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Investigating Italian second language class anxiety among immigrants

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*“La mente è
come un paracadute, funziona solo se si apre”
Albert Einstein*

*A tutti i miei familiari,
al mio compagno Marco e a nostro figlio Giacomo,
ai miei amici e colleghi,
grazie per tutto il vostro sostegno .
Tesori del cuore che custodirò con cura.
Ma a due persone in particolare sono ancor più grata,
perché senza di loro non avrei potuto
raggiungere questo mio tanto desiderato obiettivo,
grazie mamma, grazie papà.*

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Abstract (English version)

Thanks to the development of the foreign language teaching theories during 60's and even more thanks to researches during 70's, especially the ones of E.K. Horwitz and his colleagues, it was possible to broaden the field of research in the field of emotional states in LS/L2 learning contexts. Horwitz in particular created a new survey tool which is still used and studied: FLCAS questionnaire. Precisely from these studies and subsequent researches I tried to develop a tool that keeps FLCAS questionnaire as basis, and would fit better a particular context of investigation. In other words the one concerning the learning of Italian language as second language by adult immigrants and the anxiety that this specific target group perceives in the SL class. In fact second language learning experience carry out by immigrants has some specific features that completely differ from second language learning carried out from other adult target group. They bring with them more emotional charge as first of all their identity is experiencing some kind of challenge and secondly, their successful in class often reflects their successful in hosting country daily life and vice-versa, a failure in class is perceived as a potential failure in approaching the hosting country context.

So, starting from the FLCAS I revised and adapted it in order to answer the following research questions:

- **What is the anxiety level perceived from the target group under investigation?**
- **What is the difference in anxiety levels regarding the difference in age?**
- **What is the difference in anxiety levels between people with schooling and people without schooling?**
- **Are there differences on anxiety levels between people who need to pass the Italian language A2 test in order to get the residency permit, people that not need to do it and asylum seeker/refugees (that do not need do it)?**

The new questionnaire, named FLCAS-I (Foreign Language Class Anxiety Scale – Immigrants) for convenience, was administered to 49 adult immigrants with different cultural and personal background and attending different types of Italian language courses, carried out by qualified personnel in 3 different organizations settled in Padua and province.

Through the elaborated results of FLCAS-I data I spotted that all immigrant learners experience in some way anxiety during Italian second language class and the anxiety levels change on the base of the variables contained on the research questions, that is to say on the base of age, education and the need to take Italian language test A2 in order to obtain the residency permit. In this specific context the target group under investigation is extremely important because the heterogeneity of the different subjects forming the classes' groups and the care of some personal backgrounds can bring very different outcomes in the efficacy on teaching activity.

The study revealed that all subject under investigation perceive low, medium and high levels of anxiety in Italian SL learning context. Most of immigrants, the 63,04% perceive a medium level of anxiety. As for age factor I found that there is a positive correspondence between age and anxiety, in fact in increasing the age the level of anxiety increase too. The reasons could be several some of them for example could be the fact that the older we get the more we feel responsible of our choice in life and we do not want to lose the face because of a failure; or the older we get the more aware we are about our capacity of in learning. As for schooling factor, the results revealed that schooled people are more anxious than the non-schooled, with an average that is little oriented to high level of anxiety perception. Actually this is in line with the major academics theory stating that language anxiety come from learning experiences over the time, so immigrants that experienced school dimension feel anxiety more than non schooled. In any case it is important to note that even non-schooled people perceive anxiety at a medium level and this probably because, on the contrary, they are experiencing something new, they do not know exactly what to expect, so they feel an anxiety that maybe could not really be related to a pure 'language anxiety', but this could be a good input for further research on the this field related to this specific target group. Finally, as for A2 level test and residency permit

factor the results show that adult immigrants that have to undergo A2 Italian language official test in order to obtain the long term residency permit, as natural, feel really anxious during SL classes. The results are obvious as a failure in class can represent a failure in daily life that, just for the fact of being immigrant, already present several challenges. Anyway an interesting data emerge in this analysis and it concerns the level of anxiety perceived by refugees and/or asylum seeker. In fact the score got by this group show a medium level anxiety that is higher form the ones who do not have to do the A2 Italian language test. This can sound strange as refugees and asylum seeker do not have to undergo the A2 test, moreover on expiring his status (more or less after one year) they have a facilitated path to obtain the residency permit that does not foreseen a submission of any language test. So the reason of their level of anxiety may be found on their emotional state once they arrive in Italy. In fact once they arrive they are constantly exposed to stressful situations that may effects also language learning context. Further research can be useful also in this research in order to find if their anxiety is 'pure' language anxiety or more like a 'state anxiety'.

This research is a first level mapping but it could be useful to conduct further studies in order to:

- A) Investigate if these results can be applied in a larger sample of immigrants learner through inferential statistics;
- B) Investigate whether other components such as gender, kind of activities, husband/wife presence, cultural background and so on, may affect anxiety levels in a stronger way;

To conclude, the Italian L2 teacher mood and competence is essential in order to prevent and mitigate as much as possible anxiety-inducing situations and to give adult immigrant learner the opportunity to have a positive learning experience in Italian language acquisition; so the results of the research can be useful to really understand and get more awareness on where to focus the attention and increase second language teaching abilities. Moreover I would like to stress the importance of a tool that is often left to the background in most of SL context and not enhanced and promoted enough: the educational-formative agreement. This is a tool that really can make the difference while starting teaching Italian

as SL to adult immigrants, in fact in it the teacher can explain and share linguistic, cultural and civic objectives but most important, the teacher through this shared agreement with his/her learner can set the proper methodologies and mention the kind of activities needed to achieve those objectives. Make an agreement on these and other aspects help to avoid loss of motivation, to not misunderstand the efficacy of some teaching methods and to create a friendly learning context.

As potential follow-up, regarding what results of the study show, is that maybe when we deal with adult immigrant in learning context we cannot totally talk about situational anxiety as conceived by Horwitz and associates and other researchers as the amount of aspects related to the personal/individual sphere are a lot, and their weight can be really massive. These aspect can equally effect anxiety state as the factors strictly connected to the specific learning situations till now considered (test, speech in public, etc..). This is fundamental and need to be investigate more in order to understand if with certain target group as immigrants we are not dealing with simple language learning anxiety but a miscellaneous between language learning anxiety and ‘the situational’ anxiety meant as the nervousness state immigrants experience during their staying here.

Abstract (versión española)

Gracias al desarrollo de las teorías sobre la enseñanza de los idiomas extranjeros durante los años 60, y sobre todo gracias a las investigaciones de los años 70, especialmente las de E.K Horwitz y de sus colegas, fue posible explorar el campo de los estados emocional en los contextos de aprendizaje de una lengua extranjera. En particular, Horwitz creó una nueva herramienta para la investigación que está todavía usada y estudiada: el cuestionario FLCAS.

Fue a partir de estos estudios e investigaciones que he intentado desarrollar otra herramienta que tiene el FLCAS como base, y que se relaciona mejor con el contexto de investigación. Es decir, los elementos que afectan el aprendizaje del italiano como segundo idioma por parte de inmigrantes adultos y la ansiedad que afecta aquel grupo durante las aulas de L2.

De hecho, la experiencia de aprender una lengua segunda por parte de los inmigrantes, tiene algunas características que son muy diferentes de las que tienen otros grupos de adultos. Ellos llevan mucha carga emocional en cuanto en primero lugar, su identidad está experimentando un desafío, de alguna manera, y en segundo lugar su éxito en las aulas muchas veces se compara a un potencial éxito de cada día en el país que los hospeda y viceversa, o sea un fracaso en las aulas está percibido como fracaso en el acercamiento al contexto del nuevo país.

Asíque, empezando por el FLCAS he revisado y lo he adaptado de manera que fue posible responder a las preguntas de investigación:

- ¿Cual es el nivel de ansiedad percibido por el grupo target de la investigación?
- ¿Cual es la diferencia entre los niveles de ansiedad junto con la diferencia de edad?
- ¿Cual es la diferencia entre los niveles de ansiedad de las personas escolarizadas y las personas que no son?

- ¿Hay diferencias entre los niveles de ansiedad de las personas que tienen que pasar el examen de italiano A2 para obtener el estatus de residente y aquellos que no tienen que hacerlo y los refugiados o en solicitante de asilo?

El nuevo cuestionario, llamado FLCAS-I por facilidad, fue subministrado a 49 adultos inmigrantes con diferentes culturas y antecedentes personales, que asisten diferentes tipos de aulas de italiano, tenidas por personas cualificadas en tres organizaciones diferentes ubicadas en Padua y su provincia. A través de los resultados elaborados del FLCAS-I he visto que todos los aprendices inmigrantes sienten ansiedad de alguna manera durante las clases de italiano como L2 y los niveles de ansiedad cambian según las variantes contenidas en las preguntas de investigación, es decir según la edad, la educación y la necesidad de hacer el examen de italiano A2 para obtener el permiso de residencia. Así que hay importantes aspectos que influyen el proceso de aprendizaje del idioma por parte de los inmigrantes y en este contexto el grupo de la investigación es muy importante porque la heterogeneidad de los diferentes sujetos que forman los grupos y la atención en los diferentes antecedentes pueden llevar a resultados diferentes en la eficacia de la enseñanza.

La investigación revela que todos los sujetos perciben o bajo, medio o alto nivel de ansiedad en el contexto de las aulas de italiano como segundo idioma. La mayoría de los inmigrantes, el 63,04 % percibe un nivel medio de ansiedad. Con respecto a la edad he visto que hay una correspondencia positiva entre edad y ansiedad, de hecho en cuanto aumenta la edad, la ansiedad aumenta también. Las motivaciones pueden ser muchas, puede ser por ejemplo que lo más viejos sienten más la responsabilidad por las elecciones hechas en la vida y no quiere que se caya la cara de vergüenza por un fracaso; o lo más viejos son más conscientes de que la capacidad al aprender llano ralentiza. En el campo de la escolarización, los resultados muestran que las personas escolarizadas tienen mucha más ansiedad con respecto a las personas no escolarizadas, con una media que está orientada para altos niveles de ansiedad. Esto confirma la mayoría de las teorías académicas sobre la ansiedad del idioma desarrollada a partir de experiencias pasadas de aprendizaje, pues los inmigrantes que probaron la dimensión escolástica, tienen más ansiedad con respecto a los que nunca la han probado. Es aún importante ver que también las personas no escolarizadas sienten ansiedad a un nivel medio y esto puede ser porque al contrario, están

intentando algo nuevo, no saben lo que esperar, por siguiente ellos sienten una ansiedad que no puede ser considerada como ligada a una pura ansiedad del aprendizaje del idioma en clase, pero esto puede ser un buen aporte para otras investigaciones en este campo y en este específico grupo target. Por fin, por lo que afecta el factor del test de italiano A2 y el permiso de residencia, los resultados muestran que los inmigrantes adultos que tienen que pasar el test de italiano oficial para obtener el permiso de residencia, naturalmente sienten ansiedad durante las aulas de L2. Los resultados son obvios porque un fracaso en las aulas representa un fracaso en la vida de cada día, que ya muestra dificultades solo por el hecho de ser un inmigrante.

De todas maneras, salió un dato interesante sobre el nivel de ansiedad percibido por los refugiados o los que piden asilo. De hecho las marcas obtenidas por este grupo muestran niveles medios de ansiedad que son más altos respecto a los que no tienen que pasar el test 'oficial' de italiano A2. Esto puede parecer extraño porque los refugiados y los solicitantes asilo no tienen que pasar el test y además, una vez que expira su estado (más o menos después de un año) ellos tienen una ruta facilitada para obtener el permiso que no implica ningún test. Por lo tanto las razones de su nivel de ansiedad puede depender de su estado emotivo. De hecho, en cuanto llegan, ellos son expuestos a situaciones estresantes que pueden afectar también el contexto del aprendizaje del idioma. Otras investigaciones pueden ser interesantes también en este campo para ver si sus ansiedad es más relacionada al contexto de aprendizaje del idioma en clase o ansiedad pura, 'de estado'. Y, aún otros estudios pueden ser útil para:

- A) investigar si los resultados pueden ser aplicados en una muestra más grande de inmigrantes aprendices a través de estadísticas inferenziale;
- B) investigar si otros componentes como el género, las actividades didacticas, la presencia de marido\mujer, el fondo cultural y otras pueden afectar el nivel de ansiedad de manera más fuerte.

Para concluir, las competencias y las maneras de enseñar es esencial para evitar lo más posible situaciones que pueden llevar a ansiedad y dar a los inmigrantes aprendices la oportunidad de tener una experiencia positiv a al aprender el idioma italiano; por lo tanto los resultados de esta investigación pueden ser útiles para comprender y conocer donde enfocar la atención y mejorar las habilidades del enseñanza. Además quiero enfatizar la

importancia de una herramienta que muchas veces es dejada en el fondo en la mayoría de los contextos de L2 y que no es bastante promovida: el acuerdo de educación y formación. Este es una técnica que puede de verdad hacer la diferencia en cuanto se empieza a enseñar el idioma italiano a los inmigrantes adultos, de hecho, el enseñante puede explicar y condicionar objetivos lingüísticos, culturales y civiles y lo más importante, el enseñante puede coleccionar métodos y conocer las actividades útiles para conseguir a los objetivos gracias a este acuerdo. Hacer un acuerdo sobre estos y aquellos aspectos puede ayudar a evitar una pérdida de motivación y a entender mejor la eficacia de algunos métodos de enseñanza y crear un contexto de aprendizaje amable.

Como potencial seguimiento sobre lo que los resultados del estudio muestran, puede ser que cuando nos encargamos de inmigrantes adultos en contexto de aprendizaje, no podemos hablar totalmente de ansiedad situacional según la teoría concebida por Horwitz y otros investigadores porque el total de los aspectos ligados a la esfera personal e individual son muchos y su importancia puede ser grande. Estos aspectos pueden afectar tanto la ansiedad como los factores ligados a situaciones de aprendizaje específicas consideradas hasta ahora (test, hablar en público, etcétera). Esto es fundamental y tiene que ser mejor investigado para saber si en un grupo target estamos encontrando una simple ansiedad de aprendizaje de un idioma o una mezcla entre la ansiedad de aprendizaje del idioma y la ansiedad situacional conocida como un estar nervioso que los inmigrantes experimentan en cuando están aquí.

Introduction

We can state that the knowledge of foreign language, known as learning a language different from the native one, exists since man exists, since some populations started to move from one continent to another and met each other. Peacefully or not, the contacts between these populations were in any case the basis of language learning. Obviously, the method for language learning changed a lot while centuries passed as consequence of the knowledge and the uses of that period. When civilization started, Indo-European populations got to know other languages thanks to the relationships between each other, without a method in learning nor in teaching. In fact, it was during the Hellenic period that Greeks started to study the use of language and the “good speaking”, it was the “rhetoric”. On the II Century, the alphabet as we know it was used inside the territories of the nearly future Roman Empire thanks to the Hellenic civilization and then it was followed by some knowledge and theoretical in many fields, including the linguistic one, when the Holy Roman Empire formed. It is during this period that Latins, and especially élites and ruling classes, had the necessity to assimilate all the Hellenic knowledge. Moreover, Latins belonging to reformatory classes, got to know Greek in order to satisfy their needs and reach their aims.

Every era has its evolution in the learning and teaching of languages, an evolution that in contemporary times leads to a consideration on the processes that are activated while learning a different language from the mother tongue. It was especially during the XX Century that the disciplines evolved with results never seen before. It is the introduction of the language teaching studied as a practice science, that means to solve problems of didactics and learning of a foreign language and not only to describe them theoretically (Balboni 2008:20; 2002:21). As it is a practice science, it is founded on many theoretical disciplines such as psychology, sociology, language and communication sciences. It is composed of operative models, techniques, approaches and methods and it changes the perspective by which we use to analyse the causes that rule the didactical and learning process and even the leading roles of the teaching/learning contexts. In fact, on one hand, the teacher, his role, the approach and the most suitable method considering the teaching context are analysed, while on the other hand we analyse the student, his role and characteristics getting more and more importance inside the learning process.

The idea of foreign language changed during the centuries and today with the term “foreign language” we mean a language different from ours used as *lingua franca* or studied at school or learned for pleasure or simply a language used in many contexts of communication and media. Anyway, as we will see in the first chapter, after the impressive changing in modern society and geopolitics, today we cannot call it a “foreign language” while talking about people who learn a language because they immigrate in a certain country in order to live there for a long time or for the rest of their life and get to know that language. Probably, during the 80s when migrations started, the language that immigrants learned, Italian, was not considered a foreign language but a second language. Immigrants inside our country are many and that number is growing even if some years ago, some studies demonstrated that it would have reduce, the geopolitical events of last period denied this theory, converted it into the exponential contrary. There are many people arriving in our country; some are Europeans and other are not, some are refugees or worker immigrants, they think about Italy as a simply passage towards other countries where to stay for some limited time, but there are people who wants to start a life project here in Italy, so that they have to learn Italian as a second language.

