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Tesi di Laurea

«THE MOTIVATION OF ADOLESCENT STUDENTS IN RURAL SCHOOLS IN THE NORTH OF PORDENONE TO LEARN ENGLISH AS A FOREIGN LANGUAGE»

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ABSTRACT

This study investigates the language learning motivation of students who attend classes in rural secondary middle schools in the north of the province of Pordenone.

This is a mixed-method research, since quantitative questionnaires and qualitative interviews have been adopted in order to collect the data. Questionnaires were administered to a sample of 100 subjects, whilst interviews were conducted with 9 pupils, randomly selected from the sample that filled in the questionnaire. This research is interpretative in its nature because the data have been interpreted only in terms of descriptive statistical methods.

Four aspects have emerged from this study. First of all, interest in the English course seems to be the main problem regarding the students’ language learning motivation. Second, students are not exposed to English very much in their everyday lives. Third, the position of Second Year students, who represent a sort of grey area and are the most critical ones. Lastly, the position of female students in general, who tend to be much more demanding than males.

Keywords: language learning motivation, adolescent students.
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Ada Bier
ABSTRACT

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INTRODUCTION

The aim of this study is to explore the motivation of adolescent learners who study in rural secondary middle schools to learn English as a foreign language.

The main reason for conducting this research was my desire to discover more about learners living in a rural area in the north-east of Italy. Although a large number of studies to explore language learning motivation has been conducted so far, most of them regard high school or university students, while little attention has been given to secondary middle school students. In addition, very little research in the field has been conducted in Italy, since the great majority of studies has been conducted abroad. Furthermore, I was interested in studying this category of learners because I am convinced that their motivation is normally ignored or misunderstood and if teachers do not motivate and encourage their students it could be difficult for them to become motivated towards language learning later on in their school career.

This study shows that the main problem regarding the students’ language learning motivation regards the learning situation in which they are immersed and, in particular, it concerns their interest in the English course.

From this research, other three findings also emerge. First, the fact that students are not very much exposed to English in their everyday lives. Second, the position of Second Year students, who represent a sort of grey area and are the most critical ones. Third, female students, who tend to be much more demanding than males.
1 LITERATURE REVIEW

1.1 Motivation: definitions

According to Brown, motivation is seen as “an inner drive, impulse, emotion, or desire that moves one to a particular action” (Brown, 2002, cited in Zhu and Zhou, 2012, p. 34).

Balboni claims that motivation is “the energy that activates the brain and the mind” (Balboni, 2006, p. 52).

Keller provides a simple definition of what motivation is in current psychology: “Motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect” (Keller, 1983, cited in Crookes and Schmidt, 1991, p. 481). In particular, in his education-oriented theory of motivation, Keller identifies four major components of motivation: 1. interest, which is connected to the individual’s curiosity and desire to know; 2. relevance, that refers to the link between the contents to learn and the individual’s personal needs; 3. expectancy, which is related to the subject’s perceived probability of success; 4. satisfaction, that is referred to the outcome of an activity (Keller, 1983, cited in Crookes and Schmidt, 1991, p. 481-482, and in Dörnyei and Ushioda, 2011, p. 49-50). Similarly, Carroll (1962, cited in Spolsky, 2000, p. 158), a behavioral psychologist and statistician, gives a definition of motivation which is strictly behavioral in terms: motivation represents the amount of time that a learner is willing to dedicate to learning tasks.

Psychologists (Snow, Corno and Jackson, 1996, cited in Dörnyei, 2001, p. 2) claim that the human mind is divided into cognition, affect and conation: the first is related to what one rationally thinks (cognitive functions), the second refers to what one feels (affective
functions) and the latter represents what one wants or desires (conative functions) and this third aspect is the closest in meaning to motivation.

The transformation of emotions into conscious feelings and motivational drives is explained by Schumann in his Stimulus Appraisal Theory (Schumann, 2004, cited in Daloiso, 2009, p. 45). According to this perspective, the human brain constantly receives stimuli from the outside. Then, more or less consciously, the person relates each stimulus to his/her expectations, needs and wishes (Daloiso, 2009, p. 45). The evaluation of the information from the outside is regulated by the following five criteria: 1. novelty, which checks if the stimulus has been already encountered or not; 2. pleasantness, how appealing, enjoyable and rewarding a stimulus is; 3. goal/need significance, which considers the reasons for taking action; 4. coping ability, a search for strategies to be adopted to cope with the situation; 5. self and social compatibility, how one relates to his/her ideal self and social expectations.

From the information that has just been summarized, we understand that motivation is related to one of the most basic aspects of the human mind (Dörnyei, 2001, p. 2) and teachers agree that the motivation of students is one of the most crucial factors influencing their success or failure in the process of learning any school subject (McDonough, 1986, p.148). This truism is obviously applicable to language learning even though, according to Ellis, it is not clear how motivation affects language learning (Ellis, 1985, cited in Crookes and Schmidt, 1991, p. 479). In this respect, we should consider Schumann’s claim that motivation is crucial in language learning because it encourages learners to seek contact and interaction with target language speakers: from the negotiation of appropriate input,

1.2 Language Learning Motivation: selected theories

Dörnyei claims that learning a Second Language (L2) is different in many ways from learning other school subjects (Dörnyei, 2003, pp. 3-4). An L2 is, on the one hand, similar to other ‘learnable’ subjects because it has elements – grammar, lexicon, communication code – that can be taught explicitly; on the other hand, it is socially and culturally bound, which makes the language a social product. Therefore learning a language is a social event that demands the inclusion of many elements of the L2 culture (Gardner, 1979, cited in Dörnyei, 2003, p. 4; Williams, 1994, cited in Dörnyei, 2003, p. 4). The central importance of the social dimension explains the fact that the first studies on L2 motivation were initially produced by social psychologists.

In order to provide theoretical background to the research described in the second and third parts of this paper, five major theories on language learning motivation have been selected and summarized in the following pages. The research produced in this field is very extensive and rich (for a complete review, see Dörnyei and Ushioda, 2011) so I have decided to select and summarize those theories which underpin my research project.

1.2.1 Gardner and Lambert and the Socio-educational Model

Research on L2 motivation was initiated in bilingual Canada by Gardner and Lambert in the 1950s. The two psychologists made the distinction between two types of motivation:
integrative and instrumental. The former “implies that success in mastering a second language depends on a particular orientation on the part of the learner, reflecting a willingness or a desire to be like representative members of the ‘other’ language community” (Gardner and Lambert, 1972, p. 14). This means that the language student who is integratively motivated wishes not only to develop new verbal competence, but also wants to adopt the characteristic behavior of the members of the other linguistic community. The latter is “characterized by a desire to gain social recognition or economic advantages through knowledge of a foreign language” (Gardner and Lambert, 1972, p. 14). In this case, the learner uses the language as an instrument of personal satisfaction, to get a better job, or to pass an exam. Gardner and Lambert claim that integrative motivation is stronger than the instrumental in that it offers a superior support to language learning. As a matter of fact, “the integratively oriented learner might be better motivated because the nature of his goals is more likely to sustain the long-term effort needed to master a second language” (Gardner and Lambert, 1972, p. 16).

In order to ‘measure’ the strength of language learners motivation, Gardner developed a testing instrument, the Attitude/Motivation Test Battery, AMTB (Gardner et al., 1979, cited in Crookes and Schmidt, 1991, p. 472), which has encouraged numerous empirical studies. The results of these studies were synthesized into a model that Gardner named Socio-educational model (Gardner, 1988, cited in Crookes and Schmidt, 1991, p. 472). In this model, the concept of integrative motivation is a product of three variables: the first is integrativeness, which “reflects a genuine interest in learning the second language in order to come closer to the other language community” (Gardner, 2001, p. 5). The second variable is represented by attitudes towards the learning situation, that “involves attitudes
toward any aspect of the situation in which the language is learnt” (Gardner, 2001, p. 5). These two variables produce the third one, *motivation*, “the driving force in any situation” (Gardner, 2001, p. 5). *Integrativeness, attitudes towards the learning situation* and *motivation*, produce *integrative motivation*.

![Figure 1. Basic model of integrative motivation in second language learning (Gardner, 2001)](image)

With regard to the latter variable, Gardner specifies that the genuinely motivated learner displays *effort, desire* and *attitude* in accomplishing a task. Two other variables that Gardner introduced in his model (which are also measured in the AMTB) are *instrumental orientations* and *language anxiety*. The former refers to “an interest in learning the language for pragmatic reasons”, the latter “involves anxiety reactions when called upon to use the second language in classroom or non-classroom contexts” (Gardner, 2001, p. 8). However, Gardner claims that the aim of his model is to focus attention on the role of integrative motivation, so all the possible connections to other variables are not explored (Gardner, 2001, p. 7).
Gardner’s model has inspired a great amount of research but the results have been inconsistent (Au, 1988, cited in Crookes and Schmidt, 1991, p. 473, and in Noels et al., 2000, p. 36). In particular, two major criticisms were directed at the socio-educational model and to the AMBT. According to Dörnyei, the first concerns the integrative aspect. It appears in Gardner’s theory in three different forms – *integrative orientation, integrativeness* and *integrative motive* – but still its notion remains enigmatic (Dörnyei, 2003, p. 5) and there is no constant definition of integrative motivation across studies (Crookes and Schmidt, 1991, p. 475). The second criticism regards the ‘motivational intensity’ scale of the AMBT which was regarded as a poor measure of the degree to which learners are actually motivated to learn (Chapelle and Roberts, 1986, cited in Crookes and Schmidt, 1991, p. 475, and Schumann, 1978, cited in Crookes and Schmidt, 1991, p. 475-476).

As a reaction to the discordant results of these first studies on motivation, Clément and Kruidenier (1983, cited in Noels et al., 2000, p. 37) proposed that the main source of the inconsistency was the failure to consider the influence of the social context on the learning situation. In particular, it was found that despite the fact that, at the beginning, the integrative orientation was considered to be crucial for L2 acquisition, they found that it is not fundamental to the motivational process, but remains valid only in certain sociocultural contexts¹. In their examination of orientations in several unilingual and multilingual contexts, Clément and Kruidenier found that four orientations were common to all groups

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¹ Let us not forget that the first studies by Gardner and Lambert in the 1950s were done in bilingual Canada, among English speaking Canadians studying French as a L2: the Canadian social milieu is almost unique.

Maybe due to the fact that Gardner’s work had led to a sort of dead end, there has been an animated discussion on the nature of language learning motivation over the past ten years (for review, see Noels et al., 2000, p. 37). The models that have been proposed afterwards are not aimed at supplanting the Gardnerian distinction between integrative and instrumental orientations, indeed to complete it (Oxford, 1996, cited in Noels et al., 2000, p. 37).

1.2.2 Self-determination Theory

One of the most well-known theories which insists on the different orientations in motivation is Self-determination theory (SDT) by Deci and Ryan (1985, cited in Noels, 2001, p. 45, and in Dörnyei and Ushioda, 2011, p. 24). According to SDT, there are three categories of orientations: intrinsic orientation, which is based on the genuine interest in the activity per se; extrinsic orientation, that is based on instrumental ends which are external to the activity itself; amotivation, that occurs when the subject perceives no relation between his/her actions and the results; it consequently causes a lack of any kind of motivation. Recently, Vallerand subdivided intrinsic orientation into three subtypes: Intrinsic-Knowledge, that means doing an activity for the pleasure of understanding

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2 Ryan’s discussion about intrinsic and extrinsic motivation suggests that it is plausible to think of these two constructs as orientations. The author claims that the two types of motivation reflect the motivational ‘orientation’ but not automatically the amount of motivation (Ryan, 1995, cited in Noels, 2001, p. 45).
something new or for satisfying curiosity; Intrinsic-Accomplishment, which means doing an activity for the satisfaction of achieving a goal; Intrinsic-Stimulation, that means doing an activity for the pure pleasure of performing it, experiencing fun and/or excitement (Vallerand, 1997, cited in Noels, 2001, p. 45 and in Dörnyei and Ushioda, 2011, p. 23-24).

In Deci and Ryan’s theory, extrinsic orientation does not imply a lack of intrinsic regulation (self-determination) in the activities carried out. On the contrary, extrinsic orientation is characterized by different ‘shades’ which are placed on a continuum representing various degrees of external control or internal regulation, depending on how internalized these extrinsic ends are (Dörnyei and Ushioda, 2011, p. 24). Vallerand distinguished four subtypes of extrinsic orientation: external regulation, which refers to those activities that are fully determined by sources external to the subject, such as rewards or punishments (i.e. studying hard to avoid bad marks and the teacher’s punishment). It is the least internalized type of motivation; introjected regulation, which comes from external rules that the subject has incorporated into the self and accepts them not to be punished or feel guilty (i.e. student’s self imposed rules against idleness); identified regulation, which occurs when the subject invests effort in a task because he/she chose to do it for personally relevant reasons (i.e. studying hard to pursue an objective which is relevant for the individual); integrated regulation, which involves behaviors that are fully assimilated into the subject’s values, identity and needs (i.e. studying a language because it is considered to be part of the cosmopolitan culture one wants to adopt). It is the most internalized type of motivation (Vallerand, 1997, cited in Noels et al., 2000, p. 38; in Noels, 2001, p. 46-49 and in Dörnyei and Ushioda, 2011, p. 24).
According to Gardner, it is important not to confuse intrinsic and extrinsic orientations with integrative and instrumental motivation. The scholar claims that the two types of orientation proposed by Deci and Ryan are not parallel constructs, in that they lie on a continuum (Gardner, 1985, cited in Noels, 2001, p. 51). In particular, both the integrative and instrumental motivation can be considered extrinsic because in both cases the language is learnt to achieve a goal (cultural engagement and rewards, respectively), which is deeply different from learning a language for the pleasure of the activity per se (Noels et al., 2000, p. 54, and Noels 2001, p. 51).

In 2000, Noels, Pelletier, Clément and Vallerand conducted a study with the purpose of understanding how the crucial aspects of Self-determination Theory by Deci and Ryan – intrinsic and extrinsic orientations – could inform the understanding of language learning motivation and also how they relate to the four motivational orientations found by Clément and Kruidenier³. This study proved to be successful and the scholars not only affirmed that

³ 1. Travel; 2. friendship; 3. knowledge; 4. instrumental orientations (read on page 5).
motivation can be validly assessed using Deci and Ryan’s orientation subtypes but also that there is a correlation between these constructs and Clément and Kruidenier’s orientations. In particular, the instrumental orientation was connected with external regulation (the least internalized type of extrinsic orientation), while travel, friendship and knowledge were most strongly connected with the most internal regulated (or self-determined) types of motivation (Noels et al., 2000).

1.2.3 Attribution theory and Self-efficacy theory

Attribution theory is based on the work of Weiner and it is concerned with the ways in which subjects make sense of their own successes and failures (Weiner, 1986, cited in Williams and Burden, 1999, p. 194). The main tenet of his theory is that individuals try to understand the causes of their past successes and failures and that different types of causal attributions influence behavior differently, which means that they will produce different consequences on future achievement (Dörnyei and Ushioda, 2011, p. 15).

Weiner identified four major causes to which subjects attributed their outcomes in those situations aiming at some sort of achievement: ability, effort, task difficulty and luck. However, numerous studies (see Williams and Burden, 1999, p. 8) demonstrated that there are more than four perceived causes of success/failure and one of the most important findings in this body of research was that attributions can be affected by specific areas of achievement (Williams and Burden, 1999, p. 8). This means that the causal attributions in sports, for example, will be different from those in language learning.
Weiner identified three dimensions of causal attributions: *locus of causality, stability* and *controllability*. The first relates to the perceived position of the cause of success/failure, internal or external to the individual; the second refers to the possible mutability of the cause over a period of time; the third is concerned with the extent to which the cause is under control of the subject (Williams and Burden, 1999, p. 194).

![Locus of Causality Table]

**Figure 3.** Causes of success and failure, classified according to Locus of Causality, Stability and Controllability (Williams and Burden, 1999)

However, among the four causes identified by Wiener, ability and effort were found to be predominant in western culture (Dörnyei and Ushioda, 2011, p. 15) and these two causal attributions produce very different results. If an unsuccess is explained with a “maladaptive” or negative attribution like low ability – which is a stable and uncontrollable factor on the part of the individual – future achievement behavior is thwarted because the person feels he/she has no means to improve; on the opposite, if a failure is explained with a positive or “adaptive” attribution like little effort – which is an unstable and controllable factor – future successful behavior is highly encouraged because the person feels he/she is in position to take control of the learning process with the possibility of improving achievement (Erler and Macaro, 2011, p. 499).
Attributions are lightly linked to the theory of self-efficacy, developed by Bandura (Bandura, 1997, cited in Erler and Macaro, 2011, p. 500). Bandura claims that “efficacy beliefs are the foundation of human agency” (Bandura, 2001, cited in Dörnyei and Ushioda, 2011, p. 16). The concept of self-efficacy refers to the learner’s judgement of his/her competence to fulfill a specific task and, as a consequence, his/her perceived sense of efficacy will not only guide the selection of activities attempted, but also regulate the effort and persistence devoted in proportion to the results he/she is expecting from the enterprise (Dörnyei and Ushioda, 2011, p. 16, and Erler and Macaro, 2011, p. 500).

1.2.4 The L2 Motivational Self System

Dörnyei (2005) and Csizér and Dörnyei (2005a, 2005b) introduced the new construct of the L2 Motivational Self System as a reconceptualization of Gardner’s integrative motive.

In the 21st century, the Gardnerian concept of integrativeness, especially in the case of English – an international language employed as a lingua franca in almost all kinds of communication (Crystal, 2003, cited in Kormos and Csizér, 2008, p. 330, and Phillipson, 2009) – has no longer reason to exist in that the language is now separated from its native speakers and cultures. Warschauer notes that globalization has led to the formation of “a new society, in which English is shared among many groups of nonnative speakers rather than dominated by the British or Americans” (Warschauer, 2000, p. 512). Therefore, English is mainly associated with a spreading international culture which comprises technology, business, world travel, consumerism, fashion, sport and music (Lamb, 2004, p. 3). In accordance with Yashima, it seems more correct to refer to a sort of ‘international posture’, which is an inclination that includes an “interest in foreign or international affairs,
willingness to go overseas to stay or work, readiness to interact with intercultural partners and, one hopes, openness or a non-ethnocentric\(^4\) attitude towards different cultures” (Yashima, 2002, p. 57).

Dörnyei claims that:

> “it might be more forward-looking to assume that the motivation dimension captured by the term [integrativeness] is not so much related to any actual, or metaphorical, integration into an L2 community as [...] to some more basic identification process within the individual’s self-concept” (Dörnyei, 2003, p. 6).

Dörnyei’s statement is in line with the findings in social psychology research which point out the existence of possible and ideal selves (Markus and Nurius, 1986, cited in Dörnyei, 2003, p. 6). Possible selves are important in that they work as incentives of future action (Markus and Nurius, 1986, cited in MacIntyre et al. 2009, p. 46). One of the most important possible selves is the ‘ideal self’, which represents the characteristics that an individual would like to be endowed with.

