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Positive Psychology in Foreign Language Learning: The Role of Savouring Strategies on Motivation

A Study on Adult Learning

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Abstract

The study of positive psychology in foreign language teaching and learning represents a fruitful field of research in the last twenty years. Although many scholars have investigated the influence of positive interventions on students' well-being, knowledge about the impact of positive emotions on motivation is relatively scarce. Moreover, little attention has been paid to positive psychology research in education outside the high-school and middle school contexts.

Drawing from research studies related to positive emotions theories, the present paper aims at investigating the role of strategies promoting positive emotions on adult students' motivation. More specifically, it investigates whether encouraging positive emotions through savouring strategies increases adult students' motivation to continue the study of a foreign language after the end of a course. The research, based on a qualitative methodology, presents a personal experience of teaching Elementary English at Università Popolare del Nordest in the Fall/Winter period of 2021/2022. Nine students were asked to take part in the study. Firstly, data were collected using a questionnaire on students' awareness of their use of strategies promoting positive emotions and their initial motivation level. Then, three activities were designed to encourage students to identify, notice and reflect on positive emotions. After that, semi-structured interviews were conducted to understand whether students perceived an increase in their motivation to study the English language after the course. Findings indicate that students were initially highly motivated by a sense of personal growth and interest in the language and that, at first, they occasionally used the strategies considered. Moreover, consistently with previous studies, results show that promoting positive emotions appeared to foster students' final motivation in continuing their language studies.

The paper is divided into two parts. The first part explores the theoretical background regarding adult learning theories, positive psychology and motivation. The second part presents the research study and provides a discussion of the results. Finally, a conclusion considers the factors that still need to be explored in future research and presents some suggestions about positive interventions in the adult learning context.

Introduction

The application of positive psychology in the educational context is a relatively recent field of research. Despite the consistent number of studies centred on the psychological aspects of learning over the last century, research has mainly focused on negative emotions, leaving the study of positive emotions quite unexplored. However, as several scholars affirm (Fredrickson, 2001; Lopez and Synder, 2021; Pekrun *et al.*, 2002; Seligman, 2011), promoting positive states plays a crucial role in the learning context. Studies on positive emotions such as hope, pride and interest have revealed a significant number of favourable effects on students' social and behavioural dimensions, including increased curiosity, social collaboration, and well-being (MacIntyre and Gregersen, 2012; Fredrickson and Joiner, 2012; Seligman 2011). According to Fredrickson (2001) and Pekrun *et al.* (2002), positive emotions also promote personal growth and academic achievement, encouraging a series of thoughts and actions that foster individual success.

In the light of the numerous positive outcomes obtained in previous research, stimulating students to savour the past, present and future positive learning experiences seems critical. As observed (Bryant and Veroff, 2007; Langstone, 1994; Nelis *et al.*, 2011; Tugade and Fredrickson, 2007), savouring encourages learners to concentrate on different positive experiences which, in turn, promote different positive emotions and thus, diverse positive effects. However, although numerous studies have investigated the role of savouring strategies on students' well-being (Meehan *et al.*, 1993; Paucsik *et al.*, 2022), self-image (Bryant, 2003) and stress levels (Shapiro *et al.*, 1998), little research seems to have been conducted on the possible relation between savouring and motivation. This gap is especially evident in the adult learning context, where various external and internal factors influence the willingness to undertake and

continue a learning experience (Bandura, 2001; Deci and Ryan, 2000; Seifert and Sutton, 2009).

Following these considerations, the aim of the paper is to investigate the role of savouring strategies on adult learners' motivation to continue an English learning path. The intention to explore this specific topic arises from the researcher's experience of teaching adults. Although adult learners tend to appear motivated at the beginning of a learning path, different psychological, socio-relational and cognitive difficulties can impact their motivation to continue the learning experience. Motivation, however, is crucial to engaging students: as Golapan *et al.* (2017, p. 1) write, motivation represents "the core for human being's aspirations and achievements".

Drawing from studies related to positive emotions and motivation, the research presents a personal experience of teaching Elementary English at Università Popolare del Nordest, a private association located in the Veneto region. More precisely, the study analyses a classroom of nine adult learners attending the lessons during the Fall/Winter session of 2021-2022. Based on a qualitative methodology, the dissertation seeks to explore three principal aspects of the adult learning context considered, namely students' initial motivation, their habitual use of savouring strategies and the role of applying savouring strategies on students' final motivation. The paper is divided into two parts. The first part illustrates the theoretical background regarding adult learning theories (chapter 1), positive psychology (chapter 2) and motivation (chapter 3). The second part presents the practical study of the paper (chapters 4 and 5) and discusses the findings concerning the three aspects analysed (chapter 6). As regards the first part, chapter 1 illustrates the concept of adult education by examining the complex body of its definitions (paragraphs 1.1 and 1.2) and the current European challenges in terms of lifelong learning, lifedeeep learning and

lifewide learning. Then, as adult learning presents peculiar characteristics, the chapter considers the neurological, cognitive, psychological and socio-relational factors influencing the learning processes (paragraphs 1.2.1.1, 1.2.1.2 and 1.2.1.3). Finally, the different theoretical models of Maslow (1943), Rogers (1967) and Knowles (1973) are considered (paragraphs 1.3.1, 1.3.2, 1.3.3) and accompanied by some reflections on the skills, roles and competencies to possess when teaching adults (paragraph 1.4). As concerns chapter 2, the paper focuses on positive psychology in education and illustrates Fredrickson's broaden-and-build theory of positive emotions (paragraph 2.2.1), the role of savouring strategies (paragraph 2.2.2) and the implications of implementing positive psychology in foreign language learning (paragraph 2.3). Moving forward, chapter 3 concentrates on motivation, with a special focus on foreign language learning (paragraph 3.1) and adult learning (paragraph 3.2). Since positive emotions and motivation represents the core issues of the current paper, the chapter analyses the relation between the two variables (paragraph 3.3) and concludes with two noteworthy theories on motivation (paragraphs 3.4.1 and 3.4.2): Ryan and Deci's self-determination theory (2000) and Bandura's social-cognitive theory (1986). After part 1, part 2 introduces chapter 4 which presents the study undertaken and explores the methodology followed (paragraph 4.3), alongside the research questions (paragraph 4.1), the participants involved (paragraph 4.2) and the processes of data analysis (paragraph 4.4). Since both a questionnaire and an interview were used to collect students' data, chapter 5 presents the findings obtained through the instruments adopted and illustrates the salient points that emerged in relation to students' initial motivation (paragraph 5.1), their use of savouring strategies (paragraph 5.2) and the role of the strategies on students' final motivation to continue the English learning path (paragraph 5.3). Following chapter 5, chapter 6 discusses the findings of the study and

offers some reflections concerning students' goals and expectations (paragraphs 6.1.1 and 6.1.2), their tendency to use specific strategies (paragraphs 6.2.1 and 6.2.2) and the role of positive emotions and savouring strategies on motivation (paragraphs 6.3.1 and 6.3.2). Finally, chapter 7 presents the conclusion of the study and identifies its limitations (paragraphs 7.2) as well as some suggestions for further future research in the fields of savouring strategies and motivation (paragraph 7.3).

Part 1

Chapter 1: Adult education

The first chapter focuses on aspects concerning language education of adult learners. After examining some definitions of adult education developed in the twentieth and twenty-first centuries, also in light of the concepts of lifelong learning, lifewide learning and lifedeeep learning processes in the European and international panorama (paragraph 1.1), the chapter analyses the definition of “adult learner” and considers the factors that influence the learning process in that age group (paragraph 1.2). Finally, some of the most significant theories relating to language education in adulthood are presented (paragraph 1.3) and followed by a focus on adult language teaching (paragraph 1.4).

1.1 Adult education and the learning society: lifelong learning, lifewide learning and lifedeeep learning

Since the nineteenth century, the expression “adult education” has acquired considerable importance in studies conducted in the educational field. In the most advanced societies where economic, social, and technological changes appear to be constantly growing, the development of new communication networks has highlighted how much training in adulthood is now a social necessity, as well as a desire for inner growth (Duke, 1994).

According to Campbell (1987), the advent of consumerism in contemporary society constitutes a turning point in the conception of the individual citizen, his needs and his ideals. The growing availability of information, accompanied by the increase in personal well-being, pushes the individual to seek the satisfaction of their needs in an increasingly global and interconnected context where the improvement of professional

skills appears significantly linked to the achievement of personal growth objectives. According to Begotti (2011), the acquisition of new skills constitutes the basis of active participation in the economy, politics, but also in the social relations of a community. These skills, consequently, pertain to several fields of study. Digital literacy, knowledge of foreign languages and knowledge relating to work organization are some of the most considered sectors. Furthermore, the demand for knowledge and skills of individuals is often accompanied by an interest in the acquisition of transversal skills such as communication, problem-solving and decision-making skills.

The geographic component, however, plays an important role in the demand for adult education. Different geographic areas represent a distinct level of required knowledge. The least developed countries, for example, show a lower percentage of adult learners as technological, scientific and economic development is reduced (Begotti, 2011). Despite this, the presence of a disadvantaged lifestyle in less well-off countries often favours new migratory flows towards more developed countries, determining new training requests associated with a process of cultural and social integration.

Adult education, therefore, represents a field of study in constant evolution. Indeed, since the 1960s, various scholars have tried to determine the limits and characteristics of this educational practice (Rubenson, 2011). According to Verner (1964), for example, adult education can be defined as the relationship between an educational agent and a learner, in which the agent manages and directs the educational process, carrying out activities that allow the learner to acquire the experience necessary to participate actively in society. Verner's definition, therefore, is realized through the presence of the teacher-learner dualism.

On the contrary, according to Houle (1972), adult education does not necessarily require the presence of an educational agent as a guide for the individual. The author

defines this practice as a process in which individuals, groups and institutions support the improvement of themselves and the society in which they live. The inclusion of the term "individual" denotes not only the importance of the role of the adult and his education in the community but also the possibility that he becomes a promoter of a process of personal development. Through this definition, therefore, Houle introduces a space for autonomous learning as a form of education, recognizing a more inclusive vision of adult education.

Prosser (1967), on the other hand, gives importance to the social aspect of human needs, also referring to the less developed societies. For the scholar, the term adult education defines the education through which society can aspire to a readjustment of the roles of individuals within it, promoting the development of personal skills necessary for change. A similar definition is also provided by Nnezeri (1996), who describes adult education as an agent of liberation. According to Nnezeri (1996), this practice acquires a decisive role in the process of social and cultural integration of individuals, since it allows everyone to acquire the skills necessary for the personal and national development of the country.

In an attempt to provide an internationally accepted definition, several institutions have tried to define adult education. The International Congress of University Adult Education (ICUA), for example, in 1981 describes adult education as a process by which people who no longer attend school on a regular basis participate in organized activities with the awareness of improving skills and knowledge within society (Anyanwu, 1981).

In the institutional context, however, the definition that has served as a watershed in the history of adult education is the one proposed by UNESCO at the 1976 Nairobi conference:

«The term 'adult education' denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges, and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the twofold perspective of full personal development and participation in balanced and independent social, economic, and cultural development» (UNESCO, 1976, p. 2).

This definition acquires considerable importance not only from the educational point of view but also from the ethical one: adult education is defined as a set of educational and cultural activities, the aim of which, in addition to being linked to a personal dimension, is to “balanced and independent socio-economic development” (ibid.). The real novelty brought by this definition, however, consists in the analysis of the role of training activities. The need to affirm a vision of equality of rights in the world determines a request for training no longer limited to specific moments or single activities but extended to a continuous learning process. According to UNESCO, participation in organized activities that replace or extend initial training should be considered a 'life-long process' or a process of ongoing education:

«The development of adult education, in the context of life-long education, is necessary as a means of achieving a more rational and more equitable distribution of educational resources» (UNESCO, 1976, p. 3).

The analysis of adult education as a life-long process constitutes a cornerstone that will characterize all the reflections of the following years.

In the Faure Report issued by UNESCO in 1972 (Faure, 1972), the need to focus on a lifelong education is identified with a view of constant changes in society.

The result is a need to address the international community of learners directly, defined as the “learning society”. Despite the absence of a single and universally shared definition, the concept of learning society appears to be closely associated with the need to train individuals to deal with social, economic, and technological changes. Therefore, it requires a more open analysis of the concept of learning. The inclusion of new technological tools, combined with the possibility of exchanging information more quickly, determines a further modification to the educational methodology. Starting from the 90s of the twentieth century, adult learning is no longer favoured only by official educational contexts, but also by new forms of communication, such as the internet (Wang *et al.*, 2006).

The need to identify the implications of the changes taking place in society is also exposed in the UNESCO report of the Delors Commission (Delors, 1996) where it is recommended to turn attention to four pillars of lifelong learning: “learning to know” (basic knowledge), “learning to do” (professional and operational skills), “learning to live with others” (ability to cooperate and respect for citizenship rules) and “learning to be” (independent judgment and critical ability). According to this perspective, lifelong learning is no longer presented as a prolonged application of traditional education in adulthood but as a new theoretical and operational approach, through which the individual assumes direct responsibility in learning, in the decision to what, where, how and when to learn (Alberici, 2000).

The notion of learning society appears to be shared also at the European level. In 1995, the European Commission outlined the objectives necessary for the construction of an integrated society that offers equal opportunities to its members (European Commission, 1995). These include bringing schools and businesses closer together, combating exclusion and developing competence in three European languages.

The advance toward an increasingly interconnected world is also reflected in the Memorandum on lifelong education and training of 2000 (European Commission, 2000). Followed by the European council held in Lisbon in 2000, the document concludes with the definition of the learning society meant as a way of thinking about lifelong education through a set of learning contexts such as:

- formal learning: carried out in education/training institutions, it leads to the acquisition of diplomas and certifications. It appears structured in terms of learning objectives and represents an intentional form of involving the individual in the activities that push him to learn;
- non-formal learning: carried out outside education/training institutions, it does not involve obtaining diplomas and certifications but provides knowledge in the workplace, in the activities of organizations or civil society. It is also an intentional form of learning;
- informal learning: it emerges from daily activities in the various areas of work, family and free time. It does not appear structured in terms of learning objectives and does not lead to degrees and certifications. It can represent a form of intentional learning, but in most cases, it is unintentional, as a result of experiences lived in everyday life.

Starting from the 21st century, the enhancement of learning in formal, informal and non-formal contexts leads scholars and international institutions to adopt the expression “lifewide learning”, intended as a horizontal extension of learning (Jackson, 2012). Alongside the vertical view of lifelong learning, therefore, lifewide learning supports the idea that learners can learn in different contexts and situations in life.

In support of the theoretical approach of lifelong learning and lifewide learning, Banks *et al.* (2007) theorize the third dimension of learning: lifedeeep learning. This dimension does not appear to be strictly linked to the objective of economic and political development but relates to a more personal vision of the individual, aimed at his full development. Indeed, it addresses the values and beliefs of people in participating in community life. Consequently, the methodologies to be implemented for joining lifedeeep learning place the individual with his needs and experiences at the centre of attention. In the context of adult learning, for example, this concept is applied through the recognition of processing times and methods as personal categories determined by the life of each individual (Demetrio, 2009). The cognitive and affective aspects appear interconnected with each other and consolidate stories and identities that create values. The full development of oneself, therefore, translates into a profound awareness of the community which is also fundamental for international peace (Banks, 2007).

Lifelong learning, lifewide learning and lifedeeep learning still represent relevant dimensions in educational policies at an international level. The 2030 Agenda for Sustainable Development, discussed in 2015 by the United Nations, is an example: the attention paid to the skills, values and beliefs of individuals is considered decisive in adult education programs, also because of the need for figures with adequate skills to address issues relating to sustainable development, such as the issue of climate change. Adult learning in its various contexts is therefore important for the present, but crucial for future generations (Karlsson *et al.*, 2011).

1.2 The adult learner

Adult age represents the widest phase of life as it intertwines the evolutionary age and embraces the last years of existence. However, establishing precise limits on the

different stages of life may vary according to the criteria considered and therefore, defining the concept of “adulthood” appears complex. On the one hand, Léon (1974) and Demetrio (1990) have analysed the adult age by considering the psycho-biological factors such as intellectual and physical completion. On the other hand, intellectuals like Knowles (1973) have focused on the socio-psychological elements concerning the social and legal aspects. Although an accurate description is difficult to establish, scholars seem to agree on the importance of four different factors in defining people as “adults”:

- biological factor: a person becomes an adult when attains the age of reproduction;
- legal factor: someone is an adult when is allowed to vote, marry and obtain a driving licence without consent;
- social dimension: an adult performs social roles in private and public life such as in the field of work and family;
- psychological dimension: a person becomes an adult when develops a self-concept of responsibility for life.

Considering the educational sphere, it is the psychological and social dimensions that acquire more relevance. Personal factors such as age and the consequent psychological maturation outline the characteristics of adult people as learners and, at the same time, adultlike social roles increase personal responsibilities and develop a sense of self-directedness (Knowles, 1973).

According to Balboni (2015), an adult learner represents a person who has already finished the compulsory educational path and is able to make decisions autonomously. He/she is a mature student who acquires new knowledge and skills in a systematic learning process, whether it comprises formal, informal or non-formal education (UNESCO, 1992). Adult learners belong to different genders, nationalities, classes and

religions, and expectations vary according to their outlook on life. Moreover, as Bjorklund and Bee argue (2008), adult learning extends till the end of life, thus different objectives can push people to study throughout their lifespan. Consequently, adult teaching requires the adoption of diverse educational activities to reflect various learning needs (European Commission, 2010).

However, despite Balboni's definition, the attempt to separate adult learners from the compulsory educational path may appear blurred today. As Demetrio argues (1990), the necessities of the human community change through time and place, and thus a clear distinction between initial education and adult education may be unfeasible. The Italian compulsory educational path extends up to the age of sixteen; therefore, students should reach at least this age to be considered *adult learners* in Italy.

Although some students attend evening lessons to obtain a high school diploma, numerous adult learners are interested in undertaking a learner path for a variety of reasons, such as a possible improvement of their professional careers or for personal interests (Wlodkowski, 2008). Accordingly, different institutions are involved in adult teaching: public schools, universities, private associations, international and local schools.

1.2.1 Factors affecting adult foreign language learning

Until recently, the lack of grounded knowledge about the age-related biological aspects spread the idea that the ageing of people was inevitably associated with a progressive decrease in the functioning of mental processes (Daloiso, 2009). However, as Marinova-Todd *et al.* argue (2000), age affects language learning, but its implications need to be related to social, affective, and psychological factors that can positively or negatively influence learning processes. Furthermore, according to Daloiso (2009),

scientific progress is advancing a new vision of the adult brain, pushing scholars to reconsider their initial contributions to adult learning.

The following paragraphs present a list of age-related factors that seem to influence language learning in adulthood. Following Daloiso's distinctions (2009), factors will be divided into three general categories: neurological and cognitive factors, psychological factors, and socio-relational factors.

1.2.1.1 Neurological and cognitive factors

Neurological and cognitive factors refer to the mental and intellectual processes such as brain functioning, information processing, memory, learning strategies and the ability to learn, reason and solve problems (Stevens-Long, 1989).

According to some scholars, the rapidity of acquisition decreases with age (Griffiths, 2008; Merriam and Caffarella, 1999). The brain plasticity tends to reduce at the age of eleven, after the end of the critical period for language acquisition, and neurons become more efficient but less flexible (Griffiths, 2008). After the third decade of life, the ability to retain information diminishes due to a cognitive decline in processing events and working memory (Merriam and Caffarella, 1999). However, neuronal circuits are potentially modifiable when adults experience environmental stimuli as the brain capacity of neurogenesis is still present after childhood, although limited (Goulde *et al.*, 1990). Furthermore, the mental state seems influenced by people's lifestyles: stress control, social relationships and continuing education appear essential to reduce neurological decline (Daloiso, 2009).

As Knowles *et al.* stated (2020), learners consider past experiences to deal with new information. The brain uses existing neural networks to understand and make sense of learning. Thus, adult people rationalise foreign language using the linguistic

knowledge of patterns belonging to the mother tongue. Griffith (2008) also suggests that adults tend to employ various metacognitive skills since they have acquired them from colleagues, teachers, and the local culture. Those are skills that allow learners to manage, regulate and guide learning, and involve planning, monitoring, and evaluating language learning and use (Wenden, 1998). In the field of work, for example, adults are often used to encountering situations in which they need to define the problem, plan how to proceed, and evaluate the results. However, metacognitive skills learned in one context may be not automatically applied to other contexts (Ericsson *et al.*, 1980). Consequently, teachers should promote a curriculum that helps adults approach a task, use problem-solving strategies, and evaluate progress in completing a task.

1.2.1.2 Psychological factors

As Daloiso suggests (2009), adult learners tend to show higher motivation than children and adolescents. Generally, adults attend courses voluntarily as their desire to learn is pushed by personal needs and interests. Adult learners may attend courses to improve their professional skills, move abroad, or simply for personal hobbies (Griffith, 2008). Accordingly, adult learning is influenced by students' knowledge about themselves and the world: values, attitudes, educational background and working experience shape adults' expectations (Begotti, 2019).

However, as adults share social responsibilities, spending time on learning may be complex and demanding. Thus, the difficulty in achieving the desired results might cause a feeling of anxiety and demotivation (*ibid.*). Languages present many exceptions and students may find difficulties in dealing with them; teachers, therefore, should guide adults and facilitate the understanding of grammar, promoting students' self-esteem in language learning.

According to many scholars, emotions play a central role in learning: if a person is stressed, the acquisition will be affected (Vuilleumier, 2005; Phelps, 2004; Um *et al.*, 2012). Negative emotions might be caused also by the context of the class: adult learners usually avoid exposing themselves to others and sometimes communication apprehension is experienced when asked to participate in activities that require oral interaction in the foreign language (Conner and Williams, 1987).

1.2.1.3 Socio-relational factors

Relational dynamics between teachers and students vary according to the learning context (Daloiso, 2009). Universities, for example, privilege a relation of asymmetry, in which professors explain and students passively receive information. In contrast, training lessons and leisure courses represent contexts where adults act as protagonists since they share thoughts and knowledge with colleagues and instructors. In this case, the relationship between adult learners and teachers is symmetrical and characterised by a transparent sharing of learning objectives and methods (Knowles, 1973). Teachers, furthermore, encourage not only the development of competencies but also the creation of fruitful conditions that develop a friendly and calm learning environment (Begotti, 2019). Accordingly, empathy, mutual trust and respect construct a positive atmosphere in class, where everyone feels free to express ideas and differences are accepted and welcomed (Knowles, 1973).

1.3 Adult learning: some theorists' perspectives

In the last two centuries, several scholars have attempted to propose theories explaining the core elements of adult learning (Bèlanger, 2011; Secci, 2013). Among all of them, Abraham Maslow, Carl Rogers and Malcolm Knowles have advanced

explanations that provide significant insights into adult learning processes. In the following paragraphs (1.3.1, 1.3.2, 1.3.3), the diverse perspectives of the aforementioned scholars will be presented and discussed.

1.3.1 Abraham Maslow's hierarchy of needs

In the 1960s, the American psychologist Abraham Maslow developed a theory on the nature of human needs and expectations. According to the scholar (Maslow, 1943), motivation is based on the achievement of personal fulfilment and growth and is associated with individuals' potential. Consequently, individuals undergo constant changes, taking different directions to reach a state of self-actualisation (Kenrick *et al.*, 2010). For instance, some people may engage in reading or in attending language courses, others may carry out sports activities or undertake new job opportunities. When the fullest potential is experienced, individuals come to find a meaning in life that is valuable for them (Maslow, 1962).

The process of change expressed in the author's theory of motivation is present also in his analysis of human needs (*ibid.*), one of Maslow's most significant contributions to teaching and learning studies. In the early years of his career, while working with monkeys, the author noticed that some needs prevail over others. Following this discovery, Maslow created a five-tier model of human needs, also known as the *hierarchy of needs*. The model, often represented with a pyramid, presents the primary needs at the bottom and the most complex ones at the top. Starting from the base of the hierarchy and moving towards the highest levels, needs are structured as follows:

- physiological needs: needs representing the necessities for human survival such as air, water, food, clothing, and shelter. If these needs are not met, the body does not work efficiently;

- safety needs: needs related to protection and security. In learning contexts, for example, adult students need to feel safe in their environment, otherwise, fear emerges and damages the learning experience;
- belongingness and love needs: at this level, the social dimension becomes relevant. Friendship and trust are expressed in people's desire to get married, have a family and participate in learning opportunities. In class, students identify with other classmates, creating a feeling of belonging and affection;
- esteem needs: these needs are classified into two categories. The lower category relates to the need for glory, good reputation, appreciation, and prestige; the higher one refers to the need for self-respect and is represented by mastery, confidence, independence and freedom. Accordingly, in the learning context, being recognised by classmates increases students' confidence in learning. Moreover, as teachers play a significant role in creating a supportive environment, students should be guided into a learning path where everyone is respected and valued;
- self-actualisation needs: as mentioned above, they are needs associated with the fulfilment of personal growth. At an educational level, in this phase adult students strive to achieve learning objectives and reach their fullest potential (Hamel *et al.*, 2003).

Human needs are also distinguished by the author into two main categories (1987):

- deficiency needs: needs caused by deprivation. They include physiological, safety, love and esteem needs;
- growth needs: needs associated with an individual's desire to grow and related to the state of self-actualisation.

According to Maslow (1948; 1987), needs belonging to the lower levels must be satisfied to achieve a higher category of needs. For instance, a tired student will find it difficult to concentrate on learning. Hence, he/she needs to feel physically safe to progress in the hierarchy, and some sleep may be required.

However, in one of his reviews of the model, the author argued that the order of needs may vary depending on individual or external circumstances (Maslow, 1987). For example, he observed that for some individuals the need for self-esteem is more valuable than the need for love. Furthermore, people's behaviour appears multi-motivated since it is often pushed by more than one basic need (ibid.). Every individual can move up in the hierarchy, but sometimes life events such as a divorce or the loss of someone may cause a fluctuation to the lower levels. People do not follow the same path to reach the highest level of needs: each student is different from his/her classmates; thus, several reasons may influence his/her motivation to learn (Maslow, 1948).

1.3.2 Carl Rogers's role of the facilitator

Carl Rogers is considered a leading and influential American figure in the field of humanistic psychology and education (Glennon, 1979). His studies contributed to defining the humanistic-affective theory, an educational approach that addresses the needs and motivation of students, considering the relational dynamics in the classroom and the uniqueness of students (Caon, 2005).

According to Rogers (1967), the goal of education is to facilitate change and learning. Only the individual who has acquired the ability to adapt and seek knowledge as a source of security is an educated person (ibid.). Curiosity, questioning, and exploration allow students to be "creative scientists and scholars" (ivi, p. 26). To facilitate learning,

teachers need to behave like facilitators, rather than experts (Rogers, 1969). Their role is not to judge students' results but to enhance the conditions that make learning effective (Kirschenbaum and Henderson, 1989). Accordingly, facilitators should possess some attitudes:

- **realness:** when teachers show that they are real people with feelings and emotions such as happiness, hope and sometimes sadness, they demonstrate that they share the same characteristics as everyone else (Rogers, 1967). In this way, teachers promote the creation of a direct encounter with students, fostering an authentic and trusting relationship in the class (ibid.);
- **prize:** facilitators care for the learners, accepting the class as a group made of individuals that have worth (Heim, 2012). Each student may show moments of apathy and tiredness, but facilitators should recognise them as normal expressions of the students' life (Rogers, 1967);
- **empathic understanding:** teachers are required to analyse the world from the learners' eyes, showing a sensitive awareness of different perspectives. Acting as facilitators means creating a growth-promoting learning environment that is psychologically safe for students (Heim, 2012).

Therefore, as Rogers states (1967), teachers are asked to simplify and guide learning rather than teaching students directly. Although Rogers' theory has been often criticised for the lack of sufficient empirical research (Abercrombie, 1984; Brockback and McGill, 2007), it constitutes a significant contribution to adult learning teaching, where teachers constantly deal with different and flexible learning contexts (Begotti, 2011).

1.3.3 Adult learning theory: Knowles' andragogy

In the late 1960s, Malcolm Knowles, an American educator and scholar, became a leading figure in the studies of adult learning.

In his work *The Adult Learner: A Neglected Species* (1973), the author considered the importance of adult learning and teaching, stating that, until the 1940s, research studies mainly focused on pedagogy, that is, the “art and science of teaching children” (Knowles, 1970, p. 40). The lack of a comprehensive model for adult learning prompted Knowles to reflect on adult learning characteristics and needs, elaborating a “science of helping adults learn”, namely andragogy. According to the author (1990), the andragogical model is based on six assumptions about adult learners:

- need to know. Adults need to know why they could benefit from learning and should be encouraged to understand the disadvantages of not knowing something;
- self-concept. Adult learners have a self-concept about themselves and their responsibilities and thus, they need to be regarded as self-directed people. If adult learners are not considered autonomous by the teachers, the learning experience will be negatively affected;
- role of experiences. As mentioned in paragraph 1.2.1.2, adult learners are influenced by their past experiences and use them as resources for learning. Teachers, therefore, should place a great emphasis on using different learning strategies and techniques to reflect the heterogeneity of learners;
- readiness to learn. Adults are ready to learn what they could apply to their daily life or what interests them. On the contrary, children need to know for their biological and academic growth;

- orientation to learning. Adult people are life-centred: they learn to solve problems or perform tasks in different life contexts. If learners do not perceive the pragmatism of learning, their motivation will decrease;
- motivation. External motivators push adults to undertake learning paths. However, the most potent motivators are the pressures coming from the self, such as the need to improve the quality of life and self-esteem.

