



Università
Ca' Foscari
Venezia

Corso di Laurea magistrale
in
Scienze del Linguaggio
Classe LM-39

Tesi di Laurea

The motivation for Foreign Language
Learning beyond the Classroom

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2021 / 2022

ABSTRACT

There is limited number of studies that were dedicated to the Students' Motivation for Learning the Foreign Languages in outside formal learning environment, i.e. Language Courses and courses for attainment of the International Language Certificates because the major focus was traditionally on the language acquisition within the ordinary school.

A research has been conducted by submitting a multiple choices questionnaire to the high school students attending language courses outside their school in order to better understand the reasons supporting their attendance of these courses, their approach towards the languages, the difference in motivation they have to the language acquisition due to the different contexts, different teaching methods and general management of the teaching.

Another important aspect is to evaluate the potential advantages in attending these courses and define the benefits students can gain from taking part to them.

The preferences emerged from the questionnaires are showing the students are highly motivated in studying languages beyond the classroom because they can dive more into the language and explore it more in depth. The relationship with the teachers and the schoolmates is different because they have more opportunities to talk together and be involved into the lessons.

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INTRODUCTION

Motivation plays a key role in the process of language learning. This study has been conducted to understand better what types of motivation exist and which are the factors affecting the motivation or demotivation in the language acquisition process.

The research project included students from 14 to 19 years old attending language classes in different formal language schools beyond the traditional schools. For collecting data and consequently elaborating them into the research, a number of them have been contacted. The project was introduced to the responsible adults and online questionnaires, completely anonymous, so that the young people could express their own opinion and then send them back. The feedback came from several areas in the Northern Italy, particularly from the region of Friuli Venezia Giulia. The data collected were observed and analysed by using the Likert Scale. A comparison has been made between the two different contexts: ordinary school and beyond the ordinary school. The students' motivation and their approach towards the teachers from both the realities have been compared accordingly.

This work has been divided in 2 parts, entirely about this subject. The first one is more theoretical.

Starting from Chapter I, that observes the purposes the students have to approach the foreign languages, comparing to the traditional classes at the ordinary school so to better understand potential important aspect that make the difference, the research proceeds with analysing the aspects determining a situation of demotivation in the ordinary class, especially the reasons why students feel not so much engaged during the lesson.

There is also a focus, in Chapter II, on the learner figure itself and the relationship between the students and their teachers, particularly how they see them and how much they feel good interacting with them.

The Chapter III is entirely dedicated to presenting the research project, as mentioned above, including the methodology, the instruments and the participants.

The Chapter IV is dedicated to the analysis of the collected data, particularly comparing the preferences expressed related to the studying within the classroom and beyond the classroom itself.

As per Wenger's Social Theory (1998), the learning discredits classrooms and institutional learning as irrelevant and boring because of the lack of the context of our lived experiences of participation in the world. Instead, Nunan affirms that students attribute their success to initiatives they undertake to extend opportunities for language learning beyond the classroom.

The research moves onto the analysis of this context and sees that the activity for the young people is limited due to the lack of time, the institutional programme teachers are obliged to do at school and other difficulties that students meet within the ordinary language classes. It is compared to the learning beyond the classroom in formal context where students are involved in studying the language, but they are more engaged also into the cultural circumstance they are in, and impact of the teacher is much better compared to the student's achievement.

These above-mentioned aspects in addition to the fact learners study the language for their future are, as Gardner stated, important variables forming the motivation of the students.

Part 1: The foreign language beyond the classroom

Chapter I: The motivation for foreign language

1.1 Definition of motivation for foreign language learning

Well said . . . `Motivation, like the concept of gravity, is easier to describe (in terms of its outward, observable effects) than it is to define. Of course, this has not stopped people from trying it.'

(Martin Covington 1998)

The word “motivation” comes from “motive”, an idea that brings positive emotion or create organic state that encourages a man to get into an action. It is related to the single person’s behaviour and it’s very important to understand WHAT emotions characterising him/her.

As Ellis (1994) stated, motivation influences more than one reason because of the student’s attitude toward the language acquisition. Particularly, Wlodowski (1985) defined the motivation as “the processes that can a) arouse and instigate behaviour, b) give direction or purpose to behaviour, c) continue to allow behaviour to persist and d) lead to choosing or preferring particular behaviour”.

Definition given by Dörnyei is supporting this idea, defining the role of motivation as energising the human behaviour, by giving the direction to the learner and developing his/her approach to the studied foreign language.

Another pioneer of studies related to the motivation is Gardner (1985), who gave a clear idea of the present topic, particularly observing the aim students intend to reach, the effort they make for it and the desire to attain the goal in addition to the positive attitude students have towards the objective itself.

The role of students would also lead to a different orientation of the two types of motivation, as it would emerge in the following paragraphs.

Motivation is the energy necessary for coping with the effort of acquiring new information, new competences, as Piaget stated in his studies. In fact, our mind has to “accommodate” in its memory and integrating them in its own structure.

Balboni shows in one of his books, three models of motivation:

1. The ergodynamic model which describes that as each person has the project in front of him/her and finding a strategy to develop it. If the person realises that the goal is easily reachable, the level of motivation is good, otherwise the demotivation takes over.

2. The tripolar model: supporting the three reasons at the base of the human behaviour: (a) the MUST, (b) the NEED and (c) the PLEASURE.

The first, (a) is related to the learner’s obligation to go to school and study because of the tests and examinations, so the learning process he/she would activate would lie in the short-term memory; the second (b) comes because the student recognizes his/her necessity of learning and reach the goal. The last (c) is because the learner wants to study not only for concrete purposes but also because the teaching method used at school and so is appreciated to actively work in the class situation.

3. This model is strictly connected with the emotions, with the fact they are influencing the cognitive process. As in Schumann studies (1997 and 2004), an input is evaluated and in case elaborated by the brain itself. It considers if the new information to be accepted or not. The human brain selects the input based on 5 new motivations, which are novelty, attractiveness, functionality, realizability and psychological and social certainty. functionally

1.1.1 The role of motivation in the study of a foreign language

It is really important to understand the language learning process, that is at the basis of the content of this study, in order to improve the language acquisition and focus on the student's approach towards it.

There are different aspects to take in consideration talking about the language learning:

- the neuropsychological dimension: the brain process that is responsible for the language acquisition

- the linguistic and communicative dimension: based on the communication between the teacher and the student

- the socio-cultural dimension: specific aspects related to the single cultures that must be taken in consideration during the language learning process

- the educative dimension: depending on the language exposure of a student -they can be natural and spontaneous contexts, or formal ones so more related to the different teaching methodologies.

In recent studies a special attention has been increasingly dedicated to the learner, exploring the relation between the neuroscience and the language teaching. It is important to have a clear idea about the neuropsychological factors related to his/her language knowledge. This would help the teacher to better understand his/her students characteristics giving him/her the capability of planning the best programme for them. This would permit the students to construct the best strategies for being motivated into the learning process (Daloiso,2009).

It is important to make a distinction between the experience that includes the information related to the environment surrounding the learner and those based

on the experience of the learning process, such as the exposure to a foreign language (Munakata, Casey, Diamond, 2004).

The interaction with the circumstances around the studied language gives the opportunity to the neurofunctional modules to form. The environment permits the nerve canals to be permanent and enforcing the synapse connections associated to that input by deleting the others.

The experience increases its role when there are modifications in the brain organization of cognitive functions issued by a particular environmental input. It is because of this that multi stimulating learning environment reflects on the brain development increasing the acting neurons.

As per Paradis (2004), there are four neuro-functional interdependent modules but simultaneously autonomous that would separately check:

- the language competence

- the metalinguistic competence

- the pragmatic: connected to the language then it influences the approach towards the choices of the language process

- the emotional and motivational dynamics are very important control centres for the functioning and the emotional of the input and their presence is a very great aspect for making the other neuro-functional neurons (Cadorna, 2001).

Another aspect, playing an important role in the second language acquisition, is the age of learning the new language. Since the early childhood there are activated the neuropsychological mechanisms typical of the elaboration of the mother tongue that allow the learner to reach a level like the native ones. In addition to this, the amount of exposure to the language itself and the possibility

of using it makes the difference. In the school context learning a language is very limited due to the restrict possibility for each student to interact during the lesson.

Furthermore, the emotional involvement during the learning process is expressed by the pupil that is supposed to work in a good, stimulating and involving environment. A great difference compared with the native language is that with this last one, students are continuously stimulated by the parents and their family than the reduced cases of the foreign language.

The process of motivation takes in consideration these aspects such as the prime emotions (happiness, sadness) but also the self-consciousness of feelings (being aware of feeling happy, sad).

It is also related to some psychological dynamics that bring the subjects making choices enrolling to a language course, planning a travel abroad to satisfy own needs (Balboni, 2008).

These aspects are connected and can vary modify the motivation itself towards the learning process.

1.1.2 Factors affecting motivation in language learning

“Senza una sufficiente motivazione, anche gli individui con le più notevoli abilità non possono raggiungere scopi a lungo termine, e nemmeno dei curricoli adeguati e un buon insegnamento sono sufficienti di per sé ad assicurare il successo dello studente. D’altro canto, una motivazione alta può compensare mancanze considerevoli sia nella propria attitudine linguistica che nelle condizioni di apprendimento”

(Dörnyei, 2005)

As per this quotation from the great psycholinguistic, Professor of the Motivation and Linguistics Zoltan Dörnyei, the motivation plays an important role in the students learning process, compensating the potential difficulties in their learning approach.

The factors of motivation can be controlled and modified thanks to specific pedagogical and didactic systematic and explicit processes.

On the motivation basis there are both integrated net of personal, cognitive constructs that individuals elaborate in the social relations, on one side, and the immediate and more general contexts the single individuals act in. This gives the opportunity considering the single student together with the context he/she has been studying in rather than only him-/herself and his/her psychological characteristics.

The motivational aspects of the student self are strictly connected to the context and his/her feelings towards it are important for defining what the role of the motivation is.

This aspect from the pupil perspective is continuously evolving, especially the perception towards the studied object, such as languages, towards themselves, their learning willingness and capability and the learning processes through the activities in the classes.

The relationship between the students and their teachers is fundamental and the section would be in one of the following parts of this thesis.

