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**The L2 Motivational Self System among Italian learners of English in
the context of Italian public high school. An examination of the
different facets of integrativeness in an EFL context**

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Abstract

This paper's main purpose is to validate Dörnyei's L2 Motivational Self System (2005) among Italian students of a public high school. In particular, it aims to find out what the role of Integrativeness is, amongst motivational forces that prompt students to learn English. Furthermore, the aspect of Integrativeness will be examined from the perspective of English as an International Language (EIL), since it is nowadays the main lingua franca (Mckay 2002). In order to attain such purpose, students from an Italian public high-school were selected as participants for the research. Hence, the study was carried out firstly by means of a quantitative design by the use of a questionnaire implying statistical analysis. Secondly, to have a closer overview on the specific questions posed by the study and eventual findings in the questionnaire analysis, three semi-structured interviews were carried out with three participants of the survey. Therefore, both Integrativeness and Integrativeness concerning EIL resulted in being two influencing factors in the learner's intended effort to learn the L2 and in their future Possible Selves; although from the interviews Integrativeness concerning EIL seemed to be more important. Nevertheless, other motivational factors were found to be relevant, above all Instrumentality aimed at the Promotion of one's Self.

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Chapter 1 – Introduction

In this introductory chapter the aim is to provide background information about motivation in Second Language Acquisition (SLA) as an Individual Difference. Following it will be given a rationale for the present study and what has triggered it; moreover it will be outlined why motivation is a worthy field of research either in the specific context of the present study and generally in SLA. Furthermore, background information about the English Language Teaching (ELT) context in Italy will be given. In the final section aims and objectives of the study will be introduced together with the specific research questions that this paper strives to answer.

1.1 Background information: Individual Differences

This paragraph provides an overview over the aspect of Individual Differences (IDs) in SLA, since motivation is embedded within them (Ellis 2008; Dörnyei & Skehan 2003). Dörnyei defines IDs generally as “enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree” (2005: 4). Accordingly, Zafar and Meenakshi (2012: 639) suggest that since each individual owns different psycho-physic features, and also different life experiences, these factors influence how the language learning takes place. Furthermore, it needs to be said that IDs are very overlapping, thus in order to investigate them scholars as Altman in 1980 attempted to classify these factors, obtaining a wide list. More recently this list has been shrunk (Ellis 2008:645), in fact a very useful and summary list of the main factors is provided by Ellis (2004: 530) in table 1 (though biological age is missing).

Table 1: Individual Differences

Category	Factors
A. Abilities	<ol style="list-style-type: none">1. Intelligence2. Working memory3. Language aptitude
B. Propensities	<ol style="list-style-type: none">1. Learning style2. Motivation3. Anxiety4. Personality5. Willingness to communicate
C. Learner cognitions about L2 learning	Learner beliefs
D. Learner actions	Learning strategies

Excluding motivation, as it is the focus of this paper and therefore it will be introduced in the next paragraph, in the present section it is given a brief introduction to those IDs that were mostly given importance in the SLA field, namely: age, aptitude, learning styles and learning strategies (Dörnyei & Skehan 2003; Ellis 2008; Zafar & Meenakshi 2012).

When referring to biological age in Second Language (SL) learning, there is the rooted belief that “younger is better”, since it is commonly believed that children and adolescents are more successful language learners than adults (Ellis 2008: 312; Zafar & Meenakshi 2012: 639). However, the truth is not so straightforward. Indeed, age is linked with issues such as the critical period hypothesis, which claims that over a certain period of a person’s life if he/she for any reason has not received any linguistic input at all will be unable to acquire the first language L1 (Slobin 1982). Similarly, Long (1990) claims that after fifteen years old for a SL learner it is difficult to acquire a native-like proficiency in that L2. Furthermore, age is connected to social aspects as peer pressure (Preston 1989).

Aptitude refers basically to one’s natural talent or predisposition to learn another language, other than the L1 (Dörnyei & Skehan 2003: 590). Skehan (1989) suggest that this factor can be linked with success in learning, indeed many aptitude-tests have been designed to measure such factor, as the IELTS or the TOEFL (Zafar & Meenakshi 2012). The most famous is the Modern Language Aptitude Test by Carrol (1965), who is the most influent voice in this sub-area. However, as Zafar and Meenakshi (2012: 640) advise aptitude cannot account on its own for the ability in language learning, as it is linked with other IDs.

Learning styles are the cognitive variations in SL learning, namely “It is about an individuals’ preferred way of processing, that is, of perceiving conceptualizing, organizing, and recalling information related to language learning “ (Zafar & Meenakshi 2012: 641). As it can be guessed, this area stems from psychology (Ellis 2008: 659) and many patterns have been theorized over the years to account for how learners deal with learning environment. One of the most important is the construct of field independence and field dependence (Chapelle and Green 1992). For a more detailed review see either Ellis (2008) or Dörnyei and Skehan (2003).

Learning strategies refer to those series of thoughts and subsequent, tactics, strategies and actions that L2 learners adopt in order to deal with learning the language (Rose 2015; Ellis 2008: 703). On this matter, two of the most eminent taxonomies are O' Malley and Chamot's (1990) and Oxford's (1990).

To conclude, among IDs motivation seems to be the most popular field of research and it will be explained why in the next paragraph.

1.2 Rationale of the study

This paragraph tries to explain why investigating a topic such as motivation in SL learning is worthy, by firstly trying to understand what it is and what its utility is. The importance of investigating motivation might be found in its definition itself; although due to theories that stem from different psychological perspectives there is little agreement on this definition (Dörnyei 1998: 117). On this matter probably Dörnyei's words can shed light on this matter:

“Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process [...] Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals” (ibid.).

Basically motivation can be depicted as the force that prompt us to put effort in a determined action for a determined period of time, even though there is not a straightforward description for this factor (Dörnyei 1998: 118). Specifically, when it comes to language learning, motivation involves different aspects (Dörnyei 1998; Gardner 1985), as it will be argued in chapter 2. For what concerns the utility of motivation, Dörnyei and Skehan (2003: 589) state that IDs, such as attitude and motivation, are two of the most reliable predictors of success in SL learning. Indeed, a great deal of motivational research shows how there is a positive correlation between motivation and success in language learning (ibid.). In statistical analysis these two variables usually have a positive relationship that ranges from 0.20 to 0.60(ibid.); in other words if one variable increases the other one will increase proportionally (Field 2013: 265; see section 3.2.1.1 for details on correlational analysis). Despite this, IDs have received rather scant attention in the field of SLA, since areas such as Input or Interaction have prompted a greater amount of research and theoretical developments than IDs (Dörnyei & Skehan 2003: 589). Hence, the above

reasons, motivation is a highly regarded factor in ELT manuals as Harmer's (2007) or Ur's (1996), for instance.

1.3 ELT in Italy: background information

In Kachru's model (1992) accounting for the spread of English, Italy can be located in the expanding circle, that is to say among those countries where English is taught as a foreign language used to communicate with native speakers of English or mainly, as a lingua franca to interact with speakers of other languages (Jenkins 2009). Historically, ELT became more popular in Italy after World War II, due mainly to the U.S.A growing political-economic influence (Pulcini 1997). This entailed an "Americanization" of the European and Italian lifestyle, which led English to become the most studied of the foreign languages in the Italian public education and not only (Perini 1985; Pulcini 1994). Furthermore, in the last years, due to the 2008 financial crisis, there has been a growing migratory flow of Italians toward English speaking countries, especially within the European Union (Repubblica 2013). Therewith, the last law-decree of 2008 from the Italian Ministry of public education, which regulates the study of English in public high schools, gives to this subject a central position among the other foreign languages. Indeed, the law foresees that English is compulsory in every type of public high-school in Italy for all the 5 academic years, and that it should be taught for three hours weekly at least. Nonetheless, Italians are considered to be poor at learning foreign languages (Pulcini 1997: 82). In fact, twenty years ago, data gathered by De Mauro and Boylan (1995) confirmed how less than 20% of Italians considered themselves to be fairly proficient in English. Nowadays, giving a look to English proficiency rankings, it can be noted how the situation is not changed that much for Italy, since Italy occupies rear positions in Europe for what concerns English proficiency (EF 2014). Pulcini (1997: 82) stated that this might be due to the past sociolinguistic and educational situation of the country, which was characterized by a high level of illiteracy until the half of the last century and by the wide use of local dialects that lead public authorities to emphasize more the teaching of Italian itself rather than foreign languages. Luckily, it can be stated that currently Italy has achieved that linguistic unity sought for so long, therefore it might be asked why Italians have still poor outcomes in learning English. Perhaps researching motivation in SLA among Italian students might give a little contribution in order to answer such question; considering

that such factor can be linked with success in language learning (Dörnyei & Skehan 2003: 589), as already suggested.

1.4 Aims, objectives and research questions

Recently, in motivational research in SLA, a valid and recognized model has been Dörnyei's L2 Motivational Self-System. In this respect, studies such as Dörnyei and Csizer (2002); Ryan (2009); Taguchi, Magid and Papi's (2009) contributed to validate Dörnyei's construct, finding out mainly that the aspect of Integrativeness has an important place in learners' motivation, even though studies were carried out in FL contexts. This might be seen as supporting Gardner's construct (1985) of Integrative motivation, but it will be shown how there are more motivating factors at stake. Therefore, the aim of this paper is to evaluate such aspects in the EFL context of an Italian public high school by means of both quantitative and qualitative research through a questionnaire and semi-structured interviews, in order to have a strong validity and credibility as suggested by McDonough and McDonough (1997). Hence, beyond testing Dörnyei's construct in a determined context, the present research aims at answering to the following specific question:

-“To what extent does Integrativeness towards the English speaking world motivate Italian high-school students?”

Furthermore, since English is the main international language, this study investigates how this aspect could affect a possible integrative orientation in learners of English as a FL. Therefore, this paper endeavours to answer to the following specific question:

-“To what extent does Integrativeness towards the international dimension of English motivate Italian high - school students?”

Thence, the following chapters will attempt to clarify theories, arguments and research methods mentioned in this introductory chapter; in order to shed light on issues raised hereby, about a context that nobody has examined from this point of view, at best of the researcher's knowledge.

Chapter 2 – Literature Review

2.1 Introduction

The endeavour of this chapter is to give an account of the SL learning motivation theories relevant to this paper, in order to make the reader aware of what aspects both the questionnaire and the interview try to investigate. Even though, for a matter of space psychological perspectives concerning such theories will not be argued in depth, unless they are directly linked with one of the constructs. Hence, the chapter starts with the Social Psychological Period (Dörnyei 2005; Ushioda 2012), which includes the Canadian scholars' Socio-Educational Model (Gardner 1985) together the Linguistic Self-Confidence theory. Afterwards, the focus shifts on the Cognitive Situated Period, in which scholars started to take into account specific contextual factors and learners' mental process (Dörnyei 2005). More recently, scholars commenced to view motivation in language learning as something variable over a determined period of time, therefore they started to consider time as a very relevant factor (Ellis 2008: 688). In particular, the main points of this chapter are Gardner's theory (1985) on Integrative and Instrumental motivation embedded within the Socio-Educational Model, and Dörnyei's model, namely the L2 Motivational Self-System (Dörnyei & Ushioda 2009). In addition, brief outlines of studies and articles, which have provided useful insights to this paper, will be provided. Among these works there are Csizer and Dörnyei's surveys (2002; 2005a; 2005b); Csizer and Kormos (2009); Taguchi, Magid and Papi's study (2009), Yashima (2002; 2009). Moreover, in order to have an insight about Italian learners' motivation for learning EFL, Mariani's studies and works (2006; 2012a; 2012b) on Italian secondary and high-school students of English will be discussed. In addition, it is worth making a premise, concerning the difference between orientation and motivation: while orientation is the reason to start studying a FL, motivation is what enables the student to keep a constant effort in the learning (Gardner & MacIntyre 1991: 58). Between the two it is the latter that prompts the proficiency in the L2 (ibid.).

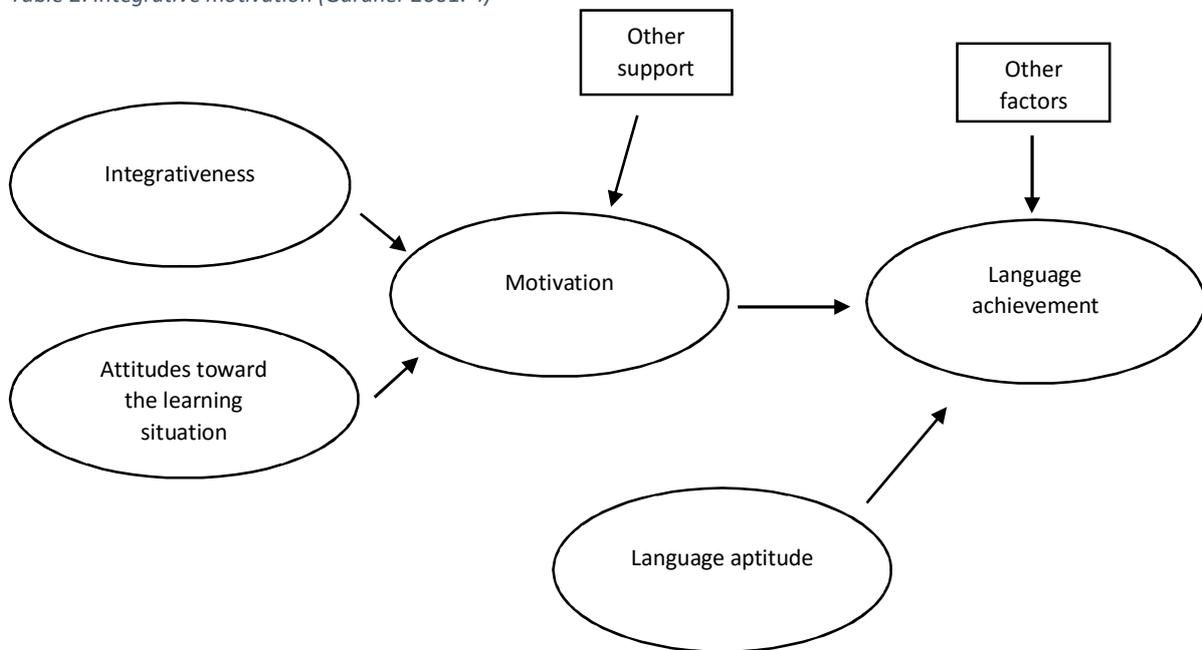
2.2 The Canadian School: Socio-Educational Model

The Socio Educational Model has its roots in Social Psychology, which has got as key principle the assumption that "attitudes exert a directive influence on behaviour since someone's attitude towards a target influences the overall pattern of the person's responses to the target" (Dörnyei 1998: 119). In other words, in this early phase the focus of

motivational research in SL learning, was “on reasons for learning” (McDonough 2007: 369). In this perspective, an eminent figure in SLA is Robert C. Gardner, and more specifically when it comes to motivation in SLA he is an influent character. In 1972 Gardner and Lambert, drawing from their research carried out in the Canadian context of students learning French as L2, stated that in order to achieve success in the L2 learning, learners “must be willing to identify with members of another ethnolinguistic group and take on very subtle aspects of their behaviour” (Gardner & Lambert 1972: 135). Thereafter, this position was supported by studies elaborated in the similar context of Canadian high-schools, where adolescents were studying French as L2 (Gliksman 1976; Gliksman, Gardner & Smythe 1982). Later, Gardner (1985) proposed that success in learning is not due solely to attitude, but also and mainly to motivation. Moreover, in this period Gardner (ibid.) acknowledged the importance of Instrumental orientation, and juxtaposed it to Integrative orientation. This was due also to studies such as Muchnick and Wolfe (1982) over students of Spanish as an FL in American high-schools, which suggested for two separate kinds of motivation. In 1985, he also designed the Attitude Motivation Test Battery (AMTB) (Gardner 1985; 2010), that is to say a test to measure motivation in students; which comprehends Integrative motivation. In the AMTB, such concept has different facets, divided in three sub-components: Integrativeness, Attitudes towards the learning situation and motivation (see table 2). These components are measured thanks to different items on the AMTB, similarly to the questionnaire administered for the present research. The main concept within the Integrative motivation construct is the notion of Integrativeness, which Gardener describes as the will of the learner “to come closer to other language community” (2001: 5). The Attitudes towards the learning situation are concerned with learners’ affective reactions to the learning environment (Gardner 2011: 25). Instead, motivation is a mix of the two former elements and it assesses the effort, desire for learning the L2, beyond attitude (Gardner 2011: 25). In this regard he stated that "motivation to learn a second language is influenced by group related and context related attitudes, Integrativeness and Attitudes toward the learning situation" (Gardner 1985: 168). In several studies carried out in different contexts, where English is taught as a FL (Croatia, Poland, Romania, Spain, Brazil and Japan) , Gardner (2010) found out that there is a strong relationship between success in learning the FL, meant as academic grade, and Integrative motivation meant as a computation of

Integrativeness + Attitudes toward the Learning Situation + Motivation – Language Anxiety.
Hence, as Gardner suggests (2011: 27) the construct's reliability was demonstrated.

