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Exploring Emotions and Motivation in Second Language Learning

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Abstract

The present study aims to investigate language learners' emotional experiences trying to relate them to the L2 motivational self system.

Although past studies have focused more on negative emotions, this study takes in consideration also the positive ones providing a picture of L2 learners' emotions and their motivation in second language acquisition.

The study is divided into two parts: the first part deals with the L2 emotions and motivation and the theories that have been dealing with them.

The second part of the paper describes the empirical research conducted on the sample of 52 secondary school students in age from 16 to 49 years.

The study seeks to relate L2 learners' affect to their L2 future self-guides

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1.1 INTRODUCTION

Emotions play an important role in the process of language learning.

The study of them, for example, can account for differences between engaged and unengaged learners and teachers can benefit from the findings of such studies to devise strategies not only to address negative emotions that L2 learners may experience in the process of language learning but also to keep learners motivated by creating more positive and facilitative emotions.

Till now studies have mostly focused on negative emotions, in particular on language anxiety, but in the recent years there is an increasing attention to positive emotions. The inclusion of emotions in L2 motivation research and more specifically, in the L2 motivational self system, has also been recognized and highlighted by L2 motivation researchers.

Plenty of motivation theories and researches over the decades have tried to understand what moves an individual to make certain choices and decisions, to pursue dreams and goals, creating in this way numerous theoretical models with different understandings of the L2 motivational construct.

Traditionally, researchers have focused on language learning motivation in isolation but in theories today, L2 motivation cannot be separated from complex socio-linguistic factors.

Emotions and motivation are widely accepted by the teachers and researchers as two of the fundamental factors which influence the level of success in L2 learning.

According to Dörnyei, language learning can be compared in many ways to the training of professional athletes, and the literature is very clear about the fact that a successful sports career is often motivated by imagery and vision. "As the athletic career, also the language learning process can be long and often tedious with lots of temporary ups and downs. From this point of view the secret of successful learners is their possession of a superordinate vision that keeps them on track". (Dörnyei, 2009:25)

Imagination and emotions are without doubt crucial feelings which influence the creation of our "language route". They are the powers which determinate both the linguistic path and students' present/future selves.

1.2 L2 MOTIVATION THEORIES

Motivation in second language acquisition can be seen as one of the most important variables of language learning which is responsible for the intensity of the learning itself. Over the years, linguistic and psychology researchers have tried to understand learners' motivation for learning. It seems in fact that without enough motivation learners are more likely to fail in achieving their goals in language learning than the learners who are more motivated.

Dörnyei made a substantial reform introducing the L2 Motivational Self System that puts L2 motivation into a new theory of self and identity: unlike with the previous motivational theories, he was able to unify psychological theories of the self-system.

At the very beginning of L2 research, L2 motivational area was dominated by the work of Gardner and Lambert (1959), who considered the motivation to learn L2 to be very important for inducing learners' desire to integrate into other L2 community.

Gardner and his Canadian associates formulated a model of L2 motivation and developed a standardized motivation battery, the AMTB (Attitude/Motivation Test Battery) (Matušin, 2014) which consists of a number of multi-item scales designed to measure affective constructs related to L2 learning.

Learner's attitudes towards social interaction with the community of native speakers, the potential pragmatic benefits of learning an L2 or attitudes and beliefs concerning their learning environment (specifically, their L2 teacher and course) are examples of the type of L2-related affective characteristics elicited by the questionnaire. Integrative and instrumental orientation are two components of this model. (Bodnar, 2016)

Gardner and Lambert (1972:12) define integrative orientation as "a willingness to become a member of another ethno-linguistic group", while the instrumental orientation is "characterized by a desire to gain social recognition or economic advantage through knowledge of a foreign language".

In other words, the former is associated with the positive attitudes towards the L2 society and the desire to integrate into L2 community. The latter means language learning for a utilitarian value or purpose, so it is related to the beneficial gains of L2 proficiency, such as having a successful career or good salary and social reputation.

According to Gardner integrative orientation assumes a positive disposition toward the L2 group and the desire to interact with it. It suggests that the learner is learning L2 in order to learn about, interact with or become closer to L2 community members.

Furthermore, in a study together with Lambert, Gardner was able to demonstrate that the students, who had an integrative orientation, were more successful in second language learning than those who were instrumentally motivated.

Later, Gardner identifies this orientation with the notion of Integrativeness and defines it as positive look on the L2 and learners' wish to integrate into L2 culture and to become similar to the L2 speakers (Dörnyei, et al., 2006).

Although it is among the most often researched concept in the field, this orientation is not fully understood because it is difficult to define and observe (Dörnyei, 2003).

Gardner (2001) emphasized that Integrativeness did not mean that one wanted to become a member of the other cultural community, but rather an individual's openness to take on characteristics of another cultural-linguistic group. Therefore, this positive attitude and openness towards other L2 group plays a big role in developing a strong L2.

This concept has some common characteristic with Dörnyei's Ideal L2 Self which will be discussed later.

The integrative motive is a construct made up of three main components (Dörnyei and Ushioda, 2011: 42) (see Figure 1):

- “1. Integrativeness, which is identified with integrative orientation (referring to the interest in foreign languages, openness and positive attitudes towards the L2 community);
2. Attitudes towards the learning situation including attitudes towards the language teacher and the L2 course;
3. Motivation, which includes effort, desire (will), and attitude towards learning.”

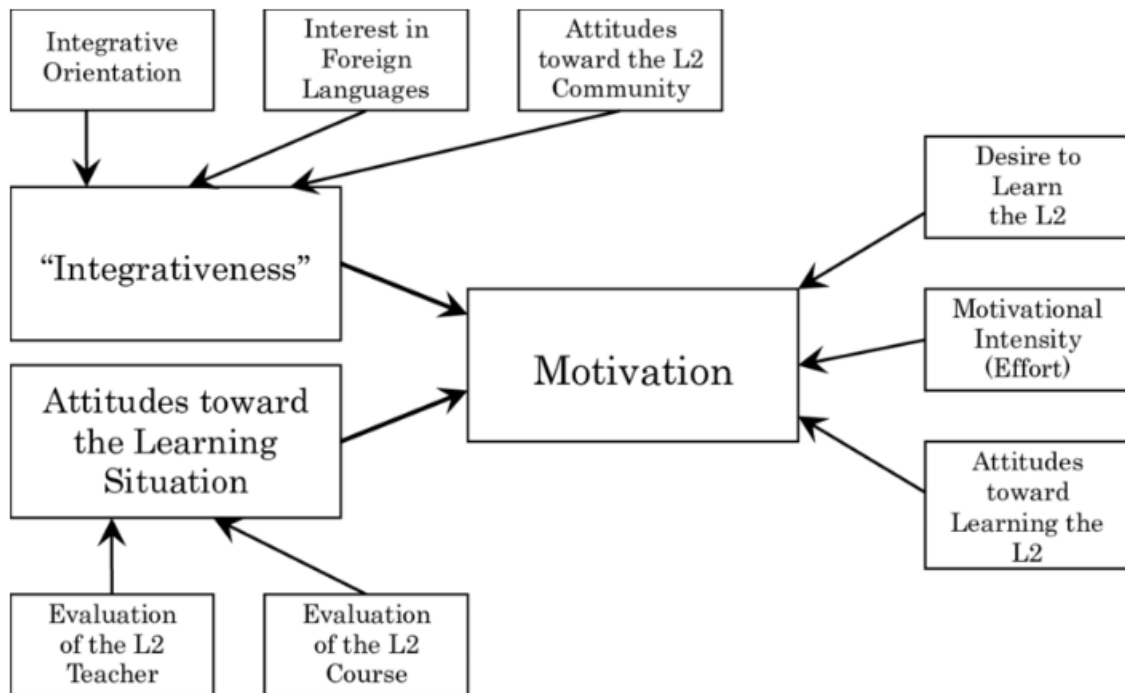


Figure 1: Gardner's Construct of Integrative Motive (Dörnyei and Ushioda, 2011:42)

After the introduction of Gardner's theory, many researchers started to expose their own findings and thoughts about L2 motivation, resulting in a L2 motivation reform which aim was to adopt an education-centred approach to motivation research. (Matusin, 2014) The reform had three main themes:

- “1. There was an effort to expand the social psychological approach with a number of psychological concepts that were seen as primary in the area which did not receive significant attention in L2 research.
 2. More attention was given to L2 motivation with regard to specific language tasks and how this motivation can be improved
 3. Main focus was shifted from wider social aspects to classroom-specific situations.”
- (Dörnyei, 1998:124)

In their research, Clément and Kruidenier specified a few factors that influence motivation and identified four motivational orientations: instrumental orientation, travel, seeking new friendships, and acquiring knowledge. At the end of their research they were able to conclude that social status of the learner and their connection or identification with their social environment are important determinates for the actualization of the four

orientations. For this reason, they focused more on learners' milieu than on learners' integrative or instrumental orientation (Matušin, 2014).

Crookes and Schmidt (1991) also tried to ignore instrumental and integrative orientations only looking at how motivation comprises both internal and external factors. In this way, they were able to identify some internal factors as for example interest in the language based on existing attitudes, experience and background knowledge, expectation of success or failure, outcomes, and the language learner persistence in language learning.

Then Deci and Ryan (2000) developed "the self-determination theory" and introduced two other aspects of motivation: intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable and extrinsic motivation, which refers to doing something because it leads to a beneficial outcome.

After the self-determination theory was introduced into motivational field, in order to better understand L2 motivation L2 researchers began to include some of the elements of that theory. Later on, a new concept was developed including the aspects of identification within learners' self-system to induce motivation for better L2 proficiency (Dörnyei's L2 Motivational System).

Motivation to learn a particular language started to be interpreted through certain aspects of possible future selves and was defined by Dörnyei and Ottó (1998:65) as "the dynamically changing cumulative arousal in a person that initiates, directs, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out".

The greatest shift in L2 motivation field was made by Dörnyei and his L2 motivational system. Recent studies based on Dörnyei's (2005) theory of the motivational self-system, have been conducted to draw special attention to the important role of self-concept in motivation and to explore motivation according to learners' cognitive and affective characteristics (Matušin,2014).

"Therefore, a learner should be seen as reasonable and emotional being whose L2 motivation depends on his/her entire self. As part of this general move towards understanding the relationships between social context (family, classroom, and society) and the individual, there has been a significant shift towards considering the learner as a person rather than as an abstract, depersonalized learner" (Matušin, 2014:5-6).

According to Ryan and Dörnyei (2013), learners' L2 motivation can be fully understood if those learners are seen as whole persons together with their cognitive and affective aspects. Among the numerous investigations conducted focusing on English language motivation among students, particularly in the Asian context (e.g., Chen et al. 2005; Falout et al. 2009; Ryan 2009a, 2009b;) for this research that of Taguchi et al. 2009 was chosen. Thanks to this study and its correlated questionnaire it was possible in this paper to assess learners Ideal L2 self, Ought-to L2 self, Family influence, Instrumentality and Integrativeness within a group of students of a high night school ranging from the age of 16 to the age of 49.

1.3 DÖRNYEI'S L2 MOTIVATIONAL SELF SYSTEM

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself. Learners' self-concept seem to have enormous effects on their approaches, motivations and interest in foreign-language learning. Thus, understanding the self-concept of language learners is of great benefit to foreign-language learners.

Based on the "possible selves" theory by Markus and Nurius (1986, 1987), Dörnyei's self-system identifies three dimensions of motivation. These are: the Ideal L2 self (the vision that you have about yourself in the future, who you wish to become), the Ought-to L2 self (who the others expect you to become, according to social roles and norms), and the L2 learning experience which concerns executive motives related to the immediate learning environment and experience.

Furthermore, the possible selves paradigm (Markus & Nurius, 1986) offers teachers an interesting option that allows to arouse language learners' emotional reactions together with ways of moving them in a positive-broadening direction. Following this model, learners will be able to create specific, vivid representations of what they might become, what they would like to become, and what they are afraid of becoming (MacIntyre P., Gregersen T., 2012).

1.3.1 IDEAL L2 (FUTURE) SELF

The Ideal L2 self is the L2 refers to the representation of the attributes that one would ideally like to possess (i.e. representation of hopes, aspirations, or wishes) and it has a definite guiding function in setting standards that a person wants to reach (Dörnyei, 2009). In other words, it represents the ideal image a learner would like to have in the future. If L2 learners discover that their present proficiency levels are far from the wished future level, their intention is to fill in the discrepancy by using, practicing, and improving their L2 skill. (Saito et al, 2018)

“The Ideal L2 self is a “vivid and real image: one can see, hear and feel one’s ideal self” (Dörnyei et. al., 2006: 92). This means that the last stage of the Ideal self is that of the native speaker of the L2, so if there is a positive attitude toward these speakers, the idealization of the L2 self is wider and stronger. On the contrary, for those learners who dislike the L2 community will be more difficult to develop a strong L2 self. (Tort Calvo, 2015)

For learners with the ideal L2 self, learning English have an emotional significance.

They personalize its value and in turn it helps them internalize their reasons for learning the language.

In particular it is interesting the role assigned to imagination throughout this process and the way in which each individual learner can adjust it to fit their own needs and situation.

The idea of boosting the L2 learner to imagine their future selves as future speakers of a specific target language, their expectations of success and the benefits they could get from learning could be a powerful and effective technique to encourage and sustain concretely learners' motivation.

Furthermore it is significant the fact that expectations and future plans always need to be counterbalanced with potential negative outcomes and failures because, as every foreign language learner knows, failing and making mistakes is an inevitable part of the learning process. Therefore, it is important for the students to learn how to deal with them and with their consequences from an affective perspective, creating in this way, an appropriate balance between what the students wants to achieve at the ideal level and what they can achieve at the realistic and concrete one.

With respect to this, Miller and Brickman (2004) remarked the fact that since future self guides define distant goals, people have to create proximal guides by their own, defining real action plan in order to reach these distal attainments (Locke & Latham, 1990). According to Miller and Brickman (2004), it is this procedure of specific proximal sub goals, or goal-focused strategies, that differentiate reality-based future goals from empty dreams and fantasies.

In their opinion, a lack of enough knowledge or experience and inefficient cognitive skills for planning and problem-solving can be the causes for the absence of a proper system of significant paths to pursue the desired selves. On the other side, if the possible self is followed up by the required procedural knowledge, it will change from a hoped-for into an expected self (Yowell, 2002).

In this sense, teachers should help students in order to induce them to imagine a future self by understanding all the advantages of learning.

It is very useful to create a long-life learning. Since positive vibes help the students to learn more effectively in the present, this “imagined-self” helps the students to learn for future aspirations, motivating them to continue their process of learning and to give a more tangible sense to what they are doing in the present.

1.3.2 THE OUGHT-TO L2 SELF

The Ought-to self refers to the representation of attributes that one believes one ought to possess in order to meet certain expectations and avoid negative outcomes in the future (i.e. representation of someone else’s sense of duties, obligations or moral responsibilities) and which therefore may bear little resemblance to one’s own desires or wishes (Dörnyei, 2009). In fact, these are not learners’ expectations; rather, they can be considered as imported and imposed images of the future that learners internalize to some extent.

Obligations, responsibilities and perceived duties are the attributes which control this dimension. For instance, if a person wants to please their family, teacher or boss with their language fluency, the Ought-to L2 self is the main motivator for their learning and in some cases it can generate a clash between a learner’s personal and social identity.

This dimension can be linked to extrinsic motivational factors, since the wish to be rewarded or praised by others is what prevails to accomplish good language knowledge. The Ought-to self is closely related to peer group norms and other normative pressures (e.g. ethnic community expectations).

Boyatzis and Akrivou (2006) underline a potential source of confusion in the distinction between the ideal and the ought-to selves concerning the level of internalization of the ought-to self (Dörnyei, Z. and Ushioda, 2009). In other words, it is not always easy to comprehend if an ideallike self state represents one's authentic dreams or whether it has been influenced by the desire for role conformity. To this regard, according to Dörnyei and Ushioda it is fundamental to deeply understand where is exactly the boundary between Ideal and Ought-to self and to create harmony among them (Dörnyei, Z. and Ushioda, 2009).

1.3.3 THE LEARNING EXPERIENCE

The L2 Learning experience regards “situated, executive motives related to the immediate learning environment and experience” (Dörnyei, 2009:29).

Situation specific motives that can have a deep influence on motivated behavior can be the curriculum, the L2 teacher, the peer group and the teaching materials (Papi, 2010). This third dimension of the L2 Motivational Self System is not related to self-image but with the situation in the learning process, in the sense that for language learners the motivation to learn an L2 is not from self-images but from the enjoyment deriving from the learning environment.

The L2 learning experience is related to intrinsic motivation. In fact the adequate environment or situation might improve learner's attitude or study. (Tort Calvo, 2015).

1.3.4 COMPARISON BETWEEN ACTUAL, OUGHT AND IDEAL SELF: THE SELF DISCREPANCY THEORY

Higgins (1987, 1996) developed the self-discrepancy theory, which assumes that people are motivated to attain a condition where their self-concept matches their personally relevant self-guides: in this sense motivation involves the desire to diminish the divergence between one's actual self and the expected behavioral standards of the ideal/ought selves (Dörnyei and Ushioda, 2009).

In this way, future self-guides offer stimulus, direction and impetus for action. Enough difference between these and the actual self establishes specific self-regulatory strategies in order to diminish the discrepancy (Dörnyei and Ushioda, 2009).

According to Higgins (1998) the two different types of future selves are motivationally different between them: ideal self-guides have a promotion focus involving hopes, aspirations, improvements, growth and achievements; ought self-guides instead have a prevention focus, controlling the absence or presence of negative outcomes connected to the failure in satisfying responsibilities and obligations (Dörnyei and Ushioda, 2009).

Past research proposes that there are certain conditions that can enhance or hinder the motivational impact of the ideal and ought-to selves. The most important of these conditions seem to be: existence of an clear future self image, harmony between the ideal and ought-to selves, activation/priming, procedural strategies, and the counterbalanced impact of a feared self. (Dörnyei and Ushioda, 2009).

1.4 THE SELF AND THE ROLE OF EMOTIONS

A person's self-concept has traditionally been seen as the summary of the individual's self-knowledge related to how the person views him/ herself at present.

It is generally influenced by two different emotional schemas: negative and positive emotions together with the subsequent different outcomes that these two types of emotions have on the learner's physiological, cognitive, affective and social state.

It is important to develop a high level of self-awareness of oneself. To do this it is necessary to get used to analyze the situations in which a person experiences negative

feelings (exams, stressful situations as for example speaking in front of other people, etc.) that interfere with what he/she is going to do.