The teaching of Italian as a second language is still an issue of second importance for the government, especially during these years in which many other problems are considered urgent. This way, with the lack of funds on the one hand and the necessity to act on other fields on the other, teaching Italian to people who wants to stay on our country is not sufficiently regulated. For example, institutions that offer Italian lessons L2 are many and most of times not well qualified, there are some guidelines on how to set up these lessons and on who should be the teacher and universities try to keep this field of teaching the most homogeneous, but government has still not regulated all the elements belonging to this subject (such as school teaching, lessons, teachers etc). The central element is that the knowledge of the Italian language is fundamental for these persons because it is useful for social integration, for working, for having basic services and most of all because it is the start of a positive staying in our country and a real integration. It is fundamental to stress that learning a language does not mean only use and understand it but also a way to approach culture, to share social and behaviour codes and all things that can be useful for

cohabitation. Consequently, it is useful that these persons can have the possibility to access courses such as students or some workers that can access certificated lessons.

Investigations on this matter can really be a lot, but this study concentrates on anxiety after having first briefly examined the factors that can influence learning on an adult immigrant. In fact, anxiety often assume a fundamental role; as many academics confirmed (Gardner, MacIntyre, Young, Krashen and others) anxiety can influence positively or negatively the performances but also the learning/acquisition processes. This factor will be treated through a theoretical level and a study in which the research questions are:

- **What is the anxiety level perceived from the target group under investigation?**
- **What is the difference in anxiety levels regarding the difference in age?**
- **What is the difference in anxiety levels between people with schooling and people without schooling?**
- **Are there differences on anxiety levels between people who need to pass the Italian language A2 test in order to get the residency permit, people that not need to do it and asylum seeker/refugees (that do not need do it)?**

Consequently, this study will be composed by the first chapter in which factors which can influence leaning are presented regarding the student perspective, and by the second chapter in which anxiety will be well examined, presenting definitions that nowadays are known in the foreign language didactics field, including a brief presentation on one of the most important research ever made on the matter. Third chapter will present the research in its complex, including the target group characteristics, the research instruments and the method used. On the fourth chapter data will be revealed and analysed with comments and finally there will be the conclusion.

1. Italian language as SL learning when adults: focus on immigrants

Learning Italian as a second language (SL) is a research field that had and still has big interest between academics all over the world. In fact, everyone who approached this matter, or a part of it, knows that adults didactic is different from the children one, and for sure also knows that foreign language didactic is very different sometimes with a foreign language didactic taught as a second language. In Italy, Italian language didactic started to assume new connotations on the beginning of 80s, when kind of learners and the reasons who moved them to learn the language began to change. In fact, it is starting from the 80s that Italy became a destination for immigrants, so usage contexts and teaching context began to change too¹. First coming populations were from Africa and East Europe and then, year after year, other ones coming from different parts of the world. Before that period, the interest on learning Italian for adult immigrants was due to religious, professional and cultural facts and interests. Furthermore, nowadays the humanitarian crisis due to the difficult geopolitical situation, caused an increase of immigrants especially coming from Middle East and Africa. Arrivals are not longer regulated by the dream to find better life conditions, it is regulated on the need to escape from poverty and wars instead. Nowadays, Italy can count on many bigger nationalities such as Chinese, Ukrainian, Morocco, Filipino, Albanian, Indian, Moldavia, Bangladesh, Nigerian, Macedonian, Sri Lanka, Pakistani, Peruvian, Senegalese, Tunisian, Egyptian, Ecuador², and many minor nationalities as Nepal, Syrian; Nigerian, Rwanda, Cuban and Brazilian. Of course, their distributions is very varied on the Italian area, preferring big cities to outskirts and countryside, and almost non considering mountain areas.

As said in the introduction, stating the type of students and the linguistics necessities, there are many educational offers coming from public institutions and private ones but also from corporations belonging to service industry: universities, CPA private language schools, no profit organizations, cooperatives and generally, every type of course is referred to a specific user. For example, university students goes to the university

¹ Lucia Maddii et al. (2004:9). *Insegnamento e apprendimento dell'italiano L2 in età adulta*. Atene: Edilingua

² Istat datas updated to the 31st December 2015

linguistic centre, professional workers with economic possibilities goes to private centres and adult immigrants with limited economic possibilities goes to CPA and corporations of the service industry.

The first element that characterizes the adult target is the age, they can be young-adults, adults, university students, workers, worker, immigrants and so on. To be adult is linked to the personal dimension which is strictly connected to the psychological and relational maturation, but also to other dimensions regarding the social aspect (Balboni 2008: 190) . To be an adult does not mean to have reached an unchanging state, in fact it is not longer viewed as the end of growing up as it was in the past (Demetrio 2003:32) . Starting from Jung studies first and Erikson then, it was possible to theorize that also during this phase, the subject has the capability to grow and know again and again. We can say that age does not limit the psychological evolution and self-knowledge, relation and social evolution of a person. Of course, the adulthood concept changes from different cultures and societies, in many society it is different the age when you become adult, but on the didactic and learning profile, we can define adult a subject that individually chooses a educational and formative paths in order to realize his/her needs and objectives.

Generally, for what adult training is concerned, there are some common characteristics as the autonomy in taking decisions about our own formative paths. Consequently it comes that the relation between student and teacher is not educational in strictly way, it is educational because the teacher becomes someone who helps you to learn, teacher becomes a 'learning facilitator'. Another fundamental characteristic is linked to the need to get some evident results and the desire to do it as soon as possible (especially if we talk about expensive courses). This last is maybe the most important characteristic that influences the learning context as there are the student expectations based on it as results and as methods used in order to get them.

In Caon (2008:179) we find these characteristics summed up by the words 'willingness to learn' and the 'need of knowledge', to which we can add many characteristics typical of adults. Adults decide to learn independently from their age, sex, previous learning experiences, and the orienteering through the learning that comes from the necessity to use what they know, and of course the concept of awareness that comes out in the form of responsibility for all choices made. These important characteristics are in common in every adult learners field, including the learning of a foreign language one. These characteristics

are also in the context of a second language (SL) learning to which we must add some other important elements concerning the learning of a foreign language (FL) and a SL as said by Balboni (2008:200), with the awareness that we cannot categorize all realities of teaching an FL or SL.

Some of the main features concerning FL and SL learning context:

	FL	SL
Presence in the environment	It is not present on the environment in which it is studied	It is present in the environment in which it is studied
Selection and grades of inputs	Teacher chooses materials, he or she gives input	Student is inside SL, there is not input control outside the class. Spontaneous learning.
Role of teacher	He/she is the model of speaking the FL	He/she is not necessary the SL model because has not registers that students wants and needs to learn
Didactical activities and methods	Most of times didactic techniques are simulations of reality	There are simulations but also real situations as the teacher relates to students through SL in exercises but also to talk about ordinary issues.
Teaching units and objectives and teaching plans	Teaching unit and objectives are often explicit and followed as it is	Teacher has a teaching plan to which he or her could refers to but it is not always followed as students often present linguistic problems in class for which they ask explanation, sometimes even urgently

Testing and evaluation	Teacher knows what he explained and the reached goals so he/she knows what to value and how to do this thanks to well known parameters	Teacher faced some aspects of L2 with the students, he/she knows what he explained but not what was reached (in correct or wrong way). Every student has a kind of individual course, outside the class, so there cannot be a formal test while there can be an analysis and continuous feedback
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In this sum up I did not include the last line of Balboni scheme, concerning the use of technology as I think that nowadays, differently from what the researcher wrote in the scheme, it is fundamental in the use even in SL teaching/learning contexts. In both SL and FL learning situation it is used to present authentic materials and has a fundamental role in everyday life. But what makes it so important even in SL context is that the student is inside SL reality, it is in real life situation with people and different situation. In fact, ITC are used not only in informal context but also for very important activity also related to bureaucratic issues. Technology has an important complementary role for linguistic models to be taught but it is also important under the pragmatic point of you.

What is the difference between the learning context of a SL from immigrant adults and the context of SL from non immigrant adults? Despite the aspects we saw before that analyse the difference under a didactic point of view, we cannot to consider characteristics and elements based on the personal differences we talked about. In fact, the adult immigrant is inside a condition that leads his identity to be proved, that constantly undergo challenges. He finds himself to negotiate his identity with some variables: age, language, society and hosting culture. Moreover it is important also to see his needs that he feels as urgent and on which depends the good results of his immigration project. In particular, I refer to the necessity to find quickly the ways of transport, accommodation, the necessity to

regulate his staying in Italy. So all these needs are linked to the fact that he/she must reach a good grade of knowledge of the language, a language knowledge that must reach at least a survival level.

Of course, the list of the needs of an immigrant is not completed and it would be impossible to talk about all the many necessities he/she has, we tend to talk about micro-areas (Caon 2008:181) that include a series of micro goals that are changing from case to case. For example, the dynamics of searching for an accommodation are different, and so are the research for health services or other services made by an immigrant person that has some relatives here or friends to whom he/she can ask, which is completely different from the immigrant that come here alone without references. Anyway, in the FL and SL teaching field there are a lot of elements that need to be take into consideration. Collecting and analysing the theories of many researchers, in particular Dörnyei, Balboni and Young, I spotted that there are elements belonging to three main different dimensions which are:

- Linguistic dimension
- Social and cultural dimension
- Psychological and cognitive dimension

All these elements are included in the learning process in relevant ways, depending on the case, they are subjected to modifications and go towards steps that lead to crisis and rearranged, to finally find their balance. The three dimensions are dependent one to another, they are interdependent so they must not be considered by their own. For what adult immigrants is concerned, their particular situation of learners of a foreign language as a second language, makes the three dimensions getting particular connotations. Immigrants experience a full immersion in the SL itself and in most of cases this is summed up to a particular personal situation that led them to leave from their country, their home and their relatives. This personal situation is completely different from adults learning a language as a FL, that is to say not in the immigration context. As said before, language for immigrants is not only a communication instrument but also social entering and acceptance and personal realization (Maddii 2004:39). The positive or negative results of their life project depends on the language.

We can this way understand that another important element that makes the difference between immigrant adult and non immigrant adult is motivation. For the last category it is linked to self realization or to the realization of goals which do not depend from survival, while for the immigrant it is the contrary, there is first the necessity to find solutions to fundamental problems to survive, from which it eventually can come self realization. So, this kind of motivation does not spring out properly from the pleasure of learning a foreign language, or at least not at first stage.

2. Factors influencing FL and SL acquisition

Considering the three dimensions listed above, we can imagine that factors influencing learning can be many. They not only can effect learning itself but also performance and communication strategies. It is clear that learning process must then be facilitated and supported so that learner can create a communication and meta-communication skills. As said by Balboni and Luise in many of their studies (Balboni, Luise 1994; Balboni 1994; Balboni, 2002) the first goal of every teaching language is to reach the linguistic and communication skills, meant as the skill to express using the language in correct way, appropriate and efficiently , keeping as a base the model that sums up the three concepts as following:

a) **to know how to make a language (*saper fare lingua*)**; it means to handle different linguistic abilities like understanding text, produce a text and working on text;

b) **to know how to deal with the language (*saper fare con la lingua*)**; it means handle the language and know how to use it practically and socially, realize the language functions in order to reach communication and macro goals;

c) **to know the language (*sapere la lingua*)**; to know grammar (syntax, phonology, etc) and to know codes useful to fill in verbal;

To this three goals which are common to every teaching context, we also have a third goal when we talk about didactic of languages to adults, which is to ‘learn to learn’, that I consider as the ability to learn individually with two particular acceptance:

- to ‘learn to learn’ in order to get independence to reinforce what has been done in class, that somehow recalls the basic theory of the long life learning;
- to ‘learn to learn’ for autonomy so that to improve the ability to recognize input and put them inside codes and correct registers, and generally systematize them in order to reach the “to know how to make the language” in the most efficient and correct possible way.

Both acceptations are important. The first because the autonomy on learning leads learner to read linguistic input in which he/she is immerged as a source of new knowledge and reinforcement to what has been done in class; moreover through the programs and the teacher abilities it can be useful also for all the other students of the class. In the second acceptation the importance stays on the facts that outside the class, linguistic inputs are many and not controlled, so immigrant learner has to learn to categorize them because he/she most of time does not know that not all linguistic inputs are correct and not everything he/she learns outside the class is important or correct to improve language competence.

Here I describe the main elements of the three dimensions that influence the learning process of a foreign and a second language. The characteristics of the three dimensions come from an analysis and a re-elaboration of the most important theories. I do so not only because it is functional to this research but also because I think that they represent a better arrangement of the variables that often are not arranged o sometimes present lacks. Furthermore I stress that I am aware about the fact that the following lists is far to be complete, neither it is the aim of the following paragraphs. My willing is to unify these elements in logical way concerning the topic of this research. Finally I did not mention a fourth dimension that is the contextual one regarding all the times and space characteristics in which learning of SL come, for example the classroom disposition, the tables, the elements inside the classroom such as visual supports, but also when the course starts, if on morning or on evening and so on. I chose not to talk about it because my research wants to refer to what influence the learning concerning the learner and his/her individual characteristics.

2.1 Linguistic background influence

Inside the factors that influence a language learning we find linguistic background. I mean the linguistic situation of a learner and specifically, the linguistic situation of the learner who is an immigrant, adult coming to Italy. For example what the native language is or the presence of bilingualism, grade of education and knowledge of vehicular

language. Linguistic situation is important for two main reasons: the lack between native language and learning language; skills he/she acquired in native language and his relation between native language and SL language. The distance between native language and SL is examined through the method of cognitive analysis theorized by Lado and reanalysed by Saville-Troike (2012:36). during his studies on SL. Generally in order to understand the distance existing between native language and second language, we must analyse phonetics, morphology and syntax. The bigger the distance, the bigger the effort that the learner must do to know the second language. We can think for example about Chinese or Japanese which have a different alphabet from the Latin one. In fact, the two alphabets are different in structure, every ideogram does not correspond to a phoneme, on the contrary it is a word that you cannot understand how to pronounce it by reading, you have to learn it by heart. It comes out that there is a very big distance between Italian and Chinese.

For what concerns the relation between native language (NL) and SL I refer to the perception that the students has of SL and what it represents. If an immigrant must learn a language spoken inside a community that he negatively judge, motivation can slow down and it could be difficult. He can build a wall even unconsciously that can compromise the learning. Anyway this part is well treated in the next paragraph regarding the cultural background as, on the base of the relation between NL and SL there is the relation between native culture and culture of the hosting country as a language is the mirror of our identity not just individually but also in a social and cultural sense.

Finally, another consideration I should make about linguistic background is the influence that it can have on the learning process for what concerns the linguistic skills an immigrant has on NL. Many studies of Dufva and Voeten, rearranged then by Dörnyei³, underlines how they are strictly related one to another in a cause and effect relation between the learning of a SL , education and the development of linguistic abilities that the student has in his native language, so higher the skills in NL, easier is the process of learning in SL. The basis of this theory comes from studies in which I see that abilities in NL transform into bases in which to put input of SL inside. The learning process is easier when this basis are well developed and strong.

³ Dörnyei Z (2005). *The Psychology of the Language Lerner. Individual Differences in Second Language Acquisition*. New York: Routledge.

2.2 Social and cultural background influence

With the word cultural background I want to indicate all models and aspects and extra-linguistic codes that the subject presents in his native culture (C1) that he shares with his compatriots. The link between cultural background and SL learning is in the way the native model influences the style of teaching. Everyone in the scholar and educational itinerary gets used to learn and accumulate input in different ways, we can think about deductive and inductive methods, or about cooperative learning etc. there are people like the ones coming from Spanish influenced ones which appreciates activities based on cooperation and dynamics, or people like the ones coming from middle east countries that prefer a deductive method (Caon 2008:179).

Inside the cultural background there are also all the extra linguistic codes that are shared inside a speaking community that an adult immigrant must learn or at least should recognize in order to interpret in the correct way the hosting culture. Linguistic codes are in fact are also about the way people dress, the usage of status symbol, the way they use the distances during communication, time conception etc. all these extra-linguistic codes are inside the communication competence and in some cases they can have an influence on the learning when the learner cannot understand them as a fundamental part of a system which is not only linguistic but also cultural. Obviously, not all extra-linguistic codes must be adopted, except some that are useful for the good going of the SL lessons, to foster a positive and friendly learning environment and consequently for a better learning. I refer in particular to the time conception and the dynamic of the speaking and listening turns. The time conception in the hosting country can influence the learning when for example a student comes late at classes, teacher cannot repeat everything and maybe the input given at the beginning of lesson were fundamental to go on with the learning of new information. Moreover such situation can evolve in a negative feeling environment if not well manage by the. The other aspect concerns how to manage speaking turns, and the teacher must be able to manage it because it can influence learning when in the class group there is a situation where it is not possible to comprehend input for example due to many interruptions or speaking when someone else is doing it or during an exercise of a schoolmate, or when they are getting a feedback on their exercise.

