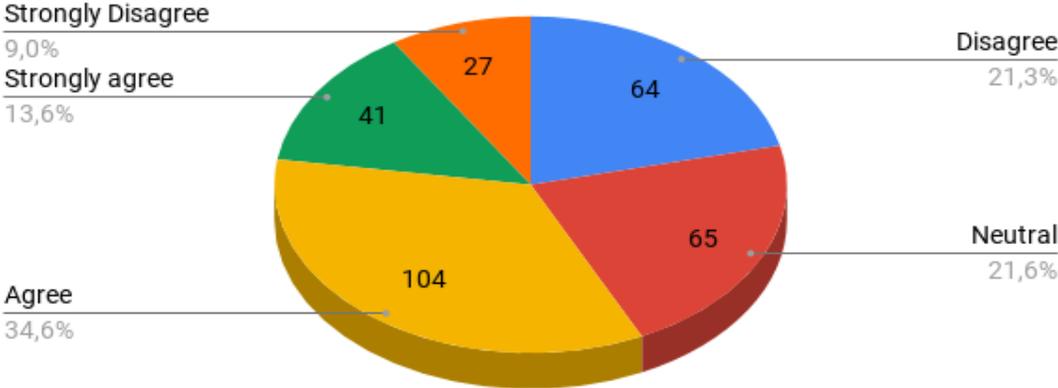
The first graph relative to the 28-item (301 answers) concerning being afraid that the teacher is ready to correct every student's mistake shows that the majority of the respondents have chosen "disagree" with 33.9%, followed by "neutral" with 23.3%, "agree" with 21.6%, "strongly disagree" with 12% and lastly "strongly agree" with 9.3%. The sum of the negative evaluations gives a total of 45.9%, while the sum of the positive evaluations gives a total of 30.9%. On the whole, the sample is not afraid by the teacher's corrections. From the analysis of the second graph relative to the male-female distribution of the results, it has emerged that in the male population, total positive evaluations have been 28.6%, neutral 21.4%, and total negative ones 50%, while in the female population, total positive evaluations have been 31.1%, neutral 23.4%, and total negative ones 45.4%. The second diagram does not show any significant difference between male and female students who both have declared of not being afraid that the teacher is ready to correct every student's mistake by the majority of the sample.

Question 28. I am afraid that the teacher is ready to correct every mistake I make.



3.3.3.10. Question 29

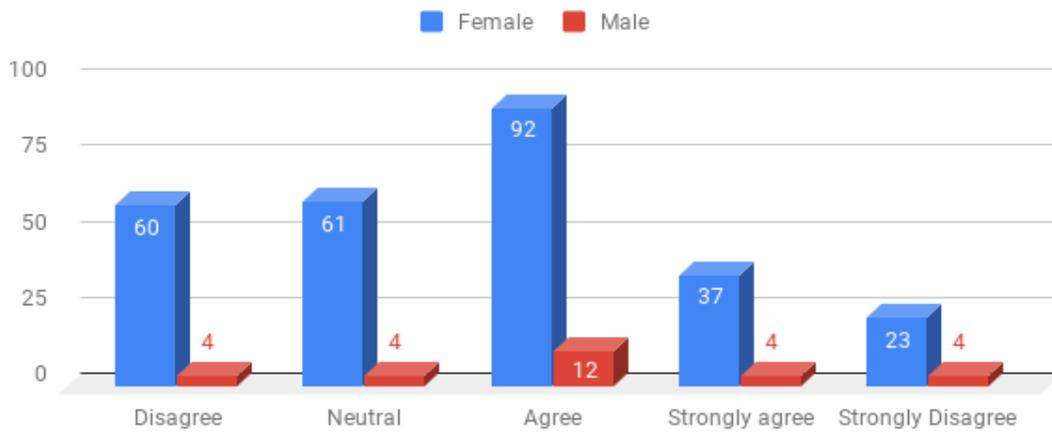
29. I get nervous and confused when I am speaking in my language class.



The pie chart relative to the 29-item (301 answers) displays that the most chosen answer has been “agree” with 34.6%, followed by “neutral” with 21.6%, “disagree” with 21.3%, “strongly agree” with 13.6% and “strongly disagree” 9%. The sum of “strongly agree” and “agree” gives a total of 48.2% of the respondents who have admitted in becoming confused and nervous when

speaking in their EFL classes, while the sum of the negative evaluations gives a value of 22.6% of the respondents who have not. From the analysis of the second diagram of the male-female distribution of results, it has emerged that in the male population, total positive evaluations have been 57.1%, neutral 14.3% and total negative ones 28.6%, while in the female population, total positive evaluations have been 47.2%, neutral 22.3%, and total negative ones 30.4%. The male sample has displayed a higher percentage of nervousness and confusion when speaking in their EFL classes than the female one.

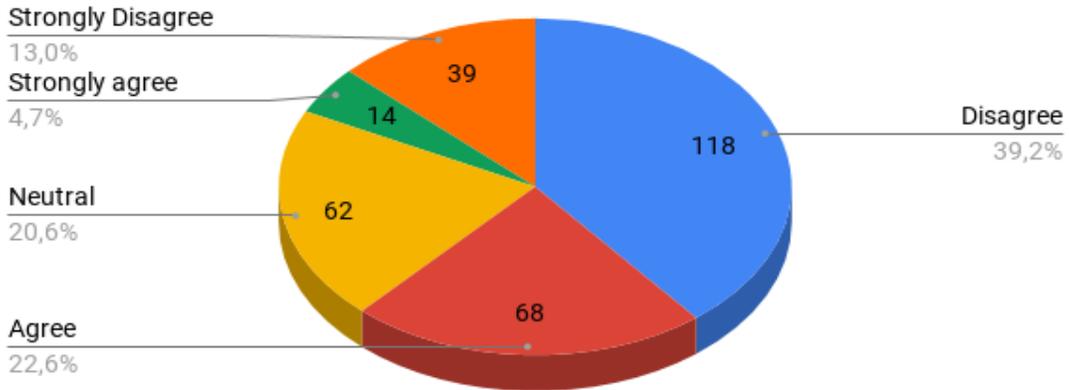
**Question 29. I get nervous and confused when I am speaking in my language class.**



29. I get nervous and confused when I am speaking in my language class.

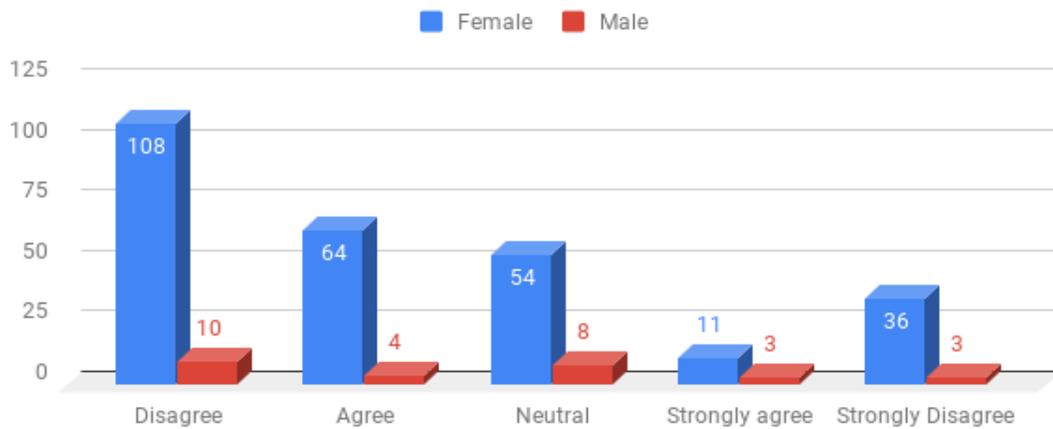
### 3.3.3.11. Question 30

#### 30. Language classes moves so quickly I worry about getting left behind.



The pie chart relative to the 30-item (301 answers) concerning the worry about getting left behind in the EFL classes displays that the majority of the respondents have chosen “disagree”; the other options in descending order have been “agree” with 22.6%, “neutral” with 20.6%, “strongly disagree” with 13% and lastly “strongly agree” with 4.7%. Summing together the negative evaluations, 52.2% of the sample has disagreed in finding EFL classes move to fast; the data is consistent with the fact that the respondents have studied English for a mean of 14.6 years. The sum for the “agree” answers gives a total of 27.3% of the respondents who are worried about getting left behind. From the analysis of the second diagram, it has emerged a similar pattern in both samples: in the male population, total positive evaluations have been 25%, neutral 28.6%, and the total negative ones 46.4%, while in the female population, total positive evaluations have been 27.3%, neutral 19.8%, and total negative ones 52.7%.

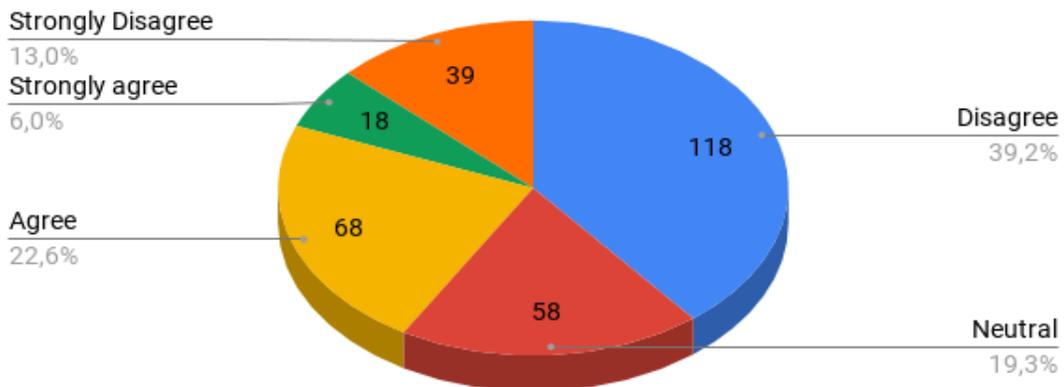
Question 30. Language classes moves so quickly I worry about getting left behind.