The concept of the ideal self appears also in Titone’s *egodynamic model* of language learning motivation. According to the Italian scholar, the motivation to learn a language is a product of three connected factors: 1. the individuals’ ego, which represents the ‘plan’ they have for themselves, what they would like to be in the future. This is the concept which reminds us of the ‘ideal self’ most closely; 2. the strategy devised to realize that project; 3. the tactic adopted to put the strategy into practice. If the tactic produces positive outcomes,

\(^4\) According to Gudykunst, ethnocentrism is “a bias toward the ingroup that causes us to evaluate different patterns of behavior negatively, rather than try to understand them” (Gudykunst, 1991, cited in Yashima 2002, p. 58).
this results in a strengthening of the ego plan, which continues to energize the process ego-strategy-tactic and to motivate the individual’s endeavor. According to Titone, this type of motivation is extremely powerful because it involves the whole individual in the effort to transform the present self in the desired, or ‘planned’, self (Titone, 1976, cited in Balboni, 2006, p. 53-54).

Dörnyei’s Motivational Self System is partially based on Higgins’s Self-discrepancy theory (Higgins, 1987, cited in Kormos and Csizér, 2008, p. 331, and in MacIntyre et al. 2009, p. 46-47), according to which motivation comes from the individuals’ desire to reduce the discrepancy between their ideal self and their actual self. Therefore, in line with Titone’s model, future ideal selves have the power to be strong motivational influences on behavior (MacIntyre et al. 2009, p. 47).

The Motivational Self System consists of three elements: 1. Ideal L2 Self, which subsumes integrativeness in that it represents the individual’s view of himself/herself as a capable L2 speaker; 2. Ought-to L2 Self, which contains those “attributes that one believes ought to possess (i.e. various duties, obligations, or responsibilities) in order to avoid possible negative outcomes (Dörnyei, 2005, p. 106); 3. L2 Learning Experience, which regards “situation specific motives related to the immediate learning environment and experience” (Dörnyei, 2005, p. 106).

In 2008, Kormos and Csizér conducted a research in Hungary with the aim of investigating the motivation for learning English as a foreign language (Kormos and Csizér, 2008). In their study, they submitted Dörnyei’s L2 Motivational Self System – which had not been tested yet – to empirical testing but, as the results showed, it obtained only partial support
because the dimension of the Ought-to L2 Self could not be ascertained. However, the existence of the Ideal L2 Self was verified and the results demonstrate that it is more closely related to Yashima’s international posture than to attitudes towards native speakers. This research showed that, in the context explored, the concepts of the Ideal L2 Self and integrativeness could not be interchanged, in contrast to what Csizér and Dörnyei claimed in 2005 (Csizér and Dörnyei, 2005b, p. 616).

1.3 Motivation in Foreign Language Learning

Foreign language learning (FLL) means learning a target language in an academic or institutional setting without regular interaction with the community of the language native speakers (Dörnyei, 1990, p. 45). Instead, Second Language Acquisition (SLA) involves learning a target language “where the target language is mastered either through direct exposure to it or through formal instruction accompanied by frequent interaction with the target-language community in the host environment or in a multicultural setting” (Dörnyei, 1990, p. 48). A typical example of SLA context is bilingual Canada, where Gardner and Lambert completed their first studies among English speaking Canadians learning French as a second language (Gardner and Lambert, 1972).

After having conducted a research project involving learners of English in Hungary, in 1990 Dörnyei claimed that the findings of SLA research cannot be directly applicable to FLL situations. The main reason for this is that foreign language learners do not have enough experience of the target language community to have positive or negative attitudes towards it (Dörnyei, 1990, p. 49). Littlewood affirms that this is typical of learning a global language – like English – where the reason for learning is not that of getting into contact
with a culturally definite target language community, but to communicate with other people who have also studied it as a foreign language (Littlewood, 1984, cited in Dörnyei, 1990, p. 49).

As a conceptualization of motivation in foreign language learning, Dörnyei proposed a construct based on four dimensions.

![Diagram of动机 in foreign language learning](image)

Figure 4. Schematic representation of the conceptualized construct of motivation in foreign language learning (Dörnyei, 1990, p. 68)

The Instrumental Motivation Subsystem involves extrinsic motives mainly “organized by the individual’s future career striving” (Dörnyei, 1990, p. 65).

The Integrative Motivational Subsystem does not imply attitudes towards the target language community because, as stated before, the learners often do not have sufficient
contact with it for developing positive or negative attitudes. Therefore, this System is
determined by three constituents, plus one: 1. a general interest in foreign languages,
cultures and people; 2. a desire to broaden one’s view and avoid provincialism; 3. a desire
for new stimuli and challenges; and finally by the desire to integrate into a new community.
The last constituent – from which the term ‘integrative’ derives – overlaps with the
Instrumental Subsystem. As a matter of fact, typical extrinsic motives like work and career
development can be reasons for moving to another country and thus wanting to integrate
into the new community (Dörnyei, 1990, p. 69). It can be pointed out that Dörnyei’s
Integrative Motivational Subsystem closely reminds us of Yashima’s international posture.

The third dimension is Need for Achievement. It represents the most important difference
between SLA contexts and FLL contexts in that FLL primarily occurs in
academic/institutional settings and typically involves a series of academic achievement
situations. Therefore, a disposition to achievement activities can affect learning
significantly (Dörnyei, 1990, p. 66-67). On the other hand, SLA contexts offer weaker
alternatives to language achievement, like communicating with native speakers of the target
language.

The fourth dimension is that of Attributions about past failures, which confirms the
importance of the attribution theory, previously discussed.
1.3.1 Dörnyei’s three-level Framework of Language Learning Motivation

In their 1991 position paper, Crookes and Schmidt proposed a new approach for analyzing language learning motivation, which was based on the distinction of different conceptual levels (Crookes and Schmidt, 1991, pp. 482-496). This approach was adopted by Dörnyei, who conceptualised motivation of three different levels (Dörnyei, 1994, cited in Dörnyei and Ushioda, 2011, pp. 51-53)\(^5\).

The *Language Level* comprises the two subsystems related to the various aspects of the foreign language, Integrative and Instrumental.

The *Learner Level* concerns the personal characteristics with which the individual copes with the learning process, such as need for achievement (typical of the FLL context, in contrast to SLA context) and self-confidence. Self-confidence involves language use anxiety, perceived competence in the foreign language, attributions about past failures and self-efficacy.

The *Learning Situation Level* is connected with motives which are typical of language learning in a classroom setting: the *course-specific motivational components* are concerned with the course materials and can be well described by Keller’s four motivational conditions – interest, relevance, expectancy, satisfaction (Keller, 1983, cited in Crookes and Schmidt, 1991, p. 481-482) – ; the *teacher-specific motivational components* are related with the teacher’s personality, behavior and teaching style; finally, the *group-specific motivational components* concern the dynamics of the group.

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\(^5\) Dörnyei’s three level framework was designed for L2 motivation. According to me, keeping to what was previously stated about motivation in FLL, this framework can be adopted for FLL contexts as well.
Figure 5. Dörnyei’s three-level framework of language learning motivation (adapted from Dörnyei, 1994, p. 280)

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<td>• Attributions about past failures</td>
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<td>• Self-efficacy</td>
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<th>LEARNING SITUATION LEVEL</th>
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<th>Course-specific motivational components</th>
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2 RESEARCH PROJECT

2.1 The research hypothesis and the research questions

The general research hypothesis of this study is that students of rural secondary middle schools in the north of Pordenone are not motivated to learn English as a foreign language. Due to the lack of literature in this field – most studies regard high school or university students and the majority of them has been conducted abroad –, this research is based on the writer’s personal contacts and experience.

In order to investigate this hypothesis in depth, the following research questions were formulated:

1) Are students exposed to English? In what ways? It is hypothesized that students are not exposed enough to the language.

2) How do students perceive themselves as foreign language learners? Is their language learning orientation more intrinsic or extrinsic? It is hypothesized that the students’ perception of themselves as language learners does not encourage motivation.

3) How do students regard their learning situation (course, teacher, group)? It is hypothesized that students regard their learning situation as not conducive to motivated language learning.

The last research question regards all the preceding ones:

Are there any substantial differences between male and female students? And between years?
2.2 Subjects of the study

The subjects of this study are 100 students, aged between 11 and 14 years old, living in a rural area in the north of the province of Pordenone, in Friuli Venezia Giulia.

The sample is composed of 45 males and 55 females; 42 students in First Year (11-12 years old), 35 students in Second Year (12-13 years old) and 23 students in Third Year (13-14 years old).

The schools where these students attend classes are four “istituti comprensivi”\(^6\): “istituto A” (60 students), “istituto B” (16 students), “istituto C” (16 students), “istituto D” (8 students).

In these schools, children are required to study two foreign languages, the first being English. In “istituto A” and “istituto C”, students can choose between Spanish and German as second foreign language; in “istituto B” they can choose between French, Spanish and German; in “istituto D” the second language is French. Every week, three schoolhours are dedicated to English, in all the four schools.

The subjects of the study were contacted personally, thanks to the help of the following people: my niece in-law, who attends the Second Year in “istituto A”; my sister in-law, whose work colleagues have children studying in “istituto A”, “C” and “D”; the Director of the swimming pool where I work, who allowed me to contact a number of boys and girls who attended the swimming pool during the summer and study in “istituto B”.

\(^{6}\) I will symbolize them using letters in compliance with the privacy law.
2.3 Case study and mixed methods research

This research belongs to the paradigm of interpretativism and can be labelled as a ‘case study’. The interpretative methodology, in opposition to its normative-positivistic counterpart, has a concern for individuals and aims at understanding the subjective world of individuals’ everyday experience (Cohen et al., 2011, p. 17), exploring the interactions between the subjects of the study and the cultural and historical contexts in which they live (Creswell, 2009, cited in Scotland, 2012, p. 12).

Unlike the experiment, belonging to the normative paradigm, the case study research concentrates on the features of a unit – like a group of adolescent learners, in this specific case – with the purpose of analyzing a phenomenon that characterizes the unit, in order to formulate generalizations about the wider population to which the unit considered belongs to (Cohen and Manion, 1985, cited in Nunan, 1992, p. 77).

However, in order to increase the accuracy of the data collected and to provide a more complete picture of the phenomenon studied, I decided to adopt a mixed methodology.

Methodological pluralism allows richer data to be collected; it lets errors in single approaches to be identified and corrected; it also allows corroboration and triangulation of data (Cohen et al., 2011, p. 23), assuring greater confidence in the final results.

In addition, mixed methods research is premised on pragmatism. Pragmatism is practical, it is a “matter-of-fact approach to life” (Cohen et al., 2011, p. 23), utilized to solve practical problems in the practical everyday life. Mixed methods research recognizes the fact that “the world is not exclusively quantitative or qualitative” (Cohen et al., 2011, p. 22), but can be accurately searched with both methods.
Leech and Onwuegbuzie state that conducting mixed methods research implies “collecting, analyzing and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon” (Leech and Onwuegbuzie, 2009, cited in Cohen et al., 2011, p. 22).

In Spolsky’s words,

“I was afraid that direct questionnaires somehow permitted subjects to disguise their ‘real’ attitudes and hoped that an indirect approach would get closer to the ‘true’ attitudes” (Spolsky, 2000, p. 161).

Sharing the same thought, I gathered two types of data: some hard, behavioral data on the one hand (the questionnaires), and some soft data on the other (the interviews and the focus group), a clearer expression of the subjects’ hidden or underlying attitudes.

2.4 Data collection procedures

The questionnaires were administered over a period of two months (July-August 2012) and were filled in by the students under my supervision. They answered the questionnaire with reference to the school year just ended.

The interviews and the focus group were conducted over a period of a month, two months later (October 2012). The nine interviewees belong to the sample who filled in the questionnaire two months before. The students interviewed answered my questions with reference to the previous school year (the same year they referred to when filling in the questionnaire).
2.4.1 The questionnaire

The questionnaire I created (see Appendix A, p. 116) is all in Italian and it is composed of 17 questions, plus a few initial questions regarding gender, school and year attended. It is anonymous.

The questionnaire was developed with reference to Dörnyei’s three-level framework of language learning motivation (Chapter 1, p. 27-28). I decided to adopt this model because I considered it to be the most complete in all its parts, comprising all the elements involved in a foreign language learning situation and thus allowing me to develop the questionnaire questions which answer the second and third research questions. In particular, the questions regarding the language level and the learner level answer the second research question\(^7\), whilst the questions on the learning situation level answer the third research question\(^8\).

The questionnaire is subdivided in four parts:

- the first part (questions 1, 2, 3) investigates the exposure of the student to English both at home (q. 1) and at school (q. 2) and on the favourite activities in the foreign language (q. 3), thus answering the first research question\(^9\);
- the second part (questions 4, 5) is related to the first level of Dörnyei’s framework, the language level, and inquires into their pleasure of studying English (q. 4) and on their integrative and instrumental motivation (q. 5);

\(^7\) How do students perceive themselves as foreign language learners? Is their language learning orientation more intrinsic or extrinsic?

\(^8\) How do students regard their learning situation (course, teacher, group)?

\(^9\) Are students exposed to English? In what ways?
• the third part (questions 6, 7, 8, 9) is related to the second level of Dörnyei’s framework, the learner level, and investigates the importance given to marks\(^{10}\) (q. 6), the attributions given to past failures (q. 7), language use anxiety (q. 8), and perceived competence in the language (q. 9);

• the fourth part is related to Dörnyei’s third level, the learning situation level, and comprises questions that inquire about the English course (questions 10, 11, 12), the English teacher (questions 13, 14, 15, 16) and the English class (question 17).

The questions concerning the course ask about interest in the course (q. 10), relevance of the course for future needs (q. 11), satisfaction in the outcomes (q. 12).

The questions concerning the teacher ask about his/her character and his/her authority type (q. 13), the moments of the lesson during which the teacher used English (q. 14), the teacher’s speech, whether it was understandable or not (q. 15), and the teacher’s availability to repeat or clarify things previously explained (q. 16).

The question concerning the English class (q. 17) asks about how the class was during the English lessons: close-knit, disciplined, working individually, working in groups.

The 17 questions are of four types:

✓ questions 3 and 14 are open questions;

✓ questions 1, 2, 5, 7 and 8 are multiple choice questions in which the respondents could choose more than one answer;

\(^{10}\) I considered here the importance given to marks as an indicator of need for achievement.
✓ questions 4, 6, 9, 10, 11, 12, 15 and 16 are multiple choice questions in which the respondents could choose only one answer;
✓ questions 13 and 17 are Likert scales with four degrees of answer.

2.4.2 THE INTERVIEWS AND FOCUS GROUP

Both the interviews and the focus group were conducted in Italian.

My initial purpose was that of conducting a focus group with all the nine students selected but, unfortunately, this was not possible because I could not arrange a suitable date for all of them. As a matter of fact, three of them had football matches, another had a swimming training and others had problems with transportation. Therefore, I was forced to change plans and interview personally those who could not come to the focus group and do the focus group with those who were available.

In addition, I was not fully satisfied with the focus group. In my opinion, it was not a ‘real’ focus group in that the participants did not interact with each other but just expressed their ideas about my prompts in a sequence, one person after the other. It could have been more interesting if there were a discussion between them but unfortunately it did not happen.

I am convinced that this was because they did not feel at ease with the topic of the conversation, although I tried hard to make them feel comfortable. I had the impression that they felt judged for what they were saying, even if I had assured them that everything they said was perfectly correct because it was their personal point of view.

Although I was not fully content about the focus group, I am satisfied with the information gathered. The aim was reached anyway.
The students who were interviewed (4 students) or took part in the focus group (5 students) were randomly selected in order to form a balanced group of males/females in the First/Second/Third Year.

The students who were interviewed are the following\textsuperscript{11}:

- Alberto, 12 years old, First Year, “istituto C”;  
- Alessio, 12 years old, First Year, “istituto B”;  
- Marianna, 12 years old, First Year, “istituto C”;  
- Enrico, 13 years old, Second Year, “istituto B”.

The students who took part in the focus group are the following\textsuperscript{7}:

- Carla, 12 years old, First Year, “istituto D”;  
- Marina, 12 years old, First Year, “istituto A”;  
- Stefano, 13 years old, Second Year, “istituto A”;  
- Michela, 14 years old, Third Year, “istituto A”;  
- Francesca, 14 years old, Third Year, “istituto A”.

Both the interviews and the focus group were audio-recorded and then transcribed (for the transcripts see Appendix B, p. 122). The students were informed that they were being recorded.

The questions posed, both in the interviews and in the focus group, are the following:

1. \textit{Quali attività in inglese svolgi a casa?}

2. \textit{Perché ti piace fare queste attività in inglese?}

\textsuperscript{11} I will use fantasy names to refer to the students, in compliance with the privacy law.
3. Rispetto a ciò che fai a casa, cosa c’è di diverso nell’inglese che fai a scuola?

4. Come cambieresti il modo di fare inglese a scuola?

5. Hai amici o parenti stranieri con cui sei costretto a parlare in inglese? Se si, come comunichi con loro?

6. Ti piacerebbe sapere parlare inglese perfettamente? Perché?

7. Quanto saresti disposto a sforzarti per raggiungere l’obiettivo della perfetta conoscenza dell’inglese? Ad esempio in ore di studio o in lezioni private o in viaggi all’estero, ecc.

Question 1 aimed at verifying whether there is a correspondence with the answers given in the questionnaire or whether there are some other activities that students do at home but were not mentioned in the questionnaire.

Question 2 aimed at understanding the reason, intrinsic or extrinsic, for the pleasure of doing activities in English.

Questions 3 and 4 have the purpose of understanding how students perceive the difference between their personal use of the foreign language and the language which is taught to them at school, and if they wish to make any changes to the English lessons at school.

Questions 5 and 6 inquired about the students’ desire to be able to speak the foreign language well and especially about the reasons for wishing so (intrinsic-extrinsic motivation).

The last question inquires about the amount of effort students are willing to devote to the cause of learning the language well.

These questions contributed to my study being able to answer the three research questions.

In particular, question 1 answers the first research question, on exposure; questions 2, 5, 6
and 7 answer the second research question, on the language level and the learner level; questions 3 and 4 answer the third research question, on the learning situation level.

2.5 Method of data analysis

The quantitative data collected via questionnaire will be put in an Excel worksheet and then elaborated using mean values and percentages. Then, pie charts and bar charts will be drawn in order to let the reader visualize the results in a comprehensive graph. All the graphs will display percentage data.

The qualitative oral data derived from the interviews and the focus group will be interpreted without the use of calculations and graphs: their aim is to confirm (or not) the results obtained with the questionnaires.