Despite these assumptions, many scholars have argued that it was difficult to establish whether Knowles had advanced a theory of learning or a theory of teaching (Merriam and Caffarella, 2007). Knowles' reply, however, clarified the ambiguity and specified that andragogy is a "model of assumptions about learning" (ivi, p. 87) that represents the foundation of an "emergent theory" (ibid.). Thus, the andragogical model constitutes a significant theory to consider as it provides notions that help teachers develop new flexible and stimulating learning paths.

1.4 Adult language teaching

According to Serragiotto (2004), adult language learning requires teachers to manage several roles:

- as facilitators, the core focus of teachers should become students: instructors need to adapt materials, methods and teaching techniques to the learning styles and strategies of students, their interests, and their personal needs (Sleeter and Grant, 1991). As Begotti writes (2019), one teaching method does not apply to all learners: classes are usually heterogeneous and possess different skills and language knowledge.

- as language consultants, they should provide students with skills and knowledge. More specifically, teachers' language competencies should help students to improve the learning experience;
- as the organisers and animators, teachers are responsible not only for the content they teach but also for the way that it is presented to students through learning activities and exercises;
- as experimenters, teachers should constantly study and implement new teaching methodologies to improve teaching and learning methods.

Consequently, adult language teachers should master several skills (Rogers, 1969):

- didactic-methodological skills: instructors create activities, plan and carry out them. Since adults show a higher abstractive ability than children, teachers may need to select additional materials to provide an explicit and in-depth reflection based on the linguistic and metalinguistic needs of students (Balboni, 2015). Moreover, according to Collins (2004), exercises and activities should be selected by teachers to increase students' autonomy and engagement. Using technologies to present multimodal resources, carrying out group discussions and hands-on experiences seem to encourage students' involvement (Knowles *et al.*, 2020). In contrast, activities that could threaten students' image and self-esteem are considered risky. For this reason, role-playing, role-taking, and role-making could be not appreciated by students (Balboni, 2015), and activities included in game-like methodologies could be perceived as a waste of time (Begotti, 2019). Teachers, therefore, need to explain why and how activities are carried out and what competencies they develop (Serragiotto, 2004);
- socio-relational skills: as also Collins states (2004), teachers become part of the class group, sharing personal opinions and feelings with students. For this

reason, cooperative learning is widely spread among adult learning classes: making students interact with colleagues and instructors encourages not only motivation but also teachers' and students' social skills, promoting a sense of equality and respect (Begotti, 2019);

- communicative skills: since adults are goal-oriented, teachers should communicate to participants the course objectives at the beginning of the learning path and explain how to attain personal goals. This communication allows students to make learning applicable to jobs, personal experiences or other responsibilities of value to them (Collins, 2004).

Teachers, therefore, play a relevant role in the learning process. As Farrant suggests (1980), their choices may influence not only adult learners' perspectives about learning but also the motivation to continue the learning path. Hence, establishing an educational agreement between teachers and students is essential (Balboni, 2015; Begotti, 2019; Daloiso, 2009). That agreement, defined as a negotiation between the internal and external needs of students, also considers students' learning characteristics, interests and skills (Begotti, 2019). As Daloiso states (2009), the educational agreement should comprise two agreements:

- a psychological agreement, where teachers take into account students' background experiences, knowledge and expectations to define learning objectives;
- a teaching agreement that allows teachers and students to set teaching choices according to the objectives of the class.

Although the negotiation of the educational agreement should reflect the characteristics of the majority of students, different learners' points of view might arise, pushing teachers to consider a variety of attitudes and learning needs.

As Daloiso argues (2009), the educational agreement does not lessen the role of the teachers. According to many scholars (Begotti, 2019; Collins, 2004; Daloiso, 2009), teachers act as experts and thus continue to make some teaching choices autonomously.

Chapter 2: Positive psychology and education

The second chapter considers positive psychology and its application to education. After providing a theoretical background on positive psychology studies (paragraph 2.1), the chapter focuses on positive emotions (paragraph 2.2) and presents Fredrickson's broaden-and-build theory, one of the leading theories in the field (paragraph 2.2.1). Finally, the chapter exposes the role of strategies promoting positive emotions (paragraph 2.2.2) and shows positive psychology interventions and implications in foreign language learning (paragraph 2.3).

2.1. Positive psychology: an overview.

Since the last decade of the twentieth century, the need to overcome the traditional psychological model based on the analysis of diseases and dysfunctions has pushed scholars to concentrate on the study of "the positive human functioning and flourishing on multiple levels" (Seligman and Csikszentmihalyi, 2000, p. 5), generally defined as *positive psychology* (Seligman, 1998).

Founded in 1998 by the President of the American Psychology Association Martin Seligman, positive psychology refers to the study of "what makes life most worth living" (Lopez and Snyder, 2021, p. 23), namely pleasant experiences, pleasurable activities, and personal strengths and virtues (Seligman, 2002). According to Seligman, positive psychology can be regarded also as the new science of strengths: optimism, work ethic, interpersonal skill, courage, the capacity for pleasure and insight, future-mindedness, and social responsibility represent the core elements at the basis of well-being (Seligman *et al.*, 2009).

Positive psychology represents an evolving research field today. Scholars have advanced studies on several aspects of human traits, feelings and experiences such as

hope (Snyder, 2000), wisdom (Baltes and Staudinger, 2000), optimism (Seligman, 1998), self-determination (Ryan *et al.*, 1996) and authentic happiness (Seligman, 2009). To embrace the variety of research, psychologists have identified three different levels of study (Seligman and Csikszentmihalyi, 2000):

- An individual level, centred on the qualities of people. It identifies positive traits like compassion, resilience and human strengths;
- A subjective level, based on positive experiences, like love and joy;
- A group level, referred to the application of positive psychology notions to institutions aimed at promoting better citizenship.

Since positive psychology is applied in different contexts, new models and instruments have been created to collect data on individuals. Scales of strengths, optimism, hope, and life satisfaction have been used in numerous studies, considering individuals of different ages, genres, and education (Lopez and Snyder, 2021). Among these models, Seligman's PERMA (Positive emotion, Engagement, Relationships, Meaning, Accomplishments) Model (2011) has been at the centre of investigations in multiple fields, including education (Kern, 2015), cooking (Cotter and Farmer, 2021), music therapy (Şuteu and Drăgulin, 2016) and job (Nebrida, 2018).

Although positive psychology continues to attract growing interest, some scholars have criticised its forward-looking and productive approach. According to Lazarus (2003), positive psychology ignores the negative aspects of existence and concentrates only on what benefits human people. However, as Lopez and Snyder (2021) have clarified, positive psychology's aim is not to deny the negative aspects but to promote positive states that strengthen individuals and allow them to overcome negative moments.

Finally, so far, research has mainly focused on individuals' traits and experiences, while studies on institutions like governments and workplaces remain limited. According to Lopez and Snyder (2021), as positive psychology has proved to be beneficial in individual and group contexts, its application should be further extended and investigated in the field of education, work, and leisure activities.

2.2 Positive emotions

Emotions play a significant role in the life of every human being: they push individuals to take action, make decisions, overcome dangers and survive (Cherry and Mattiuzzi, 2010).

Generally described as psychological states that arise from a stimulus, emotions involve several dimensions (Hockenbury D. and Hockenbury S., 2010):

- A subjective experience, related to how a person experiences the emotion;
- A physiological response, including the reactions of the body such as the rise of heartbeat and hunger;
- An expressive response, associated with body language and the expressions of people.

Considering positive psychology research, the study of emotions has acquired a considerable interest in the last twenty years (Fredrickson, 2001; Kahneman *et al.*, 2004; Seligman, 2011).

As Seligman affirms (2011), the measurement of well-being comprises the analysis of different constructs, and among them, positive emotions constitute a relevant category of flourishing, involving happiness, gratitude, interest, compassion, hope, amusement, joy, pride and love. To date, positive emotions have been proved to be beneficial in numerous contexts. Linley *et al.* (2009) outlined improvements in relationships in

workplaces and families and stated that, other than promoting social collaboration among peers, positive emotions help develop a sense of personal fulfilment and growth.

Favourable effects have been also found in the studies of physical well-being. According to several scholars (Danner *et al.*, 2001; Ostir *et al.*, 2000; Tugade *et al.*, 2007), positive emotions impact health and longevity, reducing stress levels and, at the same time, increasing coping abilities.

In line with expectations, positive emotions have been shown helpful also in the educational context. Pekrun *et al.* study (2002) suggested that enjoyment of learning and academic pride encourage the achievement of goals of high school and university students. Although the analysis of the classroom's emotions allows a comprehensive view of the group processes, differences between individual experiences and states should not be underestimated. Subjective values of happiness, well-being and mastery may influence students' outcomes and therefore, an inclusive approach encompassing cultural and individual differences should be followed (*ibid.*). That consideration appears relevant also to adult learners. In fact, Dirkx and Espinoza (2017) found that emotions associated with past events and personal life seem profoundly influential in adult language learning, both positively and negatively.

Furthermore, as Herzenstein and Gardner (2009) argued, different positive emotions do not cause the same effects. In their study of happiness and contentment, these two positive emotions were found to act as the promoters of diverse mechanisms: whereas happiness increased the sense of risk, contentment was associated with risk avoidance. As positive emotions research has shown a variety of different outcomes, studies on diversities among different contexts and individuals should be promoted and expanded. Emotions represent multifaceted and complex psychological states;

accordingly, knowledge about them requires a great body of psychological, biological, and pedagogical considerations. As Lopez and Synder (2021) state, positive psychology cannot rely only on its theoretical studies but should be opened to “deep and frequent connections with the rest of sciences and scholarly disciplines” (Lopez and Snyder, 2021, p. 9).

2.2.1 Broaden-and-build theory of positive emotions

According to Barbara Fredrickson's broaden-and-build theory, positive emotions present specific functions and forms (2001). As she wrote in her two major works *What Good Are Positive Emotions?* (1998) and *The Role of Positive Emotions in Positive Psychology: The Broaden-and-build Theory of Positive Emotions* (2001), positive emotions broaden individuals' awareness and build personal resources, thoughts, and skills (Fredrickson 1998; Fredrickson 2001). Contrary to negative emotions, positive emotions do not threaten human existence, but cause flexible and favourable reactions, such as the willingness to play, explore and savour, which in turn lead to the “building” of resources and actions that boost individual success (Fredrickson 1998, Fredrickson, 2001). According to this theory, interest, for instance, may lead to explorations (broaden) and result in the acquisition of new knowledge (build).

Although positive emotions are transitory states, the resources and skills they create appear enduring and varied (Fredrickson, 2004). Thus, the broaden-and-build theory provides a plausible model for long-term fulfilment: positive states should be cultivated not just as beneficial and temporary moments, but as processes contributing to personal growth (Fredrickson, 2001). The impact of positive emotions is beneficial also for the outcomes of negative emotions. With the experience of broadening,

individuals undo the narrowing specific-action tendencies of negative emotions (escaping, attacking, etc.), improving health and social relationships (Fredrickson, 2004).

Following the author's theory, ten positive emotions affect individuals' life (Fredrickson, 1998):

1. Joy. Felt when we are delighted with good events or accomplishments. It can be associated with various moments, such as meeting friends and enjoying a delicious dinner.
2. Gratitude. It refers to being grateful for the benefit that emerged from something others have done. Thankfulness can arise when we thank a family member for helping us, or when thoughtfulness is shown to friends;
3. Pride. Experienced when goals are accomplished, it encourages our sense of effectiveness and fulfilment.
4. Serenity. It represents a state of flow or peacefulness that leads us to savour the instant moment. Relaxing outdoor or listening to the sounds of nature are some examples;
5. Interest. Linked with feeling engaged and curious about something, it usually guides into explorations and willingness to pursue new goals;
6. Amusement. It expresses itself with laughter and humour and inspires us to enjoy our time with other people, such as colleagues and friends.
7. Hope. It represents the belief that the problems or difficulties will be overcome and is closely related to optimism and resilience, as it prompts us to envision a promising future.

8. Inspiration. When someone is doing his best and sparks our curiosity and interest we experience inspiration. It is usually associated with people, music, art, sport and films.

9. Awe. It is experienced when something unexpected captures our attention and makes us feel wonder and appreciation.

10. Love. It arises when positive emotions are shared with people we feel affection for.

Although the broaden-and-build theory remains one of the most mentioned models in positive emotions studies, some criticisms have been advanced in the last ten years. So far, research has mainly investigated positive emotions as leading to positive outcomes; accordingly, effects caused by deficit or elevated levels of positive emotions have not been analysed thoroughly and investigations on outcomes rarely consider negative effects (Gruber *et al.*, 2008). Gruber *et al.* (ibid.), for instance, observed ninety university students and reported that experiencing too much pride can promote negative outcomes, such as aggressive behaviours and irritability.

Despite these considerations, the broaden-and-build theory continues to be widely applied in empirical studies and therefore, it represents a core theory in the determination of positive emotions. Evidence of the theory has been shown in several contexts and, among all, in the field of education, where the model has proved to encourage cultural knowledge, social communication and resilience (Yarnal *et al.*, 2013).

2.2.2 Promoting positive emotions: savouring strategies

Promoting positive emotions appears as the basis for increasing the well-being of people, especially in community contexts where the flourishing of individuals is also

related to the social sphere. In addition, encouraging positive emotions has been at the centre of several studies in emotion regulation (Gross, 1998; Levenson, 1999). According to Gross (1998), emotion regulation can be defined as “the process by which individuals influence which emotions they have, when they have them, and how they experience and express their feelings” (Gross, 1998, p. 275)

As Levenson (1999) states, the interpretation of emotions plays a significant role in directing thoughts and decisions. Indeed, most people use emotion regulation as a modifier: whether it is automatic or not, conscious, or unconscious, it motivates them, avoiding fear, stress, and negative feelings. In the case of positive emotions, emotion regulation can induce individuals to maintain, increase or even decrease positive states (Langstone, 1994). Sharing good news with colleagues may amplify joy; instead, trying to reduce the feeling of attraction results to decrease interest.

The process by which positive experiences are appreciated and enhanced is generally called “savouring”. According to Bryant and Veroff (2007), savouring boosts the duration, intensity and frequency of such moments, leading individuals to intentionally take action. Linked to Fredrickson’s broaden-and-build theory, emotion regulation through savouring involves different strategies, commonly known as “savouring strategies” (Nelis *et al.*, 2011):

- To be present. Linked with intentional attention, it focuses on living present enjoyable moments. It has been shown to increase positive emotions frequency (Bryant, 2003; Erisman and Roemer, 2010).
- Sharing and celebrating positive events with other people. Also called “capitalizing” (Langston, 1994), this strategy is associated with an extension of the positive emotions over the positive experience itself (Langston, 1994; Basson and Rothmann, 2018). Sharing positive events with others goes hand in hand with communication: on the one

hand, sharing requires the re-narration of experiences, on the other communication helps sustain various positive emotions like pride and joy (Bryant, 1989).

- Positive mental time travel. Remembering or anticipating positive events allows positive states to be recalled and therefore extended to the present moment (Bryant *et al.*, 2005; Quoidbach *et al.*, 2009).

Overall, savouring strategies have been demonstrated to support coping abilities and well-being. Findings indicate that inclination to savouring predicts the individual well-being of students from childhood to the elderly (Meehan *et al.*, 1993). Furthermore, applying savouring strategies increases the self-image of individuals, promoting internal locus of control and self-esteem (Bryant, 2003). Finally, these practices have proved to be beneficial for improving the quality of life, preventing diseases (Chesney *et al.*, 2005) and reducing the stress impact (Shapiro *et al.*, 1998).

In short, emotion regulation through savouring strategies can be beneficial in both the psychological and the physical dimensions of individuals and can also cause a reduction of the negative effects, at least in the short term (Tugade and Fredrickson, 2007).

2.3 Positive psychology and foreign language learning

In the past ten years, the application of positive psychology to education has acquired a relevant interest among educators (Dewaele *et al.* 2019; Mercer *et al.*, 2016; Oxford, 2016; Seligman, 2018). Defined as the promotion of both “a love of life and a love of learning” (Seligman, 2018, p. 55), positive education refers to the implementation of practices aimed at promoting the well-being and flourishing of both teachers and students.

Although research in positive education is in its early stages, several studies have focused on second language learning and foreign language learning. Positive education research in applied linguistics has analysed the role of emotions, optimism, resilience, happiness, grit, and hope in schools and universities (Dewaele *et al.*, 2019; MacIntyre and Gregersen, 2012; Dewaele and Alfawzan, 2018). Findings show that learners' emotions and well-being may cause numerous positive effects (MacIntyre and Gregersen, 2012). According to Chaffee *et al.* (2014), students experiencing resilience and enjoyment show better determination to cope with learning challenges and thus, are more likely to feel engaged in the tasks. In a study involving students of literature in foreign languages, Piasecka (2016) analysed students' character strengths and concluded that creativity, curiosity, social intelligence, and courage are some predictors of self-efficacy and life satisfaction. Positive outcomes have also been shown in the application of strategies promoting well-being. Kossakowska-Pisarek (2016) conducted her study on university students and found that self-regulatory strategies of emotions facilitate foreign language learning, improving the control over intentional vocabulary learning.

According to the literature, teachers play a relevant role in the application of positive psychology principles in class (Dewaele and Alfawzan, 2018; Kossakowska-Pisarek, 2016). According to Dewaele and Alfawzan (2018), teachers promote students' positive emotions through humour, kindness, and enthusiasm. Włosowicz (2016) claimed that teachers are essential also in adult learning contexts, where empathy and patience seem critical to meet the learning needs of adults.

As positive interventions in foreign language learning continue to grow, new models have been adopted to collect research data. To date, Oxford's EMPATHICS is one of the leading models in the field (Oxford, 2016). Derived from Seligman's PERMA

model, Empathy is the acronym for what it intends to measure, namely emotion and empathy, meaning and motivation, perseverance, agency and autonomy, time, hardiness and habits of mind, intelligence, character strengths, and self-factors such as self-efficacy, self-concept, self-esteem, self-verification.

Although positive interventions in foreign language learning deserve more research in different cultural contexts, EMPATHICS represents a crucial step in the study of the well-being of learners, as its application reflects the dynamic and complex relationships of positive factors involved in language learning (Dewaele *et al.*, 2019; Oxford, 2016).

Chapter 3: Motivation

The third chapter focuses on motivation and its implications for positive education. After exploring the role of motivation in foreign language learning and adult learning (paragraphs 3.1 and 3.2), the first part concentrates on positive psychology and explores the relationship between emotions and motivation (paragraph 3.3), also in the light of current research. Finally, the second part provides an insight into some of the most significant theories, namely self-determination theory (paragraph 3.4.1) and social-cognitive theory (paragraph 3.4.2).

3.1 Motivation in foreign language learning

Motivation in foreign language teaching and learning has evolved considerably in the last decades. Although several studies have investigated its impact on the classroom environment, elaborating a unique definition of the term remains complex.

According to Bakar *et al.* (2014), motivation is strictly related to behaviour, and affects how individuals invest their energies in a task, the willingness to persist, and what feelings arise from it.

The relationship with behaviour has also been emphasised by Gredler *et al.* (2004). As they indicate in broad terms (*ibid.*, p. 106), motivation corresponds to “the attribute that moves us to do or not to do something” (Gredler *et al.*, 2004, p. 106). Accordingly, motivation activates behaviour and gives it direction, influencing the needs and desires of individuals (Kleinginna P. and Kleinginna A., 1981).

Given these considerations, motivation is considered a crucial factor in teaching and learning. As learners attribute different meanings to school activities, resources can be directed in diverse ways (Filgona *et al.*, 2020). Learning is not an effortless process; it

requires many energies and, thus, it needs to be supported by a motive, that is a desire, an interest or a goal (Makokha and Ongwae, 1997).

In the attempt to define the determinants of motivation, Seifert and Sutton (2009) categorised learners' motives as (i) motives as goals directly or indirectly contributing to achievement, (ii) motives as situational and personal interests, (iii), motives as perceptions about success, (iv) motives as self-efficacy, and (v) motives as self-determination related to personal needs. In this respect, Seifert and Sutton posited that motives are influenced by the type of students' goals, their orientation to mastery, personal fulfilment and social relationships. The concern for interests and goals is evident also in Balboni's tripolar model. To understand what influences motivation, Balboni (2015) proposed three driving factors, namely duty, need, and pleasure. Of these factors, only pleasure appears to significantly affect motivation. Indeed, need and duty, while influencing learners' motivation, are limited by their nature, since once satisfied they no longer exist.

Although Balboni's model becomes helpful when considering the type of motivation arising from the engagement in a learning path, the analysis of motivation concerning everyday lessons requires a deep understanding of what may promote students' interests, desires and goals. In this respect, the Schumann stimulus appraisal model (1997) suggests five factors to consider when designing a learning path: (i) novelty (in terms of unexpected and varied patterns of materials and activities) (ii) attraction of the stimulus, (iii) functionality (related to students' needs and goals), (iv) feasibility, and (v) psychological and social security (associated with students' self-image and self-esteem). Although the model was designed for Second Language Acquisition, Schumann's analysis can be also applied to foreign language learning, as it highlights

the conditions to support learners' motivation considering the type of tasks and their implementation in class.

Finally, according to Wood (2019), teachers assume a critical role in motivating learners through activities and personal attitudes, promoting engagement and improving social relationships in the class. As Tymms *et al.* state (2008), when positive affect is displayed, students are more likely to show interest and enthusiasm within the learning path.

3.2 Motivation in adult learning

As mentioned in chapter 1 (paragraph 1.2.1.), motivation levels do not appear with the same trends for all ages. According to several scholars (Balboni, 2015; Begotti, 2011; Hussain *et al.*, 2020), adult motivation is influenced by the desire to learn and the need to improve language skills. Studies on adult foreign language motivation reveal not only that personal fulfilment holds a primary role in affecting adult attitudes, but also that previous high-school and university studies positively sustain the motivation to engage in new learning careers (Arthur and Beaton, 2000). However, little is known about adult learners' persistence of motivation. Although adults purposely engage in learning paths, several factors may decrease motivation during a foreign language course (see paragraph 1.2.1). In this respect, Green and Kelso (2006) found that teachers' efficiency and competencies seem pivotal in continuing to motivate adult learners throughout the learning path. Students face the challenge of returning to study after a certain period of time and, therefore, the learning experience needs to be practical, well-defined and feasible to be continuously engaging.

Beyond the influence of teachers, adult learners' motivation is also governed by inner mechanisms involving the self. Among them, emotions have proved to be instrumental

in task management, one of the tangible outcomes of motivation (Wlodkowski, 2004). In the light of the current study, theoretical knowledge about emotions and motivation will be presented and discussed in this chapter (paragraph 3.4), allowing a better understanding of how emotional mechanisms affect learners' motivation in the educational context.

3.3 Positive emotions and motivation

In psychological studies, the term motivation refers to a psychological state comprising several dimensions such as nervous activity, personality traits and emotional processes (Dörnyei, 2005; Garret and Young, 2009; Imai, 2010). Emotions, therefore, have a considerable impact on motivation: they can maintain, promote, or hinder it. As Immordino-Yang and Damasio state (2007, p. 9), when educators underestimate the role of emotions in learning the “critical force in students' learning” is not well appreciated.

Although the role of positive emotions in relation to motivation has not been thoroughly investigated, studies have shown that even in a difficult task students' feelings of joy and pride have a positive motivational effect (MacIntyre, 2002; Lòpez, 2011). Indeed, emotions can provide students with the necessary energy to take action, make decisions and influence thinking.

As mentioned in chapter two (paragraph 2.3), the motivation to engage in a new learning path is also affected by the positive or negative evaluation of past experiences (Lòpez, 2011). Since learning corresponds to a socially constructed process, the complex framework of emotions encompasses the whole lifespan of individuals, especially in adult learning contexts.

Finally, considering self-determination theory and broaden-and-build theory, studies have proved that positive emotions positively impact intrinsic motivation, leading to self-determined behaviours and thus, resulting in a *building effect* (Løvoll *et al.*, 2017). In this respect, positive emotions influence not only the motivational phase but also the volitional phase. Among the great variety of positive emotions, happiness, interest, and hope have been shown to influence students' motivation to commit to a task and at the same time, the willingness to make efforts to complete it (Lüftenegger, 2016). Positive emotions, therefore, have proved to be influential in the learning context; however, further research needs to be advanced on the possible relation between the application of positive psychology principles and motivation. Indeed, little is known about positive emotions and motivation in the adult learning context, and thus, studies on different types of age would expand the current body of knowledge in the educational field.

3.4 Theories of motivation

As scholars have proposed several models, numerous theories have been used to explain the dynamics of motivation considering different biological, cognitive and affective aspects. Among all of them, self-determination theory and social-cognitive theory contribute to providing a comprehensive analysis, allowing different considerations to emerge in the field of foreign language learning.

3.4.1 Self-determination theory

As adult learners' engagement in a learning experience is also regulated by self-determined behaviours, self-determination theory (SDT) is useful for investigating the motivational mechanisms involved in adult foreign language learning.

According to Deci and Ryan (2000), SDT is an empirically-based theory aimed at analysing the factors that may promote or hinder intrinsic and extrinsic motivation. As the scholars exposed in their sub-theory named Cognitive Evaluation Theory (CET), intrinsic motivation refers to a self-determined motivation occurring once the needs of competence, connection, and autonomy are accomplished. Individuals, for instance, may engage in activities for personal satisfaction, curiosity, and willingness to explore. In contrast, extrinsic motivation reflects an instrumentality between the task and the possible outcomes, as external factors such as good grades, rewards or even risk avoidance and rules influence individuals' choices. However, as Deci and Ryan clarified (2008), a clear dichotomy between the two types of motivation is not possible to establish and apply, as they comprise a differentiated set of behaviours relying on a continuum spectrum of motivation. At one of the extremes, amotivation arises as a lack of motivation; on the other extreme, intrinsic motivation reflects autonomy and self-determination. Moving between the two extremes, different types of motivation can occur. As we consider more self-determined behaviours, another kind of extrinsic motivation is introjected regulation, a behaviour where internal pressures aim at obtaining personal rewards or avoiding punishment. Proceeding further, identified regulation reflects an internal valuing of actions, described as significant for personal fulfilment. Finally, integrated regulation corresponds to the most autonomous type of extrinsic motivation, which arises once rules are accepted and internalised.

Overall, while intrinsic motivation has been shown to promote effort and persistence (Vansteenkiste and Deci, 2003), extrinsic motivation seems to encourage competition and high performance (Lei, 2010). Studies have shown that the two types of motivation can positively or negatively interact (Deci, 1971). External factors such as deadlines and rewards may undermine intrinsic motivation and diminish the level of autonomy.

On the contrary, providing different choices and opportunities may increase the level of autonomy, pushing the internal locus of causality towards intrinsic motivation.

3.4.2 Bandura's social cognitive theory

Although several social-cognitive theories have emerged in the last decades, Albert Bandura's social cognitive theory remains one of the most significant in the educational field. In his *Social Foundations of Thought and Action: A Social Cognitive Theory* (1986), the author provides a comprehensive analysis of the theory, explaining the self-regulatory processes and the complexity of internal and external aspects influencing motivation. The theory, previously known as social learning theory, explores human behaviour through a triadic reciprocity of factors, which are personal factors, behavioural factors, and social environment (Bandura 1986; Bandura, 1997; Bandura, 2001). While personal factors include beliefs, attitudes and skills, behavioural factors refer to self-efficacy, expectancies, and goals. According to Bandura (2001), therefore, the perceptions of ourselves, our needs and desires dynamically interact with social influences (work, school, family, etc.) and situational elements (task characteristics, weather, etc.). In other words, the environment influences the actions of individuals, which, in turn, direct their behaviours shaping new decisions. In the educational context, for example, this reciprocal determinism is shown in teachers' reteaching of concepts: whenever students need to clarify some ideas, teachers' behaviour changes to adapt to the environmental request.

In the learning context, the influence of external factors is underlined also in the distinction between enactive and vicarious learning. Enactive learning involves learning from actions; instead, vicarious learning occurs through observing models in the social environment. Both types of learning contribute to influencing learners'

motivation: if actions reveal the appropriateness of behaviours and may motivate individuals to act in the same way, observing others stimulates social comparison and might shape the motivation to undertake new projects and learning paths.

According to the author (Bandura, 1997), however, learners' motivation may also be influenced by several other factors. Firstly, the self-evaluation of progress in the achievement of goals helps students address their efforts, manage their resources and increase their motivation in attaining the desirable outcome (Locke and Latham, 2002). Then, outcomes expectations and the perception of utility encourage learners to strive for their goals. Finally, self-efficacy, referring to the beliefs in one's ability to attain outcomes (Bandura, 1997), allows students to feel emotionally and psychologically motivated, with consequences for self-esteem and self-image.

