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Motivation and its dynamics.

**An investigation on Italian language
students in Cagliari**

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Introduction

As a consequence of globalization, language learning has become crucially important, especially for languages as English, French, German, Chinese and Spanish. In this context, Italian has often been described as a luxury language, for people with cultural and artistic interests, and rarely as a useful language with practical purposes. However, in the past decades there has been a shift and Italian has gained a more major status, especially as a second language, due to the growing attention that foreigners have shown for Italy. From immigrants to shorter period residents, an increasing number of foreigners have felt the need to learn Italian. But, there are huge differences within the country, for example, while in northern regions like Lombardia and Veneto courses of Ital2 may be well-established, there are other situations where they are still a novelty that needs analysis and improvement. This is the case of this research, which will concern Sardinia and its main city, Cagliari, which have recently started to face the challenge of second language education and it is exactly this limit of experience in the sector that has inspired my work. My research will investigate learners' motivation, trying to identify the reasons why they have decided to study, go on studying or drop out of the course of Italian. Generally, learning a second language is often related to the need of communication but studies have shown that beyond that there is a lot more. Finding the possible variables that create and sustain students' motivation will be helpful in shaping the language teaching in order to promote the Ital2 courses and attract more and more foreigners to the Italian language and culture in a small city like Cagliari, which will positively influence social integration of the foreign minorities. Special attention is given to teachers and learning environments since they are the easiest factors that can adapt to the specific needs of the class.

After a brief overview of the context of the research, analysing the profiles and the needs of the learners in general, and Cagliari's environment related to foreigners and Italian language courses, there will be a deeper focus on language learning motivation, since it is the main field in which the whole work is rooted. In this section the main theories on L2 motivation will be presented and linked together to create the instruments that will be used in the research: two questionnaires aiming at finding out motivational tendencies and their dynamics through time. The last part is dedicated to the research that I have carried out during my internship in four Ital2 courses. The data analysis is oriented to point out the degree to which the different variables influence the learners' L2 motivation positively or negatively exploring the possible reasons that pushes them decide to continue or drop of the school.

Chapter I

1. The Ital2 Students

Demographic dynamics, the history and the economy of Italy make the social and the economic realities of the country extremely heterogeneous. The differences between the North and the South regard a lot of different aspect of citizens' lives, and the presence of foreigners is one of them as well it is as their integration in the society. The knowledge and the use of the Italian language represents one of the most important contribution in building and shaping the evolved identity of every foreigner who feel the need to integrate or only communicate, for the children, for the adults, for who was born in Italy, for who arrived in Italy at a certain point of his/her life, for who intend to live forever in the country or for who will stay for a shorter period. As it will be shown further on, it is very important to be aware of the students' backgrounds and intentions in order to satisfy their linguistic needs at best. For this reasons, I will now analyse the profiles of the Ital2 students in Italy, comparing the different realities, with a special focus on the Sardinian and Cagliari's situation.

1.1 The presence of foreigners in Italy

Traditionally, Italy has been a country of emigrants, but in the last thirty years, the country has seen a great increase of foreigners staying in the country for long periods, becoming a popular destination of international migration particularly in the last decade, during which the presence of foreigners has doubled (Pittau, Di Sciullo and Ricci, 2014). In fact, going back to 2002 the legal immigrants in the territory were 1.341.000, so just 2,3 % of the total population, but already by the 1st of January of 2007 their presence had reached 4.4%, with 2.593.000 of foreign individuals and, at the beginning of 2015, the figure had reached 5.014.437, almost touching 8,4% of the total population. However, throughout the Italian territory the presence of foreigners is extremely heterogeneous. About the half of the foreigners live in the north of the country, and most of them in the bigger cities. Almost a quarter of the total foreigners live in Lombardia, in total there are 1.152.320, which is more than 11% of the region's population, 3 points over the national average. The popularity of the region is due to its economy and job opportunities which are greater than in the rest of the country, so Lombardia is one of the most well-consolidated immigration realities, along with the Veneto, Emilia-Romagna, Piemonte and Lazio (because of the attraction to Rome). Then, on the opposite side of the Italy, the so called Mezzogiorno, which every day witnesses a huge presence of immigrants, even illegal, passing through the area to reach the north or even other European countries, and very few of them stop to stay. As a consequence, the south of Italy has less experience with immigrants, in fact, barely

3% of the total amount live in this area. Sardinia is no exception, with 42.159 foreigners, who represent just 0,8% of the total foreigners in the country, and only 2,5 % of the region's population, far below the national average. Moreover, the presence of immigrants is concentrated in two provinces: Cagliari and Olbia-Tempio, but mostly in Cagliari, where almost 31% of them live.

1.2 Integration and social difference within Italy

When immigration gains an important presence, as in Italy nowadays, it inevitably and deeply influences all the areas of both social and individual lives, evolving and transforming the social structure to allow the foreigners to integrate. In 2013, of the 1142 Ufficio Nazionale Antidiscriminazioni Razziali's official cases, 68,7% originated in ethnic and racial issues; showing that discrimination is still a problem and Italy has not yet achieved the desired level of integration (Dossier Statistico Immigrazione. Rapporto UNAR Dalle discriminazioni ai diritti 2014, 2014). Moreover, in the country there are different kinds of needs, considering the high difference of the immigration rate among the territory, that puts the North and North-East at the top and the South at the bottom for the presence of foreigners but also for their integration in the society they live in. Even if the minor communities have not integrated yet, the satisfaction of the quality of life is higher in the north and immigrants seem more satisfied there¹. In spite of the strong support given by numerous associations and organizations, in the South the integration of foreigners is still facing hard difficulties, especially in the rural areas, where the presence of immigrants is more limited.

According to the Rapporto Annuale 2015 - La situazione del Paese (2015), one of the factor that deeply interferes with the integration process is the work sectorialization. All over Italy, with some rare exceptions of the big northern cities, there is a wide spread tendency for some nationalities to focus on some particular jobs. For example, Philippines, Ecuadorians and Peruvians usually work for families; Albanian, Romanian, Macedonian, Ghananian and Senegalese tend to work in the fields. Instead, Chinese, Pakistanis and Indians are more likely to work in shops and restaurants while women from East Europe and South America often work with seniors and families. The phenomenon is mostly due to the fact that immigrants tend to live in and turn to their own ethnic communities, especially at the beginning, because of the linguistic barrier that makes it almost impossible to communicate. This links to the other major factors influencing integration: education and competence in Italian. Having a degree or a qualification increases the chances of finding a better job for the individual and as a consequence, his/her evaluation of the quality of life improves. If the degree or

¹ The more positive evaluation of the quality of life of the North than the South by foreigners coincide with the evaluation of the Italians, so differences do not regard just the foreigner's life but society in general.

the qualification is obtained in Italy or in Europe, it is even better, and it is not a coincidence that the areas where second and third generations of immigrants, who are integrated in the Italian school system, are also the areas with better quality of life. According to the analysis of the national data in Borrini (2014), in the school year 2013/2014 there were 802.785 foreign students², 9% of the total number of students and most of them belonging to the second or third generation of immigrants. However, the presence of foreign students is again not homogeneous in the Italian territory. Since their rooted immigration, in the northern cities the presence of foreign students is higher, reaching 15% in Emilia Romagna and 14% in Lombardia. Yet, there are completely opposite realities, like Sardinia, where just 0.6% of students is not Italian showing how smaller the expertise of the region in the foreign education field may be, even if considering the total amount of immigrants, the foreign presence in schools is not that low, just 5 points below Emilia Romagna and Lombardia.

1.3 The social value of the Italian language

In the light of these data, it is possible to say that immigration has become a structural phenomenon that is changing Italian society, culture and economy to adapt and encourage the multiculturalism. Another influential factor of the integration process is the competence in Italian language, and even more its use to communicate with the Italians. In fact, the level of competence in the language is not itself a signal of socio-linguistic integration, which is indeed more connected to the use of the language to interact with the community. Whenever a foreigner arrives in a new country, he/she has to face a lot of different obstacles and some of the more problematic are the cultural shock and the linguistic barrier, also because they would often hide behind many other difficulties. Therefore, learning the main language becomes fundamental and since the increase foreigners, also Italy has gained over the years quite a good expertise in offering Ital2 courses. According to the Rapporto Annuale 2015, foreigners who do not have difficulties communicating and relating with Italians have twice the possibility of being able to adapt and live well in the country, and the immigrants are decidedly aware of it. Therefore, it should not be a surprise that linguistic competence is equally important and equally spread all over the Italian territory. The data in the Dossier Statistico Immigrazione 2014 show that more than 60% of the immigrants can use Italian for basic communication, and just 35% has big problems in everyday interaction with Italians. However, when it comes to reading and writing and other more complex abilities, the percentage lowers, because they

² The data regards just the student who actually enrolled school in Italy and not the foreign visiting students.

are skills that can be better learned only in specific courses, for which there is an increasing demand all over the country.

To comply with this increasing demand, Ital2 courses and schools have spread throughout the whole country, supported by many institutions from the Italian government, to universities, to numerous Non Governmental Organizations which are attracting a growing number of learners. In fact, those who attend those courses are not only established and legal immigrants, but also the numerous foreign student of cultural exchange programs, the temporary workers of international companies, the army officials, and the modest but growing middle-class seniors who decide to move to the Italian coast and country to enjoy the quietness and the mild climate, who Balboni (2014, p. 10) would call the *temporary and rich immigration*, that is not included in the all data above. The variety of these learners' provenances will inevitably influences their intentions and attitudes toward the language which can transform from the language of survival to the language of culture. Even if for Sardinia it is all a novelty, the region offers various possibilities for any foreigner to learn the Italian language and its culture, with sixteen Centri Territoriali Permanenti and fourteen recognized linguistic centres according to the Project Sardegna Migranti³. The majority of the centres are concentrated in Cagliari and its province, since it is there that most of the foreigners live.

³ All the data of the Project are available in their website: <http://www.insardegnamigranti.it/>

Chapter II

2. Motivation and Language Learning

As seen so far, no matter what the circumstances are, once foreigners start their Italian life, they all have the same general need and desire to learn the language, so Italian language courses have been constantly growing and spreading all over the country. However, for a language course to be successful it is important not to ignore the profiles of its attendants, their backgrounds, their needs and their life project. Over the past twenty years the attention to immigrant's linguistic and cultural needs has rapidly and substantially increased and different studies have developed to set some principle to help both teachers and students to improve the learning process. A very important work was conducted by Aquilino (2011), who through a re-usable questionnaire, identified and monitored the communicative needs of the foreign students over time. In fact, knowing what factors influence student motivation can better help language teachers to understand their students, enabling them to shape their teaching to better cater the learners. For example, for who as just arrived, Italian represents the language of survival and the language to certificate in order to obtain the residence permit, but for people who are living in the country for longer periods, Italian becomes the work language, the filial language, the family language, or the interaction language. For others it is the language of the school, of the culture and the language that structures the story and the path toward the future Italian citizenship. For each of these characteristics specific course orientations exist, in fact, they range from the Basic Interpersonal Communication Skills, to the Cognitive Academic Language Proficiency; from the literacy courses, to more cultural oriented courses and even tutoring programs to help foreign students at school; which are promoted by public or private schools, volunteers, organizations and, obviously, the Italian Government.

2.1 Literary review

Since the first half of the XX century motivation has received a lot of attention by many different areas of study, and research, due to its *broad and loosely defined field* (McClelland, 1988, p. iii) which interests even economy, business and management studies. On the other hand, the eclecticism that characterizes the studies has made defining what motivation is incredibly complex. The roots of research on motivation belong to mainstream psychology, neuro-psychology and behaviourism which, before gaining a definition had to pass through countless long and hard research that even included analysing animals' behaviour or studying the unconscious state of the mind. On the other hand, as a direct consequence of the eclecticism and the popularity characterising motivation there is

very little agreement on the definition of the concept or better there is a too large amount of different definitions. But then again, no matter how different the various studies and schools of thought may be, they mostly agree that motivation is what pushes a person to act or non-act in a specific way, in order to gain a particular achievement.

Learning processes of any kind and any subject always require effort and dedication in order to achieve some good results, and motivation represents the reason for students' actions, desires and needs as well as what causes them to will to repeat or not specific behaviours (Elliot and Covington, 2001). Learning a new language, whether a L2 or a FL, is an engaging, time-consuming and tedious process and without strong enough motivational support, it will come easy to give up, even for individuals with notable abilities or proneness. As a result, motivation has been largely recognized as one of the key factors that influence the outcome and the success of second and foreign language learning. Moreover, learning a language is a unique situation, very different from learning other subjects, *due to the multifaceted nature and roles of the language itself*. In fact, language is not just a code to communicate, it is an integral part of the individuals' identities and it is the tool for any mental or social activities therefore, deeply attached to the cultural dimension of the individual and the society he/she lives in. That is the reason why Balboni (2012, pp. 86-89) and many other researchers (Dörnyei and Csizér, 1998, p.203) identify motivation both with the primary impetus to initiate the L2 learning and with the energy required to sustain the labour and the physical and social efforts needed to acquire new notions, new language notions. In this research, what is going to be analysed is not the nature of L2 motivation or its cognitive and psychological implications, but its orientation, as the *underlying attitudes and goals that give rise to action* (Ryan and Deci, 2000) and its maintenance. In the case of L2 or FL learning, there are countless factors that play their part in whether a person feels the motivation to learn the language or not, as well as to what extent the motivation is felt. In a large number of the cases (Dörnyei, 2003a), the feelings associated with language learning are related to language globalization and group power relationships. Therefore, as will be shown, the fact that many important research and studies take place in the field of social psychology should not be a surprise.

2.2 Intrinsic and Extrinsic Motivation

Traditionally there is an important and largely recognized distinction between what it is called intrinsic and extrinsic motivation, which has influenced the most important research and studies also in the L2 learning field, and we are going to see how this distinction is not always as clear as it may sound and on which degree each of them influence the learning processes. The distinction is based

on the contrast between a neuro-hormonal motivation, linked in the right hemisphere of the brain (McClland, 1988) driven by self desires, personal interests and inner stirrings which create autonomy, and motivation that aims to gain an outcome (Ryan and Deci, 2000), avoiding bad results and targeting an award, thus influenced by external pushes and as McClland (1988) affirms, it is a self-attributed motivation, linked to a person's self-image that he/she wants to communicate to the world, as interaction with the society and the culture where a person live in.

According to Balboni, there are three sources of motivation, that form a triple-pole model of language learning motivation, divided in *dovere* (duty), *bisogno* (need) and *piacere* (pleasure). These three sources do not have the same effectiveness in achieving results and success. In fact, duty is a weak form of motivation, typical of the formal school language courses, that springs from external factors without any strong interest of the learners (no presence of intrinsic motivation) that, in particular contexts, risks to activate the affective filter that, according to Krashen (1982), hinders the learning processes. Fortunately, being driven by duty is not a static state, it sometimes may evolve into need or even, directly, into pleasure. The second source is strongly linked to our rational cerebral hemisphere, contrasting a more intrinsic motivation that as seen before, belongs to the other hemisphere, need, which is not the stronger source, but still has a strong effectiveness. However, the big limit is its temporary duration: when the need of knowing a new language is felt a person starts the learning process pushed by this motivation, but once this need is satisfied or it is simply not felt anymore, the motivation fades. In a L2 situation, especially in an immigration context, this kind of motivational source is largely spread and shared among the greater part of who attend L2 language courses. Finally, pleasure, the only drive that guarantees a stronger acquisition. Balboni also points out that there are many kinds of pleasure, from auto-realization, to pleasure of learning, of challenges of the new and many others.

Even if this model does not make a formal distinction between extrinsic and intrinsic motivation, it is clear how the two weak sources belong to the extrinsic area while pleasure is evidently an intrinsic stimulus. This view, of a stronger power of intrinsic motivation is shared by many researchers who, especially during the 90's, have highlighted the positive effects of the intrinsic motivation such as Brown (1994), Dörnyei (1990, 1994, 1994a, 1998), Ryan & Deci (1996), Deci, Nezlek and Sheinman (1981). They consider intrinsic motivation as the most self-determined form of motivation, so who is intrinsically motivated to study and L2, feels pleasure in doing so. The enjoyment derives from the voluntariness of engaging in a learning process and from the fact that it challenges *the learner's abilities, fostering a sense of L2 competence* (Noels, Clément and Pelletier, 2001). However, intrinsic motivation should not be seen as homogeneous, as Vallerand (1997) points out, there are three subtypes according to their orientation: intrinsic motivation to learn, towards self-achievement and

to experience stimulations. Moreover, it has been often shown intrinsic motivation may help many aspects of the learner, and not just the gaining of proficiency and competence. As a matter of fact, intrinsic motivation lowers anxiety and avoids the activation of the affective filter, giving a more positive attitude to the learners, who will feel more self-efficient, will be able to easily find his/her own strategies, will also have more persistence when facing obstacles and they will feel more positive in continuing learning the L2. That is why intrinsically motivated learners maintain their engagement in the study of the L2 without facing any undermining force.

On the opposite side, there is what, according to Ryan & Deci (2000, p.55), the classic literature tends to underestimate: extrinsic motivation. Extrinsic motivation has also been seen as a possible obstacle to intrinsic motivation, even though, actually, most of people's activities do not give any intrinsic interest, so extrinsic motivation is easier to find among students and learners in general. However, research shows how with strong self-determination and a full internalization of the external rewards, extrinsic motivation may become really powerful, and it can even combine and lead to the intrinsic motivation. In their Self-Determination Theory, Deci and Ryan (1985) suggest that extrinsic motivation occurs in different types, some of them are weak forms of motivation, but there are others which create an *active and agentic* state, optimum for learning a new language. The taxonomy given for their Organismic Integration Theory (Deci and Ryan, 1985) shows that extrinsic motivation is divided in four sub-categories basing on one important variable, autonomy, seen as the degree of self-control in the learning process. At the bottom of them there is *external regulation*, characterized by very little autonomy, since people behave just to satisfy external demands or to achieve some awards from external factors, and there is a total absence of inner involvement. A second type of extrinsic motivation is *introjected regulation* which is still driven by the desire of an outcome to impress other people, but there is a personal involvement as it is connected to self-esteem. This category refers to motivation that wants to avoid anxiety or that tries to get pride and self-enhancement. Yet, *introjected behaviours are not experienced as fully part of the self*, since their goals are oriented to external achievements. Another, more autonomous, regulation is *identification* which occurs when the learner identifies with the personal importance of a specific behaviour, though still because they are useful to achieve other life goals. The last external type of motivation is *integrated regulation*, which is a strong form of identification, that has been fully assimilated to the self. This form of motivation shares a lot of features with the intrinsic motivation, as Ryan and Deci (2000) describe; they are both *autonomous and unconflicted*. Again, these behaviours even if valued by the self, have instrumental purposes that aim at the achievement of specific outcomes. This taxonomy has had quite a good success, especially this last part that suggests that the integrative orientation is more similar to intrinsic motivation, since they share more variables and characteristics.

2.3 Research on L2 Learning Motivation

*Because of the central importance attached to it by practitioners and researchers alike, L2 motivation has been the target of a great deal of research during the past decades (Dörnyei, 1998) undergoing some big changes especially during the 90's. Studies on second language learning motivation became famous during the 60's and 70's in a Northern American context, specifically Canada with Gardner and Lambert (1972) researchers in the social psychology field. Their study, recognised as the milestone on this field, and as much as it has been criticized, its legacy still influences modern research, started from the concept of attitude toward the L2 itself and the L2 community. According to them, learning a L2 cannot be explained exclusively by the different students' attitude, even though they still influence the learning process and its result, they are not the only factor and we have to consider the cultural and the social context surrounding the learners which will influence their motivation inevitably. When attitudes are below average, what can help the learning is the motivation, that Gardner (1985) describes as *the extent to which an individual works or strives to learn the language*.*

The big contribution of Gardner and Lambert has been the Attitude Motivation Test Battery, AMTB, a test that measures the learner's four main factors involved in L2 learning, which according to them are: integrativeness, attitude toward the learning situation, motivation and language anxiety. Even more important was the creation of another orientational motivation dichotomy: integrative and instrumental motivation (Gardner and Lambert, 1959) which has been highly influential. While instrumental motivation has a strong practical oriented outcome, Gardner and Lambert embodied the attitudinal dimension in the integrative orientation (Ushioda, 2006), as it reflects a sincere, personal and genuine interest in the people and culture represented by the other group. The L2 learner desires to learn the language because he/she values the speakers' community and wants to come closer, and knowing the language would mean that one can communicate with the members and even become like them. In extreme cases, there even might be a complete identification of the L2 learner with the L2 community. Gardner and Lambert's theory was a long lasting valid theory, until scholars like Dörnyei (1998, 2001, 2003, 2005, 2010) Yashima (2000), Ushioda (2001), Lamb (2004) and Coetzee-Van Rooy (2006) started to question its effectiveness.

The attacks to the theory started when the dominance of Global English became real, to which no specific community was attached. This absence has undermined Gardner's concept, and a wave of new theoretical studies spread among the researchers. Many have tried evolve the theory, but only few have been influential as Yashima's (2002, 57) *international posture*, which links the interest in learning a language with interest in foreign affairs and willingness to interact internationally with

different cultures, or as Dörnyei L2 Motivational Self System, which as will be shown soon, developed from the educational shift of the 90's.

The 90's represent period of renewed interest in L2 motivation, in which *research attention has increasingly turned to classroom motivational processes and cognitive theories of motivation* (Ushioda, 2006) shifting, in this way, to a micro perspective, since the focus of the analysis into specific learning context. The decade was characterized by a really high number of scholars involved in different research, and due to this high number the period was not distinguished by a particular movement, but by many, at the same time independent and co-operating, theories and studies. However, analysing his own period, Dörnyei (1998) identifies three *underlying themes*. First of all, there have been numerous attempts to expand Gardner's social psychological approach to mainstream psychology, then, as quoted before, there was a more pragmatic approach, shifting the focus to the classroom environment, analysing motivation with more attention to specific tasks and behaviours that influence language learning. In that period one of the big names in L2 motivation research was indeed Dörnyei. With his colleague Csizér, they carried out a large-scale longitudinal survey on some Hungarian pupils' attitude to learning foreign languages, starting in 1993, then 1999 and 2004. The survey targeted learners' attitudes toward the foreign language they were studying, as integrativeness, direct contact with the L2 speakers, cultural interest, instrumentality, vitality of the L2 community, milieu (the learning context and environment) and linguistic self-confidence.

From the data collected on the integrative motivation, Dörnyei and Csizér realized that integrativeness was the most influential aspect, immediately followed by attitude toward the L2 speakers and instrumentality, two very different variables. The only way to explain this, Dörnyei affirms (in Dörnyei and Ushioda, 2009), is by interpreting the results from another perspective: the theory of possible selves⁴. Consequently, looking at integrativeness and instrumentality from the self perspective, allows to re-interpreted those variables as different L2 facets of one's self. For example, integrativeness is now better explained as an *internal process of identification within the individual's self concept rather than identification with an external reference group* (Dörnyei and Csizér, 2002, p. 453). This led to the famous L2 Motivational Self System Theory that it is a link between a person's self-concept and motivation combining the self-discrepancy theory to L2 motivation, and it is acknowledged as one, if not the one, major reform in this field. The theory wants to propose a system that can highlight the aspects of the individual's self, since language is seen not as a code for

⁴ The Possible Selves theory is a very important mainstream psychology theory that emphasises the existence of possible selves as representation of the individuals' ideas of what one might, would like or is afraid of becoming. As a consequence, these ideas if supported by a strong imagery, become future self-guide (Markus and Ruvolo, 19898 and Markus and Nurius, 1986).

communicating, but as embedded in the individual's core, so being a part of his/her identity. The L2 Motivational Self System identifies three components: The Ideal L2 Self, the Ought-to L2 Self and the L2 Learning Experience (Dörnyei, 2005). The ideal L2 self is the strongest motivator to learn the L2, as it is a strong stimulus to reduce the discrepancy between the individual actual and ideal self. As Dörnyei himself points out, the traditional integrative, intrinsic and internalised instrumental motivations are contained in this component. The Ought-to L2 Self correspond to a more extrinsic and instrumental motivation because it regards the features an individual believes the he/she ought to have in order to avoid negative outcomes and *meet expectations*. Finally, the L2 Learning Experience, which has a different nature, related to the level of motivation which is strictly connected to the learning environment and experience. These selves are important because they are the future self-guide, which, as Lamb shows (in Murray, Gao and Lamb, 2011, pp. 177-194), promote L2 autonomous learning, especially if their stability is strong over a long-term period.

Summarizing, the L2 Motivational Self System Theory not only incorporates notions and concepts of identity, but it is a rethinking of the pair integrative/instrumental motivation. From being the desire to assimilate with an identifiable L2 speaking community, integrativeness has become an interest in being a speaker of the L2. Instead, instrumentality gets divided in two types, according to their level of internalization: internalised instrumentality leads to the ideal L2 self, while the non-internalised to the ought-to L2 self. They have different impacts on learners' motivation, internalised motives are more effective. This theory can be considered a major revolution, because it has contributed to the research on L2 motivation with such an important and big shift in interpreting orientation that influenced Gardner himself.⁵ In fact in 2001 (in Dörnyei and Schmidt, pp. 1-20) he re-interpreted his socio-educational model, reducing it to integrativeness, instrumentality and attitudes toward the learning situation in a quite parallel way to the L2 Motivational Self System just described.

In the same years (early 2000's) other researchers sensed the need to give a self perspective and polarization to L2 motivation. According to Noels (in Dörnyei, 2003, pp. 97-136) motivation has three orientations, all interrelated, which are intrinsic, extrinsic and integrative, respectively, similarly corresponding to the L2 Motivational Self System's L2 Learning Experience, the Ought-to L2 Self and the Ideal L2 Self. Another important name is Ema Ushioda, who has often collaborated with Dörnyei, and who wanted to complete this model adding a more Vygotskian sociocultural imprinting (Ushioda, 2006). From this perspective motivation does not belong only to the individual, but it is *socially distributed* (Rueda and Moll, 1994), so that motivation is built through interaction. In her

⁵ It is important to remind that Dörnyei and Gardner have been closely in contact even collaborating with their closest associates, such as Richard Clément.

opinion (in Little, Ridley, and Ushioda, 2003 pp. 90-102) motivation is not an individual variable, but it comes from the interaction between the individual and the social setting. Precisely in a supportive setting it leads to a *healthy growth and co-construction of an individual motivation*, while in a non-supportive setting, where there are strong tensions and contrasts between internal desire and external forces, individual motivation will eventually get distorted or even suppressed. For Ushioda, motivation is a more complex construct which is divided into eight motivational dimensions, which however, can be, once again, reduced to three main groups: *the actual learning process*, including the language related enjoyment, positive learning history and personal satisfaction; *the integrative disposition* made of personal goals, desired levels of L2 competence and academic interest; and finally, *the different external pressures/incentives*, to be interpreted as the possible various influential interests. Ushioda's more detailed version of motivation, does not contradict Dörnyei's theories, but it extends them to a more precise and complete point of view.

2.4 Temporality in Language Learning Motivation

As may appear from the theories shown so far, motivation might be perceived as a static state. Obviously, it is not at all like that there is a high fluctuation in learners' motivation that occurs almost every day. Therefore, researchers felt the need to reframe motivation in time-oriented terms, failing several times because basing the theories on cause-effect relationship, till a more dynamic conceptualization was introduced (Dörnyei, MacIntyre and Henry, 2015). Embracing dynamics means accepting the fact that motivation to learn a L2 language changes, and it can vary unsuspectedly and unpredictably, due to the unique nature of human beings. Even if there might be foreseeable stages, what is impossible to predict is the exact moment in which they occur (de Bot in Dörnyei, MacIntyre and Henry, 2015). In other words, a macro analysis of dynamics may look homogeneous, but deepening in the details, at an individual level, differences become clearer and evident. As time passes, learners usually get better at L2 proficiency, even if not following a straight path, because they face ups and downs that, together with other factors, influence their motivation.

Williams and Burden (1997) define motivation as a process, divided into three subsequent stages, initiating motivation, deciding to do something and sustaining the effort. Very similarly, in 1998, Dörnyei and Otto presented the Process model of L2 motivation, including, for the first time, the temporality factor. To better delineate changes in motivation, the two experts conceptualized motivation as a cyclical process, of three phases: pre-actional, actional and post-actional. The pre-actional phase is connected to initiate motivation, a period where the individual reasons about whether to pass to concrete action. It is also called *choice motivation*. The actional phase, or *executive*

motivation, is the concrete action, for example attending a language course. Lastly, the post-actional phase, a reflection on the action, especially on its effectiveness and usefulness. This is also called *motivational retrospection*, underlining the reflection on the action. The results of the retrospection are two: continuing the action or changing it. It means continuing to study or giving up, so sustaining motivation or passing to demotivation.

2.4.1 Demotivation

While an increase in motivation is always positive, what worries learners and teachers is its decrease that leads to failure and to drop out the language course. The two biggest risks that a learner may encounter are demotivation or amotivation. Amotivation is the complete absence of motivation, the learner has *no goal, either extrinsic or intrinsic [...]. The learner has little reason to engage in language learning and might be expected to quit performing that activity at the earliest convenience* (Noels, K.A., Clément, R. and Pelletier, L.G., 2001). This absence is characterized by passivity, as Ryan and Deci (2002, p.17) suggest when they said that amotivated students *go through the motions with no sense of intending to do what they are doing*. Likewise, Vallerand and Ratelle (2002) believe that amotivated learners suffer from helplessness caused by the absence of relations between behaviours and outcomes, which leads to a feel of non control over the external environments.

Instead, demotivation can be considered as a huge loss of motivation and there are many factors that can provoke it. One of the most productive researchers in demotivation is again Dörnyei. According to him, demotivation is indeed a decrease or drop in level of motivation results of *specific external forces* that diminish motivation (2001a). He argues that motivation starts from external forces, *demotivating triggers*, that later turn into internalized process. Identifying these causes is important not only for the research, but for teachers and, consequently, students; in order to avoid the manifestation of demotivation.

Research on demotivation and amotivation were not as popular as the one on motivation, but since the early 90's they have become widespread. In 1992 and 1995 Gorham and Christophel carried out two similar studies to define what factors are perceived as demotivating by college students. What happened is that the two studies presented very similar outcome: 79% of the answers pointed teacher-related factors as highly demotivating. Similar results were found later on in other studies by Gorham and Millet, 1997; Chambers, 1993. Another of the earliest studies on the causes of demotivation was held by Rudnai (1996), oriented to find out why some students lost interest in English, exploring three fields: the language level, the learner level and the learning situation level, following Dörnyei

motivational model⁶. In her conclusions, the primary causes belonged to the learner and the learning situation levels. In particular, she pointed out: lack of self-confidence, negative learning experience, being placed in a class with an appropriate level, lack of free choice, lack of skilled teachers and an anxious and unpleasant atmosphere in the class.

In 1998, Dörnyei himself researched on demotivation with a study on some Hungarian demotivated secondary school students. The findings, later published in 2001 (Dörnyei, 2001b), identify nine main causes of demotivation:

1. Teachers' personalities, commitments, competence, teaching methods;
2. Inadequate school facilities (large class sizes, unsuitable level of classes or frequent change of teachers).;
3. Reduced self-confidence due to their experience of failure or lack of success;
4. Negative attitude toward the foreign language studied;
5. Compulsory nature of the foreign language study;
6. Interference of another foreign language that pupils are studying;
7. Negative attitude toward the community of the foreign language spoken;
8. Attitudes of group members;
9. Course books used in class.

Thanks to this study, he understood that learners' perceptions of the external learning environment are internally processed, and in this process demotivation may create. For example, after bad grades, typical external elements, students experience failure. Internally processing the failure may lead to the lack self-confidence, one of the most dangerous demotivating forces.

Even if Dörnyei's research is certainly more detailed than the others mentioned before, we can see how most of the causes lead back to the learning environment, in particular teaching methods and learning tasks. For example, textbooks, which are probably the most used instruments, may become a demotivating factor because of the target language used within the listening activities and because of the quality of the exercises proposed (Lamb, 2007) which if focus only on grammar, vocabulary and translation create boredom and a feeling of not learning (Falout, Elwood and Hoos, 2009). Another important negatively influential factor is anxiety, which is a state of stress and apprehension directly and immediately thwart the learning processes. Anxiety originates from situations that the

⁶ See previous paragraphs

learner feels as a risk, triggering the body defence system which will produce neurosteroids and hormones as dopamine (released by the amygdala) that physically is a hindrance to the learning process, not allowing the input and the notion to pass from short-term to long-term memory. Consequently, learners will not be able to succeed and the failures will inevitably attack his self-confidence, especially if it is weak, and once again, motivation will be the first that suffers. Demotivation, even if it occurs in one individual, can easily spread among the class group, especially among the students with the weakest self-confidence or that do not gain the results they would like (Balboni, 2008 and 2012). In fact, research on group dynamics suggests that a demotivational presence is usually more influential than a strong motivational one, due to the fact that the stronger motivation is always inner and personally oriented.

However, preventing and even *curing* demotivation is possible⁷. Ushioda (1998 and 2001) realized that demotivated learners may remotivate themselves in two ways. One way is to dissociate demotivating experiences imputing them to external factors, and in doing so learners protect themselves from lacking in self-confidence. The other way to restore self-motivation is using *adaptive self-regulatory strategies*, setting goals to feel more successful and resourceful. She gave an example: engaging rewarding L2 activities. Deci, Vallerand, Pelletier and Ryan, (1991) have the same opinion, for them, restoring motivation is possible by using particular strategies that reinforce intrinsic motivation and internalize the values of regulatory processes in formal educational contexts, that promote the interest and value the learning, improving so the self-confidence. The originator and promoter of this restoring process is the teacher, the only one who can positively intervene at the *Learning Situation Level* (the language learning in a classroom context), improving what Dörnyei and Csizér (1998) identify as *course-specific* and *teacher-specific* motivational components and simultaneously also at the *Language and Learner Level*. They highlight how *skills in motivating learners should be seen as a central to teaching effectiveness*, therefore they focused on finding them. They created the *Ten commandments for motivating language learners*, a collection of macro-strategies that started as recommendations, not based on any systematic research, but then became an empirical research that led to the following list:

- a. Set a personal example with your own behaviour;
- b. Create a pleasant, relaxed atmosphere in the classroom;
- c. Present the task properly;

⁷ It is harder to come back to a motivational status once demotivation has overtaken the individual. Even more problematic is amotivation, in fact whether a demotivation is a lack of motivation that can be restored, in an amotivated learner motivation does not exist at all, and it must be built from scratch.

- d. Develop a good relationship with the learners;
- e. Increase the learners' linguistic self-confidence;
- f. Make the language classes interesting;
- g. Promote learner autonomy;
- h. Personalize the learning process;
- i. Increase the learners' goal-orientedness
- j. Familiarize learners with the target language culture.

However, the study does not talk about effectiveness, as no student was involved. Moreover, none of the motivational strategies seeks absolute validity since learning contexts are always different and characterized by the presence of unique individuals, who are constantly changing, therefore talking about general and absolute effectiveness is impossible. Yet, the list can be considered a starting point for every teacher and the possible validity of the strategies is still undeniable.

2.5 Motivation in the case study

The theories presented so far are helpful to trace the motivational frame from which this research case develops. The following analysis is not going to show the different levels and orientations of motivation of the case, but it just settles some principles and parameters that will be further explored in the next chapters. The two main factors that mostly influence this frame are the learners' profiles and the language they are studying, so adult learners of Ital2, all immigrants, aiming to stay in Italy for at least one year.