The quantitative and qualitative data will be analyzed in the following chapter and discussed in Chapter 4.
3 ANALYSIS OF DATA

3.1 Questionnaire data

I will start the analysis exploring the answers to the questions which inquire about the students’ exposure to English, both at home and at school (q. 1, 2) and their favourite activities in the foreign language (q. 3).

Question 1 is *Quali di queste attività in inglese fai a casa?* It is a multiple choice question and more than one answer could be selected.

Considering the whole sample (100 respondents), the results are the following:

![Figure 6. Quali di queste attività in inglese fai a casa? (whole sample)](image)

Examining the bar chart in Figure 6, it is clear that the activities using the English language that students do most at home are: listening to English songs (89 out of 100 chose this
answer), studying the subject – that is doing English homework – (80%) and playing videogames (51%). These results will be confirmed by the interviews and focus group.

It is striking that only 7% of the students read books or magazines at home, while 20% try to watch films or television in English, an activity – it seems to me – much more difficult than reading (while reading you can concentrate and take your time to understand the content, in watching tv this is not possible).

The two students who chose the option ‘other’ (2%) suggested “tradurre i testi delle canzoni con l’aiuto del papà” (female, First Year) and “ascoltare la radio in inglese” (female, Second Year).

Looking at Figure 6a (next page), we can see the answers given by First, Second and Third Year students. It is evident that the most frequent answers are the same, with slight differences between the Years.

It is interesting that Third Year students are the most involved in watching films/tv in English (30,4% of their group) and reading books/magazines (13%): maybe this is due to their higher competence in the language.

However, it seems strange that First Year students are the most committed to having conversations in English (19% of their group), compared to Second (11,4%) and Third Year (13%) students: this fact may be explained with their initial enthusiasm for studying a foreign language, which makes them strive to find every suitable occasion to use it.
Looking at Figure 6b, we can see the answers given by male and female students. The most frequent answers are the same but the differences are more evident here.

By comparison with male students, female students are more involved in listening to songs (90,9% of their group, in contrast to the 80% of males), studying the subject (87,3% in contrast to 71,1%), watching films/tv in English (23,6% in contrast to 15,6%) and
netsurfing (20% in contrast to 17.8%). However, males are more committed to playing videogames (62.2% in contrast to 41.8%) and, unexpectedly, to having conversations (15.6% in contrast to 14.5%). This finding will be confirmed by other questionnaire data (question 8, in particular).

Question 2 is *Quali di queste attività in inglese fai a scuola?* It is a multiple choice question and more than one answer could be selected.

Considering the whole sample (100 respondents), the results are the following:

Looking at the chart in Figure 7, we can see that the most chosen answers are: doing written exercises (93% of the whole sample gave this answer), having conversations (92%), listening to songs (64%) and reading books/magazines (47%).

The respondents who chose the option ‘other’ (7%) suggested: “*Imparare dialoghi e recitarli con i compagni*” (female, First Year), “*Svolgere piccoli testi in inglese e esercizi con domande di comprensione e relativi brani assegnati dall’insegnante*” (male, Second

Looking at Figure 7a, we can see the answers given by First, Second and Third Year students. It is apparent that the most frequent answers are the same, with slight differences between the Years.

![Figure 7a. Quali di queste attività in inglese fai a scuola? (1st, 2nd and 3rd Year)](image)

In particular, considering the most frequent answers, Third Year students are those who have the highest percentage by comparison with the other two years, while Second Year students are those who have the lowest values.

Question 3 is *Tra tutte le attività che fai in inglese, sia a casa che a scuola, quali sono le tue preferite?* It is an open question and students could indicate up to three activities. The results are shown in Figure 8 (next page).
It is clear that the great majority (73% of the respondents) prefers listening to songs, followed at distance by having conversations (20%), playing videogames (9%), reading (8%), doing written exercises (6%) and watching films/cartoons/television (6%).

If we examine the chart in Figure 8a (next page), it is possible to see the differences between the years.

Third Year students show the highest preference for listening to songs (87% in contrast to 82.9% of the Second Year and 59.5% of the First Year), watching films/television (17.4%) and reading (13%).
It is interesting to note that First Year students confirm their preference for having conversations (26,2%, in contrast to 14,3% of the Second Year and 17,4% of the Third Year). Instead, Second Year students confirm their interest for playing videogames (17,1%, in contrast to 4,8% of the First Year and 4,3 of the Third Year).

Looking at Figure 8b (next page), we can see the differences between male and female students. It is clear that females like listening to English songs and having conversations.
more than males (85.5% and 23.6% respectively, in contrast to 60% and 15.6%). However, it is striking the males’ preferences for playing videogames (17.8% in contrast to 1.8% of females).

I will now proceed with the analysis exploring the answers to the questions which investigate on the language level (q. 4 and q. 5).

Question 4 is *Ti piace fare inglese?* and investigates the students’ pleasure in studying the subject. It is a multiple choice question and the respondents could choose only one answer between four alternatives: *per niente, poco, molto, moltissimo.*
The results of the whole sample (Figure 9) show that, in general, students like studying the subject. We can see that 47% of the respondents answered molto, while 13% chose moltissimo. This means that more than half of the sample (60%) have a positive attitude towards the subject. However, a considerable 40% does not like it: 30% answered poco and 10% answered per niente.

![Pie chart showing the results of the whole sample](image)

Figure 9. *Ti piace fare inglese?* (whole sample)

If we look at the pie charts in Figures 9a, 9b and 9c (next page), it is possible to see the answers given by First, Second and Third Year students.

![Three pie charts showing the results for different years](images)

Figure 9a. *Ti piace fare inglese?* (First Year)

Figure 9b. *Ti piace fare inglese?* (Second Year)
Examining the graphs, it is clear that the pleasure in studying English is in constant decrease from First to Third Year.

In the First Year the answers *molto* and *moltissimo* reached together 64.3%, while *poco* and *per niente* received a 35.7%. In the Second Year the positive answers got 60% together, while the negative 40%. In the Third Year the positive got 52.2% and the negative 47.8%.

It is evident that while positive answers decrease (from 64.3% to 60% to 52.2%), the negative increase (from 35.7% to 40% to 47.8%).

Looking at Figures 9d and 9e, we can see the answers given by male and female students.

Figure 9c. *Ti piace fare inglese?*  
(Third Year)

Figure 9d. *Ti piace fare inglese?*  
(male students)

Figure 9e. *Ti piace fare inglese?*  
(female students)
It is interesting to note that the pleasure in studying the subject is higher in males than in females. As a matter of fact, in Figure 9d, we see that positive answers reached together 62.7% (46.7% molto plus 16% moltissimo) and negative answers got 37.3% (28.9% poco plus 8.9% per niente).

On the contrary, female students (Figure 9e) answered positively for a 58.3% (47.3% molto plus 11% moltissimo) and negatively for a 41.7% (30.9% poco plus 10.9% per niente). We can conclude that males like the subject more than females.

Question 5 is Studio l’inglese perché: It is a multiple choice question and more than one answer could be selected. This question investigates the different orientations of language learning motivation: from intrinsic (more self-regulated) orientation to extrinsic (less self-regulated) orientation.\textsuperscript{12}

The results of the whole sample are summarized in Figure 10 (next page).

The first answer, mi piace la lingua, reflects an intrinsic orientation, due to the pure, genuine pleasure of studying the language.

Answers two, quelli che parlano inglese mi stanno simpatici, three, vorrei andare a vivere nel Regno Unito/America/Australia, and five, per comunicare con chi non parla italiano,

\textsuperscript{12} English is a compulsory subject in secondary middle school so students are required to study it, either they like it or not. However, I wanted to investigate into the students’ personal orientations for studying the language. Furthermore, no respondent made the objection that “English is compulsory so I have to study it”, they spontaneously answered to the questions, expressing their point of view.
reflect an integrative orientation towards the language learning, a desire to be part of the foreign language community.

Answers four, *per viaggiare*, and six, *ne avrò bisogno nel futuro per il mio lavoro*, belong to extrinsic orientation and can be considered as indicators of identified regulation. This type of regulation occurs when individuals invest effort in a task because they choose to do it for personally relevant reasons. These answers can also represent Yashima’s ‘international posture’ discussed in the Literature Review (Chapter 1, pp. 21-22).

Both answer seven, *è una materia importante che si deve studiare*, and eight, *lo vogliono i miei genitori*, belong to extrinsic orientation but the former indicates introjected regulation\(^{13}\) while the latter represents external regulation, the least internalized type of

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\(^{13}\) Introjected regulation comes from external rules that the subject has incorporated into the self and accepts them (Chapter 1, p. 17).
language learning motivation, which derives from activities that are totally determined by sources external to the subject.

The four respondents who chose the option ‘other’ suggested: “per non prendere brutti voti” (female, First Year), “per prendere bei voti” (female, First Year), “perché mi costringono” (male, Second Year), “per andare a giocare a basket in America” (male, First Year). The first two suggestions can be considered indicators of introjected/external regulation, the third denotes external regulation/amotivation, the fourth expresses integrative orientation.

From the graph in Figure 10, we can see that answer five, per comunicare con chi non parla italiano, got the highest value (63%), closely followed by answer 6, ne avrò bisogno per il mio lavoro futuro (60%), answer four, per viaggiare (50%) and answer 7, è una materia importante che si deve studiare (48%).

Two of the most selected answers, six and four, are indicators of identified regulation\textsuperscript{14}, while the most chosen answer, number five, expresses integrative orientation.

If we look at Figure 10a (next page), it is possible to see the differences between the years. The pattern is almost the same but a few interesting differences should be pointed out.

In particular, it is evident that Third Year students are those who gave the highest preference to answers four and five, viaggiare and comunicare con chi non parla italiano

\textsuperscript{14}Identified regulation occurs when the subject invests effort in a task because he/she chose to do it for personally relevant reasons (Chapter 1, p. 17).
(both 69.6%). In addition, they are also those who are more intrinsically oriented and study English because they like the language (*mi piace la lingua*, 47.8%).

It is interesting to note that First Year students are also intrinsically oriented and gave high preference to answer one (*mi piace la lingua*, 42.9%), in contrast to Second Year students who seem to be less intrinsically oriented (*mi piace la lingua*, 28.6%).

Answer six, *ne avrò bisogno per il mio lavoro futuro*, is almost constant but in slight increase over the three years (from 59.5% to 60% to 60.9%), and answer seven, *è una materia importante che si deve studiare*, is practically constant (around 48%).

It is remarkable that those who are more externally regulated are Second Year students, who gave the highest preference to answer eight, *lo vogliono i miei genitori* (28.6%, in contrast to 9.5% of the First Year and 13% of the Third Year).
Examining the bar chart in Figure 10b, we can see the answers given by males and females.

![Bar Chart](image)

Figure 10b. *Studio l’inglese perché:* (male students, female students)

The most noticeable findings here are that females gave higher preference to answer five, *per comunicare con chi non parla italiano* (67,3%, in contrast to 55,6% of males), showing integrative orientation. On the opposite, males demonstrate their integrative orientation in answer two, *perché gli inglesi mi stanno simpatici* (6,7%, in contrast to 3,6% of females).

There is a considerable difference in answer four, *per viaggiare*, which was chosen by 52,7% of females, in contrast to 46,7% of males.

It is interesting to observe that males gave the highest preference to answer eight, *perché lo vogliono i miei genitori* (26,7%, in contrast to 9,1% of females), showing high external regulation. Therefore, from these data we can conclude that males are more extrinsically oriented, while females are more integratively oriented.
I will now proceed with the analysis exploring the answers to the questions which investigate the learner level (q. 6, 7, 8 and 9).

Question 6 is *Per te quanto è importante il voto nella verifica/interrogazione di inglese?* It investigates the importance given to marks, considered here as an indicator of need for achievement. The question is multiple choice and the respondents could choose only one answer between four alternatives: *per niente*, *poco*, *molto*, *moltissimo*.

It is clear that great importance is given to marks in that positive answers, *molto* and *moltissimo*, reach together 85% (54% *molto* plus 31% *moltissimo*). However, a considerable 15% does not give importance to marks (12% *poco* and 3% *per niente*).

Looking at Figures 11a, 11b and 11c (next page), we can see the differences between the three years.

Considering the positive answers together (*molto* plus *moltissimo*), the importance given to marks increases from First to Second Year (from 73,8% to 94,3%) and decreases slightly in Third Year (from 94,3% to 91,3%).
It is striking to note how the answer *poco* decreases during the years: from a maximum of 23,8% in the First Year, to a minimum of 2,9% in the Second Year, to 4,3% in the Third Year. Conversely, the answer *per niente* remains nearly unchanged: 2,4% in the First Year, 2,9% in the Second Year, 4,3% in the Third Year.

If we look at Figures 11d and 11e (next page), it is possible to see the differences between male and female students.
It is interesting to observe that males gave higher positive answers: *molto* plus *moltissimo* reach a maximum of 87,1% in males while in females they stop at 83,4%. However, the difference is small.

Another noteworthy finding is that 6,7% of males answered *per niente*, while no female student answered in the same way. Nevertheless, females have a higher percentage in the answer *poco* (16,4%), while males have only 6,7%.

Question 7 is *Hai preso un brutto voto nella verifica di inglese. Qual è il motivo?* and investigates attributions given to failure. The question is multiple choice and the respondents could choose only one answer between five alternatives: *non ho studiato abbastanza*, *la verifica era troppo difficile*, *l’insegnante non aveva spiegato bene l’argomento*, *non sono portato per l’inglese*, *altro*.

The two respondents who chose the option ‘other’ suggested: “*Non riesco a scrivere bene***” (female, First Year) and “*Non ho avuto brutti voti***” (male, Second Year).
If we look at Figure 12, we can see the results of the whole sample.

![Diagram showing results](image)

Figure 12. Hai preso un brutto voto nella verifica/interrogazione di inglese. Qual è il motivo? (whole sample)

It is clear that the highest value was given to the first answer, *non ho studiato abbastanza*, which represents a positive attribution in that it is controllable by the individual. As a matter of fact, those who explain an unsuccess with lack of effort – like in this case – have higher possibilities to achieve success in the future because they can control the amount of effort spent on the activity.

However, there is a considerable 26% given to negative attributions (*la verifica era troppo difficile* 13%, plus *l’insegnante non aveva spiegato bene l’argomento* 7%, plus *non sono portato per l’inglese* 6%), which are not directly controllable by the individual. Students who explain a failure with causes external to their control have little or no possibilities to achieve success in the future.
Looking at Figure 12a, it is possible to see the difference between the three years.

It is striking to note that First Year students are those who attribute their failures mostly to little effort (85.7% of their group), while Second and Third Year students also indicate negative attributions as causes of their unsuccess. In particular, 13% of Third Year students think that they do not have facility for languages (13%, in contrast to 4.8% of First Year and 2.9% of Second Year).

If we look at Figure 12b, we can see the difference between male and female students.
In this case, it is evident that those who attribute their failures mostly to little effort are male students (77.8%, in contrast to 67.3% of females) while females tend to give other explanations for their unsuccess, in particular they chose *la verifica era troppo difficile* (16.4%, in contrast to 8.9% of males) and *l’insegnante non aveva spiegato bene l’argomento* (9.1%, in contrast to 4.4% of males).

Question 8 is *Quando devi parlare inglese in classe come ti senti?* and inquires into the language use anxiety perceived by the students. It is a multiple choice question and only one answer could be selected between five alternatives: *mi sento tranquillo*, *mi sento un po’ nervoso ma parlo lo stesso*, *mi viene l’ansia e faccio fatica a dire qualcosa*, *mi vergogno a parlare e sto zitto*, *altro*. The only respondent who chose the answer ‘other’ suggested “*Mi sento tranquillo se ho studiato*” (male, Third Year).

Looking at the bar chart in Figure 13, we can see the results of the whole sample.

![Figure 13. Quando devi parlare inglese in classe come ti senti? (whole sample)](image)
It is evident that the great majority of respondents answered *mi sento un po’ nervoso ma parlo lo stesso* (48%), which means that they feel a little anxious while speaking English in class. However, this feeling does not prevent them from doing it.

It is interesting to observe that a good 30% claims that they feel at ease while speaking.

Nevertheless, a considerable 21% of respondents (15% plus 6%) feel so anxious that their ability to communicate is hampered.

If we look at Figure 13a we can see the results of the three years.

![Figure 13a. Quando devi parlare inglese in classe come ti senti? (1st, 2nd and 3rd Year)'](image)

It is striking to note that First Year students are those who feel more at ease while speaking English in class (38,1%) and it seems that this feeling decreases constantly during the years (25,7% of Second Year and 21,7% of Third Year).

On the contrary, those who feel more anxious while using the language are Third Year students, who reach 21,7% in answer three, *mi viene l’ansia e faccio fatica a dire qualcosa* (in contrast to 7,1% of the First Year and 20% of the Second Year), and 13,04% in answer
four, *mi vergogno a parlare e sto zitto* (in contrast to 7,1% of the First Year and 0% of the Second Year).

Looking at Figure 13b, we can see the difference between males and females.

![Figure 13a. Quando devi parlare inglese in classe come ti senti? (male students, female students)](image)

The most interesting finding here is that male students, in contrast to females, seem to be more at ease while speaking English in class (48,9%, in contrast to 14,5% of females)\(^\text{15}\).

On the contrary, females seem to be more anxious in that they reach 61,8% in answer two, *mi sento un po’ nervoso ma parlo lo stesso* (in contrast to 33,3% of males) and 20% in answer three, *mi viene l’ansia e faccio fatica a dire qualcosa* (in contrast to 6,7% of males).

The last question that examines the learner level is number 9, *Secondo te, per la tua età e classe, quanto sai l’inglese?*, which inquires into the perceived competence in the language.

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\(^{15}\) This finding is confirmed by a study conducted by Judith Baxter among 16 year-old British students (Baxter, 2002).
It is a multiple choice question and the respondents could choose only one answer between four alternatives: *per niente, poco, molto, moltissimo*.

If we look at Figure 14, we will see the results of the whole sample.

![Figure 14. Secondo te, per la tua età e classe, quanto sai l’inglese? (whole sample)](image)

It is striking to observe that in this case the pie chart is subdivided in two exact slices: 50% of respondents chose *molto* (48%) and *moltissimo* (2%), while the other half choose *poco* (47%) and *per niente* (3%).

In order to find some more interesting data, I will analyze the graphs that deal with the years (Figures 14a, 14b and 14c) and with the genders (Figures 14d and 14e).

Looking at Figures 14a, 14b and 14c (next page), it is possible to see the difference between First, Second and Third Year.

![Figure 14a. Secondo te, per la tua età e classe, quanto sai l’inglese? (First Year)](image)
It is surprising to note that while the perceived competence in the language increases from the First (molto plus moltissimo reach 54.8%) to the Second Year (molto plus moltissimo get 57.1%), it decreases dramatically in the Third Year (molto plus moltissimo reach only 30.4%) when 69.6% of students choose answer poco.