Table 2: Integrative motivation (Gardner 2001: 4)



Although this model was the main one in motivation research (Dörnyei & Skehan: 614), several critics have been moved toward the Integrative motivation construct over the years. For instance, not always positive attitudes toward the L2 community imply a good outcome in learning their language, as demonstrated in Oller, Baca and Vigil's study (1977). Indeed, they found out that Mexican women learning English in California, who had a low degree of good attitudes toward the L2 community, achieved a better result than women who did (ibid.). Ellis (2008: 681) argues that an issue concerning this theory is that it fails to account for other types of motivation that a learner might show beyond Integrative motivation. In fact, Kruidenier and Clement's work (1986), failed to validate Gardner's hypothesis, conversely finding out that there were other factors that motivated students, such as: traveling, friendship, personal knowledge and instrumentality. Furthermore, there are other issues challenging Gardner's stance. Firstly, the AMTB is ambiguous since it does not make distinction between orientation and motivation, but rather it mixes the two aspects (Dörnyei 2005). Secondly, it doesn't take into account the mutable nature of motivation over time (Ellis 2008: 683). Thirdly, it sees motivation as the cause of learning and not the

opposite (*ibid.*). Fourthly, motivation from Gardner's perspective is seen as a too static factor (*ibid.*). Last but not least, a really important issue to this paper is the tricky nature of Integrativeness regarding English as an International Language (Dörnyei, Csizer & Nemeth 2006; Yashima 2002; 2009). More details about such aspects will be discussed in the next sections of this chapter, and in the discussion chapter.

2.2.1 Instrumental motivation

As briefly mentioned above, Instrumental motivation together with Integrative motivation is part of Gardner's Socio Educational Model (Gardner 1985). As Ellis (2008:682) suggests, these two orientations work together, rather than against each other. Ellis describes this kind of motivation as deriving "from a perception of concrete benefits that learning the L2 might bring about" (*ibid.*), as for instance getting a better job in the future or good marks in an academic context. Several studies investigated this type of motivation with different outcomes. On the one hand, studies such as Gardner & Lambert's (1972) highlighted how Instrumental motivation did not strongly account for learners' success in SL learning. On the other hand, Gardner and MacIntyre (1991) carried out a study, proving the relevance of Instrumentality. In their study they firstly administered a questionnaire to 92 participants measuring different motivational factors, which comprehended also Integrative and Instrumental motivation (see Gardner & MacIntyre 1991: 61). Secondly, they set up an experiment, in which the 92 psychology students participants had to learn English/French word pairs; additionally the participants were divided in two groups: one group would have been offered a reward of ten dollars if they had been successful in the learning of the word pairs, while the other one were simply told to do their best. The results showed that students who received a financial reward performed better in the task, than those who did not (Gardner & MacIntyre 1991: 68). Nevertheless, subjects who were found to be more integratively motivated in the questionnaire analysis did also well (*ibid.*). In this regard, Ellis (2008: 683) suggests that Instrumentality overall is a less strong predictor of success in learning the L2 than Integrativeness. Although in FL context where learners have no chance to interact with the L2 community as in the present work, it might be of quite relevance (Ellis 2008 683).

2.2.2 Linguistic Self-Confidence

Beyond Gardner and Lambert, other Canadian scholars proposed several constructs accounting for motivation in SLA. For instance, Clement and his associates (Clement & Kruidenier 1983; Kruidenier & Clement 1986) proposed the Linguistic Self-Confidence theory, which suggested that one's proficiency in learning the L2 is better predicted by one's Self-Confidence, namely the "belief in one's ability to learn an L2 successfully" (Ellis 2008: 684). Clement (1986) conducted a survey among 293 francophone students learners of English as L2 at the University of Ottawa, confirming such a claim about Self Confidence. In addition, he suggested that frequency of contact with the L2 community is concomitant with one's Linguistic Self-Confidence (Clement 1986: 287).

2.3 Cognitive Situated Period

The turn in motivational theories took place between the end of the 80s' and the beginning of the 90's, following the developments in motivational psychology (Dörnyei 2005: 74), which put the stress on learners' mental processes. Moreover, as McGroarty (2001: 86) states, research started to take into account different contextual factors, unlike Gardner's initial belief. A quite meaningful article, which accounts for various position during this educational shift is Crookes and Schmidt's (1991). From this period several stances developed, but for reasons of space the following paragraphs will expose just theories useful to the context of this paper, that is to say language Attributions (Dörnyei 2005: 76), and the Self-Determination theory (Deci and Ryan 1985).

2.3.1 Attributions

According to Gardner (1985) and Spolsky (1989: 153) motivation is the cause of learning. Alternatively, it could be argued by the Attribution theory (Weiner 1992) that someone's motivation to undertake a determined action is considerably influenced by past failures and success in that determined context. In the case of language learning at school, an example could be a student that has low motivation for learning the language because he has always received low marks. In the view of the Attribution theory, a significant study carried out by Ushioda (2003) confirmed the importance of causative Attributions among Irish learners of French. Such research, carried out by means of in-depth interviews, investigated what attributional causes influenced learners' positive motivational thinking (ibid.). Hence,

Ushioda obtained two main attributional patterns (ibid.). In the first pattern learners associated success in learning French to their personal ability and effort, while in the second attributional pattern failure was attributed to past shortcomings in the L2 and a lack of effort (ibid.). Therefore, as Ellis states: “the role of learner Attributions in shaping motivation is now fully acknowledged” (2008: 685).

2.3.2 Self-Determination theory

In several ELT manuals as Harmer’s (2007: 20) it can be found the popular paradigm of Extrinsic and Intrinsic motivation, which is proposed in the Self-Determination theory (Deci and Ryan 1985). Ryan and Deci (2000:55) describe Intrinsic motivation as motivation that stems from the pleasure or enjoyment of doing a determined activity, rather doing something in order to achieve a more concrete and material benefit, as it happens with extrinsic motivation (Ryan & Deci 2000: 60). Brown (1994:40) suggested that often SL teaching practices emphasized material rewards, rather than prompt a personal interest in the learners, which may result in a best achievement in the SL. Quantitative research concerning this theory tried to seek out links between previous motivation constructs in SLA and how contextual factors of the learning environment affected the level of learners’ self-determination (Dörnyei 2005:78). Indeed, Noels (2001) drawing from precedent findings, proposed a theory linking the intrinsic/extrinsic paradigm with previous constructs. Intrinsic motivation was concerned with the nature of the learning itself and whether it is fun, interesting or challenging (ibid.). Extrinsic motivation was linked for instance with Gardner’s Instrumental orientation (ibid.). Moreover, she added to the paradigm a third subcomponent, which basically accounted for Integrative motivation (ibid.). For what concerns learners’ level of Self-Determination, Noels (2001) found out that the more the teacher was perceived by students in control, the less they were intrinsically motivated.

2.4 The L2 Motivational Self-System

The L2 Motivational Self-System, together with Dörnyei’s motivational Phases Model (2001a), is embedded in the so- called process oriented period and meaningful aspect of this approach lies in the fact that it started to take into account the changing nature of motivation over the time (Ellis 2008: 688). Dörnyei’s construct draws from previous motivational theories and psychologic constructs (Dörnyei 2009).

2.4.1 Psychological sources

In particular, Dörnyei's theory draws upon the psychologic view of the "Self", more specifically from Possible Selves and Future Self (Dörnyei 2009: 10); which need to be outlined in order to comprehend both the L2 Motivational Self and the purpose of the present research. Markus and Nurius (1986) suggest that the Possible Selves are basically the individuals' mental depictions of what they might become in the future. Thus, they distinguished three kinds of possible selves: "ideal selves that we would like very much to become, selves we could become, and selves we are afraid of becoming" (Markus and Nurius 1986: 954). As Dörnyei (2009: 12) observes, while the distinction for the hoped self (for instance rich and famous) and feared self (poor and alone) is quite straightforward, the definition of the could be self is trickier as it refers to one's expectative of what he/she could actually become in a default scenario. Similarly, in Higgins's Self-theory about motivation and Self-regulation (1987; Higgins, Klein & Strauman 1985), which is precedent and integrative to Markus and Nurius' work, key tenets are: the Ideal Self and the Ought-Self. The Ideal Self are hopes, aspirations and wishes, that is the "the attributes that one would ideally like to possess" (Dörnyei 2009: 13); instead the Ought-Self is concerned with are depicted in an individual's mind as the features that he/she ought to have, namely moral responsibilities or obligations (ibid.). Furthermore, Higgins (1987) suggest that other individual's view might influence one's Ideal and Ought Selves. Besides Dörnyei (2009) sustains that the role of imagination, as well, is quite central in the above mentioned constructs. What is meant for imagination is the mental process of visualizing new inexistent images of ourselves and the world, which transcend time and space (Wenger 1998: 176). The answer to the question about how exactly these, so called, future self-guides motivate an action can be found in Higgins's self-discrepancy theory (1987, 1996); which basically suggests that a person is motivated to carry out an action in order "to reduce the discrepancy between one's actual Self and the projected behavioural standards of Ideal/Ought Selves" (Dörnyei 2009: 18). In this view, Higgins (1998) states that if on the one hand the Ideal Self is concerned with a promotion focus involving hopes and aspirations; on the other hand the Ought Self is about avoiding negative outcomes that failing to deal with obligations involves, also called prevention focus.

2.4.2 Motivational research contributions

The L2 Motivational Self-System, beyond psychology, has its roots in previous motivation research such as Gardner's construct of Integrativeness/Integrative motivation (Dörnyei 2009:22). Indeed, Csizer and Dörnyei's (2002) carried out a large scale study among 8593 Hungarian students of different FL during the years 1993 and 1999. Thanks to their work, they demonstrated that Integrativeness played an important role (Csizer & Dörnyei 2002), where supposedly instrumental motivation should have had a major role, since it was an FL context. Consequently, regarding the role of Integrativeness, they suggested that scholars needed "to seek potential new conceptualizations and interpretations ", although always bearing in mind its original meaning (Dörnyei & Csizer 2002: 456). However, in the questionnaire used to carry out their research, available on Dörnyei's website (2015), the researchers aimed to evaluate different motivational factors, such as: Instrumentality, direct contact with L2 speakers (attitudes toward L2 speakers), cultural interest, and vitality of L2 community, milieu and linguistic self-confidence (Csizer & Dörnyei 2002: 430). By putting into correlation (by using ANOVA) these factors with two criterion measures, represented by language choice and intended effort to learn the L2, they found out that Integrativeness stood out "in terms of its predictive capacity" (Csizer & Dörnyei 2002: 441). Among these motivational dimensions the immediate antecedents to integrativeness were instrumentality and attitudes toward L2 speakers, which are very different in their nature, as Dörnyei (2009:28) suggests.

To sum up, Dörnyei (2005) drawing from psychology regarding Possible Selves and Gardner's theory (1985), designed the L2 Motivational Self-System formed by three components. More correctly, for the first two elements, namely the Ideal L2 self and Ought to L2 self, Dörnyei took inspiration from data obtained from the Hungarian surveys (Csizer & Dörnyei 2002) and the psychological theories above mentioned (Dörnyei 2005). While, for the third constituent, that is the L2 learning experience, Dörnyei looked at the new wave of motivational studies that took place in the 1990s, in order to account for the main components of the classroom learning situation (Dörnyei 2009: 29). Hence, he describes the components as follows:

“1. Ideal L2 Self, which is the L2-specific facet of one’s ‘ideal self’: if the person we would like to become speaks an L2, the ‘ideal L2 self’ is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves. Traditional integrative and internalised instrumental motives would typically belong to this component.

2. Ought-to L2 Self, which concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes. This dimension corresponds to Higgins’s ought self and thus to the more extrinsic (i.e. less internalised) types of instrumental motives.

3. L2 Learning Experience, which concerns situated, ‘executive’ motives related to the immediate learning environment and experience (e.g. [...] the teacher, the curriculum, the peer group, the experience of success)” (Dörnyei 2009: 29).

Regarding Instrumentality, which is divided according to Higgins’s (1987, 1998) paradigm of promotion/prevention, research (Taguchi *et al.* 2009: 88) suggests for a high correlation between the Ideal L2 Self and Instrumentality-Promotion, while the Ought-to L2 self has higher correlation with Instrumentality-Prevention.

In order to validate Dörnyei’s motivational framework several studies have been carried out recently (Al-Shehri 2009; Csizer & Kormos 2009; Ryan 2009; Taguchi *et al.* 2009; Yashima 2009). Among these papers, the main work that inspired the present research is Taguchi, Magid and Papi’s (2009); since the questionnaire administered in that survey has been adapted to gather quantitative data for this paper (the questionnaire’s items and variables will be explained in chapter 3). These researchers (Taguchi *et al.* 2009) carried out a motivational research drawing from Csizer and Dörnyei’s Hungarian survey. The set of the study were three very different contexts, namely China, Iran and Japan; among five-thousand participants, who differed in age and L2 proficiency (Taguchi *et al.* 2009). However, this time the FL involved was just English. Following the results, Taguchi, Magid and Papi (2009: 88) drew four main findings from their job. Firstly they validated the L2 Self-System, as they tested the motivational framework in different contexts (*ibid.*). Secondly, the concept of Integrativeness and the Ideal L2 Self are deeply bound, perhaps they overlap (*ibid.*). Thirdly, as already mentioned, they confirmed the existence of two different kind of instrumentality (*ibid.*). Fourthly, they acknowledged the cross-cultural differences given by such different contexts.