30. Language classes moves so quickly I worry about getting left behind.

### 3.3.3.12. Question 31

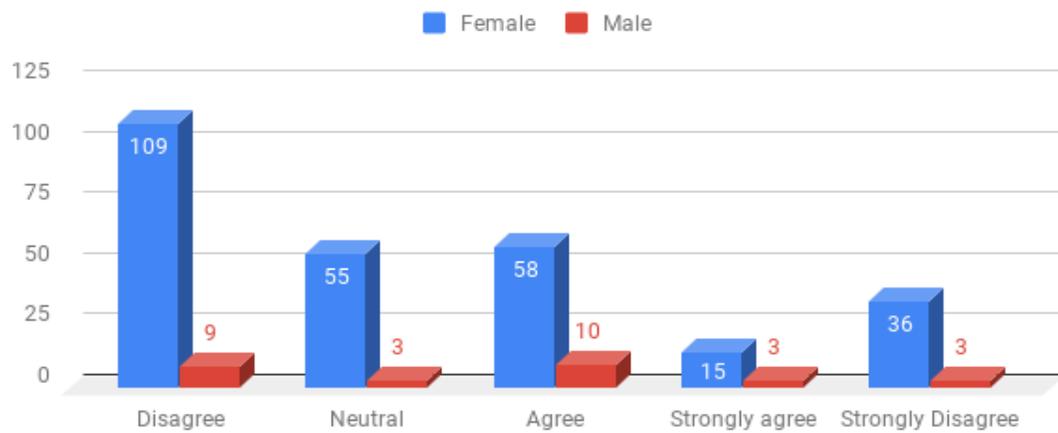
31. I get nervous when I don't understand every word the language teacher says.



The 31-item pie chart (301 answers) concerning the nervousness about not understanding every word the teacher is saying shows that the majority of the respondents have chosen “disagree” with 39.2% of the choices; the other options in descending order have been “agree” with 22.6%, “neutral” with 19.3%, “strongly disagree” with 13% and lastly, “strongly agree” with 6%.

Summing together the negative evaluations it has emerged that 52.2% of the respondents have disagreed in becoming nervous if they do not understand every word the teacher is saying, while the sum for the positive answers gives a total of 28.6% of the respondents who have agreed. The results are consistent with the fact that the mean of the years in studying English for the statistic sample was 14.6 years. From the histogram, in the male population, total positive evaluations have been 46.4%, neutral 10.7% and total negative ones 42.8%, while the in the female population, total positive evaluations have been 26.7%, neutral 20%, and total negative ones 53.1%. More than half of the female sample has declared of not being worried not to understand every word the teacher says, while nearly half of the male sample has declared to be worried.

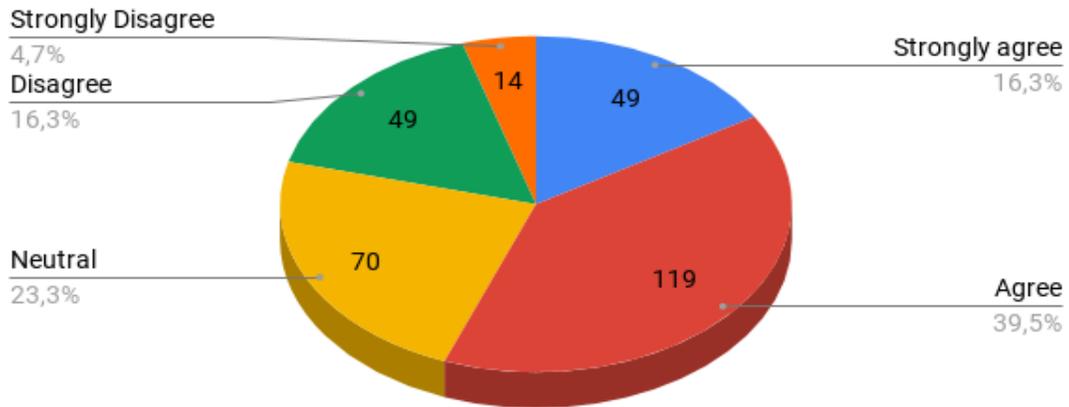
**Question 31. I get nervous when I don't understand every word the language teacher says.**



31. I get nervous when I don't understand every word the language teacher says.

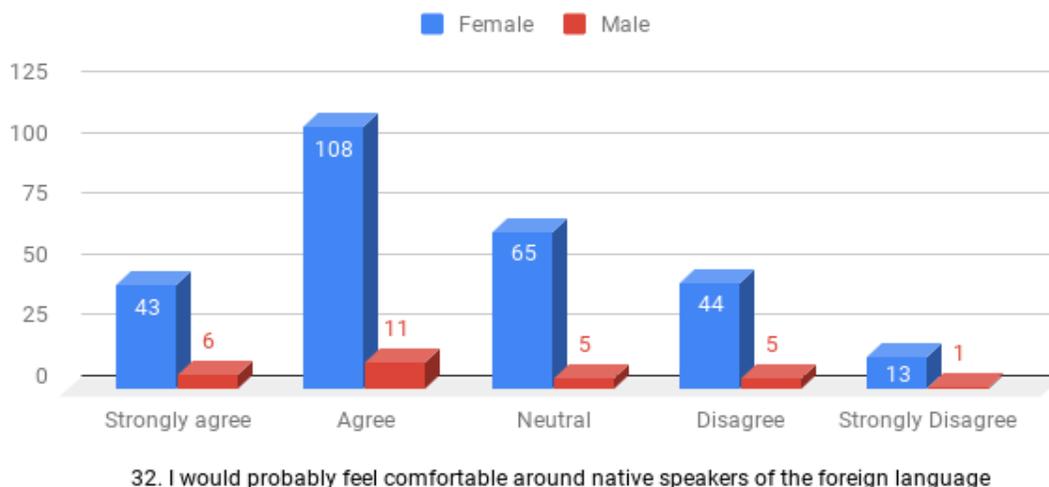
3.3.3.13. Question 32

**32. I would probably feel comfortable around native speakers of the foreign language**



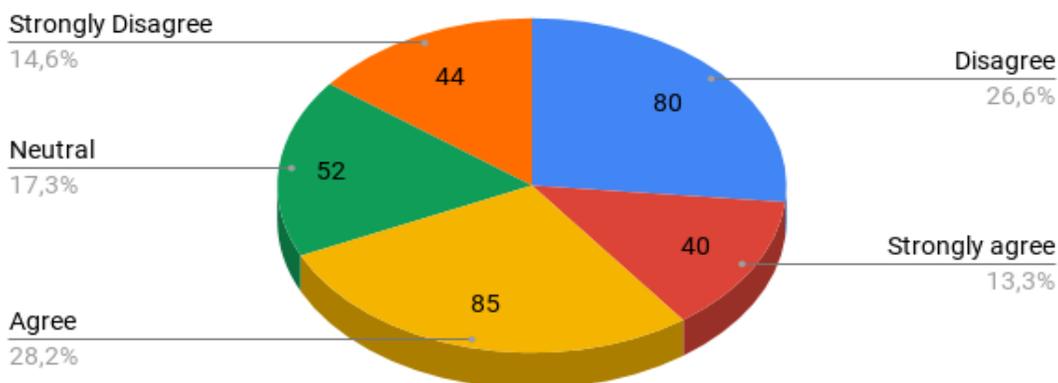
The pie chart relative the 32-item (301 answers) concerning feeling comfortable around native speakers of the foreign language shows that the majority of the respondents have chosen “agree” with 39.5% of the preferences, followed by “neutral” with 23.2%, “disagree” and “strongly agree” with both the value of 16.3% and lastly “strongly disagree” with 4.7%. On the whole, summing the positive evaluations (“strongly agree” and “agree”), it has emerged that 55.8% of the sample has agreed in feeling comfortable around native speakers of the foreign language, while summing the negative evaluations (“strongly disagree” and “disagree”), 21% of the sample has disagreed. The result is coherent with the fact that the respondents are aware that being around native English speakers is the best way to be exposed to the language. From the histogram, in the male population, total positive evaluations have been 60.7%, neutral 17.8%, and total negative ones 21.4%, while in the female population, total positive evaluations have been 55.3%, neutral 23.8%, and total negative ones 20.9%. The tendency of the distribution of the results has been similar for male and female populations.

**Question 32. I would probably feel comfortable around native speakers of the foreign language**



3.3.3.14. Question 33

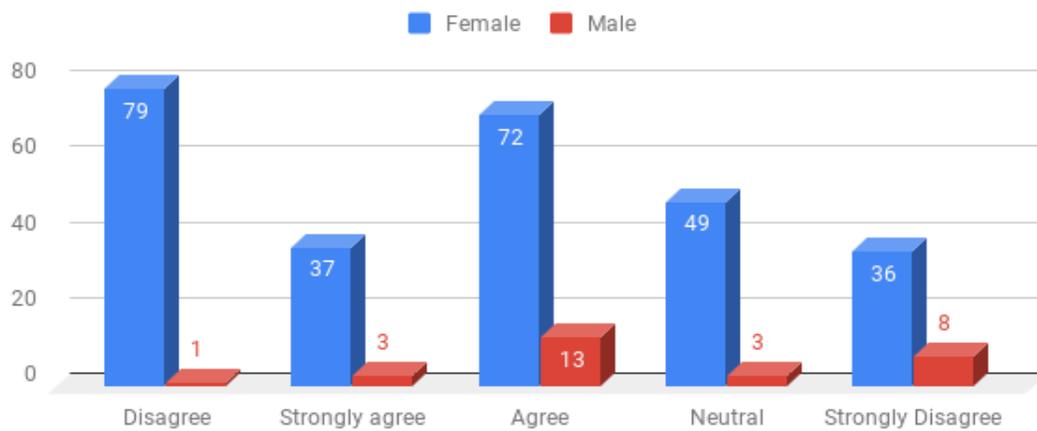
**33. I am afraid that the other students will laugh at me when I speak the foreign language.**



The pie chart relative the 33-item (301 answers) concerning the fear of being laugh at by other students shows that the most chosen option has been “agree” with 28.2% followed by “disagree” with 26.6%, “neutral” with 17.3% “strongly disagree” with 14.6% and as last value “strongly agree” with 13.3%. From the analysis of the second diagram, it has emerged that in the

male population, total positive evaluations have been 57.1%, neutral 10.7%, and total negative ones 32.1%, while in the female population, total positive evaluations have been 39.9%, neutral 17.9%, and total negative ones 42.1%. On the whole, the male sample has agreed with a higher percentage than the female one in showing fear of being laughed at when speaking in their EFL classes; as a consequence, the female population seems to possess a higher degree of self-confidence in expressing themselves.

**Question33. I am afraid that the other students will laugh at me when I speak the foreign language.**



33. I am afraid that the other students will laugh at me when I speak the foreign language.

## Chapter 4. Discussing data

The fourth chapter presents an analysis of the results from the questionnaire concerning the variables with which each of the two main sections were built. In the following paragraphs, it is presented those variables which have not been covered in the previous chapters such as cultural interests, attitudes, and instrumentality for motivation and L2 willingness to communicate, teacher-student and student-student relationships, for learning anxiety.