Other interesting information can be found in Figures 14d and 14e.
Looking at the graphs, we can see that male students perceive a higher competence in the language (*molti* plus *moltissimo* reach 53.3%) while females feel less competent (*molti* plus *moltissimo* got 47.2% only). However, there is 3.6% of female students who think they are very competent in the language (3.6% of *moltissimo*) while no male student feels such.

I will now proceed with the analysis exploring the learning situation level. In particular, I will start with the questions which investigate the English course (q. 10, 11 and 12).

Question 10 is *Le lezioni di inglese (a scuola) erano interessanti?* and examines the interest in the English course perceived by the students. It is a multiple choice question and respondents could choose only one answer between four alternatives: *per niente*, *poco*, *molto* and *moltissimo*.

Figure 15 shows the results of the whole sample. It is noteworthy that nearly half the sample (46%) gave negative answers: 32% chose *poco* and 14% *per niente*. On the opposite, 46% answered *molto* and only 8% *moltissimo*.
Looking at Figures 15a, 15b and 15c, we can see the answers given by First, Second and Third Year students.

Examining the data, we can see that the interest in the course is high in the First Year (molto plus moltissimo reach 59.5%), then it decreases dramatically in the Second Year (molto plus moltissimo got 43% only), and finally it increases again in the Third Year (molto plus moltissimo reach 60.8%).
Other interesting findings can be discovered in Figures 15d and 15e which explore the answers given by male and female students.

![Figure 15d. Le lezioni di inglese (a scuola) erano interessanti? (male students)](image)

![Figure 15e. Le lezioni di inglese (a scuola) erano interessanti? (female students)](image)

As we can see from the pie charts, it is self evident that male students were more interested in the English course than females. 60,3% of males gave positive answers (53,3% molto and 7% moltissimo) while a large number of females seem not to be interested in the course (38,2% answered poco and 12,7% answered per niente).

Question 11 is Pensi che ciò che hai imparato a scuola durante le lezioni di inglese ti sarà utile in futuro? and inquires into the perceived relevance of the course for the students’ future needs. It is a multiple choice question and respondents could choose only one answer between four alternatives: per niente, poco, molto and moltissimo.

Looking at the chart in Figure 16 (next page), we can see that the great majority of students thinks that what they learnt at school will be very useful in the future: in fact, 49% answered molto and 31% moltissimo. However, there is a considerable 19% of poco. Only one respondent chose per niente (1%).
In Figures 16a, 16b and 16c, we can see the results of the three years.

Figure 16a. Pensi che ciò che hai imparato a scuola durante le lezioni di inglese ti sarà utile in futuro? (First Year)

Figure 16b. Pensi che ciò che hai imparato a scuola durante le lezioni di inglese ti sarà utile in futuro? (Second Year)

Figure 16c. Pensi che ciò che hai imparato a scuola durante le lezioni di inglese ti sarà utile in futuro? (Third Year)
It is clear that First Year students are those who mostly think that English school lessons will be useful in their future: as a matter of fact, 90,5% of them answered positively (54,8% answered *molto* and 35,7% *moltissimo*). This percentage decreases in the Second Year in which the positive answers get only to 68,7% (45,7% *molto* plus 23% *moltissimo*) to increase again in the Third Year to 78,3% (43,5% *molto* plus 34,8% *moltissimo*). Those who think less of their English lessons are Second Year students.

If we look at Figures 16d and 16e, we can see the difference between the genders.

The difference between males and females is striking: 88,7% of male students answered positively (46,7% *molto* plus 42% *moltissimo*) and only 11,1% answered *poco*. On the opposite, a good 25,5% of females answered *poco* and positive answers got only 72,9% (50,9% *molto* plus 22% *moltissimo*). Females are obviously those who think less of their English lessons.
Question 12 is *Sei soddisfatto di ciò che hai imparato in classe (di inglese)?* and inquires into the students’ satisfaction in the English course outcomes. It is a multiple choice question and respondents could choose only one answer between four alternatives: *per niente, poco, molto* and *moltissimo*.

If we look at Figure 17, we can see the results of the whole sample.

![Figure 17](image)

It is evident that the great majority of students is satisfied with the course outcomes: as a matter of fact, 59% answered *molto* and 11% answered *moltissimo*. However, there is a considerable 30% who gave negative answers (27% answered *poco* and 3% *per niente*).

Examining the graphs which represent the answers given in the three years, Figures 17a, 17b and 17c (next page), it is possible to find some interesting information.

![Figure 17a](image)  ![Figure 17b](image)

*Figure 17a. Sei soddisfatto di ciò che hai imparato in classe (di inglese)? (First Year)*  
*Figure 17b. Sei soddisfatto di ciò che hai imparato in classe (di inglese)? (Second Year)*
The level of satisfaction fluctuates during the years. As a matter of fact, it is very high in the First Year (molto plus moltissimo reach 78,6%), it decreases in the Second Year (molto plus moltissimo get 62,7%) and increases again in the Third Year (molto plus moltissimo reach 65,2%). However, it is noteworthy that the fluctuation of the answer moltissimo has the opposite direction: in fact, it increases from the First (11,9%) to the Second Year (17%) and drops dramatically in the Third Year (0%).

Looking at Figures 17d and 17e, we can see the difference between males and females.
The difference between males and females is striking. As a matter of fact, male students seem to be much more satisfied than females: they gave very high positive answers (molto plus moltissimo reach 81.9%) while females seem less satisfied (molto plus moltissimo reach only 60%) and gave high negative answers (poco plus per niente reach 39.6%).

I will now proceed with the questions which investigate the English teacher (q. 13, 14, 15 and 16).

Question 13 is *Com’era la tua/il tuo insegnante di inglese?* I use a Likert scale composed of three items; they investigate the teacher’s character (simpatico/a) and his/her authority type (autoritario/a, democratico/a). For each of these characteristics, respondents had to give a mark between 1 and 4: 1 stands for per niente, 2 stands for poco, 3 for molto and 4 for moltissimo.

I will start considering the first item: *Com’era la tua/il tuo insegnante di inglese?* *Simpatico/a.* The results of the whole sample are shown in Figure 18a (next page). It is evident that the great majority of students liked their teacher: in fact, positive answers (molto plus moltissimo) reach 76%. However, there is a considerable number of students who did not like their teacher a lot (18 answered poco and 9 answered per niente).

![Figure 18a. Com’era la tua/il tuo insegnante di inglese? Simpatico/a. (whole sample)](image)
Considering all the marks given by the whole sample, the mean value is 2.91: closer to *molto* than to *poco*. It is quite high.

If we look at Figure 18b, we can see the differences between the years.

![Figure 18b](image)

It is clear that those who liked their teacher the most are Second Year students, who gave 80% of positive answers (65.7% of *molto* and 14.3% of *moltissimo*). In addition, they are those who gave the lowest percentage to *per niente* (only 2.9%, in contrast to 12% of the First Year and 13% of the Third Year). However, all the students seem to like their English teacher: the mean value in the First Year is 2.90 and in the Second and in the Third Year it is 2.91.

If we look at Figure 18c (next page), it is possible to see the differences between males and females.

Male students have a very high percentage of *moltissimo* (33.3%, in contrast to 21.8% of females) while female students have a considerable percentage of *poco* (21.8%, in contrast to 13.3% of males). The mean value for males is 2.98 (almost 3, corresponding to *molto*)
while the mean value for females is 2,85. Males seem to like their English teacher more than females.

The second item of the Likert scale in question 13 is *Com’era la tua/il tuo insegnante di inglese? Autoritario/a e ci teneva sotto controllo*. The results of the whole sample are shown in Figure 18d.

The pie chart is subdivided in almost equivalent slices. However, we can observe that *poco* and *per niente* reach together 51%, which means that the majority of respondents considered their English teacher not so authoritarian. In fact, the mean value is 2,51.
In order to find more interesting information, we should look at Figure 18e, where we can see the difference between the three years.

It is evident that First Year students are those who mostly think that their teacher was authoritarian: in fact, they have the highest percentage of *molto* (33,3%) and *moltissimo* (23,8%). The mean value in the First Year is 2,64. Third Year students as well have a high percentage of *molto* and *moltissimo* (both 26,1%) and their mean value is 2,61. Instead, Second Year students are those who think the opposite: they have the highest percentage of *poco* (40%) and *per niente* (22,9%). Their mean value is 2,29.

If we look at Figure 18f (next page), we can see the difference between male and female students.

Apparently, males are those who mostly think that their English teacher was authoritarian: they have the highest percentage of *moltissimo* (24,4%, in contrast to 18,2% of females). Instead, females have the highest percentage of *poco* (34,5%, in contrast to 28,9%).
However, the difference is not so definite: the mean value for females is 2.47 while that of males is a little higher, 2.56. This confirms the fact that males considered their teacher more authoritarian than females did.

The third item of the Likert scale in question 13 is Com’era la tua/il tuo insegnante di inglese? Democratico/a e ci lasciava autonomia. The results of the whole sample are shown in Figure 18g.

In this case as well the chart is subdivided in nearly equivalent slices. Nevertheless, we can see that positive answers, molto and moltissimo, reach together 53%. This means that more than half of the respondents thinks that their English teacher was tolerant and open-minded.
This is in line with the results obtained in the previous item. Considering the whole sample, the mean value is 2.55 (more than 2.51 of the previous item).

Looking at Figure 18h, we can see the difference between the years.

It is evident that Second Year students are those who mostly think that their teacher was tolerant: as a matter of fact, they have the highest percentage of *molto* (42.9%) and of *moltissimo* (22.9%). The mean value for the Second Year is 2.80. Those who mostly think the contrary are First and Third Year students who have high percentages of *poco* (38.1% of the First Year) and *per niente* (30.4% of the Third Year). The mean value for the First Year is 2.43 while that of the Third Year is 2.39. These findings are perfectly in line with the results of the previous item.

If we look at Figure 18i (next page), we can see the results of males and females.

It is clear that males are those who mostly think that their English teacher was tolerant: in fact, they have the highest percentage of *molto* (35.6%) and *moltissimo* (22.2%). Their mean value is 2.64 while that of females is 2.47.
Unfortunately, this finding contradicts the results of the previous item where we have seen that males are those who mostly considered their teacher as authoritarian. However, in order to put this discrepancy to right, we should compare the mean values obtained in the last two items. In the previous item (authoritarian teacher) males had 2.56 and females 2.47. In this last item (tolerant teacher) males have 2.64 and females 2.47. It is striking to note that females have maintained the same mean value: this fact can be interpreted by saying that female students considered their English teacher equally authoritarian and tolerant. Instead, in the case of males we can see that the mean value of last item (tolerant teacher) is higher than that of the previous one. This can be interpreted by saying that male students considered their English teacher more tolerant than authoritarian.

Question 14 is Quando usava l’inglese l’insegnante? It is an open question and investigates the use of the foreign language by the teacher. After having collected the answers given by all the respondents, the following graph has been drawn (Figure 19a, next page).
A considerable number of students said that their teacher used to speak English all the time or nearly all the time (36 out of 100 wrote this answer to the question). A lot of respondents answered *per spiegare* and *per fare domande/interrogare* (23% in both cases).

However, a large number of students introduced in their answer a comparison between English and Italian, saying when their teacher used one language or the other. Therefore, the following graph has been drawn (Figure 19b).
We learn that English teachers often use the students’ native language to explain concepts when they did not understand them in English, to give explanations (of grammar rules, for example), or to scold students when they did not behave properly.

To summarize the findings from this question, it is noteworthy that teachers use the foreign language most of the lesson time.

Question 15 is *L’insegnante parlava inglese in modo comprensibile?* and inquires into how respondents evaluate their teacher’s speech. It is a multiple choice question and respondents could choose only one answer between four alternatives: *per niente, poco, molto* and *moltissimo*.

If we look at Figure 20, we can see the results of the whole sample.

![Figure 20. L’insegnante parlava inglese in modo comprensibile? (whole sample)](image)

It is evident that the great majority of students thinks that their teacher spoke English in a very comprehensible way. As a matter of fact, 54% of respondents answered *molto* and 25% answered *moltissimo*. However, 21 students gave negative answers: 18% answered *poco* and 3% *per niente*.
Looking at Figures 20a, 20b and 20c, we can see the results of the three years.

First and Third Year students are those who mostly think that their teacher spoke English in a very comprehensible way: positive answers (*molto* plus *moltissimo*) reach 83,3% in the First Year and 82,6% in the Third Year. Second Year students are those who have the lowest positive percentages: *molto* plus *moltissimo* reach only 71,6%.
If we look at Figures 20d and 20e, it is possible to see the results by gender.

The difference here is not so definite. However, male students are those who have the highest positive answers (\textit{molto} plus \textit{moltissimo} reach 80\%, in contrast to 78.2\% of females).

The last question which inquires into the English teacher is number 16, \textit{L’insegnante di inglese era disponibile a ripetere/dare chiarimenti quando non capivate?} It investigates the teacher’s availability to repeat in case of doubts or uncertainties by the students. It is a multiple choice question and respondents could choose only one answer between four alternatives: \textit{per niente}, \textit{poco}, \textit{molto} and \textit{moltissimo}.

The results of the whole sample are shown in Figure 21 (next page).

It is clear that the vast majority thinks that their English teacher was very much available to repeat information or give clarifications. In fact, 48\% answered \textit{moltissimo} and 39\% answered \textit{molto}.  

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{figures.png}
\caption{Figure 20d. \textit{L’insegnante parlava inglese in modo comprensibile?} (male students) \hspace{1cm} Figure 20e. \textit{L’insegnante parlava inglese in modo comprensibile?} (female students)}
\end{figure}
If we look at Figures 21a, 21b and 21c, we can see the results of the three years.

Figure 21a. L’insegnante era disponibile a ripetere/dare chiarimenti quando non capivate? (First Year)

Figure 21b. L’insegnante era disponibile a ripetere/dare chiarimenti quando non capivate? (Second Year)

Figure 21c. L’insegnante era disponibile a ripetere/dare chiarimenti quando non capivate? (Third Year)
The teacher’s availability, perceived by the students, decreases in the years. Positive answers (molto plus moltissimo) are very high in the First Year when they reach 92.9%; they decrease in the Second Year (85.6%) and decrease again in the Third Year when they get to 78.3%.

If we look at Figures 21d and 21e, we can see the results of male and female students.

Looking at the pie charts, we can see that there is no big difference between genders: in fact, positive answers reach 86.7% in males and 87.3% in females. We can conclude that both boys and girls think that their English teacher was very much available to clarify or repeat information during the lesson.
I will now conclude the analysis with the last question, number 17, which inquires into the English classroom\textsuperscript{16}.

Question 17 is *Com’era la tua classe (durante le ore di inglese)*? I use a Likert scale composed of four items; they investigate the classroom’s cohesiveness (*classe unita*), its discipline during the lessons (*classe disciplinata*), and its goal structure (*lavoro individuale* and *lavoro a gruppetti*). For each of these characteristics, respondents had to give a mark between 1 and 4: 1 stands for *per niente*, 2 stands for *poco*, 3 for *molto* and 4 for *moltissimo*.

I will start considering the first item: *Com’era la tua classe (durante le ore di inglese)*? *Unita*. The results of the whole sample are shown in Figure 22a.

![Figure 22a. *Com’era la tua classe (durante le ore di inglese)*? *Unita*. (whole sample)](image)

56 respondents answered positively (40\% *molto* plus 16\% *moltissimo*) but there is a considerable 44\% who gave negative answers (30\% *poco* and 14\% *per niente*). This means that students perceived their English classroom as not very close-knit.

\textsuperscript{16} For the analysis of this question I will only consider the data of the whole sample and of the three years. I will not analyze the data considering the difference between males and females because it is considered irrelevant.
In order to understand more about this question, we should look at the graph in Figure 22b, which shows the results of the three years.

It is clear that Second Year students are those who have the highest percentage of *molto* (51.4%) while Third Year students have the highest percentage of *moltissimo* (30.4%). On the contrary, First Year students have the highest negative answers (38.1% of *poco* and 19% of *per niente*). This finding is understandable: Second and Third Year students know their classmates more than First Year students because they have been together for a longer time. Therefore, it is natural that Second and Third Year students perceive their classroom as more close-knit than First Year students.

The second item of the Likert scale is *Com'era la tua classe (durante le ore di inglese)*? *Disciplinata*. The results of the whole sample are shown in Figure 22c (next page).
It is striking to note that the great majority of respondents answered negatively: 53 students answered *poco* and 26 *per niente*. Only 21 students answered positively (16 *molto* and 5 *moltissimo*). In general, respondents perceived their English classroom as undisciplined.

The results of the three years are shown in Figure 22d.

It is evident that First Year students are those who mostly perceived their classroom as unruly. In fact, they gave the highest negative answers (*poco* plus *per niente* reach 88,1%). These negative values decrease in the Second Year (*poco* plus *per niente* get to 77,1%) and
again in the Third Year (*poco* plus *per niente* reach 65,2%). In addition, Third Year students have the highest percentage in the answer *molto* (30,4%).

The fact that Third Year students feel more disciplined than First and Second Year students is understandable: they have spent more time together, they have grown up and they are getting ready to leave secondary middle school in order to go to high school.

The third item of question 17 is *Com’era la tua classe (durante le ore di inglese)? Si lavorava individualmente*. The results of the whole sample are shown in Figure 22e.

![Figure 22e. Com’era la tua classe (durante le ore di inglese)? Si lavorava individualmente. (whole sample)](image)

It is evident that the majority of students answered negatively: 38 answered *poco* and 19 *per niente*, reaching 57%. This means that individual activities were not very common in the respondents’ English classroom.

The results of the three years are shown in Figure 22f (next page).

First Year students are those who gave the highest positive answers (*molto* plus *moltissimo* reach 61,9%) which means that individual activities were popular in their English classroom.
On the contrary, Second and Third Year students gave high negative answers (poco plus per niente) reach 68.5% in the Second Year and 73.9% in the Third Year. This means that individual activities were less common in the last two years.

The last item of question 17 is *Com’era la tua classe (durante le ore di inglese)? Si lavorava a gruppetti*. The results of the whole sample are shown in Figure 22g.

![Figure 22f. Com’era la tua classe (durante le ore di inglese)? Si lavorava individualmente. (1st, 2nd and 3rd Year)](image)

The pie chart is subdivided in almost equivalent slices. However, we can see that positive answers (molto plus moltissimo) are slightly higher than the negative (54%, in contrast to 46% of the negative). This means that group activities were generally prevalent in the respondents’ classrooms.

![Figure 22g. Com’era la tua classe (durante le ore di inglese)? Si lavorava a gruppetti. (whole sample)](image)
The results of the three years are shown in Figure 22h.

It is evident here that First Year students are those who have the highest percentages in the negative answers: poco plus per niente reach 64.3% (in contrast to 31.4% of the Second Year and 34.7% of the Third Year).

This means that group activities were not common in their English classroom. On the contrary, Second and Third Year students have high positive answers (molto plus moltissimo): Second Year students have 68.5% and Third Year students have 65.2%. This means that group activities were prevalent in Second and Third Year.