Furthermore, it is essential to identify some techniques that can help students in overcoming these emotions as for example some relaxation techniques useful in order to try to “neutralize” the impact of negative feelings and to transform them into motivation which is a strong “supporter” in the process of learning.

Strengths such as optimistic thinking translated as “I can do it” are fundamental to reach goals, in every field and in every activity a person can start.

Teaching students to feel, recognize and distinguish their different emotions while approaching a foreign language learning should be encouraged throughout the whole educational system, starting from the primary school to the higher education.

Learning a language is a lifelong experience and being able to deal with one's emotions can really contribute to enhance students' outcomes as well as constantly ignite the curiosity of learning.

To further understand the mechanism underlying motivation effects in L2 learning, scholars have recently begun to emphasize the importance of including L2 learners' emotional states in the L2 Motivational Self System because L2 learners' perception of actual and future selves may trigger different emotional reactions.

Emotions can profoundly affect students' learning and performance. In fact, they are thought to influence students' intrinsic motivation to learn which is based on interest and curiosity in learning, as well as their extrinsic motivation related to the attainment of positive outcomes (e.g., good grades) or to the prevention of negative outcomes (e.g., poor grades). Furthermore, emotions are expected to facilitate the use of different learning strategies and they can promote different styles of regulation including students' self-regulation versus external regulation of learning.

Barbara Fredrickson developed the broaden-and-build theory in which she basically claims that positive emotions can broaden one's awareness and build new skills and resources, fostering new thoughts and actions.

According to her, positive emotions function in at least five important ways:

1. positive emotions tend to expand people's attention and thinking leading in this way to exploration and play, new experiences and new learning;
2. positive emotion helps to undo the persisting effects of negative emotional arousal;
3. positive emotion promote resilience by triggering productive reactions to stressful events improving for example cardiovascular recovery and making salient feelings of happiness and interest while under stress;
4. positive emotion promotes building personal resources, such as social bonds built by smiles and intellectual resources honed during creative play;
5. positive emotions can influence the learning environment, facilitating in this way foreign language learning. (Fredrickson, 2006)

On the other hand, the negative emotions could be deleterious because they might cause negative feelings not only from a psychological point of view, but also from a physical one. Tension, nervousness, trembling hands, sweat and tachycardia are just few of the adjectives and expressions which have been adopted to describe this phenomenon and as it can be easily supposed, these elements do not facilitate the learning process.

As regarding the possible connection between present feelings and emotions and the future self, it can be assumed that if an element of the present self is perceived as being relevant in the future, there will be persistent maintenance and development: in fact, if future self is close to the present self, therefore imagery can be concrete and goals close in time. Instead, if the present self is not expected to continue, this will not encourage positive-broadening behavior. It's fundamental for a learner to deeply understand these two conditions because for possible selves to be productive, he/she must have a concrete plan of action to achieve the goals.

Learners who successfully appeal to their imaginations to recognize the discrepancy between their present and future selves, and between their feared and ideal selves, will experience an emotional reaction that can then be refitted through cognition to act as a positive-broadening motivator.

As regarding emotions and their impact on language learning, Pekrun, Frenzel, Goetz and Perry's (2007) study on academic emotions offers a multi-dimensional taxonomy of achievement emotions (see Figure 2). which includes three dimensions:

1. the object focus, that is to say the activity or outcome;
2. the valence, that can be positive or negative;
3. the activation, seen as activating or deactivating.

For example, enjoyment is considered a positive emotion which can activate students while they are doing tasks enhancing in this way academic motivation.

On the other hand, hopelessness is seen as a negative deactivating emotion because it can be detrimental (Pekrun et al., 2002a) and is related to outcomes.

| Object Focus | Valence | | | |
|---------------------------|------------------------|------------------------|----------------------|----------------------|
| | Positive | | Negative | |
| | Activating | Deactivating | Activating | Deactivating |
| Activity | Enjoyment ^a | Relaxation | Anger | Boredom ^a |
| Outcome/ Prospective | Hope | Anticipatory Relief | Anxiety ^a | Hopelessness |
| Outcome/ Retrospective | Pride | Relief | Shame | Disappointment |

Figure 2: A three-dimensional taxonomy of achievement emotions (Pekrun et al., 2007)

The Academic Emotions Questionnaire (AEQ) developed by Pekrun, Goetz and Perry (2005) is a self-report instrument which has been designed to assess the relationship between achievement emotions and students' learning and academic performance. Feelings of enjoyment, boredom, anxiety, pride, shame, hope, hopelessness and anger are among such series of emotions, which can be regarded as the most prevalent emotions in academic settings, particularly in the language-learning domain.

Enjoyment

Positive emotions play an important role in one's success or well-being in life. Happy people, for instance, have been found to engage more strongly in activities and perform better on complex mental tasks and in gaining new information.

In the present study, enjoyment refers to positive emotions that language learners experience in the process of learning. Since the ideal L2 self has a promotional focus and involves the presence and absence of positive outcomes, a congruency or a match between L2 learners' present self and their desired self would induce a sense of elation, such as enjoyment.

As a result, in this study, it is assumed that learners with strong ideal L2 selves are more likely to experience the emotional state of joy while learning English.

Boredom

Boredom can be defined as mild, unpleasant and sometimes even painful psychological experience. It can lead the individual to the disengagement from what is happening around him/her implying a mix of dissatisfaction, disappointment, annoyance and lack of motivation towards the set goals. (Danckert & Allman, 2005; Fahlman, 2009; Fisher, 1993). Usually teachers tend to ascribe boredom to their students' laziness or to other personal factors such as anxiety or depression. (Macklem, 2015). Nevertheless, it cannot be denied that boredom is one of the most frequently experienced emotions in school settings. (Pekrun, Goetz, Daniels, Stupinsky, & Perry, 2010).

Anxiety

This feeling is often associated with language anxiety and typically precede avoidance or escape: people would like to avoid a situation that make them anxious as a means of self-protection. (MacIntyre and Gregersen, 2012)

According to the SLA literature, there are various sources of language anxiety and between them Young (Young, 1991) identifies the following ones:

- anxiety, both personal and interpersonal
- learner beliefs regarding language learning
- teacher beliefs regarding language teaching

- teacher-learner interactions
- classroom procedures
- testing (Young, 1991)

In second language learning there are two kinds of anxiety: *debilitative* anxiety and *facilitative* anxiety. The former is connected with a negative effect of anxiety on foreign language learning and the latter is linked with a positive impact anxiety can have on foreign language learning (Horwitz, 2010).

Relief

Relief is generally considered a feeling of reassurance and relaxation following release from anxiety or distress. Feeling "relieved" means feeling good because a difficult problem has passed. In other words, you "feel relieved" when you stop worrying about something. In this paper, the feeling of relief is the sensation felt at the end of tests, which are usually considered the major source of anxiety.

Pride

One particular positive emotion that has a meaningful connection with the learning experience is that of pride. Pride can be considered both as an individual's perception that they have achieved some kind of outcomes linked to the personal value or to other people's value. Such perceptions provide an important self/other distinction in terms of the evocation of pride: if the individual has achieved something of value for himself/herself, or something that is considered as valuable and good by others thus it will allow and foster an improvement in self-esteem or self-worth and improve others' perceptions (Ross, 2016).

Shame

A negative emotion that L2 learners are prone to experience in the course of learning a L2 is the painful and ugly feeling of shame. Usually the shame experience arises when the self is the focal centre of negative criticism. The sense of shrinking follows the painful feeling of shame and the L2 learner is prone to feel small and worthless and inclined to search a way of escaping. According to the focus of attention shame can be experienced

internally or externally (Gilbert, 1998, 2003). Internal shame arises when L2 learners have negative opinion toward their personal skills and characteristics in relation (but not limited) to the target language. On the contrary, external shame (or social shame) arises when L2 learners are concerned with how their own self is projected in the mind of other people. To this regard, Gilbert argued that, since shame implicates negative evaluations of one's global self, the self-discrepancies have been considered as a sense of inferiority, unattractiveness, or defectiveness/deficit on the part of the learners that can lead them to withdraw or avoid certain types of behaviour (Gilbert, 2003).

Hope

Hope seems to be important in the learning process: without hope learners can see no benefit in pursuing knowledge. When individuals do not see a point in acting effortfully, they will not act. When they fail to act they do not succeed. When they do not succeed, they feel depressed. When they feel depressed and not in control of the situation, they feel hopeless.

Hopelessness

Hopelessness can impact on the perception one has of school and life in general.

It has already been stated that if an individual attributes failure to ability, they view failure as an internal, stable and uncontrollable event. A student experiencing failure in school can easily slip into the "cycle of failure".

If failure is linked to one's feelings of self-worth, therefore it will probable that continued failure can lead to feelings of depression and hopelessness (Cynthia M. Nieminski, 2000).

Anger

Anger is one of academic emotions which is experienced during common activities connected with teaching, learning, and testing.

Research conducted by Pekrun, Elliot and Mayer (2008) show that the presence of anger can predict the level of academic achievement. When learners experience a high level of anger, the mastery-goal approach and their achievement become weaker.

Anger, in fact, is considered to be related to lower self-efficacy and can lead to the decline of internal motivation (Kozłowska, 2015).

1.5 ADULT VS TEENAGER

According to Zhao and Morgan, there are have neurological, cognitive and psychological differences in L2A between children, adolescents and adults (Zhao and Morgan, 2005).

Concerning language learning, the adult learner of a foreign language started to be considered as matter of study only around the 1970s.

As regarding the question whether the young learners are better in second language learning than the adult ones, Krashen et al. (1979) indicate that the older is faster, but the young is better.

Balboni (2015) assert that, educationally speaking, an adult have already finished their compulsory educational course and for this reason, it is a person who makes decisions in autonomy and choose to learn. Often adults are seen as complete entities, that is to say beings who have already learned everything they could learn in life and who have reached a full development.

According to Hammerly, adults are in many ways superior to children as learners because they have greater cognitive maturity, better learning strategies and study habits, better focus and goal orientation, a longer attention span, the ability to make a greater variety of associations, and better short-term memory (Hammerly, 1991). The processes that adults use to acquire language give them a good start, but ultimately limit their final level of mastery.

Adults are people with years of experience and a wealth of information whose style and pace of learning has probably changed. They have established values, beliefs and opinions and relate new knowledge and information to previously learned information and experiences. They have pride and have a deep need to be self-directing. Furthermore, they are often embarrassed by their lack of mastery of the language and they may develop a sense of inadequacy.

Teenagers are different. They are not children nor are they adults. They bring to the classroom and the learning situation a unique set of cognitive, emotional, social factors, which teachers must consider when delivering content.

In Piaget's theory of cognitive structures, the last stage, that of formal operations, comprises the age group 12-15, which includes the start of adolescence. In this stage, thinking becomes more formalized and deals increasingly in abstractions. The

adolescent's way of learning becomes influenced by affects concerning feelings of self-consciousness, about how the individual appears and what image is projected or perceived. As they get older, they begin to realize that good learning costs effort. At this stage, motivation and commitment to learning are becoming conscious decisions made by the student.

1.6 MALE VS FEMALE

Second language learning is conditioned by multiple factors and gender seems to be one of those individual differences that would affect language acquisition.

Research into language and gender began in the 1970's with focus in L1 and is still a growing field of research.

It started with a feminist critique of language analysing the relationship between language and gender within the study of "womanness" as a social construct and as a consequence of the Deficit Model of Language (Lakoff, 1973). This model evidenced the overgeneralization of women's language as deficit compared with men's language, considered the right variety. Using as their basis this emerging feminist critique of language, researchers began to broaden the original quest for evidence of differences in male and female language use.

In the 1980's the Dominance Model is based on the assumption that men dominate women through discourse and looks at the whole area of power relations and powerlessness in terms of female linguistic strategies.

Although the shortcomings of the dominance model, in examining language and gender, it takes into consideration the importance of the situational context to which language and gender are intrinsically linked. In fact, without social context, the two variables lose much of their meaning. (Feery, 2008)

During the 1990s a third model called "the Difference Model" appeared. This approach abandoned notions of deficiency and hierarchy towards a notion that stated that communication between the sexes is in reality communication between male and female sub-cultures. Deborah Tannen was one of the main supporter of this view but her books were heavily criticized in academic circles because they were considered stereotypes.

According to other critics, this model lead to the dangers of neglecting the heterogeneity of men and women's speech (Feery, 2008).

A similar approach is the "Community of Practice Model" applied within a language and gender context since the 1990s by Penny Eckert and Sally McConnell-Ginet. They in particular concentrated their research into adolescent communities and gender identity construction. In this approach, gender is seen as a social construct in its own right and it contributes to the construction, reconstruction and co-construction of gender identity (Feery, 2008).

Cole (1997) and Willingham and Cole (1997) in a study with more than 4 million students, arrived at the conclusion that female students retained their language advantage over a period of 30 years (Van de Slik et al, 2015).

Lietz (2006), Rosén (2001), and Wagemaker (1996) noticed the presence of a gender gap in many countries around the world that favours women over men, regarding language skills. Gender differences in L1 acquisition seem to be present in the earliest stages of the life. Girls develop communicative skills before than boys, demonstrating in this way to have a larger vocabulary and to use a wider variety of sentences (Van de Slik et al, 2015).

Differences were also noted regarding boys' and girls' motivations for learning a language. According to Ludwig (1983), boys decided to study a foreign language for practical reasons, whereas girls study it because it seemed interesting. In terms of attitudes, according to Schröder (1996) this more positive approach to foreign language learning amongst girls is linked to their greater desire to learn other foreign languages and to improve their existing knowledge of it. (Feery, 2008)

PART 2

2.1 INTRODUCTION

This second part is dedicated to the study conducted within a sample of students of a private night school. This is a particular school environment made up of mixed classes which include both adolescent and adult students. The coexistence of these two age groups has always been peaceful, without enormous generational clashes. Nevertheless, there is a wide gap between them in the degree of interest and motivation towards the study in general, and in particular towards the study of English language.

The initial purpose of this research was therefore to investigate present emotions towards English language and their possible connections with Future Self concepts by comparing adolescents and adults. However, as the questionnaires proposed to these students were analysed, significant differences between female and male students emerged, especially among the group of teenagers. This study was then extended to include also the study of gender differences, with the aim of obtaining a deeper and more complete analysis.

2.2 AIMS AND RESEARCH QUESTIONS

The main purpose of this study is to investigate present emotions towards English language and their possible connections with Future Self concepts.

Measures to observe and analyse these aspects vary and are not simple, so the variables only represent a segment of what they are.

It is also important to note that emotions are inconstant and unstable, which means that the results that are shown in this research might vary in the future, even if the participants of the study were the same.

Having considered the purpose of the study and its different variables, the research questions of this study are the following:

1. What kind of emotions do English young learners and English adults learners experience during English lessons, while studying this subject by their own and during tests? What are the most widespread between the eight actual feelings towards English - enjoyment, hope, pride, anger, anxiety, shame, hopelessness, boredom?

2. As regarding emotions, is there any gender difference within the adult group and the adolescent group?
3. What are in the young group and in the adult group the most prominent motivational variables among the Ideal L2 Self, the Ought-to L2 Self, Integrativeness, Instrumentality and Family Influence?
4. As regarding these variables, is there any gender difference among within the adult group and the adolescent group?
5. Is there any relationship between the eight emotions and the five motivational variables?

2.2.1 PREDICTIONS

1. As regarding the first question, I predict the presence of positive emotions towards English subject in adults and the presence of negative emotions in the group of teenagers;
2. I expect the presence of more positive emotions in female students than in male students, above all among young learners;
3. For the third questions I expect the prevalence of L2 ideal self and Integrativeness in the adult group, while a prevalence of Ought-to L2 self, instrumentality and Family influence in the group of young learners;
4. Within the adolescent group, I expect to find female students with an Ideal L2 self and male with and Ought-To L2 self and family influence. Instead, within the adult group, I expect the prevalence of Ideal L2 self both for female and for male students;
5. I expect to find a relationship between on one side the positive emotions and the prevalence of the Ideal L2 self in adults and on the other side between negative emotions and the Ought-to L2 self in teenagers.

2.3 PARTICIPANTS

The participants in this study were 52: 26 learners (all aged from 16 to 19) and 26 learners (all aged from 33 to 49). There were 26 female and 26 male learners in each age group. They are actually attending evening classes in a private school in Treviso (Italy) in order to obtain the high school diploma in the course AFM (Amministrazione, Finanza e Marketing). They were all studying English as a compulsory subject, having three English classes a week with a total of 3 hours per week. State school students have a similar learning environment in the entire province in terms of curriculum, materials and assessment methods: they were required to follow a syllabus assigned by the Ministry of Education, and so their exposure to English was similar in other learning contexts.

Their actual maximum educational level is the achievement of the middle school graduation.

As for their self-perception of L2 knowledge it ranges from level A1 to level B1 of the Common European Framework of Reference for Languages (CEFR). Learners' perception of English language knowledge (EL) differs between the two age groups. The group of the teenagers seems to have a higher grade for EL knowledge (with 11 pupils with the B1 level) than the group of the adults, in which only six students gave themselves the highest grade. Concerning gender differences and the perception of EL knowledge, more female learners gave themselves higher grades than the male participants.

As regarding their past educational experience, all the learners between 16 and 19 had many failures or expulsions, above all for bad behaviour. Most of the learners between 33 and 49 had left the school at the end of the third year of the middle school in order to go to work.

| | | |
|----------------------|--------|----|
| Teenagers (16-19) | Male | 13 |
| | Female | 13 |
| Adults (33-49) | Male | 13 |
| | Female | 13 |

Figure 3: learners' gender and age

2.4 INSTRUMENTS

The questionnaires used in this survey are two.

First questionnaire

The first questionnaire was adapted from Pekrun and colleagues, who developed the AEQ (Pekrun et al., 2002, 2005, 2011), a self-report instrument assessing college students' achievement emotions.

While the measurement of test anxiety has made systematic progress in the last sixty years, there is still a lack of measures for addressing other relevant academic emotions and situations. An exception to this is Pekrun's work on the development of the Achievement Emotions Questionnaire.

The AEQ consists of 24 items and measures eight different class-related emotions, eight learning-related emotions, and eight test emotions.