### 4.1 Motivational variables

It is generally acknowledged the axiom concerning the higher is the motivation in language learning the higher the achievements. The first important point to underline when beginning to explore the field of a L2/FL motivation is that learning a foreign language is different in many ways from learning other school subjects as it implies the incorporation of a broader range of cultural and social elements of the L2/FL culture into its understanding (cf. Gardner, 1979; Williams, 1994 cited in Dörnyei, 2003). This assumption has made comprising by L2/FL researchers an extended range of social dimension issues; in the following paragraphs, it is presented cultural interests, attitudes and instrumentality as motivational variables which have been measured in the questionnaire.

#### 4.1.1. Cultural interests

The cultural dimension of the language became growingly important from the 80s when the scholars began to delve into the dynamics of culture such as many comparisons made between behavioural conventions in the L1 and L2 societies and furthermore by advances in pragmatics and in sociolinguistics (Levinson 1983, cited in Kramsch, 1998) which led to bridging the cultural gap in language teaching.

The following paragraphs depict the general definition of the culture of a language, three major traditions of the spreading of the English-speaking countries culture in Italy and the teaching of EFL in the primary Italian Education System.

#### 4.1.1.1. Language culture

Kramersch (1998) in his introduction to the book “Context and culture in language learning” argued that the teaching of culture could be synthesized in approaching at the variability of the differences when one culture comes into contact with another and facing their potential conflicts.

Culture is a complex and dynamic phenomenon, particularly in the actual increasingly globalised world; it is generally defined “the way of a people” (Lado, 1957 cited in Ho, S. T. K. 2009) whose meaning includes the tangible manifestations that are observable and those non-material that are more difficult to identify.

The conceptualisation of culture as a twofold phenomenon was symbolized by Weaver with the metaphor of the cultural iceberg constituted by the “above the water part”, a small *ratio* of the whole thing, and “the under the water part” a much more extensive *ratio* according to the physical characteristics of the iceberg. The visible part, the small external proportion, is constituted by observable, or sensing phenomena (hear, touch and taste) such as cooking, fashion, literature, music, films, games, architecture and many others; the invisible part, the much larger internal proportion, is made up of all the non-sensing elements such as cultural values, beliefs thought patterns. Terreni and McCallum further specified the items of the under the water part as “facial expressions, body language, nature of friendship, the notion about logic and validity, preference for competition or cooperation, ordering of time, roles about status by age, sex, class occupation, kinship and so forth.” Moreover, according to the cultural iceberg representation, the large proportion of our own culturally-shaped knowledge which is invisible to other is also unrevealed to us and mostly subconsciously applied in our everyday interaction (Ho, S. T. K. 2009).

Culture was defined by Liddicoat et al.:

a complex system of concepts, attitudes, values, beliefs, conventions, behaviours, practices, rituals and lifestyles of the people that make up a cultural group, as well as the artefacts they produce and the institutions they create (Liddicoat et al., 2003:45 cited in Ho, 2009).

It is recognized by the works of many scholars (Mitchell and Myles, 2004; Liddicoat et al., 2003; Kramersch, 1998 cited in Ho, 2009) that language and culture have a reciprocal and intertwined relationship, with both providing support for the development of the other, and that their bonded relationship expresses, symbolizes and embodies the cultural reality.

#### 4.1.1.2 The EFL culture in Italy

The interest in learning English is a widespread need in today's society thanks to its recognized role as a global *lingua franca*. In the preface to the first edition of "English as a global language" the author stated that English "has already become independent of any form of social control (David Crystal, 2012:139)", while in the preface to the second edition he confirmed that the "growth has become so great that there is nothing that can stop its continued spread as a global *lingua franca*, at least in the near future."

Specifically, English and North American cultures have always exercised an extensive fascination over Italians. It can be identified three pivotal moments in which the EFL culture entered in the Italian country: the TV of the 60s, the music of the 60s and the Internet of the 90s.

The English and American cultures firstly made their way into Italy through television since the 60s thanks to the popularity of the American and British forms of entertainments such as comedies and films productions; the encounter between the guest and host cultures created concerns in the translation of the scripts, produced changes in meaning, register and pronunciation with respect to the Italian language.

Parallely, commencing with the 60s, the import of American and British music contributed to the diffusion of their counter-culture in Italy; in fact, from the mid of the 1960s the "British Invasion" was the original cultural phenomenon responsible for the emerging counterculture, where rock and pop music and other aspects of British culture from the United Kingdom became popular on both sides of the Atlantic ("the British invasion", 2019). North American and British rock, rap, punk, and hip-hop diversified the horizons of the Italian territorial music, producing a more modern and heterogeneous taste in music throughout the nation; Moreover, the ideologies associated with these genres of music such as rebellion, ethnic identity issues, and civil rights contributed to expanding the counterculture in a period where the population was gradually becoming diverse due to an influx in immigration. It also led to adapt Anglo-music styles and lyrics into Italian music, like a sort of blending of the different influxes, rendering their songs relevant to the Italian audience. According to David Crystal (2012) in 2000, the English-language character of international pop music became "extraordinary". The popularity of English music has continued to grow alongside Italy's and has had a profound and decisive impact on the nature of modern popular culture (Crystal, 2012:103).

Another moment which significantly contributed to the spreading of the English-speaking countries culture was the beginning of the Internet usage and the increasing of online communications, since the 1990s. The Italians adopted all the online culture English lexemes such as video, chat, blog, and email and while the Italian translations may exist, they generally remain unused; also, the increasing use of acronyms is altering the properties of the language transforming the very basis of the English itself. In this respect, Italians involved in networking and online communication activities are shaping the direction of Italian English (the variety of the English language spoken in Italy) (Botticella, 2007), for they will decide to what extent Italian and English will join together and interact in terms of meaning (Botticella T., 2007).

#### 4.1.1.3. EFL in the primary Education System

In Italy, the introduction of the learning of the EFL in the primary school originally began with the pioneer's projects "ILSSE" (*Insegnamento Lingue Straniere Nella Scuola Elementare*) which date back to 1975-76, followed in 1985 by *Ianua Linguarum* whose translation is "gate of the languages" by Giovanni Freddi, but pilot projects for early language teaching were institutionalized by the Falcucci reform in 1985 (Presidential Decree No. 104). This turning point made way for the administrative act that introduced, in 1991, the compulsory teaching of a community language (English, French, German or Spanish) starting from the second class of the primary school and for three weekly hours (DM June 28, 1991). The schools that requested it based on finalized projects were guaranteed funds and staff for the implementation of teaching from the first class and even from the nursery.

The compulsory teaching of one of the four European languages introduced in 1991 turned into the teaching of the English language only with the Legislative Decree of 19 February 2004 n. 59 which, however, guaranteed the continuation of the teaching of other languages in the classes in which it had already been activated (Richieri, 2018).

The statistic sample of the present investigation was constituted by respondents whose range of age was between 18 to 44 with a mean age of 23.2 years; consequently, the vast majority of the respondents of the sample have been exposed to a second language teaching, presumably in most of the cases English, from the primary school instruction.

#### 4.1.2. Integrative motivation

Integrative motivation is a complex multi-factorial construct consisting of three main constituents: attitudes towards the learning situations, integrativeness and motivation which are presented in the following paragraphs.

##### 4.1.2.1. Attitudes

An attitude is defined as an individual inclination to respond favourably or unfavourably to any discriminable aspect of the world. Besides the variety of formal definitions, contemporary social psychologists seem to agree that the original feature of an attitude is its evaluative (pro-con, positive-negative) dimension which is measured through the positioning of the individual's attitude in an evaluative continuum scale interfaced to the attitude object. (Ajzen, I. 1989).

An attitude is assumed as being a latent variable or a hypothetical construct due to its inaccessibility to direct observation; in fact, it is measured through quantifiable responses which reflect a positive or negative evaluation of the attitude object and can be categorized into various subgroups. It must be distinguished between responses addressed to the others and responses to the self as well as between behaviours performed in public, and behaviours performed in private. However, the most popular classification system goes back at Plato and distinguishes three categories of responses: cognition, affect and conation. To each of these responses, it is useful to separate verbal from non-verbal responses.

The cognitive category consists of responses that reflect perceptions of and information about the attitude object. The verbal answers reflect the nature of beliefs towards a certain object while the non-verbal responses are perceptual reactions, more difficult to assess, and the information they provide about the correlated attitude is more indirect.

The affective category has to do with feelings toward the attitude object. Verbal positive responses toward the attitude object are evaluated as positive attributions, negative responses as negative attributions. In non-verbal affective responses, facial expressions and various bodily states are assumed to reflect the non-verbal affect. Among the physical reactions considered, there are the skin response, the constriction and dilatation of the pupils, the heart rate, the rare reactions of facial muscles and other reactions of the sympathetic nervous system. One of the difficulties

inherent in the recognition task of the physical state changes is to distinguish between reactions favourably or negatively assessed.

The Conative category is constituted by behavioural inclinations, intentions, commitments, and actions concerning the attitude object. In the verbal side, it is considered what the persons say they do, plan to do, under appropriate circumstances. Non-verbal responses indicating favourably or unfavourably attitudes are difficult to assess, and generally, it is looked at what people act about the attitude object.

Moreover, the difference between attitudes and behaviours is typically defined as the degree of correspondence between evaluative responses of a verbal kind and evaluative responses of a non-verbal kind. It is a question of what we say versus what we do. The verbal and non-verbal responses could come from the cognitive, affective and conative categories but the typical procedure of assessment is to use evaluative responses of a cognitive or affective nature on the verbal side and evaluative responses of a conative kind in the nonverbal side. Verbal responses reflect a person attitude whereas overt non-verbal actions are a measure of behaviours. Consequently, most of the test about attitude-behaviour states are better to conceptualize as a test of the behaviours of the relationship between verbal and nonverbal indicators of the same evaluative attitude.

In the learning context, attitudes, particularly towards the L2/FL, play an essential role in student motivation and, consequently, in their acquisition. Gardner (cited in Ajzen, I. 1989) defined the attitude as “an evaluative reaction to some referent or attitude object, inferred from the individual beliefs or opinions about the referent.” According to Gardner, levels of motivation are determined and maintained by attitudes toward the learning situation and integrativeness, which he defined as an “openness to the TL (target language) group, and other groups in general, linked to one’s sense of ethnic identity”. Dewaele (2010:134) claimed, however, that attitudes toward foreign languages were not as permanent as some early studies have hypothesised; he believed that the wrong belief could be attributed to the fact that most of early SLA researches into attitudes considered a single foreign language situation, i.e. French L2 in the Canadian context. More recently, researchers such as Gardner and Tremblay or Lasagabaster have demonstrated that learners can display thoroughly different attitudes toward the foreign languages they are studying (Dörnyei, 2009).