As per Gardner considerations (1985, 2001) there are 2 variables influencing the motivation of the language learning that had already been partially examined:

-interpersonal/affective dimension or integrative motivation characterised by a positive approach towards the studied language and its relative culture and the

desire of being in deep contact with the local people of the studied language in order to “dive” into their culture and society

-the instrumental motivation related to the external stimulus influencing on the learning itself such as the contacts with the studied language, with its culture and other related aspects.

1.1.3 Classification of the different kinds of motivation

The motivation is relevant in the language learning process and can be considered as an independent variable. For better understanding the level of the motivation there are several different aspects of a person important to take in consideration, such as his/her age, the language attitude, the cognitive style, the learning style and strategies but also social, affective strategies (Pichiassi, 2012; Shearlin, 1994; Saavedra, Bedoya 2010).

The motivation is based on some affective and cognitive elements influencing not only the learning process but also its improvement.

As per Gardner affirmation (1985), the motivation is related to the effort a student makes to learn and improve the language knowledge because he is interested in and the satisfaction, he/she gets from it.

The motivation is continuously changing according to the experiences and the new interests born in the learner himself/herself during the studies, even the final goal is always the same: speaking fluent foreign languages and knowing their cultures.

There are several types of motivation according to the way of influencing on the learning process (Pichiassi, 2009). They can be grouped in different categories, such as:

- primary and secondary, initial and permanent
- intrinsic: the student studies because he/she is happy to learn. An individual's approach towards the language acquisition is according to his/her will for a better position in society and not because others desire for him/her
- extrinsic: the stimulus comes from the context where the learner's studying: the student learns because he/she MUST, in order to be good as the others. This approach is preventing the student in acquiring the language in the long-term memory because the affective filter comes into action blocking the positive emotions
- integrative: to be involved into the local culture of the same studied language. The student is usually attracted by the foreign country and its customs, people and other aspects related to it
- instrumental: learning in order to reach a goal, such as to find a better job

The different intensity a single motivation operates on the single learner, influences his/her approach towards the own language learning process (GARDNER, 2005).

1.2 The motivation in formal school and extracurricular environments where foreign language takes place

1.2.1 The formal learning beyond the school

Wenger's Social Theory of Learning (1998) discredits classrooms and institutional learning as mostly irrelevant and boring, as they lack the context of our lived experiences of participation in the world.

This theory can be shared by young people who have the purpose of learning a language to satisfy themselves and for communicating with others or for study/job reason. They would attend a language course beyond the school so that they are motivated and happy to do the offered activities and they can improve their level of language also thanks to the recognition of the language level that the individual possesses at that moment (Rubin, 1975). He affirms that the desire of the communication with others plays a central role for those who want to learn the foreign language, because it makes understand the own level of knowledge thanks to the correction made by the others and reflects on the language itself and its possibilities of using it.

In the formal context the teaching approach is more formal, structured and hierarchical and as Nunan (2015) affirms: "The most successful language learners often attribute much of their success to initiatives they undertook to extend opportunities for language learning beyond the classroom". There are several aspects that limit the activity in the classroom so that students need to search for new opportunities outside the school (the high numbers of participants in the class, the right materials based on the competence level, and others that will be explored later on).

As per Schugurensky (2000) “all the activities beyond the classroom are important to improve what had been previously learnt. By doing so students can connect what they have already learned with real life learning opportunities providing authentic language input”.

The formal learning is connected to informal learning (using the technology, watching films, reading books, and chatting with native people of the studied language) making the language learning process really efficient, more dynamic and offering more and frequent occasions for student to be exposed to the language.

The classroom learners can also engage in learning beyond the classroom and autonomous learners can take classroom-based language courses.

1.2.2 The motivational strategies

As aforementioned the motivation, that plays a central role within the learning process, takes in consideration the context and the needs of the students, considered as the main figures of the language learning.

In order to get a complete overview on the motivation, it is really important to consider together the students, their families and their teachers. This union would be useful so to help the main characters keeping the motivation high, making students feeling protagonists in the learning process so to make them work positively. Another important advantage of this triangle is having the opportunity of considering the students’ interests which could become the subject of study for the learners.

The self-esteem and self-efficacy are important concepts that have to be taken in consideration. They will be analysed later.

The so-called Self Determination Theory has substituted the previous Extrinsic and Intrinsic theories as a continuum.

The student, from a single extrinsic point of view, is influenced by a stimulus coming from the others (I study because my schoolmates do it). Working on his/her autonomy is passing then to the interiorization, where the own responsibility begins to take its own importance in the act of choosing: the person needs to be more independent and feels the need of human interaction (I would really like my good results to be approved by somebody around me). Next step would be the identification, giving the right own importance of the own behaviours (I study because I will have the opportunity to get a better job or because I will be able to talk with foreign people...).

There are several kinds of motivations a student can have, and it is always important the positive approach towards the study because the cognitive aspects will be wider compared to a negative approach that would lead to the opposite one.

Two are the possible variables affecting the motivation, such as the value attributed to the task, its characteristics that make it important to be done and the expectancy of the success, the positive perception of the own capability (self-efficacy). This is the idea a person has on his/her level of knowledge that would influence on the result of the own acting. It could also influence on the relationship between the class teacher and the student behaviour itself.

An example for this could be the learner approach to the studying process that is variable due to the single task he/she is working on (In case it is difficult his way of studying will be different from an easier one). According to this approach, we

can say the student is self-directed, self-ruled that is a continuum from the extrinsic into the intrinsic.

Here below there is a list of ten commandments written by Dornyei and Csizer (1998) to create a very good context where to have a really great level of motivation for the students.

Ten commandments for motivating language learners:

- 1 Set a personal example with your own behaviour
- 2 Create a pleasant, relaxed atmosphere in the classroom
- 3 Present the tasks properly
- 4 Develop a good relationship with the learners
- 5 Increase the learners' linguistic self-confidence
- 6 Make the language classes interesting
- 7 Promote learner autonomy
- 8 Personalize the learning process
- 9 Increase the learners' goal-orientendness
- 10 Familiarize learners with the target language culture

1.2.3 Other elements that influence onto the learning beyond the classroom

The ability and the motivation are two important aspects within the learning process of a student in a formal context beyond the classroom. They are

independent from each other but both help students being successful in the language study.

Some aspects such as a big effort, optimal levels of arousal, being involved into the situation that is being learned, a high attention, more persistency, a great willingness to learn make students better performing at school than those without these peculiarities and compared to those who don't have any goal in their learning programme.

Moreover, the instruction situation, the cultural environment and the student attitude towards the studied subjects are important pillars of the student motivation performance. Moreover, the way a student receives education influences on his/her own results, the figure of the teacher and his/her own way of teaching, the level of her language knowledge he/she teaches, the general impact of the teacher on the students' achievement.

We never meant integrativeness to mean one wanted to become a member of the other cultural community, but rather an individual's openness to taking on characteristics of another cultural/linguistic group (Gardner, 2005).

This is another important element to include into list of factors influencing the motivation because learning a language also means the acceptance of the study of the relative culture of the studied language.

Instrumentality, the purpose of studying a language for a practical purpose (finding a better job, improving the own life conditions) is considered by Gardner an important variable mediating by the Motivation of the students.

All these aspects will be retaken in the next Chapter 3 and 4 dedicated to the Research part.

1.3 The characteristics of learning in the classroom compared to learning outside the school walls

1.3.1 How the students feel when learning beyond the classroom context

The learners involved in the formal contexts beyond the classroom, are better scholastically and experience more prominent school commitment especially when they feel their teachers like them. This feeling enhances them to be more confident and motivated in the learning process so to have better performances. This is also because the fact the teachers have more time to follow them and have the chance to understand individually and evaluate his/her capabilities and bring clarity to in case of doubts or difficulties. The students studying beyond the classroom have the opportunity of being more supported by their teachers. This gives them the chance to reflect more on each topic connected with the foreign language, make choices and decisions with regard to the language they are learning. The students expressed more freedom towards their tutor compared to the traditional contexts they experience normally at the ordinary school. In those situations, due to the lack of time because of the number of pupils per class, they do not relate much with the teachers, and this would prevent them from creating a good relationship with them.

With the reference to the other schoolmates of the language class in the formal contexts beyond the classroom they can be more confident and sociable each other because of the reduced number of the class. It is also because they could have the same high motivation in learning the foreign language and it reflects onto the students' attitudes and their approach and commitment to the subject itself.

1.3.2 Activities and key aspects of learning beyond the classroom

The foreign language is approached within the classroom and beyond the school.

Different contexts, different ways of teaching and learning that are related each other, which students can improve their knowledge from.

Most studies have been conducted on the learning within the school walls, where it has always been considered the only environment as source of the language. Only more recently the focus on the research has been moved further taking also in consideration the formal acquisition of the language in some organised courses or in the so-called cram-school, or other similar contexts. They are characterised by specific programs, and they provide students with a certificate at the end of the course.

Learning at school could have some limits because of the programs that teachers do, the textbooks where students study from that could not take in consideration their capabilities. The large number of students per class could limit students from speaking due to the lack of time but at the same time being in the classroom give the advantage of being together with other schoolmates and confront continuously with them.

Studying a language outside the classroom could have the motivation as one of the most important pillars that support the student approach towards the language because he/she personally decided to start the course. In addition to this, the presence of a teacher and a smaller class gives the opportunity to have a more accurate relationship with the teacher that can easier help them.

The program is fixed but can be easily integrated with other materials and modern technology can be introduced and used for teaching students.

The integration of contacts with the external society, with the interventions of mother tongue teachers or lecturers gives the opportunity students to be included more into the local culture of the studied language and therefore more motivated in their approach towards it.

Chapter II: The figure of the learner

2.1 The learner and his/her peculiarities

Historically, the role of the student changed according to the different methods and approaches of language teaching. Its figure had been seen both as a white sheet of paper to write something on and as an individual to be helped.

As per the structuralist approach the students must be guided and addressed through some teaching techniques to give correct answers. Accordingly, the students focus on the form rather than the content avoiding the comprehension of the meaning itself.

Instead, the communicative method considers the learner from a different perspective because there is a bigger attention on him-/herself and his/her characteristics are related to the generalization of the language models. The language itself becomes communication and the culture related to the studied language gains importance. The students interact more actively with the classmates, with the teacher and use more material for communicating the situation. This is a very important aspect because it gives opportunity to reach a proficiency level by motivating and letting the students feel competent in the language acquisition and making them act positively towards the study of the language itself and being motivated to learn its culture, too.