The class-related emotion scales

They include 8 items and instruct students to report how they feel during lessons with regard to:

- (1) Enjoyment ("I enjoy being in the English class")
- (2) Hope ("I am confident because I understand and I handle the subject")
- (3) Pride ("I take pride in being able to keep up with the material in the English class")
- (4) Anger ("I feel anger welling up in me during the English class")
- (5) Anxiety ("I get scared that I might say something wrong in the English class, I'd rather not say anything")
- (6) Shame ("I feel ashamed of not being able to speak correctly")
- (7) Hopelessness ("I have lost all hope of understanding the English material")
- (8) Boredom. ("I get bored during the English class")

The learning-related emotion scales

They include 8 items and instruct students to report how they feel with regard to studying in terms of the same eight emotions as above:

- (1) Enjoyment (“I enjoy acquiring new knowledge”)
- (2) Hope (“I have an optimistic view toward studying”)
- (3) Pride (“I’m proud of my capacity”)
- (4) Anger (“Studying makes me irritated”)
- (5) Anxiety (“When I don’t understand something during English class, my heart races”)
- (6) Shame (“I feel ashamed that I can’t absorb the simplest of details”)
- (7) Hopelessness (“I feel hopeless when I think about studying”)
- (8) Boredom (“The English material bores me to death”)

The test-related emotion scales

They include 8 items and instruct students to indicate how they feel with regard to test-related enjoyment, hope, pride, relief, anger, anxiety, shame, and hopelessness.

- (1) Enjoyment (“For me the English test is an enjoyable challenge”)
- (2) Hope (“I have great hope that my abilities will be sufficient”)
- (3) Pride (“During the English test, I feel proud of my knowledge”)
- (4) Relief (“after the English test I feel relieved”)
- (5) Anger (“During the English test I feel very angry”)
- (6) Anxiety (“I feel panicky when writing an exam”)
- (7) Shame (I feel so ashamed that I want to hide”)
- (8) Hopelessness (“I have lost all hope to have the abilities to do well on the exam”)

I translated into Italian for Italian students and the questionnaire is attached as Appendix A.

The collected data was analysed and computer-coded using Excel.

Second questionnaire

The second questionnaire was adapted from Taguchi et al.’s study (2009) of L2 Motivational Self System among Japanese, Chinese, and Iranian Learners of English.

It consists of 14 items with six-point Likert-type scale, ranging from strongly disagree (1) to strongly agree (6), which assess learners Ideal L2 self, Ought-to L2 self, Family influence, Instrumentality, and Integrativeness.

The 5 motivational components were elaborated as follows.

Ideal L2 self.

This item had three statements (1,2,3) to elicit whether or not and how learners were able to envision themselves as proficient English users. The questions are “I can imagine myself living abroad and having a discussion in English”, “Whenever I think of my future career, I imagine myself using English” and “The things I want to do in the future require me to use English”.

Ought-to L2 self.

This item included three statements (4,5,6) such as “Studying English is important to me because an educated person is supposed to be able to speak English”, “I have to study English; otherwise, I think I cannot be successful in my future career” and “Studying English is important to me in order to gain the approval of my peers/teachers/family”

Family influence.

This item captured the impact from family background. Two statements (7,8) were provided: “My parents encourage me to take every opportunity to use my English” and “I have to study English, because, if I do not study it, I think my parents will be disappointed with me”

Integrativeness.

Integrative motivation had been reconceptualised and no longer rigorously conditioned the identification with L2 people or entering into membership of L2 community.

Integrativeness subsumed three statements: “If an English course was offered at university or somewhere else in the future, I would like to take it”, “I am prepared to expend a lot of effort in learning English” and “I would like to study English even if I were not required”.

Instrumentality.

There were three statements (12,13,14): “Learning English is important to me because I would like to travel internationally”, “Studying English can be important to me because I think it will someday be useful in getting a good job” and “I have to study English because I don’t want to get bad marks at school”

I translated it into Italian and the questionnaire is attached as Appendix B.

The collected data was analysed and computer-coded using Excel.

2.5 PROCEDURE

Students were asked to answer two questionnaires (see Appendix).

All the questionnaires were administered in January 2019 and were filled in during regular English classes. I have been working in this school as Spanish teacher since 2011. To have these questionnaires filled in by students, I requested help and cooperation from the English teacher. The teacher and the school were informed of the nature of and purposes of the study. I conducted the survey during the class time. Before distributing the questionnaire, the researcher told the purpose and directions of the questionnaire so that the students could complete the survey more accurately. They were assured that their answers would be used only for research purposes. They took learners approximately 20 minutes on mean. The questionnaires are anonymous. The only personal data regards the age and the sex. The items were measured by five-point Likert scales, from 1 showing ‘not at all’ to 6 showing ‘very much’. The criterion measure was taken from the students’ English achievement scores. The questionnaire was translated into Italian in order to avoid misinterpretations.

As regarding the first questionnaire the eight emotions were analysed according to the extent of how students perceive them in the different situations.

2.6.1 QUESTION 1: RESULTS AND DISCUSSION

What kind of emotions do English young learners and English adults learners experience during English lessons, while studying this subject by their own and during tests? What are the most widespread between the eight actual feelings towards English - Enjoyment, hope, pride, anger, anxiety, shame, hopelessness, boredom?

The following line diagrams represent the eight emotions identified by the AEQ test and submitted to students through questionnaire.

There are three graphs in the chart according to the three moments examined: the first one refers to the moment lived in class during English lesson under the guide of a teacher; the second refers to the moments spent studying by own self and the third line regards the feeling during tests at school.

The green lines show the levels of emotions felt by young learners and the orange graph shows those felt by adult learners.

The only exceptions are the graphs concerning the emotion of boredom that is analysed in only two moments (during lessons and while studying) and the sensation of relief analysed in only one moment (after tests).

Results and discussion

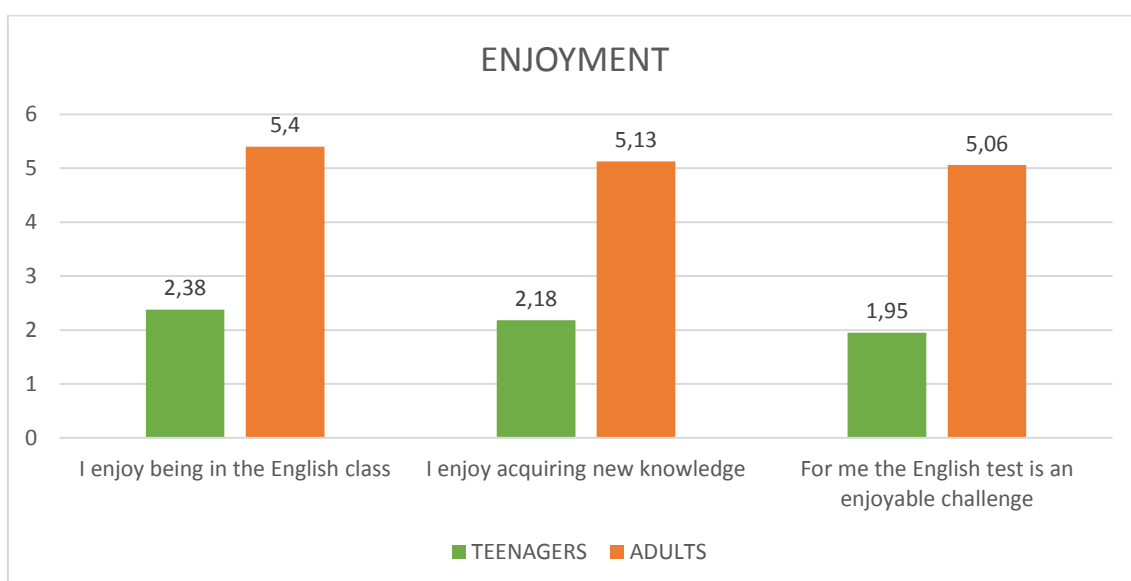


Figure 4: Age differences according to the feeling of Enjoyment

As regarding the level of Enjoyment, as shown in Figure 4, there are big differences between teenagers and adults.

Teenagers manifest a low level of Enjoyment: English language does not excite them. Unlike adults, they do not enjoy learning new things by studying (M=2,18), by participating in lessons (M=2,38) and above all they do not see tests as a positive challenge to test themselves (M=1,95).

Adults clearly show appreciation of the subject in all moments: when the subject is faced in the classroom under the guide of a teacher (M=5,4) , when it is faced on its own at home (M=5,13) and even during tests (M=5,06).

In the Figure 5 we can see that once again tests are the moments most critic and receive the lowest mean (M=2,02) about those regarding the feeling of Hope. Young students don't believe to have the abilities to face tests.

On the contrary adults seem to have a prevalently positive attitude towards this learning experience: they are self-confident during the lessons (M=5,25), they are optimistic while studying (M=5,23) and they are hopeful that the abilities they have reached will be sufficient during the tests (M=5,03).

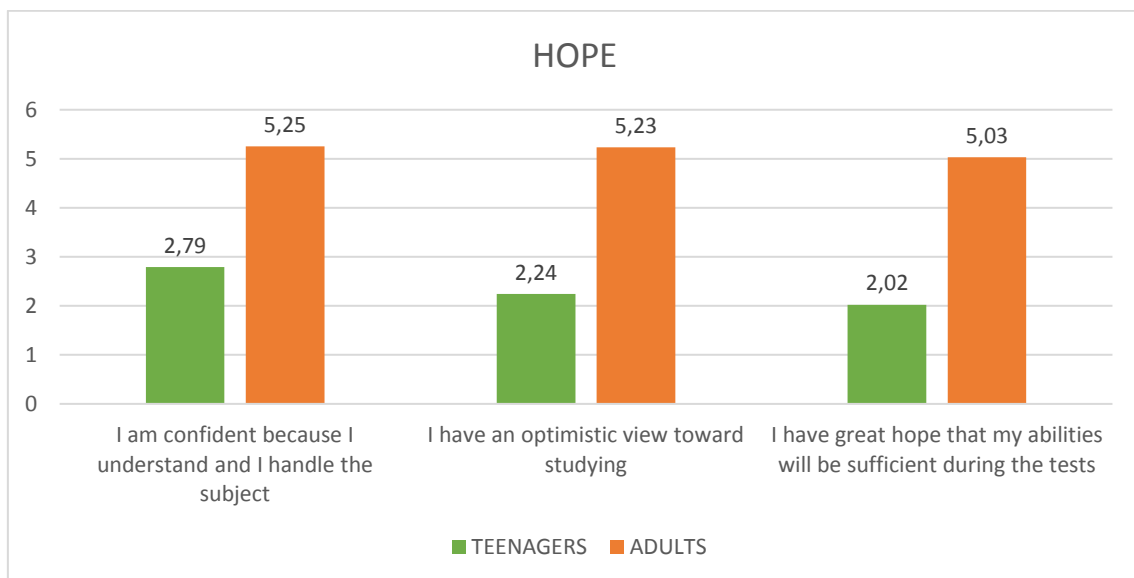


Figure 5: Age differences according to the feeling of Hope

With regard to the feeling of Pride in the figure 6, it seems that for adults, the simple fact of being able to keep up with the material during the English classes is a source of pride

(M=4,46). Furthermore, during the lessons they demonstrate to be proud of their own capacities (M=4,23) and of their knowledge during the tests (M=4,38). On the other hand, young students don't pay much importance to being updated with school material (M=2,46), they are also aware (and therefore not proud) that their skills are scarce during the lessons (M=1,75) and that their knowledge is not up to what is required in the tests (M=1,56).

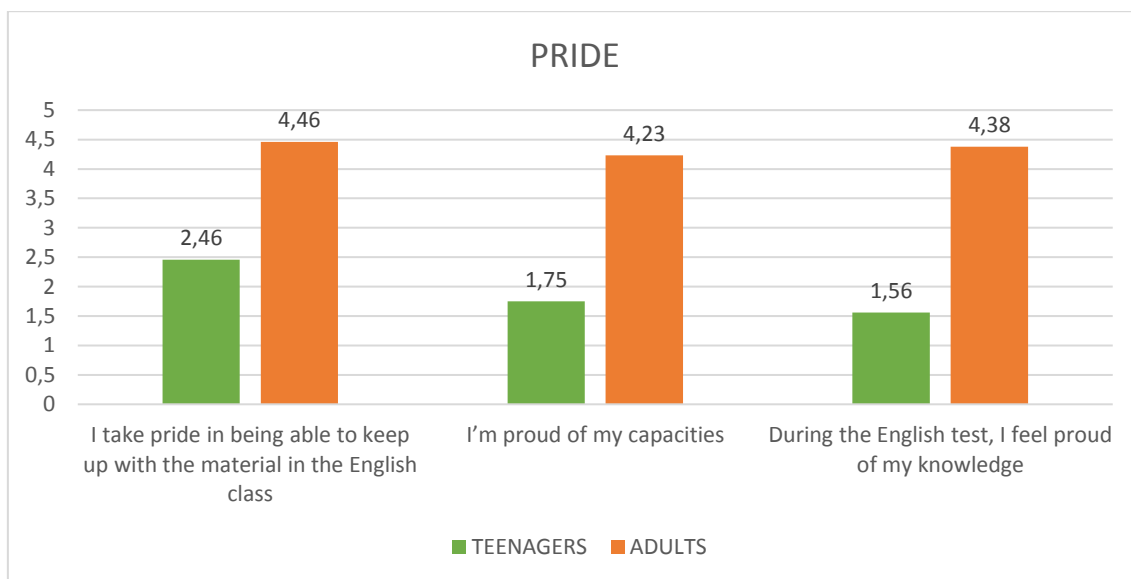


Figure 6: Age differences according to the feeling of Pride

According to Figure 7, it seems that in addition to hopelessness teenagers manifest also a sense of anger: during the course of lessons (M=3,07), while studying (M=3,3) and during tests (M=3,47).

Adults seem to have a more positive attitude towards the learning of English language during lessons with a very low mean of anger (M=1,44), while studying (M=1,61) and during tests (M=1,75).

Anxiety is an emotion that unites both groups of students in all three moments examined with quite similar values (Figure 8).

Adults show slightly higher anxiety levels than teenagers with a mean of 3,92 during class caused by fear of saying something wrong and a mean of 3,64 while studying for fear do not fully understand the arguments even the simplest ones.

The anxiety increases considerably during tests. The statement "I feel panicky when writing an exam" receives in fact a mean of 4,84.

Young students show similar means of anxiety: $M=3,3$ during lessons, $M=3,01$ while studying on their own and $M=3,83$ during tests.

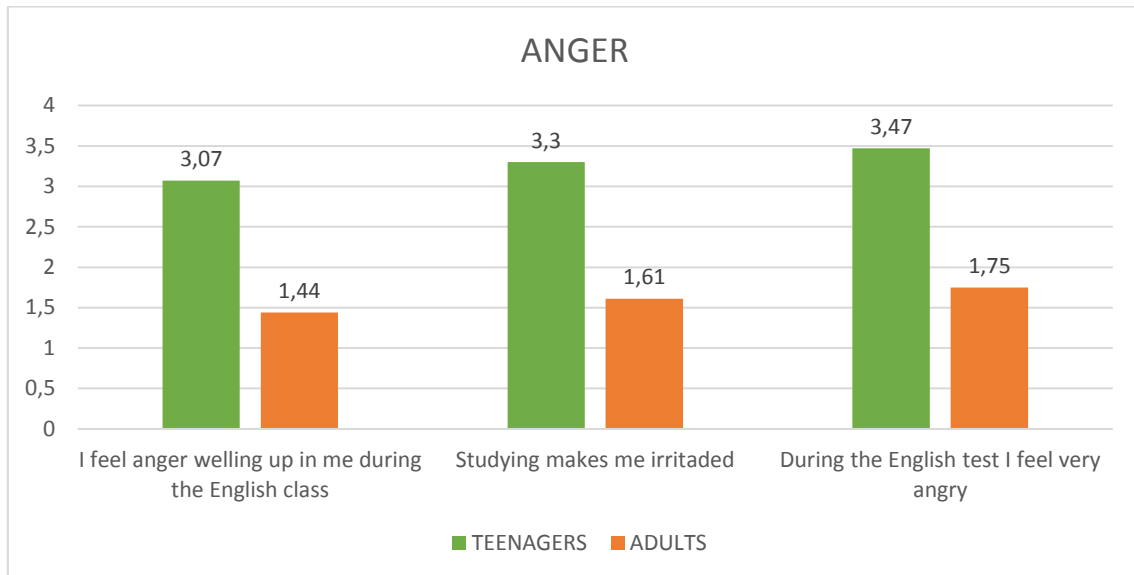


Figure 7: Age differences according to the feeling of Anger

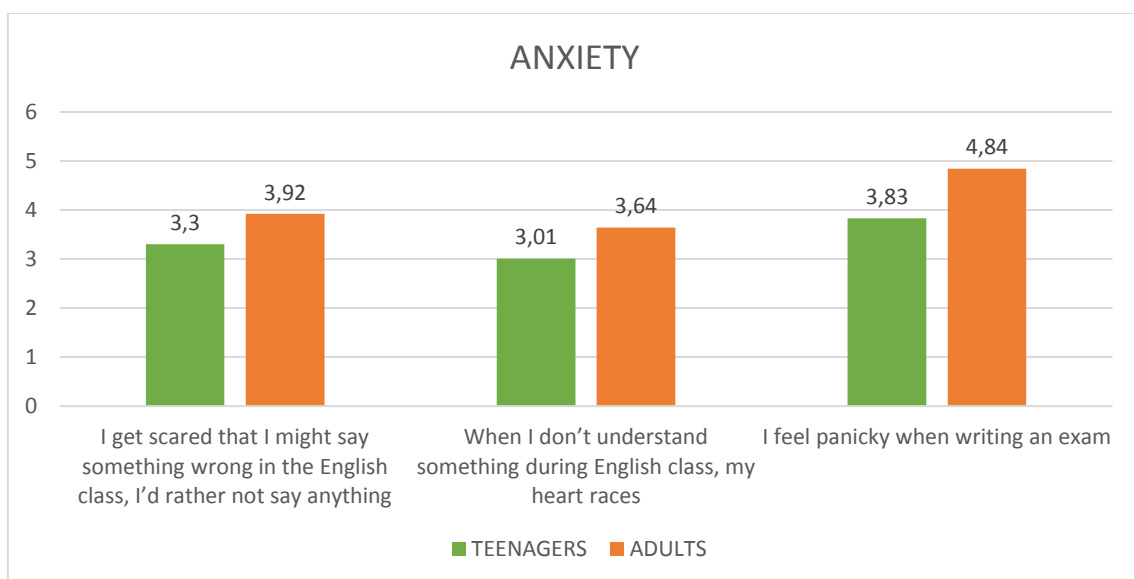


Figure 8: Age differences according to the feeling of Anxiety

In line with the data concerning anxiety also those concerning the relief after tests are high and similar to each other (Figure 9).