3.2 Interview and Focus group data

The first question that was asked to the 9 students who took part in the focus group or were interviewed was Quali attività in inglese svolgi a casa? It is exactly the same as the first question of the questionnaire and its aim is to confirm (or not) the results of the questionnaire itself and to understand if there were some other activities that students do at home using English that had not been mentioned in the questionnaire. The answers
obtained confirmed the quantitative data at full: 8 students (out of 9) answered that they listen to English songs, they like playing videogames (5 out of 9) and sometimes they watch English films with subtitles in Italian.

Question 2 is Perché ti piace fare queste attività in inglese? With reference to English songs, 4 interviewees answered that they like them because they are better than those in Italian; with reference to videogames, 3 students answered that they are bound to use them in English because in many cases Italian is not available (extrinsic orientation); with reference to English movies, 3 students answered that they like the sound of the language and want to hear it, trying to understand what is being said (pleasure to hear the language means intrinsic orientation).

Question 3 is Rispetto a ciò che fai a casa, cosa c’è di diverso nell’inglese che fai a scuola? The interviewees did not answer my question but interpreted it as ‘What do you do in English at school?’ and gave me the answer to this question. Therefore, they did not establish a relation between the two types of activities – English at home and English at school – in order to make a confrontation, they just told me what they do at school. However, from their answers it is possible to understand that there is a considerable difference between the two kinds of activities. The great majority (7 out of 9) answered that they do a lot of grammar exercises in class. In addition, Alberto, Alessio and Marianna, who attended the First Year, said that they used to work individually most of the time, thus confirming the results of the questionnaire. Interviewees also mentioned reading and text

17 For a complete summary of all the answers given by interviewees, see the table on pages 93-94.
comprehension activities (4 out of 9). They also listen to English songs (4 out of 9). All in all, these results confirm the questionnaire data.

Question 4 is *Come cambieresti il modo di fare inglese a scuola?* Only one student, Alberto, answered that he does not want to change anything because he likes his teacher and her way of leading the English lessons (*’è brava la prof a prenderci dentro nel discorso’*). Instead, all the other students made suggestions about how to change them.

In particular, Francesca and Michela\(^{18}\) suggested doing some more grammar. They said that their teacher made them listen to a lot of English songs in class but he explained too little grammar and, for this reason, it was difficult to do the grammar exercises later. On the contrary, the other interviewees answered that they would do less grammar because they found it boring and would introduce some more enjoyable activities like watching films or listening to songs.

Question 5 is *Hai amici o parenti stranieri con cui sei costretto a parlare inglese?* Only four students answered positively to this question. Francesca has cousins from America, Stefano used to try to speak English with his cousin from Romania, Michela has relatives from Sweden and Marianna has German relatives and an English cousin. Enrico too has relatives in New York but he has never had the chance to get into contact with them. The four students who answered positively showed an interest in trying to use English to communicate with their foreign relatives.

\(^{18}\) They used to be in the same class last year, when they filled in the questionnaire. When they took part in the focus group (October 2012), they were in high school but answered to my questions with reference to their experience in secondary middle school.
<table>
<thead>
<tr>
<th>Alberto (12 anni, 1°)</th>
<th>Francesca (14 anni, 3°)</th>
<th>Stefano (13 anni, 2°)</th>
<th>Marina (12 anni, 1°)</th>
<th>Michela (14 anni, 3°)</th>
<th>Carla (12 anni, 1°)</th>
<th>Alessio (12 anni, 1°)</th>
<th>Marianna (12 anni, 1°)</th>
<th>Enrico (13 anni, 2°)</th>
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<tbody>
<tr>
<td><strong>1) Quali attività in inglese svolgi a casa?</strong></td>
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<td>Ascolto canzoni, gioco ai videogame, raramente guardo film (con sottotitoli in italiano).</td>
<td>Gioco alla Play Station in inglese (mi adatto con l’inglese) e ascolto canzoni.</td>
<td>Ascolto musica, ogni tanto mi capita di andare su siti internet inglesi, qualche volta rivedo i film in inglese (solo l’inizio e con i sottotitoli in italiano).</td>
<td>Ascolto canzoni in inglese e se ci sono parole che non so uso internet per la traduzione. Ogni tanto guardo qualche film o telefilm (a volte con sottotitoli in inglese).</td>
<td>Ascolto canzoni, guardo su Sky i documentari di Discovery che sono in inglese (con i sottotitoli in italiano), ogni tanto mi capita di navigare su siti inglesi.</td>
<td>Ascolto canzoni e uso internet per la traduzione, gioco alla Wii e al Nintendo (con l’inglese vado per tentativi).</td>
<td>Ascolto canzoni in inglese, gioco ai videogame (giochi di guerra) e qualche volta guardo i film in italiano con i sottotitoli in inglese.</td>
<td>Ascolto canzoni in inglese, raramente guardo film senza sottotitoli perché cerco di capire dalle figure. Ogni tanto capito su siti inglesi ma non leggo. Con il Disney mi capisco facendo esercizi, non leggendo le istruzioni (in inglese).</td>
<td>Ho visto un film in inglese (con sottotitoli in italiano) con mia sorella e dei bambini dall’Inghilterra.</td>
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<td><strong>2) Perché ti piace fare queste attività in inglese?</strong></td>
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<td>Per il piacere di sentire la pronuncia inglese (film), perché sono costruito (videogiochi), perché sono più belle (canzoni).</td>
<td>Guardando i film o ascoltando le canzoni ti diverti.</td>
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<td><strong>3) Rispetto a ciò che fai a casa, cosa c’è di diverso nell’inglese che fai a scuola?</strong></td>
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<tr>
<td><strong>4) Come cambieresti il modo di fare inglese a scuola?</strong></td>
<td>Non lo cambierei. La prof è brava a prenderei dentro nel discorso.</td>
<td>Farei più grammatica.</td>
<td>Dovrebbe esserci più diventamento perché troppa grammatica anniosa.</td>
<td>Guarderei più film per imparare nuovi modi di dire.</td>
<td>Ogni tanto va bene ascoltare canzoni ma troppo no. Vorrei più schemi per le spiegazioni, non solo spiegazione orale.</td>
<td>Farei meno schemi e attività più divertenti.</td>
<td>Farei ascoltare più canzoni sull’argomento affrontato per rendere le lezioni meno noiose. Farei vedere più film.</td>
<td>Farei ascoltare più canzoni per spiegare gli argomenti grammaticali più noiosi.</td>
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<td><strong>5) Hai amici o parenti stranieri con cui sei costretto a parlare in inglese?</strong></td>
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<td>Si, ho dei cugini dall’America con cui cero di parlare inglese per giocare, salutarci, non discussioni lunghe.</td>
<td>Si, all’inizio parlavo inglese con mia cugina dalla Romania. Poi abbiamo iniziato a parlare italiano.</td>
<td>Si, ho degli zii e cugini dalla Svezia. Cerco di usare l’inglese per comunicare con mia zia che non sa l’italiano.</td>
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<td><strong>6) Ti piacerebbe sapere parlare inglese perfettamente? Perché?</strong></td>
<td>Si, per andare in altre nazioni. Perché è la lingua che mi piace di più.</td>
<td>Sì, perché l’inglese è una lingua mondiale e ti permette di andare in ogni paese. Ti serve per il futuro, per il lavoro.</td>
<td>Sì, per scrivere su Facebook ai tuoi cantanti inglese preferiti.</td>
<td>Si, perché mi potrei vantare quando parlo inglese e non tradisco le mie origini italiane</td>
<td>Si, perché è una lingua molto valuata. Se sei su Facebook e un inglese ti chiede l’amicizia puoi parlare.</td>
<td>Si, perché è la lingua principale e se non la sai non vai tanto avanti. E poi potrei vantarmi perché so l’inglese. Poi potrei viaggiare a andare a giocare a calcio all’estero.</td>
<td>Quando ero piccola fingio di parlare inglese perché mi piace parlare una lingua diversa dall’italiano. Ero curiosa di capire come gli inglesi riescano a capirsì. Vorrei parlarlo bene per girare il mondo.</td>
<td>Si, per viaggiare all’estero e per il lavoro.</td>
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<td><strong>7) Quanto saresti disposto a sforzarti per raggiungere l’obiettivo della perfetta conoscenza dell’inglese?</strong></td>
<td>Mi piacerebbe andare all’estero perché l’università ti da le basi ma per imparare la lingua bisogna ambientarsi nel paese estero.</td>
<td>Mi piacerebbe impararlo bene ma se vedo che dopo tanti sforzi non lo imparo, non è che mi importa molto. Però andrei anche a lavorare all’estero così lo imparo.</td>
<td>A me piacerebbe andare all’estero, a Londra che l’ho già visitata, a imparare l’inglese.</td>
<td>A me piacerebbe imparare bene l’inglese ma non sono una a cui piacciono tanto le lingue per cui non mi sforzerei più di tanto.</td>
<td>Mi piacerebbe imparare bene l’inglese ma se vedo che dopo tanti sforzi non lo imparo, non mi importa molto.</td>
<td>Farei degli stage in altri stati del mondo. Potrei partire anche subito. E vorrei che a scuola togliessero le materie inutili o per cui non è portato e dessero più spazio alle lingue.</td>
<td>Io sarei disposta a fare inglese nel doposcuola. Però sono timida per cui non so se riuscirò ad andare all’estero. Forse con qualche amica sì. Anche vivendo in un altro paese si impara la lingua.</td>
<td>Mi piacerebbe andare in una scuola che ho visto dove gli alunni bravi li fanno andare una settimana a Londra.</td>
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Question 6 is *Ti piacerebbe sapere parlare inglese perfettamente? Perché?* The great majority (6 out of 9) answered that they would like to speak English perfectly because they could travel all over the world. In addition, four students said that English is also important for their future job, thus confirming the results of the questionnaires. Marina and Carla answered that if they were able to speak English they could communicate with English people through Facebook. Michela and Alessio said that they could boast about being proficient in the language (Michela: ‘*quando tutti dicono che gli italiani li riconosci subito dall’inglese no, sarebbe anche bello magari tu vai su e gli parli inglese perfetto e “Ah ma tu da dove vieni? Sei di qua?” “No sono italiano!”’; Alessio: ‘*si mi piacerebbe ... per un fatto anche di vantarsi tipo “Io so l’inglese!”’* ). Marianna said that she has always wanted to be able to speak English because she is interested in understanding how foreign people could communicate with each other in a language which is different from ours (‘*io da quando ero piccola ... fingevo di parlare inglese perché mi piace parlare non italiano, come so adesso, ma altre lingue... per capire, diciamo, come fanno a capirsi’*). This answer shows a genuine pleasure in knowing the language, and represents great intrinsic orientation to language learning.

The last question is *Quanto saresti disposto a sforzarti per raggiungere l’obiettivo della perfetta conoscenza dell’inglese?* Four interviewees answered that they would like to go abroad to study the language. In particular, among these Francesca said that even if you study English at the university it is important to go abroad because it is the best way to learn a foreign language (‘*Sì mi piacerebbe molto andare all’estero, perché sinceramente l’università è molto bella e ti da’ le basi per l’inglese ma bisogna cercare di ambientarsi anche in un paese all’estero, quindi con le culture e le usanze di quel popolo’*).
students, Stefano, Michela and Carla, answered that they are not very inclined for languages so if they endeavor to learn English but do not succeed in it, they just stop striving. Alessio, who would like to go abroad to make some work experience, also suggests that some ‘useless subjects’ be eliminated from the school curriculum and be replaced with foreign languages (‘toglierei delle materie inutili e mettereì un po’ più di spazio alle lingue’).
4 PRESENTATION OF RESULTS

4.1 Discussion of results

4.1.1 Research question 1

The first research question, as formulated in Chapter 2 is ‘In what ways are the students exposed to English? Do students endeavor to seek the contact with English?’

The hypothesis formulated that students are not exposed enough to the language has been confirmed by the questionnaires, the interviews and focus group.

In the light of the data examined in the previous chapter, it is possible to say that students are not exposed to English very much. As a matter of fact, their main source of exposure to the language are English songs. No considerable difference has been found between age and gender.

Exposure is fundamental for learning a second/foreign language. Corder claims that “it is inevitable that a human being will learn a second language if he is exposed to the language data” (Corder, 1967, cited in Ushioda, 2008). Several studies show that there is a relationship between the amount of exposure to the target language and achievement (for review, see Krashen, 2009, p. 37-43). Naiman et al. suggested that language learning is a mental process that starts with the *perception* of the target language (Naiman et al., 1978, cited in Norton and Toohey, 2001, p. 310). Norton and Toohey claim that *access* to the target language can explain the success to master a second/foreign language (Norton and Toohey, 2001, p. 310). In his studies on the social nature of language, Bakhtin affirms that individuals learn to speak by taking statements from “other people’s mouths” (Bakhtin,
1981, cited in Norton and Toohey, 2001, p. 311) which could later be useful for their personal needs. Exposure to the target language is thus fundamental for improving language attainment and if learners are so, it will promote their self-efficacy (Bandura, 1997, cited in Dörnyei and Ushioda, 2011, p. 16) and the result will be an increased motivation to continue to study the language.

Furthermore, students listen to English songs because they prefer them to Italian songs or because they like their rhythm but they make no attempt to understand them, they just listen. This activity does not encourage language learning because, in accordance with Krashen’s theory, new input must be comprehensible, otherwise the subject will learn nothing because the input will be just like “noise” (Krashen, 2009, p. 63).

In the light of the data gathered, it is striking that students do not read: they prefer to attempt to watch a movie rather than read a book or magazine. As has just been claimed, it is essential that new input be comprehensible to promote language learning (Krashen, 2009, p. 63). Watching a movie is much more difficult than reading because when you read you can take your time and concentrate on what you are doing; by contrast, watching a movie is much more difficult because there is no time to concentrate, search for unknown words, understand the plot, … because of the speed at which characters speak. Krashen offers important evidence of studies from all over the world which prove that the activity of reading – free and voluntary – is one of the most effective ways for students to learn a language in context (for a review, see Krashen, 2004). To summarize what has just been said about comprehensible input, a sentence by Krashen will be offered: “Language acquisition comes from input, not output; from comprehension, not production” (Krashen, 2004, p. 136).
An interesting finding is that of students who attempt to engage in conversations in English: it represents a productive endeavor to seek contact with the language and shows a genuine interest in being able to speak it but, unfortunately, this regards a low number of students, mostly First Year and male students.

4.1.2 Research Question 2

The second research question is ‘How do students perceive themselves as foreign language learners? Is their language learning orientation more intrinsic or extrinsic?’

The hypothesis formulated that the students’ perception of themselves does not encourage motivation has not been confirmed by the data because nearly all the aspects analyzed play a positive role in the students’ language learning motivation. I will briefly summarize the results.

First of all, students are spurred towards achievement because the importance given to marks is essentially very high. As we have seen in the literature, need for achievement is characteristic of Foreign Language Learning (FLL) contexts and generally occurs in academic and institutional contexts. Dörnyei claims that a disposition towards achievement can affect learning significantly (Dörnyei, 1990, p. 66-67) and therefore has a positive impact on motivation. According to Bandura’s studies on self-efficacy (Bandura, 1997, cited in Dörnyei and Ushioda, 2011, p. 16), if the learner succeeds in a task, his/her self-efficacy is encouraged and this could play an important role on motivation.

With regard to attribution to failure, the great majority of respondents attributes their possible school failure to low effort which represents a positive or “adaptive” attribution
because it is directly controllable by the individual. As Erler and Macaro point out in their study, when a failure is explained by insufficient effort, future successful behavior is encouraged because the individual feels that he/she can take control of the learning process and thus improve achievement (Erler and Macaro, 2011, p. 499).

As regards language use anxiety, we have seen that students generally feel quite at ease while speaking English in class. This could undoubtedly improve their performance in the foreign language. Studies by MacIntyre and Gardner (1989, 1991, cited in Ohata, 2005, p. 3) found that achievement in the language is negatively correlated with language anxiety. If language anxiety is low, achievement is promoted, self-efficacy grows and language learning motivation is encouraged.

Another positive aspect regards the students’ language learning orientations. They show high levels of integrated and identified regulation (Dörnyei and Ushioda, 2011, p. 24). The first occurs when the subject’s behaviors are fully assimilated into his/her values, identity and needs and in our case it is represented by the answer ‘per comunicare con chi non parla italiano’. The second involves efforts in tasks that the subject chose to do for personally relevant reasons and in this case it is represented by the answers ‘per viaggiare’ and ‘ne avrà bisogno nel futuro per il mio lavoro’. These two types of orientation are the most internalized types of motivation, the closest to intrinsic motivation. A considerable body of research (for review, see Ushioda, 2008, p. 21-22) shows that intrinsically oriented learners are much more involved in learning by comparison with the extrinsically oriented. Research says that intrinsic motivation has its roots in deep personal interests which lead the subject to learn the language and it is more likely to sustain the long-term effort needed to master it. On the contrary, externally regulated motivation, which is entirely determined
by sources external to the individual, could only have short-term benefits (Deci and Flaste, 1996, cited in Ushioda, 2008, p. 22).

In addition to the aforementioned positive traits found about the learner level, three less positive aspects have been discovered as well.

The first aspects concerns the pleasure in studying the language. As we have seen, it is generally high but it decreases constantly during the three years. Research demonstrates that pleasantness is a fundamental vehicle to transform information from the outside into conscious feelings and motivational drives (Schumann, 2004, cited in Daloiso, 2009, p. 45).

Pleasure is an important component of Balboni’s model of motivation, which also comprises need and duty (Balboni, 2006, p. 56-59). Balboni affirms that pleasure is the most powerful component of learning motivation in that need must be perceived by the learner and it works until he/she has satisfied it; duty derives from the relationship with the teacher; pleasure comes from emotions and thus it is the most instinctive and powerful of the three aspects. The present study shows that the students’s pleasure to study English decreases constantly in the years and, in accordance with the scholars just cited, we could say that this circumstance affects motivation negatively.

The second aspect concerns the perceived competence in the language. It declines in the Third Year and it is lower in females. Perceived competence relates to self-efficacy and according to Bandura:

“Efficacy beliefs are the foundation of human agency. […] Whatever other factors may operate as guides and motivators, they are rooted in the core belief that one has the power to produce effects by one’s actions.” (Bandura, 2001, cited in Dörnyei and Ushioda, 2011, p. 16)
In agreement with Bandura’s findings, we can conclude by saying that a low perceived confidence affects motivation negatively. As regards the teachers duty, it is important that he/she provides regular encouragement to students to promote their self-esteem and thus self-efficacy. In Raffini’s words:

“Self-esteem grows from the beliefs of others. When teachers believe in students, students believe in themselves.” (Raffini, 1993, cited in Dörnyei, 2001, p. 91)

The third aspect that should be pointed out concerns the position of females. As we have seen in the analysis of data, they tend to be more negative than males in almost all answers. The only positive difference is that females are more integratively oriented which is positive because the nature of their aim – desire to be able to speak with members of the language community or with people who do not speak Italian – is fitter to support the long-term effort needed to master the foreign language (Gardner and Lambert, 1972, p. 16). In particular, as regards language use anxiety, females feel much more anxious than males when speaking English in class. The fact that boys feel more at ease when speaking in class and thus can be considered as more effective speakers in the public setting of the classroom is confirmed by a considerable body of educational research (for a complete review, see Baxter, 2002, p. 81-82).