2.2 The linguistic background of the student

The Educational linguistics is responsible of taking the mother tongue of a single student as an important pillar for coping with the Learning difficulties of whatever new Language is being approached, in case the studied language structure is like the mother tongue one. In case it differs, there are also negative aspects in the language transfer into the new one.

Apart from these aspects of the language itself, the background knowledge, and the level of learner's competences about the language studied influence interplay between the mother tongue language and the new one.

As Eve Clark affirms, the concept of language acquisition changes the direction of the traditional formula of communication at school: not only from the teacher to the pupils but also from these last ones that use all their previous language knowledge to communicate to the teacher. From this student approach it should be started to introduce new aspects of the studied language also related to its social and cultural aspects, considering differently from the only glossocentric point of view.

Mueller (1971) refers to the fact that people may vary in their ability to comprehend what they hear or read in their native language. The fast reader and the good listener can understand while paying attention to the minimum of cues. He can overlook unknown words or can read even though focusing only on content words. Such a person guesses, or makes inferences about, the meaning of words or sentence structure.

As cited in Bhela (1999) "If the structures are different a lot of errors occur in the first language, it means there is interference of first language on the second one", that is frequent among the learners of the new language because of the different phonology, grammar, and structure.

These errors can be classified into categories accordingly to its characteristics as it was specified by Dually, Burt, & Krashen (1982):

- Developmental errors: not connected to learner's first language
- Ambiguous errors: the errors that involve interference and developmental errors
- Unique errors: can't be classified as no other categories. It is the result of old habits of the first language, and it must be unlearned before the learning of the new habits of second language (Dually, Burt, & Krashen, 1982). By learning L2 habits, L1 habits are also transferred and then the errors occur (Beebe & Seliger, 2006). Similarly, Beardsmore (1982) suggests that if the learners have difficulty in phonology, vocabulary, and grammar of L2, there are due to the interference of habits from L1. Towell and Hawkins (2013) point out that very few L2 learners become successful in achieving native speakers' level, the majority of L2 learners cannot achieve native speaker's level of ability.

2.3 The learner's self-perception of learning a new language

The qualitative research conducted on the learners studying language permits to get the student perception of active learning in the formal contexts beyond the ordinary school. This also helps their teachers to understand the needs of the learners and address their way of teaching and to use appropriate techniques. "*The active learning involves students in doing things and think of what they are doing*" (Bowell & Eison, 1991).

This study is strictly related to the view students have regarding teaching effectiveness of the studied language and how the learner's negative or positive

perception towards the studied language influences his/her participation in the learning activity.

The students consider the support they get by their teachers to be very important. In fact, it encourages them and help them to build an “attitude of trust” at the context they are in. The supported learners could develop an internal perception of control and a sense of mastery over the task that would lead them to the success. The support and the approval from the adult are directed to the mastery of the students rather than the results or the person himself (Moe, 2010).

The self-efficacy is another important aspect emerging in the class and it plays a key role for the motivation to the learning acquisition process.

2.4 The learner’s motivation of the learning beyond the classroom

Learning beyond the classroom offers good opportunity to practice the authentic language and improve learners’ both linguistic and communicative skills. This kind of language acquisition, as Benson (2011) suggests, challenges us to develop ‘a Theory of Second Language Learning beyond the Classroom similar to the Theory of Instructed Second Language Acquisition’ proposed by Ellis (1999). Language learning can be observed as changes situated in social interaction. As reasons, purposes, norms and expectations of communication change according to the context in which language is used, language learning is conceptualized as a multidirectional change (or adjustment) in language that fulfils a socio-communicative goal (Jenks, 2010). The motivation students have for studying beyond the classroom could be related to different factors such as the opportunity to have social interaction with others, managing their own learning so this interaction and management can improve their confidence and motivation, and

cause intercultural awareness. As per Bailly's theory (2011), this kind of learning can provide a pleasurable and positive language use experience and he affirms that the degree of success in learning beyond the classroom may vary for individual learners. He states that it depends on learners fulfilling at least three necessary conditions, or success factors: motivation, learning resources and learning skills. There are some students that can easily find or develop these ingredients in their environment, but others cannot. If one element is lacking, then the learning process is likely to be interrupted.

2.5 Student's position in the class

In the end of the 19th and over the course of the 20th century the language teaching methods varied and different approaches and inspirations emerged, in which the student played a variety of different roles. The student is a sort of blank slate to shape as a subject to help in learning. As per the structuralist methods, inspired by Skinner, the apprentices are seen as organisms to be guided through the language teaching techniques so to produce the correct answers. The learners must give feedback by responding to the stimuli offered by the teacher or by the materials used and they dwell almost exclusively on the form, keeping the control over the content and understanding the meanings, at least at the initial levels.

In the communicative approach the learner assumes a different role. It's not a sort of container to be filled that dictates the rhythms of learning by preserving it from the risks of possible errors caused by the generalization of linguistic models (the innate ability to create a new language).

It is no longer considered as form but rather as communication and the culture assumes a relevance unknown to the structuralism. The learner has to give the materials and interact with his/her classmates and the teacher. He/she should also

have the constant desire of communicating in different situations he/she would find.

The didactic action is tailored for learning the language as one of the means of communication. The modern approach towards new technologies, multimedia and Internet creates the conditions for promoting a complete evolution of the pupil directed to the autonomy and the development of the critical thinking and the teachers must adapt their role and their way of teaching accordingly.

The didactic action for learning the language as a sort of communication instrument is based on the stimulus for participating actively in the learning process, on the learner's self-efficacy, on the search of an efficient interrelation between the language and the culture (Sociolinguistic) that the didactic action is planned on as one of a means of communication.

Students, who have this capacity, are equipped with the right "instruments" to be successful in the tasks they are exposed to.

A good level of knowledge of the own capabilities in doing the exercises, finding solutions whenever it is required, are important qualities for students to know how to manage the situation, he/she is in and there is a good chance for him/her to achieve success in doing it.

As per Bandura's theory there are 4 different methods to have this kind of success:

1. Having faced a successful task previously
2. Having the others as protagonists (having seen the own schoolmates cope with the task successfully)
3. Verbal persuasion and the belief the student him-/herself can succeed

4. The individual's ability to manage anxiety, negative emotion during the execution of the task

(Moe,2010)

2.6 The relationship between the teacher and the learner

Dörnyei (1994) highlights the importance of the relationship between the teacher and the students as important influencing factor on the cognitive process of learners. In 2001 in his work "Motivational Strategies in the Language Classroom" he presents the strategies a teacher could offer in a language classroom in order to promote the student's motivation so to create a good context where to sit and learn and where students feel being part of a group and not just a collection of individuals.

Another aspect of Dörnyei's theory is creating an initial motivation by promoting the right approach and values required by the students, protecting the motivation by offering interesting tasks to do to the students respecting their self-efficacy, supporting the cooperation among them, the self-autonomy and increasing the self-motivation strategies.

In addition to this, it is important for the teacher to give the student positive feedback about their work that should be as much "tailored" as possible so to enhance the single student's potential and permitting him to create his/her motivational strategies.

L. Mariani (2006) is also talking of the self-motivation including more general categories of strategies like:

-social affective ones: observing the others and their strategies adding them to their own repertoire, accepting the negative experiences trying to find some positive aspects too

-willingness strategy: focusing as much as possible on the final goal and make the best effort to reach it without being distracted by anything around the students.

The teacher him-/herself has consequently to coordinate the work according to the students' strategical efforts in order to create a strong interdependence among them (the students and the teacher).

PART 2: THE RESEARCH WORK

Chapter III: The research project

3.1 Research question

Most of the research on the Students' Motivation towards the Languages studies, which have Cheng e Dornyei as ones of the most active representers, have already been conducted within the ordinary school classes where languages are compulsory according to the curricula chosen by the single learner. Some of them include two or even three different languages for the entire period of study, some for just few years.

The topic has been analysed considering many different aspects related to the intrinsic and extrinsic language learning motivation of students inside the ordinary classroom that we had already analysed in the previous chapter (e.g. the learning environment, materials, the assessment methods...).

There are enough studies on the language acquisition beyond the classroom, such as using the technology, reading, meeting with, and talking to foreign people, whereas just a few related to the formal context such as language courses and those specific for preparing for the official language certifications. They are usually organised by specific language schools or even at the same school where the students go but during extracurricular classes (in the afternoons).

The main purpose of this research is to fill this void by analysing the high school student behaviour, in particular their approach and their motivation to attend language courses outside their ordinary classes, evaluating their preferences influencing their choice of applying for this extra learning.

It is important to consider the answers given by the students could vary and be modified according to the circumstances they are in that moment and the goals they want to reach. The learners' interests and aims to learn languages can differ once they finish school and go to the university or they immediately prefer going to work after school.

The research question of this study is the following:

What is the students' motivation of learning the foreign languages in outside formal learning contexts considering the potential benefits students can gain from taking part to them?

3.2 Hypothesis

The hypothesis linked to the research question "What is the students' motivation of learning the foreign languages in outside formal learning contexts considering the potential benefits students can gain from taking part to them?" is that the level of the motivation is higher for students attending the language courses outside the ordinary school because their attendance is voluntary and not mandatory. This approach helps the students being more eager to learn also because their focus is clear and future oriented than while attending the school programme that is considered a Must from the students' point of view.

Learning the foreign language has been increasing as an important need for all citizens starting from the youngest children to the older individuals because of the

constant requirements not only related to the studies or job purposes but also in everyday life.

The formal learning beyond the classroom could offer a better context with more appropriate programs based on the individual student level making him/her feeling at ease and letting him/her being more oriented to study.

3.3 Participants

There were 25 participants in this research: all students (male and female) from 14 to 19 years attending different types of high schools, as well as those in employment.

Beyond the ordinary school classes, they are also learning them in formal contexts attending courses in the afternoon. The studied languages are different but among the most common ones, such as English, German, French, Spanish, Russian...

The participants come from all over the Region Friuli Venezia Giulia and the Northern Italy and attend Language schools or high schools with a specific programme focused on preparing students for obtaining the European Language certification.

The motivations supporting their attendance to extra curricula studies are different and vary from the self-will to that of the parents', family members or people around the students. They have also different perspectives into their future lives that influence their choice of the course.