Adults who expressed greater anxiety than young students also show greater relief at the end of the tests ($M=5,15$). The mean for this feeling for young students is 4.

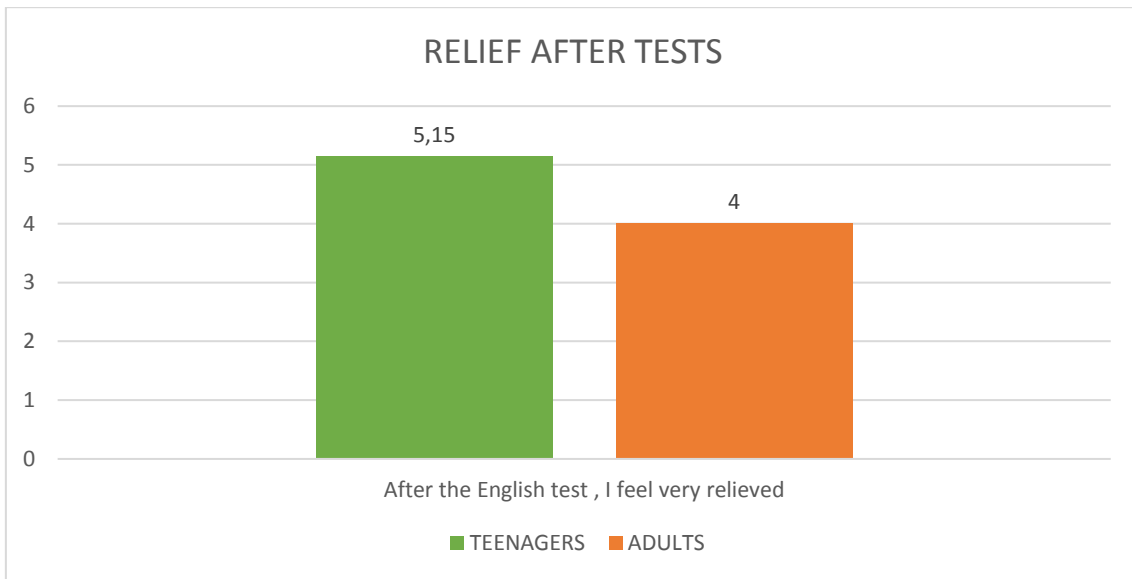


Figure 9: Age differences according to the feeling of Relief after tests

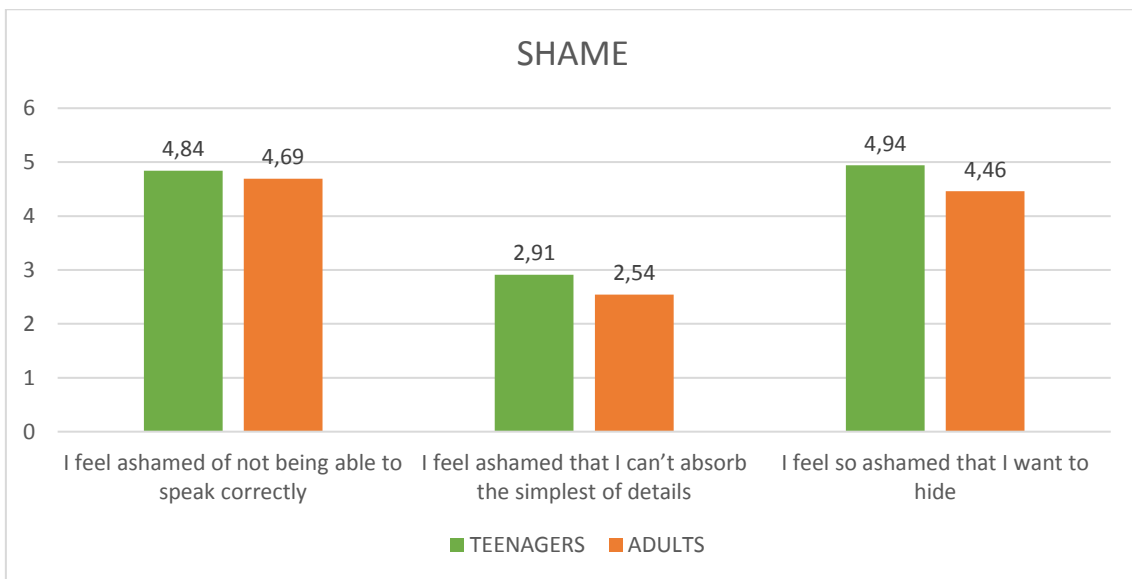


Figure 10: Age differences according to the feeling of Shame

Shame is another feeling that presents similar means in both groups (Figure 10). Adults, despite showing quite high levels of pride, also show high levels of shame. The fear of not being able to speak correctly during the lessons causes a mean of shame for adults of 4,69. A similar mean for them is found at the time of testing (M=4,46). Less is the shame felt by adults at the time of personal study: “I feel ashamed that I can’t absorb the simplest of details” has a mean of 2,54.

On the other hand, young people who showed low levels of pride demonstrate high levels of shame. As for adults the means of shame related to the time in class and to the time of the tests are high and similar, respectively a mean of 4,84 in the first case and a mean of 4,94 in the second case.

The time of the study at home has a lower mean (M=2,91)

According to Figure 11, it seems that young students are equally hopeless in all situations: during the lessons they seem to have lost all hope of understanding the English material (M=4,49), they seem discouraged while studying (M=4,63). The test time is the one that receives the highest mean of the scores awarded by young students. In fact the item “I have lost all hope that I have the possibilities to do well on the test” receives a mean of 5,41

Adult students show low levels of hopelessness: during lessons (M=1,84), while studying (M=2,15) and during tests (M=2,27)

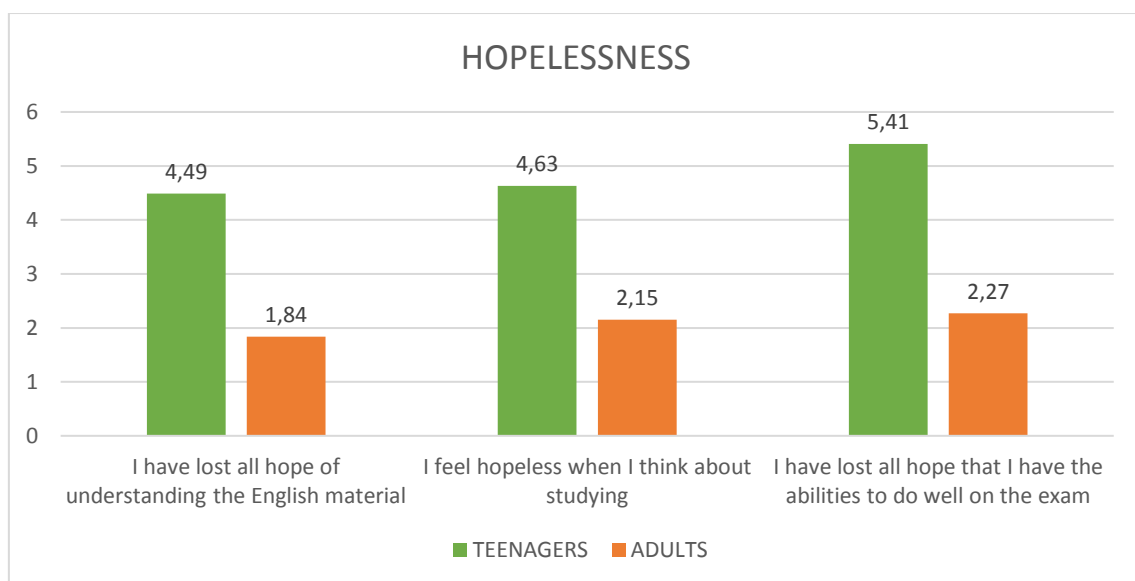


Figure 11: Age differences according to the feeling of Shame

Finally, as we can see from figure 12, the feeling of boredom towards the English language is analysed in only two moments: during the lesson and during the personal study. As far as this emotion is concerned, the difference between the means of young students and adult students is probably the most marked among those analysed so far and is in agreement with previous data related to enjoyment. Young students show very high

boredom levels: the item “I get bored During the English class” receives an mean of 4,95. A higher mean is that related to the item “the English material bores me to death” (M=5,30). Adults, who had previously demonstrated a high level of enjoyment in all situations, consistently demonstrate here low levels of boredom: M= 1,77 during lessons and M= 1,84 while studying.

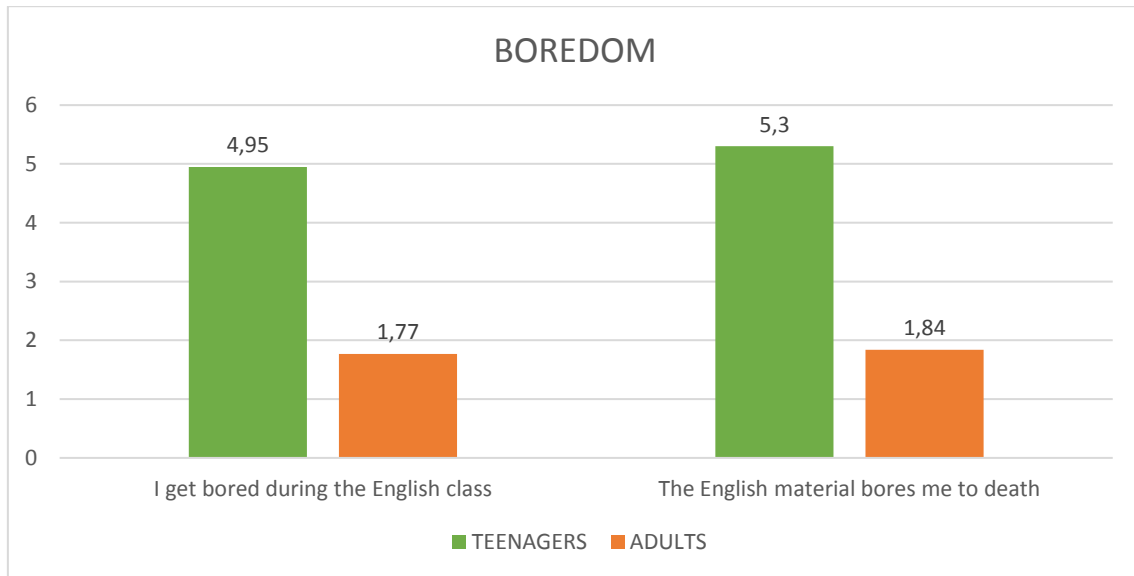


Figure 12: Age differences according to the feeling of Boredom

In this part, students has given their opinion about feelings towards the English language in three different situations: while they are taking part to the lessons, while they're studying English by their own, and the third moment considered tests both during and after them.

According to the results, adults seem to have a more generally optimistic outlook towards the language and are genuinely more excited to learn than teenagers.

Adults seem to experience more enjoyment, pride and hope related to class attendance, with means of 5,4 for the first emotion, 5,25 for the second and 4,46 for the third. As for these three positive emotions experienced during the lessons, young students are on much lower means: 2,38 for the feeling of enjoyment, 2,79 for that of hope and 2,46 for the pride.

These results are not surprising. The difference in attitude between the two different groups, that of adults on the one hand and that of young people on the other, during the lessons is remarkable: adults undoubtedly show more interest and desire to learn and to participate in the lessons than their young classmates.

To confirm this statement we find for the young students higher means than those of adults for negative emotions like anger, hopelessness and boredom at the moment of the lesson: 3,07 for anger, 4,49 for hopelessness and 4,95 for boredom.

Perhaps the most disconcerting fact is that related to hopelessness in young people: the fact that even at the age of adolescence all hopes of understanding the material done in the classroom have been lost is probably an indication of a loss of goals and confidence in the ability to reach them even under the guidance.

Also in the second moment taken into consideration, that is that linked to the personal study, the adults manifest once again positive emotions: 5,13 of enjoyment about learning new things, 5,03 of hope towards the study of this language 4,23 of pride-linked to their capacity of acquiring new knowledge. Young people have definitely lower means: 2.18 for enjoyment, 2.24 for hope, 1.76 for pride, while they have higher means for the anger at the time of study (M 3.30), 4.63 for hopelessness while studying and 5,3 boredom of English material.

Here too, the difference in attitudes can be seen from the desire to learn and the commitment and constancy that each group invests in the language process: certainly greater for adults, much lower for young people.

Finally, even in the third moment examined, adults differ for the possession of emotions certainly more positive than young people. The tests are seen as positive challenge to test oneself and they receive from adults a mean of 5,13 of enjoyment. Furthermore they are hopeful that the abilities they have reached will be sufficient During the tests (M=5,06) and they seem to be proud of their knowledge During tests (M=4,38).

The young still confirm a low degree of positive emotions: 1.95 enjoyment, 2.02 hope, 1.56 pride. Here too however stands a very high mean of 5.41 in the negative emotion of hopelessness

It is well known that the adolescence is a period of difficulties, conflicts and adaptation problems and some of these experiences are likely to influence important psychological states negatively. In addition, it is thought that environmental factors are also considered

to be important. Therefore, this result was not surprising at all especially considering the background of most of these students.

Adult students are characterized by a higher degree of positive emotions despite the fact that they have dropped out of school for several years: in every moment, they have manifested their joy and hope regarding the study. Furthermore, during lessons and tests they have always demonstrated their ability to tackle and overcome obstacles successfully and this helps to increase their self-esteem. Moreover, adults certainly have greater awareness of their duties: having the possibility to resume studies from where they were interrupted is more a reason for happiness and pride than anger.

Young people and adults alike live three emotions: anxiety, shame and relief after tests. For these emotions and sensations in fact, the two groups have very similar means in all three moments examined.

High means of anxiety appear to be closely related to relief after tests. It is normal to think that the more tense a person is during an examination, the greater will be his sense of relief at the end of it.

As for the emotion of shame in adults, we have contrasting data with those of pride, which is the opposite emotion. Adults in fact despite showing high means related to pride (M=4,46 During lessons, M=4,23 while studying and M=4,38 During tests) demonstrate at the same time high means of shame (M=4,69 during lessons and M=4,46 during tests). It can be assumed that this feeling of shame is more related to the real fear of saying or doing something wrong in class no during the tests.

Young people instead show low levels of pride (M=2.46 during lessons, M=1.76 while studying and M=1.56 during tests) and high levels of shame (M=4.84 during lessons, M=4.94 during tests). In this case it can be assumed that their sense of shame is more related to their awareness of poor school preparation.

Results suggest that in this particular case emotions, both negative and positive, affect in one way or another the degree of participation during the lessons, in the commitment invested in personal study and in the attitude towards the tests.

We can also assume that in this case negative emotions may be considered detrimental to foreign language learning, while positive emotions serve as learning enhancers. It's good to know how people Directly feel about English to better understand their motives and the level of support they'll require

2.6 QUESTION 2: RESULTS AND DISCUSSION

As regarding emotions, is there any gender difference within the adult group and the adolescent group?

The following line diagrams represent the eight emotions identified by the AEQ test and submitted to students through questionnaire. In this case, however, we want to identify which are the greatest emotions and feelings felt comparing boys and girls in a graph and men and women in another graph. The purpose of this is to further interpret the means represented in question 1 in search of discrepancies between male and female visions within the two age groups.

The values in the graphs refer to simple mathematical means of the scores that students have given to each statement.

In each line diagram, there are again three graphs according to the three moments examined. The first refers to the moment lived in class During English lesson under the guide of a teacher. The second refers to the moments spent studying by own self and the third graph regards the feeling during tests at school.

Furthermore, in each line diagram, the light-blue lines show the levels of emotions felt by male students and the pink lines show those felt by female students.

As above, the only exceptions are the graphs concerning the emotion of anger that is analysed in only two moments (during lessons and while studying), that of boredom (analysed during lessons and while studying) and the sensation of relief analysed in only one moment (after tests).

Results and discussion

According to figure 13, female students, both girls and adults, show higher levels of enjoyment than male classmates during lessons and while studying.

Women have a mean of 5,75 during classes and 5,89 while studying, while men have a mean of 5,05 in the first case and 4,37 in the second case.

The difference between the percentages is more marked in the young group.

The male young students have an mean of enjoyment of 1,54 during the lessons and 1,61 while studying. Girls show higher levels: M=3,22 during lessons and M=2,75 while studying.

At the time of the tests female students show lower percentages of enjoyment (for girls M=1,67 and for boys M=2,23; for women M=3,95 and for men M=6,17).

However adults, both female and male, show higher (and similar between them) levels of enjoyment in all moments.