Inside this dimension we must mention the relation between native culture and hosting one. In fact, as said before, the relations between these two cultures, C1 and C2, and how the learner lives these relations can influence the learning. We will have an increase or a decrease in motivation depending on the student's judgment about the culture of the hosting country, that is the heart that keep the process of FL/SL learning alive as stated by Saville-Troike (2012:129). In particular, the authors refers to the 'acculturation model' theorized by Schumann during 70s , that can be defined as the process of adaptation to the group culture of native speakers in which there are the cultural, linguistic and social aspects. To him, the grade of acculturation determines the level of SL learning. It means that the social distance between learner and hosting group sometimes can limit or foster the acculturation process that can influence on its turn the learning process. The author thought that the factors that determine the social distance are:

- Social controlling of a group despite another;
- Dimension and cohesion of the social group of the adult immigrant;
- Congruence between native cultural model and hosting one;
- Migrant project;
- Level of segregation of the group and contact with the hosting one;
- Positive or negative attitude towards the native speaker group;
- Type of integration that immigrant wants to reach regarding assimilation or keeping native language and culture;

Further people are categorized on the base of social aspects such as educational level, occupation, economic status etc. This categorization does not effect directly learning process but can effect in a very important way the experience learner can have. And there also biological factors such as age and gender, that can have also sociological and cultural connotations. For example the age is experienced in different way from culture and culture. Moreover the same growing stages, as developed by Demetrio (2003) can be situated in different moment of the chronological life of a person depending on the codes and social practices shared and agreed among the native group on respect of a hosting one. For example taking into consideration the custom of 'marriage' in Eastern countries nowadays the average age is increased, from 20 to 30 years old, while in several African or Asian

country age for marriage is about 20/25. This issue seems to have nothing to do with learning influence, but indirectly it has its effect because the more anxious is the growing stage and the personal life challenge learner is experiencing, the more anxious and worried is also its mood, and even more if a failure in class is a failure in his/her challenging situation. I do not reserve to this specific space as they are argued in particular inside the socio-cultural background. But what is important to stress is that subjects coming from different social categories may experience different learning conditions and, regarding cultural aspects, they experience different attitudes and perception from within both native and target language communities (Saville-Troike 2012:131-132).

To learn a second language means to open to new cultural and linguistic elements that must coexist with the identity of the learner, must negotiate codes, knowledge and models. So learning a SL is strictly linked with social, psychological and cultural elements, it is not just a simple cognitive process.

2.3 Cognitive and psychological background influence

In this dimension I added some elements that hark back to two sub elements strongly linked each other which concern more aspects linked to the neurolinguistic, and the neurologic process linked to the SL acquisition on one hand, and aspects that concern the personal sphere of learner on the other hand. In fact, the adjective personal here indicates the inclusion of all those psychological aspects that characterize a person that go on with cognitive process, such as personality, temperament, mood etc.

This is the dimension that interests a lot of researchers as it is the key where to work on with methodology, approaches and teaching techniques in order to help the learning of a FL/SL and fulfil the role of a FL/SL teacher that as we saw needs specific tools and skills.

To mean personality I consider this definition given by Pervin e John (2001:3):

“personality is the part of the field of psychology that most considers people in their entirety as individuals and as complex beings”.

In other words, with the term personality I include the complex of characteristics typical of the subject, those characteristics that form behaviour models, thoughts and emotional schemes. What characterizes personality for example is temperament, a state of being that is linked to biological basis and can be summed up as 'biological differences' (Ehrman, Learver and Oxford 2003:3).

In this acceptance, temperament and personality, are one over the other, as common meaning. There is then the mood that refers to a more volatile state, submitted to changes sometimes quick but not always accidental. It is interesting to see how Dörnyei⁴ in his studies puts 'mood' inside the factors that can influence the SL learning. In fact, mood is variable depending on personality as people are different one another thanks sometimes to their mood, and just like other aspects of personality, mood can create conditions for an easier or more difficult learning. Here we have a Pervin e John (2001:36)⁵ state :

“to a certain extent people are the same regardless of context , and to a certain extent they also are different depending on the context”.

Specifically, almost everybody is aware about the fact that the types of mood and personality influence human behaviour and many studies prove that they also influence learning process, consequently also SL learning process. We can think about the facility of an extroverted person in participating in role plays activities for example, differently from an introverted person that would feel discomfort and probably agitated, so that to compromise input acquisition and linguistic performances. After the given focus on the acquisition of a SL, I want to include inside the most important personality elements the ones given by Balboni in *Sfide di Babele* (2008:45-46):

- Inclination to cooperation or competition;
- Introversion or extroversion;
- bent to optimism or pessimism;

⁴ Op.cit.

⁵ ibidem

And many others that maybe can take part in the learning process but that are less important. Anyway, the difficulty is to establish how much these factors influence learning and this is due to the fact that there are other variables that personality must face which are linked to the cognitive and psychological sub dimension.

In the cognitive and psychological sub dimensions, relating to SL learning, factors that have an influence are many, dependent one on another and all equally fundamental. Without putting them in order or categorizing them according to their belonging to a neurological, cognitive or psychological area, they are:

- Cognitive styles, that refers to individuals' preferred way of processing;
- Learning styles, that refers to individuals' preferred way of approaching a task or in general a linguistic objective;
- Intelligence types, that refers to individuals' preferred way of perception of the reality;
- Hemispherical control, that is to say the individuals' preferred way of conceptualization of reality;
- Learning strategies, that refers to the techniques individuals' adopt in their efforts to learn an SL⁶.

What I would like to focus most, is the factor concerning emotions and other specificities linked to behaviour. In fact in FL as in SL learning contexts great importance have the following aspects:

- Motivation
- Attitude
- Self-confidence
- Creativity
- Believes
- Empathy (aggiungere Gardener)

⁶ Savill-Troike M. (2012). *Introducing Second Language Acquisition. Second edition*. United Kingdom: Cambridge University Press. Page97.

➤ Anxiety

Among this the most important factors that I would like to spend some word is Motivation, attitude and anxiety. I do not want to mean that the other are less important but just because for the present study these three are more involved in the implication we will see on the following chapter. *Motivation* is the fuel learner needs to keep him/her learning. Most of academics (Balboni, Dornyei, Saville-Troike and many more) stated that it is fundamental that learner keep feeling like attending class and it determines the intensity of the effort that he/she spend during the SL learning path (Saville-Troike 2012:91). It is usually conceived as a complex including the following elements:

- “Significant goal or need;
- Desire to attain the goal;
- Perception that learning L2 is relevant to fulfil the goal or meeting need;
- Belief in the likely success or failure of learning L2;
- Value of potential outcomes/rewards”⁷.

Moreover in the context of L2 learning by adult immigrants we are dealing with integrative and instrumental motivation altogether. In fact the migratory project foreseen even the necessity to reach both a business and a social realization.

As for *attitude*, I mean the kind of innate talent an individual had in the field of language learning that is acted quite unconsciously in his/her learning behaviour. On attitude sphere as proposed by Carrol (1965) we include for example the associative memory capacity, the phonemic coding ability, the grammatical sensitivity and so on. Attitude in its turn can vary by factors; as I said from the very beginning is that all the aspects involved in these three dimensions are linked and interdependent to each other, that is to say that they effect and can be effected reciprocally. Finally, I insert attitude in the subcategory of emotions and behaviour but is obvious that have strictly to deal with cognitive processes as Skehan stated (1998:209):

⁷ ibidem

“is not completely distinct from general cognitive abilities, as represented by intelligence tests, but it is far from the same thing”.

As for anxiety I refer to next chapter all discussion as the core of the study is Anxiety. So here below I deep anxiety concept, its implication in language learning and more in detail the effect of anxiety in L2 learning context regarding the target group under investigation, adult immigrant L2 learners.

To conclude, as Young declared, there is no doubt about the fact that emotions can “monopolize” the brain and its functions, to the extent that it can overstep conscious brain activity or cognition, to the point of creating even physical reaction like flushing, tachycardia, perspiration etc.

3. Anxiety on adult immigrants learning an L2: previous researches

Researches on relations between emotional and learning factors of a SL are various and in the middle of 80s the main goal was to understand what they were and how much they could obstruct the learning process. Scovel (1978:134) identifies anxiety as an apprehension and fear state considering it one of the emotional states that more operate on the linguistic context. Later, two dimensions were discovered: anxiety as a subjective predisposition and anxiety on a local level, regarded as an emotional state due to a specific situation or event (Brown 1994). The interesting issue for this research is the situational anxiety, specifically the one related to the learning contexts that Horwitz et al. (1986:128) identify as a meeting of perceptions, judgments and behaviours linked to the learning of a foreign language (FL). Moreover, his most important output in his studies was the elaboration of FLCAS (Foreign Language Anxiety Scale), a tool to investigate three types of anxiety linked to language learning context: communication apprehension, test anxiety and the fear of negative evaluation. Other studies were carried out in anxiety field investigating, for example the influence of anxiety in performance or in changing the target group and many more.

In the following paragraphs I present anxiety concerning learning contexts in general and the conceptualization given by academics, then I will go through the concept of anxiety as a factor influencing SL learning context that, as previously mentioned, is characterized also by very different features from those characterizing FL learning context. After that, going deeply on the study, in chapter 4, anxiety is analysed in the research under a new perspective. In fact, this emotional status is not here investigated in order to give its 'composition' concerning specific class activities or better say, concerning specific activities involving specific linguistic competences. Here anxiety is investigated under more personal, social and cultural factors as to find differences in anxiety level itself. The implication here is to analyse results in order to find out if there are other instruments or teaching methods useful to prevent stressful learning context dealing less with proper didactic aspects and little more with individual 'visible' aspects in SL Italian class with adult immigrants.

3.1 Anxiety in language learning contexts

Anxiety issue in foreign language learning situation in class was really argued and several distinctions were made. In particular, some elements such as setting, native language role, perception of existential anxiety and others, assumed more and more importance in the research field. Among the first study in language learning anxiety I must mention Horwitz and associates that investigated second language anxiety (meant as foreign language) creating a specific instrument in order to analyse levels on anxiety under the three types of component of language anxiety she found. The instrument was the FLCAS (as mentioned also above), and it was, and still is, useful to investigate the level of anxiety regarding three learning context aspects: communication apprehension, test anxiety and fear of a negative evaluation.

The authors in their major study first of all indentify the anxiety nature and then the language anxiety after the presentation of their study:

“anxiety is the subjective feeling of tension, apprehension and nervousness and worry associated to an arousal of the automatic nervous system” (1986). [...] We conceive foreign language anxiety as a distinct complex of perceptions, beliefs, feelings and behaviours related to the classroom language learning arising from the uniqueness of the language learning process.[...]”.

But to give a broader view about the concept of anxiety regarding language learning it is useful to distinguish a little bit between the three aspects of the nature of anxiety. In fact, anxiety can be identified as *trait*, *situation-specific* and *state anxiety* (MacIntyre& Gardner 1989, 1991a; Spielberg 1966).

Trait anxiety, is by definition a feature of an individual’s personality. It means that it is a stable predisposition to become nervous in a wide range of situations (Speilberg 1983). People that have an high level on trait anxiety are more emotional instable and are generally nervous they probably get anxious in any situation. So, state anxiety is a stable feature and it can be common on a wide range of situations.

Situation-specific anxiety, is like trait anxiety but it comes out in a single specific context or situation only. So, it can be stable over time but not necessarily emerges across different situation. In fact, people can be nervous and anxious in some context and not in others, it regards a specific type of context, for example stage fright, test anxiety and here, in this area we can pinpoint language anxiety. In particular, after the study on factors' analysis carried out by Gardner and MacIntyre (1991b) it was possible to distinguish language anxiety from other types of anxiety.

State anxiety, using Young words, "refers to the moment-to-moment experience of anxiety" (1999:28), a temporary feeling of nervousness that can change in intensity over the time. The effect is an heightened arousal, the subject feels energized, but even a really low level of anxiety is perceive as an unpleasant feeling too. At the same time, people while feeling state anxiety can have physical manifestations too and usually try to avoid and withdraw from certain situations. So, even state anxiety can effect emotions, cognition and behaviour until extreme consequences.

In the light of this explanation, we can say that language anxiety is a type of situation-specific anxiety. What interests the more, as emotional status, is the fact that anxiety arousal has several cognitive effects but at the same time it was difficult to identify the potential sources. Several authors tried to do it such as Bailey (1983); Horwitz and associates (1986); Lucas (1984); Young (1992). Based on the work of these authors, MacIntyre and Gardner explained (1989) the possible way in which anxiety develops finding out that at the earliest stage of language learning a student can tackle different difficulties, so if a student becomes anxious approaching these difficulties (i.e. grammar, comprehension and so on) then *state anxiety* occurs. In experiencing repeatedly state anxieties during foreign language learning student finally associates anxiety arousal with the second language learning. Consequently, inside the second language context, that one student expects to be anxious. In general, other researchers found out that anxiety occurs because of aspects of student's personality, specific language deficit or specific reactions to the learning context. For example Skehan (1991) discovered that some aspects of personality, like introversion and extroversion, can effect cognitive and psychological status in second language contexts; while Clément, Dörnyei & Noels (1994) found out that an intense anxiety reaction can be provoked by specific teachers, classmates or

intercultural settings; Price (1991) found out that anxiety arousal can be determined also by stage fright and the fear of being laughed at. So, the sources of anxiety in a second language classroom are several, and they are different from those provoking anxiety in other learning contexts. Moreover, literature shows that negative experiences, both inside and outside the second language classroom, can lead to enhance situational type of anxiety, in other words, the second language anxiety (Young 1991; Aida 1994). In her research Young (1991) identified 6 potential causes for anxiety that can come out during linguistic learning processes of an FL or SL, claiming that language anxiety is caused by personal and interpersonal anxiety, learner's beliefs and preconceptions about language learning, teacher's beliefs about language teaching, teacher-learner interactions, classroom producers, and language testing. Other factors, linked to more individual and personal differences such as motivations and attitudes to learning and style learning, were debated and studied by Eharman (1996) and Skehan (1989) and many other academics too. Language learning anxiety is then a psychological event effected by many causes and, using Ohata's words (2005:21)

“the anxiety display of a student can be considered as the pinch of an iceberg”

who also underlines that it is necessary to consider all these factors and variables depending on influence learners' anxiety development, moreover it is fundamental also to take in account that it can influence not only learning process regarding the processing of inputs, caused for example by an increasing of the sentimental filter (Balboni, 2008:a40) but also it can affect the performance or outputs stage (McIntyre and Gardner 1989, 1991b).

For what concerns the cognitive effects of language anxiety, based on Tobias model, Young created a model that could be applied in other situation of specific anxiety. The model shows three stages that can be all affected by anxiety: Input, Processing and Output. In this model the dynamic starts from the arousal of anxiety due to self-related perception, for example the fear of failure, of performing in certain situations etc. These thoughts “compete for cognitive resources with normal cognitive demand” (young 1999:34) and they interfere with cognitive performance at all stages because the capacity to process information is limited and usually anxiety-related cognition hinders performances.

Moreover, once anxiety disrupts the cognitive process at one stage, the information cannot pass along the following stage.

At input stage, anxiety acts like a filter obstructing some information that may not enter the cognitive processing system. It is in line with Krashen's concept of the 'affective filter'. When words or phrases do not enter the system they cannot be processed (both elaborated and memorized) and obviously they cannot be used later. For example an anxious student may not be able to interact faster enough because anxiety may interfere with his/her ability to process information. This situation is named by Wheelless et al.⁸ 'receiver apprehension' which shows that it can have several negative effect on communication. During processing stage anxiety works as a diversionary elements that can influence in speed and accuracy the learning. A student that is in a worrying or anxious status is not able to learn new input, in other words he/her is not able to deeply process the received inputs. As Oxford & Nyikos (1989) and Cohen (1990) founds in their research, a deeper processing of language inputs facilitates learning.

Finally as for output stage, anxiety can affect the quality of second language communication, it acts as an obstruction for the retrieval of information both in speaking and writing. In fact, it has been showed that the quality of written and spoken outputs of anxious students decreases, so their performance are poorer than the non-anxious students ones. MacIntyre and Gardner (1994a,1994b) run different studies on this field, experimental researches using camera, making tests and so on and in a general line the results showed that when anxiety arouses, students need more time to achieve the same results as their non-anxious class mates. Think about ~~on~~ the well known 'freezing-up' experience in which most of times, even biggest efforts to take the situation over has few success. Moreover, student can becomes embarrassed letting anxiety level increase, making communication even more difficult. This means that anxiety affects not only written or spoken performances as outputs, but also the way in which learners evaluate these performances, often keeping high levels of anxiety in this too.