A section is dedicated to analysing their approach during the lessons in the ordinary classes and outside the school and their behaviour towards the teachers. The given answers could influence the comparison between the two different

contexts (ordinary and outside school) and the potential advantages derived from the learning of a foreign language outside school.

3.4 Instruments

The questionnaire for this research was adapted from Gardner (2004), Huang (2017), Z Dörnyei (2009), E Ushioda (2009), who realised different instruments to assess students' and/or workers' motivation of learning the foreign languages.

It was completely anonymous, single-answer and multiple choice with an open answer section at the end to let students express their further motivation to approaching the studied foreign language.

All the questions were mandatory, so the students were required to reply to all of them.

The Likert Scale had been used for answering to all the questions with 5 points to choose from for the answers: they will be analysed in detail in the following pages. The only exception is an open answer at the end, as aforementioned.

It was translated into Italian language, so that all students could answer even if they studied another language different from English.

Once the online questionnaire made on basis of Google forms was ready, the link to fill it was sent to the different language schools and national schools organising language courses beyond ordinary school accompanied by the research project explanation and the informed consent form for minors' parents. It contained 13

questions divided in different sections, as per the following scheme: the original questionnaire form is as per Appendix A:

-General information (age, sex, language currently being studied)

-Students' motivation towards the language acquisition and expressing the reasons why the student wants to learn it

-Students' relationship with the language teacher: the students' perception of the teacher

-Student's attitude before, during and after a lesson in a formal context beyond the school: how he/she feels and how much effort dedicates to the subject itself

-Motivations supporting the student in attending language courses beyond the school and what is their relationship with the teacher

-The final section is dedicated to the students' motivation choices of attending the language courses beyond the school. They express their own ideas in attending a course beyond the school.

3.5 Procedure

All the questionnaires were administered in December 2021 after a call to single school I chose to contact and a conversation with the principal to introduce the Research Project and to explain its purposes and the target of participants I was looking for and the reasons I chose their institution. I also wanted to assure him/her the students' answers would be used only for research purposes. They took learners approximately 15-20 minutes on average to fill the entire

questionnaire I had sent it to them by email to fill in, after having them anticipated the research project to share with their students' families.

Once they filled the form their children proceeded to filling the questionnaire and submitted it directly to me. They answered at school before/after their lessons or outside the formal contexts and/or at home during their free time.

There were no questions/doubts related to the questionnaire completion procedure, so theoretically all students filled it in without any difficulties.

The filled questionnaires started arriving in December, the week before the Christmas holidays and the school's closure and continued in January 2022 once the courses started again.

There were 48 useful answers in total, as some that had to be excluded because of the age of participants. Despite the instructions on the age of the participants, some younger students decided to participate in the research, but their answers were not taken in consideration.

Chapter IV: Data analysis

4.1 Motivation towards the acquisition of a language with a future perspective

The questionnaire submitted to the students attending Language Courses beyond the classroom was divided into different parts, according to the aspects to highlight. The collected results, preferences expressed on a scale of 1 to 5, where

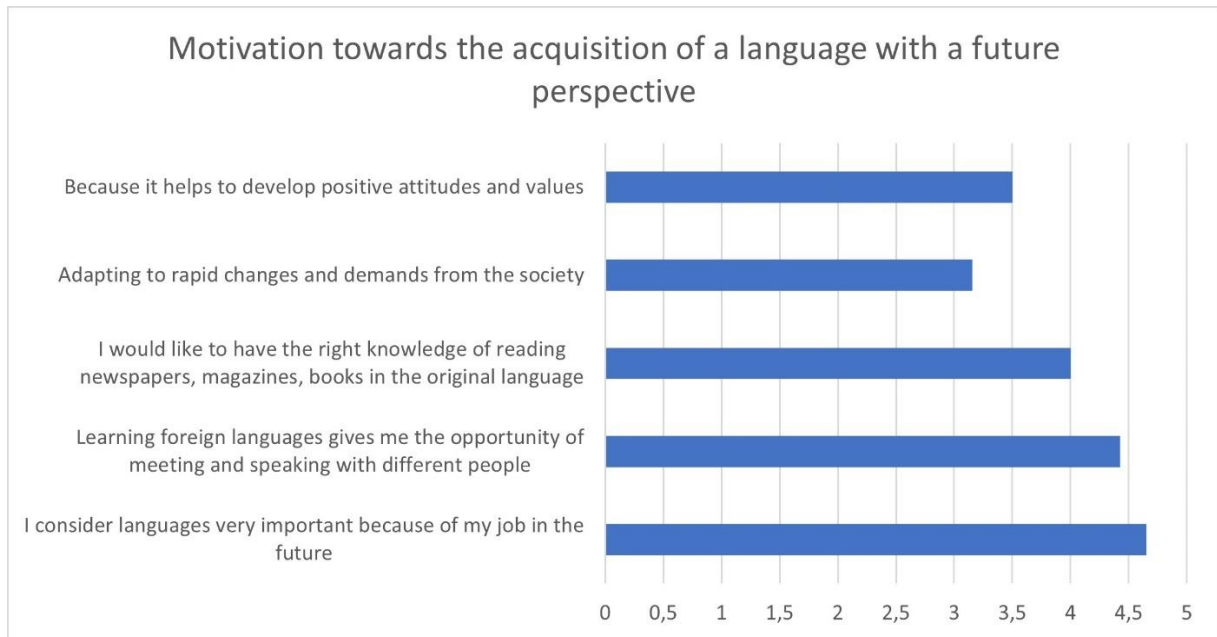
1 corresponds to “Strongly disagree” and 5 to “Strongly agree” are presented on a descriptive and inferential statistical analysis.

The first section referred the Students’ motivation towards the acquisition of 1 or more foreign languages and expressing the reasons why the student wants to learn it/them.

The items of this section were the following ones:

- I would like to speak different foreign languages
- I would like to know all the aspects of the studied language
- I consider languages very important because of my job in the future
- Learning languages is very nice
- Learning foreign languages gives me the opportunity of meeting and speaking with different people
- Knowing a language is important because people will respect me if I know their language
- I would like to have the right knowledge of reading newspapers, magazines, books in the original language
- I am studying the language just to satisfy people around me like/want it (family, teachers, acquaintances, friends)
- Adapting to rapid changes and demands from the society
- Because it is a mandatory school subject
- Because it helps to develop positive attitudes and values

Figure 1- A comparison of student motivation



With regard to the level of student motivation, as shown in Figure 1, there is a very high value attributed to the study of the language with a future perspective for job purposes ($M=4,6$). The purpose of learning foreign languages is a good opportunity for meeting and speaking with different people ($M=4,9$), whereas the idea of studying languages to adapt to rapid changes and demands from the society ($M=3,1$), appears as the less considerable aspect to learn for. Students also have a good level of motivation in focusing on the foreign language so to be able to read newspapers, magazines, books in the original language.

A more detailed study has been conducted on this topic applying the filter such the gender, age and the kind of school the interviewed students are attending at the moment of the questionnaire completion. The results were not much different, so they were not taken in consideration for our project research.

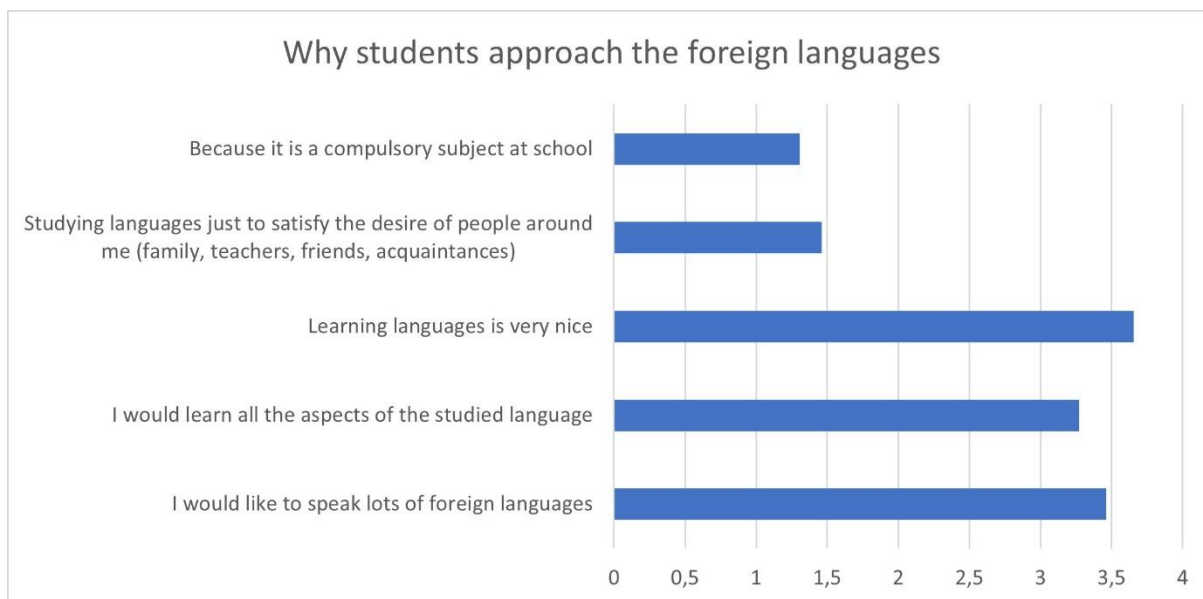
4.2 Why students approach the foreign languages

Apart from the future oriented motivation of studying the languages there is another analysis based on the Reasons why students approach the foreign languages. As per the following figures there are some relevant aspects to consider.

The analysed in the below bar graph are the following:

- Because it is a compulsory subject at school
- Studying languages just to satisfy the desire of people around me (family, teachers, friends, acquaintances)
- Learning languages is very nice
- I would learn all the aspects of the studied language
- I would like to speak lots of foreign languages

Figure 2- Student motivational reasons



The students attribute high values to the beauty of learning a new language (M=3,6). Most of them want to speak more than one, as per their preferences expressed in the questionnaire (M=3,49). In addition to this, they are interested in learning all the aspects of the studied language (M=3,4). Only a small percentage have negative approach towards it, considering it as a mandatory school subject (M=1,4) or they study it only because other people want to.