#### 4.1.2.2 Integrativeness

Integrativeness is referred to as an openness to identify at least in part, with another language community. The concept was originally hypothesized by Gardner who argued its role in influencing second language acquisition because learning a second language requires the adoption of word sounds, pronunciations, word orders and other behavioural and cognitive features that are part of another culture. Integrativeness would imply an openness on the part of individuals that would facilitate their motivation to learn the target language. It is a genuine interest in learning the second language in order to come closer to the other language community (Dörnyei, 2009).

#### 4.1.2.3. Motivation

Motivation refers to goal-directed behaviour, and it can be measured by a number of features of the individuals. The motivated individuals expend efforts, are persistent and attentive to the tasks, at the end have goals, desires, and aspirations, enjoy from the success and are disappointed in failures, make attribution concerning success and or failure, are aroused and make use of strategies to aid in achieving the goals (Dörnyei, 2009).

#### 4.1.3. Instrumentality promotion/prevention

Instrumentality promotion refers to the practical utility of learning the L2. It conducts to approach/avoid tendencies in our future self-guides. An ideal self-guide has a promotion focus, concerned with hopes, aspirations advancements growth and accomplishments, whereas ought-to self-guides have a restriction focus, adjusting the absence or presence of adverse outcomes, concerned with safety, responsibilities, and obligations. Instrumentality/Instrumental motivation joins these two aspects: our idealized image of being proficient and our feared image associated with failure. The distinction can contribute to the theoretical ground for understanding the differences in the motivational and emotional inclinations of language learners who are all inserted in a motivational continuum going from one end embodied by the ideal L2 self to the other one embodied by the ought-to L2 self (Higgins, 1987, 1997; Higgins, Shah, & Friedman, 1997 cited in Dörnyei 2009).

## 4.2. Data evaluations: the motivation section

In this paragraph, the data from the motivation section have been analysed in function of the variables with which they have been built.

**-6. If an English course was offered at the university or somewhere else in the future, I would like to take it.**

74.1% of the respondents have agreed in taking another course in English during their university career demonstrating a high level of interest and an equally consistent will in putting efforts towards learning English as a foreign language, 15.9% have been neutral, and 10% have disagreed.

**-7. The things I want to do in the future require me to use English.**

91.4% of the respondents have agreed in considering the proficiency of the English language as a prerequisite of their ideal L2 self in their future, 6.3% have been neutral, and 2.3% have disagreed.

**-8. I can imagine myself studying in a university where all my courses are taught in English.**

74.1% of the statistic sample have agreed in having an L2 ideal self which can imagine themselves as studying in English, 12.3% have been neutral, and 13.6% have disagreed.

**-9. Studying English is important to me because an educated person is supposed to be able to speak English.**

70.1% of the statistic sample have agreed in considering the mastering of the English language as a characteristic possessed by an ought-to L2 self, 19.3% have been neutral, and 10.7% have disagreed.

**-10. It will have a negative impact on my life if I don't learn English.**

82.4% of the respondents have agreed in considering a failure to not being able to master the language, 14% were neutral, and 3.6% have disagreed.

**-11. Being successful in English is important to me so that I can please my parents/relatives.**

62.4% of the respondents have disagreed in finding the reason for learning the English language to please their parents and relatives, 24.6% have been neutral, and 28.5% have agreed.

**-12. Studying English can be important to me because I think it will someday be useful in getting a good job.**

95.3% of the respondents have considered that mastering English would be useful to find a good job, 4% have been neutral, and 0.7% have disagreed.

**-13. Studying English is important to me because I would like to spend a longer period living abroad (e.g., studying and working).**

70.1% of the respondents have agreed they would like to spend a period living abroad, 22.6% have been neutral, and 7.4% have disapproved.

**-14. I have to learn English because without passing the English course I cannot get my degree.**

41.6% have agreed while 38.2% have disagreed in finding the reason for mastering the English language to finish their cycle of studies, and 20.3% have been neutral.

**-15. I like the atmosphere of my English classes.**

45.2% of the respondents have been neutral in judging the atmosphere of their English classes, 32.6% have endorsed in liking it, and 22.3% have disagreed.

**-16. I like English magazines, newspapers, or books.**

74.4% of the respondents have approved in liking the magazines, newspapers or books in English, 20.3% have been neutral, and 5.4% have disagreed.

**-17. I like TV programmes made in English-speaking countries.**

83.4% of the respondents have approved to like the English TV programmes made in English speaking countries, 11.7% have been neutral, and 5% have disapproved.

**-18. I would like to travel to English-speaking countries.**

91.6% of the respondents have endorsed that they would like to travel to English speaking countries, 6% have been neutral, and 2.3% have disagreed.

**-19. I would like to know more about people from English-speaking countries.**

78.1% of the respondents have endorsed that they would like to know more about people from English-speaking countries, 17.6% have been neutral, and 4.3% have disapproved.

From the findings, it has emerged that the statistic sample was composed of highly motivated respondents, authentically interested in acquiring the foreign language and its cultural aspects. The items related to the multi-faceted issues of motivation have been assessed favourably by the vast majority of the statistic sample with the exceptions of the items relative to family influence,

instrumentality-prevention and attitudes toward the English classes, which have been assessed negatively.

From the findings relative to the criterion measures assessing the learning intended efforts towards learning English measured through item 6, it has emerged that 74.1% of the sample has agreed in taking another English course at the university.

From the findings referring to the ideal L2 self, measured through items 7 and 8, it has emerged that 91.4% of the sample has agreed in considering the English language necessary for their job plans and 74.1% of the sample has imagined themselves as studying English in universities where all the courses are taught in English. High levels of the ideal L2 self, according to the general assumption in L2 motivational literature, are predictable of intrinsic and self-internalised motivation (Papi, 2010) and the more developed the respondents' L2 self, the less anxious they are expected in using and learning EFL.

From the findings relative to the ought-to L2 self, measured through items 9 and 10, it has emerged that 70.1% of the respondents have approved in considering English as a prerequisite for the educated person, and 82.4% have agreed in considering true that not being able to communicate in English would have a negative impact in their lives. High levels of ought-to L2 self, according to the general assumption in L2 motivational literature, in the opposite direction to ideal L2 self, increase the concerns and fears about negative outcomes and the negative impressions and judgments from others, teachers and peers (Papi, 2010), and can significantly contribute to English learning anxiety.

The findings relative to the family influence about active or passive parental roles measured through item 11 have revealed that 62.4% of the sample has disagreed in studying English for pleasing their parents.

The findings relative to the instrumentality promotion measuring the regulation of the personal goals to become successful evaluated through items 12 and 13 have revealed that 95.3% of the respondents have agreed in considering learning English fundamental to get a good job, and 70.1% have approved in considering English critical because they aspire to live abroad.

The findings relative to the instrumentality-prevention such as studying English to get the degree measured through item 14 have revealed that 41.6% of the sample has agreed in this evaluation, while 38.2% has disagreed. From this result, it can be inferred that learning English

has not been perceived just as a subject matter to pass but a more important skill from which benefits for the future.

The findings relative to the attitudes to learning English such as the atmosphere of the English classes, measured through item 15 have revealed that 45.2% of the sample has been neutral, 32.6% have agreed in liking it, and 22.3% have disagreed.

The findings relative to items 18 and 19 towards the attitudes to the community of the target language have revealed that 91.6% of the sample would like to travel to English-speaking countries and 78.1% of the sample would like to know more about the people from the English-speaking countries.

The findings from items 16 and 17 relative to the cultural interests have revealed that 74.4% of the sample likes the English newspaper, magazines, and books and that 84.3% of the sample likes the TV-programmes of the English-speaking countries.

The mean of the percentages relative to the motivation section taken from the perspective of arousing positive emotions has been of 72.9% of the statistical sample.

On the whole, the findings have confirmed that the criterion measures assessing the learning intended efforts towards the learning of the English language, the aspects of ideal L2 self, the aspects of the ought-to L2 self, the instrumentality promotion motives, the attitudes to the EFL community and the cultural interests toward the EFL culture constitute motivational aspects which enhance the interest in the EFL learning for more than the half of the statistical sample.

Conversely, the findings associated with family influence, instrumentality-prevention motives, and attitudes toward the English classes have revealed that they do not constitute motivational reasons for the statistical sample. The family influence findings have been coherent with the fact that the sample was constituted by adult respondents whose mean age was 23.2 years and who do not attribute the motive of their interest in learning English to the parental role. The instrumentality-prevention findings have been consistent with the fact that the learning of EFL has not been perceived just as a subject matter to pass to get the degree, but it has been evaluated as a necessary skill from which they could benefit for their future. Finally, the findings relative to the atmosphere of the EFL classes that have been estimated as not being a motivational factor by the respondents who mostly have attributed to it neutral answers, have been consistent with the fact that the respondents have not been aroused by positive emotions in it. Furthermore, these latter low percentages in the findings of the motivational-affective side suggest that the respondents have

been motivated in studying EFL because of a self-internalized, inner-directed imagery view of their future L2 self and not by a less-internalized picture visualized to fulfil others' expectations (Papi, 2010).

### 4.3. Learning anxiety variables

Learning anxiety is associated with the context of the class, in which it occurs the evaluations and judgments from the teacher and from the other students, which constitute prejudiced factors. "Evaluation anxiety has frequently been linked to performance decrements in real-world situations such as a test-taking (Zeidner et al., 2005)."

In the following paragraphs, it is examined the L2 willingness to communicate construct, the teacher-student interaction and the student-student interaction.

#### 4.3.1. Willingness to communicate

Since the 60s, communication research has taken a prominent place in language learning. There is a wide variety of conceptualisations such as "stage fright, speech anxiety, communication apprehension, shyness, reticence, unwillingness to communicate, willingness to communicate, talkativeness, verbal activity, vocal activity, and some others (McCroskey, J. C. 1992)." Among them, one group of constructs links to anxiety or apprehension about communicating (stage fright, speech anxiety, communication apprehension), another focuses on actual talking frequency (verbal activity, vocal activity, talkativeness), and a third addresses on the preference to approach or avoid communication (reticence, unwillingness to communicate, willingness to communicate). In the anxiety domain, "communication apprehension" is associated with either real or anticipated communication with another person or persons.