⁸ In Young D. J. (1999). *Affect in foreign language and second language learning. A practical guide to creating a low-anxiety classroom atmosphere*. Tennessee: McGraw-Hill –Young. Page32).

The concept of ‘affective filter’ is in relation with all these stages because it is a specific brain activity that goes along the whole process. The ‘affective filter’ is one of the main theory developed by Krashen that is useful to distinguish acquisition from simple learning that directly regards the Language Acquisition Device (LAD), that is to say the way in which our brain works regarding language and language learning. The affective filter refers to a specific brain ‘defence’ activity that can enhance or inhibit the acquisition of input. It is to say that when a student experiences pleasant challenges thinking that it can be successfully faced, his/her brain releases neurotransmitters essential to fix mnemonic-like traces that help to enter and remember the information given. On the contrary, if the student is experiencing negative stress, the body releases an organic substance so as to prepare it for the ‘dangerous’ situation that goes against the neurotransmitters, consequently the amygdala, the emotional gland functioning as an organism defender from unpleasant facts, and the hippocampus, that has the important role of initiating the memorizations, come into conflict. In fact the amygdala tries to stop the effects of this substance but in doing this, it does not carry out its task of addressing new information or recover the existing ones on the long-term memory. Consequently, stressing activity does not result in acquisition and this internal fight slow down the brain process causing in certain situations the ‘freezing-up’. In language learning context there are a lot of activities or methodologies that raise the affective filter because of anxiety arousal, such as activities that can undermine self-esteem, that are too much difficult or because there is the risk of a negative evaluation from the class group and many more⁹. Sometimes it is not a matter of activities itself but it concerns the methodology and the approach used to carry them out.

I report here a piece of Young statement that is a perfect resume of this relationship between cognitive process and anxiety arousal in foreign language learning in classroom (1999:37):

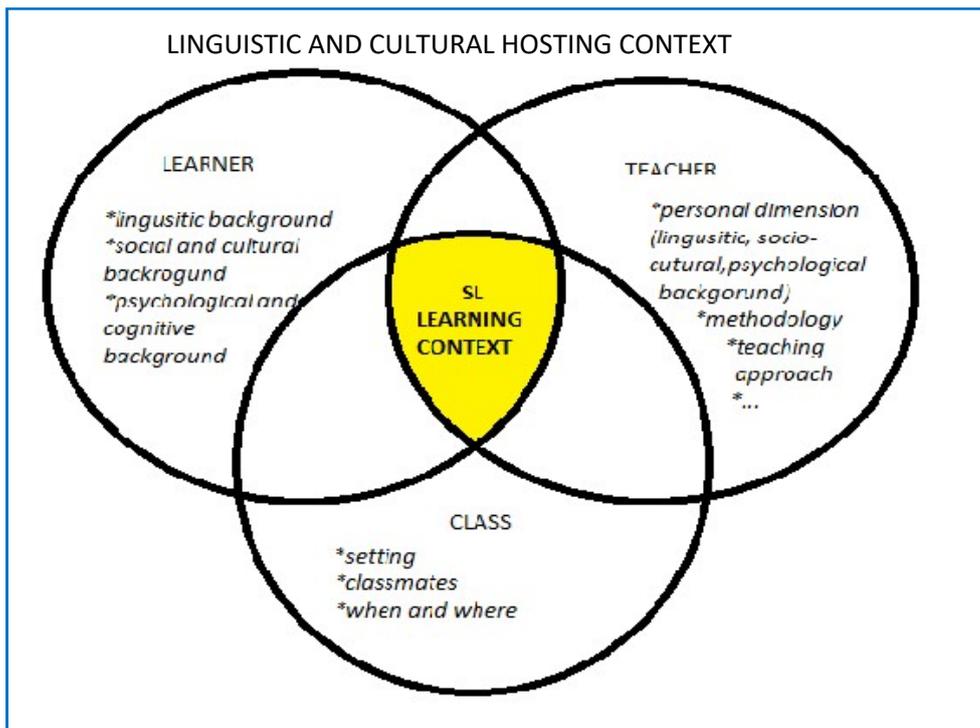
“[...] effects of anxiety on cognitive processes are a consequence of state anxiety arousal. As defined previously, language anxiety can be defined as the tendency to experience a state anxiety reaction during language learning or communication.”.

⁹ Balboni P.E. (2008:32-39). *Le sfide di Babele. Insegnare lingue nelle società complesse*. Novara:UTET.

3.2 Anxiety and SL acquisition for adult immigrants

All the theories mentioned in paragraph 3.1 are equally applicable to all language learners, that is to say that both foreign language learner and second language learner. When learner feels anxiety in learning or in communication, the brain dynamics described by Young and Krashen, are the same. So what are the characterizing features of adult immigrant learner and in which way his/her capacity to acquire SL is affected? The answer is basically related to the three dimensions described in chapter 2: the linguistic dimension, the socio-cultural dimension and psycho-cognitive one. The main tangle is that the three dimensions interdependent one from another, they reciprocally influence each other but at the same time, the emotional result of such influences has been affected simultaneously by the emotional effect arousing from the specific teaching situations regarding class, setting, methodology, teacher approach and so on. From this point of view, we can indicate three main dimensions, the teacher, the learner, the class dimension (*figure 1*). All learning contexts include these dimensions and their own specific elements, and language learning context too, but relevant for anxiety analysis, the main characterizing dimension in SL learning context with adult immigrants, is the 'learner' one. Anyway, the system is a really complex one, no individual factors can be isolated from the others and the multiple lenses needs to get closer to the goal in order to do an holistic understanding.

Fig.1



The adult immigrant learner in a language class brings particular aspects of his/her life. The personal life background affects the dimension of the linguistic background, the socio-cultural background and the psychological one. In their turn these dimensions entering in relation to teacher and class dimension, can give really different results. In a foreign language class at university or school, the learner of the FL can share with his/her classmates a lot of traces, *ceteris paribus*, results that most of times, influence can be given mostly by the personal traits, especially the psychological and cognitive background. On the contrary, for an adult immigrant, *ceteris paribus*, anxiety is affected by the wall components of the learner dimension, personality, social-background, linguistic background etc. This is enough relevant to young immigrant learners, but more research would be useful in order to enrich this field. Anyway, for an immigrant learner the massive effect of this dimension is due to the fact that in most cases he/she brings in class his/her fears, his/her cultural shock, his/her needs and many more aspects.

But it is also important, and maybe this is the most important aspect, the perception of his/her precarious and undefined condition. In fact, on the one hand the adult immigrant experiences an uncertain condition regarding the bureaucratic and law side for his staying in the hosting territory, and on the other hand there is a permanent fight between his/her origin and the hosting country that always implies a self-evaluation and judgement about the choice of leaving the native country that depends a lot on the way the staying abroad and the identity perception are going. The tangle of this aspect concerns a direct judgment of the success in class, as a potential success outside in daily life. The link between classroom and outside is really strong that can lead adult immigrant to think about his/her capacity in learning L2. For an adult immigrant learning the second language is a *condition sine qua non* for self-promotion a need that is basic and common to every migratory movement in the past as in the present (Silva 2001) and socialization. Even if the level of his/her integration can vary a lot regarding cultural and social background and other specific individual aspects, an adult immigrant must integrate in the hosting society (the Italian one in this case), and this process obviously passes through Italian use competence. So, it is fundamental to considerate adult immigrant thoughts, feelings and beliefs. The belief system of language learners plays a decisive role in their success or failure in language learning (Bernat, & Gvozdenko, 2005; Berant, 2008) even more in adult immigrant. As well, studies reveal that learners' beliefs about their own capacity and personal models and

processes are much more important than the universally accepted theories of learning, and some psychometric measures or individual difference factors such as intelligence or aptitude (Ellis, 2008) and it is argued that belief systems are influential because they raise learners' consciousness and shape their attitudes towards language learning, learning strategies and policies¹⁰.

An important aspect that is frequently cited to explain some people L2 learning success is individual motivation. Motivation regards the individual psychological dimension detailed in chapter 2 and Balboni models pinpoint three main causes that determine human being action that deal with motivation: the duty, the need and the pleasure. The model is a three-poles scheme by which an individual start a L2 learning path because of need, if he/she feel pleasure in learning the second language even in the case that L2 learning is imposed, the learning context is positively perceived. This perfect run of this dynamic is the fuel of learning process, the fuel of motivation itself. But how much can we talk about motivation with adult immigrant learners? As for their situation and precarious state and the immersion in the L2 social context makes adult immigrant to perceive the L2 learning more like a need and a must in certain cases often forgetting that it can be a pleasure. In this status we cannot talk about pure motivation but, as conceptualized by Peirce in one of her study (1991). As theorized by Oxford and Ehrman (1993) and Dörnyei (2001) conceive motivation as a construct including at least components such as significant goal or need, desire to attain the goal, perception that learning L2 is fundamental to reach the goal or satisfy the need and value of potential outcomes or rewards. Looking at both thesis I find that the second one fit in a more complete way the situation that an adult learner may tackle. In fact adult learner motivation is kept up by a need and a feel of pleasure but if pleasure disappear he/she is motivated to learn the L2 in any case as she/he needs it in daily life in the hosting country. In this stage is important to stress the priorities of an adult immigrant in learning a L2 that gather under the definition of interpersonal competence (Saville-Troike 2012:142). Interpersonal competence broad the concept of communicative competence, as in L2 context adult immigrant need to use L2 language primarily in face-to-face contacts with other speaker,

¹⁰Akbari M. (2014). *Journal of Second and Multiple Language Acquisition – JSMULA* Vol: 2, page 2.

so the knowledge he/she require regard at very first stage the listening and speaking that play a dominant role for the L2 learner.

Consequently L2 teacher need to be aware about all these aspects in order to make their students come in class not just because they have to but also because they like to; in doing this the engine of learning process, motivation, is profusely working out.

3.3 Studies and previous researches

Second and foreign language researchers and linguistics have long been trying to associate anxiety with language learning as well as in a classroom situation. Among the first attempts in investigating this topic there was Scovel (1978) which studies failed to find a clear relationship between anxiety and language learning . After that there were also Gardner, Clement, Smythe and Smythe (1979) that investigated on anxiety in language contexts after a series of experiments, they found just one instrument useful for measuring foreign language anxiety but it was restricted to French classroom anxiety, as they developed five items to measure French class anxiety as a part of their test battery on aptitude and motivation. But the most relevant study was conducted by Horwitz, and Horwits and associates. The anxiety experienced in a classroom, as mentioned above, was called Foreign Language Classroom Anxiety (FLCA). It was investigated with a general overview first by these authors (1986) and they consider FLCA to be more a situational anxiety rather than a trait anxiety which learners experience in the well-defined situation of a foreign language classroom. After that through following researches based on FLCA they found out (1991) that Foreign Language Class Anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness often language learning process” (p. 31).

For the following decades more and more researches have been done and focused in different aspects in order to discover the role of anxiety in language learning. The instruments elaborated and used in order to measure anxiety have been varied and they were based on several and specific scales. All these studies were conducted taking in account foreign language learner, especially students. Keeping this target group other

investigations initially focused mainly on the relationship between language learning anxiety and achievement. The studies of Aida (1994), MacIntyre and Gardner (1991b) proved that anxiety negatively affects achievement in FL learning and was pinpointed that many other factors contribute to emerge such feeling, as it does not work in isolation. Many other academics investigated this relation (Bailey, et al. 2000; Cheng, 2001; Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991a, 1991b; Onwuegbuzie, et al. 1999) and most of them, analysing the results of their studies agree that foreign language anxiety affects students attitudes and their achievement. A recent study was carried out by academics of the University of Sargodha, in Pakistan, it involved 149 undergraduates students. The results showed that language anxiety and achievement are negatively related, that is to say that high level of anxiety does not necessarily lead to poor achievement. Moreover the study also found out that male students are more anxious in learning English than female students. In 1991 Young in her research found six potential sources of anxiety dealing with foreign learning class anxiety dealing more with learner and teacher spheres: personal and interpersonal issues; instructor and learner interactions; classroom procedures; language testing; instructor beliefs about language learning; learner beliefs about language learning. To this factors Chang & Wu in a study dated 2004 added other potential sources of foreign language anxiety such as teachers' attitude and evaluation, teacher-students' interactions in class, parents' expectations, classmates' attitudes, student' own achievements (p.290). Factors like motivation, attitude, cognitive styles etc. were found by Eharman (1996) and Skehan (1989), Yan & Horwitz (2008) in a different period but in any case demonstrating that there is a correlation between these aspects and anxiety levels. Another set of researches focused on the relation between anxiety and age (Bailey, et al., 2000), emotional intelligence and with leaning difficulties (Chen & Chang, 2004).

All the exposed researches and many others include just young people and/or university students as target groups, referring to young learner of a foreign language. There are few literature specifically addressed to adult immigrants, more about children immigrants. Among them interesting is the one carried out by Peirce who illustrated how and with what conditions the immigrant women created, responded or resisted to the opportunity to speak English. The author through diaries, questionnaires, interviews collected in Canada on 1991 and on the base of social theories goes through the concept of social identity as a multiple and struggle subject to change stressing the need to re-

conceptualize the role of the individual in SLA theory and to re-analyse the concept of 'investment' rather than 'motivation' that better fits the complex relationship of language learners to target language also regarding the implications of the communicative competence.

Important studies were conducted by Shuman that elaborated a model of second language acquisition based on the social-psychology theory of acculturation and applied it in more than a research. The results showed that learners will acquire the target language to the degree they acculturate to the target language group. With this model certain social and psychological variables cluster into a single one, that is acculturation. So Young investigated the SL learning strictly under a socio-cultural dimension. Another investigation carried out and focusing more the cultural dimension is Bernaus et al. study that analysed the effect of the cultural background of immigrant children. There were involved 144 students of some secondary multicultural classrooms in Spain. They were requested to answer a questionnaire based on Gardner's attitude-motivation test battery and a self rating of their language achievement. The results demonstrated that there were few differences due to cultural background and that Cultural background interacted with language studied so as to influence scores on the measures of parental encouragement and self-ratings of language proficiency.

The most suitable study for this research is the one conducted in Canada by D'Anglejan and Renaud that investigated the relationship between learners characteristics and achievement in French as SL. The target group was formed by 391 adult immigrants completing a 900 hours course in Montreal. In the research it was used a multivariate analysis of variance to assess the contribution of nine learner variables. Results demonstrated that learners with schooling and higher degree of non verbal reasoning ability use more French outside the class. On the contrary high level of illiteracy and classroom anxiety, added to greater age where related to learning difficulties. Cervatiouc examines the field of learner characteristics in Canada too but taking into consideration the process of linguistic-and-cultural identity formation by adult immigrants. He tried to determine how the characteristics of the 'good language learner' negotiates the learner marginal standing in the hosting society and becoming proficiency in English and got professional success. By means of interviews to 20 practicing professional emigrated as adult, emerged

that there are 3 common strategies in the identity construction: generation of a self-motivating inner dialogue as a counter-discourse to the social marginalization paradigm expected by the NS community; finding ways to gain access into the social networks of native speakers in order to improve communicative competences and secure meaningful employment, and symbolic membership in an “imagined community” of successful multilingual and bicultural adult immigrants.

Stevens again investigated SL under the base of age factor. He assumed that the acquisition of English as a second language follows the opportunities and motivation to become proficient in English. He used U.S. census data to investigate relationship between age and second language learning levels among immigrants. The results showed that proficiency in a second language among adult is strongly related to age at immigration and partly attributable to maturational constraints.

There were finally researches about biological differences such as gender and age. Tran (1982) carried out a research in order to examine differences between English language acculturation and learning strategies among older Vietnamese in U.S. The results revealed that older Vietnamese men have less problem in English language and more likely to use different learning strategies so as to improve their FL skills than woman that, on the contrary showed more problems in FL learning.

As we can see most of researches and studies deal with subjects different from adult immigrants and the ones regarding this specific target group are addressed to investigate issue related to anxiety and cultural background, anxiety and age or cultural/linguistic background and L2 achievement. In the following chapter I present a study that investigates anxiety on the base of age variable and education variable, that are part of the social and cultural background described in chapter 2, and a third variable that is transversal to all that dimension: the need to have or not the test of A2 Italian level certification and the asylum seeker or refugee status. These last factors seem relevant to me and in literature I analysed I could not find investigations on this matter especially dealing with this last aspects, neither in the foreign surveys nor in the Italian one.

4. Research

The following study, as anticipated before, will regard the anxiety perception on adult immigrants are they Europeans or not, inside Italian language classes, specifically SL classes. In this case the emotional anxiety state we considered was the one existing in the learning contexts, meant as a state of mental discomfort which can arrive to mental or physical stress coming while learning a language. The interpretation of the term anxiety on this study is the one given by Horwitz and Young in the FL learning contexts, also used for learning contexts of a properly said 'second language' (SL), considering the elements that make the difference in the two fields of application as said in chapter 2 and the effecting factor exposed in chapter 3.