In the adult learning context, these elements acquire a significant role: as adults usually desire to achieve well-defined goals, helping them support their self-efficacy and expectations seems crucial, also considering the difficulties that may arise when undertaking a learning path in certain periods of life. At the same time, however, as behavioural factors, personal factors, and environmental factors may negatively impact the learning experience, adults themselves need to be able to regulate their internal processes of emotions, beliefs and attitudes. Since learners' motivation is influenced by several factors, the social cognitive theory allows a better understanding of the complex framework of learning and pushes both teachers and students to rethink their learning processes in a constructive way.

Part 2

Chapter 4: The study

The current chapter presents the practical study of the paper. Based on a personal teaching experience, the research aimed to investigate the role of savouring strategies promoting positive emotions on adult learners' motivation to continue the study of a foreign language, either autonomously or in a classroom context.

As further explained in the literature section (paragraph 1.2.1), different internal and external factors (cognitive factors, social factors, psychological factors, work-related factors, family factors, etc.) may decrease adult learners' motivation throughout a learning path. To address this issue and understand the possible motivational effects of savouring strategies, the study investigated a class of adult students attending an Elementary English course at Università Popolare del Nordest, a cultural association located in the Veneto region. The association represents a private organisation which offers numerous courses in different disciplines such as foreign languages, arts, music, and literature, and is mainly aimed at adult learners aged more than eighteen, as in the case of the current study. Since the association usually divides the academic year into two sessions, the timeframe considered relates to the Fall/Winter session of 2021/2022.

During the period mentioned, research was carried out following three principal phases, namely i) investigation of students' attitudes with reference to students' initial motivation and use of the strategies, ii) intervention, which aimed to apply the strategies through three different activities and iii) investigation of students' perceptions related to the role of the strategies on the motivation to continue the study of English language. All the phases were conducted by the teacher-researcher with the approval of the director and the head of foreign languages at Università Popolare del

Nordest. Accordingly, the study can be defined as action research, a form of classroom research where teachers implement and evaluate practices to obtain a more in-depth knowledge of the learning and teaching processes (Burns, 1999; Dörnyei, 2007). Although not generalisable, action research constitutes a fruitful and practical research design as it encourages a critical reflection on change and improvement in the educational context (Cohen *et al.*, 2018).

As regards data collection, the study analysed both quantitative and qualitative data extrapolated from a questionnaire and individual oral interviews. However, the study remains qualitative in its orientation, as it constituted an exploratory investigation of the students' perceptions of the role of savouring strategies on motivation. Indeed, as Dörnyei states (2007, p. 38), qualitative research relates to the investigation of "opinions, experiences and feelings" of people to describe social processes from the eyes of the insiders. Finally, the need to implement qualitative research was also associated with the small sample size of the study which was constituted of a class of nine Italian learners.

Details about the methodology of the study are further presented in the following section. The first part of the chapter explains the research questions and hypotheses posed (paragraph 4.1); then, the section considers the participants involved (paragraph 4.2), the instruments and the procedure used to collect data throughout the semester of study (paragraph 4.3). Finally, data analysis exposes how data were analysed in relation to learners' motivation, the use of strategies before the intervention phase and the effects perceived on motivation after the intervention phase (paragraph 4.4).

4.1 Research questions and hypotheses

In the light of the research aim and the literature studies presented (chapters 1, 2 and 3), the study attempted to answer three research questions:

1. What is the initial motivation that pushes adult students to learn the English language?

Considering self-determination theory, it was hypothesized that students are highly motivated at the beginning of the course and that their initial motivation to learn English is driven by both intrinsic and extrinsic factors. However, it was assumed that extrinsic motivation overcomes intrinsic motivation, due to the need to use English in several communicative events, such as in travels and business communication.

2. Do students use savouring strategies to promote positive emotions when they study the English language?

The research question refers to the use of the strategies before their application during the course. Thus, it was supposed that students do not extensively use savouring strategies in English language learning both inside and outside the class. As previously explained in the literature of the study (paragraph 3.2), adult learners may engage in the challenge of learning after an extended period of time, and several cognitive, psychological and socio-relational factors (paragraph 1.2.1) might push them to concentrate on the negative aspects. Therefore, it was hypothesised that most adult learners use the strategies only sometimes (paragraph 2.2.2).

3. Have savouring strategies had an impact on students' final motivation to continue their studies?

The research question refers to the impact of savouring strategies on motivation after their application during the course. As savouring strategies are expected to push students to focus on the positive aspects of the learning processes, it was hypothesised that their implementation influences adult learners' motivation, increasing the willingness to continue the language study, either autonomously or in a classroom context.

4.2 Participants

As previously mentioned, the study presents a personal teaching experience concerning an onsite Elementary English course (A1 level of the Common European Framework of Reference for Languages) at Università Popolare del Nordest. Based on classroom research, the investigation collected data on nine Italian adult learners attending the foreign language course in the library of Stra, in the province of Venice. Table 1 illustrates the age of students in relation to their gender and age; Table 2 shows how long students have been studying English before the start of the course and Table 3 explores the students' use of English outside the course and the related frequency. All data were extrapolated from the first part of the questionnaire associated with the personal information of learners (Appendix A).

Table 1: Students' sampling in relation to gender and age

	18-24	25-34	35-44	45-54	55-64	65+	
Males	-	-	-	-	11.1%	11.1%	
Females	-	-	11.1%	11.1%	33.3%	22.2%	
% Students per age	-	-	11.1%	11.1%	44.4%	33.3%	
N. Students per age	-	-	1	1	4	3	Tot. N. Students: 9

Table 2: Students' experience with English learning

Time	% Students	N. students
Some months	66.7%	6
1-2 years	22.2%	2
3-5 years	11.1%	1
5+ years	-	-

Table 3: Students' use of English outside the school

Use of English outside the school	% Students	N. Students	Frequency
Yes	22.2%	2	- One or more times a week (1 student) - One or more times a year (1 student)
No	77.8%	7	

As Table 1 reveals, students' age range starts from 35-44 years (11.1%). Most participants belong to the 55-64 group (44.4%), although a significant percentage is also shown for the 65+ group (33.3%).

Considering Table 2, students' experience with English learning is varied. None of the participants belongs to the 5+ years group; however, a small proportion declared to have been studying English for 1-2 years (22.2%) or 3-5 years (11.1%). Despite this, the greatest percentage relates to the "some months" group, probably associated with the students' level of English knowledge.

Finally, as concerns Table 3, most students (77.8%) do not use English outside of school and only one in two learners practises the foreign language in external contexts with a quite high frequency (one or more times a week). Data, therefore, indicate that

learners seem not pushed to use the language frequently, probably because they do not need to use it in work, education, and leisure activities.

4.3 Instruments and procedure of data collection

The structure of the study was organized in relation to students' school timetable. Students attended the course on Thursday from 10:50 a.m. to 12:50 a.m. for fifteen lessons from the 13th of October 2021 to the 17th of March 2022. Thus, following the research aim, the study was divided into three principal phases, ordered as follows:

- a) *investigation of students' attitudes*, collecting data about initial motivation and use of savouring strategies;
- b) *intervention*, based on applying savouring strategies on positive emotions;
- c) *investigation of students' perceptions*, collecting data about the role of savouring strategies on the motivation to continue the study of the English language.

In this respect, Table 4 illustrates the time management of the three research phases in relation to the lessons.

Table 4: Time management of research phases in relation to the lessons

Research phase	Lessons
Investigation of students' attitudes	2-3
Intervention	4-13
Investigation of students' perceptions	14-15

As visible in Table 4, the research phases followed a chronological order. The only part of the course excluded concerns the first lesson, dedicated to the presentation of the course learning objectives and the explanation of the research aim of the study. Although the investigation of students' attitudes and the investigation of students' perceptions were not carried out during the lesson hours, Table 4 indicates the timeframe of lessons during which each research phase was conducted.

To provide a thorough description of the research procedure, the following part of the paragraph illustrates the research phases in detail and explains the aim of each part, also in the light of the research questions.

a) Investigation of students' attitudes

As previously stated, the aim of this phase was to collect data about students' initial motivation and their use of savouring strategies concerning positive emotions. Thus, this part was associated with answering research questions 1 (What is the initial motivation that pushes adult students to learn the English language?) and 2 (Do students use savouring strategies to promote positive emotions?). The instrument adopted for data collection was a questionnaire, divided into three parts related to (i) personal data, (ii) motivation, and (iii) use of savouring strategies. Overall, to collect data on all the different sections, the questionnaire consisted of twenty-two items based on multiple-choice and scale questions. As regards the scale items, the Likert scale was mostly used, especially in the third section (use of savouring strategies) where learners chose one of the responses ranging from *sempre* ("always") to *mai* ("never"). Table 5 indicates the nature of the items administered.

Table 5: Nature of questionnaire items

Type of questions	Number of questions
Multiple choice	4
Scale	17
	Tot. questions: 21

As concerns the development of the instrument, the questionnaire was created using Google forms, an application of Google that collects the respondents' answers and export data on Google sheets and thus on Excel. All the items were adapted and simplified to avoid ambiguities and difficulties in the meaning of concepts, considering that respondents may not possess knowledge of positive psychology principles and motivational processes in language learning. Before inviting students to complete the questionnaire, a piloting phase with two adult students of another Elementary English course at Università Popolare del Nordest assured the understandability of the items.

As shown in Table 4 (paragraph 4.3), the questionnaire administration started in the second lesson of the course on 28 October 2021. Students received an email with the link for the questionnaire and completed it in two weeks during extra-school hours or at school. The class was ensured that participation was completely optional and anonymous, and that data remained anonymous also when reported in the present dissertation. Finally, learners were informed that the responses were gathered only for research purposes and saved until the end of the research.

Due to the students' low level of English language knowledge, the questionnaire was completely administrated in the Italian language, the native language of all the respondents (Appendix A). This choice facilitated the understandability of the content and, consequently, reduced response bias in the data collection process.

b) Intervention

This phase refers to the implementation of three activities aimed at stimulating students to use savouring strategies related to positive emotions. Overall, the strategies concentrated on Fredrickson's ten positive emotions (1998), namely joy, gratitude, pride, serenity, interest, amusement, hope, inspiration, awe, and love (paragraph 2.2.1).

Considering the strategies classification by Nelis *et al.* (2011) described in the literature part of the present study (paragraph 2.2.2), the intervention phase pushed learners to apply the following savouring strategies:

- to be present: when carrying out activities in class and at home, learners were invited to enjoy the present learning moment;
- sharing and celebrating positive events with other people: after reflecting individually on positive emotions related to specific events, learners were invited to share their thoughts and reflections with their classmates and the teacher;
- positive mental time travel: learners were pushed to savour positive emotions associated with reminiscing and anticipating future emotions and events.

In this regard, Table 6 indicates the specific savouring strategies that students were encouraged to apply in each activity, namely activity 1, activity 2, and activity 3.

Table 6: Savouring strategies applied in activity 1, activity 2, and activity 3

Activity	Savouring strategies
Activity 1	<ul style="list-style-type: none">- Positive mental time travel (reminiscing about positive emotions)- Sharing and celebrating positive events with other people
Activity 2	<ul style="list-style-type: none">- To be present- Positive mental time travel (reminiscing about past events)- Sharing and celebrating positive events with other people

Activity 3	<ul style="list-style-type: none"> - Positive mental time travel (anticipating positive emotions) - To be present - Sharing and celebrating positive events with other people
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Overall, the activities were not conceived to answer research questions as they aimed at stimulating students' use of strategies. As concerns the activity 2 and 3, they were occasionally considered in the interpretation of the results related to research question 3 (Have savouring strategies had an impact on students' final motivation to continue their studies?) to ensure the frequency of the strategies applied during the course or to provide some examples of the activities conducted; however, together with the first activity, they were not involved in the research analysis since their data did not directly answer the research questions posed.

For a better understanding of each activity, Tables 7, 8, and 9 present the structures of activity 1, activity 2, and activity 3 respectively. While activity 1 introduced students to the concept of positive emotions concerning everyday life, activity 2 and 3 were strictly related to the learning context. The difference between activity 1 and the other two activities lies also in the structure of the tasks. The first activity was based on reading, writing and oral tasks aimed to encourage students to recognise positive emotions and become familiar with savouring strategies; the last two activities instead involved the use of two logbooks where students took notes and reflected on their positive emotions in relation to specific activities, applying savouring strategies every week.

Using logbooks acquired a relevant role in the intervention phase. As Dam states (2009, p. 129), a logbook is basically “a record of events” that students conduct during the learning period, in class or outside of it. Logbook also constitutes a communication means between peers and teachers, as it allows students to express and share ideas,

goals and expectations (Dam, 2008). Indeed, as Menegale states (2018), a logbook promotes retrospective reflection and encourages personal growth. Finally, writing records stimulates students to use the foreign language. Since logbook requires constant reporting, students are pushed to develop a critical awareness of their foreign language skills (McNamara and Deane, 1995). Indeed, although it did not represent the aim of the current research, the two logbooks encouraged learners to identify strengths, weaknesses and progress of their English language competence, and thus became a meaningful tool over the learning period.

Table 7: Activity 1: Discovering positive emotions

Activity title	Discovering Positive Emotions
Learning situation	The activity was carried out after revising the vocabulary concerning feelings and emotions in the students' textbook. The language adopted throughout the activity was English, although Italian was sometimes used to help students understand the main concepts.
Type of activity	The activity was a classroom activity completed during the lesson, except for the last part assigned as homework to give students time to reflect on positive emotions in their everyday life.
Time required	Two hours (excluding homework)
Resources	Students were provided with photocopies printed from a Word document on which the teacher had previously created the activity (Appendix B).
Aim	To enable students to identify positive emotions and use savouring strategies.
Objectives	Students were encouraged (i) to recognise positive emotions, (ii) classify concepts related to positive emotions, (iii) compare positive and negative emotions, (iv) attribute positive emotions

	<p>to people’s everyday life, (v) attribute positive emotions to personal events, (vi) reminisce about positive events (vii), and share and celebrate positive events with classmates and the teacher.</p> <p>As far as language objectives are concerned, students were encouraged to (i) practice vocabulary concerning positive emotions, (ii) describe positive events, (iii) communicate positive events in the written and oral forms, and (iv) understand written and oral descriptions of positive events.</p>
Language level	A1 level in the English language
Methodology	<p>1) Students observed three images and expressed how people feel using the vocabulary they already knew. This part allowed students to revise their previous knowledge and foster their curiosity. The class worked together, and the teacher guided students by posing oral questions in the English language to direct their ideas.</p> <p>2) Students read a short text about emotions and reflected on the words expressing positive and negative states. The text was read aloud by one student, while the discussion involved all the class. The teacher helped students understand the meaning of complex words and encouraged the discussion by posing oral questions in the English language.</p> <p>3) Students classified words concerning emotions into positive words and negative words and discussed the differences between the two groups. The class worked together, and the teacher encouraged the students’ discussion by writing the keywords on the blackboard and posing oral questions in the English language.</p> <p>4) Students considered the positive words of the text previously read and establish the emotion they relate to by choosing between three emotions they already knew. This part encouraged students</p>

to be introduced to the field of positive emotions by using their previous knowledge. Students worked in pairs, and then the teacher asked the class how words were classified. Finally, one student was invited to read aloud an explanation written on the sheet and all the class realised that the emotions considered represent positive emotions.

5) Students were given a list of Fredrickson's ten positive emotions and were asked to match them with the right image. The class worked together, and the teacher guided students in understanding the meaning of complex words. By completing this part, learners understood in general terms what each emotion represents.

6) Students matched words concerning positive emotions to the right definition. In this way, learners had the opportunity to solve doubts related to the meaning of each emotion. Students worked in pairs, and then the teacher asked how positive emotions were matched and explained the most complex words of the definitions using both English and Italian language.

7) Students read different sentences describing some people's states or actions and established what positive emotions they referred to. The class worked together to reflect on the context of each sentence and finally, together with the teacher, corrected the wrong matchings.

8) Students were invited to think about everyday life and determine what situation may make people feel specific positive emotions. Students worked individually, and then the answers were read aloud by each student and discussed together with the help of the teacher.

9) Students reflected on their everyday life and completed two sentences by choosing two positive emotions and stating when

	<p>they usually experience them. In this way, learners applied the strategy related to positive mental time travel, as they were pushed to think about their past routines. This part was assigned as homework to offer students more time for their reflections. To help students understand the assignment, the teacher provided some examples.</p> <p>In the following lesson, students communicated to the class what they had written and thus, they applied the savouring strategy related to the sharing of positive events. The teacher carefully listened to each student and asked the other classmates whether they usually experience the same emotion in the same context. This discussion allowed more in-depth and personal reflections on positive emotions and their related context.</p>
Evaluation	This component was not considered due to the exploratory nature of the activity.

Table 8: Activity 2: Logbook on reminiscing about positive emotions

Activity title	Logbook on reminiscing about positive emotions
Learning situation	<p>The activity was carried out after activity 1, so students had already identified the different types of positive emotions and applied savouring strategies in relation to their everyday life.</p> <p>The logbook was completed in the English language and all the reflections were reported to the class in English; however, Italian was sometimes used for the understanding of complex words.</p>
Type of activity	The activity was completed once a week for each of the four weeks and was composed of two parts. The first part required students to work individually outside the classroom, whereas the second part took place in the classroom, as it was concerned with reading and discussing students' reflections written in the logbook.

Time required	Overall, the activity was carried out for four weeks. The part of the activity completed in class required about fifteen minutes each week.
Resources	Students were provided with a photocopy printed from a Word document on which the teacher had previously created the activity (Appendix C).
Aim	To enable students to identify their positive emotions related to the learning context and use savouring strategies.
Objectives	Students were encouraged (i) to recognise positive emotions in the learning context, (ii) reminisce about positive learning events, (iii) enjoy the present learning moment, and (iv) share and celebrate positive events with classmates and the teacher. As far as language objectives are concerned, students were encouraged to (i) practice vocabulary concerning positive emotions, (ii) describe positive events, (iii) communicate positive events in the written and oral forms, and (iv) understand oral descriptions of positive events.
Language level	A1 level in the English language
Methodology	1) Each week students were invited to reflect individually on their learning experience with the English language. More specifically, students were asked to think about a positive event of the previous week that had made them experience one or more positive emotions. Positive events could be related to activities carried out inside the classroom and outside the classroom. For this reason, students were constantly invited to use the strategy related to living the present moment, both inside and outside the class. Students reported the activity and the positive emotions in the logbook using the English language. 2) Students' read their reflections to the class, implementing the strategy related to sharing and celebrating positive events. The teacher listened to all the students' reflections and stimulated the class to reflect on the different activities that promoted positive

	emotions. The teacher also wrote the most difficult words on the blackboard to explain them and correct possible mistakes.
Evaluation	This component was not considered due to the exploratory nature of the activity.

Table 9: Activity 3: Logbook on anticipating positive emotions

Activity title	Logbook on anticipating positive emotions
Learning situation	<p>This activity was carried out after activities 1 and 2, so students had already become familiar with positive emotions, and had already applied savouring strategies in relation to their everyday life and their learning experience.</p> <p>Logbooks were written in English; thus, students reported their reflections to the class in English. However, Italian was sometimes used to help students understand the meaning of complex words.</p>
Type of activity	The activity was completed once a week for each of the four weeks and was composed of two parts. The first part required students to work individually outside the classroom, whereas the second part took place in the classroom, as it was concerned with reading and discussing students' reflections.
Time required	The activity was carried out for four weeks. The part of the activity completed in class required about fifteen minutes each week.
Resources	Students were provided with a photocopy printed from a Word document on which the teacher had previously created the activity (Appendix D). They were also allowed to access a Drive folder on which they could find materials to carry out the activity.
Aim	To enable students to identify their positive emotions related to the learning context and use savouring strategies.

<p>Objectives</p>	<p>Students were encouraged (i) to recognise positive emotions in the learning context, (ii) anticipate positive learning events, (vii) savour the present moment, (viii) and share and celebrate positive events with classmates and the teacher.</p> <p>As far as language objectives are concerned, students were encouraged to (i) practice vocabulary concerning positive emotions, (ii) describe positive events, (iii) communicate positive events in the written and oral forms, and (iv) understand oral descriptions of positive events.</p>
<p>Language level</p>	<p>A1 level in the English language</p>
<p>Methodology</p>	<p>1) Each week students reflected on the positive emotion they would like to feel when studying English. Then, they were invited to think about an activity that could make them feel that emotion and finally, they were asked to carry out that activity. This part was conducted outside the classroom and students reflected individually. Activities could be related to listening, writing, reading and speaking tasks, for example, watching a short video about sport, speaking with foreign relatives, listening to songs, etc. To help find activities, students were also allowed to access a Drive folder where they could find short books, videos, songs, and texts on different topics. In this way, students were pushed to apply two savouring strategies. The first strategy was concerned with anticipating positive emotions, and the second one was related to savouring the present moment, as students were invited to enjoy their activities with intentional attention.</p> <p>2) Students shared their logbook reflections in class and thus, applied the strategy associated with sharing and celebrating positive events. As for activity 2, the teacher stimulated the class to reflect on the different activities that promoted positive emotions and wrote the most difficult words on the blackboard to explain them and correct possible mistakes.</p>

Evaluation	This component was not considered due to the exploratory nature of the activity.
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c) Analysis of students' perceptions

The aim of this phase was to collect students' perceptions of the role of savouring strategies on their motivation to continue the English language learning path; thus, this part was associated with research question 3 (Have savouring strategies had an impact on students' final motivation to continue their studies?). The instrument adopted for data collection consisted of an oral interview comprising seven questions asked individually to each student at the end of the semester when respondents had already applied the strategies (paragraph 4.3). Since interviewing requires a consistent amount of time (Dörnyei, 2007), students were invited to be interviewed at the end of the fourteenth and fifteenth lessons, the last two lessons of the course. The teacher conducted the interviews in the library, without the presence of the classmates and with the windows and doors closed to avoid the interference of noise. Indeed, as Dörnyei states (ivi. p. 140), the interviewer should ensure a “non-threatening atmosphere” to let the interviewees answer calmly and freely.

Before addressing the questions to the students, the teacher assured the students that their participation was optional and anonymous, and that data were collected only for research purposes. All the interviews were audio-recorded for the transcription of the responses and their final analysis. Although a video recording would have also captured non-verbal elements such as body movements, learners did not feel comfortable with this type of data collection and therefore, only audio recording was used. As for the questionnaire, the teacher ensured the class that data (and thus also

recordings) were saved until the end of the research. Finally, in addition to recordings, the teacher took notes on the significant elements of the students' responses during the interviews to gain a general idea of the class's perceptions.

As regards the structure of the instrument, the teacher had designed a guide of seven open questions before carrying out the interviews to ensure that the focus of interest was properly covered. However, the interviews were semi-structured in their orientation and thus, despite the usefulness of the guide, the students were sometimes asked additional questions. As Dörnyei explains (*ibidem*), semi-structured interviews, on the one hand, allow the respondents to elaborate on the information in an explorative way, and on the other, enable the interviewer to follow the respondents' considerations that appear interesting for the study.

The questions of the interviews were designed following Dörnyei's suggestions (*ibid.*) on the structure of the items. The first question represented a general question about the past learners' experience and was proposed to set an initial relaxing atmosphere with the interviewee. After that, five questions addressed the role of savouring strategies more in detail and delved deeper into the research focus. Finally, a closing question enquired into the overall role of the strategies on motivation and allowed the students to state their general perceptions of the whole learning experience. The guide to the interview questions and the interview transcriptions are available in Appendix E and Appendix F, respectively.

4.4 Data analysis

As previously mentioned, data were collected both quantitatively and qualitatively using a questionnaire and semi-structured interviews. In the following paragraphs (4.4.1 and 4.4.2) data analysis concerning the two instruments is presented.

4.4.1 Students' questionnaire

The students' questionnaire aimed to collect quantitative data. The number of respondents who completed the whole questionnaire corresponds to the number of students in the class (9). Therefore, due to the small-scale sample and the type of research involved, data analysis was conducted using descriptive statistics; the study did not consider inferential statistics as the aim was not to obtain generalisable results but to capture the processes involved in a specific learning context.

The analysis of the responses was conducted considering the division of the questionnaire into three principal parts: i) personal information, ii) initial motivation, and iii) use of savouring strategies. However, of the three sections, only the latter two were analysed for the research questions of the study, as the first part was strictly related to the collection of data on the students' characteristics (paragraph 4.2). Table 10 illustrates the questions analysed for each of the two sections.

Table 10: Questions for each questionnaire section

Motivation	Q1, Q2, Q3, Q4
Use of savouring strategies	Q5 (composed of eleven sub-items from "a" to "k")

As regards motivation, the items were analysed by calculating the percentages for each of the answers chosen. The percentages were then rounded to the nearest whole number and therefore may not reach the value of 100. Additionally, in Q2 more than one choice was possible, and thus, since the percentages exceeded 100, the calculations also considered the total number of respondents for each answer. The results were finally

reported in pie charts, except for those related to Q2 which were reported in a graph bar for clarity reasons.

The analysis of the second part of the questionnaire related to the use of the strategies followed different calculations as item 5 corresponded to a Likert scale question. Respondents could choose one of the possible answers expressing the frequency of the strategies applied: *never* and *sometimes* indicated a low frequency of use, *often* a moderate frequency and *always* a high frequency. To interpret the results, the researcher associated each answer with a specific score ranging from 1 to 4. Table 11 shows the scores related to the possible answers.

Table 11: Scores for each answer in the third section of the questionnaire

Scores	Answers
1	Never
2	Sometimes
3	Often
4	Always

The scores of each answer were summed to calculate the total score per participant and divided by 11 (the total number of questions regarding the strategies) to obtain the individual score. Then, the minimum, the maximum, the average, the median and the standard deviation of the overall group of learners were calculated. Finally, as indicated in Table 12, the researcher established specific intervals for the interpretation of the results in terms of frequency.

Table 12: Intervals for the interpretation of the results concerning the use of strategies

Interval	Use of strategies
$1 \leq x < 2$	Almost never
$2 \leq x < 3$	Sometimes
$3 \leq x \leq 4$	Very often

As the above analysis of item 5 referred to the overall use of strategies, it was decided to analyse the third part of the questionnaire also in terms of the frequency shown for each type of strategy mentioned in the literature part of the study (paragraph 2.2.2). Table 13 illustrates the strategies included in item 5; for a better understanding, each question in the item was called “sub-item” and was associated with an alphabet letter ranging from “a” to “k”.

Table 13: Structure of item 5 of the questionnaire

Savouring strategy	Sub-items
Positive mental time travel strategy (referred to reminiscing positive emotions and events)	d, f, g
Positive mental time travel strategy (referred to anticipating positive emotions and events)	c, e, h
Sharing positive emotions and events	i, j, k
To be present	a, b

Once considered the division of the item into different categories, the number of answers received for each sub-item was transformed into percentages. As for the second part of the questionnaire, the percentages were then rounded to the nearest whole number and consequently, if added, they may not reach the value of 100. Finally, all the percentages obtained in each sub-item were reported on a bar graph to provide an overall description of the tendency to use the specific strategies. The choice to calculate

the percentages related to each sub-item corresponded to the researcher's will to obtain an accurate overview of the strategies considered, also in the light of the discussion of the current results in relation to those associated with research question 3 which focused on the role of the different strategies after the intervention phase.

4.4.2 Students' interview

The interview was intended to collect qualitative data. As explained in paragraph 4.3, the interview consisted of seven oral questions asked to each student individually (Appendix E). All the students (9) accepted to participate in the interview and all the questions (7) were answered. The order of the questions was established considering Dörnyei's considerations (2007) in the creation of interviews, and thus was structured as follows:

- Question 1 (*Nella la tua esperienza passata, quanto hanno influito le emozioni nella motivazione a studiare la lingua inglese?*) considered the role of positive and negative emotions in the students' past learning experiences and represented the opening question of the interview intended to establish a calm and trustful atmosphere between the interviewer and the interviewee;
- Question 2 (*Riflettere individualmente sulle emozioni positive percepite nella tua esperienza passata con l'inglese ha influenzato il tuo approccio allo studio della lingua? Come?*) was related to the role of reminiscing about positive emotions and events on the students' approach to the study of English. This question shifted the interview from the general topic of emotions to the more specific issue of positive emotions in the current learning experience;

- Question 3 (*Riflettere individualmente sulle emozioni positive percepite ha aumentato la tua motivazione a proseguire con lo studio della lingua? In che modo?*) asked about the role of reminiscing on students' motivation and thus, delved deeper into the possible relation between the application of the strategy and motivation;
- Question 4 (*Ritieni che la condivisione delle emozioni positive con i compagni e l'insegnante sia stata importante nel motivarti a continuare con lo studio? Perché?*) was associated with the role of the strategy concerning sharing and celebrating positive emotions and events on motivation;
- Question 5 (*Pensa all'anticipazione delle emozioni positive che volevi provare e alla loro associazione con un'attività da svolgere. Questa strategia ti ha aiutato a capire cosa può motivarti nello studio della lingua?*) was related to the role of the anticipation of positive emotions and events on the understanding of what activity can be motivating for students;
- Question 6 (*Hai intenzione di proseguire con gli studi della lingua? Perché?*) asked whether students were intended to proceed in the study of the English language;
- Question 7 (*In generale, la riflessione, l'anticipazione e la condivisione delle emozioni positive hanno aumentato la tua motivazione a continuare gli studi della lingua?*) was intended to establish whether the overall application of the different strategies has finally increased students' motivation to continue their foreign language study.