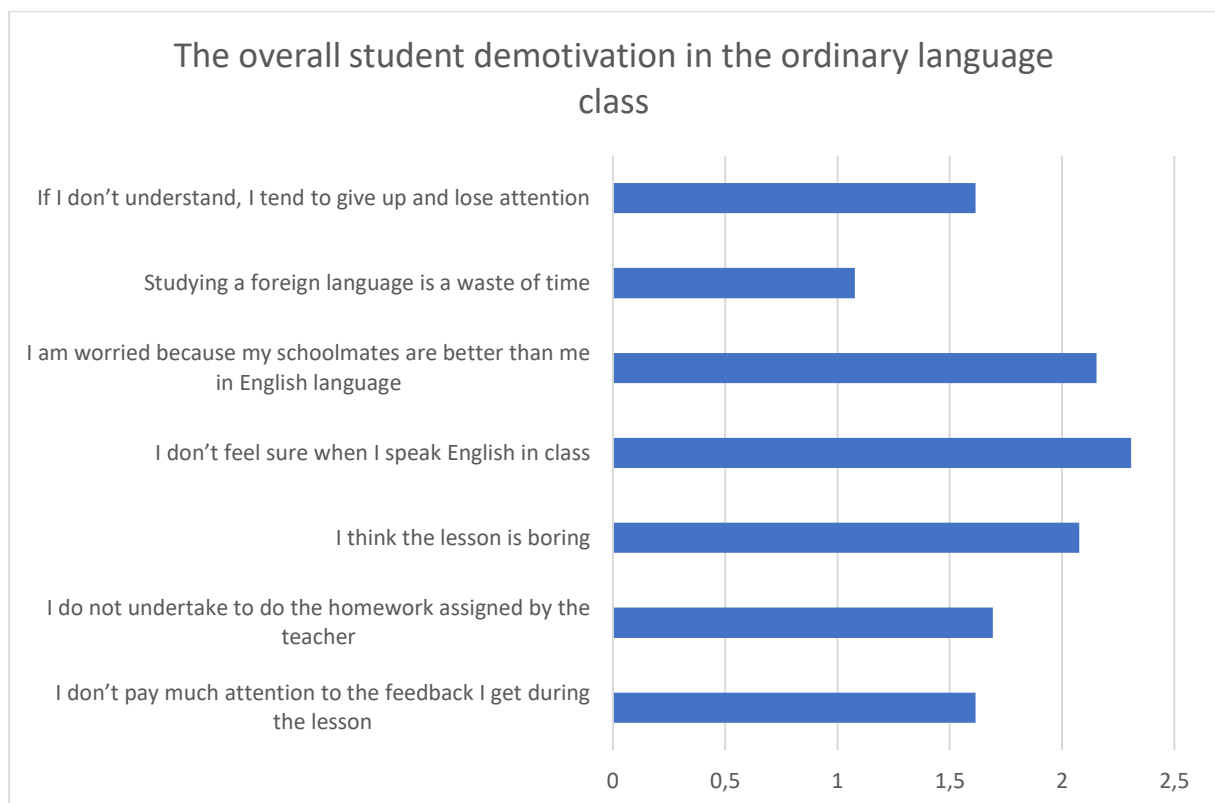
4.3 The overall student demotivation in the ordinary language class

The second section was intended to understand the demotivation, what items are more related to it, particularly on the following items extracted from the section “expressing the students’ attitude during the lesson or even out of the class doing the activities assigned by the teacher”.

The analysed items are:

- I don't pay much attention to the feedback I get during the lesson
- I do not undertake to do the homework assigned by the teacher
- I think the lesson is boring
- I don't feel sure when I speak English in class
- I am worried because my schoolmates are better than me in English language
- Studying a foreign language is a waste of time
- If I don't understand, I tend to give up and lose attention

Figure 3- The overall student demotivation in the ordinary language class.



The presented graph illustrates the different items related to the student demotivation in the language ordinary class. It can be clearly seen that the insecurity of speaking a foreign language is the biggest fear of the participants, reaching a level of (M=2,3), the worries of comparing to the other schoolmates, that could be better in speaking the foreign language (M=2,2) and considering the lesson boring (M=2,1). These three reasons reached the highest rates.

Considering the language as a waste of time is the aspect that students think least related to the demotivation (M=1,2).

4.4 How does the student feel in the class

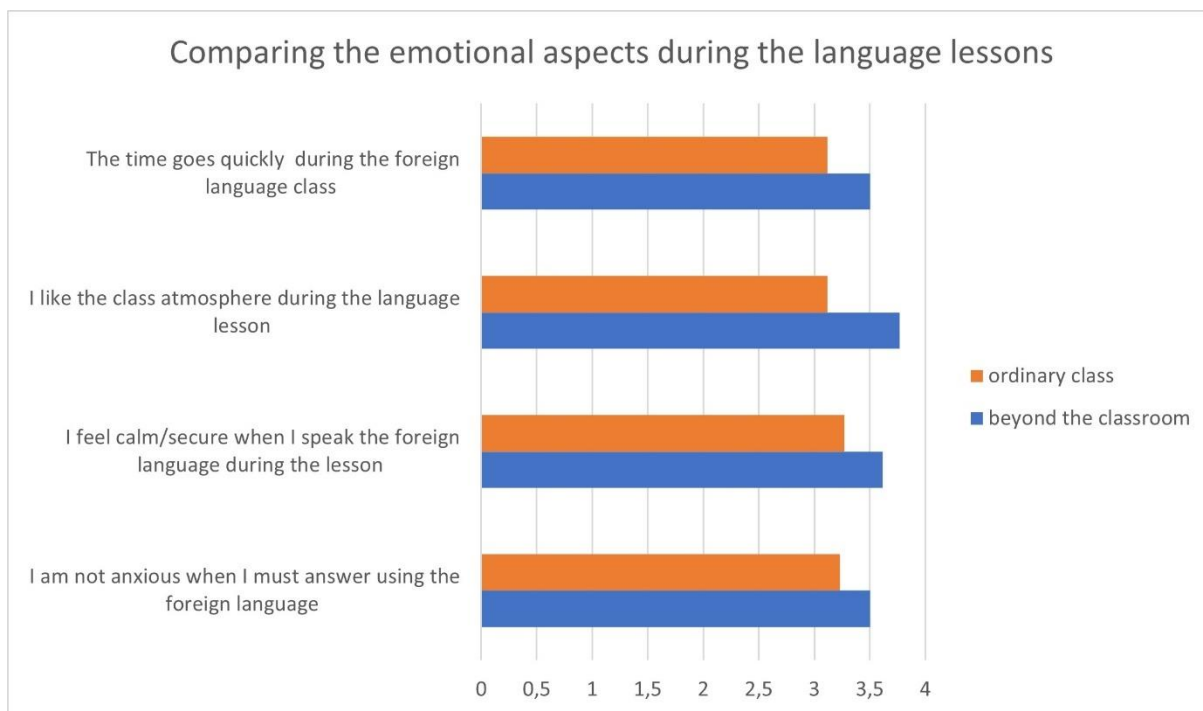
The overview that highlighted the aspects related to the motivation or the demotivation of the students towards the study of the foreign languages moves now to more in-depth analysing the emotional and the operative aspects emerging in the students during the lessons in the ordinary lessons compared to those beyond the classrooms. There would be seen if any peculiar difference appears.

How does the student feel in the class?

The following items are taken in consideration:

- The time goes quickly during the foreign language class
- I like the class atmosphere during the language lesson
- I feel calm/secure when I speak the foreign language during the lesson
- I am not anxious when I must answer using the foreign language

Figure 4- Comparing the emotional aspects during the language lesson



As per Figure 4 it is interesting that there are the same high results for the emotional aspects during the ordinary language lessons (all the 4 items got a high evaluation, more than 3).

This means the students are much emotionally involved in the lesson at school and they approach positively lessons. They feel good using the language with the teacher and their schoolmates.

As shown in Figure 4, the emotional involvement beyond the classroom differs in the items, in particular students like the atmosphere in the class during the lesson of the foreign language (M=3,7). The graph “I feel calm and sure when I speak the foreign language during the lesson” also gets a high percentage of preferences (M=3,3). It means that studying English in the ordinary classroom gives the opportunity to the students not to feel anxious when they have to answer to a question using the foreign language. It is interesting to notice that even though

they feel good during the lesson outside the classroom, only few students notice the time goes quickly and they don't realise the lesson finished.

The figure 4 reports the emotions at school compared to those outside the school. It can be clearly seen that all the 4 analysed items get higher scores referring to the beyond classrooms. The largest gap between the two context emerges in the second item "I like the class atmosphere during the language lesson": (M=3,8) beyond the school compared to (M=3,1) at school, while "I am not anxious when I must answer using the foreign language" is the part where the difference between the two contexts is low (M=3,5, M=3,2).