2.5 English as a global language: the “International Posture”

A main aspect, concerned with the questions that this paper tries to answer, is English as an International Language (EIL). On this point, Jenkins (2009) and McKay (2002) suggest that, since most of the people who use English to communicate are not native speakers, English is a lingua franca or international language; "which is used by people of different nations to communicate with one another" (Smith 1976:38). To this statement McKay (2002: 12) adds that English being a global language nowadays, it can be melted with the culture of the countries where it is spoken, and not just to the culture of the Kachruvian Inner Circle countries, namely those countries where English is the first language (Kachru 1992). In other words, English cannot be linked with a specific culture (Skutnabb-Kangas 2000). Considering this and what said above about Integrativeness, one can guess how difficult it is to apply strictly the concept of integrativeness to the English language (Csizer and Kormos 2009: 99). Therefore, Yashima (2009: 145), acknowledging EIL and learner's difficulty of identifying a specific culture within an English speaking community, proposes the concept of “International Posture” as alternative to Integrativeness. She states that International Posture “tries to capture a tendency to relate oneself to the international community rather than any specific group, as construct more pertinent to EFL contexts” (Yashima 2009: 145). Her construct is supported by her research among Japanese university students (Yashima 2002; 2009) and high school students (Yashima *et al.* 2004), in which she demonstrated how International Posture leads to motivation and Willingness to communicate in the L2, since it is likely that learners envision their future selves using the L2 to communicate internationally (Yashima 2009: 147). It comes straightforward that even in this case imagery plays a fundamental role in building a bridge between International Posture and Ideal Self (Yashima 2009:149). Furthermore, Csizer and Kormos (2009) carried out a survey among secondary school and university students in Hungary and beyond validating the L2 Motivational Self-System, they found out that the attitudes toward EIL influenced significantly students' idealised images of themselves (Csizer & Kormos 2009: 109).

2.6 Studies in the Italian context

Considering that the present study is carried out among Italian students, it is necessary to provide an outline of previous motivational research in such context. At such regard, in 2006 Mariani explored learners' beliefs on motivation to learn a FL through a qualitative design,

in order to provide some practical insight on how teachers can keep the level of motivation high in their students. In his work (Mariani 2006), in line with Dörnyei (2005), he acknowledges the dynamic and multidimensional nature of motivation, which changes in time and involves several psychological factors, as attributions for instance (Mariani 2012a: 10), and also contextual aspects, as the learning environment (Mariani 2012a: 3). In addition, Mariani (2012b) carried out a research among 600 Italian high-school students learning different foreign languages, seeking out what meanings they attached to the ideas of knowing and learning a foreign language (2012b: 4). To do so the method of the study implied that students completed two metaphors, about the feelings they had toward both knowing and learning a foreign language (Mariani 2012b: 4). Thus, he found out that both Instrumental motivation and Integrative motivation played a central position “in shaping the meanings that students attach to both the outcome of language learning and the process of learning itself” (Mariani 2012b: 11). Although, in this case Instrumental motivation referred more to long range benefits aimed at the promotion of themselves, rather than concrete benefits in the immediate period or to avoid punishments.

2.7 Conclusions

The second chapter of this paper has provided an exhaustive overview of the underlying main theories behind motivation in SLA. Starting from the Canadian school with Gardner’s Socio-Educational Model, which includes the construct of Integrative motivation with its facets and the Instrumental motivation (Gardner 1985). Then the discussion moved briefly onto the motivational shift of the 90s, more specifically onto Attribution theory and the Self-Determination theory with its popular distinction between Intrinsic and Extrinsic motivation (Deci and Ryan 1985). But, the main point of this chapter was Dörnyei’s L2 Motivational Self-System (2005), which basically embeds the previous motivational constructs (Ellis 2008). In this regard Yashima added a factor, especially important to this paper, which is the International Posture (2009), which takes in account the internationality of English. In addition, studies by Mariani about Italian student’s beliefs on motivation were outlined.

The argument about these theories is also aimed at making readers aware about item contained both in the questionnaire and the interview schedule, which will be presented in

the next chapter. To conclude this chapter with a summary thought on motivation theories in SLA, Spolsky states:

“A language may be learned for any one or any collection of practical reasons. The importance of these reasons to the learner will determine what degree of effort he or she will make, what cost he or she will pay for the learning” (1989:160)

Chapter 3-Methods

The third chapter’s task is to outline details about how this motivational study has been carried out. Firstly, it will be given an outline of research approaches to the present study, together with issues of reliability and validity. Secondly, it will be given a description of the methods and instruments employed to gather the data, that is to say a questionnaire and a semi-structured video-interview and other possible methods considered. Thirdly, it will be given an account of the data analysis and interpretation procedures. Finally, it will be described who the participants in the study are, together with a description of the settings and the ethical issues involved in the research.

3.1 Research methodology

The Oxford English Dictionary (2007) defines research as “the systematic study of materials and sources in order to establish facts and reach new conclusions”. Consequently, research is often associated with experiments, laboratories, numbers, and statistics; that is to say with the quantitative approach (Given 2008). McDonough and McDonough describe the quantitative approach as having the following features: “description by numbers, significance in terms of probability, and use of experimental design [...], generalization from sample to population , the search for causes” (1997: 48). This kind of approach is often deemed to be more reliable and valid than the qualitative approach, since quantitative outcomes derive from reliable variables (O’ Leary 2010; Silverman 2006). From an epistemological view the quantitative approach is underpinned by the paradigms of Positivism, Empiricism and Realism (Silverman 2006: 9; O’ Leary 2010: 6). Realism sees the world and truth as something objective that exist independently of factors such as the human perception (Rescher 2005). Empiricism is at the base of scientific methods, and it claims that knowledge stems out mainly from sensory experience (Stathis & Curd 2010). Similarly, Positivism embraces the view that every kind of knowledge has to be pursued

through the use of scientific methods (O'Leary 2010: 105; Silverman 2006: 9). As a matter of fact, the majority of studies in SL learning and teaching, has been carried out through a quantitative approach (Lazaraton 2005: 214). Nevertheless, in recent decades scholars objected that quantitative methods are always suitable to social science contexts (O'Leary 2010; Silverman 2006). In this regard, Silverman (2006) states that statistics might not be the most appropriate instrument to observe social science phenomena, since they exclude the observation of everyday behaviour. Hence, opposed to the stances subsuming the quantitative approach, there are alternative epistemologies underpinning the qualitative approach; which are Relativism, Social Constructionism and Subjectivism (O' Leary 2010: 6). In few words, these concepts suppose that truth is something relative to socio-historical contexts, and knowledge is something built within the human mind thanks to interaction with other human beings (Leeds-Hurwitz 2009). Marshall and Rossman (2011) outline the features of a qualitative approach: the setting is naturalistic, the methods used in a qualitative research are multiple and respectful toward participants, and rather than trying to find out an overarching truth trough statistics it focuses on the interpretation of a context. In other words a quantitative approach would give the researcher a general pattern of a social phenomenon, while a qualitative approach would depict details of a specific situation in a determined context, using for instance methods as interviewing and observation (Denzin and Lincoln 2000: 10).

IDs research, together with the majority of applied linguistics studies (Lazaraton 2005: 214), has usually foreseen the use of quantitative methods for data gathering and analysis (Dörnyei 2001a; Ellis 2008: 646). Indeed, as we can guess from most of the above mentioned studies, motivational researches have been often carried out through the employment of survey questionnaires and empiric testing (Dörnyei & Skehan 2003: 613). Usually, statistical analysis concerning variables measured by questionnaires are carried out together with correlational statistics, in order to develop and test theories (Ellis 2008: 646). On the other hand, there have been several doubts about the use of such instruments in IDs research, foremost concerning their validity (Ellis 2008: 646), meant as credibility of the studies (McDonough & McDonough 1997:63). Indeed, Ellis suggests that, by mean of a questionnaire, learners can only refer to their approach to learning, regarding a specific

activity undertaken by them, rather than general tendencies (Ellis 2008: 646). Alternatively researchers started to take into account the use of qualitative methods (ibid.), in fact Spolsky (2000) advises for a triangulation of methods, that is to say using both quantitative and qualitative methods in the study of IDs. In agreement, Dörnyei (2001) suggests that to investigate certain aspects of motivation, as attributions for instance, a qualitative approach is required. Thereby, and since triangulation gives a stronger validity to research (McDonough & McDonough 1997; Drever 1995), the present study employs both a quantitative and qualitative approach, to gather and analyse data, by the administration of questionnaire and in-depth interviews. Moreover, these two instruments are complementary due to their differences, as it will be outlined in the next sections.

The use of two different approaches should shed some light on the position of the researcher regarding the previously named epistemologies, that is to say halfway between these paradigms. It might be suggested that such stance could be found in Critical Realism, namely a school of thought linked with Roy Bhaskar (1975). This approach to social science, rather than seeking cause and effect as Empiricism, strive to understand the mechanism of how an effect/event happens (transcendental realist model) (Sayer 2000:15). The main feature of Critical Realism is that it acknowledges both natural science methods and an interpretative understanding, in the case of social science (Sayer 2000: 17). Hence, it has to be borne in mind that it will depend on the topic and the subjects of research, which method and instruments a researcher will rely on (Kumar 2005, O'Leary 2010, Sayer 2000: 19; Silverman 2006). Especially, when it comes to a topic implied with psychology, such as motivation, the truth is never entirely black or white.

3.2. Instruments

In this section a description and a justification of the instruments used to gather data for the present research is provided, that is to say a questionnaire and a semi-structured interview. Each description will be followed by an outline of the data analysis procedures for each instrument.

3.2.1 The questionnaire

As already outlined, the main reason for choosing a questionnaire as instrument for this research lies in the fact that traditionally motivational research in SLA has made a large use

of such method. Furthermore, a questionnaire presents several advantages that makes it a fair choice. Firstly, it ensures a greater degree of anonymity than interviews and supposedly respondents are more likely to answer sincerely (Kumar 2005: 130). Secondly, it can be administered at the same time to a large number of participants, making it less time consuming than interviewing (Heather and Stone 1984: 3). Thirdly, in terms of finances a questionnaire is less expensive than interviewing, talking in terms of travelling and equipment costs (Kumar 2005: 130). Naturally, this instrument presents also several drawbacks, for instance: unclear questions or statements cannot be clarified, responses might be influenced by consultation with other people or by previous items in the questionnaire itself, and there is no chance for spontaneous answers (Kumar 2005; McDonough & McDonough 1997). Most importantly the researchers does not get a close insight on a determined situation (ibid.).

The questionnaire used in the present work (see appendix 1) is formed by three parts. The first and the second part contain respectively thirty statements and fourteen questions, to which respondents answered by means of Likert scale, that is to say a scale of numbers through which participants report their agreement or disagreement (McDonough and McDonough 1997: 176). Specifically in this questionnaire 0 corresponds to a total disagreement, while 6 to a total agreement. Instead, the third part requires to the respondents' background information as: gender, nationality, age, whether they have had a native English teacher, whether they had lived in an English speaking country for more than a period of three months, and self-assessment of their English proficiency. The use of the Likert scale and surveys is typical in motivational research, as already mentioned (Ellis 2008). More precisely, the questionnaire designed for the present study, is an adapted version of the ones used by Taguchi, Magid and Papi (2009) in their survey, which are available on Dörnyei' web page (2015). Thereby, the questionnaire tries to assess eleven variables, which are linked to the motivation constructs argued previously. Ten of these were also measured in Taguchi, Magid and Papi's work (2009: 74-75), while the eleventh draws from Yashima's research (2002; 2009) and Csizer and Kormos's study (2009). These variables are:

1. Criterion Measures, which evaluates how much effort a learner is willing to spend to learn English;
2. Ideal L2 Self;

3. Ought to L2 Self;
4. Family Influence, which assesses the pressure that parental figures exert on students;
5. Instrumentality promotion, which examines to what extent the perspective of a concrete material benefit (e.g. a better job, more money) motivate learners;
6. Instrumentality prevention, which measures how students are motivated by the fear of failing exams or re-take the academic year;
7. Attitudes to learning English or L2 learning experience.
8. Cultural interest, examining student's interest toward cultural products of the English speaking countries, such as films, music, magazines etc.;
9. Attitudes to the L2 Community that examines learners' attitude toward English-speaking communities;
10. Inegrativeness (Taguchi, Magid & Papi 2009: 74-75).
11. Integrativeness toward the International dimension of English (IIE), which measures to what extent learners are willing to learn English to use it as an international language in order to integrate within the globalized English speaking world (Csizer & Kormos 2009, Yashima 2002; 2009).

In order to test the feasibility and suitability of the questionnaire, it was previously piloted on Italian students of the researcher's personal knowledge, which of main importance in designing a proper data gathering instrument (O' Leary 2010: 186). In this respect, also feedback from colleagues and superiors was taken into account.

3.2.1.1 Questionnaire data analysis

The data gathered from the questionnaire, in order to be analysed, was entered into a software for statistical analysis, that is to say SPSS (version 22.0). Firstly, the forty-four items measuring the variables, together with six items concerning students' background information, were entered into SPSS. The second step, after entering the students' answers, was to compute the mean value for each variable together with the standard deviation mean, which can be defined as the variance in learners' answers or standard error showing to what extent the mean of a determined variable reflects the sample (Field 2013). Table 3 shows which items correspond to each variable.

Table 3: Questionnaire items

Variable	Item number
Criterion measures	3, 12, 17, 24
Ideal L2 Self	6, 13, 20, 30
Ought to L2 Self	7, 11, 16, 23
Family influence	1, 5, 9, 18
Instrumentality promotion	4, 19, 29
Instrumentality prevention	8, 14, 21
Attitudes to learning English	10, 15, 22, 28
Cultural interest	31, 34, 38, 42
Attitudes to the L2 Community	32, 36, 39, 44
Integrativeness	41, 37, 33
IIE	2, 25, 26, 27, 35, 40, 43

For instance, in order to compute the mean of Criterion Measures, SPSS finds out the mean of the answers to the items number 3, 12, 17 and 24; so it computes the mean of these means. Finally, in order to measure the strength of relationships between the variables, the researcher used Pearson’s correlation coefficient on SPSS, which is a quite common statistical procedure in SL teaching and learning research (Lazaraton 2005: 218). In order to understand this equation it is necessary to be aware of the concept of variance, cross product deviation and covariance. Variance refers to “the average amount that the data vary from the mean” (Field 2013: 264), namely the square of standard deviation, and it is described numerically by the following equation:

$$variance(s^2) = \frac{\sum_{i=1}^n (x_i - \bar{x})^2}{N - 1} = \frac{\sum_{i=1}^n (x_i - \bar{x})(x_i - \bar{x})}{N - 1}$$

The cross product deviation is the product obtained by the multiplication of the deviations of one variable with the corresponding deviations of a second variable (Field 2013: 265). Hence, covariance is the sum of the cross-product deviations divided by the number of cases less one or the average amount that the paired observations of X and Y co-vary, as for the variance (in the below equation: $N - 1$). The equation to obtain the covariance is the following:

$$covariance(x, y) = \frac{\sum_{i=1}^n (x_i - \bar{x})(y_i - \bar{y})}{N - 1}$$

Covariance Pearson's correlation coefficient is obtained by the covariance of two statistical variables X and Y, divided by the product of the variables' standard deviations (Field 2013: 266) and its equation is:

$$r = \frac{cov_{xy}}{s_x s_y} = \frac{\sum_{i=1}^n (x_i - \bar{x})(y_i - \bar{y})}{(N - 1)s_x s_y}$$

The result is a value in a scale from -1 to 1, which measures the strength of the relationship (Field 2013: 265). If the coefficient obtained has a value from -1 to 0, there is a negative association between the variables meaning that if one increases the other one will decrease proportionally (ibid.). Conversely, if the value obtained goes from 0 to 1 there will be a positive relationship between the variables, meaning that if one variable increases the other one will increase proportionally (ibid.). While if we have a coefficient of 0 there is no linear relationship between the variables, that is if one of them increases or decreases the other will stay the same (ibid.).