Learning a L2 and a FL may have some common features, but at the same time they have essential differences. The biggest difference is that L2 learners are surrounded by the target language, so they constantly receive non-controlled linguistic input and teaching must acknowledge it and progress accordingly, possibly using the situation as resource. Another difference is the approach in analysing their motivation. Within a L2 context, especially among adults, it is unlikely to find learners forced to attend the language courses, because usually it is their choice to attend the course and to learn the language. This implies that the learners are motivated, no matter what the orientation of the motivation is, they probably have a specific goal and learning the L2 is useful for achieving this. In L2 contexts, and this concerns our case study, it is very common to deal with immigration situations, which bring to the table other different variables that strongly influence motivation. The immigrants' motivation in learning the language of the new country is often strongly guided by the need, the

instrumentality and the ought-to self, which is effective, but many times not enough to keep this motivation in a lifelong perspective (Balboni, 2008, 2012 and Luise, 2006). Moreover, as adults coming back to formal study, motivation has already been activated. In fact, adults are usually out of formal learning environments, and coming back to school would mean to challenge and put themselves in possible awkward situations that could damage their self-image in front of other people, but they do that as an *investment* (Norton 2000). Therefore, they must have specific reasons to attend a language course which have already established the motivation. In this context, where students are motivated, the teacher does not need to activate motivation, but *just* work on it maintenance, using strategies and expedients that help to enhance and enforcing it.

Obviously adulthood is a strongly influential variable in learning in general: every age has different needs when it comes to learning approaches, methods, activities and techniques really make teaching adequate and the adequateness will affect the effectiveness of the teaching itself. For example, it is largely recognized how a more sensitive behaviour and physical involvement positively influence children's learning process. Pedagogy also encourages creative and playful activities and cooperative learning, that not always can apply to adult education. In fact, andragogy has specific features that makes the learning process different than the one for children or young adults (Knowles, 1980). First of all, as adults, these learners do not perceive the teacher as a model of education, but as an instructor who should help them in achieving the competence in the language. Therefore, they need to be explicitly aware of the steps of the learning process they are involved in, so that they do not lose control of the situation. It is important as well to be able to evaluate whether the language course is being useful or not, especially since learning a new language during adulthood is not a rapid or steady process, so this control may help the adult to avoid demotivation. In other words, they feel the need to see that they are learning, satisfying their expectations to reach good results in the less time possible, sometimes setting too high standards that it is duty of the teacher to reset. This control goes together with the very important concept of autonomy, fundamental in andragogy, since it concerns adults with their own background who again, do not need an educator, but a facilitator. One of the biggest challenges faced by the teachers is to find a meeting point with the adults, who, having already other language learning experiences, are not that open to new methods and techniques; the only ways to avoid contrast is to explain the reason of the teachers' choices and satisfy the typical adult's need for metalinguistic thinking. Consequently, there are activities that will be well accepted, especially the ones that enhance autonomy, and others, like rehearsal, that will be hard to accept, or even other activities that will never be accepted, because the learners have to directly face the teacher, who will play the judge role, breaking what Balboni (2012, pp. 103-104) defines as the psychological pact on which andragogy is based.

As anticipated before, another influential factor in learning and in motivation is the choice of input and of the materials. They are both support and start of the learning activities, but there are effective only if they activate what Chomsky defines as Language Acquisition Device. Both children and adults need specific input coming from different sources, consequently the teacher must pay a lot of attention in selecting and creating them, calibrating them not just according to age, but to the group so that they can be interiorized at best. There are some parameters that might help this process and Balboni (2012) basing on Schumann's (2004) stimulus appraisal identifies as: novelty, appeal, functionality, feasibility, psychological and social safety. In a L2 context teachers are not able to supervise all the input received by the learners since, as seen before, they are fully immersed in the target language, and they are constantly receiving *spontaneous* inputs, integrated by the school's *facilitating* ones (Giacalone Ramat, 2003, p.292), what Favaro (1999) describes as *mixed input* situation.

Lastly, but not less important, there are the social and sociolinguistic dimensions that in an L2 context has an extremely important influence, both for short time staying foreigners and long time immigrants. Dörnyei and Csizér (2005) define *intercultural contacts as both means and end in L2 studies*. Second language learning's main aim is to create contacts across culture, since it creates communication between different ethno-linguistic communities, but, at the same time, these contacts encourage language learning, and positively influence motivation. However, in a L2 context the host community is always stronger, and the minority groups seek to learn the L2 language to interact with the dominant community. Especially with long term immigrants, there is a natural and recognised tendency of the minority groups to acculturate, as processes of cultural and psychological changes, ranging from clothing to food, from daily behaviours to speaking, in order to adapt themselves to the mainstream culture and even becoming a part of it (Kymlicka, 1985). There are many different kinds of acculturation strategies, and their names vary depending on which ethno-cultural group is being considered, but the most effective one, especially in a long-term perspective, is integration (Berry, 1997). Berry argues that integration is characterized by the maintenance of individuals' cultural identities while integrally interacting in the dominant society. In fact, it does not surprise that we can hear and read about seeking integration in every day's news on immigration.

In Italy, foreigners are almost completely free to choose how to acculturate, which means that it is possible reach integration⁸. One first step is, undoubtedly, learning the language. Therefore, learning the L2 becomes also a *social process in which culturally and historically situated participants engage*

⁸ As Berry (1991 and 1997) asserts, to successfully pursue integration, the dominant society should be open and inclusive toward cultural diversity.

in culturally-valued social activities (Norton and Toohey, 2011). Consequently, a pedagogical, or andragogical, intervention, offers the group a way to reach acculturation, and so a better position in society, avoiding marginalization.

However, integration is not easy to achieve as the big and wide spread fear of losing the cultural identity often interferes. Since acculturation processes deeply modify individuals' identities, the transformation can be scary for many, who may feel as if they are losing their *original* identity and becoming another person, with a different culture. It is obvious how this fear has huge implications that involve the psychology of the individual, and it can become an obstacle to the learning process and the achievement of the L2 goals, even undermining the imagery that support the ideal or the ought-to self. Even if this problem goes beyond the teachers and the learning situations, there are some precautions that can be taken to help avoiding this loss. In Italy, schools often promote cultural diversity, from including learners' L1 language and culture in class activities to hosting multicultural events. Yet, most of these measures are created for children and teenager, but adults may need them as well.

Chapter III

3. The Case Study

From March to May 2015, I had the opportunity so serve an internship in a Centro Territoriale Permanente of Cagliari. The school, with more than two hundred fifty students, offered several Italian L2 courses, from A1 to C1-2 levels, and many other educational programs, like a basic computer course, some English courses and evening curricular Middle School classes, all oriented to a valid certification or degree. I was assigned to help a new teacher who held four different courses of Italian L2, and the students of this courses are the participants of my research.

3.1 Organization of the school

Before starting the internship, I had the opportunity to talk with all the Italian L2 teachers of the school in order to collect important information regarding the school dynamics particularly concerning the relations between the students and the courses. The classes usually start on late October and finish on late May or beginning of June, but, since there was no enrolment restriction, students were allowed to start whenever they wanted to register. Although this permitted more people to attend classes, for example, some of the students arrived in Cagliari after the courses officially started, but being accepted in the school, allowed them to start learning the language immediately. In the past it had created problems and confusion, because the class groups ended up being highly heterogeneous and, for the teachers, handling the diversity was impossible. To avoid this unpleasant and unsuccessful situation, the school year has been divided into two terms⁹, at the end of which students do an exam to obtain the language certification. The second term started the first of March so, when I started my internship, the courses were beginning as well. In total there were fifteen courses, four for the A1 level and four for the A2, which were the most attended, three for the B1, three for the B2 and one for both C1 and C2. According to the teachers, the main reason of the higher concentration of students in the lower levels is that, after gaining the A2 level certification, useful to obtain the residence permit, most of the students leave the school, as they do not feel the need to continue learning the language anymore. In other words, attending the course is just a compulsory and temporary phase to gain the certification. This may have been partially true for some of the students, but a certificate cannot be the only explanation for all the drops out, moreover, it does not explain how come many students who needed the level certification for the permit, still attend classes.

⁹ The first term lasted about four months and the second about three.

3.2 The Participants

The four courses I was assigned to were held by the same teacher, and they all had different levels: one class of A1 with nineteen students, one of A2 with twenty-four students, one of A2+ with eighteen students (designed for the students who passed the A2 level exam in February, but who were not ready to pass to the next level) and one of B1 with fourteen students, for a total of seventy-five learners, thirty-eight women and thirty-seven men of thirty-three different nationalities¹⁰. 32% of the learners was unemployed, 25% were students, and the rest were all workers. Among the workers, there were mostly caregivers, shop assistants, cooks and international military officers. Most of the students were attending university courses, four the middle school and seven the high school. In total, they were 19, and of them 13 were participating to cultural exchange programs in the university or in the high school. Not all the learners accepted to collaborate with my research, 6 men and 3 women refused to do the first questionnaire so even if considered in this introduction, they will not be considered further on, in the collection of data and in the analysis.

3.3 The Research

The aim of my research is to understand learners' motivation and to identify the changes that undergo influencing the students' willingness to continue studying. It can be argued that the decision to continue or not a language course can be caused by many different factors. Yet, identifying all of them, for every single student is a very difficult undertaking, and may involve factors external to the language learning field. That is why my research concentrates only on L2 motivation. In particular, these are the questions I will try to answer:

- a. Which are the main characteristics of these learners' motivation?
- b. Which are the variables that more influence their post-actional phase? In particular, what creates demotivation?
- c. Is the teacher and the teaching method an influential variable?

In Chapter II we saw how important motivation is for the language learning process, but we also reflected on the difficulty in maintaining it. In fact, keeping motivation high during and after a language course is a tough challenge which is not always won. Some lucky students have a strong L2

¹⁰ From Europe: Belorussia, Bulgaria, Georgia, Germany, Kazakhstan, Norway, Poland, Portugal, Romania, Russia, Turkey, Ukraine and United Kingdom. From Africa: Algeria, Egypt, Ethiopia, Mali, Nigeria. and Senegal. From Asia: Bangladesh, China, Hong Kong, India, Malaysia, Pakistan, Philippines and Taiwan. From America: Argentina, Brazil, Costa Rica, Honduras, Peru and United States.

motivation and a strong L2 future self, which help them during the harder times of the learning. On the other hand, there are students with a weaker motivation, that, if it does not blossom and grow, will easily transform into demotivation. By themselves, students are not usually able to nourish and stimulate a weak motivation, they need a guide to help them: the teacher. Teachers can create, promote and strengthen motivation for all the students, from those with the weakest motivation to those with an already strong one. In fact, less motivated students are not the only ones who need motivation, also the already motivated learners need it to be constantly stimulated.

To understand their motivation and the way it works and changes, I have used two questionnaires¹¹. They were submitted in April and then in November 2015.

The first questionnaire investigates on students' motivation and linguistic needs when they reach the middle of their course. It aims to find out how students are motivated, identifying the most influential variables of their motivation. The second questionnaire investigates on the changes of motivation at the beginning of the new school year, allowing me to analyse why students have decided to drop out or to continue to attend the classes. The fact that all the courses were held by the same teacher avoids that the influence of the teacher/teaching that could alter results, making them less comparable. However, during the following school year, 2015/2016, with the transformation of the CTP into the *Centro Provinciale per l'Istruzione degli Adulti*, the whole school system changed. Classes were split and reassembled, and assigned to different teachers. Moreover, the teacher I worked with was assigned to a completely different school. These important changes have probably affected the students, and with the second questionnaire I try to understand how.

The First Questionnaire¹² is strongly based on Dörnyei and Csizér's (2006, 2012) and Clément, Dörnyei, and Noels (1994) motivation questionnaires, used by them in different motivation survey projects. Even if the original questionnaires were created for foreign language contexts, great majority of the questions can be used also in second language situations, like in this case study. The original questionnaires are made up of a large number of detailed questions, but we have reduced and modified to that they fit this case study better. There are forty questions which focus on the issues regarding the relation between the learners and the L2, the learners and the learning environment and the learners and the L2 culture and community. The questionnaire can be divided in three distinct thematic sections: The L2 Future Self, The Actual Learning Process and The Multicultural Dimension. Except for the last section, each of other can be further divided into other two parts, following Ushioda's (Little., Ridley, and Ushioda, 2003 pp. 90-102) motivational dimensions: The

¹¹ See Appendix I, II and III

¹² See Appendix I

Integrative Disposition, External Pressures/Incentives, Language Related Enjoyment and Anxiety and, lastly, the Learning Environment. Therefore, the first section investigates on the involvement of Italian language in the learners' idea of their future selves, trying to understand the role of possible external pressures like society, working place and family. This first part of the questionnaire is followed by a section on the actual learning process, with seven questions on the language enjoyment and ten about the language learning environment, exploring students' relations with the school, the course, the teacher and the class. Finally, the last part of the questionnaire consists in seven question on the relation between these foreign students and Italian culture, with three important questions regarding learners' cultural identities. The students were given this questionnaire during the middle of the courses, so that they had already gained more confidence with the school system (especially for the new entries), but still without the stress of the final exam.

The Second Questionnaire¹³ is also inspired by Dörnyei and Csizér's (2006, 2012), Clément, Dörnyei, and Noels (1994) and Ushioda works and theories, but it looks very different than the previous one. First of all, this questionnaire is actually a double questionnaire, one for those who still attend school and one for who have dropped out. They are made of parallel direct questions on the same topics, asking if a certain factor has influenced or not the choice of continuing or stopping attending classes. This questionnaire is shorter and it does not include the Multicultural Dimension, and it is divided just in The Future Self and The Actual Learning Process. It ends with a last question, open question, that gives students the opportunity to better which factors have influenced their choice or express some comments. Giving the questionnaire to who was attending the classes was easy and it was done the second month of the new school year, but reaching those who drop out was much harder, in fact I was not able reach three of them.

Both questionnaires were supplemented by another, shorter, questionnaire¹⁴ concerning the following learners' personal details: gender, age, level of Italian, possible employment, other language knowledge and previous school experiences. The questionnaires were supposed to be anonymous, but knowing these variables, which still protect the anonymity of the learners, allows me to spot some common characteristics useful to understand the changes in motivation in this particular situation.

¹³ See Appendix II and III

¹⁴ See Appendix IV

3.4 Findings, Results and Interpretations

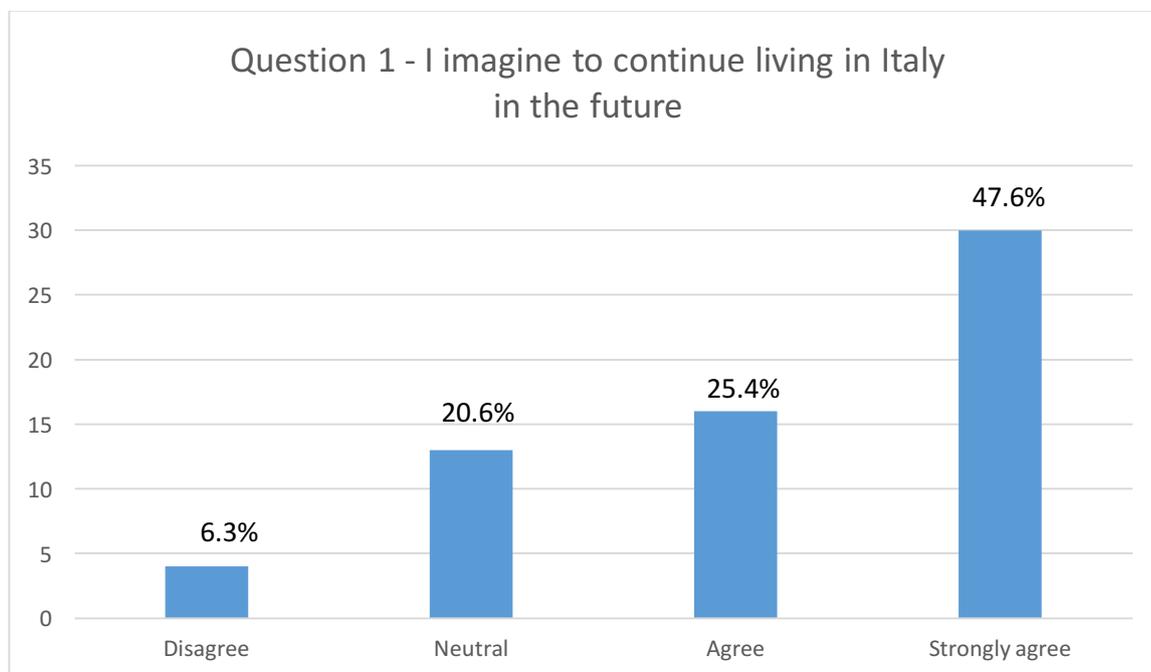
In the following paragraphs, the analysis of the questionnaires will be presented and each Question in the questionnaire will be interpreted with reference to the thematic sections and to the whole questionnaire. Then, an overall interpretation of the whole data analysed will be supplied.

3.4.1 The First Questionnaire

The First Questionnaire, which full version can be found in Appendix I, has 40 rating scale questions. For each question, students could choose one of following the five multiple choices per weightage: *Decisamente NO, NO, Non Lo So, SI, Decisamente SI*. In the analysis, which is in English they respectively correspond to: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree. Instead, for five questions (Question 20, 21, 30, 31 and 32), I used a frequency scale, with the following possible choices: Never, Rarely, Sometimes, Often, Always. The same rating scale will be used in the Second Questionnaires.

3.4.1.1 Section I. The future self. Integrative Disposition

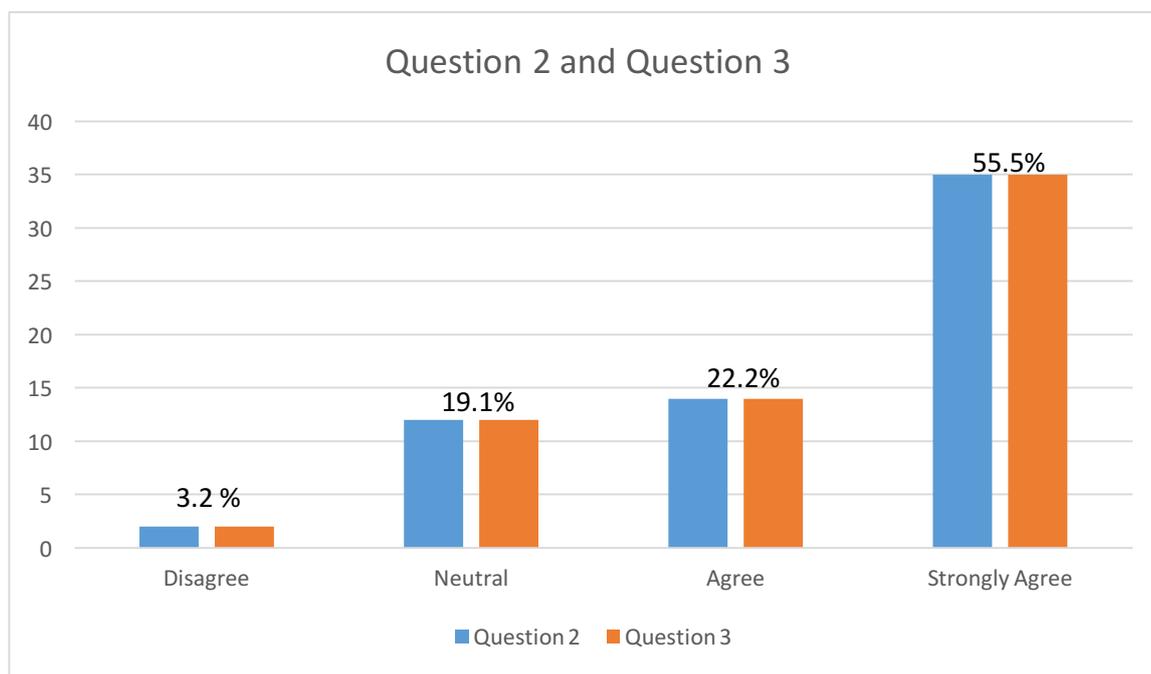
Question 1 – I imagine to continue living in Italy in the future



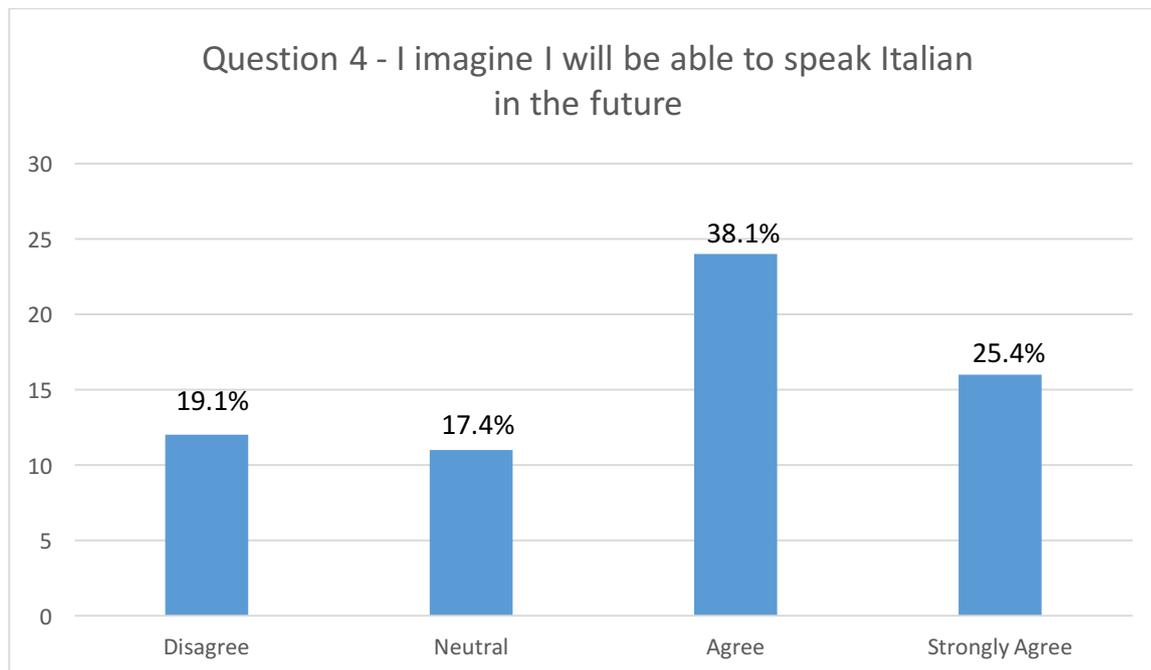
The first question was designed to understand the future intentions of the students regarding the possibility of continuing to live in Italy. The majority of the students is planning to live in the country, in fact, 47.6% strongly think that they will live in Italy in the future and 25.4% imagine themselves

living in Italy. Of the rest, 20.6% is neutral and just 6.3% do not think they will continue to live in the country. Analysing the profiles, almost all the neutral and all the negative answers were given by the students from exchange programs, especially the high school students who, except for one, do not imagine themselves living in Italy. However, no one has strongly disagreed, meaning that nobody absolutely excludes the option of an Italian future.

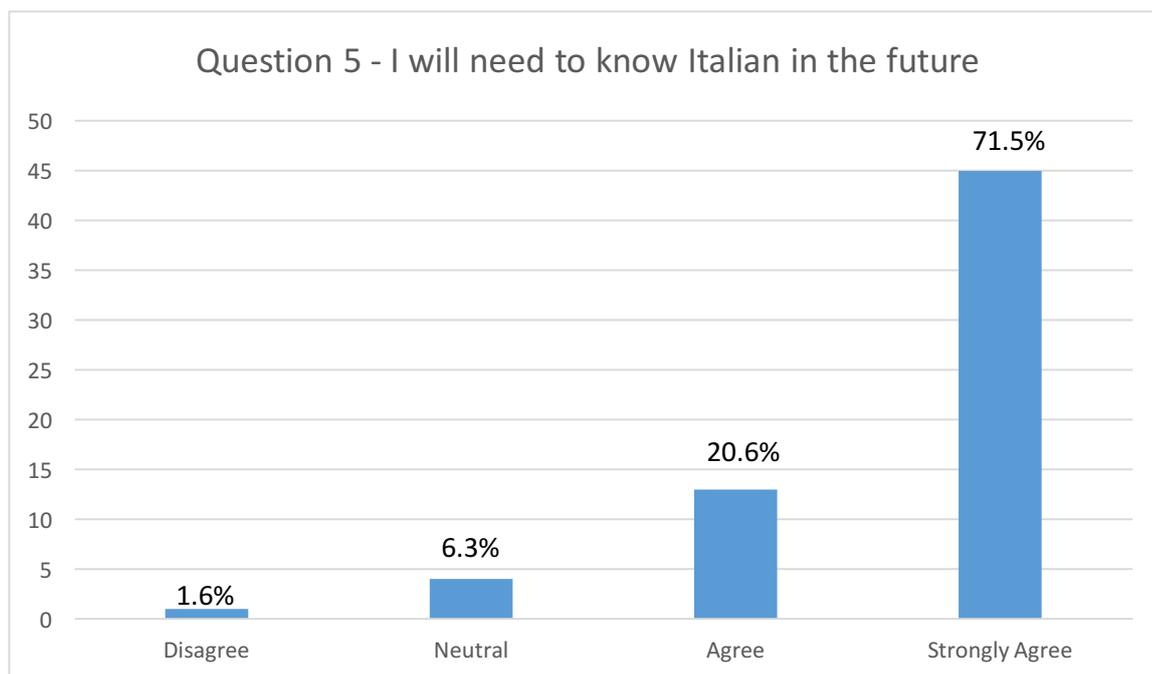
Question 2 – When I think about my future, I imagine myself speaking in Italian. And Question 3 – When I think about my work, I imagine myself speaking in Italian



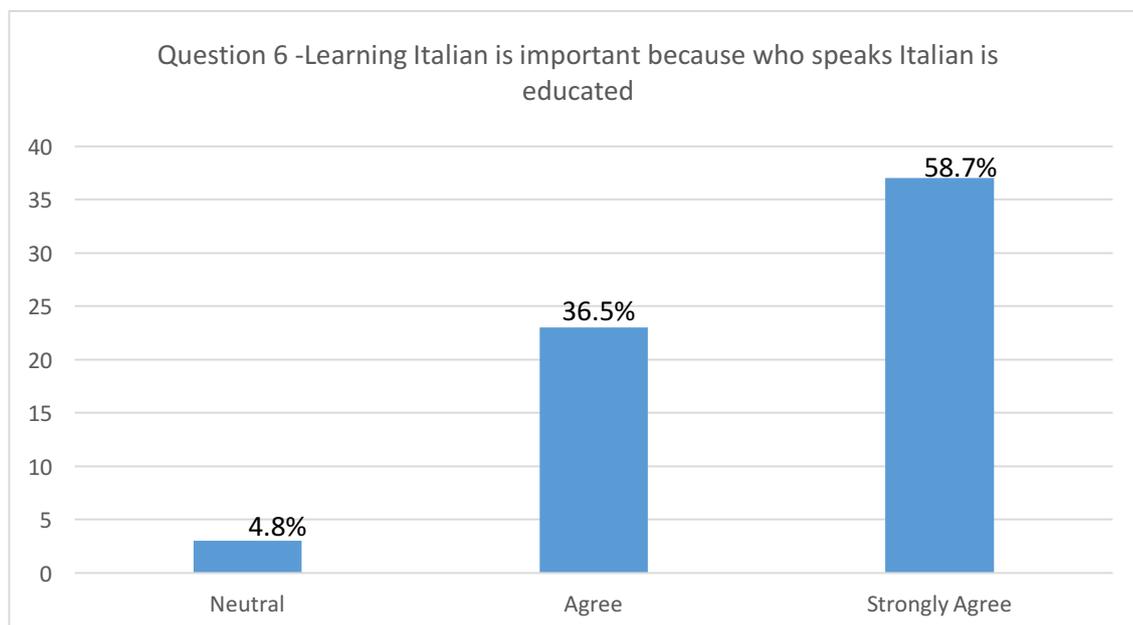
With the second and the third question I try to find out the involvement of Italian language in learners' lives. Question 2 is more general and it simply asks the students if they imagine themselves speaking Italian in the future. The greatest majority of the students, 77.7%, see Italian language in their future. In particular, 55.5% of the learners strongly see themselves as Italian speakers. Just 19.1% do not have a firm opinion on the presence of Italian in their future and just two students do not think they will speak Italian. These more reluctant learners are, again, foreign exchange students, who as seen before, do not have a firm idea about living in Italy in the future. The same answers were given in the following question, Question 3, which queries the presence of Italian language in students' (future) working place there will be the presence of Italian. The most reluctant to imagine Italian as a part of their future selves working life are, again, the exchange students.

Question 4 – I imagine I will be able to speak Italian without problems

I have chosen to insert here Question 4 to understand learners' feeling about the possibility of reaching a good level of Italian in their future. A good majority of the students thinks they can achieve a language level that will allow them to interact without any difficulty as 63.5% 'agree' or 'strongly agree'. Even though half of the male students imagine themselves speaking speaking Italian without problems, none of them 'strongly agree' that this can happen. Moreover, 36.7% of the men, all belonging to the beginner course, do not consider this achievement possible. On the other hand, women seem more positive about their future results. Only one of them, another beginner, does not believe she can reach a such good language level, while the rest 83.3% do, and most of them strongly believe in this possibility. This question is very important in understanding the dynamics in student's motivation, as feeling helpless and unable to reach desirable results are typical symptoms of a reduced self confidence which causes internal demotivation (Dörnyei 1998 and 2001). Reaching this level of demotivation easily lead a student to drop out of classes (Falout, Elwwod and Hood 2009), but in this case, the students are all beginners, so it is early for them to see evident results. However, with the second questionnaire, it will be easier to see whether this lack of self confidence has persisted and influenced the dropouts.

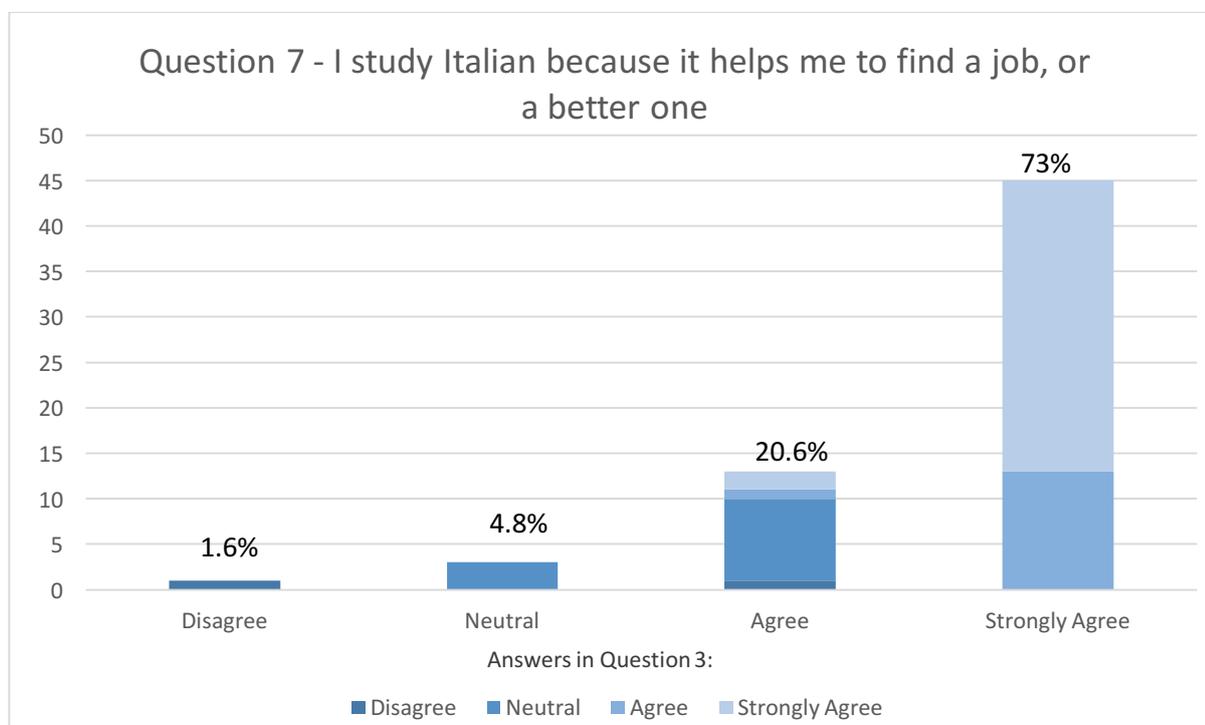
Question 5 - I will need to know Italian in the future

The fifth question is a generalization of all the previous Questions because it directly asks the students if they believe they will need to know Italian in the future. The results are very interesting, almost all the students answered positively, 71.5% 'absolutely agree' and 20.6% simply 'agree'. Surprisingly, nine out of the twelve exchange students feel that they will need Italian in the future, two of them are neutral, while only one disagrees. As we have seen before, this category of students seemed very uncertain or negative about an involvement of Italy or Italian language in their life.

Question 6 – Learning Italian is important because who speaks Italian is educated

The sixth question explores the academic interest of the student, asking if they think that learning Italian is important to be educated. Nobody ‘disagreed’ and only three people are ‘neutral’, because 36.5% of the students think that those who speaks Italian are educated, and 58.7% strongly believe that. This shared opinion shows how learners are interested in being and looking educated, no matter their age or their social position. These data are the first clue that goes against the teachers’ idea that most of their students attended classes just to get their residence permit. Clearly, these answers show that there is more than a residence permit at stake, starting with personal realization through education.

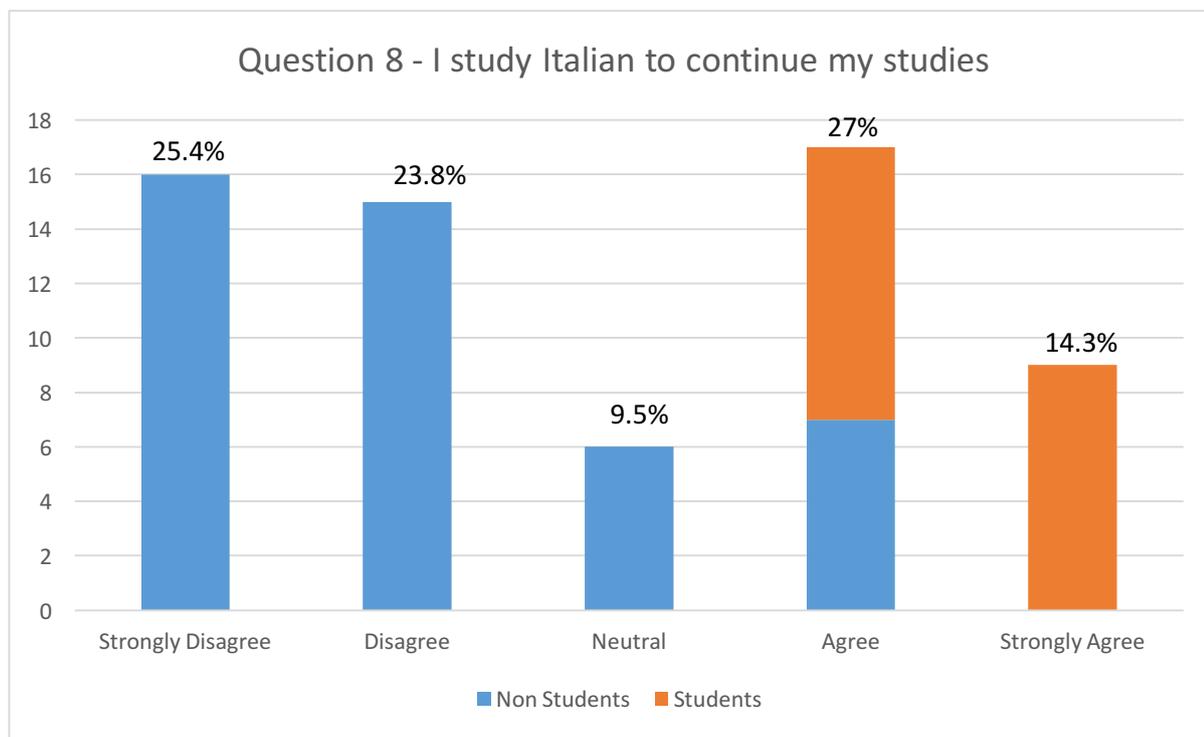
Question 7- I study Italian because it helps me to find a job, or a better one



Question 7 regards the usefulness of Italian language in finding a job for those without a work or a getting a better one for the others who already work. Almost all the students see Italian as important, or fundamental, to finding a job, in fact, 73% ‘strongly agree’ and 20.6% ‘agree’. Just one person disagrees. Comparing these answers with Question 3 (which asked if the learners imagined themselves speaking Italian in their workplaces) as in the chart above, we can see how students think that knowing Italian will help them to find a job, even if they do not strongly imagine themselves speaking Italian in their working place. Indeed, nine out of twelve ‘neutral’ students from Question 3, now agree, as one of the two who disagreed before, and, all the students who ‘agreed’, but one, now ‘strongly agree’. This tendency has three exceptions: two of the students who ‘strongly agreed’ in question 3, now only ‘agree’; and one person ‘disagrees’, though this students ‘disagreed’ before

as well. This data shows how learning Italian is felt useful even if the learners are not planning to stay in Italy, and obviously it becomes even more important for those who imagine and wish their future in the country.