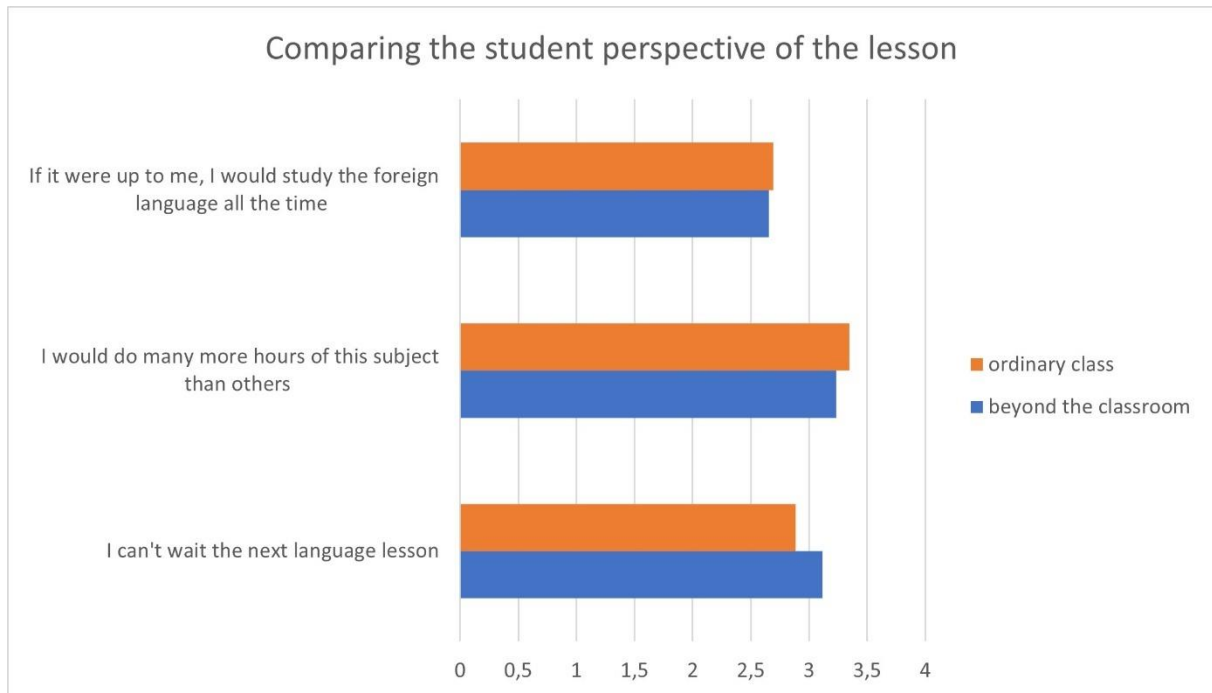
The research moves then into an analysis considering the student's approach to the language class, particularly observing:

-If it were up to me, I would study the foreign language all the time

-I would do many more hours of this subject than others

-I can't wait the next language lesson

Figure 5- Student perspective of the lesson



As can be seen in Figure 5, the item with the highest value is that where students in the ordinary class desire increasing the number of the language lessons (M=3,4). The other 2, “If it were up to me, I would study the foreign language all the time” and “I can’t wait the next language lesson” also got high response from the participants of the questionnaire. Particularly, (M=2,9) of the population are positively related to the language class and (M=2,7) would study the subject all the time.

The graph shows that students give a high rate in the lesson beyond the classroom, especially for the analysis of “I would do many more hours of this subject than others” (M=3,2). A confirmation of this idea is given by “I can’t wait the next language lesson” (M=3,1) and “If it were up to me, I would study the foreign language all the time” (M=2,6).

It is interesting to observe that there are differences between the two different contexts, for all analysed items. The gaps between them are not really big,

especially for the first one “If it were up to me, I would study the foreign language all the time” (M=2,7; 2,6). The second slightly differs (M=3,4; 3,2), whereas there is a bigger difference for the last one (M=2,9; 3,1). The participants express more about the language lessons at school, apart from the last section “I can’t wait the next language class” that presents higher data than the lesson within the school.

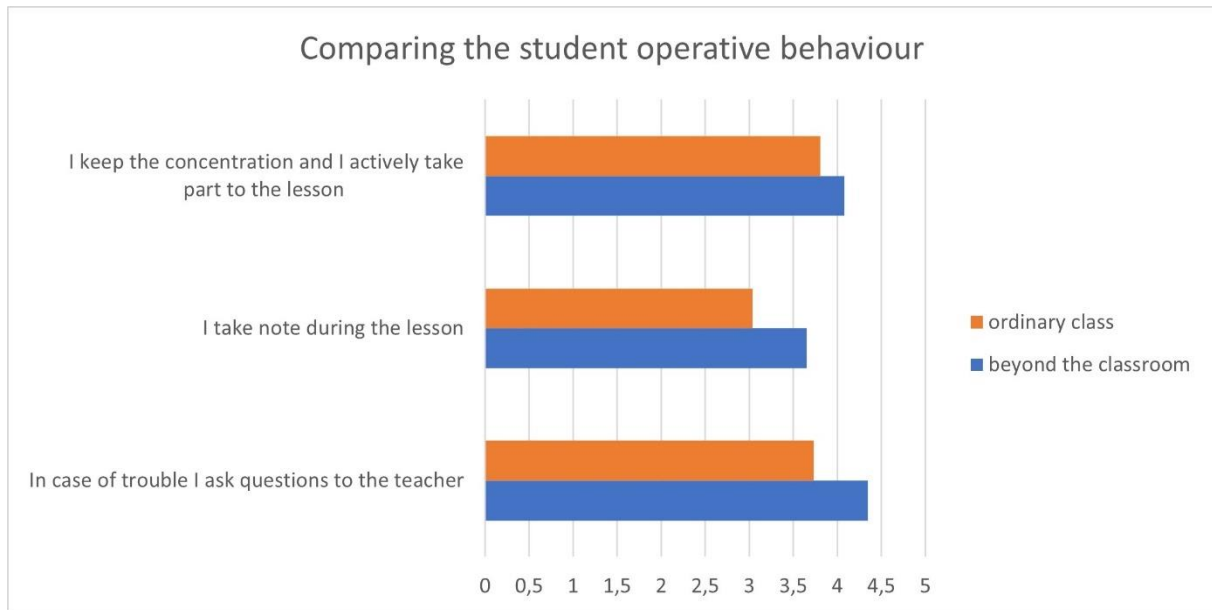
4.5 The student operative behaviour in the class

What is the student operative behaviour in the class?

The operative aspects the student has in the class have been observed and analysed here below:

- I keep the concentration and I actively take part to the lesson
- I take note during the lesson
- In case of trouble I ask questions to the teacher

Figure 6- Comparing the student operative behaviour



As expressed in the Figure 6, most of the students keep the concentration and actively take part to the lesson (M=3,8). A confirmation of this could be the fact there is also a large number of them who asks questions to the teacher in case of trouble (M=3,7). There is a high value also related to the notes people take during the lesson that demonstrate their attention in the class (M=3,1).

This graph also illustrates the behaviour of the student beyond the classroom showing in case of trouble the students ask questions to the teacher (M=4,4), and the level of concentration students keep during the language class (M=4,1). The level is lower regarding the notes they take during the lesson (M=3,6); this could depend on the activity they do that probably involve them differently.

As clearly appeared in the Figure 6, it is evident that the results of the language beyond the classrooms are higher than those within the class, especially in case of trouble students ask question to the teacher in the formal contexts beyond the school (M=4,4) compared to (M=3,7) those at school. A bigger difference is noticeable referring to the note students take outside the school (M=3,6), whereas inside the school (M=3,1). No big discrepancy has emerged in case of keeping the

concentration and actively taking part to the lesson (M=3,8 ordinary school vs 4,1 beyond the classroom).

Student behaviour before the language class:

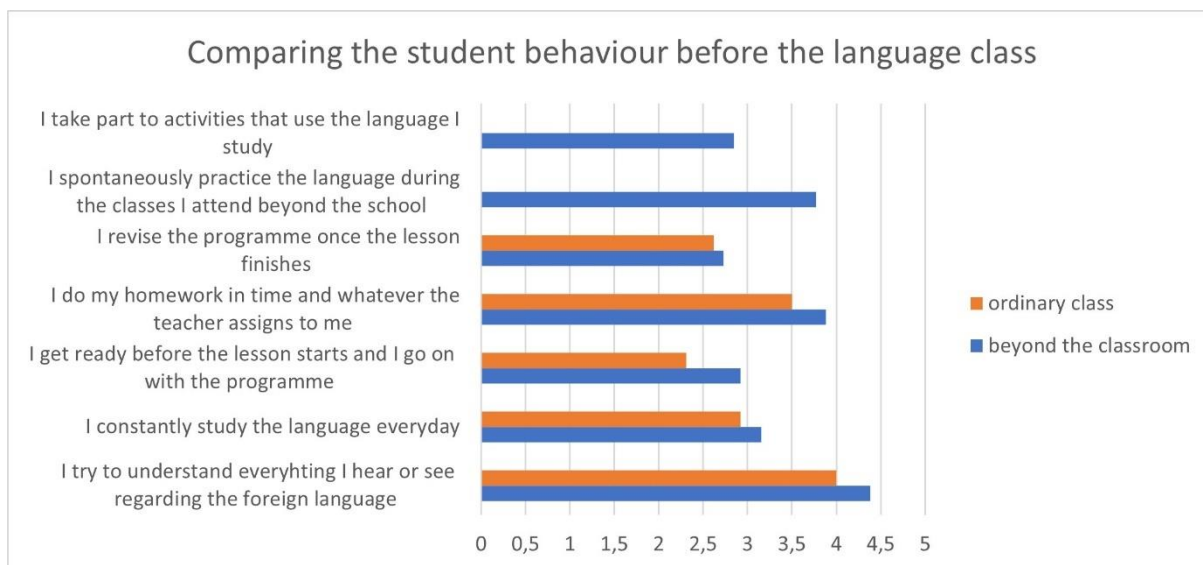
The following items have been analysed in the following graphs:

- I revise the programme once the lesson finishes
- I do my homework in time and whatever the teacher assigns to me
- I get ready before the lesson starts and I go on with the programme
- I constantly study the language everyday
- I try to understand everything I hear or see regarding the foreign language

In the graph of the courses beyond the ordinary classroom there are 2 extra items to increase the level of analysis, particularly:

- I take part to activities that use the language I study
- I spontaneously practice the language even during extra the language classes I attend beyond the school

Figure 7- Comparing the student behaviour before the language class



As per graph 7, the highest value expressed by the students is related to trying to understand everything they hear or see regarding the foreign language (M=4). Another relevant aspect is that students do their homework in time (M=3,5), and they constantly study the language (M=2,9). The results regarding the revision of the programme done at school and going on with the programme are not so much significant for the students.

The figure 7 clearly shows that the students have a great motivation in understanding everything about the foreign language they are studying (M=4,8). In addition to this, the fact they do their homework in time and whatever else the teacher assigns to them (M=3,9), and they practice the language even in their private life (M=3,8), regularly (M=3,3), means they really like to be involved in the language learning. Less evident but still clear enough the parts related to the revision of the programme once the lesson finishes (M=2,7), and the view of the programme before the lesson (M=2,9).