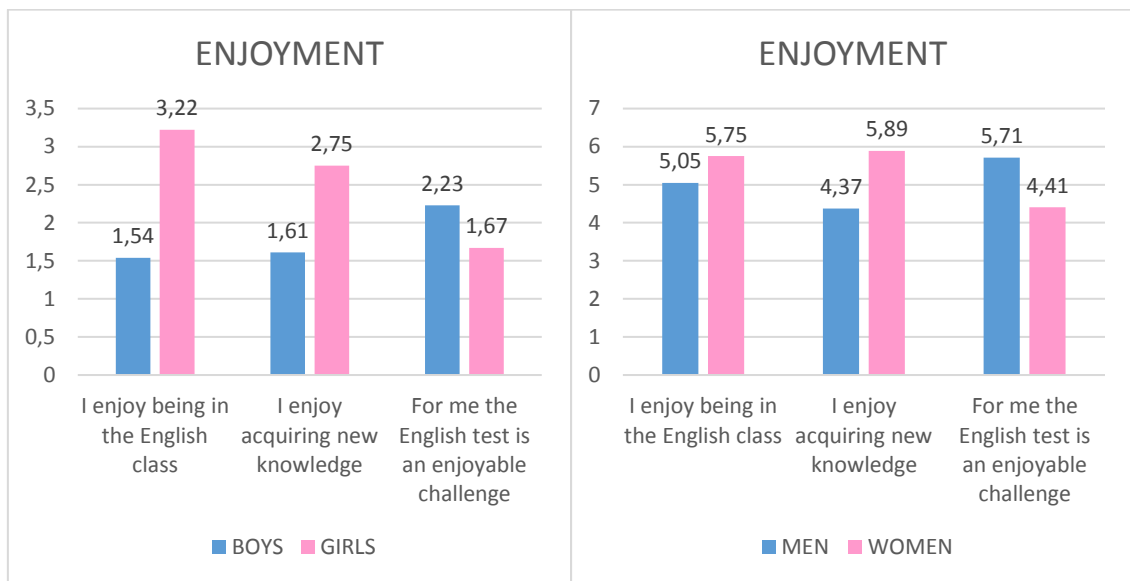


Figure 13: Gender differences according to the feeling of Enjoyment

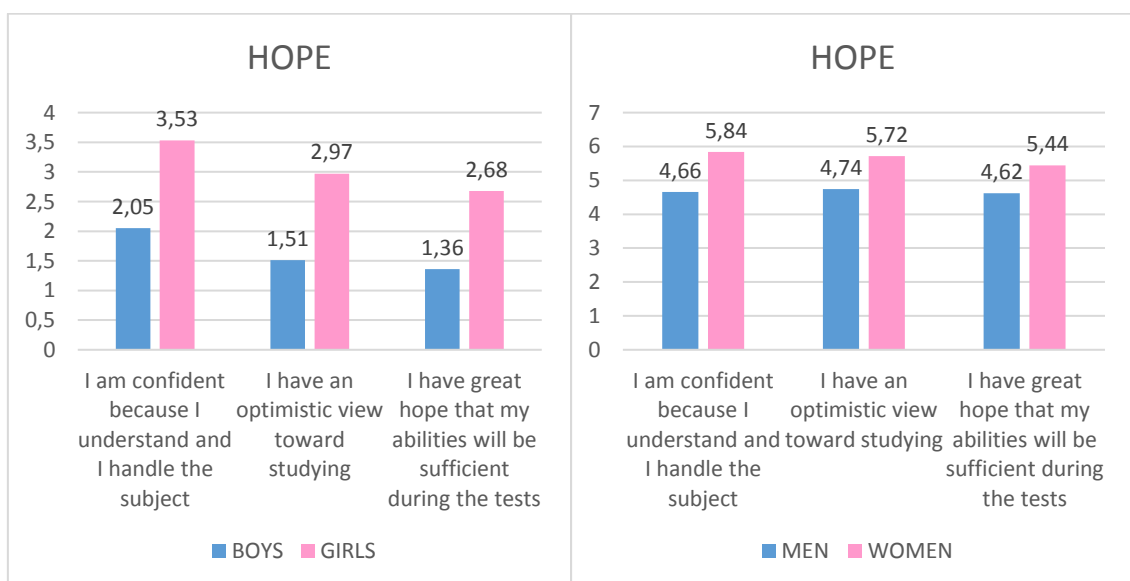


Figure 14: Gender differences according to the feeling of Hope

Also in this case female students show higher levels of hope than male companions and these differences are again more noticeable within the group of teenagers. In fact, while male young students have very low means of hope (M=2,05 during lesson, M=1,51 while studying and M=1,36 during tests) girls, on the other hand, show that they have greater hope of learning the English language with an mean of 3.53 during classes, 2,97 while studying and 2,68 during tests. Adults have higher means of hope than teenagers: men with means all between 4,5 and 5,0 and women with means all above 5,0.

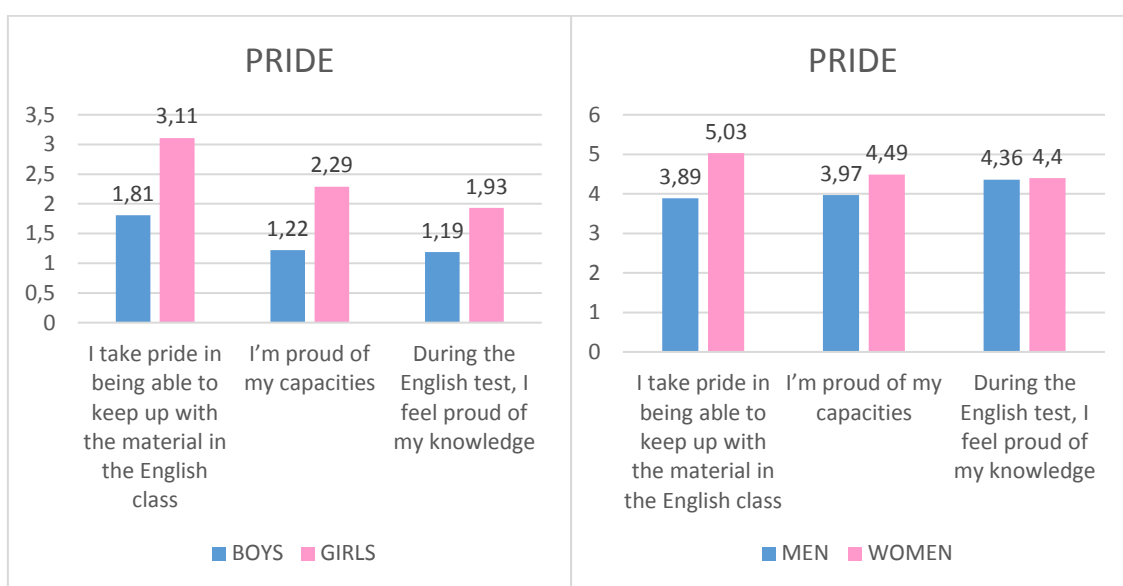


Figure 15: Gender differences according to the feeling of Pride

As regarding pride, the young learners, both males and females, have considerably lower means than their adult classmates (Figure 15)

However, the girls show to possess higher levels of the young male classmates, especially with regard to the item of the moment related to the class lesson: “I take pride in being able to keep up with the material in the English class”. This item in fact receives a mean of 3,11 from girls a mean of 1,81 from boys.

Also in the adult group the item tied to the moment in class is that which evidences the greater difference between men and women: the men with a mean of 3,89 and the women with a decidedly higher mean of 5,03.

As regarding the other two moments, that of the personal study and that of the test in class, men and women have very similar means.

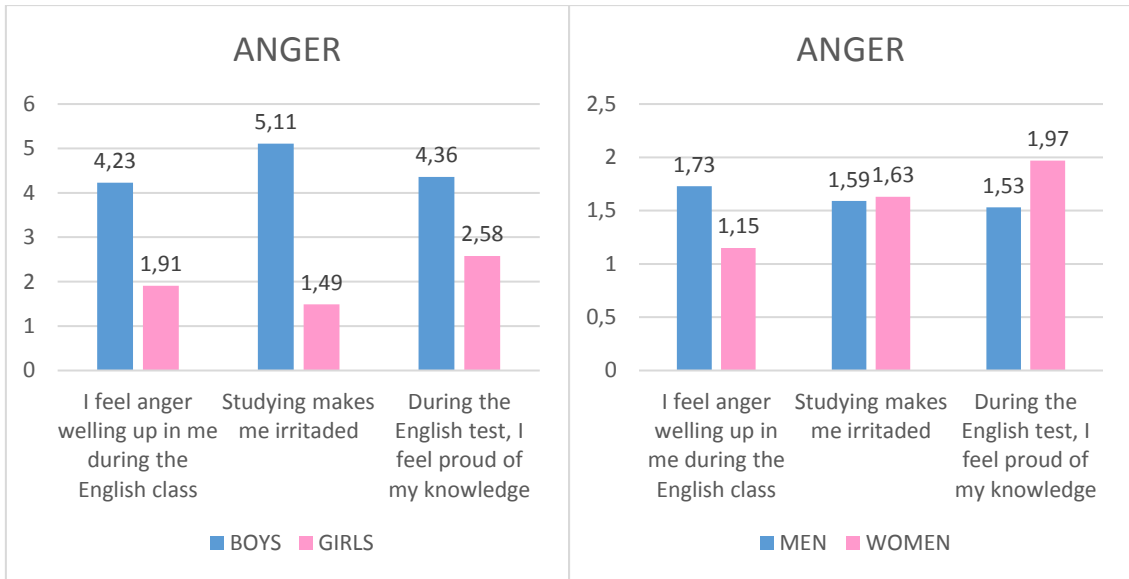
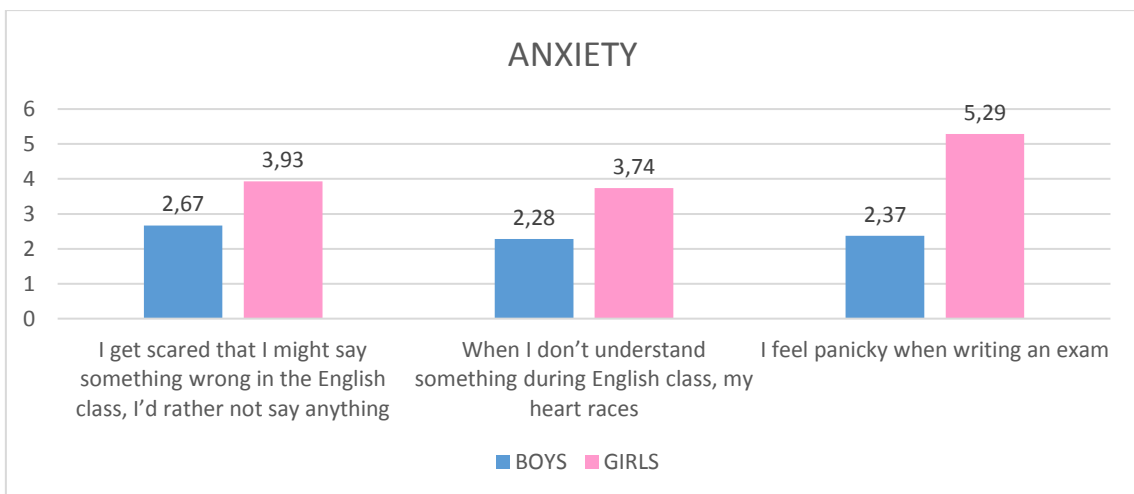


Figure 16: Gender differences according to the feeling of Anger

There is a distinct difference between boys and girls as regards the negative emotion of anger (Figure 16).

The formers in fact attribute a high mean of 4,23 to the item related to the time lived in the classroom with the teacher (“I feel anger welling up in me during the English class”) and even 5,11 at the time of personal study, with the item “studying makes me irritated”. Girls, as well as adults, are on much lower means of anger that in no case exceed the mean of 2.



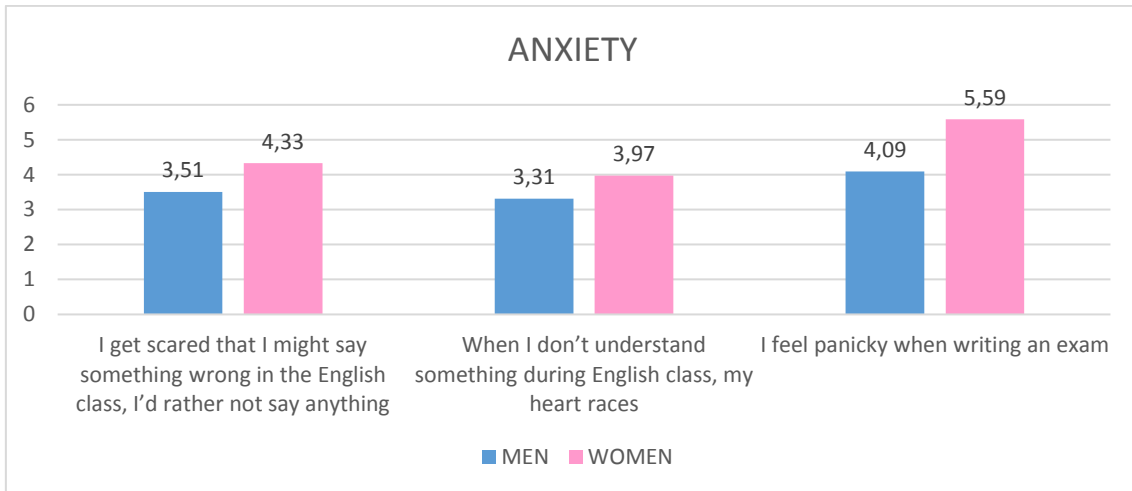


Figure 17: Gender differences according to the feeling of Anxiety

As regarding anxiety, the boys' means are very similar to those of the male adult classmates and those of the girls are similar to those of the women.

Anxiety is a feeling experienced mainly by the female sex with peaks of very high means (M=5,29 for girls and M=5,59 for women) at the time of testing with item "I feel panicky when writing an exam".

As for question 1, also in this case the means related to the relief sensation after tests (Figure 18) seem to be in line with those related to anxiety: the more a person feels anxiety during a test, the more will be brought to feel relief at the end of it.

The young and the adult males who in the previous graph showed to have less anxiety than the women at the time of the test, also show to less experience the sensation of relief: a mean of only 2,54 for the boys and 4,33 for the men.

On the other hand, women, both young and adult, who suffer more from anxiety at the time of the test experience a strong relief after tests with very high means: 5.46 for girls and 5,97 for women.

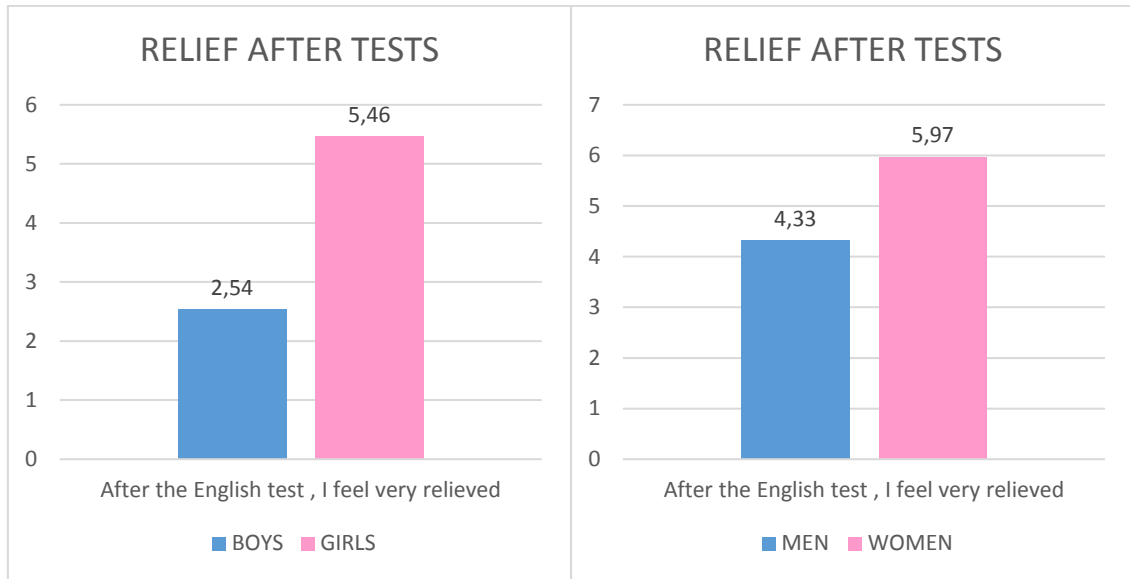


Figure 18: Gender differences according to the feeling of Relief after tests

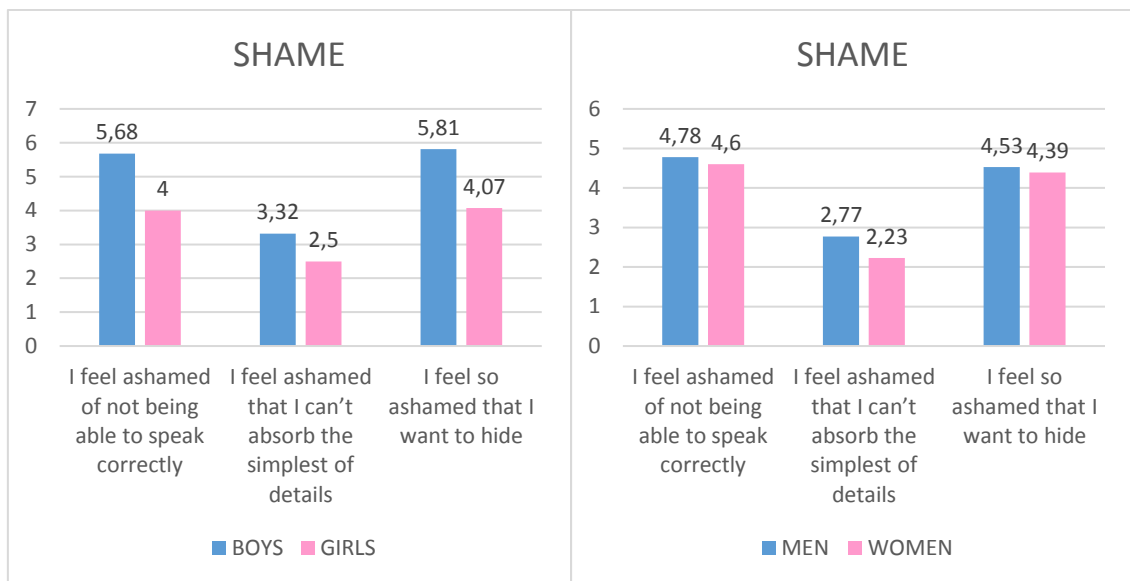


Figure 19: Gender differences according to the feeling of Shame

The data of young males related to the negative emotion of Shame (Figure 19) seem to be inversely proportional to those of pride, which is the diametrically opposite emotion: with increasing shame, decreases the personal pride.

For this chart the boys' means are decidedly high: $M=5,68$ during the lesson with the item "I feel ashamed of not being able to speak correctly" and $M=5,81$ at the time of the test with the item "I feel so ashamed I want to hide".

As in the graph regarding the shame in question 1, also here in the adult group we find some contrasting data: adults who show high levels of personal pride, show at the same time high levels of shame, very similar between men and women.

For adults, the most critical moments seem to be those in the classroom (M=4,78 for men and M=4,9 for women) and that of the test (M=4,94 for men and M=4,46 for women).