4.1 Research objective

The research will try to understand if the target group analysed presents anxiety during Italian SL classes and will try to reveal the anxiety levels within some specific variables: age, schooling and the need to get the A2 Italian recognized certification and the humanitarian asylum status. The research aim at investigating the level of anxiety concerning this variables as these issues are less analyzed in respect of other and may give another perspective and new input in planning Italian SL lessons. In fact the aspects that the research is stressing for future teacher reflection are less related to the specific didactic and teaching sphere and little more related to personal/individual sphere.

So, with the elaboration of some data, I will try to answer the following research questions:

- ***What is the anxiety level perceived in the target group?***
- ***What is the difference in anxiety levels regarding the differences in age?***

- *What is the difference in the anxiety levels on people with schooling and people without schooling?*
- *Are there any difference in anxiety levels existing between people who has to get the A2 Italian certification for the residency permit, people who not need it and refugees or asylum seekers?*

4.2 Method

The method used to reveal the object of the research is a experimental and descriptive ones, methods that are still very used in this field issue. Actually the process is composed by different phases: the choosing of the research tool the more correct for collecting the needed data for the research, structuring the tool, creating it and finally, choosing of the application context, that is to say the target group and data elaboration and exposition. The time covered to carry out the study was more or less 8 month, starting from the very beginning in which there were the establishment of the research question, to now.

After the formulation of the research objectives, the analysis on the research context and the elements belonging to it, I argued that the instrument the more appropriate was a questionnaire. so starting from an existing one used in this field research that will be presented on the following paragraphs, I created it. I then gave the questionnaire to the target group and then I collected data and elaborated them towards tables and schemas that will be showed on the addressed chapter.

In approaching and tackling this study in all its phases I followed guidelines on researching methods of Cohen et al (2007:319) and Dörnyiei (2010). So the very first step is about the general question from which the whole research derives and my general questions was: Adult immigrants who attend Italian SL courses feel anxiety during lessons? How much do they feel it? After that I elaborate more in detail the research questions and passed through the different research phases. So starting from the topic of the anxiety I felt the need to investigate on it regarding precisely the adult immigrants by

means of the analysis of some specific factors that seems to me more relevant and also less investigated in the general panoramic of Italian L2 learning field.

4.3 Target group

The target group is composed by 49 persons with different ages starting from 16 years old, of different gender and with different personal backgrounds, coming from European nations and non European ones and arrived in different time, here indicated as adult immigrants. They are all attending Italian SL courses carried out by the association Auser in Campo San Martino-Curtarolo in collaboration with Jonathan Social cooperative of Piazzola sul Brenta; Incontraci of Padova and Unica Terra from Padova. All these courses are presented by qualified teachers with certifications and experience in teaching Italian as a second language. These courses can be intended as preparatory to the A2 Italian Test, all didactics formulated by teachers follows the QCER guidelines for the formulation of literacy in the Italian language, released by the Ministry of Education, University and Research that recognises what said in the *Accordo di Integrazione* (DPR del 14 settembre 2011 n. 179) and the *sillabo di riferimento per I livelli di competenza in italiano L2* drawn up by certification corporates and signed also by the home office. Among these 4 courses, Unica Terra is also qualified to conduct certification tests, in particular the CELI a certifications given by the University of Perugia, is nationally recognized to fulfil the administration obligations in order to release the residency permit, with the PLIDA , a certification given by the Dante Alighieri Association, the CILS given by the University for Foreigners of Siena and finally the CERT.IT emitted by the University of Rome.

The administration of the research instrument just to people attending these courses and not the qualified corporation ones as CPA, was because it was impossible to access courses given by territorial corporations. Consequently, in order not to compromise the research results, I looked for courses given by expert and qualified teachers that during lessons use a didactic following the ministry guidelines said before and other European document related to this topic.

In this research I decided not to make differences between European citizens and non European citizens because this classification was not necessary for the investigation. In fact, a Romanian citizen and a Nigerian one, when they set in Italy and approach to an Italian language course as second language, they find and face the same problems because for both of them Italian is a language to learn. Even if maybe the reasons why they want to learn it are different, they are both in a situation in which they have to act with specific learning and communication strategies as they are fully immerse in SL. So, for this study I decided to refer to immigrants to the meaning this word had before the European Union and the opening of the borders, in other words when in this study I refer to adult immigrant I meant to include all the people that have no competence in Italian language and have to learn the language because their life project is to stay in this country for a very long time or for the rest of their life.

I find important to underline at this point that to the research setting is concerned, I had to include people aged 16 or over. This choice is due to the fact that in Italy, at 16 school is not longer mandatory and in fact here a person of 16 years old gets independent in his/her studies. A boy or a girl with age between 16 and 18 that comes in Italy could choose freely to attend an Italian course or not; this is in case they must get the residency permit as even in this case the attending at the Italian lessons is not obligatory. Moreover, it is this the age when a person starts to live the adult phase, he/she tackles the really first responsible challenges, he/she approaches the world in a way that is no longer under the childhood perspective. We can also notice that this tendency to classify adult age at 16 is common in many Europeans and extra-European countries (let's think about USA where at 16 you are of age and can get driving licence, or some other countries in which before 16 boys and girls have the responsibility to take care of family, they work and, in other words, they find themselves in typical situation of adult age).

Considering other characteristics of the target group in the research, as field of cognition, intelligence, learning abilities, knowledge diseases etc, that is to say all the other aspect concerning the three dimensions described in chapter 3, I did not collect any data for three main reasons: first because the research field would have opened to new realities that would be difficult to analyse in a so limited time frame; secondly, these variations could represent independent researches due to the important role they have on learning and their

link to other aspects like emotions and anxiety; and finally because they can divert too much the attention on the matter of the research that were stated.

4.4 Questionnaire

In order to notice the presence of anxiety inside the claimed target group and its levels linked to age, education and necessity to get the residency permit or linked to the refugees status, I found the ideal instrument in the FLCLAS questionnaire, made by Horwitz (1986). The test was created in order to measure anxiety levels in people learning a foreign language and was used as a base for a lot of other inquires and discussed by many researchers. It is a questionnaire in Likert scale of 5 points, it means that answers even if they give a qualitative evaluation are structured to get quantitative evaluation. Precisely, the answers for each questions goes from *strongly agree* to *strongly disagree*, that respectively give a range of points going from 1 point to 5 points. Through the answer, the less orientation to the topic is given the less is the score assigned, and vice-versa. FLCAS is composed by 33 statements and most of these statements correspond to three dimensions of anxiety, found by Horwitz: communication anxiety, test anxiety and fear of negative evaluation. Having analysed more research instruments I found in FLCLAS a perfect instrument as it can reveal anxiety regarding different aspect of learning language such as speaking, testing etc.. and its levels in a proper way, but most important it can be modulated integrated in order to satisfy other research topic. So keeping its basic structure I adapted it to investigate two dimensions, creating two section on the questionnaire : one is about anxiety levels in general and the structural idea is the same of FLCAS. This part correspond to section B. While the other dimension is about the variations in anxiety levels in age, education and necessity (or not) to have the Italian A2 language certification for the residency permit and the asylum seeker status. This factor data correspond to section A and it is structured not to collect quantity data but pure quality ones. For both areas I tried to realize an instrument that is not too much intrusive for the target group, in fact, in this one we can have people arrived here after traumatic experiences (arrived by boat, through human traffic, etc.); educated ones and not educated ones, people who are living their staying here in negative way etc. all situations that can lead the subject to perceive the

questionnaire as an intrusion in their privacy (despite it is anonymous) or also to feel anxiety for it, causing an increasing on sensibility and consequently carrying a distortion to the answers and to the questionnaire results. Specifically, after a brief analysis of the target group it was necessary to reduce the number of questions as so many questions could confuse people and create discomfort. In fact, on the FLCLAS (appendix a) we have more questions regarding just one category and some of them are very similar one to another. There are then questions put in negative form that can cause discomfort to whom is not used to have intellectual activities done, as non educated people can, so they must then be reformulated the most simply. Finally some questions were modified in order to include the anxiety dimension that can be seen even in the written communication system (not just oral as in FLCLAS), as during Italian SL lessons also the writing competences is trained.

As mentioned above, the Likert scale as it is, allows to give points to each answers in order to transform quality data in quantity ones, but the ex novo part, that is to say section A, regards the collection of pure qualitative data that will form the complex variables with which to exonerate the data, elaborate and examine results for every research question. The modified questionnaire was called for convenience FLCLAS-I (foreign language class anxiety scale-immigrants).

It is important at this point reserve a little space to explain the methodology used to complete the questionnaire at the final stage of its elaboration and the methods of administration. First of all, after its realization, questionnaire was translated into all the languages spoken by the people forming the target group such as Chinese, Spanish, Arab, Romanian, Bosnian, in English and French which are the vehicular languages of many countries such as Nigeria, Cameroon, Ivory Coast, Pakistan, Syria, Bangladesh, Bengal, India etc. and finally it was translated also into Italian for those who wanted to fill it in Italian, only if they had a A2 level at minimum. Translations were made by qualified staff such as university teachers, and in particular I want to thank professors Maria Eugenia Sainz Gonzales, Lydia Isabelle Sattler, Roxana Roman and her professor Firta Maria Aurora for the cooperation; then others translation were made not by professors but linguistic mediators, specifically for translation to Chinese, Arab and English languages. The choice to entrust the FLCLAS-I translation to qualified staff was necessary for two main reasons, strictly connected to each other: on one hand it was the need to a correct

translation of the statements in order not to distort the meaning, in other words with the aim to let statement as objective as possible, and on the other hand, it was necessary to make the questionnaire accessible to as many people as possible, not linked to the knowledge of Italian language.

For what the submission is concerned, Horwitz, Ohata and other researchers gave FLCLAS to students who were learning English or any other language as an FL, so educated people, aware of what a questionnaire or a test was. But in this research, some people who were given the test are not schooled, so they are not used to any written test. It is really important as a research context element because the simple reading a statement that is actually a sort of question, and the choice of an answer, are not to be taken for granted. For example for some of them was difficult to interpret the classification of question a) in section A, about the age ranges. For this reason, the questionnaire administration was steered; people was lead to the filling of the paper , they were explained all the reasons for it, all its formal characteristics and how to act with it, letting them filling free and independent. With some people it was necessary to have someone to read for them, for others it was necessary to ask for explanations during the test. For these reasons, this phase was afforded with the presence of linguistic mediators in order to avoid misunderstandings and lead to a best and impartial filling. It is relevant here to stress that in all groups was explained and underlined the context of questions, the one regarding the studying Italian as a second language and not as a general course. Another aspect which was important to explain was about question b) concerning the attendance of an official school in their country, meaning a public or a private school related to obligatory school.

FLCLAS-I statements generally contain the specification that they refer to Italian course, but also during the administration of the research instrument and its compiling we explicated that we refer to the Italian course as a second language, just like the course they are actually attending. Some examples of questions are:

2. I do not worry about making mistakes in Italian language class;
6. I keep thinking that other students are better than me in Italian language;
14. Italian language class moves so quickly I worry about getting left behind.

Then, in some questions I specified the oral and written communication context. In fact, it was important to include in questionnaire both written and spoken activities that in some statements are both indirectly and simultaneously recall, while in other questions it was explained; for example questions:

7. I usually at ease during written or spoken exercises in Italian language class;
12. If I think about studying for a written or spoken Italian test I get more and more nervous.

Except for these adding and modifications, the FLCLAS-I questions in section B are the same as the FLCLAS ones. Maybe the most relevant modification on respect to FLCAS was not to maintain or to insert in FLCLAS-I some questions with direct reference to test in class, because in Italian SL classes we cannot talk about and cannot refer to test as the test we have inside university and more in general inside school context. The value given by the SL and school's learners is completely different. In fact, in Italian SL, learners can have tests made in order to value how the learning is going or at to reveal their initial level, different from the ones we usually have at school because there are not notes and does not determine negative effects such as an expulsion from the course or a bad mark. A test submitted inside these Italian SL classes is seen as something more challenging on respect of simple exercises, but for sure not as a test meaning all consequences of the case. The only worrying test in fact is the one that they need to do in order to obtain the residency permit, that is the A2 qualification made in the accredited organizations listed before. Even if I decided to 'delete' the statements concerning testing, I put just one question specifically addressed to test, in order to make cross analysis for the anxiety levels results about the last research question.

To conclude, FLCAS original questions are not all necessary to investigate the target group to whom this research is addressed, as we do not have the necessity to classify anxiety in many dimensions as the researcher do. Anyway, some of them are necessary to reveal the presence or the lack of anxiety in general in language learning context in the target group and the intensity with which it is perceived. These data are needed to answer the first questions of the research. Consequently, for the questions included in section B

of FLCLAS-I, as in FLCLAS, we must follow the range scale studied for this specific situation that goes from 1 to 5 points (*tab.1a*), more the answer is positive for the matter, which is anxiety perception, more the points will be elevated (*tab.1b*). Then, it is fundamental to analyse answers belonging to section A with answers belonging to section B, in order to answer the other research questions, that investigate anxiety levels under the factors of: age, schooling and the need to do or not to do the A2 Italian language test in order to obtain the long term residency permit and the asylum seeker status.

Tab. 1a Distribution of the points regarding the position toward the topic

Position toward the topic under investigation	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
positive	5	4	3	2	1
negative	1	2	3	4	5

In elaborating the answers of the FLCLAS of Horwitz, or any kind of Linkert scale based questionnaire, it is necessary to be careful to all those questions that are negatively made concerning the object in studying, such as *item* 2,8,18,22,28 in FLCAS. In FLCAS-I the only question made negatively are n.2, 5, 7. Once transformed these qualifying values in quantity ones, we have to add up all points of every questions. Points can go from a minimum of 33 to a maximum of 165: 33 represents a low level anxiety and 165 represent the higher level of anxiety. This will be if we keep all questions valid.

Tab. 1b Distribution of the point per statement

ANSWER					
STATEMENT (SECTION B)	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	5	4	3	2	1
2	1	2	3	4	5
3	5	4	3	2	1
4	5	4	3	2	1
5	1	2	3	4	5
6	5	4	3	2	1
7	1	2	3	4	5
8	5	4	3	2	1
9	5	4	3	2	1
10	5	4	3	2	1
11	5	4	3	2	1
12	5	4	3	2	1
13	5	4	3	2	1
14	5	4	3	2	1
15	5	4	3	2	1
16	5	4	3	2	1
17	5	4	3	2	1

In order to elaborate FLCLAS-I points, it was necessary to recalculate the scale on three slots of points of the determined range, subtracting the minimum score available , which is 17 and the maximum one which is 85.

So, the operations are:

- $85 - 17 = 68$

this is the range that need to be divide to get the three anxiety level

- $68 : 3 = 22$

This is the range of points possible to each range or anxiety level

- $17 + 22 = 39$ > from 17 to 39 points we have zero or low level of anxiety
- $85 - 22 = 63$ > from 63 to 85 points we have a quite or high level of anxiety
- Consequently from 40 to 62 points we have medium level of anxiety

So summarising, the three slots are (*tab. 2*) no anxiety or a few level of anxiety with points ranging 17-39, medium anxiety with points 40-62 and medium-high anxiety levels with points 63-85; when 17 means no-anxiety and 85 means highest anxiety.

Tab.2 Anxiety level scores

NON/LITTLE ANXIOUS	MEDIUM ANXIOUS	QUITE/VERY ANXIOUS
from 17 to 39 points	from 40 to 62 points	From 63 to 85 points

5. Data analysis and results

The first goal of this research is to answer to the first research question:

What is the level of anxiety perceived by the target group?

In order to answer this question we calculated the total points of every person adding up the points of all answers of section B of FLCLAS-I, regarding specific language learning situation that can cause anxiety. Between the 49 persons interviewed, just 46 of them answered all questions, while 2 just completed section A and a third person did not filled anything; these three questionnaires were not included to the total of the questionnaire filled up for the calculation of results and data analysis. As for this first result is concerned, we can notice that there are people who obtained less than 40 points and people who obtained more than 62, this means that inside groups there different intensity in feeling anxiety, somebody feel more anxious than the other (*tab 3*). Furthermore, it comes out that no one had 17 points or so lower score, that means that everyone feel anxiety during Italian SL classes, even in a minimum way but it is perceived.