4.1.3 RESEARCH QUESTION 3

The third research question is ‘How do students regard their learning situation (course, teacher, group)’
The hypothesis formulated that the learning situation is not conducive to motivated language learning has been confirmed by the data. In particular, there are several aspects that do not play a positive role in the students’ language learning motivation and they regard the course and the classroom.

First of all, the interest in the English course is low in all the three years. According to Keller’s studies (Keller, 1983, cited in Crookes and Schmidt, 1991, p. 481), interest is one of the four major components of motivation. Ushioda claims that to promote intrinsic motivation, learning should be pushed by the learner’s personal needs and interests (Ushioda, 2008, p. 27). Therefore it is evident that interest in an activity is a powerful force that makes individuals take pleasure in the activity itself and thus continue to do that activity. If there is no interest, either the task is dropped or, in case it is compulsory, like in this case, it is done listlessly and the individual who is doing the task does not benefit from it. Low interest affects motivation negatively. It is fundamental that the students’ interest in the course be constantly nurtured with activities that meet their tastes and are close to their everyday life and experience. This does not mean that studying the grammar or the communication codes is not important. It means that grammar and communication could be explained in different ways, like through songs, English magazines, movies, communicating with English friends through Facebook … these are only a few activities that should be done with these students, who do not like reading dialogues on their English.

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19 The four components of motivation according to Keller are: interest, relevance, expectancy, satisfaction (Keller, 1983, cited in Crookes and Schmidt, 1991, p. 481).
textbook and doing grammar exercises all the time but need to be intrigued with the same activities that they love doing in their free time.

The second aspect to mention regards the classroom: students perceive it as not cohesive. Little could be done to improve the class’s cohesiveness because it principally depends on the composition of the classroom. Furthermore, the composition of a classroom is not connected with the teachers’ decisions but it is mostly based on chance. A class which is not cohesive is a threat to the students’ motivation. In fact, according to Dörnyei, cohesive class groups tend to encourage motivation because in these groups all students are responsible for the group learning targets together, they “pull each other along” (Dörnyei, 2001, p. 43) and thus make the learning more satisfying and enjoyable. In order to improve cohesiveness, interaction between students should be encouraged and individual activities should be avoided.

As we have seen in the data analysis, students said that in general the most popular activities in class are group activities, which is very positive because such activities promote class cohesiveness and encourage collaborative learning. Collaborative learning requires students to work together in order to “attain group goals that cannot be obtained by working alone or competitively” (Johnson, Johnson and Holubec, 1998, cited in Zhu and Zhou, 2012, p. 39). When students are put in group with others with whom they get along well, the group activity is enjoyed, the outcome is positive and the participants benefit from doing it. There is a considerable body of research which recognizes the fundamental role of collaborative learning in fostering individual motivation (for a complete review, see Ushioda, 2008, p. 28). It is a pity that group activities are not very popular in the First Year, when students really need to know each other and make new friends. Group activities
should rather be encouraged in this starting year because they could improve the classroom’s cohesiveness.

The third aspect to be mentioned is the fact that Second Year students seem to be the most difficult ones. With reference to the English course in particular, they are those who feel less interested, those who think less of their English lessons as regards their future needs, those who are less satisfied in the outcomes. On the contrary, as regards their English teacher, they are those who appreciate him/her the most and consider him/her more tolerant and open-minded than First and Third Year students.

In order to explain these findings, I have considered the fact that while First Year students are still quite childish in that they have just left primary school, and Third Year students are about to approach high school and could be considered “young adults”, Second Year students are a grey area, they are neither children nor adults, they are adolescents in the true sense of the word and, as such, they tend to be negative and against everything. My interpretation of their behavior is that they particularly like their teacher maybe because they consider him/her an example to imitate since adolescents give great importance to models of behavior. Unfortunately, no past study or research was found to confirm these findings. This is a field that needs further exploration.

The final aspect to consider is the position of females. Females gave higher negative answers to almost all questions. They are less interested in the course than males, they think that their English lessons will not be so useful in the future, they are less satisfied in the course outcomes and they do not like their teacher as much as males do. As we have seen in the learner level – previous paragraph –, in the case of the learning situation level as well
we can say that females are generally much more critical than males so it is important that the teacher be aware of this difference and therefore regularly monitor females’ attitudes towards the course.

4.2 Summary and conclusions

After having answered and discussed the research questions, it is possible to say that four critical aspects have emerged from this study.

First of all, the main problem regarding the subjects’ language learning motivation concerns the learning situation level and, in particular, the English course. The major problem is the low level of interest in the course. This result appears both in the questionnaires and in the interviews and focus group, where several students made suggestions as to how to make the English lessons more interesting. It is fundamental to always keep the students’ interest in the course alive and well because, as said before, if there is no interest in an activity it is done listlessly and the individual who is doing the task does not benefit from it.

The second aspect concerns the students’ exposure to the language. They are not exposed very much to English in their everyday lives as their main sources of exposition are English songs. It is also striking that students do not read while this activity is fundamental to improving their competence in the foreign language and thus encourage motivation to learn.

The third aspect that has emerged from the study is the position of Second Year students. They represent a sort of grey area, they are adolescents who need to be constantly
encouraged by the teacher – who could represent a model for them – and stimulated with activities that meet their tastes and make them enjoy the course, improve their opinion on the English lessons and benefit more from them.

The last aspect concerns female students, who are generally much more critical than males. It is important that the teacher be aware of this difference and regularly monitor females’ attitudes towards the language and the course through constant personal contact.

Nevertheless, it must be pointed out that the students’ perception of themselves as foreign language learners is positive and this plays a positive role in their language learning motivation: they are spurred towards achievement, they mainly attribute their possible school failure to lack of effort (which is a positive attribution), they feel quite at ease when they speak the language in class and, as for their orientations, they show high integrative orientation and self-regulation. The only negative aspect is that their pleasure in studying the language is essentially high at the beginning but, unfortunately, it decreases constantly during the three years of secondary middle school. From this research it is not possible to understand exactly whether this fact is due to personal, inner reasons or if it is due to the learning situation level itself. However, it does not seem to be a coincidence that the students’ interest in the English course is characterized by the same trend: it decreases constantly during the years. In my view, there could be a relationship between the pleasure in studying the language and the interest in the course.
4.3 Limitations

One limitation of my research is the fact that the sample selected is composed of young adolescents, a very peculiar category of learners in that they are going through important changes, both in their bodies and in their minds. While in primary school they are used to learning the subject – the foreign language – through lots of game-like communicative tasks, rhymes and other entertaining activities, in secondary middle school they study the subject more formally, which means learning the grammar, the vocabulary, the structure of the sentences, etc. This is why their attitudes towards language learning can be extremely fluctuating, depending on a number of internal and external factors that can easily influence them. For this reason, this particular group of subjects could be inconsistent with regard to their language learning motivation, and I am aware that this is a limitation of my research.

Another limitation to this study concerns the selected sample which is not so large as to be representative of the entire category of adolescent foreign language learners. Although I made use of a questionnaire, my research should be considered qualitative more than quantitative because my aim was to explore in depth the motivation of students coming from rural schools in the north of the province of Pordenone. This means that, if this research were done elsewhere (maybe in city schools), the results could be different.

The final limitation regards the data collection procedures. This research is entirely based on the students’ voice. In a way this fact could be considered not as a limitation because research on language learning motivation by secondary school students should deal with their opinions. However, to pursue a higher scientific accuracy, some classroom observation should have been added to this research, in order to confirm (or not) the data.
gathered through the questionnaires, interviews and focus group. My intentions were in this sense at the very beginning but two reasons prevented me from being able to participate in some English lessons in the schools where the subjects of my research study. First of all the bureaucratic complications (special permissions to obtain, insurance matters, etc.) to enter public schools if you do not regularly work or study there. Second, my research puts the very figure of the teacher to test, a situation which would have made my presence in class not very welcome.

4.4 Further research

As we have seen in this study, adolescent students’ pleasure in studying English decreases constantly during the years and their interest in the lessons is subject to the same trend and is generally low. As I have said before, there could be a relationship between pleasure and interest and an interesting topic of research would be to investigate the relationship between these two variables. In order to do this, statistical methods – such as factor analysis – should be adopted.

Another intriguing subject to research, still in the field of motivation, would be that of the motivational characteristics of the language teacher. As Dörnyei claims, the teacher’s motivation has a great relevance on his/her students’ motivational dispositions and also on their language attainment (Dörnyei, 2003, p. 26). The amount of research in this field is still very little but it could be an inviting research area, especially if the many practical implications of such a field of exploration are taken into consideration.
REFERENCES


APPENDIX A. Questionnaire

QUESTIONARIO sulla propria esperienza con la Lingua inglese  

data: ….. luglio 2012

Sono: MASCHIO FEMMINA

Scuola: MEDIA

Classe: 1 2 3 (indicare la classe frequentata quest’anno)

Vado a scuola a: ……………………………………………………………………………………………………………………

1. Quali di queste attività in inglese svolgi a casa?
(Puoi indicare più di una opzione)

- guardare film / cartoni animati / canali televisivi in inglese
- ascoltare canzoni in inglese
- leggere libri o giornalini in inglese
- fare conversazione in inglese
- studiare la materia (ad esempio, fare i compiti)
- navigare su siti internet in inglese
- giocare ai videogame (Wii, PlayStation, X-Box, ecc.) in inglese
- altre attività (aggiungile tu nelle righe qui sotto):

……………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………

2. Quali di queste attività in inglese svolgi a scuola?
(Puoi indicare più di una opzione)

- guardare film / cartoni animati / canali televisivi in inglese
- ascoltare canzoni in inglese
- leggere libri o giornalini in inglese
- fare conversazione in inglese
- fare esercizi scritti per imparare le regole della grammatica e le parole nuove
- fare giochi in classe per imparare le regole della grammatica e le parole nuove
- dettato di testi in inglese
- altre attività (aggiungile tu nelle righe qui sotto):

……………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………

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3. Tra tutte le attività che fai in inglese, sia a casa che a scuola, quali sono le tue preferite?
(Ne puoi indicare al massimo 3)

4. Ti piace fare inglese?
(Puoi indicare solo una opzione)
   - Per niente
   - Poco
   - Molto
   - Moltissimo

5. Studio l’inglese perché:
(Puoi indicare più di una opzione)
   - mi piace la lingua
   - quelli che parlano inglese mi stanno simpatici
   - vorrei andare a vivere nel Regno Unito/America/Australia
   - per viaggiare
   - per comunicare con chi non parla italiano
   - ne avrò bisogno nel futuro per il mio lavoro
   - è una materia importante che si deve studiare
   - lo vogliono i miei genitori
   - altro:
   -

6. Per te quanto è importante il voto nella verifica/interrogazione di inglese?
(Puoi indicare solo una opzione)
   - Per niente
   - Poco
   - Molto
   - Moltissimo

7. Hai preso un brutto voto nella verifica di inglese. Qual è il motivo?
(Puoi indicare solo una opzione)
   - Non ho studiato abbastanza
   - La verifica era troppo difficile
8. Quando devi parlare inglese in classe come ti senti?
(Puoi indicare solo una opzione)
- Mi sento tranquillo
- Mi sento un po’ nervoso ma parlo lo stesso
- Mi viene l’ansia e faccio fatica a dire qualcosa
- Mi vergogno a parlare e sto zitto
- Altro:

9. Secondo te, per la tua età e classe, quanto sai l’inglese?
(Puoi indicare solo una opzione)
- Per niente
- Poco
- Molto
- Moltissimo

10. Le lezioni di inglese (a scuola) erano interessanti?
(Puoi indicare solo una opzione)
- Per niente
- Poco
- Molto
- Moltissimo

11. Pensi che ciò che hai imparato in classe durante le lezioni di inglese ti sarà utile in futuro?
(Puoi indicare solo una opzione)
- Per niente
- Poco
- Molto
- Moltissimo
12. Sei soddisfatto di ciò che hai imparato in classe (di inglese)?
(Puoi indicare solo una opzione)
   - Per niente
   - Poco
   - Molto
   - Moltissimo

13. Com’era la tua/il tuo insegnante di inglese?
   1=Per niente  2=Poco  3=Molto  4=Moltissimo

<table>
<thead>
<tr>
<th>Simpatica/o</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autoritaria/o e ci teneva sotto controllo</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Democratica/o e ci lasciava autonomia</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Altro:……………………………………………………………………………………………………………</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Altro:……………………………………………………………………………………………………………</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

14. Quando usava l’inglese l’insegnante? (indicare in quali momenti della lezione)
……………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………

15. L’insegnante parlava inglese in modo comprensibile?
(Puoi indicare solo una opzione)
   - Per niente
   - Poco
   - Molto
   - Moltissimo

16. L’insegnante di inglese era disponibile a ripetere/dare chiarimenti quando non capivate?
(Puoi indicare solo una opzione)
   - Per niente
   - Poco
   - Molto
   - Moltissimo
17. *Com’era la tua classe (durante le ore di inglese)?*

<table>
<thead>
<tr>
<th></th>
<th>1=Per niente</th>
<th>2=Poco</th>
<th>3=Molto</th>
<th>4=Moltissimo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Era unita: tutti erano amici</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Era disciplinata: rispettava le regole</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Si lavorava individualmente: ognuno era per conto suo</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Si lavorava a gruppetti: ci si aiutava a vicenda</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Grazie per la tua collaborazione!

😊
### APPENDIX B. Transcripts

#### INTERVISTA AD ALBERTO

Alberto, 12 anni, primo anno, “istituto C”

**Ada.** La domanda su cui voglio approfondire il discorso del questionario è la domanda numero 1.

**Alberto.** Sì.

**Ada.** Cioè *quali di queste attività in inglese svolgi a casa* (gli mostro il questionario). Allora, di queste attività qua – io non so qual era il tuo questionario quindi non posso ricordarmi cosa mi avevi detto perché, come sai, non avevi scritto né il nome né niente – di queste attività tu cosa avevi segnato?

**Alberto.** Ascoltare canzoni in inglese, poi studiare la materia e giocare ai videogame.

**Ada.** In inglese.

**Alberto.** Sì.

**Ada.** Ok. Oltre a queste attività c’è altro … che ti venga in mente per cui tu usi l’inglese?

**Alberto.** Ogni tanto guardo film ma raramente.

**Ada.** Guardi i film. Ma quando guardi i film … cioè, semplicemente guardi il film in inglese o metti anche i sottotitoli?

**Alberto.** Con i sottotitoli (ride).

**Ada.** In italiano.

**Alberto.** Italiano.

**Ada.** Ah in italiano, ok. Ma qual è il tuo interesse nel guardare i film in inglese?

**Alberto.** Boh … cosi …

**Ada.** Prova a pensare.

**Alberto.** … boh … per piacere di sentire l’inglese, la pronuncia.

**Ada.** Ah ho capito, questa è una cosa molto interessante. E in particolare, di queste attività che tu mi hai indicato … perché ti piace fare queste attività in inglese? A parte ovviamente il fatto di dover fare i compiti che, vabbè, li sei obbligato quindi ti tocca ...

**Alberto.** Bon i videogame perché sono in inglese e magari non posso cambiare la lingua quindi …

**Ada.** Quindi ti tocca l’inglese, ok.

**Alberto.** Ascoltare la musica in inglese perché … boh … perché è bella.

**Ada.** Rispetto a quella italiana?

**Alberto.** L’italiano è troppo “smoscio” (ride).

**Ada.** Ah ho capito, ho capito. Ma il fatto di … sì che prima mi hai detto per sentire la pronuncia, che ti piace, questo discorso qua … a te piacerebbe sapere parlare l’inglese bene?

**Alberto.** Sì.

**Ada.** E … per quale motivo?

**Alberto.** Bon perché se dopo andrò in altre nazioni se non so l’inglese … o comunico con i gesti o … sto zitto!

**Ada.** Ok. Ma in sé la lingua ti piace?

**Alberto.** Sì … sì sì.

**Ada.** Rispetto ad altre lingue è quella che ti piace di più o ce n’è qualcuna che ti piace di più?

**Alberto.** No no, è quella che mi piace di più.
Ada. Ok. Rispetto a queste attività che fai tu a casa, a scuola … le attività che fate a scuola sono tanto diverse?
Alberto. Eh no … al massimo leggiamo libri e facciamo conversazioni … e dettati. Facciamo tutto.
Ada. Ma sono divertenti queste attività … cioè ti piace l’inglese com’è fatto a scuola?
Alberto. Si sì!
Ada. C’è qualcosa che cambieresti? Per rendere le lezioni più belle, più interessanti, più utili anche …
Alberto. No no.
Ada. Le manterresti così.
Alberto. Si.
Ada. Ho capito. E quando fate i lavori in classe diciamo, la vostra prof vi fa lavorare uno per uno o lavorate anche in gruppetti, fate lavori collaborativi …
Alberto. Dipende. Si, la maggior parte da soli e dopo correggiamo ma ogni tanto può capitare che facciamo lavori in quattro-cinque e dopo li dai alla prof e la prof li guarda.
Ada. Ah ho capito. E questi lavori, quando magari voi dovete presentarli … il lavoro di gruppo per esempio … che dovete presentare alla classe … usate l’inglese per presentarlo?
Alberto. Si.
Ada. Si? Quindi ti arrangi già abbastanza con la lingua!
Alberto. Abbastanza.
Ada. Quindi sei bravo in inglese!
Alberto. Avevo otto l’anno scorso!
Ada. Avevi otto … ok! Quindi … si l’anno scorso tu hai fatto la prima per cui mi sembra un bel voto!
Alberto. Si sì.
Ada. Sei uno dei più bravi in inglese!
Alberto. Si spera!
Ada. No dico, rispetto ai tuoi compagni …
Alberto. No, c’è tanta gente che va bene in inglese … perché è la lingua più bella, diciamo. Italiano è schifoso, spagnolo o tedesco sono un po’ … noiosi.
Ada. Ah, ok. Ma perché dici questo? Perché è brava la prof o perché …
Alberto. No, è brava la prof a prenderci dentro nel discorso.
Ada. Ah ho capito, ho capito. Invece quelle delle altre lingue no?
Alberto. … no.
Ada. Ora prova … rispetto … diciamo, rispetto a quello che pensi dell’inglese, cos’altro puoi aggiungere? Così, un pensiero tuo. Per il tuo futuro … o sul fatto che ti piace la lingua o meno …
Alberto. Mmm … non saprei (ride).
Ada. Ad esempio tu che cosa vorresti fare nel tuo futuro, che lavoro ti piacerebbe fare?
Alberto. L’ingegnere.
Ada. L’ingegnere. Quindi avrai bisogno dell’inglese perché se ti dovesse capitare di andare all’estero … è una lingua che ti serve, sicuramente.
Alberto. Si sì.
Alberto. Prego … di niente!
FOCUS GROUP


Ada. Il primo argomento di discussione che vi propongo è: quali attività in inglese fate a casa. Potete riflettere anche un pochino, pensateci. Franci?