3.2.2 The semi-structured video interview

Since this study foresees a mixed approach, both quantitative and qualitative, I decided to carry out a series of interviews, after the questionnaire analysis. More specifically, three semi-structured interviews were conducted by means of a video calling software.

Besides being one of the most popular instruments in qualitative research (Drever 1995; Silverman 2006), interviewing presents a series of strengths that seems to be questionnaires' weaknesses and vice versa, thus making them a worthy choice to supplement questionnaires. Above all, interviewing allows researchers to gather higher quality data, in order grasp deeper aspects of the topic researched (Drever 1995; Marshall & Rossman 2011). As Kvale and Brinkmann suggest: "An interview is literally an inter-view, an inter change of views between two persons" (2008:2). This is mainly due to the possibility for the researcher of clarifying misunderstandings and ambiguities that might raise during the interview process (McDonough & McDonough 1997). Therefore, interviews are particularly useful to focus on particular aspects of classroom life (Hopkins 1993: 125). Conversely, interviewing does not assure the great extent of privacy that questionnaires can guarantee, which might entail the interviewee's unwillingness to share all his/her thoughts

(Kumar 2005; McDonough & McDonough 1997:185). Another weakness of in-depth interviews is that it will take time both doing it and analysing it. Furthermore, as Drever (1995) suggests, the researcher will need to develop some skills in order to cope with the interview process, such as note taking and following the interview schedule without going off topic. In qualitative research three kinds of interviews are distinguished: structured, semi-structured and unstructured (McDonough & McDonough 1997). The structured interview is similar to a voice questionnaire following a fixed agenda and offering to the participants a series of fixed alternatives, as yes/no questions (McDonough and McDonough 1997: 183). On the other hand, the unstructured interview entails an opposite strategy, where the interviewer does not follow a specific agenda, but rather a short list of topic/issue oriented questions to prompt the participants to talk in depth and freely about issue-related thoughts (Stake 1995: 65). Instead, the semi-structured interview can be viewed as a compromise between the other two types of interview, since it is supported by a pre-coded framework of questions that allow the researcher to keep control of the interview, though allowing a certain extent of freedom of expression to the participants (Drever 1995; McDonough & McDonough 1997).

It is relevant saying that participants were interviewed in Italian, so that they could express themselves with ease. In addition the interview was carried out through Skype. This is particularly advantageous since it allows the researcher to talk with participants, independently of where they are geographically situated; moreover such software are usually free and user-friendly (King & Horrocks 2010). In addition, it is worthwhile to remark the importance of using efficient recording tools to have good records to work with (King & Horrocks 2010: 144).

3.2.2.1 The interview schedule

The interview schedule used in this study (appendix 2) has been designed drawing mainly from the specific issues that the research tries to clarify. Furthermore, considering that the interviews in this case have an ancillary role to the questionnaires, also the results of the questionnaires' analysis were taken in account. Hence, the questions in the interview schedule endeavour to investigate the following aspects:

- Questions 1, 2, 3 and 4 are about participants' background information.

- Question 5 refers to the variable Criterion Measures in the questionnaire, and seeks out the participant's attitude to learning English.
- Question 6 seeks out which is the learner's orientation to learn English.
- Questions 7 and 9 refer to Integrativeness toward the international dimension of English and to the international posture of the learner.
- Question 8 seeks out what are the attitudes of the learner toward native English speakers.
- Questions 10 and 11 are concerned with the main question of this research, that is: is it more motivating to learn English to communicate with its native speakers or with people who use it as an international language.
- Question 12 refers to the ideal L2 self.
- Question 13 refers to ideal L2 self that envisions the learner in EIL context with instrumental purposes.
- Question 14 tries to investigate further the findings obtained from the questionnaires analysis regarding Instrumentality promotion and Instrumentality prevention .

The schedule has not a random order, but rather it starts with general and simple items and later it introduces more tricky topics linked to the research questions, as advised by King and Horrocks (2010). Furthermore, some items as question number 9 and 11 have respectively a probe and prompt function, respectively they are designed to test the interviewee's understanding and to prompt the interviewee to express him/herself better (Drever 1995).

3.2.2.2 Interview analysis

To analyse semi-structured interviews it was used a three steps process, consisting of: transcribing the interview, analysing the data and reporting the analysis results (Drever 1995: 60). For such purpose, the recordings of the interviews were firstly transcribed verbatim into Italian and then translated into English (see appendixes 6, 7, 8), in order to make the data analysis easier (King & Horrocks 2010). Transcription can be viewed as "providing a 'true' record of the original interview" (Drever 1995:60). Moreover, verbatim transcripts give to the researcher a more realistic portray of the interview than a partial one, although being more time consuming (King & Horrocks 2010). The following step, after transcription, was the thematic analysis, that is spotting and coding themes in the transcripts in order to develop them into categories (King & Horrocks 2010). Such task, as suggested in Drever (1995) was practically carried out by reading throughout hardcopies of

the transcripts and by putting into brackets the chunks of text relative to a theme, together with a marginal note referring to that theme. Besides such process benefited of the support of a table (see appendix 3). Once themes were spotted, categories were developed (Drever 1995), by grouping themes that shared common features, which is also known as “interpretative coding” (King and Horrocks 2010). Spotting themes was a relatively easy task, since the themes were already outlined in the framework of the interview. As Drever points out, developing categories in semi-structured interviews is quite straightforward when the interview questions are directly linked to the research questions (1995:66). Furthermore, Auerbach and Silverstein (2003: 137) state that usually researchers are facilitated in coding transcripts, since they are already familiar with the topics that might arise during the interview analysis, which is also known as “top down” approach. The last phase of the analysis is to report the results obtained that implies, beyond a description of themes, a comparison of results with similar researches in different contexts (Bazeley 2009) and with the results of the questionnaires, in this case. This is all aimed at building a valid argument, as it will be seen in the next chapter.

3.3 The participants

Selecting the right sample of participants is a crucial aspect in social research, since participants are fundamental to gather all the necessary information (Ruane 2005). This section talks about issues involved with such process, that is to say sampling participants, gaining access to them and ethical issues within social research. Additionally, it will be given an account of how such problems were addressed.

3.3.1 Sampling

The main feature that participants should have is being linked with the topic of the research (Drever 1995: 33; O’ Leary 2010: 160). In this respect, King and Horrocks suggest that: “the sample needs to relate in some systematic manner to the social world and phenomena that a study tries to throw light upon” (2010:29). Besides that, it is worth remarking on the difference between quantitative and qualitative approach here. A quantitative approach usually requires a large and homogenous sample that reflects a specific population, in order to generalize and draw statistics (O’ Leary 2010: 161). In the present research, taking into account time and financial resources available, namely the feasibility of research (O’ Leary

2010: 165), it was neither possible, nor desirable carrying out a large scale study. Thus, during the planning of this study the researcher deemed that a sample between 40 and 120 individuals would have been suitable to the project, considering that the minimum sample for a credible quantitative study should be made up of 30 participants, in order to draw reliable conclusions. On the other hand, a qualitative approach requires a small number of participants aimed to a deep understanding of a determined case (McDonough and McDonough 1997). So, considering the aim of this research, the sample was selected among Italian public high school students. More precisely, participants who filled out the questionnaire are 97 students attending the last year of the same public high school, of whom 44 were females and 53 were males within an age range of 18-19 years old (in Italy students attend high-school for an extra year); most of them were Italian excluding 3 participants. Instead, regarding the interviews, the participants were 2 girls and 1 boy; one of the girls is not from Italy and they were chosen randomly from students attending the last year of that same school. These students will be referred in the next chapter with the following mock names: Sandra, Tina and Franco. The sampling strategy implied to select the sample for the questionnaire was cluster sampling, which consists in surveying whole clusters of a determined population (Drever 1995; O'Leary 2010: 168). In this instance, to find out about high school students, the best way was to send the questionnaire to a random public Italian high school, also in order to avoid bias, that is to say when a researcher unwittingly chooses a sample that is likely to confirm his/her hypothesis (O'Leary 2010:168). For this same reason interview subjects were chosen randomly.

3.3.2 Gaining access to the context

A hindrance linked with the sampling of participants for research is gaining access to determined contexts (Silverman 2006: 255). Indeed, to access certain kinds of settings a researcher needs to get through "gatekeepers", who are people controlling the access to a determined context (ibid.). In this case, since it was decided to send and administer the questionnaire to a public institution, the figure of the gatekeeper was played by the headmaster of the school. Therefore, in order to get the permission to carry out the research in a school context, an official request by e-mail was sent to the headmaster. In such formal request the researcher provided his personal details, details of the institution

for which he is carrying out the study and the general object of the research (see appendix 4). Furthermore, the leader of the course sent another e-mail on the researcher's behalf, confirming all these details. Once the permission was agreed the questionnaire was sent by e-mail to the school, which printed it, administered it and sent back to the researcher.

3.3.3 Ethical Issues

Social research, such as motivational studies involve ethical issues (Marshall & Rossman 2011: 47; McDonough & McDonough 1997: 67), as they deal with people. Thereby a researcher's concern should be the respect for participants' privacy, by ensuring their anonymity. (Marshall and Rossman 2011:47). Furthermore, it is a researcher's duty being honest about the research, in order to not deceive the participants (Silverman 2006). In other words, the principle of beneficence should underlie research with people, that is to say a researcher should do his best to avoid harm to participants (Marshall & Rossman 2011:47). In order to address such ethical issues, the researcher must provide participants with an informed consent, which gives general details about the research project (without necessarily being too specific), the institution for which the study is being made, a warranty of anonymity and the researcher's contact details (Marshall & Rossman 2011). An informed consent is also useful to check availability of subjects, thus if willing to participate they will sign the informed consent or send a letter or e-mail to confirm (Silverman 2006). Hence, to cope with ethical issues involved in this research, there is an introductory part in the questionnaire, which provides all the necessary information to the students (see top of the appendix 1). Whereas for the interviews, an informed consent (appendix 5) was sent to the potential interviewees, which was designed following the above directions and drawing from informed consent samples online (Ucirvine 2014). Thus, the subjects who accepted to take part in the research sent back to the researcher a scanned signed copy of the informed consent by e-mail (see appendix 5). Lastly, even though the study did not involve minors, it needed the approval from the University of Brighton (2015), which was given in Tier 1.

3.4 Summary

The aim of this third part was to explain how the research was carried out and why it was done in a certain way. Thus, the first paragraph was spent to talk about the approaches used in the study, research paradigms and issues of validity and credibility. The second

section was dedicated to show the instruments of the research, namely the questionnaire and the video semi-structured interview, together with an explanation of the items contained in them, and how the data gathered were analysed. The last part introduced the participants in the research, and explained how they were sampled and how the researcher addressed ethical issues involved with participants.

Chapter 4- Findings and discussion

The main purpose of this chapter is to report findings obtained from the questionnaire and the interviews' analysis, in order to relate them with findings from similar studies, most of which have already been mentioned in the second chapter. In the first place, the argument stemming from such comparison is the key to test Dörnyei's L2 Motivational Self-System (2005) in the context of a small scale study, such as an Italian public high-school. In the second place, the discussion in this chapter aims to answer the specific questions posed in the introductory chapter, namely:

-“To what extent does Integrativeness towards the English speaking world motivate Italian high-school students?”

-“To what extent does Integrativeness towards the international dimension of English motivate Italian high - school students?”

Therefore, in the first section the results of the questionnaires' analysis will be shown and argued. Specifically, the first two paragraphs are aimed at answering the specific questions of the study, while the third and the fourth paragraphs will discuss remaining factors such as Instrumentality and the classroom environment. In the second section the results of the interviews' analysis will be reported, argued and compared with those of the questionnaires; in order to have a deeper and better insight on the specific questions of the research and to explore any relevant aspect that might rise in the questionnaire analysis.

4.1 Questionnaires: correlational analysis

Although participants who filled out the questionnaires were 97 in total, 10 of these had to be withdrawn from the analysis, as they presented several missing values. In order to have an overview of the motivating factors, and to design the interview schedule, is to obtain the mean of the variables together with the mean of each standard deviation (table 4).

Table 4: Questionnaire variables mean

Variable	Mean	Standard Deviation
Criterion Measures	4.2500	0.93929
L2 Self	4.4713	1.01760
Ought to be Self	3.2701	1.01004
Family Influence	4.2433	0.99443
Instrumentality promotion	4.8314	0.94298
Instrumentality prevention	3.6973	1.07308
Attitudes to learning English	4.1552	0.91359
Cultural Interest	4.6839	1.02119
Attitudes towards L2 Community	4.6772	0.97214
Integrativeness	4.4483	0.90623
IIE	4.6245	0.73597

At first glance it can be noted a uniformity both in the variables and in their standard deviations, although it can be seen how the variable with the highest value and one of the lowest standard deviations is Instrumentality promotion. On the contrary, the lowest mean values are to be found in the Ought L2 Self and Instrumentality prevention. In this respect, it could be suggested that these results are in line with Mariani’s findings (2012b) concerning secondary middle school and high school students, and also with context as Japan (Ryan 2009: 125). Whereas, for the variable measuring the effort that students will spend in learning English, that is Criterion Measures, the value mean does not deviate particularly from the values in Taguchi, Magid and Papi’s survey(2009:86). However, for a better understanding of the role of the variables there is the need for correlation analysis.

4.1.1 To what extent does Integrativeness towards the English speaking world motivate Italian high-school students?

This paragraph aims to answer the first question posed by this paper, about the role of Integrativeness in the context of an Italian public high-school, also in order to confirm the hypothesis of Dörnyei’s L2 Motivational Self-System (2005). To do so, it is needed to observe the correlation coefficients in table 5 among variables such as L2 Self, Cultural Interest, Attitudes toward the L2 Community and Integrativeness with Criterion Measures; which all relate positively, with a minimum value of 0.547 for Cultural Interest with Criterion Measures.