Tab 3. Descriptive statistic on mean, mode, median and total scores

Participants	Total score	Mode	Mean	Median
1	33	1	1,94	2
2	50	2	2,94	3
3	49	2	2,88	2
4	49	3	2,88	3
5	70	5	4,12	5
6	39	2	2,29	2
7	32	2	1,88	2
8	40	2	2,35	2
9	37	2	2,18	2
10	33	2	1,94	2
11	68	5	4,00	4
12	50	3	2,94	3
13	55	4	3,24	4
14	56	4	3,29	4

15	56	4	3,29	4
16	50	2	2,94	3
17	54	4	3,18	3
18	42	2	2,47	2
19	58	4	3,41	4
20	49	5	2,88	2
21	44	1	2,59	3
22	47	2	2,76	2
23	35	1	2,06	2
24	49	5	2,88	2
25	45	2	2,65	2
26	25	1	1,47	1
27	57	4	3,35	4
28	63	4	3,71	4
29	47	4	2,76	3
30	51	4	3,00	3
31	63	4	3,71	4
32	53	3	3,12	3
33	56	3	3,29	3
34	55	4	3,24	3
35	58	4	3,41	4
36	44	2	2,59	2
37	64	5	3,76	4
38	65	5	4,06	4
39	51	4	3,00	4
40	51	4	3,00	4
41	30	1	1,76	1
42	31	1	1,82	1
43	58	3	3,41	3
44	71	5	4,18	5
45	36	1	2,12	2
46	27	1	1,59	1

The Italian language learners who obtained on the answer an average grade of 3, or better say, between 2.5 and 3.5 (corresponding to the answer '*neither agree nor disagree*') should consequently have a point going from 40 to 62. And it is the situation of the most

part of people because, not depending on the frequency of answers, points are correct with the average grades. Moreover, observing mean and median for every single test, we can notice that they are very different one from another; when the average is bigger than the median we have a positive symmetrical distribution, and it means that the distribution of points/answer concerning the central value is quite balanced. On the contrary, where the average is smaller than the median we have asymmetrical negative distribution. It means that the distribution of points concerning the central value is unbalanced. An example can be the values of student n. 5 who has obtained 70 points with an average of 4.5 so coherent with the medium-high level found by Horwitz (2008:235) and recalculated following the new parameters, anyway the median has a value of five which is higher than the average grades. This means that in giving answer he/her used more the answer corresponding higher points and really few answer with lower points.

So the anxiety situation is present in every subject with valid test, starting from a minimal score of 25, arriving to a maximum score of 71 (*tab.3; graph 1*). There are of course also borderline situations, in fact some students have points that means few anxiety, for example students n. 8 and 18, and others feel higher anxiety. Anyway we can declare that most of students have medium level of anxiety (*tab. 4*) representing the 63,04% of the investigated target group. This is confirmed also by average values and median values that are inside the recalculated range for the medium level of anxiety (between 40 and 62 points).

Tab.4 Participants percentage distribution on the three slots

NON/LITTLE ANXIOUS (SCORE 17 TO 39)	MEDIUM ANXIOUS (SCORE 40 TO 62)	QUITE/VERY ANXIOUS (SCORE 62 TO 85)
20,74 %	63,04 %	15,22 %
10 participants on 46	32 participants on 46	7 participants on 46

Finally, median is of 0.17 points higher than the mean, demonstrating a derisory asymmetrical negative distribution and the standard deviation presents a small values

which means that total points are closed one another and close to the average grade (*tab.5*). This is confirmed by a range value not so high, regarding the fact that the scale goes from 17 to 85.

Tab. 5 Descriptive statistic on the total score

Median	Mean	Min value	Max value	Range	Stand. D.
50	48,83	25	71	46	11,51

I we can sum up the point given for each question for each valid questionnaire, we can also sum up all the points given by all participants for each questions (*tab.6*). Through this elaboration we can observe in general that the higher score was done to the questions n. 6 and 8, that obtained both a score of 163. It is relevant because question n. 6 refers to the worry about the level of language competence acquired on respect to the other classmates, while question n.8 refers to the worry about the consequences of a failure in language class. These two results are important because the first one underlines the weight of self-perception of the learners in respect of other competence perception, while then the second one, reveals again the self-perception not in respect of other student but to a potential failure in class and outside. In this case the outside for adult immigrant is the daily life in the hosting country with all the challenges it present that must be passed on in order to stay here. So, learners feel fear about the consequences of failing as a failure in class can represent a potential failure outside, that is consequently a failure of the migratory project.

Tab.6 Score and descriptive statistic per questions

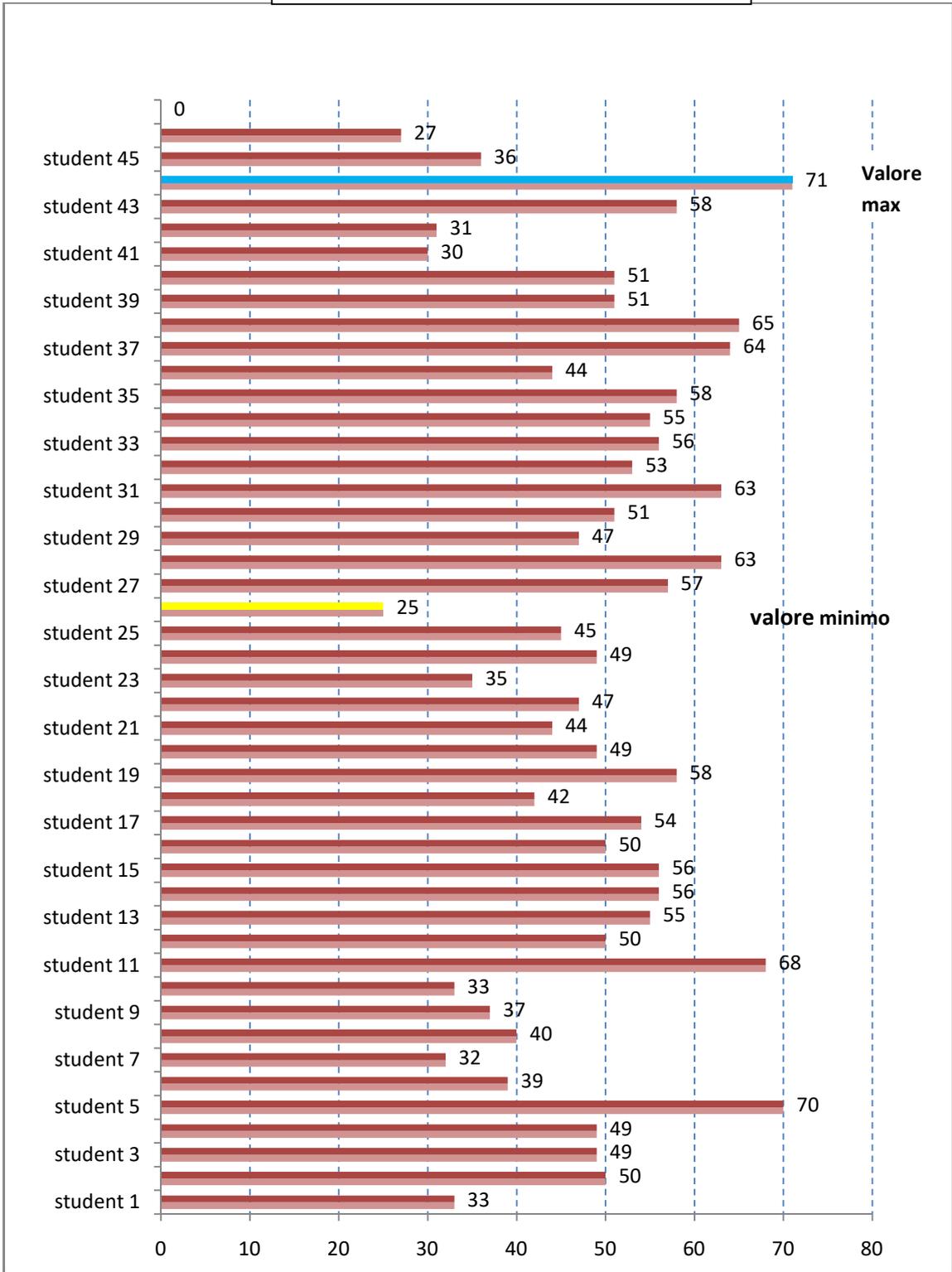
Q. SEC.B	SCORE	MEAN	MEDIAN	MODE	STAND.
<i>1</i>	159	<i>3.48</i>	<i>4</i>	<i>4</i>	<i>1.24</i>
<i>2</i>	112	<i>2.51</i>	<i>2</i>	<i>2</i>	<i>1.24</i>
<i>3</i>	133	<i>2.94</i>	<i>3</i>	<i>3</i>	<i>1.19</i>

<i>4</i>	134	<i>3</i>	<i>4</i>	<i>4</i>	<i>1.37</i>
<i>5</i>	94	<i>1.94</i>	<i>2</i>	<i>1</i>	<i>1.10</i>
<i>6</i>	163	<i>3.83</i>	<i>4</i>	<i>4</i>	<i>1.22</i>
<i>7</i>	110	<i>2.58</i>	<i>2</i>	<i>2</i>	<i>1.41</i>
<i>8</i>	163	<i>3.6</i>	<i>4</i>	<i>4</i>	<i>1.36</i>
<i>9</i>	139	<i>2.97</i>	<i>3</i>	<i>4</i>	<i>1.20</i>
<i>10</i>	136	<i>3.10</i>	<i>4</i>	<i>4</i>	<i>1.35</i>
<i>11</i>	113	<i>2.54</i>	<i>2</i>	<i>2</i>	<i>1.41</i>
<i>12</i>	126	<i>2.4</i>	<i>2</i>	<i>2</i>	<i>1.23</i>
<i>13</i>	136	<i>2.97</i>	<i>3</i>	<i>4</i>	<i>1.12</i>
<i>14</i>	123	<i>2.48</i>	<i>2</i>	<i>2</i>	<i>1.34</i>
<i>15</i>	136	<i>2.97</i>	<i>3</i>	<i>4</i>	<i>1.45</i>
<i>16</i>	145	<i>3.26</i>	<i>4</i>	<i>4</i>	<i>1.32</i>
<i>17</i>	124	<i>2.71</i>	<i>2</i>	<i>2</i>	<i>1.30</i>

In answering the first research question we can state that even adult immigrants during Italian SL learning class feel anxiety, so the result is in line with the major studies in the field. They experience anxiety as all the other language learner, no matter if FL or SL. But, here, it is important to stress that they are more worry about the consequences of failing in class in general than some class specific situations, such as speaking in front of the other students or doing written and spoken exercises. It seems that there is something more that causes an increasing of anxiety level different from the mere teaching activities carried out by the teacher. This is confirmed by the fact that the lower scores are in questions n. 5 ('It wouldn't bother me at all to take more Italian language classes') and 7 ('I am usually at ease during written and spoken exercises in Italian language class.

Graph 1

ANXIETY LEVELS
 17 – 39 SCORE > NON/LITTLE ANXIOUS
 40 – 62 SCORE > MEDIUM ANXIOUS
 63 – 85 SCORE > QUITE/VERY ANXIOUS



Second question of the research is:

What is the difference in anxiety levels considering aging?

In order to answer this question the focus of analysis moved from section B of FLCLAS-I to section A. In this study age represents a variable value and the elaborations of data needs one more process, and specifically a crossed data analysis. In fact, to evaluate anxiety level concerning aging, questionnaire were put together concerning the different range ages selected by the learners. The question inserted in section A to collect age factor is:

a) How old are you? Between 16-25 26-35 36-45 46-55 over 55

I had the following situation:

- 16-25 years old 29 persons
- 26-35 years old 10 persons
- 36-45 years old 3 persons
- 46-55 years old 2 persons
- Over 55 0 persons

After this first step I calculated the level average for every age group (*tab.7*). We can notice that most of people belongs to the range going from 16 to 25, and then a smaller group goes from 26 to 35. This is due to the fact that younger people more than older ones move away and try to look for better conditions outside their country, influenced by the world changes and motivated to build up their destiny. On the opposite side we can see that there are not persons aged over 55, but that does not mean they are not in Italy. On the contrary, Istat studies over the years, demonstrate that they are, even if small numbers. The fact that they do not attend any courses is because most of time their sons and younger relatives taking care of them and their needs, being a mediator in every situation approaching the social context (services, bureaucracy, first need requests, etc.) so they often do not concretely feel the need to learn Italian SL.

Tab. 7 Descriptive statistic on anxiety distribution based on age factor

Age range	16 – 25	26 – 35	36 – 45	46 – 55	Over 55
% of participants	65,22%	23,91%	6,52%	4,35%	00,00%
Mean	48,47	48,55	49,67	54,67	00,00
Min Value	27	25	45	49	00,00
Max Value	71	70	55	51	00,00
Range	44	45	10	10	00,00
Stand. Dev.	11,68	12,99	4,11	3,50	00,00

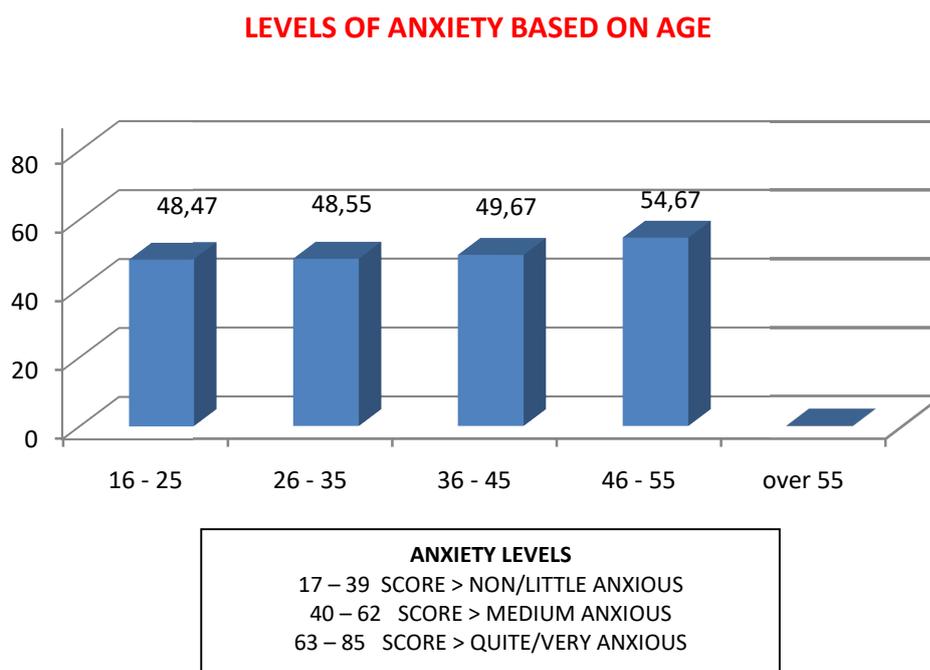
Going to the central point of the analysis, we can see that increasing the age increases the anxiety too (*tab.4; graph 2*). There is a positive correlation between the dependent factor to the independent one. Anyway we must notice that every anxiety level perceived in every age range stays on the medium level of anxiety, between 40 and 62 points, there is no extreme anxious level, neither there is zero level. This means that anxiety level in any case does not touches extreme high level.

Keeping in mind that teachers are qualified and prepared staff concerning the teaching to adults, we consider some elements and extra factors beside the didactic methods. In fact, we can have many factor causing an increasing in anxiety while the age increases, including the sensation of ‘loosing the face’. It is a typical sensation of many cultures and many daily life contexts in which our identity seems to be under examination. In SL learning contexts, this sensation is related on one hand to the necessity to enter a new reality without references, and often immigrants do not feel part of it; on the other hand there are more practical necessities that an adult immigrant has, like finding an accommodation or provide for themselves (Caon, 2008:181) that are often summed up with the psychological factor we talked about. The responsibility increase while growing up and this responsibility for adult immigrants act in the daily life situations. So the possible

failure in SL in class can mean a failure outside, which is a risk that they cannot afford otherwise they would be socially excluded and the consequences it takes maybe disrupting. An eventual failure in and outside the classes in all day life could be a negative component in the ordinary evolution crisis that we meet in growing-up explained in Demetrio (2003:35), that are mandatory stages for the formation of our identity. We can state that a failure in learning Italian as second language of a young boy aged 25 recently came in Italy, is not such arduous as it can be for an immigrant aged 40 because different age includes different evolution crisis, that in its turn is due to the different social codes to be satisfied on each evolution crisis and different forma-mentis too. We have also to consider another important factor which can be set by the awareness that, with the age increasing, the knowledge abilities slow down and have some inclination in the solidity of input learned (Balboni 2008:192). A person who is learning a SL that is fundamentally important for his/her integration in the country, who is aware of his bigger difficulties in learning, may feel more anxious in class than others.

The teacher of L2 need to be aware about this dynamics and this correlation between age and L2 learning anxiety in order to modulate or conduct the activities in a way the less stressing as possible.

Graph 2



The third research question is:

What is the difference in anxiety level in people with schooling and people without schooling?