Phillips, in 1968 first advanced the reticence construct for the approach-avoidance group; Burgoon in 1976 conceptualized the "unwillingness to communicate" construct which was a conceptualization of an overall orientation to communication; Mortensen et al. in 1977 explored the predisposition towards verbal behaviour; Leary in 1983 and McCroskey and Richmond in 1982 studied the role of shyness. The first conceptualization on "willingness to communicate" was made by McCroskey & Richmond in 1985 and was the equivalent as the earlier "unwillingness" construct but the paradigm was in the positive rather than the negative direction (McCroskey, J.

C. 1992). The willingness to communicate (WTC) concept was defined as “the probability of engaging in communication when free to choose to do so” (MacIntyre, P. D., Dörnyei, Z., Clément, R., & Noels, K. A. 1998). Its first use was designed to refer to L1 communication and, McCroskey and Baer proved that WTC was related to aspects of communication such as apprehension, introversion-extraversion, self-esteem, and that was a personality trait, rather than a situation-based variable. Another issue that the researchers considered was the interdependence between WTC and communication apprehension which has been demonstrated to be directly correlated: the higher its level, the fewer the speaker readiness to engage in speaking.

Subsequently, researchers extended the spectrum of analysis of the concept of WTC into the investigation of communication behaviour of L2/FL speakers; in fact, the control of the means of communication in the case of an L2/FL learner significantly differs from that of a native speaker and also the readiness to engage in communication is determined by different factors, such as perceived competence, anxiety and the opportunity for contact with the target language (TL).

As pointed out by MacIntyre et al. (1998), L2 WTC cannot be understood as a simple transposition of L1 WTC; this assumption was also proved in the study of Charos in 1994. According to McIntyre et al. (1998:546), L2 WTC and L2 motivation impact the frequency of communication in an L2, and the L2 anxiety and perceived self-confidence directly regulate L2 WTC. Variables, such as the degree of relationship between communicators, the number of people present, the formality of the situation, the topic of discussion have been proved to affect an individual’s WTC. MacIntyre et al. (1998) believed, however, that the language of communication was the most dramatic factor, as it influences other variables that contribute to WTC. Therefore, MacIntyre et al. (1998:567) extended the definition of L2 WTC to: “a readiness to enter into discourse at a particular time with a specific person or persons, using an L2.”

Since communicating in a L2/FL is crucial for the second language acquisition (Savignon, 2005; MacIntyre and Legatto, 2010), the WTC construct represents a key-variable in determining the developing of oral proficiency in L2/FL. MacIntyre et al. (1998) noted that different factors contribute to orienting learners either to attempt or to avoid second language communication. These factors have been drawn graphically as a pyramid-shaped model of WTC. The pyramid consists of six layers of categories or variables. Layers I, II, and III denote situation-specific influences on WTC, whereas layers IV, V, and VI stand for stable, persistent factors.

Layer VI is constituted by intergroup climate and personality factors which represents stable inter-groups and genetic influences that the individuals exert as an indirect role in language behaviour.

Layer V refers to the affective and cognitive context, i.e. variables representing an individual's prior history, attitudes, and motives. The motivation to learn the L2 is represented by the tension between a desire to approach a target language group and a sense of hesitation or fear of the implication in doing so.

Layer IV is constituted by highly specific motives and stable individual differences, which are interpersonal motivation, intergroup motivation, and L2 confidence. The three clusters of variables lead to state self-confidence and a desire to interact with a specific person. Interpersonal motivation is linked to the individual's characteristics of the interlocutors, whereas intergroup motives stem from their sense of ownership to a group and thus, aspects as intergroup climate and attitudes. L2 confidence refers to the relationship between the individual and L2. It reflects the general belief in being able to communicate effectively in L2, as opposed to situation-specific, state-perceived competence. L2 confidence consists of two components: self-evaluation of L2 skills and language anxiety. Subsequent research (Clément, Baker, & MacIntyre, 2003; Yashima, 2002 cited in MacIntyre, P. D. 2007) has demonstrated that self-confidence is the most immediate antecedent of L2 WTC and that learners with higher perceptions of their communication competence and lower level of communication anxiety are more willing to initiate communication.

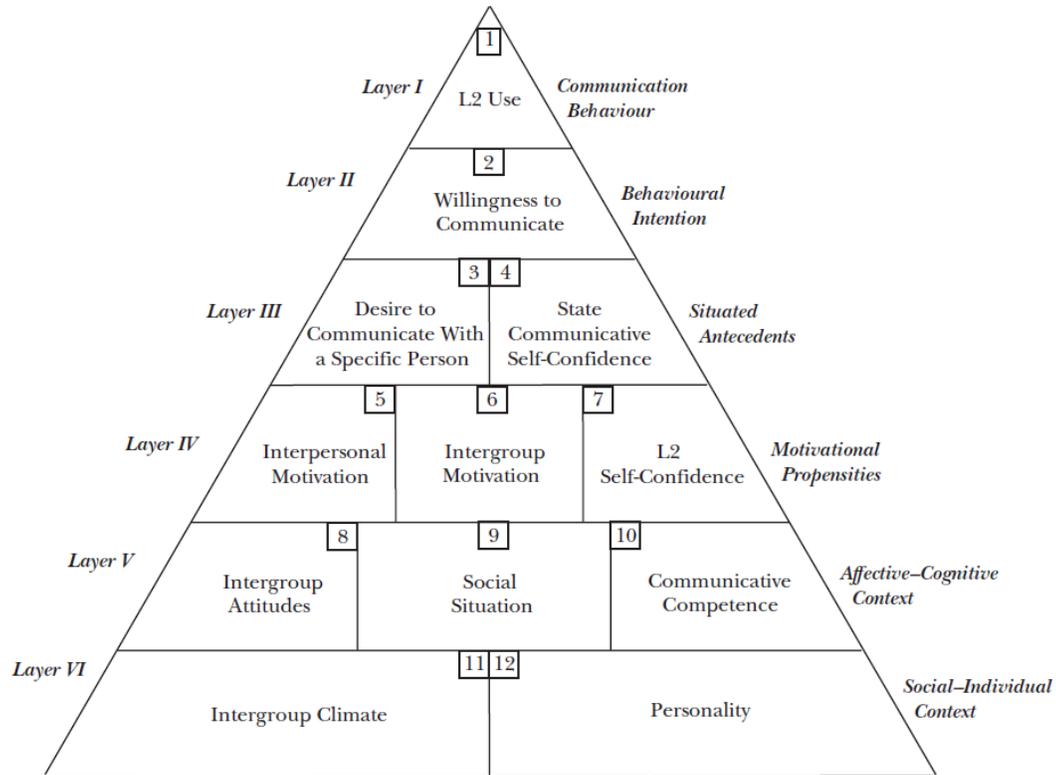


Figure 2: From “Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation,” by P. D. MacIntyre, R. Clément, Z. Dörnyei, and K. Noels, 1998, *Modern Language Journal*, 82, p. 547.

Moving to the next level, there occurs a change from permanent influences on situational ones. Layer III, situated antecedents of communication, consists of the desire to communicate with a specific person and show self-confidence. The wish to communicate with a specific person arises from a combination of interindividual and intergroup motivations. MacIntyre et al. (1998) hypothesized that in both cases the desire to communicate is promoted by affiliation and control motives and that affiliation may be the most critical motive in an informal situation with an attractive L2 interlocutor. At times, one succeeds in passing such a threshold in the flow of conversation mindlessly without hesitation or concern; at other times, L2 communication is initiated with reluctance, hesitation, even trepidation.

Layer II, willingness to communicate or behavioural intention, is the final psychological step before communication in L2. This is the moment when the student chooses whether to initiate communication or to remain silent. WTC is a state of readiness happening at a particular moment. This state is influenced immediately by a state of self-confidence, such as low anxiety, the

perception of L2 competence and a wish to communicate with a particular person. MacIntyre (2007:569) stated that beginning communication is a matter of choice, a decision made at a specific moment and that choosing to communicate in the L2 is an act of volition.

Layer I, communication behaviour or L2 use, is the result of a complex system of interdependent variables. The top of the pyramid, the moment in which the individual is about to communicate in the L2 is influenced by both immediate, situational factors (e.g. desire to speak to a specific person, knowledge of the topic) and more permanent influences (e.g. intergroup relations, learner personality). The situational factors are dependent on the specific context in which the individual behaves at a particular moment, while the permanent influences represent stable characteristics of the environment or a person regardless of the situation. Originally, the WTC construct was a trait-level variable, representing a stable tendency to perform or avoid communication which does not necessarily require the accessibility of any specific opportunity but an innate predisposition to communicate should the opportunity arise. However, L2 WTC, in the pyramid model, is conceived like a state-level predisposition. L2 WTC is a condition of readiness taking place in the present moment. Its immediate precursors are self-confidence (defined by low anxiety and perception of L2 competence) and the desire to communicate with a specific person. The initiation of communication in the L2 is a matter of choice and volition, a decision to be made at a particular moment (MacIntyre, P. D. 2007).

#### 4.3.2. Teacher-student interaction

The next two paragraphs deal with the teacher-student interaction as being a constituent relationship in the classroom learning context. In the first paragraph, it is described the teacher-student relationship while in the second it is explained the relationships that works in class through the viewpoint of “the self-system motivational model”.

##### 4.3.2.1. Teacher-student relationship

As explained in “Handbook on teaching educational psychology” by Donald J. Treffinger, J. Kent Davis, Richard E. Ripple (2013), the teacher-student relationship can influence for better or for worse student’s behaviour. Recent researches have demonstrated that teacher-student

interaction is more coherent whether it is viewed as a two-way street, in the sense that students are influenced by the teacher's behaviour at the same time as the teacher is influenced by students' behaviours. From this viewpoint, the relationship is reciprocal and mutually reinforced. Students' individual differences trigger differential impressions upon a teacher who in turn, triggers a cyclical process of differential behaviours and attitudes that begin to affect teacher-student interaction pattern and student learning. The authors argued that every class from first grade to graduate school is a reduced scale of a transient society with its own members, rules and organizational structure. Thus, each class develops its own personality that is, in essence, the blend of the individual personalities within it. The study of the teacher-student relationship includes the dynamical combination of all their variables phenomena. In fact, to the complexity of the teacher attributions in terms of training, intelligence, ethnicity, sociability actions and the numerous of other characteristics, it has to be added the complexity carried by the students' facets represented by their sociocultural history, intellectual abilities, learning styles, social class status and motivation.