Table 5: Correlation coefficients between Integrative motivation, L2 Self and Criterion Measures

	Criterion Measure	L2 Self	Cultural Interest	Attitudes L2 community	Integrativeness
Criterion Measure		0.673	0.547	0.663	0.652
L2 Self	0.673		0.600	0.598	0.546
Cultural Interest	0.547	0.600		0.743	0.692
Attitudes L2 Community	0.663	0.598	0.743		0.800
Integrativeness	0.652	0.546	0.692	0.800	

Such results suggest that these factors contribute to a major extent in accounting for students' effort to learn English. Thereby, to respond to the first matter raised in this paper, it can be stated that Integrativeness appears to be a strong predictor of learners' learning effort, even though it does not stand out as in Dörnyei and Csizer (2002). Overall, it is worthy to highlight how in most empirical research on SLA motivation in EFL contexts, it is always possible to find a degree of Integrative motivation factors among participants (Gardner 1985; Gardner & McIntyre 1991; Dörnyei 1998). Yashima *et al*, provided an explanation for Integrativeness in EFL contexts, pointing out that EFL learners develop an eventual Attitude toward English-speaking cultures due to their exposure to media and education (2004:124).

Another remark in the questionnaires' analysis was the strong positive relationship between Cultural Interest and Attitudes toward the L2 Community with Criterion Measures and Attitudes to learning English; which is in accordance to Ryan's work (2009: 130), but it is a quite unusual outcome if compared to results obtained by Dörnyei and Csizer (2002: 444) and Taguchi *et al*. (2009: 96), for the Iranian context at least. Perhaps, this difference resulted in a more positive Attitude toward the L2 Community and Culture, might also be due to those cross-cultural differences among different contexts, as suggested by Taguchi *et al*. (2009: 84). In this regard, it might be suggested that positive Attitudes toward L2 Community and Culture are enhanced in countries like Japan and Italy by that process of "Americanization" (Pulcini 1997), mentioned in the first chapter. As said earlier, outside of politics and economics, it is of common knowledge that countries as the U.S.A or U.K influence cultural fields such as cinema, music or media. Such influence might prompt in

learners of English an Integrative orientation to different extents, depending upon the realities that they live. Cross-cultural differences can account for several differences in EFL learners' motivation across various countries, as it will be shown further. Beyond the relationship with Criterion measures, the variables in table 5 present positive correlation coefficients among each other, with values ranging from 0.547 to 0.800. This is not surprising, since they belong to the Integrative motivation dominion (Gardner 1985), which is itself embedded in the L2 Self (Dörnyei 2009: 29).

In this case the relationship between the L2 Self and Integrativeness is fundamental, to validate Dörnyei's stance (2005). In fact, Taguchi, Magid & Papi's (2009: 77) and Ryan's surveys (2009:131-132) confirm his theory that Integrativeness, together with other integrative aspects, falls into the Ideal L2 Self range of motivational factors (Dörnyei 2009: 29). These studies highlight a positive relationship between such variables, with a coefficient of 0.59 in Ryan's survey in Japan (Ryan 2009: 132) and a mean coefficient of 0.50 in the different contexts studied by Taguchi, Magid and Papi (2009: 77). Similarly, the present research found a positive correlation coefficient between Integrativeness and L2 Self, with a value of 0.546 (table 5). On this point, Dörnyei and Csizer drawing from data gathered in the Hungarian surveys of 1993 and 1999 stated:

"We suspect that the motivation dimension captured by the term is not so much related to any actual, or metaphorical, *integration* into an L2 community as to some more basic *identification process* within the individual's *self-concept* "(2002: 453).

Moreover, it is also possible to observe, in table 6 and 5, how the L2 Self appears to be a more reliable contributor than Integrativeness in student's intended learning effort. This supports the findings in Taguchi, Magid and Papi's (2009: 78) and Ryan's studies (2009:133), and more generally Dörnyei's construct (2005); which proposes a replacement of Integrativeness with the Ideal L2 Self.

Table 6: Comparison of correlation coefficients between Integrativeness, L2 Self and Criterion Measures.

	Ryan(2009: 133)	Taguchi et al (2009: 78)
L2 Self	0.77	Japan(0.68), China(0.55), Iran (0.61)
Integrativeness	0.65	Japan(0.64), China(0.52), Iran (0.58)

In other words, what it is really motivating is not the integration within the L2 community itself, but rather the learners trying to bridge the gap between their present self and the learners' future self-images of them being integrated within the L2 community (Dörnyei 2009). Basically, these results remark a main role for Possible Selves and Imagery in learners' motivation, which is also highlighted in Dörnyei and Chan's study on Chinese students (2013).

To summarize, it seems to be that Integrativeness and factors bound to the Integrative motivation dominion play a significant role within students' intended learning effort, in accordance to similar researches carried out in different contexts (Ryan 2009; Taguchi *et al.* 2009). Such findings imply that Gardner (1985; 2011) is partly right, advocating his stance. Even though, the present work, like similar studies in different contexts, acknowledges the importance of the students' self-image in the future, which in some case it is likely to be associated with an individual integrated, and therefore interacting, into the L2 community. In any event, when it comes to English, it is complicated referring to a specific concept of Integrativeness, due to its use as an international language. This will be the focus of the next paragraph.

4.1.2 To what extent does Integrativeness toward the international dimension of English motivate Italian high - school students?

Since English is currently the most used lingua franca in the world, it can be quite tricky for learners of this language to identify English within a specific L2 community, as suggested above. In this regard, drawing from Yashima's work about Japanese students' International Posture (2002; 2009), this paper aims to establish how motivating it is for Italian high school students to be integrated within the international dimension of English. That is to say their willingness to use EIL or to integrate within communities who use English in such way. Observing table 4 it can be noted how the variable measuring such an aspect has a high value mean of 4.62, together with the lowest mean value for its standard deviation; hence providing a first outline about the relevance of this factor. Table 7 shows the correlation coefficients among IIE, L2 Self and Criterion Measures.

Table 7: Correlation coefficients among Integrativeness toward EIL, L2 Self and Criterion Measures.

	Criterion Measures	L2 Self	IIE
Criterion Measures		0.673	0.641
L2 Self	0.673		0.663
IIE	0.641	0.663	

IIE shows a positive strong relationship when correlated with Criterion Measures and Attitudes to learning English; which is almost even if compared with the relationship between Integrativeness, Criterion Measures and Attitudes to learning English (see table 5). Consequently, this result confirms that IIE does play a remarkable role in the participants' motivation. Similarly, Yashima, in her studies among Japanese students of EFL (Yashima 2000: 130; Yashima 2002; Yashima *et al.* 2004: 134), noted analogue results. For instance, in 2004 she found together with her colleagues a correlation coefficient of 0.73 between International Posture and motivation to learn the L2 (Yashima *et al.* 2004: 134). Hence, the relevance of IIE in the present study for Italian students could be explained through the same manner, which Yashima proposed to explain the importance of International Posture in her works. That is to say, learners are willing to use English in order to communicate with non-native speakers of English of different cultures (Yashima 2000: 130; 2009: 145). Additionally it might be that students see English as something useful to navigate the web (Yashima 2000: 130). In the case of this research, such explanations seem valid since items measuring IID refer to such aspects, namely using EIL to communicate with speakers of other languages and use it to communicate online. Moreover instrumental factors are involved in this argument, but this facet will be revealed further in the next paragraph and in the interviews' analysis.

It is worth noting that IIE shows a higher correlation coefficient with L2 Self (0.663) rather than Integrativeness (0.546), Cultural Interest (0.600) or Attitude toward the L2 community (0.598). Both Csizer and Kormos (2009) and Yashima (2009) found an equal result concerning the relationship between International Posture and L2 Self, respectively 0.62 (for secondary school students in Csizer & Kormos 2009: 105) and 0.43 (Yashima 2009: 158). Therefore, following Yashima's argument(2009), the results suggest how it is more likely that participants in these research generate future selves of them using EIL, for instance

speaking with international students in English, using English during their journeys or also “ they might envision their ideal selves pursuing an international career” (Yashima 2009: 147-148).

In brief, since the correlation between IIE and Criterion Measures is almost equivalent to the one obtained between Integrativeness and Criterion Measures, the correlation coefficients were compared with the L2 Self revealing that IIE seem to be a more relevant aspect in shaping students’ possible selves. Furthermore, due to their equality this aspect was investigated further through semi-structured interviews.

4.1.3 The importance of Instrumentality

Instrumentality Promotion resulted in being the motivation factor with the highest value mean with Instrumentality Prevention and Family Influence being the lowest value means. For this reason, and because correlational analysis concerning Instrumentality is useful to validate the L2 Motivational Self System, this paragraph discusses the results regarding the aspects of Instrumentality in the correlation analysis. In this regard, Taguchi, Magid and Papi (2009: 78) in their surveys’ analysis, once acknowledged the two different kinds of Instrumentality proposed by Higgins (1998), confirmed Dörnyei’s (2009:29) stance stating that Instrumentality Promotion correlates better with L2 Self, whereas Instrumentality Prevention correlates with Ought to L2 Self. Similarly table 8 shows an alike result for the present research. Moreover, Family Influence was included due to its supposed link with Ought to L2 Self and Instrumentality aimed at preventing aftermaths, as suggested above.

Table 8: Instrumentalities and Selves

	Criterion Measures	L2 Self	Ought to L2 Self	Instrum. Promotion	Instrum. Prevention	Family Influence
Criterion Measures		0.673	0.228	0.657	0.409	0.504
L2 Self	0.673		0.312	0.753	0.334	0.532
Ought to L2 Self	0.228	0.312		0.320	0.550	0.399
Instrum. Promotion	0.657	0.753	0.320		0.430	0.532
Instrum. Prevention	0.409	0.334	0.550	0.430		0.371
Family Influence	0.504	0.532	0.399	0.532	0.371	

Therefore, the correlation analysis revealed a further confirmation of Dörnyei's model and relative surveys' findings (Taguchi *et al.* 2009). As matter of fact, a similar scenario was depicted by Taguchi, Magid and Papi (2009: 79) for the Japanese surveys, in which Instrumentality Promotion had a correlation coefficient of 0.60 with L2 Self, whereas there was a coefficient of 0.45 between Instrumentality Prevention and Ought to L2 Self. Surprisingly, they also found that Instrumentality Promotion and Ought to L2 Self correlated considerably in the Chinese and Iranian context, respectively with a value of 0.46 and 0.44 (*ibid.*). To explain such phenomenon, Taguchi and colleagues referred, as mentioned earlier, to different cross cultural factors and different social and economic situations (Taguchi *et al.* 2009: 81). For instance, they suggested that in China and Iran learners feel the need of getting a good job and salary as their obligation, in order to economically support their families (*ibid.*). Furthermore, they tend to be more influenced by their families, which often choose a major or a career for them (*ibid.*). Conversely, the Italian participants in this study, as the Japanese in Taguchi *et al.* (2009), do not feel this kind of pressure since they usually have more leverage on their academic choices. In this view, this aspect might be linked to the differences between Western and Eastern countries; that is to say while in Asian countries an individual is seen as a part of the collectivity, in Western countries students see themselves more individualistically (Taguchi *et al.* 2009:80). Hence, as highlighted hereby and in Mariani's study (2012a) on Italian high school students, it might be the case that learners are instrumentally motivated for their own sake and not because they feel the need to get a good job because it is their duty. Moreover, the fact that Ought to L2 Self does not have a significant influence on students' intended effort to learn English means that avoiding failure and negative consequences are not a priority for the participants, as shown here and in relative research (Taguchi *et al.* 2009; Ryan 2009). However, in table 8 it can be observed that Family Influence correlates to a major extent with L2 Self, rather than Ought to L2 Self, as in Dörnyei's view (2009:29). Perhaps, such fact suggests that although students are not afraid of the aftermath of an eventual failure in their English course, they view their future Selves as individuals who did not disappoint their families.

4.1.4 Learning environment, L2 Self and Criterion Measures

The value mean representing the variable measuring the learning environment is quite low compared to other factors. Nonetheless in table 9, it can be noted that the learning situation is strongly related to Criterion Measures and L2 Self, suggesting that the learning environment influences quite heavily in a learner's motivation.

Table 9: Attitudes to learning English, L2 Self and Criterion Measures

	Criterion Measures	L2 Self	Attitudes to learning English
Criterion Measures		0.673	0.697
L2 Self	0.673		0.714
Attitudes to learning English	0.697	0.714	

Similar results were obtained by Taguchi, Magid and Papi (2009:87) for the Japanese and the Iranian context, where learners 'enjoyment of their English classes seemed to play an important role within their intended effort. To the contrary, in the Chinese context, students had a rather negative attitude toward their learning environment. Moreover, also Mariani in his study (2012a:3) found that the learning environment is an important factor for Italian students.

Because of such "ambiguous" findings, which on the one hand confirm Dörnyei's theory but on the other hand highlight peculiarities of this context, it was worth conducting interviews with participants in the research. The interview results and discussion are reported in the next section.

4.2 Semi-structured interviews' analysis

In this section the findings relative to the interviews carried out with three of the participants in the questionnaire are reported. Above all, the aim here is to investigate whether it would be more motivating for students to use English within native speaking communities or with people who use it as an international language, more specifically the questions referred to how the students envision themselves in the future. Additionally, they were told about the results of the questionnaire analysis regarding Instrumentality Promotion and Instrumentality Prevention, thus they were required to express their beliefs about such result. Here follows the interviews' thematic analysis.

4.2.1 Background information

This paragraph provides background information on the participants in the interviews. As said previously, the interviewees will be referred with fictitious names, which are: Sandra, Franco and Tina. Sandra and Tina are 19 years old, while Franco is 18. All of them are willing to access higher education. In particular, Sandra would like to enrol in the school of health science in an Italian institution; Franco would like to do a BA in IT and telecommunications although he is undecided if doing it in Italy or abroad; whereas Tina specified that she would like to do her BA in Italy. Whilst Sandra and Franco expressed their desire to continue studying English, Tina stated that she will not continue studying English if she goes on to study in Italy. Despite there being no item regarding participants' level of proficiency in English in the interview schedule, thanks to informal conversation with them I found out that Sandra and Franco maintain a good level of proficiency, whereas Tina is still a basic user of English.

4.2.1 EIL vs Integrativeness

The questionnaire analysis highlighted the relevance of Integrativeness and IIE in learner's motivation, however one might ask which of these two factors is more influential on learners' intended effort. Since the quantitative data was not enough to answer this question, it was decided to investigate this aspect further by asking it straight to three of the participants in the survey. First of all, it must be said that while Sandra and Franco expressed a desire to carry on studying English, oppositely Tina stated that she will not continue studying English; thus outlining a lesser extent of intended effort in learning English or Criterion Measures. Besides this statement, such fact was further confirmed by Tina, since she stated that her dislike for English was provoked by the learning environment, she focused her blame on her teachers for making English lessons dull. Nonetheless, all of them stated that they see themselves as citizens of the world rather than Italian citizens, which gives the reader a glimpse of their predisposition towards IID, therefore supporting Yashima's International Posture (2002; 2009; Yashima *et al.* 2004). Besides this, the three interviewees seemed to be quite aware of the function of EIL, for instance Sandra said about English in the global context: "It is the most used language in the world. Hence, if you speak English you can go everywhere. It is very important". On the contrary, there are mixed

feeling towards native speakers of English. For example, if on the one hand Sandra's interview suggest that she would like to live in English speaking countries; on the other hand Tina has rather negative feelings towards native speakers of English. This does not imply that she dislikes them, but rather that she would feel a sort of dismay if put in such context, mainly due to her low proficiency in English. One might depict a vicious circle, in which the lower is your English proficiency, the lower are your positive attitudes toward native speakers of English and thus willingness to communicate with them. Therefore, this partly supports Gardner's claims (1985; Gardner & Lambert 1972) that Integrative motivation corresponds to a major success in learning the L2, and partly it supports Clement's (1986: 287) suggestion that the more contact with the L2 community the more enhanced will be one's Linguistic Self-Confidence. In addition, from the perspective of Attribution theory (Ushioda 2003; Weiner 1992), it can be noted how Tina's past shortcoming in learning English have influenced Tina's present perception of English language learning, and thus her Integrativeness (see also statement 42 in appendix 8).