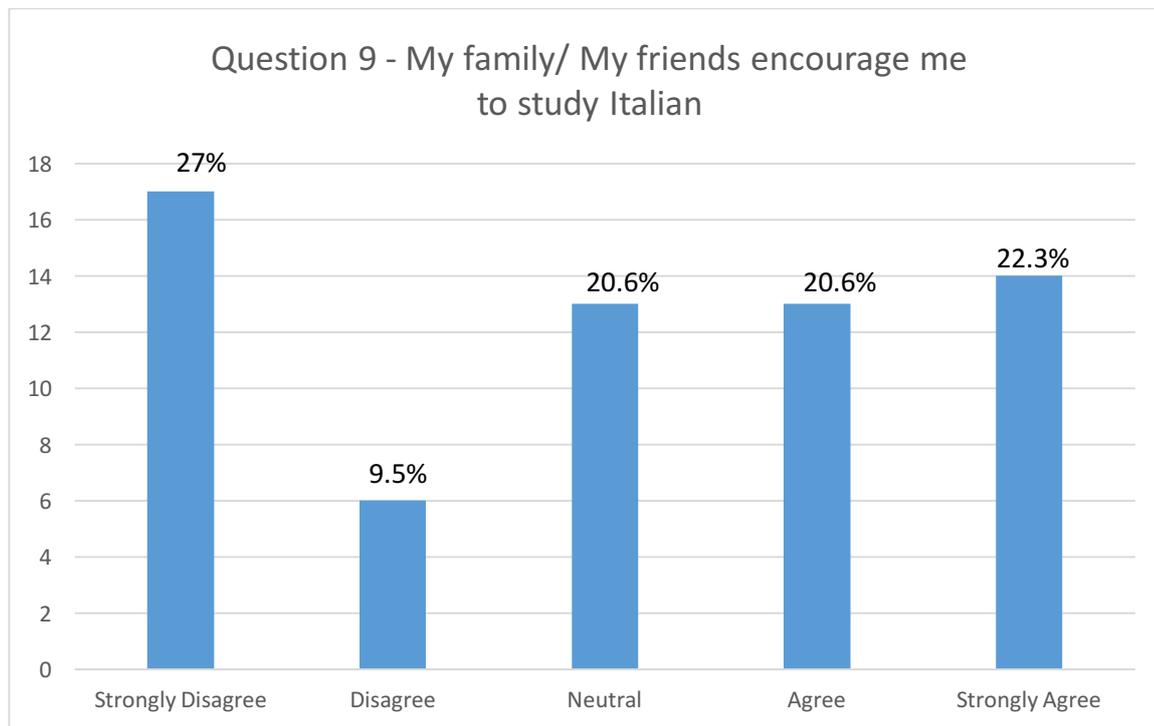
Question 8 – I study Italian to continue my studies



As the previous question, Question 8 explores learners' personal goals, as a part of their integrative disposition. This question is thought for the learners who are students also outside the language course. All of them feel that learning Italian is fundamental or important to continue their studies. The six students from high school and middle school are those who 'absolutely agree', while all the others, from university or from technical and vocation schools, simply 'agree'. It was interesting to see that seven non-students are interested in continuing their education, and six of them are neutral, so they do not exclude the possibility to get further education. These learners, from different language levels, have in common only one thing: their age. They all are young, not older than 26. Another interesting datum regarding age, is that all the students who 'strongly disagree' are older than 35. This tendency depends on the fact that older students probably already have a degree, and if they do not, they are all employed, and therefore, they are not concretely interested in getting further education.

3.4.1.2 Section I. The future self. External Pressures/ Incentives

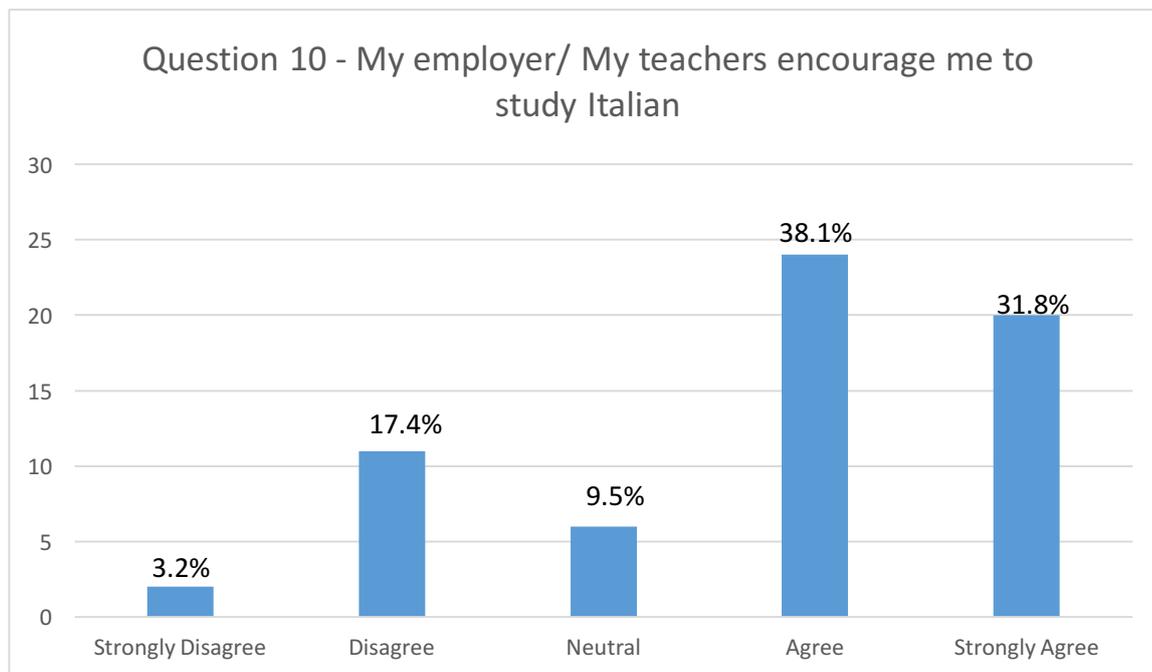
Question 9 – My family/ My friends encourage me to study Italian



Question 9 relates learning Italian with learners' loved ones. Family and friends often influence our decisions and they are strong motivational variables, especially for younger learners (Balboni 2012, Luise 2006, Lorenz and Leyhaussen 1973). In this question, age is not so influential, as among those who 'strongly agree' or 'agree' there are learners older than 25. However, it must be considered that many of the students between 24 and 35 have children and family living in Italy, and sometimes they are married to Italians. So, 22.3% of the students are very influenced by family and friends, 20.6% are simply influenced and the same number of students are neutral. Of all the students, just 6 'disagree', and 27% 'strongly disagree'.

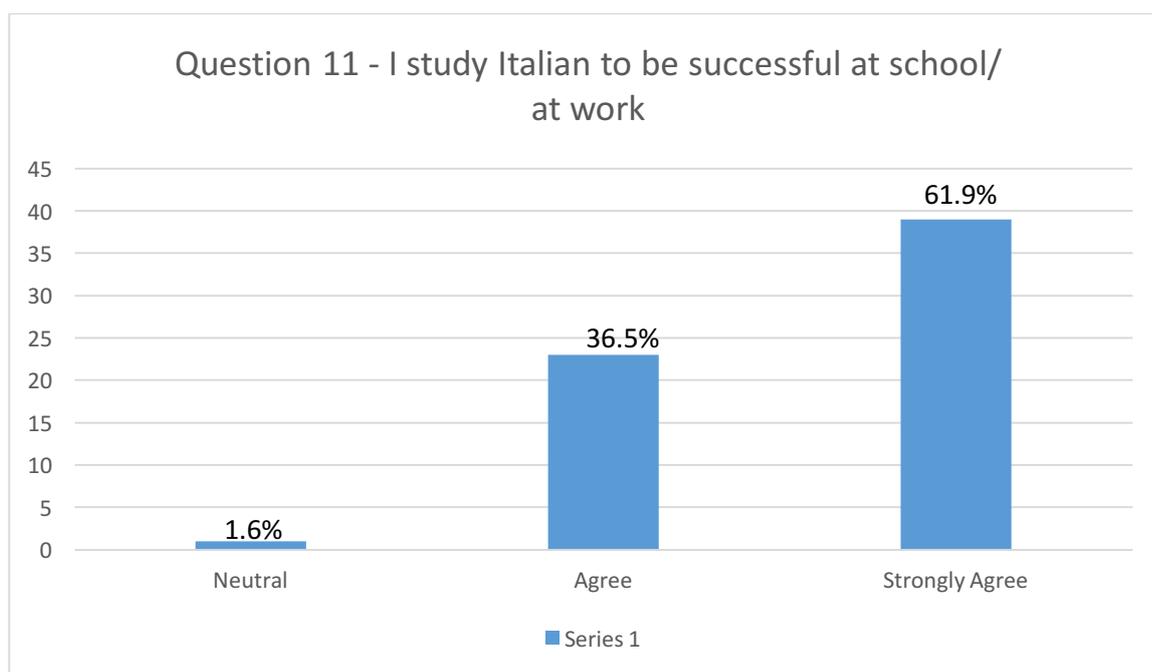
Question 10 – My employer/ My teachers encourage me to study Italian

As the ninth question, also the question ten investigates on external incentives coming from people close to the learners, in this case, the employers or the teacher (in case of students). Employers and teachers' opinions and suggestions are very important for their workers or students, therefore these are two very influential figures, as family and friends.



The majority of the students is influenced by these figures, 31.8% 'strongly agree' and 38.1% 'agree' to be encouraged to study Italian by them. 9.5% of the learners are neutral and 17.4% are not influenced by teachers or employers, and two people 'strongly disagree'. However, all these people who are not influenced are unemployed, so their answer is understandable. It is interesting to see that teachers and employers care about their students or employee to become Italian speakers; encouraging them to study the language may have positive results.

Question 11 – I study Italian to be successful at school/ at work



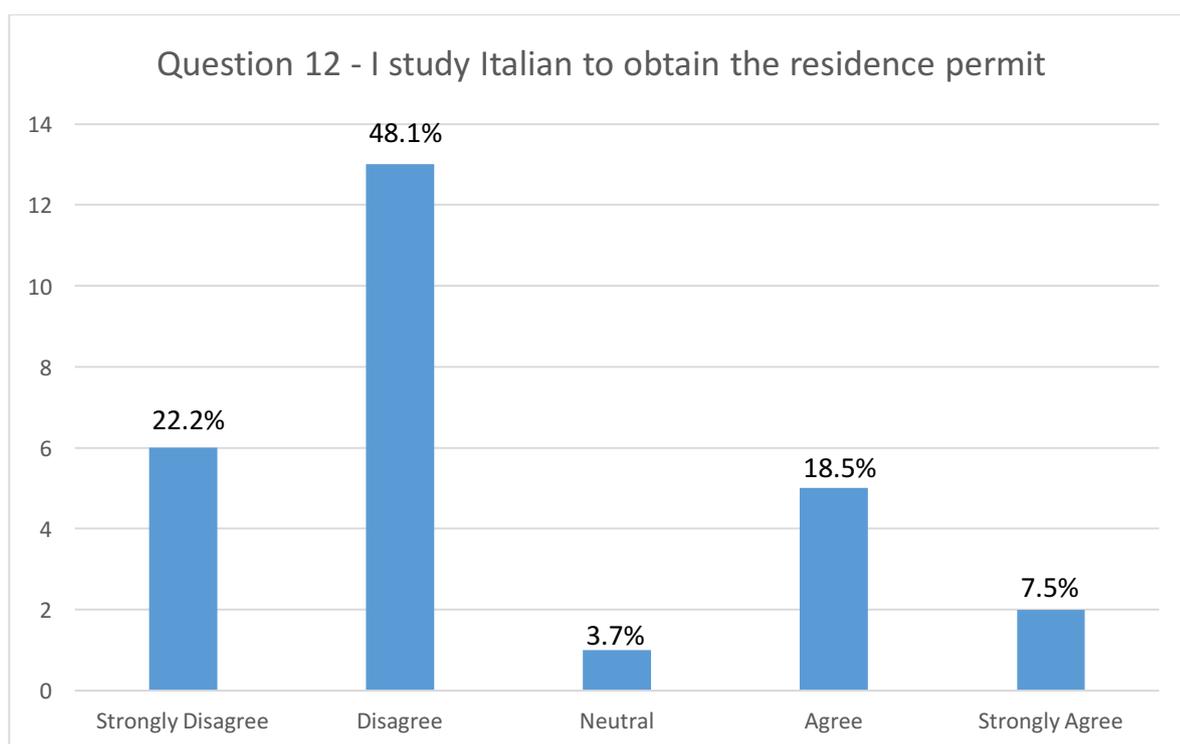
Question 11 asks if learners are studying Italian to be successful at work or at school. It is linked to question 3, 6, 7, 8, 9 and 10. It can be argued that this question regards personal goals, but we have already explored this field. In fact, this question implies the influence of co-workers, schoolmates, teacher, employers, costumers and all the figures involved in obtaining success at school or at work. All the students but one, 'agree', and most of them, 61.9% of the total learners 'strongly agree'. The only exception, who has a neutral opinion, is neither a worker, an unemployed person or a student, but a nun on a temporary mission in the town.

Question 12 – I study Italian to obtain the residence permit

The last four questions of this section regard incentives given by society.

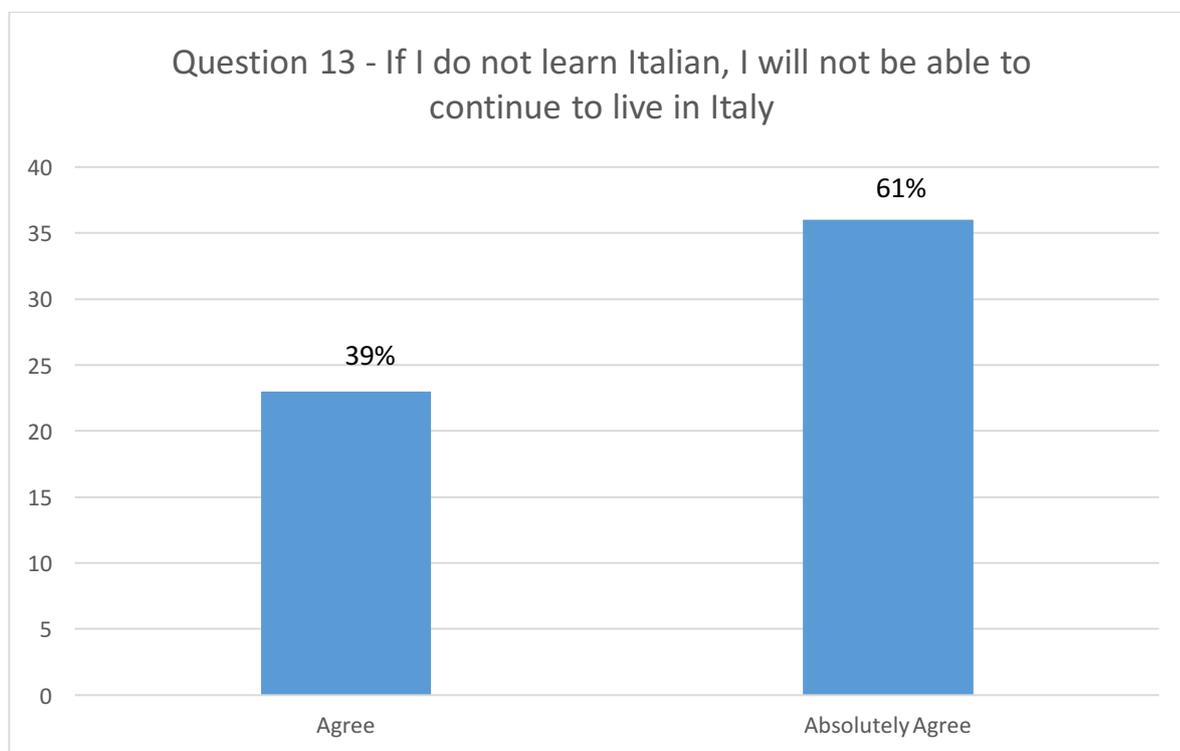
The following two questions investigate the usefulness of studying Italian to continue living in the country, therefore, I will consider only the answers of those who at least consider the possibilities of living in Italy in the future, so the answers of the four learners who 'disagreed' in question 1 will not be included in the data.

Question 12 is very important for the research as it directly ask the learners if their studying Italian is oriented to getting the residence permit. Since the level required for the residence permit is A2, the answers of the students who have already achieved that level are not included in the data, reducing the sample to 27 students.

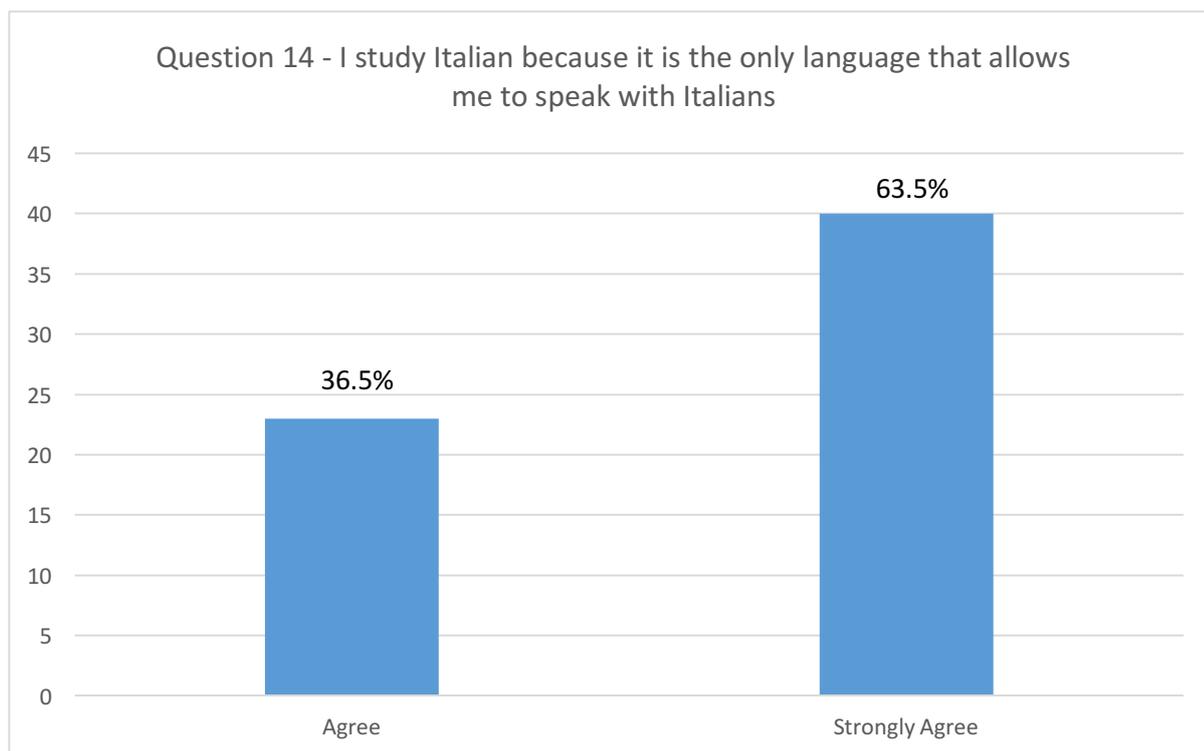


The majority is not studying Italian to obtain the permit, as 48.1% ‘disagree’ and 22.2% ‘strongly disagree’. Only one student was ‘neutral’, those who ‘agreed’ are 18.5% and just two affirmed that their studying Italian is strongly oriented to the residence permit. All of the students who answered positively have two important characteristics in common: they arrived in Italy not more than two months previously, and they were all attending the same A1 classes. They represent barely 11% of the total students. Based on these data, it is possible to affirm that, even though some students are studying Italian to obtain the residence permit, the majority is not, so we cannot consider it as a significant variable in student’s motivation.

Question 13 – If I do not learn Italian, I will not be able to continue to live in Italy



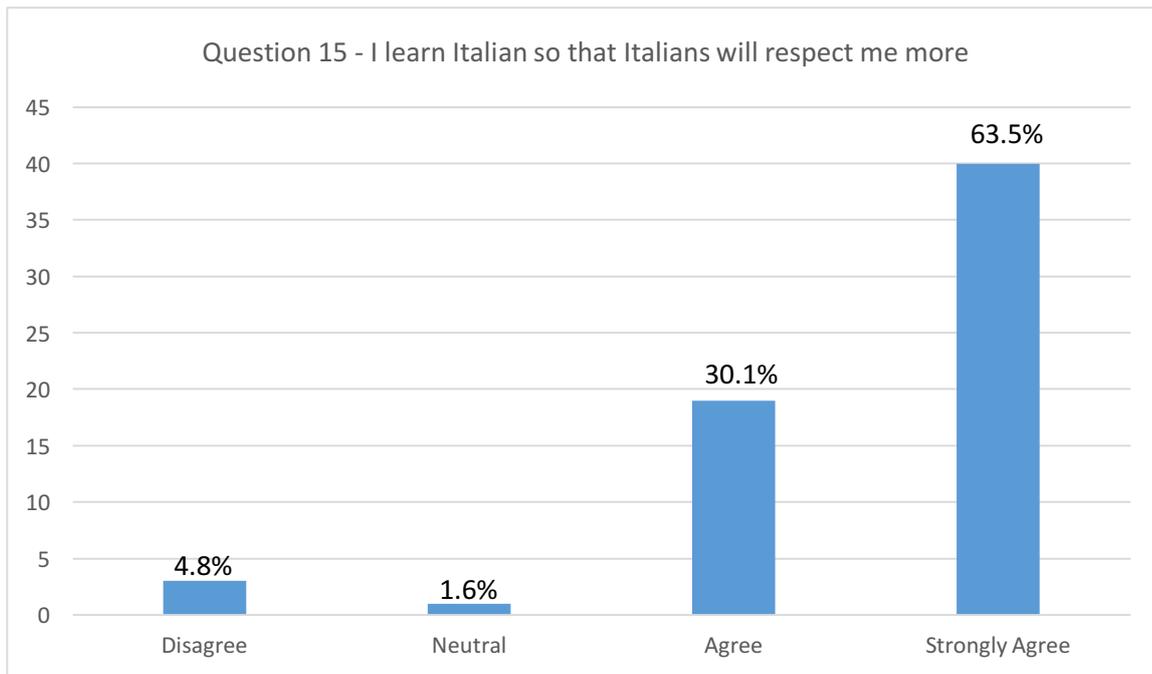
Question thirteen introduces a new variable in the future self: the feared self. In fact, the question supposes that in case of failing to learn Italian, students will not be able to live in Italy anymore. For those who are considering the opportunity to live in the country in the future, this represents a clear obstacle. In fact, all of them share this fear, and 61% really see this as a possible issue.

Question 14 – I study Italian because it is the only language that allows me to speak with Italians

With the 13th question we have seen how all the students who are considering to continue to live in Italy, think that without knowing the language, they will not be able to do so. That is why I deepened the topic asking all the students if they feel that knowing Italian is the only way to allowing communicate with Italians. And as expected, they all answered positively. Probably asking the same question to other foreigners in bigger cities and more multicultural realities will give different data, but here in Cagliari it means that foreigners feel that they are not able to communicate in other languages but Italian. If on one hand this pushes them to learn Italian, on the other hand it may be an obstacle to integration.

Question 15 – I learn Italian so that Italians will respect me more

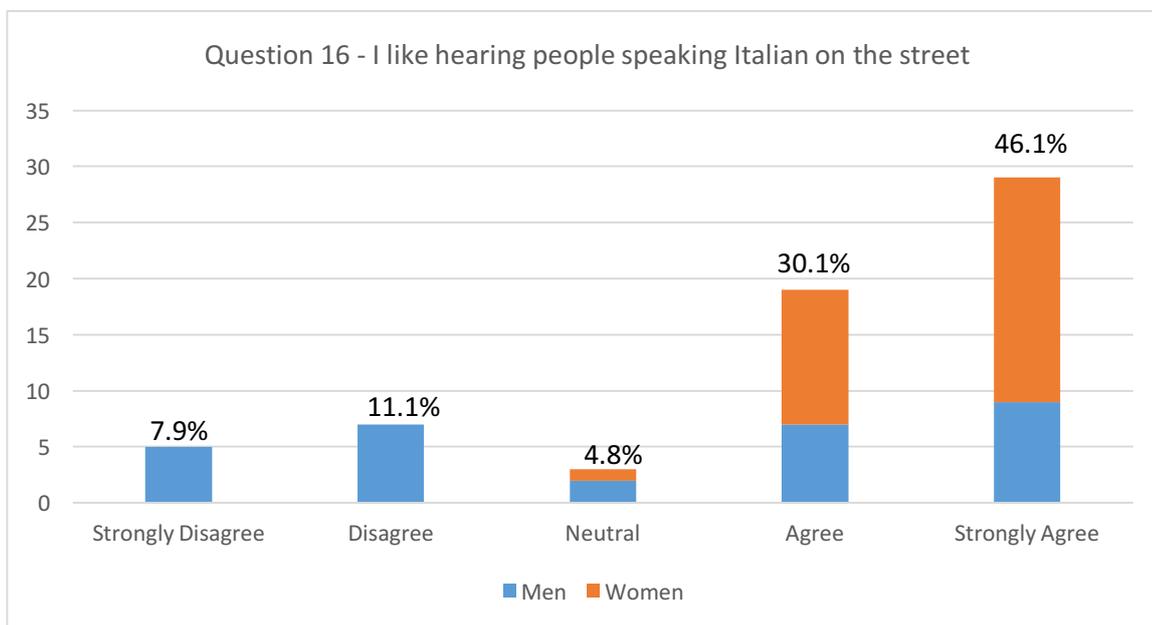
Question 15 closes the Future Self Section asking students if learning Italian is important to receive more respect from Italians. The choice of this question was determined by my aim to have a clear picture of the encouragements that Italian society gives to foreigners regarding learning Italian. Considering the previous answers, the results will not surprise much.



The same 40 students who ‘strongly agree’ in question 14 chose the same answers. The rest, again, mostly agree, but three do not think that learning the language will bring more respect and one does not have a stable opinion. This largely spread opinion on gaining more respect reconnects to Question 14, where we saw how foreigners perceive that learning Italian fundamental in establishing communications with Italians. In this way, we now see how learning Italian is also seen as a tactic to be more respected by the new society.

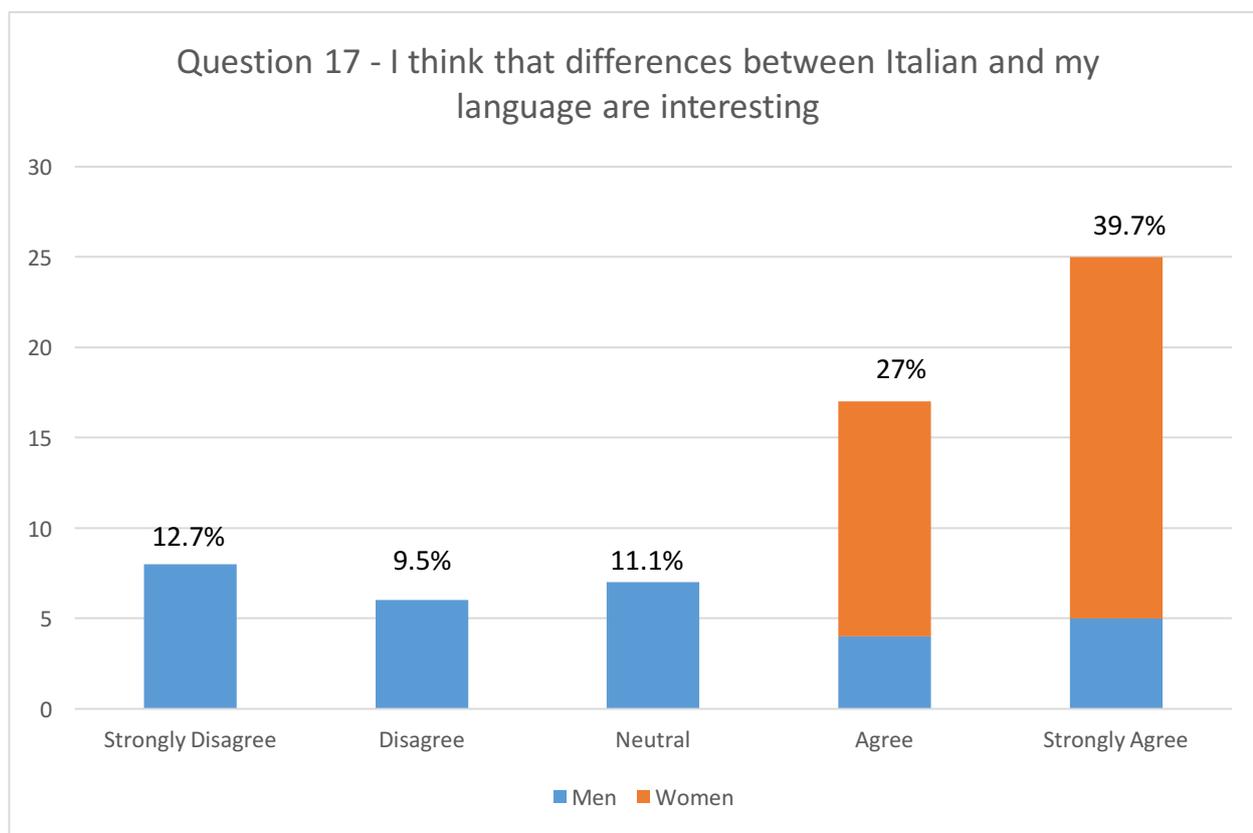
3.4.1.3 Section II. Actual Learning Process. Language related enjoyment and anxiety

Question 16 – I like hearing people speaking Italian on the street

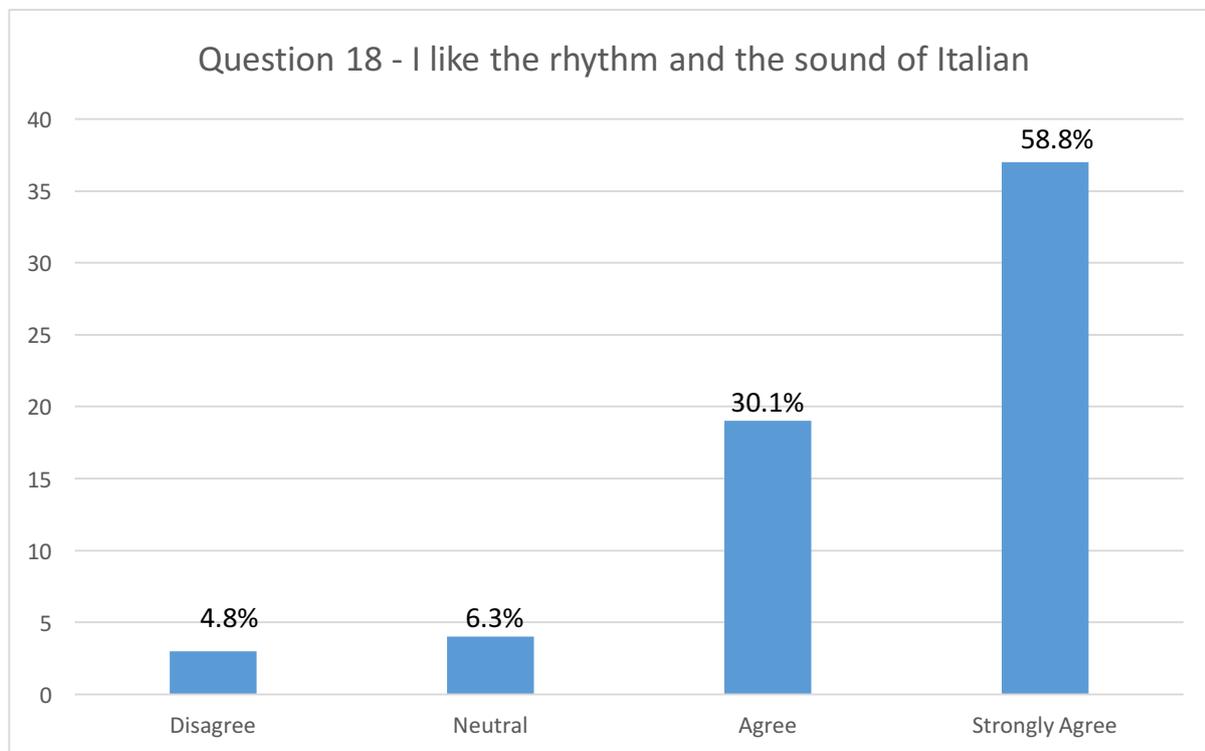


The second section opens with a part dedicated to the language related enjoyment and anxiety. Question 16 asks the learners if they like hearing people speaking Italian on the street. It is evident that the majority likes it since 76.2% answered positively, but the analysing the answers, I noticed that those who answered negatively are mostly men, especially attending A1 classes. In fact, all women, without differences according to their level of competence, answered positively, all but one, who is 'neutral'.