Once conducted the interviews, all the students' answers were transcribed into a word processor for data analysis. Each participant was assigned a number to maintain anonymity and then, data were analysed considering all the participants' answers to

every question. However, when necessary, the analysis also examined the answers in relation to the previous replies of the same participant so as to elaborate a comprehensive view of the different roles of strategies in the students' experiences.

Since the interview required discursive responses, the answers were coded using content analysis and thus, content reduction. Each student's answer was analysed inductively, establishing the categories concerned with the specific question in the data itself. Then, the most relevant categories in every response were compared to detect the different experiences reported by the students. Finally, the number of responses associated with the same categories was calculated to reveal the frequency in the total sample. Only tables were used to report the processed data, as they appeared to be more suitable for representing the different categories.

Chapter 5: Results

This chapter considers the results of the study in relation to the research questions posed. The first part (paragraph 5.1) exposes the results concerning research question one about students' initial motivation. The second part (paragraph 5.2) presents the results of research question two about the learners' use of strategies, and finally, the third part (paragraph 5.3) shows the results of research question three, concerning the role of savouring strategies on the learners' motivation to continue the study of the English language.

5.1 RQ1: Results

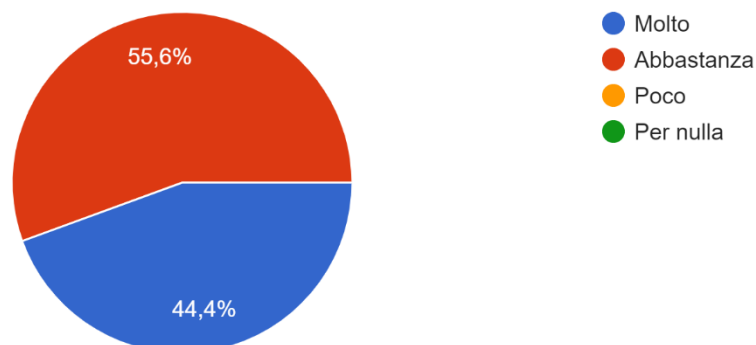
As mentioned in paragraph 4.1, the first research question was: *What is the initial motivation that pushes adult students to learn the English language?*

In relation to the self-determination theory, it was hypothesized that students' extrinsic motivation overcomes intrinsic motivation because of the need to use the foreign language in different communicative events concerning the job and personal experiences.

In this section, data collected through the four questionnaire items concerning motivation are presented and explained.

Q1: *Quanto è importante per te avere una buona padronanza della lingua inglese*¹?

Figure 1: Importance of English language proficiency for learners



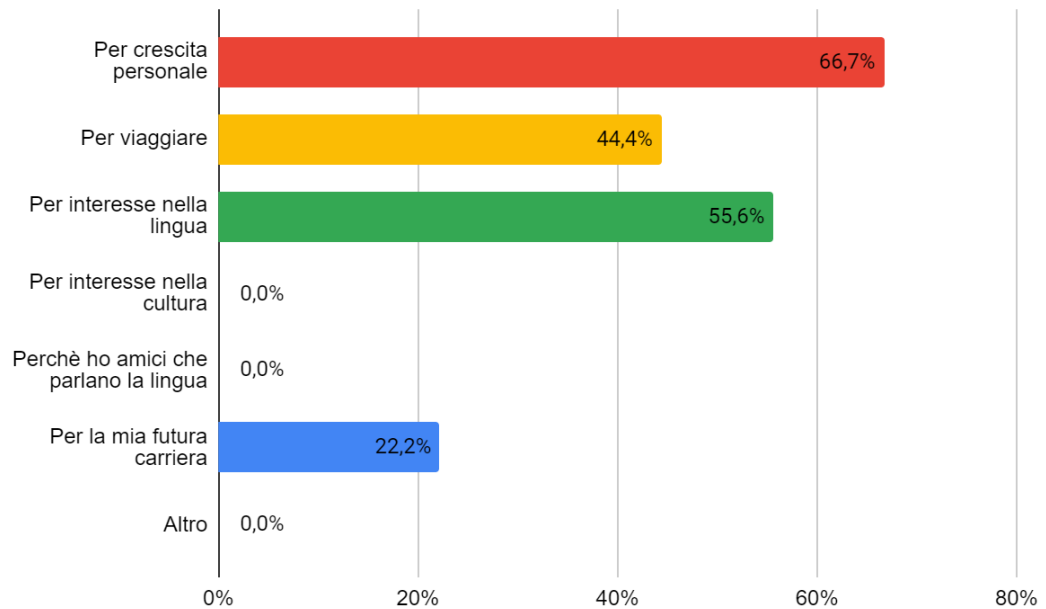
Item 1 represents a four-point Likert scale that aimed to analyse learners' ideas on the importance of being proficient in the English language.

Figure 1 shows that an appreciable percentage of students (44.4%) consider English proficiency as profoundly important to them (“molto”), and more than half (55.6%) as quite significant (“abbastanza”). Encouragingly, none of the students answered “poco” (a little) or “per nulla” (not at all). Therefore, item 1 provides a substantially positive result as overall, the whole class agreed on the importance of being able to use the foreign language proficiently (100%).

¹ “How important is it for you to have mastery of English language?”, translation by the author.

Q2: *Perché vuoi imparare l'inglese*²?

Figure 2: Learners' reasons why they want to learn English



Item 2 is a multiple-choice question intended to investigate the reasons why learners want to learn English. As the graph suggests (Figure 2), 66.7% of the students claimed to be driven by the willingness to promote personal growth (“per crescita personale”) and 55.6% by the interest in the language (“per interesse nella lingua”). Not surprisingly, a remarkable percentage (44.4%) of the sample also stated the travelling reason (“per viaggiare”), probably because of the difficulties of going abroad without a good knowledge of the English language. However, only a modest rate of students (22.2%) appears to be motivated to learn English for a future career (“per la mia futura carriera”), and that is probably due to the age of most learners (paragraph 4.2). Thus, in the light of these results, students’ motivation seemed to be more intrinsic than

² “*Why do you want to learn English?*”, translation by the author.

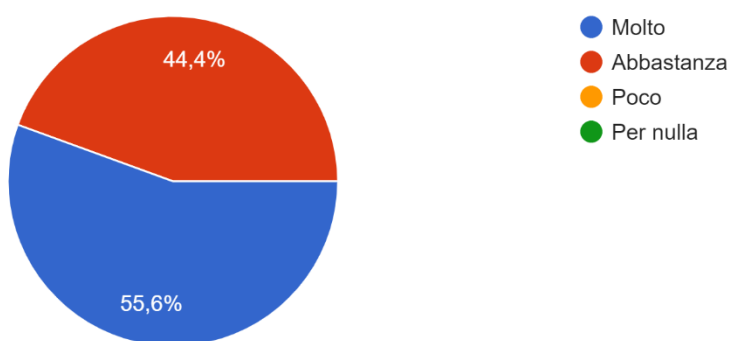
extrinsic. Indeed, as observable in Table 14, the number of answers received for intrinsic motivation (11) almost doubles that related to extrinsic motivation (6).

Table 14: Students' intrinsic and extrinsic motivation

Type of motivation	Categories	%	N.	Tot.
Intrinsic motivation	Personal growth	66.7%	6	11
	Interest in the language	55.6%	5	
Extrinsic motivation	Travel	44.4%	4	6
	Future career	22.2%	2	

Q3: *Quanto è importante per te il raggiungimento dei tuoi obiettivi nell'apprendimento della lingua³?*

Figure 3: Learners' importance of achieving language learning goals



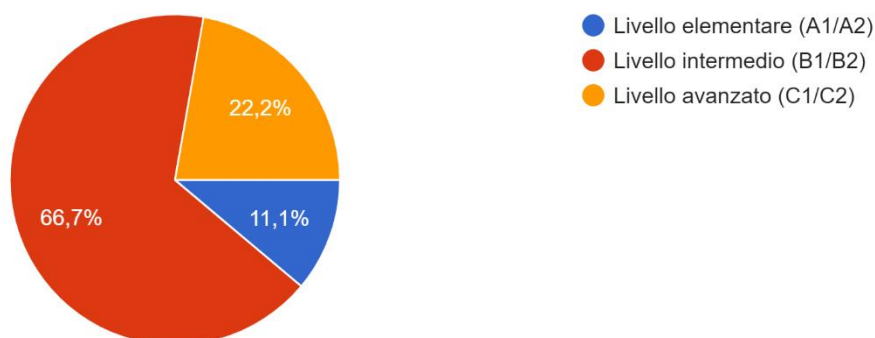
Item 3 is a four-point Likert scale that investigated the importance of learners to achieve their language learning goals. As the pie chart indicates (Figure 3), 55.6% of

³ “How important is it for you to achieve your language learning goals?”, translation by the author.

the sample are highly convinced of that importance (“molto”), and 44.4% find it fairly relevant (“abbastanza”). As for item 1, none of the students responded “poco” (a little) or “per nulla” (not at all). Accordingly, the whole class seem to be highly motivated to fulfil learning goals (100%).

Q4: *Quale livello di padronanza della lingua vorresti raggiungere*⁴?

Figure 4: Language proficiency level desired by learners



Item 4 is a three-point Likert scale which explored the proficiency level that students desire to achieve in the English language. Observing the pie chart (Figure 4), a modest rate of students (22.2%) aspires to achieve an advanced level (“livello avanzato”), probably because students perceive this level as far from their actual Elementary level. Indeed, looking at the graph in its entirety, it can be observed that although learners are motivated to improve their language proficiency, they mostly settle for the next language level (66.7%), which is the intermediate level (“livello intermedio”).

⁴ “What language proficiency level would you like to achieve?”, translation by the author.

Accordingly, of the whole sample, only 11.1% wish to acquire just an Elementary proficiency (“livello elementare”).

5.2 RQ2: Results

As stated in paragraph 4.2, the second research question asked: *Do students use savouring strategies to promote positive emotions when they study the English language?*

It was hypothesised that most adult learners use the strategies only sometimes because of the tendency to focus on the negative factors of the learning experience.

In this regard, the following part presents the results related to item 5 of the questionnaire (Appendix A). As previously explained (paragraph 4.4.1), the item consists of eleven sub-items and the results will be described by observing two main perspectives:

- students’ general use of savouring strategies in terms of frequency;
- students’ application of the different types of savouring strategies in terms of frequency.

In the next part of the section, the results related to the two perspectives is illustrated following the mentioned order.

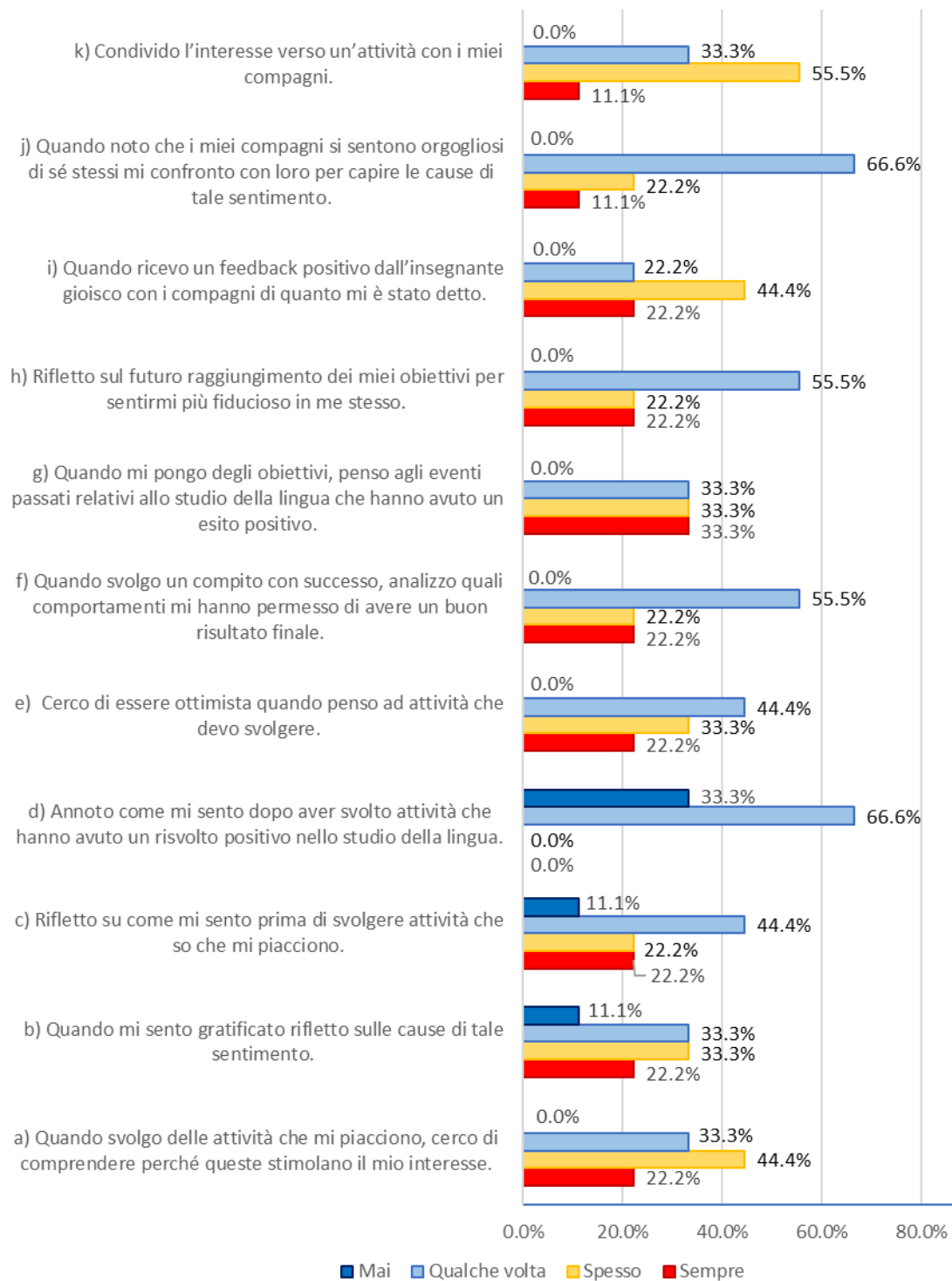
Table 15: Learners' use of savouring strategies

N. learners	Min	Max	Mean	Median	Stand. Dev.
9	2.0	3.5	2.7	2.5	.60

Item 5 is a four-point Likert scale enquiring into students' use of savouring strategies. Considering Table 15, the mean is 2.7 and therefore, lies in the $2 \leq x < 3$ interval. Accordingly, following the data interpretation and analysis provided in paragraph 4.5, it can be concluded that overall, students *sometimes* use savouring strategies. Indeed, although their scores range from 2.0 (sometimes) to 3.5 (very often), students are not likely to savour positive moments and emotions very frequently. In this regard, as data indicates, there is a negligible difference between the mean and the median (0.2) which denotes that the intermediate score between the minimum and the maximum stands a little bit below the mean. Fortunately, none of the scores drops below 2.0; therefore, all the students apply the strategies at least sometimes. Furthermore, the low level of standard deviation (0.60) reveals that scores are quite homogeneous and present little dispersion. Thus, although there is a slight tendency to often use the strategies, in general, it can be argued that students sometimes savour their learning experience, probably because of the cognitive, psychological and socio-relational factors (see paragraph 1.2.1) which can interfere in the adult learning experience.

As regards the application of the different strategies, Figure 7 provides a more detailed account of the percentages calculated for each item.

Figure 5: Learners' use of the different types of savouring strategies



As Figure 7 illustrates, most students seem to quite focus on living the present learning experience, as 44.4% of them often (“spesso”) try to understand why certain activities pique their interest when they do something they liked (sub-item a). In addition, when

learners feel gratified, 33.3% of them often (“spesso”) reflect on the causes of that positive state (sub-item b), and another 33,3% sometimes (“qualche volta”) do it.

Unfortunately, the majority of students do not appear to often reminisce about positive events and emotions. Of the whole sample, 66.6% of learners sometimes (“qualche volta”) note how they felt after a positive learning outcome (sub-item d), and 33.3% never (“mai”) do it habitually. Similarly, 55.5% of the respondents occasionally (“qualche volta”) analyse the past behaviours associated with a positive result (sub-item f). Nevertheless, students tend to reminisce in relation to the present when they reflect on what they wish to improve in their foreign language skills. Indeed, when setting the learning goals (sub-item g), 66.6% of learners always (“sempre”) or at least often (“spesso”) reflect on the past successful events.

As for reminiscing, the respondents do not seem likely to anticipate positive emotions and events very often. For what concerns positive emotions, 44,4% of students occasionally consider how they feel before doing an activity they like (sub-item c). Unfortunately, anticipating appears not frequently used also in relation to the desired results. In this case, reflecting on future learning achievements to feel more confident (sub-item h) is sometimes (“qualche volta”) performed by 55.5% of students. However, in contrast with this trend, learners are likely to be confident in themselves and in the future learning experience as 55.5% of the respondents always (“sempre”) or at least often (“spesso”) try to show optimism before doing a new activity (sub-item e).

As concerns the strategy related to sharing and celebrating positive emotions and events, learners seem to apply it quite frequently. In this regard, 55.5% of the respondents often (“spesso”) share an interest in an activity with their classmates (sub-

item k) and 44.4% often (“spesso”) share and celebrate the teacher’s positive feedback. However, most students are not likely to reflect together on the causes of positive emotions. When noticing that other students feel proud of themselves, a significant percentage (66.6%) of learners only sometimes (“qualche volta”) discuss with the class the reasons for that positive state.

In the light of these results, savouring strategies are not applied with the same frequency. Overall, students tend to savour in relation to the present moment and when sharing positive events and emotions with their classmates. Indeed, in these two cases, most learners seem to use the strategies almost often. Conversely, anticipating and reminiscing about positive emotions and events do not constitute two frequent strategies, as in general, students sometimes apply them. However, it seems fundamental not to omit that the use of strategies analysed in relation to the type of strategy concerned tends to fluctuate among the different items; therefore, looking at each item allows a more in-depth understanding of the diverse behaviours of students. In this respect, despite the lower tendency to reminisce and anticipate positive emotions and events, learners seem more inclined to pragmatically reflect on their successful past experiences when considering what they expect to achieve and surprisingly, tend to be optimistic about future learning activities. Thus, students show a substantially positive attitude concerning expectations in relation to themselves and the learning path. In contrast, discussing together the causes of positive emotions and taking notes on the positive past experiences are not often considered by learners. Therefore, students do not seem used to reflecting on the emotions themselves and appear more inclined to savour the learning experience in relation to tangible events or expected achievable outcomes, especially in the short-term period.

5.3 RQ3: Results

As reported in paragraph 4.2, the third research question was: *Have savouring strategies had an impact on students' final motivation to continue their studies?*

It was hypothesized that savouring strategies have increased students' final motivation to continue their language study, either autonomously or in a classroom context.

As already explained (paragraph 4.4.2), the interviews consisted of seven open questions to answer orally and were carried out after the intervention phase, so after the three activities aimed at using savouring strategies.

In the following section regarding the presentation of the results, the categories that emerged from the students' answers will be shown in the exact order of the interview questions (Appendix E). Each extract reported from the students' answers is available in Appendix F, together with all the students' answers.

Q1: *Nella tua esperienza passata, quanto hanno influito le emozioni nella motivazione a studiare la lingua inglese⁵?*

Table 16: Influence of emotions on motivation in the students' experience

Influence of negative emotions	Major affect (2)
	Moderate affect (3)
	Minor affect (2)
	No affect (2)
	Tot. answers: 9
Influence of positive emotions	Major affect (5)
	Moderate affect (3)
	Minor affect (1)
	Tot. answers: 9

⁵ *"In your experience, to what extent have emotions influenced your motivation to study English?"*, translation by the author.

Overall, students have been influenced by both positive emotions and negative emotions. However, as observable in Table 16, positive emotions have significantly impacted learners' motivation as they have highly affected 5 of the respondents. Conversely, negative emotions seem less influential in the students' willingness to study because of the high level of motivation shown in relation to the interest in learning the language. Indeed, student 5 replied:

S5: [...] ho sempre avuto ansia ma al tempo stesso ho sempre avuto interesse, la voglia di imparare. [...] L'interesse mi ha sempre motivato molto. L'ansia la accettavo, sapevo che c'era e basta... non mi demotivava perché ho sempre avuto un grande interesse... Poi oltre a questo, la gioia di stare in gruppo ha contribuito a voler partecipare ai corsi, a continuare. Quando non sei da sola, ma sei in gruppo ti senti meglio, in compagnia.⁶

As understandable in the above lines, student 5 stated to be affected by different types of emotions and interestingly, positive emotions supported the motivation to continue the language study. In this regard, together with student 5, all the respondents stated to be affected by diverse emotions, both positive and negative. To provide a more accurate description, Table 17 summarises the types of emotions that learners have experienced.

⁶ “[...] I have always had anxiety but at the same time, I have always had an interest, a desire to learn. [...] Interest has always motivated me a lot. I accepted anxiety, I knew it was just there ... it did not demotivate me because I have always had a great interest... in addition to this, the joy of being in a group contributed to participating in the courses, to continue. When you are not alone, but you are in a group, you feel better, you feel like you are together.”, translation by the author.

Table 17: Emotions in the past learning experience

Negative emotions	Anxiety about communicating in English (4)
	Anger of encountering difficulties in language learning (1)
	Boredom with studying grammar (1)
	Fear of making mistakes (3)
	Shame of mispronouncing English words (1)
Positive emotions	Interest in the language (7)
	Enjoyment of learning (3)
	Joy of being together (4)

Observing Table 17, students reported five types of negative emotions and only three types of positive emotions. Encouragingly, interest seems to have been the guiding force influencing motivation (7); on the contrary, anger (1), boredom (1), and shame (1) have not considerably affected it. As regards negative emotions, student 8 answered:

*S8: Diciamo che... la paura di dire le cose in maniera sbagliata ha avuto un peso abbastanza rilevante nella mia esperienza. Ho sempre paura di fare errori grammaticali, di dire le parole nell'ordine sbagliato e di non ricordarmi i vocaboli.*⁷

Student 8 stated to be constantly fearful of making mistakes in relation to grammar, syntax, and vocabulary. Being an Italian mother tongue speaker, the student

⁷ “Let's say that... the fear of saying things wrong has had a significant weight in my experience. I am always afraid of making grammatical errors, of saying the words in the wrong order and of not remembering the words”, translation by the author.

recognized the difficulty in learning a foreign language with different linguistic rules and lexis. Encouragingly, positive emotions have had a considerable impact on learner's motivation to continue the language learning path:

*S8: Anche quelle hanno avuto un peso abbastanza importante, dato che mi hanno sempre spinto a continuare i corsi nonostante la mia costante paura di sbagliare.*⁸

In the student's words, positive emotions played a positive role in motivation also despite the presence of fear. A similar account was provided also by student 9, who stated that some specific negative and positive emotions have been influential in the learning experience:

*S9: Sono una persona molto ansiosa e ho sempre avuto paura a parlare perché credo sempre di sbagliare. In più, mi vergogno della mia pronuncia. [...] Per quanto riguarda le emozioni positive... beh l'interesse verso l'inglese... mi piace come lingua. E poi la gioia di stare insieme con gli altri, imparare insieme anche scherzando e divertendosi.*⁹

In conclusion, as also visible in Table 10, although students have experienced a great range of negative emotions, positive emotions such as the interest in the language, the joy of being together, and the enjoyment of learning have mostly influenced learners' motivation to continue the language experience. Among all, interest, the most experienced emotion, seems to be associated also with the high level of motivation

⁸ "Those were also quite important, as they always pushed me to continue the courses despite my constant fear of making mistakes", translation by the author.

⁹ "I am a very anxious person and have always been afraid to speak because I always think I am wrong. In addition, I am ashamed of my pronunciation. [...] As for positive emotions... well the interest in English... I like it as a language. And then the joy of being together with others, learning together also joking and having fun.", translation by the author.

shown by students, especially intrinsic motivation (paragraph 5.1). Implications for this result will be further discussed in paragraph 6.3.1.

Q2: *Riflettere individualmente sulle emozioni positive percepite in passato ha influenzato il tuo approccio allo studio della lingua inglese? Come*¹⁰?

Table 18: Influence of individual reflection on past positive emotions on students' learning approach

Influence of individual reflection	How?
Yes (7)	Self-reflection (5)
	More positive approach (5)
	Less afraid (1)
	Feel more supported (2)
No (2)	Already positive (2)
	Accustomed to studying foreign languages (1)

This question refers to the implementation of activity n. 2, namely the logbook concerned with reporting positive learning activities of the previous week (done inside and outside the class) and their related positive emotions (Appendix C). As the table illustrates (Table 18), most learners declared that individual reflection on past positive emotions has influenced their approach to English language learning (7). More specifically, students specified that reminiscing has pushed them to reflect on

¹⁰ “*Has individual reflection on the past positive emotions influenced your approach to the study of the English language? How?*”, translation by the author.

themselves (5) and to focus more on positive aspects of the learning experience (5). In this respect, student 3 said:

*S3: Mi ha fatto fare una ricerca su me stessa. Per capire come aiutarmi, cosa mi interessava, cosa mi faceva divertire ecco. E a volte anche cosa mi rendeva orgogliosa. Insomma, ha reso il mio approccio più positivo.*¹¹

At the same time, some students have been also influenced in terms of feelings. Student 9 answered:

*S9: Sì, mi ha fatto riflettere su cosa mi faceva sentire bene, quali attività. E poi ho provato a rifarle a casa. Mi sentivo più supportato e meno timoroso.*¹²

Student 9 appears more supported and less afraid of the learning challenges. However, not the whole class agreed with this student, as two learners stated that they have not been influenced by individual reflection. In this regard, student 2 replied:

*S2: Sono una persona già positiva di mio, non mi abbatto facilmente. Poi forse è anche il fatto che non è l'unica lingua che studio; quindi, sono abituata a sentirmi sempre un po' in sfida. Sia per l'inglese che per lo spagnolo sono una che non si tira giù di morale, anzi.*¹³

In the case of student 2, the person already had a positive approach and was accustomed to facing difficulties in studying a foreign language. Thus, student 2 seems

¹¹ “It made me research myself. To figure out how to help myself, what interested me, what made me enjoy myself here. And sometimes even what made me proud. In short, it made my approach more positive”, translation by the author.

¹² “Yes, it made me think about what made me feel good, what activities. And then I tried to do them again at home. I felt more supported and less afraid”, translation by the author.

¹³ “I’m already a positive person, I don’t get down easily. Then maybe it is also the fact that it is not the only language I study; therefore, I am used to always feeling a bit challenged. I’m actually a person who doesn’t get down on myself both in English and Spanish”, translation by the author.

to be strictly focused on learning and consequently, in this case, individual reflection has not had a considerable impact. Similarly, student 4 answered:

*S4: Sono una persona positiva di mio. Ho sempre cercato di studiare questa lingua con un approccio positivo.*¹⁴

To conclude, students' approach has been substantially influenced by positive mental time travel strategy related to reminiscing. Among the significant influences, learners reported a more positive approach and an inclination to self-reflection. However, as emerged in the results of research question 1 (paragraph 5.2), some learners do not appear inclined to reflect on the past itself and prefer to focus on the present moment of learning.

*Q3: Riflettere individualmente sulle emozioni positive percepite ha aumentato la tua motivazione a proseguire con lo studio della lingua? In che modo*¹⁵?

Table 19: Role of individual reflection of past positive emotions on students' motivation

Increase in	How?
Yes (5)	Encouragement of interest (1)
	Self-reflection on the role of activities promoting
	Pushed to redo certain activities (1)
	More self-confidence (1)
A little (1)	Encouraged to go beyond difficulties in English
No (3)	Dislike of excessive reflection (1)
	Already highly motivated (2)
	Failed to engage in the activity (1)

¹⁴ “*I am a positive person in my own right. I have always tried to study this language with a positive approach*”, translation by the author.

¹⁵ “*Has individual reflection on past positive emotions increased your motivation to continue studying the language? How?*”, translation by the author.

Question 3 still refers to the logbook of activity n. 2 related to the application of positive mental time travel strategy (Appendix C). As Table 19 illustrates, reflecting on past positive emotions and events in the learning experience has affected the motivation in continuing the learning path of most students (5) for a variety of reasons. Student 7, for example, declared:

*S7: Mi ha motivata perché mi ha spinto a focalizzarmi sulle attività che in passato avevano avuto un risvolto positivo con l'inglese e quindi mi ha spinto a rifare alcune di quelle attività per divertirmi e per stimolarmi... come, ad esempio, cantare una canzone vista in classe o guardare dei video su YouTube in inglese.*¹⁶

As student 2 outlined, the application of the strategy has encouraged motivation in two principal ways: firstly, it has promoted a fruitful reflection on the past learning experience and secondly, it has prompted to carry out certain activities that had shown a positive impact (Figure 1).