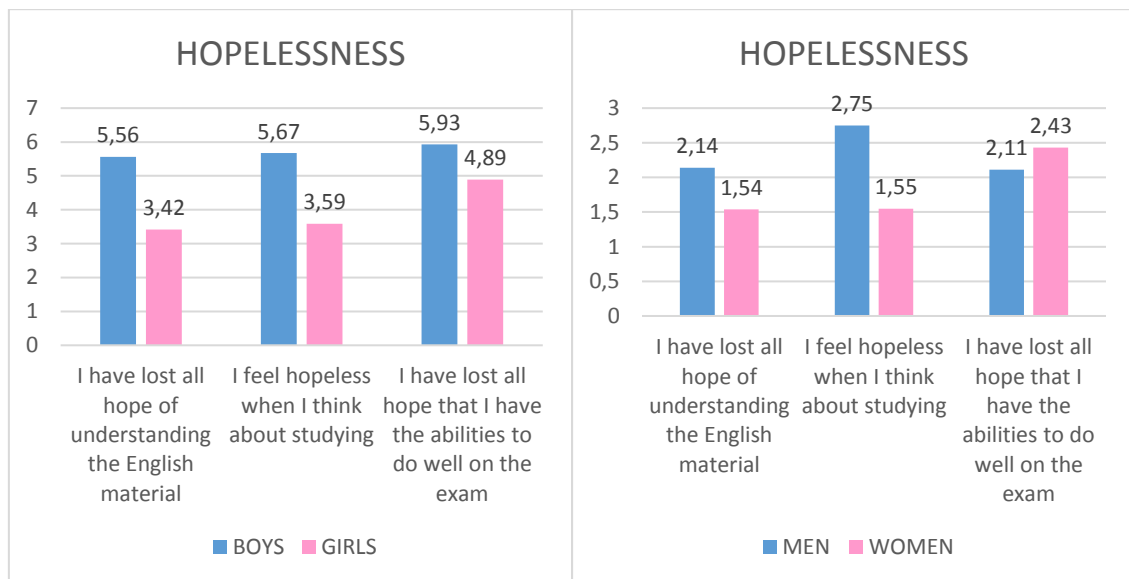


Figure 20: Gender differences according to the feeling of Hopelessness

As for the emotion of Hopelessness (Figure 20), the data are perfectly in line with those of the hope, that is the emotion diametrically opposite. The boys, who had low hope means, appear discouraged in all three moments and their means related to hopelessness are very high: M=5,56 during lessons, M=5,67 while studying and M=5,93 during tests. The girls seem much less hopeless with means attesting on 3,42 during lessons, 3.59 while studying and 4.07 during tests.

In the adult group there is a similar situation: men are more hopeless than women during classes and while studying. At the time of testing, women show slightly higher levels of hopelessness (M=2,43) versus a mean of 2,11 for men.

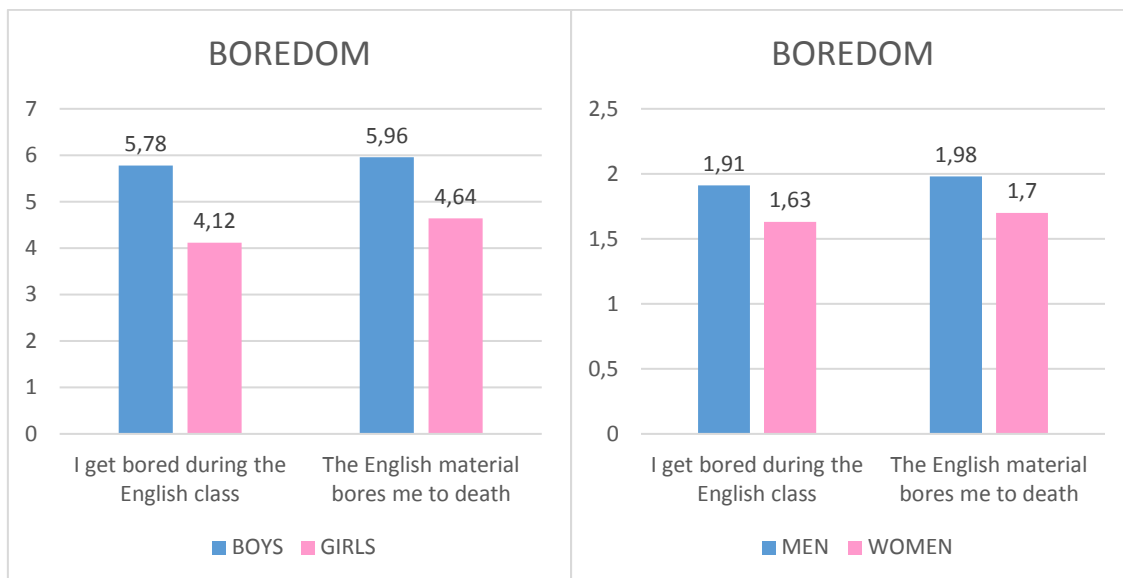


Figure 21: Gender differences according to the feeling of Boredom

In the young group there is a clear distinction between levels of boredom manifested by boys and those manifested by girls. The mean of statements related to boys' level of boredom during lessons reaches 5.78 and a peak of 5,96 while studying. The girls show a definitely more positive attitude towards the English language with lower boredom means: $M=4,12$ during the lessons and $M=4,64$ while studying. Adults, on the other hand, have means less than 2 at both times, with slightly lower values for women.

In this part, I tried to deepen the results obtained in question 1 by analysing within the two different age groups, any similarities and differences between the two sexes. In order to do this I have considered separately the scores attributed by the 4 groups (boys, girls, men and women), I have obtained the mathematical means and I have created charts similar to that of the previous question.

According to the results, female students, both girls and women, seem to have a more positive approach to the study of the English language, considered in the three moments of the participation in the lessons, of the personal study and the tests.

This difference between male and female students is particularly evident within the young group. Girls demonstrate in almost all cases to possess positive emotions such as enjoyment, hope and pride with higher means than boys. For example, regarding the enjoyment excitement girls have an mean of 3,22 during lessons and 2,75 while studying. Instead the boys have means of 1,54 in the first moment and 1,61 while studying.

Girls prove to be more hopeful than boys. The item linked to the moment in class (“I am confident because I understand and I handle the subject”) receives from the girls an mean of 3,53. The item tied to the hope during the moment of the personal study has an mean of 2,97, while that of the test has an mean of 2,68. The boys' means are much lower: M=2,05 during classes, M=1,51 while studying and M=1,36 during tests.

The same situation for the pride, with means very similar to those of the hope.

On the side boys have always high means than girls in the charts related to negative emotions such as: anger, shame, boredom and hopelessness. In particular, the greatest differences between boys and girls are found in the graphs related to the feeling of anger and boredom. Boys have a high mean of anger (M=4,23) during class (“I feel anger welling up in me during the English class”) and even higher (M=5,11) while studying with the item “studying makes me irritated”. The girls' means about anger are lower: 1,91 in the first moment and 1,49 in the second. As for the boredom the boys have an mean of 5.78 at the time in the classroom with the item “I get bored During the English class” and 5,96 at the time of the personal study with “The material English bores me to death”. The girls are on much lower means: M=4,12 in the first moment and 4,64 in the second moment.

The adult group appears more homogeneous as regards the mean of the scores respectively attributed by adult males and adult females: both groups show a propensity to feel positive emotions in all three moments with very similar means or of little disagreement between them. Furthermore, they don't seem to experience negative emotions. The only moments when a deep gap between males and females is seen in both groups are those of anxiety during the tests and relief after tests. In the first moment girls and women are on very high and similar means: M=5,29 for girls and M=5,59 for women. The males, both boys and men, have instead lower means of anxiety related to the tests: M=2,37 for the boys and M=4,09 for the men. The data obtained from the scores attributed to these two moments seem to be again directly proportional: increasing anxiety also increases the level of relief after tests.

To resume, the group of young male students seems to be, among the four groups analysed, the only prone to experience negative emotions and feelings.

We can therefore deduce that in the first question the low means regarding the positive emotions obtained by the category “teenagers” were mainly due to lower scores attributed by boys rather than girls.

2.7 QUESTION 3: RESULTS AND DISCUSSION

What are in the young group and in the adult group the most prominent motivational variables among the Ideal L2 Self, the Ought-to L2 Self, Integrativeness, Instrumentality and Family Influence?

The third question contains the study of 5 aspects useful to better understand the type of motivation that moves students towards the English learning process.

The first two aims to investigate learners' future self profile as English learners and the relative graphs represent in fact the means deriving from the scores attributed by teenagers and adults to statements concerning the ideal Self and the Ought-To Self.

The third graph regards the family influence, that is to say the degree with which the family intervenes in motivating the learning process of the student. This is considered through the encouragement that the student seems to perceive from his/her family or from the fear of disappointing other people.

The fourth graph regards the Integrativeness that helps us to understand if the interest, effort, desire and attitude towards learning in foreign languages are really genuine.

At the end the fifth graph regards the instrumentality, that is to say the desire of learning only for an utilitarian value or purpose.

The values in the graphs refer to simple mathematical means of the scores that students have given to each statement.

In each line diagrams there are three graphs according to the three statements present for each of the 5 aspects analysed. In each line diagrams the green lines show the means relative to young learners and the orange lines show those relative to adult learners.

Results and discussion

According to Figure 22, teenagers have a future vision of themselves very close to that of the ideal self.

High means are obtained in all three statements regarding the ideal self: $M=3,84$ for “The things I want to do in the future require me to use English”, $M=4,53$ for “Whenever I think of my future career, I imagine myself using English” and the highest mean of the

three for the statement “I can imagine myself living abroad and having a discussion in English” (M=5,38).

Adults' means for this profile are all quite low: M=2,72 for the first statement, M=3,21 for the second and M=2,23 for the third.

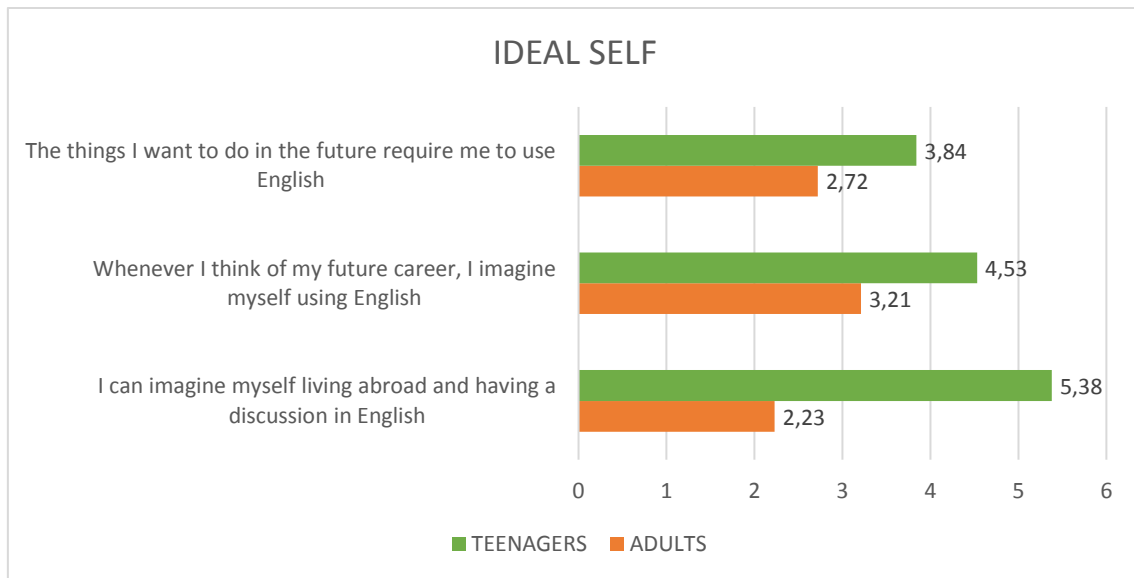


Figure 22: Age differences according to the Ideal self

At the same time, as shown in Figure 23, teenagers seem to feel much more than adults the desire to gain approval from peers, teachers and family. In fact, for this statement we have a mean of 5,85 for teenagers and only 2 for adults.

Also in the statement “I have to study English; otherwise, I think I cannot be successful in my future career” we find a remarkable difference between the two groups: again high for teenagers (M=4,63) and lower for adults (M=2,38).

The third statement regarding the Ought-to self is instead the one that receives a very high score, both from teenagers and adults. “Studying English is important to me because an educated person is supposed to be able to speak English” has a mean of 4,92 for young people and 5 for adults.

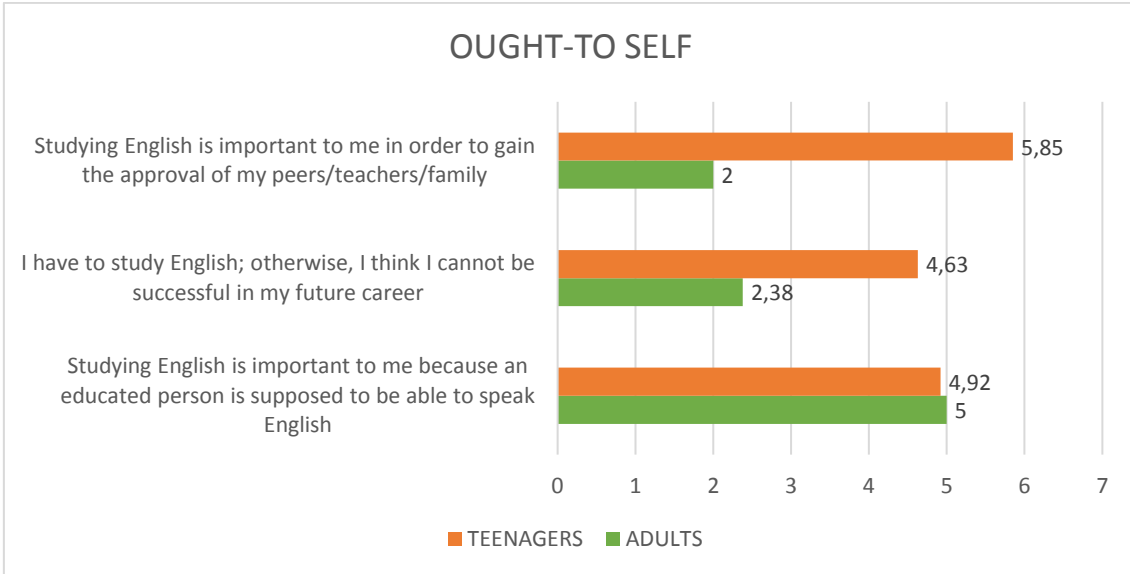


Figure 23: Age differences according to the Ought-to self

The first statement of Figure 24 regarding the variable of Family influence presents a very high mean for young people.

“I have to study English, because, If I do not study it, I think my parents (or my present family) will be disappointed with me” receives in fact from teenager a mean of 5,53 against a mean of 2,46 from adults. The second statement “My parents (or my present family) encourage me to take every opportunity to use my English” receives a similar mean from both groups: 4,45 from young people and 4,23 from adults.

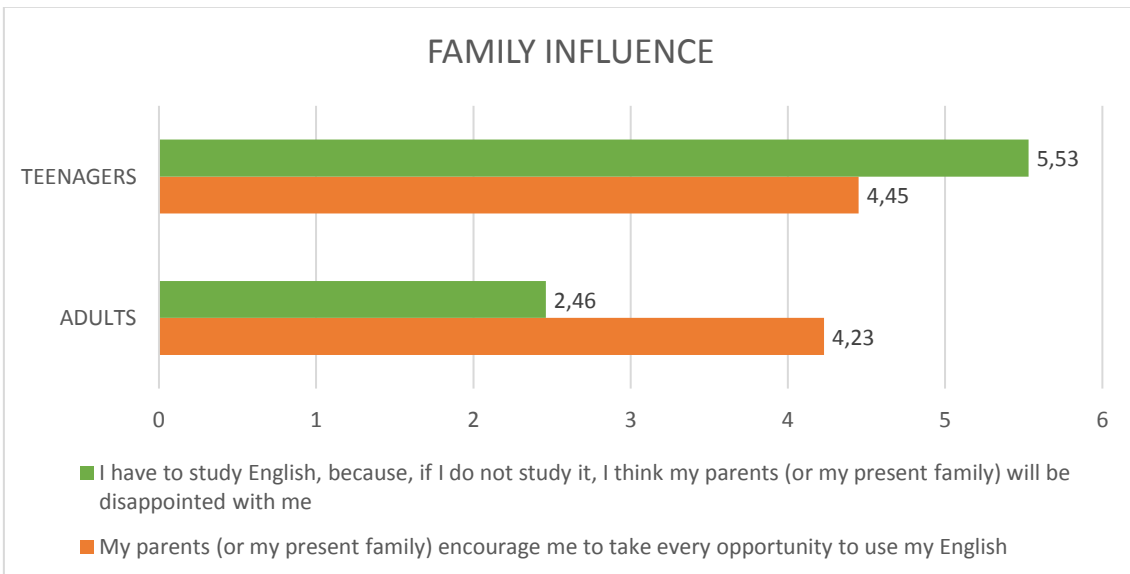


Figure 24: Age differences according to the Family influence

In all the statements related to Integrativeness (Figure 25) there are deep differences between the means of the young and those of the adults.

In the first statement “I would like to study English even if I were not required” adults have a mean of 4,61 while young people only have 2,95.

In the second statement related to the degree of commitment that every single student is prepared to expend in the process of English learning, for adults we find a mean of 5,55 while for young people of only 2,92.

Finally, it is clear from the third statement that adults would take more pleasure in attending an English course at the university or in any other institution if they were given the opportunity.

This statement receives an mean of 5,13 from adults and 3,23 from young people.

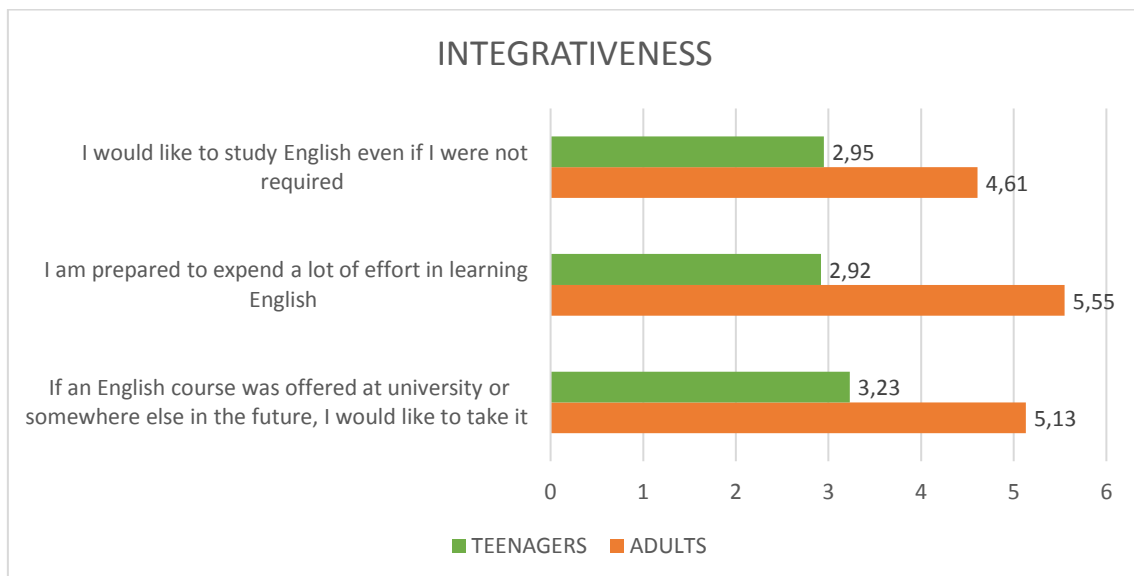


Figure 25: Age differences according to Integrativeness

Finally, in this last graph about Instrumentality (Figure 26), the means are higher for teenagers than for adults.