Question 17 – I think that differences between Italian and my language are interesting

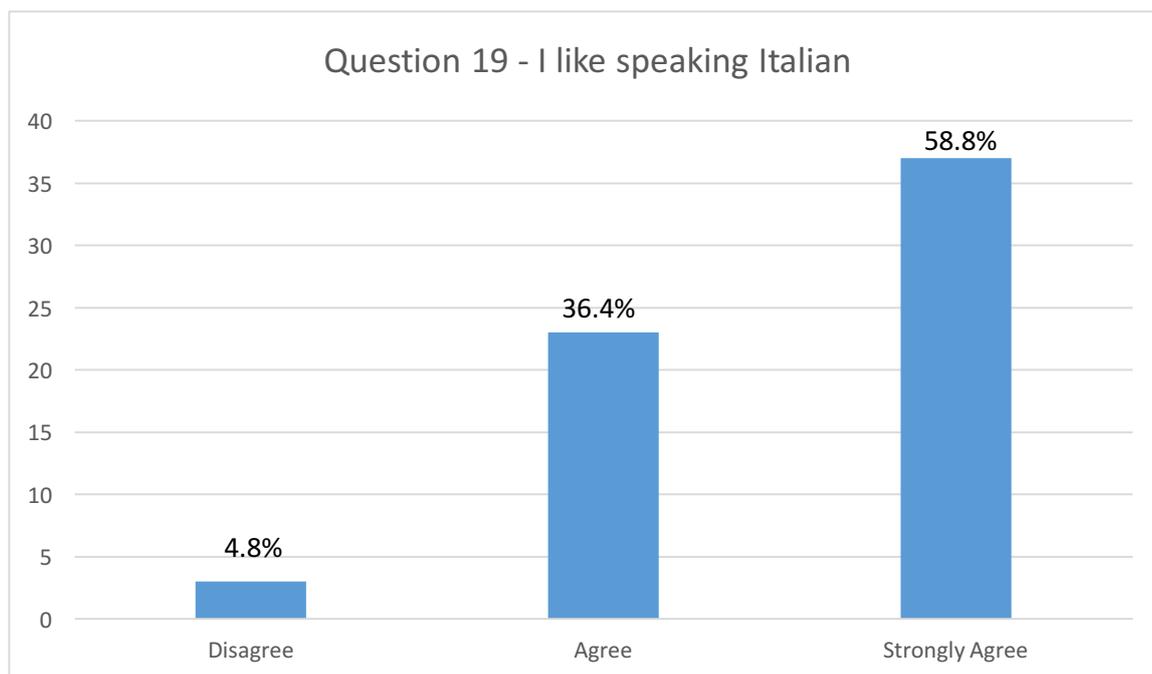


Question 17 regards a metalinguistic interest: it asks the students if differences between Italian and their languages are interesting. Again women and men gave very different answers. All of the women are fascinated by the linguistic differences between Italian and their language, while the men appear more reluctant, with few exceptions, mostly students, who are more predisposed to a linguistic reflexion and enjoyment.

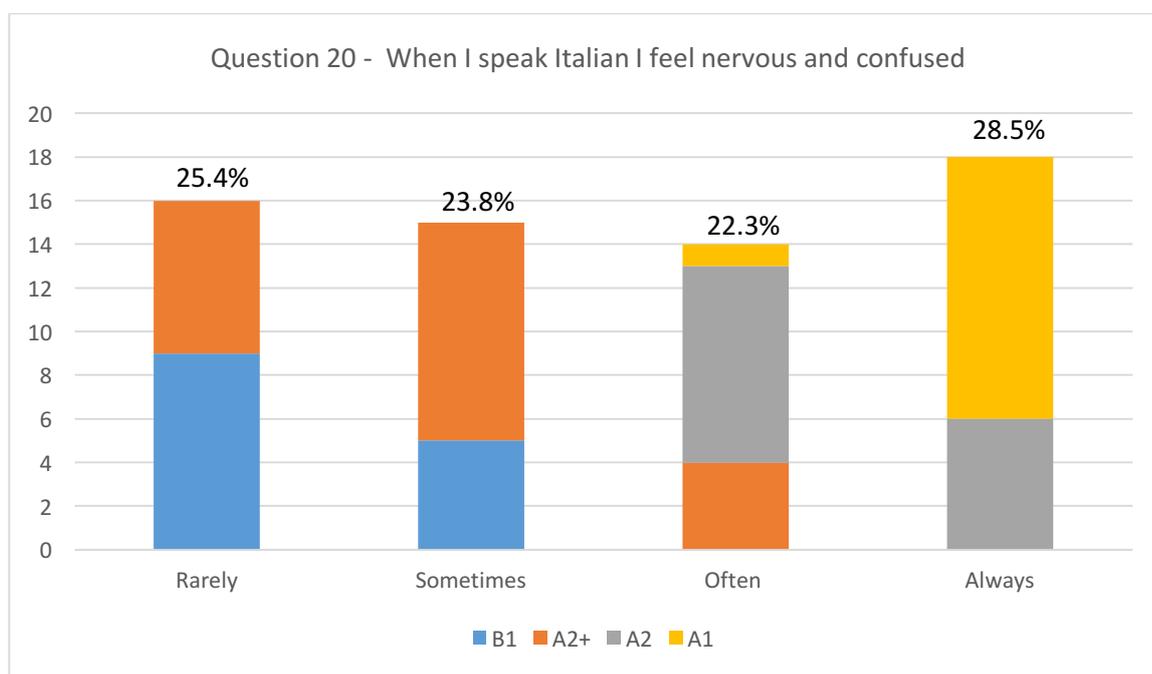
Question 18 – I like the rhythm and the sound of Italian

Surprisingly, when asked if they like the rhythm and the sound of Italian, many men students joined women in liking the language. In fact, 57.1% of the students love the sound and the rhythm of Italian, and 30.2% like it. Just three people do not share the same feelings and four do not have a clear opinion; all of them are men. The interesting fact about this question is that it is very similar to Question 16, but the answers are not. In fact, some learners may like the sound of Italian language, but they do not like hearing people speaking Italian, suggesting that they might have difficulties in living surrounded by Italian language and culture.

The last section of the questionnaire will help to clarify this little contradiction exploring students' different attitudes toward Italian culture. Certainly, liking the language is a positive variable for students' L2 learning motivation and especially for its maintenance.

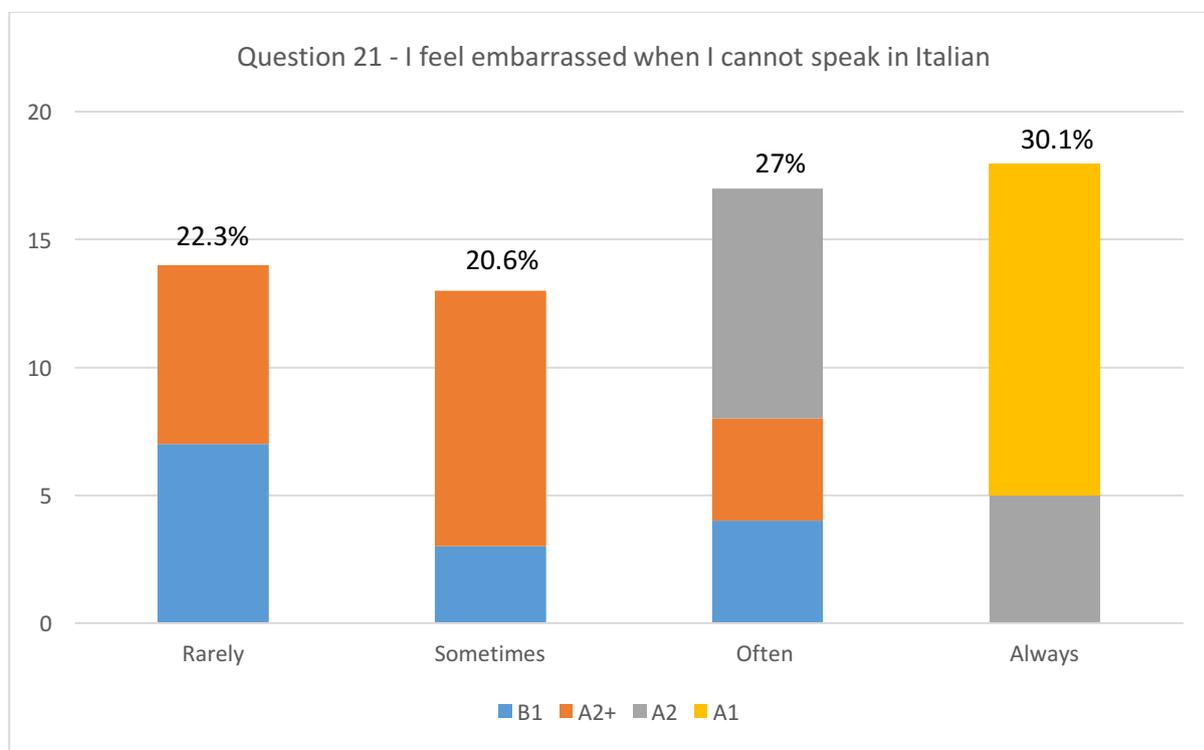
Question 19 – I like speaking Italian

With Question 19 the Language Related Enjoyment Part ends, asking the learners if and how they like speaking in Italian. The results are very similar to the previous question. The only, but still important, difference is that those who were 'neutral' like speaking Italian. Again it is evident how the majority of the students enjoy using the language, and this will help them to keep their motivation stable in the future.

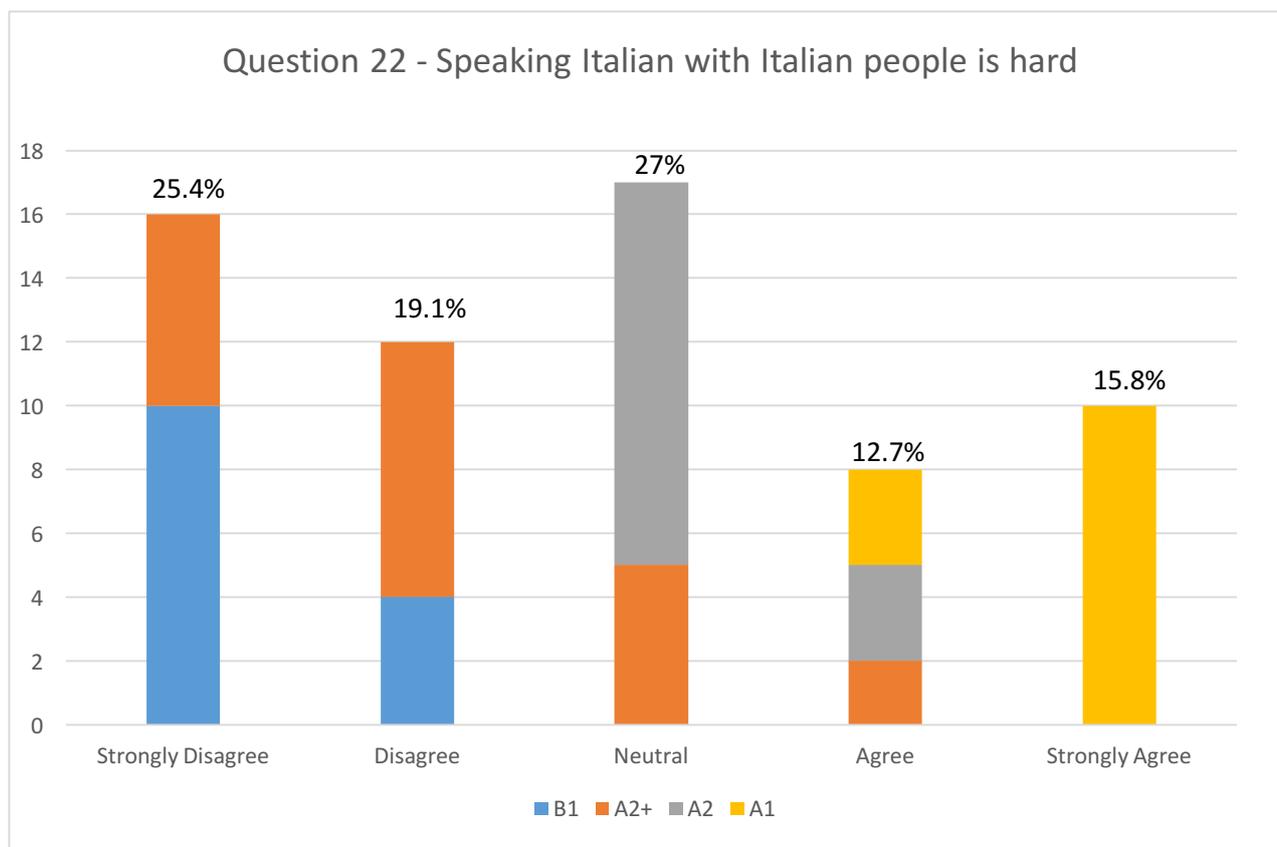
Question 20 – When I speak Italian I feel nervous and confused

With the following three questions, I introduce language anxiety to the questionnaire. They all are very general questions, investigating on possible bad feelings when using Italian in everyday life. For example, the 20th question asks if the learners feel nervous and confused when speaking Italian. It was very hard to group the answers, to find common features, but I noticed that the highest the competence level is, the less they seem to be affected by nervousness and confusion. None of them is immune to the problem, and the rest is divided in almost equal groups: 25.4% students 'rarely' have this problem, 23.8% have it sometimes, for 22.3% of them it happens often, and 28.5% of the learners always feel nervous and confused speaking Italian

Question 21 – I feel embarrassed when I cannot speak in Italian



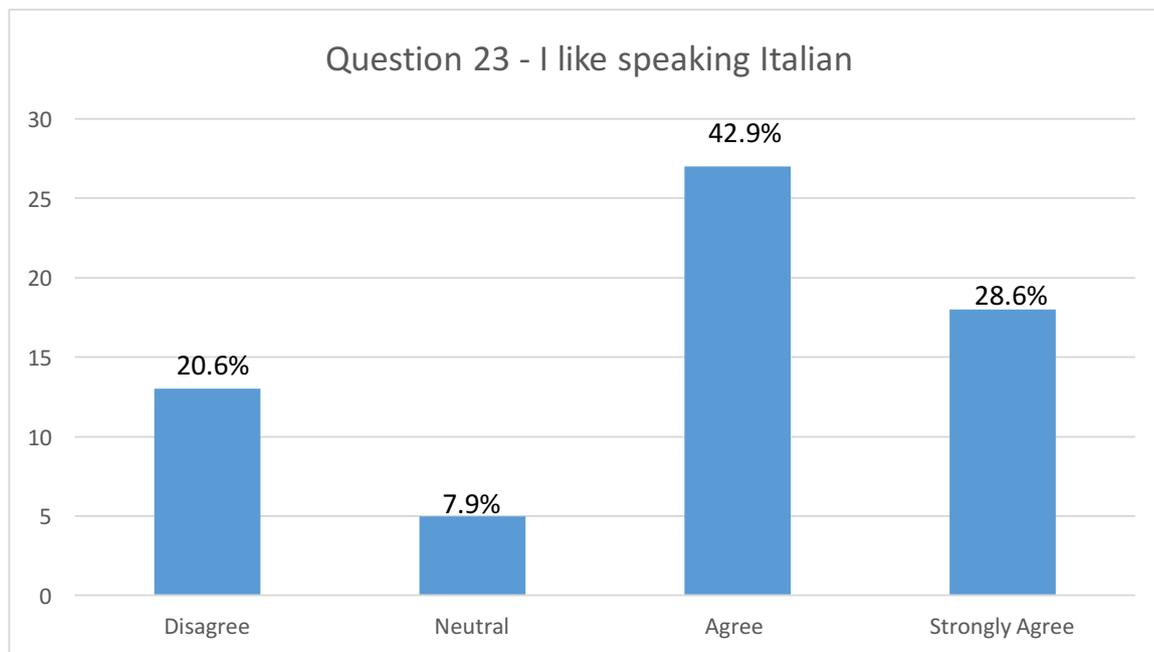
Question 21 investigates on the possibility that students feel embarrassed when they cannot express themselves in Italian. Again no one never feels embarrassed in this difficult moments, and the students who suffer the most are those with a lower competence level. On the whole, is evident that this kind of anxiety, like the previous answers, is connected to the students' language competence. 30% of the students have always this problem and for 27% of them it often recurs. For 20.6% learners it is an occasional issue, while for 22.3% is rare. The students who are mostly subject to these uncomfortable feelings are mostly A1 and A2 students. However, I noticed that also for few B1 and A2 students this problem occurs often. What I realized is that the older students more easily suffer from this lack of self-consciousness, while the younger ones feel more self confident.

Question 22 – Speaking Italian with Italian people is hard

Question 22 closes the first anxiety investigation. It is a very general question because it asks if the learners find interacting in Italian with Italian people hard. The answers show again a natural link between the L2 competence and the L2 self-confidence. Observing the chart, it is visible how gradually the students with more difficulties belong to the A1 or A2 courses. 44.4% of the learners do not find interacting with Italians, in Italian, difficult, 27% instead do not take sides, while the rest admit having trouble.

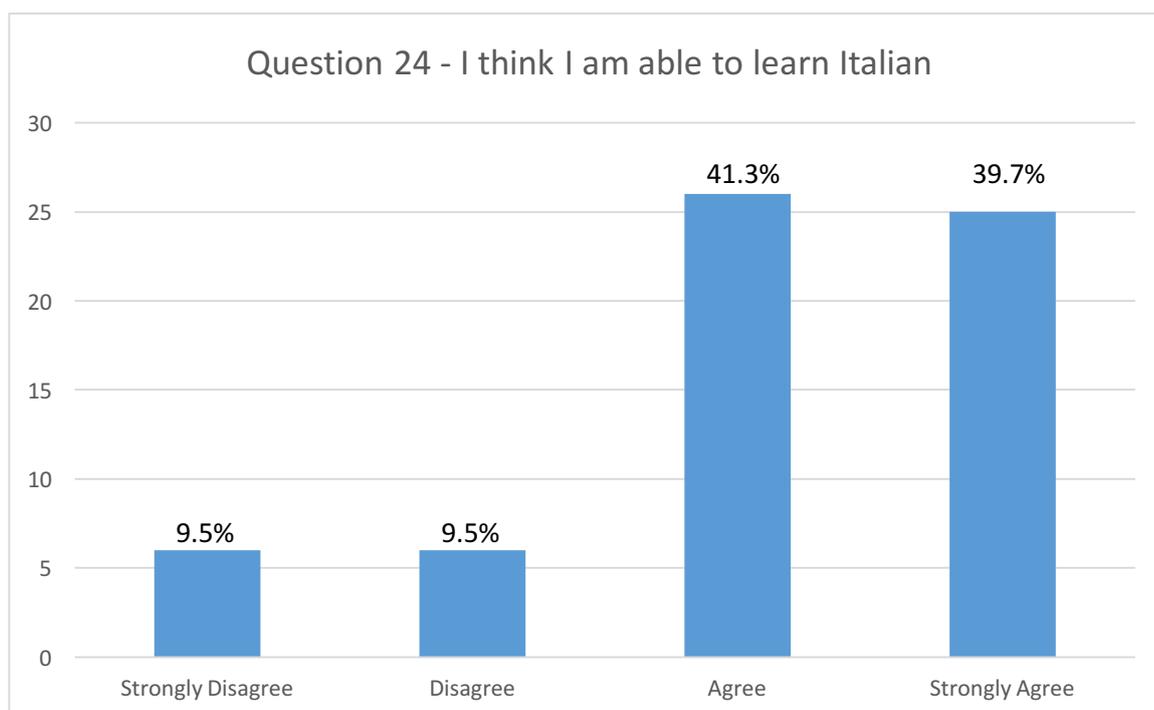
*3.4.1.4Section II. The Actual Learning Process. The Learning Environment**Question 23 – I like speaking Italian*

The Learning Environment part opens with a very general, but also very important, topic: students' enjoyment when learning Italian. Liking the learning process is fundamental to sustain motivation during the efforts it will put the students through, so if the students are predisposed to the effort it will become easier to keep motivation high during the harder periods.



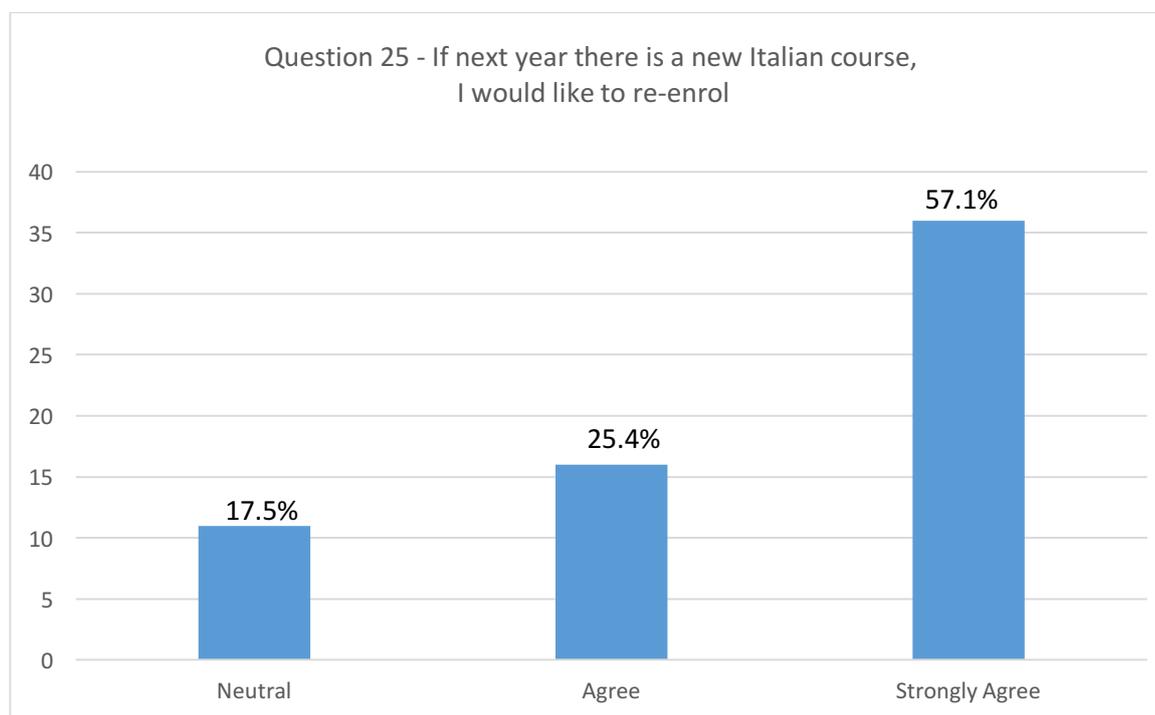
Fortunately, majority of the students enjoys the learning process, as 42.9% ‘agreed’ and 28.6% ‘strongly agreed’. However, the 20.6% do not enjoy studying Italian, and five students are ‘neutral’. Women tend to be more positive, all of them like learning Italian, but one who stays impartial. Those who do enjoy learning the language are mostly A1 men students, who as we have seen in some of the previous answers tend to be more reluctant to the whole learning process.

Question 24 – I think I am able to learn Italian



Question 24 examines learners' self-confidence on the studying process, asking them if they feel themselves capable of actually studying Italian. On the whole, students are very positive, 81% think to be capable of studying Italian, in detail 41.3% of the total learners is confident and 39.7% strongly believe in their capacity of learning the language. The rest, who think not to be able to study the language, is mostly made of the same reluctant A1 group, that is obviously finding it hard to get used to the language and the school. This high percentage of helplessness and lack of self-confidence may become very dangerous for the class, because it tends to spread, creating a wave of demotivation, that could lead to many drop offs. Fortunately, this problem belongs just to one class, but it may be still hard to handle. The only factors that can help students is the teacher and the teaching; and, since all the other classes seem not to be deeply affected, there are good chances that this state is caused by all the novelties these students are dealing with. In fact, all of them arrived few months before the course, in addition some of them were illiterate, so they do not have any previous academic experience, and everything probably seem very hard.

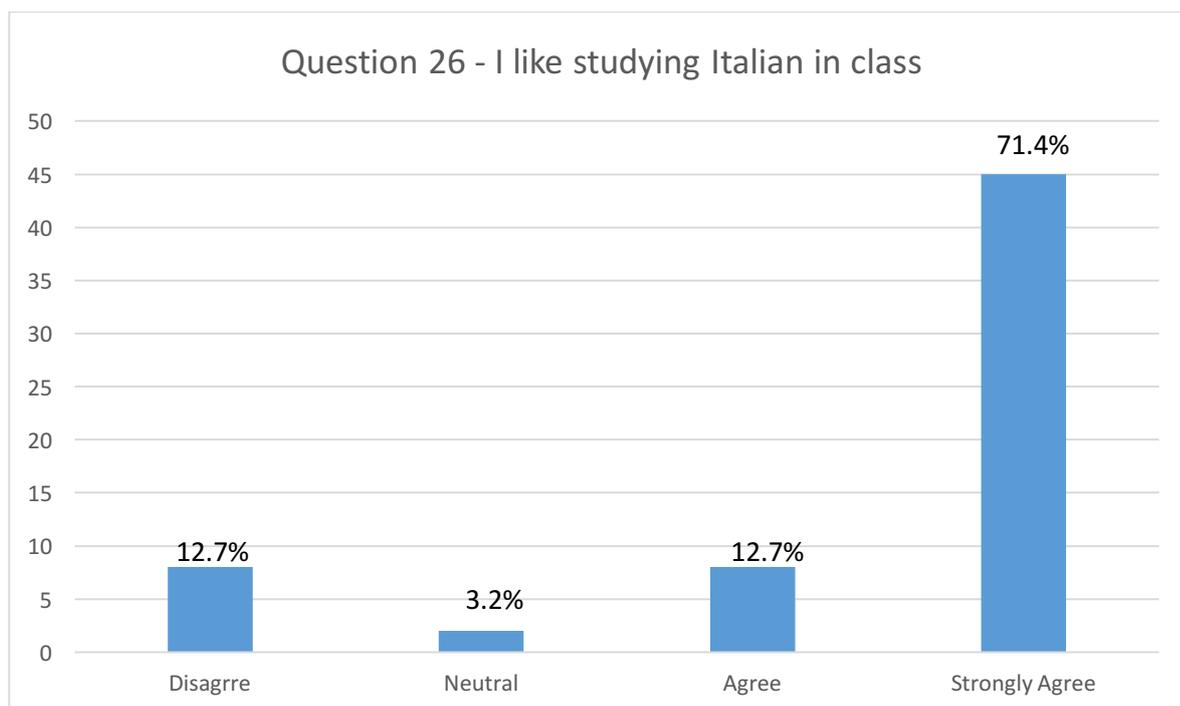
Question 25 –If next year there is a new Italian course, I would like to re-enrol



With Question 25, I want to analyse learners' studying intentions for the near future: supposing there will be a new Italian course I asked them if they would like to re-enrol. Independently from age, gender, level of competence in the L2 and occupation, the large majority of the students would like to continue their education, and of them, 57.1% is completely certain of going on studying. The rest

of the students is not sure if they would like continuing to study Italian. It can be argued that all these uncertain learners were also not sure about the presence of Italian in their future. However, this cannot be used as a significant variable since many of those who gave the same answer in Question 1 would actually like to re-enrol.

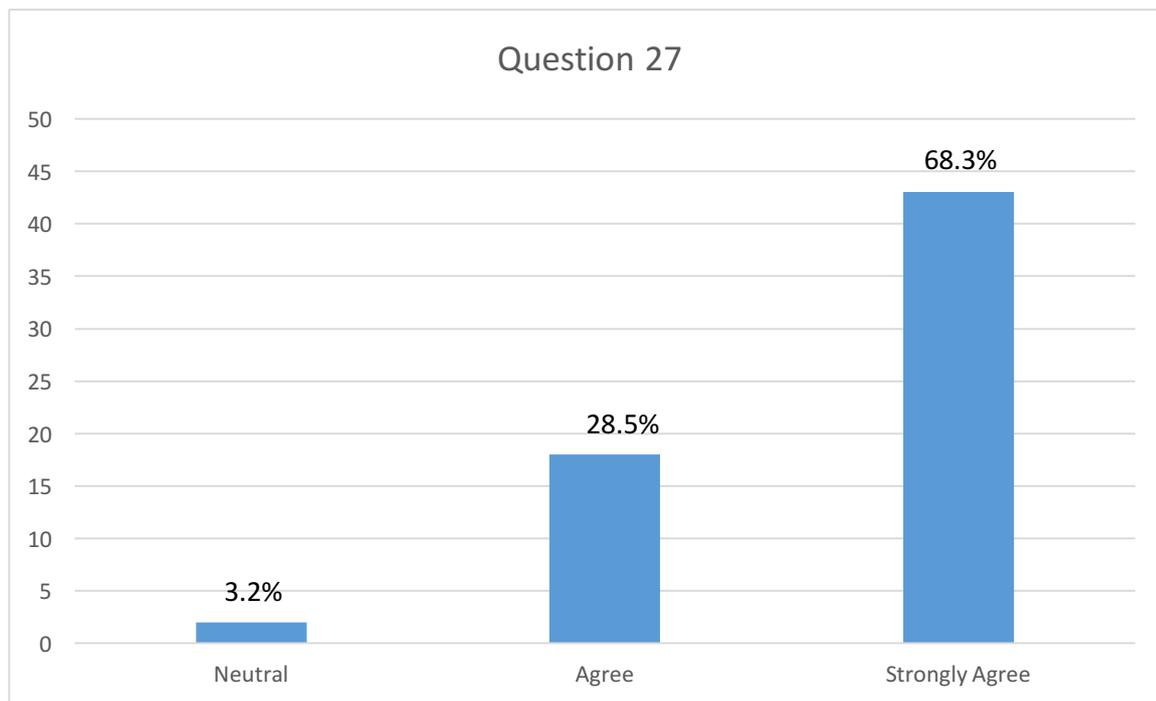
Question 26 – I like studying Italian in class



So far there was no direct reference to the class or the teacher, but with Question 26 the part strictly regarding the class, the teachers and the course-mates. This very question, breaks the ice asking if students enjoy learning Italian in class. 71.4% of the learners answered that they really enjoy studying in class, and an additional 12.7% like it. Two students from the reluctant A1 group are 'neutral'. They, together with the other 8 who do not like studying in class, are the only exception to the general learners' positive tendency.

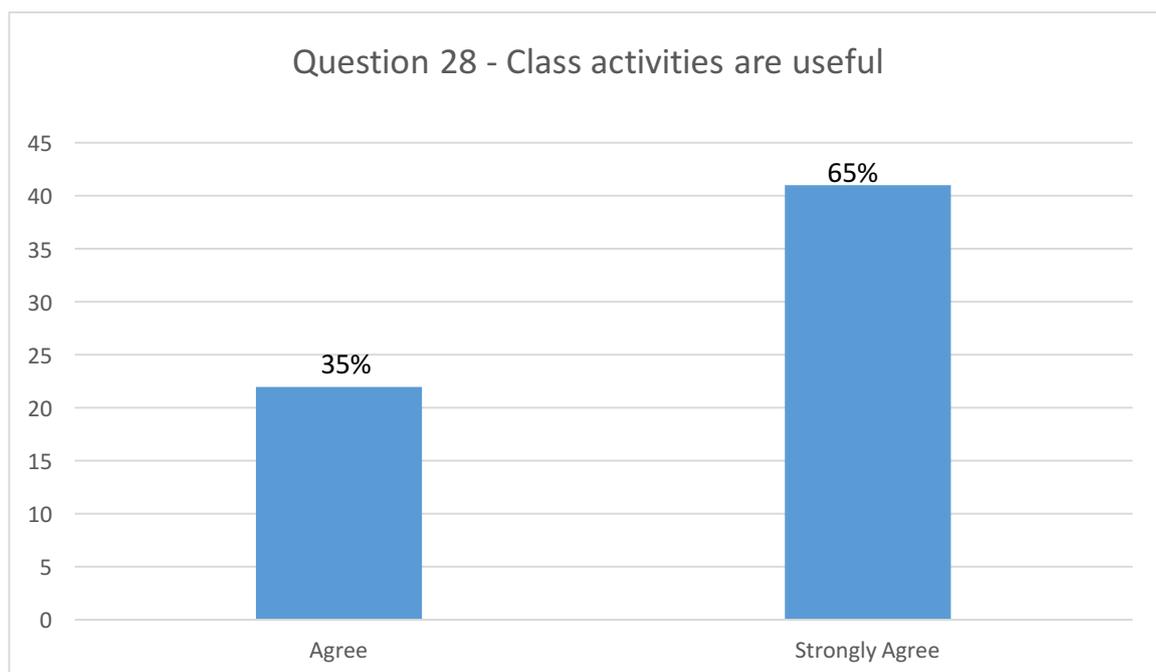
Question 27 – Classes passes quickly

Connected to the previous question, in Question 27 the students express their perception of the time during the language classes, as it can be useful to understand the level of enjoyment of the lessons.



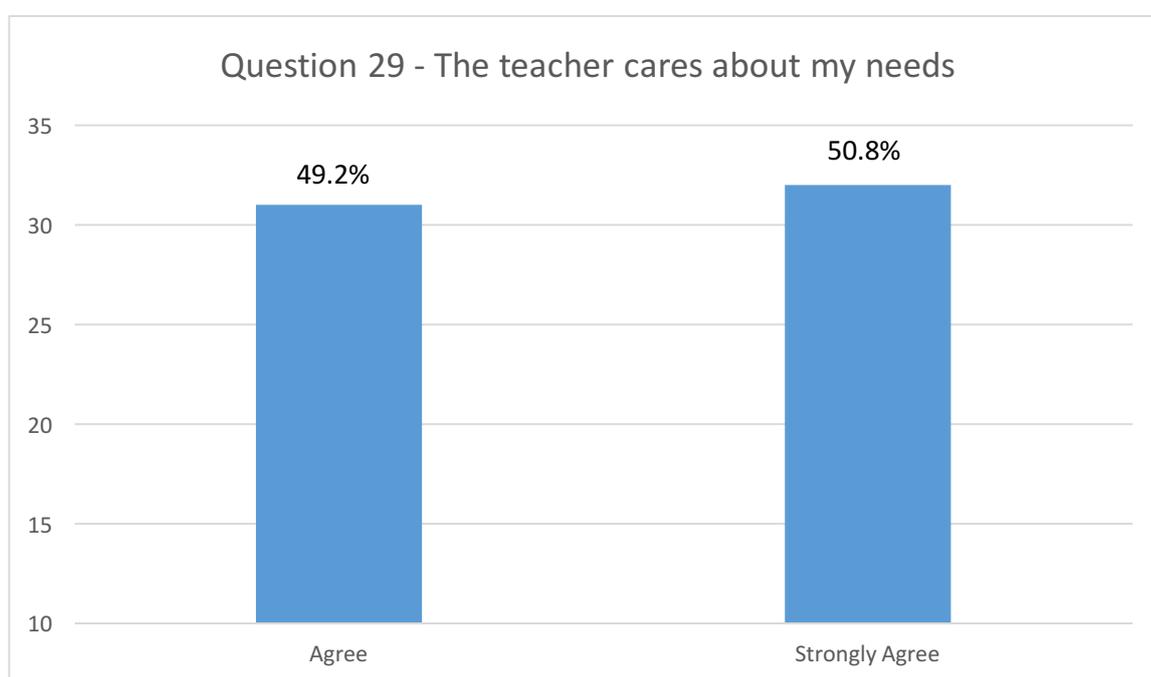
Almost all of them think that times passes quickly during classes especially 68.3% of learners, for whom time really flies. This perception is a really positive sign of enjoyment of the lessons, which, therefore, will positively influence students' motivation. Surprisingly, most of the reluctant students agreed with the rest, indicating that their hostility toward the L2 and the learning environment is not so deeply rooted.

Question 28 – Class activities are useful



Question 28 explores learners' opinion on the usefulness of class activities. As we saw in Chapter II, an important characteristic of andragogy regards the activities done in class. Adults need to perceive what they do as useful for their real life that it is why this question is fundamental to understand if the learners fully enjoy the course. Fortunately, for all of the students the class activities are useful, especially 65.1% of them who has no doubt regarding the usefulness. Again, this way of looking at the learning environment has an extremely positive influence on motivation: lessons are perceived as helpful.