Figure 6: Reflection of student 2 in activity n. 2

What positive emotion/s do you feel each week? Think about your study of English language in class or at home. Describe an activity of the week that made you feel a/some positive emotions. Then, write the names of the positive emotions as in the example below. Do it for each of the four weeks.

Week 1	
Activity: <u>Understand some words in an English song</u>	Positive emotion/s: <u>Pride</u>

<i>Example</i>
Activity: Doing an exercise without the help of other people.
Positive emotion Pride.

¹⁶ “It motivated me because it pushed me to focus on activities that had been positive with English in the past and then pushed me to do some of those activities again to have fun and to stimulate myself... like, for example, singing a song listened in class or watching YouTube videos in English”, translation by the author.

In addition to that, learners explained to have been motivated also by the feelings and emotions experienced when reminiscing. In this regard, student 9 stated:

*S9: [...] mi sentivo più fiducioso in me stesso e questo mi ha motivato a voler continuare.*¹⁷

Interestingly, according to student 9, reminiscing has encouraged self-confidence in language learning. Indeed, reflecting on past positive emotions has pushed the student to concentrate on the positive aspects of the personal learning experience and therefore, has increased motivation. A similar experience was also told by student 4, who specified that the application of this strategy has boosted interest in the language:

*S4: Ha stimolato ancora di più il mio interesse nella lingua perché mi ha fatto pensare alle attività che mi hanno fatto divertire. E questo mi ha motivato. L'interesse per me è il punto principale. Cimentarmi a fare attività nuove, diverse e che fanno riferimento a ciò che mi piace è stato positivo per la mia motivazione.*¹⁸

The strategy concerned appears to have influenced motivation also by encouraging to go beyond difficulties in the learning processes. In this respect, although feeling a bit stuck with language learning, student 3 stated:

¹⁷ “[...] I felt more confident in myself and this motivated me to want to continue”, translation by the author.

¹⁸ “It stimulated my interest in the language even more because it made me think of activities that I enjoyed. And that motivated me. Interest for me is the main point. Trying to do new, different activities that refer to what I like has been positive for my motivation”, translation by the author.

S3: *Posso dire che mi ha motivata nell'andare oltre le mie difficoltà linguistiche, però devo ancora lavorarci molto perché mi sento bloccata. [...] Vedo che sono ancora indietro, nel senso che non so usare la lingua come vorrei. Vorrei essere più brava.*¹⁹

However, although the majority of students have been positively affected by reflecting on past positive emotions, two students stated that their motivation has not increased because they were already highly motivated and one of them also disliked the excessive reflection required in the activity. In addition, a third student, student 8, told that he has not experienced an increase in motivation probably due to the lack of sufficient time to complete the logbook which, in turn, affected the activity itself:

S8: *Ero già motivato di mio e comunque non sono riuscito a fare tutte le attività delle emozioni positive come volevo. Intendo... ho saltato diverse settimane tra la questione del Covid e tra il fatto che sono stato via... è stato difficile trovare il tempo e quindi non sono riuscito a fare sempre il logbook.*²⁰

To gain a better understanding of the above claim, it is necessary to consider the first logbook of student 8. As visible in Figure 8, the student completed the activity only twice in four weeks and thus, it can be argued that the lack of opportunities to apply the strategies undermined the possible effects on motivation.

¹⁹ “I can say that it motivated me to go beyond my language difficulties, but I still have to work hard on it because I feel stuck. [...] I see that I am still behind in the sense that I don't know how to use the language as I would like. I would like to be better at it.”, translation by the author.

²⁰ “I was already motivated on my own and I still couldn't do all the activities on positive emotions as I wanted to. I mean... I missed several weeks because of the Covid pandemic and the fact that I was away... it was hard to find the time and so I couldn't always do the logbook”, translation by the author.

Figure 7: First logbook of student 8

Week 1	
Activity: ↓ LISTENING TO A NEW SONG IN ENGLISH	Positive emotion/s: INTEREST

Example
Activity: Doing an exercise without the help of other people.
Positive emotion Pride.

Week 2	
Activity: / / /	Positive emotion/s: / / /

Week 3	
Activity: DISCOVERING MEANING OF NEW WORDS IN TEXTS	Positive emotion/s: INTEREST

Week 4	
Activity: / / /	Positive emotion/s: / / /

Positive emotions
Love
Pride
Interest
Gratitude
Inspiration
Serenity
Hope
Awe
Joy
Amusement
AMAZED

In conclusion, most students experienced an increase in their motivation by reminiscing positive emotions and activities in their learning experience. Some learners have been more motivated because of the rise of specific feelings and emotions, an important result which exemplifies the relevance of emotions on motivation. Unfortunately, a small number of learners have not experienced an influence on motivation due to the tendency to focus pragmatically on the present learning experience, the presence of high levels of motivation, and the lack of time to complete the logbook activity, all elements which recall the psychological and social characteristics of adults as learners (paragraph 1.2.1). The discussion of this result will be presented in paragraphs 6.2.2 and 6.3.1.

Q4: *Ritieni che la condivisione delle emozioni positive con i compagni e l'insegnante sia stata importante nel motivarti a continuare con lo studio? Perché²¹?*

Table 20: Importance of sharing positive emotions on students' motivation

Yes/No	Why?
Yes (9)	Reflection on how to go beyond difficulties by stimulating interest (5)
	Creation of a positive atmosphere in class (3)
	Learned to know oneself (1)
	Pushed to try the activities done by the
	Conveyed hope (1)
	Become proud of oneself (1)

Question 4 refers to the implementation of the strategy associated with sharing and celebrating positive emotions and events. More specifically, it was concerned with sharing the reflections written in the first and second logbook (Appendix C and Appendix D). As Table 20 shows, all the class (9 students) agreed on the relevance of this strategy on the motivation to continue the study of the English language. Students reported different reasons for this successful result; among all, the most frequent (5) was related to the reflection on how to go beyond difficulties by stimulating interest. Indeed, student 2 answered:

S2: *Ho notato che molti compagni sono soliti fare delle attività per stimolare il loro interesse e non per forza con i libri. Sai, quando lavori e sei sempre impegnata non hai molto tempo da dedicare anche allo studio perché torni a casa da lavoro stanca. Ho visto che alcuni compagni usano dei giochi, dei quiz e delle applicazioni che puoi usare comodamente anche col telefono in divano e in questo modo si esercitano con i*

²¹ “Do you think that sharing positive emotions with your classmates and teacher has been important in motivating you to continue with your studies? Why?”, translation by the author.

*verbi e con i vocaboli. Utile alla memoria e soprattutto utile per affrontare lo studio quando sei stanca.*²²

In the above lines, student 2 described how the strategy has encouraged to find different activities to face the difficulties related to learning, such as the lack of time, the tiredness when studying after work, and the cognitive difficulties. In this regard, understanding that classmates encounter similar problems has pushed the student to do some of the activities done by others to approach the study in different positive ways:

*S2: Quando studi in età adulta... intendo alla mia età, il punto non è che non vuoi studiare. È che a volte ti senti psicologicamente in difficoltà perché sei limitata dalle responsabilità familiari, dal tempo disponibile, ecc. Però proprio perché voglio migliorare la mia conoscenza di questa lingua vorrei sempre fare di più. Io tendo ad essere positiva di mio, ma mi riesce meglio in classe che a casa perché so che in classe non sono di fretta. Quindi sentire gli altri che a casa hanno fatto attività che hanno dato un riscontro positivo mi ha motivato e mi ha spinto a provarle.*²³

Furthermore, student 2 added:

S2: [...] è nata anche una positiva atmosfera nelle relazioni in classe. Ho avuto modo di scoprire quello che percepivano i compagni e di riflettere su come adattare le

²² “I noticed that many classmates used to do activities to stimulate their interest and not necessarily with books. You know, when you work and you are always busy, there is not much time to dedicate to studying because you come home from work tired. I've seen that some classmates use games, quizzes and apps that you can easily use with your phone on the sofa and in that way, they practise verbs and vocabulary. Useful for memory and especially useful for tackling studying when you are tired”, translation by the author.

²³ “When you study in adulthood... I mean at my age, the point is not that you don't want to study. It's that sometimes you feel psychologically challenged because you are limited by family responsibilities, time available, etc. I tend to be positive on my own, but I do better in class than at home because I know that in class I'm not in a hurry. So hearing others who did activities at home that gave positive feedback motivated me to try them out”, translation by the author.

*attività rispetto a cosa abbiamo bisogno, intendo a come vogliamo sentirci nei momenti di difficoltà a casa quando studiamo inglese.*²⁴

Thus, sharing positive emotions has also promoted the creation of a positive atmosphere in class. That reflection was interestingly shared by other two students.

Student 5, for example, remarked:

*S5: [...] quando celebri i successi degli altri e quando vedi che sono felici di quello che hanno fatto ti dà gioia e in più si crea un clima positivo... a volte anche ridendo con le battute... mi è piaciuto e mi ha motivato molto questo.*²⁵

For student 5, celebrating the successes of the classmates conveyed some positive emotions, namely joy and enjoyment and that, facilitated social relationships in class.

Interestingly, student 5 was not the unique student experiencing positive emotions.

Student 9, indeed, underlined the importance of pride:

*S9: Condividere le mie attività e i miei pensieri mi ha reso molto orgoglioso. Io tendo ad essere insicuro, e vedere che i compagni mi facevano addirittura i complimenti mi ha motivato a continuare.*²⁶

The influence of emotions in the application of this strategy also appears relevant for student 8, who, as described in question 3 of the interview, did not manage to complete all the two logbooks:

²⁴ “[...] a positive atmosphere also arose in classroom relationships. I found out what my classmates perceived and I reflected on how to adapt the activities to what we need, I mean how we want to feel at home when we study English”, translation by the author.

²⁵ “[...] when you celebrate the successes of others and when you see that they are happy with what they have done it gives you joy... and in addition, it creates a positive atmosphere sometimes even by laughing at jokes... I liked this and it motivated me a lot”, translation by the author.

²⁶ “Sharing my activities and thoughts made me feel very proud. I tend to be insecure, and the fact that my classmates even complimented me motivated me to continue”, translation by the author.

S8: *[I compagni] mi trasmettevano speranza... speranza nel fatto che quando avrò tempo proverò anche io a fare quello che hanno fatto loro... cioè le loro attività... voglio anche io imparare divertendomi e sentendomi orgoglioso.*²⁷

In the case of student 8, listening to the classmates sharing their reflections increased hope and then, motivation.

Thus, sharing positive emotions and activities in the first and second logbook has had a considerable positive impact on students' motivation. Surprisingly, all the students declared to have enjoyed this strategy due to the space left for expressing and confronting students' ideas together. Furthermore, students have had the opportunity to know their classmates more deeply, fostering positive social relationships. As already mentioned (paragraph 1.2.1.3), social relationships assume significant importance in an adult class, encouraging a supportive atmosphere where everyone feels accepted. Considerations for this result will be discussed in paragraph 6.2.1.

Q5: *Pensa all'anticipazione delle emozioni positive che volevi provare e alla loro associazione con un'attività da svolgere a casa. Questa strategia ti ha aiutato a capire cosa può motivarti nello studio della lingua*²⁸?

Table 21: Students' understanding of what motivates them

Yes/No understanding	N. students
Yes	8
No	1

²⁷ “[The classmates] gave me hope... hope that when I have time I will also try to do what they did... that is, their activities... I also want to learn while having fun and feeling proud”, translation by the author.

²⁸ “Think about the anticipation of the positive emotions you wanted to feel and their association with an activity to be performed. Has this strategy helped you understand what can motivate you in language study?”, translation by the author.

Table 22: What motivates students

What motivate students
Listening to English songs (2)
Playing online games (1)
Reading painting descriptions (1)
Reading useful information about travelling (1)
Talking in English with the grandson (1)
Reading short English extracts of Gospels (1)
Translate everyday actions into mind as they are carried out (1)

Question 5 refers to the implementation of the positive mental time travel strategy related to anticipating positive emotions and events. Thus, it is strictly associated with the second logbook in which students were asked to reflect on how they would like to feel when studying English and then to think about an activity they could carry out on their own to experience the desired emotions.

As can be seen in Table 21, overall, students expressed an encouraging result in the application of this strategy. Of nine students, eight stated that anticipation has helped them understand what appears motivating. As students differ from each other in terms of age, job, private life, and free time, it follows that they have been motivated by different specific activities (Table 22). Student 6, for instance, answered:

S6: Posso dire che mi ha fatto fare ciò che non avrei mai pensato... essendo una maestra di religione sono abituata a leggere i vangeli ai bambini e lo faccio anche da sola alla sera perché mi rilassa... così grazie anche al tuo aiuto ho provato a leggere

dei pezzi dei vangeli in lingua inglese confrontandoli con la lingua italiana. Un piccolo pezzo ogni sera... mi sono appassionata²⁹!

Being a Religion teacher that loves reading Gospels, student 6 has realised that it is possible to adapt free time activities to English language learning. Linked with a personal interest is also the experience of student 3:

S3: Io amo l'arte e ogni fine settimana io e mio marito andiamo in un museo o ad una mostra. E così una domenica sono andata ad un museo e ho provato a guardare la descrizione in inglese di un quadro. Sono riuscita a comprendere alcune parole e mi sono detta... oddio ma davvero ci riesco? Da quel momento una domenica dopo l'altra ho continuato a mettermi alla prova ed è stato divertente e molto motivante... associare l'arte all'inglese è motivante per me.³⁰

In this case, associating art with English has become a motivating force for student 3.

An interesting activity that has influenced motivation was also found by student 5, who talked in English with the grandson:

S5: Quando abbiamo fatto qui in classe qualche attività di conversazione mi era piaciuto e mi aveva divertito. Per cui dato che sono una che si annoia facilmente ho pensato a cosa potesse farmi divertire. E così ho provato a parlare un pochino in inglese con il mio nipotino. È un'attività molto motivante e divertente. È bello unire l'amore per i propri cari a cose come queste. Ti dà forza³¹.

²⁹ "I can say that it made me do what I would never have thought... being a religion teacher I am used to reading the Gospels to children and I also do it alone in the evening because it relaxes me... so thanks also to your help I tried to read pieces of the Gospels in English comparing them with the Italian language. A little piece every evening... I really like it!", translation by the author.

³⁰ "I love art and every weekend my husband and I go to a museum or an exhibition. And so one Sunday I went to a museum and tried to look at the English description of a painting. I could understand a few words and I thought to myself... oh my God, can I really do that? From that moment on, one Sunday after another, I kept challenging myself and it was fun and very motivating ... Associating art with English is motivating for me", translation by the author.

³¹ "When we did some conversational activities here in the class, I enjoyed it and it amused me. So since I'm someone who gets bored easily, I thought of what might amuse me. So I tried to speak a little

Moreover, student 5 added:

*S5: Poi mi ha motivato anche ascoltare canzoni. Volevo sentirmi diciamo più speranzosa nello studio e così dopo aver sentito gli altri che ascoltavano canzoni ho provato anche io. È stato molto positivo e mi ha motivato. Infatti, ho continuato a farlo.*³²

After listening to the classmates' experiences, the student realized that listening to songs is motivating. Thus, in this case, anticipation shows an evident link with the strategy related to sharing positive emotions and events. The experience of student 5, however, is not the only one that associates the two strategies. Indeed, student 2 declared:

*S2: Quando ho sentito i miei compagni usare i giochi online per divertirsi imparando mi sono detta che volevo sentirmi allo stesso modo quando ero a casa. Intendo, volevo divertirmi anche io imparando a casa. E l'ho fatto. Devo dire che mi sono divertita molto. Alla fine ho trovato anche l'applicazione più adatta per me.*³³

In the words of student 2, playing online games has encouraged motivation in a practical way. Another interesting experience was also told by student 4:

bit in English with my grandson. It was very motivating and funny activity. It's nice to combine love for your loved ones with things like that. It gives you strength", translation by the author.

³² *"Then it also motivated me to listen to songs. I wanted to feel, let's say, more hopeful in my study and so after hearing others listening to songs I also tried it. It was very positive and motivated me. Indeed, I have continued to do it", translation by the author.*

³³ *"When I heard my classmates use online games to have fun learning, I told myself that I wanted to feel the same way when I was at home. I mean, I also wanted to have fun learning at home. And I did. I must say that I had a lot of fun. In the end, I also found the application that suited me best", translation by the author.*

S4: *Ho capito che mi motiva leggere in inglese. Leggere ad esempio i posti dove vorrei andare. Io viaggio molto quindi leggere queste informazioni sono utili per me.*³⁴

Student 4 realised that reading information related to desirable places increases motivation. In addition to these experiences, student 6 stated that translating everyday actions into the mind as they are carried out has been beneficial. However, as expected, student 8 has not understood what may be motivating due to the lack of time to complete the second logbook. Also in this case, by observing the second logbook of student 8 in Figure 9, it is possible to notice the incompleteness of the activity.

Figure 8: Second logbook of student 8

<p><i>Example</i></p> <p>Positive emotion: Interest.</p> <p>Activity: Watching a short video about English sports.</p>	<p>Week 1</p> <p>Positive emotion: _____ Activity: _____</p> <p>_____</p> <p>_____</p>
<p>Positive emotions</p> <p>Love</p> <p>Pride</p> <p>Interest</p> <p>Gratitude</p> <p>Inspiration</p> <p>Serenity</p> <p>Hope</p> <p>Awe</p> <p>Joy</p> <p>Amusement</p>	<p>Week 2</p> <p>Positive emotion: <u>AMUSEMENT</u> Activity: <u>SINGING ENGLISH SONG WITH FRIENDS</u></p> <p>_____</p> <p>_____</p>
	<p>Week 3</p> <p>Positive emotion: _____ Activity: _____</p> <p>_____</p> <p>_____</p>
	<p>Week 4</p> <p>Positive emotion: <u>INSPIRATION</u> Activity: <u>LISTENING TO ITALIAN PEOPLE THAT LIVE IN UK</u></p> <p>_____</p> <p>_____</p>

In conclusion, by applying this strategy, the majority of students have realised what motivates them. Interestingly, different activities were considered, most of which were

³⁴ “I realised that it motivates me to read in English. For example, reading about places I would like to go. I travel a lot so reading this information is useful for me”, translation by the author.

related to personal hobbies or pragmatic activities that could easily be done at home. Therefore, students appear more likely to be motivated when engaged in practical experiences linked with their everyday life, especially those arising positive emotions such as enjoyment and interest.

Q6: *Hai intenzione di proseguire con gli studi della lingua? Perché*³⁵?

Table 23: Students' willingness to continue the study of the English language

Yes/No	Why?
Yes (9)	Interest in the language (2)
	Desire to use the language proficiently (3)
	To achieve language learning objectives (2)
	Need to use the language in travels (1)

Question 6 of the interview refers to the students' intention to continue the learning path, either in a course or autonomously. In general, the whole group of learners (9) stated their willingness to proceed in the study of the English language (Table 23). In this respect, different reasons were provided. The most frequent explanation concerns the desire to use the language proficiently (3). Student 3, for instance, declared the wish to improve specific skills:

S3: *Vorrei migliorare la pronuncia delle parole... e oltre a questo la comprensione dei testi scritti.*³⁶

³⁵ “Do you intend to continue with language studies? Why?”, translation by the author.

³⁶ “I would like to improve the pronunciation of words... and in addition to that, the comprehension of written texts”, translation by the author.

In the case of student 3, the two determinant reasons associated with achieving language proficiency are the willingness to improve the pronunciation of words and the comprehension of texts. For the rest of the class, the interest in the language (2), the desire to achieve language-learning objectives (2), and the need to use the language in travels (1) shape the motivation to continue. In this regard, concerning the learning objectives, student 5 stated:

S5: Voglio dimostrare a me stessa che raggiungo i miei obiettivi... Voglio dimostrare a me stessa di sapermela cavare con la lingua.³⁷

Thus, as expected, all the students appear willing to continue the study of the foreign language. Considering the reasons provided, it is possible to establish a link between the results of the questionnaire part related to motivation and question 6 of the interview. Indeed, students seem mostly motivated by the interest in the language, the language learning objectives, and the desire to achieve language proficiency (internal reasons), whereas the travelling need (external reason) still constitutes a slight influence. As also stated in the presentation of the questionnaire results (paragraph 5.1), the predominance of intrinsic motivation over extrinsic one probably relates to the age of learners. Since most learners belong to the age of retirement (77.7% are over 55), it seems that there is no need to use the language in contexts like jobs, education, etc. Considerations for this result will be explained in the discussion section (paragraph 6.1.1).

³⁷ “*I want to prove to myself that I achieve my goals. I want to prove to myself that I can manage with the language*”, translation by the author.

Q7: *In generale, la riflessione, l'anticipazione e la condivisione delle emozioni positive hanno aumentato la tua motivazione a continuare con gli studi della lingua³⁸?*

Table 24: Role of savouring strategies on students' motivation

Yes/No	Why?
Yes (7)	More positive approach (2)
	Less fear of failure (1)
	More self-efficacy (2)
	More self-confidence (1)
	More resilience (2)
	More interest (1)
A little (1)	Not all the strategies have been motivating (1)
No (1)	Failed to engage in the activities (1)

Question 7, the last question of the interview, asked about the overall role of savouring strategies on students' motivation. In this regard, the item considers the influence of positive mental time travel strategy (in terms of reminiscing and anticipating) and sharing positive emotions and events, all strategies that learners had applied during the intervention phase. The question was intended to be asked to the students that were willing to proceed in the study of the foreign language (see question 6 of the interview). Since the entire class (9 students) answered the previous interview question in the affirmative, each student was asked to respond to the current question.

³⁸ *"In general, have reflection, anticipation and sharing of positive emotions increased your motivation to continue studying the language?"*, translation by the author.

As can be observed in Table 24, most learners (7) have been motivated by savouring strategies. One of the most frequent reasons appears associated with an increase in resilience, that is, in general terms, a positive inclination to use personal capacities to face adversities (Cyrulnik, 2009). Student 7, for instance, replied:

*S7: Quando torni dal lavoro e sei stanca, sai che dovresti fare i compiti per casa e poi oltre a quelli dovresti esercitarti di tuo. Ma sei troppo stanca. Applicare queste strategie mi ha aiutato ad affrontare le difficoltà legate alla stanchezza e mi ha stimolato a praticare comunque l'inglese anche se in modo diverso, ma sicuramente piacevole e divertente, almeno per me.*³⁹

In the case of student 7, applying savouring strategies has encouraged the practice of the English language despite the tiredness of studying after work and that, in turn, has increased motivation. According to other students (2), the intervention phase has promoted a more positive approach. In this regard, student 5 stated:

*S5: Prima pensavo devo fare più esercizi di grammatica, devo leggere i testi del libro, ecc. e quindi lo facevo un po' così perché sapevo che dovevo farlo per imparare la lingua. Ora è come se avessi un po' cambiato mentalità... penso devo esercitarmi ma che attività posso fare per divertirmi e non annoiarmi? Oppure, se ho una giornata no, penso cosa posso fare per sentirmi più ottimista? E così magari rifaccio un esercizio che avevo già svolto prima e vedo se mi riesce tutto giusto. Insomma, adotto un approccio più mirato a me stessa.*⁴⁰

³⁹ “When you come home from work and you're tired, you know you should do your homework and then in addition to that you should practise on your own. But you are too tired. Applying these strategies helped me cope with the difficulties of being tired and encouraged me to practise English anyway, albeit in a different way, but certainly enjoyable and fun, at least for me”, translation by the author.

⁴⁰ “I used to think I have to do more grammar exercises, I have to read the texts in the book, etc., so I used to do it a bit like that because I knew I had to do it to learn the language. Now it's like I've changed my mindset a bit... I think I have to practise but what activities can I do to have fun and not get bored? Or if I have a bad day, I think what can I do to feel more optimistic? And so maybe I redo an exercise I had done before and see if I get it right. In short, I adopt a more focused approach to myself”, translation by the author.

Student 5 appears to have been influenced by the application of the strategies, especially when studying at home. The presence of a more positive approach has also been told by student 9, who, in addition, shows a decrease in the fear of failure:

*S9: Sono diventato più positivo con me stesso, vedo anche il lato positivo e questo mi motiva ad andare avanti. In più mi butto di più anche quando svolgiamo gli esercizi in classe e quando facciamo delle piccole conversazioni... in sintesi, ho meno paura a sbagliare. Tutto qua.*⁴¹

Student 9 seems more encouraged to face the challenges of the learning experience in class. More specifically, the student appears less fearful of making mistakes when doing exercises or even when speaking in English. Comparing this result to the answer of the student to question 1 of the interview, it follows a very encouraging overview of the application of the strategies. Indeed, in the past learning experience, despite the interest in the language, the fear of failure had negatively influenced the student's motivation. Thus, it results that savouring strategies, on the one hand, have promoted a positive approach and on the other, have reduced negative emotions.

Another interesting result relates to the increase in self-efficacy, namely the belief in the capacity to succeed in doing a task (Bandura, 1999). In this respect, student 6 answered:

*S6: In generale sì, in questo modo ho conosciuto meglio me stessa e mi hanno dato forza perché ho capito che se voglio ce la posso fare.*⁴²

⁴¹ "I have become more positive with myself, I also see the bright side and this motivates me to keep going. I also throw myself more when we do exercises in class and when we have small conversations... in short, I'm less afraid to make mistakes. That's all", translation by the author.

⁴² "In general, yes, in this way I got to know myself better and they gave me strength because I realised that if I want to, I can do it", translation by the author.

In the words of student 6, savouring strategies have promoted better self-knowledge and have increased the idea of being able to use the English language. According to the student, however, some strategies have had a greater influence:

*S6: Devo dire però che ad esempio la condivisione e l'anticipazione sono state più motivanti rispetto al pensare alle esperienze positive passate perché mi stimolavano a fare cose nuove oltre a riflettere.*⁴³

Student 6 affirmed that the strategies related to sharing and anticipating positive emotions have been more beneficial in increasing motivation. As for the reminiscing strategy related to the first logbook, the student claimed that it did not stimulate to act as it was based on reflecting on the past. The same idea was shared by another student, student 2, who stated that motivation has slightly increased:

*S2: [...] non tutte le strategie sono state utili a motivarmi. Ad esempio, riflettere su emozioni positive personali già provate non mi ha aiutato perché conosco me stessa e so già quando mi sento bene perché mi sento così. È stata più utile la condivisione con i compagni e l'insegnante ed è stato utile il secondo logbook che l'ho visto come un riflettere su come affrontare le mie difficoltà.*⁴⁴

Student 2 observed that the strategies already mentioned by student 6 have been found more useful in terms of motivation. Indeed, student 2 already knows why certain

⁴³ “I must say, however, that the sharing and anticipation were more motivating than thinking about positive past experiences because they stimulated me to do new things as in addition to reflecting”, translation by the author.

⁴⁴ “[...] not all strategies were helpful in motivating me. For example, reflecting on personal positive emotions already experienced has not helped me because I know myself and I already know when I feel good because I feel that way. Sharing with classmates and the teacher was more useful and also the second logbook was useful as I saw it as a reflection on how to face my difficulties”, translation by the author.

positive emotions were experienced in the past and reflecting on the activities to do appears more practical also in terms of facing difficulties.

Not surprisingly, student 8 claimed that in general, the strategies have not had a considerable impact on motivation due to the lack of time to complete the activities carried out in the intervention phase:

S8: [...] *non ho fatto le attività come volevo, intendo ogni settimana, e quindi le strategie non hanno contribuito.*⁴⁵

In conclusion, overall, savouring strategies have mostly increased students' motivation to continue the learning path. More precisely, the strategies have had a positive impact on the learners' resilience and self-efficacy and have pushed some of them to adopt a more positive approach to the study of the English language, reducing the common tendency to reflect on the negative aspect of the learning experience. Therefore, it results that by applying the strategies students have increased positive emotions while reducing negative emotions. Of nine students, seven have experienced an increase in motivation, one a little increase, and another one has not perceived any influence. As regards the latter, the result seems related to the lack of time for the application of the strategies, especially those concerned with the first and the second logbook. Considerations for this result will be explained in paragraphs 6.3.1 and 6.3.2.

⁴⁵ “[...] *I did not do the activities the way I wanted to, I mean every week, and so the strategies did not help*”, translation by the author.

Chapter 6: Discussion

The present chapter illustrates the discussion of the results obtained in the study (chapter 5). As motivation and savouring strategies constitute two interrelated issues in the current research, the discussion considers each research question by exploring three macro topics:

- Initial motivation of learners (linked to research question 1: *What is the initial motivation that pushes adult students to learn the English language?*);
- Application of savouring strategies before and during the intervention phase (involving research question 2: *Do students use savouring strategies to promote positive emotions when they study the English language?*);
- Role of savouring strategies and emotions on learners' motivation (related to research question 3: *Have savouring strategies had an impact on students' final motivation to continue their studies?*).

The following paragraphs present the discussion of the three topics. The first part of the chapter explores the initial motivation of learners (paragraph 6.1) and focuses on the relevant aspects that emerged in terms of expectations and objectives. Then, the second part considers the application of savouring strategies before and during the intervention phase and provides an overview of its strengths and weaknesses (paragraph 6.2). Finally, the third part examines the role of savouring strategies and emotions on motivation and discusses the implications related to the self-concept of adult learners (paragraph 6.3).