To answer this question, the procedure will be the same of the one used to see anxiety concerning age. In fact, this aspect is a variable that needs a different process for the data elaboration. The question containing the request of data concerning schooling factor is question b) in section A:

b) did you attend any school officially recognized in your country? YES NO

Questionnaires were divided concerning the answers given and the groups were composed:

- People with schooling 42
- People without schooling 4

Then I calculated the average of total points I obtained from every student of both groups (*tab.8*). It is important to remember that during the administration of the questionnaires, the cultural mediators and I explained that for officially recognized school I meant the school that public or private is recognized by the mother country government, that is to say a schools that carry out educational programs that aim at reaching certain official objectives in education, and more specifically, in developing basic logical and literacy skills. In fact, the aim of this question was to find any link between anxiety and school education/learning experience.

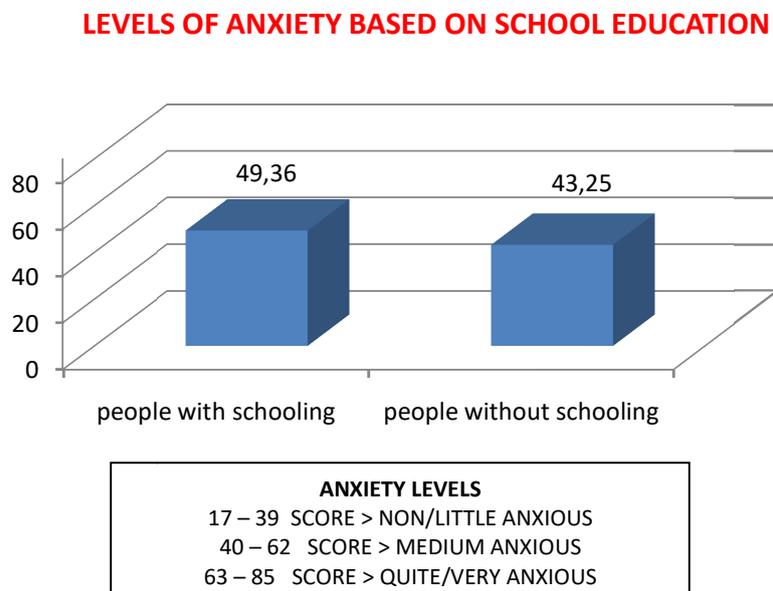
So, we can notice that people with schooling are more anxious than people without schooling, with an average that is little oriented to high level of anxiety perception. Concretely 91.30% of the participants is schooled and its anxiety level average is 49.36. Among this results, we can also observe that schooled people perceive little more anxiety as among this group there are the test with the higher score, and precisely, 71 points. Actually this is in line with Horwitz et al. theory stating that language learning anxiety come from learning experiences over the time, so immigrants that experienced school dimension feel anxiety more than non schooled.

Tab. 8 Descriptive statistic based on school experiences

	People with schooling	People without schooling
% of participants	91,30%	8,70%
mean	49,36	43,25
Min Value	25	32
Max value	71	64
Range	46	32
Stand. Dev.	11,25	12,32

Moreover an important thing to observe is that for both categories of learners the standard deviation is quite low, this means that they answered in a more homogeneous way, so the ‘distances’ between the answer are quite limited.

Graph 3



In any , looking at the results it seems that language learning anxiety is not entirely due to a previous schools and learning experience as some researches stated because even people without schooling perceive anxiety. They perceive it at a medium level, with little differences on average than the average of people with schooling, this probably because, on the contrary, they are experiencing something new; they do not know exactly what to expect, so they feel an anxious state that maybe could not really be related to a pure 'language anxiety'. This could be a good input for further research to investigate more on this matter to discover if the anxiety felt by the people without schooling is related more to the pure learning context, that is to say, activities done in class, or if it is more related to an anxiety state that the learner is experiencing by default.

At this point would have been interesting analyze some data by cluster, for example the levels of anxiety on the base of age range and simultaneously on the base of school education, just to observe which one of the factor may have more weight on the anxiety arousal. Unfortunately the questionnaires belonging to the people without schooling are not enough to smother with all age ranges and give a complete overall of the situation.

The last question of research is:

Are there any differences in anxiety levels between subjects who have to do the A2 level test in order to get the residency permit, the ones that do not need to do it and refugees/asylum seeker?

In order to answer this research question we must have a similar procedure as we did for the two previous research questions, as this one is also pertained to variable that must have a crossed analysis of data with questions in sections A and B altogether. So, here the questionnaires have been divided on the bases of the answer given in question c) and d) of the section A:

c) Do you need to do the Italian language A2 level test in order to obtain residency permit? YES NO

d) Are you a refugees or an asylum seeker?

YES NO

As you can see, to answer this research question it was necessary to include in the questionnaire two questions in order to insert in the analysis 3 different types of immigrants that usually attend SL Italian courses implemented by no profit organizations or CPAs:

- The ones asking for international or humanitarian protection that have a specific regulation in order to stay in Italy and do not have to have the certification or test for the A2 level Italian language in order to get the residency permit (even once the asylum status will expire);
- The ones that do not have to have A2 level Italian language test in order to stay in Italy such as persons who became Italian citizens because they stay here since more than 5 years or people who came here thanks to reunification and they get the permission to stay in Italy thanks to the relative who guarantees for their care;
- People that must prove Italian A2 knowledge in order to obtain a long staying residency permit through a specific test given by the government or by certificated organization we talked before in section 3.3

Dividing the test we have:

- 5 persons who must have the A2 level Italian language test in order to get the long term residency permit ('permesso lungo soggiornanti', 'ex- carta di soggiorno');
- 17 people who must not do the test because they already are regulated in staying in Italy;
- 24 persons have obtained the humanitarian or asylum seeker status that must not have the test;

We can notice that the medium anxiety level perceived from students that must have the A2 level Italian language test is higher than the ones who do not have to do it. It is obvious that the situation of an adult immigrants which can be compromised in case of failure of the official A2 level test is showed also during classes of Italian learning as SL. The destiny of these people depends on the test so it is normal that they bring their worries inside the class. The medium level is of 57.40, so going through a medium-high level of anxiety (*tab.9, graph 4*). A proof of the high rate of anxiety perceived by this specific group is represented by the maximum value of the questionnaire score that is 71, but even more demonstrative is the minimum value among the total score reached, that is 39 points; so, this to say that the less anxious person that must do the Italian A2 level test is in any case almost feeling a medium anxiety level.

Tab. 9 Descriptive statistic based on the kind of regulation for the staying

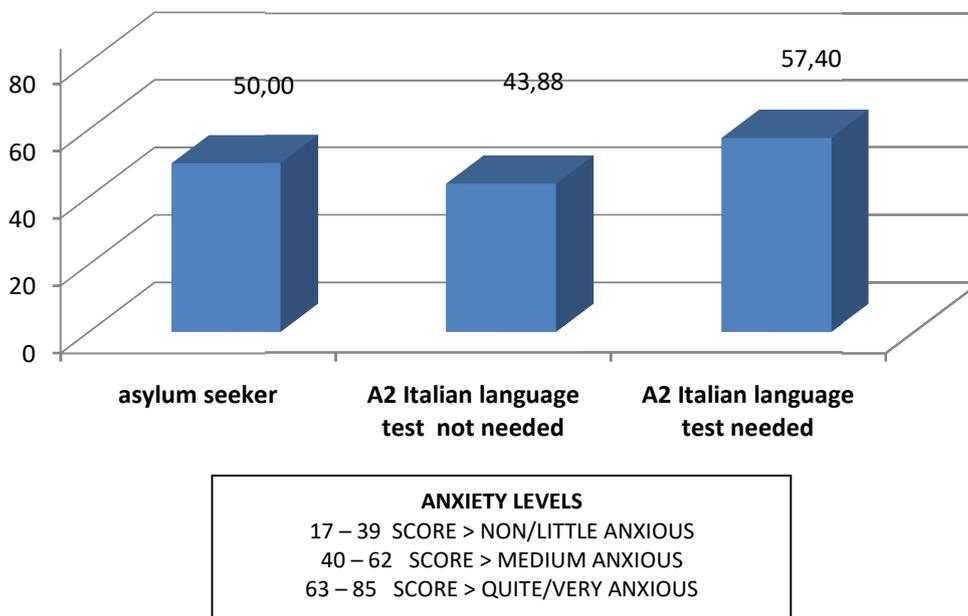
	Asylum seeker	Test not needed	Test needed
% of participants	54,35%	34,78%	10,87%
mean	50,00	43,88	57,40
Min Value	30	25	39
Max value	68	70	71
Range	38	45	32
Stand. Dev.	9,47	12,03	12,82

This is an important aspect to analyse, maybe the most important as it is represent the key matter about their motivation in attending classes regularly, about their emotional status in the language context but also in ordinary daily life in the hosting country. Just think about an adult immigrant arrived in Italy since few month and that is not able to find a job, the anxiety he/she experiences regard a life aspect, that anxiety is a state anxiety, effected by the circumstances. This kind of anxiety obviously come out in Italian SL class,

as the failure in Italian language class can represent a failure also in approaching Italian hosting life situation. Moreover this mood is added to the language learning anxiety due to the approach of learning situation, so the results is the presence in class of adults extremely sensible and apprehensive.

Graph 4

ANXIETY LEVEL BASED ON THE NEED OF A2 ITALIAN LANGUAGE CERTIFICATION



Just observing the scores belonging the participants that have to do the tests and the one that do not need to do it, we can notice an important difference in the scores, that reach almost 14 points, a great difference that underline how massive is the influence of this kind of variable, that teacher have to take in account while approaching to this learner target.

Further, among the results emerged in the analysis of this specific aspect, stands out the level anxiety perceived by the refugees and asylum seeker, as their average is 50,00. This value is really interesting and even unexpected. Before discussing it let me explain the position of this kind of people regarding residency permit and Italian language test.

So, refugees, asylum seeker and more in general the International protection seekers, once they arrive in Italy they are hosted in specialized centre (CDA, *centri di prima accoglienza* o CARA, *centri di prima accoglienza per rifugiati o richiedenti asilo*) that have the task of taking care of them, give them food and beds and identify them. After this first step, they are moved all around Italy in the ‘second hosting centre’ usually in some municipal buildings addressed to be an house or hotels and similar. In this phases there are for each territory a certain organization that is addressed to provide them food, needed facilities, Italian language courses and other activities in order to promote their integration on the local network. These people are also encouraged to attend other Italian language courses if there a chance near the hosting building. The refugees and the asylum status is allowed to them after a specific procedure that involve several step regarding the formulation of the request of asylum seeker status and the hearing of their depositions in front of a judge. Once allowed the asylum seeker status or the refugees status, they have a year time in order to carry out the most favourable integration as possible in terms of social integration with local citizens, Italian language acquisition and if possible even find a working position. Once their status expire they can request the residency permit but to obtain it for them it is not mandatory to sustain the test to certificate the A2 level competences in Italian language. In other words they are in a facilitated position.

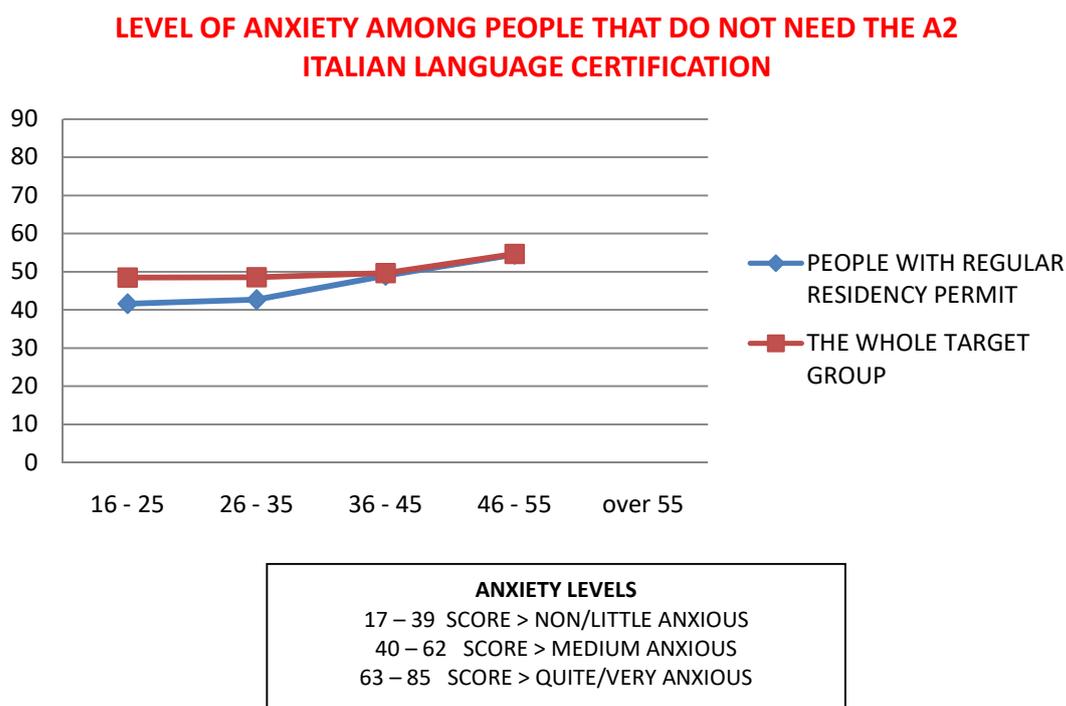
Now after this brief excursus, on analyzing the questionnaire results the question that quickly come to mind is: why they feel a so high level of anxiety if they do not have to present the Italian A2 level certificate?

The reason can be more and even complex to explain. As for the other research question results, we have to take in account that people are different one to another, their personality, their mood, they linguistic and cultural background summed up to the language learning context can all effect anxiety in different way, so also the same occur with refugees and asylum seeker. But for them looking at the path they experience. I think that most of their anxiety is not given by the language learning context but to all the other aspects that characterize their experience. Since the arrive in Italian they are constantly up and down to audiences, mandatory Italian course, police and military all around, so they experience an high stressful situation that they bring in class willing or not. Notice that their anxiety level is lower than the ones that need to do the A2 test but higher on respect to

the one that do not have to do it (tab.9, graph 4). This data is crucial to understand the emotional charge they have with them even in class.

I would liked to observe some factors by means of cluster analysis, in order to find out relations among them and discover if some variables are mutually affected. For example the age and the level on anxiety among the only group of SL learner having refugees status or being asylum seeker and the anxiety among the group of L2 adult immigrant learner that do not have to do the test to obtain the A2 Italian language certificate for residency permit. Unfortunately there were not enough data about the asylum seekers/refugees to get a complete overall of the situation, consequently it would have been far from reflecting in the correct way the reality. So I decided to analyze the tendency of the whole target group and the score and tendency of the group formed by the adult immigrant that do not need the A2 Italian language certification, and I analyzed both under the age variables in order to understand if age factor can be contemplated as transversal or if the other aspects (the refugees status or the necessity of A2 Italian language certificate) may have much weight on affecting the anxiety arousal.

Graph 5



This elaboration seems to me important in order to understand which affect more anxiety between age and emotional charge. We can observe that the tendency is quite the same, that is to say that in increasing the age, the level of anxiety increase too for both groups. Anyway as for people with regular residency permit, that do not have to do the A2 Italian language test, the tendency has a soft increasing, and the levels at the different age stage are lower than the whole group. This lead us to deduce that the experience of being an asylum seeker or a refugee or a person that need the A2 Italian certificate to get the residency permit can affect anxiety more that the age factor in isolation. Age effect anxiety proportionally at the graph shows that at a certain age range anxiety level experienced overlap. Can we say that at a certain age, the language learning anxiety is more affected by the age than the emotional aspects? Despite to this question that need more investigation, we for sure can state that emotional factors related to an unsure migrant status have a strong influence on the learning setting of the learner. On the base of the results we can observe that the emotional charge of the learners has great influence at least till 36 – 45 year age. This seems to confirm once more that in L2 classes adult immigrant are not experiencing just a pure LS language learning anxiety.

Conclusion

Adult immigrants are a particular group of learners, they bring in class all aspects about their linguistic background, cognitive and psychological socio-cultural background. But in addition, these dimensions obviously are part of a macro-dimension: the linguistic and cultural hosting context in which they immersed and they have to approach to. This macro-dimension affects the sub-dimensions, and actually it is a complex system that need to be understood in an holistic way. So, L2 learning context is the result-of the way all these aspects meet and manage themselves. Language learner anxiety in adult immigrants, as revealed by other studies and by this one, is affected by the age factor, it is also affected by cultural and cognitive backgrounds as other studies revealed, and by many other aspects. But, despite of these elements, the teachers have to be aware about the implication of the emotional charge that an adult immigrant brings in class. His/her life depends entirely from the success reached in Italian competence, especially Italian interpersonal competence, as consequence a failure in class can reflect a potential failure in everyday life in the hosting country. The adult immigrant faces constantly a negotiation between him/herself and the cultural model he/she lives in and feels even more unsure about the future and consequently experience a state of anxiety with different intensity on the base of his/her personality, linguistic and socio-cultural background, as a default of his status.