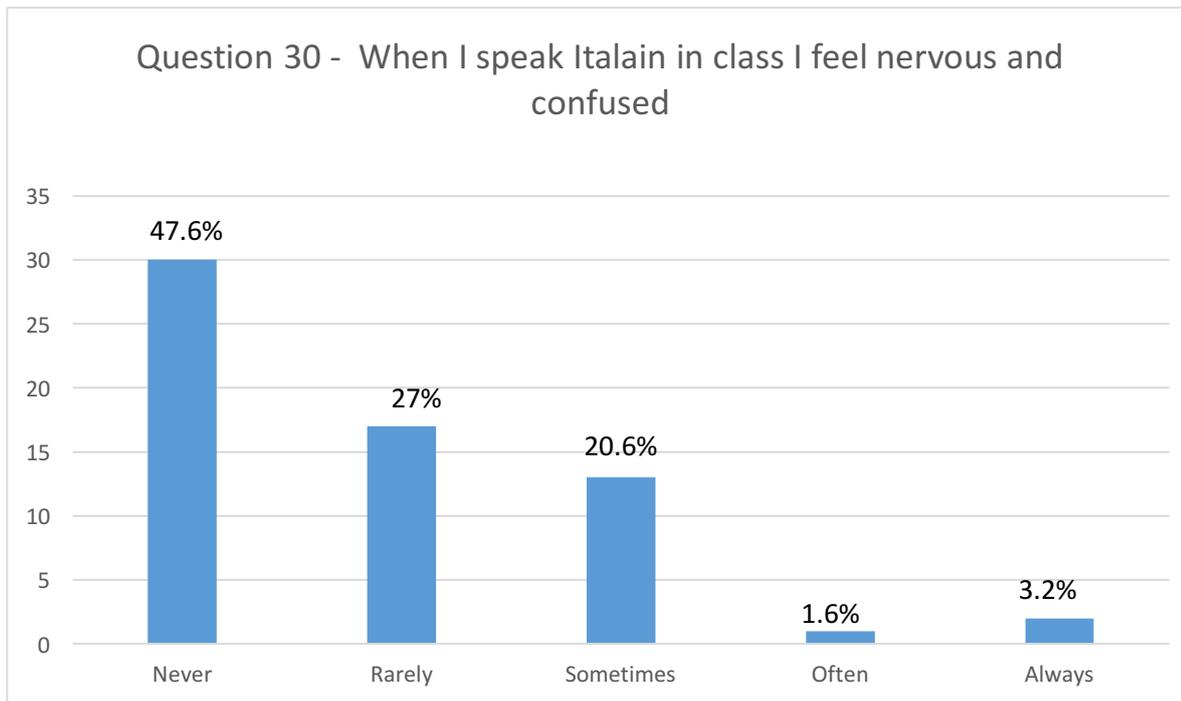
Question 29 – The teacher cares about my needs



The aim of Question 29 is to understand if learners think that their teacher cares enough about their needs, and as for the answers, she is indeed heedful. Moreover, half of them feel that she really cares about their necessities.

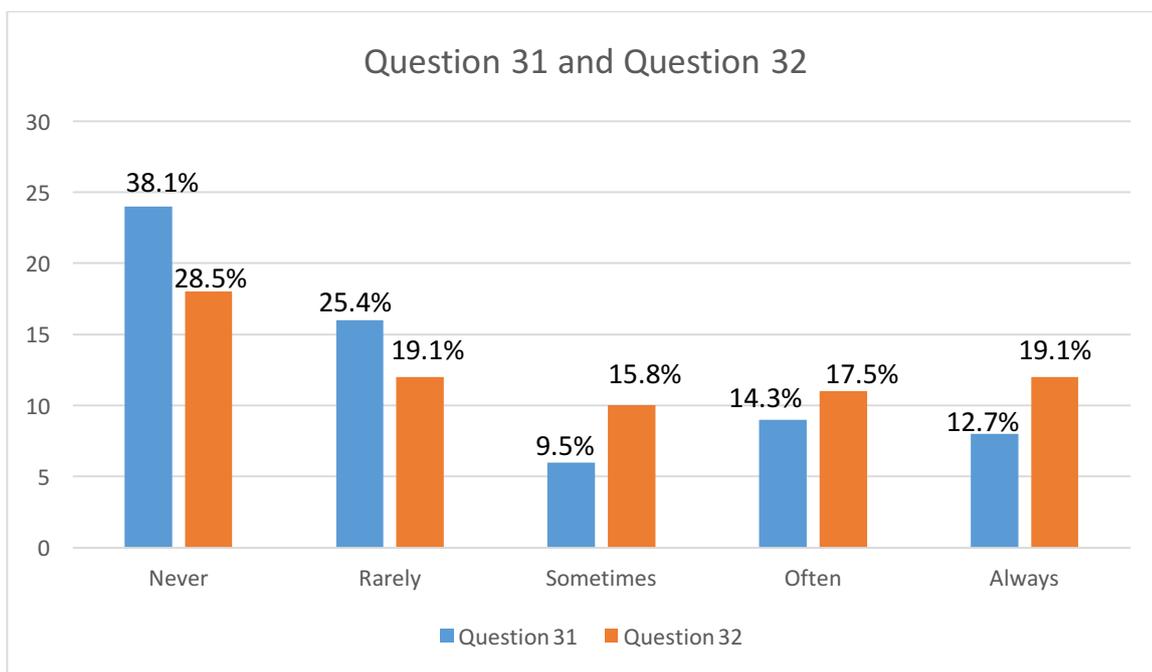
Question 30 – When I speak Italian in class I feel nervous and confused

The following three questions explore students' anxiety in the classroom. We have already seen how language anxiety is present some of the learners' everyday life, here I will try to understand if it is a problem also within the class. Question 30 inquiries into the manifestation of nervousness and confusion when speaking in Italian during lessons.



On the whole, students seem to feel safer inside the classroom than out in the real world. It is probably due to the fact that they mostly interact with peers, with the same L2 competence. 25.4% of the learners never feel anxious, 27% rarely have this problem, and 47.6% never feel uncomfortable. It does not seem that age or gender are influential, and even if the level of L2 competence helps, it is not very significant. The three oldest A1 students are those who suffer the most from this anxiety.

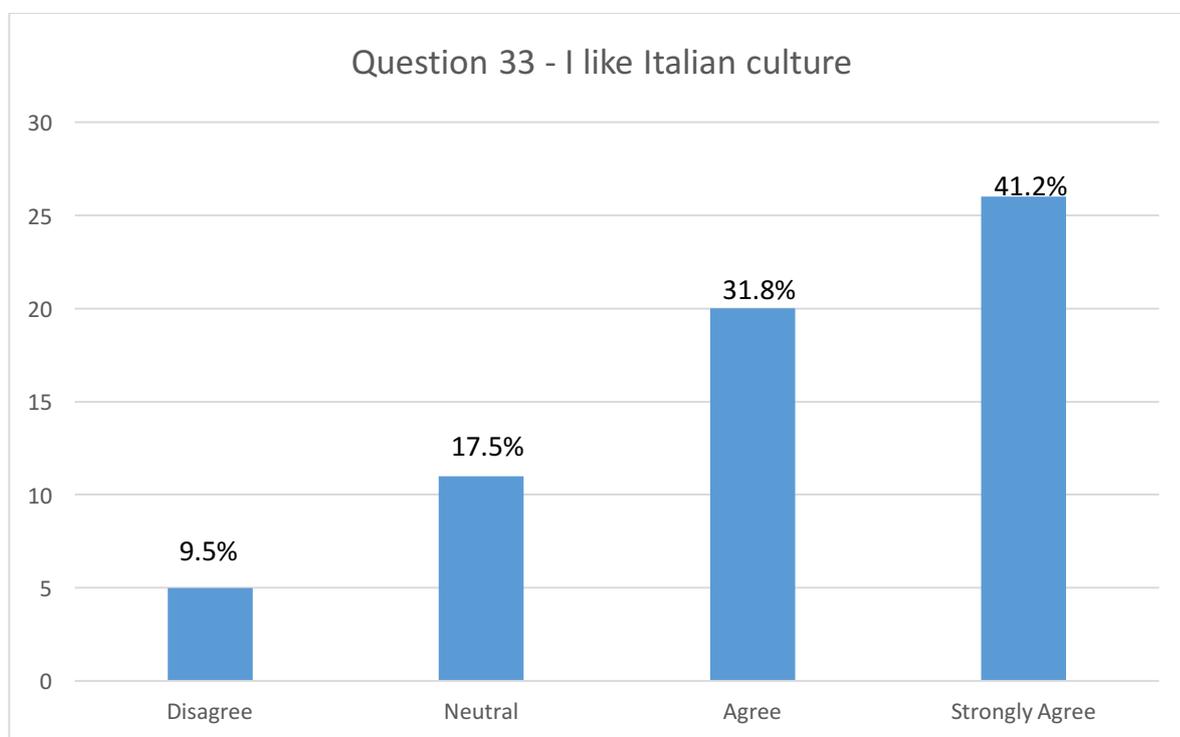
Question 31- I am afraid that my classmates laugh at me. And Question 32 – I am afraid of being judged as stupid if I make mistake



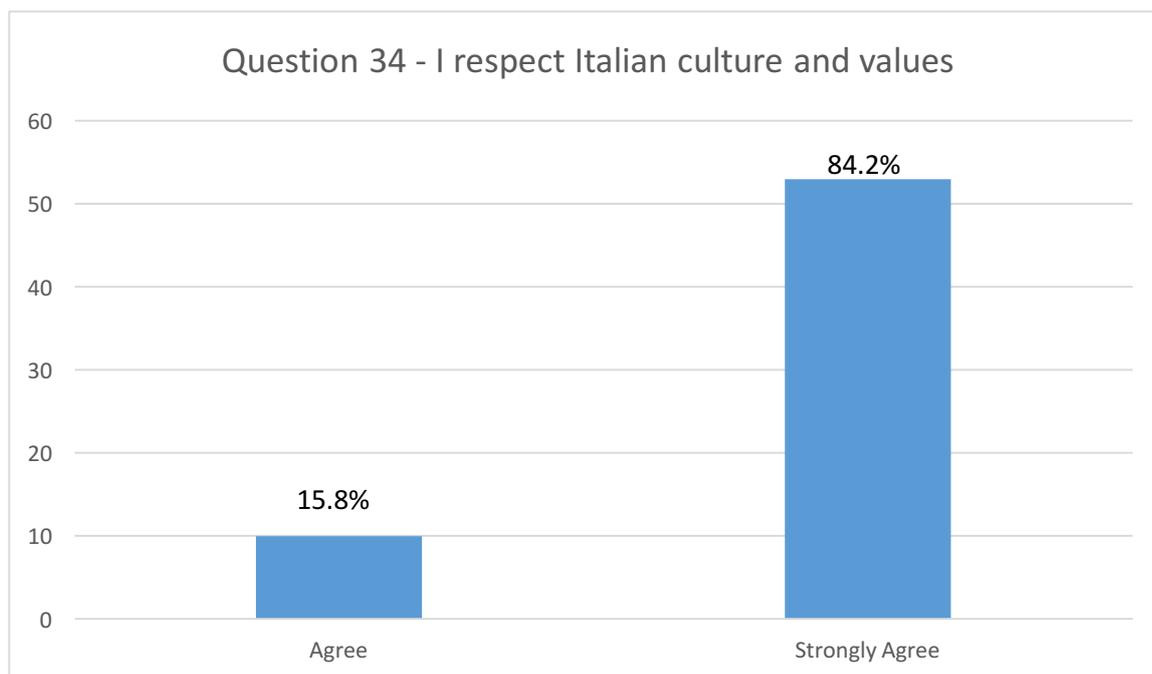
Question 31 and question 32 explore learner's emotions when using Italian during the lesson. In question 31 I want to know if they are afraid that their course-mate would laugh at them; instead, in question 32, if they are afraid to be considered stupid in case of making mistakes. The answers have some slight differences. Independently from the L2 competence, the more insecure are the older students. In fact, all of the 'agree' or 'strongly agreed' both answers. Nevertheless, the majority of the students do not suffer from anxiety as much as outside the classroom. Lastly, on average, it looks like that being afraid of peers' reactions to mistakes is more common.

3.4.1.5 Section III. The Multicultural Dimension

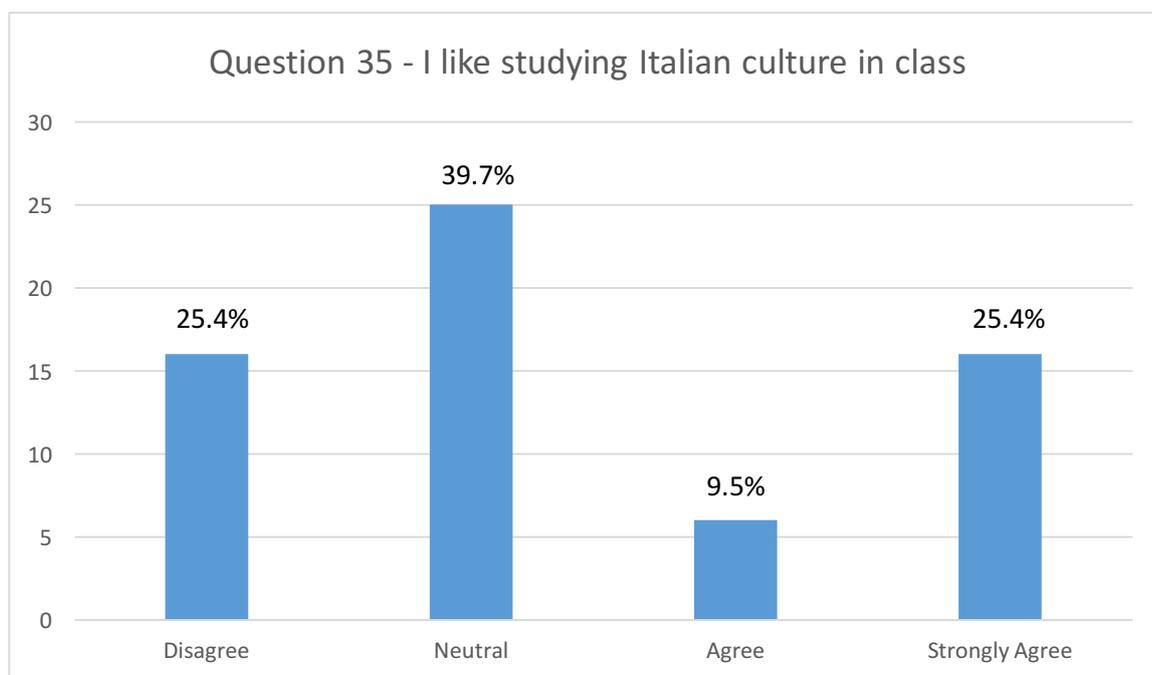
Question 33 – I like Italian culture



The last section of the questionnaire is dedicated to the Multicultural Dimension. The questions chosen for this part not only aim to understand the attitude of the learners toward Italian culture, but their purpose is to reflect on these learners' integration process in the Italian society, through a (multi)cultural approach. Question 33 simply asks if the learners like Italian culture. A part from 9.5% negative answers, 17.5% of the students do not have a defined opinion, but 31.8% like Italian culture and 41.2% love it.

Question 34 – I respect Italian culture and values

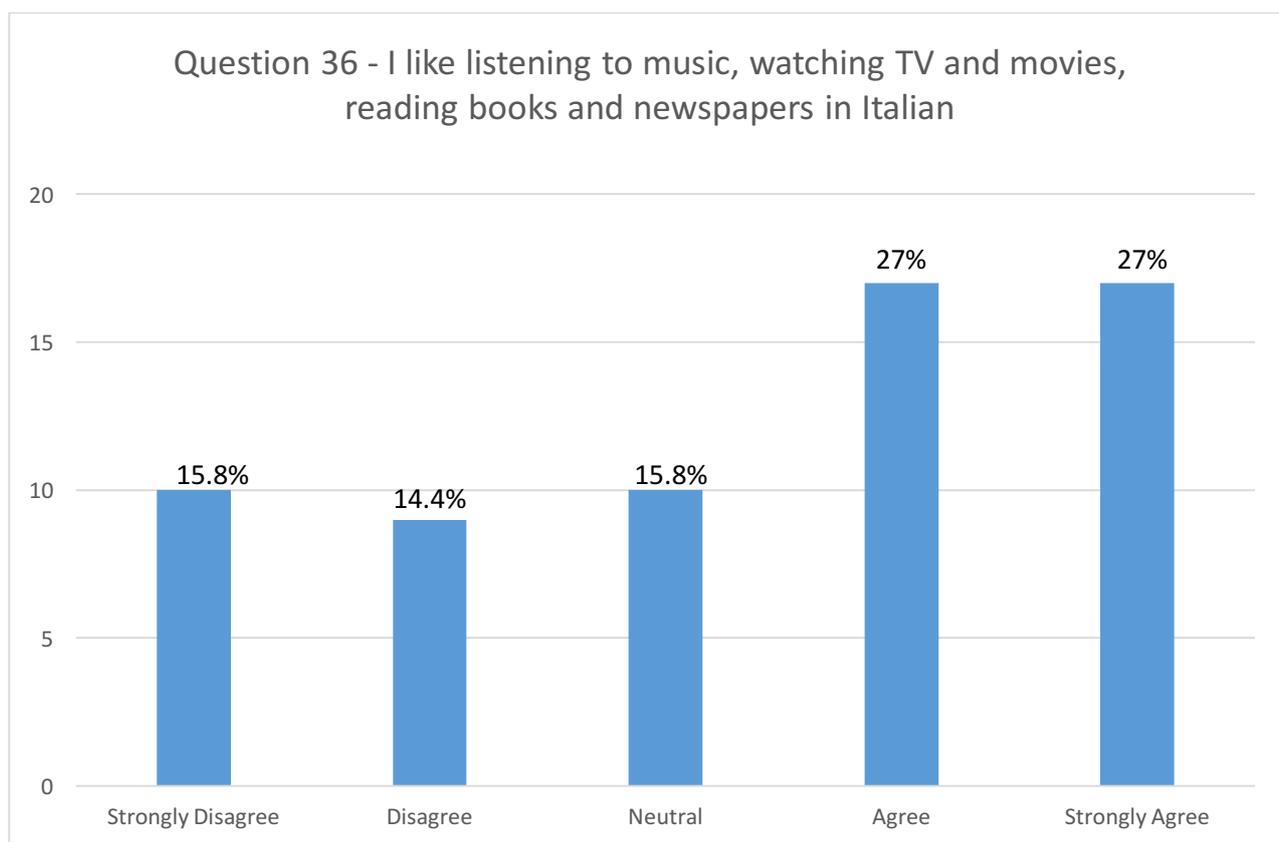
Question 34 regards multicultural respect. Students are asked if they respect Italian culture and Italian values, and all of them answered positively, in particular 84.2% who really respect the host culture.

Question 35 – I like studying Italian culture in class

With question 35 the cultural level is brought inside the classroom. Even if most of students like Italian culture they are not so enthusiastic when I asked if they enjoy studying it during the lesson.

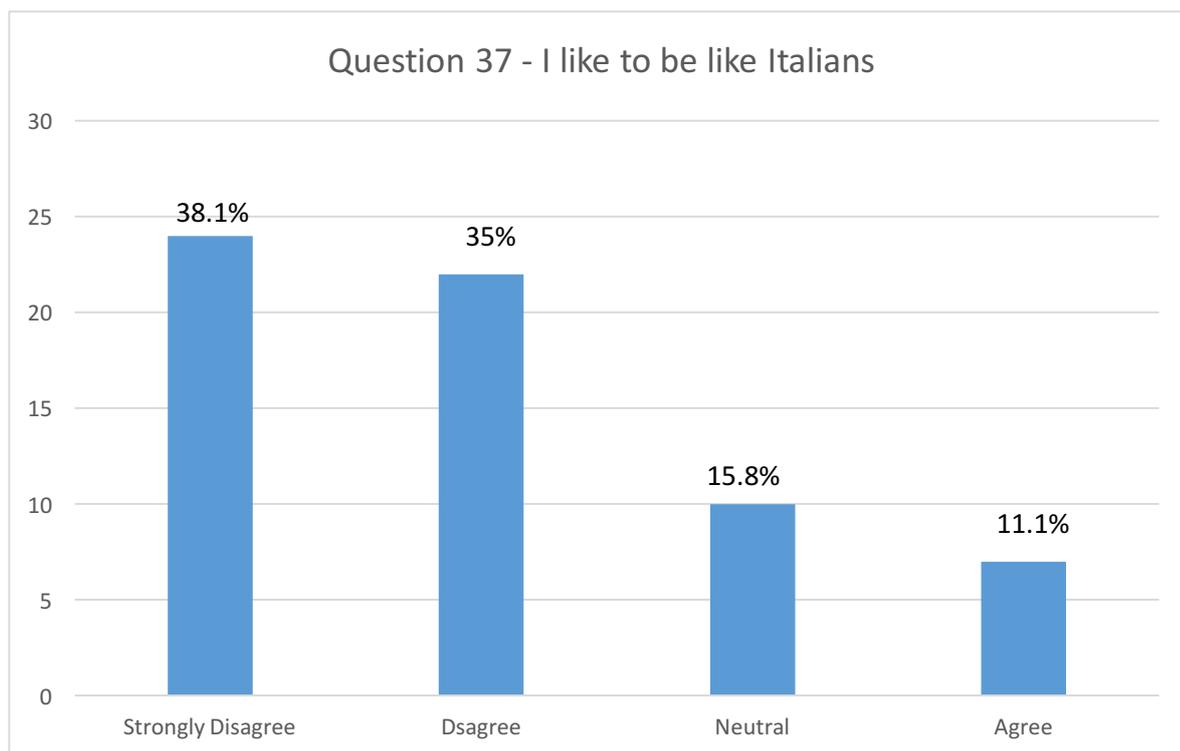
Only regular students¹⁵ and three other learners like, and many of them a lot, studying Italian culture in class, and they represent 34.9% of the total learners. Of the rest, 39.7% do not care about studying it in class and 25.4% do not like it. Even if their majority does not care about studying Italian culture in class, none of the women is really against it.

Question 36 – I like listening to music, watching TV and movies, reading books and newspapers in Italian



With Question 36 I wanted to survey how students are spontaneously involved in the Italian world. I did not ask how often they listen to music, watch TV or movies and read books or newspapers in Italian, but I would like to know if they enjoy doing these activities. The answers show that 54% of the learners enjoy these activities: half of them simply like and the other half loves it. About all the others, 15.8% is 'neutral' and 30.2% don't like, and half of them even dislike the activities.

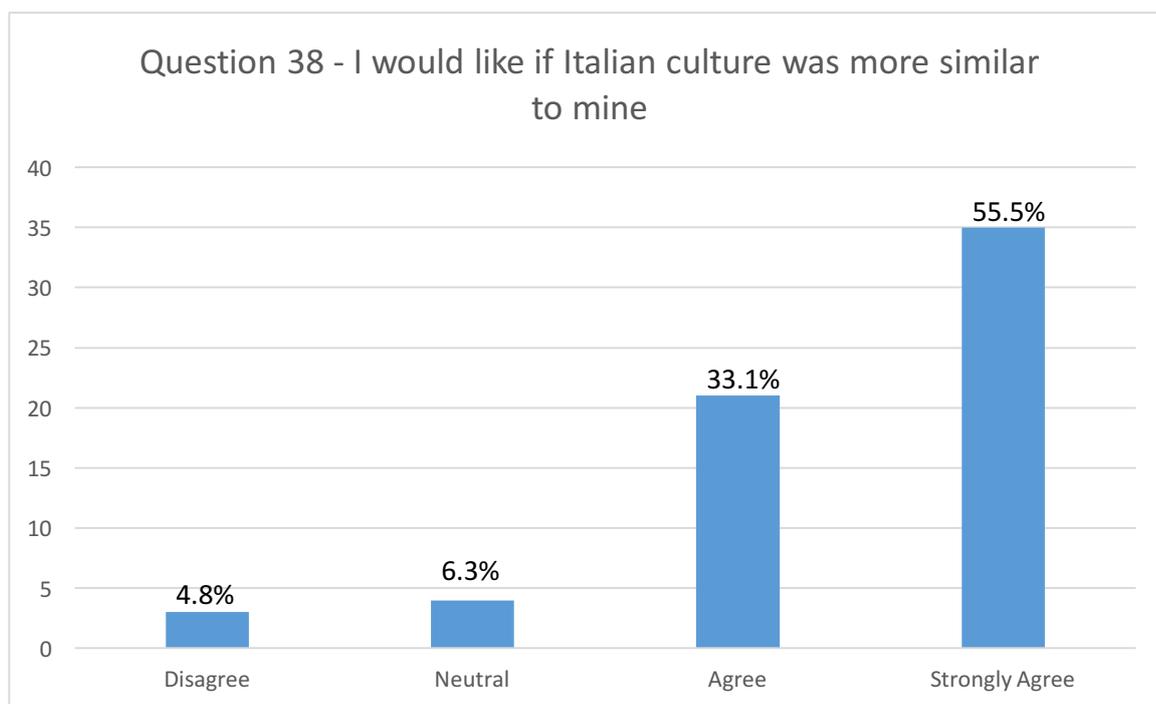
¹⁵ I refer to the learners who are students also outside the Italian course.

Question 37 – I would like to be like Italians

Starting with question 37 question are more detailed, to better understand the learners' attitude toward Italian society. Firstly, they are questioned about desiring being more similar to Italians. In general, the learners reject this possibility, in fact 62.2% admit that they are not fond of the idea of being like Italians. Most of the actually despise this prospect. The rest is mostly neutral, only 7 students would like to be like Italians, but no one is really convinced. The data show how strong still the national identity of the students is. They may like Italy, they may like speaking Italian and probably they are planning to live in the country, but it does not mean that they want to lose their culture. It may be considered as a possible explanation to the reluctant attitude to study Italian culture in class.

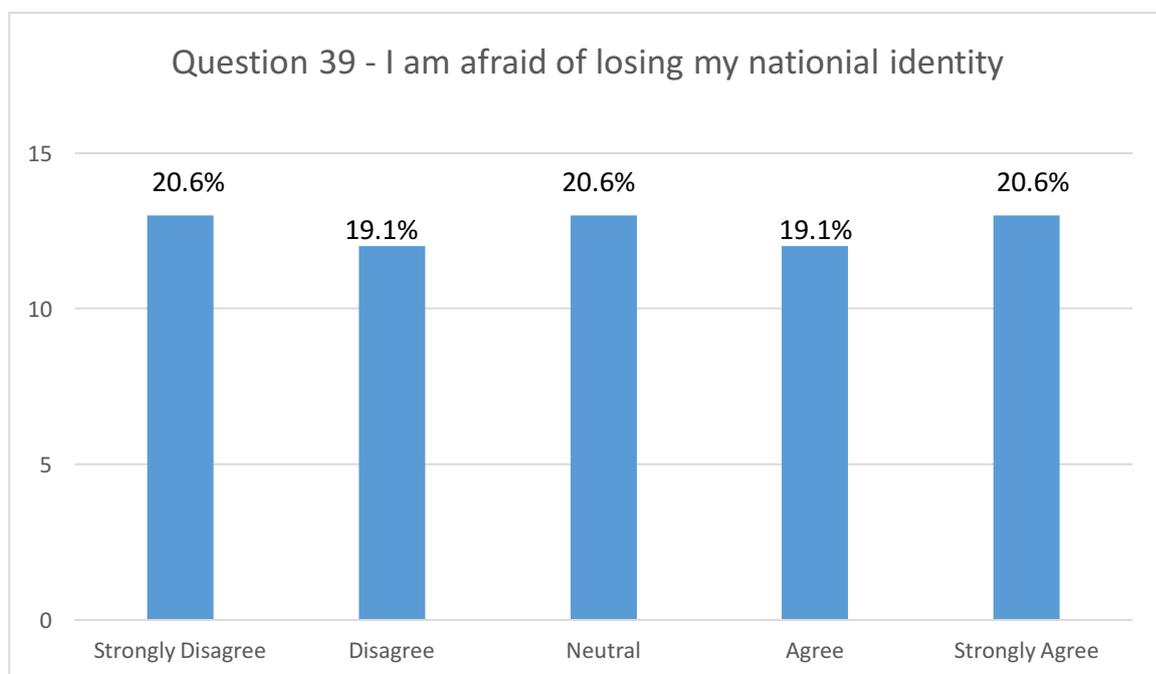
Question 38 – I would like if Italian culture was more similar to mine

If Question 37 was about being more similar to Italians, Question 38 is the opposite. It queries whether the students would like Italian culture to be more similar to their own. After the previous answers, where most of the students do not like the idea of becoming more similar to Italians, the results do not surprise much.



The greater part of the student like the idea of an Italian culture less different from their own, in particular, for 55.5% of the total students it would be a really good scenario. Four students stay 'neutral' and only three would not like this possibility.

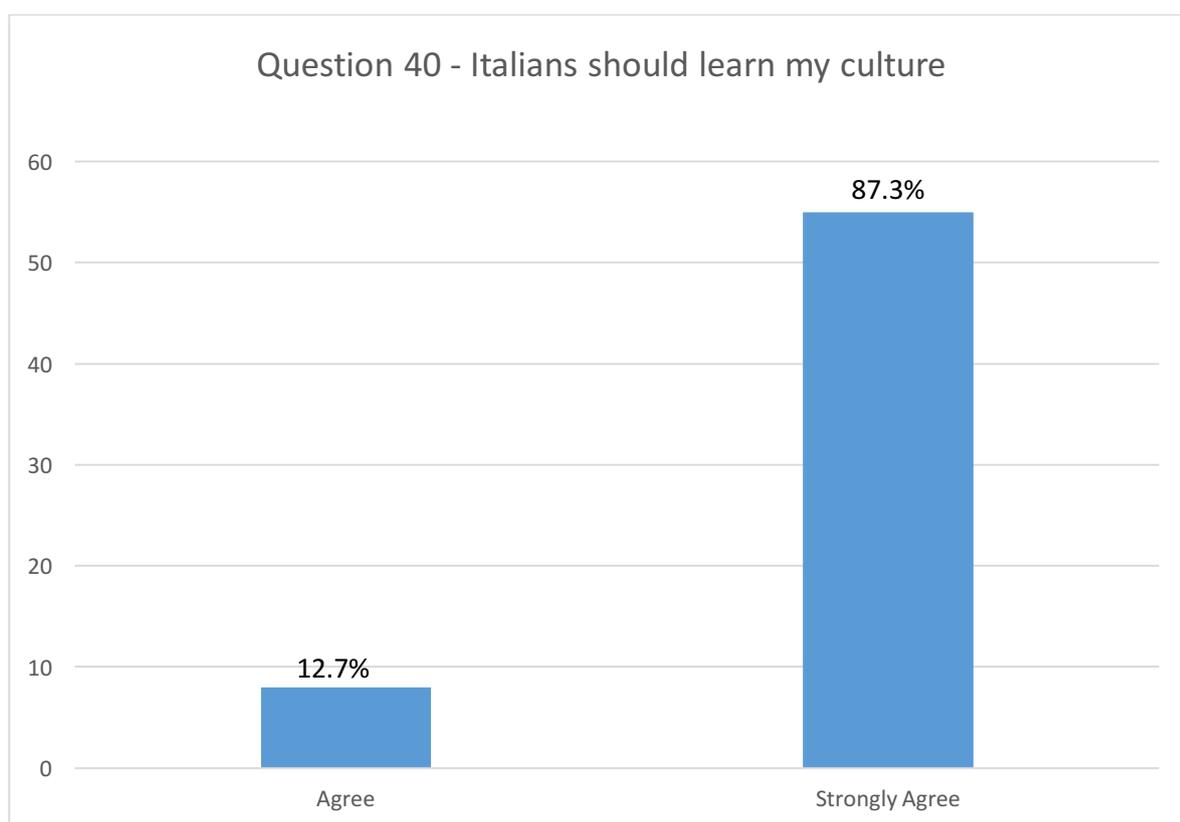
Question 39 – I am afraid of losing my national identity



Question 39 explores the possible fear of losing the national identity. It is normal that when living in a foreign country, even for a short period, people's behaviour changes to better adapt to the new

environment. However, someone may feel this as a threat for their cultural and national identity, and they can be scared. The learners of the school have very different opinions on this topic. There is no majority, and answers are very balanced. However, I noticed that those who fear losing their national identities have in common two features: they have been living in the Italy for less than one year and they all imagine themselves continuing to live in the country in the future.

Question 40 – Italians should learn my culture



The last question of the questionnaire, explore the multicultural field under a different perspective. Learners are asked if they think Italians should learn their culture. 87.3% think that Italian really should get to know their culture, and the rest 12.7% 'agree'. The answers suggest that the learners feel that they live in a place where most of the people know very little about their country and they culture and they desire that it was different.

3.4.2 Data synthesis

The data collected, even if not so detailed, are enough to track some motivational profiles and tendencies, in spite of the high diversity of the individuals.

The first section, dedicated to the future self, shows that Italian language has a good relevance in the learners' future selves, even if not all of them are planning to continue living in Italy. The integrative disposition is stronger in students with higher L2 competence and who have been living longer in the country. The majority of the students is strongly influenced by external pressures and outcomes, but often to reach improvement in their lives, like a better job, success at school, respect and a good level of education. With Section II the attention shifts to learner's relation with the L2 and its learning process. Even if almost all of the students are affected by anxiety, the majority likes Italian language, likes using it to communicate and, very importantly, they like learning it, especially in class through the school activities that they enjoy. In fact, the general attitude toward the learning process is very positive. The teaching and the teachers in particular, because, even the more reluctant students, who do not enjoy learning the L2 and going to school, like the class activities and feel that the teacher is interested in their needs. Moreover, overall, everybody feels less anxious in using the language in class. The exception to this tendency are the older students, who seem to be very afraid of other people's judgment. The credits of all this enjoyment of the learning process go to the teacher. Certainly, having already interested students help, but keeping their motivation high is not simple. Even harder is to change the feelings of the disinterested ones. This reluctant group of students will be very important for the research. At this point we see them not so interested in learning Italian, which seems just as a mere tool to survive, get a job and keep living in Italy. Yet, they are not so negative in class. Some of them actually like the activities and using Italian to communicate. However, the majority of them lack in self-confidence, in particular, they do not think they are able to actually learn the language, which may also depend on the absence of previous education (many are completely illiterate). A bad self-confidence is very dangerous because it really damages an already not so strong motivation. The hard duty of the teacher is to change this negative attitude and to make them feel up to the tasks. The difficulties are not many, since as we see from the students' answers, not only the teacher is interested in students' needs, but she also seems able to establish a comfortable learning environment.

Finally, the last section. This part does not directly influence motivation in L2 learning like the other two, but it is fundamental in order to understand learners' feelings and behaviours. Culture is a very important part of the individuals and living surrounded by a different one may be disorienting and problematic especially during the first month (Ward, Bochner and Furnham 2001). Losing their own culture is perceived as a real possibility, and some of them may not want it. Although most of the students like and all of them respect Italian culture, it does not mean that they enjoy studying it, or living in it. Very few learners would like to be 'like Italians' and most of them would like if Italian culture was more similar to theirs. Moreover, all of the students share the feeling that the society they

live in does not know enough about their culture. All these questions were important to understand the degree of integration of the learners in Cagliari. The data suggest the presence of a strong will of integration among all the learners, but it is thwarted by the fear of losing their own culture and traditions, because they do not feel that their culture has space in the society. When integration is not desired, the L2 ideal self cannot be fully completed, consequently there will never be a very strong L2 motivation. However, this part will not be further analysed with the second questionnaire, because few months of language course are not able to solve this vast and deeply rooted problem, especially because it mostly concerns society rather than L2 teaching or L2 learning.

3.4.3 The Second Questionnaire

All the students that I was able to reach were given a second questionnaire to monitor eventual changes in motivation. Since not all the students continue studying in the school I made two versions of the questionnaire: one for those who continued attending classes and the other for those who dropped out. Each questionnaire is divided into two sections, one on the L2 future self and the other on the actual learning process, following the division of the first questionnaire. As anticipated before, the section on the multicultural dimension has been excluded from this analysis, even if there will be a question on learners' interest for the Italian culture.