Francesca. Ma in che senso attività? Tipo studiare…
Ada. Allora, lasciamo perdere le attività che fate a scuola…
Francesca. Ah ok ascoltare musica… in quel senso lì.
Ada. Esatto, esatto.
Francesca. Sì io ascolto musica… o ogni tanto se mi capita dopo finito di vedere un film provo a riascoltarlo in inglese, giusto l’inizio, non tutto il film se devo essere sincera, giusto per sentire le frasi dalla lingua italiana all’inglese.
Ada. Ok ma il film lo guardi con i sottotitoli o proprio lo lasci …
Francesca. No, metto anche i sottotitoli però cerco anche di non guardarli sinceramente.
Ada. I sottotitoli in…
Francesca. Italiano.
Ada. Italiano, ok.
Francesca. Ehm… basta.
Ada. Tipo, non so, ascoltare le canzoni…
Francesca. Anche sì, ascolto le canzoni.
Ada. …internet…
Francesca. In inglese?
Ada. Si.
Francesca. Sì se mi capita cerco un po’ di tradurlo, se nò in italiano più che altro.
Ada. Ok, Stefano?
Stefano. Io faccio i giochi per la Play in inglese e dopo ascolto anche musica e … basta.
Ada. I film li guardi tu in inglese?
Stefano. No, non mi piacciono proprio perché non li capisco.
Ada. Ho capito. E con i giochi della Play?
Stefano. Si si, mi ambiento!
Ada. Ma riesci a capire bene o vai un po’ “a naso”?
Stefano. No, alcune volte bon si capisco ma su alcune parole così… non tutto.
Ada. Però in complesso nel gioco riesci a capire.
Stefano. Sì, sì.
Ada. Bon. Marina?
Marina. Eh allora anch’io ascolto musica in inglese dopo magari se c’è qualche parola che non so vado su internet e trovo la parola in inglese e…
Ada. Film? O telefilm o cartoni o serie tv?
Marina. Sì, sì.
Ada. Con i sottotitoli o meno?
Marina. Certi con e certi senza.
Ada. Ok. Michela?
Michela. Si anch’io ascolto musica poi su Sky ci sono per esempio i documentari e c’è Discovery che ci sono i programmi con le macchine, robe così, che sono americani quindi un po’ senti l’inglese. Sotto ci sono i sottotitoli ma certe volte non è che stai a guardare i sottotitoli, ascolti e cerchi di capire un po’.
Ada. E te la cavi abbastanza?
Michela. Si abbastanza. Poi ogni tanto usano termini un po’ tecnici e quindi non riesci a capire tutto e dato anche che è l’americano non capisci quasi niente.
Ada. Certo.
Michela. E poi… penso basta.
Ada. Internet?
Michela. Si internet ogni tanto che vai a finire su certe pagine che sono scritte in inglese o anche su Facebook che vengono fuori i link… certe volte sono in inglese.
Ada. Certo. Carla?
Carla. Anch’io ascolto musica e a volte vado su internet, per la traduzione.
Ada. Sul vocabolario in internet?
Carla. Sì.
Ada. E film?
Carla. Niente.
Ada. Programmi televisivi, film, cartoni, … videogiochi?
Carla. Pochi.
Ada. Tipo?
Carla. Tipo a volte della Wii o del Nintendo.
Ada. Ah ok. Ma, ti fai la domanda che ho fatto prima a Stefano, ti capisci quando i giochi sono in inglese?
Carla. Sì sì, abbastanza, a volte.
Ada. E com’è che ti …
Carla. A volte vado per tentativi e a volte capisco.
Ada. Ok. Bene. Allora, relativamente a queste attività che mi avete detto, vi piace fare queste attività in inglese?
Francesca. Allora, secondo il mio parere … cioè la grammatica in inglese, o comunque fare testi, è più noiosa se devo essere sincera. E quindi guardando un film o ascoltando canzoni anche ti divertì. Solo che, diciamo, per ascoltare un film ci vuole anche la grammatica quindi … c’è bisogno anche di quella.
Ada. Certo. Stefano?
Stefano. Secondo me nei giochi sì, capisci ma finché non hai la grammatica o ti è entrato in testa quello di scuola si … non riesci tanto a capire. Eh sì, hai bisogno di quello per capire.
Ada. Ho capito. Tu Marina cosa volevi dire?
Marina. Anch’io come la Francesca ho la stessa opinione.
Ada. Cioè che c’è bisogno della grammatica di scuola per poter capire.

Marina. Sì.

Ada. Si Michela?

Michela. Beh a me ascoltare tipo la musica mi piace di più in inglese perché fanno anche delle canzoni più belle, solitamente. Eh … si quando vado su internet preferisco se è in italiano.

Ada. Ho capito. Carla?

Carla. Anch’io la stessa cosa.

Ada. Cioè preferisci non doverti sforzare per capire l’inglese e avere l’italiano?

Carla. Sì.

Ada. Ok. Adesso vi faccio una domanda un po’ provocatoria. Rispetto all’inglese che fate a casa, cosa cambiereste per rendere le lezioni a scuola più interessanti o più divertenti? Oppure magari le lezioni vi piacciono così come sono, magari sono l’ideale per voi e siete contenti e felici di così come fate inglese e non cambiereste niente. Non so, ditemi voi cosa fareste.

Francesca. Allora, secondo il mio parere il nostro prof … le lezioni erano anche abbastanza piacevoli solo che io avrei … diciamo, se fossi stata io l’insegnante avrei fatto un po’ più di grammatica.


Francesca. Cioè, un pochettino di più.

Ada. Ah ok, ok. Tu Stefano, cosa volevi dire?

Stefano. Secondo me si sono belle le lezioni così ma ci dovrebbe essere più divertimento perché spiega troppo e dopo un po’ … ti rompe.

Ada. Ho capito. Quindi tu suggeriresti magari un metodo un po’ più divertente …

Stefano. Bon si, ti fa ascoltare le musiche eccetera ma quando inizia con la grammatica…!

Ada. Marina?

Marina. Invece di fare tanti esercizi sarebbe meglio guardare un film che impari … nuovi metodi di dire … quello che devi dire.

Ada. Ho capito. Si Michela?

Michela. Io … allora sì il prof che avevamo non era proprio bravissimo ad insegnare perché ti faceva ascoltare le canzoni e vabbè molte parole nuove le capivi ma ogni tanto va bene, poi se lo fai troppo spesso … E poi io mi trovo bene quando fanno gli schemi … lui non faceva mai schemi, al massimo scriveva due frasi alla lavagna e basta. Faceva tutto orale, già il libro non ci capivi niente, ancora lui ti spiegava solo oralmente e non capivi, anche prendendo appunti.

Ada. Certo. Tu Carla? Cosa suggeriresti se fossi tu la prof di inglese? Cosa faresti di diverso?

Carla. Farei meno schemi perché senz’è troppo noiosi come fa la nostra prof. Perché ce li fa imparare in un minuto!

Ada. Vi da poco tempo?

Carla. Si sì.

Ada. E cosa faresti invece di diverso?

Carla. Meno schemi e un po’ più di attività più divertenti.

Francesca. A me piacerebbe imparare bene l’inglese perché comunque l’inglese … dopo il cin … cioè il cinese è … scusi … scusa! (ride) l’inglese è la lingua mondiale. Tu puoi andare in ogni paese ma se non conosci l’inglese non puoi comunicare.
Ada. Certo.
Francesca. E quindi serve per il futuro, per il mondo del lavoro, conoscere bene l’inglese. E … basta.
Stefano. Anche a me mi piacerebbe perché quando si viaggia … in alcuni paesi puoi anche parlare l’italiano perché ti capiscono ma la maggior parte non ti capiscono e allora parli in inglese che sarebbe la lingua mondiale. E ti servirebbe anche per il lavoro, se fai un lavoro … bon si tutti i lavori …
Ada. Soprattutto i lavori in cui si ha a che fare con l’estero…
Stefano. Sì, sì.
Ada. Vi do uno spunto ulteriore. Allora, voi mi avete detto questa cosa del viaggiare e va benissimo, del lavoro e va benissimo. Ma ad esempio, se voi avete, non so, adesso che c’è Facebook e c’è internet eccetera, amici, o parenti magari, che sono … che abitano in paesi dove si parla l’inglese o l’americano oppure in altri paesi dove l’unico metodo di comunicazione è la lingua inglese, anche quello potrebbe essere un motivo per voler sapere la lingua. No? Cioè vi capita di dover parlare con amici o parenti in inglese per potervi capire?
Francesca. Si a me capita. Anche ogni tanto che arrivano dei miei cuginetti dall’America, io … non è che proprio faccio discussioni lunghe con loro però, non so, se dobbiamo giocare a nascondino, giusto il saper contare oppure salutarti, è comunque una cosa piacevole ecco.
Ada. Certo. Tu Stefano, cosa dicevi? Oltre al lavoro e ai viaggi cosa ne dici di questo fatto?
Stefano. Si perché quando veniva mia cugina dalla Romania lei sapeva bene l’inglese, bon sì anch’io … bon, non proprio bene … parlavamo così, per capirci. E dopo abbiamo iniziato a parlare anche l’italiano.
Ada. Ma tu Stefano il rumeno lo sai?
Stefano. Poco.
Marina. Eh sì se hai per esempio dei cantanti inglesi che ti piacciono devi scrivere per esempio su Facebook, devi scrivere in inglese. Quindi devi saperlo.
Ada. Ho capito. Quindi questo è un altro motivo per cui ti piacerebbe saper parlare l’inglese bene.
Marina. Sì.
Michela. A me mi piacerebbe anche perché io ho dei cugini in Svezia e anche mia zia lei l’italiano non lo sa, mio zio si però mia zia no, quindi ci parlo … ho imparato un po’ di parole io in svedese senno non riusciamo a comunicare. E poi anche … quando tutti dicono che gli italiani li riconoscono subito dall’inglese no, sarebbe anche bello magari tu vai su e gli parli in inglese perfetto e “Ah ma tu da dove vieni, sei di qua?” “No, sono italiano!” (tutti ridono)
Ada. Bene, bene, bene! Tu Carla invece?
Carla. Anche a me piacerebbe parlare inglese …
Ada. Per quali motivi?
Carla. Mmm perché è una lingua che è molto valutata …
Ada. Cioè, cosa ti permetterebbe il fatto di sapere l’inglese bene?
Carla. Tipo che se sei su Facebook e ti chiedono tipo l’amicizia, tu l’accetti, e uno è inglese …
Ada. Dopo puoi parlare.
Carla. Sì.
Ada. Bene. Ultima domanda e poi fine … vi chiedo tenendo a mente l’obiettivo di imparare l’inglese perfettamente, proprio come uno che è nato in Inghilterra o in America, quanto sareste disposti a sforzarvi per questo obiettivo? Chiarisco. Ad esempio a me l’inglese è una lingua che mi è sempre piaciuta, io ho sempre avuto quell’obiettivo la’ e volevo impararlo bene. Per cui sono stata disposta a studiare tanto, a andare in America, andare in Australia, a studiare all’università tanti anni perché io avevo quell’obiettivo la’, mi interessava tanto. Qual è il vostro punto di vista? Voi potete rispondermi anche “a me dell’inglese proprio… anche se non lo imparo non mi cambia niente quindi io più di tanto non mi sforzo, più di fare i compiti, non mi sforzo”. Siete liberi di dir mi quello che volete.

Francesca. Allora, a me piace molto conoscere questa lingua e …

Ada. Quanto sforzo ci metteresti in questa direzione, diciamo.

Francesca. Cioè, parecchio per impararla.

Ada. Sì, ma tipo, non so, magari studiarla all’università, o andare all’estero, …

Francesca. Si mi piacerebbe molto andare all’estero, perché sinceramente l’università è molto bella e ti da’ le basi per l’inglese ma bisogna cercare di ambientarsi anche in un paese all’estero, quindi con le culture e le usanze di quel popolo, si di quel paese.

Ada. Esattamente, questo è molto interessante.

Stefano. Anche a me piacerebbe impararlo bene però … se vedo che dopo tanto sforzo non ce la faccio, si non è che studio …

Ada. … come un matto!

Stefano. Sì (ride). Si poi per impararlo, come la Francesca, l’università ti da le basi però per impararlo proprio tutto devi andare all’estero.

Ada. E tu saresti disposto ad andare all’estero per impararlo?

Stefano. Oh sì.

Ada. Ma andare all’estero e lavorare e vivere là o magari andare all’estero a fare un corso e dopo tornare in Italia?

Stefano. Anche lavorare!

Ada. E dove ti piacerebbe più di tutto andare? Inghilterra, Stati Uniti, Australia, Nuova Zelanda, Sudafrica?

Stefano. Mi piacerebbe andare in America!

Ada. In America?

Stefano. Sì, sinceramente.


Marina. Bon anche a me mi piacerebbe … si di andare all’estero e imparare. Anche vivere là.

Ada. Ah, anche a vivere. Ti piacerebbe l’idea di trasferirti in un paese straniero e entrare a contatto con una cultura, un popolo nuovo … usi diversi …

Marina. Sì, mi piace Londra … perché l’ho già vista … sì, mi piace!


Michela. A me mi piacerebbe sapere l’inglese soltanto che io non sono una che gli piacciono tanto le lingue quindi non penso che mi sforzerei più di tanto.

Ada. Ho capito.

Michela. Però mi piacerebbe viaggiare, andare in un altro paese.

Carla. A me mi piacerebbe l’inglese però non è che sono una che … tipo se non ce la faccio …
Ada. Dopo un po’ di sforzi, come Stefano, dici se dopo un po’ non va, non va.
Carla. Eh sì (ride).
Ada. Ho capito. Quindi a livello scolastico ok però non oltre.
Carla. No!
Ada. Bene!
INTERVISTA AD ALESSIO

Alessio, 12 anni, primo anno, “istituto B”


Alessio. Ma … questo per compiti oppure liberamente?

Ada. Liberamente, lascia perdere quello che fai a scuola. Quello che fai per i cavoli tuoi.

Alessio. (Ride) Allora, ascolto canzoni in inglese, vado sui videogame in inglese …

Ada. Tipo? Che giochi fai in inglese?

Alessio. Bon … non giochi per la scuola. Giochi, che ne so … di guerra …

Ada. Ok.

Alessio. Dopo … si qualche volta capita di guardare i film che sotto hanno, magari dei dvd, con i sottotitoli.

Ada. Ok. Ma i sottotitoli in che lingua?

Alessio. Io guardo il film in italiano e metto i sottotitoli in inglese.

Ada. Ah ok!

Alessio. Poi faccio i compiti …

Ada. Ok …

Alessio. E poi … basta.

Ada. Tipo su Facebook hai amici o cosa con cui devi comunicare in inglese?

Alessio. Non sono su Facebook.

Ada. Ah non hai Facebook, ok. Ma, senti un po’. Queste attività che fai, tipo ascoltare le canzoni in inglese, o giocare ai videogiochi, o vedere i film con i sottotitoli … perché ti piace farle? In inglese proprio?

Alessio. Beh, le canzoni perché son belle! (ride)

Ada. Eh. Ma cos’hanno di diverso rispetto a quelle italiane?

Alessio. Boh, non so. Non mi piacciono sinceramente quelle in italiano!

Ada. Ok.

Alessio. Bon i giochi molto spesso perché non c’è la lingua italiana e quindi mi tocca farli in inglese. Magari chiedo a mia sorella. E i film li metto con i sottotitoli in inglese anche o perché sono già messi oppure perché anche voglio un po’… vedere e capire.

Ada. Ok. Ma … cioè … ti è facile guardare il film – non essere emozionato, stai tranquillo! (lui ride) – sì, guardare il film in italiano e leggere i sottotitoli in inglese? Non fai fatica?

Alessio. No, mi viene spontaneo. Si perché anche nei film normali leggo i sottotitoli in italiano anche se ascolto. Mi viene spontaneo.

Ada. Ah ok, ok. Bene. Adesso proviamo a pensare alle attività che fai in inglese a scuola. Allora, rispetto a quello che fai a casa, quello che fai in una lezione di inglese a scuola è tanto diverso?

Alessio. Sì.

Ada. Perché?

Alessio. Perché a scuola non ascolto canzoni … non ci portano mai a vedere film … e non ci fanno giocare al computer! (ride)
Ada. Ma quindi a scuola cosa fate?

Alessio. A scuola seguiamo il libro e quello che ci dice la prof. Tipo … ripassiamo, oppure andiamo avanti ma seguendo un programma specifico solo sul libro.

Ada. Ma, grammatica? Argomenti di grammatica?

Alessio. Si grammatica oppure comprensioni del testo ma … le legge lei quindi senza cd.

Ada. Ah ok. Ho capito. E quando fate i lavori in classe, lavorate ognuno per conto suo o vi divide anche tipo non so in coppie o in gruppetti?

Alessio. No ognuno per conto suo.

Ada. Solo ognuno per conto suo?

Alessio. Si si.

Ada. Ah ok.

Alessio. In inglese si, invece nelle altre materie, magari religione …

Ada. Si si inglese mi interessa. Non fate lavori di gruppo.

Alessio. No.

Ada. Ok. Ma quindi tu, anche rispetto alla tua esperienza dell’inglese a casa, quindi dei film, delle canzoni, eccetera eccetera, cosa suggeriresti per modificare le lezioni di inglese a scuola? Per renderle magari … boh, dico io … più divertenti forse?

Alessio. Bon per renderle più divertenti magari mettere delle canzoni … non quelle che piacciono a noi ma magari sull’argomento, per renderlo un po’ più allegro senz’è noioso.

Ada. Ok.

Alessio. E poi vedere anche film perché … cioè … a me aiuta … è più facile. E basta. Dopo mi va bene così.

Ada. Ho capito.

Alessio. Tipo lavorare individualmente mi sta bene perché capisco quanto da solo.

Ada. Ah ok. Ma non pensi che magari lavorando in gruppi riuscite … bene o male, con il fatto di aiutarvi a vicenda … a capire di più?

Alessio. Si …

Ada. Perché comunque quello che tu capisci lo capisci …

Alessio. Bon magari riuscirei a capire di più … se io non so una cosa magari quell’altro la sa e ci scambiamo le opinioni … e magari riusciamo.

Ada. Esatto.

Alessio. Però … cioè visto che sono stato abituato fin dalle elementari senza far gruppi e fare da solo …

Ada. Ho capito, ti viene più automatico.