The Figure 7 clearly shows the students attending courses beyond the classroom are more involved in the language learning. First of all, as per the item “I try to

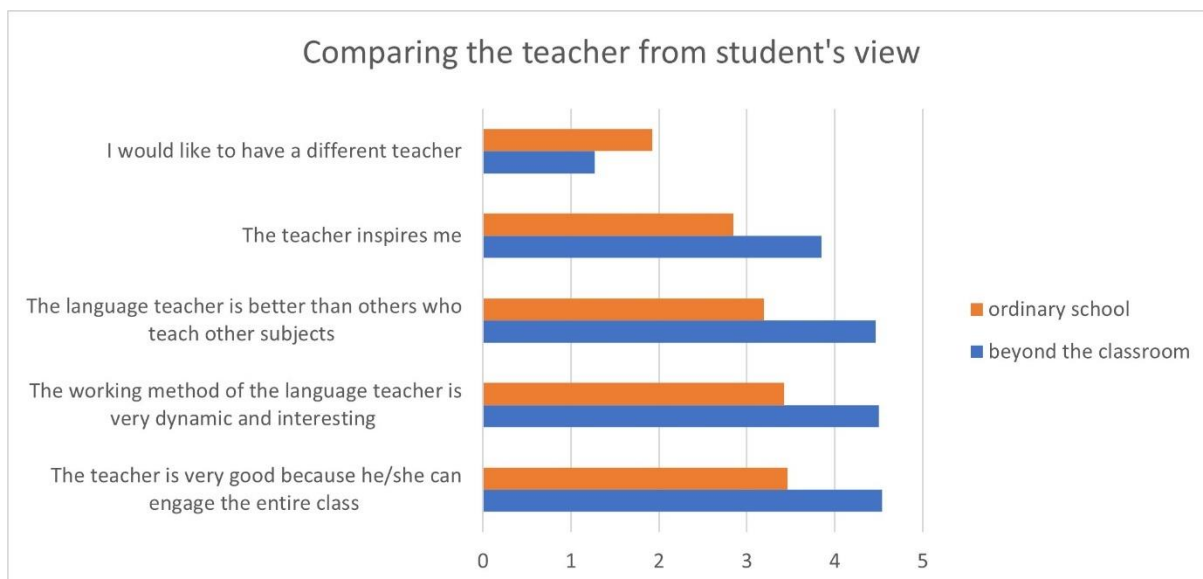
understand everything I hear or see regarding the foreign language” (M=4,4), compared to the students at school (M=4). “I do my homework in time and whatever the teacher assigns to me” (M=3,9) respect (M=3,5) for students who are at school. There is another evident gap between the 2 different contexts related to the preparation before the language class where students get ready before the lesson starts and go on with the programme: students studying beyond the classrooms show (M=2,9) whereas in class (M= 2,3).

4.6 The teacher from student’s point of view

The research moves here to observe the teacher from student’s view, both who works in the class and outside the classroom. The analysed aspects are the following:

- I would like to have a different teacher
- The teacher inspires me
- The language teacher is better than others who teach other subjects
- The working method of the language teacher is very dynamic and interesting
- The teacher is very good because he/she can engage the entire class

Figure 8- Comparing the teacher from the students' view



As per graph 8 “The teacher is very good because he/she can engage the entire class” is the parameter which got most of the preferences from the students in the ordinary class (M=3,49). The working method plays an important role for the students and it reaches (M=3,48) as a score. The good view the students have of their language teacher is given by the rate of the idea of changing teacher that is quite low, only (M=1,9).

This figure also clearly shows that the students attending courses beyond the ordinary school appreciate their language teacher a lot. In fact, they attribute high values to the 4 items describing this figure, particularly they are inspired by him/her (M=3,8), they consider better than other courses (M=4,49). His/her teaching method is really dynamic and interesting (M=4,5) and the fact the teacher knows how to engage the class is the items which got most preferences from the students (M=4,6).

The graph is comparing the teacher from the different students' point of view: those who are studying languages at school and those beyond the classroom. The ones who attend extracurricular courses see their language teacher in a very

positive way: in fact, all the items get a high level, particularly the teacher is considered very good because his/her working method is very dynamic and interesting (M=118) and knows how to engage the entire class (M=119). He/she is seen better than other teachers (M=118). A confirmation of the students' satisfaction of their teacher is given by the low percentage of choices (M=37) expressed by the students attending language courses out of the school. Comparing these results presented by the chart it is clear that the choices of the students analysing the teacher in the standard language class are lower. The only exception is for the desire of changing the teacher (M=57).

4.7 Student's Intrinsic and Extrinsic Motivation

The last part of the research was focused on two different kinds of motivation that make students choose to attend a language course in a formal context beyond the school.

They are Intrinsic and Extrinsic Motivation.

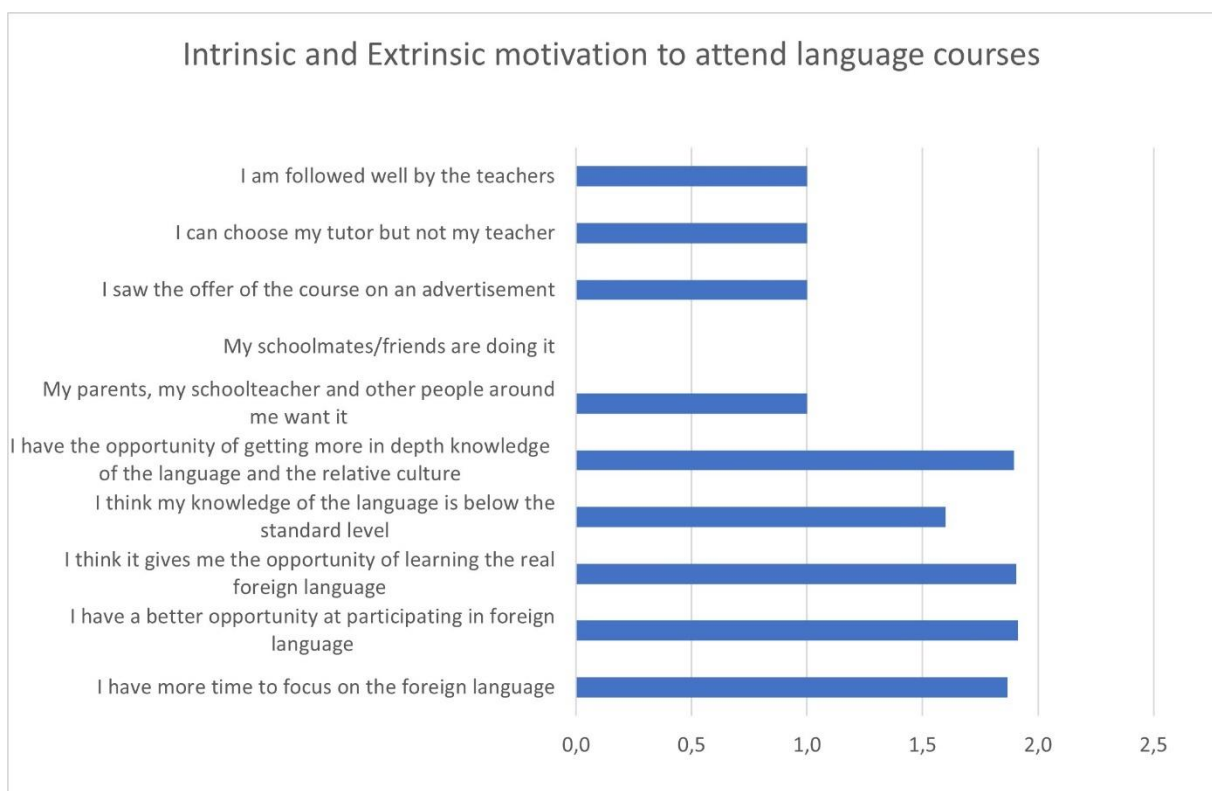
The first category, the Intrinsic Motivation, includes the following items:

- I have the opportunity of getting more in-depth knowledge of the language and the relative culture (e.g. mother tongue teachers)
- I think my knowledge of the language is below the standard level
- I think it gives me the opportunity of learning the real foreign language
- I have a better opportunity at participating in foreign language (e.g., managing discussions, watching films)
- I have more time to focus on the foreign language

The second category, the Extrinsic Motivation, includes the following items:

- I am followed well by the teachers
- I can choose my tutor but not my teacher at school
- I saw the offer of the course on an advertisement
- Because my schoolmates/ friends are doing it
- Because my parents, my schoolteacher, and other people around me want it

Figure 9- Student Intrinsic and Extrinsic motivation to attend language course



The graph 9 is showing the item “I have a better opportunity at participating in foreign language (e.g., managing discussions, watching films)” is that which got lots of preferences (M=1,9). Students are also motivated because they get the chance to learn the real foreign language (M=1,9) also thanks to the mother tongue

teachers and the chance of meeting the cultural aspects related to their study (M=1,9). Just few students feel their linguistic competence is below the average level of the class (M=1,6).

The item that shows that the students want to attend this language course beyond the classroom because of the people around them (parents, schoolteacher, and people) got a medium level (M=1).

Being followed at 100%, having the opportunity of choosing the tutor and because of the advertisement got the same results (M=1). There is no influence by the schoolmates/friends: in fact, no students chose this item (M=0).

Chapter V : Discussion and conclusions

The aim of this research was to understand the reasons why students are motivated to learn the foreign languages in outside formal contexts considering the potential benefits they can gain from participating in them.

As per Gardner's and other psycholinguistics thesis encountered during the research, there are two variables influencing the motivation: the interpersonal/affective dimension or integrative motivation and the instrumental one.

Both of them observe the studied language more globally including the relative culture and society. As per the data emerged from the questionnaires given to the examined students' they attribute a huge importance to these topics expressing the largest number of preferences. In addition to this, learning in formal context beyond the language classroom satisfies the willingness of the students to learn the real foreign language and have an opportunity to participate in the foreign language and being more focused on it.

This is possible because of the relationship created between the student and the teachers in context out of the ordinary school. In fact, the teachers are much more appreciated comparing to the others teaching the other subjects because of their method of working, more dynamic and interesting and the entire class engagement. This is thanks to the kind of activities they offered to the students during the lessons where students go because they want to learn, and not because they must. This has also emerged in the research because students affirmed, they cannot wait for the next language lesson to come and they actively participate, practising the language during the classes beyond the ordinary classroom, also by taking notes and asking questions to the teacher in case they do not understand something. The learners' motivation towards the language learning process before

the language class is also clearly highlighting it. The students do their homework or whatever teacher assign to them before the class starts and they try to understand everything they hear or see regarding the foreign language itself.