3.4.4 Questionnaire for the learners who still attend classes.

Of the 60 students who participated in the research, 42 re-enrolled. However, 9 of them stopped attending classes after less than two weeks, therefore I consider them in the drop out group. Moreover, there is a student who was not able to attend classes in the same school, since she left the country, but she is still studying Italian in a language course. Among those who left Cagliari and Italy, this girl is the only one who is going on learning Italian, even if she was the only one of this group who reached the B1 level. Considering also that who has re-enrolled in the same school has changed teacher and class, I have decided to include her in the group of the learners that went on studying. In total there will be 34 individuals. As an anticipation, the questions are more detailed and, overall the answers are very homogeneous.

The analysis of the answers will not be done question by question. There will be an overview with results of the most important topics, followed by their analysis. However, all the data collected can be found in the Appendix V.

3.4.4.1 Section I. The L2 Future Self

The questions from Section I aim to monitor the learners' motivation changes regarding the L2 Future self, that is why each question corresponds to a question of the First Questionnaire. To exactly identify the changes, I considered only the answers that the same students gave in the First Questionnaire, and I collected them in the following chart.

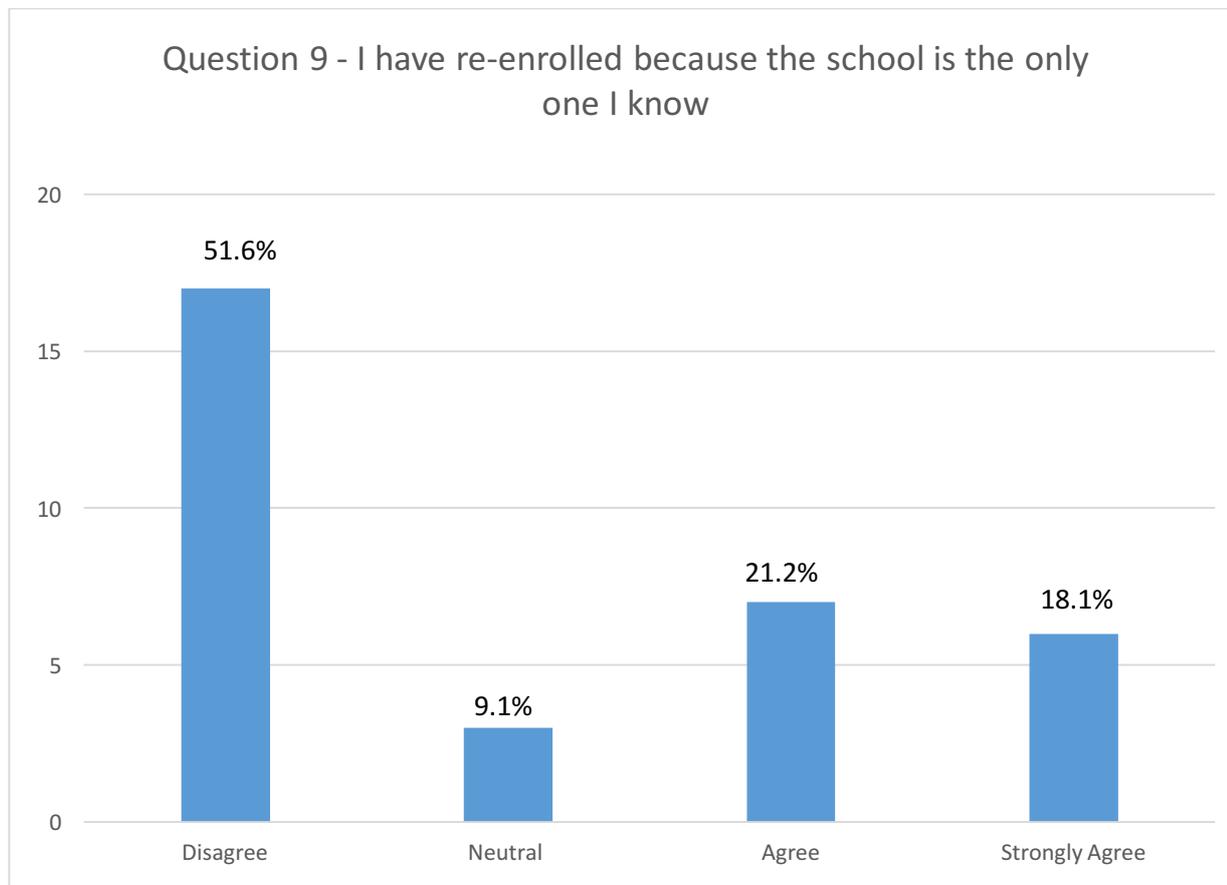
Questionnaires and Questions (N°)			Changes in the answers				
Second Quest.	First Quest.	Variable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
N°1	N° 2	Presence of Italian in the future				-14.7%	+14.7%
N°2	N° 19	Liking speaking in Italian		-5.9%		-32.3%	+38.2%
N°3	N° 35	Interest in knowing Italian culture		-4.5%	-4.5%	-32.3%	+41.5%
N°4	N° 3 and N°7	Importance of Italian for the learners' working situation				-34.3% and -4.5%	+34.3% and +4.5%
N°5	N° 8	Importance of Italian for the learners' studies			+2.9%		-2.9%
N°6	N°6	Importance of Italian for the learners' education				-4.5%	+4.5%
N°7	N°15	Importance of Italian to be respected			-4.5%	+4.5%	
N°8	N°26	Liking studying Italian at school				-4.5%	+4.5%

As from the data above, on the whole, there have been just slight differences. In fact, even when the numbers look bigger (Question 1, Question 2 and Question 3), the changes actually regard students who before 'agreed' and now 'strongly agree', so minor changes. However, it can be affirmed that there has been a general improvement. All the answers (but Question 5) show that students have a stronger L2 Future Self now than in the previous months.

3.4.4.2 Section II. The Actual Learning Process

In Section II, there are seven original questions (Question 9, 10, 11, 12, 13, 15 and 16) and three that are related to the First Questionnaire (Question 8, 14 and 16). The answers to this last groups do not show important differences from the First Questionnaire, again, all the changes are minor and all improvements in the enjoyment of the Actual Learning Process. That is why they will not be analysed in detail, but the answers can be found in Appendix Appendix V

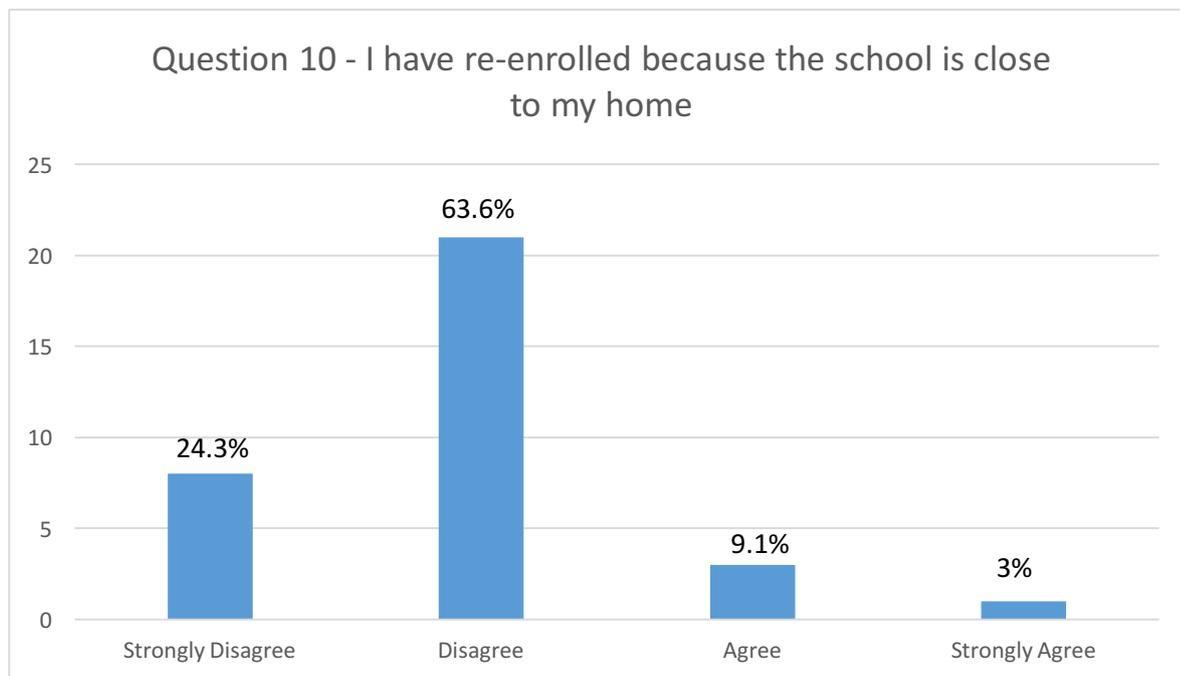
Question 9 – I have re-enrolled because the school is the only one I know. And Question 10 – I have re-enrolled because the school is close to my home



Starting with Question 9, the investigation focused on the role of the school and its teachers. Therefore, the girl who attends another school has been excluded. However, I have asked her to write her opinions on the old school regarding the topics of the question in the open space I left at the end of the questionnaire for further comments. Her thoughts will be included later in the data analysis.

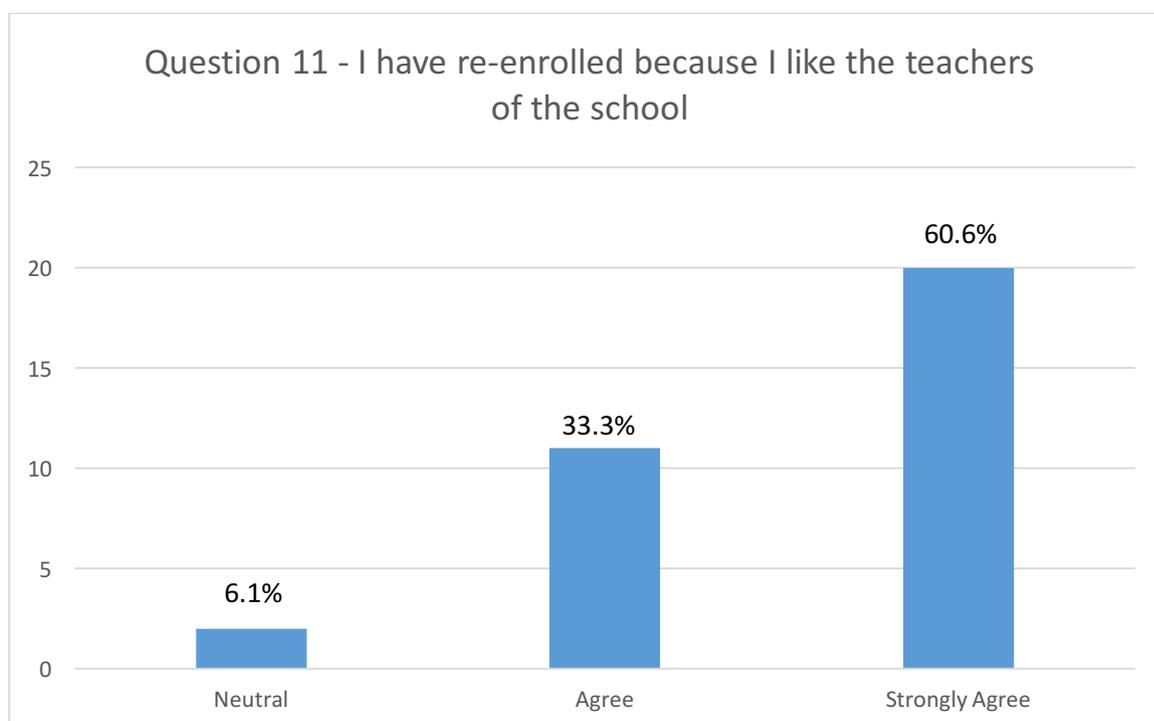
Question 9 and Question 10 regard the school as a building. In the first one I ask the students if they have re-chosen the school because it is the only one they know. For 39.9% of the learners that was the only school they knew. However, the majority has not re-chosen the school for this reason.

Question 10 instead, queries whether the choice was influenced by the vicinity of the school to students' houses.



12.1% of the students are really influenced by the vicinity, but the majority is not really influenced by the position of the school. In fact, for the rest 87.9% of the learners', vicinity and choice of school are not connected.

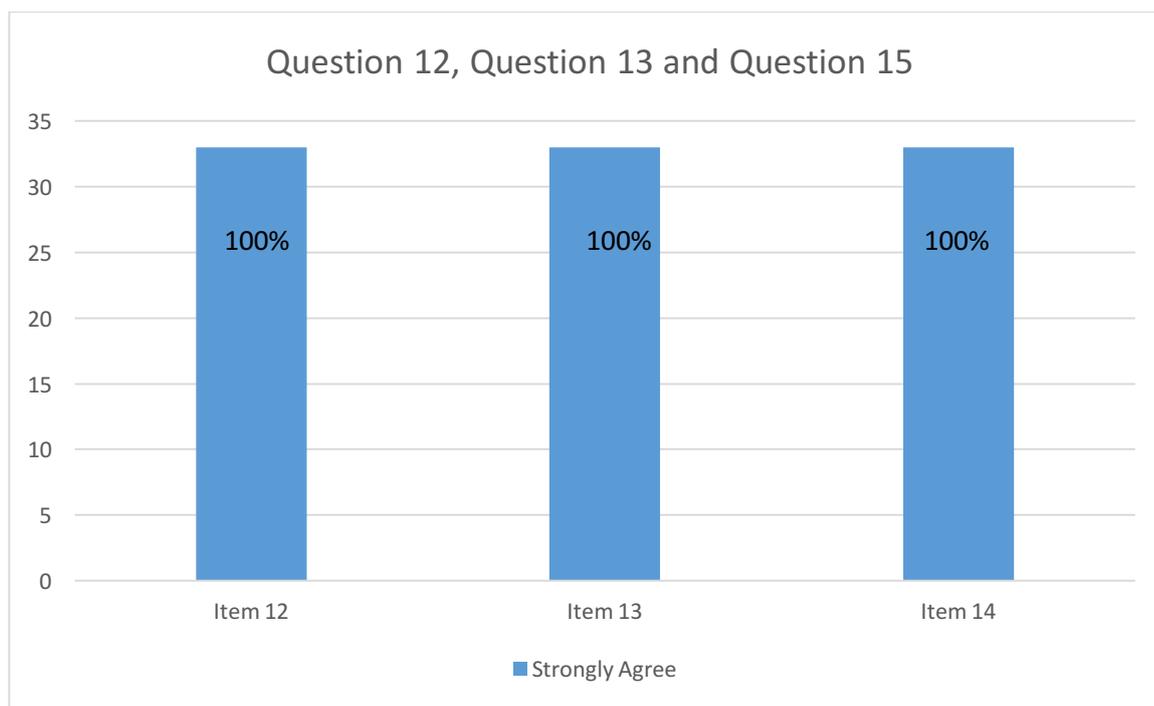
Question 11 – I have re-enrolled because I like the teachers of the school



With Question 11 I analyse students' relation with the teachers as influential factor in continuing studying. Even if two learners are 'neutral' the rest like the teachers and find this important and

influential in the learning process. In particular, 60.6% of the students are studying in the same school because they like the teachers.

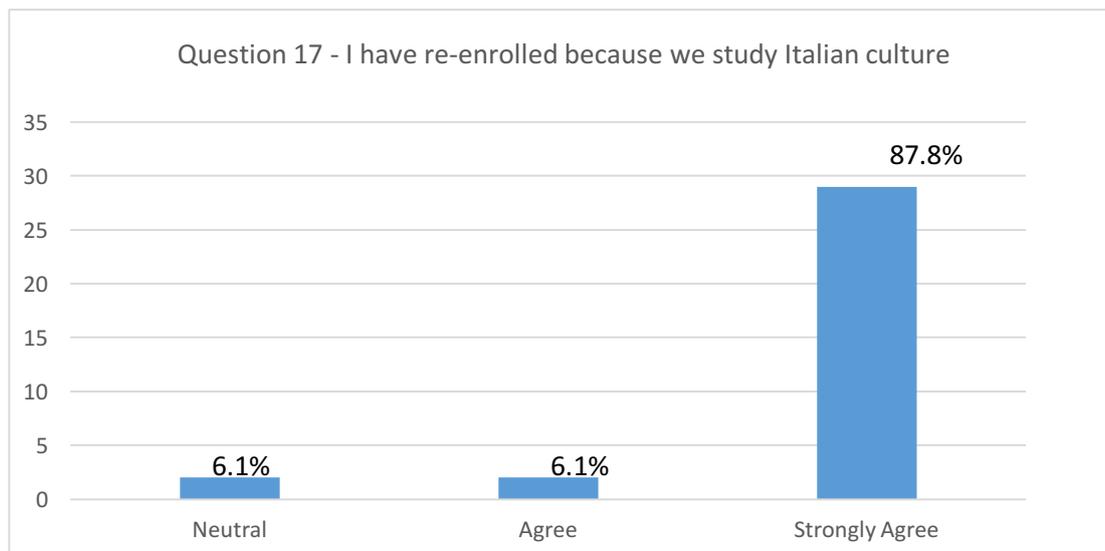
Question 12 – I have re-enrolled because last year the course helped improving my Italian. Question 13 – I have re-enrolled because the class activities were interesting. And Question 15 – I have re-enrolled because the teacher was available to give further explanations.



The three questions investigate in the usefulness and effectiveness of the teaching and the class activities for the learners. Question 12 directly asks if students have decided to re-enrol because last year's course was functional. In Question 13 I asked whether choosing the school depended on the fact that they did interesting activities in class, and in Question 15 learners are asked whether their school choice was influenced by the fact that the teacher was helpful whenever they needed. All the students gave the same answers to all the three questions, 'strongly agree'. It is evident how students' attitude toward the Actual Learning Process is really positive and, on the other hand, the good Learning Process has positively influenced these learners' motivation.

Question 17 – I have re-enrolled because we studied Italian culture

The last question of the questionnaire goes back to the culture. In the first questionnaire we saw how students were not so interested in studying Italian culture in class. However, during the course, culture was very relevant, and as time passed I noticed a more interest from the students.



As we saw in Question 3, my doubts were confirmed, students are now more interested in Italian culture. Therefore, with the last question, I ask them if studying the culture has influenced their choice of continuing their studies. A part from two ‘neutral’ exceptions, the rest is attending again an Italian L2 course because they can learn Italian culture. In particular, 87.8% of them think that it is very important.

3.4.5 Data synthesis

Analysing the answers of who has decided to re-enrol in the same school has not been very hard, mostly because the similarity of the answers. However, it does not mean that these answers were not important. We can notice how all the learners who have decided to continue the course are highly motivated: they like the language, they think that it will be very important for their future, and mostly they like studying it. Comparing the results to the answers of the first questionnaire, it is easy to observe how, overall, motivation and attitude toward the language and the learning process have improved. In my opinion, the improvements depend on the teacher, who was able to adapt the teaching to learners’ needs and taste. This has been confirmed by the girl who answered separately, she wrote:

“I enrol the Italian course by chance. I needed to improve my Italian to study at school. I am really glad I attended it because I had so much fun. Lessons were always interesting and I have learnt many things, even on Italian customs and traditions and of the other people in the class¹⁶. When I came back to my country I missed Italian language a lot, so I have found a language course here and I have registered. It is not the same, but I like to continue studying Italian”¹⁷

¹⁶ She probably refers to other cultures’ traditions.

¹⁷ This is the translation of her answer. For the original version see Appendix VII

However, these answers are not enough to prove it, since the opinions of the ex-students are missing.

3.4.6 Questionnaire for the dropouts

Totally, the ex-students of the course who participated to the second part of the research are 26. Twelve of them are ex exchange students, who have come back to their own countries. In addition, other two people moved from Cagliari, one to another Italian town and the other to another State. None of them is attending any Italian course. Instead, the remaining ten dropouts are all living in Cagliari. However, just three of them did not enrol; in fact, nine ex students enrolled the same school, but dropped out after the first two weeks. This behaviour looked really suspicious, mostly because among them there are those students who, as per Question 12 of the first questionnaire, were studying Italian to apply for the residence permit, but had not reached the A2 level. Secondly, these are the students who belonged to the ‘reluctant’ group, who did not have a strong motivation, but at the end of the year their attitude really changed, in fact they re-enrolled, meaning that they were interested in improving their L2 competence. I met all of them together, to have support in case they had problems understanding the questions.¹⁸ I soon realized what was the reason of abandoning the class, so I modified their questionnaire to see if my impression was right: when they enrolled in the school, they had to change the teacher and they did not like the new one. I did not know what they did not like exactly, so I used the questionnaire to understand the possible problems.

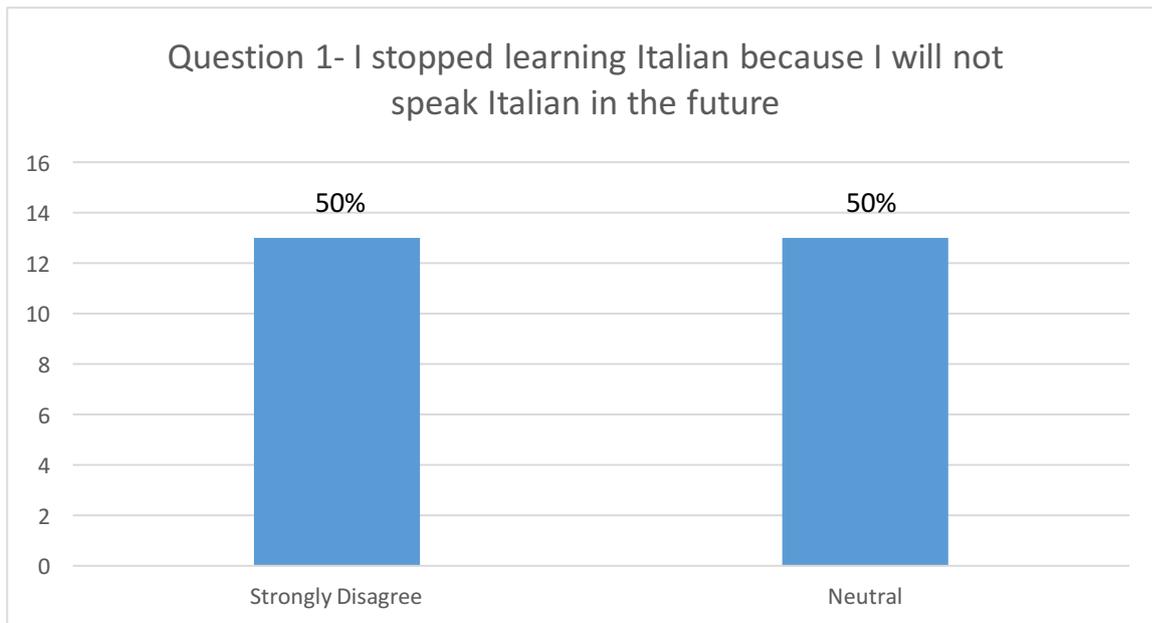
The data analysis will be mostly done question by question, but not for all the data a chart will be provided. However, they can be found in Appendix VI.

3.4.6.1 Section I: The L2 Future Self

Question 1- I stopped learning Italian because I will not speak Italian in the future. And Question 2 - I stopped learning Italian because I will not live in Italy in the future.

As the previous questionnaire, the first question regards the presence of Italian language in the ex-learners’ future lives. It has been asked if their dropping out depended on not needing to know the language anymore. And they are connected to Section I of the First Questionnaire.

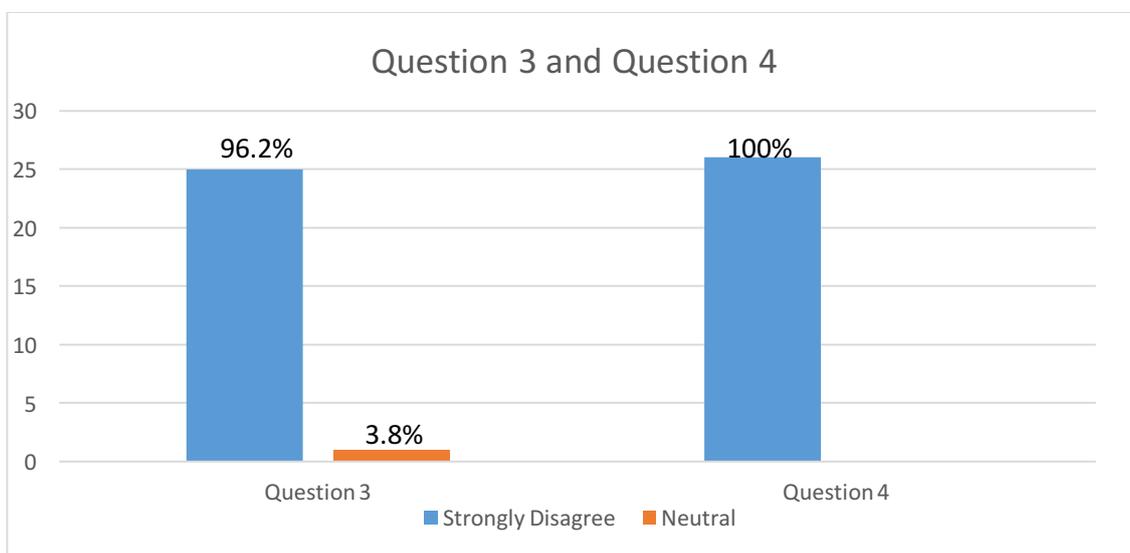
¹⁸ As said before, most of them were illiterate, monolingual, and their Italian competence was not enough for some questions. But among the group there was an English speaker, who could translate in their language every time they had problems.



The answers are divided in two equivalent groups: the half of the students who stayed in Italy is sure that Italian language will stay in their lives, while the half who moved away stayed neutral. Even if they are not living in Italy, or are not planning to move here again, they did not answer negatively. It may be possible that this answers are due to the young age of the ex-students, all younger than 30 but one.

To better understand the answers to the first question, in the second one the thirteen ex-students who moved from Italy are asked if they stopped studying Italian because of the moving, and all of them admit that it was absolutely true.

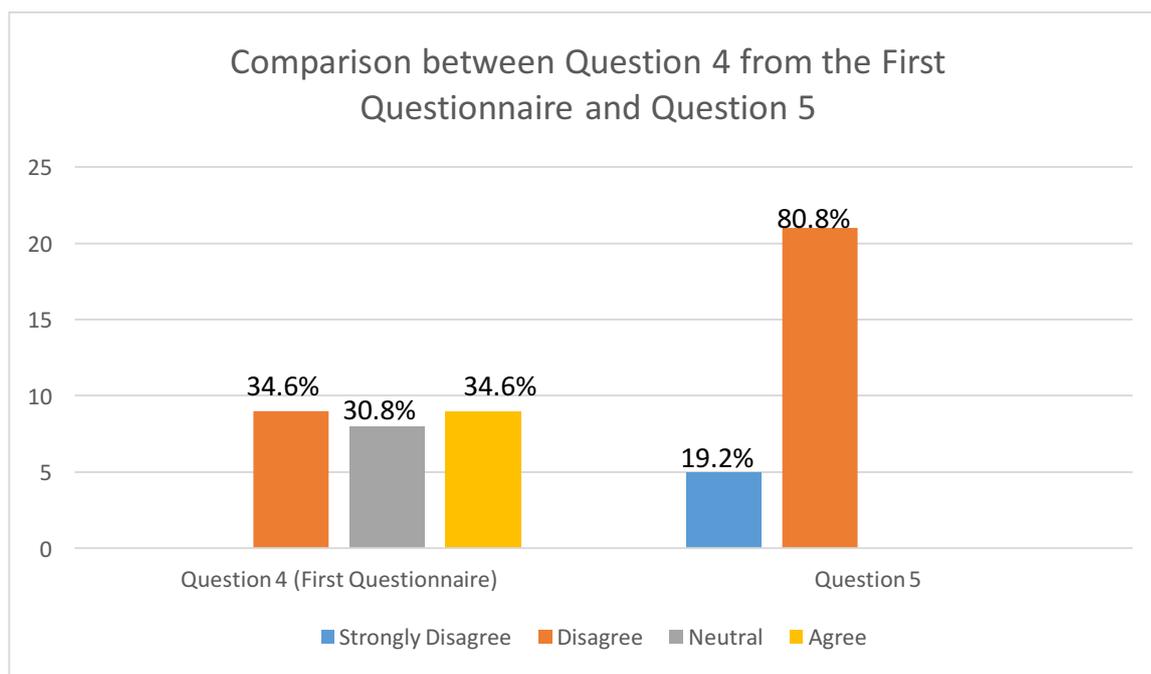
Question 3 - I stopped learning Italian because I do not like to speak Italian. And Question 4 – I stopped learning Italian because I do not care about learning Italian culture



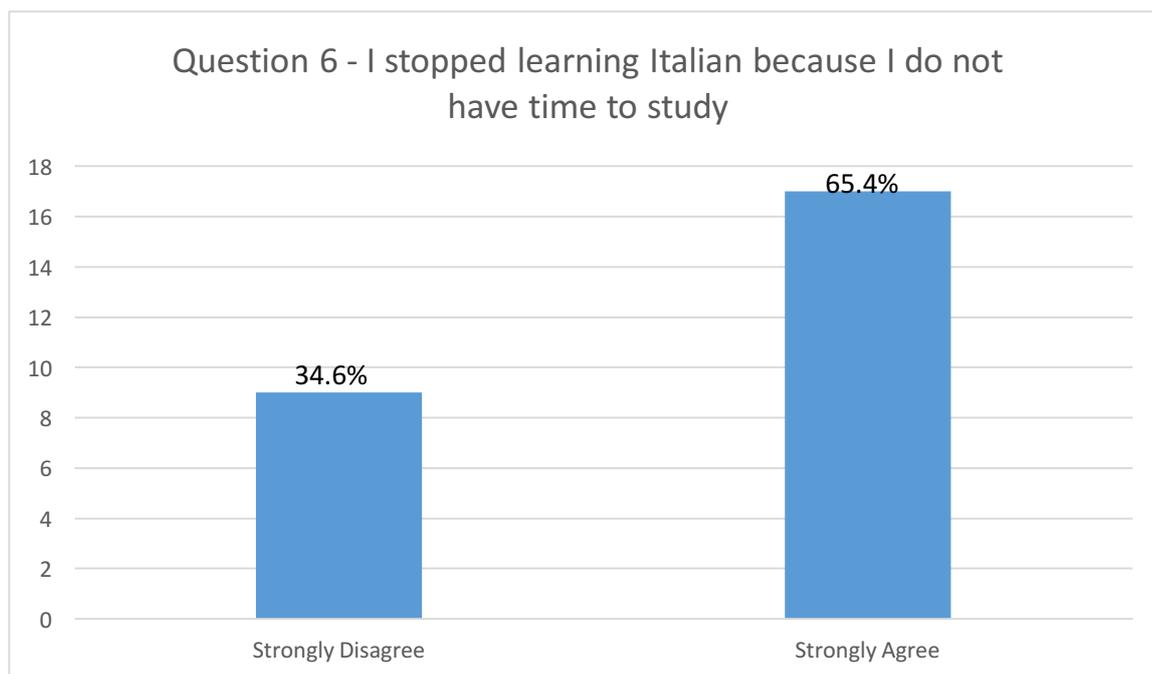
The third question's aim is to verify if one of the reasons why the ex-students give up the courses is that they do not like speaking Italian language. All of the students, but one who is uncertain, 'strongly disagree', not changing the answer given in the first questionnaire. Instead, in Question 4 the answers are unexpected. In fact, after being asked if they are not attending the course because they are not interested in Italian culture, all of them 'strongly disagree'. If we go back to Question 35 of the first questionnaire, foreign students were already interested in Italian culture, fortunately this interest has not vanished. But, what is important, is that the all the other students, who did not care about Italian culture, now care, and a lot.

Question 5 – I stopped learning Italian because I am not capable of learning it

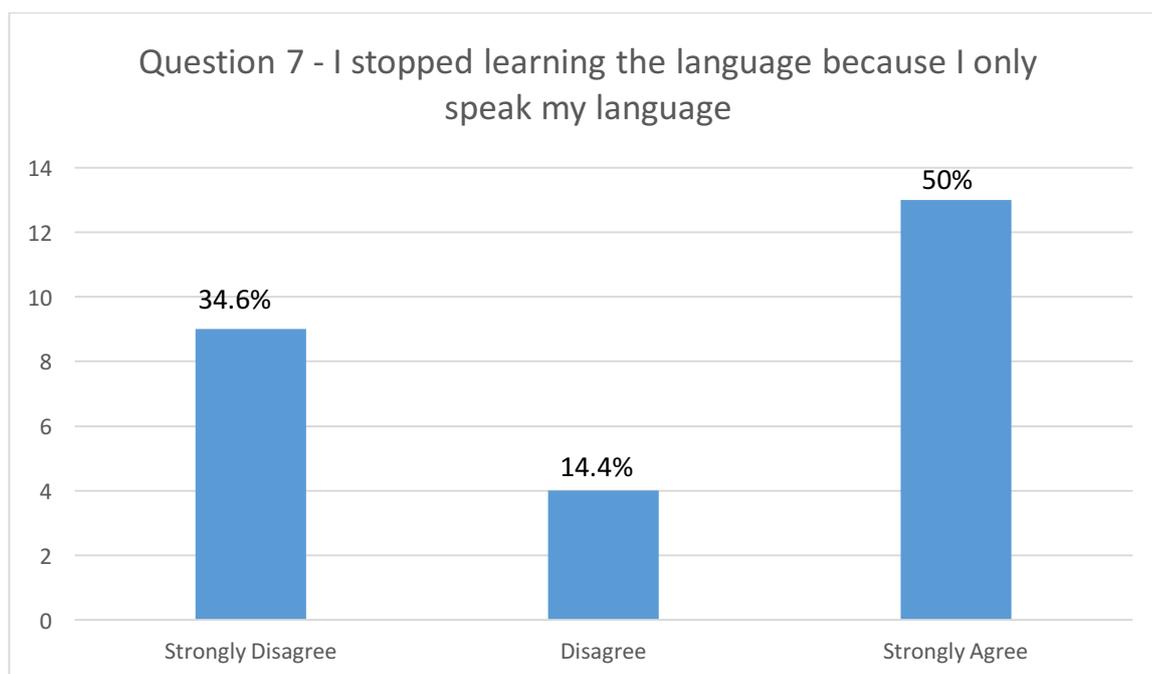
In the fifth question, I investigate again on learners' self-confidence, to verify if it has changed from Question 4 of the First Questionnaire, where these students seemed to lack of it. The answers are very interesting and unexpected.



Results show doubtless improvements of learners' self-confidence. If before many of them were not sure about achieving good results in Italian, now almost all of them are more confident, and they believe to be able to learn the language, in particular the group of the nine students who re-enrolled. In fact, at first they did not believe that they could reach a good Italian competence, but now they are all more confident in their success.