6.1 Adult learners' initial motivation: an overview

This part of the chapter is devoted to the discussion of the results related to the initial motivation of adult learners (research question 1). As already illustrated (paragraph 4.1), it was initially hypothesised that students were motivated to study at the beginning of the course and that extrinsic motivation overcame intrinsic motivation. However, results showed that despite the significant initial motivation, learners' willingness to study the foreign language was mainly encouraged by internal factors. Implications of the results obtained are supplied in the following parts of the chapter (paragraphs 6.1.1 and 6.1.2).

6.1.1 Intrinsic motivation

Unexpectedly, the results of the first research question revealed a prevalence of intrinsic motivation. Although English constitutes one of the most used languages in the business and communication fields (Broughton *et al.*, 2002), learners appeared principally driven by interest and personal growth at the beginning of the course. Comparing the results obtained to the studies conducted on motivation in adult language learning, it seems that in different cases, age constitutes a relevant predictor for the predominance of intrinsic or, conversely, extrinsic motivation (Bye *et al.*, 2007; Kim T. and Kim Y., 2015; Yezhi, 2016). In his exploratory research on English language learning, Yezhi (2016) investigated the motivation of learners aged between 45 and 74 years and observed that extrinsic motivation tends to diminish when students approach the elderly age (60-74 years). As learners achieve the age of retirement, their involvement in external contexts usually decreases and thus, the opportunities to use the foreign language learning for external reasons drop. Consequently, as in the case

of the present study, the author (ibid.) found that personal interest substantially outweighs travel and work-related motives when starting an English course and that improvements in English proficiency, as well as in memory and mind, appear to be decisive for elderly learners aged 60 and over. Similarly, Kim T. and Kim Y. (2015) observed that self-actualisation tends to be highly influential in adult learners aged between 43 and 78 years. More precisely, interest in the learning itself and personal growth represent some of the leading internal factors in the willingness to study the language.

In the light of these considerations, it can be possible that age (88.8% were at least 45) constituted a significant predictor of the predominance of intrinsic motivation in the current research. As emerged in the interviews (paragraph 5.3), returning to study after several years of work or even when one is not yet retired is not only a chance to devote time to oneself but also an opportunity to prove that the desired goals are still attainable. Furthermore, as occurred in Yezhi's study (2016), using English in external contexts seems to be strictly related to the travel reason and only minimally to a possible future career, probably because most students attended the course at the age of retirement (77.7% were at least 55). Although the foreign language could be also used when communicating with foreigners, overall, students were not significantly motivated by external reasons, and therefore, self-actualisation needs represented the guiding force in motivation. Thus, consistently with Ryan and Deci's self-determination theory (paragraph 3.4.1), it appears that the desire to gain knowledge and independence constitutes the general basis of most learners' initial intrinsic motivation.

6.1.2 Orientation to learning and expectations

According to the findings of the present study (paragraph 5.1), learners showed a substantial level of motivation at the beginning of the course. As students voluntarily attend the course, goals and expectancies played a significant role in encouraging them to undertake the study of the foreign language. Indeed, in line with several studies (Balboni, 2015; Begotti, 2011; Hussain *et al.*, 2020), most students considered English proficiency as fairly or profoundly important to them, and none of the students asserted the worthlessness of being able to use the language. Considering Knowles' theory of andragogy (paragraph 1.3.3), students usually desire to learn to attain tangible and effective results, and, consequently, they strive to obtain skills, knowledge, and specific abilities. Indeed, as observed in the findings of the questionnaire (paragraph 5.1), most learners aspired to achieve an intermediate English level, the subsequent language level, and only one student seemed satisfied with attaining an elementary level. However, as adults' experiences and self-concept might interfere with the expectations toward learning (Knowles, 1973), just a modest rate of learners desired to obtain an advanced level, probably due to the belief that achieving a high level requires a considerable cognitive effort as well as a greater time availability. Therefore, despite being influenced by personal experiences and self-beliefs, adult learners appeared highly determined to reach their goals. As seen in previous studies, adults tend to be self-directed and pragmatic when involved in new learning experiences. Thus, as expected, besides being intrinsic motivated, findings confirm the relationship between adult learning and orientation to learn, at least in the present study.

6.2 Applying savouring strategies in adult learning: strengths and weaknesses

This part of the study relates to the discussion of the findings concerning the use of savouring strategies before the intervention phase (research question 2). As already explained (paragraph 4.1), it was initially supposed that learners sometimes used the strategies due to the tendency to concentrate on negative aspects. In line with the hypothesis, results showed that overall, students occasionally savoured the learning experiences and that the diverse strategies were not applied with the same frequency. Interestingly, the results obtained revealed some commonalities with the use of strategies considered during the course. Implications of these findings are presented in the following paragraphs (6.2.1 and 6.2.2).

6.2.1 Sharing and socialising

Encouragingly, although students sometimes used savouring strategies, sharing and celebrating positive emotions and events was fairly applied before the intervention phase. More precisely, sharing the interest in an activity and celebrating positive feedback with peers constitute two frequent behaviours. As can be observed in the literature studies on emotion regulation, among all the strategies, sharing seems frequently employed in adult learning contexts (Marques-Pinto *et al.*, 2020; Reis *et al.*, 2010). As adult learners perform social roles in their public and private life (job, family, friends, etc.), the tendency to create and seek social contacts encourages the sharing of positive emotions and events (Reis *et al.*, 2010). Indeed, as explained in the literature part (paragraph 1.2.1.3), adults tend to act as protagonists of their learning experience, exchanging thoughts and knowledge with the class. Interestingly, the relation between the strategy mentioned and the creation of social relationships

emerged also in the students' answers to the interview after the intervention phase. In this case, the majority of students declared that the sharing of reflections promoted the creation of a meaningful space for confronting students' ideas and thus fostered social contact with classmates. As a result, besides being promoted by the social nature of adult learners, it was precisely sharing that encouraged the maintenance of relationships between peers.

In the light of these considerations, sharing positive emotions and events constituted one of the most appreciated savouring strategies. Accordingly, despite being limited to a small-scale sample, the study demonstrates that, in the present case, the use of the strategy mentioned was applied even before being directly encouraged. At the same time, it appears interesting to note that initially, sharing was significantly employed in relation to the self: as resulted in the questionnaire, reflecting with classmates on the causes of pride felt by others was not consistently done; conversely, exchanging ideas on personal interests or positive feedback received seemed more frequent. This result appears to support Knowles' (1973) remark on the willingness of adults to focus on what appears relevant: since personal experiences tend to be perceived as important and close to the self, students seemed more likely to share them rather than reflect on others' events. Despite the substantial use of the strategy, the result obtained cannot be underestimated as it reflects the adults' tendency to pragmatism, shown also in the application of the other savouring strategies. For a better understanding of this latter consideration, paragraph 6.2.2 provides a more in-depth overview.

6.2.2 The tendency to pragmatism

According to the findings of the current study, students did not employ savouring strategies with the same frequency. As seen, sharing positive emotions and events and living the present moment seemed used almost often; differently, reminiscing and anticipating positive experiences and emotions were sometimes applied. Furthermore, when considering a single strategy, students showed a different inclination to apply diverse behaviours. Despite the low tendency to reminisce, learners were more disposed to reflect on their positive past experiences linked with their learning expectations. Additionally, as regards anticipation, the class tended to be optimistic about upcoming learning activities, even though the strategy, overall, was not fairly implemented. Finally, as already mentioned in paragraph 6.2.1, although consistently employed, sharing was mainly considered in relation to the self.

Examining the findings obtained in the light of the literature studies on adult learning (Balboni, 2015; Begotti, 2011; Knowles, 1990; Pratt, 1988; Ramsey and Gentzler, 2014), it follows a possible relation between the use of strategies and the pragmatic nature of adults as learners. According to Pratt (1988), the adults' tendency to be problem-centred influences not only the readiness to learn in terms of objectives but also the readiness to enjoy the learning experiences. Indeed, in line with Pratt's assumption (*ibid.*), the study revealed that students showed an inclination to use the strategy depending on what they judged as useful in the learning path. As a result, learners seemed more inclined to savour the learning experience in relation to tangible upcoming events, personal learning experiences and expected results. Consequently, students were not likely to reflect on the experiences themselves, but on the specific moments that could be linked to the pragmatic aspects of learning. This consideration appears evident also when examining the application of strategies during the

intervention phase. Following the students' answers to the interview (paragraph 5.3), the most appreciated strategies (sharing, living the present moment and anticipating) were those judged as the most practical and helpful. Indeed, as learners were affected by various psychological, social and cognitive factors such as the lack of time and the memory difficulties (paragraph 5.3), the strategies considered effective and useful appeared those directly linked to tangible positive results. Implications of this latter aspect are further discussed in the following paragraphs (paragraphs 6.3.1 and 6.3.2).

6.3 Adult learners' perceptions of savouring strategies on motivation

The following part of the study presents the discussion of the findings related to the role of savouring strategies on students' motivation to continue English language learning after the intervention phase (research question 3). As explained in paragraph 4.1, it was hypothesised that the application of the strategies would have encouraged learners' final motivation, increasing the willingness to continue the language study, either autonomously or in a classroom context. Consistently with the hypothesis mentioned, findings indicated that strategies have positively influenced students' motivation and positive emotions. Implications of the findings are explored in paragraphs 6.3.1 and 6.3.2.

6.3.1 Emotions and motivation: a dynamic relationship

According to the findings of the current study, emotions and motivation appeared strictly interrelated in students' language learning. In line with previous research (Dörnyei, 2005; Garret and Young, 2009; Imai, 2010; MacIntyre, 2002; Lòpez, 2011), learners' willingness to study the language during their past learning experiences was

significantly influenced by both positive and negative emotions. As can be observed in the students' answers to the interview (paragraph 5.3), on the one hand, anxiety about communicating in English and fear of making mistakes represented the most relevant negative emotions; on the other, interest in the language and joy of being together constituted two significant positive emotions. The role of emotions on motivation was also revealed in reference to the implementation of the savouring strategies during the course. As most students argued in the interview (paragraph 5.3), in addition to encouraging the reflection on specific activities and the related positive emotions, the strategies themselves promoted the experience of new positive emotions which in turn increased learners' final motivation to proceed in the learning path. In this regard, hope, pride, enjoyment and interest were some of the most frequent emotions reported by students. Thus, in line with Lüftenegger's study (2016), positive emotions affected not only the motivational phase but also the volitional phase, as learners seemed more motivated to make efforts to continue the foreign language study. Finally, the findings obtained seem consistent also with Fredrickson's (2001) assumption that positive states do not merely constitute beneficial temporary moments but processes fostering personal growth. According to the students' answers to the interviews (paragraph 5.3), positive emotions reduced some of the narrowing effects of negative emotions (fear of making mistakes and of mispronouncing words) and in turn promoted a more positive approach to English language learning. In this way, students perceived a higher sense of self-efficacy and resilience which, consequently, increased their intrinsic motivation. Considerations of this latter aspect are further discussed in the following paragraph (6.3.2).

6.3.2 Savouring strategies and motivation: the role of self-efficacy and resilience

Despite the limited amount of research on the relation between savouring strategies and motivation, the current study reveals an interesting connection between the two variables considered. As resulted from the students' answers to the interview (paragraph 5.3), overall, the strategies have positively influenced the motivation to continue the learning path. Interestingly, the increase in motivation did not appear an immediate consequence of the strategy application, but a final point of a process involving the self-concept of adult learners. What emerged from the students' interviews is that self-efficacy and resilience have held a primary role in affecting students' self-esteem in language learning. As reported by some learners, the tendency to focus on the positive aspects of learning encouraged them to face some difficulties when learning English, such as the effort of studying after returning from work or the complexity of approaching a completely different language in terms of syntax, pronunciation and lexis (paragraph 5.3). By confronting their reflections on the activities that had aroused positive emotions, students noted that their classmates encountered similar difficulties and, above all, that they could focus on different ways to facilitate the learning processes. Learners, for instance, listened to simple songs, read travel advertisements and watched videos about different English-speaking countries (paragraph 5.3). As a result, throughout the application of the strategies, students promoted a variety of positive emotions (paragraph 6.3.1), which in turn positively influenced their self-efficacy and resilience. Considering the previous studies (Bandura, 2011; Kim T. and Kim Y., 2016), self-efficacy and resilience appear significant determinants in increasing learners' motivation. On the one hand, according to Kim T. and Kim Y. (2016), resilience is importantly linked to the motivation of students, as it prompts them to face the obstacles in the light of the final objectives; on

the other, as Bandura (2011) suggested (paragraph 3.4.2), self-efficacy encourages students to feel emotionally and psychologically motivated. Indeed, in line with previous research (Bandura, 2011; Kim T. and Kim Y., 2016), the two self-related aspects increased learners' motivation, and more specifically, intrinsic motivation. As Deci and Ryan affirm (2008), promoting intrinsic motivation holds a significant role in the learning experience, especially in the adult learning context, where students often attend lessons voluntarily. According to Knowles (1990), adult learning appears more effective when motivation is driven by internal factors, rather than external factors: besides encouraging students to undertake activities for their own sake, it supports their perceived competence and intensifies their inclination to face the learning challenges. In Deci and Ryan's words (Deci and Ryan, 2000, p. 56), "it is through acting on one's inherent interests that one grows in knowledge and skills".

Chapter 7: Conclusion

The present chapter presents the conclusion of the study undertaken. In the light of the findings obtained, paragraph 7.1 presents an overview of the study findings, paragraph 7.2 explains its limitations and finally, paragraph 7.3 explores some suggestions for further research.

7.1 Overview of the findings

The current study was intended to provide an insight into the role of savouring strategies on motivation in a specific adult learning context, i.e., students attending an Elementary English course at Università Popolare del Nordest. Initially, it has been shown that adult learners were intrinsically motivated at the beginning of the course since interest and personal growth were the core reasons for their involvement in the learning path (paragraph 5.1). As regards the usual application of savouring strategies in the learning context, the answers to the questionnaire revealed that students occasionally used them and that sharing positive emotions and events and living the present moment were the most frequent (paragraph 5.2). It must be noticed that the application of the strategies appeared associated with the students' pragmatic tendency to focus on their goals and expectations, a significant aspect which was further demonstrated with the interview answers related to the use of the strategies stimulated during the course. Finally, after the implementation of three activities aimed at savouring past, present and future learning moments in the classroom and at home, findings showed that students perceived an increase in their final motivation to proceed in English language learning (paragraph 5.3). More precisely, although the findings depict a non-generalisable situation, they demonstrated that in the present case,

applying the strategies mentioned encouraged self-efficacy, resilience and various positive emotions (hope, pride, interest, etc.), which, in turn, resulted in a final increase of students' intrinsic motivation (paragraph 6.3.2).

The main implication of the current research is that, in this specific context, savouring strategies promoted not only students' motivation but also a series of self-related processes which finally result in different positive outcomes. Although applying savouring strategies might be a time-consuming activity, it appears that the benefits encountered favoured the personal learning experiences of students as well as the whole atmosphere in class. Encouragingly, savouring allowed students to appreciate different moments of learning, also those not considered before. Learners explored the English language through a subjective lens, reflecting on their specific experiences and finally trying to tailor their learning approach to what specifically stimulates them. As a result, by mainly concentrating on the positive aspects of learning, the classroom social relationships were positively affected and consequently, empathy and a sense of belongingness were promoted together with motivation.

In the light of these considerations, notwithstanding that the results might not reflect an overall picture of the application of strategies in the adult learning context, the present study expands the current literature knowledge on positive psychology and its implication on the adults' motivational processes. As already mentioned in the literature part of the study (paragraph 1.1), the number of adults involved in learning paths is consistently rising in the current century, also because of the numerous political, economic, cultural and above all, technological changes undergoing in the actual society. Therefore, investigating adult learning processes plays a significant role in the present moment. Finally, as positive psychology is a relatively recent approach in the educational context, further research needs to be explored, especially in the light

of the different personal factors that can influence the adult learning context (paragraph 7.3).

7.2 Limitations of the present study

As mentioned in paragraphs 4.2 and 7.1, the study strictly involved a class of nine students attending an English course. Therefore, the various assumptions developed from the interpretation of the results cannot be generalised. Indeed, as the sample was limited to a small number of participants, the analysis of the results involved only descriptive statistical measures aimed at describing the specific learning context.

As regards the instrument of data collection used, it must be noticed that the questionnaire and the interview investigated different students' psychological aspects which do not constitute observable objective parameters. Furthermore, the collections of answers could have been affected by students' response bias (social desirability bias, acquiescence bias, neutral responding bias, etc.), and therefore, the results might not precisely represent the processes analysed as it is not possible to establish the sincerity of the answers collected. However, despite the shortcomings mentioned, the use of three different instruments of data collection (questionnaire, interview and diaries) allowed the researcher to use multiple resources for the analysis of results and thus, probably reduced the present limitations.

7.3 Suggestions for further research

As the present research is limited to the analysis of a specific sample, further research is necessary to prove the effects on motivation arising from the application of

savouring strategies. Furthermore, although the current study answered the three research questions posed (paragraph 4.1), it appears that different aspects were not analysed because of the specific focus of the study.

For instance, further investigations could examine the role of the strategies on motivation considering specific age ranges of students. As the concept of “adult learning” comprises a wide period of lifespan (paragraph 1.2), it would be useful to notice if age affects the results obtained in terms of motivation.

Another interesting aspect of research is the use of the diaries and their role in encouraging adult students to use the strategies. Since diaries have proved to be helpful for self-reflection (Dam, 2008; Menegale, 2018), it could be interesting to note what positive emotions are frequently perceived by adults and if the related activities show similarities among the students.

Further studies could finally involve the analysis of participants with specific educational backgrounds, job experiences and levels of foreign language proficiency. The investigation of different contexts allows more in-depth considerations in the field of positive psychology and motivation and, at the same time, provides teachers with literary studies to consider when teaching adults. Indeed, the findings of the present study could be seen as a contribution to the knowledge of savouring strategies. As such, a consistent variety of elements could be investigated, also in the light of the limited number of studies conducted.

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Appendix A: Questionnaire

Gentile studente,

sono Francesca Savio, l'insegnante del tuo corso di inglese. Sto conducendo una ricerca riguardante l'applicazione della psicologia positiva all'insegnamento delle lingue straniere. Tale progetto riguarda lo studio delle strategie positive utilizzate per favorire il mantenimento della motivazione dello studente. La ricerca si inserisce nella mia tesi di laurea Magistrale in Scienze del Linguaggio del Dipartimento di Studi Linguistici e culturali comparati dell'Università Ca' Foscari Venezia. La ricerca è supervisionata dalla Professoressa M. Menegale. I dati saranno raccolti in forma anonima e usati solamente ai fini della ricerca. Ti ringrazio per la tua collaborazione.

Dati personali

- Indica la tua fascia d'età:
 - 18-24
 - 25-34
 - 35-44
 - 45-54
 - 55-64
 - 65+

- Sesso:
 - Uomo
 - Donna
 - Preferisco non rispondere

- Lingua madre:
 - Italiana
 - Altro: _____

- Da quanto tempo studi inglese?
 - Da qualche mese
 - 1-2 anni
 - 3-5 anni
 - 5+ anni

- Pratichi l'inglese al di fuori della scuola?
 - Sì a lavoro
 - Sì con gli amici
 - Sì con la famiglia
 - Sì nelle attività che svolgo nel tempo libero
 - Non lo pratico al di fuori della scuola

- SE pratici l'inglese al di fuori della scuola, con quale frequenza lo pratici?
- Tutti i giorni
- Una o più volte a settimana
- Una o più volte al mese
- Una o più volte all'anno

Motivazione

1. Quanto è importante per te avere una buona padronanza della lingua inglese?
 - molto
 - abbastanza
 - poco
 - per nulla

2. Perché vuoi imparare l'inglese?
 - per interesse nella lingua
 - per interesse nella cultura
 - per crescita personale
 - perché ho amici che parlano la lingua
 - per la mia futura carriera
 - per necessità di viaggiare
 - altro:

3. Quanto è importante per te il raggiungimento dei tuoi obiettivi nell'apprendimento della lingua?
 - Molto
 - Abbastanza
 - Poco
 - Per niente

4. Quale livello di padronanza della lingua vorresti raggiungere?
 - livello elementare (A1/A2)
 - livello intermedio (B1/B2)
 - livello avanzato (C1/C2)

Uso delle savouring strategies

5. Indica quanto spesso adotti le seguenti strategie quando studi la lingua inglese.
 - a. Quando svolgo delle attività che mi piacciono, cerco di comprendere perché queste stimolano il mio interesse.

○ Sempre	○ Spesso	○ Qualche volta	○ Mai
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 - b. Quando mi sento gratificato rifletto sulle cause di tale sentimento.

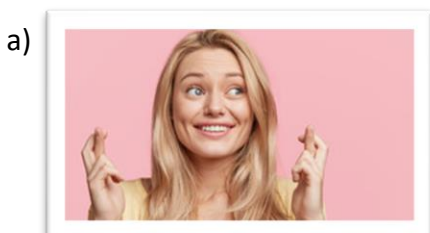
○ Sempre	○ Spesso	○ Qualche volta	○ Mai
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- c. Rifletto su come mi sento prima di svolgere attività che so che mi piacciono.
 Sempre Spesso Qualche volta Mai
- d. Annoto come mi sento dopo aver svolto attività che hanno avuto un risvolto positivo nello studio della lingua.
 Sempre Spesso Qualche volta Mai
- e. Cerco di essere ottimista quando penso ad attività che devo svolgere.
 Sempre Spesso Qualche volta Mai
- f. Quando svolgo un compito con successo, analizzo quali comportamenti mi hanno permesso di avere un buon risultato finale.
 Sempre Spesso Qualche volta Mai
- g. Quando mi pongo degli obiettivi, penso agli eventi passati relativi allo studio della lingua che hanno avuto un esito positivo.
 Sempre Spesso Qualche volta Mai
- h. Rifletto sul futuro raggiungimento dei miei obiettivi per sentirmi più fiducioso in me stesso.
 Sempre Spesso Qualche volta Mai
- i. Quando ricevo un feedback positivo dall'insegnante lo condivido con i compagni per gioire con loro di quanto mi è stato detto.
 Sempre Spesso Qualche volta Mai
- j. Quando noto che i miei compagni si sentono orgogliosi di sé stessi mi confronto con loro per capire le cause di tale sentimento.
 Sempre Spesso Qualche volta Mai
- k. Condivido l'interesse verso un'attività con i miei compagni.
 Sempre Spesso Qualche volta Mai

Appendix B: Activity 1

DISCOVERING POSITIVE EMOTIONS

1. Look at the following pictures and tell how people feel. Are they happy, proud, or hopeful? Discuss with your classmates.



2. Read the following text and look at the highlighted words. Do they express a positive feeling or a negative feeling? Discuss with your classmates.

Mark is 45 years old and he is attending an English course in his country. He enjoys the classes because he really likes the English language, and he is proud of his improvement in his speaking and reading skills. However, he is anxious when he answers the questions of the teacher during the lesson, and he feels angry when he gives wrong answers. He would like to be more optimistic!

3. Write the highlighted words of the ex. 2 into the right column. Why positive words are different from negative words? Discuss with your classmates.

Positive words	Negative words

4. Look at positive words of ex. 3. What do they represent? Love, pride, or joy? Write each positive word next to the correct concept.

Love: _____

Pride: _____

Joy: _____

Love, joy and proud are positive emotions. **Positive emotions** are emotions that we find pleasurable to experience.

5. Love, joy, and pride are just three examples of positive emotions. Read the names of the following positive emotions. Do you know them? Look at the pictures and write the corresponding emotion (1-10) below each picture (a-j).

- | | | | |
|-------------|----------------|---------|---------------|
| 1. Love | 4. Gratitude | 7. Hope | 10. Amusement |
| 2. Pride | 5. Inspiration | 8. Awe | |
| 3. Interest | 6. Serenity | 9. Joy | |

a)



b)



c)



d)



e)



f)





6. Positive emotions are emotions that you can experience in your everyday life. Look at the definitions below and match each emotion with the right explanation.

- | | |
|----------------|--|
| 1. Love | a. A sense of elation that you can experience when something good happens. |
| 2. Pride | b. When you feel pleasure and enjoyment. |
| 3. Interest | c. What you can experience when you thank someone for something. |
| 4. Gratitude | d. A sense of curiosity or fascination that captures your attention. |
| 5. Inspiration | e. A sense of pleasure in an achievement, skill, or personal attribute. |
| 6. Serenity | f. When you feel motivated by something/someone. |
| 7. Hope | g. A calm and peaceful sense of acceptance. |
| 8. Awe | h. A sense of optimism and anticipation about a positive future. |
| 9. Joy | i. An emotion that you feel when you see/hear something spectacular, and you express appreciation. |
| 10. Amusement | j. Sense of affection for someone. |

7. What positive emotion can people feel in these situations? Read the following sentences and write the name of the corresponding emotion.

1. She is in love with her boyfriend. _____
2. He wants to discover new things about English language. _____
3. She always thanks her parents. _____

4. He wants to be like Superman. _____

5. They win the match. _____

8. Think about everyday life. Write an example of a situation in which people can feel:

- Pride: _____
- Interest: _____
- Joy: _____



9. Choose two emotions from the list of the ex. 7. Think about your everyday life and complete the following text.

a. I experience (*name of the emotion*) _____ when I _____

_____.

b. I experience (*name of the emotion*) _____ when I _____

_____.



Appendix C: Activity 2

What positive emotion/s do you feel each week? Think about your English language study in class or at home. Describe an activity of the week that made you feel a/some positive emotions. Then, write the names of the positive emotions as in the example below. Do it for each of the four weeks.

Week 1	
Activity:	Positive emotion/s:
_____	_____
_____	_____

Example

Activity:

Doing an exercise without the help of other people.

Positive emotion

Pride.

Week 2	
Activity:	Positive emotion/s:
_____	_____
_____	_____

Positive emotions

Love

Pride

Interest

Gratitude

Inspiration

Serenity

Hope

Awe

Joy

Amusement

Week 3	
Activity:	Positive emotion/s:
_____	_____
_____	_____

Week 4	
Activity:	Positive emotion/s:
_____	_____
_____	_____

Appendix D: Activity 3

Think about a positive emotion that you want to feel when you study English at home. What activity can you do to experience this emotion? For each of the four weeks, write the name of the positive emotion that you want to feel and describe the corresponding activity as in the example below. Then, try to do the activity!

Example

Positive emotion:
Interest.

Activity:
Watching a short video about English sports.

Week 1	
Positive emotion:	Activity:
_____	_____
_____	_____
_____	_____

Positive emotions

Love

Pride

Interest

Gratitude

Inspiration

Serenity

Hope

Awe

Joy

Amusement

Week 2	
Positive emotion:	Activity:
_____	_____
_____	_____

Week 3	
Positive emotion:	Activity:
_____	_____
_____	_____
_____	_____

Week 4	
Positive emotion:	Activity:
_____	_____
_____	_____
_____	_____

Appendix E: Interview guide

1. Nella la tua esperienza passata, quanto hanno influito le emozioni nella motivazione a studiare la lingua inglese?
2. Riflettere individualmente sulle emozioni positive percepite nella tua esperienza passata con l'inglese ha influenzato il tuo approccio allo studio della lingua? Come?
3. Riflettere individualmente sulle emozioni positive percepite ha aumentato la tua motivazione a proseguire con lo studio della lingua? In che modo?
4. Ritieni che la condivisione delle emozioni positive con i compagni e l'insegnante sia stata importante nel motivarti a continuare con lo studio? Perché?
5. Pensa all'anticipazione delle emozioni positive che volevi provare e alla loro associazione con un'attività da svolgere. Questa strategia ti ha aiutato a capire cosa può motivarti nello studio della lingua?
6. Hai intenzione di proseguire con gli studi della lingua? Perché?
7. In generale, la riflessione, l'anticipazione e la condivisione delle emozioni positive hanno aumentato la tua motivazione a continuare gli studi della lingua?