#### 4.3.2.2. Relationships that work in class

In "the influence of teacher and peer relationships in students" by Furrer, C. J., Skinner, E. A., & Pitzer, J. R. (2014), the authors explained that high quality relationships in the classroom such as engagement and motivation by students to the class activities filled with kindness and openness in interactions between them and the teacher, are valuable variables not only for the teachers but the students themselves, as their class experience becomes more enjoyable and useful. At the base of this assumption, there is "the self-system model of motivational development" theorised by Connell & Wellborn, 1991; Deci & Ryan, 1985; Skinner, 1995 (cited in Furrer et al. 2014), in which "the social partners promote development by supporting fundamental human needs for relatedness, competence and autonomy." Relatedness refers to the need to be connected to others or to belong to a larger social group; competence is the need to play a role in interactions; autonomy is the need to express one's real self and be an autonomous source of action. In the classroom, students' needs are met or destabilised in three different ways:

- a) relatedness is promoted by warmth or undermined by rejection;
- b) competence is promoted by structure undermined by chaos;

c)autonomy is promoted by teacher's support and undermined by coercion.  
(Furrer et al., 2014)

Classroom activities are more likely to be accepted when students feel that their needs are met (Deci & Ryan, 2000; Skinner, Furrer, Marchand, & Kindermann, 2008 cited in Furrer et al., 2014).

Like in all close human interactions, in order to build a good relationship, it is firstly needed the mutual interpersonal liking and trust between the social partners of the interaction, expressed through the teacher's behaviour of affect and caring and through students' behaviour of correctness and cooperation; secondly, it is required that students are given structured interactions, made of high standards, clear expectations, and restrictions to student's behaviour and performance; finally, the support of students' autonomy by the teacher enhances their motivation. Interactions that occur with mutual respect, where the teacher listens to and evaluates students' opinions, are more likely to commit students in the hard work of learning (Furrer et al., 2014). It is possible, by giving students options and providing explanations to the activities their critical value to learning, to develop in students an autonomous orientation to schoolwork and become self-regulated learners who take ownership of their academic progress.

#### 4.3.3. Student-student interaction

In this paragraph, which deals with student-student interaction, it is explained the importance of good quality peers' interactions and the autonomy in learning that both concur in developing everyday motivational resilience.

According to Furman et al. (cited in Furrer et al., 2014), the most valuable feature of student-student interaction is warmth because of its intrinsic power in providing emotional support, sharing learning experience and developing respect between each other which make students feel they belong to a classroom. When interacting with classmates, students exercise themselves in communication, in giving and receiving feedback, and creating academic goals. Tasks like interpreting teacher' instructions or sharing materials create supportive interactions and promote competence because they know they can rely on their peers' help. Moreover, in the interaction with classmates, students practice communication, to give and receive feedback, to develop academic competencies, solve conflicts, offer help and advice, and plan shared academic goals and behavioural standards (Parr, 2002; Wentzel, cited in Furrer et al., 2014).

According to Guay, Boivin, & Hodges(cited in Furrer et al., 2014), interactions with peers promote mutual autonomy because working together they try to understand different viewpoints, cooperating and negotiating for resolutions they challenge their own beliefs, commit themselves to self-exploration and sharing their ideas they co-create an autonomy and supportive context. Social resources like warmth, structure, and autonomy from teachers and peers help students to create their own personal motivational resources and promote positive self-perceptions of relatedness, competence, and autonomy. Students can relate to these resources when they face difficulties and learn to develop everyday motivational resilience (Martin & Marsh, 2009; Skinner & Pitzer, 2012 cited in Furrer et al., 2014). These elements wholly contribute to a classroom experienced by all its participants as a caring learning community whose primary focus is the authentic academic work that entails project-based tasks, progressive, and integrated across subject matter and relevant for students' goals (Newmann, King, & Carmichael, 2007; Wigfield et al., 2006 cited in Furrer et al., 2014). When the efforts of all members are needed, and valued classrooms become positive, cooperative learning communities where their participants are directed toward collective learning goals that include each member's progress and success.

#### 4.4. Data evaluations: the learning anxiety section

In this paragraph, the data from the learning anxiety section have been analysed in function of the variables with which they have been built.

**-20. I never feel quite sure of myself when I am speaking in my foreign language class.**

61.4% of the respondents have agreed in feeling insecure when speaking in their foreign language classes, 15% have been neutral, and 23.6% have disagreed.

**-21. It frightens me when I don't understand what the teacher is saying in the foreign language.**

48.7% of the respondents have agreed in feeling afraid at not understanding what the teacher is saying in the foreign language, 23.7% have been neutral, and 27.6% have disagreed.

**-22. I keep thinking that the other students are better at languages than I am.**

54.1% of the respondents have agreed in thinking other students are better than they are in the foreign language, 18.3% have been neutral, and 27.5% have disagreed.

**-23. I am usually at ease during tests in my language class.**

37.8% of the respondents have reacted with neutral in feeling at ease during foreign language classes, 43.2% have agreed, 19.1 % have disagreed.

**-24. I worry about the consequences of failing my foreign language class.**

57.1% of the statistic sample has agreed in worrying about the effects of failing in English classes, 20.6 % has been neutral, and 22.2% has disagreed.

**-25. In language class I can get so nervous I forget things I know.**

38.7% of the respondents have disagreed in forgetting the things they knew in language classes, while 41.3% have agreed, and 20% have been neutral.

**-26. It embarrasses me to volunteer answers in my language class.**

56.8% have agreed in feeling embarrassed in volunteer answers in language classes, 18,3% have been neutral, and 24.9% have disagreed

**-27. I get upset when I don't understand what the teacher is correcting.**

47% of the respondents have agreed to get upset when they do not understand what the teacher is saying, 25.3% have been neutral, and 27.6% have disagreed.

**-28. I am afraid that the teacher is ready to correct every mistake I make.**

45.9% have disagreed in feeling afraid for the teacher who is ready to correct every mistake they make, 23.3% have been neutral, and 30.9% have agreed in feeling afraid.

**-29. I get nervous and confused when I am speaking in my language class.**

48.2% have approved on getting nervous and confused when speaking in the foreign language class, 21.6% have been neutral, and 30.3% have disagreed.

**-30. Language classes move so quickly I worry about getting left behind.**

52.2% of the sample has disagreed in thinking language classes move too fast, 20.6% have been neutral, and 37.3% have agreed.

**-31. I get nervous when I don't understand every word the language teacher says.**

52.2% of the sample has disapproved in getting nervous at not understanding every word the language teacher says, 19.3% have been neutral, and 28.6% have agreed.

**-32. I would probably feel comfortable around native speakers of the foreign language**

55.8% of the sample would feel comfortable around native speakers of the foreign language, 23.3% would be neutral, and 21% would not.

**-33. I am afraid that the other students will laugh at me when I speak the foreign language.**

41.5% of the sample would feel afraid that the other students would laugh at them when they speak in the foreign language while 41.2% would not, and 17.3% would be neutral.

The results concerning communication apprehension, associated with items 20, 21 and 29, have displayed the respective percentages of 61.4%, 48.7%, 48.2%; the most anxiety-provoking situation has been assessed speaking in the foreign language, oral communication anxiety, which makes students nervous and confused; while not understanding what the teacher is saying, receiver communication anxiety also affect the respondents but in less measure.

For what it concerns test-anxiety that has been investigated through item 23, the findings have indicated that 37,8% of the statistic sample has been neutral, 43.2% has agreed in feeling at ease during tests, and 19.1 % has disagreed. On the whole, less than half of the sample has declared of being affected by test anxiety.

The fear of negative evaluations findings that comprehended items 21 and 24 have revealed that respectively, 48.7% and 57.1% of the sample have agreed in experiencing emotions such as to be afraid at not understanding the teacher and to fear the consequences about failing in their EFL classes.

Student's experience in class, measured through items 20, 25, 29, 30 and 31, all declined in a negative evaluation of anxiety such as communication apprehension, nervousness, confusion, feeling of being left behind and receiver communication anxiety, have revealed respectively that 61.4%, 41.3%, 48.2%, 37.3%, and 28.6% of the respondents have agreed in experiencing such types of anxieties; the lowest value of 28.6% has been referred to not understanding every word the teacher is saying, while the second lowest value of 37.3% has been referred to thinking that the EFL classes move too quickly.

Student's main emotions in English classes measured through items 26, 27, and 29 which concern respectively embarrassment, upsetting, and nervousness have displayed the respective percentages of 56.8%, 47%, and 48.2%.

Teacher-student relationship measured through the items 21, 27, 28 and 31 have exhibited the respective values of 48.7%, 47%, 30.9% and 28.6% of learning anxiety; the items regarded issues such as not understanding what the teacher is saying, being upset by the teacher's corrections, being afraid that the teacher is ready to correct them and not understanding every

teacher's single word (receiver anxiety); teacher's corrections have not been evaluated as a source of anxieties as well as not understanding every single word the teacher is saying.

Items 22 and 23 about student-student relationships have displayed the values of 54.1% in considering other students better than they are, and 41.5% in expressing anxiety by their peer's evaluations, respectively.

Eventually, the findings of the 32-item relative to feel at ease around English native speakers have revealed that 55.8% of the sample has agreed in feeling at ease. Consequently, it has been not assessed as an anxiety-provoking situation for more of the half of the statistic sample.

The mean of the percentages relative to the learning anxiety section taken from the perspective of eliciting negative emotions of anxieties has been of 42.3% of the sample.

On the whole, the highest value of learning anxiety has concerned communication apprehension (61.4%), followed by students' apprehension of failing in their English classes (57.1%), students' emotion of embarrassment in their EFL classes (56.8%), students' experiences in class of low self-esteem in comparison to other students (54.1%), and teacher-student relationship, in the form of receiver communication apprehension such as not understanding teacher's instructions (48.7%).

Conversely, the fewer anxiety-provoking situations have been associated with being around English native speakers (55.8%), not understanding every word the teacher is saying (55.2%), the feeling of being left behind in following the EFL classes (52.2%), teacher's corrections (45.9%), test-anxiety (43.2%) and student-student relationships (41.2%). Teacher-student interaction has been considered anxiety-provoking in a range of percentages from 48.7% to 28.6%. The lowest value has been assessed to be nervous by not understanding every word the teacher is saying, the second lowest value of 30.9% has been attributed to teacher's corrections, while the highest value has been caused by receiver communication apprehension, being frightened by not understanding what the teacher is saying as a whole instruction. Consequently, teacher's corrections have been assessed as teaching interventions in the school environment and do not constitute a source of learning anxiety for more of the half of the respondents.

#### 4.5. Conclusion

The case study described in this thesis has had the aim of exploring the levels of motivation and learning anxiety about the learning of EFL in a sample of university students who spontaneously responded to an online questionnaire shared on Facebook closed groups of various university faculties of Ca' Foscari, Padua, and Bologna.