The first statement related to the fear of getting bad marks at school receives from teenagers a mean of 4,88 against that of 1,73 from adults.

Also the second statement “Studying English can be important to me because I think it will someday be useful in getting a new job” presents a mean of 4,92 for young learners and 2,26 for adult learners.

At the end, the late statement “Learning English is important to me because I would like to travel international” sees a big difference between the means of the two groups: 4,61 for the young students and 2,35 for the adults.

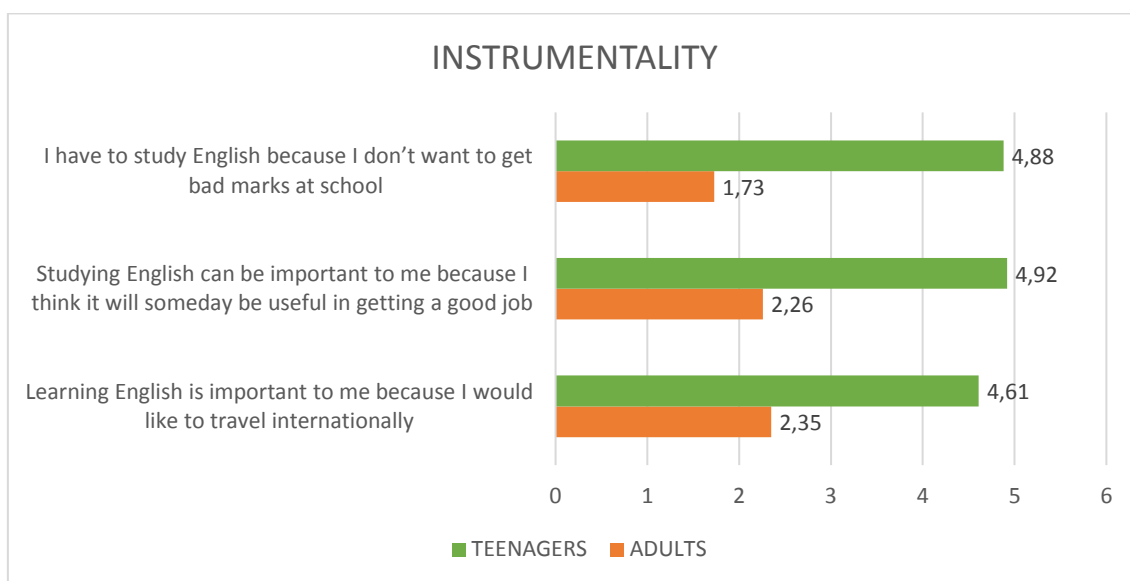


Figure 26: Age differences according to Instrumentality

The results of the first two graphs, the ideal self and ought-to self, do not allow to draw a precise profile neither for the group of teenagers nor for the group of adults. The former have high means in both cases, demonstrating both an interest to travel and interact in English and to have a career that requires the use of this language and a more instrumental use with the desire to ensure the approval of those around.

Adults, for their part, do not have high means for any profile. As for the ideal self this is probably due to many factors including the fact that most of them have family and therefore it results difficult to imagine a future abroad, travelling and interacting in other languages.

As for the ought-to self and the data on instrumentality, since most students already have a job it will be of no importance for them to study in order to be successful in their future career.

Of all the statements regarding the two different profiles, perhaps the third statement regarding the Ought-to self is the most interesting. “Studying English is important to me because an educated person is supposed to be able to speak it” has a mean of 5,85 for young people and a mean of 5 for adults.

The influence of the family and the fear of disappointing other people seem to be aspects that belong mainly to young people. This is most likely due to the fact that teenagers are still largely dependent on the family, while adults have attained a degree of personal independence and are therefore able to discern the goals set out personally from those that others set out for them.

The Integrativeness graph reveals very interesting data: adults are more willing than teenagers to engage in the English language learning process, process that they would undertake even if it were not required and that they would deepen in a future with a course at the university or elsewhere.

Young people, on the other hand, seem not interested in studying this language if it is not imposed, are not willing to engage in the study or even to attend a course in the future.

These results, however, contrast with the desire that teenagers demonstrate in the first graph about travelling abroad speaking English and the idea of a possible career that includes the use of this language. The lack of willingness to engage in the study also contrasts with the data concerning the family influence: the high fear of disappointing the family does not seem to be a reason for greater commitment.

2.8 QUESTION 4: RESULTS AND DISCUSSION

As regarding these variables, is there any gender difference among within the adult group and the adolescent group?

The following line diagrams represent the same five aspects as above. In this case, however, we want to identify again any similarities and differences between female and male students within the young group and the adult group. The purpose of this is to explore the question 3 by more deeply interpreting the motivations that drive students towards the study of the English language. The values in the graphs refer to simple mathematical means of the scores that young male and female students on the one hand and adult males and females on the other hand, have attributed to each statement.

In each line diagrams there are three graphs according to the three statements present for each of the 5 aspects analyzed.

In each line diagrams the light blue lines show the means relative to the male learners and the pink lines show those relative to female learners.

Results and discussion

According to the chart 27, there aren't deep differences between the means of boys and those of girls.

In the first statement “The things I want to do in the future require me to use English” we find a mean of 3,75 for boys and 3,93 for girls.

Both groups are prone to think that their future career will require the use of English (M=4,17 for boys and M=4,89 for girls) and above all they can imagine themselves living and having a discussion in English. This last statement is in fact the one that has the highest mean: M=5,21 for boys and M=5,55 for girls.

Adults, both male and female, have lower means. The first statement has a mean of 2,89 for men and 2,55 for women. Adults cannot imagine themselves speaking English in a

future career (M=3,16 for men and M=3,26 for women) or living abroad and having a discussion in English. (M=2,33 for men and M=2,13 for women)

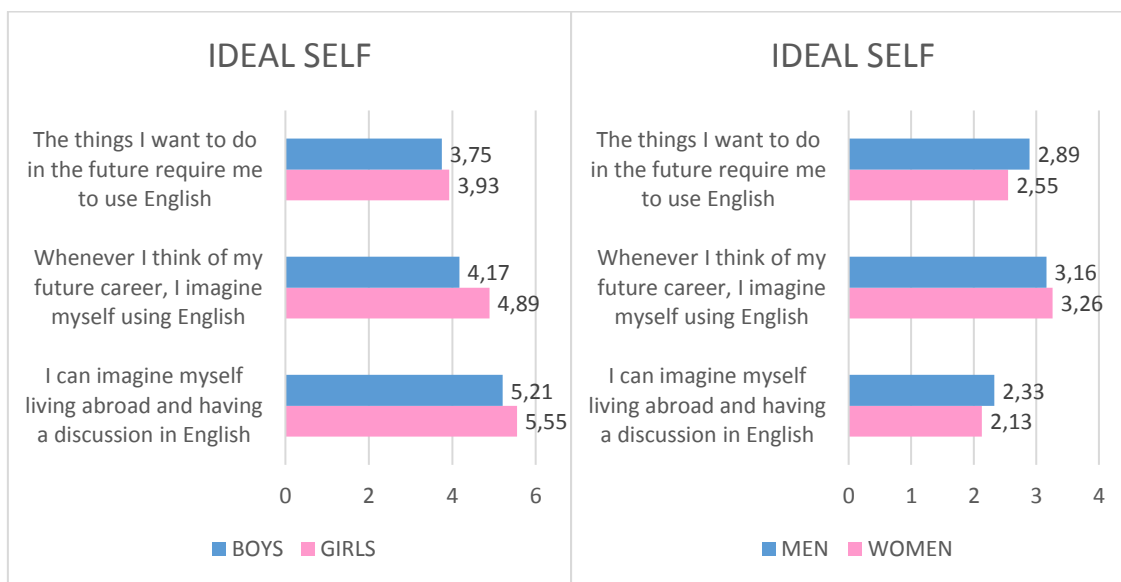


Figure 27: Gender differences according to Ideal self

In Figure 28 relatives to the Ought-to Self profile, we find again quite high means and similar among them for boys and girls.

The fact of gaining the approval of peers, teachers and family seems to be very important. It receives a mean of 5,06 from the boys and of 4,78 from the girls.

Studying English to obtain success in a future career seems to be important (M=4,81 for boys and M=4,45 for girls) but not as important as the fact of “Studying English because an educated person is supposed to be able to speak it”. This last statement in fact presents the highest means: M=5,93 for the boys and M=5,77 for the girls.

The adults present lower means than the young students and in any case similar between men and women. Obtaining the approval of other people does not seem to be of fundamental importance (M=1,77 for men and M=2,23 for women) as well as studying for a possible successful career (M=2,31 for men and M=2,45 for women).

What seems to be really important also in the adult group is again what is expressed in the third statement that gains a mean of 5,23 from the men and 4,77 from the women.

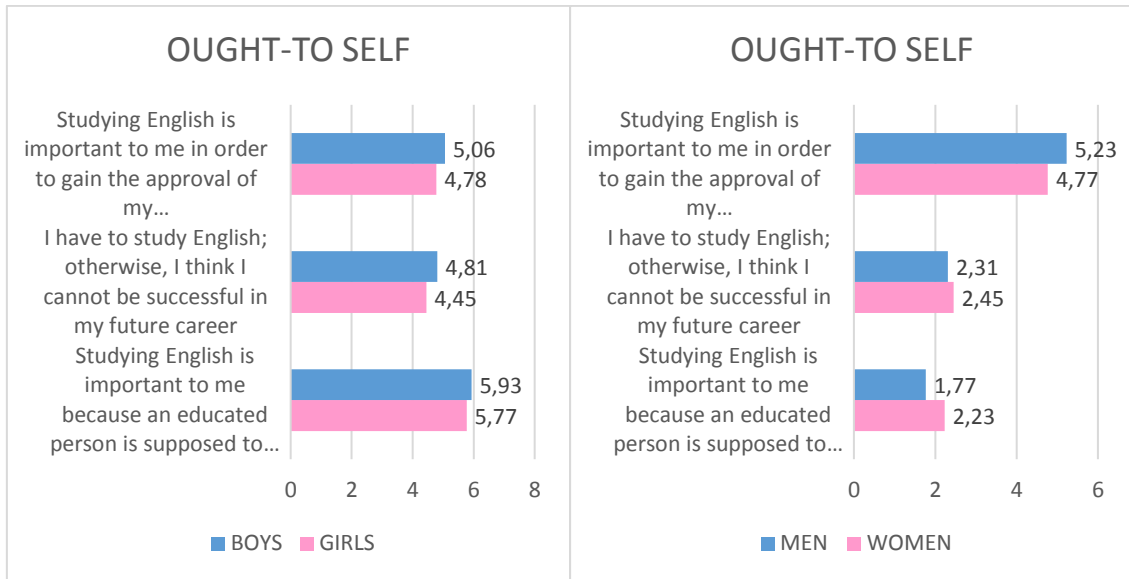


Figure 28: Gender differences according to Ought to self

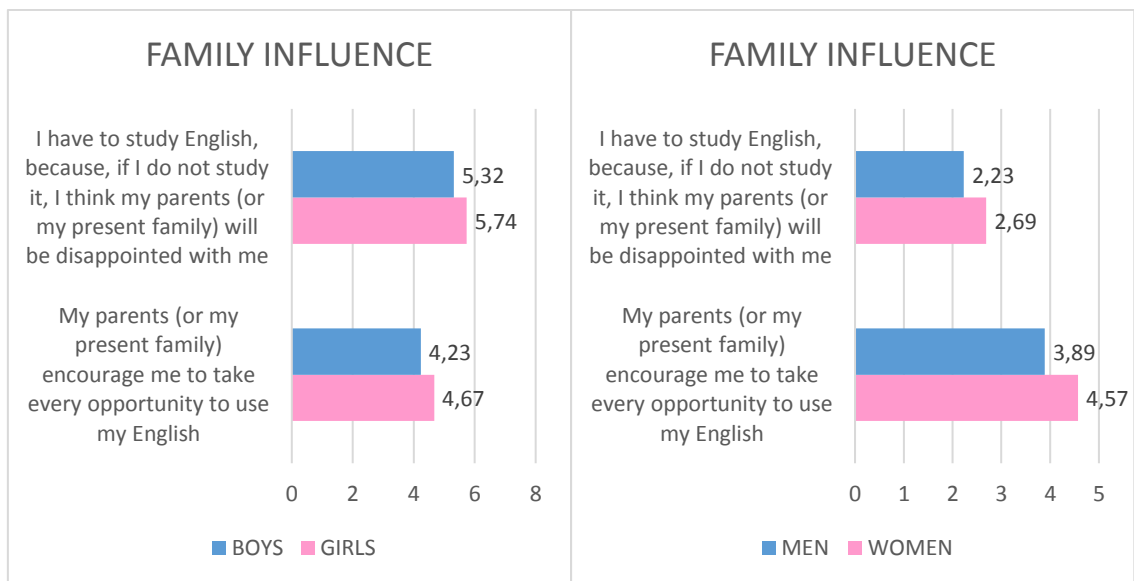


Figure 29: Gender differences according to Family influence

This Figure 29 about the Family influence confirms the results obtained in question 3: the family influence is a factor that regards more young people rather than adults. It is in fact the young students, both male and female, who feel more the duty to study English in order not to disappoint the family (M=5,32 for the boys and M=5,74 for the girls) and who perceive an encouragement from the family members (M=4,23 for boys and M=4,67 for girls).

Adults have here lower means especially for the first statement: they don't feel obliged to study this language to please other people (M=2,23 for men and M=2,69 for women). However, they receive family support for their language learning process (M=3,89 for men and M=4,57 for women).

In Figure 30 about Integrativeness, the data of girls, men and women are high and similar. The first question "I would like to study English even if I were not required" receives the following means: M=4,26 for girls, M=4,74 for men and M=4,48 for women. Girls, men and women are also more willing to engage in lots of effort in learning English: M=4,13 for girls, M=5,12 for men and M=5,98 for women.

Also the third statement "If an English course was offered at university or somewhere else in the future, I would like to take it" receives high means: 4,26 from girls, 4,97 from men and 5,29 from women.

Boys show a negative attitude towards English: they would not want to study English if this was not required (M=1,64), they are not willing to engage in the study (M=1,71) and would not participate in any kind of course (M=2,20).

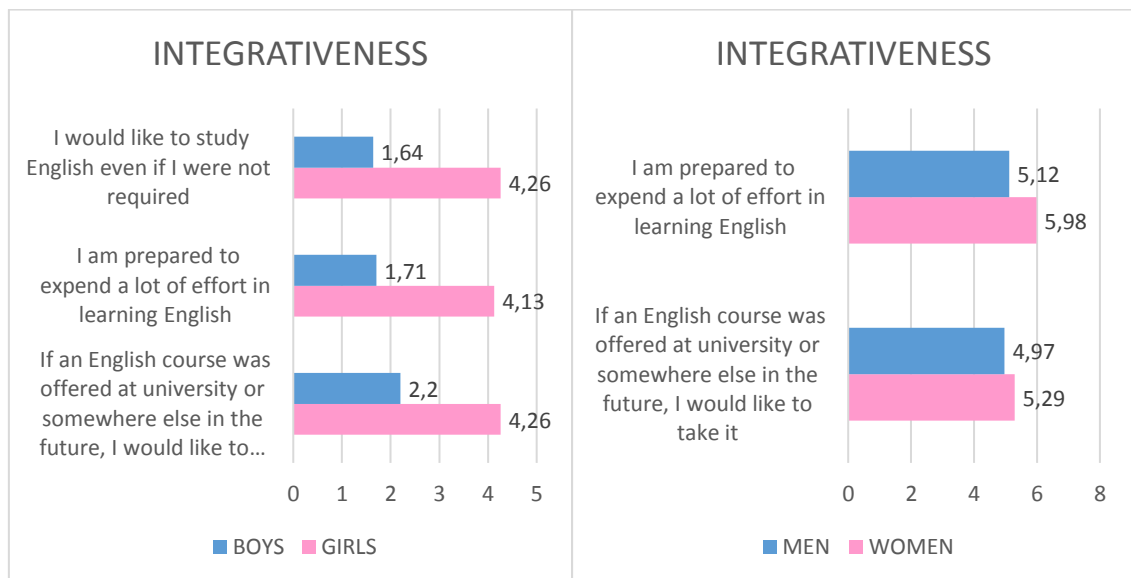


Figure 30: Gender differences according to Integrativeness

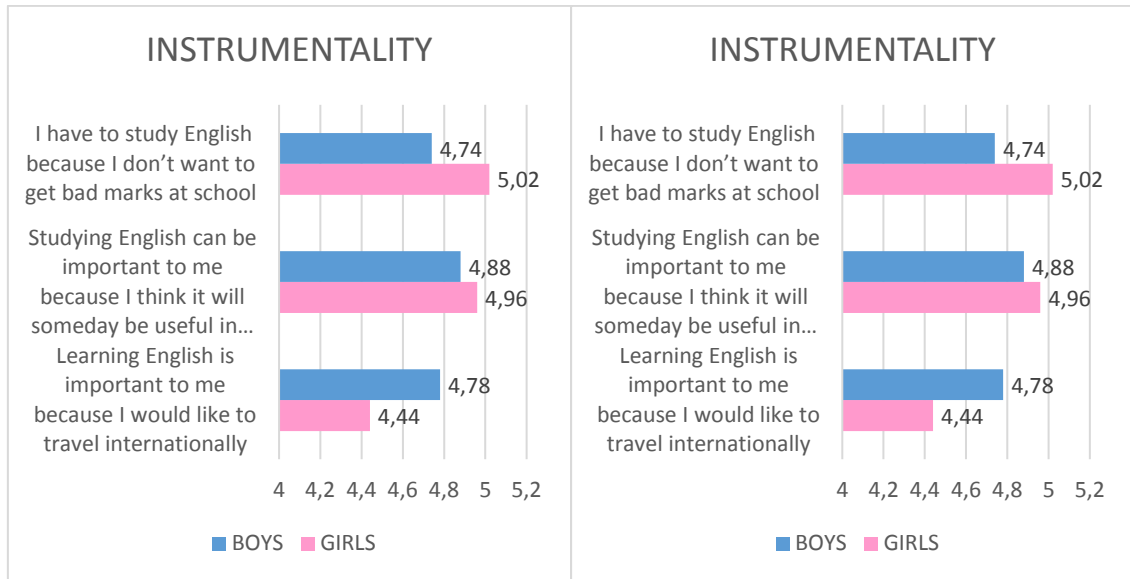


Figure 31: Gender differences according to Instrumentality

Young students, both male and female, show high means for instrumentality (Figure 31). The first statement “I have to study English because I don’t want to get bad marks at school” receives from boys an mean of 4,74 and 5,02 for girls.