However, the IIE plays a key role here, since it is difficult to refer to a particular L2 community when it comes to English (Yashima 2009: 145), as said above. Moreover, the outcomes of the questionnaire analysis, concerning Integrativeness and IIE were almost equal. Hence, I asked to the interviewees whether they believe it is more important to communicate in English with native speakers or with people who use EIL. In this respect, Franco said:

"In my opinion it is more the latter aspect (referring to EIL). It is of more use having a common language with people from everywhere. Rather than talking with people who use it as their mother-tongue".

In concordance, Sandra and Tina made similar statements. Such results suggest the participants' intended effort in learning English is perhaps more influenced by IIE, rather than Integrativeness, which supports the findings of Yashima's works (2002,2009; Yashima *et al.* 2004). Indeed, Yashima, Zenuk –Nishide and Shimizu point out that "those who are internationally oriented seem to be motivated to study the L2" (2004:142).

Furthermore, beyond the questionnaires' analysis, the role of Possible Selves and Imagery also turned out to be very interesting. In fact, all the interviewees said that they could

envision themselves studying or working in English within a university context an international context where they communicate in English with their colleagues. This is in line with Dörnyei (2009), the psychological stances within his model (Markus and Nurius 1986), and studies on the Ideal L2 Self (Al-Shehri 2009; Csizer & Kormos 2009; Ryan 2009; Taguchi et al. 2009; Yashima 2009). In other words, also in this context the future possible representation of themselves using English to integrate within an English speaking country or within an EIL context, seem to be quite relevant in motivating. On this topic, Csizer and Kormos state about the Ideal L2 Self playing a major role than the Ought to L2 Self:

“studies on the psychology of education [...] have shown that intrinsic interest and a strong self-concept, as embodied by the construct of the ideal L2 self, are more powerful predictors of how much effort students are willing to invest in the learning than extrinsic motivational forces” (2009: 106).

Even though, Tina answered negatively when asked if she could imagine herself studying in an institution within an English speaking country. Nonetheless, she was positive about the international English working context. This supports the questionnaire findings that the L2 Self correlates to a major extent with IIE and Instrumentality Promotion, which is discussed in the next paragraph.

4.2.2 Instrumentality Promotion

Quantitative data, suggested a main role for Instrumentality Promotion linked with L2 Self, while they suggested a marginal role for Instrumentality Prevention and Ought to L2 Self, which is in line with Csizer and Kormos' (2009: 106) and Taguchi, Magid and Papi' results (2009: 78). Nevertheless, Family Influence, which in theory should correlate to a major extent with Ought to L2 Self, correlated more with L2 Self. In addition, it seemed to be a quite relevant factor in the questionnaire analysis. Thereby, as for the specific questions posed in this study, it was deemed that the best option was asking questions directly to the participants. Thus, the interviews were informed about the questionnaires' analysis result, relative to Instrumentality Promotion and Prevention, and then they were asked what their thoughts were. Franco observed that:

“In schools English is not such a big deal, it is not one of the hardest subjects. So, most of students study English, either because it is the most used language on the Internet and because most of people think that it is useful in the job market”.

Similarly, Tina acknowledged the fact that failing the English course at school for her was not big deal, and that most of years she had to take extra summer courses. Such comments seem to be supporting both the findings of the questionnaires and data in similar studies (Tagughi *et al.* 2009: 78, Csizer & Kormos: 106). Nonetheless, one of the interviewees had an opposite view on this argument, claiming that:

“I would say that is [...] the opposite thing. It’s the contrary they do it for their family, for the marks, to be less worried about failing to pass the academic year. They don’t do it for personal interest because if it depended on them, they wouldn’t put any effort into learning English[...] They don’t do it in the perspective of a future job or moving abroad, they do it for marks” (Sandra)

As it can be clearly observed, the interviewee’s view of other students’ motivation goes against the importance of the L2 Self advocated by the above mentioned studies (Tagughi *et al.* 2009: 78, Csizer & Kormos: 106). In other words, such comment is in disagreement with the fact that Intrinsic motivation and the Ideal L2 Self are stronger predictors of the learners’ will to invest effort in learning the L2 (Deci & Ryan 1985; 2002). But, it must be noted that also Sandra, early in the interview, answered positively to the question about her using English in a work environment to communicate with international colleagues.

To conclude, it can be suggested that the relevance of Instrumentality Promotion was further validated by the interviews, even though also Family Influence is quite important in learners’ intended effort, which basically reflects the questionnaires’ results. It is worth noticing that Mariani (2012b: 5) proposes a similar outcome concerning Italian student’s motivation, in which Instrumentality Promotion had a much higher consideration than Instrumentality Prevention. In this respect he states:

“Within the broad concept of instrumental motivation, the most external forms of regulation (e.g. punishments and rewards from teachers or parents) are rarely mentioned, while various forms of identification and integration clearly are, from passing exams to securing a better future” (Mariani 2012b: 5).

4.3 Conclusion

This fourth chapter has shown results of both the quantitative and qualitative data from the questionnaires and the semi structured interviews. In both, a main role for IID was highlighted, while Integrativeness seemed to be more relevant in the quantitative data only.

Furthermore, both Integrativeness and IID strongly correlated with the learners' Ideal L2 Self. However, the highest motivating factor turned out to be Instrumentality Promotion that also correlates significantly with the Ideal L2 Self. Hence, it could be suggested that what prompts the most learners' intended effort is their Future Self Image of themselves having a good job and working in an international environment.

Chapter 5- Conclusions

The aim of this final chapter is firstly to discuss about teaching implications involved within this study, in particular within Dörnyei' L2 Motivational Self System, Yashima's International Posture and Instrumentality. The second paragraph will account for the limitations of the present research, whilst the final paragraph will provide the reader with a general summary of this paper.

5.1 Teaching implications

As Dörnyei argues, the L2 motivational Self System offers a series of benefits, and one of these is enabling teachers to use new paths to motivate language learners (2009: 32). Hence, this paragraph shows practical strategies in order to activate the motivational power of Dörnyei's model (2005). Hence, Dörnyei suggests several points regarding such matter:

- In order to build the learner's Ideal L2 Self, teachers have to design tasks that nurture awareness on the Possible Future Self that a learner could be (Dörnyei 2009: 33). For instance, adolescents produce a wide set of Possible Selves (MacIntyre et al. 2009: 52), which are often influenced by external factors as the family (Zentner and Renaud 2007), for example. Thus, the teacher should put the learner in the position of experiencing and explore different Selves, in order to shape the Ideal L2 Self.
- Enhancing learners' Imagery is fundamental, since it is Imagery that contributes to a vivid mental image of the Ideal L2 Self (Dörnyei 2009: 34). In this regard, Wenger (1998: 76) proposes the stonecutters' story, who answering to the question "What are you doing?" respectively say: "I am cutting the stone in a perfectly square shape", whilst the other answers "I am building a cathedral".

- Possible Selves are effective if they are seen as plausible by learners (Dörnyei 2009:36), therefore classroom tasks enhancing the Ideal L2 Self should comprehend activities that learners see as plausible in the future.
- It is very important to develop an action plan, in which the aspects of making students aware of their Possible Selves and raising their Imagery are embedded (Dörnyei 2009: 37).

It might be the case that such suggestions are applicable to the context outlined in this paper, since the data analysis of this study shows that the Italian adolescent participants seem to have multiple motivational factors prompting them to learn English, which corresponds to Dunkel, Kelts and Coon (2006) and MacIntyre *et al.* (2009: 52). In this perspective, a practical example of an activity involving the points suggested by Dörnyei (2009) and embracing the main motivational forces outlined by the present research, is to be found in Yashima' study (2007). The Model United Nations (MUN) is a classroom activity that Japanese high school students undertake during the third year (*ibid.*). Each student will represent a determined country on which he/she will do research, in order to discuss in English various topics (often concerning human rights issues), within an imagined international community. This is, of course, just an example of how learners' Ideal L2 Self could be stimulated though role-play, among the many possibilities.

5.2 Limitations of the study and suggestions for further research

This paragraph shows those aspects of the research, which could have been improved if more experience, financial resources, space and time would have been available.

Above all, the main constraint that someone could argue is the dimension of this research project, which due to time and financial resources available had to stick to a relative small dimension. Moreover, even though the title of this paper aims at investigating high school students, it is worth noting that in Italy there are different kinds of institutions: for example the kind of high school chosen for this study is usually attended by those students who are willing to access higher education; but there are other kinds of institution that prepare students to undertake a professional career after they get their diploma. Whereas studies in

the same field (Csizer & Dörnyei 2002; Csizer & Kormos 2009; Taguchi *et al.* 2009) usually involve thousands of participants with different backgrounds in the surveys. Additionally, it would have been desirable to carry out further statistical analysis concerning the quantitative data, by supporting the use of SPSS with AMOS, which is another software for statistical analysis. For instance, the latter was used by Taguchi, Magid and Papi, who in particular used the Structural Equation Modelling (2009: 26). However, in order to give space to qualitative data analysis, it was decided to carry out just a correlational analysis. Beyond issues with quantitative data analysis, a considerable issue were the ethical issues involved within interviewing, since one of the three interviewees seemed to be quite uncomfortable doing the interview; even though I assured the interviewee in several occasions that the anonymity was warranted.

Taking into account the limitations of this study and the scant amount of research concerning motivation in SLA in the Italian EFL context, there are a few advises to give for further research. Firstly, both scholars and English teachers should undertake motivational studies to a major extent within different kinds of institutions in Italy, starting from primary schools up to universities and in both private and public institutions. This in order to design tasks that stimulate learners' will to invest effort in learning the L2, as previously seen in Yashima (2007). Secondly, another worthy field of research could be found in those cross-cultural differences highlighted by Taguchi, Magid and Papi (2009: 80-81), which influence remarkably motivational factors, such as Ought to L2 Self, Instrumentality and Family Influence; as it can be noted from the questionnaire analysis and interviewees' statements. Furthermore, since motivation is both personal (as it is placed among IDs) and generalizable (as many motivational patterns were outlined over the years), there is the need for both a qualitative and a quantitative approach to research (Dörnyei 2001), as argued in chapter 3.

5.3 General Summary

This paper aimed at testing out Dörnyei's model in the context of an Italian public high school. Therefore, in the first chapter it was outlined why it is worthy carrying out motivational research in SLA within the Italian context, which present a scant amount of such studies; furthermore it showed the aims and objectives of the study, namely investigating Integrativeness and the facet of Integrativeness within EIL. In the second

chapter a general overview was provided, about motivational constructs involved in the design of the present research project. That is to say, mainly Gardner's theory (1985) on Integrative motivation and Dörnyei's model (2005). The third chapter offered an explanation about the means used to gather data in the study, namely a questionnaire and the semi-structured interview. Moreover, it explained how data were analysed, that is through correlational analysis for the quantitative data and through theme analysis for the interviews. In addition, it was shown how the researcher dealt with ethical issues concerning the participants. In the fourth chapter the main findings of the data analysis are reported, together with a comparison with similar works. Such discussion suggested the validity of Dörnyei' L2 Motivational Self System (2005) in this small scale study. Moreover, the fourth chapter highlighted that motivation is multiply determined (MacIntyre *et al.* 2009: 52) among adolescent learners of an L2, since the research findings suggested that several factor contribute to influence learners' intended effort in learning English and their Ideal L2 Self. Finally, to conclude in the fifth chapter are some practical suggestions to design classroom activities involving the fostering of a relevant L2 Self. Besides that, that limitations of the study and advice for further research were outlined.

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Appendix 1 - Questionnaire

English Learner Questionnaire

This survey is conducted for the course of English Language Teacher Education Programme, School of Humanities of the University of Brighton, UK, to better understand the thoughts and beliefs of learners of English. This questionnaire consists of three sections. Please read each instruction and write your answers. This is not a test so there are no "right" or "wrong" answers and you do not even have to write your name on it. The results of this survey will be used only for research purpose so please give your answers sincerely. For any doubt you can contact the researcher at the e-mail address:

cristianpalombizio89@hitmail.co.uk

Thank you very much for your help!

Part I

In this part, we would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 6. Please do not leave out any of items.

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	2	3	4	5	6

I like skiing very much.	1	2	3	4	5	6
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(Ex.) If you strongly agree with the following statement, write this:

1. My parents encourage me to study English.	1	2	3	4	5	6
2. I study English because is the International means of communication.	1	2	3	4	5	6
3. If an English course was offered at university or somewhere else in the future, I would like to take it.	1	2	3	4	5	6
4. Studying English can be important to me because I think it will someday be useful in getting a good job.	1	2	3	4	5	6
5. My parents encourage me to attend extra English classes after class (e.g., at English conversation schools).	1	2	3	4	5	6
6. I can imagine myself living abroad and having a discussion in English.	1	2	3	4	5	6
7. My parents believe that I must study English to be an educated person.	1	2	3	4	5	6
8. I have to learn English because without passing the English subject I cannot get to the next academic year.	1	2	3	4	5	6
9. My parents encourage me to take every opportunity to use my English (e.g., speaking and reading).	1	2	3	4	5	6
10. I like the atmosphere of my English classes.	1	2	3	4	5	6
11. I study English because close friends of mine think it is important.	1	2	3	4	5	6
12. I am working hard at learning English.	1	2	3	4	5	6
13. I can imagine a situation where I am speaking English with foreigners.	1	2	3	4	5	6

Angela Pickering Strongly disagree Simon Wilkinson TLM30 1	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
	2	3	4	5	6

14. I have to study English because I don't want to get bad marks in it at school.	1	2	3	4	5	6
15. I find learning English really interesting.	1	2	3	4	5	6
16. I have to study English, because, if I do not study it, I think my parents will be disappointed with me.	1	2	3	4	5	6
17. I am prepared to expend a lot of effort in learning English.	1	2	3	4	5	6
18. My parents encourage me to study English in my free time.	1	2	3	4	5	6
19. Studying English is important to me because I would like to spend a longer period living abroad (e.g., studying and working).	1	2	3	4	5	6
20. I imagine myself as someone who is able to speak English.	1	2	3	4	5	6
21. I have to study English, otherwise, I think I cannot be successful in my future career.	1	2	3	4	5	6
22. I always look forward to English classes.	1	2	3	4	5	6
23. Learning English is necessary because people surrounding me expect me to do so.	1	2	3	4	5	6
24. I think that I am doing my best to learn English.	1	2	3	4	5	6
25. Knowing English is important because it makes it easier to communicate on Internet (social network, chats, gaming).	1	2	3	4	5	6
26. In the future I imagine myself travelling and speaking in English with people from different countries.	1	2	3	4	5	6
27. If I don't speak English, it will be harder chatting online.	1	2	3	4	5	6
28. I really enjoy learning English.	1	2	3	4	5	6
29. Studying English is important to me because with English I can work globally	1	2	3	4	5	6
30. The things I want to do in the future require me to use English.	1	2	3	4	5	6

Part 2

Not at all	Not so much	So-so	A little	Quite a lot	Very much
1	2	3	4	5	6

These are new questions but please answer them the same way as you did before.