Alessio. Si ecco.

Ada. Poi volevo chiederti questa cosa. A te piacerebbe saper l’inglese proprio bene, come se fosse la tua lingua?

Alessio. Eh sì.

Ada. Si? Perché?

Alessio. Perché nella vita ti serve. Se non hai l’inglese che è la lingua principale … cioè, non vai tanto in avanti.

Ada. Ho capito. Ma solo per quello? Perché … non so … perché ti tocca per il lavoro o per i viaggi?

Alessio. Bon anche perché … anche se non sono proprio portato tantissimo … anche perché mi piacerebbe.

Ada. Ti piacerebbe.

Alessio. Si per un fatto … anche di vantarsi tipo “Io so l’inglese”! (ride)
Ada. Ok. Ma … ti dico, per esempio, un altro motivo … cioè se tu sapessi benissimo l’inglese potresti ad esempio, non so, andare a vivere in America.

Alessio. Sì, anche! Sì sì.

Ada. Potrebbe anche quello essere un motivo?

Alessio. Potrei vedere il mondo.

Ada. Potresti viaggiare nel mondo, esatto …

Alessio. Potrei andare a giocare a calcio! (ride)

Ada. Anche! Anche! Quindi ci sono più motivazioni … se ci rifletti non è solo il discorso del lavoro o del … sì … potresti incontrare un popolo nuovo.

Alessio. Sì sì!

Ada. Perché in qualsiasi posto dove vai è diverso da come, sì, da come sono gli italiani.

Alessio. Eh sì! (ride)

Ada. Se vai in America trovi gli americani, se vai in Inghilterra trovi un altro popolo ancora.

Alessio. Si e puoi comunicare con gli inglesi.


Alessio. Ma nel senso in ore?

Ada. Mah sì, in ore di studio oppure non so … andare a fare un anno per esempio di scuola all’ester o … che ne so … fare corsi individuali, per conto tuo …

Alessio. Mi piacerebbe andare a fare tipo stage in altri stati del mondo … poi toglierei delle materie inutili e metterei un po’ più di spazio alle lingue. Perché magari in musica se uno non ha la passione non …(ride) non gliene frega niente … come me!

Ada. Sì. Mentre invece …

Alessio. Mentre invece l’inglese, cioè … ti serve.

Ada. Certo. Ma tipo se io ti dicesi che il prossimo anno vai a fare la terza media a Londra?

Alessio. Va bene!

Ada. Tu andresti. Non avresti problemi.

Alessio. Prendo le valigie e vado! Anche per andare in giro.

Ada. Bene, bene, questa è una bella cosa, sicuramente. Ok Alessio, abbiamo finito, grazie!
INTERVISTA A MARIANNA

Marianna, 12 anni, primo anno, “istituto C”

Ada. Allora, la prima domanda che io ti faccio, che un po’ riprende la prima domanda del questionario … la prima domanda del questionario diceva *Quali attività in inglese fai a casa?* Quindi lasciamo perdere le attività che tu fai a scuola, quello che fai a casa.

Marianna. Mmm, ascolto musica in inglese …

Ada. Canzoni, ok.

Marianna. Eh anche … a volte, ma di rado proprio … guardo alcuni film in inglese ma … proprio di rado.

Ada. Ok. E a proposito dei film in inglese … cioè, tu attacchi il film in inglese e te lo guardi in inglese o metti i sottotitoli?

Marianna. No perché io a volte giro la televisione no, e mi vengono questi film che nelle figure a me sembrano interessanti …

Ada. Ok.

Marianna. … e quando … più o meno, guardo le figure e riesco a capire il contesto, più o meno.

Ada. Anche quello che dicono.

Marianna. Sì.

Ada. Quindi non ti servono i sottotitoli.

Marianna. No, direi di no.


Marianna. Sì.

Ada. Quindi non ti servono i sottotitoli.

Marianna. No, direi di no.


Marianna. Sì.

Ada. … e quando vai in siti in inglese, cerchi magari di leggere qualcosa o no?

Marianna. No, a volte no non ci faccio tanto caso … guardo le figure, cose così …

Ada. Ok. E videogiochi? Tipo non so, hai la Wii tu?

Marianna. No.

Ada. Nintendo?

Marianna. No, no. Cioè, avevo il Nintendo …

Ada. E …

Marianna. Però anche nelle istruzioni, cioè, non è che leggevo tanto. Facevo prima esercizio e poi capivo tutto il resto.


Marianna. Ma ogni tanto … cioè ascoltare musica … ma, a volte anche il ritmo, così …

Ada. Sì.

Marianna. Oppure a volte … mmm … delle parole, che mi piacciono … E basta … A volte i cantanti che le cantano …

Ada. Ma, rispetto alle canzoni italiane cosa c’è di diverso in quelle inglesi?

Marianna. Mmm, per me niente perché quelle in inglese o quelle italiane sono uguali.


Marianna. Sì, sì.
Ada. E per quanto riguarda il fatto di guardare i film in inglese? Cos’è che ti attira in questo?
Marianna. Mmm, le figure. Molto. Poi a volte mi attira gli accenti inglesi. Non so perché, mi piacciono tantissimo.
Ada. Quindi ti piace la musicalità, cioè sentire un po’ la lingua …
Marianna. Si si.
Ada. … lingua che è diversa dalla tua.
Marianna. Si si.
Ada. Ok, bene. Adesso proviamo a pensare invece a quello che fai a scuola. All’inglese che fai a scuola. Ecco, rispetto alle attività in inglese che mi hai detto che fai a casa, queste attività sono tanto diverse rispetto a quello che fate a scuola?
Marianna. Si … perché quando sono a scuola c’è la prof che ti spiega cosa vuol dire, così … e a volte ci porta a vedere i film con i sottotitoli e … a volte ci fa sentire anche delle musiche, ci spiega il contesto, così … anche … quando io a casa, per esempio, ascolto delle musiche, non arrivo a capire cosa significa però comunque le ascolto perché mi piacciono.
Ada. Certo.
Marianna. Invece a scuola è più diverso perché ti spiegano il contesto, ti spiegano tutte le cose.
Ada. Ma capita molto spesso che la prof vi porti a vedere film o vi faccia ascoltare canzoni?
Marianna. Eh … no. Allora, l’anno scorso abbiamo ascoltato una o due canzoni. Quest’anno stiamo iniziando a vedere un film. E penso che ne vedremo per tutto l’anno.
Ada. Ah! Bene. Ok. Ma quindi come attività … cioè, durante l’ora di inglese a scuola, in sostanza, cosa fate principalmente?
Marianna. Mah, ripassiamo le robe dell’anno scorso intanto.
Ada. Quindi la grammatica?
Marianna. Si, fino adesso si. Poi, bon facciamo un po’ di confusione (ride) e … mmm … vediamo …
Ada. Si, oltre agli esercizi di grammatica, in un’ora di inglese cosa fate?
Marianna. Anche leggiamo i testi, per imparare parole nuove, per imparare come si dice, a volte ascoltando si impara.
Ada. Ok.
Marianna. E … poi basta, facciamo solo … intanto solo questo.
Ada. Ma, quando siete in classe, di solito, fate lavori individuali, cioè ognuno lavora per conto suo, o la prof vi fa anche fare lavori di gruppo, o a coppie, o a gruppetti?
Marianna. Dipende … perché se la prof è incavolata, diciamo così, ci fa fare individuale. Invece se a volte, per esempio, è più calma … l’ultimo lavoro che abbiamo fatto di gruppo è stato il gioco dell’oca. Abbiamo strutturato noi le parti, le domande, così.
Ada. Ah, ho capito. Bene. Ma se, diciamo, devi dirmi il lavoro che fate in prevalenza cos’è, lavoro individuale o a gruppi?
Marianna. Individuale.
Ada. Individuale. Ok. Va bene. Poi, tu per caso hai amici o parenti con cui, cioè che non parlano l’italiano e con cui devi, magari cerchi di sforzarti di parlare inglese con loro?
Marianna. Si.
Ada. Si?
**Marianna.** Ci sono diciamo parenti di mia nonna, che sono miei parenti alla lontana, che sono tedeschi.

**Ada.** Ah!

**Marianna.** E certe cose non le capisco … mmm … oppure il cugino di mia nonna è inglese e a volte parliamo così inglese.

**Ada.** Ah bene, bene. Ok. Ti faccio una domanda su cui magari devi un momento riflettere. A te piacerebbe saper parlare l’inglese bene? Cioè proprio saperlo come l’italiano?

**Marianna.** Allora, io da quando ero piccola … diciamo, facevo come un miscuglio no, cioè fingevo di parlare inglese perché mi piace parlare non italiano, come so adesso, ma altre lingue … per capire, diciamo, come fanno a capirsi, così …

**Ada.** Ah, ho capito, questa è proprio una cosa interessante.

**Marianna.** … sì capire tutte le parole …

**Ada.** Proprio per il piacere di saper parlare, magari anche di differenziarti rispetto agli altri …

**Marianna.** Sì, sì!

**Ada.** Ah, ho capito, questa è proprio una cosa interessante. Quindi, diciamo, se tu sapessi parlare l’inglese perfettamente, per cosa utilizzeresti questa tua capacità?

**Marianna.** Per girare il mondo.

**Ada.** Ad esempio?

**Marianna.** Inghilterra.

**Ada.** In Inghilterra. Ma c’è qualcosa in particolare che ti piacerebbe vedere o in generale?

**Marianna.** No, in generale.

**Ada.** In generale. Ok, bene. Tenendo presente, diciamo, questo obiettivo dell’imparare l’inglese proprio perfettamente, quanto saresti disposta a sforzarti, ad impegnarti per arrivare a questo obiettivo? Cioè, cosa faresti per raggiungere questo obiettivo?

**Marianna.** Mmm, no so …

**Ada.** Ti do alcuni spunti …

**Marianna.** E’ che io ho tanti obiettivi. Per esempio, questo è uno dei tanti. Per esempio diventare cuoca, avere un cavallo, … ad esempio andare a cavallo …

**Ada.** Ok, bon chiaramente ogni obiettivo ha un suo percorso da seguire. Per cui per diventare cuoca devi fare una scuola particolare, per avere un cavallo ci saranno altre procedure da seguire. Ma, nel caso particolare dell’inglese, per esempio, non so, faresti qualche corso extra la scuola, aumenteresti le ore di inglese a scuola, saresti disposta magari ad andare all’estero a studiare, a fare un anno magari di studio all’estero …

**Marianna.** Mmm, io sarei disposta a fare inglese dopo scuola, però … cioè, non sembra, però io sono tanto timida. Perché, andare all’estero per esempio è una cosa un po’ … strana per me.

**Ada.** Ho capito.

**Marianna.** Cioè, mi piacerebbe andare solo che … mi piacerebbe andare con qualche mia amica, così … che mi aiutasse.
Ada. Bon, certo, perché no. Sì, non dico da sola, anche magari con un gruppo di amiche, magari due o tre amiche …

Marianna. Si sì.

Ada. Ma, diciamo, per te sarebbe importante la parte del viaggio o la parte proprio dell’imparare la lingua?

Marianna. No, possiamo dire anche imparare la lingua però anche il viaggio perché ci sono per esempio dei cartelli … e ci sono le scritte … “welcome to” …

Ada. Sì …

Marianna. Non so, così lì potresti imparare.

Ada. Certo, certo. Quindi tu dici che vivendo nel posto impareresti comunque, anche senza necessariamente andare in una scuola o che.

Marianna. Si, possiamo dire così.

Ada. Sì. Ok, va bene. Allora, io direi che per quanto riguarda l’intervista a me va bene così. C’è qualcosa che vuoi aggiungere, relativamente all’inglese? Hai qualche suggerimento, non so, ecco, magari per rendere le lezioni di inglese a scuola magari più interessanti, più divertenti …

Marianna. Mah ascoltare più canzoni perché c’è tanta gente che … o guardare più film … perché ci piace più vedere o ascoltare che scrivere, così, per esempio … che studiare la grammatica.

Ada. Ma perché questo? Semplicemente perché è più divertente o perché ti permette di capire di più …

Marianna. No perché … anche è divertente però a volte, non so … capisci meglio così.

Ada. Ho capito, ho capito. Cioè secondo te la grammatica fino a un certo punto però dopo anche il resto.

Marianna. Si, sì.

INTERVISTA AD ENRICO

Enrico, 13 anni, secondo anno, “istituto B”

Ada. Bene Enrico, la prima domanda che ti faccio, che è anche una domanda di quelle che erano nel questionario, è se tu fai inglese a casa. Ciò, non mi riferisco ai compiti, ma se usi l’inglese per altre attività.

Enrico. Ehm…

Ada. Nel questionario avevo messo guardare film in inglese oppure, non so, giocare ai videogiochi…

Enrico. Sì ho visto un video in inglese… perché mia sorella ha fatto un progetto e sono venuti dei bambini si… ho visto un film in inglese.

Ada. Ma per conto tuo? A casa?

Enrico. Sì sì, a casa mia.

Ada. Ah ok. E questo film l’hai visto proprio tutto in inglese o con i sottotitoli?

Enrico. No… le parole erano in inglese ma c’erano anche i sottotitoli in italiano.

Ada. Ok. E ti era piaciuto fare questa attività?

Enrico. Sì… sì si, era abbastanza bella.

Ada. Ma per quale motivo hai deciso di farlo? Così, per un piacere tuo?

Enrico. Perché questi bambini non sapevano cosa fare e allora… abbiamo deciso di mettergli un film per… perché… in modo che facessero qualcosa che gli piacesse.

Ada. Ma, scusa, questi bambini di dov’erano?

Enrico. Dell’Inghilterra.

Ada. Ah! Ah, ok! E tua sorella in che classe è?

Enrico. In quinta. Sì, elementare.

Ada. Ah, ho capito. Sì sì, così tu con questi bambini e con tua sorella hai visto sto film.

Enrico. Sì.

Ada. Mmm… no… no no. Faccio sempre in italiano… e basta.

Enrico. Videogiochi? Se hai la Wii o la Play Station?

Ada. No no, in italiano.

Enrico. No no, in italiano.

Ada. Tutto in italiano. Ok, va bene. Invece, rispetto a quello che fai a scuola, come cambieresti il modo di fare inglese? Per rendere, non so, magari le lezioni più divertenti… o più interessanti… così per voi ragazzi dico.

Enrico. Beh ad esempio per capire delle cose grammaticali più noiose si potrebbe ascoltare delle canzoni in inglese… che si riferiscono alla grammatica.

Ada. Ho capito. Ma quindi voi non ascoltate canzoni in inglese a scuola?

Enrico. No… qualche volta ma… più che altro andiamo a ascoltare dei testi.

Ada. Quindi come altre attività in inglese cosa fate a scuola? Solo grammatica?

Enrico. Si. Qualche volta andiamo in un aula di ascolto e facciamo alcuni esercizi dove ascoltiamo i discorsi del libro.


Enrico. Sì.
<table>
<thead>
<tr>
<th>Ada.</th>
<th>E non magari guardare film? Leggere libri o riviste? Che siano in inglese?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrico.</td>
<td>Sì, anche. Tipo, bon l’anno scorso non l’avevamo fatto… quest’anno invece la prof ci portà delle riviste in inglese…</td>
</tr>
<tr>
<td>Ada.</td>
<td>Ho capito. Ok. Poi, tu per caso hai amici o parenti che non parlano italiano?</td>
</tr>
<tr>
<td>Enrico.</td>
<td>Mmm si… mi sembra che mia mamma ha dei… degli zii che sono di New York.</td>
</tr>
<tr>
<td>Ada.</td>
<td>Ah! E ti è mai capitato di metterti in contatto con loro? Sì, di dover parlare con loro?</td>
</tr>
<tr>
<td>Enrico.</td>
<td>No, a me no. Sì loro erano andati a fare mi sembra il viaggio di nozze… che erano andati a trovarli… però sì, mi sembra che dovevo ancora nascere.</td>
</tr>
<tr>
<td>Ada.</td>
<td>Ah, ho capito. Quindi in poche parole a te non capita di dover usare l’inglese per parlare con persone?</td>
</tr>
<tr>
<td>Enrico.</td>
<td>No, mai.</td>
</tr>
<tr>
<td>Ada.</td>
<td>Ok. Ti piacerebbe, proprio a te personalmente, lascia perdere il discorso della scuola… ti piacerebbe saper parlare l’inglese bene, tipo come parli l’italiano?</td>
</tr>
<tr>
<td>Enrico.</td>
<td>Sì, mi piacerebbe.</td>
</tr>
<tr>
<td>Ada.</td>
<td>E per quale motivo?</td>
</tr>
<tr>
<td>Enrico.</td>
<td>Per poter viaggiare all’estero e…</td>
</tr>
<tr>
<td>Ada.</td>
<td>Lavoro?</td>
</tr>
<tr>
<td>Enrico.</td>
<td>Sì, se ho bisogno di qualcosa per il lavoro…</td>
</tr>
<tr>
<td>Ada.</td>
<td>Cosa ti piacerebbe fare, nel tuo futuro? Se hai già qualche idea…</td>
</tr>
<tr>
<td>Enrico.</td>
<td>A me piacerebbe riparare i computer, così.</td>
</tr>
<tr>
<td>Ada.</td>
<td>Ah, ho capito!</td>
</tr>
<tr>
<td>Enrico.</td>
<td>E magari l’inglese ti può servire se tipo ci sono dei siti delle robe dove ci sono scritte in inglese… e ti potrebbe servire.</td>
</tr>
<tr>
<td>Ada.</td>
<td>Assolutamente, certo! Tenendo a mente questo obiettivo diciamo, se tu volessi proprio imparare l’inglese bene, quanto saresti disposto a sforzarti per raggiungere questo obiettivo?</td>
</tr>
<tr>
<td>Enrico.</td>
<td>Beh sì, mi piacerebbe impararlo bene… mi sforzerei tanto.</td>
</tr>
<tr>
<td>Ada.</td>
<td>In che modo?</td>
</tr>
<tr>
<td>Enrico.</td>
<td>Ehm…</td>
</tr>
<tr>
<td>Ada.</td>
<td>Tipo non so, in lezioni o corsi privati, oppure in un viaggio di studio all’estero… fare un periodo in America, o in Inghilterra e studiare là…</td>
</tr>
<tr>
<td>Enrico.</td>
<td>Sì, sono andato a vedere una scuola e c’erano dei progetti per gli alunni bravi dove… dove per gli alunni bravi che sapevano parlare bene l’inglese ti facevano un progetto per andare una settimana a Londra.</td>
</tr>
<tr>
<td>Ada.</td>
<td>Ah ho capito. E questa cosa ti attirerebbe o no?</td>
</tr>
<tr>
<td>Enrico.</td>
<td>Sì, sì, mi piacerebbe andare!</td>
</tr>
<tr>
<td>Ada.</td>
<td>Va bene Enrico, ti ringrazio! Se stato molto gentile!</td>
</tr>
</tbody>
</table>