This research gives the teacher of the formal contexts beyond the ordinary classroom the confirmation that the students appreciate their teaching method and the learning context they are in. They also believe it is very efficient for their present and future career. Teachers in the classes, as compared to traditional schools should always remember the context where they are working, the opportunity they have to build a good and strong relationship with their students also for the duration of the students's studies. They can have the chance to follow their students during the years whereas in an ordinary school as the students mature, they change classes and schools.

As per the collected results, this research would give suggestions to the teachers from the ordinary school in order to adapt their approach and their teaching method to the students' basing on the learners' motivation. This would also change the student's view towards the studied language, in fact he/she could be eager to learn rather than considering it as a "MUST".

This research has been limited due to the number of completed questionnaires received. If the number had been bigger, the general study on the motivation could have been more complete and probably further interesting aspects would have emerged and analysed.

The opportunity of repeating the questionnaire submission to the students more than once, with a few months distance between them, would have been a good chance to notice possible interesting differences of preferences expressed by the students. Their answers could be influenced by the period of time they attend the language classes and the experience they are doing. Students at their first year of

learning the language in formal context beyond the classroom would probably think differently at the end of the course rather than at the beginning of his/her language studying journey.

In addition to this, the kind of attended school, is another good filter to take in consideration. It is a limit of the present research, but it could be very important for understanding if somehow there are some relations between the student attitude and motivation to the studied language and the school, he/she attends.

Thinking of further studies, they could be planned to involve a larger group of students learning different languages into the research, in order to have opportunity to make a distinction between different languages. It would help to understand if there are potential connections between the language structure and the students' motivations.

Appendix

La motivazione delle lingue straniere nell'apprendimento extrascolastico

UNIVERSITA' CA'FOSCARI
DIPARTIMENTO DI SCIENZE DEL LINGUAGGIO
LAUREA MAGISTRALE

Il fine del presente questionario è quello di comprendere meglio la motivazione nell'apprendimento extrascolastico delle lingue straniere. Esso ha l'unico scopo di agevolare un approfondimento dell'attività di ricerca: può essere compilato quindi in modo spassionato e spontaneo. Le domande sono di tipologie diverse.

I dati saranno raccolti, nel pieno rispetto della privacy, come previsto dal d.lgs n.163/2017, nonché dall'art.13 d.l.n. 196/2003 e dall'art.13 Regolamento Europeo n. 679/2016.

Grazie per la collaborazione!

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Google Moduli

Dati personali e lingua/e studiata/e

Età *

La tua risposta

Sesso *

- Maschio
- Femmina
- Preferisco non specificare
- Altro: _____

Tipologia d'Istituto Superiore attualmente frequentato (se terminato il percorso di studi scrivere ALTRO) *

- Liceo scientifico
- Liceo classico
- Liceo linguistico
- Istituto tecnico
- Istituto professionale
- Differente tipologia di scuola
- ALTRO

Se la risposta è stata ALTRO nella domanda precedente, indicare QUI la posizione attuale

- Studente universitario
- Lavoratore
- Studente lavoratore

Oltre alla scuola frequenti corsi di lingue extrascolastici ? *

- SI
- NO

Quale/i delle seguenti lingue stai studiando sia a scuola che in corsi extrascolastici? *

- Inglese
- Tedesco
- Francese
- Spagnolo
- Russo
- Altro

Motivazione in relazione/rispetto alla lingua/e studiate:

Cosa mi spinge a studiare una o più lingue straniere? Qual è l'obiettivo? *
(su una scala da 1 a 5, dove 1 corrisponde a "Pienamente in disaccordo" e 5 corrisponde a "Pienamente d'accordo")

	1	2	3	4	5
Vorrei riuscire a parlare molte lingue straniere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vorrei conoscere tutti gli aspetti della lingua studiata	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ritengo che le lingue siano importanti perchè mi serviranno in futuro per il mio lavoro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Imparare le lingue straniere è veramente bello	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studiare le lingue straniere è importante perchè mi permette d'incontrare e conversare con più persone diverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Conoscere la/le lingua/e straniera/e è importante perchè altre persone mi rispetteranno di più se conosco la loro lingua

Vorrei riuscire a leggere giornali/riviste/libri nella lingua straniera studiata

Studio la lingua per accontentare le persone che mi circondano (famiglia, insegnanti, conoscenti, amici)

Adattarmi ai rapidi cambiamenti e richieste da parte della società

Perchè è una materia obbligatoria a scuola

Perchè aiuta a sviluppare valori e attitudini positive

Lo studio della lingua in classe: come mi sento durante le lezioni? E com'è l'insegnante?

Lo studio della/le lingua/e straniera/e nel contesto dell'apprendimento formale (interno della scuola): qual è il mio approccio nei suoi confronti? *
(su una scala da 1 a 5, dove 1 corrisponde a "Pienamente in disaccordo" e 5 corrisponde a "Pienamente d'accordo")

	1	2	3	4	5
Non presto molta attenzione al feedback che ricevo durante la lezione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non sono ansioso quando devo rispondere in classe ad una domanda utilizzando la lingua straniera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non vedo l'ora che arrivi l'ora della lezione di lingua/e	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cerco di capire tutto ciò che vedo e sento relativo alla lingua straniera/e	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In caso di difficoltà mi rivolgo all'insegnante per chiedere chiarimenti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono calmo/a e sicuro/a quando parlo nella lingua straniera in classe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Farei molte più ore di questa materia rispetto ad altre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non mi impegno a fare i compiti assegnati dall'insegnante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credo che la lezione sia noiosa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non mi sento molto sicuro quando parlo la lingua straniera in classe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se fosse per me studierei la lingua straniera per tutto il tempo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continuo con costanza a studiare la lingua straniera ogni giorno	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mi preoccupa il fatto che i miei compagni siano più bravi di me nella lingua studiata	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studiare la lingua straniera è una perdita di tempo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se non capisco tendo ad arrendermi e perdere l'attenzione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi piace l'atmosfera in classe quando c'è l'ora della lingua straniera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Il tempo passa velocemente durante l'ora di lingua straniera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi preparo bene prima d'iniziare la lezione di lingua, portandomi avanti con il programma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prendo appunti durante tutta la lezione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Faccio per tempo i compiti e quanto viene assegnato

Rimango concentrato e partecipo attivamente alla lezione

Rivedo quanto fatto in classe a lezione terminata

Come vedo l'insegnante di lingue? (su una scala da 1 a 5, *
dove 1 corrisponde a "Pienamente in disaccordo" e 5 corrisponde a
"Pienamente d'accordo")

	1	2	3	4	5
L'insegnante è molto bravo/a perchè sa coinvolgere la classe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'insegnante insegna in modo dinamico ed interessante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'insegnante è meglio di tante altre insegnanti di altri corsi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'insegnante è una fonte d'ispirazione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vorrei avere un insegnante diverso	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lo studio delle lingue in un contesto diverso: le lezioni dei corsi pomeridiani

Lo studio della lingua straniera in corsi pomeridiani : come sono durante le lezioni? (su una scala da 1 a 5, dove 1 corrisponde a "Pienamente in disaccordo" e 5 corrisponde a "Pienamente d'accordo") *

	1	2	3	4	5
Non presto molta attenzione al feedback che ricevo durante la lezione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non sono ansioso quando devo rispondere in classe ad una domanda utilizzando la lingua straniera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non vedo l'ora che arrivi l'ora delle lezioni di lingua/e	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cerco di capire tutto ciò che vedo e sento relativo alla lingua straniera/e	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In caso di difficoltà mi rivolgo all'insegnante per chiedere chiarimenti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sono calmo/a e sicuro/a quando parlo nella lingua straniera in classe

Farei molte più ore di questa materia rispetto ad altre

Non mi impegno a fare i compiti assegnati dall'insegnante

Credo che la lezione sia noiosa

Non mi sento molto sicuro quando parlo in lingua straniera in classe

Se fosse per me studierei la lingua straniera per tutto il tempo

Continuo a studiare con costanza la lingua straniera ogni giorno

Mi preoccupa il fatto che i miei compagni siano più bravi di me nella lingua studiata

Studiare la lingua straniera è una perdita di tempo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se non capisco tendo ad arrendermi e perdere l'attenzione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi piace l'atmosfera in classe quando c'è l'ora della lingua straniera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Il tempo passa velocemente durante l'ora di lingua straniera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi preparo bene prima d'iniziare la lezione di lingua, portandomi avanti con il programma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prendo appunti durante tutta la lezione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faccio per tempo i compiti e quanto viene assegnato	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rimango concentrato e partecipo attivamente alla lezione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rivedo quanto fatto in classe a lezione terminata	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pratico volontariamente la lingua al di fuori del corso di lingua	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partecipo ad attività che richiedono l'uso della lingua straniera da me studiata	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ho un forte desiderio di conoscere tutti gli aspetti della lingua studiata pertanto colmare quanto mancante dalle lezioni a scuola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi piace il fatto di essere in classi più ridotte e quindi avere più spazio per esprimermi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posso dare il mio contributo nello svolgimento delle lezioni esprimendo preferenza per qualche argomento in particolare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Com'è l'insegnante?

(su una scala da 1 a 5, dove 1 corrisponde a "Pienamente in disaccordo" e 5 corrisponde a "Pienamente d'accordo")

*

	1	2	3	4	5
L'insegnante è molto bravo/a perchè sa coinvolgere la classe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'insegnante insegna in modo dinamico ed interessante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'insegnante è meglio di tante altre insegnanti che ho	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'insegnante è una fonte d'ispirazione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vorrei avere un insegnante diverso	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Quali sono le motivazioni che portano a frequentare un corso oltre la scuola? *

- Avere più tempo da dedicare alla lingua straniera
- Spaziare maggiormente in altri aspetti della lingua (discussioni, visualizzazione film, ..)
- Avere la possibilità di entrare di più nella lingua e la relativa cultura (docenti di madrelingua)
- Perché lo vogliono i miei genitori, la mia insegnante di scuola o le persone attorno a me
- Perché penso mi dia l'opportunità di imparare la vera lingua straniera
- Perché lo fanno i miei compagni/amici
- Perché l'ho visto in pubblicità
- Perché credo che il mio livello di conoscenza della lingua straniera sia al di sotto della media della classe
- Perché posso scegliere il mio tutor ma non il mio insegnante di scuola
- Altro: _____

Se nella risposta precedente si è scelta l'opzione ALTRO specificare di che si tratta:

La tua risposta _____

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