(Ex.) If you like "pizza" very much, write this:

Do you like pizza?	1	2	3	4	5	6
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31. Do you like the music of English-speaking countries (e.g., pop music)?	1	2	3	4	5	6
32. Do you like to travel to English-speaking countries?	1	2	3	4	5	6
33. How important do you think learning English is in order to learn more about the culture and art of its native speakers?	1	2	3	4	5	6
34. Do you like English films?	1	2	3	4	5	6
35. How much would you like to be considered a "citizen of the world"?	1	2	3	4	5	6
36. Do you like the people who live in English-speaking countries?	1	2	3	4	5	6
37. How much would you like to become similar to the people who speak English?	1	2	3	4	5	6
38. Do you like English magazines, newspapers, or books?	1	2	3	4	5	6

39. Do you like meeting people from English-speaking countries?	1	2	3	4	5	6
40. Do you like speaking in English with people from NON English-speaking countries, in order to communicate?	1	2	3	4	5	6
41. How much do you like English?	1	2	3	4	5	6

Not at all	Not so much	So-so	A little	Quite a lot	Very much	
1	2	3	4	5	6	
42. Do you like TV programmes made in English-speaking countries?	1	2	3	4	5	6
43. How important do you think learning English is to communicate at an international level?	1	2	3	4	5	6
44. Would you like to know more about people from English-speaking countries?	1	2	3	4	5	6

Part 3

Please provide the following information by ticking (✓) in the box or writing your response in the space.

Gender: female male

Nationality: Italian non- Italian

Age: _____

English teacher: *Have you ever had or do you have a native English-speaking teacher?*
 yes no

Overseas experience: *Have you spent a longer period (at least a total of three months) in English-speaking countries (e.g., travelling, studying)?*
 yes no

English ability: *Please rate your current overall proficiency in English by ticking one.*

Upper Intermediate level and over— able to converse about general matters of daily life and topics of one's speciality and grasp the gist of lectures and broadcasts. Able to read high-level materials such as newspapers and write about personal ideas.

Intermediate level — able to converse about general matters of daily life. Able to read general materials related to daily life and write simple passages.

Lower intermediate level — Able to converse about familiar daily topics. Able to read materials about familiar everyday topics and write simple letters.

Post-Beginner level — Able to hold a simple conversation such as greeting and introducing someone. Able to read simple materials and write a simple passage in elementary English.

Thank you for your cooperation

Appendix 2 - Interview schedule

Interview Schedule-English version

First of all, I would like to thank you for agreeing to participate in this study, and once again I want assure you that your anonymity is warranted.

1. How old are you?
2. How long have you been studying English?
3. What are your plans after high school: studying or working?
4. (In both cases I would ask this) In Italy or abroad?
5. Would you like to carry on studying English?
6. What do you think is the main reason to have a good English proficiency?
7. Do you feel more Italian or a citizen of the world?
8. What are your feelings towards native English speakers (ex. Americans, English, Australians)?
9. How do you see English in the global context?
10. Is it more worthy to learn English to communicate with English native speakers or with the rest of the English speaking world?
11. Could you give a reason for your previous answer?
12. If you were to go to university, could you imagine studying at an English speaking university?
13. Can you imagine doing a job where you had to speak English to your colleagues?
14. For many EFL students the main reason for learning English seems to be the possibility of getting concrete benefits, as a good job or higher grades, rather than other factors such as family influence or fear of failing your course. What are your thoughts about this?

Italian Version

Prima di tutto, vorrei ringraziarti per il tuo consenso a partecipare in questa ricerca, e vorrei assicurarti di nuovo che la tua privacy e' garantita.

1. Quanti anni hai?
2. Per quanto tempo hai studiato l'Inglese?
3. Quali sono i tuoi piani dopo il liceo: continuare gli studi o una carriera lavorativa?
4. In Italia o all'estero?
5. Vorresti proseguire con lo studio dell'Inglese?
6. Quale pensi sia la ragione principale per avere un buon livello d'Inglese?
7. Ti vedi piu' come una cittadina Italiana o come una cittadina del mondo?
8. Quali sono i tuoi sentimenti/ attitudini verso coloro che parlano l'Inglese come prima lingua (per es. Inglese , Americani, Australiani)?
9. Come vedi l'Inglese nel contesto globale?
10. Secondo te vale piu' la pena imparare l'Inglese per comunicare con la madrelingua o con il resto della gente che lo usa come linguaggio internazionale (per esempio tu che parli con un Ungherese in Inglese)?
11. Per quale motivo?
12. Nel caso in cui tu proseguissi con gli studi, potresti immaginarti studiando in Inglese in un'universita' all'estero?
13. Riesci ad immaginarti in futuro, svolgendo un lavoro in cui parli in Inglese con i tuoi colleghi?

14. Per molti studenti la ragione fondamentale per l'apprendimento dell'Inglese sembrerebbe essere la possibilità di avere dei benefici materiali, come per esempio un buon lavoro o voti più alti, piuttosto che per evitare effetti negativi, come per esempio la bocciatura. Che ne pensi a riguardo?

Appendix 3 - Interview theme analysis scheme-table.

In brackets there is the number of the utterance in which the answer has been found.

	Sandra	Franco	Tina
1. age	19 years old	18 years old	19
2. English learning exp.	5 years	12 years	12 years
3. Future plans	BA psychiatric rehab	BA in IT and telecommunications	Will carry on studying, does not specify what
4. Future plans-country	Italy, though she wanted to go abroad	undecided	Italy, though she wanted to go abroad
5. Will to go on learning English	Yes (good proficiency)	yes	No
6. Orientation	Intrinsic/instrumental (18)	Instrumental promotion (14)	Instrumental promotion (16)
7. IIE	Citizen of the world	Citizen of the world	Citizen of the world
8. Integrativeness	Will to integrate, to live in NS society (24)	Slightly negative-envies them (18)	Negative-shyness, dismay (24)
9. IIE	English as tool to communicate internationally (26)	English as a tool to communicate internationally (20)	English as a tool to communicate internationally (30)
10, 11. IIE or Integrativeness?	EIL is more important (28)	EIL is more important (22)	EIL is more important (34)
12. L2 Self	She figures herself in a NS context	It would be hard, but possible (28)	Does not envision herself speaking in English (36)
13. International L2 Self	Definitely yes	He can imagine himself/link with Instrumentality (30)	Perhaps yes (38)
14. Instrumentalities	Does not agree with questionnaires (36)	Agrees with questionnaire totally (34,36)	Does not care about aftermaths (40), learning environment important (42)

Angela Pickering
Simon Wilkinson
TLM30

S: You have to know other languages in order to communicate with other people, especially nowadays.

R: Ok, ok. The next question, it is a question that you might find either silly or curious. Do you envision yourself more like an Italian citizen or as a citizen of the world?

S: A world citizen.

R: (sniffs) Ok. Which are your feelings, let's say, your attitudes toward people who speak English as first language, let's say the mother-tongues. People that, for instance, come from England, Americans, Australians or New Zealanders. I don't know if...

S: In what sense?

R: What feelings do you have? I don't know... Would you like to look like them?

S: So, first of all I appreciate them, as they try to speak in Italian when they come here, whereas they could speak in English. So, also, I got a feeling... of mmm... sadness because I would like to visit those places. Foremost, if I had the chance I would like to live in their reality.

R: Very interesting. How do you see the English language in the global context? (sniffs)

S: So...mmm... It is the most used language in the world. Hence, if you speak English you can go everywhere. It is very important.

R: Fine. Now I ask you: in your opinion is it more worthy learning English in order to communicate, (mmm) excuse me, with its native speakers or with people who use it as an international language? I will make you an example: is it more important for you to speak communicate in English with an Australian, American? Or for instance, I don't know, to communicate with a Hungarian, who speaks in English? I don't know if the question is clear.

S: Yes, I understood. So, it is more important to speak it with a Hungarian because, even though you don't know his language, you have a way to communicate with him. So, in my opinion... Yes, it is better to speak in English with a person who is not a native speaker, because it is the only chance you have to speak with him; furthermore there is this other person that (incomprehensible), but Hungarian...mmm...it is very difficult that people know it.

R: Therefore, let's say, that you want to learn English to use it as an international language.

S: That's correct.

R: The next question would be: for what reason? But basically you have already answered, hence, let's say that... So, in the case you decide to carry on with your academic career, which indeed is the case, could you envision yourself studying in English, in a university context abroad? That is, can you figure yourself in future, let's say, maybe doing an MA like me for instance in a university in the UK or however somewhere where you use English to communicate.

Angela Pickering
Simon Wilkinson
TLM30

Appendix 4 - Email to the headmaster

Dear Dr. Massimo Di Paolo,

My name is Cristian Palombizio, I am currently enrolled in the ELTEP (English Language Teacher Education Programme) at the University of Brighton (United Kingdom) and am in the process of writing my Master degree dissertation. The study is entitled: "The L2 Motivational Self system among Italian learners of English in the context of Italian public high school. An examination of the different facets of integrativeness in an EFL context".

I am writing to request permission to conduct the research concerning my thesis at your institution: Istituto d'Istruzione Superiore "E. Fermi" - Polo Scientifico Tecnologico.

I hope that the school administration will allow me to recruit between 40 and 80 students, 18-19 years old from the school to anonymously complete a 3-page questionnaire (copies enclosed: English and Italian).

If approval is granted, student participants will complete a questionnaire about learner's motivation for learning English, at the specific time and location of the school site that you reckon more appropriate. The survey process should take no longer than 15-20 minutes. The survey results will be pooled for the thesis project and individual results of this study will remain absolutely confidential and anonymous. Should this study be published, only pooled results will be documented. No costs will be incurred by either your institution or the individual participants.

Your approval to conduct this study will be greatly appreciated. For any question you may contact either me at my email address: cristianpalombizio89@hotmail.co.uk or my course head, Dr. Angela Pickering: A.Pickering@brighton.ac.uk. Alternatively you can contact me at my mobile number : 00447448115602

If you agree, you could either send me back a scanned signed copy of this e-mail or a confirmation e-mail.

Thank you

Best Regards

Cristian Palombizio,

University of Brighton

School of Humanities

Checkland building, Brighton, East Sussex BN1 9PH

Phone: 01273 641976

Angela Pickering
Simon Wilkinson
TLM30

Italian version

Egregio Dott. Di Paolo

Il mio nome e' Cristian Palombizio, sono attualmente uno studente iscritto al corso ELTEP(English Language Teacher Education Programme) presso l'Universita' di Brighton nel Regno Unito, e sono nel processo di redazione della mia tesi di laurea specialistica dal titolo: "The L2 Motivational Self system among Italian learners of English in the context of Italian public high school. An examination of the different facets of integrativeness in an EFL context".

Con la presente e-mail le faccio cortesemente richiesta di poter condurre la ricerca relativa al mio progetto di studio presso la sua istituzione : l'Istituto d'Istruzione Superiore "E. Fermi" - Polo Scientifico Tecnologico.

Mi auguro che l'amministrazione scolastica mi permetta di reclutare tra i 40 ei 80 studenti fra i 18 e 19 anni per completare anonimamente un questionario di 3 pagine (copie allegate Inglese e Italiano).

In caso la mia richiesta venisse accolta, gli studenti partecipanti completerebbero un questionario sulla motivazione per apprendere la lingua Inglese. Il luogo e l'orario ovviamente sarebbero a sua discrezione. La compilazione del questionario non dovrebbe richiedere piu' di 15-20 minuti. I risultati del sondaggio verrebbero raggruppati per il progetto di tesi e i singoli risultati resterebbero assolutamente riservati e anonimi. In caso la ricerca venisse pubblicata, solo i dati statistici ricavati verrebbero documentati. Nessun costo dovrebbe essere sostenuto dalla vostra istituzione o dai singoli partecipanti.

Il suo consenso per condurre questo studio sarebbe molto apprezzato. Per qualsiasi domanda puo' contattare sia me al mio indirizzo e-mail: cristianpalombizio89@hotmail.co.uk o il direttore del mio corso la Dott.ssa Angela Pickering: A.Pickering@brighton.ac.uk. In alternativa potrebbe contattarmi al mio numero di cellulare: 00447448115602

In caso acconsenta, puo' inviarmi una copia scannerizzata e fermata della presente e-mail o alternativamente una e-mail di conferma.

Grazie

Distinti Saluti

Cristian Palombizio,

University of Brighton

School of Humanities

Checkland building, Brighton, East Sussex BN1 9PH

Tel: +4401273 641976

RE: Permission to Conduct Research Study

21/05/15

Appendix 5 - Informed consent

Dear Madame/Sir

My name is Cristian Palombizio and I am a post-graduate student enrolled in the English Language Teaching MA course in the school of Humanities at Brighton University. Since I am carrying out a research for my dissertation project, I would like to ask you your availability to take part in the study as a participant. More specifically as interviewee.

Your participation in this study will provide me with the data I need to research the factor motivation for learning English among Italian high-school students.

You will not be identified in any way in this study. When I report the data you will be given either a pseudonym or a number and your school will not be named. If you want to withdraw from the study, you may do so at any time; in that case the information gathered from the interview will be deleted.

Once the study is completed on 25th of September 2015, I will be happy to provide you with a copy by e-mail.

If you have any questions about this study, you can contact me by phone (+44) 07448115602 or via email: C.Palombizio1@uni.brighton.ac.uk or cristianpalombizio89@hotmail.co.uk. If you have any further concerns about the study, you could also contact my supervisor Simon Wilkinson via e-mail: S.D.Wilkinson@brighton.ac.uk.

Please read each statement below and sign at the bottom if you agree and wish to participate.

1. I confirm I have read and understand the information sheet for the above study and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason.
3. I agree to take part in the above study.
4. I agree to the anonymised use of quotes in any report.

Name of participant

Date

Signature

Name of researcher

Date

Signature

My sincere thanks

Best Regards

Angela Pickering
Simon Wilkinson
TLM30

Cristian Palombizio

Cristian Palombizio

MA student/researcher

148 Sackville Road, Hove, East Sussex BN3 7AG, United Kingdom (British address)

Via Dei Sardi 11, Pratola Peligna (Aq), 67035 (Italian address)

University of Brighton

Checkland Building, Brighton, East Sussex BN1 9PH, United Kingdom

Phone: 01273 641976

Angela Pickering
Simon Wilkinson
TLM30

Informed consent

Dear Madame/Sir

My name is Cristian Palombizio and I am a post-graduate student enrolled in the English Language Teaching MA course in the school of Humanities at Brighton University. Since I am carrying out a research for my dissertation project, I would like to ask you your availability to take part in the study as a participant. More specifically as interviewee.

Your participation in this study will provide me with the data I need to research the factor motivation for learning English among Italian high-school students.