From the general information section findings, it has emerged that the statistic sample was composed of 273 (90.7%) female and 28 (9.3%) male respondents whose mean age was 23.2 years and was constituted by the Italian nationality for the 95.7% of the sample plus nine other nationalities such as Romanian, Swiss, French, Croatian, Polish, Macedonian, Serbian, Iranian and Hungarian. The mean of years in studying English was 14.6 years, the faculties of university courses attended have been constituted by Languages 64%, History/Literature/Philology/Philosophy 13.5%, Conservation Science and Technology for Cultural Heritage 1.1%, Political Sciences 6.9 %, Social Sciences 1.5%, Architecture 5.8%, Psychology 6.5%, Journalism 0.4% and Law 0.4%, while the data relative to the year of attendance have resulted in: first year 27.3%, second year 28.6%, third year 23.5%, fourth year 18.1% and graduated 2.5% of the sample.

From the findings relative to the motivation section, it has emerged that the statistic sample was composed of highly motivated respondents, authentically interested in EFL learning and its cultural aspects. The variables relative to the multi-faceted issues of motivation such as the criterion measures assessing the learning intended efforts towards learning English, the aspects of ideal L2 self, the aspects of the ought-to L2 self, the instrumentality promotion motives, the attitudes to the EFL community and the cultural interests toward the EFL culture have been assessed as motivational factors which enhance the interest in the EFL learning for more than the half of the statistical sample.

Conversely, the findings relative to family influence, the instrumentality-prevention motives, and the attitudes toward the English classes have revealed that they did not constitute motivational reasons for the statistical sample. The family influence findings have been coherent with the fact that the sample was constituted by adult respondents whose mean age was 23.2 years and who have not attributed their interest in learning EFL to influences from the parental roles. The instrumentality-prevention findings have revealed that EFL learning has not been perceived

solely as a subject matter to pass to get the degree, but it has been considered as an important skill from which benefit for the future. Finally, the atmosphere of the EFL classes findings, assessed as not being a motivational factor by the statistical sample who mostly has attributed to it neutral answers, have been consistent with the fact that the respondents have not felt that their English classes aroused positive emotions in them. Furthermore, these latter low percentages in the findings of the motivational-affective side suggest that the respondents have been motivated in studying EFL because of a self-internalized, inner-directed imagery view of their future L2 self and not by a less-internalized picture visualized to fulfil others' expectations (Papi, 2010).

From the learning anxiety section, it has emerged that communication apprehension, fear of negative evaluations, students' emotions of embarrassment in their EFL classes, students' experiences in class of low self-esteem in comparison to other students, and teacher-student relationship, in the form of receiver communication apprehension such as not understanding teacher's instructions have constituted motives of learning anxiety for around half of the statistic sample.

Conversely, the fewer anxiety-provoking situations have been associated to test-anxiety, being around English native speakers, not understanding every word the teacher is saying, teacher's corrections, feeling of being left behind in following the EFL classes and to student-student relationships.

Overall, it has emerged that the EFL instrumentality promotion motives, the aspects of ideal EFL self, the aspects of the ought-to EFL self, the EFL cultural interests and the EFL attitudes have constituted motivational factors for the respondents and have represented powerful tools in sustaining the learning. On the other hand, EFL communication apprehension in its higher anxiety-provoking situation, fear of negative evaluation, students' experiences in EFL class of embarrassment and low self-esteem and receiver communication apprehension, have constituted learning anxiety motives which affect the language learning process adversely for around more of the half of the population of this investigation. The teacher-student relationship has represented a source of anxiety about the receiver communication apprehension, but teacher's corrections have been perceived positively as teaching interventions by more of the half of the statistic sample. The less anxiety-provoking situations have been associated with student-student relationships, test-anxiety, feeling of being left behind in following the EFL classes and being around native English speakers.

Eventually, the mean of the percentages relative to the motivation section taken from the perspective of arousing positive emotions has been of 72.9% of the statistical sample, while the mean of the percentages relative to the learning anxiety section taken from the perspective of eliciting negative emotions of anxiety has been of 42.3% of the sample; consequently, the participants in this case study have reported significantly higher levels of motivation than learning anxiety. Assuming that: “Positive emotion has a different function from negative emotion; they are not opposite ends of the same spectrum” (MacIntyre, and Gregersen, 2012 cited in Dewaele, J. M., & MacIntyre, P. D., 2014) and therefore they can coexist, the most important point to highlight from this investigation is that despite participants have shown to be affected by learning anxiety, though to different degrees depending on the situations, having been simultaneously stimulated by a strong motivation coming from an inner-directed imaginary view of their future L2 self, at least in most of the cases, the proportion of positive to negative emotions has resulted to be inclined in favour of motivation with some anxiety present as part of the emotional mix.

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## List of figures

Figure 1: From “Levels of automated homeostatic regulation, from simple to complex Damasio (2004:37).” .....	10
Figure 2: From “Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation,” by P. D. MacIntyre, R. Clément, Z. Dörnyei, and K. Noels, 1998, Modern Language Journal, 82, p. 547. ....	107

## Appendix

4. How long have you been studying English?	5. Which university course do you attend and which year?
Since elementary school (6 years old)	Lingue, civiltà e scienze del linguaggio (about to graduate)
10 years	Lingue, civiltà e scienze del linguaggio, second year
Since 2002	Second year studying "Lingue, Civiltà e Scienze del Linguaggio"
16 years	Lingue, civiltà e scienze del linguaggio. 3 year
I've been studying English for 17 years	Lingue, civiltà e scienze del linguaggio (first fuoricorso year)
14 years	Lingue, civiltà e scienze del linguaggio. Primo anno
16/17 years	LCSL Second Year
15 years	English and German language and literature 3rd year Bachelor
15 years	Lingue civiltà e scienze del linguaggio, 2018
15 years	2nd year of Lingue, civiltà e scienze del linguaggio at Ca' Fo
13 years	Scienze del testo letterario e della comunicazione, primo anno
Quasi 16 anni	3 anno di lettere classiche
16 years	Italian filology and literature, 1
10 years	B2 course 3 year
Fourteen years	History, first year
Since I was 11 years old	I attend the third year of Literature
16 years	Second year, degree course in languages, civilisations and science of language
17 years	Languages, second year
Direi dalla prima elementare, quindi ben 15 anni	Frequento il secondo anno di lettere moderne
14 years	Lingue straniere 1st
13 years	Ca' Foscari university, year 1
16 years	Languages at Ca' Foscari 2nd year
10 years	lettere
16	Foreign languages, third year

	14 years
	5 Master degree - 2nd year
13 years	Language science last year LM
	15 Bachelor in Languages(English and French): 2nd year
	13 Lettere moderne, first year
	14 First year
	16 Lingue al terzo anno
For 15 years	Lingue, civiltà e scienze del linguaggio - 3rd year
Since elementary school	Phd, 1st year
16 anni	Conservazione e Gestione dei beni culturali, secondo anno
Since primary school	I'm going to graduate in April, Languages, civilisation and the science of language
16 years	Japanese language, third year
Scholastic career	LICSAAM Japan 1st year
I've been studying English for 26 years	LICSAAM, 3rd year.
	8 Oriental Languages, First year
19 years	'English language' 2nd year - triennale
Abroad	Licsaam 3rd year
	20 Hindi, 4th grade
15 years	Asian languages 2nd year
	16 Ca Foscari first year
From elementary school until university	Chinese translation and interpreting
21 years	Foreign languages, third year.
15 years	
Since I was 4	I'm attending the second year of Eastern Asian studies at Ca' Foscari
	19 Master's Degree in Modern Languages for International communication and cooperation, 2nd year
14 years	1st year, Lettere Moderne

11 years	Language, culture and society of Asia and Mediterranean Africa - 3rd year
10+ years	1st year of Japan Studies at Ca' Foscari University
15 years	Lettere moderne
18 years	First year of master's degree in modern languages for communication and international cooperation
11 years	Graduated on July 2018
16 years	Sociological sciences, second year
	18 Magistrale Scienze politiche- 2 anno
since primary school	scienze of education first year
	15 LCC first year
13 anni	Lingue per la comunicazione e cooperazione internazionale primo anno.
9 years	1 year of Political Sciences, international relations and human rights
14 years	international relationships human rights
15 years	Lingue moderne per la comunicazione e la cooperazione internazionale
	10 Political science, international relations and human rights. 1st year
12 years	Cognitive psychology science and psychobiology, second year
13 years	First year, LCC course
	16 Psychology, first year
13 years	Language mediation (1st year)
14 years	Linguistics and comparative cultural studies, third year
13 years	Last year of master degree in Languages for international cooperation and communication
	10 Psychology second year
Since 2nd grade	Journalism and pubising at university of verona
	18 University of Padova

Since 3rd grade (when I was 8)	Lingue e Letterature Europee ed Americane, 2nd year post-graduate course
Since 1st year of primary school	Foreign Languages and literatures
13 years	Psicology, 2nd
13 years	First year of lettere
13 years	
For 13 years	Specialised translation, second year of Magistrale
For 14 years	Lingue, culture e società dell'Asia e Africa Mediterranea
	16 Languages, third year
15 years	Oriental languages Japan 2nd year
Dalle elementari	Lingue e letterature europee e americane, ultimo anno
For 18 years	Master degree in Language Sciences, second year
18 years	Psychology, 4th year
Pochissimi	SSE-PIE
	10 Asian and oriental languages, Japanese
Since preschool (15 years of formal education)	Neuroscience (Psychology), first year of Marter Degree
16 years	Political science, international relations and human rights. 2nd year
11 years	Primo anno, lingue civiltà e scienze del linguaggio
Since I was 6 years old	I'm enrolled in Linguistics (MA) in my second year
8 years	scienze psicologiche cognitive e psicobiologiche 2018-2019
20 years	Modern Languages for International communication and cooperation, last year
13 years	Political sciences, international relations and human rights, first year
16 years	Modern Languages for International Communication and Cooperativo/ 1st year
17 years	Lingue moderne per la comunicazione e la cooperazione internazionale, 2 year