Some researchers try to find the perfect learner profile but I think that is not a matter of learner perfect profile, but a matter of what lets adult immigrants experience in class. From this point of view Italian L2 teacher competence is essential in order to prevent and mitigate as much as possible anxiety-inducing situations and to give adult immigrant learner the opportunity to have a positive learning experience. This is functional to let them have real acquisition of linguistic and extra-linguistic inputs. The results of the research can be useful to really understand and get more awareness on where to focus the attention and increase second language teaching abilities that need to be oriented also more through the relational aspect, that maybe needs to be more in line with the affective-communicative approach. So, anxiety in L2 learning context experienced by this target group is not merely due to the strict situation of learning dynamics, it is not caused only by the fear of speaking in front of the other mates, it is a sum up of a more wider complex that needs to be analysed. Regarding what results of the study show, maybe when we deal with adult

immigrants in learning context we cannot totally talk about situational anxiety as conceived in the 80's by Horwitz, Young, MacIntyre and Gardner and other researchers as the amount of aspects related to the personal/individual sphere are too many, and their weight and influence can be really massive and different too. These aspects can equally affect anxiety state as the factors strictly connected to the specific learning situations till now-considered (test, speech in public, etc..). The study here presented is far to explain and give an answer to this particular issue but it can give an input to a potential follow-up; in fact this can be investigate more in order to understand if with certain target group as adult immigrants are not dealing with simple language learning anxiety but a mixture between language learning anxiety and 'the situational' anxiety meant as the nervousness/anxiety state immigrants experience during their staying here. This state anxiety is more related to the emotional sphere that spring out on approaching the hosting country, and as Ohata stated, it is impossible to eliminate negative element from language learning and again "[...] the language and the self are so closely bound , if not identical, that an attack on one is an attack on one is an attack on the other" (Cohen and Norst 1989:61). And, as the results shows, some groups of immigrant seem to experience this state anxiety more than other.

Finally, I would like to stress the importance of a tool that is often not enough take into consideration in most of SL context and not valued: the educational-formative agreement. This is a tool that really can make the difference while starting teaching Italian as SL to adult immigrants; in fact thanks to this agreement the teacher can explain and share linguistic, cultural and civic objectives but most important, the teacher through this shared agreement with his/her learner can set the proper methodologies and mention the kind of activities needed to achieve those objectives. Make an agreement on these and other aspects help to avoid loss of motivation, not to misunderstand the efficacy of some teaching methods and to create a friendly learning context. Therefore, understanding learner beliefs is essential, since they can have a facilitative effects on learning and the way learners feel about, approach, and act upon a language (Bernat and Gvozdenko, 2005).

Therefore, an awareness of learners' beliefs is central to language pedagogy because according to Ellis (2008), beliefs shape the way learners set about language and language learning process and product. Knowledge of learners' multidimensional beliefs about language and language learning that are under the influence of many variables including past positive or negative learning experiences, cultural background and context, and

numerous individual differences as well as personal factors (Bernat & Gvozdenko, 2005). The aim of teaching field is not only to give a linguistic input to learn but also to create a positive and friendly learning context that values every individual and that let them express their potential at the best trying to go over their specific uncertain situations. The teacher can function as a key for effective language acquisition and considering the matter under a less formalistic approach we can take Titone's statement as guiding light:

*“l'apprendimento non è fine a se stesso, ma mezzo per giungere
all'arricchimento e alla maturazione sia del pensiero riflesso che delle
potenzialità di autorealizzazione della persona, in senso individuale e sociale”
(Titone, 1977:32).*

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APPENDIX A

FLCAS

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

2. I don't worry about making mistakes in language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

3. I tremble when I know that I'm going to be called on in language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

5. It wouldn't bother me at all to take more foreign language classes.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

6. During language class, I find myself thinking about things that have nothing to do with the course.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

9. I start to panic when I have to speak without preparation in language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

11. I don't understand why some people get so upset over foreign language classes.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

14. I would not be nervous speaking the foreign language with native speakers.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

16. Even if I am well prepared for language class, I feel anxious about it.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

17. I often feel like not going to my language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

18. I feel confident when I speak in foreign language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

19. I am afraid that my language teacher is ready to correct every mistake I make.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

20. I can feel my heart pounding when I'm going to be called on in language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

21. The more I study for a language test, the more confused I get.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

22. I don't feel pressure to prepare very well for language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

23. I always feel that the other students speak the foreign language better than I do.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

24. I feel very self-conscious about speaking the foreign language in front of other students.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

25. Language class moves so quickly I worry about getting left behind.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

26. I feel more tense and nervous in my language class than in my other classes.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

28. When I'm on my way to language class, I feel very sure and relaxed.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

APPENDIX A.1

FLCAS-I (English)

SEZIONE A

a) **How old are you?** Between 16-25 26-35 36-45 46-55 over 55

b) **Did you attend any school in your country?** YES NO

c) **Do you have to have a specific test for the residency permit ?** YES NO

d) **Are you a refugee or an asylum seeker?** YES NO

SEZIONE B

1. I never feel quite sure of myself when I am speaking in Italian in Italian language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

2. I do not worry about making mistakes in Italian language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

3. I can feel my heart pounding when I am going to be called on in Italian language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

4. It frightens me when I do not understand what the teacher is saying in Italian.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

5. It would't bother me at all to take more Italian language classes.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

6. I keep thinking that other students are better than me in Italian language.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

7. I usually at ease during written or spoken exercises in Italian language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

8. I worry about the consequences of failing in my Italian language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

9. In Italian language class, I can get so nervous I forget things I know.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

10. It embarrasses me to volunteer answers in my Italian language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

11. I am afraid that my Italian teacher is ready to correct all mistakes I make.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

12. If I think about studying for an Italian spoken or written Italian test, I get more and more nervous.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

13. I feel very self-conscious about speaking Italian in front of other students.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

14. Italian language class moves so quickly I worry about getting left behind.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

15. I get nervous and confused when I speak Italian in Italian language in class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

16. I get nervous when I do not understand every word the Italian teacher says.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

17. I am afraid that the other students will laugh at me when I speak Italian.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Muy de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo En desacuerdo
Muy desacuerdo

7. Normalmente estoy a gusto durante los ejercicios escritos y hablados en clase.

Muy de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo En desacuerdo
Muy desacuerdo

8. Me preocupan las consecuencias de cometer errores en clase.

Muy de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo En desacuerdo
Muy desacuerdo

9. Durante la clase de lengua italiana pongo tan nervioso que olvido cosas que ya sé.

Muy de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo En desacuerdo
Muy desacuerdo

10. Me da vergüenza dar respuesta voluntaria en mi clase de lengua italiana.

Muy de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo En desacuerdo
Muy desacuerdo

11. Tengo miedo de que mi profesor/profesora a me corrija constantemente.

Muy de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo En desacuerdo
Muy desacuerdo

12. Si pienso en estudiar para un test de lengua italiana, oral o escrito, me pongo aún más nervioso.

Muy de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo En desacuerdo
Muy desacuerdo

13. Me siento muy incómodo en hablar italiano en frente de mi clase.

Muy de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo En desacuerdo
Muy desacuerdo

14. El programa va tan rápido que me preocupa quedarme atrás.

Muy de acuerdo De acuerdo Ni de acuerdo ni desacuerdo En desacuerdo
Muy desacuerdo

15. Me pongo nervioso y me confundo cuando hablo italiano en mi clase de lengua italiana.

Muy de acuerdo De acuerdo Ni de acuerdo ni desacuerdo En desacuerdo
Muy desacuerdo

16. Me pongo nervioso cuando no entiendo todas las palabras que mi profesor/profesora dice.

Muy de acuerdo De acuerdo Ni de acuerdo ni desacuerdo En desacuerdo
Muy desacuerdo

17. Tengo miedo que los otros estudiantes se rían de mí cuando hablo italiano.

Muy de acuerdo De acuerdo Ni de acuerdo ni desacuerdo En desacuerdo
Muy desacuerdo

APPENDIX A.3

FLCAS-I (French)

SECCIÓN A

- a) **Quel âge as-tu?** Entre 16-25 26-35 36-45 45-55 plus de 55
- b) **As-tu fréquenté une école publiquement reconnue dans ton pays?**Oui Non
- c) **Dois-tu faire un test de langue pour obtenir ton permis de séjour?**Oui Non
- d) **Es-tu un(e) réfugié(e) ou un(e) demandeur d'asile?** Oui Non

SECTION B

1. Je ne suis jamais très sûr(e) de moi quand je parle en italien en classe.

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

2. Faire des erreurs en classe n'est pas un problème pour moi.

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

3. Je sens mon cœur qui palpite plus fort quand on m'interroge durant la leçon d'italien.

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

4. Je m'inquiète quand je ne comprends pas ce que dit l'enseignant d'italien.

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

5. Suivre plusieurs leçons de langue italienne ne m'inquiète pas du tout.

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

6. Je pense encore que les autres étudiants sont meilleurs que moi en italien.

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

7. Je suis généralement à l'aise durant les exercices écrits et oraux d'italien en classe.

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

8. Ce qui m'inquiète ce sont les conséquences si je ne réussis pas à bien comprendre les leçons d'italien.

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

9. Durant les leçons d'italien en classe, je suis tellement nerveux(se) que j'arrive à oublier les choses que je sais déjà.

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

10. Je n'ai pas le courage d'intervenir volontairement en classe durant les leçons d'italien.

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

11. Ce qui me terrorise c'est que prof d'italien soit prêt à corriger toutes mes erreurs.

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

12. Si je pense que je dois étudier pour un test écrit ou oral de langue italienne, je suis de plus en plus nerveux(se).

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

13. Je ne suis pas du tout à mon aise quand je parle en italien devant les autres étudiants.

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

14. Les leçons d'italien sont tellement rapides que je crains de ne pas arriver à suivre.

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

15. Je deviens nerveux(se) et confus(e) quand je parle en italien en classe.

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

16. Je deviens nerveux(se) quand je ne comprends pas tous les mots que l'enseignant d'italien me dit.

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

17. J'ai peur que les autres étudiants se moquent de moi quand je parle en italien.

Tout à fait d'accord D'accord Ni d'accord ni en désaccord Pas d'accord Pas du tout d'accord

APPENDIX A.4

FLCAS-I (Chinese)

A 部分

- a) 您的年龄? 16-25 26-35 36-45 46-55 超过55
- b) 您在本国上过公立学校吗? 是否
- c) 您必须要参加特定考试来取得居留许可吗? 是否
- d) 您在寻找收容所或者您是难民吗? 是否

B部分

1. 当我在意大利语课上发言时，从未感觉不自信
- 强烈同意 同意 既不同意也不反对 反对 强烈反对
2. 我从不担心会在意大利语课上犯错
- 强烈同意 同意 既不同意也不反对 反对 强烈反对
3. 当我在意大利语课上被点名时，心总是砰砰跳
- 强烈同意 同意 既不同意也不反对 反对 强烈反对

4. 当我听不懂老师的意大利语时，我感到不安

强烈同意 同意 既不同意也不反对 反对 强烈反对

5. 当需要上更多的意大利语课程时，我不会感到困扰

强烈同意 同意 既不同意也不反对 反对 强烈反对

6. 我总是觉得意大利语课上的其他同学比我更优秀

强烈同意 同意 既不同意也不反对 反对 强烈反对

7. 在课堂上写和说意大利语时，我很少感觉舒适

强烈同意 同意 既不同意也不反对 反对 强烈反对

8. 对于意大利语课程，我担心挂科的后果

强烈同意 同意 既不同意也不反对 反对 强烈反对

9. 在意大利语课上，当我忘记原本知道的东西时，我感到很紧张

强烈同意 同意 既不同意也不反对 反对 强烈反对

10. 在意大利语课上，主动发言使我感到尴尬

强烈同意 同意 既不同意也不反对 反对 强烈反对

11. 我总是担心我的意大利语老师会纠正我的错误

强烈同意 同意 既不同意也不反对 反对 强烈反对

12. 当我想到意大利语的读写考试时，我会越来越紧张

强烈同意 同意 既不同意也不反对 反对 强烈反对

13. 在其他同学面前说意大利语时，我总是感觉很自信

强烈同意 同意 既不同意也不反对 反对 强烈反对

14. 意大利语课进度太快，我总是跟不上老师

强烈同意 同意 既不同意也不反对 反对 强烈反对

15. 在意大利语课上说话时，我总是感到不安和困惑

强烈同意 同意 既不同意也不反对 反对 强烈反对

16. 当我听不懂老师说的每一个意大利语单词时，我感到很紧张

强烈同意 同意 既不同意也不反对 反对 强烈反对

17. 当我说意大利语的时候，总是担心其他同学会嘲笑我

强烈同意 同意 既不同意也不反对 反对 强烈反对

6. Mă gândesc în continuu că ceilalți studenți sunt mai buni decât mine la limba italiană.

Acord total Acord Indiferent Dezacord Dezacord total

7. De obicei mă simt în largul meu în timpul testelor scrise și orale de italiană în clasă.

Acord total Acord Indiferent Dezacord Dezacord total

8. Mă preocupă consecințele eșecului la orele de italiană.

Acord total Acord Indiferent Dezacord Dezacord total

9. În timpul orelor de italiană pot deveni atât de agitat/ă încât să uit și ceea ce știu.

Acord total Acord Indiferent Dezacord Dezacord total

10. Îmi e rușine să răspund din propria inițiativă în timpul orelor de italiană.

Acord total Acord Indiferent Dezacord Dezacord total

11. Mă sperie faptul că profesorul meu de limba italiană este pregătit să corecteze toate greșelile pe care le fac.

Acord total Acord Indiferent Dezacord Dezacord total

12. Dacă mă gândesc că trebuie să învăț pentru un test scris sau oral de limba italiană, devin din ce în ce mai agitat.

Acord total Acord Indiferent Dezacord Dezacord total

13. Mă simt foarte rușinat să vorbesc italiană în fața celorlalți studenți.

Acord total Acord Indiferent Dezacord Dezacord total

14. Profesorii de italiană explică atât de rapid, încât mi-e teamă să nu rămân în urmă.

Acord total Acord Indiferent Dezacord Dezacord total

15. Devin agitat și confuz când vorbesc în limba italiană în clasă.

Acord total Acord Indiferent Dezacord Dezacord total

16. Devin agitat când nu înțeleg toate cuvintele pe care le spune profesorul de italiană.

Acord total Acord Indiferent Dezacord Dezacord total

17. Mi-e teamă că ceilalți studenți râd de mine când vorbesc în italiană.

Acord total Acord Indiferent Dezacord Dezacord total

APPENDIX A.6

FLCAS-I (Italian)

SEZIONE A

a) Quanti anni hai? Tra i 16-25 26-35 36-45 46-55 oltre i 55

b) Hai frequentato qualche scuola ufficiale nel tuo paese?

SI NO

c) Devi fare un test specifico di lingua per ottenere il permesso di soggiorno? SI NO

d) Sei un richiedente asilo/rifugiato?

SI NO

SEZIONE B

1. Non mi sento mai abbastanza sicuro di me quando parlo in italiano in classe.

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo

2. Non mi preoccupa fare errori in italiano in classe.

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo

3. Posso sentire il mio cuore palpitare quando sto per essere chiamato fuori durante la lezione di italiano.

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo

4. Mi intimorisco quanto non capisco cosa sta dicendo l'insegnante in italiano

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo

5. Non mi preoccupa affatto seguire più lezioni di lingua italiana.

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo

6. Continuo a pensare che gli altri studenti siano più bravi di me nella lingua italiana.

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo

7. Sono di solito a mio agio durante esercizi scritti o orali di italiano in classe.

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo

8. Mi preoccupa delle conseguenze di non riuscire nelle lezioni di italiano.

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo

9. Nelle lezioni di italiano in classe posso diventare così nervoso tanto da dimenticare le cose che so.

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo

10. Mi imbarazza rispondere come volontario in classe durante le lezioni di italiano.

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo

11. Mi spaventa che il mio insegnante di lingua italiana sia pronto a correggere tutti gli errori che faccio.

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo

12. Se penso a studiare per un test scritto o orale di lingua italiana, divento sempre più nervoso .

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo

13. Mi sento molto a disagio a parlare italiano di fronte agli altri studenti.

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo

14. Le lezioni di italiano vanno così veloci che ho timore di rimanere indietro.

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo

15. Divento nervoso e confuso quando parlo la lingua italiana in classe.

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo

16. Divento nervoso quando non capisco tutte le parole che l'insegnante di italiano dice.

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo

17. Ho paura che gli altri studenti ridano di me quando parlo italiano.

Molto d'accordo D'accordo Nè d'accordo nè in disaccordo In disaccordo Molto in disaccordo