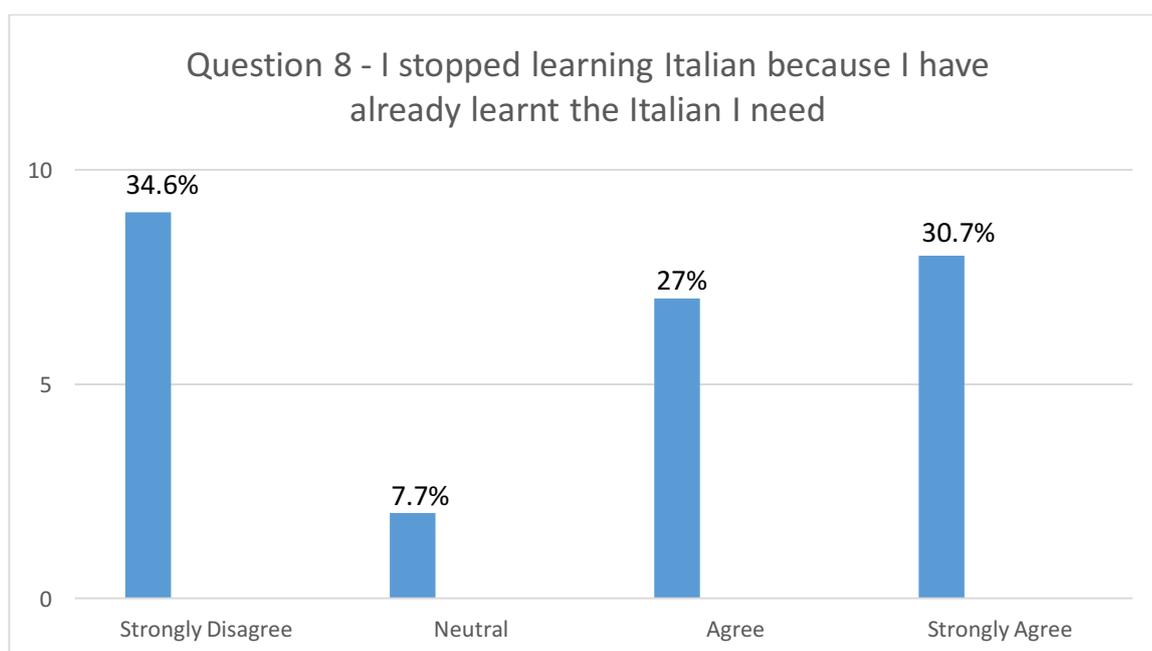
Question 6 – I stopped learning Italian because I do not have time to study

In the sixth question I verify whether the reason for the dropouts may depend on the fact that the ex-students do not have enough time to dedicate to learning Italian. A part from the nine ex-students who re-enrolled, all the others admitted that not having time to study influenced their decision. Instead, the nine gave the completely opposite answers.

Question 7 – I stopped learning Italian because I only speak my language

The seventh question is mostly thought for the students who moved back to their country, because it considers the possibility that the learners dropped out because now they only need to speak their language. As a matter of fact, they all 'strongly agree'. For those who stayed in Italy, even if not impossible, being able to speak only in their language is very hard, that is why they gave a different answer.

Question 8 – I stopped learning Italian because I have already learnt the Italian I need

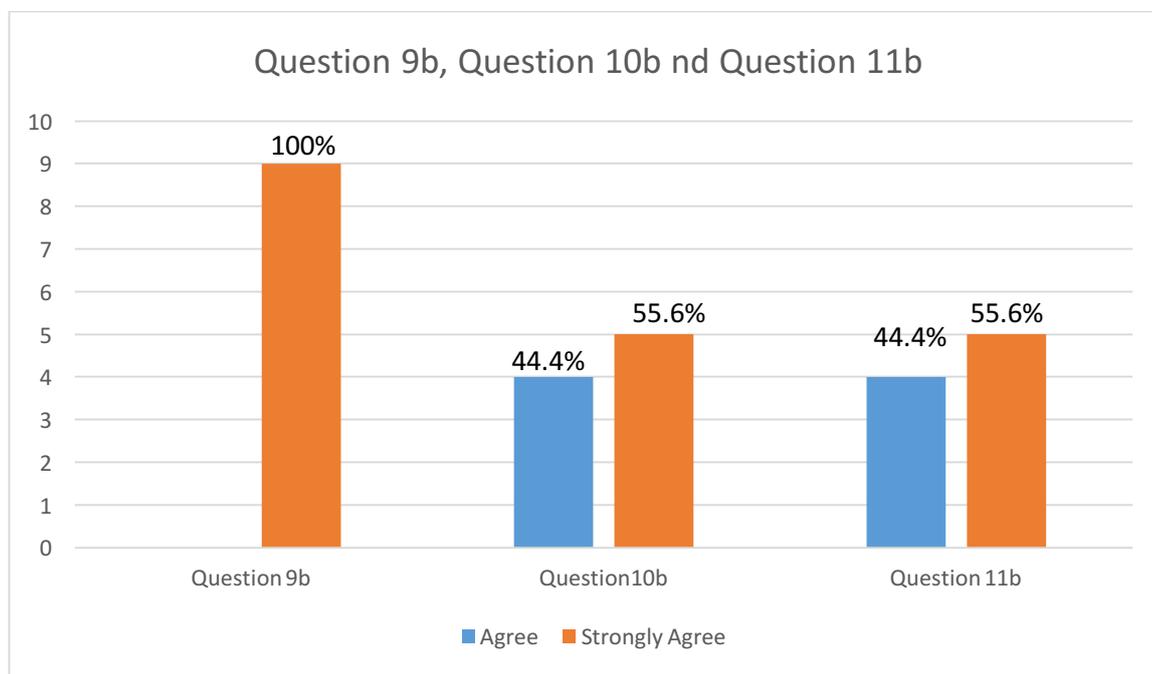


Question 8 ends Section I, and it queries whether the reason of these dropouts may be the fact that the ex-students think to have reached the necessary L2 competence. The group of the nine ex-students who enrolled does not think to have reached the desired level at all. On the other hand, the rest is quite sure of have learned the Italian they need. Just two students remain neutral, both of them still live in Italy.

3.4.6.2 Section II. The Actual Learning Process

Section II is a post-evaluation on the Actual Learning Process of the Italian course. The answers to the rest of the question are all homogeneous. All of the student really liked the course and its contents, the activities and the teacher. However, to understand where the problem of the nine ex-students was, they answered twice the question of this part. Once regarding the previous course and the other on the new one they dropped out. To distinguish the second version, the numbers of the questions will be accompanied by the letter *b*.

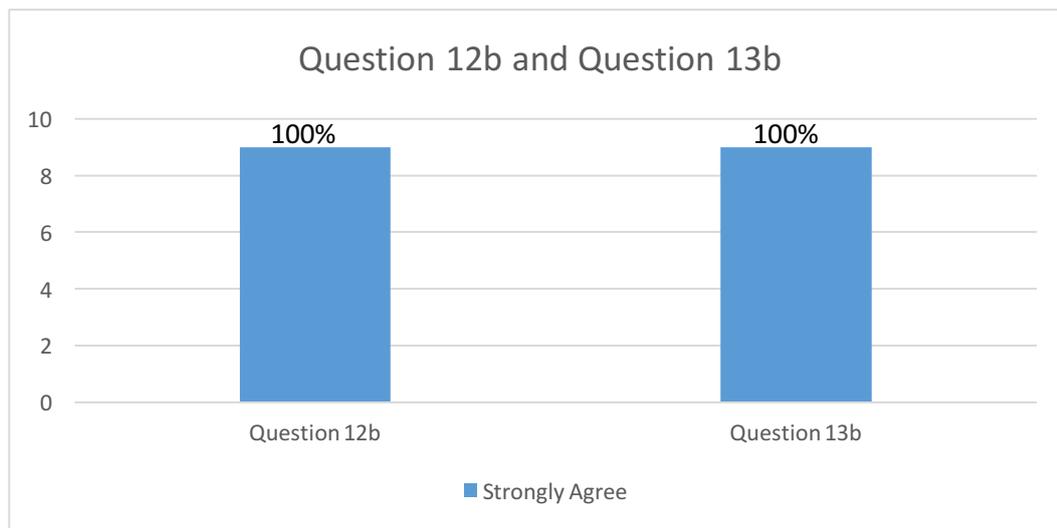
Question 9b – I stopped learning Italian because the Italian course does not help to improve my Italian. Question 10b – I stopped learning Italian because I do not like studying Italian in class. And Question 11b – I stopped learning Italian because I do not like the class



From the first three questions of Section IIb, it is already evident how very different the attitude toward and the enjoyment of the Actual Learning Process is for the new course, with the new class and the new teacher. The nine students do not like the class or studying in class, but most importantly, they do not feel that the new course is helping them achieve a better competence.

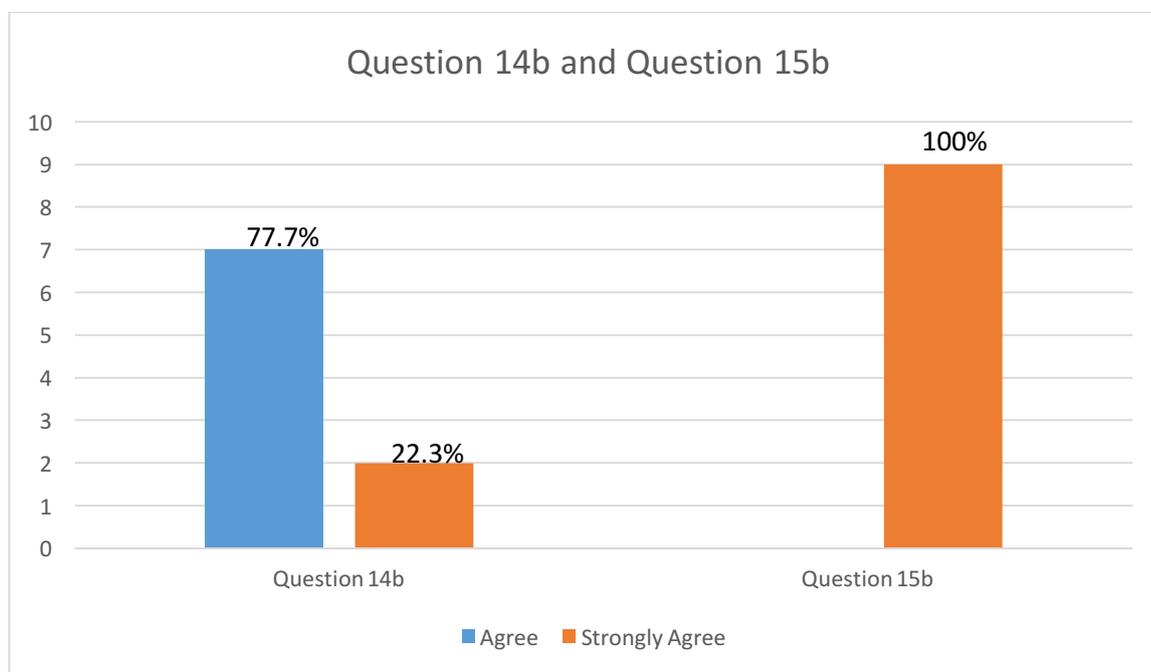
Question 12b – I stopped learning Italian because the class activities were boring. And Question 13b – I stopped learning Italian because the class activities were useless

Question 12b and 13b regard class activities. Students enjoyed a lot the activities done in the previous course, and they appreciated their usefulness and the fact that they were very interesting. With these two questions I verify if they perceived the activities of the new teacher the same way.

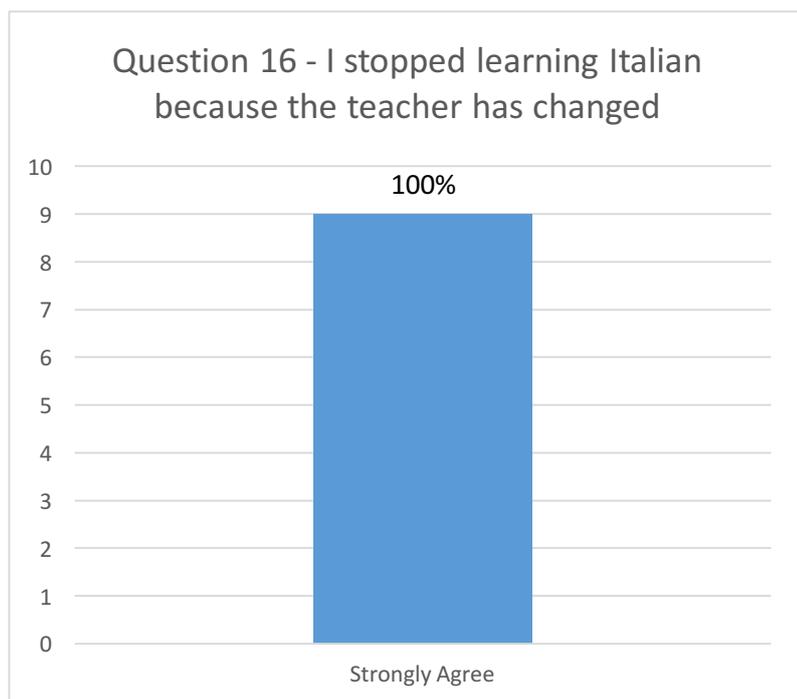


All the nine students did not like at all the new activities. They firmly consider them useless and boring. For students who had a not always positive learning experience, like these nine students who, at first, had a negative attitude toward the Learning Process, not liking the activities contributes to re-trigger the demotivation.

Question 14b – I stopped learning Italian because the teacher judges me badly. And Question 15b – I stopped learning Italian because the teacher does not care about my needs



In question 14b and 15b I investigate on the relations between the students and the new teacher. The students had a completely different relation with the previous teacher. Now, they feel that the new teacher does not like them and, especially, that she does not care about them at all.

Question 16 – I stopped learning Italian because the teacher has changed

Question 16 is dedicated again only to the group of the re-enrolled not attending anymore. With this question I directly ask if changing the teacher has affected their decision. As expected, it has undeniably influenced their drop out because all of them in fact ‘strongly agree’.

3.4.7 Data Synthesis

The answers of these questionnaire, were a little more complicated than the previous one. The big difference is that here there are three different group of ex-students sharing different opinions and different choices. Four students decided to interrupt the L2 course because they had reached the level desired, and do not feel the need to improve it. The second group is made of those who moved from Italy. They do not feel the need to study Italian since they are not using it anymore, and their new lives do not allow them to continue studying it. It does not mean they all would not like it, but some of them have other priorities. Four of them added some comments to the questionnaire (Appendix VIII, IX, X and XI) where they admit that they would like to study Italian, but nobody speaks it, and for the moment they stopped studying it. Yet, one of them sometimes does some exercises on the internet. The last group has already been introduced: the nine ex-students who re-enrolled, but soon abandoned the school. the analysis of their answers is more complicated. After the first questionnaire, part of the group had already come out as the reluctant group. Their motivation was the weakest one, and without a reliable guide, they could have easily dropped out. Instead, with this questionnaire we have found out that their motivation reinforced, as the motivation of the whole ex-students group.

However, it was not strong enough, and it was extremely dependent on the Learning Environment, particularly the teacher. In fact, once she changed, they abandoned school. Yet, their motivation has not completely vanished, and the interest in the Italian language and even culture is still high.

3.5 Comment

The three questionnaires have successfully helped me to answer my research questions.

First of all, we have seen how motivation is not a homogeneous presence, and it is different in each student. However, it was possible to define some tendencies and some groups and to individuate some important positive and negative characteristics. Thanks to the questionnaire on personal details, I have noticed that one of the main variable in building a strong motivation is time.

Of all the students, fourteen are characterized by a stronger L2 Ideal Self, with solid personal and internal interests toward the language as they had internalized instrumental motives. For them, being fluent in Italian, is not driven by merely external incentive like jobs, but it is a personal desire. However, it does not mean that their motivation does not meet obstacles, even these students face language anxiety, both inside and outside the classroom. Nevertheless, they have not given up, and thanks to their motivation they go on studying. Even if most of these students belong to the B1 group, what they have in common it is not the same L2 competence level, but the time living in Italy, all of them at least more than one year. In fact, the largest group of students arrived in Italy within the year, motivation depended mainly on limited practical results, like better jobs, success at school and surviving in the foreign country, in other words their L2 Future Self was mostly an ought-to self. In fact, as we will see those of them who moved, or finished school or obtained the job, simply stopped studying the language. They may have liked it at the time, but they did not have interiorized motivation enough to continue the effort when further competence of the language is not required. However, inside this group, nine students differ for not completely enjoying the actual learning process and for adopting a general hostile attitude, and learning the language was just against the fear of not being able to live in Italy. Fortunately, as the data confirm, this attitude was never really strong, so it was possible to help them building motivation. These students had been living in Italy for less than three months.

The reason why the time spent in Italy, so in the dominant community, is so important is connected to the last section of the first questionnaire and to the integration process. Integrate in a different community is not always about the dominant society accepting the non-dominants groups, but it is also about the non-dominant group willing to accept the new community. Achieving this willing

status takes time (Berry, 1997) but it is important to build a stronger motivation. However, the last section of the first questionnaire, called Multicultural Dimension, shows that even the more motivated students have not fully reached integration; but, on the other side, it shows that the least motivated are not completely disinterested in integrating.

To pass to the second point of the research, we have to shift the attention from the first questionnaire to the second one. In fact, while the first questionnaire regarded motivation during the actional phase, thanks to the second one we can try to understand what happens in the post-actional phase, and why students continue to study Italian, sustaining their motivation, or why they stopped, getting demotivated. It has not come as a surprise that the group of the highly motivated students have kept attending classes, but many other students joined them. Of all the students who did not re-enrol in the school, just four stayed in Italy, all the rest came back to their own hometowns. Moving back was the main trigger to stop studying Italian, accompanied by too little internalization of all the possible external incentives they may have had. The only exception to this tendency has been one girl who decided to keep studying Italian also in her hometown. She is the example of how interiorizing external pressure can transform an L2 ought-to self in an L2, now LF, ideal self. However, from their answers, it is hard to find any particular demotivational factor rather than a general loss of interest in Italian language. However, an important information came out from the second questionnaire: the role played by the teacher and her teaching. On the whole, students and ex-students enjoyed studying Italian in class, in fact from the first questionnaire, their interest in Italian language and culture has generally improved thanks to the learning activities and the good atmosphere created in class by the teacher. Especially, it was proved by the answers of the group of the nine new students. They actually enrolled again in the school, though still without a L2 ideal self, but their attitude and their interest to the language, the culture and the whole learning process increased and so did their motivation. It was due to the change of the teacher that they later decided to drop out; all the achievement they made in motivation suddenly vanished once the actual learning process changed. However, teacher and teaching methods cannot be considered the only influential factor in motivation or demotivation. After all, the four students who did not re-enroll in any Italian course were not influenced by the change or the presence of any teacher, they just were not motivated enough to go on. They admitted to have dropped out simply because they did not feel the need to further study the language.

To conclude, motivation and demotivation are characterized by a lot of different characteristics than vary according to learners' personal backgrounds. However, language teachers can still make their part in supporting students and contributing to the intensification of their motivation. But, a wrong approach can be as influential as a good one.

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Appendix I

Rispondi alle domande con una X nella casella che ritieni più giusta

1. Immagino di continuare a vivere in Italia in futuro
 Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*
2. Quando penso al mio futuro, mi immagino parlando in italiano
 Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*
3. Quando penso al mio lavoro, mi immagino parlando in italiano
 Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*
4. Immagino di poter imparare italiano senza problemi
 Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*
5. Avrò bisogno di conoscere l'italiano in futuro
 Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*
6. Imparare l'italiano è importante perché chi parla italiano è istruito
 Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*
7. Studio italiano perché mi aiuta a trovare un lavoro, o uno migliore
 Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*
8. Studio italiano per continuare gli studi
 Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*
9. La mia famiglia/ I miei amici mi spingono a studiare italiano
 Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*
10. Il mio datore di lavoro/ I miei insegnanti mi spingono a studiare italiano
 Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*
11. Studio italiano per aver successo a scuola/ a lavoro
 Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

12. Studio italiano per avere il permesso di soggiorno

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

13. Se non imparo l'italiano non posso continuare a vivere in Italia

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

14. Studio italiano perché è l'unica lingua che mi permette di parlare con gli italiani

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

15. Imparo italiano così gli italiani mi rispetteranno di più

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

16. Mi piace sentire le persone parlare italiano in strada

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

17. Penso che le differenze tra l'italiano e la mia lingua siano interessanti

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

18. Mi piacciono il ritmo e il suono dell'italiano

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

19. Mi piace parlare in italiano

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

20. Sono nervoso e confuso quando parlo italiano

Mai *Raramente* *Qualche Volta* *Spesso* *Sempre*

21. Mi vergogno quando non riesco a parlare italiano

Mai *Raramente* *Qualche Volta* *Spesso* *Sempre*

22. È difficile parlare in italiano con italiani

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

23. Mi piace parlare in italiano

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

24. Penso di essere capace a studiare italiano

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

25. Se l'anno prossimo ci sarà un nuovo corso di italiano, mi piacerebbe iscrivermi

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

26. Mi piace studiare italiano in classe

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

27. Le ore di lezione passano velocemente

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

28. Le attività che facciamo in classe sono utili

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

29. L'insegnante si interessa delle mie esigenze

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

30. Sono nervoso e confuso quando parlo italiano in classe

Mai *Raramente* *Qualche Volta* *Spesso* *Sempre*

31. Ho paura che i miei compagni ridano di me

Mai *Raramente* *Qualche Volta* *Spesso* *Sempre*

32. Ho paura di essere giudicato stupido se faccio errori

Mai *Raramente* *Qualche Volta* *Spesso* *Sempre*

33. Mi piace la cultura italiana

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI SI*

34. Rispetto la cultura e i valori italiani

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

35. Mi piace studiare la cultura italiana in classe

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

36. Mi piace ascoltare la musica, guardare la TV e film, leggere libri e giornali in italiano

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

37. Mi piacerebbe essere come gli italiani

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

38. Mi piacerebbe che la cultura italiana fosse più simile alla mia

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

39. Ho paura di perdere la mia identità nazionale

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

40. Gli italiani dovrebbero imparare la mia cultura

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

☺ *Grazie!* ☺

Appendix II

Rispondi alle domande con una X nella casella che ritieni più giusta.

Perché continui a studiare italiano?

1. Perché immagino di parlare italiano in futuro

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

2. Perché mi piace parlare in italiano

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

3. Perché mi interessa conoscere la cultura italiana

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

4. Perché mi serve per lavorare

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

5. Perché mi serve per continuare gli studi

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

6. Perché voglio essere istruito

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

7. Per essere rispettato dagli italiani

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

8. Perché mi piace studiare l'italiano in classe

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

Perché ti sei riscritto nella stessa scuola?

9. Perché è l'unica che conosco

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

10. Perché è vicina a dove abito

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

11. Perché mi piacciono gli insegnanti

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

12. Perché l'anno scorso mi ha aiutato a migliorare il mio italiano

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

13. Perché le attività che facciamo in classe sono interessanti

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

14. Perché le attività che facciamo in classe sono utili

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

15. Perché l'insegnante è disponibile per ulteriori spiegazioni

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

16. Perché l'insegnante si interessa delle mie esigenze

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

17. Perché impariamo la cultura italiana

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

Se vuoi, scrivi qui sotto altre motivazioni, le tue opinioni, sul corso e perché continui a studiare italiano

☺ *Grazie!* ☺

Appendix III

Rispondi alle domande con una X nella casella che ritieni più giusta.

Perché hai smesso di studiare italiano?

1. Perché non parlerò in italiano in futuro

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

2. Perché non vivo/vivrò in Italia in futuro

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

3. Perché non mi piace parlare in italiano

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

4. Perché non mi interessa conoscere la cultura italiana

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

5. Perché non sono in grado di imparare l'italiano

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

6. Perché non ho tempo di studiare

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

7. Perché parlo solo nella mia lingua

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

8. Perché ho già imparato l'italiano che mi serve

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

9. Perché il corso non mi ha aiutato a migliorare il mio italiano

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

10. Perché non mi piaceva studiare in classe

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

11. Perché non mi piaceva la classe

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

12. Perché le attività che facevamo in classe non erano interessanti

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

13. Perché le attività che facevamo in classe non erano utili

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

14. Perché l'insegnante non si interessava delle mie esigenze

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

15. Perché l'insegnante mi giudicava male

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

Section b

9b. Perché il corso non mi aiuta a migliorare il mio italiano

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

10b. Perché non mi piace studiare in classe

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

11b. Perché non mi piace la classe

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

12b. Perché le attività che facciamo in classe non sono interessanti

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

13b. Perché le attività che facciamo in classe non sono utili

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

14b. Perché non mi piace la classe

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

15b. Perché l'insegnante non si interessa delle mie esigenze

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

16. Perché l'insegnante mi giudica male

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

17. Perché l'insegnante è cambiata

Decisamente NO *NO* *Non lo so* *SI* *Decisamente SI*

Se vuoi, scrivi qui sotto altre motivazioni, le tue opinioni, sul corso e perché non continui a studiare italiano

☺ *Grazie!* ☺

Appendix IV

Rispondi alle domande con una X nella casella che ritieni più giusta.

1. Sesso

Uomo

Donna

2. Età

Fino 18 anni

19-25anni

26-35 anni

36-45 anni

Più di 46 anni

3. Livello di italiano

A1

A2

B1

4. Da quanto tempo vivi in Italia?

1-2 mesi

2-6mesi

6-11 mesi

meno di 2 anni

Più di 2 anni

5. Parli altre lingue?

SI

NO

6. Sai leggere e scrivere in altre lingue?

SI

NO

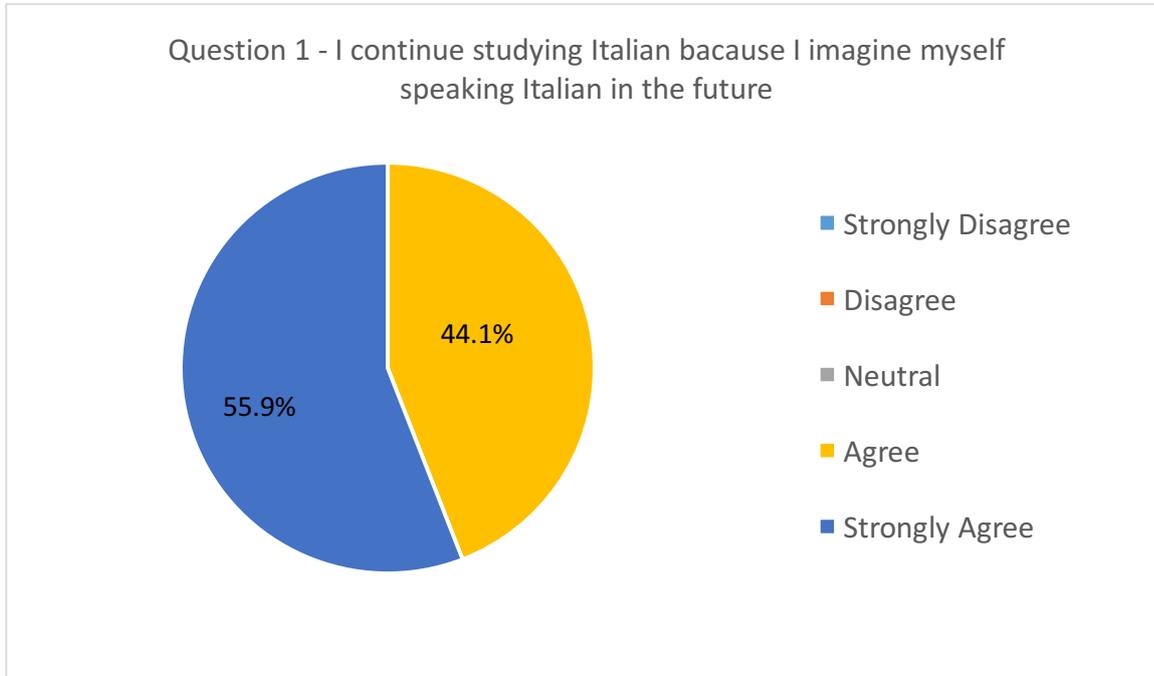
7. Che lavoro fai?

_____ NON lavoro

☺ Grazie! ☺

Appendix V

Data from the Second Questionnaire for the learners who still attend classes.



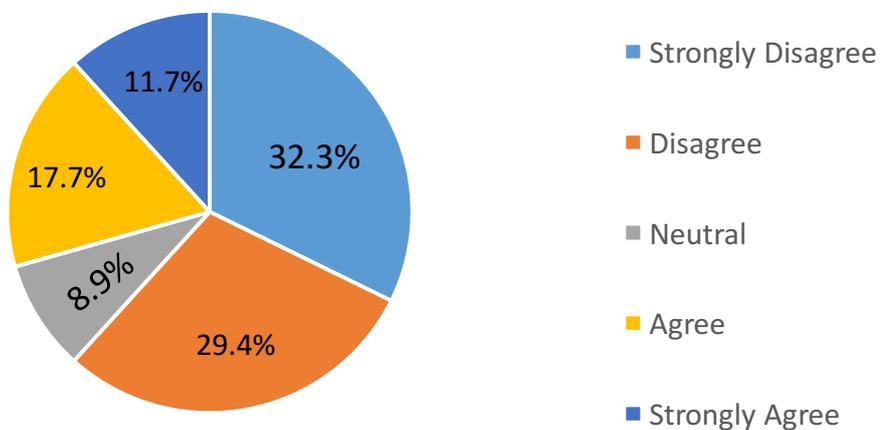
Question 2 - I continue studying Italian because I like speaking Italian

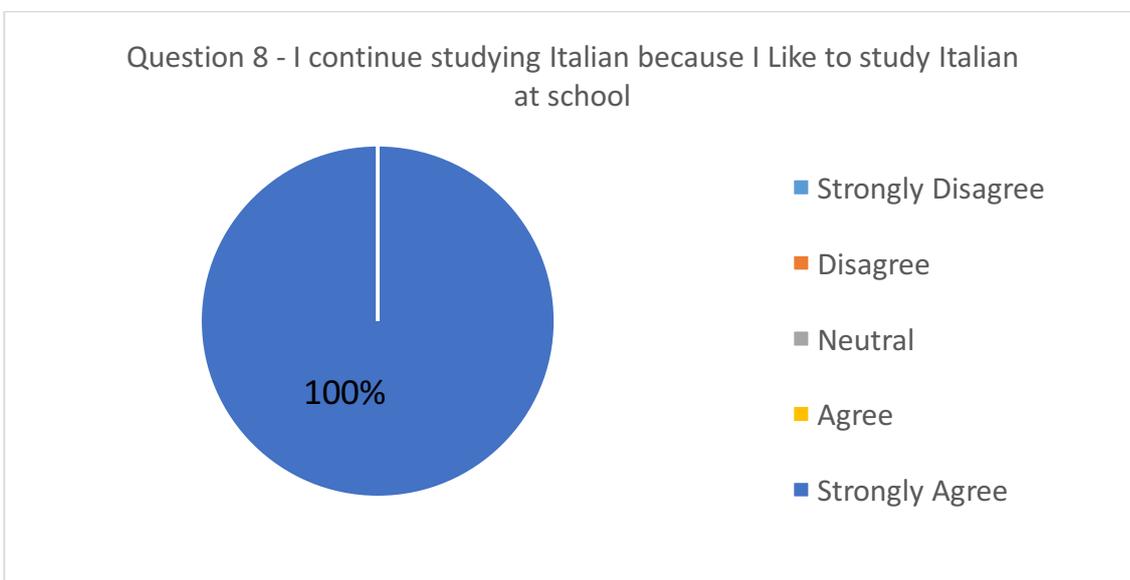
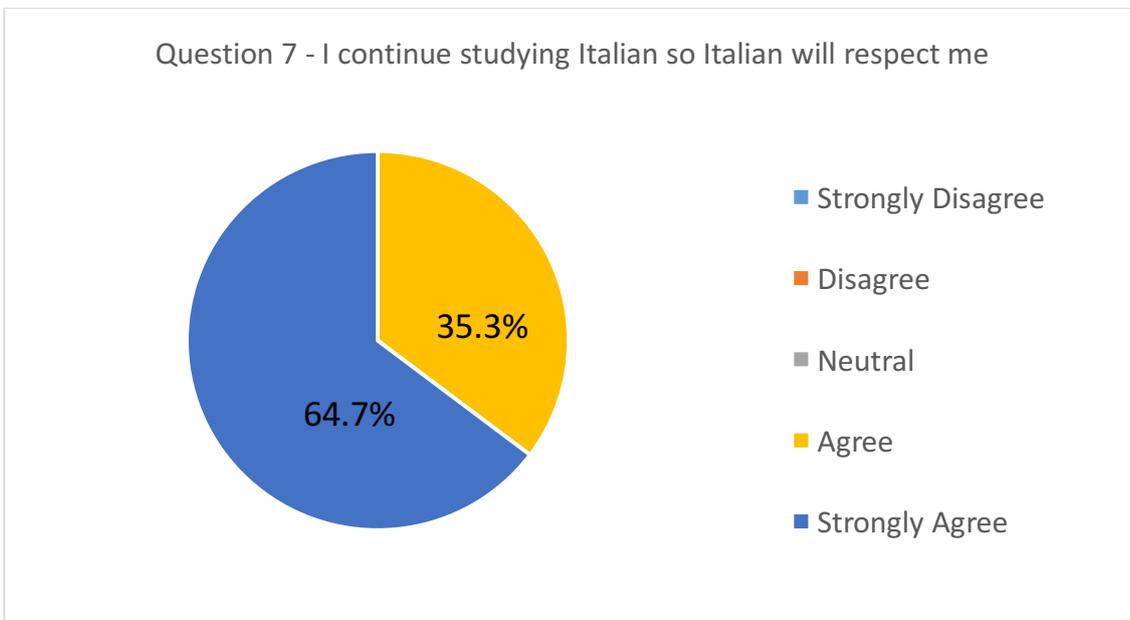
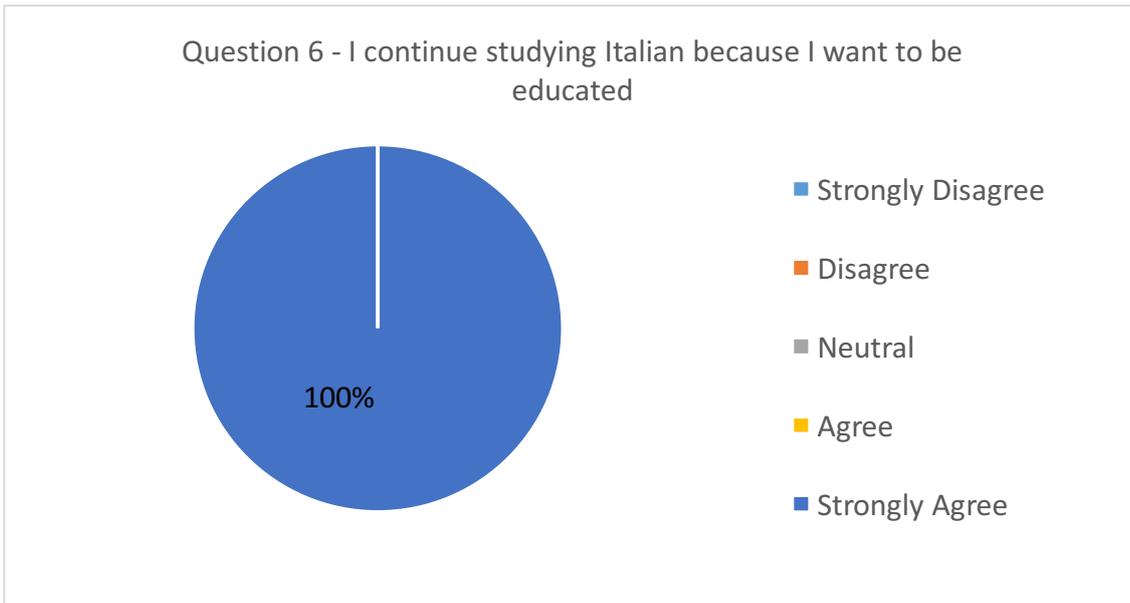