For 15 years	Corso di Laurea Triennale in Lingue, Civiltà e Scienze del Linguaggio, 3rd year
11 years	Linguistic and intercultural mediation
13	
More than 10 years	I'm a sophomore of the " Lingue, letterature e mediazione culturale" course
16 years	Lingue, Letterature e Mediazione Culturale, 3 anno
About 8 years	Lingue e letterature europee e americane; second year (MA)
for 15 years	Foreign language and literature. 2nd
11 anni	Pianificazione e progettazione della città, il territorio e l'ambiente. 2 anno magistrale
13	Lingue e letterature europee e americane. 1st year
11	Linguistic and cultural mediation
13	Mzl, graduated
16	Foreign languages - 3rd year
14 years	Lingue e mediazione culturale
15 years	foreign languages and literatures, second year
15 years	Lingue, letterature e mediazione culturale, 2 year
17 years	Politics, international relations, human rights, 3rd year
11 years	Mediazione Linguistica- 3rd year
13 years	First year of "Lingue, letterature e mediazione culturale"
8 years	Political science and international relations, 1st year.
18 years	1 year ca' foscari
15	Architecture, last year
15	Lingue, letterature e mediazione culturale, 3 anno
15	Lingue, letterature e mediazione culturale, second year
20	1
15 yrs (but easy lessons in elementary school, colors and stuffs)	École Nationale Supérieure d'Architecture // Magistrale first 1 year but i'm at luav for erasmus this year
13 years	Architecture advance degree

10 years	luav laureata
10+ years	Lingue, Letterature e Mediazione Culturale (Primo Anno)
9 years	Linguistic mediation, first year
dall'asilo	lingue, letterature e mediazione, primo anno
16 years	Design della comunicazione visiva
	15 Lingue, letterature e mediazione culturale (II anno)
15 years	luav - Magistrale in Architettura e Culture del progetto II anno
	16 Foreign languages 3rd year
10 years	Linguistic and cultural mediation, already graduated
10 years	Languages second year
	22 Mediazione linguistica e culturale
9 years	Architecture, 5th
8 years (3 yrs middle school + 5yrs highschool)	Recently graduated from Architecture School Politecnico Milano
	15 Lingue, Letterature e Mediazione culturale - II anno
20 years	
Elementary school	Architecture - graduate on 2016
since elementary school	Mediazione linguistica e culturale, terzo anno
since elementary school	Mediazione linguistica e culturale, terzo anno
	10 architecture, sixth
10 years	Fifth year of Architecture
	16 Scienze del linguaggio, primo anno
	17 Scienze del linguaggio first year
14 years	1st year of American Studies (LLEAP)
17 years	I'm a first year student of the graduate course of Language Sciences
15 years	Foreign languages and cultures, 2nd year
15 years	Scienze del linguaggio, year 1
13 years	First year, Language teaching

13 years	Language sciences, 2nd year
15 years	Languages and cultures, 2nd year
18 years	Magistrale: Scienze del Linguaggio, first year
	16 Linguistic Mediation 3rd year
15 years	1st year magistrale of Lingue e Letterature Europee e Americane
for 16 years	
since primary school	lingue e letterature europee e americane, first year
14 years	Language sciences 2nd
15 years	2nd year of MA in Language Sciences
15 years	First year of MA in modern languages for international communication and cooperation
For more than 10 years	Lingue, civiltà e scienze del linguaggio, primo anno
	16 Languages sciences (LM) , first year
9 years	Scienze del linguaggio - glottodidattica - anno 2
15 years	Second year of Scienze del Linguaggio
14 years	Languages
20 years with a gap of 3 years	Scienze del Linguaggio magistrale, 2nd year
Since primary school	2nd year of Scienze del Linguaggio
18 years	Language sciences, 2017/2018
16 years	Scienze del linguaggio, 1st year
20 years	Language Sciences - graduand
	16 Lingue, civiltà e scienze del linguaggio, 3rd year
18 years	Language sciences, 2nd year
For 16 years	LCSL, third year
17 years	Scienze del linguaggio, not attending, just writing my thesis
18 years	Language science-year 1
10 years	Filosofia e scienze umane, primo anno
12 years	Ca Foscari
Since I was 6 years old	Languages, I'm going to graduate any soon

13 years		educational science, second year
	13	Clinical psychology, 2nd year
	19	Psychology, fourth
+10 years		Language Sciences- 2nd year
17 years		Language sciences Master's degree, first year
14 years		1st year, "Scienze politiche, relazioni internazionali, diritti umani"
About 9 years		Political science, international relations and human rights, 2nd year
12 Year		Second Degree Cognitive Psychology
13 years (school)		Psicologia cognitiva applicata, 1° anno
over 10 years		Lingua e cultura italiane per stranieri, 2anno magistrale
10 years		Lcis 2 year
	18	Lingua e cultura italiane per stranieri, 1 year
12 years		Psicologia cognitiva applicata, primo anno magistrale
12 years		2nd year of Mediazione linguistica e culturale
11 years		Languages and modern cultures, third year
18 years		Magistrale in Scienze del linguaggio. 2nd year.
14 years		Translation - 1st year
	11	Lingue civiltà e scienze del linguaggio - 3° anno
15 years		2nd year, Political sciences, international relationships and human rights
Since primary school		First year master degree
15 years		2 year, master degree
	16	Ca' Foscari
18 years		LM 1
	18	Neuroscienze e riabilitazione neuropsicologica al 2 anno di magistrale
From 18 years		LCIS, lingua e cultura italiane per stranieri, first year
10 anni		I'm graduating in Bologna (Lcis)
16 years		Third year of Mediazione Linguistica e Culturale

15 years	Second year of political sciences
20 years	Master in psychology, first year
12	1
Since I was 11	Italian language and culture for foreigners 2017-18
12 years	Scienze del Linguaggio
16 years	International relationships
Since primary school. 17 years more or less	Lingua e cultura italiane per stranieri. 1st year
I have been studying English since elementary school	I have an undergraduate degree from Orientale University
13 years	International Politics and Diplomacy -2nd year
14	first year Bachelor
15 years	Political science, international relationships, human rights. 4 year
14 years	languages, 2 year
13 years	Mediazione Linguistica, 1 year
15 years	3°. Mediazione linguistica e culturale
About 25 years	1 year
8yrs	Mediazione linguistica e culturale, 2nd year
13	First year clinical psychology
Since primary school	2nd years of master degree in Linguistics (LM-39) at Ca' Foscari university
13 years	Cognitive psychology (1st year)
12	Law, 3rd year
8 years	scipol relazioni internazionali e diritti umani, 3
13 anni	Servizio sociale 5 anni
13	Architettura 5 anno
Since elementary school	Arti multimediali, 1st year
I've been studying English for 13 years	Lettere moderne (triennale), 3rd year
13 years	Egart 2017
10 years	Linguistic and culture mediation

10 years	I'm doing the master thesis
	16 5 anno scienze della formazione primaria
Since I was 5	Philosophy and History Bachelor, third year
14 years	Scienze politiche, relazioni internazionali, diritti umani (1st year)
18 years	2° year of Master Degree in "Lingue Moderne per la comunicazione e cooperazione internazionale"
14 years	2nd year of urbanistic and territorial pianification
5° elementare, al liceo praticamente nulla (liceo artistico), alla triennale del Poli ho dovuto studiare per avere un B1, da li in poi mi son fermata nello studio dell'inglese.	Laureanda in architettura, 2° anno magistrale
16 years	Science of language - second year
17 years	Second year, Modern Literature
	11 scuola di specializzazione in beni architettonici e del paesaggio, terzo livello di formazione, secondo anno
8 Years (at school)	English, first year
Since elementary school	Cooperation and international development, first year
since primary	scienze del linguaggio, last year
15 years	Mediazione linguistico culturale, 3rd year
14 years	First year, master of modern languages
	17 Lingua e cultura italiana per stranieri bologna- 2018/2019
17 years	Lingua e culture italiane per stranieri
16 years	LCIS second year
10 years	Lingua e cultura italiana per stranieri, 2nd year
15 years ( in class )	2 year of "lingua e cultura italiane per stranieri"
14 anni	Lingua e cultura italiane per stranieri, 1^ anno fuori corso
	14
8 years	University of Bologna 1st year of Master Degree
13 years	IUAV, third year

18 years	Lingua e cultura italiana per stranieri
Since I was 6 years old	Università di Cagliari, 2011-2013 Università di Bologna 2015
Since I was 6	Laurea magistrale in Lingua e cultura italiana per stranieri - 2nd year
	5 Lingue e culture per la mediazione linguistica - Laureato
12 years	Lingua e cultura italiane per stranieri, 2 anno magistrale
For 12 years	Lettere
11 years	Mediazione linguistica e culturale, 3rd year
	14 Mediazione Linguistica e Culturale, 2 anno
16 years	Foreign Literatures and Cultures, 1st year
	24 B.A. in Linguistic and Cultural Mediation, 2011-2014
10y	Psychology (cognitive psychology)
27 years	Magistrale LCIS ultimo anno
Elementary	Mediazione linguistica
16 anni	Magistrale, Lingua e cultura italiana per stranieri al primo anno
more than 15 years	Lingua e cultura italiana per stranieri, magistrale 2nd year
From 18	LCIS
10 years	Second year of the master's degree in Applied Cognitive Psychology
Since Primary school	2nd year of Lingue Moderne per la Comunicazione e la Cooperazione Internazionale
	16 Lingua e cultura italiane per stranieri
16 years	Modern languages , third year
13 years	Humanities, second year
	13 Lettere primo anno
19 years	Italian Language and Culture for Foreigners, second year
Since elementary School.	Lingue, letterature e culture moderne. Last year.
15 years	I'm a second-year student. Course: "Mediazione linguistica e culturale"
Since primary school	Cultural mediation, year 3

Since primary school, so 15 years	2° year of Mediazione linguistica e culturale
More than 10 years	2 years of Mediazione linguistica e culturale
Since first grade	Language, literature and cultural communication. 1st year
6 years old	Mediazione Linguistica
Since primary school	First year of master at Aalborg University (Denmark)
15 years	Cultural and linguistic mediation, 3 year
8 years	Mediazione linguistica e culturale, 2nd year
15 years	MA Linguistics - First year
Since I was 5.	Philosophy and human science
	The University of Padua (languages, literatures and linguistic mediation), the 3 year
13	
16 years	Lingue, Letterature e Mediazione Culturale, third year
Since I was 6 years old, so I have been studying English for more than 10 years.	"Lingue, letterature e mediazione culturale", L-12, third year
15 years	Second year, master degree
16 years	Second year of Lettere Moderne
16 years	3rd year student - lingue, letterature e mediazione culturale
Since primary school (I am at my 1st year of university)	Lingue letterature e mediazione culturale
8years	Lingua e Cultura italiana per stranieri, 2
Since I was 6	Second year of Lingua e Cultura Italiane per stranieri
Since primary school	Philosophy. Last year
	17 Scienze politiche, 3rd year