You will not be identified in any way in this study. When I report the data you will be given either a pseudonym or a number and your school will not be named. If you want to withdraw from the study, you may do so at any time; in that case the information gathered from the interview will be deleted.

Once the study is completed on 25th of September 2015, I will be happy to provide you with a copy by e-mail.

If you have any questions about this study, you can contact me by phone (+44) 07448115602 or via email: C.Palombizio1@uni.brighton.ac.uk or cristianpalombizio89@hotmail.co.uk. If you have any further concerns about the study, you could also contact my supervisor Simon Wilkinson via e-mail: S.D.Wilkinson@brighton.ac.uk.

Please read each statement below and sign at the bottom if you agree and wish to participate.

1. I confirm I have read and understand the information sheet for the above study and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason.
3. I agree to take part in the above study.
4. I agree to the anonymised use of quotes in any report.



Name of participant

31/07/15

Date



Signature

Name of researcher

Date

Signature

My sincere thanks

Best Regards

Cristian Palombizio

Appendix 6 - Sandra's interview translated transcript

R: researcher S: Sandra

1. R: Ok...So... (sniffs), First of all I would like to thank you for your agreement to take part in this research and I assure you that, basically, your privacy, your anonymity is guaranteed.
2. S: Fine (both laugh).
3. R: So, the first question is: how old are you?
4. S: Am I supposed to answer in English or...?
5. R: No no, let's doing it in Italian, we are doing this in Italian.
6. S: Fine, 19 years old.
7. R: 19 year old ... How long have you been studying English?
8. S: Basically, I've been studying English, formally since I started high school; before I have been doing it because I liked it. It would be 5 years in proper way.
9. R: Didn't you study it in secondary school?
10. S: No, I didn't do it in Venezuela.
11. R: Oh, because you come from Venezuela. Ok. So, the third question is: which are your plans after high school? Carry on with your studies or... or do you wish to enter the job market?
12. S: Then, currently I am studying for a test to enter a school of health sciences, in the course of psychiatric rehabilitation, hence I would like to carry on with my studies, doing my BA, and then I will consider if doing an MA.
13. R: Ok, so I suppose you would do it in Italy because the next question was going to be: in the case you decide to carry on with your studies, would you do it in Italy or abroad?
14. S: So, I wanted to do it abroad, but the chance to do it in Italy turned out to be more feasible, therefore I will do here in L'Aquila.
15. R: Ok, in L'Aquila then. Would you like to carry studying English?
16. S: Yes, at the moment I already own a B2 level certificate, but I would like to continue.
17. R: Ok, the next question is: which do you think is the main reason to have a fair level of English proficiency? (sniffs)
18. S: You have to be keen on it. Above all you don't have to learn it just because it is a duty. You have to be aware that it is a necessity, that you cannot speak just one language in your life. You have to know other languages in order to communicate with other people, especially nowadays.
19. R: Ok, ok. The next question, it is a question that you might find either silly or curious. Do you envision yourself more like an Italian citizen or as a citizen of the world?
20. S: A world citizen.

21. R: (sniffs) Ok. Which are your feelings, let's say, your attitudes toward people who speak English as first language, let's say the mother-tongues. People that, for instance, come from England, Americans, Australians or New Zealanders. I don't know if...
22. S: In what sense?
23. R: What feelings do you have? I don't know... Would you like to look like them?
24. S: So, first of all I appreciate them, as they try to speak in Italian when they come here, whereas they could speak in English. So, also, I got a feeling...of mmm... sadness because I would like to visit those places. Foremost, if I had the chance I would like to live in their reality.
25. R: Very interesting. How do you see the English language in the global context? (sniffs)
26. S: So...mmm...It is the most used language in the world. Hence, if you speak English you can go everywhere. It is very important.
27. R: Fine. Now I ask you: in your opinion is it more worthy learning English in order to communicate, (mmm) excuse me, with its native speakers or with people who use it as an international language? I will make you an example: is it more important for you to speak communicate in English with an Australian, American? Or for instance, I don't know, to communicate with a Hungarian, who speaks in English? I don't know if the question is clear.
28. S: Yes, I understood. So, it is more important to speak it with a Hungarian because, even though you don't know his language, you have a way to communicate with him. So, in my opinion...Yes, it is better to speak in English with a person who is not a native speaker, because it is the only chance you have to speak with him; furthermore there is this other person that (incomprehensible), but Hungarian...mmm...it is very difficult that people know it.
29. R: Therefore, let's say, that you want to learn English to use it as an international language.
30. S: That's correct.
31. R: The next question would be: for what reason? But basically you have already answered, hence, let's say that... So, in the case you decide to carry on with your academic career, which indeed is the case, could you envision yourself studying in English, in a university context abroad? That is, can you figure yourself in future, let's say, maybe doing an MA like me for instance in a university in the UK or however somewhere where you use English to communicate.
32. S: Of course, indeed that is what I wanted to do in the beginning. Mainly because, in the beginning I wanted to study languages, but then I changed my mind because I'm more interested in psychiatrics. But I can figure myself there.
33. R: Ok, and I make you the same question for what concerns a possible future working context. Can you imagine yourself doing a job, in which you speak in English with your mates?
34. S: Definitely yes!

35. R: Ok, I guessed so, since you can already figure yourself in a university context abroad. Then, basically we are already at the last question. It has been quicker than what I reckoned (both giggle). So, actually, even from the results of questionnaires that you filled out... Now, I don't know to what extent you took the questionnaire seriously, and that's why I'm doing some interview (both laugh). So from the questionnaire analysis results, it would seem that for many students the main reason to learn English it would seem the chance to have material benefits, as a good job or higher marks. Rather than to avoid aftermaths, as failing to pass to the next academic year? Namely from my results, the main reason to learn English is having a good job, higher marks, things like that; but when we come to failing the academic course or the family influence, it seems that they give little importance to this aspect. In this regard what do you think?
36. S: I would say that is, absolutely, the opposite thing. It's the contrary they do it for their family, for the marks, to be less worried about failing to pass the academic year. They don't do it for personal interest because if it depended on them, they wouldn't put any effort into learning English. If only they understand how important it is. They don't do it in the perspective of a future job or moving abroad, they do it for marks
37. R: I guessed so, but I don't know why results say a different thing. I don't know. Fine. Anyway, thanks for your collaboration.

Appendix 7 - Franco's interview translated transcript

R: researcher F: Franco

1. R: First of all, I would like to thank you for your consent to participate in this research, and I would like to ensure you, again, that your privacy is guaranteed. Then, the first question is how old are you?
2. F: 18 years old.
3. R: How long have you been studying English?
4. F: Since the first grade, I was 6.
5. R: Since you were 6 until 18, therefore it is 12 years, isn't it?
6. F: Yes!
7. R: So, What are your plans after finishing high school? Carry on with higher education or undertake a career?
8. F: Carry on with my studies.
9. R: And... would you like to do so in Italy or abroad?
10. F: I didn't decide yet.
11. R: Ok. And... would you like to carry on studying English?
12. F: mmm...yeah!
13. R: Which do you think is the main reason to have a good level of English?
14. F: To communicate in other countries and job opportunities

15. R: Ok. And...listen... Do you see yourself more like an Italian citizen or as a citizen of the world?
16. F: As a citizen of the world?
17. R: Ok...mmm... which are your feelings, the attitudes, let's say, toward people who speak English as a first language? For instance, British, American, Australian people? I don't know if have been clear.
18. F: Yes, they are lucky, because they don't need to learn another language in order to, say work in other countries.
19. R: Ok, really interesting. And...mmm...moreover how do you see the English language in the global context?
20. F: As a mean to communicate with people from other countries, to be able to work in other countries.
21. R: Fine. Hence, I ask you at this this regard: in your opinion is it more worthy learning English to communicate with a native speaker, as for instance an Englishman, an American, an Australian; or with the rest of people who use it as an international language? For instance in the case you had to speak in English with a Hungarian. I don't know if I was clear.
22. F: In my opinion it is more the latter aspect. It is of more use having a common language with people from everywhere. Rather than talking with people who use it as their mother-tongue.
23. R: So the eleventh question is: for what reason do you think it is best using English as an international language?
24. F: mmm...well... because the syntax is easier. If you look at Italian is ten times more complex in the conjugation of verbs. That's the main reason.
25. R: Ok, ok. Mmm...in the case you carry on with your studies. Could you imagine a situation, let's say, where you are studying in English in a university context abroad in a British university or in the U.S. or even in a German university, in which you carry out your studies in English? I don't t know if you have understood.
26. F: Mmm...Yes. If I improved my English proficiency, yes.
27. R: I mean do you figure yourself, is it possible a thing like that in your mind?
28. F: Of course it would be hard, but I think it is possible.
29. R: Ok. Can you imagine yourself, for instance, in a future job where you speak in English with your colleagues of different nationalities, perhaps?
30. F: Yeah! Especially in the field where I would like to work, it is almost indispensable to communicate in English with your colleagues.
31. R: Yeah... and wait, which is the sector where you would like to work? I think I didn't ask you.
32. F: IT and telecommunications.
33. R: Ok, IT and telecommunications. So, from the questionnaire that I administered in your school and that also you filled out, basically for many students the main reason to learn English seems to be the chance to get material benefits, as a good job or higher marks, rather than to avoid negative outcomes, as to failing the pass to the

- next academic year or also disappointing the family. Is it clear? So what do reckon about this? If you understood the question, otherwise I can re-explain it.
34. F: Yes, yes, I got it. In schools English is not such a big deal, it is not one of the hardest subjects. So, most of students study English, either because it is the most used language on the Internet and because most of people think that it is useful in the job market.
35. R: Ok.
36. F: But, it is not a hard subject, especially in Italian public schools. Failing to pass to the next year plays a secondary role.
37. R: To sum up, you do believe that both failing to pass the academic year and the family influence play secondary role in comparison with getting a good job.
38. F: Most of students study English for its utility, because without it would be impossible to work in most part of the world.
39. R: Mmm...ok. This was the last question. Have you got anything else to add? I don't know, about your thoughts...anything to add?
40. F: Perhaps that the study of English, the motivation to study has been widened since it is used in online forums and chat and let's say, young people study it because of this. Even better, especially in Italy perhaps... the learning of English happens on the Internet rather than into schools.
41. R: That is you learn more English on the Internet...
42. F: ...rather than into the school, since the syllabuses are scant.
43. R: Ok. Fine. Thanks and I conclude here the interview.

Appendix 8 - Tina's interview translated transcript

R: researcher T: Tina

1. R: First of all, I would like to thank you for your consent to participate in this study and once again I would like to ensure you that your privacy is safe.
2. T: Ok.
3. R: So, the first question is how old are you?
4. T: 19.
5. R: 19. For how long have you been studying English?
6. T: Since primary school, that is 13 years.
7. R: Ok. Which are your plans after high school: to carry on studying or undertake a career?
8. T: No, to continue studying.
9. R: Mmm... ok. May I ask you if you are going to study in Italy or abroad?
10. T: I am going to study in Italy, though I would like to go abroad, but since I haven't learned English I will not go.
11. R: Ok. Therefore I ask you: would you like to continue studying English?
12. T: Not in Italy.
13. R: Not in Italy, fine. What do you think is the main reason to have a good level of English proficiency?

14. T: It should be taught since early years, namely since you are toddler and there is the necessity to teach English by using just English in the classrooms. Just because they are toddlers, it doesn't mean that they need to listen to the Italian translation of something said in English, because that's how I dealt with languages, such as Spanish. I dealt with it by going there where nobody used translation, but I could understand. That's how I learned Spanish, whilst in Italy they just waste a lot of time doing it the way they do.
15. R: Wait, actually I have asked you ...mmm... What is the reason for having ... eh...a good level of English? In your opinion, why is it worth having a good English proficiency, basically.
16. T: Because, however it opens many doors in the job market, in communication, etc.
17. R: Ok.
18. T: Always the usual reasons, which anyway are the reasons prompt by society, which are going to shape you anyway. Also because English got more... importance within society.
19. R: Hence, basically for an instrumental motivation, that is career...basically.
20. T: Yes, because of a career.
21. R: Ok. And the next question is: do you see yourself more like an Italian citizen or like a citizen of the world? Don't know if you got me...
22. T: Yes. I see myself more like a citizen of the world, this depends also on the family and on the education that one received. But I see myself as a citizen of the world.
23. R: Ok. And...this question might be slightly trickier, but basically what are your feelings, let's say, the attitudes toward those...mmm...who speak English as a first language? That is how do you feel in the regards of an Englishman or an American? What are your feelings?
24. T: Ignorance, because you cannot express what you think about them, hence it is like I look ignorant to their eyes because you cannot even say: "Hi, how are you?" or: "Where is that road".
25. R: Therefore, like a sort of fright, let's say, I mean not fear, how could I say?...mmm... shyness, dismay...ehh yes.
26. T: Yes, that one.
27. R: Ok, How do you see English in the global context?
28. T: What do you mean?
29. R: Partly, you have already answered earlier to this question. You know, I have planned these questions, but sometimes I need to adjust them to the situation. However, yes... let's say...you see it as... more or less as tool to work, I reckon. According to what you said previously.
30. T: Yes, but also to make new friendships, that's all it is about, because you can communicate with anyone thanks to English.
31. R: As a so called lingua franca, an international language.
32. T: Yes.
33. R: Basically. Ok...also even this one might be slightly trickier. In your opinion, is it more worthy to speak in English to communicate with native speakers, namely

- Englishmen, Aussies; or with people who use English as an international language? For instance, to speak it with a Polish; that is you cannot understand him, hence you use English. So...in your opinion...mmm....is it more one or the other aspect?
34. T: In my opinion they have both the same importance, now if you want to choose between the twos, I prefer the international language option; since I don't speak Polish, I don't know, it is possible to get to a meeting point that is English.
35. R: Ok...err...mmm...In the case you choose to carry on studying, let's say, one day, perhaps after you finish your BA and you have a better English proficiency, could you imagine yourself...mmm...studying in English at a British university? Or anyway a university, in which you have to study in English? For instance I'm doing my MA here, I mean, could you imagine yourself in my place?
36. T: No!
37. R: Ok. I make you the same question regarding the world of work. Basically, could you envision yourself in a future context, in which you work and speak in English with your colleagues?
38. T: Yes, this could be
39. R: Ok. And I move on basically onto the last question that is: basically you have done my questionnaires? Haven't you? According to the results for many students, as you said earlier, the main reason for learning English seems to be the chance of getting material benefits, as a better job or higher marks; rather than to avoid negative consequences, as re-take the academic year. I mean, if on the one hand it seems that students don't care about failing to pass the academic year, on the other hand it seems that they have to learn English for a career benefit. What do you reckon about this? Do you agree? Do you see yourself in this picture...?
40. T: Mmm... since I was a toddler I never liked particularly English, hence I approached negatively the study of English. However, I am aware that it is useful for almost anything: to travel, if you visit a new place. Studying English is important for anything you have to do...anything. Therefore, when it comes to failing the academic year I really don't care.
41. R: O maybe family influence...
42. T: No, I always had to do Summer extra courses for English, hence I have never been interested in getting good marks in English. It has been a school subject that teachers have made uninteresting to me, otherwise I would have approach it in a different way.
43. R: Ok, what you told me is really interesting. Let me turn off the recorder..