Appendix F: Interview transcriptions

Interview with student 1

Teacher	Caro (nome dello studente), come stai?
Student 1	Bene, grazie.
Teacher	Bene, mi fa piacere. Sono qui per porti alcune domande rispetto alle attività svolte sulle emozioni positive che abbiamo fatto finora.
Student 1	Ok. Va bene.
Teacher	Come già sai, l'intervista è svolta per la mia ricerca di laurea magistrale. Tutte le risposte che fornirai saranno raccolte in maniera anonima e saranno mantenute tali anche nella loro trascrizione riportata nella tesi. Oltre a questo, i dati saranno mantenuti fino alla fine della tesi.
Student 1	Nessun problema.
Teacher	Mentre risponderai il computer registrerà la nostra voce. Se hai qualche dubbio sulle domande, non farti problemi a chiedermi. Non c'è un tempo prefissato; quindi puoi approfondire come meglio preferisci.
Student 1	Bene! Ottimo.
Teacher	Le domande sono opzionali. Questo significa che se c'è qualche domanda che preferisci non rispondere puoi farlo.
Student 1	Ok, va bene.
Teacher	Bene, allora cominciamo dalla prima domanda di carattere più generale. Riguarda la tua esperienza con l'apprendimento della lingua inglese.
Student 1	Ok, partiamo.
Teacher	Nella la tua esperienza, quanto hanno influito le emozioni nella motivazione a studiare la lingua inglese?
Student 1	Allora... beh sicuramente hanno influito abbastanza. Quando dovevo pensare a cosa rispondere mi veniva l'ansia. Diciamo che sono ansiosa di carattere.
Teacher	Quindi è capitato spesso di sentirti in questo modo?
Student 1	Ecco... Penso sempre di non essere capace a fare le cose e quindi mi arrabbio con me stessa. E poi mi viene l'ansia. Quindi, sì, mi è capitato spesso.
Teacher	E questo influiva e influisce sulla tua motivazione?
Student 1	Sì, porta a demotivarmi. Mi sento inadatta quando sono ansiosa.
Teacher	Come ormai sai, l'ansia è un'emozione negativa. Nella tua esperienza hanno influito anche le emozioni positive?
Student 1	Quello che mi ha sempre spinto a continuare lo studio è stato il mio interesse nella lingua. Amo l'inglese. Ed è stato questo il motivo per cui ho deciso dopo diversi anni di riprendere questa lingua in mano.

Teacher	Ecco, questa domanda ci porta ad addentrarci meglio nel percorso che abbiamo fatto insieme sulle emozioni positive. Ripensando a quello che è stato fatto nel corso delle lezioni, riflettere individualmente sulle emozioni positive percepite ha influenzato il tuo approccio allo studio della lingua inglese?
Student 1	All'inizio ho avuto un po' di difficoltà ad addentrarmi nell'ottica di riflettere in quello che percepivo. In realtà poi capendo il meccanismo si è rivelato più semplice e quindi ho avuto maggior modo di riflettere. Pensare da sola a casa su come mi sentivo mi ha permesso di capire che dovrei essere meno ansiosa e godermi di più gli esercizi che devo svolgere e tutto quello che facciamo in classe.
Teacher	In che modo?
Student 1	Fare queste attività mi ha fatto capire che è più utile cercare di capire come stimolare noi stessi nel modo positivo. A quest'età tornare a studiare dopo anni è difficile... pensi ma ce la farò? Riuscirò a capire? E se non saprò parlare? E pensi sempre ai lati negativi. A volte, invece, guardare l'altra faccia della medaglia ti dà forza.
Teacher	Quindi riflettere individualmente sulle emozioni positive percepite ha aumentato la tua motivazione a proseguire con lo studio della lingua?
Student 1	Sì, esatto posso dire che mi ha motivato di più e mi ha fatto riflettere. In generale, però, devo dire che sono sempre stata motivata sin dall'inizio. Come ho detto prima, amo l'inglese e voglio impararlo. Non so se mi sono spiegata bene.
Teacher	Sì, certo sei stata chiara. Ora passiamo alla condivisione delle emozioni positive con i compagni e l'insegnante. Ritieni che questa sia stata importante nel motivarti a continuare con lo studio?
Student 1	Sì, sentendo gli altri cosa fanno per aiutare loro stessi, per stimolarsi... mi è servito.
Teacher	Perché?
Student 1	Mi ha fatto capire che ci sono più modi per affrontare lo studio in maniera positiva. Ad esempio, ho scoperto che ci sono delle attività che i miei compagni hanno trovato utili per affrontare la paura di parlare.
Teacher	Quali attività?
Student 1	Rifare gli esercizi fatti in classe, ad esempio. Non mi sarebbe mai venuto in mente di farlo. Però è utile. Oltre a farti ricordare i vocaboli ti dà soddisfazione. Ti fa sentire orgoglioso e pensi beh dai non sono qui per niente.
Teacher	Ok. Passiamo ora all'attività che abbiamo svolto con il secondo logbook. Anticipare le emozioni positive che volevi provare e associarle ad un'attività da svolgere ha contribuito a comprendere cosa può motivarti nello studio della lingua?

Student 1	Sì, ho capito che ascoltare le canzoni in inglese mi piace molto e quindi mi motiva.
Teacher	Cos'è che ti motiva nell'ascoltare canzoni?
Student 1	Quando riesco a capire qualche parola che dicono è molto gratificante e poi mi diverte. In più, ascoltare canzoni ti permette di imparare ma al tempo stesso di essere più rilassato e più spensierato. Una cosa buona per me.
Teacher	Bene. Ora, dato che ormai siamo giunti al termine del nostro percorso, ti porgo una domanda rivolta verso il futuro. Hai intenzione di proseguire con gli studi della lingua?
Student 1	Sì, voglio continuare assolutamente. Mi è sempre piaciuta questa lingua. Fino a qualche mese fa ho sempre lavorato e non sono mai riuscita a dedicarmi all'inglese. Ora che ho il tempo di farlo voglio proseguire.
Teacher	Dato che la tua risposta è affermativa, ti porgo una domanda più specifica. In generale, la riflessione, l'anticipazione e la condivisione delle emozioni positive hanno aumentato la tua motivazione a continuare con gli studi della lingua?
Student 1	Sì decisamente. Sai, quando sei già ansiosa di tuo e lavori per tanto tempo senza dedicarti allo studio e come se ti isolassi un po'.
Teacher	In che senso?
Student 1	Quando ricominci è come un iniziare tutto da capo, solamente con un'altra età... per cui ritornando al discorso di prima posso dire di sì... cioè... decisamente... è stato d'aiuto. Posso dire che mi ha fatto capire che ho le capacità per svolgere alcune attività anche da sola.
Teacher	In che modo?
Student 1	Ad esempio ascoltando canzoni da sola. Quando ho sentito dei miei compagni farlo e poi quando lo abbiamo fatto anche in classe ho pensato che sarebbe stato carino provare a farlo anche da sola. Almeno un po' alla volta con le canzoni semplici. Ed è stato divertente... insomma mi ha motivato ad andare avanti... oltre a rilassarmi, è una cosa diversa dal solito che puoi fare a casa e in qualsiasi posto.
Teacher	Grazie per le tue risposte. Ora abbiamo finito. Le domande sono concluse per cui puoi andare. Grazie per la collaborazione!
Student 1	Grazie a te, è stato un piacere.

Interview with student 2

Teacher	Gentile (nome dello studente), siamo qui per svolgere una breve intervista rispetto al nostro percorso e a quello che abbiamo svolto nell'ambito delle emozioni positive.
Student 2	Ok, va bene.
Teacher	L'intervista è composta da sette domande e sarà registrata solamente in formato audio. Non ci sarà alcuna registrazione video.

Student 2	Ok. Quindi verrà registrata la mia voce?
Teacher	Sì, verranno registrate la mia e la tua voce. Le interviste verranno poi trascritte su un file Word e divulgate in formato anonimo e a soli fini di ricerca quindi per la mia tesi di laurea magistrale. Tutte le registrazioni verranno conservate fino alla fine della ricerca.
Student 2	Sì, ok nessun problema.
Teacher	Ok, oltre a questo, mentre parlerai io prenderò anche nota di alcuni punti delle tue risposte.
Student 2	Va bene.
Teacher	Tieni conto che le domande sono opzionali; quindi se c'è qualche domanda a cui non vuoi rispondere sentiti libero di farlo.
Student 2	Ok, grazie.
Teacher	Allora iniziamo con una domanda più generica che riguarda la tua esperienza con l'apprendimento della lingua inglese in generale.
Student 2	Sì. Ok.
Teacher	Nella tua esperienza, quanto hanno influito le emozioni nella motivazione a studiare la lingua inglese?
Student 2	Non molto. Diciamo che sono determinata quando faccio una cosa. E soprattutto non mi importa anche se sbaglio, voglio imparare.
Teacher	Ok, quindi stai facendo riferimento alle emozioni negative. Invece le emozioni positive hanno influenzato la tua esperienza?
Student 2	Se facciamo riferimento all'interesse, sì sicuramente.
Teacher	In che modo?
Student 2	È stato quello che mi ha sempre motivato oltre alla mia voglia di imparare. Sono una che cerca sempre di migliorare.
Teacher	Ok, grazie. Ti ho posto questa domanda per addentrarci in maniera più specifica nel percorso che abbiamo svolto in questo corso.
Student 2	Sì, certo.
Teacher	La domanda che ora ti porgo è questa. Riflettere individualmente sulle emozioni positive percepite ha influenzato il tuo approccio allo studio della lingua inglese?
Student 2	No, non ha influenzato.
Teacher	Perché?
Student 2	Sono una persona già positiva di mio, non mi abbatto facilmente. Poi forse è anche il fatto che non è l'unica lingua che studio; quindi, sono abituata a sentirmi sempre un po' in sfida. Sia per l'inglese che per lo spagnolo sono una che non si tira giù di morale, anzi.
Teacher	A prescindere dal fatto che tu abbia un atteggiamento positivo rispetto all'apprendimento delle lingue, riflettere sulle emozioni positive già percepite ha aumentato la tua motivazione a proseguire con lo studio della lingua?

Student 2	No, non ha aumentato. Perché non sono una che ama riflettere troppo. Vado oltre. Quando svolgo un'attività, mi godo già l'attività nel momento in cui la faccio, nel senso che cerco di divertirmi imparando. Per cui riflettere dopo averla fatta per me è una cosa in più. Vivendo già queste emozioni non ho bisogno di applicare delle strategie per estenderle e ampliarle.
Teacher	Tutto chiaro. Passiamo ora alla condivisione delle riflessioni dei due logbooks con i compagni e l'insegnante. Ritieni che la condivisione delle emozioni positive con i compagni e l'insegnante sia stata importante nel motivarti a continuare con lo studio?
Student 2	Sì, il confronto con la classe è stato utile. Mi ha motivato più volte. Ecco... diciamo che riflettere sulle mie emozioni positive già provate non mi è servito molto, ma sentire i compagni che si sono sentiti bene provando altre attività diverse dalle mie è stato utile.
Teacher	Perché è stato utile?
Student 2	Perché ascoltare gli altri compagni mi ha fatto riflettere su come posso affrontare alcune mie difficoltà attinenti, ad esempio, alla memoria e alla metodologia di studio.
Teacher	In che modo ti ha fatto riflettere?
Student 2	Ho notato che molti compagni sono soliti fare delle attività per stimolare il loro interesse e non per forza con i libri. Sai, quando lavori e sei sempre impegnata non hai molto tempo da dedicare anche allo studio perché torni a casa da lavoro stanca. Ho visto che alcuni compagni usano dei giochi, dei quiz e delle applicazioni che puoi usare comodamente anche col telefono in divano e in questo modo si esercitano con i verbi e con i vocaboli. Utile alla memoria e soprattutto utile per affrontare lo studio quando sei stanca. Diciamo che questi strumenti ti fanno sentire orgogliosa di aver compreso quello che hai visto in classe, anche perché forniscono la correzione. In più, oltre a questo, è stata utile l'insegnante.
Teacher	In che modo è stata utile l'insegnante?
Student 2	Ci ha fatto riflettere su quali attività hanno consolidato le nostre emozioni positive e ci ha stimolato ogni settimana a prendere esempio dai compagni e a confrontarci. Da questo poi ne è nata anche una positiva atmosfera nelle relazioni in classe. Ho avuto modo di scoprire quello che percepivano i compagni e di riflettere su come adattare le attività rispetto a cosa abbiamo bisogno, intendo a come vogliamo sentirci nei momenti di difficoltà a casa quando studiamo inglese.
Teacher	Hai parlato di momenti di difficoltà. Cosa intendi?
Student 2	Quando studi in età adulta... intendo alla mia età, il punto non è che non vuoi studiare. È che a volte ti senti psicologicamente in difficoltà perché sei limitata dalle responsabilità familiari, dal tempo disponibile, ecc. Però proprio perché voglio migliorare la mia conoscenza di questa lingua vorrei sempre fare di più. Io tendo ad essere positiva di mio, ma mi riesce meglio in classe che a casa perché so che in classe non sono di

	fretta. Quindi sentire gli altri che a casa hanno fatto attività che hanno dato un riscontro positivo mi ha motivato e mi ha spinto a provarle.
Teacher	Tutto chiaro. Focalizziamoci ora al secondo logbook. Pensare a come volevi sentirti a casa quando studiavi inglese e provare a fare un'attività che ti facesse sentire in quel modo ha contribuito a comprendere cosa può motivarti nello studio della lingua?
Student 2	Sì molto. Quando ho sentito i miei compagni usare i giochi online per divertirsi imparando mi sono detta che volevo sentirmi allo stesso modo quando ero a casa. Intendo, volevo divertirmi anche io imparando a casa. E l'ho fatto. Devo dire che mi sono divertita molto. Alla fine ho trovato anche l'applicazione più adatta per me.
Teacher	Abbiamo visto in dettaglio ciascuna strategia. Ora passiamo ad una domanda rivolta verso il futuro. Hai intenzione di proseguire con gli studi della lingua?
Student 2	Sì certo.
Teacher	Perché?
Student 2	Perché voglio imparare! Voglio saper destreggiarmi bene con la lingua.
Teacher	Visto che la risposta è stata affermativa, ti pongo un'altra domanda. In generale, la riflessione, l'anticipazione e la condivisione delle emozioni positive hanno aumentato la tua motivazione a continuare con gli studi della lingua?
Student 2	Allora, se dobbiamo parlare in generale posso dire non pienamente, ma più sì che no.
Teacher	Perché?
Student 2	Come dicevo prima, non tutte le strategie sono state utili a motivarmi. Ad esempio, riflettere su emozioni positive personali già provate non mi ha aiutato perché conosco me stessa e so già quando mi sento bene perché mi sento così. È stata più utile la condivisione con i compagni e l'insegnante ed è stato utile il secondo logbook che l'ho visto come un riflettere su come affrontare le mie difficoltà, pensando a come venirmi incontro. Poi, se posso aggiungere, le emozioni positive le ha trasmesse l'insegnante.
Teacher	In che modo?
Student 2	Ci ha stimolato a provare le attività che facevano meglio per il nostro caso. Diciamo che ci ha spinto a riflettere su come volevamo sentirci facendoci sentire orgogliosi di noi stessi e trasmettendoci gioia e interesse verso la materia. Penso sia stato importante anche questo nel pensare alle attività da fare con il secondo logbook perché mi ha fatto sentire più stimolata.
Teacher	Va bene, grazie per aver risposto alle domande e grazie per la collaborazione.
Student 2	Grazie mille.

Interview with student 3

Teacher	Caro (nome dello studente), ci troviamo qui per svolgere un'intervista in riferimento al nostro percorso svolto insieme sulle emozioni positive e sulle relative strategie che abbiamo adottato.
Student 3	Ok. Va bene.
Teacher	L'intervista sarà registrata in formato audio. Non ci sarà alcuna registrazione video.
Student 3	Va bene, ottimo.
Teacher	Oltre a questo, dati verranno divulgati in formato anonimo e a soli scopi di ricerca. Una volta realizzata, l'intervista verrà trascritta in un file Word per poterla analizzare; tutte le registrazioni verranno conservate fino alla fine della ricerca.
Student 3	Nessun problema. Possiamo procedere.
Teacher	Bene, nel frattempo mentre risponderai alle domande prenderò nota delle tue risposte. Tieni conto che non sei obbligato a rispondere a tutte le domande; se non vuoi rispondere a qualche domanda sentiti libero di farlo.
Student 3	Va bene. Posso stare seduta o devo spostarmi?
Teacher	Puoi stare tranquillamente seduta. Se preferisci puoi anche alzarti, l'importante è che tu stia qua vicino così posso registrare in maniera accurata.
Student 3	Oh bene, allora rimango seduta qui.
Teacher	Bene, per cominciare ti rivolgo una domanda molto generale. Quindi fai riferimento a tutta la tua esperienza passata con l'apprendimento della lingua inglese.
Student 3	Sì, ok.
Teacher	Nella tua esperienza, quanto hanno influito le emozioni nella motivazione a studiare la lingua inglese?
Student 3	Beh, nella mia esperienza in generale... l'ansia ha influito molto. L'ansia di non riuscire ad imparare. Mi demotivava facendomi sentire incapace.
Teacher	Ok... quindi sei stata influenzata da questa emozione negativa. E per quanto riguarda le emozioni positive?
Student 3	Sicuramente l'interesse verso la lingua dato che è molto usata al giorno d'oggi. E poi la gioia nel vedere i compagni di classe, nei corsi in cui c'era un bel clima.
Teacher	Quindi hanno influito anche le emozioni positive. Queste emozioni ti hanno motivato a continuare il tuo percorso nonostante le difficoltà legate all'ansia?
Student 3	Sono state proprio queste che mi hanno sempre spinto a continuare. Se non provassi interesse nella materia o comunque se avessi un clima negativo in classe mi sentirei molto demotivata.
Teacher	Ok. Passiamo ora ad una domanda più dettagliata e inerente al percorso svolto insieme.
Student 3	Va bene.

Teacher	Riflettere individualmente sulle emozioni positive percepite ha influenzato il tuo approccio allo studio della lingua inglese?
Student 3	Sì, mi è servito. Riflettere sulle mie emozioni positive passate e rivivere i momenti positivi è stato utile.
Teacher	In che modo?
Student 3	Mi ha fatto fare una ricerca su me stessa. Per capire come aiutarmi, cosa mi interessava, cosa mi faceva divertire ecco. E a volte anche cosa mi rendeva orgogliosa. Insomma, ha reso il mio approccio più positivo.
Teacher	E ha contribuito a motivarti?
Student 3	Ne sì, ne no. Poco. Posso dire che mi ha motivata nell'andare oltre le mie difficoltà linguistiche, però devo ancora lavorarci molto perché mi sento bloccata.
Teacher?	In che senso ti senti bloccata?
Student 3	Vedo che sono ancora indietro, nel senso che non so usare la lingua come vorrei. Vorrei essere più brava.
Teacher	Passiamo ora alla condivisione delle proprie emozioni e attività positive con la classe. Ciò che abbiamo fatto ogni settimana con i due logbooks in sostanza. Ritieni che la condivisione delle emozioni positive con i compagni e l'insegnante sia stata importante nel motivarti a continuare con lo studio?
Student 3	Sì, mi ha motivata.
Teacher	In che modo ti ha motivata?
Student 3	Ho sentito cosa motivava gli altri, cosa stimolava il loro interesse e ho scoperto delle attività nuove. Sì... posso dire che ho imparato anche a conoscere me stessa attraverso gli altri.
Teacher	In che senso?
Student 3	Quando sentivo gli altri cosa facevano lo provavo anche io. Così ho scoperto cosa mi fa sentire meglio e cosa no, quali attività mi gratificano. Insomma, le esperienze altrui mi hanno stimolato a provare nuove attività. Questo.
Teacher	Ora passiamo ad un'altra strategia che abbiamo applicato nel nostro percorso. Anticipare le emozioni positive che volevi provare e associarle ad un'attività da svolgere ha contribuito a comprendere cosa può motivarti nello studio della lingua? Mi riferisco quindi al secondo logbook.
Student 3	Ok. Sì, questa è stata una delle cose principali che mi ha fatto capire cosa mi motiva.
Teacher	Perché?
Student 3	Ho sempre voluto fare qualcosa che mi facesse sentire orgogliosa, che mi facesse sentire di aver fatto giusto un minimo in inglese. Mi sono chiesta come. E riflettendoci era più semplice di quel che pensavo.
Teacher	Perché?
Student 3	Io amo l'arte e ogni fine settimana io e mio marito andiamo in un museo o ad una mostra. E così una domenica sono

	andata ad un museo e ho provato a guardare la descrizione in inglese di un quadro. Sono riuscita a comprendere alcune parole e mi sono detta... oddio ma davvero ci riesco? Da quel momento una domenica dopo l'altra ho continuato a mettermi alla prova ed è stato divertente e molto motivante... associare l'arte all'inglese mi motiva un sacco.
Teacher	Esatto, un'esperienza positiva. Andiamo a considerare ora una domanda più generica rivolta verso il futuro. Vorresti proseguire con gli studi della lingua?
Student 3	Sì, voglio migliorare. In più ho visto un miglioramento con questo corso e quindi sono ancora più stimolata.
Teacher	Un miglioramento di cosa?
Student 3	Vorrei migliorare la pronuncia delle parole... e oltre a questo la comprensione dei testi scritti.
Teacher	Quindi ritornando al discorso delle strategie, In generale, la riflessione, l'anticipazione e la condivisione delle emozioni positive hanno aumentato la tua motivazione a continuare con gli studi della lingua?
Student 3	Sì, mi ha stimolato e quindi mi ha motivato. Sono felice di questo. Mi sento più sicura di me stessa. Da quando mi è venuto in mente di associare inglese all'arte ogni volta mi viene voglia di sfidarmi e vedo che riesco a capire sempre più parole. Sono contenta... è stato utile. Insomma, mi ha motivato a guardare oltre le mie difficoltà.
Teacher	E ti ha motivato a proseguire oltre le difficoltà?
Student 3	Esatto. Questo. Quando avevo difficoltà a svolgere un esercizio pensavo beh dai qualcosa capisco comunque. Mi ha motivato nell'andare avanti.
Teacher	Ok, grazie. Ti ringrazio per aver contribuito con le tue risposte.
Student	Di nulla!

Interview with student 4

Teacher	Buongiorno caro (nome dello studente). Sono qui per svolgere una breve intervista attinente al percorso sulle strategie che abbiamo applicato rispetto alle emozioni positive.
Student 4	Sì, avevo immaginato. Certo.
Teacher	L'intervista sarà composta da sette domande. Non ci sarà alcuna registrazione video, quindi verranno registrate solo le nostre voci.
Student 4	Va bene, sì. Non ci sono problemi.
Teacher	Ciascuna risposta manterrà l'anonimato e verrà usata a soli fini di ricerca per la mia tesi magistrale. Le risposte poi verranno raccolte in un formato Word. Nel frattempo, mi annoto gli aspetti rilevanti delle tue risposte.
Student 4	Va bene, ok. Interessante.

Teacher	Tutte le registrazioni verranno conservate fino al completamento della mia ricerca. Oltre a questo, tieni conto che le domande sono opzionali, quindi se c'è qualcuna che non vuoi rispondere puoi astenermi dal dirmi la tua risposta.
Student 4	Ok, va bene.
Teacher	Partiamo da una domanda generica che fa riferimento a tutta la tua esperienza precedente con l'apprendimento della lingua inglese. In generale, quanto hanno influito le emozioni nella motivazione a studiare la lingua inglese?
Student 4	Sì, hanno influito ma in senso positivo. Non ho mai avuto ansia.
Teacher	Cosa intendi per in senso positivo?
Student 4	L'interesse mi ha sempre motivato. Mi motivava a fare nuovi corsi, a continuare a imparare.
Teacher	Hai parlato di interesse, un'emozione positiva. Andiamo ora ad analizzare il nostro percorso. Riflettere individualmente sulle emozioni positive percepite ha influenzato il tuo approccio allo studio della lingua inglese?
Student 4	Sinceramente no...
Teacher	Perché?
Student 4	Sono una persona positiva di mio. Ho sempre cercato di studiare questa lingua con un approccio positivo.
Teacher	Non ha influenzato il tuo approccio; e per quanto riguarda la motivazione? Ha aumentato la tua motivazione a proseguire con lo studio della lingua?
Student 4	Sì molto.
Teacher	Perché?
Student 4	Ha stimolato ancora di più il mio interesse nella lingua perché mi ha fatto pensare alle attività che mi hanno fatto divertire. E questo mi ha motivato. L'interesse per me è il punto principale. Cimentarmi a fare attività nuove, diverse e che fanno riferimento a ciò che mi piace è stato positivo per la mia motivazione.
Teacher	Andiamo ora avanti analizzando un'altra strategia che abbiamo provato nel nostro percorso, ovvero la condivisione delle emozioni ed attività che hanno avuto un risvolto positivo. Ritieni che tale condivisione con i compagni e l'insegnante sia stata importante nel motivarti a continuare con lo studio?
Student 4	Sì molto. Sono più o meno della stessa età dei miei compagni, anche se c'è qualcuno più giovane e quindi condividere le emozioni e le attività è stato motivante perché ho capito di non essere l'unica ad avere delle difficoltà. Ho visto che i miei compagni hanno fatto riferimento ad attività diverse per sentirsi più gratificati e per fare ciò che piaceva a loro, ciò che gli interessava. È stato stimolante. In più ho conosciuto meglio i miei compagni così.
Teacher	Cosa intendi?
Student 4	Ho scoperto come si sentono loro a casa quando provano a studiare inglese e come vorrebbero sentirsi. Ho capito che

	abbiamo tutti delle difficoltà per quanto possiamo essere positivi. Questo mi ha permesso di conoscere meglio loro e anche di instaurare un rapporto positivo di dialogo, di confronto. Alla fine, mi trovavo anche nelle pause caffè a parlare con loro di questo.
Teacher	Parlare di come si sentivano quando studiavano inglese?
Student 4	Sì esatto. Di come vorremmo essere, cioè più sicuri, più orgogliosi e di come potevamo provare a riuscirci. Nel nostro piccolo, con un livello ancora elementare. Alla fine, abbiamo provato tutti attività diverse ed è stato interessante confrontarsi.
Teacher	Passiamo ora ad un'altra strategia che abbiamo applicato, cioè l'anticipazione delle emozioni e delle attività nel secondo logbook. Anticipare le emozioni positive che volevi provare e associarle ad un'attività da svolgere ha contribuito a comprendere cosa può motivarti nello studio della lingua?
Student 4	Sì, ho capito che mi motiva leggere in inglese. Leggere ad esempio delle dei posti dove vorrei andare. Io viaggio molto quindi leggere queste informazioni sono utili per me.
Teacher	Hai intenzione di proseguire con lo studio della lingua inglese? Intendo sia da sola autonomamente oppure con un corso come questo.
Student 4	Sì, certo... ho intenzione di fare altri corsi. Voglio migliorare!
Teacher	Dato che la tua risposta è stata affermativa, in generale, la riflessione, l'anticipazione e la condivisione delle emozioni positive hanno aumentato la tua motivazione a continuare con gli studi della lingua?
Student 4	Sì, hanno contribuito molto nella motivazione. Hanno aumentato soprattutto l'interesse nella lingua.
Teacher	Anche la resilienza?
Student 4	Sì, mi sono sentita più motivata ad affrontare le difficoltà e quindi a continuare a studiare e a dedicarmi all'inglese. È stato utile.
Teacher	A quali difficoltà fai riferimento?
Student 4	Alla difficoltà nel memorizzare i vocaboli e nel trovare tempo per esercitarsi. Memorizzare a quest'età richiede tempo e se non hai un contatto diretto costante con qualcuno è difficile ricordare come si dicono alcune parole.
Teacher	Ok, sei stata chiara. Ti ringrazio per la tua collaborazione e per la tua disponibilità. Abbiamo finito l'intervista.
Student 4	Grazie mille. È stato un piacere!

Interview with student 5

Teacher	Caro (nome dello studente), sono qui per realizzare insieme un'intervista attinente al percorso svolto sulle emozioni positive e sulle strategie a loro connesse.
Student 5	Bene... certo.