Even higher means result from the following two statements: “Studying English can be important to me because I think it will someday be useful getting a new job” and “Learning English is important to me because I would like to travel international”. The first of these two shows a mean of 4,88 for boys and 4,96 for girls. The other statement has an mean of 4,78 for boys and 4,44 for girls.

Adults show significantly lower instrumentality means. The first statement has an mean of 1,62 for men and 1,84 for women.

It seems also not important for adults to learn English nor to get a good job in the future (M=2,47 for men and M=2,05 for women) nor to be able to travel abroad (M=2,51 for men and M=2,19 for women)

The Fourth research question aims at a deeper analysis of the data obtained in the third question in the attempt to outline the motivations that bring young people (males and females) and adults (males and females) to study the English language.

Unfortunately as for the third question, the results of the first two graphs, the one concerning the ideal self and ought-to self, do not allow to trace this precise profile.

Boys and girls, without remarkable differences between them, have high means in both cases, demonstrating both an interest to travel and interact in English and to have a career that requires the use of this language and an instrumental profile with the desire to ensure the approval of the other people.

Same situation for adults with the only difference that they have relatively low means both for the profile of the ideal self and for that of the Ought-to self demonstrating little interest towards a possible future abroad, travelling and interacting in other languages and towards the importance of studying to be successful in their future career.

Of all the statements regarding the two different profiles, the third of ought-to self is the more interesting. “Studying English is important to me because an educated person is supposed to be able to speak English” has very high means: $M=5,77$ for boys and $M=5,93$ for girls, $M=5,23$ for men and $M=4,77$ for women.

The influence of the family and the fear of disappointing other people are confirmed to be aspects belonging to young people. As already stated, this is probably due to the fact that teenagers are still dependent on the family, while adults have attained a degree of personal independence.

If for the first two graphs it is difficult to outline a precise motivation profile for students, the graph about Integrativeness instead allows us to obtain a particular analysis of the four groups of students analyzed.

What you get from this graph is that of all these groups the only one who shows little inclination to study English, to engage and to attend an English course is the group of boys.

The other groups, that of girls, men and women, are more willing to engage in the process of studying the English language, process that they would undertake even if it were not required and that they would deepen in a future with a course at the university or elsewhere.

Once again, however these data contrast with the desire that boys demonstrate in the first graph about travelling abroad speaking in English and the idea of a possible career that includes the use of this language and with the data concerning the family influence and the fear of disappointing other people

2.9 QUESTION 5: RESULTS AND DISCUSSION

Is there any relationship between the eight emotions and the five motivational variables?

The fifth question research aims to investigate the presence of any relationships between positive emotions with the ideal-self profile and Integrativeness on one side and on the other side any relationships between negative emotions with the Ought-to-self profile and Instrumentality.

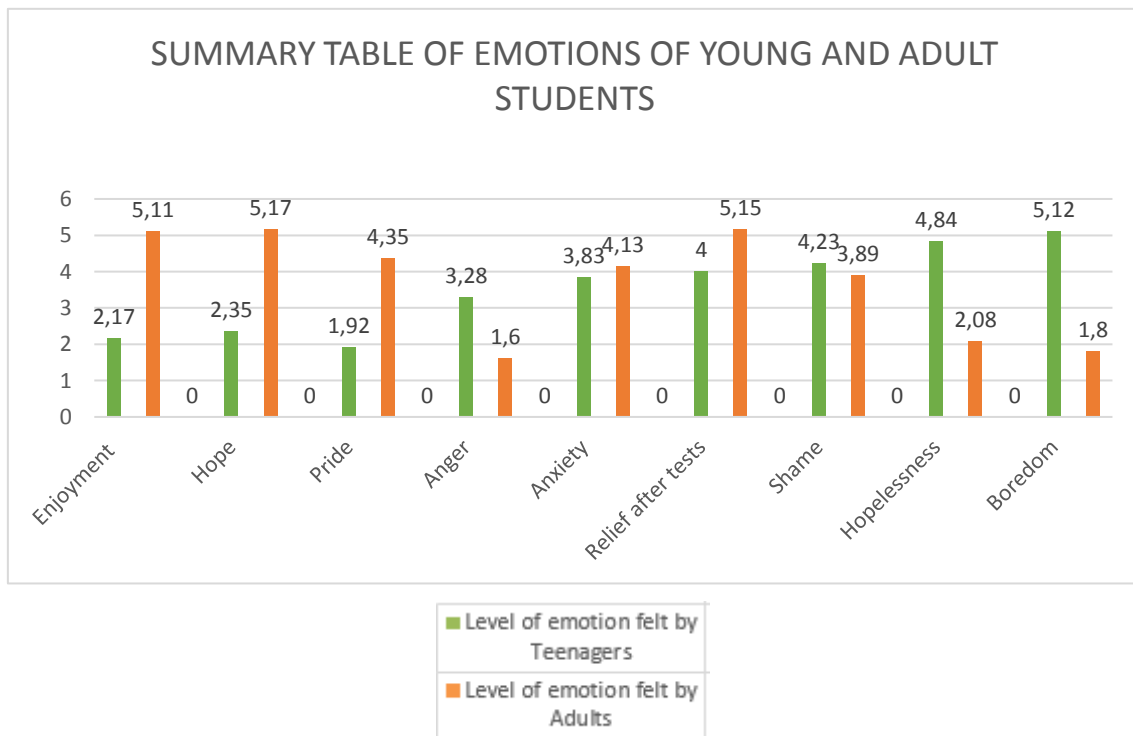


Figure 32: Summary Table of the Emotions of young and adult students

As seen from the graphs in question 1 and 2 and as resumed in Figure 32, teenagers, above all the boys, express more negative emotions rather than positive ones. They have in fact very high means in emotions and feelings as anger, hopelessness and boredom. For this reason the prediction for them was that to find higher means for the Ought-to-self profile rather than for that of the Ideal-self profile. As for adults, who instead show to have emotions definitely more positive than those of teenagers, the prediction was to find for them higher means for the Ideal-self profile.

However, at the end of the analysis of the submitted questionnaires the results confirm that these initial assumptions are not correct.

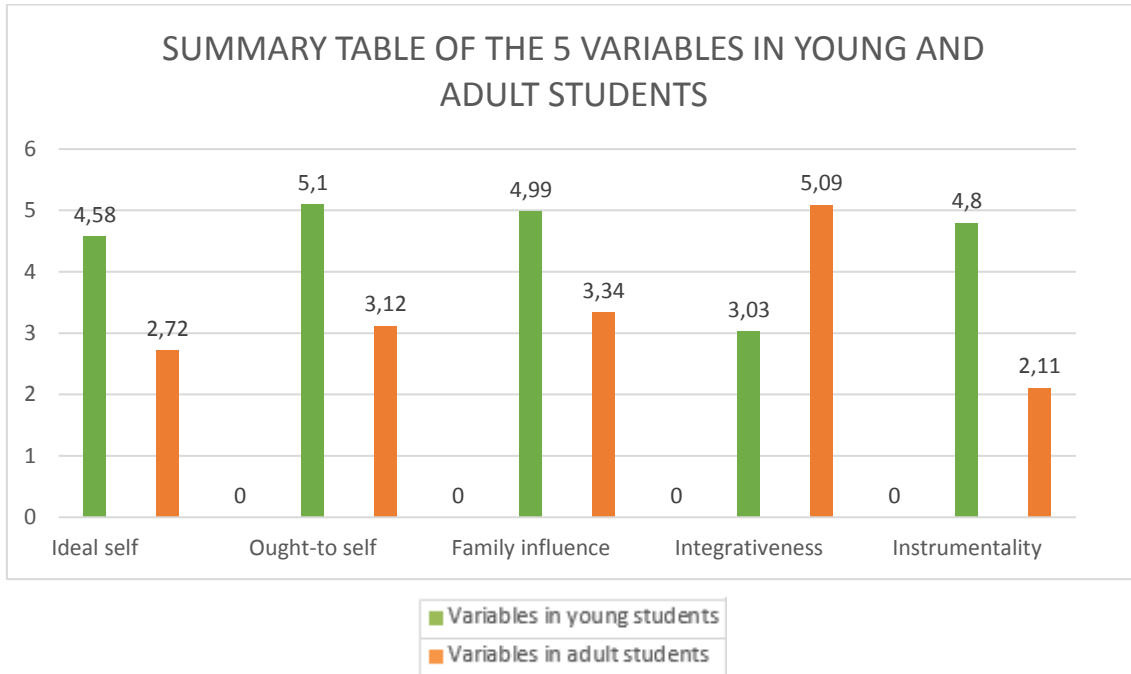


Figure 33: Summary table of the 5 variables of young and adult students

It is true that teenagers with negative emotions have high means for the profile of the Ought-to-self (Figure 33), but at the same time they have also high means for the profile of the Ideal-self. On the other hand, analysing both graphs, it seems that the adult students with positive emotions don't have high means neither in the Ought-to-self profile neither in the Ideal-self profile.

Despite the fact that it is almost impossible to outline a Future Self Profile for these students, it seems to be possible to find a link between emotions, positive or negative, and Integrativeness and Instrumentality.

From the graphs we can see that adults have as their main motivation that of the Integrativeness, while young students that of Instrumentality.

2.11 CONCLUSIONS

The aim of this research was to investigate language learners' emotional experiences trying to relate them to the L2 motivational self system in a particular school environment where teenagers and adults are mixed in the same class.

From my teaching experience of 8 years in this school I have noticed that there is a deep gap between young students and adult students regarding the level of motivation and participation in the lessons. From this gap observed day by day for a long period of time derives the idea of deepening the study of the emotions and the kinds of motivation that move these students.

The first research question compares the emotions felt by young students and adult students in three moments related to learning the English language. Young people show more negative emotions like anger, shame, hopelessness and boredom. Instead, adults show greater positivity towards this language with emotions such as enjoyment and hope.

But on further analysis through the second research question it clearly emerges that the high means for negative emotions in the group of teenagers were due to high scores attributed by young male students and not from the female classmates. Therefore, boys are, of all the four groups analysed (boys, girls, men and women), the students more prone to live negatively the experience of language learning.

The third and the fourth research questions contains the study of 5 aspects useful to better understand the type of motivation that moves students towards the English learning process: the Ideal Self profile, the Ought-to-self profile, Integrativeness, Instrumentality and the family influence. In the third research question this study has been conducted comparing teenagers and adults. The fourth question deepens the previous question by comparing boys and girls on one side while on the other side men and women.

However, the most interesting results are those obtained in the fifth and last question that aims at finding a relationship between emotions and motivation, resuming in this way the previous four questions.

The results are different from the initial predictions: the young students have higher levels of the Ideal L2 Self, meaning that, although high scores of negative emotions, they share vivid, ideal image of themselves as L2 learners who possess dreams, wishes and big expectations from English. But at the same time they possess also higher levels of Ought-to L2. So, they seem to share openness and positive attitudes towards L2 community but

the social environment, external rewards, the prevention of negative outcomes, and desire for positive outcomes of learning English in the future still have a greater impact on the L2 motivation. That is to say, The Ought-to-self profile is strongly present as a product of the individual's perceived obligations, expectations from the society, and responsibilities expected in the future as a language learner. Nowadays, knowing English is very important for almost every aspect of human life due to its international status. Therefore, learners are aware that the outside world expects them to know English..

Adults, both male and female, have instead lower scores both for the Ideal-self profile and for the Ought-to-self.

The results that really let to obtain a clear comparison between the group of teenagers and that of adults are those related to Integrativeness and Instrumentality. The adults, with very high means for Integrativeness, show a sincere interest in the study of the English language, would be willing to study it even if this was not required, to expend a lot of effort in learning it and they would participate in a further English course.

Young students, on the other hand, have higher means for the Instrumentality: the English language is therefore seen as a mean of achieving something in the future. Many studies have been conducted exploring the emotions and motivations of students approaching the study of the second language.

This research can be very useful for teachers to understand the psychology of the students and to guide them in choosing the most appropriate approaches and methodologies.

Appendices

Appendix A

ETÀ:

SESSO:

AEQ: ACHIEVEMENT EMOTIONS QUESTIONNAIRE

Questo è un questionario riguardante le vostre EMOZIONI nei confronti della lingua inglese. I risultati saranno utilizzati solo a scopo di ricerca perciò rispondete sinceramente. Esprimete il vostro grado di accordo o disaccordo alle seguenti affermazioni cerchiando un numero da 1 a 6.

Grazie per la collaborazione.

1 fortemente in disaccordo; 2 disaccordo; 3 leggermente in disaccordo

4 leggermente d'accordo; 5 d'accordo; 6 fortemente in disaccordo

DURANTE LE LEZIONI

| | | |
|----|--|-------------|
| 1. | Sono contento/a di essere presente | 1 2 3 4 5 6 |
| 2. | Sono sicuro/a di me perché comprendo e gestisco bene la materia | 1 2 3 4 5 6 |
| 3. | Sono orgoglioso/a di essere al passo con gli argomenti | 1 2 3 4 5 6 |
| 4. | Mi fa arrabbiare pensare a quante cose inutili devo imparare | 1 2 3 4 5 6 |
| 5. | Ho così paura di dire qualcosa di sbagliato che quasi non apro bocca | 1 2 3 4 5 6 |
| 6. | Mi vergogno di non sapermi esprimere bene | 1 2 3 4 5 6 |
| 7. | Ho perso tutte le speranze di poter comprendere la materia | 1 2 3 4 5 6 |
| 8. | Mi annoio così tanto che non vedo l'ora che finisca la lezione | 1 2 3 4 5 6 |

MENTRE STUDIO

| | | |
|----|---|-------------|
| 1. | Sono contento/a di apprendere cose nuove | 1 2 3 4 5 6 |
| 2. | Mi sento ottimista riguardo lo studio di questa lingua | 1 2 3 4 5 6 |
| 3. | Sono orgoglioso/a delle mie capacità | 1 2 3 4 5 6 |
| 4. | Mi scoccia dover studiare inglese | 1 2 3 4 5 6 |
| 5. | Mi preoccupa la materia perché non la capisco bene | 1 2 3 4 5 6 |
| 6. | Mi vergogno quando mi rendo conto che mi mancano le capacità | 1 2 3 4 5 6 |
| 7. | Sono rassegnato/a all'idea che non ho le capacità per riuscire bene | 1 2 3 4 5 6 |
| 8. | L'inglese mi annoia a morte | 1 2 3 4 5 6 |

DURANTE LA VERIFICA

| | | |
|----|--|-------------|
| 1. | La verifica per me è una sfida positiva | 1 2 3 4 5 6 |
| 2. | Sono fiducioso/a che le mie abilità siano sufficienti a passare la verifica | 1 2 3 4 5 6 |
| 3. | L'orgoglio riguardo le mie conoscenze mi dà animo per affrontare la verifica | 1 2 3 4 5 6 |
| 4. | Dopo la verifica mi sento sollevato/a | 1 2 3 4 5 6 |
| 5. | Mi irrita dover fare verifiche | 1 2 3 4 5 6 |
| 6. | Sono molto nervoso/a durante la verifica | 1 2 3 4 5 6 |
| 7. | Mi vergogno così tanto che vorrei nascondermi | 1 2 3 4 5 6 |
| 8. | Ho perso tutte le speranze di poter andare bene alle verifiche di inglese | 1 2 3 4 5 6 |

Appendix B

ETÀ:

SESSO:

ENGLISH LEARNER QUESTIONNAIRE

Questo è un questionario riguardante le vostre MOTIVAZIONI nei confronti della lingua inglese.

I risultati saranno utilizzati solo a scopo di ricerca perciò rispondete sinceramente.

Esprimate il vostro grado di accordo o disaccordo alle seguenti affermazioni cerchiando un numero da 1 a 6.

Grazie per la collaborazione.

1 fortemente in disaccordo; 2 disaccordo; 3 leggermente in disaccordo

4 leggermente d'accordo; 5 d'accordo; 6 fortemente in disaccordo

| | | |
|-----|---|-------------|
| 1. | In futuro riesco ad immaginarmi vivere all'estero e conversare in inglese | 1 2 3 4 5 6 |
| 2. | Ogni volta che penso alla mia carriera futura, mi immagino mentre uso l'inglese | 1 2 3 4 5 6 |
| 3. | Ciò che voglio fare in futuro richiede l'uso dell'inglese | 1 2 3 4 5 6 |
| 4. | Studiare inglese è importante perché si presuppone che una persona istruita lo conosca | 1 2 3 4 5 6 |
| 5. | Sono obbligato a studiare inglese, altrimenti non avrò successo nella mia carriera futura | 1 2 3 4 5 6 |
| 6. | Studiare inglese è importante per ottenere l'approvazione dei miei compagni/famiglia/professori | 1 2 3 4 5 6 |
| 7. | La mia famiglia mi incoraggia a cogliere qualunque opportunità per usare il mio inglese | 1 2 3 4 5 6 |
| 8. | Sono obbligato a studiare inglese altrimenti la mia famiglia rimarrà delusa | 1 2 3 4 5 6 |
| 9. | Se nel futuro ci fosse la possibilità di frequentare un corso di inglese all'università o da qualche altra parte, vorrei parteciparvi | 1 2 3 4 5 6 |
| 10. | Sono disponibile ad impegnarmi molto per imparare l'inglese | 1 2 3 4 5 6 |
| 11. | Studierei inglese anche se ciò non fosse richiesto | 1 2 3 4 5 6 |
| 12. | Imparare l'inglese per me è importante perché vorrei viaggiare all'estero | 1 2 3 4 5 6 |
| 13. | Studiare inglese può essere importante per me perché penso che mi sarà utile per trovare un buon lavoro | 1 2 3 4 5 6 |
| 14. | Mi sento obbligato a studiare inglese perché non voglio prendere brutti voti a scuola | 1 2 3 4 5 6 |

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