Question 4 - I continue studying Italian because I need it at work

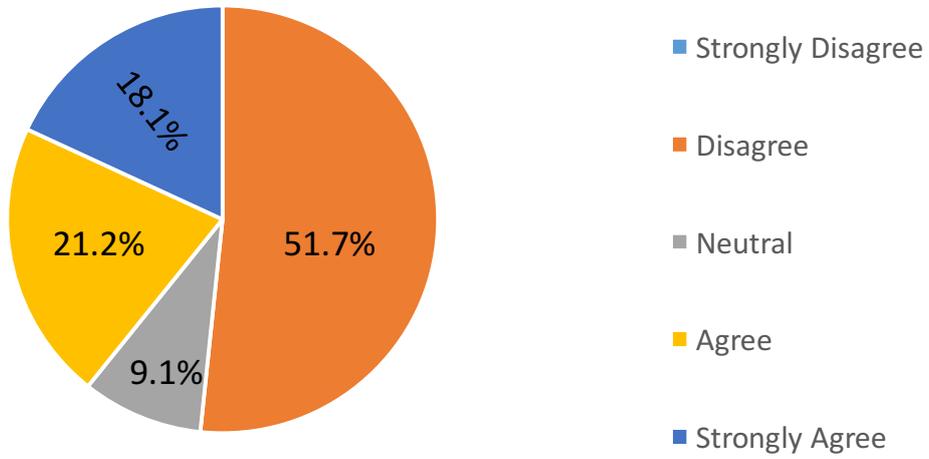


Question 5 - I continue studying Italian because I need it to continue my studies

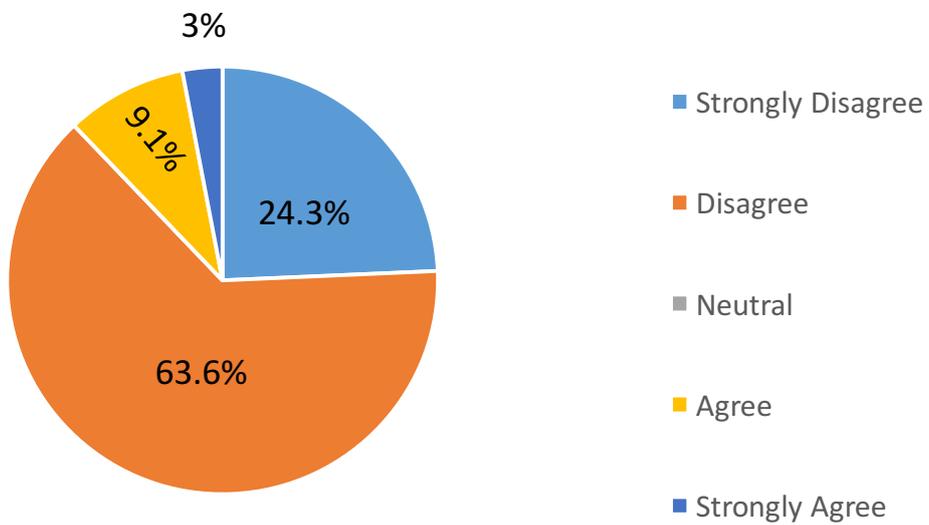




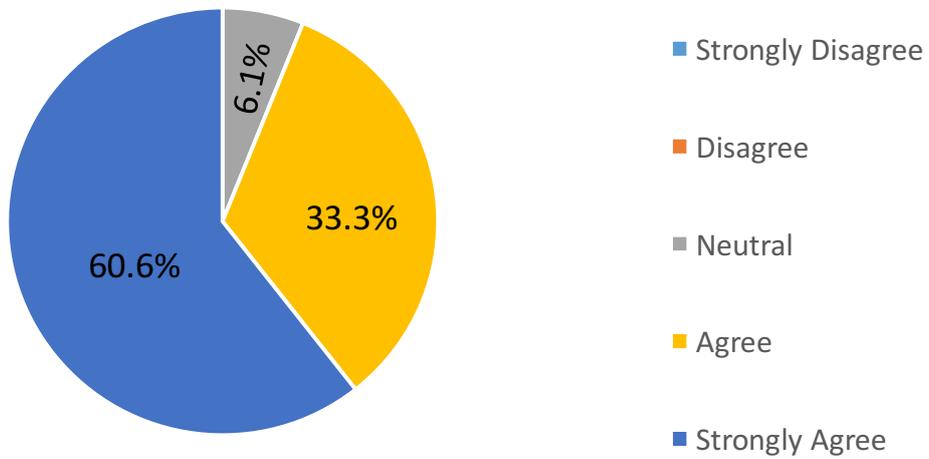
Question 8 - I have re-enrolled the school is the only one I know



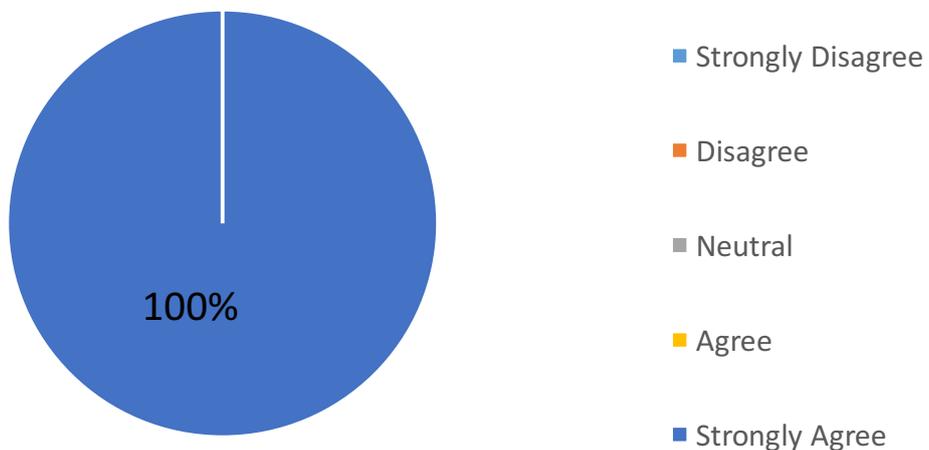
Question 10 - I have re-enrolled because the school is close to my home



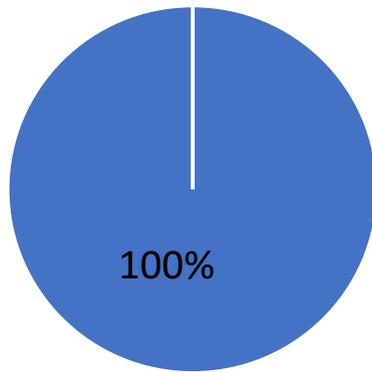
Question 11 - I have re-enrolled because the teachers of the school



Question 12 - I have re-enrolled because last year the course helped improving my Italian

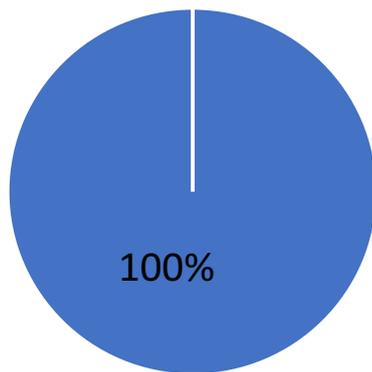


Question 13 - I have re-enrolled because school activities were interesting



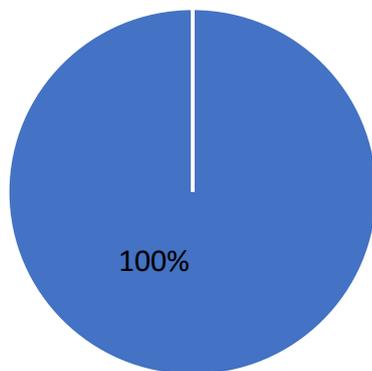
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Question 14 - I have re-enrolled because school activities were useful



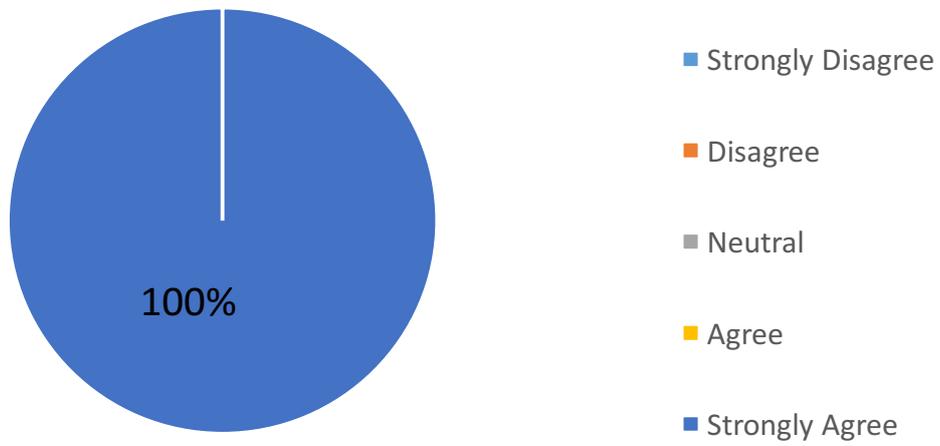
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Question 15 - I have re-enrolled because the teacher is available for further explanations

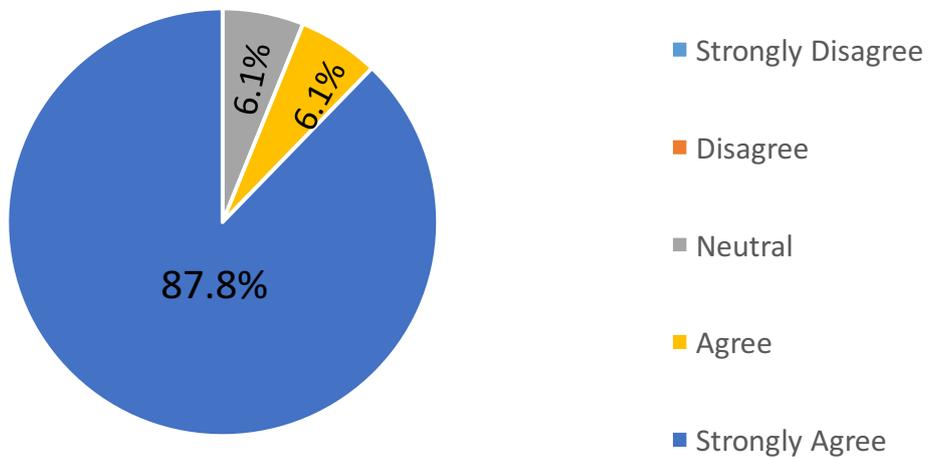


- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Question 166 - I have re-enrolled because the teacher cares about my needs

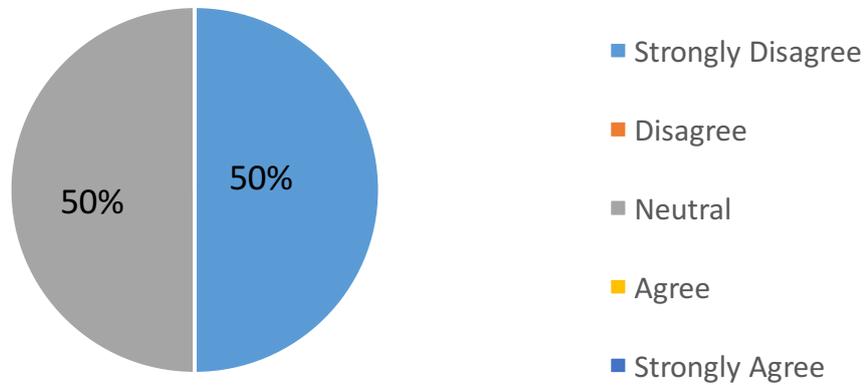


Question 17 - I have re-enrolled because we learn Italian culture

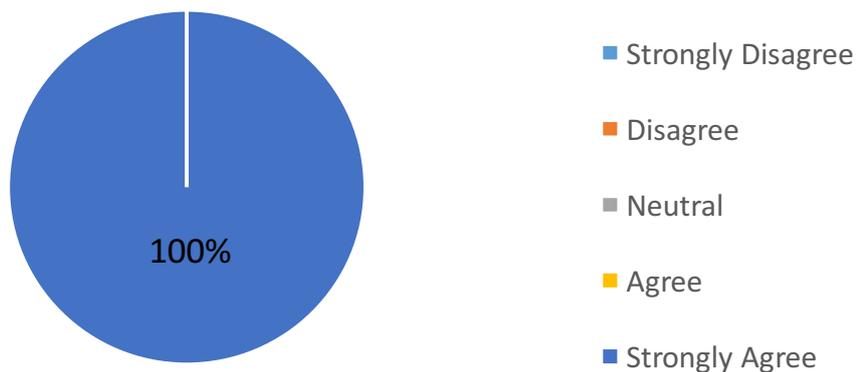


Appendix VI

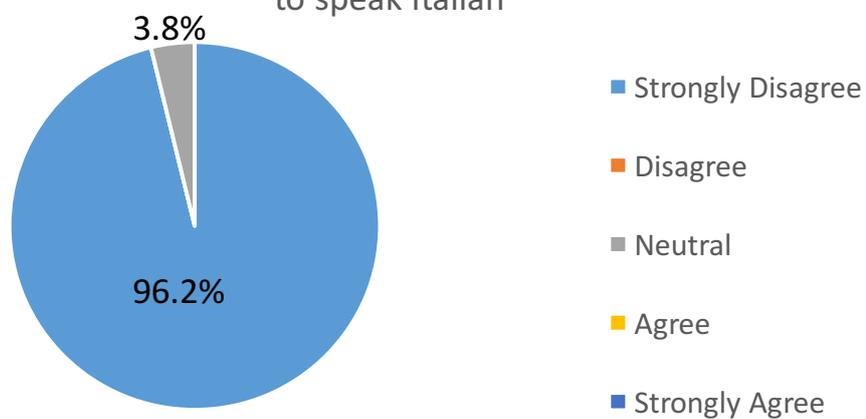
Question 1 - I stopped learning Italian because I will not speak Italian in the future



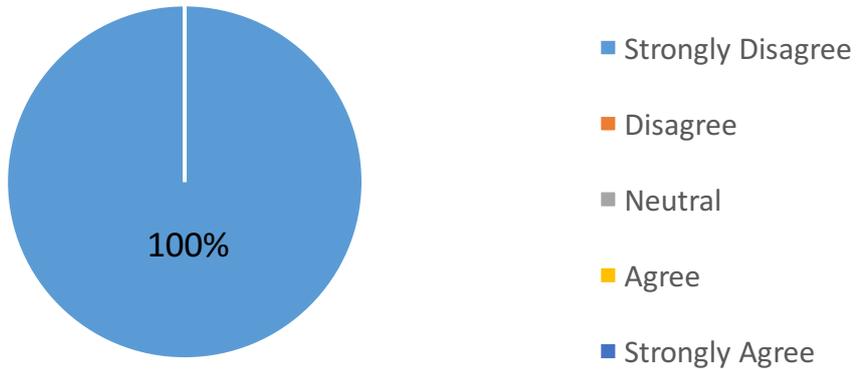
Question 2 - I stopped learning Italian because I will not speak Italian in the future



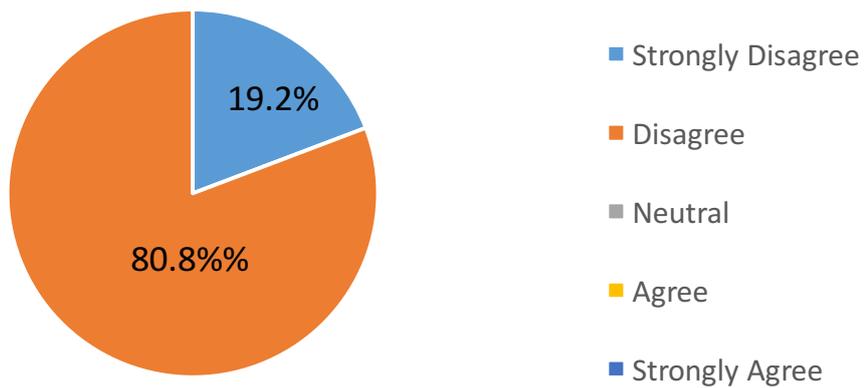
Question 3 - I stopped learning Italian because I do not like to speak Italian



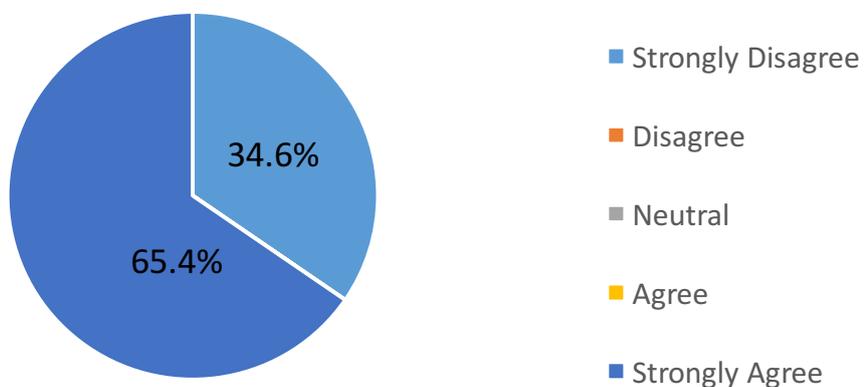
Question 4 - I stopped learning Italian because I will not speak Italian in the future



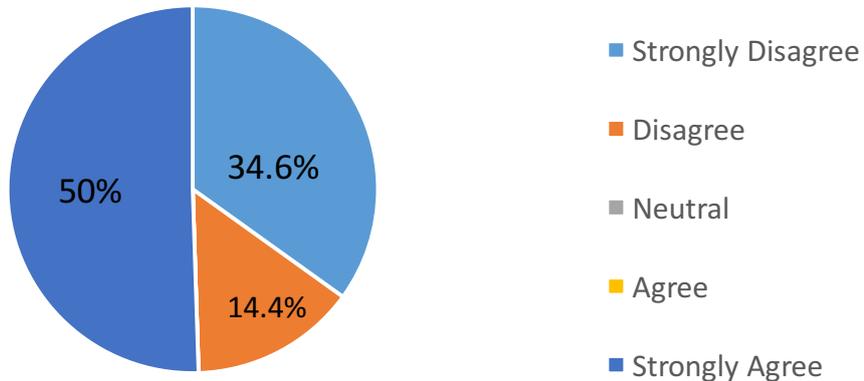
Question 5 - I stopped learning Italian because I am not capable of learning Italian



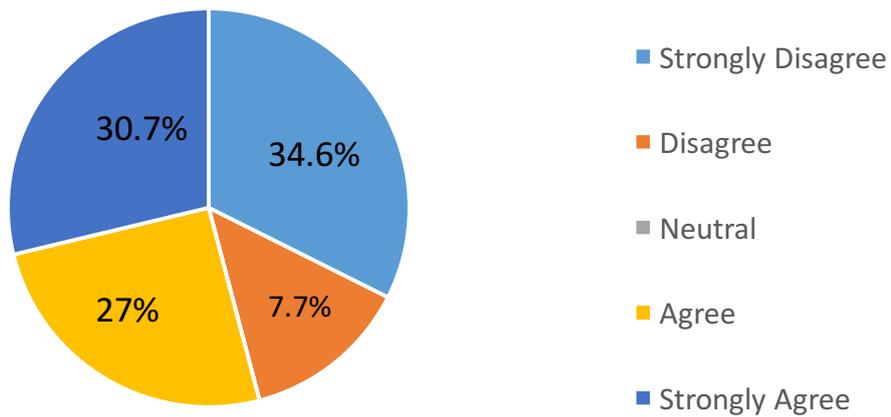
Question 6 - I stopped learning Italian because I do not have time to study



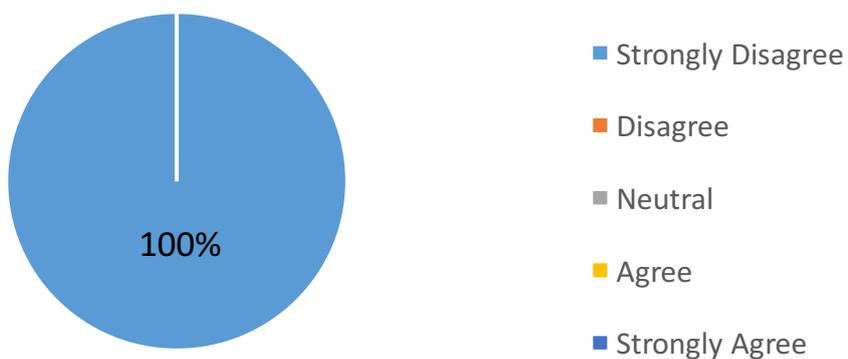
Question 7- I stopped learning Italian because I only speak my language



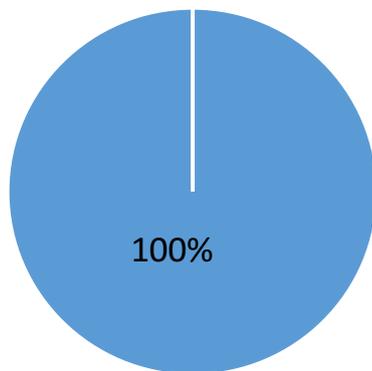
Question 8 - I stopped learning Italian because I have already learnt the Italian I need



Question 9 - I stopped learning Italian because the Italian course did not help to improve my Italian

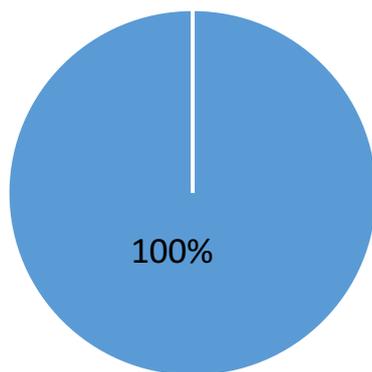


Question 10 - I stopped learning Italian because I did not like studying Italian in class



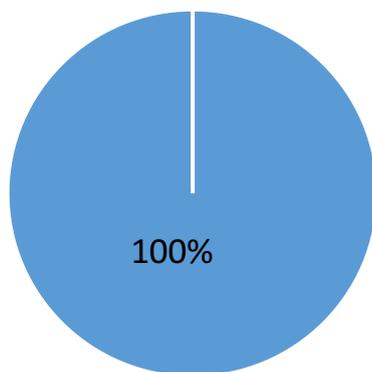
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Question 11 - I stopped learning Italian because I did not like the class



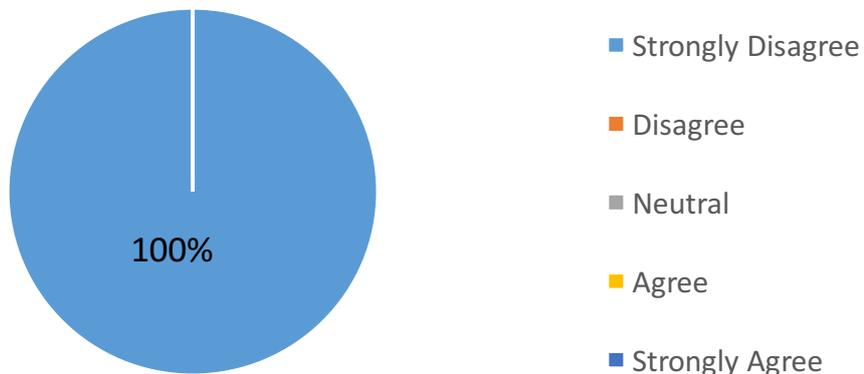
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Question 12 - I stopped learning Italian because the class activities were boring

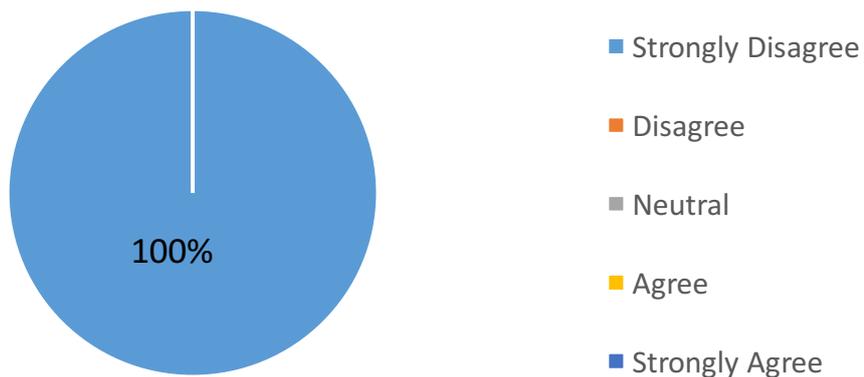


- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

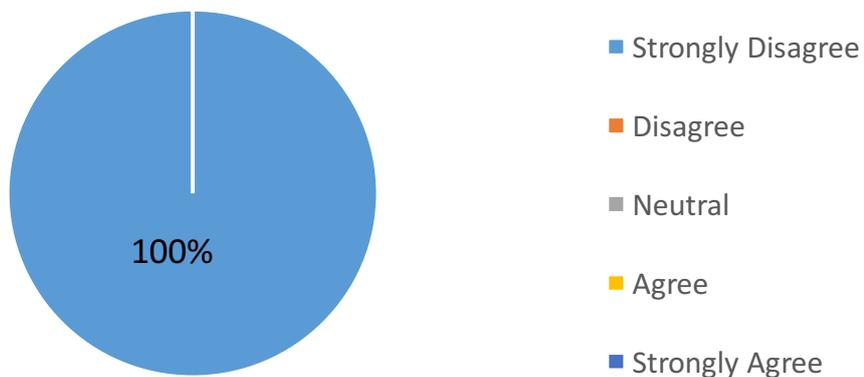
Question 13 - I stopped learning Italian because the class activities were useless



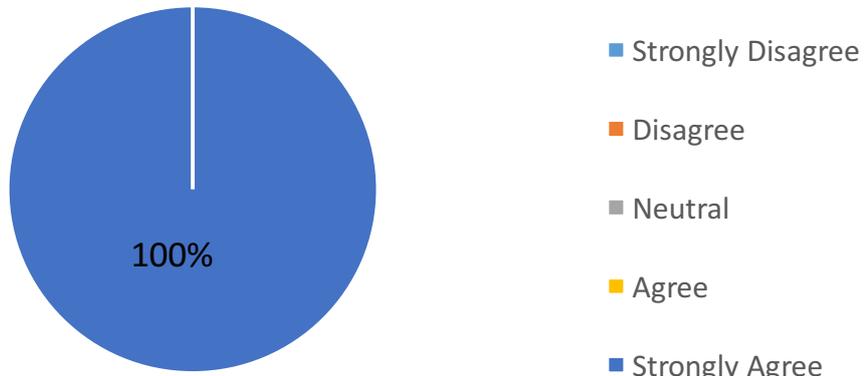
Question 14 - I stopped learning Italian because the teacher judged me badly



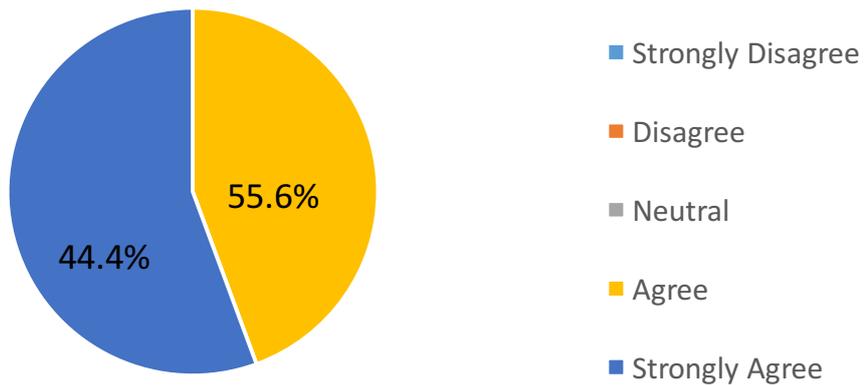
Question 15 - I stopped learning Italian because the teacher did not care about my needs



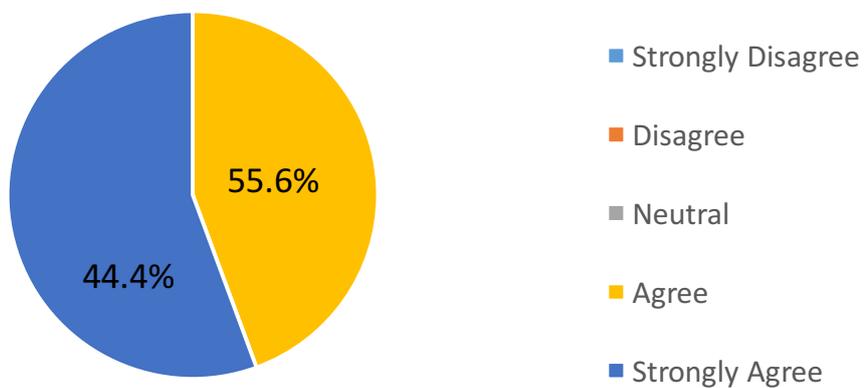
Question 9b - I stopped learning Italian because the Italian course does not help to improve my Italian



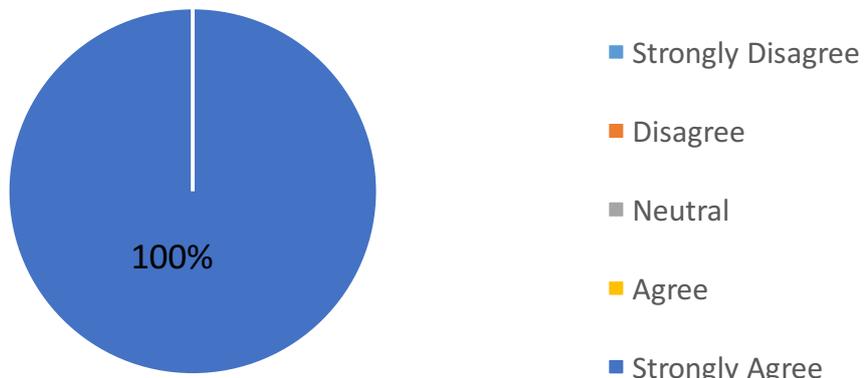
Question 10b- I stopped learning Italian because I do not like studying Italian in class



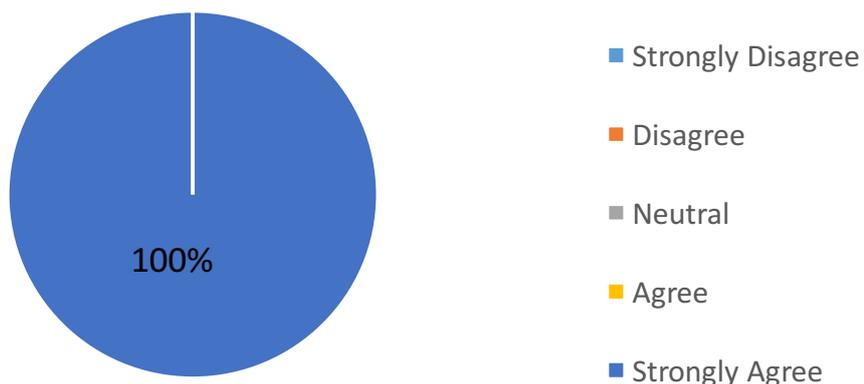
Question 11b - I stopped learning Italian because I do not like the class



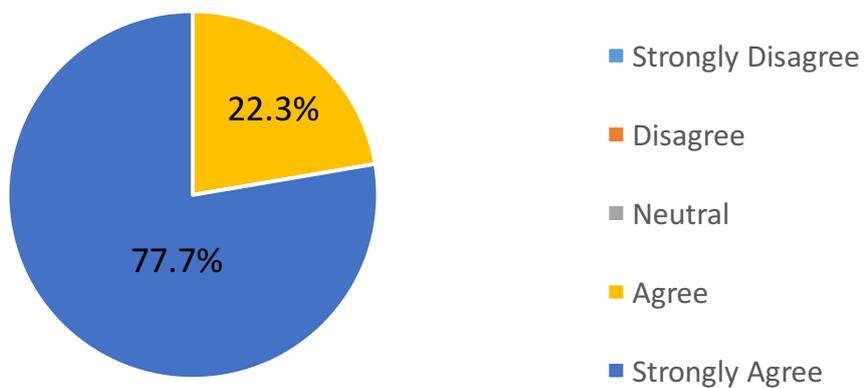
Question 12b - I stopped learning Italian because the class activities are boring



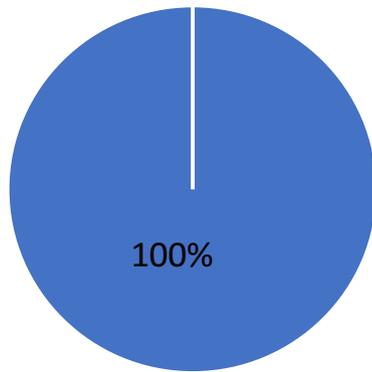
Question 13b - I stopped learning Italian because the class activities are useless



Question 14b - I stopped learning Italian because the teacher judges me badly

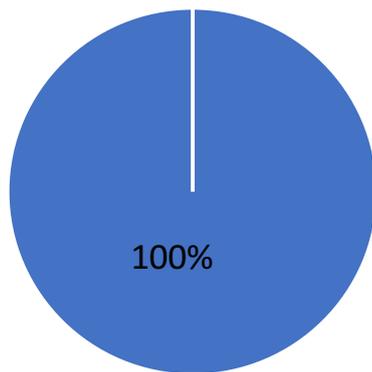


Question 15b - I stopped learning Italian because the teacher does not care about my needs



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

Question 10 - I stopped learning Italian because the teacher has changed



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

Appendix VII

Se vuoi, scrivi qui sotto altre motivazioni, le tue opinioni, sul corso e perché non continui a studiare italiano

Mi sono iscritta al corso di italiano perché volevo migliorare il mio italiano per studiare a scuola. Ero molto contenta del corso e mi sono divertita molto quando frequentavo. Le lezioni erano sempre interessanti e ho imparato molte cose degli usi e costumi degli italiani e delle altre altre persone della classe. Quando sono tornata nel mio paese mi mancava tanto l'Italia e ho deciso di fare un corso anche qui. Non è uguale ma mi piace continuare a studiare italiano.

Appendix VIII

Se vuoi, scrivi qui sotto altre motivazioni, le tue opinioni, sul corso e perché non continui a studiare italiano

Sono tornata nel mio paese insieme alla mia famiglia. Non parliamo italiano qui. Quindi non continuiamo a studiare. Ma mi piacerebbe perché la lingua italiana è bellissima

Appendix IX

Se vuoi, scrivi qui sotto altre motivazioni, le tue opinioni, sul corso e perché non continui a studiare italiano

Da quando sono tornata in XXXXXXXXX non ho il tempo per studiare italiano anche se è molto popolare qui. Ci sono molti corsi e magari dopo qualche mese mi iscrivo.

Appendix X

Se vuoi, scrivi qui sotto altre motivazioni, le tue opinioni, sul corso e perché non continui a studiare italiano

Quando ero in Italia mi piaceva andare a lezione di italiano. Ho conosciuto tante persone e mi sono divertita tanto in classe. Nella mia città non parliamo italiano e non ci sono corsi. Forse quando frequenterò il college posso studiare ancora italiano.

Appendix XI

Se vuoi, scrivi qui sotto altre motivazioni, le tue opinioni, sul corso e perché non continui a studiare italiano

Mi piace tanto parlare italiano e mi piace studiare. Ma ora non posso studiare italiano a scuola, ma a volte faccio esercizi su internet e leggo libri in italiano.