Teacher	L'intervista verrà registrata in formato audio e i dati saranno raccolti in modalità anonima a soli fini di ricerca per la mia tesi di laurea magistrale. Oltre a questo, tutte le registrazioni verranno conservate fino alla fine della ricerca.
Student 5	Va bene. Nessun problema.
Teacher	Ci saranno sette domande da rispondere. Una volta raccolte le registrazioni, verranno trascritte su un file Word e analizzate. Nel frattempo, ora, mentre risponderai alle domande, mi anoterò comunque dei particolari rilevanti delle tue risposte.
Student 5	Sì sì, va bene. Ma c'è un tempo per rispondere ad ogni domanda?
Teacher	No, sentiti libera di rispondere quello che vuoi, puoi tranquillamente ampliare i discorsi e dire quello che ti senti. Se c'è qualche domanda a cui preferisci non rispondere, puoi farlo.
Student 5	Ok, va bene. Che bello... non l'avevo mai fatto hahahah... si vede ho una certa età hahahah...
Teacher	Ma quale certa età ahahah... non è mai tardi. Comunque, non ti preoccupare, non è nulla di difficile. Rispondi come meglio credi. Se hai qualche dubbio chiedimi pure. Non farti alcun problema!
Student 5	Va bene, grazie.
Teacher	Allora, cominciamo con una domanda più generica. Pensa a tutta la tua esperienza con lo studio della lingua inglese prima di questo corso. Quindi pensa alla tua esperienza passata, se hai fatto qualche corso o se hai studiato da sola.
Student 5	Sì...
Teacher	Ecco, nella la tua esperienza, quanto hanno influito le emozioni nella motivazione a studiare la lingua inglese?
Student 5	Diciamo che ho sempre avuto ansia ma al tempo stesso ho sempre avuto interesse, la voglia di imparare.
Teacher	L'ansia e l'interesse hanno influenzato la tua motivazione?
Student 5	L'interesse mi ha sempre motivato molto. L'ansia la accettavo, sapevo che c'era e basta... non mi demotivava perché ho sempre avuto un grande interesse... Poi oltre a questo, la gioia di stare in gruppo ha contribuito a voler partecipare ai corsi, a continuare. Quando non sei da sola, ma sei in gruppo ti senti meglio, in compagnia.
Teacher	Cosa intendi?
Student 5	In primis ti diverti, è bello conoscere persone nuove, scherzare insieme. E poi ti fa sentire meno sola quando ti senti in difficoltà con la lingua.
Teacher	Passiamo ora al nostro percorso fatto insieme. Pensando a ciò che è stato fatto con il primo logbook, riflettere individualmente sulle emozioni positive percepite ha influenzato il tuo approccio allo studio della lingua inglese?
Student 5	Sì, le emozioni sono importanti per una persona. Fanno capire che cosa una persona desidera. Riflettere sulle mie

	emozioni positive mi ha fatto capire che devo adottare un approccio positivo per ottenere quello che voglio raggiungere.
Teacher	In che senso?
Student 5	Nel senso... mi ha fatto riflettere sul mio modo di vedere lo studio della lingua, sulle mie emozioni quando vengo in classe... e ho visto che sono le emozioni positive che mi fanno stare bene con me stessa, per cui ho deciso che voglio focalizzarmi su quelle... altrimenti se guardo gli aspetti negativi mi viene l'ansia e questo rovina l'esperienza dello studio.
Teacher	E ti ha motivato riflettere sulle emozioni positive percepite?
Student 5	No, non mi ha motivata di più perché ero già molto motivata di mio. Sono molto determinata e poi bisogna sapere l'inglese al giorno d'oggi. Se ti capita una chiamata al lavoro non puoi non rispondere... Diciamo che sicuramente sono stata motivata di più con questo percorso sulle emozioni positive ma non attraverso questa pratica...
Teacher	Intendi questa strategia?
Student 5	Sì esatto, con questa strategia. Sono stata più motivata dalle altre strategie che abbiamo visto.
Teacher	Parlando di altre strategie, ritieni che la condivisione delle emozioni positive con i compagni e l'insegnante sia stata importante nel motivarti a continuare con lo studio?
Student 5	Beh... per me è stata... posso dire fondamentale.
Teacher	Perché è stata fondamentale?
Student 5	Perché mi ha permesso di aprirmi agli altri, di confrontarmi su come volevamo sentirci e su quali attività potevamo fare. Alla fine del secondo diario era come se fossimo diventati una squadra di lavoro dove tutti si scambiavano opinioni e contribuivano in maniera positiva. Vedere che gli altri riescono a fare delle attività particolari e a sentirsi orgogliosi e divertiti non solo ti dà gioia per loro ma ti spinge anche a provare a fare le loro stesse attività. Ti apre la mente e poi crea un clima sereno e gioioso...
Teacher	Perché crea un clima sereno e gioioso?
Student 5	Perché quando celebri i successi degli altri e quando vedi che sono felici di quello che hanno fatto ti dà gioia e in più si crea un clima positivo... a volte anche ridendo con le battute... mi è piaciuto e mi ha motivato molto questo.
Teacher	Passiamo ora ad un'altra strategia.
Student 5	Ok.
Teacher	Facciamo riferimento al secondo logbook che abbiamo fatto. Riflettere su come volevi sentirti e pensare ad un'attività da svolgere per farti sentire in quel modo ha contribuito a comprendere cosa può motivarti nello studio della lingua?
Student 5	Sì, mi ha fatto capire che quello che mi motiva è la comunicazione.

Teacher	Intendi la comunicazione orale? Cioè la conversazione?
Student 5	Sì esatto! Quando abbiamo fatto qui in classe qualche attività di conversazione mi era piaciuto e mi aveva divertito. Per cui dato che sono una che si annoia facilmente ho pensato a cosa potesse farmi divertire. E così ho provato a parlare un pochino in inglese con il mio nipotino. È stato molto motivante e divertente. È bello unire l'amore per i propri cari a cose come queste. Ti dà forza.
Teacher	È stata un'esperienza molto positiva.
Student 5	Sì, molto. Poi mi ha motivato anche ascoltare canzoni. Volevo sentirmi diciamo più speranzosa nello studio e così dopo aver sentito gli altri che ascoltavano canzoni ho provato anche io. È stato molto positivo e mi ha motivato. Infatti, ho continuato a farlo.
Teacher	Hai intenzione di proseguire con gli studi della lingua?
Student 5	Sì. Voglio dimostrare a me stessa che raggiungo i miei obiettivi... Voglio dimostrare a me stessa di saperla cavare con la lingua.
Teacher	Visto che la tua risposta è stata affermativa, ti pongo questa domanda che va a raccogliere tutto il nostro percorso. In generale, la riflessione, l'anticipazione e la condivisione delle emozioni positive hanno aumentato la tua motivazione a continuare con gli studi della lingua?
Student 5	Sì, ha contribuito. Ha sostenuto la mia motivazione... ora impegnare il mio tempo nello studio mi sembra più facile.
Teacher	Perché ti sembra più facile?
Student 5	Prima pensavo devo fare più esercizi di grammatica, devo leggere i testi del libro, ecc. e quindi lo facevo un po' così perché sapevo che dovevo farlo per imparare la lingua. Ora è come se avessi un po' cambiato mentalità... penso devo esercitarmi ma che attività posso fare per divertirmi e non annoiarmi? Oppure, se ho una giornata no, penso cosa posso fare per sentirmi più ottimista? E così magari rifaccio un esercizio che avevo già svolto prima e vedo se mi riesce tutto giusto. Insomma, adotto un approccio più mirato a me stessa.
Teacher	Chiarissimo. Ora abbiamo finito l'intervista, quindi puoi andare. Grazie per la tua disponibilità e la tua collaborazione.
Student 5	Prego, ci mancherebbe!

Interview with student 6

Teacher	Hello! Come stai?
Student 6	Hello teacher, tutto bene, grazie.
Teacher	Mi fa piacere. Allora, oggi ti ho chiesto di essere qui presente per rispondere a una breve intervista sul percorso svolto assieme rispetto alle emozioni positive e alle relative strategie applicate.
Student 6	Sì, certo.

Teacher	L'intervista è composta da sette domande. Le nostre voci saranno registrate in formato audio e non ci sarà alcuna registrazione video. Una volta raccolte, i contenuti delle registrazioni verranno trascritti su un file Word e analizzati per scopi di ricerca. Tutti i dati saranno raccolti in forma anonima, quindi non ci sarà il tuo nome.
Student 6	Va bene.
Teacher	Se hai domande, dubbi o hai bisogno di chiarimenti chiedimi pure. Non farti problemi. Le domande sono opzionali; quindi se preferisci non rispondere, sentiti libero di farlo.
Student 6	Grazie. Sono pronta.
Teacher	Partiamo dalla prima domanda più generica. Pensa a tutta la tua esperienza con l'apprendimento della lingua inglese prima di questo corso. quanto hanno influito le emozioni nella motivazione a studiare la lingua inglese?
Student 6	Beh... allora... molto psicologica questa domanda. Fammi pensare... mmm... dico la verità, ho studiato inglese solo alle superiori e sono passati molti anni... quindi non mi ricordo più bene bene. Poi sai alle scuole superiori hai un'altra età con altri pensieri per la testa... so solo che non mi piaceva l'inglese e avevo un po' di ansia per questo, perché non piacendomi studiavo anche poco e capivo poco.
Teacher	E delle emozioni positive ti ricordi qualcosa?
Student 6	Hanno avuto poca influenza. Non mi sentivo entusiasta... in più mi annoiava fare sempre grammatica. E avevo voti discreti, quindi non è che fossi proprio orgogliosa della cosa. Di positivo mi ricordo solo che mi divertivo quando l'insegnante proponeva dei giochi in classe.
Teacher	Ok. Andiamo allora ad analizzare il nostro percorso svolto assieme. Partiamo dall'attività del primo logbook.
Student 6	Ok.
Teacher	Riflettere individualmente sulle emozioni positive percepite ha influenzato il tuo approccio allo studio della lingua inglese?
Student 6	Sì, lo ha influenzato perché lo ha reso diciamo più positivo. Nel senso che io ero abituata ai ricordi delle superiori e quando ho iniziato ho incrociato le dita sperando di farmi piacere questa lingua. Diciamo che la mia motivazione iniziale era basata più che su un interesse personale su un bisogno... con tre figli che abitano all'estero ogni volta è un'impresa se vai a trovarli e non sai la lingua. Quindi non ero molto positiva all'inizio. Attraverso questo percorso ho cambiato approccio e ne sono contenta, anche se sono convinta che devo lavorarci ancora, ci vuole tempo... Diciamo che non penso più alle cose che non riesco a fare, ma valuto come sono riuscita a capire le cose che ho già fatto e mi do forza. Ecco, questo.
Teacher	E per quanto riguarda la motivazione? Riflettere individualmente sulle emozioni positive percepite ha aumentato la tua motivazione a proseguire con lo studio della lingua?

Student 6	Sì, molto. Mi ha molto motivata perché guardando alle emozioni o comunque alle esperienze positive per quanto fossero poche nella mia esperienza passata mi ha fatto riflettere e mi ha fatto capire che devo trovare qualcosa che mi diverte per stimolarmi.
Teacher	Sempre rispetto alla motivazione, ritieni che la condivisione delle emozioni positive con i compagni e l'insegnante sia stata importante nel motivarti a continuare con lo studio? Mi riferisco alla condivisione delle emozioni e delle attività svolte in entrambi i logbooks.
Student 6	Ok, quindi faccio riferimento a quando ne discutevamo in classe?
Teacher	Sì esatto!
Student 6	Sì, ho trovato utile anche questa parte, mi ha motivato...
Teacher	Perché?
Student 6	Mi ha motivato perché sentendo gli altri mi davano forza per non abbandonare il percorso nelle difficoltà. Quando vedi che magari hai difficoltà a comprendere i testi o a parlare tendi a buttarti un po' giù... Invece guardando gli altri ho notato che non sono l'unica ad avere certe difficoltà. Ognuno ha provato a fare un'attività diversa per sentirsi con più interesse, per divertirsi, per non perdere le speranze... è stato motivante. Ci siamo messi in gioco e ci ha fatto conoscere anche noi stessi.
Teacher	In che modo ha fatto conoscere voi stessi?
Student 6	Ognuno diceva la sua e ci confrontavamo. È stato grazie a questo momento di condivisione che ho scoperto delle attività che non sapevo neanche esistessero e ho provato a fare cose nuove.
Teacher	A proposito di cose nuove... passiamo ad un'altra strategia, quella che abbiamo applicato con il secondo logbook. Pensare a come volevi sentirti e provare a fare un'attività che ti stimolasse a sentirti in quel modo, ha contribuito a comprendere cosa può motivarti nello studio della lingua?
Student 6	Sì molto. Quando ho iniziato questa parte qui per me è stata una vera e propria sfida. Mi sono detta, mi annoio quando studio inglese, ma so che devo farlo. Come posso per sentire un minimo di interesse nella materia stessa? È stata dura eh...
Teacher	E come è andata?
Student 6	Posso dire che mi ha fatto fare ciò che non avrei mai pensato... essendo una maestra di religione sono abituata a leggere i vangeli ai bambini e lo faccio anche da sola alla sera perché mi rilassa... così grazie anche al tuo aiuto ho provato a leggere dei pezzi di vangeli in lingua inglese confrontandoli con la lingua italiana. Un piccolo pezzo ogni sera... mi sono appassionata! E chi l'avrebbe mai detto... sono una persona difficile, lo so... ma sono contenta ora...
Teacher	Ogni persona è diversa dall'altra, ma non per questo è difficile. Hai trovato ciò che ti divertiva ed evitava di annoiarti.
Student 6	Sì esatto!

Teacher	Passiamo ora ad una domanda più generale. Hai intenzione di proseguire con gli studi della lingua?
Student 6	Penso di sì, bisogna vedere come vanno alcune cose in famiglia, ma spero di sì. Ecco, la voglia c'è.
Teacher	Dato che vorresti proseguire, ti faccio una domanda che mira ad analizzare tutto il percorso che abbiamo fatto nel suo insieme. In generale, la riflessione, l'anticipazione e la condivisione delle emozioni positive hanno aumentato la tua motivazione a continuare con gli studi della lingua?
Student 6	In generale sì, in questo modo ho conosciuto meglio me stessa e mi hanno dato forza perché ho capito che se voglio ce la posso fare. Devo dire però che ad esempio la condivisione e l'anticipazione sono state più motivanti rispetto al pensare alle esperienze positive passate perché mi stimolavano a fare cose nuove oltre a riflettere. Posso dire però che se continuo o se abbandono momentaneamente gli studi è per un motivo indipendente da questo percorso...
Teacher	Certo.
Student 6	Poi mi sento di dire che sono convinta che ho ancora da lavorarci su. È stato un inizio.
Teacher	Certo, è stato un inizio positivo. Tieni conto che alcune di queste strategie puoi continuare ad applicarle anche tu in autonomia.
Student 6	Sì certo, esatto.
Teacher	Bene, ora abbiamo finito l'intervista. Puoi andare. Grazie mille della tua disponibilità!
Student 6	Di nulla!

Interview with student 7

Teacher	Buongiorno caro (nome dello studente), come stai?
Student 7	Buongiorno teacher, tutto bene grazie.
Teacher	Siamo qui per svolgere una breve intervista insieme rispetto al nostro percorso sulle strategie relative alle emozioni positive.
Student 7	Sì, va bene.
Teacher	Le tue risposte verranno raccolte in modalità anonima e verranno usare solo per la ricerca condotta per la mia tesi di laurea. Non ci sarà alcuna registrazione video, ma solo la registrazione audio delle nostre voci. Queste registrazioni verranno conservate fino alla fine della ricerca.
Student 7	Va bene, nessun problema.
Teacher	Riusciresti a venire più vicino con la sedia? Così la tua voce viene registrata in maniera più nitida.
Student 7	Sì sì.
Teacher	Grazie mille. Allora tornando alla nostra intervista, ci saranno sette domande da rispondere. Se qualcosa non ti è chiaro, qualche concetto o qualche domanda chiedimi pure, non c'è nessun problema. Se preferisci, puoi non rispondere.
Student 7	Va bene, grazie.

Teacher	Cominciamo con una domanda più generale che riguarda la tua esperienza precedente a questo corso con l'apprendimento della lingua inglese.
Student 7	Sì, ok.
Teacher	Nella la tua esperienza, quanto hanno influito le emozioni nella motivazione a studiare la lingua inglese?
Student 7	Allora... abbastanza, sia dal punto di vista positivo che negativo.
Teacher	Che cosa intendi?
Student 7	Da una parte, ho sempre avuto interesse per questa lingua perché viaggio spesso da anni. Dall'altra, non sono mai stata ansiosa, anche se spesso ho paura di dire le cose sbagliate.
Teacher	Andiamo ora a considerare il nostro primo logbook riguardante le esperienze e le emozioni positive passate. Riflettere individualmente sulle emozioni positive percepite ha influenzato il tuo approccio allo studio della lingua inglese?
Student 7	Sì, ha influenzato il mio approccio...
Teacher	Come? In che modo?
Student 7	Perché mi ha portato a riflettere sugli aspetti positivi e non su quelli negativi. Posso dire che mi ha reso più positiva nello studio. Mi ha supportato praticamente.
Teacher	E per quanto concerne la motivazione? Riflettere individualmente sulle emozioni positive percepite ha aumentato la tua motivazione a proseguire con lo studio della lingua?
Student 7	Sì, mi ha fatto riflettere sui momenti in cui mi sentivo in un certo modo e quindi anche al perché mi sentivo così.
Teacher	Perché ti ha motivata?
Student 7	Mi ha motivata perché mi ha spinto a focalizzarmi sulle attività che in passato avevano avuto un risvolto positivo con l'inglese e quindi mi ha spinto a rifare alcune di quelle attività per divertirmi e per stimolarmi... come, ad esempio, cantare una canzone vista in classe o guardare dei video su YouTube in inglese.
Teacher	Tutto chiaro. Passiamo ora alla condivisione delle emozioni e delle esperienze positive in classe. Mi riferisco a quello che abbiamo fatto con il primo e il secondo logbook, quando leggevamo e condividevamo le riflessioni scritte.
Student 7	Sì, va bene.
Teacher	Ritieni che la condivisione delle emozioni positive con i compagni e l'insegnante sia stata importante nel motivarti a continuare con lo studio?
Student 7	Sì, molto. Ho avuto modo di vedere cosa facevano i miei compagni e quali erano le loro emozioni. Questo mi ha stimolata a riflettere sul fatto che posso andare oltre le mie difficoltà in maniera positiva, facendo qualcosa che sia positivo per me.
Teacher	Andiamo ora a considerare il secondo logbook. Pensare a come volevi sentirti e fare determinate attività ha contribuito a farti capire cosa può motivarti nello studio della lingua?
Student 7	Sì. Ho scoperto che ascoltare le canzoni e poi controllare il testo per vedere se ho colto correttamente le parole mi motiva molto.

	Lavorando molto torno a casa che sono cotta, e quindi fare un'attività del genere non solo ti tira su il morale ma ti fa imparare in maniera meno impegnativa.
Teacher	Bene. Vorresti continuare con lo studio della lingua inglese? Intendo sia con un corso o in autonomia.
Student 7	Sì, assolutamente. Perché viaggio molto e quindi ho bisogno di sapere la lingua.
Teacher	Visto che hai risposto in maniera affermativa, ti pongo questa domanda più generale che riguarda il nostro intero percorso. La riflessione, l'anticipazione e la condivisione delle emozioni positive, quindi le tre strategie che abbiamo applicato, hanno aumentato la tua motivazione a continuare con gli studi della lingua?
Student 7	Sì, mi hanno spinto ad andare avanti.
Teacher	Perché?
Student 7	Quando torni dal lavoro e sei stanca, sai che dovresti fare i compiti per casa e poi oltre a quelli dovresti esercitarti di tuo. Ma sei troppo stanca. Ecco, applicare queste strategie mi ha aiutato ad affrontare le difficoltà legate alla stanchezza e mi ha stimolato a praticare comunque l'inglese anche se in modo diverso, ma sicuramente piacevole e divertente, almeno per me.
Teacher	Quindi ha aumentato anche la tua resilienza?
Student 7	Sì, esatto. Questo è risultato in generale in un approccio molto più positivo e resiliente, cioè mi ha fatto aumentare la fiducia in me stessa nell'affrontare le sfide dello studio, sapendo che potevo riuscire a fare alcune cose come capire alcune parole nelle canzoni...
Teacher	Grazie mille per il tuo contributo. Abbiamo completato tutte le domande, quindi ora puoi andare. Grazie per la collaborazione!
Student 7	Grazie mille. Nessun problema!

Interview with student 8

Teacher	Good afternoon (nome dello studente)!
Student 8	Hello teacher!
Teacher	Come già sai, siamo qui per svolgere un'un'intervista rispetto all'esperienza fatta con applicando le strategie in relazioni alle emozioni positive.
Student 8	Sì, sì. Ok.
Teacher	Le tue risposte saranno raccolte in maniera anonima e le registrazioni audio verranno usate a soli fini di ricerca per la mia tesi di laurea magistrale e verranno conservate fino alla fine della ricerca.
Student 8	Quindi non ci sarà alcuna registrazione con il video?
Teacher	Esatto, solo registrazione audio delle nostre voci.
Student 8	Perfetto.
Teacher	Una volta raccolte, le registrazioni verranno trascritte su un file Word per poterle analizzare. Le trascrizioni rimarranno anonime anche durante l'analisi, la presentazione e la

	discussione dei risultati; quindi, non verrà mai rivelato il tuo nome. Intanto, ora, mentre facciamo l'intervista mi appunto alcuni aspetti delle tue risposte.
Student 8	Va bene.
Teacher	Se hai qualche dubbio in merito alle domande non esitare a chiedermi. Non farti alcun problema! Se preferisci non rispondere alle domande, puoi farlo.
Student 8	Ok, grazie.
Teacher	Bene, cominciamo con una domanda che riguarda la tua esperienza precedente a questo corso. Pensa all'apprendimento della lingua inglese sia da solo che in classe.
Student 8	Sì, ok.
Teacher	Nella la tua esperienza, quanto hanno influito le emozioni nella motivazione a studiare la lingua inglese?
Student 8	Diciamo che... la paura di dire le cose in maniera sbagliata ha avuto un peso abbastanza rilevante nella mia esperienza. Ho sempre paura di fare errori grammaticali, di dire le parole nell'ordine sbagliato e di non ricordarmi i vocaboli.
Teacher	Hai citato la paura, che è un'emozione negativa. E per quanto riguarda le emozioni positive?
Student 8	Posso dire... la gioia di stare in gruppo imparando. Di condividere le emozioni e di divertirsi insieme.
Teacher	Quanto peso hanno avuto le emozioni positive?
Student 8	Anche quelle hanno avuto un peso abbastanza importante, dato che mi hanno sempre spinto a continuare i corsi nonostante la mia costante paura di sbagliare.
Teacher	Chiaro. Passiamo ora al percorso svolto assieme rispetto alle strategie e alle emozioni positive.
Student 8	Sì.
Teacher	Riflettere individualmente sulle emozioni positive percepite ha influenzato il tuo approccio allo studio della lingua inglese?
Student 8	Sì, l'ho ha influenzato...
Teacher	In che modo?
Student 8	Nel senso che lo ha reso più positivo. Mi ha fatto vedere l'altra faccia della medaglia. Ho avuto la possibilità di provare a fare quello che mi interessava, che mi faceva stare bene. E quindi mi ha reso un po' meno negativo.
Teacher	E ha contribuito a motivarti a proseguire con lo studio della lingua durante il corso?
Student 8	No... non mi sono sentito più motivato. La mia motivazione derivava da una questione che ho bisogno di sapere la lingua perché ho una figlia che abita all'estero.
Teacher	Perché non ti sei sentito più motivato?
Student 8	Ero già motivato di mio e comunque non sono riuscito a fare tutte le attività delle emozioni positive come volevo. Intendo... ho saltato diverse settimane tra la questione del Covid e tra il fatto che sono stato via... è stato difficile trovare il tempo e quindi non sono riuscito a fare sempre il logbook.

Teacher	Quindi non ha avuto un'influenza sulla tua motivazione. Passiamo ora alla condivisione con i compagni e l'insegnante delle riflessioni scritte nei due logbooks. Ritieni che la condivisione delle emozioni positive con i compagni e l'insegnante sia stata importante nel motivarti a continuare con lo studio?
Student 8	Sì, la condivisione è stata utile perché mi ha permesso di confrontarmi con i compagni. Mi ha un po' motivato a continuare a studiare perché vedevo loro sentirsi stimolati con determinate attività e quindi [i compagni] mi trasmettevano positività... anche se non molto perché non ero sempre presente.
Teacher	In che senso ti trasmettevano positività?
Student 8	Mi trasmettevano speranza... speranza nel fatto che quando avrò tempo proverò anche io a fare quello che hanno fatto loro... cioè le loro attività... voglio anche io imparare divertendomi e sentendomi orgoglioso.
Teacher	Cambiamo strategia ora. Consideriamo il secondo logbook.
Student 8	Ok.
Teacher	Anticipare le emozioni positive che volevi provare e associarle ad un'attività da svolgere ha contribuito a comprendere cosa può motivarti nello studio della lingua?
Student 8	Mmm...no. Purtroppo no. Non ho fatto le attività con costanza e quindi posso dire che non ha contribuito a farmi capire cosa può motivarmi.
Teacher	Hai intenzione di proseguire con gli studi della lingua? Intendo autonomamente o in un corso.
Student 8	Sì, certo, amo questa lingua. Sperando di non avere più problemi e di riuscire a seguire il corso con costanza...
Teacher	Hai risposto in maniera affermativa, quindi ti faccio una domanda generale che comprende tutto quello che abbiamo fatto in termini di strategie. In generale, la riflessione, l'anticipazione e la condivisione delle emozioni positive hanno aumentato la tua motivazione a continuare con gli studi della lingua?
Student 8	No, in generale no per i motivi che ho menzionato prima. Cioè... non ho fatto le attività come volevo, intendo ogni settimana, e quindi le strategie non hanno contribuito.
Teacher	Sei stato molto chiaro. Ti ringrazio ancora per la disponibilità, abbiamo finito l'intervista.
Student 8	Grazie, è stato un piacere. Mi dispiace non aver fatto molto durante il corso ma vabbè è andata così.
Teacher	Non ti preoccupare, succede. Non demordere.
Student 8	Grazie della comprensione.
Teacher	Grazie a te! Bye bye.

Interview with student 9

Teacher	Dear (nome dello studente), ti ho invitato a venire qui per realizzare una breve intervista rispetto al percorso sulle strategie relative alle emozioni positive che abbiamo svolto.
Student 9	Ok. Va bene.
Teacher	Come già sai, l'intervista viene svolta per fini di ricerca, in merito alla mia tesi di laurea magistrale.
Student 9	Certo. Va bene.
Teacher	L'intervista verrà registrata in formato audio attraverso il computer. I dati sono raccolti in forma anonima e saranno analizzati, presentati e discussi sempre in forma anonima. Le registrazioni poi verranno conservate fino alla fine della ricerca.
Student 9	Ok. Sì, va bene.
Teacher	Ci saranno sette domande. Se non ti è chiaro qualcosa, qualche concetto, non esitare a fare domande. Tutte le domande sono opzionali, quindi se preferisci, puoi non rispondere.
Student 9	Va bene.
Teacher	Partiamo con la prima domanda. Pensa alla tua precedente esperienza con l'apprendimento della lingua inglese, sia autonomamente che in classe.
Student 9	Sì.
Teacher	Nella tua esperienza, quanto hanno influito le emozioni nella motivazione a studiare la lingua inglese?
Student 9	Hanno influito molto. Sono una persona molto ansiosa e ho sempre avuto paura a parlare perché credo sempre di sbagliare. In più, mi vergogno della mia pronuncia.
Teacher	Hai fatto riferimento alle emozioni negative. E per quanto riguarda quelle positive?
Student 9	Per quanto riguarda le emozioni positive... beh l'interesse verso l'inglese... mi piace come lingua. E poi la gioia di stare insieme con gli altri, imparare insieme anche scherzando e divertendosi.
Teacher	Bene, hai citato delle emozioni positive che abbiamo analizzato anche nel nostro percorso. Facendo riferimento proprio al nostro percorso, e in particolar modo al primo logbook, riflettere individualmente sulle emozioni positive percepite ha influenzato il tuo approccio allo studio della lingua inglese?
Student 9	Sì, mi ha fatto riflettere su cosa mi faceva sentire bene, quali attività. E poi ho provato a rifarle a casa. Mi sentivo più supportato e meno timoroso.
Teacher	Riflettere in questo modo sulle emozioni percepite ha aumentato la tua motivazione a proseguire con lo studio della lingua?
Student 9	Sì, perché mi sentivo più fiducioso in me stesso e questo mi ha motivato a voler continuare. Questo e poi anche la riflessione fatta in classe sulle emozioni.
Teacher	Hai fatto riferimento nelle ultime parole al lavoro svolto in classe, cioè alla condivisione delle riflessioni sulle esperienze e

	sulle emozioni positive. Ritieni che tale condivisione sia stata importante nel motivarti a continuare con lo studio?
Student 9	Sì, questa assolutamente.
Teacher	Perché?
Student 9	Condividere le mie attività e i miei pensieri mi ha reso molto orgoglioso. Io tendo ad essere insicuro, e vedere che i compagni mi facevano addirittura i complimenti mi ha motivato a continuare.
Teacher	Bene, passiamo ora a considerare un'altra strategia, ovvero quella relativa all'anticipazione. Anticipare le emozioni positive che volevi provare e associarle ad un'attività da svolgere ha contribuito a comprendere cosa può motivarti nello studio della lingua?
Student 9	Sì, mi ha fatto capire che provare a tradurre a mente le cose che faccio durante il giorno mi motiva molto.
Teacher	Perché?
Student 9	Perché facendo così riesco a collegare lo studio con la realtà, con qualcosa di quotidiano. È divertente e si impara molto.
Teacher	Chiarissimo. Hai intenzione di proseguire con lo studio della lingua? Intendo sia da solo in forma autonoma che in classe.
Student 9	Sì, certo. Mi sento molto più motivato. Voglio far vedere a me stesso che ce la faccio.
Teacher	La tua risposta è stata sì, quindi ti porgo una domanda che abbraccia tutto il percorso che abbiamo fatto sulle emozioni positive. In generale, la riflessione, l'anticipazione e la condivisione delle emozioni positive hanno aumentato la tua motivazione a continuare con gli studi della lingua?
Student 9	Sì, molto. Sono molto contento nonostante la mia difficoltà con la lingua.
Teacher	Perché dici che ti ha motivato?
Student 9	Sono diventato più positivo con me stesso, vedo anche il lato positivo e questo mi motiva ad andare avanti. In più mi butto di più anche quando svolgiamo gli esercizi in classe e quando facciamo delle piccole conversazioni... in sintesi, ho meno paura a sbagliare. Tutto qua.
Teacher	Bene, tutto chiaro. Ora abbiamo finito l'intervista. Ti ringrazio molto per la tua collaborazione!
Student 9	Di niente! Ci mancherebbe.